

Mendham Borough School District: Required Assessment Reporting

Required Assessments to be Included in Reporting

- ACCESS for ELLs, Spring 2021
- Dynamic Learning Maps(DLM), Spring 2021
- Start Strong Assessment, Fall 2021

NJDOE Rules for reporting test scores

- The number of students (n size) for reporting is a minimum of 10 as per suppression rules applied to student data to protect student confidentiality.
- Mendham Borough School District's n size for assessments:
 - ACCESS for ELLs, Spring 2021: n size < 10
 - Dynamic Learning Maps, Spring 2021: n size < 10 (zero students in total)
 - Start Strong Assessment, Fall 2021: n size > 10 in many areas
- No reporting for ACCESS for ELLs
- No reporting for DLMs
- Reporting for Start Strong follows this slide

Mendham Borough School District

**Start Strong Assessment
Fall 2021 Administration**

The Start Strong Fall 2021 is intended to...

- Provide an early indication of the level of support students may need based upon the prior year's academic standards.
- Be administered quickly and provide immediate results.
- Serve as New Jersey's federally required general assessments for the 2020-2021 school year in English language arts (ELA)/mathematics/science, including public reporting of school-level results disaggregated by subgroup.

Source: <https://www.nj.gov/education/assessment/docs/StartStrongFall2021Administration.pdf>

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 (USDOE). It is expected that all eligible students will participate in the spring 2022 NJSLA statewide assessments.

Source: <https://www.nj.gov/education/assessment/docs/StartStrongFall2021Administration.pdf>

Information about Start Strong Assessments

- Grades and subjects include: 4th-8th, math and ELA; 6th, science only
- Administered during the week of September 13, 2021
- 45-60 minute; administered during a single class sitting
- Administered via an online platform; same as previous state tests
- Assessments were aligned to the previous year's academic standards to help educators understand level of support students required for current grade-level instruction

Levels of Support

- Each students' score was equated to a level of support “needed” as follows:
 - Less Support May Be Needed
 - Some Support May Be Needed
 - Strong Support May Be Needed
- Each level of support, can be assigned to one of the following New Jersey Student Learning Assessment (NJSLA) performance levels for ELA and math:
 - Exceeded Expectations
 - Met Expectations
 - Approached Expectations
 - Partially Met Expectations
 - Did Not Yet Meet Expectations
- In science, the corresponding levels are as follows:
 - Advanced Proficiency
 - Proficient
 - Near Proficiency
 - Below Proficient

Start Strong Support Levels and Corresponding NJSLA Performance Levels

Start Strong Support Levels	NJSLA-ELA Performance Level	NJSLA-Math Performance Level	NJSLA-Science Performance Level
Strong Support May Be Needed	<ul style="list-style-type: none"> • Did Not Yet Meet Expectations • Partially Met Expectations 	<ul style="list-style-type: none"> • Did Not Yet Meet Expectations • Partially Met Expectations 	<ul style="list-style-type: none"> • Below Proficient
Some Support May Be Needed	<ul style="list-style-type: none"> • Approached Expectations 	<ul style="list-style-type: none"> • Approached Expectations 	<ul style="list-style-type: none"> • Near Proficiency
Less Support May Be Needed	<ul style="list-style-type: none"> • Met expectations • Exceeded expectations 	<ul style="list-style-type: none"> • Met Expectations • Exceeded Expectations 	<ul style="list-style-type: none"> • Proficient • Advanced Proficiency

Total items (questions) for each test by grade level and subject area:

ELA

- 4th: 10 items
- 5th: 10 items
- 6th: 10 items
- 7th: 10 items
- 8th: 10 items

Math

- 4th: 21 items
- 5th: 23 items
- 6th: 23 items
- 7th: 22 items
- 8th: 20 items

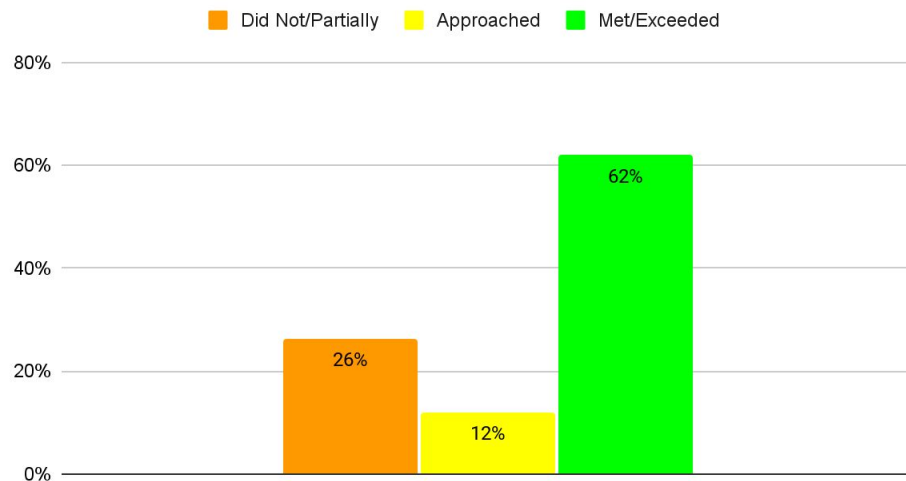
Science

- 6th: 25 items

Grade 4 ELA

- n = 42
- Less Support May Be Needed: 26
- Some Support May Be Needed: 5
- Strong Support May Be Needed: 11

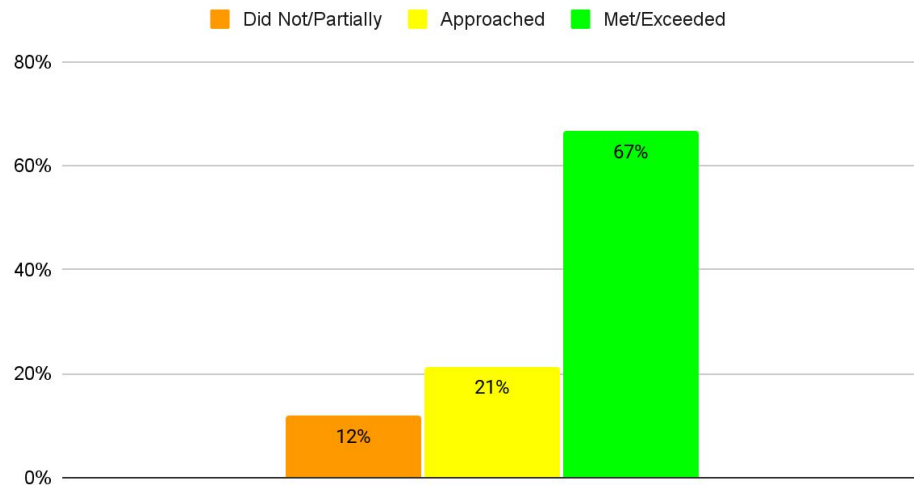
Corresponding NJSLA Performance Level



Grade 4 Math

- n = 42
- Less Support May Be Needed: 28
- Some Support May Be Needed: 9
- Strong Support May Be Needed: 5

Corresponding NJSLA Performance Level



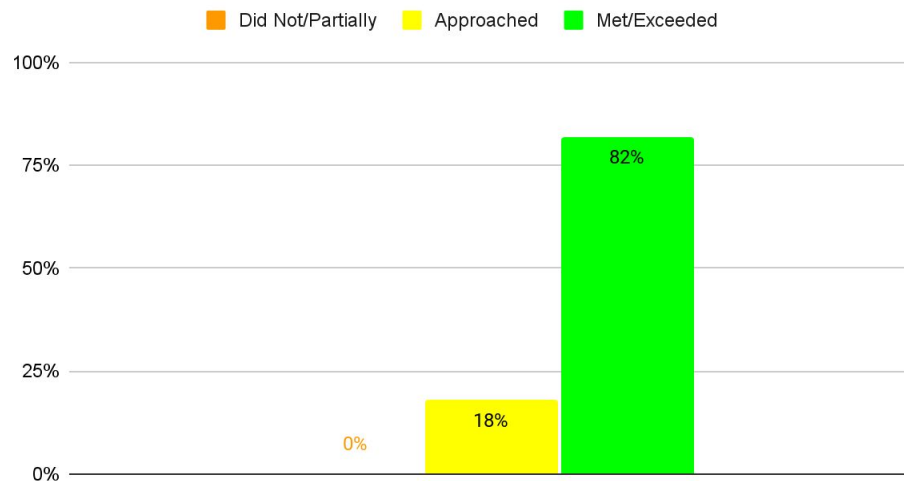
Grade 4: SUBGROUPS (white, male, female)

<u>Subgroup</u>	<u>ELA</u>				<u>Math</u>		
	Strong Support Needed	Some Support Needed	Less Support Needed		Strong Support Needed	Some Support Needed	Less Support Needed
Female (n=27)	19% (n=5)	19% (n=5)	63% (n=17)		11% (n=3)	26% (n=7)	63% (n=17)
Male (n=14)	40% (n=6)	0%	60% (n=8)		13% (n=2)	13% (n=2)	73% (n=10)
White (n=35)	32% (n=11)	12% (n=4)	56% (n=20)		15% (n=5)	24% (n=8)	62% (n=22)

Grade 5 ELA

- n = 50
- Less Support May Be Needed: 41
- Some Support May Be Needed: 9
- Strong Support May Be Needed: 0

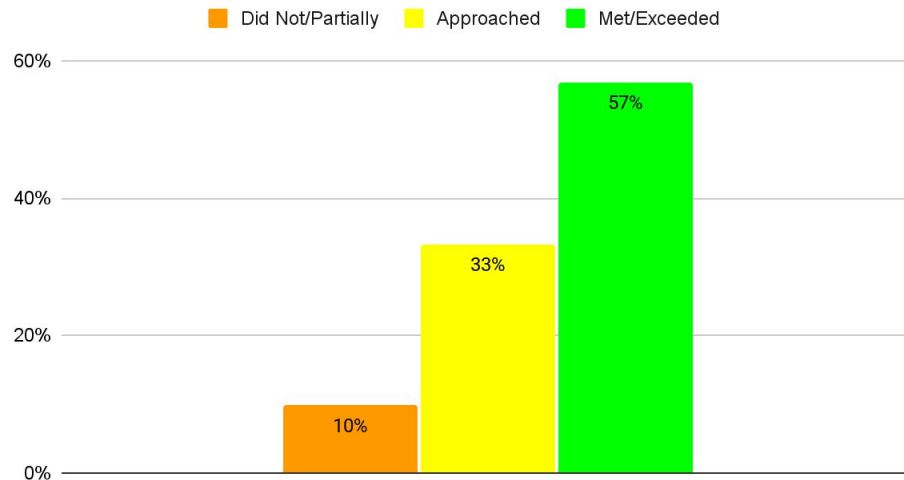
Corresponding NJSLA Performance Level



Grade 5 Math

- n = 51
- Less Support May Be Needed: 29
- Some Support May Be Needed: 17
- Strong Support May Be Needed: 5

Corresponding NJSLA Performance Level



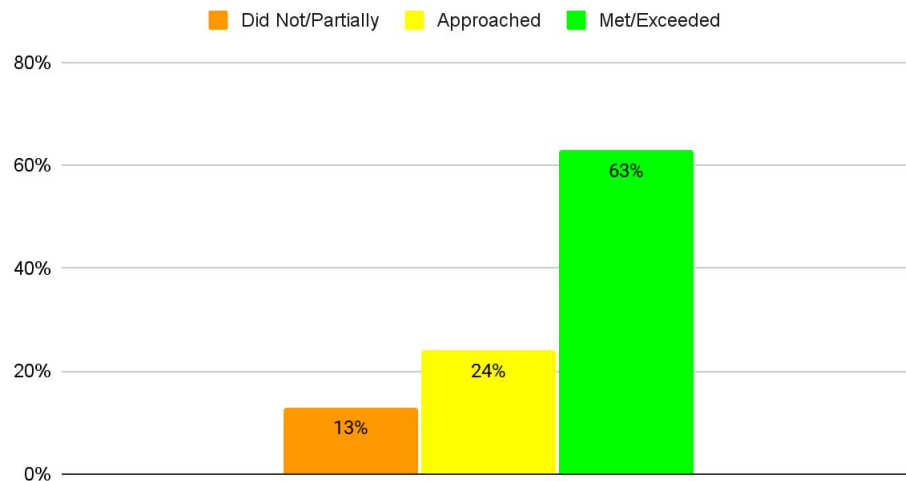
Grade 5: SUBGROUPS (white, male, female)

<u>Subgroup</u>	<u>ELA</u>				<u>Math</u>		
	Strong Support Needed	Some Support Needed	Less Support Needed		Strong Support Needed	Some Support Needed	Less Support Needed
Female (n=30)	0%	10%	90%		10%	27%	63%
Male (n=21)	0%	33%	67%		10%	43%	48%
White (n=44)	0%	20%	80%		9%	32%	59%

Grade 6 ELA

- n = 54
- Less Support May Be Needed: 34
- Some Support May Be Needed: 13
- Strong Support May Be Needed: 7

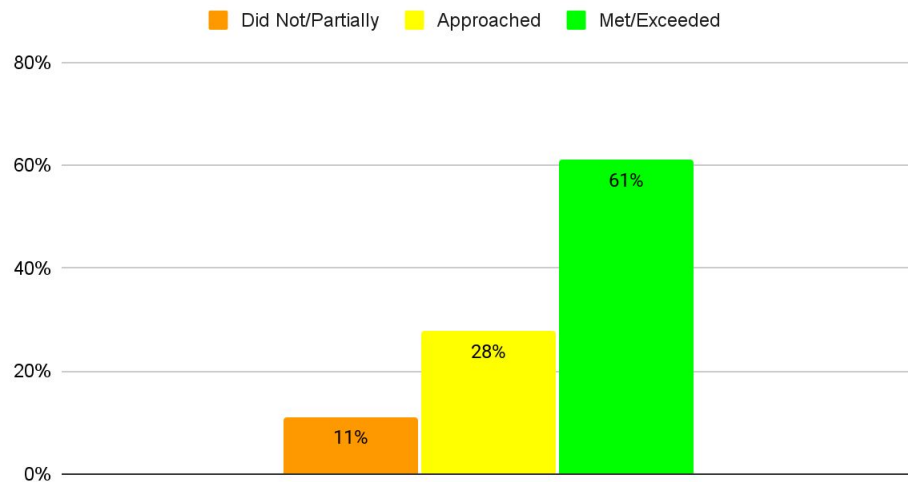
Corresponding NJSLA Performance Level



Grade 6 Math

- n = 54
- Less Support May Be Needed: 33
- Some Support May Be Needed: 15
- Strong Support May Be Needed: 6

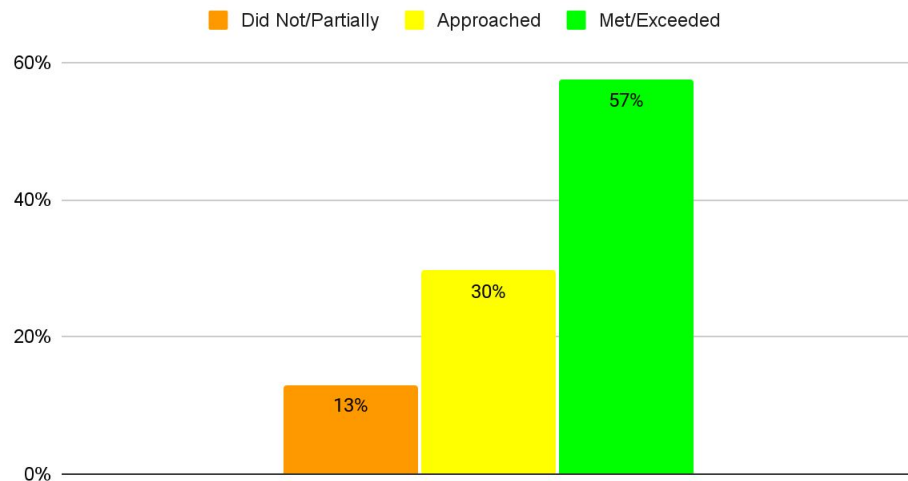
Corresponding NJSLA Performance Level



Grade 6 Science

- n = 54
- Less Support May Be Needed: 31
- Some Support May Be Needed: 16
- Strong Support May Be Needed: 7

Corresponding NJSLA Performance Level



Grade 6: SUBGROUPS (white, male, female)

<u>Subgroup</u>	<u>ELA</u>				<u>Math</u>		
	Strong Support Needed	Some Support Needed	Less Support Needed		Strong Support Needed	Some Support Needed	Less Support Needed
Female (n=23)	9%	22%	70%		13%	39%	48%
Male (n=31)	16%	26%	58%		10%	19%	71%
White (n=47)	15%	21%	64%		13%	30%	57%

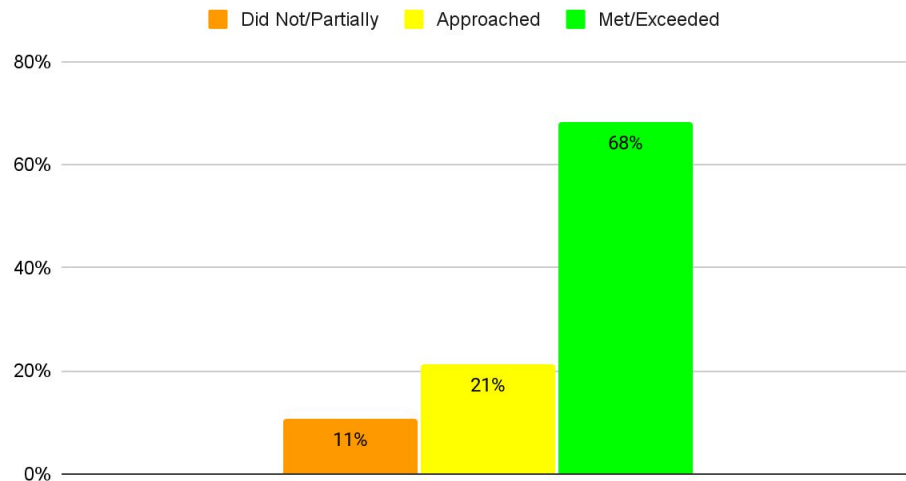
Grade 6: SUBGROUPS (white, male, female)

<u>Subgroup</u>	<u>Science</u>		
	Strong Support Needed	Some Support Needed	Less Support Needed
Female (n=23)	17%	22%	61%
Male (n=31)	10%	35%	55%
White (n=47)	13%	32%	55%

Grade 7 ELA

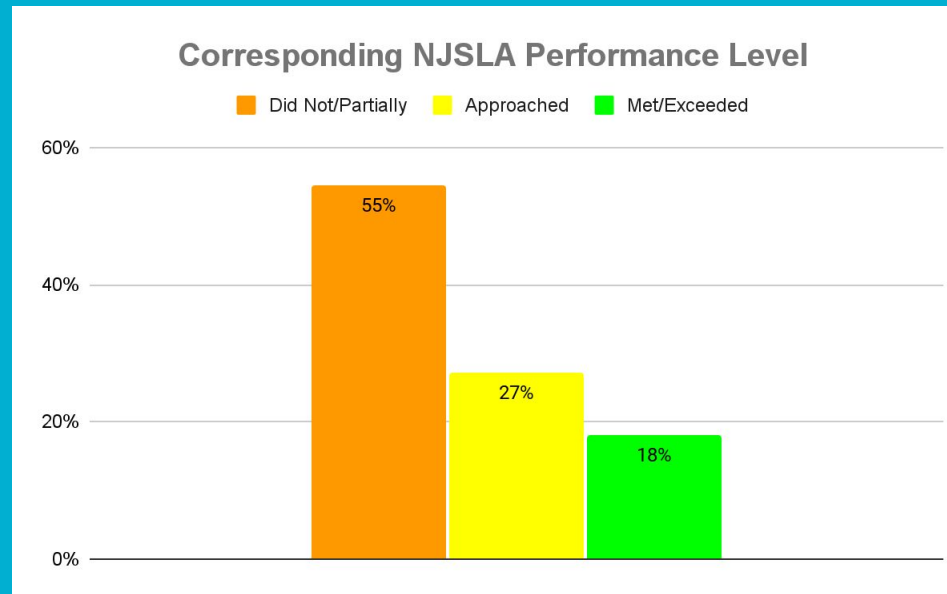
- n = 66
- Less Support May Be Needed: 45
- Some Support May Be Needed: 14
- Strong Support May Be Needed: 7

Corresponding NJSLA Performance Level



Grade 7 ELA: Students with IEPs

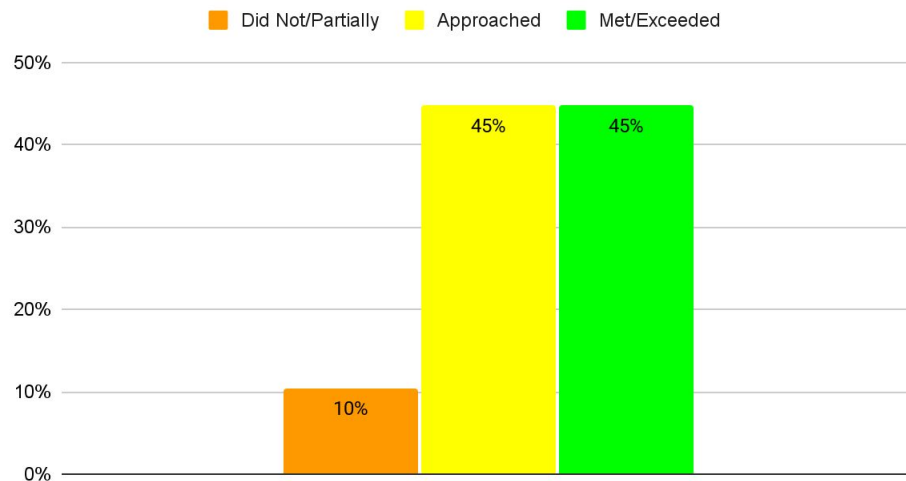
- n = 11
- Less Support May Be Needed: 2
- Some Support May Be Needed: 3
- Strong Support May Be Needed: 6



Grade 7 Math

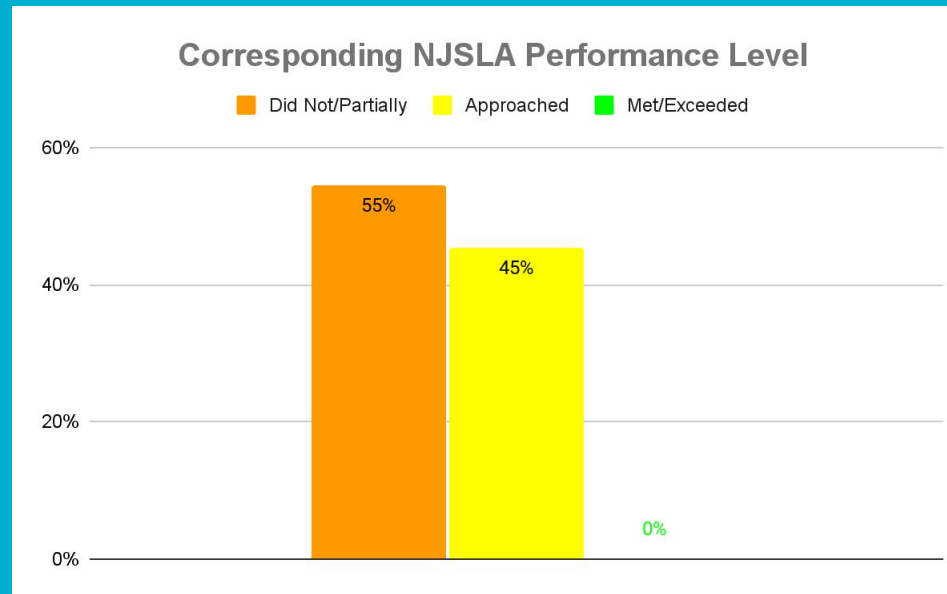
- n = 67
- Less Support May Be Needed: 30
- Some Support May Be Needed: 30
- Strong Support May Be Needed: 7

Corresponding NJSLA Performance Level



Grade 7 Math: Students with IEPs

- n = 11
- Less Support May Be Needed: 0
- Some Support May Be Needed: 5
- Strong Support May Be Needed: 6



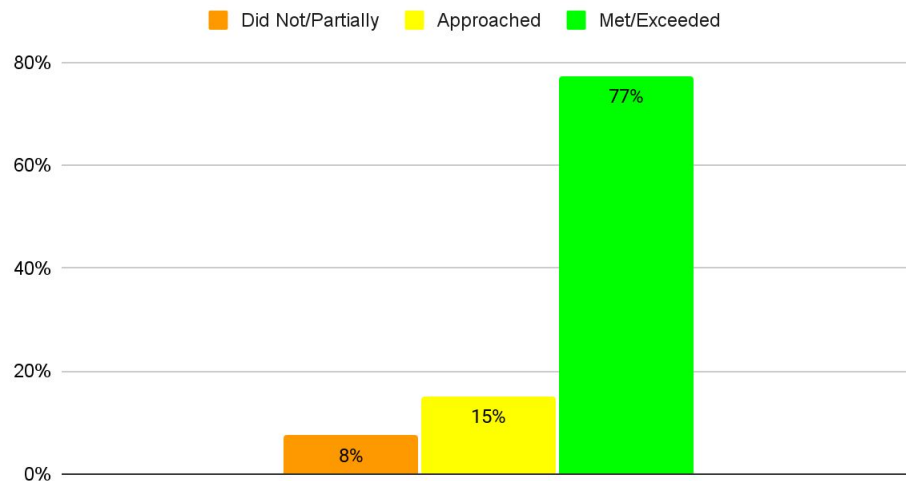
Grade 7: SUBGROUPS (white, male, female)

<u>Subgroup</u>	<u>ELA</u>				<u>Math</u>		
	Strong Support Needed	Some Support Needed	Less Support Needed		Strong Support Needed	Some Support Needed	Less Support Needed
Female (n=33)	3%	19%	78%		3%	47%	50%
Male (n=35)	18%	24%	59%		17%	43%	40%
White (n=56)	11%	20%	69%		11%	48%	41%

Grade 8 ELA

- n = 53
- Less Support May Be Needed: 41
- Some Support May Be Needed: 8
- Strong Support May Be Needed: 4

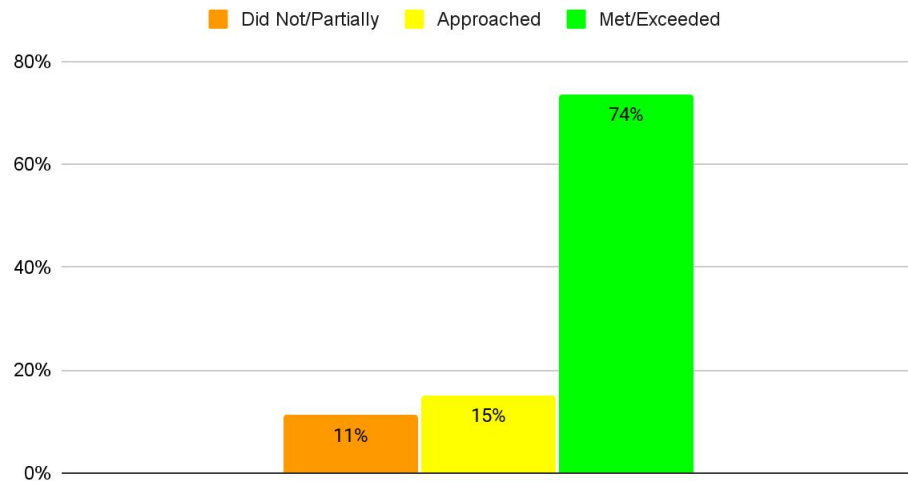
Corresponding NJSLA Performance Level



Grade 8 Math

- n = 53
- Less Support May Be Needed: 39
- Some Support May Be Needed: 8
- Strong Support May Be Needed: 6

Corresponding NJSLA Performance Level



Grade 8: SUBGROUPS (white, male, female)

<u>Subgroup</u>	<u>ELA</u>				<u>Math</u>		
	Strong Support Needed	Some Support Needed	Less Support Needed		Strong Support Needed	Some Support Needed	Less Support Needed
Female (n=24)	8%	13%	79%		17%	17%	67%
Male (n=29)	7%	17%	76%		7%	14%	79%
White (n=45)	7%	18%	76%		11%	16%	73%

District-level review of data included:

- School and District Summative Record
- Individual Student Reports
- Results by Question Reports (includes standards assessed)
- Students Level Reports (by grade level, demographic, student, or group)

Initial review of ELA data found...

- Every item required students to read a short text; every item consisted of two questions
- Questions in which students needed to choose multiple answers tended to give students more trouble than those where only a single answer was needed
- Items requiring reading informational texts tended to give students more trouble than reading literature
- Other standards (such as evaluate arguments, find key details, determine main idea, describe characters) were assessed with varying frequency (some only once and some multiple times at a grade level); there were no other specific patterns in how students performed on these other standards

Results by Question Report

Filters

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

Organization Name*

HILLTOP SCHOOL (273... x ▼

Test Name*

Grade 04 ELA x ▼





















Form*

Main/Human Reader/Paper Ti ▼

☐ Show Students

Total Students Reported: 42

 Print

Question	Standards	Reporting Concept	Correct	Incorrect	Partial
Question 1 	RL.3.1:RL.3.3 	Reading Literature	21 (50%)	18 (43%)	3 (7%)
Question 2 	RL.3.1:RL.3.3 	Reading Literature	25 (60%)	12 (29%)	5 (12%)
Question 3 	RL.3.1:RL.3.3 	Reading Literature	25 (60%)	13 (31%)	4 (10%)
Question 4 	RL.3.1:RL.3.7 	Reading Literature	27 (64%)	13 (31%)	2 (5%)
Question 5 	RL.3.1:RL.3.2 	Reading Literature	11 (26%)	2 (5%)	29 (69%)
Question 6 	RI.3.4:L.3.4.A:RI.3.1 	Reading Information	30 (71%)	4 (10%)	8 (19%)
Question 7 	RI.3.4:L.3.4.A:RI.3.1 	Reading Information	27 (64%)	14 (33%)	1 (2%)
Question 8 	RI.3.1:RI.3.2 	Reading Information	21 (50%)	13 (31%)	8 (19%)
Question 9 	RI.3.1:RI.3.2 	Reading Information	1 (2%)	15 (36%)	26 (62%)
Question 10 	RI.3.1:RI.3.2 	Reading Information	6 (14%)	34 (81%)	2 (5%)

ELA Question with multiple answers...

Results by Question Report - New Jersey > Start Strong > Start Strong 2021-2022 MENDHAM BOROUGH SCHOOL DISTRICT (273090) Home Setup Testing Reports Support Results by Question Report Hide Clear Filters Organization Name* Organization Name* Test Name* Test Name*...

PearsonAccess^{next}

Home Setup Testing Reports

Results by Question Report

Filters

Organization Name*

HILLTOP SCHOOL (273090)

Test Name*

Grade 04 ELA

Form*

Main/Human Reader/Paper Ti

Show Students


Item Preview

Question 9
1 (2%)
RI.3.1:RI.3.2
ELA

Question 10
6 (14%)
RI.3.1:RI.3.2
ELA

Read the article "Touching a Mammoth."
Then answer the questions.

Touching a Mammoth
by Roadcut Writers



1 Destiny Walker held her breath as

Part A
Why does it take years to excavate a mammoth? Choose **two** answers.

- ☐ A. The fossils are ancient.
- ☐ B. The fossils are easily broken.
- ☐ C. The fossils are mostly hidden under clay.
- ☐ D. The fossils are near human artifacts.

Incorrect	Partial
18 (43%)	3 (7%)
12 (29%)	5 (12%)
13 (31%)	4 (10%)
13 (31%)	2 (5%)
2 (5%)	29 (69%)
4 (10%)	8 (19%)
14 (33%)	1 (2%)
13 (31%)	8 (19%)
15 (36%)	26 (62%)
34 (81%)	2 (5%)

ALWAYS LEARNING

PEARSON

ELA Question with multiple answers...

The screenshot displays the PearsonAccessHIX interface. A modal window titled "Item Preview" is open, showing details for two questions. Question 9 is highlighted in green, indicating it is the current question. Question 10 is shown in a white box. The main content area displays "Part B" of the question, which asks for evidence to support the correct answer to Part A. The question is a multiple-answer type, with four options (A, B, C, D) each preceded by a radio button. The options are:

- A. Prehistoric mammoths look like larger, modern elephants.
- B. During the last ice age, mammoths roamed North America.
- C. Currents of water move bones before sand covers them.
- D. Care must be taken in removing fossils and other objects.

On the right side of the question preview, there is a vertical toolbar with icons for navigation (back, forward, home, search, settings) and a print icon. The background shows the "Results by Question Report" page with filters for Organization Name (HILLTOP SCHOOL (273...)), Test Name (Grade 04 ELA), and Form (Main/Human Reader/Paper T1). A table on the right side of the page shows the distribution of incorrect and partial answers for each question.

Incorrect	Partial
18 (43%)	3 (7%)
12 (29%)	5 (12%)
13 (31%)	4 (10%)
13 (31%)	2 (5%)
2 (5%)	29 (69%)
4 (10%)	8 (19%)
14 (33%)	1 (2%)
13 (31%)	8 (19%)
15 (36%)	26 (62%)
34 (81%)	2 (5%)

Initial review of math data found...

- There was a much wider variety of standards assessed at each grade level
- No specific standards posed more trouble for students than others; the same was true for concepts
- Concepts assessed across grade levels included: operations, multiplication and division, measurement, base ten, fractions, unit fractions, operations with fractions, ratios, proportions, expressions, inequalities
- The type of item, within a certain concept, seemed to be the reason why students had difficulty; for example, items with multiple steps and or multiple answers, or items with long stories that needed to be read

MOUNTAIN VIEW SCH... x ▾

Test Name*

Grade 07 Mathematics x ▾

Form*

Main/TTS ▾

☐ Show Students

Question	Standards	Reporting Concept	Correct	Incorrect	Partial
Question 1 ⓘ	6.RP.A.2 ⓘ	Ratios and Proportional Relationships	60 (90%)	7 (10%)	0 (0%)
Question 2 ⓘ	6.RP.A.2 ⓘ	Ratios and Proportional Relationships	62 (93%)	5 (7%)	0 (0%)
Question 3 ⓘ	6.RP.A.1 ⓘ	Ratios and Proportional Relationships	21 (31%)	46 (69%)	0 (0%)
Question 4 ⓘ	6.NS.C.6.A ⓘ	Fractions	61 (91%)	6 (9%)	0 (0%)
Question 5 ⓘ	6.NS.A.1 ⓘ	Fractions	51 (76%)	16 (24%)	0 (0%)
Question 6 ⓘ	6.NS.C.6.C ⓘ	Fractions	62 (93%)	5 (7%)	0 (0%)
Question 7 ⓘ	6.NS.A.1 ⓘ	Fractions	46 (69%)	21 (31%)	0 (0%)
Question 8 ⓘ	6.NS.C.6.C ⓘ	Fractions	60 (90%)	7 (10%)	0 (0%)
Question 9 ⓘ	6.NS.C.5 ⓘ	Fractions	63 (94%)	4 (6%)	0 (0%)
Question 10 ⓘ	6.EE.A.1 ⓘ	Algebraic Expressions	50 (75%)	17 (25%)	0 (0%)
Question 11 ⓘ	6.EE.A.1 ⓘ	Algebraic Expressions	48 (72%)	19 (28%)	0 (0%)
Question 12 ⓘ	6.EE.B.6 ⓘ	Equations and Inequalities	40 (60%)	27 (40%)	0 (0%)
Question 13 ⓘ	6.RP.A.3.A ⓘ	Ratios and Proportional Relationships	55 (82%)	5 (7%)	7 (10%)
Question 14 ⓘ	6.RP.A.3.C ⓘ	Ratios and Proportional Relationships	34 (51%)	33 (49%)	0 (0%)
Question 15 ⓘ	6.RP.A.3.D ⓘ	Ratios and Proportional Relationships	34 (51%)	33 (49%)	0 (0%)
Question 16 ⓘ	6.EE.A.1 ⓘ	Algebraic Expressions	29 (43%)	38 (57%)	0 (0%)
Question 17 ⓘ	6.EE.A.2.A ⓘ	Algebraic Expressions	48 (72%)	19 (28%)	0 (0%)
Question 18 ⓘ	6.EE.A.2.C ⓘ	Algebraic Expressions	47 (70%)	20 (30%)	0 (0%)

Math Questions that posed difficulty...

The screenshot displays a testing platform interface. On the left, a sidebar shows filters for 'Test Name*' (Grade 04 Mathematics) and 'Form*' (Main/TTS). The main area features a table with columns: Question, Standards, Reporting Concept, Correct, Incorrect, and Partial. A modal window titled 'Item Preview' is open, showing details for Question 10, which is highlighted in green. The question text is: 'Rick keeps his trading cards in a box. Rick's uncle gave him 6 packs of 8 trading cards to add to his box. Rick found that 29 of the trading cards from his uncle were different than any of the cards he already had in his box. The rest of the trading cards from his uncle were the same as those he already had.' The question is divided into two parts: 'Part A' asks for the number of trading cards from his uncle that were the same as those Rick already had, with a text input field; 'Part B' asks for the number of trading cards Rick will place in the book, with a text input field. The background table shows results for various questions, with Question 10 having 19 correct responses (45%) and 4 incorrect responses (10%).

Question	Standards	Reporting Concept	Correct	Incorrect	Partial
Question 1	3.OA.B.6	Multiplication and Division	36 (86%)	6 (14%)	0 (0%)
Question 2	3.OA.A.3	Multiplication and Division	37 (88%)	5 (12%)	0 (0%)
Question 9	3.OA.C.7	Math	25 (60%)	4 (10%)	0 (0%)
Question 10	3.OA.D.8	Math	19 (45%)	3 (7%)	0 (0%)
Question 11	3.NF.A.3.A	Math	19 (45%)	10 (24%)	0 (0%)
Question 12	3.NF.A.3.C	Math	27 (64%)	7 (17%)	0 (0%)
				10 (24%)	0 (0%)
				11 (26%)	12 (29%)
				17 (40%)	0 (0%)
				13 (31%)	10 (24%)
				23 (55%)	0 (0%)
				15 (36%)	0 (0%)
				24 (57%)	0 (0%)
				19 (45%)	0 (0%)
				14 (33%)	0 (0%)
				22 (52%)	0 (0%)
				10 (24%)	0 (0%)
				15 (36%)	0 (0%)
				12 (29%)	7 (17%)
				13 (31%)	0 (0%)
				4 (10%)	0 (0%)

Math Questions that posed difficulty...

The screenshot displays a web-based report titled 'Results by Question Report'. The background shows a table with columns for question numbers, standards (e.g., 5.NBT.A.2), base ten concepts, and student counts with percentages. An 'Item Preview' window is overlaid, showing details for Question 9.

Item Preview

Question 9
20 (37%)
5.NF.A.2
Math

Question 10
30 (56%)
5.NF.A.1
Math

Question 11
41 (76%)
5.NF.A.2
Math

Question 12
35 (65%)
5.NF.A.1
Math

Part A
On Friday, $\frac{3}{10}$ of the students at a school were wearing white shirts and $\frac{5}{12}$ of the students were wearing blue shirts. What fraction of students were wearing either a white shirt or a blue shirt?

☐ A. $\frac{4}{5}$

☐ B. $\frac{4}{11}$

☐ C. $\frac{7}{60}$

☐ D. 43

Navigation controls: Previous, Next, First, Last, Search, and a settings icon are visible on the right side of the preview window.

Math Questions that posed difficulty...

The screenshot displays the PearsonAccessNext web application. A modal window titled "Item Preview" is open, showing four questions. Question 3 is highlighted in green. The question text is: "Kent mixed oil and gas for his lawn mower. He mixed 8 fluid ounces of oil for every 1 gallon of gas. Which of the following statements must be true? Select **each** true statement."

The question options are:

- ☐ A. For every 2 gallons of gas, he used 16 fluid ounces of oil.
- ☐ B. For every 3 gallons of gas, he used $\frac{3}{8}$ fluid ounces of oil.
- ☐ C. For every 5 gallons of gas, he used 40 fluid ounces of oil.

The background interface shows filters for Organization Name (MOUNTAIN VIEW SCH...), Test Name (Grade 07 Mathematics), and Form (Main/TTS). A table on the right shows performance data for various items.

Item	Incorrect	Partial
7 (10%)	0 (0%)	
5 (7%)	0 (0%)	
46 (69%)	0 (0%)	
6 (9%)	0 (0%)	
16 (24%)	0 (0%)	
5 (7%)	0 (0%)	
21 (31%)	0 (0%)	
7 (10%)	0 (0%)	
4 (6%)	0 (0%)	
17 (25%)	0 (0%)	
19 (28%)	0 (0%)	
27 (40%)	0 (0%)	
5 (7%)	7 (10%)	
33 (49%)	0 (0%)	
33 (49%)	0 (0%)	
38 (57%)	0 (0%)	
19 (28%)	0 (0%)	
20 (30%)	0 (0%)	

District-level takeaways...

- ELA and math teachers should provide students with additional practice solving and responding to varying types of items
- Individual student data should be used to provide just-in-time teaching for students who need it
- Continued use of district-level assessment tools will also provide information regarding students' strengths and weaknesses in ELA and math

Districtwide action at all levels...

- NJDOE-provided individual student reports, results by question reports, and students level reports, were shared with teachers and administrators via Google Drive as soon as they were available; teachers and administrators were also given access to the online Reporting Portal, as some data could not be downloaded in a usable form (for example: screenshots of items)
- Teachers and administrators reviewed those reports
- Teachers were able to design just-in-time support for those students who needed it; this included using the data to prioritize students for tutoring in ELA and math in grades 3-8
- Administrators identified ways to support teachers in providing more practice for test items

What's next and ongoing...

- Math teachers will continue to administer the Eureka Math “unit tests” via the online assessment system to both assess student progress and to provide students with practice answering items of that type
- ELA teachers will utilize LinkIt!’s *Released Practice Items* and *Progress Monitoring Items* to provide students with practice answering items of that type
- As usual, we will administer the LinkIT! Assessments in grades 2-8 in ELA and math (next one will be in Jan/Feb) to measure student learning
- Teachers will use data from the previously listed tools to support student learning as the school year progresses

Questions?