

## Executive Summary

The Office of Assessments has been working on transitioning the New Jersey Assessment of Skills and Knowledge (NJ ASK) for the past three years. The methodology included an alignment study between *New Jersey Core Curriculum Content Standards* (NJCCCS) and the *Common Core State Standards* (CCSS); an item review for rigor and depth associated with the CCSS; and field testing CCSS aligned items.

The 2014 NJ ASK will measure the 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. The Partnership for Assessment of Readiness for College and Careers (PARCC) is currently developing the next generation assessments to be administered in spring 2015.

The CCSS has key instructional shifts that will be measured on the NJ ASK. In English Language Arts (ELA), the shifts are more subtle because the NJ ASK blueprint has historically included text dependent constructed-response items in Reading and multiple writing prompts in every grade level. The CCSS shifts in ELA are: increasing text complexity and emphasis on academic vocabulary; building of knowledge through content-rich informational text; text-dependent reading questions to elicit responses grounded in specific evidence from the text. In Mathematics, the CCSS shifts are significant because new content will appear per grade level. During the transitional years, mathematical instruction should begin to connect the content standards with the mathematical practices.

The Science assessment in grades 4 and 8 will continue to measure the *New Jersey Core Curriculum Content Standards* (NJCCCS). The score categories and the content of the assessments will remain the same.

Contact information is listed at the end of the PowerPoint presentation for each individual involved in the NJ ASK assessment process. Please contact the appropriate individual if you have any questions.