



New Jersey Assessment Update

New Jersey Assessment of Skills and Knowledge (NJ ASK) 2009-2010

A Summary of Core Test Design and Administrative Features for Grades 3 – 8

NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF EDUCATIONAL STANDARDS AND PROGRAMS
OFFICE OF STATE ASSESSMENTS

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NJ ASK UPDATE (2009-2010)

Goals

- To measure and promote student achievement of challenging state curriculum standards
- To provide accurate and meaningful information about student performance
- To meet state and federal accountability requirements

NJ ASK Update: 2009-2010

What's New for 2009-2010?

- Changes to calculator use policy on math assessments: see slides 19-20 for details.

NJ ASK 2009-2010 Update Assessment Schedule

- **Grades 3 and 4**

May 10 –14, 2010

- Day 1 – Monday, May 10, 2010 – Language Arts Literacy
- Day 2 – Tuesday, May 11, 2010 – Language Arts Literacy
- Day 3 – Wednesday, May 12, 2010 – Mathematics
- Day 4 – Thursday, May 13, 2010 – Mathematics
- Day 5 – Friday, May 14, 2010 – Grade 4 Science

Make-Ups

**May 17-21, 2010
(Flexible)**

See DOE web site for full details:

<http://www.nj.gov/education/assessment/schedule.shtml>

Note: Some districts with grade K-5 and 6-8 configurations have received approval for an alternate testing schedule, May 10-21 (grades 3-5) and April 27-May 6 (grades 6-8).

NJ ASK 2009-2010 Update Assessment Schedule

- **Grades 5 and 6**

May 3-6, 2010

Day 1 – Monday, May 3, 2010 – Language Arts Literacy

Day 2 – Tuesday, May 4, 2010 – Language Arts Literacy

Day 3 – Wednesday, May 5, 2010 – Mathematics

Day 4 – Thursday, May 6, 2010 – Mathematics

Make-Ups

May 10-13, 2010

(flexible)

See DOE web site for full details:

<http://www.nj.gov/education/assessment/schedule.shtml>

Note: Some districts with grade K-5 and 6-8 configurations have received approval for an alternate testing schedule, May 10-21 (grades 3-5) and April 27-May 6 (grades 6-8).

NJ ASK 2009-2010 Update Assessment Schedule

- **Grades 7 and 8**

April 27-May 30, 2010

Day 1 – Tuesday April 27, 2010 – Language Arts Literacy

Day 2 – Wednesday, April 28, 2010 – Language Arts Literacy

Day 3 – Thursday, April 29, 2010 - Mathematics

Day 4 – Friday, April 30, 2010 – Mathematics (Grade 7 only)
Science (Grade 8 only)

Make-Ups

May 3-6, 2010

(flexible)

See DOE web site for full details:

<http://www.nj.gov/education/assessment/schedule.shtml>

Note: Some districts with grade K-5 and 6-8 configurations have received approval for an alternate testing schedule, May 10-21 (grades 3-5) and April 27-May 6 (grades 6-8).



NJ ASK 2009-2010

Language Arts Literacy - Reading

- NJ ASK 3-5 operational tests include three reading passages at each grade level;
- NJ ASK 6-8 tests include four reading passages per grade level;
- Reading passages will include literature as well as informational or “everyday” reading selections from a wide array of sources and genres;
- Additional field-test passages and items will be included.



NJ ASK 2009-2010

Language Arts Literacy - Writing

- LAL writing tasks require students to respond in a variety of modes and forms (e.g., expository, persuasive, narrative) and for a variety of purposes, in keeping with standard 3.2 of the CCCS;
- These tasks may be labeled “Speculative” or “Explanatory” or “Expository” or “Persuasive”; some, like the persuasive prompt, are familiar; others will be newer types of tasks. All measure writing skills found in the CCCS and the standards clarification documents.
- The prompt formats can vary and should not be confused with the underlying skills or domains which the writing tasks seek to measure.
- No picture prompt at any grade level in 2010.

NJ ASK 2009-2010: LAL Test Design Grades 3- 5

Text types/Strand (additional field test content embedded throughout)	Reading Selections	MC (Number of Items)	OE (Number of Items)	Writing Tasks (Number of Items)	Time on Task(s) in Approximate Minutes	Total Points*
Writing (Speculative or Expository)				2	30 minutes each	20 (10 points each)
Reading Passages	3	18 (Grade 3) 24 (Grade 4) 30 (Grade 5)	3 (Grade 3) 3 (Grade 4) 3 (Grade 5)		30 minutes each	30 (Grade 3) 36 (Grade 4) 42 (Grade 5)
Total	3	18 (Grade 3) 24 (Grade 4) 30 (Grade 5)	3 (Grade 3) 3 (Grade 4) 3 (Grade 5)	2	150	50 (Grade 3) 56 (Grade 4) 62 (Grade 5)

*NJ ASK 3-5 writing tasks are scored using a 5-point rubric. O/E reading items are scored on a 0 – 4 rubric.

NJ ASK 2009-2010: LAL Test Design Grades 6-8

Text types/Strand (additional field test content embedded throughout)	Reading Selections	MC (Number of Items)	OE (Number of Items)	Writing Tasks (Number of Items)	Time on Task(s) in minutes	Total Points*
Writing: Persuasive Prompt				1	45 minutes each	12
Writing: Explanatory or Speculative Prompt				1	30 minutes Each**	6
Reading Passages	4	36	4		30 minutes each	52
Total				2	195 minutes	70

*NJ ASK 6-8 writing tasks are scored using a 6-point rubric. O/E reading items are scored on a 0 – 4 rubric. **Increased from 25 minutes each previously.

NJ ASK: LAL Writing Prompts (Grades 3-5)

- **The speculative prompt presents a brief scenario which students use as a springboard for writing a story, drawing on stories they have read as well as on their own experiences to develop ideas for their composition.**
- **There are two formats for assessing expository writing: one will introduce a topic in a brief verbal prompt and ask students to develop a composition about that topic; the second format uses a poem to introduce a topic. That topic is elaborated further by a brief verbal prompt that students will use as a basis for writing their composition.**
- **The expository prompts are based on topics familiar to students and will ask them to describe, discuss, or explain, some aspect of the topic. Students will be able to draw on their own experience and what they know to develop their ideas for their composition.**

NJ ASK: LAL Writing Prompts (Grades 6-8)

- **The speculative prompt presents a brief scenario which students will use as a springboard for writing a story, drawing on stories they have read as well as on their own experiences.**
- **Explanatory prompts present students with a topic based on a quotation or adage, or based on a familiar subject. Each is a springboard for the student to write an essay. Explanatory writing is used to share knowledge and to convey ideas and experience. Explanatory writing may be based on the writer's personal knowledge and experience or on information presented to the writer.**
- **Persuasive writing tasks elicit the student's point of view on a given controversy or topic arising from interpersonal, school/community, or social contexts.**

NJ ASK: Sample Expository Prompt (Grades 3-5)

Most people have a special activity or hobby that they enjoy. Some people collect things while others like to read or play games. What activity do you like to do?

Write a composition describing what you enjoy doing. Explain why that activity is special to you.

NJ ASK: Sample Expository Prompt (Grades 3-5)

(Students first listen to and read the Shel Silverstein poem "Moon-Catchin' Net")

Has there ever been something you wanted very much that you may or may not have been able to get? Write a composition about what you wanted. Include the following:

- What did you want to have and why did you want this?
- If you got it, explain how it happened and why you were successful.
- If you didn't get it, explain why not.
- Explain how you might be successful in getting it in the future.



NJ ASK: Sample Speculative Prompt (Grades 3-5)

When the school bell rang, Katie and Pablo grabbed their books and raced out of the classroom. They had been looking forward to this afternoon all week long. Today they were going to go on an adventure.

Write a story about the adventure Katie and Pablo had after they left school.



NJ ASK: Sample Explanatory Prompt (Grades 6-8)

Many students enjoy doing something special for their family and friends. For example, they may take care of their younger sibling or help to cook a favorite meal.

Write a letter to your family or friends that describes something special that you would like to do for them. Explain why this would be something special and how your family or friends might react. Be sure to include details and facts to support your explanation.



NJ ASK: Sample Explanatory Prompt (Grades 6-8)

Life can be full of pleasant surprises. Identify a time when you experienced a pleasant surprise.

Write a composition for your teacher about a time when you experienced a pleasant surprise. Explain why this surprise was unexpected and how it affected your life in a positive way. Be sure to explain your choice by using details and examples.

NJ ASK: Sample Explanatory Prompt (Grades 6-8)

Consider how the following quotation is related to you.

“Even if you’re on the right track, you’ll get run over if you just sit there.”

-- Will Rogers

Cherokee-American, cowboy,
comedian, and actor

Write an essay for your language arts teacher explaining what this quotation means to you. Use details, reasons, and examples in your explanation.



NJ ASK: Sample Persuasive Writing Prompt (Grades 6-8)

WRITING SITUATION

A well-known musical group has offered to give a free concert at your school. There has been much debate as to when the concert should be held – during or after school. You decide to write a letter to your principal expressing your opinion about when the concert should be held.

WRITING TASK

Write a letter to your principal supporting your position whether the concert should be held during school time or held after school. Use reasons, facts, examples and/or other evidence to support your position.

NJ ASK 3-8 Mathematics: Updated Calculator Use Policy

- ❑ The Short Constructed Response (SCR) part of NJASK grades 3 through 8 will be *non-calculator active for all students*, including students with disabilities.
- ❑ In grades 3 and 4, *calculators will be permitted on one of the five remaining parts*. This part will include multiple choice items and one extended constructed response (ECR) item.
- ❑ In grades 5 through 8, *calculators will be permitted on three of the five remaining parts*. These parts will include multiple choice and extended constructed response (ECR) items.



NJ ASK 3-8 Mathematics : Updated Calculator Use Policy, cont.

Students with disabilities may use calculators as an appropriate special education modification under the following circumstances:

- For spring 2010, special education students whose documented educational disability limits them from calculating mathematically may use a calculator on the non-calculator sections (with the exception of SCR as noted above) if the student uses a calculator or other manipulatives during routine instruction, except while the student is actually being taught to calculate.

- Students accommodated through the use of calculators must have the assessment administered to them in an alternative setting.

- Beginning with the May 2011 administration, the use of a calculator or other specific manipulatives as an instructional and assessment accommodation must be documented in the student's IEP or 504 plan. The Short Constructed Response (SCR) section will remain non-calculator active.

NJ ASK 3-5 Mathematics

MC - multiple choice, 1 raw score point

SCR - short constructed-response, 1 raw score point

ECR – extended constructed-response, 3 raw score points

		Grade 3 (1 calculator active part)	Grade 4 (1 calculator active part)	Grade 5 (3 calculator active parts)
Item Count by Type (<i>does not include embedded field test content</i>)	MC	35	35	33
	SCR	6	6	8
	ECR	3	3	3
Total raw score points possible		50	50	50
Approximate total testing time (including field test content)		131 minutes	131 minutes	136 minutes

NJ ASK 6-8 Mathematics 2009-2010

MC - multiple choice, 1 raw score point


SCR - short constructed-response, 1 raw score point

ECR – extended constructed-response, 3 raw score points

		Grade 6 (3 calculator active parts)	Grade 7 (3 calculator active parts)	Grade 8 (3 calculator active parts)
Item Count by Type <i>(does not include embedded field test content)</i>	MC	32	32	32
	SCR	8	8	8
	ECR	3	3	3
Total raw score points possible		49	49	49
Approximate total testing time (including field test content)		133 min.	133 min.	133 min.

NJ ASK Math 2010: Points by Standard

POINT BREAKDOWN	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
STANDARD 1	20	20	18	13	13	13
STANDARD 2	11	11	16	17	13	17
STANDARD 3	11	11	8	9	12	11
STANDARD 4	8	8	8	10	11	8
TOTAL POINTS	50	50	50	49	49	49



NJ ASK 3-8

Mathematics

Sample SCR Items

Grade 3

Standard to be assessed 4.4.3 C.2 “Represent all possibilities for a simple counting situation in an organized way and draw conclusions from this representation.”

Item: A lunch menu has 3 beverage selections: water, juice, and milk. The menu also offers 2 sandwich selections: turkey and peanut butter. How many different meals of one beverage and one sandwich are possible? (answer: 6)

Without the distractor of “5” present, the item is a better assessor if a child can perform systematic listing to get the correct answer of “6”.



NJ ASK 3-8

Mathematics

Sample SCR Items

Grade 4

Standard to be assessed 4.1.4 B.4 “Use an efficient and accurate *paper-and-pencil* procedure for computation with whole numbers – addition of three digit numbers.”

**Item: Inez has a toy car collection. She has 55 red cars, 67 blue cars, and 123 orange cars. How many cars does she have in all?
(answer: 245)**

This standard cannot be assessed with a calculator active item because the standard requires the use of *paper-and-pencil* to perform the correct computation.



NJ ASK 3-8 Mathematics Sample SCR Items

Grade 5

Standard to be assessed 4.1.5 B.3 “Use an efficient and accurate *paper-and pencil* procedure for division of a 3-digit number by a 2-digit number.”

Item: A gallon contains 128 ounces. Paul wants to divide 3 gallons of apple cider equally among the 2 dozen friends at his party. How many ounces of apple cider will each friend receive? (answer: 16)

This standard cannot be assessed with a calculator active item. Nor could this standard be assessed with a multiple-choice item as students could *multiply* the answer choices by 24 until they get 384.

NJ ASK 3-8 Mathematics

Sample Non-Calculator Multiple Choice item

Grade 3

Standard to be assessed 4.3.3 D.2 “Understand and use the concepts of equals, less than, and greater than to describe relations between numbers.”

Item: Which number would make the number sentence $438 - \underline{\quad} = 259$ true?

- A. 217**
- B. 211**
- C. 189**
- D. 179***



NJ ASK 3-8 Mathematics

Sample Non-Calculator Multiple Choice Item

Grade 4

Standard to be assessed 4.1.4 B.5 “Construct and use procedures for performing decimal addition and subtraction.”

Item: What is the difference of $23.79 - 4.93$?

- A. 12.86**
- B. 18.86***
- C. 19.86**
- D. 21.26**

NJ ASK 3-8 Mathematics

Sample Non-Calculator Multiple Choice Item

Grade 5

Standard to be assessed

4.3.5 D.1 “Solve simple linear equations with manipulatives and informally.”

Item

If $14 \times n = 252$, what is the value of n ?

- A. 13**
- B. 18***
- C. 23**
- D. 28**

NJ ASK 3-8

Mathematics

Sample SCR Item

Grade 6

Standard to be Assessed

4.4.7 C.3 "Apply techniques of systematic listing, counting, and reasoning in a variety of different contexts."

Item

How many ways can a teacher choose 2 students from a group of 4 students?

Answer: 6

Note: The student can determine the method of solution, from creating student identifiers and a systematic listing to a more formal mathematical method.

NJ ASK 3-8 Mathematics

Sample Multiple Choice, Non-Calculator Item

Grade 7

Standard to be Assessed

4.1.6 B.8 "Understand and apply the standard algebraic order of operations for the four basic operations, including appropriate use of parentheses."

Item

What is the value of the expression $15 - 3(2 + 1)$?

- A. 108
- B. 36
- C. 23
- D. 6^*

Note: Since many modern calculators perform calculations using the standard algebraic order of operations this Cumulative Progress Indicator (CPI) needs to be assessed in a non-calculator format. The incorrect answer choices may contain common errors- for B above the subtraction was performed before the multiplication.

NJ ASK 3-8 Mathematics

Sample Multiple Choice Calculator Item

Grade 8

Standard to be Assessed

4.2.7.D.1 "Solve problems requiring calculations that involve different units of measurement within a measurement system."

Item

Luis is tiling the rectangular floor of a room measuring 8 feet 6 inches by 12 feet. How many 6 inch by 6 inch tiles will Luis need to tile the floor without overlapping?

- A. 408*
- B. 287
- C. 204
- D. 172

Note: Since the essence of the CPI is about converting units using the appropriate conversion factors, a calculator would be permitted to facilitate calculations.

NJ ASK 4 and 8 2009-2010 Science

- Science assessment includes four parts –
- Each multiple choice item is worth one point; each open-ended item is worth up to three points.
- Each open-ended item is scored using an item-specific rubric
- Life Science – 40% of the test
- Physical Science – 30% of the test
- Earth Science – 30% of the test

		Grade 4	Grade 8
Item Count by Type <i>(does not include field test content)</i>	MC	33	48
	OE	2	2
Total raw score points possible		39	54
Approximate total testing time (includes field test content)		60 min.	120 min.

NJ ASK 2009-2010 Update

Spanish Versions for English Language Learners (ELL)

- Spanish versions of the NJ ASK 3-8 will be available in all content areas – Language Arts Literacy, Mathematics, and Science (Grade 4 and 8).
- Participation/Eligibility guidelines are posted here:
https://www.measinc.com/nj/Downloads/NJ_ASK/NJ_ASK_Grades_3_8_Spanish_Eligibility_Guidelines.pdf. Review them carefully!
- Spanish versions will be ordered by districts through the usual Online Materials Survey process.



Stay tuned for more information about . . .

- Score reporting timelines
- Professional development opportunities
- High school assessment initiatives

Suggested Web Sites

New Jersey Department of Education

www.state.nj.us/education/

Office of State Assessments

www.nj.gov/education/assessment/

Office of Academic Standards

www.nj.gov/education/aps

New Jersey Core Curriculum Content Standards

www.state.nj.us/education/cccs/

Common Core State Standards Initiative

<http://www.corestandards.org/>

Measurement, Inc.

www.measinc.com/njask

National Assessment of Educational Progress (NAEP)
Writing Frameworks

<http://nagb.org/publications/frameworks.htm>

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