
NJSLA RESULTS

SPRING 2026 ADMINISTRATION

Measuring College and Career Readiness

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October 26, 2026

NEW JERSEY STATEWIDE ASSESSMENTS

- New Jersey has administered statewide assessments since the 1970s. In 2002, with the enactment of the No Child Left Behind Act, every state was required to test students in mathematics and English language arts (ELA) in grades 3 through 8. That mandate is still in effect under the Every Student Succeeds Act of 2015.
- In 2026, NJ introduced the NJSLA-A (New Jersey student Learning Assessment Adaptive). These assessments use computer-adaptive testing , which adjusts the difficulty of questions based on the student's response.
- Currently in New Jersey, students in grades 3-8 take the New Jersey Student Learning Assessment-Adaptive in English Language Arts and Math, and students in grades 5 and 8 take the New Jersey Student Learning Assessment in Science.
- Students with significant learning challenges are able to take an alternative test called the Dynamic Learning Maps (DLM). Students are given mini-assessments in English Language Arts, Math, and Science at their academic grade level.
- The ACCESS for ELLs 2.0 assessment is administered to students in grades K-8 who are identified as English Language Learners. This assessment measures the four language domains of Listening, Speaking, Reading and Writing.
- Administration must report to the district board of education and the public on the performance of all students on the New Jersey standardized testing system (N.J.A.C.6A:8-3.1)

NJSLA PERFORMANCE LEVELS

NJSLA - Adaptive

Level 1: Not yet meeting grade-level expectations

Level 2: Partially meeting grade-level expectations

Level 3: Approaching grade-level expectations

Level 4: Meeting grade-level expectations

Level 5: Exceeding grade-level expectations

NJSLA - Science

Level 1: Below Proficiency

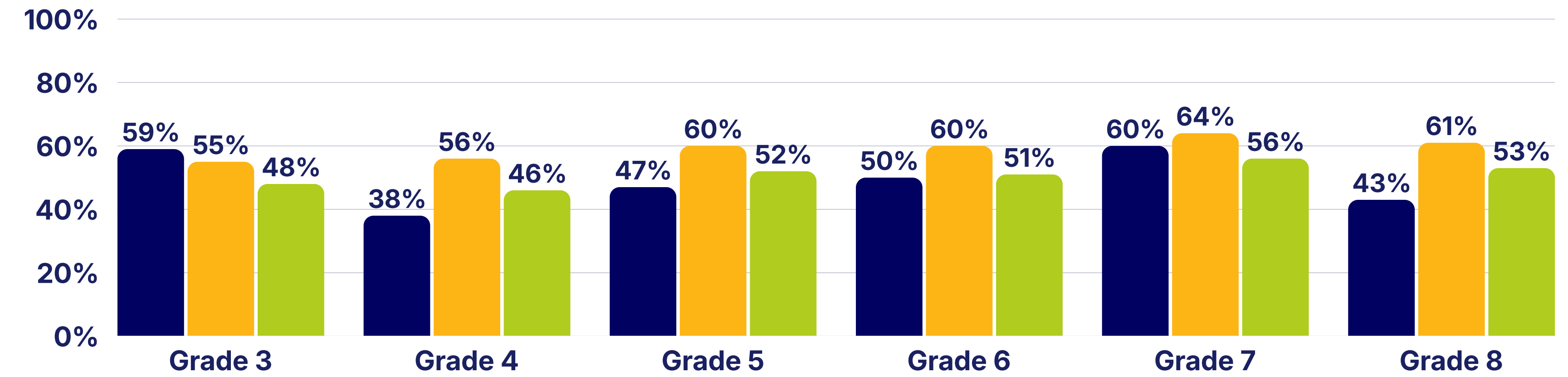
Level 2: Near Proficiency

Level 3: Proficiency

Level 4: Advanced Proficiency

ELA PROFICIENCY COMPARISON

Percent proficient by grade or course

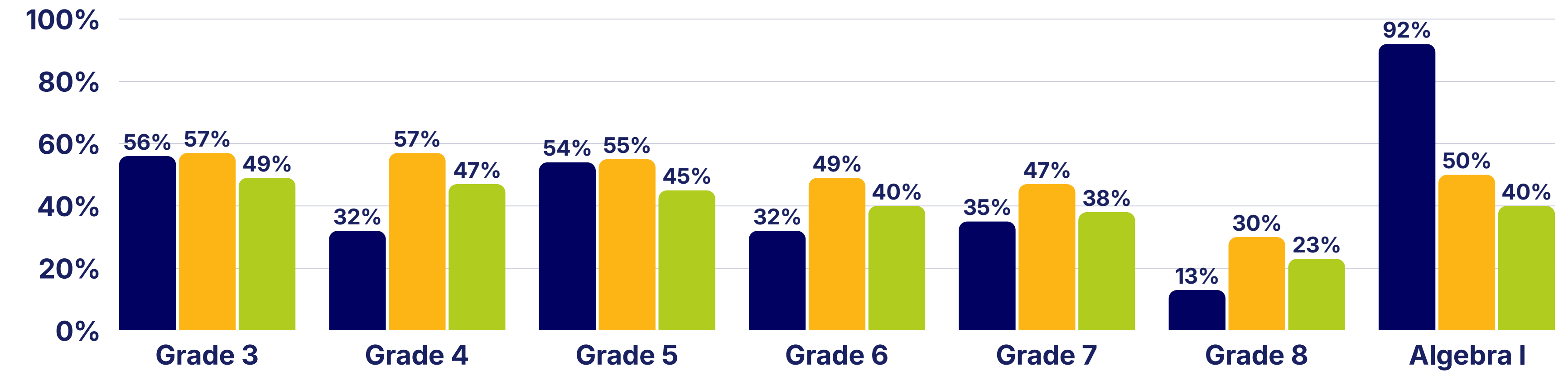


Average scale score

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	1449	1460	1480	1494	1513	1520
County	1448	1475	1494	1508	1523	1535
State	1440	1465	1485	1498	1513	1525
Performance Level Cut Score Proficiency	1446	1473	1486	1500	1510	1525

MATH PROFICIENCY COMPARISON

Percent proficient by grade or course



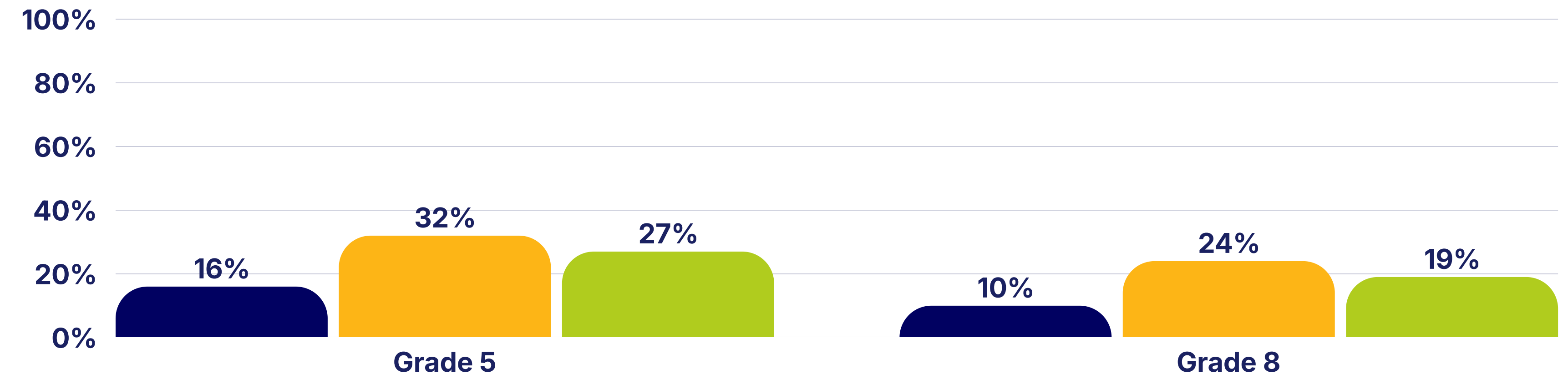
Average scale score

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I
District	1397	1418	1461	1484	1503	1530	2528
County	1400	1432	1465	1497	1518	1546	2497
State	1396	1425	1456	1486	1507	1533	2484
Performance Level Cut Score Proficiency	1399	1431	1463	1500	1526	1577	2500

SCIENCE PROFICIENCY COMPARISON

Percent proficient by grade or course

● District ● County ● State

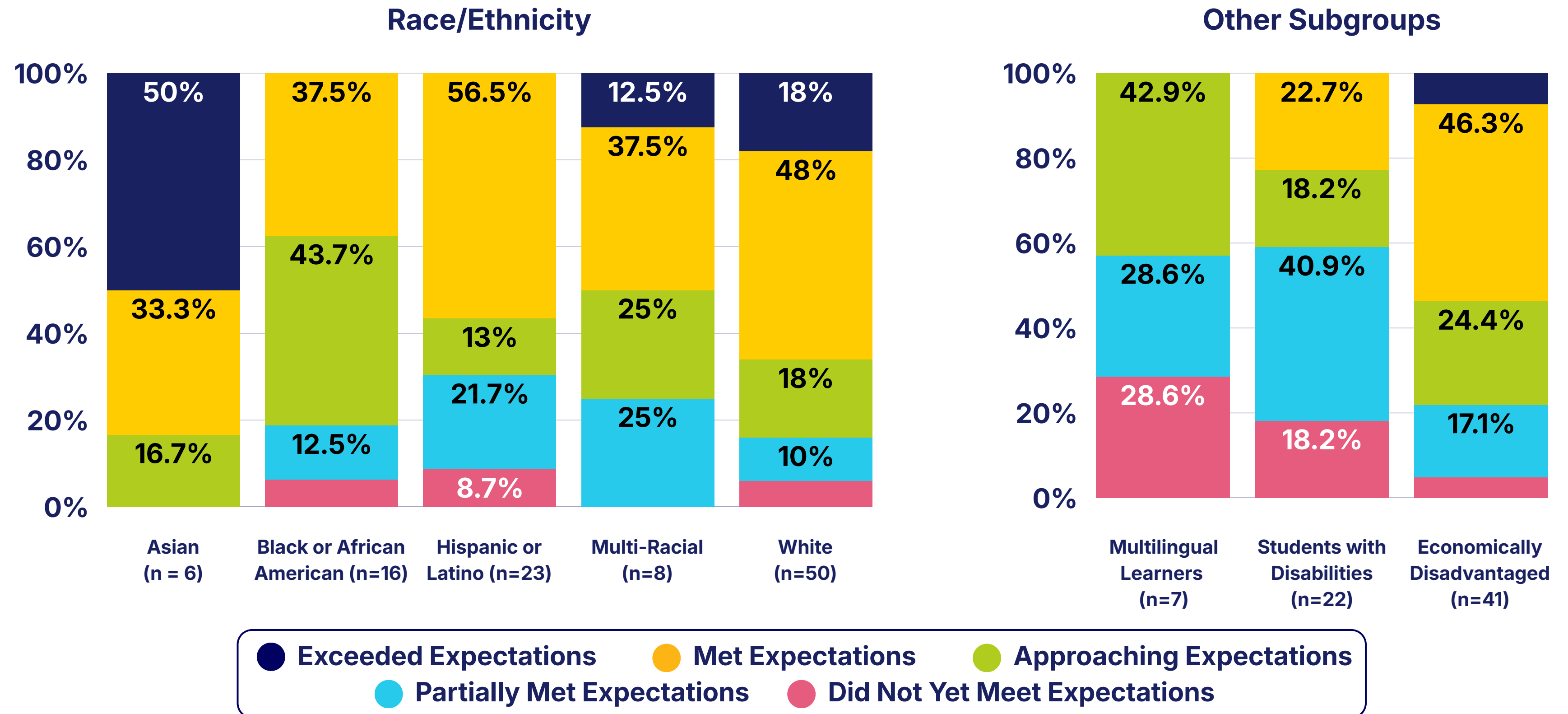


Average scale score

	Grade 5	Grade 8
District	162	160
County	177	173
State	171	166
Performance Level Cut Score Proficiency	200	200

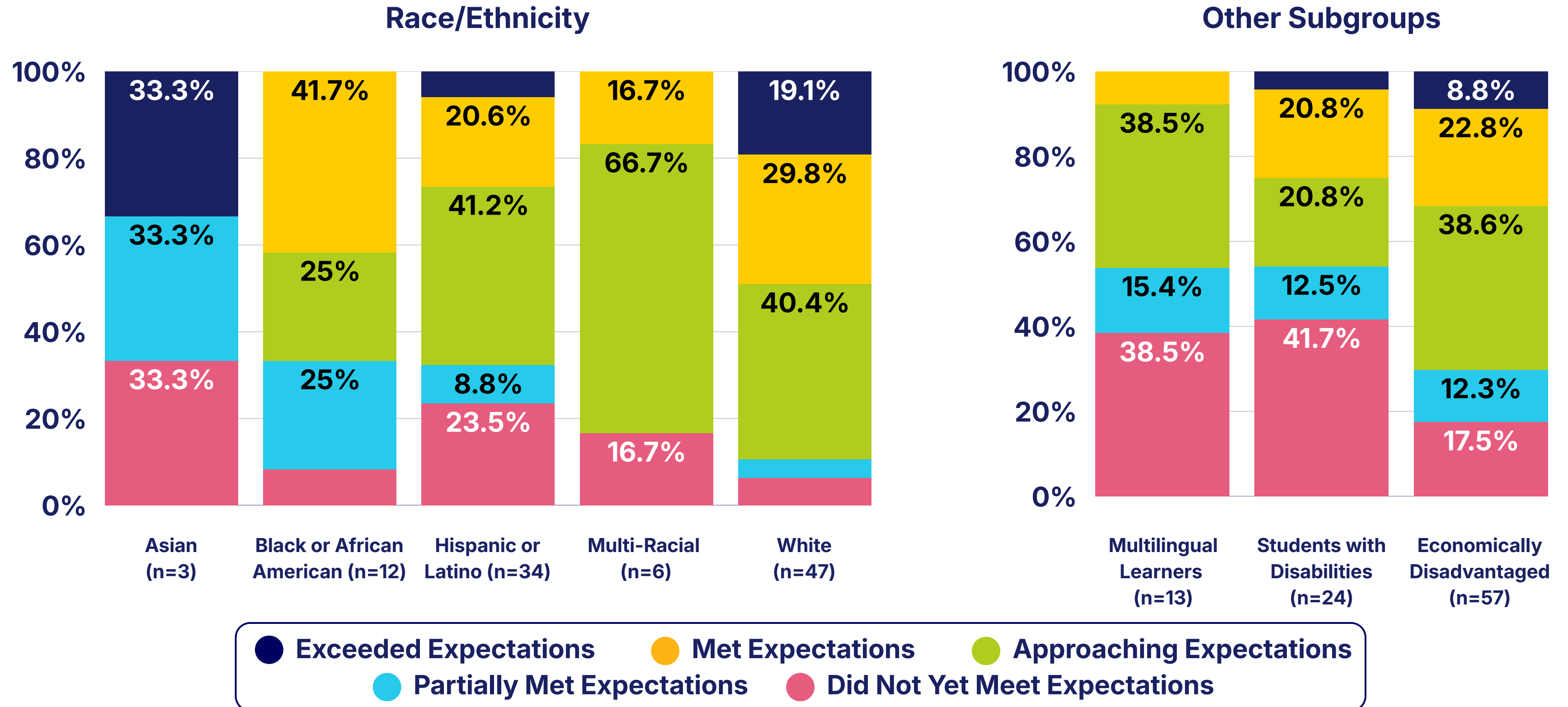
ELA: GRADE 3 SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 103



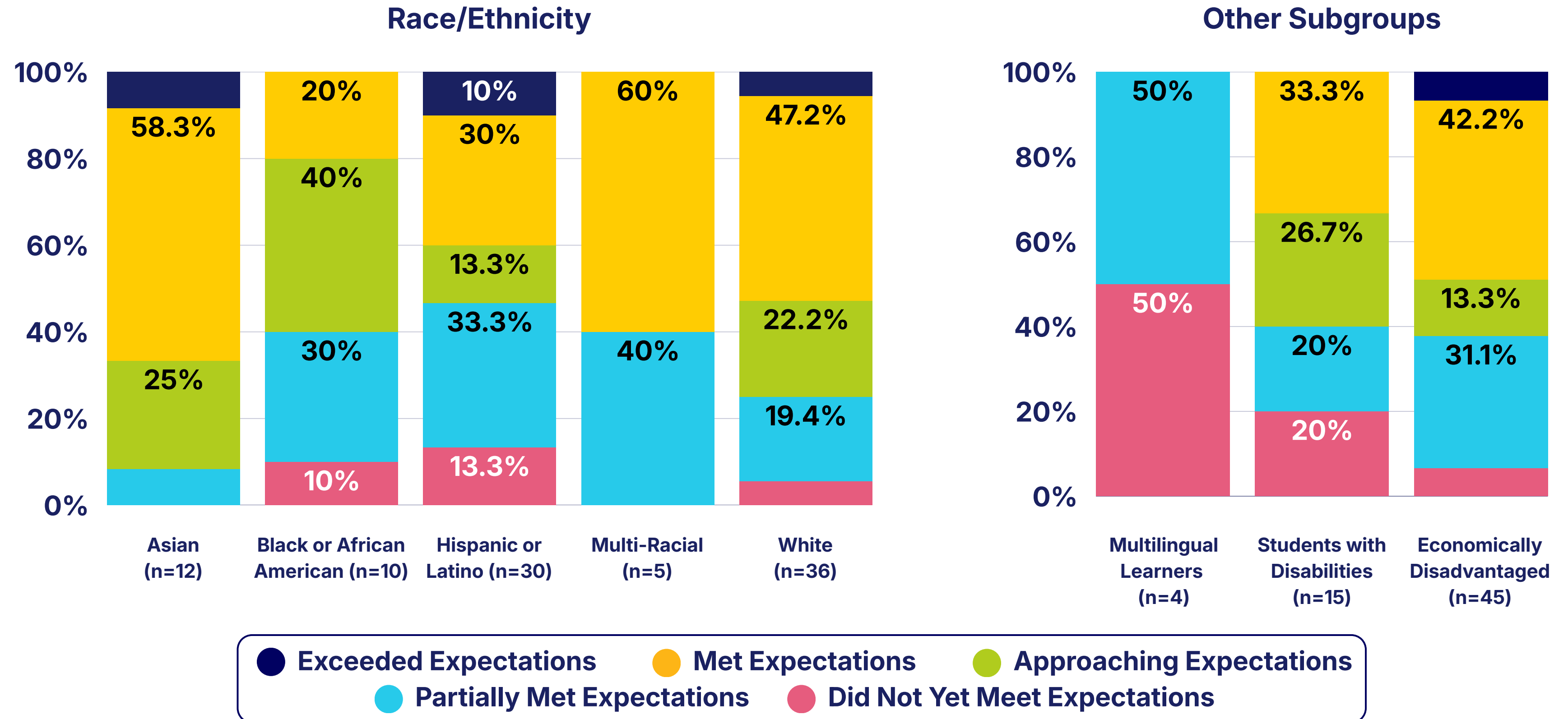
ELA: GRADE 4 SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 102



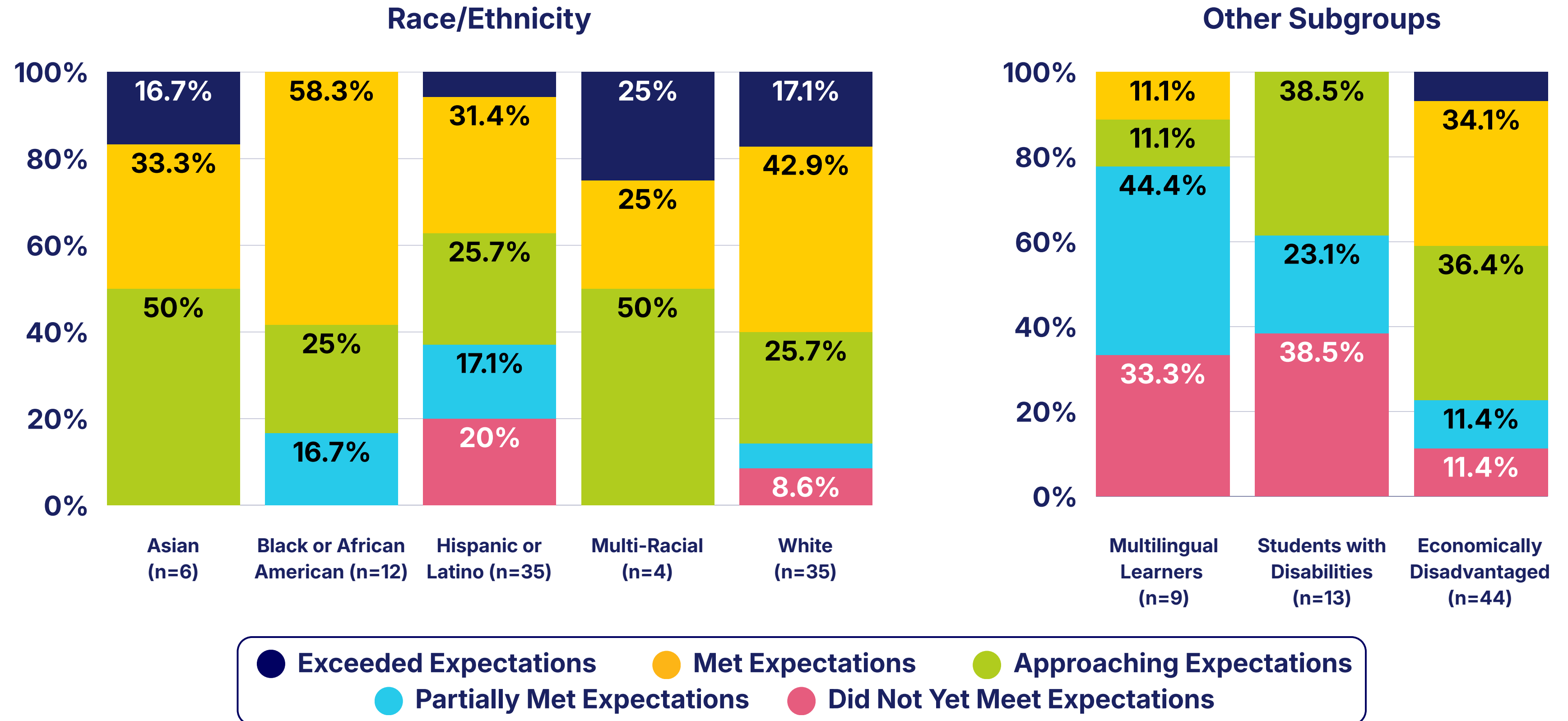
ELA: GRADE 5 SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 95



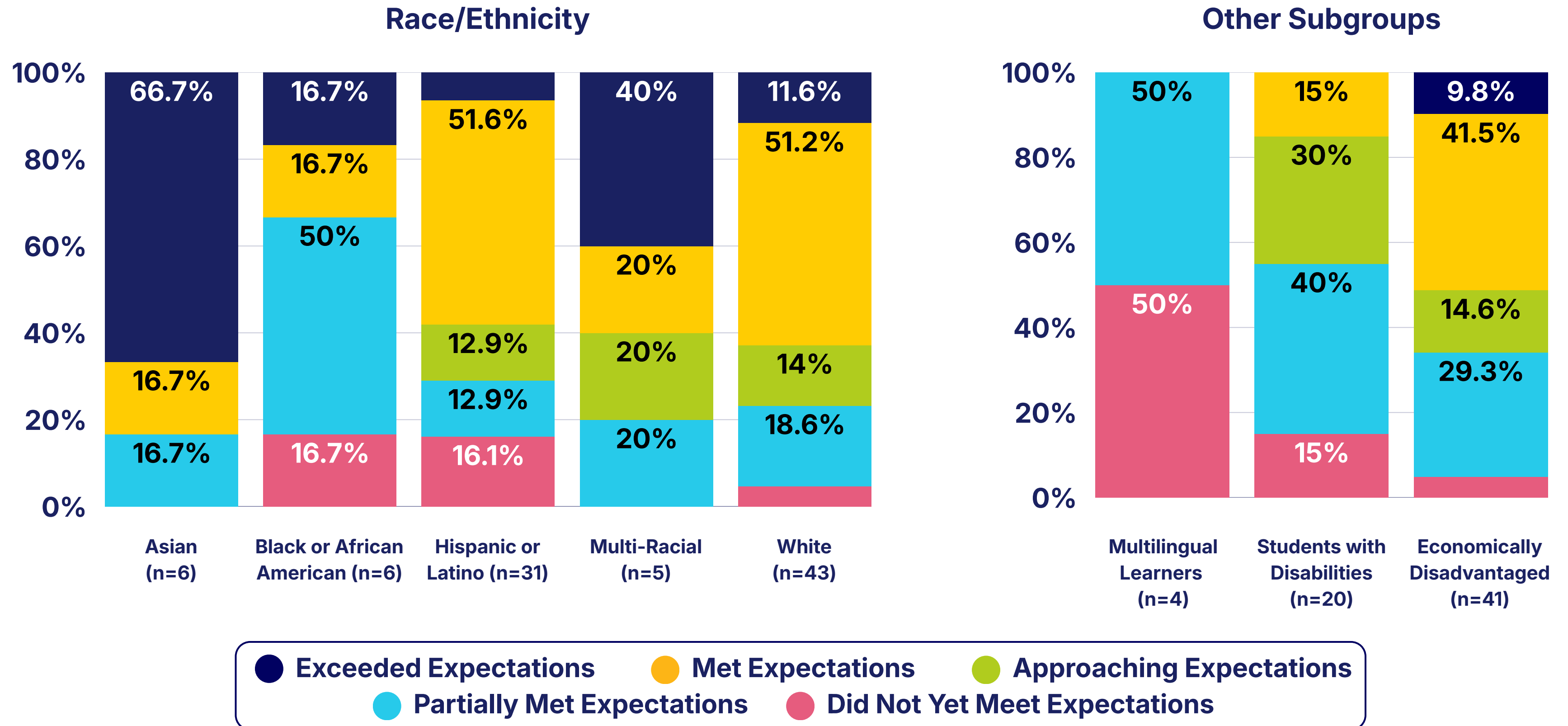
ELA: GRADE 6 SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 92



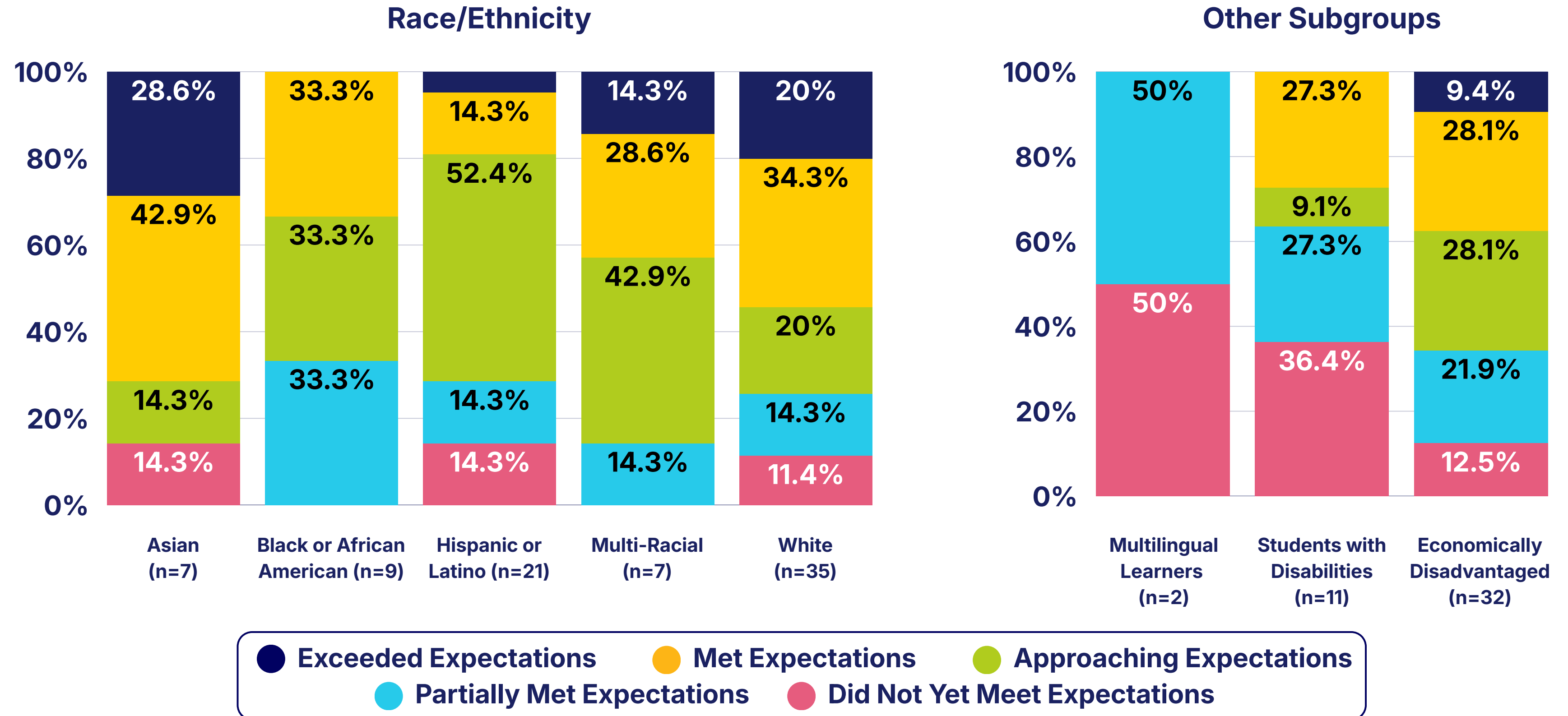
ELA: GRADE 7 SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 91



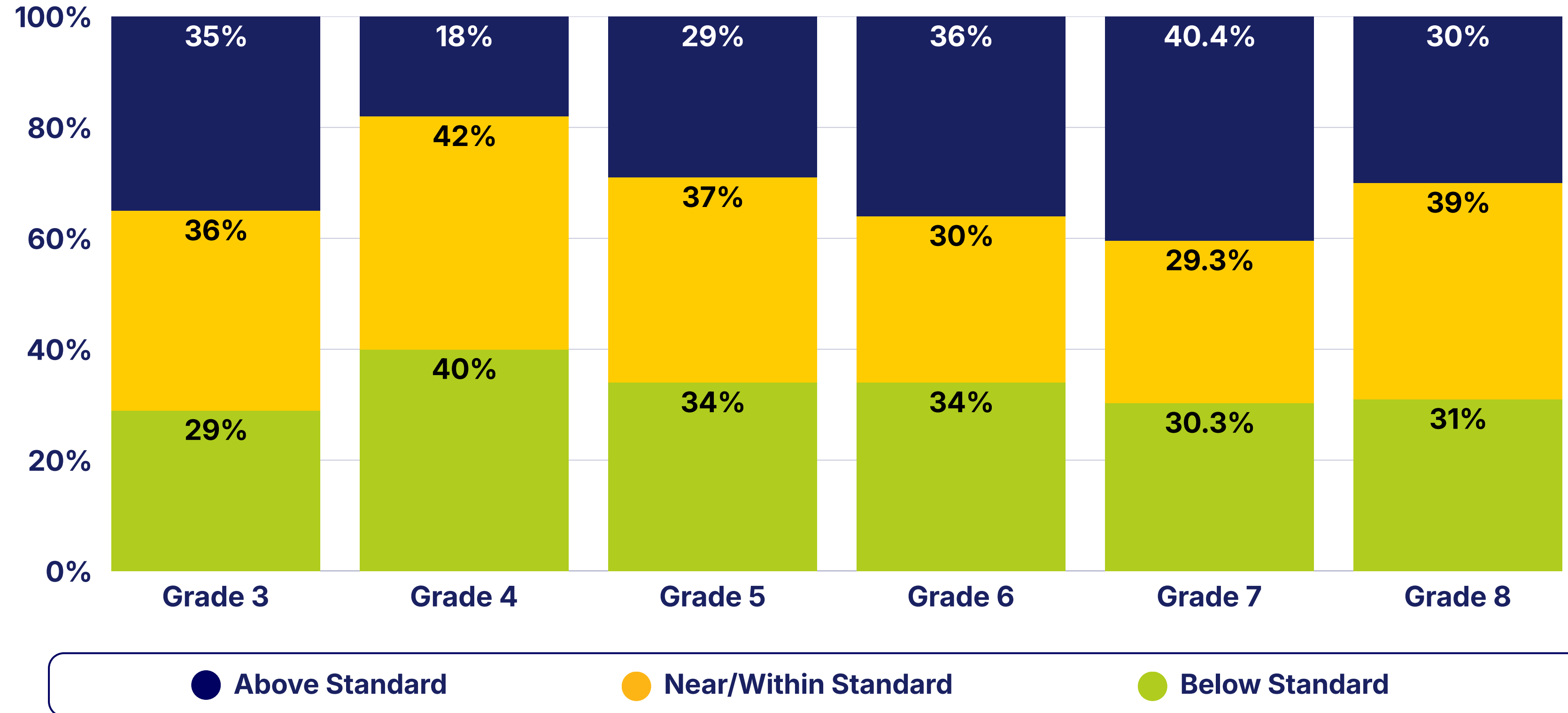
ELA: GRADE 8 SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 79



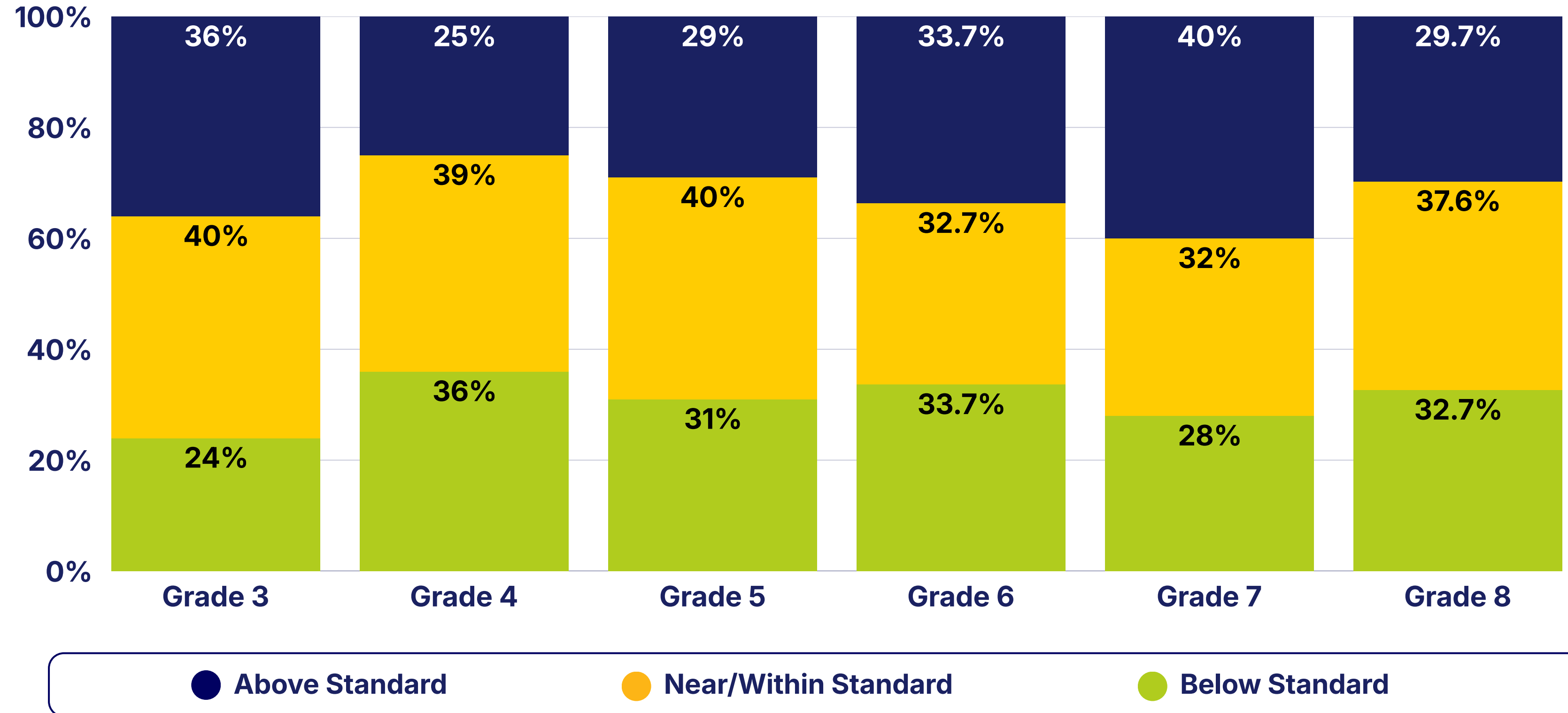
ELA: READING LITERARY TEXT

Percent of district students by achievement category and grade



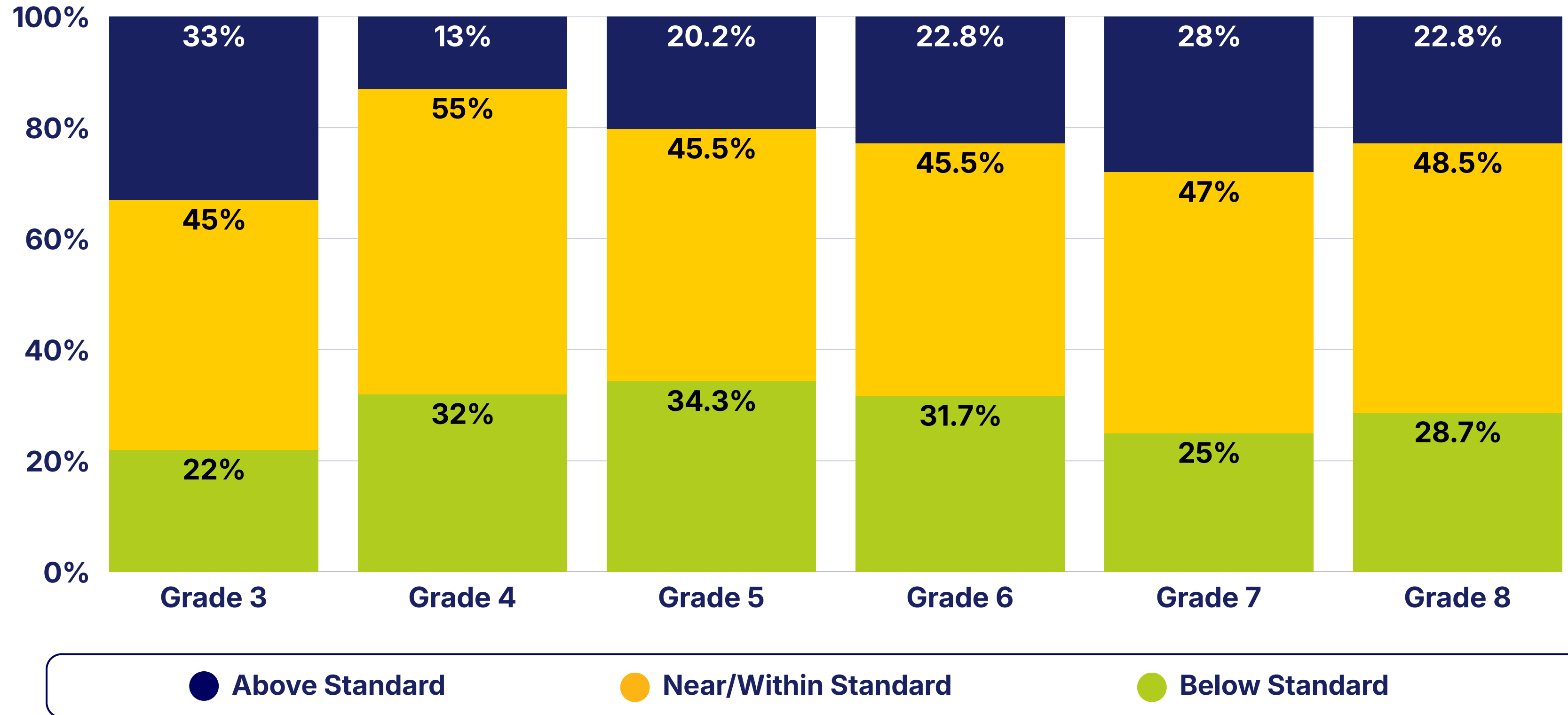
ELA: READING INFORMATIONAL TEXT

Percent of district students by achievement category and grade



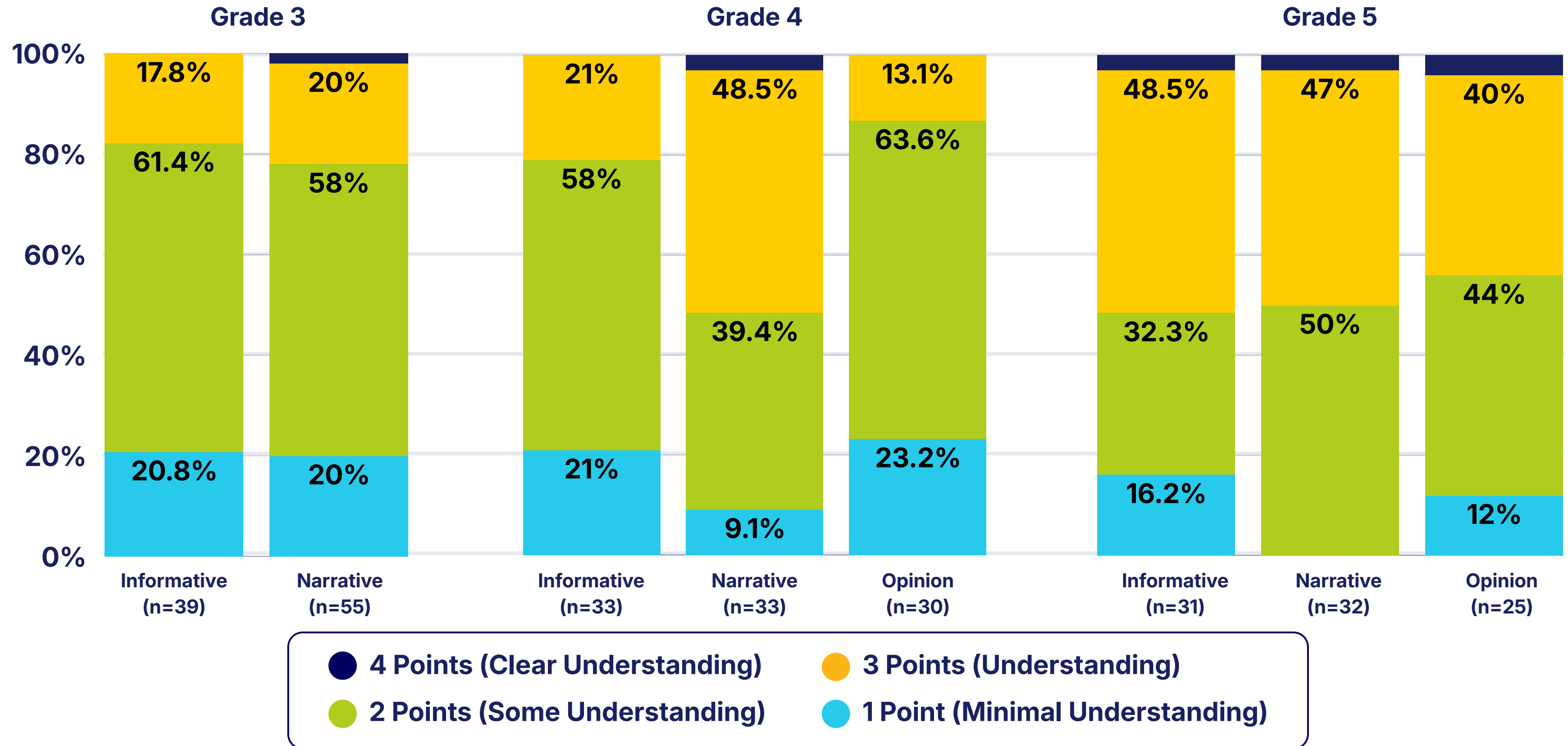
ELA: LANGUAGE

Percent of district students by achievement category and grade



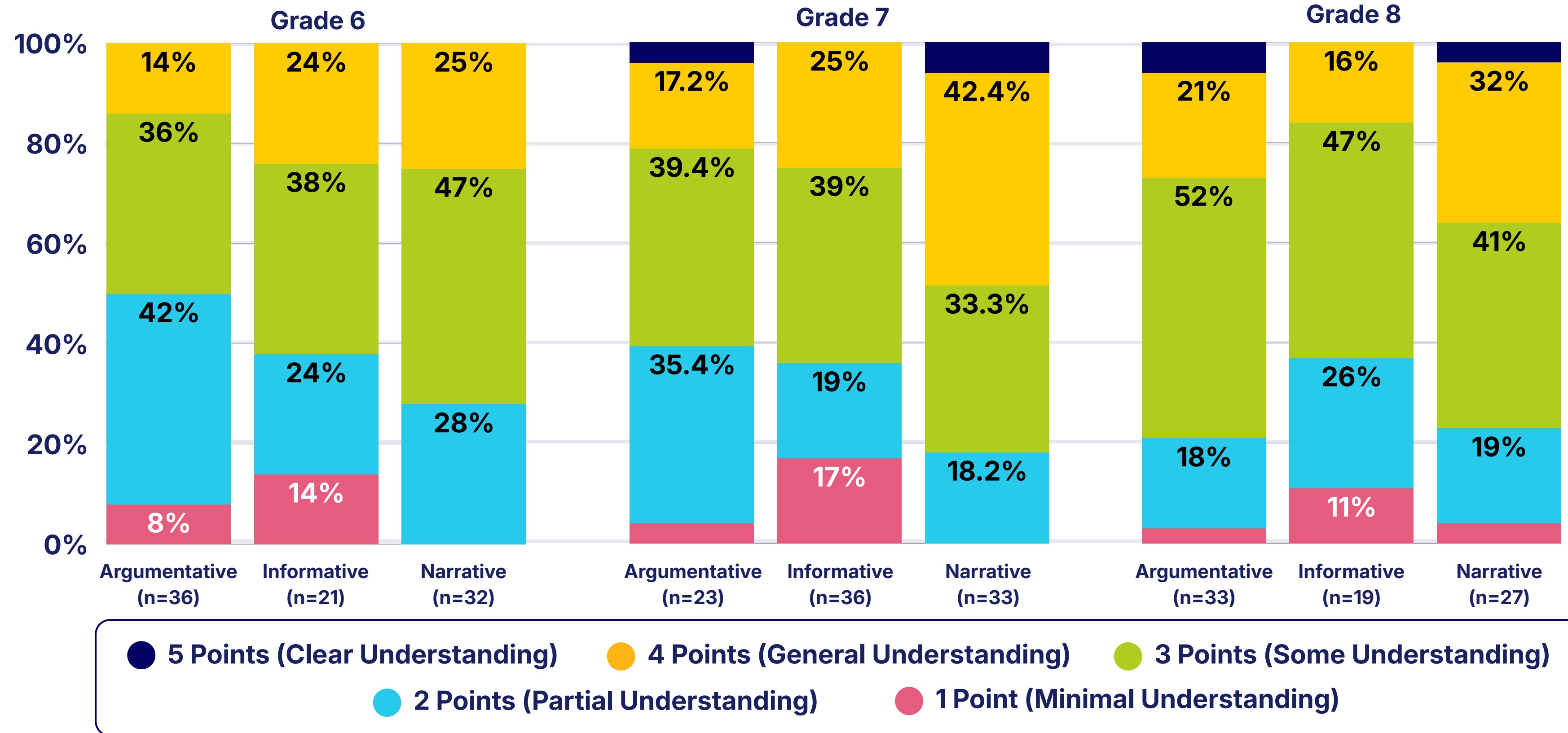
ELA: GRADES 3-5 WRITING

Percent of district students by achievement category and grade



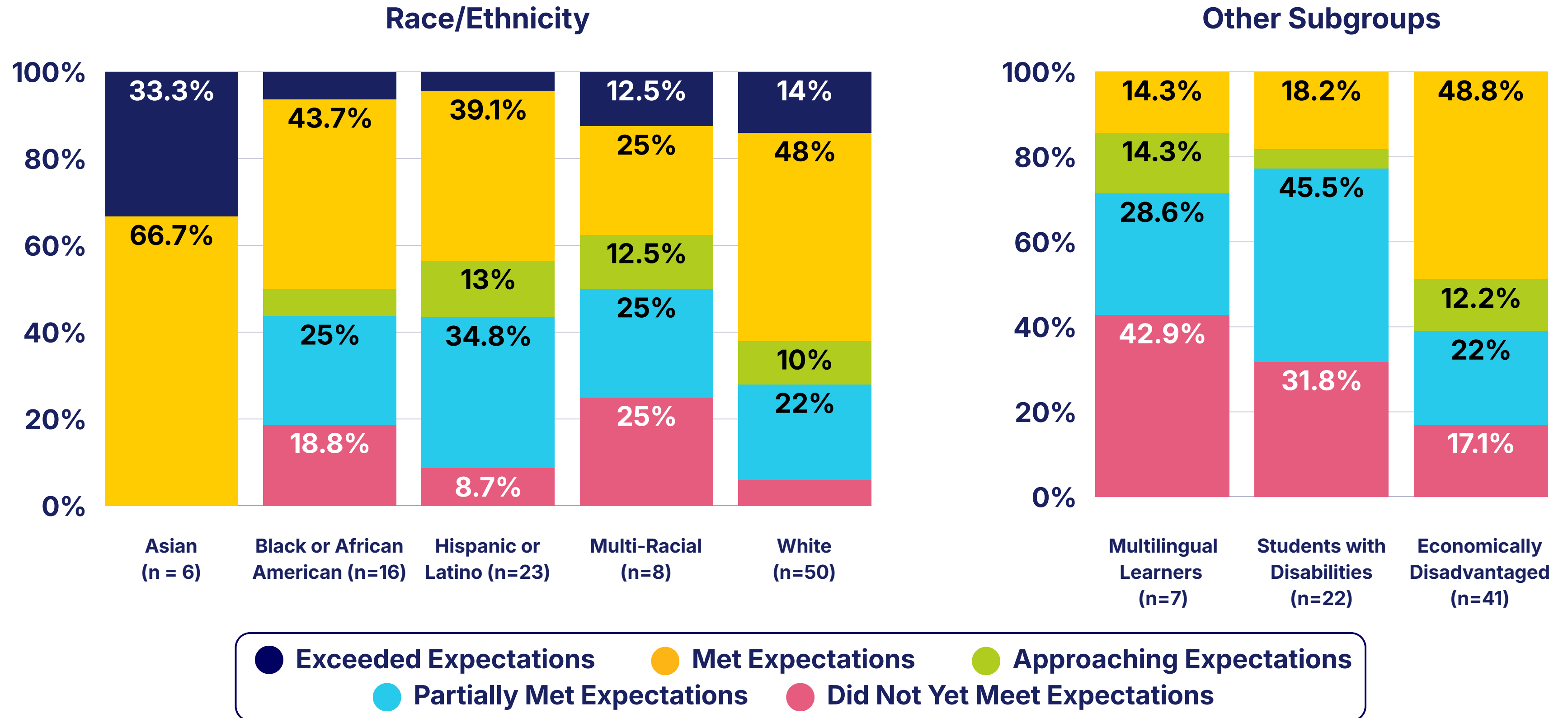
ELA: GRADES 6-8 WRITING

Percent of district students by achievement category and grade



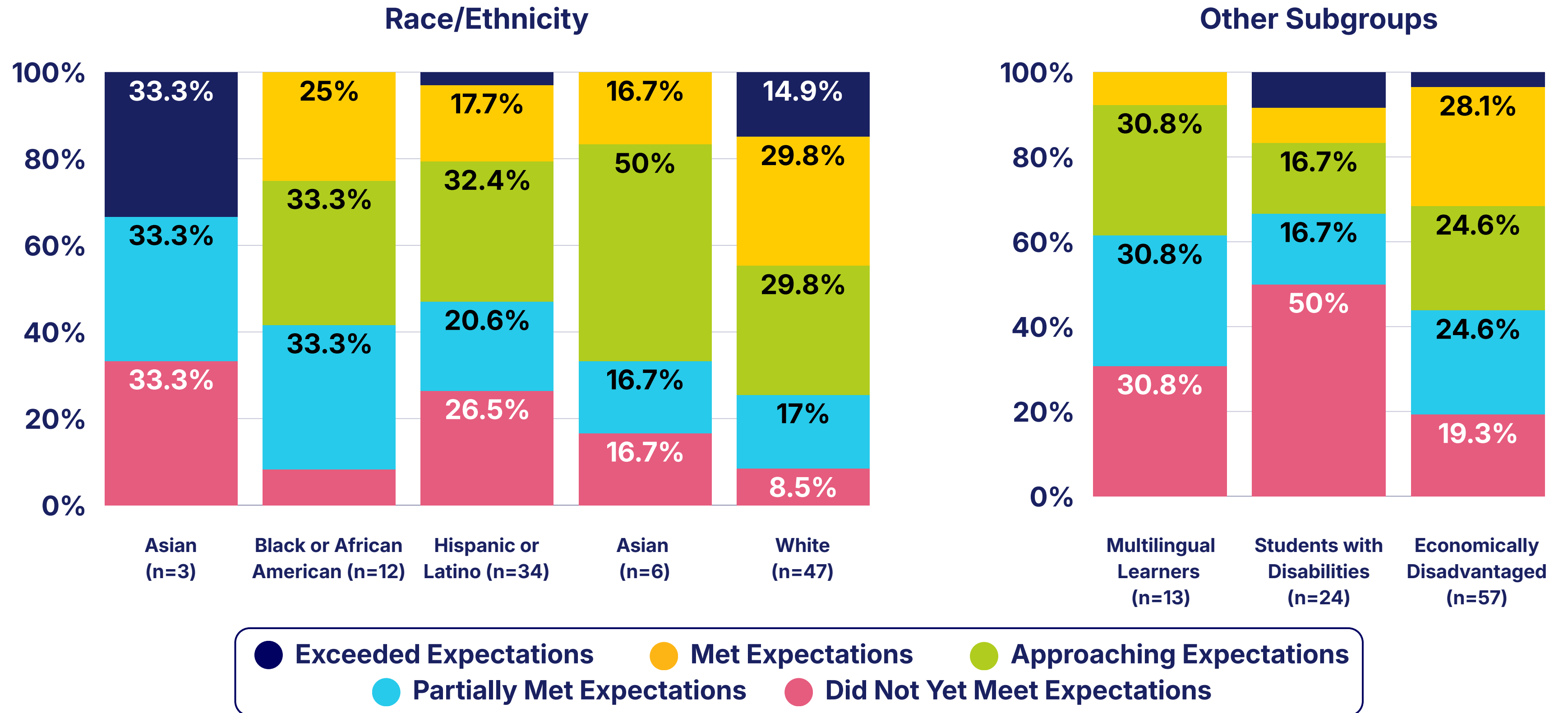
MATH: GRADE 3 SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 103



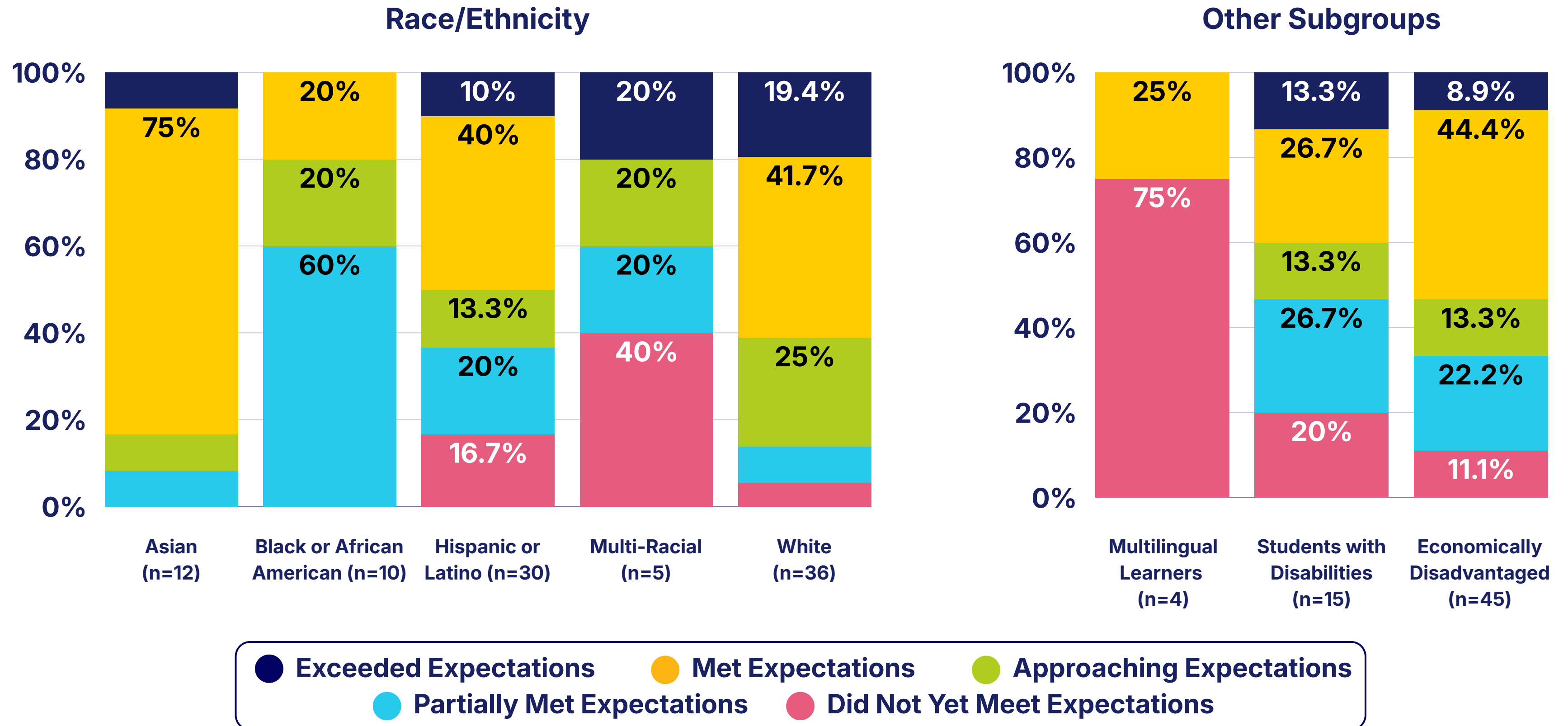
MATH: GRADE 4 SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 102



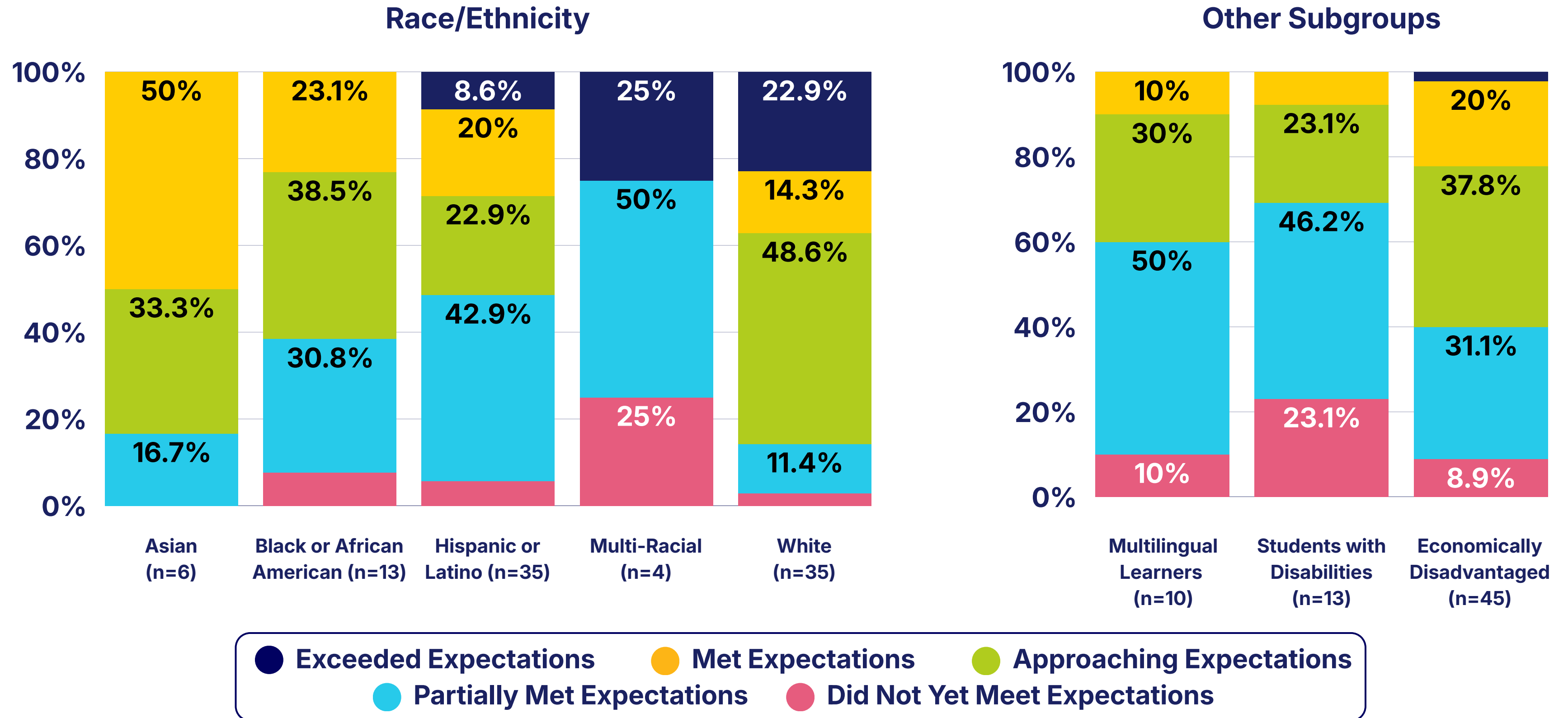
MATH: GRADE 5 SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 93



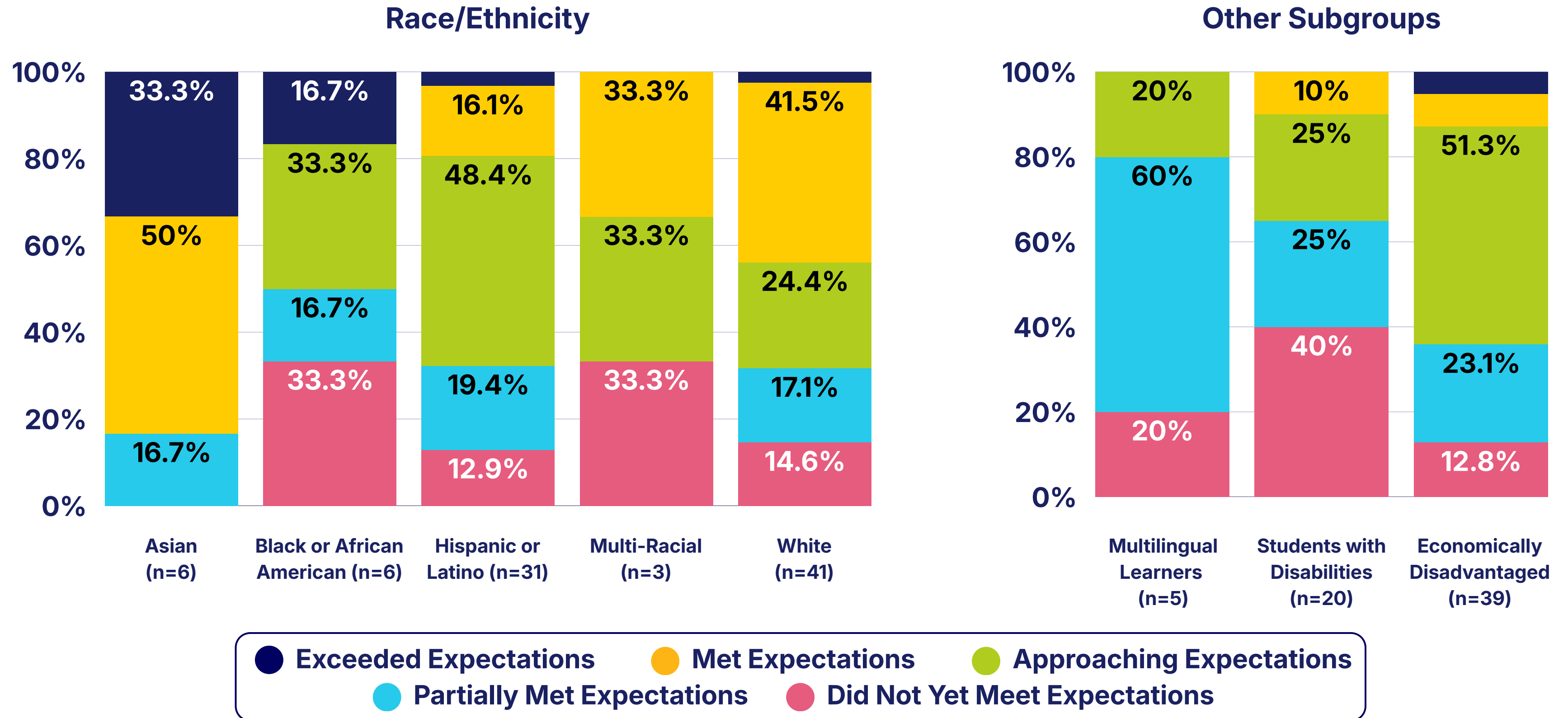
MATH: GRADE 6 SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 93



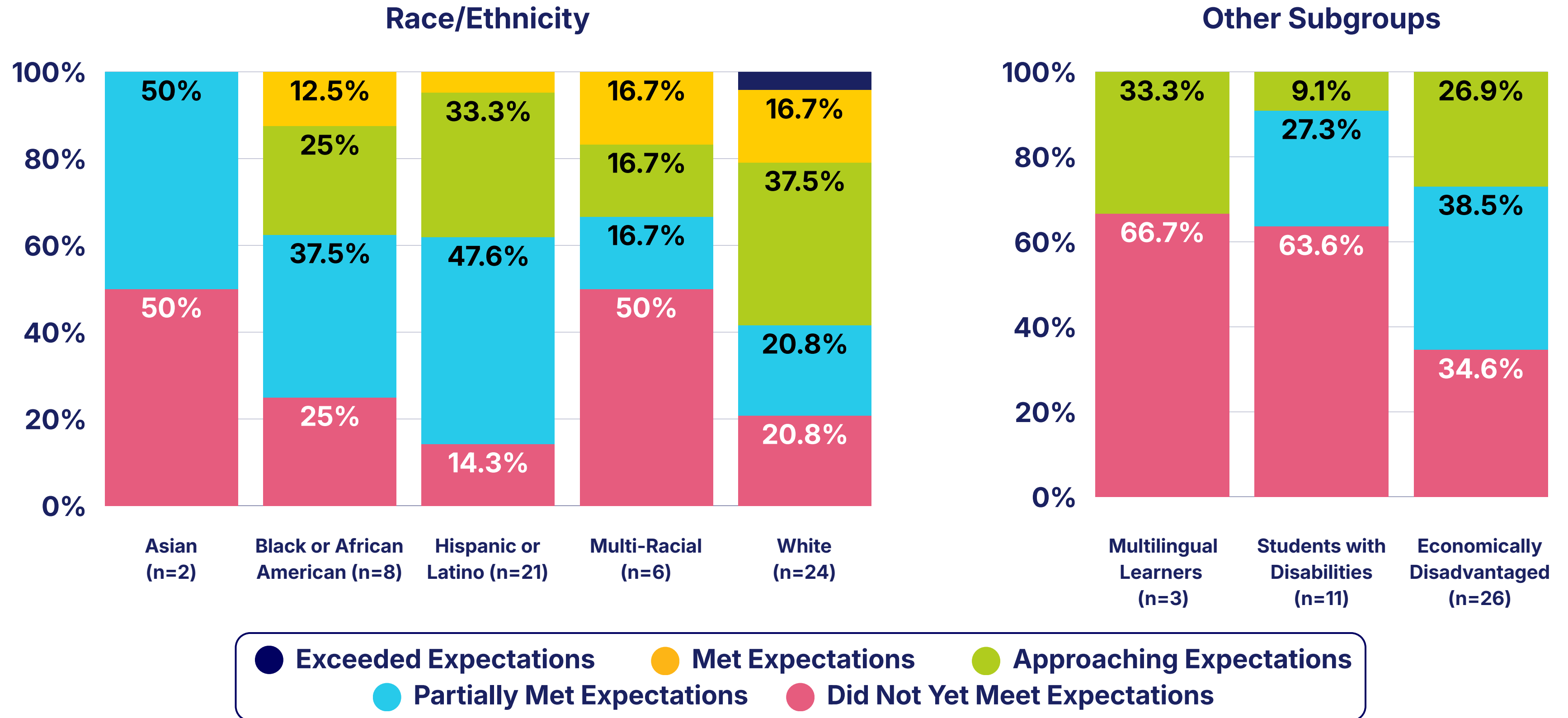
MATH: GRADE 7 SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 88



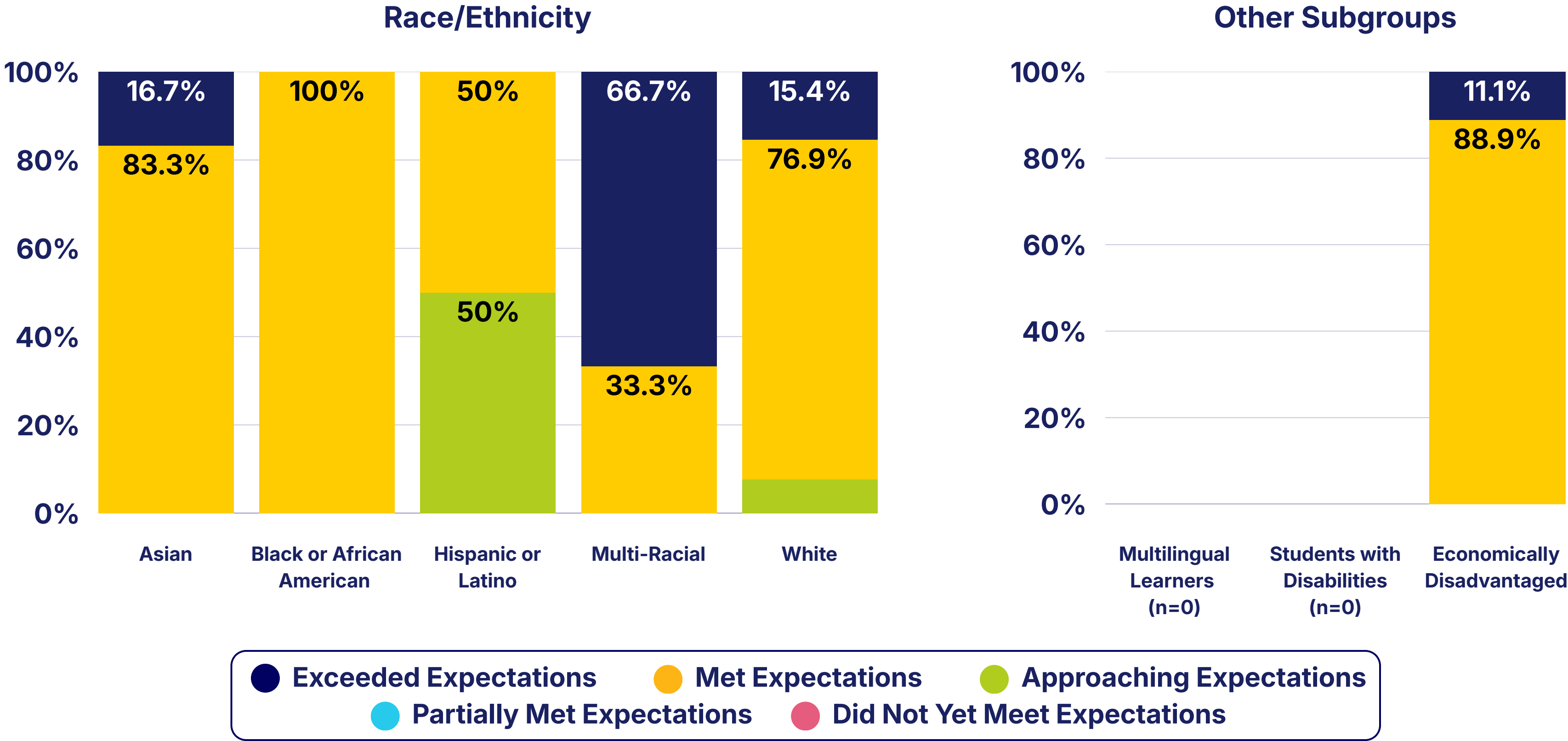
MATH: GRADE 8 SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 61



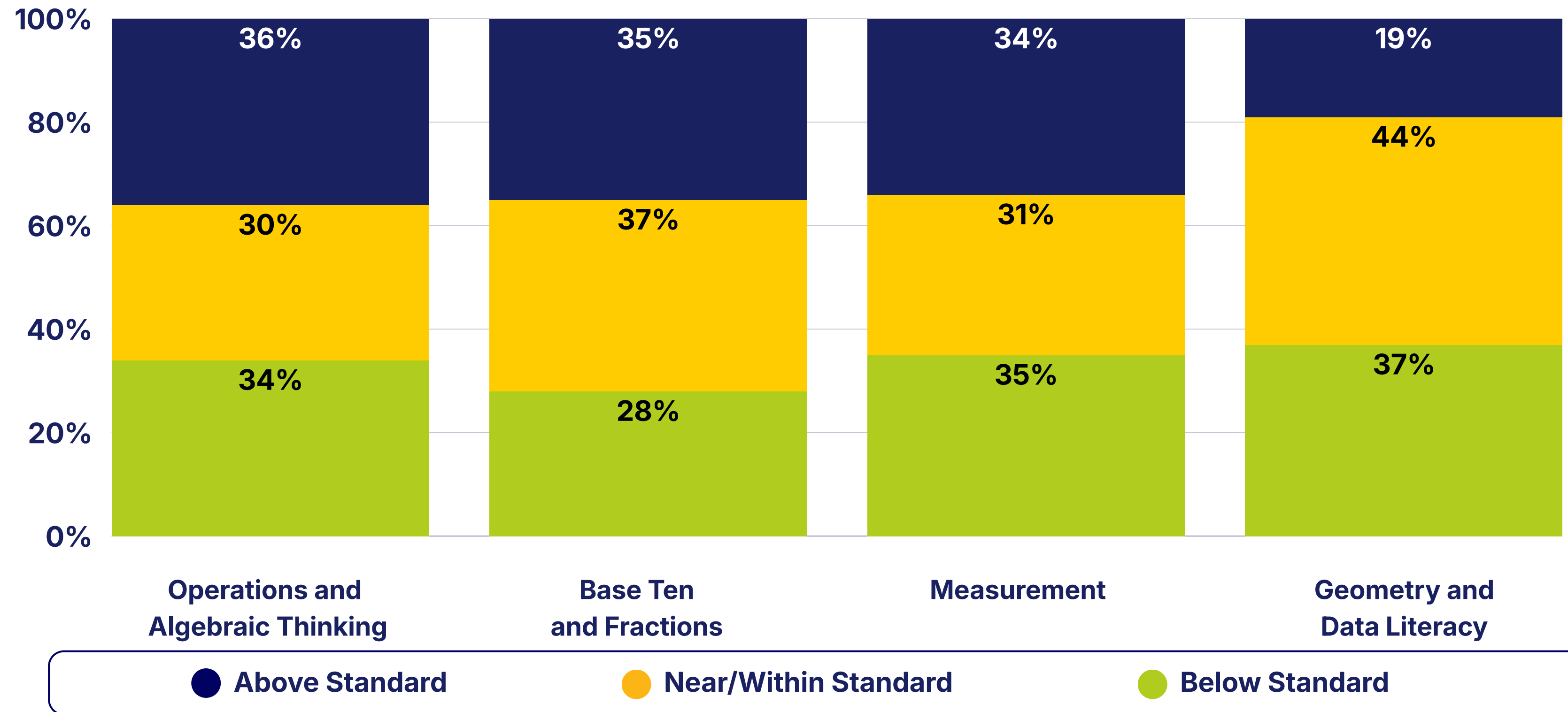
MATH: ALGEBRA I SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 25



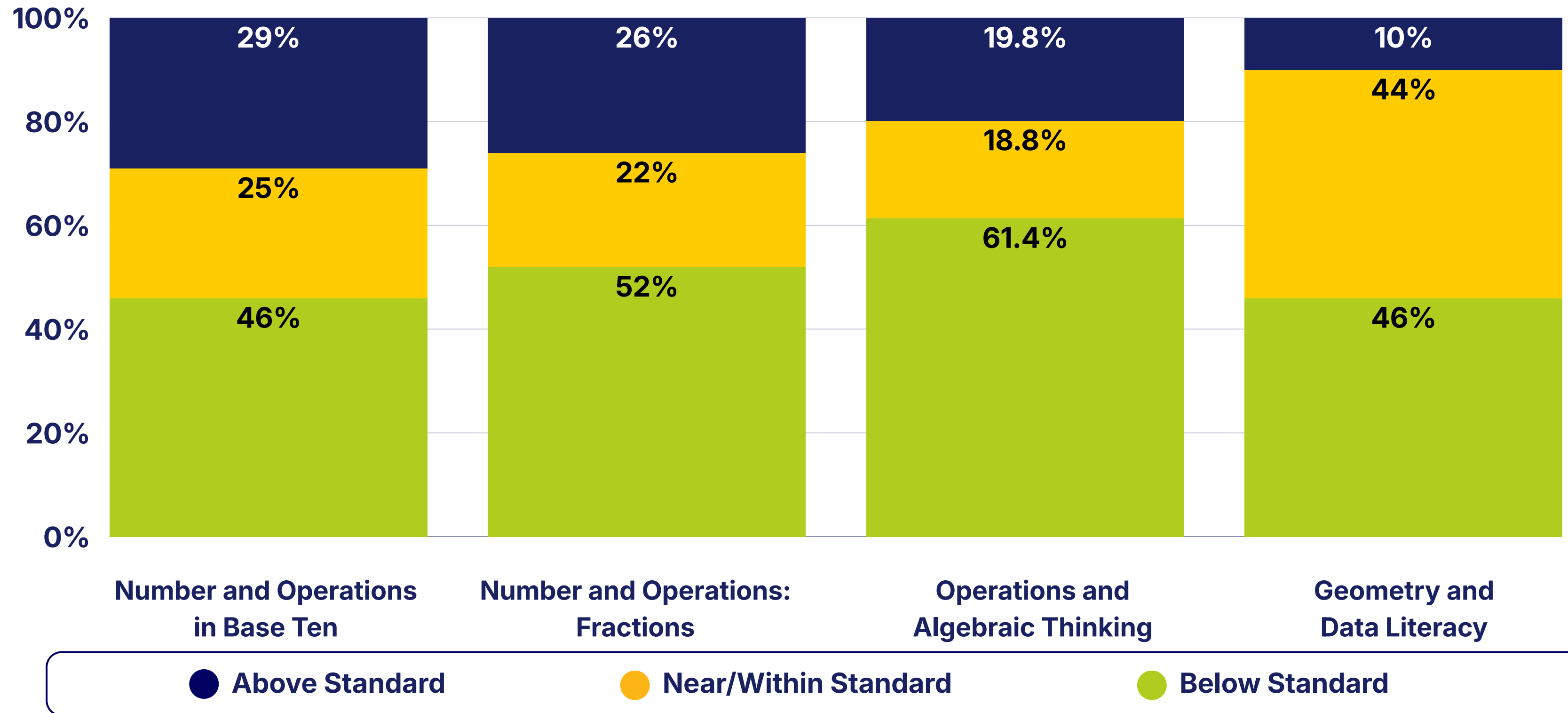
MATH: GRADE 3

Percent of district students by achievement category



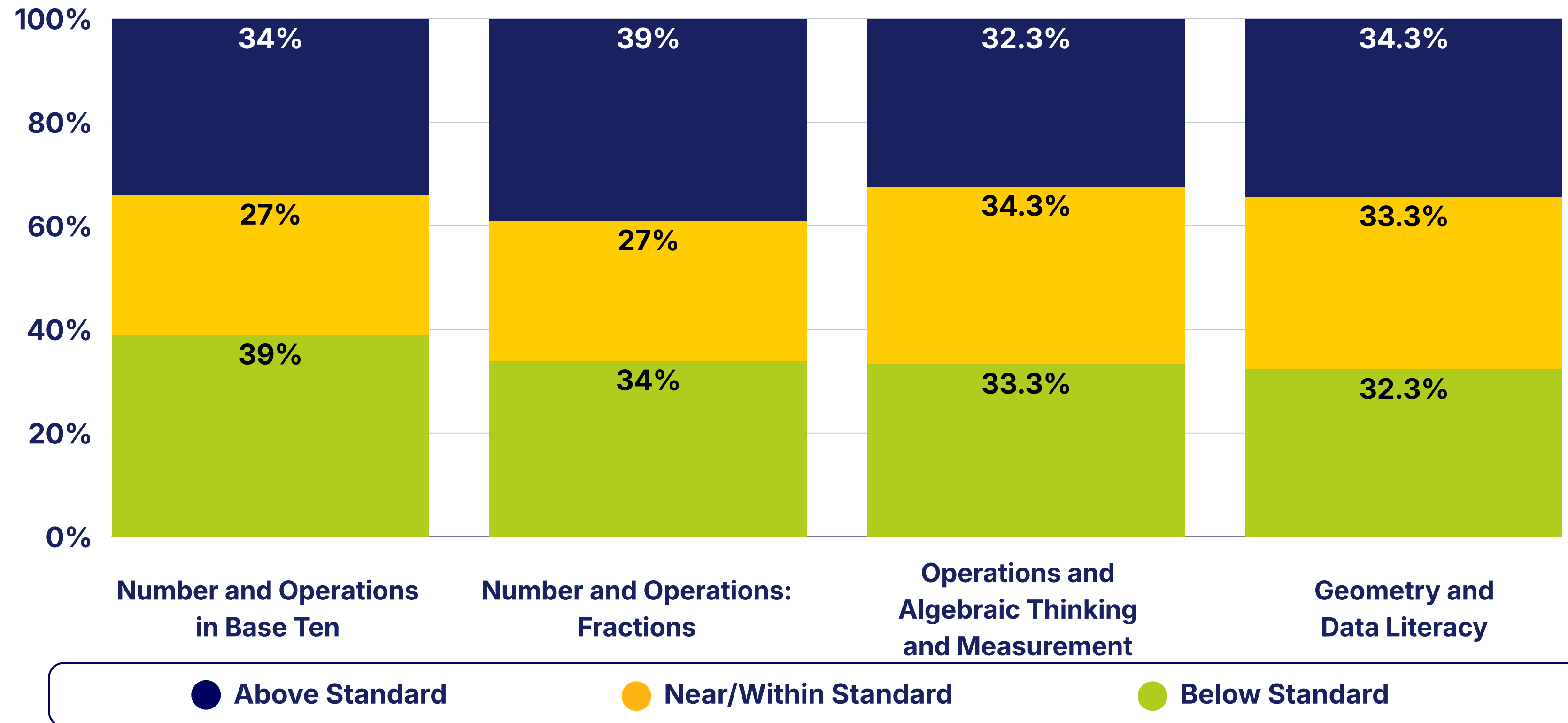
MATH: GRADE 4

Percent of district students by achievement category



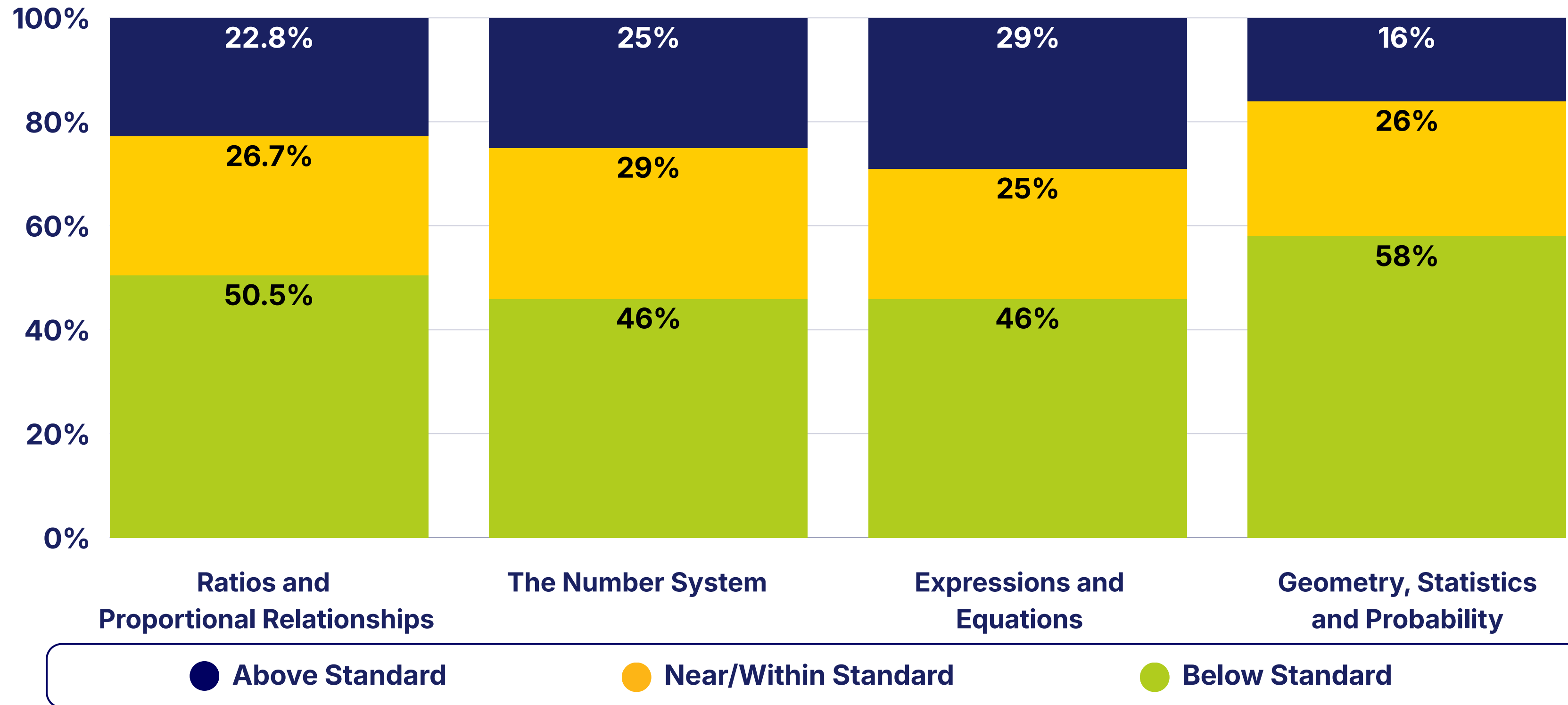
MATH: GRADE 5

Percent of district students by achievement category



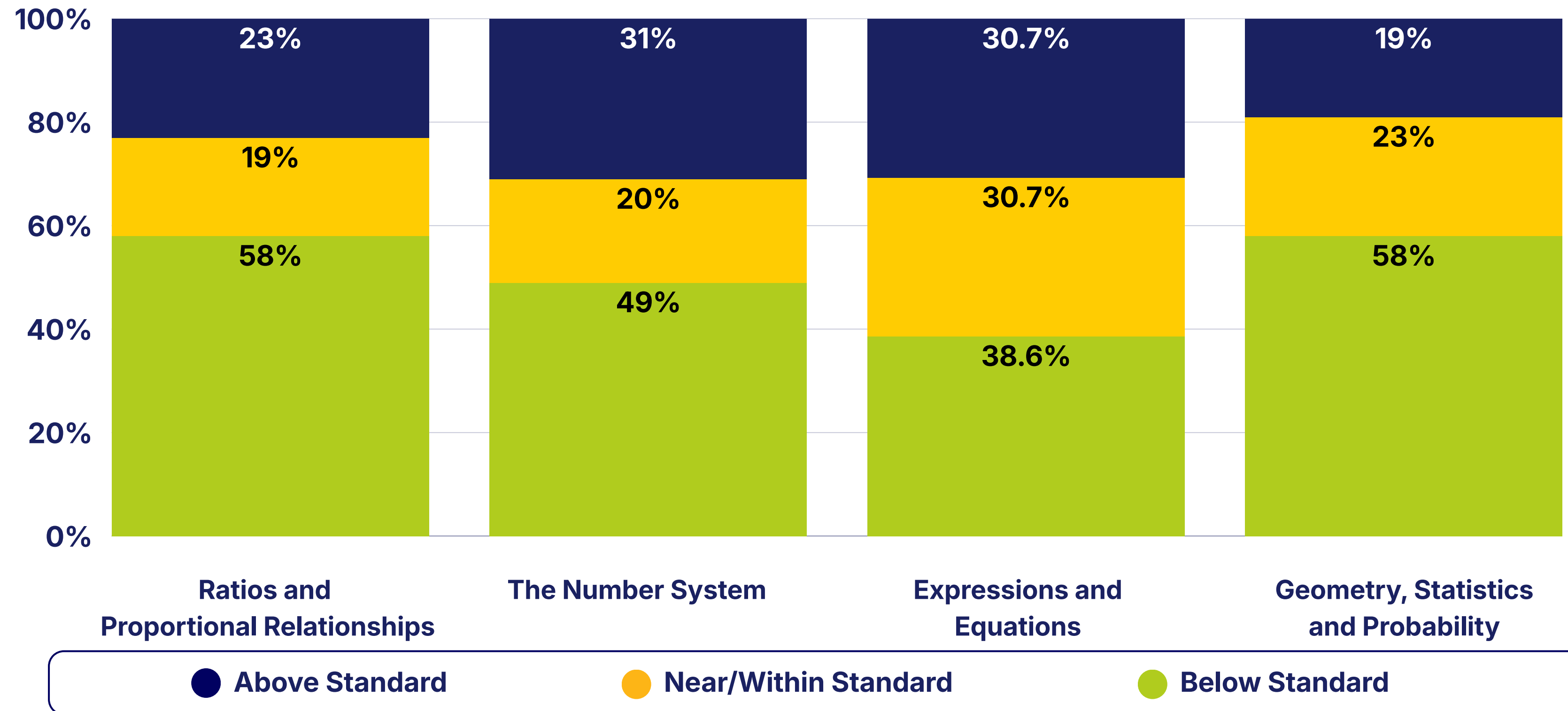
MATH: GRADE 6

Percent of district students by achievement category



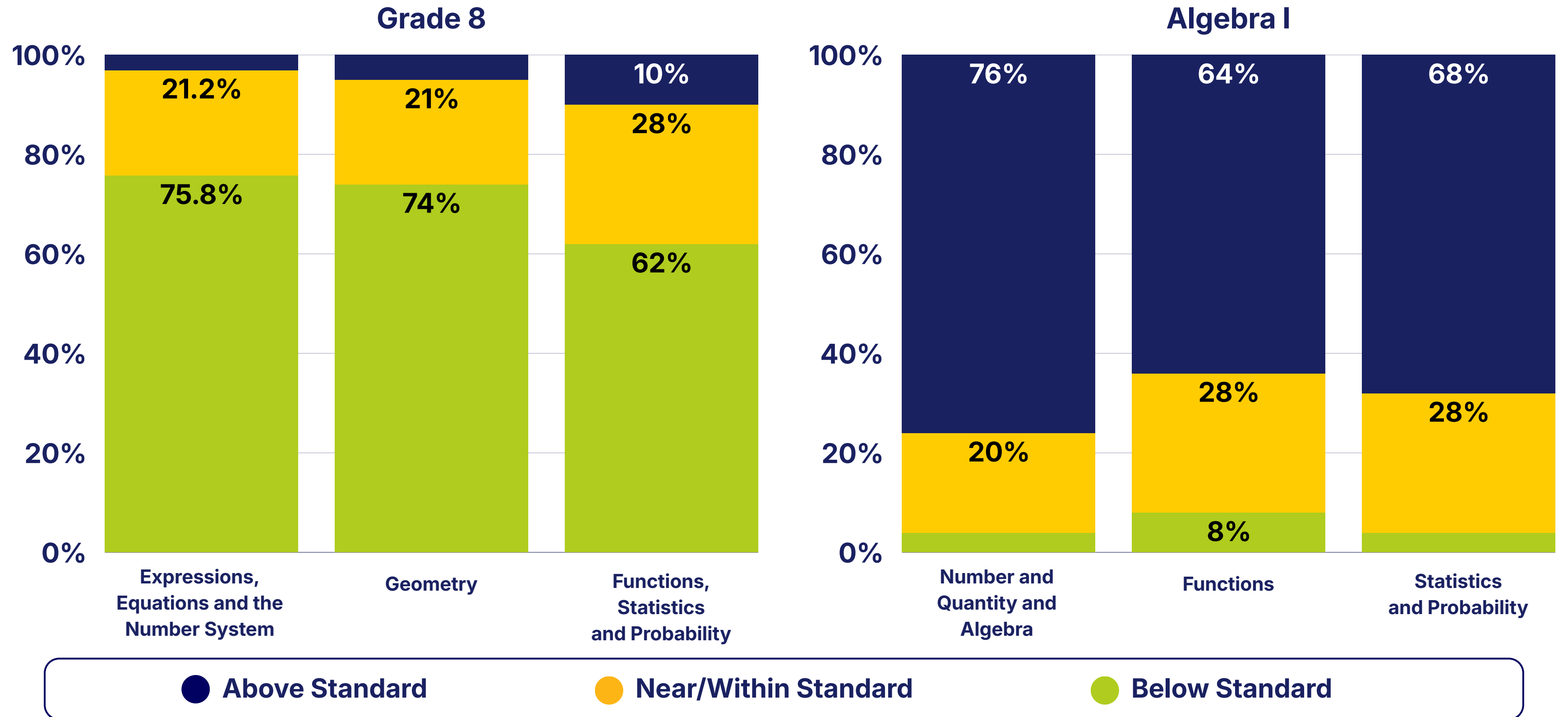
MATH: GRADE 7

Percent of district students by achievement category



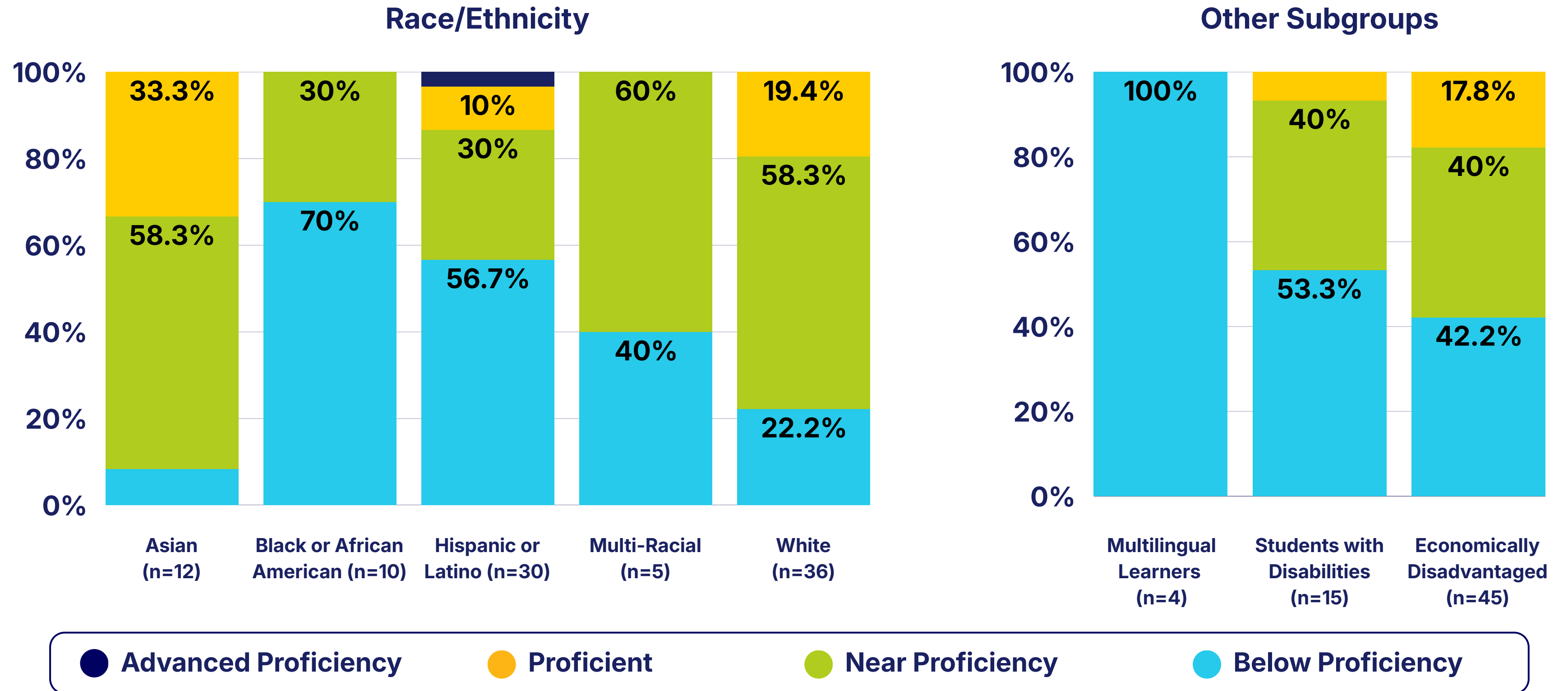
MATH: GRADE 8 AND ALGEBRA I

Percent of district students by achievement category



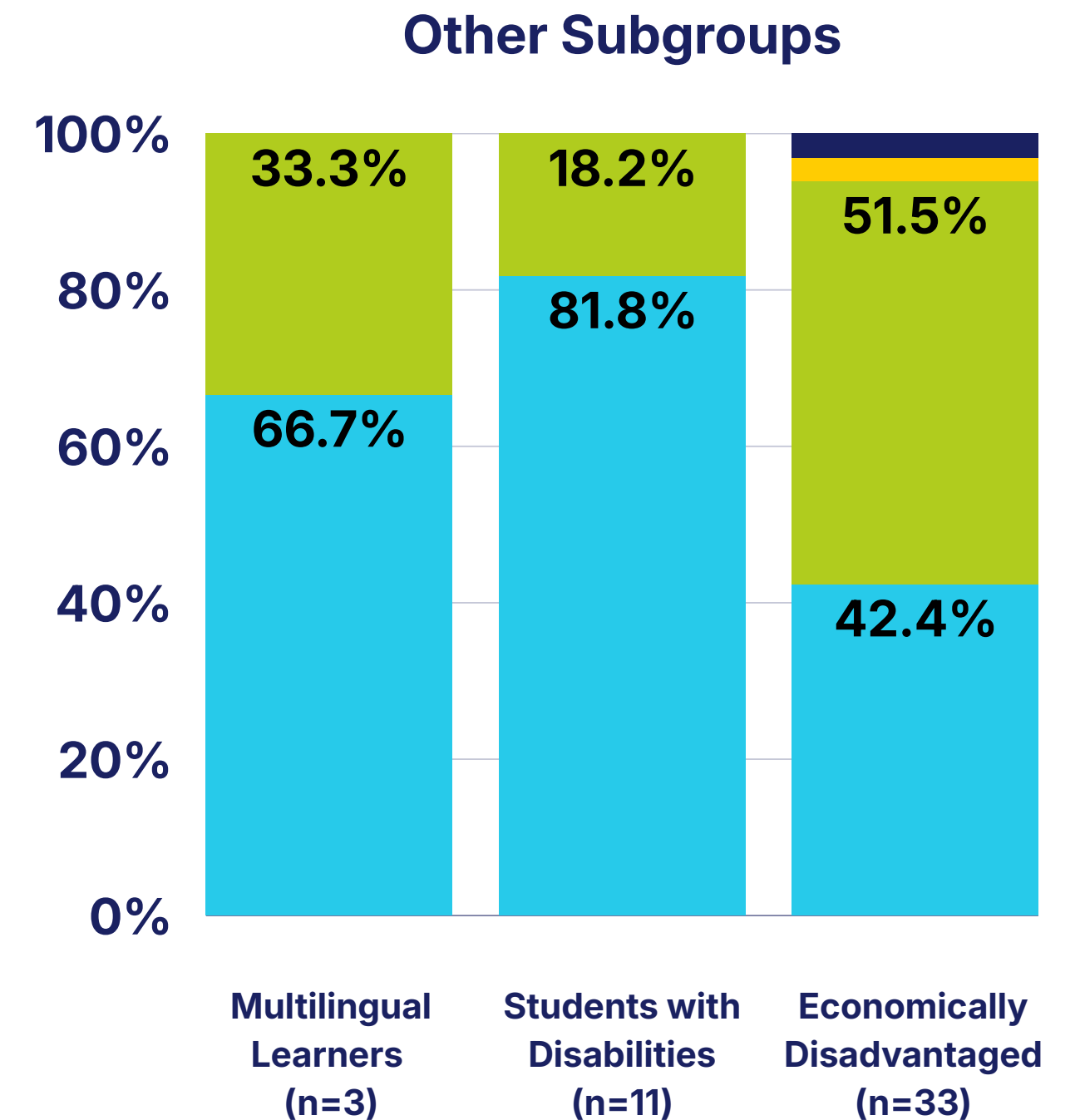
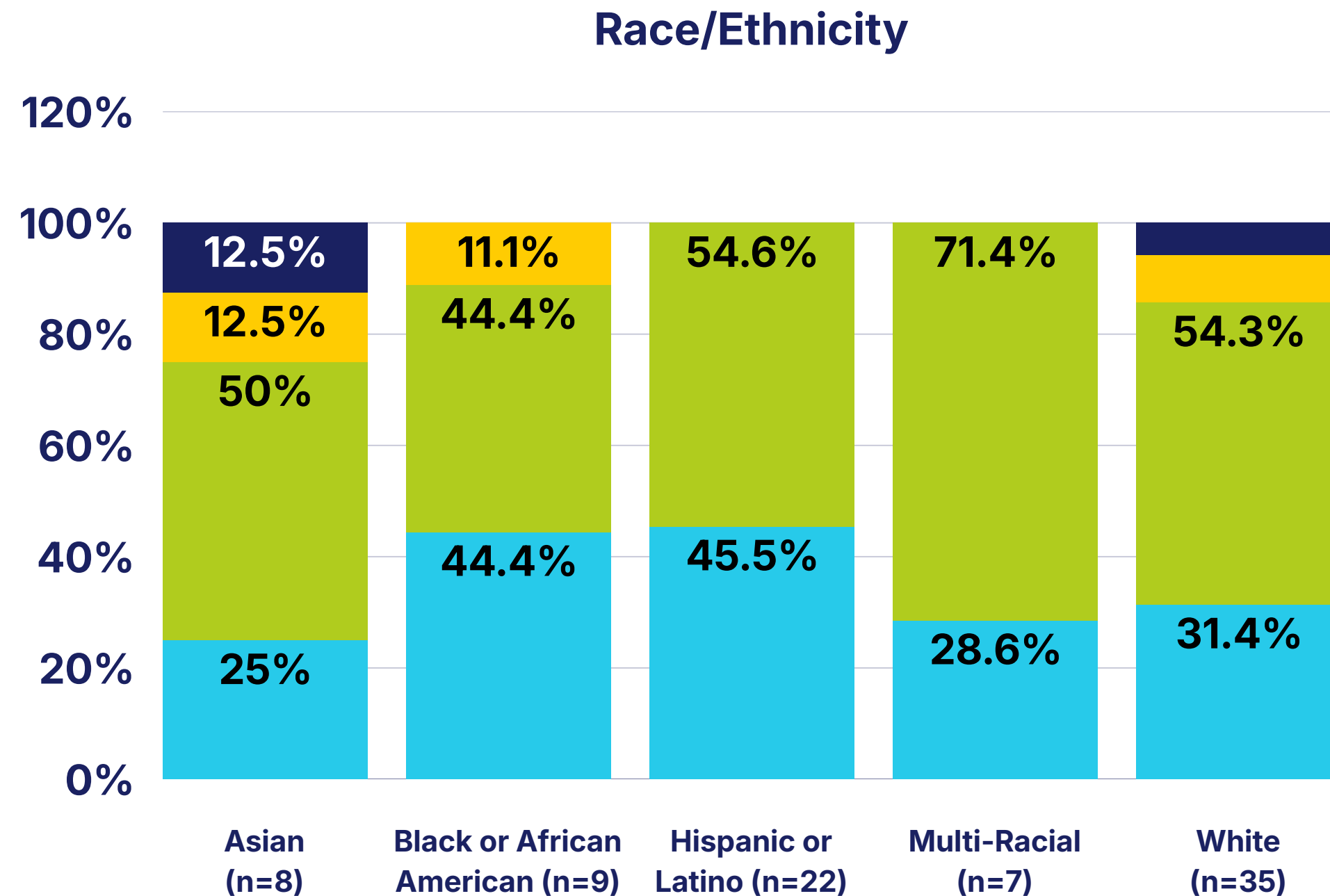
SCIENCE: GRADE 5 SUBGROUP PROFICIENCY

Percent proficient within each subgroup. Scored student records: 93



SCIENCE: GRADE 8 SUBGROUP PROFICIENCY

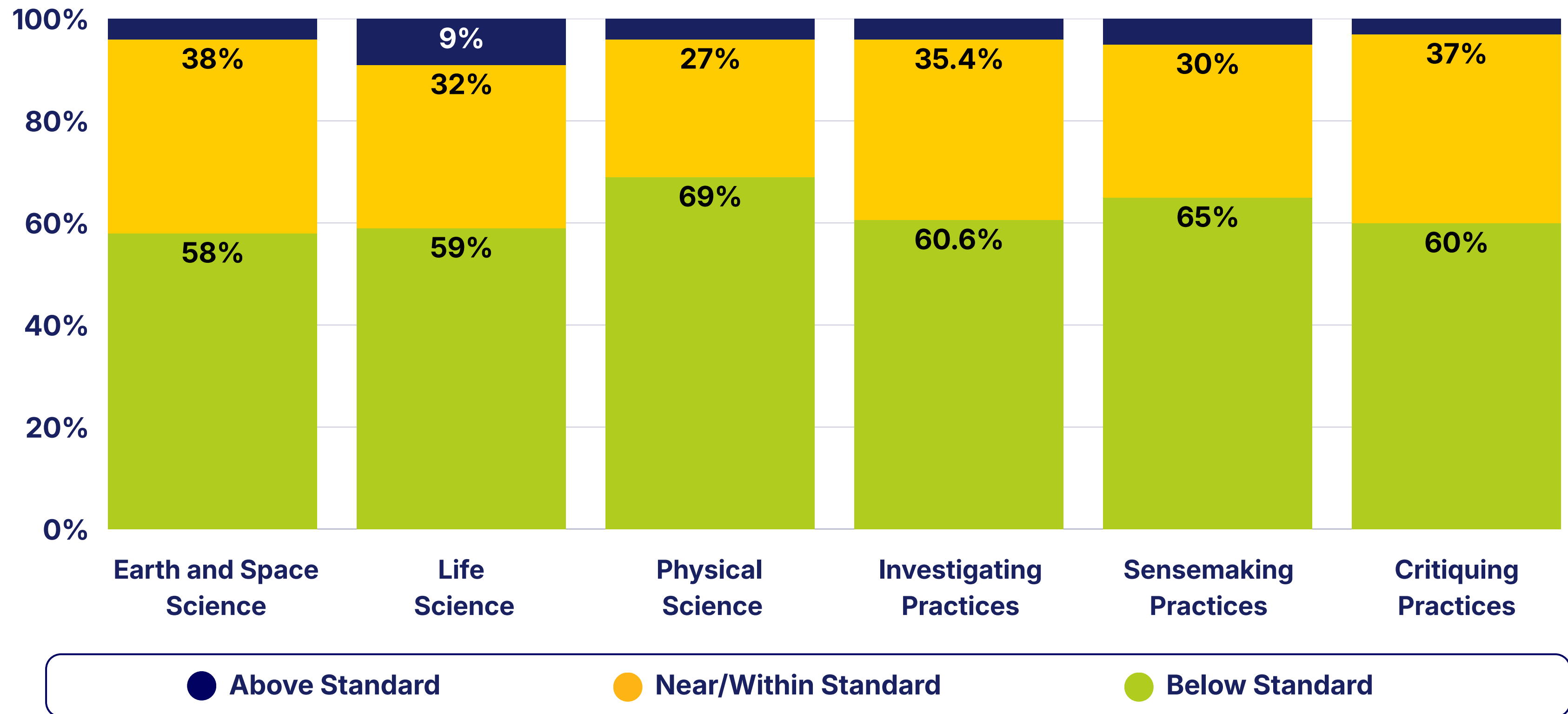
Percent proficient within each subgroup. Scored student records: 81



● Advanced Proficiency ● Proficient ● Near Proficiency ● Below Proficiency

SCIENCE: GRADE 5

Percent of district students by achievement category and grade



SCIENCE: GRADE 5 SAMPLE QUESTION

Melting Butter Table 1



Butter melts even though it is not directly heated.

In Trial 1 of an investigation, 300 milliliters of water at 55°C was placed into a cup. Then 5 grams of butter at 22°C (room temperature) was placed into the bowl of a spoon. Only the handle of the spoon was placed in the cup of water as shown in Figure 1.

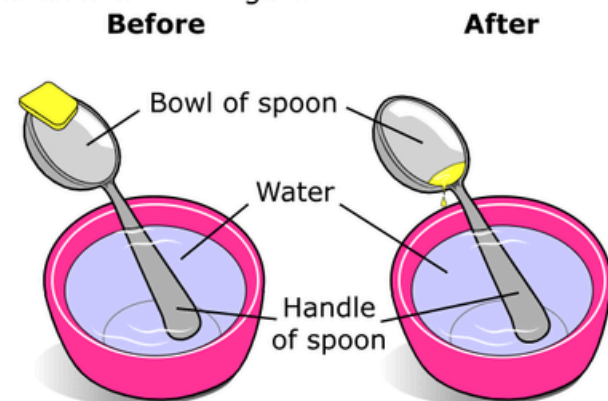


Figure 1. Melting Butter Investigation

Melting Butter Table 1



An additional trial was performed in which only the temperature of the water was changed. The data are shown in Table 1.

Table 1. Data from Melted Butter Investigation

Trial	Amount of Butter on Spoon (grams)	Temperature of Water in Cup (°C)	Speed of Melting
1	5	55	Slower than Trial 2
2	5	80	Faster than Trial 1

GUEST, GUEST

Based on the data, which is the **best** prediction for how warm the water in the cup in Trial 1 will be if left on a counter for two hours?

- ☐ A 15°C
- ☐ B 22°C
- ☐ C 55°C
- ☐ D 80°C

GUEST, GUEST

Suppose the water in the cup was 100°C. Based on Table 1, predict what would happen.

Complete the sentence by choosing the correct answers from the drop-down menus.

The butter would most likely melt

Choose...

 than

Choose...

 because

Choose...

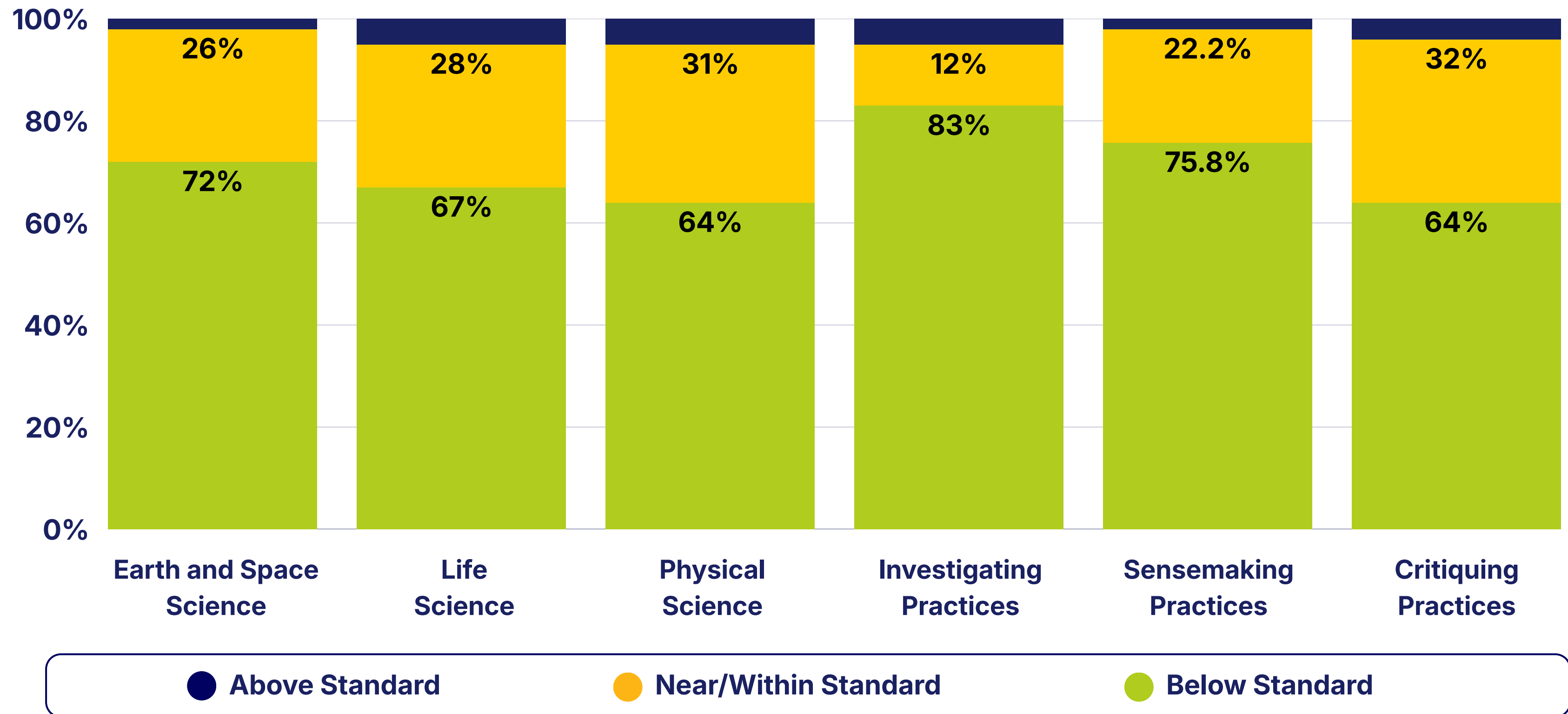
 heat energy would be transferred.

Which question can be answered by analyzing the data?

- ☒ A Do higher water temperatures transfer more heat energy?
- ☐ B Will more butter melt faster when heated at the same temperature?
- ☐ C How many minutes does it take for heat energy to transfer and melt the butter?
- ☐ D Will a larger spoon melt the butter faster when heated at the same temperature?

SCIENCE: GRADE 8

Percent of district students by achievement category and grade



SCIENCE: GRADE 8 SAMPLE QUESTION

Some people are able to taste a certain bitter chemical, and others are not. Figure 1 shows the alleles that different individuals have for this dominantly inherited trait.

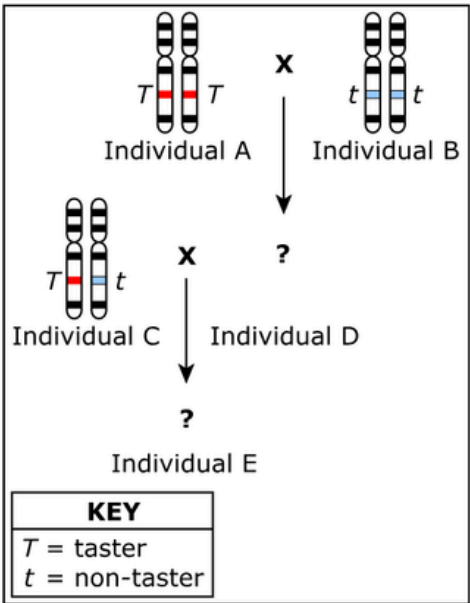


Figure 1. Bitter-Taste Alleles in One Family

Individuals A and B are the parents of Individual D. Individuals C and D are the parents of Individual E.

GUEST, GUEST

Based on Figure 1, what is the probability of Individual E being able to taste the bitter chemical?

Type your answer in the box provided.

The probability of Individual E being able to taste the bitter chemical is %.

Figure 2 shows whether the members of a second family are able to taste the bitter chemical. Which family members are definitely heterozygous for the ability to taste the bitter chemical?

Select the **six** correct answers from the eight options.

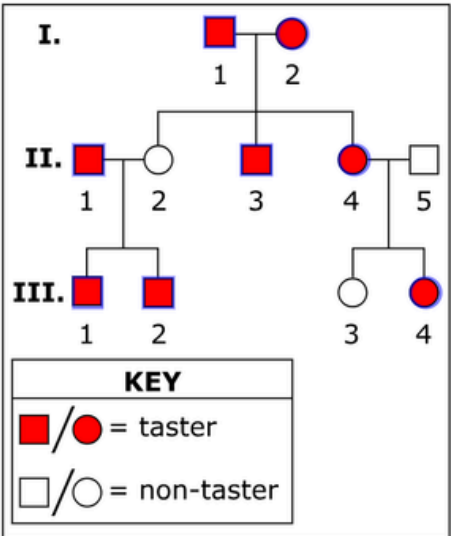


Figure 2. Inheritance of the Bitter-Taste Trait in a Second Family

A student writes an explanation about the bitter-taste alleles and proteins found in the individuals represented in Figure 1. However, the student makes a couple of mistakes. Which statements contain the student's mistakes?

Select the **two** incorrect statements.

- Individual A and Individual B each have only one copy of the bitter-taste gene.
- Individual A and Individual B each make only one form of the protein encoded by the bitter-taste gene.
- Because Individual A and Individual B make different forms of the protein, one of them tastes the bitter chemical and the other does not.
- However, Individual C has a different allele for the bitter-taste gene on each chromosome.
- This causes Individual C's body to make two different forms of the bitter-taste protein.
- The protein made from the *t* allele is what causes Individual C to taste the bitter chemical.

DYNAMIC LEARNING MAPS (DLM)

- Students with significant cognitive ability deficiencies are able to take an alternative test called the Dynamic Learning Maps (DLM). Students are given mini assessments in English Language Arts, Mathematics, and Science at their academic grade level.
- Twelve students completed the DLM in Spring 2026 These students were in grades 3-8.

	Emerging	Approaching Target	At Target	Advanced
English Language Arts	7	2	3	0
Mathematics	6	3	3	0
Science*	2	0	0	0

*Science is given in Grades 5 and 8.

ACCESS AND ALTERNATE ACCESS FOR ELLs 2.0 ASSESSMENT

ACCESS for ELLs 2.0

- The ACCESS for ELLs 2.0 assessment is a series of language proficiency summative assessments given to all students who receive English as a Second Language services.
- There are 4 tests given (Listening, Speaking, Reading, and Writing).
- Proficiency Levels range from a 1 (Entering) to 6 (Reaching). It is recommended that students may exit the ML program with an overall score of 4.5 or higher.
- We had 71 students completing the test. Ten students (14%) exited the program receiving 4.5 or higher score.

Alternate ACCESS for ELLs 2.0

- The Alternate ACCESS for ELLs 2.0 assessment is individually administered to students in grades K-12 who are identified as English learners with the most significant cognitive disabilities.
- Proficiency Levels range from a 1 (Entering) to 5 (Bridging). It is recommended that students may exit the ML program with an overall score of 4.5 or higher.
- We had 5 students who took the Alternate Access for ELLs assessment. 4 students had an overall score of 1 and 1 student had an overall score of 3.

ACCESS FOR ELLs 2026 RESULTS

Grade	Entering (1)	Emerging (2)	Developing (3)	Expanding (4)	Bridging (5)	Reaching (6)
K	5 (50%)	2 (20%)	2 (20%)	1 (10%)		
1	1 (14%)	4 (57%)	2 (29%)			
2		1 (10%)	9 (90%)			
3*			5 (71%)			
4	1 (8%)	1 (8%)	2 (15%)	6 (46%)	3 (23%)	
5	1 (25%)	1 (25%)	1 (25%)	1 (25%)		
6		1 (10%)	7 (70%)	2 (20%)		
7	1 (20%)	1 (20%)	3 (60%)			
8	1 (33%)			2 (67%)		

*Two students have not received scores yet. 10 students exited the program receiving 4.5 or higher score.

ACCESS FOR ELLs DEMOGRAPHIC DATA

District-Wide Subcategories	Number of Students Tested	Number of Students Exiting
Hispanic	44	6
Asian	6	1
Black	4	0
White	22	3
Special Education	16	3
Economically Disadvantaged	48	6

STRENGTHENING INSTRUCTION AND TARGETED SUPPORT

Data-Driven PLCs: Trained staff in the components of the PLC process, and refined PLC structures to support teams in identifying problems of practice, establishing SMART goals, and monitoring student progress using data.

Instructional Coaches: Help teachers analyze student data, strengthen instructional practices, and implement targeted strategies that address student learning needs.

Curriculum LEADS: Strengthening ELA, math, and science instruction by supporting teachers' use of curriculum resources, refining curriculum, and ensuring consistent implementation of the scope and sequence across grade levels.

Extracurricular Clubs: Offering engaging, hands-on experiences like STEM/STEAM Club, Math Games Club, and Maplewood Woodworking that reinforce standards, build problem-solving skills, and make learning fun.

Stronger Tiered Supports: Participating in the STRONG-ER grant to strengthen Tier 1 instruction and revised intervention periods to provide targeted, skill-based support.

STRENGTHENING INSTRUCTION AND TARGETED SUPPORT

New Middle School ELA Program: Implemented CommonLit to strengthen standards-aligned reading and writing instruction.

Word Study: Providing staff with OG+ and Morphology training to strengthen multisensory instruction in word structure, spelling patterns, and vocabulary. Emphasis on helping students understand how words work rather than simply memorizing how to spell them.

Middle School Science: Revising curriculum to align with the NJ Science Model Curriculum Framework and refining benchmarks to address identified needs. Using Grade 5 NJSLA data to target support for specific students and using Grade 8 data to target specific skill needs, with planned classroom walk-throughs to monitor instruction.

Multisensory Learning: Expanding learning centers and multisensory instruction to address diverse learning needs and increase student engagement.

ANY QUESTIONS?

CONTACT

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