Acknowledgments

Kirby Kelvin and the Not-Laughing Lessons. Text copyright © 1998 by Ivon Cecil. Illustrations copyright © 1998 by Judy Love. Used with permission by Charlesbridge Publishing, Inc. All rights reserved.


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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. The NJ ASK measures student achievement in English Language Arts, Mathematics, and Science (grades 4 and 8). This year, the English Language Arts (ELA) and Mathematics assessments, for grades 3 through 8, will measure the Common Core State Standards (CCSS). The Science assessments, at grades 4 and 8, will be aligned to New Jersey Core Curriculum Content Standards (NJCCCS).

Common Core State Standards

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare our children for college and the workforce.

The NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. Following the initial round of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable, and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

On June 16, 2010, the New Jersey State Board of Education adopted the Common Core State Standards in Mathematics and English Language Arts. Forty-six states and DC have now adopted the Common Core State Standards which will allow these states to work together to support schools and districts in implementing the standards. (The information in this section was taken from the New Jersey Department of Education website.)

NJ ASK Transition

The 2014 NJ ASK will measure the Common Core State Standards (CCSS) within the current NJ ASK blueprint. The NJ ASK assessments are called “transitional” because we will not be able to measure the full range of the CCSS until the next generation assessments are developed and administered. New Jersey is a Governing state in
the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC is currently developing the next generation assessments to be administered in Spring 2015.

The NJ ASK will continue to assess Science in grades 4 and 8. The Science assessment will be aligned to the NJCCCS because there are no common core standards for Science at this time.

**NJ ASK Experience**

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 in operations and algebraic thinking, number and operations in base ten, number and operations – fractions, measurement and data, and geometry.

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 Common Core State Standards, the NJ ASK 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 Common Core State 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 English Language Arts, 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 English Language Arts, Mathematics, and Science, based on each student’s IEP goals as they relate to the Common Core State 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 English Language Arts 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 8 in Spring 2014 in English Language Arts, 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 2014 test?**

For third graders, the Spring 2014 NJ ASK will take place over four mornings, from May 12 to May 15. For fourth graders, the Spring 2014 NJ ASK will take place over five mornings, from May 12 to May 16. For fifth graders, the spring 2014 NJ ASK will take place over four mornings, from May 5 to May 8. 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 English Language Arts, 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 English Language Arts and two days for Mathematics.

If you are in fourth grade, you will take the NJ ASK on five mornings: two days for English Language Arts, 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 English Language Arts 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 7.

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 English Language Arts 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 something you know or have experienced.

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. In grade 3, a ruler will be used. In grade 4, a protractor and ruler will be used. In grade 5, a mathematics reference sheet and ruler will be used.

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 English Language Arts 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 are found on pages 8–14 and on pages 15–21.

For third, fourth, and fifth graders, the NJ ASK English Language Arts test provides two types of writing activities: narrative writing in which you tell a story, and informative/explanatory 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 24–26.

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.
Kirby Kelvin printed his name at the top of his paper. Then he wrote “Spelling Test” on the first line and waited for Ms. Frost to begin.

“Hungry,” said Ms. Frost. “The hungry dog ate my cookies.”

Kirby Kelvin imagined a skinny dog gobbling cookies out of a cookie jar. Ms. Frost would scold it, and it would run away with the cookie jar stuck on its head. He giggled.

Ms. Frost frowned.

Kirby Kelvin put his hand over his mouth to keep the giggle inside.

“Ugly,” said Ms. Frost. “My pet frog is ugly.”

Kirby Kelvin imagined a bumpy frog with bulging eyes living in Ms. Frost’s desk drawer. It would sit on her shoulder and say, “Ribbit, ribbit,” into her ear.

Kirby Kelvin giggled again. He covered his mouth with his hand. The giggle turned into a snort and came out through his nose.

Ms. Frost glared at him over the top of her glasses.

“Today,” said Ms. Frost. “I rode my new motorcycle to school today.”

Kirby Kelvin imagined Ms. Frost riding a motorcycle in her straight black skirt, ruffled pink blouse, and high-heeled shoes. He giggled until his toes tingled. He laughed so hard, he fell out of his chair and rolled on the floor.

Ms. Frost crossed her arms and tapped her foot. “Kirby Kelvin,” she said, “come with me.”
Kirby Kelvin followed Ms. Frost as she strode down the hall. Her high heels clicked on the tile floor. He pressed both hands over his mouth, but giggles spilled out like root beer foaming out of a bottle.

Ms. Frost led him to a dim, gray room. A sign on the door read, “Mr. Gloomsmith.”

Inside, a gray-looking man in a faded gray suit sat behind a gray desk.

“Kirby Kelvin needs Not-Laughing Lessons,” said Ms. Frost.

“Very well.” Mr. Gloomsmith pointed to a chair. “Sit there, young man.” Even his voice sounded gray.

Kirby Kelvin’s giggles disappeared. He sat in a cold metal chair at a cold metal desk.

Ms. Frost frowned one more time before she left.

“Let us begin,” said Mr. Gloomsmith. “Close your eyes.”

Kirby Kelvin closed his eyes. “Think about all your friends riding new bicycles,” said Mr. Gloomsmith. “Red bicycles, green bicycles, silver bicycles. But you have to ride an old bicycle. A bicycle as old as your grandfather. A rusty, creaky, squeaky bicycle.”

Kirby Kelvin thought about riding a rusty, creaky, squeaky bicycle. The corners of his mouth drooped.

“Think about building a tree house,” said Mr. Gloomsmith. “You work all summer. Then your little sister falls out of it and bumps her head. Your father makes you tear down the tree house.”

Kirby Kelvin thought about tearing down his tree house. His shoulders sagged.

“Think about your next birthday,” said Mr. Gloomsmith. “What if everyone forgets? What if you have a birthday with no party? No presents? No one singing ‘Happy Birthday to You’?"

Kirby Kelvin thought about everyone forgetting his birthday. It made him so sad he had to open his eyes.
“Mr. Gloomsmith, don’t you ever think of anything happy? Don’t you ever laugh?”

Mr. Gloomsmith leaned over Kirby Kelvin’s desk. “Young man, I haven’t laughed in twenty-nine years. I don’t even remember how.”

Kirby Kelvin couldn’t imagine not remembering how to laugh.

“That’s terrible!” he cried. “I have an idea, Mr. Gloomsmith. Close your eyes.”

“Humph.” Mr. Gloomsmith folded his arms across his chest. But he did close his eyes.

“Think about riding a creaky, squeaky, old bicycle,” said Kirby Kelvin.

“You could clean off the rust. Then you could paint it red and green and silver all mixed together and tie streamers to the handlebars. Then all your friends would watch you race down the street and wish for bicycles like yours.”

Mr. Gloomsmith snorted. “Silliness and nonsense!”

Kirby Kelvin tried again. “Think about tearing down your tree house. You could use the pieces to make a cage for your little sister. Then you could build another tree house better than the first one.”

Mr. Gloomsmith shook his head. “Silliness and nonsense!”

Kirby Kelvin swallowed hard. “Think about everyone forgetting your birthday. You could bake yourself a cake with chocolate icing and rainbow sprinkles. You could give yourself a mountain of presents and sing ‘Happy Birthday to Me’.”

Mr. Gloomsmith opened his eyes. “Silliness and nonsense!” he said. “Enough!”

Kirby Kelvin took a deep breath.

“Think about Ms. Frost in her straight black skirt, ruffled pink blouse, and high-heeled shoes. Think about her riding a motorcycle to school.”
Mr. Gloomsmith opened his mouth. He closed it again. The corners twitched into a smile. His shoulders began to shake. He gave a rusty chuckle. He cackled a creaky cackle. He threw back his head and laughed.

He laughed so hard his whole body swayed back and forth. He laughed so hard he had to sit on the floor and hold his sides.

Finally, he pulled out a handkerchief and wiped his eyes. “Thank you, Kirby Kelvin. Thank you for helping me remember how to laugh.”

Kirby Kelvin and Mr. Gloomsmith went to Ms. Frost’s room. School was over and everyone was going home.

“Kirby Kelvin has finished his Not-Laughing Lessons,” said Mr. Gloomsmith.
“arpe he will know how to behave tomorrow,” said Ms. Frost.
Kirby Kelvin nodded. “Yes ma’am, I will.”
“Good.” Ms. Frost opened her closet, took out her leather jacket, and slipped it on. She lifted a helmet off the top shelf.
Kirby Kelvin stared.
Mr. Gloomsmith raised his eyebrows.
“Good-bye,” said Ms. Frost, whisking out the door. The sound of her high heels clicking on the tile grew faint and disappeared.
Kirby Kelvin and Mr. Gloomsmith rushed to the window. They watched Ms. Frost zip away on a brand-new black-and-silver motorcycle in her straight black skirt, ruffled pink blouse, and high-heeled shoes. And they laughed until their toes tingled.
ENGLISH LANGUAGE ARTS

Following each reading passage are multiple-choice and open-ended questions. Here are four sample multiple-choice questions for the *Kirby Kelvin and the Not-Laughing Lessons* passage.

1. **What is the theme of *Kirby Kelvin and the Not-Laughing Lessons***?

   - **A** Schoolwork should be taken seriously.
   - **B** Listening to adults can prevent trouble.
   - **C** Making fun of people hurts their feelings.
   - **D** People are not always who you think they are.

   *The correct answer is D.*

2. **What causes Kirby to laugh during class?**

   - **A** seeing the class frog whisper into Ms. Frost’s ear
   - **B** imagining Ms. Frost’s sentences actually happening
   - **C** knowing he did not study for Ms. Frost’s spelling test
   - **D** realizing that Ms. Frost is really growing angry with him

   *The correct answer is B.*
3. In paragraph 13, when the author writes, “He pressed both hands over his mouth, but giggles spilled out like root beer foaming out of a bottle,” he means Kirby

A. cannot swallow his soda.
B. starts sharing all his ideas.
C. cannot control his laughter.
D. starts shaking with laughter.

The correct answer is C.

4. In paragraph 42, the author writes, “He gave a rusty chuckle,” to show that Mr. Gloomsmith

A. has a sore throat.
B. is tired of laughing.
C. is not in a very good mood.
D. has not laughed in a long time.

The correct answer is D.

For the open-ended question on the next page, remember to

• Focus your response on the question asked.
• Answer all parts of the question.
• Give a complete explanation.
• Use specific information from the article.
ENGLISH LANGUAGE ARTS
For each reading passage on NJ ASK, you will write a response to an open-ended question about the passage. For example, *Kirby Kelvin and the Not-Laughing Lessons* might have the following open-ended item:

5. **Ms. Frost and Mr. Gloomsmith have something in common at the beginning of the story but are different at the end of the story.**

   • Describe one way Ms. Frost and Mr. Gloomsmith are similar at the beginning of the story.

   • Explain how they differ by the end of the story.

Use specific information from the story to support your response. Write your response on the lines below.
THE EMPERORS’ CHALLENGE

By Deborah Churchman

It doesn’t make much sense. Why would thousands of penguins stop eating, leave their only source of food, and march (or belly glide) for miles over the ice in Antarctica—just when winter is coming on?

But that’s exactly what emperor penguins do. The male birds will spend the next four months on the ice without food, in harsh weather with cruel winds. What are they up to?

OUT OF THE WATER

Emperor penguins can’t fly, but they’re astonishing swimmers and divers. They can dive deeper than any other kind of bird—down to 1,800 feet (550 m). And they can stay underwater for up to 22 minutes!

The birds spend their summers in the chilly Antarctic Ocean, diving for fish, krill, and squid. But as the days get shorter and the ice thickens, the birds leap out of the water and head inland.

WALK OR SLIDE

It can be a long, hard march—anywhere from a couple of miles to 70 miles (112 km) away—to where they need to go. Sometimes the penguins flop onto their bellies and push themselves along with their flippers to go faster.

And they all arrive just as the weather is starting to turn nasty. Winter winds can whip around at more than 120 miles (200 km) per hour. And that can make the air feel as cold as 58 degrees F below zero (~50° C)! Can you imagine?
Do you see the way the penguins are huddling together? In a storm, they pack even tighter. That can make the difference between life and death. But emperor penguins are built for the cold. Their bodies have a thick layer of fat under the skin, and they’re covered with tightly packed, overlapping feathers—about 80 per square inch. The feathers act as a blanket to keep the birds warm.

Why go there?

But why are they going inland, especially in the winter? To understand that, you have to know what’s going to happen next summer. Right now, the inland place they’re going to is across many miles of ice. But in late spring, that ice will melt, and the place will be right on the edge of the ocean. What’s more, next summer there will be lots of food available. In other words, that will be the perfect time and the perfect place for penguin young to hop into the ocean and feed.

What young? Read on.

Penguin Problems

Scientists say that the dwindling number of penguins around the world could be a sign that the oceans are in trouble. In Antarctica, for example, the emperor penguins are threatened because of the rapid loss of sea ice.
EGG-SITTING

At the penguin colony, males and females call, waddle, and bow to each other. Finally, most of them pair up and mate. A couple of months later, the female lays an egg. She holds it on her feet to keep it from touching the ice. (If she drops the egg, it will freeze in less than two minutes!)

Then she and her mate do a very difficult thing. They stand very close together, and the male uses his bill to move the egg from the female’s feet to his feet. He scoots the egg next to his bare-skinned brood patch, and covers it with his long belly feathers.

By this time, none of the penguins has eaten for two months. Just laying her egg has used a lot of each female’s energy, so she must return to the ocean to feed. Her mate stays—for two MORE months. He shuffles around through wind and storm with the egg on his feet, trying to keep it from freezing.

THE CHICK, AT LAST!

Finally, the chick inside begins to peck its way out. Soon it’s resting safely.

About this time, its mother comes back—and has to find her family in the huge, noisy colony. She finds them by listening for her partner’s call. She then meets her baby for the first time. The baby whistles, Mom opens her mouth, and—erp!—she brings up a big, fishy meal for her little one.

By this time, the male has lost up to a third of his weight. He transfers the baby to its mother’s feet and waddles off on the long journey back to the ocean to feed.

FAMILY TIME

For the next few months, the parents switch back and forth between tending the baby and gathering food. As the chick gets older, the parents may leave it alone for a few days. Sometimes the two parents meet back at the colony and spend some family time together with their chick.
FLUFFY HUDDLES
Young chicks need to snuggle on their parents’ feet to keep warm and safe. (Birds such as petrels and skuas may try to snatch a penguin dinner.)

But as the chicks get older, they need their parents less. When the weather gets too cold, the chicks just huddle together. That one chick looks left out, doesn’t it? Perhaps it’s whistling for its parent and hoping for another fish meal.

By the way, these meals are eNORMous—up to a third of the chick’s weight. That would be like a 90-pound kid eating 120 quarter-pound hamburgers at once!

TURNING TEENAGED
Then one day the chicks start to molt. They lose most of their fuzzy down feathers and get adult feathers.

By five months of age, all the chicks in the colony have become “teenagers.” Then suddenly they all get the urge to go swimming. It’s summer, most of the sea ice has melted, and their icy home has turned into an icy “beach.”

READY TO LAUNCH
The young birds go to where the ice meets the water—and take the big plunge into the sea. Soon they’ll be catching fish, dodging leopard seals, and learning to dive deep for squid. And if they manage to survive, in a few years they’ll be back on the ice. There they’ll be ready to find mates and raise their own young.

Now, that makes sense!

Did you know?

Penguin Factoids

imdi. Emperors are the world's largest penguins. An adult may stand 4 feet (1.2 m) high—about as tall as an average 7-year-old kid.

imdi. Penguin chicks hang out together in a group called a crèche (KRESH).

imdi. Emperor penguins are built for swimming. They have a streamlined body, flipper-like wings, and webbed feet.
Following each reading passage are multiple-choice and open-ended questions. These are four examples of multiple-choice questions for the article “The Emperors’ Challenge.”

1. What is the central idea of this article?

   A. The life of the emperor penguin changes with the seasons.
   B. Emperor penguins spend much time caring for their eggs.
   C. Emperor penguins prefer the harsh climate of the winter.
   D. The urge of the emperor penguin to swim begins at birth.

   The correct answer is A.

2. Which of these is most helpful to the emperor penguin during its inland stay each winter?

   A. its ability to dive into deep water
   B. its ability to catch all kinds of fish
   C. its ability to live for months without food
   D. its ability to stay under water for up to 22 minutes

   The correct answer is C.
ENGLISH LANGUAGE ARTS

3. Why does the article include the map on page 16?

A  to show where the penguins like to raise chicks
B  to show why the penguins need a thick layer of fat
C  to show that the amount of ice changes with the seasons
D  to show the distance between the land and the ocean.

The correct answer is C.

4. As used in paragraph 11, scoots means

A  knocks.
B  pushes.
C  throws.
D  spins.

The correct answer is B.

For the open-ended question on the next page, remember to

• Focus your response on the question asked.
• Answer all parts of the question.
• Give a complete explanation.
• Use specific information from the article.
For each reading passage on NJ ASK, you also will write a response to questions about the passage. For example, “The Emperors’ Challenge” might have the following open-ended item:

5. **The title of this article suggests that emperor penguins face many challenges.**

   - **Identify challenges the emperor penguins face.**
   - **Discuss what their greatest challenge is, and explain how they overcome this challenge.**

   **Use specific information from the article to support your response. Write your response on the lines below.**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**OPEN-ENDED SCORING RUBRIC**  
For Reading, Listening, and Viewing  
(Modified)

<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 English Language Arts will have two writing activities. In one activity, you will 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 “Lucky Grandma!” is on page 24.

If my grandma didn’t have me,
I don’t know what she would do—
She’d have to eat millions of cookies
And go by herself to the zoo.
She’d have to start drawing and painting,
Or her fridge wouldn’t have any art—
And use her own scissors and glitter
To make a card shaped like a heart.
She’d have to tell herself knock-knocks
And find pretty rocks for her shelf—
If she wanted to see funny faces,
She’d have to make them herself.
She’d have to eat the last cupcake
And learn how to climb her tree—
Somebody has to do those things—
Good thing my grandma has me!

Holly Davis
The child in the poem “Lucky Grandma!” helps her grandmother with many things. Think about a time when you helped someone. Write a composition about that time.

In your composition, be sure to

- explain who the person was.
- describe what you did to help.
- explain why you liked helping this person.

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>
<tr>
<th>Writer’s Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember to</td>
</tr>
<tr>
<td>☐ Keep the central idea or topic in mind.</td>
</tr>
<tr>
<td>☐ Keep your audience in mind.</td>
</tr>
<tr>
<td>☐ Support your ideas with details, explanations, and examples.</td>
</tr>
<tr>
<td>☐ State your ideas in a clear sequence.</td>
</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.
Sometimes, the informative/explanatory 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 “Lucky Grandma!” 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:

Scientists say that gray squirrels find hundreds of nuts each week that they bury in different places. Then the squirrels dig up all those nuts and bury them again in new spots. They also dig some holes that they don’t ever use for storing nuts. What problems could these actions cause for a gray squirrel?

Write a composition discussing the problems squirrels could have because of the way they bury their nuts. Explain why you think they bury and rebury their nuts. Analyze or explain why squirrels might dig holes they do not want to use.

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.
ENGLISH LANGUAGE ARTS

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.

Walking in a nearby park, Anthony and his sister lose their house key. Now what are they going to do?

Write a story about what happens next.

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.

<table>
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<td>☐ Include an opening and a closing.</td>
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<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 story, read what you have written. Use the checklist to make certain that your writing is the best it can be.
<table>
<thead>
<tr>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and Organization</td>
<td>• May lack opening and/or closing</td>
<td>• May lack opening and/or closing</td>
<td>• Generally has opening and/or closing</td>
<td>• Opening and closing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Minimal response to topic; uncertain focus</td>
<td>• Attempts to focus</td>
<td>• Single focus</td>
<td>• Single focus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No planning evident; disorganized</td>
<td>• Attempts organization</td>
<td>• Some lapses or flaws in organization</td>
<td>• Logical progression of ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Details random, inappropriate, or barely apparent</td>
<td>• Details lack elaboration, i.e., highlight paper</td>
<td>• Repetitious details</td>
<td>• Moderately fluent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Details appropriate and varied</td>
<td></td>
<td></td>
<td>• Attempts compositional risks</td>
<td></td>
</tr>
<tr>
<td>Usage</td>
<td>• No apparent control</td>
<td>• Numerous errors</td>
<td>• Patterns of errors may be evident</td>
<td>• Few errors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Severe/numerous errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence Construction</td>
<td>• Assortment of incomplete and/or incorrect sentences</td>
<td>• Excessive monotony/same structure</td>
<td>• Little variety in syntax</td>
<td>• Variety in syntax appropriate and effective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Errors so severe they detract from meaning</td>
<td>• Numerous errors</td>
<td>• Some errors</td>
<td>• Few errors</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>• Errors so severe they detract from meaning</td>
<td>• Numerous serious errors</td>
<td>• Patterns of errors evident</td>
<td>• Few errors</td>
<td></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.
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 number that belongs in the box.
   \[ 5 = \Box \div 4 \]

   Place your answer here:_____________________

   \[ \text{The correct answer is 20.} \]

Grade 4 (Non-calculator Item)

2. Find the product of 39 \times 11.

   Place your answer here:_____________________

   \[ \text{The correct answer is 429.} \]
Grade 5 (Non-calculator Item)

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?

Place your answer here:_____________________

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. Again, you will darken the circle of the correct answer choice. A calculator is allowed on some multiple-choice questions. These are examples of mathematics multiple-choice questions.

Grade 3

4. On the number line below, on which fraction is the letter X?

\[ \text{The correct answer is } C. \]
Grade 4

5. Each person at a party will eat \( \frac{3}{8} \) of a pound of cheese. If there will be 5 people at the party, how many pounds of cheese will be eaten?

- A  \( \frac{3}{8} \)
- B  \( \frac{5}{8} \)
- C  \( \frac{15}{8} \)
- D  \( \frac{40}{8} \)

The correct answer is C.

Grade 5

6. Find the sum of \( \frac{2}{3} + \frac{7}{4} \).

- A  \( \frac{9}{12} \)
- B  \( \frac{5}{7} \)
- C  \( \frac{9}{7} \)
- D  \( \frac{29}{12} \)

The correct answer is D.
Grade 3

7. The figure below shows the plan of a kitchen floor.

What is the area, in square feet, of the kitchen floor?

A  14
B  18
C  20
D  22

The correct answer is C.

Grade 4

8. Which of the following numbers belongs in the box?

0.38 < □

A  0.08
B  0.83
C  0.18
D  0.30

The correct answer is B.
Grade 5

9. Which of the following numbers belongs in the box?

☐ > 439.453

A 439.543  
B 438.971  
C 439.435  
D 438.179

The correct answer is A.

Grade 3

10. Cynthia’s piano lesson started at 4:15 p.m. It lasted 50 minutes. What time did her piano lesson end?

A 4:50 p.m.  
B 4:55 p.m.  
C 5:05 p.m.  
D 5:10 p.m.

The correct answer is C.
11. Neil made cutouts for art class. Which of the following cutouts has more than one line of symmetry?

The correct answer is D.
Grade 5

12. Which of the following expressions has a value of 14?

A. \(7 - 1 \div (3 + 3) \times 4\)

B. \((7 - 1) \div (3 + 3) \times 4\)

C. \([(7 - 1) \div 3] + 3 \times 4\)

D. \(7 - 1 \div [3 + (3 \times 4)]\)

The correct answer is C.
Grade 3

13. Which number makes 54 when multiplied by 9?

A 5
B 6
C 7
D 8

The correct answer is B.

Grade 4

14. The area of a rectangular floor is 72 square feet. If its width is 18 feet, what is its length, in feet?

A 4
B 9
C 14
D 18

The correct answer is A.
15. Louise wants to pack a box with books. She needs a box that has a volume of exactly 1344 cubic inches. If the length of a box is 14 inches and its height is 8 inches, what must be the measure, in inches, of its width?

\[ V = l \times w \times h \]

A 12
B 14
C 18
D 22

The correct answer is A.
MATHEMATICS

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. Use the rectangle below to answer the following questions.

<table>
<thead>
<tr>
<th>$\square$</th>
<th>$\square$</th>
<th>$\square$</th>
<th>$\square$</th>
</tr>
</thead>
</table>

Key

$\square$ = 1 sq. in.

- What is the area, in square inches, of the rectangle?
- What is the length, in inches, of the rectangle?
- What is the width, in inches, of the rectangle?
- How can you find the area of the rectangle by knowing its length and width?

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

- 18
- 6
- 3
- You can multiply 6 and 3 (or length and width) to get the area. $6 \times 3 = 18$
Grade 4

17.

- Shade $\frac{1}{2}$ of the figure below.

- Shade $\frac{2}{3}$ of the figure below.

- Which fraction is greater, $\frac{1}{2}$ or $\frac{2}{3}$? Explain your answer.

*Sample 3-point answer*

$\frac{2}{3}$ is greater because I shaded a total of 8 squares and I only shaded 6 squares for $\frac{1}{2}$. 
18. During one day in April, rain gauges were set up in different locations around New Jersey to measure the amount of rainfall in inches. The line plot below shows the results.

- What was the total amount of rain collected by all of the rain gauges? Show your work or explain your answer.

- If all of the rain collected was poured equally among each of the rain gauges, how many inches of rain would be in each gauge? Show your work or explain your answer.

Sample 3-point answer

- 9 inches \( \left( \frac{4}{8} + \frac{7}{8} + \frac{9}{8} + \frac{6}{2} + \frac{15}{8} + \frac{3}{4} = \frac{72}{8} = 9 \right) \)

- \( \frac{9}{24} \) (or \( \frac{3}{8} \)). A total of 9 inches of rain was collected among the 24 rain gauges, so there would be \( \frac{9}{24} \) inches (or \( \frac{3}{8} \) inches) in each gauge.
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.
SAMPLE 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.
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:

### Sample 3-point answer

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

A  B  C  D

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 para los estudiantes de tercero hasta octavo grado. NJ ASK mide el logro de los estudiantes en Artes del Lenguaje en Inglés, Matemáticas y Ciencias (cuarto y octavo grado). Este año, las evaluaciones de Artes del Lenguaje en Inglés y de Matemáticas, de tercero a octavo grado, medirán las Normas Estatales Comunes y Fundamentales (Common Core State Standards o CCSS, por sus siglas en inglés). Las evaluaciones de Ciencia, en el grado 4 y 8, se ajustarán a las Normas de Contenido del Curriculo Básico de Nueva Jersey (NJCCCS por sus siglas en inglés).

Normas Estatales Comunes y Fundamentales

La Iniciativa de Normas Estatales Comunes y Fundamentales es un esfuerzo liderado por el estado coordinado por el Centro para Mejores Prácticas de la Asociación de Gobernadores Nacionales (National Governors Association Center for Best Practices o NGA Center, por sus siglas en inglés) y el Consejo de Directivos de Escuelas Estatales (Council of Chief State School Officers o CCSSO, por sus siglas en inglés). Las normas fueron desarrolladas con la colaboración de maestros, administradores de escuelas y expertos a fin de entregar un marco claro y coherente para preparar a nuestros hijos/as para la universidad y el mercado laboral.

NGA Center y CCSSO recibieron comentarios iniciales sobre las normas preliminares de las organizaciones nacionales que representaban, entre otros, a maestros, educadores postsecundarios (como universidades de la comunidad), grupos de derechos civiles, personas que aprenden inglés y estudiantes con discapacidades. Después de la serie inicial de comentarios, las normas preliminares se abrieron al comentario público, con lo cual se recibieron cerca de 10,000 respuestas.

Las normas se sustentan en los modelos más altos y eficaces de los estados del país y de los países del mundo, y proporcionan a maestros y padres un criterio común de lo que se espera que los estudiantes aprendan. Las normas sistemáticas proporcionarán el punto de referencia adecuado para todos los estudiantes, independientemente del lugar donde vivan.

Estas normas definen el conocimiento y las destrezas que los estudiantes deben tener dentro de su formación educativa desde el jardín infantil hasta la secundaria, de modo que se gradúen de la escuela secundaria con la posibilidad de ingresar con éxito a cursos universitarios básicos con créditos y programas de capacitación laboral. Las normas:

- Están alineadas con las expectativas universitarias y laborales.
- Son claras, entendibles y sistemáticas.
- Incluyen un contenido riguroso y la aplicación del conocimiento a través de destrezas de alto nivel.
- Se basan en fortalezas y lecciones de las normas estatales actuales.
- Se sustentan en otros países de alto rendimiento, para que todos los estudiantes estén preparados para tener éxito en nuestra economía y sociedad globalizadas.
- Se basan en la evidencia.

El 16 de junio de 2010, la Junta Educativa del Estado de Nueva Jersey (New Jersey State Board of Education) adoptó las Normas Estatales Comunes y Fundamentales en Matemáticas y Artes del Lenguaje en Inglés. Cuarenta y seis estados y el distrito de
Columbia han adoptado ahora las Normas Estatales Comunes y Fundamentales que permitirán que estos estados trabajen juntos para apoyar a las escuelas y los distritos en la implementación de las normas (la información de esta sección se tomó del sitio web del Departamento de Educación de Nueva Jersey).

Transición de la NJ ASK

La NJ ASK 2014 medirá las Normas Estatales Comunes y Fundamentales (Common Core State Standards o CCSS, por sus siglas en inglés) dentro del proyecto actual de la NJ ASK. Las evaluaciones de la NJ ASK se conocen como “de transición”, porque no se podrá medir el alcance completo de las CCSS hasta que se desarrollen y administren las evaluaciones de la próxima generación. Nueva Jersey es un estado gobernante en la Asociación de Evaluación de Preparación para la Universidad y la Formación Profesional (Partnership for Assessment of Readiness for College and Careers o PARCC, por sus siglas en inglés). Actualmente, PARCC se encuentra desarrollando la próxima generación de evaluaciones que se administrará durante la primavera del año 2015.

La NJ ASK seguirá evaluando Ciencias en cuarto y octavo grado. La evaluación de Ciencias estará alineada con NJCCCS, ya que no hay normas comunes y fundamentales en esta área por el momento.

Experiencia de la NJ ASK

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 darán 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 la puntuación total de un examen, cada estudiante recibirá una puntuación específica para los grupos de preguntas correspondientes a operaciones y pensamiento algebraico, números y operaciones con fracciones, medidas y datos, y geometría.

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.

Como el único examen que mide el logro de las Normas Estatales Comunes y Fundamentales, la NJ ASK debe proporcionar la información necesaria para determinar hasta qué punto un estudiante y su escuela están cumpliendo con estas normas e identificar las áreas que deben mejorarse.

1. ¿Quién tomará el examen?

La NJ ASK se concibe para medir el progreso de los niños/as en sus esfuerzos por cumplir con las Normas Estatales Comunes y Fundamentales. Incluye por tanto a la mayoría de los niños/as con discapacidades educativas y a la mayoría de los niños/as cuyas habilidades en inglés son limitadas. Los estudiantes con discapacidades trabajarán para cumplir con 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 (Individualized Education Programs o IEP, por sus siglas en inglés) o planes obligatorios bajo la Sección 504. Es importante que el mayor número posible de niños/as con discapacidades participen en la NJ ASK. Estos estudiantes pueden utilizar las adaptaciones y modificaciones aprobadas por el Departamento de Educación de Nueva Jersey (NJDOE, por sus siglas en inglés) para ayudarlos a demostrar lo que saben y son capaces de hacer. Las adaptaciones y modificaciones que se utilizan durante la NJ ASK deben ser las mismas que las utilizadas por esos 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 las adaptaciones y modificaciones. Si el equipo del IEP decide que un estudiante no tomará la NJ ASK en Artes del Lenguaje en Inglés, Matemáticas o Ciencias, el niño/a tomará la Evaluación Alterna de Competencia (Alternate Proficiency Assessment o APA, por sus siglas en inglés). Esta 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 en Inglés, Matemáticas y Ciencias, basándose en las metas del IEP de cada estudiante con relación a las Normas Estatales Comunes y Fundamentales. Comuníquese con el encargado de casos si tiene alguna pregunta sobre la evaluación estatal que su hijo/a tomará, o sobre la clase de adaptaciones y modificaciones 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.

Es posible que algunos estudiantes con Dominio Limitado del Inglés (limited English proficient o LEP, por sus siglas en inglés) no tengan que completar la sección de Artes del Lenguaje en Inglés del examen. Para obtener más información, comuníquese con la agencia educativa en su localidad. Otros estudiantes con dominio limitado del inglés podrán necesitar adaptaciones durante la evaluación. Las adaptaciones adecuadas para el examen se encuentran disponibles para estos niños/as en sus escuelas. En respuesta a la diversidad de idiomas en la población de Nueva Jersey, el departamento ofrecerá exámenes en español de tercero a quinto grados en Artes del Lenguaje en Inglés, Matemáticas y Ciencias durante la primavera del año 2014. 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 principales 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 les ofrecen. Las preguntas de opción múltiple sustentan la fiabilidad o conformidad del examen, ya que los niños/as 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/as las contestarán con respuestas escritas de carácter corto o largo. La ventaja de este tipo de pregunta es que permite que los niños/as 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 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 si se aseguran de que sus hijos/as 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/as se les debe dar tiempo y un lugar tranquilo para hacer sus tareas.

Padres y niños/as deben crear oportunidades para leer y aprender juntos. Se debe animar a los niños/as 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 del año 2014?

Para los estudiantes de tercer grado, la NJ ASK de la primavera del 2014 se llevará a cabo durante cuatro mañanas, desde el 12 al 15 de mayo. Para los estudiantes de cuarto grado, la NJ ASK de la primavera del 2014 se realizará durante cinco mañanas, desde el 12 al 16 de mayo. En el caso de los estudiantes de quinto grado, la NJ ASK de la primavera del 2014 se realizará durante cuatro mañanas, entre el 5 y el 8 de mayo. Para los estudiantes de 3°, 4° y 5° grado, los exámenes tendrán una duración de entre 60 y 90 minutos cada mañana. Este tiempo no incluye el tiempo utilizado para distribuir y recolectar los materiales, leer las instrucciones ni dar descansos a los estudiantes.

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 sesgo racial, étnico o de género. Si el análisis estadístico de cualquier pregunta de la evaluación 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/as y los administradores que se especializan en niños/as con necesidades especiales participan en el desarrollo de las evaluaciones estatales de Nueva Jersey. El estado también toma en cuenta las sugerencias de los educadores en cuanto a las adaptaciones necesarias 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 y las oficinas del distrito escolar tienen información adicional sobre la evaluación NJ ASK y sobre el progreso de su hijo/a en el desarrollo de las destrezas y los conocimientos que se evalúan.

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

En Internet:http://www.state.nj.us/education

- Oficina de Publicaciones
  (Office of Publications)
- Oficina de Evaluaciones
  (Office of Assessments)

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