New Jersey Assessment of Skills and Knowledge (NJ ASK)

Parent, Student, and Teacher Information Guide
(Guía de información para los padres, estudiantes y maestros)

Grades 3, 4, and 5
Grados 3, 4 y 5

Spring 2012/ Primavera 2012

New Jersey Department of Education
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**PARENT INFORMATION**

**DESCRIPTION OF THE NJ ASK**

The New Jersey Assessment of Skills and Knowledge (NJ ASK) is the state test for students in grades 3 through 8. It is designed to give your school information about how well your children are achieving in the areas required by New Jersey’s Core Curriculum Content Standards. The standards were adopted by the New Jersey State Board of Education after a public process that enlisted the help and advice of many educators, business representatives, and interested citizens. The standards are in the following areas:

1. Language Arts Literacy (including Reading, Writing, Speaking, Listening, and Viewing)
2. Mathematics
3. Science
4. Visual and Performing Arts
5. Social Studies
6. Health and Physical Education
7. World Languages
8. Technological Literacy
9. Career Education and Consumer, Family, and Life Skills

The Core Curriculum Content Standards determine what students should know and be able to do at the end of certain grades. State tests assess whether your child is acquiring the skills and knowledge necessary for success.

The state first administered tests to elementary school students in May 1997. Following two years of field testing, the Elementary School Proficiency Assessment (ESPA) was administered officially in 1999, 2000, 2001, and 2002 to all fourth graders in New Jersey public schools.

In 2003, the state replaced the ESPA with the NJ ASK. This change resulted from the new federal requirements of the No Child Left Behind Act of 2001, which requires all states to provide a system of assessment for every student in grade 3 through grade 8. It also supports New Jersey’s Early Literacy Initiative, which has set the goal of having all third graders read on grade level by the end of grade 3.

In March 2004, the state administered the Science test to fourth-grade students for the first time. This test was a field test, and the results were not reported. In March 2005, NJ ASK Science was administered officially to fourth-grade students only.

In March 2006, all students in grades 3 through 8 were tested in Language Arts Literacy and Mathematics, while students in grade 4 and grade 8 were also tested in Science.

In April 2012, fifth graders will take the NJ ASK tests in Language Arts Literacy and Mathematics. Beginning May 2012, third graders will take the NJ ASK tests in Language Arts Literacy and Mathematics while fourth graders will take the NJ ASK tests in Language Arts Literacy, Mathematics and Science. These tests will be scored, and the results will help schools plan for the educational needs of their students.

The NJ ASK should be a rewarding experience for children. It will provide useful information about your child’s knowledge and skills. Total scores as well as subscores for major knowledge areas and skills will be reported in each content area. For example, in Mathematics, in addition to a total test score, each student will receive a subscore for the clusters of questions that require numerical operations, geometry and measurement, data analysis, and the ability to work with patterns and algebra.

We believe the experience gained from taking this test will help your children when they take the state’s tests at other grade levels, including the state’s high school graduation test and end of course tests.
As the only tests that measure achievement of the New Jersey Core Curriculum Content Standards, the NJ ASK and High School Proficiency Assessment (HSPA) should provide the information necessary for determining how well your children and their school are doing in meeting those standards, and where any improvements may be needed.

1. Who will be tested?

The NJ ASK is designed to measure how well your children are achieving the Core Curriculum Content Standards. This includes most children with educational disabilities and most children whose English language skills are limited. Students with disabilities will be working toward achieving the standards at whatever level is appropriate for them and with whatever supports they need, such as large-print type. These supports would be defined in their Individualized Education Programs (IEPs) or plans required under Section 504. It is important for as many children with disabilities as possible to participate in the NJ ASK. These students can use accommodations and modifications approved by the NJDOE to help them demonstrate what they know and are able to do. Accommodations and modifications used during NJ ASK testing should be the same as those used by these students in other classroom testing.

Every student with disabilities must take each subject area of the NJ ASK. Decisions about the state assessment and accommodations and modifications are made by an IEP or 504 team. If the IEP team decides that a student will not take the NJ ASK in Language Arts Literacy, Mathematics, and/or Science, the child will take the Alternate Proficiency Assessment (APA). The APA—a portfolio assessment—was first administered in 2001 and measures performances in Language Arts Literacy, Mathematics, and Science, based on each student’s IEP goals as they relate to the Core Curriculum Content Standards. Contact your case manager if you have questions about what state assessment your child will take or what accommodations and modifications he or she will have during testing. Students with disabilities must be assigned a grade level and must take the test in their respective grade assignment.

A few limited English proficient (LEP) children may not be required to take the Language Arts Literacy section of the test. For more information regarding this, please contact your local education agency. Other LEP children may need accommodations during testing. Appropriate test accommodations are available to these children in their schools. In response to New Jersey’s diverse language population, the department will continue Spanish-language tests in grades 3 through 5 in spring 2012 in Language Arts Literacy, Mathematics, and Science. Please contact your local education agency for additional information.

2. What types of questions are on the NJ ASK?

The NJ ASK has three major types of questions.

The first type is multiple-choice, for which children are asked to choose one correct answer from among four choices. Multiple-choice questions add much to the reliability, or consistency, of the test because many good questions that focus on a broad range of skills can be answered by the children in a short span of time. Also, these questions are objective and do not require scoring by trained professionals.

The second type of question is the open-ended question. This type of question is also known as an extended constructed-response question in the
mathematics portion of the test. Children will answer these with short or long written responses. The advantage of this type of question is that it allows the children to express what they know about each question in their own words. Students may also present their response using diagrams, graphics, and/or pictures. New Jersey has many years of experience in developing and scoring these types of questions.

The third type of question is the short constructed-response question which requires students to write their responses in their test booklets. Students will not have the use of calculators for the duration of the short constructed-response part of the mathematics test.

3. How can my child prepare for the NJ ASK?

Parents can always help by making sure their children eat well and get plenty of sleep. This is especially true at testing time.

Parents should support their children in all academic work. Children should be provided with time and a quiet place to do homework.

Parents and children should make opportunities to read to each other. Children should be encouraged to talk about school and homework and to communicate and express ideas to their parents.

4. How long is the 2012 test?

For third graders, the spring 2012 NJ ASK will take place over four mornings, from May 7 to May 10. For fourth graders, the spring 2012 NJ ASK will take place over five mornings, from May 7 to May 11. For fifth graders, the spring 2012 NJ ASK will take place over four mornings, from April 30 to May 3. For third, fourth, and fifth graders, the test will range from about 60 minutes to 90 minutes of testing time per morning, not including time for distributing and collecting materials, reading directions, and giving breaks to children.

5. How fair is the NJ ASK?

All test questions are carefully reviewed by trained professionals and educators to ensure that the questions are fair and are not offensive to any group of people. After the test, all questions undergo statistical analysis for any racial, ethnic, or gender bias. If a test question has poor statistical results from these analyses, it is eliminated from future tests.

Teachers, child study team members, and administrators knowledgeable about children with special needs are involved in the development of New Jersey’s statewide assessments. The state also relies on educators’ suggestions for accommodations to make the test accessible to these children and to allow them to demonstrate what they know.

6. How can I receive more information about the NJ ASK?

The New Jersey Department of Education has developed materials to help parents and teachers prepare students for the NJ ASK. This guide, for example, is provided through your child’s school. Additional information about the NJ ASK and your child’s progress in developing the skills and knowledge tested is available at your local school or district office.

The Department of Education offers four sources of information about the NJ ASK.

- Website: http://www.state.nj.us/education
- Office of Publications
- Office of Assessments
  609-341-3456

Mailing address:
New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500
STUDENT INFORMATION

1. What is the NJ ASK?

In May, you and other students in grades 3, 4, and 5 will take the New Jersey Assessment of Skills and Knowledge, which is called NJ ASK. The test will show what skills and knowledge you are learning in Language Arts Literacy, Mathematics, and Science. Do the best you can to show what you have learned.

If you are in third grade, you will take the NJ ASK on four mornings: two days for Language Arts Literacy and two days for Mathematics.

If you are in fourth grade, you will take the NJ ASK on five mornings: two days for Language Arts Literacy, two days for Mathematics, and one day for Science.

If you are in fifth grade, you will take the NJ ASK on four mornings: two days for Language Arts Literacy and two days for Mathematics.

2. What are the questions like on the NJ ASK?

The NJ ASK consists of several different types of questions, including multiple-choice questions, open-ended questions (i.e., extended constructed-response questions), short constructed-response questions, and writing tasks. A description of these items and some sample questions begin on page 6.

Note to teachers: You should carefully review this section with your students, including the completion of the sample questions provided.
3. What should I expect when I take the NJ ASK?

The Language Arts Literacy test will have multiple-choice questions and open-ended questions. You will be asked to read passages and respond to questions. There will also be writing tasks. One task will ask you to write a story. A second task will have you write a composition to explain an experience or an activity that you have had.

The Mathematics test will have short constructed-response questions, multiple-choice questions, and extended constructed-response questions. In grades 3 and 4 you will use the calculator on 25% of the test. In grade 5, you will use the calculator on 50% of the test. You will also use math manipulatives and a ruler for some questions on the test.

The Science test will have multiple-choice and open-ended questions. You will answer questions about life, physical, and earth science.

All test sections are timed. If you are done before the time is over, you may not go on to the next test section. You will find instructions on the bottom corner of each page that tell you when to continue and when to stop. If you have not finished the test section when your teacher tells you time is up, you still must stop and put your pencil down.

4. What else should I know about taking the NJ ASK?

When you take the NJ ASK, your teacher will give you clear instructions about how to do each test section before you begin. During the test, your teacher will also let you know the time remaining for completing each test section. You may write (or print) in the extra space on a test book page when you are figuring out an answer. However, be sure to place your answers only in the spaces provided in your test booklet. Also, be sure to keep all of your work within the border that surrounds each page. Your teacher will remind you of this on the mornings you take the test.

If you wish, on the mornings of each test, you may bring a book with you to read for pleasure. If you finish a test section before the time is up and you have checked your work to be sure you have done your best, you can sit and quietly read your book.
The Language Arts Literacy section of the NJ ASK has both multiple-choice and open-ended questions. These questions always focus on a reading passage. For each multiple-choice question, you will choose the best answer from four answer choices. To show your answer, you will darken the circle for the answer you choose.

For third, fourth, and fifth graders, the NJ ASK provides two types of reading passages: a story and a text that gives information or directions for doing a task.

Examples of text and questions that might appear on NJ ASK for grades 3, 4, and 5 are found on pages 7–12, 13–16, and 17–21.

For third, fourth, and fifth graders, the NJ ASK Language Arts Literacy test provides two types of writing activities: speculative writing in which you tell a story, and expository writing in which you write a composition that explains something you know or have experienced. Examples of the writing tasks that might appear on the NJ ASK are found on pages 23–26.

If you are in grade 3 or grade 4, you will show your answers to multiple-choice and open-ended questions in your test booklet. Your test booklet will also have pages where you will write your story and your composition.

If you are in grade 5, you will have both a test booklet and a separate answer folder. The reading and writing tasks will be printed in your test booklet, but you will show all your answers and writing in your answer folder.
Bark and Leaf Rubbings

Tree trunks and branches have a thick, protective covering called bark. The bark has patterns of ridges, knobs, slits, twists, and holes all over it. The patterns are different on each kind of tree. Leaves also have different shapes and patterns. The easiest way to recognize a tree is by looking at its leaves. Make bark and leaf rubbings to see these shapes and patterns clearly.

YOU WILL NEED THESE MATERIALS AND TOOLS

Leaves

Tacks

Thick paper

Wax crayons

Bark

Bark is waterproof and too tough for most animals to eat. It protects the softer wood inside. As trees grow, their trunks and branches get thicker. But the bark on the outside is dead, so it cracks and flakes as new bark grows underneath. It is these cracks that make the different patterns for each tree.

Naeve has made a collection of bark and leaf rubbings. She has used different colored wax crayons for each tree.
1. Find a tree with some knobby bark. Pin a piece of paper to the tree trunk with some tacks. Bark is tough, so ask an adult to help.

2. Use a wax crayon to rub over the paper. Rub just hard enough to allow the pattern to show. Do not press too hard or the paper will tear.

3. Make bark rubbings from different trees. Find some nice fallen leaves from each tree and give them to a friend.

4. Your friend can choose the leaves she likes best. Ask your friend to make rubbings of these leaves to go with your bark pictures.
1. To make a leaf rubbing, lay the chosen leaf with its underside face up on a smooth, hard surface. Cover it completely with a sheet of paper.

2. Rub a wax crayon over the paper until the leaf vein pattern shows through. Do not press too hard or the pattern will not come out.

3. On the piece of paper, write the name of the leaf and when you did the rubbing. Try more rubbings using leaves from other trees.

4. Notice how the leaves from different trees have a different shape and pattern of veins. The veins will show up clearly on your rubbings.
5. Match the bark rubbings to the leaf rubbings. To keep all the rubbings safe and clean, glue them into a nature notebook.

Following each reading passage are multiple-choice and open-ended questions. These are two examples of multiple-choice questions for the “Bark and Leaf Rubbings” article:

1. **What is the easiest way to identify a tree?**

   ![Options]
   
   - A. by looking at its leaves
   - B. by looking at its bark
   - C. by feeling the leaves
   - D. by feeling the bark

   *The correct answer is A.*

2. **Which one of these actions can ruin your leaf rubbing?**

   ![Options]
   
   - A. placing the leaf’s underside face up
   - B. rubbing a wax crayon over the paper
   - C. pressing the crayon down hard on the paper
   - D. writing the name of the leaf on your picture

   *The correct answer is C.*
For each reading passage on NJ ASK, you will write a response to an open-ended question about the passage. For example, the “Bark and Leaf Rubbings” article, which describes how to do rubbings, might have the following open-ended item:

3. If your teacher asked you to make either a leaf rubbing or a bark rubbing, which one would you choose? Explain what problems you might have while doing this activity.

Write your answer on the lines below.

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Amazing Animal Tricks

From the moment a creature is born, it must eat and try to avoid being eaten. Most animals use some form of disguise, or camouflage, which helps to hide them among their surroundings.

In the snow, animals with dark coats would be seen easily. Many creatures grow a white coat to help them hide from enemies. Some are white or pale-colored all year round. Others change the color of their coat to suit the season.

Some animals have color cells in their skin that allow them to change skin color. They do this to blend with their background, to show emotion, and to cool down or heat up.

Many animals don’t look like animals at all. Instead, they mimic, or imitate, something their enemies would overlook or never eat.

Hunters learn to avoid animals that are unpleasant or poisonous. Many harmless animals mimic, or look like, harmful animals as a form of protection.

Eyes can give their owner away to the enemy when they catch the light. Special stripes and patterns on the head help many animals to hide their eyes. Some animals even have “false eyes” somewhere else on their body to add to the disguise.

Hunters use camouflage so they can pounce on their prey before the prey sees them. Some sneak up on their meal. Others keep very still and wait for a meal to come to them!

Young animals are usually weak and defenseless, so camouflage is of extra importance to them. Some are born with the same camouflage as their parents, while others have their own special disguise until they become adults.

To protect themselves and their young, or get a better chance of grabbing a meal, animals can be the most amazing actors.

One way of hiding from enemies — or from prey — is to wear a fancy dress. Some animals use sticks, stones, and plants, and even other animals to disguise themselves and protect their body from attack.
**Hopping twig**
Some insects with no form of self-defense imitate something insect eaters do not eat. This treehopper has amazing twiglike growths on its back, making it look like a piece of tasteless wood.

**Leaf with legs**
The Javanese leaf insect is an amazing imitation of a real leaf. It has markings which look like the midrib and veins of a real leaf, and brown markings like a leaf that is dying.

**Wrapped up**
Ring-tailed lemurs rest in the trees during the day, wrapping their thick black-and-white banded tail around them. The tail acts like a cloak to hide the lemur in the patches of light and shade in the tree.

**Stick insect**
Certain insects, such as this South American grasshopper, mimic sticks. Many add to their disguise by swaying gently, as if caught in a light breeze.

**Dotty runner**
Guinea fowls live in flocks. They prefer to run rather than fly, but if they are attacked, they fly up into the trees where their spotted feathers make them difficult to see.

Following each reading passage are multiple-choice and open-ended questions. These are two examples of multiple-choice questions for the “Amazing Animal Tricks” article:

1. **Which of these creatures would need an environment that would be difficult to provide in a school environmental center?**

   A  hopping twig  
   B  snowshoe hare  
   C  leafy leaper  
   D  cricket

   *The correct answer is B.*

2. Suppose you were selecting creatures for a school environmental center. Which of the following questions could you ask to help you decide which creatures to choose?

   A  Do some of these creatures eat others?  
   B  Are any of these creatures pets?  
   C  Who will take care of the garden?  
   D  Do any of these creatures have nests?

   *The correct answer is A.*
LANGUAGE ARTS LITERACY

For each reading passage on NJ ASK, you also will write a response to questions about the passage. For example, the “Amazing Animal Tricks” article, which describes creatures in nature, might have the following open-ended item:

3. Which of the creatures could hide best, not in its own environment, but in your school?

Choose one of these creatures, and give reasons why that creature could hide in your school.

Write your answer on the lines below.

A high-scoring open-ended response would show an understanding of the task and would give a clear explanation of why one of these creatures could hide best in your school.
INTRODUCTION: Many different people helped during the American Revolution. Writer Julie Doyle Durway describes some of these people.

Riding for Freedom
by Julie Doyle Durway

Who rode through the countryside on horseback during the American Revolution, warning the citizens, “The British are coming”? Who risked imprisonment or death to alert the Continental Army of a looming British attack? If you answered Paul Revere, you would be only partly right. A number of girls and young women also acted as patriotic messengers, risking their own lives to serve the cause of American freedom.

One of these “riders for freedom” was 16-year-old Sybil Ludington. On a stormy night in April 1777, young Sybil bravely accepted a dangerous job: She agreed to alert the local militia that the British were burning the nearby town of Danbury, Connecticut, where a large amount of the colonial troop’s supplies were kept. Riding as fast as she could through the rainy, muddy, dark night, Sybil raced from one farmhouse to another, covering 40 miles of ground. This was more than twice the distance that Paul Revere traveled during his famous midnight ride!

Sybil was successful in rallying the local soldiers, who gathered at her father’s farmhouse that night, then marched to meet the British at Danbury. Although they weren’t able to save the town or the supplies, they did push the British Army out of the area. Sybil Ludington’s heroic ride showed that girls and women could be an important part of the American Revolution.

Deborah Champion probably never imagined she’d play a role in the Revolution. But when her father asked for her help, this young Connecticut woman mounted her horse and rode for two days to deliver an urgent message to General George Washington.
Through their brave deeds, these female patriots displayed courage, persistence, and strength. They each found a unique way to help their countrymen and fellow countrywomen in the fight for independence.


Following each reading passage for fifth graders, there are multiple-choice and open-ended questions. These questions are printed in your test booklet, but you will write all your answers in a separate answer folder. On the next page, there are examples of multiple-choice questions for the story “Riding for Freedom.” These examples show how these questions will be printed in your test booklet.
1. The writer begins with a series of questions to
   A. establish a timeline for the American Revolution.
   B. demonstrate the importance of the American Revolution.
   C. interest readers in learning about the American Revolution.
   D. share concerns readers might have about the American Revolution.
   \[\text{The correct answer is C.}\]

2. In paragraph 2, the word \textit{alert} means
   A. warn.
   B. trick.
   C. surprise.
   D. support.
   \[\text{The correct answer is A.}\]

3. Why was it important for Sybil Ludington to tell the soldiers that the British were burning Danbury?
   A. because the soldiers were lost in the storm
   B. because the soldiers needed to save their supplies
   C. because the soldiers had a chance to defeat the British
   D. because the soldiers wanted to escape from the British
   \[\text{The correct answer is B.}\]

4. With which of these opinions does the writer of the article most likely agree?
   A. Female patriots should be recognized.
   B. The events at Danbury were unimportant.
   C. The British should have won the American Revolution.
   D. George Washington is more important than most people think.
   \[\text{The correct answer is A.}\]
5. In paragraph 2, the “riders for freedom” were those who

A. thought horses should not be used by soldiers.
B. enjoyed riding horses to get from place to place.
C. rode horses to help win the American Revolution.
D. wanted the battles of the American Revolution remembered.

The correct answer is C.

6. What is the central idea of this article?

A. American freedom was won by defeating the British.
B. Sybil Ludington was more important than Paul Revere.
C. Deborah Champion should have been rewarded for her courage.
D. Women played an important part in the American Revolution.

The correct answer is D.
For each reading passage on the NJ ASK, you will write a response to an open-ended question about the passage. If you are a fifth grader, the question will be printed in your test booklet, but you will write your response to the question in a separate answer folder.

Following is an example of an open-ended question for the “Riding for Freedom” passage, which discusses a historic horseback ride:

7. As the article explains, Sybil Ludington was a real person.

• How did Sybil’s actions affect the American Revolution?

• How could this historic ride influence other people?

Use specific information from the article and any additional insight to support your response.

A high-scoring open-ended response would show an understanding of the task and would give a clear explanation/opinion that links to or extends aspects of the text.
<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides a clear and focused explanation/opinion that links to or extends aspects of the text.</td>
</tr>
<tr>
<td>3</td>
<td>A 3-point response demonstrates an understanding of the task, addresses all requirements, and provides some explanation/opinion using situations or ideas from the text as support.</td>
</tr>
<tr>
<td>2</td>
<td>A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements, and provides only a vague reference to or no use of the text.</td>
</tr>
<tr>
<td>0</td>
<td>A 0-point response is irrelevant or off-topic.</td>
</tr>
</tbody>
</table>
In third, fourth, and fifth grades, NJ ASK in Language Arts Literacy will have two writing activities. In one activity, you will listen to and read a poem. Then you will read a prompt that asks you to write a composition describing something or explaining an idea that is introduced in the poem. The prompt for “The Horn I Scorn” is on page 24.

My brother has a slide trombone—
He plays it every day,
I’d like to dig a great big hole
And hide the thing away!

His blasts assault my brain cells
Until they’re black and blue!
My eardrums cry in agony
Long after he is through!

As if the horn weren’t bad enough,
More racket fills my head—
The constant whimper from our dog
Who trembles ‘neath my bed!

Someday I’ll play a tune myself;
Just wait till my turn comes!
I hope that we still share a room
WHEN I TAKE UP THE DRUMS!

by Jill Esbaum

In “The Horn I Scorn,” the poet Jill Esbaum writes about a problem that comes from having to share. At one time or another, most of us have to share something with someone else. Write a composition about the difficulties of having to share something you value.

In your composition, be sure to

- describe what it is you have to share.
- discuss the problems that come from having to share it.
- explain how you solved the problems.

You may take notes, create a web, or do other prewriting work in the space provided. Then, write your composition on the lines provided.

Here is a checklist for you to follow to help you do your best writing. Please read it silently as I read it aloud to you.

**Writer’s Checklist**

Remember to

- Keep the central idea or topic in mind.
- Keep your audience in mind.
- Support your ideas with details, explanations, and examples.
- State your ideas in a clear sequence.
- Include an opening and a closing.
- Use a variety of words and vary your sentence structure.
- State your opinion or conclusion clearly.
- Capitalize, spell, and use punctuation correctly.
- Write neatly.

After you write your composition, read what you have written. Use the checklist to make certain that your writing is the best it can be.
Sometimes, the expository prompt will not be introduced with a poem. You will read only the prompt to prepare for your writing. Expository prompts simply ask you to write a composition that explains something you know or have experienced. For example, you do not have to read the poem “The Horn I Scorn” on page 23 in order to respond to the prompt on page 25 of this guide.

Following is a second example of an expository prompt that does not begin with a poem:

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.

You may take notes, create a web, or do other prewriting work in the space provided. Then, write your composition on the lines provided.

Here is a checklist for you to follow to help you do your best writing. Please read it silently as I read it aloud to you.

<table>
<thead>
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<th>Writer’s Checklist</th>
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</thead>
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<td>☐ Support your ideas with details, explanations, and examples.</td>
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</tr>
<tr>
<td>☐ Include an opening and a closing.</td>
</tr>
<tr>
<td>☐ Use a variety of words and vary your sentence structure.</td>
</tr>
<tr>
<td>☐ State your opinion or conclusion clearly.</td>
</tr>
<tr>
<td>☐ Capitalize, spell, and use punctuation correctly.</td>
</tr>
<tr>
<td>☐ Write neatly.</td>
</tr>
</tbody>
</table>

After you write your composition, read what you have written. Use the checklist to make certain that your writing is the best it can be.
In another activity, you will read a writing prompt that describes one or more characters and a setting. Then you will be asked to use the ideas in that prompt to write a story.

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.

You may take notes, create a web, or do other prewriting work in the space provided. Then, write your story on the lines provided.

Here is a checklist for you to follow to help you do your best writing. Please read it silently as I read it aloud to you.

### Writer’s Checklist

- Keep the central idea or topic in mind.
- Keep your audience in mind.
- Support your ideas with details, explanations, and examples.
- State your ideas in a clear sequence.
- Include an opening and a closing.
- Use a variety of words and vary your sentence structure.
- State your opinion or conclusion clearly.
- Capitalize, spell, and use punctuation correctly.
- Write neatly.

After you write your story, read what you have written. Use the checklist to make certain that your writing is the best it can be.
### NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC (MODIFIED)

<table>
<thead>
<tr>
<th>Score</th>
<th>Content and Organization</th>
<th>Usage</th>
<th>Sentence Construction</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• May lack opening and/or closing</td>
<td>• No apparent control</td>
<td>• Assortment of incomplete and/or incorrect sentences</td>
<td>• Errors so severe they detract from meaning</td>
</tr>
<tr>
<td>2</td>
<td>• Minimal response to topic; uncertain focus</td>
<td>• Numerous errors</td>
<td>• Excessive monotony/same structure</td>
<td>• Numerous serious errors</td>
</tr>
<tr>
<td>3</td>
<td>• Attempts to focus</td>
<td>• Errors/patterns of errors may be evident</td>
<td>• Little variety in syntax</td>
<td>• Patterns of errors evident</td>
</tr>
<tr>
<td>4</td>
<td>• Usually has single focus</td>
<td>• Some errors that do not interfere with meaning</td>
<td>• Generaly correct</td>
<td>• No consistent pattern of errors</td>
</tr>
<tr>
<td>5</td>
<td>• Single focus</td>
<td>• Few errors</td>
<td>• Variety in syntax appropriate and effective</td>
<td>• Few errors</td>
</tr>
</tbody>
</table>

### NON-SCORABLE RESPONSES

- **FR** = Fragment
  - Student wrote too little to allow a reliable judgment of his/her writing.

- **OT** = Off Topic/Off Task
  - Student did not write on the assigned topic/task.

- **NE** = Not English
  - Student wrote in a language other than English.

- **NR** = No Response
  - Blank

### Note:
All unscorable responses, (NSRs), with the exception of NR, must be coded by the Scoring Director.
MATHEMATICS

SAMPLE QUESTIONS

The NJ ASK’s short constructed-response questions in mathematics have no answer choices. Grade 3 and Grade 4 students will write the answers to these questions in the spaces provided in the test booklet. Grade 5 students will write their responses in a separate answer folder. A calculator is NOT allowed on the short constructed-response questions. These are examples of mathematics short constructed-response questions:

Grade 3 (Non-calculator Item)

1. Find the product of $39 \times 7$.

Place your answer here: _____________________

The correct answer is 273.

Grade 4 (Non-calculator Item)

2. Find the product of $39 \times 11$.

Place your answer here: _____________________

The correct answer is 429.
3. 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?

3. _____________________

The correct answer is 16.
MATHEMATICS

The NJ ASK’s multiple-choice questions in mathematics let the student choose the one best answer from four answer choices. Grade 3 and 4 students will darken the circle of the correct answer choice in their test booklet. Grade 5 students will darken the circle of the correct answer choice in their answer folder. A calculator is allowed on some multiple-choice questions. These are examples of mathematics multiple-choice questions.

Grade 3

4. Which rule is assigned to the Input numbers in order to get the Output numbers?

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
</tr>
</tbody>
</table>

(A) Add 3
(B) Add 2
(C) Subtract 3
(D) Multiply by 2

*The correct answer is A.*
Grade 4
5. What number is missing in the Output column of the table below?

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>27</td>
</tr>
</tbody>
</table>

A  20  
B  21  
C  22  
D  24  

The correct answer is B.

Grade 5
6. Last year, the cafeteria at Chloe’s school recycled 100 pounds of trash that was collected. This year was the second year of recycling, and the cafeteria recycled twice as much. If the amount of trash the cafeteria recycles doubles each year, how much trash will be recycled in the fourth year?

A  1,600 pounds  
B  800 pounds  
C  600 pounds  
D  400 pounds  

The correct answer is B.
MATHEMATICS

Grade 3

7. Orlando has a bag of 10 marbles that contains 4 red marbles and 6 blue marbles. If Orlando reaches into the bag without looking and takes one marble, what is the probability that he will take a blue marble?

A 1 out of 6  
B 4 out of 10  
C 6 out of 10  
D 4 out of 6

The correct answer is C.

Grade 4

8. Mariah has a bag of marbles that contains 7 blue marbles, 4 red marbles, 3 white marbles, and 2 yellow marbles. If Mariah takes a marble out of the bag without looking, what is the probability that she will take a red or yellow marble?

A \[ \frac{7}{16} \]  
B \[ \frac{6}{16} \]  
C \[ \frac{4}{16} \]  
D \[ \frac{2}{16} \]

The correct answer is B.
Grade 5

9. Cynthia has a bag of 10 marbles in which there are 4 red marbles and 6 blue marbles. If Cynthia reaches into the bag without looking, what is the probability that she will take a blue marble?

A 1/10  
B 1/6  
C 2/5  
D 3/5  

The correct answer is D.

Grade 3

10. Which of the following letters has a line of symmetry?

A P  
B F  
C T  
D L  

The correct answer is C.
Grade 4

11. Neil made cutouts for art class. Which of the following cutouts has more than one line of symmetry?

- A
- B
- C
- D

*The correct answer is D.*
Grade 5

12. The following are Tim’s scores on his math tests.
   91, 86, 75, 67, 84, 75, 89
   What is the range of his scores?

   A  7
   B  24
   C  75
   D  81

   The correct answer is B.
Grade 3

13. Rosa has 3 sweatshirts: a gray one, a yellow one, and a red one. She also has 2 pairs of jeans: a blue pair and a green pair. If an outfit consists of one sweatshirt and one pair of jeans, how many different outfits can Rosa make?

A  8
B  6
C  5
D  3

The correct answer is B.

Grade 4

14. Brian has 4 notebooks: one for math, one for science, one for language arts, and one for social studies. He is going to take two notebooks home tonight.

Example:

Math

Science

one pair

How many different pairs of notebooks could Brian take home?

A  2
B  4
C  6
D  8

The correct answer is C.
Grade 5

15. An outfit is made using 1 shirt, 1 pant, and 1 pair of sneakers.

<table>
<thead>
<tr>
<th>Shirt Color</th>
<th>Pant Color</th>
<th>Sneaker Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>Brown</td>
<td>Black</td>
</tr>
<tr>
<td>Red</td>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td>Green</td>
<td>Blue</td>
<td>Red</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orange</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many different outfits are possible?

- A 9
- B 11
- C 15
- D 45

The correct answer is D.
The NJ ASK’s extended constructed-response questions in mathematics have no answer choices. Grade 3 and Grade 4 students will write and/or draw the answers to these questions in the spaces provided in the test booklet. Grade 5 students will write and/or draw their responses in a separate answer folder. A calculator is allowed for some extended constructed-response questions. These are examples of mathematics extended constructed-response questions:

Grade 3

16. It is Cheryl’s turn to spin a spinner to choose an activity for her physical education class. Cheryl will spin one of the spinners below to decide what the class will do.

Cheryl’s favorite activity is swimming.

- Find the probability of landing on swimming using Spinner 1.
- Find the probability of landing on swimming using Spinner 2.
- Decide which spinner Cheryl should choose if she wants to go swimming.
- Explain why Cheryl should choose this spinner.

Sample 3-point (highest score) response would answer each part of the question correctly. (Appropriate responses may be written in different ways.)

- 1 out of 4 times
- 1 out of 3 times
- Spinner 2
- There is a better chance to go swimming in 1 out of 3 times than in 1 out of 4 times.
Grade 4

17. You have to choose between two different job offers for the same four-day period. The first job pays $5.00 each day for the 4 days. The second job pays $1.00 for the first day, and each day after the first, you will be paid twice the amount you received the previous day.

- Which job will pay you the greatest amount for the 4 days?
- Would your answer change if you were working for more than 4 days?

Show your work or explain your answer.

Sample 3-point answer

<table>
<thead>
<tr>
<th>Job 1</th>
<th>Job 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4 \times 5 = $20</td>
<td></td>
</tr>
<tr>
<td>$1 + 2 + 4 + 8 = $15</td>
<td></td>
</tr>
<tr>
<td>(+ 16 + 32 + 64)</td>
<td></td>
</tr>
</tbody>
</table>

Job 1 gives the most money for 4 days because $20 is more than $15. If you worked for 5 days, Job 2 would give more money because $15 + 16 = $31, but $20 + 5 = $25.
18. For dessert, Jeff can have a bowl of ice cream with 2 scoops. He can choose from the following flavors.

<table>
<thead>
<tr>
<th>ICE CREAM FLAVORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate</td>
</tr>
<tr>
<td>Vanilla</td>
</tr>
<tr>
<td>Strawberry</td>
</tr>
<tr>
<td>Mint</td>
</tr>
<tr>
<td>Peach</td>
</tr>
</tbody>
</table>

The 2 scoops of ice cream can be of the same flavor or of different flavors.

- Using an organized list, chart, tree diagram, or table, show all possible combinations for Jeff’s bowl of ice cream.

- How many fewer combinations would there be for Jeff’s bowl of ice cream if the peach ice cream was not available? Show your work or explain your answer.

Sample 3-point answer

- There are 15 possible combinations.

  \((CC, CV, CS, CM, CP, VV, VS, VM, VP, SS, SM, SP, MM, MP, PP)\)

- There would be 5 fewer combinations.

  \((CP, VP, SP, MP, and PP)\)
Scoring Guide for Mathematics Open-Ended (OE) Questions
(Generic Rubric)

3-Point Response
The response shows complete understanding of the problem’s essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear, effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

2-Point Response
The response shows nearly complete understanding of the problem’s essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

1-Point Response
The response shows limited understanding of the problem’s essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to how and why decisions were made.

0-Point Response
The response shows insufficient understanding of the problem’s essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

The above rubric is used as a guide to develop specific scoring guides or rubrics for each of the extended constructed-response (ECR) questions that appear on the New Jersey statewide assessments in Mathematics. These scoring rubrics provide the criteria for evaluating and scoring student performance and are developed by a committee of mathematicians and teachers. Rubrics ensure that there is consistency, fairness, and accuracy in scoring extended constructed-response questions.
The NJ ASK’s multiple-choice questions in grade 4 Science let the students choose the correct answer from four answer choices. Again, you will darken the circle of the correct answer choice in your test booklet. These are examples of Science multiple-choice questions:

1. Which part of the potato plant shown above makes the most food for the plant?
   
   A. roots  
   B. stems  
   C. leaves  
   D. flowers  

   The correct answer is C.
2. What property of matter makes aluminum a good choice to use for a bicycle frame?

- A  color
- B  weight
- C  texture
- D  height

*The correct answer is B.*

3. Which of these will take the greatest force to stop it from falling?

- A  a 2 kilogram steel block
- B  a 3 kilogram box of feathers
- C  a 5 kilogram bowling ball
- D  a 7 kilogram sack of leaves

*The correct answer is D.*
The picture below shows four different rock layers in a hillside.

4. What is the best evidence that one of these layers of rock was formed under an ocean?

A) the thickness of the layer
B) the type of fossils in the layer
C) the number of caves in the layer
D) the height above sea level of the layer

The correct answer is B.

5. Many wolves used to live in East Coast forests. Some people think it is a good idea to bring wolves back into the forests. What part of the community will probably decrease if the wolves come back to the forests?

A) the deer and rabbits that live in the forest
B) the trees that make up the forest
C) the grasses that grow in the forest
D) the birds that live in trees in the forest

The correct answer is A.
6. The diagram above shows the position of Earth during the new moon and the full moon. About how long does it take the Moon to go from the new moon to the full moon position?

A  1 day  
B  7 days  
C  14 days  
D  28 days  

*The correct answer is C.*
SCIENCE

The NJ ASK’s open-ended questions in grade 4 Science have no answer choices. You will write and/or draw your answers to these questions in the spaces provided in the test booklet. These are examples of Science open-ended questions:

7. The pictures show a piece of wood before and after it was cut. Fill in the chart below to tell about the wood that was cut.

<table>
<thead>
<tr>
<th></th>
<th>Before</th>
<th>After</th>
<th>Amount of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass of wood in grams</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List at least two properties of the piece of wood that changed.

Sample 3-point answer

<table>
<thead>
<tr>
<th></th>
<th>Before</th>
<th>After</th>
<th>Amount of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass of wood in grams</td>
<td>100 g</td>
<td>60 g</td>
<td>40 g</td>
</tr>
</tbody>
</table>

*The block of wood changed in size and weight because it was cut.*
8. The picture above shows a leaf that Sam found. Which one of the following leaves came from the same kind of tree? Explain your answer. Give at least two reasons in your answer.

Write your answer on the lines on the next page.

Sample 3-point answer

The answer is D because the vein patterns and shape are alike. The leaf is also smaller than the leaf in the picture above.
9. Louise is pushing a basket of apples.

- What are two things Louise could change to make it easier to push the basket?

- What is one change that would make it harder to push the basket?

Sample 3-point answer

- Louise could
  1. remove some apples
  2. get a friend to help
  3. push with greater force

- push the basket uphill, add more apples, push over a rough surface
The zero-to-three point generic scoring rubric below was created to help readers score open-ended responses consistently. In scoring, the reader should accept the use of appropriately labeled diagrams, charts, formulas, and/or symbols that are part of the correct answer even when the question does not specifically request their use.

### 3-Point Response
The student response is reasonably correct, clear, and satisfactory.

### 2-Point Response
The student response has minor omissions and/or some incorrect or irrelevant information.

### 1-Point Response
The student response includes some correct information, but most of the information included in the response is either incorrect or irrelevant.

### 0-Point Response
The student attempts the task, but the response is incorrect, irrelevant, or inappropriate.

The above generic rubric is used as a guide to develop item-specific scoring guides or rubrics for each of the open-ended (OE) questions that appear on the New Jersey statewide assessments in science. These scoring rubrics provide the criteria for evaluating and scoring student performance and are developed by a committee of scientists and teachers. Rubrics ensure that there is consistency, fairness, and accuracy in all scoring open-ended questions.
INFORMACIÓN PARA LOS PADRES

DESCRIPCIÓN DE LA NJ ASK

La Evaluación de Destrezas y Conocimientos de Nueva Jersey (New Jersey Assessment of Skills and Knowledge o NJ ASK, por sus siglas en inglés) es el examen estatal para los estudiantes de tercero a octavo grado. Está diseñado para proporcionarle información a su escuela en cuanto al rendimiento de su hijo/a en las áreas requeridas por las Normas de Contenido del Currículo Básico de Nueva Jersey (New Jersey’s Core Curriculum Content Standards). La Junta Educativa del Estado de Nueva Jersey (New Jersey State Board of Education) adoptó estas normas después de un proceso público que contó con la ayuda y el asesoramiento de muchos educadores, representantes del mundo de los negocios y ciudadanos interesados. Las normas abarcan las áreas siguientes:

1. Artes del Lenguaje (incluye Lectura, Composición, Oratoria, Audición y Visualización)
2. Matemáticas
3. Ciencias
4. Artes Visuales y Teatrales
5. Estudios Sociales
6. Salud y Educación Física
7. Lenguas Extranjeras
8. Competencia en la Tecnología
9. Formación Profesional y Habilidades del Consumidor, de la Familia y para la Vida

Las Normas de Contenido del Currículo Básico de Nueva Jersey determinan lo que los estudiantes deben saber y ser capaces de hacer al final de ciertos grados. Los exámenes estatales evalúan si su hijo/a está adquiriendo las destrezas y los conocimientos necesarios para el éxito.

En mayo de 1997, el estado administró los exámenes a los estudiantes de las escuelas primarias por primera vez. Después de dos años, durante los cuales los exámenes se utilizaron como pruebas de campo, la Evaluación de Competencia en la Escuela Primaria (ESPA, por sus siglas en inglés) se administró oficialmente en 1999, 2000, 2001 y 2002 a todos los estudiantes de cuarto grado de las escuelas públicas de Nueva Jersey.

En 2003, el estado reemplazó la evaluación ESPA con la NJ ASK. Este cambio resultó de los nuevos requisitos federales de la ley “Que Ningún Niño Se Quede Atrás” (No Child Left Behind o NCLB, por sus siglas en inglés) del año 2001, la cual exige que todos los estados tengan un sistema de evaluación para cada estudiante de tercero a octavo grado. Este cambio también apoya la Iniciativa de Alfabetización Temprana de Nueva Jersey, la cual ha establecido el objetivo de que todos los estudiantes de tercer grado puedan leer al nivel correspondiente a su grado al finalizar el año lectivo.

En marzo de 2004, el estado administró por primera vez la prueba de Ciencias a los estudiantes de cuarto grado. Ésta fue una prueba de campo y los resultados no se dieron a conocer. En marzo de 2005, la prueba de Ciencias de la NJ ASK se administró oficialmente sólo a los estudiantes de cuarto grado.

En marzo de 2006, se examinó a todos los estudiantes de tercero a octavo grado en Artes del Lenguaje y Matemáticas, mientras que a los de cuarto y octavo grado también se les evaluó en Ciencias.

En abril de 2012, los estudiantes de quinto grado tomarán la NJ ASK en Artes del Lenguaje y Matemáticas. A partir de mayo de 2012, los estudiantes de tercer grado tomarán la NJ ASK en Artes del Lenguaje y Matemáticas mientras que los estudiantes de cuarto grado...
tomarán la NJ ASK en Artes del Lenguaje, Matemáticas y Ciencias. Estas pruebas se calificarán y los resultados ayudarán a las escuelas a planear de acuerdo a las necesidades educativas de sus estudiantes.

La NJ ASK debería ser una experiencia gratificante para los niños. La evaluación proporcionará información útil sobre los conocimientos y las destrezas de su hijo/a. Se dan a conocer las puntuaciones totales, así como las puntuaciones específicas en las áreas de conocimiento y las destrezas principales correspondientes a cada área de contenido. Por ejemplo, en Matemáticas, además de una puntuación total, cada estudiante recibirá una puntuación específica para los grupos de preguntas que implican operaciones numéricas, geometría y medición, análisis de datos, y la habilidad para trabajar con patrones y álgebra.

Creemos que la experiencia que se obtiene al tomar este examen ayudará a sus hijos cuando tomen los exámenes estatales en otros grados, incluso el examen de graduación de la escuela secundaria y los exámenes de fin de curso.

Ya que la NJ ASK y la Evaluación de Competencia de la Escuela Secundaria (HSPA, por sus siglas en inglés) son los únicos exámenes que miden el rendimiento en las Normas de Contenido del Currículo Básico de Nueva Jersey, éstos deben proporcionar la información necesaria para determinar hasta qué punto un estudiante y su escuela están satisfaciendo aquellas normas e identificar las áreas con necesidad de mejora.

1. ¿Quién tomará el examen?

La NJ ASK se concibe para medir el progreso de los niños en sus esfuerzos por satisfacer las Normas de Contenido del Currículo Básico de Nueva Jersey. Incluye por tanto a la mayoría de los niños con discapacidades educativas y a la mayoría de los niños cuya habilidad en inglés es limitada. Los estudiantes con discapacidades trabajarán para satisfacer las normas acorde al nivel adecuado para ellos y con el apoyo que necesitan, como escritos impresos en letra grande. Las definiciones de estas medidas de apoyo se encuentran en sus Programas de Educación Individualizada (IEPs, por sus siglas en inglés) o planes obligatorios bajo la Sección 504. Es importante que el mayor número posible de niños con discapacidades participen en la NJ ASK. Estos estudiantes pueden utilizar acomodos y modificaciones aprobadas por el Departamento de Educación de Nueva Jersey (NJDOE, por sus siglas en inglés) para ayudarles a demostrar lo que saben y son capaces de hacer. Los acomodos y las modificaciones que se utilizan durante la NJ ASK deben ser los mismos que aquellos utilizados por los estudiantes en otras evaluaciones llevadas a cabo en su salón de clases.

Cada estudiante con discapacidades debe completar cada área de contenido de la NJ ASK. Un equipo del IEP o de la Sección 504 toma las decisiones en cuanto a la evaluación estatal, y los acomodos y las modificaciones. Si el equipo del IEP decide que un estudiante no tomará la NJ ASK en Artes del Lenguaje, Matemáticas o Ciencias, el niño/a tomará la Evaluación Alterna de Competencia (Alternate Proficiency Assessment o APA, por sus siglas en inglés). Ésta es una evaluación del portafolio estudiantil que se administró por primera vez en 2001 y mide el desempeño en las áreas de Artes del Lenguaje, Matemáticas y Ciencias, basándose en las metas del IEP de cada estudiante en relación a las Normas de Contenido del Currículo Básico de Nueva Jersey. Comuníquese con el encargado de casos si tiene alguna pregunta sobre la evaluación estatal que su hijo/a tomará, o sobre la clase de modificaciones y acomodos que su hijo/a tendrá a su disposición durante la evaluación. Los estudiantes con discapacidades deben ser asignados a un grado y deben tomar el examen en su respectivo grado asignado.

Algunos estudiantes con Dominio Limitado del Inglés (LEP, por sus siglas en inglés) puede que no tengan que completar la sección de Artes del Lenguaje del examen. Para más información, comuníquese con la agencia educativa en su localidad. Otros estudiantes con dominio
limitado del inglés podrán necesitar acomodos durante la evaluación. Los acomodos adecuados para el examen se encuentran disponibles para estos niños en sus escuelas. En respuesta a la diversidad de idiomas en la población de Nueva Jersey, el departamento continuará exámenes en español de tercer a quinto grado en Artes del Lenguaje, Matemáticas y Ciencias para la primavera de 2011. Para más información, comuníquese con la agencia educativa en su localidad.

2. ¿Qué tipos de preguntas hay en la NJ ASK?

La NJ ASK incluye tres tipos de preguntas.

El primer tipo es la pregunta de opción múltiple que requiere que los estudiantes escojan la respuesta correcta entre las cuatro opciones que se le ofrecen. Las preguntas de opción múltiple sustentan la fiabilidad, o conformidad, del examen ya que los niños pueden responder a muchas preguntas buenas que se centran en una amplia variedad de destrezas en un período de tiempo corto. Además, estas preguntas son objetivas y no requieren calificación por parte de profesionales capacitados.

El segundo tipo de pregunta es la pregunta abierta. Este tipo de pregunta se conoce como respuesta elaborada extensa en la prueba de matemáticas. Los niños las contestarán con respuestas escritas de carácter corto o largo. La ventaja de este tipo de pregunta es que permite que los niños expresen con sus propias palabras lo que saben sobre cada pregunta. Los estudiantes también presentarán algunas de sus respuestas de matemáticas utilizando diagramas, gráficas o dibujos. Nueva Jersey tiene muchos años de experiencia desarrollando y calificando este tipo de preguntas.

El tercer tipo de pregunta es la pregunta de respuesta elaborada breve que requiere que los estudiantes escriban sus respuestas en sus cuadernillos de prueba. Los estudiantes no pueden utilizar calculadoras durante la parte de la prueba de matemáticas que contiene las preguntas de respuesta elaborada breve.

3. ¿Cómo puede prepararse mi hijo/a para la NJ ASK?

Los padres siempre pueden ayudar al asegurarse de que sus hijos coman bien y duerman lo suficiente. Esto es especialmente verdadero a la hora de completar exámenes.

Los padres deben apoyar a sus hijos en todas las tareas académicas. A los niños se les debe dar tiempo y un lugar tranquilo para hacer sus tareas.

Padres y niños deben crear oportunidades para leer y aprender juntos. Se debe animar a los niños para que hablen sobre la escuela y sus tareas y para que comuniquen y expresen ideas a sus padres.

4. ¿Cuánto tiempo dura la evaluación de 2012?

Para los estudiantes de tercer grado, la NJ ASK de la primavera de 2012 se llevará a cabo durante cuatro mañanas, del 7 al 10 de mayo. Para los estudiantes de cuarto grado, la NJ ASK de la primavera de 2012 se llevará a cabo durante cinco mañanas, del 7 al 11 de mayo. Para los estudiantes de quinto grado, la NJ ASK de la primavera de 2012 se llevará a cabo durante cuatro mañanas, del 30 de abril al 3 de mayo. Para los estudiantes de tercero, cuarto y quinto grado, el examen durará de 60 a 90 minutos cada mañana, sin incluir el tiempo que lleve distribuir y recolectar los materiales, leer las instrucciones ni dar descansos a los niños.

5. ¿Qué tan imparcial es la NJ ASK?

Todas las preguntas de la prueba son revisadas cuidadosamente por profesionales capacitados y educadores para asegurarse de que las preguntas sean imparciales y que no resulten ofensivas para ningún grupo de personas. Después de la evaluación, se hace un análisis estadístico de todas las preguntas para determinar si contienen algún prejuicio racial, étnico o sexual. Si el análisis estadístico de cualquier pregunta obtiene malos resultados, la pregunta se eliminará de la evaluación en el futuro.
Los maestros, los integrantes del equipo para el estudio de los niños y los administradores que se especializan en niños con necesidades especiales participan en el desarrollo de las evaluaciones estatales de Nueva Jersey. El estado también tiene en cuenta las sugerencias de los educadores en cuanto a los acomodos necesarios para que estos estudiantes tengan acceso a la evaluación y puedan demostrar lo que saben.

6. ¿Cómo puedo obtener más información sobre la NJ ASK?

El Departamento de Educación del Estado de Nueva Jersey ha producido materiales para ayudar a los padres y maestros a preparar a los estudiantes para tomar la NJ ASK. Este folleto, por ejemplo, se ofrece a través de la escuela de su hijo/a. La escuela de su hijo/a o la oficina del distrito escolar tienen información adicional sobre la NJ ASK y sobre el progreso de su hijo/a en el desarrollo de las destrezas y los conocimientos que ésta evalúa.

El Departamento de Educación ofrece muchos fuentes de información sobre la NJ ASK.

- Sitio Web: http://www.state.nj.us/education
- Oficina de Publicaciones
  
  (Office of Publications)
- Oficina de Evaluaciones
  
  (Office of Assessments)

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