NJSLA-Science

2019 Results

NJSLA-Science

The NJSLS-Science standards were adopted by the State in 2014. The timeline for transition to the new standards for districts required full implementation in grades 6-12 by September 2016 and full implementation in grades K-5 by September 2017.

The NJSLA-Science is significantly different from the New Jersey Assessment of Skills and Knowledge (NJ ASK) because NJSLS-Science are more rigorous standards and NJSLA-Science focuses on the application of science knowledge and skills rather than memorization of content.

NJSLA-Science

The NJSLA–S measures student proficiency in the New Jersey Student Learning Standards for Science.

One of the primary purposes of the NJSLA–S is to identify areas of curricular strength and weakness by examining the extent to which students meet the established performance expectations in science.

The first administration of the NJSLA–S was in the 2018–19 school year following a 2018 field test. The spring 2019 operational administration was the assessment baseline year.

Types of Questions

The NJSLA–S assesses students on their understanding and explanations of scientific phenomena and scenarios.

It comprises two parts—the performance-based assessment (PBA) and the machine scorable assessment (MSA).

The PBA contains one open-ended, constructed response item and between two and four technology-enhanced items (TEI). The MSA contains a mixture of TEI and multiple-choice items.

Disciplinary Core Ideas

Disciplinary Core Ideas are the fundamental ideas that are necessary for understanding a given science discipline.

The core ideas are grouped in four domains:

- the physical sciences
- the life sciences
- the earth and space sciences
- engineering, technology and applications of science

Science and Engineering Practices

Investigating Practices	Sensemaking Practices	Critiquing Practices
1. Asking Questions and Defining Problems	1. Developing and Using Models	1. Engaging in Argument from Evidence
2. Planning and Carrying Out Investigations	2. Analyzing and Interpreting Data	2. Obtaining, Evaluating, and Communicating Information
3. Using Mathematical and Computational Thinking	3. Constructing Explanations and Designing Solutions	N/A

Grade	Level 3 + 4 (Proficient + Advanced)	
	District	State
5	53.0%	29.3%
8	23.3%	19.8%

NEW JERSEY

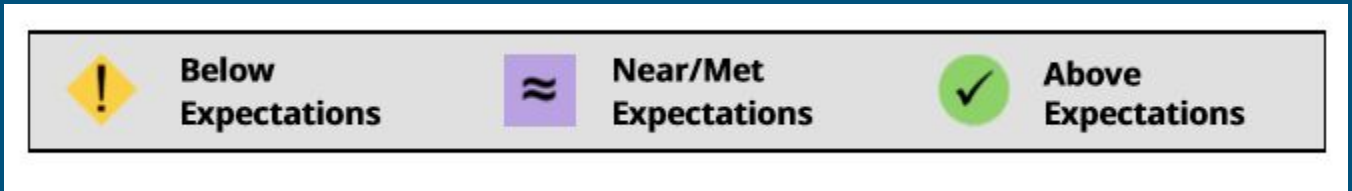
SPRING 2019

New Jersey Student Learning Assessment - Science (NJSLA-S)

Grade 5

Purpose: This report describes group performance in using the domains and practices, in comparison to state and district averages.

	Number of Students with valid Scores	Student Performance Using Domains and Practices (Percent)					
		EARTH & SPACE SCIENCE	LIFE SCIENCE	PHYSICAL SCIENCE	INVESTIGATING PRACTICES	SENSEMAKING PRACTICES	CRITIQUING PRACTICES
STATE	101,220	50 | 38 | 11	52 | 40 | 8	48 | 39 | 13	48 | 44 | 8	53 | 34 | 12	48 | 43 | 9
DISTRICT	166	26 | 52 | 22	24 | 61 | 15	21 | 59 | 20	23 | 64 | 13	26 | 49 | 25	23 | 58 | 19
HOLLAND BROOK SCHOOL							



SPRING 2019

New Jersey Student Learning Assessment - Science (NJSLA-S)

Grade 8

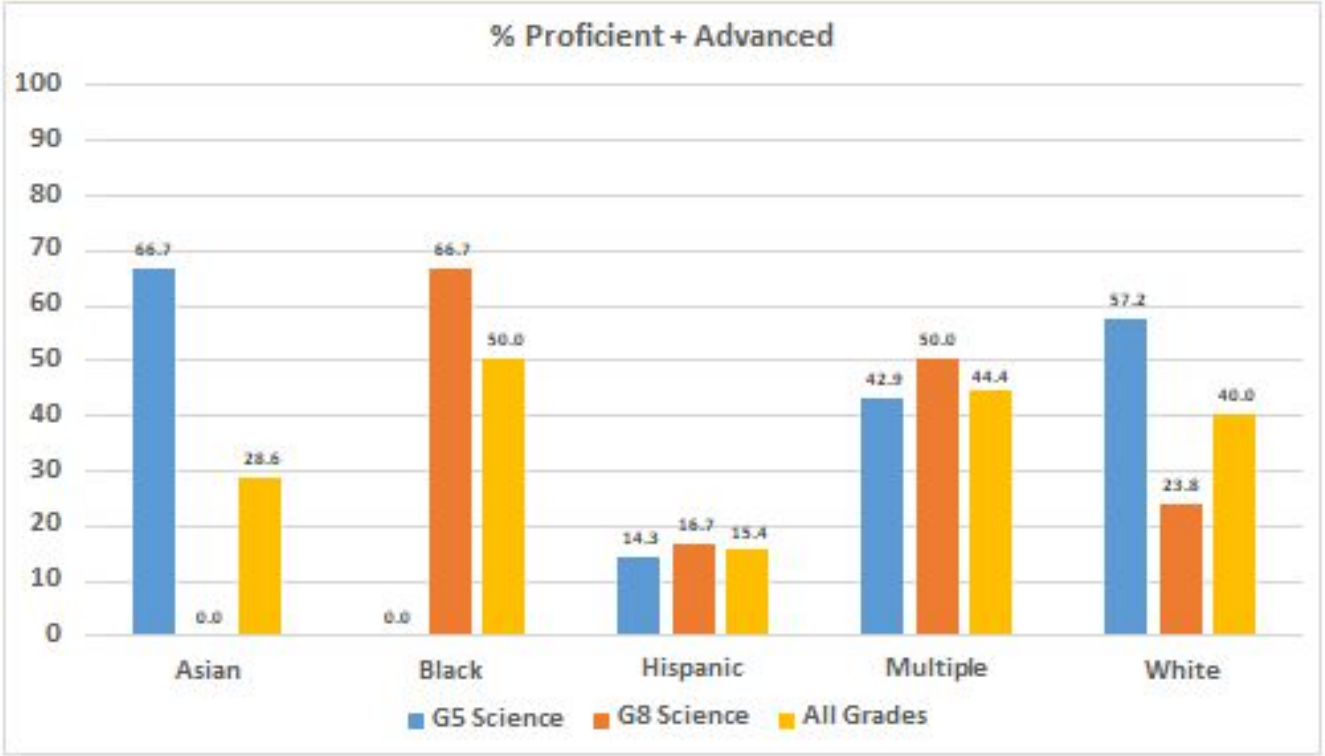
Purpose: This report describes group performance in using the domains and practices, in comparison to state and district averages.

	Number of Students with valid Scores	Student Performance Using Domains and Practices (Percent)					
		EARTH & SPACE SCIENCE	LIFE SCIENCE	PHYSICAL SCIENCE	INVESTIGATING PRACTICES	SENSEMAKING PRACTICES	CRITIQUING PRACTICES
STATE	99,852	54 | 40 | 6	60 | 33 | 7	65 | 28 | 7	64 | 30 | 6	62 | 31 | 7	59 | 34 | 7
DISTRICT	172	31 | 61 | 8	47 | 48 | 5	57 | 38 | 5	49 | 46 | 5	40 | 52 | 8	42 | 52 | 6
READINGTON MIDDLE SCHOOL							

Readington Township Public Schools

Performance of Subgroup Race Spring 2019

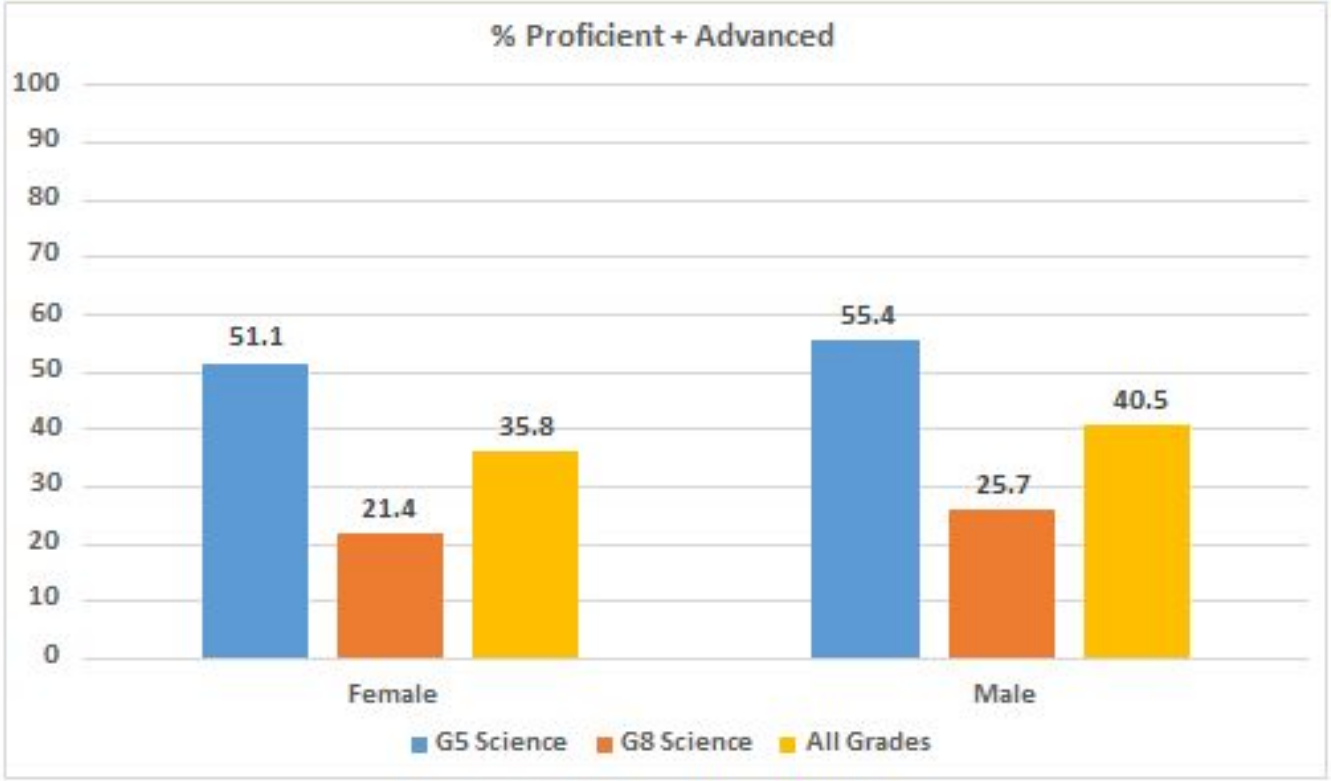
Science



Readington Township Public Schools

Performance of Subgroup Gender Spring 2019

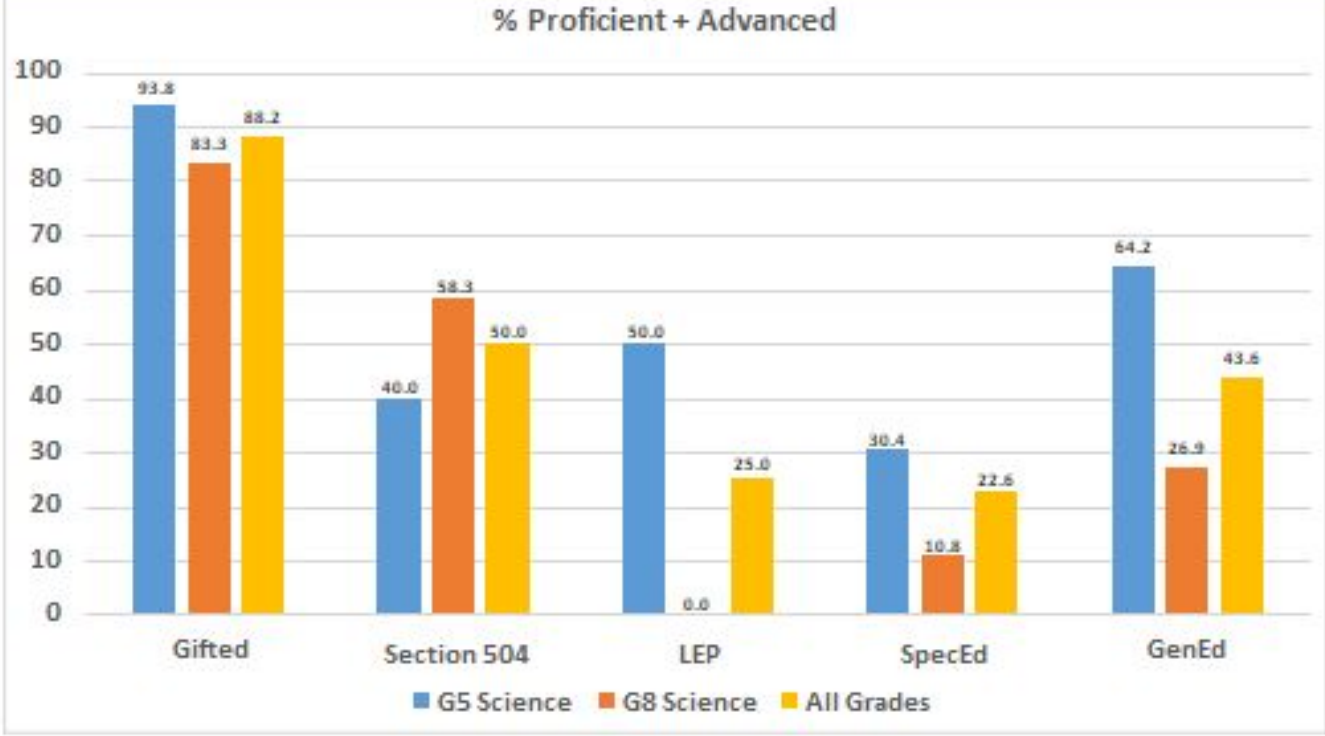
Science



Readington Township Public Schools

Performance of Subgroup Program Spring 2019

Science



Next Steps

The NJSLA-Science data should be used to evaluate the district's science curriculum and school and classroom instruction.

This data, in combination with classroom level data collected through formative, summative, and benchmark assessments, can provide schools and districts feedback on students' strengths and weaknesses with particular skills.

The NJDOE plans to continue to develop additional resources, such as K-12 instructional units based on the 2020 NJSLS-Science and connect educators with free resources and course materials.