



OFFICE OF THE ASSISTANT SUPERINTENDENT
CURRICULUM & INSTRUCTION

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TO: Parents/Guardians of the Bernards Township School District
FROM: Kristin Fox, Assistant Superintendent of Curriculum & Instruction
SUBJ: New Jersey Department of Education Testing Information
DATE: October 1, 2020

I hope this letter finds you and your families healthy and safe.

Annually, New Jersey school districts are required by statute (N.J.S.A. 18A: 7C-6.6) to notify parents or guardians by October 1 of any statewide student assessment or commercially developed standardized assessment that will be administered over the course of the school year.

Please note: To date, the New Jersey State Assessments testing schedule has not been announced for the 2020-2021 school year due to Covid-19. The district is awaiting the New Jersey Department of Education (NJDOE) testing schedule and guidance on standardized assessments for the 2020-2021 school year. For this reason, and due to the changing conditions as a result of the pandemic, the following information is subject to change.

Please review the following assessment information for the 2020-2021 school year. As guidance is made available by the New Jersey Department of Education regarding the spring 2021 New Jersey Student Learning Assessment administration, information will be updated on the Bernards Township Assessment Schedule 2020-21, linked [HERE](#).

Sincerely,

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Bernards Township Assessment Schedule 2020-21

New Jersey State Assessments

Standardized assessments are administered annually to measure student achievement in English Language Arts and Mathematics for Grades 3-11 and in Science for Grades 5 and 8. The following assessments are mandated by the New Jersey Department of Education (NJDOE). For more information regarding New Jersey State Assessments, visit the NJDOE Assessment website.

New Jersey Student Learning Assessments ELA & Mathematics

The State of New Jersey ended its membership of the interstate consortium that produced the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments a few years ago. While the online platform remains the same, the state's Mathematics and English language arts (ELA) assessments are no longer called Partnership for Assessment of Readiness for College and Careers (PARCC). The statewide assessments for ELA and Mathematics are called:

- New Jersey Student Learning Assessment-ELA (NJSLA-ELA)
- New Jersey Student Learning Assessment-Mathematics (NJSLA-M)

The Bernards Township School District will administer the New Jersey Learning Assessments (NJSLA) when the NJDOE releases the testing scheduling window. Make-up testing will follow regular NJSLA assessment administration. All NJSLA units are computer-based, utilizing modern 21st century technology and offering accessibility features for all students (paper-based options are available for students with disabilities). Students can interact with all computer-based item types for all grade levels and subjects using the NJSLA practice tests and tutorials.

New Jersey Learning Assessment-Science

All students in Grades 5 and 8 must be administered the New Jersey Student Learning Assessment-Science (NJSLA-S) Spring 2021 assessment, which replaced the NJASK



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Science Assessment in Grades 4 and 8 a few years ago. The NJSLA-S will be administered upon the release of the 2020-2021 NJDOE testing schedule. All units are computer-based. The test items will focus on the standards of the grade band for which the assessment is developed. The Grade 8 assessment will focus on all middle school standards. All NJSLA-S units are computer-based with paper-based options for students with disabilities.

ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 is an English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English Language Learners (ELLs). The assessment is administered annually to monitor students' progress in acquiring academic English. The assessment measures each of the four domains of Listening, Reading, Writing, and Speaking. ACCESS for ELLs 2.0 is given to all ELLs during the annual testing window, which typically lasts from mid-February through mid-April. The testing window for the 2020-2021 ACCESS for ELLs 2.0 test administration has not been released by the NJDOE at this time. The test is offered in an online format for Grades 1-12. The paper testing mode is offered by request.

Dynamic Learning Maps (DLM)

Dynamic Learning Maps ® (DLM®) assessments are designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English Language Arts, Mathematics, and Science. During DLM assessment administration, students have access to unique accessibility tools and supports to fit each student's needs and preferences. Some of these tools and supports are delivered through the online assessment system while others are provided outside the system by the teacher. Decisions about the use of these tools and supports are made for each student, typically with input from an Individualized Education Program team.



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NWEA/MAP

The MAP Growth Assessment is an adaptive assessment administered in grades 2-8 in Bernards Township. This assessment measures achievement and growth in math and reading. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. The spring MAP assessment in Mathematics is used as one of the measures of placement in advanced mathematics courses and the QUEST program for Grades 3-5. As of the publication of this letter, plans for the administration of MAP testing in 2020-21 are being finalized and at that time, the [BTSD Assessment Calendar 2020-21](#) will be updated.

CogAT

The CogAT is the Cognitive Abilities Test, which measures both general and specific cognitive abilities. The general reasoning abilities measured by the test show the cognitive process and strategies that help a student learn new tasks or solve problems. This test measures developed abilities, not innate abilities. The CogAT measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. The verbal section has three subtests, which focus on reasoning skills, flexibility and fluency. The quantitative section tests the child's understanding of basic quantitative concepts and relationships that are essential for learning mathematics. The non-verbal section uses geometric shapes and figures. This section helps us see how students look for shapes and patterns. A separate score is reported for each of these three areas. A composite, or total, abstract reasoning score is also reported. Reasoning abilities have substantial correlations with learning and problem solving, both in and out of school. This is a multiple choice test. Students in Grades 2 and 3 take the CogAT and it is one of the measures of placement in the QUEST program for Grades 3-4.

CTP-5

The Comprehensive Testing Program (CTP) is a rigorous assessment for high achieving students in areas such as reading, listening, vocabulary, writing, science (online only) and mathematics. The CTP helps compare content specific, curriculum-based performance to the more conceptual knowledge base found in reasoning tests.



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The purpose of CTP is to assess student growth and performance at the time of testing. Students in Grade 4 take CTP-5 and it is one of the measures of placement in the QUEST program for Grade 5.

Seal of Biliteracy

The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more world languages. The State Seal of Biliteracy certifies that a high school graduate has:

1. Demonstrated proficiency in English by meeting English language arts graduation requirements or attained the appropriate cut score on the ACCESS for ELLs assessment (for English Language Learners); and
2. Demonstrated a linguistic proficiency level of at least Intermediate Mid according to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, or demonstrated a level deemed equivalent to Intermediate Mid for languages such as American Sign Language or Native American languages.