

New Jersey

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Language (combining reading and writing)	Proficient	Educator committee generates standards	2004	None
State standards	The state administered the New Jersey Assessment of Skills and Knowledge (NJ ASK) in grades 3 and 4 in English/language arts and mathematics and the Grade Eight Proficiency Assessment (GEPA) in English/language arts and mathematics. New Jersey used three achievement levels for reporting purposes: partially proficient, proficient, and advanced proficient.					
State performance standard for AYP	<p>Grade 4. The student performing at the proficient level demonstrates abilities to work with, analyze, and critique text. As a proficient reader, the student recognizes the central idea, supporting details, purpose, and organization of text. The student demonstrates the ability to comprehend text literally, to make inferences, and to express understanding of the text in written responses.</p> <p>Grade 8. Eighth-grade students performing at the proficient level are able to construct meaning as they generate their own texts and work with texts generated by others. Proficient students show an overall understanding of the text at literal and inferential levels. They are able to connect with prior knowledge while interacting with, interpreting, and analyzing text. In reading exercises, students are able to identify and discuss central themes, supporting details, and organizational structures of text. They can extrapolate and synthesize information, monitor their understanding of text, and identify a purpose for reading. Students at this level are able to discuss and identify support for opinions and conclusions as well as to explain textual conventions and literary elements.</p>					

New Jersey

Reading

2005 NAEP scale equivalent						2005 NAEP exclusion rates			
Grade	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities	
				Unadjusted	Adjusted ²				
4	191	1.6	1.3	0.72	0.93	0.9	3.8	0.7	
8	250	1.3	1.2	0.76	0.82	1.2	3.4	0.2	

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, calculator, manipulatives, communication device, carrel, taking the test at the student's home, special education classroom, and reading questions aloud (not allowed for reading passages).
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New Jersey

	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
Mathematics	4 and 8	Number and numerical operations, geometry and measurement, patterns and algebra, data analysis, probability and discrete mathematics	Proficient	Educator committee generates standards	2004	None
State standards	The state administered the New Jersey Assessment of Skills and Knowledge (NJ ASK) in grades 3 and 4 in English/language arts and mathematics and the Grade Eight Proficiency Assessment (GEPA) in English/language arts and mathematics. New Jersey used three achievement levels for reporting purposes: partially proficient, proficient, and advanced proficient.					
State performance standard for AYP	<p>Grade 4. The student performing at the proficient level demonstrates evidence of conceptual understanding, and of procedural and analytic skills. The student applies mathematical skills and knowledge to theoretical and real-world situations. In addition, the student communicates the required skills and makes connections within and among the mathematical content areas. The student at this level understands basic arithmetic operations—an understanding sufficient for problem solving in practical situations. The student understands the connections between common fractions, decimals, and applies this understanding to other mathematical topics. The student understands and applies basic geometric properties and spatial relationships; applies the principles of similarity, symmetry, and coordinate geometry; interprets data and graphs; determines probabilities; applies the concepts and methods of discrete mathematics, and uses basic algebraic concepts and processes.</p> <p>Grade 8. The student performing at the proficient level demonstrates evidence of conceptual understanding and of procedural and analytic skills. The student demonstrates the ability to apply mathematical skills and knowledge to theoretical and real-world situations. In addition, the student communicates the required skills and makes connections within and among the mathematical content areas. The student at this level demonstrates a thorough understanding of basic arithmetic operations—an understanding sufficient for problem solving in practical situations. The student understands the connections between fractions, decimals, percents, and other mathematics topics. The student understands and applies geometric properties and spatial relationships; applies the principles of similarity, symmetry, and coordinate geometry; interprets data and graphs; determines probabilities; applies the concepts and methods of discrete mathematics, and uses algebraic concepts and processes.</p>					

New Jersey

Mathematics

Grade	2005 NAEP scale equivalent					2005 NAEP exclusion rates			
	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities	
				Unadjusted	Adjusted ²				
4	221	1.3	1.3	0.75	0.89	0.6	1.8	0.2	
8	273	1.4	1.2	0.81	0.86	0.9	2.7	0.1	

- 1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.
- 2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, calculator, manipulatives, communication device, carrel, taking the test at the student's home, and taking the test in a special education classroom.
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