



Score Interpretation Guide For Educators

Fall 2022



**State of New Jersey
Department of Education**

2022 Start Strong Assessment Score Interpretation Guide For Educators

Phil Murphy
Governor

Angelica Allen-McMillan, Ed.D.
Acting Commissioner of Education

Dr. Jorden Schiff, Acting Assistant Commissioner
Division of Teaching and Learning Services

John Boczany, Acting Director, Office of Assessments

New Jersey State Department of Education
PO Box 500
Trenton, New Jersey 08625-0500

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Table of Contents

| | |
|---|-----------|
| 1.0 Introduction | 4 |
| 1.1 The Start Strong Assessment | 4 |
| 1.1.1 Test Design | 5 |
| 1.1.2.a Special Information for Start Strong English Language Arts Assessment | 6 |
| 1.1.2.b Special Information for High School Start Strong Mathematics Assessment | 6 |
| 1.1.2.c Special Information for Start Strong Science Assessment | 6 |
| 1.2 Confidentiality of Reporting Results | 7 |
| 1.3 Purpose and Use of this Score Interpretation Guide | 7 |
| 1.4 Score Report Release Timeline | 8 |
| 2.0 General Information for Users | 9 |
| 2.1 Navigating PearsonAccess^{next} | 9 |
| 2.2 Report Terminology | 10 |
| 2.2.1 Raw Score | 10 |
| 2.2.3 Reporting Concepts | 11 |
| 2.2.4 Scoring Rules | 12 |
| 2.2.5 Valid Scores | 13 |
| 3.0 Student-Level Reports | 14 |
| 3.1 OnDemand Student Reports | 14 |
| 3.1.1 Accessing the OnDemand Student Reports | 14 |
| 3.1.2 Understanding the OnDemand Student Reports | 15 |
| 3.2 Student Performance Item Level Reports | 20 |
| 3.2.1 Accessing the Student Performance Item Level Reports | 20 |
| 3.2.2 Understanding the Student Performance Item Level Reports | 20 |
| 3.3 Individual Student Reports | 24 |
| 3.3.1 Accessing the Individual Student Reports | 24 |
| 3.3.2 Understanding the Individual Student Reports | 24 |
| 4.0 Classroom-, School-, and District-Level Reports | 33 |
| 4.1 Results by Question Reports | 33 |

1.0 Introduction

1.1 The Start Strong Assessment

The Start Strong Assessment:

- provides initial information about the levels of support that students may need upon their return to school.
- should be used in concert with other indicators of student knowledge, skills, and abilities to evaluate performance.
- differs in design and function from the New Jersey Student Learning Assessment (NJSLA).
- is not intended to predict student performance on future summative assessments.

The Start Strong Assessment's primary purpose is to provide instructional information to classroom teachers and to school and/or district leaders about students' needs for additional support upon returning to school in the fall of 2022. The Start Strong Assessment is not a summative assessment of student learning following a period of instruction. It is a much shorter test and does not cover the full breadth and depth of the NJSLA; nor does it include all of the same item types as the statewide summative assessment, the New Jersey Student Learning Assessment (NJSLA). The Start Strong Assessment produces classroom-level information as a standards-based complement to the resources used locally to evaluate the needs of students. In particular, the Student List on the Results by Question Report allows teachers to see group performance on each standard. The information provided by this assessment is a snapshot of a student's understanding and should only be used with other supporting evidence (assignments, homework, etc.) when drawing conclusions about a student's overall academic performance.

The Start Strong Assessment is intended to be administered primarily online using TestNav™, the same test delivery platform used for the NJSLA. It is available in English and Spanish (math and science only) as well as in Text-to-Speech (TTS), American Sign Language, and Assistive Technology versions. Hard copies of the test are available in regular print, large print, and braille for any student requiring a paper-based test form. Student responses from paper tests must be transcribed into TestNav™ to be scored and reported. Students are given up to 60 minutes to complete each Start Strong Assessment, and results are typically available the same day, beginning on the second day of the testing window.

1.1.1 Test Design

Because the Start Strong Assessment is to be administered at the beginning of the new school year, it is aligned to specific learning standards from the previous grade level or high school course. For example, the Grade 5 ELA Start Strong Assessment is aligned to a subset of the NJSLs for Grade 4 ELA. Further, the Start Strong Assessment is constructed from items that previously appeared on the New Jersey Student Learning Assessments (NJSLA). These items may have been publicly released. For example, previously used items and passages on the Grade 4 NJSLA-ELA were used to create the Grade 5 ELA Start Strong Assessment. Table 1 illustrates these alignments.

Table 1: Grade and Content Alignment

| Content Area | Grade/Course in School Year 2022 – 2023 | Content of the Assessment |
|---------------------|---|--|
| ELA | Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 | Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 |
| Math | Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Algebra 1 Geometry Algebra 2 | Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 (see Section 1.1.2.a) Grade 8 (see Section 1.1.2.a) Algebra 1 |
| Science | Grade 6 Grade 9 Grade 12 | Grades 3–5 Grades 6–8 Grades 9–11 |

The Start Strong Assessment is neither a replica of nor a replacement for the NJSLA. In order to provide rapid feedback to schools, and because it is based only on a subset of the student learning standards, the Start Strong Assessment only includes machine-scored selected-response and technology-enhanced items. All of the ELA items are two-part, evidence-based, selected-response items. This type of item typically combines a traditional multiple-choice item in the first part with a multiple-choice or multi-select item in the second part. The student provides evidence in the second part to support their answer to the first part. For math and

science, the items include multiple choice, multi-select, and technology-enhanced items. With multiple choice items, students are asked to select a single correct response from four (4) possible answer choices (A, B, C, or D). With multi-select items, students are asked to select multiple correct responses (usually 2 or 3, depending on the grade level) from a list of possible answer choices (usually 5 to 7, depending on the grade level). The technology-enhanced items are alternative interaction items that are not open-ended. Because previously developed items were used to create the Start Strong forms, there may be examples of types of test questions that are no longer developed for the NJSLA but were deemed appropriate for the Start Strong Assessment. These items may already be familiar to teachers.

The Start Strong Assessment test blueprints, shown in the Test Blueprints available at the [New Jersey Assessments Resource Center under Start Strong](#), provide specific information about the content and structure of the tests. Released items, as well as alignment documents, answer keys, and scoring rules, are available at the [New Jersey Department of Education Digital Item Library](#).

1.1.2.a Special Information for Start Strong English Language Arts Assessment

The NJSLA-ELA assesses writing as well as reading, but since the Start Strong Assessment is machine-scored, only reading is assessed. Therefore, reporting concepts for the Start Strong Assessment in ELA include only Reading Information and Reading Literature. Each form contains one literature passage and one informational passage to support the reporting concepts. For each passage, students will read the passage and answer the related items.

The Start Strong Assessment may have variations of evidence-based selected response items that have multi-select in the first part and multiple-choice in the second part.

1.1.2.b Special Information for High School Start Strong Mathematics Assessment

Students beginning Algebra I, Geometry, and/or Algebra II in the 2022–2023 school year may have taken different mathematics courses depending on their individual course pathways. The Start Strong Assessments for Algebra I and Geometry are based on the Grade 8 learning standards and, therefore, measure some of the same concepts. The Start Strong Assessment for Algebra 1 contains more items from the Grade 8 learning standards relevant to algebraic concepts, and the Start Strong Assessment for Geometry contains more items from the Grade 8 learning standards relevant to geometry concepts. The Start Strong Assessment for Algebra II is based on the Algebra I learning standards.

1.1.2.c Special Information for Start Strong Science Assessment

The NJSLA-Science is a summative test designed to be administered at the end of Grades 5, 8, and 11. Since the Start Strong Science Assessment is intended to be administered at the beginning of the school year, it is administered to students in grades 6, 9, and 12. The NJSLA-Science encompasses standards taught over several years; therefore, the Start Strong Science Assessment does as well. For example, the Start Strong Science Assessment in Grade 6 covers material taught in Grades 3 through 5. However, since the Start Strong Science Assessment is a shorter test than the NJSLA-S, with a distinctly different purpose, it covers only a subset of the associated learning.

1.2 Confidentiality of Reporting Results

While districts must report local data ([N.J.A.C. 6A:8-4.3](#)), individual student performance results on the Start Strong Assessment are confidential and may be released only in accordance with a number of federal laws as presently amended: the 1946 Richard B. Russell National School Lunch Program Act, the 1974 Family Educational Rights and Privacy Act (FERPA), and the 1975 Individuals with Disabilities Education Act. More specifically, in the reporting of group assessment information, data must be suppressed when it would otherwise be possible to infer the performance of individual students.

To protect the anonymity of individual students, it is common practice to suppress results if a group comprises fewer than ten students and to suppress totals when it is possible to calculate back to the results of one or two students. Precautions are also taken when it is possible to infer individual information because all the students in a particular group fall into a support level that has negative connotations associated with it. NJDOE recommends replacing numbers in reports with asterisks to safeguard confidentiality. Any data suppression measures should be accompanied by an explanatory statement regarding the protection of student confidentiality. For more information on access to public records, see the [Citizens Guide to the Open Public Records Act](#).

1.3 Purpose and Use of this Score Interpretation Guide

This Score Interpretation Guide provides important information about the proper interpretation and meaningful use of results from the fall 2022 administration of the Start Strong Assessment. It contains information on the content and suggested use of the various score reports produced for the Start Strong Assessment. There is also a separate Quick Start Score Interpretation Guide written for teachers which explains how they can access the score reports.

The remainder of the Score Interpretation Guide is organized as follows:

2.0 General Information for Users. This section provides information relevant to users of all Start Strong Assessment reports, including preliminary instructions for navigating the PearsonAccess^{next} (PAN) reporting system; definitions of terms used on the reports; and frequently asked questions.

3.0 Student-Level Reports. These reports include the OnDemand Student Report, the Student Performance Item Level Report, and the Individual Student Report.

- The OnDemand Student Report shows the total score and suggested support level in a particular content area for an individual student, in addition to the raw score on each reporting concept in that content area.
- The Student Performance Item Level Report allows teachers to drill down and review individual student responses to each item.
- The Individual Student Report shows the suggested support level for an individual student, plus raw scores overall and on each reporting concept.

4.0 Classroom-, School-, and District-Level Reports. These reports include the Support Level Report (the Support Level Report Guide will be posted separately) and the Results by Question Report.

- The Support Level Report shows the average overall scores and the distribution of suggested support levels for schools, districts, or selected groups of students.
- The Results by Question Report allows teachers to view and compare student performance by learning standard.

Note that the sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and as a basis for explaining the information they provide. Sample reports do not include actual data from any test administration.

1.4 Score Report Release Timeline

The first available report is the OnDemand Student Report. This report becomes available the day after the testing window opens and remains available throughout and after the testing window. After students test, their results will be available in near real-time.

The Student Performance Item Level Report and Results by Question Report become available about two weeks into the testing window. At first, the reports will only include students who have tested thus far, and as additional students test, their results will be reflected in these reports within 24 hours. These reports remain available throughout the testing window and afterwards for some time.

The Individual Student Reports will be available in PAN sometime after the testing window closes. Following that, hard copies will be shipped to districts and ISRs will be posted to the NJ Parent Portal. Video ISRs will be available in the NJ Parent Portal at a later date.

2.0 General Information for Users

2.1 Navigating PearsonAccess^{next}

All Start Strong Assessment reports are made available to designated users via the PearsonAccess^{next} online assessment management system. To log in, follow these steps:

1. Go to the [PearsonAccess^{next}](#) portal for New Jersey.
2. Click on the Sign In button and enter your username and password.
3. Select the appropriate test administration year from the administration drop-down menu at the top of the screen (**New Jersey > Start Strong > Start Strong 2022–2023**).

System requirements for PAN, including supported browsers, can be seen at [PearsonAccess^{next} Online Support](#).

Once in the system, users will have report access corresponding to their assigned roles. Roles are created with abilities that generally align to the organization level and title of the user (e.g., District Test Coordinator, School Test Coordinator, etc.). A user account usually only needs one role but can be assigned multiple base roles if required. For example, a school principal may be assigned both the School Test Coordinator and Report Access roles. The roles for the Start Strong Assessment have access to the following reports:

Table 2: Roles and Report Access

| Type of Report | District Test Coordinator | School Test Coordinator | Test Administrator | Report Access Role | Non-Sensitive Published Reports Role |
|--|---------------------------|-------------------------|---|--------------------|--------------------------------------|
| OnDemand Student Reports | Has access | N/A | Has access only to results for reporting groups that they supervise | Has access | N/A |
| Student Performance Item Level Reports | Has access | Has access | Has access only to results for reporting groups that they supervise | Has access | N/A |
| Individual Student Reports | Has access | N/A | N/A | Has access | N/A |
| Support Level Reports | Has access | Has access | Has access only to results for reporting groups that they supervise | Has access | N/A |
| Results by Question Reports | Has access | Has access | Has access only to results for reporting groups that they supervise | Has access | N/A |

A full description of the roles and their associated abilities can be found in the User Role Matrix at [PearsonAccess^{next}](#), under **Support > Documentation**.

In order to provide Test Administrators with access to reports for certain students whom they supervise, a reporting group must be created for the students, and the Test Administrator must be assigned to it. Instructions may be found at [PearsonAccess^{next} Online Support](#).

2.2 Report Terminology

This section provides an overview of terms and concepts common across Start Strong Assessment reports described in this guide.

2.2.1 Raw Score

The statewide summative assessment, NJSLA, reports scale scores as a measure of a student's performance. NJSLA scale scores permit legitimate and meaningful comparisons of student results on the same test over multiple administrations by statistically adjusting for slight differences in test difficulty. As noted, however, the Start Strong Assessment is not a summative test; rather, it is a classroom assessment designed to inform instruction by gauging students' current understanding of learning standards that should have been previously taught. As such, a student's performance on the Start Strong Assessment is reported as a raw score, that is, the total number of points that student earned on the assessment. The raw score provides some insight into a student's performance in a given content area in comparison to the total number of points possible on the assessment. Unlike scale scores, precise comparisons of students' raw scores—across time, grade, and/or content area—are neither legitimate nor meaningful. Furthermore, converting the raw score to a percentage correct for the purpose of assigning a grade is not appropriate. Instead, in keeping with the goal of the Start Strong Assessment as a tool for informing instruction, raw scores align to one of three suggested levels of support, as described in the next section.

2.2.2 Support Level

Students are categorized into one of three suggested support levels, each of which is defined by a range of possible raw scores on the Start Strong Assessment. The goal of these classifications is to provide some guidance regarding the amount of support that may be needed as students return to school. The three support levels for the Start Strong Assessment are:

Level 1: Strong Support May Be Needed

Level 2: Some Support May Be Needed

Level 3: Less Support May Be Needed

The support levels on the Start Strong Assessment are directly derived from the NJSLA performance levels. However, because there are only three Start Strong Assessment support classifications, as compared to four or five NJSLA performance levels, there is not a one-to-one mapping. Instead, some of the Start Strong Assessment support levels correspond to two adjacent NJSLA performance levels, as shown in Table 3.

Table 3. Start Strong Support Levels and 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 |

It should be noted that the Start Strong Assessment was not designed to predict future student performance on the NJSLA. The Start Strong Assessment was developed in response to the disruption in education caused by the pandemic and was designed specifically to inform instruction going forward. Thus, all students are described as possibly needing support regardless of how well they perform on the Start Strong Assessment. Students for whom Less Support May Be Needed may or may not require additional academic/instructional support in the tested content area, while students for whom Strong Support May Be Needed will likely benefit from considerable academic/instructional support in the tested content area.

Further caution should be used in interpreting the labels for these support levels, as the knowledge, skills, and abilities associated with each are not interpretable across subject areas and/or grade levels. In other words, the classification of a student as needing “Some Support” in ELA grade 6 would have a different meaning than a student needing “Some Support” in either ELA grade 5 or Science grade 6. Please refer to the Start Strong Level Descriptors in available at the [New Jersey Assessments Resource Center under Start Strong](#) for detailed descriptions of the types of knowledge, skills, and abilities associated with each support level at a given grade/subject area.

2.2.3 Reporting Concepts

Related items are grouped into Reporting Concepts to provide more information related to a student's understanding of a concept. The OnDemand Student Report and Individual Student Report show raw scores on reporting concepts, e.g., Functions or Life Science. The Results by Question Report and the Student Performance Item Level Report display the reporting concept(s) that each item belongs to, as well as the specific standard(s). The reporting concepts are described in **the** Start Strong Reporting Concepts available at the [New Jersey Assessments Resource Center under Start Strong](#)

ELA: The Start Strong Assessment for ELA supports two reporting concepts: Reading Literature and Reading Information. The items aligned to the Reading Literature and Reading Information reporting concepts ask students to demonstrate knowledge and understanding of key ideas and

details, craft and structure, integration of knowledge and ideas, or use of language. Each item will align to reading standard 1 (RL.1 or RI.1) and at least one additional standard.

Mathematics: Most items align to a single learning standard and reporting concept. Exceptions include items on the Algebra I and Geometry tests that belong to 8.EE.C.Int.1 and items on the Algebra II test that belong to F-IF.A.Int.1. These items are aligned to more than one standard from the designated reporting concept. The standards that belong to each reporting concept in math are indicated in the blueprints in **the** Test Blueprints available at the [New Jersey Assessments Resource Center under Start Strong](#).

Science: Each science item in the Start Strong Assessment aligns to one Disciplinary Core Idea (DCI) and one Science and Engineering Practice (SEP) in the reporting concepts. The SEPs are grouped creating three of the reporting concepts. A complete list of the components of the reporting concepts can be found in **the** Start Strong Reporting Concepts available at the [New Jersey Assessments Resource Center under Start Strong](#).

2.2.4 Scoring Rules

The Start Strong Assessment includes some items that have multiple parts; consequently, understanding item-level scores may not be straightforward. The Student Performance Item Level Report and the Results by Question Report indicate the scores for individual items with green and black icons, shown in Figures 1 and 2.

Figure 1. Results by Question Report Example

| Results by Question Report | | | | |
|--|------------|---|-----------------------|-----------------|
| Filters Clear Hide Organization Name* BIEDERMAN SCHOOL ... x Test Name* Algebra I x Form* English v Reporting Group Select one or more <input checked="" type="checkbox"/> Show Students | | 8.EE.C.7.b v Total Students Reported: 8 | Print | Displaying 25 v |
| Student Name | Test Date | Question 6 | Question 19 | |
| Standard: 8.EE.C.7.b | | 1 (13%) | 1 (13%) | |
| KING, STUDENT (SCM0000004) | 09/27/2020 | --- | | |
| WRIGHT, STUDENT (PX00000053) | 09/21/2020 | | | |
| TORRES, STUDENT (PX00000054) | 09/21/2020 | | | |
| CAMPBELL, STUDENT (SCM0000064) | 12/08/2020 | --- | --- | |
| RIVERA, STUDENT (SCM0000065) | 12/08/2020 | | | |
| GREEN, STUDENT (SCM0000003) | 09/27/2020 | --- | | |
| NGUYEN, STUDENT (SCM0000002) | 09/27/2020 | --- | --- | |
| SCOTT, STUDENT (SCM0000001) | 09/27/2020 | --- | --- | |

Figure 2. Item score legend

| | |
|-----|-----------------------------------|
| | Correct Response |
| | Partially Correct Response |
| | Incorrect Response |
| --- | No Response Received |

The scoring rules and maximum number of points dictate if a student's response is correct, partially correct, or incorrect.

For ELA, all items have two parts and are worth two points. Both parts of the item must be fully correct for a student to earn two points. The student will get one point if only the first part is fully correct, or if the first part is multi-select and is partially correct. The student will receive no points if the first part is incorrect.

For mathematics and science, individual items are worth either one or two points. In math, all one-point items have only one part. However, in science, one-point items can have either one part or two parts. If an item is worth one point, all parts of that item must be correct for a student to earn the point. Partially correct responses do not apply to one-point items. For two-point items, each part is scored separately, and if a student earns one point out of two, the report will show an icon for a partially correct response.

2.2.5 Valid Scores

All students who were registered for Start Strong will receive an ISR. However, only students with valid scores are included in the other reports. Students without valid scores are those who did not respond to any items (including those who never logged in) and students whose tests were voided.

3.0 Student-Level Reports

There are three student-level reports produced for the Start Strong Assessment, all three of which are available via [PearsonAccess^{next}](#) :

1. OnDemand Student Reports
2. Student Performance Item Level Reports
3. Individual Student Reports (ISRs)

The reports are listed in the order that they become available, as described in **Section 1.4**. If you wish to keep copies of the OnDemand Student Reports and Student Performance Item Level Reports, please save PDFs before they are taken offline. The Individual Student Reports will remain available in PAN. The following sections cover each of these student-level reports in some detail.

3.1 OnDemand Student Reports

3.1.1 Accessing the OnDemand Student Reports

By default, access to OnDemand Student Reports is limited to users assigned to the District Test Coordinator (DTC) or Report Access role. That being said, DTCs and School Test Coordinators (STCs) with the Report Access role may assign the Report Access role to other users. In addition, all users with the Report Access role may assign Test Administrators (TAs) to reporting groups, enabling those TAs to view results for students in that reporting group. It is highly recommended that reporting groups be set up for teachers to allow them access to only their students' results. More information about creating and assigning individuals to reporting groups can be found by visiting the [PAN Online Support](#).

To access the OnDemand Student Report, follow these steps:

1. Log in to PAN and navigate to the Start Strong 2022-2023 home page.
2. From the drop-down menu under **Reports**, select **OnDemand Reports**.
3. To locate a particular student's report, use the **Find Students** search box on the upper left side of the screen to search by student name or statewide student identifier. You can also use the filters provided in the left side bar to select groups of students by Organization, Reporting Group, Test Name, Subject Name, Grade, Support Level and/or Test Date(s). If no students appear, make sure the filters do not conflict with each other. For example, selecting a high school in the Organization Name field and "Grade 4 Mathematics" in the Test field will not display any results if no one in the high school has taken that test.
4. There are two means of accessing student reports from here. You can click on the blue information icon (i) next to the student's Statewide Student Identifier. Alternatively, you can click on the **Print** button above any list of students to create either a PDF of the list itself or a PDF containing all the OnDemand Student Reports for the students listed. The PDF may be saved to your computer. Users may also download the reports in Excel and CSV formats along with the PDF format.

3.1.2 Understanding the [OnDemand Student Reports](#)

The OnDemand Student Report is the first report that becomes available for the Start Strong Assessments. It shows the student's support level and the scores on each reporting concept. Only students who received a score will appear in this report. Figures 3, 4 and 5 show a sample OnDemand Student Report in ELA, math, and science for a fictitious student.

Figure 3. OnDemand Student Report in ELA

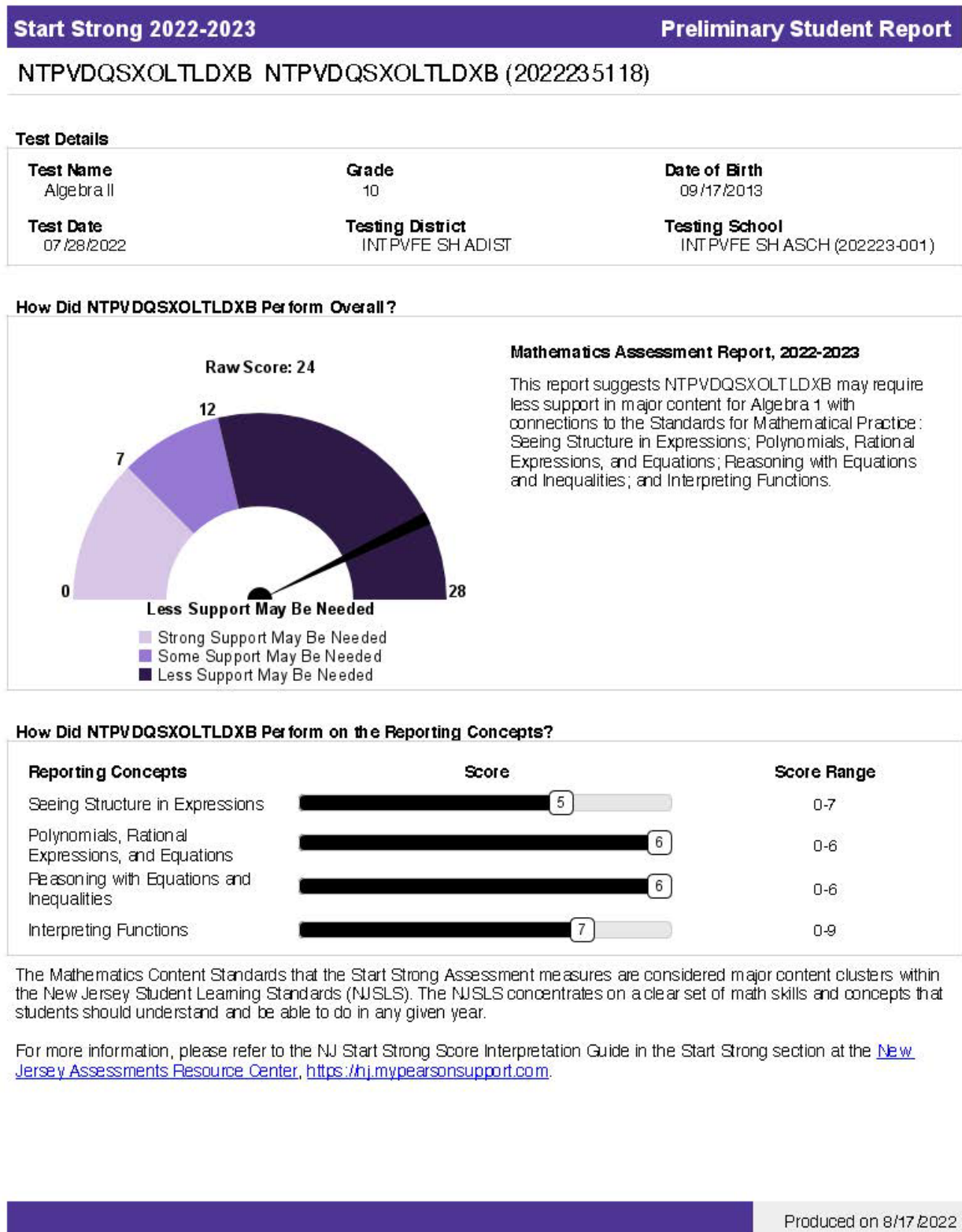


Figure 4. OnDemand Student Report in Math

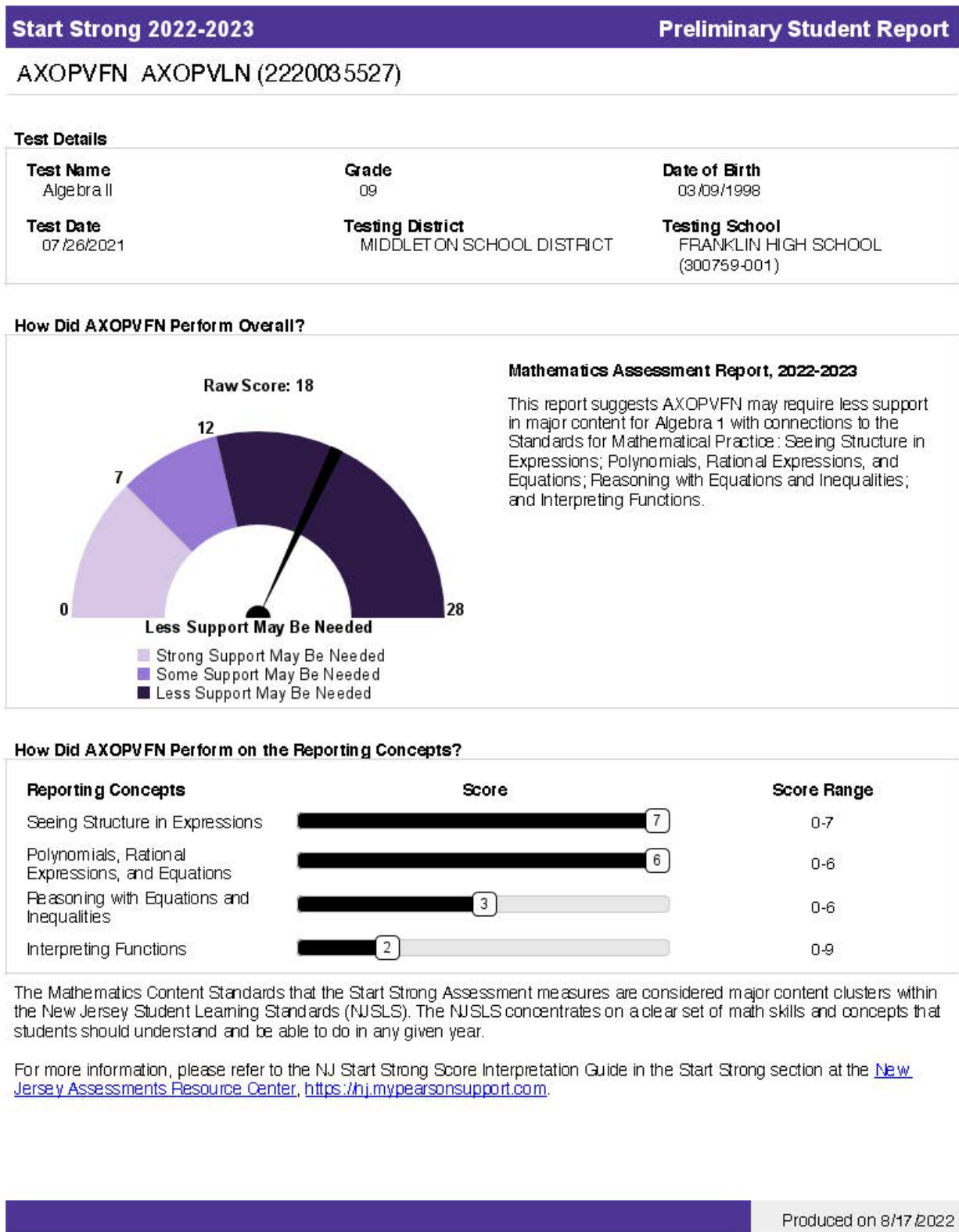
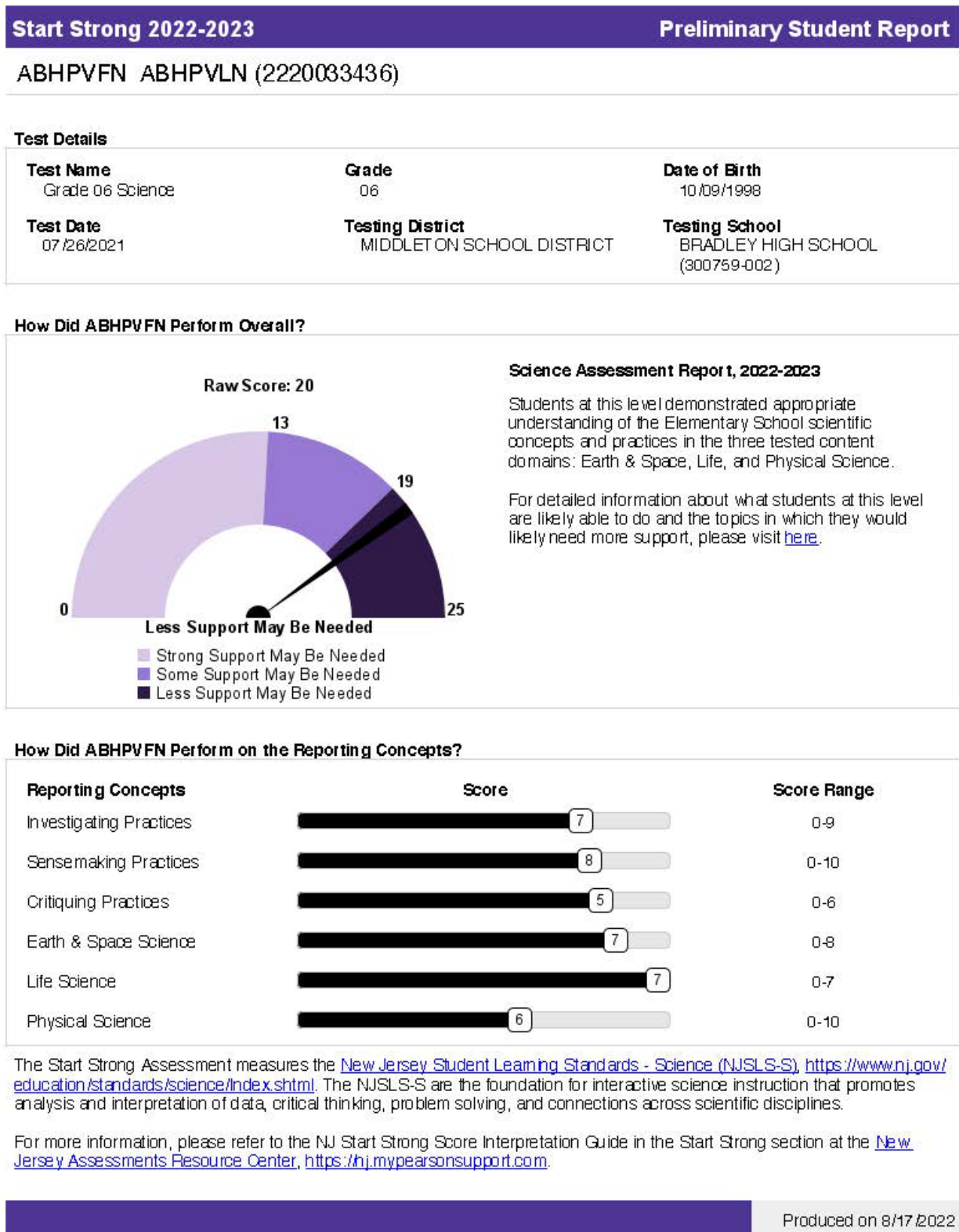


Figure 5. OnDemand Student Report in Science



Identifying information is displayed in the **Test Details** box. The most meaningful piece of information on the report is the student's support level, which is shown underneath the "speedometer" graphic. This graphic shows the number of raw points the student earned, along with the threshold raw score points for each of the three support levels, as well as the maximum number of points. In Figure 3, the student attained a raw score of 18, indicating that **Less Support May Be Needed**.

The text to the right of the "speedometer" graphic elaborates on the student's support level. A complete set of this text for each support level in each content area is shown in **the Start Strong Level Descriptors** available at the [New Jersey Assessments Resource Center](#). On the science report, there is also a link to a general description of what students at this support level typically know and are able to do. In addition, a description of skills and abilities that the student could achieve with additional support is provided. Note that these descriptions are generic for each support level and not customized to an individual student's performance; each individual statement might not apply to each student. The descriptions for each support level in science are included in **the Start Strong Level Descriptors** as well.

In the bottom section of the OnDemand Student Report, a bar graph shows the breakdown of the student's raw score by reporting concept, that is, by groups of underlying learning standards. Reporting concepts are discussed in more detail in **Section 2.2.3** of this document. In ELA and math, the number of points on the reporting concepts adds up to the total raw score. In science, the number of points on the reporting concepts adds up to twice the total raw score because each item belongs to two different reporting concepts.

Teachers may wish to discuss student performance on reporting concepts with students and/or their parents. However, it is important to note that the reporting concepts span a variety of difficulty levels, so the scores on different reporting concepts cannot be compared to each other. For example, on the grade 6 Start Strong Science test, a score of 3 out of 6 points on Critiquing Practices in Science is more difficult to achieve than a score of 6 out of 11 points on Sensemaking Practices. Moreover, because students' reporting concept scores are based on smaller, less reliable subsets of test items, those reporting concept scores will be less meaningful than the students' overall test scores. Therefore, we strongly advise using additional indicators, such as performance on classroom work, to help identify areas in which a student may need improvement. A full set of reporting concepts on each test, with descriptions, appears in the Start Strong Reporting Concepts available at the [New Jersey Assessments Resource Center under Start Strong](#). Start Strong Reporting Concept Raw Reference Scores in Science provides some contextualizing information to assist in the interpretation of the Start Strong Science reporting concept scores.

Schools may wish to print and send the OnDemand Student Reports to parents and guardians as an immediate indication of overall student performance on the Start Strong Assessment. For science reports, you will need to print and include the linked description since the link will not be accessible from the printed report. Alternatively, schools can wait to send home the Individual Student Reports (ISR), which will be released sometime after the close of the testing

window. The ISRs contain the same information as the OnDemand Student Reports, but also have some general information about the Start Strong assessment and a description of each reporting concept. ISRs will be produced for all students, including those who did not receive a score.

3.2 Student Performance Item Level Reports

3.2.1 Accessing the Student Performance Item Level Reports

Users must have the District Test Coordinator (DTC), School Test Coordinator (STC), or Report Access role to view the Student Performance Item Level Reports. Note that, unlike with the OnDemand School Reports, STCs automatically have access to the Student Performance Item Level Reports even if they do not have the Report Access role. DTCs, STCs, and users with the Report Access role may assign Test Administrators (TAs) to reporting groups, enabling those TAs to view results for students in that reporting group. More information about creating reporting groups and assigning students and teachers to them may be found by visiting the [PAN Online Support](#) site.

To access the Student Performance Item Level Reports, follow these steps:

1. Log in to PAN and navigate to the Start Strong 2022–2023 home page.
2. From the drop-down menu under **Reports**, select the **Student Performance Item Level Report**.

3.2.2 Understanding the Student Performance Item Level Reports

The Student Performance Item Level Report allows users to compare the support level assigned to individual students within a group, and then to drill down to an individual student's response to each item. This can be useful for understanding what misconceptions students may have.

Figure 6. Student Performance Item Level Report – Student List

PearsonAccess^{next}

Home

Setup

Testing

Reports

Test Config

Tools

Support

Student Performance Item Level

Filters

Clear

Hide

Organization Name *

Select one

Subject

Select one

Test Name

Select one

Group

Mrs Smith Group

Total Students Reported: 4

Print

Displaying 26

| Student | Test Name | Test Date | Classification | |
|------------------------------------|----------------------|--------------------------------|----------------|-----------------------|
| GARFIELD DISTRICT, Mrs Smith Group | | | | |
| Arizona, Kalia W (1234567890) ⓘ | Grade 03 ELA | Show Responses | 10/01/2020 | Less Support Needed |
| Blismark, John B (2348911230) ⓘ | Grade 03 Mathematics | Show Responses | 10/15/2020 | Some Support Needed |
| Duluth, Richard (5468615118) ⓘ | Grade 03 Mathematics | Show Responses | 11/01/2020 | Strong Support Needed |
| Tulsa, Susan (6151182347) ⓘ | Grade 05 Science | Show Responses | 01/01/2021 | Some Support Needed |

Use the filters on the left side of the screen to narrow down the students to the group that you are interested in. The number of total students selected is displayed at the top. If students tested more than once, they will only appear once on this report. Selected students are sorted by last name, first name, middle name, and their Statewide Student Identifier. The following information is shown for them:

- Student Name and SID
- Link to Student Responses
- Test Name
- Test Date
- Support Level

Figure 7 – Student Performance Item Level Report – Student Responses

Item Preview ☐ No Response ☐ Correct Response ☒ Student Response

Question 1
3.OA.B.6
MATH 0

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.

6 × 48 = ?

There are three radio buttons at the top of the window that allow the user the choice to show no response to the item, the student's response, or the correct response. Comparing the student's response to the correct response allows teachers to identify potential misconceptions students may have and provides cues for adjusting instruction. The user can navigate to each item by clicking on the box for each question number.

Clicking the "Print" button on the Student List reveals two options: "Student Performance List" and "Student Performance." The first option creates a PDF of the list of students. The second option creates a PDF of all of their item-level reports, which are described in the next section. A maximum of 500 student records or a maximum of 175 item-level reports can be included in the PDF. If you wish to keep copies of the Student Performance Item Level Report, please save PDFs before they are taken offline.


Click on the  icon in the Student column of the Student List to show a popup window containing the student's item level report.

Figure 8 – Student Performance Item Level Report

| Start Strong 2020-2021 | | | | | Student Performance | | |
|--|--|---|-------------------------------|---|---------------------|-------------------------------|--------------------|
| RAUPVSTRONGSLN, RAUPVSTRONGSFN N (5089999206) | | | | | | | |
| Student Code 5089999206 | | Test Name Grade 10 ELA | | Subject ELA | | | |
| District PV BE DISTRICT 500700 (500700) | | School PV BE SCHOOL 508 (500700-508) | | Test Date 08/30/2020 | | | |
| Question | Correct Response | Student Response | Performance | Points Earned | Points Possible | Standards | Reporting Concepts |
| Grade 10 ELA | | | Some Support May Be Needed | | | | |
| 1 | A : B | A : B | ✓ | 2 | 2 | RL.9-10.1:RL.9-10.2 | Literature |
| 2 | n/a | n/a | ✓ | 2 | 2 | RL.9-10.1:RL.9-10.2 | Literature |
| 3 | B : D | B : C | Ⓢ | 1 | 2 | RL.9-10.1:RL.9-10.2:RL.9-10.3 | Literature |
| 4 | C : B | C : A | Ⓢ | 1 | 2 | RL.9-10.1:RL.9-10.3:RL.9-10.6 | Literature |
| 5 | B : C | B : D | Ⓢ | 1 | 2 | RI.9-10.1:RI.9-10.4:RI.9-10.4 | Information |
| 6 | C : D | A : A | ○ | 0 | 2 | RI.9-10.1:RI.9-10.5 | Information |
| 7 | A : D | B : D | ○ | 0 | 2 | RI.9-10.1:RI.9-10.4 | Information |
| 8 | C : AF | C : A | Ⓢ | 1 | 2 | RI.9-10.1:RI.9-10.5 | Information |
| 9 | n/a | n/a | ○ | 0 | 2 | RI.9-10.1:RI.9-10.2 | Information |
| 10 | B : B | A : A | ○ | 0 | 2 | RI.9-10.1:RI.9-10.6 | Information |
| | | | | <div><div>✓</div> Correct Response</div> <div><div>Ⓢ</div> Partially Correct Response</div> <div><div>○</div> Incorrect Response</div> <div><div>---</div> No Response Received</div> <div><div>n/a</div> Response to a question type other than single/multiple choice</div> | | | |
| Reporting Concepts Descriptions | | | | | | | |
| Information | In this reporting concept, students demonstrate comprehension and draw evidence from reading informational text. Students were asked to demonstrate knowledge and understanding of a subset of the Grade 9 standards for Reading Information and Language. | | | | | | |
| Literature | In this reporting concept, students demonstrate comprehension and draw evidence from reading literary text. Students were asked to demonstrate knowledge and understanding of a subset of the Grade 9 standards for Reading Literature. | | | | | | |
| For information on New Jersey Student Learning Standards (NJSLS) for English Language Arts, please visit https://www.nj.gov/education/aps/cccs/fal/ . | | | | | | | |

The report includes the following information:

- Question number
- Correct response (for multiple-choice and multiple-select item types only)
- Student response (for multiple-choice and multiple-select item types only)
- Points earned
- Points possible
- Standard(s) to which the question is aligned
- Reporting concept to which the standard is aligned

The correct response and student response are not shown on this screen for technology-enhanced item types because they cannot be meaningfully represented as a letter.

Use the link on the Student List instead to see the responses for these items. Click the Printer icon in the popup window to create a PDF of the individual item level report.

3.3 Individual Student Reports

3.3.1 Accessing the Individual Student Reports

Users must have the District Test Coordinator (DTC) or Report Access role to view Individual Student Reports (ISRs). ISRs are not available to School Test Coordinators or Test Administrators unless they are given the Report Access role.

To access the ISRs, follow these steps:


1. Log in to PAN and navigate to the Start Strong 2022–2023 home page.
2. From the drop-down menu under **Reports**, select **Published Reports**.

3.3.2 Understanding the Individual Student Reports

The Individual Student Reports are the last type of report to be released for the Start Strong Assessments. Users will be able to download PDFs of ISRs from PAN; districts will also receive hard copies to distribute to students' parents or guardians. ISRs will be shipped for both testing sites and accountable schools, if different schools are involved. NJDOE has provided a template for a letter to parents/guardians that districts may modify and send out with the hard copies. Every student registered for the Start Strong Assessment will receive an ISR, regardless of whether or not that student received a score. Electronic ISRs will be available to parents and guardians in the [NJ Parent Portal](#). At a later date, video ISRs will be made available there for students who received a score.

Figure 9. Individual Student Report – English Language Arts – Page 1

4



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

0

8

11

20

Level 1

Level 2

Level 3

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.

Page 1 of 2

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25

Figure 10. Individual Student Report – Mathematics – Page 1



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 (NJSL)**. The NJSL concentrates on a clear set of math skills and concepts that students should understand and be able to do in any given year.

Page 1 of 2

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Figure 11. Individual Student Report – Science – Page 1



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.

pSZf29CnPQwS

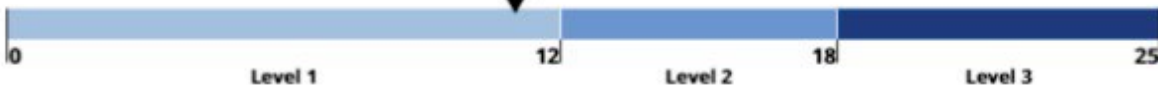
What do the results for FIRSTNAME indicate?

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



| Level | Score Range |
|---------|-------------|
| Level 1 | 0 - 12 |
| Level 2 | 12 - 18 |
| Level 3 | 18 - 25 |

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.

Page 1 of 2

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Identifying information appears at the top of the ISR. Since the ISRs should be distributed to parents and guardians, instructions for accessing the NJ Parent Portal are included.

The same numbers from the OnDemand Student Report appear on page 1 of the ISR but are presented in a different way. The student's raw score is shown on a bar graph instead of a speedometer. However, the most meaningful piece of information is still the student's support level, which is shown in a box above the bar graph.

Some ISRs will show "Not Tested," "Incomplete," or "Void Score" instead of a support level.

"Not Tested" Codes apply to students who did not log on to the test in the content area at all:

- Not Tested Reason 01—Absent
- Not Tested Reason 02—Medical Emergency
- Not Tested Reason 03—Other (this includes parental refusal to begin a test)

"Incomplete" applies to students who logged on to the test but did not respond to any items.

Void Test Score Codes are applied as follows:

- Void Test Score Reason 01—Student Cheating
- Void Test Score Reason 02—Security Breach
- Void Test Score Reason 03—Other (this includes parental refusals to complete a test, off-grade level testing, student did not receive appropriate testing accommodations/accessibility features, student received inappropriate testing accommodations/accessibility features)

Underneath the bar graph is text that elaborates on the student's support level. This is the same text that appears on the OnDemand Student Report. A complete set of this text for each support level in each content area is shown in the Start Strong Level Descriptors available at the [New Jersey Assessments Resource Center under Start Strong](#).

The ELA and math ISRs include some background information about the Start Strong Assessments, plus a suggestion for how a parent can seek more information from the district about their student's learning.

The science ISR includes a general description of what students at this support level typically know and are able to do. In addition, a description of skills and abilities that the student could achieve with additional support is provided. Note that these descriptions are generic for each support level and not customized to an individual student's performance; each individual statement might not apply to each student. These are the same descriptions that are linked from the science OnDemand Student Report and are included in **the Start Strong Level Descriptors** as well.

Figure 12. Individual Student Report – English Language Arts – Page 2

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. | <div style="display: flex; justify-content: space-around;"> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> </div> | |
| <p>In this section, students were asked to:</p> <ul style="list-style-type: none"> • 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. | <div style="display: flex; justify-content: space-around;"> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> <div style="width: 100px; height: 20px; background-color: #cccccc;"></div> </div> | |
| <p>In this section, students were asked to:</p> <ul style="list-style-type: none"> • 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 | | |

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>.

Page 2 of 2

Figure 13. Individual Student Report – Mathematics – Page 2

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>.

Page 2 of 2

Figure 14. Individual Student Report – Science – Page 2

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.

| | Points earned by your student | Total Points Possible |
|---|----------------------------------|--------------------------|
| Investigating Practices | 5 | 8 |
| Planning and carrying out investigations, making observations on phenomena, and organizing data | | |
| Sensemaking Practices | 2 | 11 |
| Recognizing patterns and relationships in data to develop explanations or models of the phenomena | | |
| Critiquing Practices | 6 | 6 |
| Evaluating and creating arguments regarding different explanations and claims to convey a deeper understanding of the natural world | | |

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.

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

Why was my student administered the Start Strong Assessment?

The Start Strong Assessment 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>.

Raw scores for each reporting concept appear on page 2 of the ISR. Reporting concepts are explained in **Section 2.2.3** of this guide. In ELA and math, the number of points on the reporting concepts adds up to the total raw score. In science, the number of points on the reporting concepts adds up to twice the total raw score because each item belongs to two different reporting concepts.

Teachers may wish to discuss student performance on reporting concepts with students and/or their parents. However, it is important to note that the reporting concepts span a variety of difficulty levels, so the scores on different reporting concepts cannot be compared to each other. For example, on the grade 6 Start Strong Science test, a score of 3 out of 6 points on Critiquing Practices is more difficult to achieve than a score of 6 out of 11 points on Sensemaking Practices. Moreover, because students' reporting concept scores are based on smaller, less reliable subsets of test items, those reporting concept scores will be less meaningful than the students' overall test scores. Therefore, we strongly advise using additional indicators, such as performance on classroom work, to help identify areas in which a student may need improvement. A full set of reporting concepts on each test, with descriptions, appears in **the** Start Strong Reporting Concepts available at the [New Jersey Assessments Resource Center under Start Strong](#). Start Strong Reporting Concept Reference Scores in Science provides some contextualizing information to assist in the interpretation of the Start Strong Science reporting concept scores.

4.0 Classroom-, School-, and District-Level Reports

In addition to the student-level reports described in the previous section, appropriate users will also have access to the Results by Question Reports via [PearsonAccess^{next}](#).

Users must have the District Test Coordinator (DTC), School Test Coordinator (STC) or Report Access role to view this report. Note that, unlike with the OnDemand School Reports, STCs automatically have access to this report even if they do not have the Report Access role. DTCs, STCs, and users with the Report Access role may assign Test Administrators (TAs) to reporting groups, enabling those TAs to view results for students in that reporting group. More information about creating reporting groups and assigning students and teachers to them may be found in PearsonAccess^{next} Online Support under [Reporting Groups](#).

To access the Results by Question Report, follow these steps:

1. Log in to [PAN](#)
2. Select the administration from the administration drop-down menu at the top of the screen (**New Jersey > Start Strong > Start Strong 2022–2023**)
3. From the Home page, under **Reports**, select the Results by Question Report.

If you wish to keep copies of the Results by Question Reports, please save PDFs before the report is taken offline.

4.1 Results by Question Reports

The Results by Question Report provides users with group-level information about student performance on specific items or standards. The Results by Question Report has two different ways to view information: the question list and the student list. The default view is the question list. You can switch between the two views by checking the “Show Students” checkbox at the bottom of the list.

Drilling down to scores on individual test items enables the teacher to corroborate, verify, or otherwise build upon test information to identify instructional needs at the individual student or group level in the design and delivery of effective educational methods to meet these needs.

Because different forms of a test may have different items, the Results by Question Report only displays results for one test form at time. When viewing the report for the first time, only one of the tests and forms is displayed by default. You may select a different test or form from the drop-down boxes in the Filters panel on the left side of the screen. The forms that are available to choose from are:

- English
- Spanish (math and science only)
- Screen Reader

- Other Assistive Technology
- American Sign Language
- Paper English (math and science only)
- Paper Spanish (math and science only)

Students who tested online with text-to-speech are included in the “English” or “Spanish” forms.

Students who tested on paper, or who tested online with a Human Reader, will appear under a different form depending on the content area.

- For ELA only, students who tested on paper are included in the “English” form, whereas they are included in the “Paper English” or “Paper Spanish” forms for math and science.
- For ELA and science, students who tested online with a Human Reader are included in the “English” form. For math only, students who tested online with a Human Reader are included in the “Paper English” or “Paper Spanish” forms.

You may also use the filters for Organization Name and/or Reporting Group to narrow down the students to the group that you are interested in. If you are interested in a particular class, a reporting group must be set up for it. The number of total students selected is displayed at the top of the list. If students tested more than once, they will only count once on this report.

Question List

The question list shows items in numerical order, along with the standard(s) to which each item is aligned, the reporting concept(s) the item is associated with, and the number and percentage of students who answered the item correctly, incorrectly, and partially correctly (for those items that are worth more than 1 point).

Figure 15. Results by Question Report – Question List

| Results by Question Report | | | | | |
|---|------------|--|---------|-----------------------|---------|
| Filters Clear Hide Organization Name* BIEDERMAN SCHOOL ... x Test Name* Algebra I x Form* English v Reporting Group Select one or more <input type="checkbox"/> Show Students | | Total Students Reported: 8 | | Print | |
| Question | Standards | Reporting Concepts | Correct | Incorrect | Partial |
| Question 1 | 8.EE.A.1 | Radicals, Integer Exponents, Proportional Relationships, and Lines | 1 (13%) | 7 (88%) | 0 (0%) |
| Question 2 | 8.EE.A.4 | Radicals, Integer Exponents, Proportional Relationships, and Lines | 6 (75%) | 2 (25%) | 0 (0%) |
| Question 3 | 8.EE.A.2 | Radicals, Integer Exponents, Proportional Relationships, and Lines | 1 (13%) | 7 (88%) | 0 (0%) |
| Question 4 | 8.EE.A.2 | Radicals, Integer Exponents, Proportional Relationships, and Lines | 5 (63%) | 3 (38%) | 0 (0%) |
| Question 5 | 8.EE.C.8.a | Linear Equations | 1 (13%) | 7 (88%) | 0 (0%) |
| Question 6 | 8.EE.C.7.b | Linear Equations | 1 (13%) | 7 (88%) | 0 (0%) |
| Question 7 | 8.EE.C.8.b | Linear Equations | 1 (13%) | 7 (88%) | 0 (0%) |
| Question 8 | 8.EE.C.8.a | Linear Equations | 5 (63%) | 3 (38%) | 0 (0%) |
| Question 9 | 8.FA.1 | Functions | 5 (63%) | 3 (38%) | 0 (0%) |
| Question 10 | 8.FA.3 | Functions | 5 (63%) | 3 (38%) | 0 (0%) |

By clicking on the icon to the right of the question number, users can view the item. By clicking the icon to the right of the standard name, users can view the full text of the standard(s) associated with the item. This interactivity is not available in the PDF version of the report. In the PDF version of this report, which can be produced by clicking “Print,” the description of all standards to which the assessment is aligned is provided at the bottom of the report.

Student List

By clicking on the “Show Students” checkbox below the filters on the left, users can view individual student results by question. Selected students are sorted by last name, first name, middle name, and then the Statewide Student Identifier. Questions for only a single standard can be displayed at one time, and a standard is automatically selected by default. You may select a different standard in the drop-down box above the student list.

Figure 16. Results by Question Report – Student List

Results by Question Report

Filters

Clear

Hide

Organization Name*

PV BE SCHOOL 507 (5... x

Test Name*

Algebra I x

Form*

English

Reporting Group

Select one or more

☒ Show Students

8.EE.B.5





Total Students Reported: 10

Print

Displaying 25

| Student Name | Test Date | Question 5 | Question 6 | Question 7 | Question 8 |
|-----------------------------------|------------|------------|------------|------------|------------|
| Standard: 8.EE.B.5 | | 6 (60%) | 3 (30%) | 5 (50%) | 7 (70%) |
| Arizona, StudentA (1234567890) | 10/01/2020 | | | | |
| Bismark, StudentB (2348911230) | 10/15/2020 | | | | |
| Duluth, StudentC (5468615118) | 11/01/2020 | | | | |
| Kansas, StudentD (5879878978) | 01/01/2021 | | | | |
| Loveland, StudentE (7787555775) | 10/15/2020 | | | | |
| Montana, StudentF (3456789012) | 11/01/2020 | | | | |
| Queens, StudentG (4891123016) | 10/15/2020 | | | | |
| Tulsa, StudentH (6151182347) | 01/01/2021 | | | | |
| Vermont, StudentI (8798789786) | 01/01/2021 | | | | |
| Washington, StudentJ (0787555775) | 10/15/2020 | | | | |

To understand the icons in this report, please refer to this key:

| | |
|---|-----------------------------------|
|  | Correct Response |
|  | Partially Correct Response |
|  | Incorrect Response |
|  | No Response Received |

A PDF of the student list can be created in a new window by clicking the “Print” button. The PDF shows the same information, but with a separate student list for each of the standards, not just the selected one, divided by page breaks. A description of the standard will appear below each student list.