

New Jersey Graduation Proficiency Assessment (NJGPA)

English Language Arts

Mathematics

Score Interpretation Guide For Educators

Spring 2024



State of New Jersey
Department of Education

New Jersey Graduation Proficiency Assessment
Score Interpretation Guide
For Educators

New Jersey State Department of Education

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2024

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Part 1: Introduction and Overview of Assessment Program

1.1 Background

The New Jersey Graduation Proficiency Assessment (NJGPA) measures the extent to which a student is graduation ready in English Language Arts (ELA) and Mathematics. Graduation readiness is reported separately for each content component. Achieving a minimum required graduation ready scale score separately for the ELA component and for the mathematics component of the NJGPA is one part of the complete graduation requirements that must be met by New Jersey students, including but not limited to requirements associated with credit, curriculum, attendance, and assessment. If after completing the NJGPA a student does not achieve the minimum required graduation ready score on the ELA and/or mathematics component, the student may retake the ELA and/or the mathematics component of the NJGPA in the following summer or fall.

The minimum graduation ready scale score for each component of the NJGPA has been updated to the scale score of 725 and approved by the State Board of Education on May 3, 2023, for students graduating in the classes of 2024 and 2025.

The graduation assessment requirements and associated cut scores for NJGPA and the menu of alternative assessments for the classes of 2024 and 2025 are available for districts on the [Graduation Assessment Requirements webpage](#).

1.2 New Jersey Graduation Proficiency Assessment

The spring 2024 NJGPA was administered to students in grade 11. The ELA component assesses student graduation readiness based on grade 10 standards. The mathematics component assesses student graduation readiness based on Algebra I and Geometry CCSS-M standards. In both components, students also demonstrated their acquired skills and knowledge by answering selected-response items, constructed response items, and technology-enhanced items.

More information on or about the NJGPA, including test design and content alignment, is available in the NJGPA section of the [New Jersey Assessments Resource Center](#) located under Test Content and Other Resources.

1.3 Test Security

While this Score Interpretation Guide does not include test material, the importance of keeping test material secure throughout the testing process cannot be overstated. Consequently, test security measures are reprinted here to ensure that they are fully understood and appreciated.

Test administrators, proctors, and other school personnel generally should not have access to and may not discuss or disclose any test items before, during, or after the test administration. All district and school personnel, including personnel not directly involved in administering the test, should be informed of the security procedures prior to the test administration.

1.4 Confidentiality of Scores

Score reports are made available online to both school districts and parents and guardians and require a password to access. Individual student performance results are confidential and may be released only in accordance with a variety of federal laws as presently amended: The 1946 Richard B. Russell National School Lunch Program Act, 1974 Family Educational Rights and Privacy Act (FERPA), and 1975 Individuals with Disabilities Education Act. Districts are required to report test results to their boards of education and the public within 60 days of receiving test reports. However, in the reporting of group assessment information, data must be suppressed when it would be possible to infer the performance of individual students. To read additional material on the U.S. Department of Education (USDOE) comprehensive security policy and procedures, please see the [USDOE Student Privacy Policy page](#).

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 one or 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 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](#).

1.5 Types of Scores on the NJGPA Score Reports

There are two types of score reports: Student level reports and Aggregate reports.

Student performance on the NJGPA is described on the individual student report using scale scores, performance levels, and subclaims indicators.

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.

1.5.1 Scale Scores

Not all students respond to the same set of items (take the same form of the assessment), so instead of reporting students' raw scores (actual points earned on test items), scale scores are used to report student performance for NJGPA. Scale scores are obtained by a mathematical conversion of 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 test forms and/or administrations for each component.¹

For example, a student who earns an overall scale score of 800 on one form of the mathematics component would be expected to earn an overall scale score of 800 on any other form of the mathematics component.

Different scale scores are reported for the NJGPA:

- Overall scale scores: For both ELA and mathematics components, scale scores range from 650 to 850.
- Major Claims scale scores: ELA reports provide separate scale scores for Reading and Writing:
 - Reading scale scores range from 10 to 90.
 - Writing scale scores range from 10 to 60.

1.5.2 Performance Levels

Based on test results, a student's performance for each component is categorized into performance levels. Each performance level is defined by a range of overall scale scores for each component of the assessment. There are two performance levels for the NJGPA:

- Graduation Ready.
- Not Yet Graduation Ready.

These performance levels are calculated separately for each component, and one cannot generalize from one component to another.

1.5.3 Subclaim Performance Indicators

In addition to scale scores and performance levels, the score reports also show various subclaim performance for each component. The subclaim performance is not given as specific numbers, but rather as graphical representations which indicate how the student performed in the specific subclaim relative to overall graduation ready performance for the content area.

¹ The results from the 2022 NJGPA field test were solely used to assist in the development and evaluation of State assessments for future graduating classes. Therefore, comparisons of results must not be made between the 2022 NJGPA field test and the current NJGPA administration.

1.6 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 2024 administration of the NJGPA. While the SIG is a public document, it is organized as a resource for administrators and other school personnel who need to understand and discuss the score reports with others, such as parents and guardians, districts, or the media. This guide provides information on the individual student reports, school reports, and district reports provided for the NJGPA.

The NJGPA, which focuses on measuring the extent to which a student is graduation ready in ELA and mathematics, is 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 the 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.

This guide contains the following parts:

- Part 2: Understanding the NJGPA Individual Student Report (ISR).
- Part 3: English Language Arts Component School and District Reports.
- Part 4: Mathematics Component School and District Reports.

Part 2: Understanding the NJGPA Individual Student Report (ISR)

The NJGPA reports are designed to communicate results in ways that provide information to educators and parents for program and individual student planning.

As discussed earlier, student performance for each component of the NJGPA is divided into two performance levels. Scale scores that range from 725—850 are identified as “Graduation Ready,” while scale scores that range 650—724 are identified as “Not Yet Graduation Ready.”

2.1 Individual Student Report (ISR)


The ISR, as shown in Figures 1 and 2, is a two-sided report for the NJGPA.

The first page of the ISR presents the student’s scale scores and performance levels, indicating their overall performance for the ELA and mathematics components. Graduation readiness is determined based on the student’s **overall performance** separately for each component of the NJGPA. It is important to evaluate the results for each component separately because each component is based on completely different standards.

The second page of the ISR provides specific information on the student’s performance with respect to the subclaim performance discussed in Part 1.5.3.

When applicable, the ISR also indicates why a student does not receive a scale score. A description of the different components of the ISR follows.

Figure 1. Sample NJGPA ISR page 1



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

FIRSTNAME3 LASTNAME3
Date of Birth: 02/05/2002 ID: 5670010026 **Grade: 11**
SAMPLE SCHOOL NAME
SAMPLE DISTRICT NAME
NEW JERSEY
SPRING 2024

New Jersey Graduation Proficiency Assessment

The New Jersey Graduation Proficiency Assessment (NJGPA) measures the extent to which students are graduation ready in English Language Arts (ELA) and Mathematics. Graduation readiness is reported separately for each content component.

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

BtqsPxZg8JWm

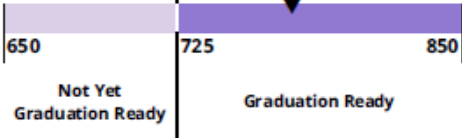
ELA

The ELA component assesses student graduation readiness based on grade 10 standards.

FIRSTNAME3's ELA Performance

Graduation Ready

Your student's score
776



650 725 850

Not Yet Graduation Ready Graduation Ready

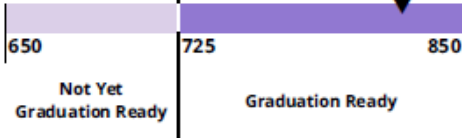
Mathematics

The mathematics component assesses student graduation readiness based on Algebra I and Geometry standards.

FIRSTNAME3's Mathematics Performance

Graduation Ready

Your student's score
823



650 725 850

Not Yet Graduation Ready Graduation Ready

Graduation Ready
 Not Yet Graduation Ready

11 The reported scale score is the best estimate of your student's performance. If your student took the assessment several times, under similar circumstances, your student would likely score within a range around the reported scale score.

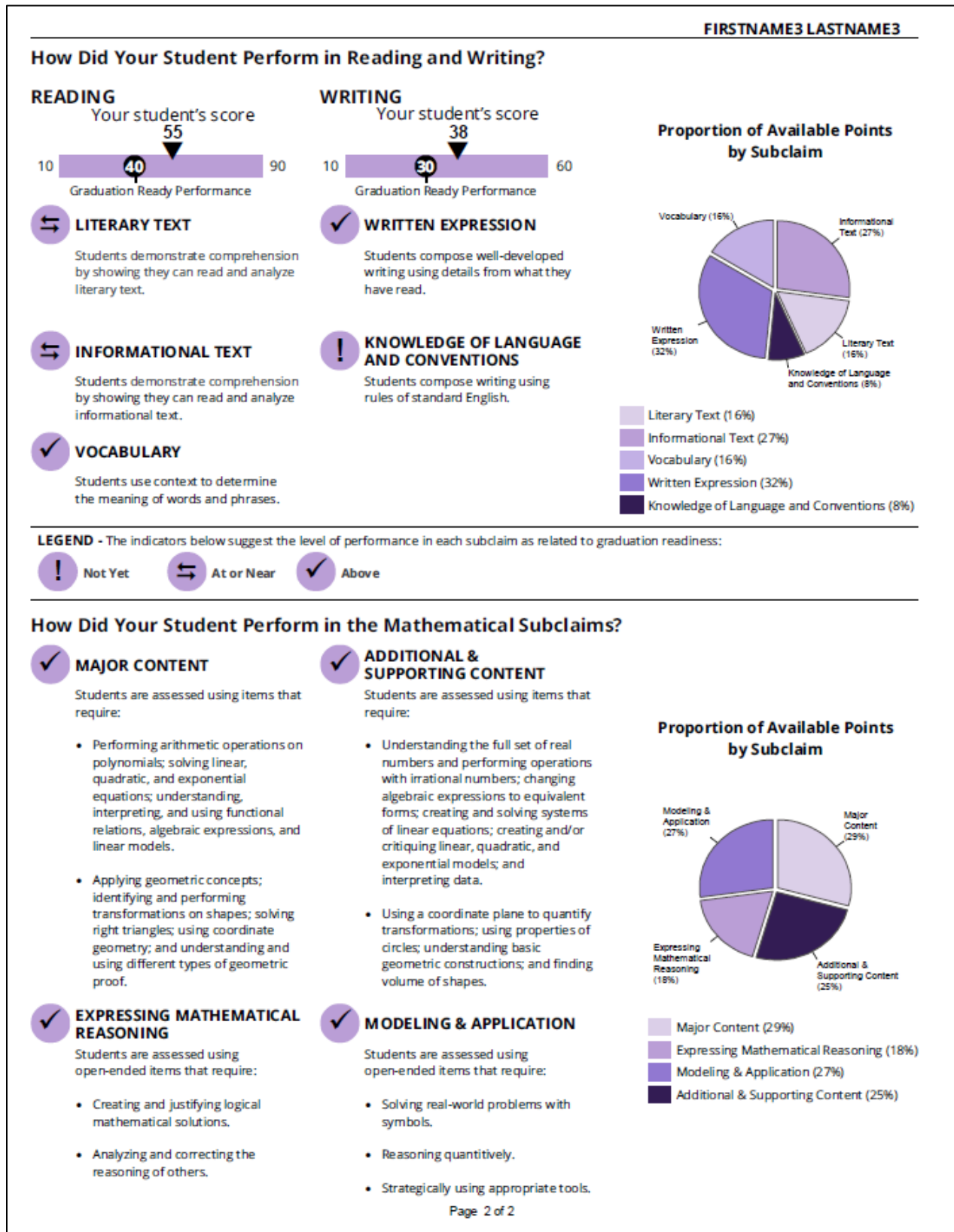
Page 2 of this report provides information on your student's performance in specific areas, including subclaims for ELA and mathematics.

What is a subclaim?
Subclaims provide information about what your student knows and can do on specific skills within each content component. The symbols next to each subclaim and the Proportion of Available Points by Subclaim diagrams are provided to help you better understand and analyze your student's performance.

Where can I go to learn more?
For additional information regarding your student's overall performance, or the use of Not-Tested or Void codes, please refer to the **NJGPA Score Interpretation Guide** in the **NJGPA** section at the **NJSLA Resource Center**: <https://nj.mypearsonsupport.com/njgpa/>.

Page 1 of 2

Figure 2. Sample NJGPA ISR page 2



LEGEND - The indicators below suggest the level of performance in each subclaim as related to graduation readiness:

! Not Yet

↔ At or Near

✓ Above

✓

MAJOR CONTENT

Students are assessed using items that require:

- Performing arithmetic operations on polynomials; solving linear, quadratic, and exponential equations; understanding, interpreting, and using functional relations, algebraic expressions, and linear models.
- Applying geometric concepts; identifying and performing transformations on shapes; solving right triangles; using coordinate geometry; and understanding and using different types of geometric proof.

✓

EXPRESSING MATHEMATICAL REASONING

Students are assessed using open-ended items that require:

- Creating and justifying logical mathematical solutions.
- Analyzing and correcting the reasoning of others.

✓

ADDITIONAL & SUPPORTING CONTENT

Students are assessed using items that require:

- Understanding the full set of real numbers and performing operations with irrational numbers; changing algebraic expressions to equivalent forms; creating and solving systems of linear equations; creating and/or critiquing linear, quadratic, and exponential models; and interpreting data.
- Using a coordinate plane to quantify transformations; using properties of circles; understanding basic geometric constructions; and finding volume of shapes.

✓

MODELING & APPLICATION

Students are assessed using open-ended items that require:

- Solving real-world problems with symbols.
- Reasoning quantitatively.
- Strategically using appropriate tools.

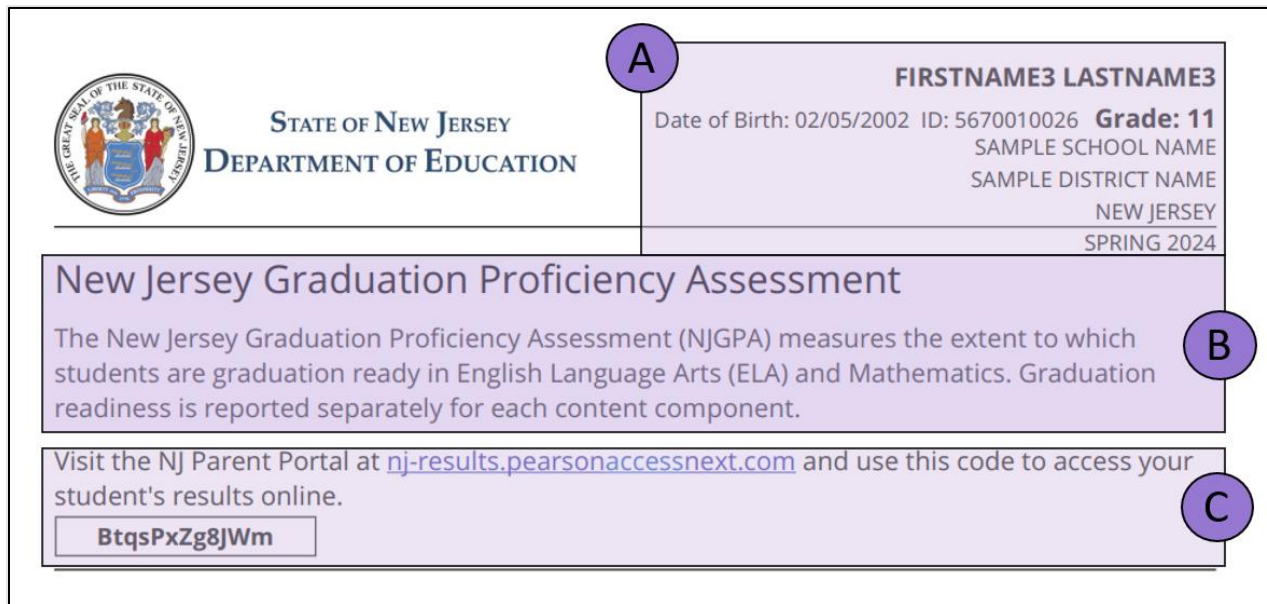
Proportion of Available Points by Subclaim

| Subclaim | Percentage |
|-----------------------------------|------------|
| Major Content | 29% |
| Expressing Mathematical Reasoning | 18% |
| Modeling & Application | 27% |
| Additional & Supporting Content | 25% |


Page 2 of 2

2.2 General Information

Figure 3. Sample NJGPA ISR Sections A—C



The image shows a sample NJGPA ISR form with three sections labeled A, B, and C. Section A is the top right area containing student identification information. Section B is the middle area containing a description of the assessment. Section C is the bottom area containing the parent portal access code.

| | | |
|---|--|---|
|  | STATE OF NEW JERSEY DEPARTMENT OF EDUCATION | A FIRSTNAME3 LASTNAME3 Date of Birth: 02/05/2002 ID: 5670010026 Grade: 11 SAMPLE SCHOOL NAME SAMPLE DISTRICT NAME NEW JERSEY SPRING 2024 |
| New Jersey Graduation Proficiency Assessment The New Jersey Graduation Proficiency Assessment (NJGPA) measures the extent to which students are graduation ready in English Language Arts (ELA) and Mathematics. Graduation readiness is reported separately for each content component. B | | |
| Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use this code to access your student's results online. C BtqsPxZg8JWm | | |

A. Identification Information

The upper right area of this section provides identification information about the student (i.e., name, date of birth, student identification number, grade), the school, the district (or charter or Renaissance school), the state, and the assessment administration.

B. Description of Report

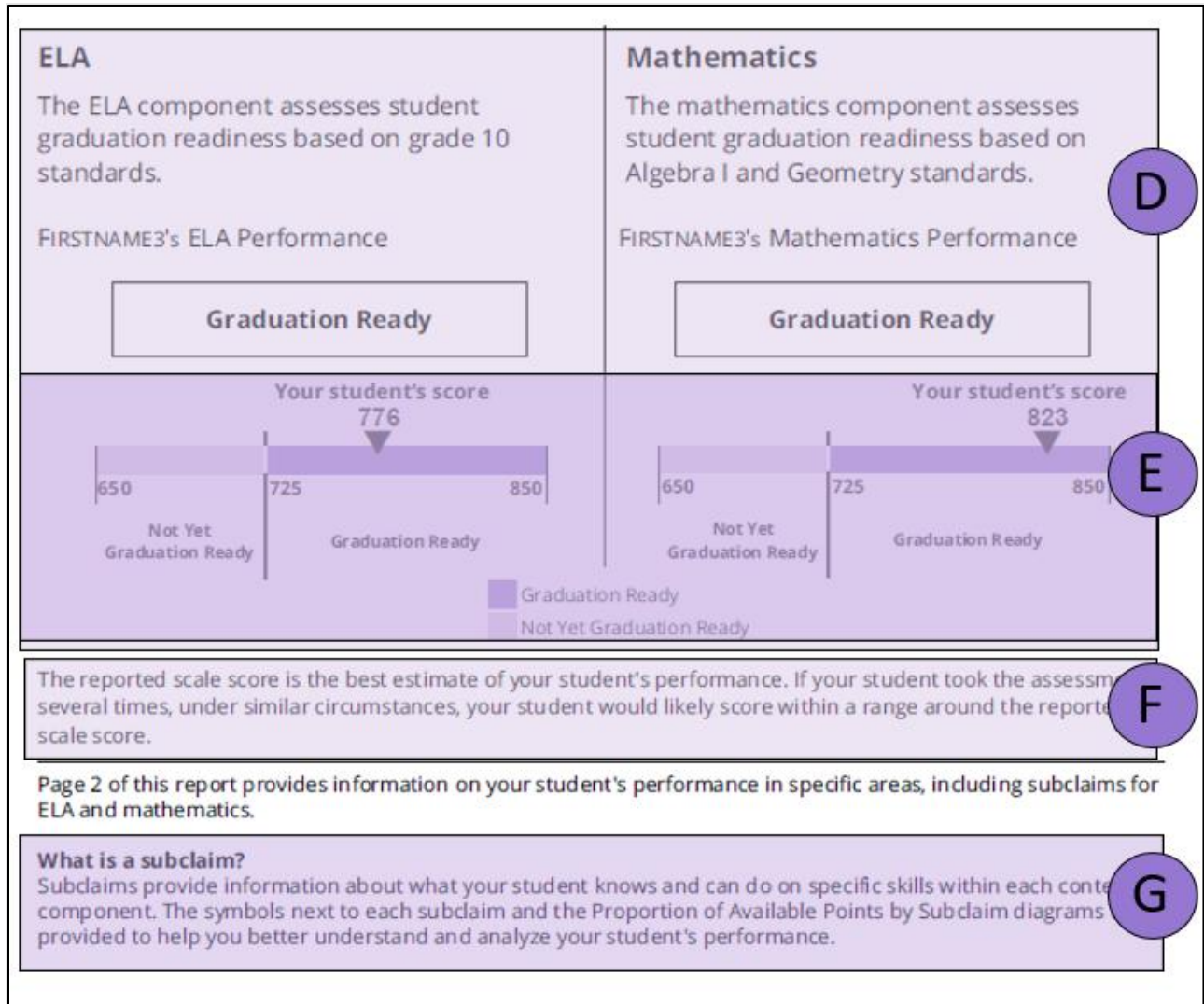
To the left, below the identification information, the description of the report provides a general overview of the assessment and score report.

C. The Parent Portal Access Code

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

2.3 Overall Assessment Results

Figure 4. Sample NJGPA ISR – Sections D–G



D. Overall Performance Level

Section D identifies the student's performance levels (refer to Part 1.5.2). Students receive an overall scale score for each content component, and based on that score, are placed in one of two performance levels.

E. Graphical Representation of Overall Performance: Scale Score and Performance Level

This graphic provides an illustration of the two 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. If the student's score is at or above 725, they have demonstrated graduation readiness for that component; scores below 725 indicate the student has not yet demonstrated graduation readiness for that component.

F. Probable Range

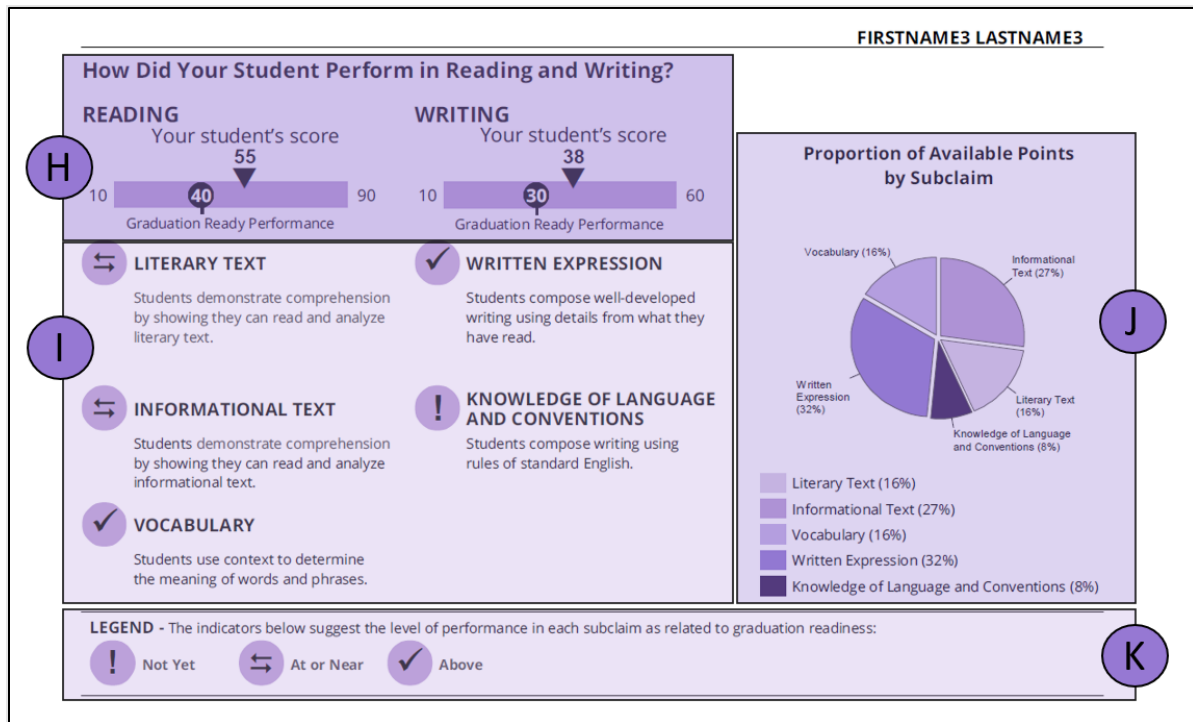
No test provides a perfect measurement of proficiency for a student. If the student took the assessment several times, under similar circumstances, the student would likely score within a statistically predictable range around the reported scale score.

G. What is a subclaim?

This section provides a brief description of a subclaim. Page 2 of the ISR provides information on your student's performance in specific areas including subclaims for ELA and mathematics.

2.4 Performance by Content Component – ELA

Figure 5. Sample ISR - ELA Component Sections H–K



H. Performance by ELA Major Claims

For the ELA component, there are two Major Claims reported: The Major Claim for Reading measures reading and comprehending a range of sufficiently complex texts independently, and the Major Claim for Writing measures writing effectively when using and/or analyzing sources.

Students receive a scale score for the Major Claims of Reading and Writing. Reading scale scores range from 10 to 90 and Writing scale scores range from 10 to 60. Because the Reading and Writing Claims measure different skills and knowledge and are based on different standards and evidence statements, the scale scores cannot be compared.

Note: Reading and Writing scale scores (refer to Part 1.5.1) are on scales different from the overall scale score. For this reason, the sum of the scale scores for each major claim will not equal the overall scale score.

For reading, the Graduation Ready performance is set to a scale score of 40. For writing, the Graduation Ready performance is set to a scale score of 30.

I. ELA Subclaim Categories

Within each of the Major Claims for ELA are specific skill sets (subclaims) students demonstrate their ability with on the NJGPA. Under Reading, there are three subclaim categories: Literary Text, Informational Text, and Vocabulary. Under Writing, there are two subclaim categories: Written Expression and Knowledge of Language and Conventions. Each subclaim category includes the header identifying the subclaim along with a description of the skills assessed that support Reading or Writing. A symbol representing the student's performance is located next to the subclaim header.

Note: The scoring for the subclaim category of Written Expression is weighted by a multiplier of 3. The weighting for the Written Expression traits is meant to increase their contribution to the overall ELA score without adding to the length of the assessment with additional items.

J. Proportion of Available Points by Subclaim

The pie chart diagram indicates the percentage of total points available on the assessment that fell within each subclaim.

K. Description of Performance Indicator Graphics

The symbols shown on page 2 of the ISR, located next to the subclaim headers, are used to identify the student's performance in each subclaim related to graduation readiness. The following symbols are used to describe student performance in each subclaim:



An exclamation point (i.e., "Not Yet" category) suggests a student's performance in this subclaim is below overall graduation ready performance.



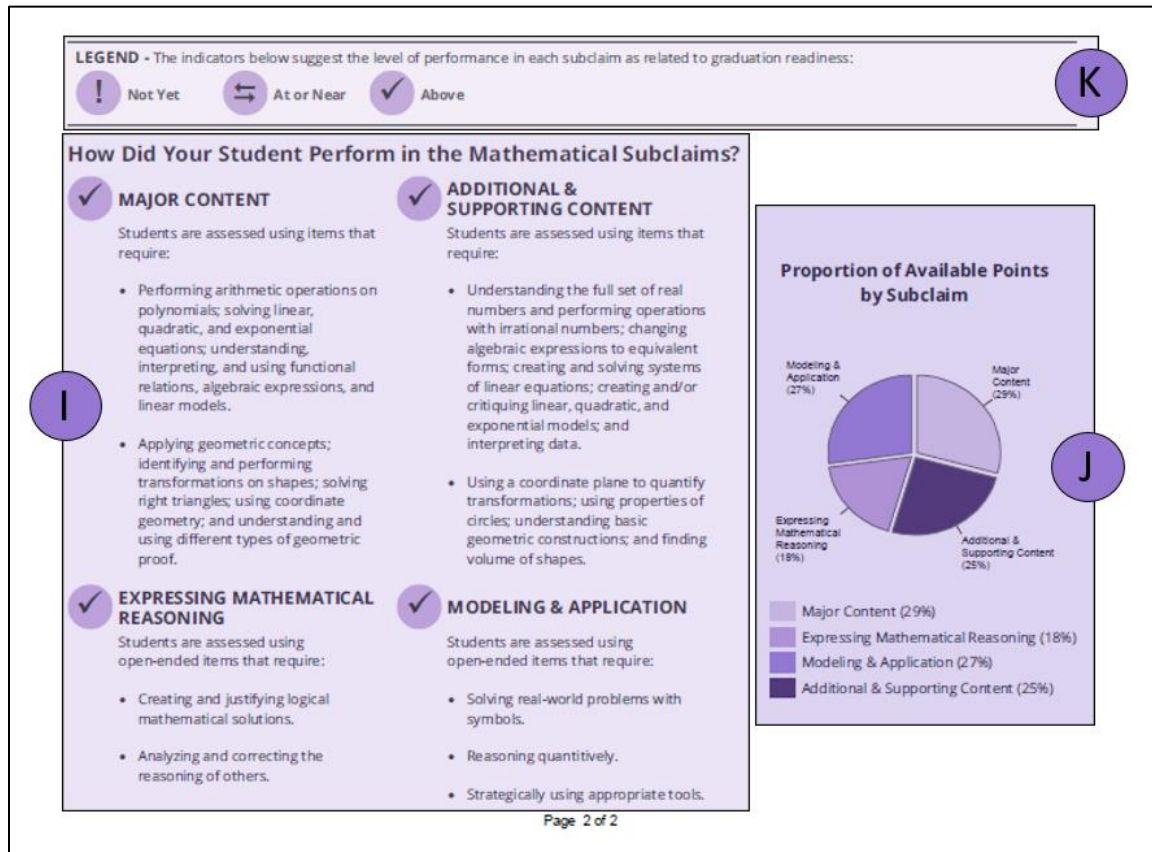
A bidirectional arrow (i.e., "At or Near" category) suggests a student's performance in this subclaim is at or near overall graduation ready performance.



A check mark (i.e., "Above" category) suggests a student's performance in this subclaim is above overall graduation ready performance.

2.5 Performance by Content Component – Mathematics

Figure 6. Sample ISR – Mathematics Component Sections I–J



I. Mathematics Subclaim Categories

There are specific skill sets (subclaims) students demonstrate their ability with on the NJGPA. Within the mathematics component there are four subclaims: Major Content, Additional and Supporting Content, Expressing Mathematical Reasoning, and Modeling and Application. Each subclaim category includes the header identifying the subclaim along with specific skills assessed within that subclaim. A symbol representing the student’s performance is located next to the subclaim header.

J. Proportion of Available Points by Subclaim

The pie chart diagram indicates the percentage of total points available on the assessment that fell within each subclaim.

K. Description of Performance Indicator Graphics

The symbols shown on page 2 of the ISR, located next to the subclaim headers, are used to identify the student's performance in each subclaim related to graduation readiness. The following symbols are used to describe student performance in each subclaim:



An exclamation point (i.e., "Not Yet" category) suggests a student's performance in this subclaim is below overall graduation ready performance.



A bidirectional arrow (i.e., "At or Near" category) suggests a student's performance in this subclaim is at or near overall graduation ready performance.



A check mark (i.e., "Above" category) suggests a student's performance in this subclaim is above overall graduation ready performance.

2.6 Not Tested and Void ISR Results

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).

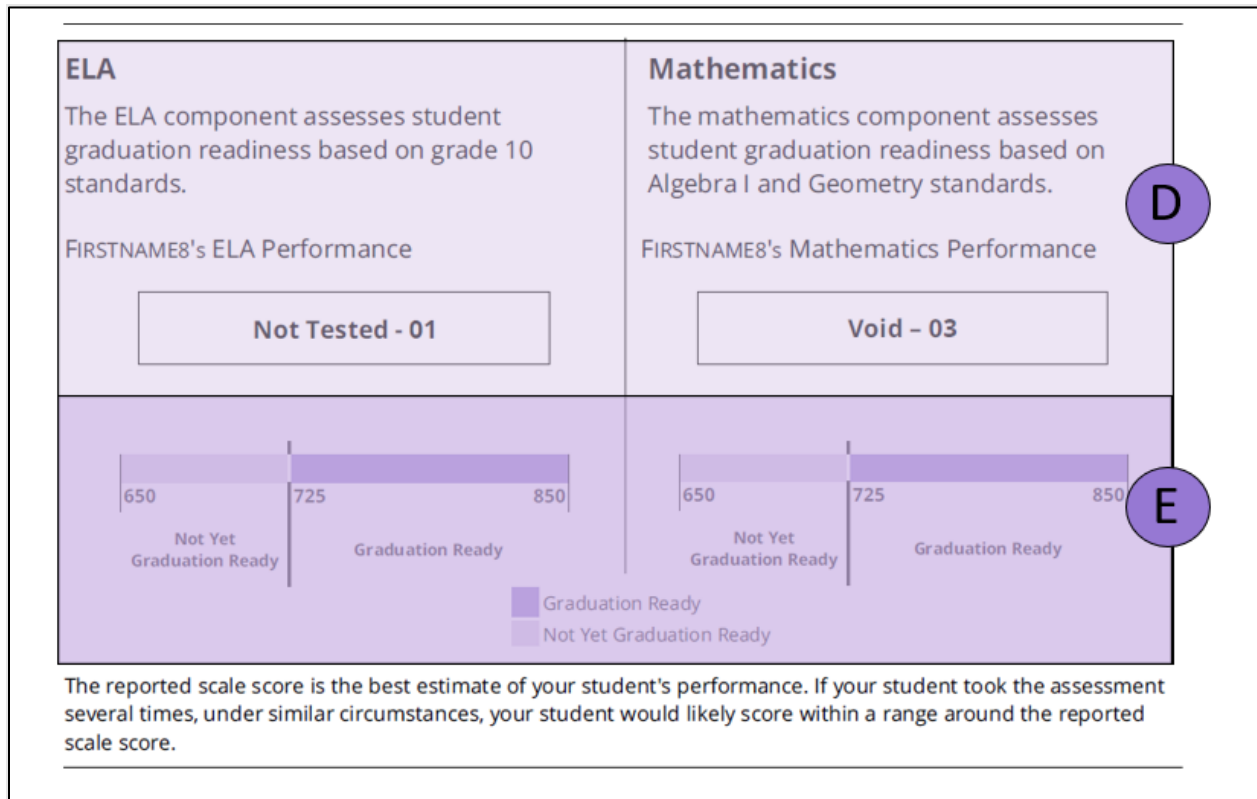
Note: If a specific Not Tested code is not shown either the student did not attempt the test at all or the student did not attempt enough of the test to be assigned a scale score.

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 the appropriate accessibility features or testing accommodations, student receiving inappropriate accessibility features or testing accommodations).

Figure 7 provides an example of page 1 of the ISR with a Not Tested code and a Void code applied. “Graduation Ready” or “Not Yet Graduation Ready” will be replaced with either “Not Tested” or “Void” along with the reason code in Section D and no scale score will be reported in Section E.

Figure 7. Sample ISR Not Tested and Void Codes Applied – Page 1



Figures 8 and 9 provide examples of page 2 of the ISR with a Not Tested code or Void code applied. If applied to the ELA component, then no scale score will be indicated for the Major Claims of Reading and Writing in Section H and no information will be provided in Section J, see Figure 8. If applied to the mathematics component, then no information will be provided in Section J, see Figure 9.

Figure 8. Sample ISR Not Tested and Void Codes Applied – ELA Page 2

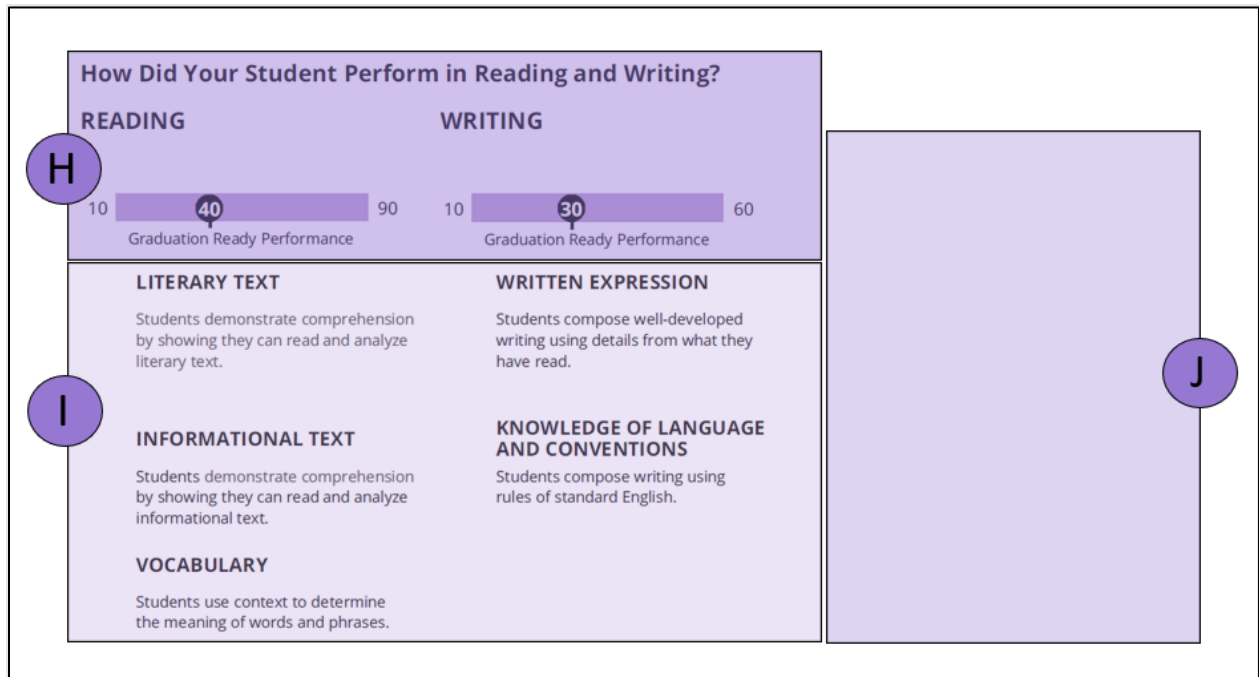
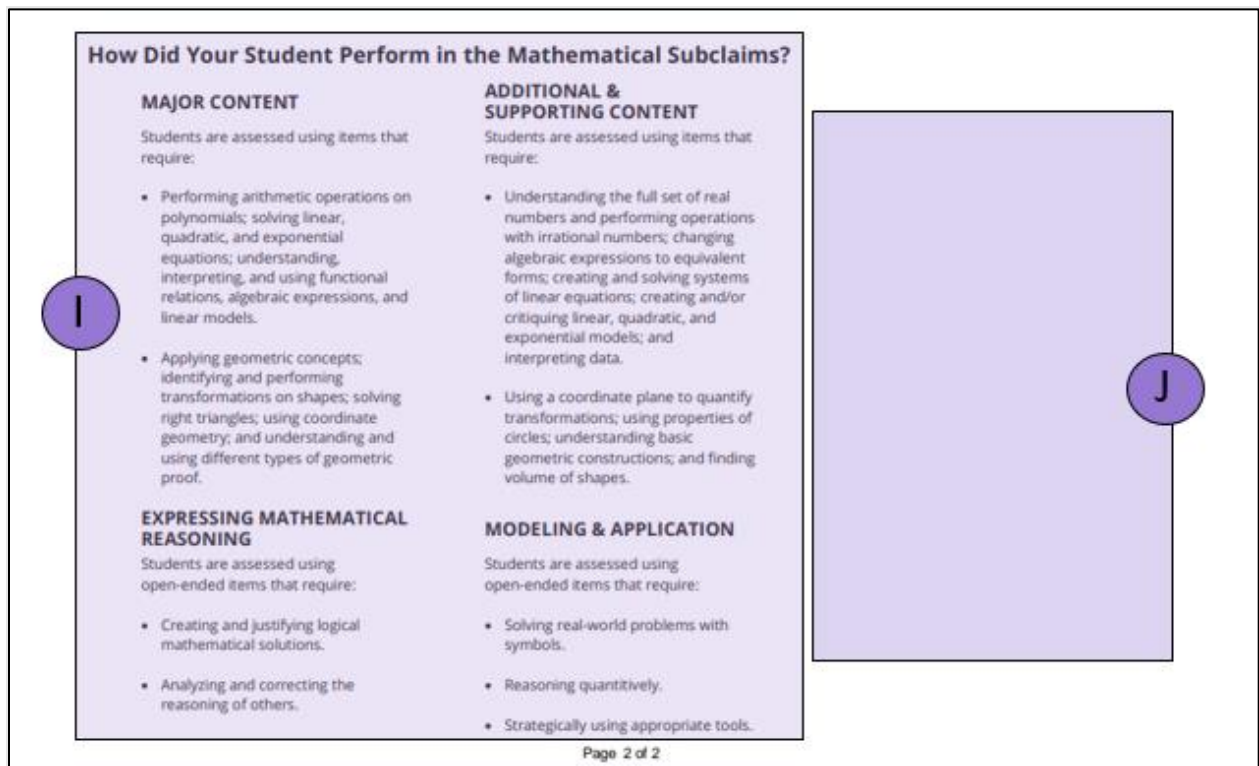


Figure 9. Sample ISR Not Tested and Void Codes Applied – Mathematics Page 2



Part 3: Understanding ELA School and District Reports

In addition to Individual Student Reports, schools will receive additional reports that summarize how students in the school or district performed. The reports described later in this section may be useful in evaluating educational programs and student progress. These reports:

- Summarize student achievement.
- Describe student performance relative to meeting standards.


These reports also support improvement planning efforts. For example, they can assist districts with prioritizing professional learning and resource decisions, advising program alignment with academic standards, and reflecting on the effectiveness of school initiatives.


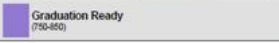



3.1 Student Level Reports

3.1.1 Student Roster Reports

The Student Roster is produced at the school level to provide a method of reviewing the test results of all students within a given school. Student records that are designated as being Not Tested or Void will not appear on this report. Figure 10 provides a sample Student Roster, and a description of the various components of the report follows.

Figure 10. Sample Student Roster – ELA Sections A–D

| STUDENT ROSTER | | | | | | | | | |
|--|-------------------|-------|--------------|----------------------|--------------|-------|--|----------------------|--|
|  STATE OF NEW JERSEY DEPARTMENT OF EDUCATION | | | | | | | NJGPA ELA SAMPLE SCHOOL SAMPLE DISTRICT NEW JERSEY SPRING 2024 | | |
| ENGLISH LANGUAGE ARTS New Jersey Graduation Proficiency Assessment, 2023–2024 | | | | | | | | | |
| STUDENT | ELA OVERALL SCORE | SCORE | LITERARY | READING* INFORMATION | VOCABULARY | SCORE | WRITTEN* EXPRESSION | WRITING* CONVENTIONS | |
| STATE AVERAGE | 746 | 37 | 36 21 43 | 24 63 13 | 33 21 46 | 47 | 38 40 22 | 51 19 30 | |
| DISTRICT AVERAGE | 750 | 43 | 13 58 71 | 24 20 56 | 35 35 30 | 51 | 36 17 48 | 25 38 37 | |
| SCHOOL AVERAGE | 734 | 37 | 34 42 24 | 46 37 17 | 29 60 11 | 47 | 30 40 30 | 45 42 13 | |
| A.LASTNAME, FIRSTNAME M. | 771 | 28 | ✓ | ↔ | ✓ | 69 | ↔ | ✓ | |
| B.LASTNAME, FIRSTNAME M. | 790 | 28 | ✓ | ↔ | ✓ | 69 | ↔ | ✓ | |
| C.LASTNAME, FIRSTNAME M. | 756 | 44 | ! | ↔ | ↔ | 55 | ✓ | ↔ | |
| D.LASTNAME, FIRSTNAME M. | 813 | 37 | ✓ | ✓ | ✓ | 62 | ✓ | ✓ | |
| E.LASTNAME, FIRSTNAME M. | 751 | 28 | ! | ✓ | ↔ | 69 | ! | ↔ | |
| F.LASTNAME, FIRSTNAME M. | 724 | 44 | ! | ! | ↔ | 55 | ↔ | ! | |
| G.LASTNAME, FIRSTNAME M. | 698 | 37 | ! | ! | ! | 62 | ! | ↔ | |
| H.LASTNAME, FIRSTNAME M. | 756 | 44 | ! | ↔ | ↔ | 55 | ✓ | ↔ | |
| I.LASTNAME, FIRSTNAME M. | 783 | 28 | ✓ | ↔ | ✓ | 69 | ✓ | ✓ | |
| J.LASTNAME, FIRSTNAME M. | 726 | 44 | ! | ↔ | ↔ | 55 | ! | ! | |
| K.LASTNAME, FIRSTNAME M. | 661 | 28 | ! | ! | ! | 69 | ! | ! | |

 Not Yet Graduation Ready (650-749)
  Graduation Ready (750-850)
  Not Yet
  At or Near
  Above

* Numbers are percentages

Page 1 of 2

A. Identification Information

This section lists the NJGPA content component, school name, district name, state, and assessment administration.

B. Assessment Information

This section provides the content area (ELA) assessed, the name of the assessment, and assessment year.

C. Roster of Students

The far-left section of the Student Roster Report identifies the state, the district, and the school average before listing, in alphabetical order, each student’s name.

D. Scale Score

In this section of the report, the first three rows contain the average scale score for the state, district, and school followed by the student’s overall scale score and performance level. Students receive a numerical score and based on that score, are placed in one of two performance levels, Graduation Ready or Not Yet Graduation Ready. Performance levels are indicated by the color highlighting behind the number. Graduation Ready is indicated by dark purple and Not Yet Graduation Ready is indicated by light purple.

Figure 11. Sample Student Roster – ELA Sections E–J

| STATE OF NEW JERSEY DEPARTMENT OF EDUCATION | | STUDENT ROSTER | | | | | | | | | | NJGPA ELA | |
|--|-------------------|----------------|----------|-------------|------------|-------|------------|-------------|-------|----------|----|---|--|
| ENGLISH LANGUAGE ARTS New Jersey Graduation Proficiency Assessment, 2023–2024 | | | | | | | | | | | | SAMPLE SCHOOL SAMPLE DISTRICT NEW JERSEY SPRING 2024 | |
| STUDENT | ELA OVERALL SCORE | SCORE | READING* | | | SCORE | WRITTEN* | | SCORE | WRITING* | | | |
| | | | LITERARY | INFORMATION | VOCABULARY | | EXPRESSION | CONVENTIONS | | | | | |
| STATE AVERAGE | 746 | 37 | 36 | 21 | 43 | 47 | 38 | 40 | 47 | 19 | 30 | | |
| DISTRICT AVERAGE | 750 | 43 | 13 | 58 | 71 | 51 | 36 | 17 | 40 | 38 | 37 | | |
| SCHOOL AVERAGE | 734 | 37 | 34 | 42 | 24 | 47 | 30 | 40 | 30 | 45 | 42 | 13 | |
| ALASTNAME, FIRSTNAME M. | 771 | 28 | ✓ | ↕ | ✓ | 69 | ↕ | ↕ | 69 | ↕ | ↕ | ↕ | |
| ALASTNAME, FIRSTNAME M. | 790 | 28 | ✓ | ↕ | ✓ | 69 | ↕ | ↕ | 69 | ↕ | ↕ | ↕ | |
| BLASTNAME, FIRSTNAME M. | 756 | 44 | ! | ↕ | ↕ | 55 | ✓ | ↕ | 55 | ↕ | ↕ | ↕ | |
| CLASTNAME, FIRSTNAME M. | 813 | 37 | ✓ | ↕ | ✓ | 62 | ✓ | ↕ | 62 | ↕ | ↕ | ↕ | |
| DLASTNAME, FIRSTNAME M. | 751 | 28 | ! | ↕ | ↕ | 69 | ! | ↕ | 69 | ! | ↕ | ↕ | |
| ELASTNAME, FIRSTNAME M. | 724 | 44 | ! | ↕ | ↕ | 55 | ↕ | ↕ | 55 | ↕ | ↕ | ↕ | |
| FLASTNAME, FIRSTNAME M. | 698 | 37 | ! | ! | ! | 62 | ! | ↕ | 62 | ! | ↕ | ↕ | |
| FTLASTNAME, FIRSTNAME M. | 756 | 44 | ! | ↕ | ↕ | 55 | ✓ | ↕ | 55 | ↕ | ↕ | ↕ | |
| GLASTNAME, FIRSTNAME M. | 783 | 28 | ✓ | ↕ | ✓ | 69 | ✓ | ↕ | 69 | ↕ | ↕ | ↕ | |
| HLASTNAME, FIRSTNAME M. | 726 | 44 | ! | ↕ | ↕ | 55 | ! | ↕ | 55 | ! | ↕ | ↕ | |
| JLASTNAME, FIRSTNAME M. | 661 | 28 | ! | ↕ | ! | 69 | ! | ↕ | 69 | ! | ↕ | ↕ | |

I Not Yet Graduation Ready (650-749) Graduation Ready (750-850) J Not Yet ↕ At or Near ✓ Above
Numbers are percentages Page 1 of 2

E. Major Claims

For ELA, there are two Major Claims, Reading and Writing.

F. Performance by Major Claims Scale Scores

For ELA, student performance for each Major Claim is provided as a scale score (refer to Part 1.5.1) on a scale different from the overall ELA scale score. For this reason, the sum of the scale scores for each Major Claim will not equal the overall scale score. The Major Claims scale scores appear in each category area under the heading "SCORE."

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

G. Subclaim Percentages of Students

Within each Major Claim for ELA are specific skill sets (subclaims) students demonstrate. Each subclaim category includes the header identifying the subclaim, as well as state, district, and school percentages.

H. Subclaim Performance Indicators

For each student, this section provides an indication of subclaim performance related to graduation readiness. The following symbols are used to describe student performance:



An exclamation point (i.e., “Not Yet” category) suggests a student’s performance in this subclaim is below overall graduation ready performance.



A bidirectional arrow (i.e., “At or Near” category) suggests a student’s performance in this subclaim is at or near overall graduation ready performance.



A check mark (i.e., “Above” category) suggests a student’s performance in this subclaim is above overall graduation ready performance.

I. Description of Performance Level Graphics

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

J. Description of Subclaim Indicator Graphics

As noted earlier in this document, symbols are used to identify the categories of student performance.

3.1.2 Content Standards Roster Report

The NJGPA Content Standards Roster Report for ELA analyzes the student performance of operational items on the spring 2024 NJGPA and their alignment to the Common Core State Standards. The report is by NJGPA content area at a school level.

For more information on the Student Content Roster Date file published in PAN, please refer to the Student Content Roster Data file field definitions documents published in PAN.

For more information about Evidence Statements and Common Core State Standards, please visit the [Test Content and Other Information](#) webpage. Use the NJSLA drop-down menu and select ELA to access the Evidence Statement Tables for Reading and Writing and Common Core State Standards.

Figure 12. Sample Content Standards Roster – ELA page 1

| STATE OF NEW JERSEY DEPARTMENT OF EDUCATION | | | | | | | | | | | | | | | | | NJGPA ELA | | | | | | | | | | | | | | | | | |
|--|--|--|-------------------------------------|--|-------------------------------------|--|----------------------------------|--|-----------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|----------------------------------|--|----|--|-----|--|----|--|-----|--|-----|--|-----|--|-----|--|-----|--|
| Content Standards Roster | | | | | | | | | | | | | | | | | CONFIDENTIAL - DO NOT DISTRIBUTE | | | | | | | | | | | | | | | | | |
| ENGLISH LANGUAGE ARTS | | | | | | | | | | | | | | | | | SAMPLE SCHOOL NAME | | | | | | | | | | | | | | | | | |
| New Jersey Graduation Proficiency Assessment, 2023–2024 | | | | | | | | | | | | | | | | | SAMPLE DISTRICT NAME | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | NEW JERSEY | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | SPRING 2024 | | | | | | | | | | | | | | | | | |
| NJ = State Average Percent Points Achieved ST = Student Percent Points Achieved | | | Reading: Literature | | | | | | Reading: Informational Text | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Key Ideas & Details | | Craft & Structure | | Integration of Knowledge & Ideas | | | | Key Ideas & Details | | Craft & Structure | | Integration of Knowledge & Ideas | | | | | | | | | | | | | | | | | | | |
| | | | RL.9-10.1 RL.9-10.2 RL.9-10.3 | | RL.9-10.4 RL.9-10.5 RL.9-10.6 | | RL.9-10.7 RL.9-10.9 | | OVERALL | | RI.9-10.1 RI.9-10.2 RI.9-10.3 | | RI.9-10.4 RI.9-10.5 RI.9-10.6 | | RI.9-10.7 RI.9-10.8 RI.9-10.9 | | | | | | | | | | | | | | | | | | | |
| STUDENT | | | OVERALL | | OVERALL | | OVERALL | | OVERALL | | OVERALL | | OVERALL | | OVERALL | | OVERALL | | | | | | | | | | | | | | | | | |
| CORE FORM | | | NJ | | ST | | NJ | | ST | | NJ | | ST | | NJ | | ST | | | | | | | | | | | | | | | | | |
| 1 LASTNAME304, FIRSTNAME304 | | | 69 | | 88 | | 69 | | 88 | | 72 | | 100 | | n/a | | n/a | | 34 | | 0 | | 31 | | 0 | | n/a | | n/a | | | | | |
| 2 LASTNAME305, FIRSTNAME305 | | | 69 | | 0 | | 69 | | 0 | | 72 | | 0 | | n/a | | n/a | | 34 | | 100 | | 34 | | 0 | | 31 | | 0 | | n/a | | n/a | |
| 3 LASTNAME306, FIRSTNAME306 | | | 69 | | 84 | | 69 | | 94 | | 72 | | 100 | | n/a | | n/a | | 34 | | 100 | | 34 | | 100 | | 31 | | 100 | | n/a | | n/a | |
| 4 LASTNAME307, FIRSTNAME307 | | | 69 | | 50 | | 69 | | 50 | | 72 | | 33 | | n/a | | n/a | | 34 | | 0 | | 34 | | 0 | | 31 | | 0 | | n/a | | n/a | |
| 5 LASTNAME308, FIRSTNAME308 | | | 69 | | 75 | | 69 | | 75 | | 72 | | 100 | | n/a | | n/a | | 34 | | 0 | | 34 | | 0 | | 31 | | 0 | | n/a | | n/a | |
| 6 LASTNAME309, FIRSTNAME309 | | | 69 | | 100 | | 69 | | 100 | | 72 | | 100 | | n/a | | n/a | | 34 | | 100 | | 34 | | 100 | | 31 | | 100 | | n/a | | n/a | |
| 7 LASTNAME310, FIRSTNAME310 | | | 69 | | 13 | | 69 | | 13 | | 72 | | 17 | | n/a | | n/a | | 34 | | 0 | | 34 | | 0 | | 31 | | 0 | | n/a | | n/a | |
| 8 LASTNAME311, FIRSTNAME311 | | | 69 | | 56 | | 69 | | 56 | | 72 | | 50 | | n/a | | n/a | | 34 | | 0 | | 34 | | 0 | | 31 | | 0 | | n/a | | n/a | |
| 9 LASTNAME312, FIRSTNAME312 | | | 69 | | 100 | | 69 | | 100 | | 72 | | 100 | | n/a | | n/a | | 34 | | 100 | | 34 | | 100 | | 31 | | 100 | | n/a | | n/a | |
| 10 LASTNAME313, FIRSTNAME313 | | | 69 | | 44 | | 69 | | 44 | | 72 | | 50 | | n/a | | n/a | | 34 | | 50 | | 34 | | 50 | | 31 | | 50 | | n/a | | n/a | |
| 11 LASTNAME314, FIRSTNAME314 | | | 69 | | 69 | | 69 | | 69 | | 72 | | 83 | | n/a | | n/a | | 34 | | 0 | | 34 | | 0 | | 31 | | 0 | | n/a | | n/a | |
| 12 LASTNAME315, FIRSTNAME315 | | | 69 | | 63 | | 69 | | 63 | | 72 | | 67 | | n/a | | n/a | | 34 | | 0 | | 34 | | 0 | | 31 | | 0 | | n/a | | n/a | |
| 13 LASTNAME316, FIRSTNAME316 | | | 69 | | 81 | | 69 | | 81 | | 72 | | 100 | | n/a | | n/a | | 34 | | 0 | | 34 | | 0 | | 31 | | 0 | | n/a | | n/a | |
| 14 LASTNAME317, FIRSTNAME317 I | | | 63 | | 63 | | 63 | | 63 | | n/a | | n/a | | n/a | | n/a | | 35 | | 71 | | 36 | | 75 | | 36 | | 67 | | n/a | | n/a | |
| 15 LASTNAME318, FIRSTNAME318 I | | | 63 | | 0 | | 63 | | 0 | | n/a | | n/a | | n/a | | n/a | | 35 | | 0 | | 36 | | 0 | | 36 | | 0 | | n/a | | n/a | |
| 16 LASTNAME319, FIRSTNAME319 I | | | 63 | | 0 | | 63 | | 0 | | n/a | | n/a | | n/a | | n/a | | 35 | | 0 | | 36 | | 0 | | 36 | | 0 | | n/a | | n/a | |

A. School Information

This report is provided at a school level by student. The school name, district, state, and assessment administration are provided.

B. Description of Report

The description of the content area assessed, the name of the assessment, and assessment year.

C. Reporting Domain and Standard Groups

Operational items are classified by the Common Core State Standards for ELA. For the purposes of this report, all operational items are categorized by reporting domain and/or standard group(s) to which they correspond.

For example, the report displays the domains of Reading: Literature and Reading: Informational Text and reports the standard groups under each, which, in this case, are: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. The domains of Reading: Literature and Reading: Informational Text assess students' comprehension and close analytic reading of complex literary and informational texts.

Page 2 of the report displays the domain of Language and reports the standard group of Vocabulary Acquisition and Use. The domain of Language assesses students' use of context to determine the meaning of words and phrases. Page 2 also displays the domain of Reading and reports the standard groups of Literacy in History/Social Studies and Literacy in Science & Technical Subjects. This domain assesses students' analytic reading of historical, scientific, and technical texts.

For ELA, all items align to multiple standards and may therefore be included in multiple groups in this report. If a domain (i.e., Reading: Literature) has more than one standard group (i.e., Key Ideas and Details, Craft and Structure, and Integration of Knowledge of Ideas), then an "OVERALL" section will also be provided.

D. State Average Percent Achieved

This section provides the average percent of available points achieved for all students in the state with valid scores for each domain and/or standard group at an operational form combination. Groups with fewer than 6 maximum points will have "N/A" listed in this section, not the percent correct. For domains with multiple standard groups, this amount will still be included in the total.

Note: The Student Content Roster Data file published in PAN also includes results where the maximum points possible are fewer than 6 points.

E. Student Percent Achieved

This section shows the percent achieved of the total points possible each student listed received in each domain and/or standard group. Groups with fewer than 6 maximum points will

have "N/A" listed in this section, not the student's percent correct. For domains with multiple standard groups, this amount will still be included in the total.

Note: The Student Content Roster Data file published in PAN also includes results where the maximum points possible are fewer than 6 points.

F. Core Form

This section indicates the type of operational core form taken by each student listed for the spring 2024 administration. The form is determined by the core operational form. Form codes starting with the letter N indicate the NJGPA base form while forms starting with the letter A are accommodated forms. Information for all sections (Student Percent Achieved, and State Average Percent Achieved) are for that student's individual operational form combination. Comparisons cannot be made for students unless students took the exact same forms for the report administration.


G. Student Information

Students will be listed by last name, then first name in alphabetical order. Students are listed if a valid score is available for those students whose score has not been suppressed.

H. Additional Information

Links to more detailed information on the Common Core State Standards are provided at the bottom of each page of the report.

Figure 13. Sample Content Standards Roster – ELA page 2

| | | Content Standards Roster | | | | | | | | | | | | NJGPA ELA | | | |
|--|-----------|--|--|---|---|--|--|--------------------|-----|-------------------|-----|----------------------------|-----|----------------------|-----|----|-----|
|  STATE OF NEW JERSEY DEPARTMENT OF EDUCATION | | CONFIDENTIAL - DO NOT DISTRIBUTE | | | | | | | | | | | | SAMPLE SCHOOL NAME | | | |
| | | | | | | | | | | | | | | SAMPLE DISTRICT NAME | | | |
| ENGLISH LANGUAGE ARTS | | | | | | | | | | | | | | NEW JERSEY | | | |
| New Jersey Graduation Proficiency Assessment, 2024 | | | | | | | | | | | | | | SPRING 2024 | | | |
| STUDENT | CORE FORM | Language | | Reading | | | | Writing Categories | | | | Prose Constructed Response | | | | | |
| | | Vocabulary Acquisition & Use | | Literacy in History / Social Studies | | Literacy in Science & Technical Subjects | | Written Expression | | Writing Knowledge | | Literary Analysis | | Research Simulation | | | |
| | | L.9-10.4 L.9-10.4.a L.9-10.4.b L.9-10.4.c L.9-10.4.d L.9-10.5.a L.9-10.5.b L.9-10.6 | L.9-10.4.a L.9-10.4.c L.9-10.5 L.9-10.6 | RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.6 RH.9-10.7 RH.9-10.8 RH.9-10.9 | RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.6 RH.9-10.7 RH.9-10.8 RH.9-10.9 | RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 | RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 | | | | | | | | | NJ | ST |
| 1 LASTNAME304, FIRSTNAME304 | N24 | n/a | n/a | n/a | n/a | 61 | 70 | 81 | 100 | 69 | 100 | 79 | 100 | 79 | 100 | 79 | 100 |
| 2 LASTNAME305, FIRSTNAME305 | N24 | n/a | n/a | n/a | n/a | 61 | 0 | 81 | 0 | 69 | 0 | 79 | 0 | 79 | 0 | 79 | 0 |
| 3 LASTNAME306, FIRSTNAME306 | N24 | n/a | n/a | n/a | n/a | 61 | 95 | 81 | 75 | 69 | 100 | 79 | 79 | 79 | 79 | 79 | 79 |
| 4 LASTNAME307, FIRSTNAME307 | N24 | n/a | n/a | n/a | n/a | 61 | 40 | 81 | 100 | 69 | 0 | 79 | 84 | 79 | 84 | 79 | 84 |
| 5 LASTNAME308, FIRSTNAME308 | N24 | n/a | n/a | n/a | n/a | 61 | 60 | 81 | 100 | 69 | 100 | 79 | 100 | 79 | 100 | 79 | 100 |
| 6 LASTNAME309, FIRSTNAME309 | N24 | n/a | n/a | n/a | n/a | 61 | 100 | 81 | 100 | 69 | 100 | 79 | 100 | 79 | 100 | 79 | 100 |
| 7 LASTNAME310, FIRSTNAME310 | N24 | n/a | n/a | n/a | n/a | 61 | 10 | 81 | 25 | 69 | 0 | 79 | 21 | 79 | 21 | 79 | 21 |
| 8 LASTNAME311, FIRSTNAME311 | N24 | n/a | n/a | n/a | n/a | 61 | 45 | 81 | 100 | 69 | 33 | 79 | 89 | 79 | 89 | 79 | 89 |
| 9 LASTNAME312, FIRSTNAME312 | N24 | n/a | n/a | n/a | n/a | 61 | 100 | 81 | 100 | 69 | 100 | 79 | 100 | 79 | 100 | 79 | 100 |
| 10 LASTNAME313, FIRSTNAME313 | N24 | n/a | n/a | n/a | n/a | 61 | 45 | 81 | 25 | 69 | 33 | 79 | 26 | 79 | 26 | 79 | 26 |
| 11 LASTNAME314, FIRSTNAME314 | N24 | n/a | n/a | n/a | n/a | 61 | 55 | 81 | 100 | 69 | 100 | 79 | 100 | 79 | 100 | 79 | 100 |
| 12 LASTNAME315, FIRSTNAME315 | N24 | n/a | n/a | n/a | n/a | 61 | 50 | 81 | 100 | 69 | 67 | 79 | 95 | 79 | 95 | 79 | 95 |
| 13 LASTNAME316, FIRSTNAME316 | N24 | n/a | n/a | n/a | n/a | 61 | 65 | 81 | 100 | 69 | 100 | 79 | 100 | 79 | 100 | 79 | 100 |
| 14 LASTNAME317, FIRSTNAME317 L | A23 | 63 | 75 | 62 | 100 | n/a | n/a | 74 | 100 | 64 | 100 | 72 | 100 | 73 | 100 | 73 | 100 |
| 15 LASTNAME318, FIRSTNAME318 L | A23 | 63 | 0 | 62 | 0 | n/a | n/a | 74 | 0 | 64 | 0 | 72 | 0 | 73 | 0 | 73 | 0 |
| 16 LASTNAME319, FIRSTNAME319 L | A23 | 63 | 0 | 62 | 0 | n/a | n/a | 74 | 0 | 64 | 0 | 72 | 0 | 73 | 0 | 73 | 0 |

For more information about Evidence Statements and Common Core State Standards, please visit the Test Content and Other Information webpage at: <https://nj.mypearsonsupport.com/test-content/>. Use the NJSLA drop-down menu and select ELA to access the Evidence Statement Tables for Reading and Writing and Common Core State Standards.

Page 2 of 2

I. Writing Categories

The ELA report includes a breakdown of writing categories. In this report, writing categories represent the subclaims of Written Expression and Knowledge of Language and Conventions (shortened to Writing Knowledge). Written Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response. Writing Knowledge assesses the student's command of the conventions of standard English, including grammar and usage.

J. Prose Constructed Response Tasks

The ELA report includes a breakdown of Prose Constructed Response (PCR) tasks. The PCRs elicit evidence that students have understood a text or texts they have read and can communicate that understanding in terms of written expression and knowledge of language and conventions. This section breaks down writing across the NJGPA for ELA: Literary Analysis Task and Research Simulation Task.

For the Literary Analysis Task, students read two pieces of literature and compose an analytic response to a prompt. For the Research Simulation Task, students analyze an informational

topic presented through several articles or multimedia stimuli. Students write an analytic response to a prompt, synthesizing information from multiple sources.

3.2 District- and School-Level Reports

3.2.1 Evidence Statement Analysis Report

The NJGPA District Evidence Statement Analysis and School Evidence Statement Analysis are two-page reports that provide the performance results at a state, district, and school level for each of the NJGPA Evidence Statements. Information is reported separately for each content component.

For more information about Evidence Statements and Common Core State Standards, please visit the [Test Content and Other Information](#) webpage. Use the NJSLA drop-down menu and select ELA to access the Evidence Statement Tables for Reading and Writing and Common Core State Standards.

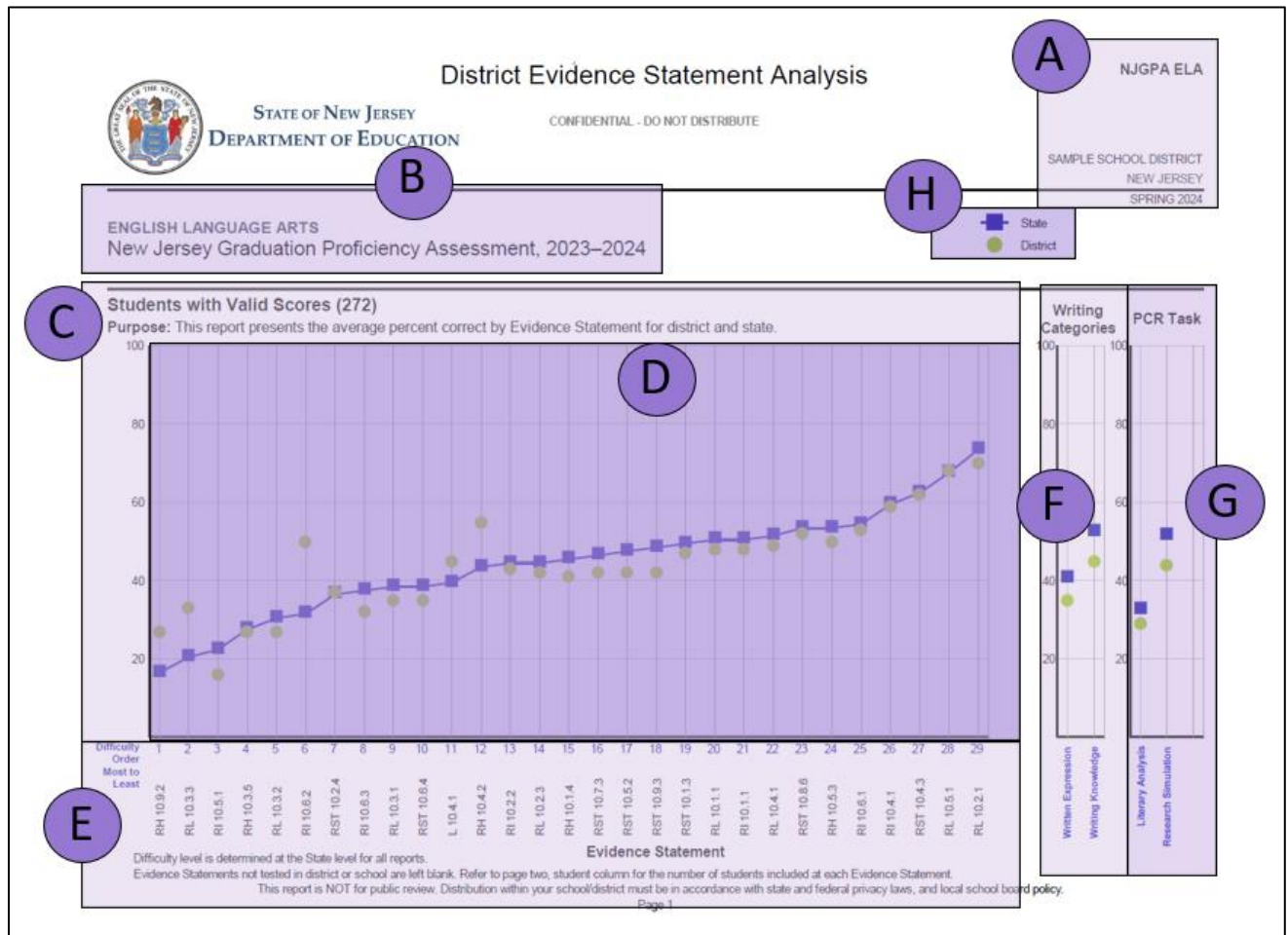
For more information on the Evidence Statement Data file published in PAN, please refer to the Evidence Statement Data file field definitions document published in PAN.

3.2.1.1 Sample District and School Evidence Statement Analysis Reports – Page 1

Page 1 of the Evidence Statement Analysis Report shows the performance by evidence statement in graph form.

The ELA report below shows an example of a district-level report.

Figure 14. Sample District Evidence Statement Analysis – ELA Page 1



A. District and School Information

The report is provided at a district level as well as for each school associated with that district listed on the report. The school name, district, state, and assessment administration are provided.

B. Description of Report

The description of the content area (ELA) assessed, the name of the assessment, and assessment year are located in this section.

C. Students with Valid Scores

The report presents the average percent correct by evidence statement for students who have overall scale scores in the spring 2024 administration. This section indicates the number of students with valid scores for this content component.

D. Graph

The average percent correct for each evidence statement is represented on the chart at a state level, district level, and for the school report, at a school level. State symbols are connected

with a solid line. District and school symbols are not connected because some evidence statements may not be represented if a specific form was not taken by students at the school and district. If an evidence statement is not represented at a school or district level, a symbol will not be listed on the chart for that evidence statement. If a symbol on the chart is at zero percent, this indicates that the evidence statement had 0% achieved out of the maximum points possible for that school or district. Where the placement of the school or district symbol indicates a sharp difference from the placement of the state number, check Section E on page 2 of the report to find out the local number of students who were involved.

E. Evidence Statement and Difficulty Order

Items on the NJGPA are written to evidence statements, which are based on the Common Core State Standards. Each evidence statement could align to multiple operational items. The evidence statements are placed in order on the graph from most to least difficult. This difficulty order is determined by the performance level of items based on the State level. Evidence statements are considered more difficult when the ratio is low between average points and maximum points possible.

All ELA items align to more than one evidence statement. These items are aligned on the report in every evidence statement that applies to that item. This means each item is represented on the report multiple times with points counted at each alignment.

F. Written Expression and Writing Knowledge

The report provides additional information about student performance on the writing subclaims of Written Expression and Knowledge of Language and Conventions (shortened to Writing Knowledge).

Written Expression includes the development of ideas, organization, and clarity of language that the student demonstrates in the written response.

Writing Knowledge assesses the student's command of the conventions of standard English, including grammar and usage.

The calculation of the average percent correct for each writing subclaim is the sum of points earned by all students on each writing subclaim items in a test code divided by the sum of the max points for each subclaim items in a test code for all students. If a symbol on the chart is at zero percent, this indicates that the subclaim had 0% achieved out of the maximum points possible for that school or district.

G. Prose Constructed Response Tasks

The report includes a breakdown of the PCR tasks. The PCRs elicit evidence that students have understood a text or texts they have read and can communicate that understanding in terms of written expression and knowledge of language and conventions. This section breaks down the writing tasks included across the ELA component of the NJGPA: Literary Analysis Task and Research Simulation Task.

For the Literary Analysis Task, students read two pieces of literature and compose an analytic response to a prompt. For the Research Simulation Task, students analyze an informational topic presented through several articles or multimedia stimuli. Students write an analytic response to a prompt, synthesizing information from multiple sources.

The calculation of the average percent correct for each PCR task is the sum of points earned by all students on each PCR task items in a test code divided by the sum of the max points for each task items in a test code for all students. If a symbol on the chart is at zero percent, this indicates that the task had 0% achieved out of the maximum points possible for that school or district.

H. Legend

The legend for this graph provides the symbols for State, District, and School values (where applicable).

3.2.1.2 Sample District and School Evidence Statement Analysis Reports – Page 2

Page 2 of the Evidence Statement Analysis Report links the Evidence Statements to the Common Core State Standard upon which they are based.

Figure 15. Sample District Evidence Statement Analysis – ELA Page 2

| District Evidence Statement Analysis | | | | | NJGPA ELA |
|---|--------------------|-------------------------------|---------------------------------------|-------------------------------------|------------------------|
| CONFIDENTIAL - DO NOT DISTRIBUTE | | | | | |
| | | | | | SAMPLE SCHOOL DISTRICT |
| | | | | | NEW JERSEY |
| | | | | | SPRING 2024 |
| This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty. | | | | | |
| ENGLISH LANGUAGE ARTS | | | | | |
| New Jersey Graduation Proficiency Assessment, 2023 | | | | | |
| Difficulty Order Most to Least | Evidence Statement | Common Core State Standard(s) | Domain | Item Type | District Student Count |
| 1 | RH 10.9.2 | RH 9-10.9 | Reading: History/Social Studies | ELA-PCR | 9 |
| 2 | RL 10.3.3 | RL 9-10.3 | Reading: Literature | ELA-PCR | 9 |
| 3 | RI 10.5.1 | RI 9-10.5 | Reading: Informational Text | Reading-EBSR | 9 |
| 4 | RH 10.3.5 | RH 9-10.3 | Reading: History/Social Studies | Reading-EBSR | 9 |
| 5 | RL 10.3.2 | RL 9-10.3 | Reading: Literature | ELA-PCR | 663 |
| 6 | RI 10.6.2 | RI 9-10.6 | Reading: Informational Text | Reading-EBSR | 9 |
| 7 | RST 10.2.4 | RST.9-10.2 | Reading: Science & Technical Subjects | Reading-TECR | 663 |
| 8 | RI 10.6.3 | RI.9-10.6 | Reading: Informational Text | Reading-EBSR | 663 |
| 9 | RL 10.3.1 | RL 9-10.3 | Reading: Literature | ELA-PCR; Reading-EBSR; Reading-TECR | 672 |
| 10 | RST 10.6.4 | RST.9-10.6 | Reading: Science & Technical Subjects | Reading-EBSR | 663 |
| 11 | L 10.4.1 | L 9-10.4.A | Language | Reading-EBSR | 9 |
| 12 | RH 10.4.2 | RH 9-10.4 | Reading: History/Social Studies | Reading-EBSR | 9 |
| 13 | RI 10.2.2 | RI 9-10.2 | Reading: Informational Text | Reading-EBSR; Reading-TECR | 672 |
| 14 | RL 10.2.3 | RL 9-10.2 | Reading: Literature | Reading-TECR | 663 |
| 15 | RH 10.1.4 | RH 9-10.1 | Reading: History/Social Studies | ELA-PCR; Reading-EBSR | 672 |
| 16 | RST 10.7.3 | RST.9-10.7 | Reading: Science & Technical Subjects | ELA-PCR; Reading-TECR | 663 |
| 17 | RST 10.5.2 | RST.9-10.5 | Reading: Science & Technical Subjects | Reading-EBSR | 663 |
| 18 | RST 10.9.3 | RST.9-10.9 | Reading: Science & Technical Subjects | ELA-PCR | 663 |
| 19 | RST 10.1.3 | RST.9-10.1 | Reading: Science & Technical Subjects | ELA-PCR; Reading-EBSR; Reading-TECR | 672 |
| 20 | RL 10.1.1 | RL 9-10.1 | Reading: Literature | ELA-PCR; Reading-EBSR; Reading-TECR | 672 |
| 21 | RI 10.1.1 | RI 9-10.1 | Reading: Informational Text | Reading-EBSR | 672 |
| 22 | RL 10.4.1 | RL 9-10.4 | Reading: Literature | Reading-EBSR | 672 |
| 23 | RST 10.8.6 | RST.9-10.8 | Reading: Science & Technical Subjects | Reading-EBSR | 663 |
| 24 | RH 10.5.3 | RH 9-10.5 | Reading: History/Social Studies | Reading-EBSR | 672 |
| 25 | RI 10.6.1 | RI 9-10.6 | Reading: Informational Text | Reading-EBSR | 672 |
| 26 | RI 10.4.1 | RI 9-10.4 | Reading: Informational Text | Reading-EBSR | 672 |

continued

For more information about Evidence Statements and Common Core State Standards, please visit Test Content and Other Informational webpage at: <https://nj.mypearsonsupport.com/test-content/>. Use the NJSLA drop-down menu and select ELA to access the Evidence Tables for Reading and Writing and Common Core State Standards.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

A. Evidence Statement

Evidence Statements are listed in the same order as on the page 1 graph, from most to least difficult.

B. Common Core State Standards

The Common Core State Standard linked to the Evidence Statement is listed in the third section. A standard could be connected to multiple evidence statements.

C. Domain

For the purposes of this report, all operational items are categorized by reporting domain. The domain level is listed in this section.

D. Item Type

This section includes all item types for the items included in each Evidence Statement category. If more than one item type applies, all item types will be listed in the "Item Type" section on page 2 of the report. There are three types of ELA items: Evidence-Based Selected Response (EBSR), Technology-Enhanced Constructed Response, and Prose Constructed Response (PCR).

E. Student Count

The student count represents the number of students in the school or district whose form of the assessment contained an item or items written to the evidence statement listed in Section A. The count may differ by row as there are different forms of the assessment, and not all forms include all items or evidence statements. Sometimes when only a very small number of students in a school or district take a form containing an item related to a particular evidence statement not assessed on any other form, the district or school performance on the Evidence Statement in the graph on the other side of the form can appear very different from the state performance.

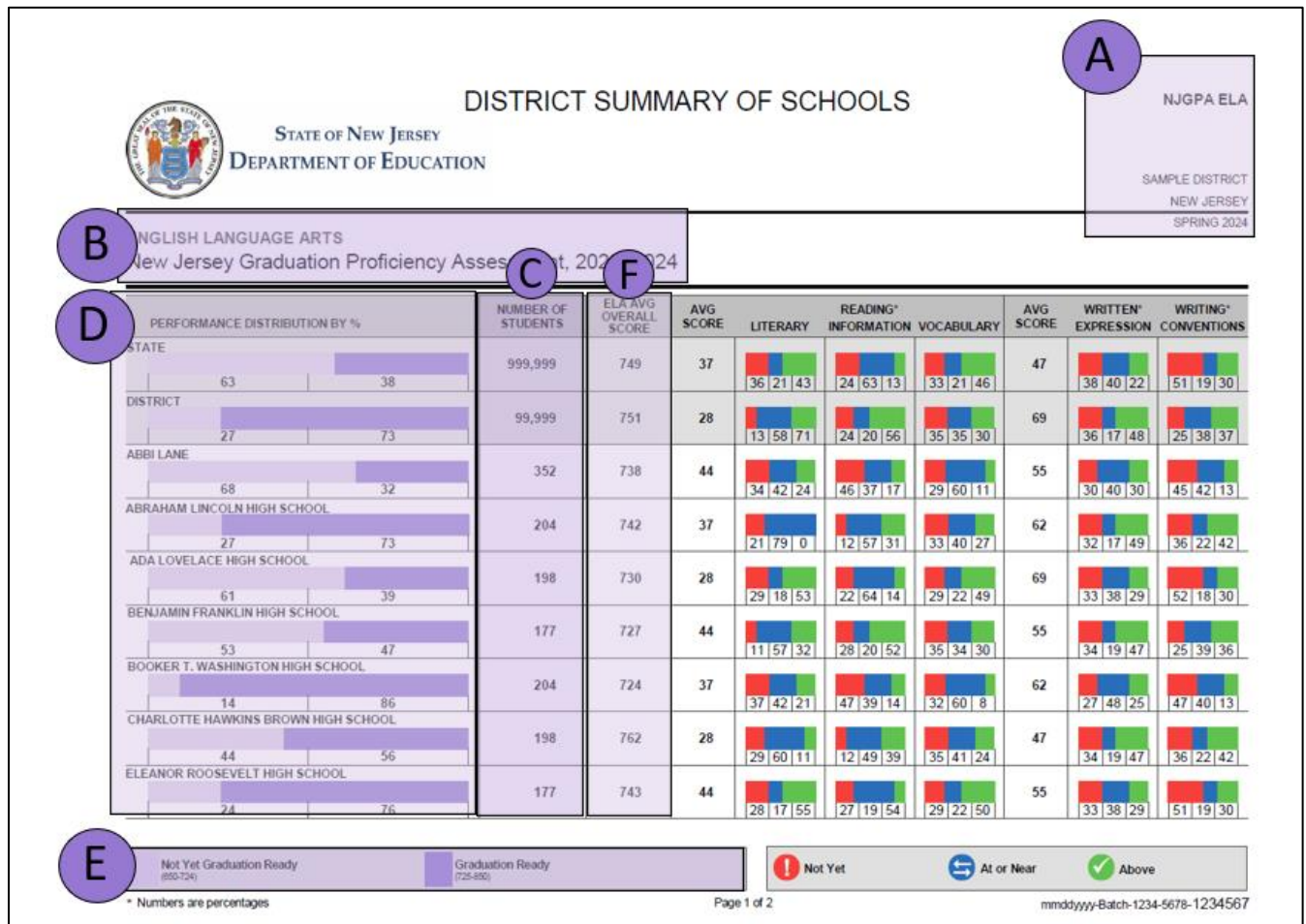
F. Additional Information

Links to more detailed information on the Evidence Statements and Common Core State Standards are provided at the bottom of the report.

3.2.2 District Summary of Schools Report

Test results contained in school- and district-level reports can provide meaningful information for educational program review. The District Summary of Schools Report provide no individual student information. Instead, they contain summary data at the state, district, and school levels to help schools and districts understand how performance compares to other schools. For non-charter or non-Renaissance schools, the school version of this report shows the performance for a single school within the district, in comparison to the state and district levels. The district version of the report, shown in Figures 16 and 17, shows the performance of all schools within the district, in comparison to the state and district levels.

Figure 16. Sample District Summary of Schools – ELA Sections A–F



A. Identification Information

This section lists the NJGPA content component, district name, state, and assessment administration.

B. Assessment Information

The report heading provides the content area (ELA) assessed, the name of the assessment, 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.

D. Percentage of Students at Each Performance Level

The first section 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 Not Yet Graduation Ready through Graduation Ready on the right. The numerical values appearing below the graph indicate the percentage of students at Not Yet Graduation Ready through Graduation Ready, 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 of the graphs highlighted in Section D.

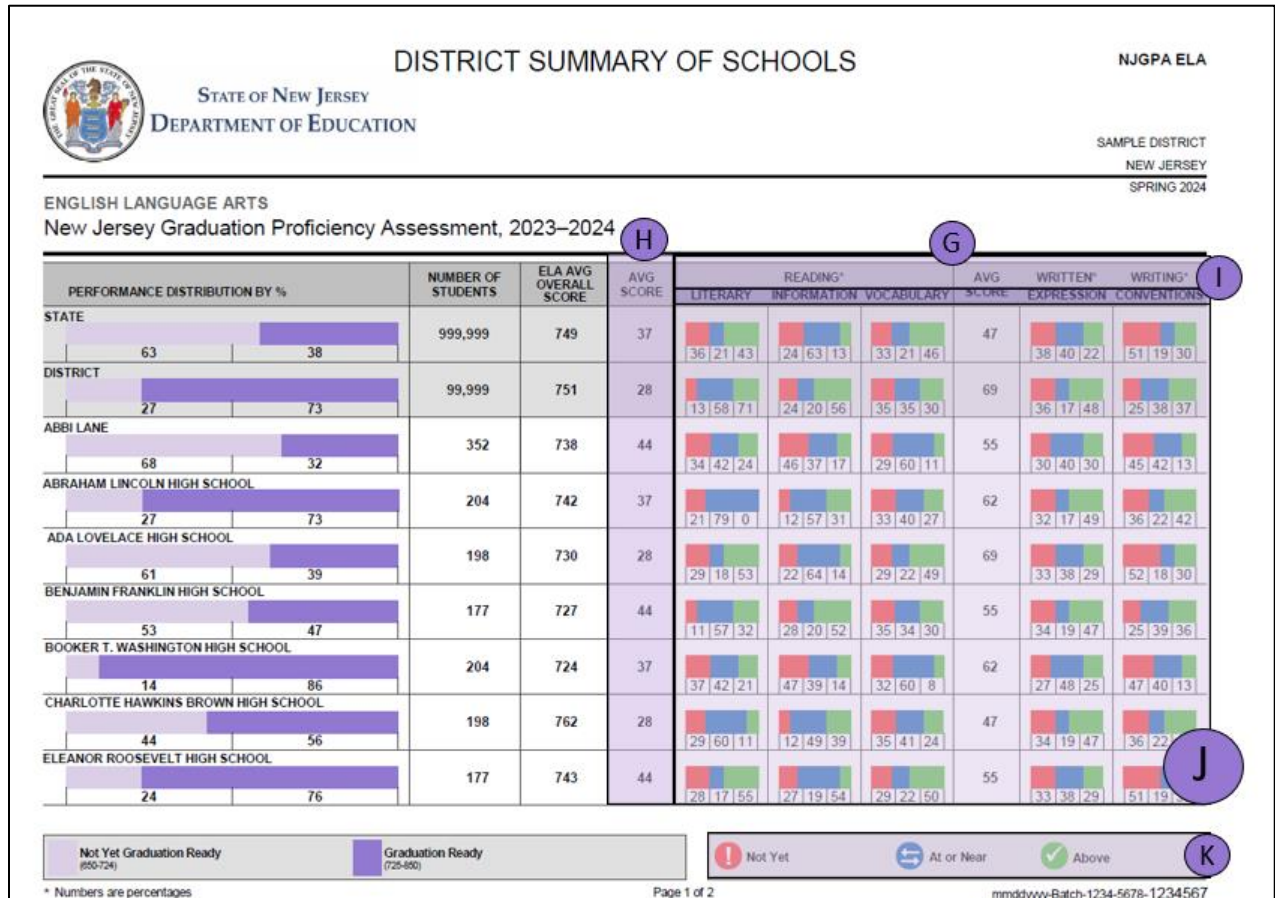
E. Description of Performance Level Graphics

This graphic illustrates the performance levels.

F. Average Overall Scale Score

This section of the report provides the average overall scale score (refer to Part 1.5.1) for all students assessed at the school for the specified assessment on the report. The first two rows contain state and district averages.

Figure 17. Sample District Summary of Schools – ELA Sections G–K



G. Major Claims

For ELA, there are two Major Claims: Reading and Writing.

H. Performance by Major Claims Scale Scores

In ELA, student performance for each Major Claim is provided as an average scale score (refer to Part 1.5.1) on a scale different from the overall scale score. For this reason, the sum of the average scale scores for each Major Claim 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 Major Claims average scale scores appear in each category area under the heading “AVG SCORE.”

The NJGPA provides the ability to compare performance across the score range. By reviewing the average overall scale score section, school data can quickly be compared to the district and state averages.

I. Subclaim Category

Within each Major Claim for ELA are specific skill sets (subclaims) students demonstrate on the NJGPA.

J. Subclaim Performance Indicators

This section represents how well the students performed in a subclaim category. As with overall and Major Claims scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale.

For District Summary of School Reports, only the color of the symbols is used in the graphical representation under each subclaim:

- The green section (right section) of the graph for the specified subclaim provides the percentage of students whose performance in this subclaim is above overall graduation ready performance.
- The blue section (middle section) of the graph for the specified subclaim provides the percentage of students whose performance in this subclaim is at or near overall graduation ready performance.
- The red section (left section) of the graph for the specified subclaim provides the percentage of students whose performance in this subclaim is below overall graduation ready performance.

On the District Summary of Schools Report, subclaim performance for the state, district, and schools is reported by the percentage (both graphically and numerically) of students who are Not Yet, At or Near, or Above. 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 J.

K. Description of Subclaim Performance Indicator Graphics

As described in Section J, student performance for each subclaim is illustrated with the color of the symbols:



An exclamation point (i.e., “Not Yet” category) suggests a student’s performance in this subclaim is below overall graduation ready performance.



A bidirectional arrow (i.e., “At or Near” category) suggests a student’s performance in this subclaim is at or near overall graduation ready performance.



A check mark (i.e., “Above” category) suggests a student’s performance in this subclaim is above overall graduation ready performance.

3.2.3 District and School Performance Level Summary Report

The Performance Level Summary Reports are provided at a District and School Level, samples of the School Performance Level Summary are provided in Figures 18 and 19, offer an overall picture of student performance in a school or district by demographic group. Groups reported include:

- Gender (Male, Female, Non-binary).
- Ethnicity or Race (Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races, Not Indicated).
- Students with Disabilities (IEP, 504).
- Multilingual Learner (Current ML, Former ML).
- Other (Economically Disadvantaged, Homeless, Migrant).

A description of the individual report components follows.

Figure 18. Sample School Performance Level Summary – ELA Page 1 Sections A–E

| Purpose: This report describes group achievement in terms of average scale scores and performance levels. | | Number of Valid Scores | Average Scale Score | Performance Levels | | | |
|---|--|------------------------|---------------------|--------------------------|-------|------------------|-------|
| | | | | Not Yet Graduation Ready | | Graduation Ready | |
| | | | | # | % | # | % |
| State | | | | 80 | 28.1% | | 71.9% |
| District | | | | 21 | 15.3% | | 84.7% |
| School | | | 804 | 8 | 12.3% | | 87.7% |
| Gender | | | | | | | |
| Female | | 9 | 816 | 1 | 11.1% | 8 | 88.9% |
| Male | | 56 | 803 | 7 | 12.5% | 49 | 87.5% |
| Non-Binary/Undesignated | | 0 | 0 | 0 | 0.0% | 0 | 0.0% |
| Ethnicity/Race | | | | | | | |
| Hispanic or Latino | | 28 | 806 | 2 | 7.1% | 26 | 92.9% |
| American Indian or Alaska Native | | 12 | 798 | 2 | 16.7% | 10 | 83.3% |
| Asian | | 14 | 804 | 3 | 21.4% | 11 | 78.6% |
| Black or African-American | | 0 | 0 | 0 | 0.0% | 0 | 0.0% |
| Native Hawaiian or Other Pacific Islander | | 0 | 0 | 0 | 0.0% | 0 | 0.0% |
| White | | 0 | 0 | 0 | 0.0% | 0 | 0.0% |
| Two or more races | | 0 | 0 | 0 | 0.0% | 0 | 0.0% |
| Not Indicated | | 11 | 807 | 1 | 9.1% | 10 | 90.9% |
| Economic Disadvantage | | | | | | | |
| No | | 65 | 804 | 8 | 12.3% | 57 | 87.7% |
| Yes | | 0 | 0 | 0 | 0.0% | 0 | 0.0% |
| Students with Disabilities | | | | | | | |
| IEP - Yes | | 54 | 806 | 6 | 11.1% | 48 | 88.9% |
| IEP - No | | 11 | 796 | 2 | 18.2% | 19 | 81.8% |
| 504 | | 19 | 793 | 4 | 21.1% | 15 | 78.9% |

Figure 19. Sample School Performance Level Summary – ELA Page 2 Sections A–E

| Purpose: This report describes group achievement in terms of average scale scores and performance levels. | | Number of Valid Scores | Average Scale Score | Performance Levels | | | |
|---|--|------------------------|---------------------|--------------------------|-------|------------------|--|
| | | | | Not Yet Graduation Ready | | Graduation Ready | |
| | | # | % | # | % | | |
| Multilingual Learner | | | | | | | |
| No | | 7 | 12.5% | 50 | 87.5% | | |
| Yes | | 1 | 11.1% | 8 | 88.9% | | |
| Migrant | | | | | | | |
| No | | 7 | 11.3% | 55 | 88.7% | | |
| Yes | | 1 | 33.3% | 2 | 66.7% | | |

A. Identification Information

This section provides the school and district name, NJGPA content component, state, and assessment administration. On district-level reports, the school name will not be provided.

B. Content Area and Assessment Name

The content area of the report, the name of the assessment, as well as the assessment year are identified.

C. Demographic and Program Categories and Student Groups

Demographic and program categories with student groups are listed on the left side of the table. Results for students for whom no demographic or program information was coded are included in the “not indicated” student group.

D. Group Counts and Means

This section displays:

- Number of Students with Valid Scores (i.e., the number of students who took the test and completed a sufficient number of items for the test to be scored).
- Average Scale Score (of those students with valid scale scores).

E. Performance Level Results

This section of the report contains all performance-level data for students with valid scale scores in the state, district, and/or school, and each demographic group. It also displays both the number and percentage of students at each performance level.

Part 4: Understanding Mathematics School and District Reports

In addition to Individual Student Reports, schools will receive reports that are helpful tools in evaluating educational programs and student progress. These reports:

- Summarize student achievement.
- Describe student performance relative to meeting standards.

These reports also support improvement planning efforts. For example, they can assist districts with prioritizing professional learning and resource decisions, advising program alignment with academic standards, and reflecting on the effectiveness of school initiatives.

4.1 Student Level Reports

4.1.1 Student Roster Reports

The Student Roster is produced at the school level to provide a method of reviewing the test results of all students within a given school. Student records that are designated as being Not Tested or Void will not appear on this report. Figure 20 provides a sample Student Roster, and a description of the various components of the report follows.

Figure 20. Sample Student Roster – Mathematics Sections A–D

| STATE OF NEW JERSEY DEPARTMENT OF EDUCATION | | STUDENT ROSTER | | | | NJGPA MATH SAMPLE SCHOOL SAMPLE DISTRICT NEW JERSEY SPRING 2024 | |
|--|--|--------------------|--------------------|--------------|--------------|---|--|
| MATHEMATICS New Jersey Graduation Proficiency Assessment, 2023–2024 | | MATH OVERALL SCORE | MATHEMATICS* | | | | |
| STUDENT | | MAJOR CONTENT | SUPPORTING CONTENT | REASONING | MODELING | | |
| STATE AVERAGE | | 746 | 36 21 43 | 24 63 13 | 33 21 46 | 38 40 22 | |
| DISTRICT AVERAGE | | 750 | 13 58 71 | 24 20 56 | 35 35 30 | 36 17 48 | |
| SCHOOL AVERAGE | | 734 | 34 42 24 | 46 37 17 | 29 60 11 | 30 40 30 | |
| ALASTNAME, FIRSTNAME M. | | 781 | ✓ | ↕ | ✓ | ✓ | |
| BLASTNAME, FIRSTNAME M. | | 740 | ! | ↕ | ↕ | ↕ | |
| BLASTNAME, FIRSTNAME M. | | 756 | ! | ↕ | ↕ | ↕ | |
| CLASTNAME, FIRSTNAME M. | | 813 | ✓ | ✓ | ✓ | ✓ | |
| DLASTNAME, FIRSTNAME M. | | 766 | ! | ✓ | ↕ | ↕ | |
| ELASTNAME, FIRSTNAME M. | | 698 | ! | ↕ | ↕ | ! | |
| FLASTNAME, FIRSTNAME M. | | 724 | ! | ! | ! | ↕ | |
| ILASTNAME, FIRSTNAME M. | | 756 | ! | ↕ | ↕ | ↕ | |
| GLASTNAME, FIRSTNAME M. | | 830 | ✓ | ↕ | ✓ | ✓ | |
| HLASTNAME, FIRSTNAME M. | | 726 | ! | ↕ | ↕ | ! | |
| JLASTNAME, FIRSTNAME M. | | 661 | ! | ! | ! | ! | |

Not Yet Graduation Ready (650-740)
Graduation Ready (750-850)
! Not Yet
↕ At or Near
✓ Above

* Numbers are percentages Page 1 of 2

A. Identification Information

This section lists the NJGPA content component, school name, district name, state, and assessment administration.

B. Assessment Information

This section provides the content area (Mathematics) assessed, the name of the assessment, and assessment year.

C. Roster of Students

The far-left section of the Student Roster Report identifies the state, the district, and the school averages before listing, in alphabetical order, each student’s name.

D. Scale Score

In this section of the report, the first three rows contain the average scale scores for the state, district and school followed by the student’s overall scale score and performance level. Students receive a numerical scale score and based on that score, are placed in one of two performance levels, Graduation Ready or Not Yet Graduation Ready. Performance levels are

indicated by the color highlighting behind the number. Graduation Ready is indicated by dark purple and Not Yet Graduation Ready is indicated by light purple.

Figure 21. Sample Student Roster – Mathematics Sections E–H

| STATE OF NEW JERSEY DEPARTMENT OF EDUCATION | | STUDENT ROSTER | | | | NJGPA MATH | |
|--|--------------------|----------------|--------------------|--------------|--------------|---|----------|
| | | | | | | SAMPLE SCHOOL SAMPLE DISTRICT NEW JERSEY SPRING 2024 | |
| MATHEMATICS New Jersey Graduation Proficiency Assessment, 2023–2024 | | | | | | | |
| STUDENT | MATH OVERALL SCORE | MATHEMATICS* | | | | REASONING | MODELING |
| | | MAJOR CONTENT | SUPPORTING CONTENT | REASONING | MODELING | | |
| STATE AVERAGE | 746 | 36 21 43 | 24 63 13 | 33 21 46 | 38 40 22 | | |
| DISTRICT AVERAGE | 750 | 13 58 71 | 24 20 56 | 35 35 30 | 36 17 48 | | |
| SCHOOL AVERAGE | 734 | 34 42 24 | 46 37 17 | 29 60 11 | 30 40 30 | | |
| ALASTNAME, FIRSTNAME M. | 781 | ✓ | ↕ | ✓ | ✓ | | |
| BLASTNAME, FIRSTNAME M. | 740 | ! | ↕ | ↕ | ↕ | | |
| BLASTNAME, FIRSTNAME M. | 756 | ! | ↕ | ↕ | ↕ | | |
| CLASTNAME, FIRSTNAME M. | 813 | ✓ | ✓ | ✓ | ✓ | | |
| DLASTNAME, FIRSTNAME M. | 766 | ! | ✓ | ↕ | ↕ | | |
| ELASTNAME, FIRSTNAME M. | 698 | ! | ↕ | ↕ | ↕ | ! | |
| FLASTNAME, FIRSTNAME M. | 724 | ! | ! | ! | ↕ | ↕ | |
| ILASTNAME, FIRSTNAME M. | 756 | ! | ↕ | ↕ | ↕ | ↕ | |
| GLASTNAME, FIRSTNAME M. | 830 | ✓ | ↕ | ✓ | ✓ | ✓ | |
| HLASTNAME, FIRSTNAME M. | 726 | ! | ↕ | ↕ | ↕ | ! | |
| JLASTNAME, FIRSTNAME M. | 661 | ! | ! | ! | ! | ! | |

G Not Yet Graduation Ready (650-740)

Graduation Ready (750-850)

* Numbers are percentages

H ! Not Yet ↕ At or Near ✓ Above

Page 1 of 2

E. Subclaim Percentages of Students

Students will encounter items aligned to specific mathematics skill sets (subclaims) on the NJGPA. Each subclaim category includes the header identifying the subclaim, as well as state, district, and school percentages.

F. Subclaim Performance Indicators

For each student, this section provides an indication of subclaim performance, using the symbols indicated in the Subclaim Indicator Graphics in Section H.

G. Description of Performance Level Graphics

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

H. Description of Subclaim Indicator Graphics

For each student, this section provides an indication of subclaim performance related to graduation readiness. The following symbols are used to describe student performance:



An exclamation point (i.e., “Not Yet” category) suggests a student’s performance in this subclaim is below overall graduation ready performance.



A bidirectional arrow (i.e., “At or Near” category) suggests a student’s performance in this subclaim is at or near overall graduation ready performance.



A check mark (i.e., “Above” category) suggests a student’s performance in this subclaim is above overall graduation ready performance.

4.1.2 Content Standards Roster Report

The NJGPA Content Standards Roster Report for mathematics reports the percentage of points in each Conceptual Category a student got correct based on the Common Core State Standards upon which the Evidence Statements are based. The report is by NJGPA content area at a school level.

Note: The Content Standards Roster report for mathematics provides results in the Conceptual Categories. The Content Standards Roster Data file published in PAN also includes results at the cluster level. It is important to keep in mind that the maximum points available at each cluster level are usually less than 6 points, so inferences should be made with caution.

For more information about Evidence Statements and Common Core State Standards, please visit the [Test Content and Other Information](#) webpage. Use the NJSLA drop-down menu and select Mathematics to access the course specific evidence statement tables and Common Core State Standards. Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either On Grade level (OGL) or Securely Held Knowledge (SHK).

Figure 22. Sample Content Standards Roster – Mathematics

| STATE OF NEW JERSEY DEPARTMENT OF EDUCATION | | Content Standards Roster | | | | | | | | | | NJGPA MATH | | | |
|---|-----------|--|-----|--|-----|--|----|---|-----|--|-----|---|-----|-------------------------|-----|
| MATHEMATICS New Jersey Graduation Proficiency Assessment, 2023–2024 | | CONFIDENTIAL - DO NOT DISTRIBUTE | | | | | | | | | | SAMPLE SCHOOL NAME SAMPLE DISTRICT NAME NEW JERSEY SPRING 2024 | | | |
| | | NJ = State Average Percent Points Achieved ST = Student Percent Points Achieved | | Number and Quantity | | Algebra | | Functions | | Geometry | | Statistics & Probability | | Modeling & Reasoning | |
| STUDENT | CORE FORM | N/N/B/3 | | A/SSE/A.1 A/SSE/A.2 A/SSE/B.3 A/APR/A.1 A/APR/B.3 A/CED/A.3 A/CED/A.4 A/REI/B.3 A/REI/B.4 A/REI/C.8 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.7a F/IF/C.7b F/IF/C.7c F/IF/C.8a F/IF/C.9 F/FF/B.3 F/EA/2 | | G/CO/A.1 G/CO/A.3 G/CO/A.5 G/CO/B.6 G/CO/C.9 G/CO/C.10 G/CO/C.11 G/CO/D.12 G/CO/D.13 G/SRT/A.1 G/SRT/A.2 G/SRT/B.5 G/SRT/C.6 G/SRT/C.7 G/SRT/C.8 G/GCA.2 G/CB.5 G/GPE/A.1 G/GPE/B.6 G/GPE/B.7 G/GMD/A.1 G/GMD/A.3 G/GMD/B.4 | | S/ID/A.1 S/ID/A.2 S/ID/A.3 S/ID/B.5 S/ID/B.6 S/ID/C.7 S/ID/C.8 | | On Grade Level | | Securely Held Knowledge | |
| | | NJ | ST | NJ | ST | NJ | ST | NJ | ST | NJ | ST | NJ | ST | NJ | ST |
| 1 LASTNAME320, FIRSTNAME320 | N24 | n/a | n/a | 67 | 100 | 48 | 38 | 47 | 67 | n/a | n/a | 61 | 80 | 60 | 50 |
| 2 LASTNAME321, FIRSTNAME321 | N24 | n/a | n/a | 67 | 29 | 48 | 13 | n/a | n/a | n/a | n/a | 61 | 33 | 60 | 0 |
| 3 LASTNAME322, FIRSTNAME322 | N24 | n/a | n/a | 67 | 100 | 48 | 38 | 47 | 75 | n/a | n/a | 61 | 80 | 60 | 40 |
| 4 LASTNAME323, FIRSTNAME323 | N24 | n/a | n/a | 67 | 100 | 48 | 50 | 47 | 75 | n/a | n/a | 61 | 87 | 60 | 90 |
| 5 LASTNAME324, FIRSTNAME324 | N24 | n/a | n/a | 67 | 0 | 48 | 0 | 47 | 0 | n/a | n/a | 61 | 0 | 60 | 0 |
| 6 LASTNAME325, FIRSTNAME325 | N24 | n/a | n/a | 67 | 100 | 48 | 50 | 47 | 75 | n/a | n/a | 61 | 93 | 60 | 100 |
| 7 LASTNAME326, FIRSTNAME326 | N24 | n/a | n/a | 67 | 57 | 48 | 25 | 47 | 8 | n/a | n/a | 61 | 53 | 60 | 10 |
| 8 LASTNAME327, FIRSTNAME327 | N24 | n/a | n/a | 67 | 86 | 48 | 38 | 47 | 33 | n/a | n/a | 61 | 73 | 60 | 30 |
| 9 LASTNAME328, FIRSTNAME328 | N24 | n/a | n/a | 67 | 100 | 48 | 88 | 47 | 100 | n/a | n/a | 61 | 100 | 60 | 100 |
| 10 LASTNAME329, FIRSTNAME329 | N24 | n/a | n/a | 67 | 14 | 48 | 0 | 47 | 0 | n/a | n/a | 61 | 20 | 60 | 0 |
| 11 LASTNAME330, FIRSTNAME330 | N24 | n/a | n/a | 67 | 100 | 48 | 88 | 47 | 75 | n/a | n/a | 61 | 100 | 60 | 100 |
| 12 LASTNAME331, FIRSTNAME331 | N24 | n/a | n/a | 67 | 100 | 48 | 88 | 47 | 92 | n/a | n/a | 61 | 100 | 60 | 100 |
| 13 LASTNAME332, FIRSTNAME332.A | N24 | n/a | n/a | 67 | 38 | 48 | 22 | 47 | 8 | n/a | n/a | 61 | 16 | 60 | 50 |

A. School Information

This report is provided at a school level by student. The school name, district, state, and assessment administration are provided.

B. Description of Report

The description of the content area (Mathematics) assessed, the name of the assessment, and assessment year.

C. Conceptual Categories and Mathematics Practices

For the purpose of this report, all operational items are classified by Common Core Conceptual Categories or two Mathematics Practices in aggregate.

NJGPA Math Content Standards Roster reports on Number and Quantity, Algebra, Functions, Geometry, Statistics & Probability, and two Mathematics Practices in aggregate.

D. State Average Percent Achieved

This section provides the average percent of available points achieved for all students in the state with valid scores for each conceptual category or practice at an operational form combination. Conceptual categories or practices with fewer than 6 maximum points will have "N/A" listed in this section, not the average percent correct.

E. Student Percent Achieved

This section shows the percent achieved of the total points possible each student listed received in each conceptual category or practice. Groups with fewer than 6 maximum points will have "N/A" listed in this section, not the student's percent correct.

F. Core Form

This section indicates the type of operational core form taken by each student listed for the spring 2024 administration. The form is determined by the core operational form. Form codes starting with the letter N indicate the NJGPA base form. Information for all sections (Student Percent Achieved, and State Average Percent Achieved) are for that student's individual operational form combination. Comparisons cannot be made for students unless students took the exact same form for the report administration.

G. Student Information

Students will be listed by last name, then first name in alphabetical order. Students are listed if a valid score is available for those students whose score has not been suppressed.

H. Modeling and Reasoning

Mathematics includes Evidence Statements aligned to the Mathematical Practices: Modeling and Reasoning. When linked to the Common Core State Standards, Modeling and Reasoning items are considered either OGL or SHK.

OGL items are aligned to Algebra I or Geometry Standards. For example, an Algebra I Modeling or Reasoning item might have content drawn from Algebra I standards. These are considered On Grade Level.

SHK items, while requiring Algebra I or Geometry reasoning or modeling, may draw content from a previous course. For example, a Geometry Modeling or Reasoning item might have content drawn from the Grade 8 standards. These are considered Securely Held Knowledge.

I. Additional Information

Links to more detailed information on the Evidence Statements and Common Core State Standards are provided at the bottom of the report.

4.2 District- and School-Level Reports

Test results contained in district- and school-level reports can provide meaningful information for educational program reviews.

4.2.1 Evidence Statement Analysis Report

The NJGPA District Evidence Statement Analysis and School Evidence Statement Analysis are two-page reports that provide the performance results at a state, district, and school level for each of the NJGPA Evidence Statements. Information is reported separately for each content component.

For more information about Evidence Statements and Common Core State Standards, please visit the [Test Content and Other Information](#) webpage. Use the NJSLA drop-down menu and select Mathematics to access the Algebra I and Geometry specific evidence statement tables and Common Core State Standards. Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either OGL or SHK.

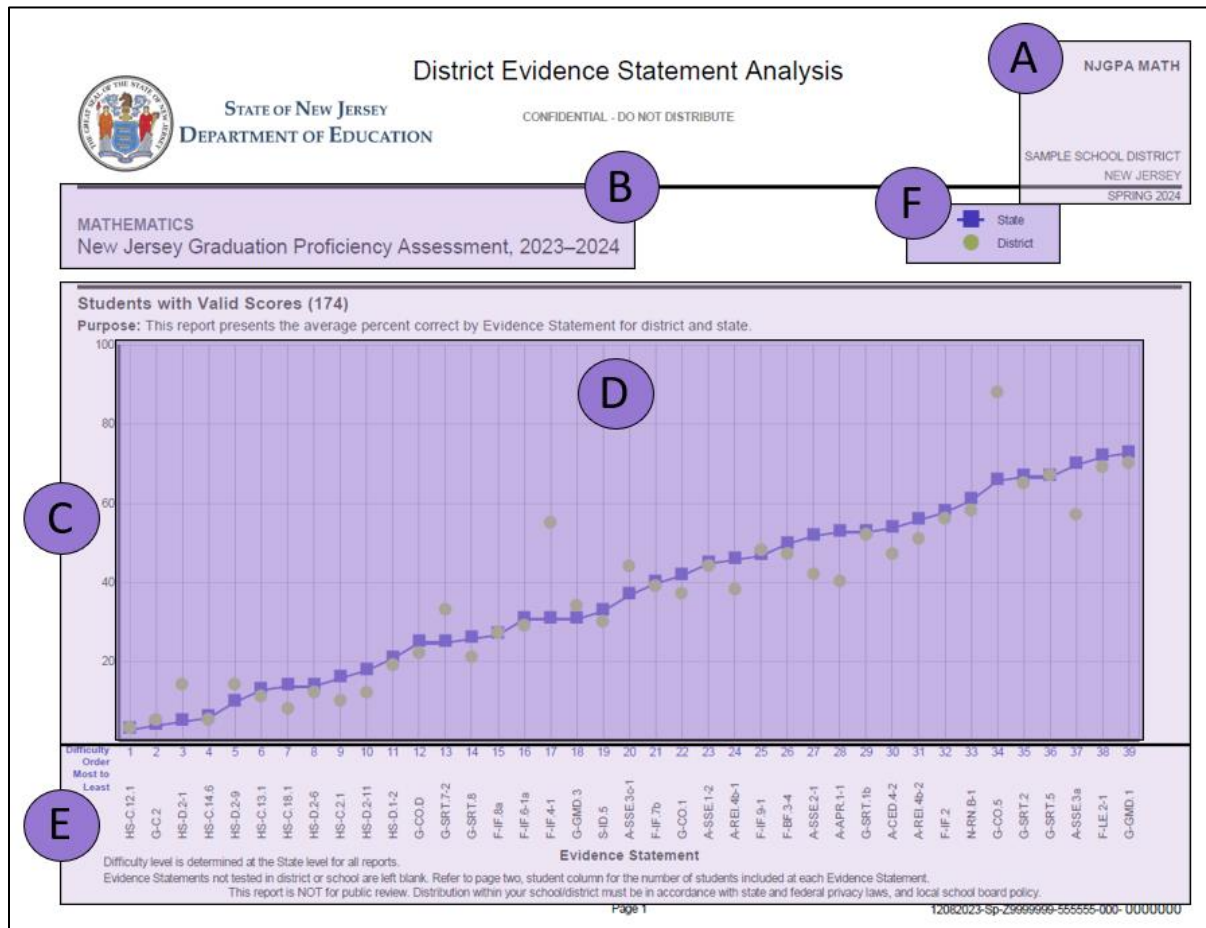
For more information on the Evidence Statement Data file posted in PAN, please refer to the Evidence Statement Data file field definitions document published in PAN.

4.2.1.1 Sample District and School Evidence Statement Analysis Reports – Page 1

Page 1 of the Evidence Statement Analysis Report shows the performance by evidence statement in graph form.

The mathematics report below shows an example of a district-level report.

Figure 23. Sample District Evidence Statement Analysis – Mathematics Page 1



A. District and School Information

The report is provided at a district level as well as for each school associated with that district listed on the report. The school name, district, state, and assessment administration are provided.

B. Description of Report

The description of the content area (Mathematics) assessed, the name of the assessment, and assessment year are located in this section.

C. Students with Valid Scores

The report presents the average percent correct by evidence statement for students who have overall scale scores in the spring 2024 administration. This section indicates the number of students with valid scores for this content component.

D. Graph

The average percent correct for each evidence statement is represented on the chart at a state level, district level, and for the school report, at a school level. State symbols are connected with a solid line. District and school symbols are not connected because some evidence

statements may not be represented if a specific form was not taken by students at the school and district. If an evidence statement is not represented at a school or district level, a symbol will not be listed on the chart for that evidence statement. If a symbol on the chart is at zero percent, this indicates that the evidence statement had 0% achieved out of the maximum points possible for that school or district. Where the placement of the school or district symbol indicates a sharp difference from the placement of the state number, check Section E on page 2 of the report to find out the local number of students who were involved.

E. Evidence Statement and Difficulty Order

Items on the NJGPA are written to evidence statements, which are based on the Common Core State Standards. Each operational item on the assessment is aligned to an evidence statement. The evidence statements are placed in order on the graph from most to least difficult. This difficulty order is determined by the performance level of items based at the State level. Evidence statements are considered more difficult when the ratio is low between average points achieved and maximum points possible.

F. Legend

The legend for this graph provides the symbol for State, District, and School values (where applicable).

4.2.1.2 Sample District and School Evidence Statement Analysis Reports – Page 2

Page 2 of the Evidence Statement Analysis Report links the Evidence Statements to the Common Core State Standard(s) upon which they are based.

Figure 24. Sample District Evidence Statement Analysis – Mathematics Page 2

| District Evidence Statement Analysis | | | | | NJGPA MATH |
|---|--------------------|-------------------------------|--------------------------|-----------------|------------------------|
| CONFIDENTIAL - DO NOT DISTRIBUTE | | | | | |
| | | | | | SAMPLE SCHOOL DISTRICT |
| | | | | | NEW JERSEY |
| | | | | | SPRING 2024 |
| This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty. | | | | | |
| MATHEMATICS | | | | | |
| New Jersey Graduated Proficiency Assessment, 2023 | | | | | |
| | A | B | C | D | E |
| Difficulty Order Most to Least | Evidence Statement | Common Core State Standard(s) | Domain | Item Type | District Student Count |
| 1 | HS-C.12.1 | OGL | Modeling and Reasoning | Math - Type II | 9 |
| 2 | G-C.2 | HSG.C.A.2 | Geometry | Math - Type I | 674 |
| 3 | HS-D.2-1 | OGL | Modeling and Reasoning | Math - Type III | 9 |
| 4 | HS-C.14.6 | OGL | Modeling and Reasoning | Math - Type II | 9 |
| 5 | HS-D.2-9 | OGL | Modeling and Reasoning | Math - Type III | 9 |
| 6 | HS-C.13.1 | OGL | Modeling and Reasoning | Math - Type II | 674 |
| 7 | HS-C.18.1 | SHK | Modeling and Reasoning | Math - Type II | 665 |
| 8 | HS-D.2-6 | OGL | Modeling and Reasoning | Math - Type III | 665 |
| 9 | HS-C.2.1 | OGL | Modeling and Reasoning | Math - Type II | 665 |
| 10 | HS-D.2-11 | OGL | Modeling and Reasoning | Math - Type III | 665 |
| 11 | HS-D.1-2 | SHK | Modeling and Reasoning | Math - Type III | 674 |
| 12 | G-CO.D | HSG.CO.D.12 HSG.CO.D.13 | Geometry | Math - Type I | 674 |
| 13 | G-SRT.7-2 | HSG.SRT.C.7 | Geometry | Math - Type I | 9 |
| 14 | G-SRT.8 | HSG.SRT.C.8 | Geometry | Math - Type I | 674 |
| 15 | F-IF.8a | HSF.IF.C.8.A | Functions | Math - Type I | 9 |
| 16 | F-IF.6-1a | HSF.IF.B.6 | Functions | Math - Type I | 674 |
| 17 | F-IF.4-1 | HSF.IF.B.4 | Functions | Math - Type I | 9 |
| 18 | G-GMD.3 | HSG.GMD.A.3 | Geometry | Math - Type I | 674 |
| 19 | S-ID.5 | HSS.ID.B.5 | Statistics & Probability | Math - Type I | 674 |
| 20 | A-SSE.3c-1 | HSA.SSE.B.3.C | Algebra | Math - Type I | 9 |
| 21 | F-IF.7b | HSF.IF.C.7.B | Functions | Math - Type I | 674 |
| 22 | G-CO.1 | HSG.CO.A.1 | Geometry | Math - Type I | 665 |
| 23 | A-SSE.1-2 | HSA.SSE.A.1 HSA.SSE.A.1.A | Algebra | Math - Type I | 674 |
| 24 | A-REI.4b-1 | HSA.REI.B.4.B | Algebra | Math - Type I | 674 |
| 25 | F-IF.9-1 | HSF.IF.C.9 | Functions | Math - Type I | 665 |
| 26 | F-BF.3-4 | HSF.BF.B.3 | Functions | Math - Type I | 665 |
| 27 | A-SSE.2-1 | HSA.SSE.A.2 | Algebra | Math - Type I | 674 |
| 28 | A-APR.1-1 | HSA.APR.A.1 | Algebra | Math - Type I | 674 |
| 29 | G-SRT.1b | HSG.SRT.A.1.B | Geometry | Math - Type I | 674 |
| 30 | A-CED.4-2 | HSA.CED.A.4 | Algebra | Math - Type I | 674 |
| 31 | A-REI.4b-2 | HSA.REI.B.4.B | Algebra | Math - Type I | 674 |
| 32 | F-IF.2 | HSF.IF.A.2 | Functions | Math - Type I | 674 |
| 33 | N-RN.B-1 | HSN.RN.B.3 | Number and Quantity | Math - Type I | 665 |
| 34 | G-CO.5 | HSG.CO.A.5 | Geometry | Math - Type I | 9 |
| 35 | G-SRT.2 | HSG.SRT.A.2 | Geometry | Math - Type I | 665 |

continued

For more information about Evidence Statements and Common Core State Standards, please visit Test Content and Other Information webpage at: <https://nj.mypearsonsupport.com/test-content/>. Use the NJSLA drop-down menu to select Mathematics to access the grade-specific evidence statement tables and Common Core State Standards.

Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK).

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

A. Evidence Statement

Evidence Statements are listed in the same order as on the page 1 graph, from most to least difficult.

B. Common Core State Standard(s)

The Common Core State Standard(s) linked to the Evidence Statement is listed in the third section. Statements that are considered Modeling or Reasoning are indicated as such in Section C.

C. Domain

For the purposes of this report, all operational items are categorized by Conceptual Category. The Conceptual Category (domain) is listed in this section.

D. Item Type

The item type section on page 2 of the report includes all item types for the items included in each Evidence Statement category. Math item types are Math—Type I (tasks assessing concepts, skills, and procedures), Math—Type II (tasks assessing expressing mathematical reasoning) and Math—Type III (tasks assessing modeling/applications).

E. Student Count

The student count represents the number of students whose form of the assessment contained an item or items written to the evidence statement listed in Section A. The count may differ by row as there are different forms of the assessment and not all forms include all of the same items or assess the same evidence statements. Sometimes when only a very small number of students in a school or district take a form containing an item related to a particular evidence statement not assessed on any other form, the district or school performance on the evidence statement in the graph on the other side of the form can appear very different from the state performance.

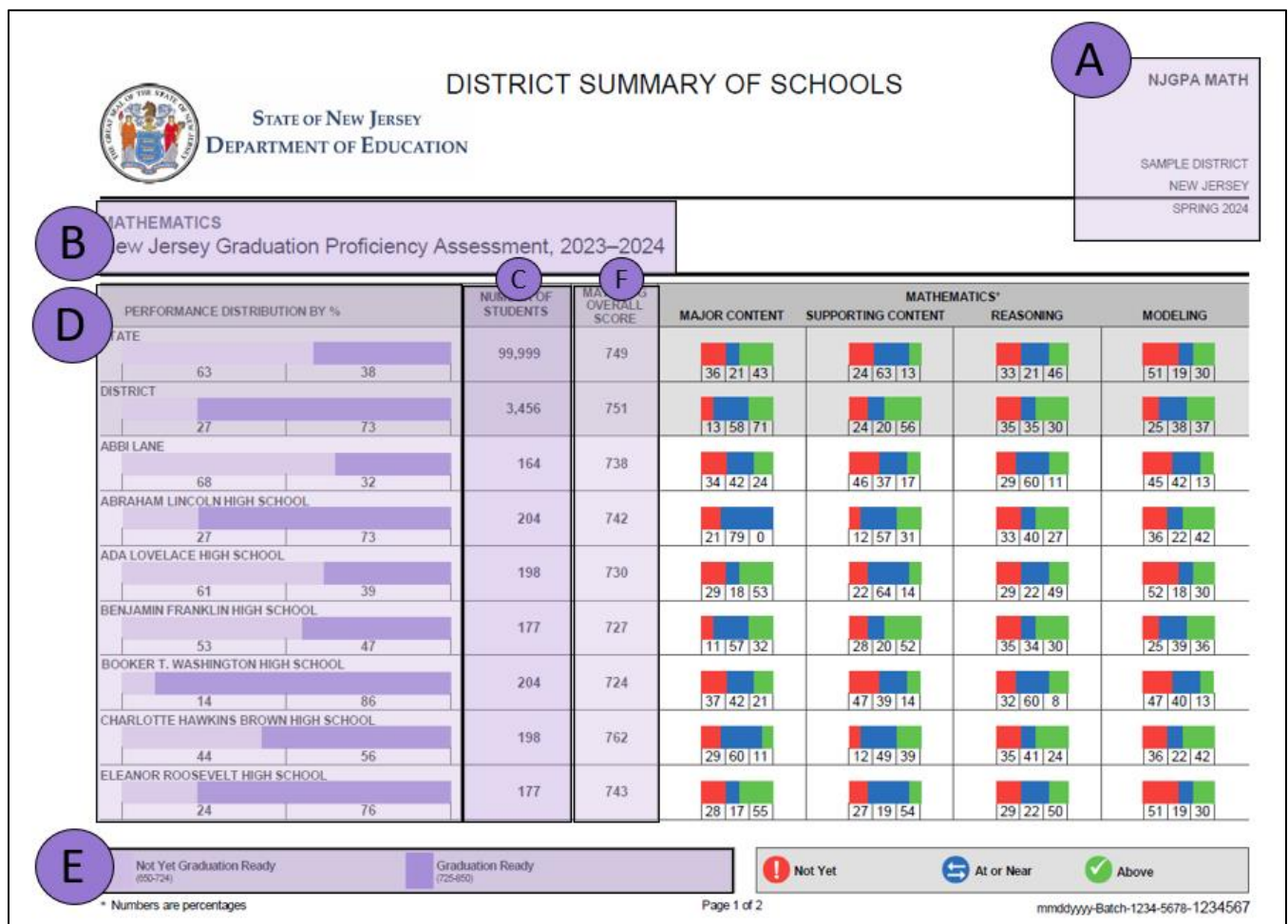
F. Additional Information

Links to more detailed information on the New Jersey Evidence Statements and Common Core State Standards are provided at the bottom of the report.

4.2.2 District Summary of Schools Report

Test results contained in school- and district-level reports can provide meaningful information for educational program review. The District Summary of Schools Report provide no individual student information. Instead, they contain summary data at the state, district, and school levels to help schools and districts understand how performance compares to other schools. For non-charter or non-Renaissance schools, the school version of this report shows the performance for a single school within the district, in comparison to the state and district levels. The district version of the report, shown in Figures 25 and 26, shows the performance of all schools within the district, in comparison to the state and district levels.

Figure 25. Sample District Summary of Schools – Mathematics Sections A–F



A. Identification Information

This section lists the NJGPA content component, district name, state, and assessment administration.

B. Assessment Information

The report heading provides the content area (Mathematics) assessed, the name of the assessment, 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.

D. Percentage of Students at Each Performance Level

The first section 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 Not Yet Graduation Ready through Graduation Ready on the right. The numerical values appearing below the graph indicate the percentage of students with valid scores who are Not Yet Graduation Ready through Graduation Ready, 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 of the graphs in Section D.

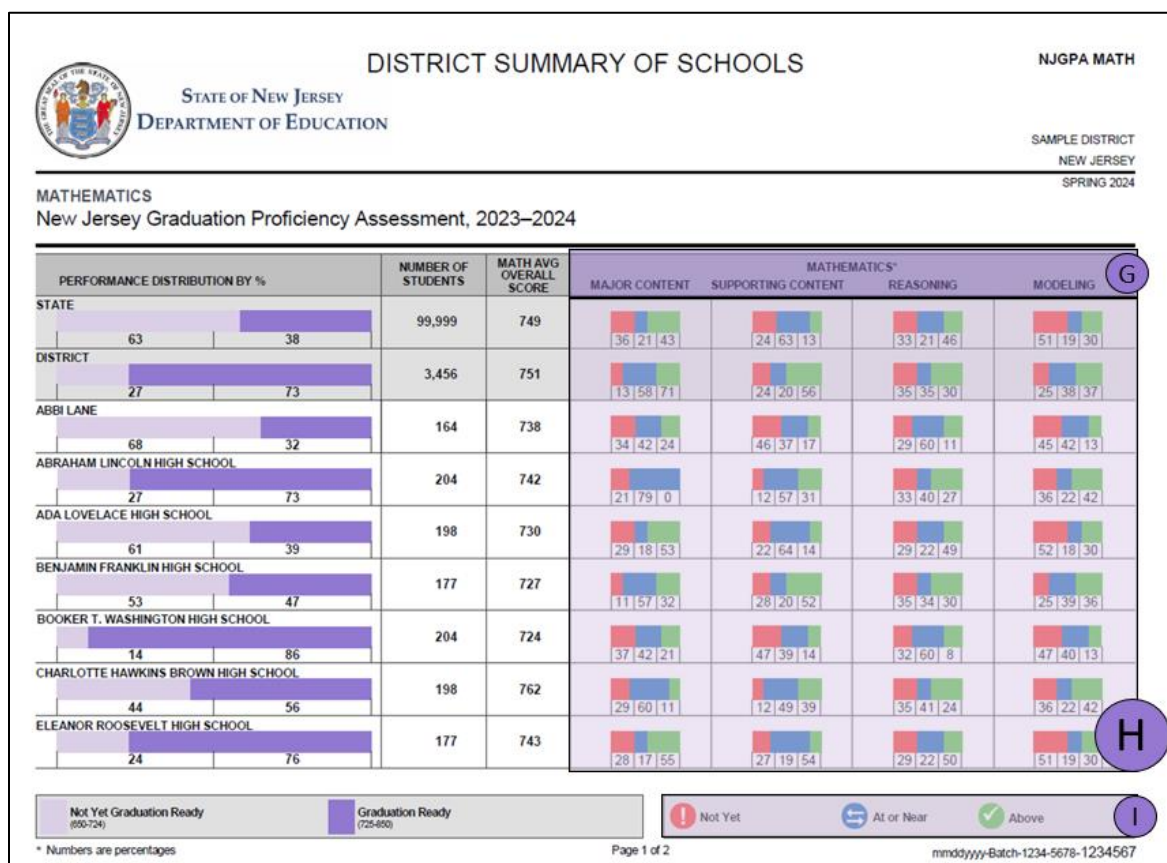
E. Description of Performance Level Graphics

This graphic illustrates the performance levels.

F. Average Overall Scale Score

This section of the report provides the average overall scale score (refer to Part 1.5.1) for all students assessed at the school for the specified assessment on the report. The first two rows contain state and district averages.

Figure 26. Sample District Summary of Schools – Mathematics Sections G–I



G. Subclaim Category

Specific skill sets (subclaims) that students display ability on are provided for mathematics.

H. Subclaim Performance Indicators

This section represents how well the students performed in a subclaim category. As with the overall score, a measure of student ability for each subclaim is estimated on a common, underlying measurement scale.

For District Summary of School Reports, only the color of the symbols is used in the graphical representation under each subclaim:

- The green section (right section) of the graph for the specified subclaim provides the percentage of students whose performance in this subclaim is above overall graduation ready performance.
- The blue section (middle section) of the graph for the specified subclaim provides the percentage of students whose performance in this subclaim is at or near overall graduation ready performance.

- The red section (left section) of the graph for the specified subclaim provides the percentage of students whose performance in this subclaim is below overall graduation ready performance.

On the District Summary of Schools Report, subclaim performance for the state, district, and schools is reported by the percentage (both graphically and numerically) of students who are Not Yet, At or Near, or Above. 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 H.

I. Description of Subclaim Performance Indicator Graphics

As described in Section H, Student performance for each subclaim is illustrated with the color of the symbols:



An exclamation point (i.e., “Not Yet” category) suggests a student’s performance in this subclaim is below overall graduation ready performance.



A bidirectional arrow (i.e., “At or Near” category) suggests a student’s performance in this subclaim is at or near overall graduation ready performance.



A check mark (i.e., “Above” category) suggests a student’s performance in this subclaim is above overall graduation ready performance.

4.2.3 District and School Performance Level Summary Report

The School and District Performance Level Summary Reports, samples of which are provided in Figures 27 and 28, offer an overall picture of student performance in a school or district by demographic group. Groups reported include:


- Gender (Male, Female, Non-binary).
- Ethnicity or Race (Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races, Not Indicated).
- Students with Disabilities (IEP, 504).
- Multilingual Learner (Current ML, Former ML).
- Other (Economically Disadvantaged, Homeless, Migrant).

A description of the individual report components follows.

Figure 27. Sample School Performance Level Summary – Mathematics Page 1 Sections A–E

| Purpose: This report describes group achievement in terms of average scale scores and performance levels. | | Number of Valid Scores | Average Scale Score | Performance Levels | | | |
|---|--|------------------------|---------------------|--------------------------|-------|------------------|--------|
| | | | | Not Yet Graduation Ready | | Graduation Ready | |
| | | | # | % | # | % | |
| State | | 81 | 77 | 25.2% | | 74.8% | |
| District | | 81 | 50 | 24.9% | | 75.1% | |
| School | | 785 | 19 | 24.4% | | 75.6% | |
| Gender | | | | | | | |
| Female | | 21 | 794 | 5 | 23.8% | 16 | 76.2% |
| Male | | 57 | 781 | 14 | 24.6% | 43 | 75.4% |
| Non-Binary/Undesignated | | 0 | 0 | 0 | 0.0% | 0 | 0.0% |
| Ethnicity/Race | | | | | | | |
| Hispanic or Latino | | 37 | 790 | 9 | 24.3% | 28 | 75.7% |
| American Indian or Alaska Native | | 11 | 771 | 3 | 27.3% | 8 | 72.7% |
| Asian | | 14 | 773 | 4 | 28.6% | 10 | 71.4% |
| Black or African-American | | 0 | 0 | 0 | 0.0% | 0 | 0.0% |
| Native Hawaiian or Other Pacific Islander | | 0 | 0 | 0 | 0.0% | 0 | 0.0% |
| White | | 0 | 0 | 0 | 0.0% | 0 | 0.0% |
| Two or more races | | 0 | 0 | 0 | 0.0% | 0 | 0.0% |
| Not Indicated | | 16 | 783 | 3 | 18.8% | 13 | 81.3% |
| Economic Disadvantage | | | | | | | |
| No | | 77 | 785 | 19 | 24.7% | 58 | 75.3% |
| Yes | | 1 | 760 | 0 | 0.0% | 1 | 100.0% |
| Students with Disabilities | | | | | | | |
| IEP - Yes | | 27 | 772 | 9 | 33.3% | 18 | 66.7% |
| IEP - No | | 51 | 792 | 10 | 19.6% | 41 | 80.4% |
| 504 | | 7 | 787 | 1 | 14.3% | 6 | 85.7% |

Figure 28. Sample School Performance Level Summary – Mathematics Page 2 Sections A–E

| SCHOOL PERFORMANCE LEVEL SUMMARY | | | | | | |
|--|------------------------|----------------------------------|--------------------------|-------|---|-------|
|  STATE OF NEW JERSEY DEPARTMENT OF EDUCATION | | CONFIDENTIAL - DO NOT DISTRIBUTE | | | NJGPA Math SAMPLE SCHOOL SAMPLE DISTRICT NEW JERSEY SPRING 2024 | |
| MATHEMATICS New Jersey Graduation Proficiency Assessment, 2023–2024 | | | | | | |
| Purpose: This report describes group achievement in terms of average scale scores and performance levels. | Number of Valid Scores | Average Scale Score | Performance Levels | | | |
| | | | Not Yet Graduation Ready | | Graduation Ready | |
| | | | # | % | # | % |
| Multilingual Learner | | | | | | |
| No | | | 7 | 12.5% | | 87.5% |
| Yes | | | 1 | 11.1% | | 88.9% |
| Migrant | | | | | | |
| No | 62 | 806 | 7 | 11.3% | 55 | 88.7% |
| Yes | 3 | 777 | 1 | 33.3% | 2 | 66.7% |

A. Identification Information

This section provides the school and/or district name, NJGPA content component, state, and assessment administration. On district level reports the school name will not be provided.

B. Content Area and Assessment Name

The content area of the report, the name of the assessment, as well as the assessment year are identified.

C. Demographic and Program Categories and Student Groups

Demographic and program categories with student groups are listed on the left side of the table. Results for students for whom no demographic or program information was coded are included in the “not indicated” student group.

D. Group Counts and Means

This section displays:

- Number of Students with Valid Scores (i.e., the number of students who took the test and completed a sufficient number of items for the test to be scored).
- Average Scale Score (of those students with valid scale scores).

E. Performance Level Results

This section of the report contains all performance level data for students with valid scale scores in the state, district, and/or school, and each demographic group. It also displays both the number and percentage of students at each performance level.