New Jersey Student Learning Assessments (NJSLA)

English Language Arts

Mathematics

Science

Score Interpretation Guide For Educators

Spring 2023

State of New Jersey

Department of Education

New Jersey Student Learning Assessments

Score Interpretation Guide

For Educators

New Jersey State Department of Education

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2023

Table of Contents

Part 1: Introduction and Overview of Assessment Program

1.1 Background

The New Jersey Student Learning Assessments for English Language Arts (NJSLA–ELA), Mathematics (NJSLA–M), and Science (NJSLA–S) measure how well students meet the New Jersey Student Learning Standards (NJSLS). The NJSLS specify what students are expected to learn in each content area. They are the foundation on which districts build curriculum and plan instruction to prepare each New Jersey student with knowledge and skills needed for academic success. The data from the NJSLA and from students' daily interactions with teachers, as well as from their performance on teacher and district[1]-developed assessments, combine to provide a complete picture of student achievement.

1.2 New Jersey Student Learning Assessments

The spring 2023 NJSLA were administered to students in grade 3 through high school. The NJSLA–ELA focused on reading and comprehending a range of sufficiently complex texts independently and writing effectively when using and/or analyzing sources. The NJSLA–M focused on applying skills and concepts, understanding multi-step problems that require abstract reasoning, and modeling real-world problems with precision, perseverance, and strategic use of tools. In grades 5, 8, and 11, the NJSLA–S measured student proficiency in scientific and engineering practices in the context of crosscutting concepts and disciplinary core ideas. In all content areas, students demonstrated their acquired skills and knowledge by answering selected-response items, technologically enhanced items, and constructed response items.

1.3 Test Security

While this Score Interpretation Guide does not include test material, the importance of keeping test material secure throughout the testing process cannot be overstated. Consequently, test security measures are reprinted here to ensure that they are fully understood and appreciated.

Test administrators, proctors, and other school personnel generally should not have access to and may not discuss or disclose any test items before, during, or after the test administration. All district and school personnel, including personnel not directly involved in administering the test, should be informed of the security procedures prior to the test administration.

1.4 Confidentiality of Scores

Score reports are made available online to both school districts and parents and guardians and require a password to access. Individual student performance results are confidential and may be released only in accordance with a variety of federal laws as presently amended: The 1946 Richard B. Russell National School Lunch Program Act, 1974 Family Educational Rights and Privacy Act (FERPA), and 1975 Individuals with Disabilities Education Act. Districts are required

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[1] The word, district, can also refer to Charter or Renaissance schools.

to report statewide assessment results to their boards of education and the public within 60 days of receiving assessment reports. However, in the reporting of group assessment information, data must be suppressed when it would be possible to infer the performance of individual students. To read additional material on the U.S. Department of Education (USDOE) comprehensive security policy and procedures, please see the USDOE Student Privacy Policy page.

In practice, it is common to suppress numbers where the group size is less than ten and to suppress totals when it is possible to calculate back to the results of one or two students. Precautions are also taken when it is possible to infer individual information because all the students in a district, school, or population group fall into a category or to a level that has negative connotations associated with it. Suppressed numbers are replaced by other characters (the New Jersey Department of Education, NJDOE, uses asterisks) to safeguard confidentiality. Whenever any data suppression measures are employed, a statement is needed explaining that it was done to protect student confidentiality. To find more information on access to public records, please see the Citizens Guide to OPRA.

1.5 Types of Scores on the NJSLA Score Reports
There are two types of score reports: Student level reports and Aggregate reports.

Student performance on the NJSLA is described on the individual student report using scale scores, performance levels, and graphical indicators. State, district, and school average results are included in relevant sections of the report to help parents and guardians understand how their student's performance compares to that of other students. In some instances, a note will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and therefore results are not reported.

Aggregate reports show the results of multiple students in the same school or district. These reports may show average scale scores or the distribution of performance levels across the entire school or within a group. Out-of-residence or out-of-district students appear only on aggregate reports for their accountable schools or districts, which may not be where they are actually tested.

1.5.1 Scale Scores
Not all students respond to exactly the same set of items on the test, so instead of reporting students' raw scores (the actual points earned on test items), scale scores are used to report student performance for the NJSLA. Scale scores are obtained by a mathematical conversion of the raw score, to permit legitimate and meaningful comparisons across difference forms and/or administrations within the same grades/course and content area. As such, they provide the best generalized information about overall performance.

For example, a student who earns an overall scale score of 800 on one version of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score

and level of mastery of concepts and skills would be comparable to that of a student who took the same assessment the previous year or the following year and earned a scale score of 800.

Different scale scores are reported for the NJSLA:

- Overall scale scores:
    - For both ELA and mathematics, scale scores range from 650 to 850 for all grades/courses.
    - For science, scale scores range from 100 to 300 for all grades.
- Major Claims scale scores: ELA reports provide separate scale scores for both Reading and Writing for all grades.
    - Reading scale scores range from 10 to 90.
    - Writing scale scores range from 10 to 60.

For more information on scale scores, please see Part 5, Frequently Asked Questions.

1.5.2 Performance Levels
Based on test results, a student's performance is categorized into a specific performance level. Grade-appropriate Performance Level Descriptors (PLDs) translate these performance levels into words. They describe the knowledge, skills, and practices that students should know and be able to demonstrate at each of the performance levels. PLDs for ELA and mathematics are available at the [New Jersey Assessments Resource Center](#). PLDs for Science appear on the ISRs and in Appendix B of this document.

There are five performance levels in ELA and mathematics and four levels in science. They are calculated separately for each subject, and one cannot generalize from one subject to another.

1.5.3 Graphical Indicators
In addition to scale scores and performance levels, for ELA and mathematics, graphical indicators are used to indicate how the student performed in each subclaim relative to the overall performance of students who met or nearly met expectations for the content area. For science, graphical representations are used to provide information about what students know and can do with respect to the domains and practices that comprise the science assessment.

1.6 How to Use this Guide
This Score Interpretation Guide (SIG) provides a broad range of detailed information about the interpretation and use of results from the spring 2023 administration of the NJSLA–ELA, NJSLA–M and NJSLA–S. While the SIG is a public document, it is organized as a resource for administrators and other school personnel who need to understand and discuss the score reports with others, such as parents and guardians, districts, or the media. This guide provides information on the individual student reports, school reports, and district reports provided for the NJSLA.

The NJSLA are part of an ongoing system of activities that provide evidence related to student learning. Further examination of a student's knowledge and skill should include the student's

whole profile. Decisions about appropriate instructional placement should be based on an examination of a student's classroom test results, grades, anecdotal records, portfolios, checklists, school-level results, and other measures of performance.

Please note that reports with fictitious data appear in this guide for illustrative purposes only; they are provided to show the basic layout of the reports and the information they provide. The sample reports do not include actual data from any test administration.

Part 2: English Language Arts Assessment

2.1 Individual Student Report (ISR)

The NJSLA–ELA emphasize the importance of close reading, synthesizing ideas within and across texts, determining the meaning of words and phrases in context, and writing effectively when using and/or analyzing sources.

The Individual Student Reports (ISRs) provide data that may be used to help identify student strengths and needs. The ISR, a sample of which is depicted in Figures 1 and 2, is a two-sided report which presents a student's scale score and performance level, indicating their overall performance on the NJSLA–ELA and the extent to which they meet or do not meet the expectations.

There are five performance levels for the NJSLA-ELA. Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level. Each performance level is defined by a range of overall scale scores for the assessment. The five performance levels for the NJSLA–ELA include the following:

- Level 5: Exceeded Expectations.
- Level 4: Met Expectations.
- Level 3: Approached Expectations.
- Level 2: Partially Met Expectations.
- Level 1: Did Not Yet Meet Expectations.

Students performing at Levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level and, ultimately, are likely on track for college and careers. Additional information pertaining to the test performance levels can be found in Appendix A.

The ISR also provides specific information on the student's performance with respect to the Major Claims of Reading and Writing and subclaims. A description of the different components of the ISR follows.

Figure 1. Sample ISR – ELA Page 1
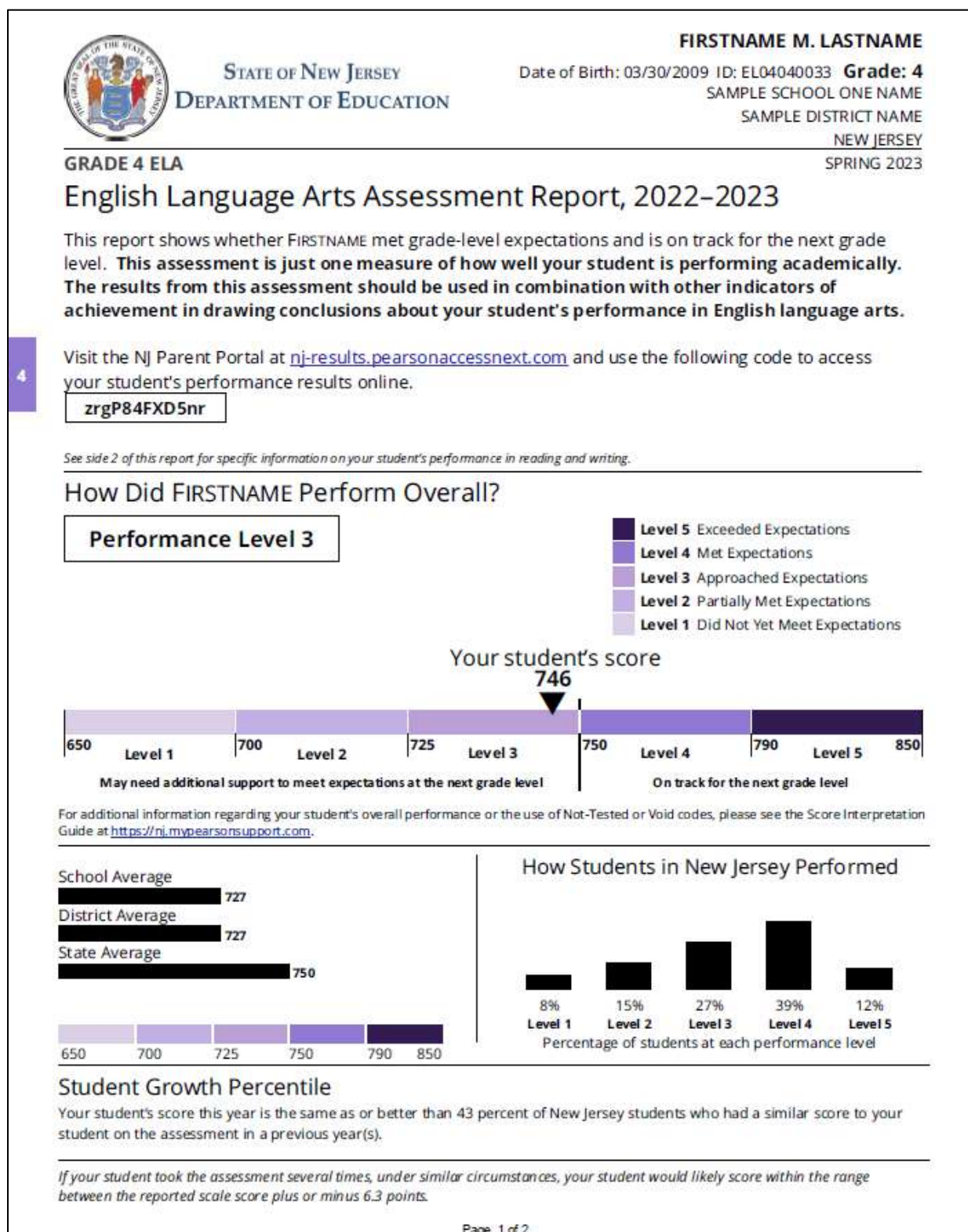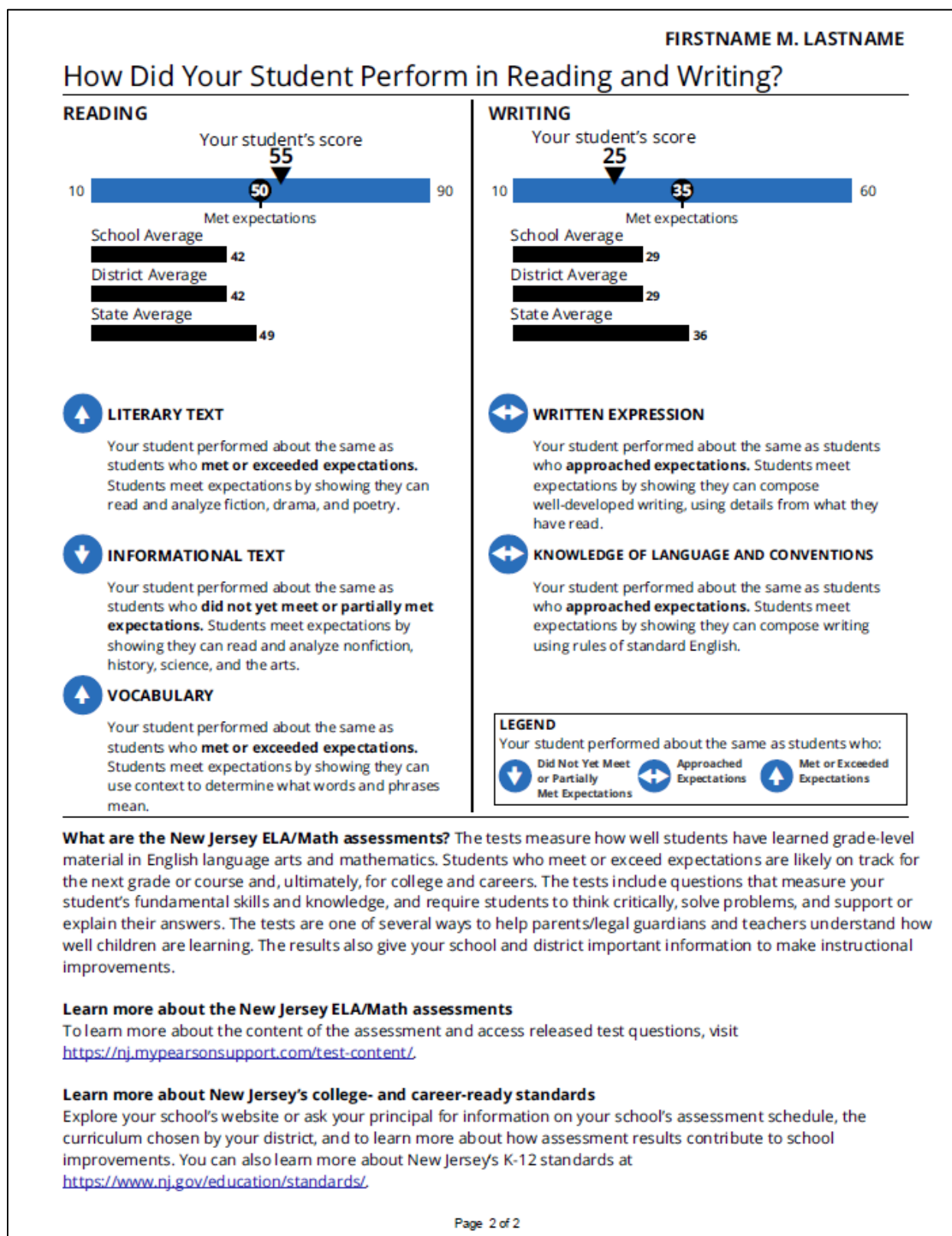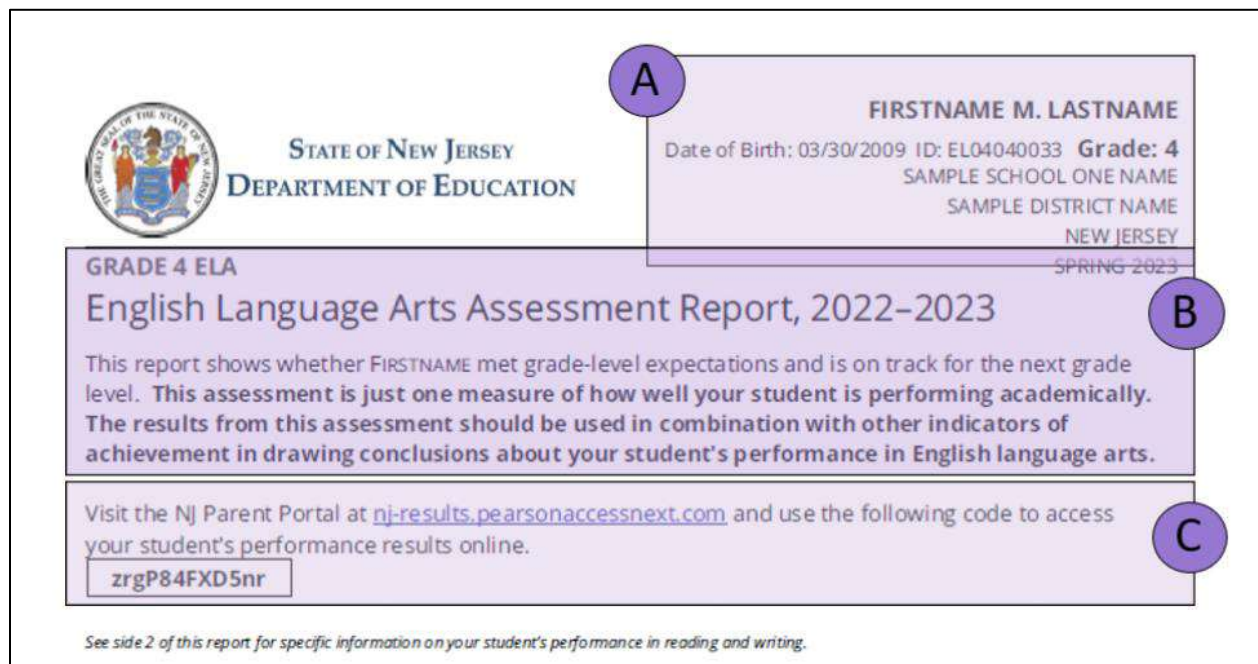
STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

FIRSTNAME M. LASTNAME
Date of Birth: 03/30/2009 ID: EL04040033 **Grade: 4**
SAMPLE SCHOOL ONE NAME
SAMPLE DISTRICT NAME
NEW JERSEY

GRADE 4 ELA   SPRING 2023

English Language Arts Assessment Report, 2022–2023

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your student is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in English language arts.**

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use the following code to access your student's performance results online.

zrgP84FXD5nr

See side 2 of this report for specific information on your student's performance in reading and writing.

How Did FIRSTNAME Perform Overall?

Performance Level 3

Level 5 Exceeded Expectations
Level 4 Met Expectations
Level 3 Approached Expectations
Level 2 Partially Met Expectations
Level 1 Did Not Yet Meet Expectations

Your student's score
746

| 650 | 700 | 725 | 750 | 790 | 850 |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |

May need additional support to meet expectations at the next grade level   On track for the next grade level

For additional information regarding your student's overall performance or the use of Not-Tested or Void codes, please see the Score Interpretation Guide at https://nj.mypearsonsupport.com.

School Average — 727
District Average — 727
State Average — 750

| 650 | 700 | 725 | 750 | 790 | 850 |

How Students in New Jersey Performed

| 8% | 15% | 27% | 39% | 12% |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |

Percentage of students at each performance level

Student Growth Percentile

Your student's score this year is the same as or better than 43 percent of New Jersey students who had a similar score to your student on the assessment in a previous year(s).

If your student took the assessment several times, under similar circumstances, your student would likely score within the range between the reported scale score plus or minus 6.3 points.

Page 1 of 2

14

Figure 2. Sample ISR – ELA Page 2

How Did Your Student Perform in Reading and Writing?

READING

Your student's score
55

10 ▮▮▮▮**50**▮▮▮▮ 90

Met expectations

School Average
▮▮▮ **42**

District Average
▮▮▮ **42**

State Average
▮▮▮▮ **49**

⬆ LITERARY TEXT

Your student performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

⬇ INFORMATIONAL TEXT

Your student performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

⬆ VOCABULARY

Your student performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING

Your student's score
25

10 ▮▮▮**35**▮▮ 60

Met expectations

School Average
▮▮▮ **29**

District Average
▮▮▮ **29**

State Average
▮▮▮▮ **36**

⬌ WRITTEN EXPRESSION

Your student performed about the same as students who **approached expectations.** Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

⬌ KNOWLEDGE OF LANGUAGE AND CONVENTIONS

Your student performed about the same as students who **approached expectations.** Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND
Your student performed about the same as students who:

⬇ **Did Not Yet Meet or Partially Met Expectations**   ⬌ **Approached Expectations**   ⬆ **Met or Exceeded Expectations**

What are the New Jersey ELA/Math assessments? The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.

Learn more about the New Jersey ELA/Math assessments
To learn more about the content of the assessment and access released test questions, visit
https://nj.mypearsonsupport.com/test-content/.

Learn more about New Jersey's college- and career-ready standards
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at
https://www.nj.gov/education/standards/.

Page 2 of 2

2.1.1 General Information

Figure 3. ISR – ELA Sections A–C

A. Identification Information

The upper right area of this section provides identification information about the student (i.e., name, date of birth, student identification number, grade), the school, the district, the state, and the assessment administration.

B. Description of Report

To the left below the identification information, the description of the report provides the grade level assessed, content area (ELA) assessed, and assessment year. It also provides a general overview of the assessment and score report.

C. The Parent Portal Access Code

The Parent Portal can be used by parents and guardians to view individual student test results. They can use the code printed on the ISR to access their students' results online.

2.1.2 Overall Assessment Results

Figure 4. ISR – ELA Sections D–H
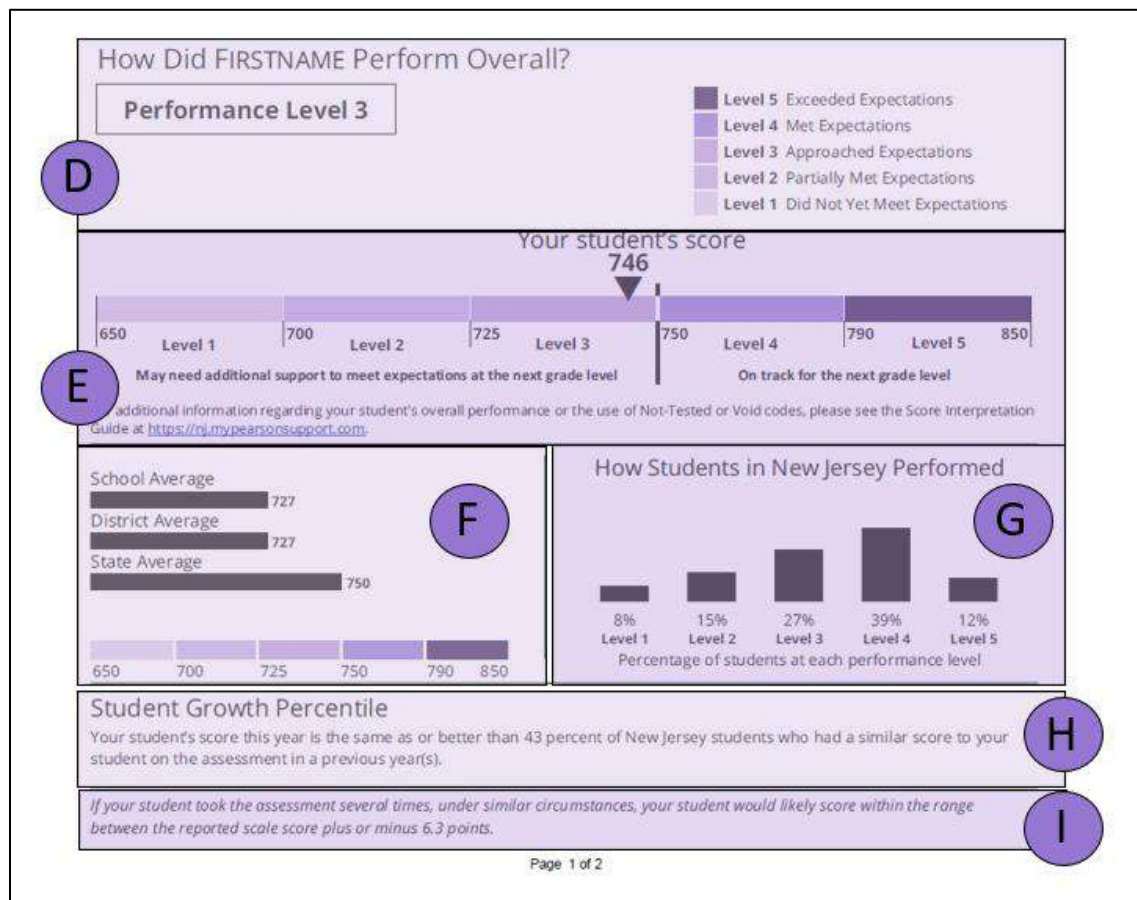
D. Overall Performance Level
Section D identifies the student's performance level (refer to Part 1.5.2). Students receive an overall scale score, and based on that score, are placed in one of five performance levels. Some ISRs may not include score related information due to Not Tested and/or Void related codes. For more information, see Part 5, Frequently Asked Questions.

E. Graphical Representation of Overall Performance: Scale Score and Performance Level
This graphic provides an illustration of the five performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach Performance Level 2 is 700, for Performance Level 3 it is 725, and for Performance Level 4 it is 750 for all grade levels for ELA. The scale score needed to reach Performance Level 5 varies. Refer to Appendix A for the full list of scale score ranges for each performance level.

F. Average of School, District, and State

The average overall scale scores of the school, district, and state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, and state levels for the same grade level and content area.

G. Performance Level Percentages

This section provides a bar graph showing the percentage of students within the state who performed at each of the performance levels.

H. Student Growth Percentile

Overall scale scores and performance levels provide information on how the student performed on the assessment. Student growth percentiles (SGP) offer an opportunity to look at how much progress the student made in the past year.

SGP measure a student's growth on the assessment over the past year(s) compared to the student's "academic peers". A student's "academic peers" refers to all other students in New Jersey in the same grade and assessment subject that had similar historical assessment results. In other words, students are only compared to others based on their score history.

SGPs range from 1 to 99, higher numbers represent higher growth and lower numbers represent lower growth. If the student's growth percentile is 80, it means that the student scored better than 80 percent of the student's academic peers on this year's NJSLA-ELA. Because students are only compared with other students who performed similarly in the past, all students, regardless of their scale scores, can demonstrate high or low growth.

The meaning of SGPs can be illustrated by understanding how an athlete improves over a specific period of time. For example, over a five-month period, athlete A improved their 100m run by 2 seconds while athlete B improved 0.5 seconds. It seems that athlete A has made greater improvement; however, athlete A is a novice while athlete B is a professional runner. To determine the significance of the progress each athlete made, the athletes should be compared with a group of athletes with similar performance records. As the result, athlete A is a beginner who had room for improvement while athlete B is a veteran who, even while performing at their peak, was able to improve. This illustrates the scores (i.e., running time) and growth (i.e., changes in running time relative to peers) provide different but complementary information.

In general, scores may be categorized into low, typical, and high growth (see Figure 5). Low growth is a student who falls below the 35th percentile. Typical growth are students who fall between the 35th and 65th percentiles. High growth is a student who is above the 65th percentile. A student may have high growth but may not have reached proficiency. For example, a student with a score of 700 and a growth percentile of 75 falls into the category of Higher Growth Lower Achievement.

Note: SGP will not be provided on ISRs for Grade 3.

Figure 5. Relationship between Student growth percentiles and overall scale score.
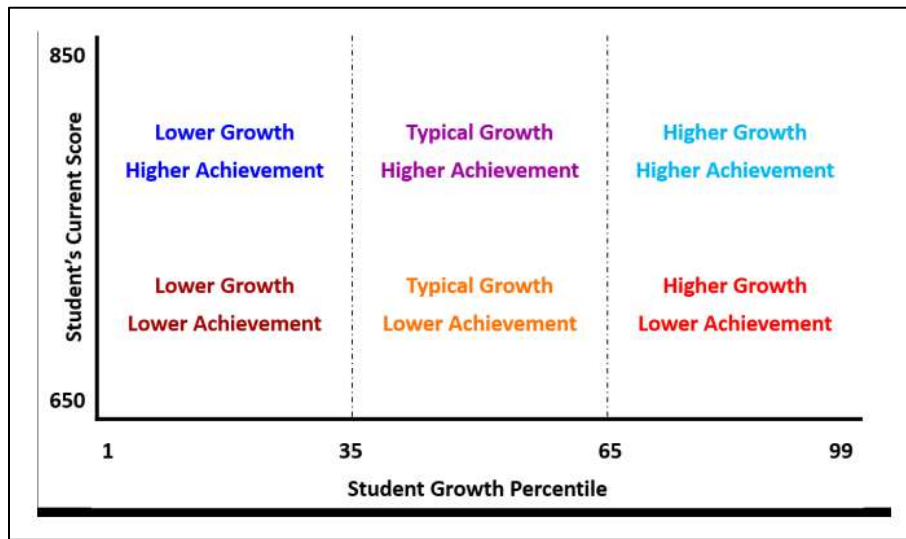
I. Probable Range

No test provides a perfect measurement of proficiency for a student. The standard error of measurement (SEM) provides an estimate of the score range that a student would likely fall within if the student were assessed multiple times under similar circumstances for the same assessment. The probable range can be obtained by adding and subtracting the SEM from the scale score (range = scale score ± SEM). The student's score would likely fall within that range about two-thirds of the time.

2.1.3 Performance by Major Claims and Subclaims

Figure 6. ISR – ELA Sections J–L

FIRSTNAME M. LASTNAME

How Did Your Student Perform in Reading and Writing?

READING

Your student's score
55

10 — **50** — 90

Met expectations

School Average — 42
District Average — 42
State Average — 49

WRITING

Your student's score
25

10 — **35** — 60

Met expectations

School Average — 29
District Average — 29
State Average — 36

J

LITERARY TEXT
Your student performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

INFORMATIONAL TEXT
Your student performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY
Your student performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITTEN EXPRESSION
Your student performed about the same as students who **approached expectations.** Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

KNOWLEDGE OF LANGUAGE AND CONVENTIONS
Your student performed about the same as students who **approached expectations.** Students meet expectations by showing they can compose writing using rules of standard English.

K

LEGEND
Your student performed about the same as students who:
Did Not Yet Meet or Partially Met Expectations
Approached Expectations
Met or Exceeded Expectations

L

J. Performance by Major Claims

For the NJSLA-ELA, there are two Major Claims reported: The Major Claim for Reading measures reading and comprehending a range of sufficiently complex texts independently, and the Major Claim for Writing measures writing effectively when using and/or analyzing sources.

Students receive a scale score for the Major Claims of Reading and Writing. Reading scale scores range from 10 to 90 and Writing scale scores range from 10 to 60. Because the Reading and Writing Claims measure different skills and knowledge and are based on different standards and evidence statements, the scale scores cannot be compared.

Note that Reading and Writing scale scores (refer to Part 1.5.1) are on scales different from the overall scale score. For this reason, the sum of the scale scores for each major claim will not equal the overall scale score.

For reading, the "Met Expectations" standard is set to a scale score of 50. For writing, the "Met Expectations" standard is set to a scale score of 35. Thus, a student could be considered as meeting expectations in a claim by attaining 50 in reading or 35 in writing.

K. Subclaim Categories

Within the Major Claims for ELA (i.e., Reading and Writing) are specific skill sets (subclaims) students demonstrate on the NJSLA–ELA. Under Reading, there are three subclaim categories: Literary Text, Informational Text, and Vocabulary. Under Writing, there are two subclaim categories: Written Expression and Knowledge of Language and Conventions. Each subclaim category includes the header identifying the subclaim and an explanatory icon representing the student's performance and an explanation of what students who met expectations can do in this subclaim.

Note: The scoring for the subclaim category of Written Expression is weighted by a multiplier of 3. The weighting for the Written Expression traits is meant to increase their contribution to the overall ELA score without adding to the length of the assessment with additional items.

L. Description of Subclaim Performance Indicator Graphics

The symbols shown on page 2 of the ISR are used to identify the three broad categories of student performance. These symbols indicate how the student performed in each subclaim area relative to the overall performance of students:

 An up arrow indicates a student's performance in this subclaim reflects students with overall scale scores in the "Met or Exceeded Expectations" category.

 A bidirectional arrow indicates a student's performance in this subclaim reflects students with overall scale scores in the "Approached Expectations" category.

 A down arrow indicates a student's performance in this subclaim reflects students with overall scale scores in the "Did Not Yet Meet or Partially Met Expectations" category.

Figure 7. ISR – ELA Section M

What are the New Jersey ELA/Math assessments? The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.

Learn more about the New Jersey ELA/Math assessments
To learn more about the content of the assessment and access released test questions, visit https://nj.mypearsonsupport.com/test-content/.

Learn more about New Jersey's college- and career-ready standards
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at https://www.nj.gov/education/standards/.

Page 2 of 2

M. Additional Information

Section M of the ISR provides additional information such as a brief description of the NJSLA–ELA. In addition, students and their parents and guardians are encouraged to learn more about the assessment and associated standards by referencing appropriate weblinks.

2.2 Student Roster Report

The Student Roster Report is produced at the school level to provide a method of reviewing the test results of all students within a given school. Student records that are designated as being Not Tested or Void will not appear on this report. Figure 8 provides a sample Student Roster, and a description of the various components of the report follows.

Figure 8. Student Roster – ELA Sections A–D
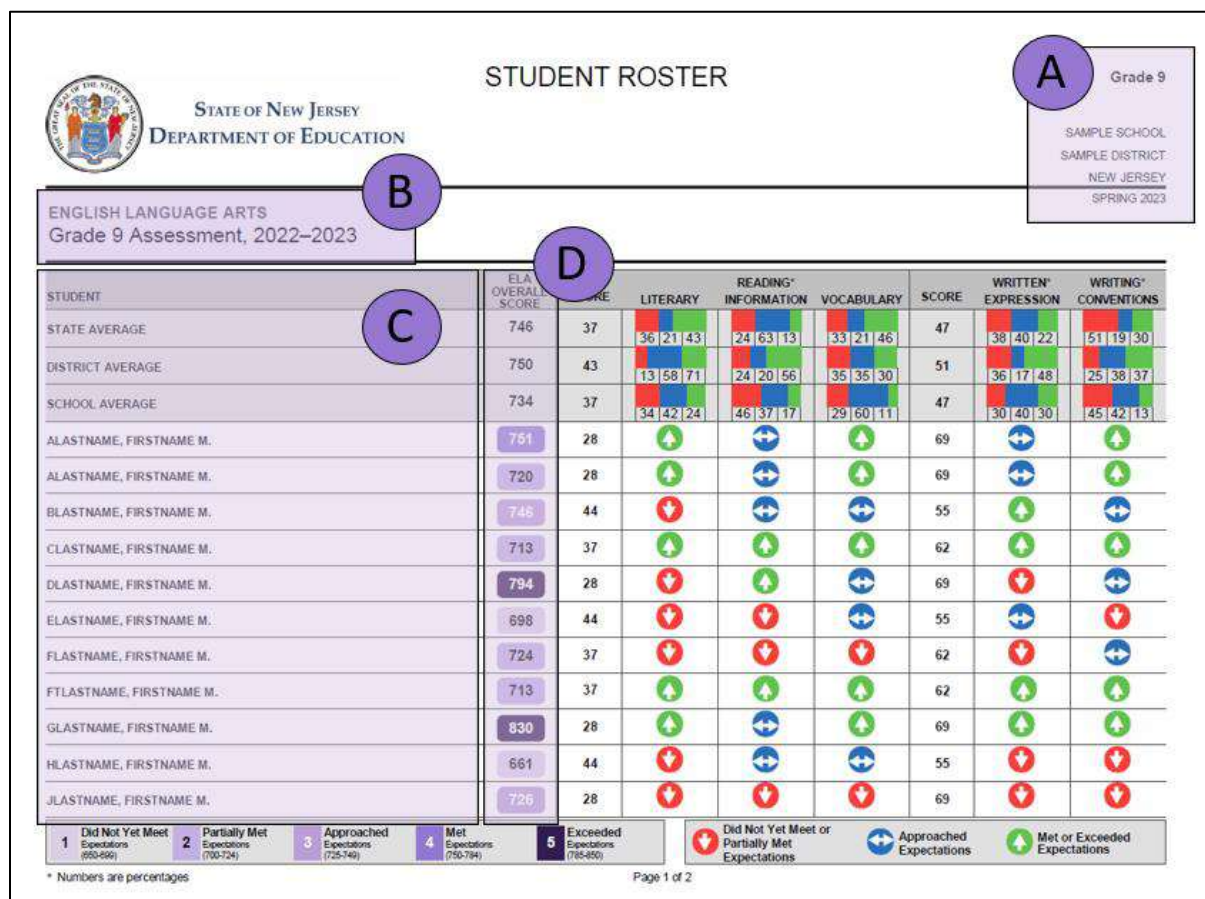
A. Identification Information
This section lists the grade level, school name, district name, and state, and identifies the assessment administration.

B. Assessment Information
This section identifies the content area (ELA), the grade level, and assessment year.

C. Roster of Students
This section of the Student Roster Report identifies the state, the district, and the school average before alphabetically listing each student's name.

D. Scale Score

In this section of the report, the first three rows contain the average scale score for the state, district, and school followed by the student's overall scale score and performance level. Students receive a numerical score, and based on that score, are placed in one of five performance levels. Performance levels are indicated by the color highlighting behind the number. Refer to Section I, "Description of Performance Level Graphics," to identify the color key.

Figure 9. Student Roster – ELA Sections E–J
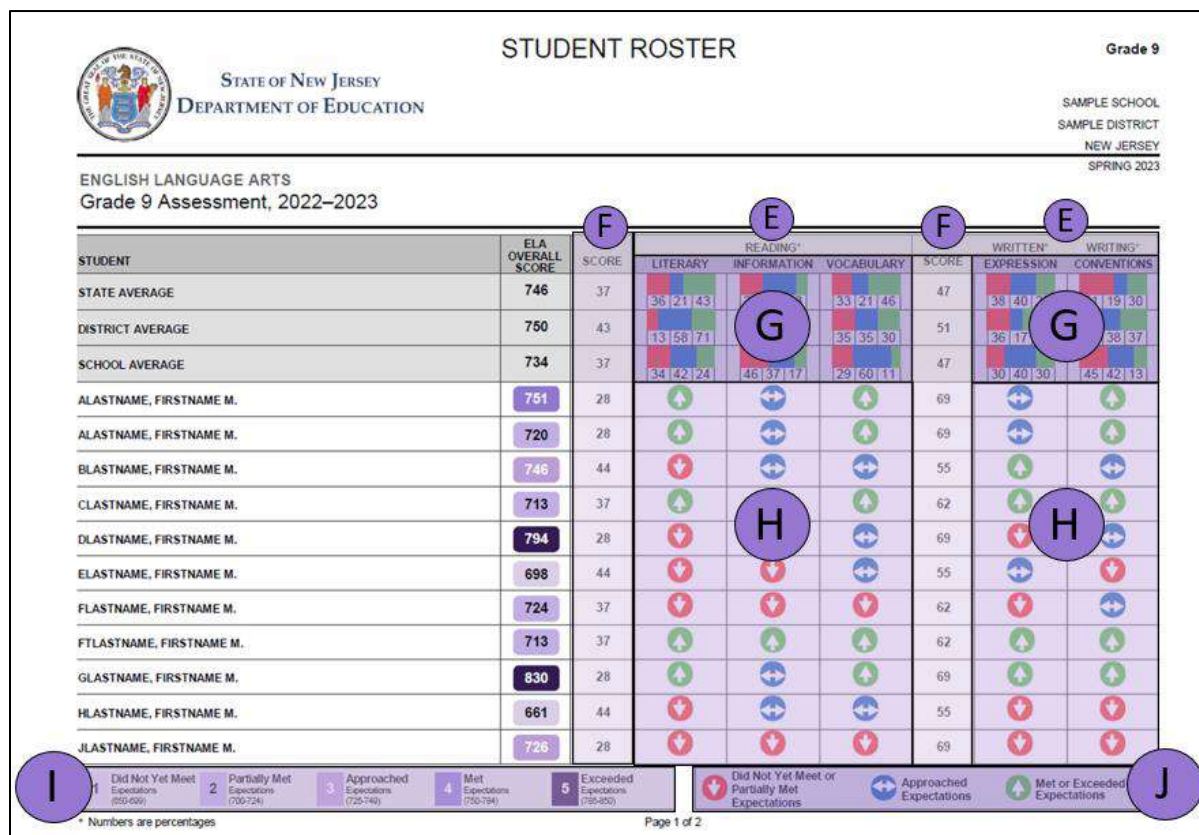
E. Major Claims

For ELA, there are two Major Claims: Reading and Writing.

F. Performance by Major Claim Scale Scores

For ELA, student performance for each Major Claim is provided as a scale score on a scale different from the overall scale score. For this reason, the sum of the scale scores for each Major Claim will not equal the overall scale score. The scale score for each Major Claim appears under the heading "SCORE."

Important to the NJSLA–ELA is the ability to compare student performance to a variety of reference points. By reviewing each section, student scores can quickly be compared to the averages. The first three rows contain state, district, and school averages.

24

G. Subclaim Percentages of Students

Within each of the Major Claims for ELA are specific skill sets (subclaims) students demonstrate on the NJSLA-ELA. Each subclaim category includes the header identifying the subclaim; state, district, and school percentages; and an explanatory icon representing the student's performance.

H. Subclaim Performance Indicators

For each student, this section indicates subclaim performance with respect to expectations, using the symbols described earlier in this guide.

I. Description of Performance Level Graphics

This graphic illustrates the performance levels and helps to quickly show the performance level for each student's scale score. Each performance level has a different color shading with performance Level 1 (Did Not Yet Meet Expectations) being the lightest shade and performance Level 5 (Exceeded Expectations) being the darkest shade.

J. Description of Subclaim Performance Indicator Graphics

Student subclaim performance is reported using the following performance indicators.

Met or Exceeded Expectations is represented by an up arrow.

Approached Expectations is represented by a bidirectional arrow.

Did Not Yet Meet or Partially Met Expectations is represented by a down arrow.

2.3 Content Standards Roster Report

The Content Standards Roster Report analyzes the student performance of operational items on the spring 2023 NJSLA-ELA and their alignment to the Common Core State Standards. The report is by grade level and content area at a school level.

For more information on the Student Content Roster Data file published in PAN, please refer to the Student Content Roster Data file field definitions document published in PAN.

Figure 10. Sample Content Standards Roster – ELA Page 1

A. School Information
This report is provided at a school level by student. The school name, district, state, and assessment administration are provided.

B. Description of Report
The description of the content area (ELA) assessed, grade level assessed, and assessment year are located in this section.

C. Reporting Domain and Standard Groups
Operational items are classified by the Common Core State Standards for ELA (e.g., RL.3.1, RI.3.4, etc.). For the purposes of this report, all operational items are categorized by reporting domain and/or standard group(s) to which they correspond.

For example, the report displays the domains of Reading: Literature and Reading: Informational Text and reports the standard groups under each, which, in this case, are: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. The domains of Reading: Literature and Reading: Informational Text assess students' comprehension and close analytic reading of complex literary and informational texts.

Page 2 of the report displays the domain of Language and reports the standard group of Vocabulary Acquisition and Use. The domain of Language assesses students' use of context to determine the meaning of words and phrases. For Grade 6 through Grade 9, page 2 also displays the domain of Reading and reports the standard groups of Literacy in History/Social Studies and Literacy in Science & Technical Subjects. This domain assesses students' analytic reading of historical, scientific, and technical texts.

For ELA, all items align to multiple standards and may therefore be included in multiple groups in this report. If a domain (i.e., Reading: Literature) has more than one standard group (i.e., Key Ideas and Details, Craft and Structure, and Integration of Knowledge of Ideas), then an "OVERALL" section will also be provided.

D. State Average Percent Points Achieved
This section provides the average percent points achieved for all students in the state with valid scores for each domain and standard group at an operational form combination. The average percent points achieved is also applicable to writing categories (see Section I) and Prose Constructed Response tasks (see Section J) found on page 2 of this report. Groups with fewer than 6 maximum points will have "N/A" listed in this section, not the percent correct.

Note: The Student Content Roster Data file published in PAN also includes results where the maximum points possible are fewer than 6 points.

E. Student Percent Points Achieved
This section shows the percent points achieved of the total points possible each student listed received in each domain and standard group. The percent points achieved is also applicable to writing categories (see Section I) and Prose Constructed Response tasks (see Section J) found on page 2 of this report. Groups with fewer than 6 maximum points will have "N/A" listed in this section, not the student's percent correct. For domains with multiple standard groups, this amount will still be included in the total.

Note: The Student Content Roster Data file published in PAN also includes results where the maximum points possible are fewer than 6 points.

F. Core Form

This section indicates the operational core form taken by each student listed for the spring 2023 administration. The form is determined by the core operational form. Form codes starting with the letter O are online and forms starting with the letter A are accommodated forms. Subclaim information for all sections (Student Percent Points Achieved and State Average Percent Points Achieved) is for that student's individual operational form combination. Comparisons cannot be made for students unless both students took the exact same form for the report administration.

G. Student Information

Students will be listed by their last name, then first name in alphabetical order. Students are listed if a valid summative score is available for those students whose score has not been suppressed.

H. Additional Information

Links to more detailed information on the Common Core State Standards are provided at the bottom of pages 1 and 2 of the report.

For more information about Evidence Statements and Common Core State Standards, please visit the Test Content and Other Information webpage. Use the NJSLA drop-down menu and select ELA to access the Evidence Statement Tables for Reading and Writing and Common Core State Standards.

Figure 11. Sample Content Standards Roster – ELA Page 2

Content Standards Roster

Grade 3

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

NJ REPORT SCHOOL 2
NJ REPORT DISTRICT
NEW JERSEY

ENGLISH LANGUAGE ARTS
Grade 3 Assessment, 2022–2023

SPRING 2023

NJ = State Average Percent Points Achieved
ST = Student Percent Points Achieved

STUDENT	CORE FORM	Language Vocabulary Acquisition & Use L.3.4 L.3.4.a L.3.4.b L.3.4.c L.3.4.d L.3.5 L.3.5.a L.3.5.b L.3.5.c L.3.6		Writing Categories Written Expression		Writing Knowledge		Prose Constructed Response Literary Analysis		Research Simulation		Narrative Writing	
		NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST
1 LASTNAME024, FIRSTNAME024	O22	74	100	74	83	69	17	71	53	75	83		
2 LASTNAME025, FIRSTNAME025	O21	72	50	72	67	67	67	71	67	n/a	n/a		
3 LASTNAME026, FIRSTNAME026 B.	A23	59	33	70	33	67	100	68	20	66	73	n/a	n/a
4 LASTNAME027, FIRSTNAME027	O21	72	100	72	100	67	100	70	100	71	100	n/a	n/a
5 LASTNAME028, FIRSTNAME028	O21	72	50	72	33	67	33	70	33	71	33	n/a	n/a
6 LASTNAME029, FIRSTNAME029	O22	74	100	74	100	69	83	n/a	n/a	71	100	75	92
7 LASTNAME030, FIRSTNAME030	O22	74	50	74	50	69	67	n/a	n/a	71	73	75	33
8 LASTNAME031, FIRSTNAME031	O22	74	100	74	100	69	100	n/a	n/a	71	100	75	100
9 LASTNAME032, FIRSTNAME032	O22	74	100	74	100	69	100	n/a	n/a	71	100	75	100
10 LASTNAME033, FIRSTNAME033	O22	74	100	74	100	69	100	n/a	n/a	71	100	75	100
11 LASTNAME034, FIRSTNAME034	O22	74	100	74	100	69	100	n/a	n/a	71	100	75	100

For more information about Evidence Statements and Common Core State Standards, please visit the Test Content and Other Information webpage at: https://nj.mypearsonsupport.com/test-content/.
Use the NJSLA drop-down menu and select ELA to access the Evidence Statement Tables for Reading and Writing and Common Core State Standards.
Page 2 of 2

I. Writing Categories

In this report, writing categories represent the subclaims of Written Expression and Knowledge of Language and Conventions (shortened to Writing Knowledge). Written Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response. Writing Knowledge assesses the student's command of the conventions of standard English, including grammar and usage.

J. Prose Constructed Response Tasks

The Prose Constructed Response (PCR) tasks elicit evidence that students have understood a text or texts they have read and can communicate that understanding in terms of written expression and knowledge of language and conventions. This section breaks down the three writing tasks included across the NJSLA–ELA: Literary Analysis Task, Research Simulation Task, and Narrative Writing Task. Grades 3-8 have all three tasks while Grade 9 only has two tasks (i.e., Narrative Writing Task and Research Simulation Task).

For the Literary Analysis Task, students read two pieces of literature and compose an analytic response to a prompt. For the Research Simulation Task, students analyze an informational

topic presented through several articles or multimedia stimuli. Students write an analytic response to a prompt, synthesizing information from multiple sources. The Narrative Writing Task requires students to respond to a literary text in a variety of creative ways, not limited to extending a story or telling the story from another character's point of view. The task includes prompts designed to elicit narrative stories.

2.4 Evidence Statement Analysis Report

The District Evidence Statement Analysis and School Evidence Statement Analysis are two-page reports that analyze the performance of the NJSLA Evidence Statements at a state, district, and school level for each operational item on the spring 2023 NJSLA–ELA. Information is reported for each grade level and content area.

For more information about Evidence Statements and Common Core State Standards, please visit the Test Content and Other Information webpage. Use the NJSLA drop-down menu and select ELA to access the Evidence Statement Tables for Reading and Writing and Common Core State Standards.

For more information on the Evidence Statement Data file published in PAN, please refer to the Evidence Statement Data file field definitions document published in PAN.

2.4.1 Sample District and School Evidence Statement Analysis Reports – Page 1

Page 1 of the Evidence Statement Analysis Report shows the performance by evidence statement in graph form.

Figure 12 below shows an example of a district-level report and Figure 13 is a school-level report.

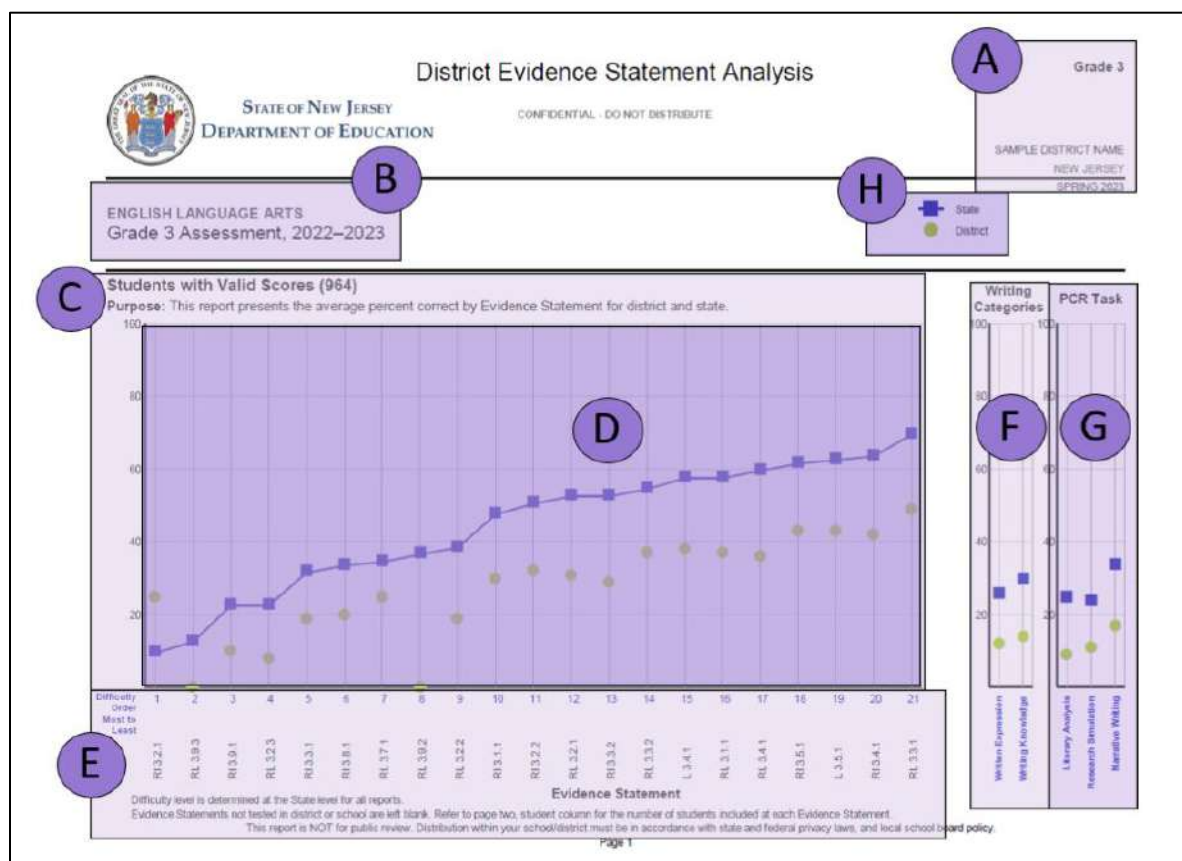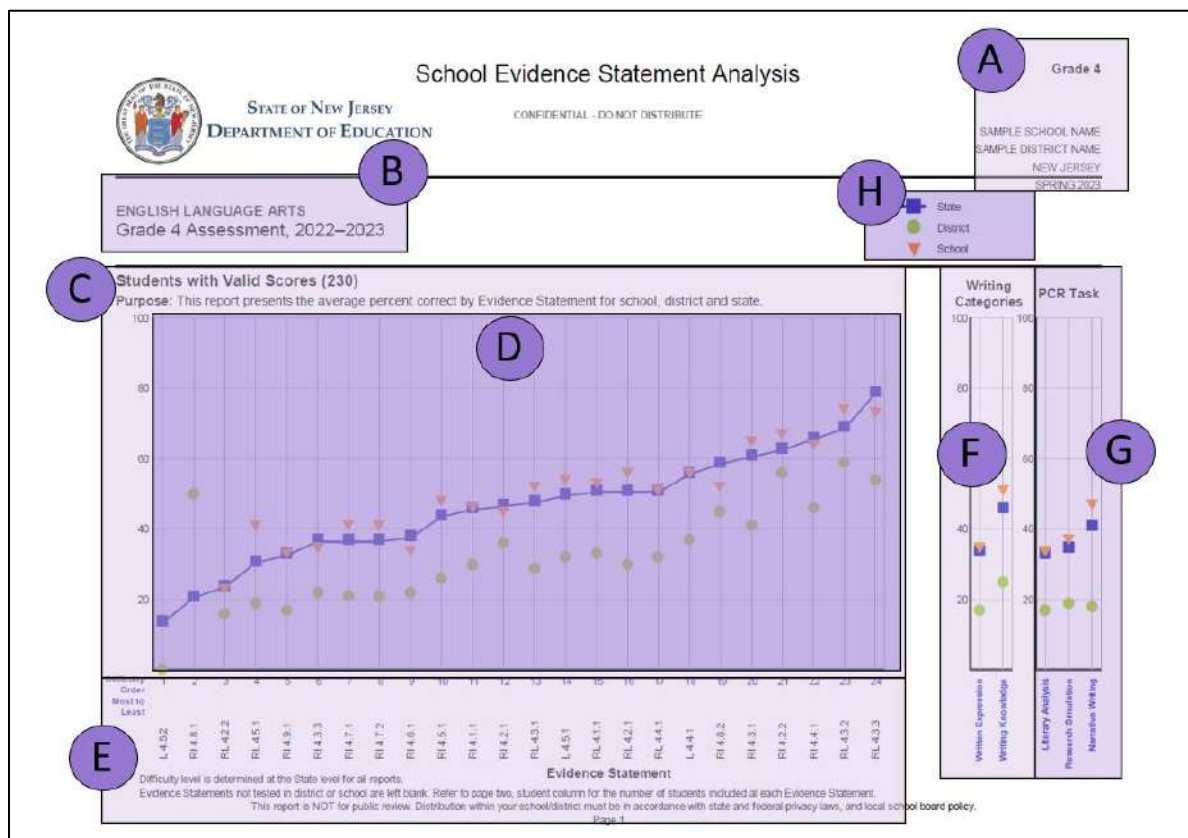**Figure 12. Sample District Evidence Statement Analysis – ELA Page 1**

Figure 13. Sample School Evidence Statement Analysis – ELA Page 1

A. District and School Information
The report is provided at a district level as well as for each school associated with that district listed on the report. The school name, district, state, and assessment administration are provided.

B. Description of Report
The description of the content area (ELA) assessed, grade level assessed, and assessment year are located in this section.

C. Students with Valid Scores
The report presents the average percent correct by evidence statement for students who have overall scale scores in the spring 2023 administration. This section indicates the number of students with a valid score represented for this grade and subject.

D. Graph
The average percent correct by item, combined at an evidence statement level, is represented on the chart at a state level, district level, and, for the school report, at a school level. State symbols are connected with a solid line. District and school symbols are not connected. District and school symbols are not connected because, depending on the form assignment selection taken at the school and district, all evidence statements may not be represented. If an evidence

statement is not represented at a school or district level, a symbol will not be listed on the chart for that evidence statement. If a symbol on the chart is at zero percent, this indicates that the evidence statement had 0% achieved out of the maximum points possible for that school or district. Where the placement of the school or district icon indicates a sharp difference from the placement of the state number, it may be wise to check Section E on page 2 of the report to find out the local number of students who were involved.

E. Evidence Statement and Difficulty Order
Items on the NJSLA–ELA are written to evidence statements, which are based on the Common Core State Standards. Each evidence statement could align to multiple operational items. The evidence statements are placed in order on the graph from most to least difficult. This difficulty order is determined by the performance level of items based on the State level. Evidence statements are considered more difficult when the ratio is low between the State average points achieved and maximum points possible are considered the more difficult categories.

All ELA items align to more than one evidence statement. These items are aligned on the report in every evidence statement that applies to that item. This means each item is represented on the report multiple times with points counted at each alignment.

F. Written Expression and Writing Knowledge
The report provides additional information about student performance on the writing subclaims of Written Expression and Knowledge of Language and Conventions (shortened to Writing Knowledge).

Written Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response.

Writing Knowledge assesses the student's command of the conventions of standard English, including grammar and usage.

The calculation of the average percent correct for each writing subclaim is the sum of points earned by all students on each writing subclaim items in a test code divided by the sum of the max points for each subclaim items in a test code for all students. If a symbol on the chart is at zero percent, this indicates that the subclaim had 0% achieved out of the maximum points possible for that school or district.

G. Prose Constructed Response Tasks
The report provides additional information for the PCR tasks. The PCRs elicit evidence that students have understood a text or texts they have read and can communicate that understanding in terms of written expression and knowledge of language and conventions. This section breaks down the three writing tasks included across the NJSLA–ELA: Literary Analysis Task, Research Simulation Task, and Narrative Writing Task. Grades 3-8 have all three tasks while Grade 9 only has two tasks (i.e., Narrative Writing Task and Research Simulation Task).

For the Literary Analysis Task, students read two pieces of literature and compose an analytic response to a prompt. For the Research Simulation Task, students analyze an informational topic presented through several articles or multimedia stimuli. Students write an analytic response to a prompt, synthesizing information from multiple sources. The Narrative Writing Task requires students to respond to a literary text in a variety of creative ways, not limited to extending a story or telling the story from another character's point of view. The task includes prompts designed to elicit narrative stories.

The calculation of the average percent correct for each PCR task is the sum of points earned by all students on each PCR task items in a test code divided by the sum of the max points for each task items in a test code for all students. If a symbol on the chart is at zero percent, this indicates that the task had 0% achieved out of the maximum points possible for that school or district.

H. Legend
The legend for this graph provides the symbols for State, District, and School values.

2.4.2 Sample District and School Evidence Statement Analysis Reports – Page 2

Page 2 of the Evidence Statement Analysis Report links the Evidence Statements to the Common Core State Standard(s) upon which they are based.

Figure 14. Sample District Evidence Statement Analysis – ELA Page 2

District Evidence Statement Analysis

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Grade 4

SAMPLE DISTRICT NAME
NEW JERSEY
SPRING 2023

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

ENGLISH LANGUAGE ARTS
Grade 4 Assessment, 2023

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	L.4.5.2	L.4.5	Language	Reading-EBSR	1
2	RI.4.8.1	RI.4.8	Reading: Informational Text	Reading-EBSR	1
3	RL.4.2.2	RL.4.2	Reading: Literature	Reading-TECR	380
4	RL.4.5.1	RL.4.5	Reading: Literature	Reading-EBSR; Reading-TECR	585
5	RI.4.9.1	RI.4.9	Reading: Informational Text	ELA-PCR	965
6	RI.4.3.3	RI.4.3	Reading: Informational Text	ELA-PCR; Reading-EBSR	851
7	RI.4.7.1	RI.4.7	Reading: Informational Text	ELA-PCR	471
8	RI.4.7.2	RI.4.7	Reading: Informational Text	ELA-PCR	471
9	RI.4.6.1	RI.4.6	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	965
10	RI.4.5.1	RI.4.5	Reading: Informational Text	Reading-EBSR; Reading-TECR	964
11	RI.4.1.1	RI.4.1	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	965
12	RI.4.2.1	RI.4.2	Reading: Informational Text	Reading-EBSR; Reading-TECR	965
13	RL.4.3.1	RL.4.3	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	965
14	L.4.5.1	L.4.5	Language	Reading-EBSR	471
15	RL.4.1.1	RL.4.1	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	965
16	RL.4.2.1	RL.4.2	Reading: Literature	ELA-PCR; Reading-EBSR	965
17	RL.4.4.1	RL.4.4	Reading: Literature	Reading-EBSR; Reading-TECR	965
18	L.4.4.1	L.4.4.A	Language	Reading-EBSR; Reading-TECR	965
19	RI.4.8.2	RI.4.8	Reading: Informational Text	Reading-EBSR; Reading-TECR	852
20	RI.4.3.1	RI.4.3	Reading: Informational Text	Reading-EBSR; Reading-TECR	965
21	RI.4.2.2	RI.4.2	Reading: Informational Text	Reading-EBSR; Reading-TECR	472
22	RI.4.4.1	RI.4.4	Reading: Informational Text	Reading-EBSR	965
23	RL.4.3.2	RL.4.3	Reading: Literature	Reading-TECR	964
24	RL.4.3.3	RL.4.3	Reading: Literature	Reading-EBSR	472

For more information about Evidence Statements and Common Core State Standards, please visit Test Content and Other Information webpage at: https://nj.mypearsonsupport.com/test-content/. Use the NJSLA drop-down menu to select ELA to access the Evidence Statement Tables for Reading and Writing and Common Core State Standards.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

Page 2

A. Evidence Statement

Evidence Statements are listed in the same order as on the page 1 graph, from most to least difficult.

B. Common Core State Standards

The Common Core State Standard linked to the Evidence Statement is listed in the third section. A standard could be connected to multiple evidence statements.

C. Domain

For the purposes of this report, all operational items are categorized by reporting domain. The domain level is listed in this section.

D. Item Type

The item type section includes all item types for the items included in each Evidence Statement category. If more than one item type applies, all item types will be listed in the "Item Type" section on page 2 of the report. ELA item types are Evidence-Based Selected Response (EBSR), Technology-Enhanced Selected Response, and Prose Constructed Response (PCR).

E. Student Count

The student count represents the number of students in the school or district whose form of the assessment contained an item or items written to the evidence statement listed in Section A. The count may differ by row as there are different forms of the assessment, and not all forms include all items or evidence statements. Sometimes when only a very small number of students in a school or district take a form containing an item related to a particular evidence statement, the district or school performance on the Evidence Statement in the graph on the other side of the form can appear very different from the state performance.

F. Additional Information

Links to more detailed information on the Evidence Statements and Common Core State Standards are provided at the bottom of the report.

2.5 District Summary of Schools Report

Test results contained in school- and district-level reports can provide meaningful information for educational program reviews. The District Summary of Schools Report provides no individual student information. Instead, they contain summary data at the state, district, and school levels to help schools and districts understand how performance compares to other students and schools. For non-charter or non-Renaissance schools, the school version of this report shows the performance for a single school within the district, in comparison to the state and district levels. For charter and Renaissance reports, where there are more than one school at a particular grade level, the data are not at the school level. The district version of the report, shown in Figures 15 and 16, shows the performance for all schools within the district, in comparison to the state and district levels.

Figure 15. Sample District Summary of Schools – ELA Sections A–F
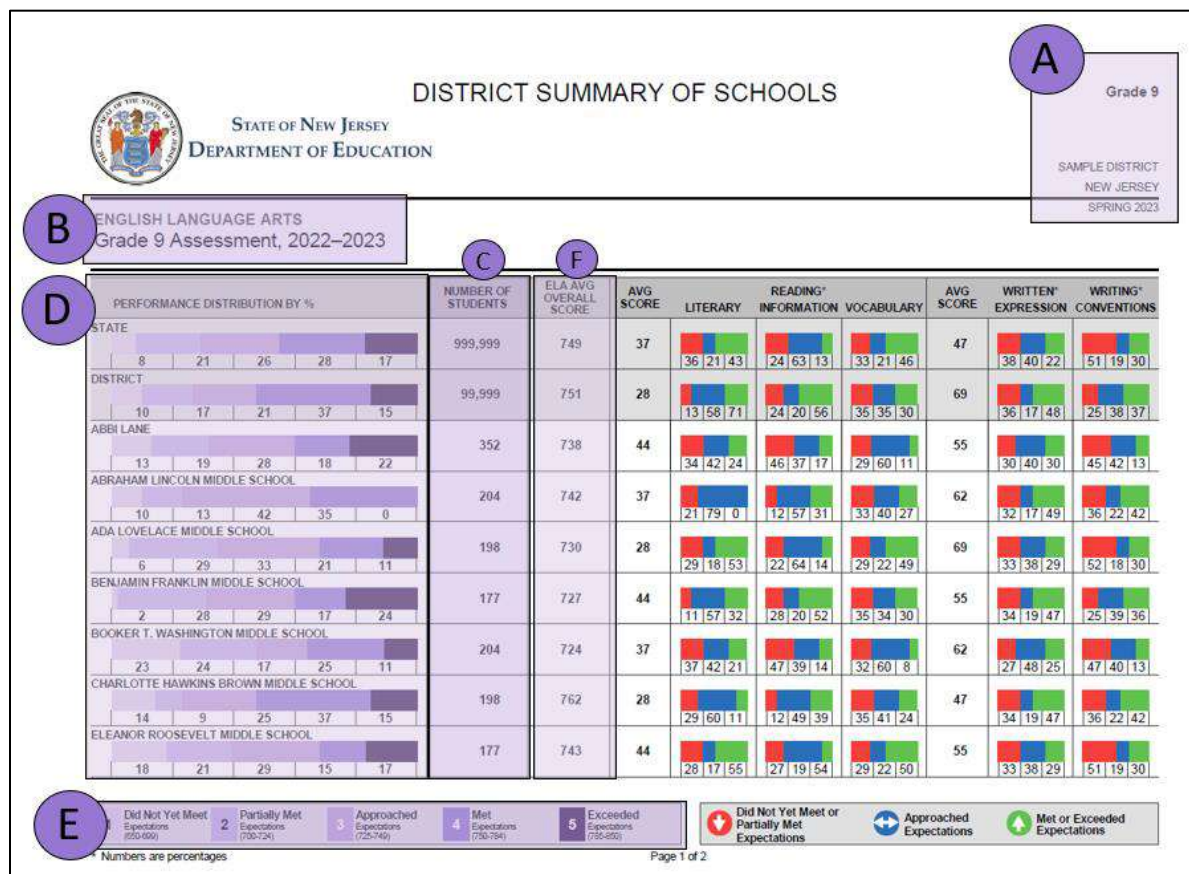
A. Identification Information
This section lists the grade level, district name, state, and assessment administration.

B. Assessment Information
The report heading provides the content area (ELA) assessed, grade level, and assessment year.

C. Number of Students
The first two rows contain the number of students included in reporting at the state and district levels. Subsequent rows contain the number of students included in reporting at each school within the district.

D. Percentage of Students at Each Performance Level
The first section of the report shows the distribution of students achieving each performance level—indicated both graphically and numerically. Each section of the graph represents a performance level, from Level 1 on the left through Level 5 on the right. The numerical values appearing below the graph indicate the percentage of students in Performance Levels 1 through 5, left to right respectively. Due to rounding, percentages may not total 100%. The name of the school is listed in each row above the graph.

Note: In most cases, numbers will **not** appear centered under each of the graphs highlighted in Section D.

E. Description of Performance Level Graphics
This graphic illustrates the performance levels.

F. Average Overall Scale Score
This section of the report provides the average overall scale score (refer to Part 1.5.1) for all students assessed at the school for the specified assessment on the report. The first two rows contain state and district averages.

Figure 16. Sample District Summary of Schools – ELA Sections G–K
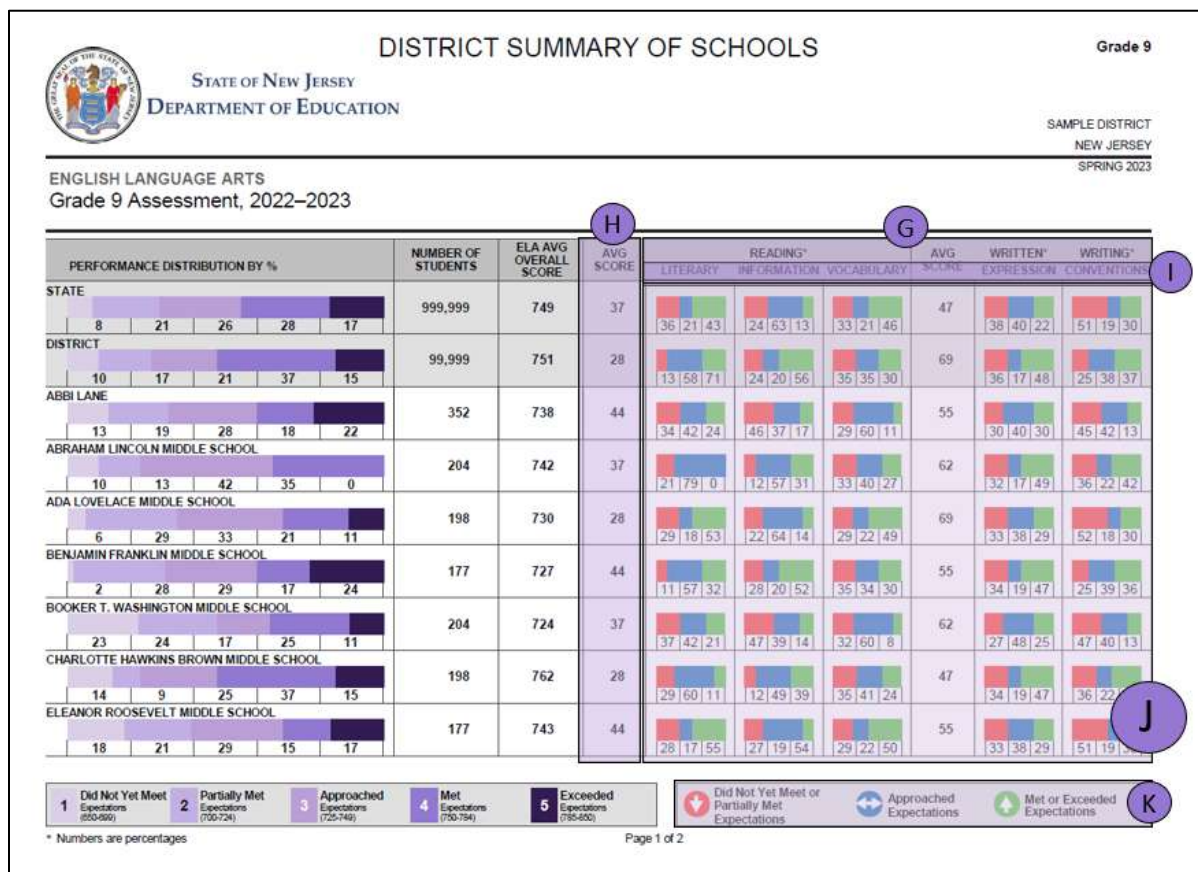
G. Major Claims
For ELA, there are two Major Claims: Reading and Writing.

H. Performance by Major Claim Scale Scores
For ELA, student performance for each Major Claim is provided as an average scale score on a scale different from the overall scale score. For this reason, the sum of the average scale scores for each Major Claim will not equal the average overall scale score. The first two rows contain state and district averages. The remaining rows contain the school averages. The average scale score for each Major Claim is provided under the heading "AVG SCORE."

The NJSLA–ELA provides the ability to compare performance across many levels. By reviewing the average overall scale score section, school data can quickly be compared to the district and state averages.

I. Subclaims
Within each of the Major Claims for ELA are specific skill sets (subclaims) students demonstrate on the NJSLA. Each subclaim includes the header identifying the subclaim as well as state, district, and school averages.

J. Subclaim Performance Indicators
This section represents how well the students performed in a subclaim category. As with overall and Major Claim scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale.

For District Summary of Schools Reports, only the colors of the icons are used in the graphical representation under each subclaim.

- The green section (right section) of the graph for the specified subclaim indicates that the student "Met or Exceeded Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.
- The blue section (middle section) of the graph for the specified subclaim indicates that the student "Approached Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- The red section (left section) of the graph for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

On District Summary of Schools Reports, subclaim performance for the state, district, and schools is reported by the percentage (both graphically and numerically) of students who did not yet meet or partially met, approached, or met/exceeded expectations. The numerical values appearing below the graph indicate the percentage of students performing at the Did Not Yet Meet, Partially Met Expectations, Approached Expectations, and Met or Exceeded Expectations levels from left to right, respectively. Due to rounding, percentages may not total 100%.

Note: In most cases, numbers will not appear centered under each color in the graphs highlighted in Section J.

K. Description of Subclaim Performance Indicator Graphics
Student subclaim performance is reported using the following performance indicators.

 Met or Exceeded Expectations is represented by an up arrow.

 Approached Expectations is represented by a bidirectional arrow.

⬇ Did Not Yet Meet or Partially Met Expectations is represented by a down arrow.

2.6 District and School Performance Level Summary Report

The Performance Level Summary Reports are provided at a District and School Level, samples of the School Performance Level Summary are provided in Figures 17 and 18, offer an overall picture of student performance in a school or district by demographic group. Groups reported include:

- Gender (Male, Female, Non-binary).
- Ethnicity or Race (Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races, Not Indicated).
- Students with Disabilities (IEP, 504).
- English Language Learner (Current EL, Former EL).
- Other (Economically Disadvantaged, Homeless, Migrant).

A description of the individual report components follows.

Figure 17. Sample School Performance Level Summary – ELA Page 1 Sections A–E

Figure 18. Sample School Performance Level Summary – ELA Page 2 Sections A–E

A. Identification Information
This section provides the grade level, school and/or district name, state, and assessment administration. On district-level reports, the school name will not be provided.

B. Content Area and Grade Level
The content area of the report, the grade level of the assessment, and the administration year are identified.

C. Demographic and Program Categories and Student Groups
Demographic and program categories with student groups are listed on the left side of the table. Results for students for whom no demographic or program information was coded are included in the "not indicated" student group.

D. Group Counts and Means
This section displays:

- Number of Students with Valid Scores (i.e., the number of students who took the test and completed a sufficient number of items for the test to be scored).
- Average Scale Score (of those students with valid scale scores).

E. Performance Level Results
This section of the report contains total performance-level data for students with valid scale scores in the state, district, and/or school, and each demographic group. It also displays both the number and percentage of students at each performance level. The final two columns on the right indicate the number and percentage of students with scale scores in performance Level 4 and Level 5 combined, indicating they have met or exceeded expectations.

2.7 Assessment Results Summary Report

For spring 2023 NJSLA, districts will be provided with an additional report, Assessment Results Summary Report, designed to provide organization level summary data by grade, by demographic, or by student or reporting group dynamically within PearsonAccess[next]. A separate guide for this new report will be available to districts in the fall on the New Jersey Assessments Resource Center under Educator Resources > Educator Reporting Resources.

Part 3: Mathematics Assessment

3.1 Individual Student Report (ISR)

The NJSLA-M is a comprehensive assessment that measures student proficiency with grade or course level skills, knowledge, practices, and concepts. The level of performance reflects only the scale score. The NJSLA-M includes the four subclaim categories of Major Content, Additional and Supporting Content, Reasoning, and Modeling. On each assessment, students will face a mixture of objective items assessing content and practice and constructed-response items requiring the application of grade or course appropriate reasoning and modeling.

ISRs provide data that may be used to help identify student strengths and needs. The ISR, a sample of which is depicted in Figures 19 and 20, is a two-sided report that presents a student's scale score and performance level, indicating their overall performance on the NJSLA–M. Each performance level is a broad, categorical level used to report overall student performance by describing how well students met the expectations for their grade level/course. The five performance levels for the NJSLA–M are the following:

- Level 5: Exceeded Expectations.
- Level 4: Met Expectations.
- Level 3: Approached Expectations.
- Level 2: Partially Met Expectations.
- Level 1: Did Not Yet Meet Expectations.

Students performing at Levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course. Students performing at Levels 4 and 5 on the Algebra II assessment have demonstrated college and career readiness.

The ISR also provides specific information on the student's performance with respect to the subclaims discussed in Part 3.1.3. When applicable, the ISR also indicates why a student does not receive a scale score. A description of the different components of the ISR follows.
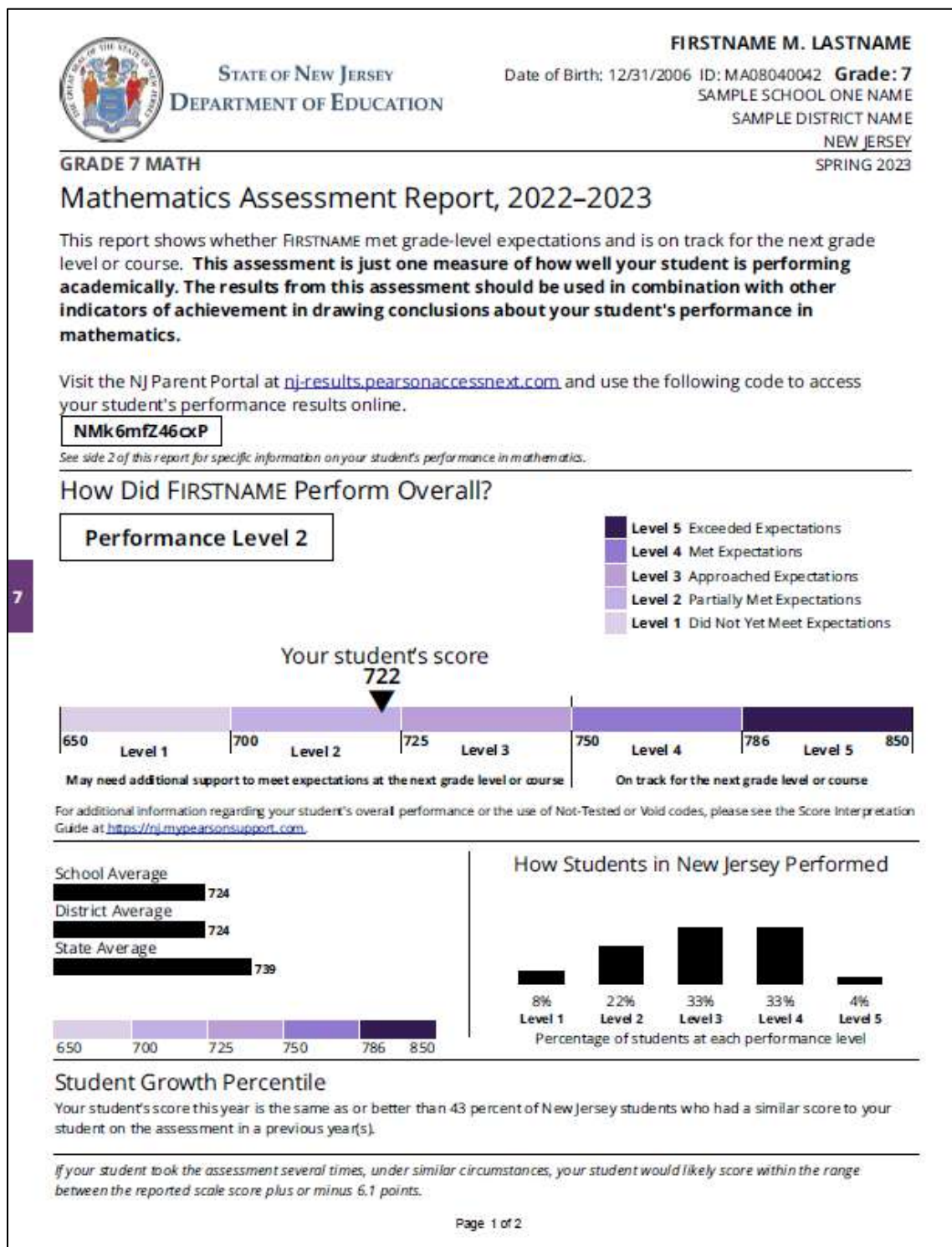
Figure 19. Sample ISR – Mathematics Page 1

FIRSTNAME M. LASTNAME

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Date of Birth: 12/31/2006 ID: MA08040042 **Grade: 7**
SAMPLE SCHOOL ONE NAME
SAMPLE DISTRICT NAME
NEW JERSEY

GRADE 7 MATH   SPRING 2023

Mathematics Assessment Report, 2022–2023

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level or course. **This assessment is just one measure of how well your student is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in mathematics.**

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use the following code to access your student's performance results online.

NMk6mfZ46cxP

See side 2 of this report for specific information on your student's performance in mathematics.

How Did FIRSTNAME Perform Overall?

Performance Level 2

Level 5 Exceeded Expectations
Level 4 Met Expectations
Level 3 Approached Expectations
Level 2 Partially Met Expectations
Level 1 Did Not Yet Meet Expectations

7

Your student's score
722

| 650 | 700 | 725 | 750 | 786 | 850 |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |

May need additional support to meet expectations at the next grade level or course | On track for the next grade level or course

For additional information regarding your student's overall performance or the use of Not-Tested or Void codes, please see the Score Interpretation Guide at https://nj.mypearsonsupport.com.

School Average   724
District Average   724
State Average   739

| 650 | 700 | 725 | 750 | 786 | 850 |

How Students in New Jersey Performed

| 8% | 22% | 33% | 33% | 4% |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |

Percentage of students at each performance level

Student Growth Percentile

Your student's score this year is the same as or better than 43 percent of New Jersey students who had a similar score to your student on the assessment in a previous year(s).

If your student took the assessment several times, under similar circumstances, your student would likely score within the range between the reported scale score plus or minus 6.1 points.

Page 1 of 2

Figure 20. Sample ISR – Mathematics Page 2

How Did Your Student Perform in Areas of Mathematics?

MAJOR CONTENT

Your student performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving problems involving proportional relationships, adding, subtracting, multiplying and dividing with rational numbers, and linear expressions, equations, and inequalities.

EXPRESSING MATHEMATICAL REASONING

Your student performed about the same as students who **approached expectations.** Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your student performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving circumference, area, surface area, volume, statistics, and probability.

MODELING & APPLICATION

Your student performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND
Your student performed about the same as students who:

| Did Not Yet Meet or Partially Met Expectations | Approached Expectations | Met or Exceeded Expectations |

What are the New Jersey ELA/Math assessments? The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.
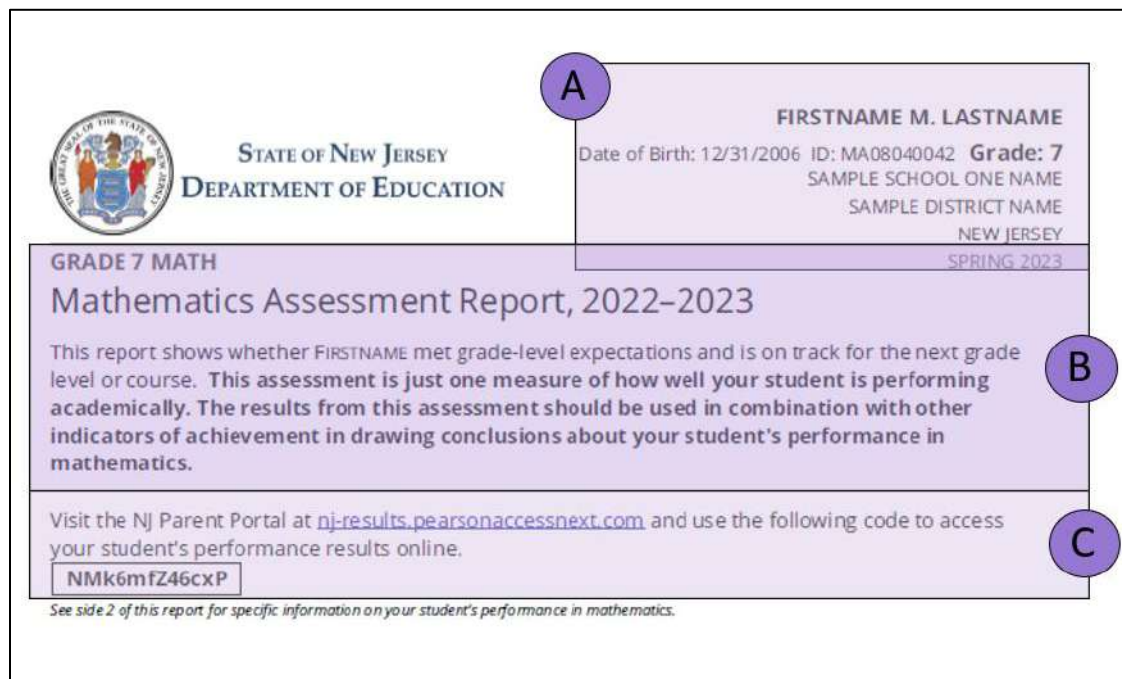
Learn more about the New Jersey ELA/Math assessments
To learn more about the content of the assessment and access released test questions, visit
https://nj.mypearsonsupport.com/test-content/.

Learn more about New Jersey's college- and career-ready standards
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at
https://www.nj.gov/education/standards/.

Page 2 of 2

47

3.1.1 General Information

Figure 21. ISR – Mathematics Sections A–C

A. Identification Information

The upper right area of this section provides identification information about the student (i.e., name, date of birth, student identification number, grade), the school, the district, the state, and the assessment administration.

B. Description of Report

To the left below the identification information, the description of the report provides the grade level/course assessed, content area (mathematics) assessed, and assessment year. It also provides a general overview of the assessment and score report.

C. The Parent Portal Access Code

The Parent Portal can be used by parents and guardians to view individual student test results. They can use the code printed on the ISR to access their students' results online.

3.1.2 Overall Assessment Results

Figure 22. ISR – Mathematics Sections D–H
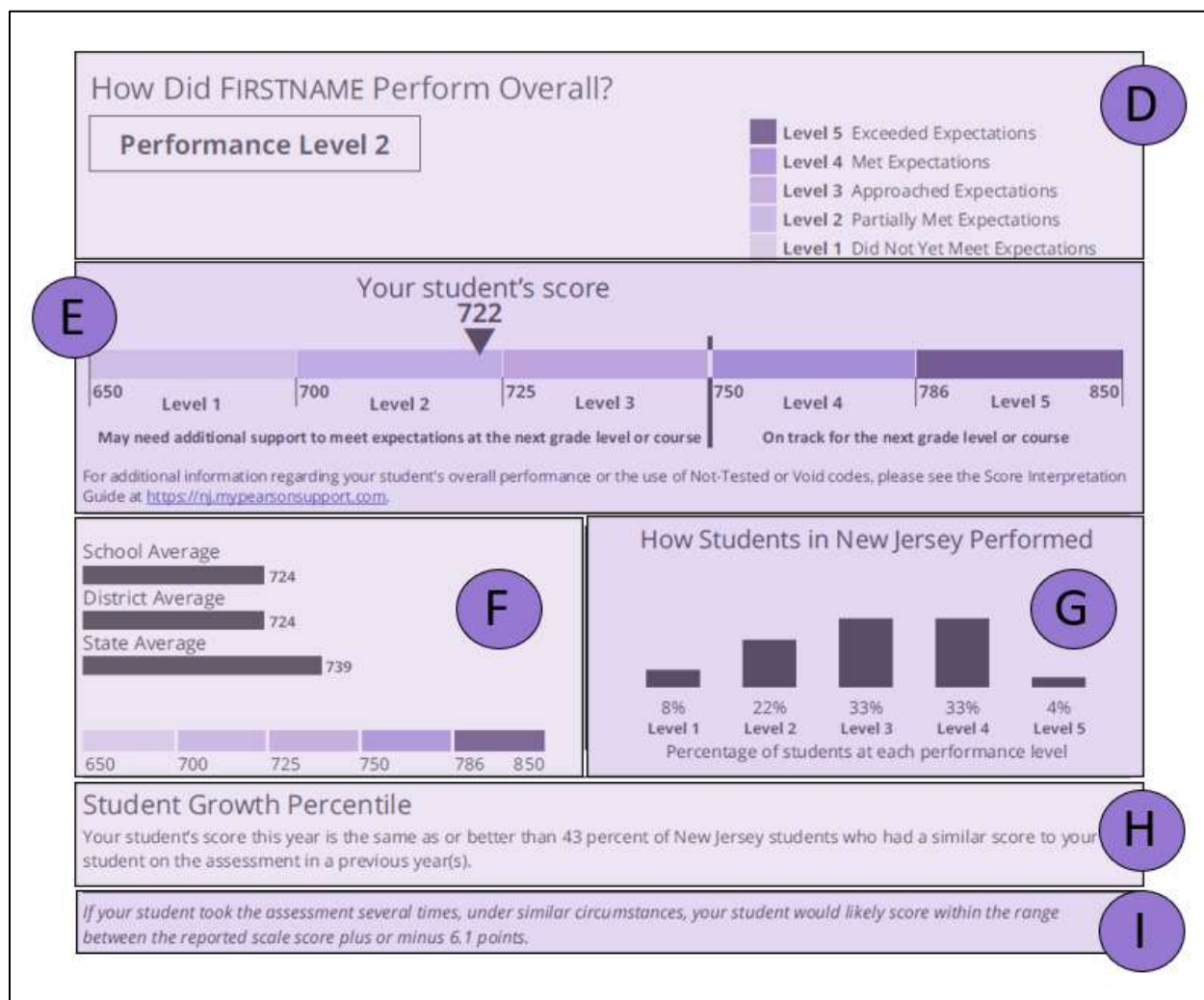
D. Overall Performance Level

Section D identifies the student's performance level (refer to Part 1.5.2). Students receive an overall scale score, and based on that score, are placed in one of five performance levels for mathematics. Some ISRs may not include score related information due to Not Tested and/or Void related codes. For more information, see Part 5, Frequently Asked Questions.

E. Graphical Representation of Overall Performance: Scale Score and Performance Level

This graphic provides an illustration of the five performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach Performance Level 2 is 700, for Performance Level 3 it is 725, and for Performance Level 4 it is 750 for all grade levels/courses for mathematics. The scale score

needed to reach Performance Level 5 varies. Refer to Appendix A for the full list of scale score ranges for each performance level.

F. Average of School, District, and State
The average overall scale scores of the school, district, and state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, and state levels for the same grade level/course and content area.

G. Performance Level Percentages
This section provides a bar graph showing the percentage of students within the state who performed at each of the performance levels.

H. Student Growth Percentile (SGP)
Overall scale scores and performance levels provide information on how the student performed on the assessment. SGP offers an opportunity to look at how much progress the student made in the past year.

SGP measure a student's growth on the assessment over the past year(s) compared to the student's "academic peers". A student's "academic peers" refers to all other students in New Jersey in the same grade and assessment subject that had similar historical assessment results. In other words, students are only compared to others based on their score history.

SGPs range from 1 to 99, higher numbers represent higher growth and lower numbers represent lower growth. If the student's growth percentile is 80, it means that the student scored better than 80 percent of the student's academic peers on this year's NJSLA-M. Because students are only compared with other students who performed similarly in the past, all students, regardless of their scale scores, can demonstrate high or low growth.

The meaning of SGPs can be illustrated by understanding how an athlete improves over a specific period of time. For example, over a five-month period, athlete A improved their 100m run by 2 seconds while athlete B improved 0.5 seconds. It seems that athlete A has made greater improvement; however, athlete A is a novice while athlete B is a professional runner. To determine the significance of the progress each athlete made, the athletes should be compared with a group of athletes with similar performance records. As the result, athlete A is a beginner who had room for improvement while athlete B is a veteran who, even while performing at their peak, was able to improve. This illustrates the scores (i.e., running time) and growth (i.e., changes in running time relative to peers) provide different but complementary information.

In general, scores may be categorized into low, typical, and high growth (see Figure 23). Low growth is a student who falls below the 35th percentile. Typical growth are students who fall between the 35th and 65th percentiles. High growth is a student who is above the 65th percentile. A student may have high growth but may not have reached proficiency. For

example, a student with a score of 700 and a growth percentile of 75 falls into the category of Higher Growth Lower Achievement.

Note: SGP will not be provided on ISRs for Grade 3, Grade 8, Algebra I, Algebra II, or Geometry.

Figure 23. Relationship between Student growth percentiles and overall scale score.
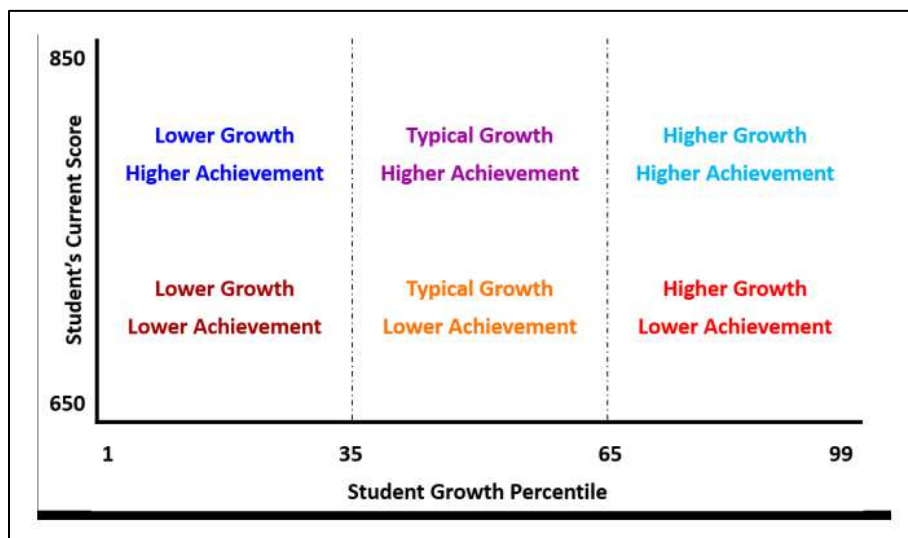
I. Probable Range

No test provides a perfect measurement of proficiency for a student. The SEM provides an estimate of the score range that a student would likely fall within if the student were assessed multiple times under similar circumstances for the same assessment. The probable range can be obtained by adding and subtracting the SEM from the scale score (range = scale score ± SEM). The student's score would likely fall within that range about two-thirds of the time.

3.1.3 Performance in Subclaims

Figure 24. ISR – Mathematics Sections J-K

How Did Your Student Perform in Areas of Mathematics?

J

MAJOR CONTENT
Your student performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving problems involving proportional relationships, adding, subtracting, multiplying and dividing with rational numbers, and linear expressions, equations, and inequalities.

EXPRESSING MATHEMATICAL REASONING
Your student performed about the same as students who **approached expectations.** Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT
Your student performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving circumference, area, surface area, volume, statistics, and probability.

MODELING & APPLICATION
Your student performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND
Your student performed about the same as students who:
Did Not Yet Meet or Partially Met Expectations   Approached Expectations   Met or Exceeded Expectations

K

J. Subclaim Categories
There are specific skill sets (subclaims) students demonstrate on the NJSLA-M. Each subclaim category includes the header identifying the subclaim, shows an explanatory icon representing the student's performance, and provides an explanation of what students who met expectations can do in this subclaim.

K. Description of Performance Indicator Graphics
The symbols shown on page 2 of the ISR are used to identify the three broad categories of student performance. These indicate how the student performed in each subclaim area relative to the overall performance of students:

An up arrow indicates that a student's performance in this subclaim reflects that of students with overall scale scores in the "Met or Exceeded Expectations" category.

A bidirectional arrow indicates that a student's performance in this subclaim reflects that of students with overall scale scores in the "Approached Expectations" category.

A down arrow indicates that a student's performance in this subclaim reflects that of students with overall scale scores in the "Did Not Yet Meet or Partially Met Expectations" category.

Figure 25. ISR – Mathematics Section L

What are the New Jersey ELA/Math assessments? The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.

Learn more about the New Jersey ELA/Math assessments
To learn more about the content of the assessment and access released test questions, visit
https://nj.mypearsonsupport.com/test-content/.

Learn more about New Jersey's college- and career-ready standards
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at
https://www.nj.gov/education/standards/.

Page 2 of 2

L. Additional Information

Section L of the ISR provides additional information such as a brief description of the NJSLA–M. In addition, students and their parents and guardians are encouraged to learn more about the assessment and associated standards by referencing appropriate weblinks.

3.2 Student Roster Report

The Student Roster is produced at the school level to provide a method of reviewing the test results of all students within a given school. Student records that are designated as being Not Tested or Void will not appear on this report. Figures 26 and 27 provide a sample Student Roster. A description of the various components of the report follows.

Figure 26. Student Roster – Mathematics Sections A–D

A. Identification Information

This section lists the grade level, school name, district name, and state, and identifies the assessment administration.

B. Assessment Information

This section provides the name of the assessment, identifies the content area (mathematics), the grade/course level, and assessment year.

C. Roster of Students

The far-left section of the Student Roster Report identifies the state, the district, and the school before alphabetically listing each student's name.

D. Scale Score

In this section of the report, the first three rows contain the average scale score for the state, district, and school, followed by the student's overall scale score and performance level. Students receive a numerical score, and based on that score, are placed in one of five performance levels. Performance levels are indicated by the color highlighting behind the number. Refer to Section G (below), "Description of Performance-Level Graphics," to identify the color key.

Figure 27. Student Roster – Mathematics Sections E–H
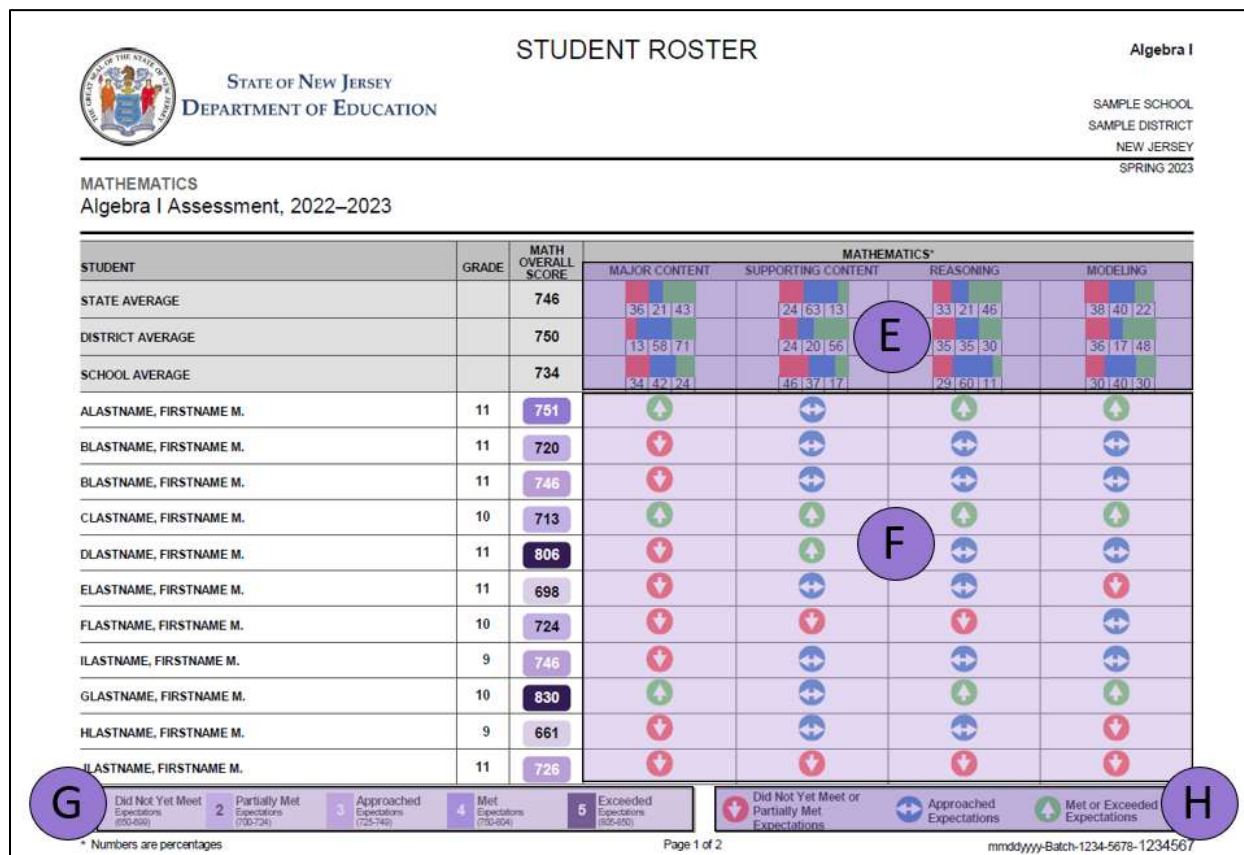
E. Subclaim Percentages of Students

Specific skill sets (subclaims) that students demonstrate ability with on the NJSLA are provided for mathematics. Each subclaim category includes the header identifying the subclaim and percentages of students in each performance category.

F. Subclaim Performance Indicators

For each student, this section indicates subclaim performance with respect to overall performance, using the symbols described earlier in this guide.

G. Description of Performance Level Graphics

This graphic illustrates the performance levels and helps to quickly identify the performance level for each student's scale score.

H. Description of Subclaim Performance Indicator Graphics

Student subclaim performance is reported using the following performance indicators.

Met or Exceeded Expectations is represented by an up arrow.

Approached Expectations is represented by a bidirectional arrow.

Did Not Yet Meet or Partially Met Expectations is represented by a down arrow.

3.3 Content Standards Roster Report

The NJSLA Content Standards Roster Report for mathematics reports the percentage of points in each grade/course level domain/conceptual category and practice a student got correct based on the Common Core State Standard upon which the Evidence Statements are based. The report is by grade level/course and content area at a school level.

Note: The Content Standards Roster report for mathematics provides results for the domain/conceptual category and practice. The Content Standards Roster Data file published in PAN also includes results at the cluster level. It is important to keep in mind that the maximum points available at each cluster level are usually less than 6 points, so inferences should be made with caution. For more information on data fields found in this report refer to the Student Content Roster Data file field definitions document published in PAN.

Figure 28. Content Standards Roster – Mathematics

A. School Information

The school name, district, state, and assessment administration are provided.

B. Description of Report

The description of the content area (mathematics) assessed, grade level/course assessed, and assessment year are located in this section.

C. Reporting Domains/Conceptual Categories

For the purpose of this report, all operational items are categorized by reporting domain (for Grades 3 through 8) or conceptual category (for end of course) and practice (for all grade levels/courses).

For example, in Figure 28, Grade 4 Mathematics reports on the domains of Operations and Algebraic Thinking, Number and Operations in Base Ten, Numbers and Operations – Fractions, Measurement and Data, Geometry, and the practices of modeling and reasoning.

D. State Average Percent Points Achieved

This section provides the average percent points achieved for all students in the state with valid scores for each domain/conceptual category and practice at an operational form combination. Domains/conceptual categories and practice with fewer than 6 maximum points will have "N/A" listed in this section, not the average percent correct.

E. Student Percent Points Achieved

This section shows the percent points achieved of the total points possible that each student listed received in each domain/conceptual category and practice. Groups with fewer than 6 maximum points will have "N/A" listed in this section, not the student's percent correct.

F. Core Form

This section indicates the operational core form taken by each student listed for the spring 2023 administration. The form is determined by the core operational form. Form codes starting with the letter O are online and forms starting with the letter A are accommodated forms. Subclaim information for all sections (Student Percent Points Achieved and State Average Percent Points Achieved) is for that student's individual operational form combination. Comparisons between students cannot be made unless the students took exactly the same core form for the report administration.

G. Student Information

Students will be listed by their last name, then first name in alphabetical order. Students are listed if a valid summative score is available for those students whose score has not been suppressed.

H. Modeling and Reasoning

Mathematics includes Evidence Statements aligned to the Mathematical Practices: Modeling and Reasoning. When linked to the Common Core State Standards, Modeling and Reasoning items are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK). OGL items are aligned to standards that are the same grade/course as the grade/course of the current assessment. For example, a Grade 3 Mathematics assessment may have Modeling and Reasoning items that are aligned to Grade 3 level standards (3.OA.A, 3.MD.B). These are considered OGL. SHK items are aligned to standards that are below the grade of the test given. For example, a Grade 3 Mathematics assessment may have Modeling and Reasoning items that are aligned to Grade 2 standards (2.OA.A, 2.MD.B). These are considered SHK.

For more information about Evidence Statements and Common Core State Standards, please visit the [Test Content and Other Information](#) webpage. Use the NJSLA drop-down menu and select Mathematics to access the grade/course specific evidence statement tables and Common Core State Standards. Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either OGL or SHK.

I. Additional Information

Links to more detailed information on the Evidence Statements and Common Core State Standards are provided at the bottom of the report.

3.4 Evidence Statement Report

The NJSLA District Evidence Statement Analysis and School Evidence Statement Analysis are two-page reports that analyze the performance on the NJSLA Evidence Statements at a state, district, and school level for each evidence statement on the spring 2023 NJSLA. Information is reported for each grade level/course and content area.

For more information about Evidence Statements and Common Core State Standards, please visit the Test Content and Other Information webpage. Use the NJSLA drop-down menu and select Mathematics to access the grade/course specific evidence statement tables and Common Core State Standards. Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either OGL or SHK.

For more information on the Evidence Statement Data file posted in PAN, please refer to the Evidence Statement Data file field definitions document published in PAN.

3.4.1 Sample District and School Evidence Statement Analysis Report – Page 1

Page 1 of the Evidence Statement Analysis Report shows the performance by evidence statement in graph form.

The first report that follows shows an example of a district-level mathematics report, and the second is a school-level report.

Figure 29. Sample District Evidence Statement Analysis Report Page 1
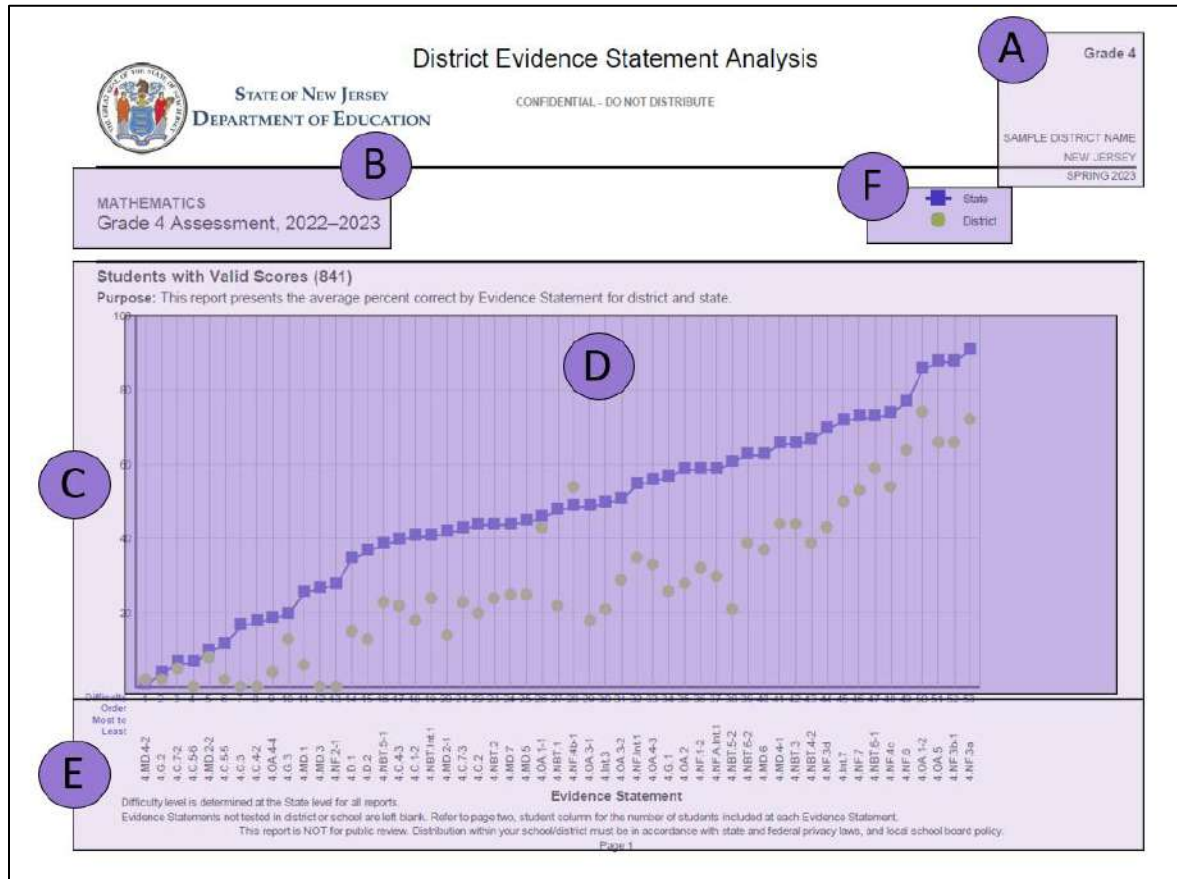
Figure 30. Sample School Evidence Statement Analysis
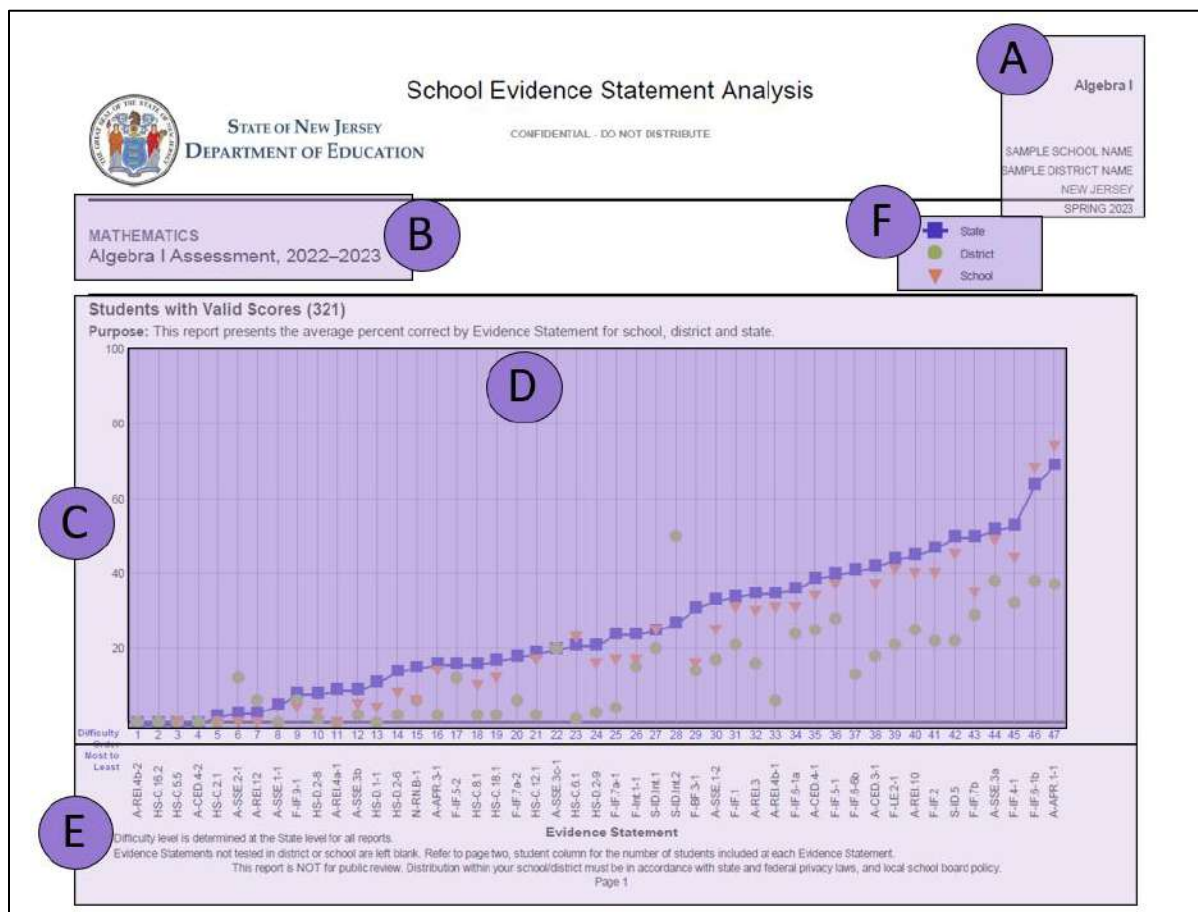
A. District and School Information
The report is provided at a district level and for each school associated with that district for the district and school listed on the report. The school name, district, state, and assessment administration are provided.

B. Description of Report
The description of the content area (mathematics) assessed, grade level/course assessed, and assessment year are located in this area.

C. Students with Valid Scores
The report presents the average percent correct by evidence statement for students who have overall scale scores in the spring 2023 administration.

D. Graph
The average percent correct by evidence statement level is represented on the chart at a state level, district level, and, for the school report, at a school level. State symbols are connected with a solid line. District and school symbols are not connected because, depending on the form assignment selection taken at the school and district, all evidence statements may not be

represented. If an evidence statement is not represented at a school or district level, a symbol will not be listed on the chart for that evidence statement. If a symbol is on the chart at zero percent, this indicates that the evidence statement had 0% achieved out of the maximum points possible for that school or district. Where the placement of the school or district icon indicates a sharp difference from the placement of the state number, check Section E on page 2 of the report to find out whether the local number is based upon very few students.

E. Evidence Statement and Difficulty Order
Items on the NJSLA–M are written to evidence statements, which are based on the Common Core State Standards. Each operational item on the assessment is aligned to an evidence statement. The evidence statements are placed in order on the graph from most to least difficult. This difficulty order is determined by the performance level of items at the State level. Evidence statements are considered more difficult when the ratio is low between the State average points achieved and maximum points possible.

F. Legend
The legend for this graph provides a symbol for State, District, and School values (where applicable).

3.4.2 Sample District and School Evidence Statement Analysis Report – Page 2

Page 2 of the Evidence Statement Analysis Report links the Evidence Statements to the Common Core State Standard(s) upon which they are based.

Figure 31. Sample District Evidence Statement Analysis

District Evidence Statement Analysis — Grade 4

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SAMPLE DISTRICT NAME
NEW JERSEY
SPRING 2023

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

MATHEMATICS
Grade 4 Assessment, 2023

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	4.MD.4-2	4.MD.B.4	Measurement & Data	Math - Type I	73
2	4.G.2	4.G.A.2	Geometry	Math - Type I	73
3	4.C.7-2	OGL	Modeling and Reasoning	Math - Type II	73
4	4.C.5-6	SHK	Modeling and Reasoning	Math - Type II	74
5	4.MD.2-2	4.MD.A.2	Measurement & Data	Math - Type I	73
6	4.C.5-5	OGL	Modeling and Reasoning	Math - Type II	73
7	4.C.3	OGL	Modeling and Reasoning	Math - Type II	1
8	4.C.4-2	OGL	Modeling and Reasoning	Math - Type II	1
9	4.OA.4-4	4.OA.B.4	Operations & Algebraic Thinking	Math - Type I	1013
10	4.G.3	4.G.A.3	Geometry	Math - Type I	74
11	4.MD.1	4.MD.A.1	Measurement & Data	Math - Type I	455
12	4.MD.3	4.MD.A.3	Measurement & Data	Math - Type I	1
13	4.NF.2-1	4.NF.A.2	Number & Operations–Fractions	Math - Type I	1
14	4.D.1	OGL	Modeling and Reasoning	Math - Type III	1014
15	4.D.2	SHK	Modeling and Reasoning	Math - Type III	1014
16	4.NBT.5-1	4.NBT.B.5	Number & Operations in Base Ten	Math - Type I	73
17	4.C.4-3	OGL	Modeling and Reasoning	Math - Type II	454
18	4.C.1-2	OGL	Modeling and Reasoning	Math - Type II	940
19	4.NBT.Int.1	4.NBT.B.4 4.NBT.B.5 4.NBT.B.6	Number & Operations in Base Ten	Math - Type I	528
20	4.MD.2-1	4.MD.A.2	Measurement & Data	Math - Type I	486
21	4.C.7-3	OGL	Modeling and Reasoning	Math - Type II	940
22	4.C.2	OGL	Modeling and Reasoning	Math - Type II	486
23	4.NBT.2	4.NBT.A.2	Number & Operations in Base Ten	Math - Type I	1014
24	4.MD.7	4.MD.C.7	Measurement & Data	Math - Type I	1014
25	4.MD.5	4.MD.C.5 4.MD.C.5.A 4.MD.C.5.B	Measurement & Data	Math - Type I	1014
26	4.OA.1-1	4.OA.A.1	Operations & Algebraic Thinking	Math - Type I	74
27	4.NBT.1	4.NBT.A.1	Number & Operations in Base Ten	Math - Type I	560
28	4.NF.4b-1	4.NF.B.4.B	Number & Operations–Fractions	Math - Type I	73
29	4.OA.3-1	4.OA.A.3	Operations & Algebraic Thinking	Math - Type I	940
30	4.Int.3	4.NBT.B.5	Number & Operations in Base Ten	Math - Type I	486
31	4.OA.3-2	4.OA.A.3	Operations & Algebraic Thinking	Math - Type I	560
32	4.NF.Int.1	Multiple	Number & Operations–Fractions	Math - Type I	1014
33	4.OA.4-3	4.OA.B.4	Operations & Algebraic Thinking	Math - Type I	455
34	4.G.1	4.G.A.1	Geometry	Math - Type I	941
35	4.OA.2	4.OA.A.2	Operations & Algebraic Thinking	Math - Type I	1014

continued

For more information about Evidence Statements and Common Core State Standards, please visit Test Content and Other Information webpage at: https://nj.mypearsonsupport.com/test-content/. Use the NJSLA drop-down menu to select Mathematics to access the grade/subject specific evidence statement tables and Common Core State Standards.

Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK).

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

Page 2

A. Evidence Statement
Evidence Statements are listed in the same order as on the page 1 graph, from most to least difficult.

B. Common Core State Standard(s)
The third section lists the Common Core State Standard(s) linked to the Evidence Statement. For those statements that are considered Modeling & Reasoning—OGL or SHK, that verbiage is indicated on the chart on page 2.

C. Domain/Conceptual Category
For the purposes of this report, all operational items are categorized by reporting domain/conceptual category. The domain level is listed in this section.

D. Item Type
The item type section includes all item types for the items included in each Evidence Statement category. Mathematics item types are Math—Type I (tasks assessing concepts, skills, and procedures), Math—Type II (tasks assessing expressing mathematical reasoning), and Math—Type III (tasks assessing modeling/applications). Type II and Type III items could also have a Type I component.

E. Student Count
The student count represents the number of students whose form of the assessment contained an item or items written to the evidence statement listed in Section A. The count may differ by row, as there are different forms of the assessment, and not all forms include all the same items or evidence statements. Sometimes when only a very small number of students in a school or district take a form containing an item related to a particular evidence statement, the district or school performance on the evidence statement in the graph on the other side of the form can appear very different from the state performance.

F. Additional Information
Links to more detailed information on the New Jersey Evidence Statements and Common Core State Standards are provided at the bottom of the report.

3.5 District Summary of Schools Report

Test results contained in school- and district-level reports can provide meaningful information for educational program reviews. The District Summary of Schools Report provides no individual student information. Instead, they contain summary data at the state, district, and school levels to help schools and districts understand how performance compares to other students and schools. For non-charter or non-Renaissance schools, the school version of this report shows the performance for a single school within the district, in comparison to the state and district levels. For charter and Renaissance reports, where there are more than one school at a particular grade level, the data are not at the school level. The district version of the report, shown in Figures 32 and 33, shows the performance for all schools within the district, in comparison to the state and district levels.

Figure 32. Sample District Summary of Schools – Mathematics Sections A—F
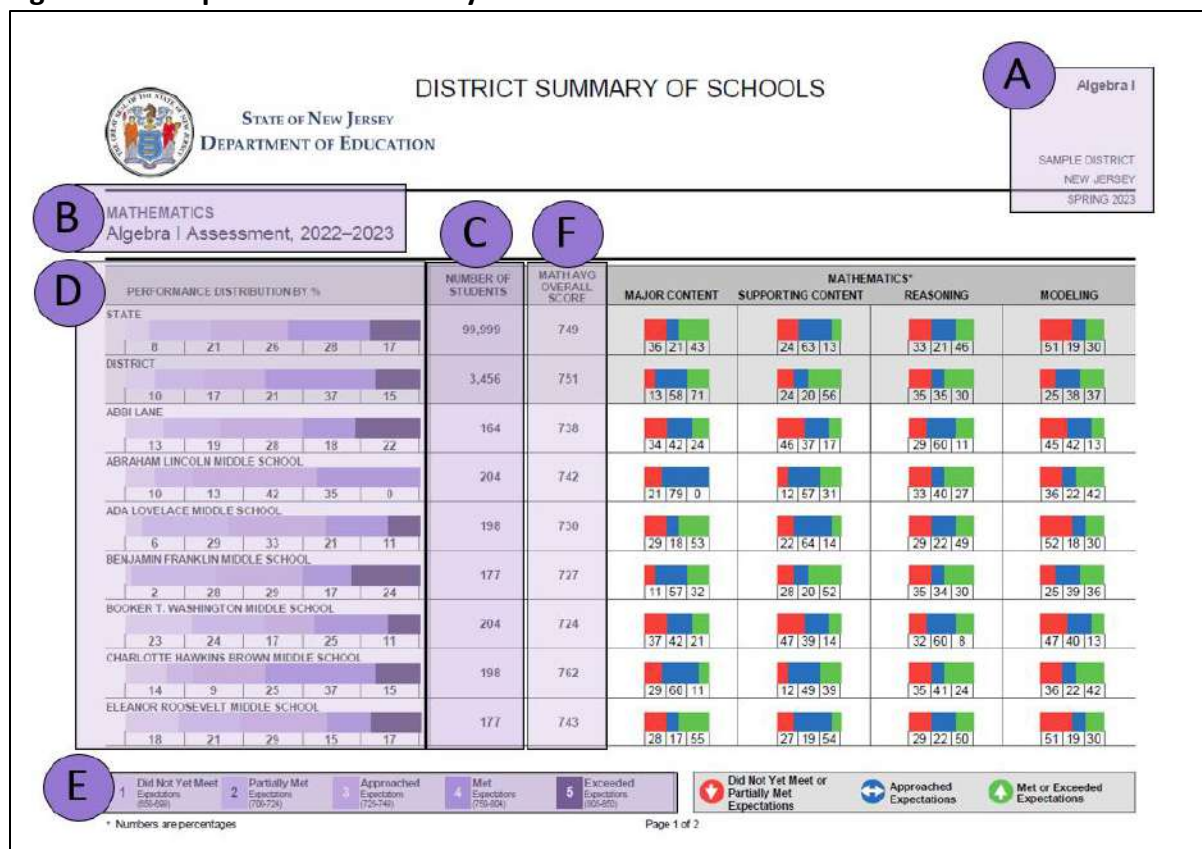
A. Identification Information

District Summary of Schools Reports list the grade level/course, district name, state, and assessment administration.

B. Assessment Information

The report heading provides the content area (mathematics) assessed, grade level/course, and assessment year.

C. Number of Students
The first two rows contain the number of students included in reporting at the state and district levels. Subsequent rows contain the number of students included in reporting at each school within the district.

D. Percentage of Students at Each Performance Level
The first section of the report shows the distribution of students achieving each performance level—indicated both graphically and numerically. Each section of the graph represents a performance level, from Level 1 on the left through Level 5 on the right. The numerical values appearing below the graph indicate the percentage of students in Performance Levels 1 through 5, left to right, respectively. Due to rounding, percentages may not total 100%. The name of the school is listed in each row above the graph.

Note: In most cases, numbers will **not** appear centered under each of the graphs highlighted in Section D.

E. Description of Performance Level Graphics
This graphic illustrates the performance levels.

F. Average Overall Scale Score
This section of the report provides the average overall scale score (refer to Part 1.5.1) for all students assessed at the school for the specified assessment on the report. The first two rows contain state and district averages.

Figure 33. Sample District Summary of Schools – Mathematics Sections G-I
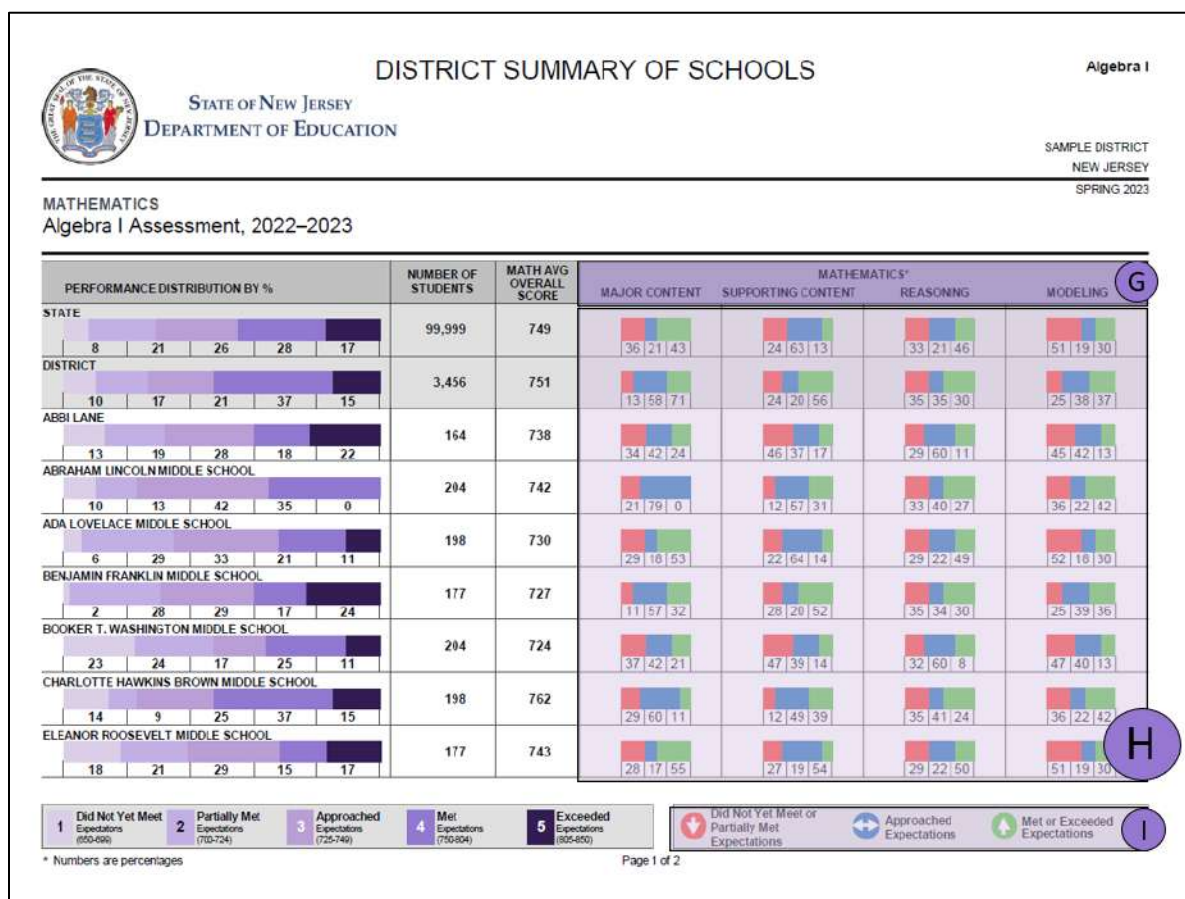
G. Subclaim Category

Specific skill sets that students demonstrate on the NJSLA, or subclaims, are provided for mathematics. Each subclaim category includes the header identifying the subclaim, as well as state, district, and school percentages.

H. Subclaim Performance Indicators

This section represents how well the students performed in a subclaim category. As with overall scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale.

For District Summary of Schools Reports, only the colors of the icons are used in the graphical representation under each subclaim.

- The green section (right section) of the graph for the specified subclaim indicates that the student "Met or Exceeded Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.

- The blue section (middle section) of the graph for the specified subclaim indicates that the student "Approached Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.
- The red section (left section) of the graph for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.

On District Summary of Schools Reports, subclaim performance for the state, district, and schools is reported by the percentage (both graphically and numerically) of students who did not yet meet or partially met, approached, or met/exceeded expectations. The numerical values appearing below the graph indicate the percentage of students performing at that level. Due to rounding, percentages may not total 100%.

Note: In most cases, numbers will **not** appear centered under each color in the graphs highlighted in Section H.

I. Description of Subclaim Performance Indicator Graphics

Student subclaim performance is reported using the following performance indicators.

Met or Exceeded Expectations is represented by an up arrow.

Approached Expectations is represented by a bidirectional arrow.

Did Not Yet Meet or Partially Met Expectations is represented by a down arrow.

3.6 District and School Performance Level Summary Report

The District and School Performance Level Summary Reports offer an overall picture of student performance in a school or district by demographic group. Samples of the School Performance Level Summary are provided in Figures 34 and 35. Groups reported include:

- Gender (Male, Female, Non-binary).
- Ethnicity or Race (Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races, Not Indicated).
- Students with Disabilities (IEP, 504).
- English Language Learner (Current EL, Former EL).
- Other (Economically Disadvantaged, Homeless, Migrant).

A description of the individual report components follows.

Figure 34. Sample School Performance Level Summary – Page 1 Sections A–E

Figure 35. Sample School Performance Level Summary – Page 2 Sections A–E

A. Identification Information
This section provides the school and/or district name, grade level, state, and assessment administration. On district level reports the school name will not be provided.

B. Content Area and Grade Level/Course
The content area of the report, the grade level/course of the assessment, and the administration year are identified.

C. Demographic and Program Categories and Student Groups
Demographic and program categories with student groups are listed on the left side of the table. Results for students for whom no demographic or program information was coded are included in the "not indicated" student group.

D. Group Counts and Means
This section displays:

- Number of Students with Valid Scores (i.e., the number of students who took the test and completed a sufficient number of items for the test to be scored).
- Average Scale Score (of those students with valid scale scores).

E. Performance Level Results
This section of the report contains total performance level data for students with valid scale scores in the state, district, and/or school, and each demographic group. It also displays both the number and percentage of students at each performance level. The final two sections on the right indicate the number and percentage of students with scale scores in performance Level 4 and Level 5 combined, indicating they have met or exceeded expectations.

3.7 Assessment Results Summary Report

For spring 2023 NJSLA, districts will be provided with an additional report, Assessment Results Summary Report, designed to provide organization level summary data by grade, by demographic, or by student or reporting group dynamically within PearsonAccess^next. A separate guide for this new report will be available to districts in the fall on the New Jersey Assessments Resource Center under Educator Resources > Educator Reporting Resources.

Part 4: Science Assessment

4.1 Individual Student Report (ISR)

The NJSLA–S measures student proficiency in scientific and engineering practices (SEPs) in the context of crosscutting concepts (CCCs) and disciplinary core ideas (DCIs). The SEPs, CCCs, and DCIs are the three interacting components of NJSLS standards. Scientific and engineering practices are essential strategies, like "Developing and Using Models," that scientists and engineers use to do their jobs. Crosscutting concepts are general concepts, such as "Patterns" or "Cause and Effect," that are useful in understanding any branch of science. Disciplinary core ideas are overarching ideas, such as "Matter and Its Interactions," that are fundamental to understanding science. Because all three types of standards are interconnected, they reinforce understanding of each other.

ISRs provide data that may be used to help identify student strengths and needs. The ISR, a sample of which is depicted in Figures 36 and 37, is a two-sided report that presents a student's scale score and performance level, indicating their overall performance on the NJSLA–S and the extent to which they meet or do not meet the state standards. The NJSLA–S divides students into four performance levels:

- Level 4: Advanced Proficiency.
- Level 3: Proficient.
- Level 2: Near Proficiency.
- Level 1: Below Proficiency.

Students performing at Level 3 and Level 4 are considered proficient and above; they demonstrate an appropriate or exemplary understanding of the science standards. Students performing at Level 1 and Level 2 are considered to be below the state minimum level of proficiency. They demonstrate a minimal or partial understanding of the standards. Students at these performance levels may need additional instructional support, which could be in the form of individual or programmatic intervention.

The ISR also provides more specific information on the student's performance with respect to the subscores discussed in Part 1.5.3. Related DCIs are grouped into three domains: Earth & Space Science, Life Science, and Physical Science. Likewise, the SEPs are grouped into Investigating Practices, Sensemaking Practices, and Critiquing Practices. Subscores for the three domains and three types of practices are shown on the ISR and other score reports. A description of the different components of the ISR follows.

Figure 36. Sample ISR – Science Page 1

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

FIRSTNAME002 A. LASTNAME002
Spring 2023 Grade: 5
SID: 1200001006 DOB: 04/25/2012
Local Student Identification: 674316
NJ SAMPLE DISTRICT NAME
NJ SAMPLE SCHOOL NAME

New Jersey Student Learning Assessment - Science (NJSLA-S)
Individual Student Report

This report shows how FIRSTNAME002 performed on the elementary school science assessment. **This assessment is just one measure of how well your child is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in science.**

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use this code to access your student's results online.

Rz8Nppysqw7T

How did FIRSTNAME002 perform on the NJSLA-S?

Your student's score: **258**

Performance: **Level 4**

Advanced Proficiency

Level 4 (243 – 300) Advanced Proficiency
Level 3 (200 – 242) Proficient
Level 2 (150 – 199) Near Proficiency
Level 1 (100 – 149) Below Proficient

Your student's score
258

| 100 | 150 | 200 | 243 | 300 |
| Level 1 | Level 2 | Level 3 | Level 4 | |

FIRSTNAME002's score on the NJSLA-S indicates that your student is at Level 4.

Students who are at Level 4 demonstrate advanced understanding of the New Jersey Student Learning Standards-Science (NJSLS-S) by integrating information from a variety of sources (e.g., text, charts, graphs, tables) and analyzing the knowledge gained from scientific investigations to develop sophisticated explanations and models of observed phenomena. The students consistently chose and used the appropriate tools to make observations and to gather, classify, and present relevant data. The students considered both essential and non-essential information to explain patterns and relationships between data and designed systems. The students regularly used information and provided supporting explanations in making real-world connections and predictions.

School Average
156
District Average
155
State Average
160

| 100 | 150 | 200 | 243 | 300 |

How Students Statewide Performed

35%
Level 1
24%
Level 2
21%
Level 3
10%
Level 4

Percentage of students at each performance level

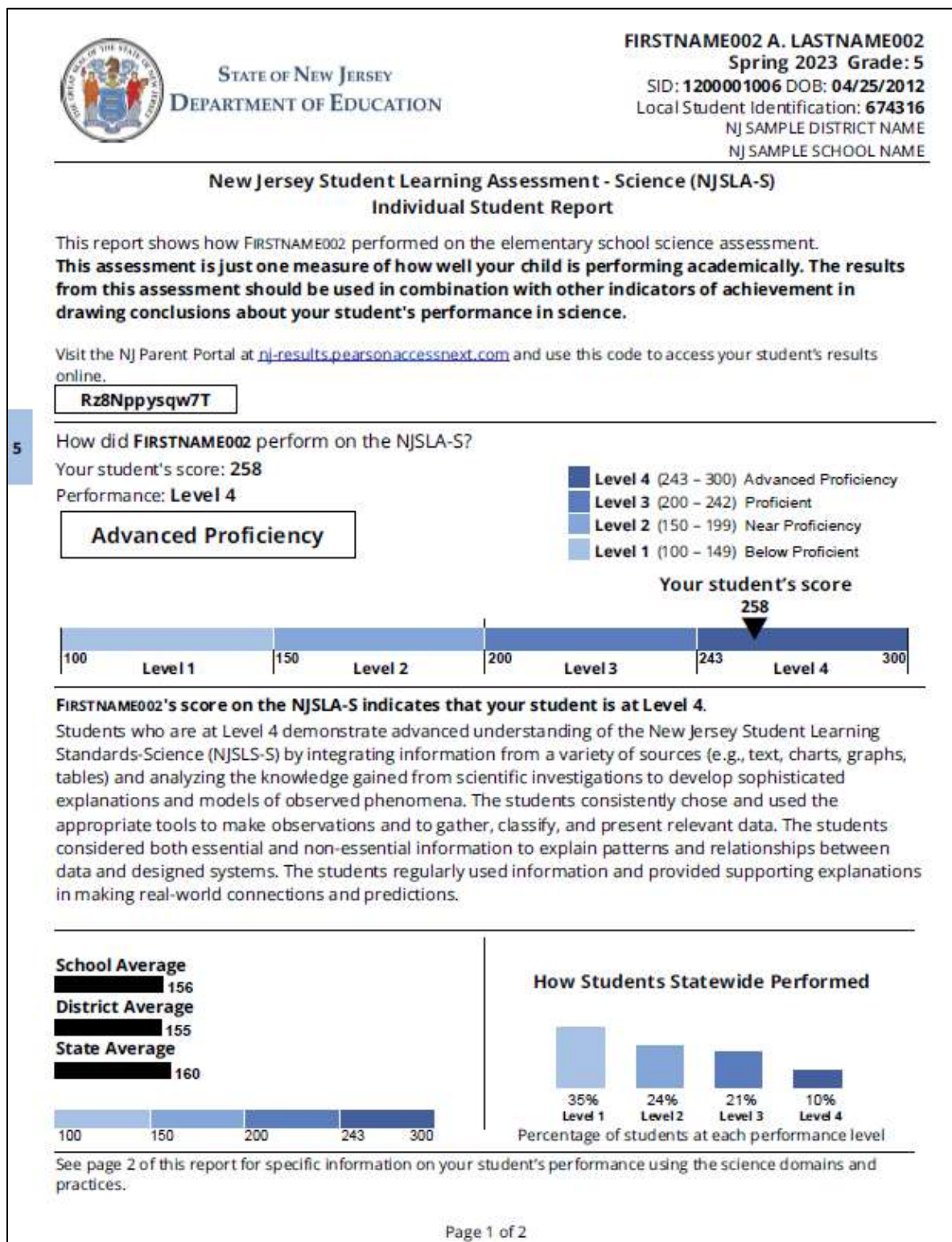See page 2 of this report for specific information on your student's performance using the science domains and practices.

Figure 37. Sample ISR – Science Page 2

How did your student perform using the domains and practices?

The domains are the content components related to specific disciplines of science.

The practices are methods by which scientists investigate and build models and theories about the world.

✔ **Earth & Space Science**

Your student's performance is **Above Expectations**.

A student designated as Near/Met Expectations demonstrates knowledge of the processes that operate on and within the Earth and also its place in the solar system and galaxy.

✔ **Investigating Practices**

Your student's performance is **Above Expectations**.

A student designated as Near/Met Expectations asks questions, plans and carries out investigations based on observations of phenomena, and organizes the data effectively.

≈ **Life Science**

Your student's performance is **Near/Met Expectations**.

A student designated as Near/Met Expectations demonstrates knowledge of patterns, processes, and relationships of living organisms.

! **Sensemaking Practices**

Your student's performance is **Below Expectations**.

A student designated as Near/Met Expectations recognizes patterns and relationships in data to develop explanations or models of the phenomena.

✔ **Physical Science**

Your student's performance is **Above Expectations**.

A student designated as Near/Met Expectations demonstrates knowledge of the mechanisms of cause and effect in all systems and processes that can be understood through a common set of physical and chemical processes.

≈ **Critiquing Practices**

Your student's performance is **Near/Met Expectations**.

A student designated as Near/Met Expectations evaluates and creates arguments regarding different explanations and claims to convey a deeper understanding of the natural world.

LEGEND

| ! Below Expectations | ≈ Near/Met Expectations | ✔ Above Expectations |

How will my student's school use the test results?
Results from the test give your student's teacher information about their academic performance. The results also give your school and school district important information to make improvements to the education program.

Learn more about the New Jersey Student Learning Assessment — Science
For more information about the assessment, sample questions, practice tests, and the Score Interpretation Guide (SIG) for this report please visit www.measinc.com/nj/science.

Learn More about the New Jersey Learning Standards
Explore your school website, or ask your principal, for information on your school's annual assessment schedule; the curriculum chosen by your district to give students more hands-on learning experiences that meet state standards; and to learn more about how test results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at https://www.nj.gov/education/standards/science/Index.shtml.

Page 2 of 2

4.1.1 General Information

Figure 38. ISR – Science Sections A–C

A. Identification Information

The upper right area of this section provides identification information about the student (i.e., name, grade, date of birth, student identification number), the school district (or charter or Renaissance school), and the assessment year.

B. Description of Report

To the left below the identification information, the description of the report provides the grade and content area (science) assessed. It also provides a general overview of the assessment and score report.

C. The Parent Portal Access Code

The Parent Portal can be used by parents and guardians to view individual student test results. They can use the code printed on the ISR to access their students' results online.

4.1.2 Overall Assessment Results

Figure 39. ISR – Science Sections D–H
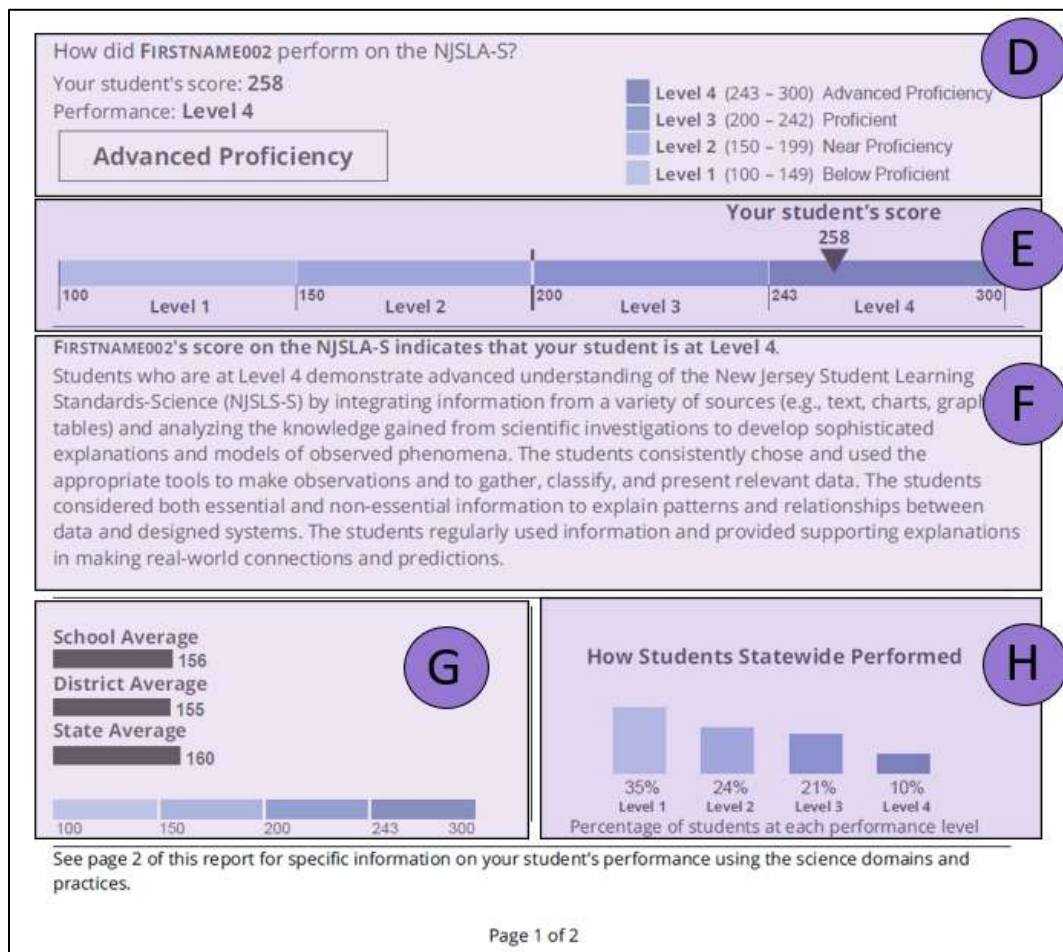
D. Scale Score and Performance Level

Section D identifies the student's scale score (refer to Part 1.5.1) and associated performance level. Students receive an overall scale score, and, based on that score, are placed in one of four performance levels for science. When applicable, this section indicates why a student did not receive a scale score. Please see Part 5, Frequently Asked Questions, for more details.

E. Graphical Representation of Overall Performance: Scale Score and Performance Level

This graphic provides an illustration of the four performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach performance level varies by grade. Refer to Appendix A for the full list of scale score ranges for each performance level.

F. Description of Level

Below the graphic representation of the scale score is a brief description of students at the associated performance level.

G. Average of School, District, and State

The average overall scale scores of the school, district, and state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, and state levels for the same grade and content area.

H. Performance Level Percentages

This section provides a bar graph showing the percentage of students within the state who performed at each of the performance levels.

4.1.3 Performance in Domains and Practices

Figure 40. ISR – Science Sections I–J

How did your student perform using the domains and practices?

The domains are the content components related to specific disciplines of science.

The practices are methods by which scientists investigate and build models and theories about the world.

✓ **Earth & Space Science**

Your student's performance is **Above Expectations**.

A student designated as Near/Met Expectations demonstrates knowledge of the processes that operate on and within the Earth and also its place in the solar system and galaxy.

✓ **Investigating Practices**

Your student's performance is **Above Expectations**.

A student designated as Near/Met Expectations asks questions, plans and carries out investigations based on observations of phenomena, and organizes the data effectively.

≈ **Life Science**

Your student's performance is **Near/Met Expectations**.

A student designated as Near/Met Expectations demonstrates knowledge of patterns, processes, and relationships of living organisms.

! **Sensemaking Practices**

Your student's performance is **Below Expectations**.

A student designated as Near/Met Expectations recognizes patterns and relationships in data to develop explanations or models of the phenomena.

✓ **Physical Science**

Your student's performance is **Above Expectations**.

A student designated as Near/Met Expectations demonstrates knowledge of the mechanisms of cause and effect in all systems and processes that can be understood through a common set of physical and chemical processes.

≈ **Critiquing Practices**

Your student's performance is **Near/Met Expectations**.

A student designated as Near/Met Expectations evaluates and creates arguments regarding different explanations and claims to convey a deeper understanding of the natural world.

LEGEND

! Below Expectations   ≈ Near/Met Expectations   ✓ Above Expectations

I. Performance by Domain and Practice
This section describes the student's performance in each domain or practice. The *domains* are the overarching scientific fields of study within which fall the disciplinary core ideas, while the *practices* refer to the techniques and procedures that cut across all the domains. The domains form subjects of separate science courses; the practices are the methodologies applied to those subjects. Every test question is designed to measure two standards, one drawn from a domain and one from a practice.

J. Description of Performance Indicator Graphics
The symbols shown on page 2 of the ISR provide graphical representations of information about how students did with respect to the domains and practices that the NJSLA–S comprises. For each of the domains and practices:

✔ A check mark in a green circle indicates a student's performance in this scientific domain or practice is in the "Above Expectations" category.

≈ A double tilde in a purple square indicates a student's performance in this scientific domain or practice is in the "Near/Met Expectations" category.

! An exclamation point in a yellow diamond indicates a student's performance in this scientific domain or practice is in the "Below Expectations" category.

Although these graphical representations permit a more targeted view of a student's performance, it is important to keep in mind that both domain- and practice-level results are, by definition, based on smaller numbers of items than is the test as a whole. Consequently, data at this more granular level are less precise than are overall scale scores, and individual student-level inferences should be made with caution.

Figure 41. ISR – Science Section K

How will my student's school use the test results?
Results from the test give your student's teacher information about their academic performance. The results also give your school and school district important information to make improvements to the education program.

Learn more about the New Jersey Student Learning Assessment — Science
For more information about the assessment, sample questions, practice tests, and the Score Interpretation Guide (SIG) for this report please visit www.measinc.com/nj/science.

Learn More about the New Jersey Learning Standards
Explore your school website, or ask your principal, for information on your school's annual assessment schedule; the curriculum chosen by your district to give students more hands-on learning experiences that meet state standards; and to learn more about how test results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at https://www.nj.gov/education/aps/cccs/science/.

K

Page 2 of 2

K. Additional Information

Section K of the ISR provides a brief explanation of how students' results may be used by teachers, schools, and/or districts to make instructional adjustments and improvements. Students and their families are also encouraged to learn more about the NJSLA and the New Jersey Learning Standards by referencing appropriate websites. Some ISRs may not include score related information due to Not Tested and/or Void related codes. For more information, see Part 5, Frequently Asked Questions.

4.2 Student Roster Report

The Student Roster is produced at the school level to provide a method of reviewing all students' test results within a given school. Figure 42 provides a sample Student Roster, and a description of the various components of the report follows.

Figure 42. Student Roster – Science Sections A–D
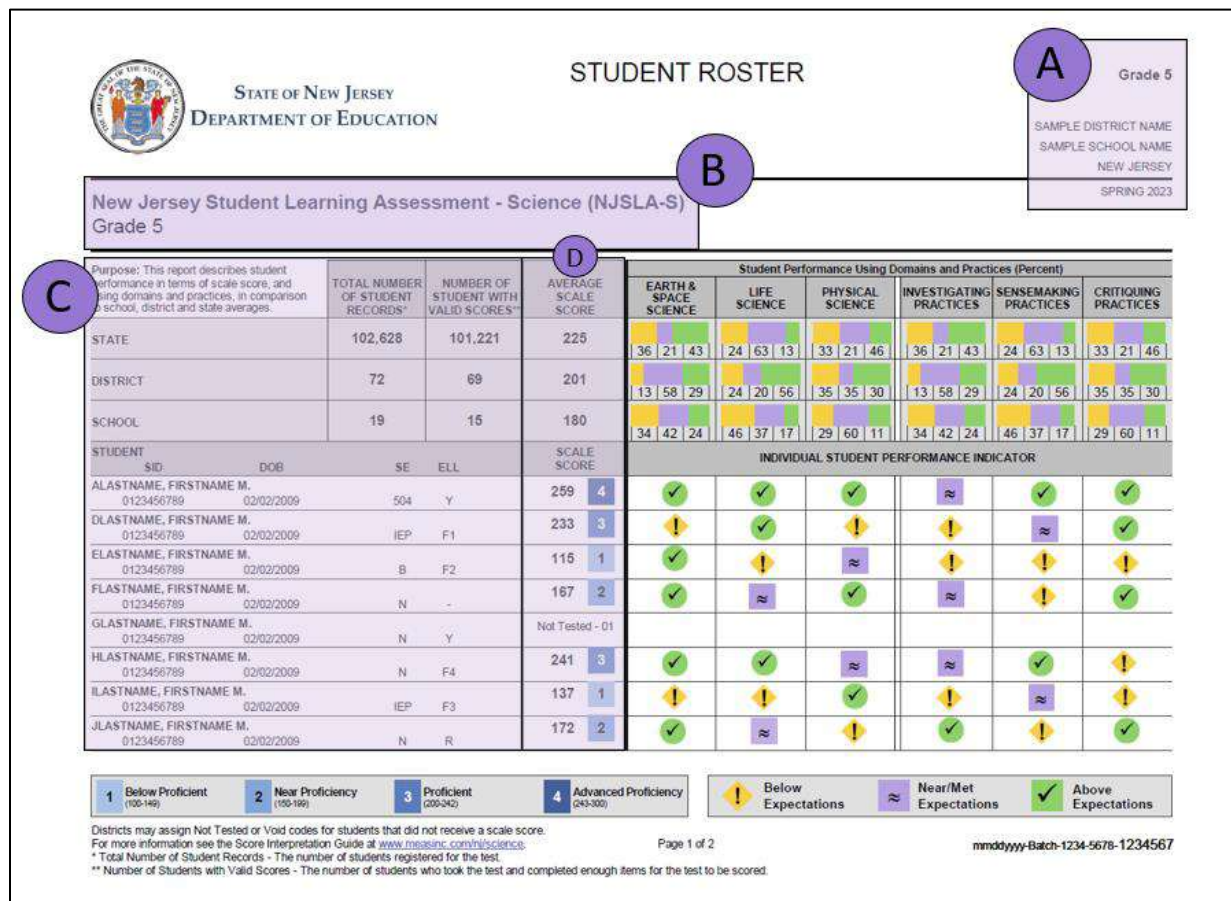
A. Identification Information

The upper right of the Student Roster lists the grade level, district name, school name, and state, and identifies the assessment year.

B. Assessment Information

This section provides the name of the assessment, identifies the content area (science), and grade level.

C. Roster of Students

The far-left section of the Student Roster identifies the state, the district, and the school before alphabetically listing each student's name. Date of birth, Special Education classification, and English Language Learner status are shown.

D. Scale Score

This section of the report provides the student's overall or average scale score and color-coded performance level. Students receive a numerical score and, based on that score, are placed in one of four performance levels for science. Performance levels are indicated by the color highlighting behind the number. Refer to Section H, "Description of Performance Level Graphics," to identify the color key. The first three rows contain state, district, and school averages. (Instead of individual scale scores, some students may have a Not Tested or Void status. Please see Part 5, Frequently Asked Questions, for an explanation of these categories.)

Figure 43. Student Roster – Science Sections E–I
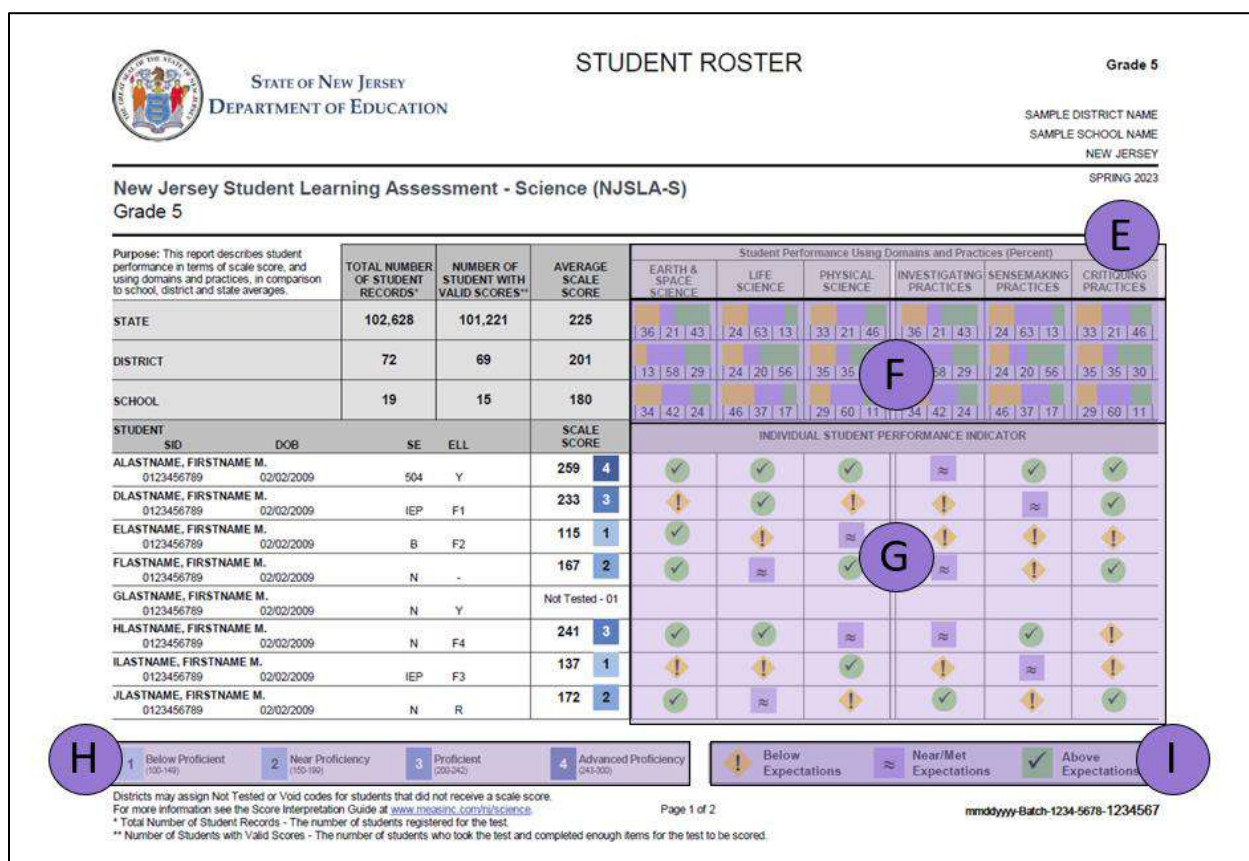
E. Domains and Practices

The three domains (earth and space science, life science, physical science) and the three practices (investigating, sensemaking, critiquing) are identified in this section.

F. Percentages of Students on Domains and Practices

This section provides the percentages of students whose domain and practice performance was categorized as Below Expectations, Near/Met Expectations, or Above Expectations at the state, district, and school levels. Note that both domain- and practice-level results are, by definition, based on smaller numbers of items than is the test as a whole. Consequently, data at this more

granular level are less precise than are overall scale scores, and inferences should be made with caution.

G. Domain and Practice Performance Indicators
For each student, this section provides an indication of domain and practice performance with respect to expectations, using the symbols described earlier in this guide.

H. Description of Performance Level Graphics
This graphic illustrates the four performance levels and provides a reference for the performance levels in the scale score section.

I. Domain and Practice Performance Indicator Graphics
As noted earlier in this document, the three symbols are used to identify the three broad categories of student performance with respect to expectations.

4.3 Student Label

Figure 44. Sample Student Label

> **LASTNAME, FIRSTNAME M.**
>
> **NJSLA-Science**   SPRING 2023 Grade 5
>
> SID: 0123456789   DOB: 02/02/2013
>
> Local ID: 012345678901234567890123456789   SE: 504   ELL: Y
>
> District: 999999 SAMPLE DISTRICT NAME
>
> School: 999 SAMPLE SCHOOL NAME
>
> **Near Proficiency**   **Scale Score: 189**

Electronic copies of student labels are provided to print on adhesive labels if needed to apply to hard-copy files of student records. The labels contain the following information, from top to bottom:

- Student name.
- Test name, assessment administration year, and grade level.
- State student identifier (SID) and date of birth.
- Local ID (If provided to the state), special education, and English language learner information.
- District (or charter/Renaissance school) name and code.
- School name and code.
- Student performance level and scale score.

4.4 School and District Summary Report

The District Summary of Schools Report provides no individual student information. Instead, they contain summary data at the state, district, and school levels, providing a snapshot of domain and practice performance at each of these levels. This report shows the performance of all schools within the district, in comparison to the state and district levels. Figure 45 depicts a sample version of these reports.The School Summary Report shows the performance of a single school within the district, in comparison to the state and district levels.

Figure 45. District Summary of Schools – Science Sections A–G
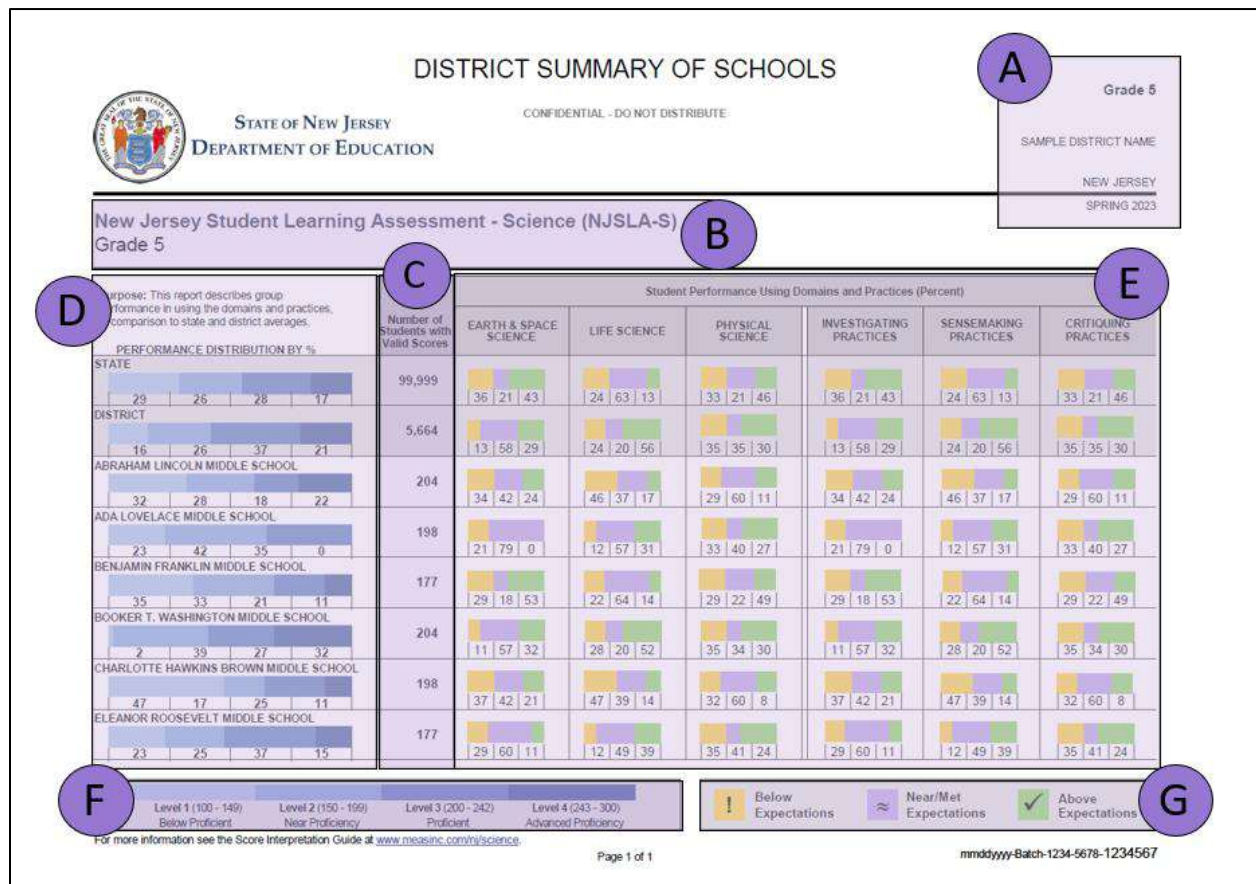
A. Identification Information
This section provides grade level, school and/or district name, and assessment year.

B. Assessment Information
This section provides the name of the assessment, the content area, and the grade level.

C. Number of Valid Scores
The information in this section shows—for the state, district, and school(s)—the number of students who took the test and completed a sufficient number of items for the test to be scored.

D. Roster of Schools

The far-left section identifies the state and the district before alphabetically listing the names of the schools within the district. For the school-level report, only one school will appear. Each row shows the distribution of performance levels.

E. Domains and Practices

The three domains (earth and space science, life science, physical science) and the three practices (investigating, sensemaking, critiquing) are identified in this section. The data in each of the six sections correspond to the percentage of students whose domain and practice performance fell into each of the three categories: Below Expectations (yellow), Near/Met Expectations (purple), and Above Expectations (green).

F. Description of Performance Level Graphics

This graphic illustrates the four performance levels and provides a reference for the performance levels in Section D.

G. Domain and Practice Performance Indicator Graphics

Once again, the three symbols are used to identify the three broad categories of student performance with respect to expectations.

4.5 District and School Performance Level Summary Report

The School and District Performance Level Summary Reports, a sample of which is provided in Figure 46, offer an overall picture of student performance in a school or district by demographic group. Groups reported include:

- Gender (Male, Female, Non-binary).
- Ethnicity or Race (Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races, Not Indicated).
- Students with Disabilities (IEP, 504).
- English Language Learner (Current EL, Former EL).
- Other (Economically Disadvantaged, Homeless, Migrant).

A description of the individual report components follows.

Figure 46. Sample District Performance Level Summary – Science Sections A–E

A. Identification Information
This section provides the school and/or district name, grade level, and assessment year.

B. Content Area and Grade Level
The content area of the report, the grade level of the assessment, and the administration year are identified.

C. Demographic and Program Categories and Student Groups
Demographic and program categories with student groups are listed on the left side of the table. Results for students who could not be placed in a group due to missing information are included in the "not indicated" student group.

D. Group Counts and Means
This section displays:

- Total Number of Student Records (i.e., the number of students registered for the test).
- No Scores Reported (i.e., the number of students who were designated Not Tested or Void).
- Number of Students with Valid Scores (i.e., the number of students who took the test and completed a sufficient number of items for the test to be scored).
- Average Scale Score (of those students with valid scale scores).

E. Performance-Level Results
This section of the report contains total performance-level data for students with valid scale scores in the state, district, and/or school, and each demographic group. It also displays both the number and percentage of students at each performance level. The final two sections on the right indicate the number and percentage of students with scale scores falling into the top two levels that, when combined, indicate proficiency.

Part 5: Frequently Asked Questions

Q*: How are the tests designed?

A: The process begins with the development of test questions that are aligned to standards. These questions must pass several rounds of review and subsequent field testing. Through field testing, statistics are generated, and test questions are again reviewed to ensure that they relate appropriately to other test questions, are at acceptable difficulty levels, and are not systematically biased with respect to gender or major ethnic group. The questions are subsequently placed onto tests in ways that ensure a broad sampling of knowledge and skills at a balance of grade-appropriate levels of difficulty.

Q: How do we know the level into which a given score falls?

A: In the first year of a test, a special standard-setting procedure was used to determine how to place student performance into performance levels. Cut scores defining each of the performance levels were set by committees of volunteer teachers and administrators. Committees worked together to determine how well students needed to perform to reach each of the levels. The scale scores within these performance levels were then filled in mathematically. Scores in subsequent years are equated to ensure that the same scores reflect the same levels of performance.

Q: By participating in standard-setting, are the teachers, in effect, determining the difficulty level of the test?

A: The teachers involved in standard-setting play the primary role in determining how well a student must perform to meet performance expectations of the subject matter, but the difficulty of the test itself is determined by the nature of the test questions.

Q: Why doesn't the state report percentiles?

A: Percentile rankings are meaningful on **norm-referenced** assessments when a student's performance is measured in comparison to the performance of other students. The purpose of the NJSLA is to provide information about student achievement in terms of the requirements associated with the standards. The tests are, therefore, a **criterion-referenced** assessment, addressing achievement in terms of content rather than norms.

Q: Why not simply use a percentage scale where 90% or better equals a grade of A, 80% to 89% equals a grade of B, and so on?

A: The state tests are designed to make wider use of the score scale. Questions are drawn from a broad range of difficulty levels, and percentages do not account for variation in the difficulty of questions from test to test. Tests comprising questions at a variety of difficulty levels spread the scores more fully, providing more points to use where the bulk of student performance falls, and thereby permit finer distinctions among levels of performance.

Q: How can average scale scores be used?

A: Averages are effective for use in certain kinds of statistical analysis. They are also influenced by score changes that occur not only between, but also within, the various performance-level categories. They can therefore be used for supplementing the interpretation of results in curriculum planning.

Q: Why are we advised not to report the results of small groups and not to report group results that violate student confidentiality?

A: Districts are generally advised that results based upon the performance of one to nine students are statistically unstable and that it is unwise to report results that lack minimal stability. However, districts must also be careful not to report numbers that members of the public might use to infer, through simple calculations, the performance of one or two students.

Q: What does it mean when a student receives a Not Tested or Void ISR?

A: A Not Tested code is assigned to a student when the student did not access the test. There are three categories for Not Tested:

- Not Tested code 1 – Absent.
- Not Tested code 2 – Medical Emergency.
- Not Tested code 3 – Other (including parental refusal to begin a test).

Note: If a specific Not Tested code is not shown:

- Student did not attempt the test at all or,
- Student did not attempt enough of the test to be assigned a scale score.

A Void code indicates that the student may have started testing, but it was not appropriate to assign a scale score to the test. Three void codes may be assigned by the school district:

- Void code 1 – Student cheating or otherwise engaging in inappropriate test taking behavior.
- Void code 2 – Security breach.
- Void code 3 – Other (including parental refusals to complete a test, off-grade level testing, student not receiving appropriate accessibility features or testing accommodations, student receiving inappropriate accessibility features or testing accommodations).

Figure 47 provides an example of page 1 of an ISR with a Not Tested code applied. The performance level will be replaced with either "Not Tested" or "Void" along with the reason code in Section D and no scale score will be reported in Section E.

Figure 47. Sample ISR Not Tested Code Applied – Page 1
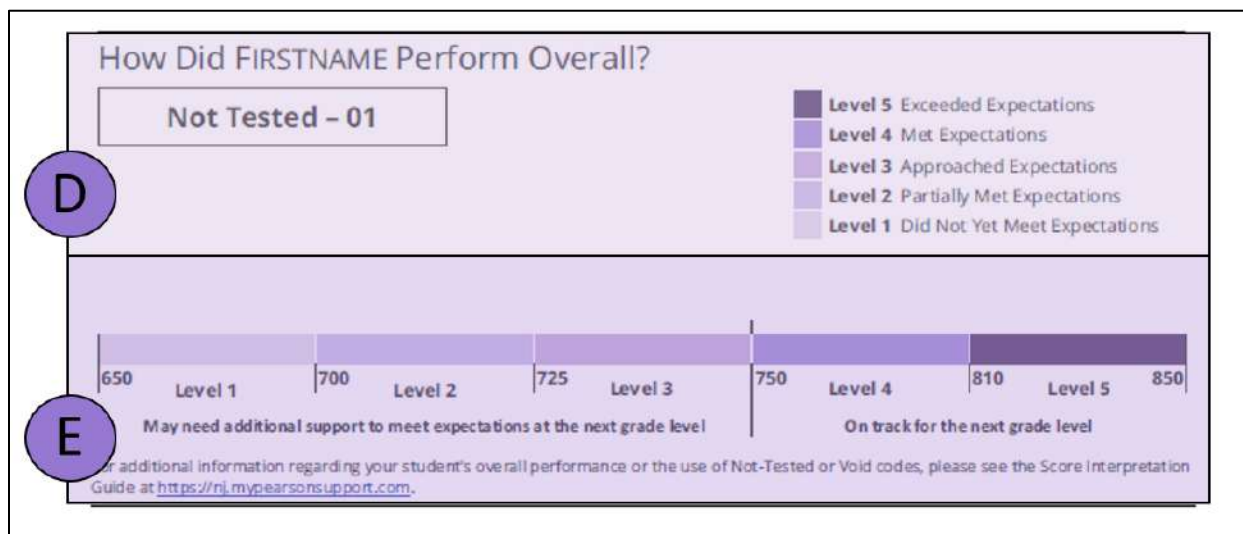
Figures 48–50 provide examples of page 2 of the ISR with a Not Tested code or Void code applied. If applied to NJSLA-ELA, then no scale score will be indicated for the Major Claims of Reading and Writing in Section J and information on student performance in the subclaim categories in Section K will not be available, see Figure 48. If applied to NJSLA-M, then information on student performance in the subclaim categories will not be available in Section J, see Figure 49. If applied to NJSLA-S, then information on student performance in each domain or practice will not be available in Section I, see Figure 50.

Figure 48. Sample ISR Not Tested or Void Codes Applied – ELA Page 2

How Did Your Student Perform in Reading and Writing?

READING

Your student's score is **Not available.**

10 ——————————— **50** ——————————— 90

Met expectations

School Average
42

District Average
42

State Average
46

WRITING

Your student's score is **Not available.**   **J**

10 ——————————— **35** ——————————— 60

Met expectations

School Average
30

District Average
30

State Average
33

LITERARY TEXT

Your student's performance is **Not Available.**

Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

INFORMATIONAL TEXT

Your student's performance is **Not Available.**

Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY

Your student's performance is **Not Available.**

Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITTEN EXPRESSION   **K**

Your student's performance is **Not Available.**

Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

KNOWLEDGE OF LANGUAGE AND CONVENTIONS

Your student's performance is **Not Available.**

Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND   **L**

Your student performed about the same as students who:

⬇ Did Not Yet Meet or Partially Met Expectations   ⬌ Approached Expectations   ⬆ Met or Exceeded Expectations

Figure 49. Sample ISR Not Tested or Void Codes Applied – Mathematics Page 2

How Did Your Student Perform in Areas of Mathematics?

J

MAJOR CONTENT

Your student's performance is **Not Available**.

Students meet expectations by solving problems involving volume of prisms, adding, subtracting, multiplying and dividing with multi-digit whole numbers, decimals, and fractions.

EXPRESSING MATHEMATICAL REASONING

Your student's performance is **Not Available**.

Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your student's performance is **Not Available**.

Students meet expectations by solving problems involving writing and interpreting numerical expressions, converting measurements, graphing points, classifying geometric shapes, and representing data.

MODELING & APPLICATION

Your student's performance is **Not Available**.

Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

K

LEGEND
Your student performed about the same as students who:

⬇ Did Not Yet Meet or Partially Met Expectations

⬌ Approached Expectations

⬆ Met or Exceeded Expectations

Figure 50. Sample ISR Not Tested or Void Codes Applied – Science Page 2

How did your student perform using the domains and practices?

The domains are the content components related to specific disciplines of science.

The practices are methods by which scientists investigate and build models and theories about the world.

Earth & Space Science

Your student's performance is **Not Available.**

A student designated as Near/Met Expectations demonstrates knowledge of the processes that operate on and within the Earth and also its place in the solar system and galaxy.

Life Science

Your student's performance is **Not Available.**

A student designated as Near/Met Expectations demonstrates knowledge of patterns, processes, and relationships of living organisms.

Physical Science

Your student's performance is **Not Available.**

A student designated as Near/Met Expectations demonstrates knowledge of the mechanisms of cause and effect in all systems and processes that can be understood through a common set of physical and chemical processes.

Investigating Practices

Your student's performance is **Not Available.**

A student designated as Near/Met Expectations asks questions, plans and carries out investigations based on observations of phenomena, and organizes the data effectively.

Sensemaking Practices

Your student's performance is **Not Available.**

A student designated as Near/Met Expectations recognizes patterns and relationships in data to develop explanations or models of the phenomena.

Critiquing Practices

Your student's performance is **Not Available.**

A student designated as Near/Met Expectations evaluates and creates arguments regarding different explanations and claims to convey a deeper understanding of the natural world.

Q: We received an ISR for a student whose name we do not recognize. What's going on?

A: Situations of this sort should be detected on the Pearson website and corrected during a broad demographic data cleanup period before scores are produced. In doing so, it is important to verify that the students are not out-of-district students from your district whom you failed to recognize. Unfortunately, once the scores are produced and finalized, it is too late to modify information.

Q: The numbers for some of the demographic/subgroups in the assessment information do not match their counterparts in other New Jersey Department of Education reports. How can that be?

A: There are two major reasons for differences between the numbers in the assessment reports and those in some other reports produced by the state: changes that occur over the course of the school year and differences in the definitions of the demographic/subgroups. Student counts vary over time throughout the school term, and there are changes in student status, most notably in special education classification and economic level.

Appendix A:
Scale Score Ranges

Grade 3 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-809
Level 5 Cut	810	Level 5 Range	810-850

Grade 4 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 5 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-798
Level 5 Cut	799	Level 5 Range	799-850

Grade 6 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 7 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-784
Level 5 Cut	785	Level 5 Range	785-850

Grade 8 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-793
Level 5 Cut	794	Level 5 Range	794-850

Grade 9 ELA

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-790
Level 5 Cut	791	Level 5 Range	791-850

Grade 3 Mathematics

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 4 Mathematics

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-795
Level 5 Cut	796	Level 5 Range	796-850

Grade 5 Mathematics

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 6 Mathematics

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-787
Level 5 Cut	788	Level 5 Range	788-850

Grade 7 Mathematics

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-785
Level 5 Cut	786	Level 5 Range	786-850

Grade 8 Mathematics

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-800
Level 5 Cut	801	Level 5 Range	801-850

Algebra I

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-804
Level 5 Cut	805	Level 5 Range	805-850

Algebra II

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-807
Level 5 Cut	808	Level 5 Range	808-850

Geometry

Cut Level	Cut Score	Range Level	Score Range
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-782
Level 5 Cut	783	Level 5 Range	783-850

Grade 5 Science

Range Level	Score Range
Level 1 Range	100-149
Level 2 Range	150-199
Level 3 Range	200-242
Level 4 Range	243-300

Grade 8 Science

Range Level	Score Range
Level 1 Range	100-149
Level 2 Range	150-199
Level 3 Range	200-230
Level 4 Range	231-300

Grade 11 Science

Range Level	Score Range
Level 1 Range	100-157
Level 2 Range	158-199
Level 3 Range	200-249
Level 4 Range	250-300

Appendix B:
Science Performance Level Descriptors (PLDs)

Level 1

Students who are at Level 1 demonstrated a minimal understanding of the New Jersey Student Learning Standards-Science (NJSLS–S) by misinterpreting information from a variety of sources (e.g., text, charts, graphs, tables) and inconsistently applying the knowledge gained from scientific investigations to develop incorrect explanations or models of observed phenomena. The students had difficulty choosing and using, even with significant scaffolding, the appropriate tools to make observations and gather, classify, and present data. The students struggled to use essential information to recognize patterns and relationships between data and designed systems. The students seldom used information to make real-world connections or predictions.

Level 2

Students who are at Level 2 demonstrated a limited grade-level understanding of the NJSLS–S by partially interpreting information from a variety of sources (e.g., text, charts, graphs, tables) and inconsistently applying the knowledge gained from scientific investigations to develop incomplete explanations or models of observed phenomena. The students had some difficulty choosing and using the appropriate tools to make observations and gather, classify, and present data. The students may be able to use essential information to recognize patterns and relationships between data and designed systems. The students inconsistently used information to make real-world connections and predictions.

Level 3

Students who are at Level 3 demonstrated appropriate grade-level understanding of the NJSLS–S by comprehending information from a variety of sources (e.g., text, charts, graphs, tables) and applying the knowledge gained from scientific investigations to develop accurate explanations and models of observed phenomena. The students often chose and used the appropriate tools to make observations and gather, classify, and present data. The students used both essential and non-essential information to recognize patterns and relationships between data and designed systems. The students were able to use information to make real-world connections and predictions.

Level 4

Students who are at Level 4 demonstrate advanced understanding of the NJSLS–S by integrating information from a variety of sources (e.g., text, charts, graphs, tables) and analyzing the knowledge gained from scientific investigations to develop sophisticated explanations and models of observed phenomena. The students consistently chose and used the appropriate tools to make observations and gather, classify, and present relevant data. The students considered both essential and non-essential information to explain patterns and relationships between data and designed systems. The students regularly used information and provided supporting explanations in making real-world connections and predictions.