

New Jersey Curriculum Matrix Summary

Introduction

The Curriculum Matrix data in this resource kit is provided as a guide to help educators in planning curriculum and instruction. All interpretations of state standards, Common Core State Standards, and state assessment program data that were needed to construct the correlations in this Matrix were conducted by content area specialists in each discipline and reviewed by research managers. Where and if necessary, interpretations of the learning statements used in the correlations were verified by third-party reviewers and/or officials of the state's department of education. Every effort has been made to ensure the accuracy of the crosswalk and summary data. However, some learning outcome statements are, by their nature, subject to interpretation and determination of intent by content area specialists. Educators should always exercise their own best judgment in determining how to apply the data.

Care was taken to ensure that all data used in the analyses was current at the time of publication, but all standards and assessment data remain subject to updates as states revise or update their state standards or assessment programs. The International Center welcomes your feedback, advice, and suggestions about the data provided. The Center also eagerly encourages users to help us keep the data current for all educators in their state by advising us of any such updates. Please address all comments to: International Center for Leadership in Education, 1587 Route 146, Rexford, NY 12148 or info@LeaderEd.com.

New Jersey Assessments of Skills and Knowledge (NJ ASK)

The NJ ASK is designed to give an early indication of the progress students are making in mastering the knowledge and skills described in the Core Curriculum Content Standards. The results are to be used by schools and districts to identify strengths and weaknesses in their education programs.

Curriculum Matrix Priority Designations

English Language Arts

The Language Arts Literacy (LAL) test consists of reading passages, multiple-choice items, constructed-response items, and writing tasks. The LAL tests are administered in grades 3-8. The High School Proficiency Assessment (HSPA) is used to determine student achievement in reading, writing, and mathematics to 11th grade students as a graduation requirement. End-of Course (EOC) tests, Algebra I and Biology I, are designed to ensure that students are prepared to compete for postsecondary education opportunities and careers.

Testing Priority Designation

Information necessary to make LAL priority designations relative to assessments was obtained from the New Jersey Department of Education's website. The test website provided LAL NJ ASK total points possible by content area cluster. The possible score points per cluster were averaged for each grade level. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. These numbers established the cut-off point between Medium (M) priority designations and High (H) priority designations. Standards that were not tested were assigned a Low (L) priority designation. Each cluster test designation was aligned to each Cumulative Progress Indicator (CPI), therefore giving each CPI a test priority designation.

The HSPA contains a variety of multiple-choice, open-ended items, and performance-based tasks. Therefore, the HSPA used rubrics as the scoring method in the ELA component of the HSPA. The number of rubric points possible for each LAL test component was averaged. The STD was calculated and subtracted from the mean. These numbers established the cut-off point between Medium (M) priority designations and High (H) priority designations. Standards that were not tested were assigned a Low (L) priority designation.

Each test component designation was aligned to each CPI; this gave each CPI a test priority designation. The results can be found in Table 1.

Table 1. English Language Arts Priority Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
3	11.75	2.05	9.70	0	1-10	>10
4	14.00	4.90	9.10	0	1-9	>9
5	15.50	5.89	9.60	0	1-10	>10
6	15.00	6.71	8.29	0	1-8	>8
7	17.50	9.01	8.49	0	1-8	>8
8	17.25	9.20	8.05	0	1-8	>8
High School	4.60	0.80	3.80	0	1-4	>4

English language arts summary data is presented in Table 2.

Table 2. Language Arts Literacy Assessment Data Summary

Language Arts Literacy			NJ ASK/HSPA			NESS ¹		
Grade	Standards	CPI	H	M	L	H 1-19	M 20-38	L 39-50
3	5	90	43	12	35	73	14	3
4	5	120	67	0	53	82	28	10
5	5	153	32	43	78	104	36	13
6	5	149	38	6	75	97	39	13
7	5	118	54	0	64	75	33	10
8	5	118	53	1	64	74	35	9
11	5	96	17	60	19	65	30	1
Totals	35	844	304	122	388	570	215	59

Mathematics

The mathematics NJ ASK is administered in grades 3-8. The mathematics HSPA is administered to 11th grade students as a graduation requirement. The EOC test in Algebra I is designed to ensure that students are prepared to compete for postsecondary education opportunities and careers.

Testing Priority Designation

Information necessary to make mathematics priority designations relative to assessments was obtained from the New Jersey Department of Education’s website. The test website provided mathematics NJ ASK total points possible for each standard. The possible score points per standard were averaged for each grade level. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. These numbers established the cut-off point between Medium (M) priority designations and High (H) priority designations.

The test website also provided mathematics HSPA percent of points for each test content area. The percent of points per test content area was averaged. Standard deviations (STD) were calculated and subtracted from the mean. These numbers established the cut-off point between Medium (M) priority designations and High (H) priority designations. Some content indicators and all process indicators (that were not tested) were assigned a Low (L) priority designation. This step was taken because process indicators are subsumed within the content indicators and therefore are not reported. Each test component designation was aligned to each CPI; this gave each CPI a test priority designation.

The test website provided mathematics EOC percent of points for each test content standard. The percent of points per content standard was averaged. Standard deviations (STD) were calculated and subtracted from the mean. These numbers established the cut-off point between Medium (M) priority designations and High (H) priority designations. Some content indicators and all process indicators (that were not tested) were assigned a Low (L) priority designation. This step was taken because process indicators are subsumed within the content indicators and therefore are not reported. Each test component designation was aligned to each CPI; this gave each CPI a test priority designation. The results can be found in Table 3.

Table 3. Mathematics Priority Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
3	12.50	4.50	8.00	0	1-8	>8
4	12.50	4.50	8.00	0	1-8	>8
5	12.50	4.56	7.94	0	1-8	>8
6	12.25	3.11	9.13	0	1-9	>9
7	12.25	0.83	11.42	0	1-11	>11
8	12.25	3.27	8.98	0	1-9	>9
High School	25.00	6.12	18.80	0	1-19	>19
Algebra I	25.00	6.12	18.80	0	1-19	>19

Mathematics summary data are presented in Table 4.

Table 4. Mathematics Assessment Data Summary

Mathematics			NJ ASK HSPA/ EOC			NESS ¹		
Grade	Standards	CPI	H	M	L	H 1-16	M 17-42	L 43-70
3	4	77	37	9	31	52	24	1
4	4	87	45	11	31	60	24	3
5	4	77	31	15	31	55	19	3
6	4	94	55	8	31	63	28	3
7	4	70	29	10	31	48	21	1
8	4	91	46	14	31	55	33	3
High School	4	86	47	8	31	44	33	9
Algebra I	4	29	29	0	0	12	11	6
Totals	32	611	319	75	217	389	193	29

Science

The science NJ ASK is administered in grades 4 and 8. The science HSPA is administered to 11th grade students as a graduation requirement. The EOC test in Biology I is designed to ensure that students are prepared to compete for postsecondary education opportunities and careers.

Testing Priority Designation

Information necessary to make science priority designations relative to assessments was obtained from the New Jersey Department of Education’s website. The test website provided science HSPA total points possible by content cluster for each grade level test. All science CPIs are test eligible. Therefore, no Low (L) priority designations were assigned.

The Biology I test specification document provided the number of test-eligible CPIs per Big Idea. The total Biology I test-eligible CPIs for each big idea were averaged. Standard deviations (STD) were calculated for each grade level and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. All Biology I CPIs are test eligible. Therefore, no Low (L) priority designations were assigned. The results can be found in Table 5.

Table 5. Science Priority Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
4	13.00	2.16	10.84	0	1-11	>11
8	18.00	2.16	15.80	0	1-16	>16
Biology	3.78	1.23	2.55	0	1-3	>3

Science summary data are presented in Table 6.

Table 6. Science Assessment Data Summary

Science			NJ ASK HSPA/ EOC			NESS ¹		
Grade	Standards	CPI	H	M	L	H 1-32	M 33-50	L 51-85
4	4	50	26	24	0	32	6	12
8	4	57	42	15	0	32	7	18
Biology	2	34	20	14	0	25	6	3
Totals	10	141	88	53	0	89	19	33

Total Percentages for Tested English Language Arts, Mathematics, and Science

Table 7 presents the number of CPI compared to the number of CPI assessed. Using this data, the percentage of CPI tested was calculated.

Table 7. Totals and Percentages for English Language Arts, Mathematics, and Science

	Number of CPI	Number of CPI Tested	Percent of CPI Tested
ELA	844	426	50.48
Mathematics	611	394	64.49
Science	141	141	10.00
Totals	1,596	961	60.00

Common Core State Standards (CCSS) to Content Standards/CPI Alignment Data

International Center content area specialists have crosswalked English language arts and mathematics CCSS to the New Jersey English language arts and mathematics content standards and CPIs. The purpose of this study was to determine the number and percent of the CCSS that are aligned/non-aligned to content standards and CPIs. The same process was also used to determine the number and percent of the content standards and CPIs that are aligned/non-aligned to the CCSS.

The results that follow provide New Jersey teachers, curriculum planners, and administrators with information relevant to the status of the CPI compared to the CCSS. Considerations the New Jersey Department of Education will make include whether to adjust the current curriculum to align with the CCSS or abandon the current curriculum and replace it with the CCSS. The information in the following alignment tables may assist New Jersey education stakeholders during this time of decision making.