New Jersey Student Learning Assessments (NJSLA)

English Language Arts
Mathematics
Science

Score Interpretation Guide For Parents

Spring 2022

State of New Jersey
Department of Education

New Jersey Student Learning Assessments

Score Interpretation Guide

For Parents

New Jersey State Department of Education

PO Box 500

Trenton, New Jersey 08625-0500

2022

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 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 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-developed[1] assessments, combine to provide a complete picture of student achievement.

1.2 New Jersey Student Learning Assessments

The spring 2022 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 US 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 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

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

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 (Open Public Records Act).

1.4 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 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 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.

1.4.1 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. A scale score is calculated from the raw score (that is, the total number of points a student earned on the test as a whole), using a predetermined mathematical algorithm, to permit legitimate and meaningful comparisons over time. This allows for an accurate comparison across different versions of a test or across different administration years within the same grade or subject 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 within an error range 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 English Language Arts (ELA) and Mathematics (Math), scale scores range from 650 to 850 for all grades.

Reporting category 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.

The overall scale scores in Science range from 100 to 300.

1.4.2 Performance Levels

Based on test results, a student's performance is categorized into performance levels. 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 Math 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 Math and four levels in Science. They are calculated separately for each subject, and one cannot generalize from one subject to another.

1.4.3 Subscores

In addition to scale scores and performance levels, the score reports also show various subscores. The subscores are not given as specific numbers, but rather as graphical representations that indicate how the student performed. Each content area has different terminology for the groups of standards to which the subscores are applied.

1.5 How to Use this Guide

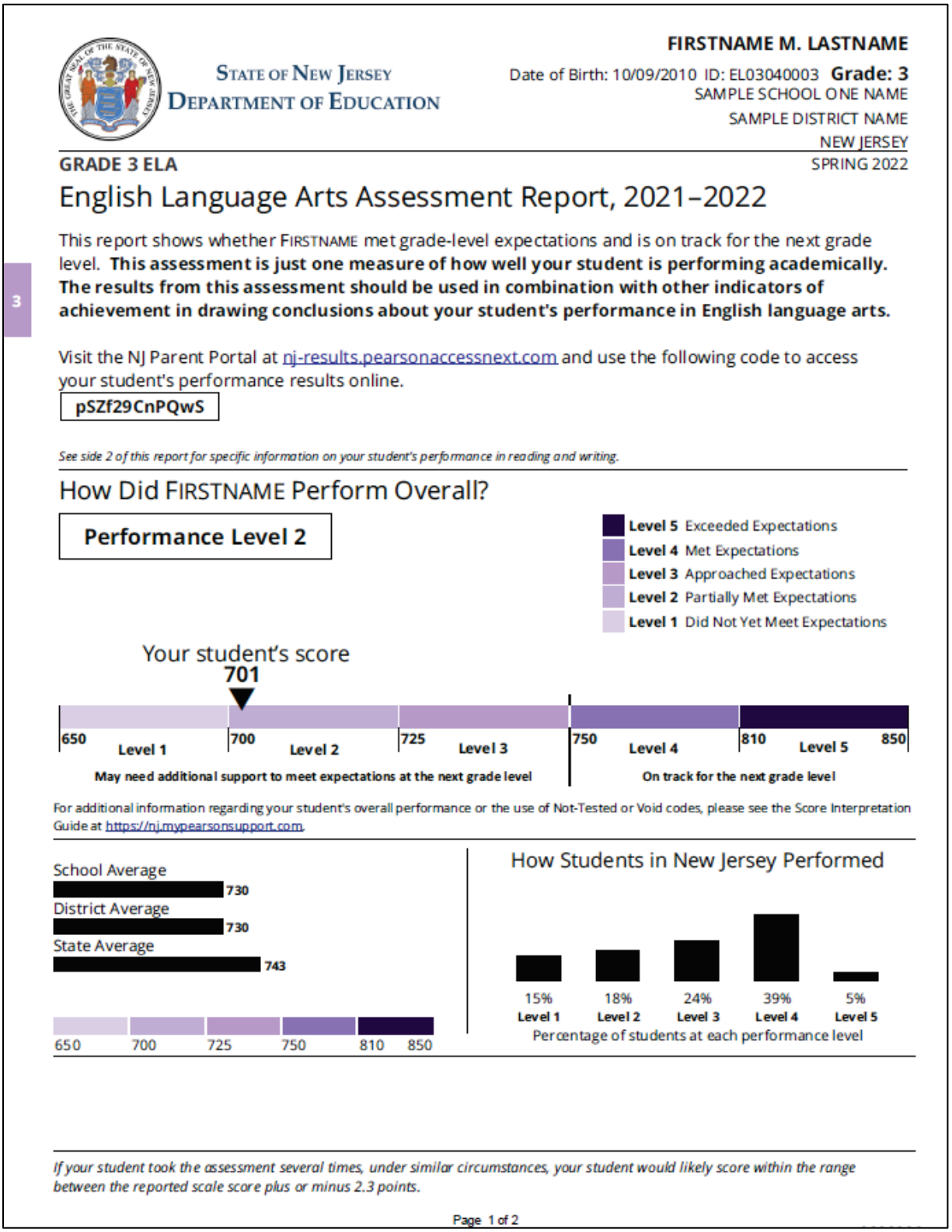
This Score Interpretation Guide (SIG) provides a broad range of detailed information about the interpretation and use of results from the spring 2022 administration of the New Jersey Student Learning Assessments in English Language Arts (NJSLA–ELA), Mathematics (NJSLA–M), and Science (NJSLA–S).

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: 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: 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

3

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

Your student's score
701

650 **Level 1** 700 **Level 2** 725 **Level 3** 750 **Level 4** 810 **Level 5** 850

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 **730**
District Average **730**
State Average **743**

650 700 725 750 810 850

How Students in New Jersey Performed

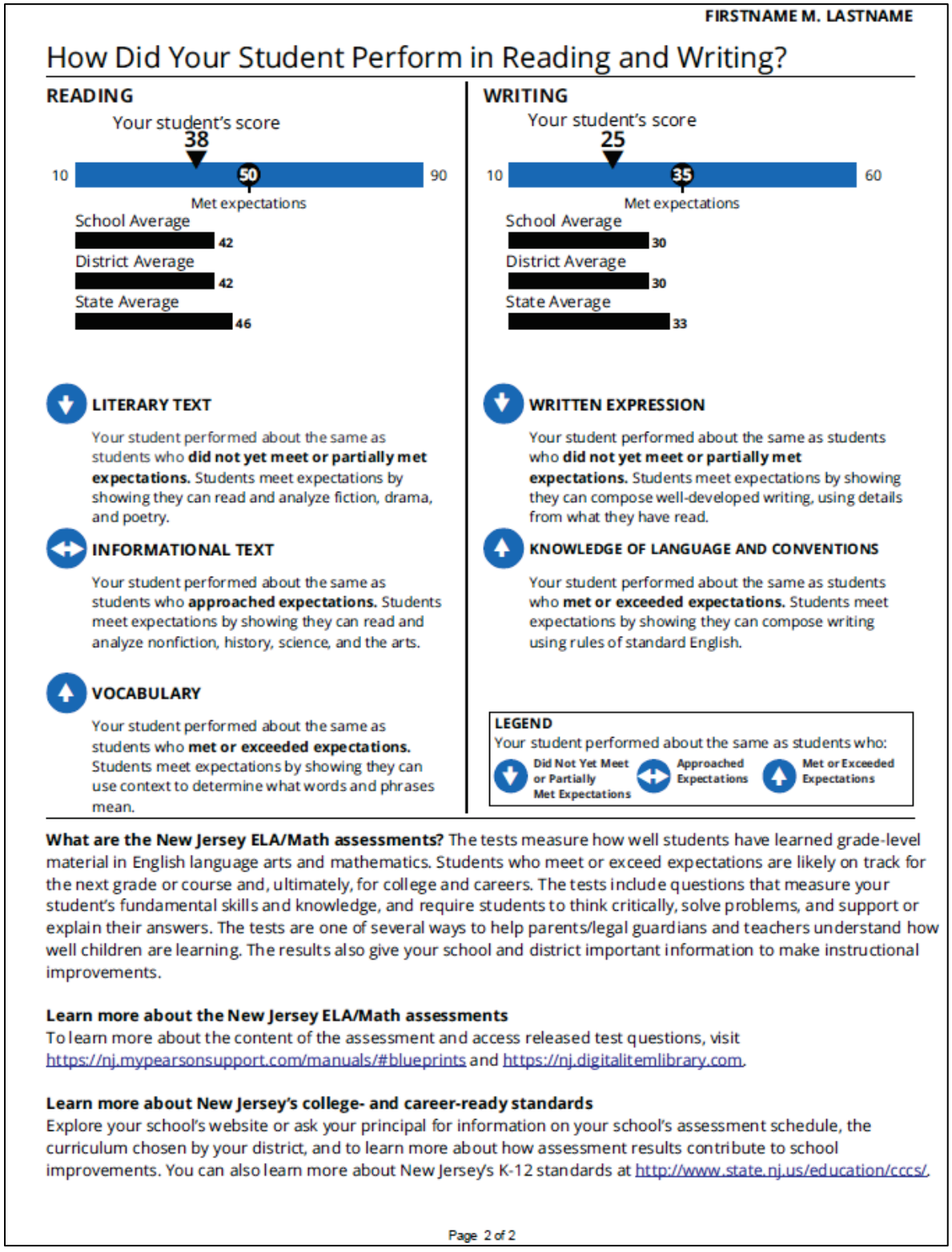
15% **Level 1** 18% **Level 2** 24% **Level 3** 39% **Level 4** 5% **Level 5**

Percentage of students at each performance level

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.

Page 1 of 2

Figure 2.2. Sample ISR – ELA Page 2



FIRSTNAME M. LASTNAME

How Did Your Student Perform in Reading and Writing?

READING

Your student's score

38

10 — 50 — 90

Met expectations

School Average 42

District Average 42

State Average 46

WRITING

Your student's score

25

10 — 35 — 60

Met expectations

School Average 30

District Average 30

State Average 33

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.

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

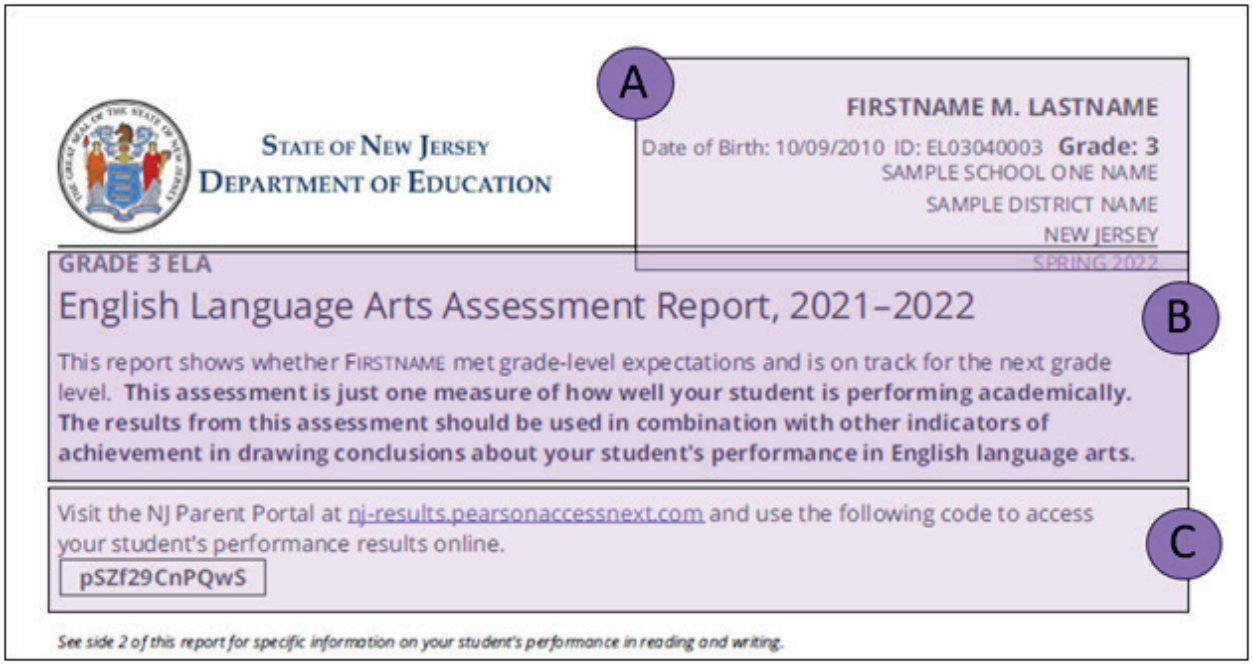
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at http://www.state.nj.us/education/cccs/.

Page 2 of 2

2.1. General Information for ELA and Mathematics

Sections A–H of the Individual Student Reports are the same for English Language Arts and Mathematics. They are presented for the purpose of demonstration.

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, grade, date of birth, student identification number), the school district (or charter or Renaissance school), and the assessment year.

B. Description of Report

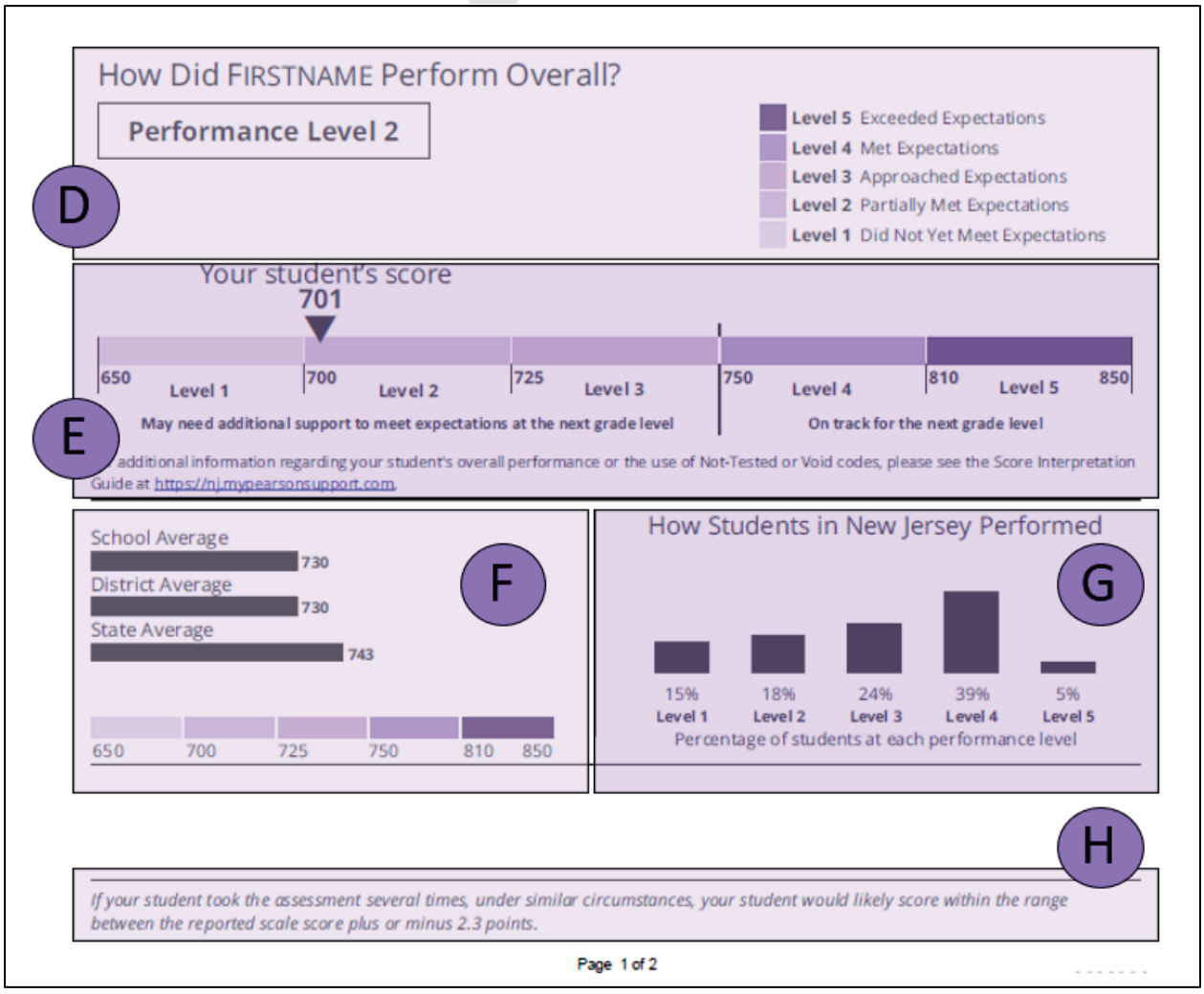
To the left below the identification information, the description of the report provides the grade and content area (English Language Arts, Mathematics, or Science) assessed. It also provides a general overview of the assessment and score report.

C. The Parent Portal Access Code

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

2.1.1 Overall Assessment Scores (ELA and Mathematics)

Figure 2.4. ISR – ELA Sections D–H



D. Scale Score and Performance Level

Section D identifies the student's performance level (refer to **Section 1.5.2**). Students receive an overall scale score, and, based on that score, are placed in one of five performance levels for ELA.

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. The scale score needed to reach performance level varies from grade or course level. Refer to **Appendix A** for the full list of scale score ranges for each performance level.

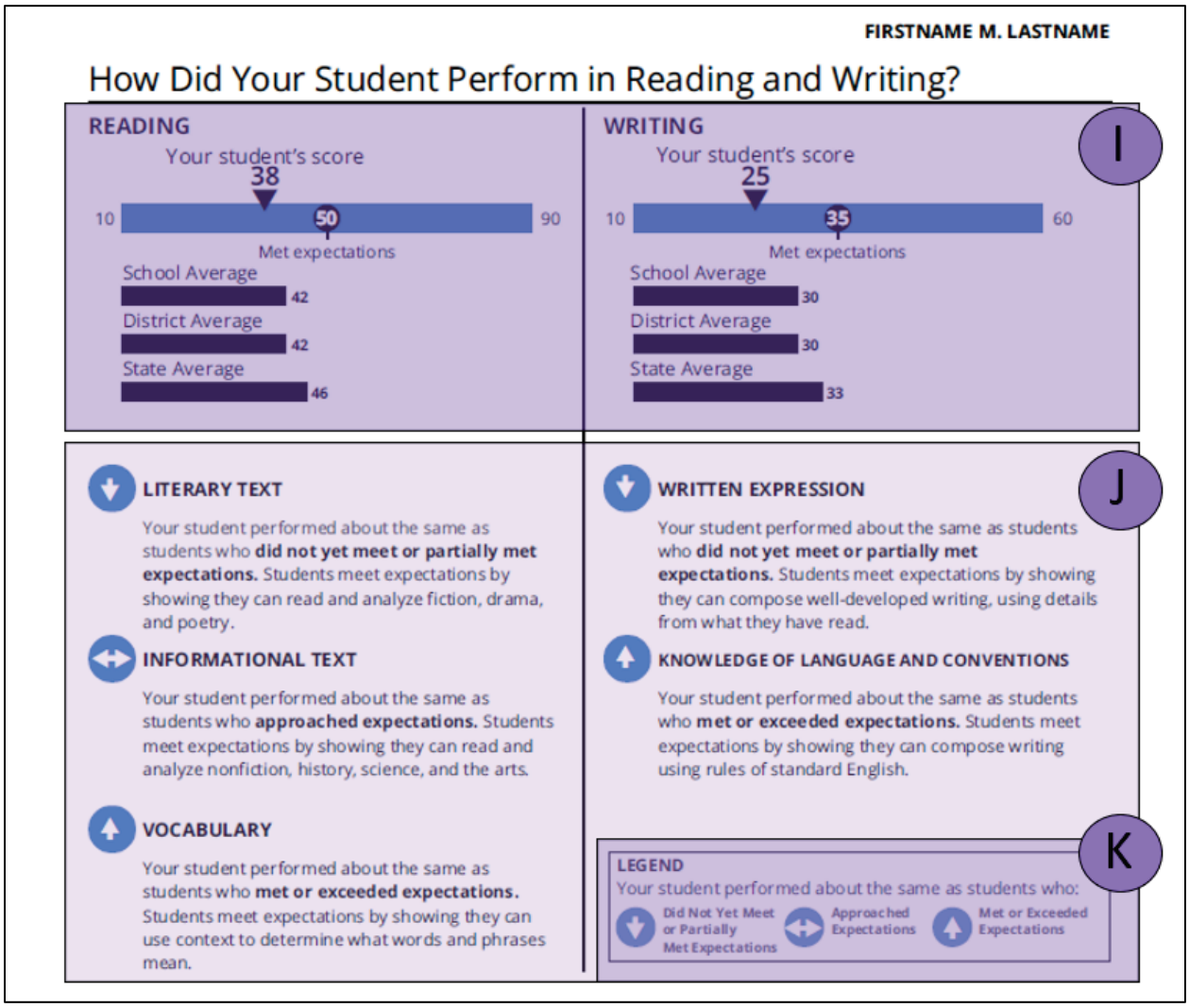
F. Average of School, District, and State
The average overall scale scores of the school, district, and state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, 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. 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 subject. 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 in Reporting Categories (ELA)

Figure 2.5. ISR – ELA Sections I–K



I. Performance by Reporting Category Scale Score (ELA)

It can be useful to look beyond a student's overall performance in ELA to determine progress in Reading and Writing, as important differences between these two components may not be revealed in the overall ELA score. Students receive a scale score for each reporting category of Reading and Writing. Note that Reading and Writing scale scores (refer to **Section 1.4.1**) are on scales different from the overall scale score. For this reason, the sum of the scale scores for each reporting category will not equal the overall scale score. Reading category scale scores range from 10 to 90 and Writing category scale scores range from 10 to 60.

A student needs to reach a scale score of 50 to be categorized as "Met Expectations" in Reading. For Writing, a student needs to reach a scale score of 35 to be categorized as "Met Expectations."

J. Subclaim Categories (ELA)

Within each reporting category for ELA are specific skill sets (subclaims) students demonstrate on the NJSLA–ELA. 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 to be considered as having met the expectations of the subclaim.

Note that 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.

K. Description of Performance Indicator Graphics (ELA)

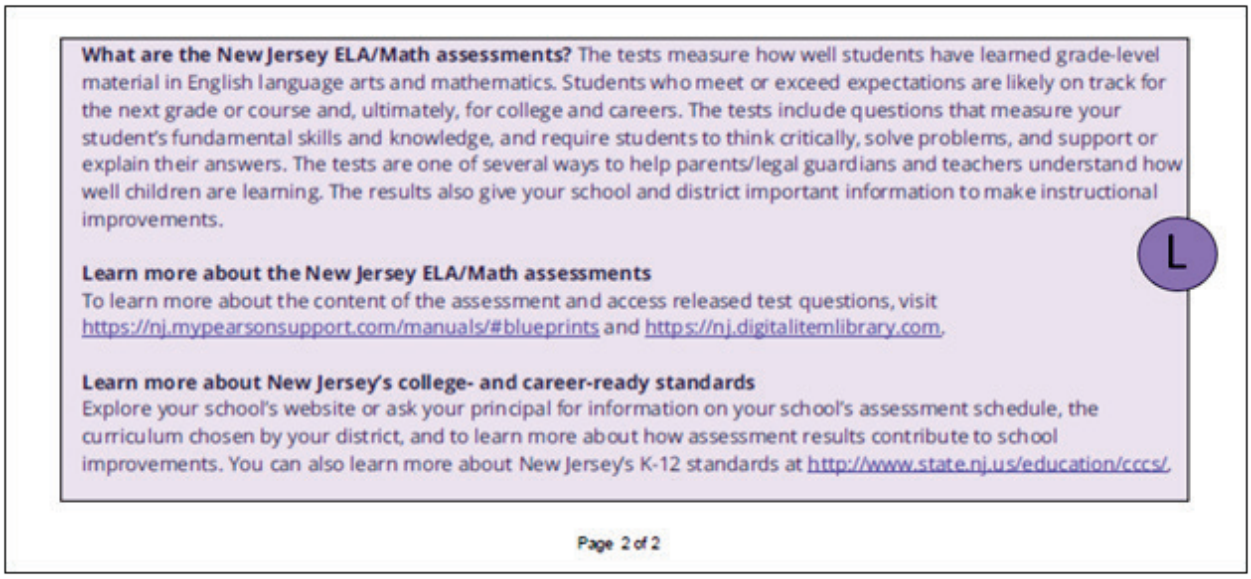
The symbols shown on page 2 of the ISR are used to identify the three broad categories of student performance with respect to expectations. These symbols indicate how the student performed in each subclaim area relative to overall student performance:

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 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.

L

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.

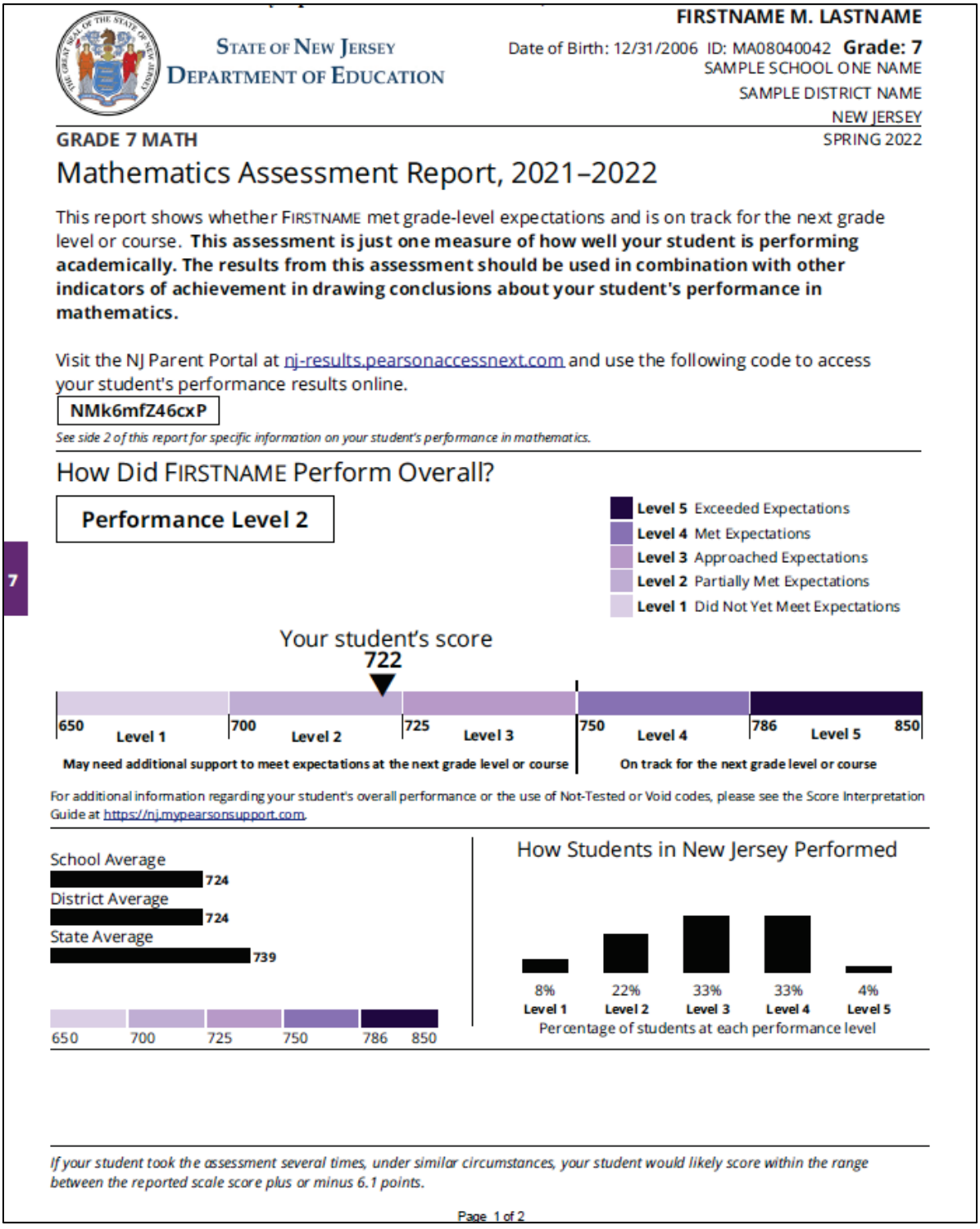
Learn more about New Jersey's college- and career-ready standards
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can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

Page 2 of 2

L. Additional Information (ELA)

Section L of the ISR provides additional information such as a brief description of the NJSLA–ELA assessments. 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



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

FIRSTNAME M. LASTNAME
Date of Birth: 12/31/2006 ID: MA08040042 **Grade: 7**
SAMPLE SCHOOL ONE NAME
SAMPLE DISTRICT NAME
NEW JERSEY
SPRING 2022

GRADE 7 MATH

Mathematics Assessment Report, 2021–2022

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 **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

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 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/manuals/#blueprints and https://nj.digitalitemlibrary.com.

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

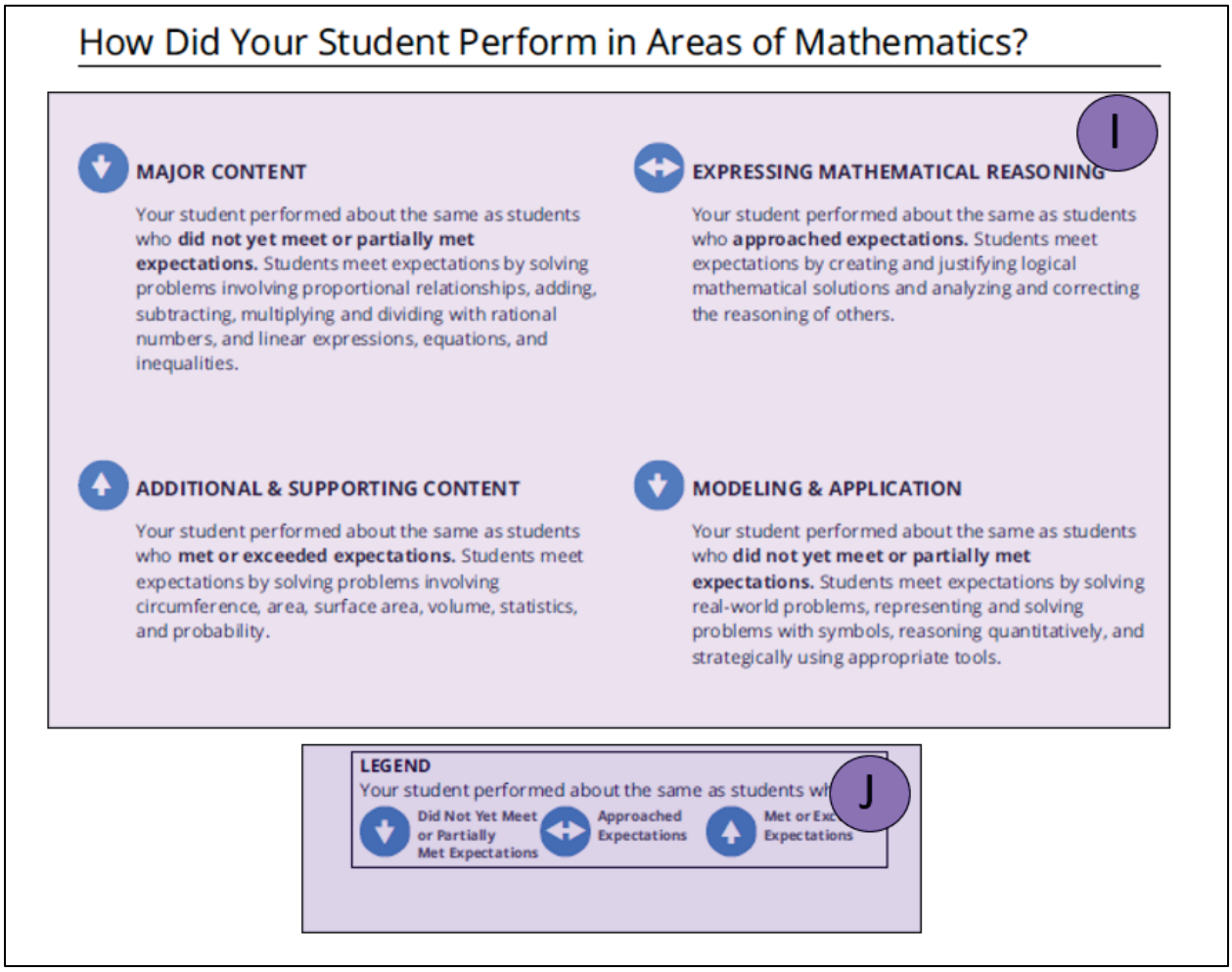
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at http://www.state.nj.us/education/cccs/.

Page 2 of 2

2.3 Performance in Reporting Categories (Mathematics)

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

Figure 2.9. ISR – Mathematics Sections I–J



I. Subclaim Categories (Math)

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 can do to be considered as having met the expectations of the subclaim.

J. Description of Performance Indicator Graphics (Math)

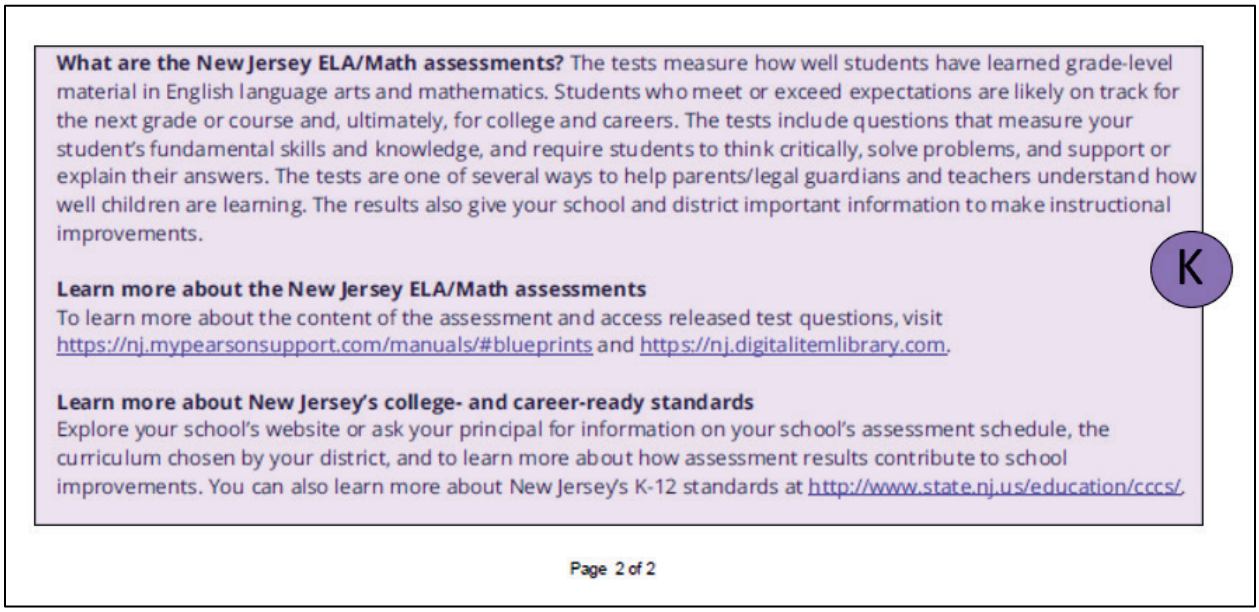
The symbols shown on page 2 of the ISR are used to identify the three broad categories of student performance with respect to expectations. These symbols indicate how the student performed in each subclaim area relative to overall student performance:

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 2.10. ISR – Math Section K



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.

K

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

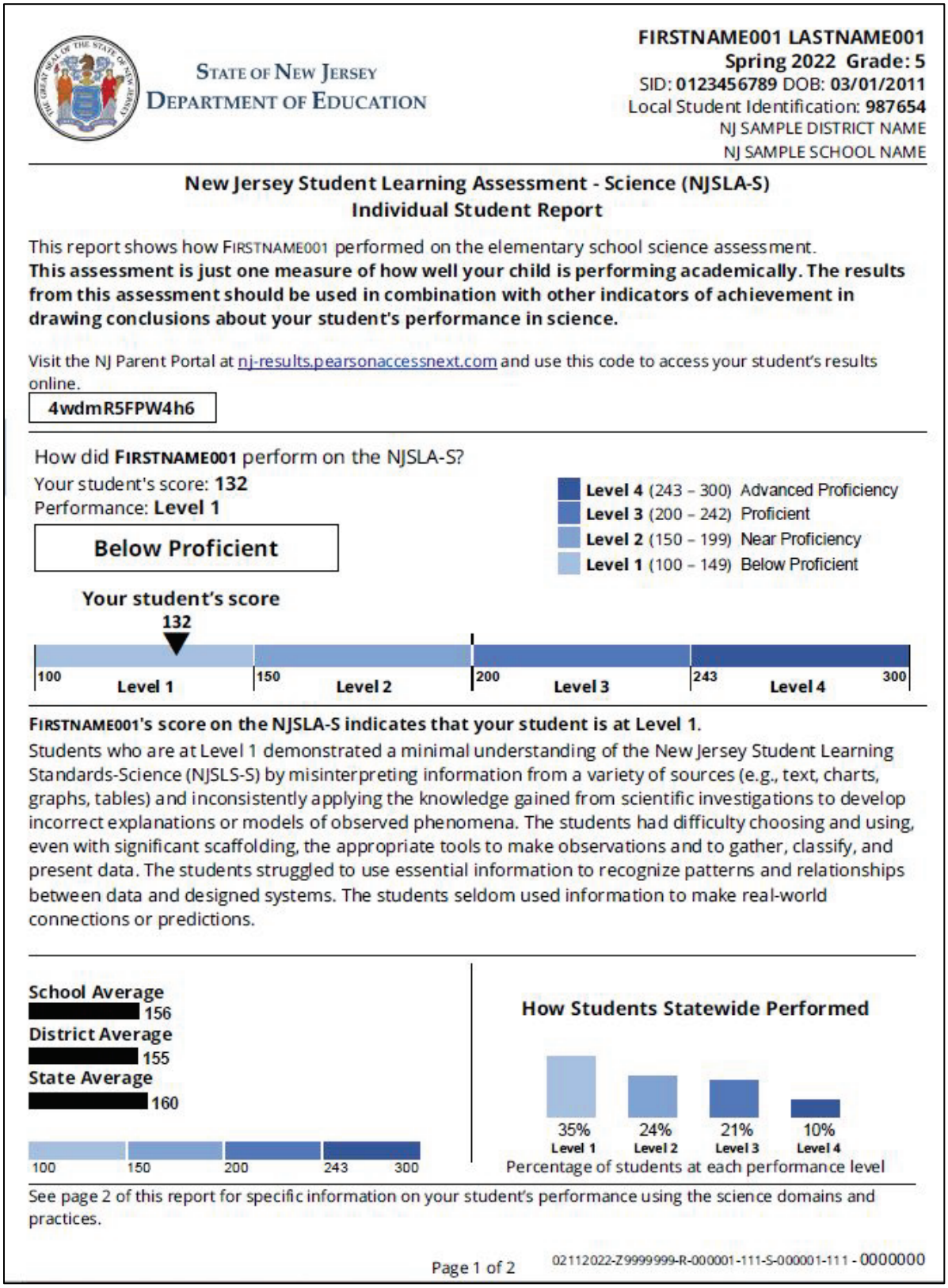
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at http://www.state.nj.us/education/cccs/.

Page 2 of 2

K. Additional Information (Math)

Section K 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



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

FIRSTNAME001 LASTNAME001
Spring 2022 Grade: 5
SID: **0123456789** DOB: **03/01/2011**
Local Student Identification: **987654**
NJ SAMPLE DISTRICT NAME
NJ SAMPLE SCHOOL NAME

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

This report shows how FIRSTNAME001 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.

4wdmR5FPW4h6

How did **FIRSTNAME001** perform on the NJSLA-S?

Your student's score: **132**
Performance: **Level 1**

Below Proficient

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
132

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

FIRSTNAME001's score on the NJSLA-S indicates that your student is at 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 to 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.

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.

Page 1 of 2 02112022-Z9999999-R-000001-111-S-000001-111 - 0000000

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 **Near/Met 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 **Near/Met 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 **Above 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 **Above Expectations**.

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

✓ Physical Science

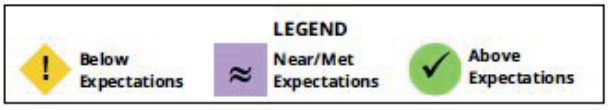
Your student's performance is **Above Expectations**.

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 **Below 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.



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.

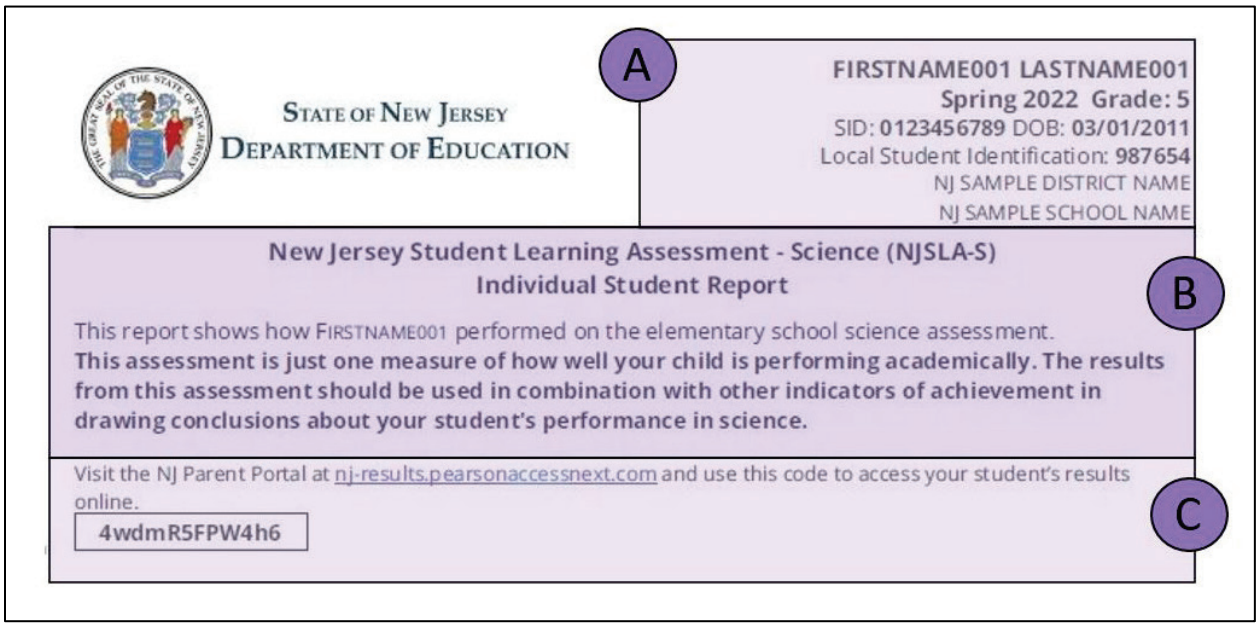
Learn more about the New Jersey Student Learning Assessment — Science
For more information about the assessment, sample questions, practice tests, and the Score Interpretation Guide (SIG) for this report please visit www.measinc.com/nj/science.

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/.

Page 2 of 2

2.4 General Information for Science

Figure 2.13. ISR – Science ISR 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.

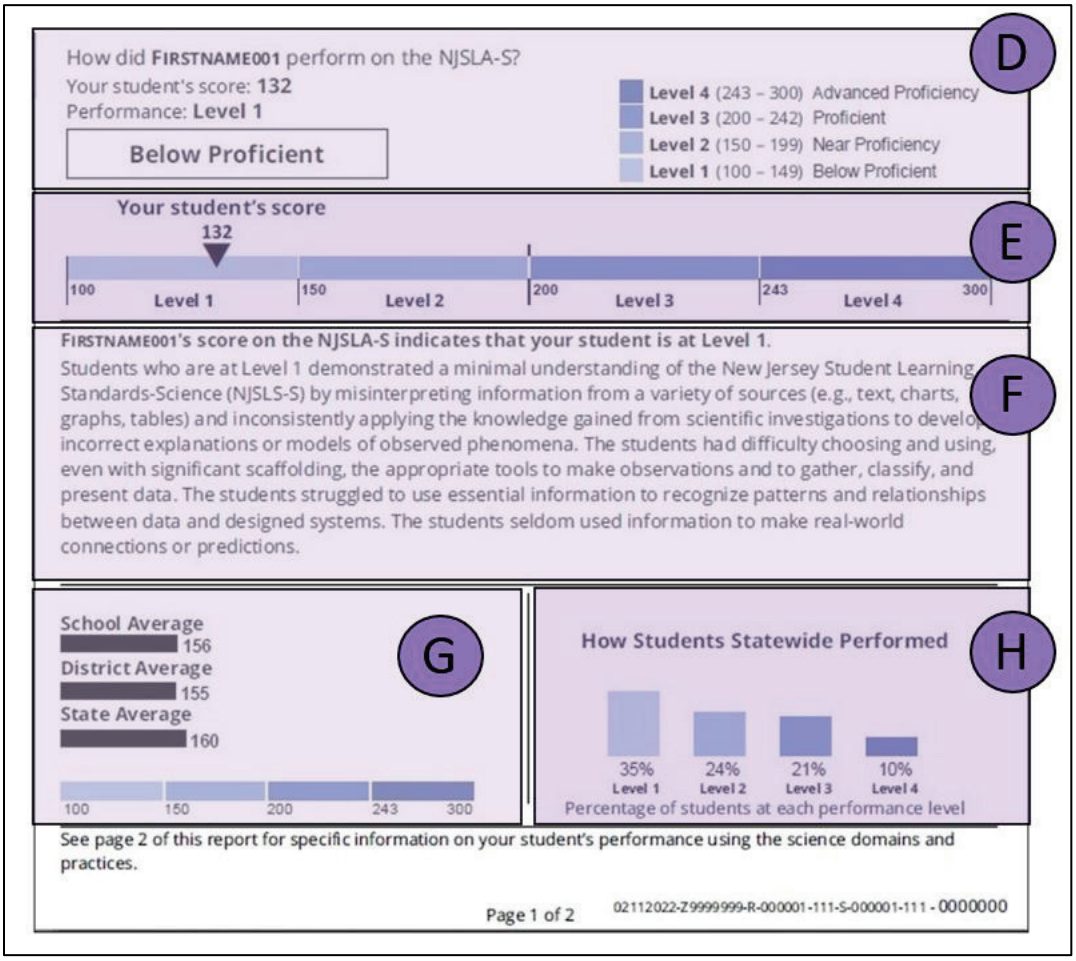
B. Description of Report

To the left below the identification information, the description of the report provides the grade and content area (English Language Arts, Mathematics, or 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 will use the code printed on the ISR to access their students' results online.

Figure 2.14. ISR – Science Sections D-H



D. Scale Score and Performance Level

Section D identifies the student's scale score (refer to **Section 1.4.1**) 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.

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.

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)

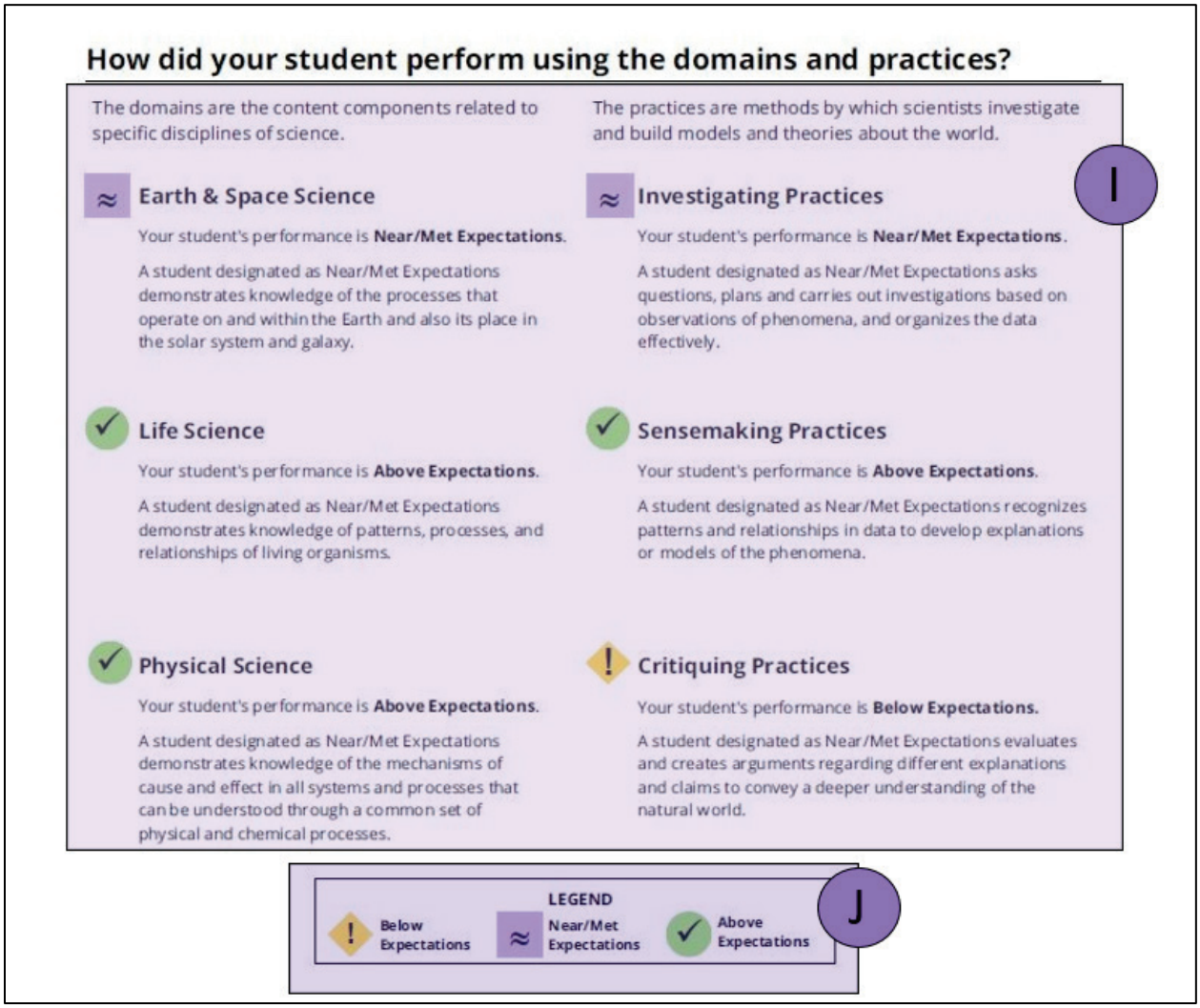
E. Graphical Representation of Overall Performance: Scale Score and Performance Level
This graphic provides an illustration of the four performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach performance level varies by grade.

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



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 (Science)

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:

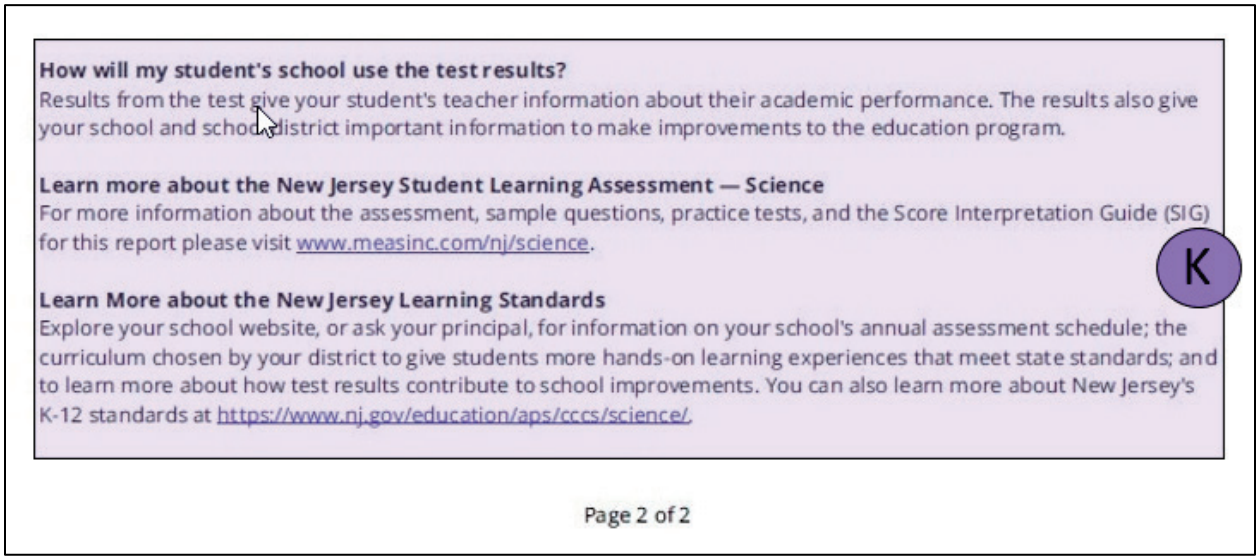
A check mark in a green circle indicates a student's performance in this scientific domain or practice is in the "Above Expectations" category.

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 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.

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.

K

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/.

Page 2 of 2

K. Additional Information (Science)

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.