

# Spring 2019



... she did—it seemed a small thing—was to toss down on the  
a golden apple. Then she breathed upon the guests once, and  
shed.  
The apple lay gleaming among the piled fruits and the brimming

**Part B**

Which detail from paragraph 10 best supports the answer to Part A?

- Ⓐ "The boy grew tall and strong and beautiful, the swiftest runner, the best archer in all the country around."
- Ⓑ "Among the oak woods they lived together and were happy . . ."
- Ⓒ "They knew, for the gods know all things, that he was the son of Priam, king of Troy . . ."
- Ⓓ ". . . but the thought came to them that he would not know who they were, and therefore he would not be afraid to judge between them."



## New Jersey Student Learning Assessments for English Language Arts and for Mathematics Score Interpretation Guide





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## 1.0 General Information for Parents and Educators

### 1.1 Background

The New Jersey Student Learning Assessments for English Language Arts (NJSLA-ELA) and for Mathematics (NJSLA-M) measures the extent to which students are, or on track to being, college or career ready in each of the two respective areas.

### 1.2 NJSLA Assessment

The primary purpose of NJSLA is to provide high-quality assessments to measure students' progress toward college and career readiness.

The Spring 2019 NJSLA assessments were administered to students in grade 3 through high school. English language arts (ELA) assessments focused on reading and comprehending a range of sufficiently complex texts independently and writing effectively when analyzing text. Mathematics assessments 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 both content areas, students also demonstrated their acquired skills and knowledge by answering selected-response items and constructed response items.

### 1.3 Confidentiality of Reporting Results

Individual student performance results on NJSLA assessments are confidential and may be released only in accordance with a number 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. More specifically, in the reporting of group assessment information, data must be suppressed when it would otherwise be possible to infer the performance of individual students.

In practice, it is common to suppress numbers where a group size is equal to 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 a population group fall into a category or to a level that has negative connotations associated with it. In the method used by the NJDOE to safeguard confidentiality, suppressed numbers in reports are replaced by asterisks. 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 click on the Citizens Guide to OPRA at: <https://www.nj.gov/grc/public/citizens/>.

### 1.4 Purpose of this Guide

This guide provides information on the individual student reports, school reports, and district reports provided for NJSLA assessment results. Section 2.0, which outlines and explains elements of the individual student report, may be shared with parents. This section will help parents understand their child's test results. Section 3.0 outlines and explains elements of the school and district reports. Individual state policies and calculations for accountability reporting may differ from the policies and calculations used for assessment reports.

Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any test administration.



## 2.0 Understanding the NJSLA Individual Student Report (ISR)

### 2.1 Types of Scores on the NJSLA ISR

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

#### 2.1.1 Scale Score

Not all students respond to the same set of items (same form), so instead of reporting students' raw scores (actual points earned on test items), scale scores are used to report student performance for NJSLA assessments. Scale scores are obtained by a statistical procedure from the raw score. The purpose of using scale scores is to report scores for all students on the same scale. This allows for an accurate comparison across different tests forms and administration years within a grade or subject and content area.

For example, a student who earns an overall scale score of 800 on one form 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 a student who took the same assessment the previous year or following year and earned a scale score of 800.

Different scale scores are reported for NJSLA assessments:

**Overall scale scores:** For both English language arts and Mathematics, scale scores range from 650 to 850 for all grades.

**Reporting category scale scores:** English language arts reports provide separate scale scores for both Reading and Writing for all grades:

- Reading scale scores range from 10 to 90, and
- Writing scale scores range from 10 to 60.

#### 2.1.2 Performance Level

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

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

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

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available under the Test Design and Content Information drop-down menu at <https://nj.mypearsonsupport.com/manuals/#blueprints>.



### 2.1.3 Subclaim Performance

In addition to receiving scale scores and performance levels, students are also provided information about what they know and can do on the subclaims (key parts) of the assessment. For NJSLA assessments, subclaims are reported using graphical representations. These 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.



## 2.2 Sample ISR (ELA)



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

FIRSTNAME M. LASTNAME

Date of Birth: 03/30/2006 ID: EL07040033 **Grade: 7**

SAMPLE SCHOOL ONE NAME

SAMPLE DISTRICT NAME

NEW JERSEY

SPRING 2019

### GRADE 7 ELA

## English Language Arts Assessment Report, 2018–2019

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 child is performing academically.**

Visit the NJ Parent Portal at [nj-results.pearsonaccessnext.com](http://nj-results.pearsonaccessnext.com) and use the following code to access your child's performance results online.

**82t86SWSmWrc**

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

### How Can You Use This Report?

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

### How Did FIRSTNAME Perform Overall?

**Performance Level 3**

7

- 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 child's score

746



School Average

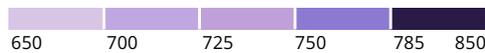
722

District Average

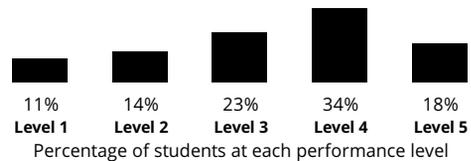
722

State Average

749



### How Students in New Jersey Performed



### Student Growth Percentile

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

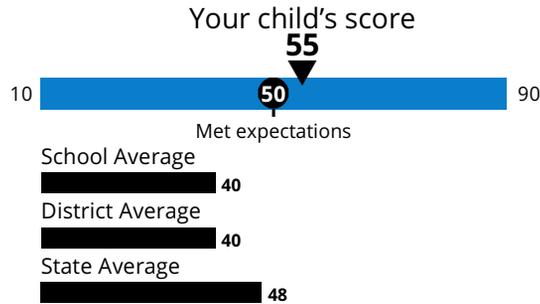
*If your child took the assessment several times, under similar circumstances, your child would likely score within the range between the reported scale score plus or minus 6.3 points.*



FIRSTNAME M. LASTNAME

## How Did Your Child Perform in Reading and Writing?

### READING



#### LITERARY TEXT

Your child 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.

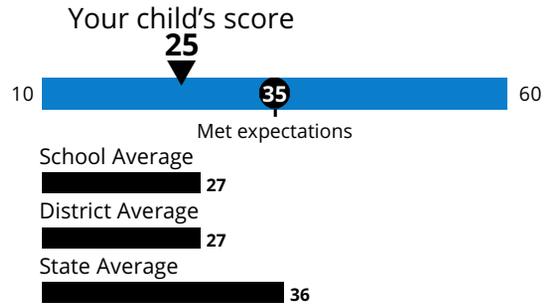
#### INFORMATIONAL TEXT

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

### WRITING



#### WRITTEN EXPRESSION

Your child 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 child 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 child performed about the same as students who:

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

Understanding the NJSLA Individual Student Report (ISR)

**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 child'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/>.



## 2.3 Sample ISR (Mathematics)



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 2019

GRADE 7 MATH

### Mathematics Assessment Report, 2018–2019

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 child is performing academically.**

Visit the NJ Parent Portal at [nj-results.pearsonaccessnext.com](http://nj-results.pearsonaccessnext.com) and use the following code to access your child's performance results online.

VgsdyXWBYXD5

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

#### How Can You Use This Report?

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

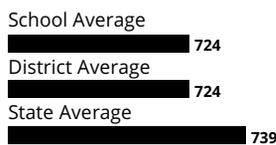
Understanding the  
NJSLA Individual  
Student Report (ISR)

7

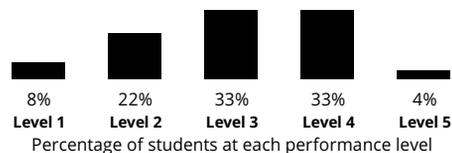
Performance Level 2

- 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 child's score  
722



#### How Students in New Jersey Performed



#### Student Growth Percentile

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

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



FIRSTNAME M. LASTNAME

## How Did Your Child Perform in Areas of Mathematics?



### MAJOR CONTENT

Your child 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 child 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 child 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 child 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 child performed about the same as students who:



Met or Exceeded Expectations



Approached Expectations



Did Not Yet Meet or Partially Met 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 child'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/>.



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

A

FIRSTNAME M. LASTNAME

Date of Birth: 03/30/2006 ID: EL07040033 **Grade: 7**  
SAMPLE SCHOOL ONE NAME  
SAMPLE DISTRICT NAME  
NEW JERSEY  
SPRING 2019

B

GRADE 7 ELA

## English Language Arts Assessment Report, 2018-2019

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 child is performing academically.**

Visit the NJ Parent Portal at [nj-results.pearsonaccessnext.com](http://nj-results.pearsonaccessnext.com) and use the following code to access your child's performance results online.

82t86SWSmWrc

D

### How Can You Use This Report?

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

C

Understanding the  
NJSLA Individual  
Student Report (ISR)



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

A

FIRSTNAME M. LASTNAME

Date of Birth: 12/31/2006 ID: MA08040042 **Grade: 7**  
SAMPLE SCHOOL ONE NAME  
SAMPLE DISTRICT NAME  
NEW JERSEY  
SPRING 2019

B

GRADE 7 MATH

## Mathematics Assessment Report, 2018–2019

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 child is performing academically.**

Visit the NJ Parent Portal at [nj-results.pearsonaccessnext.com](http://nj-results.pearsonaccessnext.com) and use the following code to access your child's performance results online.

VgsdyXWBXYD5

D

### How Can You Use This Report?

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

C

Understanding the  
NJSLA Individual  
Student Report (ISR)





## 2.4 Description of Individual Student Reports

### 2.4.1 General Information

#### A. Identification Information

An Individual Student Report lists the student's name, date of birth, state student ID, grade level when assessed, district name, school name, and state. The grade level when assessed is also shown on the left side of the report.

#### B. Description of Report

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. How to Use the Report

This section provides guidance for how parents can use the report to start a discussion with their child's teacher(s). It is important for parents and educators to have regular check-ins to ensure students are learning the necessary skills to stay on track. Parents can use the information in the report to understand their child's strengths and needs and to work with educators to identify resources to support their education.

#### D. 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 to their students' results online.



### English Language Arts Assessment Report, 2018-2019

How to Use This Report  
This report provides information on your child's performance on the English Language Arts Assessment. It includes information on the assessment, the student's performance, and the student's growth percentile. This report is intended to provide information to help you understand your child's performance and to help you support your child's learning.

#### E How Did FIRSTNAME Perform Overall?

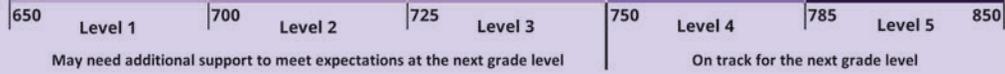
**Performance Level 3**

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

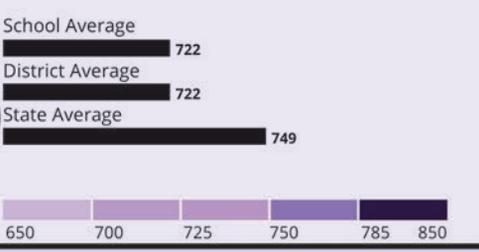
7

#### F Your child's score

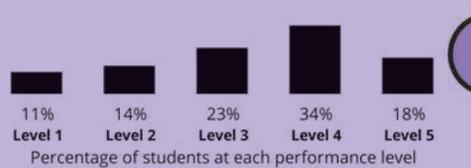
746



G



#### How Students in New Jersey Performed



H

#### Student Growth Percentile

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

I

J

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





## 2.4.2 Overall Assessment Scores

### E. Overall Scale Score and Performance Level

This section of the report provides the student's overall scale score and performance level (refer to Section 2.1). Students receive an overall scale score and, based on that score, are placed in one of five performance levels, with Level 5 indicating the student exceeded expectations and Level 1 indicating the student did not yet meet expectations.

### F. Graphical Representation of Overall Performance: Overall Scale Score and Performance Level

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

### 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 level/course and content area.

### H. Percentage of Students at Each Performance Level

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

### I. Student Growth Percentile (SGP)

Overall scale scores and performance levels provide information on how the student performed on the assessment. Student growth percentiles (SGP) offers an opportunity to look at how much progress the student made in the past year. Looking at both the overall scale score and SGP provides a more comprehensive picture of what the student learned from one year to the next.

SGP measures 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 in the specific content area. Because students are only compared with other students who performed similarly in the past, all students, regardless of their scale scores, can demonstrate high or low growth.



The meaning of SGPs can be illustrated by understanding how an athlete improves over a specific period of time. For example, over a five-month period, athlete A improved their 100m run by 2 seconds while athlete B improved 0.5 seconds. It seems that athlete A has made greater improvement; however, athlete A is a novice while athlete B is a professional runner. To determine the significance of the progress each athlete made, the athletes should be compared with a group of athletes with similar performance records. As the result, athlete A is a beginner who had room for improvement while athlete B is a veteran who, even while performing at their peak, was able to improve. This illustrates the scores (e.g., running time) and growth (e.g., 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 1). 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.

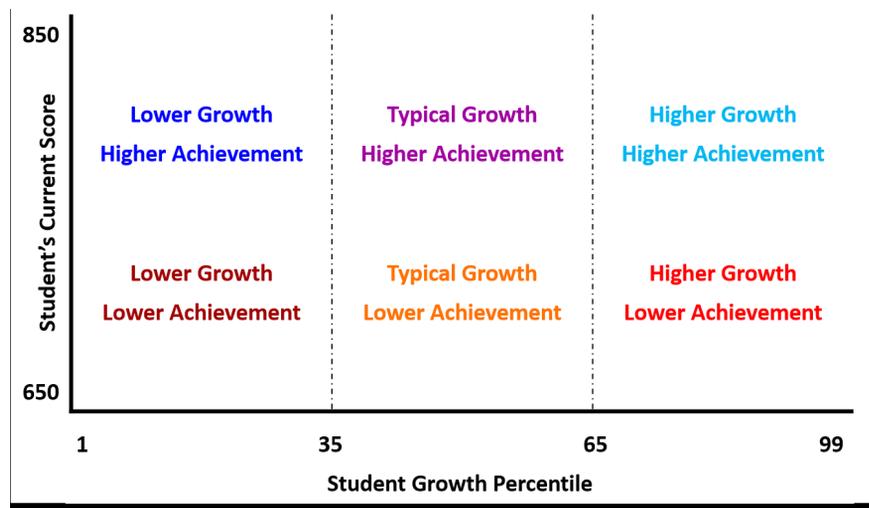


Figure 1. Relationship between Student growth percentiles overall scale score.

### J. 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  $\pm$  SEM).



FIRSTNAME M. LASTNAME

K

# How Did Your Child Perform in Reading and Writing?

L

## READING

Your child's score

55



Met expectations

School Average

40

District Average

40

State Average

48

## WRITING

Your child's score

25



Met expectations

School Average

27

District Average

27

State Average

36

M



### LITERARY TEXT

Your child 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 child 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 child 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.

N



### WRITTEN EXPRESSION

Your child 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 child 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 child performed about the same as students who:



Met or Exceeded Expectations



Approached Expectations



Did Not Yet Meet or Partially Met Expectations

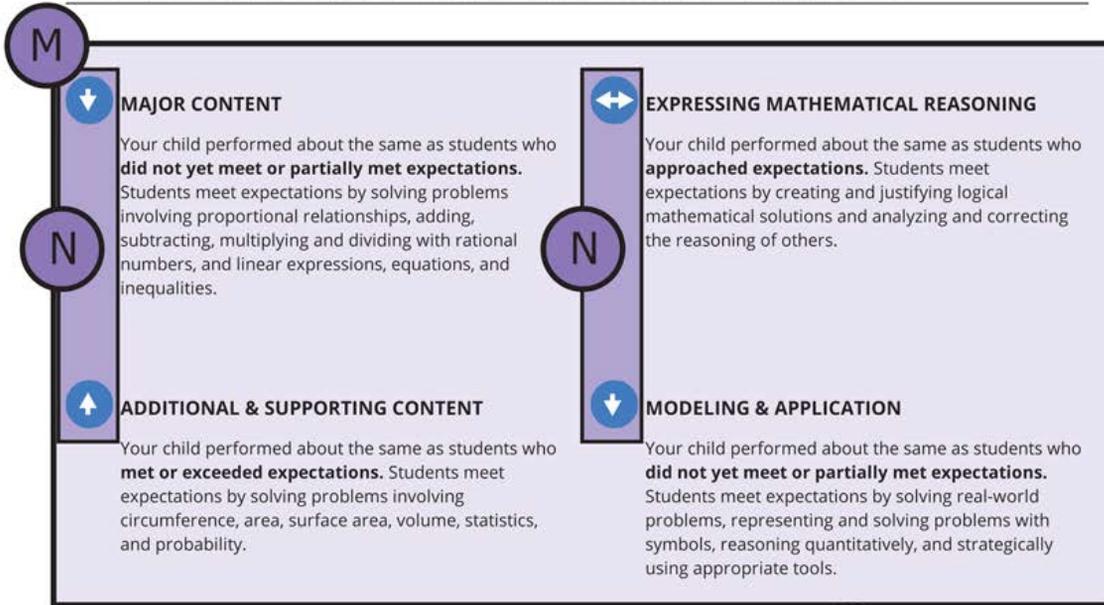
O

Understanding the NJSLA Individual Student Report (ISR)



FIRSTNAME M. LASTNAME

## How Did Your Child Perform in Areas of Mathematics?



**LEGEND**

Your child performed about the same as students who:

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



### 2.4.3 Performance by Reporting Category

#### K. Reporting Category

For English language arts, there are two reporting categories: Reading and Writing.

#### L. Performance by Reporting Category Scale Score

For English language arts, student performance for each reporting category (e.g., Reading and Writing) is provided as a scale score (refer to Section 2.1.1) which is on a scale 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.

In addition to the reporting category scale score, a measure of student proficiency is also estimated separately for reading and writing. A student needs to reach a scale score of 50 to be considered as having met expectations in reading. For writing, a student needs to reach a scale score of 35 to be considered as having met expectations.

### 2.4.4 Performance by Subclaim Category

#### M. Subclaim Category

Within each reporting category for English language arts are specific skill sets (subclaims) students demonstrate on the NJSLA assessments. Subclaims are provided for mathematics but are not listed under reporting categories as they are for English language arts. Each subclaim category includes the header identifying the subclaim, an explanatory icon representing the student's performance, and an explanation of whether the student has met the expectations of the subclaim.

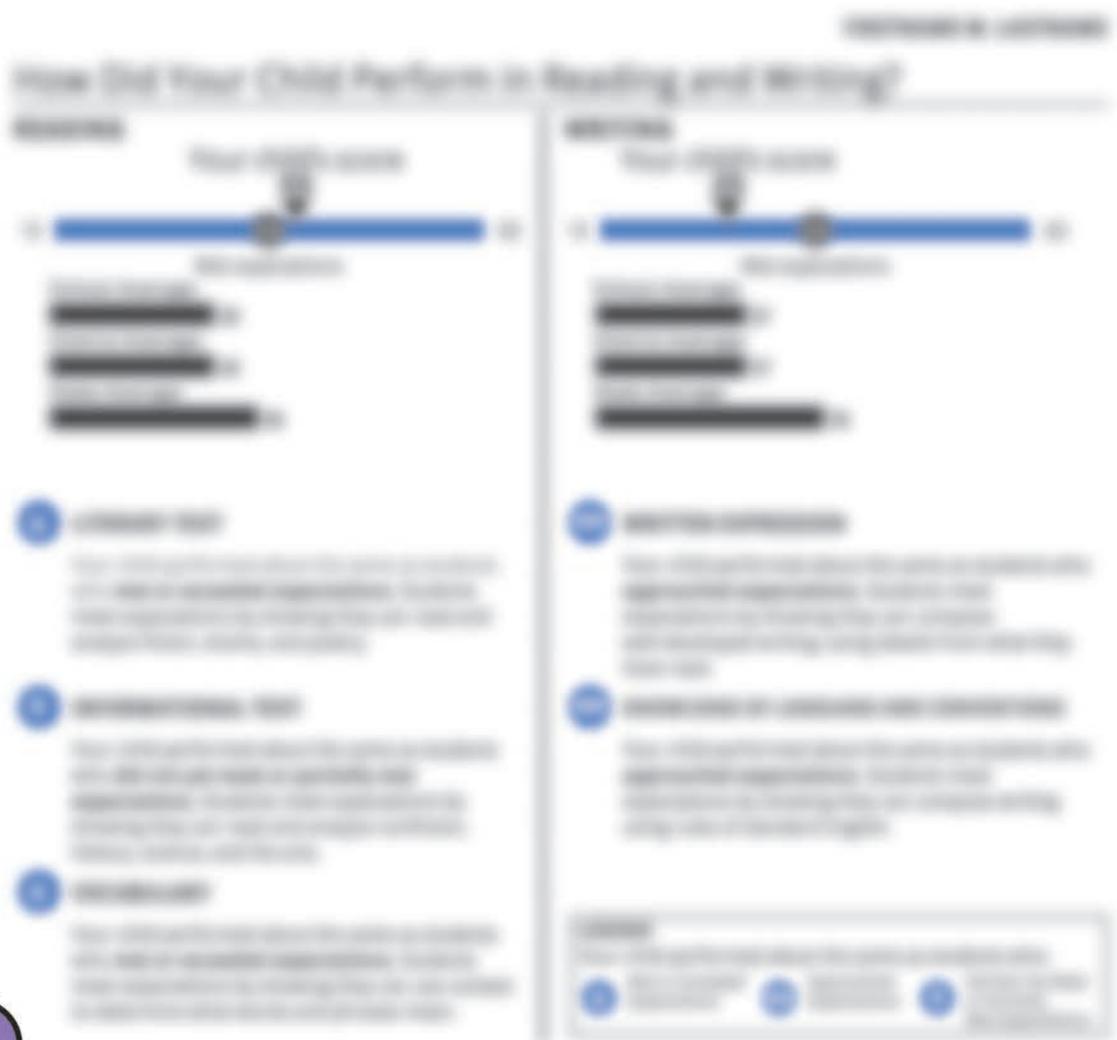
#### N. Subclaim Performance Indicators

A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Since a subclaim consists of fewer score points, each subclaim category is defined by three performance indicators. Performance in the Level 1–2 range of that scale is categorized as "Did Not Yet Meet or Partially Met Expectations," performance in the Level 3 range is categorized as "Approached Expectations," and performance in the Level 4–5 range is categorized as "Met or Exceeded Expectations."

#### O. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is marked with a subclaim performance indicator.

- **An up arrow** for the specified subclaim indicates that the student "Met or Exceeded Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared for further studies.
- **A bidirectional arrow** for the specified subclaim indicates that the student "Approached Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category may need academic support for further studies.
- **A down arrow** for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category would have a strong possibility to experience difficulty and would likely need instructional interventions for further studies.



**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 child'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>.

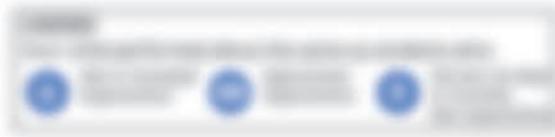
**Learn more about New Jersey's college- and career-ready standards**

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/>.



## How Did Your Child Perform in Areas of Mathematics?

- 1. NUMBER AND OPERATIONS**  
This area includes questions about counting, addition, subtraction, multiplication, and division. It also includes questions about fractions, decimals, and percentages.
- 2. ALGEBRA**  
This area includes questions about patterns, functions, and equations. It also includes questions about graphs and data.
- 3. GEOMETRY**  
This area includes questions about shapes, angles, and area. It also includes questions about measurement and units.
- 4. DATA ANALYSIS AND STATISTICS**  
This area includes questions about data collection, organization, and interpretation. It also includes questions about probability and chance.



**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 child'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/>.



## P. Description of NJSLA Assessments

This section provides a brief description of the NJSLA English Language Arts and Mathematics assessment. To access to the content of the assessment, please visit (<https://nj.mypearsonsupport.com>). To access released test question please visit (<https://nj.digitalitemlibrary.com>).



## 3.0 Understanding the NJSLA School and District Reports

### 3.1 Purpose and Use of NJSLA Results

The primary purpose of NJSLA is to provide high-quality assessments to measure students' progress toward college and career readiness. NJSLA results are a helpful tool in evaluating educational programs and student progress. These reports:

- Summarize student achievement
- Describe student performance relative to meeting standards
- Support improvement planning (e.g., prioritize professional learning and resource decisions, advise program alignment with academic standards, reflect on the effectiveness of school initiatives)

### 3.2 NJSLA School and District Reports

In addition to Individual Student Reports, schools will receive a Student Roster Report, and districts will receive a District Summary of each School Report. These reports summarize how students in the school or district performed and are described later in this section.

#### 3.2.1 Types of Scores on the NJSLA School and District Reports

Performance on NJSLA assessments is described on the school and district reports using scale scores, performance levels, and subclaim performance indicators. Information about state, district, and school average results is included in relevant sections of the report to help schools and districts understand how student and school performance compares to other students and schools. In some instances, a dash (–) 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.

#### 3.2.2 Scale Score

Not all students respond to the same set of items (same form), so instead of reporting students' raw scores (actual points earned on test items), scale scores are used to report student performance for NJSLA assessments. Scale scores are obtained by a statistical procedure from the raw score. The purpose of using scale scores is to report scores for all students on the same scale. This allows for an accurate comparison across different tests forms and administration years within a grade or subject and content area.

For example, a student who earns an overall scale score of 800 on one form 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 a student who took the same assessment the previous year or following year and earned a scale score of 800.

Different scale scores are reported for NJSLA assessments:

Overall scale scores: For both English language arts and Mathematics, scale scores range from 650 to 850 for all grades.

Reporting category scale scores: English language arts reports provide separate scale scores for both Reading and Writing for all grades:

- Reading scale scores range from 10 to 90, and
- Writing scale scores range from 10 to 60.

#### 3.2.3 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for the



assessment. There are five performance levels for NJSLA assessments:

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

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

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available under the Test Design and Content Information drop-down menu at <https://nj.mypearsonsupport.com/manuals/#blueprints>.

### 3.2.4 Subclaim Performance Indicators

In addition to receiving scale scores and performance levels, students are also provided information about what they know and can do on the subclaims (key parts) of the assessment. For NJSLA assessments, subclaims are reported using graphical representations. These indicate how the student performed in each subclaim area. Relative to the overall performance of students:

-  An up arrow for the specified subclaim indicates that the student “Met or Exceeded Expectations,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared for further studies.
-  A bidirectional arrow for the specified subclaim indicates that the student “Approached Expectations,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category may need academic support for further studies.
-  A down arrow for the specified subclaim indicates that the student “Did Not Yet Meet or Partially Met Expectations,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category would have a strong possibility to experience difficulty and would likely need instructional interventions for further studies.



### 3.3 Sample Student Roster Report (ELA)

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION		STUDENT ROSTER						Grade 7		
		SAMPLE SCHOOL NAME						SAMPLE DISTRICT NAME		
		NEW JERSEY						SPRING 2019		
ENGLISH LANGUAGE ARTS Grade 7 Assessment, 2018–2019										
STUDENT	ELA OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS		
STATE AVERAGE	749	48	29   23   48	28   24   49	30   22   48	36	20   20   60	18   18   64		
DISTRICT AVERAGE	722	40	50   24   26	50   24   26	49   22   29	27	48   29   22	45   29   26		
SCHOOL AVERAGE	722	40	50   24   26	50   24   26	49   22   29	27	48   29   22	45   29   26		
LASTNAME 1, FIRSTNAME 1	738	12	↓	↓	↓	50	↑	↑		
LASTNAME 2, FIRSTNAME 2	736	12	↓	↓	↓	48	↑	↑		
LASTNAME 3, FIRSTNAME 3	721	10	↓	↓	↓	42	↑	↑		
LASTNAME 4, FIRSTNAME 4	760	78	↑	↑	↑	26	↓	↑		
LASTNAME 5, FIRSTNAME 5	697	10	↓	↓	↓	33	↔	↓		
LASTNAME 6, FIRSTNAME 6	N/A									
LASTNAME 7, FIRSTNAME 7	770	51	↑	↑	↔	43	↑	↑		
LASTNAME 8, FIRSTNAME 8	744	47	↔	↑	↔	34	↔	↔		
LASTNAME 9, FIRSTNAME 9	832	90	↑	↑	↑	48	↑	↑		
LASTNAME 10, FIRSTNAME 10	672	10	↓	↓	↓	29	↓	↑		
LASTNAME 11, FIRSTNAME 11	700	10	↓	↓	↓	35	↑	↓		

<b>1</b> Did Not Yet Meet Expectations (650-699)	<b>2</b> Partially Met Expectations (700-724)	<b>3</b> Approached Expectations (725-749)	<b>4</b> Met Expectations (750-794)	<b>5</b> Exceeded Expectations (765-850)
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↓ Did Not Yet Meet or Partially Met Expectations	↔ Approached Expectations	↑ Met or Exceeded Expectations
--	---------------------------	--------------------------------

\* Numbers are percentages

Page 1 of 4

Understanding the NJSLA School and District Reports



ENGLISH LANGUAGE ARTS Grade 7 Assessment, 2018–2019						
STUDENT	ELA OVERALL SCORE					
STATE AVERAGE	749					
DISTRICT AVERAGE	722					
SCHOOL AVERAGE	722					
LASTNAME 1, FIRSTNAME 1	738					
LASTNAME 2, FIRSTNAME 2	736					
LASTNAME 3, FIRSTNAME 3	721					
LASTNAME 4, FIRSTNAME 4	760					
LASTNAME 5, FIRSTNAME 5	697					
LASTNAME 6, FIRSTNAME 6	N/A					
LASTNAME 7, FIRSTNAME 7	770					
LASTNAME 8, FIRSTNAME 8	744					
LASTNAME 9, FIRSTNAME 9	832					
LASTNAME 10, FIRSTNAME 10	672					
LASTNAME 11, FIRSTNAME 11	700					

### 3.4 Description of Student Roster Reports

#### 3.4.1 General Information

##### A. Identification Information

Student Roster Reports list the grade level or course assessed, school name, district name, and state.

##### B. Assessment Information

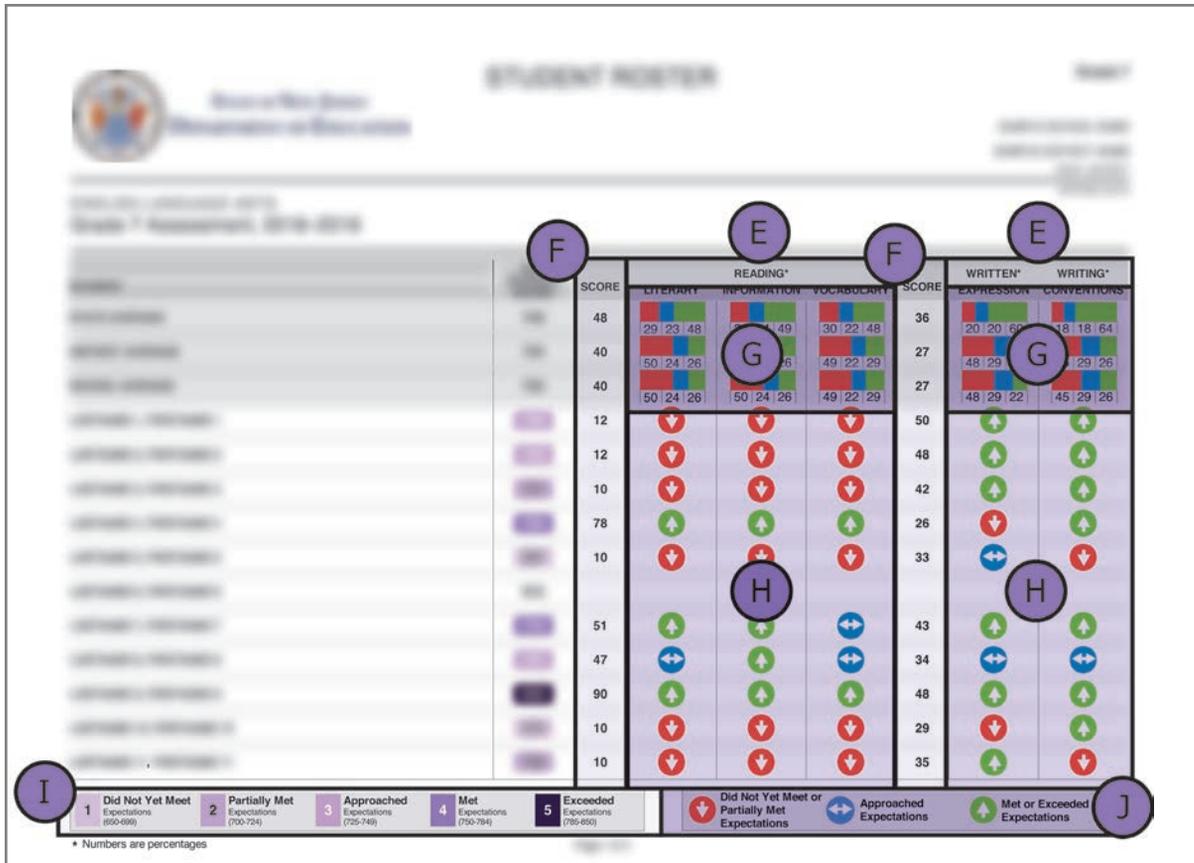
The report heading provides the content area (English language arts or mathematics) assessed, grade level/course assessed, and assessment year.

##### C. Roster of Students

The first column of the Student Roster Report lists all the students in the school at the specified grade level/course who took the assessment for the specified content area. The first three rows contain state, district, and school averages.

##### D. Overall Scale Score and Performance Level

This column of the report provides the student's overall scale score and color-coded performance level (refer to Section 3.2). Students receive a numerical score and, based on that score, are placed in one of five performance levels, with Level 5 indicating the student exceeded expectations and Level 1 indicating the student has not yet met expectations. Performance levels are indicated by the color highlighting behind the number. Refer to section I "Description of Performance Level Graphics" to identify the color key. The first three rows contain state, district, and school averages.



### 3.4.2 Overall Assessment Scores

#### E. Reporting Category

For English language arts, there are two reporting category areas: Reading and Writing.

#### F. Performance by Reporting Category Scale Score

For English language arts, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a scale 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. The Reporting Category scale score appears in each category area under the heading "SCORE."

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



### 3.4.3 Performance by Subclaim Category

#### G. Subclaim Category

Within each reporting category for English language arts are specific skill sets (subclaims) students demonstrate on the NJSLA assessments. Subclaims are provided for mathematics as well. Each subclaim category includes the header identifying the subclaim; state, district, and school averages; and an explanatory icon representing the student's performance.

#### H. Subclaim Performance Indicators

A student's subclaim category represents how well the student performed in a subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1–2 range of that scale is categorized as "Did Not Yet Meet or Partially Met Expectations," performance in the Level 3 range is categorized as "Approached Expectations," and performance in the Level 4–5 range is categorized as "Met or Exceeded Expectations."

Subclaim performance is reported using categories rather than scale scores or performance levels.

-  Met or Exceeded Expectations – represented by an up arrow
-  Approached Expectations – represented by a bidirectional arrow
-  Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

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

**Note:** In most cases, numbers will NOT appear centered under each color in the graphs highlighted in section G.

#### I. Description of Performance Level Graphics

This graphic provides an illustration of the five performance levels and helps to quickly show the performance level for each student's scale score.

#### J. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is marked with a subclaim performance indicator.

- **An up arrow** for the specified subclaim indicates that the student "Met or Exceeded Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared for further studies.
- **A bidirectional arrow** for the specified subclaim indicates that the student "Approached Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category may need academic support for further studies.
- **A down arrow** for the specified subclaim indicates that the student "Did Not Yet Meet or Partially Met Expectations," meaning that the student's subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category would have a strong possibility to experience difficulty and would likely need instructional interventions for further studies.



### 3.5 Sample District Summary of Schools Report (ELA)

PERFORMANCE DISTRIBUTION BY %		NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS										
					LITERARY	INFORMATION	VOCABULARY													
STATE		90,331	749	48	29	23	48	28	24	49	30	22	48	36	20	20	60	18	18	64
DISTRICT					831	722	40	50	24	26	50	24	26	49	22	29	27	48	29	22
BRADLEY HIGH SCHOOL		78	746	36	56	17	28	56	6	39	56	22	22	40	11	17	72	28	11	61
FRANKLIN HIGH SCHOOL		5	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY																	
PLANCK HIGH SCHOOL		91	764	49	36	18	45	36	9	55	36	27	36	42	9	9	82	18	9	73
CAMPBELL HIGH SCHOOL		134	749	39	57	0	43	50	7	43	57	21	21	41	29	0	71	14	14	71
EAGLETON HIGH SCHOOL		215	775	52	40	7	53	27	13	60	40	27	33	44	0	13	87	27	13	60
SIMPSON SCHOOLS		308	776	52	33	11	56	33	0	67	33	33	33	47	0	0	100	33	11	56

1 Did Not Yet Meet Expectations (650-699)    2 Partially Met Expectations (700-724)    3 Approached Expectations (725-749)    4 Met Expectations (750-784)    5 Exceeded Expectations (785-850)

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

\* Numbers are percentages Page 1 of 1

Understanding the NJSLA School and District Reports

### 3.6 Sample District Summary of Schools Report (Mathematics)

PERFORMANCE DISTRIBUTION BY %		NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*											
					MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING							
STATE		87,430	739	29	33	38	25	33	42	26	29	45	40	24	36
DISTRICT				789	724	50	32	18	42	34	24	47	31	22	55
ASHLEY RIDGE SCHOOL		418	758	56	0	44	56	0	44	0	22	78	6	0	94
BRADLEY HIGH SCHOOL		122	769	45	0	55	45	0	55	5	0	95	0	5	95
FRANKLIN HIGH SCHOOL		115	773	40	0	60	40	0	60	0	0	100	0	7	93
PLANCK HIGH SCHOOL		127	760	48	0	52	48	0	52	8	4	88	4	8	88
EAGLETON HIGH SCHOOL		7	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY												

1 Did Not Yet Meet Expectations (650-699)    2 Partially Met Expectations (700-724)    3 Approached Expectations (725-749)    4 Met Expectations (750-785)    5 Exceeded Expectations (786-850)

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

\* Numbers are percentages Page 1 of 1



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

### DISTRICT SUMMARY OF SCHOOLS

A

Grade 7

SAMPLE DISTRICT NAME  
NEW JERSEY  
SPRING 2019

B  
ENGLISH LANGUAGE ARTS  
Grade 7 Assessment, 2018–2019

SCHOOL	NUMBER OF STUDENTS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
...	90,331	...	...	...	...
...	831	...	...	...	...
...	78	...	...	...	...
...	5	...	...	...	...
...	91	...	...	...	...
...	134	...	...	...	...
...	215	...	...	...	...
...	308	...	...	...	...

C



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

### DISTRICT SUMMARY OF SCHOOLS

A

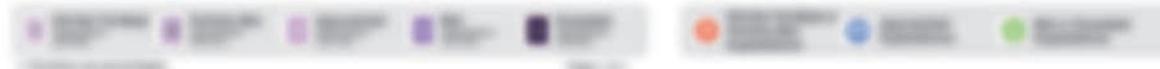
Grade 7

SAMPLE DISTRICT NAME  
NEW JERSEY  
SPRING 2019

B  
MATHEMATICS  
Grade 7 Assessment, 2018–2019

SCHOOL	NUMBER OF STUDENTS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
...	87,430	...	...	...	...
...	789	...	...	...	...
...	418	...	...	...	...
...	122	...	...	...	...
...	115	...	...	...	...
...	127	...	...	...	...
...	7	...	...	...	...

C





### 3.7 Description of District Summary of Schools Reports

#### 3.7.1 General Information

##### A. Identification Information

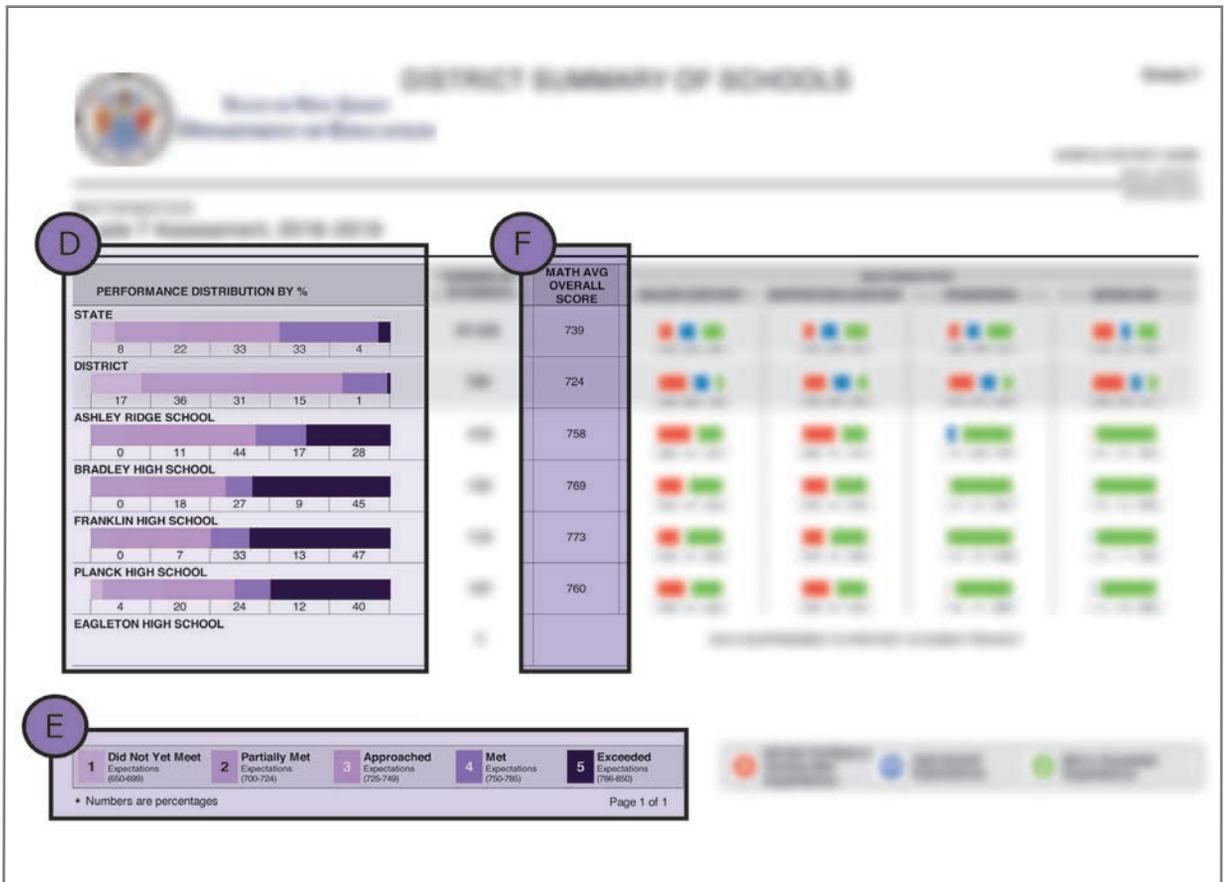
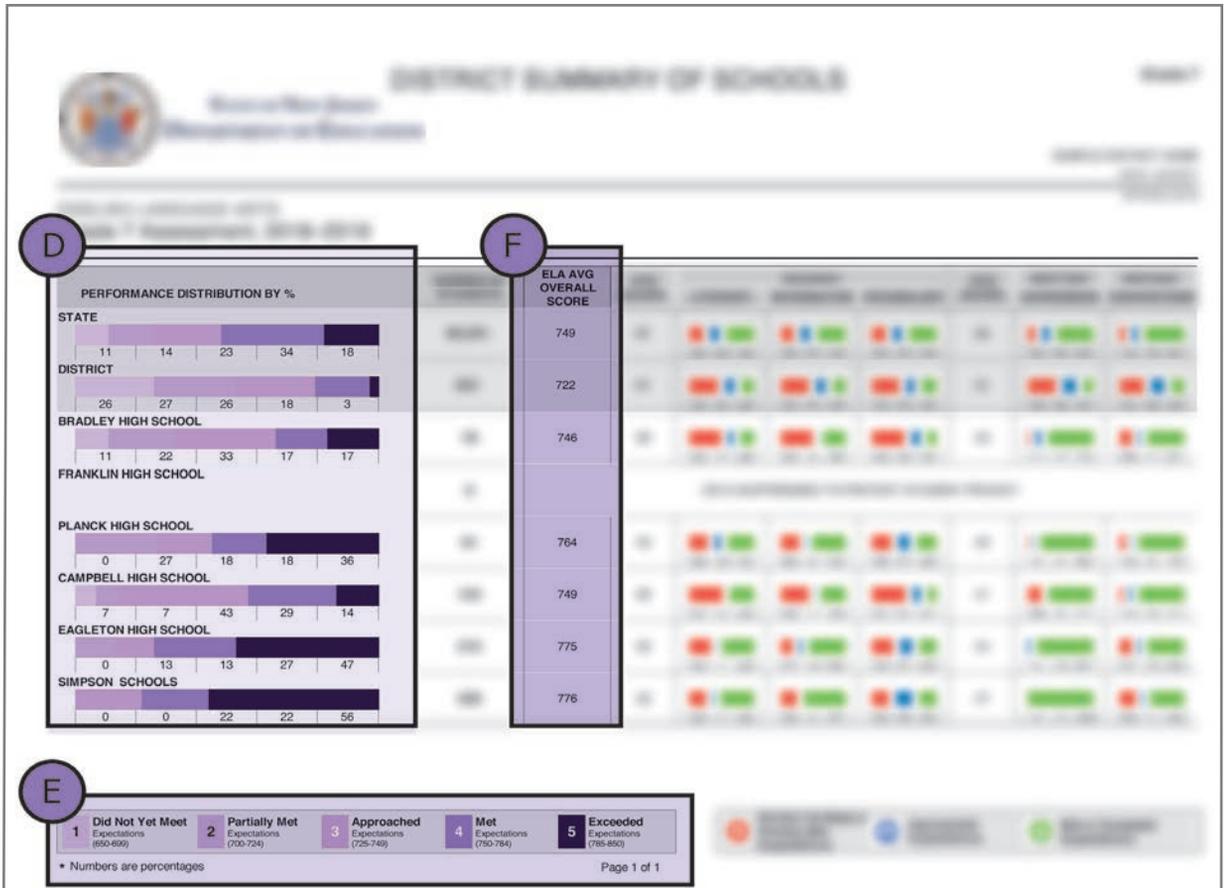
The District Summary of Schools Report list the grade level/course and district name.

##### B. Assessment Information

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

##### C. Number of Students

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





### 3.7.2 Overall Assessment Scores

#### D. Percentage of Students at Each Performance Level

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

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

#### E. Description of Performance Level Graphics

This graphic provides an illustration of the five performance levels and helps to quickly show the percentage of students in each performance level.

#### F. Average Overall Scale Score

This column of the report provides the average overall scale score (refer to Section 3.2) for all students assessed at the school for the specified assessment on the report. The first *two* rows contain *state and district* averages.



Reporting Category	AVG SCORE	READING*			AVG SCORE	WRITING*	
		LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
State Average	48	48	48	48	48	48	
District Average	40	40	40	40	40	40	
School A	36	36	36	36	36	36	
School B	49	49	49	49	49	49	
School C	39	39	39	39	39	39	
School D	52	52	52	52	52	52	
School E	52	52	52	52	52	52	

### 3.7.3 Performance by Reporting Category

#### G. Reporting Category

For English language arts, there are two reporting category areas: Reading and Writing.

#### H. Performance by Reporting Category Scale Score

For English language arts, student performance for each reporting category is provided as an average scale score (refer to Section 3.2) on a scale different from the overall scale score. For this reason, the sum of the average scale scores for each reporting category will not equal the average overall scale score. The first two rows contain state and district averages. The remaining rows contain the school averages. The Reporting Category average scale scores appear in each category area under the heading "AVG SCORE."

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



**DISTRICT SUMMARY OF SCHOOLS**

Grade 7 Assessment: 2019-2020

SCHOOL	TOTAL	% MET	READING*			AVG SCORE	WRITTEN*	
			LITERARY	INFORMATION	VOCABULARY		EXPRESSION	WRITING*
[School Name]	100	75	29   23   48	28   24   49	30   22   48	36	20   20   60	18   18   64
[School Name]	80	60	50   24   26	50   24   26	49   22   29	27	48   29   22	45   29   26
[School Name]	90	80	56   17   28	56   6   39	56   22   22	40	11   17   72	28   11   61
DATA SUPPRESSED TO PROTECT STUDENT PRIVACY								
[School Name]	80	70	36   18   45	36   9   55	36   27   36	42	9   9   82	18   9   73
[School Name]	80	70	57   0   43	50   7   43	57   21   21	41	29   0   71	14   14   71
[School Name]	80	70	40   7   53	27   13   60	40   27   33	44	0   13   87	27   13   60
[School Name]	80	70	33   11   56	33   0   67	33   33   33	47	0   0   100	33   11   56

I
J

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

**DISTRICT SUMMARY OF SCHOOLS**

Grade 7 Assessment: 2019-2020

SCHOOL	TOTAL	% MET	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
[School Name]	100	75	29   33   38	25   33   42	26   29   45	40   24   36
[School Name]	80	60	50   32   18	42   34   24	47   31   22	55   24   21
[School Name]	90	80	56   0   44	56   0   44	0   22   78	6   0   94
[School Name]	80	70	45   0   55	45   0   55	5   0   95	0   5   95
[School Name]	80	70	40   0   60	40   0   60	0   0   100	0   7   93
[School Name]	80	70	48   0   52	48   0   52	8   4   88	4   8   88
DATA SUPPRESSED TO PROTECT STUDENT PRIVACY						

I
J

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

Understanding the NJSLA School and District Reports



### 3.7.4 Performance by Subclaim Category

#### I. Subclaim Category

Within each reporting category for English language arts are specific skill sets (subclaims) students demonstrate on the NJSLA assessments. Subclaims are provided for mathematics as well. Each subclaim category includes the header identifying the subclaim, as well as state, district, and school averages.

#### J. Subclaim Performance Indicators

Represent how well the student performed in a subclaim category. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 1–2 range of that scale is categorized as “Did Not Yet Meet or Partially Met Expectations,” performance in the Level 3 range is categorized as “Approached Expectations,” and performance in the Level 4–5 range is categorized as “Met or Exceeded Expectations.”

Subclaim performance is reported using categories rather than scale scores or performance levels.

-  Met or Exceeded Expectations – represented by an up arrow
-  Approached Expectations – represented by a bidirectional arrow
-  Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

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

**Note:** In most cases, numbers will NOT appear centered under each color in the graphs highlighted in section I.

#### K. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is illustrated with an explanatory icon. **For District Summary of Schools Reports, only the colors of the icons are used in the graphical representation under each subclaim.**

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



# Appendix A

## Scale Score Ranges



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

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

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

Grade 6 ELA			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Grade 7 ELA			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-784
Level 5 Cut	785	Level 5 Range	785-850

Grade 8 ELA			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-793
Level 5 Cut	794	Level 5 Range	794-850



Grade 9 ELA			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-790
Level 5 Cut	791	Level 5 Range	791-850

Grade 10 ELA			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-793
Level 5 Cut	794	Level 5 Range	794-850

Grade 11 ELA			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-791
Level 5 Cut	792	Level 5 Range	792-850

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

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

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



Grade 6 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-787
Level 5 Cut	788	Level 5 Range	788-850

Grade 7 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-785
Level 5 Cut	786	Level 5 Range	786-850

Grade 8 Mathematics			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-800
Level 5 Cut	801	Level 5 Range	801-850

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

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

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