Standardized Test Performance Results

New Jersey Student Learning Assessment
Spring 2019 Administration

Avon-by-the-Sea School District
Presented: **Wednesday 09 October 2018**
Mr. Christopher Albrizio, *Superintendent/Principal*
Mrs. Eileen Sennett, *Interim Director*

2019 Presentation Sections

2019 State Assessments

Performance Levels (NJSLA)

NJSLA Results

Reflect and Respond - Using the Data

Importance of Individual Score Reports

Spring 2019 State Assessments

New Jersey has administered statewide assessments since the 1970s, and over the years the testing program has evolved. More information at NJ.Gov/Education/Assessment

2019 Standardized Assessments (2018-2019 School Year)

- NJSLA New Jersey Student Learning Assessment
  - ELA (Grades 3-8)
  - Math (Grades 3-8)
  - Algebra I (Grade 7/8)
  - Geometry (Grade 8)
  - Science (Grade 5, 8)
- WIDA Access 2.0
  - All English Language Learners

NJSLA Performance Levels

New Jersey Learning Assessment uses five performance levels in order to delineate the knowledge, skills, and practices students are able to demonstrate:

Level 1:	Level 2:	Level 3:	Level 4:	Level 5:
Not Yet Meeting Grade-level Expectations	Partially Meeting Grade-level Expectations	Approaching Grade-level Expectations	Meeting Grade-level Expectations	Exceeding Grade-level Expectations

SCOTT M. LASTNAME

Date of Birth: 01/01/2007 ID: 555555555 **Grade: 4**

SAMPLE DISTRICT NAME

SAMPLE SCHOOL NAME

SAMPLE STATE NAME

GRADE 4 ELA

English Language Arts/Literacy Assessment Report, 2016–2017

This report shows whether SCOTT 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.**

To learn more about the test and to view sample questions and practice UnderstandTheScore.org

See side 2 of this report for specific informati

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

How Did SCOTT Perfo

Performance Level 2

Your chil

7

650 Level 1 700 Lev

School Average 750

District Average 743

State Average 741

650 700 725 750 790 850

How Students in STATE NAME Performed

14% Level 1 | 19% Level 2 | 25% Level 3 | 33% Level 4 | 9% Level 5

Percentage of students at each performance level

Student Growth Percentile

Your child's score this year is the same as or better than 83 percent of STATE NAME students who had a similar score to your child on the assessment in a previous year(s).

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

650 Level 1 700 Level 2 725 Level 3 750 Level 4 785 Level 5 850

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

On track for the next grade level

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

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

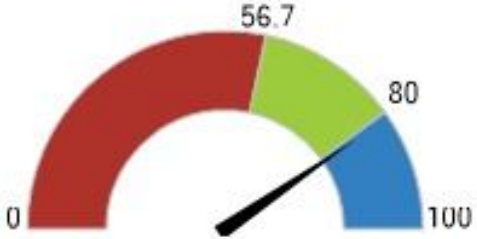
Compiled Data

How did students perform on assessments?

Students that met or exceeded expectations on statewide assessments

English Language Arts

80.9%



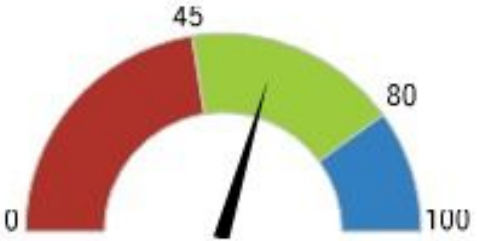
Below State: 0 - 56.6%

Met State: 56.7 - 79.9%

Met Goal: 80 - 100%

Math

59.1%



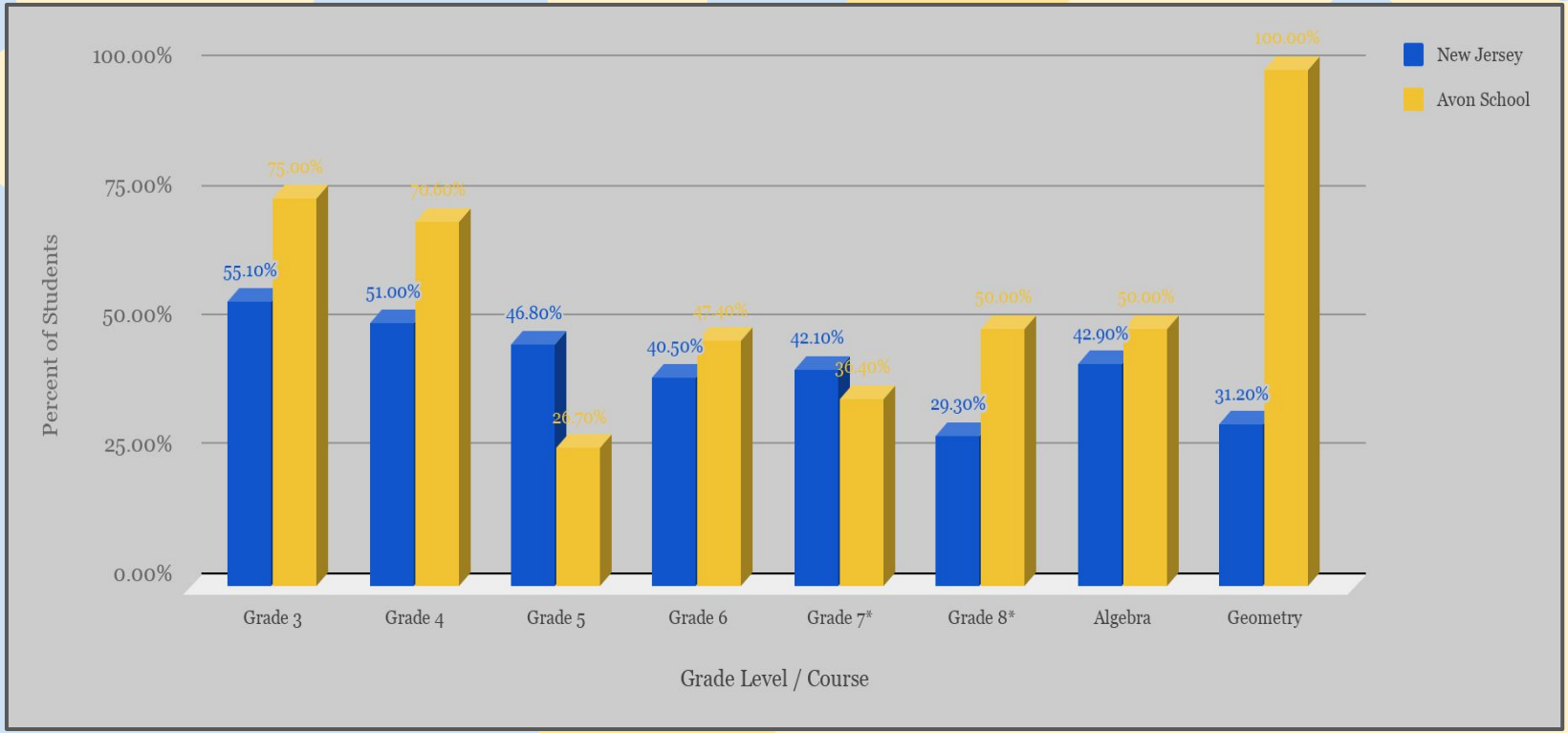
Below State: 0 - 44.9%

Met State: 45 - 79.9%

Met Goal: 80 - 100%

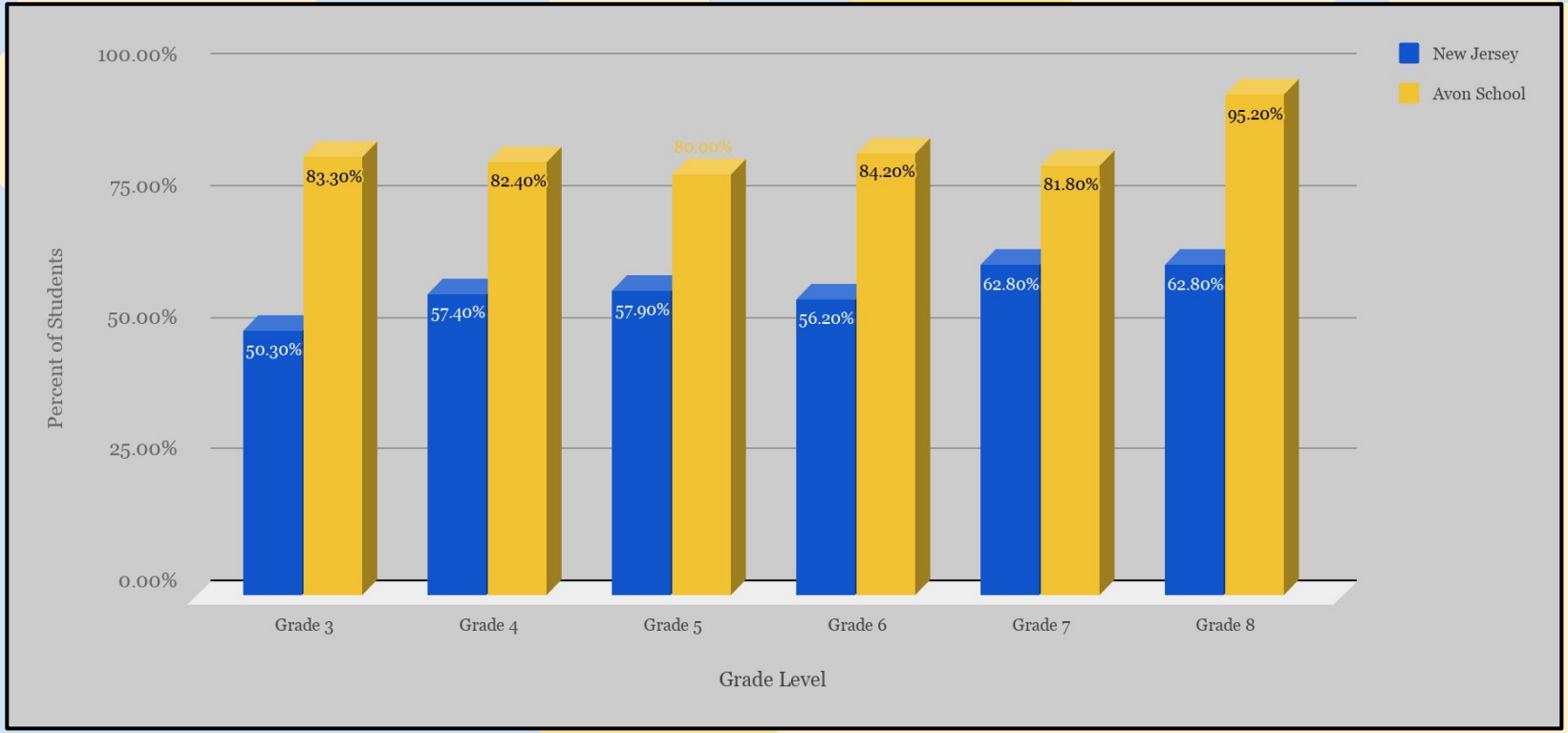
2019 NJSLA - Mathematics

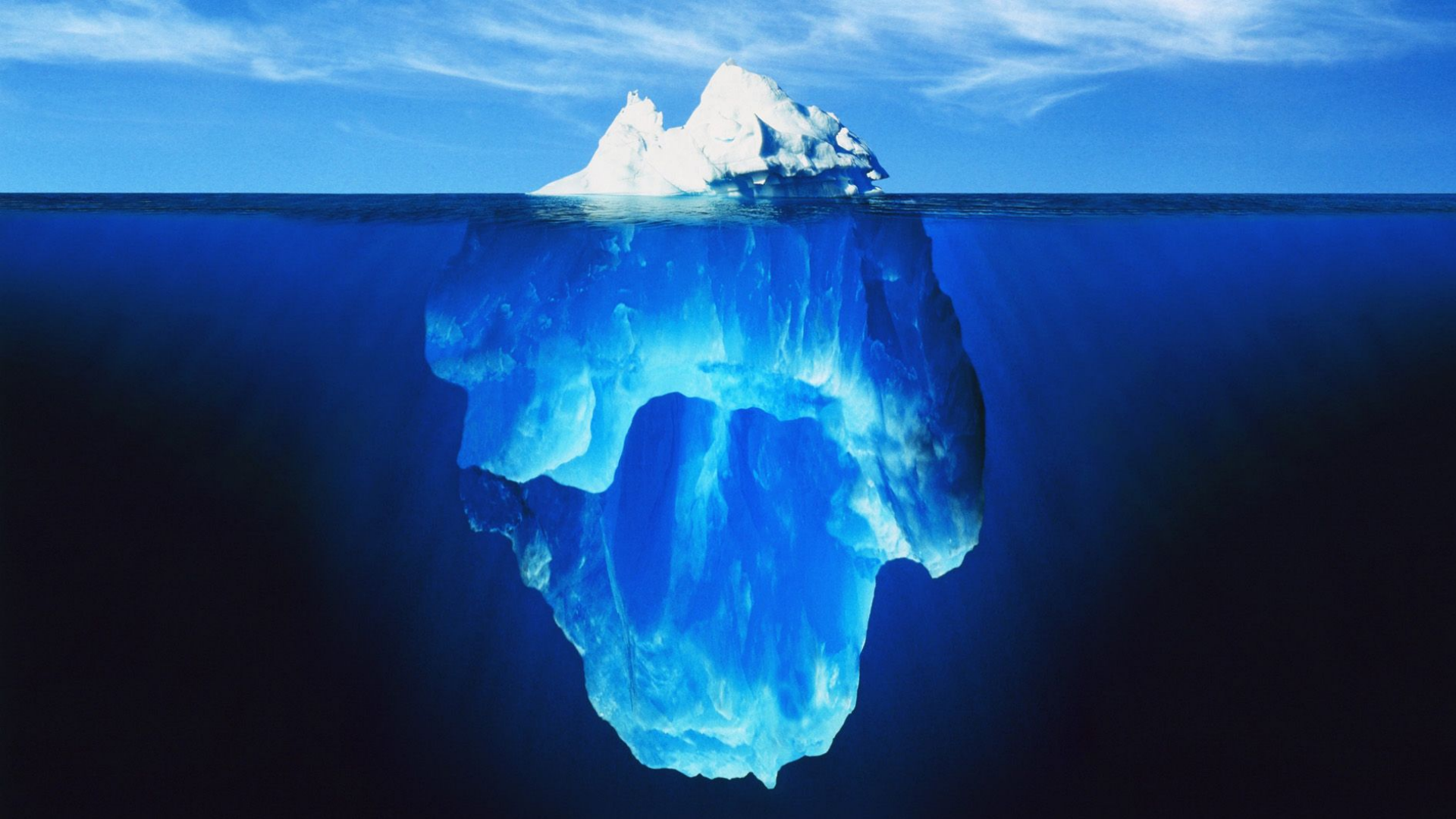
Percent of students who Met or Exceeded Expectations (Levels 4 and 5)



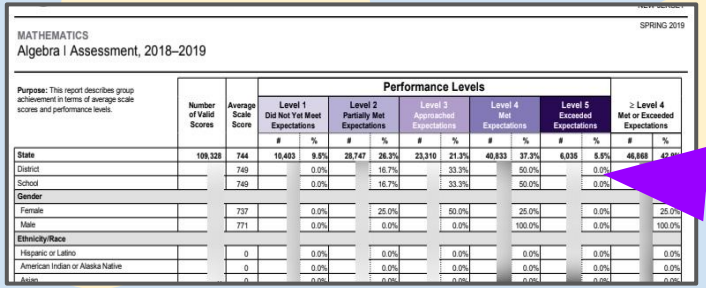
English/Language Arts

Percent of students who Met or Exceeded Expectations (Levels 4 and 5)





Assessment Data

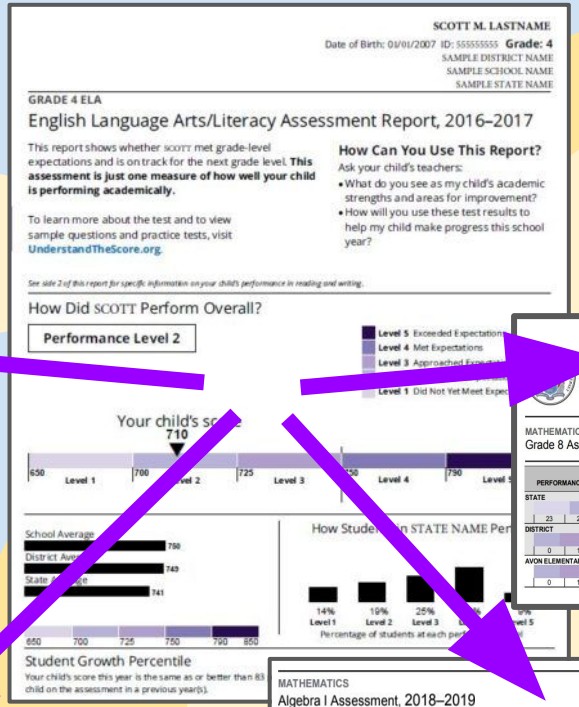


MATHEMATICS
Algebra I Assessment, 2018–2019

SPRING 2019

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	109,328	744	10,403	9.5%	28,747	26.3%	23,310	21.3%	40,833	37.3%	6,035	5.5%	46,868	42.8%
District		749		0.0%		16.7%		33.3%		50.0%		0.0%		
School		749		0.0%		16.7%		33.3%		50.0%		0.0%		
Gender														
Female		737		0.0%		25.0%		50.0%		25.0%		0.0%		25.0%
Male		771		0.0%		0.0%		0.0%		100.0%		0.0%		100.0%
Ethnicity/Race														
Hispanic or Latino		0		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
American Indian or Alaska Native		0		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Asian		0		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%



SCOTT M. LASTNAME
Date of Birth: 01/01/2007 ID: 555555555 **Grade: 4**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL NAME
SAMPLE STATE NAME

GRADE 4 ELA
English Language Arts/Literacy Assessment Report, 2016–2017

This report shows whether SCOTT 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.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

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?

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

How Did SCOTT Perform Overall?

Performance Level 2

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

Your child's score
710

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

School Average 750
District Average 749
State Average 741

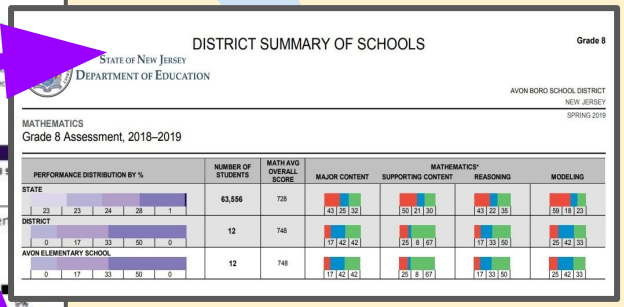
650 700 725 750 790 850

How Students in STATE NAME Performed

14% Level 1 | 19% Level 2 | 25% Level 3 | Level 4 | Level 5

Percentage of students at each performance level

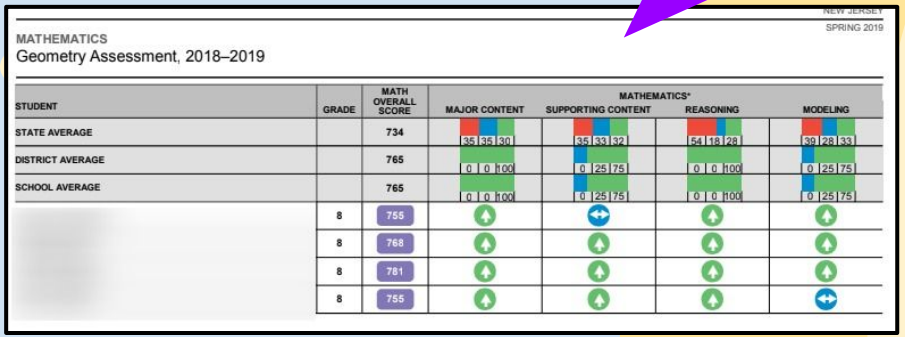
Student Growth Percentile
Your child's score this year is the same as or better than 83 percent of students in the state who had a similar score on the assessment in a previous year(s).



DISTRICT SUMMARY OF SCHOOLS
Grade 8
STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
AVON BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2019

MATHEMATICS
Grade 8 Assessment, 2018–2019

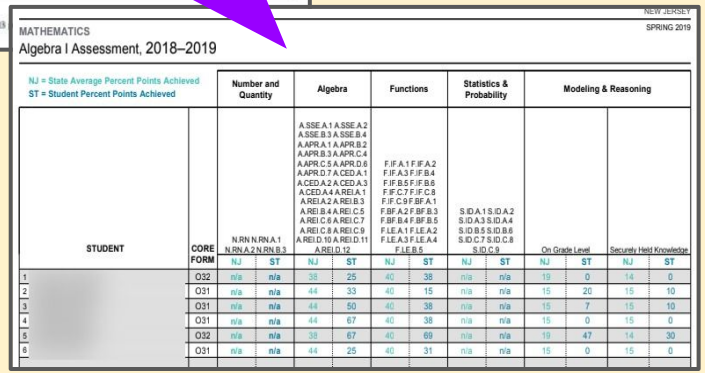
	PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS* MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE	23 | 23 | 24 | 28 | 1	63,556	728	43 | 25 | 32	50 | 21 | 30	43 | 22 | 35	59 | 18 | 23
DISTRICT	0 | 17 | 33 | 50 | 0	12	748	17 | 42 | 42	25 | 8 | 67	17 | 33 | 50	25 | 42 | 33
AVON ELEMENTARY SCHOOL	0 | 17 | 33 | 50 | 0	12	748	17 | 42 | 42	25 | 8 | 67	17 | 33 | 50	25 | 42 | 33



NEW JERSEY
SPRING 2019

MATHEMATICS
Geometry Assessment, 2018–2019

STUDENT	GRADE	MATH OVERALL SCORE	MATHEMATICS* MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
STATE AVERAGE		734	35 | 35 | 30	35 | 33 | 32	54 | 18 | 28	39 | 28 | 33
DISTRICT AVERAGE		765	0 | 0 | 100	0 | 25 | 75	0 | 0 | 100	0 | 25 | 75
SCHOOL AVERAGE		765	0 | 0 | 100	0 | 25 | 75	0 | 0 | 100	0 | 25 | 75
	8	755				
	8	768				
	8	781				
	8	755				



NEW JERSEY
SPRING 2019

MATHEMATICS
Algebra I Assessment, 2018–2019

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

	STUDENT	CORE FORM	Number and Quantity		Algebra		Functions		Statistics & Probability		Modeling & Reasoning			
			N.RN.N.RN.A.1 N.RN.A.2 N.RN.B.3		A.SSE.A.1 A.SSE.A.2 A.SSE.B.3 A.SSE.B.4 A.APR.A.1 A.APR.B.2 A.APR.B.3 A.APR.C.4 A.APR.C.5 A.APR.D.6 A.APR.D.7 A.CED.A.1 A.CED.A.2 A.CED.A.3 A.CED.A.4 A.REI.A.1 A.REI.A.2 A.REI.B.3 A.REI.B.4 A.REI.C.5 A.REI.C.6 A.REI.C.7 A.REI.C.8 A.REI.C.9 A.REI.D.10 A.REI.D.11 A.REI.D.12		F.IF.A.1 F.IF.A.2 F.IF.A.3 F.IF.B.4 F.IF.B.5 F.IF.B.6 F.IF.C.7 F.IF.C.8 F.IF.C.9 F.BF.A.1 F.BF.A.2 F.BF.B.3 F.BF.B.4 F.BF.B.5 F.LE.A.1 F.LE.A.2 F.LE.A.3 F.LE.A.4 F.LE.B.5		S.ID.A.1 S.ID.A.2 S.ID.A.3 S.ID.A.4 S.ID.B.5 S.ID.B.6 S.ID.C.7 S.ID.C.8 S.ID.C.9		On Grade Level		Securely Held Knowledge	
			NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST
1		O32	n/a	n/a	38	25	40	38	n/a	n/a	19	0	14	0		
2		O31	n/a	n/a	44	33	40	15	n/a	n/a	15	20	15	10		
3		O31	n/a	n/a	44	50	40	38	n/a	n/a	15	7	15	10		
4		O31	n/a	n/a	44	67	40	38	n/a	n/a	15	0	15	0		
5		O32	n/a	n/a	38	67	40	69	n/a	n/a	19	47	14	30		
6		O31	n/a	n/a	44	25	40	31	n/a	n/a	15	0	15	0		

School Evidence Statement Analysis

Grade 8

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

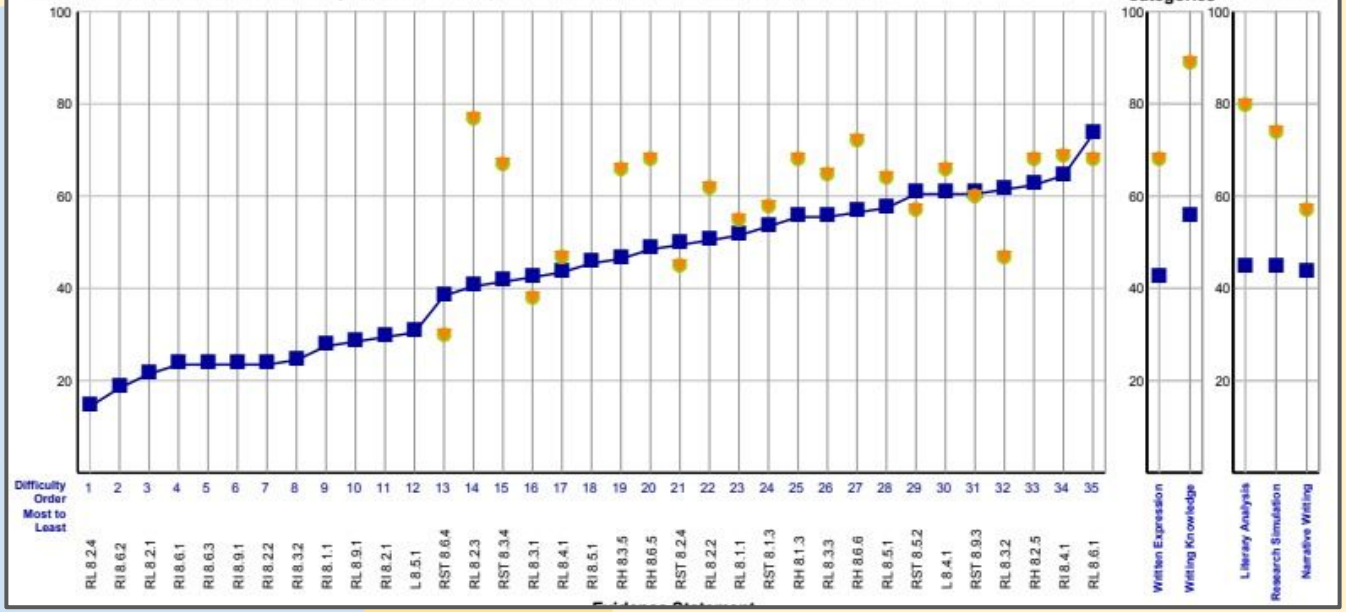
AVON ELEMENTARY SCHOOL
AVON BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2019

ENGLISH LANGUAGE ARTS
Grade 8 Assessment, 2018–2019

State
District
School

Students with Valid Scores (21)

Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.



School Evidence Statement Analysis

Grade 8

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

AVON ELEMENTARY SCHOOL
AVON BORO SCHOOL DISTRICT
NEW JERSEY
SPRING 2019

ENGLISH LANGUAGE ARTS
Grade 8 Assessment, 2018–2019

State
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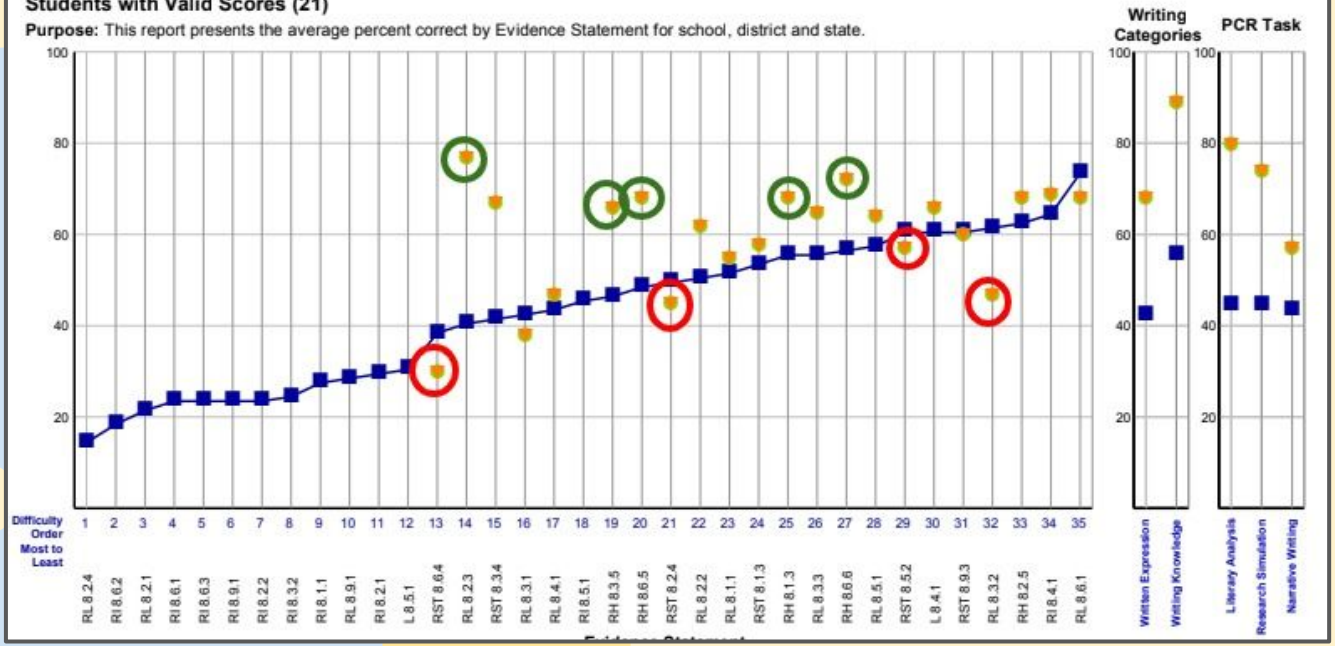


ENGLISH LANGUAGE ARTS

Grade 8 Assessment, 2018–2019

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Ty	
1	RL 8.2.4	RL.8.2	Reading: Literature	Reading-TECR	
2	RI 8.6.2	RI.8.6	Reading: Informational Text	Reading-EBSR	
3	RL 8.2.1	RL.8.2	Reading: Literature	Reading-EBSR	
4	RI 8.6.1	RI.8.6	Reading: Informational Text	ELA-PCR	
5	RI 8.6.3	RI.8.6	Reading: Informational Text	ELA-PCR	
6	RI 8.9.1	RI.8.9	Reading: Informational Text	ELA-PCR	
7	RI 8.2.2	RI.8.2	Reading: Informational Text	Reading-EBSR	
8	RI 8.3.2	RI.8.3	Reading: Informational Text	Reading-EBSR	0
9	RI 8.1.1	RI.8.1	Reading: Informational Text	ELA-PCR; Reading-EBSR	0
10	RL 8.9.1	RL.8.9	Reading: Literature	ELA-PCR	0
11	RI 8.2.1	RI.8.2	Reading: Informational Text	Reading-EBSR	0
12	L 8.5.1	L.8.5	Language	Reading-EBSR	0
13	RST 8.6.4	RST.8.6	Reading: Science & Technical Subjects	Reading-EBSR	10
14	RL 8.2.3	RL.8.2	Reading: Literature	ELA-PCR; Reading-EBSR	11
15	RST 8.3.4	RST.8.3	Reading: Science & Technical Subjects	ELA-PCR	10
16	RL 8.3.1	RL.8.3	Reading: Literature	Reading-EBSR; Reading-TECR	21
17	RL 8.4.1	RL.8.4	Reading: Literature	Reading-EBSR	21
18	RI 8.5.1	RI.8.5	Reading: Informational Text	Reading-EBSR	0
19	RH 8.3.5	RH.8.3	Reading: History/Social Studies	ELA-PCR; Reading-TECR	11
20	RH 8.6.5	RH.8.6	Reading: History/Social Studies	Reading-EBSR	11
21	RST 8.2.4	RST.8.2	Reading: Science & Technical Subjects	Reading-EBSR	10
22	RL 8.2.2	RL.8.2	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	21
23	RL 8.1.1	RL.8.1	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	21
24	RST 8.1.3	RST.8.1	Reading: Science & Technical Subjects	ELA-PCR; Reading-EBSR; Reading-TECR	10
25	RH 8.1.3	RH.8.1	Reading: History/Social Studies	ELA-PCR; Reading-EBSR; Reading-TECR	11
26	RL 8.3.3	RL.8.3	Reading: Literature	Reading-EBSR	21
27	RH 8.6.6	RH.8.6	Reading: History/Social Studies	Reading-EBSR	11

Page 2 / 3

continued

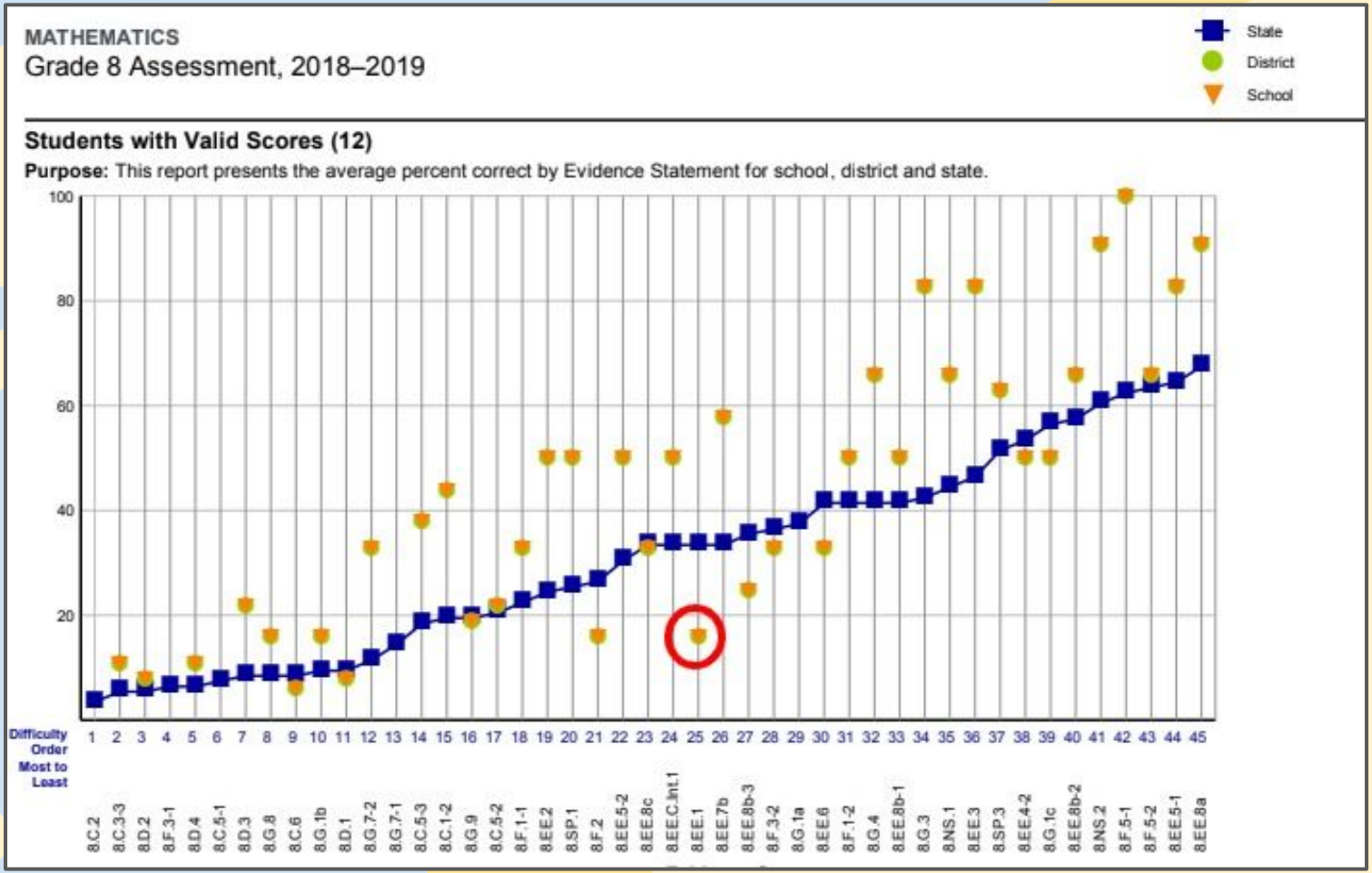
ENGLISH LANGUAGE ARTS

Grade 8 Assessment, 2018–2019

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	School Student Count
28	RL 8.5.1	RL.8.5	Reading: Literature	Reading-EBSR; Reading-TECR	21
29	RST 8.5.2	RST.8.5	Reading: Science & Technical Subjects	Reading-EBSR; Reading-TECR	10
30	L 8.4.1	L.8.4.A	Language	Reading-EBSR	21
31	RST 8.9.3	RST.8.9	Reading: Science & Technical Subjects	Reading-TECR	10
32	RL 8.3.2	RL.8.3	Reading: Literature	Reading-EBSR	10
33	RH 8.2.5	RH.8.2	Reading: History/Social Studies	Reading-EBSR; Reading-TECR	11
34	RI 8.4.1	RI.8.4	Reading: Informational Text	Reading-EBSR; Reading-TECR	21
35	RL 8.6.1	RL.8.6	Reading: Literature	Reading-TECR	11

MATHEMATICS

Grade 8 Assessment, 2018–2019



NEW JERSEY
STUDENT LEARNING STANDARDS FOR
Mathematics | **Grade 8**

Expressions and Equations **8.EE**

A. Work with radicals and integer exponents.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,* $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.
2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as* 3×10^8 *and the population of the world as* 7×10^9*, and determine that the world population is more than 20*

c notation, including problems where
ific notation and choose units of
small quantities (e.g., use millimeters
tion that has been generated by

13	8.G.7-1	8.G.B.7	Geometry	Math - Type I	6
14	8.C.5-3	OGL	Modeling and Reasoning	Math - Type II	6
15	8.C.1-2	OGL	Modeling and Reasoning	Math - Type II	6
16	8.G.9	8.G.C.9	Geometry	Math - Type I	12
17	8.C.5-2	OGL	Modeling and Reasoning	Math - Type II	6
18	8.F.1-1	8.F.A.1	Functions	Math - Type I	12
19	8.EE.2	8.EE.A.2	Expressions & Equations	Math - Type I	12
20	8.SP.1	8.SP.A.1	Statistics & Probability	Math - Type I	12
21	8.F.2	8.F.A.2	Functions	Math - Type I	12
22	8.EE.5-2	8.EE.B.5	Expressions & Equations	Math - Type I	12
23	8.EE.8c	8.EE.C.8.C	Expressions & Equations	Math - Type I	6
24	8.EE.C.Int.1	8.EE.C.7.B	Expressions & Equations	Math - Type I	6
25	8.EE.1	8.EE.A.1	Expressions & Equations	Math - Type I	12
26	8.EE.7b	8.EE.C.7.B	Expressions & Equations	Math - Type I	12
27	8.EE.8b-3	8.EE.C.8.B	Expressions & Equations	Math - Type I	12
28	8.F.3-2	8.F.A.3	Functions	Math - Type I	12
29	8.G.1a	8.G.A.1.A	Geometry	Math - Type I	0

What is the importance of assessment data?

*Data is used as a **tool** for…*

Measurement

➔ *How can we examine the progress of each student/cohort/school?*

Adjusting instructional capacity

➔ *What instructional shifts need to be made to increase student learning?*

Curriculum and assessment revision and/or updates

➔ *Do our curricula and assessments reflect the expectations and rigor of the standards?*

Reorganization of school structure and programming

➔ *Are there shifts, additions, and or revisions (i.e. to the schedule or program) that need to be made to impact desired student learning?*

*Data is NOT a **tool** for…*

Generalized Comparison

➔ *Student/Student - School/School - District/District*

GEOMETRY

SPRING 2019

Mathematics Assessment Report, 2018–2019

This report shows whether [redacted] met course-level expectations and is on track to be college and career ready. **This assessment is just one measure of how well your child is performing academically.**

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

[redacted]

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?

How Did [redacted] Perform Overall?

Performance Level 4

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

Guiding Questions For NJSLA Data Reflections

How can we utilize NJSLA data and reports to identify strengths and gaps that exist in our curriculum and instruction?

How can we utilize NJSLA data as a tool to address areas in need of improvement or enhancement?

How can we provide additional resources and support for our educators to meet the learning needs of all of our students?

Reflecting on Performance Data

How will Avon School educators utilize standardized test data to inform their conversations about student and program needs?

Program

- Identification of standards of strength and need in each grade-level and content area
- Articulation of implementation practices that should be replicated and/or eliminated

Cohort

- Identification of student outliers based on NJSLA grade-level performance status
- Identification of student outliers based on NJSLA Student Growth Percentile
- Review of academic and social-emotional influencers and/or variables for student outliers

Student

- Triangulation of student data using additional data points (i.e. iReady, Fountas and Pinnell benchmarks, unit assessments, etc.)
- Revision of instructional plan to provide targeted interventions and accelerants based on student readiness levels and identified needs

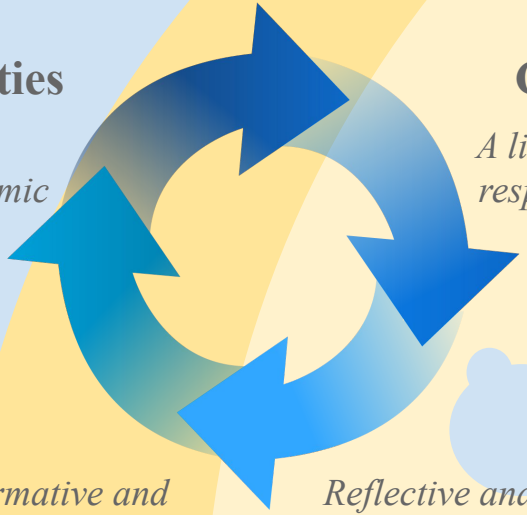
How can we support students in reaching their highest levels of learning?

Culture and Climate

Developing a community of learners who understand their roles and abilities to make meaningful contributions (play, passion, purpose)

Professional Learning Communities

Team-based collaboration to improve instructional practice and respond to academic performance needs of students



Curriculum and Programming

A living curriculum that adapts and develops to respond to student needs and a changing world

Assessment

Ongoing feedback loop using formative and summative assessments to inform instruction and professional learning

Instruction

Reflective and responsive practices that focus on individual student needs

Additional Information and Resources

- Information and resources about NJDOE Assessment:
  https://www.NJ.Gov/Education/Assessment/
  https://www.NJ.Gov/Education/Assessment/Parents/

- Understanding your Student Score Report
  http://UnderstandTheScore.org