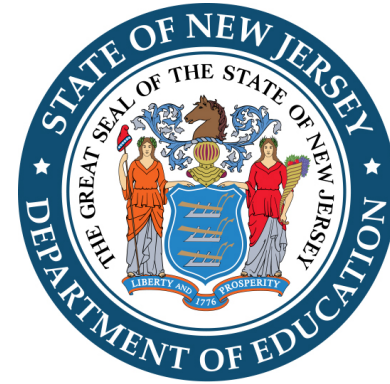


New Jersey
Department of Education

Office of Assessments

Fall 2020



Start Strong

Fall 2020 Assessments

Agenda



Introduction

Background

Start Strong Assessments: Overview and Purpose

Reporting

Using Results

Additional Supports and Next Steps

Closing



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](#).



Overview



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.



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).



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 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](#).



Efficient Question Types

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



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.



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 [PearsonAccess^{next}](#). 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 PearsonAccess^{next} 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}](https://pearsonaccessnext.com).

★ Helpful Information

Welcome to PearsonAccess^{next}. For more information on how to use PearsonAccess^{next}, please visit <https://support.assessment.pearson.com/x/BYDy>

Hover over specific tasks in the action drop down menus to learn more about their function.

Go to **Setup** tasks to:

- Import or export data files
- View organizations, participation, and enrollment
- Manage user accounts (excluding your own)
- Manage students including demographic data and test registrations
- Manage material orders including tracking shipments and placing an additional order
- Manage Transfer Work Requests
- Manage Proctor Caching and backup file save locations

Go to **Testing** tasks to:

- Manage Test Sessions
- Manage and monitor Student Testing
- Resolve Rejected Student Test Alerts

Contact Us

Customer Support
1-888-705-9416

Monday - Friday
6:30 am - 7:30 pm (ET)

Contact Support

Chat

Chat Now

Available during hours listed above

Schedule Technical Assistance

Schedule a time to meet with the field engineering team for TestNav or Proctor Caching related troubleshooting

Note: If you are experiencing a technical issue with students unable to test, please call the help desk for

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

Start Strong 2020-2021

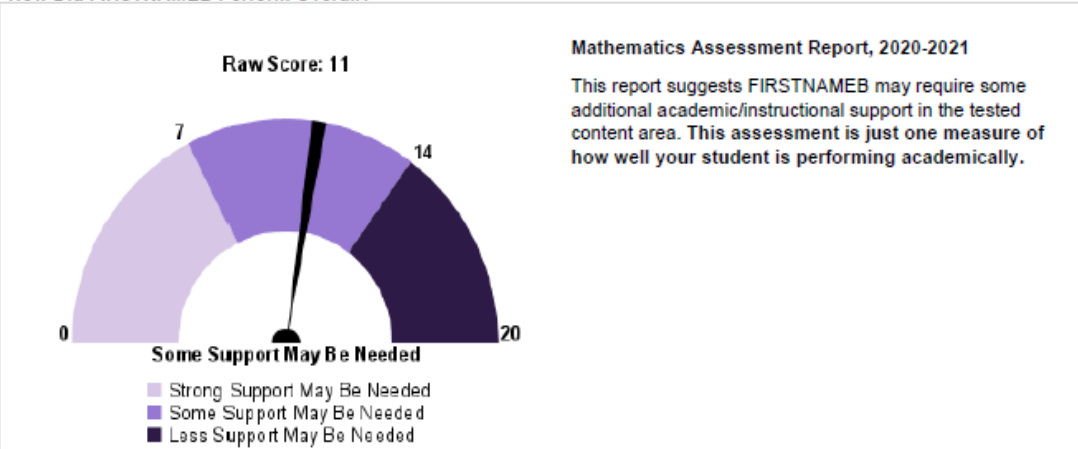
Student Report

FIRSTNAMEB LASTNAMEB (7000000818)

Test Details

Test Name Grade 04 Mathematics	Grade 04	Date of Birth 11/16/2002
Test Date 07/09/2020	Testing District INT ELAMATHDIST	Testing School INTELAMATHDIST1 (110000-111)

How Did FIRSTNAMEB Perform Overall?



The Mathematics Content Standards that the Start Strong Assessment measures are considered major content clusters within the New Jersey Student Learning Standards (NJSLS). The NJSLS concentrates on a clear set of math skills and concepts that students should understand and be able to do in any given year.

For more information, please refer to the NJ Start Strong Score Interpretation Guide in the Start Strong section at the [NJSLA Resource Center, https://nj.mypearsonsupport.com](https://nj.mypearsonsupport.com).

- 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.



Results by Question Report

Filters [Clear](#) [Hide](#)

Organization Name*

PV BE SCHOOL 507 (5... x ▾)

Test Name*

Algebra I x ▾

Form*

20A1HSSSTE01000001 ▾

Reporting Group

Select one or more

Show Students

Total Students Reported: 3 [Print](#)

Question	Standards	Reporting Concepts	Correct	Incorrect	Partial
Question 1 i	8.EE.A.1 i	Radicals, Integer Exponents, Proportional Relationships, and Lines	3 (100%)	0 (0%)	0 (0%)
Question 2 i	8.EE.A.4 i	Radicals, Integer Exponents, Proportional Relationships, and Lines	3 (100%)	0 (0%)	0 (0%)
Question 3 i	8.EE.A.2 i	Radicals, Integer Exponents, Proportional Relationships, and Lines	3 (100%)	0 (0%)	0 (0%)
Question 4 i	8.EE.A.2 i	Radicals, Integer Exponents, Proportional Relationships, and Lines	3 (100%)	0 (0%)	0 (0%)
Question 5 i	8.EE.C.8.a i	Linear Equations	3 (100%)	0 (0%)	0 (0%)
Question 6 i	8.EE.C.7.b i	Linear Equations	3 (100%)	0 (0%)	0 (0%)
Question 7 i	8.EE.C.8.b i	Linear Equations	3 (100%)	0 (0%)	0 (0%)
Question 8 i	8.EE.C.8.a i	Linear Equations	3 (100%)	0 (0%)	0 (0%)
Question 9 i	8.F.A.1 i	Functions	3 (100%)	0 (0%)	0 (0%)
Question 10 i	8.F.A.3 i	Functions	3 (100%)	0 (0%)	0 (0%)
Question 11 i	8.F.A.1 i	Functions	3 (100%)	0 (0%)	0 (0%)



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.



PearsonAccess^{next} 🔔 🚩 ⚙️ 👤

- Home
- Setup
- Testing
- Reports
- Test Config
- Tools
- Support

Results by Question Report

Filters Clear Hide

Organization Name *
GARFIELD SCHOOL

Test Name *
Select one

Form *
Select one

Group
Select one or view all

Show Students

CODE345 Total Students Reported: 5 Print Displaying 25

Student Name	Test Date	Question 5	Question 6	Question 7	Question 8
Standard: CODE345		6 (60%)	3 (30%)	5 (50%)	7 (70%)
Arizona, StudentA (1234567890)	10/01/2020	✔️	✔️	✔️	✔️
Bismark, StudentB (2348911230)	10/15/2020	⦿	⦿	⦿	⦿
Duluth, StudentC (5468615118)	11/01/2020	✔️	⦿	⦿	✔️
Kansas, StudentD (9879878978)	01/01/2021	✔️	⦿	✔️	✔️
Loveland, StudentE (7787555775)	10/15/2020	⦿	⦿	⦿	⦿
Montana, StudentF (3456789012)	11/01/2020	⦿	⦿	⦿	⦿
Queens, StudentG (4891123016)	10/15/2020	✔️	✔️	✔️	✔️
Tulsa, StudentH (6151182347)	01/01/2021	⦿	⦿	⦿	✔️
Vermont, StudentI (8798789786)	01/01/2021	✔️	⦿	✔️	✔️
Washington, StudentJ (0787555775)	10/15/2020	✔️	✔️	✔️	✔️



Results by Question Report: Item Preview



Item Preview

Question	Count	Percentage	Standard	Subject
Question 17	1	17%	8.EE.B.5	MATH
Question 18	3	50%	8.EE.B.5	MATH
Question 19	1	17%	8.EE.C.7.b	MATH
Question 20	3	50%	8.FA.2	MATH

In the equation shown, what is the value of n ?

$$\frac{9^7}{9^n} = 9^2$$

Enter your answer in the box.

▶ 🔍 ◀ ▶ ⚙ Exhibits





Student Performance Item Level Report: Overview

Student Performance Item Level

Filters Clear Hide

Organization Name*

PV BE SCHOOL 508 (5... x ▾)

Subject

▾

Test Name

Select one ▾

Reporting Group

Select one or more

Support Level

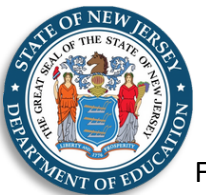
Select one or more

Test Date (yyyy-mm-dd) Starts with

Starts with

Total Students Reported: 223 Print Displaying 25 ▾

Student	Test Name	Test Date	Support Level
PV BE SCHOOL 508			
AACZPVL, AACZPVF IVUCTMNV (1010101092) ⓘ	Grade 09 Science	08/27/2020	Less Support May Be Needed
ADDINL, ADDINF GRIYM (1010102263) ⓘ	Grade 12 Science	08/24/2020	Strong Support May Be Needed
AJPVL, AJPVF IVUCTMNV (1010101786) ⓘ	Grade 12 Science	08/24/2020	Less Support May Be Needed
BDPVL, BDPVF IVUCTMNV (1010101783) ⓘ	Grade 12 Science	08/24/2020	Less Support May Be Needed
BNOAILEY, BBDARBIE GRIYM (1010101775) ⓘ	Grade 12 Science	08/24/2020	Strong Support May Be Needed
BODINL, BODINF IVUCTMNV (1010102256) ⓘ	Grade 12 Science	08/24/2020	Strong Support May Be Needed
BSDINL, BSDINF IVUCTMNV (1010102261) ⓘ	Grade 12 Science	08/24/2020	Strong Support May Be Needed
CCPVL, CCPVF IS (1010101787) ⓘ	Grade 12 Science	08/24/2020	Less Support May Be Needed
CDPVL, CDPVF GRIYM (1010101785) ⓘ	Grade 12 Science	08/24/2020	Less Support May Be Needed
CEDBPVL, CEDBPVF GRIYM (1010101189) ⓘ	Grade 09 Science	08/27/2020	Some Support May Be Needed
CFPVL, CFPVF IVUCTMNV (1010101087) ⓘ	Grade 09 Science	08/27/2020	Strong Support May Be Needed
CIPVL, CIPVF IVUCTMNV (1010101781) ⓘ	Grade 12 Science	08/24/2020	Strong Support May Be Needed
CPPVL, CPPVF IQ (1010101774) ⓘ	Grade 12 Science	08/24/2020	Strong Support May Be Needed



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					Student Performance		
LName, FirstName (1234567890)							
Student Code 1234567890	Test Name Grade 10 ELA	Subject English Language Arts			Test Date 11/01/2020		
District GARFIELD DISTRICT (15)	School BRYCE VALLEY SCHOOL (15997)						
Question Number	Correct Response	Student Response	Performance	Points Earned	Points Possible	Standards	Reporting Concepts
Grade 03 ELA: Some Support may be Needed							
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	n/a	n/a	○	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.9-10.6	Literature
5	D	D	✓	1	1	RI.9-10.1, L.9-10.4, RI.9-10.4	Informational
6	A	A	✓	1	1	RI.9-10.1, RI.9-10.5	Informational
7	n/a	n/a	○	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	n/a	n/a	✓	1	1	RI.9-10.1, RI.9-10.6	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 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.						
<ul style="list-style-type: none"> ✓ 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.



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
 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 2	Question 3	Question 4	Question 5
Arizona Student (124567890)	10/12/2020	6 (80%)	3 (20%)	5 (70%)	7 (70%)
Bismark Student (234567890)	10/15/2020	0	0	0	0
Dakota Student (345678901)	10/12/2020	6 (80%)	3 (20%)	5 (70%)	7 (70%)
Kansas Student (456789012)	10/15/2021	6 (80%)	3 (20%)	5 (70%)	7 (70%)

Fall Administration Student Performance

LName, First Name (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.9-10.5	Literature
5	D	D	✓	1	1	RI.9-10.1, LS.10.4, RI.9-10.8	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 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 specific purposes and to analyze how an author uses language to create effects and to analyze how an author uses language to create effects and to analyze how an author uses language to create effects.

- 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
 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 1	Question 2	Question 3	Question 4	Question 5
Standard: COOE345		6 (80%)	3 (20%)	5 (70%)	7 (70%)	
Arizona Student (23456789)	10/12/2020	✓	✓	✓	✓	✓
Bismark Student (23456789)	10/12/2020	○	○	○	○	○
Dallas Student (54321098)	10/12/2020	✓	○	○	○	○
Kansas Student (40782365)	10/12/2021	✓	○	○	○	○

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.9-10.5	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 literary texts from the grade level. Students should also be able to analyze and evaluate texts at a level above explaining what the text says explicitly and when drawing inferences from readings from the text.
- Correct response
- Partially correct response
- Incorrect response
- No response recorded
- Response by 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?



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.

1.

Start Strong Assessment

The Start Strong Assessment uses released items that are publicly available for access and use in the classroom. The full bank of released items, including complete task models, as well as alignment documents, scoring keys, and guides for ELA and Math are available at <https://resources.newmeridiancorp.org/released-items/>. The released items are searchable by grade and year.

English Language Arts

Start Strong Test	Start Strong Sequence	Unique Item Number	Release Grade	Release Year
Grade 4 ELA	1	VF910077	03	2016
Grade 4 ELA	2	VF910082	03	2016

2.

3.

Today you will read the story "An Earful." As you read, pay close attention to what Jacob learns from his homework assignment as you answer the questions to prepare to write a narrative story.

Read the story "An Earful." Then answer the questions.

An Earful
by Dale-Marie Bryan

1 "Your homework is to collect sounds," Mrs. Olson said. She handed out sheets of paper shaped like giant ears. Then she held up a shiny blue kazoo. "Everyone who gets an 'earful' will get one of these." The class laughed.

2 Later, Jacob glared out the school bus window. Not fair, he thought. How could he collect enough sounds on his family's farm? There were plenty of noises in town. If only he lived where tires squealed and sirens wailed.

3 Jacob scrambled off the bus when it screeched to a stop at his mailbox. But he wasn't in the mood to wave as it drove away.

4 When he threw open the gate, it groaned like a ghost. That was how he felt about his homework.

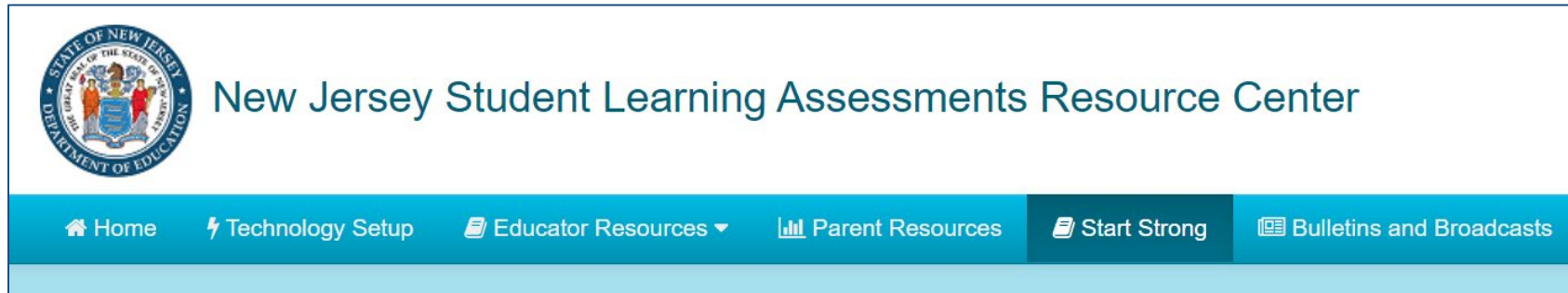
5 On the porch, Jacob knelt beside the kittens curled on the rug. They sounded like tiny motors when they purred.

In "An Earful," Jacob needs to collect sounds for a homework assignment. Write a story that tells how Jacob finishes his homework assignment. What sounds does he include, and how does he present this information to his class? Be sure to include details from "An Earful" to tell what he does.



Additional Supports and Resources

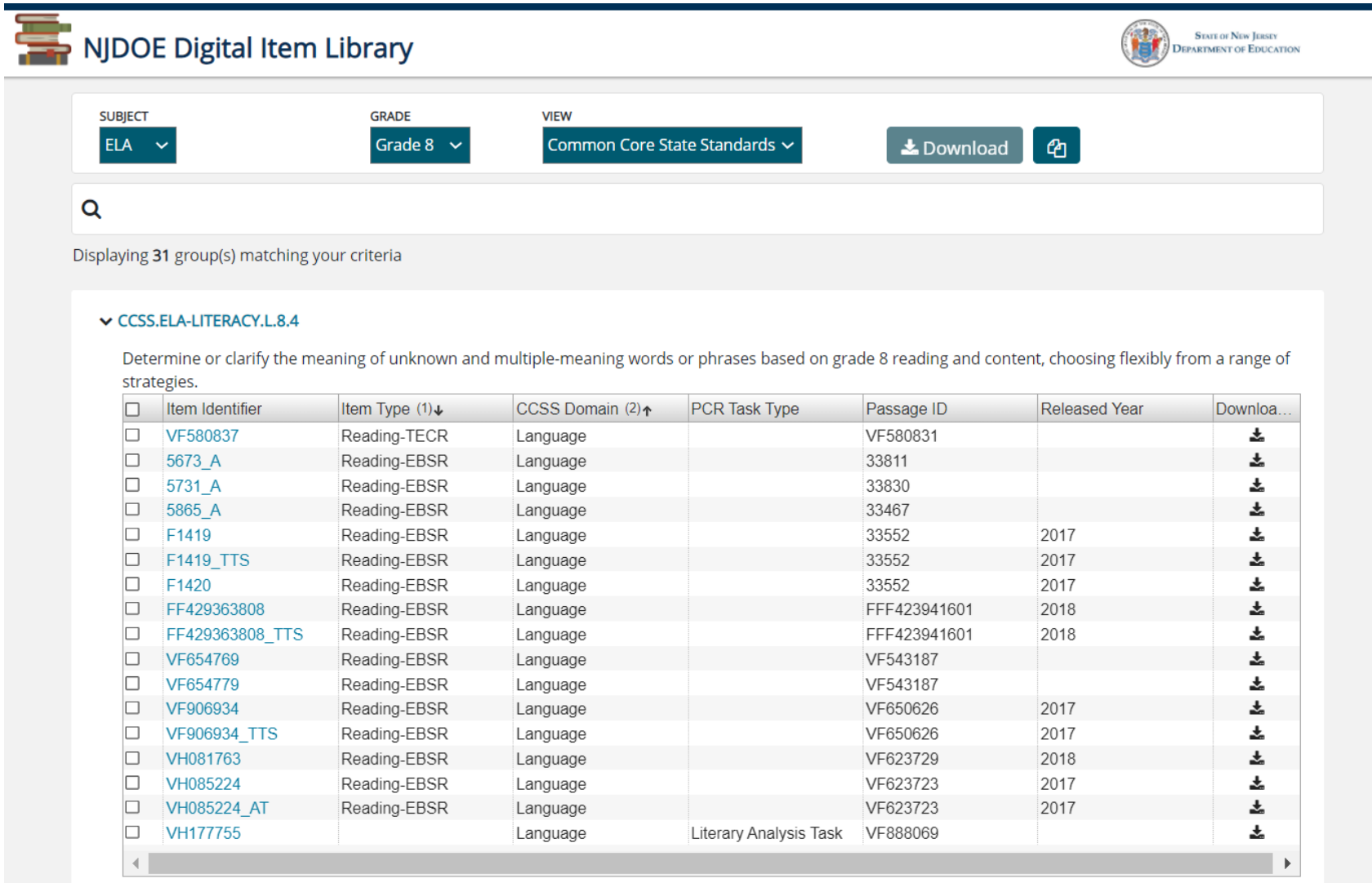
If you want to use Start Strong assessments in your classroom, talk to your District Test Coordinator (DTC) and find more information in the [NJSLA Resource Center](#). See key broadcasts and additional resources below.



- [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](#)



The screenshot shows the NJDOE Digital Item Library interface. At the top, there are filters for SUBJECT (ELA), GRADE (Grade 8), and VIEW (Common Core State Standards). A search bar is present below the filters. The results section shows a dropdown for 'CCSS.ELA-LITERACY.L.8.4' with a description: 'Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.' Below this is a table of items.

<input type="checkbox"/>	Item Identifier	Item Type (1)↓	CCSS Domain (2)↑	PCR Task Type	Passage ID	Released Year	Download...
<input type="checkbox"/>	VF580837	Reading-TECR	Language		VF580831		Download
<input type="checkbox"/>	5673_A	Reading-EBSR	Language		33811		Download
<input type="checkbox"/>	5731_A	Reading-EBSR	Language		33830		Download
<input type="checkbox"/>	5865_A	Reading-EBSR	Language		33467		Download
<input type="checkbox"/>	F1419	Reading-EBSR	Language		33552	2017	Download
<input type="checkbox"/>	F1419_TTS	Reading-EBSR	Language		33552	2017	Download
<input type="checkbox"/>	F1420	Reading-EBSR	Language		33552	2017	Download
<input type="checkbox"/>	FF429363808	Reading-EBSR	Language		FFF423941601	2018	Download
<input type="checkbox"/>	FF429363808_TTS	Reading-EBSR	Language		FFF423941601	2018	Download
<input type="checkbox"/>	VF654769	Reading-EBSR	Language		VF543187		Download
<input type="checkbox"/>	VF654779	Reading-EBSR	Language		VF543187		Download
<input type="checkbox"/>	VF906934	Reading-EBSR	Language		VF650626	2017	Download
<input type="checkbox"/>	VF906934_TTS	Reading-EBSR	Language		VF650626	2017	Download
<input type="checkbox"/>	VH081763	Reading-EBSR	Language		VF623729	2018	Download
<input type="checkbox"/>	VH085224	Reading-EBSR	Language		VF623723	2017	Download
<input type="checkbox"/>	VH085224_AT	Reading-EBSR	Language		VF623723	2017	Download
<input type="checkbox"/>	VH177755		Language	Literary Analysis Task	VF888069		Download



New Meridian Resource Center



New Meridian
Resource Center

ELA Test
Design

Math Test
Design

Accessibility

Released
Items

Research

- 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)

<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/)

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[Office of Assessment webpage](https://www.nj.gov/education/assessment/)

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