

New Jersey Department of Education



September 2010 - February 2011

Alternate Proficiency Assessment (APA)

REVISED
Score Interpretation Manual

June 2011

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PART 1: INTRODUCTION AND OVERVIEW OF 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 Alternate Proficiency Assessment (APA). It is organized as a resource for teachers and school administrators 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 1: Introduction and Overview of Assessment Program

This section provides a description of the New Jersey assessment program in general, the design of the APA, the components of an APA portfolio, and a summary of scoring and reporting process.

Part 2: Information for School Administrators

This manual is primarily addressed to school administrators who are charged with understanding, using, and explaining the series of reports generated to communicate test results.

- A. *Determining the Proficiency Levels* – describes the purpose of standard-setting for determining the proficiency levels.
- B. *Other Portfolio Assessment Information* – addresses the differences between the APA and the general assessment, and accountability.
- C. *Guide to Teachers* – assists teachers in reviewing the APA results.
- D. *Using Assessment Information* – provides information about assisting students who score below the minimum level of proficiency on one or more subjects of the assessment, and suggestions for evaluating school instructional programs for potential curricular improvement.
- E. *Communicating Assessment Information* – provides guidelines for communicating assessment results and publicly releasing assessment information.

Part 3: Sample Reports

This section provides a definition of terms that describes the meaning of the data, and examples of each report using fictional data.

B. Test Security and Confidentiality

Although the APA does not contain secure test items like other state assessments, APA portfolios are confidential pupil records and must be maintained as such. Portfolio contents should only be shared with parents and others in accordance with pupil records regulations.

C. Reporting Process

The APA program provides a variety of reports to help school personnel identify the needs of each student assessed 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 student strengths and weaknesses and assist in instructional planning for students. In addition, this data will help both school and district personnel to identify and address curricular strengths and needs. Information regarding student progress can assist Individualized Education Program (IEP) teams in selecting appropriate goals and objectives and evaluation criteria for individual students.

Districts are required to report test results to their boards of education and to the public within 30 days of receiving test reports. However, any report or report category which contains data for less than eleven students may not be publicly reported due to the need to protect student confidentiality.

Record Change. 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 demographic information submitted by the record change deadline are reflected in the final score reports.

Prior to reporting, districts receive a record change roster of the students who took the APA in their districts, or at an out-of-district placement. Figure 1 shows a sample of a record change roster. This roster contains student demographic information that was provided by the district as part of a pre-ID file or on the demographic scan sheet for each student. Districts must review each student record and make any necessary corrections or additions to the data. The attending (receiving) school or home school is responsible for submitting updates to the demographic information.

When there is a sending and receiving relationship, both attending (receiving) and sending schools must communicate with each other and review the information for accuracy. The sending school must also review the record change roster as errors (e.g. CDS code of sending school) will impact the sending school AYP report. The sending school must provide the student's attending (receiving) school with corrections and revisions several days prior to the record change deadline. Sending schools should request that the attending school provide them an updated student demographic roster as documentation that the requested changes were submitted. The updated student demographic roster can be printed from Pearson's SchoolHouse Record Change website.

It is a district's responsibility, specifically the test coordinator, to submit accurate student demographic information. A district has three opportunities to ensure data accuracy: pre-ID file submission, student demographic scan sheet, and record change period. The data cannot be changed after the record change period ends.



New Jersey Statewide Assessment System
Alternate Proficiency Assessment
 2010-2011
Student Information Record Change Roster
Grade 6

School Student Attends
 CDS: 22-444-333
 County: Any County
 District: A District
 School: School 8
 Page: 1

**** Please PRINT Clearly ****

Signature:
Phone Number:

LOGIC RECORD TEST ID	STUDENT'S NAME			DATE OF BIRTH (MM/DD/YY)	GRADE	Local Student ID	SID (NJSMART)	SENDING SCHOOL CODE (CDS)		SCHOOL STUDENT ATTENDS (CDS)		ETHNIC CODES		DIST OF RES ^a	GAP	BIOLOGICAL	T-1	ECONOMICS	HOMES	LEP	EXEMPT	S	
	LAST	FIRST	MI					COUNTY	DISTRICT	SCHOOL	W	B	A										P
760500007	ALAST	STUDENT1		05/13/98	06	M	765432	22	8888	332													06
760500004	BLAST	STUDENT2		05/15/99	06	M	456789																06
760500006	CLAST	STUDENT3		08/18/98	06	M	98765																04
760500005	DLAST	STUDENT4		08/17/99	06	M	12345	22	8888	332													02

Attending School: Please review this data carefully.
 Contact the Student's Sending School to confirm data if needed.
 All changes must be completed prior to April 8, 2011.

^a District and School of Residence
^b Scan sheet was published to indicate student was taking one of the General Assessments (NJ ASK or HSPA)

Note: All names and data are fictional and are for illustrative purposes only.

Figure 1: Sample Record Change Roster

Reporting. The assessment results are reported in late June. New Jersey districts, receiving and sending, will receive printed reports.

The school the student attends is responsible for sending a copy of the Individual Student Report (ISR) to the parent/guardian. The sending school, if applicable, receives one copy of the ISR. The district of residence also receives a copy of the ISR for review by the director of special education and the case manager.

New Jersey students attending an out-of-state facility participate in the NJ APA at the attending site. If a student attends an out-of-state facility, the New Jersey sending school should provide a copy of the ISR to the student's parents and to the out-of-state attending facility. APA reports are distributed to the sending school. The sending school is responsible for communicating with the receiving school.

Portfolio returns. Scored student portfolios are returned to districts in September. Districts may share with and explain to parents the scored portfolios.

District student data CD. Districts and receiving schools with ten or more students may request the student level data file of their students. The data file will be available on CD-ROM in fixed-width ASCII (.txt) format. To request the data file, call Pearson, the APA contractor, at 888-705-9416.

State summary. A state summary data file will be completed based on the reporting data and posted on the NJDOE website before the end of the year (www.state.nj.us/education/schools/achievement/). The data file, available in text and Excel formats, contains the same type of test results as in the Performance by Demographics report. Due to the small size of the APA population, the APA state summary reports at the state level only.

Table 1 lists reports distributed to districts during reporting.

Table 1: APA Reports

District Reports for Students Educated In and Out of the District

(* Receiving Districts, including Private Schools, will receive only the All Subjects Roster)

* All Subjects Roster (1)

Summary of Performance - District (1)

Summary of Performance - School (1)

Performance by Demographic Groups - District (1)

Performance by Demographic Groups - School (1)

School Reports for Students who Attend a Receiving School (if applicable)

Receiving School the Student Attends will receive:

Individual Student Reports (2)

All Subjects Roster (1)

Student Roster: Language Arts Literacy (1)

Student Roster: Mathematics (1)

Student Roster: Science (1) Not applicable to grades 3, 5, 6 and 7

Sending School will receive:

Student Stickers (1)

Individual Student Reports (1)

All Subjects Roster (1)

Student Roster: Language Arts Literacy (1)

Student Roster: Mathematics (1)

Student Roster: Science (1) Not applicable to grades 3, 5, 6 and 7

Summary of Performance - School (1)

Performance by Demographic Groups - School (1)

School Reports for Students who Attend a School in their District of Residence

School Student Attends will receive:

Student Stickers (1)

Individual Student Reports (2)

All Subjects Roster (1)

Student Roster: Language Arts Literacy (1)

Student Roster: Mathematics (1)

Student Roster: Science (1) Not applicable to grades 3, 5, 6 and 7

Summary of Performance - School (1)

Performance by Demographic Groups - School (1)

D. Overview of Statewide Assessment Program

In May, 1996, the New Jersey State Board of Education adopted Core Curriculum Content Standards (CCCS) to describe what all students should know and be able to do at the end of fourth grade, eighth grade, and upon completion of a New Jersey public school education. The CCCS in Language Arts Literacy, Mathematics, and Science were revised in July 2004. The Core Curriculum Content Standards delineate New Jersey's expectations for student learning. All New Jersey school districts are required to organize instruction and design curricula so that all students, including students with disabilities, are working toward achieving the content standards. All New Jersey state assessments are now designed to measure achievement of the standards.

The Elementary School Proficiency Assessment (ESPA) was designed, from its inception in 1997, to measure achievement of the CCCS for fourth graders. In May 2003, the New Jersey Assessment of Skills and Knowledge (NJ ASK), for grades three and four, replaced the ESPA. The NJ ASK 3, the third grade assessment, became operational in March 2004. The NJ ASK was expanded in the spring of 2007 to include those students in grades 5, 6, and 7. In the spring of 2008 the NJASK was expanded again, now to include all grades between grade 3 and grade 8. The NJ ASK assessment is aligned with the content standards and should be used for placement and program planning so students can receive the appropriate instruction to enable them to pass the state's graduation test. The High School Proficiency Assessment (HSPA) is aligned with the content standards and has replaced the HSPT11 as the state's graduation test. In March 2002, the HSPA was administered for the first time to eleventh grade students. According to the *Individuals with Disabilities Education Act* and the *No Child Left Behind Act*, all students with disabilities must participate in state assessments. States must develop alternate assessments for those students who cannot participate in the general state assessments. Most students with disabilities in New Jersey participate in the general assessments: the NJ ASK and HSPA. For those students with the most significant cognitive disabilities, who are unable to participate in the general statewide assessments, the Alternate Proficiency Assessment (APA) was designed.

The APA is a portfolio assessment which measures progress toward achieving New Jersey's CCCS. It was first administered during the 2001-2002 school year in two content areas: Language Arts Literacy and Mathematics at grades 4, 8, and 11.

During the 2004-2005 school year the APA was administered at grades 4, 8, and 11 in Language Arts Literacy, Mathematics, and Science; and Language Arts Literacy and Mathematics in grade 3.

Starting with the 2006-2007 administration of the APA, Language Arts Literacy, Mathematics, and Science are administered in grades 4, 8, and 11; and Language Arts Literacy and Mathematics are assessed in grades 3, 5, 6, and 7. With the implementation of the High School End of Course Biology Exam, Science was also assessed at grades 9 and 10, if the student was enrolled in a Biology class.

The Alternate Proficiency Assessment was redesigned and implemented in 2008-2009 to meet the requirements of the US Department of Education. The APA underwent significant changes between the 2007-2008 and the 2008-2009 school years, including changes to the test specifications, assessable content, and scoring dimensions. As a result, new performance level descriptors and a new standard setting were required; longitudinal analyses and comparisons across or including the 2008-2009 assessment year are not recommended, nor are they likely to be interpretable.

2007-2008 was an interim year of the design change. Based on the USED peer review, the skills assessed were required to be academic in nature and linked to a grade-level cumulative progress indicator

(CPI). An interim standard setting was conducted in April 2008. The interim standard setting was to ease the further transition of additional changes for the re-designed APA.

In February 2009, the standard setting process for the revised APA began with the development of specific performance level descriptors (PLD) for each grade and content area for the APA administered in 2008-2009. The standard setting was conducted in June 2009. The New Jersey State Board of Education approved the cut scores (i.e., proficiency levels) in July 2009.

Starting with the 2009 administration, the APA assesses Language Arts Literacy and Mathematics in grades 3, 4, 5, 6, 7, 8, and 11, and Science in grades 4 and 8, and in grades 9, 10, 11, or 12, depending on the grade in which a student receives instruction in high school Biology.

E. The Design of the APA

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 the general assessments: New Jersey Assessment of Skills and Knowledge in grades 3–8 (NJ ASK), the High School Proficiency Assessment (HSPA), and the End of Course Biology Test (EOC). The APA is not designed as a measure for graduation.

Federal peer review guidance indicates that a state's academic achievement standards must be aligned with the State's academic content standards and capture the full range and depth of knowledge and skills defined in the State's academic content standards (USED, 2007). For the APA this was achieved by the development of grade-level specific achievement level descriptors and achievement levels that cover the full range of knowledge and skills articulated in the CPI Links.

In order to meet the requirements of the United States Department of Education, the APA was revised to include changes to content that may be assessed and the dimensions on which that content is scored. These revisions in test design were implemented in the 2008-2009 school year.

Alignment

In 2007, as part of the test redesign, the NJ DOE worked with ILSSA and NJ educators to identify appropriate standards and associated CPIs for the APA population. The standards and CPIs identified differed across grades to ensure the broadest coverage of the NJ CCCS.

The CPI Links are skill statements that directly link to the critical essence of CPIs from the New Jersey Core Curriculum Content Standards. Providing these skill statements removes the need for educators to determine an appropriate instructional link to the CPIs, as the CPI Links have already been vetted using criteria developed in NJ based on the peer-reviewed work of special education researchers and the National Alternate Assessment Center (NAAC).

Each link is presented at three different levels of complexity to provide examples of how the essence of grade level content can be taught to students with the most significant cognitive disabilities who have varied levels of communication and skills. The three levels of connection to each CPI are: Matched Link, Near Link, and Far Link.

All CPI Links are aligned with grade level CPIs, however they differ in the level of complexity and difficulty that the student is expected to perform. Matched Links have more complexity and difficulty

than the Far Links.

The criteria used as guiding principle for test development and alignment process can be found in the 2008 NJ APA test administrator procedure manual.

The different levels of the CPI Links do not correspond to a particular communication system, learning style, or disability category of a student. Students may be using a Matched Link in one entry and a Far Link in another entry.

Matched Link: Contains skill statements that are approximately the *same complexity* level of the CPI expectation, but the *level of difficulty is lessened*

- For instance, if the CPI complexity level is “understanding”, then a Matched Link usually requires the student demonstrate understanding. However, if the CPI expectation is that the student understands similes, metaphors, personification, and alliteration, the Matched Link might only require a few of those concepts, thus modifying the difficulty level.
- The difficulty may also be lessened by providing an adapted text, fewer problems or other supports.

Near Link: May be the *same or lower complexity* as the CPI expectation, but the *difficulty level has been lessened even more*

- Near Links were developed in two different ways:
 - If the complexity level for the CPI is at the “understanding” level, then the Near Link may be “understanding”, but the difficulty level has been modified to include fewer concepts and additional supports.
- OR
 - A Near Link may have been developed by modifying the complexity level so that instead of “understanding”, the student is required to demonstrate “remembering”.

Far Link: Contains skill statements that are a *lower complexity* level and *difficulty is lessened even more*.

- For instance, if the CPI expectation is at the “understanding” level, the student is only expected to perform at the “remembering” level.
- Also, the difficulty level has been lessened so that the student is only identifying part of the concept/skill required in the CPI and has additional supports.

Test Design

The basic design of the APA remains the same across grades and content areas; it is the specific academic content being measured which differs. In each APA subject area four strands from the NJ CCCS are measured. For each strand, a CPI from the CCCS and a CPI link must be identified. To assess student mastery of the CPI link the teacher uses data collected from classroom learning and assessment activities. The student's ability to complete the tasks in the activities is measured once early in the assessment window providing the first piece of evidence (baseline). The student is then measured late in the assessment window on the same targeted skill to see the extent to which their performance has improved, providing the second piece of evidence.

The entries of the APA portfolio are scored based on three dimensions: complexity, performance, and independence.

Complexity: Evaluates how closely the CPI Link assesses the CCCS CPI. The CPI Links vary by complexity and difficulty in relation (Matched, Near, Far) to the CPI.

Performance: Evaluates the student's accuracy performing the skills represented in the CPI links. This dimension measures the extent to which students show progress toward achieving the CPI Link. The student's performance is documented by evidence of student working on the CPI Link within the specified two data collection periods in a school year (an initial piece of evidence and a final piece of evidence).

Independence: Evaluates the extent to which the student completed test items independently.

Each CPI Link maintains fidelity with the grade level CPI (content centrality) but the complexity and difficulty varies from Matched to Far Link (performance centrality). **Complexity** is the expectation level at which the student should perform the skill (remembering, understanding, applying, analyzing, evaluating and creating). **Difficulty** involves the number of concepts, skills, or ideas on which the student will be working or the type of adaptations and supports in place. Difficulty can be changed by reducing the number of nouns addressed within the CPI, limiting the amount a student has to do, or by using adaptations such as adapted text of limited number of items. **Performance** measures how well the student has demonstrated the skill specified in the CPI Link within the collection periods.

Proficiency level is assigned based on the student's total earned score; combining the scores of the three dimensions. The cut scores determine how the total score for each subject area is classified.

Test Specification

Test specifications provide specific guidance on how to link to grade level CPIs, and address the federal requirement of alignment to the skills tested in the general assessments. Specifying the strands and CPIs allows for more specific examples of grade-level linked skills, narrows the focus of assessment to select CPIs, and increases standardization of the assessment for students with significant cognitive disabilities.

Instruction and assessment must directly link to a grade-level CPI and address its critical essence. Students may not be assessed in functional, behavioral, or access (social, motor, etc.) skills. Functional activities and materials might be used to promote understanding during instruction, but the evidence and activities demonstrating student achievement for assessment must be academically focused and represent the entire grade-level CPI Link.

Each subject area requires four entries, each one reflecting the assessment of one CPI Link. The instructional activity used at the beginning and at the end of the CPI Link instruction is submitted as the assessment evidence. Therefore, each entry requires two pieces of evidence. For CPI Links, an activity must include at least five test items.

Each APA portfolio in each grade requires four entries per content area of Language Arts Literacy and Mathematics. Science is assessed at grades 4, 8 and high school; the portfolio must also include four entries in Science.

Tables 2-5 illustrate the required components for each APA portfolio, including the standards, strands, and CPIs that must be assessed by APA.

Table 2**APA Portfolio Components****Table of Contents for 4th Grade**

LAL Entry #1	LAL Entry #2	LAL Entry #3	LAL Entry #4
Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet
Standard 3.1 1 st specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 3.1 2nd specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 3.2 1 st specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 3.2 2nd specified Strand CPI selected CPI Link selected 2 pieces of evidence
MATH Entry #1	MATH Entry #2	MATH Entry #3	MATH Entry #4
Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet
Standard 4.1 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 4.2 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 4.3 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 4.4 Specified Strand CPI selected CPI Link selected 2 pieces of evidence
SCI Entry #1	SCI Entry #2	SCI Entry #3	SCI Entry #4
Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet
Standard 5.5 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 5.6 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 5.8 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 5.9 Specified Strand CPI selected CPI Link selected 2 pieces of evidence

Table 3**APA Portfolio Components****Table of Contents for 8th Grade**

LAL Entry #1	LAL Entry #2	LAL Entry #3	LAL Entry #4
Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet
Standard 3.1 1 st specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 3.1 2nd specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 3.2 1 st specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 3.2 2nd specified Strand CPI selected CPI Link selected 2 pieces of evidence
MATH Entry #1	MATH Entry #2	MATH Entry #3	MATH Entry #4
Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet
Standard 4.1 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 4.2 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 4.3 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 4.4 Specified Strand CPI selected CPI Link selected 2 pieces of evidence
SCI Entry #1	SCI Entry #2	SCI Entry #3	SCI Entry #4
Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet
Standard 5.5 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 5.6 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 5.7 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 5.9 Specified Strand CPI selected CPI Link selected 2 pieces of evidence

Table 4**APA Portfolio Components****Table of Contents for High School**

LAL Entry #1	LAL Entry #2	LAL Entry #3	LAL Entry #4
Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet
Standard 3.1 1 st specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 3.1 2 nd specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 3.2 1 st specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 3.2 2 nd specified Strand CPI selected CPI Link selected 2 pieces of evidence
MATH Entry #1	MATH Entry #2	MATH Entry #3	MATH Entry #4
Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet
Standard 4.1 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 4.2 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 4.3 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 4.4 Specified Strand CPI selected CPI Link selected 2 pieces of evidence
SCI Entry #1	SCI Entry #2	SCI Entry #3	SCI Entry #4
Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet
Standard 5.5 1 st specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 5.5 2 nd specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 5.10 1 st specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 5.10 2 nd specified Strand CPI selected CPI Link selected 2 pieces of evidence

Table 5

APA Portfolio Components

Table of Contents for 3rd, 5th, 6th, or 7th Grades

LAL Entry #1	LAL Entry #2	LAL Entry #3	LAL Entry #4
Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet
Standard 3.1 1 st specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 3.1 2nd specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 3.2 1 st specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 3.2 2nd specified Strand CPI selected CPI Link selected 2 pieces of evidence
MATH Entry #1	MATH Entry #2	MATH Entry #3	MATH Entry #4
Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet	Entry Cover Sheet
Standard 4.1 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 4.2 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 4.3 Specified Strand CPI selected CPI Link selected 2 pieces of evidence	Standard 4.4 Specified Strand CPI selected CPI Link selected 2 pieces of evidence

Language Arts Literacy Standards

- 3.1 Reading
- 3.2 Writing

Mathematics Standards

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

Science Standards

- 5.5 Life Science
 - A. Matter, Energy, and Organization in Living Systems (APA- High School only)
 - B. Diversity and Biological Evolution (APA- High School only)
- 5.6 Physical Science – Chemistry
- 5.7 Physical Science – Physics
- 5.8 Earth Science
- 5.9 Astronomy and Space Science
- 5.10 Environmental Studies
 - A. Natural Systems and Interactions (APA- High School only)
 - B. Human Interactions and Impact (APA- High School only)

Portfolio Components

A portfolio is a collection of paper-based student work samples, student demographic data, and instructional information that relates to a student's progress on the New Jersey Core Curriculum Content Standards (CCCS), strands, grade-level cumulative progress indicators (CPIs), and skill statements called CPI links.

A completed portfolio should contain some or all of the following items:

- Table of Contents
- Entry Cover Sheet for each standard, strand, CPI and CPI Link assessed
- Standards-based entries:
 - Language Arts Literacy: Four entries
 - Two different strands each from standards 3.1 and 3.2
 - Mathematics: Four entries
 - One strand each from standards 4.1, 4.2, 4.3, and 4.4
 - Science: Four entries
 - Grade 4: One strand each from standards 5.5, 5.6, 5.8, and 5.9
 - Grade 8: One strand each from standards 5.5, 5.6, 5.7, and 5.9
 - High School (Grade 9, 10, or 11): Two different strands (A and B) each from standards 5.5 and 5.10

Portfolios for students in grades 3, 5, 6, and 7 do not include Science. High school portfolios will contain language arts and mathematics entries at grade 11. The science entries may be submitted when the student is in grade nine, ten, eleven, or twelve (students in high school must be assessed in science the year they receive instruction in biology).

Table of Contents. A table of contents helps the teacher organize the portfolio. A table of contents can be adapted to meet the individual needs of each student.

Entry Cover Sheets. An entry cover sheet must be submitted with each entry. The standard addressed in the entry is listed on the cover sheet.

Entries. A collection of evidence that documents a student's knowledge and application of key concepts and skills pertaining to a particular content area; the entry must document student performance of a CPI Link, which relates to a specific content Standard, Strand, and a selected grade-level CPI (CPI identified for assessment in the APA). An entry contains two pieces of evidence, one collected during each of the two specified collection periods.

Cumulative Progress Indicators (CPIs). Concepts and skills to be taught within the content standards, specified by grade level.

CPI Link. Skill statements that directly link to the critical essence of specific grade level CPIs.

Evidence. Representation of a student’s performance of a CPI Link. Evidence documents educational instruction and student performance of skills. The evidence presented may include samples of teacher graded student work, captioned photographs, and snapshot of completed student work that documents student performance of the skills contained within the CPI Link. Student work obtained from the instructional activities used at the beginning and at the end of the CPI Link instruction is submitted as the assessment evidence.

Collection Period. The time frame within which evidence must be collected and the portfolio completed. There are two collection periods for the school year. One piece of evidence must be from the first collection period to establish the baseline: the initial prompt or Independence level on the CPI Link and the initial student performance accuracy; a CPI Link is only eligible for assessment if the initial student performance is less than 40% accurate. The last piece of evidence must come from the second collection period to document the student’s final level of accuracy and independence on the same CPI Link.

Below is this year’s collection schedule:

- First Collection Period September 1, 2010, to November 12, 2010
- Second Collection Period December 13, 2010, to February 18, 2011

Scoring

To score the portfolios, trained expert scorers used a scoring rubric designed to measure student performance on the skill, the level of independence when performing the skill, and the relationship of the skill to the grade level cumulative progress indicator.

The scoring formula was determined by reflecting on the purpose of the APA, which is to:

- assess the district and school grade-level instructional program provided to the student,
- assess a student’s attainment of knowledge and skills of the CCCS, and
- encourage high but appropriate instructional standards for all students, while providing necessary supports to access the curriculum and foster the highest level of independence possible for the student.

The entries of the APA portfolio are scored based on a rubric that contains three dimensions: Complexity, Performance, and Independence. Scores are reported by content area. Each content area assessed receives a proficiency level. The APA proficiency levels are based on the total score.

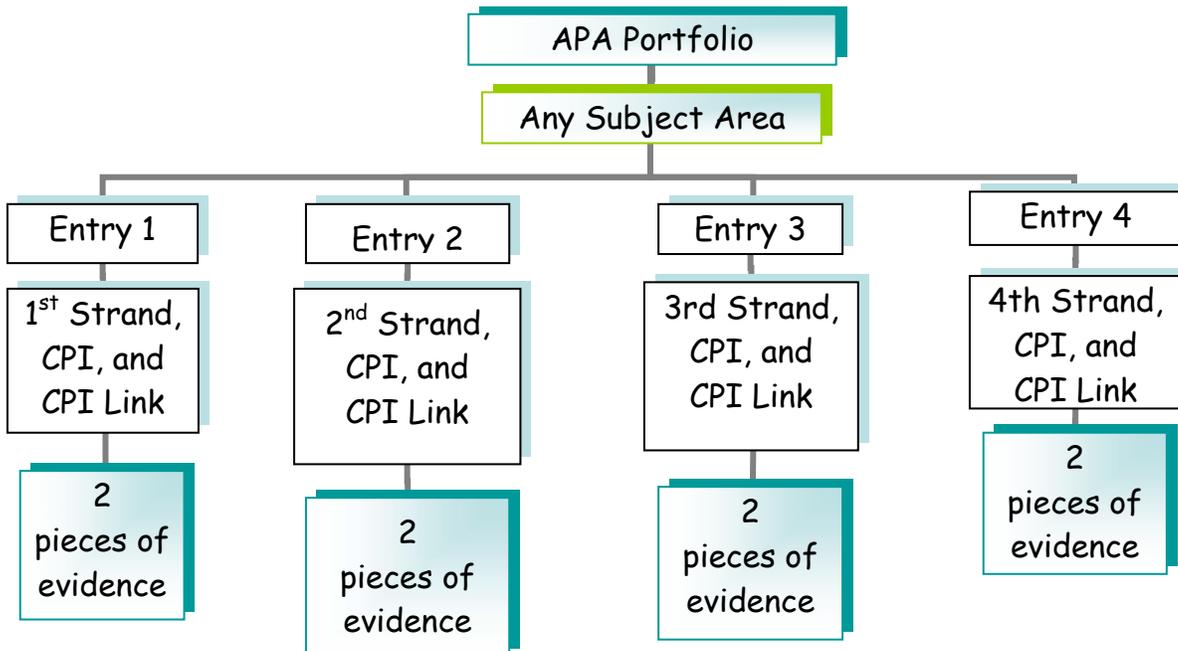
Entries that are inappropriate, missing, or when the student took the general assessment in a content area, are reported as unscorable.

Each entry is reviewed independently by at least two readers for each of the three dimensions. An entry score is derived by two equivalent scores, one from each reader. If the scores given by the two readers do not agree, then a third reader scores the dimension(s) until there are two equal scores. The two equal scores are added or averaged, depending on the dimension. As a result of this scoring, there are no half-point scores.

Each scorable entry receives a score of 0-4 for each of the three dimensions. For the dimensions of complexity and independence, the two ratings are averaged with a score range of 0-4 per entry and zero to 16 per dimension across all 4 entries. For the dimension of performance, the two ratings are summed with a score range of 0-8 per entry and zero to 32 for the dimension across 4 entries. The total score for each content area is calculated by adding the scores of all three dimensions for each of the four entries and ranges from zero to 64.

Figure 2 illustrates the blueprint of the test design with scoring references. Table 6 summarizes the dimension scoring. The scoring rubric which describes the ratings for each dimension can be found in Appendix A.

Figure 2. APA Scoring Reference Sheet



- Each entry is scored on 3 dimensions: **Performance**, **Complexity** and **Independence** by a minimum of two scorers
- **Performance** is worth twice as many points as Complexity or Independence
- **Performance** is the largest contributor to total score
- Total Score = Entry 1 + Entry 2 + Entry 3 + Entry 4
- An Entry = $(\text{Performance}_{\text{scorer1}} + \text{Performance}_{\text{scorer2}}) + \text{Complexity}_{\text{average}} + \text{Independence}_{\text{average}}$

Table 6. Dimension Scoring (2011)

Dimension	Score Range per Reader	Calculation of Two Reader Scores	Score Range per entry	Entries Required per Subject	Maximum Possible Points By Subject (Across Entries)
Complexity	0 – 4	average	0 - 4	4	16
Performance	0 – 4	add	0 - 8	4	32
Independence	0 – 4	average	0 - 4	4	16
Maximum Possible Score per Subject					64

F. Changes for 2010-2011

1. CPI Links revised for improvement

- Some CPI Links were revised.
- Some CPI Links were rewritten in order to make them clearer.
- Some CPI Links were deleted or combined with other links.

CPI Links, the list of eligible skills for use in the APA, should be used when assessing a student on the APA. The 2010-2011 updated CPI Links should be used when assessing a standard, strand, and CPI for the APA.

2. Zero score scoring rules revised for improvement

Some scoring related improvements were made in 2010-2011 based on feedback from the field. The rules on assigning zero scores for all 3 dimensions were relaxed so that some violations will result in zero score for only individual dimension instead of all three dimensions of the entry. In addition, some violations were scored. Zero score scoring rules that were revised are indicated by an asterisk (*):

Unscorable Entry Errors (zeros for all 3 dimensions):

Unscorable means that an entry results in zero scores for all three dimensions (a score point of 0 for Complexity, 0 for Performance, and 0 for Independence). An Entry Error Sheet (Appendix C) is placed inside the front of the scored portfolio to indicate that a basic test design requirement was not followed. This applies when entry evidence does not include any of the following requirements:

1. Student's name
2. Complete dates (month/day/year) within the specified collection periods
3. A piece of evidence must include at least 5 test items that assess the CPI Link.
4. A writing rubric with each piece of evidence in the entry, when specified in a Writing CPI Link
 - Writing rubric must have at least 5 elements that assessed the Link
5. Evidence presented in the appropriate amount and format

A score of zero for all three dimensions may also result when the evidence/rubric presented in the entry does not align to the CPI/Strand/Standard. An Explanation Sheet (Appendix D) is placed inside the front cover of a scored portfolio to provide additional information on these types of errors:

1. Evidence must assess the link while connecting to the essence of the standard and strand.
2. The same CPI Link must be assessed in both pieces of evidence.
3. Evidence must not include more than the skills contained within the CPI Link. (This is true for both the student work and a writing rubric.)

Evidence Errors (zero score for one dimension):

A zero score is assigned to an individual dimension, instead of receiving zeros for all 3 dimensions in the entry. This allows the other two dimensions to receive score points. An individual dimension receives a zero when the following violations occurred:

- *Some or all test items are not marked for accuracy (Performance)
- *Accuracy score for initial evidence is higher than 39% (Performance)

- *No editing marks related to the scoring rubric appear on the student writing response (Performance)
- *Some or all test items are not marked for Independence/prompting (Independence)
- *The first activity in the entry is clearly more difficult than the second activity (Performance)

Errors (previously scored as zeros, now scored):

Rather than assigning zero scores for all 3 dimensions, the scorers are allowed to recalculate percentages or reassign the appropriate performance score. The recalculation may result in a different final score point (1-4) than may be expected. The following violations are reviewed and the accuracy/independence scores recalculated by the scorers:

- *One or more items are marked as physically prompted and correct (P+)
- *Items are marked correct/incorrect but no percentage provided
- *Items are marked Independent/prompted but no percentage provided
- *One or more of the percentage scores provided are inaccurate
- *One or more test items are not correctly graded (marked) for accuracy

Error (receives score):

The error described below resulted in a different score point (1-4) than may be expected.

- A different CPI Link within the same standard, strand, and CPI was assessed than was documented on the Entry Cover Sheet

PART 2: INFORMATION FOR SCHOOL ADMINISTRATORS

Understanding the portfolio development process includes having knowledge of New Jersey's Core Curriculum Content Standards (CCCS), the portfolio development procedures and design, the meaning of the Alternate Proficiency Assessment (APA) results, and ways in which the results can be used. This section focuses on the meaning of the APA portfolio results and the correct way to interpret the scores.

A. Determining the Proficiency Levels for the APA

The results of the APA provide data related to a student's achievement of the Core Curriculum Content Standards. The proficiency classification of the APA portfolio is determined by combining all dimension scores for each content area.

Of the required four entries, only one scorable entry is required to receive a proficiency level. If the "subject portfolio" contains only one scorable entry, the total score and proficiency level are reported based on the dimension scores of that one entry.

Complexity / Performance / Independence Dimensions

Each entry, within a content area, receives a score for complexity, performance and independence. The four Complexity scores are combined for a Complexity subtotal, the four Performance scores are combined for a Performance subtotal, and the four Independence scores are combined for an Independence subtotal.

Standard Setting

The main purpose of the standard setting was to use performance level descriptors for each content area and grade band, and establish cut score recommendations for the proficiency levels. New test standards should be set whenever a testing procedure is adopted that is judged to be meaningfully different from previous testing procedures. The federal peer review notes emphasized the need for content specific, grade-level alignment of APA skills assessed to the critical essence of the student's grade-level cumulative progress indicator (CPI). The test design changes implemented for the 2008-2009 APA required that a new set of standards be established.

A Standard Setting was held in June 2009. The standard-setting committee consisted of eighty-one special education teachers, child study team members, general education teachers, and administrators. The committee members were divided into smaller panels based on content. Participants were chosen because of their qualifications as well as their educational expertise. The selection criteria included number of years teaching, student population served, district factor group (DFG) of their educational facilities, type of educational facility, and regional location. Special care was taken to ensure gender and racial/ethnic representation on the committee.

The cut scores recommended by the standard setting committees were presented to NJDOE senior staff and the Commissioner of Education for review. Modifications were made, but only within the statistical error range of the standard setting panel results. Subsequently, the Commissioner presented the results of this review to the State Board of Education for approval and adoption. The State Board approved the cut scores in July 2009. The performance level descriptors (Appendix B; Language Arts Literacy, Mathematics, and Science) utilized during the standard setting, were developed in February 2009 by committees of educators from New Jersey school districts.

Proficiency Classification

The APA cut scores were set in June 2009 which determines how the total score for each subject area is classified. Each grade level and subject area cut scores are determined independently; this mirrors the general assessments. The same number of total score points may yield different proficiency levels based on grade level and content being assessed.

Proficiency level is assigned based on the student's total earned score, a combination of the three dimension scores: complexity, performance, and independence for entries within the content area. Each content area assessed receives a proficiency level. The three proficiency levels are:

- **Advanced Proficient**
- **Proficient**
- **Partially Proficient**

A proficient level means that the portfolio met the state level of proficiency in the content area. An advanced proficient level indicates that the portfolio exceeded the level of proficiency in the content area. Portfolio content areas classified partially proficient are considered to be below the state minimum level of proficiency.

B. Other Portfolio Assessment Information

It is important to recognize that the APA system does not report scale scores. The APA scores are based solely on the information provided in the portfolio submitted; therefore, it may not be possible to compare these scores to other APA students and students taking the general assessments. Scale scores are not appropriate for use for the APA system as there are no issues of equating involved. There are no sets of standardized test items (questions); therefore, there are no item difficulties, nor is there a need to equate test scores from year to year.

For accountability purposes, the APA is both a student assessment and a school/district program assessment. The proficiency level classification allows the APA results to be combined with the results from the general assessment for state and federal reporting. The Office of Title I Program Planning and Accountability produces the Adequate Yearly Progress reports using the assessment data.

The APA scores of students who transfer into the district within New Jersey on or after July 1, 2010, and whose demographic scan sheet indicates Time in District and Time in School is less than one year, will not be included in the districts AYP calculations.

C. Guide to Teachers

Step 1. Review ISR Against Error Sheets (Error and/or Explanation sheets)

When the APA portfolio is returned to the districts an explanation form will be included if there are zero scores. An Entry Error Sheet (Appendix C) or Explanation Sheet (Appendix D), or both are enclosed with the returned portfolios to assist teachers understand the general errors that could have been avoided (error sheet) and more complex errors that they made while preparing student portfolios (explanation sheet).

The original portfolios will be returned to districts in September. In the meantime, with the score reports teachers should review the two explanation forms in the appendix of this manual, both of which display the reasons an entry would receive a zero. Compare these forms to the zero-score entries in the copy of the portfolio that teachers kept and most of the issues should become apparent. Teachers may use the following as a guide to review the results:

- Upon receipt of the student score report, review the portfolio as you read the Score Interpretation Manual and the Individual Student Report (ISR). All three documents are necessary in order to fully interpret the results.
- Reflect on the scoring rubric as you examine the scores for an entry. The language used in the rubric will help you determine why a score point was given.
- If an entry received zero scores, the entry did not meet the scoring rules.
 - Some of the more complex errors will be described on an Explanation Sheet that is provided in the inside front cover of the portfolio binder.
 - Basic errors such as dates on evidence outside the collection period or too few test items, etc., are easy to identify by examining the test design requirements and the revised rules outlined on pages 19-20 of this manual, therefore only a generic error form, not an explanation sheet, will be provided in the portfolio.

Additionally, below are common mistakes found during the 2010-11 scoring:

- Assessing the skills contained in the CPI Link without connection to the intent or big idea of the content and concepts of CPI, Strand, and/or Standard
- Assessing the skills contained within the CPI Link without correct understanding of the content or concepts of CPI, Strand, and/or Standard
- Assessing more than one CPI Link in an entry
- Assessing different parts of a CPI Link in each piece of evidence
- Assessing only part of the CPI Link
- Failure to mark all test items with accuracy and/or independence/prompt information
- Failure to give supports on the first activity
- Failure to give prompts, instead marking student response as “Don’t Know” or “No Response”

Step 2. Review Teacher Training Materials

Step 3. Other Interpretation Aid

Score of 1 for Complexity - due to major flaw

An entry that demonstrates work in a CPI Link but has a major flaw will result in a score of one instead of zero in Complexity. A major flaw includes

- Assessing only part of the CPI Link
 - This may be found in student work sample, and both pieces of evidence must be assessing the same part of the link.
 - This may also be found in the writing rubric.
- Assessing the same activity for both pieces of evidence

Score of 1 for Performance– due to intrusive prompt

Prompting can affect the reliability of the performance score if not implemented correctly. A prompt is always more intrusive than an independent response. If a more intrusive prompt is used on the second activity than was used on the first activity, the entry will score a one for Performance dimension. The following reminders may assist teachers to identify reasons for the score:

- It is important to adhere to the prompt level hierarchy
- Any item performed with a physical prompt is scored as an incorrect response because the student was given the answer
- The final piece of evidence may not have a more intrusive prompt than the initial piece of evidence

Unless otherwise noted by the teacher, the prompt hierarchy is

Independent	(least intrusive)
Verbal	
Gestural	↓
Model	
Physical	(most intrusive)

D. Using Assessment Information

Student-Level Evaluation

Individual Student Reports are provided to districts to assist in measuring student performance related to the content standards. Teachers and administrators may review Performance dimension scores and the student’s portfolio to answer the following questions:

- Did the student make sufficient progress in the skills (CPI Links) assessed?
- If not, were the activities and CPI Links selected at the appropriate difficulty level for the student?
- Were the necessary supports and adaptations provided that would allow the student to access the instruction and assessment?
 1. Access to and interaction with materials
 2. Multiple means of representation of the concepts and skills being taught and assessed (receptive communication)
 3. Multiple means of presentation/response for the student to demonstrate understanding (expressive communication)
- Did the activity appropriately instruct and assess the content, concepts and skills of the link, CPI and Strand, and Standard?

The APA Procedures Manual provides information regarding the dimensions and their relationship to instruction. IEP teams may use the complexity, performance, and independence scores when reviewing a student’s IEP to determine future goals and objectives, modifications and supports.

Program-Level Evaluation

The APA score report information is used for the purpose of district and school monitoring. Student APA results are combined with the results of general state assessment results at the corresponding grade level of the student for accountability purposes only in accordance with the No Child Left

Behind Act and the Individuals with Disabilities Education Act. Student results will be combined at the proficiency level only.

Results of students attending receiving schools are reported back to their sending schools. Performance and participation results are reported to the United States Department of Education.

Individual Student Reports and student rosters provide information regarding how well the student performed within the grade level content standards. The student performance reflects how well the instructional program addresses best practice in instruction for students with the most significant cognitive disabilities which are represented in the dimensions of the rubric. Schools may review dimension scores across students tested to determine what program components included in the APA rubric are offered to students and where improvement is needed.

E. Communicating Assessment Information

Districts are required by the New Jersey Administrative Code (N.J.A.C. 6A:8-4.3(a)) to report test results to their boards of education and to the public, including the parents/guardians, within 30 days of receipt of the reports. An analysis must be completed by the district and a 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. Public reports must not include data on individual students; therefore, actual rosters cannot be made available to the board or public because they list students' names, which violate federal privacy laws and regulations.

This section provides guidelines for informing people and entities that need to know about test results: parents/guardians, the district, the state, and the media.

- Individual and roster reports must not be released to the public because they list students' names and are, therefore, not in the public domain.
- Upon receipt of the student score report, review your copy of the portfolio as you read the score interpretation manual and the student score report. All three documents are necessary in order to fully interpret the results. Reflect on the scoring rubric as you examine the scores for an entry. The language used in the rubric will help you determine why a score point was given.
- The scored portfolio binders are returned to districts in September, after score reporting. When reviewing the results, refer to the Entry Error or Explanation Sheet to help identify the errors.

To the Parent/Guardian

Within 30 days of receipt of the reports districts must provide the parent/guardian a copy of the individual student score report and interpretation materials. When reviewing the student's assessment result with the parents, districts must provide a copy of the portfolio or the list of the CPI links or skills that his/her child was being assessed on, the score interpretation manual, along with the student score report.

- Districts must include a letter to the parent/guardian explaining the purpose of the APA, the information provided on the Individual Student Report (ISR), how to use this information when reviewing the report, and a district contact name and phone number for assistance in the interpretation of scores. Figure 3 shows a sample letter that can be adapted, signed, photocopied, and sent home with each student along with his/her ISR.
- Parents should receive either a copy of the score interpretation manual, or a copy of the appropriate Performance Level Descriptors. This is necessary in order for parents to understand the student's performance classification of advanced proficient, proficient, or partially proficient.
- Districts must provide information on each CPI Link (skill) that was tested in the APA. This is extremely important, since students in the same grade may be assessed on different skills. Therefore, the parent/guardian must receive guidance from the district on what skills were tested and sufficient information to understand the test results. Districts may communicate the content area skills assessed in the APA in one of three ways:
 - Include in the letter to the parent the list of skills that were assessed for each content area, either in the body of the letter or as an attachment
 - Attach to the letter copies of each entry cover sheet that were submitted in the portfolio, highlighting the CPI Links (skills) assessed
 - Provide a copy of the portfolio in the packet to the parent, highlighting the CPI Links (skills) assessed

Reviewing a copy of the student's portfolio with the parent/guardian prior to the receipt of the student score report helps to ensure that the parent is aware of the skills that are being assessed.

Since students in the same grade may be assessed on different skills it is extremely important that the parent/guardian receive guidance from the district and sufficient information to understand the test results, including what skills were tested.

Figure 3 Sample Parent/Guardian Letter

Dear Parent/Guardian:

Your child's Individual Student Report for the New Jersey Alternate Proficiency Assessment (APA) is attached. The APA is a portfolio assessment that consists of a collection of student work which was gathered by your child's teachers during instructional activities. Your child participated in the APA between September 1, 2010, and February 18, 2011. Your child's APA portfolio was then submitted to the New Jersey Department of Education and scored by trained readers during the spring of 2011. The attached report provides your child's APA scores in the content areas of Language Arts Literacy, Mathematics, and Science.

The top part of the report tells you the proficiency levels your child achieved on the skills assessed in Language Arts Literacy, Mathematics, and Science. A level of "proficient" or "advanced proficient" is considered meeting the state standard for the APA. The boxes below the proficiency levels show the scores for each "dimension" scored for each content standard assessed by the portfolio. Please refer to the back of the Individual Student Report for further information regarding these boxes.

APA results should not be used as the sole basis for instructional decisions. It is important that districts consider multiple measures on all students before making decisions about the student's instructional placement.

This report is available only to parents, guardians, students, and authorized school officials. If your child attends a school outside of this district, reports are sent to the home school district, your child's neighborhood school, and the school your child attends. All reports are kept confidential. If you have any questions about the report, please contact _____ (district contact name / case manager / teacher / the principal of the school) at _____ (phone number) for assistance.

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 contains information that can be used to prepare a public statement.

The School Summary of Performance in Language Arts Literacy, Mathematics, and Science contains information that can be used to prepare a public report if the student count is greater than ten.

APA results should not be used as the sole basis for instructional decisions. It is important that districts consider multiple measures on all students before making decisions about the student's instructional placement.

The APA is not a graduation test. The IEP team determines whether a student must meet state and local graduation requirements. Passing the APA is not a graduation requirement.

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.

PART 3: SAMPLE REPORTS

Assessment results are most useful when they are reported in a way that allows educators to focus on pertinent information. The APA reports are designed to communicate results in ways that provide information to educators and parents for program and individual student planning. Reports are generated based on student demographic information provided by the districts, or corrected by the districts during the record change period.

The APA reports are produced for public schools and districts only. The Individual Student Report provides data that may be used to help identify student and program strengths and needs. The rosters and school and district performance summaries help identify needs across students at the specified grade level.

Sample reports provided in this manual are made with fictional data for illustrative purposes.

A. Terms and Definitions

Accountability: The APA is both a student progress assessment, and a school/district program assessment. APA test results will be combined with the results from the general assessments for AYP accountability purposes for state and federal reports.

District Factor Group (DFG): The DFG used by NJDOE is a measure of the socioeconomic status of the population residing in each district based upon the 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 E for details related to current DFG designations. In the state summary reporting, the state level performance by DFG is aggregated based on the attending school DFG (where student sat and trained, not the sending school).

Ethnicity:

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

Multiple codes are allowed; “O”= Other (no information or multiple codes).

Economically Disadvantaged (ED): An ED student is one who is eligible for free or reduced-price school lunch.

Homebound (HB): A homebound student receives home instruction for the duration of the APA portfolio collection period as reported by the student’s school district.

Homeless (H): 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. For questions regarding the determination of homeless status, contact the Office of Student Achievement and Accountability at 609-943-4283.

Individualized Education Program (IEP): The IEP determines who participates in the APA. 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).

Limited English Proficient (LEP): A Limited English Proficient student is a student who entered the United States AFTER July 1, 2009, and is currently enrolled in a language assistance program in a public school district. A student who exited a language assistance program on or before July 1, 2007, may not be coded as LEP.

There are six LEP codes for the current administration:

- < = Entered LEP program ON or AFTER 7/1/10, and is currently enrolled.
- 1 = Entered LEP program BETWEEN 7/1/09 and 6/30/10, and is currently enrolled.
- 2 = Entered LEP program BETWEEN 7/1/08 and 6/30/09, and is currently enrolled.
- 3 = Entered LEP program BEFORE 7/1/08, and is currently enrolled.
- F1** = Former LEP student exited a language assistance program BETWEEN July 1, 2009, and the last day of the current APA collection period and is NO longer enrolled in the program.
- F2** = Former LEP student exited a language assistance program BETWEEN July 1, 2008, and June 30, 2009, and is NO longer enrolled in the program.

LEP Exempt (LAL Only): A Limited English Proficient student who is exempted from taking the LAL portion of the assessment. Such students are still required to be assessed in Mathematics and Science. These are students that entered the United States of America as well as a language assistance program on or after July 1, 2010 and are currently enrolled in the LEP program. In the performance by demographics report, these students are counted in the 'Current_LEP' under "Not Required" in the LAL section.

Local Student ID: This stands for school- or district-assigned student identification number, if one was provided on the APA demographic scan sheet.

Migrant: An eligible migrant student is defined as a student who:

- is, or whose parent, spouse, or guardian is, a migratory agricultural worker, a migratory dairy worker, or a migratory fisher; and
- is, 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, has moved from one school district to another.

No Proficiency Rating. There are times that a student will not receive a proficiency classification in a content area. This occurs only when all entries are deemed unscorable (U).

Number of portfolios processed: In the summary reports this is the total number of student portfolios processed regardless of content areas (the sum of: took general assessment, not required, void, and valid).

Not Required to Test: Not required to be assessed by APA in a content area. This includes students in grades 9 and 10 (not assessed by the NJ statewide assessment at present), high school students who did not receive biology instruction the year the assessment takes place, and LEP students exempted from taking the LAL part of the assessment. If a grade 9 or 10 student received high school biology instruction then this student must take the APA in biology. If a student is not required to test, the proficiency level and the dimension scores will display an “NA.”

Proficiency level: Three proficiency levels are assigned based on the total score for each content area: partially proficient, proficient, or advanced proficient. The total score is a combination of three dimension scores: Complexity, Performance, and Independence for entries within the content area. The scores are based solely on the information provided in each portfolio; therefore, it may not be possible to compare these results among APA students and with students taking the general assessment. Proficiency summaries are calculated including only those students with valid scores. A valid score (total score) of zero is classified as partial proficient.

Percent of students in each proficiency level: In proficiency summaries, this is the percentage of students with valid scores who scored in each proficiency level.

Attending School (Receiving School). The school the student currently attends and the one that administers the APA to the student. This may be the student’s school of residence (home school). Or, this may be a receiving school which is a school a student with disabilities attends that is outside of the school of residence. Receiving schools include private schools for the disabled, special services school districts, educational services commissions, jointure commissions, college-operated programs, state facilities, and other public schools.

Sending School: One in which the student is registered because it is his/her home school. A sending school is the neighborhood school the student would attend if the student was not receiving special education services. For the purpose of AYP accountability, APA results of students attending receiving schools are reported back to the sending schools.

Science Assessment: As with the general assessment, students in grades 4 and 8 must also be assessed in science. Students in high school must be assessed in science the year that they receive instruction in biology (e.g., in grade 9, 10, 11, or 12, for APA).

Special Education (SE): The following are special education classification codes:

- 01 Auditorily Impaired
- 02 Autistic
- 03 Cognitively Impaired – Mild
- 04 Cognitively Impaired – Moderate
- 05 Cognitively Impaired – Severe
- 06 Communication Impaired
- 07 Emotionally Disturbed
- 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

A code of “99” is assigned for unknown or multiple during data processing

Student Identification Number (SID): A unique 10-digit student identification number assigned by the state to students in New Jersey public schools for state assessment reporting. Authorized district personnel obtain SIDs for their students via the NJ SMART. The APA sending school is responsible for obtaining the SID via NJ SMART and promptly sharing the SID with the attending school. Approved private school or other specialized school placement obtains the SID from the sending school.

Status: The instruction and assessment status for APA students. This indication assists districts review and identify the performance of their students. Status 2 and 3 actually describe the same student; therefore, status 3 students are not included in the summary of performance reports so that the same student is not counted twice.

1 = Student was assessed at the school of residence.

2 = Student was sent outside school of residence for instruction and assessment.

3 = Student was received from another school for instruction and assessment.

Title I (T-I): A Title I student is a student who lives in an eligible attendance area, meets the criteria for selection to participate in the federal Title I program, and participates in a Title I program as indicated by the district on the student’s APA scan sheet (scannable form which contains student demographic information). If a student receives Title I services in any of the assessed content areas, the first letter of the content area(s) will be displayed in the reports.

Time in School less than one year (TIS): indicates that the student enrolled in the sending school or school of residence for less than one academic year (i.e., the student first enrolled in the school on or after July 1, 2010).

Time in District less than one year (TID): indicates that the student enrolled in the district of residence for less than one academic year (i.e., the student first enrolled in the district on or after July 1, 2010).

Unscorable: An entry is deemed unscorable if the following occurs: extended medical leave, off-grade testing, no evidence, took the general assessment, or security breach. A ‘Void’ is assigned to such unscorable entries. Instead of scores, the ISR will list an unscorable ‘U’ code instead of dimension scores for each entry that is voided, indicating the reason that the entry is deemed unscorable. The score for each dimension will be based on any remaining scorable entries within a content area.

If all entries within a content area are unscorable, a student will receive a void for the proficiency level. The unscorable ‘U’ code will be displayed in place of entry score for each dimension, and the sub-total of each dimension and total score for the content area is translated to the appropriate ‘Void’ code.

Valid scores: There is at least one scorable entry in a content area.

Void: This indicates that a student’s assessment result is coded void. One or more content area can be voided. The proficiency level in a content area is voided if all entries of that content area are unscorable. Instead of a proficiency level, one of the following notations is displayed in the reports:

Entry Deemed Unscorable (U)	Void Code	U Code	Proficiency Display
Insufficient evidence collected due to extended sick leave	V1/ME	U ^A	Medical Emergency
Off-grade testing occurred	V3	U ^X	Off Grade
No evidence provided in entry	V4	U ^B	Void 4
Student took general assessment in a content area	V4	U ^H	Took General Assessment
Security breach occurred	V5	U ^Y	Security Breach

Medical Emergency (ME)

When a student is out of school for an extended amount of time and not receiving instruction due to extensive sick leave or hospitalization, the portfolio may be eligible to receive a Void 1 (medical emergency). The portfolio will be voided due to extended illness during the collection period. The student will receive an unscorable code of “U” for each dimension and a “Medical Emergency” for the proficiency level will be displayed on the reports. Eligibility is based only on the following:

- If the student is receiving instruction for 10 days or less during a collection period, and
- The student has an extended hospitalization or leave due to illness and is not receiving instruction, and
- An official record documenting the student absences.

Off-Grade Testing

If a student is assessed at a grade level other than those that require a state assessment, the wrong grade level, the student will receive a U code for each dimension and “Off Grade” for proficiency level displayed on the reports.

Void 4 (No Evidence)

No entry evidence is provided in the portfolio. When entries are unscorable due to the portfolio components, students will receive a Void 4 for their proficiency level.

A student transferred to New Jersey from out-of-state after October 27, 2010, is not required to submit portfolio evidence for scoring. These students will receive a Void 4 for their proficiency level.

Took General Assessment (NJ ASK, HSPA)

A student may not participate in both the APA and the statewide general assessment in the same content area. A student may participate in the APA in one or some content area(s) and the general assessment with accommodations in the other content area(s) or the APA in all content areas assessed. If the student took the general assessment in a content area, the result of the general assessment will be used for AYP accountability reporting.

Security Breach

Breach of test security by a school or district. In this case the student report will print a U code for each dimension of the entry and a “Security Breach” for the proficiency level. If a security breach is detected in one content area, all content areas are treated as a security breach and all results voided.

B. Student-Level Reports

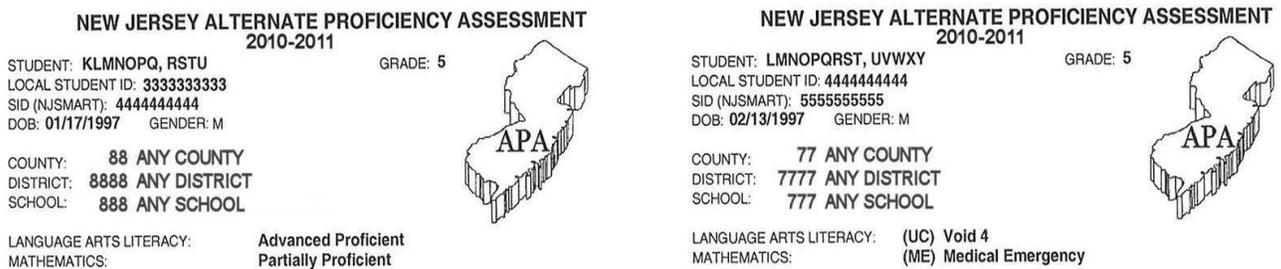
Student Sticker

General Information. The Student Sticker (Figure 4) is produced by student names alphabetically. One sticker for each student within the school is provided. It is a peel-off label designed to be easily attached to the student's permanent record. The Student Sticker is sent to the Sending District or the School/District of Residence only. Receiving districts do not receive student stickers.

Identification Information. Grade, student name, date of birth, and gender are reported, along with the names and codes of the county, district, and school of the sending school or school of residence.

Test Results Information. Designations of the proficiency levels are printed next to each subject: Language Arts Literacy, Mathematics, and Science. Voids, where applicable, are noted.

Figure 4: Sample Student Sticker



Individual Student Report (ISR)

General Information. The Individual Student Report (ISR), shown in sample format as Figures 5 and 6 (front) and Figure 7 (back), is produced in alphabetical sequence for students within the school by grade. The school the student attends receives two copies of the ISR, whether it is a receiving school (private school for the disabled, special services school district, jointure commission, educational services commission, college-operated program, or state facility), or a school in the district of residence.

It is the responsibility of the school the student attends to send a copy of the ISR to the child's parent/guardian. The sending school, if applicable, receives one copy of the ISR. The district of residence also receives a copy of the ISR for review by the director of special education and the case manager.

Identification Information. The top of the ISR contains the student demographic information. This includes student name, date of birth, gender, local student ID, SID, Homebound status, LEP status, Special Education status, and Title I status; as well as the county, district, and school codes and names for the school the student attends and the sending school (if applicable).

Test Results Information. The proficiency levels in Language Arts Literacy, Mathematics, and Science are provided. Score data is provided for each rubric dimension, complexity, performance and independence, to assist in the identification of student strengths and weaknesses.

The lower half of the ISR provides the scores for Complexity, Performance, and Independence for each entry of the student's APA portfolio. In addition, the maximum number of points obtainable per entry, for each dimension, is provided in parentheses below the dimension name for reference.

Figure 5: Sample Individual Student Report (Grade 3 Front)



**New Jersey Statewide Assessment System
Alternate Proficiency Assessment
2010 - 2011
Individual Student Report
Grade 3**

School Student Attends
CDS: 88-4444-333
County: YCOUNTY
District: RDISTRICT
School: SCHOOLT

Student Name: TLAST, FIRSN W.

Title I: L M
SE: 2
LEP: <
LEP Exempt: E
HB: _____
Date of Birth: 05/12/2002
Gender: Female
Local Student ID: 0020110504
SID: 3456789012

Sending District
CDS: 88-4444-111
County: YCOUNTY
District: RDISTRICT
School: SCHOOLG

CONTENT AREA	PROFICIENCY LEVEL
Language Arts Literacy	Exempt
Mathematics	Proficient
Science (not assessed in grades 3,5,6,7)	NA

	LANGUAGE ARTS LITERACY		MATHEMATICS		SCIENCE	
	COMPLEXITY (16.0) ^a	PERFORMANCE (32.0) ^a	INDEPENDENCE (16.0) ^a	COMPLEXITY (16.0) ^a	PERFORMANCE (32.0) ^a	INDEPENDENCE (16.0) ^a
Entry One ^b	U ^B	U ^B	U ^B	4.0	8.0	4.0
Entry Two ^b	U ^B	U ^B	U ^B	0.0*	0.0*	0.0*
Entry Three ^b	U ^B	U ^B	U ^B	2.0	8.0	4.0
Entry Four ^b	U ^B	U ^B	U ^B	4.0	8.0	4.0
Subtotal	V4	V4	V4	10.0	24.0	12.0
Total	46.0 out of 64					

* A score of zero indicates an error in the production of the evidence. See Score Interpretation Manual, Procedures Manual, or contact district staff for more information.

^a The number in parentheses is the total number of points possible for each dimension.

^b The numbers provided are the total number of points obtained.

ME & U^A = Insufficient evidence due to extended sick leave. Reported with Void counts.

V3 & U^B = Off-grade testing.

V4 & U^B = Entry has no evidence.

V4 & U^B = Student took general assessment.

V5 & U^B = Security Breach due to inappropriate portfolio development.

Note: All names and data are fictional and are for illustrative purposes only.



**New Jersey Statewide Assessment System
Alternate Proficiency Assessment
2010 - 2011
Individual Student Report
Grade 4**

School Student Attends
CDS: 88-444-111
County: YOCOUNTY
District: RD1DISTRICT
School: SCHOOLG

Student Name: NLAST, STUDENTA
Title: M
SE: 6
LEP: 1
LEP Exempt:

Date of Birth: 04/28/1996
Gender: Male
Local Student ID: 8360258367
SID: 6784567890

Sending District
CDS:
County:
District:
School:

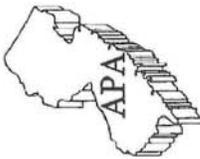
CONTENT AREA	PROFICIENCY LEVEL
Language Arts Literacy	Void 4
Mathematics	Proficient
Science (not assessed in grades 3,5,6,7)	Took General Assessment

	LANGUAGE ARTS LITERACY			MATHEMATICS			SCIENCE		
	COMPLEXITY (16.0) ^a	PERFORMANCE (32.0) ^a	INDEPENDENCE (16.0) ^a	COMPLEXITY (16.0) ^a	PERFORMANCE (32.0) ^a	INDEPENDENCE (16.0) ^a	COMPLEXITY (16.0) ^a	PERFORMANCE (32.0) ^a	INDEPENDENCE (16.0) ^a
Entry One ^b	U ^B	U ^B	U ^B	3.0	8.0	4.0	U ^H	U ^H	U ^H
Entry Two ^b	U ^B	U ^B	U ^B	2.0	8.0	4.0	U ^H	U ^H	U ^H
Entry Three ^b	U ^B	U ^B	U ^B	3.0	8.0	4.0	U ^H	U ^H	U ^H
Entry Four ^b	U ^B	U ^B	U ^B	2.0	8.0	4.0	U ^H	U ^H	U ^H
Subtotal	V4	V4	V4	10.0	32.0	16.0	V4	V4	V4
Total	58.0 out of 64								

^a The number in parentheses is the total number of points possible for each dimension.
^b The numbers provided are the total number of points obtained.
 ME & U^a = Insufficient evidence due to extended sick leave. Reported with Void counts.
 V3 & U^x = Off-grade testing.
 V4 & U^r = Entry has no evidence.
 V4 & U^r = Student took general assessment.
 V5 & U^r = Security Breach due to inappropriate portfolio development.

Note: All names and data are fictional and are for illustrative purposes only.

Figure 7: Sample Individual Student Report (Grade 8 Front)



**New Jersey Statewide Assessment System
Alternate Proficiency Assessment
2010 - 2011
Individual Student Report
Grade 8**

School Student Attends
CDS: 88-8888-888
County: ANY COUNTY
District: A DISTRICT
School: SCHOOL B

Student Name: **BLAST, STUDENT1**

Title I: L M HB:
SE: 4 Date of Birth: 06/06/1996
LEP: 1 Gender: Male
LEP Exempt: Local Student ID: 0000258367
SID: 1234567890

Sending District
CDS:
County:
District:
School:

CONTENT AREA	PROFICIENCY LEVEL
Language Arts Literacy	Advanced Proficient
Mathematics	Proficient
Science (not assessed in grades 3,5,6,7)	Advanced Proficient

	LANGUAGE ARTS LITERACY			MATHEMATICS			SCIENCE		
	COMPLEXITY (16.0) ^a	PERFORMANCE (32.0) ^a	INDEPENDENCE (16.0) ^a	COMPLEXITY (16.0) ^a	PERFORMANCE (32.0) ^a	INDEPENDENCE (16.0) ^a	COMPLEXITY (16.0) ^a	PERFORMANCE (32.0) ^a	INDEPENDENCE (16.0) ^a
Entry One ^b	3.0	8.0	4.0	3.0	8.0	4.0	4.0	8.0	4.0
Entry Two ^b	4.0	8.0	4.0	2.0	8.0	4.0	2.0	8.0	4.0
Entry Three ^b	3.0	8.0	4.0	3.0	8.0	4.0	2.0	8.0	4.0
Entry Four ^b	3.0	8.0	4.0	2.0	8.0	4.0	3.0	8.0	4.0
Subtotal	13.0	32.0	16.0	10.0	32.0	16.0	11.0	32.0	16.0
Total	61.0 out of 64			58.0 out of 64			59.0 out of 64		

^a The number in parentheses is the total number of points possible for each dimension.
^b The numbers provided are the total number of points obtained.
 ME & U^x = Insufficient evidence due to extended sick leave. Reported with Void counts.
 V3 & U^x = Off-grade testing.
 V4 & U^x = Entry has no evidence.
 V4 & U^x = Student took general assessment.
 V5 & U^x = Security Breach due to inappropriate portfolio development.

Note: All names and data are fictional and are for illustrative purposes only.

New Jersey Alternate Proficiency Assessment

The Alternate Proficiency Assessment (APA) was administered in this school year to approximately 9270 students in grades three through eleven. Language Arts Literacy and Mathematics were administered to students at grades 3, 4, 5, 6, 7, 8, and 11. Science was administered at grades 4, 8, 9, 10, and 11. The APA is the alternate assessment for students with the most significant cognitive disabilities and is administered at every grade level at which a general statewide assessment is administered. The APA measures the student's achievement of the Core Curriculum Content Standards (CCCS) in Language Arts Literacy, Mathematics, and Science. APA results should not be used as the sole basis for instructional decisions. The APA is a portfolio assessment that uses student work samples to measure a student's progress related to the CCCS strands, grade-level cumulative progress indicators (CPI's), and skill statements called CPI Links. For additional score interpretation information, go to <http://pen.nespearson.com/nj/apa>, click on Documentation, and refer to the Score Interpretation section.

HOW TO READ THIS REPORT

This **Individual Student Report (ISR)** on the reverse side represents the score results of the current APA. The report is available only to parents, guardians, students, and authorized school personnel. If you have any questions about the report or how to interpret the score, you should contact the student's teacher, principal, or case manager. The list of skills on which the student was tested will be provided by the district. This may be in the form of an attachment to the ISR, or you may receive a copy of the portfolio which contains the list of skills tested.

The **Proficiency level** is based on the student's total score; a combination of the **Complexity, Performance, and Independence** scores for entries within the content area. Three proficiency levels are assigned based on the total score for each content area: partially proficient, proficient, or advanced proficient. The scores are based solely on the information provided in each student's portfolio; therefore, it may not be possible to compare these results to other APA students and students taking the general assessment.

Complexity: The complexity dimension evaluates how closely the CPI Link assesses the CCCS CPI. The CPI Links vary by complexity and/or difficulty in relation (Matched, Near, or Far) to the CPI.

Performance: The performance dimension evaluates the student's accuracy performing the skills represented in the CPI Links. The student's performance is documented by evidence of the student working on the CPI Link within the two collection periods in a school year (September 1, 2010–November 12, 2010 and December 13, 2010–February 18, 2011).

Independence: Independence evaluates the extent to which the student completed test items (questions/task elements) independently.

Portfolio requirements: A portfolio contains four entries per content area. Each entry is based on a specified standard and strand from the CCCS, and selected CPI and CPI Links. Requirements by content are:

- Language Arts Literacy: Four entries
 - Two different strands each from standards 3.1 and 3.2
- Mathematics: Four entries
 - One strand each from standards 4.1, 4.2, 4.3, and 4.4
- Science: Four entries
 - Grade 4: One strand each from standards 5.5, 5.6, 5.8, and 5.9
 - Grade 8: One strand each from standards 5.5, 5.6, 5.7, and 5.9
 - High School (Grade 9, 10, or 11): Two different strands each from standards 5.5 and 5.10

The lower half of the ISR provides the scores for Complexity, Performance, and Independence for each entry of the student's APA portfolio. The number in parentheses below the dimension name is the maximum number of points obtainable per entry for each dimension.

Zero Scores for Dimension: A score of zero for a dimension indicates an error in the production of the evidence. Refer to the APA training materials on the PENI web site <http://pen.nespearson.com/nj/apa> for more information.

An entry is deemed unscorable (U) if there is a security breach, off-grade testing occurs, no evidence is provided, insufficient evidence is collected due to student on extended medical leave, or the student took the general assessment. Instead of a proficiency level, one of the following notations will appear:

- Medical Emergency (indicating extended medical leave)
- Void 3 (indicating off-grade testing)
- Void 4 (indicating no evidence)
- Void 5 (indicating security breach)
- Took General Assessment

Figure 8: Sample Individual Student Report (Back)

C. School- and District-Level Reports

All Subjects Roster

General Information. The All Subjects Roster (Figure 8) provides a convenient method for reviewing students' complete APA results. An all subjects roster is generated for each grade level. Each report displays student names in alphabetical order (last name first) by status. Users of this report can quickly determine how a particular student performed in Language Arts Literacy, Mathematics, and Science (when applicable).

Receiving schools receive an All Subjects Roster for all of the students who participated in the APA who are educated in that school. District schools receive an All Subjects Roster that includes the APA participant students who attend the school, those who live in the catchment area of the school but attend schools out of district, and those who attend a program within the school but reside in another school district.

School Identification Information. The names and code numbers of the county, district, and school are indicated, along with the test time period and the date the report was printed.

Student Identification Information. Along with each student's name, other student information is provided: Date of Birth, Student SID, Status, Ethnicity, Title I, ED, Migrant, SE, LEP, TIS, TID, and Gender.

Student Score Information. Following a student's identification information, the student's Proficiency Level (Partially Proficient, Proficient, or Advanced Proficient) is printed for each content area. Voids are noted where applicable.



New Jersey Statewide Assessment System
Alternate Proficiency Assessment
2010 - 2011
All Subjects Roster
Grade 8

CDS: 88-8888-888
 County: ANY COUNTY
 District: A DISTRICT
 School: SCHOOL B
 Page: 1 of 1

STUDENT NAME DATE OF BIRTH	SID	Status ^a	Ethnicity	TITLE	ED	Migrant	SE	LEP	TIS	TID	Gender	PROFICIENCY LEVEL		
												LANGUAGE ARTS LITERACY	MATHEMATICS	SCIENCE
BLAST, STUDENT 1 06/06/1996	1234567890	1	W	LM			04	1	Y	Y	M	Advanced Proficient	Proficient	Advanced Proficient
CLAST, STUDENT2 05/25/1996	1234567899	1	H		Y	Y	03				M	Proficient	Proficient	Proficient
PLAST, STUDENT3 06/19/1997	1234567888	2	B	L	Y		11	3			M	Medical Emergency	Medical Emergency	Medical Emergency
ELAST, STUDENT4 11/28/1996	1234567662	3	A	LM			08	4	Y		F	Proficient	Proficient	Advanced Proficient
GLAST, STUDENT 6 04/08/1997	1234567552	3	H		Y		04				M	Partially Proficient	Partially Proficient	Partially Proficient
MLAST, STUDENT7 05/15/1997	1234567432	1	B	L	Y		14				M	Security Breach	Security Breach	Security Breach
OLAST, STUDENT8 12/31/1996	1234567255	1	I				07	3	Y	Y	M	Advanced Proficient	Proficient	Advanced Proficient
RLAST, STUDENT9 10/14/1996	1234567379	2	W	LM	Y		14	2			F	Proficient	Advanced Proficient	Proficient

^a 1 = Student was assessed at school of residence.
 2 = Student was sent outside school of residence for instruction and assessment.
 3 = Student was received from another school for instruction and assessment.

ME = Insufficient evidence due to extended illness.
 V3 = Off-grade testing.
 V4 = No scorable evidence; see unscorable code(s) on ISR for explanation.
 V5 = Security Breach due to inappropriate portfolio development.

Note: All names and data are fictional and are for illustrative purposes only.

Student Roster

General Information. The Student Roster lists the names of the assessed students alphabetically by last name, in descending order, by proficiency level. A student roster is generated for each grade level assessed and separately by content area: Mathematics, Language Arts Literacy, and Science.

Receiving schools receive student rosters that include all of the students who participated in the APA who attend that school.

Sending schools or the Schools of Residence receive student rosters that include the students participating in the APA who attend that school, those who live in the school catchment area but attend a school out of district, and those who attend a program within the school but reside in another district. Figure 9 shows an example of the student roster for language arts literacy.

School Identification Information. The names and code numbers of the county, district, and school are indicated, along with the test time period and the date the report was printed.

Student Identification Information. Below and across from each student's name is the student identification information: Date of Birth, Student SID, Status, Title I, SE, LEP, and Gender.

Student Score Information. Following a student's identification information, the student's proficiency level is given. As described earlier, the student's proficiency level is derived from the combination of the student's complexity, performance and independence scores. The individual columns provide the complexity, performance and independence scores, as well as the total combined score used to determine the proficiency level. These scores enable the program staff to identify program strengths and weaknesses across students within the content area. Voided portfolio content areas are noted, where applicable.

Summary of Performance – School, District

General Information. Two types of summary of performance report are generated, one at the district level and one at the school level. For each grade, a Summary of District Performance report is generated for each district. Within the district, for each grade level, a Summary of School Performance report is generated for each school. These reports provide summary statistics for each subject assessed. Summary reports are generated for public schools and districts only. Summary reports reflect data for students who are sent out of district, as well as students remaining in district. This report is produced for the purpose of accountability.

Summary reports are not available for receiving schools. A sample Summary of District Performance report is shown in Figure 10.

District and School Identification Information. This part of the report includes the names and code numbers of the county and district (and school for school summary).

Proficiency Level Statistics by Subject. This part of the report provides the number and percent of students in each proficiency level for language arts literacy, mathematics, and science at either the district or school level. The following summary is provided for each subgroup shown on the report:

- Number of portfolios processed (sum of GA, NR, Void, and Valid)
- Number of LEP students exempted from taking LAL (a subset of Not Required)
- Number of students that took the General Assessment (NJ ASK or HSPA) in the content area
- Number of students not required to submit entries for the content area (also includes LEP students exempted from taking LAL, and high school students who did not take the Biology course)
- Number of students with Void Codes (Security Breach, Off Grade testing, Medical Emergency, and V4 due to a missing content portfolio.)
- Number of students with valid scores
- Number of students in each proficiency level (number is based on students with valid scores)
- Percent of students at each proficiency level (number is based on students with valid scores)

Mean Score for Each Dimension by Subject. School or district means for each dimension are provided by subject (content area), based on students with valid scores.



New Jersey Statewide Assessment System
 Alternate Proficiency Assessment
 2010 - 2011
Summary of District Performance
 Grade 4

CDS: 88-8888
 County: ANY COUNTY
 District: A DISTRICT

PROFICIENCY LEVEL STATISTICS BY SUBJECT												
Subject	Number of Portfolios Processed ^c	LEP LAL Exempt	Took General Assessment		Number of Students with Valid Scores	Partially Proficient		Proficient		Advanced Proficient		
			Not Required ^d	Students with Void Code		Number	Percent	Number	Percent	Number	Percent	
Language Arts Literacy	11	0	0	1	2	2	3	37.5	3	37.5	2	25.0
Mathematics	11	NA	1	0	2	2	2	25.0	4	50.0	2	25.0
Science	11	NA	2	0	2	2	2	28.6	2	28.6	3	42.8

MEAN SCORE FOR EACH DIMENSION BY SUBJECT			
Subject	Complexity (16.0) ^b	Performance (32.0) ^b	Independence (16.0) ^b
Language Arts Literacy ^a	10.2	24.0	12.0
Mathematics ^a	7.8	23.8	10.2
Science ^a	7.6	21.3	10.9

^a Includes only Status 1 and 2 students with valid scores.
^b The number in parentheses is the total number of possible score points.
^c Took General Assessment, Not Required, Void, and Valid counts sum to Portfolios Processed.
^d Includes students coded as LEP LAL Exempt.

Note: All names and data are fictional and are for illustrative purposes only.

Performance by Demographic Group – School, District, State

General Information. The Performance by Demographic Groups report summarizes overall performance and by student demographic subgroups: Total, LEP Status, Gender, Ethnicity, Economic Status (Disadvantaged vs. Not Disadvantaged), and Migrant Status. These group reports provide additional achievement information that can be used to make adjustments to curricula that may better serve these students.

The Performance by Demographic Groups reports are produced at school and district levels by grade for reporting. The district level report presents aggregated data for the district. The school level report shows school level 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. State level data is produced with the state summary reports which will be posted on the New Jersey Department of Education website.

This one-page report includes performance data for each of the three content areas: Language Arts Literacy, Mathematics, and Science (where administered). The percentage of students who fall into each of the three proficiency levels is based on the number of valid scores. This report does not disaggregate the data at the dimension level. Figure 11 shows an example of a School Performance by Demographic Groups.

School and District Identification Information: In the upper-right corner, the names and code numbers of the county, district, and school are indicated, along with the testing date.

Proficiency Level Statistics by Subject. Number of students with valid scores and percent in each proficiency level are presented by:

- Number of portfolios processed
- Number of students taking the general assessment
- Number of students not required to submit entries for the content area
- Number of students with void codes
- Number of students with valid scores
- Percent of students in each proficiency level



New Jersey Statewide Assessment System
Alternate Proficiency Assessment
2010 - 2011
District Performance by Demographic Groups
Grade 11

CNS: 88-8888
 County: ANY COUNTY
 District: A DISTRICT

	Language Arts Literacy ^a					Mathematics ^a					Science ^a											
	Took General Assessment	Not Required ^f	Students with Void Codes ^b	Number of Students with Valid Scores	% Partially Proficient	% Proficient	% Adv Proficient	Took General Assessment	Not Required	Students with Void Codes ^b	Number of Students with Valid Scores	% Partially Proficient	% Proficient	% Adv Proficient	Took General Assessment	Not Required	Students with Void Codes ^b	Number of Students with Valid Scores	% Partially Proficient	% Proficient	% Adv Proficient	
TOTAL	14	1	1	2	10	30.0	50.0	20.0	2	0	3	88.9	11.1	0.0	2	2	1	9	55.6	44.4	0.0	
LEP Status^e																						
LEP (Current & Former)	3	0	1	0	2	0.0	100.0	0.0	1	0	1	100.0	0.0	0.0	0	0	0	2	0.0	100.0	0.0	
Current LEP	3	0	1	0	2	0.0	100.0	0.0	1	0	1	100.0	0.0	0.0	0	0	0	2	0.0	100.0	0.0	
Former LEP	0	0	0	0	0	NA	NA	NA	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA	
Non-LEP	11	1	0	2	8	37.5	37.5	25.0	1	0	2	87.5	12.5	0.0	2	2	1	7	71.4	28.6	0.0	
Gender^e																						
Female	5	1	0	0	4	25.0	50.0	25.0	1	0	0	100.0	0.0	0.0	0	0	1	5	60.0	40.0	0.0	
Male	9	0	1	2	6	33.3	50.0	16.7	1	0	3	80.0	20.0	0.0	2	2	0	4	50.0	50.0	0.0	
Ethnicity^e																						
White	4	1	0	1	2	0.0	50.0	50.0	0	0	1	66.7	33.3	0.0	1	1	0	2	50.0	50.0	0.0	
Black	1	0	0	0	1	0.0	100.0	0.0	0	0	1	100.0	0.0	0.0	1	0	0	0	NA	NA	NA	
Asian	2	0	1	0	1	0.0	100.0	0.0	0	1	1	100.0	0.0	0.0	0	1	1	1	NA	100.0	NA	
Pacific Islander	2	0	0	0	2	50.0	50.0	0.0	0	0	2	100.0	0.0	0.0	0	0	0	2	100.0	NA	NA	
Hispanic ^d	4	0	0	1	3	0.0	66.7	33.3	2	0	1	100.0	0.0	0.0	0	1	0	3	66.7	33.3	0.0	
American Indian/Alaska Native	1	0	0	0	1	100.0	0.0	0.0	0	0	1	100.0	0.0	0.0	0	0	0	1	NA	100.0	NA	
Other ^e	0	0	0	0	0	NA	NA	NA	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA	
Economic Status^e																						
Disadvantaged	13	1	1	2	9	33.3	44.4	22.2	2	0	3	100.0	0.0	0.0	1	2	1	9	55.6	44.4	0.0	
Non-Disadvantaged	1	0	0	0	1	0.0	100.0	0.0	0	0	1	0.0	100.0	0.0	1	0	0	0	NA	NA	NA	
Migrant Status^e																						
Migrant	0	0	0	0	0	NA	NA	NA	0	0	0	NA	NA	NA	0	0	0	0	NA	NA	NA	
Non-Migrant	11	1	1	2	10	30.0	50.0	20.0	2	0	3	88.9	11.1	0.0	2	2	1	9	55.6	44.4	0.0	

^a Excludes Status 3 students. Students are included in Total only once, but they appear in each applicable category. Percentages may not total 100 due to rounding.
^b Includes students coded Medical Emergencies.
^c Differences in totals among demographic categories resulted from gridding errors or missing data in materials received from districts.
^d Includes students coded Hispanic with or without other ethnic affiliations.
^e Includes students coded with more than one ethnicity or their ethnicity was not provided by district.
^f Includes students coded as LEP LAL Exempt.

Note: All names and data are fictional and are for illustrative purposes only.

Appendix A

Alternate Proficiency Assessment Scoring Rubric

Dimension	0	1	2	3	4
Complexity	Evidence provided is unscorable; all dimensions will receive a score of zero	CPI Link was assessed, but there are major flaws in the evidence	CPI Link is a Far Link to the grade-level indicator	CPI Link is a Near Link to the grade-level indicator	CPI Link is a Matched Link to the grade-level indicator
Performance	Evidence is not clear or all items are not marked as correct / incorrect	Accuracy of work is 0-39% based on the last activity OR Second activity includes more intrusive prompt	Accuracy of work is 40-59% based on the last activity	Accuracy of work is 60-80% based on the last activity	Accuracy of work is 81-100% based on the last activity
Independence	Evidence is not clear or all items are not marked for Independence/ prompt level	Student completed items/tasks independently 0-39% of the time	Student completed items/tasks independently 40-59% of the time	Student completed items/tasks independently 60-80% of the time	Student completed items/tasks independently 81-100% of the time
Rev.: 04.07.11					

Appendix B
Performance Level Descriptors
Language Arts Literacy

Grade 3 LAL

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills of reading strategies, comprehension skills, response to text, writing as a product, and mechanics with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Making predictions about a story when given a purpose
- Identifying context clues for decoding words
- Choosing appropriate graphic organizers
- Identifying cause and effect, fact and opinion, main idea
- Matching information in graphs, charts or diagrams
- Identifying theme, character, plot and setting
- Recalling information for descriptive, narrative and nonfiction text
- Identifying nouns, pronouns, verbs or adjectives
- Letter/sound recognition

Proficient

Students performing at the proficient level may require prompting to demonstrate basic knowledge and skills of reading strategies, comprehension skills, response to text, writing as a product, and mechanics with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Answer questions about the purpose of reading
- Make predictions with supports
- Identify and use context clues for decoding words
- Complete graphic organizers
- Utilize graphic organizers to answer questions
- Recognize cause and effect, fact and opinion, main ideas and supporting details in text
- Locate and match information in graphs, charts or diagrams
- Identify and describe theme, character, plot and setting
- Outline and organize information to write descriptive, narrative and nonfiction sentences and/or lists
- Write using correct capitalization, punctuation
- Identifying nouns, pronouns, verbs and/or adjectives
- Identify correct spelling of high frequency words
- Identify words with similar patterns

Advanced Proficient

Students performing at the advanced proficient level generally demonstrate knowledge and skills of reading strategies, comprehension skills, response to text, writing as a product, and mechanics independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Assess the purpose of reading
- Make predictions and substantiate conclusions
- Identify and use context clues for decoding words
- Create and utilize graphic organizers to answer questions
- Analyze cause and effect, fact and opinion, main ideas and supporting details in text
- Interpret information in graphs, charts or diagrams
- Compare and contrast theme, character, plot and setting
- Outline and organize information to write descriptive, narrative and nonfiction sentences and/or paragraphs
- Write using correct spelling, capitalization, punctuation, and subject verb agreement

Grade 4 LAL

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills of vocabulary and concept development, comprehension skills, response to text, writing as a product, and mechanics with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Matching words to their meanings
- Determining if words make sense in context
- Acquiring dictionary skills such as identifying and using guide words
- Answering basic comprehension questions about text
- Following single step directions containing direction words
- Identifying different types of literature
- Connecting details to a topic
- Writing a topic sentence when provided with details
- Identifying correct sequencing of ideas
- Identifying subjects and verbs
- Identifying a sentence

Proficient

Students performing at the proficient level may require prompting to demonstrate basic knowledge and skills of vocabulary and concept development, comprehension skills, response to text, writing as a product, and mechanics with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Identify the meaning of words given choices
- Identify contextual clues for word meaning
- Locate words in a dictionary
- Answer questions about text, such as drawing conclusions or identifying evidence to support given conclusions
- Sequence multi-step directions
- Match traits to types of literature
- Generate details about a topic
- Write a topic sentence
- Edit and revise sentences to include one or more of the following: dialogue, details, order of ideas, opening and closing statements, ending punctuation, commas, quotation marks, and capitalization

Advanced Proficient

Students performing at the advanced proficient level generally demonstrate knowledge and skills of vocabulary and concept development, comprehension skills and response to text, writing as a product, and mechanics independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Use contextual clues to determine meaning of unfamiliar words
- Use a dictionary
- Draw and support conclusions
- Sequence and follow multi-step directions to complete a task
- Compare and contrast different forms of literature
- Write a topic report including topic sentences and supporting details
- Write a short piece that includes one or more of the following: dialogue, details, order of ideas, and opening and closing statements
- Edit text for ending punctuation, commas, quotation marks, and capitalization

Grade 5 LAL

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills in comprehension and response to text, inquiry and research, writing as a process, and writing as a product with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Identifying propaganda vocabulary
- Identifying topics and transition words in text and/or outlines
- Identifying figurative language vocabulary
- Matching sources with topics
- Identifying main idea
- Identifying basic characteristics of a paragraph
- Writing a topic sentence when given details.
- Identifying spelling mistakes
- Identifying different types of writing (e.g. persuasive, descriptive, essays, advertisements, etc.)
- Comparing and contrasting different types of basic prose
- Showing variety in sentences by changing the subject

Proficient

Students performing at the proficient level may require prompting to demonstrate basic knowledge and skills of comprehension and response to text, inquiry and research, writing as a process, and writing as a product with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Identify propaganda techniques and their purpose in text
- Identify topic and major/minor ideas in text and/or outlines
- Match and label types of figurative language
- Answer questions about a topic using a single source
- Write or outline a description of a setting or a plot
- Write or outline an informational paragraph when provided main idea and details
- Identify and correct spelling mistakes
- Utilize a graphic organizer to plan an essay and write a variety of prose
- Revise, expand, and classify simple sentences

Advanced Proficient

Students performing at the advanced proficient level generally demonstrate knowledge and skills of comprehension and response to text, inquiry and research, writing as a process, and writing as a product independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Identify propaganda techniques and reasons to support their purpose
- Identify and outline a topic including major/minor ideas
- Identify types of figurative language
- Answer questions about a topic or outline a report using multiple sources
- Summarize text
- Write a story with beginning, middle and end
- Identify and correct spelling mistakes in their own writing
- Utilize a graphic organizer to plan and write a variety of prose
- Write simple and compound sentences

Grade 6 LAL

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills in comprehension and response to text; inquiry and research; writing as a process; and writing forms, audiences, and purposes with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Identifying literary genres
- Identifying similarities between text and real life
- Identifying and give examples of cultural bias
- Answering questions from given information
- Identifying graphic sources in text
- Matching details and main ideas
- Identifying appropriate adjectives, verbs and adverbs to complete a sentence
- Revise writing for word choice, punctuation, and/or spelling.
- Matching words to the appropriate audience and purpose
- Identifying simple narrative elements

Proficient

Students performing at the proficient level may require prompting to demonstrate basic knowledge and skills in comprehension and response to text; inquiry and research; writing as a process; and writing forms, audiences, and purposes with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Identify elements and characteristics of a literary genre
- Make connections between story elements and self
- Match elements in text to historical events or cultures
- Draw conclusions when given information from two different texts
- Identify relationships between text and a graphic source
- Summarize an informational text in writing or by completing a graphic organizer
- Write descriptive sentences and justify word choices
- Revise writing for word choice, punctuation and/or spelling.
- Revise writing to include compound or complex sentences.
- Demonstrate understanding of simple narrative elements and techniques through writing, describing, sorting or using a graphic organizer.
- Identify and use words appropriately for a variety of purposes and audiences in simple text

Advanced Proficient

Students performing at the advanced proficient level generally demonstrate knowledge and skills in comprehension and response to text; inquiry and research; writing as a process; and writing forms, audiences, and purposes independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Identify elements and characteristics of multiple literary genres
- Compare and contrast story elements across texts
- Compare and contrast points of view from two texts about different cultures or time periods
- Draw conclusions from multiple sources, including graphics and texts
- Write an informational essay
- Write a descriptive paragraph using details and sensory vocabulary
- Revise writing for correct word choice, sentence construction, clarity and spelling
- Revise writing to include compound and complex sentences.
- Demonstrate understanding of narrative elements and techniques through writing
- Select and use appropriate words based on audience and purpose

Grade 7 LAL

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills in vocabulary and concept development; comprehension skills and response to text; writing as a process; and writing forms, audiences, and purposes with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Matching words to their meanings
- Determining if words make sense in context
- Dictionary skills such as identifying and using guide words
- Answering literal comprehension questions about text
- Following single step directions containing direction words
- Identifying different types of literature given choices
- Connecting details to a topic
- Writing a topic sentence when provided with details
- Identifying correct sequencing of ideas
- Identifying subjects and verbs
- Identifying a sentence

Proficient

Students performing at the proficient level may require prompting to demonstrate basic knowledge and skills in vocabulary and concept development; comprehension skills and response to text; writing as a process; and writing forms, audiences, and purposes with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Identify the meaning of words, given choices
- Identify contextual clues for word meaning
- Locate words in a dictionary
- Answer questions about text, such as drawing conclusions or identifying evidence to support given conclusions
- Sequence multi-step directions
- Match traits to types of literature
- Generate details about a topic
- Write a topic sentence
- Edit and revise sentences to include at least one of the following: dialogue, details, order of ideas, opening and closing statements, ending punctuation, commas, quotation marks, and capitalization

Advanced Proficient

Students performing at the advanced proficient level generally demonstrate knowledge and skills in vocabulary and concept development; comprehension skills and response to text; writing as a process; and writing forms, audiences, and purposes independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Use contextual clues to determine meaning of unfamiliar words
- Use a dictionary
- Draw and support conclusions
- Sequence and follow multi-step directions to complete a task
- Compare and contrast different forms of literature
- Write a topic report including topic sentences and supporting details
- Write a short piece that includes at least one of the following: dialogue, details, order of ideas, and opening and closing statements
- Edit text for ending punctuation, commas, quotation marks, and/or capitalization

Grade 8 LAL

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills in vocabulary and concept development; comprehension skills and response to text; writing as a product; and mechanics with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Using pictures or a dictionary to define new words in text through matching
- Identifying connotative and denotative word meanings, and/or synonyms and antonyms
- Identifying types of propaganda or examples of its use, given choices
- Comparing and contrasting plots, characters, settings, and/or themes in text after reading, given choices
- Identifying mood, rising action, climax, and resolution in fiction
- Writing a personal narrative, or identify elements of different types of writing such as flashback and/or point of view
- Engaging in pre-writing using graphic organizers or outlining
- Writing sentences with appropriate capitalization and punctuation, including commas and colons in lists

Proficient

Students performing at the proficient level may require prompting to demonstrate basic knowledge and skills in vocabulary and concept development; comprehension skills and response to text; writing as a product; and mechanics with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Choose dictionary definitions that best define new words in text, given choices
- Make connections between new words and known vocabulary based on context clues
- Identify connotative and denotative meanings of words
- Identify propaganda in advertisements and its type or purpose
- Identify and analyze the use of fiction elements such as characters, character traits, plot sequence and mood in text
- Write prose with appropriate textual elements, such as:
 - setting, plot and characters for fiction,
 - biographical details in chronological order for a biography or autobiography, or
 - essays with a clear purpose and supporting details.
 - Write using some mechanics appropriately such as paragraphs, grammar, transitional words, punctuation, and capitalization

Advanced Proficient

Students performing at the advanced proficient level generally demonstrate knowledge and skills in vocabulary and concept development; comprehension skills and response to text; writing as a product; and mechanics independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Use a dictionary to define new words and refine comprehension based on context clues
- Identify context clues such as restatement and/or contrast that enhance comprehension of new words
- Demonstrate understanding of complex words and relationships between words by:
 - identifying the correct use of words with multiple meanings,
 - matching synonyms, antonyms, connotations and denotations
 - identifying correct use, and/or
 - comparing complex words
- Identify propaganda in multiple sources, the type of propaganda used and its purpose
- Identify fiction elements such as character traits, plot sequence, setting and mood
- Explain how fiction elements in text influence the progression and/or resolution of plot
- Write prose with appropriate textual elements, including themes, literary elements, structures, and supporting details
- Write using mechanics appropriately; including paragraphs with a variety of sentences, grammar, transitional words, punctuation, and capitalization

Grade 11 LAL

Partially Proficient

Students at the partially proficient level generally require prompting to demonstrate emerging knowledge and skills in comprehension and response to text; inquiry and research; mechanics; and writing forms, audiences and purposes with an inconsistent level of performance using modified and supported materials.

Partially proficient students are emerging in:

- Identifying literary devices given choices
- Identifying information in everyday texts and forms
- Matching electronic resources with a research purpose
- Identifying skills needed for particular careers
- Identifying text clues or prior information that could be used to support a given conclusion
- Ordering sentences using transitions, or revising writing by adding transitions
- Editing writing for initial capitalization, ending punctuation, and spelling using common reference materials such as dictionaries
- Ordering information within writing structures
- Using simple structures such as sequencing in own writing
- Pre-writing and producing simple writing, such as sentences, for everyday purposes such as filling out forms, and for different audiences

Proficient

Students at the proficient level may require prompting to demonstrate basic knowledge and skills comprehension and response to text; inquiry and research; mechanics; and writing forms, audiences and purposes with a moderate level of performance using modified and supported materials.

Proficient students typically:

- Identify literary devices used in text and match them with intended emotional responses
- Identify and explain the use of literary devices such as onomatopoeia, idioms, alliteration, metaphors, similes, and/or personification
- Identify purposes of everyday texts and forms
- Read and answer questions about technical manuals or instructions
- Evaluate the value of electronic resources for a research purpose
- Identify skills needed for particular careers; or compare personal interests with the skills needed for a particular career
- Identify text clues or prior information from multiple sources that could be used to support a given conclusion
- Use transition chains or transitions to change the direction of an argument in writing
- Use reference books and resources to make simple editing choices in own writing, e.g. thesaurus for synonyms, dictionary for capitalization
- Write using structures to enhance meaning, e.g., problem/solution, headings and subtitles, order of importance and/or cause and effect
- Complete forms and write within given templates for specific purposes, such as job applications, resumes, and cover letters

Advanced Proficient

Students at the advanced proficient level generally demonstrate knowledge and skills in comprehension and response to text; inquiry and research; mechanics; and writing forms, audiences and purposes independently with a high level of performance using modified and supported materials.

Advanced proficient students typically:

- Identify literary devices used in text and identify an appropriate personal emotional response related to the device
- Identify and explain the use of literary devices such as onomatopoeia, idioms, alliteration, metaphors, similes, and/or personification
- Answer questions about everyday texts and completed forms
- Evaluate the appropriateness of instructions for particular tasks
- Follow instructions to complete a task or use an instructional manual
- Critique the value of electronic resources for particular research purposes
- Evaluate own work, school and life experiences for its applicability to career portfolios for particular careers
- Draw conclusions using information from multiple sources or points of view
- Use complex transitions in writing, e.g., transition chains, transitions to change the direction of an argument; cause and effect transitions, and/or compare and contrast transitions
- Edit writing, including own writing, for spelling, capitalization, punctuation; use proofreading marks and/or reference books and materials when appropriate
- Write within specific templates for specific purposes, e.g., reports with titles, subtitles, and headings; sequencing and/or setting within a problem/solution essay, diagrams within a text
- Write for everyday purposes such as completing forms, applications, and business letters

Performance Level Descriptors Mathematics

Grade 3 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate a basic knowledge of number sense, geometric properties, patterns, and data analysis at a limited level of performance.

In general, partially proficient students:

- Recognize whole numbers in real world situations
- Recognize and/or identify place value in whole numbers
- Identify two-dimensional objects
- Recognize patterns
- Identify data displays

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of number sense, geometric properties, patterns, and data analysis at a moderate level of performance.

In general, proficient students:

- Demonstrate an understanding of whole number place value
- Apply whole numbers to real world situations
- Order numbers
- Demonstrate an understanding of properties of two- and three-dimensional objects
- Demonstrate comprehension of the mathematical vocabulary describing spatial relationships of objects
- Demonstrate an understanding of, and extend, patterns
- Read and interpret existing data displays

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate knowledge of number sense, geometric properties, patterns, and data analysis at a high level of performance.

In general, advanced proficient students:

- Demonstrate an understanding of place value of 5-digit numbers
- Explain the use of whole numbers in real world situations
- Compare numbers
- Describe and/or classify properties of two- and three-dimensional objects
- Apply mathematical vocabulary describing spatial relationships of objects
- Create patterns
- Analyze, create questions about, and draw inferences from data displays
- Collect data to create data displays

Grade 4 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate knowledge of number sense, coordinate geometry, properties of operations and use of symbols, and systematic listing and counting, at a limited level of performance.

In general, partially proficient students:

- Identify numbers as being large or small
- Recognize that numbers apply to their daily life
- Match corresponding whole numbers, decimals, and fractions to models
- Use a number line to count and order numbers
- Identify the commutative property of addition and multiplication
- Identify $<$, $>$, or $=$ symbols
- Sort objects by attributes
- List some possibilities for a counting situation

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of number sense, coordinate geometry, properties of operations and use of symbols, and systematic listing and counting at a moderate level of performance.

In general, proficient students:

- Order and compare fractions and decimals
- Apply numbers to real world situations
- Model fraction/decimal/whole number equivalents
- Use coordinates to locate and label points in the first quadrant
- Identify the commutative, associative, identity and zero properties
- Use symbols ($<$, $>$, $=$) to compare numbers
- Organize objects in a Venn diagram according to attributes
- List all possibilities for a counting situation

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate knowledge of number sense, coordinate geometry, properties of operations and use of symbols, and systematic listing and counting at a high level of performance.

In general, advanced proficient students:

- Explain how numbers represent specific information in the real world
- Illustrate equivalent forms of whole numbers, decimals, and fractions
- Count the horizontal and vertical units moved between two points in the first quadrant
- Demonstrate an understanding of the commutative, associative, identity and zero properties
- Create sentences using symbols
- Analyze information using a Venn diagram
- Represents in an organized way all possibilities of a counting situation

Grade 5 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate a basic knowledge of numerical operations, geometric properties, functions and data analysis at a limited level of performance.

In general, partially proficient students:

- Use manipulatives for adding and subtracting decimals and fractions with common denominators
- Identify dividend and divisor, sum, difference, product and quotient
- Identify triangles and quadrilaterals
- Recognize congruent shapes
- Recognize that an input/output table relies upon a pattern
- Conduct a survey
- Identify bar, line, and circle graphs and tables

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of numerical operations, geometric properties, functions and data analysis at a moderate level of performance.

In general, proficient students:

- Use procedures for adding and subtracting decimals and fractions with common denominators
- Use manipulatives to demonstrate basic division problems
- Use estimation skills to check reasonableness of an answer
- Identify polygons and describe them by their angles and sides
- Recognize congruent and similar shapes
- Complete a simple input/output table
- Collect and organize data from a survey
- Answer questions about graphs and tables

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate knowledge of numerical operations, geometric properties, functions and data analysis at a high level of performance.

In general, advanced proficient students:

- Use and explain procedures for adding and subtracting decimals and fractions with common denominators
- Perform division with single or double digit divisors
- Check answers using inverse operations
- Compare and classify polygons
- Illustrate and explain congruent and similar shapes and lines of symmetry
- Explain the rule used and graph coordinate points using an input/output table
- Create a survey, collect and display the data
- Create questions and make inferences and predictions based on a graph or table

Grade 6 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate a basic knowledge of numerical operations, units of measurement, modeling functions and relationships and systematic listing and counting at a limited level of performance.

In general, partially proficient students:

- Match operations to the corresponding key words
- Add and subtract fractions with the same denominator
- Identify the commutative, associative, identity and zero properties
- Demonstrate understanding of the concepts of area, surface area, and volume
- Identify scale on a map or scale drawing
- Estimate distance using non-standard units of measurement
- Complete a simple input/output table
- Recognize that a graph can represent the relationship between two variables
- List possibilities for a counting situation given a diagram
- Identify all members of a set

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of numerical operations, units of measurement, modeling functions and relationships and systematic listing and counting at a moderate level of performance.

In general, proficient students:

- Match operational symbols to corresponding key words
- Perform all operations with fractions and/or decimals using manipulatives
- Use inverse operations to check answers in multiplication and division problems
- Identify appropriate measurement units for area, surface area, and volume
- Calculate distance using a scale drawing
- Estimate distance using standard units of measurement
- Create an input/output table modeling a real life situation
- Complete a graph showing a relationship between two variables
- Complete a tree or Venn diagram to illustrate a counting problem
- List possible combinations of two elements from a set

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate knowledge of numerical operations, units of measurement, modeling functions and relationships and systematic listing and counting at a high level of performance.

In general, advanced proficient students:

- Identify the appropriate operation to solve a given problem involving a real world situation
- Perform all operations with fractions and/or decimals using pencil and paper
- Identify the use of the distributive property
- Use appropriate measurement units for problems involving area, surface area, and volume
- Calculate actual distance using a scale drawing
- Solve real world problems using estimated measurements
- Translate an input/output table into a mathematical equation
- Create a graph showing a relationship between two variables
- Create an organized list of all possibilities in a counting problem without duplication
- Apply the multiplication principle of counting

Grade 7 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate a basic knowledge of number sense, measuring geometric objects, algebraic procedures, and probability at a limited level of performance.

In general, partially proficient students:

- Recognize that percents are a special case of ratios
- Use manipulatives to represent equivalent forms of fractions and decimals
- Distinguish between the use of area and perimeter
- Use manipulatives to compare volume of three-dimensional objects
- Identify integers on a number line
- Use manipulatives to solve linear equations
- Identify the order of operations
- Complete a chart to represent experimental probability
- Identify a situation that would cause a bias or random result in probability based games

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of number sense, measuring geometric objects, algebraic procedures, and probability at a moderate level of performance.

In general, proficient students:

- Match a percent to an equivalent ratio
- Match equivalent forms of fractions, decimals, and percents
- Calculate perimeter and area for basic figures or shapes
- Use manipulatives to compare volumes of pyramids to prisms and cylinders to cones
- Use a number line to show absolute value as distance
- Use a T chart to solve linear equations
- Simplify an algebraic expression using order of operations
- Collect probability data and answer questions using that data
- Demonstrate an understanding of the connection between probability outcomes and fairness

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate knowledge of number sense, measuring geometric objects, algebraic procedures, and probability at a high level of performance.

In general, advanced proficient students:

- Use ratios, proportions, and percents in given situations
- Convert fractions, decimals, and percents to their equivalent forms
- Find the area and perimeter of combined shapes
- Compare volumes of figures with the same base and height
- Use a number line to graph absolute value or simple expressions
- Solve and graph simple linear equations
- Evaluate an expression using order of operations
- Compare theoretical and experimental probabilities
- Play a probability-based game and answer questions about fairness

Grade 8 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate a basic knowledge of number sense, measuring geometric objects, number patterns, and vertex edge graphs at a limited level of performance.

In general, partially proficient students:

- Recognize scientific notation and match numbers in scientific notation to their standard notation counterparts
- Calculate perimeter and area for basic figures or shapes
- Classify prisms and pyramids according to their bases
- Identify a sphere and its diameter and radius
- Recognize and describe a number pattern

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of number sense, measuring geometric objects, number patterns, and vertex edge graphs at a moderate level of performance.

In general, proficient students:

- Convert numbers to scientific notation
- Order rational numbers (fraction, decimals, integers)
- Find the area and perimeter of combined shapes
- Find the surface area of various prisms and pyramids
- Match surface area and volume to the appropriate model
- Describe and extend a number pattern
- Identify a vertex edge graph and its parts

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate knowledge of number sense, measuring geometric objects, number patterns, and vertex edge graphs at a high level of performance.

In general, advanced proficient students:

- Demonstrate the relative magnitude of rational numbers based on their distance from zero
- Compare and order rational numbers
- Find and compare the perimeter or area of a figure and its dilation
- Calculate the volume of three dimensional objects and their dilations and compare the two
- Find the surface area and volume of a sphere
- Create a pattern involving integers
- Follow a path on a vertex edge graph

Grade 11 Math

Partially Proficient

Students performing at the partially proficient level generally require prompting to demonstrate a basic knowledge of numerical operations, coordinate geometry, functions and relationships and data analysis at a limited level of performance.

In general, partially proficient students:

- Identify square roots with the same radicand
- Determine if two matrices can be added and/or subtracted
- Identify positive and negative slopes
- Identify parallel, perpendicular, and intersecting lines on a coordinate plane
- Identify the direction of a vector
- Locate the minimum and maximum points on a graph of a parabola
- Identify a reflection, dilation, and translation
- Identify different ways to collect data

Proficient

Students performing at the proficient level may require prompting to demonstrate a basic knowledge of numerical operations, coordinate geometry, functions and relationships and data analysis at a moderate level of performance.

In general, proficient students:

- Identify whether radical expressions can be combined using addition and/or subtraction
- Add or subtract two matrices
- Find the midpoint of a line segment on a coordinate plane
- Describe the length and direction of a given vector
- Given a graph of a line, identify the x and y intercepts
- Match the graph of a function to its reflection or translation
- Make predictions using sampling data
- Identify a sample bias in real world situations

Advanced Proficient

Students performing at the advanced proficient level generally require minimal prompting to demonstrate knowledge of numerical operations, coordinate geometry, functions and relationships and data analysis at a high level of performance.

In general, advanced proficient students:

- Add or subtract square roots
- Multiply a matrix by a constant
- Find the slope of a line on a coordinate plane
- Add and subtract vectors
- Graph a simple linear function
- Match an algebraic rule to a graph of the function
- Draw conclusions using sampling data
- Draw mathematical conclusions about sample bias

Performance Level Descriptors Science

Grade 4 Science

Partially Proficient

Fourth grade students performing at the partially proficient level may require prompting, modifications and/or additional supports while recalling knowledge and demonstrate emerging skills in characteristics of life, chemistry, earth science and astronomy with inconsistent performance. Partially proficient students will typically use fewer categories to:

- Identify matter, energy and organization in living systems
- Identify physical properties and changes of matter
- Identify components of the water cycle and states of water in the Earth's system
- Identify components and their sequence within the Earth, Moon and Sun system

Partially proficient students will sometimes demonstrate the ability to identify vocabulary, collect and record data and make a few connections to their real-life experiences.

Proficient

Fourth grade students performing at the proficient level may require some prompting, modifications and/or additional supports while recalling knowledge and demonstrating skills in characteristics of life, chemistry, earth science and astronomy with increased performance. Proficient students will typically be able to:

- Classify and/or sequence matter, energy and organization in living systems
- Classify, compare, and/or describe physical properties and changes of matter
- Sequence and/or order the water cycle, describe states of water in the Earth's system
- Describe, illustrate and/or demonstrate an understanding of the sequence and order within the Earth, Moon and Sun system

Proficient students will frequently demonstrate the ability to comprehend vocabulary, use data to draw conclusions and make connections to the real-world.

Advanced Proficient

Fourth grade students performing at the advanced proficient level will demonstrate the qualities outlined for the proficient student. They may require minimal prompting, modifications and/or additional supports while applying vocabulary, knowledge and skills to explain the characteristics of life, chemistry, earth science and astronomy with a high-level of performance. Advanced proficient students will typically be able to perform skills such as: make predictions, observe, collect data, draw conclusions and make inferences relating to the real-world.

Grade 8 Science

Partially Proficient

Eighth grade students performing at the partially proficient level may require prompting, modifications and/or additional supports while recalling knowledge and demonstrate emerging skills in characteristics of life, chemistry, physics and astronomy with inconsistent performance. Partially proficient students will typically use fewer categories to:

- Identify organisms based upon the diversity of their characteristics. Identify characteristics best suited for survival in a particular environment.
- Identify physical changes and chemical reactions
- Identify types of energy and types of energy transformations
- Identify objects and/or the physical characteristics of the planets and other objects within the Solar system

Partially proficient students will sometimes demonstrate the ability to identify vocabulary, collect and record data and make a few connections to their real-life experiences.

Proficient

Eighth grade students performing at the proficient level may require some prompting, modifications and/or additional supports while recalling knowledge and demonstrating skills in characteristics of life, chemistry, physics and astronomy with increased performance. Proficient students will typically be able to:

- Classify organisms based upon the diversity of their characteristics. Describe the biological evolution of organisms.
- Classify, compare, and/or describe examples of physical changes and chemical reactions
- Classify, illustrate and/or describe types of energy and types of energy transformations
- Compare and/or classify the physical characteristics of the planets and other objects within the Solar system

Proficient students will frequently demonstrate the ability to comprehend vocabulary, use data to draw conclusions and make connections to the real-world.

Advanced Proficient

Eighth grade students performing at the advanced proficient level will demonstrate the qualities outlined for the proficient student. They may require minimal prompting, modifications and/or additional supports while applying vocabulary, knowledge and skills to explain the characteristics of life, chemistry, physics and astronomy with a high-level of performance. Advanced proficient students will typically be able to perform skills such as: make predictions, observe, collect and analyze data, draw conclusions and make inferences relating to the real-world.

High School EOC Biology

Partially Proficient

High School Biology students performing at the partially proficient level may require prompting, modifications and/or additional supports while recalling knowledge and demonstrate emerging skills in characteristics of life and environmental studies with inconsistent performance. Partially proficient students will typically use fewer categories to:

- Identify the components involved in photosynthesis and their role in the energy cycle of life
- Identify the process of evolution by natural selection. Identify the impact of inherited traits and the environment on natural selection.
- Identify the impact of human actions and/or naturally occurring processes on the environment
- Identify the ways human actions impact the ecosystems

Partially proficient students will sometimes demonstrate the ability to identify vocabulary, collect and record data and make a few connections to their real-life experiences.

Proficient

High School Biology students performing at the proficient level may require some prompting, modifications and/or additional supports while recalling knowledge and demonstrating skills in characteristics of life and environmental studies with increased performance. Proficient students will typically be able to:

- Describe the process of photosynthesis and its role in the energy cycle of life.
- Describe the process of evolution by natural selection. Describe the impact of inherited traits and the environment on natural selection.
- Describe, compare and/or contrast the impact of human actions versus naturally occurring processes on the environment
- Use data to assess the impact of human actions on the ecosystems

Proficient students will frequently demonstrate the ability to comprehend vocabulary, use data to draw conclusions and make connections to the real-world.

Advanced Proficient

High school Biology students performing at the advanced proficient level will demonstrate the qualities outlined for the proficient student. They may require minimal prompting, modifications and/or additional supports while applying vocabulary, knowledge and skills to explain the characteristics of life and topics in environmental studies with a high-level of performance. Advanced proficient students will typically be able to perform skills such as: make predictions, observe, collect and analyze data, support conclusions and make inferences relating to the real-world.

Appendix C Entry Error Sheet

Binder # _____

Errors Identified in APA Evidence that Affected the Score(s) 2010 - 2011 APA

The inclusion of this form indicates that one or more errors have occurred in an entry. If a student's Individual Score Report (ISR) reflects a zero score for any dimension, check to see if there is an Explanation Sheet in the binder identifying the error. If there is not, then check the evidence against the statements below in order to identify which entry error occurred. These errors reflect violations of the Universal Scoring Rules, test design requirements, or both.

Unscorable Entry Errors (All Dimensions Receive Zeros)

- No student name and/or date on evidence, incomplete date, or date outside of collection period.
- One or both pieces of evidence do not have at least five test items assessing the Link.
- There are no student responses to at least five test items.
- The writing rubric is missing or does not have at least 5 dimensions that assessed the Link.
- There was too little evidence, too much evidence, or evidence with inappropriate format.

Evidence Errors (Individual Dimension Receives a Zero)

- Some or all test items are not marked for accuracy. (Performance)
- Accuracy score for initial evidence was higher than 39%. (Performance)
- No editing marks related to the scoring rubric appear on the student writing response. (Performance)
- Some or all test items are not marked for Independence/prompting. (Independence)

The errors described below resulted in a different score point (1-4) than may be expected. This is either due to a recalculation of the accuracy/independence scores because of the evidence error, or due to assignment of a different score based on the scoring rules.

Errors

- One or more items were marked as physically prompted and correct (P+).
- Items were marked correct/incorrect but no percentage was provided.
- Items were marked Independent/prompted but no percentage was provided.
- One or more of the percentage scores provided were inaccurate.
- One or more test items were not correctly graded (marked) for accuracy.
- A different CPI Link within the same standard, strand, and CPI was assessed than was documented on the Entry Cover Sheet.

Appendix D

Explanation Sheet

Explanation Sheet 2010 – 2011 APA

Binder # _____ Initials: _____

Not in Compliance w/Unscorable Entry Rules	ENTRY	Not in Compliance w/Unscorable Entry Rules	ENTRY
Inappropriate format of evidence (e.g., series of photographs without appropriate information, etc.)	L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4	Student responses are unclear, unreadable, etc.	L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4
<i>Problem with CPI Link/Evidence</i>			
Evidence/rubric does not assess CPI Link	L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4	Evidence/rubric assesses more than the CPI Link	L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4
Evidence/rubric assesses two different CPI Links	L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4	The CPI Link includes multiple skills, but each piece of evidence assessed a different skill of the Link.	L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4
Evidence/rubric does not connect to the essence of the CPI/Strand/Standard	L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4		L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4
Other Issues			
CPI Link/Strand was duplicated in another entry.	L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4	CPI Link/Strand/Standard was not allowable for assigned grade level of student.	L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4
The first activity in the entry is clearly more difficult than the second activity. (Zero score for Performance dimension only.)	L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4		L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4
MAJOR FLAWS in Complexity Dimension			
Evidence assesses only part of the CPI Link (Assign a score of 1 for Complexity)	L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4		L,AL 1 2 3 4 MATH 1 2 3 4 SCIENCE 1 2 3 4

Optional Comments:

Appendix E

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. Department of Corrections, Department of Children and Families, and Juvenile Justice Commission

R. Charter schools

S. Special services district, educational services commission, and state-run schools for the handicapped

V. Vocational school districts

Some school districts might not be reported with the DFG that was assigned to them based on the 2000 census. These districts do not have a student population that is representative of the residents in their geographic area. These are reported with a DFG of:

N. None

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 in each DFG is now as follows:

<u>DFG Number of Districts*</u>	
A	- 39
B	- 67
CD	- 67
DE	- 83
FG	- 89
GH	- 76
I	- 103
J	- 25

* Includes all New Jersey public school districts (regardless of school configuration or grade levels served)

FOR ASSISTANCE

For Assistance	Contact/Resource
Statewide Student ID (SID), NJ SMART	PCG, NJ SMART Helpdesk (800) 254-0295 email: njsmart@pcgus.com http://www.state.nj.us/education/njsmart/sid/
Adequate Yearly Progress (AYP) reporting, Title One, economically disadvantage status, homeless status	Title I Program Planning and Accountability (609) 943-4283 http://www.state.nj.us/education/title1/accountability/
NJ Core Curriculum Content Standards (July 2004)	http://www.nj.gov/njded/cccs
APA CPI Links, training, resources General information	http://pem.ncspearson.com/nj/apa/documentation.aspx http://pem.ncspearson.com/nj/apa
APA reports distribution, operational general, district data CD	Pearson, NJ APA Customer Service (888) 705-9416
State Summary	http://www.state.nj.us/education/schools/achievement/
APA score interpretation	DOE APA measurement specialist, Jo-Lin Liang (609) 633-6884
APA administration	DOE APA Coordinator, Elizabeth Celentano (609) 984-0107
Office of Special Education	(609) 292-2912 http://www.nj.gov/education/specialed/
Learning Resource Centers	http://www.nj.gov/education/lrc/
NJ Department of Education (DOE)	(877) 900-6960 http://www.state.nj.us/education http://www.nj.gov/education/assessment/

