

New Jersey Assessment of Skills & Knowledge NJ ASK 2012

Grades 6, 7, and 8 / Grados 6, 7, y 8

**PARENT, STUDENT, AND TEACHER
INFORMATION GUIDE**

**(GUÍA DE INFORMACIÓN PARA LOS PADRES,
ESTUDIANTES Y MAESTROS)**



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PARENT INFORMATION

Description of the NJ ASK—Grades 6, 7, and 8

The New Jersey Assessment of Skills and Knowledge (NJ ASK 6, 7, and 8) is the state test for sixth-, seventh-, and eighth-grade students. It is designed to give you and your school information about each student's achievement in the areas required by New Jersey's Core Curriculum Content Standards (NJ CCCS).

The New Jersey State Board of Education adopted the standards 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 NJ CCCS 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-grade students in New Jersey public schools. In 2003, the state replaced ESPA with the NJ ASK. This change resulted from the federal requirements of the *No Child Left Behind Act* of 2001 (NCLB), which requires all states to provide a system of assessment for every student in grade 3 through grade 8.

In 1988, the New Jersey State Legislature passed a law (18A: 7C-6.2) requiring that a test be given to all eighth-grade students in public schools in New Jersey to assess their progress toward mastering the skills they will need to graduate from high school. These skills are defined in the NJ CCCS. The NJ ASK 8 will help determine whether your child is making satisfactory progress toward mastering the skills he or she will need to pass the graduation test, the High School Proficiency Assessment (HSPA). The HSPA measures eleventh-grade achievement of the NJ CCCS. The NJ ASK 8 can help the school determine, and let you know well in advance, if your child will need additional help in order to pass the HSPA in eleventh grade.

In March 2004, the state administered the NJ ASK Science test to fourth-grade students for the first time. Beginning in March 2006, all students in third grade through seventh grade were tested in Language Arts Literacy and Mathematics, while students in fourth grade were also tested in Science. The NJ ASK 8, formerly known as the Grade Eight Performance Assessment (GEPA), replaced the Grade 8 Early Warning Test (EWT), which was administered from 1991 to 1998.

The results of the NJ ASK 6 through 8 tests are sent to schools to assist with planning for the educational needs of students. Total scores, as well as subscores for major knowledge areas and skills, are 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 number and numerical operations; geometry and measurement; patterns and algebra; and data analysis, probability, and discrete mathematics.

The NJ ASK assessments given in the elementary and middle school grades are intended to give students and parents individual feedback on the students' progress in achieving the NJ CCCS. Another valuable use of the test scores is to enable schools to determine strengths and weaknesses of the programs that have been designed to enable your child to reach the standards. When all of the districts' scores are reported together in the New Jersey School Report Card, the United States Department of Education receives an annual picture of New Jersey's progress toward meeting the goals of achieving the NJ CCCS. Performance on the state assessments is not intended to be the only determining factor as to whether a student is promoted or retained in school, nor should it have an impact on a student's report card grades.

In spring 2008, the grades 6 through 8 tests were redesigned with the goal of producing additional information about student mastery of the NJ CCCS. This additional information will help to improve learning and classroom instruction. The significant change in the 6 through 8 tests was to redefine the expectations for determining a student's proficiency in Language Arts Literacy, Mathematics, and Science (Grade 8). The decision to require students to earn more possible test points in order to be deemed proficient was a decision made in collaboration with a broad cross-section of state educational leaders, employers, national experts, and individual teachers in New Jersey. The New Jersey Department of Education believes that elevating expectations for achievement in the elementary and middle grades is critical for preparing students for postsecondary education and the 21st-century workforce.

1. Who will be tested?

The NJ ASK 6 through 8 is designed to measure how well your child is achieving the NJ CCCS. Therefore, unless a student is participating in the Alternate Proficiency Assessment (APA), **all** sixth-, seventh-, and eighth-grade public school students must take the NJ ASK 2012. This pertains to:

- General Education students
- Limited English Proficient (LEP) students
- Special Education (SE) students

This includes most children with educational disabilities and most children whose English language skills are limited. Students with disabilities are assessed to determine whether they are achieving the standard at the level that is appropriate for them. These students are given the support they need, such as large-print type, as 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 6 through 8 tests.

Although these students are tested with the aid of state-approved accommodations and modifications, these students are being given the same opportunity to demonstrate their knowledge as other students who do not require additional support. Whenever possible, decisions as to which accommodations and modifications are used by a student during testing should be based on the support given to students in their usual classroom instruction.

Every student with disabilities must take the NJ ASK 6 through 8 assessments in each subject area. An Individualized Education Program (IEP) or Section 504 team determines the extent to which accommodations and modifications are used on state assessments. Students who are deemed exempt from the NJ ASK 6 through 8 tests in Language Arts Literacy, Mathematics, and Science (NJ ASK 8) because of severe disabilities must take the Alternate Proficiency Assessment (APA). The APA—a portfolio assessment—was first administered in 2001 and measures performance in Language Arts Literacy, Mathematics, and Science (NJ ASK 8) based on each student's IEP goals as they relate to the NJ CCCS. Contact your child's teacher if you have questions about which state assessment your child will take or which accommodations and modifications may be available to your child during state assessments.

Certain students who have limited English proficiency (LEP) may be exempt from the NJ ASK Language Arts Literacy section of the test. Other students who have limited English proficiency may need accommodations during testing. For more information regarding this, please contact your child's teacher, school administrator, and/or guidance counselor.

In response to New Jersey's diverse language population, the Department will offer Spanish-language tests for 2012 in Language Arts Literacy and Mathematics for grades 6, 7, and 8, and in Science for grade 8. Please contact your local education agency for additional information.

2. What types of questions are on the NJ ASK 6, 7, and 8?

The NJ ASK 6 through 8 has three major types of questions. The first type, the multiple-choice question, requires students 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, the open-ended question, also known on the mathematics test as an extended constructed-response question, requires students to write long or short responses. The advantage to this type of question is that it allows students to express, in their own words, what they know. Students may also present some of their mathematics responses using diagrams, graphics, and/or pictures.

The third type of question, the mathematics short constructed-response question, requires students to write their responses to items in their answer documents. Students in grades 6 through 8 will respond to a persuasive writing prompt. A persuasive writing prompt will direct students to respond to an issue or a situation relevant to students. Students must support their persuasive essays with reasons, examples, and other evidence.

Students in grades 6 through 8 will also respond to a speculative writing prompt or an explanatory writing prompt. Students may respond to a speculative writing task that is presented through the use of a brief passage that students will read. The given passage will provide students with information that may be used as a springboard for students to write a story, actual or fictional. Students will use the information to make decisions, solve problems, and create original works. An explanatory writing task will direct students to explain an essay topic or quotation in order to inform the reader. In responding to the quotation or essay topic presented, students will be asked to explain their point of view and to create an original work. Students must include reasons, examples, and other evidence to support their explanations.

3. How can a child prepare for the NJ ASK 6, 7, and 8?

Parents and guardians are the strongest advocates children have. Parents and guardians should support their children in all academic work and ensure they make responsible choices including a well-balanced diet and plenty of sleep. This is especially true at testing time and integral to helping students accurately demonstrate their knowledge on the state assessments. Throughout the school year, parents and guardians should be actively involved in their child's education by helping children find an appropriate time and quiet place to do homework. Parents, guardians, and children should make opportunities to read to each other, engage in learning activities together, and set realistic goals for the academic year. Discussing the achievements and challenges of each day will ensure children are aware of the support and encouragement of their parent/guardian throughout the school year.

Your school district continually makes decisions about courses and programs that affect your child. The New Jersey Department of Education encourages all parents to become part of the decision-making process in your district and to work closely with teachers to ensure your child is learning what the standards require.

4. How long is the 2012 test?

For students in grade 6, the Spring 2012 NJ ASK will take place over four mornings from April 30, 2012 through May 3, 2012, with make-ups from May 7 through May 11, 2012. For students in grades 7 and 8, the Spring 2012 NJ ASK will take place over four mornings from April 23 through April 26, 2012, with make-ups from April 30 through May 4, 2012.

In grades 6 and 7, two content areas are tested over four days. Language Arts Literacy (LAL) testing is on Days 1 and 2, and Mathematics testing is on Days 3 and 4. In grade 8, three content areas are tested over four days. Language Arts Literacy (LAL) testing is on Day 1 and Day 2, Mathematics testing is on Day 3, and Science testing is on Day 4.

In Language Arts Literacy, the assessment requires students to read passages and to respond to related items. The passages are selected from published books, newspapers, and magazines, as well as informational text. The skill areas for Mathematics include: number and numerical operations; geometry and measurement; patterns and algebra; and data analysis, probability, and discrete mathematics. In addition, for students in eighth grade, Science items will measure students' knowledge and skills in three areas: life sciences, physical sciences, and earth sciences.

All NJ ASK 6 through 8 tests are timed. The testing times do not include time for distributing and collecting materials, reading directions, and giving breaks to children. Approximate testing times are as follows:

Grade 6

- | | |
|---------------------------------|---------------------|
| • Language Arts Literacy, Day 1 | 1 hour, 45 minutes |
| • Language Arts Literacy, Day 2 | 2 hours, 15 minutes |
| • Mathematics, Day 1 | 1 hour, 4 minutes |
| • Mathematics, Day 2 | 1 hour, 9 minutes |

Grade 7

- | | |
|---------------------------------|---------------------|
| • Language Arts Literacy, Day 1 | 1 hour, 45 minutes |
| • Language Arts Literacy, Day 2 | 2 hours, 15 minutes |
| • Mathematics, Day 1 | 1 hour, 4 minutes |
| • Mathematics, Day 2 | 1 hour, 9 minutes |

Grade 8

- | | |
|---------------------------------|---------------------|
| • Language Arts Literacy, Day 1 | 1 hour, 45 minutes |
| • Language Arts Literacy, Day 2 | 2 hours, 15 minutes |
| • Mathematics, Day 1 | 2 hours, 13 minutes |
| • Science, Day 1 | 2 hours |

5. How fair is the NJ ASK 6, 7, and 8?

New Jersey educators and trained professionals carefully review all test materials, including passages and questions, to ensure the questions are fair, congruent with the expectations found in the NJ CCCS, similar to classroom content throughout the state, and 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. Local teachers, child-study team members, and administrators knowledgeable about students 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 students and to allow them to demonstrate what they know.

6. How can I receive more information about the NJ ASK 6, 7, and 8?

The New Jersey Department of Education has developed materials to help parents and teachers prepare students for the NJ ASK 6 through 8. This guide, for example, is provided through your child's school. Additional information about the NJ ASK 6 through 8 and your child's progress in developing the skills and knowledge tested is available at your local school or district office.

The NJDOE offers many sources of information about the NJ ASK 6, 7, and 8:

Website: <http://www.state.nj.us/education>

Office of Publications

Office of Assessments

609-984-1456

Mailing address:

New Jersey Department of Education

P.O. Box 500

Trenton, NJ 08625-0500

STUDENT INFORMATION

1. What is the NJ ASK 6, 7, and 8?

Students in grades 6, 7, and 8 will take the NJ ASK April 23 through May 3, 2012, with specific dates dependent upon their grade level. The test will allow you to show which skills and knowledge you are learning in Language Arts Literacy, Mathematics, and, if you are in grade 8, Science. Do the best you can to show what you have learned.

2. What are the questions like on the NJ ASK 6, 7, and 8?

Sample items begin on page 9 of this guide. In addition to the sample items contained in this information guide, additional sample items for Language Arts Literacy and Mathematics are posted on the Department's Web site at <http://www.nj.gov/education/assessment/ms/>. Teachers should review the item samples with their students to expose them to the types of questions they will experience in the NJ ASK. The sample items are meant to give students, teachers, and parents an opportunity to learn about the NJ ASK test format and content and to review general test-taking procedures. They are not intended to guide school or district curriculum or replace student instruction in the state's academic standards.

3. What should I expect when I take the NJ ASK 6, 7, and 8?

The Language Arts Literacy section will have multiple-choice questions and open-ended questions. You will be asked to read passages and respond to 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 in your answer folder or write on the lines provided in your answer folder.

The NJ ASK 6 through 8 provides two types of reading passages: students will read stories and informational selections. A sample passage and questions similar to those that may appear on the NJ ASK 6 through 8 are in this information guide.

There will also be writing tasks that ask you to write about a situation or an issue common to many children your age. You will be asked to respond to a situation or issue offering your opinions in a persuasive letter or essay format supporting it with reasons or evidence to make your point. You will also be asked to respond to specific information given in a writing task. You will use the information from the task to write a story, actual or fictional, or you will be asked to explain an essay topic or quotation in order to inform the reader by explaining your point of view in an original piece of work.

The Mathematics section will have short constructed-response questions, multiple-choice questions, and extended constructed-response questions.

In grades 6 and 7, you may **not** use calculators for Day 1 of the mathematics assessment; the use of calculators is permitted on Day 2.

In grade 8, you may **not** use calculators on the first three parts of the mathematics assessment; the use of calculators is permitted on the last three parts.

You will use a mathematics reference sheet, mathematics manipulatives (NJ ASK 6 and 7), a ruler, and a protractor (NJ ASK 6 and 7) for some questions on the test.

The Science section, for students in eighth grade only, will have multiple-choice questions and open-ended questions. The open-ended questions will ask you to explain or illustrate scientific concepts.

4. What else should I know about taking the NJ ASK 6, 7, and 8?

When you take the NJ ASK 6 through 8, your teacher will give you clear instructions about how to do each timed test part before you begin. During the test, your teacher will also let you know the time remaining for completing each test part.

You may write (or print) in the extra space on a test booklet page when you are figuring out an answer. **However, be sure to place your answers only in the spaces provided in your answer folder.** 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 finish a test part before the time is up, and you have checked your work to be sure you have done your best, you may review your work and then sit quietly and wait for the teacher to give directions.

APPENDIX A

NJ ASK Sample 6, 7, and 8 Mathematics Items

The NJ ASK's short constructed-response questions in mathematics have no answer choices. You will write your answers to these questions in a numbered space provided in the answer folder. A calculator is NOT allowed on any short constructed-response questions at any grade level. The following is an example of a mathematics short-constructed response question:

Standard to be Assessed: 4.4.7 C.3 “Apply techniques of systematic listing, counting, and reasoning in a variety of different contexts.”

Item

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

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

The NJ ASK's multiple-choice questions in mathematics let the students choose the one best answer from four answer choices. Again, you will darken the circle of the correct answer choice. Multiple choice items may or may not allow the use of a calculator. The following are examples of mathematics multiple-choice questions:

Non-calculator Sample

Standard to be Assessed: 4.1.6 B.8 “Understand and apply the standard algebraic order of operations for the four basic operations, including appropriate use of parentheses.”

Item

2. What is the value of the expression $15 - 3(2 + 1)$?
 - A. 108
 - B. 36
 - C. 23
 - D. 6

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

Calculator-Active Sample

Standard to be Assessed: 4.2.7 D.1 “Solve problems requiring calculations that involve different units of measurement within a measurement system.”

Item

3. Luis is tiling the rectangular floor of a room measuring 8 feet 6 inches by 12 feet. How many 6-inch-by-6-inch tiles will Luis need to tile the floor without overlapping?
- A. 408
 - B. 287
 - C. 204
 - D. 172

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

The NJ ASK’s extended constructed-response questions in mathematics have no answer choices. You will write and/or draw your answers to these questions in the spaces provided in the answer folder. Extended constructed-response items may or may not allow the use of a calculator. The following is an example of a mathematics extended constructed-response question:

Standard to be Assessed: 4.3.8 A.1 “Recognize, describe, extend, and create patterns involving whole numbers, rational numbers, and integers.”

Item

4. The first 4 terms of Sequence A are shown below.

3, 5, 7, 9,...

This sequence can be described by the rule, $\text{NEXT} = \text{NOW} + 2$.

- Give the first 4 terms of a different sequence that has the same rule.
- Sequence A, above, has a rule for the n th term. It is $2n + 1$. Give the rule for the n th term of your sequence.
- What is the 100th term of your sequence? Show your work or explain your answer.

Sample Response:

- Accept any sequence such that each term is 2 more than the preceding term. For example: 8, 10, 12, 14...
- Accept a rule that is $2n + (\text{the first term of the student's sequence} - 2)$. For example (using the example above): $2n + 6$.
- The answer should be the value found when 100 is substituted for n in the rule given. For example (using the example above): $2(100) + 6 = 206$.

Scoring Rubric

3-Point Response

The response contains:

A correct first four terms for a sequence with the rule given

AND

A correct rule

AND

A correct term with work or explanation for the answer.

2-Point Response

The response contains:

First four terms (not following $\text{NEXT} = \text{NOW} + 2$)

AND

A correct rule for the terms given

AND

The correct 100th term for the rule given with work or explanation for the answer;

OR

A correct first four terms

AND

A correct rule for the sequence.

1-Point Response

The response contains:

A correct first four terms;

OR

A correct rule;

OR

A correct 100th term for the rule given.

0-Point Response

The response shows insufficient understanding of the problem's essential mathematical concepts.

Note: This item may or may not permit the use of a calculator. While a calculator is not required for bullets #1 and #2, a student might choose to use the calculator to assist the computation for bullet #3. As the rubric shows, errors do not “carry through” in state scoring.

Answer Key for NJ ASK Mathematics Samples

1. 6
2. D
3. A

APPENDIX B

NJ ASK Sample Persuasive Writing Prompt

Writing Situation

Your principal is asking students to think about all the school rules. She would like students to identify any school rule that should be changed. Is there a school rule that you would like to have changed? Identify the school rule and write a letter to the principal persuading her that this rule should be changed.

Writing Task

Write a letter to your principal stating your opinion on a school rule that should be changed. Be sure to use reasons, examples, and other evidence to support your position.

The writing you do in your answer folder will be scored. You may use the space provided in your answer folder to plan your ideas before you begin writing your response. Then write your response in your answer folder.

NJ ASK Sample Speculative Writing Prompt

Writing Task

Your class went to a park near the school to see the Butterfly House. Thousands of rare butterflies live in this special glass house built just for the butterflies. When you entered the Butterfly House, you were suddenly covered with hundreds of butterflies.

Use your imagination to write a story about what happened when you were covered with butterflies on your visit to the Butterfly House.

The writing you do in your answer folder will be scored. You may use the space provided in your answer folder to plan your ideas before you begin writing your response. Then write your response in your answer folder.

NJ ASK Sample Explanatory Writing Prompt

Writing Task

We all know someone who deserves an award for being talented. Identify someone you know who deserves an award such as “The Best Mom,” “The Most Talented,” or “The Best Cook.”

Write an essay for your teacher in which you identify a person you feel deserves an award. Explain the award and why you think the person deserves it. Be sure to use details, reasons, and examples in your explanation.

The writing you do in your answer folder will be scored. You may use the space provided in your answer folder to plan your ideas before you begin writing your response. Then write your response in your answer folder.

NJ ASK Sample Explanatory Writing Prompt

Writing Task

As part of a language arts class assignment, you have been asked to consider how the following quotation is related to you.

“Reading is to the mind what exercise is to the body.”

– *Joseph Addison*

Write an essay explaining what this quotation means to you. Use details and examples in your essay.

The writing you do in your answer folder will be scored. You may use the space provided in your answer folder to plan your ideas before you begin writing your response. Then write your response in your answer folder.

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content and Organization	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	- Attempts to focus - May drift or shift focus	Usually has single focus	Single focus	- Single focus - Sense of unity and coherence - Key ideas developed	- Single, distinct focus - Unified and coherent - Well-developed
	No planning evident; disorganized	- Attempts organization - Few, if any, transitions between ideas	- Some lapses or flaws in organization - May lack some transitions between ideas	- Ideas loosely connected - Transitions evident	- Logical progression of ideas - Moderately fluent - Attempts compositional risks	- Logical progression of ideas - Fluent, cohesive - Compositional risks successful
	Details random, inappropriate, or barely apparent	Details lack elaboration, i.e., highlight paper	- Repetitious details - Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/or pertinent
Usage	- No apparent control - Severe/numerous errors	Numerous errors	Errors/patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors
Sentence Construction	Assortment of incomplete and/or incorrect sentences	- Excessive monotony/same structure - Numerous errors	- Little variety in syntax - Some errors	- Some variety - Generally correct	- Variety in syntax appropriate and effective - Few errors	- Precision and/or sophistication - Very few, if any, errors
Mechanics	Errors so severe they detract from meaning	Numerous serious errors	Patterns of errors evident	- No consistent pattern of errors - Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

NON-SCORABLE RESPONSES	FR = Fragment		Usage		Sentence Construction		Mechanics	
	OT = Off-Topic/Off Task	NE = Not English	NR = No Response	Blank	Content/Organization	Usage	Sentence Construction	Mechanics
Student wrote too little to allow a reliable judgment of his/her writing. Student did not write on the assigned topic/task. Student wrote in a language other than English. Blank								

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

APPENDIX C

NJ ASK Language Arts Literacy Reading Sample and Sample Multiple-choice and Open-ended Items

INTRODUCTION: *Two old friends plan to meet after twenty years. Has their friendship endured the test of time?*

After Twenty Years

by O. Henry

The policeman on the beat moved up the avenue importantly. The time was barely ten o'clock. It was windy with some rain, and few people were out.

2

Trying doors as he went, the policeman acted like a guardian of the peace. Now and then, you might see the lights of a store or an all-night lunch counter. Most of the doors, though, belonged to shops that had closed early.

About halfway up the block, the policeman slowed his walk. In the dark doorway of a hardware store, a man stood. There was an unlighted cigar in his mouth. As the policeman walked up to him, the man spoke up quickly.

"It's all right, officer," he said. "I'm waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you doesn't it? Well, it's this way. There used to be a restaurant here—Big Joe Brady's."

"Until five years ago," said the policeman. "It was torn down."



The man in the doorway struck a match and lit his cigar. The light showed a pale face with bright eyes. There was a little white scar near the right eyebrow. On his finger was a large diamond ring.

"Twenty years ago," said the man, "I had dinner here at Big Joe's with Jimmy Wells. He's my best friend, the finest pal in the world. We grew up here in New York, just like two brothers. The next morning I went out West to make a living. You couldn't drag Jimmy out of New York. He thought it was the only place on earth. Well, we agreed that night that we'd meet here again exactly twenty years later. We promised—no matter how far we had to come. We figured that in twenty years we ought to have our careers worked out and our money made."

"It sounds pretty interesting," said the policeman. "Quite a long time between meetings though. Haven't you heard from your friend since you left?"

"Well, yes. For a time we sent letters," said the other. "But after a year or two, we lost track of each other. You see, the West is a pretty big deal. I kept working it over. But I know Jimmy will meet me here if he's alive. He always was the truest friend. He'll never forget. I came a thousand miles to stand in this door tonight. It's worth it if my old partner shows."

The waiting man looked at his watch.

“Three minutes to ten,” he announced. “It was precisely ten o’clock when Jimmy and I parted at the restaurant door.”

“Did pretty well out West, didn’t you?” asked the cop.

13 [“You bet! I hope Jimmy has done half as well. I had to compete with some sharp characters to get my share. A man gets in a rut in New York. It takes the West to make you sharp.”

The policeman twirled his club and took a step or two. “I’ll be on my way. Hope your friend shows up. Going to give him plenty of time?”

“Sure,” said the other. “I’ll give him half an hour at least. If Jimmy’s alive, he’ll be here by that time. So long officer.”

“Good night, sir,” said the cop. He passed on along his beat, trying doors as he went.

There was a fine, cold drizzle falling. The few people hurried by silently with coat collars turned up and hands in pockets. In the door of the hardware store, the man who had come a thousand miles to keep a date smoked his cigar and waited.

About twenty minutes he waited. Then a tall man in a long coat with collar turned up hurried across the street. He went directly to the waiting man.

“Is that you, Bob?” he asked.

“That you, Jimmy Wells?” called the man in the doorway.

“Am I glad!” exclaimed the new arrival. He shook the other’s hand. “It’s Bob! I was sure I’d find you here if you were still alive. Well, well, well—twenty years is a long time! The old restaurant’s gone, Bob. I wish it had lasted. We could have had another dinner there. How has the West treated you?”

“Terrific! It’s given me everything. You’ve changed a lot, Jimmy. I never thought you were so tall.”

“Oh, I grew a bit after I was twenty.”

“Doing well in New York, Jimmy?”

“So-so. I have a job in one of the city departments. Come on, man, let’s go around to a place I know. We’ll have a good talk about old times.”

The two started up the street, arm in arm. The man from the West was telling the story of his adventures. The other listened with interest.

At the corner stood a drugstore with bright lights. When they reached it, they gazed at each other. The man from the West stopped suddenly and withdrew his arm.

“You’re not Jimmy Wells,” he said. “Twenty years is a long time, but not enough to change a man *that* much.”

“It sometimes changes a good man into a bad one,” said the tall man. “You’ve been under arrest for ten minutes, ‘Silky Bob.’ The Chicago police called to inform us about you. They’d like to have a talk with you. ... Going quietly? ... That’s wise. Before we go to the police station, here’s a note I was asked to give you. It’s from Officer Wells.”

The man from the West unfolded the piece of paper. The note was short.

*Bob: I was at the meeting place on time. When you struck the match to light your cigar, I saw it was the face of the man wanted in Chicago. Somehow I couldn't arrest you myself.
I had to get a detective to do the job.*

JIMMY

“After Twenty Years” by O. Henry. Public Domain.

- | | |
|---|--|
| <p>1. Which statement expresses the theme of the story?</p> <p>A. It is risky to break the law.</p> <p>B. Friends should be dependable.</p> <p>C. Appearances can be deceiving.</p> <p>D. Character can determine a person's fate.</p> | <p>3. The turning point of the story occurs when</p> <p>A. Bob decides to light his cigar.</p> <p>B. Bob realizes the man is not Jimmy.</p> <p>C. the detective shakes Bob's hand.</p> <p>D. the policeman does not arrest Bob.</p> |
| <p>2. Jimmy recognizes the man in the doorway as a wanted criminal when</p> <p>A. he sees the scar on the man's face.</p> <p>B. they pass a brightly lit drugstore.</p> <p>C. the man lights his cigar.</p> <p>D. the Chicago police call.</p> | <p>4. The plot in this story is developed mostly through</p> <p>A. description.</p> <p>B. dialogue.</p> <p>C. examples.</p> <p>D. narration.</p> |

5. Which words best describe Jimmy Wells?
- A. clever and prideful
 - B. dependable and honest
 - C. patient and forgiving
 - D. cowardly and false-hearted
6. In paragraph 2, the simile, “the policeman acted like a guardian of the peace,” suggests that the policeman behaved like a
- A. leader.
 - B. sponsor.
 - C. protector.
 - D. supporter.

7. In “After Twenty Years,” which sentence states the conflict in the story?
- A. Jimmy must decide whether he should keep his appointment with an old friend.
 - B. Jimmy must choose between loyalty to his friend and loyalty to the law.
 - C. Jimmy must decide whether to be a policeman or manage a restaurant.
 - D. Jimmy must stay in New York or go West to seek his fortune.

8. In paragraph 13, when the man tells the policeman, “a man gets in a rut in New York,” he means that a person’s life can become

- A. dull and uninspired.
- B. phony and dishonest.
- C. interesting and exciting.
- D. proud and overconfident.

9. The resolution of the story occurs when

- A. Bob shakes the tall man’s hand.
- B. the detective arrests Bob.
- C. the policeman first meets Bob.
- D. Bob reads Jimmy’s note.

10. Irony in a story can occur when something surprising happens or when something happens other than what we expect.

- Describe an event in the story that is ironic.
- Explain how the irony of this event affects the outcome of the story.

Use specific information from the selection and any additional insight to support your response. Write your answer in your answer folder.

Answer Key for NJ ASK Language Arts Literacy Samples

1. D
2. C
3. B
4. B
5. B
6. C
7. B
8. A
9. D

10. Please refer to generic rubric below.

Language Arts Literacy	
Open-Ended Scoring Rubric for Reading, Listening, and Viewing	
Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	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.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

APPENDIX D

NJ ASK Science Sample Items (Grade 8 only)

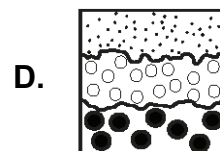
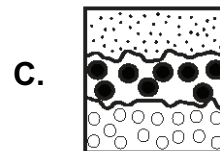
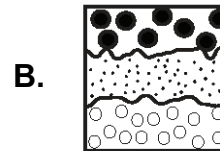
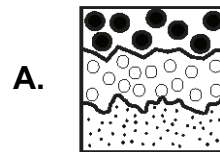
1. A student tests an unknown substance for the following properties and finds the results listed in the table below.

Property	Results
Ductile	Ductile
Malleable	Malleable
Lustre	Shiny
Melting Point	High
Density	13.6 g/cm
Heat Conduction	Good

Given this information, which of the following is the most reasonable conclusion for the student to reach?

- A. The substance is a metallic solid.
- B. The substance is a nonmetallic solid.
- C. The substance is a gas.
- D. The substance is a liquid.

2. Which of the following illustrations shows the most common arrangement of sediments as a stream slows down over time?



3. Paramecia reproduce both sexually and asexually. One way to see if a given paramecium is the product of sexual or asexual reproduction is to
- A. see whether its genes are identical to those of its parent.
 - B. check for traits that are beneficial to its survival.
 - C. check for traits that are not beneficial to its survival.
 - D. test it for acquired characteristics.
4. What advantage did the use of self-pollinating plants offer to early geneticists?
- A. Self-pollinating plants had a reduced number of important genes.
 - B. The life cycles of self-pollinating genes were shorter than usual.
 - C. The acquired traits of self-pollinating genes exhibited great diversity.
 - D. The inherited traits of self-pollinating plants were usually identical to their parents.
5. A student examining a sample of an element finds that hitting it with a hammer flattens it out, and squeezing it with pliers produces a dent in its surface. Which other property does the sample show?
- A. has a dull luster
 - B. conducts electricity
 - C. boils at a low temperature
 - D. is not chemically reactive
6. As the air temperature increases, its density
- A. increases.
 - B. remains the same.
 - C. decreases.
 - D. cannot be determined.

Answer Key for NJ ASK Science Samples

1. A
2. D
3. A
4. D
5. B
6. C

INFORMACIÓN PARA LOS PADRES

Descripción de la NJ ASK—6° a 8° Grados

La Evaluación de Destrezas y Conocimientos de Nueva Jersey (NJ ASK de 6° a 8°, por sus siglas en inglés) es el examen estatal para los estudiantes de sexto a octavo grado. Está diseñada para proporcionarle a usted y a su escuela información sobre el rendimiento de cada estudiante en las áreas requeridas por las Normas de Contenido del Currículo Básico de Nueva Jersey (*New Jersey's Core Curriculum Content Standards* o NJ CCCS, por sus siglas en inglés).

La Junta Educativa del Estado de Nueva Jersey (*New Jersey State Board of Education*) adoptó las 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 requisitos federales de la ley “Que Ningún Niño Se quede Atrás” (*No Child Left Behind Act* 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 (*New Jersey's Early Literacy Initiative*), cuyo objetivo es que al finalizar el año lectivo todos los estudiantes de tercer grado puedan leer al nivel correspondiente a su grado.

En 1988, la Legislatura del Estado de Nueva Jersey aprobó una ley (18A: 7C-6.2) que exige la administración de un examen a todos los estudiantes de octavo grado de escuelas públicas de Nueva Jersey para evaluar su progreso hacia el dominio de las destrezas que necesitarán para graduarse de la escuela secundaria. Estas destrezas se definen en las Normas de Contenido del Currículo Básico. La NJ ASK de 8° ayudará a determinar si su hijo/a está progresando satisfactoriamente hacia el dominio de las destrezas que él o ella necesitará para aprobar el examen de graduación, la Evaluación de Competencia de la Escuela Secundaria (HSPA, por sus siglas en inglés). La HSPA mide cómo los estudiantes de onceavo grado han satisfecho las Normas del Currículo Básico. La NJ ASK de 8° puede ayudar a la escuela a determinar si su hijo/a necesitará ayuda adicional para poder aprobar la HSPA en onceavo grado, y se lo comunica a usted con bastante anticipación.

En marzo de 2004, el estado administró por primera vez la prueba de Ciencias de la NJ ASK a los estudiantes de cuarto grado. A partir de marzo de 2006, se examinó a todos los estudiantes de tercero a séptimo grado en Artes del Lenguaje y en Matemáticas, mientras que a los de cuarto grado también se los evaluó en Ciencias. La NJ ASK de 8°, anteriormente conocida como la Evaluación de Desempeño de Octavo Grado (GEPA, por sus siglas en inglés), reemplazó al Examen de Alerta Temprana de Octavo Grado (EWT, por sus siglas en inglés), el cual se administró desde 1991 hasta 1998.

Los resultados de los exámenes NJ ASK de 6° a 8° se envían a las escuelas para ayudar a planear cómo satisfacer las necesidades educativas de los estudiantes. Se dan a conocer las puntuaciones totales, así como las puntuaciones específicas en áreas de conocimiento y destrezas principales. Por ejemplo, en Matemáticas, además de una puntuación total en el examen, cada estudiante recibirá una puntuación específica para los grupos de preguntas que requieren operaciones numéricas; geometría y medición; patrones y álgebra; y análisis de datos, probabilidad y matemática finita.

Las evaluaciones NJ ASK ofrecidas en los grados escolares primarios e intermedios tienen como objetivo informar a los estudiantes y a los padres de manera individual sobre el progreso de los estudiantes en sus esfuerzos por satisfacer las Normas de Contenido del Currículo Básico de Nueva Jersey. Otro uso valioso de las puntuaciones de estos exámenes es que les permiten a las escuelas determinar los puntos fuertes y débiles de aquellos programas que se han creado para lograr que su hijo/a alcance las normas. Cuando las puntuaciones del distrito se publican todas juntas en la Libreta de Calificaciones Escolares de Nueva Jersey (*New Jersey School Report Card*), el Departamento de Educación de los Estados Unidos obtiene un panorama anual del progreso de este estado en su esfuerzo por satisfacer las Normas de Contenido del Currículo Básico de Nueva Jersey. No se presume que el desempeño de un estudiante en las evaluaciones del estado sea el único factor determinante para aprobarlo o retenerlo en la escuela, ni tampoco debe influir en su libreta de calificaciones.

En la primavera de 2008, los exámenes de sexto a octavo grado se diseñaron de nuevo con el objetivo de producir mejor información acerca del dominio estudiantil en lo referente a las Normas de Contenido del Currículo Básico, información que ayudará a mejorar el aprendizaje y la enseñanza en el salón de clases. El cambio importante a los exámenes de sexto a octavo grado fue redefinir las expectativas para determinar la competencia de un estudiante en Artes del Lenguaje, Matemáticas y Ciencias (en octavo grado). La decisión de exigir que los estudiantes obtengan más puntos posibles en el examen para ser considerados como competentes se tomó en colaboración con una amplia muestra representativa de líderes educativos del estado,

empleadores, expertos a nivel nacional y maestros individuales en Nueva Jersey. El Departamento de Educación del Estado de Nueva Jersey cree que elevar las expectativas en cuanto al rendimiento en los grados primarios e intermedios es crítico para preparar a los estudiantes para la educación postsecundaria y para el mercado laboral del siglo XXI.

1. ¿Quién tomará el examen?

La evaluación NJ ASK de 6° a 8° se concibió para determinar en qué medida su hijo/a satisface las Normas de Contenido del Currículo Básico de Nueva Jersey. Por lo tanto, a menos que un estudiante participe de la Evaluación Alternativa de Competencia (APA, por sus siglas en inglés), **todos** los estudiantes de sexto, séptimo y octavo grado de escuelas públicas deben tomar la NJ ASK de 2012. Esto concierne a los:

- Estudiantes de Educación General
- Estudiantes con Dominio Limitado del Inglés (LEP, por sus siglas en inglés)
- Estudiantes de Educación Especial (SE, por sus siglas en inglés)

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. Se evalúa a los estudiantes con discapacidades para determinar si están satisfaciendo las normas acorde al nivel adecuado para ellos. Estos estudiantes reciben el apoyo necesario, como escritos impresos en letra grande, según lo definen sus Programas de Educación Individualizada (IEPs, por sus siglas en inglés) o los planes obligatorios bajo la Sección 504. Es importante que la mayor cantidad posible de niños con discapacidades participen en la evaluación NJ ASK de 6° a 8°.

Aunque son evaluados con la ayuda de modificaciones y acomodos aprobados por el estado, estos estudiantes tienen la misma oportunidad de demostrar sus conocimientos que otros estudiantes que no necesitan apoyo adicional. Las modificaciones y los acomodos que utiliza un estudiante durante la evaluación deben ser los mismos que el estudiante tiene a su disposición en su salón de clases, siempre que esto sea posible.

Cada estudiante con discapacidades debe completar la evaluación NJ ASK de 6° a 8° en cada una de las áreas de contenido. El Programa de Educación Individualizada (IEP, por sus siglas en inglés) o el equipo de la Sección 504 determina hasta qué punto se deben implementar modificaciones y acomodos en la administración de evaluaciones estatales. Los estudiantes que se consideren exentos de los exámenes NJ ASK de 6° a 8° en Artes del Lenguaje, Matemáticas y Ciencias (NJ ASK de 8°) por tener discapacidades severas deberán tomar la Evaluación Alternativa 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 rendimiento en Artes del Lenguaje, Matemáticas y Ciencias (NJ ASK de 8°), 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 maestro de su hijo/a si tiene alguna pregunta sobre la evaluación estatal que él o ella tomará o sobre la clase de modificaciones y acomodos que se encuentran a disposición de su hijo/a durante las evaluaciones estatales.

Ciertos estudiantes con dominio limitado del inglés (LEP) podrían estar exentos de la sección de Artes del Lenguaje de la NJ ASK. Otros estudiantes con dominio limitado del inglés podrían necesitar algún tipo de acomodo durante la evaluación. Para obtener más información al respecto, comuníquese con el maestro de su hijo/a, el administrador de la escuela o un consejero escolar.

En respuesta a la diversidad de idiomas en la población de Nueva Jersey, el departamento ofrecerá exámenes en español de sexto, séptimo y octavo grado en Artes del Lenguaje, Matemáticas y Ciencias (en octavo grado) en el 2012. Para más información, comuníquese con la agencia educativa en su localidad.

2. ¿Qué tipos de preguntas hay en la NJ ASK de 6° a 8°?

La NJ ASK de 6° a 8° 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 le permiten al estudiante contestar en poco tiempo muchas preguntas que abarcan una amplia diversidad de destrezas.

El segundo tipo de pregunta, la pregunta abierta, también conocida como la pregunta de respuesta elaborada, exige que el estudiante escriba respuestas cortas o largas. Este tipo de pregunta le permite al estudiante expresar lo que sabe con sus propias palabras. A su vez, los estudiantes podrán presentar algunas de sus respuestas de matemáticas utilizando diagramas, gráficas o dibujos.

El tercer tipo de pregunta, la pregunta de matemáticas de respuesta elaborada breve, requiere que los estudiantes escriban sus respuestas en sus documentos de respuesta.

Los estudiantes de sexto a octavo grado responderán a una redacción persuasiva. La redacción persuasiva guiará a los estudiantes responder a un asunto o la situación pertinentes a los estudiantes. Los estudiantes deben apoyar sus ensayos persuasivos con razones, con ejemplos, y con otra evidencia.

Los estudiantes de sexto a octavo grado responderán también a una redacción especulativa o a una redacción explicativa. Los estudiantes podrán responder a una tarea de redacción especulativa que se presenta mediante el uso de un pasaje corto que los estudiantes deberán leer. El pasaje le proporcionará a los estudiantes información que servirá como punto de partida para que los estudiantes escriban una historia real o ficticia. Los estudiantes utilizarán la información para tomar decisiones, resolver problemas y desarrollar escritos originales. El enunciado que incita una redacción explicativa les indicará a los estudiantes que expliquen un tono o una cita para informar al lector. Al responder al tema o a la cita dada, se les pedirá a los estudiantes que explique su punto de vista y desarrollen un escrito original. Los estudiantes deberán incluir razones, ejemplos y otras pruebas para respaldar sus explicaciones.

3. ¿Cómo puede prepararse un estudiante para la NJ ASK de 6° a 8°?

Los padres y los tutores son los defensores más importantes que tienen los niños. Los padres y los tutores deben apoyar a los niños en su trabajo académico y asegurarse de que actúen con responsabilidad, incluso de que tengan una dieta balanceada y duerman lo suficiente. Esto es

sumamente importante a la hora de completar exámenes, y es esencial para ayudar a los estudiantes a demostrar sus conocimientos. Durante el año escolar los padres y tutores deben involucrarse activamente en la educación de sus hijos al ayudarlos a encontrar el tiempo y lugar adecuados para hacer sus tareas. Padres, tutores y niños deben crear oportunidades para leer y aprender juntos, así como establecer metas realistas para el año académico. Discutir los logros y los retos de cada día garantizará que los niños sean conscientes de que sus padres y tutores los apoyan y animan durante todo el año escolar.

Su distrito escolar toma decisiones constantemente con respecto a las materias y los programas que afectan a su hijo. El Departamento de Educación del Estado de Nueva Jersey desea animar a todos los padres a que participen en la toma de decisiones de su distrito y a que trabajen junto con los maestros para asegurarse de que sus hijos estén aprendiendo lo que las normas les exigen.

4. ¿Cuánto tiempo dura la evaluación de 2012?

Para los estudiantes de séptimo y octavo grado, la NJ ASK de la primavera de 2012 se llevará a cabo durante cuatro mañanas, del 23 al 26 de abril de 2012, los exámenes de recuperación se realizarán del 30 de abril al 4 de mayo de 2012.

En sexto y séptimo grado, se evalúan dos áreas de contenido durante cuatro días. La prueba Artes del Lenguaje (LAL, por sus siglas en inglés) se realizará durante los días 1 y 2, y la de Matemáticas durante los días 3 y 4. En octavo grado, se evalúan tres áreas de contenido durante cuatro días: Artes del Lenguaje (LAL) durante los días 1 y 2, Matemáticas durante el día 3 y Ciencias durante el día 4.

La prueba de Artes del Lenguaje requiere que los estudiantes lean pasajes y contesten preguntas sobre estos textos. Estos pasajes se seleccionan de publicaciones como libros, periódicos y revistas, así como de textos informativos. En Matemáticas, las áreas de destrezas incluyen: operaciones numéricas; geometría y medición; patrones y álgebra; y análisis de datos, probabilidad y matemática finita. Además, para los estudiantes en octavo grado, las preguntas de matemáticas medirán conocimientos y destrezas en tres áreas: ciencias de la vida, ciencias físicas y ciencias de la tierra.

Todas las pruebas de la NJ ASK de 6° a 8° deben realizarse en un determinado límite de tiempo que no incluye el tiempo utilizado para distribuir y recolectar los materiales, leer las instrucciones ni dar descansos a los estudiantes. El tiempo destinado a cada una de las pruebas es aproximadamente el siguiente:

Sexto grado

- | | |
|-----------------------------|---------------------|
| • Artes del Lenguaje, Día 1 | 1 hora, 45 minutos |
| • Artes del Lenguaje, Día 2 | 2 horas, 15 minutos |
| • Matemáticas, Día 1 | 64 minutos |
| • Matemáticas, Día 2 | 69 minutos |

Séptimo grado

- | | |
|-----------------------------|---------------------|
| • Artes del Lenguaje, Día 1 | 1 hora, 45 minutos |
| • Artes del Lenguaje, Día 2 | 2 horas, 15 minutos |
| • Matemáticas, Día 1 | 64 minutos |
| • Matemáticas, Día 2 | 69 minutos |

Octavo grado

- | | |
|-----------------------------|---------------------|
| • Artes del Lenguaje, Día 1 | 1 hora, 45 minutos |
| • Artes del Lenguaje, Día 2 | 2 horas, 15 minutos |
| • Matemáticas, Día 1 | 2 horas, 13 minutos |
| • Ciencias, Día 2 | 2 horas |

5. ¿Qué tan imparcial es la NJ ASK de 6° a 8°?

Todos los materiales de la evaluación, incluso los pasajes de lectura y las preguntas, han sido cuidadosamente revisados por educadores y profesionales capacitados para asegurarse de que las preguntas sean imparciales, que correspondan a las expectativas de las Normas de Contenido del Currículo Básico de Nueva Jersey, que sean similares al contenido aprendido en clase en todo el estado, 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 de la evaluación obtiene malos resultados, la pregunta se eliminará de la evaluación en el futuro. Los maestros locales, 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 de 6° a 8°?

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 de 6° a 8°. 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 de 6° a 8° y sobre el progreso de su hijo en el desarrollo de las destrezas y los conocimientos que ésta evalúa.

El Departamento de Educación de Nueva Jersey ofrece muchos fuentes de información (en inglés) en Internet sobre la NJ ASK de 6° a 8°:

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

Oficina de Publicaciones
(Office of Publications)

Oficina de Evaluaciones
(Office of Assessments)
609-984-1456

Dirección:
New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625-0500

INFORMACIÓN PARA EL ESTUDIANTE

1. ¿Qué es la NJ ASK de 6° a 8°?

Los estudiantes en sexto grado tomarán la NJ ASK del 30 de abril al 3 de mayo de 2012. Los estudiantes en séptimo y octavo grados tomarán la NJ ASK del 23 al 26 de abril de 2012. El examen te dará la posibilidad de demostrar qué destrezas y conocimientos estás aprendiendo en Artes de Lenguaje, Matemáticas y Ciencias, si estás en octavo grado. ¡Haz lo mejor que puedas para demostrar lo que has aprendido!

2. ¿Cómo son las preguntas de la NJ ASK de 6° a 8°?

La NJ ASK de 6° a 8° contiene varios tipos de preguntas diferentes. El primer tipo es la pregunta de opción múltiple, la cual les pide a los niños que escojan una respuesta correcta entre cuatro opciones. 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 también se conoce como respuesta elaborada extensa. 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 lo que saben sobre cada pregunta con sus propias palabras. Los estudiantes también presentarán algunas de sus respuestas de matemáticas utilizando diagramas, gráficas o dibujos.

El tercer tipo de pregunta, la pregunta de matemáticas de respuesta elaborada breve, requiere que los estudiantes escriban sus respuestas en sus carpetas de respuestas.

Las preguntas de práctica para Artes del Lenguaje y Matemáticas se publican en el sitio Web del departamento: <http://www.nj.gov/education/assessment/> o www.nj.gov/education/aps/njscp. Los maestros deben repasar las preguntas de práctica con los estudiantes para mostrarles los tipos de preguntas que encontrarán en la NJ ASK. El propósito de las preguntas de práctica es ofrecerles a los estudiantes, maestros y padres la oportunidad de aprender más sobre el formato y el contenido de la NJ ASK, y de repasar los procedimientos generales que se deben seguir cuando se toman exámenes. Estas preguntas no tienen como objetivo guiar el plan de estudios de la escuela o del distrito ni reemplazar la enseñanza de las Normas del Currículo Básico de Nueva Jersey.

3. ¿Qué debo esperar cuando tome la NJ ASK de 6° a 8°?

La sección de **Artes del Lenguaje** tendrá preguntas de opción múltiple y preguntas abiertas. Se te pedirá que leas pasajes y contestes preguntas. Estas preguntas siempre se basan en un pasaje de lectura. En cada pregunta de opción múltiple, deberás escoger la mejor respuesta entre cuatro opciones. Para contestar, rellenarás el círculo de la respuesta que escojas en tu carpeta de respuestas o escribirás tu respuesta en las líneas que aparezcan en tu carpeta de respuestas.

La NJ ASK de 6° a 8° ofrece dos tipos de pasajes de lectura: Los estudiantes leerán cuentos y textos informativos seleccionados. En esta guía se dan ejemplos de pasajes y preguntas que pueden encontrarse en la NJ ASK de 6° a 8°.

También habrá actividades de escritura que requerirán que escribas sobre una situación o sobre un asunto común para muchos niños de tu edad. Se te pedirá que respondas a una situación o asunto, y que ofrezcas tus opiniones en una carta o ensayo argumentativo respaldándolo con razones o pruebas para sustentar tu argumento. También se te pedirá que respondas a información específica que te den en una actividad de redacción. Utilizarás la información de la tarea para escribir una historia real o ficticia, o se te pedirá que expliques un tema o una cita para informar al lector. Al responder al tema o a la cita dada, se les pedirá a los estudiantes que expliquen su punto de vista y desarrollen un escrito original.

La sección de **Matemáticas** tendrá preguntas de respuesta elaborada breve, preguntas de opción múltiple y preguntas de respuesta elaborada extensa.

Los estudiantes en sexto y séptimo grado **no** podrán utilizar calculadoras durante el Día 1 de la prueba de matemáticas; se permite el uso de calculadoras en el Día 2.

Los estudiantes en octavo grado **no** podrán utilizar calculadoras en las primeras tres partes de la prueba de matemáticas; se permite el uso de calculadoras en las últimas tres partes.

Utilizarás una hoja de referencias matemáticas, objetos manuales de matemáticas (NJ ASK de 6° y 7°), una regla y un transportador (NJ ASK de 6° y 7°) para algunas preguntas en el examen.

Solamente para los estudiantes de octavo grado, la sección de **Ciencias** tendrá preguntas de opción múltiple y preguntas abiertas. Las preguntas abiertas te pedirán que expliques o ilustres conceptos científicos.

4. ¿Qué más debo saber sobre cómo tomar la NJ ASK de 6° a 8°?

Cuando tomes la NJ ASK de 6° a 8°, tu maestro te dará instrucciones claras sobre cómo completar cada parte del examen con un determinado límite de tiempo antes de comenzar la evaluación. Durante la evaluación, tu maestro también te avisará cuánto tiempo te queda para terminar cada parte.

Podrás escribir en los espacios en blanco de cualquiera de las páginas del cuadernillo de la prueba mientras trates de encontrar la respuesta adecuada. **Sin embargo, asegúrate de marcar tus respuestas en los espacios reservados para ellas en tu carpeta de respuestas.** Además, asegúrate de que tu trabajo no sobrepase los márgenes de cada página. Tu maestro te lo recordará en las mañanas en que tomes el examen.

Si terminas alguna de las partes de la evaluación antes de tiempo y ya has revisado tu trabajo para asegurarte de que hiciste lo mejor posible, podrás revisar tu trabajo y luego permanecer sentado en silencio esperando las instrucciones del maestro.



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