

NJSLA: A REFLECTION ON PERFORMANCE

RUMSON SCHOOL DISTRICT
October 29, 2025

Mrs. Vera Ridoux
Supervisor of Curriculum,
Instruction, Assessment & Intervention

Dr. John Bormann
Superintendent



NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM- NJSLA

- A summative assessment measuring student proficiency in a majority of the New Jersey Student Learning Standards administered at the end of the current school year.
- During Spring of 2025, NJSLA was administered in the following:
 - English Language Arts and Literacy (ELA/L) grades 3–11
 - Mathematics grades 3 – 8 and End of Course Assessments in Algebra I, Algebra II and Geometry.
 - Science in grades 5 and 8

How Scores are Reported

Level 1: Not yet meeting grade-level expectations for CCR

Level 2: Partially meeting grade-level expectations for CCR

Level 3: Approaching grade-level expectations for CCR

Level 4: Meeting grade-level expectations for CCR

Level 5: Exceeding grade-level expectations for CCR

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM- Dynamic Learning Map

- The DLM is an alternate assessment system designed to map a student's learning throughout the year. Items and tasks are embedded in day-to-day instruction so that testing happens as part of instruction.
- During the 2024-2025 school year, the DLM alternate assessment for Special Education Students was not administered as no students qualified.
- Students with the most significant cognitive disabilities are the only students eligible to take the NJ DLM alternate assessment.
- As with the NJSLA, students in grades 3 - 8 participate in the ELA and Math DLM assessments, and grades 5 and 8 participate in the science DLM assessment.

How Scores are Reported

Performance Level Categories:

Level 1 - Emerging

Level 2 - Approaching

Level 3 - At Target

Level 4 - Advanced

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM- ACCESS for ELLs

- ACCESS for English Language Learners (ELLs) is a standards-based, criterion-referenced, English language proficiency test designed to measure English learners' social and academic proficiency in English.
Domains include: Listening, Speaking, Reading, Writing, Oral Language, Literacy and Comprehension.
- During the 2024-2025 school year, ACCESS for ELLs was not administered

How Scores are Reported

Level 6- Reaching

Level 5- Bridging

Level 4- Expanding

Level 3- Developing

Level 2- Emerging

Level 1- Entering

25-26 SY Transition from NJSLA to NJSLA-A for ADAPTIVE

In Rumson, use of adaptive assessments is not something new!

- We have been using online adaptive assessments with our students for many years.
 - IXL, Achieve 3000, GM Math, GM Reading are just a few!
 - As you know these tests automatically adapt the difficulty of questions based on the subsequent student response.
 - It is a better pinpoint of student learning

How will NJSLA-A Adapt?

- The **OPERATIONAL** assessment will adapt for students within the current grade level band
 - Based on student responses, questions will become more or less rigorous
- The **FIELD TEST** will **NOT** adapt.
 - Students will receive the same questions.
 - Students will receive questions based on the grade level/content area completed during the 24-25 SY
 - EX: Current grade 4 students will receive assessment questions based on grade 3 standards
 - EX: Current Geometry students will receive assessment in Algebra

This assessment will measure student progress in the GL standards just like NJSLA but the Test Administrator and Student platforms and tools will be different.

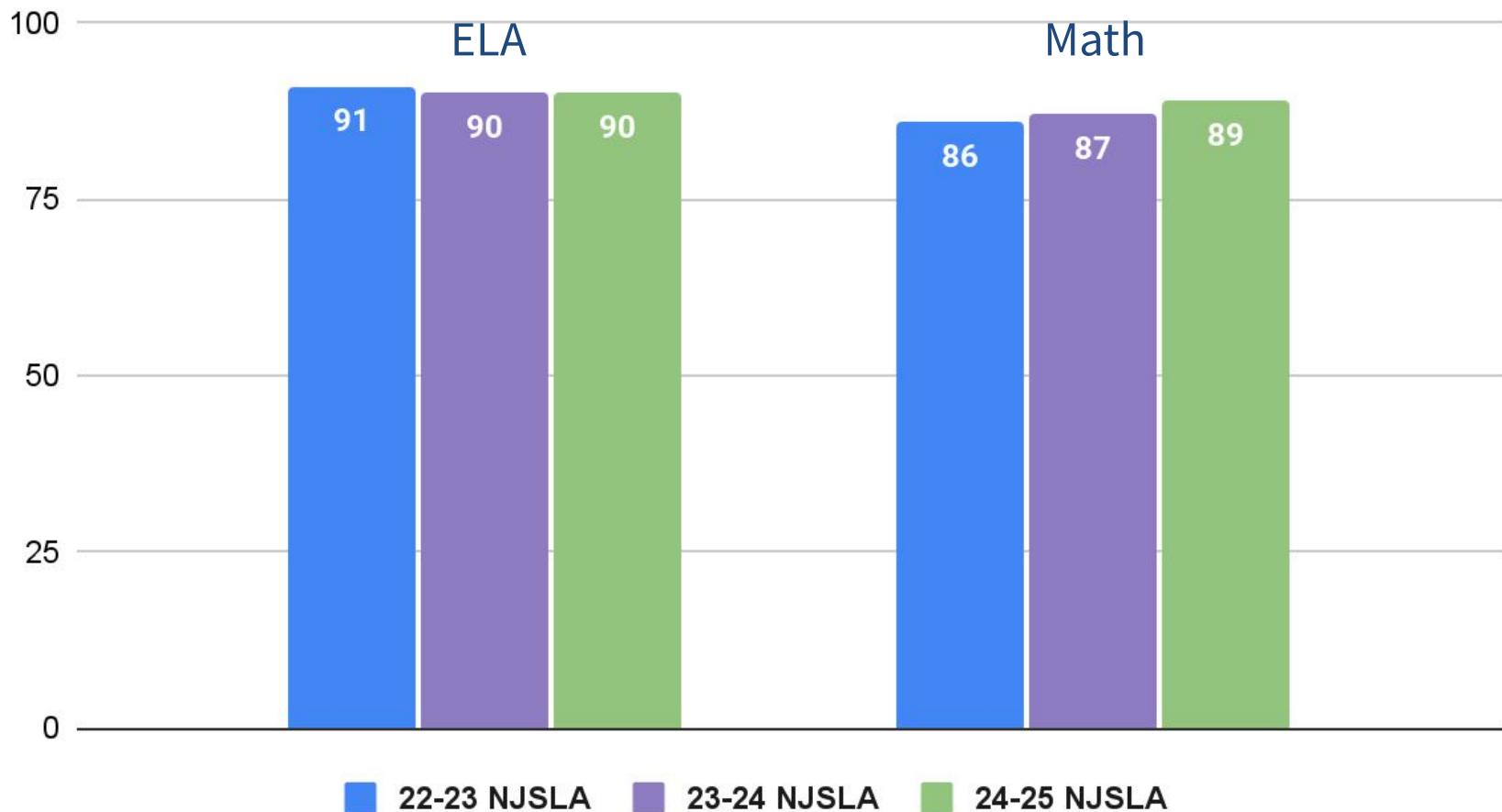
NJSLA

Three-Year Comparison

Percent of Students Meeting or Exceeding Expectations 3 - 8 ELA and Math



Percent of Students Grade 3-8 Meeting/Exceeding Expectations

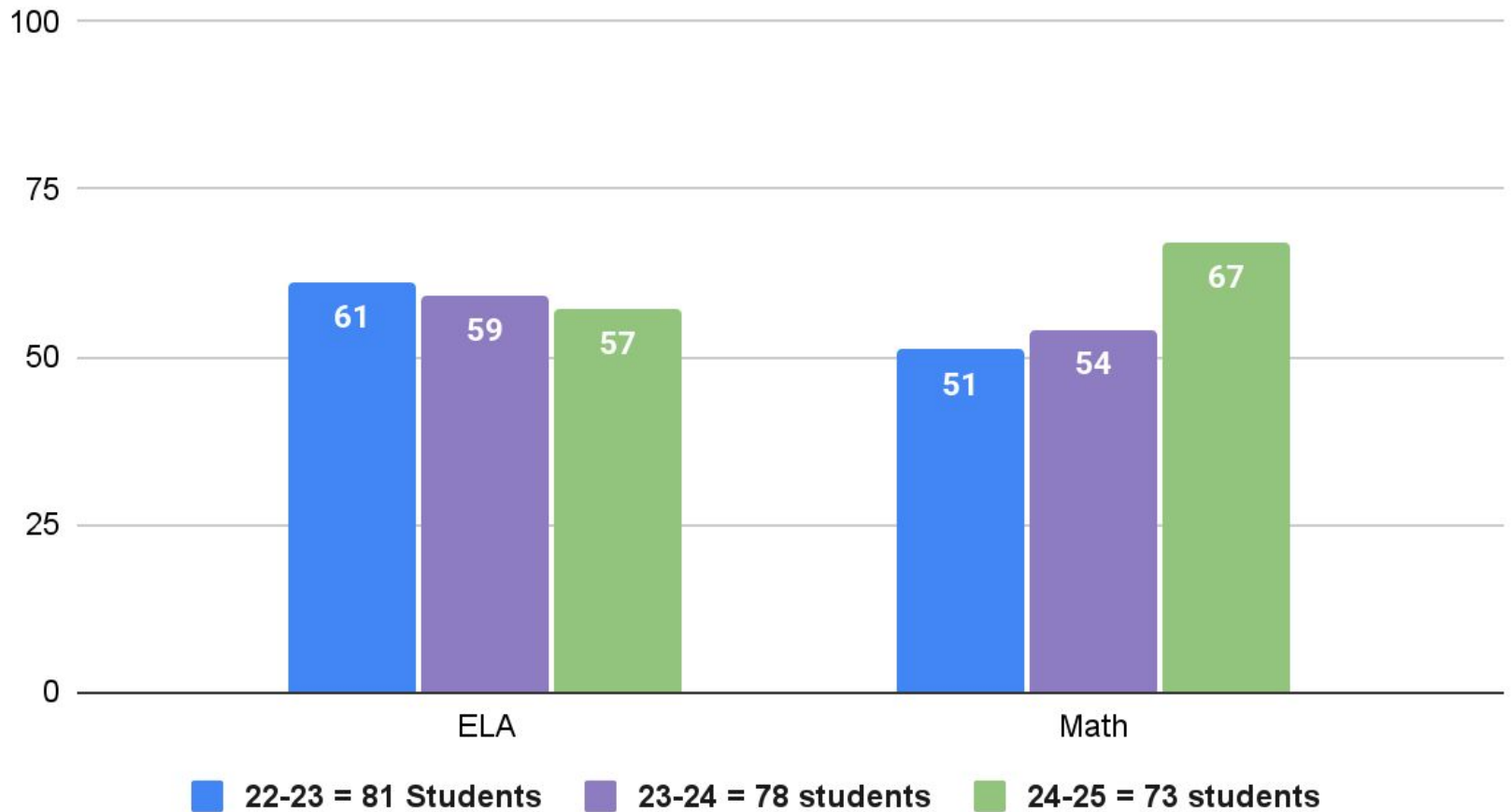


NJSLA

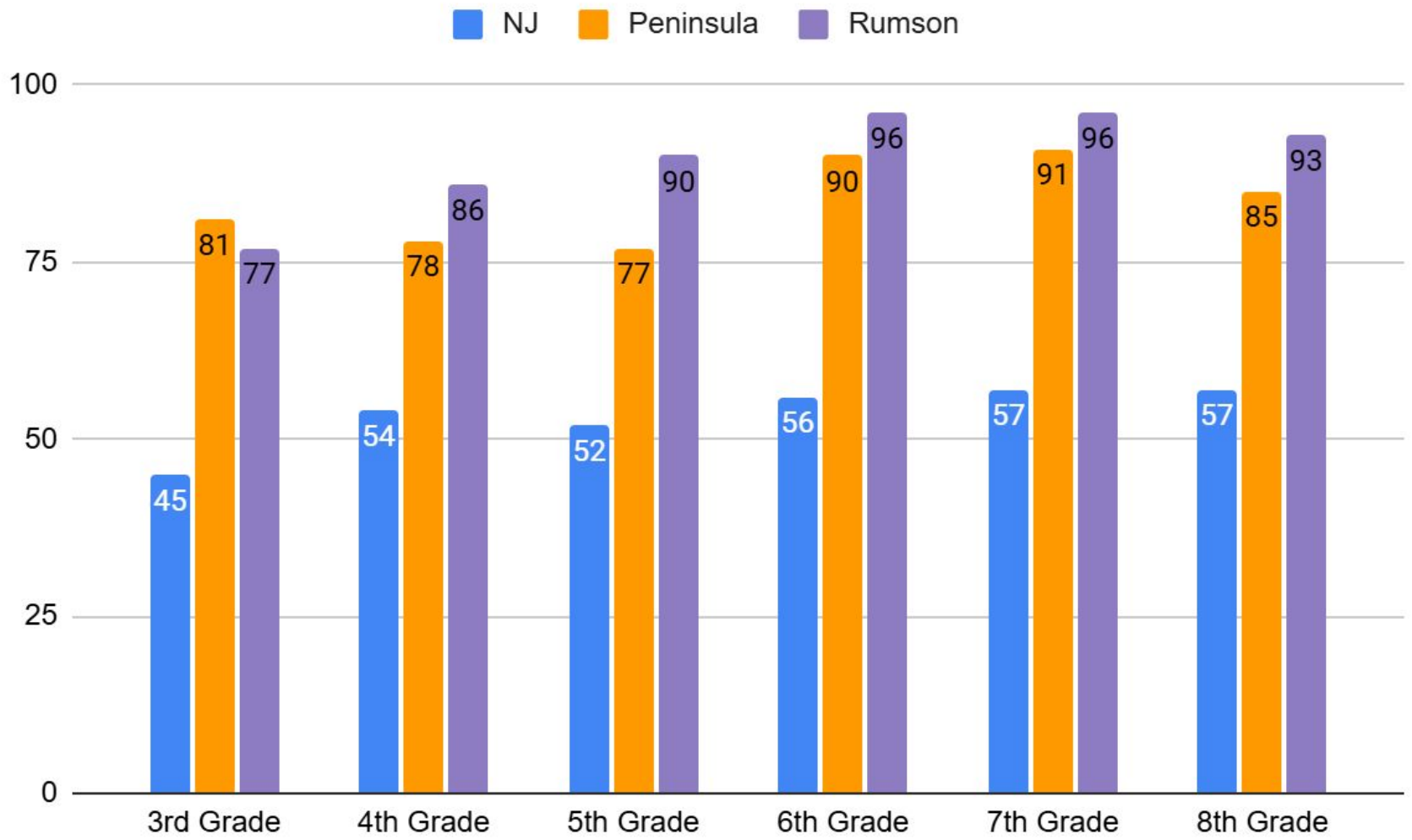
PERCENT OF SPECIAL EDUCATION STUDENTS MEETING OR EXCEEDING EXPECTATIONS 3 THROUGH 8 ELA and MATH



Percent of Special Education Students Grades 3-8 Meeting/Exceeding Expectations



NJSLA PENINSULA COMPARISON PERCENT OF STUDENTS THAT MET OR EXCEEDED EXPECTATIONS ELA GRADES 3 THROUGH 8

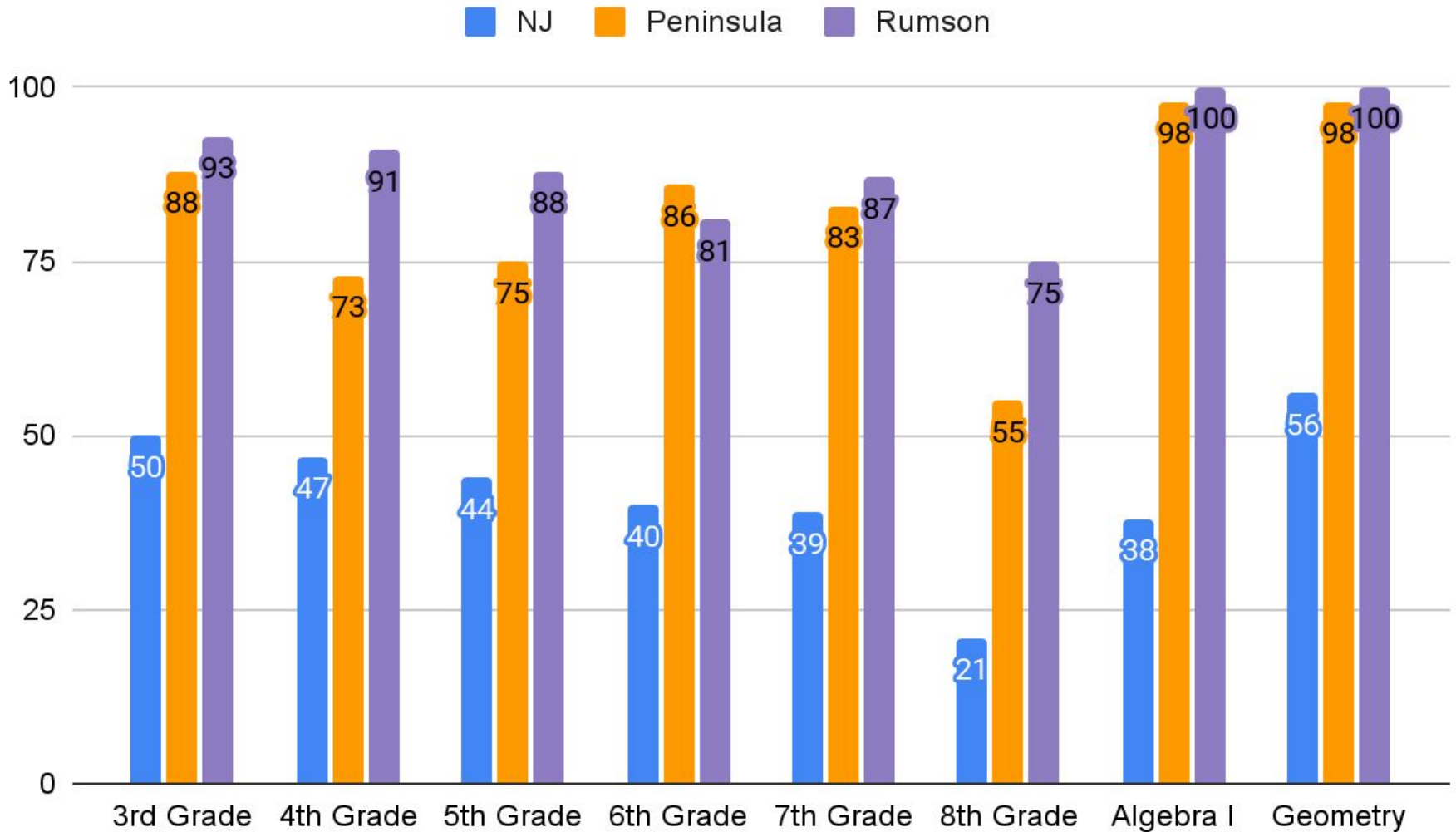




NJSLA

PERCENT OF STUDENTS THAT MET OR EXCEEDED EXPECTATIONS

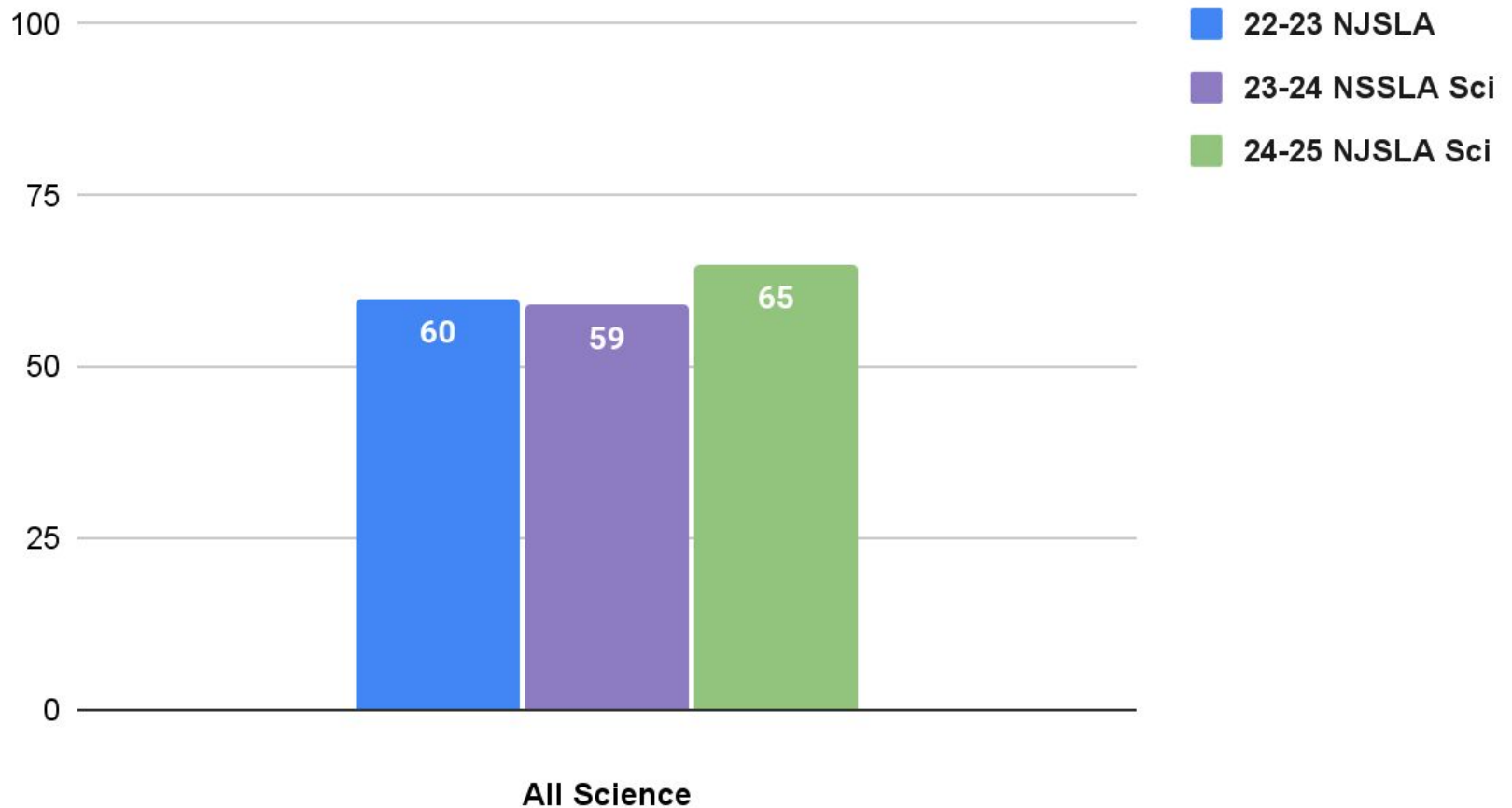
MATHEMATICS GRADES 3 THROUGH 8



NJSLA PERCENT OF STUDENTS MEETING OR EXCEEDING EXPECTATIONS GRADE 5 & 8 SCIENCE



Percent of Students Grades 5 & 8 Meeting/Exceeding Expectations

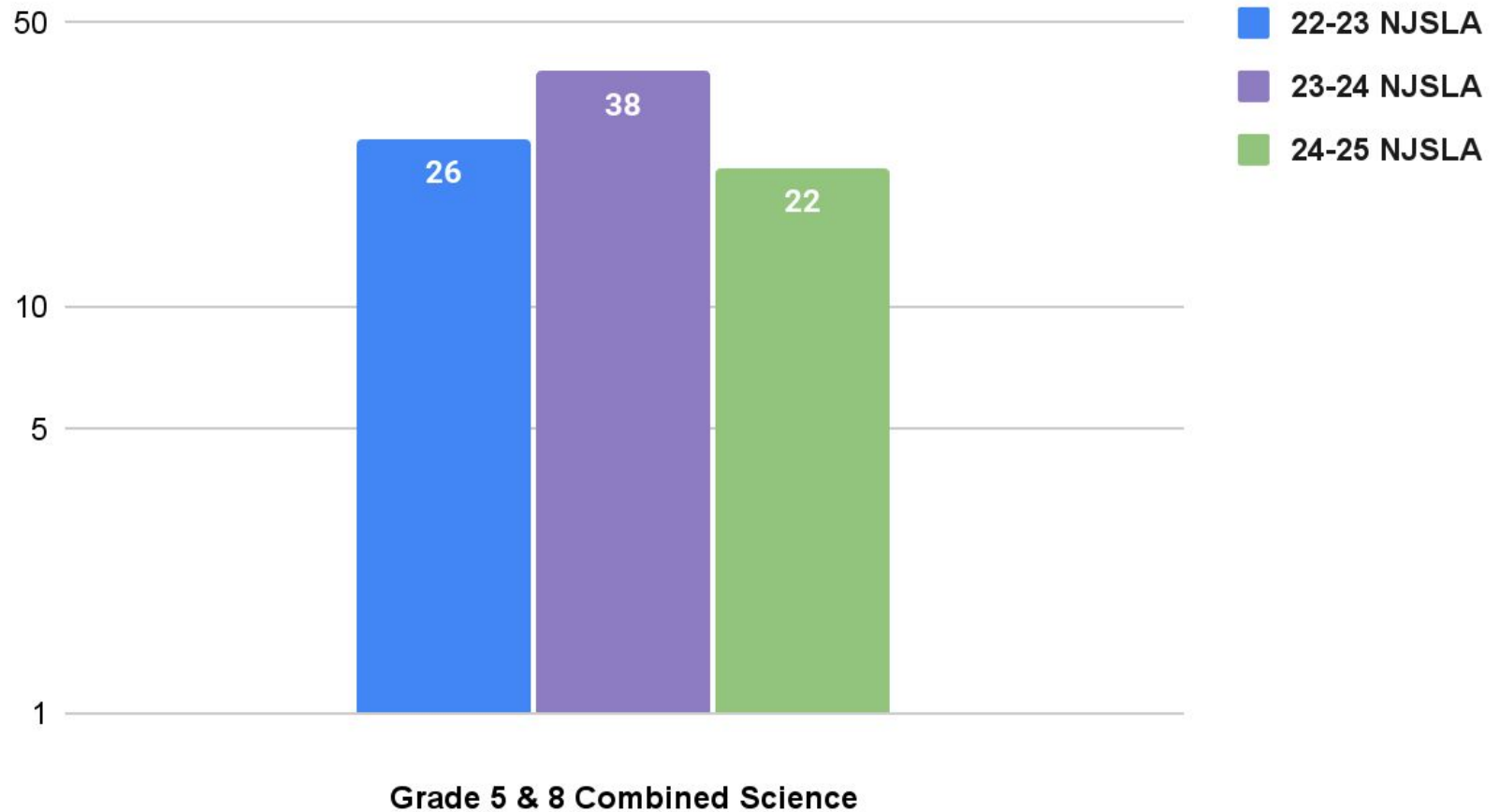


NJSLA

PERCENT OF SPECIAL EDUCATION STUDENTS MEETING OR EXCEEDING EXPECTATIONS GRADE 5 & 8 SCIENCE

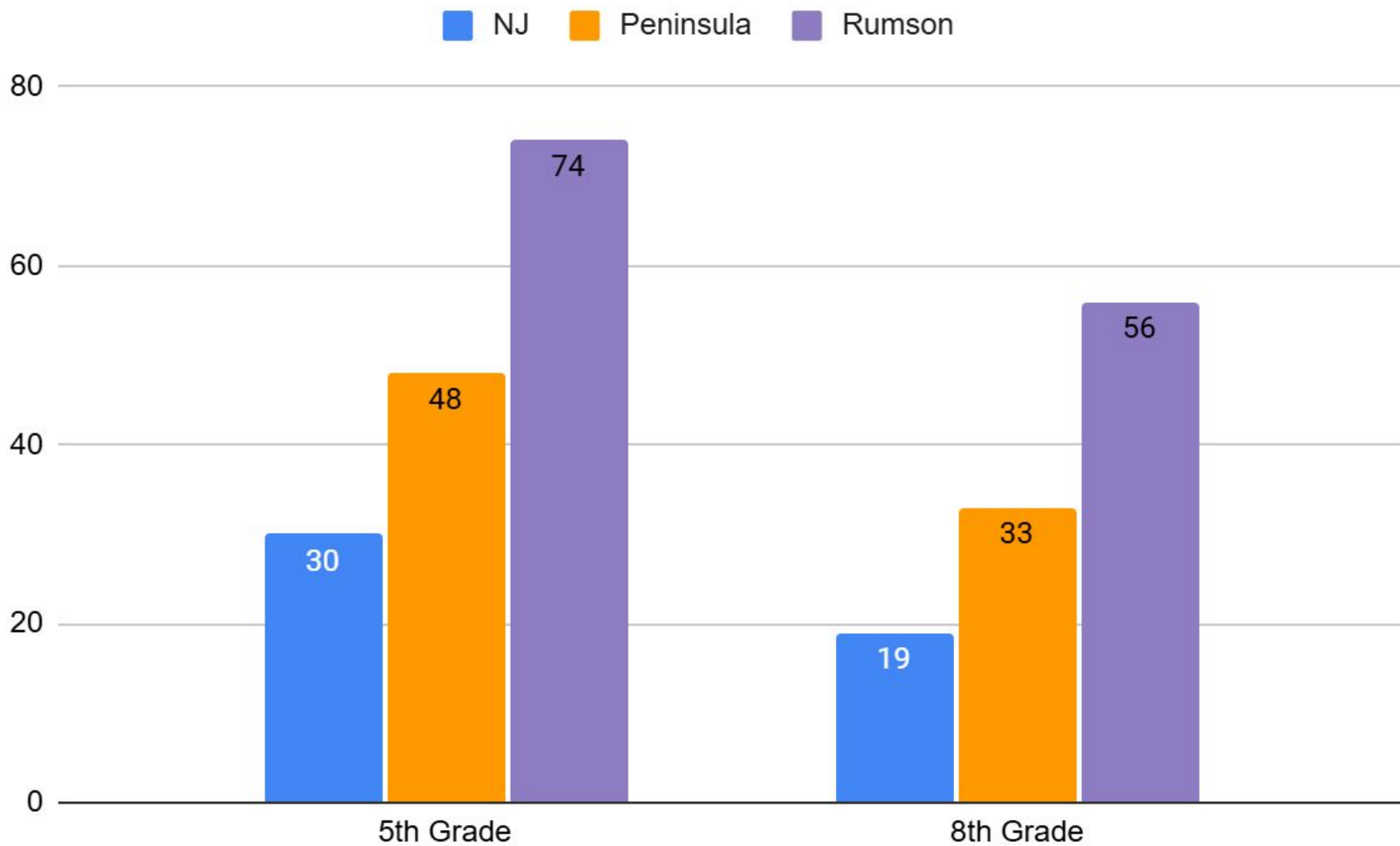


Percent of Special Education Students Grades 5 & 8 Meeting/Exceeding Expectations





NJSLA PERCENT OF STUDENTS THAT MET OR EXCEEDED EXPECTATIONS SCIENCE GRADES 5 AND 8





NJSLA ELA

Percent Meeting or Exceeding

Grade Level	Percent Meeting or Exceeding in ELA 2023	Percent Meeting or Exceeding in ELA 2024	Percent Meeting or Exceeding in ELA 2025
3	83%	87%	77%
4	89%	84%	86%
5	94%	91%	90%
6	91%	83%	96%
7	97%	97%	96%
8	93%	95%	93%



NJSLA ELA COHORT

Percent Meeting or Exceeding

Percent Meeting or Exceeding in ELA 2022	Percent Meeting or Exceeding in ELA 2023	Percent Meeting or Exceeding in ELA 2024	Percent Meeting or Exceeding in ELA 2025
			77% (Gr. 3) Grade 4
		87% (Gr. 3)	86% (Gr. 4) Grade 5
	83% (Gr. 3)	84% (Gr. 4)	90% (Gr. 5) Grade 6
83% (Gr. 3)	89%(Gr. 4)	91% (Gr. 5)	96% (Gr. 6) Grade 7
84% (Gr. 4)	94% (Gr. 5)	83% (Gr. 6)	96% (Gr. 7) Grade 8
92% (Gr 5)	91% (Gr. 6)	97% (Gr. 7)	93% (Gr. 8) Freshman



NJSLA Math*

Percent Meeting or Exceeding

Grade Level	Percent Meeting or Exceeding in Math 2023	Percent Meeting or Exceeding in Math 2024	Percent Meeting or Exceeding in Math 2025
3	88%	91%	93%
4	88%	86%	91%
5	89%	86%	88%
6	92%	84%	81%
7	75%	91%	87%
8	71%	75%	75%

** Algebra, Geometry, Algebra II students not included in the grade level math percentage*



NJSLA MATH* COHORT

Percent Meeting or Exceeding

Percent Meeting or Exceeding 2022	Percent Meeting or Exceeding 2023	Percent Meeting or Exceeding 2024	Percent Meeting or Exceeding 2025
			93% (Gr. 3) Grade 4
		91% (Gr. 3)	91% (Gr. 4) Grade 5
	88% (Gr. 3)	86% (Gr. 4)	88% (Gr. 5) Grade 6
88% (Gr. 3)	88% (Gr. 4)	86% (Gr. 5)	81% (Gr. 6) Grade 7
86% (Gr. 4)	89% (Gr. 5)	84% (Gr. 6)	87% (Gr. 7) Grade 8
89% (Gr. 5)	92% (Gr. 6)	91% (Gr. 7)	75% (Gr. 8) Freshman

* Algebra, Geometry, Algebra II students not included in the grade level math percentage



QUESTIONS TO GUIDE DATA REFLECTION

- **How will we use NJSLA and District data to identify strengths and gaps that exist in curriculum and instruction?**
- **How will we use data to inform the conversations of our educators?**
- **What can we learn about where additional professional resources are needed to meet the learning needs of all students?**

Continue Best Practices

Math

- ❖ Students approaching expectations in math continue to be an area of focus.
- ❖ Tier 1 student intervention at the classroom level
- ❖ Push in and pull out Math intervention teacher DP
- ❖ Utilize the Social Emotional Team to provide supports both academic and emotional for at risk students with Metacognition Strategies
- ❖ Sustain professional development in the use of data and how to make data actionable to support specific student needs
- ❖ Support of new or reassigned teachers

ELA

- ❖ Students approaching expectations in ELA continue to be an area of focus.
- ❖ Tier 1 student intervention at the classroom level

Special Education

- ❖ Math: Orton–Gillingham Multisensory Math
- ❖ Supplemental Writing Intervention K-3 for identified students
- ❖ Provide targeted and personalized instruction with dedicated special education staff for students who are near proficient in English Language Arts (ELA) and Mathematics.
- ❖ Utilize the Social Emotional Team to provide supports both academic and emotional for at risk students with Metacognition Strategies

Conclusions From Our ELA and Math Data



What actions are we taking for 25-26?

- Focus on Grade 2 into Grade 3 articulation in Writing
- Identify curricular areas in grade 2 Writing that are in need of scaffolding and increased rigor
- Support development of writing intervention identification and programming in grades 3-5

Conclusions From Our Science Data



What actions are we taking for 25-26?

- Implementation of rigorous science assessments K-3 using IXL and 4-8 using the online platform, InnerOrbit to track student growth and gaps
- Continued Integration of STEM and Science Curriculum
- Teacher representation on the Elementary and the Middle School NJSLA-S Science Advisory Committee.

RESOURCES FOR PARENTS



Individual Student Reports Were Mailed Home at the End of September and are Available on the Genesis Parent Portal

- Information for parents to guide discussions with teachers and NJSLA
- NJSLA Resources for Parents from [NJDOE](#)
- Understanding the student [score reports](#) (with translations)

How Did xxx Perform Overall?

Performance Level 4

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

