Start Strong Fall 2021 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 provide immediate results.

• Meet federal flexibility for the 2020-2021 school year associated with the administration of general English language arts (ELA)/mathematics/science assessment.

Start Strong Fall 2021 is not intended to...

• Replace local standards-based benchmark assessments districts may already have in place.

• Replace the spring 2022 New Jersey Student Learning Assessments (NJSLA) statewide summative assessments.

• This is a one-time flexibility granted by the United States Department of Education (USED). It is expected that all eligible students will participate in the spring 2022 NJSLA statewide assessments.
Easthampton Community School

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 4–8
- Mathematics grades 4–8
- Science 6
Start Strong Assessments

- Students are categorized into 3 support levels based on their individual raw score in each subject area.

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

NJSLA Corresponding Levels:

- Level 3
- Level 2
- Level 1

Level 5 Exceeded Expectations
Level 4 Met Expectations
Level 3 Approached Expectations
Level 2 Partially Met Expectations
Level 1 Did Not Yet Meet Expectations
Eastamptont Community School

4th Grade ELA

<table>
<thead>
<tr>
<th>Outcome</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Support Needed</td>
<td>41</td>
</tr>
<tr>
<td>Some Support Needed</td>
<td>22</td>
</tr>
<tr>
<td>Less Support Needed</td>
<td>38</td>
</tr>
</tbody>
</table>

4th Grade Math

<table>
<thead>
<tr>
<th>Outcome</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Support Needed</td>
<td>55</td>
</tr>
<tr>
<td>Some Support Needed</td>
<td>29</td>
</tr>
<tr>
<td>Less Support Needed</td>
<td>16</td>
</tr>
</tbody>
</table>
## 5th Grade ELA

<table>
<thead>
<tr>
<th>Outcome</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Support Needed</td>
<td>27</td>
</tr>
<tr>
<td>Some Support Needed</td>
<td>29</td>
</tr>
<tr>
<td>Less Support Needed</td>
<td>44</td>
</tr>
</tbody>
</table>

## 5th Grade Math

<table>
<thead>
<tr>
<th>Outcome</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Support Needed</td>
<td>70</td>
</tr>
<tr>
<td>Some Support Needed</td>
<td>22</td>
</tr>
<tr>
<td>Less Support Needed</td>
<td>9</td>
</tr>
</tbody>
</table>

## 5th ELA

- Strong Support Needed: 27.1%
- Some Support Needed: 28.8%
- Less Support Needed: 44.1%

## 5th Math

- Strong Support Needed: 69.5%
- Some Support Needed: 22.0%
- Less Support Needed: 8.5%
### 6th Grade ELA

<table>
<thead>
<tr>
<th>Outcome</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Support Needed</td>
<td>23</td>
</tr>
<tr>
<td>Some Support Needed</td>
<td>33</td>
</tr>
<tr>
<td>Less Support Needed</td>
<td>44</td>
</tr>
</tbody>
</table>

### 6th Grade Math

<table>
<thead>
<tr>
<th>Outcome</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Support Needed</td>
<td>65</td>
</tr>
<tr>
<td>Some Support Needed</td>
<td>25</td>
</tr>
<tr>
<td>Less Support Needed</td>
<td>11</td>
</tr>
</tbody>
</table>

6th ELA

- Less Support... 43.9%
- Some Support... 33.3%
- Strong Support... 22.8%

6th Math

- Less Support... 10.5%
- Some Support... 24.6%
- Strong Support... 64.9%
Eastampton Community School

**7th Grade ELA**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Support Needed</td>
<td>32</td>
</tr>
<tr>
<td>Some Support Needed</td>
<td>22</td>
</tr>
<tr>
<td>Less Support Needed</td>
<td>46</td>
</tr>
</tbody>
</table>

**7th Grade Math**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Support Needed</td>
<td>56</td>
</tr>
<tr>
<td>Some Support Needed</td>
<td>28</td>
</tr>
<tr>
<td>Less Support Needed</td>
<td>16</td>
</tr>
</tbody>
</table>

**7th ELA**

- Less Support: 46.4%
- Some Support: 21.7%
- Strong Support: 31.9%

**7th Math**

- Less Support: 15.5%
- Some Support: 28.2%
- Strong Support: 56.3%
### 8th Grade ELA

<table>
<thead>
<tr>
<th>Outcome</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Support Needed</td>
<td>35</td>
</tr>
<tr>
<td>Some Support Needed</td>
<td>21</td>
</tr>
<tr>
<td>Less Support Needed</td>
<td>44</td>
</tr>
</tbody>
</table>

### 8th Grade Math

<table>
<thead>
<tr>
<th>Outcome</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Support Needed</td>
<td>54</td>
</tr>
<tr>
<td>Some Support Needed</td>
<td>33</td>
</tr>
<tr>
<td>Less Support Needed</td>
<td>13</td>
</tr>
</tbody>
</table>

### 8th ELA

- **Less Support Needed**: 44.4%
- **Some Support Needed**: 20.6%
- **Strong Support Needed**: 34.9%

### 8th Math

- **Less Support**: 12.7%
- **Some Support**: 33.3%
- **Strong Support**: 54.0%
Eastamptont Community School

6th Grade Science | 57 Valid Tests
---|---
Outcome | % of Students
Strong Support Needed | 49
Some Support Needed | 30
Less Support Needed | 21

6th Science

- Strong Support Needed: 49.1%
- Some Support Needed: 29.8%
- Less Support Needed: 21.1%
Data Responsiveness:

- Higher percentages across the grades for ‘Strong Support Needed’ for Math vs ELA.
  - Updated Math curriculum for K-5 teachers
    - Inservice on new program K-5
    - Inservice on best instructional practices in Mathematics K-8
  - Re-designed Supplemental Services Program
    - One teacher each for ELA and Math
    - Students identified for services using Profiles compiled last year
    - On-going referral process
  - Use of IXL to support students in Grades 3-8
    - Diagnostic tool for continuous formative assessment
    - Individualized learning paths for students
Data Responsiveness (cont.):

Use of IXL to monitor progress:

- Initial Snapshot beginning of year
- Continuous Diagnostic option
- Shows growth and grade level readiness
- Mid-Year and End of Year Snapshots
Data Responsiveness (cont.):

● ELA Instruction
  ○ Results by grade level and/or by class to determine targeted standards
  ○ Continued focus on:
    ■ Comprehension and vocabulary development
    ■ Inferencing and making connections from texts
    ■ Main ideas and supporting details from fiction and nonfiction sources
    ■ Guided reading with leveled readers
    ■ Writing embedded in core curriculum
Teachers can access numerous reports:

- Individual Student Reports
- Item Analysis by Student
- Item Analysis by Class and/or by Grade
- Support Level Reports

These results can help teachers target instruction to specific areas of need.
# Results by Question Report

<table>
<thead>
<tr>
<th>Question</th>
<th>Standards</th>
<th>Reporting Concept</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>4.OA.A.3</td>
<td>Operations</td>
<td>37 (63%)</td>
<td>22 (37%)</td>
</tr>
<tr>
<td>Question 2</td>
<td>4.OA.A.2</td>
<td>Operations</td>
<td>37 (63%)</td>
<td>22 (37%)</td>
</tr>
<tr>
<td>Question 3</td>
<td>4.OA.A.3</td>
<td>Operations</td>
<td>25 (42%)</td>
<td>34 (58%)</td>
</tr>
<tr>
<td>Question 4</td>
<td>4.OA.A.1</td>
<td>Operations</td>
<td>21 (36%)</td>
<td>38 (64%)</td>
</tr>
<tr>
<td>Question 5</td>
<td>4.OA.A.3</td>
<td>Operations</td>
<td>3 (5%)</td>
<td>56 (95%)</td>
</tr>
</tbody>
</table>

## Standards - Question 5

**4.OA.A.3**

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

### Item Preview

**Fourth grade students go on a field trip to a history museum.**
- There are 87 students and 3 teachers on the field trip.
- The teachers divide the students into 3 equal groups.

Each teacher is given exactly enough museum postcards to give 11 postcards to each student in her group. Exactly how many postcards are given to each teacher?

Enter your answer in the box.
Looking Ahead:

Formative Assessments will continue to be used throughout the curriculum to monitor student progress and inform instructional decision making.

**MAP Assessment** was given to students in Grades 1, 2, and 3 in September/October and will be given in these grades at least once more this school year to obtain growth metrics.

**NJSLA Dates:**

**ELA - Grades 3-8**
May 16 & 17, 2022

**Math - Grades 3-8**
May 18 & 19, 2022

**Science - Grades 5-8**
May 23 & 24, 2022

Make-ups will be given week of May 23.
Individual Student Reports for Parents:

- Will be mailed to district in December to send home to families.

- For more information please visit: