

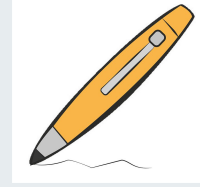
NJSLA

Parent Information Night

Grades 3-6

Mrs. Govindaraju: Curriculum Supervisor
Ms. Callahan: Elementary Testing Coordinator
Mrs. English: ELA Department Chair
Mrs. Riddhi Patel: Math Department Chair
Ms. N.Patil: Science Teacher.

Tonight's Agenda



1. What is NJSLA? Why should my child take NJSLA?
2. ELA
3. Math
4. Science *(grades 5 only)*
5. NJSLA scores
6. Parent Resources
7. Q&A



What is NJSLA?



The **New Jersey Student Learning Assessments** (NJSLA) are aligned to the New Jersey Student Learning Standards (NJSLS), which focus on critical thinking skills and students' ability to read, write, speak, listen and solve "real-world" problems independently.

Why should my child take NJSLA?

According to the NJDOE, the stated purpose of the assessment is to measure student's progress, both statewide and within local school districts in English and Math from third grade through high school toward the identified goal of college and career readiness.

Furthermore, this assessment enable teachers, schools, students, and parents to gain important insights into how well critical knowledge, skills, and abilities essential for young people to thrive in college and careers are being mastered.

2022 NJSLA Dates for Grades 3-6

Testing Dates at TEECS

May 16-17 NJSLA-ELA

May 18 and 20 NJSLA-Math

May 23-24 NJSLA-Science (Gr. 5 only)



Save
the
date!

2022 NJSLA Make up Dates for Grades 3-6

Make up Dates at TEECS

May 23-27th NJSLA-ELA

May 23-27th NJSLA-Math

May 25-27th NJSLA-Science (Gr. 5 only)

Entering ELA Section...



ELA UNIT TIMES



| ELA | Unit 1 | Unit 2 |
|------------|------------|------------|
| Grade 3 | 75 minutes | 75 minutes |
| Grades 4-6 | 90 minutes | 90 minutes |

Item Tasks



- **The Literary Analysis Task** requires students to read two literary texts that are purposely paired.
 - Students read the texts, answer questions for each text and for the texts as a pair, and then write an analytic essay.
- **The Research Simulation Task** requires students to analyze an informational topic through several articles or multimedia stimuli.
 - Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.
- **The Narrative Writing Task** focuses on one literary text.
 - Students read the text, answer questions, and write a narrative response that is tied to and draws on the text

Note about the Blueprints



Total points vary between the two forms due to the nature of the design of the Literary Analysis Task and Narrative Writing Tasks. However, they both ask students to read and respond to literary texts.

Both tasks report and align to the Literary Text subclaim, standards and evidence statements. The forms are designed so students, regardless of which form they are assigned, will need to demonstrate the same level of knowledge to meet a specific performance level.

First, the two forms were built to be similar in content and difficulty. Then, experts equated the two forms, which is a statistical process conducted to establish comparable scores on different forms of an assessment.

*The two forms will be randomly assigned to students. Therefore, all students need to be prepared to respond to all three task types.

Grade 3

Blueprint 1

Unit 1: Literary Task Analysis (2 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Literary Text | 8 | 3 |
| Reading: Vocabulary | 4 | 0 |
| Writing: Written Expression | 0 | 9 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Unit 2: Research Simulation Task (2 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Informational Text | 8 | 3 |
| Reading: Vocabulary | 4 | 0 |
| Writing: Written Expression | 0 | 9 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Total Units (4 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------|-----------------------------|--|
| All | 24 Reading | <ul style="list-style-type: none">• 6 Reading• 24 Writing |

Grade 3

Blueprint 2

Unit 1: Narrative Writing Task (1 Passage)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Literary Text | 8 | 0 |
| Reading: Vocabulary | 0 | 0 |
| Writing: Written Expression | 0 | 9 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Unit 1: Short Passage Set (1 Passage)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------------|-----------------------------|------------------|
| Reading: Literary Text | 4 | N/A |
| Reading: Vocabulary | 4 | N/A |

Unit 2: Research Simulation Task (2 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Informational Text | 8 | 3 |
| Reading: Vocabulary | 4 | 0 |
| Writing: Written Expression | 0 | 9 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Total Units (4 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------|-----------------------------|--|
| All | 28 Reading | <ul style="list-style-type: none">• 3 Reading• 24 Writing |

Grade 4

Blueprint 1

Unit 1: Literary Task Analysis (2 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Literary Text | 8 | 4 |
| Reading: Vocabulary | 4 | 0 |
| Writing: Written Expression | 0 | 12 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Unit 1: Short Passage Set (1 Passage)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------------|-----------------------------|------------------|
| Reading: Literary Text | 6 | N/A |
| Reading: Vocabulary | 2 | N/A |

Unit 2: Research Simulation Task (3 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Informational Text | 12 | 4 |
| Reading: Vocabulary | 4 | 0 |
| Writing: Written Expression | 0 | 12 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Total Units (6 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------|-----------------------------|--|
| All | 36 Reading | <ul style="list-style-type: none">• 8 Reading• 30 Writing |

Grade 4

Blueprint 2

Unit 1: Narrative Writing Task (1 Passage)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Literary Text | 8 | 0 |
| Reading: Vocabulary | 0 | 0 |
| Writing: Written Expression | 0 | 9 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Unit 1: Long or Paired Passage Set (1 or 2 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------------|-----------------------------|------------------|
| Reading: Literary Text | 8 | N/A |
| Reading: Vocabulary | 4 | N/A |

Unit 2: Research Simulation Task (3 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Informational Text | 12 | 4 |
| Reading: Vocabulary | 4 | 0 |
| Writing: Written Expression | 0 | 12 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Total Units (5 or 6 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------|-----------------------------|--|
| All | 36 Reading | <ul style="list-style-type: none">• 4 Reading• 27 Writing |

Grade 5

Blueprint 1

Unit 1: Literary Task Analysis (2 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Literary Text | 8 | 4 |
| Reading: Vocabulary | 4 | 0 |
| Writing: Written Expression | 0 | 12 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Unit 1: Short Passage Set (1 Passage)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------------|-----------------------------|------------------|
| Reading: Literary Text | 6 | N/A |
| Reading: Vocabulary | 2 | N/A |

Unit 2: Research Simulation Task (3 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Informational Text | 12 | 4 |
| Reading: Vocabulary | 4 | 0 |
| Writing: Written Expression | 0 | 12 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Total Units (6 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------|-----------------------------|--|
| All | 36 Reading | <ul style="list-style-type: none">8 Reading30 Writing |

Grade 5

Blueprint 2

Unit 1: Narrative Writing Task (1 Passage)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Literary Text | 8 | 0 |
| Reading: Vocabulary | 0 | 0 |
| Writing: Written Expression | 0 | 9 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Unit 1: Long or Paired Passage Set (1 or 2 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------------|-----------------------------|------------------|
| Reading: Literary Text | 8 | N/A |
| Reading: Vocabulary | 4 | N/A |

Unit 2: Research Simulation Task (3 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Informational Text | 12 | 4 |
| Reading: Vocabulary | 4 | 0 |
| Writing: Written Expression | 0 | 12 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Total Units (5 or 6 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------|-----------------------------|--|
| All | 36 Reading | <ul style="list-style-type: none">4 Reading27 Writing |

Grade 6

Blueprint 1

Unit 1: Literary Task Analysis (2 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Literary Text | 8 | 4 |
| Reading: Vocabulary | 4 | 0 |
| Writing: Written Expression | 0 | 12 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Unit 1: Short Passage Set (1 Passage)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------------|-----------------------------|------------------|
| Reading: Literary Text | 6 | N/A |
| Reading: Vocabulary | 2 | N/A |

Unit 2: Research Simulation Task (3 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Informational Text | 12 | 4 |
| Reading: Vocabulary | 4 | 0 |
| Writing: Written Expression | 0 | 12 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Total Units (6 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------|-----------------------------|--|
| All | 36 Reading | <ul style="list-style-type: none">• 8 Reading• 30 Writing |

Grade 6

Blueprint 2

Unit 1: Narrative Writing Task (1 Passage)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Literary Text | 8 | 0 |
| Reading: Vocabulary | 0 | 0 |
| Writing: Written Expression | 0 | 12 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

Unit 1: Long or Paired Passage Set (1 or 2 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------------|-----------------------------|------------------|
| Reading: Literary Text | 8 | N/A |
| Reading: Vocabulary | 4 | N/A |

Unit 2: Research Simulation Task (3 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|--|-----------------------------|------------------|
| Reading: Informational Text | 12 | 4 |
| Reading: Vocabulary | 4 | 0 |
| Writing: Written Expression | 0 | 12 |
| Writing: Knowledge of Language and Conventions | 0 | 3 |

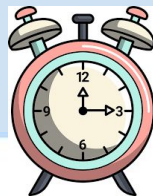
Total Units (5 or 6 Passages)

| Claims/Subclaims | Points from EBSR/TECR Items | Points from PCRs |
|------------------|-----------------------------|--|
| All | 36 Reading | <ul style="list-style-type: none">4 Reading30 Writing |

Entering the Math Section...



NJSLA Math Unit Times



Mathematics—Grades 3–5

| Unit | Testing Time (minutes) |
|----------------|------------------------|
| 1 | 60 |
| 2 | 60 |
| 3 | 60 |
| Total: 3 Units | Total: 180 |

Mathematics—Grades 6–8

| Unit | Testing Time (minutes) |
|----------------|------------------------|
| 1 | 60 |
| 2 | 60 |
| 3 | 60 |
| Total: 3 Units | Total: 180 |

2022 New Jersey Student Learning Assessments-Mathematics NJSLA-M Blueprints

The NJSLA-M blueprints define the total number of tasks and/or items for any given grade or course assessment, the types of items on the assessment, and the point values for each of them

Grades 3 to 7 Blueprint

| Item Type | Grade 3 | Grades 4 and 5 | Grade 6 | Grade 7 | Point Value |
|---------------------|----------|----------------|----------|----------|-----------------|
| Type I (Content) | 24 items | 20 items | 18 items | 20 items | 1 point each |
| Type I (Content) | 3 items | 5 items | 4 items | 5 items | 2 points each |
| Type I (Content) | 0 items | 0 items | 1 item | 0 items | 4 points each |
| Type II (Reasoning) | 2 items | 2 items | 2 items | 2 items | 3 points each |
| Type II (Reasoning) | 1 item | 1 item | 1 item | 1 item | 4 points each |
| Type III (Modeling) | 2 items | 2 items | 2 items | 2 items | 3 points each |
| Type III (Modeling) | 1 item | 1 item | 1 item | 1 item | 6 points each |
| Type I Total | 27 items | 25 items | 23 items | 25 items | 30 points total |
| Type II Total | 3 items | 3 items | 3 items | 3 items | 10 points total |
| Type III Total | 3 items | 3 items | 3 items | 3 items | 12 points total |
| Total of All Types | 33 items | 31 items | 29 items | 31 items | 52 points total |

Overview of Task Types



| Task Types | Description of Task Type |
|---|--|
| I. Tasks assessing concepts, skills and procedures | <ul style="list-style-type: none">• Balance of conceptual understanding, fluency, and application• Can involve any or all mathematical practice standards• Machine scorable including innovative, computer-based formats• Sub-claims A and B |
| II. Tasks assessing expressing mathematical reasoning | <ul style="list-style-type: none">• Each tasks calls for written arguments/justifications, critique of reasoning, or precision in mathematical statements• Can involve other mathematical practice standards• May include a mix of machine scored and hand scored responses• Subclaim C |
| III. Tasks assessing modeling/applications | <ul style="list-style-type: none">• Each task calls for modeling/application in a real-world context or scenario• Can involve other mathematical practice standards• May include a mix of machine scored and hand scored responses• Sub-claim D |

On the NJSLA-M, subclaim categories will remain Major Content, Additional and Supporting Content, Reasoning and Modeling.

Entering the Science Section...

(grade 5 only)



Overview



The NJSLA-Science:

- Is a federally required state assessment administered to students in grades 5, 8, and 11.
- Provides a snapshot of student performance on the New Jersey Student Learning Standards for Science (NJSLS-Science).
- Was developed in collaboration with New Jersey educators, the New Jersey Department of Education (NJDOE), and New Jersey's contracted science vendors.
- Is significantly different from the New Jersey Assessment of Skills and Knowledge (NJASK) because NJSLS-Science are more rigorous standards and NJSLA-Science focuses on the application of science knowledge and skills rather than memorization of content.

NJSLA-Science Assessment Time



| Grade Level Assessment | Number of units | Time per unit | Total testing time |
|------------------------|-----------------|---------------|--------------------|
| Grade 5 | 4 | 45 minutes | 3 hours |
| Grade 8 | 4 | 45 minutes | 3 hours |
| Grade 11 | 4 | 60 minutes | 4 hours |

Day 1

Unit 1
45 minutes of
testing



Unit 2
45 minutes of
testing

Day 2

Unit 3
45 minutes of
testing



Unit 4
45 minutes of
testing

NJSLA-Science Blueprint: Targeted Number of Items Per Test



| Reporting Groups | Grade 5: PBA | Grade 5: MSA | Grade 8: PBA | Grade 8: MSA | Grade 11: PBA | Grade 11: MSA |
|--|-----------------|-----------------|-----------------|-----------------|------------------|------------------|
| Physical Science: Investigating | 1 to 2 | 3 to 5 | 1 to 2 | 4 to 7 | 1 to 2 | 4 to 8 |
| Physical Science: Sensemaking | 1 to 2 | 3 to 5 | 1 to 2 | 4 to 7 | 1 to 2 | 4 to 8 |
| Physical Science: Critiquing | 1 to 2 | 3 to 5 | 1 to 2 | 4 to 7 | 1 to 2 | 4 to 8 |
| Total Items for Physical Science | 3 to 5 | 11 to 13 | 3 to 5 | 14 to 18 | 3 to 5 | 15 to 21 |
| Life Science: Investigating | 1 to 2 | 3 to 5 | 1 to 2 | 4 to 7 | 1 to 2 | 4 to 8 |
| Life Science: Sensemaking | 1 to 2 | 3 to 5 | 1 to 2 | 4 to 7 | 1 to 2 | 4 to 8 |
| Life Science: Critiquing | 1 to 2 | 3 to 5 | 1 to 2 | 4 to 7 | 1 to 2 | 4 to 8 |
| Total Items for Life Science | 3 to 5 | 11 to 13 | 3 to 5 | 14 to 18 | 3 to 5 | 15 to 21 |
| Earth & Science: Investigating | 1 to 2 | 3 to 5 | 1 to 2 | 4 to 7 | 1 to 2 | 4 to 8 |
| Earth & Science: Sensemaking | 1 to 2 | 3 to 5 | 1 to 2 | 4 to 7 | 1 to 2 | 4 to 8 |
| Earth & Science: Critiquing | 1 to 2 | 3 to 5 | 1 to 2 | 4 to 7 | 1 to 2 | 4 to 8 |
| Total Items for Earth & Science | 3 to 5 | 11 to 13 | 3 to 5 | 14 to 18 | 3 to 5 | 15 to 21 |

Understanding the NJSLA Individual Student Report.

Student performance on NJSLA assessments is described on the individual student report using :

Scale scores:

Overall scale scores: For both English language arts and Mathematics, scale scores range from 650 to 850 for all grades.

Performance levels:

There are five performance levels for NJSLA assessments:

- Level 5: Exceeded Expectations
- Level 4: Met Expectations
- Level 3: Approached Expectations
- Level 2: Partially Met Expectations
- Level 1: Did Not Yet Meet Expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are likely on track for college and careers.

Understanding the NJSLA Individual Student Report continued.

Subclaim Performance: students are also provided information about what they know and can do on the subclaims (key parts) of the assessment.

For NJSLA assessments, subclaims are reported using graphical representations. These indicate how the student performed in each subclaim area. Relative to the overall performance of students:

- An up arrow indicates a student's performance in this subclaim reflects students with overall scale scores in the "Met or Exceeded Expectations" category;
- A bidirectional arrow indicates a student's performance in this subclaim reflects students with overall scale scores in the "Approached Expectations" category;
- A down arrow indicates a student's performance in this subclaim reflects students with overall scale scores in the "Did Not Yet Meet or Partially Met Expectations" category



https://nj.mypearsonsupport.com/resources/reporting/VideoISR_Sample_Sp19.mp4

Parent Resources

- <https://nj.mypearsonsupport.com/practice-tests/english/>
 - NJSLA-ELA Practice Tests
- <https://nj.mypearsonsupport.com/practice-tests/math/>
 - NJSLA-Math Practice Tests
- <http://024ccps.ss10.sharpschool.com/common/pages/UserFile.aspx?fileId=818022>
 - RACE Response
- <https://measinc-nj-science.com/>
- <https://www.nj.gov/education/assessment/resources/science/docs/NJSLA-S%20Overview%20Presentation.pdf>
 - Science Information and Practice Tests

School Testing Environment

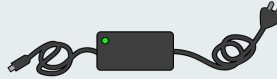
- Testing Security



- Headphones



- Chromebooks charged



- Being on time



- Rested and ready



ESL, Special Needs & 504 students

- ESL students will be given a dictionary and one and a half times the time allocated to GenEd students.
 - Separate testing room
- IEP and 504 students will be provided accommodations as listed in their IEP and 504 documents.
 - Separate testing room

