

New Jersey  
Department of Education

Office of Assessments

June 2021



# Start Strong Fall 2021 Administration

# Fall 2021 Start Strong Assessments



## Start Strong Fall 2021 is intended to...

- Produce information that should be used as a standards-based complement to the resources used by educators in their classrooms to evaluate the needs of students.
- Be administered quickly and provide immediate results.
- Meet federal flexibility for the 2020-2021 school year associated with the administration of general English language arts (ELA)/mathematics/science assessment, including public reporting of school-level results disaggregated by subgroup.

## Start Strong Fall 2021 is *not* intended to...

- Replace local standards-based benchmark assessments districts may already have in place.
- Replace the **spring 2022 New Jersey Student Learning Assessments (NJSLA)** statewide summative assessments.
- This is a **one-time** flexibility granted by the United States Department of Education (USED). It is expected that all eligible students will participate in the spring 2022 NJSLA statewide assessments.



# Fall 2021 Start Strong: Overview



## **Brief**

The test can be administered in a single class period (45–60 minutes). Administration set up and security procedures are similar to traditional state assessments, with some exceptions.



## **Administered Across Content Areas**

English language arts (ELA) grades 4–10; Mathematics grades 4–8, Algebra I, Geometry, and Algebra II; and Science (6, 9 & 12).



## **Standards Aligned**

Aligned to the previous year's academic standards to help educators understand the level of support students require for current grade-level instruction.



## **Flexibly Administered**

Seamless online delivery through the assessment administration platform. Provides immediate results.



# Fall 2021 Start Strong : Test Design



## Uses High-Quality Items and Passages

Uses released items that have gone through the rigorous development processes associated with the NJSLA.



## Fast Scoring and Reporting

- Overall support levels with additional item-level reports that can be used to inform instruction.
- Dynamic and PDF reporting for item analysis, including the item image and student responses, by student and by item, as well as an Individual Student Report (ISR) for parents/guardians after the administration.



## Efficient Question Types

Computer scored, multiple-choice and technology-enhanced items allow for real-time feedback and shortened testing time.



## Comprehensive Support

In addition to help desk support, documentation will be available, including administration manuals and a report interpretation guides for teachers and district administrators, on the vendor site this summer.



# Fall 2021 Start Strong Administration: Enhancements



Enhancements expected for the fall 2021 administration of Start Strong based on educator feedback and lessons learned during the fall 2020 Start Strong administration include:

- Expanded demographic data collection to mirror the NJSLA student group data (e.g., gender, race/ethnicity)
- Expanded reporting to provide additional details on the Individual Student Report (ISR), with information about the student's score and what it means
- Integration of Start Strong assessment reports into the Parent Portal established for NJSLA
- Availability of additional support resources through the released assessment item bank
- Inclusion of the same accessibility features included in NJSLA assessments



# Curriculum and Instructional Planning

Start Strong provides a data point to support curriculum and instructional planning.



## District Curriculum Directors

- District-level curriculum planning (reconsideration of prerequisite concepts and skills)
- Evaluate scope and sequence based on distribution of student support needs
- Provide professional learning supports for differentiation and scaffolding based on student results



## Teachers

- Engage in process of regularly monitoring student performance
- Establish a continuum of supports and interventions for students based on data
- Focus instructional planning time on analysis of data to enhance student engagement and learning
- Use results as one possible data point when setting Student Growth Objectives (SGOs)



## School Administrators

- Develop or use existing problem-solving teams to provide data-driven decision making to promote positive student outcomes
- Allocate time and resources to instructional planning and PLCs
- Enhance intervention services (Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI) framework)



# Start Strong Student Reports: Supporting Conversations Between Parents/Guardians and Educators



- Individual Student Reports from the Start Strong assessments will provide parents and guardians with information on key areas in which students may need additional supports at the start of the school year.
- The reports provide a starting point for parents and guardians to have conversations with their students' educators at the beginning of the school year.
- Early conversations about where students may need additional supports in the 2021-2022 school year will help parents and guardians monitor student progress throughout the school year, as their students receive instruction and academic supports.



# Maximizing the Use of Reports

Start Strong reports provide both student-level and item level information. They should be used in conjunction with other data to work through a process for collecting, analyzing, and interpreting data.



**Start Strong 2020-2021 Student Report**  
FIRSTNAME LASTNAME (7000000818)

**Test Details**  
Test Name: Grade 04 Mathematics, Grade: 04, Date of Birth: 11/19/2002  
Test Date: 07/09/2020, Testing District: WYELAMATHDIST, Testing School: NYELAMATHDIST1 (110000111)

**How Did FIRSTNAME Perform Overall?**  
Raw Score: 11  
Mathematics Assessment Report, 2020-2021  
This report suggests FIRSTNAME may require some additional academic/structural support in the tested content area. This assessment is just one measure of how well your student is performing academically.

**Results by Question Report**

Student Name	Test Date	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7
Standard: COOE345		6 (80%)	3 (20%)	5 (90%)	7 (70%)		
Arizona Student (12450789)	10/10/2020	✓	✓	✓	✓		
Bismark Student (23456789)	10/10/2020	○	○	○	○		
Dakota Student (3456789)	10/10/2020	✓	○	○	○		
Kansas Student (4567890)	10/10/2021	✓	○	○	○		

**Fall Administration Student Performance**

LName, FirstName (1234567890)

Question Number	Correct Response	Student Response	Performance	Points Earned	Points Possible	Standards	Reporting Category
1	C	C	✓	1	1	RL.9-10.1, RL.9-10.2	Literature
2	D	D	✓	1	1	RL.9-10.1, RL.9-10.2	Literature
3	na	na	○	0	1	RL.9-10.1, RL.9-10.2, RL.9-10.3	Literature
4	A;D;E	A;E	○	2	3	RL.9-10.1, RL.9-10.3, RL.9-10.4	Literature
5	D	D	✓	1	1	RI.9-10.1, LS.10.4, RI.9-10.6	Informational
6	A	A	✓	1	1	RI.9-10.1, RI.9-10.5	Informational
7	na	na	○	0	1	RI.9-10.1, RI.9-10.4	Informational
8	D	D	✓	1	1	RI.9-10.1, RI.9-10.5	Informational
9	C	C	✓	1	1	RI.9-10.1, RI.9-10.2	Informational
10	na	na	○	1	1	RI.9-10.1, RI.9-10.5	Informational

**Reporting Category Descriptions**

- Informational: In this reporting category, students should be able to demonstrate knowledge of key ideas and details, craft and structure, and integration of knowledge and ideas when reading. Being able to find the right passage is not the focus of this category. Students should be able to identify specific information from a text when exploring what the text says explicitly and when drawing inferences from readings from throughout the text.
- Correct response
- Partially correct response
- Incorrect response
- No response recorded
- Response by question type other than single/double choice

## Using these reports together can provide an initial indication about:

- ✓ The overall level of support that students may need when compared against other local assessment data
- ✓ Performance on a particular standard
- ✓ Performance on specific item types
- ✓ Possible misconceptions through the ability to view the assessment items and individual student responses





# Maximizing the Use of Reports, continued

Start Strong reports provide both student-level and item level information. They should be used in conjunction with other data to work through a process for collecting, analyzing and interpreting data.



**Start Strong 2020-2021 Student Report**  
FIRSTNAME LASTNAME (7000000818)

**Test Details**  
Test Name: Grade 04 Mathematics, Grade: 04, Date of Birth: 11/19/2002  
Test Date: 07/08/2020, Testing District: NTE ELAMATHDIST, Testing School: NTEELAMATHDIST1 (110000-111)

**How Did FIRSTNAME Perform Overall?**  
Raw Score: 11, Percent Correct: 77%  
Mathematics Assessment Report, 2020-2021  
This report suggests FIRSTNAME may require some additional academic/instructional support in the tested content area. This assessment is just one measure of how well your student is performing academically.

**Results by Question Report**

Student Name	Test Date	Question 1	Question 2	Question 3	Question 4	Question 5
Standard: COOE345		6 (80%)	3 (25%)	5 (67%)	7 (70%)	
Arizona Student (12450789)	10/10/2020	Correct	Correct	Correct	Correct	Correct
Bismark Student (23450123)	10/10/2020	Incorrect	Correct	Correct	Correct	Correct
Dallas Student (34560118)	10/10/2020	Correct	Correct	Correct	Correct	Correct
Kansas Student (45670105)	10/10/2021	Correct	Correct	Correct	Correct	Correct

**Fall Administration Student Performance**

LName, FirstName (1234567890)

Question Number	Correct Response	Student Response	Performance	Points Earned	Points Possible	Standards	Reporting Category
1	C	C	Correct	1	1	RL.9-10.1, RL.9-10.2	Literature
2	D	D	Correct	1	1	RL.9-10.1, RL.9-10.2	Literature
3	na	na	Incorrect	0	1	RL.9-10.1, RL.9-10.2, RL.9-10.3	Literature
4	A;D;E	A;E	Correct	2	3	RL.9-10.1, RL.9-10.3, RL.9-10.5	Literature
5	D	D	Correct	1	1	RI.9-10.1, LS.10.4, RI.9-10.8	Informational
6	A	A	Correct	1	1	RI.9-10.1, RI.9-10.5	Informational
7	na	na	Incorrect	0	1	RI.9-10.1, RI.9-10.4	Informational
8	D	D	Correct	1	1	RI.9-10.1, RI.9-10.5	Informational
9	C	C	Correct	1	1	RI.9-10.1, RI.9-10.2	Informational
10	na	na	Incorrect	1	1	RI.9-10.1, RI.9-10.5	Informational

**Reporting Concept Descriptions**

Literature: In this reporting category, students should be able to demonstrate knowledge of key ideas and details, craft and structure, and integration of knowledge and ideas when reading. Being able to read for pleasure is also an important goal for this reporting category.

Correct response  
 Partially correct response  
 Incorrect response  
 No response recorded  
 na: Response by a candidate type other than single/double choice

## Example planning questions:

- ✓ Do the data indicate common areas of strength or learning needs for our students?
- ✓ What *can* and *can't* the data tell us about the needs of our students?
- ✓ What other data might we use to verify or validate the outcomes of the Start Strong data?
- ✓ What common formative assessment(s) might help us understand more about student learning needs in relation to this data?
- ✓ What do the data tell us about the need for differentiating classroom instruction?



# Thank You!

New Jersey Department of Education Website

[nj.gov/education](https://nj.gov/education)

Office of Assessment webpage

[nj.gov/education/assessment](https://nj.gov/education/assessment)

[assessment@doe.nj.gov](mailto:assessment@doe.nj.gov)

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