

NJSLA



New Jersey Student Learning Assessment

ELA & Math Grades 3, 4, 5

Science Grade 5

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NJSLA is ...

- Aligned to the standards.
- A comparison tool.
- Used to help with curriculum decisions.

NJSLA is not ...

- Considered for placement.
- Used for retention.
- The only measure we value.
- A way of defining students and/or their abilities/talents.



NJSLA Testing Dates Elementary Schools in Edison

**Testing begins on May 8th
Grades 3-5**

**May 8th- May 11th
ELA/Math- Grades 3-5**

**May 15th and May 16th
Grade 5 Science**

NJSLA ELA

Reading and Writing

01.

Units & Timing

Structure for timing

02.

Content Covered

Grade Level Content Standards

03.

Types of Units

Narrative

Research Simulation
Task

Literary Analysis

04.

Sample Questions

Different Types of Questions

Examples from each type of Unit

Time for ELA Units

Grade 3

2 Days for ELA
1 Unit Per Day
75 Minutes

Grade 4

2 Days for ELA
1 Unit Per Day
90 Minutes

Grade 5

2 Days for ELA
1 Unit Per Day
90 Minutes

Blueprints for Assessed Units: Grade 3

ELA Blueprint 1

2 Units

Total Time 150 mins

or

ELA Blueprint 2

2 Units

Total Time 150 mins

Unit 1

Literary
Analysis
Task

Unit 2

Research
Simulation
Task

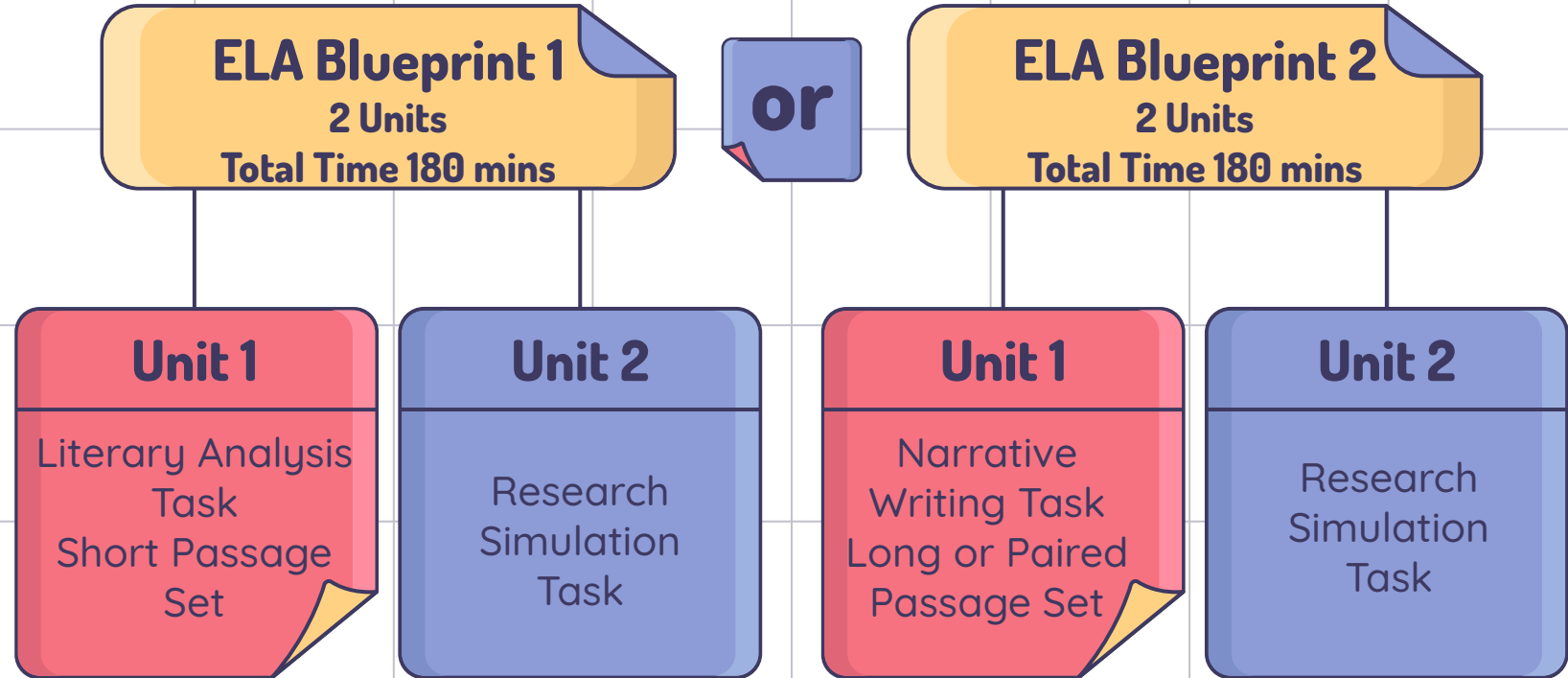
Unit 1

Narrative
Writing Task
Short Passage
Set

Unit 2

Research
Simulation
Task

Blueprints for Assessed Units: Grades 4 & 5



Content Assessed for NJSLA ELA Units

- Measures student proficiency with grade level skills, knowledge, and concepts that match the standards.
- Standards can be found on the [NJDOE website](#) - listed by Grade.
- Students read and analyze passages from authentic **fiction** and **nonfiction** texts or **multimedia sources**.
- Emphasize the importance of close reading, synthesizing ideas within and across texts, determining the meaning of words and phrases in context, and writing effectively when using and/or analyzing sources.

ELA Tasks

Narrative

Passage lengths vary. More than 1 passage for comprehension.

Grade 4&5 could have paired passages.

Questions on Vocabulary:
Context Clues
Figurative Language

Questions focus on **Story Elements**

Narrative writing task is somehow connected to what they read.

Research Simulation**

Grade 3:
2 Texts

Grades 4&5:
3 Sources

Questions may focus on **Vocabulary & Main Idea**

Questions may focus on **Text Structure & Organization**

Essay is based on texts/sources provided.

Literary Analysis

Passage lengths vary. More than 1 passage for comprehension.

Passages can be any type of Literature including Poetry.

Questions focus on **Vocabulary & Story Elements**

Essay is based on texts/sources provided.

Types of ELA Questions

- Evidence-Based Selected Response:
 - *Part A -Part B*
- Technology-Enhanced Constructed Response:
 - **Multiple Select:** can select more than one correct answer.
 - **Highlight Text:** highlight sections of the text to identify evidence that answers the question.
 - **Reorder Text:** Students rearrange text selections to place them in chronological order, or to display theme, supporting details, etc.
 - **Drag and Drop Text:** Students drag blocks of text to tables to display attributes of the text: setting, characterization, chronology, etc.
- Prose Constructed Response:
 - Writing task in response to text that was read

Sample Question: RST: EBSR: Vocabulary

GRADE 3 ELA/LITERACY - UNIT 2 / UNIT 2 / 1 OF 7

Today you will do some research on animals and their natural environments. First, you will read an article about wolves in Yellowstone National Park. Then you will read an article titled “The Missing Lynx.” As you read these sources, you will gather information and answer questions about animals and their environments so you can write a response.

Read the article “A Howling Success.” Then answer the questions.

A Howling Success

by Gerry Bishop

1 In Yellowstone National Park, a gray wolf sends its eerie call into the wild. You might say that it's howling for joy.

2 When you look at this photo and think about wolves, what words come to mind? Wild? Scary? Awesome?



Part A

What is the meaning of the word **thriving** as it is used in paragraph 14 of the article?

- ☐ A. watching
- ☐ B. hunting
- ☐ C. doing well
- ☐ D. having fun

Part B

Which phrase from the article helps the reader understand the meaning of the word **thriving** ?

- ☐ A. "... scattered among 11 packs ..." (paragraph 14)
- ☐ B. "Elsewhere in the west ..." (paragraph 14)
- ☐ C. "... made an amazing comeback ..." (paragraph 14)
- ☐ D. "... are the animals truly safe ..." (paragraph 15)

Sample Question: RST: TECR: Main Idea & Details

Compare ideas from **both** "A Howling Success" and "The Missing Lynx". Drag the sentences and drop them into the Venn diagram. All the sentences will be used.

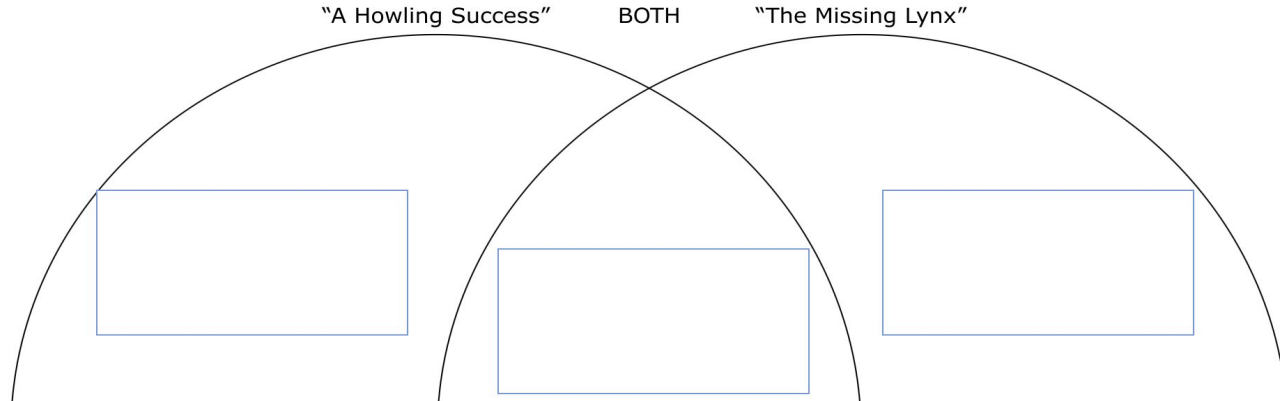
Scientists wanted to help Yellowstone National Park by releasing more animals into the wild.

Scientists had to bring back enough smaller animals to help feed the larger animal population.

Scientists first made sure that the animals were comfortable in their new surroundings and then set them free.

Scientists were able to keep track of the animal population and record how their numbers grew.

Scientists warned ranchers about hunting the endangered animals.



Sample Question: RST: PCR: Compare/Contrast Essay

GRADE 3 ELA/LITERACY - UNIT 2 / UNIT 2 / 7 OF 7

Today you will do some research on animals and their natural environments. First, you will read an article about wolves in Yellowstone National Park. Then you will read an article titled "The Missing Lynx." As you read these sources, you will gather information and answer questions about animals and their environments so you can write a response.

"A Howling Success"

"The Missing Lynx"

Read the article "A Howling Success." Then answer the questions.

A Howling Success

by Gerry Bishop

- 1 In Yellowstone National Park, a gray wolf sends its eerie call into the wild. You might say that it's howling for joy.
- 2 When you look at this photo and think about wolves, what words come to mind? Wild? Scary? Awesome?



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.

B *I* U     

Sample Question: Narrative: EBSR: Figurative Language

GRADE 3 ELA/LITERACY - UNIT 3 / UNIT 3 / 1 OF 9

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

Part A

Read paragraph 14 from the story.

Maybe the cola was warm, or maybe it had been jostled too much, because when Dad opened it, that bottle erupted like Mount Vesuvius. Cola overflowed like lava. Dad dropped the bottle. It rolled across the tent floor spewing its contents, and we ended up perched on our sleeping bags like castaways adrift in a cola sea.

What does **that bottle erupted like Mount Vesuvius** mean as used in the paragraph?

- ☐ A. The cola bottle was open and floating in the water.
- ☐ B. The cola was bubbling and spilling out.
- ☐ C. The cola bottle was moving around.
- ☐ D. The cola was hot.

Part B

Which detail from paragraph 14 supports the answer to Part A?

- ☐ A. “. . . the cola was warm”
- ☐ B. “. . . jostled too much”

Sample Question: Narrative: TECR: Story Elements

GRADE 3 ELA/LITERACY - UNIT 3 / UNIT 3 / 3 OF 9

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

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- 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.
- 6 It was dark by the time we reached the campsite, got the boat into 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

Dad feels sad that the trip was not a success.

Dad hurries the boys into the tent.

Dad gets everyone to work together to make it safely back to shore.

Dad talks about how much fun it is to catch fish.

Dad starts to feel happier.

Events	How Dad Responds
Derrick asks if it is snowing.	
The boys make fish faces.	
Derrick asks if there should be water in the boat.	

Sample Question: Narrative: PCR

Today you will read about a girl who finds some unusual shoes. As you read the story, you will gather information to answer questions and write a narrative story.

Read “Those Wacky Shoes.” Then answer the questions.

Those Wacky Shoes

by Julie Parker Amery

1 I *thought* it was going to be an ordinary Saturday—but, boy, was I wrong.

2 I bought some shoes at a thrift shop downtown. They were blue-and-red-checkered slip-on sneakers. Unusual. I liked them.

3 I put them on outside the store. I got ready to turn right, toward home . . . but my feet turned left! It was as if those wacky shoes were in control. I tried to stop to take them off, but my feet wouldn’t let me. I quickly realized that those shoes were going to take me wherever they wanted.

4 The shoes walked me up Main Street, nice and slow. After a few blocks, they turned my feet left up Pine Street. They started picking up speed. I passed a woman walking a beagle. She looked at my shoes and said, “Did you get those at the secondhand store downtown?”

In “Those Wacky Shoes,” a girl has to outsmart a pair of shoes. Think about the details the author uses to create the characters, settings, and events.

Imagine that you, like the girl in the story, find a pair of wacky shoes that won’t come off. Write a story about how you find the pair of wacky shoes and what happens to you when you are wearing them. Use what you have learned about the wacky shoes when writing your story.

B *I* U     

Sample Question: Literary Analysis: EBSR: Vocabulary

GRADE 3 ELA/LITERACY - UNIT 1 / UNIT 1 / 1 OF 7

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.”

4 So Striped Chipmunk started down the Lone Little Path through the wood as fast as he could run. Pretty soon he met Peter Rabbit.

5 “Where are you going in such a hurry, Striped Chipmunk?” asked Peter Rabbit.

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 . . .”

Sample Question: Literary Analysis: TECR: Poetry/Structure

Today you will read a story about a girl whose family is from India and a poem that expresses how the speaker faces frightening experiences. After you finish the task, you will write an essay about a theme in the story and the poem.

"Just Like Home"

"Life Doesn't Frighten Me"

Read the poem "Life Doesn't Frighten Me." Then answer the questions.

Life Doesn't Frighten Me

by Maya Angelou

Shadows on the wall
Noises down the hall
Life doesn't frighten me at all

Bad dogs barking loud
5 Big ghosts in a cloud
Life doesn't frighten me at all.

Mean old Mother Goose
Lions on the loose
They don't frighten me at all

Think about how "Just Like Home" and "Life Doesn't Frighten Me" communicate ideas by using different structures.

Complete the chart by matching each structural element to the story or the poem. You may drag and drop some structural elements more than once.

setting

rhyme

dialogue

paragraphs

rhythm

stanzas

descriptions

"Just Like Home"

"Life Doesn't Frighten Me"

Sample Question: Literary Analysis: PCR

Today you will read a story about a girl whose family is from India and a poem that expresses how the speaker faces frightening experiences. After you finish the task, you will write an essay about a theme in the story and the poem.

"Just Like Home"

"Life Doesn't Frighten Me"

Read the story "Just Like Home." Then answer the questions.

Just Like Home

by Mathangi Subramanian

- 1 When the recess bell rang, Priya sighed and slowly hung up her smock. At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends. Now she sat in the corner of the field and watched the other kids play without her.
- 2 The only thing Priya liked about her new school was art. They hadn't had art at her old school, but here art was a whole hour. The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink. During art, Priya forgot that she didn't have any friends at her new school. All she thought about was whatever she was working on.
- 3 As she cleared her table, Priya noticed a box of sidewalk chalk sitting on the counter by the window. She grabbed and stuffed it in

Identify a theme in "Just Like Home" and a theme in "Life Doesn't Frighten Me." Write an essay that explains how the theme of the story is shown through the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.

B *I* U     

NJSLA Math

01.

Units & Timing

Structure for timing

02.

Content Covered

Grade Level Content Standards

Major Content

Supporting Content

Mathematical Practices

03.

Types of Questions

Content

Reasoning

Modeling

04.

Sample Questions

Examples problems

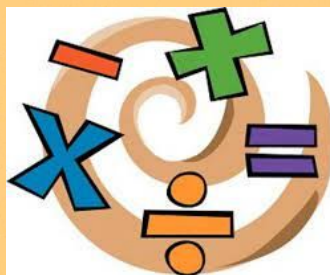
Math Units

2 Days of Testing

2 Units Day 1

1 Units Day 2

60 Minutes



Math Content

New Jersey Student
Learning Standards



**NJSLS
Math**

Major Work in Grades K-2

Concepts will be built upon these topics

K-2	Addition and subtraction – concepts, skills, and problem solving; place value
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Highlights of Major Work in Grades 3-5

3-5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
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REQUIRED FLUENCIES

- K:** Add/Subtract w/in 5
- 1st:** Add/Subtract w/in 10
- 2nd:** Single-digit sums and differences w/in 20 from memory
Add/Subtract within 100
- 3rd:** Single-digit products and quotients w/in 100 from memory
Add/Subtract within 1,000
- 4th:** Add/Subtract within 1,000,000
- 5th:** Multi-digit multiplication

Major and Supporting Content: Math Grade 3

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 3

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters

▣ Supporting Clusters

● Additional Clusters

- 3.OA.A ■ Represent and solve problems involving multiplication and division.
- 3.OA.B ■ Understand properties of multiplication and the relationship between multiplication and division.
- 3.OA.C ■ Multiply and divide within 100.
- 3.OA.D ■ Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- 3.NBT.A ● Use place value understanding and properties of operations to perform multi-digit arithmetic.
- 3.NF.A ■ Develop understanding of fractions as numbers.
- 3.MD.A ■ Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- 3.MD.B ▣ Represent and interpret data.
- 3.MD.C ■ Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- 3.MD.D ● Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- 3.G.A ▣ Reason with shapes and their attributes.

REQUIRED FLUENCIES FOR GRADE 3

3.OA.C.7

Single-digit products and quotients (Products from memory by end of Grade 3)

3.NBT.A.2

Add/subtract within 1000

Major and Supporting Content: Math Grade 4

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 4

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters

▣ Supporting Clusters

● Additional Clusters

- 4.OA.A ■ Use the four operations with whole numbers to solve problems.
- 4.OA.B ▣ Gain familiarity with factors and multiples.
- 4.OA.C ● Generate and analyze patterns.
- 4.NBT.A ■ Generalize place value understanding for multi-digit whole numbers.
- 4.NBT.B ■ Use place value understanding and properties of operations to perform multi-digit arithmetic.
- 4.NF.A ■ Extend understanding of fraction equivalence and ordering.
- 4.NF.B ■ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- 4.NF.C ■ Understand decimal notation for fractions, and compare decimal fractions.
- 4.MD.A ▣ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- 4.MD.B ▣ Represent and interpret data.
- 4.MD.C ● Geometric measurement: understand concepts of angle and measure angles.
- 4.G.A ● Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

REQUIRED FLUENCIES FOR GRADE 4

4.NBT.B.4

Add/subtract within 1,000,000

Major and Supporting Content: Math Grade 5

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 5

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters

▢ Supporting Clusters

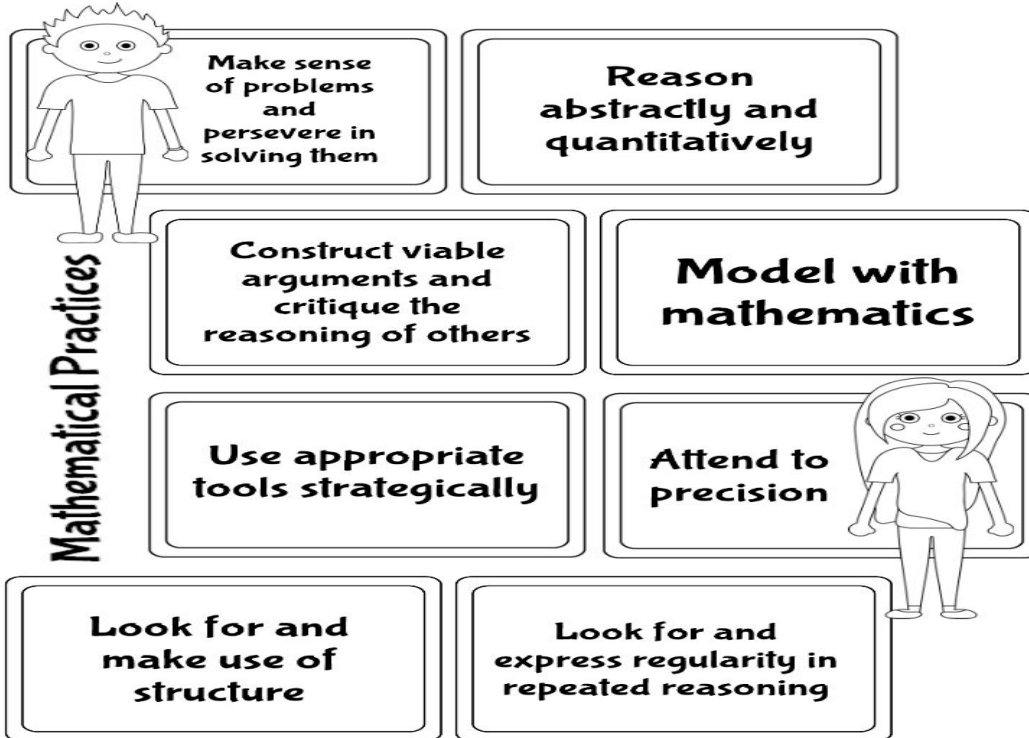
● Additional Clusters

- 5.OA.A ● Write and interpret numerical expressions.
- 5.OA.B ● Analyze patterns and relationships.
- 5.NBT.A ■ Understand the place value system.
- 5.NBT.B ■ Perform operations with multi-digit whole numbers and with decimals to hundredths.
- 5.NF.A ■ Use equivalent fractions as a strategy to add and subtract fractions.
- 5.NF.B ■ Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- 5.MD.A ▢ Convert like measurement units within a given measurement system.
- 5.MD.B ▢ Represent and interpret data.
- 5.MD.C ■ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- 5.G.A ● Graph points on the coordinate plane to solve real-world and mathematical problems.
- 5.G.B ● Classify two-dimensional figures into categories based on their properties.

REQUIRED FLUENCIES FOR GRADE 5

5.NBT.B.5	Multi-digit multiplication
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Mathematical Practices



Types of Math Questions

- Selected Response:
 - Multiple Choice
 - Fill-in
- Technology-Enhanced Constructed Response:
 - **Multiple Select:** can select more than one correct answer.
 - **Highlight:** highlight sections of the problem to identify evidence that answers the question.
 - **Drag and Drop Text:** Students drag values/attributes to tables
- Constructed Response:
 - Writing that explains solution and process

Types of Math Questions

**Each Unit will Contain
These types of Questions**

Content

Tasks assessing
concepts, skills
and procedures

Reasoning

Tasks
assessing
expressing
mathematical
reasoning

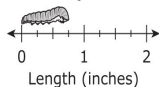
Modeling

Tasks
assessing
modeling/
applications

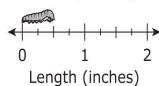
Type 1: Content

A student measures the lengths of five caterpillars for a science project.

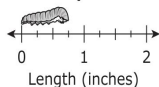
Caterpillar P



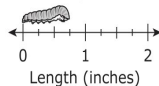
Caterpillar Q



Caterpillar R



Caterpillar S

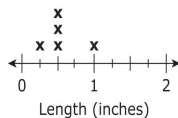


Caterpillar T

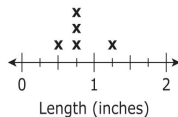


The student uses the measurements to make a line plot.
Which line plot is correct?

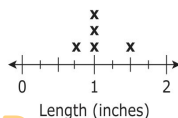
☐ A. **Caterpillar Lengths**



☐ B. **Caterpillar Lengths**



☐ C. **Caterpillar Lengths**



Selected Response

Figure 1 is a rectangle with two sides covered in tiles.

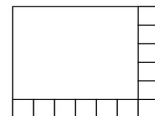


Figure 1

Which equation shows a way to find the area of Figure 1?

- ☐ A. $5 \times 6 = 30$
- ☐ B. $5 \times 7 = 35$
- ☐ C. $6 \times 6 = 36$
- ☐ D. $6 \times 7 = 42$

Technology-Enhanced Constructed Response

Drag and drop each number that is a multiple of 8 into the box.

1 2 4 8 20 24 36 58 64 80

Multiples of 8

Selected Response

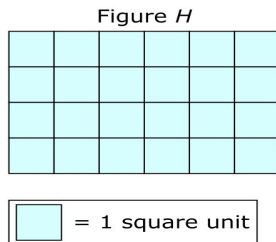
Enter your answer in the box.

$$3,649 \times 6 =$$

Type 2: Reasoning

Part A

Figure *H* is made using equal-sized square units.



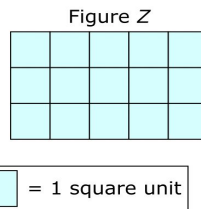
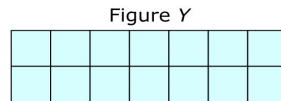
What is the area, in square units, of Figure *H*?

- ☐ A. 16
- ☐ B. 18
- ☐ C. 20
- ☐ D. 24

Selected Response

Part B

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



- 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.



▼ Math symbols

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Constructed Response

Technology-Enhanced Constructed Response

Which fractions complete the number sentences shown to make true comparisons?

Complete each number sentence so that it is a true comparison.

Drag and drop a fraction into each box.

$\frac{20}{100}$	$\frac{6}{10}$	$\frac{1}{2}$	$\frac{2}{12}$	$\frac{2}{3}$	$\frac{40}{100}$
------------------	----------------	---------------	----------------	---------------	------------------

$\frac{2}{5} =$

$\frac{3}{5} <$

Type 3: Modeling

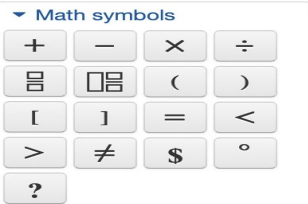
A teacher plans to use ropes to make stations in the gym. Each rope is a different length and color.

- The white rope is 45 feet long.
- The blue rope is 30 feet long.
- The yellow rope is 10 feet long.

Part A

- Write an equation or equations to find the total length, in feet, of the white, blue, and yellow ropes. Use the letter t in your equation to show the total length of all of the ropes.
- Find the total length, in feet, of the white, blue, and yellow ropes.
- Show your work or explain your answer.

Enter your equation or equations, your answer, and your work or explanation in the space provided.



Constructed Response

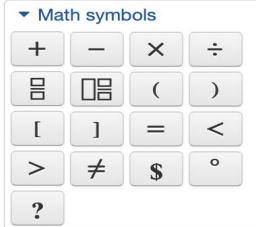
Part B

The teacher finds a green rope in the gym. The green rope has a length of k feet.

The teacher needs 58 feet of rope to make a new station in the gym. She will use all of the green rope and part of the blue rope. When she is done, there is 6 feet of extra blue rope.

- Find the length of the green rope.
- Show your work or explain your answer.
- Write an equation or equations that can be used to find the length of the green rope. Use the letter k in your equation to show the length of the green rope.

Enter your answer, your work or your explanation, and your equation or equations in the space provided.



Constructed Response

Type 3: Modeling

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.



Constructed Response



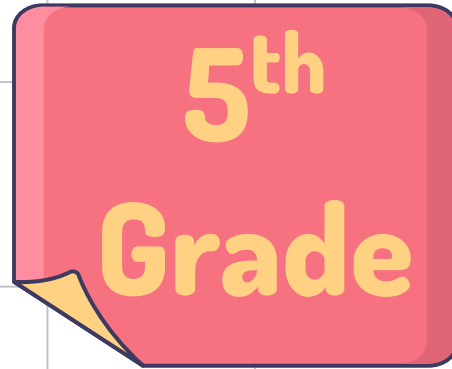
Henry cut a piece of yarn that was $\frac{11}{6}$ feet long into two pieces. List two different pairs of fractions that could show the lengths, in feet, of the two pieces. Explain how you found your pairs of fractions.

Enter your fraction pairs and your explanation in the space provided.



Constructed Response





NJSLA Science is designed to measure student proficiency in:

- **The knowledge specified by the NJSLS-Science grade band standards**
- **Students' ability to utilize the science and engineering practices to explain scientific phenomena appropriately**



Significantly different from the New Jersey Assessment of Skills and Knowledge (NJASK) because NJSLS-Science are more rigorous standards and NJSLA-Science focuses on the application of science knowledge and skills rather than memorization of content.

NJSLA Science

01.

Units & Timing

Structure for timing

02.

Content Covered

Cumulative Standards
3 Domains Covered

03.

Types of Questions

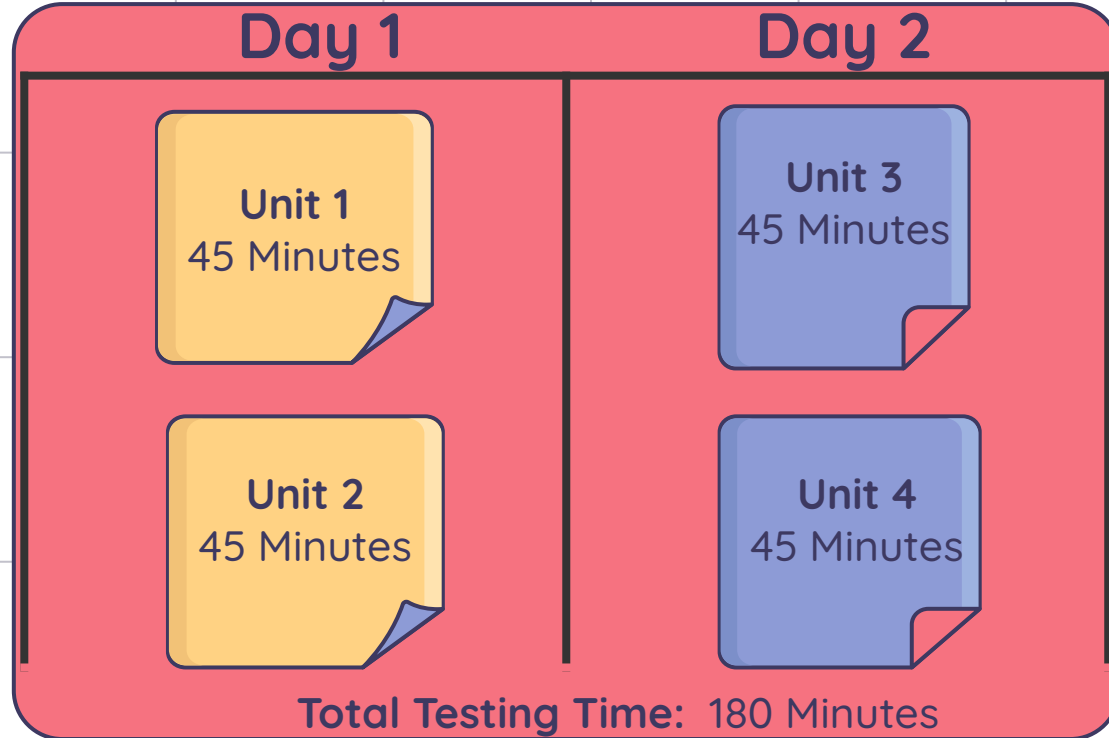
Multiple Choice
Technology Enhanced Items
Constructed Response

04.

Sample Questions

Examples problems
In Item Clusters

Science Unit Times



NJSLA Science

Based on Content Knowledge & Practices

Science & Engineering Practices

- Investigating
- Sensemaking
- Critiquing

Science Domains

- Life Science
- Physical Science
- Earth & Science

NJSLA Science Assessed in Grades 5, 8, 11
Content is cumulative for those grade bands.

NJSLA Science

Question Types

Multiple Choice

Select from (4)
possible answer
choices
(A, B, C, or D)

Technology Enhanced Items

- Drag & Drop
- Graphing
- Ordering
- Multiple Select
- Drop Down Options
- Short Answer

Constructed Response

Open-ended
items where
students type
their response

Science Item Clusters

NJSLA Science items are developed in clusters of 2 to 5

- Clusters are based upon a phenomena or study
- Students are provided a stimulus or simulation to provide context for the phenomena as well as relevant data tables and figures
- All items in the cluster are independently scored and the response to one item does not affect the students' ability to answer the other items

Sample Item Cluster

A student on the way to school in January observes that some icy roads have been treated with sand and others with salt.

Snow and ice make roads dangerous and difficult to drive. Spreading sand or salt on roads helps make roads safer. Table 1 shows a comparison between salt and sand treatments.

Table 1. Using Salt or Sand on Roads

Characteristic	Sand	Salt
Tires skid less in the ice or snow	Yes	No
Melts ice or snow	No	Yes
Cost	Less expensive	More expensive
Temperature for use	Any	Above 10°F
Environmental issues	<ul style="list-style-type: none">• Collects in drainage ditches• Mixes with groundwater	<ul style="list-style-type: none">• Mixes with groundwater• Kills vegetation• Damages roads

A student claims that sand is better than salt to treat snow-covered winter roads. Which statement **best** supports this claim?

- ☐ A. Sand has no negative environmental effects.
- ☐ B. Sand melts ice and is less expensive than salt.
- ☐ C. Sand provides grip for tires and melts ice on roads.
- ☐ D. Sand provides grip for tires and is less expensive than salt.

For each road condition, indicate whether sand or salt is the better treatment.

Drag the answers to the correct boxes. Answers may be used more than once.

Salt

Sand

Snow-covered roads with air temperature of 0°F

Icy roads with air temperature of 20°F

Icy roads with air temperature of 5°F

Sample Item Cluster

Earthquakes can strike anywhere on Earth, but they occur more frequently in certain areas.

Figure 1 highlights areas in the United States from lowest to highest risk of experiencing an earthquake.

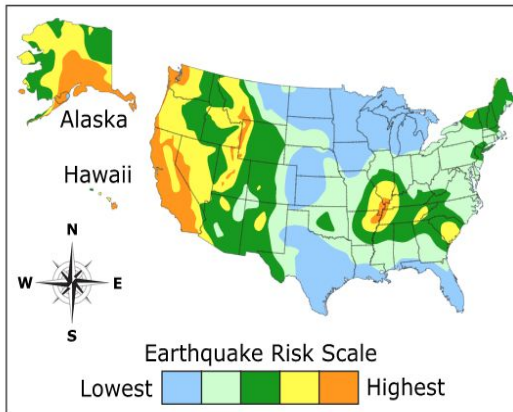


Figure 1. Earthquake Risk

Which is a valid statement, based on the map?

The **highest** risk of an earthquake happening is

- ☐ A. on the West Coast.
- ☐ B. on the East Coast.
- ☐ C. in the Northeast.
- ☐ D. in the South.

Based on the map, rearrange the locations according to earthquake risk.

Move the locations to arrange them in correct order from highest (top) to lowest (bottom) risk of an earthquake happening.

Northern Central United States

Northern New Jersey

Southern portion of the West Coast

Southern New Jersey

Northern Alaska

Earthquake Risk in the United States

Highest	
Lowest	

Locations where earthquakes occur are found around the world, but when viewed on a map, they are observed to follow a pattern.

The map shows five locations numbered 1 to 5. Identify the two locations where major earthquakes would **most likely** occur in the future.

Select the **two** correct locations from the five options.

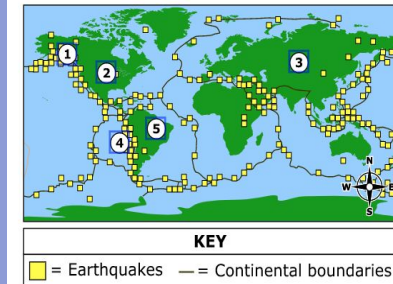
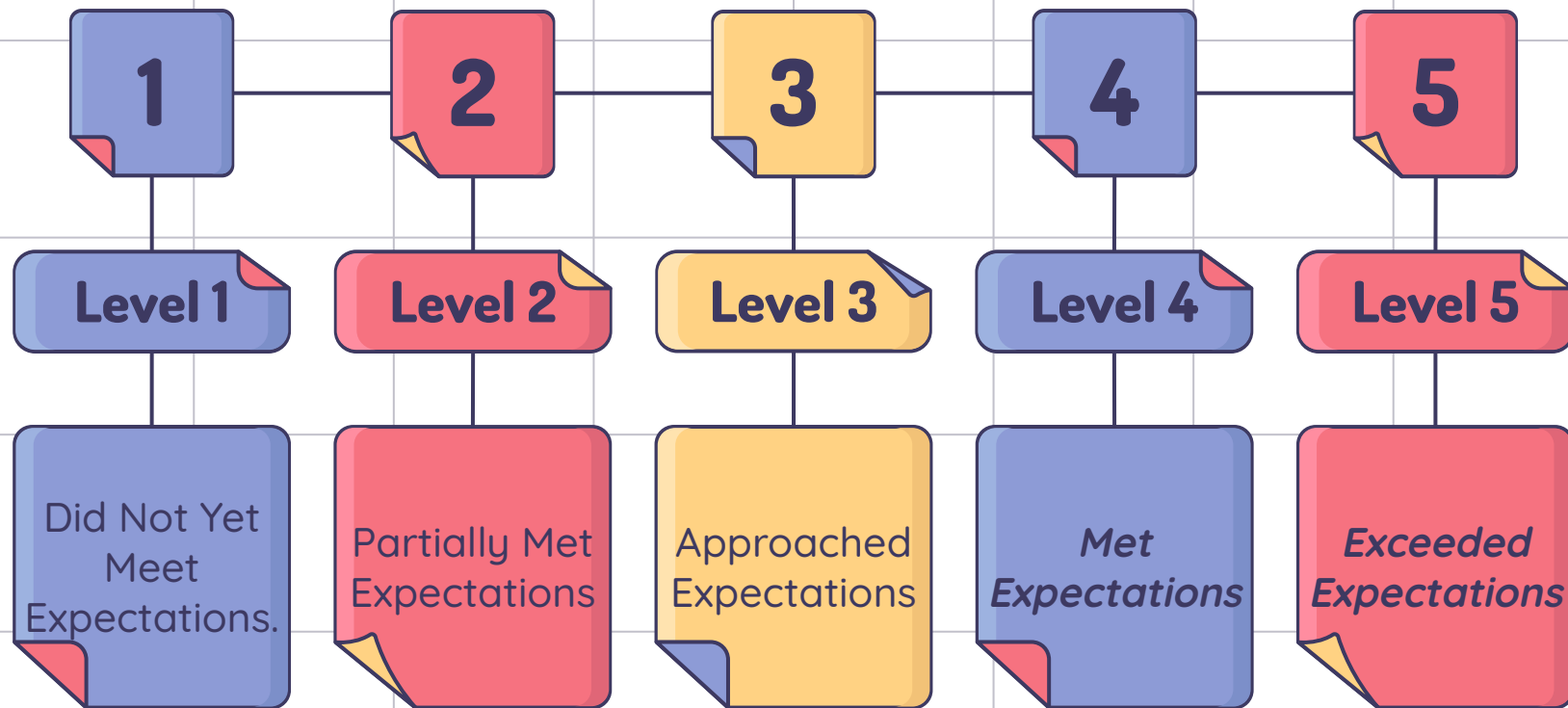


Figure 2. Map of Major Earthquakes since 1900

NJSLA Performance Rating



Students performing at levels 4 & 5 have demonstrated readiness for the next grade level/course &, ultimately, are likely on track for college & careers.

Resources for @ Home

Online Tutorial

Explore general features of TestNav

ELA Tutorial

Explore tools and question types specific for ELA

Math Tutorial

Explore tools and question types specific for Math

ELA Practice Tests

Select appropriate Grade

<https://nj.mypearsonsupport.com/practice-tests/english/>

Math Practice Tests

Select appropriate Grade

<https://nj.mypearsonsupport.com/practice-tests/math/>

Science Practice Test

Science: Grade 5

<https://nj.mypearsonsupport.com/practice-tests/science/>

Resources for Today's Presentation

NJSLA Resources

- <https://www.state.nj.us/education/assessment/resources/parents/>
- <https://nj.mypearsonsupport.com/ForParent/>



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Department of Education

Assessment

Do you have any questions?

Thanks!

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