

New Jersey Student Learning Assessments (NJSLA)

English Language Arts

Mathematics

Science

# **Score Interpretation Guide For Parents**

**Spring 2025**



**State of New Jersey  
Department of Education**

**New Jersey Student Learning Assessments**

**Score Interpretation Guide**

**For Parents**

New Jersey State Department of Education

PO Box 500

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2025

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## **Part 1: Introduction and Overview of Assessment Program**

### **1.1 Background**

The New Jersey Student Learning Assessments for English Language Arts (NJSLA–ELA), Mathematics (NJSLA–M), and Science (NJSLA–S) measure how well students meet the New Jersey Student Learning Standards (NJSLS). The NJSLS specify what students are expected to learn in each content area. They are the foundation on which districts build curriculum and plan instruction to prepare each New Jersey student with knowledge and skills needed for academic success. The data from the NJSLA and from students' daily interactions with teachers, as well as from their performance on teacher and district<sup>1</sup>-developed assessments, combine to provide a complete picture of student achievement.

### **1.2 New Jersey Student Learning Assessments**

The spring 2025 NJSLA were administered to students in grade 3 through high school. The NJSLA–ELA focused on reading and comprehending a range of sufficiently complex texts independently and writing effectively when using and/or analyzing sources. The NJSLA–M focused on applying skills and concepts, understanding multi-step problems that require abstract reasoning, and modeling real-world problems with precision, perseverance, and strategic use of tools. In grades 5, 8, and 11, the NJSLA–S measured student proficiency in scientific and engineering practices in the context of crosscutting concepts and disciplinary core ideas. In all content areas, students demonstrated their acquired skills and knowledge by answering selected-response items, technologically enhanced items, and constructed response items.

### **1.3 Confidentiality of Scores**

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

### **1.4 Types of Scores on the NJSLA Individual Score Reports (ISR)**

Student performance on the NJSLA is described on the individual student report using scale scores, performance levels, and graphical indicators. State, district, and school average results

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<sup>1</sup> The word *district* can also refer to Charter or Renaissance schools.

are included in relevant sections of the report to help parents and guardians understand how their student's performance compares to that of other students. In some instances, a note will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy; therefore, results are not reported.

#### **1.4.1 Scale Scores**

Not all students respond to exactly the same set of items on the test, so instead of reporting students' raw scores (the actual points earned on test items), scale scores are used to report student performance for the NJSLA. Scale scores are obtained by a mathematical conversion of the raw score to permit legitimate and meaningful comparisons across different forms and/or administrations within the same grade/course and content area. As such, they provide the best generalized information about overall performance.

For example, a student who earns an overall scale score of 800 on one version of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to that of a student who took the same assessment the previous year or the following year and earned a scale score of 800.

Different scale scores are reported for the NJSLA:

- Overall scale scores:
  - For both ELA and mathematics, scale scores range from 650 to 850 for all grades/courses.
  - For science, scale scores range from 100 to 300 for all grades.
- Major Claims scale scores: ELA reports provide separate scale scores for both Reading and Writing for all grades.
  - Reading scale scores range from 10 to 90.
  - Writing scale scores range from 10 to 60.

#### **1.4.2 Performance Levels**

Based on test results, a student's performance is categorized into a specific performance level.

There are five performance levels in ELA and mathematics and four levels in science. They are calculated separately for each subject, and one cannot generalize from one subject to another.

#### **1.4.3 Graphical Indicators**

In addition to scale scores and performance levels, for ELA and mathematics, graphical indicators are used to indicate how the student performed in each subclaim relative to the overall performance of students who met or nearly met expectations for the content area. For science, graphical representations are used to provide information about what students know and can do with respect to the domains and practices that comprise the science assessment.

## **1.5 How to Use this Guide**

This Score Interpretation Guide (SIG) provides a broad range of detailed information about the interpretation and use of results from the spring 2025 administration of the NJSLA–ELA, NJSLA–M, and NJSLA–S.

Please note that reports with fictitious data appear in this guide for illustrative purposes only; they are provided to show the basic layout of the reports and the information they provide. The sample reports do not include actual data from any test administration.

## Part 2: Sample Individual Student Report (ISR)

Figure 2.1. Sample ISR—ELA Page 1

 STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

FIRSTNAME M. LASTNAME  
Date of Birth: 03/30/2009 ID: EL04040033 Grade: 4  
SAMPLE SCHOOL ONE NAME  
SAMPLE DISTRICT NAME  
NEW JERSEY  
SPRING 2025

GRADE 4 ELA  
English Language Arts Assessment Report, 2024–2025

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. This assessment is just one measure of how well your student is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in English language arts.

4 Visit the NJ Parent Portal at [nj-results.pearsonaccessnext.com](https://nj-results.pearsonaccessnext.com) and use the following code to access your student's performance results online.  
zrgP84FXD5nr

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

### How Did FIRSTNAME Perform Overall?

**Performance Level 3**

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

Your student's score  
746

650 Level 1 700 Level 2 725 Level 3 750 Level 4 790 Level 5 850

May need additional support to meet expectations at the next grade level | On track for the next grade level

For additional information regarding your student's overall performance or the use of Not-Tested or Void codes, please see the Score Interpretation Guide at <https://nj.mypearsonguide.com>.

School Average	District Average	State Average	How Students in New Jersey Performed				
727	727	750	8% Level 1	15% Level 2	27% Level 3	39% Level 4	12% Level 5
650	700	725	750	775	800	825	850

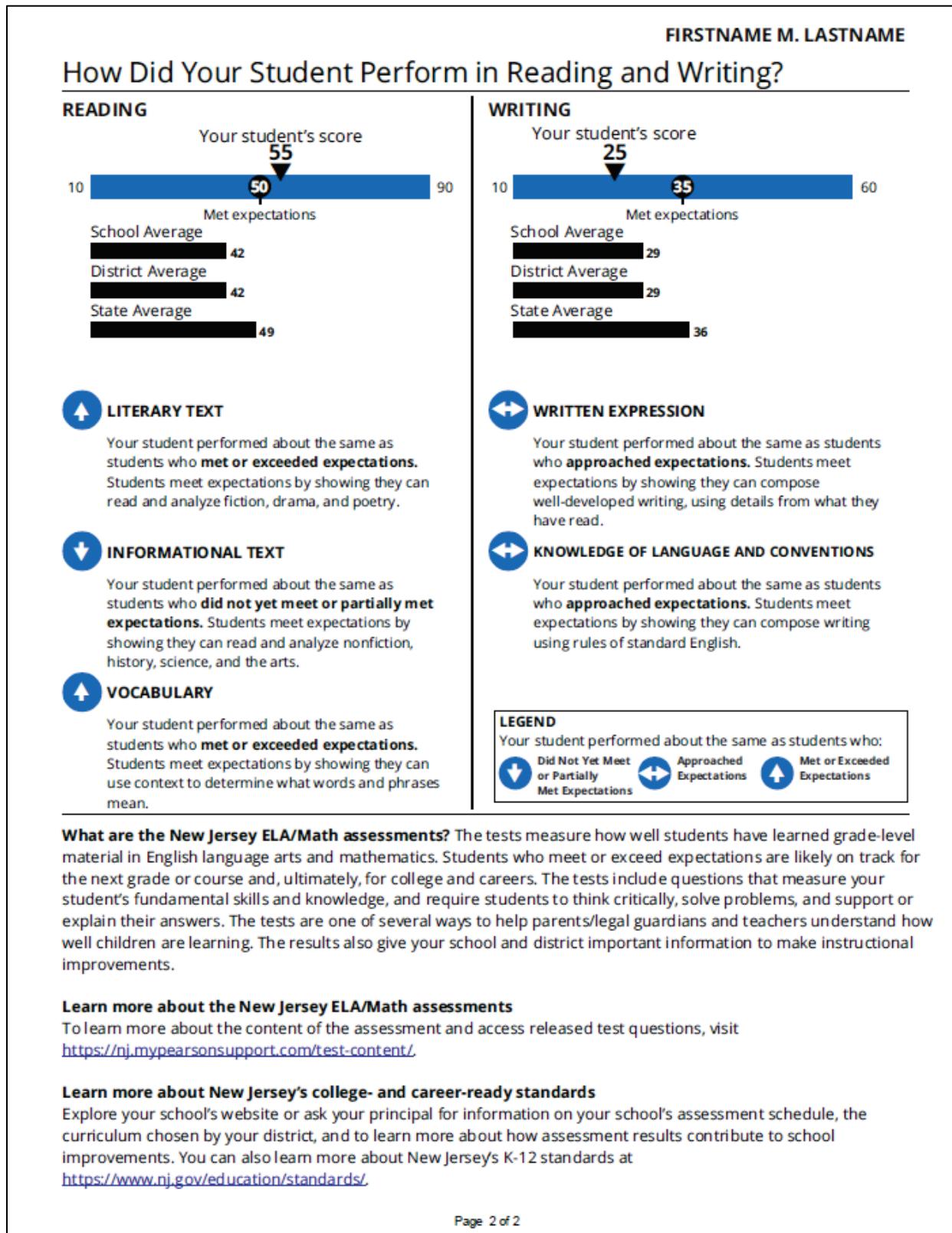
Percentage of students at each performance level

### Student Growth Percentile

Your student's score this year is the same as or better than 35 percent of New Jersey students who had a similar score to your student on the assessment in a previous year(s).

If your student took the assessment several times, under similar circumstances, your student would likely score within the range between the reported scale score plus or minus 6.3 points.

Figure 2.2. Sample ISR—ELA Page 2



## 2.1 General Information for ELA and Mathematics

Sections A–I of the Individual Student Reports are the same for ELA and mathematics.

**Figure 2.3. Sample ISR—ELA Sections A–C**

**GRADE 4 ELA**

**English Language Arts Assessment Report, 2024–2025**

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. This assessment is just one measure of how well your student is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in English language arts.

Visit the NJ Parent Portal at [nj-results.pearsonaccessnext.com](http://nj-results.pearsonaccessnext.com) and use the following code to access your student's performance results online.

**zrgP84FXD5nr**

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

### A. Identification Information

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

### B. Description of Report

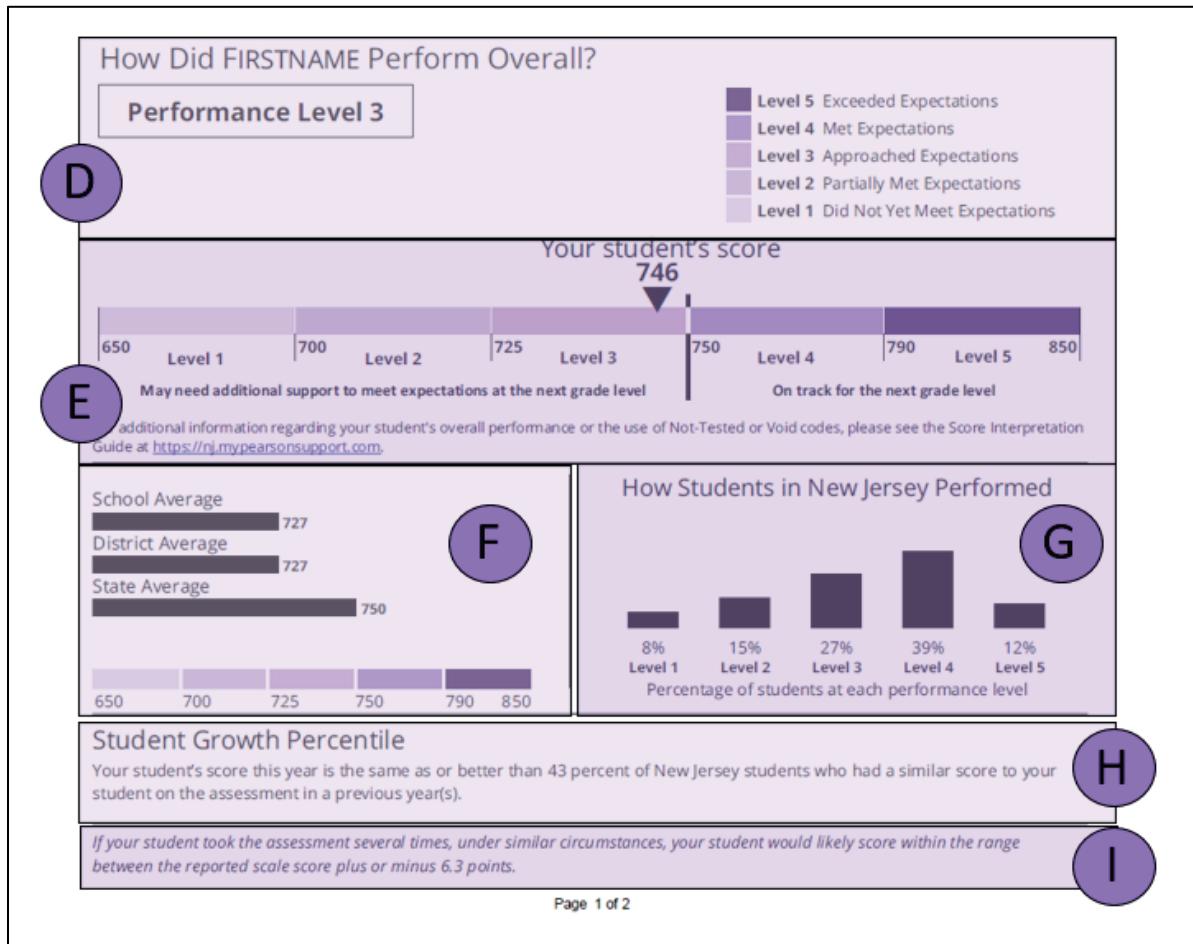
To the left below the identification information, the description of the report provides the grade level assessed, content area (ELA) assessed, and assessment year. It also provides a general overview of the assessment and score report.

### C. The Parent Portal Access Code

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

## 2.1.1 Overall Assessment Results (ELA and Mathematics)

Figure 2.4. Sample ISR—ELA Sections D–I



### D. Overall Performance Level

Section D identifies the student's performance level (refer to Part 1.4.2). Students receive an overall scale score and, based on that score, are placed in one of five performance levels. Some ISRs may not include score-related information due to Not Tested and/or Void-related codes.

A Not Tested code is assigned to a student when the student did not access the test. There are three categories for Not Tested:

- Not Tested code 1—Absent
- Not Tested code 2—Medical Emergency
- Not Tested code 3—Other (including parental refusal for student to begin a test)

Note: If a specific Not Tested code is not shown, the student did not attempt the test at all.

A Void code indicates that the student may have started testing, but it was not appropriate to assign a scale score to the test. Three void codes may be assigned by the school district:

- Void code 1—Student cheating or otherwise engaging in inappropriate test-taking behavior
- Void code 2—Security breach
- Void code 3—Other (including parental refusals for student to complete a test, off-grade level testing, student not receiving appropriate accessibility features or testing accommodations, student receiving inappropriate accessibility features or testing accommodations)

Note: If a specific Void code is not shown, the student did not attempt enough of the test to be assigned a scale score.

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

This graphic provides an illustration of the five performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach Performance Level 2 is 700, for Performance Level 3, it is 725, and for Performance Level 4, it is 750 for all grade levels for ELA. The scale score needed to reach Performance Level 5 varies.

#### **F. Average of School, District, and State**

The average overall scale scores of the school, district, and state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, and state levels for the same grade level and content area.

#### **G. Performance Level Percentages**

This section provides a bar graph showing the percentage of students within the state who performed at each of the performance levels.

#### **H. Student Growth Percentile (SGP)**

Overall scale scores and performance levels provide information on how the student performed on the assessment. Student growth percentiles (SGP) offers an opportunity to look at how much progress the student made in the past year.

SGPs measure a student's growth on the assessment over the past year(s) compared to the student's "academic peers." A student's "academic peers" refers to all other students in New Jersey in the same grade and assessment subject who had similar historical assessment results. In other words, students are only compared to others based on their score history.

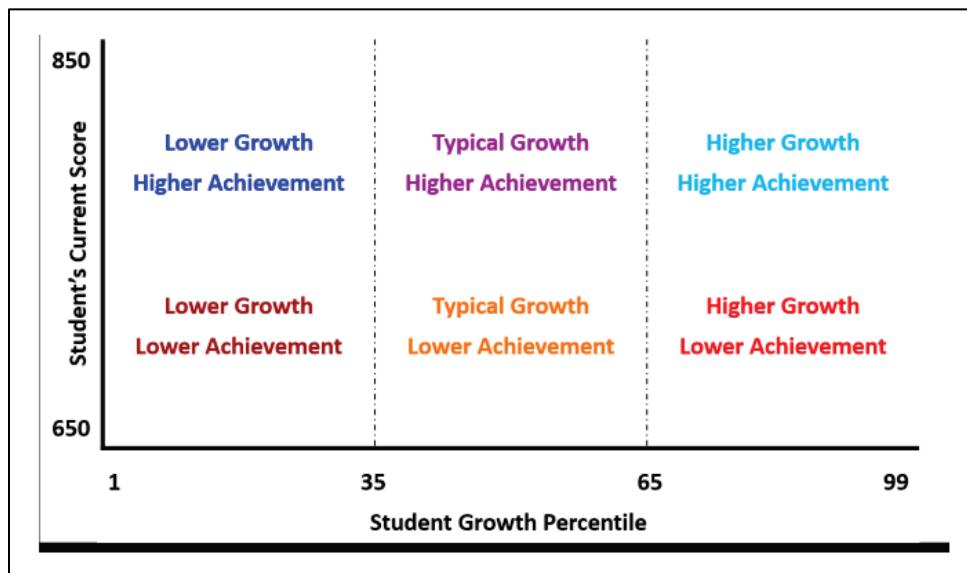
SGPs range from 1 to 99; higher numbers represent greater growth, and lower numbers represent lesser growth. If the student's growth percentile is 80, it means that the student scored better than 80 percent of the student's academic peers on this year's NJSLA-ELA. Because students are only compared with other students who performed similarly in the past, all students, regardless of their scale scores, can demonstrate high or low growth.

The meaning of SGPs can be illustrated by understanding how an athlete improves over a specific period of time. For example, over a five-month period, Athlete A improved their 100 m run by 2 seconds, while Athlete B improved by 0.5 seconds. It seems that Athlete A has made greater improvement; however, Athlete A is a novice, while Athlete B is a professional runner. To determine the significance of the progress each athlete made, the athletes should be compared with a group of athletes with similar performance records. As a result, Athlete A is a beginner who had room for improvement, while Athlete B is a veteran who, even while performing at their peak, was able to improve. This illustrates the scores (i.e., running time) and growth (i.e., changes in running time relative to peers), providing different but complementary information.

In general, scores may be categorized into low, typical, and high growth (see Figure 2.5). Low growth refers to a student who falls below the 35th percentile. Typical growth refers to a student who falls between the 35th and 65th percentiles. High growth refers to a student who is above the 65th percentile. A student may have high growth but may not have reached proficiency. For example, a student with a score of 700 and a growth percentile of 75 falls into the category of Higher Growth Lower Achievement.

Note: SGP will not be provided on ISRs for grade 3, grade 8, Algebra I, Algebra II, or Geometry.

**Figure 2.5. Relationship between Student growth percentiles and overall scale score**



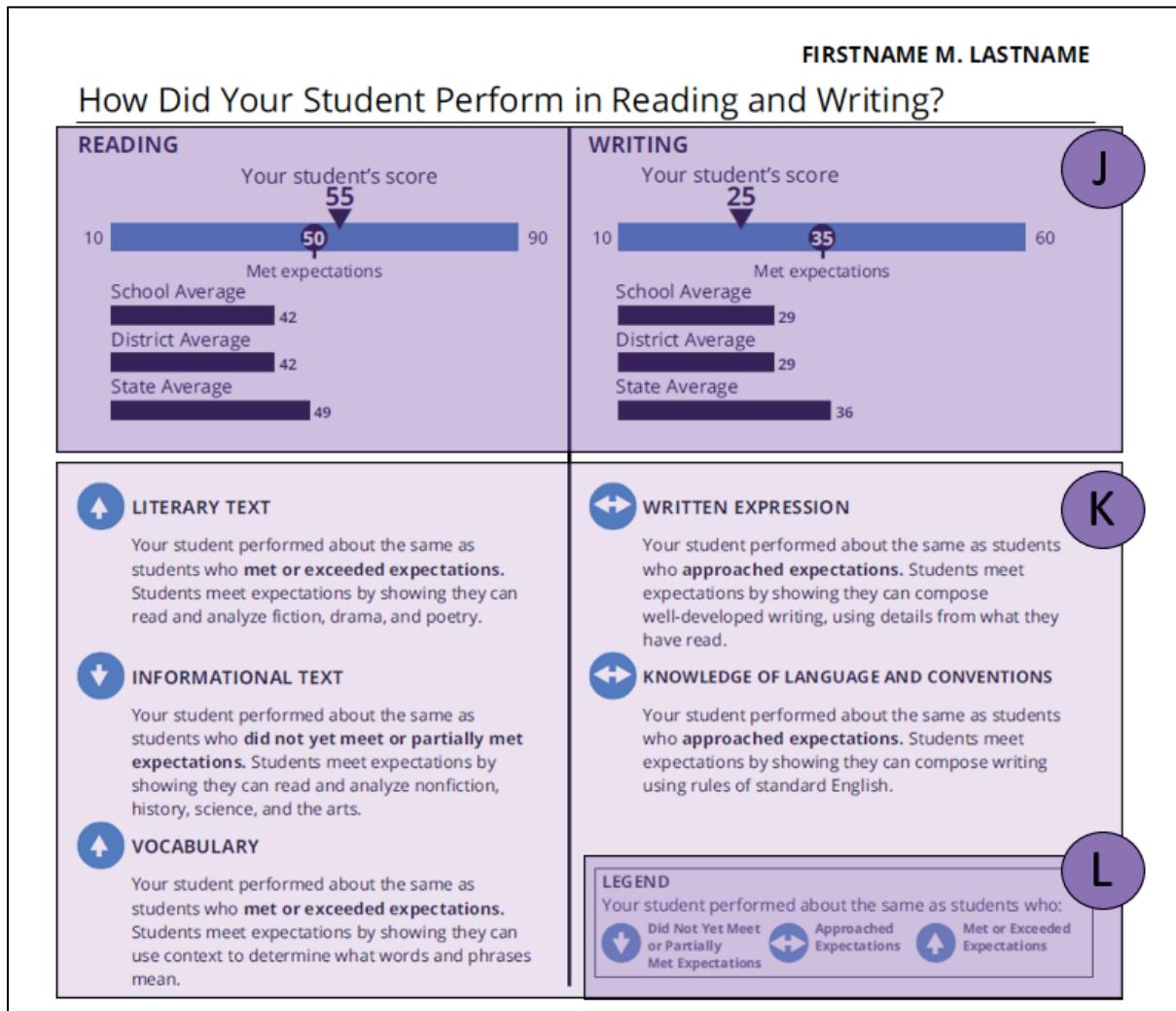
### I. Probable Range

No test provides a perfect measurement of proficiency for a student. The standard error of measurement (SEM) provides an estimate of the score range that a student would likely fall within if the student were assessed several times, under similar circumstances, for the same assessment. The probable range can be obtained by adding and subtracting the SEM from the

scale score (range = scale score  $\pm$  SEM). The student's score would likely fall within that range about two-thirds of the time.

### 2.1.2 Performance by Major Claims and Subclaims for ELA

**Figure 2.6. Sample ISR—ELA Sections J–L**



### J. Performance by Major Claims

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

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

Note: Reading and Writing scale scores (refer to Part 1.4.1) are on different scales from the overall scale score. For this reason, the sum of the scale scores for each major claim will not equal the overall scale score.

For reading, the “Met Expectations” standard is set to a scale score of 50. For writing, the “Met Expectations” standard is set to a scale score of 35. Thus, a student could be considered as meeting expectations in a claim by attaining 50 in reading or 35 in writing.

#### **K. Subclaim Categories**

Within the Major Claims for ELA (i.e., Reading and Writing) are specific skill sets (subclaims) students demonstrate on the NJSLA-ELA. Under Reading, there are three subclaim categories: Literary Text, Informational Text, and Vocabulary. Under Writing, there are two subclaim categories: Written Expression and Writing Knowledge (Knowledge of Language and Conventions). Each subclaim category includes the header identifying the subclaim and an explanatory icon representing the student’s performance and an explanation of what students who met expectations can do in this subclaim.

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

#### **L. Description of Subclaim Performance Indicator Graphics**

The symbols shown on page 2 of the ISR are used to identify the three broad categories of student performance. These symbols indicate how the student performed in each subclaim area relative to the overall performance of students:



An up arrow indicates a student’s performance in this subclaim reflects students with overall scale scores in the “Met or Exceeded Expectations” category.



A bidirectional arrow indicates a student’s performance in this subclaim reflects students with overall scale scores in the “Approached Expectations” category.



A down arrow indicates a student’s performance in this subclaim reflects students with overall scale scores in the “Did Not Yet Meet or Partially Met Expectations” category.

**Figure 2.7. Sample ISR—ELA Section M**

**What are the New Jersey ELA/Math assessments?** The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.

**Learn more about the New Jersey ELA/Math assessments**  
To learn more about the content of the assessment and access released test questions, visit <https://nj.mypearsonsupport.com/test-content/>.

**Learn more about New Jersey's college- and career-ready standards**  
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at <https://www.nj.gov/education/standards/>.

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## **M. Additional Information**

Section M of the ISR provides additional information, such as a brief description of the NJSLA-ELA. In addition, students and their parents and guardians are encouraged to learn more about the assessment and associated standards by referencing appropriate weblinks.

Figure 2.8. Sample ISR—Mathematics Page 1

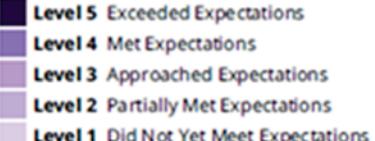
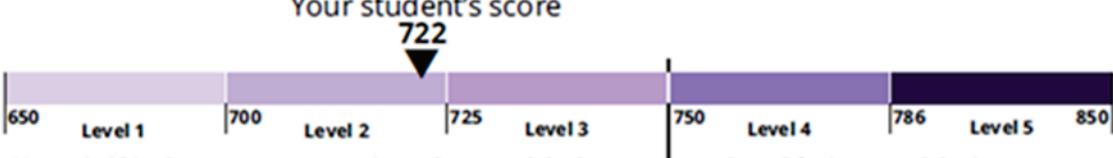
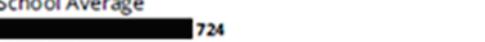
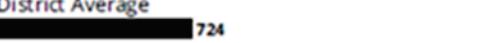
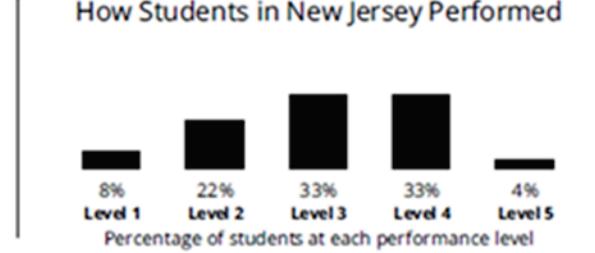
	<b>STATE OF NEW JERSEY DEPARTMENT OF EDUCATION</b>	<b>FIRSTNAME M. LASTNAME</b> Date of Birth: 12/31/2006 ID: MA08040042 <b>Grade: 7</b> SAMPLE SCHOOL ONE NAME SAMPLE DISTRICT NAME NEW JERSEY SPRING 2025												
<b>GRADE 7 MATH</b> <b>Mathematics Assessment Report, 2024–2025</b>														
<p>This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level or course. This assessment is just one measure of how well your student is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in mathematics.</p>														
<p>Visit the NJ Parent Portal at <a href="http://nj-results.pearsonaccessnext.com">nj-results.pearsonaccessnext.com</a> and use the following code to access your student's performance results online.</p>														
<b>NMk6mfZ46cxP</b>														
<small>See side 2 of this report for specific information on your student's performance in mathematics.</small>														
<b>How Did FIRSTNAME Perform Overall?</b>														
<b>Performance Level 2</b>														
7	<p>Your student's score <b>722</b></p>  <p>May need additional support to meet expectations at the next grade level or course</p>	<p>On track for the next grade level or course</p>												
<p>For additional information regarding your student's overall performance or the use of Not-Tested or Void codes, please see the Score Interpretation Guide at <a href="https://nj.mypearsonguide.com">https://nj.mypearsonguide.com</a>.</p>														
<p>School Average  724</p> <p>District Average  724</p> <p>State Average  739</p> 	<p><b>How Students in New Jersey Performed</b></p>  <table border="1"><thead><tr><th>Performance Level</th><th>Percentage of students</th></tr></thead><tbody><tr><td>Level 1</td><td>8%</td></tr><tr><td>Level 2</td><td>22%</td></tr><tr><td>Level 3</td><td>33%</td></tr><tr><td>Level 4</td><td>33%</td></tr><tr><td>Level 5</td><td>4%</td></tr></tbody></table>		Performance Level	Percentage of students	Level 1	8%	Level 2	22%	Level 3	33%	Level 4	33%	Level 5	4%
Performance Level	Percentage of students													
Level 1	8%													
Level 2	22%													
Level 3	33%													
Level 4	33%													
Level 5	4%													
<p><b>Student Growth Percentile</b></p> <p>Your student's score this year is the same as or better than 35 percent of New Jersey students who had a similar score to your student on the assessment in a previous year(s).</p>														
<p><i>If your student took the assessment several times, under similar circumstances, your student would likely score within the range between the reported scale score plus or minus 6.1 points.</i></p>														
<p>Page 1 of 2</p>														

Figure 2.9. Sample ISR—Mathematics Page 2

FIRSTNAME M. LASTNAME

## How Did Your Student Perform in Areas of Mathematics?

 **MAJOR CONTENT**

Your student performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving problems involving proportional relationships, adding, subtracting, multiplying and dividing with rational numbers, and linear expressions, equations, and inequalities.

 **EXPRESSING MATHEMATICAL REASONING**

Your student performed about the same as students who **approached expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

 **ADDITIONAL & SUPPORTING CONTENT**

Your student performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving circumference, area, surface area, volume, statistics, and probability.

 **MODELING & APPLICATION**

Your student performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

**LEGEND**

Your student performed about the same as students who:

 Did Not Yet Meet or Partially Met Expectations	 Approached Expectations	 Met or Exceeded Expectations
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**What are the New Jersey ELA/Math assessments?** The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.

**Learn more about the New Jersey ELA/Math assessments**  
To learn more about the content of the assessment and access released test questions, visit <https://nj.mypearsongsupport.com/test-content/>.

**Learn more about New Jersey's college- and career-ready standards**  
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at <https://www.nj.gov/education/standards/>.

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### 2.1.3 Performance by Subclaims for Mathematics

For Sections A–I, please refer to paragraph 2.1, General Information for ELA and Mathematics, which shows ISR-ELA sections A–I. These sections are the same for ELA and mathematics.

**Figure 2.10. Sample ISR—Mathematics Sections J–K**

### How Did Your Student Perform in Areas of Mathematics?

**MAJOR CONTENT**

Your student performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving problems involving proportional relationships, adding, subtracting, multiplying and dividing with rational numbers, and linear expressions, equations, and inequalities.

**EXPRESSING MATHEMATICAL REASONING**

Your student performed about the same as students who **approached expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

**ADDITIONAL & SUPPORTING CONTENT**

Your student performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving circumference, area, surface area, volume, statistics, and probability.

**MODELING & APPLICATION**

Your student performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

**LEGEND**

Your student performed about the same as students who:

 Did Not Yet Meet or Partially Met Expectations	 Approached Expectations	 Met or Exceeded Expectations
--	---	--

#### J. Subclaim Categories

There are specific skill sets (subclaims) students demonstrate on the NJSLA–M. Each subclaim category includes the header identifying the subclaim, shows an explanatory icon representing the student’s performance, and provides an explanation of what students who met expectations can do in this subclaim.

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## K. Description of Performance Indicator Graphics

The symbols shown on page 2 of the ISR are used to identify the three broad categories of student performance. These indicate how the student performed in each subclaim area relative to the overall performance of students:



An up arrow indicates that a student's performance in this subclaim reflects that of students with overall scale scores in the "Met or Exceeded Expectations" category.



A bidirectional arrow indicates that a student's performance in this subclaim reflects that of students with overall scale scores in the "Approached Expectations" category.



A down arrow indicates that a student's performance in this subclaim reflects that of students with overall scale scores in the "Did Not Yet Meet or Partially Met Expectations" category.

**Figure 2.11. Sample ISR—Mathematics Section L**

**What are the New Jersey ELA/Math assessments?** The tests measure how well students have learned grade-level material in English language arts and mathematics. Students who meet or exceed expectations are likely on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your student's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The tests are one of several ways to help parents/legal guardians and teachers understand how well children are learning. The results also give your school and district important information to make instructional improvements.

**Learn more about the New Jersey ELA/Math assessments**  
To learn more about the content of the assessment and access released test questions, visit <https://nj.mypearsongsupport.com/test-content/>.

**Learn more about New Jersey's college- and career-ready standards**  
Explore your school's website or ask your principal for information on your school's assessment schedule, the curriculum chosen by your district, and to learn more about how assessment results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at <https://www.nj.gov/education/standards/>.

L

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## L. Additional Information

Section L of the ISR provides additional information, such as a brief description of the NJSLA-M. In addition, students and their parents and guardians are encouraged to learn more about the assessment and associated standards by referencing appropriate weblinks.

Figure 2.12. Sample ISR—Science Page 1

 STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

**FIRSTNAME002 A. LASTNAME002**  
**Spring 2025 Grade: 5**  
SID: **1200001006** DOB: **04/25/2012**  
Local Student Identification: **674316**  
NJ SAMPLE DISTRICT NAME  
NJ SAMPLE SCHOOL NAME

**New Jersey Student Learning Assessment - Science (NJSLA-S)**  
**Individual Student Report**

This report shows how FIRSTNAME002 performed on the elementary school science assessment.  
**This assessment is just one measure of how well your child is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in science.**

Visit the NJ Parent Portal at [nj-results.pearsonaccessnext.com](http://nj-results.pearsonaccessnext.com) and use this code to access your student's results online.  
**Rz8Nppysqw7T**

**5** How did FIRSTNAME002 perform on the NJSLA-S?

Your student's score: **258**  
Performance: **Level 4**

**Advanced Proficiency**

**Level 4 (243 – 300) Advanced Proficiency**  
**Level 3 (200 – 242) Proficient**  
**Level 2 (150 – 199) Near Proficiency**  
**Level 1 (100 – 149) Below Proficient**

**Your student's score**  
258

100      Level 1      150      Level 2      200      Level 3      243      Level 4      300

**FIRSTNAME002's score on the NJSLA-S indicates that your student is at Level 4.**

Students who are at Level 4 demonstrate advanced understanding of the New Jersey Student Learning Standards-Science (NJSLS-S) by integrating information from a variety of sources (e.g., text, charts, graphs, tables) and analyzing the knowledge gained from scientific investigations to develop sophisticated explanations and models of observed phenomena. The students consistently chose and used the appropriate tools to make observations and to gather, classify, and present relevant data. The students considered both essential and non-essential information to explain patterns and relationships between data and designed systems. The students regularly used information and provided supporting explanations in making real-world connections and predictions.

**School Average**  
156

**District Average**  
155

**State Average**  
160

**How Students Statewide Performed**

Performance Level	Percentage of students at each performance level
Level 1	35%
Level 2	24%
Level 3	21%
Level 4	10%

100      150      200      243      300

Percentage of students at each performance level

See page 2 of this report for specific information on your student's performance using the science domains and practices.

Page 1 of 2

Figure 2.13. Sample ISR—Science Page 2

FIRSTNAME LASTNAME

## How did your student perform using the domains and practices?

The domains are the content components related to specific disciplines of science.

The practices are methods by which scientists investigate and build models and theories about the world.

**✓ Earth & Space Science**

Your student's performance is **Above Expectations**.  
A student designated as Near/Met Expectations demonstrates knowledge of the processes that operate on and within the Earth and also its place in the solar system and galaxy.

**✓ Investigating Practices**

Your student's performance is **Above Expectations**.  
A student designated as Near/Met Expectations asks questions, plans and carries out investigations based on observations of phenomena, and organizes the data effectively.

**≈ Life Science**

Your student's performance is **Near/Met Expectations**.  
A student designated as Near/Met Expectations demonstrates knowledge of patterns, processes, and relationships of living organisms.

**! Sensemaking Practices**

Your student's performance is **Below Expectations**.  
A student designated as Near/Met Expectations recognizes patterns and relationships in data to develop explanations or models of the phenomena.

**✓ Physical Science**

Your student's performance is **Above Expectations**.  
A student designated as Near/Met Expectations demonstrates knowledge of the mechanisms of cause and effect in all systems and processes that can be understood through a common set of physical and chemical processes.

**≈ Critiquing Practices**

Your student's performance is **Near/Met Expectations**.  
A student designated as Near/Met Expectations evaluates and creates arguments regarding different explanations and claims to convey a deeper understanding of the natural world.

 Below Expectations	 Near/Met Expectations	 Above Expectations
LEGEND		

**How will my student's school use the test results?**  
Results from the test give your student's teacher information about their academic performance. The results also give your school and school district important information to make improvements to the education program.

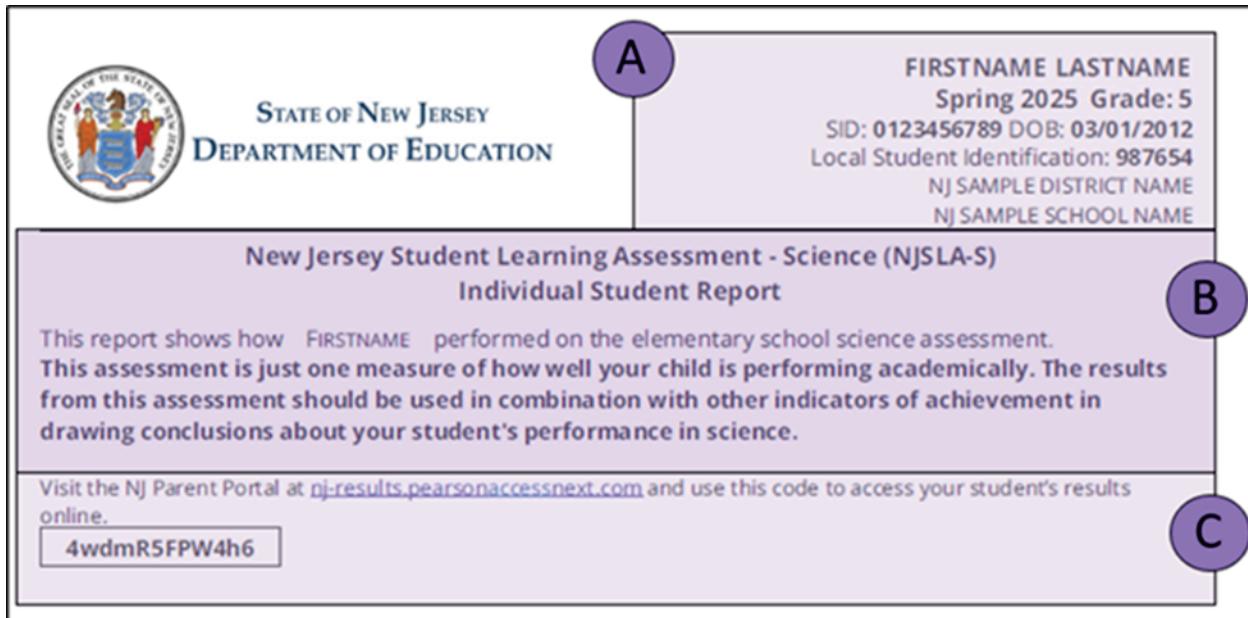
**Learn more about the New Jersey Student Learning Assessment — Science**  
For more information about the assessment, sample questions, practice tests, and the Score Interpretation Guide (SIG) for this report please visit [www.measinc.com/nj/science](http://www.measinc.com/nj/science).

**Learn More about the New Jersey Learning Standards**  
Explore your school website, or ask your principal, for information on your school's annual assessment schedule; the curriculum chosen by your district to give students more hands-on learning experiences that meet state standards; and to learn more about how test results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at <https://www.nj.gov/education/standards/science/Index.shtml>.

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## 2.2 General Information for Science

**Figure 2.14. Sample ISR—Science Sections A–C**



The figure shows a sample Individual Student Report (ISR) for Science. The report is divided into three main sections, each marked with a purple circle containing a letter: A, B, and C.

**Section A:** Identification Information. It includes the Great Seal of the State of New Jersey, the text "STATE OF NEW JERSEY DEPARTMENT OF EDUCATION", and a box containing student identification details: FIRSTNAME LASTNAME, Spring 2025 Grade: 5, SID: 0123456789 DOB: 03/01/2012, Local Student Identification: 987654, NJ SAMPLE DISTRICT NAME, and NJ SAMPLE SCHOOL NAME.

**Section B:** Description of Report. It features the title "New Jersey Student Learning Assessment - Science (NJSLA-S) Individual Student Report" and a paragraph explaining the report's purpose: "This report shows how FIRSTNAME performed on the elementary school science assessment. This assessment is just one measure of how well your child is performing academically. The results from this assessment should be used in combination with other indicators of achievement in drawing conclusions about your student's performance in science." It also provides instructions for accessing the NJ Parent Portal: "Visit the NJ Parent Portal at [nj-results.pearsonaccessnext.com](http://nj-results.pearsonaccessnext.com) and use this code to access your student's results online." The access code is 4wdmR5FPW4h6.

**Section C:** The Parent Portal Access Code. This section contains the access code 4wdmR5FPW4h6.

### A. Identification Information

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

### B. Description of Report

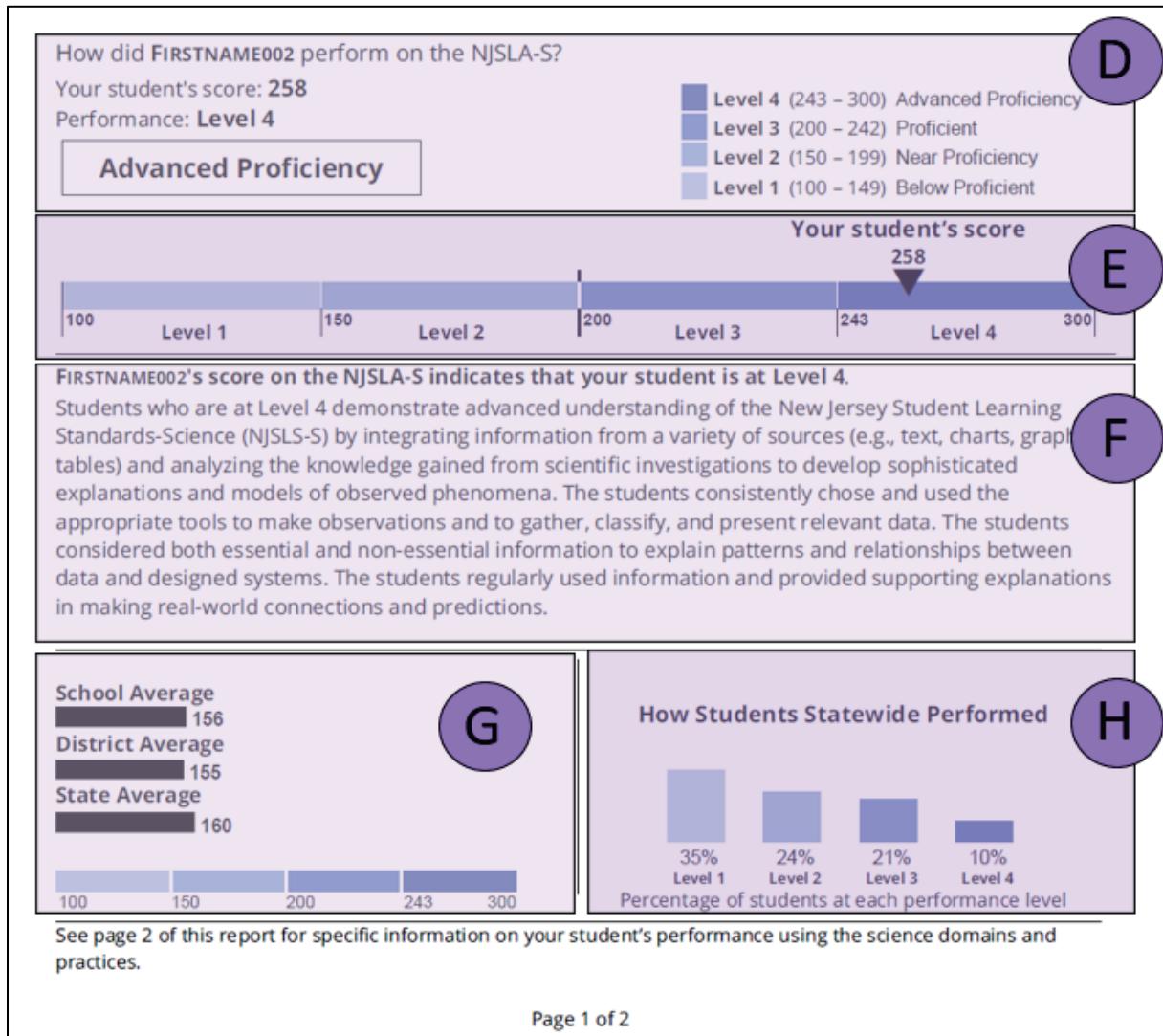
To the left below the identification information, the description of the report provides the grade and content area (science) assessed. It also provides a general overview of the assessment and score report.

### C. The Parent Portal Access Code

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

## 2.2.1 Overall Assessment Results

Figure 2.15. Sample ISR—Science Sections D–H



### D. Scale Score and Performance Level

Section D identifies the student's scale score (refer to Part 1.4.1) and associated performance level. Students receive an overall scale score and, based on that score, are placed in one of four performance levels for science. Some ISRs may not include score-related information due to Not Tested and/or Void-related codes.

A Not Tested code is assigned to a student when the student did not access the test. There are three categories for Not Tested:

- Not Tested code 1—Absent
- Not Tested code 2—Medical Emergency
- Not Tested code 3—Other (including parental refusal to begin a test)

Note: If a specific Not Tested code is not shown, the student did not attempt the test at all.

A Void code indicates that the student may have started testing, but it was not appropriate to assign a scale score to the test. Three void codes may be assigned by the school district:

- Void code 1—Student cheating or otherwise engaging in inappropriate test taking behavior
- Void code 2—Security breach
- Void code 3—Other (including parental refusals to complete a test, off-grade level testing, student not receiving appropriate accessibility features or testing accommodations, student receiving inappropriate accessibility features or testing accommodations)

Note: If a specific Void code is not shown, the student did not attempt enough of the test to be assigned a scale score.

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

This graphic provides an illustration of the four performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The scale score needed to reach performance level varies by grade. Refer to Appendix A for the full list of scale score ranges for each performance level.

#### **F. Description of Level**

Below the graphic representation of the scale score is a brief description of students at the associated performance level.

#### **G. Average of School, District, and State**

The average overall scale scores of the school, district, and state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, district, and state levels for the same grade and content area.

#### **H. Performance Level Percentages**

This section provides a bar graph showing the percentage of students within the state who performed at each of the performance levels.

## 2.2.2 Performance in Domains and Practices

Figure 2.16. Sample ISR—Science Sections I–J

**How did your student perform using the domains and practices?**

The domains are the content components related to specific disciplines of science.

The practices are methods by which scientists investigate and build models and theories about the world.

**✓ Earth & Space Science**  
Your student's performance is **Above Expectations**.  
A student designated as Near/Met Expectations demonstrates knowledge of the processes that operate on and within the Earth and also its place in the solar system and galaxy.

**✓ Investigating Practices**  
Your student's performance is **Above Expectations**.  
A student designated as Near/Met Expectations asks questions, plans and carries out investigations based on observations of phenomena, and organizes the data effectively.

**≈ Life Science**  
Your student's performance is **Near/Met Expectations**.  
A student designated as Near/Met Expectations demonstrates knowledge of patterns, processes, and relationships of living organisms.

**! Sensemaking Practices**  
Your student's performance is **Below Expectations**.  
A student designated as Near/Met Expectations recognizes patterns and relationships in data to develop explanations or models of the phenomena.

**✓ Physical Science**  
Your student's performance is **Above Expectations**.  
A student designated as Near/Met Expectations demonstrates knowledge of the mechanisms of cause and effect in all systems and processes that can be understood through a common set of physical and chemical processes.

**≈ Critiquing Practices**  
Your student's performance is **Near/Met Expectations**.  
A student designated as Near/Met Expectations evaluates and creates arguments regarding different explanations and claims to convey a deeper understanding of the natural world.

**Below Expectations**   **Near/Met Expectations**   **Above Expectations**

**I**   **J**

### I. Performance by Domain and Practice

This section describes the student's performance in each domain or practice. The *domains* are the overarching scientific fields of study within which fall the disciplinary core ideas, while the *practices* refer to the techniques and procedures that cut across all the domains. The domains form subjects of separate science courses; the practices are the methodologies applied to those subjects. Every test question is designed to measure two standards, one drawn from a domain and one from a practice.

### J. Description of Performance Indicator Graphics

The symbols shown on page 2 of the ISR provide graphical representations of information about how students did with respect to the domains and practices that the NJSLA–S comprises. For each of the domains and practices:



A check mark in a green circle indicates a student's performance in this scientific domain or practice is in the "Above Expectations" category.



A double tilde in a purple square indicates a student's performance in this scientific domain or practice is in the "Near/Met Expectations" category.



An exclamation point in a yellow diamond indicates a student's performance in this scientific domain or practice is in the "Below Expectations" category.

Although these graphical representations permit a more targeted view of a student's performance, it is important to keep in mind that both domain- and practice-level results are, by definition, based on smaller numbers of items than the test is as a whole. Consequently, data at this more granular level are less precise than overall scale scores are, and individual student-level inferences should be made with caution.

**Figure 2.17. Sample ISR—Science Section K**

**How will my student's school use the test results?**  
Results from the test give your student's teacher information about their academic performance. The results also give your school and school district important information to make improvements to the education program.

**Learn more about the New Jersey Student Learning Assessment — Science**  
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K

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## **K. Additional Information**

Section K of the ISR provides a brief explanation of how students' results may be used by teachers, schools, and/or districts to make instructional adjustments and improvements. Students and their families are also encouraged to learn more about the NJSLA and the New Jersey Learning Standards by referencing appropriate websites.