

NJSLA Grade 8 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 a tutorial 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 tutorial on-line. By examining the toolbar and each function provided, the students can focus on the use of the tools when practicing the tutorial on-line and gain insight to the overall structure of the NJSLA assessments.

Goal

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

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

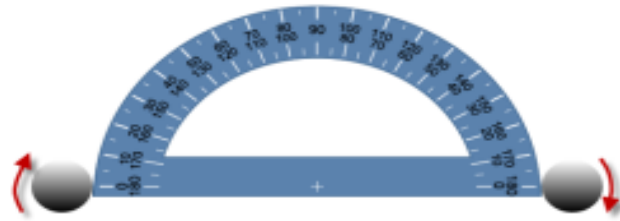
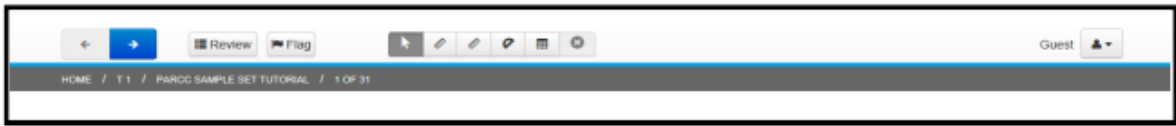
- NJSLA Tutorial Exploration is designed in Part A-Explore the Tools and Part B-Explore the Accessibility Drop-Down Menu. NJSLA Tutorial Matching Cards-cards are cut apart and placed in a baggy. Part A should be placed in one baggy, and Part B should be placed in another baggy. A completed Toolbar image 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 on-line Tutorial as a preview.
<https://nj.mypearsonsupport.com/>

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

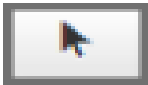
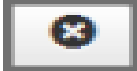





QUESTION	STATUS	FLAGGED	
Question 1	● NOT ANSWERED		View >
Question 2	● ANSWERED		View >
Question 3	● NOT ANSWERED	■ FLAGGED	View >

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

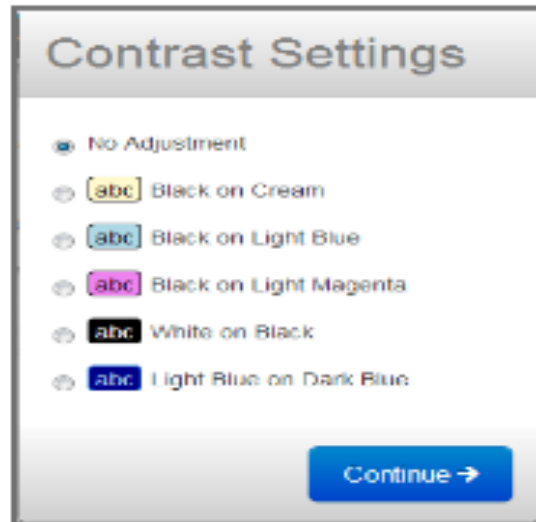
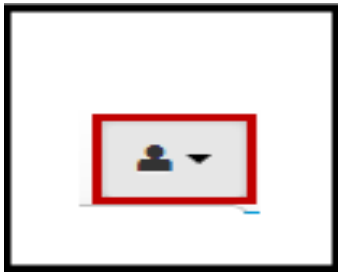
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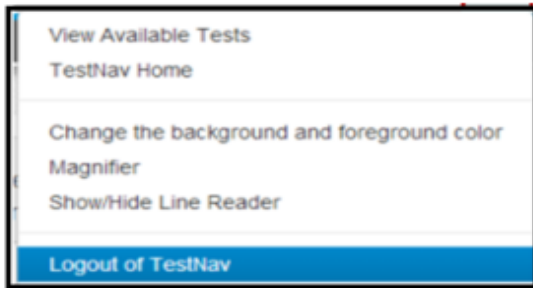
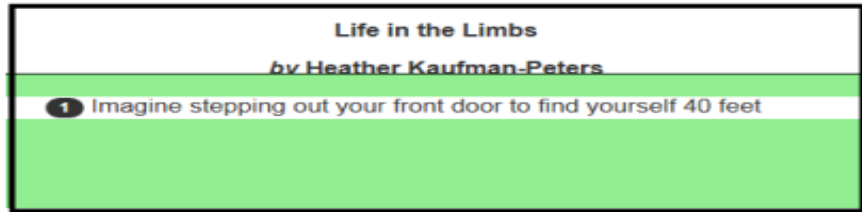
HOME / T1 / PARCC SAMPLE SET TUTORIAL / 1 OF 31

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

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

Part B-Explore the Accessibility Drop-Down Menu

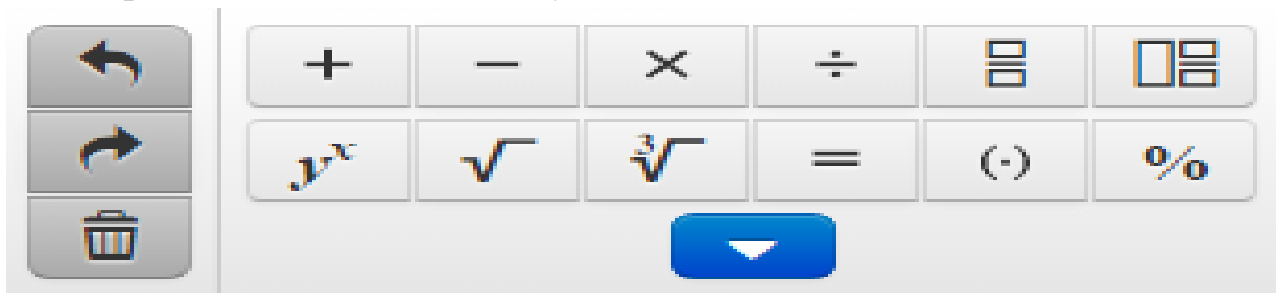




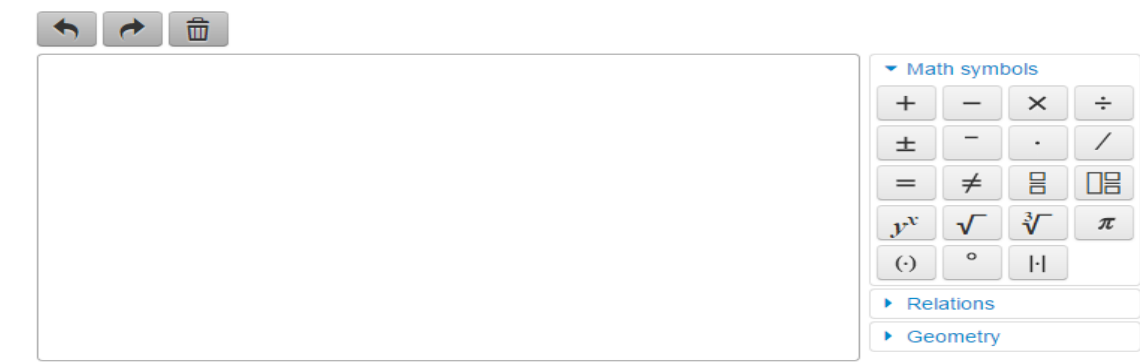
Line Reader	Accessibility Drop-Down Menu	Magnifier
Equation Editor	Background/Foreground Color	Answer Masking

Equation Editors

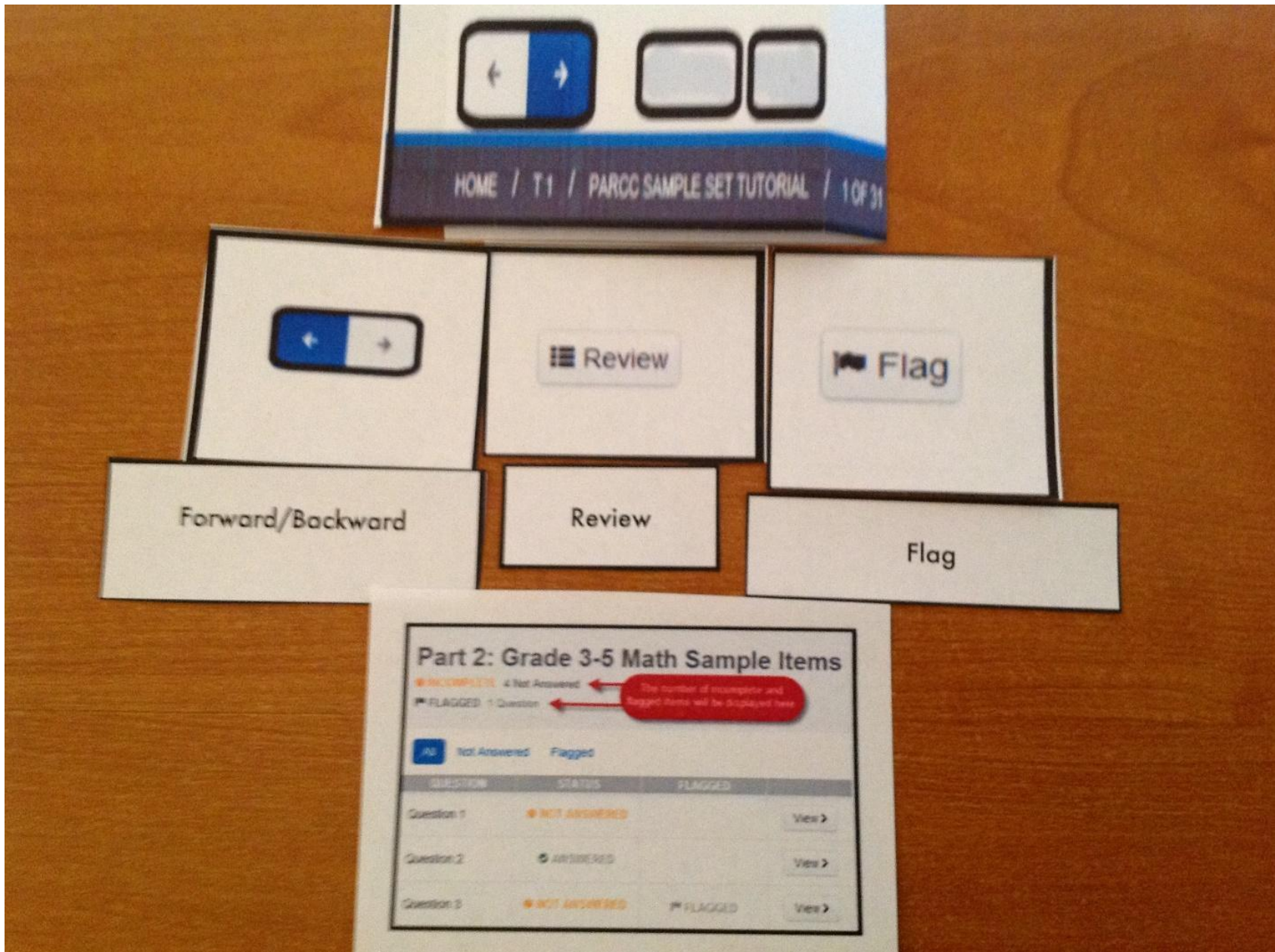
Basic Equation Editor-Answer Only



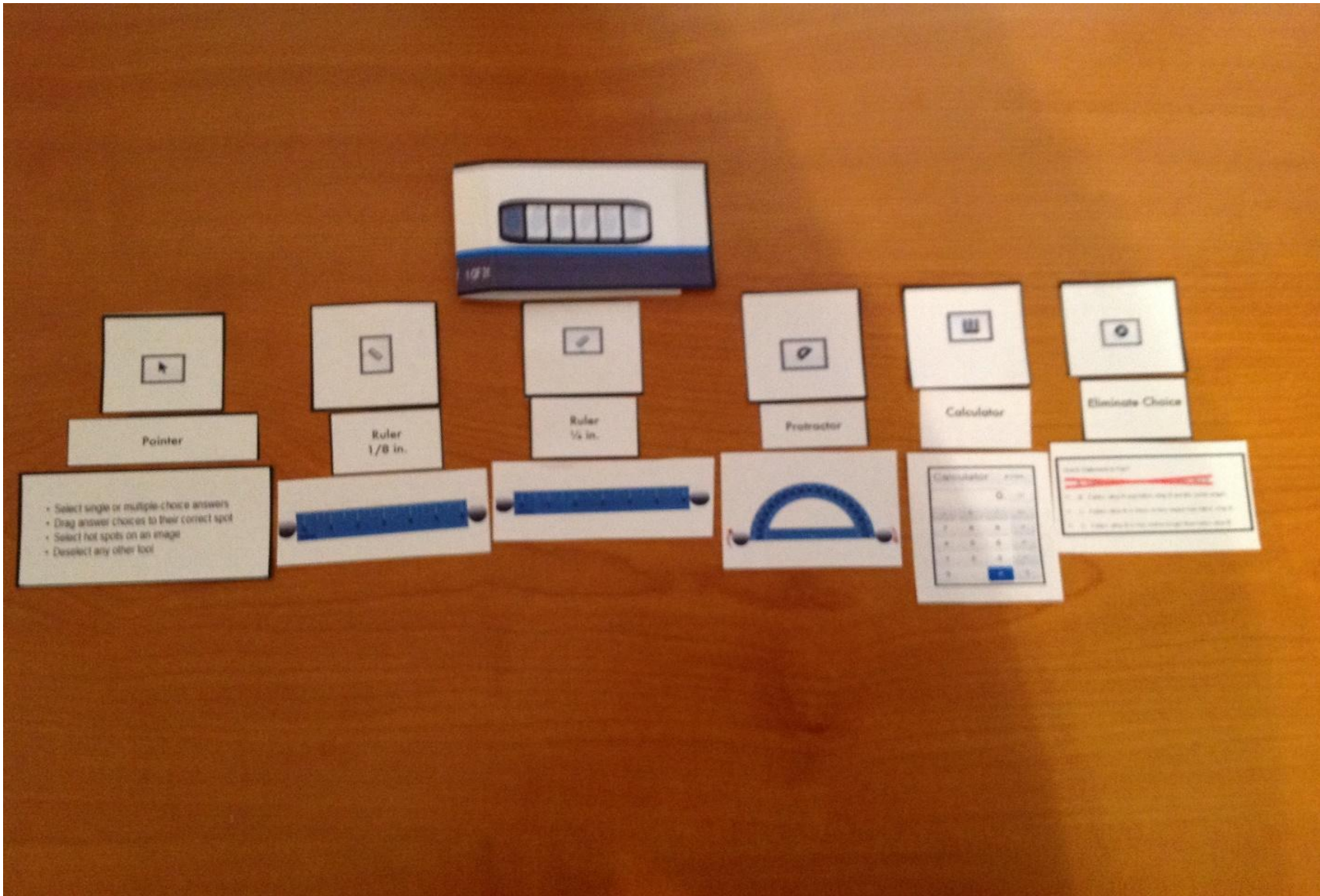
Open Response Equation Editor-Words and Math



Toolbox Layout



Toolbox Layout



Toolbox Layout

