

New Jersey

ASSESSMENT OF SKILLS AND KNOWLEDGE



2013

Score Interpretation Manual

Grades 3–8



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2013 NJ ASK

New Jersey Assessment of Skills and Knowledge

Score Interpretation Manual

Grades 3–8

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WHAT’S NEW IN THE 2013 EDITION

The 2013 edition of the Score Interpretation Manual contains a number of changes:

- P
art I of this year’s manual identifies and explains new test clusters in English Language Arts (ELA), grades 3-8, and in Mathematics, grades 3-5, as well as the associated breakdown of test points by cluster. The new clusters are designed to conform to the Common Core State Standards (CCSS) that are being adopted throughout most of the country. Note that in the present transition year, these changes apply only to the 2013 tests in ELA, all grades, and Mathematics, grades 3-5.
- P
art III contains a description of new information available (in text and Excel format) for districts or charter schools seeking to work more directly with individual student data. Specifically, districts and charter schools are now able to determine which constructed response items received scores of zero because the scoring of the item could not occur, and they will be able to identify what prevented the scoring of the item (e.g., no response, illegible response, etc.).
- A
dditionally, a new section of the manual provides information explaining the state summary school, district and state level results that are posted for the public in the fall.

PART I: INTRODUCTION AND OVERVIEW OF THE ASSESSMENT PROGRAM

A. How to Use This Booklet

This Score Interpretation Manual provides a broad range of detailed information about how to interpret and use results of the Spring 2013 administration of the New Jersey Assessment of Skills and Knowledge for grades 3–8 (NJ ASK 3–8). 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/guardians, districts, or the media.

This manual is divided into the following parts:

Part I: Introduction and Overview of Assessment Program. This introductory section provides a description of the New Jersey assessment program in general, as well as a summary of the reporting process and each content area test: English Language Arts, Mathematics, and Science (grades 4 and 8 only).

Part II: Information for School Administrators. This Score Interpretation Manual is primarily addressed to school administrators who are charged with understanding, using, and explaining the series of reports generated to communicate test results. Consequently, the information contained in Part II is detailed and technical.

- A. *Determining the Proficiency Levels*—addresses the procedures used to determine performance level descriptors (PLDs) and the associated score ranges for each of the proficiency levels.
- B. *Descriptions of the Scale Scores*—discusses the meaning and derivation of NJ ASK 3–8 scale scores.
- C. *Rescores*—describes automatic rescoring process serving as additional check on scoring.
- D. *Interpreting and Using Test Information*—provides information about assisting students who score below the minimum level of proficiency on one or more content area tests and suggestions for evaluating programs for potential curricular improvement.
- E. *Communicating Test Information*—provides guidelines for communicating test results and publicly releasing test information.

Part III: Reports. Information provided in this section includes a definition of terms as used on the score reports, examples of each report made available to school districts, and explanations of the information included therein, using fictional data.

Part IV: State Summary. This section features information regarding the State Summary, a public posting that provides exhaustive sets of assessment summary data and related information at a number of levels ranging from individual schools to the State.

Part V: Frequently Asked Questions. In addition to school administrators, other individuals who are curious about interpreting and using NJ ASK 3–8 test results may well be interested in consulting this Score Interpretation Manual. As such, this part is tailored to the presumed needs and questions of the public and is less detailed, though equally accurate and informative.

Appendix A: Glossary—lists and defines terms that are used in this booklet and on the score reports.

Appendix B: Scoring Rubrics—provides scoring rubrics for English Language Arts, Mathematics, and Science (grades 4 and 8 only).

Appendix C: District Factor Groups (DFG)—explains the DFG designations and the underlying demographic variables.

Appendix D: Performance Level Descriptors—provides the full text of the approved PLDs for grades 3, 5, 6, and 7 in English Language Arts and Mathematics and for grades 4 and 8 in English Language Arts, Mathematics, and Science.

B. Test Security

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

The test booklets and their contents are secure materials. They are not to be read or copied, wholly or in part, for any purpose without express written permission from the New Jersey Department of Education. It is the responsibility of the school districts to guarantee the security of the test materials. Security breaches may have financial consequences for the district, professional consequences for staff, and disciplinary consequences for students.

The items and passages contained in the test booklets must remain confidential because some of the items will appear in future versions of the test. This is done to maintain the stability of the test item pool over time from a technical perspective and to enable comparisons to be made from one year to the next.

Examiners, 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 NJ ASK 3–8 security procedures prior to the test administration.

C. Reporting Process

The NJ ASK 3–8 program provides a variety of reports to help school personnel identify the needs of each student tested and to support the evaluation of school and district programs. This manual aims to assist in the analysis, interpretation, and use of these different types of reports. The data contained therein can help identify the types of instruction needed in the coming year for students whose results indicate the need for instructional intervention. In addition, these data will help both school and district personnel to identify and address curricular strengths and needs.

Reporting (early August through early September). All aggregate reports are provided to the home/sending districts electronically by Measurement Incorporated (MI) via controlled secure web access. Out-of-residence or out-of-district students appear only on aggregate reports for their home/sending schools or districts. They do not appear on aggregate reports for their receiving schools. Using district specific passwords, district offices will download and distribute their own district and school reports. Schools can download reports specific to their school only. Individual Student Reports (ISRs) and Student Stickers are sent in hard copy to sending and receiving districts.

Sets of files, password protected to ensure student confidentiality, are posted and made available to schools, districts, county offices (summary data only) and the Office of Assessments for download at www.measinc.com/njask, providing access to a variety of reports containing test results. These files, which are accessible to districts through the end of the calendar year, include individual student results and summary data at a range of levels. Districts will subsequently receive a set of Individual Student Reports (ISRs) and Student Stickers for each school in paper form. All reports contain final results, including those produced through rescored papers. The data are used by the Office of Title I for the analysis of school results relative to annual performance targets and by the Regional Academic Centers (RACs) to determine school technical assistance needs in terms of their performance status.

Districts are required to report test results to their boards of education and to the public within 30 days of receiving test reports. Parts II and III of this manual provide specific guidance and requirements regarding the use of the test information and the public release of test results.

State Summary. A State Summary, which consists of material in narrative, graphic, tabular and data formats, will be posted on the NJ DOE website in mid-fall. The State Summary data files, available to the public in text and Excel formats, contain the same types of test information found in the Performance by Demographic Group reports at the state, district, DFG, and school levels. The state summary data files differ in organization and layout from the reports that are provided to school districts, and they exclude results that facilitate the detection of individual student performance.

Table 1 lists reports distributed or available *specifically to districts* during reporting. Table 2 summarizes critical events for the recipients of the score reports. This summary is a suggested reporting process; districts may have to modify the assignment of these tasks because of staffing or organizational characteristics.

Table 1: NJ ASK 3–8 Score Reports

<ul style="list-style-type: none"> • Student Sticker (1 per student) • Individual Student Report (ISR) (2 per student) • All Sections Roster • Student Roster–Science (Grades 4 & 8 only) • Student Roster–Mathematics • Student Roster–English Language Arts • Performance by Demographic Group–School 	<ul style="list-style-type: none"> • Performance by Demographic Group–District • Cluster Means Report • District Data File • by Demographic Group–DFG by Demographic Group–Statewide 	<p>Performance</p> <p>Performance</p>
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Table 2: Suggested NJ ASK 3–8 Report Delivery Responsibilities

Districts
<ul style="list-style-type: none"> • Receive Student Stickers and ISRs. • Deliver Student Stickers and ISRs to schools. • Ensure that ISRs are sent to students’ homes with accompanying parent letters (see sample in Section II.E of this manual). • Review reports to determine program needs. • Prepare public reports. • Release information to the public. • Download and save: <ul style="list-style-type: none"> ➤ All Sections Rosters ➤ Student Rosters ➤ Performance by Demographic Group–School, District, Statewide, and DFG ➤ Cluster Means Reports ➤ District Data Files
Schools
<ul style="list-style-type: none"> • Receive Student Stickers and ISRs. • Deliver ISRs to teachers. • Retain and review ISRs. • Prepare parent letters. • Review reports to determine program needs. • File ISRs. • Attach Student Stickers to cumulative folders. • Download and save: <ul style="list-style-type: none"> ➤ All Sections Rosters ➤ Student Rosters ➤ Performance by Demographic Group–School ➤ Cluster Means Reports
Teachers
<ul style="list-style-type: none"> • Receive ISRs. • Review ISRs to determine instructional needs.

- Discuss with students and families, as appropriate.

** Please remember to download and save these files from www.measinc.com/njask as soon as they become available; if you do not do so and need to subsequently order a CD from MI, you will incur a \$500 charge.*

D. History of the Statewide Assessment Program

New Jersey's state constitution authorizes "a thorough and efficient system of free public schools." In 1975, the New Jersey Legislature passed the Public School Education Act "to provide to all children in New Jersey, regardless of socioeconomic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society." An amendment to that act was signed in 1976, establishing uniform standards of minimum achievement in basic communication and computation skills. This amendment is the legal basis for the use of a test as a graduation requirement in New Jersey.

Beginning in 1981–1982, ninth-grade students were required to pass the Minimum Basic Skills Test (reading and mathematics) as one of the requirements for a high school diploma. Students who did not pass both parts of the test had to be retested on those parts.

In 1983, the grade 9 High School Proficiency Test (HSPT9), a more difficult test in reading, mathematics, and writing, was adopted to measure the basic skills achievements of ninth-grade students. The test was first administered as a graduation requirement in 1985–1986. In 1988, the New Jersey Legislature passed a law that moved the High School Proficiency Test from the ninth grade to the eleventh grade and added an early benchmark assessment with the grade 8 Early Warning Test (EWT). The grade 11 High School Proficiency Test (HSPT11) was to serve as a graduation requirement for all New Jersey public school students who entered the ninth grade on or after September 1, 1991.

In 1992, the New Jersey State Department of Education mandated the establishment and administration of a statewide fourth-grade test in N.J.A.C. 6:8-4.6(a)1. The elementary-level test was seen as a way to increase the effectiveness of instruction in New Jersey's elementary schools by providing an accurate measure of how elementary school students are progressing towards acquiring the knowledge and skills needed to graduate from high school and function politically, economically, and socially in a democratic society. The test also serves as a way to monitor school districts and schools to ensure that they are adequately educating their students.

In 1995, the state began the development of a fourth-grade assessment, to be aligned to new educational content standard intended to define the State's expectations for student learning. These standards, the New Jersey Core Curriculum Content Standards (NJ CCCS), were adopted in 1996 by the New Jersey State Board of Education. Along with their Cumulative Progress Indicators (CPIs), the NJ CCCS define expected achievement in nine core content areas:

- visual and performing arts
- comprehensive health and physical education
- Language Arts Literacy
- mathematics
- science
- social studies
- world languages
- technology
- career education and consumer, family and life skills

The NJ CCCS informed the development of three statewide assessments: (1) the fourth-grade Elementary School Proficiency Assessment (ESPA), which was administered from 1997–2002; (2) the Grade Eight Proficiency Assessment (GEPA), which replaced the EWT in 1998; and (3) the High School Proficiency Assessment (HSPA), which replaced the HSPT11 as the state’s graduation test in 2002 following three years of field testing.

State regulations (N.J.A.C. 6A8-2.1(a)5i) stipulate that the NJ CCCS must be reviewed for possible revision every five years. Thus, the NJ CCCS constitute a dynamic entity, not a fixed, final set of standards. Similarly, New Jersey’s assessments reflect continuous refinements and evolving understandings of the NJ CCCS, while using assessment instruments that are highly standardized for the purposes of ensuring validity, reliability, and comparability. Revisions to the NJ CCCS were completed in 2004.

The Elementary School Proficiency Assessment (ESPA) test specifications were aligned with the NJ CCCS. In May 1997, and again in May 1998, a field test of the ESPA in Language Arts Literacy (Reading and Writing), Mathematics, and Science was administered to all fourth-grade students in New Jersey. In May 1999, the ESPA was administered for the first time as an operational assessment.

National trends in support of standards-based education and educational accountability led to the passage of the No Child Left Behind Act of 2001 (NCLB). NCLB required that every state establish standardized assessments in reading and mathematics, annually in grades 3 through 8 and once in high school, no later than 2005–2006, and in science at three benchmark grade levels no later than 2007–2008. As a result of these requirements, New Jersey established additional statewide assessments in grade 3 (starting in 2003) and in grades 5 through 7 (starting in 2006).

In response to NCLB requirements and to New Jersey’s own expectations that children be reading on grade level by the end of third grade, New Jersey revised its elementary assessment to develop a comprehensive, multi-grade testing program. In 2003, the New Jersey Assessment of Skills and Knowledge (NJ ASK 4) replaced the ESPA. From Spring 2004 through Spring 2008, all third and fourth graders took the New Jersey Assessment of Skills and Knowledge (NJ ASK 3&4) in Language Arts Literacy, Mathematics, and Science (grade 4 only).

In 2008, new tests in Language Arts Literacy and Mathematics were introduced under the umbrella name “NJ ASK” at grades 5–7; the grade 8 test, the GEPA, was also replaced with NJ ASK 8. In 2009, new tests in Language Arts Literacy and Mathematics were introduced at grades 3–4. The new NJ ASK tests had modified designs, consisting of greater numbers of items, thereby increasing the amount of information contained in the results. New Spanish language versions of the NJ ASK were also introduced in grades 5–8 in 2008 and in grades 3–4 in 2009. The NJ ASK tests in science, administered in grades 4 and 8, remained the same. As of 2010, the collection of assessments is referred to as the NJ ASK 3–8.

On June 16, 2010, the New Jersey State Board of Education adopted the Common Core State Standards (CCSS) in English Language Arts (ELA) and mathematics. In the 2012–2013 school year, New Jersey implemented the CCSS for grades 3–5 mathematics and grades 3–8 ELA; the implementation of the CCSS for grades 6–8 mathematics will occur in the 2013–2014 school year. As such, the 2013 NJ ASK (grades 3–5 mathematics and grades 3–8 ELA) measured the CCSS, *not* the NJ CCCS. The NJ ASK in science will continue to measure the NJ CCCS.

E. Overview of NJ ASK 3–8 Test Content

The NJ ASK 3–8 was initially designed to provide information about each student’s achievement in the areas required by the NJ CCCS. Presently, the NJ ASK is in a period of transition to the Common Core State Standards (CCSS) that are being adopted throughout most of the country. The 2013 NJ ASK English Language Arts (ELA) tests address these standards, as do the 2013 NJ ASK Mathematics tests in grades 3–5. The grades 6–8 Mathematics tests and the grades 4 and 8 Science tests are still aligned with the NJ CCCS.

For information regarding the CCSS in ELA and in mathematics, grades 3–5, please see the website, <http://www.corestandards.org/>. Information pertaining to the NJ CCCS in Science and in Mathematics, grades 6–8, may be found at <http://www.state.nj.us/education/cccs/>

Table 3 illustrates the Spring 2013 test dates and the approximate testing times for NJ ASK 3–8.

Table 3: Test Dates and Approximate Testing Times, Spring 2013							
Grade	Test Dates		Testing ¹ Time (minutes)				
			ELA		Math		Science
	Regular testing	Make-up testing	Day 1	Day 2	Day 1	Day 2	
3	5/13/13–5/16/13	5/20/13–5/24/13	90	90	63	68	N/A
4	5/13/13–5/17/13	5/20/13–5/24/13	90	90	63	68	60
5	5/6/13–5/9/13	5/13/13–5/17/13	90	90	68	68	N/A
6	5/6/13–5/9/13	5/13/13–5/17/13	105	120–135	64	69	N/A
7	4/29/13–5/2/13	5/6/13–5/10/13	105	120–135	64	69	N/A
8	4/29/13–5/2/13	5/6/13–5/10/13	105	120–135	133	N/A	120

The 2013 English Language Arts tests consist of reading passages, multiple-choice items, constructed-response items, and writing tasks. The tests were administered over two days for all six grades.

The 2013 Mathematics tests consist of multiple-choice, as well as short and extended constructed-response items; these tests were administered over a two-day period in grades 3–7 and in one day in grade 8. Some of the multiple-choice and extended constructed-response items permit the use of a calculator. The short constructed-response items are answered without the use of a calculator in grades 3–8. The use of calculators is permitted for one of the six parts of the test in grades 3 and 4 and for three of the six parts of the test in grades 5–8.

The 2013 Science tests consist of multiple-choice and constructed-response items. The Science tests, applicable to grades 4 and 8 only, were administered during a single day.

¹ Does not include administrative time

English Language Arts (ELA)

The English Language Arts (ELA) tests focus on students' reading and writing knowledge and skills based on the Common Core State Standards. The ELA score is reported in two content clusters: Reading and Writing

<u>Reading</u>	<u>Writing</u>
<i>Grades 3–8</i>	<i>Grades 3–5</i>
Informational text	Informative/Explanatory prompt
Literature	Narrative prompt
	<i>Grades 6 and 8</i>
	Persuasive prompt
	Informative/Explanatory prompt
	<i>Grade 7</i>
	Persuasive prompt
	Narrative prompt

The point distributions of the ELA tests appear in Table 4a.

Table 4a: Total Points Possible on NJ ASK 3–8, by Content Area Cluster and Grade,						
English Language Arts						
Grade	3	4	5	6	7	8
Cluster						
Writing	20	20	20	18	18	18
<i>Inform./Expl. Task¹</i>	<i>10</i>	<i>10</i>	<i>10</i>			
<i>Inform./Expl Task²</i>				6		6
<i>Narrative Task¹</i>	<i>10</i>	<i>10</i>	<i>10</i>		6	
<i>Persuasive Task³</i>				12	12	12
Reading	30	36	42	52	52	52
<i>Literature</i>	<i>10</i>	<i>12</i>	<i>14</i>	<i>13</i>	<i>13</i>	<i>13</i>
<i>Informational Text</i>	<i>20</i>	<i>24</i>	<i>28</i>	<i>39</i>	<i>39</i>	<i>39</i>
Total Points Possible	50	56	62	70	70	70
Multiple Choice	18	24	30	36	36	36
Constructed Response ⁴	12	12	12	16	16	16

¹1-5 points each, two readers, points summed

²1-6 points each, two readers, points averaged (mean of scores)

³1-6 points each, two readers, points summed

⁴0-4 points each

Reading. The Reading cluster of the ELA tests requires that students read passages selected from previously published work and respond to related multiple-choice and constructed-response questions. The constructed-response questions are designed to measure a student's comprehension of the reading selection/passage. Students are required to write their own responses using examples and/or information from the reading.

The 2013 NJ ASK 3–5 tests include three operational reading passages at each grade level—two containing informational text and one involving literature. The 2013 NJ ASK 6–8 tests include four operational reading passages per grade level—two comprising informational texts and two involving literature. Reading passages are taken from published material in a wide array of sources and genres.

- Reading Informational Text
 - Nonfiction text written to convey information
 - Selections from previously published materials
 - 400–900 words in length (approximate)
- Reading Literature
 - Material written primarily to tell a story
 - Selections from previously published works
 - 500–1,000 words in length (approximate)

The Reading cluster focuses on skills identified by the CCSS as the College and Career Readiness Standards for Reading. For further information on the ways in which the ways in which the CCSS standards relate to reading informational text and reading literature please refer to materials developed by through the Common Core State Standards Initiative²

Writing. All tasks in the Writing cluster require that students write a response to a prompt; the response is subsequently scored using the NJ Registered Holistic Scoring Rubric (see Appendix B). In 2013, the Writing cluster consists of two types of prompts at each grade level, as indicated in Table 4a.

Informative/explanatory prompts. Informative/explanatory writing is used to share knowledge and to convey ideas and experience. Informative/explanatory writing may be based on the writer's personal knowledge and experience or on information presented to the writer.

Grade 3–5 informative/explanatory prompts are based on topics familiar to students and require that students describe, discuss, explain, and/or analyze some aspect of the topic. Students draw on their own experience and what they know to develop their ideas for their composition. Students in grades 3–5 have 30 minutes within which to respond to the prompt.

² Common Core State Standards Initiative, Preparing America's Students for College and Career. English language arts standards, anchor standards, college and career readiness anchor standards for reading, <http://www.corestandards.org/ELA-Literacy/CCRA/R>

In grades 6 and 8, informative/explanatory prompts present students with an essay topic based either on a quotation or adage or on a familiar topic. In responding to the topic or quotation presented, students are asked to explain their points of view and to create original works. Students in grades 6 and 8 have 30 minutes within which to respond to the explanatory prompt.

Narrative prompt. The narrative prompt, used this year in grades 3-5 and 7 presents a brief scenario that students use as a springboard for writing a story that can be based upon real or fictional events. They may draw from stories they have read, their own experiences, and/or their imagination to develop ideas for the stories that they compose. Students in grades 3–5 and in grade 7 have 30 minutes to respond to the narrative prompt.

Persuasive prompt. Persuasive writing prompts, which only apply to students in grades 6–8, elicit students’ points of view on or opinions of a given controversy. The controversies presented can be interpersonal, school/community-related, or societal in nature. Students in grades 6–8 have 45 minutes within which to respond to the persuasive prompt.

A Writer’s Checklist is provided to all students during testing to encourage students to read, reread, revise, and edit their written work for all writing tasks.

Mathematics

The Mathematics assessments contain both multiple-choice and constructed-response items. There are two types of constructed-response items—extended constructed-response (previously known as open-ended) and short constructed-response. The extended constructed-response items require students to solve a problem as well as explain their solution. The short constructed-response items require only an answer, not an explanation.

The grade 3–5 tests measure skills in five clusters, as taken from the Common Core:

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations—Fractions
- Measurement and Data
- Geometry

The point breakdown of these clusters is displayed in Table 4b.

Table 4b: Total Points Possible on NJ ASK 3–5, by Content Area Cluster and Grade, Mathematics			
Grade	3	4	5
<u>Cluster</u>			
Operations and Algebraic Thinking	14	10	6
Number and Operations in Base Ten	6	10	11
Number and Operations—Fractions	11	18	14
Measurement and Data	13	6	13
Geometry	6	6	6
Total Points Possible	50	50	50
Multiple-Choice	35	35	33
Short Constructed-Response ³	6	6	8
Extended Constructed-Response ⁴	9	9	9

Highlights of the grades 3–5 Common Core curriculum areas associated with these clusters are as follow:

- **Number and Operations in Base Ten** progresses through conceptual processes associated with place value, counting and cardinality, and the nature and properties of addition, subtraction, multiplication, and division. Over time, it is anticipated that

³ One point each

⁴ Three points each

students will come to exhibit a deeper understanding of these concepts, with facility in the algorithmic processes that enable their use with multi-digit numbers and decimals up to the hundredths.

- **Number and Operations—Fractions** initially involves part-whole relationships and moves toward the comprehension of progressively more complex numerical interactions. A conceptual understanding of fractions is sought, as evidenced in the ordering and equivalence of fractions and transformations between fractions and decimals. Fractions are used to solve problems, with skill in the processes of addition, subtraction multiplication and division of fractions.
- **Geometry** starts with the understanding of shapes and their attributes as well as the classification of shapes through these attributes. Later, students are expected to develop more advanced skills and understanding, as demonstrated through processes—such as the classification of two-dimensional figures into categories based upon their properties and the graphing of points on a coordinate plane—to solve real-world mathematical problems.
- **Operations and Algebraic Thinking** progresses from an understanding of the properties of arithmetical operations to the solving of problems involving these processes. It is expected that students will become facile in recognizing, explaining, generating, and analyzing patterns and relationships and will develop skills in writing and interpreting mathematical expressions.
- **Measurement and Data** spans the solving of problems based upon the estimation, measurement, representation, and interpretation of data; an understanding of perimeter; and the measurement of angles. Students should become capable writing and interpreting numerical relationships.

The grades 6-8 mathematics test measures knowledge and skills in four clusters; numeric codes for the corresponding NJ CCCS standards are indicated in parentheses:

- Number and Numerical Operations (4.1)
- Geometry and Measurement (4.2)
- Patterns and Algebra (4.3)
- Data Analysis, Probability, and Discrete Mathematics (4.4)

Some mathematics items are also classified and reported as Problem Solving, which means that the items require problem solving skills in applying mathematical concepts (for example: solving, applying, reasoning, communicating, modeling, constructing, etc.).

Problem Solving items are defined based on the Mathematical Processes standard of the NJ CCCS: “Problem posing and problem solving involve examining situations that arise in mathematics and other disciplines and in common experiences, describing these situations mathematically, formulating appropriate mathematical questions, and using a variety of strategies to find solutions. Through problem solving, students experience the power and

usefulness of mathematics. Problem solving is interwoven throughout the grades to provide a context for learning and applying mathematical ideas.

The point breakdown of the grades 6-8 mathematics clusters may be found in Table 4c.

Table 4c: Total Points Possible on NJ ASK 6–8, by Content Area Cluster and Grade, Mathematics			
Grade	6	7	8
Cluster			
Number and Numerical Operations	13	13	13
Geometry and Measurement	14	14	14
Patterns and Algebra	14	14	14
Data Analysis, Probability, and Discrete Mathematics	8	8	8
<i>Problem Solving</i>	23	29	27
Total Points Possible	49	49	49
Multiple-Choice	32	32	32
Short Constructed-Response ⁵	8	8	8
Extended Constructed-Response ⁶	9	9	9

Science

The Science test measures fourth and eighth grade students' ability to recall information and to solve problems by applying science concepts. The Science test assesses knowledge and application skills in three clusters; each cluster contains multiple-choice items and constructed-response items. The NJ CCCS numbers corresponding to the three clusters are indicated in parentheses.

• Life Science (5.5, 5.10)

Matter, Energy, and Organization in Living Systems
Diversity and Biological Evolution
Reproduction and Heredity
Natural Systems and Interactions
Human Interactions and Impact

• Physical Science (5.6, 5.7)

Structure and Properties of Matter
Chemical Reactions
Motion and Forces
Energy Transformations

• Earth Science (5.8, 5.9)

Earth's Properties and Materials
Atmosphere and Weather
Processes that Shape the Earth
How We Study the Earth
Earth, Moon, Sun System
Solar System
Stars
Galaxies and Universe

⁵ One point each

⁶ Three points each

Science items are also classified and reported as either of the following:

- Knowledge (Comprehension and Science, Society/Technology), or
- Application (Habits of Mind/Inquiry and Mathematics).

The cluster point breakdown for the grades 4 and 8 science tests appear in table 4d.

Table 4d: Total Points Possible on NJ ASK 3–8, by Content Area Cluster and Grade, Science						
Grade	3	4	5	6	7	8
<u>Cluster</u>						
Life Science		15				23
Physical Science		13				16
Earth Science		11				15
<i>Knowledge</i>		5				8
<i>Application</i>		34				46
Total Points Possible		39				54
Multiple-Choice		33				48
Constructed-Response ⁷		6				6

⁷ Three points each

PART II: INFORMATION FOR SCHOOL ADMINISTRATORS

One of the primary purposes of the NJ ASK is to identify areas of curricular strength and weakness by examining the extent to which students meet the established performance expectations for each content area. Based on test results, a student's performance is categorized as being Partially Proficient, Proficient, or Advanced Proficient. Performance Level Descriptors (PLDs) translate these performance standards into words. They describe in qualitative and broad terms what it means to attain the levels, Proficient and Advanced Proficient, in each content area. The PLDs are stated in Appendix D.

The PLDs and their relationship to specific scale scores are established through a standard setting process that is driven primarily by the work of New Jersey educators. In the standard setting year of a test (typically the first year), standard setting committees are put together consisting of New Jersey teachers nominated by their districts. The committees meet for several days in structured sessions facilitated by the test contractor, in conjunction with NJ DOE. Following standard industry-wide procedures, the committees determine the raw scores that identify a marginally proficient student (that is, the raw score that would convert to a scale score of 200) and a marginally advanced proficient student (the raw score that would convert to a scale score of 250). They establish these cut scores on the basis of the material on the tests, the published state curriculum standards, and their experience and expertise in working with students.

Using the proficient and advanced proficient cut scores and the statistics generated from the raw scores of all the students in the state, statisticians from the contractor then mathematically generate the rest of the distribution of scale scores. After a review by NJ DOE officials, and with the approval of the State Board of Education, the final cut scores are set.

In the years that follow, the scale scores are derived from an equating process through which the scale is made to consistently reflect the same levels of achievement as in the standard setting year.

A. Determining the Proficiency Levels for the NJ ASK 3–8

New Jersey Department of Education (NJ DOE) staff, working with staff from Measurement Incorporated (MI), developed initial draft PLDs. On May 30, 2008, NJ DOE and MI staff presented draft PLDs for grades 5–8 to committees of New Jersey educators meeting in Princeton for further review and revision. Likewise, on May 28, 2009, New Jersey educators met to review and revise draft PLDs for grades 3 and 4. At these one-day meetings, participants made numerous suggestions for revisions, which NJ DOE staff collected and integrated into final PLDs. These final PLDs serve as descriptive benchmarks for subsequent standard setting committees, also comprising New Jersey educators, which establish the Proficient and Advanced Proficient performance cutoff scores for the base year, the year to which subsequent administrations are ultimately equated, in each of the content areas. Districts may find the PLDs useful for relating test scores to curriculum content when interpreting test results.

The final NJ ASK 3–8 Performance Level Descriptors for Language Arts Literacy, Mathematics, and Science are attached as Appendix D and are available on the NJ DOE website, at www.nj.gov/education/assessment/descriptors/.

Setting NJ ASK standards. Prior to 2008, the performance standards in Language Arts Literacy (LAL) and Mathematics had been established across a range of years, as indicated below.

- Grade 4 math and grade 8 LAL and math: standards set in 1999
- Grade 4 LAL: standards set in 2001
- Grade 3 LAL and math: standards set in 2003
- Grades 5–7 LAL and math: standards set in 2006

With the introduction of new LAL and math tests in 2008 (grades 5–8) and in 2009 (grades 3–4), new standard setting meetings were conducted for each of these tests, respectively, for grades 5–8 June 24–27, 2008, in Trenton, New Jersey, and for grades 3–4 June 23–26, 2010, in East Windsor, New Jersey. The purpose of each meeting was to identify, at each of grades 3 through 8, the thresholds of performance, or minimum performance levels, on the NJ ASK Language Arts Literacy and Mathematics tests that are indicative of Partially Proficient, Proficient, and Advanced Proficient performance, as defined by the Proficiency Level Descriptors (PLDs). Based on the results of the standard-setting meeting, NJ DOE staff made recommendations to the Commissioner of Education and the New Jersey State Board of Education for the adoption of cut scores (i.e., proficiency levels) for the NJ ASK.

New Jersey teachers nominated by school districts across the state were invited to participate in the standard-setting meeting, based on their qualifications as judges of student performance and content expertise. Participants represented the general population of New Jersey. Participants took the test specific to their content area expertise, scored the tests, reviewed PLDs, and engaged in three rounds of test review using the bookmark standard-setting procedure⁸.

Briefly, the bookmark procedure entails panelists examining a booklet containing NJ ASK operational test items from the most recently administered test, ordered by difficulty. The difficulty-ordered booklet consists of the items from the actual test, one item per page, arranged in order of difficulty, with the easiest item on the first page and the most difficult item on the last page.

For each test item, panelists determine whether a minimally Proficient or minimally Advanced Proficient student would have a 2/3 chance of answering the item correctly (for multiple-choice items) or obtain the given score point (for constructed-response items).

Each page of the difficulty-ordered booklet contains not only the item, but also essential information about the item, including the achievement level (theta) required for a student to have a 2/3 chance of answering correctly or obtaining that point. These theta values are derived from a statistical analysis of actual student responses to the items using item response theory (IRT) procedures.

⁸ Cizek, G.J. and Bunch, M.B. (2007). *Standard setting: A guide to establishing and evaluating performance standards on tests*. Thousand Oaks, CA: Sage Publications, Inc.

The standard-setting panelists enter two bookmarks on a special form, one each for the last page they believe a minimally Proficient or minimally Advanced Proficient student would have a 2/3 chance of answering correctly. The page number is matched to a theta required for a 2/3 chance of answering correctly. The theta values are then averaged across all panelists, and the mean theta is next translated into a raw score using the IRT analysis (in this case, the one-parameter Rasch model) of the live test results.

To promote consensus, three rounds of bookmarking occur involving the same items, with panelists working in small groups and having the opportunity to discuss their judgments with other members of their groups. Prior to the third and last round of bookmarking, panelists are given the opportunity to view impact data — that is, the actual percentage of New Jersey students who would be classified as Partially Proficient, Proficient, or Advanced Proficient — given these raw cut scores. Judgments regarding cut scores tended to converge with each round.

At the close of the standard-setting meeting, MI staff calculated final cut scores and reported them to NJ DOE.

For the present NJ ASK 3–8, as for previous tests, the recommendations of the standard setting committees were presented to NJ DOE senior staff and the Commissioner of Education for review. At this point, modifications may be made, but only within the statistical error range of the standard setting panel results. Subsequently, the Commissioner presents the results of this review to the State Board of Education for approval and adoption.

Equating. In order to ensure that the scale scores are meaningful, it is critical that, for each test, the same scale score be equally difficult to achieve from year to year. To that end, the test scores in each content area and at each grade level are statistically equated to previous year scores.

Each year, all the tests are constructed using items that were field tested, making it possible to estimate the difficulty of the test questions and the test as a whole. It is not possible, however, to anticipate the *precise* difficulty level of a test in advance. As a result of the small year-to-year variation that exists in the difficulty levels of the tests, the same level of knowledge and skill may produce slightly different raw scores from one year to the next. To compensate for this variation, raw scores are converted to equated scale scores. The equating process ensures that the same scale scores reflect equivalent levels of knowledge and skill from year to year; it enables us to say with confidence that any given scale score is equally difficult for students to attain on any given test in any given year.

For example, in years in which the test proves to be slightly more challenging, a given raw score will produce a higher scale score (because it is harder for a student to achieve the same raw score on a more challenging set of questions). In other words, a given raw score would be more difficult to achieve on a more difficult test and would, therefore, produce a higher scale score. The reverse is true when the test turns out to be a bit less challenging.

B. Descriptions of the NJ ASK 3–8 Scale Scores

The NJ ASK 3–8 reports both raw and scale scores. A raw score is the total number of points a student earns on a test. A scale score is simply a conversion of that raw score, using a predetermined mathematical algorithm, to permit legitimate and meaningful comparisons over time and across grades and content areas.

The total scores in English Language Arts (ELA), Mathematics, and Science are reported as scale scores with a range of 100 to 300. The scale score for ELA is a total score based on a combination of the number of correct answers to multiple-choice items and the number of points earned for constructed-response items and writing tasks. The scale score for Mathematics is a total score based on a combination of the number of correct answers to multiple-choice items and the number of points received for constructed-response items. The scale score for Science is a total score based on a combination of correct answers to multiple-choice items and the number of points received for constructed-response items.

As noted above, New Jersey adopted a set of raw cut scores for the NJ ASK 3–8. (ELA and mathematics only). Standard setting for grade 8 Science was conducted in 2000 and for grade 4 Science in 2005; raw cut scores were adopted at that time, and each subsequent test has been equated to that base year. The conversion algorithm ensures that the raw cut score for Proficient performance translates to a scale score of 200 and that the raw cut score for Advanced Proficient performance translates to a scale score of 250. The score ranges for the proficiency levels are as follows:

Advanced Proficient	250–300
Proficient	200–249
Partially Proficient	100–199

Partially Proficient is considered to be below the state minimum level of proficiency. Students at this proficiency level may need additional instructional support, which could be in the form of individual or programmatic intervention.

C. Rescoring and Record Changes

Automatic rescoring. As part of the scoring process, rescoring is conducted automatically for any student who scores one raw score point below the proficient cut score. MI reviews writing and constructed-response items⁹ and verifies the original scores or makes changes, if warranted. *Scores are never lowered during the automatic rescoring process.* Districts do not need to request these rescoring.

Districts (not schools, parents, or students) may request that MI rescore a student's responses on behalf of students scoring outside of the automatically eligible range for a fee of \$300 per student per content area. Districts must submit a purchase order to MI. If no score increase results, the district is responsible for paying for the cost. However, if a score increase results from the rescoring process, MI returns the district's purchase order.

⁹ As of 2011, math short constructed-response items are not rescored.

Record changes. A record change period allows the districts an opportunity to correct inaccurate student demographic information that the district provided for the assessment. Record changes are completed before reporting. Corrections to the student information are reflected in the reports.

D. Interpreting and Using Test Information

The raw scores and scale scores provide different sets of information that may be used for program-level and student-level evaluation. Equated across years that pass between standard settings, and only across those years, scale scores provide the opportunity to gauge long-term trends *within content areas and grade levels*. As such, they provide the best generalized information about overall performance.

Organized into clusters within content areas, raw scores permit a more targeted view of performance. While they provide more specific information, they do not accommodate cross-year comparisons. Nor do they permit cross-cluster comparisons. When comparisons of cluster results are made, they must be within-year and within-cluster.

Student-Level Evaluation

Scale scores. Individual Student Reports are provided to districts to help them evaluate student instructional needs. To an extent, students' proficiency levels can inform school and district decisions regarding instructional support.

- Scores indicative of Advanced Proficient performance reflect performance that has clearly met or exceeded state standards. It is rare for students falling in this range to be in need of instructional intervention.
- Scores indicative of Proficient performance reflect performance that generally has met the state standards. It is typically true that students falling in this range are not in need of instructional intervention, but one may wish to look more closely at students whose scores approach the lower end of this distribution to confirm that instructional intervention is in fact not needed.
- Scores indicative of Partially Proficient performance reflect performance that has not met the state standards. Students falling into this range are most likely to be in need of instructional support, particularly those lower in the range.

The issue of scale score reliability comes into play here. If it were possible to test a student a very large number of times, and if no learning were to take place between test administrations, some variability would nevertheless occur in the student's scale scores. That variability relates to the concept of test-retest reliability. Although the NJ ASK is designed to optimize scale score test-retest reliability, it is not possible to produce a test with scores that are 100% reliable. A student's NJ ASK score, therefore, should be considered an estimate of student performance level.

The accuracy of a score is also affected somewhat by its location on the scale. Scores on the NJ ASK tend to be more precise in the general area of the proficient cut score and less precise at the

extremes, so the accuracy of score differences in the vicinity of 200 tends to be greater than in the lower part of the partially proficient range or the advanced proficient range. This point is of particular significance for the use of scale scores to identify students for placement into advanced or honors classes, as more latitude and flexibility is called for in interpreting scores in that part of the score distribution.

As one encounters scores that fall lower in the partially proficient range, one faces an increasing need for a more thorough diagnosis of potential achievement deficits, as one often encounters not only less precision in the scores, but also a paucity of information regarding the specific nature of student needs, given the likely prevalence of incorrect responses across skill areas.

In all cases, however, some amount of additional assessment, formal or informal, must be conducted when formulating an instructional plan. Further examination of a student's knowledge and skill should include the student's whole profile. Decisions about appropriate instructional placement should be based on an examination of a student's classroom test results, grades, anecdotal records, portfolios, checklists, school-level results, and other measures of performance.

Raw scores. NJ ASK Score Reports include information specific to content clusters within each content area. While they do not provide information at a skill-specific level, cluster-level data can provide some general clues regarding student knowledge and skill. In using cluster data to evaluate individual student performance, one must keep the following limitations in mind.

Cluster difficulty. As indicated above, inasmuch as the NJ ASK is equated at the test level only, it is inappropriate to compare cluster means or raw scores across years. Since the same cluster may vary in difficulty level from year to year, cluster performance should not be directly compared across multiple test administrations.

Additionally, in any given year, not all clusters can be assumed to be equally difficult; consequently, comparing the score in one cluster to the score in another cluster is not meaningful. For each year, a useful benchmark is provided by each cluster's just proficient mean (JPM), the mean score in that cluster obtained by students statewide with scale scores of 200. The JPM provides an index to which all students' scores in that same cluster can be compared, as it allows one to view how a student performs relative to the profile of the borderline proficient student.

Cluster reliability. All other factors being equal, the reliability (stability) of scores decreases as the number of items decreases. Consequently, the reliability of cluster scores is generally lower than the reliability of the test as a whole and, among clusters, reliability is generally lower in clusters that have smaller numbers of items. Put differently, equal differences in cluster scores are commonly less interpretable for clusters that contain fewer items.

While the interpretation of scores is dependent upon the amount of potential error one is willing to tolerate, a general rule is that conclusions regarding the relative performance of individual students are risky when based upon cluster differences of one or two points, particularly for clusters containing few items. As in shades of grey, the greater the differences in the cluster performance of individual students, the more likely they are significant.

Program-Level Evaluation

Scale scores. Performance by Demographic Group Reports, containing school-level and district-level information, are provided to districts to help them evaluate the effectiveness of the instructional program for the full district or school population, as well as for program and demographic groups. The data facilitate cross-group as well as cross-year comparisons. Additionally, comparisons of performance, within and across years, can be drawn among different schools within the district and between school or district performance and the performance of the state or the district factor group (DFG), the latter comprised of districts at approximately the same socioeconomic level.

Group-level scale score data, whether percentages of students falling into various proficiency ranges or mean scale scores, are well suited to graphic representation, which often makes trends and differences more evident. Scale scores may be readily used for statistical analysis to study the effectiveness of instructional programs and methodologies. When comparing groups statistically, as the performance levels between groups become increasingly different, and as the performance levels of individuals within each of the groups become increasingly similar, the results of the group comparisons become increasingly significant. The important caveat to keep in mind is that, all things being equal, the larger the group, the more significant the results.

Raw scores. As in the interpretation of student-level raw score data, group-level raw scores cannot be compared from year to year or from cluster to cluster. In group-level data, however, there is less of the random error that impairs the interpretation of individual-level results. In general, the larger the group, the more this error is reduced, as the errors in individual scores tend to balance out.

While fairly large differences are needed to draw inferences at the individual level regarding cluster performance, smaller differences at the group-level may be meaningful and may provide useful information for establishing instructional priorities. As a result, where a relatively small difference in cluster scores may be meaningless when comparing the performance of two students, or when comparing one student against the just proficient mean, it may be significant when comparing *groups* or when making a comparison between a *group* and the just proficient mean. The data in the Cluster Means Report can, therefore, provide meaningful comparisons of cluster performance among schools and between schools or districts and the DFG or the state, including the just proficient mean.

Suggested Procedures for Interpreting School and District Reports

An analysis and interpretation of School and District Reports can help identify areas of curriculum that may need modification in order to help students meet the appropriate curriculum content standards. As indicated earlier, for 2013, a transition year, the Common Core State Standards are applicable to the NJ ASK tests administered in ELA, grades 3-8, and in Mathematics, grades 3-5, while the New Jersey Core Content Curriculum Standards hold for Mathematics grades 6-8 and Science grades 4 and 8.

The procedure suggested below is intended to serve as a guide in the use of test results for the design of curriculum.

Establishing interpretation committees. Interpretation committees should be established for each content-area test. Committees may be district-wide or they may be created at the school level. Committee members should:

- be familiar with the appropriate curriculum in grades K–12
- be responsible for instruction in grades K–12
- be familiar with special programs in the particular discipline (remedial, advanced placement, etc.)
- represent ELA, Mathematics, and Science
- represent schools or districts responsible for instruction in grades K–12
- represent staff responsible for remediation in grades 1 through 12. In districts that do not span the complete K–12 range, an effort should be made to involve staff from the upper-graded districts that accept your students.

The committees should include representation from programs of grades K-12 because the skills assessed are not limited to those taught in just grades 3 through 8. Staff from disciplines other than Language Arts, Mathematics, and Science should be involved because the assessed skills have applications in a variety of content areas. In addition, the composition of the committees should foster articulation and collaboration among schools and across grade levels.

District-level committees should include staff who are involved in interpreting the school reports, educators who provide the students' instructional program, as well as the chief school administrator and other appropriate central office staff.

Suggested interpretation procedure. Using the interpretation procedure described below, committees should focus on performance relative to the district's expectations and identify factors that have contributed to less than satisfactory performance (as defined by the district), overall and on each cluster. In general, committees should analyze the means (overall and for each cluster), comparing the cluster means first to determine those for which overall student performance was poorest or those that are viewed as falling below local expectations. The following specific steps are recommended.

1. Orient the committees to their task by reviewing the following:
 - the procedure that will be used to analyze the reports, including information about the types of analyses that are to be done;
 - the format and content of the reports to ensure that all members understand the reports (using the information in this booklet as a primary source);
 - the limitations of the test data, to ensure that appropriate interpretations are made of the results; and
 - the schedule for completing the task.
2. The committees may begin by comparing:
 - this year's school cluster means with this year's district cluster means;
 - this year's district cluster means with DFG cluster means; and
 - this year's school and district cluster means with this year's Just Proficient Means.

3. Using all of the available information, the committees may determine, for each cluster, if there is a level of performance that is minimally acceptable for the school or district.
4. If minimum performance standards are established for the clusters, the committees should use them to create a list of clusters on which the performance of the target group was significantly below or above the performance of the comparison group.
5. For each cluster included on the lists that result from Number 4 above, the committees should identify which differences seem to result from local actions or circumstances.
6. The committees can then develop a summary of the overall performance of the target group, including statements of strengths and needs, if any have been identified, along with a description of plans for addressing the needs.

Program evaluation based on cluster analysis may indicate the need to:

- More closely align the skills taught in school with the current Core Curriculum Content Standards;
- Provide instruction on the skills covered in those clusters for which student performance was low relative to district expectations;
- Examine test item format and compare it with teacher-designed test items used to assess ongoing instruction and use various test item formats as part of the ongoing evaluation, and
- Share the analysis and recommendations with all staff, regardless of content area.

In summary, the performance analysis should be focused primarily on the information the results provide about the strengths and needs of your programs. Districts should be looking at how and when the assessed skills are presented in the curricular scope and sequence. Skills should be reviewed and reinforced across several grade levels and in all content areas, including those other than ELA, Mathematics, and Science. While articulation and collaboration may be easier to achieve in K–12 districts, they must also be initiated in attending and regional districts.

Making Group Comparisons

The school and district reports allow for a relatively large number of group comparisons; the most meaningful comparisons are those made of similar groups on similar tasks. Consequently, committees are advised:

- (1) whenever possible, to compare groups with similar characteristics;
- (2) to compare performance on similar tasks (for example, the same cluster within the same content area); and
- (3) not to compare cluster scores from year to year.

Narrative Reports

Some districts develop narrative reports to accompany their school and district report interpretations. Although such reports are optional, a narrative summary could be valuable when used as the basis for your testing report to your board of education and to the public. Any such reports should also be shared and discussed with the appropriate district personnel. Guidelines for communicating test information to parents/guardians, districts, and the media appear in a subsequent section of this manual; below, however, we offer a sample report outline, should a district opt to develop a written narrative.

- I. Background Information
 - A. Briefly describe the nature and purpose of the NJ ASK 3–8.
 - B. Discuss the population of students who did and did not participate in the test.
- II. Cluster or Skill Narratives
 - A. Summarize strengths, weaknesses, and other comments from the completed interpretations.
 - B. Complete these summaries for each content area.
- III. Summative Narratives
 - A. Synthesize cluster narratives for each content area. Include statements about general strengths and identified needs.
 - B. Compare NJ ASK 3–8 results to other local test results in an effort to identify possible trends in student performance.
- IV. Recommendations
 - A. Prepare a list of recommendations that includes a statement of the needs and possible plans to address them.
 - B. Develop a list of short- and long-range objectives for a total skills program (developmental and preventive/remedial).

NOTE: *Staff familiar with the test results and the interpretation process should be present when test results are presented to the public to answer questions and avoid misunderstandings or misinterpretations.*

Protecting Student Confidentiality

A number of federal laws protect student confidentiality in the reporting of data to the public.

- The 1974 Family Educational Rights and Privacy Act, administered by the U.S. Department of Education (USDOE), limits the release of student information.
- The Individuals with Disabilities Education Act (amended 2004), also administered by the USDOE, limits the reporting of information specific to students with disabilities.
- The 1994 Richard B. Russell National School Lunch Program Act, administered by the U.S. Department of Agriculture, limits the use of free and reduced lunch student information in the reporting of data.

In the reporting of group assessment summary data, the intent is to protect student privacy through procedures that systematically prevent members of the public from discerning student identity. While confidentiality policy decisions related to reporting are largely left to states (for state reports) and to school districts (for school and district reports), complaints pertaining to the release of information are investigated by the USDOE, which has the power to withhold funding where privacy violations are found to exist. Additional penalties (including fines and/or imprisonment) for privacy violations in the release of economic status information may be assessed under the National School Lunch Program Act.

Guidelines provided by the Federal government state that in the reporting of assessment results, suppression of numbers should occur in categories where the counts are low, making it otherwise possible to infer the results of individuals. Additionally, data should be suppressed in any category where it is possible to infer individual results through subtraction or other simple mathematical deductions.

In practice, it is common to suppress numbers where a group size is equal to ten or less and to suppress totals when it is possible to calculate back to the results of two students. Precautions are also taken when it is possible to infer individual information because all the students in a district, school, or a population group fall into a category or level that has negative connotations associated with it. Suppressed numbers in reports are often replaced by asterisks (or comparable symbols) or by statements such as “greater than” (or “less than”) some percentage. Where any of these devices are used, there should also be some statement that the numbers are suppressed to protect student privacy. District policies regarding data suppression should be written and made available to the public.

E. Communicating Test Information

Analysis and interpretation of the NJ ASK 3–8 reports are required by the New Jersey Administrative Code (N.J.A.C. 6A:8-4.3(a)). Within 30 days of receipt of the reports, an analysis must be completed by the district and the summary report made available to the public.

Appropriate confidentiality safeguards must be implemented to protect individual students. Individual student data must never be released to the public.

This section provides guidelines communicating test results to parents/guardians, the district, the state, and the media. **Individual and roster reports should not be released to the public because they list students’ names and are, therefore, not in the public domain.**

To the Parent/Guardian

To help explain to parents and guardians both the purpose of the NJ ASK 3–8 and the information provided on the Individual Student Report, a sample form letter to the parent/guardian of a grade 6 student is included (Figure 1) that can be adapted, signed, photocopied, and sent home with each student along with his/her Individual Student Report.

To the District

Districts are required to make available to the public “the number of pupils tested and the percentage of pupils at or above the established levels of pupil proficiency.” When the number of students is large enough (more than 10 students), the results may be considered sufficiently meaningful to report. The Performance by Demographic Group reports contain information that can be used to prepare a public statement.

To the Media

Release information to the media only after having prepared to answer questions either in person or on the telephone. Be sure to analyze the data beforehand; understand and be able to clearly explain the various types of scores. It is recommended that any comparison among schools/districts be avoided.

Figure 1—Sample Parent/Guardian (Grade 6) Form Letter—NJ ASK 3–8

Test Title: New Jersey Assessment of Skills and Knowledge
Test Dates: May 3–9, 2013 (regular) May 9–13, 2013 (make-up)
Test Report: Individual Student Report

Dear Parent/Guardian:

Your child’s Individual Student Report for the 2013 New Jersey Assessment of Skills and Knowledge (NJ ASK 3–8) is attached. The NJ ASK was administered over a four-day period within a two-week window for grades 3–8 in May 2013. This report presents your child’s English Language Arts and Mathematics scores on this test. The NJ ASK English Language Arts and Mathematics scores are reported as scale scores with a range of 100 to 300. Scores at or above 250 indicate “Advanced Proficient” performance. Scores from 200 to 249 indicate “Proficient” performance. If your child is in the “Advanced Proficient” or “Proficient” level, he/she has met the state standards for that content area. Scores below 200 indicate your child performed at the “Partially Proficient” level and has not met the state minimum level of proficiency, based on this test administration, and may need some type of additional instructional support.

This report is available only to parents, guardians, and authorized school officials. If you have any questions about the report, you should contact your child’s teacher or principal. They can help you interpret the information on the score report and can explain what the instructional staff is doing—and what you can do—to help your child master the skills measured on the test.

PART III: REPORTS

Assessment results are most useful when they are reported in a way that allows educators to focus on pertinent information. The NJ ASK 3–8 reports are designed to communicate results in ways that provide information to educators and parents for program and individual student planning.

The design of the reports is identical across grades 3, 5, 6, and 7; grades 4 and 8 reports differ only in that they include Science test data. Figures 2–9 show examples of the various reports slightly reduced in size. All names and data are fictional.

While the reports are produced in pdf format, individual student information is also made available in two Excel files and one text file, as described later in this section, permitting the manipulation of student data.

A. Terms and Definitions

The following terms and definitions apply across all NJ ASK score reports. Appendix A: Glossary provides additional definitions and explanations of codes.

- **APA:** indicates whether a student takes the Alternate Proficiency Assessment in a particular content area and is thus exempt from taking the NJ ASK 3–8 in that content area. On the Performance by Demographic Group report, these students are grouped in the “APA Students” column.
- **Enrolled or Students Processed:** number of unique students for whom used test booklets (grades 3–4) or answer folders (grade 5–8) were returned, plus the number of students added during the record change period. It includes students who took any form, including the braille, large print, Spanish and alternate form. It equals the sum of the APA Students, Not Present, Voids, and Valid Scale Scores columns on the Performance by Demographic Group report.
- **Not Present:** indicates that a student did not participate in a particular content area of the NJ ASK 3–8, and was not coded APA, void, medical emergency or LEP exempt (ELA only). On the Performance by Demographic Group report, these students are grouped in the “Not Present” column.
- **Scale Score:** a transformation of the raw score attained in any tested content area, by a student who participated in the test and who was not coded “void.” On the Performance by Demographic Group report, all students who received a scale score are grouped in the “Valid Scale Scores” column. This column includes students who took any form, including the braille, large print, Spanish and alternate form.
- **Void:** indicates that a student was coded void. See Appendix A for specific codes. On the Performance by Demographic Group report, these students are grouped together in the “Voids” column, along with students with a medical emergency and students coded LEP Exempt (ELA only).


B. Student-Level

The Individual Student Reports (ISRs) and Student Rosters described in this section provide data that may be used to help identify student strengths and needs. As discussed earlier, the NJ ASK divides students into three performance levels: Partially Proficient, Proficient, and Advanced Proficient. Students whose scores indicate Advanced Proficient performance have clearly met and exceeded the state standards. Students whose scores indicate Proficient performance have also met the state standards, while students whose scores indicate Partially Proficient performance have not met the state standards and may need additional targeted instructional support.

Student Stickers

The Student Stickers (Figure 2) are sorted and printed by grade and alphabetically by last name; stickers for students who are designated Out-of-District or Out-of-Residence (see below), however, appear at the end of each grade. For these students, one sticker is sent to both the local and the attending school. It is a peel-off label, designed to be easily attached to the student's permanent record. For all other students, one sticker is provided to the school.

Figure 2—Sample Student Sticker

Test Date: SPRING 2013		New Jersey Assessment of Skills and Knowledge		
County: 88 ANY COUNTY				
District: 7777 ANY DISTRICT				
School: 666 ANOTHER SCHOOL				
<hr/>				
Student Name: FLORA, MICHAEL I		SID: 0000011825		
NJ ASK ID No.: 7190005183		District / School ID No.:		
Grade: 7	LEP:			
DOB: 01/30/99	SE:			
Sex: M	APA:			
English Language Arts: 215		PROFICIENT		
Mathematics: 223		PROFICIENT		

Each sticker is divided into three sections:

1. The top section includes the names and codes of the county, district, and school. Some students will be classified as Out-of-Residence or Out-of-District placements; these students are affiliated with two different schools, a local and attending school. The local school is the one in which the student is registered (either his/her local or choice school); the attending school is the one that administers the test to the student. For these student stickers, the top section provides county, district, and school names for *both* the local and the attending school/district.
2. The middle section contains student-specific identifying information, including Name, NJ ASK ID number, Student ID (SID), Grade, Date of Birth, Sex, LEP status, SE status, APA classification, and District/School ID Number.

3. The bottom section displays the student's scale score and associated proficiency level in each of the content areas. If a student did not receive a scale score, the reason will be noted here. (For a description of reason codes, please see Appendix A.)

Individual Student Report (ISR)

The ISR, a sample of which is depicted in Figure 3, is a two-sided report, produced in grade and alphabetical sequence for students within a school. ISRs for students who are designated Out-of-District or Out-of-Residence, however, appear at the end of each grade. For these students, two ISRs are sent to both the local and the attending school. An ISR is produced for every student record; Figure 4 shows a sample 2013 ISR. Two ISRs are printed and shipped to the home/local district for each student record: one for the student's permanent folder after the results are analyzed, and the other for the student's parent/guardian to be shared in a manner determined by the local district. If a student takes the Spanish version of the NJ ASK, four copies will be provided: two in English and two in Spanish. (See section II.E for suggestions about communicating test results to parents/guardians.)

The ISR presents a student's scale score, indicating his or her performance in each content area and the extent to which the student meets or does not meet the State proficiency standards. Raw scores are provided for each cluster to identify particular areas of strength or areas in which the student needs improvement. When applicable, the ISR will also indicate why a student does not receive a scale score for a content area. For a description of reason codes in such cases, please see Appendix A.

Below the student's name on each ISR, the substance of the report is divided into three sections—student/school identifying information, subject-specific proficiency information, and individual cluster information. These sections are delineated in red in Figure 3 and are described below.

1. The first section is similar to the student sticker in the identifying information it provides. Specifically, this section includes:
 - Student name
 - County (code and name)
 - District (code and name)
 - School (code and name)
 - State Student ID
 - Local District/School ID
 - Other student information, as appropriate, including any Limited English Proficient, Special Education, Out-of-Residence, Out-of-District classifications, or braille, large-print, Spanish, or alternate form use (see Appendix A)
 - Test Booklet or Answer Folder Number
 - Birth Date
 - Grade
 - Test Date
2. The second section provides a graphical summary of the student's scale score and associated proficiency level in each applicable subject area. Horizontal bars extend to the right, depicting the magnitude of a student's scale score with respect to the three proficiency categories.

3. The third section of the ISR provides a cluster-level view of a student's performance in each subject area. Three numbers are presented for each subject, cluster, and (in the case of ELA) text/prompt type—the number of points a student earned, the number of points possible, and the “Just Proficient Mean” (JPM). The first two columns are self-explanatory; in Figure 3, for example, the student earned 8 out of 10 points in *MATHEMATICS: Operations and Algebraic Thinking*.

The third column requires further explanation, as a quick interpretation may not be intuitive. The JPM is the average number of (or mean) raw score points earned on any given cluster by a student with a scale score of 200 (Proficient). Calculated at the cluster level, the set of JPMs represents a profile of the typical student who scores just barely proficient on the test as a whole. Keep in mind that the JPM is an average. Two students who get a score of 200 on the test could have different cluster scores, as one student might score a bit higher on one cluster and a bit lower on another cluster, even if the total of all the cluster scores adds to the same number and produces the same scale score. The set of JPMs, therefore, represents an estimate of how borderline proficient students typically perform on each of the clusters, not a collection of proficiency requirements. On the NJ ASK, students are not identified as proficient or not proficient in specific clusters.

The just proficient mean is not provided for any form of the test that differs in content from the operational, or regular, form of the test. Examples may include a large print version of a mathematics test in which one graphic item is excluded because it cannot be meaningfully replicated in large print format or an alternate form of a science test that is administered because of a problem of some sort that occurred in the administration of the operational form. Where a difference in content exists between the operational form and the administered form, the just proficient mean is not applicable.

As noted earlier in this report, content cluster data can provide some general clues regarding student knowledge and skill. However, it bears repeating here that comparison of cluster means or raw scores across years or across clusters is neither appropriate nor meaningful. Furthermore, the reliability (stability) of cluster scores is generally lower than the reliability of the test as a whole, due to the relatively small number of items in a cluster.

Finally, the back of the ISR provides information regarding New Jersey's transition to the Common Core State Standards and the impact the transition will have on NJ ASK as well as links to several websites.


Figure 3—Sample Individual Student Report

New Jersey ASK Spring 2013 Individual Student Report




ZAPATA, DORIEN

County: 88 ANY COUNTY
District: 7777 ANY DISTRICT
School: 666 ANOTHER SCHOOL
State Student ID: 0000038189
Local District/School ID: 112488

Test Booklet Number: 32767
Birth Date: 02/24/02
Grade: 4
Test Date: Spring 2013



• Your child has Limited English Proficient (LEP) code F2, indicating former enrollment in a language assistance program two years ago.

NJ ASK Proficiency Level	Partially Proficient 100-199	Proficient 200-249	Advanced Proficient 250-300	Your Child's Score
English Language Arts				165
Mathematics				207
Science				189

Understanding Your Child's Performance

Test Subject	Points Earned	Total Points Possible	Just Proficient Mean*
ENGLISH LANGUAGE ARTS			
Writing	10.0	20.0	9.9
Informative/Explanatory	6.0	10.0	5.2
Narrative	4.0	10.0	4.7
Reading	13.0	36.0	17.0
Literature	8.0	12.0	6.5
Informational Text	5.0	24.0	10.5
Total for English Language Arts	23.0	56.0	27.0
MATHEMATICS			
Operations and Algebraic Thinking	8.0	10.0	5.7
Number and Operations in Base Ten	6.0	10.0	5.6
Number and Operations - Fractions	5.0	18.0	9.9
Measurement and Data	4.0	6.0	3.6
Geometry	4.0	6.0	3.5
Total for Mathematics	27.0	50.0	26.0
SCIENCE			
Life Science	10.0	15.0	8.5
Physical Science	2.0	13.0	6.5
Earth Science	6.0	11.0	5.9
Total for Science	18.0	39.0	21.0

* "Just Proficient Mean" can be helpful to you in understanding where your child's performance may not be meeting expectations. The numbers in this column indicate the average points earned by students who scored 200 on a particular subject test. A score of 200 is the minimum score required for a student to be deemed "proficient" in that subject. Cluster scores are shown for students who took the regular form of the test or a form with the exact same set of items.

The NJ ASK is a set of standardized tests that allows you to compare your child's performance against grade level standards. The NJ ASK is only one measure of your child's academic performance. Other academic measures should be used in conjunction with the NJ ASK scores to make a determination of your child's overall academic performance (e.g., student grades, student progress reports and/or student classroom work).

For more information about the NJ ASK, please visit the NJ DOE website at <http://www.state.nj.us/education/assessment>, and the Measurement Inc. website at www.measinc.com/nj.

REPORT PRINTED: 8/6/2013
ZAPATA, DORIEN
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Figure 3–Sample Individual Student Report (cont’d)

NJ ASK Transition to the Common Core State Standards

On June 16, 2010, the New Jersey State Board of Education adopted the Common Core State Standards (CCSS) in English Language Arts (ELA) and mathematics. Forty-five states and DC have now adopted the Common Core State Standards which will allow these states to work together to support schools and districts in implementing the standards. New Jersey implemented the CCSS for grades 3 through 5 mathematics and grades 3 through 8 English Language Arts in the 2012-2013 school year. The implementation of grades 6 through 8 mathematics will occur in the 2013-2014 school year.

The 2013 NJ ASK¹ measured the CCSS. The assessments are called "transitional" because they will not be able to measure the full range of the CCSS until the next generation assessments are developed and administered. The Partnership for Assessment of Readiness for College and Careers (PARCC) is currently developing the next generation ELA and math assessments to be administered in spring 2015.

The CCSS have key instructional shifts that were measured on the NJ ASK. In ELA, the shifts are more subtle because the NJ ASK has historically included text dependent constructed-response items in reading and multiple writing prompts in every grade level. The CCSS shifts in ELA are: increasing text complexity and emphasis on academic vocabulary; building of knowledge through content-rich informational text; text-dependent reading questions to elicit responses grounded in specific evidence from the text. In mathematics, the CCSS shifts are significant because new content will appear at each grade level.

The science assessment in grades 4 and 8 will continue to measure the New Jersey Core Curriculum Content Standards (NJCCCS). The score categories and the content of the assessments will remain the same.

For more information please visit the following websites:

Common Core State Standards:
www.corestandards.org/about-the-standards

PARCC assessment:
www.parcconline.org

NJ's "transitional" assessments:
www.state.nj.us/education/assessment/es/njask/NJASK13.pdf

¹ The NJ ASK math grades 6 through 8 will transition to the Common Core State Standards in 2013-2014.

Student Rosters

Depending on grade level, either two (ELA and Mathematics) or three (ELA, Mathematics, and Science) content area-specific student rosters are produced and distributed. These reports provide a means of reviewing the test results of all students within a given school. For each content area, the Student Roster lists the names of the students (last name first), arranged by scale score in descending order. Thus, the first students listed on a student roster are those students with the highest scale scores in that content area. Students are listed alphabetically by last name when more than one student has achieved the same score. Students whose test booklets (grades 3–4) or answer folders (grades 5–8) were voided, students coded APA or LEP-exempt, and students who were reported as “Not Present” or “Medical Emergency” are listed at the end of the roster.

The following information appears at the top of each Student Roster:

- Test date
- Report printed date
- County name and code
- District name and code
- School name and code
- Number of student records processed

Below the school identification information, the Student Rosters provide the following information for each student, as applicable (see Figures 4–6):

- Student name (last name first)
- NJ ASK ID number and SID
- Date of birth
- Sex
- Limited English Proficient
- Special education status
- Section 504 status
- Accommodations
- Out-of-district status
- Out-of-residence status
- Special form designation
- Content area scale score
- Raw score points earned, by cluster and in total

Raw score points are reported for each content area cluster. To provide a context for comparison, the headings of the cluster columns indicate both the number of raw score points possible for that cluster and the statewide raw score cluster means associated with a scale score of 200.

General scoring rubrics for each content area are presented in Appendix B.

Figure 4–Sample Student Roster–ELA

TEST DATE: SPRING 2013
REPORT PRINTED: 5/28/2013

COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

New Jersey Assessment of Skills and Knowledge Student Roster - English Language Arts Grade 6

POINTS EARNED BY CLUSTER ³

STUDENTS PROCESSED: 35

STUDENT NAME NJASK ID NUMBER / SID	DOB	SEX	LEP	SE	504	ACCOM	OUT OF DIST	OUT OF RES	SPEC. FORM	SCALE SCORE	WRITING	PERSUASIVE	INFORMATIVE/ EXPLANATORY	READING	LITERATURE	INFORMATIONAL TEXT	TOTAL
											¹ 18.0 ² 9.6	12.0 6.5	6.0 3.1	52.0 28.5	13.0 8.0	39.0 20.5	70.0 38.0
HILL, FRANCISCO 6191039480 / 0000012001	04/01/00	M								215	9.0	6.0	3.0	36.0	12.0	24.0	45.0
MITCHELL, HIRAN 6191039522 / 0000012007	10/02/00	M	3							215	11.0	8.0	3.0	34.0	11.0	23.0	45.0
AGWUEGBO, ERIC G 6190891097 / 0000012389	03/18/00	M								213	10.0	6.0	4.0	34.0	9.0	25.0	44.0
AMADI, RUSTY 6190891162 / 0000012476	02/10/00	M								213	10.0	6.0	4.0	34.0	9.0	25.0	44.0
BERRY, DANIEL 6190607170 / 0000012040	04/05/00	M								210	10.0	6.0	4.0	33.0	9.0	24.0	43.0
MURAD, LUIS 6191039514 / 0000012005	08/13/00	M								210	9.0	6.0	3.0	34.0	13.0	21.0	43.0
BROOME, WILLIAM 6191039431 / 0000011993	06/21/00	M		14		AB				208	11.0	8.0	3.0	31.0	9.0	22.0	42.0
KRAYEM, TIEANDRA L 6190115992 / 0000012046	06/04/00	F	F1							208	8.0	4.0	4.0	34.0	13.0	21.0	42.0
ALHARAZIM, SILENY 6190891154 / 0000012475	11/06/00	F	1							196	9.0	6.0	3.0	28.0	8.0	20.0	37.0
GARDNER, JODY 6190057897 / 0000012047	08/18/00	F								194	10.0	6.0	4.0	26.0	8.0	18.0	36.0

¹ The numbers in this row are the number of possible raw score points for students who were scored on the full set of regular items.

² The numbers in this row are the statewide raw score means for students whose scale score is 200 and who were scored on the full set of regular items.

³ A letter code appears for writing tasks that could not be scored for one of the following reasons:
FR = Fragment, NE = Not English/Illegible, NR = No Response, OT = Off Topic/Off Task.

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¹ The numbers in this row are the number of possible raw score points for students who were scored on the full set of regular items.

² The numbers in this row are the statewide raw score means for students whose scale score is 200 and who were scored on the full set of regular items.

³ A letter code appears for writing tasks that could not be scored for one of the following reasons:
FR = Fragment, NE = Not English/Illegible, NR = No Response, OT = Off Topic/Off Task.

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Figure 5—Sample Student Roster—Mathematics

TEST DATE: SPRING 2013
REPORT PRINTED: 3/28/2013

COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

STUDENTS PROCESSED: 90

New Jersey Assessment of Skills and Knowledge Student Roster - Mathematics Grade 5

POINTS EARNED BY CLUSTER

STUDENT NAME NJASK ID NUMBER / SID	DOB	SEX	LEP	SE	504	ACCOM	OUT OF DIST	OUT OF RES	SPEC. FORM	SCALE SCORE	OPERATIONS AND ALGEBRAIC THINKING 6.0 ¹ 3.6 ²	NUMBER AND OPERATIONS IN BASE TEN 6.0	NUMBER AND OPERATIONS - FRACTIONS 14.0	MEASUREMENT AND DATA 13.0	GEOMETRY 6.0	TOTAL 50.0
STUDENT N, CHANEL 5190005971 / 0000011787	01/ /01	F								256	5.0	9.0	11.0	10.0	5.0	40.0
STUDENT O, RENAN 5190005682 / 0000011812	01/12/01	M								256	5.0	9.0	11.0	10.0	5.0	40.0
STUDENT K, JEANETTE 5191006545 / 0000011983	08/10/01	F								252	5.0	9.0	11.0	10.0	4.0	39.0
STUDENT Q, SHANTAE 5190005987 / 0000011769	06/18/01	F								252	5.0	9.0	11.0	10.0	4.0	39.0
LIMON, KEITH 5190005526 / 0000011883	01/29/01	M								250	5.0	8.0	11.0	10.0	4.0	38.0
SACKEY, GREGORY 5190006102 / 0000011759	11/27/01	F	1	14	AB D					250	5.0	8.0	11.0	10.0	4.0	38.0
STUDENT W, TRISTIN 5190005740 / 0000013595	01/31/01	M								250	5.0	8.0	11.0	10.0	4.0	38.0
ASCO, JATI 5190005922 / 0000011775	08/09/01	M								244	4.0	8.0	10.0	10.0	5.0	37.0
PAYARES, ROBERT 5190892980 / 0000011746	07/09/01	M								244	4.0	8.0	10.0	10.0	5.0	37.0
PERSON, ALMIR 5190005542 / 0000011841	06/07/01	M								244	4.0	8.0	10.0	10.0	5.0	37.0

¹ The numbers in this row are the number of possible raw score points for students who were scored on the full set of regular items.

² The numbers in this row are the statewide raw score means for students whose scale score is 200 and who were scored on the full set of regular items.

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¹ The numbers in this row are the number of possible raw score points for students who were scored on the full set of regular items.

² The numbers in this row are the statewide raw score means for students whose scale score is 200 and who were scored on the full set of regular items.

Figure 6—Sample Student Roster—Science

TEST DATE: SPRING 2013
REPORT PRINTED: 3/28/2013

COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

STUDENTS PROCESSED: 70

New Jersey Assessment of Skills and Knowledge Student Roster - Science Grade 4

POINTS EARNED BY CLUSTER

STUDENT NAME NJASK ID NUMBER / SID	DOB	SEX	LEP	SE	504	ACCOM	OUT OF DIST	OUT OF RES	SPEC. FORM	SCALE SCORE	LIFE SCIENCE ¹ 15.0 ² 8.5	PHYSICAL SCIENCE 13.0 6.5	EARTH SCIENCE 11.0 5.9	KNOWLEDGE 5.0 2.2	APPLICATION 34.0 17.9	TOTAL 39.0 21.0
SOTO, JOLANDA D. 4190007152 / 0000027968	06/07/02	F								273	13.0	11.0	7.0	3.0	28.0	31.0
ALPEZ, ADAM 4190006634 / 0029856120	12/19/02	M								266	11.0	10.0	9.0	2.0	28.0	30.0
EVANS, SERGIO 4190006717 / 3456019192	10/16/02	M								266	13.0	9.0	8.0	3.0	27.0	30.0
YOO, MICHAEL 4190006923 / 0000039067	10/26/02	M		07		AB				266	13.0	8.0	9.0	2.0	28.0	30.0
ACANO, JOHN 4190006485 / 0000012116	08/07/02	M								260	12.0	11.0	6.0	2.0	27.0	29.0
ELMEIDE, EMILY 4190006550 / 4793559423	01/09/02	F								260	11.0	9.0	9.0	2.0	27.0	29.0
FARNELLA, ALLAH J 4190006535 / 0000012913	06/15/02	M								260	12.0	9.0	8.0	2.0	27.0	29.0
MANOS, JACK 4190006568 / 0000012916	01/30/02	M								260	12.0	10.0	7.0	2.0	27.0	29.0
POLLOSHKA, CRYSTAL L 4190006659 / 0000023254	07/23/02	F			Y					260	11.0	10.0	8.0	2.0	27.0	29.0
RAMIREZ, APRILE 4190006782 / 0000023237	10/08/02	F								260	13.0	8.0	8.0	3.0	26.0	29.0

¹ The numbers in this row are the number of possible raw score points for students who were scored on the full set of regular items.

² The numbers in this row are the statewide raw score means for students whose scale score is 200 and who were scored on the full set of regular items.

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¹ The numbers in this row are the number of possible raw score points for students who were scored on the full set of regular items.

² The numbers in this row are the statewide raw score means for students whose scale score is 200 and who were scored on the full set of regular items.

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All Sections Roster

The All Sections Roster provides a convenient method for reviewing students' complete test results. The report provides an overview of individual performance for all students in a particular school. Student names are listed in alphabetical order (last name first); out-of-residence and out-of-district students are listed at the end of the roster. Users of this report can quickly determine how a particular student performed in all content areas: ELA, Mathematics, and Science (grades 4 and 8 only).

Beginning with the 2011 NJ ASK administration the All Sections Roster has been made available to districts in both Excel and pdf file formats. The two formats contain identical information, but having the data available in Excel allows districts to manipulate the information in the file and to import data into appropriate software products for district use.

The following information appears at the top of the All Sections Roster:

- Test date
- Report printed date
- County name and code
- District name and code
- School name and code
- Number of student records processed

Below the school identification information, the All Sections Roster provides the following information for each student, as applicable (see Figure 7):

- Student name (last name first)
- NJ ASK ID number and SID
- Date of birth
- Sex
- Ethnic codes
- Limited English Proficient status
- Special education status
- Economically disadvantaged status (reported as free or reduced-price lunch)
- Migrant status
- Out-of-district status
- Out-of-residence status
 - Time in district less than 1 year
 - Time in school less than 1 year
 - Alternate Proficiency Assessment (APA) classification
 - ELA scale score and proficiency level; Mathematics scale score and proficiency level; Science scale score and proficiency level (grades 4 and 8 only). If a student did not receive a scale score, the reason will appear in this space. For a description of all codes, please see Appendix A.

Figure 7–Sample All Sections Roster

TEST DATE: SPRING 2013
REPORT PRINTED: 3/26/2013

COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

STUDENTS PROCESSED: 62

New Jersey Assessment of Skills and Knowledge All Sections Roster Grade 8

The logo for the New Jersey Assessment of Skills and Knowledge (NJ ASK). It features a stylized outline of the state of New Jersey. Inside the outline, the letters "NJ" are at the top and "ASK" is at the bottom. The outline is composed of a series of horizontal lines of varying lengths, giving it a textured, architectural appearance.

STUDENT NAME NJ ASK ID NUMBER / SID	DOB	SEX	ETHNIC CODES	LEP	SE	ED	MI	OUT OF DIST	OUT OF RES	TID ≤1	TIS ≤1	APA	ENGLISH LANGUAGE ARTS			MATHEMATICS			SCIENCE		
													SCALE SCORE	PROF. LEVEL	SCALE SCORE	PROF. LEVEL	SCALE SCORE	PROF. LEVEL	SCALE SCORE	PROF. LEVEL	
AL YESSIRI, MOHAMMED 8190005363 / 0000001585	07/04/98	M	B										233	PROF.	187	PART. PROF.	262	ADV. PROF.			
AREVALO, LEIGH 8190005405 / 0000001587	02/22/98	F	H		06	F							230	PROF.	194	PART. PROF.	232	PROF.			
BEN, WILLIAM 8190005025 / 0000001601	11/03/98	F	A			R							253	ADV. PROF.	265	ADV. PROF.	262	ADV. PROF.			
BOUKNIGHT, JOSHUA 8190004929 / 0000001600	03/21/98	M	A			R							193	PART. PROF.	212	PROF.	194	PART. PROF.			
BROWN, DENVER 8190005314 / 0000001580	03/18/98	M	B			F							242	PROF.	233	PROF.	257	ADV. PROF.			
CASTILLO, DIPANKUMA H 8190005041 / 0000012874	11/25/98	M	A	1									192	PART. PROF.	194	PART. PROF.	186	PART. PROF.			
CHAVEZ, COLTON 8190005330 / 0000001583	09/15/98	M	H	<		F				Y	Y		227	PROF.	244	PROF.	250	ADV. PROF.			
COHEN, ANDREA 8190980250 / 0000001598	09/02/98	F	B							Y	Y		209	PROF.	200	PROF.	208	PROF.			
CUBERO, AMY 8190005033 / 0000001602	01/31/98	F	H			F				Y			180	PART. PROF.	153	PART. PROF.	189	PART. PROF.			
DIBARTOLO, NILESH 8190004937 / 0000012013	10/10/98	M	A	F2	14								261	ADV. PROF.	265	ADV. PROF.	262	ADV. PROF.			

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Student Data Files

For districts or charter schools seeking to work more directly with individual student data, files are made available in text and Excel format. These files show, for each student for whom the district or charter school is accountable, information contained across all of the above rosters and ISRs, as well as additional information not found in the rosters and ISRs.

The text and Excel files contain identical material, as identified in an accompanying file layout. The text files, in fixed-field format, are designed for direct input into local information systems and for import into various software products. The Excel files may be used directly as spreadsheets or imported into any other products that are capable of accepting the information that they contain. When used appropriately, the material in the student data files enables districts to see more detailed information about each student's performance.

In interpreting student performance results, districts are strongly advised to consider tentative any conclusions based upon small numbers of items.

As in years past, information unique to the student data files includes:

- Total multiple-choice and constructed-response scores for reading and for the reading passage types, starting in 2013, informational / explanatory text and literature.
- Total multiple-choice and constructed-response scores for each of the mathematics clusters.
- Total multiple-choice and constructed-response scores for each of the science clusters.

Additionally, the following information was introduced last year:

- Mathematics total extended constructed-response score, distinguishing the part of the total constructed-response score achieved on items requiring the student to explain a solution to a mathematics item. This information may be found at the following layout or spreadsheet locations:
 - Math extended constructed-response score (positions 834-837 or Excel column DH)
- Total number of multiple-choice items *attempted* in ELA, mathematics and science, permitting an estimate of the student's ability to respond in a timely manner and, in conjunction with the total multiple choice response score of the test, his or her degree of success in the multiple-choice items that he or she attempted to answer. These three variables may be located in the layout and spreadsheet as follows:
 - Number of multiple-choice items attempted in ELA (positions 586-587 or Excel column BX)
 - Number of multiple-choice items attempted in math (positions 840-841 or Excel column DI)
 - Number of multiple-choice items attempted in science (positions 1100-1101 or Excel column EP)

This year the amount of available information has been expanded again and now contains the following:

- Any constructed-response items that could not be scored for a student and the reason(s) why scoring could not occur. These reasons may include: no response (NR), off topic/task (OT), fragment (FR) and not English or, for the Spanish version, neither English nor Spanish (NE). The locations of this material and the analogous writing prompt information are indicated below. Note that, for any student, blank entries in those locations indicate either *scored* items or constructed response items that did not exist for the test (Grades 3-5 ELA Constructed Response Item 4 and Grades 3-4 Math Short Constructed Response Items 7 and 8).
 - Reading constructed-response items, grades 3–5 (positions 723–727 or Excel columns CE–CG)
 - Reading constructed-response items, grades 6–8 (positions 733–729 or Excel columns CE–CH)
 - Writing prompt responses (positions 746–749 or Excel columns CK- CL)
 - Math short constructed-response items, grades 3–4 (positions 976–987 or Excel columns DJ–DO)
 - Math short constructed-response items, grades 5–8 (positions 976–991 or Excel columns DJ–DQ)
 - Math extended constructed-response items (positions 992–997 or Excel columns DR–DT)
 - Science constructed-response items (positions 1232–1235 or Excel columns EQ–ES)

For any student, the above can be compared to writing prompt or constructed-response total raw scores to determine the degree to which the raw scores were affected by items that could not be scored.

C. School- and District-Level

Score report information is used for district monitoring and to identify curricular program strengths and needs. With the adoption of the Core Curriculum Content Standards in May 1996, all districts were required to implement standards-based instruction. Test results displayed in school-level and district-level reports can provide meaningful information for educational program reviews. Districts should document when program revisions appear necessary.

Performance by Demographic Group Reports:

School, District, DFG, and Statewide

The Performance by Demographic Group (PDG) report summarizes student performance by total students, education program, and student demographic groups: Total, General Education (GE), Special Education (SE), Limited English Proficient status (LEP), Gender (Sex), Migrant status, Ethnicity, and Economic status (disadvantaged vs. not disadvantaged). LEP students are reported in two subgroups: current LEP and former LEP (see Appendix A). The PDG reports provide

additional summary views of student performance that can be used to make adjustments to curricula that may better serve these student subgroups.

The PDG is a multiple page report, one content area per page. Students may receive a scale score in one content area but not in others. The PDG reports are produced at the district, school, state, and district factor group (DFG) levels.

The district level report presents summary data for the district. The school level report shows school data. They are distinguished by report title. If a district has only one school in which the test was administered, the summary data will be identical in both the district report and the school report.

The number of students taking the APA, number of students not present, number of voids (including those coded Medical Emergency), and number of students with valid scale scores should sum to the total number of students enrolled. The percentage of students who fall into each of the three proficiency levels includes only students with valid scale scores. The percentages of students for the three proficiency levels may not total to one hundred due to rounding.

PDGs are content area-specific. School name and code, district name and code, and county name and code all appear at the top of each PDG. For each grade and content area, the PDG provides the following information in tabular form, by demographic group:

- Number of students enrolled
- Number of students taking the APA instead of NJ ASK in this content area
- Number of students not present for the NJ ASK in this content area
- Number of students receiving voids or coded Medical Emergency
- Number of students with valid scale scores for this content area
- Number and percentage of students at each proficiency level
- Scale score mean for this content area

Figure 8—Sample Performance by Demographic Group Report

TEST DATE: SPRING 2013
REPORT PRINTED: 3/28/2013

COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

New Jersey Assessment of Skills and Knowledge
Performance By Demographic Group
School - Grade 6

ENGLISH LANGUAGE ARTS											
Demographic Group	Enrolled	APA ¹ Students	Not Present	Voids ²	Valid Scale Scores	Performance Data for Students with Valid Scale Scores ³					
						Partially Proficient Number	Partially Proficient Percent	Proficient Number	Proficient Percent	Advanced Proficient Number	Scale Score Mean
Total Students ⁴	330	3	0	6	321	110	34.3	199	62.0	12	206.2
General Education ⁵	245	0	0	0	245	52	21.2	182	74.3	11	214.1
Special Education	73	3	0	2	68	50	73.5	17	25.0	1	181.5
Limited English Proficient ⁶	15	0	0	4	11	10	90.9	0	0.0	1	179.5
Current LEP	13	0	0	4	9	9	100.0	0	0.0	0	169.7
Former LEP	2	0	0	0	2	1	50.0	0	0.0	1	223.5
Gender ⁷											
Female	161	3	0	2	156	61	39.1	89	57.1	6	204.4
Male	169	0	0	4	165	49	29.7	110	66.7	6	207.8
Ethnicity											
White	200	3	0	1	196	47	24.0	139	70.9	10	212.0
Black or African American	67	0	0	2	65	39	60.0	26	40.0	0	192.7
Asian	33	0	0	3	30	4	13.3	24	80.0	2	219.2
Pacific Islander	0	0	0	0	0	0	0.0	0	0.0	0	0.0
Hispanic or Latino ⁸	29	0	0	0	29	20	69.0	9	31.0	0	183.2
Amer. Indian/AK Native	1	0	0	0	1	0	0.0	1	100.0	0	217.0
Other ⁹	0	0	0	0	0	0	0.0	0	0.0	0	0.0
Economic Status											
Econ. Disadvantaged	75	0	0	3	72	53	73.6	18	25.0	1	186.2
Non-Econ. Disadvantaged	255	3	0	3	249	57	22.9	181	72.7	11	211.9
Migrant Status											
Migrant	0	0	0	0	0	0	0.0	0	0.0	0	0.0
Non-Migrant	330	3	0	6	321	110	34.3	199	62.0	12	206.2

¹ These students are required to take the Alternate Proficiency Assessment (APA) instead of NJ ASK.

² Includes students coded Medical Emergency.

³ Percentages may not total 100 due to rounding.

⁴ Students are included in Total Students only once, but they appear in all other categories that apply.

⁵ Includes students coded Former LEP who are not Special Education.

⁶ Includes students coded Current and Former LEP.

⁷ Excludes students who did not have Gender coded.

⁸ Includes Students coded Hispanic and/or Hispanic with other ethnic affiliations.

⁹ Students who did not have Ethnicity coded and students with multiple non-Hispanic Ethnicities coded.

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Cluster Means Report

The Cluster Means for Students with Valid Scale Scores reports provide a way to look at the content cluster performance of a particular school as compared to the district, DFG, and state means, as well as to the Just Proficient Mean (the statewide raw score means for students with a scale score of 200). Where the PDGs offer scale score summary information, the Cluster Means reports provide raw score data.

The Cluster Means reports are provided at the school level, by grade and content area. Districts and schools will have access to the Cluster Means reports. The Cluster Means Report consists of multiple pages, one content area per page.

The following information appears at the top of each Cluster Means report:

- School name and code
- District name and code
- County name and code

Cluster Means reports are content area-specific, one content area per page, and provide information for: all students (Total), general education (GE) students, special education (SE) students, and LEP (current and former) students. For each grade and content area, the Cluster Means report provides the following information in tabular form, by content cluster:

- School raw score mean
- District raw score mean
- DFG raw score mean
- State raw score mean
- Total number of raw score points possible
- Just Proficient Mean (state)

The Just Proficient Mean (JPM) for each cluster is the statewide mean cluster score produced by statewide population of students with a scale score of 200 (the lowest Proficient scale score). As described earlier in this section, content cluster data can provide some general clues regarding student knowledge and skill. However, it bears repeating here that:

- Comparisons of cluster means or raw scores across years or across clusters is neither appropriate nor meaningful.
- The reliability (stability) of cluster scores is generally lower than the reliability of the test as a whole, due to the relatively small number of items in a cluster.
- Any given JPM is, in itself, not a proficiency requirement,

It is important to note that the clusters are not additive—that is, one cannot sum the total points possible for each cluster to derive the total number of points possible on the test as a whole. The degree to which clusters overlap or are mutually exclusive varies by content area:

- In **ELA**, there are two distinct content clusters; the total possible points in each of these sums to the total number of points on the test:

- Writing
- Reading

Writing and Reading items are further divided into two categories, as described earlier in this manual. Writing tasks may be Narrative, Informative/Explanatory or Persuasive, depending on the grade, while Reading passages are classified as presenting either Literature or Informative Text.

-
- In **Mathematics, grades 3-5**, there are five distinct content clusters; the total points possible in each of these sums to the total number of points on the test:
 - Number Operations in Base Ten
 - Number Operations – Fractions
 - Geometry
 - Operations and Algebraic Thinking
 - Measurement and Data
- In **Mathematics, grades 6-8**, there are four distinct content clusters; the total points possible in each of these sums to the total number of points on the test:
 - Number and Numerical Operations
 - Geometry and Measurement
 - Patterns and Algebra
 - Data Analysis, Probability, and Discrete Mathematics

Some items are also categorized as Problem Solving; the raw score means for this group of items is provided as well.

- In **Science**, there are three distinct content clusters; the total points possible in each of these sums to the total number of points on the test:
 - Life Science
 - Physical Science
 - Earth Science

In addition, items are separated into two different skill categories, the total points for which also sum to the total number of points on the test: Knowledge and Application.

Figure 9—Sample Cluster Means Reports

TEST DATE: SPRING 2013
REPORT PRINTED: 5/16/2013

New Jersey Assessment of Skills and Knowledge **Cluster Means for Students with Valid Scale Scores¹** **Grade 4 - English Language Arts**

COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

	SCHOOL MEAN	DISTRICT MEAN	SPECIAL NEEDS MEAN	NON-SPECIAL NEEDS MEAN	DFG A MEAN	STATE MEAN	TOTAL POINTS POSSIBLE	JUST PROFICIENT MEAN ²
Writing							20	9.9
Total Students ³	10.6	10.2	10.0	11.4	10.0	11.1		
General Education ⁴	11.2	10.9	10.6	11.8	10.6	11.6		
Special Education	9.4	8.0	7.3	9.3	7.2	8.9		
Limited English Proficient ⁵	10.7	9.8	9.9	10.1	9.8	10.0		
Current LEP	10.0	9.9	9.4	9.4	9.3	9.4		
Former LEP	10.9	9.7	10.6	10.8	10.6	10.7		
Informative/Explanatory							10	5.2
Total Students ³	5.7	5.4	5.4	6.2	5.3	6.0		
General Education ⁴	6.1	5.8	5.7	6.4	5.7	6.3		
Special Education	4.8	4.1	3.9	5.0	3.8	4.8		
Limited English Proficient ⁵	5.8	5.2	5.1	5.4	5.2	5.3		
Current LEP	6.0	5.2	4.8	5.0	4.8	4.9		
Former LEP	5.8	5.1	5.6	5.8	5.7	5.7		
Narrative							10	4.7
Total Students ³	4.9	4.8	4.7	5.2	4.6	5.1		
General Education ⁴	5.1	5.1	4.9	5.4	4.9	5.3		
Special Education	4.6	3.9	3.5	4.3	3.4	4.2		
Limited English Proficient ⁵	4.9	4.6	4.7	4.7	4.7	4.7		
Current LEP	4.0	4.7	4.6	4.4	4.5	4.5		
Former LEP	5.1	4.6	5.0	5.1	5.0	5.0		
Reading							36	17.0
Total Students ³	17.2	17.6	18.3	23.2	18.3	22.2		
General Education ⁴	17.7	19.5	19.5	24.2	19.5	23.3		
Special Education	16.6	13.7	13.7	18.7	13.8	17.7		
Limited English Proficient ⁵	13.5	14.9	16.6	18.0	16.8	17.2		
Current LEP	13.5	13.2	15.4	16.0	15.6	15.7		
Former LEP	13.6	16.2	18.6	20.3	18.7	19.5		
Literature							12	6.5
Total Students ³	6.8	7.3	7.7	9.9	7.8	9.5		
General Education ⁴	7.2	8.0	8.2	10.4	8.3	10.0		
Special Education	6.3	5.7	5.9	8.1	6.0	7.7		
Limited English Proficient ⁵	5.2	6.1	6.9	7.5	7.0	7.1		
Current LEP	5.0	5.5	6.4	6.5	6.5	6.4		
Former LEP	5.2	6.6	7.8	8.5	7.8	8.2		
Informational Text							24	10.5
Total Students ³	10.4	10.4	10.6	13.2	10.5	12.7		
General Education ⁴	10.5	11.5	11.2	13.8	11.2	13.3		
Special Education	10.3	8.0	7.8	10.6	7.8	10.1		
Limited English Proficient ⁵	8.4	8.8	9.7	10.5	9.8	10.1		
Current LEP	8.5	7.7	9.0	9.5	9.1	9.2		
Former LEP	8.3	9.6	10.8	11.8	10.9	11.3		

¹ Excludes students who did not receive a scale score based on the full set of regular items in this content area.

² The numbers in this column are the statewide raw score means for students whose scale score is 200.

³ Students are included in Total Students only once, but they appear in all other categories that apply.

⁴ Includes students coded Former LEP who are not Special Education.

⁵ Includes students coded Current and Former LEP.

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¹ Excludes students who did not receive a scale score based on the full set of regular items in this content area.

² The numbers in this column are the statewide raw score means for students whose scale score is 200.

³ Students are included in Total Students only once, but they appear in all other categories that apply.

⁴ Includes students coded Former LEP who are not Special Education.

⁵ Includes students coded Current and Former LEP.

**Figure 9—Sample Cluster Means Reports
(cont'd)**

TEST DATE: SPRING 2013
REPORT PRINTED: 5/16/2013

**New Jersey Assessment of Skills and Knowledge
Cluster Means for Students with Valid Scale Scores¹
Grade 4 - Mathematics**



COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

	SCHOOL MEAN	DISTRICT MEAN	SPECIAL NEEDS MEAN	NON-SPECIAL NEEDS MEAN	DFG A MEAN	STATE MEAN	TOTAL POINTS POSSIBLE	JUST PROFICIENT MEAN ²
Operations and Algebraic Thinking							10	5.7
Total Students ³	5.0	5.4	5.6	8.1	5.6	7.6		
General Education ⁴	5.6	5.9	6.2	8.5	6.2	8.1		
Special Education	3.1	4.4	3.4	5.9	3.4	5.4		
Limited English Proficient ⁵	4.2	4.9	5.1	5.7	5.3	5.4		
Current LEP	7.0	4.6	4.4	5.0	4.6	4.7		
Former LEP	3.6	5.1	6.3	6.7	6.3	6.5		
Number and Operations in Base Ten							10	5.6
Total Students ³	5.4	5.7	5.7	6.9	5.7	6.6		
General Education ⁴	5.5	6.0	6.0	7.1	6.0	6.9		
Special Education	5.1	5.1	4.5	5.7	4.5	5.5		
Limited English Proficient ⁵	4.7	5.4	5.5	5.8	5.6	5.6		
Current LEP	5.9	5.4	5.2	5.3	5.2	5.2		
Former LEP	4.5	5.4	6.1	6.4	6.1	6.3		
Number and Operations - Fractions							18	9.9
Total Students ³	8.2	8.6	9.3	10.6	9.3	10.4		
General Education ⁴	8.4	8.8	9.6	10.9	9.6	10.7		
Special Education	7.3	8.0	8.0	9.4	7.9	9.1		
Limited English Proficient ⁵	7.5	8.4	9.1	9.5	9.2	9.3		
Current LEP	9.3	8.4	8.7	9.1	8.8	8.9		
Former LEP	7.1	8.5	9.8	10.0	9.8	9.9		
Measurement and Data							6	3.6
Total Students ³	3.8	4.2	4.4	5.4	4.4	5.2		
General Education ⁴	4.1	4.5	4.6	5.6	4.7	5.4		
Special Education	3.0	3.7	3.4	4.5	3.4	4.3		
Limited English Proficient ⁵	3.2	3.9	4.0	4.2	4.0	4.1		
Current LEP	4.5	3.7	3.7	3.7	3.7	3.7		
Former LEP	2.9	4.1	4.5	4.7	4.5	4.6		
Geometry							6	3.5
Total Students ³	3.7	4.1	4.3	5.3	4.3	5.1		
General Education ⁴	4.0	4.4	4.5	5.5	4.6	5.3		
Special Education	2.9	3.6	3.3	4.4	3.3	4.2		
Limited English Proficient ⁵	3.1	3.8	3.9	4.1	3.9	4.0		
Current LEP	4.4	3.6	3.6	3.6	3.6	3.6		
Former LEP	2.8	4.0	4.4	4.6	4.4	4.5		

¹ Excludes students who did not receive a scale score based on the full set of regular items in this content area.

² The numbers in this column are the statewide raw score means for students whose scale score is 200.

³ Students are included in Total Students only once, but they appear in all other categories that apply.

⁴ Includes students coded Former LEP who are not Special Education.

⁵ Includes students coded Current and Former LEP.

Figure 9–Sample Cluster Means Reports (cont'd)

TEST DATE: SPRING 2013
REPORT PRINTED: 5/16/2013

**New Jersey Assessment of Skills and Knowledge
Cluster Means for Students with Valid Scale Scores¹
Grade 4 - Science**



COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

	SCHOOL MEAN	DISTRICT MEAN	SPECIAL NEEDS MEAN	NON-SPECIAL NEEDS MEAN	DFG A MEAN	STATE MEAN	TOTAL POINTS POSSIBLE	JUST PROFICIENT MEAN ²
Life Science							15	8.5
Total Students ³	6.3	7.1	7.4	9.3	7.4	9.0		
General Education ⁴	6.7	7.3	7.8	9.6	7.8	9.3		
Special Education	5.5	6.7	6.3	8.3	6.3	7.9		
Limited English Proficient ⁵	6.7	6.6	6.8	7.3	6.9	7.1		
Current LEP	5.5	6.4	6.5	6.6	6.6	6.5		
Former LEP	7.0	6.7	7.5	8.2	7.5	7.9		
Physical Science							13	6.5
Total Students ³	5.5	6.4	6.4	7.8	6.4	7.6		
General Education ⁴	5.6	6.6	6.7	8.1	6.7	7.8		
Special Education	5.4	5.8	5.3	6.9	5.3	6.6		
Limited English Proficient ⁵	4.8	5.7	6.0	6.3	6.0	6.1		
Current LEP	5.5	5.6	5.7	5.9	5.7	5.8		
Former LEP	4.7	5.8	6.4	6.9	6.5	6.7		
Earth Science							11	5.9
Total Students ³	5.3	6.0	6.2	8.0	6.2	7.7		
General Education ⁴	5.4	6.4	6.6	8.3	6.5	8.0		
Special Education	5.3	5.3	5.0	6.9	5.0	6.5		
Limited English Proficient ⁵	4.0	5.3	5.7	6.2	5.7	5.9		
Current LEP	4.0	4.8	5.3	5.6	5.4	5.4		
Former LEP	4.0	5.6	6.3	7.1	6.3	6.7		
Knowledge							5	2.2
Total Students ³	2.2	2.9	2.9	3.8	3.0	3.6		
General Education ⁴	2.1	2.9	3.1	3.9	3.1	3.7		
Special Education	2.3	2.7	2.5	3.2	2.6	3.1		
Limited English Proficient ⁵	2.0	2.6	2.8	2.9	2.8	2.8		
Current LEP	2.5	2.7	2.7	2.7	2.7	2.7		
Former LEP	1.9	2.5	2.9	3.1	2.9	3.0		
Application							34	17.9
Total Students ³	14.9	16.6	17.1	21.5	17.1	20.6		
General Education ⁴	15.5	17.5	18.0	22.1	17.9	21.3		
Special Education	13.9	15.2	14.0	18.9	14.1	17.9		
Limited English Proficient ⁵	13.5	14.9	15.7	16.9	15.9	16.3		
Current LEP	12.5	14.1	14.8	15.4	14.9	15.0		
Former LEP	13.8	15.5	17.4	19.0	17.5	18.2		

¹ Excludes students who did not receive a scale score based on the full set of regular items in this content area.

² The numbers in this column are the statewide raw score means for students whose scale score is 200.

³ Students are included in Total Students only once, but they appear in all other categories that apply.

⁴ Includes students coded Former LEP who are not Special Education.

⁵ Includes students coded Current and Former LEP.

PART IV: STATE SUMMARY

The State Summary, posted in the fall, is a comprehensive collection of NJ ASK results at a variety of levels ranging from individual schools to the state as a whole. It presents a wide-ranging picture of NJ ASK performance across three sets of general reports and one large data file in two formats, spreadsheet and text, all designed for use by schools and the general public.

While the State Summary contains a vast amount of information, there are some instances where information is not reported and is replaced, instead, by an asterisk (*). Asterisks appear where the counts of individuals in a group fall between 1 and 10 and are too small for the group data to be meaningful. Asterisks can also be found where the publication of numbers would permit calculations that reveal the performance of individual students.

Excel and Text Data Files

The State Summary data files contain an exhaustive and complete collection of information pertaining to the NJASK performance of broad groups of students organized by:

- School
- School district
- District Factor Group (DFG)
- Special Needs District
- Districts not designated as having special needs
- State

The above can be viewed and downloaded in either Excel spreadsheet or fixed field text format. Insofar as the Excel spreadsheet is made up of information in columns with headings, the information it contains is immediately available to be read. The text format is provided for importing the data into school district information systems.

For each tested grade, there is one separate spreadsheet and one separate text file. A layout is provided for the text file. The information in the layout relates to the Excel file, as well. Below is an explanation of the material in the Excel spreadsheets.

Most people use the Excel spreadsheet to check the test results of specific schools. The schools are easy to find. Figure 10 depicts an imaginary section of the spreadsheet that identifies schools.

Figure 10–Sample Excel File 1

	A	B	C	D	E	F
1	County Code	District Code	School Code	County Name	District Name	School Name
2	55	9876		Marble	Granite Town	
3	55	9876	123	Marble	Granite Town	Stony Lane
4	55	9876	456	Marble	Granite Town	Rocky Road
5	FG					

On each spreadsheet page, the sixth column (Column F) contains school names. Immediately to the left of the school name, in Column E, is the name of the school district to which the school belongs. There is also a column immediately to the left of the school district, indicating the county name. Moving farther to the left, there are three columns with code numbers showing each school’s county code, district code, and school code. The codes are identification numbers for the state’s counties, school districts and schools.

For each school district, there is one row in which the school code and school name are blank (see Row 2 in Figure 10, for example); the information in that row relates to the school district as a whole.

In Column A, containing county codes, some rows have letters rather than numbers (see Row 5 in Figure 10, for example). These letters represent collections of students larger than single schools or school districts; all county, district, and school information cells in these rows are left blank. The letters and the collections of students to which they relate include:

- **ST** – Statewide, or all the students in the state.
- **SN** – The combination of all special-needs school districts, as identified through the 1990 Abbott v Burke court decision identifying 28, later expanded to 31, districts with special needs for which supplemental state funding was required.
- **NS** – The collection of all *non* special-needs school districts.
- **A, B, CD, DE, FG, GH, I, J, N, R, V** – All of these values, with the exception of **N**, **R** and **V**, are district factor groups (DFGs) that identify the socioeconomic status of school districts, DFG **J** being the highest and DFG **A**, the lowest.

The remaining values are **V**, vocational school students; **R**, charter school students; and **N**, students in school districts in which a majority of the students are enrolled in private schools.

Not shown in Figure 10 are two columns immediately to the right of the school name column that have information only in rows that contain a school district name. The first of these two columns, Column G identifies the DFG into which the school district falls. The second, Column H, indicates whether this particular school district was identified as a special needs school district. The letter, **Y**, indicates that it was. Blank indicates that it was not.

The spreadsheets are very large with many rows and columns organized into five tabs seen at the bottom of the spreadsheet. By clicking on a tab, one can see test results by various demographic groups. The tabs are listed below:

- **Total and Instructional Groups, made up of the following:**
 - **Total** - Total students
 - **GE** – General Education (i.e. regular) students
 - **SE** - Special Education students
 - **LEPC** - Current Limited English proficient students in a language assistance program.
 - **LEPF** - Former Limited English Proficient students who have left a language assistance program in the current or previous two school years.
 - **LEP** - Limited English proficient, the sum of Current Limited English Proficient (**LEPC**) students plus Former Limited English Proficient (**LEPF**) Students.
- **Gender**
 - **F** – Female
 - **M** – Male
- **Ethnic, consisting of the following racial / ethnic groups:**
 - **W** – White
 - **B** – Black or African American
 - **A** – Asian
 - **P** – Pacific Islander
 - **H** – Hispanic
 - **I** – American Indian or Native American
 - **O** – Missing or multiple codes
- **Economic**
 - **EcDis Y** – Economically disadvantaged
 - **EcDis N** – Not Economically Disadvantaged
- **Migrant**
 - **Migr Y** – Child of migrant worker
 - **Migr N** – Not a child of a migrant worker

For each of the above groups, the state summary provides results in English Language Arts (**Lang**), Mathematics (**Math**) and, for grades 4 and 8, Science (**Scie**). For each group and each test, the types of information provided are:

- **Enroll** – The number of students enrolled. For NJ ASK, that number is the same for each subject.
- **Not Present** - The number of students not present for testing

- **VOIDS** - The number of students whose tests had to be voided, therefore not scored, because they became ill during testing, or engaged in inappropriate behavior, or did not produce a sufficient number of responses to permit scoring, or there was some other irregular situation. This category also includes those coded for Medical Emergency.
- **APA** - The number of students taking the Alternate Proficiency Assessment due to a cognitive impairment related to a special education status.
- **Valid Scale** – The number of students who took the NJASK, produced tests that could be scored and, therefore, were able to generate valid scale scores.
- **PP** – The percentage of students whose tests could be scored, whose scale scores were lower than 200 and were, therefore, partially proficient, or below the proficient range.
- **P** – The percentage of students whose tests could be scored, whose scale scores were higher than 199, but lower than 250 and were, therefore, in the proficient range.
- **AP** – The percentage of students whose tests could be scored, whose scale scores were higher than 249 and were, therefore, in the advanced proficient range.
- **Mean Scale** – The mean, or average, scale score of the students.

All of the above are combined into headings consisting of combinations of the group tested, the type of information produced and the tested subject. To demonstrate how the information appears, Figure 11 illustrates an imaginary section of the eighth grade State Summary spreadsheet at the Gender tab showing male (**M**) students test information for English Language Arts (**Lang**) at a school named Busy Street School.

Figure 11–Sample Excel File 2

F	G	H	AJ	AK	AL	AM	AN	AO	AP	AQ	AR
School Name	DFG	Special Needs	M Enroll Lang	M Not Present Lang	M Voids Lang	M APA Lang	M Valid Scale Lang	M PP Lang	M P Lang	M AP Lang	M Mean Scale Lang
Busy Street	B		106	3	1	2	100	30	55	15	214

A look at the information to the right of the school name indicates the following:

- Busy Street School is a DFG B school.
- The blank space under the heading, Special Needs, shows that it was not a special needs school.
- The male enrollment was 106 students.
- The number of male students who were not present for the test was three.

- One student's test was voided.
- Two students took the APA test instead of the NJ ASK.
- There were valid scale scores for 100 boys. (106 males enrolled, minus 3 not present, minus 1 void, minus 2 APA equals 100 boys with valid scale scores)
- Among the boys with valid scores, 30% were partially proficient
- There were 55% who were proficient.
- There were 15% who were advanced proficient.
- The mean, or average, English Language Arts scale score for males was 214.

The three examples that follow demonstrate how various types of information can be found on the spreadsheets.

- *To find the number of fourth grade students in the state who took the Science test and produced valid scale scores (**Valid Scale**),* bring up the Grade 4 State Summary Excel spreadsheet. Click on the tab at the bottom indicating **Total and Instructional Groups**. Search in the first column for the row that has the value, **ST**, for State. Find the headings for total students (**Total**). Scroll to the right until the test in Science (**Scie**) appears. Obtain the desired number in the State row under the heading that indicates, **Total Valid Scale Scie**.
- *To find the percentage of seventh grade DFG I Asian students who were partially proficient (**PP**) in English Language Arts,* bring up the Grade 7 State Summary Excel spreadsheet. Click on the tab at the bottom indicating **Ethnic**. Search in the first column for the row that has the value, **I**, for DFG I. Scroll to the right to find the headings for Asian (**A**). Look for the test in English Language Arts (**Lang**). Obtain the needed percentage in the DFG I row under the heading that indicates **A PP Lang**.
- *To find, for the Trenton School District third graders, the general education, or regular, students' mean, or average, scale score (**Mean Scale**) in Mathematics,* bring up the Grade 3 State Summary Excel spreadsheet. Click on the tab at the bottom indicating **Total and Instructional Groups**. Search in the District Name column (Column E) for the row that has the name, Trenton, with a blank in the column to the immediate right (where a school name would otherwise appear). Scroll to the right to find the headings for general education students (**GE**). Scroll further until the test in Mathematics (**Math**) appears. Obtain the number in the Trenton School District row under the heading that indicates **GE Mean Scale Math**.

Summary Information

Three types of broad summary information are also available in the Executive Summary, Performance by Demographic Group reports, and Graphs by Percent Proficient and Above.

The Executive Summary describes key highlights, by grade, of the State Summary.

The Performance by Demographic Group reports summarize the NJ ASK results, by tested subject and grade, of the State, DFG, and Special Needs/Non-Special Needs status of school districts. They are identical in design to those described in Part III (see Figure 8), but they do not report results at the district or school level. Unlike the information in the Excel spreadsheet and text files, the information in these reports is in .pdf format that can be read by Adobe reader, present on most computers and available as a free download at: <http://get.adobe.com/reader/>.

The Performance by Demographic Group reports contain information regarding the same student groups that are found under the tabs of the Excel spreadsheet or in the text file layout. These groups are listed on the left side of each report. The reports have all the information items that are in the spreadsheet or text file plus one additional piece of information—the number of students falling into the partially proficient, proficient and advanced proficient levels. The spreadsheets and text files have only the percentages of students falling into those levels.

The advantage of the Performance by Demographic Group report design is the presence of information falling on a single page for each grade, by subject. All the relevant information can be seen at once on a computer screen or printed onto a single sheet of paper. The disadvantage is the fixed format. The data cannot be manipulated, as in the Excel and text files.

The Graphs by Percent Proficient and Above is a collection of graphs and accompanying tables that feature state level trend data, showing year, tested grade level, and subject for all NJ ASK tests since their respective standard setting years. The graphs contain the following information for each grade level and subject:

- Total percentage of students who are either proficient or advanced proficient, *by instructional group* (general education, special education, limited English proficient, current and former, and total students).
- Total percentage of students who are either proficient or advanced proficient, *by gender*.
- Total percentage of students who are either proficient or advanced proficient, *by ethnicity* (four largest groups: White, Black, Hispanic and Asian).
- Total percentage of students who are either proficient or advanced proficient, *special needs districts v. non-special needs districts*.
- Total percentage of students who are either proficient or advanced proficient, *by student economic status, disadvantaged v. non-disadvantaged*.

The State Summary material remains posted indefinitely so that readers can view reports from earlier years. Presently NJ ASK State Summary reports can be accessed as far back as the 2004 test administration.

PART V: FREQUENTLY ASKED QUESTIONS AND ANSWERS (FAQ)

Q: How are the tests designed in the first place?

A: The process begins with the development of test questions that are aligned to curriculum content standards. These questions must pass several rounds of review and subsequent field testing. Through field testing, statistics are generated and test questions are again reviewed to ensure that they relate appropriately to other test questions, are at acceptable difficulty levels, and are not systematically biased with respect to gender or major ethnic group. Throughout all reviews, New Jersey teacher committees are involved, and their approval is required for any question to be used on the NJ ASK. The questions are subsequently placed onto tests in ways that ensure a broad sampling of knowledge and skills at a balance of grade appropriate levels of difficulty.

Q: What is the difference between raw scores and scale scores, and why use scale scores?

A: A total raw score consists of the total of all the points assigned to the test questions for which a student receives credit (i.e., the number of points a student earned on the test as a whole). NJ ASK scale scores are created when raw scores are statistically converted to a scale running from 100 to 300. In any year, a given raw score may be a bit more or a bit less difficult to attain than in another year, because it is not possible to guarantee that each year's test will be at exactly the same difficulty level. However, at any grade level and in any content area, the same scale score represents the same level of performance from year to year, statistically adjusting for slight differences in test difficulty. It is, therefore, possible to say that a scale score of 200 always lies at the beginning of the proficient range, and a scale score of 250 always lies at the beginning of the advanced proficient range. Please see Section II.A of this booklet for a description of how the equating process results in the statistical equivalence of scale scores from year to year.

Q: How do you decide what constitutes "proficient" performance and what constitutes "advanced proficient" performance?

A: This decision is made in year one of a given test through a standard setting process based primarily upon the work of teachers drawn from districts throughout the state. In subsequent years, an equating process is used to ensure that, at each grade level and for each content area, tests are statistically equivalent from year to year. Please see Section II.A of this booklet for a description of the standard setting process that is used to make decisions regarding the levels of achievement necessary to attain proficient and advanced proficient status.

Q: By participating in standard setting, are the teachers, in effect, determining the difficulty level of the test?

A: The teachers involved in standard setting play the primary role in determining how well a student has to perform to achieve proficient or advanced proficient status, but the difficulty of the test itself is determined by the nature of the test questions. It stands to reason that students at any given proficiency level will achieve higher raw scores on tests with less difficult questions and lower raw scores on tests with more difficult questions. If a test is a

relatively easy one, one would expect the teachers engaged in standard setting to compensate by selecting high raw scores as the performance standards for reaching proficient and advanced proficient status. For a difficult test, the opposite would hold; one would expect the standard setting participants to set the bar at lower raw scores.

Q: Why aren't standards set every year?

A: Once the standards for a test are set, the scores in subsequent years can be statistically equated to adjust for the small differences that may occur in the difficulty levels of the tests. If it turns out that a test is more difficult in one year, the equating process lowers the raw score needed to become proficient and/or advanced proficient. If the test turns out to be less difficult, the equating process moves the required raw score(s) up. Since questions are field tested before being placed on operational tests, it is possible to anticipate difficulty levels, to some extent, in the construction of the tests and to keep them reasonably consistent in terms of difficulty from year to year. As a result, the change in difficulty level—and the resulting shifting of the raw score bar—is typically small.

Q: Why doesn't the NJ ASK report percentiles?

A: Percentile rankings are meaningful on **norm-referenced** assessments, when a student's performance is measured in comparison to the performance of other students. At the present point in transition to the Common Core State Standards, the purpose of the NJ ASK is to provide information about student achievement in the areas required by these standards in ELA, grades 3-8, and mathematics, grades 3-5, and to New Jersey's Core Curriculum Content Standards in mathematics, grades 6-8 and science, grades 4 and 8. The NJ ASK is, therefore, a **criterion-referenced** assessment, addressing content standards rather than norms.

Q: Why not simply use a percentage scale where 90% or better equals a grade of A, 80% to 89% equals a grade of B, and so on?

A: Apart from the fact that percentages are based on raw scores which do not account for variation in the difficulty of questions from test to test, they also use just a small part of the scale to separate the various levels of proficiency. Commonly, scores from 70 to 100 differentiate among levels of satisfactory to excellent performance that are achieved by a majority of students, while scores from 0 to 69 fall into a low achievement range occupied by a minority of students. Test developers are generally more comfortable with questions at a variety of difficulty levels that spread the scores more fully, providing more points to use where the bulk of the students fall, thereby permitting finer distinctions in the way they perform.

Q: Test clusters are pretty general. Why don't the tests provide more specific information?

A: The tests are not long enough to provide detailed diagnostic information. More test items and more time would be needed to generate results at a detailed level of specificity. Additional information regarding cluster scores may be found in section II.D of this booklet.

Q: Why can't we compare cluster scores from year to year?

A: Cluster scores are raw scores, so they are influenced by year-to-year differences in test difficulty level. Unlike total raw scores, they are not converted to a scale. While it is true that, for the test as a whole, year-to-year changes in difficulty level—and, consequently, in total raw score—are generally not dramatic, year-to-year raw score variation at the cluster level can be considerably more pronounced. Year-to-year raw score comparisons can, therefore, be particularly misleading at the cluster level.

Q: How, then, can I interpret cluster scores?

A: For any single year, cluster scores can be compared to the state and DFG cluster means; school cluster means can be compared to district cluster means; school cluster means can be compared to one another. Furthermore, inasmuch as the just proficient mean (JPM) is the mean cluster score of students with a total test scale score of 200, the JPM allows a comparison to the profile of the prototypical student who falls right at the proficient border.

Q: What use does a mean scale score have?

A: Means are more effective for use in certain kinds of statistical analysis. They are also influenced by score changes that occur not only between, but also within, the partially proficient, proficient, and advanced proficient categories. They can, therefore, be used for supplementing the interpretation of results in curriculum planning.

Q: How do we find out more about the performance of the tests themselves?

A: During the winter the NJ ASK Technical Report is produced and posted on the Department of Education website (www.state.nj.us/education/). This report examines various statistics related to test item performance, scoring, equating, scaling, reliability and other topics related to test design, administration and reporting.

Q: We are advised not to report the results of small groups because they are statistically unstable and not to report group results that violate student confidentiality. If we don't report the results of small groups, don't we automatically protect confidentiality?

A: Districts are generally advised that results based upon the performance of one to ten students are statistically unstable, and that it is unwise to report results that lack minimal stability. However, districts must also be careful not to report numbers that members of the public might use to infer, through simple calculations, the performance of one or two students. Additional information regarding confidentiality may be found in section II.E of this booklet.

Q: We received roster information for a student whose name we do not recognize. What's going on?

A: Situations of this sort are not common, and naturally errors should be reported to the NJ DOE Office of Assessments and to Measurement Incorporated as soon as possible. But before doing so, it is important to verify that the students are not out-of-district students from your district whom you failed to recognize. In the unlikely event that the students in question were included on the roster erroneously, please keep in mind that such an error probably could have been detected and corrected during record changes.

Q: The numbers for some of the variables in the assessment information do not match their counterparts in other state reports. How can that be?

A: There are two major reasons for differences between the numbers in the assessment reports and those in some other reports produced by the state: changes that occur over the course of the school year and differences in the definitions of the reporting categories.

Student counts vary over time throughout the school term, as the student enrollment changes from one school to another. Likewise, there are changes in student status, most notably in special education classification and economic level. As a result, the counts taken at the time of testing may differ from counts taken at other times of the year.

The primary definitional difference in the data relates to the schools to which students are assigned. Some reports tally the number of students who attend a particular school to produce the school's enrollment. The reports produced by the Office of State Assessments track the attendance of students back to their local schools. Where students are placed in schools that are not local, but that provide needed language assistance or special education services, the state assessment reports consider those students to be still the responsibility of, and, therefore, still counted in the enrollment of their local schools. It should be noted, however, that students who, by choice, attend schools other than their local schools, as, for example, those who attend charter or magnet schools, are not counted as enrolled in their local schools.

APPENDIX A: Glossary

ACCOMMODATIONS: Students with disabilities eligible for special education and related services and those students eligible under Section 504 of the Rehabilitation Act of 1973 may have accommodations and/or modifications during the administration of the statewide assessments. The Individualized Education Program (IEP) or the 504 team makes decisions about accommodations/modifications and documents those decisions in the IEP or the 504 plan. There are four possible codes:

- A = Setting Accommodations
- B = Scheduling Accommodations
- C = Test Materials Modifications
- D = Test Procedure Modifications

ALTERNATE PROFICIENCY ASSESSMENT: The Alternate Proficiency Assessment (APA) is a portfolio assessment designed to measure progress toward achieving New Jersey’s state educational standards for those students with the most significant cognitive disabilities who are unable to participate in general statewide assessment. The APA classification indicates whether a student takes the Alternate Proficiency Assessment in a particular content area and is thus exempt from taking the NJ ASK 3–8 in that content area. On the Performance by Demographic Group report, these students are grouped in the “APA Students” column.

CLUSTER: A cluster is a group of items that measures similar skills. The skills in a given cluster are typically taught together to allow students to make appropriate connections.

DISTRICT FACTOR GROUP (DFG): The DFG is a measure of the socioeconomic status of the population residing in each district based upon United States Census data. These groups are labeled from A (lowest) to J (highest). Additional DFGs are designated for special groups that are not defined geographically (e.g., charter schools). See Appendix C for details related to current DFG designations.

ECONOMICALLY DISADVANTAGED (ED): An ED student is one who is eligible for free or reduced-price lunch (reported with the values, F, R and blank in the All Sections Roster, but with free and reduced-price status defaulting to economically disadvantaged status in the Performance by Demographic Group Report.)

ETHNICITY: There are six codes for ethnicity categories. The categories are:

- W = White
- B = Black or African-American
- A = Asian
- P = Native Hawaiian or other Pacific Islander
- H = Hispanic
- I = American Indian or Alaska Native

In addition, on Performance by Demographic Group (PDG) reports, “O” is defined as missing or multiple codes.

ENROLLED OR STUDENTS PROCESSED: This is the number of unique students for whom used test booklets (grades 3–4) or answer folders (grades 5–8) were returned, plus the number of students added during the record change period. It includes students who took any form, including the braille, large print, Spanish and alternate form. It equals the sum of the APA Students, Not Present, Voids, and Valid Scale Scores columns on the Performance by Demographic Group report.

FORMER LIMITED ENGLISH PROFICIENT (FLEP): A Former Limited English Proficient student is a student who was removed from a language assistance program within the current or previous two school years.

HOMELESS (H): A student who is homeless is defined as a child or youth who lacks a fixed, regular and adequate residence, pursuant to N.J.S.A. 18A:7B-12 and N.J.A.C. 6A:17-2.3.

INDIVIDUALIZED EDUCATION PROGRAM (IEP): The Individualized Education Program (IEP) is a written plan that is developed by members of the local school district child study team, a teacher who has knowledge of the child, and the parent/guardian. It describes how a child currently performs in school, specifies his/her educational needs, includes goals and objectives the parents and staff believe he/she can achieve during the school year, details his/her special education program, specifies why the child is receiving these special education services, and provides an organized way for school staff and parents to conduct an appropriate educational program for the child. The special education and related services are provided for the child after the parent and the school staff determine his/her needs (N.J.A.C. 6:28:3.6).

JUST PROFICIENT MEAN: The Just Proficient Mean is a statewide average (mean) of scores attained on each cluster by all students in the state who attained a scale score of 200. Students who did not receive a scale score based on the full set of regular items, or who took an alternate test form in the content area were excluded from these means.

LIMITED ENGLISH PROFICIENT (LEP): A Limited English Proficient student is a student whose native language is other than English. This student has sufficient difficulty speaking, reading, writing, or understanding the English language, as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classroom where the language of instruction is English. A student who exited a language assistance program before July 1, 2010, may not be coded LEP, current or former.

There are six LEP codes:

< = LEP student entered a language assistance program ON OR AFTER July 1, 2012, and is currently enrolled in the program (see LEP-X)

1 = LEP student entered a language assistance program BETWEEN July 1, 2011, and June 30, 2012, and is currently enrolled in the program

2 = LEP student entered a language assistance program BETWEEN July 1, 2010, and June 30, 2011, and is currently enrolled in the program

3 = LEP student entered a language assistance program BEFORE July 1, 2010, and is currently enrolled in the program

F1 = Former LEP student exited a language assistance program BETWEEN July 1, 2011, and the current test administration dates and is NO longer enrolled in the program

F2 = Former LEP student exited a language assistance program BETWEEN July 1, 2010, and June 30, 2011, and is NO longer enrolled in the program

LIMITED ENGLISH PROFICIENT EXEMPT (LEP-X): A student with an LEP-X code is a non-Spanish speaking Limited English Proficient student who is exempt from participating in the ELA section of the test. LEP-X students are those who entered the United States and a language assistance program on or after July 1, 2012.

MEDICAL EMERGENCY (ME): A student is identified as having had a medical emergency if a severe medical or psychiatric condition or episode occurred which required medical attention or supervision, during which time the student was not able to participate in the NJ ASK 3–8. These students are not classified as Not Present. On the Performance by Demographic Group report, these students are grouped in the “Voids” column.

MIGRANT (M): An eligible migrant student is defined as a student who:

1. is—or whose parent, spouse, or guardian is—a migratory agricultural worker a migratory dairy worker, or a migratory fisher; and
2. has moved from one school district to another in the preceding 36 months, in order to obtain—or accompany such parent, spouse or guardian in order to obtain—temporary or seasonal employment in agricultural or fishing work.

NOT PRESENT: A Not Present designation indicates that a student did not participate in a particular content area of the NJ ASK 3–8, and was not coded APA, void, medical emergency or LEP exempt (ELA only). On the Performance by Demographic Group report, these students are grouped in the “Not Present” column.

OUT-OF-RESIDENCE PLACEMENT (ORP): Out-of-residence students are affiliated with two different schools within the same district, a local and attending school. The local school is the one in which the student is registered because it is his/her home school; the attending school is the one that administers the test to the student.

OUT-OF-DISTRICT PLACEMENT (ODP): Out-of-district students are affiliated with two different schools in different districts, a local and attending school. The local school is the one in which the student is registered because it is his/her home school; the attending school is the one that administers the test to the student.

PERFORMANCE LEVELS: The Proficient and Advanced Proficient performance levels, or cut scores, for the base year in each content area were determined with respect to the Performance Level Descriptors (see below). Student scores that are below the Proficient performance level (i.e., below a scale score of 200) are considered to be below the state minimum level of proficiency. These students may need additional instructional support, which could be in the form of individual or programmatic intervention.

PERFORMANCE LEVEL DESCRIPTORS (PLDs): PLDs describe in qualitative and broad terms what it means to attain (or not attain) the performance levels, Proficient and Advanced Proficient, in each content area. The PLDs are stated in terms of the state content standards for ELA, Mathematics, and Science (the NJ CCCS).

RAW SCORE: A raw score is the total number of points a student earns on a test.

SCALE SCORE: The scale score in any tested content area is a standard mathematical transformation of the raw score attained in that content area by a student who participated in the test and who was not coded “void.” On the Performance by Demographic Group report, all students who received a scale score are grouped in the “Valid Scale Scores” column. This column includes students who took any form, including the braille, large print, and alternate forms, as well as students who received special scaling due to the invalidation of one or more items.

SPECIAL EDUCATION (SE): There are 16 codes for Special Education classifications:

- 01 Auditorily Impaired (Auditorily Handicapped)
- 02 Autistic
- 03 Cognitively Impaired–Mild
- 04 Cognitively Impaired–Moderate
- 05 Cognitively Impaired–Severe
- 06 Communication Impaired
- 07 Emotionally Impaired
- 08 Multiply Disabled
- 09 Deaf-Blindness
- 10 Orthopedically Impaired
- 11 Other Health Impaired
- 13 Social Maladjustment
- 14 Specific Learning Disability
- 15 Traumatic Brain Injury
- 16 Visually-Impaired
- 17 Eligible for Speech-Language Services
- 99 Unknown or multiple (assigned during data processing)

TEST SPECIFICATIONS: Test specifications for the NJ ASK 3–8 include the definition of ELA, Mathematics, and Science clusters that are measured in the assessment, as well as the testing conditions. The clusters and conditions were identified by committees of New Jersey teachers and administrators.

TIME IN DISTRICT (TID < 1): A student coded as TID < 1 has been enrolled in his or her home district for less than one academic year (i.e., the student first enrolled in the district on or after July 1, 2012).

TIME IN SCHOOL (TIS < 1): A student coded as TIS < 1 has been enrolled in his or her home school less than one academic year (i.e., the student first enrolled in the school on or after July 1, 2012).

VALID SCALE SCORES: Valid scale scores appear on aggregate reports and indicate scores attained in any tested content area by participating students whose test booklets (grades 3–4) or answer folders (grades 5–8) were not coded “void.”

VOID: One or more content areas can be voided for any of the following reasons:

- 1 = A student became ill during testing.
- 2 = A student refused to test or engaged in behavior inappropriate for testing.
- 3 = A student was tested out of grade level, took the test section twice during this administration, was not a New Jersey public school student, or there was some other testing irregularity.
- 4 = A student responded to at least one but fewer than 20% of the items.
- 5 = A breach of test security occurred, or improper procedures were followed.
- 6 = A student did not complete a test (content area) because he or she withdrew from the district or moved during the administration of the test. (Only the content area that was not completed is voided.)

On the Performance by Demographic Group report, these students are grouped together in the “Voids” column, along with students with a medical emergency and students coded LEP Exempt (ELA only).

APPENDIX B: NJ ASK 3–8 Scoring Rubrics

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing 	<ul style="list-style-type: none"> Opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transitions evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper Numerous errors 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Uneven development of details Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Details appropriate and varied Few errors 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent Very few, if any, errors
Usage	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/some structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some variety Generally correct 	<ul style="list-style-type: none"> Variety in syntax appropriate and effective Few errors 	<ul style="list-style-type: none"> Precision and/or sophistication Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics						

NON-SCORABLE RESPONSES	FR =Fragment	Student wrote too little to allow a reliable judgment of his/her writing.	Content/ Organization	Usage	Sentence Construction	Mechanics
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task.	<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronoun Word choice/meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation
	NE = Not English	Student wrote in a language other than English.				
	NR = No Response	Blank				

Note: All unscorable responses (NSRs), with the exception of NR, must be coded by the Scoring Director.

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¹⁰ Note that for NJ ASK 3-5 only the first five levels are used.

OPEN-ENDED SCORING RUBRIC

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides a clear and focused explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, addresses all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

3-Point Response

The response shows complete understanding of the problem's essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear, effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

2-Point Response

The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

1-Point Response

The response shows limited understanding of the problem's essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to how and why decisions were made.

0-Point Response

The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

Science

The zero-to-three point generic scoring rubric below was created to help readers score open-ended responses consistently. In scoring, the reader should accept the use of appropriate diagrams, charts, formulas, and/or symbols that are part of a correct answer even when the question does not specifically request their use.

- | | |
|--------------------------|--|
| 3-point response: | Student response is reasonably complete, clear and satisfactory. |
| 2-point response: | Student response has minor omissions and/or some incorrect or non-relevant information. |
| 1-point response: | Student response includes some correct information, but most information included in the response is either incorrect or not relevant. |
| 0-point response: | Student attempts the task but the response is incorrect, irrelevant, or inappropriate. |

APPENDIX C: District Factor Groups (DFGs)

The District Factor Group (DFG) is an indicator of the socioeconomic status of citizens in each district and has been useful for the comparative reporting of test results from New Jersey's statewide testing programs. The measure was first developed in 1974 using demographic variables from the 1970 United States Census. A revision was made in 1984 to take into account new data from the 1980 United States Census. The DFG designations were updated again in 1992 after the 1990 census. The current DFG designations are based upon the 2000 census, using the following demographic variables.

A. Percentage of adult residents who failed to complete high school

B. Percentage of adult residents who attended college

C. Occupational status of adult household members:

1 = laborers

2 = service workers (except private and protective)

3 = farm workers

4 = operatives and kindred workers

5 = protective service workers

6 = sales workers

7 = clerical and kindred workers

8 = craftsmen, foremen, and kindred workers

9 = quasi-professionals

10 = managers, officials, and proprietors

11 = old and new professionals

D. Population Density:

Persons per square mile

E. Income:

Median family income

F. Unemployment:

Percentage of those in the work force who received some unemployment compensation

G. Poverty:

Percentage of residents below the poverty level

Additional DFGs are defined for special groups whose socioeconomic make-up does not reflect their geographic location:

O. Private schools for the handicapped, Department of Corrections, Department of Children and Families, Department of Human Services, Juvenile Justice Commission (Department of Law and Public Safety), or special education schools operated by state colleges and universities

R. Charter schools

S. Special services district, educational services commission, or state-run school for the handicapped (Marie H. Katzenbach School for the Deaf)

V. Vocational school district

N. School district in which a majority of the students attend private schools

The variables described above were combined using a statistical technique called principal components analysis, which resulted in a single measure of socioeconomic status for each district. Districts were then ranked according to their score on this measure and divided into eight groups based on the score interval in which their scores were located. Eight DFGs have been created based on the 2000 United States Census data. They range from A (lowest socioeconomic districts) to J (highest socioeconomic districts) and are labeled as follows: A, B, CD, DE, FG, GH, I, J. Updating the DFGs has not changed any district's designation as Special Needs or not Special Needs.

Whereas the DFGs based on the 1980 United States Census resulted in 10 groups containing approximately equal numbers of districts, the DFGs based on the 2000 United States Census resulted in eight groups of different sizes depending on their score. The number of districts administering the NJ ASK in each DFG is now as follows:

<u>DFG Number of Districts*</u>		
A	–	38
B	–	63
CD	–	63
DE	–	76
FG	–	87
GH	–	66
I	–	96
J	–	23

Additionally, the NJ ASK is now administered to students enrolled in 74 charter schools, as well as to students in facilities operated by the Department of Law and Public Safety and in facilities serving students with special needs operated by the Department of Education, state institutions of higher education or contracted private organizations.

* Includes all New Jersey public school districts administering the NJ ASK, regardless of school configuration or grade levels served.

APPENDIX D: Performance Level Descriptors

ELA

Grade 3

Partially Proficient

Reading. A student performing at the Partially Proficient level demonstrates **limited** ability to employ strategies needed to understand a variety of texts on a literal level. S/he **may** demonstrate **some** understanding of the central idea, supporting details, purpose, and organization of text, and **may** express **some** understanding of the text in written responses. A student at this level demonstrates **inconsistent** ability, however, to connect ideas, summarize relevant details, make inferences, and draw appropriate conclusions about the text in written responses.

Writing. A student performing at the Partially Proficient level **may** develop a single focus and **may attempt** to organize his/her writing using some supporting details that connect to the topic. S/he **inconsistently** follows the conventions of written language and demonstrates **limited** word choice and sentence structure in developing text. The student at this level **may not** sustain a purpose for writing and **may not** elaborate on ideas.

Proficient

Reading. A student performing at the Proficient level **demonstrates** the ability to employ strategies to comprehend a variety of texts literally and inferentially and to express understanding of the text in written responses. As a proficient reader, the student **recognizes** the central idea, supporting details, purpose, and organization of the text as well as some literary devices. The proficient student **can make connections** to the text, form opinions, and draw conclusions. The proficient reader **is able to synthesize** ideas from the reading and to use these to analyze and extend the meaning of the text in written responses.

Writing. A proficient writer uses a **repertoire of strategies** that enables him/her to accomplish the task of communicating a **clear and cohesive** message. The student **establishes and sustains** a purpose for writing and elaborates on information with specific details as s/he develops the text. The student connects ideas in a **logical progression**, provides support for opinions and conclusions, and generally uses transitions and the conventions of written language as well as varied sentence structures and word choice in his/her writing. S/he may take compositional risks.

Advanced Proficient

Reading. In addition to demonstrating the skills outlined for the proficient student, the Advanced Proficient reader **clearly and consistently** demonstrates the ability to synthesize, analyze, and extend the meaning of the text. In addition, the Advanced Proficient reader **interacts** with the text and makes meaningful connections in order to generate and extend ideas in written responses.

Writing. In addition to consistently demonstrating the skills outlined for the Proficient student, the Advanced Proficient writer **establishes and sustains** a single focus, organizes and connects ideas with **effective** transitions, and elaborates with **vivid** supporting details. The student at this level varies sentence structures, chooses **precise** words to convey meaning and message, and **consistently** uses the conventions of written language. S/he may take compositional risks.

ELA
Grade 4

Partially Proficient

Reading. A student performing at the Partially Proficient level demonstrates **limited** ability to construct meaning from texts or to employ the strategies needed to analyze and critique a variety of texts. S/he **may** demonstrate **some** understanding of the central idea, supporting details, purpose, and organization of text, and **may** express **some** understanding of the text in written responses. A student at this level demonstrates **inconsistent** ability, however, to connect ideas, summarize relevant details, make inferences, draw appropriate conclusions, and express opinions about the text in written responses.

Writing. A student performing at the Partially Proficient level **may** develop a single focus and **may** attempt to organize his/her writing using some details that connect to the topic. S/he **inconsistently** follows the conventions of written language and demonstrates **limited** word choice and sentence structure in developing text. The student at this level **may not** sustain a purpose for writing and **may not** elaborate on ideas.

Proficient

Reading. A student performing at the Proficient level **constructs** meaning by employing a variety of strategies to synthesize, analyze, and critique text. As a proficient reader, the student **recognizes** the central idea, supporting details, purpose, and organization of the text. The proficient reader **demonstrates** the ability to comprehend a variety of texts literally and inferentially, make connections to the text, and understand the function of some literary devices. The student **is able to use relevant** details to support opinions and conclusions and to use these to analyze ideas and extend the meaning of the text in written responses.

Writing. A proficient writer uses a **repertoire of strategies** that enable him/her to accomplish the task of communicating a **clear and cohesive** message. The proficient writer **establishes and sustains** a single focus for the writing, generally organizes and connects ideas in a **logical progression**, and includes relevant supporting details that elaborate on ideas. The student demonstrates **some fluency** as a writer with his/her use of transitions, varied sentence structure, precise word choice, and the conventions of written language. The student may also attempt compositional risks.

Advanced Proficient

Reading. In addition to demonstrating the skills outlined for the Proficient student, the Advanced Proficient reader **clearly and consistently** demonstrates the ability to synthesize, analyze, and extend the meaning of the text. In addition, the Advanced Proficient reader **interacts** with the text and makes meaningful connections in order to generate and extend ideas in written responses.

Writing. In addition to **consistently** demonstrating the skills outlined for the Proficient student, the Advanced Proficient writer **establishes and sustains** a single focus, organizes and connects ideas with **effective** transitions, and elaborates with **vivid** supporting details. The student varies sentence structure, chooses **precise** words to convey meaning and message, and **consistently** uses the conventions of written language. S/he may take compositional risks.

ELA
Grade 5

Partially Proficient

Reading. Students performing at the partially proficient level construct meaning by using reading strategies to comprehend on a literal level, make some connections to the text, and provide limited support for opinions and conclusions. They demonstrate limited understanding of text structures and literary elements, and attempt to use context clues to determine the meaning of unknown words.

Writing. As partially proficient writers, these students may develop a single focus and attempt to organize and connect ideas with relevant details. These students use limited word choice and sentence structure, and incorporate basic writing mechanics.

Proficient

Reading. Students performing at the proficient level construct meaning by using reading strategies to comprehend literally and inferentially. Proficient students synthesize details and analyze text. These students identify and explain literary elements, figurative language, and text structures. Proficient fifth grade students make connections, draw conclusions, and identify author's purpose, views, or beliefs. These students determine meaning of words and phrases by applying knowledge of word structure and using context clues.

Writing. As proficient writers, these students develop and maintain a single focus by organizing and connecting ideas with relevant details. Proficient students exhibit some variety in word choice and sentence structure, attempt writing techniques and use some transitions while incorporating basic writing mechanics.

Advanced Proficient

Reading. As readers, students performing at the advanced level of proficiency consistently demonstrate the skills outlined for proficient performance. In addition, the advanced proficient students extend meaning by making connections, generating new ideas, and making sound judgments about text.

Writing. As writers, students performing at the advanced level of proficiency consistently demonstrate the skills outlined for proficient performance. In addition, these students also use supporting details to convey and elaborate ideas. Advanced proficient students use fluid transitions, strong and appropriate word choice and sentence variety to purposefully engage the reader.

ELA
Grade 6

Partially Proficient

Reading. Students performing at the partially proficient level construct meaning by using reading strategies for literal and limited inferential comprehension, make connections with the text and provide some support for opinions and conclusions. They demonstrate some understanding of text structures and literary elements, and use word structure and context clues to determine the meaning of unknown words.

Writing. As partially proficient writers, these students develop a single focus and organize and connect ideas with some supporting details. They write for a limited variety of purposes, attempt to provide support for opinions and conclusions, and incorporate basic writing mechanics.

Proficient

Reading. Students performing at the proficient level construct meaning by using reading strategies to comprehend literally and inferentially. Students at this level identify the central idea, relevant and essential details, and textual conventions. Proficient students are able to analyze and evaluate organizational structures and literary elements and devices. Proficient sixth grade students make connections and inferences, and identify author's purpose, views or beliefs. These students determine meaning of words and phrases by applying knowledge of word structure and using context clues.

Writing. As proficient writers, these students develop and maintain a single focus and supporting details within a clear and appropriate organizational structure. Proficient students write for a variety of purposes while keeping their audience in mind. Students provide support for opinions and conclusions, and attempt to use literary devices.

Advanced Proficient

Reading. As readers, students performing at the advanced level of proficiency consistently demonstrate the skills outlined for proficient performance. In addition, students demonstrate comprehension and extend meaning by making connections, generating new ideas, and making insightful judgments about text.

Writing. As writers, students performing at the advanced level of proficiency consistently demonstrate the skills outlined for proficient performance. In addition, the advanced proficient students develop a logical progression of ideas with style, voice, and precise word choice. Students at this level apply appropriate compositional risks.

ELA
Grade 7

Partially Proficient

Reading. Seventh grade students performing at the partially proficient level construct meaning by using reading strategies for literal and inferential comprehension, and make connections with the text. They identify the central idea or theme, demonstrate some understanding of text structures and literary elements and provide limited support for opinions and conclusions. These students use word structure and context clues to determine the meaning of unknown words.

Writing. Seventh grade students partially proficient in writing develop a single focus and organize and connect ideas with some supporting details. They may establish a purpose for writing and provide limited support for opinions and conclusions. These students demonstrate some control of Standard English conventions.

Proficient

Reading. Seventh grade students performing at the proficient level demonstrate an understanding of a variety of texts. Proficient students identify the author's purpose, tone, and central idea or theme. They recognize the main idea and support it with evidence. Students use the organizational structure of text to construct meaning. They use word and sentence structure as well as context clues to determine the meaning of unknown words and phrases. Students interpret, extrapolate, and synthesize information.

Writing. Seventh grade students proficient in writing are able to develop a single focus and supply supporting details in a variety of organizational structures. Students at this level establish a purpose for writing and provide support for opinions and conclusions. Proficient students demonstrate control of Standard English conventions.

Advanced Proficient

Reading. In addition to demonstrating the skills outlined for proficient students, advanced proficient students infer themes or central ideas while analyzing and evaluating texts. Advanced students make connections to extend understanding and critically respond to a variety of texts.

Writing. As writers, students performing at the advanced level of proficiency consistently demonstrate the skills outlined for proficient performance. In addition, the advanced proficient students create a clear and unified composition by developing a central theme, supporting details and appropriate organizational structure. They demonstrate sophisticated use of literary elements as well as a precise vocabulary. Advanced students apply compositional risks.

ELA
Grade 8

Partially Proficient

Reading. Eighth grade students performing at the partially proficient level construct meaning by using reading strategies for literal and inferential comprehension, and make connections with the text. They identify the central idea or theme, demonstrate some understanding of text structures and literary elements, and provide some support for opinions and conclusions. These students use word structure and context clues to determine the meaning of unknown words, and attempt to interpret, extrapolate, and synthesize information.

Writing. Eighth grade students partially proficient in writing develop a single focus and organize and connect ideas with supporting details. They establish a purpose for writing and provide limited support for opinions and conclusions. These students demonstrate some control of Standard English conventions.

Proficient

Reading. Eighth grade students performing at the proficient level show an overall understanding of a variety of texts at literal and inferential levels. They make connections while interpreting and analyzing text. Proficient students recognize the author's purpose and respond critically to central themes, supporting details, and organizational structures of text. They interpret, extrapolate and synthesize information. Students support opinions and conclusions with evidence from the text.

Writing. Eighth grade students proficient in writing develop and sustain a single focus, include and elaborate supporting details, and use a variety of organizational structures. They establish a purpose for writing and elaborate on ideas. Students at this level provide support for opinions and conclusions while demonstrating control of Standard English conventions.

Advanced Proficient

Reading. In addition to demonstrating the skills outlined for proficient students, advanced proficient students show a sophisticated understanding of abstract themes and ideas. They make insightful connections while interacting with, interpreting, analyzing, and critiquing text. The advanced students synthesize, analyze, and evaluate written text.

Writing. As writers, students performing at the advanced level of proficiency consistently demonstrate the skills outlined for proficient performance. The advanced proficient students, in addition to developing a central theme, supporting details and organizational structure, demonstrate sophisticated use of literary elements and vivid vocabulary. Advanced students show a high degree of sustained control over textual conventions and apply compositional risks.

Mathematics

Grade 3

Partially Proficient

Students performing at the Partially Proficient level have **limited** recall, recognition and application of basic facts and informational concepts.

- Partially Proficient students perform **simple routine** procedures such as computing a sum, difference or product, and can use a specified procedure with some accuracy. These students have **limited ability to demonstrate** number sense by using place value concepts and fractions. Partially proficient students **may have difficulty with determining the appropriate operation** for a given situation and with estimating their results.
- Partially Proficient students can **apply basic concepts** of geometry and measurement. These students have a **basic working knowledge** of spatial sense, geometric properties and geometric relationships. Partially proficient students can **sometimes use** appropriate measurement tools accurately.
- Partially Proficient students have a **basic understanding** of how quantities are related to one another and how algebra can be used to concisely represent and analyze those relationships. These students can recognize, describe, extend, and create **simple patterns** as well as solve **simple problems** involving functions.
- Partially Proficient students have a **basic understanding** of how to apply the concepts and methods of data analysis, probability, and discrete mathematics. These students are able to read a graph, table, or chart.
- Partially Proficient students can **identify and use basic mathematical terms** as well as apply some reasoning methods to solve simple problems.

Proficient

Students performing at the proficient level demonstrate recall, recognition and application of facts and informational concepts.

- Proficient students **perform routine procedures** such as computing a sum, difference or product, and can use a specified procedure with accuracy. These students are able to demonstrate number sense by using place value concepts and fractions. Proficient students **determine the appropriate operation** for a given situation and can use estimation appropriately.
- Proficient students **understand and apply concepts** of geometry and measurement. These students can **demonstrate a working knowledge** of spatial sense, geometric properties and geometric relationships. Proficient students can use appropriate measurement tools accurately.

Mathematics

Grade 3 (cont'd)

- Proficient students **demonstrate an understanding** of how quantities are related to one another and how algebra can be used to concisely represent and analyze those relationships. These students can recognize, describe, extend, and create patterns as well as solve problems involving functions.
- Proficient students **understand and apply** the concepts and methods of data analysis, probability, and discrete mathematics. These students are able to read, interpret, and represent information in a graph, table, or chart.
- Proficient students **use various forms** of representation to illustrate steps to a solution and **effectively communicate** a variety of reasoning methods to solve multi-step problems. Proficient students can explain steps and procedures for finding solutions, as well as check the reasonableness of their results.

Advanced Proficient

Students performing at the Advanced Proficient level demonstrate the qualities outlined for Proficient performance. In addition, these students determine strategies and procedures to solve **routine and non-routine** problems. An Advanced Proficient student draws appropriate inferences and provides explanations that are **consistently clear and thorough**. These students **consistently** demonstrate the ability to abstract relevant information, use **multiple strategies** and/or reasoning methods, and use various forms of representations to solve challenging problems. These students demonstrate an understanding of the reasonableness of their answers.

Mathematics

Grade 4

Partially Proficient

Students performing at the Partially Proficient level have **limited** recall, recognition and application of basic mathematical concepts, skills, and vocabulary to solve problems involving real world situations.

- Partially Proficient students understand and perform **simple routine** numerical operations of whole numbers. The students have **limited ability to demonstrate** number sense by using place value concepts, fractions and decimals. Partially Proficient students can compute **simple** sums and differences of fractions and decimals. These students have difficulty with determining the appropriate operation for a given situation and with estimating their results.
- Partially proficient students **understand and apply basic concepts** of geometry and measurement. These students demonstrate a **basic working knowledge** of spatial sense, geometric properties, and geometric relationships. Partially Proficient students **can use** appropriate measurement tools accurately to solve simple problems involving perimeter, area, and volume. These students have a **basic understanding** of coordinate geometry and lines of symmetry.
- Partially Proficient students have a **basic understanding** of how quantities are related to one another and how to represent and analyze those relationships using algebraic concepts. These students can recognize, describe, extend, and create **simple patterns**, as well as solve **simple problems** involving functions.
- Partially Proficient students have a **basic understanding** of the concepts and methods of data analysis, probability, and discrete mathematics. These students can read, interpret and construct simple graphs, tables, and/or charts, but often find it difficult to predict or make an informed decision based on information retrieved from a variety of sources. Partially Proficient students demonstrate limited skills using tools and strategies for representing, organizing, and interpreting data. These students can solve simple problems involving mean, median, and mode.
- Partially Proficient students can **identify and use basic mathematical terms** and apply some reasoning methods to solve simple problems.

Proficient

Students performing at the proficient level demonstrate recall, recognition and application of mathematical concepts, skills, and vocabulary to solve problems involving real world situations.

- Proficient students **understand and perform** numerical operations of whole numbers and can use a specified procedure with **accuracy**. These students demonstrate number sense by using place value concepts, fractions, and decimals. Proficient students can compute sums and differences of fractions and decimals. These students **determine the appropriate operation** for a given situation and can use estimation appropriately.

Mathematics

Grade 4 (cont'd)

- Proficient students **understand and apply concepts** of geometry and measurement. These students **demonstrate a working knowledge** of spatial sense, geometric properties and geometric relationships. Proficient students can use appropriate measurement tools accurately to solve problems involving perimeter, area and volume. These students understand and apply concepts of coordinate geometry as well as identify lines of symmetry.
- Proficient students **demonstrate an understanding** how quantities are related to one another and how to represent and analyze those relationships using algebraic concepts. These students can recognize, describe, extend, and create patterns as well as solve functions for a given variable, including inverse relationships. Proficient students can understand, name, and apply properties of operations and numbers.
- Proficient students have an **understanding of how to apply** the concepts and techniques of data analysis, probability, and discrete mathematics. These students can read, interpret and construct graphs, tables and/or charts as well as predict or make an informed decision based on information retrieved from a variety of sources. Proficient students demonstrate skills using tools and strategies for representing, organizing, and interpreting data as well as solve problems involving mean, median, and mode.
- Proficient students **use various forms** of representation to illustrate steps to a solution and **effectively communicate** a variety of reasoning methods to solve multi-step problems. These students can explain steps and procedures for finding solutions as well as check the reasonableness of their results.

Advanced Proficient

Students performing at the Advanced Proficient level **clearly and consistently demonstrate** the qualities outlined for Proficient performance. These students **clearly and consistently demonstrate** thorough conceptual understanding of procedural and analytical skills. In addition, Advanced Proficient students demonstrate the use of **abstract thinking** and provide explanations that are **consistently clear and thorough**. These students use both inductive and deductive reasoning to solve non-routine problems as well as consistently demonstrate the ability to abstract relevant information, use multiple strategies and/or reasoning methods, and use various forms of representations to solve complex problems. Advanced Proficient students demonstrate an understanding of the reasonableness of their answers.

Mathematics

Grade 5

Partially Proficient

Students performing at the partially proficient level have limited recognition and understanding of and inconsistently apply basic mathematical concepts, skills, and vocabulary to theoretical and real world situations.

- These students may understand that a quantity can be represented numerically in various ways. Partially proficient students perform basic computational procedures with inconsistent accuracy.
- Partially proficient students struggle to apply geometric properties and comprehend spatial relationships.
- Partially proficient students have difficulty using informal algebraic concepts and processes.
- Partially proficient students inconsistently read, construct, and interpret data and graphs. They inconsistently apply the concepts and methods of discrete mathematics.

These students will occasionally infer, reason and estimate while problem solving. Partially proficient students are frequently ineffectual in selecting a successful process or strategy. These students have difficulty demonstrating a basic understanding of mathematical concepts through written expression and/or symbolic representation.

Proficient

Students performing at the proficient level recognize and understand basic mathematical concepts, skills, and vocabulary and apply them to theoretical and real world situations.

- Proficient students understand that a quantity can be represented numerically in various ways. These students perform basic computational procedures.
- Proficient students apply geometric properties and spatial relationships.
- Proficient students use informal algebraic concepts and processes.
- Proficient students read, construct, and interpret data and graphs. They apply the concepts and methods of discrete mathematics.

These students infer, reason, and estimate while problem solving. Proficient students are flexible in selecting a successful process or strategy. These students demonstrate a basic understanding of mathematical concepts through written expression and/or symbolic representation.

Advanced Proficient

Students performing at the advanced proficient level consistently demonstrate the qualities outlined for proficient performance. In addition, advanced proficient students analyze methods for appropriateness, synthesize processes, and evaluate mathematical relationships. Advanced proficient students demonstrate conceptual understanding by consistently providing clear and complete explanations. These students demonstrate the ability to transfer mathematical concepts to other applications and successfully form conjectures.

Mathematics

Grade 6

Partially Proficient

Sixth grade students performing at the partially proficient level in mathematics demonstrate limited evidence of and/or an inability to communicate conceptual understanding of procedural and analytical skills. Partially proficient students inconsistently apply mathematical skills and knowledge to theoretical and real world situations. These students struggle to integrate skills across the four mathematical content standards.

- Partially proficient students may demonstrate some understanding of but inconsistently apply appropriate standard numerical operations. These students may determine the reasonableness of an answer.
- Partially proficient students have difficulty understanding and applying geometric concepts including properties, measurement, and special relationships.
- Partially proficient students may inconsistently use simple algebraic concepts and processes.
- They inconsistently read, construct, and interpret data and graphs, determine probabilities of events, and may misapply the concepts and methods of discrete mathematics.

Proficient

Sixth grade students performing at the proficient level in mathematics demonstrate evidence of and communicate conceptual understanding of procedural and analytical skills. Proficient students apply mathematical skills and knowledge to theoretical and real world situations. In addition, these students integrate skills across the four mathematical content standards.

- Proficient students understand and apply appropriate standard numerical operations: an understanding for problem solving in practical situations. These students can determine the reasonableness of an answer.
- Proficient students understand and apply geometric concepts including properties, measurement, and special relationships.
- Proficient students use simple algebraic concepts and processes.
- Proficient students read, construct, and interpret data and graphs, determine probabilities of events, and apply the concepts and methods of discrete mathematics.

Advanced Proficient

Sixth grade students performing at the advanced proficient level in mathematics consistently demonstrate the qualities for proficient performance. In addition, these students demonstrate the use of abstract thinking and mathematical fluency to provide explanations that are consistently clear and thorough. Advanced proficient students support logical, efficient methods in solving problems. These students consistently make accurate inferences and predictions. Advanced proficient students may support responses with appropriate mathematical explanation. These students successfully analyze and draw appropriate inferences from data. They demonstrate the ability to transfer mathematical concepts to other applications and successfully form conjectures.

Mathematics

Grade 7

Partially Proficient

Seventh grade students performing at the partially proficient level demonstrate limited evidence of conceptual understanding of mathematical knowledge, procedures, skills, and processes across the four content standards. A partially proficient student inconsistently demonstrates the ability to:

- identify, recognize and compare different representations of numbers. They demonstrate a limited understanding of the meanings and uses of numerical operations.
- identify, describe, and classify two- and three-dimensional shapes, apply geometric properties, and solve problems involving geometry, spatial sense, and measurement.
- recognize, evaluate and identify algebraic representations and simple patterns of theoretical and real-world problems, including the extension of simple patterns.
- model situations, solve problems, and analyze, and draw appropriate inferences from data. They have difficulty understanding and interpreting the fundamental concepts of probability, and inconsistently apply concepts of discrete mathematics to solve problems.

Partially proficient students comprehend some mathematical vocabulary and communicate their reasoning ineffectually.

Proficient

Seventh grade students performing at the proficient level demonstrate evidence of conceptual understanding of mathematical knowledge, procedures, skills, and processes across the four content standards.

- Proficient students identify, recognize and compare different representations of numbers and demonstrate an understanding of the meanings and uses of numerical operations.
- Proficient students identify, describe, and classify two- and three-dimensional shapes, apply geometric properties, and solve problems involving geometry, spatial sense, and measurement.
- Proficient students recognize, evaluate and identify algebraic representations and simple patterns of theoretical and real-world problems, including the extension of simple patterns.
- Proficient students model situations, solve problems, and analyze, and draw appropriate inferences from data. They understand and interpret the fundamental concepts of probability and apply concepts of discrete mathematics to solve problems.

Proficient students are mathematically literate in their ability to comprehend vocabulary, understand appropriate context and communicate their reasoning.

Advanced Proficient

Advanced proficient students demonstrate the qualities outlined for proficient performance. Additionally, they use abstract reasoning and demonstrate mathematical fluency through problem solving and assess the reasonableness of their solution. Advanced proficient students extrapolate information and form and support conclusions through clear and thorough explanations.

Mathematics

Grade 8

Partially Proficient

Eighth grade students performing at the partially proficient level demonstrate limited evidence of conceptual and analytical understanding of mathematical knowledge, procedures, skills and processes across and within the four content standards. A partially proficient student inconsistently demonstrates the ability to:

- identify, recognize and compare different representations of numbers. They demonstrate a limited understanding of the meanings and uses of numerical operations and number systems.
- apply geometrical concepts; identify, describe, and classify two- and three-dimensional shapes; and solve problems involving geometry, spatial sense and measurement.
- represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes. Students have difficulty modeling situations algebraically, symbolically and graphically.
- analyze, interpret, and make predictions based on appropriate representations for sets of data. They are limited in applying and interpreting the concepts of probability and discrete mathematics to solve problems.

Partially proficient students comprehend some mathematical vocabulary and communicate their reasoning ineffectually within and among the mathematical content areas.

Proficient

Eighth grade students performing at the proficient level demonstrate evidence of conceptual and analytical understanding of mathematical knowledge, procedures, skills and processes across and within the four content standards.

- Proficient students identify, recognize and compare different representations of numbers and demonstrate an understanding of the meanings and uses of numerical operations and number systems.
- Proficient students apply geometrical concepts; identify, describe, and classify two- and three-dimensional shapes; and solve problems involving geometry, spatial sense and measurement.
- Proficient students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes. Students will model situations algebraically, symbolically and graphically.
- Proficient students analyze, interpret, and make predictions based on appropriate representations for sets of data. They apply and interpret the concepts of probability and discrete mathematics to solve problems.

Proficient students are mathematically literate in their ability to comprehend vocabulary, understand appropriate context and communicate their reasoning within and among the mathematical content areas.

Mathematics
Grade 8 (cont'd)

Advanced Proficient

Advanced proficient students demonstrate the qualities outlined for the proficient student. Additionally, advanced proficient students use inductive and deductive reasoning as well as demonstrate mathematical fluency. Students performing at the advanced proficient level demonstrate clear and thorough conceptual understanding. They are able to extrapolate information to form and support conclusions through clear and thorough explanations as well as assess the reasonableness of their solution.

Science

Grade 4

Proficient

A fourth grade student performing at the proficient level demonstrates grade level comprehension of written material (i.e., text, charts, graphs, tables). The proficient student applies the knowledge gained from scientific investigations in developing adept habits of mind. The student often chooses and uses the appropriate tools to make observations and to gather, classify, and present data. The student will use both essential and non-essential information to recognize patterns and relationships between data and designed systems. The student will occasionally use information to make real world connections to classroom activities.

Advanced Proficient

In addition to consistently demonstrating the skills outlined for the proficient student, the advanced proficient student demonstrates a clear and concise communication of ideas using specific scientific terms. The advanced proficient student uses prior scientific knowledge to make judgments and draw conclusions. The student will classify according to a variety of criteria and differentiate between essential and non-essential information. The student will apply the scientific method to analyze information; predict outcomes and trends; and generate numerous solutions to scientific problems. The student will be able to analyze information to make inferences from data collected and analyze systemic relationships.

Science

Grade 8

ASK 8 and Grade Eight Proficiency Assessment (GEPA)

(Proficient and Advanced Proficient)

Proficient

The Proficient student can recognize the structural levels of living things. This student knows that some traits of organisms are beneficial and some detrimental. This student can interpret visual and textual data to understand the relationship within a food web and the interdependence of living and nonliving systems.

The proficient student can recognize the effect force has on an object, trace the flow of energy through a system, and use the properties of matter to identify and separate materials. This student can understand different types of energy and use information from data charts to interpret relationships and predict outcomes.

The proficient student can recognize the existence of a relationship between the moon and tides, recognize the different characteristics of the planets in the solar system, and understand the natural forces that change the surface of the Earth, including chemical and physical weathering.

Advanced Proficient

The advanced proficient student can support scientific conclusions with valid contextual and visual data and make predictions based on the interactions of living things. This student is able to use interpretive skills to analyze visual and textual data in order to solve problems dealing with the application of force and energy. The advanced proficient student understands the difference between types of energy waves and can recognize and apply experimental principles and empirical data. The advanced proficient student can recognize the nature of the tides' relationship to Earth, Sun, and moon; interpret topographical maps; and identify the steps in the process of weathering and erosion.

FOR ASSISTANCE

- If you have questions related to school accountability under Federal ESEA requirements, please contact the *Office of Title 1* at (609) 943-4283. by email at titleone@doe.state.nj.us or on the web at <http://www.state.nj.us/education/title1/>
- If you are a county/district test coordinator, chief school administrator or executive county superintendent and have questions regarding report schedules or distribution, please contact customer service for NJ ASK 3–8 at Measurement Incorporated (MI) at (866) 783-2280.
- If you have questions regarding the administration of the NJ ASK for grades 3–5 please contact Mr. Orlando Vadel, NJ ASK 3–5 Program Coordinator, at (609) 341-3456.
- If you have questions regarding the administration of the NJ ASK for grades 6-8 please contact Dr. Timothy Steele-Dadzie, NJ ASK 6-8 Program Coordinator, at (609) 777-2087.
- If you have questions about score interpretation for NJ ASK 3–8, please call Dr. Don White, measurement specialist, New Jersey Department of Education, at (609) 777-2051.

The following websites provide additional information relevant to the NJ ASK 3–8:

New Jersey Department of Education..... www.state.nj.us/education/
Office of Assessments..... www.state.nj.us/education/assessment/
Office of Academic and Professional Standards www.nj.gov/education/aps
New Jersey Core Curriculum Content Standards www.state.nj.us/education/cccs/
Common Core State Standards www.corestandards.org/
New Jersey Regional Achievement Centers www.state.nj.us/education/rac/meet/
National Assessment of Education Progress (NAEP) Frameworks www.nagb.org/
Measurement Incorporated (NJ ASK 3–8 contractor) www.measinc.com/njask