

## **NJSLA Grade 3 Mathematics**

### **Lesson 4: NJSLA Technology Tool Box A Paper/Pencil Activity**

#### **Rationale**

- In order to assure that students perform at their personal best, students need to understand the format of the technology-enhanced items on the NJSLA assessments. The students need to experience the TestNav8 system, the software system used to deliver the technology-enhanced items. NJSLA has provided online student tutorials for this purpose.
- To familiarize the students with the TestNav8 system, the students will benefit from a classroom hands-on experience prior to interacting with the student tutorials on-line. By examining the toolbar and each function provided, the students can focus on the use of the tools when practicing the student tutorials on-line and gain insight to the overall structure of the NJSLA assessments. It is important to note that the tools vary for each grade level. Grades 3-5 have no calculator.

#### **Goal**

- To gain familiarity with the layout and the tools provided on the NJSLA on-line assessment tutorials.

#### **Objective**

- Students will use a hands-on matching model to identify the toolbar, the tool icons, the icon names and the tool images, and to explore the items in the Accessibility Drop-Down Menu.

#### **Materials**

- NJSLA Tutorial Exploration is designed in Part A-Explore the Tools and Part B-Explore the Accessibility Drop-Down Menu. NJSLA Tutorial Matching Cards-cards are cut apart and placed in a baggy. Part A should be placed in one baggy, and Part B should be placed in another baggy. A completed Toolbar image is provided for the teacher in Part A and should **NOT** be included in the baggy with the cards.

#### **Procedures**

- Students are asked to work in groups of 2 or 3.
- Each group receives a baggy of cards for Part A and a baggy of cards for Part B.
- The students will use their prior knowledge of computer programs to match the tool icons to their icon names and tool images.
- Next, the teacher should use the completed toolbar image provided with the cards to guide the students in arranging the icons as they appear on the TestNav 8 software.

- The teacher should discuss with the students the purpose of the practice activity. The teacher should inform the students that they will interact with the on-line tutorial at a future date, either on the computer or on the electronic learning pads.
- Optional: The teacher can project the PARCC TestNav 8 Tutorial as a preview.  
<https://nj.mypearsonsupport.com/practice-tests/>

# Part A-Explore the Tools



**Part 2: Grade 3-5 Math Sample Items**

● **INCOMPLETE** 4 Not Answered The number of incomplete and flagged items will be displayed here

■ **FLAGGED** 1 Question

All
Not Answered
Flagged

QUESTION	STATUS	FLAGGED	
Question 1	● NOT ANSWERED		<a href="#">View &gt;</a>
Question 2	✔ ANSWERED		<a href="#">View &gt;</a>
Question 3	● NOT ANSWERED	■ FLAGGED	<a href="#">View &gt;</a>

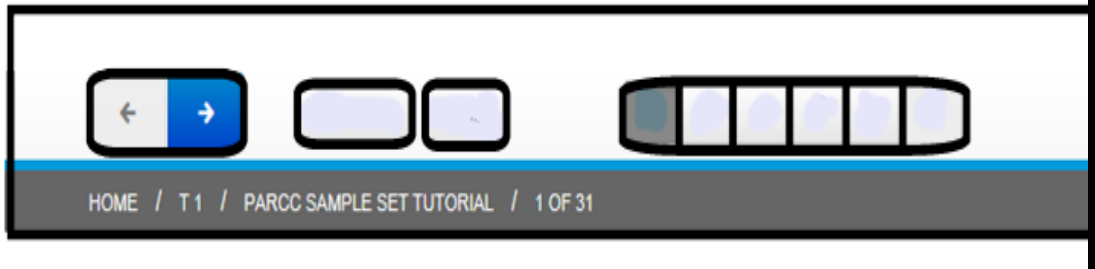
Which statement is true?

A. Fabric strip A is three inches longer than fabric strip B.

B. Fabric strip A and fabric strip B are the same length.

C. Fabric strip A is four inches longer than fabric strip B.

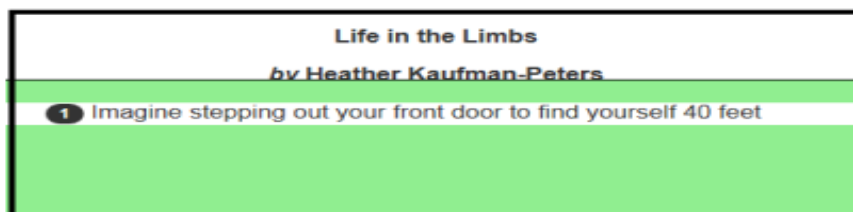
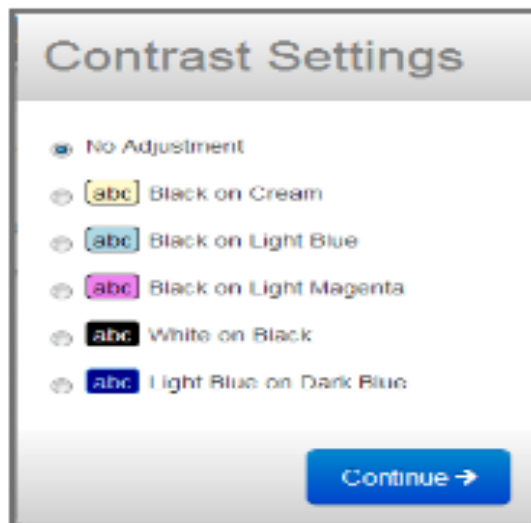
D. Fabric strip A is five inches longer than fabric strip B.

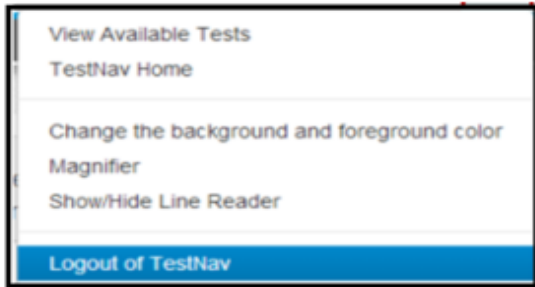


<ul style="list-style-type: none"> <li>• Select single or multiple-choice answers</li> <li>• Drag answer choices to their correct spot</li> <li>• Select hot spots on an image</li> <li>• Deselect any other tool</li> </ul>			

Protractor	Pointer	
Eliminate Choice	Ruler 1/4 in.	Ruler cm.
Review	Forward/Backward	Flag

## Part B-Explore the Accessibility Drop-Down Menu

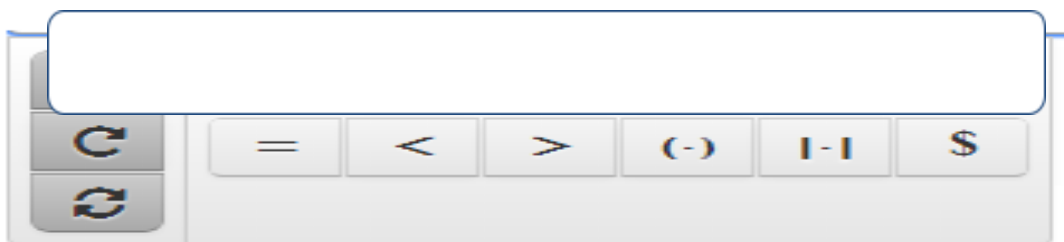




Line Reader	Accessibility Drop-Down Menu	Magnifier
Equation Editor	Background/Foreground Color	Answer Masking

## Equation Editors

### Basic Equation Editor-Answer Only



# Open Response Equation Editor-Words and Math

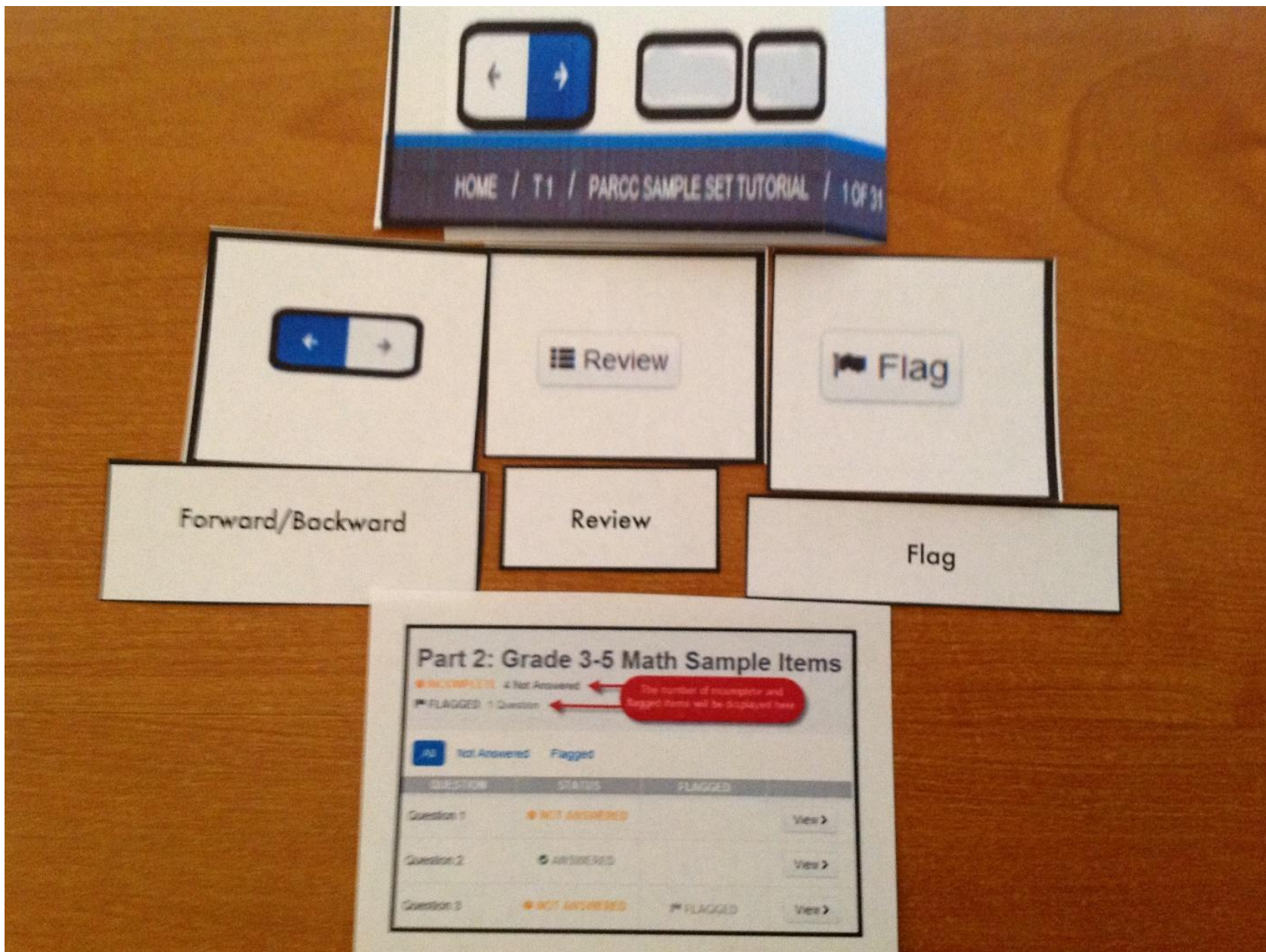
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Math symbols

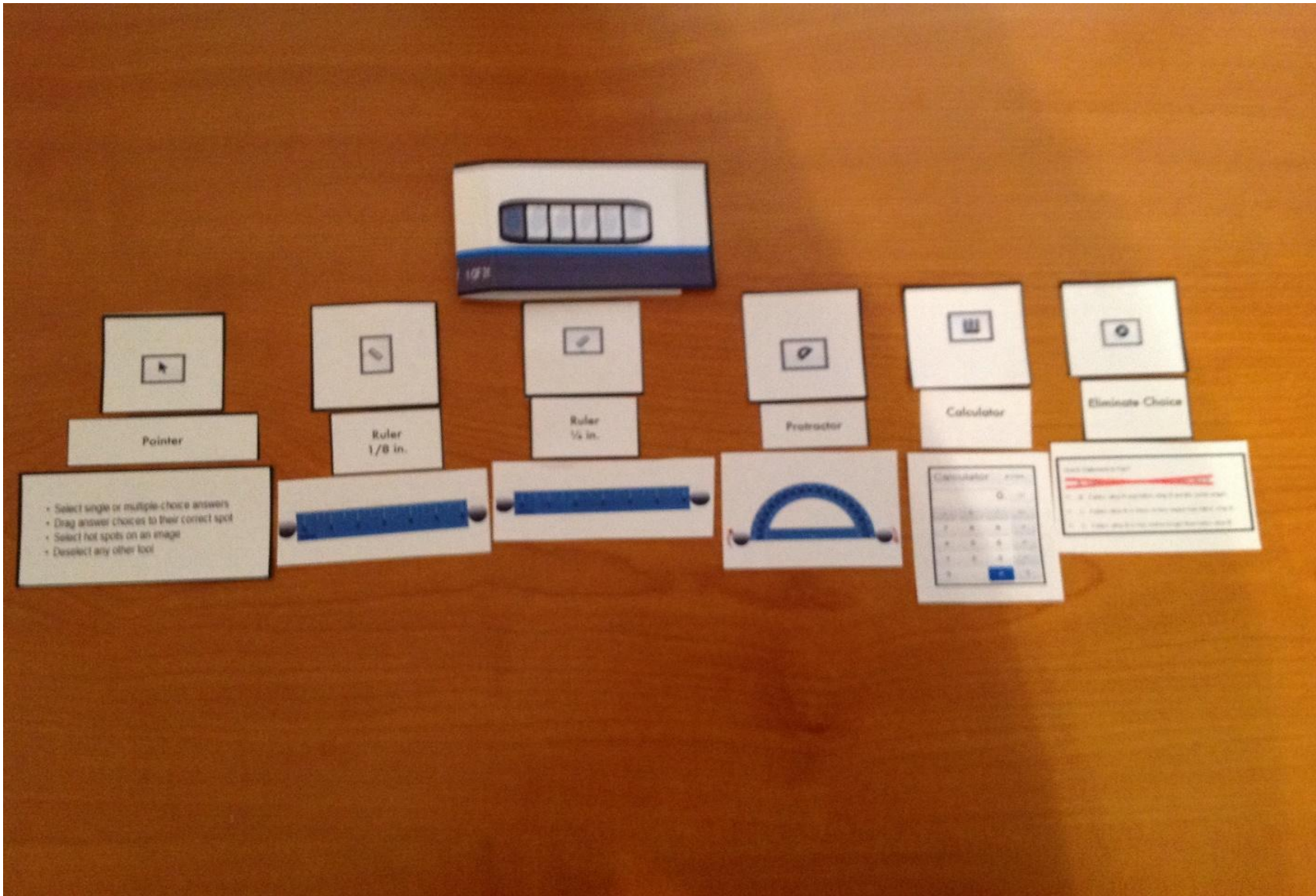
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# Toolbox Layout





# Toolbox Layout



# Toolbox Layout

