

# New Jersey Graduation Proficiency Assessment (NJGPA)

English Language Arts

Mathematics

## Score Interpretation Guide For Educators

Spring 2023



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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## Contents

Part 1: Introduction and Overview of Assessment Program .....	8
1.1 Background .....	8
1.2 New Jersey Graduation Proficiency Assessment .....	8
1.3 Test Security .....	9
1.4 Confidentiality of Scores .....	9
1.5 Types of Scores on the NJGPA Score Reports .....	9
1.5.1 Scale Scores .....	10
1.5.2 Performance Levels .....	10
1.5.3 Subclaim Performance Indicators .....	10
1.6 How to Use this Guide .....	11
Part 2: Understanding the NJGPA Individual Student Report (ISR) .....	12
2.1 Individual Student Report (ISR) .....	12
2.2 General Information .....	15
A. Identification Information .....	15
B. Description of Report .....	15
C. The Parent Portal Access Code .....	15
2.3 Overall Assessment Results .....	16
D. Overall Performance Level .....	16
E. Graphical Representation of Overall Performance: Scale Score and Performance Level	16
F. Probable Range .....	17
G. What is a subclaim? .....	17
2.4 Performance by Content Component – ELA .....	18
H. Performance by ELA Major Claims .....	18
I. ELA Subclaim Categories .....	19
J. Proportion of Available Points by Subclaim .....	19
K. Description of Performance Indicator Graphics .....	19
2.5 Performance by Content Component – Mathematics .....	20
I. Mathematics Subclaim Categories .....	20
J. Proportion of Available Points by Subclaim .....	20
K. Description of Performance Indicator Graphics .....	21

2.6 Not Tested and Void ISR Results .....	22
Part 3: Understanding ELA School and District Reports .....	25
3.1 Student Level Reports .....	25
3.1.1 Student Roster Reports.....	25
A. Identification Information .....	26
B. Assessment Information .....	26
C. Roster of Students .....	26
D. Scale Score .....	26
E. Major Claims .....	27
F. Performance by Major Claim Scale Score .....	27
G. Subclaim Percentages of Students .....	27
H. Subclaim Performance Indicators.....	28
I. Description of Performance Level Graphics.....	28
J. Description of Subclaim Indicator Graphics.....	28
3.1.2 Content Standards Roster Report.....	29
A. School Information .....	29
B. Description of Report.....	30
C. Reporting Domain and Standard Groups.....	30
D. State Average Percent Achieved .....	30
E. Student Percent Achieved.....	30
F. Core Form.....	31
G. Student Information .....	31
H. Additional Information .....	31
I. Writing Categories .....	32
J. Prose Constructed Response Tasks .....	32
3.2 District- and School-Level Reports.....	33
3.2.1 Evidence Statement Analysis Report.....	33
3.2.1.1 Sample District and School Evidence Statement Analysis Reports – Page 1 .....	33
A. District and School Information.....	34
B. Description of Report.....	34
C. Students with Valid Scores.....	34
D. Graph .....	34
E. Evidence Statement and Difficulty Order .....	35

F. Written Expression and Writing Knowledge (ELA only) .....	35
G. Prose Constructed Response Tasks .....	35
H. Legend .....	36
3.2.1.2 Sample District and School Evidence Statement Analysis Reports – Page 2 .....	36
A. Evidence Statement .....	38
B. Common Core State Standards.....	38
C. Domain.....	38
D. Item Type.....	38
F. Additional Information.....	38
3.2.2 School and District Summary Reports .....	39
A. Identification Information .....	39
B. Assessment Information .....	39
C. Number of Students.....	40
D. Percentage of Students at Each Performance Level.....	40
E. Description of Performance Level Graphics.....	40
F. Average Overall Scale Score.....	40
G. Major Claims (ELA only).....	41
H. Performance by Major Claim Scale Score.....	41
I. Subclaim Category.....	42
J. Subclaim Performance Indicators.....	42
K. Description of Subclaim Performance Indicator Graphics .....	43
3.2.3 District and School Performance Level Summary Report.....	44
A. Identification Information .....	45
B. Content Area and Assessment Name .....	45
C. Demographic and Program Categories and Student Groups.....	45
D. Group Counts and Means .....	45
E. Performance Level Results.....	45
Part 4: Understanding Mathematics School and District Reports.....	46
4.1 Student Level Reports.....	46
4.1.1 Student Roster Reports.....	46
A. Identification Information .....	47
B. Assessment Information .....	47
C. Roster of Students .....	47

D. Scale Score.....	47
E. Subclaim Percentages of Students.....	48
F. Subclaim Performance Indicators .....	48
G. Description of Performance Level Graphics .....	48
H. Description of Subclaim Indicator Graphics .....	48
4.1.2 Content Standards Roster Report .....	50
A. School Information .....	51
B. Description of Report.....	51
C. Conceptual Categories and Mathematics Practices .....	51
D. State Average Percent Achieved .....	51
E. Student Percent Achieved.....	51
F. Core Form.....	51
G. Student Information .....	51
H. Modeling and Reasoning .....	51
I. Additional Information.....	52
4.2 District- and School-Level Reports.....	53
4.2.1 Evidence Statement Analysis Report.....	53
4.2.1.1 Sample District and School Evidence Statement Analysis Reports – Page 1 .....	53
A. District and School Information.....	54
B. Description of Report.....	54
C. Students with Valid Scores.....	54
D. Graph .....	54
E. Evidence Statement and Difficulty Order .....	55
F. Legend .....	55
4.2.1.2 Sample District and School Evidence Statement Analysis Reports – Page 2 .....	56
A. Evidence Statement.....	57
B. Common Core State Standard(s) .....	57
C. Domain.....	57
D. Item Type.....	57
E. Student Count .....	57
F. Additional Information.....	57
4.2.2 School and District Summary Reports .....	58
A. Identification Information .....	58

B. Assessment Information .....	58
C. Number of Students.....	59
D. Percentage of Students at Each Performance Level.....	59
E. Description of Performance Level Graphics.....	59
F. Average Overall Scale Score.....	59
G. Subclaim Category .....	60
H. Subclaim Performance Indicators.....	60
I. Description of Subclaim Performance Indicator Graphics.....	61
4.2.3 District and School Performance Level Summary Report.....	62
A. Identification Information .....	63
B. Content Area and Assessment Name .....	63
C. Demographic and Program Categories and Student Groups.....	63
D. Group Counts and Means .....	63
E. Performance Level Results .....	63

## **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 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 results from the 2022 NJGPA field test were solely used to assist in the development and evaluation of State assessments for future graduating classes. With the adoption of the new 725 minimum graduation ready scale score, updated raw-to-scale score conversion is created for the 2023 NJGPA administration which is different from the one used for the 2022 NJGPA field test administration. Therefore, comparisons of results must not be made between the 2022 NJGPA field test and the 2023 NJGPA administration.

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 2023 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 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 on 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.

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 for each component.

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 Claim 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.

## **1.6 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 2023 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 a student’s scale score and performance level, 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. NJGPA Sample ISR page 1



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

**FIRSTNAME3 LASTNAME3**  
Date of Birth: 02/05/1998 ID: 5670010026 **Grade: 11**  
SAMPLE SCHOOL NAME  
SAMPLE DISTRICT NAME  
NEW JERSEY  
SPRING 2023

---

## 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](https://nj-results.pearsonaccessnext.com) and use this code to access your student's results online.

BtqsPxZg8JWm

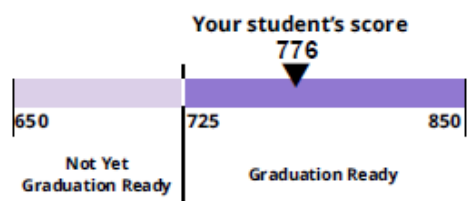
---

### 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

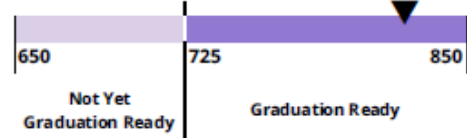
Not Yet Graduation Ready      Graduation Ready

### 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

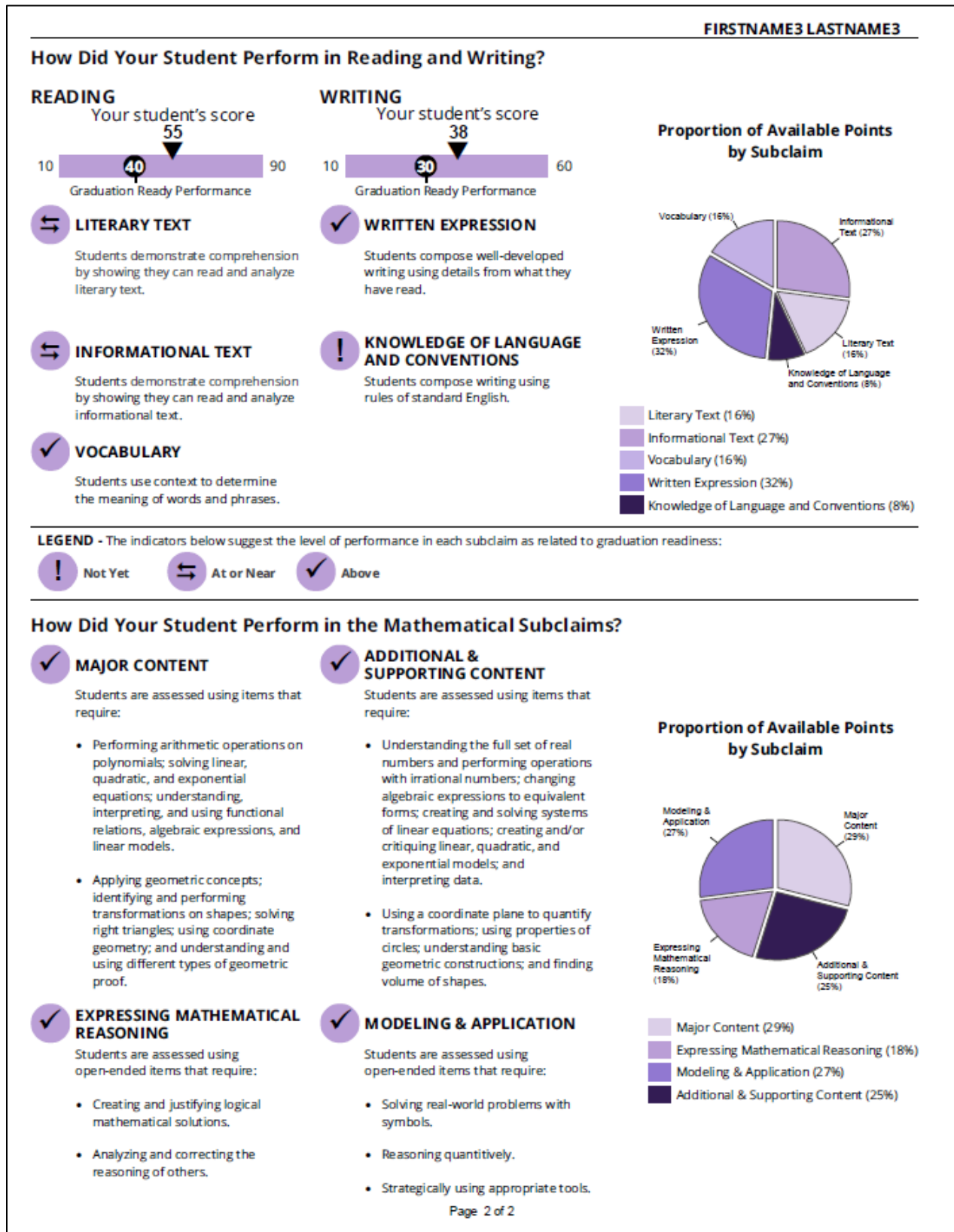
Not Yet Graduation Ready      Graduation Ready

Graduation Ready

 Not Yet Graduation Ready

11

Figure 2. NJGPA Sample 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. NJGPA ISR Sections A—C

The image shows a sample of the NJGPA Individual Student Report (ISR) form. It is divided into three main 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	<b>A</b>	<b>FIRSTNAME3 LASTNAME3</b> Date of Birth: 02/05/1998 ID: 5670010026 <b>Grade: 11</b> SAMPLE SCHOOL NAME SAMPLE DISTRICT NAME NEW JERSEY SPRING 2023
	<b>B</b>	
<b>New Jersey Graduation Proficiency Assessment</b> 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>C</b>		
Visit the NJ Parent Portal at <a href="https://nj-results.pearsonaccessnext.com">nj-results.pearsonaccessnext.com</a> and use this code to access your student's results online. 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

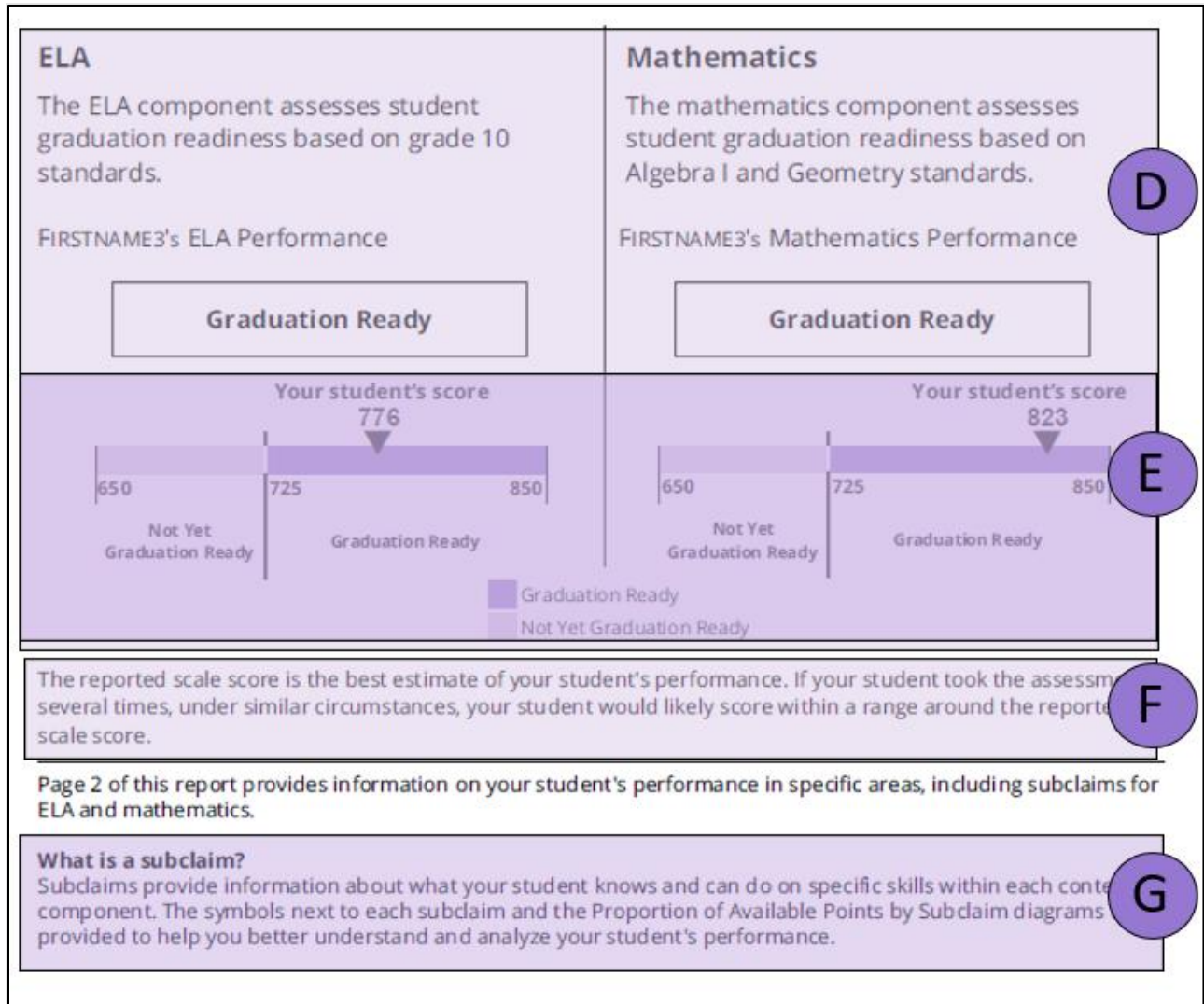
To the left, below the identification information, the description of the report provides a general overview of the assessment and score report.

### 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. NJGPA ISR – Sections D–G



### D. Overall Performance Level

Section D identifies the student's performance level (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**

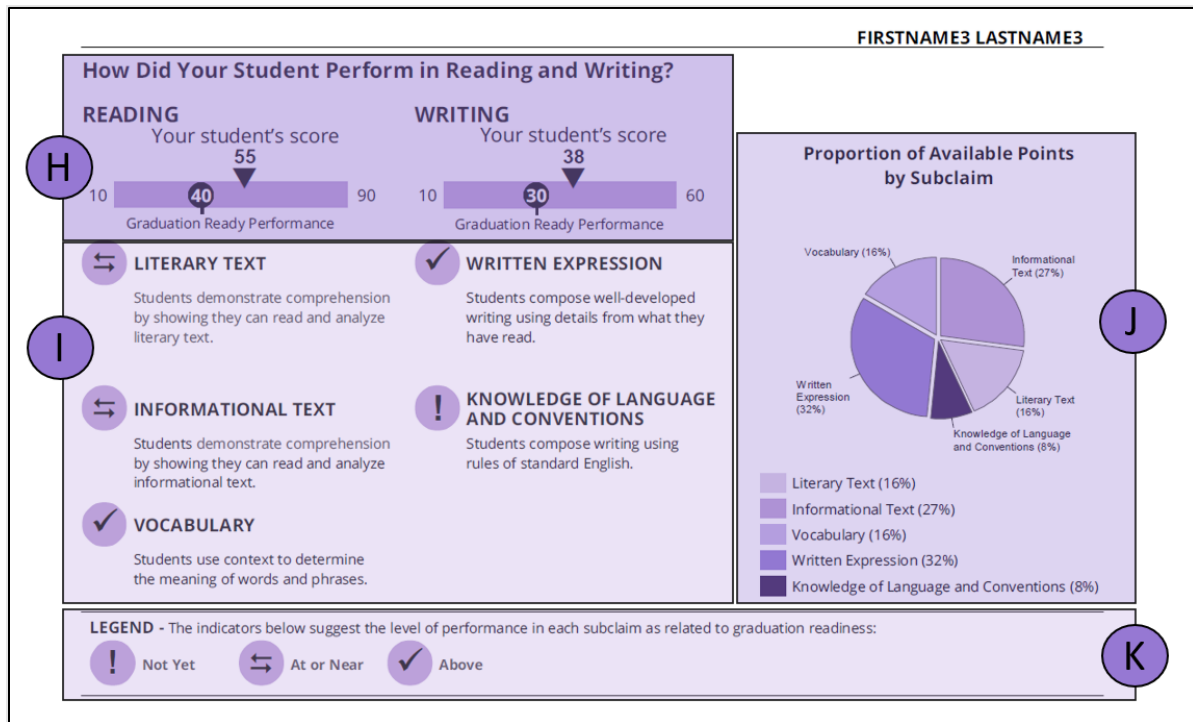
No test provides a perfect measurement of proficiency for a student. If the student took the assessment several times, under similar circumstances, the student would likely score within a statistically predictable range around the reported scale score.

#### **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. 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 that 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.



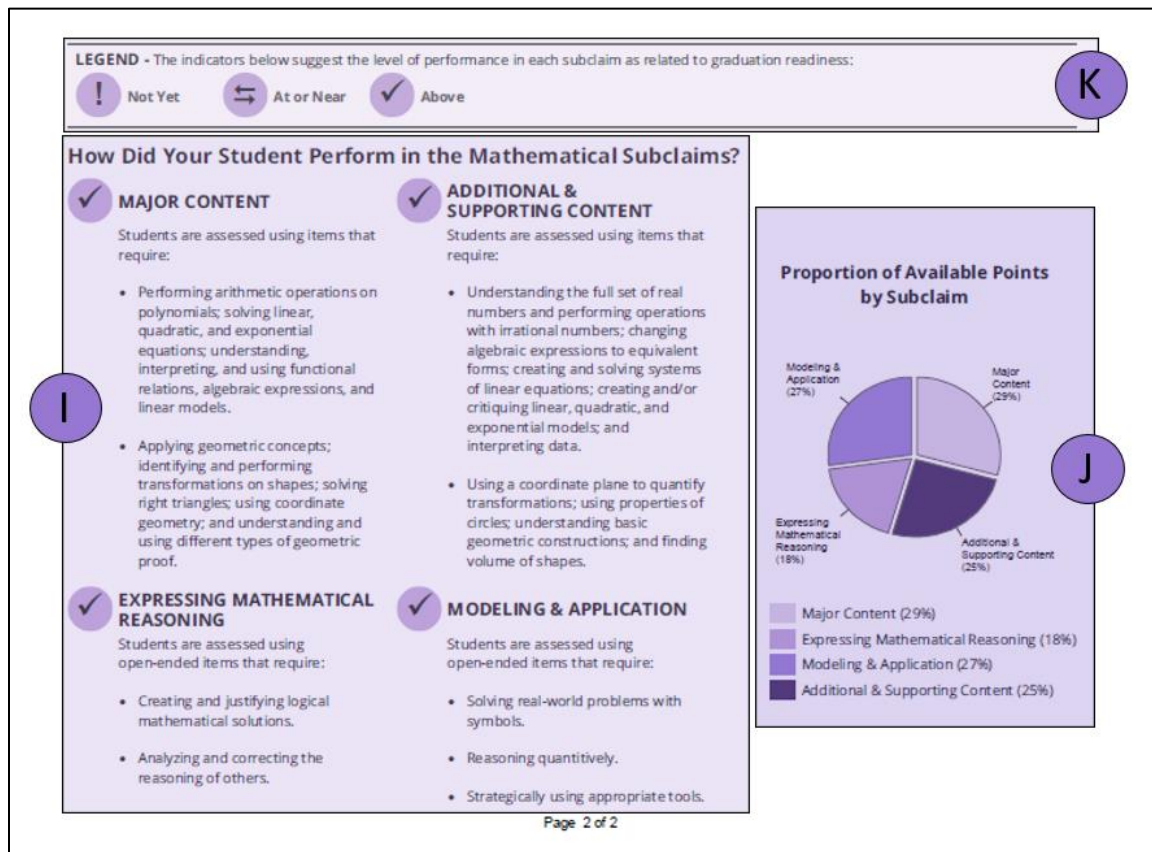
A bidirectional arrow (i.e., "At or Near" category) suggests a student's performance in this subclaim is at or near overall graduation ready performance.



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. 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).

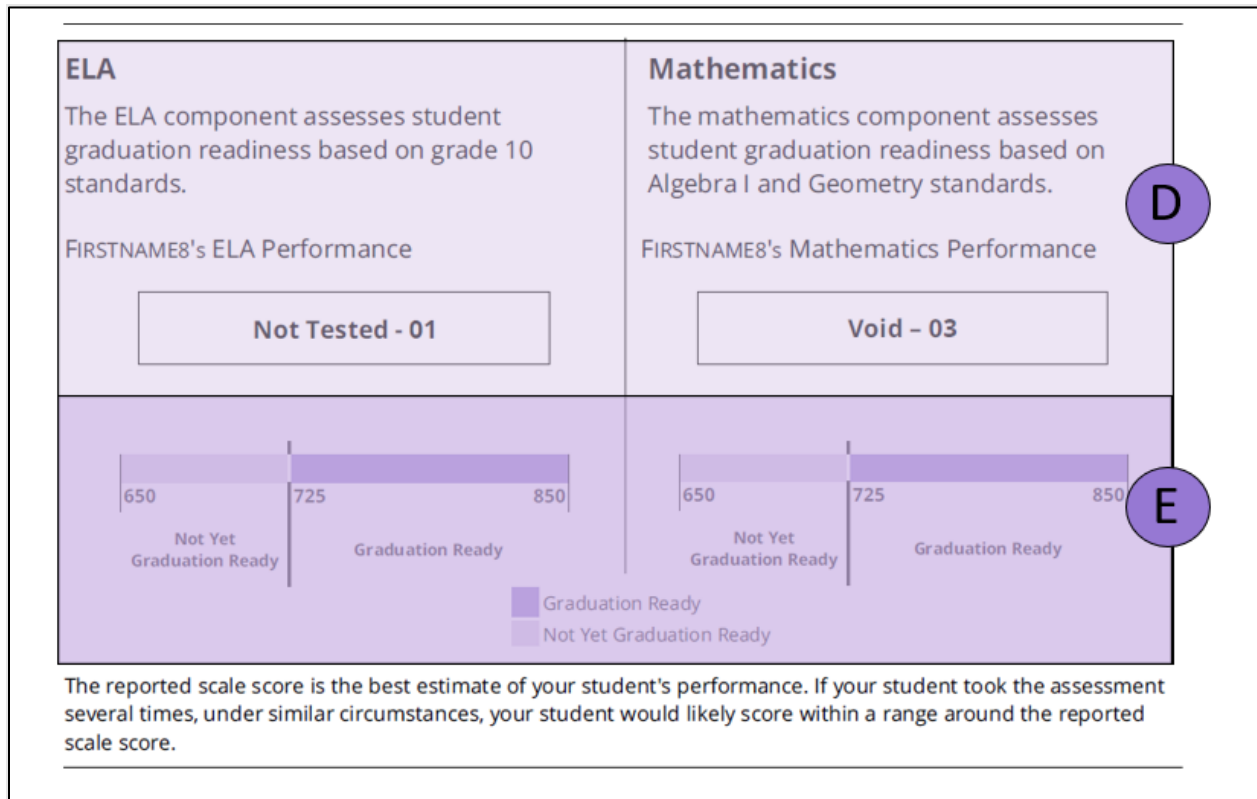
Note: If a specific Not Tested code is not shown either the student did not attempt the test at all or the student did not attempt enough of the test to be assigned a scale score.

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 accessibilities 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. 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. ISR Not Tested and Void Codes Applied – ELA Page 2

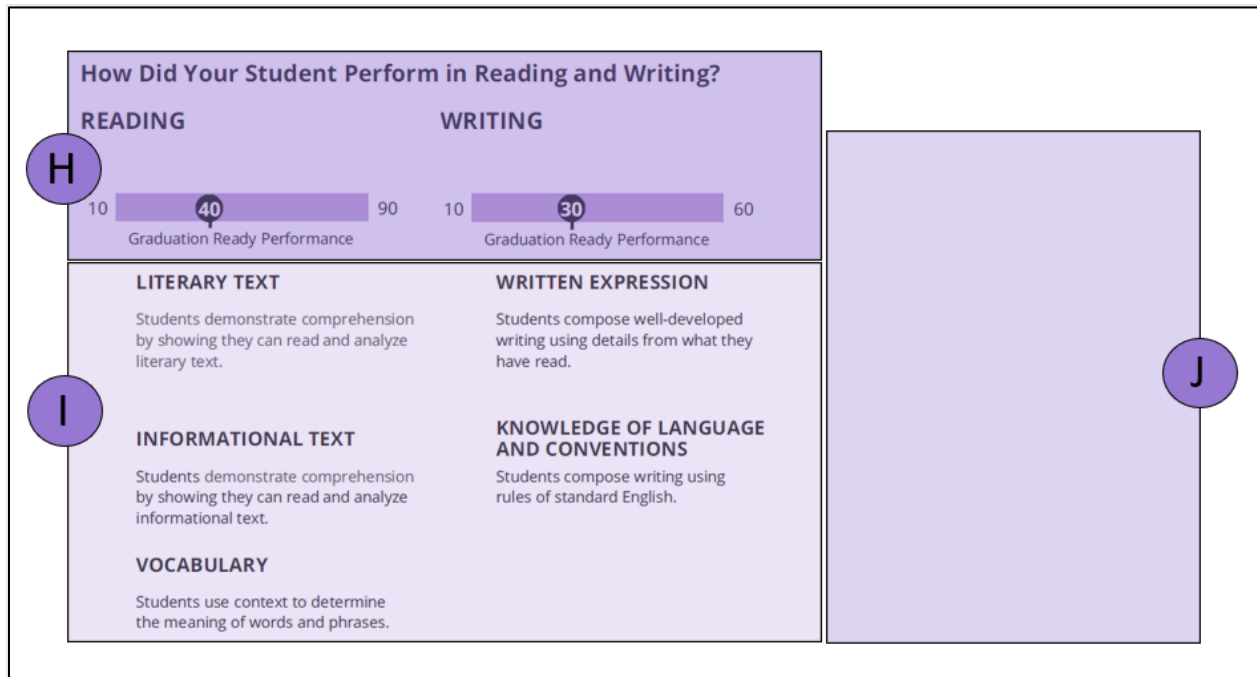
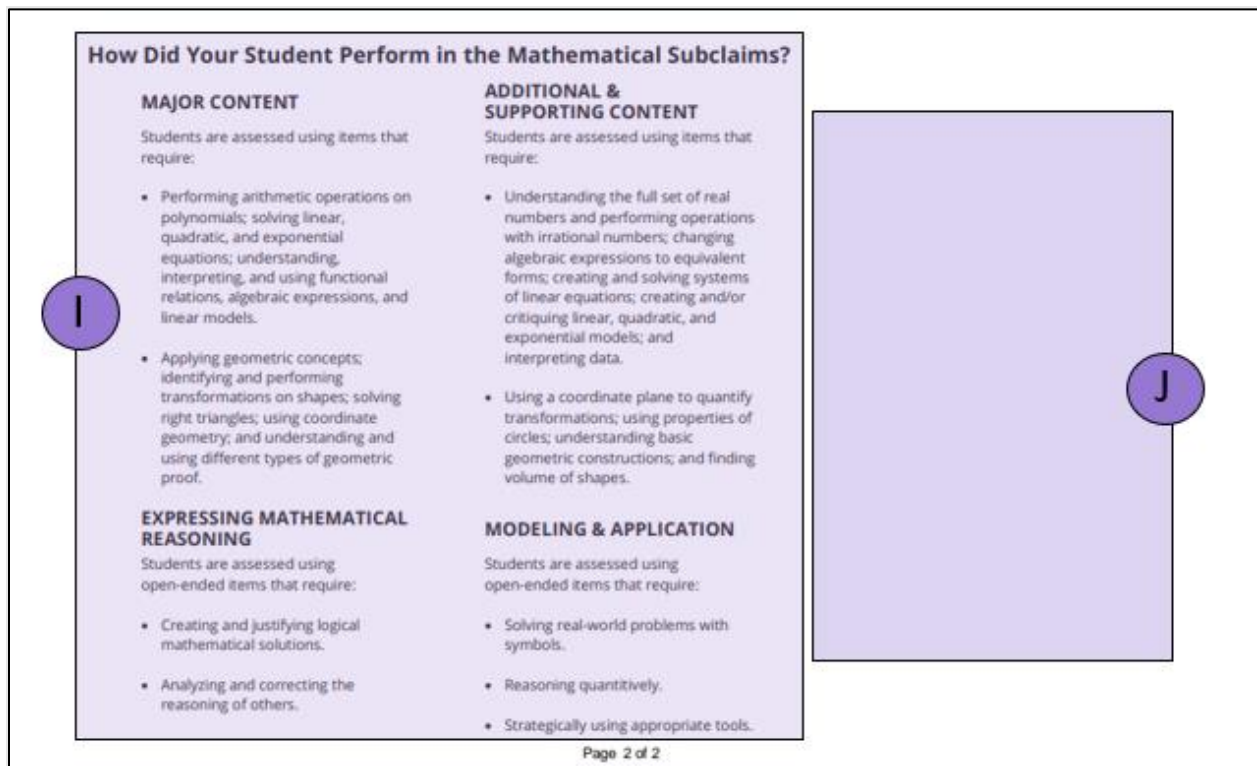


Figure 9. ISR Not Tested and Void Codes Applied – Mathematics Page 2





## **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. Student Roster – ELA Sections A–D

STUDENT ROSTER									
 STATE OF NEW JERSEY DEPARTMENT OF EDUCATION			NJGPA ELA SAMPLE SCHOOL SAMPLE DISTRICT NEW JERSEY SPRING 2023						
ENGLISH LANGUAGE ARTS New Jersey Graduation Proficiency Assessment, 2022–2023									
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	
ALASTNAME, FIRSTNAME M.	771	28	✓	↕	✓	69	↕	✓	
ALASTNAME, FIRSTNAME M.	790	28	✓	↕	✓	69	↕	✓	
BLASTNAME, FIRSTNAME M.	756	44	!	↕	↕	55	✓	↕	
CLASTNAME, FIRSTNAME M.	813	37	✓	✓	✓	62	✓	✓	
DLASTNAME, FIRSTNAME M.	751	28	!	✓	↕	69	!	↕	
ELASTNAME, FIRSTNAME M.	724	44	!	!	↕	55	↕	!	
FLASTNAME, FIRSTNAME M.	698	37	!	!	!	62	!	↕	
FTLASTNAME, FIRSTNAME M.	756	44	!	↕	↕	55	✓	↕	
GLASTNAME, FIRSTNAME M.	783	28	✓	↕	✓	69	✓	✓	
HLASTNAME, FIRSTNAME M.	726	44	!	↕	↕	55	!	!	
JLASTNAME, FIRSTNAME M.	661	28	!	!	!	69	!	!	

! 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. 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, 2022–23												SAMPLE SCHOOL SAMPLE DISTRICT NEW JERSEY SPRING 2023					
STUDENT	ELA OVERALL SCORE	SCORE	READING*						SCORE	WRITTEN*		WRITING*					
			LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS									
STATE AVERAGE	746	37	36	21	43	33	21	46	47	38	40	19	30				
DISTRICT AVERAGE	750	43	13	58	71	24	35	35	30	36	17	42	38	37			
SCHOOL AVERAGE	734	37	34	42	24	46	37	17	29	60	11	30	40	30	45	42	13
ALASTNAME, FIRSTNAME M.	771	28	✓	↕	✓	↕	↕	↕	69	↕	↕	↕	↕				
ALASTNAME, FIRSTNAME M.	790	28	✓	↕	✓	↕	↕	69	↕	↕	↕	↕					
BLASTNAME, FIRSTNAME M.	756	44	!	↕	↕	↕	↕	55	✓	↕	↕	↕					
CLASTNAME, FIRSTNAME M.	813	37	✓	↕	✓	↕	↕	62	✓	↕	↕	↕					
DLASTNAME, FIRSTNAME M.	751	28	!	↕	↕	↕	↕	69	!	↕	↕	↕					
ELASTNAME, FIRSTNAME M.	724	44	!	↕	↕	↕	↕	55	↕	↕	↕	!					
FLASTNAME, FIRSTNAME M.	698	37	!	!	↕	↕	↕	62	!	↕	↕	↕					
FTLASTNAME, FIRSTNAME M.	756	44	!	↕	↕	↕	↕	55	✓	↕	↕	↕					
GLASTNAME, FIRSTNAME M.	783	28	✓	↕	✓	↕	↕	69	✓	↕	↕	↕					
HLASTNAME, FIRSTNAME M.	726	44	!	↕	↕	↕	↕	55	!	↕	↕	!					
JLASTNAME, FIRSTNAME M.	661	28	!	↕	↕	↕	↕	69	!	↕	↕	!					

**I** Not Yet Graduation Ready (650-749)

Graduation Ready (750-859)

! Not Yet    ↕ At or Near    ✓ Above

**J**

Numbers are percentages Page 1 of 2

### E. Major Claims

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

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.

### F. Performance by Major Claim Scale Score

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 Claim scale score appears in each category area under the heading "SCORE."

### 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; state, district, and school performance level percentages; and a symbol representing the student's performance.

## 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 2023 NJGPA and their alignment to the Common Core State Standards. The report is by NJGPA content area at a school level.

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. Content Standards Roster – ELA page 1

ENGLISH LANGUAGE ARTS		Reading: Literature												Reading: Informational Text																							
New Jersey Graduation Proficiency Assessment, 2022–2023		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.9-10.8		RL.9-10.9		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	CORE FORM	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST				
1 LASTNAME001, FIRSTNAME03 J.	N24	55	100	55	100	55	100	n/a	n/a	n/a	n/a	n/a	n/a	50	80	50	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
2 LASTNAME002, FIRSTNAME04	A23	71	100	71	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	100	36	100	36	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
3 LASTNAME003, FIRSTNAME05	A23	71	100	71	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	100	36	100	36	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
4 LASTNAME004, FIRSTNAME06	A23	71	100	71	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	100	36	100	36	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
5 LASTNAME005, FIRSTNAME07		71	75	71	75	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	86	36	83	36	83	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
6 LASTNAME006, FIRSTNAME08		71	63	71	63	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	21	36	25	36	25	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
7 LASTNAME007, FIRSTNAME09		71	100	71	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	100	36	100	36	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
8 LASTNAME008, FIRSTNAME10	A23	71	75	71	75	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	29	36	33	36	33	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
9 LASTNAME009, FIRSTNAME11	A23	71	56	71	56	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	7	36	8	36	8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
10 LASTNAME010, FIRSTNAME12	A23	71	100	71	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	100	36	100	36	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
11 LASTNAME011, FIRSTNAME13	N24	55	100	55	100	55	100	n/a	n/a	n/a	n/a	n/a	n/a	50	100	50	100	50	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
12 LASTNAME012, FIRSTNAME14	N24	55	0	55	0	55	0	n/a	n/a	n/a	n/a	n/a	n/a	50	0	50	0	50	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
13 LASTNAME013, FIRSTNAME15	N24	55	13	55	13	55	17	n/a	n/a	n/a	n/a	n/a	n/a	50	10	50	10	50	13	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
14 LASTNAME014, FIRSTNAME16	N24	55	100	55	100	55	100	n/a	n/a	n/a	n/a	n/a	n/a	50	100	50	100	50	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
15 LASTNAME015, FIRSTNAME17	N24	55	63	55	63	55	67	n/a	n/a	n/a	n/a	n/a	n/a	50	50	50	50	50	50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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 (ELA) assessed, the name of the assessment, and assessment year.

## **C. Reporting Domain and Standard Groups**

Operational items are classified by the ELA Common Core State Standards and/or standard group(s) to which it corresponds. 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 2023 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. Content Standards Roster – ELA page 2

		NJGPA ELA													
		Content Standards Roster								NJ REPORT SCHOOL2					
		CONFIDENTIAL - DO NOT DISTRIBUTE								NJ REPORT DISTRICT					
		STATE OF NEW JERSEY DEPARTMENT OF EDUCATION								NEW JERSEY					
		ENGLISH LANGUAGE ARTS								SPRING 2023					
		New Jersey Graduation Proficiency Assessment, 2023													
		NJ – State Average Percent Points Achieved													
		ST = Student Percent Points Achieved													
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 L.9-10.5.a L.9-10.5.b 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.9-10.10	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.9-10.10											
NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST		
1 LASTNAME001, FIRSTNAME03 J.	N24	46	60	51	71	39	0	62	100	60	100	62	100	62	100
2 LASTNAME002, FIRSTNAME04	A23	74	100	67	100	n/a	n/a	77	100	66	100	77	100	74	100
3 LASTNAME003, FIRSTNAME05	A23	74	100	67	100	n/a	n/a	77	100	66	100	77	100	74	100
4 LASTNAME004, FIRSTNAME06	A23	74	100	67	100	n/a	n/a	77	100	66	100	77	100	74	100
5 LASTNAME005, FIRSTNAME07	A23	74	100	67	86	n/a	n/a	77	25	66	33	77	0	74	53
6 LASTNAME006, FIRSTNAME08	A23	74	88	67	57	n/a	n/a	77	38	66	100	77	37	74	58
7 LASTNAME007, FIRSTNAME09	A23	74	100	67	100	n/a	n/a	77	100	66	83	77	95	74	100
8 LASTNAME008, FIRSTNAME10	A23	74	100	67	64	n/a	n/a	77	38	66	0	77	21	74	42
9 LASTNAME009, FIRSTNAME11	A23	74	50	67	36	n/a	n/a	77	63	66	33	77	95	74	21
10 LASTNAME010, FIRSTNAME12	A23	74	100	67	100	n/a	n/a	77	100	66	100	77	100	74	100
11 LASTNAME011, FIRSTNAME13	N24	46	80	51	100	39	50	62	100	60	100	62	100	62	100
12 LASTNAME012, FIRSTNAME14	N24	46	0	51	0	39	0	62	0	60	0	62	0	62	0
13 LASTNAME013, FIRSTNAME15	N24	46	10	51	7	39	0	62	25	60	0	62	21	62	21
14 LASTNAME014, FIRSTNAME16	N24	46	100	51	100	39	88	62	100	60	100	62	100	62	100
15 LASTNAME015, FIRSTNAME17	N24	46	20	51	57	39	0	62	100	60	67	62	95	62	95

For more information about Evidence Statements and Common Core State Standards, please visit the Test Content and Other Information webpage at <https://njjmypearsonsupport.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 03272023-Sp-2999999-77777-555-0000000

## **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.

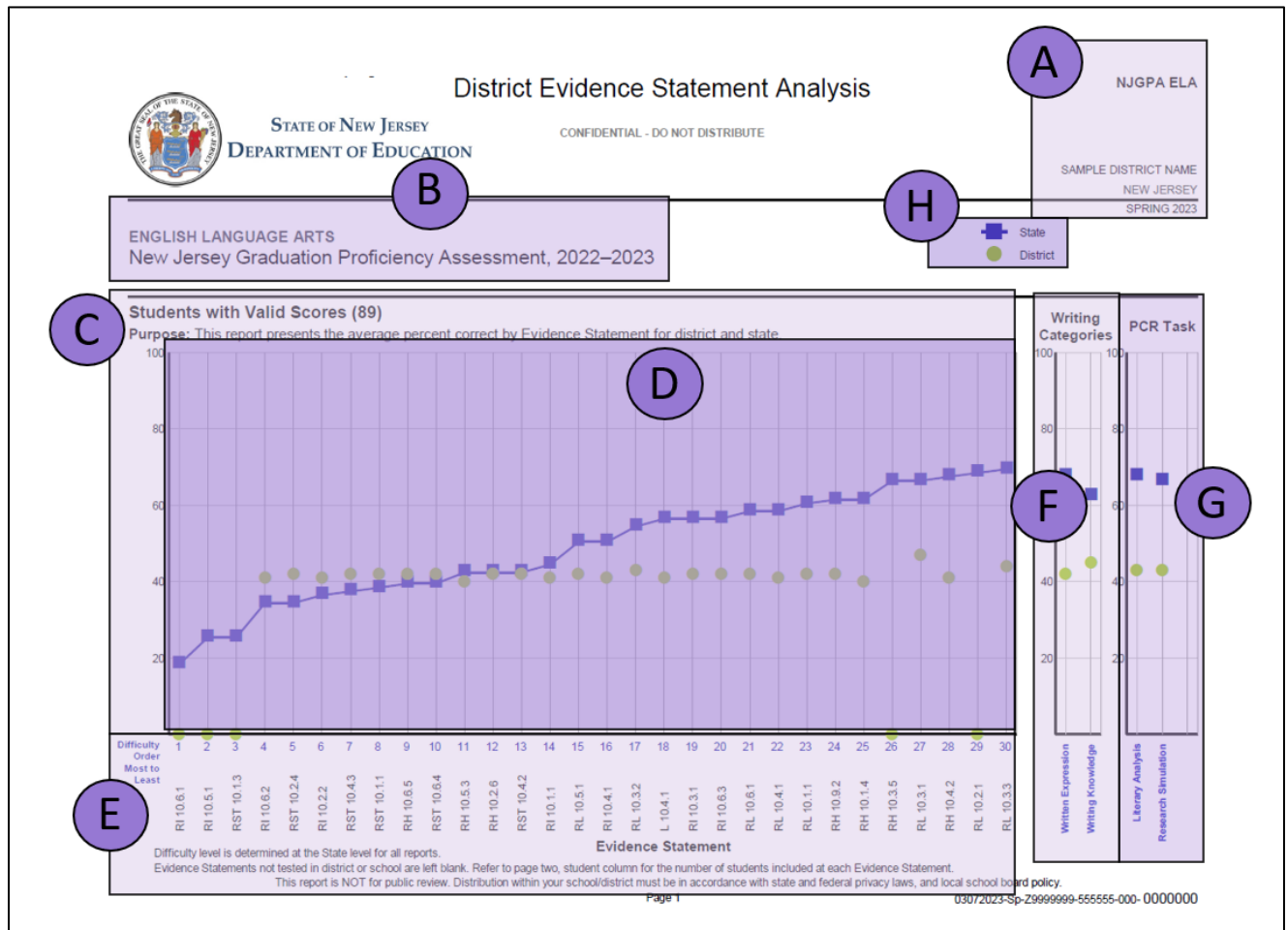
For more information about Evidence Statements and Common Core State Standards, please visit the [Test Content and Other Information](#) webpage. Use the NJSLA drop-down menu and select ELA to access the Evidence Statement Tables for Reading and Writing and Common Core State Standards.

#### **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 2023 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 (ELA only)**

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.

#### **G. Prose Constructed Response Tasks**

The ELA 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.

## **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. District Evidence Statement Analysis – ELA Page 2

District Evidence Statement Analysis					NJGPA ELA
CONFIDENTIAL - DO NOT DISTRIBUTE					
					SAMPLE DISTRICT NAME
					NEW JERSEY
					SPRING 2023
This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.					
ENGLISH LANGUAGE ARTS					
New Jersey Graduated Proficiency Assessment, 2022-					
	A	B	C	D	E
Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	RI 10.6.1	RI.9-10.6	Reading: Informational Text	Reading-EBSR	2
2	RI 10.5.1	RI.9-10.5	Reading: Informational Text	Reading-EBSR	2
3	RST 10.1.3	RST.9-10.1	Reading: Science & Technical Subjects	Reading-EBSR	2
4	RI 10.6.2	RI.9-10.6	Reading: Informational Text	Reading-EBSR; Reading-TECR	89
5	RST 10.2.4	RST.9-10.2	Reading: Science & Technical Subjects	Reading-EBSR	87
6	RI 10.2.2	RI.9-10.2	Reading: Informational Text	Reading-EBSR	89
7	RST 10.4.3	RST.9-10.4	Reading: Science & Technical Subjects	Reading-EBSR	87
8	RST 10.1.1	RST.9-10.1	Reading: Science & Technical Subjects	Reading-EBSR	87
9	RH 10.6.5	RH.9-10.6	Reading: History/Social Studies	Reading-TECR	87
10	RST 10.6.4	RST.9-10.6	Reading: Science & Technical Subjects	Reading-EBSR	87
11	RH 10.5.3	RH.9-10.5	Reading: History/Social Studies	Reading-EBSR	89
12	RH 10.2.6	RH.9-10.2	Reading: History/Social Studies	Reading-EBSR	87
13	RST 10.4.2	RST.9-10.4	Reading: Science & Technical Subjects	Reading-EBSR	87
14	RI 10.1.1	RI.9-10.1	Reading: Informational Text	ELA-PCR; Reading-EBSR; Reading-TECR	89
15	RL 10.5.1	RL.9-10.5	Reading: Literature	Reading-EBSR; Reading-TECR	89
16	RI 10.4.1	RI.9-10.4	Reading: Informational Text	Reading-EBSR	89
17	RL 10.3.2	RL.9-10.3	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	87
18	L 10.4.1	L.9-10.4.A	Language	Reading-EBSR	89
19	RI 10.3.1	RI.9-10.3	Reading: Informational Text	ELA-PCR; Reading-EBSR	87
20	RI 10.6.3	RI.9-10.6	Reading: Informational Text	Reading-TECR	87
21	RL 10.6.1	RL.9-10.6	Reading: Literature	ELA-PCR	87
22	RL 10.4.1	RL.9-10.4	Reading: Literature	Reading-EBSR	89
23	RL 10.1.1	RL.9-10.1	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	89
24	RH 10.9.2	RH.9-10.9	Reading: History/Social Studies	ELA-PCR; Reading-TECR	89
25	RH 10.1.4	RH.9-10.1	Reading: History/Social Studies	ELA-PCR; Reading-EBSR; Reading-TECR	89

continued

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

F

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.

Page 2 03072023-Sp-Z9999999-555555-000-0000000

**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**

The item type 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.

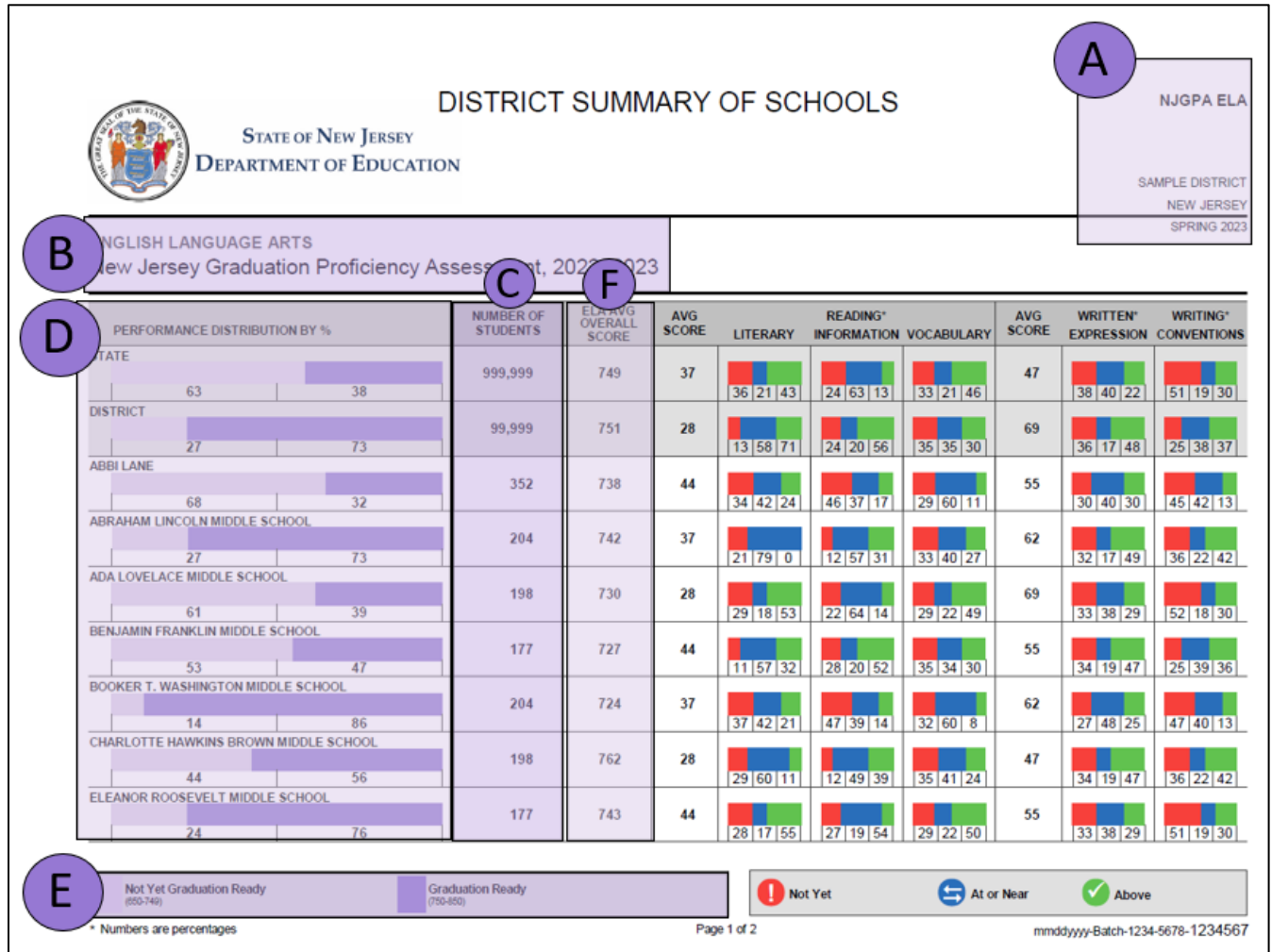
**F. Additional Information**

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 School and District Summary Reports

The School and District Summary Reports 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 students and schools. 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. District Summary of Schools – ELA Sections G–K

PERFORMANCE DISTRIBUTION BY %		NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITTEN*	
Not Yet Graduation Ready (650-724)	Graduation Ready (725-850)				LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
STATE		999,999	749	37	36   21   43	24   63   13	33   21   46	47	38   40   22	51   19   30
DISTRICT		99,999	751	28	13   58   71	24   20   56	35   35   30	69	36   17   48	25   38   37
ABBI LANE		352	738	44	34   42   24	46   37   17	29   60   11	55	30   40   30	45   42   13
ABRAHAM LINCOLN MIDDLE SCHOOL		204	742	37	21   79   0	12   57   31	33   40   27	62	32   17   49	36   22   42
ADA LOVELACE MIDDLE SCHOOL		198	730	28	29   18   53	22   64   14	29   22   49	69	33   38   29	52   18   30
BENJAMIN FRANKLIN MIDDLE SCHOOL		177	727	44	11   57   32	28   20   52	35   34   30	55	34   19   47	25   39   36
BOOKER T. WASHINGTON MIDDLE SCHOOL		204	724	37	37   42   21	47   39   14	32   60   8	62	27   48   25	47   40   13
CHARLOTTE HAWKINS BROWN MIDDLE SCHOOL		198	762	28	29   60   11	12   49   39	35   41   24	47	34   19   47	36   22   42
ELEANOR ROOSEVELT MIDDLE SCHOOL		177	743	44	28   17   55	27   19   54	29   22   50	55	33   38   29	51   19   30

\* Numbers are percentages

Page 1 of 2

**G. Major Claims (ELA only)**

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

**H. Performance by Major Claim Scale Score**

In ELA, student performance for each rMajor 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 Claim 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. Each subclaim category includes the header identifying the subclaim as well as state, district, and school averages.

### **J. Subclaim Performance Indicators**

This section represents how well the students performed in a subclaim category. As with overall and Major Claim 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 District and School Performance Level Summary Reports, samples of which 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).
- English Learner (Current EL, Former EL).
- 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**



SCHOOL PERFORMANCE LEVEL SUMMARY						
 STATE OF NEW JERSEY DEPARTMENT OF EDUCATION		CONFIDENTIAL - DO NOT DISTRIBUTE			NJGPA ELA SAMPLE SCHOOL SAMPLE DISTRICT NEW JERSEY SPRING 2023	
ENGLISH LANGUAGE ARTS New Jersey Graduation Proficiency Assessment, 2022–2023						
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	806	28	28.1%	52	71.9%
District	21	803	12	15.3%	9	84.7%
School	8	804	3	12.3%	5	87.7%
<b>Gender</b>						
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%
<b>Ethnicity/Race</b>						
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%
<b>Economic Disadvantage</b>						
No	65	804	8	12.3%	57	87.7%
Yes	0	0	0	0.0%	0	0.0%
<b>Students with Disabilities</b>						
IEP - Yes	54	806	6	11.1%	48	88.9%
IEP - No	11	796	2	18.2%	9	81.8%
504	19	793	4	21.1%	15	78.9%

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

SCHOOL PERFORMANCE LEVEL SUMMARY					
 STATE OF NEW JERSEY DEPARTMENT OF EDUCATION		CONFIDENTIAL - DO NOT DISTRIBUTE		<b>A</b> NJGPA ELA SAMPLE SCHOOL SAMPLE DISTRICT NEW JERSEY SPRING 2023	
<b>B</b> ENGLISH LANGUAGE ARTS New Jersey Graduation Proficiency Assessment, 2022–2023					
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
			#	%	%
English Language	<b>C</b>	<b>D</b>	<b>E</b>		
No			2	7	12.5%
Yes		21	1	11.1%	88.9%
Migrant					
No	62	806	7	11.3%	55
Yes	3	777	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.


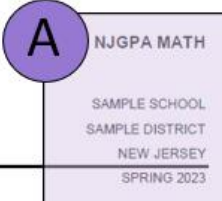
These reports also support improvement planning efforts. For example, they can assist districts with prioritizing professional learning and resource decisions, advising program alignment with academic standards, and reflecting on the effectiveness of school initiatives.

### **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. Student Roster – Mathematics Sections A–D

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION		STUDENT ROSTER			
					
<b>MATHEMATICS</b> New Jersey Graduation Proficiency Assessment, 2022–2023		SAMPLE SCHOOL SAMPLE DISTRICT NEW JERSEY SPRING 2023			
STUDENT	MATH OVERALL SCORE	MATHEMATICS*			
STATE AVERAGE	746	MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
DISTRICT AVERAGE	750	36   21   43	24   63   13	33   21   46	38   40   22
SCHOOL AVERAGE	734	13   58   71	24   20   56	35   35   30	36   17   48
ALASTNAME, FIRSTNAME M.	781	34   42   24	46   37   17	29   60   11	30   40   30
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 (650-746)		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 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. Student Roster – Mathematics Sections E–H**

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION		STUDENT ROSTER				NJGPA MATH	
						SAMPLE SCHOOL SAMPLE DISTRICT NEW JERSEY SPRING 2023	
MATHEMATICS New Jersey Graduation Proficiency Assessment, 2022–2023							
STUDENT	MATH OVERALL SCORE	MATHEMATICS*					
		MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING		
STATE AVERAGE	746	36   21   43	24   63   13	33   21   46	38   40   22	E	
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	!	✓	↕	↕	F	
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 (500-740)      Graduation Ready (750-800)

\*Numbers are percentages

! 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; state, district, and school performance level percentages; and a symbol representing the student’s performance.

**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. Content Standards Roster – Mathematics

NJGPA MATH

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

### Content Standards Roster

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NJ REPORT SCHOOL2  
 NJ REPORT DISTRICT  
 NEW JERSEY  
 SPRING 2023

**MATHEMATICS**  
New Jersey Graduation Proficiency Assessment, 2022–2023

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

STUDENT	CORE FORM	Number and Quantity		Algebra		Functions		Geometry		Statistics & Probability		Modeling & Reasoning			
		N/NB.3		A.CED.A.4 A.REI.B.3 A.REI.B.4 A.REI.C.6 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.BF.B.3 F.LE.A.2		G.CO.A.1 G.CO.A.3 G.CO.A.5 G.CO.B.5 G.CO.C.3 G.CO.C.10 G.CO.D.11 G.CO.D.12 G.CO.D.13 G.SRT.A.1 G.SRT.A.2 G.SRT.B.5 G.SRT.C.8 G.SRT.C.7 G.SRT.C.9 G.A.2 G.C.B.5 G.GPE.A.1 G.GPE.B.8 G.GPE.B.7 G.GMD.A.1 G.GMD.A.3 G.GMD.B.4 G.GMD.A.1 G.MG.A.1 G.MG.A.2 G.MG.A.3		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 LASTNAME018, FIRSTNAME02	N24	n/a	n/a	70	75	50	44	48	33	n/a	n/a	63	42	82	100
2 LASTNAME019, FIRSTNAME03	N24	n/a	n/a	70	100	50	78	n/a	n/a	n/a	n/a	63	100	82	100
3 LASTNAME020, FIRSTNAME04	N24	n/a	n/a	70	38	50	11	n/a	n/a	n/a	n/a	63	16	82	50
4 LASTNAME021, FIRSTNAME05	N24	n/a	n/a	70	63	50	22	48	25	n/a	n/a	63	26	82	83
5 LASTNAME022, FIRSTNAME06	N24	n/a	n/a	70	100	50	78	48	83	n/a	n/a	63	100	82	100
6 LASTNAME023, FIRSTNAME07	N24	n/a	n/a	70	75	50	56	48	33	n/a	n/a	63	58	82	100
7 LASTNAME024, FIRSTNAME08	N24	n/a	n/a	70	100	50	100	48	92	n/a	n/a	63	100	82	100
8 LASTNAME025, FIRSTNAME09	N24	n/a	n/a	70	0	50	0	48	0	n/a	n/a	63	0	82	0
9 LASTNAME026, FIRSTNAME10	N24	n/a	n/a	70	13	50	0	48	8	n/a	n/a	63	5	82	17
10 LASTNAME027, FIRSTNAME11	N24	n/a	n/a	70	50	50	11	48	25	n/a	n/a	63	21	82	67
11 LASTNAME028, FIRSTNAME12 D.	N24	n/a	n/a	70	0	50	0	48	0	n/a	n/a	63	95	82	100
12 LASTNAME029, FIRSTNAME13 D.	N24	n/a	n/a	70	0	50	0	48	0	n/a	n/a	63	0	82	0
13 LASTNAME030, FIRSTNAME14	N24	n/a	n/a	70	0	50	0	48	0	n/a	n/a	63	95	82	100
14 LASTNAME031, FIRSTNAME15	N24	n/a	n/a	70	25	50	0	48	17	n/a	n/a	63	11	82	33
15 LASTNAME032, FIRSTNAME16	N24	n/a	n/a	70	100	50	89	48	92	n/a	n/a	63	100	82	100

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

### **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.

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

### **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 2023 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 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.

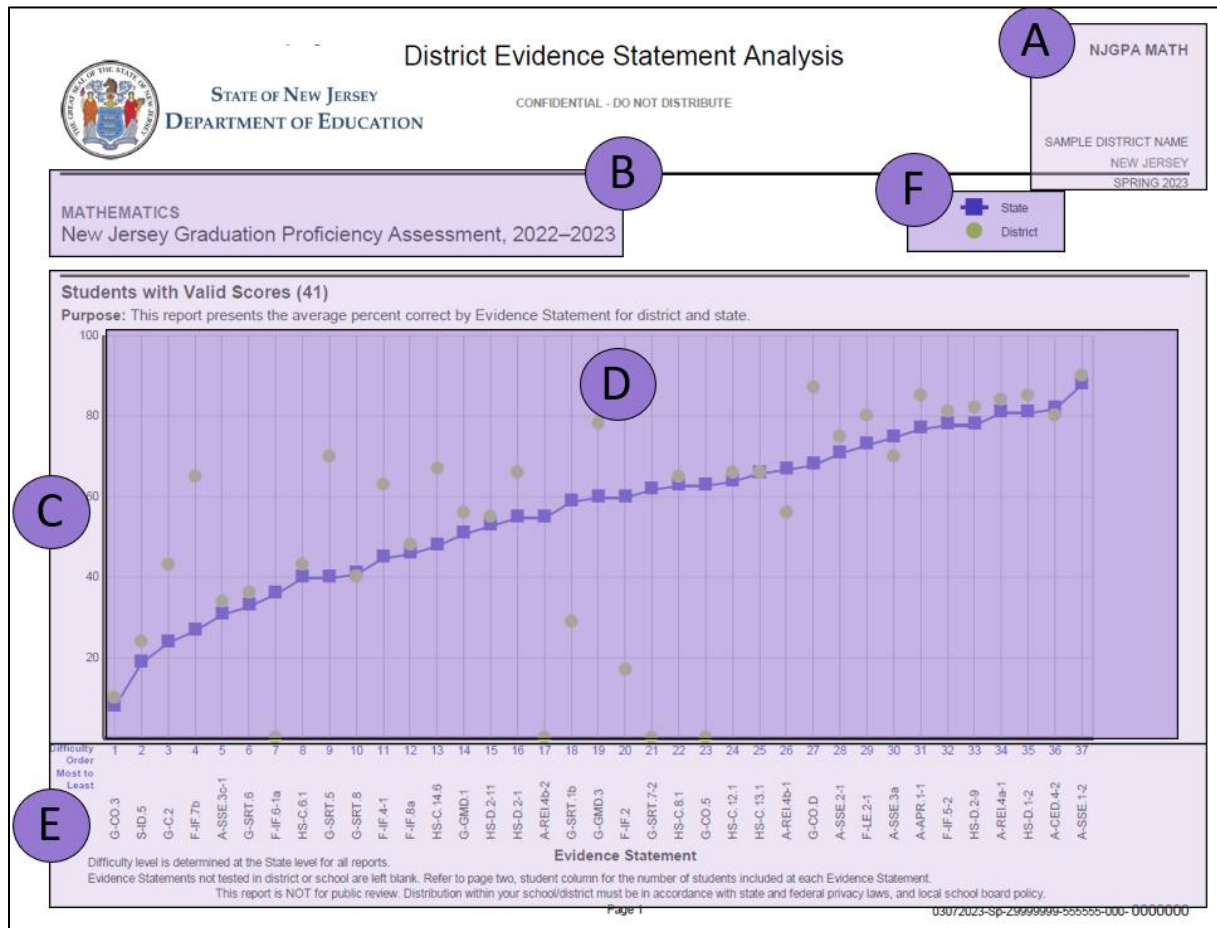
For more information about Evidence Statements and Common Core State Standards, please visit the [Test Content and Other Information](#) webpage. Use the NJSLA drop-down menu and select Mathematics to access the Algebra I and Geometry specific evidence statement tables and Common Core State Standards.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

#### **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 2023 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 DISTRICT NAME
					NEW JERSEY
					SPRING 2023
This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.					
<b>MATHEMATICS</b>					
<b>New Jersey Graduated Proficiency Assessment, 2022-</b>					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	G-CO.3	HSG.CO.A.3	Geometry	Math - Type I	38
2	S-ID.5	HSS.ID.B.5	Statistics & Probability	Math - Type I	41
3	G-C.2	HSG.C.A.2	Geometry	Math - Type I	41
4	F-IF.7b	HSF.IF.C.7.B	Functions	Math - Type I	41
5	A-SSE.3c-1	HSA.SSE.B.3.C	Algebra	Math - Type I	41
6	G-SRT.6	HSG.SRT.C.6	Geometry	Math - Type I	38
7	F-IF.6-1a	HSF.IF.B.6	Functions	Math - Type I	3
8	HS-C.6.1	OGL	Modeling and Reasoning	Math - Type II	38
9	G-SRT.5	HSG.SRT.B.5	Geometry	Math - Type I	41
10	G-SRT.8	HSG.SRT.C.8	Geometry	Math - Type I	41
11	F-IF.4-1	HSF.IF.B.4	Functions	Math - Type I	41
12	F-IF.8a	HSF.IF.C.8.A	Functions	Math - Type I	41
13	HS-C.14.6	OGL	Modeling and Reasoning	Math - Type II	41
14	G-GMD.1	HSG.GMD.A.1	Geometry	Math - Type I	41
15	HS-D.2-11	OGL	Modeling and Reasoning	Math - Type III	38
16	HS-D.2-1	OGL	Modeling and Reasoning	Math - Type III	3
17	A-REI.4b-2	HSA.REI.B.4.B	Algebra	Math - Type I	3
18	G-SRT.1b	HSG.SRT.A.1.B	Geometry	Math - Type I	41
19	G-GMD.3	HSG.GMD.A.3	Geometry	Math - Type I	41
20	F-IF.2	HSF.IF.A.2	Functions	Math - Type I	41
21	G-SRT.7-2	HSG.SRT.C.7	Geometry	Math - Type I	3
22	HS-C.8.1	OGL	Modeling and Reasoning	Math - Type II	38
23	G-CO.5	HSG.CO.A.5	Geometry	Math - Type I	3
24	HS-C.12.1	OGL	Modeling and Reasoning	Math - Type II	3
25	HS-C.13.1	OGL	Modeling and Reasoning	Math - Type II	3
26	A-REI.4b-1	HSA.REI.B.4.B	Algebra	Math - Type I	41
27	G-CO.D	HSG.CO.D.12	Geometry	Math - Type I	41
28	A-SSE.2-1	HSA.SSE.A.2	Algebra	Math - Type I	41
29	F-LE.2-1	HSF.LE.A.2	Functions	Math - Type I	41
30	A-SSE.3a	HSA.SSE.B.3.A	Algebra	Math - Type I	41
31	A-APR.1-1	HSA.APR.A.1	Algebra	Math - Type I	41
32	F-IF.5-2	HSF.IF.B.5	Functions	Math - Type I	38
33	HS-D.2-9	OGL	Modeling and Reasoning	Math - Type III	41
34	A-REI.4a-1	HSA.REI.B.4.A	Algebra	Math - Type I	38
35	HS-D.1-2	SHK	Modeling and Reasoning	Math - Type III	41
36	A-CED.4-2	HSA.CED.A.4	Algebra	Math - Type I	41
37	A-SSE.1-2	HSA.SSE.A.1.A	Algebra	Math - Type I	41

For more information about Evidence Statements and Common Core State Standards, please visit Test Content and Other Information webpage at: <https://njj.mypersonsupport.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.

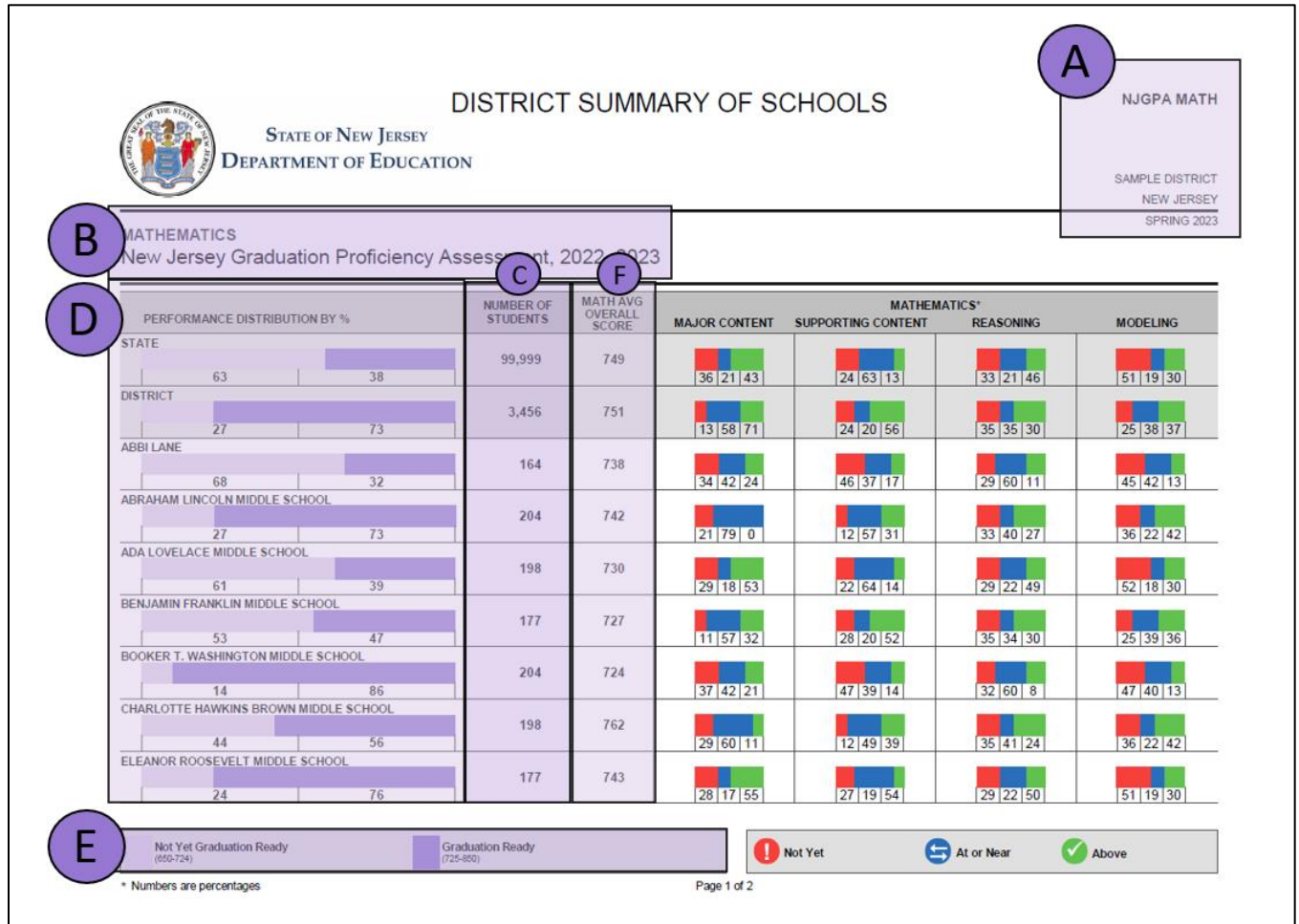
**F. Additional Information**

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 School and District Summary Reports

The School and District Summary Reports 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 students and schools. 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 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 in Section D.

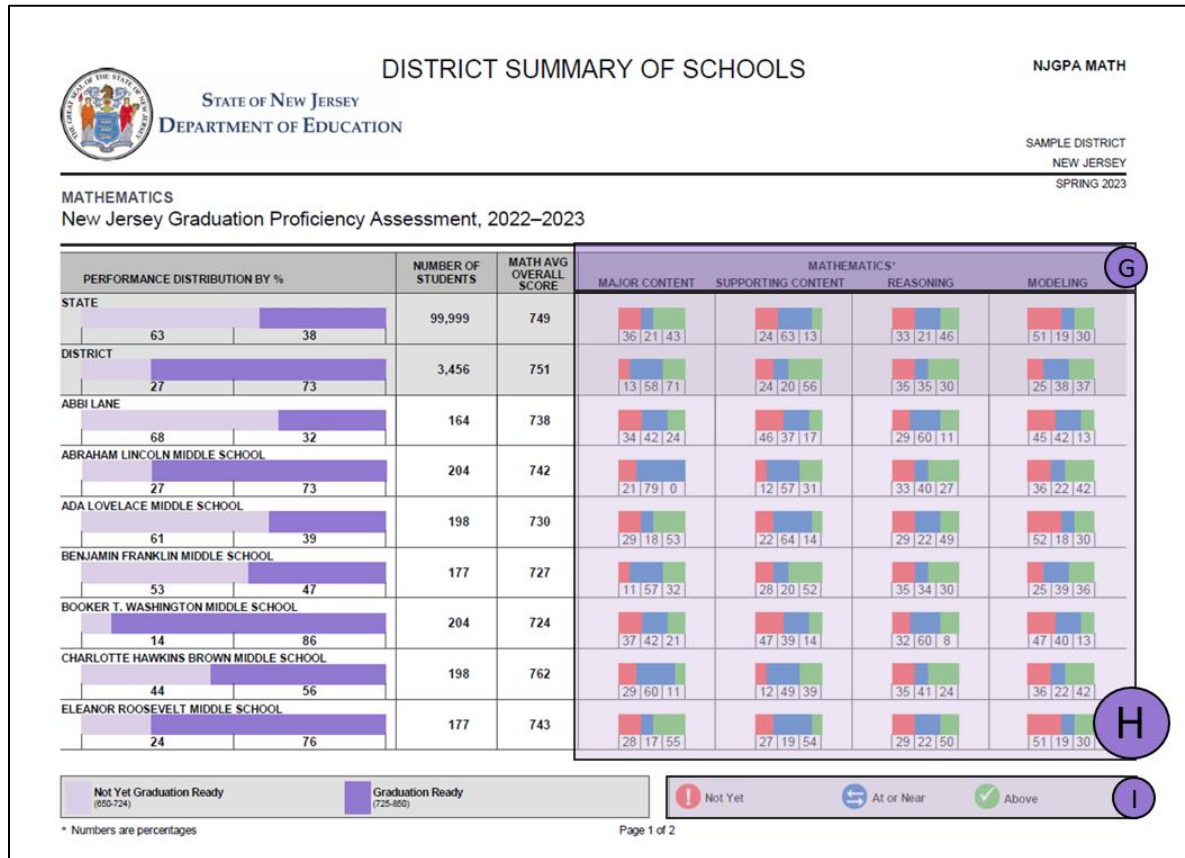
### **E. Description of Performance Level Graphics**

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. District Summary of Schools – Mathematics Sections G–I



### G. Subclaim Category

Specific skill sets (subclaims) that students display ability on are provided for mathematics. Each subclaim category includes the header identifying the subclaim, as well as state, district, and school percentages.

### 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).
- English Learner (Current EL, Former EL).
- 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



SCHOOL PERFORMANCE LEVEL SUMMARY						
 STATE OF NEW JERSEY DEPARTMENT OF EDUCATION		CONFIDENTIAL - DO NOT DISTRIBUTE			<b>A</b> NJGPA Math SAMPLE SCHOOL SAMPLE DISTRICT NEW JERSEY SPRING 2023	
<b>B</b> MATHEMATICS New Jersey Graduation Proficiency Assessment, 2022–2023						
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	<b>C</b>	<b>D</b>	77	25.2%	<b>E</b>	74.8%
District			50	24.9%		75.1%
School			19	24.4%		75.6%
<b>Gender</b>						
Female			5	23.8%	16	76.2%
Male			14	24.6%	43	75.4%
Non-Binary/Undesignated			0	0.0%	0	0.0%
<b>Ethnicity/Race</b>						
Hispanic or Latino			9	24.3%	28	75.7%
American Indian or Alaska Native			3	27.3%	8	72.7%
Asian			4	28.6%	10	71.4%
Black or African-American			0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander			0	0.0%	0	0.0%
White			0	0.0%	0	0.0%
Two or more races			0	0.0%	0	0.0%
Not Indicated			3	16.8%	13	81.3%
<b>Economic Disadvantage</b>						
No			19	24.7%	58	75.3%
Yes			0	0.0%	1	100.0%
<b>Students with Disabilities</b>						
IEP - Yes			9	33.3%	18	66.7%
IEP - No			10	19.6%	41	80.4%
504			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		<b>A</b> NJGPA Math  SAMPLE SCHOOL SAMPLE DISTRICT NEW JERSEY  SPRING 2023		
<b>B</b> MATHEMATICS New Jersey Graduation Proficiency Assessment, 2022–2023						
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	
			#	%	#	%
	English Language Learner	<b>D</b> 796	15	27.3%	42	72.7%
	Yes		4	17.4%	19	82.6%
Migrant	76	786	18	23.7%	58	76.3%
Yes	2	753	1	50.0%	1	50.0%

**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.