October 2014 and March 2015 High School Proficiency Assessment (HSPA)

Score Interpretation Manual

2015
PTM# 1510.46

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October 2014 and March 2015
HIGH SCHOOL PROFICIENCY ASSESSMENT (HSPA)

SCORE INTERPRETATION MANUAL

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FOR ASSISTANCE

As you review these guidelines along with the various reports received as part of the New Jersey Statewide Assessment Program, you may have questions on some part of the score reporting process. If you do, call Rob Akins, HSPA and NJBCT measurement specialist, at (609) 984–1435.

PART 1: INTRODUCTION AND OVERVIEW OF THE ASSESSMENT PROGRAM

HOW TO USE THIS BOOKLET

This booklet provides a broad range of detailed information about test results of the High School Proficiency Assessment (HSPA). It is organized as a resource for teachers and administrators who need to discuss the score reports with others. Information contained in this booklet is outlined as follows:

Part 1: Introduction and Overview of the Assessment Program

Describes the content of each test section: Mathematics and Language Arts Literacy.

Part 2: Interpreting HSPA Results

Describes the HSPA scale scores, the standard-setting process for determining the score ranges for each of the proficiency levels, information about scoring each test, and procedures for requesting corrections to students' score records.

Part 3: Reviewing the HSPA Student Information Verification Report

Provides demographic data on students after the record-change process.

Part 4: Using HSPA Score Reports

Provides examples of each report and describes the meaning of the data.

Part 5: Using Test Information

Provides information about assisting students who score below the minimum level of proficiency on one or more sections of the test.

Part 6: Communicating Test Information

Provides information about communicating test results and publicly releasing test information.

Appendix A: Lists terms that are used in this booklet and on the score reports.

Appendix B: Provides scoring rubrics.

Appendix C: Provides an explanation of the District Factor Group (DFG).

TEST SECURITY

The HSPA is a secure test, and items and passages contained therein must remain confidential because some of the test items will reappear in future versions of the test. This is done to maintain the stability of the test item pools over time from a technical perspective and to enable comparisons to be made from one year to the next. Examiners, proctors, and other school personnel are NOT to look at, discuss, or disclose any test items before, during, or after the test administration.

OUTLINE OF REPORTING PROCESS

To help school personnel identify the needs of tested students and to assist in the evaluation of school and district programs, a variety of reports have been produced and distributed. This booklet has been developed to assist in the analysis, interpretation, and use of the different HSPA reports. The data contained in the HSPA reports can help identify the types of instruction needed in the coming year for students whose results indicate the need for instructional intervention. In addition, these data will help both school and district personnel to identify curricular strengths and needs, and prepare instructional plans to meet identified needs.

Parts 5 and 6 of this manual provide specific guidance and requirements regarding the use of the test information and the public release of test results. Districts are required to report test results to their boards of education and to the public within 60 days of the online posting of test reports.

Table 1 lists the score reports that are available online to districts approximately two months after testing.

Table 2 summarizes critical events for the recipients of the HSPA score reports. This summary is a suggested reporting process. Districts may have to modify the assignment of tasks because of staffing or organizational characteristics.

Table 3 summarizes the total points possible for each section of the HSPA by content area for the October administration.

Table 4 summarizes the total points possible for each section of the HSPA by content area for the March administration.

Table 1: HSPA Score Reports
For the School and District and available online only: Student Information Verification Report Exited Students Roster All Sections Roster Student Roster – Mathematics Student Roster – Language Arts Literacy Summary of School Performance – Mathematics Summary of School Performance – Language Arts Literacy Interim Multi-Test Administration All Sections Roster (October administration only) Final Multi-Test Administration All Sections Roster (March administration only) **For the School but shipped as hard copy only:** Student Sticker (1 per student) Individual Student Report (2 per student) **For the District and available online only:** Summary of District Performance – Mathematics Summary of District Performance – Language Arts Literacy

Table 2: Suggested Reporting Process for HSPA Score Reports		
District	**School**	**Teacher**
• **Receive reports online** • **Receive ISRs* and student stickers** • **Deliver ISRs* and student stickers to schools** • **Review reports to determine program needs** • **Prepare public report** • **Release information to the public**	• **Receive reports online** • **Retain and review** • **Deliver ISRs* to teacher(s)** • **Prepare parent/guardian letters** • **Review reports to determine program needs** • **Review ISIPs**** • **File ISRs*** • **Attach stickers to cumulative folders**	• **Receive ISRs*** • **Review ISRs* to determine instructional needs** • **Prepare ISIPs** (as necessary)** • **Meet with students** • **Send home: ISRs* parent/guardian letters**

* Individual Student Report
** Individual Student Improvement Plan

OVERVIEW OF THE STATEWIDE ASSESSMENT PROGRAM FOR HIGH SCHOOL STUDENTS

The High School Proficiency Assessment (HSPA) is a standards-based graduation test that eleventh-grade students take for the first time in March of their junior year. The HSPA traces its roots to 1975, the year in which the New Jersey Legislature passed the Public School Education Act "to provide to all children in New Jersey, regardless of socioeconomic status or geographic location, the educational opportunity which will prepare them to function politically, economically, and socially in a democratic society." An amendment to that act was signed in 1976, which established uniform standards of minimum achievement in basic communication and computation skills. This amendment is the legal basis for the use of a test as a graduation requirement in New Jersey. In January 2002, President George W. Bush signed the No Child Left Behind (NCLB) Act, which reinforces and expands the requirements for high school students to demonstrate a level of competency in order to graduate from high school.

Beginning in 1981–82, ninth-grade students were required to pass the Minimum Basic Skills (MBS) Test in Reading and Mathematics as one of the requirements for a high school diploma. Students who did not pass one or both parts of the test had to be retested.

In 1983, the New Jersey State Board of Education approved a more difficult test in Reading, Mathematics, and Writing, the Grade 9 High School Proficiency Test (HSPT9), to measure the basic skills achievement of ninth-grade students. In 1985, the HSPT9 was administered for the first time as a graduation requirement.

In 1988, the New Jersey Legislature passed a law that moved high school proficiency testing from the ninth grade to the eleventh grade. The Grade 11 High School Proficiency Test (HSPT11) was a rigorous test of basic skills in Reading, Mathematics, and Writing. The HSPT11 served as a graduation requirement for all public school students in New Jersey who entered the eleventh grade or adult high school **PRIOR TO SEPTEMBER 1, 2001**.

In 1996, the State Board of Education adopted the Core Curriculum Content Standards to describe what all students should know and be able to do upon completion of a New Jersey public education. The Core Curriculum Content Standards delineate New Jersey's expectations for student learning. These standards define the current New Jersey high school graduation requirements. The HSPA is aligned with the content standards, and measures whether students have acquired the knowledge and skills contained in the Core Curriculum Content Standards necessary to graduate from high school.

March 2002 marked the first administration of the HSPA to eleventh-grade students. All non-exempt students who entered the eleventh grade for the first time **ON OR AFTER SEPTEMBER 1, 2001** through the end of the 2013–14 school year are required to take and pass the High School Proficiency Assessment in Language Arts Literacy and Mathematics. In March 2007, all non-exempt students who entered the eleventh grade for the first time **ON OR AFTER SEPTEMBER 1, 2006** participated in the High School Proficiency Assessment in Science. The science component of the HSPA was eliminated for March 2008 and later administrations.

The class of 2003 was the first cohort (or group) of students to graduate under the new testing requirements.

Three proficiency levels have been determined for each of the sections of the HSPA: Partially Proficient, Proficient, and Advanced Proficient. Students scoring at the lowest level, Partially Proficient, are considered to be below the state minimum level of proficiency.

OVERVIEW OF HSPA TEST CONTENT

Mathematics

The Mathematics section of each test measures students' ability to solve problems by applying mathematical concepts.

The HSPA Mathematics assessment measures knowledge and skills in four content clusters:

- Number and Numerical Operations
- Geometry and Measurement
- Patterns and Algebra
- Data Analysis, Probability, and Discrete Mathematics

Each cluster contains up to two open-ended items.

Language Arts Literacy

The Language Arts Literacy section of each test measures students' ability to work with written language. Students read passages selected from published books, newspapers, and magazines, as well as everyday text, and respond to related multiple-choice and open-ended questions. For HSPA, there are two open-ended items for each of the reading passages.

The Language Arts Literacy assessment assesses knowledge and skills in two content clusters:

- Reading
- Writing

Reading items target two skill sets: Interpreting Text and Analyzing/Critiquing Text. The Writing cluster consists of two writing activities: an expository prompt and a persuasive writing task.

PART 2: INTERPRETING HSPA RESULTS

Understanding the testing process includes having knowledge of the test content, the testing procedures, the meaning of test results, and ways in which those results can be used. This section focuses on the meaning of the HSPA test results and the cautions that should be taken in interpreting them.

DETERMINING THE PROFICIENCY LEVELS FOR THE HSPA

Proficiency-level-setting studies were conducted June 3–7, 2002 for Mathematics and Language Arts Literacy and May 29–June 1, 2007 for Science. The purpose of these studies is to describe and delineate the thresholds of performance for each content area that are indicative of Partially Proficient, Proficient, and Advanced Proficient performance of the targeted skills. Proficiency levels were determined for the HSPA in three content areas: Science, Mathematics, and Language Arts Literacy. Results from these studies were used to formulate recommendations to the Commissioner of Education and the New Jersey State Board of Education for the adoption of the cutoff scores (i.e., proficiency levels) for the HSPA. Beginning in October, 2007, Science was no longer part of the assessment.

Participants in the proficiency-level-setting study were chosen because of their qualifications as judges of student performance and content expertise. The judges represented the general population of New Jersey educators. Special care was taken to ensure adequate professional, gender, racial/ethnic, regional, and District Factor Group (DFG) representation on all panels.

A combination of proficiency-level-setting methods was employed for Mathematics. The holistic classification method was used to sort students' constructed-response work into the three performance level categories. A Modified Angoff Rating procedure was used to assess the multiple-choice items. Participants were asked to consider the student whose performance can be considered to have just reached the Proficient level. They were then asked to estimate, for each multiple-choice item, the probability that this student would answer the item correctly. Likewise, panelists were asked to consider the student whose performance can be considered to have just reached the Advanced Proficient level and subsequently estimate the probability that this student would answer the item correctly. Again, panelists were given the opportunity to review impact data before making their final cut score recommendations.

A holistic classification method was used for the HSPA Language Arts Literacy proficiency-level-setting study. The judges reviewed student papers sampled to represent the full range of student scores from the March 2002 HSPA administration. The judges were asked to classify student work into three categories: Partially Proficient, Proficient, and Advanced Proficient. The method is holistic because judges have to consider students' responses to multiple-choice and open-ended questions. The judges had the opportunity to review, discuss, and modify their classifications. Using a logistic regression method, two cutoff scores were calculated based on judges' classifications. The two cutoff scores yielded three proficiency levels. Before they finalized their recommended cutoff scores, the judges examined how the cutoff scores affected all New Jersey eleventh-graders who took the March 2002 HSPA.

Through a statistical equating procedure, the HSPA scores will be comparable from administration to administration. Equating can assure comparability across tests so students are not unfairly advantaged or disadvantaged by minor fluctuations in the difficulty of test questions. The March 2002 HSPA is the base year for equating.

The HSPA scores **cannot** be compared to the HSPT11 scores because the two tests differ in test specifications, proficiency levels, and types of test questions.

DESCRIPTIONS OF THE HSPA SCALE SCORES

The total HSPA Mathematics and Language Arts Literacy scores are reported as scale scores with a range of 100 to 300. Please note that 100 and 300 are a theoretical floor and ceiling, respectively, and may not be actually observed. The scale score of 250 is the cut point between Proficient students and Advanced Proficient students. The scale score of 200 is the cut point between Proficient students and Partially Proficient students. The score ranges are as follows:

Advanced Proficient/Pass	250 – 300
Proficient/Pass	200 – 249
Partially Proficient/Not Pass	100 – 199

The scores of students who are at the Partially Proficient level are considered to be below the state minimum level of proficiency. These students may need additional instructional support, which could be in the form of individual or programmatic intervention.

It is important that districts consider multiple measures with all students before making decisions about students' instructional placement.

OTHER TEST INFORMATION

In addition to the total HSPA scores in Mathematics and Language Arts Literacy, the various score reports contain the following information for each cluster (scores at the cluster level are raw scores):

Just Proficient Mean: This number represents the average (mean) number of points received for each cluster by all students in the state whose scale scores are 200 for a particular content area. The starting point of the proficient range is the state cutoff score that separates students who are Partially Proficient from those who are Proficient.

Points Earned: This number represents the number of points a student received for a given cluster. For example, on the Student Roster for Language Arts Literacy, the "Points Earned" is provided for Reading and Writing Clusters as well as for the Reading skill sets, Interpreting Text, and Analyzing/Critiquing Text, and for each of the two writing tasks. The writing/expository (expository prompt) and writing/persuade (persuasive prompt) are scored using the Registered

Holistic Scoring Rubric. This rubric ranges from 1 (inadequate command of written language) to 6 (superior command of written language). Each response is scored independently by two separate readers, with a third reader when the scores are not equal or adjacent.

For the expository prompt, the two readers' scores are averaged, while for the persuasive prompt the two readers' scores are summed.

Points Possible: The following two tables summarize the total points possible for each section of the October and March HSPA by content area.

Table 3: Total Points Possible for the October 2014 HSPA by Content Area		
Mathematics		
Total	**48 points**	[30 MC + (6 × 3 pt. OE)]
Number and Numerical Operations	7 points	
Geometry and Measurement	12 points	
Patterns and Algebra	15 points	
Data Analysis, Probability, and Discrete Mathematics	14 points	
Knowledge	48 points	
Mathematical Processes – Problem Solving	39 points	
Language Arts Literacy		
Total	**54 points**	(Reading and Writing)
Reading	36 points	[20 MC + (4 × 4 pt. OE)]
Writing	18 points	
Expository Prompt	6 points	1–6 points, scores averaged
Persuasive Prompt	12 points	1–6 points, scores summed
Interpreting Text	10 points	
Analyzing/Critiquing Text	26 points	

MC = Multiple Choice (1 point each); OE = Open-Ended (variable points).

Table 4: Total Points Possible for the March 2015 HSPA by Content Area		
Mathematics		
Total	**48 points**	[30 MC + (6 × 3 pt. OE)]
Number and Numerical Operations	7 points	
Geometry and Measurement	12 points	
Patterns and Algebra	15 points	
Data Analysis, Probability, and Discrete Mathematics	14 points	
Knowledge	48 points	
Mathematical Processes – Problem Solving	42 points	
Language Arts Literacy		
Total	**54 points**	(Reading and Writing)
Reading	36 points	[20 MC + (4 × 4 pt. OE)]
Writing	18 points	
Expository Prompt	6 points	1–6 points, scores averaged
Persuasive Prompt	12 points	1–6 points, scores summed
Interpreting Text	10 points	
Analyzing/Critiquing Text	26 points	

MC = Multiple Choice (1 point each); OE = Open-Ended (variable points).

AUTOMATIC RESCORING

The scoring process provides for the automatic rescoring of all open-ended responses for ALL students who receive a scale score that falls in the rescoring range. This range varies from administration to administration, based on test difficulty, but is typically around three to five scale score points below the proficient/passing score of 200. Districts do not need to submit a rescore request form since the rescore process is completed before the HSPA results are released.

PART 3: REVIEWING THE HSPA STUDENT INFORMATION VERIFICATION REPORT

The information provided by your school on the Record Change Roster earlier this year has been used to update student identification information for the New Jersey HSPA database. The Student Information Verification Report is a summary of all the record changes that were made for your school for the High School Proficiency Assessment. The student's final record is shown on the first line, which is shaded white. New values for any fields that were changed are in bold on the first line. The previous values for any fields that have changed are shown on the second line, which is shaded gray.

There are several instances when requested record changes are denied or modified by the New Jersey Department of Education. We have provided these rules below so that you can better understand why some of the changes your school requested may have been denied or modified. If you have any questions regarding the Student Information Verification Report or the record change process, please contact Rob Akins in the Office of Assessments at (609) 984–1435.

HSPA ID NUMBER

- If a student was coded with an invalid HSPA ID Number, or a valid HSPA ID Number belonging to another student, the HSPA ID Number was deleted and replaced with a new one or one that was previously assigned to that student, as described below.

- If a student was not coded with a valid HSPA ID Number, but has the exact same first name, last name, middle initial, birth date and district as a student record from a previous administration, the student will be given the HSPA ID Number from that record.

GRADE

- If a student who attempted the exam was coded as exited, the student is reported with the most recent grade recorded before the record change request.

SPECIAL EDUCATION (SE)

- Beginning with the March 2009 administration, the SE categories were coded numerically rather than alphabetically. If a special education student was coded with multiple disability categories (SE = 01 to 17), the student's SE code is identified as SE = 99 (unknown), since only one SE disability category may be coded.

- If a student was coded IEP Exempt From Passing the HSPA or IEP Exempt From Taking the HSPA (APA Required) and did NOT have a special education (SE) disability category coded, the student is identified as SE = 99 (unknown), since a student must be special education in order to be IEP Exempt From Passing or IEP Exempt From Taking (APA Required).

IEP EXEMPT FROM PASSING THE HSPA & IEP EXEMPT FROM TAKING THE HSPA (APA REQUIRED)

- If a student was coded BOTH IEP Exempt From Passing the HSPA AND IEP Exempt From Taking the HSPA (Required to take Alternate Proficiency Assessment, or APA) for a content area, AND the student took that test section, the student is identified as Exempt From Passing the content area. If the student did NOT take that test section, the student is identified as Exempt From Taking the HSPA (APA Required) for the content area.

- If a student was coded Exempt From Taking the HSPA (APA Required) for a content area and took that test section, the student is then identified as Exempt From Passing the content area.

VOID

- If a student was coded with multiple Voids for a content area (V1 – ill, V2 – refused to test, had unauthorized electronics, cheated or was disruptive, V3 – not supposed to test), the student receives the highest numbered void for the content area.

- If a student was coded Void for ONLY one day of Language Arts Literacy (LAL Day 1 or LAL Day 2), the student is reported as Void for the content area.

- If a student was coded V1 (ill) for a content area, but would otherwise receive a passing scale score, the Void is overridden and the student receives a scale score.

LEP

- If a student was coded with multiple LEP codes (LEP = <, 1, 2, 3, F1, or F2), the student is reported as LEP = Y, since a valid LEP code cannot be determined. If a student is coded both F1 and F2, the student is reported as LEP = F.

Figure 1
Student Information Verification Report

TEST DATE: OCTOBER 2014
REPORT PRINTED: 8/29/2014

COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

24 Student(s) with Record Changes at this School

New Jersey High School Proficiency Assessment
Student Information Verification Report [1]

			Student's Name						Ethnic Codes	T-I	ED	H	MI	LEP	504	SE	Accom	IEP Exempt Passing	IEP Exempt Taking (APA)	Out Of Dist	Void			ME	Not Present Regular		
HSPA ID#	SID	GR	Last	First	M	Date of Birth	Sex	District / School Student ID No.	WBAPHI	ML	Y	Y	Y	< 1-3 F1,F2 F,Y	Y	01-17, 99	ABCD	ML	ML	Y	M 1-6	LAL1 1-6	LAL2 1-6	Y	M Y	LAL1 Y	LAL2 Y
1301995734	0000000219	EX	MOURA	SARA	M	07/28/95	F	143803685	W							14	A	L									
1330038320	0000000148	R11	DIGGS	FRANCIS		03/09/96	M	2984	W					3													
1330022010	0000000142	R11	FREEMAN	NANELIZ		01/26/96	F		H	M			Y														
1330029017	0000000121	R11	GRANT	CICINIO		02/23/96	M	329341	H							14											
1330036419	0000000135	R11	HABER	TIEANDRA	L	06/04/96	F	1006695	B					F1													
1330028824	0000000120	R11	SCEA	WILLIAM		06/21/96	M	452458					Y			14	AB	ML									
1330029623	0000000125	R11	SCHAEFFER	FRANCISCO		04/01/96	M	483041	H																		
1380038426	0000000062	12	BLANCO	MASOOD		05/09/96	M	014224	W			Y				16											
1380141421	0000000047	12	CHEN	HIRAL		03/22/96	F																	Y			
1380195935	0000000079	12	COLLINS	ALEX	F	06/21/96	M						Y	2													
1380141219	0000000045	12	GIANNONI	CHRISTOPH		10/16/95	M							1													
1380067832	0000000033	12	HOGAN	VANESA		03/03/96	F	000014269	B																		
1380037021	0000000073	12	HORTON	JEAN		09/12/95	M	042086	H					F2													
														1													
1380266530	0000000053	12	JIMENEZ	ARRIK		03/28/96	M		B					<													
1380067731	0000000032	12	SAVINON	WILLY		08/07/96	M	000014320	H					1													

[1] The student's final record is shown on the first line, which is shaded white. New values for any fields that were changed are in bold on the first line. The previous values for any fields that have changed are shown on the second line, which is shaded gray.

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Note: All names and data are fictional.

PART 4: USING HSPA SCORE REPORTS

Test results are most useful when they are reported in a way that allows educators to focus on pertinent information. Report forms designed to meet this need extend the effectiveness of a testing program by making it easier to use test results for educational planning.

For the HSPA, a number of reports are available. Figures 2–11 show examples of the Exited Student Roster, Student Sticker, Individual Student Report, Student Rosters, and summary reports slightly reduced in size. All names and data are fictional. The Individual Student Reports provide data that may be used to help identify student strengths and needs. The Student Rosters and school and district summaries help identify program strengths and needs.

EXITED STUDENTS ROSTER

General Information: The Exited Students Roster (Figure 2) provides a list of students whose Exited Students HSPA Bar-Code Label Return Form indicated that the students had exited from the school, or who were exited by a record change request.

School Identification Information: The names and code numbers of the county, district, and school are indicated, along with the test administration date.

Student Identification Information: Next to each student's name, HSPA ID Number, and SID Number is the following student identification information:

- Date of Birth (DOB)
- Sex is indicated by M (male) or F (female).

Figure 2
Exited Students Roster

TEST DATE: OCTOBER 2014
REPORT PRINTED: 8/27/2014
CYCLE I

New Jersey High School Proficiency Assessment
Exited Students Roster

COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

STUDENTS PROCESSED: 49

STUDENT NAME			HSPA ID NUMBER	SID (NJ SMART)	DOB	SEX
DESOUZA	BRIAN		1206417121	0000000228	03/08/95	M
DRUZ	KRYSTAL		1308937636	0000000243	03/01/95	F
DURZYNSKA	BRIANNA	J	1302000712	0000000218	11/16/95	F
ESPINOZA	JACLYN	M	1301998434	0000000217	05/11/95	F
FARNELLA	ALLAH	J	1200794426	0000000167	06/15/95	M
FAUST	KEITH	H	1395000623	0000000206	01/12/95	M
FORCHION	BETHANN	D	1302003816	0000000210	11/20/95	F
GARAY	NASSAR	K	1395001624	0000000240	02/18/95	M
GLAUDE	CHRISTINE		1303585832	0000000245	08/25/95	F
JONES	MICHELLE	K	1204395225	0000000205	09/24/95	F

88-7777-666

Page 2 of 5

Note: All names and data are fictional.

STUDENT STICKER

General Information: The Student Sticker (Figure 3) is sorted by grade (R11, 12, R12, RS, AH), then alphabetically, and lastly, by out-of-district placement status, with one sticker being provided for each student tested. It is a peel-off label approximately 5 inches by 2 inches, and can be easily attached to the student's permanent record. The student sticker is not available online and is shipped to the district after posting reports online.

Identification Information: Student Name, HSPA ID Number, SID Number, Date of Birth (DOB), and Sex are reported, along with the county, district, and school codes and names.

- A number, 01 through 99, is indicated after SE if a student was coded as a special education student (see Special Education codes in Appendix A).
- The first letter of a content area (M or L) is shown after IEP Exempt From Passing if a student was coded as exempt from passing a content area (Mathematics, or Language Arts Literacy) because of an Individualized Education Program (IEP).
- The following symbols are used for students in the LEP program:

  <= Entered LEP Program AFTER 7/1/14, and is currently enrolled.

  1 = Entered LEP Program BETWEEN 7/1/13 and 6/30/14, and is currently enrolled.

  2 = Entered LEP Program BETWEEN 7/1/12 and 6/30/13, and is currently enrolled.

  3 = Entered LEP Program BEFORE 7/1/12, and is currently enrolled.

  F1 = Exited a LEP Program BETWEEN 7/1/14 and the current test administration dates and is NO longer enrolled in the program.

  F2 = Exited a LEP Program BETWEEN 7/1/13 and 6/30/14 and is NO longer enrolled in the program.

  Y = Currently enrolled, enrollment date unknown.

- The first letter of a content area (M or L) is indicated after T-I if a student was coded as receiving Title I services for a content area.
- Y (for yes) is indicated after OUT-OF-DISTRICT PLACEMENT if a student was coded as testing at an out-of-district placement.
- The first letter of a content area (M or L) is indicated after RETEST if a student was determined to be retesting in a content area. A student is coded Retest when he or she has previously received a valid scale score in that content area and either attempted the content area again or was required to attempt the content area again. A student is no longer required to attempt the content area after meeting one of the following conditions in a previous administration.
  - received a passing scale score
  - received any scale score and was coded IEP Exempt From Passing on the student's most recent attempt
  - coded IEP Exempt From Taking

Test Results Information: Designation of the proficiency levels are printed next to the Mathematics and Language Arts Literacy scale scores. Voids (V1–V6), Not Present (NP), Not Scored (NS), Exempt From Taking (XT), and Medical Emergency are noted where applicable.

A student's answer folder may be voided at the time of testing due to illness, disruptive behavior, or some other reason. The number of points earned for each cluster would be blank; and, instead of a total score, this report would list V1 (voided due to illness), V2 (voided due to disruptive behavior), V3 (not supposed to test), V5 (voided due to breach of security by a school or district), or V6 (withdrew during the test administration without completing the required testing). In addition, a student's test booklet may be voided at the time of scoring. If a student responded to an insufficient number of items for a test section, a V4 will appear in ***Your Scale Score***.

If a student did not respond to any operational items in a test section, was required to take that content area, and was not coded Void or IEP Exempt From Taking the HSPA for that content area, the student is reported as Not Present.

Note that whether a student was coded Not Present Regular does not determine whether the student is reported as Not Present or whether the student receives a scale score. The Not Present Regular field is used only to identify students who did not test during the regular week. It does not appear on any score reports. If a student took a test section during the regular or make-up administration, the test section is scored, and the student will receive a scale score if applicable, regardless of whether the student was coded Not Present Regular. Likewise, if a student was coded Not Present Regular for only one day of Language Arts Literacy, it does not affect a student's score. Both days will be scored.

Students who are no longer required to attempt the content area and have not responded to any operational test item in that content area are reported as Not Scored. The Retest description on page 16 lists the criteria used to determine if a student is no longer required to attempt the content area.

Figure 3
Student Sticker

Test Date: OCTOBER 2014 **New Jersey High School Proficiency Assessment**

County: 88 ANY COUNTY
District: 7777 ANY DISTRICT
School: 666 ANOTHER SCHOOL

Student Name: BRITO, JULIAN
HSPA ID No.: 1380038628 **SID: 0000000064**

Grade: 12	LEP:	T-I:
DOB: 09/23/95	SE: 16	Retest: ML
Sex: M	IEP Exempt From Passing:	District / School ID No.: 23186

Mathematics:	236	PROFICIENT
Language Arts Literacy:	231	PROFICIENT

Note: All names and data are fictional.

INDIVIDUAL STUDENT REPORT (ISR)

General Information: The Individual Student Report (ISR), shown in sample format as Figure 4, is sorted by grade (R11, 12, R12, RS, AH), by out-of-district placement status, and lastly, alphabetically for students within the school. Two copies of this report are produced for every student tested: one for the student's permanent folder after the results are analyzed, and the other for the student's parent/guardian to be shared in a manner determined by the local district. The ISR is not available online and is shipped to the district after posting reports online. The back side of the ISR (Figure 5) provides a background of the HSPA and information on how to read and interpret the report.

Identification Information: Student Name, Date of Birth (DOB), Sex, HSPA ID Number, SID Number, and District/School Student ID Number (if used) are reported along with the County, District, and School codes and names.

- One of the following symbols is indicated after LEP for a student coded as limited English proficient:

  <= Entered LEP Program AFTER 7/1/14, and is currently enrolled.

  1 = Entered LEP Program BETWEEN 7/1/13 and 6/30/14, and is currently enrolled.

  2 = Entered LEP Program BETWEEN 7/1/12 and 6/30/13, and is currently enrolled.

  3 = Entered LEP Program BEFORE 7/1/12, and is currently enrolled.

  F1 = Exited a LEP Program BETWEEN 7/1/14 and the current test administration dates and is NO longer enrolled in the program.

  F2 = Exited a LEP Program BETWEEN 7/1/13 and 6/30/14 and is NO longer enrolled in the program.

  Y = Currently enrolled, enrollment date unknown.

- A number, 01 through 99, is indicated after SE if a student was coded as a special education student (see Special Education codes in Appendix A).

- The first letter of a content area (M or L) is indicated after IEP Exempt From Passing if a student was coded as exempt from passing a content area (Mathematics or Language Arts Literacy) due to an Individualized Education Program (IEP).

- The first letter of a content area (M or L) is indicated after RETEST if a student was determined to be retesting in a content area.

- Y (for yes) is indicated after OUT-OF-DISTRICT PLACEMENT if a student was tested at an out-of-district placement.

- The first letter of a content area (M or L) is indicated after Title I if a student was coded as receiving Title I services for a content area.

Students who are no longer required to attempt the content area and have not responded to any operational test item in that content area are reported as Not Scored. The Retest description on page 16 lists the criteria used to determine if a student is no longer required to attempt the content area.

Test Results Information: The scale scores in Mathematics and Language Arts Literacy are provided, along with cluster data.

Your Scale Score: The total content area score is a scale score based on the combination of the number of correct multiple-choice items and the number of points earned for open-ended items and writing tasks. The total scores for each content area are reported as scale scores with a range of 100 to 300. The scale scores of 100 and 300 are a theoretical floor and ceiling, respectively; these scores may not be actually observed. The Proficient cut score is 200 for each content area. The Advanced Proficient cut score is 250 for each content area. Voids (V1–V6), Not Present (NP), Not Scored (NS), Exempt From Taking (XT), and Medical Emergency are noted where applicable.

Cluster Data: Cluster data are provided to help identify students' strengths and weaknesses. ***Your Points*** represent the student's raw cluster scores. These scores are calculated by adding together the number of multiple-choice items answered correctly and the total points received for open-ended items (as well as writing tasks in Language Arts Literacy). The rightmost column for each content area, labeled ***Just Proficient Mean***, is the average or mean score for all the students across the state whose scale score is 200 for a particular content area, i.e., students who are "just proficient."

At the bottom of each ISR (below the dotted line), additional information is given regarding a student's performance. A description of this information follows:

The Mathematics test assesses the way students think. Items are classified as Knowledge (requiring conceptual understanding or procedural knowledge) and Problem Solving. Some items are both Knowledge and Problem Solving. Data are provided to show students' performance in these two areas. Each item contributes only once to the total HSPA Mathematics scale score.

The HSPA Language Arts Literacy Reading items engage students in "Interpreting Text" and "Analyzing/Critiquing Text." The data provided in these areas can be useful when looking at student performance as well as program performance. Interpreting Text and Analyzing/Critiquing Text are comprised of items from the Reading section. Each item contributes only once to the total HSPA Language Arts Literacy scale score; items can only belong to one category.

Figure 4
Individual Student Report (Front)

TEST DATE: OCTOBER 2014
REPORT PRINTED: 8/29/2014

New Jersey High School Proficiency Assessment
Individual Student Report

COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

Student Information

Student Name: COLLINS, ALEX F

HSPA ID No.: 1380195935 **SID (NJ SMART) No.: 0000000079**

Grade: 12
District/School ID No.: Date of Birth: 06/21/96
Answer Folder No.: 26561 Sex: M
LEP: 2 Title I:
SE: Retest: ML
IEP Exempt From Passing: Special Form:

Scale Scores

Content Area	Your Scale Score	Proficiency Level	Pass
Mathematics	237	PROFICIENT	YES
Language Arts Literacy	219	PROFICIENT	YES

Partially Proficient / Not Pass: Scale Score BELOW 200
Proficient / Pass: Scale Score AT OR ABOVE 200 but BELOW 250
Advanced Proficient / Pass: Scale Score AT OR ABOVE 250

Cluster Points

Mathematics

The Mathematics section assesses a student's abilities in the following clusters.

Cluster	Your Points	Just Proficient Mean
Number & Numerical Operations	5.0 out of 7	3.1
Geometry & Measurement	9.0 out of 12	4.4
Patterns & Algebra	10.0 out of 15	5.2
Data Analysis, Probability & Discrete Mathematics	9.0 out of 14	4.8
Knowledge	33.0 out of 48	17.5
Mathematical Processes - Problem Solving	24.0 out of 39	13.2

Language Arts Literacy

The Language Arts Literacy section assesses a student's abilities in the following clusters.

Cluster	Your Points	Just Proficient Mean
Writing	8.0 out of 18	8.3
Reading	20.0 out of 36	11.7
Interpreting Text	7.0 out of 10	4.0
Analyzing / Critiquing Text	13.0 out of 26	7.7

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Note: All names and data are fictional.

Figure 5
Individual Student Report (Back)

ABOUT THE HIGH SCHOOL PROFICIENCY ASSESSMENT (HSPA)

The High School Proficiency Assessment (HSPA), which is administered over three days, measures students' knowledge and skills in Mathematics and Language Arts Literacy. The HSPA was designed with the involvement of educators, business representatives, and parents to ensure that your child has acquired the types of skills and knowledge that will help prepare him or her for the future – whether that includes college, employment, or the military.

The **Mathematics** section tests students' knowledge of the following: number and numerical operations; geometry and measurement; patterns and algebra; and data analysis, probability, and discrete mathematics. Most of the Mathematics section consists of multiple-choice questions. Some questions are open-ended and were scored by highly trained scorers.

The **Language Arts Literacy** section measures skills in reading and writing. The reading component requires students to read passages and answer related questions about each passage. Most of the questions are multiple-choice; however, some questions require students to provide written responses using their own words. These are referred to as "open-ended" questions and were scored by highly trained scorers. Reading passages test comprehension, both literal and inferential. Literal comprehension is the ability to understand the actual meaning of written words. Inferential comprehension is the ability to use careful reasoning to extend understanding of the communication beyond the literal meaning of the words themselves.

The writing component requires students to respond to two writing prompts. The prompts measure students' ability to construct meaning in sustained written responses. Each of your child's responses was read by two readers trained to score student writing using criterion-based holistic scoring. This scoring method requires readers to examine the writing for the following characteristics: content and organization, construction of sentences, use of the English Language, and writing mechanics. Each of two readers gives the writing a score that ranges from 1 (the lowest) to 6 (the highest). Low points indicate problems with written language, and high points indicate satisfactory performance.

For more information about state assessments, including sample test questions and writing tasks, consult the New Jersey Department of Education website: http://www.nj.gov/education/assessment/.

HOW TO READ THIS REPORT

The **Individual Student Report** presents your child's Mathematics and Language Arts Literacy scores on the HSPA. This report is available only to parents, guardians, students, and authorized school officials. If you have any questions about this report, you should contact your child's guidance counselor or principal.

Your child's name, birth date, and other personal information are at the top of the report. An asterisk (*) may appear in the name, birth date, or district/school ID number if the circles for more than one letter or number were filled in the same column on the answer folder.

The Mathematics and Language Arts Literacy scores are reported as scale scores ranging from 100 to 300. The HSPA passing score is 200. To meet the state's graduation testing requirement for a high school diploma, a student must score at or above the passing score for each section of the HSPA. Students are not retested in sections they have already passed.

Your child's total Mathematics and Language Arts Literacy scores are presented in the ***Scale Scores*** box in the top half of the report. Your child's scale scores are printed in the column labeled ***Your Scale Score***. To the right of the scale score is a column labeled ***Proficiency Level.*** If the scale score is below 200, your child is "Partially Proficient" for that content area. If the scale score is 200 to 249, your child is "Proficient" for that content area. If the scale score is 250 to 300, your child is "Advanced Proficient" for that content area. Scores below 200 indicate a need for additional instructional assistance. However, as with any single test score, HSPA results should not be used as the sole basis for instructional decisions.

Additional information to assist in identifying your child's strengths and weaknesses is presented at the bottom half of the report. ***Cluster Points*** show how your child performed on the items that measure a particular set of knowledge and skills. Although an item on the HSPA can contribute to more than one cluster (for example, reading and interpreting text), each item is counted only once to calculate your child's scale score.

For each cluster, the column labeled ***Your Points*** presents the number of points your child achieved. The column labeled ***Just Proficient Mean*** is a yardstick against which you can measure your child's performance for each cluster. Each ***Just Proficient Mean*** is the average raw score for all students in the state whose scale score is 200 for that particular content area. If your child scored at or above the ***Just Proficient Mean***, this cluster is an area of possible strength for your child. If your child scored below the ***Just Proficient Mean***, your child is likely to need additional help in this cluster.

A notation may appear if, for some reason, your child's answer folder was not scored. No data will appear under ***Proficiency Level*** and ***Your Points***. Instead, the report will indicate one of the following: Not Present, Exempt From Taking, Not Scored, or Void. A void may be assigned to your child for one of the following reasons:

Void 1 - Became ill during testing.
Void 2 - Refused to test, had unauthorized electronics, cheated or was disruptive.
Void 3 - Should not have taken the HSPA (already passed the HSPA section, not in the correct grade, took the test section(s) twice during this test administration, not a public school student).
Void 4 - Attempted an insufficient number of items.
Void 5 - Voided due to a security breach or improper testing procedures.
Void 6 - Withdrew during the test administration without completing the required testing.

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Note: All names and data are fictional.

ALL SECTIONS ROSTER

General Information: The All Sections Roster (Figure 6) provides a convenient way to review students' complete test results. The report displays student names in alphabetical order (last name first), first for district students, with out-of-district placement students listed at the end. Reports are generated for each grade level (R11, 12, R12, RS, and AH). Users of this report can quickly determine how a particular student performed in the content areas of Mathematics and Language Arts Literacy. The All Sections Roster includes students who took Large Print, Braille, and Alternate forms.

School Identification Information: The names and code numbers of the county, district, and school are indicated, along with the test administration date.

Student Identification Information: Below each student's name are the HSPA ID Number and SID Number assigned to that student. Next to each student's name, HSPA ID Number, and SID Number is the following student identification information:

- Date of Birth (DOB)
- Sex is indicated by M (male) or F (female)
- The letter corresponding to the student's ethnic code appears in the EC column. Multiple codes are allowed.
- The following symbols are used for students in the LEP program:

  <= Entered LEP Program AFTER 7/1/14, and is currently enrolled.

  1 = Entered LEP Program BETWEEN 7/1/13 and 6/30/14, and is currently enrolled.

  2 = Entered LEP Program BETWEEN 7/1/12 and 6/30/13, and is currently enrolled.

  3 = Entered LEP Program BEFORE 7/1/12, and is currently enrolled.

  F1 = Exited a LEP Program BETWEEN 7/1/14 and the current test administration dates and is NO longer enrolled in the program.

  F2 = Exited a LEP Program BETWEEN 7/1/13 and 6/30/14 and is NO longer enrolled in the program.

  Y = Currently enrolled, enrollment date unknown.

- A number, 01 through 99, is indicated after SE if a student was coded as a special education student (see Special Education codes in Appendix A).
- The first letter of a content area (M or L) is indicated in the IEP Exempt From Passing column if a student was coded as exempt from passing a content area (Mathematics or Language Arts Literacy) due to an Individualized Education Program (IEP).

- The first letter of a content area (M or L) is indicated in the T-I column if a student was coded as receiving Title I services for a content area.

- Y (for yes) is indicated in the ED column if a student was coded as economically disadvantaged.

- Y (for yes) is indicated in the H column if a student was coded as homeless.

- Y (for yes) is indicated in the MI column if a student was coded as migrant.

- The first letter of a content area (M, or L) is indicated in the RETEST column if a student was determined to be retesting in a content area.

- Y (for yes) is indicated in the OUT OF DIST column if a student was tested at an out-of-district placement.

- Students who took Large Print, Braille, or Alternate forms will be indicated in the SPEC FORM column.

Student Score Information: Following a student's identification information, the student's Scale Score and Proficiency Level (Partially Proficient, Proficient, or Advanced Proficient) is printed for each test section. Voids (V1–V6), Not Present (NP), Not Scored (NS), Exempt From Taking (XT), and Medical Emergency are noted where applicable.

The Scale Score for Mathematics is based on a combination of correct multiple-choice items and the number of points received for open-ended responses.

The Scale Score for Language Arts Literacy is based on a combination of correct multiple-choice items and number of points earned for open-ended items and writing tasks.

Figure 6
All Sections Roster

TEST DATE: OCTOBER 2014
REPORT PRINTED: 9/12/2014
CYCLE I

New Jersey High School Proficiency Assessment
All Sections Roster
Grade R11

COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

STUDENTS PROCESSED: 34

This report includes **all** students, including those who took Braille, large print, alternate or other special forms.

STUDENT NAME HSPA ID NUMBER / SID	DOB	SEX	EC	LEP	SE	IEP EXEMPT PASS	T-I	ED	H	MI	RETEST	OUT OF DIST	SPEC FORM	MATHEMATICS SCALE SCORE	MATHEMATICS PROFICIENCY LEVEL	LANGUAGE ARTS LITERACY SCALE SCORE	LANGUAGE ARTS LITERACY PROFICIENCY LEVEL
ABEDRABBO, SHAKIM 1330038219 / 0000000147	01/25/96	M	B				ML				ML			188	PARTIALLY PROFICIENT	209	PROFICIENT
BATISTA, SILENY 1330034417 / 0000000160	11/06/95	F	H	1	16						ML		BR	161	PARTIALLY PROFICIENT	148	PARTIALLY PROFICIENT
CARPINELLI, KEITH L 1330036116 / 0000000157	08/18/96	M									L			NOT SCORED		240	PROFICIENT
DIGGS, FRANCIS 1330038320 / 0000000148	03/09/96	M	W	3							ML			212	PROFICIENT	230	PROFICIENT
FREEMAN, NANELIZ 1330022010 / 0000000142	01/26/96	F	H				M			Y	ML			167	PARTIALLY PROFICIENT	172	PARTIALLY PROFICIENT
GALLAGHER, JERARD 1330021918 / 0000000141	09/11/95	M	B				ML							V1		210	PROFICIENT
GARCIA, WILLY 1330030312 / 0000000130	06/26/96	M	H	1										181	PARTIALLY PROFICIENT	217	PROFICIENT
GRANT, CICINIO 1330029017 / 0000000121	02/23/96	M	H		14						M			172	PARTIALLY PROFICIENT	NOT SCORED	
HABER, TIEANDRA L 1330036419 / 0000000135	06/04/96	F	B	F1										186	PARTIALLY PROFICIENT	228	PROFICIENT
HENDERSON, MOISES 1330029926 / 0000000127	01/24/96	M	H								ML			156	PARTIALLY PROFICIENT	V4	

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Note: All names and data are fictional.

STUDENT ROSTER – MATHEMATICS

General Information: The Student Roster – Mathematics (Figure 7) lists the names of the students tested (last name first) in descending order of total Mathematics scores, with out-of-district placement students listed last. Thus, the first students listed on the in-district Mathematics Roster are the students with the highest Mathematics scores. Students are listed alphabetically when more than one student has achieved the same score. A dashed line is printed across the roster after the last student at each proficiency level. Reports are generated for the following grade levels: R11, 12, and R12.

School Identification Information: The names and code numbers of the county, district, and school are indicated, along with the test administration date.

Student Identification Information: Below each student's name are the HSPA ID Number and SID Number assigned to that student. Next to each student's name, HSPA ID Number, and SID Number is the following student identification information:

- Date of Birth (DOB)
- Sex is indicated by M (male) or F (female)
- The letter corresponding to the student's ethnic code appears in the EC column. Multiple codes are allowed.
- The following symbols are used for students in the LEP program:

  <= Entered LEP Program AFTER 7/1/14, and is currently enrolled.

  1 = Entered LEP Program BETWEEN 7/1/13 and 6/30/14, and is currently enrolled.

  2 = Entered LEP Program BETWEEN 7/1/12 and 6/30/13, and is currently enrolled.

  3 = Entered LEP Program BEFORE 7/1/12, and is currently enrolled.

  F1 = Exited a LEP Program BETWEEN 7/1/14 and the current test administration dates and is NO longer enrolled in the program.

  F2 = Exited a LEP Program BETWEEN 7/1/13 and 6/30/14 and is NO longer enrolled in the program.

  Y = Currently enrolled, enrollment date unknown.

- A number, 01 through 99, is indicated after SE if a student was coded as a special education student (see Special Education codes in Appendix A).
- Y (for yes) is indicated in the IEP Exempt From Passing column if a student was coded as exempt from passing the Mathematics section due to an Individualized Education Program (IEP).

- Y (for yes) is indicated in the T-I column if a student was coded as receiving Title I services in Mathematics.
- Y (for yes) is indicated in the RETEST column if a student was determined to be retesting.
- Y (for yes) is indicated in the OUT OF DIST column if a student was coded as testing at an out-of-district placement.

Student Score Information: Following a student's identification information, the student's total Mathematics score is given. This score is based on a combination of the number of correct multiple-choice items and the number of points earned for open-ended items. Points earned are then reported for each cluster. The headings for the columns show the number of possible points and the means for students whose scale scores are at the starting point of the proficient range. Voids (V1–V6), Not Present (NP), Not Scored (NS), Exempt From Taking (XT), and Medical Emergency are noted where applicable.

The generic scoring rubric for Mathematics appears in Appendix B.

Figure 7
Student Roster – Mathematics

TEST DATE: OCTOBER 2014
REPORT PRINTED: 8/28/2014
CYCLE I

New Jersey High School Proficiency Assessment
Student Roster - Mathematics
Grade 12

COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

STUDENTS PROCESSED: 23

This report **excludes** students who took Braille, alternate and special forms other than large print.
Therefore, the number of students processed may differ from the All Sections Roster.

STUDENT NAME HSPA ID NUMBER / SID	DOB	SEX	LEP	SE	IEP EXEMPT PASS	T-I	RETEST	OUT OF DIST	SCALE SCORE	CLUSTER POINTS: NUMBER & NUMERICAL OPERATIONS	GEOMETRY & MEASUREMENT	PATTERNS & ALGEBRA	DATA ANALYSIS, PROBABILITY & DISCRETE MATHEMATICS	KNOWLEDGE	MATHEMATICAL PROCESSES - PROBLEM SOLVING
										7[1]	12	15	14	48	39
										3.1[2]	4.4	5.2	4.8	17.5	13.2
SMITH, EVEREST 1380038729 / 0000000065	08/20/96	M					Y		253	6.0	11.0	10.0	12.0	39.0	24.5
VELAZQUEZ, NICOLE R 1380196936 / 0000000076	10/07/95	F					Y		253	6.0	9.5	8.5	13.0	39.0	24.5
BLANCO, MASOOD 1380038426 / 0000000062	05/09/96	M		16			Y		245	6.0	11.0	8.5	10.5	36.0	24.5
COLLINS, ALEX F 1380195935 / 0000000079	06/21/96	M	2				Y		237	5.0	9.0	10.0	9.0	33.0	24.0
ABEL, CAROLE 1380140824 / 0000000041	10/22/95	F							214	3.0	8.0	8.0	6.5	25.5	17.5
VALENCIA, TASHEENA 1380141118 / 0000000044	02/02/96	F					Y		202	5.0	4.0	8.0	5.0	22.0	15.0
ZUNIGA, JOSEPH K 1380036525 / 0000000068	10/05/95	M					Y		193	2.0	8.0	1.5	8.0	19.5	12.5
JIMENEZ, ARRIK 1380266530 / 0000000053	03/28/96	M	<				Y		190	3.0	4.0	5.5	6.0	18.5	14.5
TRYTHALL, DANIELLE 1380067529 / 0000000030	07/24/96	F							188	4.0	5.0	3.0	6.0	18.0	16.0
AYILARA, PABLO 1380068429 / 0000000039	08/21/96	M	<						181	1.0	4.0	4.0	7.0	16.0	10.0

[1] The numbers in this row are the number of possible raw score points.
[2] The numbers in this row are the statewide raw score means for students whose scale score is 200.

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Note: All names and data are fictional.

STUDENT ROSTER – LANGUAGE ARTS LITERACY

General Information: The Student Roster – Language Arts Literacy (Figure 8) lists the names of the tested students (last name first) in descending order of total Language Arts Literacy scores, with out-of-district placement students listed last. Thus, the first students listed on the in-district Language Arts Literacy roster are the students with the highest Language Arts Literacy scores. Students are listed alphabetically when more than one student has achieved the same score. A dashed line is printed across the roster after the last student at each proficiency level. Reports are generated for the following grade levels: R11, 12, and R12.

School Identification Information: The names and code numbers of the county, district, and school are indicated, along with the test administration date.

Student Identification Information: Below each student's name are the HSPA ID Number and SID Number assigned to that student. Next to each student's name, HSPA ID Number, and SID Number is the following student identification information:

- Date of Birth (DOB)
- Sex is indicated by M (male) or F (female)
- The letter corresponding to the student's ethnic code appears in the EC column. Multiple codes are allowed.
- The following symbols are used for students in the LEP program:

  <= Entered LEP Program AFTER 7/1/14, and is currently enrolled.

  1 = Entered LEP Program BETWEEN 7/1/13 and 6/30/14, and is currently enrolled.

  2 = Entered LEP Program BETWEEN 7/1/12 and 6/30/13, and is currently enrolled.

  3 = Entered LEP Program BEFORE 7/1/12, and is currently enrolled.

  F1 = Exited a LEP Program BETWEEN 7/1/14 and the current test administration dates and is NO longer enrolled in the program.

  F2 = Exited a LEP Program BETWEEN 7/1/13 and 6/30/14 and is NO longer enrolled in the program.

  Y = Currently enrolled, enrollment date unknown.

- A number, 01 through 99, is indicated after SE if a student was coded as a special education student (see Special Education codes in Appendix A).
- Y (for yes) in the IEP Exempt From Passing column is indicated if a student was coded as exempt from passing the Language Arts Literacy section due to an Individualized Education Program (IEP).

- Y (for yes) is indicated in the T-I column if a student was coded as receiving Title I services in Language Arts Literacy.
- Y (for yes) is indicated in the RETEST column if a student was determined to be retesting.
- Y (for yes) is indicated in the OUT OF DIST column if a student tested at an out-of-district placement.

Student Score Information: Following a student's identification information, the student's Language Arts Literacy scale score is given. This score is based on a combination of the number of correct multiple-choice items and the number of points earned for open-ended items and writing tasks. Points earned are then reported for the clusters. The headings for the columns show the number of possible points and the means for students whose scale scores are the starting point of the proficient range. Voids (V1–V6), Not Present (NP), Not Scored (NS) Exempt From Taking (XT), and Medical Emergency are noted where applicable.

In addition to the four Language Arts Literacy clusters (Writing, Reading, Interpreting Text, Analyzing/Critiquing Text), points earned are reported for both writing activities: Writing/Expository and Writing/Persuasive. The following letter codes are reported for any response that cannot be scored: FR (Fragment), NE (Not English), NR (No Response), and OT (Off Topic).

The scoring rubrics for Language Arts Literacy appear in Appendix B.

Figure 8
Student Roster – Language Arts Literacy

TEST DATE: OCTOBER 2014
REPORT PRINTED: 8/28/2014
CYCLE I

New Jersey High School Proficiency Assessment
Student Roster - Language Arts Literacy
Grade R12

COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

STUDENTS PROCESSED: 21

This report **excludes** students who took Braille, alternate and special forms other than large print.
Therefore, the number of students processed may differ from the All Sections Roster.

STUDENT NAME HSPA ID NUMBER / SID	DOB	SEX	LEP	SE	IEP EXEMPT PASS	T-I	RETEST	OUT OF DIST	SCALE SCORE	CLUSTER POINTS[3] WRITING	EXPOSITORY	PERSUASIVE	READING	INTERPRETING TEXT	ANALYZING / CRITIQUING TEXT
										18[1]	6	12	36	10	26
										8.3[2]	2.5	5.8	11.7	4.0	7.7
RAFIQUE, ANDRE 1380182628 / 0000000146	01/07/95	M							242	11.0	3.0	8.0	24.5	8.0	16.5
DZURO, AKWETE 1380102923 / 0000000159	03/12/95	M							220	11.0	4.0	7.0	17.5	6.0	11.5
SPRUILL, PEDRO J 1280017725 / 0000000173	04/03/95	M					Y		212	9.0	3.0	6.0	17.0	7.0	10.0
CASTILLO, DIPAMKUMA H 1202963426 / 0000000163	11/25/94	M	1				Y		209	10.0	3.0	7.0	15.0	6.0	9.0
ARANGO, MARIA 1300668730 / 0000000138	01/17/95	F					Y		201	9.0	3.0	6.0	14.0	5.0	9.0
GRANT, CLARIDIAN 1205876432 / 0000000172	10/06/94	F	2				Y		193	8.0	3.0	5.0	13.0	6.0	7.0
VISCONTI, MICHAEL O 1303364827 / 0000000198	04/10/95	M				Y	Y		181	7.0	2.0	5.0	11.0	7.0	4.0
DIBARTOLO, NILESH 1380211722 / 0000000133	10/10/94	M	F1	14	Y				167	4.0	2.0	2.0	11.0	5.0	6.0
VERAS, CAROLINA 1280176226 / 0000000164	07/29/95	F	<				Y		167	6.0	2.0	4.0	9.0	3.0	6.0
KISSANE, TALEEL 1200796731 / 0000000168	02/28/95	M					Y		V3						

[1] The numbers in this row are the number of possible raw score points.

[2] The numbers in this row are the statewide raw score means for students whose scale score is 200.

[3] A letter code appears for writing tasks that could not be scored for one of the following reasons:
FR = Fragment; OT = Off Topic/Off Task; NE = Not English; NR = No Response.

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Note: All names and data are fictional.

SUMMARY OF SCHOOL PERFORMANCE AND SUMMARY OF DISTRICT PERFORMANCE REPORT

General Information: There are up to six Summary of School Performance Reports, one for each content area and grade level (R11, 12, R12). The reports are produced at the school and district level and provide aggregated data for each test section. Data are provided for general education students (GE), special education students (SE), and limited English proficient students (LEP). Enrollment data only are provided for IEP Exempt From Taking students. These reports also include data for total students (GE, SE, and current LEP combined). Students who are in the school or district less than one year are included in all assessment reports; they are excluded for accountability purposes by the Title I office. A sample Summary of School Performance for Mathematics is shown in Figure 9, and a sample Summary of District Performance for Language Arts is shown in Figure 10.

Performance by Student Classification: This part of the report provides the number and percent of students at each proficiency level as well as the number of GE, SE, IEP, and LEP students tested for each specific section. The following summary is provided for each subgroup shown on the report:

- Number Processed – This quantity is shown for students in grades R11, 12, and R12 who submitted an answer folder (see Figure 10). It includes all students for whom answer folders were submitted and students added on the RCR; Braille, LP, and alternate form students are excluded.
- Valid Scale Scores – This column includes those students who received a scale score between 100 and 300. All Voids are excluded from the valid scale score count.
- Number at each proficiency level (total number of students who scored at each proficiency level)
- Percent at each proficiency level (percent of students who scored at each proficiency level)

Scale Score Means and Cluster Means: This part of the report shows either the school or district scale score means broken down by total number of students, general education students, special education students, IEP Exempt From Passing, and Limited English Proficient students. In addition, the raw score means are provided for each of the clusters within a test section.

Figure 9
Summary of School Performance – Mathematics

TEST DATE: OCTOBER 2014
REPORT PRINTED: 8/28/2014
CYCLE I
COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT
SCHOOL: 666 ANOTHER SCHOOL

New Jersey High School Proficiency Assessment
Summary of School Performance - Mathematics
Grade R12

STUDENTS PROCESSED: 21 Excludes students who took Braille, alternate and special forms other than large print.

PERFORMANCE DATA FOR STUDENTS WITH VALID SCALE SCORES [1]

DEMOGRAPHIC GROUP	Number Processed	APA Students	Not Present	Voids [2]	Not Scored	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient	
							Number	Percent	Number	Percent	Number	Percent
Total Students [3]	21	0	0	1	2	18	11	61.1	7	38.9	0	0.0
General Education [4]	15	0	0	1	1	13	8	61.5	5	38.5	0	0.0
Special Education	1	0	0	0	0	1	1	100.0	0	0.0	0	0.0
Not Exempt From Passing	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0
Exempt From Passing	1	0	0	0	0	1	1	100.0	0	0.0	0	0.0
Exempt From Taking (APA) [5]	0	0	--	--	--	--						
Limited English Proficient [6]	6	0	0	0	1	5	3	60.0	2	40.0	0	0.0
Current LEP	5	0	0	0	1	4	2	50.0	2	50.0	0	0.0
Former LEP	1	0	0	0	0	1	1	100.0	0	0.0	0	0.0
Students Coded SE & Current LEP	0	0	0	0	0	0						

SCALE SCORE MEANS & CLUSTER MEANS FOR STUDENTS WITH VALID SCALE SCORES

	Scale Score [7] Mean	Number & Numerical Operations	Geometry & Measurement	Patterns & Algebra	Data Analysis, Probability & Discrete Mathematics	Knowledge	Mathematical Processes - Problem Solving
Total Points Possible	48	7	12	15	14	48	39
Just Proficient Mean [8]		3.1	4.4	5.2	4.8	17.5	13.2
Total Students [3]	188.7	2.7	4.8	4.9	5.7	18.1	13.0
General Education [4]	191.3	3.2	5.1	4.7	5.9	18.9	13.8
Special Education	165.0	1.0	3.0	3.0	4.0	11.0	5.0
Not Exempt From Passing	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Exempt From Passing	165.0	1.0	3.0	3.0	4.0	11.0	5.0
Limited English Proficient [6]	181.8	1.6	3.8	5.4	5.2	16.0	11.1
Current LEP	186.0	1.8	4.0	6.0	5.5	17.3	12.6
Former LEP	165.0	1.0	3.0	3.0	4.0	11.0	5.0

[1] Percentages may not total 100 due to rounding.
[2] Includes students coded Medical Emergency.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] The range of scale scores is 100 to 300.
[8] The numbers in this row are the statewide raw score means for students whose scale score is 200.

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Note: All names and data are fictional.

Figure 10
Summary of District Performance – Language Arts Literacy

TEST DATE: OCTOBER 2014
REPORT PRINTED: 8/28/2014
CYCLE I
COUNTY: 88 ANY COUNTY
DISTRICT: 7777 ANY DISTRICT

New Jersey High School Proficiency Assessment
Summary of District Performance - Language Arts Literacy
Grade 12

STUDENTS PROCESSED: 23 Excludes students who took Braille, alternate and special forms other than large print.

PERFORMANCE DATA FOR STUDENTS WITH VALID SCALE SCORES [1]

DEMOGRAPHIC GROUP	Number Processed	APA Students	Not Present	Voids [2]	Not Scored	Valid Scale Scores	Partially Proficient		Proficient		Advanced Proficient	
							Number	Percent	Number	Percent	Number	Percent
Total Students [3]	23	0	1	1	3	18	4	22.2	14	77.8	0	0.0
General Education [4]	15	0	1	1	2	11	2	18.2	9	81.8	0	0.0
Special Education	3	0	0	0	1	2	1	50.0	1	50.0	0	0.0
Not Exempt From Passing	1	0	0	0	0	1	0	0.0	1	100.0	0	0.0
Exempt From Passing	2	0	0	0	1	1	1	100.0	0	0.0	0	0.0
Exempt From Taking (APA) [5]	0	0	--	--	--	--						
Limited English Proficient [6]	7	0	0	0	1	6	1	16.7	5	83.3	0	0.0
Current LEP	6	0	0	0	0	6	1	16.7	5	83.3	0	0.0
Former LEP	1	0	0	0	1	0	0	0.0	0	0.0	0	0.0
Students Coded SE & Current LEP	1	0	0	0	0	1						

SCALE SCORE MEANS & CLUSTER MEANS FOR STUDENTS WITH VALID SCALE SCORES

	Scale Score [7] Mean	Writing	Expository	Persuasive	Reading	Interpreting Text	Analyzing / Critiquing Text
Total Points Possible	54	18	6	12	36	10	26
Just Proficient Mean [8]		8.3	2.5	5.8	11.7	4.0	7.7
Total Students [3]	208.9	8.9	2.9	6.0	16.9	6.9	9.9
General Education [4]	209.9	9.0	3.0	5.9	17.2	6.6	10.6
Special Education	198.0	9.8	2.8	7.0	13.8	6.0	7.8
Not Exempt From Passing	234.0	11.0	3.0	8.0	22.0	10.0	12.0
Exempt From Passing	162.0	8.5	2.5	6.0	5.5	2.0	3.5
Limited English Proficient [6]	215.0	9.0	2.8	6.2	18.1	8.3	9.8
Current LEP	215.0	9.0	2.8	6.2	18.1	8.3	9.8
Former LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0

[1] Percentages may not total 100 due to rounding.
[2] Includes students coded Medical Emergency.
[3] Students are included in Total Students only once, but they appear in all other categories that apply.
[4] Includes students coded Former LEP who are not Special Education.
[5] Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).
[6] Includes students coded Current and Former LEP.
[7] The range of scale scores is 100 to 300.
[8] The numbers in this row are the statewide raw score means for students whose scale score is 200.

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Note: All names and data are fictional.

MULTI-TEST ADMINISTRATION ALL SECTIONS ROSTER

***General Information*:** The Final Multi-Test Administration All Sections Roster (Figure 11) provides a convenient way to review students' complete test results for the last three administrations of the HSPA. The report displays student names in alphabetical order (last name first). For each student, three rows of information, corresponding to the last three HSPA test administrations, are available so that users can quickly determine how a particular student performed in the content areas of Mathematics and Language Arts Literacy for a given administration. The Final Multi-Test Administration All Sections Roster used in this example is produced for the March administration and differs slightly from the October administration's Interim Multi-Test Administration All Sections Roster, which provides test results for only two test administrations of the HSPA.

***Current School Identification Information*:** The names and code numbers of the student's original county, district, and school are indicated in the upper left corner of the report, along with the latest test administration date.

***Student Identification Information*:** Below each student's name is the HSPA ID Number and SID Number assigned to that student. Following the HSPA ID Number are the three HSPA administration dates. Next to each administration date is the following student identification information.

- Grade is indicated by 11, R11, 12, R12, RS, and AH.
- Date of Birth (DOB)
- Sex is indicated by M (male) or F (female).
- The letter corresponding to the student's ethnic code appears in the EC column. Multiple codes are allowed.
- A symbol indicating the student's LEP program status during each administration
- A number, 01 through 99, is indicated in the SE column if a student was coded as a special education student (see Special Education codes in Appendix A).
- The first letter of a content area (M or L) is indicated in the IEP Exempt from Passing column if a student was coded as exempt from passing a content area (Mathematics or Language Arts Literacy) due to an Individualized Education Program (IEP).
- Y (for yes) is indicated in the ED column if a student was coded as economically disadvantaged.
- Y (for yes) is indicated in the MI column if a student was coded as migrant.
- Y (for yes) is indicated in the OUT OF DIST column if a student was coded as testing at an out-of-district placement.
- The TID and TIS information appear only for the March 2014 administration. A Y (for yes) is indicated if the student enrolled in the district on or after July 1, 2013.

- The first letter of a content area (M or L) is indicated in the Proficient column if the student passed the content area during the test administration being reviewed or was exempt from passing.

Student Score Information: Following a student's identification information, the student's Proficiency Level (Partially Proficient, Proficient, or Advanced Proficient) is printed for each test section. Voids (V1–V6), Not Present, Not Scored, Exempt from Taking, No Record, Medical Emergency, and Exited are noted where applicable. A nine-digit CDS code will also appear when another home/sending district was responsible for the student during a test administration.

Figure 11
Final Multi-Test Administration All Sections Roster

TEST DATE: MARCH 2015
REPORT PRINTED: 10/21/2014

New Jersey High School Proficiency Assessment
Final Multi-Test Administration All Sections Roster
March 2014, October 2014, and March 2015

COUNTY: 88 WOOD
DISTRICT: 7777 GOOD TOWN
SCHOOL: 666 PROFICIENCY HIGH

STUDENTS PROCESSED: 67

This report includes first-time 11th-grade students from the March 2014 administration and their subsequent retest attempts.
This report includes all students, including those who took Braille, large print, alternate or other special forms.

STUDENT NAME HSPA ID NUMBER / SID	GRADE	DOB	SEX	EC	LEP	SE	IEP EXEMPT PASS	ED	H	MI	OUT OF DIST	TID <1	TIS <1	PROFI-CIENT	MATHEMATICS	LANGUAGE ARTS LITERACY
ABDULLAH, STEPHEN M																
0706100922 / 0000004720																
March 2014	11	03/13/97	M	W				Y						M	Advanced Proficient	Partially Proficient
October 2014	EX	03/13/97	M	W				Y							Exited	Exited
March 2015															No Record	No Record
ADAMO, MATTHEW M																
0706117739 / 0000007853																
March 2014	11	08/18/97	M	B										L	Partially Proficient	Proficient
October 2014															No Record	No Record
March 2015	12	08/18/97	M	B							Y				Not Present 25-2770-050	Not Scored 25-2770-050
ALESSANDRINI, KATIE																
0706111419 / 0000006676																
March 2014	11	02/07/97	F	B		08	L	Y						L	Exempt From Taking	Proficient
October 2014																
March 2015																
ALOIA, CHRISTOPH L																
0706110317 / 0000006470																
March 2014	11	06/28/97	M	H				Y				Y	Y	ML	Proficient	Proficient
October 2014																
March 2015																
ASARNOV, IVETTE A																
0706107525 / 0000005950																
March 2014	11	11/13/96	F	H				Y						L	Void 1	Proficient
October 2014	12	11/13/96	F	H				Y	Y						Partially Proficient	Not Scored
March 2015	12	11/13/96	F	H				Y	Y						Medical Emergency	Not Scored

- TID and TIS information was collected only for the March 2014 administration.
- "No Record" is shown for students who did not satisfy the testing requirements, but for whom no test documentation (answer folder, record change, exited student HSPA bar-code label return form) was submitted for a test administration.
- Students coded IEP Exempt From Taking the HSPA are required to take the Alternate Proficiency Assessment (APA).

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Note: All names and data are fictional.

PART 5: USING TEST INFORMATION

Program-Level Evaluation

The HSPA score report information is used for district monitoring. The data are also provided to assist districts in reviewing current curricular programs. With the adoption of the Core Curriculum Content Standards in May 1996, all districts were required to implement standards-based instruction. HSPA results presented in school-level and district-level reports can provide meaningful information for educational program reviews. Districts should document when program revisions appear necessary.

Student-Level Evaluation

Individual Student Reports are provided to districts to help them evaluate student program needs. Performance on the HSPA has been divided into three levels: Partially Proficient, Proficient, and Advanced Proficient. Students whose scores indicate Advanced Proficient performance have clearly met the state standards and do not need instructional intervention. Students whose scores indicate Proficient performance have also met the state standards, while students whose scores indicate Partially Proficient performance have not met the state standards and may need additional instructional support.

Additional assessments, formal or informal, must be conducted when formulating an instructional plan. Decisions should be based on as much information as possible. Students assessed by the HSPA may have received no more than four years instruction in a standards-based instructional program. Furthermore, school-level evaluation may have indicated the need for program revisions; therefore, the intervention plan may be at the school level. Evaluation can provide avenues for better understanding of the learner as well as diagnosing and remedying knowledge/skill deficiencies. The HSPA reports provide information on clusters in content areas that need further attention. However, since some clusters were assessed with a relatively small number of items, evaluation of a student's instructional needs should never be based solely on the results of the HSPA or any other single formal or informal assessment.

Further examination of a student's knowledge and skill deficiencies should include the analysis of the student's whole profile. Decisions about appropriate instructional programs should be based on examination of a student's classroom test results, grades, anecdotal records, portfolios, checklists, school-level results, and other measures of performance.

Districts should document additional instructional support plans for individual students. Each district decides on the format to use for this purpose.

MAKING GROUP COMPARISONS

The school and district reports allow for a relatively large number of group comparisons; however, it is important to remember that the most meaningful comparisons are those made of similar groups on similar tasks. The following guides are offered:

- Whenever possible, use groups with similar characteristics.
- Compare performance on similar tasks, for example, the same cluster within the same content area.

GUIDES FOR ANALYZING AND INTERPRETING HSPA SCORES

All things being equal, the reliability (stability) of mean cluster scores is greater for clusters containing larger numbers of items than for clusters containing smaller numbers of items. When comparing the performance of schools or districts, differences in mean cluster scores for clusters with small numbers of items typically must be larger than the differences for clusters with larger numbers of items before they can be considered noteworthy. Cluster-level data comparisons should be strictly limited to single test administrations. A year-to-year comparison should only be made on scale scores and percentages in Partially Proficient, Proficient, and Advanced Proficient. It is improper to compare cluster mean scores from different years to each other.

NARRATIVE REPORTS

Some districts develop narrative reports to accompany their school and district report interpretations. Although this is optional, a narrative summary could be valuable when used as the basis for your testing report to your board of education and to the public. (Part 6 offers several methods for communicating test information.) Outlined below is an additional format that may be used:

I. Background Information

   A. Briefly describe the nature and purpose of the HSPA.

   B. Discuss the population of students tested and not tested (students coded as void are excluded from test results).

II. Cluster or Skill Narratives

   A. Summarize strengths, weaknesses, and other comments from the completed interpretations.

   B. Complete this process in each content area.

III. Summative Narratives

   A. Synthesize cluster narratives for each content area. Statements should be made about general strengths and identified needs.

   B. Include statements comparing HSPA results to other local test results in an effort to identify possible trends in student performance.

IV. Recommendations

A. Prepare a list of recommendations that includes a statement of the needs and possible plans to address them.

B. Develop a list of short- and long-range objectives for a total skills program (developmental and preventive/remedial).

NOTE: Staff familiar with the HSPA test results and the score interpretation process should be present when test results are examined by the public so that questions can be answered, and misunderstandings and misinterpretations are avoided.

USING THE SCHOOL AND DISTRICT REPORTS FOR PROGRAM ASSESSMENT

Using the interpretation procedure described earlier, participating staff should focus on performance relative to the district's expectations and identify factors that have contributed to less than satisfactory performance (as defined by the district) on each cluster. This process should address the following points:

- Begin with an analysis of the means for each cluster.
- Compare the cluster means first to determine those for which overall student performance was poorest or those that are viewed as falling below local expectations.

The program assessment based on this cluster analysis may indicate the need to:

- more closely align the skills taught in high school with the revised Core Curriculum Content Standards;
- provide instruction on the skills covered in those clusters for which student performance was low;
- examine test item format and compare it with test items used by teachers to assess ongoing instruction. Recommend using various test item formats as part of the ongoing assessment; or
- share the analysis and recommendations with all staff, regardless of content area.

SUMMARY

A primary focus of the HSPA analysis should be on the information the results provide about the strengths and needs of your programs. Districts should be looking at how and when the HSPA skills are presented in the curricular scope and sequence.

Skills should be reviewed across several grade levels and in content areas other than Mathematics and Language Arts Literacy. It is important that they be reinforced at several grade levels and in other content areas.

While articulation and collaboration may be easier to achieve in K–12 districts, they must also be initiated in receiving and regional districts. The reports generated as a result of the analysis and interpretation of the test data should also be shared and discussed with the appropriate district personnel.

PART 6: COMMUNICATING TEST INFORMATION

This section provides guidelines for informing people and institutions 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.

TO THE PARENT/GUARDIAN

To help explain to parents and guardians the purpose of the HSPA and the information provided on the Individual Student Report, a sample form letter is included (Figure 12) that can be adapted, signed, photocopied, and sent home with each student, along with his/her ISR.

TO THE DISTRICT

Districts are required to report test results to their boards of education and to the public within 60 days of receiving test reports (N.J.A.C. 6A:8 – 4.3). These 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 violates federal privacy laws and regulations (N.J.A.C. 6A:8 – 4.5(d)).

The Summary of School Performance in Mathematics and Language Arts Literacy can be used to prepare a report for the board or for public dissemination.

TO THE MEDIA

When you release information, do so only after you have prepared to answer questions either in person or on the telephone. Be sure to analyze the data beforehand; understand and be able to clearly express the various types of scores. It is recommended that any comparison among schools/districts be avoided.

Figure 12
Sample Parent/Guardian Letter

Dear Parent/Guardian:

Your child's Individual Student Report for the New Jersey High School Proficiency Assessment (HSPA) is attached. The HSPA was administered to your child over a three-day period. This report provides your child's Mathematics and Language Arts Literacy scores on this test.

The HSPA scores are reported as scale scores with a range from 100 to 300. The passing score is 200. To meet the state's graduation testing requirement for a high school diploma, your child must score at or above the passing score for both sections of the HSPA. If your child does not pass one or more sections of the assessment, he or she will be provided with targeted or supplemental instruction and tested again. Students do not have to retake sections of the test they have already passed.

Students who do not pass one or more sections of the HSPA in March of their junior year may retake the test in October and March of their senior year. Seniors who have not passed one or more sections of the test may fulfill the testing requirement through an Alternative High School Assessment (AHSA).

This report is available only to parents, guardians, students, and authorized school officials. If you have any questions about the report, you should contact your child's teacher or principal. They can help you interpret the information on the score report and can explain what the school's instructional staff is doing and what you can do to help your child master the skills measured on the test.

Appendix A

Glossary

CLUSTER. A cluster is a group of items that measures similar skills. The skills in a given cluster are typically taught together to allow students to make appropriate connections.

DISTRICT FACTOR GROUP (DFG). Data were gathered from the 2000 United States Census to obtain a measure of the socioeconomic status of the population residing in each district. These groups are labeled from A (lowest) to J (highest).

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.

HSPA SCALE SCORE. This is a scale score used to report the Mathematics and Language Arts Literacy section results. The score ranges from 100 to 300 with the Proficient standard at a score of 200 and the Advanced Proficient standard at a score of 250. Note that 100 and 300 are a theoretical floor and ceiling, respectively, and may not be actually observed.

INDIVIDUALIZED EDUCATION PROGRAM (IEP). 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 school staff determine his/her needs (N.J.A.C. 6A:14–3.7).

LIMITED ENGLISH PROFICIENT (LEP). A limited English proficient student is a student whose native language is one other than English and has sufficient difficulty speaking, reading, writing, or understanding the English language, as measured by the English language proficiency test, so as to be denied the opportunity to learn successfully in the classroom where the language of instruction is English.

MEDICAL EMERGENCY (ME). A medical emergency is defined as the occurrence of a severe medical or psychiatric condition or episode which requires medical attention or supervision during which time the student is not able to participate in state assessments.

OPEN-ENDED RESPONSE. This type of item requires students to construct their own written response rather than choose single options. Students are free to solve these problems in various ways. Moreover, with this item type, students have an opportunity to demonstrate the depth of their understanding.

SPECIAL EDUCATION (SE). There are 15 valid numeric codes for the Special Education categories. They are:

The categories are:

01 Auditorily Impaired
02 Autistic
03 Cognitively Impaired – Mild Cognitive Impairment
04 Cognitively Impaired – Moderate Cognitive Impairment
05 Cognitively Impaired – Severe Cognitive Impairment
06 Communication Impaired
07 Emotionally Disturbed
08 Multiply Disabled
09 Deaf-Blindness
10 Orthopedically Impaired
11 Other Health Impaired
13 Social Maladjustment (This code cannot be used because it is no longer a valid category.)
14 Specific Learning Disability
15 Traumatic Brain Injury
16 Visually Impaired
17 Eligible for Speech-Language Services
99 Unknown is a default code for special education students who were gridded IEP Exempt From Passing or IEP Exempt From Taking but were not gridded SE on their answer folders; the code is also for special education students who had more than one SE code gridded on their answer folder.

TEST SPECIFICATIONS. The definitions of Mathematics and Language Arts Literacy clusters are measured in the assessments. The testing conditions are also defined. The clusters and conditions were identified by the committees of New Jersey teachers and administrators.

TITLE I (T-I). A Title I student is one who lives in an eligible attendance area, who fits the criteria for selection to participate in the federal Title I program, and who is receiving federal Title I services.

VOID. This is a process used to indicate that a student's answer folder will not be scored. An answer folder may be voided either at the time of testing because of illness, disruptive behavior, or for some other reason, or at the time of scoring, if he or she answered fewer than eight of the test questions in a given content area, and for LAL, neither writing task. Instead of a score, a void code will appear. The six void codes are as follows:

V1: illness during testing
V2: refused to test, had unauthorized electronics, cheated, or was disruptive
V3: should not have taken the HSPA exam
V4: attempted an insufficient number of items
V5: breach of security or severe irregularity by school or district
V6: withdrew during the test administration without completing the required testing

Appendix B

Scoring Rubrics for Mathematics and Language Arts Literacy

Open-Ended Mathematics Scoring Rubric

3-Point Response

The response shows complete understanding of the problem's essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear, effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

2-Point Response

The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

1-Point Response

The response shows limited understanding of the problem's essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to how and why decisions were made.

0-Point Response

The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution, or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

The above generic rubric is used as a guide to develop specific scoring guides or rubrics for each of the mathematics Open-Ended (OE) items that appear on the New Jersey HSPA. The generic rubric helps ensure that students are scored in the same way for the same demonstration of knowledge and skills, regardless of the test question. More information on Open-Ended items and related scoring is also provided in *A Mathematics Handbook: Open-Ended Questions, January 2006.*

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	**1**	**2**	**3**	**4**	**5**	**6**
Content and Organization	• May lack opening and/or closing	• May lack opening and/or closing	• May lack opening and/or closing	• Generally has opening and/or closing	• Opening and closing	• Opening and closing
	• Minimal response to topic; uncertain focus	• Attempts to focus • May drift or shift focus	• Usually has single focus	• Single focus	• Single focus • Sense of unity and coherence • Key ideas developed	• Single, distinct focus • Unified and coherent • Well-developed
	• No planning evident; disorganized	• Attempts organization • Few, if any, transitions between ideas	• Some lapses or flaws in organization • May lack some transitions between ideas	• Ideas loosely connected • Transitions evident	• Logical progression of ideas • Moderately fluent • Attempts compositional risks	• Logical progression of ideas • Fluent, cohesive • Compositional risks successful
	• Details random, inappropriate, or barely apparent	• Details lack elaboration, i.e., highlight paper	• Repetitious details • Several unelaborated details	• Uneven development of details	• Details appropriate and varied	• Details effective, vivid, explicit, and/or pertinent
Usage	• No apparent control • Severe/numerous errors	• Numerous errors	• Errors/patterns of errors may be evident	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
Sentence Construction	• Assortment of incomplete and/or incorrect sentences	• Excessive monotony/same structure • Numerous errors	• Little variety in syntax • Some errors	• Some variety • Generally correct	• Variety in syntax appropriate and effective • Few errors	• Precision and/or sophistication • Very few, if any, errors
Mechanics	• Errors so severe they detract from meaning	• Numerous serious errors	• Patterns of errors evident	• No consistent pattern of errors • Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors

NON-SCORABLE RESPONSES		
	FR = Fragment/Refusal/ Copy of Prompt	Student wrote too little to allow a reliable judgment of his/her writing, refused or was unable to write on the topic, or copied the prompt.
	NE = Not English	Student wrote in a language other than English.
	NR = No Response	The answer folder pages were blank.
	OT = Off Topic	Student did not write on the assigned topic.

Content/Organization	Usage	Sentence Construction	Mechanics
• Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information	• Tense formation • Subject-verb agreement • Pronouns usage/agreement • Word choice/meaning • Proper Modifiers	• Variety of type, structure, and length • Correct construction	• Spelling • Capitalization • Punctuation

Note: All unscorable responses (NSRs), with the exception of NR, must be coded by the Scoring Director.

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OPEN-ENDED SCORING RUBRIC
READING

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success, resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

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APPENDIX C

DISTRICT FACTOR GROUPS (DFGs)

The District Factor Group (DFG), created by the New Jersey Department of Education, 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 DFG categories are updated every ten years when the Census Bureau releases the latest Decennial Census data. The measure was first developed in 1975, using demographic variables from the 1970 United States Census. Revisions were made in 1984 to take into account new data from the 1980 United States Census; and in 1992 from the 1990 United States Census.

The current DFG designations were updated in 2004, using the following six demographic variables from the 2000 United States Census:

1) Percent of adult residents who failed to complete high school

2) Percent of adult residents with some college education

3) Occupational status of adult household members:

   1 = Executive, Administrative, and Managerial
   2 = Professional Specialty Occupations
   3 = Technicians and Related Support
   4 = Precision Construction, Construction, and Repair
   5 = Administrative Support, Including Clerical
   6 = Sales
   7 = Protective Services
   8 = Transportation and Material Moving
   9 = Machine Operators, Assemblers, and Inspectors
   10 = Farming, Forestry, and Fishing
   11 = Service Workers

4) Unemployment rate:
   percent of those in the work force who received some unemployment compensation

5) Poverty:
   percent of residents below the poverty level

6) Income:
   median family income

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. (For additional information on the DFG, visit the department's finance site at http://www.state.nj.us/education/finance/rda/dfg.shtml.

DFG	Number of Districts*
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 purposes of assessment reports aggregation, additional unofficial codes 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

N = None (These districts do not have a student population that is representative of the residents in their geographic area.)