

N. j. ask – state assessment of students



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It is a foundation for excellence and proficiency. Following its establishment to meet the requirements of the no child left behind act. It is a state assessment of student's achievement in language arts, math and science. It replaces the elementary school proficiency assessment.

The Grade 5 test format is specifically designed to serve as " off-grade" assessments in New Jersey. NJ PASS is modeled on the existing New Jersey Assessment of skills and knowledge (NJASK). Therefore, the format of the interim assessments is very similar to those. Combining multiple choice items and constructed response items, all designed to the CCCS. There is one open ended writing task for grade 5 and every other grade. Those interim assessments consist of items from Riverside publishing's secure pool of items field tested in New Jersey but previously used on any commercial form of NJ PASS.

NJ Ask Grade 5, test format employs an assessment center which is an integrated system of exercises designed to generate behaviors similar to those required for success in a target job. These behaviors are usually measured in simulations that are similar to those activities performed in a given job. Each activity measures and mirrors a different aspect of the job performance in those activities and observed by evaluators who are trained to be fair and objective.

They compare each participant's performance to predetermined performance guidelines to determine who will perform effectively in a particular job. Furthermore, a distinct examination is developed for the title, Deputy Fire Chief. The test consists of four scenario - based oral exercises.

Each scenario is developed to stimulate tasks and assess knowledge, skills and abilities that incumbents or supervisors of incumbents deemed important to job performance.

Usually, the scenario oral exercises cover four topics areas which include; incident command; non-fire, Administration, supervision, and incident command; fire.

As a reader, the fifth grade students are able to synthesize details in order to make connections and generate new ideas. The student utilizes literary elements and authors purpose to analyze text. And as an advanced writer, the student establishes and maintains a strong focus and elaborates supporting details to convey ideas effectively. The student includes narrative techniques using fluid transitions, strong appropriate word choice and sentence variety to purposefully engage the reader. This is what the grade 5 students are taught to do, sufficient and effective for their level. They do it sufficiently and effectively.

PART 2

The New Jersey core curriculum content reflect the belief that all students can and must learn enough to assume their role as concerned citizens, equipped with necessary information and decision making skills. This is achieved through a constructive and sequential objections and test alignment.

The test dates for the examination is usually sent via mail approximately two weeks before test date. Candidates usually receive a notice which shows the

date, time, location and room which they should report for examination. For purpose of clarity and transparency candidates are to bring the notification card, two forms of identification and two pencils to examination center. And the examination format is usually in accordance with the core curriculum content standards of NJ for grade 5. In fact, the examination is held at a central location.

PART 3

Assessment techniques are techniques used for students to simply ease and facilitate their learning process. Among the numerous assessment techniques include; A case for reading: the format is to introduce the students censorship and how challenges to books occur then invites them to read a challenged or banned book and decide for themselves what should be done with this book at school by writing a persuasive essay explaining their perspectives.

This assessment exposes the kids to issues of censorship and challenged or banned books they critically evaluate books based on relevancy, biases and errors also to develop and support a position on a particular book by writing a persuasive essay about their chosen title.

Persuasive writing is an important skill that cannot be taught too early but writing an argument can seem intimidating to elementary students. This task encourages students to use skills and knowledge they may not realize they already have. Students are then asked to choose their own persuasive piece to analyze and learn some of the definitions associated with persuasive writing. I believe this technique helps the students to work cooperative

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groups to brainstorm ideas and organize them into a cohesive argument to be presented to the class and to analyze the works of others to see if it contains effective persuasive techniques.

Searching for Gold is an assessment technique which the real Gold is the enquiry skills and content area skill knowledge that students develop. In small groups, students create a project to aid in their oral representation of their researched topic.

Once research is complete, each group teaches the rest of the class what they have learned through an activity of their choice. Ideally this assessment technique will by all means help the students to work in cooperative groups, develop presentation materials using visual aids, deliver oral presentations to teach others about their topics, select research topics based on interest and so on.

Developing, writing, and evaluating persuasive speeches, is one of the objectives of an assessment technique tagged "Vote for me" By using the relevant examples of political campaigning. This technique teaches students the characteristics of effective persuasive speech writing and oral argument. By studying an online tutorial and looking at examples, students learn what makes a strong speech. A second online tool helps them learn how to formulate a persuasive argument. Students then apply this information in two ways; by writing their own speeches and by evaluating others.

Although students are writing speeches to be delivered orally, they practice skills needed for all effective writing. In the context of voting, an assessment is made by asking "what is voting". With an eye on creating a graffiti-wall

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manual at the end of the unit students listen to information read around from a variety of sources as well as read from fiction and non-fiction books.

Students participate in an ongoing exploration of information from current sources including child-oriented web-sites, newspapers and orally in writing.

This lesson touches on the history of voting as a civil right, and current elections while asking students to explore the difference between fact and opinion. This exercise will enable the students write an opinion essay about their favorite candidate, share prior knowledge about elections, discuss information about the voting process, as presented by a variety of text sources read with partners, participate in creating a graffiti-wall mural on the topic of voting. On the whole, the assessment techniques of course will enhance better learning capacity and development mentally.

PART 4

In accordance with the Individuals with Disabilities Education Act (IDEA), students who are receiving special education services must participate in each subject area of a statewide assessment with the following exception: “if the nature of the student's disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the statewide assessment and the student cannot complete any of the questions on the assessment in a subject area with or without accommodations the student shall participate in a locally determined assessment of student progress (New Jersey administrative code chapter 6a: 14-4. 11(a)2).

Also decisions about participation and accommodations/modifications are made by the individualized education program or 504 team. Information

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about test content and item types from specifications booklets can be used to make this determination.

Furthermore, any accommodation or modifications of test administration procedures for students eligible for special education under the Individuals with Disability Education Act (IDEA) or eligible under section 504 of the rehabilitation Act of 1973 must be specified in the students IEP or 514 accommodation plans.

In all students for modifications under section 504 may not be classified but do have a permanent or temporary impairment in a major life function- Performing manual tasks, walking, seeing, hearing and speaking.