Ridgefield Public Schools
2023 NJGPA/ACCESS for ELLs

August 24, 2023

ASSESSMENTS

New Jersey Graduation Proficiency Assessment (NJGPA)	ACCESS for ELLs (ACCESS)
The New Jersey Graduation Proficiency Assessment (NJGPA) measures the extent to which students are graduation ready in English Language Arts (ELA) and Mathematics. Graduation readiness is reported separately for each content component. The ELA component is aligned to the grade 10 standards. The Mathematics component is aligned to Algebra I and Geometry standards.	■ ACCESS is an English Language Proficiency assessment given to Kindergarten through 12th graders who have been identified as English Language Learners. ■ It is given annually to monitor students' progress in acquiring academic English.

PARTICIPATION RATES

NJGPA - 11TH GRADE	99%

ACCESS FOR ELLS GRADES K-12	100%

WiDA CONSORTIUM
Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with with sensory, graphic or interactive support

ACCESS FOR ELL - LISTENING

SHALER/BERGEN

	2021	2022	2023
1 - Entering	17.3%	15.4%	22.4%
2 - Emerging	15.4%	1.9%	10.2%
3 - Developing	17.3%	17.3%	14.3%
4 - Expanding	3.8%	3.8%	4.1%
5 - Bridging	17.3%	25.0%	14.3%
6 - Reaching	28.8%	36.5%	34.7%

SLOCUM SKEWES

	2021	2022	2023
1 - Entering	1.6%	9.3%	3.8%
2 - Emerging	10.9%	6.7%	9.0%
3 - Developing	7.8%	14.7%	9.0%
4 - Expanding	0.0%	5.3%	6.4%
5 - Bridging	17.2%	5.3%	19.2%
6 - Reaching	62.5%	58.7%	52.6%

RMHS

	2021	2022	2023
1 - Entering	18.2%	13.9%	8.6%
2 - Emerging	6.1%	13.9%	17.1%
3 - Developing	21.2%	16.7%	17.1%
4 - Expanding	12.1%	13.9%	14.3%
5 - Bridging	9.1%	16.7%	20.0%
6 - Reaching	33.3%	25.0%	22.9%

ACCESS FOR ELL - SPEAKING

SHALER/BERGEN	2021	2022	2023
1 - Entering	11.5%	21.2%	27.5%
2 - Emerging	40.4%	48.1%	37.3%
3 - Developing	34.6%	25.0%	27.5%
4 - Expanding	7.7%	5.8%	5.9%
5 - Bridging	5.8%	0.0%	2.0%
6 - Reaching	0.0%	0.0%	0.0%

SLOCUM SKEWES	2021	2022	2023
1 - Entering	19.4%	16.2%	11.7%
2 - Emerging	24.2%	23.0%	16.9%
3 - Developing	43.5%	43.2%	40.3%
4 - Expanding	11.3%	17.6%	27.3%
5 - Bridging	1.6%	0.0%	3.9%
6 - Reaching	0.0%	0.0%	0.0%

RMHS	2021	2022	2023
1 - Entering	27.3%	38.9%	28.6%
2 - Emerging	27.3%	13.9%	11.4%
3 - Developing	39.4%	36.1%	60.0%
4 - Expanding	6.1%	11.1%	0.0%
5 - Bridging	0.0%	0.0%	0.0%
6 - Reaching	0.0%	0.0%	0.0%

ACCESS FOR ELL - READING

SHALER/BERGEN	2021	2022	2023
1 - Entering	28.3%	21.2%	16.3%
2 - Emerging	11.3%	21.2%	18.4%
3 - Developing	11.3%	17.3%	22.4%
4 - Expanding	20.8%	9.6%	16.3%
5 - Bridging	20.8%	23.1%	16.3%
6 - Reaching	7.5%	7.7%	10.2%

SLOCUM SKEWES	2021	2022	2023
1 - Entering	10.9%	15.8%	14.1%
2 - Emerging	15.6%	25.0%	12.8%
3 - Developing	18.8%	17.1%	19.2%
4 - Expanding	9.4%	6.6%	15.4%
5 - Bridging	21.9%	18.4%	15.4%
6 - Reaching	23.4%	17.1%	23.1%

RMHS	2021	2022	2023
1 - Entering	15.2%	13.9%	17.1%
2 - Emerging	18.2%	25.0%	17.1%
3 - Developing	15.2%	19.4%	20.0%
4 - Expanding	9.1%	13.9%	14.3%
5 - Bridging	15.2%	11.1%	14.3%
6 - Reaching	27.3%	16.7%	17.1%

ACCESS FOR ELL - WRITING

SHALER/BERGEN				SLOCUM SKEWES		
	2021	2022	2023	2021	2022	2023
1 - Entering	44.2%	23.1%	18.4%	6.3%	17.3%	6.4%
2 - Emerging	26.9%	44.2%	18.4%	9.4%	2.7%	12.8%
3 - Developing	26.9%	28.8%	51.0%	46.9%	44.0%	38.5%
4 - Expanding	1.9%	3.8%	12.2%	35.9%	36.0%	39.7%
5 - Bridging	0.0%	0.0%	0.0%	1.6%	0.0%	1.3%
6 - Reaching	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%

RMHS			
	2021	2022	2023
1 - Entering	12.1%	11.1%	11.4%
2 - Emerging	15.2%	11.1%	14.3%
3 - Developing	42.4%	52.8%	45.7%
4 - Expanding	27.3%	25.0%	22.9%
5 - Bridging	3.0%	0.0%	5.7%
6 - Reaching	0.0%	0.0%	0.0%

ACCESS FOR ELL - OVERALL

SHALER/BERGEN				SLOCUM SKEWES		
	2021	2022	2023	2021	2022	2023
1 - Entering	30.8%	14.3%	21.3%	6.3%	15.3%	5.1%
2 - Emerging	13.5%	30.6%	19.1%	12.5%	13.9%	15.4%
3 - Developing	40.4%	42.9%	48.9%	28.1%	25.0%	21.8%
4 - Expanding	15.4%	12.2%	6.4%	42.2%	31.9%	46.2%
5 - Bridging	0.0%	0.0%	4.3%	10.9%	12.5%	10.3%
6 - Reaching	0.0%	0.0%	0.0%	0.0%	1.4%	1.3%

RMHS			
	2021	2022	2023
1 - Entering	15.2%	16.7%	11.4%
2 - Emerging	18.2%	13.9%	14.3%
3 - Developing	30.3%	38.9%	48.6%
4 - Expanding	27.3%	25.0%	20.0%
5 - Bridging	9.1%	5.6%	5.7%
6 - Reaching	0.0%	0.0%	0.0%

Students exhibited the most trouble with the Speaking and Writing parts of the Access for ELLs.

NJ Graduation Proficiency Assessment

New Jersey Graduation Proficiency Assessment Cut Score

NJDOE, New Meridian, and NJTAC recommend the demarcation between "Not Yet High School Graduation Ready" and "High School Graduation Ready" is set at a minimum of **725** for both the ELA and mathematics components of the assessment.

This recommended cut score aligns with the statutory requirement that the graduation proficiency assessment measures the core skills all students must possess in order to be graduation ready.

NJGPA Scale

Not Yet High School Graduation Ready	High School Graduation Ready

650   725   850

NJSLA Scale

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Does not Meet Expectations	Partially Meets Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations

650   700   725   750   805   850
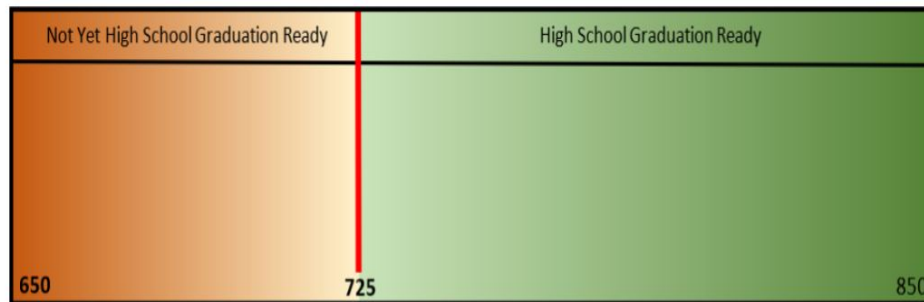
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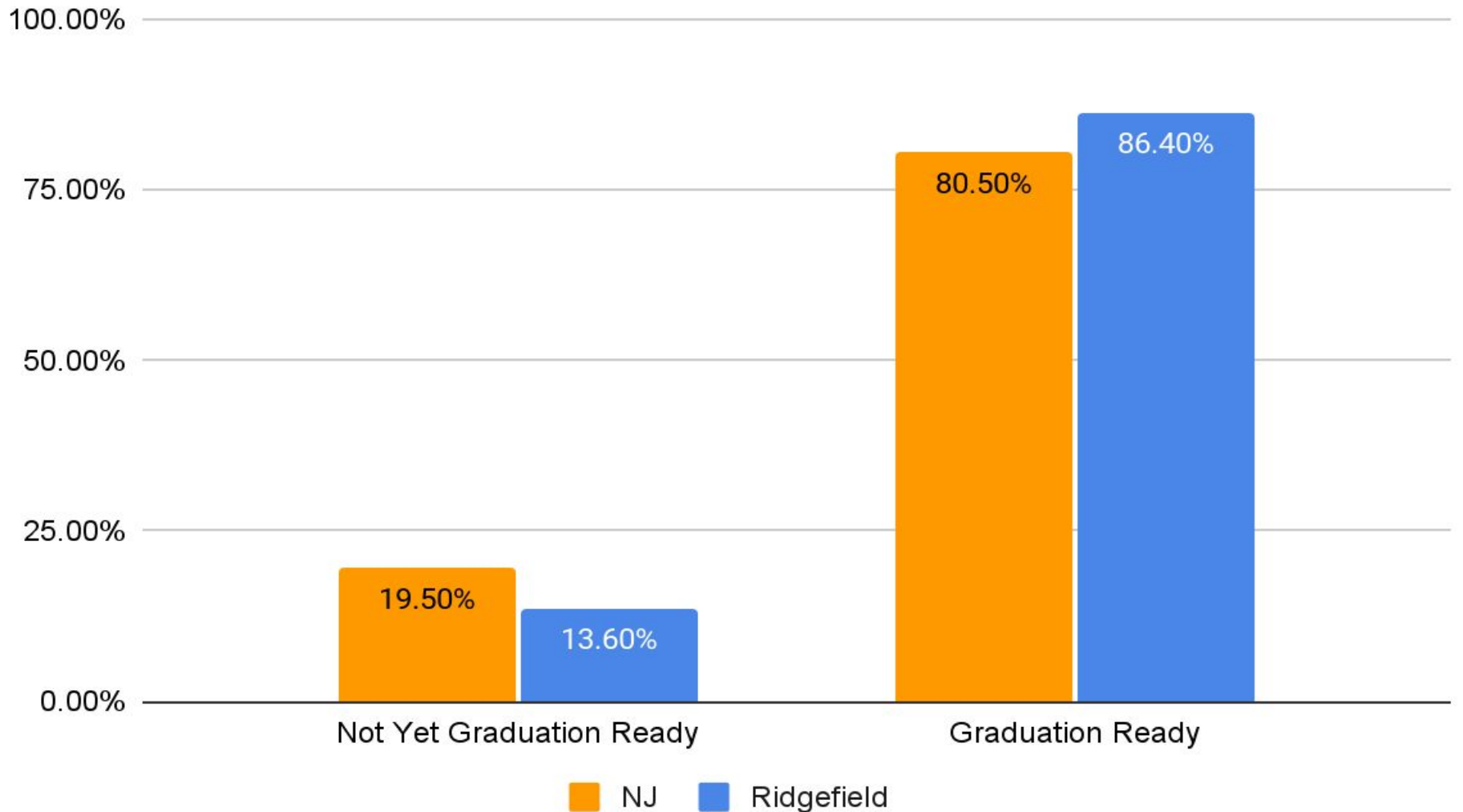
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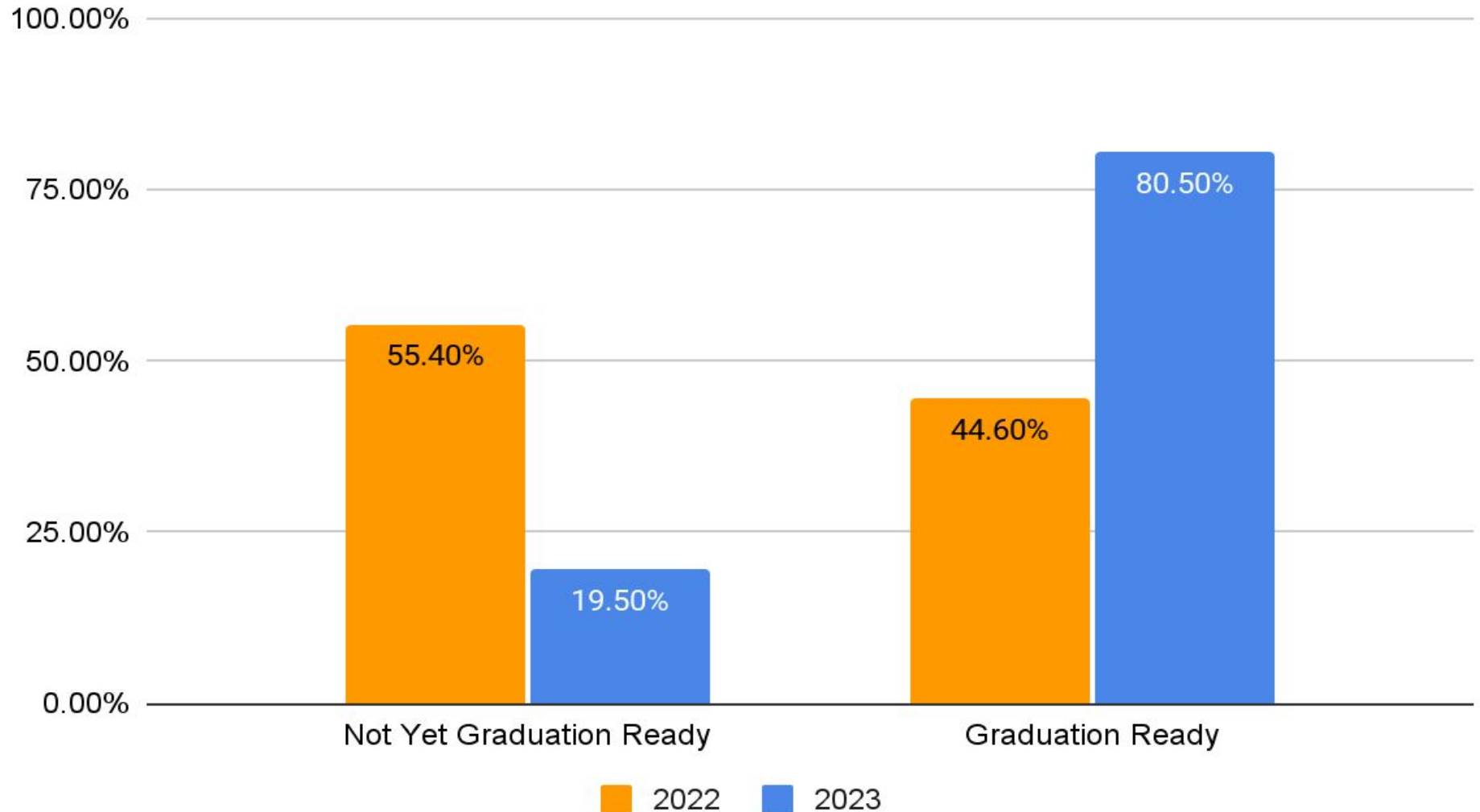
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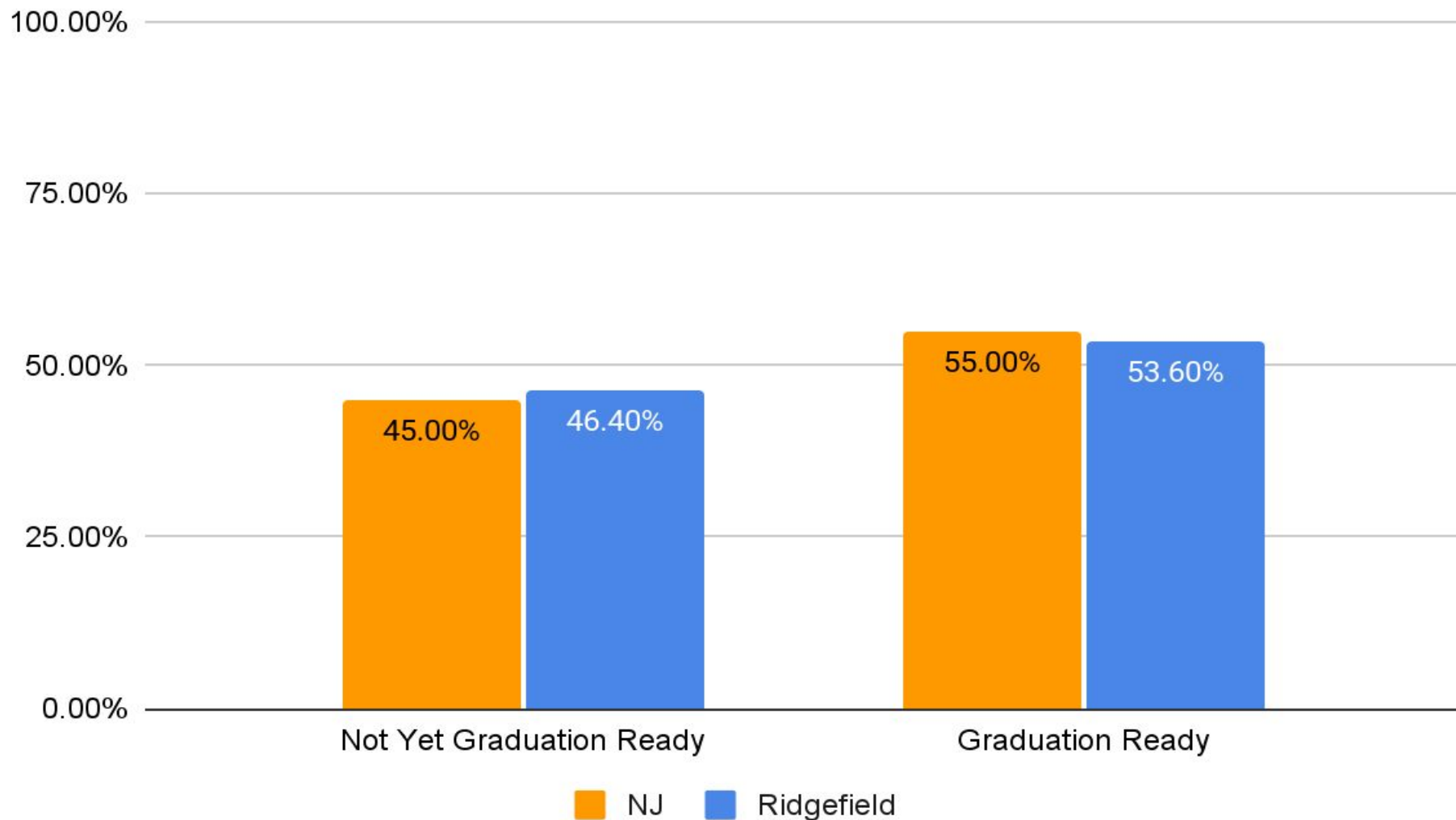
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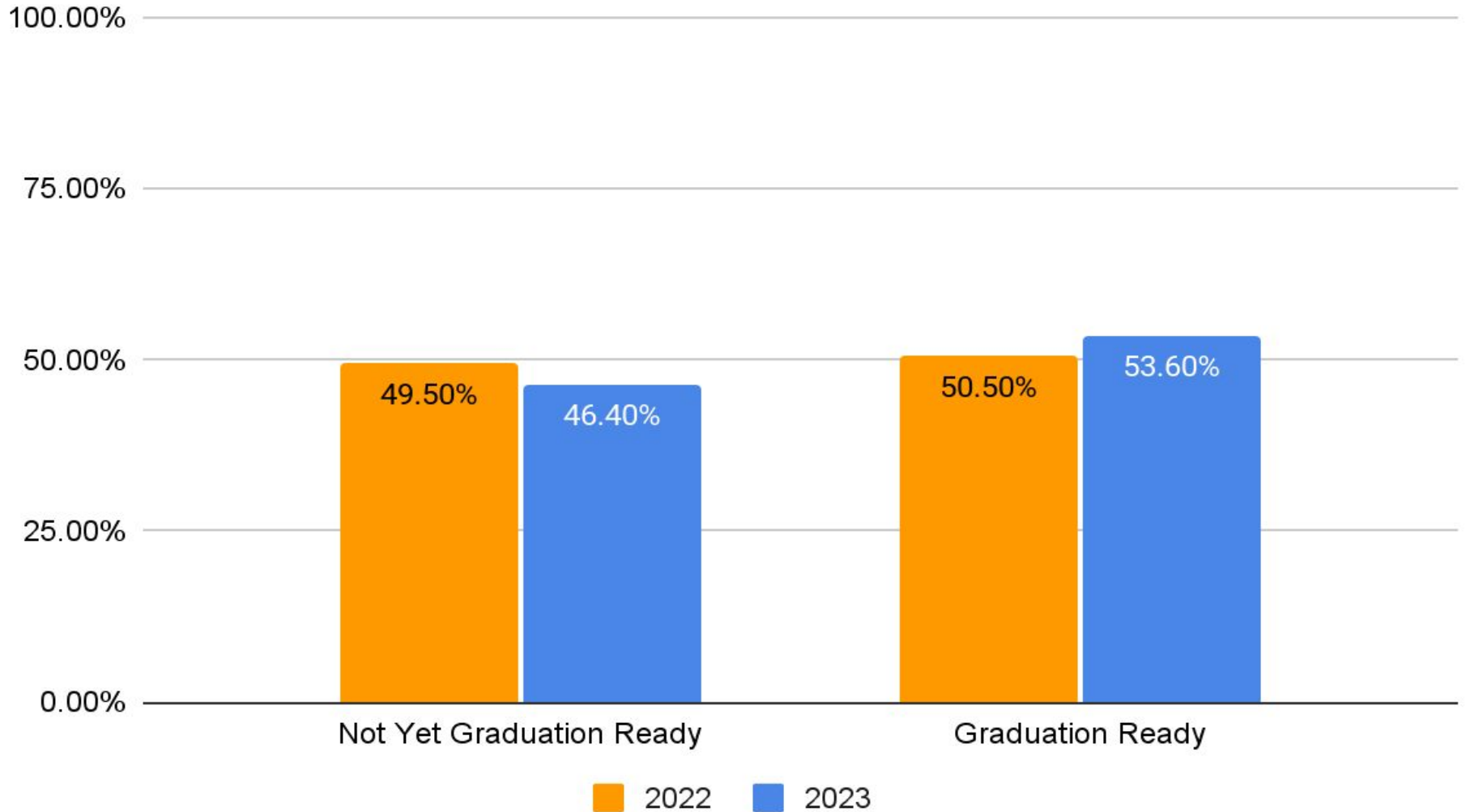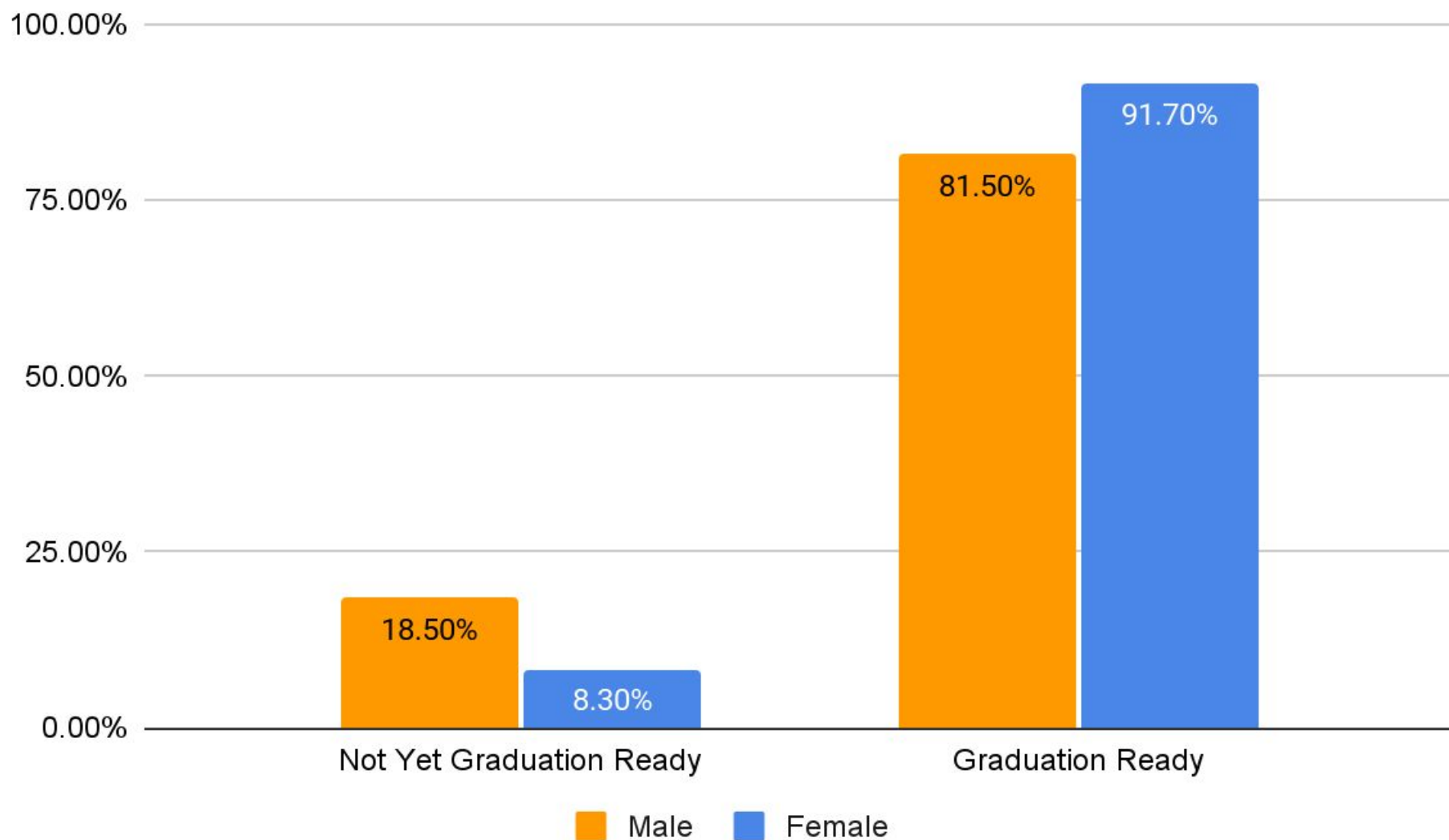
NJGPA MATH BY GENDER
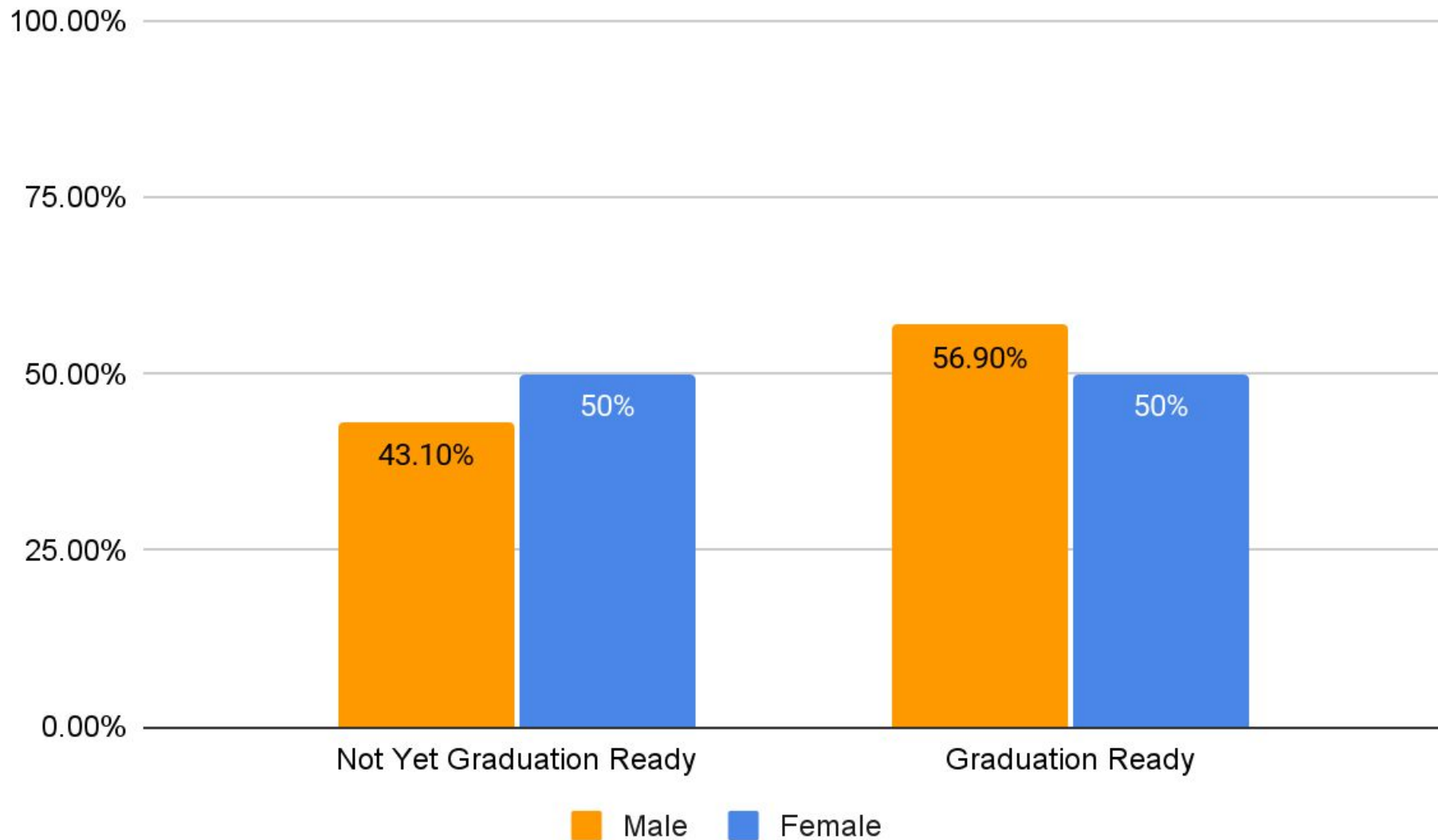
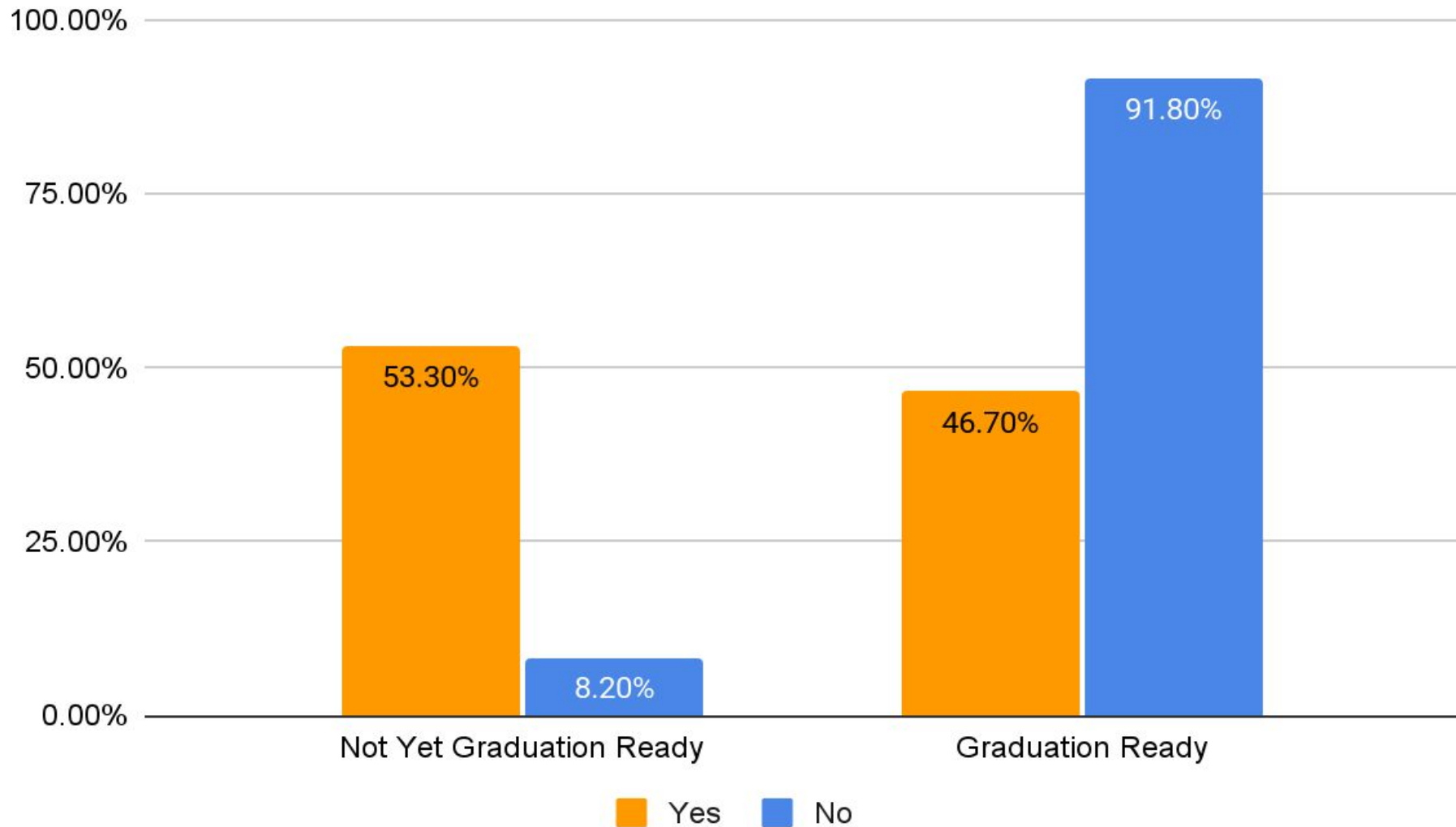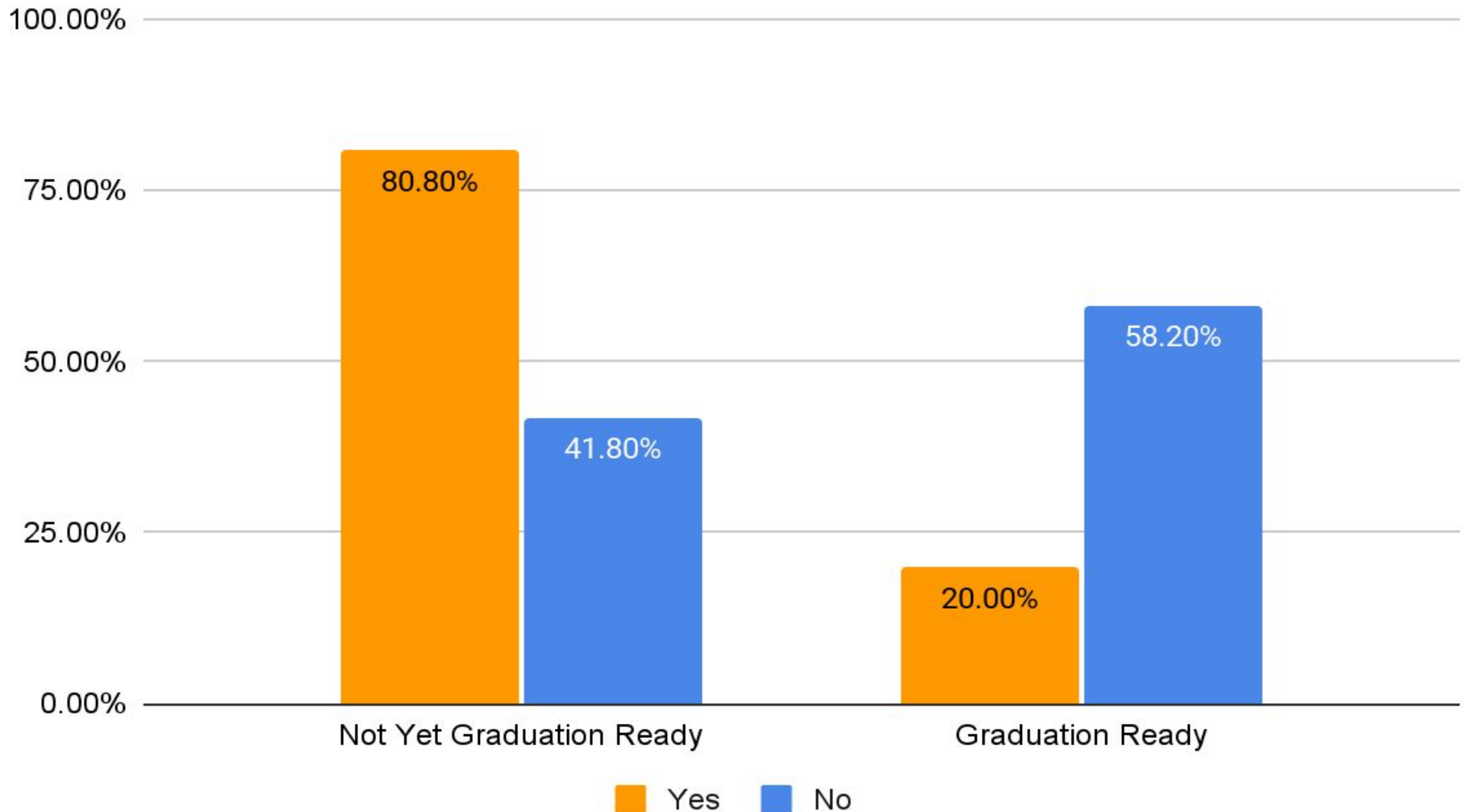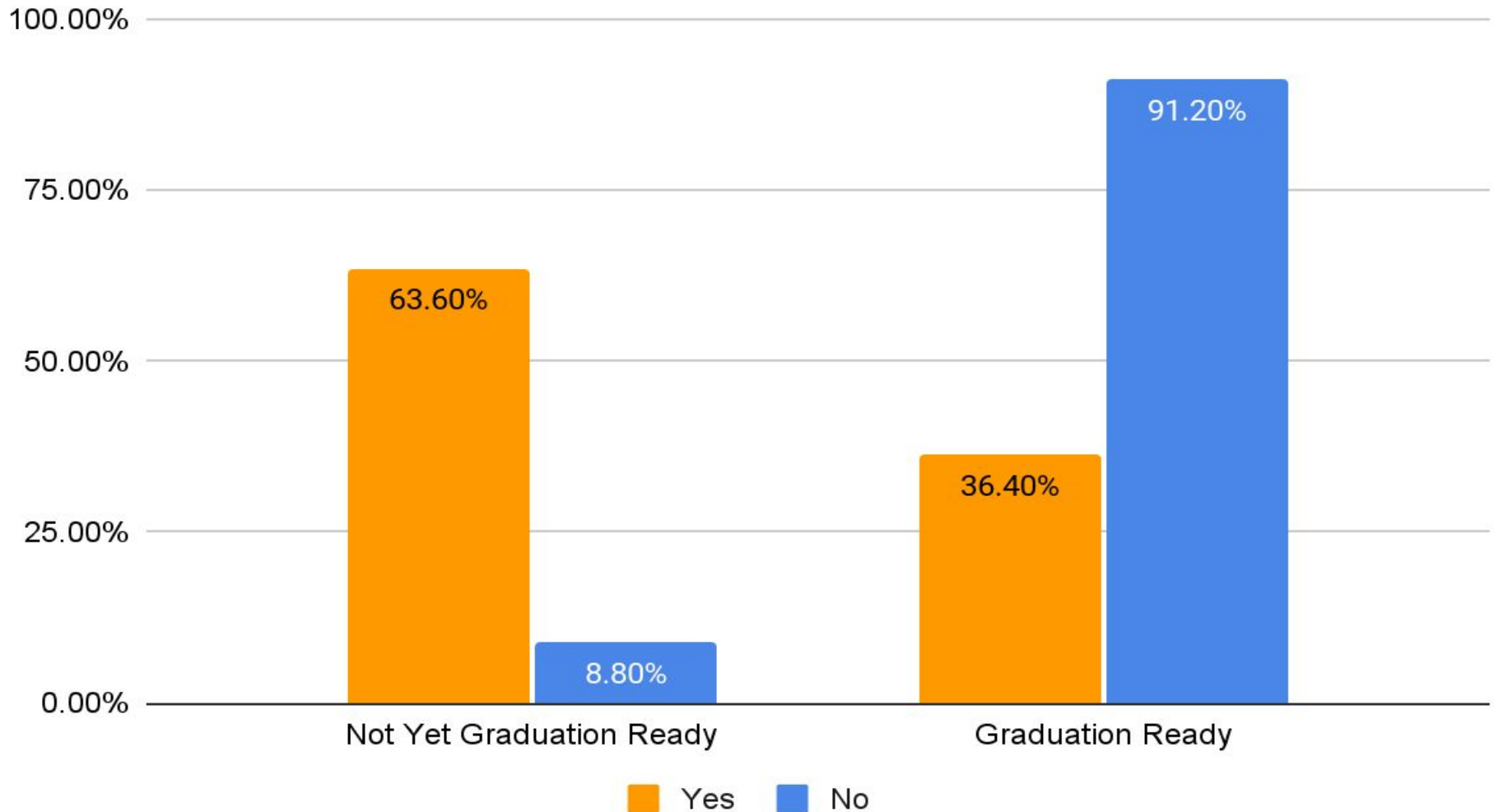# NJGPA ELA ECONOMIC STATUS
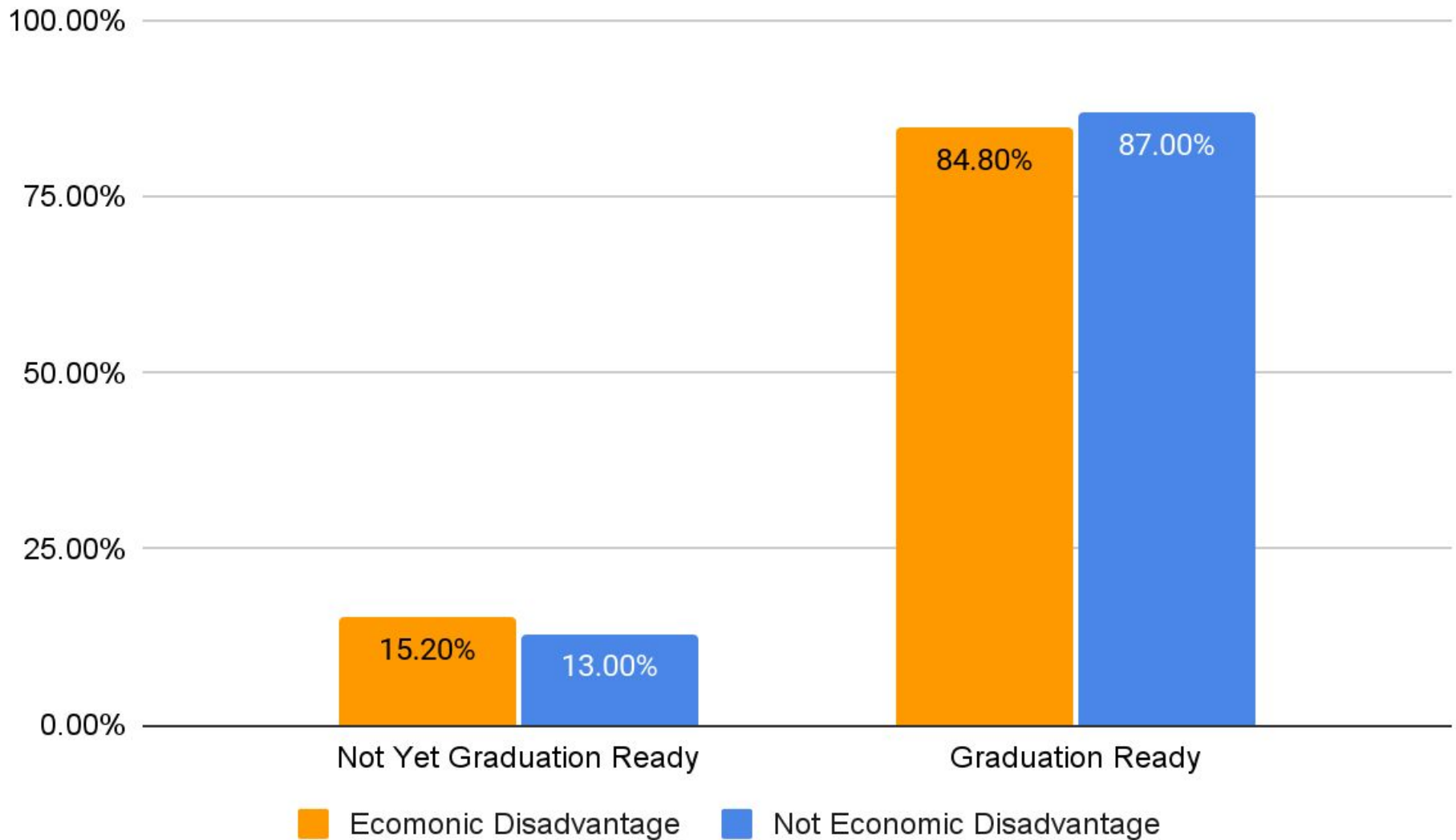
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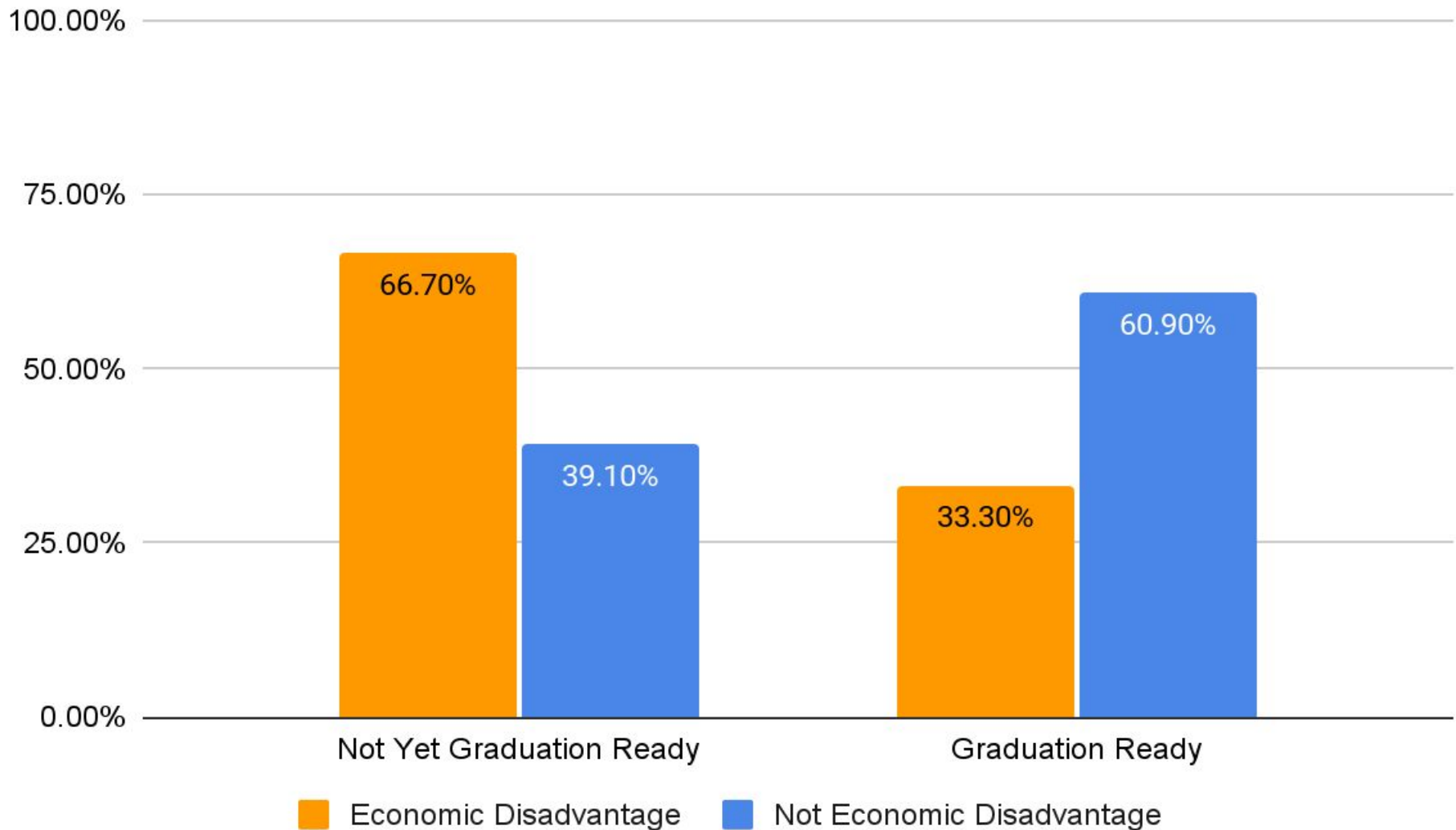
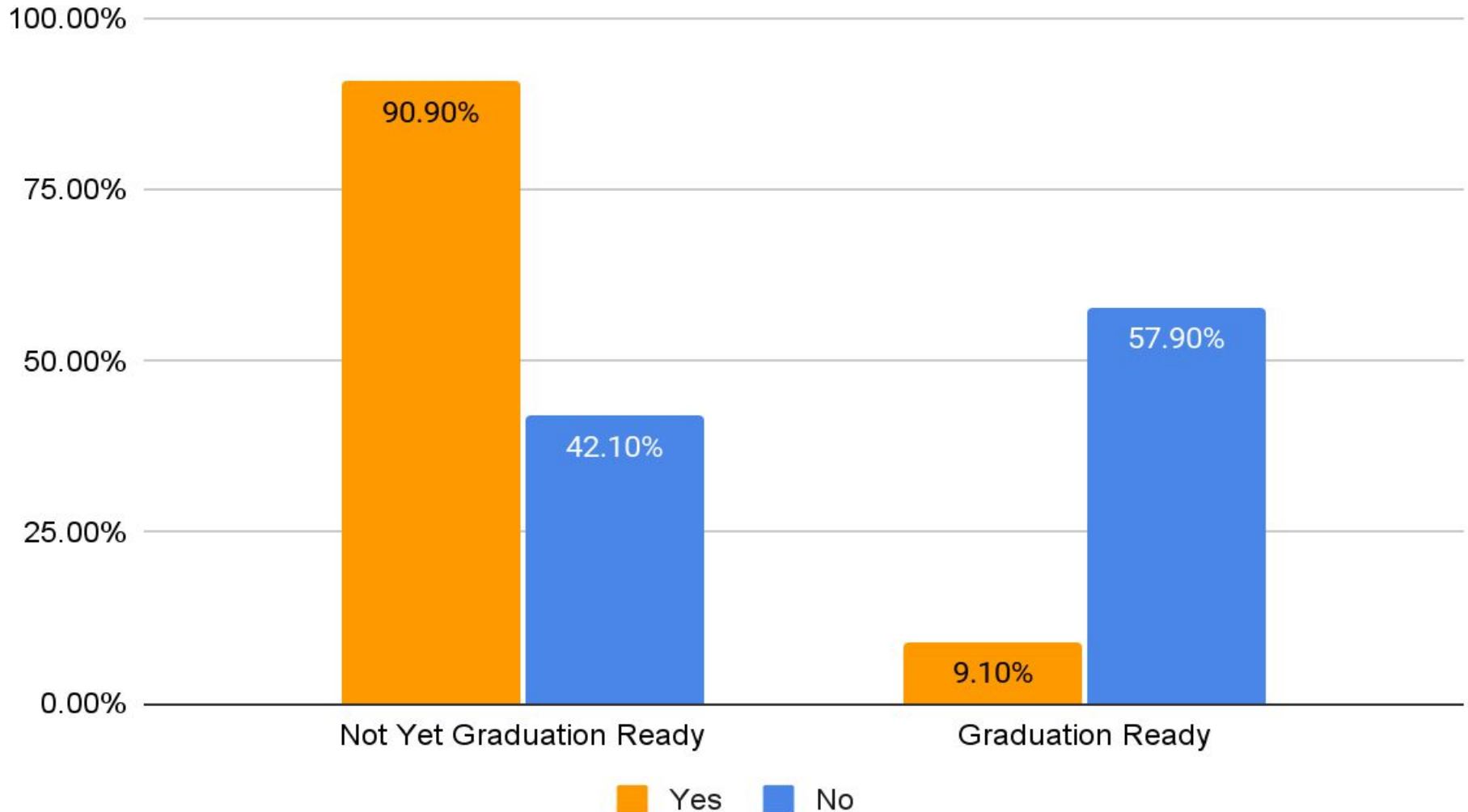NJGPA ELA STUDENTS WITH DISABILITIES
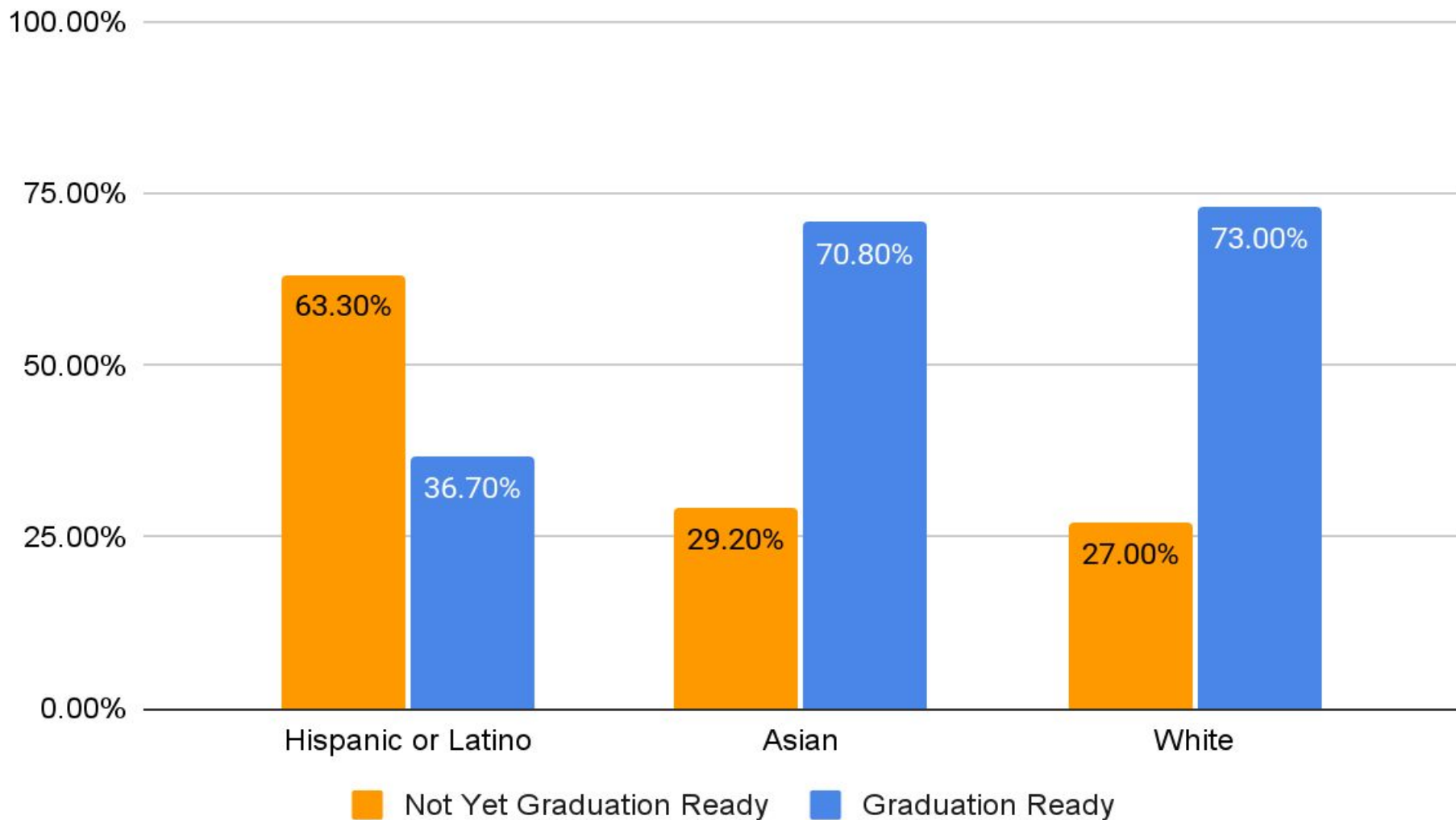
NJGPA ELA ENGLISH LANGUAGE LEARNERS

NJGPA ELA ETHNICITY
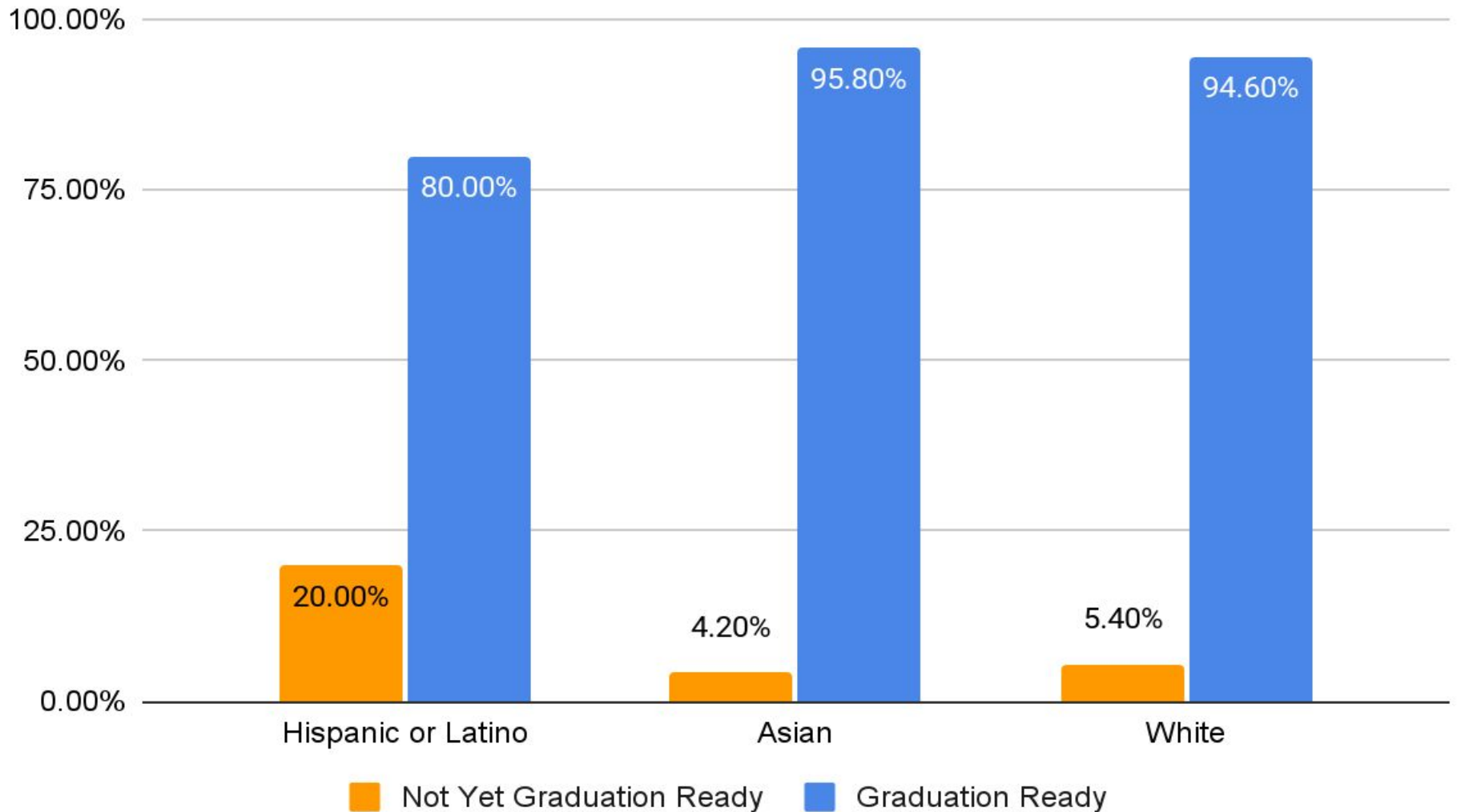
NJGPA MATH ETHNICITY

FINDINGS

Math	ELA
Students had the most difficulty with the modeling and reasoning questions. Modeling and reasoning includes: ● balance of conceptual understanding, fluency, and application ● written arguments/justifications, critique of reasoning, or precision in mathematical statements ● modeling/application in a real-world context or scenario	Students had the most difficulty with the reading history, literature, and information areas of the assessment. Specific areas of difficulty included: ● comparing/contrasting ● analysis ● drawing connections ● determining central ideas

PLAN OF ACTION

MATH	ELA	ELLs
- Present modeling/reasoning tasks to students that mirror those found on NJGPA. - Incorporate project based learning tasks that require students to: - balance of conceptual understanding, fluency, and application - written arguments/justifications, critique of reasoning, or precision in mathematical statements - modeling/application in a real-world context or scenario	Assign project based learning tasks to students that mirror NJGPA that require students to: - comparing/contrasting - analysis - drawing connections - determining central ideas	After showing comprehension of teacher instructions, allow students more opportunities to write and present using the target language.