

Start Strong

Fall 2021 Administration: Information for Parents



New Jersey Department of Education

Office of Assessments

July 2021



Fall 2021 Start Strong: Overview

Brief



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

Standards Aligned



- Aligned to a small set of standards from the year before to help educators understand the level of support students need at the beginning of the school year.

Given 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 Given



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

Individual Student Reports for Parents

- Parents will receive an Individual Student Report (ISR) for each content in which their child is tested during the Fall 2021 Start Strong Assessment.
- An ISR provides parents with:
 - A sense of their child's understanding in the tested content areas;
 - A description of the major concepts that were tested; and
 - A starting point for discussions with their child and teacher(s).
- Questions a parent might want to ask after reviewing the ISR include:
 - What additional supports are available to help my child during the school day and beyond regular school hours?
 - How will I know if my child is improving?

ISR for Mathematics

Student Support Level

Start Strong

FIRSTNAME M. LASTNAME
 Fall 2021 Grade: 4
 SID: 0123456789 DOB: 01/01/9999
 Local Student Identification: 9876543210
 SAMPLE SCHOOL NAME
 SAMPLE DISTRICT NAME

Individual Student Report

Mathematics Assessment Report

The Start Strong Mathematics Assessment is comprised of major mathematics content taught last school year. This assessment provides an indication of the level of support your student may require during this academic year.

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use this code to access your student's results online.
 CvsygrfHxpDL

What do the results for FIRSTNAME indicate?

Strong Support May Be Needed

- Level 3 Less Support May Be Needed
- Level 2 Some Support May Be Needed
- Level 1 Strong Support May Be Needed

Your student's score

5

This report suggests FIRSTNAME may require strong support in major content for Grade 3 with connections to the Standards for Mathematical Practice: Operations and Algebraic Thinking; Number and Operations - Fractions; and Measurement.

- The Start Strong Assessment is not a summative assessment, and its results will not be used to grade or rank your student. The Start Strong Assessment is built to identify unfinished learning opportunities and to inform a learning support plan to allow them to master grade level content during this school year.
- After reading this report, consider scheduling a meeting with your student's teacher or attending parent-teacher conferences. Many districts administer standardized formative/diagnostic assessments in addition to the Start Strong Assessment. These results, along with classroom assignments and teacher observations, can provide additional information beyond the Start Strong Assessment results.
- Side 2 of this report provides scores in focused areas of the Major Content of this assessment. These scores can identify areas of academic strength or areas where support may be needed.

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.

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Major Concepts

FIRSTNAME M. LASTNAME

How did your student perform on the reporting concepts?

| | Points earned by your student | Total Points Possible |
|--|-------------------------------|-----------------------|
| Operations and Algebraic Thinking: Multiplication and Division Represent and solve problems involving multiplication and division. Understand properties of multiplication and the relationship between multiplication and division. | 3 | 6 |
| Operations and Algebraic Thinking: Operations Multiply and divide whole numbers within 100. Solve problems involving the four operations (addition, subtraction, multiplication, division). Identify and explain patterns in arithmetic. | 4 | 6 |
| Number and Operations: Fractions Develop understanding of fractions as numbers. | 6 | 6 |
| Measurement Solve problems involving measurement and estimation. Understand concepts of area and relate area to multiplication and to addition. | 5 | 6 |

Why was my student administered the Start Strong Assessment?
 Start Strong was administered to help families understand the level of support their student is likely to need this school year, to help educators plan instruction for their classes, and for district and school leaders to allocate resources.

What can I do now?
 As you seek to ensure that your student receives the appropriate academic supports this school year, consider contacting your student's teacher to discuss additional assessment results and observations which inform the support plan for your student.

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>.

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ISR for English Language Arts

Student Support Level

Start Strong

FIRSTNAME M. LASTNAME
Fall 2021 Grade: 4
SID: 0123456789 DOB: 01/01/9999
Local Student Identification: 9876543210
SAMPLE SCHOOL NAME
SAMPLE DISTRICT NAME

Individual Student Report

English Language Arts Assessment Report

The Start Strong ELA Assessment measures reading content taught over the prior school year. **This assessment provides an indication of the level of support your student may require during this academic year.**

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use this code to access your student's results online.
zrgP84FXD5nr

What do the results for FIRSTNAME indicate?

Less Support May Be Needed

- Level 3 Less Support May Be Needed
- Level 2 Some Support May Be Needed
- Level 1 Strong Support May Be Needed

Your student's score
18

The report suggests FIRSTNAME may require less support in Grade 3 reading comprehension.

The Start Strong ELA Assessment measures reading comprehension of literary and informational passages. Students read authentic texts – both fiction and nonfiction, draw evidence from texts, and determine the meaning of words and phrases.

The assessment is built to identify unfinished learning opportunities and to inform a support plan that will help your student master reading content during this school year. After reading this report, consider scheduling a meeting with your student's teacher or attending parent-teacher conferences. Many school districts administer other assessments in addition to the Start Strong ELA Assessment. These results, along with teacher observations and assignments in reading and writing, can provide additional information beyond the Start Strong ELA Assessment results.

Side 2 of this report provides scores on your student's performance in reading.

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Major Concepts

FIRSTNAME M. LASTNAME

How did your student perform on the reporting concepts?

| | Points earned by your student | Total Points Possible |
|--|-------------------------------|-----------------------|
| Reading Literature | 7 | 10 |
| Demonstrate comprehension and draw evidence from reading literary text. | | |
| In this section, students were asked to: | | |
| • answer questions to demonstrate understanding of a literary passage | | |
| • use details from the passage to support answers | | |
| • identify the central message of the passage | | |
| • describe characters and explain how their actions affect events | | |
| • explain how illustrations add to the meaning of the passage | | |
| Reading Information | 6 | 10 |
| Demonstrate comprehension and draw evidence from reading informational text. | | |
| In this section, students were asked to: | | |
| • answer questions to demonstrate understanding of an informational passage | | |
| • use details from the passage to support answers | | |
| • identify the main idea of the passage | | |
| • describe important details | | |
| • determine the meaning of words and phrases in context | | |

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What can I do now?
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ISR for Science

Student Support Level

Start Strong

FIRSTNAME M. LASTNAME
 Fall 2021 Grade: 6
 SID: 0123456789 DOB: 01/01/9999
 Local Student Identification: 9876543210
 SAMPLE SCHOOL NAME
 SAMPLE DISTRICT NAME

Individual Student Report

Science Assessment Report

The Start Strong Science Assessment included material taught over the previous three school years. **This assessment provides an indication of the level of support your student may require during this academic year.** Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use this code to access your student's results online.
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What do the results for FIRSTNAME indicate?

Strong Support May Be Needed

- Level 3 Less Support May Be Needed
- Level 2 Some Support May Be Needed
- Level 1 Strong Support May Be Needed

Your student's score: 11

The report suggests FIRSTNAME may require strong support in science. Students at this level demonstrated minimal understanding of the Elementary School scientific concepts and practices in the three tested content domains: Earth & Space, Life, and Physical Science.

To a limited degree, students at this level are typically able to:

- Identify questions that are based on observations and recognize that some questions are testable.
- Make observations and/or measurements during a simple investigation and read graphs to a limited degree of accuracy.
- Identify components of a basic model and generate solutions to simple problems.
- Identify that measurements, observations, and patterns serve as evidence.
- Identify supportable arguments and make claims.
- Identify or use relevant information from multiple sources.

Students at this level will likely need strong support to learn more advanced concepts and be able to:

- Ask relevant and testable questions.
- Plan an investigation that includes the identification of necessary tools, the collection of data from observations and/or measurements, and the identification of outcomes resulting from changed variables in relation to cause and effect.
- Organize data and describe how it should be interpreted.
- Identify similarities or differences in data sets.
- Use and/or describe models and their components to address a scientific idea.
- Compare and communicate information from multiple sources.
- Identify arguments that are supported by evidence.
- Identify evidence or facts used in a claim.

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Major Concepts

FIRSTNAME M. LASTNAME

How did your student perform on the reporting concepts?

Each test question contributes to both a practice and a domain. The reporting concepts for science include three groups of science and engineering practices. Practices are methods by which scientists investigate and build models and theories about the world.

| Reporting Concept | Points earned by your student | Total Points Possible |
|--|-------------------------------|-----------------------|
| Investigating Practices Planning and carrying out investigations, making observations on phenomena, and organizing data | 5 | 9 |
| Sensemaking Practices Recognizing patterns and relationships in data to develop explanations or models of the phenomena | 2 | 10 |
| Critiquing Practices Evaluating and creating arguments regarding different explanations and claims to convey a deeper understanding of the natural world | 6 | 6 |

The reporting concepts for science also include three domains of knowledge. Each question on the science test asks students to use a piece of knowledge from one of these domains.

| Reporting Concept | Points earned by your student | Total Points Possible |
|---|-------------------------------|-----------------------|
| Earth & Space Science Processes that operate on and within the Earth, and also its place in the solar system and galaxy | 3 | 8 |
| Life Science Patterns, processes, and relationships of living organisms | 4 | 7 |
| Physical Science Mechanisms of cause and effect in all systems and processes that can be understood through a common set of physical and chemical processes | 6 | 10 |

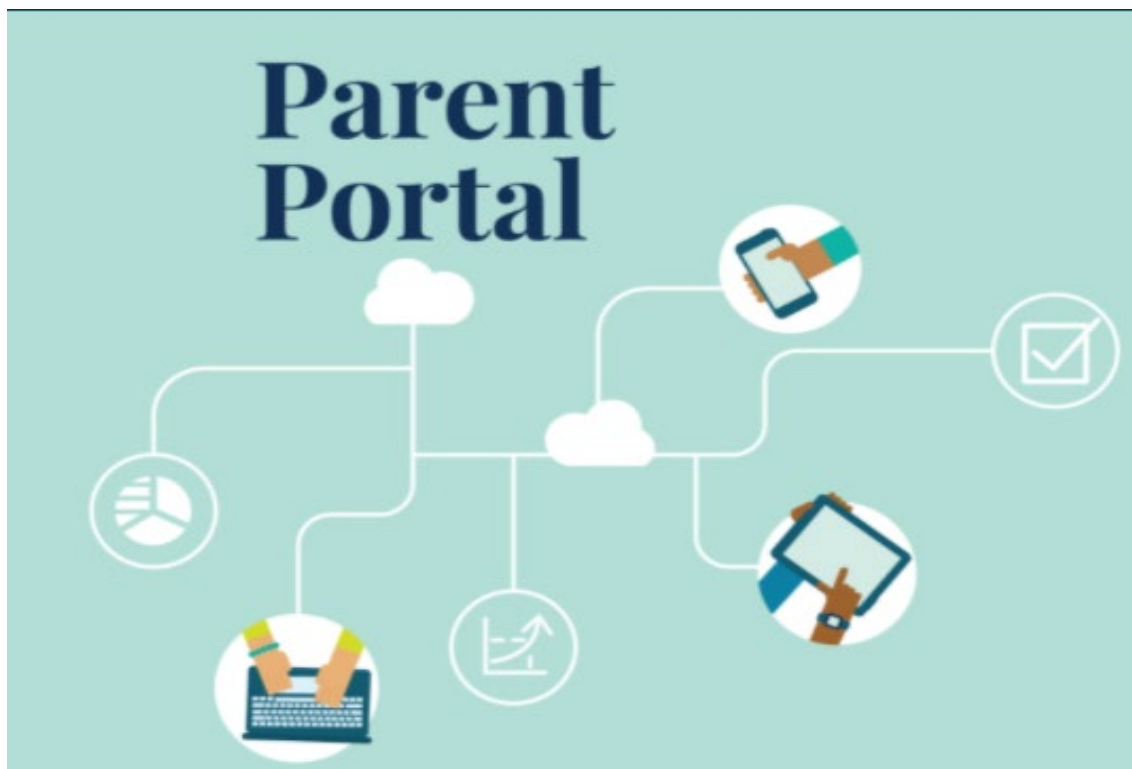
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Parent Portal



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.

Thank You!

New Jersey Department of Education Website

nj.gov/education

Office of Assessment webpage

nj.gov/education/assessment

assessment@doe.nj.gov

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