



2022

State Testing Results

PRESENTED BY STACIE POELSTRA
ASSISTANT SUPERINTENDENT FOR CURRICULUM, INSTRUCTION AND ASSESSMENT
OCTOBER 17, 2022



Measuring College & Career Readiness

➔ **NJSLA: MATH, ELA & SCIENCE**

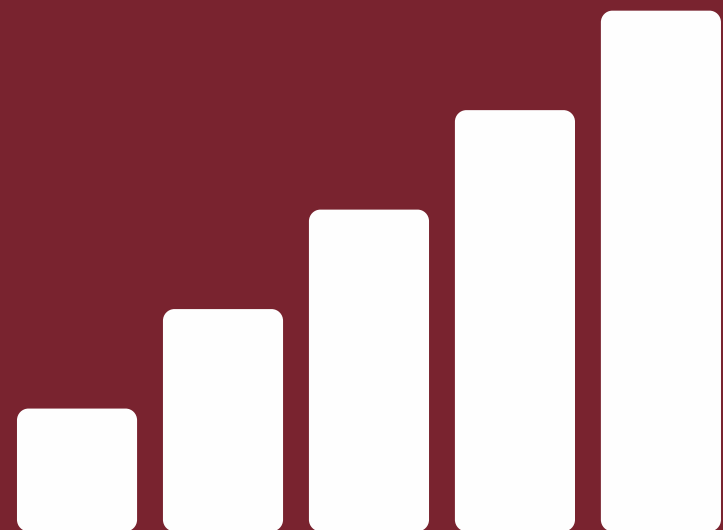
➔ **ACCESS FOR ELLS**

➔ **DLM**

New Jersey's Statewide Assessment Program

The New Jersey Department of Education (NJDOE) worked with local districts to successfully implement the Spring 2022 NJSLA administration. The primary purpose of our statewide assessment program is to identify areas of curricular strength along with opportunities for improvement in each of the tested content areas. As per the NJDOE, districts are encouraged to review these results in conjunction with locally administered assessments to determine the optimum mechanism to support learning and mastery of our state's rigorous standards.

NJSLA Performance Levels



Level 1 Did not yet meet grade-level expectations

Level 2 Partially met grade-level expectations

Level 3 Approached grade-level expectations

Level 4 Met grade-level expectations

Level 5 Exceeded grade-level expectations

NOTE: There are four performance levels for Science, unlike ELA and Mathematics which have five levels.

Questions to Guide Data Reflection

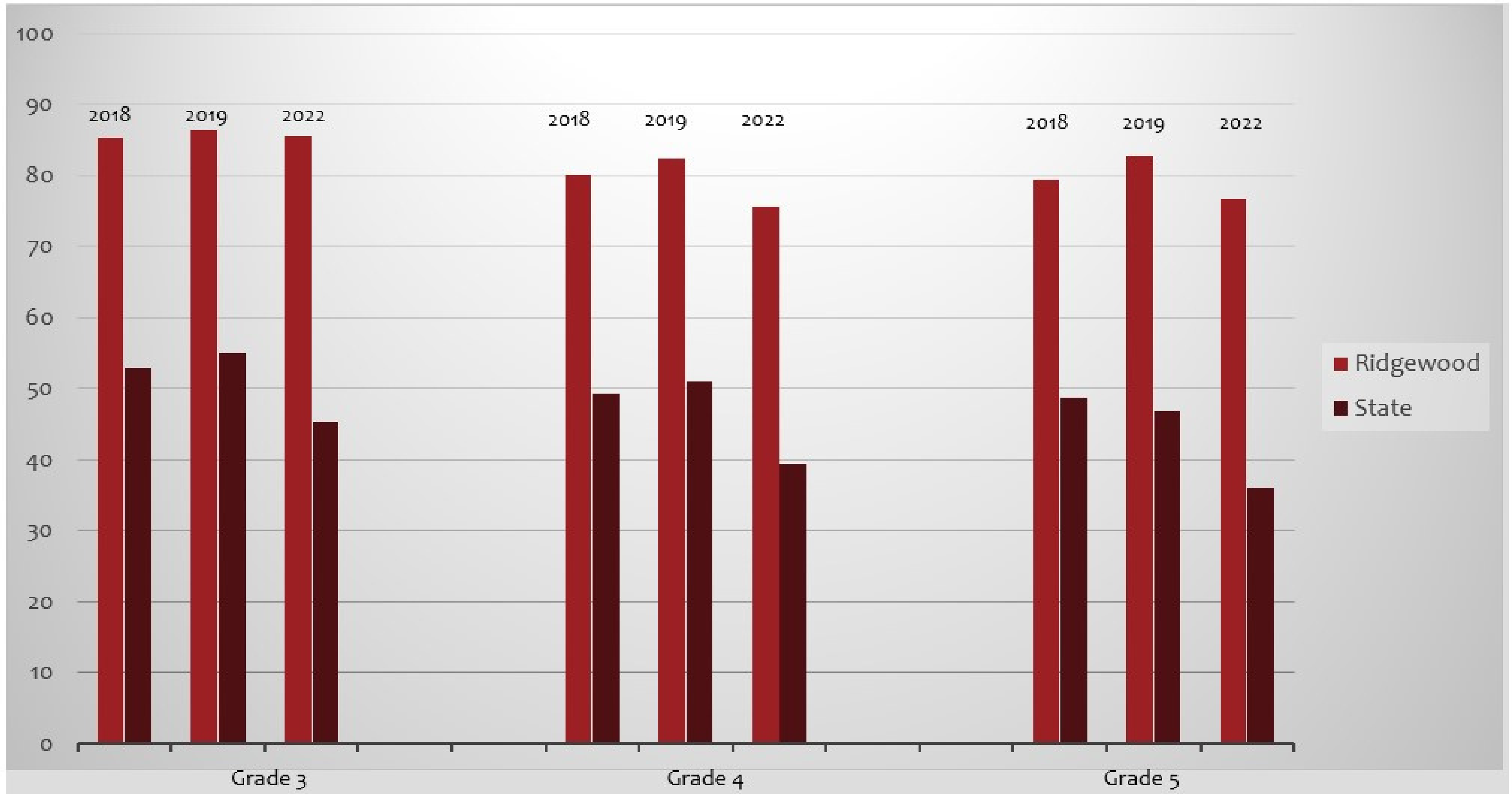
- How will we use data to identify strengths and gaps that exist in our curriculum and instruction?
- How will we use data as a tool to address areas in need of improvement or enhancement?
- How can we provide additional resources and support to meet the learning needs of all our students?

Grade-Level Outcomes

Mathematics • Grades 3-5

		Number Valid Scores			Levels 1 - 3			Level 4			Level 5			Percent Meeting or Exceeding Expectations		
Grade		2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022
3	State	99,262	96,899	93,502	47.0%	44.9%	54.6%	37.8%	41.2%	32.8%	15.2%	13.9%	12.6%	53.0%	55.1%	45.4%
	Ridgewood	418	413	397	14.6%	13.6%	14.4%	49.5%	47.7%	42.3%	35.9%	38.7%	43.3%	85.4%	86.4%	85.6%
4	State	100,378	99,967	94,953	50.6%	49.0%	60.6%	41.8%	43.3%	33.2%	7.6%	7.7%	6.2%	49.4%	51.0%	39.4%
	Ridgewood	423	429	404	19.9%	17.7%	24.3%	59.8%	63.4%	56.7%	20.3%	18.9%	19.1%	80.1%	82.3%	75.7%
5	State	101,703	101,290	96,601	51.2%	53.2%	63.9%	38.5%	35.8%	28.9%	10.4%	11.0%	7.1%	48.8%	46.8%	36.1%
	Ridgewood	452	424	403	20.6%	17.2%	23.3%	50.7%	46.2%	51.4%	28.8%	36.6%	25.3%	79.4%	82.8%	76.7%

Percent Meeting or Exceeding Expectations Mathematics • Grades 3-5



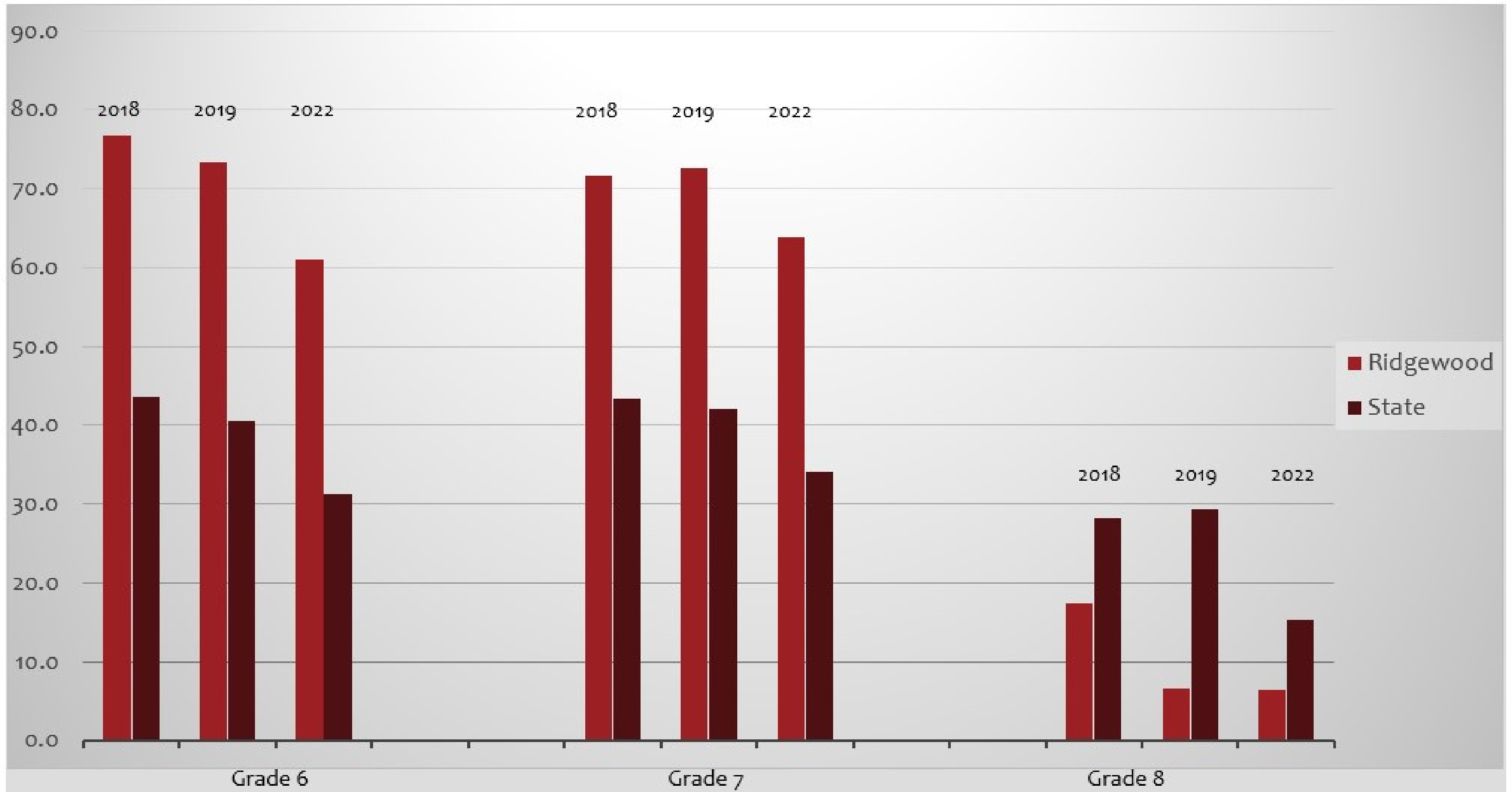
Grade-Level Outcomes

Mathematics • Grades 6-8

		Number Valid Scores			Levels 1 - 3			Level 4			Level 5			Percent Meeting or Exceeding Expectations		
Grade		2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022
6	State	100,174	102,926	97,548	56.5%	59.5%	68.7%	35.6%	33.1%	26.0%	8.0%	7.5%	5.3%	43.5%	40.5%	31.3%
	Ridgewood	393	454	427	23.2%	26.7%	38.9%	62.1%	55.1%	45.2%	14.8%	18.3%	15.9%	76.8%	73.3%	61.1%
7	State	94,938	96,489	95,340	56.6%	57.9%	65.9%	36.0%	33.8%	28.9%	7.4%	8.3%	5.1%	43.4%	42.1%	34.1%
	Ridgewood	419	400	377	28.4%	27.5%	36.1%	55.6%	56.3%	53.1%	16.0%	16.3%	10.9%	71.6%	72.5%	63.9%
8*	State	64,462	63,556	66,241	71.8%	70.7%	84.6%	27.2%	28.2%	14.6%	1.0%	1.1%	0.8%	28.2%	29.3%	15.4%
	Ridgewood	80	45	46	82.5%	93.3%	93.5%	17.5%	6.7%	6.5%	0.0%	0.0%	0.0%	17.5%	6.7%	6.5%

*Most Ridgewood students in grade 8 participated in the Geometry assessment in place of the 8th grade Math assessment.

Percent Meeting or Exceeding Expectations Mathematics • Grades 6-8

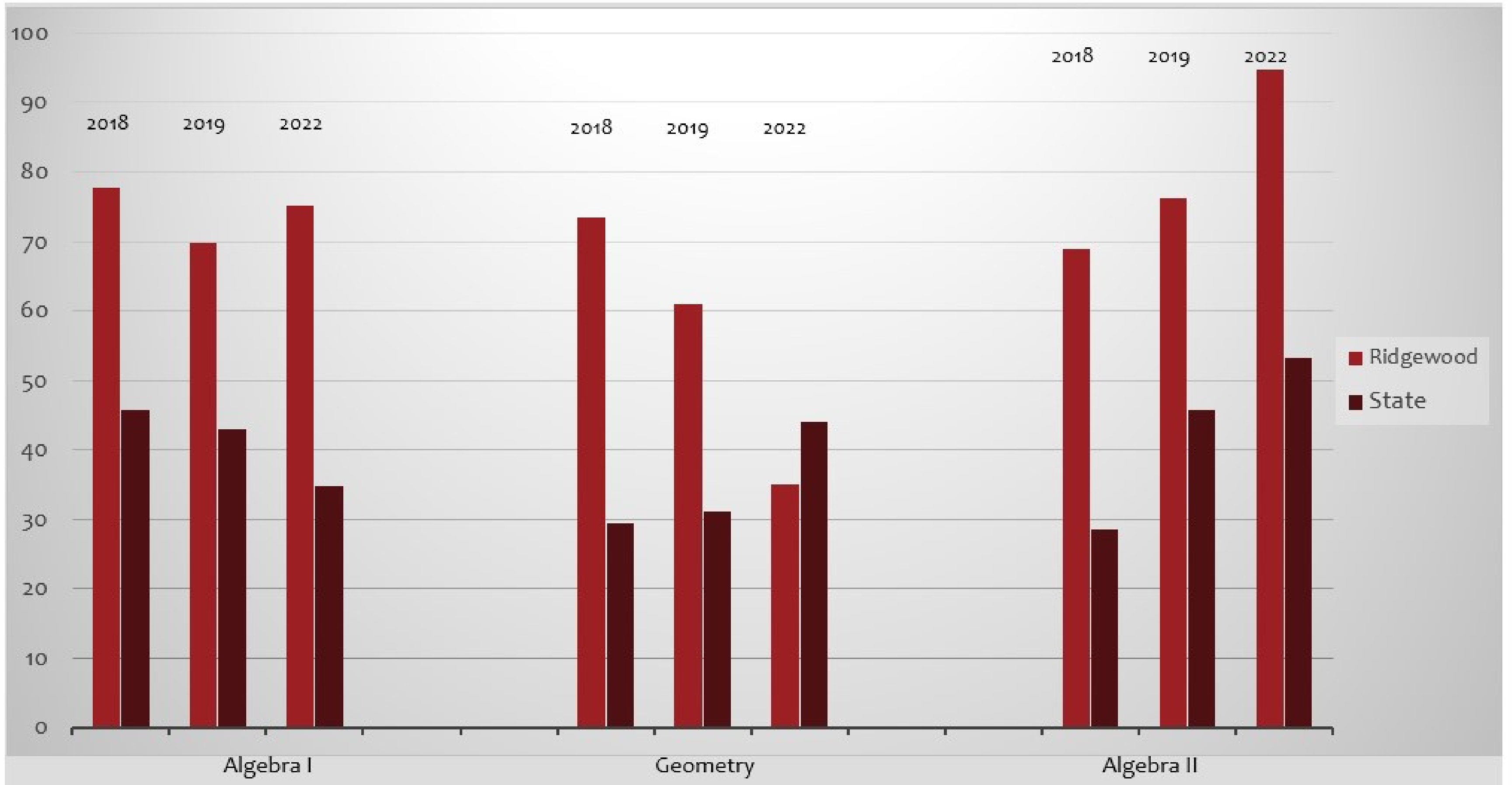


Grade-Level Outcomes

Mathematics • Grades 8-9

		Number Valid Scores			Levels 1 - 3			Level 4			Level 5			Percent Meeting or Exceeding Expectations		
		2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022
Algebra I	State	110,972	109,328	107,790	54.2%	57.1%	65.2%	39.3%	37.3%	31.9%	6.5%	5.5%	2.9%	45.8%	42.9%	34.8%
	Ridgewood	523	550	421	22.2%	30.2%	24.9%	69.2%	61.3%	64.1%	8.6%	8.5%	10.9%	77.8%	69.8%	75.1%
Geometry	State	90,159	84,300	33,590	70.5%	68.8%	56.0%	24.6%	26.1%	37.8%	4.9%	5.1%	6.2%	29.5%	31.2%	44.0%
	Ridgewood	369	440	381	26.6%	39.1%	65.1%	63.4%	47.7%	33.3%	10.0%	13.2%	1.6%	73.4%	60.9%	34.9%
Algebra II	State	78,508	45,865	11,162	71.4%	54.2%	46.7%	24.6%	40.4%	45.4%	4.0%	5.3%	7.8%	28.6%	45.8%	53.3%
	Ridgewood	100	300	38	31.0%	23.7%	5.3%	54.0%	70.0%	63.2%	15.0%	6.3%	31.6%	69.0%	76.3%	94.7%

Percent Meeting or Exceeding Expectations Mathematics • Grades 8-9



Participation Rate of Eligible Test Takers Mathematics

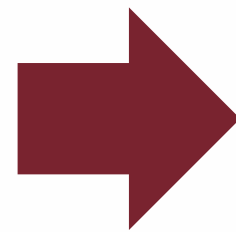
	Percentage of Registered Students Tested		
	2018	2019	2022
Grade 3	95.9%	98.3%	98.2%
Grade 4	98.4%	96.6%	99.2%
Grade 5	98.9%	98.6%	98.5%
Grade 6	92.1%	97.8%	98.6%
Grade 7	92.4%	95.2%	95.2%
Grade 8	86.8%	91.5%	93.8%
Algebra I	97.0%	95.6%	98.8%
Geometry	82.5%	98.0%	97.4%
Algebra II	23.1%	98.7%	100%
DISTRICT TOTAL	85.7%	97.2%	98.0%

Subgroups Mathematics

Subgroup	Meeting or Exceeding Expectations (Level 4 + Level 5)			% Difference ≥ Level 4
	2018	2019	2022	
--				
Female	75.0%	71.9%	62.4%	-9.6%
Male	77.2%	76.7%	71.8%	-4.8%
Hispanic	62.8%	57.3%	50.8%	-6.5%
Asian	87.8%	88.0%	82.7%	-5.3%
Black	38.1%	47.5%	36.7%	-10.8%
Economically Disadvantaged	38.6%	37.8%	29.7%	-8.2%
Students with IEPs	38.3%	37.7%	28.5%	-9.2%
English Learners	60.3%	53.6%	42.9%	-10.7%
Two or More Races	82.2%	81.6%	71.7%	-9.9%
Students with 504 Plan	72.7%	66.2%	57.8%	-8.5%

2018-19 Math Five-Year Curriculum Review

Parent Survey Feedback



52.7%

satisfied with their
child's high school
math experience;
28.2% neutral

57.2%

confident that
their child is being
prepared for the
future;
24.5% neutral

Comments

A theme through
the comments
specified the
difficulty of the HS
Honors Math
Program

ELA Parent Satisfaction (2018)

- 83.7% - I am satisfied with the English program.
- 83% - I am confident that my child is developing the skills in English to be successful in the future.

Science Parent Satisfaction (2021):

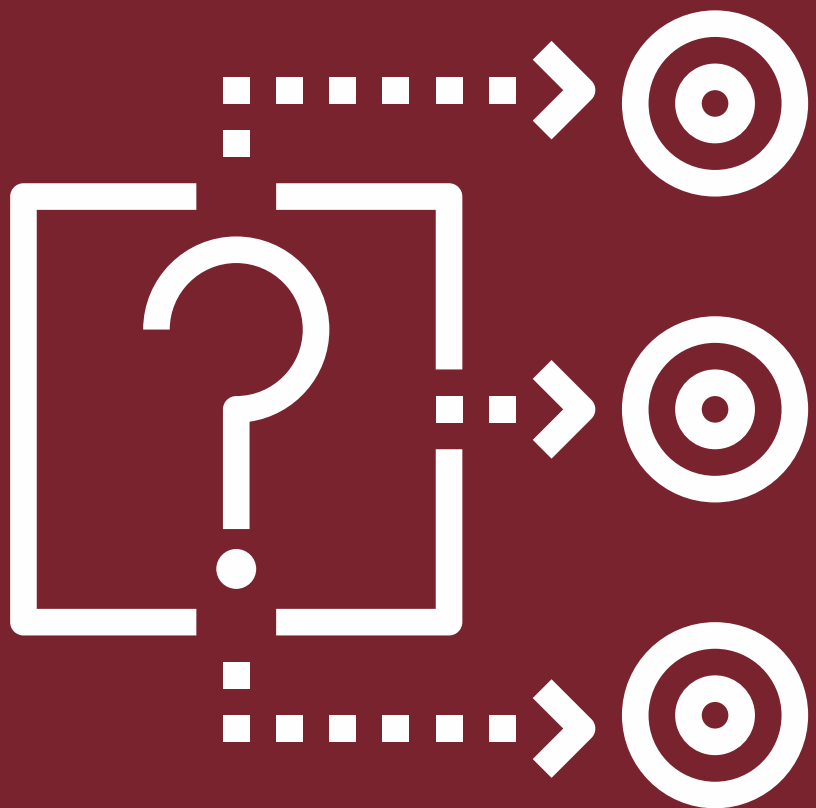
- 84.9% - Student is appropriately challenged
- 82.4% - Satisfied with science choices offered



Math Curriculum Sequence Shift

- ➔ With input from staff, the recommendation from the 2019 study was to shift Geometry into grade 8 and Algebra into grade 9
- ➔ Algebra I course could be more rigorous and facilitate the students' transition into Algebra II
- ➔ Algebra II historically received the most criticism, stemming from the rigor of courses and the students' difficulty with the material
- ➔ 90% of the SAT is Algebra based (10% Geometry)
- ➔ 85% of the ACT is Algebra based (15% Geometry)

Factors to Consider



The NJSLA in Geometry is written under the assumption that all students complete Algebra I before Geometry; therefore, some Algebra I skills are integrated into this assessment.

There are adjustments that we can make in Pre-Algebra and Geometry to address some of these skills; however, there may still be content on the Geometry state exam that may not align with our sequence.

Sample NJSLA Geometry Question

In this NJSLA question, students are assessed on their understanding of the equation of a circle. The equation presented in this example requires students to apply algebra skills to get the equation to be in the format they know from Geometry.

Students will need to apply the algebra skill of completing the square (involves factoring) in order to rewrite the equation in the correct form. Once the equation is written in the correct form for the equation of a circle, students will be able to find the y-coordinate of the center and the radius.

The equation $x^2 + y^2 - 4x + 2y = b$ describes a circle.

Part A

Determine the y-coordinate of the center of the circle.

Enter your answer in the box.

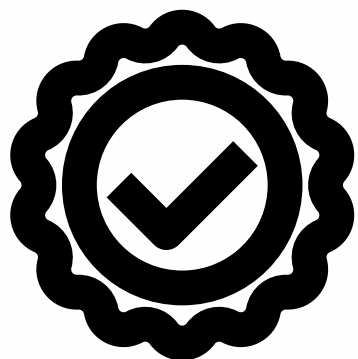
Part B

The radius of the circle is 7 units. What is the value of b in the equation?

Enter your answer in the box.

Middle School Curriculum Strategies

- Use department meetings to develop rich assessments beyond the traditional multiple-choice, essay based or numerical problem-based tests
- Use department meetings for common assessment planning between both middle schools
- Use data analysis to determine necessary Algebra skills for a course in Geometry and incorporate daily "do now" reinforcement to assist in unit mastery of curriculum standards
- Develop a two-year plan for curriculum development, including updating the Geometry curriculum during Summer 2023 and implementing the revision in Fall 2023
- Research additional geometry resources and professional development to support student learning
- Explore the possibility of implementing a math lab to provide additional instructional time for grade 8 students
- Consider adding Period 0 for NJSLA Test Prep, as well as an after-school Geometry Enrichment Club

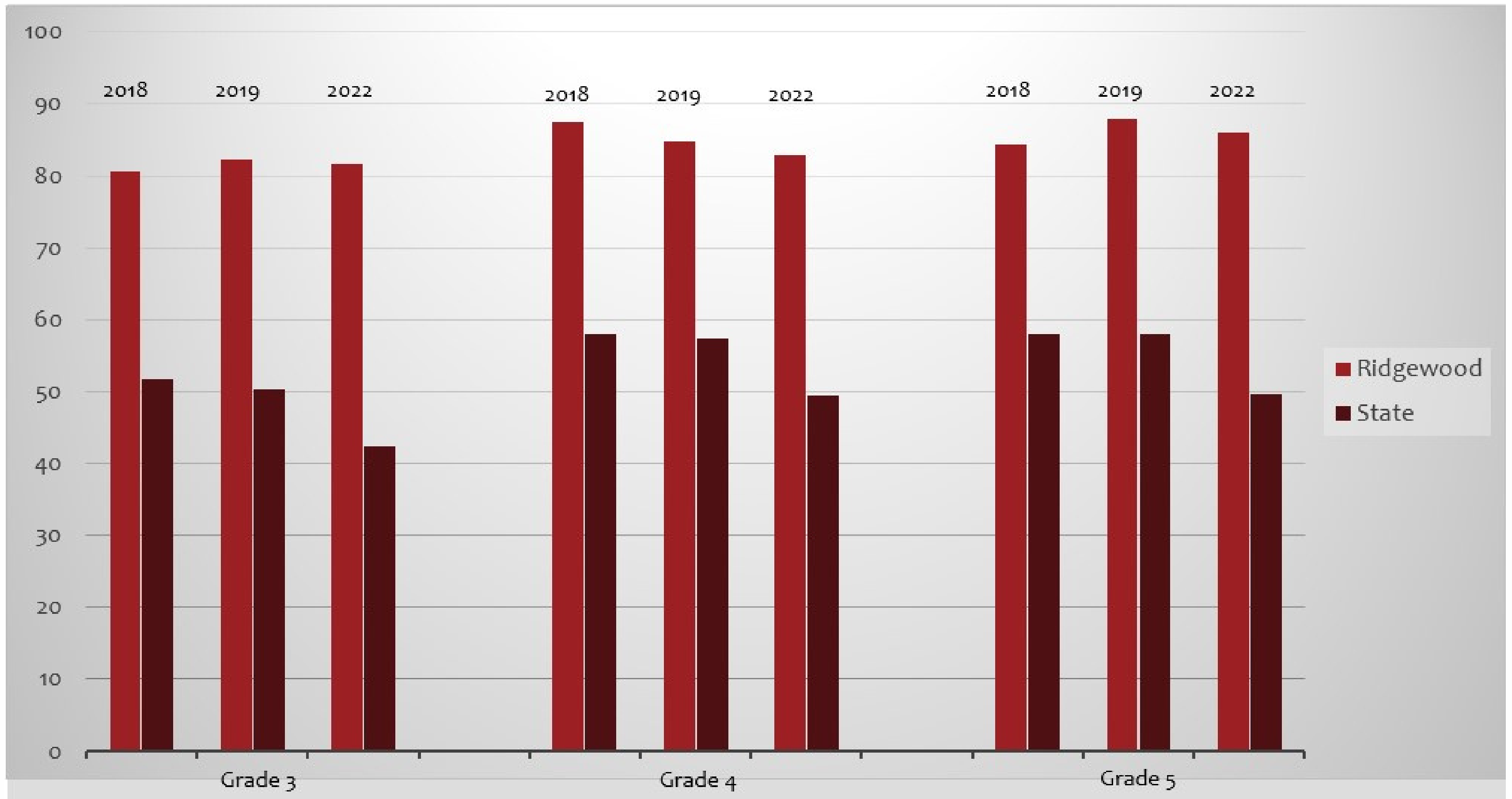


Grade-Level Outcomes

English Language Arts (ELA) • Grades 3-5

		Number Valid Scores			Levels 1 – 3			Level 4			Level 5			Percent Meeting or Exceeding Expectations		
Grade		2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022
3	State	98,314	95,830	92,131	48.3%	49.7%	78.3%	43.5%	42.8%	36.2%	8.1%	7.4%	6.2%	51.7%	50.3%	42.4%
	Ridgewood	418	411	397	19.4%	17.8%	18.4%	56.9%	61.8%	58.2%	23.7%	20.4%	23.4%	80.6%	82.2%	81.6%
4	State	99,447	98,985	96,632	42.0%	42.6%	50.4%	39.1%	39.1%	35.3%	18.9%	18.3%	14.1%	58.0%	57.4%	49.4%
	Ridgewood	422	427	404	12.6%	15.2%	17.1%	38.2%	37.5%	36.9%	49.3%	47.3%	46.0%	87.4%	84.8%	82.9%
5	State	101,065	100,316	95,314	42.0%	42.1%	50.4%	47.2%	45.6%	40.4%	10.8%	12.3%	9.2%	58.0%	57.9%	49.6%
	Ridgewood	448	421	403	15.6%	12.1%	13.9%	46.4%	47.5%	52.1%	37.9%	40.4%	34.0%	84.4%	87.9%	86.1%

Percent Meeting or Exceeding Expectations English Language Arts (ELA) • Grades 3-5

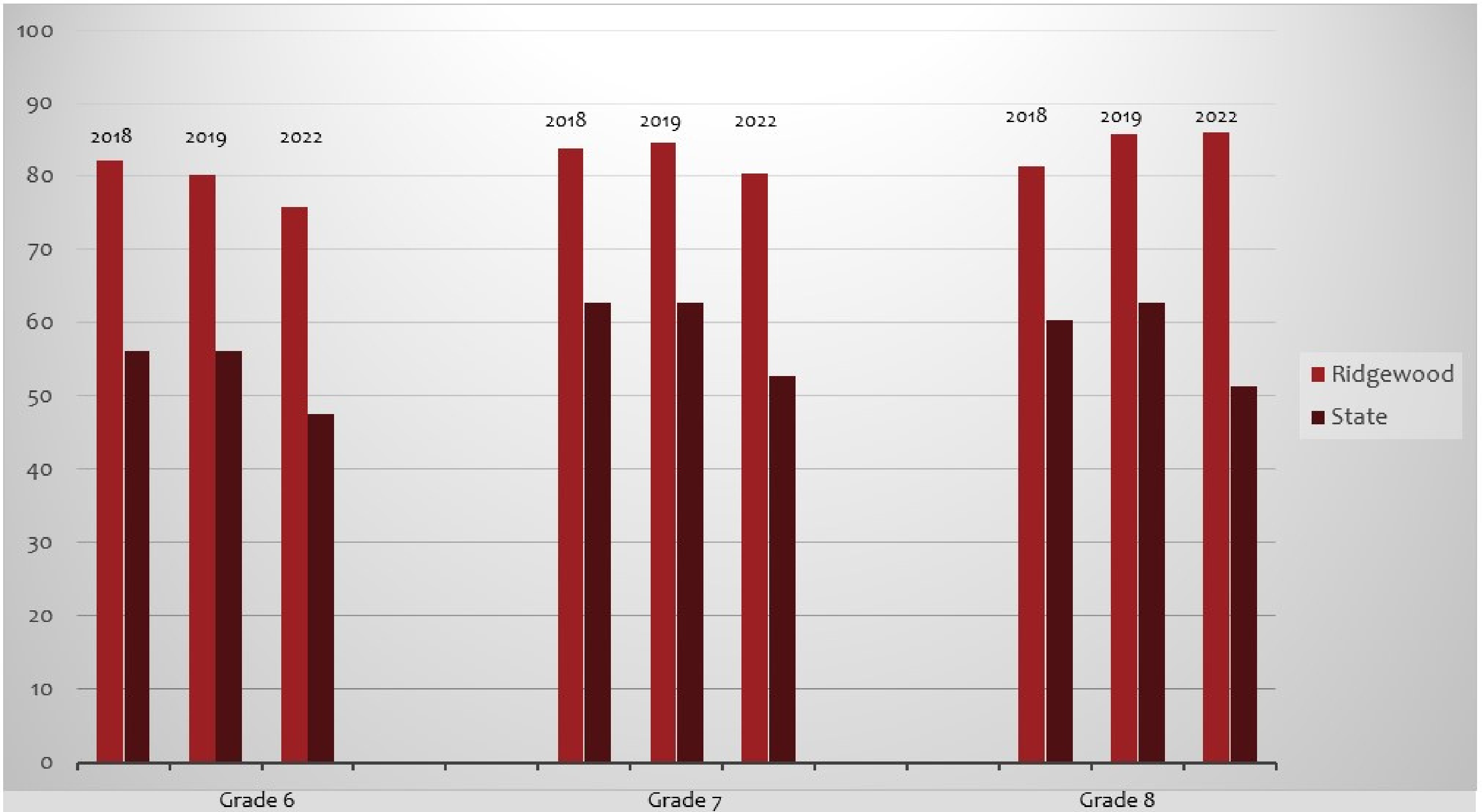


Grade-Level Outcomes

English Language Arts (ELA) • Grades 6-8

		Number Valid Scores			Levels 1 - 3			Level 4			Level 5			Percent Meeting or Exceeding Expectations		
Grade		2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022
6	State	99,421	102,052	96,334	43.8%	43.8%	52.5%	41.3%	40.9%	37.4%	14.9%	15.2%	10.2%	56.2%	56.2%	47.5%
	Ridgewood	410	453	425	17.8%	19.9%	24.2%	54.6%	53.9%	59.1%	27.6%	26.3%	16.7%	82.2%	80.1%	75.8%
7	State	98,295	100,347	99,427	37.3%	37.2%	47.3%	34.1%	33.1%	31.4%	28.6%	29.7%	21.3%	62.7%	62.8%	52.7%
	Ridgewood	439	432	436	16.2%	15.3%	19.7%	36.4%	37.5%	38.3%	47.4%	47.2%	42.0%	83.8%	84.7%	80.3%
8	State	100,150	99,118	100,781	39.6%	37.2%	48.7%	39.9%	38.0%	35.8%	20.4%	24.9%	15.6%	60.4%	62.8%	51.3%
	Ridgewood	462	444	428	18.6%	14.2%	14.0%	41.3%	39.2%	45.6%	40.0%	46.6%	40.4%	81.4%	85.8%	86.0%

Percent Meeting or Exceeding Expectations English Language Arts (ELA) • Grades 6-8

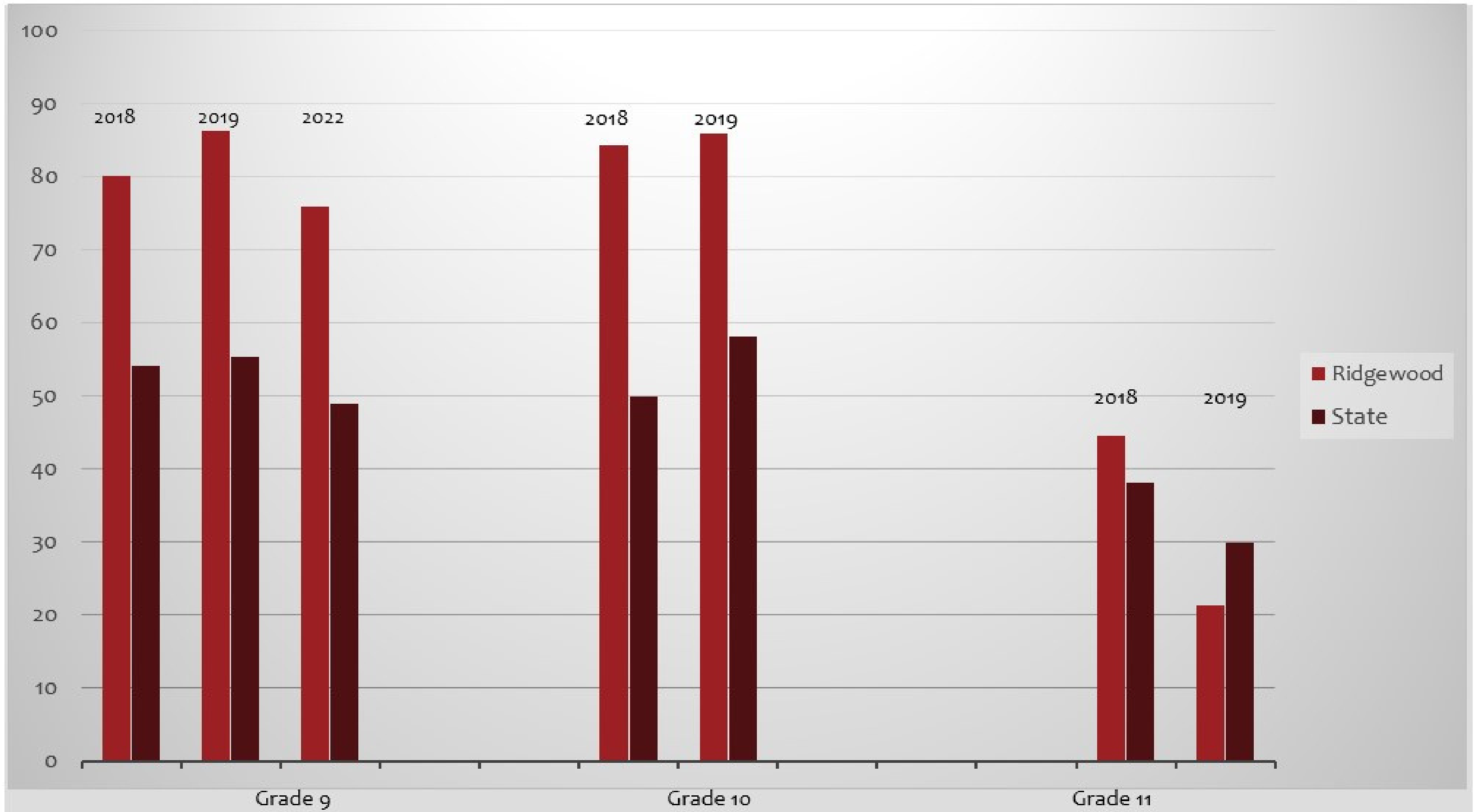


Grade-Level Outcomes

English Language Arts (ELA) • Grades 9-11

		Number Valid Scores			Levels 1 - 3			Level 4			Level 5			Percent Meeting or Exceeding Expectations		
		2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022
Grade																
9	State	99,370	98,327	99,974	45.9%	44.7%	51.1%	38.0%	36.3%	36.5%	16.1%	19.0%	12.4%	54.1%	55.3%	48.9%
	Ridgewood	432	460	436	19.9%	13.7%	24.1%	47.7%	47.2%	47.9%	32.4%	39.1%	28.0%	80.1%	86.3%	75.9%
10	State	95,296	96,240	---	50.1%	42.0%	---	31.8%	33.0%	---	18.1%	25.0%	---	49.9%	58.0%	---
	Ridgewood	433	432	---	15.7%	14.1%	---	49.0%	37.5%	---	35.3%	48.4%	---	84.3%	85.9%	---
11	State	69,346	13,097	---	61.9%	70.1%	---	29.1%	24.2%	---	9.0%	5.7%	---	38.1%	29.9%	---
	Ridgewood	27	14	---	55.6%	78.6%	---	33.3%	21.4%	---	11.1%	0.0%	---	44.4%	21.4%	---

Percent Meeting or Exceeding Expectations English Language Arts (ELA) • Grades 9-11



Participation Rate of Eligible Test Takers English Language Arts (ELA)

	Percentage of Registered Students Tested		
	2018	2019	2022
Grade 3	96.1%	98.6%	98.2%
Grade 4	98.4%	96.6%	99.2%
Grade 5	98.9%	98.8%	98.2%
Grade 6	92.1%	98.0%	98.8%
Grade 7	93.3%	95.8%	96.4%
Grade 8	92.4%	94.2%	97.4%
Grade 9	98.8%	98.3%	97.7%
Grade 10	99.1%	98.4%	n/a*
Grade 11	6.2%	100%*	n/a*
DISTRICT TOTAL	86.3%	97.3%	98.0%

Subgroups

English Language Arts (ELA)

Subgroup	Meeting or Exceeding Expectations (Level 4 + Level 5)			% Difference ≥ Level 4
	2018	2019	2022	
--				
Female	87.3%	88.3%	83.8%	-4.5%
Male	78.4%	80.8%	78.7%	-2.1%
Hispanic	75.0%	75.5%	70.5%	-4.9%
Asian	87.5%	89.2%	88.9%	-0.3%
Black	58.1%	65.9%	54.3%	-11.6%
Economically Disadvantaged	46.2%	50.6%	47.2%	-3.4%
Students with IEPs	44.2%	48.9%	37.8%	-11.2%
English Learners	31.3%	35.7%	17.9%	-17.9%
Two or More Races	89.3%	92.3%	89.6%	-2.7%
Students with 504 Plans	84.1%	84.1%	71.7%	-12.3%



English Language Arts (ELA) Reflections

- ➔ In grades 3-5, there was very little fluctuation in student results. Students continue to perform at a very high level.
- ➔ Grade 6 saw some decrease in scores; however, Grade 8 scores improved.
- ➔ Grade 9 scores decreased at about the same percentage as the state.

Additional Targeted Interventions for 6-8

- Continue offering Extended Day programming
- Similar to K-5, purchase LinkIt as a tool to inform data-based instruction
- Similar to K-5, purchase IXL for math to provide additional support and practice with targeted math skills

Sample LinkIt Report

Student ↑	2022-23 GR 5 ELA LINKIT! NJSLs FORM A		2022-23 WTW UPPER-LEVEL SPELLING INVENTORY GRADE 5 BOY		
	Percent		Total Score	Words Spelled Correctly	
	Meeting 71		Meets Expectations 61	14	
	Meeting 83		Approaches Expectations 53	14	
	Exceeding 89		Exceeds Expectations 85	25	
	Exceeding 97		Meets Expectations 67	16	
	Approaching 40		Does Not Meet Expectations 17	17	
	Bubble 60		Meets Expectations 76	20	
	Meeting 69		Approaches Expectations 51	10	

Filtered Test Report from LinkIt!

		2022-23 GR 5 ELA LINKIT! NJSLs FORM A		2022-23 WTW UPPER-LEVEL SPELLING INVENTORY	
Student	Filter	Percent	Filter	Total Score	Words Spelled Correctly
		Partially Meeting 31		Does Not Meet Expectations 27	3
		Partially Meeting 29		Does Not Meet Expectations 34	4
		Partially Meeting 14		Does Not Meet Expectations 4	4
		Partially Meeting 29		Does Not Meet Expectations 29	4
		Partially Meeting 26		Does Not Meet Expectations 32	4
		Partially Meeting 26		Does Not Meet Expectations 33	5

Sample Individual Student Report

- Aligned to specific standards
- Can be used to help teachers form small groups, provide targeted intervention, and monitor student progress
- These are intended to inform instruction, not evaluate student performance

Standards

RL.5.4

100%

RI.5.2

Questions: 3

Description: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- [80%+]
- [60% - 79.9%]
- [40% - 59.9%]
- [Below 40%]

67%

33%

33%

33%

33%

0%

0%

0%

0%

0%

0%

RI.5.2

RI.5.3


RI.5.6

RI.5.7

IXL Sample

Sixth grade math

 412 skills

 71 lessons

IXL offers hundreds of sixth grade math skills to explore and learn! Not sure where to start? Go to your personalized [Recommendations wall](#) to find a skill that looks interesting, or select a [skill plan](#) that aligns to your textbook, state standards, or standardized test.

A. Whole numbers

- 1 Place values in whole numbers
- 2 Writing numbers in words: convert words to digits
- 3 Writing numbers in words: convert digits to words
- 4 Spell word names for numbers up to one million
- 5 Roman numerals
- 6 Add and subtract whole numbers
- 7 Add and subtract whole numbers: word problems

B. Multiplication

- 1 Multiply whole numbers
- 2 Multiply whole numbers: word problems
- 3 Multiply whole numbers with four or more digits
- 4 Multiply numbers ending in zeroes
- 5 Multiply numbers ending in zeroes: word problems
- 6 Multiply three or more numbers
- 7 Multiply three or more numbers: word problems
- 8 Estimate products

O. Mixed operations

- 1 Add, subtract, multiply, or divide two whole numbers
- 2 Add, subtract, multiply, or divide two whole numbers: word problems
- 3 Evaluate numerical expressions one step at a time
- 4 Evaluate numerical expressions involving whole numbers
- 5 Identify mistakes involving the order of operations
- 6 Add, subtract, multiply, or divide two decimals
- 7 Add, subtract, multiply, or divide two decimals: word problems
- 8 Evaluate numerical expressions involving decimals
- 9 Add, subtract, multiply, or divide two fractions
- 10 Add, subtract, multiply, or divide two fractions: word problems
- 11 Evaluate numerical expressions involving fractions
- 12 Add, subtract, multiply, or divide two integers
- 13 Evaluate numerical expressions involving integers

Z. One-variable equations

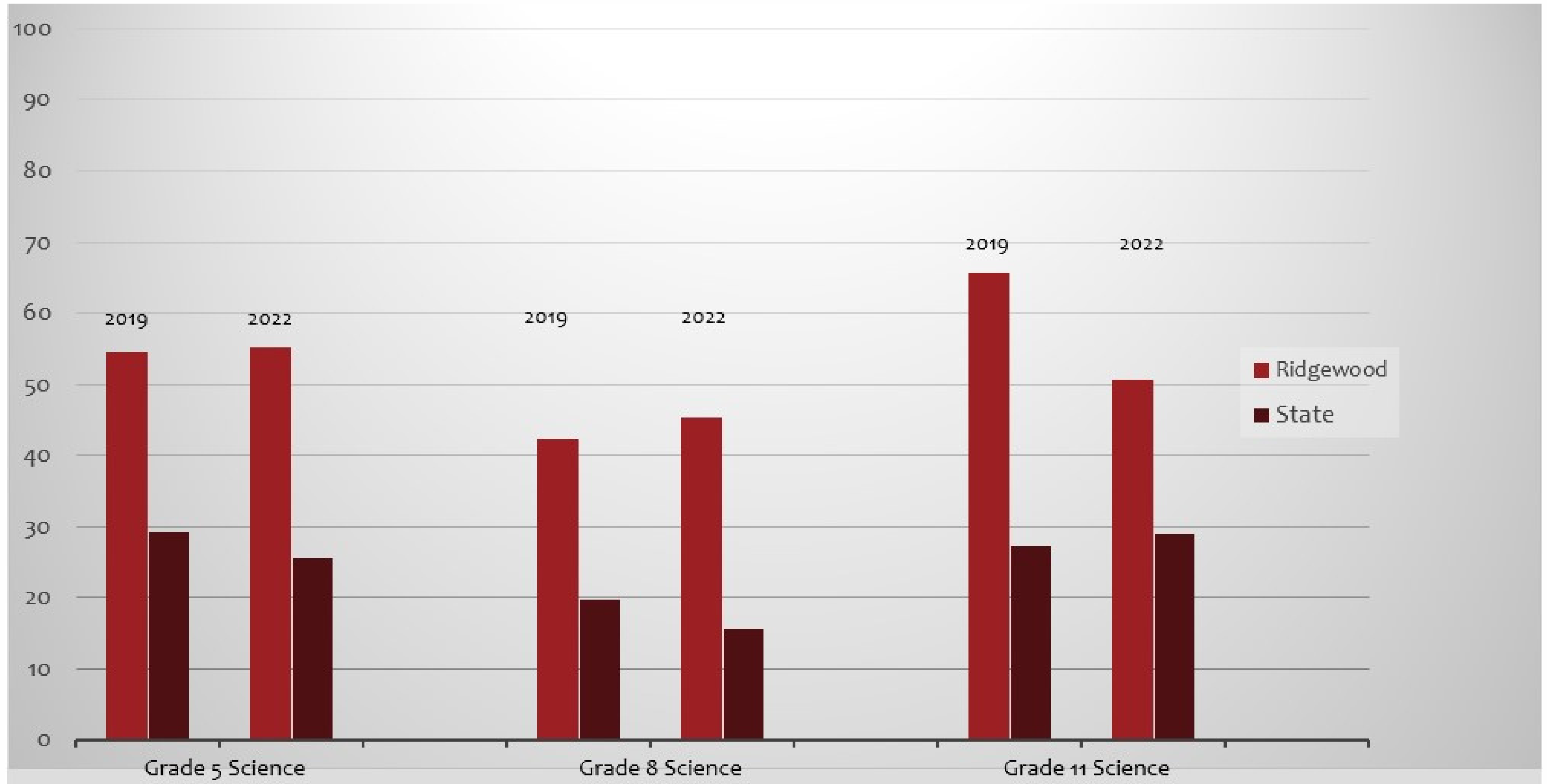
- 1 Does x satisfy an equation?
- 2 Which x satisfies an equation?
- 3 Write an equation from words
- 4 Identify expressions and equations
- 5 Model and solve equations using algebra tiles
- 6 Model and solve equations using diagrams
- 7 Write and solve equations that represent diagrams
- 8 Solve one-step addition and subtraction equations with whole numbers
- 9 Solve one-step multiplication and division equations with whole numbers
- 10 Solve one-step equations with whole numbers
- 11 Solve one-step addition and subtraction equations with decimals and fractions
- 12 Solve one-step multiplication and division equations with decimals and fractions
- 13 Solve one-step addition and subtraction equations: word problems
- 14 Solve one-step multiplication and division equations: word problems
- 15 Write a one-step equation: word problems
- 16 Solve one-step equations: word problems

Grade-Level Outcomes

Science • Grades 5, 8, 11

		Number Valid Scores		Levels 1-2		Level 3		Level 4		Percent Meeting or Exceeding Expectations	
		2019	2022	2019	2022	2019	2022	2019	2022	2019	2022
Grade 5	State	101,220	96,288	70.8%	74.5%	22.7%	18.2%	6.6%	7.4%	29.2%	25.5%
	Ridgewood	423	404	45.4%	44.8%	40.0%	37.9%	14.7%	17.3%	54.6%	55.2%
Grade 8	State	99,852	101,371	80.2%	84.4%	15.3%	12.0%	4.5%	3.6%	19.8%	15.6%
	Ridgewood	446	427	57.8%	54.6%	29.6%	30.9%	12.6%	14.5%	42.2%	45.4%
Grade 11	State	90,024	92,925	72.7%	71%	19.5%	20.5%	7.8%	8.4%	27.3%	29.0%
	Ridgewood	414	401	34.3%	49.4%	43.2%	35.2%	22.5%	15.5%	65.7%	50.6%

Percent Meeting or Exceeding Expectations Science • Grades 5, 8, 11



Participation Rate of Eligible Test Takers Science

	Percentage of Registered Students Tested	
	2019	2022
Grade 5	98.3%	98.7%
Grade 8	93.8%	97.2%
Grade 11	96.7%	89.5%
DISTRICT TOTAL	96.2%	95.0%

Subgroups Science

Subgroup	Meeting or Exceeding Expectations (Level 3 + Level 4)		% Difference ≥ Level 4
	2019	2022	
--			
Female	49.2%	45.9%	-3.3%
Male	58.4%	54.4%	-4.0%
Hispanic	41.9%	28.5%	-13.4%
Asian	68.0%	70.9%	2.9%
Black	10.0%	---	---
Economically Disadvantaged	38.9%	29.6%	-9.3%
Students with IEPs	14.9%	18.5%	3.6%
English Learners	17.6%	23.5%	5.9%
Two or More Races	69.2%	57.1%	-12.1%
Students with 504 Plan	34.8%	44.6%	9.7%



Science Analysis

- ➔ State passing rates were below 30% in grades 5, 8 and 11
- ➔ Our district performance significantly surpassed that of the state
- ➔ Item analysis of these tests should provide more information regarding standards and curriculum alignment

Sample Individual Student Report



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

FIRSTNAME M. LASTNAME

Date of Birth: 10/09/2010 ID: EL03040003 **Grade: 3**
SAMPLE SCHOOL ONE NAME
SAMPLE DISTRICT NAME
NEW JERSEY
SPRING 2022

GRADE 3 ELA

English Language Arts Assessment Report, 2021–2022

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.

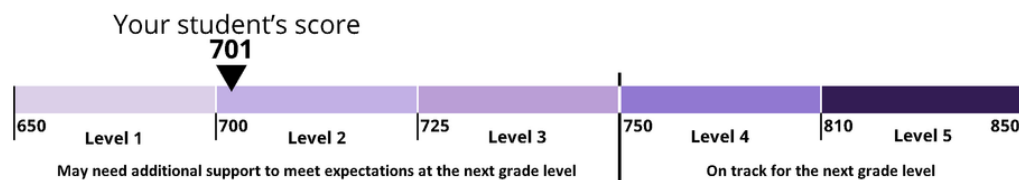
pSZf29CnPQwS

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

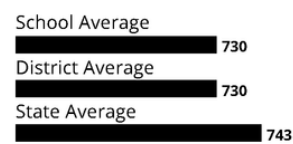
How Did FIRSTNAME Perform Overall?

Performance Level 2

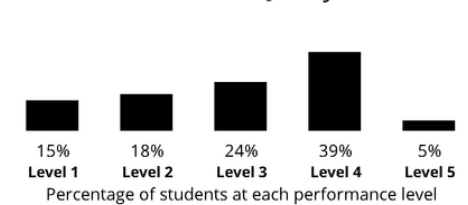
- Level 5 Exceeded Expectations
- Level 4 Met Expectations
- Level 3 Approached Expectations
- Level 2 Partially Met Expectations
- Level 1 Did Not Yet Meet Expectations



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>.



How Students in New Jersey Performed

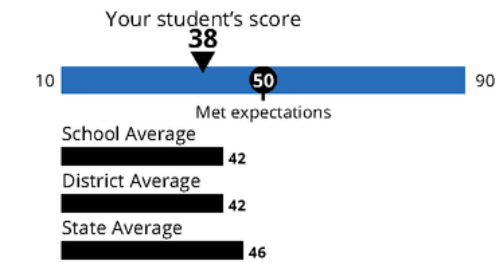


If your student took the assessment several times, under similar circumstances, your student would likely score within the range between the reported scale score plus or minus 2.3 points.

FIRSTNAME M. LASTNAME

How Did Your Student Perform in Reading and Writing?

READING



LITERARY 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 fiction, drama, and poetry.

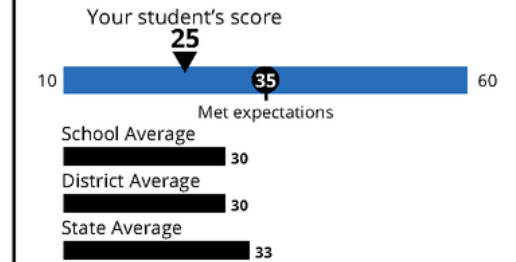
INFORMATIONAL TEXT

Your student performed about the same as students who **approached 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



WRITTEN EXPRESSION

Your student performed about the same as students who **did not yet meet or partially met 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 **met or exceeded 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/manuals/#blueprints> and <https://nj.digitalitemlibrary.com>.

Learn more about New Jersey's college- and career-ready standards

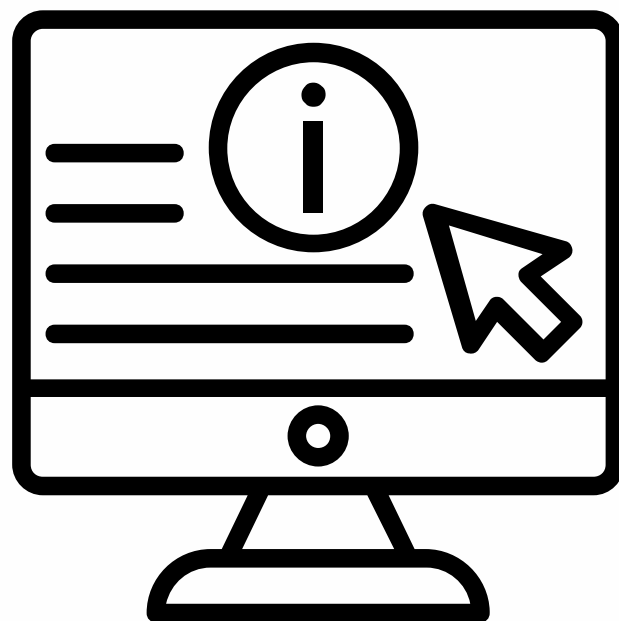
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at <https://www.nj.gov/education/standards/>.

Resources for Parents

[New Jersey Student Learning Standards](#)

[NJDOE Digital Item Library](#)

[New Jersey Student Learning Assessments Parent Portal](#)



A hand is pointing to a data chart on a tablet screen. The chart shows a line graph with a blue line and a bar chart with red bars. The background is white with a light blue header.

Using Data to Help Your Child

- ➔ If your child is excelling in reading, you might encourage him or her to read more challenging books
- ➔ If your child needs to improve in a certain subject area, talk to his or her teacher about additional support materials.
- ➔ Use online resources to locate activities to reinforce learning at home

ACCESS for ELLs 2.0

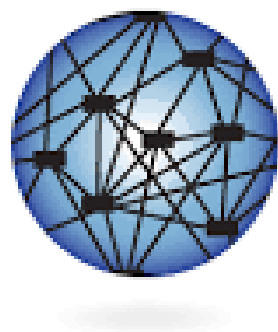
ACCESS for ELLs 2.0 is an English language proficiency assessment for students in Grades K–12. The test is administered every year to help monitor the English language development of students identified as English language learners.

ACCESS for ELLs 2.0 is a computer-based, adaptive test that measures students' ability to understand and produce English used within the school setting, and tests students' language in four domains: Listening, Reading, Speaking, Writing.

Test Year	Total Tested	Total Proficient***	% Proficient	Total Exited ESL**
*2020	49	13	26.53%	*
2021	125	57	45.60%	48
2022	89	26	29.21%	18
* Test administration interrupted; Not reportable				
** Includes students who left district with passing score				
*** Multiple measures are used to determine eligibility to exit				

Dynamic Learning Maps

- All children participate in state accountability assessments
- The Dynamic Learning Maps® (DLM®) Alternate Assessment measures what students with significant cognitive disabilities know and can do
- A year-end version of the DLM is administered to our in-district as well as out-of-district special education students whose IEP exempts them from taking the NJSLA



DYNAMIC[®]
LEARNING MAPS

