

Fairfield Public School District



ASSESSMENT REPORT October 30, 2024

*Presented by Ryan Gupta
Superintendent*

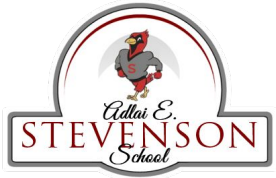


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NJSLA Results

Year to Year Comparison

English Language Arts/Literacy



New Jersey
Student Learning
Assessment

<i>Grade Level Test</i>	2019	*2022	2023	2024
ELA 3 (% ≥ Level 4)	78% (NJ - 50%)	55% (NJ - 42%)	63% (NJ - 42%)	48% (NJ - 44%)
ELA 4 (% ≥ Level 4)	70% (NJ - 57%)	56% (NJ - 49%)	61% (NJ - 52%)	51% (NJ - 51%)
ELA 5 (% ≥ Level 4)	82% (NJ - 58%)	77% (NJ - 49%)	75% (NJ - 53%)	71% (NJ - 52%)
ELA 6 (% ≥ Level 4)	79% (NJ - 56%)	53% (NJ - 48%)	63% (NJ - 49%)	64% (NJ - 53%)

*There was no state testing in 2020 or 2021 due to COVID.



NJSLA Results

Year to Year Comparison

Mathematics



New Jersey
Student Learning
Assessment

<i>Grade Level Test</i>	2019	*2022	2023	2024
Math 3 (% ≥ Level 4)	77% (NJ - 55%)	53% (NJ - 45%)	57% (NJ - 46%)	52% (NJ - 47%)
Math 4 (% ≥ Level 4)	71% (NJ - 51%)	44% (NJ - 39%)	49% (NJ - 44%)	46% (NJ - 45%)
Math 5 (% ≥ Level 4)	76% (NJ - 47%)	49% (NJ - 36%)	57% (NJ - 40%)	51% (NJ - 40%)
Math 6 (% ≥ Level 4)	52% (NJ - 41%)	33% (NJ - 31%)	51% (NJ - 34%)	40% (NJ - 36%)

*There was no state testing in 2020 or 2021 due to COVID.



NJSLA Results

Year to Year Comparison

Science



New Jersey
Student Learning
Assessment

<i>Grade Level Test</i>	2019	*2022	2023	2024
Science 5 (% \geq Level 3)	41% (NJ - 29%)	36% (NJ - 26%)	33% (NJ - 27%)	30% (NJ - 28%)

*There was no state testing in 2020 or 2021 due to COVID.



NJSLA Results Evidence Statement Analysis



New Jersey
Student Learning
Assessment

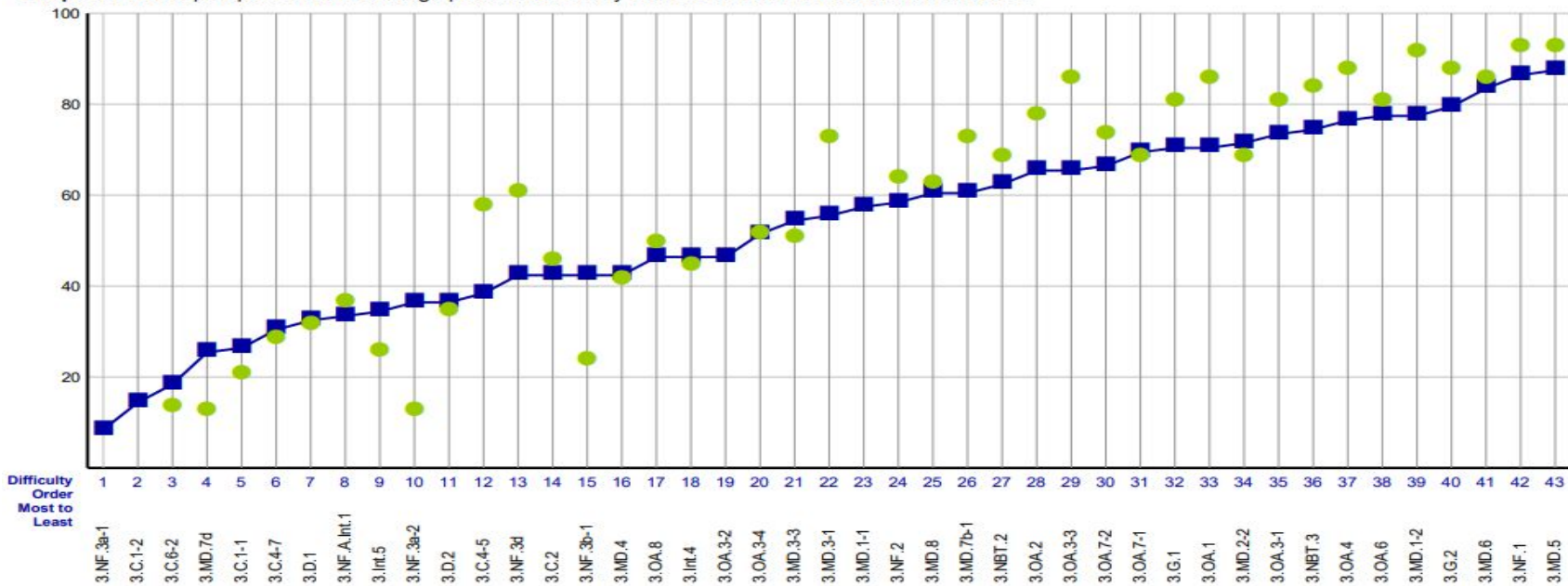
MATHEMATICS

Grade 3 Assessment, 2023–2024

■ State
● District

Students with Valid Scores (82)

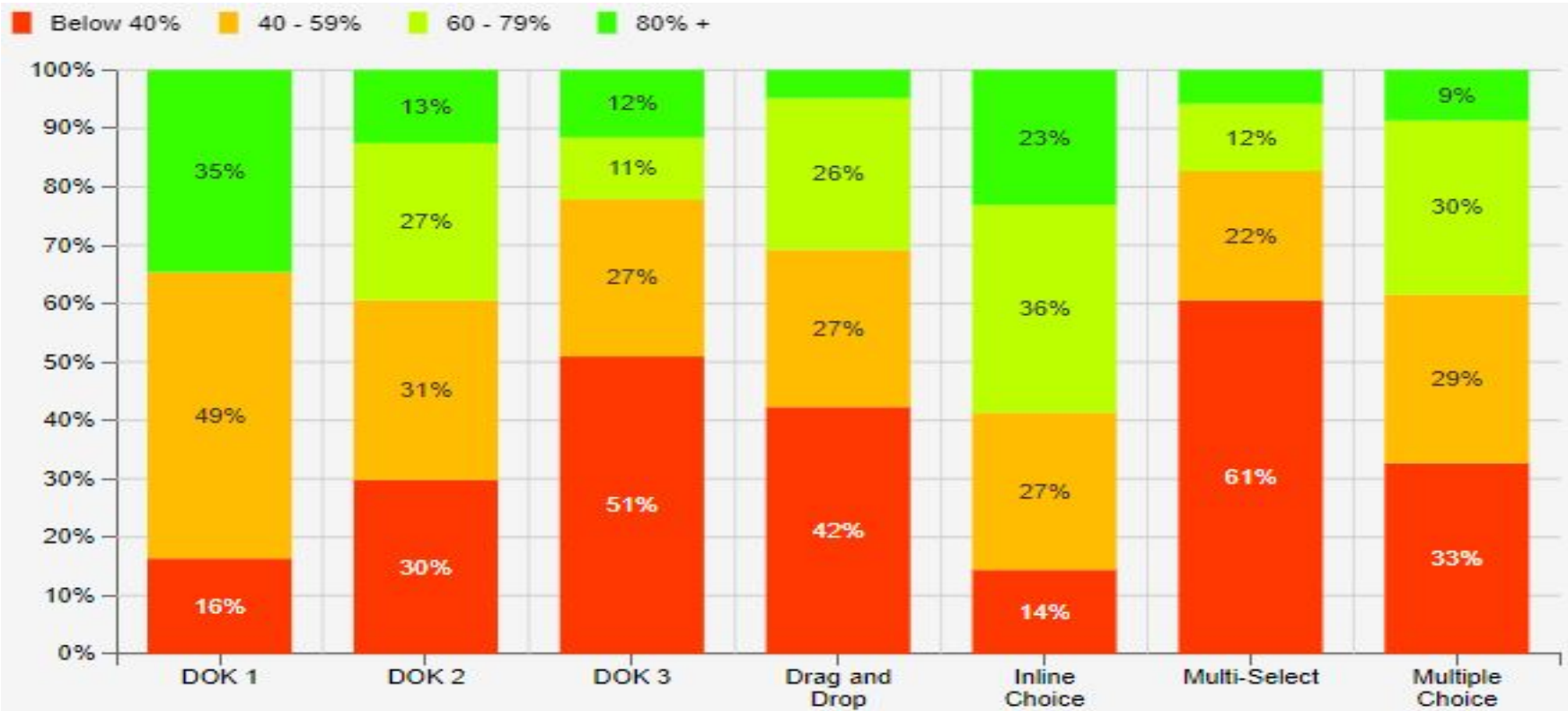
Purpose: This report presents the average percent correct by Evidence Statement for district and state.



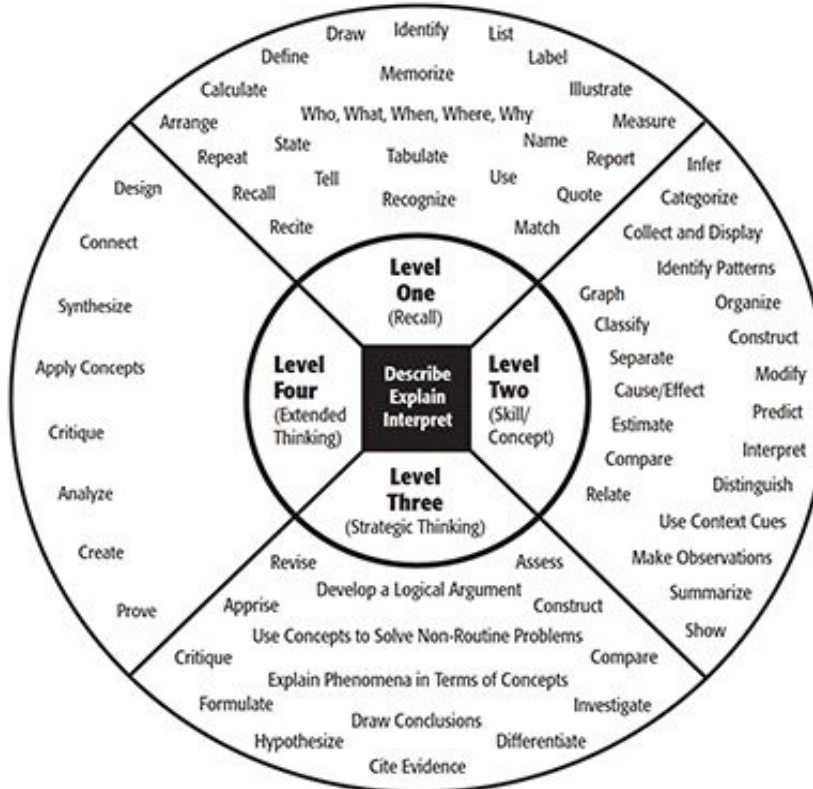


LinkIt ELA 5 Results Item Analysis

LinkIt!
Collect. Analyze. Grow.



Depth of Knowledge Levels (Dr. Norman Webb)





Sample Questions



New Jersey
Student Learning
Assessment

ELA 3

Students are asked to read the story “An Earful.”

Write a story that tells how Jacob finishes his homework assignment. What sounds does he include, and how does he present this information to his class? Be sure to **include details** from the story to tell what he does.

Math 4

Two science classes are conducting an experiment together in the science lab. Each class has 23 students. The tables in the science lab can each seat up to 4 students.

- **Write an equation** to find the least number of tables needed for all the students from both classes in the science lab. Use a letter for the unknown value in your equation.
- How many tables are needed for all the students from both science classes?
- **Explain your answer.**

Enter your equation, answer, and explanation in the space provided.

Science 5

MAP Grade 6 Test for Math Placement at WEMS

Use the rectangle to answer the question.



The perimeter of the rectangle is 32. **What is the area?**

- A. 16
- B. 35
- C. 49
- D. 56
- E. 63

Police Exam

“Police officers moved surreptitiously into the home, gathering evidence in the brief window of opportunity that the time allowed.” In this context, what does the word “surreptitiously” mean?

- A. Avoiding notice
- B. Moving carefully
- C. Acting swiftly
- D. Without hesitancy

During one 5-day period, Officer Fernandez drove his patrol motorcycle 225 miles. If he drove 85 miles on one day, how many miles did he average on each of the other days?

- A. 28 miles
- B. 35 miles
- C. 40 miles
- D. 70 miles
- E. 140 miles

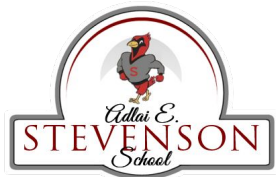
Identify which of the following words is misspelled.

- A. allocate
- B. comment
- C. peculiar
- D. luxurius
- E. None of the above

Automotive Service Excellence (ASE) Test

A power balance test is being performed on an engine. Technician A says to note the engine RPM before and during the test for each cylinder. Technician B says to record the RPM drop for each cylinder. Who is right?

- A. A only
- B. B only
- C. Both A and B
- D. Neither A nor B



Improving Student Growth & Achievement



Area of Focus	Action Plan
Academic expectations	<ul style="list-style-type: none"> - Increase expectations, accountability, and support <u>at every level</u> (board, superintendent, administrators, staff, students) - Align learning objectives with the rigor and expectations of NJSLS and eventually WEMS (HW, summer assignments, DOK). - Emphasize analysis, application, problem-solving, and critical thinking - Provide support and accommodations for students without lowering expectations (DI, SEL, IEP/504, I&RS, Tutoring grant). - Provide enrichment opportunities for advanced students in order to increase their growth and achievement (DI, HEP).
Classroom instruction	<ul style="list-style-type: none"> - Utilize various forms of data to to monitor student growth and learning (including social-emotional). - Differentiate instruction and activities to appropriately challenge students - Create assignments and activities that assess higher depths of knowledge (DOK 3 & 4). - Plan and implement lessons that are aligned to the standards-based curriculum. - Offer continued support for teachers including specific feedback from formal and informal observations. - Provide staff time for analyzing data, planning, and collaboration (horizontal and vertical articulation) during faculty, CPT, and grade level meetings. - Evaluate programs and resources to ensure staff/students have what they needed and what is proven effective.
Performance on standardized tests	<ul style="list-style-type: none"> - Continue in-depth analyses of various data to identify strengths, weaknesses, and trends (mClass, DRA, LinkIt, IXL...). - Familiarize students with laptops in earlier grades. - Increase alignment of classroom assessments to the format and expectations of NJSLA. - Utilize online platforms for classroom assessments (LinkIt, IXL) to simulate NJSLA testing.. - Assign released items and practice exams to build student confidence and comfort levels with standardized assessments. - Review scored items and rubrics in class so students are aware of how their answers will be scored. - Emphasize the importance of standardized assessments to ensure maximum effort from students. Results should accurately reflect our district's level of achievement.

“These standardized tests are unfair. They aren’t important. Aren’t they going away?”

Standardized Assessments are **required** for:

- HS Graduation (GED, NJGPA)
- College Entry (SAT, ACT)
- College Credit (IB, AP)
- Post-Graduate (LSAT, GMAT, MCAT...)
- Driver’s Licenses (vehicles, boats, commercial...)
- Occupations including: doctors, lawyers, nurses, real estate agents, brokers, accountants, mechanics, civil servants, police officers, engineers, cosmetologists, every certified staff member in the school district

Standardized test scores even affect the value of your home.

- Families move into neighborhoods for the schools. Fair or not, schools are often judged by their test scores and rankings.

Getting students comfortable and confident with standardized tests begins now.



THANK YOU

**to our students, parents, faculty and staff for
their sacrifices and dedication.**

**to the Board of Education for their unwavering
support and commitment to increasing student
growth and achievement.**