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Start Strong Assessments: Overview and Purpose

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Additional Supports and Next Steps

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Background

• Spring 2020 disruption to education

• Continuing changes and impacts: Fall 2020 and beyond

• Supporting resources from the Office of Assessments

• Ongoing efforts and status of 2020-2021 statewide assessments
Background: Additional Fall 2020 Supports

In addition to Start Strong assessments, the NJDOE is providing:

• Dynamic Learning Maps (DLM) *Instructionally Embedded (IE) assessments* for students with the most significant intellectual disabilities who participate in the DLM assessment program.

• *The WIDA remote screener* for English Language Learner (ELL) identification.

• Related curriculum, instruction, and professional learning supports that can be found in the *Fall Academic and Instructional Supports Broadcast memo*. 
Purpose of Start Strong

An optional resource to be used for in-class feedback and support.

• Was created in response to COVID-19-related school disruptions and lack of available data from spring 2020.

• Is available as an optional classroom assessment resource at no cost to districts and is not intended to be used for accountability purposes.

• Provides a snapshot of the amount of support students are likely to need in the fall of 2020.

• Is not meant to replace any preferred assessment strategies being used locally, but can be used to supplement existing efforts to gather standards-based data at the beginning of the school year.
Start Strong Overview

Start Strong is designed to be:

• **Quick.** A streamlined assessment blueprint was developed to maximize instructional time and quickly put data in the hands of teachers and school leaders.

• **Flexible.** Administered remote or in-person with simplified administration procedures which minimize testing burden.

• **Standards-based.** Start Strong assessments are based on prior-year standards and can provide educators with an early indication of the level of support students may need for this year.
Overview: Implementation

**Brief**
The test can be administered in a single class period (45–60 minutes). Administration set up and security procedures are different from traditional state assessments.

**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.

**Available 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).

**Flexibly Administered**
Seamless online delivery through TestNav. Non-secure administration can be completed in-person or at-home. Provides immediate results.
Overview: Test Design

Uses High-Quality Items and Passages
Utilizes released items that have gone through the rigorous development processes associated with the NJSLA. Additional released items are available for Math, ELA, and Science.

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.

Efficient Question Types
Computer scored, multiple-choice and technology-enhanced items enable real-time feedback and shortened testing time.

Comprehensive Support
In addition to helpdesk support, documentation is available, including administration manuals and a report interpretation guides for teachers and district administrators.
Overview: Logistics

**Testing Window:** The ELA, mathematics, and science assessments can be administered at any time, remotely or in-person, from their release **on September 28, 2020 until December 14, 2020.**

**Student Registration** will consist of a simplified version of the normal summative assessment registration process, with a streamlined Student Registration/Personal Needs Profile (SR/PNP) using PearsonAccessnext. Teachers may create sessions at the classroom level, generate testing tickets, and provide login information for students to take the assessment at home or in the classroom.

**Accommodations:** The Start Strong assessments incorporate a subset of the accommodations that are available in the New Jersey Student Learning Assessments (NJSLA). The assessments will be available in English, Spanish (Math and Science only), and Text to Speech (TTS). Paper PDFs will be available to download and print from PearsonAccessnext and must be locally transcribed into TestNav.
Reporting
Navigating to the Start Strong Assessment Reports

The following reports are available for the Start Strong Assessment:

- **Student Report** – To access this report, please select OnDemand Reports (HTML, PDF, Excel, CSV)
- **Results by Question Report** (HTML, PDF)
- **Student Performance Item Level** (HTML, PDF)

To access the Start Strong Assessment Reports, please visit [PearsonAccess](#) next.

**Note:** Users must have the District Test Coordinator or Report Access Role to view OnDemand Reports. In addition, Test Administrators assigned to reporting groups may also view results for student tests that are also assigned to the same reporting group.
Sample Student Report

- Districts are strongly encouraged to share information with parents, guardians, and the education community.

- These assessments provide an overall raw score and level of support indicator to be used with other data to inform decision making.

- A student’s overall level of support should be considered for decision-making while the raw score is used as a reference for how that level of support is determined.

- Raw scores should not be calculated or used as % correct or translated into A–F grades.

- Results are not intended to be used for decision-making in isolation of other data.
Results by Question Report: By Assessment

Reports provide links to interactive items. These items are not secure and may be useful to review following the administration. Student responses for multiple-choice and multiple-select items will be provided.

<table>
<thead>
<tr>
<th>Question</th>
<th>Standards</th>
<th>Reporting Concepts</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Partial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>8.EE.A.1</td>
<td>Radicals, Integer Exponents, Proportional Relationships, and Lines</td>
<td>3 (100%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
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<td>0 (0%)</td>
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<td>8.EE.A.2</td>
<td>Radicals, Integer Exponents, Proportional Relationships, and Lines</td>
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<td>0 (0%)</td>
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<tr>
<td>Question 5</td>
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<td>0 (0%)</td>
<td>0 (0%)</td>
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<tr>
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<td>0 (0%)</td>
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<td>Functions</td>
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<td>0 (0%)</td>
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</tbody>
</table>
Results by Question Report: By Student

Reports provide links to interactive items. These items are not secure and may be useful to review following the administration. Student responses for multiple-choice and multiple-select items will be provided.
In the equation shown, what is the value of \( n^2 \)?

\[
\frac{g^2}{n^2} = g^2
\]

Enter your answer in the box.
## Student Performance Item Level Report: Overview

### Student Performance Item Level

#### Filters
- **Organization Name**: PV BE SCHOOL 508
  - [Select one](#)
- **Subject**
  - [Select one](#)
- **Test Name**
  - [Select one](#)
- **Reporting Group**
  - [Select one or more](#)
- **Support Level**
  - [Select one or more](#)
- **Test Date (yyyy-mm-dd) Starts with**
  - [Starts with](#)

#### Total Students Reported: 223

<table>
<thead>
<tr>
<th>Student</th>
<th>Test Name</th>
<th>Test Date</th>
<th>Support Level</th>
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<tbody>
<tr>
<td>PV BE SCHOOL 508</td>
<td>AACZPVL, AACZPVF, IVUCTMNV (1010101092)</td>
<td>08/27/2020</td>
<td>Less Support May Be Needed</td>
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<tr>
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<td>ADDINL, ADDINF GRIYM (1010102263)</td>
<td>08/24/2020</td>
<td>Strong Support May Be Needed</td>
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<td>AJPVL, AJPVF, IVUCTMNV (1010101786)</td>
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<tr>
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<td>BDPVL, BDPVF, IVUCTMNV (1010101783)</td>
<td>08/24/2020</td>
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<tr>
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<td>BNOAILEY, BBDARIE GRIYM (1010101775)</td>
<td>08/24/2020</td>
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<td>Strong Support May Be Needed</td>
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<td>BSDINL, BSDINF, IVUCTMNV (1010102261)</td>
<td>08/24/2020</td>
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<tr>
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<td>CCPVL, CCPVF, IS (1010101787)</td>
<td>08/24/2020</td>
<td>Less Support May Be Needed</td>
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<tr>
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<td>CDPVL, CDPVF, GRIYM (1010101785)</td>
<td>08/24/2020</td>
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<tr>
<td></td>
<td>CEDBPVL, CEDBPVF, GRIYM (1010101189)</td>
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<tr>
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<td>CPFVL, CPFVF, IVUCTMNV (1010101087)</td>
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<tr>
<td></td>
<td>CIPVL, CIPVF, IVUCTMNV (1010101781)</td>
<td>08/24/2020</td>
<td>Strong Support May Be Needed</td>
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<td>CPPLVL, CPPVF, IQ (1010101774)</td>
<td>08/24/2020</td>
<td>Strong Support May Be Needed</td>
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</tbody>
</table>
**Student Performance Item Level Report**

Provides detailed information about each item a student completed including the standard the item was aligned to, the associated reporting concept, and the student response.

**Note:** Responses to some technology enhanced items (e.g. drag and drop) will appear as n/a; however, an indication of correct, incorrect, or partially correct is provided.

### Fall Administration

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Response</th>
<th>Student Response</th>
<th>Performance</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Standards</th>
<th>Reporting Concepts</th>
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<td>C</td>
<td>✔</td>
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<td>1</td>
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<td>1</td>
<td>1</td>
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<tr>
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<td>Literature</td>
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<tr>
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<td>A: B: E.</td>
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<td>5</td>
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<td>✔</td>
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</tr>
<tr>
<td>8</td>
<td>D</td>
<td>D</td>
<td>✔</td>
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<td>1</td>
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<td>Informational</td>
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<tr>
<td>9</td>
<td>C</td>
<td>C</td>
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<tr>
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<td>Informational</td>
</tr>
</tbody>
</table>

### 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 literary texts from the prior grade level. Students should also be able to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from readings from the prior grade level.

- **Correct response**
- **Partially Correct response**
- **Incorrect response**
- **No response received**
- **n/a** Response to a question type other than single/multiple choice
Using Results And Additional Supports
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

**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)
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.

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.

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?
Closing Reminder: Using Start Strong Assessments

Start Strong 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 flexibly either at school or at home, following more streamlined administration procedures and security protocols.

Start Strong is not intended to...

• Replace local standards-based benchmark assessments districts may already have in place.
• Meet the strict uniform administration standards required to support federal or state accountability, reporting requirements, or comparisons between student populations across the state.
Additional Items

A list of the items used on Start Strong is provided on the New Jersey Student Learning Assessments Resource Center’s Start Strong Support.

1. Access the Start Strong Crosswalk and the released items from New Meridian (ELA and Math) and Measurement, Inc. (Science).

2. Search on the Release Grade and Year from the Crosswalk.

3. Review and include additional items, such as constructed response, items that may be used to further assess students.

4. See also scoring guides and exemplar papers for scoring support.
Additional Supports and Resources

If you want to use Start Strong assessments in your classroom, talk to your District Test Coordinator (DTC) and find more information in the NJSLA Resource Center. See key broadcasts and additional resources below.

- 9/9/2020 Broadcast: Department Announces Fall 2020 Academic and Instructional Supports
- 9/25/2020 Broadcast: Start Strong Assessments Now Available
- Start Strong Crosswalk
- Start Strong Score Interpretation Guide and Test Design Manual
- Start Strong Technical Requirements
- Start Strong Remote Testing Teacher Administration Guide
- Start Strong Remote Testing Parent Administration Guide
Supporting Resource: NJDOE Digital Item Library
New Meridian Resource Center

- Released item sets
- Sample student responses
- Scoring guides and scoring rubrics
- Searchable by grade, subject, release year, document type
Your Feedback Matters

The Office of Assessments strives to continually improve resources for the New Jersey education community. If you have administered or interacted with the Start Strong assessments or our other fall supports, please consider sharing your thoughts.

Feedback Survey
https://www.surveymonkey.com/r/Fall2020Support

Questions?
Contact us directly: assessment@doe.nj.gov
Thank You

New Jersey Department of Education Website
http://www.state.nj.us/education/

assessment@doe.nj.gov

Office of Assessment webpage
https://www.nj.gov/education/assessment/

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@NewJerseyDOE