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Newark Educators Community Charter School

NJSLA Parent Night

Focus: New Jersey Student Learning Assessment





During this session, we will address the following:

- What is NJSLA?
- Who takes the test and in what content areas?
- When will the test be administered? How many units? How long is each unit?
- What does NJSLA look like for ELA and Math
- What are NJSLA Test Features
- Look at Sample PARCC/NJSLA Tests
- Learn about NJSLA Test Scoring
- How can you to help your child to do well on the test?



NJSLA



What is NJSLA?

- NJSLA is an acronym for New Jersey Student Learning Assessment.
- This is a statewide test administered in New Jersey to students in elementary, middle, and high school.

What content areas are tested?

- Subjects tested include English Language Arts (ELA) & Mathematics

What grades are tested at NECCS?

- Grades 3 & 4 will be tested in ELA and Mathematics,





NJSLA



Why NJSLA?

- The aim of this statewide test is to measure the progress of students in satisfying the level of set academic standards.
 - NJSLA-ELA assesses the proficiency of students in reading and comprehension for their respective grade level material.
 - NJSLA-M (Mathematics test) seeks to gauge the level of understanding for Mathematics. Students should be able to use skills they've acquired from school to reason objectively and solve real-world scenarios on the exam.





NJSLA Testing Calendar MAY 2024

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1	2	3
6	7 Grade 3 & 4 Math	8 Grade 3 & 4 Math	9 Grades 3 & 4 Math	10 Make-Up Testing Grades 3 & 4
13	14 Grade 3 & 4 ELA*	15 Grade 3 & 4 ELA*	16 Make-Up Testing Grades 3 & 4	17 Make-Up Testing Grades 3 & 4





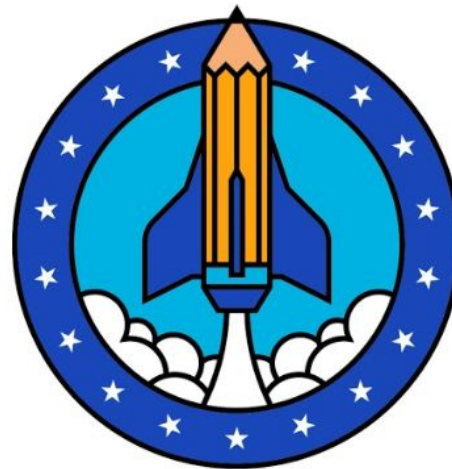
Testing Sessions: Units/Duration

Grade Level	MATH			ELA	
	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2
Grade 3 Test Duration	60 minutes	60 minutes	60 minutes	75 minutes	75 minutes
Grade 4 Test Duration	60 minutes	60 minutes	60 minutes	90 minutes	90 minutes



NJSLA Mathematics

- What content and practice areas of mathematics are tested?
- Mathematics standards and evidence statements
- Test Item types and their distribution in the test
- Sample test items
- Math Tools



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NJSLA - MATHEMATICS

Structure and Content in K-5



- Counting and cardinality
- Operations and Algebraic thinking
- Number and Operations in Base Ten
- Measurement and Data
- Number operation- Fractions
- Geometry
- Standards for Mathematical practice





Standards for Mathematical Practice



1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.





NJSLA - MATHEMATICS TEST FORMAT



Short answer and constructed-response items are dispersed throughout the units.

- ❖ The number of points in each unit remains fairly consistent. Since the math assessment is points-based, the number of items in each unit will vary.



Mathematics Assessment- Overview of Task Types

- The assessments for mathematics will involve three primary types of tasks: Type I, II, and III.
- Each task type is set up to assess a differing range of skills that students need for problem solving including
 - Basic concepts and skills
 - Mathematical reasoning
 - Modeling and application



NJSLA Grade 3, Math Test Item Types and Samples

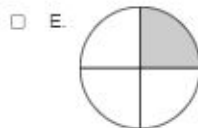
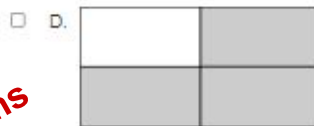
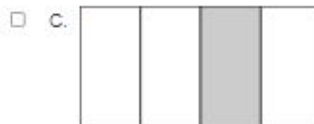
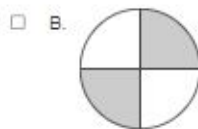
Plot a point on the number line that shows the location of $\frac{3}{10}$.



Type I Problems

Each model equals one whole divided into equal parts. Which models show $\frac{1}{4}$ shaded?

Select the **three** correct answers.





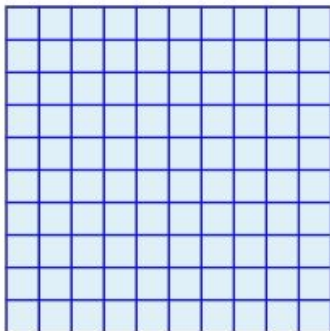
NJSLA - MATH Item Sample



Adam needs to put 19 pictures from Classroom A and 23 pictures from Classroom B on a bulletin board. He wants to display the pictures in an array.

Part A

Select a box for each picture to create an array to represent the pictures on the bulletin board.



Type II Problem

Part B

Find the area of the array. Explain your answer using an equation or equations.

Enter your answer and your explanation using an equation or equations in the space provided.



Math symbols

+	-	x	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	()	
[]	= <		
>	≠	°	
?			

Part A

Nolan has 16 pennies in one jar and 94 pennies in another jar.

He uses some of the pennies to buy a pencil that costs 25 cents. What is the total number of pennies Nolan has left after he buys the pencil? Show your work.

Enter your answer and your work in the space provided.



Type III Problem

Math symbols

+	-	x	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	()	
[]	= <		
>	≠	°	
?			

Part B

Nolan saves some more pennies and now has 187 pennies all in one jar. He finds 10 more pennies in his pocket.

What is the total number of pennies Nolan has after he adds the 10 pennies from his pocket to the jar?

Enter your answer in the box.

Part C

The table shows the number of pennies Nolan saved each week for four weeks.

Pennies Saved Each Week

Week	Number of Pennies
Week 1	18
Week 2	40
Week 3	32
Week 4	25

What is the total number of pennies Nolan saved during the four weeks? Show your work.



NJSLA - MATH Item Tools



Many answers in math can't be represented using a typical keyboard: π , \angle , \cong , \approx , $^\circ$ (degrees), stacked fractions, etc.

So, students can use the **Equation Editor** for these types of representations.

Equation Editor

- Mathematics Toolbar

Words-and-math answer box





Links



1. [New Jersey Student Learning Standards – Mathematics](#)
2. [NJSLA Digital Item Library](#)

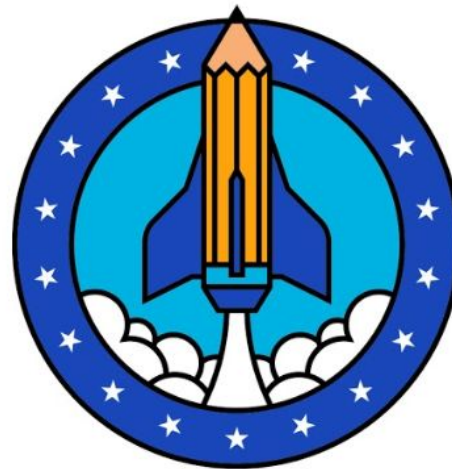




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English Language Arts

- What areas are tested?
- What are the ELA *blueprints*?
- What do sample items look like?
- What are the Performance Level Descriptors?



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NJSLA - ELA



NJSLA - ELA measures student proficiency with grade level *skills, knowledge, and concepts* that are critical to college and career readiness.

- On each assessment,
 - students read and analyze passages from authentic fiction and nonfiction texts.
 - The test can also include multimedia sources such as video or audio.
 - Assessments emphasize the importance of close-reading, synthesizing ideas within and across texts, determining the meaning of words and phrases in context, and writing effectively when using and/or analyzing sources.





Areas for Literacy Performance /Assessment

- Literary Text
- Informational Text
- Vocabulary
- Writing Expression
- Knowledge and Use of Language Conventions





Task Types for Literacy Performance /Assessment

- **Research Simulation Task:** Students are asked to analyze a topic presented through several texts, including an anchor text that introduces the topic. Students will answer series of questions and write two analytic essays.
- **Literary Task:** Students are asked to read complex texts and compose an *analytic* essay
- **Narrative Task:** Students are asked to *write a story; detail a scientific process; write a historical account; or describe an account of events, scenes or objects.*



Table 1: ELA Grade 3—Blueprint 1

Unit	Task	Time (minutes)
Unit 1	Literary Analysis Task	75
Unit 2	Research Simulation Task	75
Total: 2 Units	All Tasks	150

Table 2: ELA Grade 3—Blueprint 2

Unit	Task	Time (minutes)
Unit 1	Narrative Writing Task Short Passage Set	75
Unit 2	Research Simulation Task	75
Total: 2 Units	All Tasks	150



ELA Grade 4 Blueprint 1

Unit	Task	Time (minutes)
Unit 1	Literary Analysis Task Short Passage Set	90
Unit 2	Research Simulation Task	90
Total: 2 Units	All Tasks	180

ELA Grade 4 Blueprint 2

Unit	Task	Time (minutes)
Unit 1	Narrative Writing Task Long or Paired Passage Set	90
Unit 2	Research Simulation Task	90
Total: 2 Units	All Tasks	180



NJSLA - ELA Blueprints



- The **NJSLA-ELA** blueprints define the total number of tasks and points for any given grade or course assessment.
- To maintain the content coverage while shortening the assessment, it was necessary to create two blueprints for grades 3 through 8.
- One test form was assembled according to each blueprint.
- [ELA Blueprints](#) (Form A and B, Grades 3-8)

Item-Type Acronyms:

EBSR: Evidence-Based Selected Response

TECR: Technology-Enhanced Constructed Response

PCR: Prose Constructed Response



*Districts that have been selected for field testing will have an additional ELA unit embedded in the assessment.



NJSLA - ELA Sample: Let's Try Together!



GRADE 3, ITEM — PART A: ELIZA'S CHERRY TREES: JAPAN'S GIFT TO AMERICA

Re-read the three paragraphs below:

- 13 But Eliza didn't forget about the cherry trees, and she didn't give up. She kept trying for more than twenty years! Every time a new man was hired to be in charge of the parks department, Eliza went to tell him about her idea. Each one said no.
- 14 In 1909, William Howard Taft had just been elected president. Eliza had another good idea. She knew that sometimes people in politics could help get things done. She wrote a letter to the president's wife, Mrs. Taft. Eliza told Mrs. Taft about her plan to make Washington more beautiful with the lovely cherry trees. She was afraid the answer would be no again.
- 15 But Mrs. Taft loved the idea! With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.





NJSLA - ELA Item Sample



GRADE 3, ITEM — PART A: ELIZA'S CHERRY TREES: JAPAN'S GIFT TO AMERICA

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- 15 But Mrs. Taft loved the idea! With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.

Which statement best describes how the events in paragraphs 13 through 15 are related to each other?

- a) They explain how Washington, D.C., would change if cherry trees were planted around the city.
- b) They show that Eliza found a new way to get cherry trees planted in Washington, D.C.*
- c) They compare the ways and Mrs. Taft tried to add beauty to Washington, D.C.
- d) They describe how Mr. Taft gave the idea to bring cherry trees to Washington, D.C.



NJSLA - ELA Item Sample



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- d) They describe how Mr. Taft gave the idea to bring cherry trees to Washington, D.C.





NJSLA - ELA Item Sample Reflection



Let's talk about the process:

- What did that question ask you to do?
- How did it feel working to puzzle it out?
- What skills did you need to find the answer?





NJSLA - ELA Item Sample (Grade 3)



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.

Read the story titled “Me First” by Helen Lester. Then answer the questions.

Me First
by Helen Lester



- 1** Pinkerton was pink, plump, and pushy. He would do anything to be first, even if it meant bouncing off bellies, stepping on snouts, or tying tails.
- 2** “Me first!” he cried when he had been last in line and finished first down the slide.
- 3** “Me first!” he cried at story time, settling on his round

Part A

What does the phrase **his teeth jiggled** in paragraph 14 show about Pinkerton?

- A. Pinkerton feels pain.
- B. Pinkerton feels tired.
- C. Pinkerton feels excited.
- D. Pinkerton feels nervous.

Part B

Which detail from “Me First” shows another example of the answer to Part A?

- A. “Soon he heard the voice again, closer and louder this time.” (paragraph 9)
- B. “His imagination almost burst.” (paragraph 10)
- C. “He landed face to face with a small creature. . . .” (paragraph 12)
- D. “Pinkerton waited. One second. Two seconds.” (paragraph 16)





NJSLA - ELA Item Sample (Grade 3)



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...

What the Picture Adds

Choose...

✓ Choose...

The picture shows that Pinkerton is hungry.

The picture shows that the other Scouts are upset at Pinkerton.

The picture shows the different things the Scouts take to the beach.

✓ 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 - ELA Item Sample (Grade 3)



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.

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.”
- 4 So Striped Chipmunk started down the Lone Little Path through the wood as fast as he could run. Pretty soon he met Peter Rabbit.

Complete the chart to show how the animals searching for the best thing in the world are described up to paragraph 21. Drag and drop **three** details into the chart.

Details to Describe the Animals

want more than what they have

play among the flowers

run along the path looking for their favorite things

enjoy warm sunshine and beautiful sky

are eager to find something

like listening to stories

Details to Describe the Animals

Details to Describe the Animals



NJSLA - ELA Item Sample (Grade 3)



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”

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

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- 4 So Striped Chipmunk started down the Lone Little Path

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

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

B *I* U | ☰ ☷ ☹ | ↶ ↷ | abc



NJSLA - ELA



Performance Level Descriptors by Grade Band

- [All Grades Performance Level Descriptors](#)
- [Grades 3 – 5 Performance Level Descriptors](#)





NJSLA Special Education

- *Who gets accommodations?*
- *What accommodations are available?*
- *Who can I contact about questions regarding accommodations?*



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NJSLA - Special Education

- **Who gets accommodations?**
 - Students with IEP's and 504's
 - Accommodations vary to support each students individual IEP and/or 504
- **What accommodations are available?**
 - Small Group
 - Extended Time
 - Frequent Breaks
 - Text to Speech
 - Calculator (for non-calculator tests...)
- **Additional accommodations could be give if specified in the individual IEP/504**



NJSLA - Special Education

- **Feel free to contact the NECCS Child Study Team with any questions**
 - Berline Joseph - NECCS Social Worker bjoseph@newarkeducators.org
 - Steve Sandor - Director of Curriculum & Instruction / Student Affairs
ssandor@newarkeducators.org

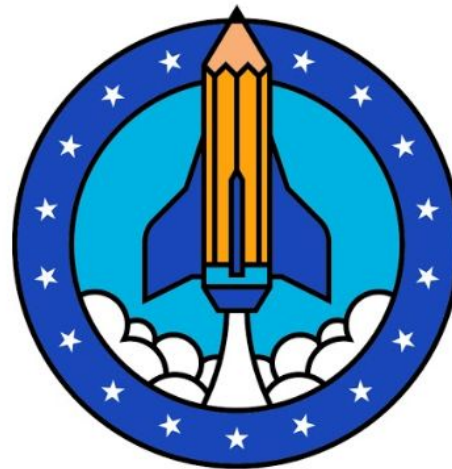




NJSLA

Test Prep & Practice Links

- How can my child prepare?
- Can my child take a practice test?
- Sample ELA practice test item
- Sample Math practice test item



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Test Preparation Tutorials



- Tutorials demonstrate the navigation and tools available for Computer-Based Assessments.
- The items appearing in these tutorials are samples used to allow students and educators to gain familiarity with the technology that are used for the NJSLA

[LINK](#)

Practice Tests

To experience how taking the NJSLA and is like, A practice test for each grade and subject is available for you to use to familiarize your child and yourself with the kinds of items, tools and format used for the tests.

[LINK](#)





NJSLA Practice Test - ELA



Review

Flag



Guest



PARCC SAMPLE SET GRADE 3-5 ELA / GRADE 3-5 ELA SAMPLE ITEMS / 1 OF 11

Today you will read two stories about characters who save family members. As you read these stories, you will answer questions and think about the characters. At the end of the task, you will be asked to write an essay using the information from the stories.

Read the passage from "The Cricket and the Cougar."
Then answer the questions.

from "The Cricket and the Cougar"

by Katherine Chandler

- 1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, "Oh, please don't step there. That's my house, and with one step more you will destroy it."
- 2 The cougar looked down and saw a little cricket sitting on the log. He roared, "And is it you, weak little creature, that dares to tell me where to step? Don't you know that I am king of the beasts?"

Part A

What is the meaning of the word **master** as it is used in paragraphs 5 and 6?

- A. understand
- B. conquer
- C. befriend
- D. frighten

Part B

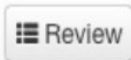
Which detail from the story **best** supports the answer to Part A?

- A. "Don't you know that I am king of the beasts?"





NJSLA Practice Test - MATH



Guest



PARCC SAMPLE SET GRADE 6-8 MATH / GRADE 6-8 MATH SAMPLE ITEMS / 1 OF 6

Kelvin ran a 100-meter race at an average speed of v meters per second. He completed the race in 12.5 seconds.

Part A

Use the drop-down menus to complete an equation that can be used to find v .

Choose.. ▾ = Choose.. ▾ Choose.. ▾ v

Part B

What was Kelvin's average running speed, in meters per second?

meters per second





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Parent Resources



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Parent Portal Information

The New Jersey Parent Portal provides parents and guardians online access to how their child performed on the NJSLA

[LINK](#)

Reporting Guides & Resources

Access interpretive guides and example reports.

[LINK](#)



Parent Resources



- [NJSLA practice tests for ELA, Math and Science](#)
- [New Jersey Student Learning Standards: A place to review NJ standards by content and grade level](#)
- [NJSLA Digital Item Library](#)
- [New Meridian Item Library](#) (Math pages 1-5 - ELA from page 6)



Parent Support at Home



Preparing a student for testing sessions:

- **Sleep** - Make sure your child gets an ample, normal amount of sleep the night before the test
- **Calendar** - Mark testing days on your calendar to help remind you and your child when the testing will take place and plan your preparations.
- **Food** - The student should eat a nutritious and filling breakfast. Avoid high sugar cereals which can make the student hyper and/or unfocused.
- **Review** - Set aside time each night prior to the test in the coming weeks to review the concepts that will be covered
- **Arrival** - Make sure the student is on time (if not early) on the day of testing
- **Alarm** - Set a backup alarm to avoid the possibility of oversleeping
- **Sickness** - If your child is sick, please contact the school immediately to inform them.



Supporting Test Anxiety



Working with students who are anxious about testing:

- **Ease pressure** - Try not to put too much pressure on the student. Reinforce that as long as they worked hard during the year and did their absolute best you will be proud of them.
- **Visualize success** - Encourage them to rehearse what it will feel like to get a good score on the test.
- **Focus on breathing** - Stress is often caused by insufficient oxygen to the brain. Work with the student to take time before the test begins to take a number of deep, cleansing breaths, exhaling slowly. Focusing on breathing by taking some time when stress levels rise helps to focus the mind during testing.
- **Positive language** - Use positive language when talking about expectations of the test. Do not overinflate the student's expectations but also try to avoid negative wording (e.g. replace "you are going to fail this test if you don't study" with "if you don't study you aren't going to pass this test.")
- **Positive Attitude** - Keep a positive attitude about testing in general around your child and emphasize their ability to demonstrate what they have learned rather than the consequences of not doing well.





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Thank You!



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