



New Jersey Department of Education

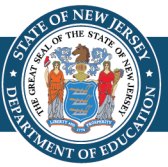


Start Strong Fall 2022 Administration: Information for Educators

Office of Assessments

Division of Teaching and Learning Services

August 2022





Fall 2022 Start Strong: Purpose and Overview





Fall 2022 Start Strong Assessments



- Start Strong Fall 2022 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, in person, and provide immediate results.
- Start Strong is not intended to...
 - Replace local standards-based benchmark assessments districts may already have in place.
 - Replace the **spring 2023 New Jersey Student Learning Assessments (NJSLA)** statewide summative assessments or be used to meet the State graduation assessment requirements.

Fall 2022 Start Strong: Overview

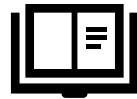


Brief



- 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.

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.

Administered Across Content Areas



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

Flexibly Administered



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

Fall 2022 Start Strong: Test Design



Uses High-Quality Items and Passage



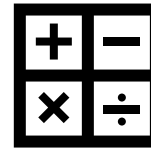
- Uses released items that have gone through the rigorous development processes associated with the NJSLA.

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 the 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, administration manuals, report interpretation guides for teachers and district administration, and other documents will be available on the [New Jersey Assessments Resource Center](#) website under the heading “Start Strong.”.



Fall 2022 Start Strong: Features



- Start Strong was administered for the first time in fall 2020 and enhancements were made for fall 2021 based on feedback and lessons learned. The fall 2022 administration will continue to offer these enhancements. The following features are:
 - Expanded demographic data collection to mirror the NJSLA 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.



Fall 2022 Start Strong: Reports



Start Strong Assessment Reports



PearsonAccess^{next} New Jersey > Start Strong New Jersey (NJ)

- Setup
- Testing
- Reports
 - OnDemand Reports
 - Results by Question Report
 - Assessment Results Summary Reports
 - Student Performance Item Level
- Support
- Contact Us

★ Helpful Information

The Start Strong assessments for English Language Arts (ELA), Mathematics, and Science provide educators and parents with a beginning of year indication of some conceptual or skill gaps that might exist in a student's understanding of the prior-year New Jersey Student Learning Standards (NJSLs) and the level of support students may need to inform instruction. The Start Strong Assessments are available for students in grades 4 through 8 and high school.

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
- Place additional orders
- Manage Transfer Work Requests

The following reports are available for the fall 2022 Start Strong Assessments:

- Student Report – To access this report, please select OnDemand Reports (HTML, PDF, Excel, CSV) – 24 to 48 hours
- Results by Question Report
- Assessment Results Summary Reports
- Student Performance Item Level

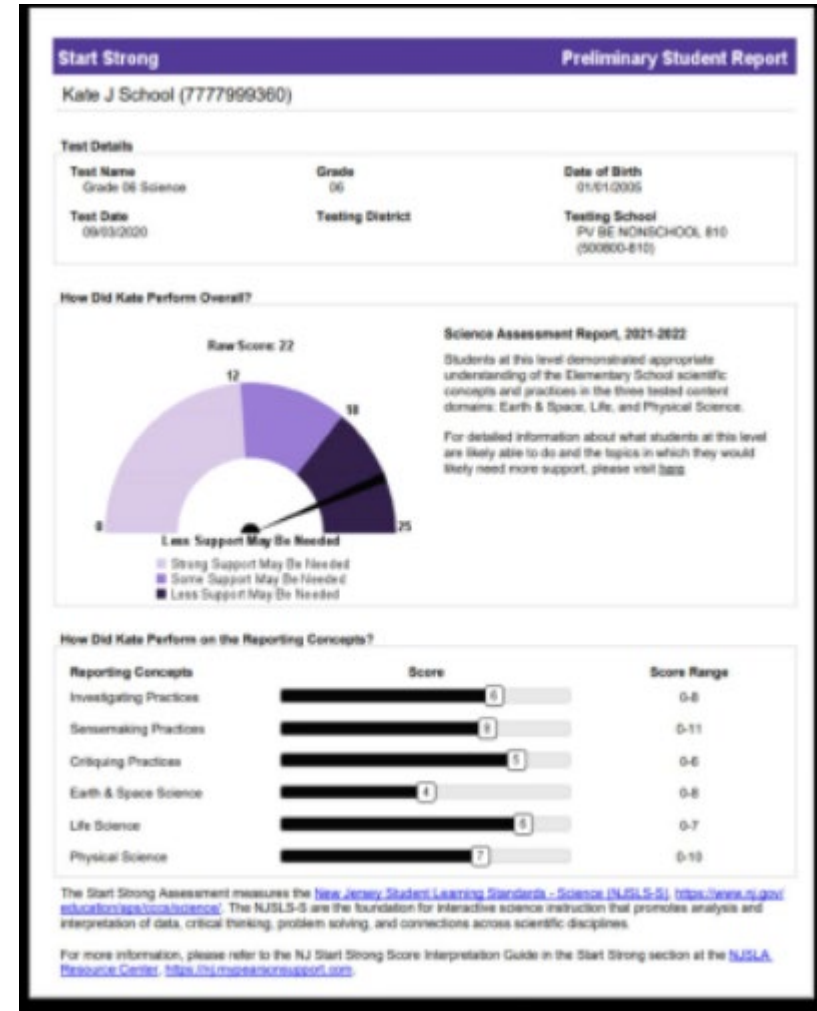
Note

- 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.

Educator Report Sample: OnDemand Student Reports (ELA, Math, Science)



- This report provides 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 percentage correct or translated into A-F grades.
- Educators will be able to see information about concepts on which students were tested.



Educator Report Sample: Results by Question/Subject



- Reports provide links to interactive items in this view.
- The Start Strong assessments are based on publicly available released items, which enables educators to review the questions that students struggled with following the administration of the test.

Results by Question Report

Filters

Clear Hide

Organization Name*

BRADLEY HIGH SCHO... x v

Test Name*

Grade 04 Mathematics x v

Form*

Main/TTS v

Reporting Group

Select one or more

☐ Show Students

Total Students Reported: 6

Print

Question	Standards	Reporting Concept	Correct	Incorrect	Partial
Question 1 i	3.OA.B.6 i	Multiplication and Division	5 (83%)	1 (17%)	0 (0%)
Question 2 i	3.OA.A.3 i	Multiplication and Division	4 (67%)	2 (33%)	0 (0%)
Question 3 i	3.OA.A.3 i	Multiplication and Division	4 (67%)	2 (33%)	0 (0%)
Question 4 i	3.OA.A.3 i	Multiplication and Division	4 (67%)	2 (33%)	0 (0%)
Question 5 i	3.OA.A.3 i	Multiplication and Division	4 (67%)	2 (33%)	0 (0%)
Question 6 i	3.OA.A.3 i	Multiplication and Division	4 (67%)	2 (33%)	0 (0%)
Question 7 i	3.OA.C.7 i	Operations	4 (67%)	2 (33%)	0 (0%)
Question 8 i	3.OA.D.8 i	Operations	3 (50%)	2 (33%)	1 (17%)
Question 9 i	3.OA.C.7 i	Operations	3 (50%)	3 (50%)	0 (0%)
Question 10 i	3.OA.D.8 i	Operations	3 (50%)	3 (50%)	0 (0%)
Question 11 i	3.NF.A.3.A i	Fractions	3 (50%)	3 (50%)	0 (0%)

Educator Report Sample: Results by Question Report – Item Review



Click the **i** next to the question to preview of the items (1) or view the standards (2).

Results by Question Report

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

Organization Name*
BRADLEY HIGH SCHO... x

Test Name*
Grade 04 Mathematics x

Form*
Main/TTS v

Reporting Group
Select one or more

☐ Show Students

Total Students Reported: 6

Question	Standards
Question 1 i	3.OA.B.6 i
Question 2 i	3.OA.A.3 i
Question 3 i	3.OA.A.3 i
Question 4 i	3.OA.A.3 i
Question 5 i	3.OA.A.3 i
Question 6 i	3.OA.A.3 i
Question 7 i	3.OA.C.7 i
Question 8 i	3.OA.D.8 i
Question 9 i	3.OA.C.7 i

Item Preview

Question 1
23 (42%)
3.OA.B.6
Math

Question 2
24 (44%)
3.OA.A.3
Math

Question 3
25 (45%)
3.OA.A.3
Math

Question 4
29 (53%)
3.OA.A.3
Math

Create an equation that could be used to find the missing number in $48 \div 6 = ?$

Drag and drop the numbers and question mark into the boxes.

48

?

6

× =

▶

↶

↷

⚙

Multiplication and Division	4 (67%)	2 (33%)	0 (0%)
Multiplication and Division	4 (67%)	2 (33%)	0 (0%)
Multiplication and Division	4 (67%)	2 (33%)	0 (0%)

Standards - Question 1

3.OA.B.6
Understand division as an unknown-factor problem.



Educator Report Sample: Results by Question/Student



This is an additional view of the Results by Question” report that is displayed when the “Show Students” check box is selected (1). You can change the standard to view questions that align to that standard (2).

Results by Question Report

Filters

Clear Hide

Organization Name*

BRADLEY HIGH SCHO... x v

Test Name*

Grade 04 Mathematics x v

Form*

Main/TTS v

Reporting Group

Select one or more

☒ Show Students

3.OA.D.8 v

Total Students Reported: 6

Print


Displaying 25 v

Student Name	Test Date	Question 8	Question 10
Standard: 3.OA.D.8		3 (50%)	3 (50%)
STUDENT, SAMPLE (XXXXXX0001)	07/26/2021		
STUDENT, SAMPLE (XXXXXX0002)	07/26/2021		
STUDENT, SAMPLE (XXXXXX0003)	07/26/2021		
STUDENT, SAMPLE (XXXXXX0004)	09/04/2021	---	---
STUDENT, SAMPLE (XXXXXX0005)	07/26/2021		
STUDENT, SAMPLE (XXXXXX0006)	07/26/2021		



Educator Report Sample: Student Performance Item Level Report (2 views)



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. Click the  next to the student for the student's item level report (1) or click "Show Responses" to view the student's response in the item previewer (2).

Student Performance Item Level

Filters

Clear Hide

Organization*

BRADLEY HIGH SCHO... x

Subject

Math

Test Name

Grade 04 Mathematics x







Reporting Group

Select one or more

Total Students Reported: 6

Print

Displaying 25

Student	Test Name	Performance	Test Date	Support Level
BRADLEY HIGH SCHOOL, Math, Gr 04 Mathematics				
STUDENT, SAMPLE (XXXXXX0001) 	Grade 04 Mathematics	Show Responses	07/26/2021	Strong Support May Be Needed
STUDENT, SAMPLE (XXXXXX0002) 	Grade 04 Mathematics	Show Responses	07/26/2021	Less Support May Be Needed
STUDENT, SAMPLE (XXXXXX0003) 	Grade 04 Mathematics	Show Responses	07/26/2021	Strong Support May Be Needed
STUDENT, SAMPLE (XXXXXX0004) 	Grade 04 Mathematics	Show Responses	09/04/2021	Strong Support May Be Needed
STUDENT, SAMPLE (XXXXXX0005) 	Grade 04 Mathematics	Show Responses	07/26/2021	Less Support May Be Needed
STUDENT, SAMPLE (XXXXXX0006) 	Grade 04 Mathematics	Show Responses	07/26/2021	Less Support May Be Needed





Educator Report Sample: Student Performance Item Level Report (Item Level Report)



In this view, a student’s complete item-level report is available, including student performance on individual items aligned to certain standards and reporting concepts.

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

STUDENT, SAMPLE (XXXXXX0001)

Student Code XXXXXX0001	Test Name Grade 04 Mathematics	Subject Math
District MIDDLETON SCHOOL DISTRICT (300759)	School BRADLEY HIGH SCHOOL (300759-002)	Test Date 07/26/2021

Question Number	Correct Response	Student Response	Performance	Points Earned	Points Possible	Standards	Reporting Concept
Grade 04 Mathematics			Strong Support May Be Needed				
1	n/a	n/a	✓	1	1	3.OA.B.6	Multiplication and Division
2	n/a	n/a	✓	1	1	3.OA.A.3	Multiplication and Division
3	A	A	✓	1	1	3.OA.A.3	Multiplication and Division
4	n/a	n/a	✓	1	1	3.OA.A.3	Multiplication and Division
5	n/a	n/a	✓	1	1	3.OA.A.3	Multiplication and Division
6	n/a	n/a	✓	1	1	3.OA.A.3	Multiplication and Division
7	ADF	ADF	✓	1	1	3.OA.C.7	Operations
8	n/a	n/a	⦿	1	2	3.OA.D.8	Operations
9	ADE	ABE	○	0	1	3.OA.C.7	Operations

✓

Correct Response

⦿

Partially Correct Response

○

Incorrect Response

No Response Received

n/a

Response to a question type other than single/multiple choice

Reporting Concept Descriptions

Fractions	Develop understanding of fractions as numbers.
Measurement	Solve problems involving measurement and estimation. Understand concepts of area and relate area to multiplication and to addition.
Multiplication and Division	Represent and solve problems involving multiplication and division. Understand properties of multiplication and the relationship between multiplication and division.
Operations	Multiply and divide whole numbers within 100. Solve problems involving the four operations. Identify and explain patterns in arithmetic.





Educator Report Sample: Student Performance Item Level Report (Student Responses)



Select the radio buttons to view the items with no response, the student's response, or the correct response (1). Use arrows and select each question to view responses (2).

Item Preview

☐ No Response ☐ Correct Response ☒ Student Response

Question 1
3.OA.B.6
Math

Question 2
3.OA.A.3
Math

Question 3
3.OA.A.3
Math

Question 4
3.OA.A.3
Math

Create an equation that could be used to find the missing number in $48 \div 6 = ?$

Drag and drop the numbers and question mark into the boxes.

48

?

6

6

\times

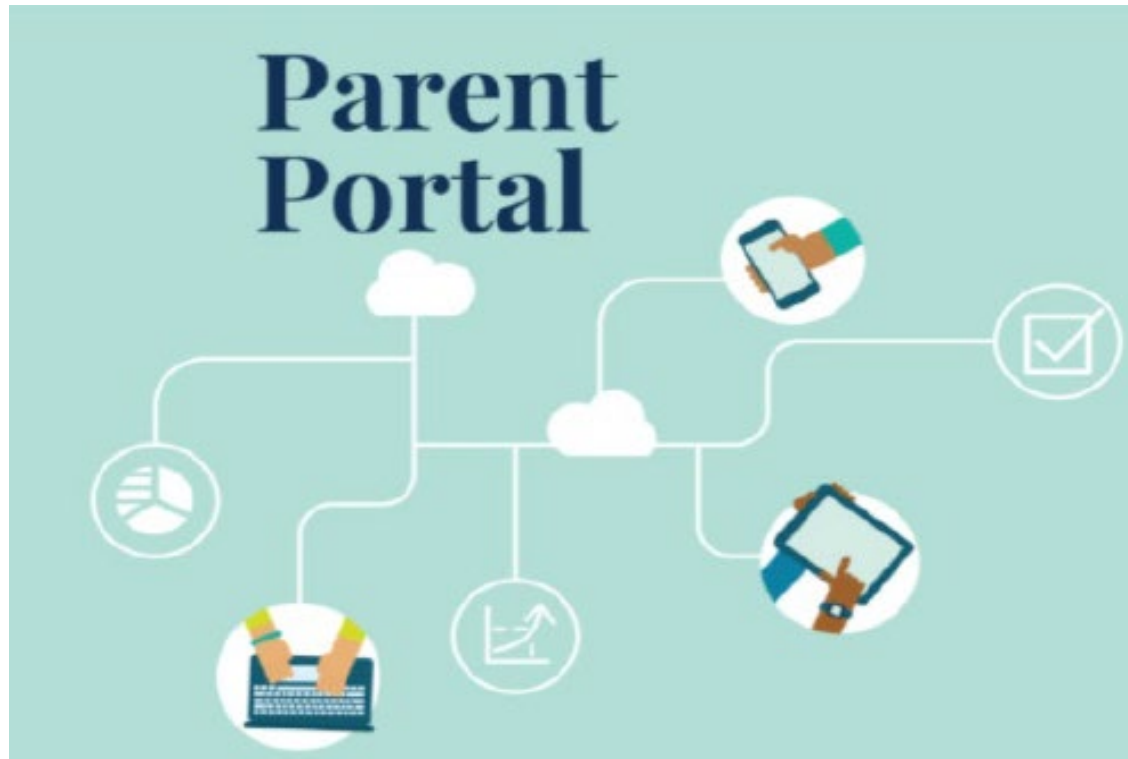
?

=

48



Parent Portal



Provides parents with:

- ✓ Online access to how their child performed on the Start Strong assessments.
- ✓ Translated videos in New Jersey's top five spoken languages:
 - English
 - Spanish
 - Chinese
 - Portuguese
 - Arabic
- ✓ Access to additional assessment resources through the [New Jersey Digital Item Library](#).



Fall 2022 Start Strong: Using Results and Additional Reports



Curriculum and Instructional Planning



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



District Curriculum Directors

- District-level curriculum planning (reconsideration of prerequisite concepts and skills).
- Evaluate scope and sequence based on the distribution of student support needs.
- Provide professional learning supports for differentiation and scaffolding based on student results, aligned to principles and practices outlined in the [NJDOE Learning Acceleration Guide](#).



Teachers

- Engage in process of regularly monitoring student performance.
- Establish a continuum of supports and interventions for students based on data and conversations with parents.
- 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

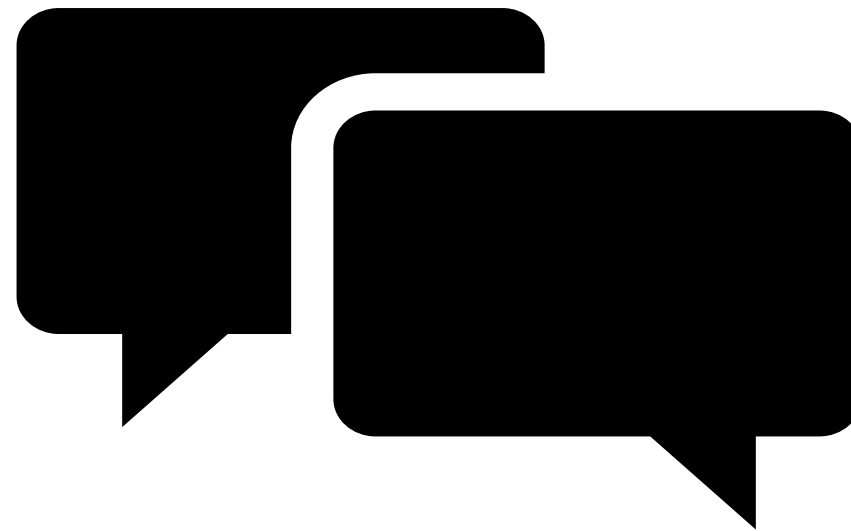
- Develop or use existing problem-solving teams to provide data-driven decision-making that promotes positive student outcomes.
- Allocate time and resources to instructional planning and PLCs.
- Enhance intervention services (Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI) framework).
- Encourage conversations between parents and teachers through strategic messaging.



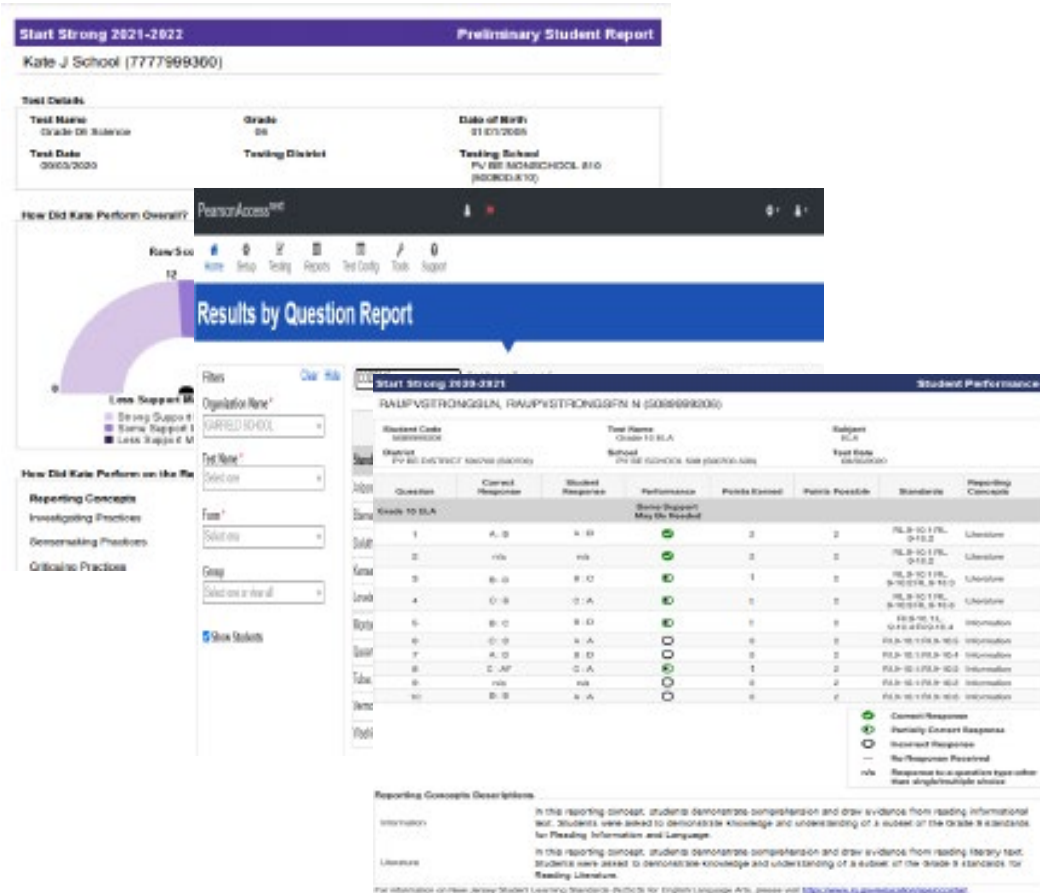
Start Strong Student Reports: Supporting Conversations Between Parents and Educators



- Individual Student Reports from the Start Strong assessments will provide parents with information on key areas in which their student may need additional supports at the start of the school year.
- The reports provide a starting point for parents to have conversations with their student's teacher(s) at the beginning of the school year.
- Early conversations about where their student may need additional supports in the 2022-2023 school year will help parents monitor their student's progress throughout the school year, as their student receives instruction and academic supports.
- Possible questions parents might ask include “What additional supports are available to help my student during the school day and beyond regular school hours?” or “How will I know if my student is improving?”



Maximizing the Use of Reports (1 of 2)



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 (2 of 2)



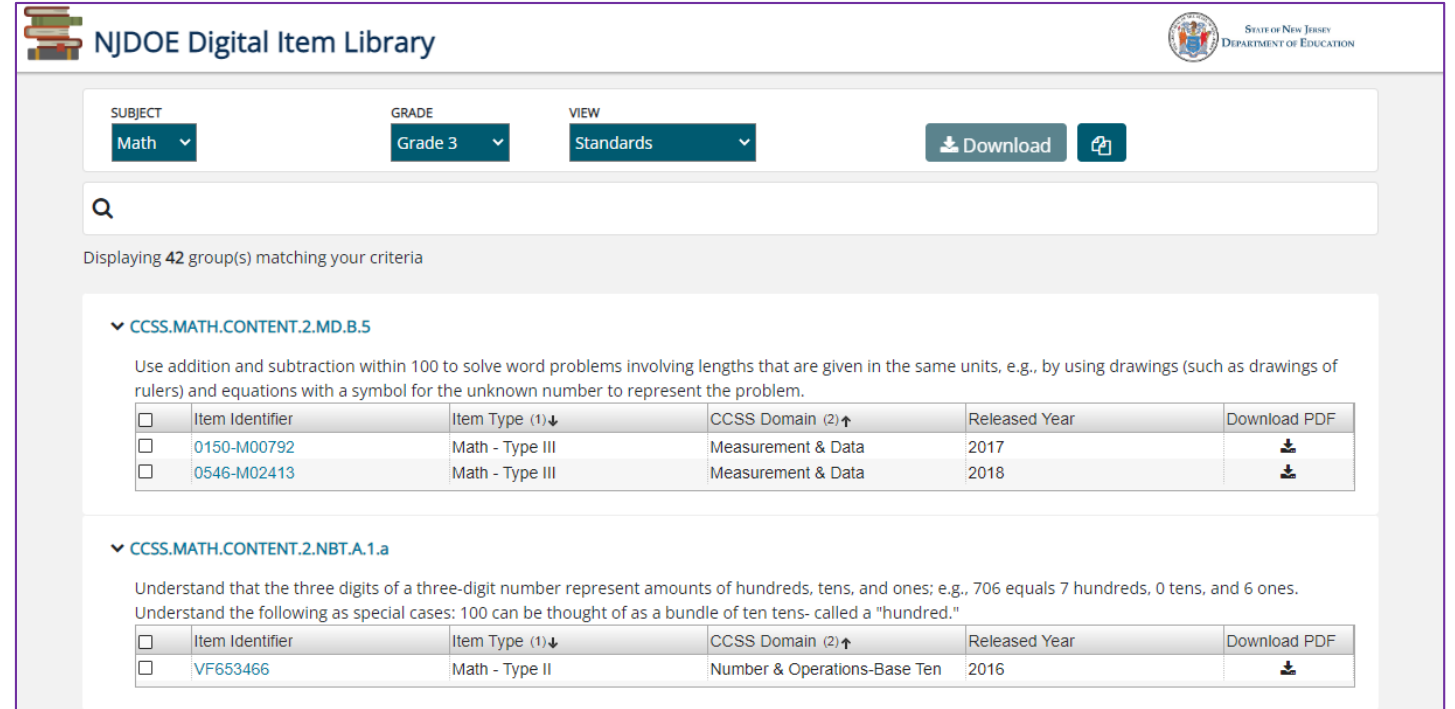
Example planning questions:

- 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 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?

Supporting Resource: NJDOE Digital Item Library

The NJDOE Digital Library provides:

- Access to released items from the NJSLA ELA and mathematics assessments.
- Ability to search for specific items by subject and grade, as well as sorting by Evidence Statement or Standard.
- Assessment items are displayed online and allow users to interact with the items in the same way as student test-takers.



The screenshot shows the NJDOE Digital Item Library interface. At the top, there are filters for SUBJECT (Math), GRADE (Grade 3), and VIEW (Standards). A search bar is present below the filters. The interface displays 42 groups matching the criteria. Two groups are expanded:

CCSS.MATH.CONTENT.2.MD.B.5
Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

<input type="checkbox"/>	Item Identifier	Item Type (1)↓	CCSS Domain (2)↑	Released Year	Download PDF
<input type="checkbox"/>	0150-M00792	Math - Type III	Measurement & Data	2017	
<input type="checkbox"/>	0546-M02413	Math - Type III	Measurement & Data	2018	

CCSS.MATH.CONTENT.2.NBT.A.1.a
Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 100 can be thought of as a bundle of ten tens- called a "hundred."

<input type="checkbox"/>	Item Identifier	Item Type (1)↓	CCSS Domain (2)↑	Released Year	Download PDF
<input type="checkbox"/>	VF653466	Math - Type II	Number & Operations-Base Ten	2016	



Thank You!

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

nj.gov/education/assessment

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