New Jersey Student Learning Assessments (NJSLA)
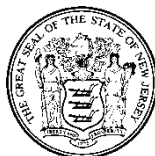
English Language Arts
Mathematics
Science

Score Interpretation Guide For Parents

Spring 2023

**State of New Jersey
Department of Education**

New Jersey Student Learning Assessments

Score Interpretation Guide

For Parents

2023

New Jersey State Department of Education

PO Box 500

Trenton, New Jersey 08625-0500

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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 define what students are expected to learn in each content area. They are the foundation on which districts build curricula and plan instruction to prepare each New Jersey student with the knowledge and skills needed for 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 and constructed-response items.

1.3 Confidentiality of Scores
Score reports are made available online to both school districts and parents/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 to report test results to their boards of education and the public within 60 days of receiving test 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.

1.4 Types of Scores on the NJSLA Individual Student Report (ISR)
Student performance on the NJSLA is described on the individual student report using scale scores, performance levels and reporting categories. 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 standards. In some instances, a note will appear in

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

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.

1.4.1 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.
- Additionally, ELA reports provide separate scale scores for Reading and Writing Major Claims for all grades:
    - Reading scale scores range from 10 to 90.
    - Writing scale scores range from 10 to 60.

1.4.2 Performance Levels

Based on test results, a student's performance is categorized into a specific performance level.

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.

1.4.3 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 the NJSLA–S comprises.

1.5 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 NJSLA–ELA, NJSLA–M and NJSLA–S.

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: Sample Individual Student Report (ISR)

Figure 2.1 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.

4

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.

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Figure 2.2. 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
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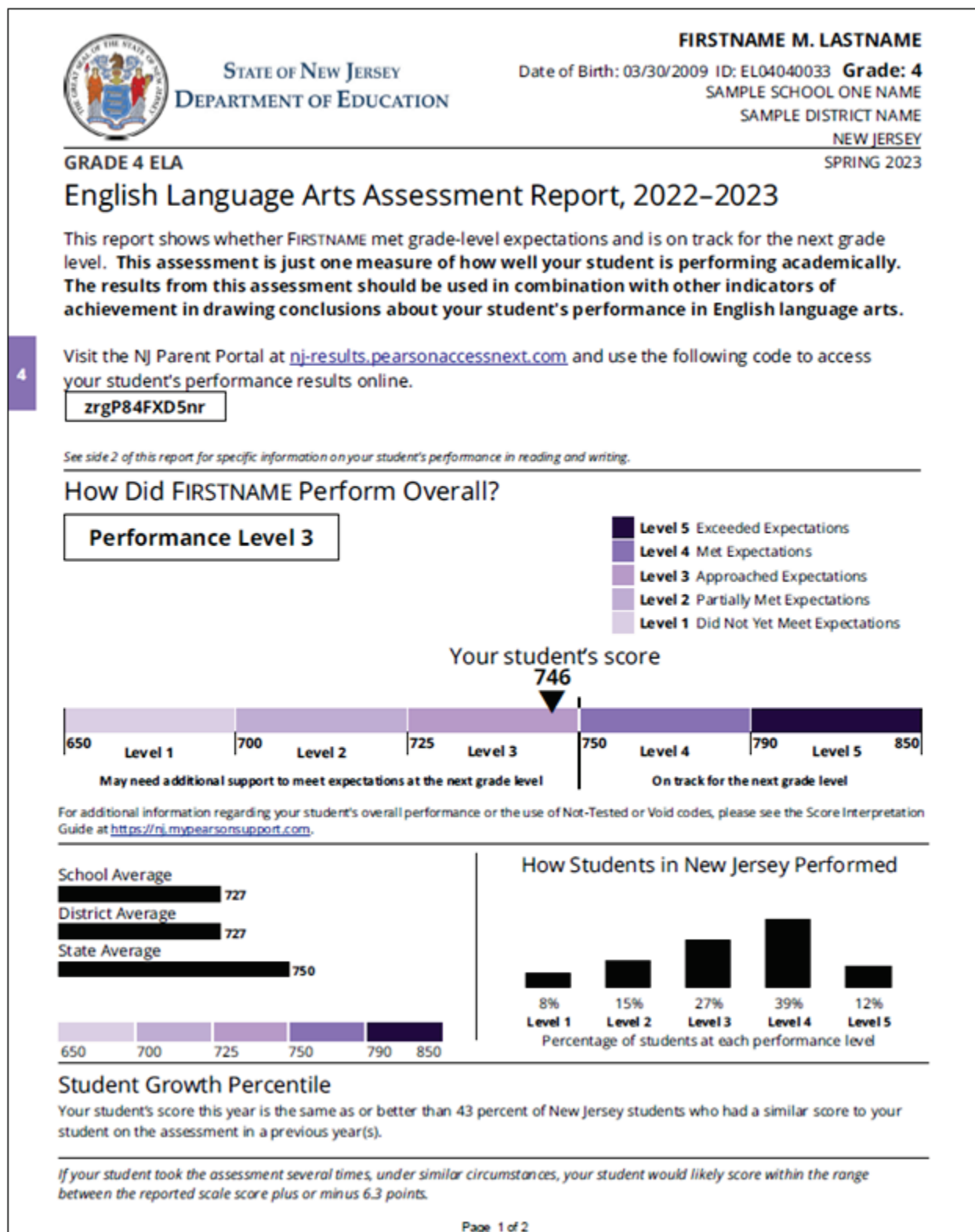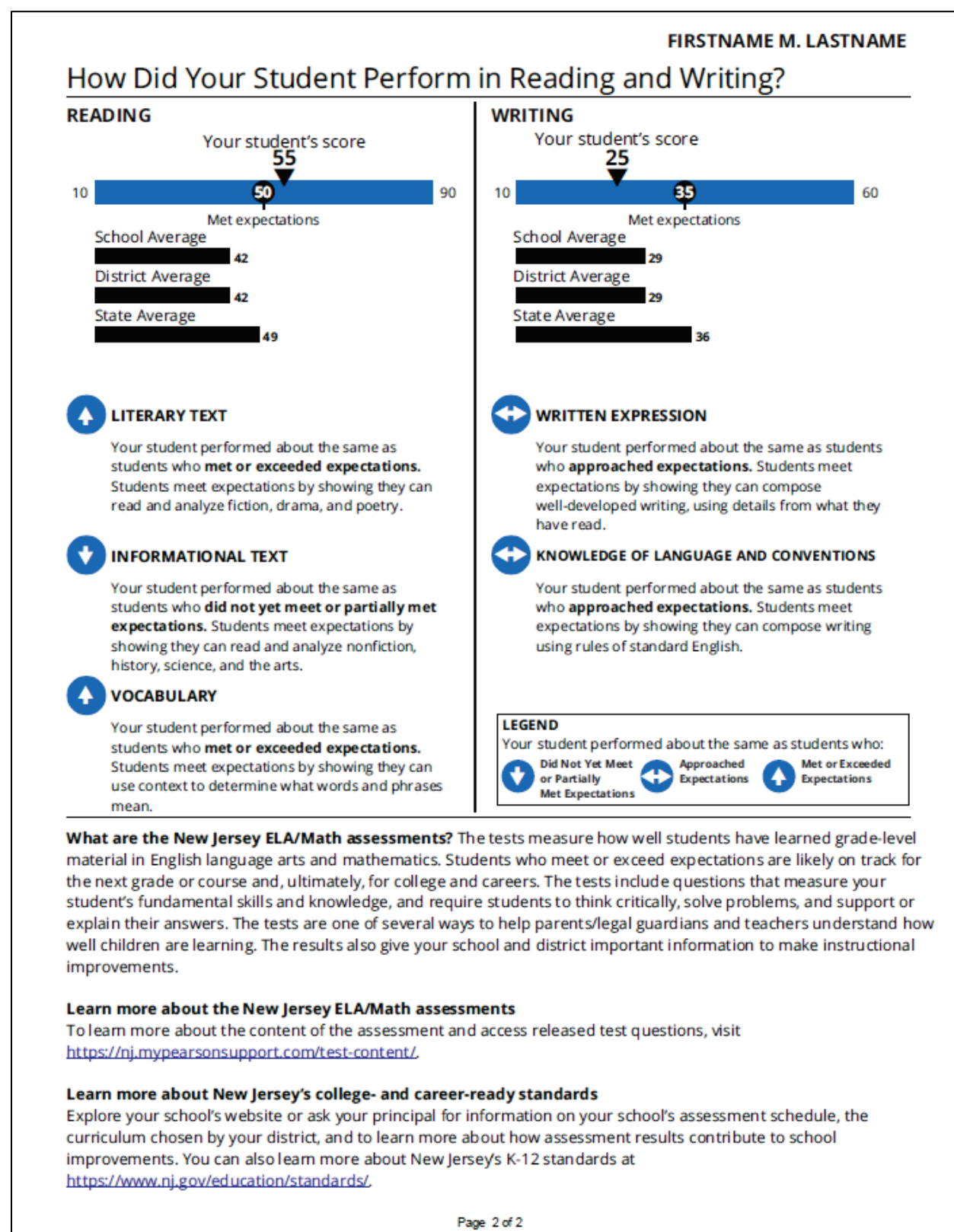Page 2 of 2

2.1. General Information for ELA and Mathematics

Sections A–H of the Individual Student Reports are the same for ELA and mathematics.

Figure 2.3. 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/course assessed, content area (English Language Arts or 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.

2.1.1 Overall Assessment Results (ELA and Mathematics)

Figure 2.4. ISR — ELA Sections D–I
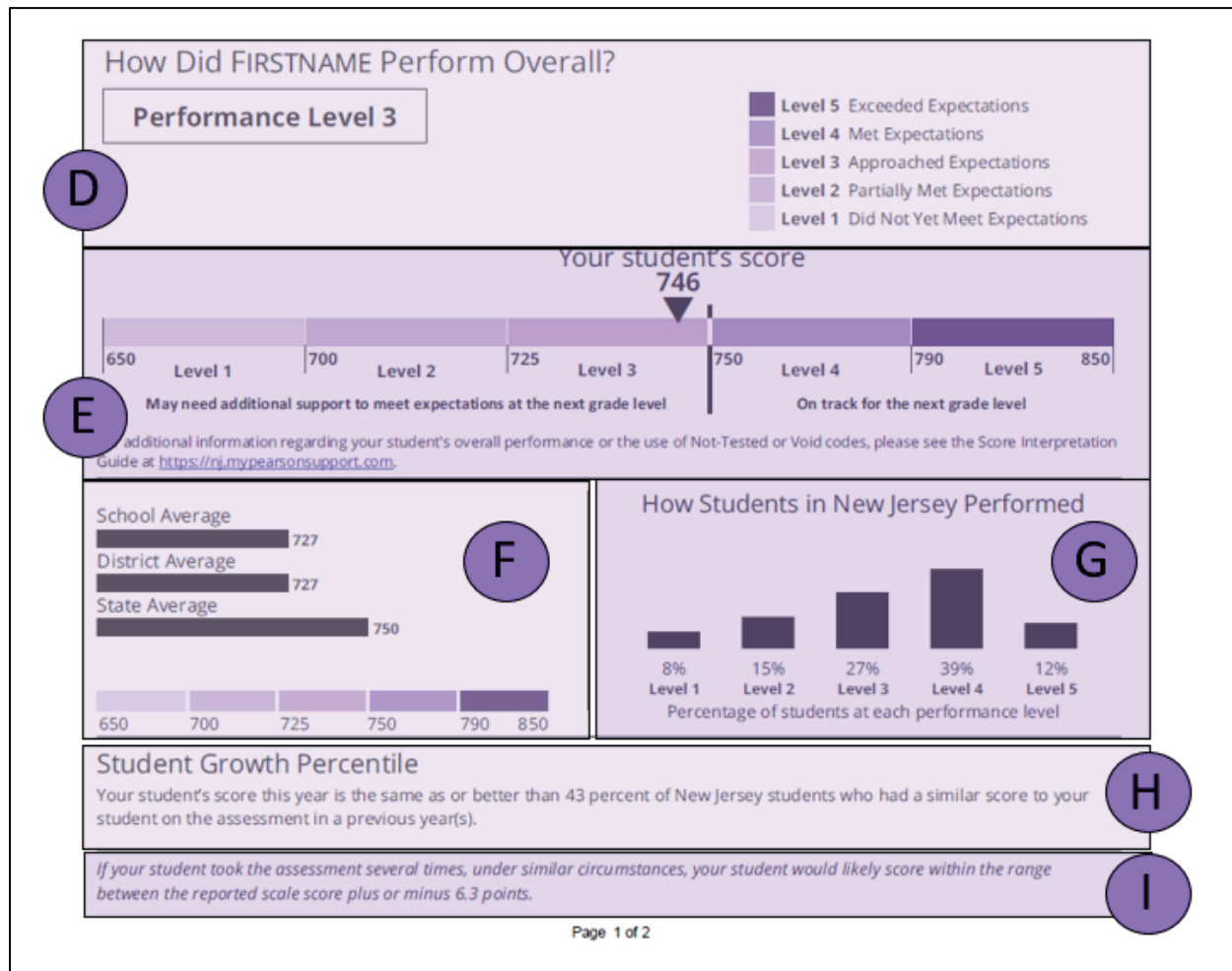
D. Overall Performance Level

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 show "Not Tested" or "Void" instead of a performance level, along with a numeric code.

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)

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. For all grades/courses in ELA and mathematics, the scale score needed to reach Performance Level 2 is 700, for Performance Level 3 it is 725, for Performance Level 4 it is 750 and the scale score needed to reach Performance Level 5 varies.

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
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 100 meter 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: For ELA, SGP will not be provided on ISRs for Grade 3. For mathematics, SGP will not be provided on ISRs for Grade 3, Grade 8, Algebra I, Algebra II or Geometry.

Figure 2.5. Relationship between Student growth percentiles and overall scale score.
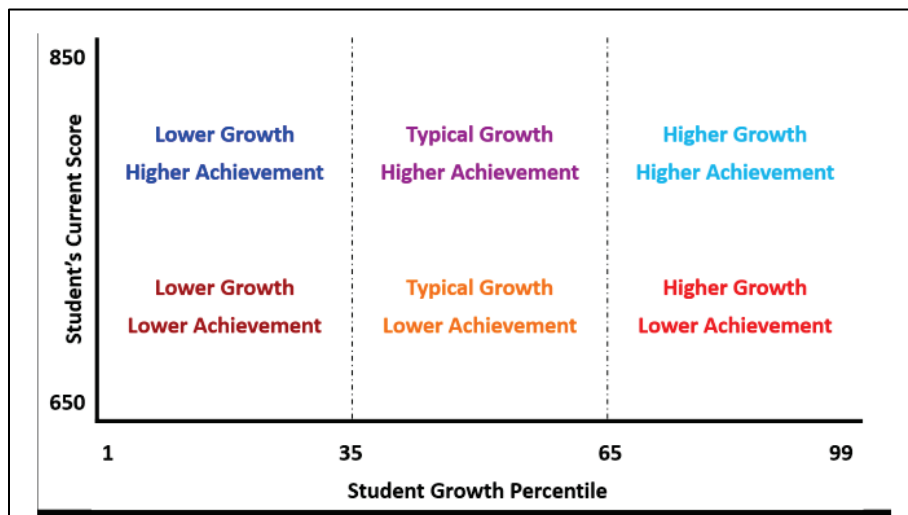
I. Probable Range
No test provides a perfect measurement of proficiency for a student. The standard error of measurement (SEM) provides an estimate of the score range that a student would likely fall within if the student were assessed multiple times under similar circumstances for the same assessment. 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.

2.2 Performance by Major Claims and Subclaims

Figure 2.5. 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 Claim

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. Since 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: Reading and Writing scale scores (refer to **Part 1.5.1**) are on different scales 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 (ELA)

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 provides an explanation of what students 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 2.6. 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/.

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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.
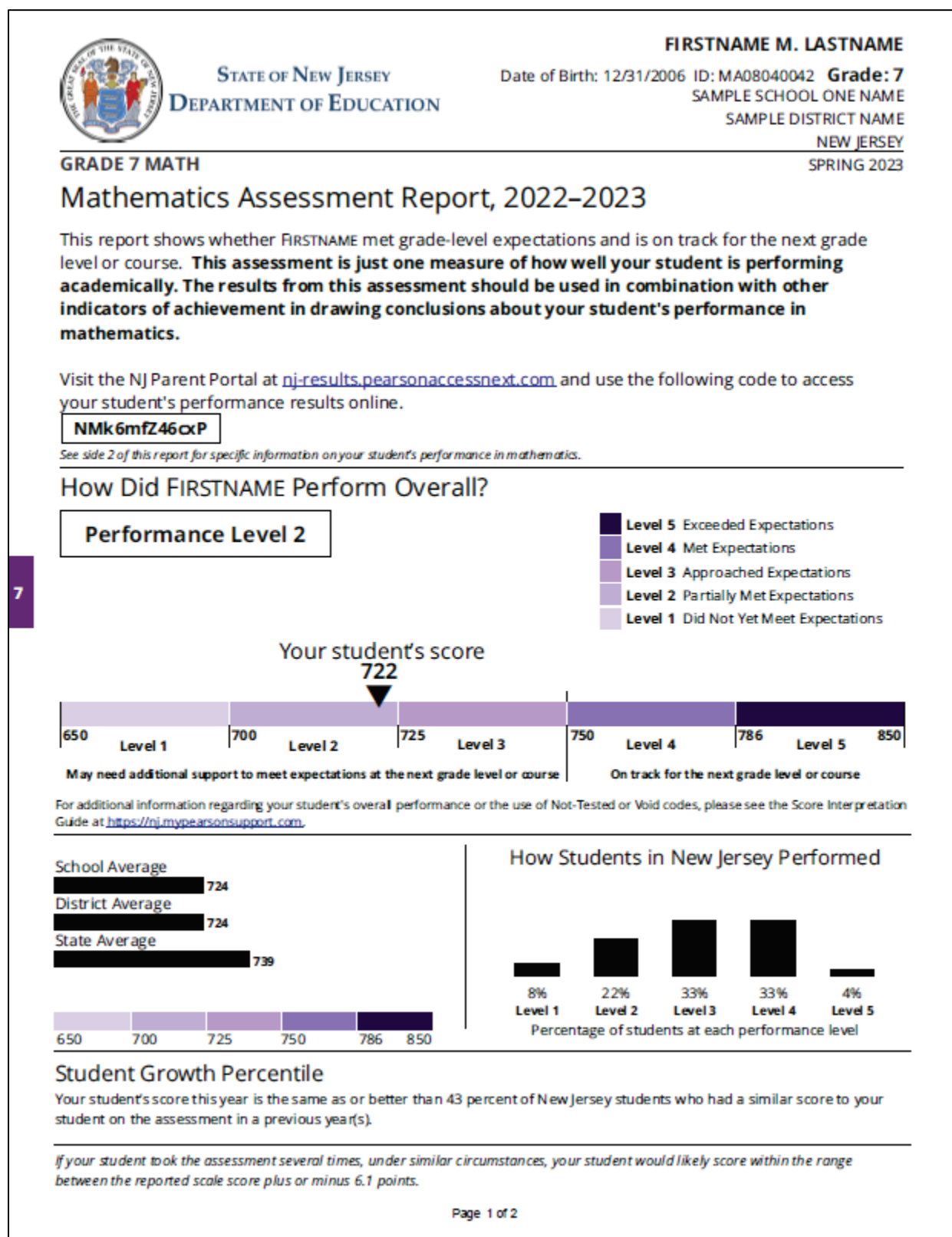
Figure 2.7. Sample ISR — Mathematics Page 1

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

Your student's score
722

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

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% Level 1   22% Level 2   33% Level 3   33% Level 4   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.

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Figure 2.8. 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/.

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2.3 Performance in Subclaims

For Sections A–I, please refer to paragraph 2.1, General Information for ELA and Mathematics, which shows ISR-ELA sections A–I. These sections are the same for ELA and mathematics.

Figure 2.9. ISR — Mathematics Sections J–K

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.

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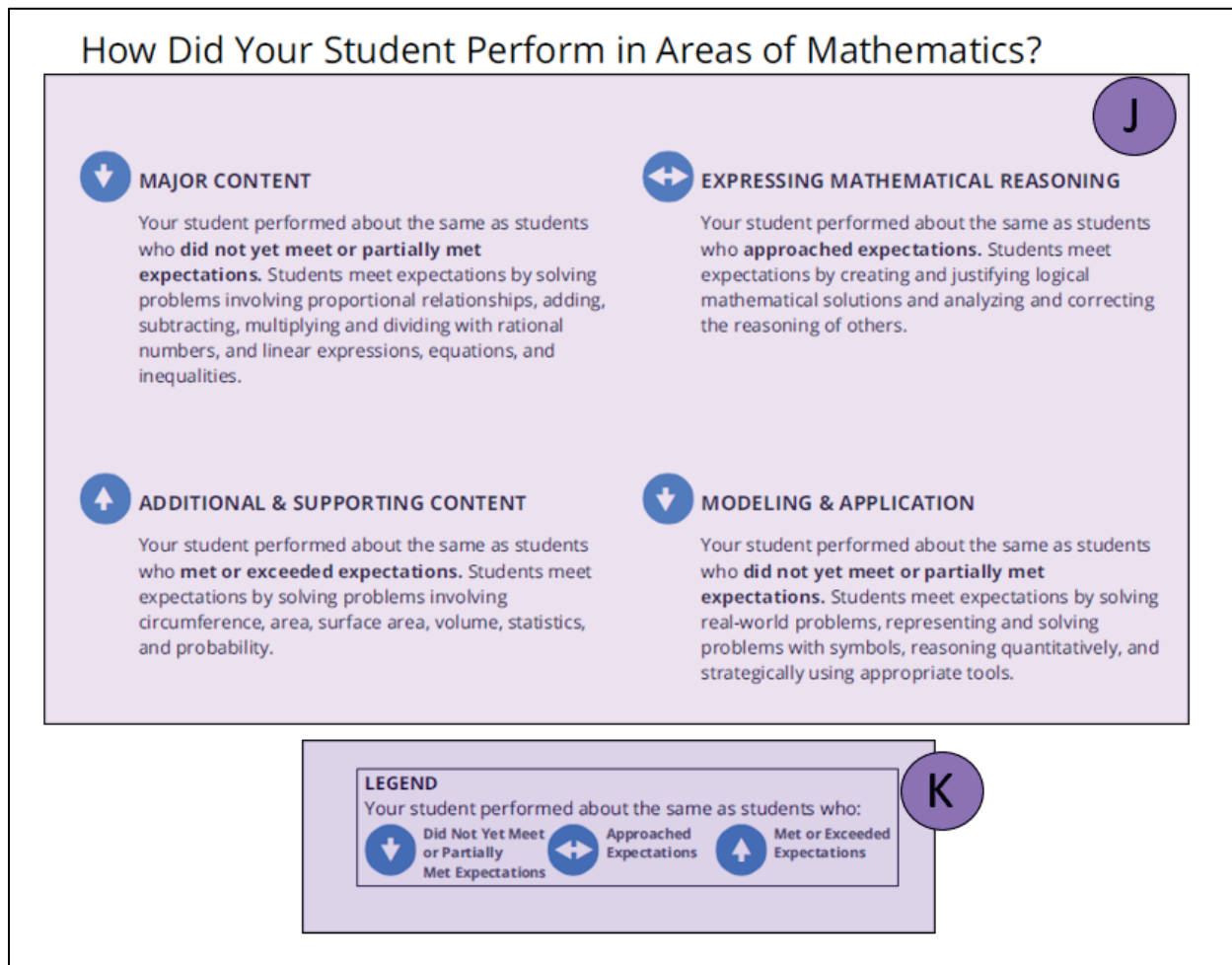
LEGEND
Your student performed about the same as students who:
Did Not Yet Meet or Partially Met Expectations
Approached Expectations
Met or Exceeded Expectations

J. Subclaim Categories (Mathematics)

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.

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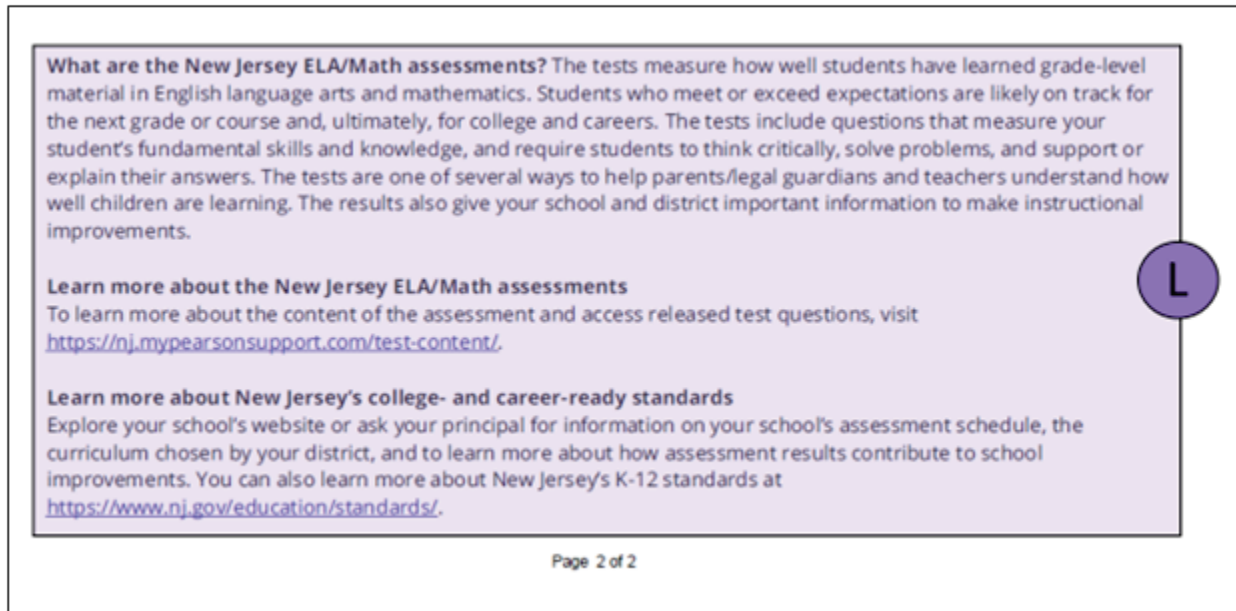
A bidirectional arrow indicates that a student's performance in this subclaim reflects that of students with overall scale scores in the "Approached Expectations" category.

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.
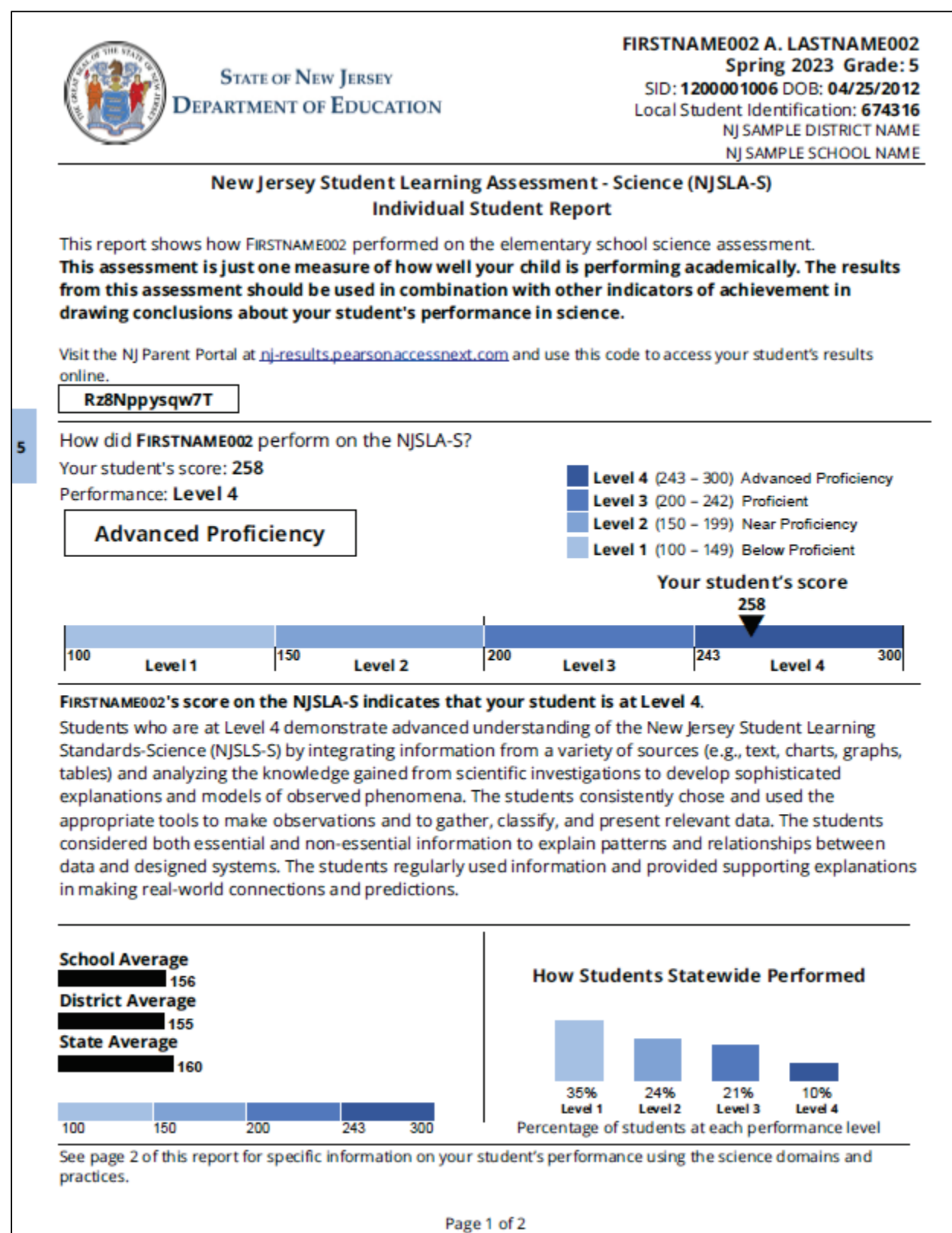
Figure 2.10. ISR — Mathematics Section L

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.

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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.

Figure 2.11. Sample ISR — Science Page 1

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

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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% | 24% | 21% | 10% |
| Level 1 | Level 2 | Level 3 | 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.

Page 1 of 2

Figure 2.12. 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.

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2.4 General Information for Science

Figure 2.13. 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 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.

Figure 2.14. ISR — Science Sections D–H

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

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, graph 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.

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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.

Page 1 of 2

D. Scale Score and Performance Level

Section D identifies the student's scale score (refer to **Part 1.5.2**) 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. Some ISRs show "Not Tested" or "Void" instead of a performance level, followed by a dash and a numeric code.

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.

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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)

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.

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.

Figure 2.15. 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

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≈ Life Science

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! Sensemaking Practices

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✓ Physical Science

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≈ Critiquing Practices

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LEGEND

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

I. Performance by Domain and Practice (Science)

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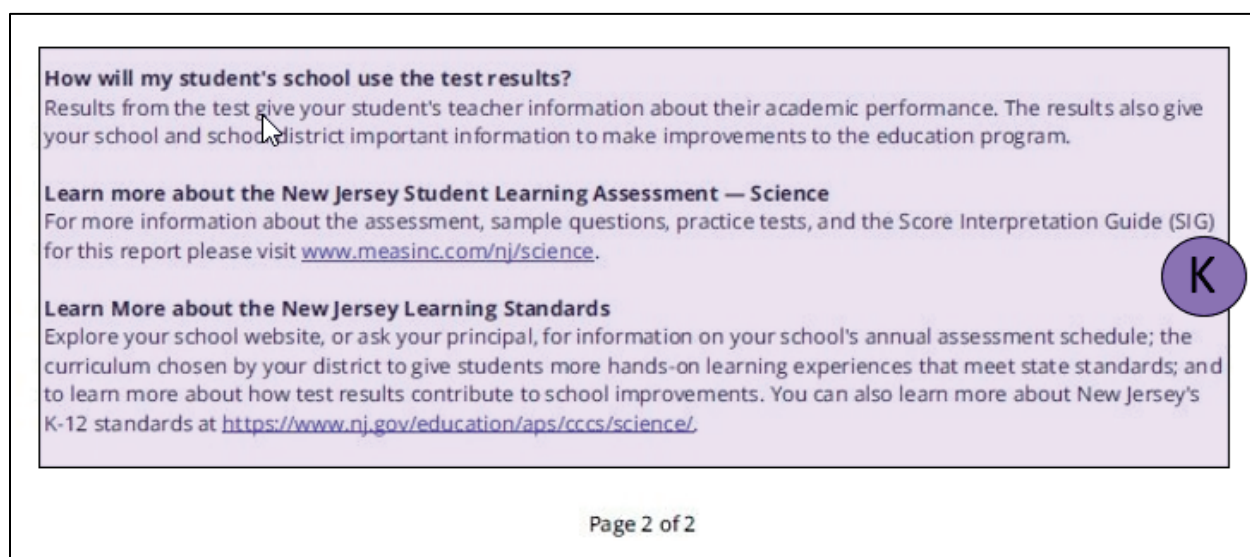
A double tilde in a purple square indicates a student's performance in this scientific domain or practice is in the "Near/Met Expectations" category.

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 the test as a whole. Consequently, data at this more granular level are less precise than overall scale scores, and individual student-level inferences should be made with caution.

Figure 2.16. 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.

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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.