

**Resolution to Establish Performance Level Cut Score Standards for Dynamic Learning Maps (DLM): English Language Arts and Mathematics**

The following is the accessible version of the resolution to establish performance level cut score standards for Dynamic Learning Maps (DLM) in English language arts and mathematics. The adoption resolution document includes two sections – [comment and response form](#) and the [resolution](#).

## State Board of Education Comment/Response Form

This comment and response form contains comments from the July 12, 2023, meeting of the State Board of Education when the resolution was discussed.

**Topic:** Proposed New Proficiency Level Cut Score Standards for Dynamic Learning Maps

**Meeting Date:** August 2, 2023

**Level:** Adoption

**Division:** Teaching and Learning Services

**Completed by:** Office of Assessments

### Summary of Comments and Agency Responses:

The following is a summary of the comments received from State Board of Education (State Board) members and the Department's responses. Each commenter is identified at the end of the comment by a letter that corresponds to the following list:

- A. Kathy Goldenberg, President, State Board of Education
- B. Arcelio Aponte, Member, State Board of Education
- C. Mary Beth Berry, Member, State Board of Education

1. **Comment:** The commenter asked the Department to provide the number of topics that were assessed within Dynamic Learning Maps (DLM) in past administrations and to provide the number of topics that are being assessed currently. Additionally, the commenter stated that they understand the number of items on the DLM assessment was decreased and asked if the DLM is continuing to assess across the same topics or whether the topics have changed. (C)

**Response:** The number of topics, or Essential Elements (EEs), on the blueprint before and after the revision vary by grade and subject. In ELA, the number of topics on the original blueprint ranged from 16–18 across grades; the new blueprint ranges from 10–14. In mathematics, the number of topics on the original blueprint ranged from 8–16 across grades; the new blueprint ranges from 6–8. While the number of topics being assessed has decreased, the number of topics available to assess has not changed. The assessment adapts to the student responses to provide the most appropriate topics and items for the student.

2. **Comment:** The commenter asked the Department to confirm if the DLM assessment is driven by a student's Individualized Education Plan (IEP) and to confirm whether each individual student's goals and objectives that are listed in their IEP are being measured by the DLM assessment. (C)

**Response:** No, the DLM assessment is not driven by a student's IEP. The IEP team must reference the [NJ DLM Participation Guidelines](#) when making decisions regarding which statewide assessment is most appropriate for each student. The DLM assessments are based on the Essential Elements and measure a student's performance on alternate achievement standards. Essential Elements are grade-level-specific expectations derived from the college-and career-readiness standards for students in the general population. The DLM assessments measure performance on the Essential Elements.

3. **Comment:** The commenter stated that that the information presented regarding DLM cut scores was discussed in the State Board Committee meeting. The commenter stated that the DLM assessment is designed for less than 1% of the student population and that each student's assessment will be customized, as the DLM is a computer adaptive assessment. The commenter stated that the information presented by the Department during the committee meeting was acceptable and clarified the strategy behind the cut scores. **(B)**  
**Response:** The Department thanks the commenter for their support.
  
4. **Comment:** The commenter stated that the previous comment has answered their question. The commenter also stated that during committee meetings, members complete in-depth looks at each topic presented. The commenter stated that the DLM cut score presentation was discussed at length, including what it means for individual students and to ensure students have the ability to succeed based on their individual learning plans. **(A)**  
**Response:** The Department thanks the commenter for their support.



State of New Jersey  
STATE BOARD OF EDUCATION

Adoption Resolution  
August 2, 2023

**Resolution to Establish Performance Level Cut Score Standards for Dynamic Learning Maps (DLM):  
English Language Arts and Mathematics**

**Whereas**, the New Jersey State Board of Education (State Board) has required that all students in grades three through high school be assessed in English language arts and mathematics, and students enrolled in grades five, grade eight, and high school be assessed in science in accordance with N.J.A.C. 6A:8-4; and

**Whereas**, according to Section 1111(b)(2) of the Every Student Succeeds Act (ESSA) each state may provide for alternate assessments aligned with the challenging state academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities; and

**Whereas**, according to N.J.A.C. 6A:8-4.1(d)3, at specific times prescribed by the Commissioner, district boards of education shall administer the alternative assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities; and

**Whereas**, the Dynamic Learning Maps (DLM) alternate assessment is provided for assessing student progress toward demonstrating a thorough understanding of essential knowledge and skills delineated by the State standards as the alternative assessment for students with severe disabilities; and

**Whereas**, standard setting studies were completed in accordance with industry best practices in large-scale assessment to determine the assessments' validity and the theoretically appropriate performance level cut scores; and

**Whereas**, the State Board acknowledges the Department's selection of the consortium adopted DLM performance level cut scores; and

**Whereas**, the Department will monitor the impact of these tests and performance level cut scores on the performance rates for each grade level where the test is administered and will report any problems with the same to the State Board; now therefore be it

**Resolved**, that the New Jersey State Board of Education hereby approves the following performance level cut scores, effective August 2, 2023:

### DLM English Language Arts (ELA)

Grade	Approaching	Target	Advanced
3	22	31	44
4	23	37	49
5	21	33	45
6	21	33	45
7	18	37	53
8	18	35	54
9	17	39	55
10	15	38	59
11	15	39	58

### DLM Math Cut Scores

Grade	Approaching	Target	Advanced
3	9	15	27
4	10	17	30
5	10	17	25
6	8	18	24
7	9	19	26
8	9	23	30
9	7	20	27
10	8	19	32
11	6	14	25

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Angelica Allen-McMillan, Ed.D., Acting Commissioner  
Acting Secretary, N.J. State Board of Education

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Kathy Goldenberg, President  
N.J. State Board of Education