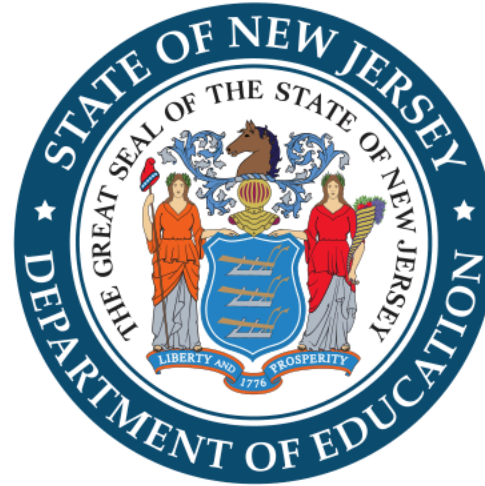




2026 NJGPA-A and NJSLA-A Standard Setting

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Agenda

- Overview of Standard Setting
 - Why do new standards need to be set?
 - What is standard setting?
 - How does standard setting work?
 - How does standard setting impact the reporting timelines?
- Timelines for Standard Setting and Reporting
- Reporting in Future Administrations



Why Do New Standards Need To Be Set For NJGPA-A and NJSLA-A?

Transition from Fixed-Form to Computer Adaptive Test

- The Spring 2026 transition to computer adaptive tests for NJGPA-A & NJSLA-A introduces a new scoring scale, with a need for new performance cut points.
- Prior fixed-form cut scores from the NJGPA and NJSLA no longer apply—new performance boundaries must be established before test results can be reported.
- The process of setting new standards ensures test results are comparable, meaningful, and actionable for students, educators, and families, and is required for new assessments.

Why Did New Jersey Transition to a Computer Adaptive Assessment?

- Improvements for Students, Families & Schools:
 - ☐ Test adjusts to student ability in real time
 - ☐ Test is more engaging and provides a personalized testing experience for each student
 - ☐ Adaptive testing yields precise, fair results with less student frustration and disengagement
 - ☐ Provides families with information they need to develop strong partnerships with their student's teacher
 - ☐ Results provide detailed insights into strengths and gaps of students and programs

What Remains the Same from the Previous Fixed-Form Assessment?

- Accessibility features and accommodations remain available
- Results will continue to be shared via an Individual Student Report and the Family Portal



What is Standard Setting?

- Process that takes the written descriptions from the Performance Level Descriptors (PLDs) and applies them to determine a numeric value represented by the scale score.
- Standard setting involves determining the “cut points” (or where to “draw the lines”) that separate scores into those Performance Levels.
- New Jersey educators will make a recommendation to indicate where students demonstrated knowledge, skills, and abilities reflect grade-level, course-level, or graduation ready proficiencies as indicated by the PLDs.



How Standard Setting Works, Step-by-Step (1 of 5)



Step 1: Develop the Performance Level Descriptors (PLDs)

Performance Level Descriptors are statements of the knowledge, skills, and abilities associated with the different levels for each standard.

NJDOE worked in collaboration with Cambium to develop the PLDs. They will be reviewed, edited, and approved by committees of New Jersey educators before being used in the standard setting meetings.



How Standard Setting Works, Step-by-Step (2 of 5)



Step 2: Prepare the Materials that Will be Used During the Standard Setting Process

Test questions are analyzed using real student response data from the spring 2026 administration. Questions are then arranged from easiest to most difficult in Ordered Item Booklets (OIBs). Educators will review this data that shows how students performed on each question.



How Standard Setting Works, Step-by-Step (3 of 5)



Step 3: Convene the Educator Panels

A diverse group of qualified New Jersey educators is assembled for 2–3-day meetings. Educator panelists represent different regions, grade levels, and student populations across the state.



How Standard Setting Works, Step-by-Step (4 of 5)



Step 4: Review and Judge

Panelists are trained on how to complete the task of assigning the PLDs to each of the test questions in the Ordered Item Booklet. The facilitator leads the panelists through multiple rounds of review that include individual judgments, group discussion, and data feedback.



How Standard Setting Works, Step-by-Step (5 of 5)



Step 5: Set the Recommended Cut Points

Upon completion of the structured rounds of review, discussion, and data feedback, panelists converge on recommended cut points for each performance level.



How Does Standard Setting Impact the Timeline for Results?

- Since standard setting must be completed after the first administration of a new assessment, reporting of results will take a bit longer, but only for the spring 2026 administration. Results will be released much faster beginning in the 2026-2027 school year.

Why Does Standard Setting Take Time?

- Requires actual student data;
- Can only be conducted after administration and scoring are complete;
- Requires intensive panelist training and deliberation;
- Extensive statistical analysis;
- Analyzed and review for defensibility and documentation; and
- Undergoes policy review to ensure the meaning of the levels is representative of what was intended to be measured.



Reporting in Future Administrations

- Because of the extensive hand scoring of the ELA writing prompts this year, and the standard setting requirements, reporting has been delayed.
- The Fall 2026 NJGPA-A results are anticipated to be returned to districts before winter break.
- The Spring 2027 NJSLA-A results are anticipated to be provided to districts by June 30, 2027; this represents results being delivered almost two months earlier than prior years.
- Moving forward, the results will follow the student in the reporting system. If a student changes schools or districts, the student assessment record will move as well so districts will always have up-to-date information on their incoming students.
- Districts can roster students, as early as over the summer, to allow teachers to see not only individual student level data for each member of their class, but also class level aggregate data to know where general strengths and weaknesses exist prior to ever meeting their students.



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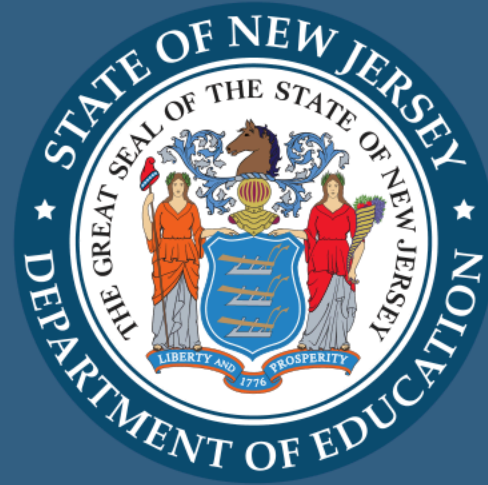
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