

New Jersey
Department of Education

Office of Assessments

NJ State Board of
Education

January 2021



Start Strong

Fall 2020 Assessment Summary Report
(1 of 2)

Agenda



- Introduction and Background
- Start Strong Assessments Overview and Purpose
- Reporting
- Registration and Participation
- Closing



Background

- Spring 2020 disruption to education
- Continuing changes and impacts: 2020 and beyond
- Supporting resources from the Office of Assessments
 - The optional, standards-based [Start Strong assessments](#) to provide a **snapshot** of the amount of support students were likely to need in the fall of 2020.
 - 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

- The assessments were created in response to COVID-19-related school disruptions and **lack of available data** from spring 2020 and made available as an **optional classroom assessment resource** at no cost to districts and is not intended to be used for accountability purposes.
- They provided a **snapshot** of the amount of support students were likely to need in the fall of 2020.
- The assessments were not meant to replace any preferred assessment strategies being used locally, but could be used to supplement existing efforts to **gather standards-based data** at the beginning of the school year.
- Participation was optional in order to avoid compelling schools to replace **effective established local assessment strategies**, and with the understanding that results are not diagnostic, nor intended to be used in isolation.
- The New Jersey Department of Education (NJDOE) recognized the significant challenges districts were facing in reopening schools and did not want to place any additional burdens compelling participation.



Implementation Considerations

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

Student Registration: Simplified version of the New Jersey Student Learning Assessment (NJSLA) registration process using [PearsonAccess^{next}](#). Teachers could create sessions at the classroom level, generate testing tickets, and provide login information for students.



Brief

The test could 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 (grades 6, 9 & 12).



Standards Aligned

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



Flexibly Administered

Seamless online delivery through TestNav. Non-secure administration could be completed in-person or at-home. Provided immediate results to educators.



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

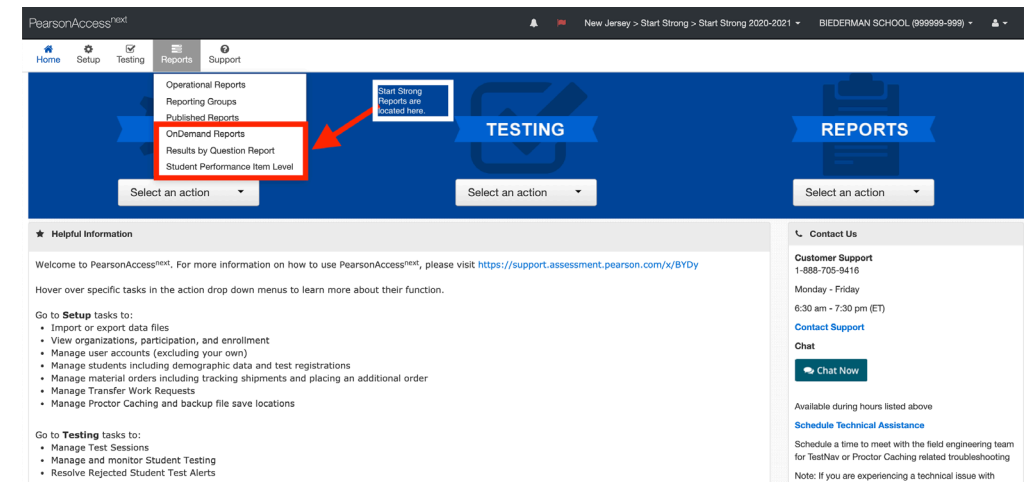
In addition to helpdesk support, [documentation is available](#), including administration manuals and a report interpretation guides for teachers and district administrators.

Accommodations: a subset of the accommodations that are available in the NJSLA. The assessments were available in English, Spanish (Math and Science only), and Text to Speech (TTS). Paper PDFs were available to download and print from PearsonAccess^{next} and must locally transcribed into TestNav.



Reports

- The following reports are available for the Start Strong Assessment:
- **Student Report:** Provides an overall raw score and level of support indicator to be used with other local assessment data to inform decision making.
- **Results by Question Report:** Provides links to interactive assessment items, which may be useful to review following the administration. Student responses for multiple-choice and multiple-select items are provided.
 - Unlike traditional secure state assessment items, Start Strong assessment items are not considered secure material and may be analyzed outside of the testing environment to support instructional planning.
- **Student Performance Item Level:** 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.



The screenshot displays the PearsonAccessNEXT web application interface. The top navigation bar includes 'Home', 'Setup', 'Testing', 'Reports', and 'Support'. The 'Reports' dropdown menu is open, listing 'Operational Reports', 'Reporting Groups', 'Published Reports', 'OnDemand Reports', 'Results by Question Report', and 'Student Performance Item Level'. A red box highlights the 'Results by Question Report' and 'Student Performance Item Level' options, with a red arrow pointing to them from a text box that says 'Start Strong Reports are located here.' Below the menu are three 'Select an action' buttons. The main content area features a 'Helpful Information' section with a welcome message and a list of tasks for 'Setup' and 'Testing'. A 'Contact Us' sidebar on the right provides customer support details, including a phone number, hours of operation, and a 'Chat Now' button.



Example: Sample Student Report

Start Strong 2020-2021

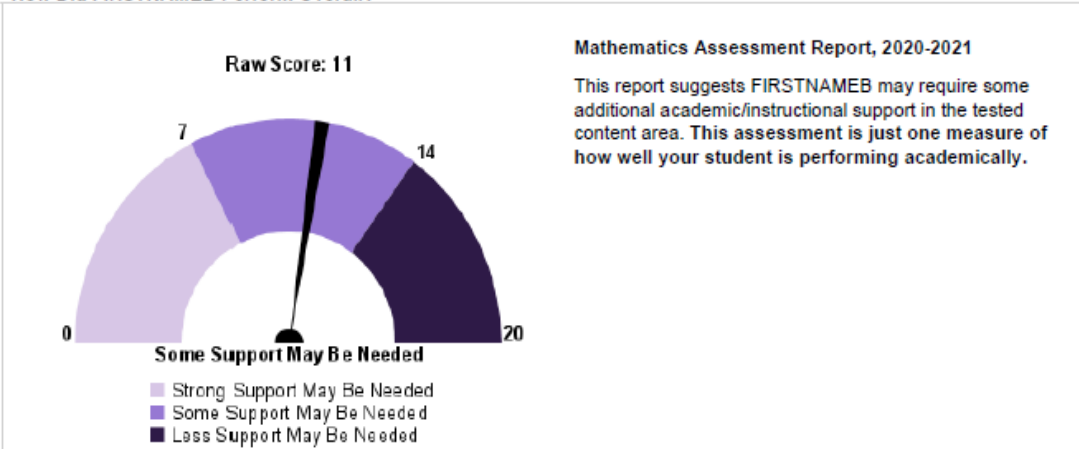
Student Report

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 local assessment data.



Maximizing Start Strong Data

Start Strong provided an additional data point to support curriculum and instructional planning during the fall of 2020.



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

- Establish a continuum of supports and interventions for students based on data collected during the fall of 2020
- Engage in process of regularly monitoring student performance throughout the 2020-2021 school year
- 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 Start Strong Data: 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: 07/09/2020, Testing District: NTE ELAMATH01ST, Testing School: NTEELAMATH01ST1 (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

Standard	Question 1	Question 2	Question 3	Question 4	Question 5
Arizona Student (12450789)	6 (9%)	3 (38%)	5 (50%)	7 (70%)	
Bismark Student (23489123)	0	0	0	0	0
Dakota Student (5489112)	0	0	0	0	0
Kansas Student (407827676)	0	0	0	0	0

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.9-10.8	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 Category 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 grade level. Students should also be able to analyze and evaluate texts as well as explain what the text says explicitly and what it implies or inferences from the text.

Legend:
 ✓ Correct response
 ○ Partially correct response
 ○ Incorrect response
 ○ No response recorded
 na Response by question type other than single/double choice

Using these reports together can provide an initial indication of:

- ✓ 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



Final Registration and Participation Data



Week ending	Grand Total Registration	Total Districts Registered	Total APSSD* Registered	Total Tests Completed
10/2/20	5,337	11	N/A	N/A
10/9/20	11,191	17	5	21
10/16/20	15,311	25	5	1,060
10/23/20	61,750	38	5	2,146
10/30/20	75,209	46	6	11,201
11/6/20	83,839	51	6	17,049
11/13/20	97,271	62	6	23,834
11/20/20	116,358	70	6	44,173
11/27/20	123,831	73	6	49,299
12/4/20	126,831	78	8	65,456
12/11/20	127,781	81	8	87,262
12/14/20 (final)	127,781	81	8	88,973

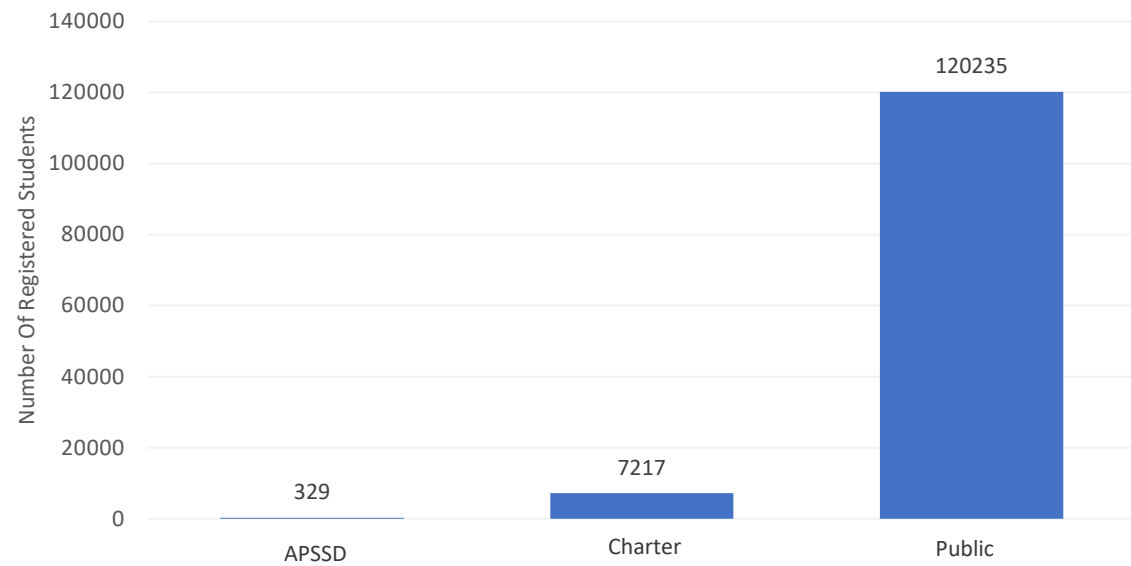
*APSSD: *Approved Private Schools for Students with Disabilities*



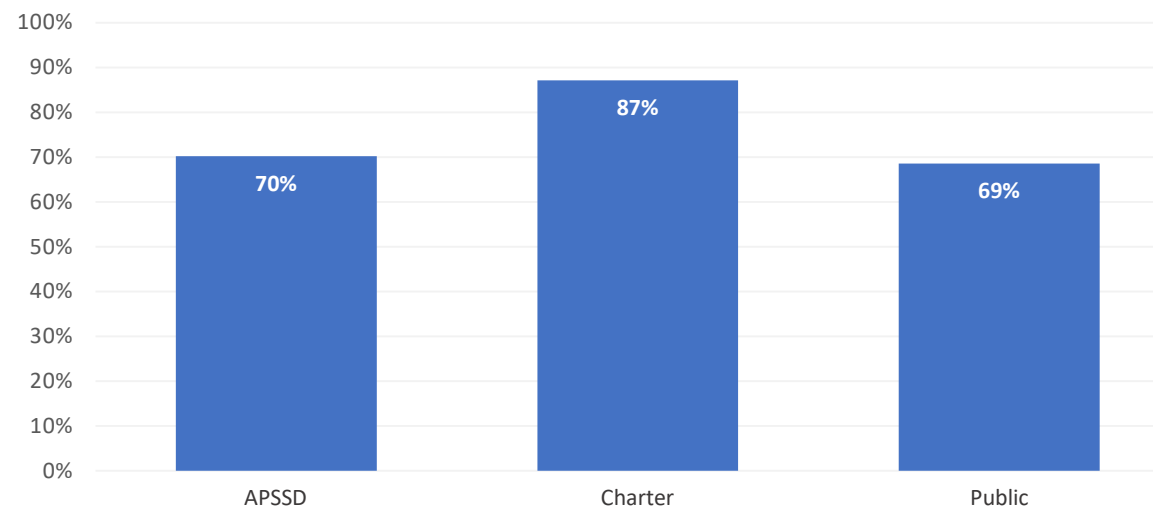
Final Registration and Participation Data by District Type



Start Strong Registration by District Type



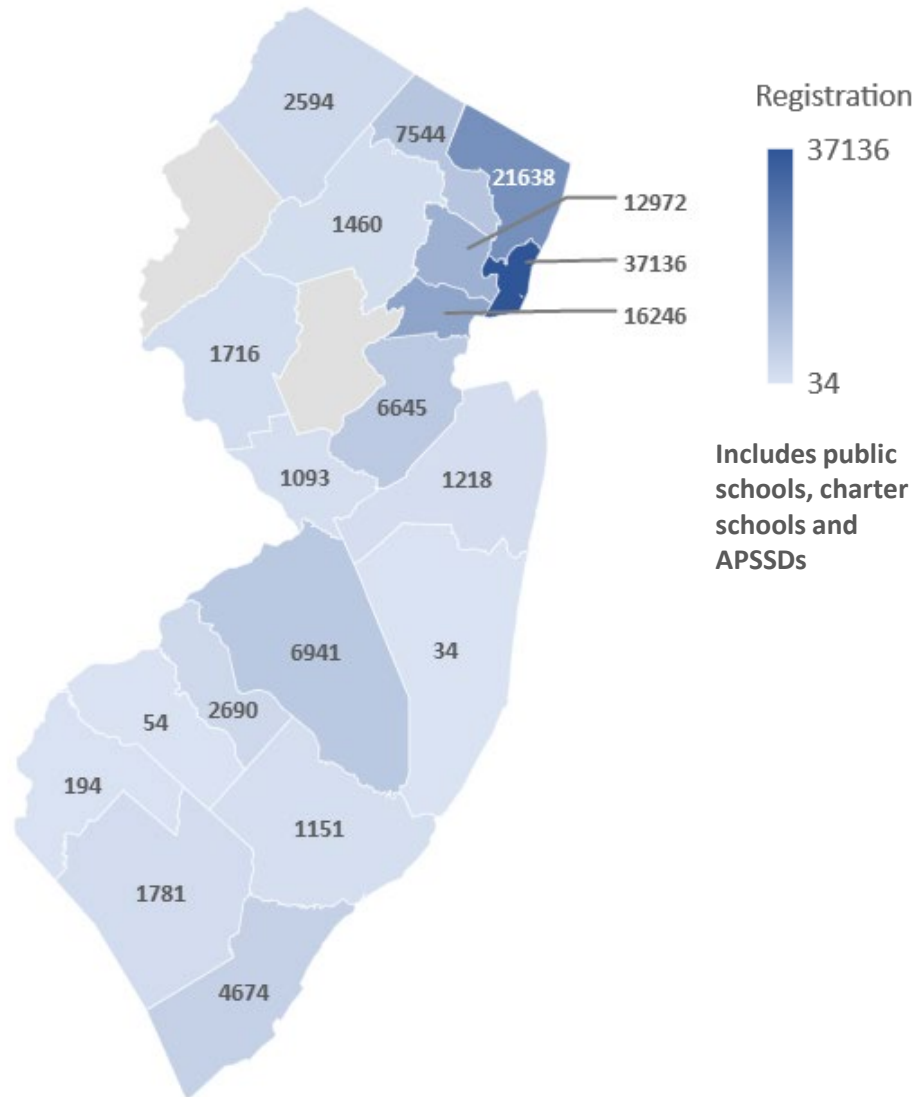
Start Strong Assessment Completion Rate by District Type



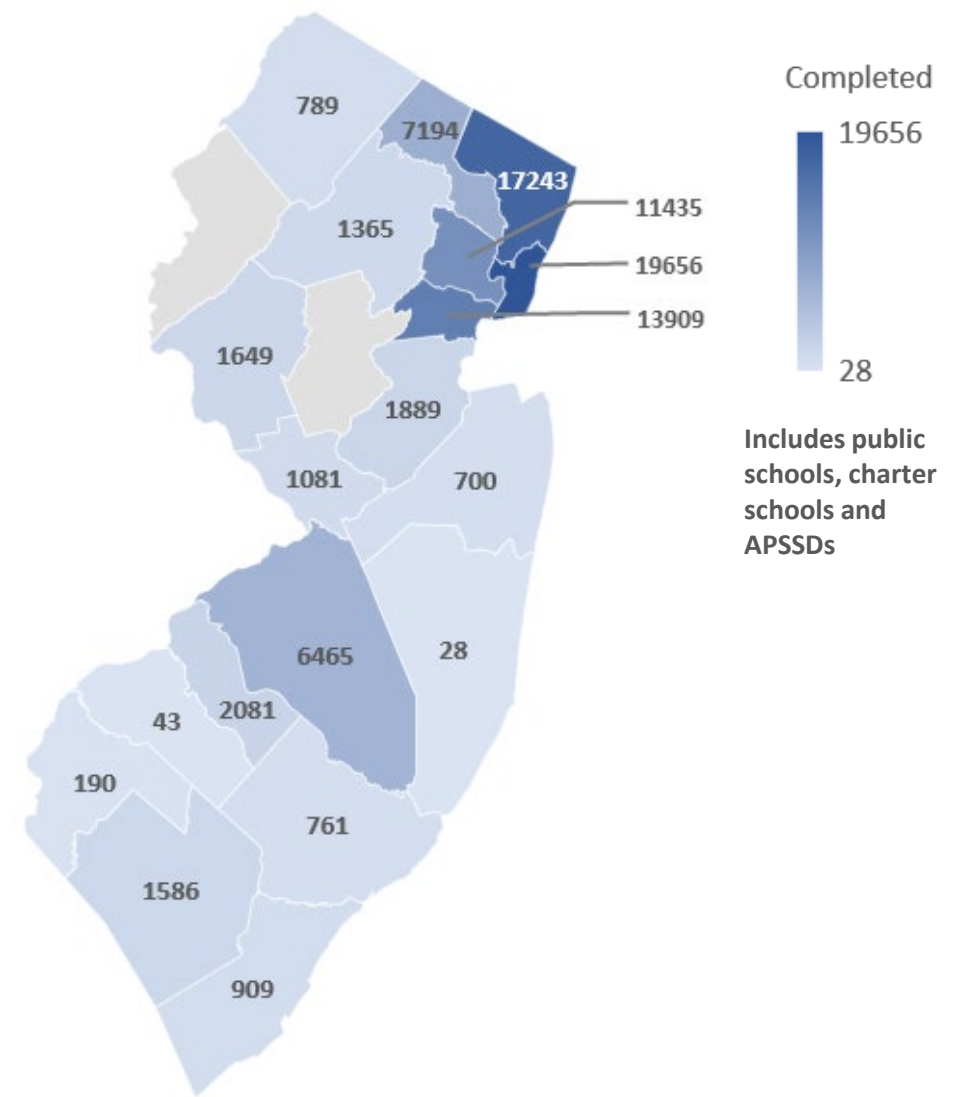
Final Registration and Participation Data by County



Total Student Registration by County



Total Number of Completed Assessments by County



Final Registration and Participation Data by County



County	Total Students Registered	Total Number of Completed Assessments
Ocean	34	28
Gloucester	54	43
Salem	194	190
Mercer	1093	1081
Atlantic	1151	761
Monmouth	1218	700
Morris	1460	1365
Hunterdon	1716	1649
Cumberland	1781	1586
Sussex	2594	789
Camden	2690	2081
Cape May	4674	909
Middlesex	6645	1889
Burlington	6941	6465
Passaic	7544	7194
Essex	12972	11435
Union	16246	13909
Bergen	21638	17243
Hudson	37136	19656



Stakeholder Engagement and Feedback

- The Office of Assessments held **25** information sessions and technical assistance sessions in preparation for the release of Start Strong assessments and throughout the assessment window.
- Stakeholders included superintendent groups, education partners, county curriculum consortia, special education advocates, and content-specific stakeholder groups.
- Feedback from the field during presentations suggested that there is interest in continued administration of the Start Strong assessments for implementation in the fall of 2021, if available.
- Districts that did not participate in the Start Strong assessments this fall cited having existing local assessment systems in place, timing, and overall capacity constraints at the beginning of the school year as a barrier to administering the assessment in the fall.



Challenges and Opportunities



Challenges

- Setting accurate expectations for the interpretation and use of assessment results within the context of COVID-19 pandemic will require continued extensive outreach and guidance.

Opportunities

- Some school districts indicated that although they had an existing local assessment system in place, they are interested in seeing something like Start Strong further developed and integrated into NJDOE's offerings.
- The post COVID-19 educational landscape presents a significant opportunity to reset the conversation on assessment literacy, formative assessment strategy, and the interpretation and use of assessment results to better serve students.



Thank You

[New Jersey Department of Education Website](http://www.nj.gov/education)

www.nj.gov/education

assessment@doe.nj.gov

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

www.nj.gov/education/assessment



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