

# New Jersey State Testing Report

Performance & Participation Results



ACCESS for ELLs  
Dynamic Learning Maps (DLM)

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# Statewide Assessment Report

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- Performance and Growth Data
- Aggregated Trend Data - Five Years
- Disaggregated Data-Subgroup Data
- Intervention Strategies Aligned to Data Analysis

# ACCESS for ELLs: English Language Proficiency Test



Four components of the English language proficiency test

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 	4.0						368					
Speaking 	2.2						320					
Reading 	5.5						530					
Writing 	1.5						190					

Six proficiency levels

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
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# 2021 Results ACCESS for ELLs: English Language Proficiency Test

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12 students eligible to test

Ten\* students sat for the ACCESS test

N\*=Less than 20 students assessed

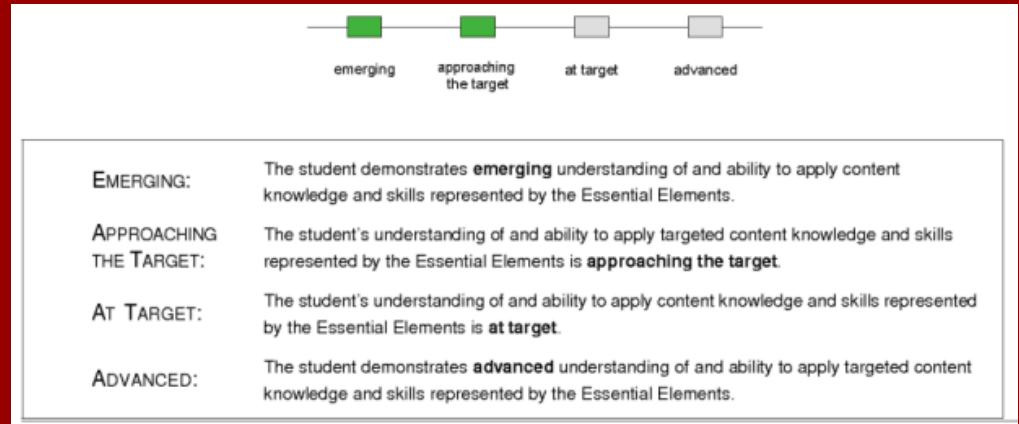
Therefore, we are not permitted to share individual or trend student results

# Dynamic Learning Maps

Students who cannot be assessed in accordance with the New Jersey Student Learning Assessment are assessed using the DLM.

The DLM bridges the gap between what students can do on “essential elements” aligned to the New Jersey Student Learning Standards.

Results are reported at four levels:



# 2021 Results of the DLM

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3\* students eligible to test in both English Language Arts and Mathematics

N\*=Less than 20 students assessed

Therefore, we are not permitted to share individual or trend student results

# Intervention Strategies Aligned to Data Analysis

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- Utilizing LinkIt!-Data warehousing system for state and local assessments that is standards aligned:
  - Presents student data in realtime that travels with the student from sending districts
  - Uses baseline assessments that are predictive
  - Provides reports using multiple data sources
  - Supports professional learning for administrators and teachers
- Using the cyclical review process to guide curricular work that is inclusive of special education
- Developed exit and entrance criteria for Learning Lab for English and mathematics for all students.

# Intervention Strategies to Support ELLs

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- Strategic supports for ELLs including specific and targeted learning plans
  - Create targeted plans based on student results
  - Discuss plans with students so they have a voice in their growth
- Developed structure for communication plan internally
  - Created shared collaboration space and recording keeping
  - Meeting more regularly to mark student progress
- Monitor plans and progress carefully through the Tiered System of Supports





Thank you for your continued support

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