

LEARNING ABOUT NJSLA

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OLD TAPPAN PK-8 PUBLIC SCHOOLS

DURING THIS SESSION, WE WILL:

1. Review **NJSLA's Underpinnings:**
What is the Common Core/NJSLS?
How does it connect with PARCC/NJSLA?
2. Look at NJSLA **Test Features**
3. Look at **Sample PARCC/NJSLA Tests**
4. Learn about NJSLA **Test Scoring**



NEW JERSEY LEGISLATION

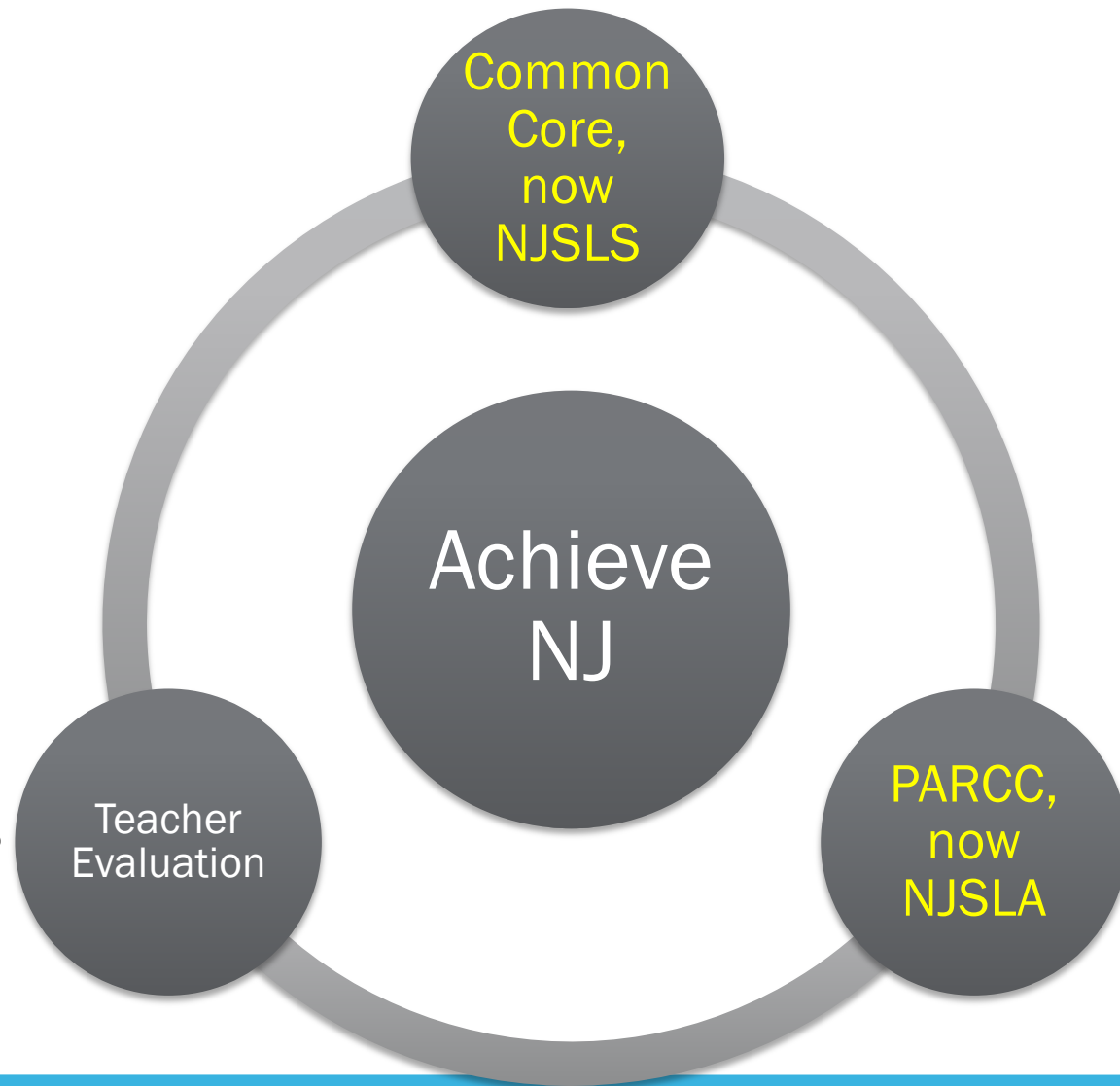
Teach NJ

Governor's Act signed into
Law in 2012

Achieve NJ

Rules to comply with Teach
NJ

- Common Core, now NJSLS
- PARCC, now NJSLA
- Teacher Evaluation



There's A Connection!

The NJ Student Learning Standards (formerly Common Core) and NJ Student Learning Assessment (formerly PARCC) are connected.

What are the Common Core Standards?



COMMON STANDARDS, COMMON ASSESSMENTS

Common Core State Standards through 6/2018:

“national” standards began 2009– 46 states

Common Assessments through 6/2018:

PARCC – 6 states (+2)

Smarter Balanced – 12 states (+3)

Now: State Standards and Assessment



PARCC Field Test (2014) Feedback

From more than 1,000,000 students in nearly 16,000 NJ Schools:

- 94% of students either finished the ELA field test very early or on time and 87% did so for mathematics
- 90% of students reported that they understood the directions read by the test administrators
- Students found the mathematics assessment more challenging than the ELA assessments overall
- 90% of students who participated in ELA and 65% of students who participated in mathematics reported that it was easy to type their answers
- 89% of the math items and 78% of the ELA items were approved from the field test to be made part of the operational assessment

NJSLA is administered in:

Language Arts/Literacy

- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9

Mathematics

- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Algebra I
- Geometry
- Algebra II

Science

- Grade 5
- Grade 8
- Grade 11

*Grade 11 HS Classes of 2023, 2024, & 2025 have to take NJGPA.

CLAIMS DRIVING DESIGN: ELA/LITERACY

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

Students write effectively when using and/or analyzing sources.

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

Reading Literature

Reading Informational Text

Vocabulary Interpretation and Use

Written Expression

Conventions and Knowledge of Language

AREAS FOR LITERACY PERFORMANCE/ ASSESSMENT:

- Literary Text
- Informational Text
- Vocabulary
- Writing Expression
- Knowledge and Use of Language Conventions



SAMPLE READING PASSAGES / TEXTS

- ◆ Grade 3 – “Eliza’s Cherry Trees”
- ◆ Grade 5 – “Life in the Limbs”
- ◆ Grade 7 – “Biography of Amelia Earhart”
- ◆ Grade 8 – “Call of the Wild”
- ◆ Text Complexity ...



Qualitative Analysis: rubric to analyze text complexity and place a text within a specific grade

Criteria	Very Complex	Mark (if present)	Moderately Complex	Mark (if present)	Readily Accessible
PURPOSE	The text contains multiple purposes, and the primary purpose is subtle, intricate, and/or abstract		The primary purpose of the text is not stated explicitly but is easy to infer based upon context or source; the text may include multiple perspectives	X	The primary purpose of the text is concrete, narrowly focused and clearly stated; the text has a singular purpose
TEXT STRUCTURE	Connections among an expanded range of ideas, processes, or events are often implicit, subtle, or ambiguous; organization exhibits some discipline-specific traits; any text features are essential to comprehension of content		Connections between some ideas, processes, or events are implicit or subtle; organization is generally evident and sequential; any text features help facilitate comprehension of content		Connections between ideas, processes, or events are explicit and clear; organization is generally chronological, sequential, or thematic because it is linear; any text features help readers navigate content but are not essential to understanding
LANGUAGE FEATURES	Language is generally complex, with abstract, ironic, and/or figurative language, and archaic and academic vocabulary and domain-specific words that are not otherwise defined; text uses many complex sentences with subordinate phrases and clauses		Language is often explicit and literal but includes some academic, archaic, or other words with complex meaning; text uses some complex sentences with subordinate phrases or clauses		Language is explicit and literal; text uses contemporary and familiar vocabulary; text uses mostly simple sentences
KNOWLEDGE DEMANDS	The subject matter of the text relies on specialized, discipline-specific knowledge; the text makes many references or allusions to other texts or outside areas; allusions or references have no context and require inference		The subject matter of the text involves some discipline-specific knowledge; the text makes some references or allusions to other texts or outside ideas; the meaning of references or allusions may be partially explained in context	X	The subject matter of the text is general; the text makes no discipline-specific knowledge; any references or allusions are explained in the text
USE OF GRAPHICS	Graphics are essential to understanding the text; they may clarify or expand information in the text		Graphics are mainly supplementary to understanding the text; they generally contain information that is not essential to understanding the text		Graphics are simple and not necessary to understand the text

GRADE 3, ITEM #1—PART A: ELIZA'S CHERRY TREES: JAPAN'S GIFT TO AMERICA

The article includes these details about life:

She wrote newspaper articles to tell others about what she saw in Alaska to inform those who had not been there. (paragraph 1)

She wrote the first guidebook about Alaska. (paragraph 1)

She was the first woman to work at the National Geographic Society, where she wrote many articles and books. (paragraph 11)

What do these details help show ?

- a) *They show that she shared the benefits of her experiences with others.**
- b) *They show she had many important jobs during her lifetime, but becoming a photographer was one of her proudest moments.*
- c) *They show that her earlier travels were more exciting than the work she did later in her life.*
- d) *They show that she had a careful plan for everything she did in her life.*

GRADE 3, ITEM #1—PART B: ELIZA'S CHERRY TREES: JAPAN'S GIFT TO AMERICA

Ideas from paragraphs 1 and 11 were used to help you learn about her.

Click on two other paragraphs that include additional support for the answer in Part A. There are more than two paragraphs that include additional support, but you need to only choose two.



GRADE 3, ITEM #2—PART A: ELIZA'S CHERRY TREES: JAPAN'S GIFT TO AMERICA


Which statement best describes how the events in paragraphs 13 through 15 are related to each other?

- a) They explain how Washington, D.C., would change if cherry trees were planted around the city.
- b) They show that Eliza found a new way to get cherry trees planted in Washington, D.C.***
- c) They compare the ways and Mrs. Taft tried to add beauty to Washington, D.C.
- d) They describe how Mr. Taft gave the idea to bring cherry trees to Washington, D.C.

13 But Eliza didn't forget about the cherry trees, and she didn't give up. She kept trying for more than twenty years! Every time a new man was hired to be in charge of the parks department, Eliza went to tell him about her idea. Each one said no.

14 In 1909, William Howard Taft had just been elected president. Eliza had another good idea. She knew that sometimes people in politics could help get things done. She wrote a letter to the president's wife, Mrs. Taft. Eliza told Mrs. Taft about her plan to make Washington more beautiful with the lovely cherry trees. She was afraid the answer would be no again.

15 But Mrs. Taft loved the idea! With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.



Grade 3, Item #2—Part B

Eliza's Cherry Trees: Japan's Gift to America

Which sentence from the article best supports the answer in Part A?

- a) “When they bloomed, the trees became clouds of pink blossoms.”
- b) “She kept trying for more than twenty years!”
- c) “She wrote a letter to the president’s wife, Mrs. Taft.”*
- d) With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.

GRADE 3, ITEM #3, RESEARCH SIMULATION ESSAY: ELIZA'S CHERRY TREES: JAPAN'S GIFT TO AMERICA AND "THE PEANUT MAN"

You have read two texts about famous people in American history who solved a problem by working to make a change.

Write an article for your school newspaper describing how Eliza and Carver faced challenges to change something in America.

- In your article, be sure to describe in detail why some solutions they tried worked and others did not work.
- Tell how the challenges each one faced were the same and how they were different.



GRADE 7 SUMMATIVE ASSESSMENT: PROSE CONSTRUCTED RESPONSE FROM RESEARCH SIMULATION TASK (SUMMARY)

Read the “Biography of Amelia Earhart”

[Home](#) > [Grade 7](#) >

Grade 7 Prose Constructed Response from Research Simulation Task (Summary)

 [Printer-friendly version](#) [PDF version](#)

SAMPLE ITEM

Student Directions

Based on the information in the text “Biography of Amelia Earhart,” write an essay that summarizes and explains the challenges Earhart faced throughout her life.

Remember to use textual evidence to support your ideas.

Answer:

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GRADE 7 SUMMATIVE ASSESSMENT: PROSE CONSTRUCTED RESPONSE FROM RESEARCH SIMULATION TASK (ANALYTICAL ESSAY): “AMELIA EARHART’S LIFE AND DISAPPEARANCE”

SAMPLE ITEM

STUDENT DIRECTIONS

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart’s Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

Read the “Biography of Amelia Earhart”

Read “Earhart’s Final Resting Place Believed Found”

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Literary Analysis Task: Students asked to read complex texts and compose an analytic essay

Narrative Task: Students asked to write a story; detail a scientific process; write a historical account; or describe an account of events, scenes, or objects.

***Research Simulation Task:** Students asked to analyze a topic presented through several texts, including an anchor text that introduces the topic. Students will answer series of questions and write two analytic essays.

WRITING TYPES

In Grades 3-5:

- ❖ Adventure stories
- ❖ Autobiography
- ❖ Biography
- ❖ Book reviews
- ❖ Brochures
- ❖ Character sketches
- ❖ Descriptions
- ❖ Diaries
- ❖ Encyclopedia/Wiki entries
- ❖ Endings
- ❖ Essays
- ❖ Explanations
- ❖ Fables
- ❖ Fantasy

- ❖ How-to articles
- ❖ Humorous stories
- ❖ Legends
- ❖ Letters
- ❖ Magazine articles
- ❖ Myths
- ❖ News articles
- ❖ Pamphlets
- ❖ Persuasive letters
- ❖ Reviews
- ❖ Scenes (from a play)
- ❖ Short stories
- ❖ Science articles
- ❖ Science fiction articles
- ❖ Sequels
- ❖ Speeches

In Grades 6-8:

- ◆ Anecdotes
- ◆ Apologies
- ◆ Complaints
- ◆ Editorials
- ◆ Interviews

CLAIMS DRIVING DESIGN: MATHEMATICS

Students are on-track or ready for college and careers

Solve problems involving the major content for their grade level with connections to practices

Solve problems involving the additional and supporting content for their grade level with connections to practices

Express mathematical reasoning by constructing mathematical arguments and critiques

Use the modeling practice to solve real world problems

Demonstrate fluency in areas set forth in the Standards for Content in grades 3-6

AREAS FOR MATHEMATICS PERFORMANCE/ASSESSMENT:

- Major Content
- Additional and Supporting Content
- Expressing Mathematical Reasoning
- Modeling and Application



Grade 3 Mathematics (Number Line)

 [Printer-friendly version](#) [PDF version](#)

SAMPLE ITEM

Drag each fraction to the correct location on the number line.


  
 $\frac{1}{2}$ $\frac{3}{2}$ $\frac{6}{2}$



The fraction number line task is adapted from a task available at <http://illustrativemathematics.org>.

[Reset](#)

For More Item Specific Information

 [PARCC Math Sample Problems_GR3_Frac-Num-LineV2.pdf](#)

Grade 3 Mathematics (Fluency)


 [Printer-friendly version](#) [PDF version](#)


SAMPLE ITEM

Click on all the equations that are true.

- $8 \times 9 = 81$
- $54 \div 9 = 24 \div 6$
- $7 \times 5 = 25$
- $8 \times 3 = 4 \times 6$
- $49 \div 7 = 56 \div 8$

For More Item Specific Information

 [PARCC Math Sample Problems_GR3FluencyV2.pdf](#)

 **SHARE** 

Flower gardens (grade 3)

◀ About the task CCSSM Alignment **Part a** Part b Part c Scoring ▶

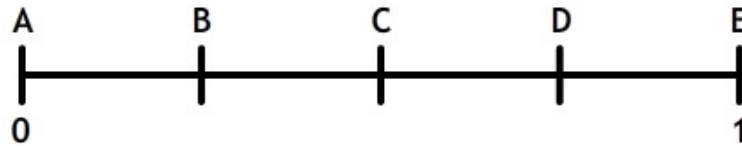
The picture shows Mark's flower garden.

Fill in the blank to make a fraction that represents the part of Mark's garden that is covered with flowers.



$$\frac{6}{\square}$$

Which letter represents this fraction's location on the number line?



Your answer:

Submit Answer

Flower gardens (grade 3)

◀ About the task CCSSM Alignment Part a **Part b** Part c Scoring ▶

Julia is planting flowers. She wants to cover $\frac{3}{4}$ of the garden with flowers.

Drag a tile onto Julia's garden that will finish covering $\frac{3}{4}$ of her garden with flowers.

Possible tiles:



Julia's garden



Submit Answer

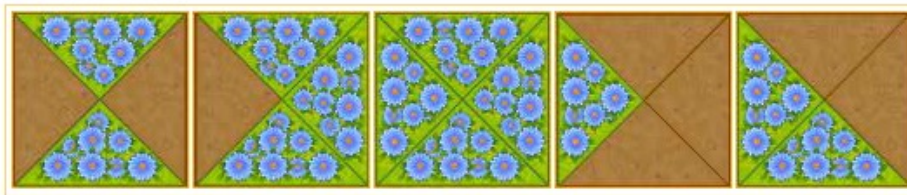
Flower gardens (grade 3)

◀ About the task CCSSM Alignment Part a Part b **Part c** Scoring ▶

Julia wants to plant flowers in a second garden, but she has not started yet.

Drag a *different* tile to each part of Julia's garden so that $\frac{1}{2}$ of her garden is covered with flowers.

Possible tiles:



Julia's garden



Submit Answer

Fractions on the number line (grade 3)

◀ About the task CCSSM Alignment Part a Part b Part c Part d **Part e** Scoring ▶



Write your answer to the following problem in your answer booklet.

Two fractions have different numerators and denominators. Can the two fractions have the same location on the number line? Explain.



Numbers of stadium seats (grade 4)

◀ About the task CCSSM Alignment Part a Part b Part c Scoring ▶

Baseball stadiums have different numbers of seats. Drag the tiles to arrange the stadiums from least to greatest number of seats.



San Francisco
Giants' stadium:
41,915 seats

Washington
Nationals' stadium:
41,888 seats

San Diego
Padres' stadium:
42,445 seats

	<		<	
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Submit Answer

Numbers of stadium seats (grade 4)

◀ About the task CCSSM Alignment Part a **Part b** Part c Scoring ▶



Write your answer to the following problem in your answer booklet.

San Francisco Giants' stadium: 41,915 seats	Washington Nationals' stadium: 41,888 seats	San Diego Padres' stadium: 42,445 seats
---	---	---

Compare these statements from two students.

Jeff said, “I get the same number when I round all three numbers of seats in these stadiums.”

Sara said, “When I round them, I get the same number for two of the stadiums but a *different* number for the other stadium.”

Can Jeff and Sara both be correct? Explain how you know.



Numbers of stadium seats (grade 4)

◀ About the task CCSSM Alignment Part a Part b Part c Scoring ▶



Write your answer to the following problem in your answer booklet.

When rounded to the nearest hundred, the number of seats in Aces Baseball Stadium is 9,100.

What is the greatest number of seats that could be in this stadium? Explain how you know.

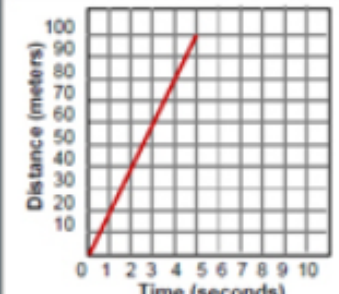


Grade 7 (Speed)

 [Printer-friendly version](#) [PDF version](#)

SAMPLE ITEM

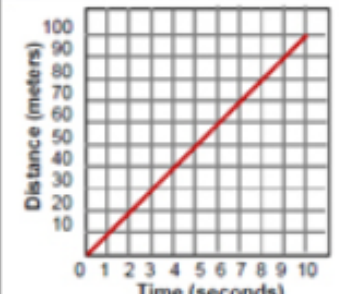
Object A



Distance (meters)

Time (seconds)

Object B



Distance (meters)

Time (seconds)

Object C

Time (seconds)	Distance (meters)
0	0
3	10
6	20
9	30

Object C moves at constant speed.

Object D


Time (seconds)	Distance (meters)
0	0
1.5	10
3	20
4.5	30

Object D moves at constant speed.

If an object has constant speed, then the speed can be computed by the change in distance divided by the change in time.


Information about objects A, B, C and D are shown. Objects C and D both have constant speed.

Based on the information given, drag and drop the object names in order from greatest speed to least speed in the table provided.

Object A	Greatest Speed  Least Speed	
Object B		
Object C		
Object D		

[Reset](#)

For More Item Specific Information

 [PARCC Math Sample Problems_GR7_SpeedV2.pdf](#)

Anne's family trip (grade 7)

◀ About the task CCSSM Alignment Part a Part b Part c Scoring ▶

Anne's family is driving to her uncle's house. The family travels 383.5 miles between 10:15 a.m. and 4:45 p.m.



What is an equation that Anne can use to determine their average rate of travel for the day, R , in miles per hour? Drag the tiles to complete an equation.

383.5	6.5	10.25	4.75
+	-	•	÷
<input type="text"/>	<input type="text"/>	<input type="text"/>	= R

Submit Answer

Anne's family trip (grade 7)


◀ About the task CCSSM Alignment Part a **Part b** Part c Scoring ▶

Anne's family is driving to her uncle's house. The family travels 383.5 miles between 10:15 a.m. and 4:45 p.m.



Calculate the family's average rate of travel for the day. Then fill in the blank to complete the following statement. You can enter a whole number or a decimal rounded to the nearest tenth.

The family's average rate of travel for the day is miles per hour.

Submit Answer 

Anne's family trip (grade 7)

◀ About the task CCSSM Alignment Part a Part b Part c Scoring ▶


Anne's family is driving to her uncle's house. The family travels 383.5 miles between 10:15 a.m. and 4:45 p.m.



Anne tells her family, "It's a good thing we traveled as fast as we did. If our rate had been 50 miles per hour, we wouldn't have gotten to his house until about..."

Fill in the blank to complete the following statement.

If their average rate had been 50 miles per hour, Anne's family would have arrived at her uncle's house at : p.m.

Submit Answer 

Learning More about Mathematics Items

Many answers in math can't be represented using a typical keyboard: π , \angle , \cong , \approx , $^\circ$ (degrees), stacked fractions, etc. So, students can use the **Equation Editor** for these types of representations.

Equation Editor = Mathematics Toolbar

Words-and-math answer box



Practice Tests - PARCC Mathematics (NJSLA-M)

← → Review Flag  Guest 

PARCC SAMPLE SET GRADE 6-8 MATH / GRADE 6-8 MATH SAMPLE ITEMS / 1 OF 6

Kelvin ran a 100-meter race at an average speed of v meters per second. He completed the race in 12.5 seconds.

Part A

Use the drop-down menus to complete an equation that can be used to find v .

Choose.. ▾ = Choose.. ▾ Choose.. ▾ v

Part B

What was Kelvin's average running speed, in meters per second?

meters per second

Practice Tests – PARCC ELA – NJSLA-ELA

Today you will read two stories about characters who save family members. As you read these stories, you will answer questions and think about the characters. At the end of the task, you will be asked to write an essay using the information from the stories.

Read the passage from "The Cricket and the Cougar."
Then answer the questions.

from "The Cricket and the Cougar"

by Katherine Chandler

1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, "Oh, please don't step there. That's my house, and with one step more you will destroy it."

2 The cougar looked down and saw a little cricket sitting on the log. He roared, "And is it you, weak little creature, that dares to tell me where to step? Don't you know that I am king of the beasts?"

Part A

What is the meaning of the word **master** as it is used in paragraphs 5 and 6?

- A. understand
- B. conquer
- C. befriend
- D. frighten

Part B

Which detail from the story **best** supports the answer to Part A?

- A. "Don't you know that I am king of the beasts?"

Scoring

RUBRICS – *used for writing responses*

- ✓ Hybrid scoring
- ✓ Grades 3, 4-5, 6-11
Rubrics
- ✓ Earn 0-3 Points
- *Research Simulation Task & Literary Analysis Task*
- *Narrative Task*

Student Performance Levels

Performance Level Descriptors

PLDs

Achievement Levels

Each level will have:

- Minimum scaled score or cut score by grade-level and content area and will be established over time

Performance Level Descriptors (PLDs)


LEVEL 5: Students performing at this level demonstrate a **distinguished** command of the knowledge, skills, and practices embodied by the New Jersey Student Learning Standards assessed at their grade level.

LEVEL 4: Students performing at this level demonstrate a **solid** command...

LEVEL 3: Students performing at this level demonstrate a **moderate** command...

LEVEL 2: Students performing at this level demonstrate a **partial** command...

LEVEL 1: Students performing at this level demonstrate a **minimal** command



NJSLA – S – Sample Tests

Grade 5 and Grade 8

- Physical Science
- Life Science
- Earth & Space Science

Investigating Practices

Asking questions; Defining problems; Planning and carrying out investigations; Using mathematical and computational thinking

Sensemaking Practices

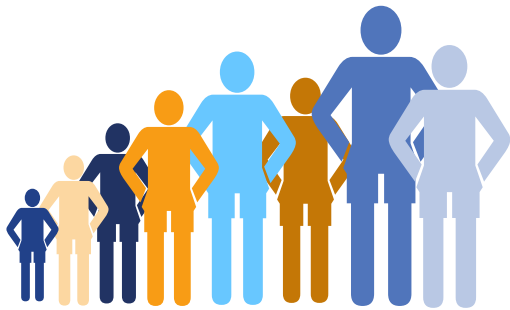
Developing and using models; Analyzing and interpreting data; Constructing explanations

Critiquing Practices

Engaging in arguments from evidence; Obtaining, evaluating, and communicating information



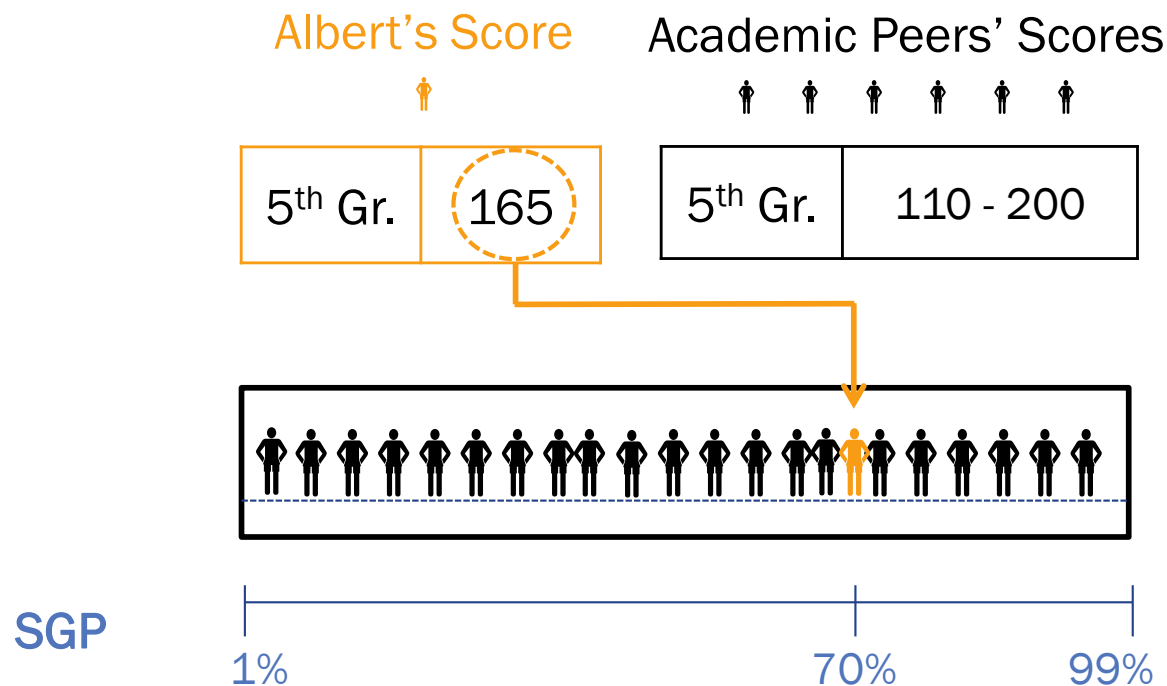
Calculating Student Growth Percentiles



All students can show growth.

- Student Growth Percentiles (SGPs) measure how much a student has learned from one year to the next compared to students with a similar performance history from across the state (“academic peers”).

Determining an SGP



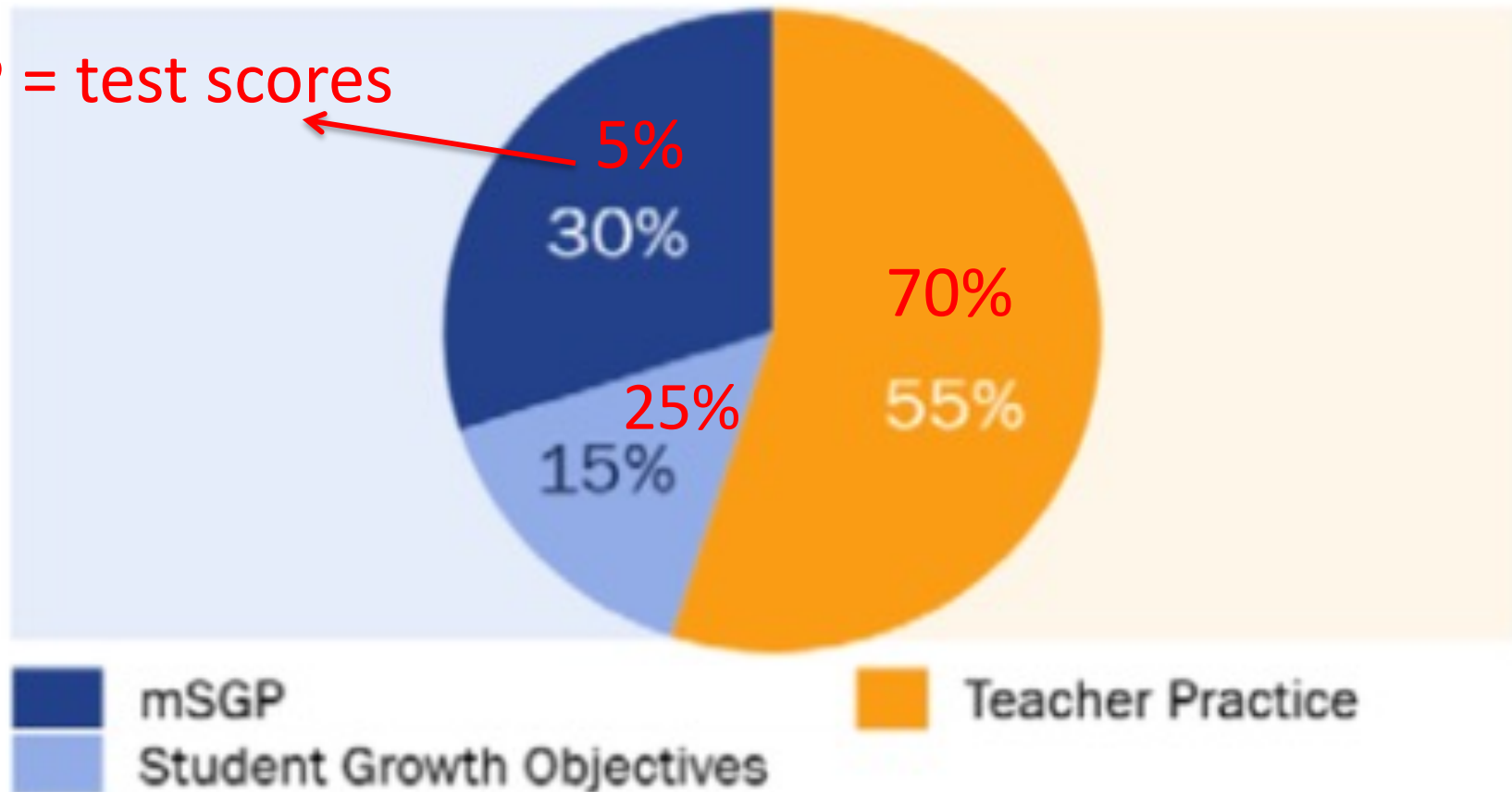
A comparison to his academic peers allows us to see that Albert actually outperformed 70% of students who, up until this year, performed in a similar manner to Albert. His SGP score is 70.

Teacher Evaluation

Tested Grades and Subjects

Teachers in Grades 4-8.
Language Arts Literacy and Grades 4-7 Mathematics

SGP = test scores



Measures of Growth for Instruction and Learning

Each child's SGP is aligned with a category:

- *High Growth, Typical Growth, or Low Growth*

Timely, detailed diagnostic feedback **for instruction**

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	6%	4%	1%
Proficient	20%	21%	25%
Advanced Proficient	1%	5%	16%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	5%	3%	2%
Proficient	9%	13%	12%
Advanced Proficient	9%	14%	33%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

Testing Sessions/Units – May 17 – May 23, 2023

T. Baldwin Demarest Elementary School					
Grade Level	LA/Literacy		Mathematics		
	Unit 1	Unit 2	Unit 1	Unit 2	Unit 3
3	75 minutes	75 minutes	60 minutes	60 minutes	60 minutes
4	90 minutes	90 minutes	60 minutes	60 minutes	60 minutes



Testing Sessions/Units – May 8 – May 12, 2023

Charles DeWolf Middle School					
Grade Level	LA/Literacy		Mathematics		
	Unit 1	Unit 2	Unit 1	Unit 2	Unit 3
5	90 minutes	90 minutes	60 minutes	60 minutes	60 minutes
6	90 minutes	90 minutes	60 minutes	60 minutes	60 minutes
7	90 minutes	90 minutes	60 minutes	60 minutes	60 minutes
8	90 minutes	90 minutes	60 minutes	60 minutes	60 minutes



Testing Sessions/Units – May 15 - 18, 2023

Charles DeWolf Middle School				
Grade Level	Science			
	Unit 1	Unit 2	Unit 3	Unit 4
5	45 minutes	45 minutes	45 minutes	45 minutes
8	45 minutes	45 minutes	45 minutes	45 minutes



SAMPLE SCORE REPORT

is performing academically.

To learn more about the test and to view sample questions and practice tests, visit UnderstandTheScore.org.

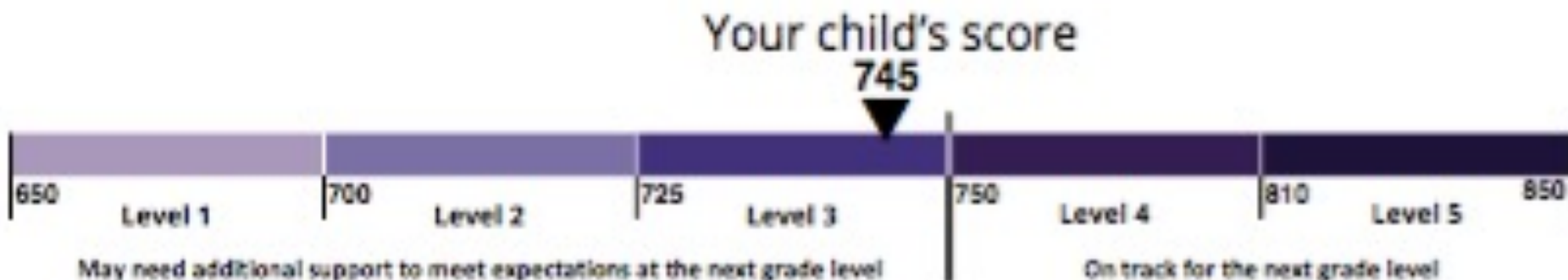
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in reading and writing.

How Did xxx Perform Overall?

Performance Level 3

- Level 5 Exceeded Expectations
- Level 4 Met Expectations
- Level 3 Approached Expectations
- Level 2 Partially Met Expectations
- Level 1 Did Not Yet Meet Expectations



School Average
714
District Average

How Students in New Jersey Performed

Sample Test Videos about Features

Practicing with PARCC and NJSLA

