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NJSLA-New Jersey Student Learning Assessment 2020-2021

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Assessments at Burch

As a school, we utilize a variety of Formative and Summative assessments across all grade levels in all content areas.

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Assessment Goals: • Adequately Measure & Monitor Student Progress • Inform Instruction • Assist in Setting Personal Learning Goals & Differentiation • Identify Areas in Need of Intervention • Identify Areas in Need of Enrichment • Ensure Equity for ALL LEARNERS ☆

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NJSLA is aligned with the New Jersey Student Learning Standards

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NJSLA English Language Arts/ Literacy subclaims: A Reading Literature A Reading Information A Reading Vocabulary A Writing Expression A Writing Conventions

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NJSLA Mathematics subclaims: ✓ Major Content ✓ Additional & Supporting Content ✓ Reasoning ✓ Modeling & Application

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NJSLA Performance Levels

Delineate the knowledge, skills, and practices students are able to demonstrate.

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



New Jersey Student Learning Assessment - Science (NJSLA-Science)

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 NJ 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 (NJ ASK) because NJSLS-Science are more rigorous standards and NJSLA-Science focuses on the application of science knowledge and skills rather than memorization of content

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Literary Analysis Task LAT

"Literary Analysis Task (LAT) For the LAT, students read and analyze two pieces of literature. Types of texts include *short stories, novels, poems, or other types of literature.* Students write an analytic response to a prompt based on the literary texts." -- PARCC Resource Center.
 It COULD be an excerpt from a play or famous speech

Narrative Writing Task NWT

hree Types of PARCC Narrative Writing Tasks

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NJSLA-ELA

Research Simulation Task PRST

Research Simulation Task (RST) For the RST, students are asked to analyze an informational topic presented through several texts or multimedia stimuli. Students engage with the texts by answering a series of questions and writing an analytic response to a prompt, synthesizing information from multiple sources.

•Alternate ending

•Continue the story

•Tell the story from a different point of view



Types of Questions Evidence-Based Selected Response (EBSR)

ad the article "The Signers of the Declaration Historical Background . Then assiver the questions

The Signers of the Declaration: Historical Background Jorry the National Park Service

O AT PHE ACELENCE in the same of 1776. The Dependers in the Independence of the Threan American Colonia from Coast finitian Not only did the Declaration of Independence create a Nation, but it two tennosmost travesis duraccostic principles. Entraneal today in the National Autowa Building at Newtonaton, D.C., I memoralized That he perform of that I import fillation, and supplicitions. For observal loss form



What does the use of the wind extralegally in perigraph 5 indicals about colonal activities in the period before the American Revolution? I A Country Invitationatio your thir constants through isotropy

political measure . E. Colorusts wanted to gain European support for their independence from England

Types of Questions

C. Colorada were also to gain unanymus support for their demonds to the English Installery.

D. Colorisis acted in ways to hide their actions from the Sviteit.

Part D

Which statement is evidence of the behavior identified in Part A7 III A Settlers were disparated with inclusions on the horder spacegraph

- = 15. The Manuschmedia street score sectedly itwind all 13 columns to attonal a convention: (paragraph 8)
- C Colorests descrived on the validity of English takes and laws (protenting)/v (*)
- I) Velders of the embarge were considered and rokulard considered.

Types of Questions **Technology-Enhanced Constructed Response (TECR)**

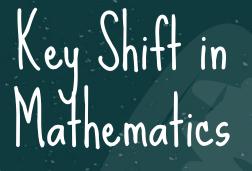
ay you will need and analyze a short story and a passage from ther short story. As you analyze these texts, you will gather resulton and answer questions about each text and its relationship		a the story by selecting four maps elements from the list. Dought to the chart and drip them in the correct order
re other so that you can craft a written response.		Teacture option gather to key possibly to a young ware.
		A young man counts for money on the trans
Read the skey "Departure," about a young man isomer home, by		A loan knowports a years ran from its immainant.
United States with Sterwood Antenion (1076-1941) Then answer the questions.		A young numerication and and a second state to a part
Digartire		A young man revisits insportant places in his tawe before warring
by Shoheod Avelanion		& task constable is plantering a young due where
Orong George Wilker get out if their at Kur in the moning. It was further that the years to be the set of t	Piret	mining shour's knowg try.
Choose over operations the final office carries a knowledge to the support of the size	Third Fourth	

	Textsprope gets to by positive to a young way.	
	A young tear counts for moving on the base	
	A list is a supports a yearsy rear from its immediate.	
	A young must remain their meaning item his past.	
	A young new revisits insportant passes in his tawe before warring.	
	A title contraction is present to a young case where the second states	
First		
Second		
Total		
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Types of Questions Prose Constructed Response (PCR)







Focus: Concentration on key topics Coherence: Build skills within and across grade levels Rigor: Develop conceptual understanding, procedural skills and fluency, and application with equal intensity

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Grade ☆ Required Fluency Math Add/subtract within 5 1 Add/subtract within 10 Fluency 2 Multiply/ Divide within 20 and Add/subtract within 100

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Multiply/divide within 100 and add/subtract within 1000

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Add/subtract within 1,000,000

Multi-digit multiplication and division

Math Types of Questions

***************	Story of Longer Longe	rces Site		TestNav			TestNav	
	+	+	II Review	🍽 Flag	k 0	0		
1	HOME /	GRADE 3 M	ATHEMATICS / SE	SSION 1 / ZOF	39			

CONCEPTUAL

- A. A teacher puts 8 chairs at each of 4 tables.
- B. Tom buys 4 red markers and 8 black markers.
- C. Marie shares her 8 marbles equally among 4 friends.
- D. There are 4 rows of flowers. There are 8 flowers in ea
- E. There are 8 ducks in the pond. Then, 4 more ducks jc

HOME / ORADE 4 MATHEMATICS / BESSION 1 / A OF DI

Each student in a class chose one sport to play. This table shows the fractions of all students who chose each sport.

Sport	Fraction of All Students
Soccer	3 10
Football	2 10
Hockey	10
Basketball	4 10

Part A

Drag and drop the fractions and operation symbols into the blanks to create an equation that can be used to find *s*, the fraction of all students that chose to play either soccer or basketball.

Drag and drop the answers into the correct order.

MODELING

1/10 2/10 3/10 4/10 + - x +



Part B

Enter the fraction of all the students who chose to play either soccer or basketball.

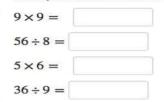
Enter your answer in the space provided.

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			- 800	4.				0	1	2	3
								4	5	6	7
								8	9		
							+ A/I	thmetic	and U	nita	
								4	[-]	5	0

Enter your answers in the boxes.

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HOME / GRADE 3 MATHEMATICS / SESSION 1 / 10 OF 39



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Websites to help

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STUDY HARD

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Welcome | NJ Science (measinc-nj-science.com)

New Jersey | Reporting (mypearsonsupport.com)

New Jersey | Practice Tests (mypearsonsupport.com)

New Jersey Student Learning Standards: English Language Arts (state.nj.us)

New Jersey Student Learning Standards for Mathematics (state.nj.us)

Additional sites to reinforce skills

- <u>https://newsela.com/</u>
- Original Stories Storynory
- <u>https://www.commonlit.org</u>

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Educational Hip-Hop Songs & Videos for All Subjects. K-12 (flocabulary.com)

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Rewordify.com | Understand what you read