NJSLA Parent Overview
March 2022
**Objective:** Participants will learn about the NJSLA preparations, explore the format, and what to expect from results.

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Schedule</td>
<td>Results</td>
</tr>
<tr>
<td>Technology</td>
<td>Features</td>
<td></td>
</tr>
<tr>
<td>Trial</td>
<td>Format</td>
<td></td>
</tr>
</tbody>
</table>
New Jersey Student Learning Assessment

- Online Assessment
- English Language Arts
  - Grades 3-9
- Mathematics
  - Grades 3-9
- Science
  - Grades 5, 8, 11
NJSLA is...
- aligned to the standards.
- a comparison tool.
- used to help with curriculum decisions.

NJSLA is not...
- a course placement tool.
- used for retention.
- the only measure we value.
- a way of defining students and/or their abilities/talents
Before Testing:

- Curriculum
- Technology
- Infrastructure Trial
## Grade 3 Standards Aligned Curriculum

### English Language Arts
- **Writing**
  - Opinion
  - Informational
  - Narrative
- **Reading**
  - Literature (fiction)
  - Informational (nonfiction)
  - Text Evidence
- **Assessment**
  - Writing Rubrics
  - Running Records
  - Writing About Reading

### Mathematics
- **Numbers and Operation**
- **Multiplication/Division**
- **Area/Perimeter**
- **Fractions/Geometry**
- **Measurement and Data**
- **Assessment**
  - Pre/Post Unit
  - Benchmark
  - Online Process
Technology

- Chromebooks
- Headphones
- Cleanliness
Infrastructure Trial

- Technology Preparedness
  - Network and TestNav App
- Staff Preparedness
  - Managing Test Procedures
- Student Preparedness
  - Logging In
  - Practice
During Testing:

- Schedule
- Accessibility and Accommodations
- Format
# English Language Arts (Reading and Writing)

<table>
<thead>
<tr>
<th>Grade 3 ELA</th>
<th>Grade 3 ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 Minutes</td>
<td>75 Minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 4 ELA</th>
<th>Grade 4 ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 Minutes</td>
<td>90 Minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5 ELA</th>
<th>Grade 5 ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 Minutes</td>
<td>90 Minutes</td>
</tr>
</tbody>
</table>

Specific Calendar Posted on Assessment Website
# Mathematics

<table>
<thead>
<tr>
<th>Grade 3 Math</th>
<th>Grade 3 Math</th>
<th>Grade 3 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Minutes</td>
<td>60 Minutes</td>
<td>60 Minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 4 Math</th>
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<th>Grade 4 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Minutes</td>
<td>60 Minutes</td>
<td>60 Minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5 Math</th>
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<th>Grade 5 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Minutes</td>
<td>60 Minutes</td>
<td>60 Minutes</td>
</tr>
</tbody>
</table>

Specific Calendar Posted on Assessment Website
Universal Design
- Highlighter
- Bookmark
- Answer Eliminator
- Line Reader Mask
- Magnification
- Spell Check
- Blank Paper
- Headphones
- Color Contrast
- Answer Masking
- Text to Speech
What does cross mean as it is used in paragraph 28 of “Johnny Chuck Finds the Best Thing in the World”?

- B. lost

---

Line Reader Mask: Way over the Green Meadows trying to find the Best Thing in the World. The sun was very, very warm and they ran so far and they ran so fast that they were very, very hot and tired, and still they hadn’t found the Best Thing in the World.

Magnification: Pinkerton was pink, plump, and pushy. He would do anything to be first, rolling off bellies, wagging tails. He would do anything to be first down at story time, too. He would sit on the bottom with his big head right smack in front of the book.
Accommodations

- Students with IEPs
- Students with 504s
- English Language Learners
  - Presentation
  - Response
  - Setting
NJSLA-ELA
(English Language Arts)
Outline, Tools, and Sample Problems
English Language Arts Standards

- **K-12 English Language Arts Revisions (crosswalk)**
- Kindergarten ([Word](#) | [PDF](#))
- First Grade ([Word](#) | [PDF](#))
- Second Grade ([Word](#) | [PDF](#))
- Third Grade ([Word](#) | [PDF](#))
- Fourth Grade ([Word](#) | [PDF](#))
- Fifth Grade ([Word](#) | [PDF](#))
- Sixth Grade ([Word](#) | [PDF](#))
- Seventh Grade ([Word](#) | [PDF](#))
- Eighth Grade ([Word](#) | [PDF](#))
- Companion Standards Grades 6 - 8 ([Word](#) | [PDF](#))
- Ninth and Tenth Grades ([Word](#) | [PDF](#))
- Companion Standards Grades 9 - 10 ([Word](#) | [PDF](#))
- Eleventh and Twelfth Grades ([Word](#) | [PDF](#))

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**Grade 3 NJSLS Example**

New Jersey Student Learning Standards for English Language Arts

**Grade 3**

**Progress Indicators for Reading Literature**

**Key Ideas and Details**

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

**Craft and Structure**

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

**Integration of Knowledge and Ideas**

RL.3.7. Explain how specific aspects of a text (e.g., illustrations) contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.8. (Not specified yet.)

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https://www.state.nj.us/education/cccscs/2016/ela/
Grade 3 students are assigned either:

Blueprint 1  OR  Blueprint 2

75 minutes per Unit
(Total = 150 minutes)

Table 1 - ELA Grade 3 (Blueprint 1)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Literary Analysis Task</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Research Simulation Task</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Total: 2 Units</td>
<td>All Tasks</td>
<td>Total: 150 minutes</td>
</tr>
</tbody>
</table>

Table 2 - ELA Grade 3 (Blueprint 2)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Narrative Writing Task</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td>Short Passage Set</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>Research Simulation Task</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Total: 2 Units</td>
<td>All Tasks</td>
<td>Total: 150 minutes</td>
</tr>
</tbody>
</table>
Grades 4-8 students are assigned either:

**Blueprint 1  OR  Blueprint 2**

90 minutes per Unit
(Total = 180 minutes)

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**Table 3 - ELA Grades 4 through 8 (Blueprint 1)**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Literary Analysis Task</td>
<td>90 minutes</td>
</tr>
<tr>
<td></td>
<td>Short Passage Set</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>Research Simulation Task</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Total: 2 Units</td>
<td>All Tasks</td>
<td>Total: 180 minutes</td>
</tr>
</tbody>
</table>

**Table 4 - ELA Grades 4 through 8 (Blueprint 2)**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Narrative Writing Task</td>
<td>90 minutes</td>
</tr>
<tr>
<td></td>
<td>Long or Paired Passage Set</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>Research Simulation Task</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Total: 2 Units</td>
<td>All Tasks</td>
<td>Total: 180 minutes</td>
</tr>
</tbody>
</table>
Today you will read about wolves and their natural environments. For example, you read these sentences from the article "The Missing Lynx." As you read the article, you can write a response.

Read the article and answer the questions.

1. In Yellowstone National Park, wolves are a way of life. You can see them in their natural habitat.
2. When you hear the howl of a wolf, it is a sign that they are in the wild. You can hear the howl from miles away.
3. What is the howl of a wolf called?
4. What is the missing lynx?
5. What is the missing lynx called?
Today you will read two stories titled “Johnny Chuck Finds the Best Thing in the World” and “Me First.” As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

Read the story titled “Johnny Chuck Finds the Best Thing in the World.” Then answer the questions.

Johnny Chuck Finds the Best Thing in the World

by Thornton W. Burgess

1. Old Mother West Wind had stopped to talk with the Slender Fir Tree.
2. “I’ve just come across the Green Meadows,” said Old Mother West Wind, “and there I saw the Best Thing in the World.”
3. Striped Chipmunk was sitting under the Slender Fir Tree and he couldn’t help hearing what Old Mother West Wind said. “The Best Thing in the World—now what can that be?” thought Striped Chipmunk. “Why, it must be heaps and heaps of nuts and acorns! I’ll go and find it.”

Old Mother West Wind and the Sandwitch both try to teach important lessons to characters in the stories.

Write an essay that explains how Old Mother West Wind’s and the Sandwitch’s words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.
Part A
Derrick and the narrator start to make fish faces. How does this affect what happens next in the story?

- A. It helps Dad feel better, and he joins in.
- B. It upsets Dad, and the boat almost sinks.
- C. It surprises Dad, and he lets go of the motor.
- D. It leads Dad to a solution, and they catch fish.

Part B
Choose two details from paragraphs 28 through 33 that support the answer to Part A.

- A. “. . . his favorite fish, the largemouth bass.”
- B. “Fishy, fishy, bite my hook,’ he chanted . . . .”
- C. “Dad’s bass frown upturned into a grin.”
- D. “. . . the boat started sinking.”
- E. “. . . should there be this much water in your boat?”
- F. “We barely reached shore . . . .”
Old Mother West Wind and the Sandwitch both try to teach important lessons to characters in the stories.

Write an essay that explains how Old Mother West Wind’s and the Sandwitch’s words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.
Today you will read the story “A Once-in-a-Lifetime Experience.” Pay close attention to the actions of the characters and the events in the story. Answer the questions to help you prepare to write a narrative story.

Read the story “A Once-in-a-Lifetime Experience.” Then answer the questions.

A Once-in-a-Lifetime Experience
by Sandra Beswetherick

1. It was my idea to invite Derrick, the new kid in our neighborhood, on our annual father-and-son weekend trip. Derrick had never been camping or fishing.

2. “Great idea!” Dad said. “It’ll be a once-in-a-lifetime experience for him, one he’ll never forget.”

3. Dad and I didn’t realize how true that would turn out to be.

4. The car blew a tire on the way to our campsite. Not an impressive start.

5. “A minor setback, that’s all,” Dad said as Derrick and I tumbled out of the car to help.

It was dark by the time we reached the campsite, got the boat in the water, and set up the tent. There was a stiff, icy breeze

Drag and drop into the chart the way that Dad responds to each event during the camping trip. Not every response will be used.

How Dad Responds

<table>
<thead>
<tr>
<th>Events</th>
<th>How Dad Responds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derrick asks if it is snowing.</td>
<td></td>
</tr>
<tr>
<td>The boys make fish faces.</td>
<td></td>
</tr>
<tr>
<td>Derrick asks if there should be water in the boat.</td>
<td></td>
</tr>
</tbody>
</table>
Select one sentence from this drop-down menu that describes what is happening in this picture. Then, select one sentence from the next drop-down menu that describes what the picture adds to the story.

What is Happening?

✓ Choose...
  "Pinkerton was first on the bus and sat in the front row."
  "One Saturday, Pinkerton's Pig Scout troop went on a day trip to the beach."
  "He was first off the bus, first in the water, first out of the water, and first into the picnic basket."
NJSLA Math Outline, Tools and Sample Problems
New Jersey Student Learning Standards

Mathematics

K-12 Mathematics Standards

- [K-12 Mathematics Revisions (crosswalk)]
- New Jersey Student Learning Standards for Kindergarten (Word | PDF)
- First Grade (Word | PDF)
- Second Grade (Word | PDF)
- Third Grade (Word | PDF)
- Fourth Grade (Word | PDF)
- Fifth Grade (Word | PDF)
- Sixth Grade (Word | PDF)
- Seventh Grade (Word | PDF)
- Eighth Grade (Word | PDF)
- High School (Word | PDF)

https://www.state.nj.us/education/cccs/2016/math/
35. A student measures the lengths of five caterpillars for a science project.

- Caterpillar P
- Caterpillar S
- Caterpillar Q
- Caterpillar R
- Caterpillar T

The student uses the measurements to make a line plot. Which line plot is correct?

A. Caterpillar Lengths
   
   B. Caterpillar Lengths

17. A model rocket launch pad has the measurements shown.

   - 6 inches
   - 9 inches

What is the total number of square inches of the model rocket launch pad?

Enter your answer in the box.
Part A

Figure H is made using equal-sized square units.

What is the area, in square units, of Figure H?

☐ A. 16

☐ B. 18

☐ C. 20

☐ D. 24

Part B

Figure Y and Figure Z are each made using equal-sized square units.

Figure Y

Figure Z

☐ = 1 square unit

- Explain why Figure Y and Figure Z do or do not have the same area.
- Explain what must be true for any two figures to have the same area.

Enter your answers and your explanations in the space provided.
Jennifer is going to the fair with 8 of her friends. She has 36 tickets left over from her last visit to the fair and buys 27 more tickets during this visit. She wants to give the same amount of tickets to each of her friends and herself. How many tickets did Jennifer and her friends each receive?

Show your work.

Enter your answer and your work in the space provided.
<table>
<thead>
<tr>
<th>Items</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type I Totals</td>
<td>27</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Type II Totals</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Type III Totals</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

*Each math unit contains approximately 12 questions with mixed question types.*
Congratulations! You have reached the end of the test.

End of Unit 1

Use the Review button above to go back and review your answers. When you are done, use the Submit Final Answers button below to submit your answers.

3 Not Answered
2 Bookmarks

Submit Final Answers
End Test

Use the Review button at the end of the test. After you are done, use the Submit button to submit your answers. When you are done, use the Submit button to submit your answers.

- Question 1
- Question 5
- Question 8

Not Answered
Bookmarks

Submit Final Answers
Part A
What does cross mean as it is used in paragraph 28 of “Johnny Chuck Finds the Best Thing in the World”?

- A. excited
- B. lost
- C. upset
- D. scared

Part B
Which statement best supports the answer to Part A?

- A. “... ran this way and ran that way ...”
- B. “... hadn’t found the Best Thing in the World.”
- C. “... they started up the Lone Little Path ...”
- D. “They didn’t hurry now ...”
After Testing:

- Results
- Timeline
- Uses
NJSLA Score Reports
NJSLA Performance Levels

- **Level 5**  Exceeded Expectations
- **Level 4**  Met Expectations
- **Level 3**  Approached Expectations
- **Level 2**  Partially Met Expectations
- **Level 1**  Did Not Yet Meet Expectations
Grade 3 English Language Arts

Grade 3 ELA

English Language Arts Assessment Report, 2018–2019

This report shows whether 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.

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use the following code to access your child's performance results online.

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.
Your child’s score: 730

- **Level 1 (650)**: Did Not Yet Meet Expectations
- **Level 2 (700)**: Partially Met Expectations
- **Level 3 (725)**: Approached Expectations
- **Level 4 (750)**: Met Expectations
- **Level 5 (810)**: Exceeded Expectations

- **School Average**: 761
- **District Average**: 760
- **State Average**: 748

- **How Students in New Jersey Performed**:
  - Level 1: 14%
  - Level 2: 14%
  - Level 3: 21%
  - Level 4: 43%
  - Level 5: 7%
Grade 3 English Language Arts

**READING**
- Your child’s score: 42
- School Average: 51
- District Average: 52
- State Average: 48

**WRITING**
- Your child’s score: 31
- School Average: 37
- District Average: 36
- State Average: 33

Met expectations
Grade 3 English Language Arts

**LITERARY TEXT**
Your child performed about the same as students who approached 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 met or exceeded 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.

**WRITTEN 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 OF LANGUAGE AND CONVENTIONS**
Your child performed about the same as students who did not yet meet or partially met 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
Grade 3 Mathematics

How Did Perform Overall?

Performance Level 4

Your child’s score

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

School Average 768
District Average 768
State Average 752

How Students in New Jersey Performed

Percentage of students at each performance level

8% Level 1
14% Level 2
23% Level 3
41% Level 4
14% Level 5
Grade 3 Mathematics

MAJOR CONTENT
Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by solving problems involving multiplication and division, area, measurement, and basic fraction understanding.

EXPRESSING MATHEMATICAL REASONING
Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT
Your child performed about the same as students who **approached expectations**. Students meet expectations by solving problems involving perimeter, place value, geometric shapes, and representations of data.

MODELING & APPLICATION
Your child performed about the same as students who **approached expectations**. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND
Your child performed about the same as students who:
- **Met or Exceeded Expectations**
- **Approached Expectations**
- **Did Not Yet Meet or Partially Met Expectations**
Resources

Information for Parents:

▪ [https://www.sbschools.org/departments/assessment_testing](https://www.sbschools.org/departments/assessment_testing)
▪ [https://nj.digitalitemlibrary.com/home](https://nj.digitalitemlibrary.com/home) - sample released items
  □ [Screencast](https://nj.digitalitemlibrary.com/home) for NJ Digital Library
▪ [https://nj.mypearsonsupport.com/manuals/#blueprints](https://nj.mypearsonsupport.com/manuals/#blueprints) - Test Design and Content Information and Parent Resources
▪ [https://nj-results.pearsonaccessnext.com/login](https://nj-results.pearsonaccessnext.com/login) - Score Results Portal

Student Practice:

▪ [https://nj.mypearsonsupport.com/tutorial/](https://nj.mypearsonsupport.com/tutorial/) - online tutorials/practice tests
▪ [https://bealearninghero.org/learning-tools/students/](https://bealearninghero.org/learning-tools/students/) - practice activities
Thank You!

Sharon Johnson, Director of Technology
Suzanne Luck-Born, Director of Assessment and Instructional Support
Jessica Nastasi, Elementary Math and Science Supervisor
Sherry Sassine, Elementary ELA and Social Studies Supervisor