

Cliffside Park Public Schools

**Preparing Your Child for the NJ ASK
2009**



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A Quick Review...What is NJ ASK?



- **New Jersey Assessment of Skills and Knowledge**
- In 1996 N.J. adopted **Core Curriculum Content Standards (CCCS)**.
- <http://www.state.nj.us/education/cccs/>
- NJ ASK is New Jersey's method of seeing if children are learning the skills and knowledge as outlined in the CCCS.
- Scores, in turn, determine whether schools are making **Adequate Yearly Progress (AYP)** under **No Child Left Behind Act (2001)**.



A Quick Review: What Areas Are Tested?



- **Language Arts Literacy-**
Grades 3-6
- **Math-**
Grades 3-6
- **Science-**
Grade 4



Adequate Yearly Progress (AYP) BENCHMARKS

CONTENT AREA	GRADE	2008-2010	2011-2013	2013-2014
LAL	3-5	73	86	100
LAL	6-8	72	86	100
MATH	3-5	69	84	100
MATH	6-8	61	80	100



Changes for LAL 08-09 Gr. 3-8

- **More Language Arts Literacy (LAL) reading passages**
- **Shorter LAL passages**
- **Two types of writing prompts in grades 3-8**
- **New types of LAL writing prompts**
- **Elimination of the “picture prompt”**



Changes for 08-09 MATH

- **Two days of mathematics testing in grades 3-8**
- **New type of math item: short constructed response**



English Language Learners

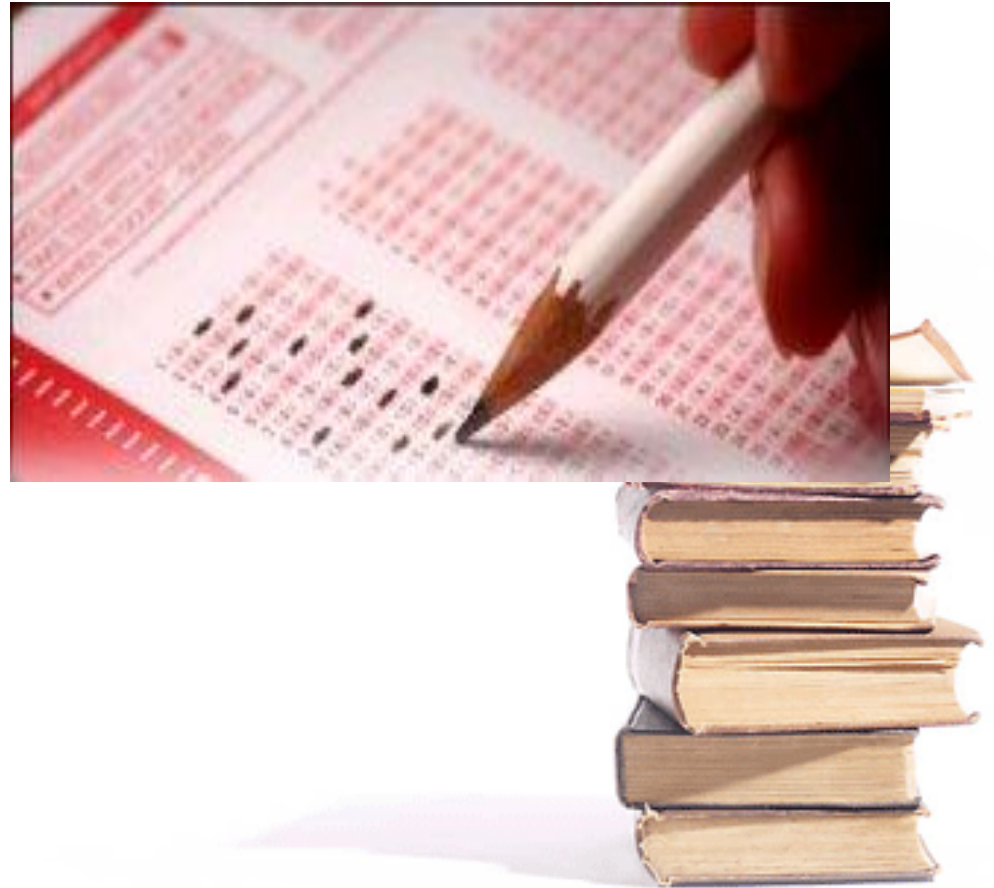
- **Accommodations:**
 - Time + $\frac{1}{2}$
 - Use of Bilingual dictionary (w/o definitions)

If in the U.S. *one year or less*, Spanish-speaking students will take all assessments in Spanish.

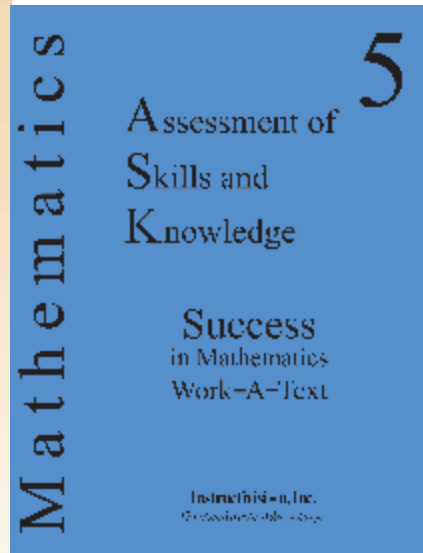


A Quick Review: What types of questions will be on the NJ ASK?

- **Multiple Choice**
- **Short Constructed Response**
- **Open-ended/Extended Constructed Response**



Preparation



- *Instructivism* workbooks for Math & LAL in grades 3-6
- *Learnia*
- www.StudyIsland.com
- **Homework Clubs**



Grade 3 – Mathematics

Sample Questions

Number Operations [4.1.3.B.4]

- **Find the exact value of 24×7 .**
- **A. 31**
- **B. 141**
- **C. 148**
- **D. 168**



Answer

- *The correct answer is D.*



Sample:

**Measuring Geometric Objects [4.1.4.E.2]
[Open-ended Question]**

Veronica is making a rectangular garden. She plans to put a fence around the garden using 28 feet of fencing, and she wants the garden to be 8 feet long.

- **How wide will Veronica's garden be? Show how you got your answer.**
- **If Veronica is going to put fence posts two feet apart around the outside of the garden, how many fence posts will she need? Show all of your work to explain your answer.**



Scoring

Scoring rubric

- **3 points**

The student correctly demonstrates that Veronica's garden will be 6 feet wide and that a total of 14 fence posts are needed to go around the outside of the garden. The student provides accurate work to support his/her answers.

- **2 points**

The student correctly finds how wide Veronica's garden will be and that 14 fence posts are needed.

OR

The student correctly finds how wide Veronica's garden will be and shows his/her work. The student finds the incorrect number of fence posts due to a minor error in his/her work.

- **1 point**

The student finds how wide Veronica's garden will be. No other work or explanation is shown.

The response shows limited understanding of the essential mathematical concepts.

- **0 points**

The response shows insufficient understanding of the essential mathematical concepts.



LAL Sample Passage

The sample passage below and the questions on the next page show you what the questions are like and how to mark your answer.

Weather is the condition of the air at a certain time and place. Knowing what the weather is going to be is useful whether you are planning a special event or performing a task. One way to learn about the weather is to listen to a weather report. A weather report usually answers these questions: (1) What is the temperature? (2) Is the sun shining or is it cloudy? (3) Has there been any rain, snow, or hail? (4) How windy is it? (5) Is there much dampness—humidity—in the air?



Sample Multiple-Choice Question

For this type of question, select the best answer and fill in the circle next to the answer

you choose. For example:

According to the passage, which question would a weather report answer?

- Where are we?
- What time is it?
- Who are you?
- How hot is it?



Answer

- The correct answer is D



Sample Open-Ended Question

For this type of question, you will write several sentences on the lines provided. For example:

According to the passage, weather is the condition in a certain time and place. Why would it be important to know what the weather is today or what it will be tomorrow? Be sure to use examples or ideas from the passage or your own life to support your answer.



Sample Reminder

For the open-ended question on the next page, remember to:

- Focus your response on the question asked.
- Answer all parts of the question.
- Give a complete explanation.
- Use specific information from the story.



Sample Response

It is important to know what the weather is so you can plan what you are going to do. If you decide to go swimming, but you don't know what the weather is going to be like, you could find yourself swimming between the raindrops or the snowflakes.



RUBRICS SCORING GUIDE FOR READING OPEN-ENDED QUESTIONS

4-point response

- Clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/ opinion that links to or extends aspects of the text.

3-point response

- Demonstrates an understanding of the task, completes all requirements, and provides some explanation/ opinion using situations or ideas from the text as support.

2-point response

-May address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.

1-point response

- Demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.

0-point response

- Irrelevant or off- topic.



Sample: Speculative (Gr.5)

Carlos had only a few things that he really treasured, but he often misplaced them. When he got home from school one day, he could not find his favorite game. He thought he had left it in his room.

Think about Carlos' problem, and then write a story about what happens next. (NJDOE)



Sample: Explanatory (Gr. 6)


You are submitting an essay to the annual essay competition at your school. You have been asked to consider how the following quotation is related to you.

“You make the world a better place by making yourself a better person.”
- Scott Sorrell

Write an essay explaining what this quotation means to you. Use details and examples in your essay.



Writer's Checklist

 New Jersey
Assessment
of Skills and
Knowledge 2006

Writer's Checklist

Important Points to
Remember as You Write

CONTENT/ORGANIZATION

- 1. Focus on your purpose for writing and your audience.
- 2. Develop a clear topic or central idea.
- 3. Support your ideas with details, explanations, and examples.
- 4. Put your ideas in the order that best communicates what you are trying to say.

SENTENCE CONSTRUCTION

- 5. Use clear and varied sentences.


USAGE

- 6. Use words correctly.
- 7. Use varied and vivid vocabulary.

MECHANICS

- 8. Capitalize, spell, and punctuate correctly.
- 9. Write neatly.

NEW JERSEY STATE DEPARTMENT OF EDUCATION



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Rubric for Scoring

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC (MODIFIED)

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command
Score	1	2	3	4	5
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transitions evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some variety Generally correct 	<ul style="list-style-type: none"> Variety in syntax appropriate and effective Few errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors

NON-SCORABLE RESPONSES	NR = No Response	Student wrote too little to allow a reliable judgment of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student did not respond in the format (or mode) designated in the prompt.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Note: All unscorable responses, (NSRs), with the exception of NR, must be coded by the Scoring Director.

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What if my child has 'Test Anxiety'?



- **Communication**
- **Good attendance**
- **Promote good study habits**
- **Motivate**
- **Praise**
- **Encourage optimistic thoughts**
- **Relaxation**



On “Test Day”...

- **Early to bed...early to rise**
- **HEALTHY Breakfast**
- **Comfortable Clothing**
- **Promptness**
- **Encouragement**



When will our children be tested?

Monday, May 4, 2009	LAL	Grades 3&4
Tuesday, May 5, 2009	LAL	Grades 3&4
Wednesday, May 6, 2009	Math	Grades 3&4
Thursday, May 7, 2009	Math	Grades 3&4
Friday, May 8, 2009	Science	Grade 4
Monday, May 11, 2009	LAL	Grades 5&6
Tuesday, May 12, 2009	LAL	Grades 5&6
Wednesday, May 13, 2009	Math	Grades 5&6
Thursday, May 14, 2009	Math	Grades 5&6



Samples

- <http://www.nj.gov/education/assessment/es/sample/njask.htm>
- http://www.nj.gov/education/assessment/ms/samples2007/NJ07_TB_G5_SamplerFinal.pdf



Helpful Websites

- For Testing Information
- <http://www.ed.gov/parents/landing.html?src=fp>
- <http://www.state.nj.us/education>
- <http://www.ets.org/njask>
- For NJCCCS:
- <http://www.state.nj.us/education/cccs/>



Thank you!

- Please visit our district website for additional information and to view this presentation again.

www.cliffsidepark.edu

