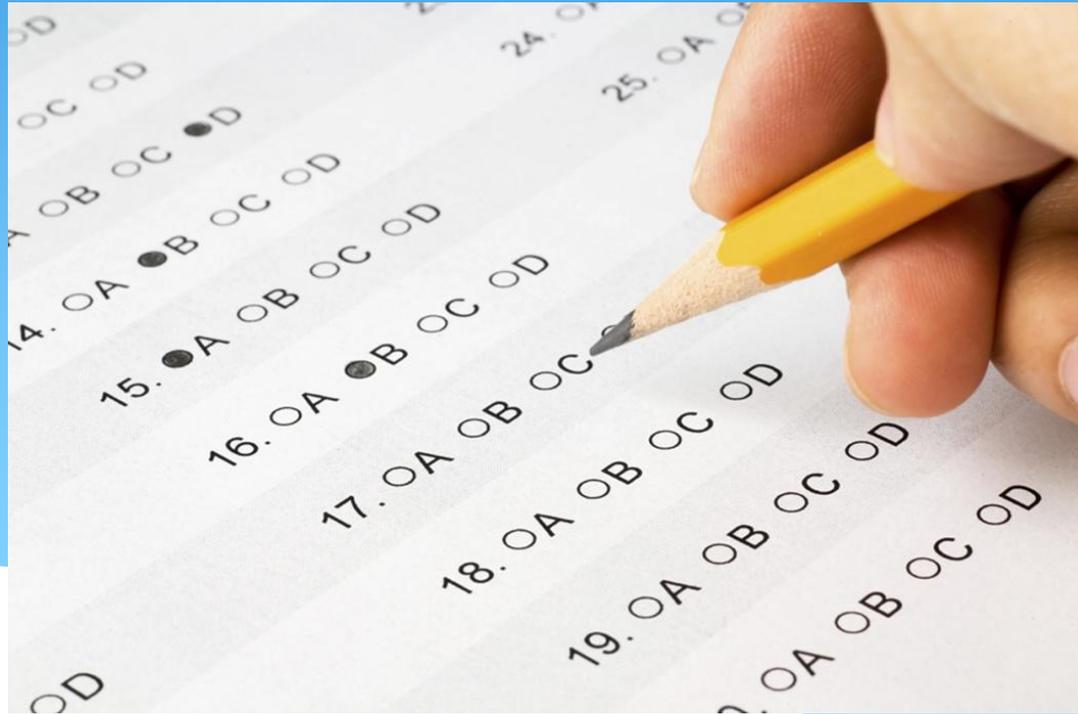


Freehold Borough School District
21st Century Community Learning Centers
NJ ASK Information Evening



NJ ASK 2013

- ❖ The 2013 NJ ASK* will measure the Common Core State Standards (CCSS) within the current NJ ASK blueprint.
 - *Week of April 29th 7 & 8 Grades
 - *Week of May 6th – 6th Grade
- ❖ The NJ ASK assessments are called “transitional” because it will not be able to measure the full range of the CCSS until the next generation assessments are developed and administered.

NJ ASK 2013

- ❖ New Jersey is a Governing state in The Partnership for Assessment of Readiness for College and Careers (PARCC).
- ❖ PARCC is currently developing the next generation assessments to be administered in Spring 2015.
- ❖ The NJ ASK math grades 6 through 8 will transition to the Common Core State Standards in 2013-2014

New Jersey's State Assessment Goals

- To measure and promote student achievement of challenging state curriculum standards
- To provide accurate and meaningful information about student performance
- To meet state and federal accountability requirements



NJ ASK 3-5 L.A. Reading

- Three reading passages at each grade level
- Reading passages will include literature as well as informational or “everyday” reading selections from a wide array of sources and genres
- There are multiple choice and open-ended questions

READING

For Grades 3 through 5

- The poem prompt will no longer be read aloud to students by the examiner.
- Students will read the poem independently.



READING

Working with Text:

- Recognition of central idea or theme
- Recognition of supporting details
- Extrapolation of information/following directions
- Paraphrasing/retelling (Vocabulary)
- Recognition of text organization
- Recognition of a purpose for reading

READING

Analyzing/Critiquing Text:

- Questioning, Clarifying, Predicting
- Prediction of tentative meaning
- Forming of opinions
- Drawing of conclusions
- Interpretation of textual conventions and literary elements

OBSERVATIONS ABOUT READING

- Many test questions identify a page number as reference to encourage students to turn back to the text to examine the context before responding to the test question.
- For multiple-choice questions, students should read all four answer options carefully before responding to the question.
- For open-ended items, students should make certain they focus on the question asked, respond to all parts of the question, give a complete explanation, and use specific information from the reading to support their explanation.
- Open-ended questions provide students with an opportunity to convey their response to the reading. Strong responses include analyses and explanations that are anchored to the text the students have read.

Open-ended Questions Rubric

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation .
1	A 1-point response demonstrates minimal understanding of the task and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.



NJ ASK 3-5 WRITING

- LAL writing will require students to respond in a variety of modes and forms (e.g., narrative, expository, speculative) and for a variety of purposes in keeping with the standards
- These tasks may be labeled “Speculative” or “Explanatory”
- No picture prompt at any grade level



Sample Informative/Explanatory Writing Prompt

Grades 3-5

Scientists report that gray squirrels find hundreds of nuts each week that they bury in different places. Then the squirrels dig up all those nuts and bury them again in new spots. They also dig some holes that they don't ever use for storing nuts. What problems could these actions cause for a gray squirrel?

Write a composition discussing the problems squirrels could have because of the way they bury their nuts. Explain why you think they bury and rebury their nuts. Analyze or explain why Squirrels might dig holes they do not want to use.

Speculative Writing Prompt

- Students are presented with a brief scenario. Students will use this scenario as a springboard for writing a story, drawing on stories they have read as well as their own experiences to develop ideas for their stories.



Sample Speculative Writing Prompt

Grades 3-5

When the school bell rang, Katie and Pablo grabbed their books and raced out of the classroom. They had been looking forward to this afternoon all week long. Today they were going to go on an adventure.

Write a story about the adventure Katie and Pablo had after they left school.



Explanatory Prompt - Topic

Grades 3-5

CCSS: W.3.2, W.4.2, W.5.2

(Students first read the Holly Davis poem, "Lucky Grandma!".)

The child in the poem "Lucky Grandma!" helps her grandmother with many things. Think about a time when you helped someone. Write a composition about that time.

In your composition, be sure to:

- Explain who the person was.
- Describe what you did to help.
- Explain why you liked helping this person.



Explanatory Prompt – Poetry Prompt

Grades 3-5

(Students first listen to and read the Shel Silverstein poem “Moon-Catchin’ Net”)

Has there ever been something you wanted very much that you may or may not have been able to get? Write about what you wanted.

Include the following:

- What did you want to have and why did you want this?
- If you got it, explain how it happened and why you were successful.
- If you didn’t get it, explain why not.
- Explain how you might be successful in getting it in the future.



OBSERVATIONS ABOUT WRITING

- The prewriting/planning space for each writing task is designed solely for students' brainstorming and is not scored.
- Due to time constraints, students do not have enough time to prepare a first draft and then rewrite or copy over their drafts.
- The explanatory prompt, which may draw its topic from a poem, is designed to elicit a sustained piece of writing and therefore asks students to write a composition. This composition should be formatted to include short vivid scenes to illustrate a point.
- The speculative prompt gives students a scenario which may contain a problem. The students are expected to write a story where a problem is solved in a realistic way.

New Jersey State Registered Holistic Scoring Rubric

Writing Tasks: Partial rubric used to score explanatory and speculative prompts

	Partial Command	Adequate Command	Strong Command
Score	3	4	5
Content & Organization	- may lack opening and/or closing	- may lack opening and/or closing	- has opening and closing
	- usually has a single focus	- single focus - sense of unity & coherence - key ideas developed	- single focus - unified & coherent - well developed
	- some flaws in organization - may lack transitions between ideas	- ideas loosely connected - transitions evident	- logical progression - fluent - attempts compositional risks
	- repetitious details - unelaborated	- uneven development of details	- details appropriate & varied
	- errors/patterns of errors evident	- some errors; don't interfere with meaning	- few errors
Usage	- errors/patterns of errors evident	- some errors; don't interfere with meaning	- few errors
Sentence Construction	- little variety in syntax - some errors	- some errors; don't interfere with meaning	- few errors
Mechanics	- patterns of errors evident	- some errors; don't detract from meaning	- few errors

LAL Tasks, Item Frequency & Scoring

NJ ASK 3 - 5

	Time	Task	Items	Total Points Poss.
Reading	30 mins each	3 selections - Includes both Literature and Informational, or “every day” text	Grade 3- 18 MC & 3 OE Grade 4- 27 MC & 3 OE Grade 5- 31 MC & 3 OE	30 39 43
Writing	30 mins each	1 Speculative 1 Explanatory	10 points each (5 pt. rubric double scored)	20

MATH

Mathematical Practices

Connecting Content Standards and Mathematical Practices

- * 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.

MATH

Types of Tasks

- Multiple choice,
1 raw score point
- Short constructed-response,
1 raw score point
- Extended constructed-response,
3 raw score points



MATH

Grades 3 -5 Manipulative

- ALL students are allowed to use blank grid/graph paper during ALL parts of the Mathematics section of The NJ ASK 3-5.
- There are no longer the colored shapes for grades 3 and 4.
- Grade 3 will be given only a ruler($\frac{1}{4}$ " and mm).
- Grade 4 will be given a ruler ($\frac{1}{8}$ " and mm) AND a protractor.
- Grade 5 will be given a ruler ($\frac{1}{8}$ " and mm) and a formula/conversion sheet.

Mathematics Sample

Grade 3 SCR (non-calculator)

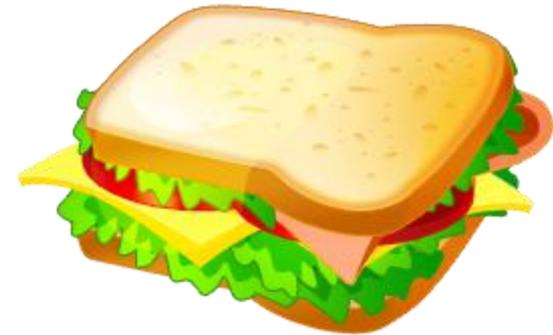
Find the number that belongs in the box.

$$5 = \square \div 4$$

Place your answer here: _____

Correct answer: 20

Standard Assessed: 3.OA.4



Mathematics Sample

Grade 4 (non-calculator)

Find the product of 39×11 .

Place your answer here: _____

Correct answer: 429

Mathematics Sample

Grade 5 SCR (non-calculator)

A gallon contains 128 ounces. Paul wants to divide 3 gallons of apple cider equally among the 2 dozen friends at his party. How many ounces of apple cider will each friend receive?

Correct answer: 16

Standard Assessed: 5.NBT.6

Math Sample Extended Response Items (Open-Ended)

NJ ASK 3-5

Calvin had \$10 to spend at the store.

He bought the items below.

Baseball cards \$1.75

Candy bar 0.50

Comic Book 2.99



What is the total amount of money that Calvin spent?

Calvin used a \$10 bill to buy the items. How much change should he get back?

What combination of bills and coins could Calvin receive as exact change?

Math Sample Extended Response Items (Open-Ended)



NJ ASK 3-5

$$\begin{array}{r} \$1.75 \\ 0.50 \\ + 2.99 \\ \hline \$5.24 \end{array}$$

$$\begin{array}{r} \$10.00 \\ - 5.24 \\ \hline \$ 4.76 \end{array}$$

$$\begin{array}{r} \$4.00 \\ 0.75 \\ + 0.01 \\ \hline \$4.76 \end{array}$$

Calvin spent \$5.24.

His change is \$4.76.

Calvin could receive 4 dollar bills, three quarters, and 1 penny as change.

Math Tasks, Item Frequency & Scoring

NJ ASK 3 - 5

		Grade 3 (1 calculator active part)	Grade 4 (1 calculator active part)	Grade 5 (3 calculator active parts)
Item Count by Type (does not include embedded field test content)	MC	35	35	33
	SCR	6	6	8
	ECR	3	3	3
Total raw score points possible		50	50	50
Approximate total testing time (including field test content)		131 min.	131 min.	136 min.



NJ ASK 4 Science 2013 Assessment

- Science assessment includes four parts –
- Each multiple choice item is worth one point; each open-ended item is worth up to three points.
- Each open-ended item is scored using an item-specific rubric
- Life Science – 40% of the test
- Physical Science – 30% of the test
- Earth Science – 30% of the test

		Grade 4
Item Count by Type (does not include field test content)	MC	33
	OE	2
Total raw score points possible		39
Approximate total testing time (includes field test content)		60 min.

Helping to Promote Student Success!

- * Reading Passages
- * Better Answers
- * Writing Prompts
- * Timed Tasks
- * 4-Block Review
- * Look-a-Like Items
- * Study Island
- * Science – Unit collaboration at Grade levels



How Can You Help Your Child Prepare?

- ❖ Encourage, don't pressure.
- ❖ Give your child "brain food".
- ❖ Be sure your child gets enough sleep.
- ❖ Avoid making AM appointments.
- ❖ Arrive on time!
- ❖ No cell phones – Security breach !



Help your child understand these important tips:



- ❖ Pay Attention
- ❖ Don't rush
- ❖ Answer every question with your best try
- ❖ Eliminate answers until you have the best answer
- ❖ Aim high – **SHOW WHAT YOU KNOW!**
- ❖ **Believe and Achieve !**

In Conclusion



- **New Jersey Department of Education**
www.state.nj.us/education/

Questions?