NJSLA Parent Overview
March 10, 2020
**Objective:** Participants will learn about the NJSLA preparations, explore the format, and what to expect from results.

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Schedule</td>
<td>Results</td>
</tr>
<tr>
<td>Technology</td>
<td>Features</td>
<td></td>
</tr>
<tr>
<td>Trial</td>
<td>Format</td>
<td></td>
</tr>
</tbody>
</table>
New Jersey Student Learning Assessment
□ Online Assessment
□ English Language Arts
  □ Grades 3-10
□ Mathematics
  □ Grades 3-10
□ Science
  □ Grades 5, 8, 11

https://www.youtube.com/watch?v=S992OTI5L6I
NJSLA is...
- aligned to the standards.
- a comparison tool.
- used to help with curriculum decisions.

NJSLA is not...
- a course placement tool.
- used for retention.
- the only measure we value.
- a way of defining students and/or their abilities/talents
Before Testing:

- Curriculum
- Technology
- Infrastructure Trial
Grade 3 Curriculum

English Language Arts
- Writing
  - Personal Opinion
  - Narrative
  - Realistic Fiction
- Reading
  - Non-Fiction
  - Fiction
  - Text Evidence
- Assessment
  - Writing
  - Running Records
  - Response to Text

Mathematics
- Numbers and Operation
- Multiplication/Division
- Area/Perimeter
- Fractions/Geometry
- Measurement and Data
- Assessment
  - Pre/Post Unit
  - Benchmark
  - Online Process
Technology

- Chromebooks
- Headphones
- Cleanliness
Infrastructure Trial

- Technology Preparedness
  - Network and TestNav App
- Staff Preparedness
  - Managing Test Procedures
- Student Preparedness
  - Logging In
  - Practice
During Testing:

- Schedule
- Accessibility and Accommodations
- Format
## English Language Arts (Reading and Writing)

<table>
<thead>
<tr>
<th>Grade 3 ELA</th>
<th>Grade 3 ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, April 21</td>
<td>Wednesday, April 22</td>
</tr>
<tr>
<td>Grade 4 ELA</td>
<td>Grade 4 ELA</td>
</tr>
<tr>
<td>Friday, April 24</td>
<td>Monday, April 27</td>
</tr>
<tr>
<td>Grade 5 ELA</td>
<td>Grade 5 ELA</td>
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<tr>
<td>Tuesday, April 28</td>
<td>Wednesday, April 29</td>
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</table>
## Mathematics

<table>
<thead>
<tr>
<th>Grade 3 Math</th>
<th>Grade 3 Math</th>
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<tbody>
<tr>
<td>Monday, May 4</td>
<td>Tuesday, May 5</td>
<td>Wednesday, May 6</td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td>Grade 4 Math</td>
<td>Grade 4 Math</td>
</tr>
<tr>
<td>Wednesday, May 13</td>
<td>Thursday, May 14</td>
<td>Friday, May 15</td>
</tr>
<tr>
<td>Grade 5 Math</td>
<td>Grade 5 Math</td>
<td>Grade 5 Math</td>
</tr>
<tr>
<td>Thursday, May 7</td>
<td>Friday, May 8</td>
<td>Monday, May 11</td>
</tr>
</tbody>
</table>
Universal Design

Highlighter
Bookmark
Answer Eliminator
Blank Paper
Headphones
Color Contrast
Answer Masking
Text to Speech
Part A

What does *cross* mean as it is used in paragraph 28 of “Johnny Chuck Finds the Best Thing in the World”?

- B. lost
Accommodations

- Students with IEPs
- Students with 504s
- English Language Learners
  - Presentation
  - Response
  - Setting
NJSLA ELA
Outline, Tools and Sample Problems
Students assigned either Form A or Form B

75 minutes per Unit (Total = 2.5 hours)

### FORM A

<table>
<thead>
<tr>
<th>Task/Item Set</th>
<th>Number of Passages</th>
<th>Claims/Sub-Claims</th>
<th>Max Points from EBSR/TECR Items</th>
<th>Max Points from PCRs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary Analysis Task</td>
<td>2</td>
<td>Reading: Literary Text</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Vocabulary</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing: Written Expression</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing: Knowledge of Language and Conventions</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Simulation Task</td>
<td>2</td>
<td>Reading: Informational Text</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Vocabulary</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing: Written Expression</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing: Knowledge of Language and Conventions</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>4</td>
<td></td>
<td>24 Reading</td>
<td>6 Reading 24 Writing</td>
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</table>

### FORM B

<table>
<thead>
<tr>
<th>Task/Item Set</th>
<th>Number of Passages</th>
<th>Claims/Sub-Claims</th>
<th>Max Points from EBSR/TECR Items</th>
<th>Max Points from PCRs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative Writing Task</td>
<td>1</td>
<td>Reading: Literary Text</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Vocabulary</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing: Written Expression</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing: Knowledge of Language and Conventions</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Short Passage Set</td>
<td>1</td>
<td>Reading: Literary Text</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td></td>
<td></td>
<td>Reading: Vocabulary</td>
<td>4</td>
<td>N/A</td>
</tr>
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<tr>
<td><strong>Totals</strong></td>
<td>4</td>
<td></td>
<td>28 Reading</td>
<td>3 Reading 24 Writing</td>
</tr>
</tbody>
</table>
Today you will discuss the lives of wolves in their natural environments. For example, you read these statements about wolves in Yellowstone National Park. The first one is, “In the wild, wolves howl when they hear other wolves howling. You can often hear a wolf howl from a mile away.” The second one is, “When you go to a wolf sanctuary, the words come to mind, ‘The wolves are wild!’” For each statement, you can write a response.

Question 1: In Yellowstone National Park, what does it mean when wolves howl when they hear other wolves howling? As you read these statements about wolves in Yellowstone National Park, you can write a response.

Question 2: What is the meaning of the words, “The wolves are wild!” when you go to a wolf sanctuary?

Question 3: What does it mean when wolves howl when they hear other wolves howling?

Question 4: What is the meaning of the words, “In the wild, wolves howl when they hear other wolves howling.”?

Question 5: When you go to a wolf sanctuary, the words come to mind, ‘The wolves are wild!’ What does it mean when you hear these words?

Question 6: What does it mean when wolves howl when they hear other wolves howling? As you read these statements about wolves in Yellowstone National Park, you can write a response.

Question 7: What is the meaning of the words, “The wolves are wild!” when you go to a wolf sanctuary?

End of Section
Today you will read two stories titled “Johnny Chuck Finds the Best Thing in the World” and “Me First.” As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

"Johnny Chuck Finds the Best Thing in the World"  "Me First"

Old Mother West Wind and the Sandwitch both try to teach important lessons to characters in the stories.

Write an essay that explains how Old Mother West Wind’s and the Sandwitch’s words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

Read the story titled “Johnny Chuck Finds the Best Thing in the World.” Then answer the questions.

Johnny Chuck Finds the Best Thing in the World

by Thornton W. Burgess

1. Old Mother West Wind had stopped to talk with the Slender Fir Tree.

2. “I’ve just come across the Green Meadows,” said Old Mother West Wind, “and there I saw the Best Thing in the World.”

3. Striped Chipmunk was sitting under the Slender Fir Tree and he couldn’t help hearing what Old Mother West Wind said. “The Best Thing in the World—now what can that be?” thought Striped Chipmunk. “Why, it must be heaps and heaps of nuts and acorns! I’ll go and find it.”
Part A

Derrick and the narrator start to make fish faces. How does this affect what happens next in the story?

A. It helps Dad feel better, and he joins in.
B. It upsets Dad, and the boat almost sinks.
C. It surprises Dad, and he lets go of the motor.
D. It leads Dad to a solution, and they catch fish.

Part B

Choose two details from paragraphs 28 through 33 that support the answer to Part A.

A. “... his favorite fish, the largemouth bass.”
B. “Fishy, fishy, bite my hook,’ he chanted . . . .”
C. “Dad’s bass frown upturned into a grin.”
D. “... the boat started sinking.”
E. “... should there be this much water in your boat?”
F. “We barely reached shore . . . .”
Old Mother West Wind and the Sandwitch both try to teach important lessons to characters in the stories.

Write an essay that explains how Old Mother West Wind’s and the Sandwitch’s words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

RL.3.9 Compare and contrast the themes, settings, and plots...
Today you will read the story “A Once-in-a-Lifetime Experience.” Pay close attention to the actions of the characters and the events in the story. Answer the questions to help you prepare to write a narrative story.

Read the story “A Once-in-a-Lifetime Experience.” Then answer the questions.

A Once-in-a-Lifetime Experience

by Sandra Beswetherick

1. It was my idea to invite Derrick, the new kid in our neighborhood, on our annual father-and-son weekend trip. Derrick had never been camping or fishing.

2. “Great idea!” Dad said. “It’ll be a once-in-a-lifetime experience for him, one he’ll never forget.”

3. Dad and I didn’t realize how true that would turn out to be.

4. The car blew a tire on the way to our campsite. Not an impressive start.

5. “A minor setback, that’s all,” Dad said as Derrick and I tumbling out of the car to help.

6. It was dark by the time we reached the campsite, got the boat into the water, and set up the tent. There was a stiff, icy breeze

Drag and drop into the chart the way that Dad responds to each event during the camping trip. Not every response will be used.

How Dad Responds

- Dad feels sad that the trip was not a success.
- Dad hurries the boys into the tent.
- Dad gets everyone to work together to make it safely back to shore.
- Dad talks about how much fun it is to catch fish.
- Dad starts to feel happier.

<table>
<thead>
<tr>
<th>Events</th>
<th>How Dad Responds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derrick asks if it is snowing.</td>
<td></td>
</tr>
<tr>
<td>The boys make fish faces.</td>
<td></td>
</tr>
<tr>
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**How Dad Responds**

- Dad feels sad that the trip was not a success.
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</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>
Select one sentence from this drop-down menu that describes what is happening in this picture. Then, select one sentence from the next drop-down menu that describes what the picture adds to the story.

What is Happening?

☐ Choose...

"Pinkerton was first on the bus and sat in the front row."
"One Saturday, Pinkerton's Pig Scout troop went on a day trip to the beach."
"He was first off the bus, first in the water, first out of the water, and first into the picnic basket."
NJSLA Math
Outline, Tools and Sample Problems
35. A student measures the lengths of five caterpillars for a science project.

Caterpillar P

Length (inches)

Caterpillar S

Length (inches)

Caterpillar Q

Length (inches)

Caterpillar T

Length (inches)

Caterpillar R

Length (inches)

The student uses the measurements to make a line plot. Which line plot is correct?

A. Caterpillar Lengths

B. Caterpillar Lengths

C. Caterpillar Lengths

D. Caterpillar Lengths

17. A model rocket launch pad has the measurements shown.

What is the total number of square inches of the model rocket launch pad? Enter your answer in the box.

\[
\text{6 inches} \quad \text{9 inches}
\]
Part A
Figure H is made using equal-sized square units.

What is the area, in square units, of Figure H?

☐ A. 16
☐ B. 18
☐ C. 20
☐ D. 24

Part B
Figure Y and Figure Z are each made using equal-sized square units.

- Explain why Figure Y and Figure Z do or do not have the same area.
- Explain what must be true for any two figures to have the same area.

Enter your answers and your explanations in the space provided.
Jennifer is going to the fair with 8 of her friends. She has 36 tickets left over from her last visit to the fair and buys 27 more tickets during this visit. She wants to give the same amount of tickets to each of her friends and herself. How many tickets did Jennifer and her friends each receive?

Show your work.

Enter your answer and your work in the space provided.
<table>
<thead>
<tr>
<th>Items</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type I Totals</td>
<td>27</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Type II Totals</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Type III Totals</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

*Each math unit contains approximately 12 questions with mixed question types.*
Congratulations! You have reached the end of the test.

End of Unit 1

Use the **Review** button above to go back and review your answers. When you are done, use the **Submit Final Answers** button below to submit your answers.

3 Not Answered

2 Bookmarks

Submit Final Answers
End of Test

Use the Retake button if you want to continue. When you are done, use the Submit Final Answers button to submit your answers. When you are done, use the Submit Final Answers button to submit your answers.
Part A
What does cross mean as it is used in paragraph 28 of “Johnny Chuck Finds the Best Thing in the World”?

- A. excited
- B. lost
- C. upset
- D. scared

Part B
Which statement best supports the answer to Part A?

- A. “. . . ran this way and ran that way . . .”
- B. “. . . hadn’t found the Best Thing in the World.”
- C. “. . . they started up the Lone Little Path . . .”
- D. “They didn’t hurry now . . .”
After Testing:

- Results
- Timeline
- Uses
NJSLA Score Reports
NJSLA Performance Levels

- **Level 5** Exceeded Expectations
- **Level 4** Met Expectations
- **Level 3** Approached Expectations
- **Level 2** Partially Met Expectations
- **Level 1** Did Not Yet Meet Expectations
English Language Arts Assessment Report, 2018–2019

This report shows whether met grade-level expectations and is on track for the next grade level. This assessment is just one measure of how well your child is performing academically.

How Can You Use This Report?
Ask your child’s teachers:
• What do you see as my child’s academic strengths and areas for improvement?
• How will you use these test results to help my child make progress this school year?

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use the following code to access your child's performance results online.

See side 2 of this report for specific information on your child's performance in reading and writing.
How Did Perform Overall?

Performance Level 3

Your child’s score

730

May need additional support to meet expectations at the next grade level

On track for the next grade level

School Average
761

District Average
760

State Average
748

How Students in New Jersey Performed

Percentage of students at each performance level

Level 1
14%
Level 2
14%
Level 3
21%
Level 4
43%
Level 5
7%

Level 5 Exceeded Expectations
Level 4 Met Expectations
Level 3 Approached Expectations
Level 2 Partially Met Expectations
Level 1 Did Not Yet Meet Expectations
Grade 3 English Language Arts

**READING**

Your child’s score: 42

- School Average: 51
- District Average: 52
- State Average: 48

Met expectations: 50

**WRITING**

Your child’s score: 31

- School Average: 37
- District Average: 36
- State Average: 33

Met expectations: 35
Grade 3 English Language Arts

LITERARY TEXT
Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

INFORMATIONAL TEXT
Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY
Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITTEN EXPRESSION
Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

KNOWLEDGE OF LANGUAGE AND CONVENTIONS
Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND
Your child performed about the same as students who:
- Met or Exceeded Expectations
- Approached Expectations
- Did Not Yet Meet or Partially Met Expectations
Grade 3 Mathematics

How Did Perform Overall?

Performance Level 4

Your child’s score 753

May need additional support to meet expectations at the next grade level

On track for the next grade level

School Average 768
District Average 768
State Average 752

How Students in New Jersey Performed

Percentage of students at each performance level

- Level 1: 8%
- Level 2: 14%
- Level 3: 23%
- Level 4: 41%
- Level 5: 14%
Major Content

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving multiplication and division, area, measurement, and basic fraction understanding.

Expressing Mathematical Reasoning

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

Additional & Supporting Content

Your child performed about the same as students who **approached expectations**. Students meet expectations by solving problems involving perimeter, place value, geometric shapes, and representations of data.

Modeling & Application

Your child performed about the same as students who **approached expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

Legend

Your child performed about the same as students who:

- Met or Exceeded Expectations
- Approached Expectations
- Did Not Yet Meet or Partially Met Expectations
Resources

Information for Parents:

- [https://www.sbschools.org/departments/assessment_testing](https://www.sbschools.org/departments/assessment_testing)
- [https://nj.digitalitemlibrary.com/home](https://nj.digitalitemlibrary.com/home) - sample released items
  - [Screencast](https://nj.digitalitemlibrary.com/home) for NJ Digital Library
- [https://nj.mypearsonsupport.com/manuals/#blueprints](https://nj.mypearsonsupport.com/manuals/#blueprints) - Test Design and Content Information
- [https://nj-results.pearsonaccessnext.com/login](https://nj-results.pearsonaccessnext.com/login) - Score Results Portal

Student Practice:

- [https://nj.mypearsonsupport.com/tutorial/](https://nj.mypearsonsupport.com/tutorial/) - online tutorials/practice tests
- [https://bealearninghero.org/learning-tools/students/](https://bealearninghero.org/learning-tools/students/) - practice activities
Thank You!

Your Presenters:

Jessica Hart, Classroom Teacher
Sharon Johnson, Director of Technology
Sarah Lombardi, Special Education Teacher
Suzanne Luck-Born, Director of Assessment and Instructional Support
Jessica Nastasi, Elementary Math and Science Supervisor
Sherry Sassine, Elementary ELA and Social Studies Supervisor
Haritha Tottempudi, Classroom Teacher