A Guide to NJSLA

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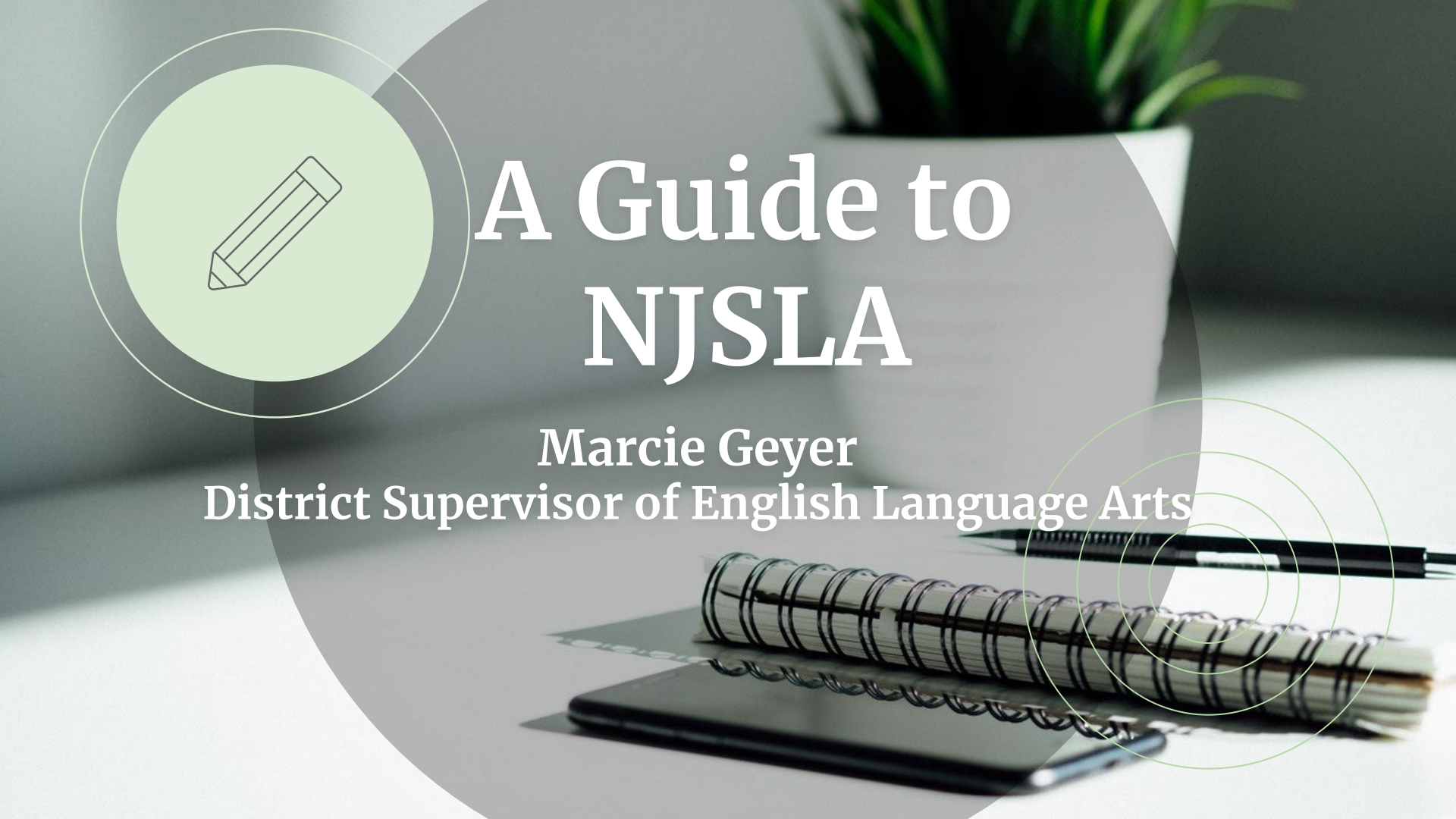
District Supervisor of English Language Arts



New Jersey Student Learning Assessment

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Director of Curriculum: Mr. Matthew Szuchy

Supervisor of Assessment & Research: Mrs. Mary Baratta

District Supervisor of Mathematics: Mrs. Lynne Sireci

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Principal, Highland High School: Ms. Lisa Owen

Principal, Timber Creek High School: Dr. Luis Amberths

Mathematics Instructional Coach: Mrs. Lori Hunt

Language Arts Literacy Coach: Ms. Tara Wood

NJSLA Overview

Mathematics & English Language Arts (ELA)

The NJSLA is administered in multiple sections called units.

There are **2** units for Mathematics & **2** units for ELA.

NJSLA Testing Days are ½ days on May 19, 20, & 21

NJSLA is aligned with the

New Jersey Student Learning Standards (NJSLS)

- K–12 standards
  - **Mathematics** (Mathematical Practices)
  - **English Language Arts** (ELA)
  - **Literacy** (History, Science, & Technical Subjects)

- Focuses on college & career readiness

NJ Department of Education

State Assessment Requirements for Graduation

Class of 2020, 2021 & 2022

Three Pathways Available:	English Language Arts (ELA)	Mathematics
1 *Taking and passing a NJSLA :*	NJSLA ELA Grade 9 ≥750 (*Level 4*) **or** NJSLA ELA Grade 10 ≥750 (*Level 4*) **or** NJSLA ELA Grade 11 ≥725 (*Level 3*)	NJSLA Algebra 1 ≥750 (*Level 4*) **or** NJSLA Geometry ≥725 (*Level 3*) **or** NJSLA Algebra 2 ≥725 (*Level 3*)
2 *Taking and passing **one** of these alternative assessments:*	SAT Reading Test ACT Reading Accuplacer WritePlacer Accuplacer WritePlacer ESL PSAT 10 Reading or PSAT/NMSQT Reading ASVAB-AFQT Composite	SAT Math Section SAT Math Test ACT Math Accuplacer PSAT 10 Math or PSAT/NMSQT Math ASVAB-AFQT Composite
3 *Portfolio appeals:*	**Meet the criteria of the NJDOE Portfolio appeal**	

These options are only available if a student takes all NJSLA assessments associated with the high-school courses for which they were eligible and receive valid scores.

NJ Department of Education

State Assessment Requirements for Graduation Class of 2023?

English Language Arts (ELA)	Mathematics
“The NJDOE is to provide fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation or statewide assessments.”	

Mathematics

New Jersey Student Learning Standards for Mathematics

- Numbers & Quantity
- Algebra
- Functions
- Geometry
- Statistics & Probability
- Modeling

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.

NJSLA-M in Mathematics

Algebra 1
Geometry
Algebra 2

BASED ON PERFORMANCE LEVEL DESCRIPTORS:

- SOLVE PROBLEMS INVOLVING MAJOR CONTENT WITH CONNECTIONS TO PRACTICES
- SOLVE PROBLEMS INVOLVING ADDITIONAL AND SUPPORTING CONTENT WITH CONNECTIONS TO PRACTICES
- MATHEMATICAL REASONING BY CONSTRUCTING MATHEMATICAL ARGUMENTS AND CRITIQUES
- MODELING REAL-WORLD APPLICATIONS

Connecting the Standards for Mathematical Practices to the New Jersey Student Learning Standards in Mathematics.

Types of Questions

NJSLA-M PROBLEMS INCLUDE THE FOLLOWING:

1) Variety of Answer Formats - multiple selection options, not just multiple choice
2) Short & Extended Response Items - where students have to explain their reasoning and critique the reasoning of others
3) Modeling - where students create an equation to represent real-world situations, solve and justify.
4) Performance Based Tasks & Technology - enhanced items such as graphing, click & drag answers and support conjectures.

High School Test Format

2 Units

90 Minutes

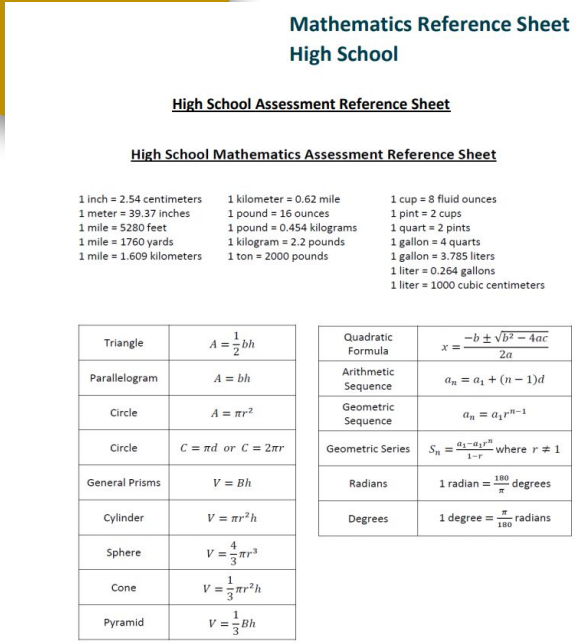
Each

Tools Provided

TI-84 Calculator

&

Reference Sheet



Mathematics Reference Sheet
High School

High School Assessment Reference Sheet

High School Mathematics Assessment Reference Sheet

1 inch = 2.54 centimeters
1 meter = 39.37 inches
1 mile = 5280 feet
1 mile = 1760 yards
1 mile = 1.609 kilometers

1 kilometer = 0.62 mile
1 pound = 16 ounces
1 pound = 0.454 kilograms
1 kilogram = 2.2 pounds
1 ton = 2000 pounds

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts
1 gallon = 3.785 liters
1 liter = 0.264 gallons
1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Parallelogram	$A = bh$
Circle	$A = \pi r^2$
Circle	$C = \pi d$ or $C = 2\pi r$
General Prisms	$V = Bh$
Cylinder	$V = \pi r^2 h$
Sphere	$V = \frac{4}{3}\pi r^3$
Cone	$V = \frac{1}{3}\pi r^2 h$
Pyramid	$V = \frac{1}{3}Bh$

Quadratic Formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Arithmetic Sequence	$a_n = a_1 + (n-1)d$
Geometric Sequence	$a_n = a_1 r^{n-1}$
Geometric Series	$S_n = \frac{a_1 - a_1 r^n}{1-r}$ where $r \neq 1$
Radians	1 radian $= \frac{180}{\pi}$ degrees
Degrees	1 degree $= \frac{\pi}{180}$ radians

Scoring

Scoring rubric in Mathematics is the following:

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

Performance Level Descriptors – Algebra I

	Algebra I: Sub-Claim A The student solves problems involving the Major Content for the grade/course with conn Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Expressions A-SSE.1-1 A-SSE.1-2 A-SSE.2-1 A-SSE.2-4 A.APR.1-1	Writes and **analyzes** equivalent numerical and polynomial expressions in one variable, using addition, subtraction, multiplication and factoring, **including multi-step problems.** Interprets parts of **complicated** exponential and quadratic expressions that represent a quantity in terms of its context	Writes equivalent numerical and polynomial expressions in one variable, using addition, subtraction, multiplication **and factoring.** **Interprets parts of exponential and quadratic expressions that represent a quantity in terms of its context.**	Writes equivalent numerical and polynomial expressions in one variable, using addition, subtraction and multiplication. Identifies components of exponential **and quadratic** expressions.	Writes equivalent numerical and polynomial expressions in one variable, using addition, subtraction and multiplication. Identifies components of exponential expressions.
Interpreting Functions F-IF.1 F-IF.2 F-IF.A.Int.1 F-IF.4-1 F-IF.5-1 F-IF.5-2 F.Int.1-1 S.ID.Int.1	Determines if a given relation is a function. Evaluates with, uses and **interprets** with function notation within a context. Given a context, writes **and analyzes** a linear **or quadratic** function. For linear and quadratic functions that model contextual relationships, determines **and interprets** key	Determines if a given relation is a function. Evaluates with and uses function notation **within a context.** Given a context, writes a linear function. For linear and quadratic functions that model contextual	Determines if a given relation is a function. Evaluates with and uses function notation. Given a context, writes a linear function. For linear **and quadratic** functions that model	Determines if a given relation is a function. Evaluates with and uses function notation. Given a context, writes a linear function. Given the graph of linear functions that model

Preparation

Formative & Summative Assessments

NJSLA Resource Problems

&

Integrating Digital Textbook Series for Algebra 1, Geometry & Algebra 2

Cumulative District Math Benchmarks

Updated Curriculum aligned to NJSLS and PLD's

Practice NJSLA-M assessments online

English Language Arts

ELA

9th - 10th - 11th

- ➔ Narrative Task
- ➔ Literary Analysis Task
- ➔ Research Simulation Task (RST)

***All 3 Tasks**

- ❖ Are based on **complex texts**
- ❖ Include **sequenced questions** that require **deeper engagement** with the texts.

NJSLA ELA texts

- Narrative & Informational texts

- Emphasis on:
  - Text complexity
  - Content rich non-fiction
  - Textual evidence

the Narrative Task

*requires close readings of complex texts

Multiple Choice questions that require the use of **textual evidence**

&

A **Writing Assignment** that requires students to:

- Write a story
- Detail a scientific process
- Write a historical account of important figures,

OR

- Describe an account of events, scenes, or objects.

the Literary Analysis Task

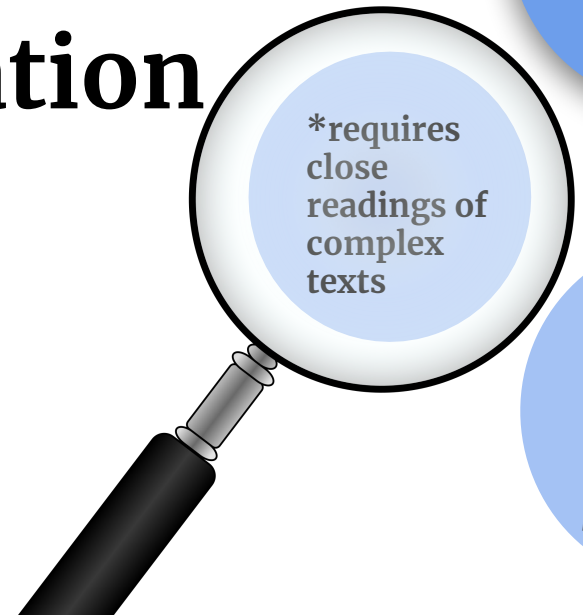
***requires close readings of complex texts**

Multiple Choice questions that require the use of **textual evidence**

&

A **Writing Assignment** that requires the synthesis of ideas from **two texts.**

the Research Simulation Task



*requires close readings of complex texts

Multiple Choice questions that require the use of **textual evidence**

&

A **Writing Assignment** that requires the synthesis of information from all **three texts.**

Examples of texts:

informational articles, charts, videos, audio recordings, photographs, etc.

Types of Questions

Evidence-Based Selected Response (EBSR)

Read the article "The Signers of the Declaration: Historical Background." Then answer the questions.

The Signers of the Declaration: Historical Background

from the National Park Service

1 AT PHILADELPHIA in the summer of 1776, the Delegates to the Continental Congress courageously signed a document declaring the Independence of the Thirteen American Colonies from Great Britain. Not only did the Declaration of Independence create a Nation, but it also pronounced timeless democratic principles. Enshrined today in the National Archives Building at Washington, D.C., it memorializes the founding of the United States and symbolizes the eternal freedom and dignity of Man.

c Domain

Part A

What does the use of the word **extralegally** in paragraph 5 indicate about colonial activities in the period before the American Revolution?

- A. Colonists first attempted to voice their complaints through legitimate political means.
- B. Colonists wanted to gain European support for their independence from England.
- C. Colonists were able to gain unanimous support for their demands to the English monarchy.
- D. Colonists acted in ways to hide their actions from the British.

Part B

Which statement is evidence of the behavior identified in Part A?

- A. Settlers were disgruntled with limitations on the frontier. (paragraph 4)
- B. The Massachusetts lower house secretly invited all 13 colonies to attend a convention. (paragraph 6)
- C. Colonists disagreed on the validity of English taxes and laws. (paragraph 7)
- D. Violators of the embargo were punished and ridiculed. (paragraph 8)

Types of Questions

Technology-Enhanced Constructed Response (TECR)

Today you will read and analyze a short story and a passage from another short story. As you analyze these texts, you will gather information and answer questions about each text and its relationship to the other so that you can craft a written response.

Read the story "Departure," about a young man leaving home, by United States writer Sherwood Anderson (1876–1941). Then answer the questions.

Departure

by Sherwood Anderson

1 Young George Willard got out of bed at four in the morning. It was April and the young tree leaves were just coming out of their buds. The trees along the residence streets in Winesburg are maple and the seeds are winged. When the wind blows they whirl crazily about, filling the air and making a carpet underfoot.

2 George came downstairs into the hotel office carrying a brown leather bag. His trunk was packed for departure. Since two o'clock he had been awake thinking of the journey he was about to take and wondering what he would find at the end of his journey. The boy who slept in the hotel office lay on a cot by the door. His mouth was open and he snored lustily. George crept past the cot and went out into the silent deserted main street. The east was pink with the dawn and long streaks of light climbed into the sky where a few stars still

Summarize the story by selecting **four** major elements from the list. Drag the statements to the chart and drop them in the correct order.

- Townspeople gather to say good-bye to a young man.
- A young man counts his money on the train.
- A train transports a young man from his hometown.
- A young man remembers moments from his past.
- A young man revisits important places in his town before leaving.
- A train conductor is pleasant to a young man while thinking about a fishing trip.

First	
Second	
Third	
Fourth	

Types of Questions

Prose Constructed Response (PCR)

Today you will read and analyze passages from two short stories. As you read these texts, you will gather information and answer questions about each text individually and about the relationship between the texts so you can write an analytical essay.

from "Red Cranes" | from "The Firefly Hunt"

Read the passage from "Red Cranes," a short story written by United States writer Jacey Choy. Then answer the questions.

from "Red Cranes"

by Jacey Choy

1 Jiro removed his hat and the cloth band tied around his forehead. Bending over, he untied his shoes, then set them in the shoe rack next to the door. He opened the door and shuffled over to the sink to wash his hands. Shaded by the aged cherry trees, the small house remained cool. Jiro wiped his hands on a towel and sat at the low table.

2 "Father," said Mie as she sat beside him, "how is the work going today? Do you think the plants will be ready to harvest in time? Do you have enough men to help you?"

3 Jiro turned to Mie and smiled. "Yes, yes, Mie, I think we will have a good crop this time. Kinshi and the others have been working hard

You have read two passages, one from Jacey Choy's "Red Cranes" and one from Jun'ichirō Tanizaki's "The Firefly Hunt." Though Mie and Sachiko, the main characters in the passages, have certain similarities, the authors develop their characters in very different ways.

Write an essay in which you analyze the different approaches the authors take to develop these characters. In your essay, be sure to discuss how each author makes use of such elements as

- the main characters' interactions with other characters,
- the presentation of the main characters' thoughts, and
- the strong feelings each character experiences at the end of each passage.

Use specific evidence from both passages to support your analysis.

Literacy Across the Curriculum

English, History, Science, & Technical Subjects

- Complex, varied texts
- Paired texts
- Identification of textual evidence
- Use of textual evidence in writing and speaking
- Annotation for active & close reading
- Writing Workshop
- Literary & text analysis
- Socratic Seminar
- Vocabulary-in-context learning

Title 1 Services

Highland & Triton

Math Tutoring

Math Lab Room in LMC, Daily

Math Empower Hour

Math Lab Room in LMC, Thursdays after school

Science Empower Hour

F200, Wednesdays after school

Literacy Lab

Monday-Friday, Common Time

Lit Cafe

Tuesday & Thursday, 2:00pm-4:00pm

Wednesday, 2:00pm-3:30pm

Why NJSLA?

Practice

- How ready is your child to take the exams required to achieve his/her long term goals?
- How can your child sharpen the skills employers and colleges are looking for?

Progress

- How did your child's performance this year compare to his/her performance last year? Has he/she improved?
- How did your child perform compared to other students statewide? Nationwide?

Programs

- How well are we preparing your child?
- How can we make learning more relevant and meaningful?

Placement

- Is your child enrolled in the courses that best suit his/her ability level?

Thanks for coming!

- Be sure to sign in & grab a handout if you haven't.
- Check out https://nj.mypearsonsupport.com/practice-tests/ for more information and practice tests.