



Your Guide to the New Jersey Biology Competency Test, May 2016

New Jersey Department of Education

This pamphlet answers the most frequently asked questions about the New Jersey Biology Competency Test (NJBCT). It explains its importance to your child's education. The information describes what the test measures, why the assessment is given, how the results are reported, and why it is important for your child to do well on the assessment.

Questions and Answers

1. What is the New Jersey Biology Competency Test (NJBCT)?

The NJBCT is a state test given to students to measure whether they have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Content Standards (CCCS). The CCCS, adopted by the State Board of Education, identify what students should know and be able to do at the end of various benchmark years. The NJBCT will help determine whether your child is making satisfactory progress toward mastering Biology skills. All New Jersey public high school students, regardless of grade level, who are enrolled in a first-time Biology course or content equivalent during the 2015–2016 school year must take the test, regardless of prior testing exposure and experience.

2. In what other ways are the test results used?

Local school districts use the results to determine the appropriateness and strength of the local curriculum and to develop remedial programs to help students improve their knowledge and skills. The results are also used to satisfy federal requirements under the Elementary and Secondary Education Act (ESEA).

3. Are children classified as special education required to take the test?

The NJBCT is designed to measure how well all high school students have mastered the Biology content standards, including students with

learning disabilities. Special education students will be working to achieve the standards at levels appropriate for them and with accommodations or modifications they may need. These accommodations are defined in their Individualized Education Plans (IEPs). The accommodations or modifications should be the same as those used by these students in other classroom testing, and may include Braille, extended testing time, or a different testing site.

While most special education students will take the test, there will be a small percentage of students with the most severe disabilities for whom some of the content standards are not appropriate. The New Jersey Department of Education has identified those standards that are appropriate for students with severe disabilities. The department developed a different kind of tool to measure the achievements of special education students who are exempt from taking the NJBCT. The Alternate Proficiency Assessment (APA) was taken by students for the first time in November 2001. The portfolio assessment documents student performance in Mathematics, Language Arts Literacy, and Biology. Every student with a learning disability must take the NJBCT unless the IEP team determines that your child will participate in the APA. Parents and guardians of children with disabilities should discuss participation in the test, and any necessary accommodations, at the child's IEP meeting.

4. Can accommodations or modifications be made to the testing environment to accommodate my special education child?

Yes. Accommodations and modifications might include such aids as a Braille or large-print version, a different testing site, an extended amount of time for testing, or similar types of accommodations. You should meet with the child study team in your district to discuss necessary accommodations or modifications for your child. All accommodations and modifications must be specified in your child's IEP.

New Jersey Biology Competency Test Study Guide

A Gutmann



New Jersey Biology Competency Test Study Guide:

New Jersey Biology Competency Test Cynthia Pfirrmann, 2012-08-01 This brand new manual offers New Jersey high school students in depth content and conceptual preparation for the required statewide biology exam An introductory chapter describes biology as a scientific discipline and discusses the characteristics of all living things Fifteen chapters that follow focus on specifics which include Cells organic biomolecules cellular transport and reproduction Molecular genetics Mendelian genetics and genetic technology Energy exchanges and classification of living things Energetics Human body systems and classification of living things Ecology biomes and human impacts on life forms and on the earth Each chapter concludes with a glossary of biological terms suggestions to students for organizing their notes and a set of review questions with answers that reflect the types of questions students will encounter on the actual test *Resources in Education* ,2001-04 *Research in Education* ,1974 *Digest of Education Statistics* ,2005 Contains information on a variety of subjects within the field of education statistics including the number of schools and colleges enrollments teachers graduates educational attainment finances Federal funds for education libraries international education and research and development

The ETS Test Collection Catalog ,1995-06-14 **Peterson's Guide to Graduate Programs in Business, Education, Health, and Law** ,1994 Directory of institutions offering graduate study in business education health and law Specific program descriptions are given Miscellaneous appendixes Indexes of descriptions announcements directories and subject areas **Sexual Murder** Louis B. Schlesinger, 2021-03-22 Sexual Murder Catathymic and Compulsive Homicides is the culmination of the author's 45 years of experience with and studying sexually motivated homicide Sexual murders are generally of two types catathymic and compulsive Catathymic homicides are caused by a breakthrough of underlying sexual conflicts They can be unplanned explosive acute attacks or planned murders stemming from a chronic obsession with or disturbed attachment to the victim In compulsive homicides a fusion of sex and aggression results in a powerful internal drive which pushes the offender to seek out victims to kill and the killing itself is sexually gratifying These murders also may be planned or unplanned In compulsive homicides that are unplanned the urge breaks through and disrupts the offender's controls when a victim of opportunity crosses his path The compulsive offender who plans his crimes often eludes law enforcement and as a result he can have multiple serial victims over extended periods of time Both forms of sexual murder the catathymic and the compulsive are presented in this volume from a clinical descriptive perspective encompassing case studies with analysis Recent advances in empirical research in sexual murder including findings from the joint research project between John Jay College of Criminal Justice and the FBI Behavioral Analysis Unit in Quantico has published many important studies These include such topics as necrophilia foreign object insertions in sexual homicide ritual and signature and temporal patterns in serial sexual homicide mass murder crime scene staging in homicide and undoing symbolic reversal at homicide scenes All such research will be included and incorporated into this fully updated Second Edition including

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