

March 20, 2024



NJSLA WORKSHOP

GRANDVIEW ELEMENTARY SCHOOL

AGENDA

- ▶ **Welcome & NJSLA overview with Mr. Desai**
- ▶ **Brief discussion on each of the following:**
 - ▶ **NJSLA Literacy**
 - ▶ **NJSLA Math**
 - ▶ **NJSLA Technology**
- ▶ **Complete practice test questions**
- ▶ **Wrap up with Q&A**

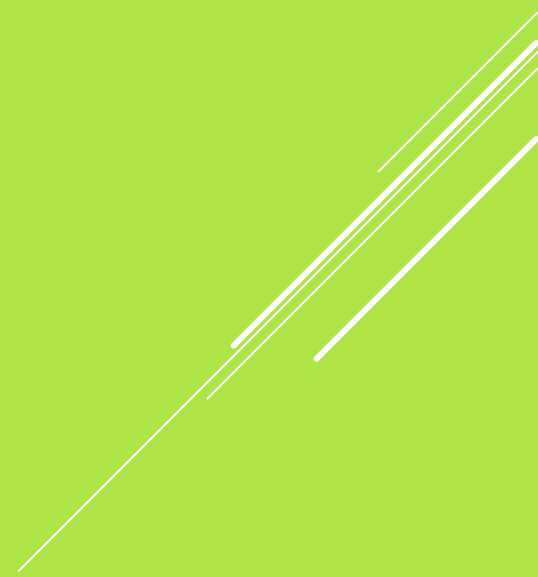


WHAT IS NJSLA?

New Jersey Student Learning Assessment

- ▶ Aligned to the Common Core
- ▶ Math- requires students to solve problems using mathematical reasoning and to be able to model mathematical principles
- ▶ Literacy- students will be required to closely read multiple passages and to write essay responses in literary analysis, research tasks, and narrative tasks

WHAT DOES A TESTING SESSION LOOK LIKE?

- ▶ Takes place in classroom or library
 - ▶ Administered by your child's teacher
 - ▶ iPad, headphones, mouse, scratch paper, & pencil provided
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WHEN IS NJSLA?

The state provides a testing window. Districts test all students within that window.

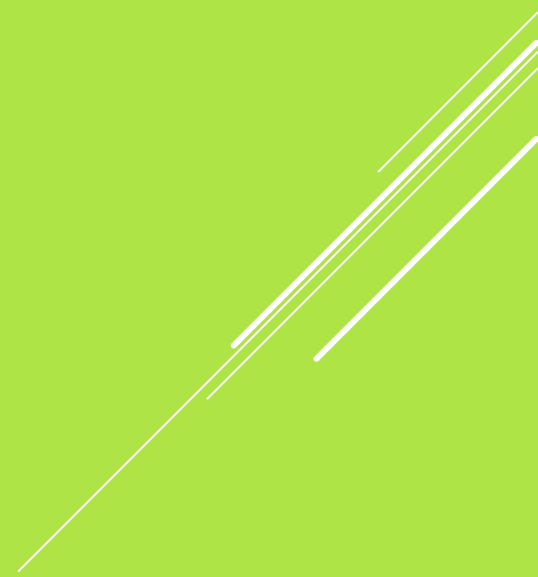
STATE TESTING WINDOW: April 29 – May 24, 2024

Grandview testing will occur

May 13 - May 17, 2024

Make ups will occur

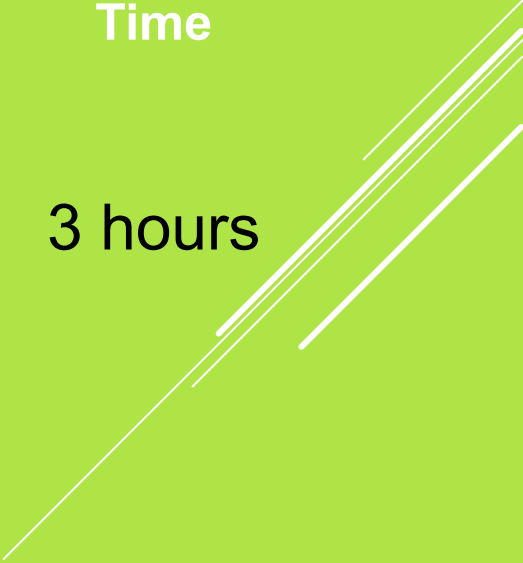
May 20 - May 22, 2024



OUR TESTING SCHEDULE

ELA	Unit 1	Unit 2	Total Test Time
Grade 3	75 min.	75 min.	2 hours 30 minutes

Math	Unit 1	Unit 2	Unit 3	Total Test Time
Grades 3–8	60 min.	60 min.	60 min.	3 hours



HOW WILL NJSLA RESULTS BE USED?

- To assist teachers in supporting students
- To inform parents and students of progress towards 'on track' college and career readiness
- To inform schools and districts on curriculum, instructional, and professional development needs

HOW WILL I BE INFORMED ABOUT MY CHILD'S PERFORMANCE ON NJSLA?

You will receive a testing report in the Fall of 2024

NJSLA uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate:

Level 1: Did Not Yet Meet Expectations 650-700	Level 2: Partially Met Expectations 700-725	Level 3: Approached Expectations 725-750	Level 4: Met Expectations 750-810	Level 5: Exceeded Expectations 810-850
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GRADE 3 ELA

English Language Arts/Literacy Assessment Report, 2015–2016

This report shows whether SCOTT 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.**

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

How Can You Use This Report?

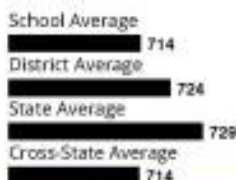
Ask your child's teachers:

- 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?

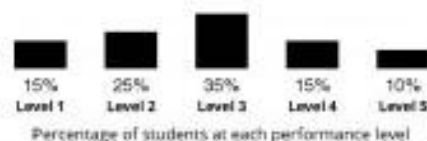
See side 2 of this report for specific information on your child's performance in reading and writing.

How Did SCOTT Perform Overall?

Performance Level 3



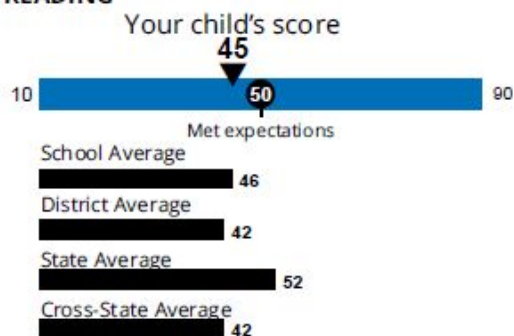
How Students Performed



The probable range in the student's overall score on this test is plus or minus 7.3 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.

How Did Your Child Perform in Reading and Writing?

READING



↑ LITERARY TEXT

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

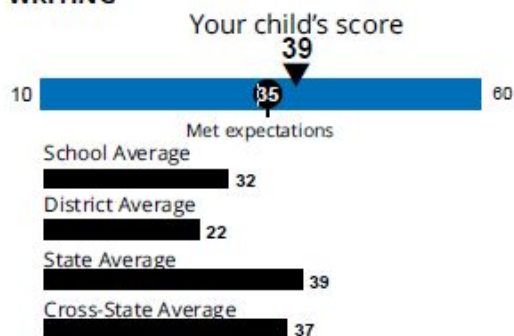
↔ INFORMATIONAL TEXT

Your child performed about the same as students who **approached 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.

WRITING



↔ WRITING 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 AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **met or exceeded 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

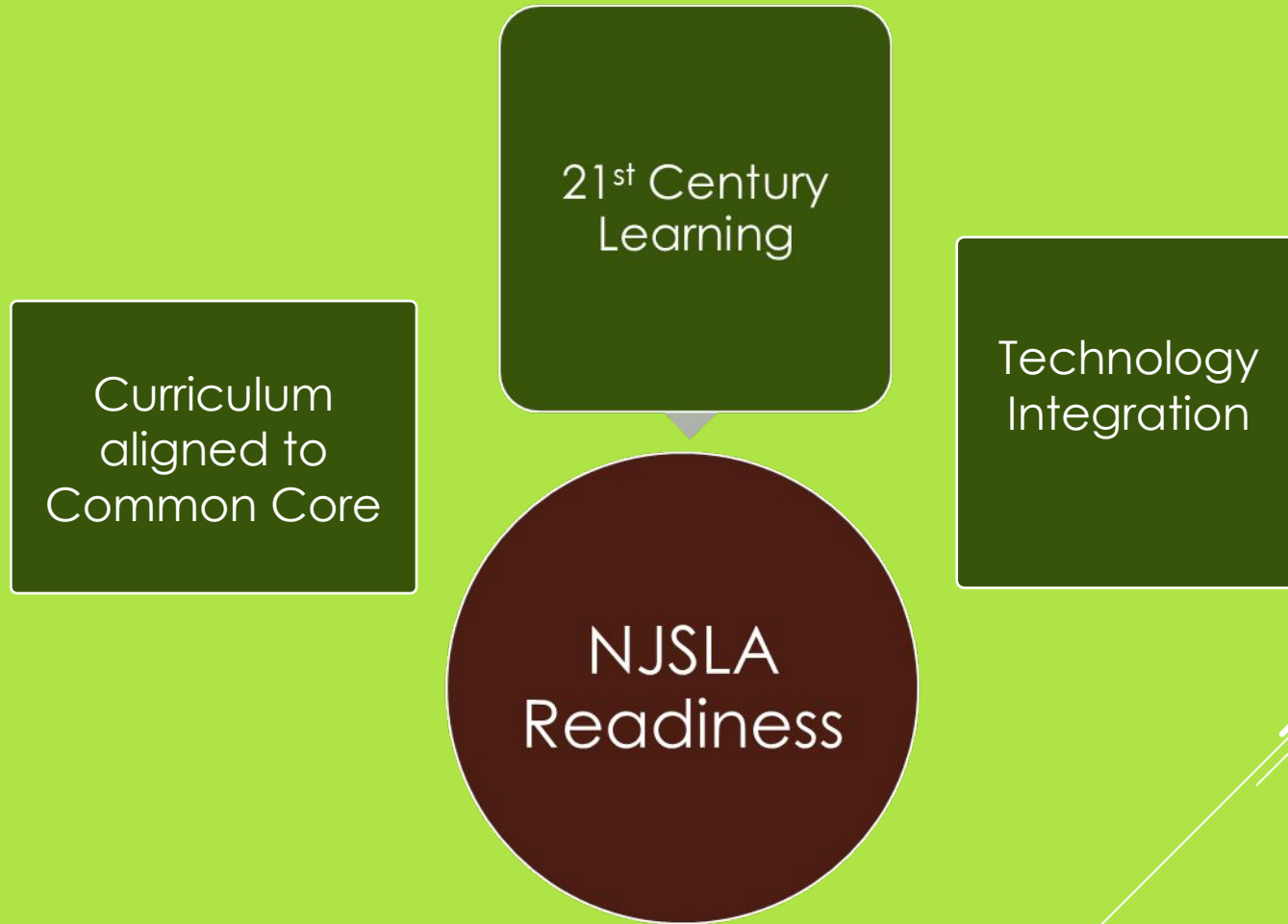


Did Not Yet Meet or Partially Met Expectations

What are the PARCC tests? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your child's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

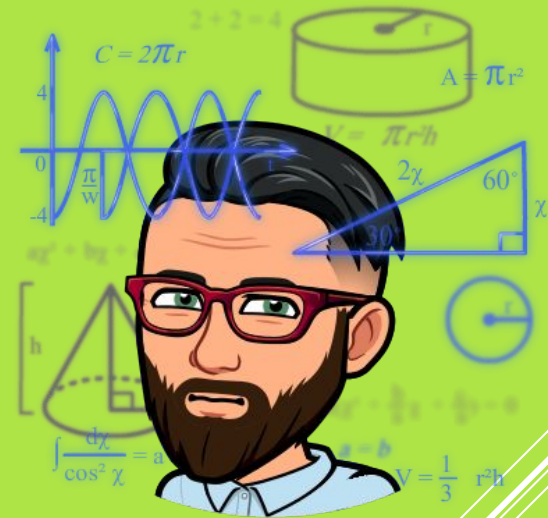
How will my child's school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

HOW DOES GRANDVIEW PREPARE OUR STUDENTS FOR NJSLA?



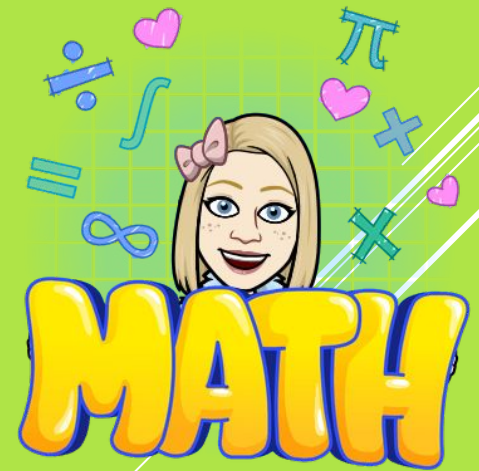
NJSLA MATH

Mrs. Errickson and Mr. Ahrens



Test Composition

- The grades 3 through 5 NJSLA-M are non-calculator.
- They are comprised of 3 units, 60 minutes each.
- Each unit will have a mix of Type I, II, and III items.



Types of Questions on the NJSLA Math

Type 1

Type 2

Type 3

MATH



Type I - Content

Type I items are machine scored and are worth 1, 2, or 4 points. Type I items assess Major, Additional, or Supporting Content.

- ▶ Multiple Choice: traditional four answer choice
- ▶ Multiple Select: more than four answer choices with one or more correct answer(s). To score correctly a student must select all correct answer choices and no incorrect answer choices.
- ▶ Drag and Drop
- ▶ In Line Drop Down
- ▶ Equation Editor: student provides answer. Scoring can account for different forms of correct answer.

Type II - Reasoning

Type II items must have a hand-scored student-generated answer component and are worth 3 or 4 points. Type II items assess Mathematical Reasoning. Partial credit may be awarded for partially correct reasoning.

Type III - Modeling

Type III items must have a hand-scored student-generated answer component and are worth 3 or 6 points. Type III items assess Mathematical Modeling Processes. Partial credit may be awarded for an incomplete modeling process.

Let's try this together...

Cindy is finding the quotient for $27 \div 9$. She says, "The answer is 18 because addition is the opposite of division and $9 + 18 = 27$."

Part A (1 point)

Identify the incorrect reasoning in Cindy's statement. Enter your explanation in the space provided.

"Cindy thought addition is the opposite of division. The opposite of division is multiplication."

Rubric : Part A

Score	Description
1	Reasoning component: The student correctly identifies the error in Cindy's error. For example: "Cindy thought addition was the opposite of division."
0	Student response is incorrect or irrelevant.

Let's try this together...

Cindy is finding the quotient for $27 \div 9$. She says, "The answer is 18 because addition is the opposite of division and $9 + 18 = 27$."

Part B (2 points)

Show or explain how Cindy can correct her reasoning. Find the quotient when 27 is divided by 9. Enter your answer and your work or explanation in the space provided.

"Cindy thought addition is the opposite of division. The opposite of division is multiplication."

Rubric: Part B

Score	Description
2	<p>Student response includes each of the following 2 elements.</p> <ul style="list-style-type: none">• Reasoning component: The student explains that multiplication is the opposite of division. For example: "To find the quotient of $27 \div 9$, I need to know what number when multiplied by 9 has a product of 27.• Computation component: $27 \div 9 = 3$ <p>Notes:</p> <ul style="list-style-type: none">○ The student does not need to use the term "unknown factor" in his or her explanation.○ The equation does not have to be provided to receive credit as long as the student shows clear understanding of using an unknown factor problem to find the answer to a division problem.○ The student may provide only the equation for the computation part.○ The student may earn credit for another valid explanation, such as repeated addition or subtraction.○ The computation may be embedded within the reasoning.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

How *Go Math* supports NJSLA Preparation

NJSLA Sample Question #1

A flower garden is divided into equal parts. The color of the flowers planted in each part of the garden is shown:

Red	Yellow	Yellow	Purple
Yellow	Red	Pink	Red

Select the three statements that are true.

- A. There are red or yellow flowers in $\frac{1}{6}$ of the garden.
- B. Purple flowers are planted in $\frac{7}{8}$ of the garden.
- C. Pink flowers are planted in $\frac{1}{8}$ of the garden.
- D. Each part of the garden is $\frac{1}{8}$ of the whole garden.
- E. There are yellow flowers in $\frac{3}{6}$ of the garden.
- F. Red flowers are planted in $\frac{3}{8}$ of the garden.



GO MATH – Chapter 10, Lesson 7

Makayla picked some flowers. What fraction of her flowers are yellow?



How Go Math supports NJSLA Preparation

NJSLA Sample Question#2

Pablo goes to a stamp show where he can share, buy, and sell stamps.

PART A

The first day, Pablo starts with 744 stamps. He buys 27 stamps from his friend. He then sells 139 stamps. What is the total number of stamps that Pablo has after the first day of the stamp show?

PART B

The second day, Pablo buys 6 packages of car stamps. Each package has 6 car stamps. Pablo shares these car stamps equally among himself and 3 friends. What is the total number of car stamps that Pablo and each of his 3 friends received?

GO MATH – Chapter 1, Lesson 12

In one week, 128 cell phones were sold. The following week, 37 more cell phones were sold than the week before. How many cell phones were sold in those two weeks?

NJSLA LITERACY

Mrs. Bauza and Ms. Stasyshyn



Test Composition

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	<ul style="list-style-type: none">• Narrative Writing Task• Short Passage Set	75
Unit 2	Research Simulation Task	75
Total: 2 Units	All Tasks	150

- 2 sessions - 75 min each
- There are three possible blueprints for the test.
- Research Simulation
- Literary Analysis
- Narrative/Short Passage Set

Literary Analysis

- Children will read 2 Fiction passages.
- 2-part multiple choice questions
- Drag and Drop Questions
- Essay comparing the two stories

Example

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.

Literary Analysis

Part A

What is a central message of the story?

- A. People may be surprised by the weather.
- B. People can be happy even when things go wrong.
- C. Sometimes it is easy to prepare for new things.
- D. Something that is here today may be gone soon.

Part B

Which sentence from the story supports the answer to Part A?

- A. "There was a stiff, icy breeze blowing off the lake." (paragraph 6)
- B. "The snow should be gone tomorrow." (paragraph 13)
- C. "We're glad you came." (paragraph 35)

Common Questions

- 1) Vocabulary
- 2) Central Message/Theme /Lesson
- 3) Character Traits
- 4) Event Order

Research Simulation

- Children will read 2 Nonfiction passages.
- 2-part multiple choice questions
- Drag and Drop Questions
- Essay synthesizing information from both articles.

Example

You read the articles “A Howling Success” and “The Missing Lynx.” Think about the key details in each article that show how people can help animals.

Write an essay comparing and contrasting the key details presented in the two articles about how endangered animals can be helped. Use specific details and examples from both articles to support your ideas.

Research Simulation

Part A

What is a **main** idea of "A Howling Success"?

- A. Wolves have been missing from Yellowstone for over 70 years.
- B. Many people feared wolves and wanted them out of the park.
- C. Wolves helped control the number of elk living in the park.
- D. Scientists helped increase the number of wolves in Yellowstone.

Part B

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

- A. "They worried that the predators would attack their cows, sheep, horses . . ." (paragraph 4)
- B. "Then things began to change." (paragraph 5)
- C. ". . . living wolf-free in Yellowstone for many years." (paragraph 10)
- D. ". . . captured 17 more adult wolves in Canada and released them into the park." (paragraph 12)

Common Questions

- 1) Vocabulary
- 2) Main Idea/Details
- 3) Text Structure
- 4) Text Features such as photographs, captions, etc...

R.A.T.E.

R - Restate the question

A - Answer the question

T - Text evidence

E - Explain the evidence



Rubric

Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension by providing an accurate explanation/description/comparison; addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant, text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension by providing a mostly accurate explanation/description/comparison; addresses the prompt and provides some development of the topic that is generally appropriate to task, purpose, and audience; uses reasoning and relevant, text-based evidence in the development of the topic; is organized with mostly clear and coherent writing; uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> does not demonstrate comprehension; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

Narrative

- Children will read 1 fiction passage.
- 2-part multiple choice questions
- Drag and Drop Questions
- Children will be asked to write a story including dialogue, action, etc... based on the story they read.

Example

This story tells about Derrick's first camping trip.

Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal entry.

Rubric

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; is organized with mostly coherent writing; uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

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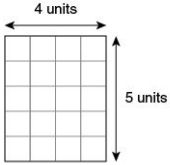
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TECHNOLOGY

← → Review Bookmark 1036764

03.MD.AREA / 1 OF 7

Ellen drew the rectangle below.



How many square units are in Ellen's rectangle?

A. 9

B. 14

C. 18

D. 20

Item #18831

Measuring Up

← → Review Bookmark Guest

GRADE 3 MATHEMATICS - UNIT 3 / UNIT 3 / 2 OF 12

$$\frac{2}{6} < \square$$

Select the **three** fractions that make this comparison true.

A. $\frac{3}{6}$

B. $\frac{2}{8}$

C. $\frac{2}{4}$

D. $\frac{2}{3}$

E. $\frac{1}{6}$

NJSLA

RESOURCES FOR FAMILIES

- ▶ **NJDOE Website:** <https://nj.mypearsonsupport.com/ForParent/>
- ▶ **Understand the Score:**
https://nj.mypearsonsupport.com/resources/reporting/VideolSR_Sample_Sp19.mp4