

**NJSLA, DLM, and ACCESS  
Results:  
Spring 2022  
Administrations**

**Lower Township  
Elementary Schools  
October 18, 2022**

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**Measuring  
College and  
Career  
Readiness**

**Lower Township's**  
Number of Students Tested  
Spring 2022 NJSLA Administrations  
**English Language Arts**

Grade	Students Tested 2022
3	162
4	186
5	156
6	194
Total	698

**Lower Township's**  
Number of Students Tested  
Spring 2022 NJSLA Administrations  
**Mathematics**

Grade	Students Tested 2022
3	162
4	188
5	156
6	193
<b>Total</b>	699

# 2022 ELA Average Scale Score LTES Comparison to the State NJ

- Average ELA scale score in grades 3, 4, and 6 was comparable to the state

<b>Grade</b>	<b>LTES ELA Average Scale Score</b>	<b>State of NJ ELA Average Scale Score</b>
3	733	740
4	738	746
5	735	748
6	744	748

# 2022 Mathematics Average Scale Score LTES Comparison to the State NJ

- Average Mathematics scale score in grades 3, 5, and 6 was comparable to the state

<b>Grade</b>	<b>LTES Math Average Scale Score</b>	<b>State of NJ Math Average Scale Score</b>
3	738	745
4	729	740
5	732	736
6	734	733

# Comparison of **Lower Township's** Spring 2022 NJSLA Administrations English Language Arts to New Jersey Percentages for 2022

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
<b>3</b>	<b>19.8</b>	20.1	<b>17.9</b>	15.5	<b>29.0</b>	22.0	<b>32.1</b>	36.2	<b>1.2</b>	6.2
<b>4</b>	<b>15.1</b>	14.4	<b>22.6</b>	14.4	<b>28.5</b>	21.9	<b>25.8</b>	35.3	<b>8.1</b>	14.1
<b>5</b>	<b>16.7</b>	12.5	<b>22.4</b>	14.7	<b>27.6</b>	23.2	<b>30.1</b>	40.4	<b>3.2</b>	9.2
<b>6</b>	<b>11.3</b>	10.6	<b>14.9</b>	15.6	<b>33.5</b>	26.3	<b>30.4</b>	37.4	<b>9.8</b>	10.2

Notes: Percentages may not total 100 due to rounding.

Comparison of **Lower Township's**  
Spring 2022 NJSLA Administrations  
**Mathematics to New Jersey - Percentages for 2022**

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	<b>12.3</b>	13.3	<b>25.3</b>	18.3	<b>27.8</b>	23.0	<b>31.5</b>	32.8	<b>3.1</b>	12.6
4	<b>16.5</b>	13.1	<b>29.8</b>	22.6	<b>28.7</b>	24.8	<b>22.3</b>	33.2	<b>2.7</b>	6.2
5	<b>15.4</b>	15.1	<b>23.7</b>	23.0	<b>33.3</b>	25.9	<b>25.0</b>	28.9	<b>2.6</b>	7.1
6	<b>13.5</b>	15.3	<b>23.3</b>	24.9	<b>34.7</b>	28.5	<b>24.4</b>	26.0	<b>4.1</b>	5.3

Notes: Percentages may not total 100 due to rounding.

Comparison of **Lower Township's**  
 Spring 2022 NJSLA Administrations  
 Spring to New Jersey - Percentages for 2022

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State
5	51.6%	41.6%	36.1%	32.9%	11.6%	18.2%	0.6%	7.4%

Notes: Percentages may not total 100 due to rounding.



# LTES $\geq$ Level 4

## Met or Exceeded Expectations- ELA

<b>Grade</b>	<b># of Students <math>\geq</math> Level 4</b>	<b>% of Students <math>\geq</math> Levels 4</b>
3	54	33.3%
4	63	33.9%
5	52	33.3%
6	78	40.2%

# LTES $\geq$ Level 4

## Met or Exceeded Expectations- Mathematics

<b>Grade</b>	<b># of Students <math>\geq</math> Level 4</b>	<b>% of Students <math>\geq</math> Levels 4</b>
3	56	34.6%
4	47	25.%
5	43	27.6%
6	55	28.5%

# Dynamic Learning Maps (DLM)

REPORT DATE: 07-08-2022

## End of Year Report District Results 2021-22



DISTRICT: Lower Township Elementary School District (092840)

DISTRICT ID: 092840  
STATE: New Jersey

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	3	1	1	1	0	33%
	Mathematics	3	1	1	1	0	33%
4	English Language Arts	3	0	2	1	0	33%
	Mathematics	3	0	1	2	0	67%
5	English Language Arts	1	1	0	0	0	0%
	Mathematics	1	1	0	0	0	0%
6	English Language Arts	2	0	1	1	0	50%
	Mathematics	2	1	1	0	0	0%

### Achievement Levels

The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

# 2022 Lower Township Elementary School ACCESS for ELLs Score Reports



## English as a Second Language

**WIDA** | ACCESS for ELLs 2.0<sup>®</sup>  
English Language Proficiency Test

**Sample Student**  
 Birth Date: mm/dd/yyyy | State: sample state  
 Test Sample ID: XXXXXXXXXX  
 District ID: XXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXX  
 School Sample ID: XXXXXXXXXX  
 District Sample ID: XXXXXXXXXX  
 State Sample ID: XXXXXXXXXX

**Individual Student Report 2016**

The report provides information about the student's score on ACCESS for ELLs 2.0, a computer language proficiency test. Results are based on the student's English language test score and the student's score on the English Language Proficiency Test. Scores are reported in a range from 1 to 5, with 5 being the highest score.

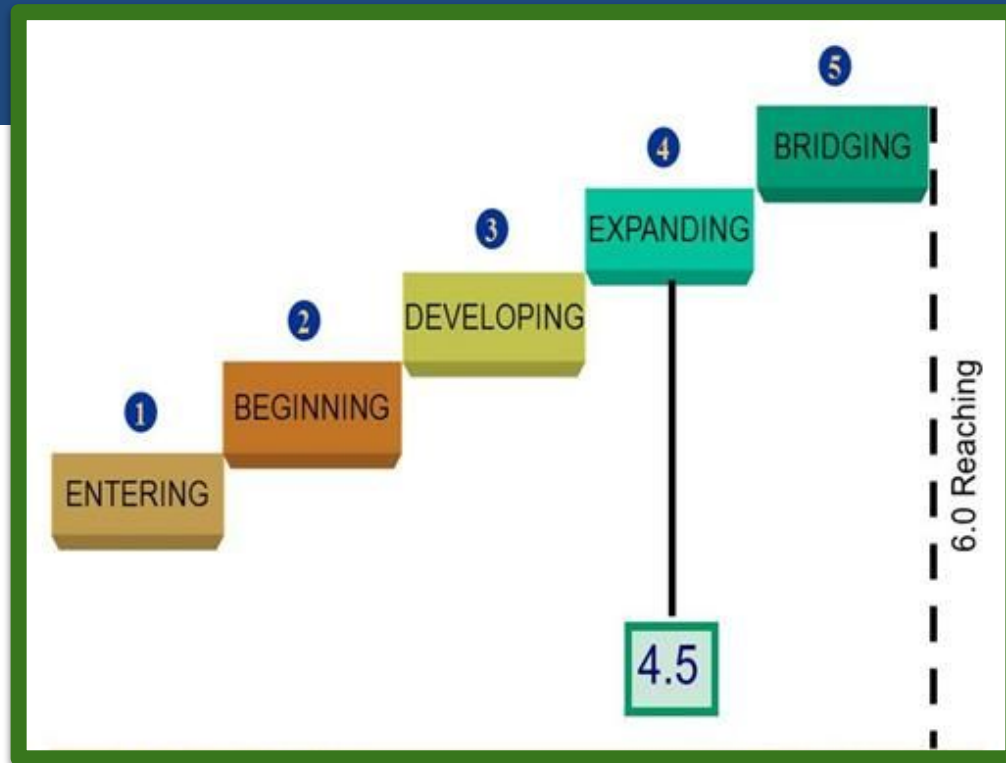
Language Domain	Proficiency Level	English Language Proficiency Test Score
Listening	4.0	4.0
Speaking	3.0	3.0
Reading	3.0	3.0
Writing	3.0	3.0
Overall Language Proficiency (ELA)	3.0	3.0
Overall Language Proficiency (ELA)	3.0	3.0
Overall Language Proficiency (ELA)	3.0	3.0
Overall Language Proficiency (ELA)	3.0	3.0
Overall Language Proficiency (ELA)	3.0	3.0
Overall Language Proficiency (ELA)	3.0	3.0

**Standards for English Language Proficiency**

Domain	Proficiency Level	Students exhibiting proficiency...
Listening	4	understand all language in English spoken in the register, in a clear and well-organized manner. To understand all language in English spoken in the register, they are able to understand all language in English spoken in the register.
Speaking	3	communicate in English in a register that is appropriate to the situation. They are able to understand all language in English spoken in the register.
Reading	3	understand all language in English spoken in the register, in a clear and well-organized manner. To understand all language in English spoken in the register, they are able to understand all language in English spoken in the register.
Writing	3	communicate in writing in English in a register that is appropriate to the situation. They are able to understand all language in English spoken in the register.

For additional information on the report, visit the WIDA website at [www.wida-ed.org](http://www.wida-ed.org).

# WIDA Proficiency Levels



Per the state of New Jersey Department of Education, students must achieve a proficiency level of at least 4.5 to exit our English as a Second Language (ESL) Program.

# Kindergarten Frequency Report

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	11	69%
2- Emerging	1	6%
3- Developing	1	6%
4- Expanding	3	19%
5- Bridging	0	0%
6- Reaching	0	0%
<b>Total Tested: 16</b>		

# 1st Grade Frequency Report

*Please note that 3 student tests were coded incomplete therefore only 57% were reported*

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	0	0%
2- Emerging	1	7%
3- Developing	7	50%
4- Expanding	0	0%
5- Bridging	0	0%
6- Reaching	0	0%
<b>Total Tested: 14</b>		

# 2nd Grade Frequency Report

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	0	0%
2- Emerging	0	0%
3- Developing	7	100%
4- Expanding	0	0%
5- Bridging	0	0%
6- Reaching	0	0%
<b>Total Tested: 7</b>		



# 3rd Grade Frequency report

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	0	0%
2- Emerging	2	17%
3- Developing	8	67%
4- Expanding	2	17%
5- Bridging	0	0%
6- Reaching	0	0%
<b>Total Tested: 12</b>		

# 4th Grade Frequency Report

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	1	13%
2- Emerging	1	13%
3- Developing	5	63%
4- Expanding	1	13%
5- Bridging	0	0%
6- Reaching	0	0%
<b>Total Tested: 8</b>		

# 5th Grade Frequency Report

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	0	0%
2- Emerging	1	10%
3- Developing	8	80%
4- Expanding	1	10%
5- Bridging	0	0%
6- Reaching	0	0%
<b>Total Tested: 10</b>		

# 6th Grade Frequency Report

Proficiency Level	Overall Score	
	# of Students at Level	% of Total Tested
1- Entering	1	13%
2- Emerging	4	50%
3- Developing	3	28%
4- Expanding	0	0%
5- Bridging	0	0%
6- Reaching	0	0%
<b>Total Tested: 8</b>		

# How we Use this Data to Inform Instruction



## Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphs, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> <li>Focus on word placement, words, or phrases</li> <li>Follow one step and direction (e.g., physically, or through drawing)</li> <li>Identify objects, figures, graphs from real situations or questions (e.g., "Which one is a table?")</li> <li>Match classroom and language to daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend common based pictures or objects from real descriptions</li> <li>Recognize pictures or objects per and information</li> <li>Follow two-step real directions</li> <li>Draw in response to real directions</li> <li>Exchange real information (e.g., about lunch options)</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step real directions or real descriptions</li> <li>Identify illustrated main ideas from paragraph-level real directions</li> <li>Match level of meaning of real directions or real situations to illustrations</li> <li>Recognize pictures from real settings, questions, or procedures</li> </ul>	<ul style="list-style-type: none"> <li>Interpret real information and apply to new situations</li> <li>Identify illustrated main ideas and supporting details from real directions</li> <li>Make notes and act on real information</li> <li>Role play the work of English mathematics activities, scenarios from real settings, videos, or multi-media</li> </ul>	<ul style="list-style-type: none"> <li>Care and connections, containing grade-level, content-based language</li> <li>Connect words or use manipulations in problem-solving based on real directions</li> <li>Distinguish between based and English language to real directions</li> <li>Have questions of graphs, photos, or ideas from real directions</li> </ul>
SPKING	<ul style="list-style-type: none"> <li>Express basic needs or conditions</li> <li>Name one single object, graph, diagram, or picture</li> <li>Basic words or phrases from pictures of everyday objects and modeling</li> <li>Answer positive and choice questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple, everyday questions (e.g., "What is absent?")</li> <li>Repeat common based facts</li> <li>Describe pictures, scenes, objects, or people using phrases or short sentences</li> <li>Show basic social information with given questions</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple common-based questions</li> <li>Retell short stories or scenes</li> <li>Make predictions or hypotheses from directions</li> <li>Offer solutions to social conflicts</li> <li>Express common based information</li> <li>Engage in problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Answer open-ended questions with supporting details</li> <li>Describe scenes, scenes, and scenes</li> <li>Give common based and opinions</li> <li>Offer creative solutions to social problems</li> <li>Communicate common based functions and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Identify/define questions or explanations with evidence</li> <li>Give content-based presentation using technical vocabulary</li> <li>Support steps in problem-solving</li> <li>Explain or defend needs of inquiry (e.g., scientific experiments)</li> </ul>
READING	<ul style="list-style-type: none"> <li>Match letters or diagrams with word/numbers</li> <li>Identify segments from first language, or applicable</li> <li>Match word/number-based relations</li> <li>Match illustrated words/phrases or defining content (e.g., on the board, in a book)</li> </ul>	<ul style="list-style-type: none"> <li>Identify facts and explicit messages from illustrated text</li> <li>Find changes in text words or scenes</li> <li>Identify elements of story grammar (e.g., characters, setting)</li> <li>Follow visually supported written directions (e.g., "There is one in the sky")</li> </ul>	<ul style="list-style-type: none"> <li>Integrate information or facts from charts and graphs</li> <li>Identify main ideas and some details</li> <li>Recognize scenes in main or content-based processes</li> <li>Use content clues and illustrations to determine meaning of words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>Identify features of various genres of text (e.g., "and they lived happily ever after"; they said)</li> <li>Match graphs, questions or details from (e.g., comparison/contrast with Venn diagrams)</li> <li>Find details that support main ideas</li> <li>Differentiate between fact and opinion in narratives and reporting text</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from multiple related sources</li> <li>Answer analytical questions about grade-level text</li> <li>Identify, explain, and give meaning to figures of speech</li> <li>Draw conclusions from explicit and implicit text at or near grade level</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, or diagrams from word/number books</li> <li>Communicate ideas by drawing</li> <li>Copy words, phrases, and short sentences</li> <li>Answer and questions with single words</li> </ul>	<ul style="list-style-type: none"> <li>Make lists from labels or word parts</li> <li>Complete/predict sentences from word phrases books or walls</li> <li>Fill in graphs, equations, charts, and tables</li> <li>Make comparisons using real life or visually supported materials</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple responses or narratives text</li> <li>Using related sentences together</li> <li>Compare/contrast common based information</li> <li>Describe scenes, graphs, pictures, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Take notes using graphics organizers</li> <li>Summarize content-based information</li> <li>Analyze multiple forms of writing (e.g., responses, narratives, presentation) from models</li> <li>Explain strategies to use of information in solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Produce extended responses of original text approaching grade level</li> <li>Apply content-based information to new situations</li> <li>Connect or integrate personal experiences with non-academic content</li> <li>Create grade-level notes or responses</li> </ul>

Level 3 - Bridging

The ACCESS proficiency levels align to the World-Class Instructional Design and Assessment (WIDA) *Can Do Descriptors*. These descriptors highlight what students *can do* at various stages of language development across the domains of writing, reading, speaking and listening. Teachers can use the *Can Do Descriptors* to:

- Better understand what students at different levels of language proficiency can do with language
- Expand their understanding of what the process of language development can look like
- Collaborate about scaffolding students need to engage in content-area learning and develop language at the same time
- Differentiate instruction and classroom assessment for language

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language developer standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. language forms and conventions; and 3. vocabulary usage) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

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# LTES 2022-2023 School Year

- Increased the number of staff development days with Teachers College for the Units of Study in Reading (K-6), Writing (K-6), and Phonics (K-2) to 5 full days per grade level.
- Added a Reading Specialist position in grades 3 and 4
- New: collaboration with Rutgers Reading consultant
- New math program: Big Ideas
- New: STAR Reading Assessment
- Continue data driven intervention in grades 3-6
- Start Strong results to inform Intervention groups (4-6)
- Title I Basic Skills program
- After school tutoring for identified students
- Summer tutoring program
- Small group instruction
- Small class size
- IXL online supplemental math resource