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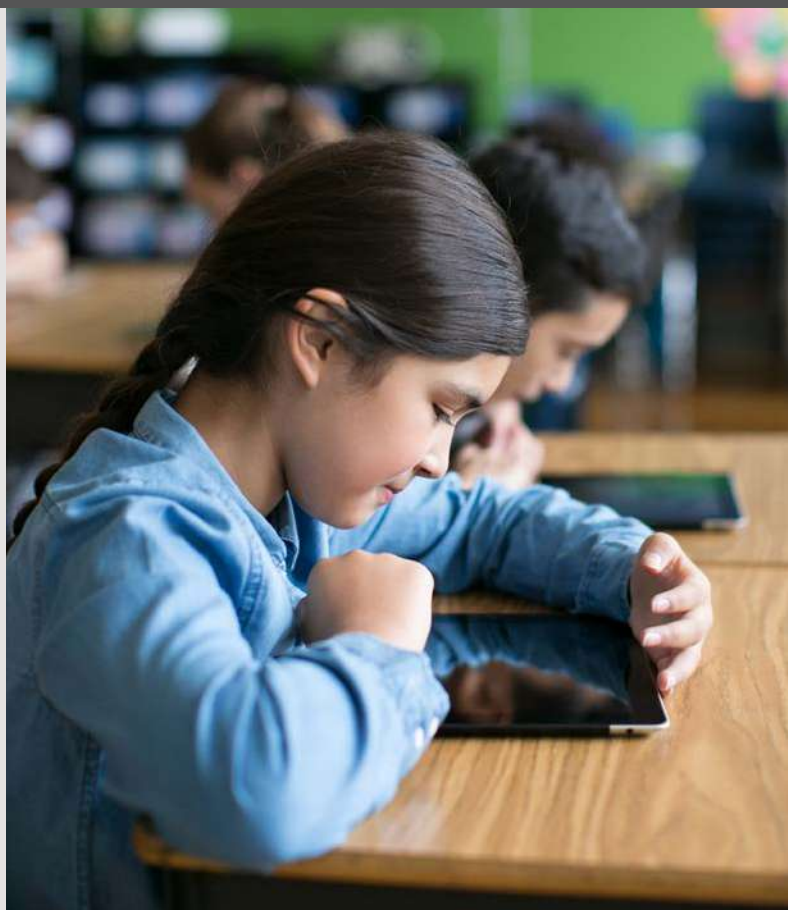

STAR™
Assessments

Getting the Most out of **STAR Assessments™**

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11/14

Contents

Introduction 1

1 STAR Basics 3

For Whom Are STAR Assessments Designed? 3
Test Frequency 3
How STAR Assessments Work 4
The Diagnostic Report Summarizes Test Results 10
How We Know STAR Assessments Are Reliable and Valid 12
Fidelity of Administration 14

2 Planning for Assessment 17

Identify Purposes for Assessment 17
Establish Grade-Level Data Teams 17
Develop a Schedule 18
Enter Student Information 21
Define Benchmarks and Proficiency Levels 21
Share the Assessment Plan 24

3 Universal Screening 26

Before Fall Screening 26
During Testing 26
Understanding Fall Screening Data 27
Acting on Fall Screening Data 30
STAR Early Literacy or STAR Reading? 34
Communicating with Parents 34
Purposes for Winter Universal Screening 34
Assessing the Overall Situation Midyear 36
Assessing Grade-Level Needs 38
Assessing Individual Needs 38
Making Concrete Plans after Winter Screening 38
Midyear Screening at the Class or Group Level 39
Midyear Screening by Characteristic 39
Purposes for Spring Universal Screening 40
Using the Spring Screening Report to Evaluate Your Instructional Program 40
Using the Screening Report to Evaluate Your Intervention Strategies 41
Planning for the Next School Year 42
Using STAR Assessments for Universal Screening in an RTI Program 42
STAR Learning to Read Dashboard 43

4 Starting an Intervention, Setting Intervention Goals, and Progress Monitoring . . . 45
Setting Up an Intervention and Goal . . . 45
Goals for ELLs and Students with Special Needs . . . 48
Progress Monitoring . . . 48
Responding to the Data . . . 51
Editing an Intervention and Goal . . . 53
Ongoing Progress Monitoring . . . 53
Planning Interventions in an RTI Framework . . . 55

5 Instructional Planning for Differentiation . . . 56
How STAR Assessments Report Skill Knowledge . . . 56
Access Data and Plan Instruction Using the STAR Record Book . . . 57
Using the Core Progress Learning Progressions for Reading and Math . . . 62

6 Estimating Proficiency on State Tests . . . 68
How Does Statistical Linking Work? . . . 68
How Can We Estimate Performance on a Future Event? . . . 68
What the Reports Show . . . 69
Interpreting Data When a State Test Changes . . . 73

7 Estimating Mastery of State Standards and Common Core State Standards . . . 75
Standards vs. Proficiency . . . 75
How STAR Assessments Estimate Mastery . . . 75
State Standards Report—Student . . . 76
State Standards Report—Class . . . 78
State Standards Report—District . . . 79
How to Use the Standards Reports . . . 80

8 Measuring Growth . . . 82
Looking at Growth in a School Year with the Growth Report . . . 82
Assessing Growth with the Interactive Growth Proficiency Chart . . . 87
Comparing School-Year Progress to National Norms . . . 89
Evaluating Growth from Year to Year . . . 91
Evaluating Educator Effectiveness . . . 94

9 Common Questions . . . 95

Appendix . . . A1
Instructions for Common Software Tasks . . . A2
Sample Letter to Parents for an RTI Program . . . A12
STAR Early Literacy Skill Set Definitions . . . A14
List of All STAR Reports . . . A17
Examples of STAR Reading Reports . . . A19
Examples of STAR Math Reports . . . A55
Examples of STAR Early Literacy Reports . . . A91
Index . . . A114

Introduction

STAR assessments are computer-adaptive tests designed to give you accurate, reliable, and valid data quickly so that you can make good decisions about instruction and intervention. STAR Reading, STAR Math, and STAR Early Literacy include skills-based test items, learning progressions for instructional planning, and in-depth reports. They bridge testing and instruction like never before.

The purpose of this book is to help educators get the most out of STAR assessments. Because the tests can be used for multiple purposes, you may find some chapters are more pertinent to your aims than others. In Chapter 1, we describe how the tests work and the kind of data they generate; it is essential reading for all educators. Chapter 2 provides guidance on developing an assessment plan and may be most relevant to administrators and others who are responsible for district- or school-level test administration. In later chapters, we explain how to best use the tests for various purposes: universal screening, progress monitoring, instructional planning, estimating proficiency on state tests, estimating mastery of state standards and Common Core State Standards, and measuring growth. You may wish to focus on the chapters that relate directly to your assessment aims, or you may want to read them all to gain an understanding of all that STAR assessments can do. Final chapters provide answers to frequently asked questions and instructions for common software tasks, and are a resource for all readers. To make the book useful to a wide audience of educators, we minimize technical terms while explaining the concepts that are important to know. Renaissance Place software contains technical manuals for anyone who wants to examine the psychometric data more closely.

We believe STAR assessments are the perfect tools for data-driven schools. They are practical and sound, and provide a wealth of information about your students' reading and math skills. We hope the information you find in this guide will help and inspire you. It is, however, only an introduction. To learn about more professional-development opportunities, including consultation on your own student data, visit our website at www.renaissance.com.

1

STAR Basics

The only way to know whether learning is taking place is to measure it. Once you do that you can do a host of other things. You can provide students with appropriate materials. You can identify students who need help. You can analyze problems occurring within grades or schools, set learning goals, and make plans for meeting those goals. And you can determine whether the instruction and intervention you provide are effective.

STAR assessments are uniquely capable of facilitating all of these tasks. Thanks to computer-adaptive technology, students complete the tests quickly, and teachers and administrators receive the results immediately. Moreover, STAR tests are accurate, reliable, and valid, and are highly rated for screening and progress-monitoring by the National Center on Response to Intervention.

There are three STAR assessments: STAR Early Literacy, STAR Reading, and STAR Math. In this chapter, we tell you for whom they are designed, how they work, and the type of data they generate. We also provide guidelines for administering the tests. We recommend that all educators who will be administering STAR tests or analyzing their data read this chapter carefully.

For Whom Are STAR Assessments Designed?

STAR Early Literacy is designed for students in the early stages of literacy development. These students are usually in pre-kindergarten through third grade, but students in any grade, such as special education students or English language learners, can take the test. STAR Reading and STAR Math are designed for students in grades 1 through 12. (They can be used with kindergarten students, but they were not normed with students in that grade.) A standard administration requires that a student have a sight vocabulary of at least 100 words. This means the student is able to read early-reader books or can work through the reading or math practice questions at the beginning of the test. For students who have an individualized education plan (IEP) that requires audio support, you can turn on a preference in STAR Math that activates this kind of assistance. Adding audio support does not compromise the reliability and validity of the assessment.

STAR assessments measure specific skills as well as overall early literacy, reading, and math ability. They compare students' achievement to that of students across the nation, estimate mastery of state standards and Common Core State Standards, and report growth over time. STAR Reading and STAR Math also estimate proficiency on state tests.

Test Frequency

Schools that use STAR for screening purposes typically administer it in fall, winter, and spring. If a school wants to see a trend line that estimates proficiency on state tests, they administer an additional STAR Reading and/or STAR Math test in late fall. Teachers who monitor student progress more closely or use the data for instructional planning do more frequent testing. See the chart in Chapter 2 for an example of a testing pattern.

How STAR Assessments Work

Students take STAR tests on desktop, laptop, or tablet computers by using a web browser to access STAR assessments via Renaissance Place. With an iPad students can also test by running "STAR Apps on iPad." The software delivers multiple-choice items one by one. Students select an answer using a keyboard, mouse, or touchscreen, and then press Enter, or click or tap Next. (Sample items are shown on pages 5 to 7.) When taking STAR Math students follow a protocol: they use blank work paper and a pencil but not calculators or reference materials, unless provided online by the software. After a test is completed, the software calculates a score, and teachers and administrators view and analyze reports that show results for an individual, class, grade, or school.

STAR assessments can provide accurate data in a short amount of time because they combine computer-adaptive technology with a specialized psychometric test design. The best way to understand how this works is to walk through the test-taking experience.

Students start the test. You begin by explaining the test to your students using the pretest instructions. (The appendix tells you where to locate these in the software.) These instructions describe what the test looks like, how to answer questions, and what happens if a student doesn't answer a question in the time allowed. Each student then takes the test at a computer. He or she logs in with a unique user name and password, which can be found in the Users area of Renaissance Place. If students are taking STAR Early Literacy and have not been tested within the last 90 days, the software plays a video that demonstrates how to take the test and follows it with a hands-on exercise that gives students practice using the mouse, keyboard, or iPad touchscreen. If students show speed and accuracy with three items in a row, the software delivers practice items to see if they understand how to select an answer. Subsequent tests also include practice items. If students can answer three out of five of those questions correctly, the test proceeds. Students who are taking STAR Reading or STAR Math do not see a demonstration video; however, if they have not been tested within the last 180 days, the software presents practice questions before delivering actual test questions.

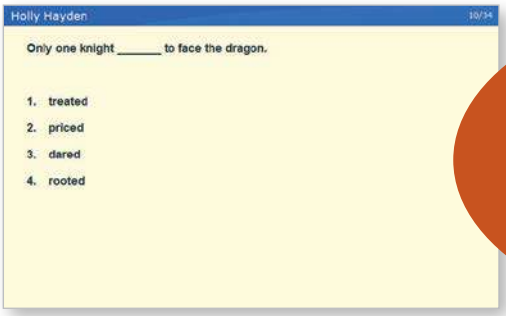
The software adjusts the difficulty of every item. After the practice session, the software delivers a test item based on the student's estimated ability level. If the student answers the item correctly, the software bumps up the difficulty level of the next item. If the student answers incorrectly, the software lowers the difficulty level of the next item. The same thing happens with the next item and the next. By continually adjusting the difficulty of an item to what the student has shown she can or cannot do, the software zeroes in on an accurate assessment of ability. We use a similar procedure in our everyday lives. As an example, let's suppose you are new to weight lifting. Perhaps you read in a book that the average person of your age and gender can

Algebra and Geometry Tests

STAR Math includes algebra and geometry tests for students in grades 7 through 12. (The algebra test covers content for Algebra 1 and Algebra 2.) Each test consists of 34 items. Scaled scores appear on Diagnostic, Summary, and Growth reports. The Diagnostic Report also includes domain and skill area scores for the Common Core State Standards. Norm-referenced scores, such as PR, GE, and SGP, are not reported for these tests. To administer an algebra or geometry test, go to Preferences. Under Student Preferences, select a Test Type.

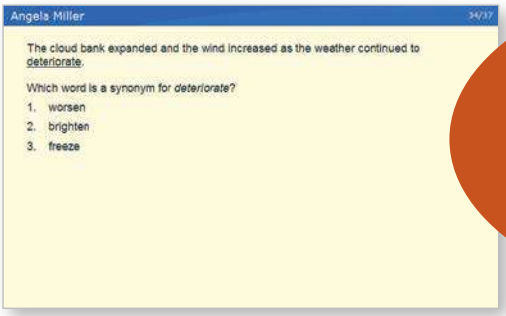
comfortably lift 10-pound dumbbells overhead. When you try it, those 10 pounds are easy! So you attempt 30 pounds. But, uh-oh, that's too hard. Next you lift 20 pounds—still too hard. After a little more trial and error, you conclude that 15 pounds is just right. Thus, your current ability for lifting dumbbells overhead is 15 pounds. STAR assessments use the same kind of procedure. The software stores a huge number of items and "adapts" the test to each individual.

STAR Reading Test Items



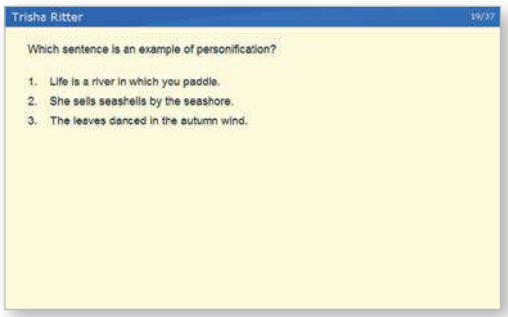
STAR Reading presents students with 34 test items. The first 10 items assess general comprehension. Students read a sentence that has a blank to indicate a missing word. Students then choose a word that completes the sentence from a list of three or four words.

Word Meaning

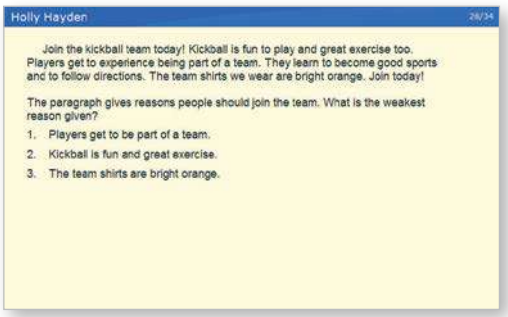


The remaining 24 test items are skill based and are taken from a variety of skill areas, such as the ones shown here. Some items contain a single sentence and others have short passages. Most items have three answers to choose from; some have four.

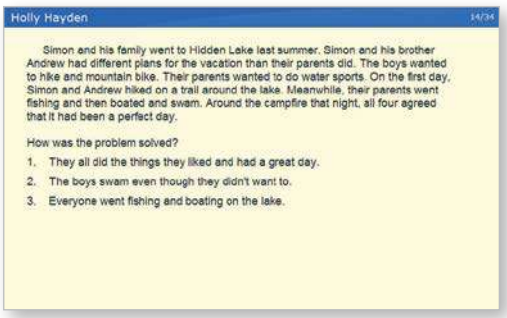
Author's Craft



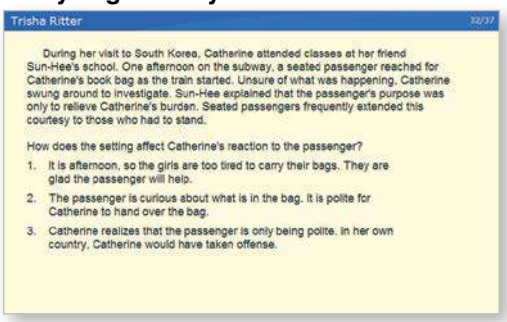
Analyzing Argument



Comprehension Strategies

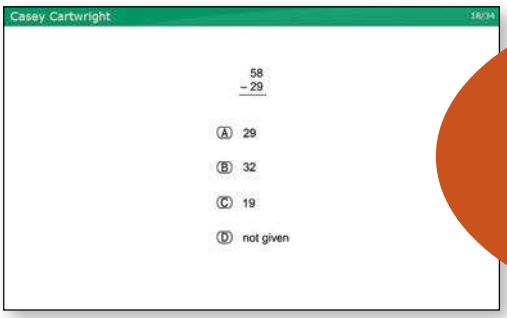


Analyzing Literary Text



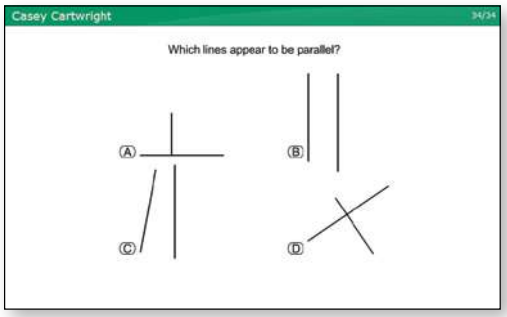
STAR Math Test Items

Numbers and Operations

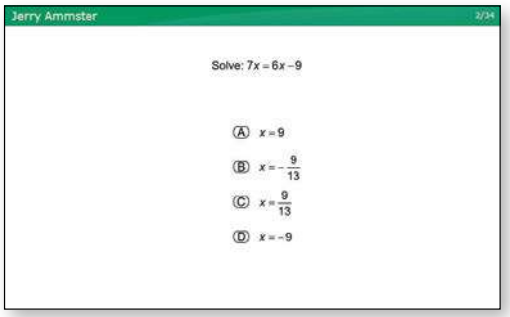


STAR Math also includes 34 test items. These are in a multiple-choice format and show four answer choices. Items are selected from a variety of skill areas, such as the ones shown here. The number of items a student sees from a particular skill area varies based on the student's grade level.

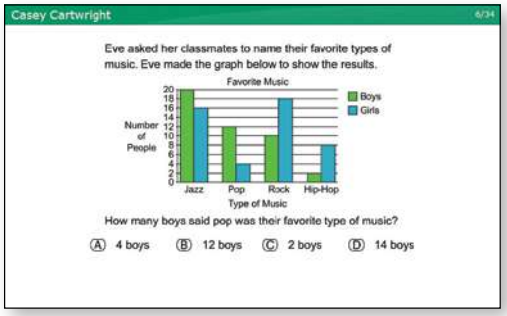
Geometry and Measurement



Algebra



Data Analysis, Statistics, and Probability



Students are given a specific amount of time to answer each question. Time limits, which are based on data we obtained when validating the tests, keep the tests moving and maintain test security.

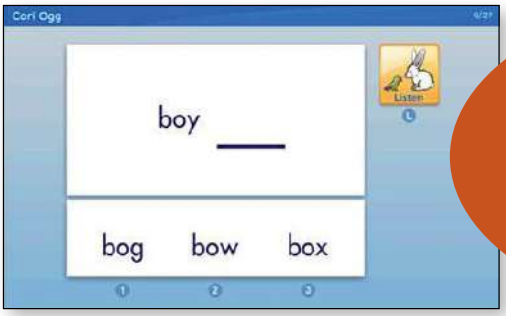
- Students taking STAR Early Literacy have a total of 90 seconds to respond to a test item. If students don't respond within the first 10 seconds, the software repeats the instruction for the item. If students don't respond after 75 seconds, a chime sounds, a clock appears, and the software reminds students to choose an answer. If time runs out before the student responds, the item is treated as an incorrect response and the next item is presented.
- While taking STAR Reading, students in grades K–2 have up to 60 seconds to answer general comprehension questions and 120 seconds for skill-based questions. Students in grades 3–12 are allowed 45 seconds for general comprehension questions and 90 seconds for skill-based questions.

- Students taking STAR Math have up to three minutes to answer each question. Students receive a warning when 15 seconds remain for answering a question. Items that time out are counted as incorrect unless the student has already selected the correct answer. (See page 96 for information about adjusting time limits.)

The test stops after the student answers about 30 questions. A major challenge when testing students is gathering enough evidence to draw reliable conclusions about their ability. This is especially problematic when designing conventional tests. Because every student takes the same test form, a conventional test must contain a large number of items in order to evaluate a wide spread of abilities.

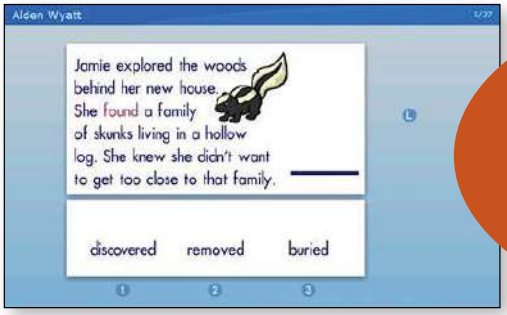
STAR Early Literacy Test Items

Word Knowledge and Skills



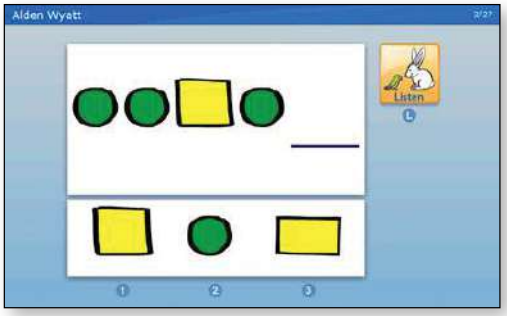
STAR Early Literacy includes 27 test items, not including practice items. These are taken from a number of skill areas. Students hear audio instructions. To hear them repeated, they can press the L key on the keyboard, click Listen with the mouse, or tap Listen on the touchscreen.

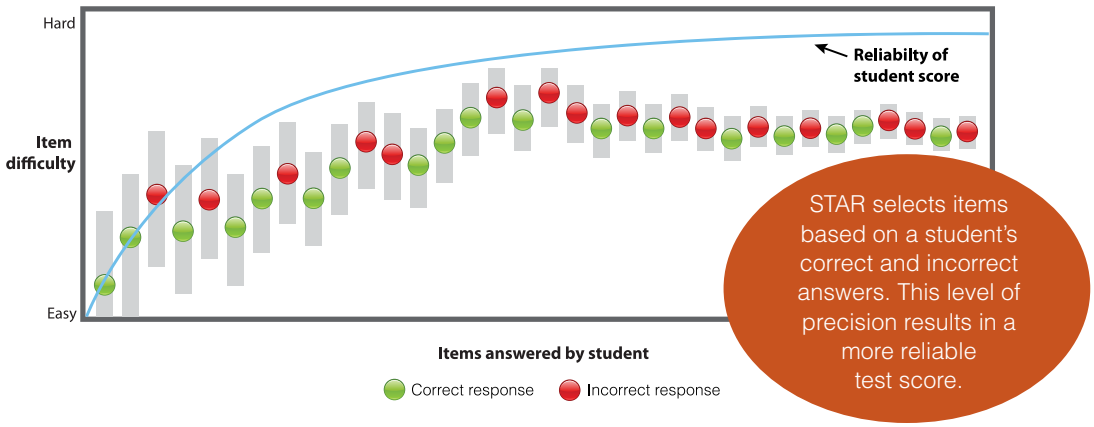
Comprehension Strategies



Students select their answer choice by pressing 1, 2, or 3 on the keyboard, using the mouse to click, or tapping on the touchscreen. The selected choice appears in the blank. Students then press the Enter key, or click or tap Next.

Numbers and Operations





Each STAR test, on the other hand, is individualized and unique. Because it immediately adjusts to each student's ability, it delivers an accurate and reliable score after 27 questions for STAR Early Literacy and 34 questions for STAR Reading and STAR Math, not including the practice questions and a few items that are in the calibration process.

The software calculates a score. To report someone's ability to do a task, you must know how difficult the task is to do. For example, think again about how you determine your weight-lifting ability. You need items—the dumbbells—and a way to express their relative weight, which is called a scale. In this case, the scale is expressed in "pounds." You identify the relative weight of the dumbbells by marking them with a number along that scale: 3 pounds, 5 pounds, 8 pounds, 10 pounds, and so on.

As we developed STAR assessments, we approached test items in the same way. We administered the items to large, nationally representative samples of students, collected the responses, and performed a statistical analysis to determine the difficulty of each item. Using a scale, we marked each item with a difficulty level: 1.67, 1.68, and so on. This process is called item calibration. We calibrate continuously by including a few additional items on STAR assessments, which is why the tests your students take may have 36 or 37 items instead of 34. (Answers for these extra items do not affect a student's score.)

The method of statistical analysis we use is based on Item Response Theory, specifically the Rasch model. This type of analysis relates the probability of a student correctly answering an item to the student's ability and the difficulty of the item. We can get a sense of how this works by returning to our weight-lifting analogy. Let's suppose we asked a large, nationally representative sample of adults to lift dumbbells of varying weights. After analyzing the data, we could say, for example, that the typical 50-year-old female has a 50-50 chance of lifting 10 pounds overhead, a 70-year-old female has a 50-50 chance of lifting 5 pounds overhead, and so on. If you're a 70-year-old female and you can lift 20 pounds overhead, we now have a good idea of your ability! We also know that if you can lift 20 pounds, you can lift 15 or 10 or 5. In other words, we can predict what you can do without even asking you to do it.

STAR assessments can provide the same kind of information. We know a student's grade level, and we know how difficult each item in our item bank is for each student in that grade level. Therefore we can look at a student's pattern of right and wrong answers on a

STAR test and provide a statistically sound estimate of the student's ability. We also know the probability of a student answering any item correctly without presenting that item to the student.

During the development of STAR assessments, we created learning progressions for reading and math. We identified the order in which skills are learned based on an extensive literature review, analysis of curricula and standards, and input from independent academic experts. As part of the item calibration process, we administered items that assessed those skills to millions of students. This data enabled us to determine the difficulty of each skill item. In August 2013, learning progressions built for the Common Core State Standards were released. These progressions describe the incremental steps of learning for Common Core skills. We talk more about the learning progressions in Chapter 5.

The software reports various types of scores. The **scaled score** is the most important score. It is a raw score based on the difficulty of the questions that were presented to the student and whether or not the student answered them correctly. This score is similar to pounds in our weight-lifting example. Just as we can say your weight-lifting ability is 20 pounds, we can say your scaled score on STAR Reading is 236. The scaled score is a good score for reporting growth. Just as your weight-lifting ability might increase from 20 pounds to 25 pounds, a student's reading ability might grow from 236 to 319.

The scaled score is also important because we use it to establish statistical relationships that tell us more about a student's learning. Through our calibration process, we identify where a particular scaled score in STAR Early Literacy or STAR Reading falls on the learning progression for reading and where a scaled score in STAR Math falls on the learning progression for math. Thus we are able to report the skills a student likely already knows and the skills a student is likely ready to learn. We present this data on reports as general **domain** scores and more specific **skill area scores**. These scores are estimates of percent of proficiency. For example, a STAR Math score of 60 in the domain of geometry means the student would be expected to correctly answer 60 percent of the items assessing geometry if all the items in that domain were administered. We also link scaled scores to performance on specific state tests, which enables us to estimate how a student with a particular scaled score will do. In addition, we use scaled scores when we estimate mastery of state standards and Common Core State Standards. We talk more about this in later chapters.

In addition to reporting these statistical relationships, STAR assessments provide scores that tell you how students are doing relative to their peers nationwide. These are called norm-referenced scores, and they help you interpret a student's achievement.

- **Percentile rank (PR)** tells you the percentage of students who scored lower than a particular student. For example, let's say a scaled score of 520 is equivalent to a percentile rank of 85. This means the student performed better than 85 percent of students nationwide in the same grade at the same time of year.
- **Grade-equivalent (GE)** tells you the grade level of students who on average achieved the same scaled score. For example, a GE of 4.2 means a student scored as well as the typical student who is in the second month of fourth grade.

- **Student growth percentile (SGP)** tells you the percentage of academic peers who grew less than a particular student. For example, if a student's SGP is 75, that means her growth was greater than 75 percent of students who were in the same grade and had a similar score at the start of the period you are examining.

Because different kinds of scores tell us different things, they prompt different actions. Let's consider two students as examples. The first student, Jennifer Brown, had a scaled score in September of 782. By December, it increased to 946. She definitely made gains. This is called absolute growth. Her percentile rank also increased—from the 57th percentile to the 64th percentile. This tells us she made gains relative to students in her grade nationwide, which is called relative growth. Her growth is further substantiated by her student growth percentile of 82. This score means she grew more than 82 percent of students who had a scaled score of 782 in September.

Now let's look at a second student, John Smith. His scaled score also increased—from 573 to 601—showing absolute growth. But his PR is the same in December as it was in September: the 23rd percentile. There's been no relative growth. While John is learning, he's barely maintaining his standing. We also see that his student growth percentile is 35. That means he grew more than only 35 percent of students who had a scaled score of 573 in September. His growth needs to accelerate, perhaps through an intervention program, if he is to make more significant gains.

STAR assessments provide many reports that use these and other scores. We give details and examples throughout the rest of this book of the ones that are most commonly used. A list of all the reports available and what they include is in the appendix.

The Diagnostic Report Summarizes Test Results

The Student Diagnostic Report summarizes a student's test results and helps you understand the student's current performance. However, the Diagnostic Report for STAR Reading and STAR Math is somewhat different than the one for STAR Early Literacy.

STAR Reading and STAR Math

On this Diagnostic Report, a colored bar is displayed at the top that indicates the category in which the student's scaled score falls for a selected benchmark. (See the example on page 13.) Below the bar are the student's scores on the test with brief explanations.

Below those are domain scores. These estimate a student's percent of mastery of each domain for the student's grade level. For example, a domain score of 53 for a fifth grader means the student would be expected to correctly answer approximately 53 percent of the fifth-grade items in that domain. On the report's additional pages, each domain is broken down into specific skill areas. Again, the score shown represents the student's mastery of the skills expected for the student's grade level.

(You have the option to print or not print the pages showing skill details. Choosing the option to print can make the report quite lengthy.) The Core Progress learning progressions provide more guidance for instructional planning. See Chapter 5 for details.

Specialized Scores and Recommendations

Some STAR reports display the following specialized scores and recommendations. Examples of the reports mentioned below are in the appendix.

To help make scores meaningful, STAR Early Literacy identifies students as falling into one of three **literacy classifications**:

- Emergent reader. Scaled score ranging from 300 to 674. On some reports, this classification is further divided into Early Emergent (300–487) and Late Emergent (488–674).
- Transitional reader. Scaled score ranging from 675 to 774.
- Probable reader. Scaled score of 775 to 900.

The cutoff scores are based on the relationship between scaled scores and proficiency in literacy domains and skills. During test development, data showed that students with scaled scores of 675 and higher also achieved skill scores above 80 in five sets of skills critical to beginning reading. Students with scaled scores of 775 and higher achieved skill scores above 70 in all literacy domains.

The **instructional reading level (IRL)** represents the highest grade level at which a student can most effectively be taught. A student with an IRL of 4.5, for example, can likely recognize 90 to 98 percent of the words and comprehend 80 percent of the text that students in the fifth month of fourth grade are expected to recognize and comprehend, according to commonly accepted standards. Teachers may want to use this score when selecting instructional materials. It appears on the STAR Reading Summary Report.

Estimated oral reading fluency (Est. ORF) is an estimate of a student's ability to read words quickly and accurately, which in turn leads to efficient comprehension. For example, a score of 60 for a second-grade student means the student is expected to correctly read 60 words within one minute on a passage with a readability level between 2.0 and 2.5. Estimated ORF scores are based on the results of a large-scale research study that investigated the links between STAR Reading performance and assessments of oral reading fluency. Estimated ORF scores are only reported for students in grades 1 through 4. To see a document that identifies cut scores and benchmarks for estimated oral reading fluency, go to the Resources under STAR Reading. This score also appears on the STAR Reading Summary Report.

The **zone of proximal development (ZPD)** represents the level of difficulty that is neither too hard nor too easy. It is expressed as a range of book levels, and is individualized for each student based on the student's grade-equivalent score on STAR Reading. The ZPD on the STAR Reading Summary Report is a suggested starting place for independent reading practice.

The **recommended Accelerated Math Live library** is based on a student's STAR Math score and reflects the instructional level at which a student is likely ready to practice. It appears on the Screening, Diagnostic, and Accelerated Math Library reports. This recommendation must be considered in combination with other factors, such as class work and your knowledge of the student. STAR data for instructional planning is more fully integrated within Accelerated Math 2.0.

The report also shows how much time a student spent taking the assessment. You'll find this information especially useful when looking at results for students who scored lower than you expected. If their test time is unusually short, they may have guessed at answers or rushed through the test.

STAR Early Literacy

The Student Diagnostic Report for STAR Early Literacy also displays a student's test scores at the top of the report. These include the student's literacy classification, estimated oral reading fluency, and subdomain scores. Below these are scores for specific skill sets within each subdomain. The subdomain scores and skill set scores are a statistical estimate of the percent of items the student would be expected to answer if all the items in that subdomain or skill set were administered. Skill sets on which the student scored between 40 and 75 are flagged and indicate the skill sets the student is probably ready to learn and practice.

STAR Early Literacy also has a Class Diagnostic Report that groups students for each skill based on their skill scores. This report can help you identify which students need to work on similar skills.

Trend Score

If a student has taken three or more tests, the software uses a trend score to provide skill data on the Diagnostic Report. The trend score stabilizes the ups and downs of the scaled score over multiple tests. For example, suppose a student has an unusually low score on his most recent test. Instead of reporting skill proficiency based on that test alone, the software looks at all the tests the student has taken that year and reports the overall trend. This results in a better estimate of the student's ability. Trend scores are used by default on both the Diagnostic and State Standards reports. However, if you wish the software to use the actual scaled score of the most recent test for skills information, you can select that option before viewing or printing one of these reports.

How We Know STAR Assessments Are Reliable and Valid

For a test to be good it must be reliable. A reliable test is like a reliable car. Just as a reliable car starts up every time you turn the key, a reliable test gives consistent results from one administration to another.

In the assessment field, the key to reliability is length. As we noted earlier, conventional tests must be long in order to provide enough items to adequately test students with a wide range of abilities. Because STAR assessments individualize each test through computer-adaptive technology, they show high levels of reliability with far fewer items.

Psychometricians evaluate reliability in a number of ways. One way is to administer the test to the same students within about a week's time and see if the scores are consistent. This is referred to as test-retest reliability. According to the National Center on Response to Intervention (NCRTI), a reliability level of .60 and higher is good; .80 is very good. We have collected and analyzed four types of reliability data, including test-retest reliability. In all types of analysis, the reliability level of STAR assessments ranged from .86 to .92. In addition, STAR assessments are highly rated for progress monitoring by the National Center for Intensive Intervention (NCII).

The Diagnostic Report summarizes a student's test results and helps you understand the student's current performance.

STAR Early Literacy

Student Diagnostic Report
Skill Set Scores
Printed Monday, September 15, 2014 9:17:05 AM

School: Oakwood Elementary School
Reporting Period: 09/02/2014 - 06/12/2015 (2014-2015 School Year)

Carter, Lisa

Class: Mrs. Rowley's Class
Teacher: Mrs. C. Rowley
Test Date: 09/10/2014
SS: 475 (Scaled Score)
Student's Age (yrs): 6.4
Grade: 1
ID: LCARTER

Literacy Classification			
Early Emergent Reader SS 300-487	Late Emergent Reader SS 488-674	Transitional Reader SS 675-774	Probable Reader SS 775-900

Estimated Oral Reading Fluency (Words Correct Per Minute): 0
Est. ORF is available for tests taken in grades 1-3.

Sub-Domains
Alphabetic Principle
Concept of Word
Visual Discrimination
Phonemic Awareness
Phonics
Structural Analysis
Vocabulary
Sentence-level Comprehe
Paragraph-level Compreh
Early Numeracy

Skill Sets Within Each Sub-Domain
Skill set scores, ranging from 0-100, estimate the student's percent of mastery of skills in each set.

Alphabetic Principle	Skill Set Score
Alphabetic Knowledge	59
Alphabetic Sequence	27
Letter Sounds	52

Concept of Word	
Print Concepts: Word length	64
Print Concepts: Word borders	30
Print Concepts: Letters and Words	66

Visual Discrimination	
Letters	71
Identification and Word Matching	46

Phonemic Awareness	
Rhyming and Word Families	34
Blending Word Parts	51
Blending Phonemes	43

Phonics
Consonant Digraphs
Other Vowel Sounds
Sound-Symbol Corresp
Consonants
Word Building
Sound-Symbol Corresp
Word Families/Rhymin

Structural Analysis
Words with Affixes
Syllabification
Compound Words

Vocabulary
Word Facility
Synonyms
Antonyms

Next S
may not

STAR Reading

Student Diagnostic Report
Enterprise Test
Printed Tuesday, September 9, 2014 3:17:28 PM

School: West Middle School
Test Date: September 9, 2014 1:15 PM
Test Time: 9 minutes 55 seconds

Severson, Tyler
ID: 560123
Grade: 5
Class: Mr. Evans' Class
Teacher: J. Evans

Skill Details
Skill Area Scores, ranging from 0-100, estimate Tyler's percent of mastery of skills in each skill area. Use Core Progress learning progressions to find teacher activities and sample problems for skills in each skill area.

Reading: Literature

Key Ideas and Details	Domain Score: 88
Score	
90 Character	
85 Setting	
91 Plot	
81 Summary	
89 Inference and Evidence	
89 Theme	

Craft and Structure	
Score	

Domain Score: 88

Domain Score: 86

These scores represent the student's percent of mastery of the skills expected for the student's grade level.

STAR Reading

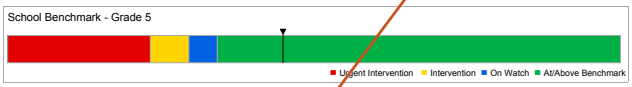
Student Diagnostic Report
Enterprise Test
Printed Tuesday, September 9, 2014 3:17:28 PM

1 of 3

School: West Middle School
Test Date: September 9, 2014 1:15 PM
Test Time: 9 minutes 55 seconds

Severson, Tyler
ID: 560123
Grade: 5
Class: Mr. Evans' Class
Teacher: J. Evans

School Benchmark - Grade 5



STAR Reading Scores	
SS: 629 (Scaled Score) At/Above Benchmark	Tyler's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 60 (Percentile Rank)	Tyler scored greater than 60% of students nationally in the same grade.
GE: 5.9 (Grade Equivalent)	Tyler's test performance is comparable to that of an average fifth grader in the ninth month of the school year.
IRL: 5.1 (Instructional Reading Level)	Tyler would be best served by instructional materials prepared at the fifth grade level.
Domain Scores	
Reading: Literature Key Ideas and Details: 88 Craft and Structure: 88 Range of Reading and Level of Text Complexity: 87 **Reading: Informational Text** Key Ideas and Details: 86 Craft and Structure: 86 Integration of Knowledge and Ideas: 86 Range of Reading and Level of Text Complexity: 87 **Language** Vocabulary Acquisition and Use: 86	Domain scores, ranging from 0-100, estimate Tyler's percent of mastery on skills in each domain at a fifth grade level.
Reading Recommendation	
ZPD: 3.9-6.0 (Zone of Proximal Development)	Tyler's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Tyler's ZPD in www.ARBookFind.com to find appropriate books.

Check the test time to see if a student rushed through the test.

Besides being reliable, a test must be valid. Validity means that the test actually tests what it is meant to test. As with reliability, there are many ways to measure this. One way is to evaluate "content validity," that is, the relevance of the skills and objectives to reading and math curricula as well as state standards and Common Core State Standards. This was achieved through our extensive effort to develop reading and math learning progressions to which we have correlated test items. Another way to evaluate validity is to examine the degree to which one assessment correlates with other commonly accepted assessments. To check this, we asked schools to submit students' STAR assessment results along with their scores on other assessments, such as the California Achievement Test, DIBELS, FCAT, Iowa Test of Basic Skills, Comprehensive Test of Basic Skills, Metropolitan Achievement Test, and Stanford Achievement Test. Our analysis showed high correlations with these tests. In fact, the correlations exceeded the guideline provided by the NCRTI. The technical manuals provide details. In addition, STAR assessments have met the highest review standards of the NCRTI and other agencies that review RTI assessments.

NCRTI and NCII

NCRTI and NCII are funded by the U.S. Department of Education's Office of Special Education Programs. NCRTI provides information and technical assistance to states and districts that are implementing proven models for RTI. NCII supports educators using data-based individualization to implement intensive interventions.

Fidelity of Administration

STAR assessments provide a wealth of "actionable" data. They tell you which students are succeeding or failing, who needs intervention, how likely students are to meet standards and reach proficiency on state tests, and whether the curriculum and interventions you are implementing are making a difference. Because important decisions will be made based, in part, on STAR data, it's critical that the data accurately reflect each student's ability. Test administration must also replicate norming conditions for scores to be valid. A checklist of best practices for ensuring proper administration is on the next page.

Test Administration Best Practices Checklist

Before Testing	
☐	Schedule the assessment for a time of day when students will be alert and engaged. Don't schedule an assessment right before lunch or recess, or at the end of the day. Allow a full class period, or roughly 45 minutes, for students to log in, listen to the pretest instructions, take the test, and log out.
☐	Plan on testing all students at once. If that is not possible, test them within a narrow timeframe so you can better compare scores. However, when administering STAR Early Literacy to young children, don't try to take all of them to the lab at once for their first test. If possible, ask an assistant to take four or five students at a time. Once students are familiar with the procedures, they will be able to take the test in a larger group.
☐	Arrange for a quiet and secure environment for testing similar to what you would require for a traditional high-stakes test. The best setting is usually a computer lab.
☐	Log in to the test you are administering as a Teacher/Administrator. Print and review the pretest instructions. Print a list of students' user names and passwords. See the appendix for instructions.
☐	Talk to students about the importance of the test. Emphasize that it must be taken seriously. You may wish to tell students how the scores will be used so they understand why it is in their best interest to show what they can do.
☐	Encourage students to raise their scaled score each time they test. It's the best score for monitoring growth because even small gains are reflected. In addition, the scaled score does not carry the negative connotation that a low percentile rank or grade-equivalent score might have for struggling students.
During Testing	
☐	Space students so they are not distracted and cannot provide each other with answers.
☐	Make sure students taking STAR Math have paper and pencil and know they can use them.
☐	If you are administering both STAR Reading and STAR Math, give the math test first. If students take STAR Reading first, they tend not to use paper and pencil with STAR Math.
☐	Follow the pretest instructions. This promotes consistency of administration and matches the norming conditions.
☐	Walk around as students are testing to make sure they stay on task. Do not explain test items or help with answers. Do not allow students to use dictionaries, calculators, or other reference materials, unless they are provided online by the software.
☐	When administering STAR Early Literacy, or STAR Math with audio support, make sure students are wearing headphones connected to the device assigned to them. Also make sure students taking STAR Early Literacy understand that when audio instructions are first given, they must listen carefully. After the instructions, a chime sounds. Students can then select an answer.
After Testing	
☐	Print and review reports that best align with your testing purposes. The remaining chapters in this book provide guidance.
☐	If you suspect that a student took a STAR Reading or STAR Math test without really attending to it, look at the student's Diagnostic Report. It will tell you how much time the student spent on the test and will display a warning if it appears the student rushed through it.
☐	Make progress visible. Students can graph their scaled scores, or you might give them a copy of the Annual Progress Report. (See an example on page 90.) Another option is to add up the scaled scores of every student in the class, or use the average scaled score, and plot the progress of the class as a whole.

SUMMARY

STAR BASICS

- STAR Early Literacy is designed for students who are at the beginning stages of learning to read.
- For a standard STAR Reading or STAR Math administration, students must have a sight vocabulary of at least 100 words. In a nonstandard STAR Math administration, you may read words to students that they cannot decode themselves.
- STAR tests are typically administered in fall, winter, and spring for screening purposes. Administering an additional test in late fall facilitates estimates of future proficiency. Teachers can test more frequently to plan instruction and monitor student progress.
- The software adjusts the difficulty of each item to a student's performance.
- The software calculates various scores, including scaled scores and percentile ranks, which are used for different purposes. The scaled score is related statistically to knowledge of specific skills, performance on state tests, and mastery of state standards and Common Core State Standards.
- STAR assessments exceed standards for reliability and validity.
- STAR assessments must be administered consistently and in a quiet and secure environment so that results are accurate and reliable.

2

Planning for Assessment

Assessments are only worthwhile when they are put to good purposes. Because STAR assessments can do so much, it's critical that a district or school define which purposes they want to emphasize. From that decision flow others: who to test, how often to test them, when data will be analyzed, and who on the faculty needs more training in order to use the data effectively. Addressing these issues is part of assessment planning, which is usually carried out by administrators or other staff specifically charged with the task. It's to this group that we direct this chapter.

Identify Purposes for Assessment

Begin the planning process by nailing down your purposes for assessment. This is usually done at the district level or at the school level with administrative leadership. The What Works Clearinghouse, a Department of Education initiative that identifies scientific evidence for what works in education, recommends school-level data teams that consist of the following: principal or assistant principal; two or three teachers representing various subjects and grade levels; one or two classroom support professionals, such as reading coaches; and a district-level staff member who works in assessment. This team looks at the school's overall goals for improving student achievement and clarifies how data will be used to advance those goals. For example, a school with a large population of struggling readers might set a goal to have 80 percent of its students reading at or above the 40th percentile in five years. To help them meet this goal, the school-level data team might elect to use STAR Reading as their universal screening tool so they can monitor the school's progress toward that goal and better identify students who need intervention. Another school might be focusing specifically on math intervention. The school-level data team may decide to use the goal-setting features in STAR Math to set individualized goals for students. They may also decide to run specialized reports to monitor how well students are responding to their interventions.

On the next page we list six potential purposes for assessment and key questions related to them. STAR data can, of course, be used for multiple purposes at the same time. For example, data obtained during screening can also be used to assess mastery of standards and estimate proficiency on your state test. But if your faculty is new to STAR, you may wish to focus on one or two purposes during the first year of implementation.

Establish Grade-Level Data Teams

Within each school, identify who will serve on grade-level data teams. These teams will be responsible for compiling and reviewing data and will make decisions about the intervention and resource needs of their specific grade. They will also assess the needs of individual students, place them in appropriate programs, and share effective teaching practices. (Some schools refer to these teams as problem-solving or intervention teams.) Members must understand students, and they must know the resources that are available in the school and have the authority to allocate them. Thus they usually include the principal and all the teachers for the grade. They may also include the data manager,

curriculum coordinator, and/or Response to Intervention (RTI) coordinator if a school uses the RTI framework. Be sure to define the roles and responsibilities of the members of the data team. For example, who will schedule the computer lab for testing? Who will prepare or print reports? Who will facilitate data-team discussions?

Purpose	Key Questions
Universal Screening	Which students are reaching benchmark and which need intervention? Is our curriculum bringing students above benchmark?
Progress Monitoring	Are students in intervention responding to the intervention? Are our intervention programs working?
Differentiating Instruction	Which skills are students ready to learn? Which skills are appropriate for groups of students to work on?
Estimating State Test Proficiency*	Is our curriculum ensuring that students are meeting proficiency requirements on the state test? Which students are at risk of not passing the state test?
Mastery of State Standards and Common Core State Standards	Are students mastering state standards and Common Core State Standards? Which standards are likely to be difficult for students to learn?
Measuring Growth	Are students showing growth this year and over multiple years? Is student growth average, above average, or below average? Is our educational environment making an impact on growth?

** STAR Early Literacy does not estimate state test proficiency because most states do not assess students until grade 3.*

Develop a Schedule

Once you've identified your purposes for assessment and established grade-level data teams, develop a schedule that is integrated with the school calendar and includes the following components.

Testing. Think about which students you will assess and how often. Most schools test all students in fall, winter, and spring for universal screening. (Instructions for setting up screening periods in the software are in the appendix.) Schools that use STAR assessments to estimate proficiency on state tests would likely test all students a fourth time, typically in late fall. This is because reports that provide data for this kind of estimating display a trend line after three testing events. By scheduling those three testing events by mid-January, schools ensure they have time to act on the data before a state test is administered in the spring or the school year ends.

Depending on their purposes for assessment, some teachers may wish to test students more frequently. For example, if a teacher is using STAR data for instructional planning, she might administer the test monthly. So might a teacher who is concerned about her students' performance on the state test. An intervention teacher, on the other hand, might test her students as often as weekly so that she can monitor their response to

intervention. An important guideline is to test students only when you are prepared to act on the data the test provides. Also bear in mind that you must test students within specific date ranges to see all growth data. (See pp. 83-84 for information about student growth percentile testing windows.)

The chart below illustrates a testing schedule for a state that tests in the spring. This testing schedule includes three test administrations for universal screening. A fourth test is given to all students so that a trend line will display after winter testing. Some students are tested weekly or biweekly to measure their response to intervention. Teachers who are using STAR data for instructional planning also test students more frequently but usually no more than monthly.

Example of a Testing Schedule

	Universal Screening	Progress Monitoring	Instructional Planning	Estimating Proficiency on the State Test	Estimating Mastery of Standards	Measuring Growth
Fall						
Interim Testing						
Late Fall						
Interim Testing						
Winter						
Interim Testing						
Spring						

All Students **Students in Intervention**

Data Reviews. To ensure that faculty systematically review and respond to data, build data meetings into the school calendar as well. How often the data teams meet will depend on the purposes you've identified for assessment. For example, if you use STAR assessments for universal screening, teams must meet shortly after each screening period. If you are using STAR for progress monitoring, teams may meet whenever students are tested for that purpose and members are prepared to make decisions about instruction or program placement.

Professional Development. Using data effectively requires a variety of skills: administering assessments with fidelity, interpreting data, using data to modify curriculum and/or teaching practices, and, of course, making the right clicks in the software. Because STAR assessments give educators the opportunity to apply their skills to so many purposes, we recommend that you not ask staff to learn everything at once.

Instead, begin with professional development that focuses on your initial purposes for assessment and build from there. Consider the right timing and earmark it on the school calendar. For example, if you wish to use STAR assessments for universal screening, schedule professional development before the first screening period of the year.

Below is an example of a school calendar showing screening windows, data reviews, and professional development.

Create a school calendar that includes dates for testing and data reviews.

RENAISSANCE SCHOOL DISTRICT CALENDAR

AUGUST

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

MARCH

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

School year may be extended due to inclement weather. Calendar subject to change.

IMPORTANT DATES

September 1	First Day of School	January 20	End of 2nd Quarter
September 5	Labor Day	February 20	Presidents Day
October 27-28	Teacher Convention	March 28	End of 3rd Quarter
November 2	End of 1st Quarter	April 2-9	Spring Break
November 21-22	Parent Conferences	May 28	Memorial Day
November 24-25	Thanksgiving	June 4-5	Parent Conferences
Dec 26-Jan 6	Winter Break	June 12	End of 4th Quarter
January 16	M.L. King Day	June 12	Last Day of School

KEY

- First/Last Day
- Screening
- Screening Data Review
- Progress Monitor
- No School
- Parent Conferences
- Inservice

Enter Student Information

Before students can take their first STAR assessment, a few tasks must be completed within the software. These are generally done by technology managers with administrator access.

- **Enter school and district information in Renaissance Place.** Someone with administrator access must enter information about each school that is using STAR assessments, including the school calendar, staff members, classes, and student information. A lead teacher for each class must also be designated.
- **Add student characteristics.** When you add student information in Renaissance Place, we recommend that you include any student characteristics for which you will want data. For example, to help interpret test data for English language learners, add English language proficiency levels as a characteristic. The software includes a list of characteristics, and you may also define your own characteristics. See the Renaissance Place software manual for full instructions on entering district, school, and student information.

Define Benchmarks and Proficiency Levels

A benchmark is a standard against which you measure the achievement of a student, grade, school, or district. It is the lowest level of performance that is considered acceptable. STAR allows administrators to decide what that benchmark is so that the achievement data it provides is meaningful. In addition, STAR lets administrators define levels of proficiency using cut scores. That way, student data can be displayed on some reports in categories, which enables data teams to better identify students who need help. Make decisions about benchmarks and cut scores as part of your assessment planning and define them, if necessary, in the software.

STAR assessments have three types of benchmark settings, all of which can be modified by someone with administrator access:

- **State benchmark settings.** We determine a state benchmark by linking the STAR scale with the scale used for the state test. This tells us which STAR scaled scores fall into which proficiency levels at the time of the state test. For example, let's suppose a state reports five proficiency levels on its state test: Exemplary, Exceeds Standards, Meets Standards, Approaches Standards, and Academic Warning. Through a linking study, we might find that a student who has a STAR Reading scaled score at or above 512 at the time of the state test will likely fall in the Exemplary category, a student who has a scaled score between 498 and 511 will likely fall in the Exceeds Standards category, and so on. If a linking study has been done for your state, you will automatically see the state benchmark and cut scores in the software. If a linking study has not yet been done or if we don't have enough data to create links, the state benchmark and cut scores will not appear. In some cases, you will see a partial set of cut scores. For example, if your state tests three grades, we provide cut scores for those three grades based on the linking study. If you want to run a Screening Report for every grade using your state's benchmark structure, administrators can choose to have the software fill in cut scores for the grades that are not tested, based on our statistical analysis. These can be modified, if needed.

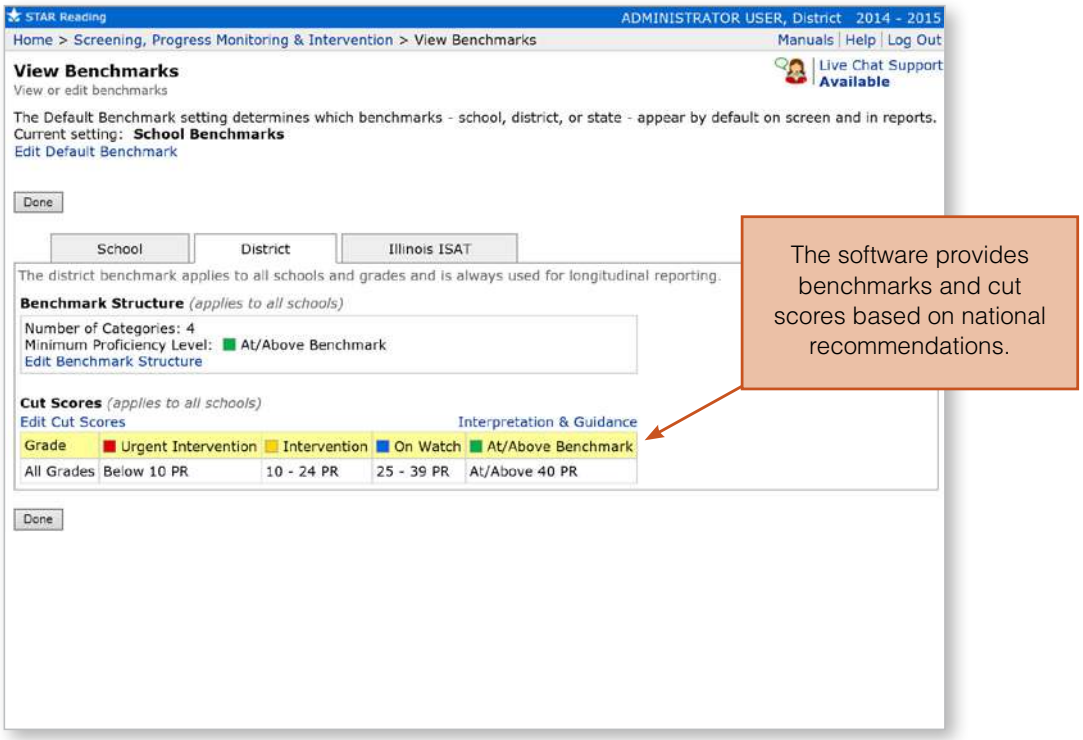
- **District benchmark settings.** The software provides a benchmark and cut scores that reflect widely accepted national recommendations. Proficiency categories are defined in the following way:
    - At/Above Benchmark = At/above 40th percentile
    - On Watch = 25th to 39th percentile
    - Intervention = 10th to 24th percentile
    - Urgent Intervention = Below 10th percentile

  (Based on the norming of STAR Early Literacy in 2014 as well as recent research, we have established a second set of benchmarks called "transition benchmarks." For more information, see *Benchmarks, Cut Scores, and Growth Rates* in the STAR Early Literacy resources.)

  Administrators may change the number of categories (to a maximum of five categories), the category names, the cut scores for each category, and the minimum proficiency level. District benchmarks are the same for all schools within a district so that administrators can compare their data.

- **School benchmark settings.** Sometimes schools define a benchmark and a set of categories that are different from both the state and district ones. For example, a school with a large number of high-achieving students may want to further differentiate students who are at or above benchmark. As with district benchmark settings, STAR software allows administrators to define the number of categories, the cut scores for each category, and the minimum proficiency level for an individual school. Benchmark settings per grade can also be edited.

The district administrator can set the default benchmark to be used for the Screening and Instructional Planning reports throughout the district or can allow school administrators to choose the default benchmark for their school. Instructions for editing benchmarks are in the appendix.



STAR Reading — ADMINISTRATOR USER, District 2014 - 2015

Home > Screening, Progress Monitoring & Intervention > View Benchmarks — Manuals | Help | Log Out

Live Chat Support Available

View Benchmarks

View or edit benchmarks

The Default Benchmark setting determines which benchmarks - school, district, or state - appear by default on screen and in reports.
Current setting: **School Benchmarks**
Edit Default Benchmark

Done

School | District | Illinois ISAT

School benchmarks support local response to intervention strategies per building and grade level.

Benchmark Structure *(applies to all schools)*

Number of Categories: 5
Minimum Proficiency Level: At/Above Benchmark
Edit Benchmark Structure

Cut Scores

School: East Elementary School

Edit Cut Scores — Interpretation & Guidance

Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark	Far Above Benchmark
Grade 1	Below 10 PR	10 - 24 PR	25 - 39 PR	40 - 89 PR	At/Above 90 PR
Grade 2	Below 10 PR	10 - 24 PR	25 - 39 PR	40 - 89 PR	At/Above 90 PR
Grade 3	Below 10 PR	10 - 24 PR	25 - 39 PR	40 - 89 PR	At/Above 90 PR
Grade 4	Below 10 PR	10 - 24 PR	25 - 39 PR	40 - 89 PR	At/Above 90 PR

Done

In this example, the district administrator has edited the school benchmark structure. East Elementary School's benchmark structure now includes five proficiency levels.

STAR Reading — ADMINISTRATOR USER, District 2014-2015

Home > Enterprise Home > View Benchmarks > Set Default Benchmark — Manuals | Help | Log Out

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Set Default Benchmark

Select default benchmark set for school administrators and teachers

Default Benchmarks
Choose which benchmarks to use by default on screen and in reports

- Allow school administrators to set
- Apply the following to all schools:
  - School benchmarks
  - District benchmark
  - Illinois ISAT

Cancel | Save

The district administrator has chosen the school benchmark as the default for the Screening and Student Instructional Planning reports. Teachers will still, however, be able to choose the district or, if available, state benchmark structure if they wish.

Share the Assessment Plan

Capture in writing the district and school's purposes for assessment—why students are being tested and how the test data will be used based on broader school and district improvement goals. Include in the assessment plan the comprehensive school calendar, like the one shown on page 20, which indicates when students will be tested and data will be reviewed. Distribute the plan and discuss it in faculty meetings. Make sure parents also know when their children will be tested and why. School newsletters and websites are good formats for communication.

Creating a Data Culture

When a school has a strong data culture, teachers, administrators, support staff, and students all believe that data is an integral part of teaching and learning. Data is gathered and analyzed routinely, and acting upon data is seamlessly integrated with instruction. A data culture is not created overnight, however. Some administrators say it can take five years or more to develop. Here are steps to get you started.

Share leadership. Have staff members identify school problems or weaknesses collectively. Ask staff to divide into teams, with each team charged with collecting data related to a weakness and proposing an action plan to address it.

Establish a universal understanding of terminology, assessment procedures, and uses of data. Create and distribute an assessment plan as described in this chapter. Include a glossary of commonly used terms. Devote staff meetings to explaining the plan and fielding questions.

Provide ongoing professional development. Don't stop training after the first year of a STAR implementation. The most effective professional development often takes place after teachers have their own student data in hand. Build knowledge of how to use STAR assessments for various purposes, and provide training on instructional strategies that will help you meet your improvement goals.

Reflect and refine together. Once a month, have staff bring data related to school improvement goals to faculty meetings. Discuss progress with the assumption that identifying and utilizing successful techniques is everyone's concern and everyone's responsibility. Refine action plans together when needed.

Involve students. Instill a growth mindset. Teach students how to use data to monitor their own performance. Share their assessment data with them in a positive way. Encourage them to boost their scaled scores, and emphasize the school's commitment to helping them do so.

Make success visible. Post progress toward data-based goals in a public area of the school. (Don't identify data at the classroom level, however.) Regularly send updates to parents. Document the history of your journey together, and always celebrate success.

SUMMARY

PLANNING FOR ASSESSMENT

- Identify your purposes for assessment based on larger goals for student achievement.
- Create grade-level data teams.
- Set up a schedule for testing, data review, and professional development.
- Enter student information.
- Define benchmarks and proficiency levels so that achievement data is meaningful.
- Share the assessment plan with all staff members.
- Create a data culture based on whole-school involvement.

3

Universal Screening

In the medical world, health screening tests are a critical part of preventive care. They help ensure that serious conditions are detected and treated. Typically, screening tests find that most people are fine, some have symptoms that bear watching, and a few must be treated immediately. By uncovering these needs, doctors can better allocate aid.

Students have a variety of needs, too. In order to deliver the best, most appropriate instruction, schools also need a screening process for assessing the condition of their students and allocating aid. This process, during which all students are tested, is generally referred to as universal screening. STAR assessments inform universal screening by generating reliable data on every student. The software then presents the data on reports that make it easy to set priorities for instruction and intervention.

Typically, universal screening is done three times a year: fall, winter, and spring. In this chapter, we describe the purposes for each of these screening assessments and how to interpret data on the screening reports. Since screening involves administrative and instructional decisions, both administrators and teachers will find this information useful.

Before Fall Screening

Fall screening tells you where students are as the school year opens, helps you make or confirm plans for allocating resources, and raises questions that will be answered in subsequent screenings. Before schools begin fall screening, however, administrators must delineate all screening periods and someone with administrator access needs to enter the dates in the software.

Screening Periods and SGPs

If you would like student growth percentiles (SGPs) to appear on Growth Reports, we recommend that you establish periods for universal screening that fall within certain date ranges. See Chapter 8 for more information.

STAR assessments have three default screening periods: Fall (September 1–15), Winter (January 1–15), and Spring (May 1–15). These dates can be edited and more screening periods added, up to a maximum of ten. (Instructions are in the appendix.) The first screening period must be as close to the beginning of the school year as possible so that you can address instructional needs quickly. Because you are measuring each student's achievement relative to that of other students, administer STAR assessments to everyone within a fairly short time period. The software allows you to define a 30-day screening period, but two weeks or less is recommended.

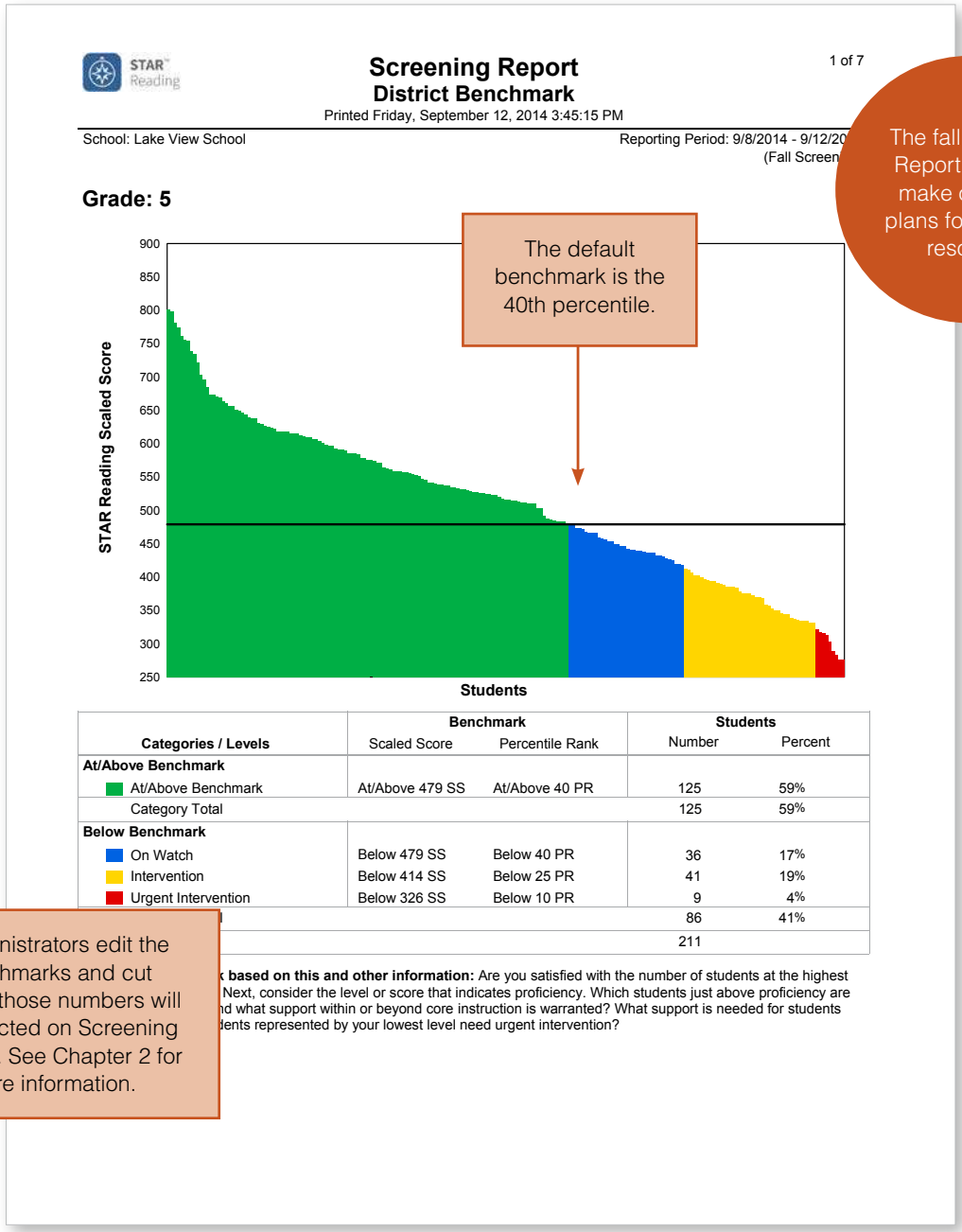
During Testing

Once testing is underway, administrators can check to see how testing is proceeding. On the Renaissance Place Home page, go to Screening, Progress Monitoring, & Intervention, and choose the school you wish to view. During the screening period, you will see a bar graph under Screening Status that shows the percentage of students who have been tested in each grade. Click Preview to see a summary of the results so far.

Understanding Fall Screening Data

Once the screening period has ended, STAR Screening Reports display the test data. Take a look at the example below as we explain what the data means.

Notice first that the default setting is for the report to display results for a single grade, in this case, grade 5. This is so you can compare students who are at the same point in school and do grade-level planning.



If administrators edit the benchmarks and cut scores, those numbers will be reflected on Screening Reports. See Chapter 2 for more information.

Examples of Screening Reports with STAR Early Literacy and STAR Math data are in the appendix.

Next notice the line that extends horizontally across the graph. This is the benchmark—the lowest level of performance that is considered acceptable. As explained in Chapter 2, you have two or three options for a benchmark: school, district, and, if we have done a linking study, state. In this example, the benchmark is the 40th percentile, which is what we provide as a district benchmark. Ideally, 80 percent of students will be at or above the benchmark.

Now look at the colored bars on the graph. These categorize students in relation to the benchmark. Basically, they show you visually what proportion of students in a grade are doing okay—that is, are at or above the benchmark—and what proportion are not doing okay. The "not okay's" are further categorized by urgency of need. In this case, the categories are titled "On Watch," "Intervention," and "Urgent Intervention."

Viewing Scores on Tests Taken Outside of Screening Periods

The STAR Summary Reports are good sources of data outside a screening period. They list a scaled score, percentile rank, and other specialized scores for each student in a class for the most recent test taken within a specified period.

Students are placed in these categories using what are called cut scores. Cut scores are simply a set of numbers intended to help you identify students you may need to be concerned about. Other professions have similar sets of numbers. For example, it's commonly accepted that an oral temperature of 98.6 is "normal" and a temperature over 101 in an adult is cause for concern. These cut scores are guidelines that help doctors make health decisions. For example, if you have a fever, your doctor will likely decide to gather more information about your condition. Similarly, our cut scores help you make educational decisions.

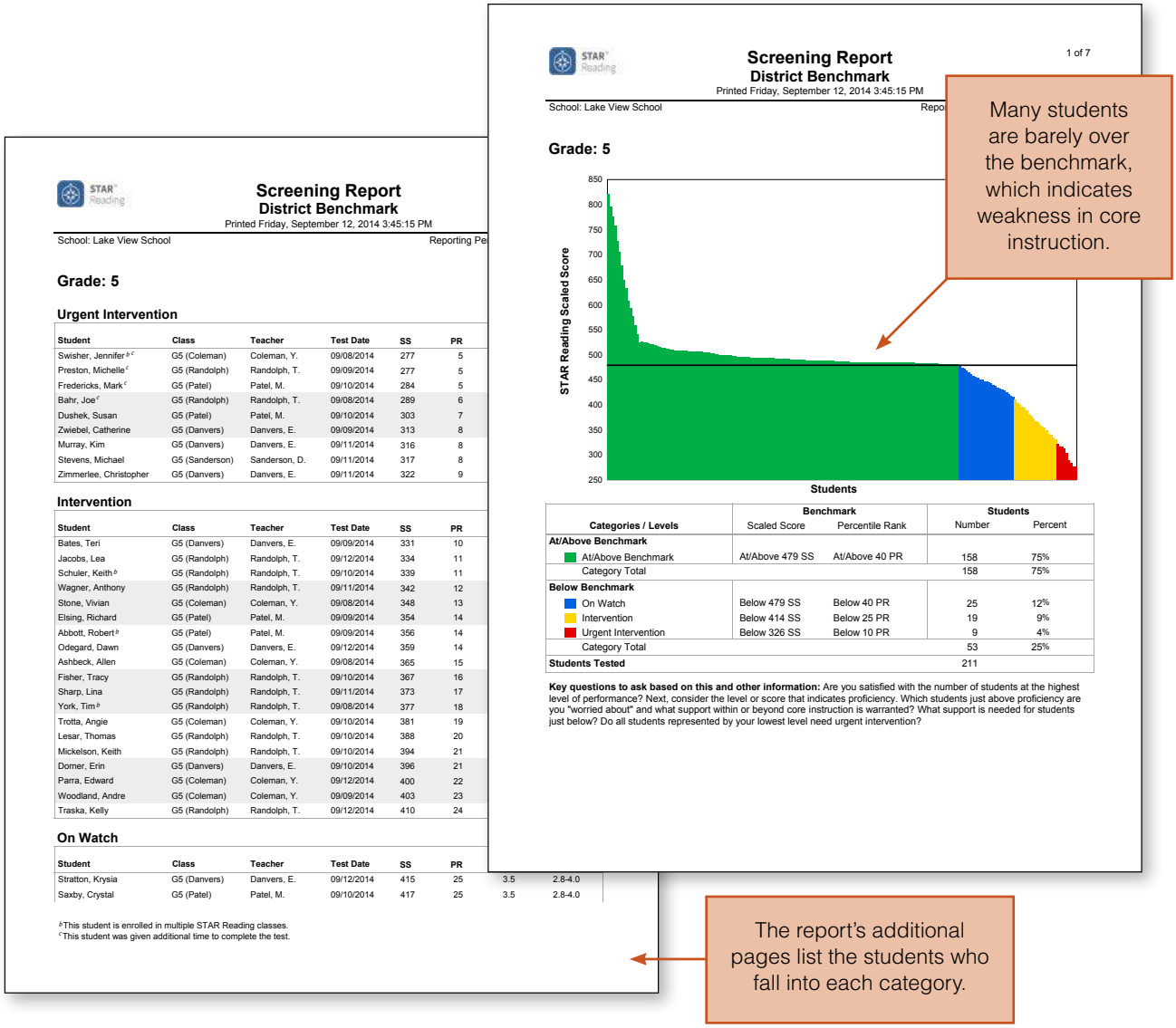
The cut scores on the Screening Report are scaled scores that correspond to percentiles. In this example, the district is using the settings provided by the software, which reflect widely accepted national recommendations. (If your Screening Report shows different category names, colors, and/or cut scores, it is because an administrator has edited them. See Chapter 2 for more information.) The settings provided by the software define proficiency categories in the following way:

- At/Above Benchmark = At/above 40th percentile
- On Watch = Below 40th percentile
- Intervention = Below 25th percentile
- Urgent Intervention = Below 10th percentile

The table below the graph on the Screening Report shows the number and percentage of students who fall into each of these categories. In the example on the previous page, only 59 percent of students are at or above benchmark, far fewer than the 80 percent that is considered ideal. When a substantial number of students are performing below grade level, it usually indicates there is a problem with general classroom instruction. We'll talk about how to respond to data like this in the next section.

Another way to analyze the data on the Screening Report is to look at where students are in relation to the benchmark. For example, let's suppose 75 percent of the students in a grade are at or above benchmark but the block of green that represents them is close to the benchmark and fairly flat. (See the example on the next page.) This tells you that

students are barely making it over the benchmark line and you need to pay attention to your core instructional program, and possibly strengthen it, to accelerate growth for these students. Similarly, if the block of blue representing on-watch students is close to the benchmark and also fairly flat, you know you have many students with the potential to reach benchmark.



STAR Reading

Screening Report
District Benchmark
Printed Friday, September 12, 2014 3:45:15 PM

School: Lake View School

Grade: 5

Urgent Intervention

Student	Class	Teacher	Test Date	SS	PR
Swisher, Jennifer[b c]	G5 (Coleman)	Coleman, Y.	09/08/2014	277	5
Preston, Michelle[c]	G5 (Randolph)	Randolph, T.	09/09/2014	277	5
Fredericks, Mark[c]	G5 (Patel)	Patel, M.	09/10/2014	284	5
Bahr, Joe[c]	G5 (Randolph)	Randolph, T.	09/08/2014	289	6
Dushek, Susan	G5 (Patel)	Patel, M.	09/10/2014	303	7
Zwiebel, Catherine	G5 (Danvers)	Danvers, E.	09/09/2014	313	8
Murray, Kim	G5 (Danvers)	Danvers, E.	09/11/2014	316	8
Stevens, Michael	G5 (Sanderson)	Sanderson, D.	09/11/2014	317	8
Zimmerlee, Christopher	G5 (Danvers)	Danvers, E.	09/11/2014	322	9

Intervention

Student	Class	Teacher	Test Date	SS	PR
Bates, Teri	G5 (Danvers)	Danvers, E.	09/09/2014	331	10
Jacobs, Lea	G5 (Randolph)	Randolph, T.	09/12/2014	334	11
Schuler, Keith[b]	G5 (Randolph)	Randolph, T.	09/10/2014	339	11
Wagner, Anthony	G5 (Randolph)	Randolph, T.	09/11/2014	342	12
Stone, Vivian	G5 (Coleman)	Coleman, Y.	09/08/2014	348	13
Elsing, Richard	G5 (Patel)	Patel, M.	09/09/2014	354	14
Abbott, Robert[b]	G5 (Patel)	Patel, M.	09/09/2014	356	14
Odegard, Dawn	G5 (Danvers)	Danvers, E.	09/12/2014	359	14
Ashbeck, Allen	G5 (Coleman)	Coleman, Y.	09/08/2014	365	15
Fisher, Tracy	G5 (Randolph)	Randolph, T.	09/10/2014	367	16
Sharp, Lina	G5 (Randolph)	Randolph, T.	09/11/2014	373	17
York, Tim[b]	G5 (Randolph)	Randolph, T.	09/08/2014	377	18
Trotta, Angie	G5 (Coleman)	Coleman, Y.	09/10/2014	381	19
Lesar, Thomas	G5 (Randolph)	Randolph, T.	09/10/2014	388	20
Mickelson, Keith	G5 (Randolph)	Randolph, T.	09/10/2014	394	21
Dorner, Erin	G5 (Danvers)	Danvers, E.	09/10/2014	396	21
Parra, Edward	G5 (Coleman)	Coleman, Y.	09/12/2014	400	22
Woodland, Andre	G5 (Coleman)	Coleman, Y.	09/09/2014	403	23
Traska, Kelly	G5 (Randolph)	Randolph, T.	09/12/2014	410	24

On Watch

Student	Class	Teacher	Test Date	SS	PR		
Stratton, Krysia	G5 (Danvers)	Danvers, E.	09/12/2014	415	25	3.5	2.8-4.0
Saxby, Crystal	G5 (Patel)	Patel, M.	09/10/2014	417	25	3.5	2.8-4.0

[b]This student is enrolled in multiple STAR Reading classes.
[c]This student was given additional time to complete the test.

STAR Reading

Screening Report
District Benchmark
Printed Friday, September 12, 2014 3:45:15 PM

1 of 7

School: Lake View School

Grade: 5

Categories / Levels	Benchmark: Scaled Score	Benchmark: Percentile Rank	Students: Number	Students: Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 479 SS	At/Above 40 PR	158	75%
Category Total			158	75%
Below Benchmark				
On Watch	Below 479 SS	Below 40 PR	25	12%
Intervention	Below 414 SS	Below 25 PR	19	9%
Urgent Intervention	Below 326 SS	Below 10 PR	9	4%
Category Total			53	25%
Students Tested			211	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Many students are barely over the benchmark, which indicates weakness in core instruction.

The report's additional pages list the students who fall into each category.

The report's additional pages list the students who fall into each category. Students needing urgent intervention—with the lowest scaled scores—are listed first.
If you have entered student characteristics in the software, such as free lunch or Limited English Proficiency, you can run a Screening Report for just those students within a grade. You can then analyze the distribution of scores for students sharing that characteristic and compare their data to that of the grade as a whole.

Acting on Fall Screening Data

Suppose you go to the doctor with an aching foot. He orders x-rays, which reveal a stress fracture. The doctor looks over the results and then … does nothing. What would you do? Switch doctors! Tests are supposed to precede action.

The same principle holds true in education. Being a data-driven school doesn't mean collecting data, it means acting on data. Here are some guidelines for acting on fall screening data.

Assess the overall situation schoolwide. If you are an administrator, review the Screening Report for each grade in your school and consider the following questions.

- Are large numbers of students below benchmark? Of those, how many are in the lowest category?
- Do some grades appear to have more students in trouble than others?
- Are you satisfied with the number of students who are at or above benchmark? Are most of those students barely meeting the benchmark or is there a good distribution of scores?
- What might generalized low or mediocre scores mean?
- Does the core curriculum need to be examined?
- Do teachers need more professional development to fully implement the curriculum?

If you screened students the previous spring, you probably already raised these questions. In this case, compare the spring scores to the new fall ones. Did students lose ground over the summer? Does that affect any plans you made for allocating resources or training teachers?

Solve staffing and scheduling issues. If you screened students the previous spring, you likely made plans for staffing and scheduling as well. But even if fall is your first opportunity to screen with STAR assessments, you can still do these tasks. Review the Screening Report for each grade and consider the intervention programs you already have in place or have planned to implement. Will they be sufficient to meet student needs? This is a good time to review the school schedule as well. Must you alter it to make room for additional intervention programs? (See page 33 for scheduling suggestions.)

Assess achievement within the grade. The STAR assessment scores you see at the beginning of the year provide a look into the future—if you do nothing, the students at or above benchmark will likely meet proficiency standards by spring and the students below benchmark will not. Your goal, therefore, is to do something to move more students to proficiency. However, the data on the Screening Report does not tell you exactly what to do. For that you need a team of people who will analyze, prioritize, plan, and make decisions. As we mentioned in Chapter 2, we recommend that schools establish data teams at each grade level to do this work.

It's best if grade-level data teams meet within a week after testing. Examine the general level of achievement for the grade and the distribution of scores. How many students

are beginning the year "at grade level"—at or above the benchmark level? Are many students hovering just below the benchmark? Will you need to make adjustments within the core instructional program to ensure that those students reach proficiency by the end of the year? Do staff members need more training in order to implement the core instructional program more effectively?

Working without a Team

If your school does not have grade-level data teams, you can still use the Screening Report—and all STAR assessment reports—effectively. Follow the same steps outlined here: analyze student performance within a grade, identify needs, plan how to meet those needs, allocate resources across and within grades, and select students for intervention.

Set measurable grade-level goals and make plans for meeting them. Decide where you would like your grade to be by the next screening date. Make those goals measurable. For example, you might aim to have the percentage of students at or above benchmark increase from 59 percent to 65 percent by the winter screening date in January. Decide which strategies you will use for general classroom instruction to meet that goal. Also consider how you will make sure those strategies are implemented well. You might, for example, plan to do peer modeling and coaching, ask advice of a literacy coach, and/or set up periodic meetings to talk about how the strategies are working and troubleshoot as needed.

Also determine how many students in the lowest categories you can serve and how. What resources are available—reading specialists, paraprofessionals, intervention materials—and how will you use them? In the next chapter, we explain how to set individual progress goals for these students.

Plan interventions for students performing below the benchmark. Make sure you have the information you need to make good decisions. This means taking into account more than a single test score. Assemble additional assessment data, anecdotal records, and examples of daily work. Begin with the students in the lowest category, which in our example is "Urgent Intervention." These students are represented by the red bars on the first page of the Screening Report and are listed by name on the following pages. They will likely continue to struggle and drop farther and farther below benchmark if they don't receive help. Decide which of these students will be best served by an intervention within the regular classroom and which need more intense intervention through a separate program. If you are working within an RTI framework, remember that when a student scores in the lowest category, it does not automatically mean the student should be in a Tier 3 intervention setting. Rather, it indicates that the student needs immediate attention.

Next, consider students in the next highest category—in this example, those needing "Intervention," who are represented by yellow. What kind of support is best for them? They, too, are unlikely to reach benchmark unless action is taken.

As you plan interventions for these students, consider the following questions:

- What does this particular student need?
- Has anyone intervened with this student before?

- How intense was the intervention? Whole group? Small group? Individualized?
- How successful was the intervention?
- Was the intervention implemented the way it was intended and for a sufficient amount of time?
- Based on this information, what is the best next step for this student?

A good principle to keep in mind is that as a student's need intensifies and becomes more urgent, he or she will require attention from someone with greater expertise. Just as patients with problems that are difficult to solve are referred to health specialists, so must students with persistent or severe problems receive instruction from expert educators.

Finally, consider the students just below benchmark. In our example, they are represented by blue and designated "On Watch." Which of these are you worried about? Can they be supported through the core curriculum? Is further differentiation required? Some students may be fine without supplemental instruction and others will not be. Of those, some may need just a small tweak in their instruction to reach benchmark. Decide how you will monitor those students so that you can intervene if you later discover they are not making progress.

As you make these decisions, bear in mind that intervention can take many forms, including:

- Additional reading or math practice as facilitated by Accelerated Reader or Accelerated Math.
- Supplemental small-group instruction within the regular classroom. Many instructional reading and math programs include specialized materials, strategies, and assessments for both low-achieving and high-achieving students. The Instructional Planning Report indicates which skills groups of students are ready to learn next. (See Chapter 5 for more information.)
- Focused instruction for individuals or small groups that is in addition to core instruction delivered within the regular classroom. Renaissance Learning's Successful Reader and Accelerated Math for Intervention are examples of specially designed intervention programs.

STAR Assessments and English Language Learners

If you administer STAR assessments to ELLs, be aware that their test performance is influenced by their English language proficiency. When they answer an item incorrectly on STAR Reading, for example, it may be because of a lack of knowledge of English vocabulary rather than a deficiency in reading ability. And even though STAR Math contains minimal text, some words, like "longest," may be unfamiliar to ELLs at lower proficiency levels. For these reasons, scaled scores on STAR assessments can be misleading. If you do use STAR assessments to identify ELLs needing intervention, be sure to consider whether their primary need is for more intense instruction in reading or math, or in English language development.

Also be aware that the intent of the Screening Report is not to earmark students for specific programs such as special education. Rather, the report is designed to alert you to students who need attention. When the data on an individual student suggests a complex or unusual problem, many schools schedule a separate meeting that takes a more comprehensive look at the student's learning history and capabilities.

Ideas for Scheduling

Plan a Daily Intervention within the Classroom
For example, a classroom of 25 students might include five students who are struggling with reading or math. While the other students are engaged in an independent activity under the supervision of a paraprofessional, the classroom teacher works with the small group of five.

Schedule a Schoolwide Intervention/Enrichment Time
Schedule a common period for the entire building. For example, if the intervention/enrichment period is 1:00 to 1:30, all students requiring intervention or enrichment participate at that time. The students not requiring intervention or enrichment are assigned an independent learning task during the same time. This type of scheduling usually requires additional staff, such as Title I teachers, reading specialists, G/T teachers, paraprofessionals, and/or special education teachers.

Have Intervention Teachers Float
Under this model, one or two specialists work with groups from different classrooms throughout the day. Each classroom has a dedicated time for receiving the intervention.

Additional Options for High Schools

Establish a Period within the Traditional Schedule
If, for example, the traditional schedule consists of six to eight periods of 50 to 60 minutes each, one of these periods, such as an elective or study hall, can be used for intervention.

Configure a Block Schedule
With this option, a "Four Block" schedule includes four 80-minute instructional blocks, a 40-minute intervention/enrichment period, and time for lunch. Students are assigned to a daily 80-minute instructional block of language arts and an 80-minute block of mathematics. They are assigned social studies and science every other day for 80 minutes. The fourth block consists of elective classes and physical education. This leaves the 40-minute period available for intervention or enrichment. A teacher's schedule includes three 80-minute blocks and the 40-minute I/E period. The remaining 80 minutes are reserved for team and individual planning.

Sources:
Burns, M. K., & Gibbons, K. A. 2008. *Implementing response-to-intervention in elementary and secondary schools.* New York: Routledge.
School Scheduling Associates 2008. Four-block middle school schedule with intervention/enrichment period and alternating grade level and department common planning time. Available online: http://www.schoolschedulingassociates.com/notes/?p=10

STAR Early Literacy or STAR Reading?

STAR Early Literacy and STAR Reading assess different but related skills. STAR Early Literacy measures proficiency with early literacy skills. STAR Reading assesses the skills of students who are reading independently. Once students have at least a 100-word sight vocabulary or if their performance on STAR Early Literacy indicates they are probable readers, they can successfully take the STAR Reading test, which will provide a grade-equivalent score, instructional reading level, and zone of proximal development, as well as a scaled score, student growth percentile, and percentile rank.

Sometimes teachers administer both STAR Early Literacy and STAR Reading to students. This can be especially true in second or third grade when teachers are uncertain about how well students can read independently and which test will provide better data. In this situation, you may find some students scoring in different intervention categories on the two tests. For example, a student's score on STAR Early Literacy might place him in the On Watch category, while his score on STAR Reading places him in the Intervention category. (Using the transition benchmarks for STAR Early Literacy mitigates this effect. For more information, see *Benchmarks, Cut Scores, and Growth Rates* in the STAR Early Literacy resources.) In general, we recommend that if a student is reading well enough to obtain a score on STAR Reading, give that score more weight. In addition, we urge you to consider additional measures, such as Accelerated Reader data, daily schoolwork, and teacher observation, when evaluating the student's instructional needs.

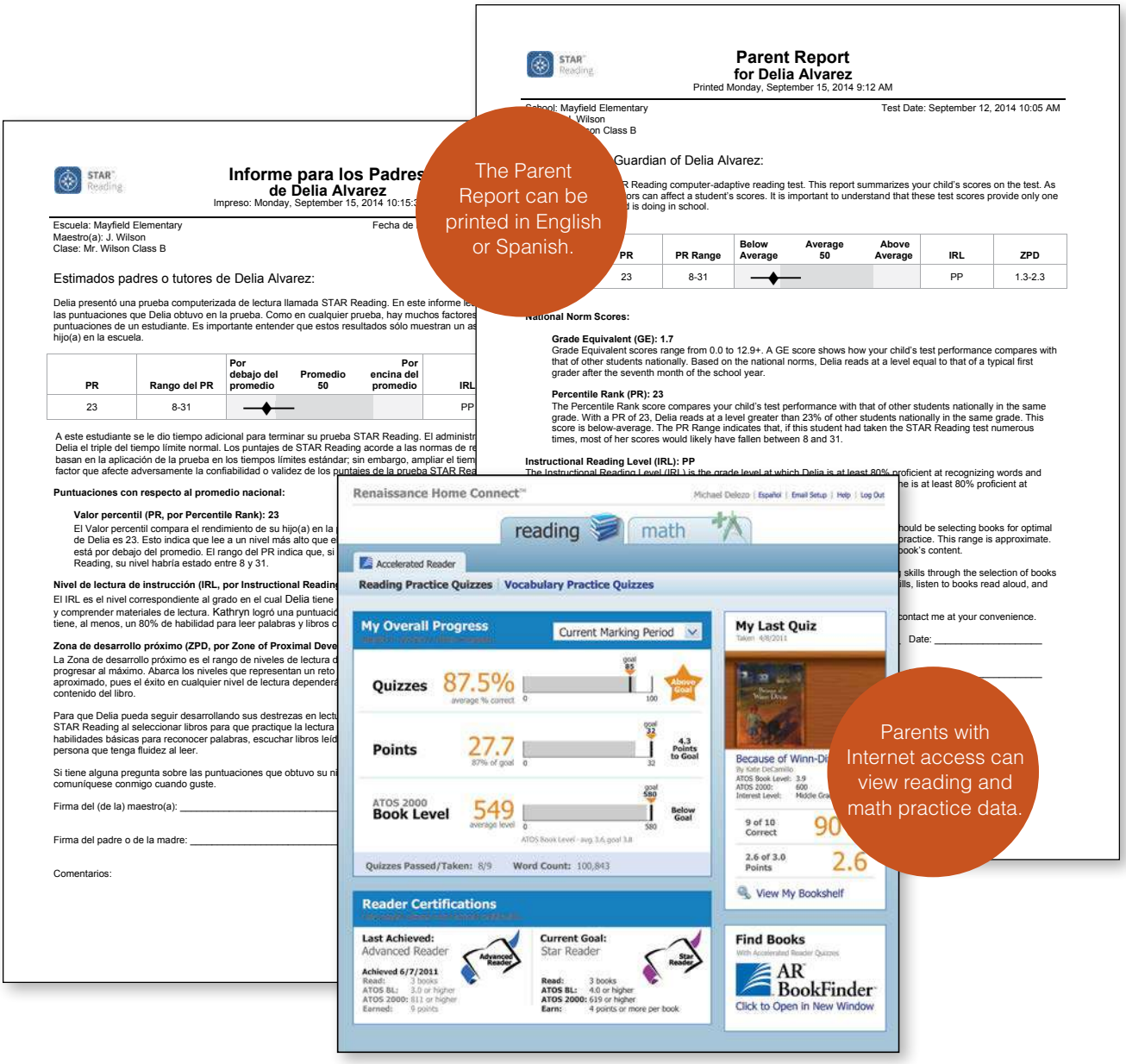
Communicating with Parents

No matter how you use fall data, remember that parents must be involved in decisions concerning their children. Important communication points are (1) after each screening period and (2) when instruction is significantly differentiated, either within the regular classroom or through an intervention program. As an intervention proceeds, inform parents of their child's progress.

To help you communicate with parents, STAR assessments include Parent Reports that summarize a student's test results, explain what the scores mean, and describe what a student needs for optimal reading or math growth. (Instructions for printing a Parent Report are in the appendix.) An example of a letter than can be sent home to inform parents of instructional modifications within an RTI program is also in the appendix. If you are using Accelerated Reader, Accelerated Math, or MathFacts in a Flash, and parents have Internet access, set up Renaissance Home Connect so that parents have access to progress-monitoring data. Encourage them to log in regularly to view how their child is doing with independent reading and math practice.

Purposes for Winter Universal Screening

Once the school year is underway, it's essential that you keep an eye on all students, not just those in intervention. A good time for pulling back and taking this larger view is after students have taken a mid-year STAR assessment. Are the students who are performing at or above benchmark continuing to succeed? Are the students below benchmark moving upwards? This is the time to evaluate your core instructional program and intervention strategies, move students in or out of intervention, and make programmatic changes that will accelerate academic growth for all students.



The Parent Report can be printed in English or Spanish.

Parents with Internet access can view reading and math practice data.

Assessing the Overall Situation Midyear

After all students have been tested, print a Screening Report for each grade. As in the fall, we recommend that the data be reviewed on a couple of levels. Administrators need to look at the data for every grade to monitor growth. Midyear is a better predictor of student outcomes than fall, yet early enough to affect them. Midyear is also the time to reassess resource allocation. Do some grades need more resources—staff and materials—than others?

In addition, grade-level data teams must get together, analyze the data for their grade, review progress toward grade-level goals, and make instructional decisions about individual students. As in the fall, meeting as a team promotes a shared sense of responsibility and also facilitates the movement of students in and out of intervention.

Review the categories. Compare the winter Screening Report to the Screening Report you printed in the fall. Scan the distribution of students by looking at the blocks of color, and then review the totals below the graph. Have the lowest categories grown smaller? Have students just below benchmark moved closer to it? Has the category showing students at or above benchmark expanded? How close are you to having at least 80 percent of students in this category?

Take a look, for example, at the Screening Reports on the next page. If you compare the fall report to the winter report on the left, you'll see that the On Watch, Intervention, and Urgent Intervention categories (shown in blue, yellow, and red) have all shrunk, while the At/Above Benchmark category (shown in green) has expanded. This indicates that over the last few months learning has accelerated for students in this grade.

Now imagine a different scenario, such as that shown in the winter Screening Report on the right. This data does not look so positive. Fewer students are at or above benchmark. As the numbers below the graph tell us, the percentage has decreased from 59 percent to 55 percent. At the same time, the percentage of students in the On Watch category has swelled—from 17 percent to 20 percent, and the percentage of students in the Intervention category has increased from 19 percent to 20 percent. The percentage of students in the Urgent Intervention category has increased from 4 percent to 5 percent. These numbers indicate that the needs of students hovering near the benchmark are not being met and the lowest performing students are continuing to struggle.

Ask the hard questions. If the number of students at or above benchmark has dropped between fall and winter, you need to ask why. Something is happening—or not happening—that is causing student growth to slow down. This signals a problem in the core instructional program. Are classroom teachers working with research-based materials? Are they employing sound instructional practices? Is classroom instruction sufficiently differentiated to meet all students' needs? Do teachers need guidance and support in the form of professional development to implement the core program effectively? Since students just below benchmark usually remain in the regular classroom, the same questions must be asked when they move downwards. If students aren't moving out of the lowest categories, and certainly if their numbers are growing, take a thorough look at your intervention programs. Why aren't students responding?

Conversely, if you are seeing movement upwards—out of the lowest categories to benchmark and above—it's worthwhile identifying what you are doing right. Take the time

STAR Reading

Screening Report
District Benchmark

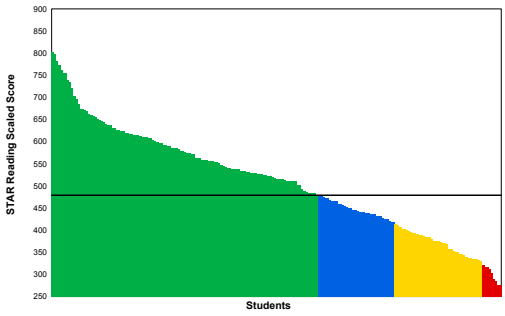
Printed Friday, September 12, 2014 3:45:15 PM

1 of 7

School: Lake View School

Reporting Period: 9/8/2014 - 9/12/2014
(Fall Screening)

Grade: 5



Categories / Levels	Benchmark: Scaled Score	Benchmark: Percentile Rank	Students: Number	Students: Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 479 SS	At/Above 40 PR	125	59%
Category Total			125	59%
Below Benchmark				
On Watch	Below 479 SS	Below 40 PR	36	17%
Intervention	Below 414 SS	Below 25 PR	41	19%
Urgent Intervention	Below 326 SS	Below 10 PR	9	4%
Category Total			86	41%
Students Tested			211	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Check grade-level progress by comparing fall and winter Screening Reports.

STAR Reading

Screening Report
District Benchmark

Printed Friday, January 16, 2015 3:00:51 PM

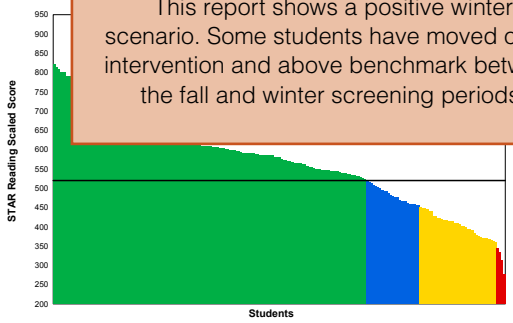
1 of 7

School: Lake View School

Reporting Period: 1/09/2015-1/16/2015
(Winter Screening)

Grade: 5

This report shows a positive winter scenario. Some students have moved out of intervention and above benchmark between the fall and winter screening periods.



Categories / Levels	Benchmark: Scaled Score	Benchmark: Percentile Rank	Students: Number	Students: Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 520 SS	At/Above 40 PR	146	69%
Category Total			146	69%
Below Benchmark				
On Watch	Below 520 SS	Below 40 PR	25	12%
Intervention	Below 452 SS	Below 25 PR	36	17%
Urgent Intervention	Below 356 SS	Below 10 PR	4	2%
Category Total			65	31%
Students Tested			211	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

STAR Reading

Screening Report
District Benchmark

Printed Friday, January 16, 2015 3:00:51 PM

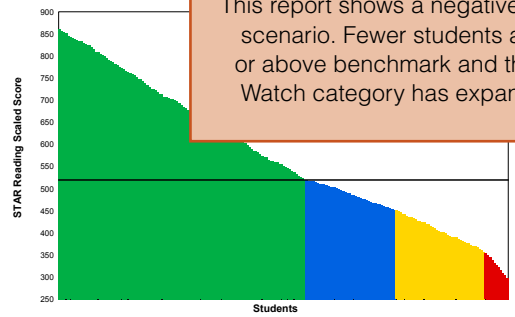
1 of 7

School: Lake View School

Reporting Period: 1/9/2015 - 1/16/2015
(Winter Screening)

Grade: 5

This report shows a negative winter scenario. Fewer students are at or above benchmark and the On Watch category has expanded.



Categories / Levels	Benchmark: Scaled Score	Benchmark: Percentile Rank	Students: Number	Students: Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 520 SS	At/Above 40 PR	116	55%
Category Total			116	55%
Below Benchmark				
On Watch	Below 520 SS	Below 40 PR	42	20%
Intervention	Below 452 SS	Below 25 PR	42	20%
Urgent Intervention	Below 356 SS	Below 10 PR	11	5%
Category Total			95	45%
Students Tested			211	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

to consider whether teachers have what they need to maintain these gains.

High Achievers

Keep your eye on high-achieving students as well as struggling students. Check to see if their skills are advancing and evaluate whether any special programming or differentiation provided for them has been successful.

Assessing Grade-Level Needs

If you are an administrator or someone else who has the authority to allocate resources within your school, compare the needs of different grades. Are some grades now in more need than others? Should you shift resources from one grade to another? Suppose, for example, three new students needing reading intervention enrolled in the seventh grade. In addition, a few other seventh-grade students moved from just below benchmark to a lower category. At the same time, a number of eighth-grade students who were getting one-on-one help from a reading specialist have shown progress and may now be supported within the regular classroom. In this case, it might make sense to reassign the reading specialist to the seventh grade.

Assessing Individual Needs

In addition to evaluating the progress of a grade as a whole, grade-level data teams must take a close look at individuals. At midyear it's especially important to see what has happened to students who were at or near the cut points in the fall. Because of the standard error of measurement, it's easy for these students to "jump" from one category to another. What does the test data look like now for students who were at or near the benchmark cut point in the fall? Are they solidly above the benchmark or have they fallen below it? What does the data look like for those who were at or near the cut point for intervention? Are they now above the cut point or have they fallen below it?

Before making decisions about students, gather multiple sources of information, such as diagnostic test data, anecdotal records, and examples of daily work. Who is ready to move out of intervention? Who needs to stay in intervention to make further gains? Whom did you miss during fall screening? Can the needs of students not making sufficient progress be met by differentiating instruction within the regular classroom? If that strategy has already been tried and proved unsuccessful, is it appropriate to place the students in a supplementary intervention program? If students already in intervention are not making progress, decide if they need more intensive intervention and how that will be delivered. See Chapter 4 for guidelines on how to make these decisions and how to use the Progress Monitoring Report to review a student's intervention history.

Making Concrete Plans after Winter Screening

Once you have identified problems, decide how you will correct them. How can you provide more effective core instruction? What changes can you make now to accelerate growth throughout the rest of the school year? What goals can you set for improvement? For instance, in the scenario we described on page 36, in which students lost ground, the fifth-grade team decided to take a close look at what they were doing within the regular classroom. In this case, they were using Accelerated Reader to support their reading practice program for all students. Because they had recently attended a series

of training sessions, they had a new understanding of AR best practices. By looking at the data on AR reports, they could see their students did not comprehend books well enough to make significant gains. They also were not getting a sufficient amount of practice. As a team, they made a list of best practices they needed to implement and agreed to review AR data regularly. Finally, they brainstormed ideas for maintaining quiet, efficient classroom environments so that students would be able to spend more time reading without distractions.

After establishing this plan, the fifth-grade team set a goal to reclaim the ground lost in the first half of the year and go even farther—to have 65 percent of students at or above benchmark by the end of the school year and to reduce the percentage of students in the Intervention and Urgent Intervention categories to below 20 percent.

Midyear Screening at the Class or Group Level

The STAR Screening Report can be printed for a class or a group as well as for an entire grade within a school. Doing so shows you the distribution of students within the class or group across all categories. If you are an administrator, for example, you might run Screening Reports for specific classes that you are concerned about. If you are a classroom teacher or an intervention teacher, you might view the report for your own class or group. You can then quickly identify students who are struggling, and by comparing the winter Screening Report to the fall Screening Report, you can see if students are moving above benchmark.

Midyear Screening by Characteristic

The default setting for reports is to show all demographics. However, if you have identified students by ethnicity, language, Title I, gifted/talented, or another characteristic, you can run a Screening Report that includes just the students who share a characteristic within a grade. For example, you could view a Screening Report for each grade and see how free-lunch students are distributed across the categories. By comparing fall and winter reports, you can also see if they are progressing to benchmark. Take this opportunity to also look at the relative achievement of different groups of students. For example, is one gender succeeding more than the other?

Are students with limited English proficiency significantly behind native speakers? How does this reflect on your core curriculum, and what adjustments must you make to ensure success for all?

Viewing Fall/Winter/Spring Reports

Save copies of reports that you print for each screening period or reprint the reports from the software. See the appendix for reprinting instructions.

Purposes for Spring Universal Screening

The purpose of universal screening in spring is two-fold: it serves as a "postmortem" for the school year and it helps you preplan. As you review three sets of data (fall, winter, spring), you see how students have performed over the course of the year. With this information, you can determine the effectiveness of your instructional programs and intervention strategies, see if the decisions you made earlier in the year have led to gains, and begin to make data-based plans for the next school year.

Using the Spring Screening Report to Evaluate Your Instructional Program

There are a couple of ways to determine whether the core instructional program in a grade or school is working. The first is to look at how many students are performing at or above benchmark. As mentioned earlier, 80 percent is generally considered ideal, and if you have a high-performing school, it makes sense to expect your student population to hit that number.

For some schools, however—schools that have historically been low performing or that have a transient population and/or large numbers of struggling students—this may not be a reasonable indicator. In these cases, some experts say that having 80 percent of students in the above-benchmark category and the one just below it is a sensible goal. Also look at growth over multiple years. If you are moving more students to benchmark from year to year, that's a sign that core instruction is not only working but improving.

Additional indicators of a healthy core instructional program are:

- Nearly all children are growing from fall to winter to spring. The percentage of students at or above benchmark is increasing or, at minimum, holding steady.
- You have met grade-level progress goals that were set midyear.
- There are no gradewide learning problems and few classwide learning problems. All grades and almost all classes show achievement gains from fall to winter to spring.
- Achievement is equitable. Students in all demographic groups—gender, ethnicity, language, socio-economic status—are achieving.

Let's take a look at our fifth-grade example. As we noted earlier in this chapter, the winter Screening Report showed that the percentage of students at or above benchmark had dropped from 59 percent to 55 percent between September and January. Teachers then set a goal to have 65 percent of their students at or above benchmark by the end of the year. The spring Screening Report on the next page shows that they met this goal. This indicates that they did indeed strengthen their core instructional program.

STAR Reading

Screening Report
District Benchmark

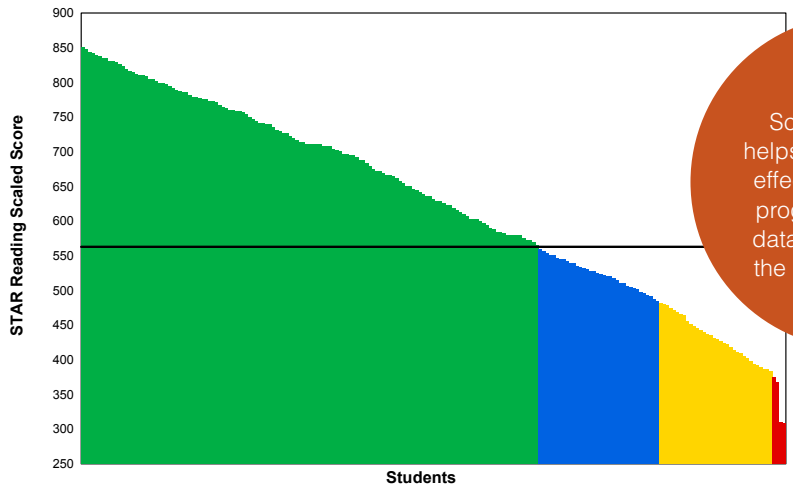
Printed Friday, May 8, 2015 3:00:51 PM

1 of 7

School: Lake View School

Reporting Period: 5/4/2015 - 5/8/2015
(Spring Screening)

Grade: 5



The spring Screening Report helps you evaluate the effectiveness of your programs and make data-based plans for the next school year.

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 563 SS	At/Above 40 PR	137	65%
Category Total			137	65%
Below Benchmark				
On Watch	Below 563 SS	Below 40 PR	34	16%
Intervention	Below 483 SS	Below 25 PR	36	17%
Urgent Intervention	Below 382 SS	Below 10 PR	4	2%
Category Total			74	35%
Students Tested			211	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Using the Screening Report to Evaluate Your Intervention Strategies

Spring is also time to evaluate the effectiveness of your intervention strategies, both those that are implemented within the regular classroom and supplementary programs. Indicators of healthy intervention programs are:

- Students as a whole are moving out of the lowest categories toward benchmark.
- You have met grade-level progress goals that were set midyear.
- All students in need of intervention are being served.
- Strategies and programs are being implemented as designed.

- Most students in intervention are meeting their progress goals as evidenced by their Progress Monitoring Reports.
- Students who have moved out of intervention are maintaining their gains.

Taking another look at our fifth-grade example, which is shown above, we see that this team of teachers also met their midyear goal for struggling students by reducing the number of students in the Intervention and Urgent Intervention categories from 25 percent to 19 percent. They were happy to have reversed the downward trend they saw at midyear and see this as evidence that the intervention strategies and programs they had implemented worked well.

Planning for the Next School Year

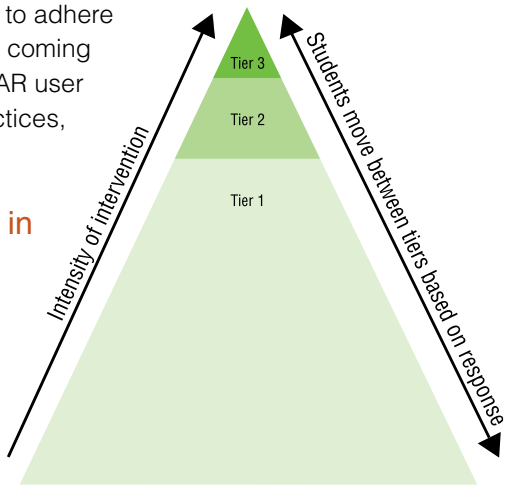
If the Screening Report shows good results, identify which strategies have worked, both within general classrooms and intervention programs. Figure out how you can continue those strategies and build upon them. Will new teachers be coming into the school? Decide how they can be trained and coached so they, too, can implement the strategies effectively.

Also identify strategies that were not effective. Was the problem with the strategies themselves or were they not implemented well? Decide if you need to improve the implementation of a strategy or abandon it for another.

Spring screening is a good time to hold cross-grade meetings as well. Teachers can then prepare for students who will be entering their classrooms the next fall.

If you are an administrator or someone involved with staffing and purchasing, consider whether you will have sufficient resources in the fall to meet student needs. Will any grades need more staff? Can staff be hired or must you move staff from one grade to another? What materials will you need?

In our example, the fifth-grade teachers, after evaluating how they did during the past year, turned to the students who will be entering their classrooms the following fall. They noticed that this group of students has a fairly high percentage in the On Watch category. Because their improvement plan—implementation of AR best practices— was so effective, they agreed to adhere to it next year. Since they anticipate a new teacher coming in, they decided to pair her with their most skilled AR user so that she can quickly learn and apply these practices, too.



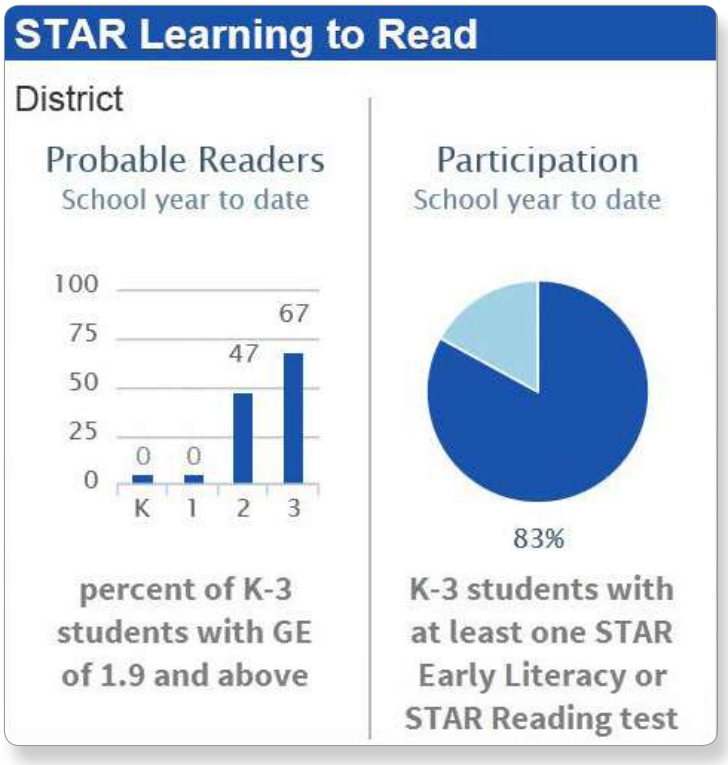
Using STAR Assessments for Universal Screening in an RTI Program

Many states and districts have adopted an educational approach called Response to Intervention or RTI. The aim of RTI is to give all students high-quality classroom instruction first and to provide increasingly intense, individualized intervention to low-

achieving students. Each student's response to intervention is monitored frequently and adjustments are made based on the response data.

RTI implementations look different in different schools but a tiered model is central. If your school has embraced RTI, it may be represented in general terms by this pyramid.

Using the STAR Screening Report with a Tiered Model. In their review of assessments, the federally funded National Center on Response to Intervention found that STAR assessments met the highest scientific standards as tools for RTI. Because the assessments identify students by categories, you might be tempted to think of students needing intervention, for example, as "Tier 2 students" and those needing urgent intervention as "Tier 3 students." Doing so, however, would not be true to the principles of RTI. The RTI model is based on the idea that every student has an equal chance of success. Tiers represent actions. A student may be enrolled in a Tier 2 or 3 intervention for a period of time but may also move from that tier into another in the course of a year—as, indeed, any student might. The overall goal is not to label students and place them, more or less permanently, into a program, but to identify students who are likely to struggle and provide the appropriate level of assistance so that the majority of students perform to benchmark standards within the core instructional program.



STAR Learning to Read Dashboard

The STAR Learning to Read Dashboard provides a snapshot of the progress young students are making toward independent reading and is a good way to monitor the effectiveness of your early-reading program. The Dashboard uses data from both STAR Early Literacy and STAR Reading to report the percentage of K–3 students who have reached probable reader status. Students are identified as probable readers when they

have a grade-equivalent score of 1.9 or higher, which corresponds to a scaled score of 775 in STAR Early Literacy and 177 in STAR Reading. The Dashboard also shows the percentage of students who have taken at least one STAR Early Literacy or STAR Reading assessment within the school year.

By clicking the Dashboard's summary panel, you can view more detailed data. For example, you can choose to see the percent of probable readers by grade or subgroup for the entire district or for individual schools. You can also view the percent of students who have tested by grade or school and choose various timeframes.

Check the Dashboard regularly to spot problems, such as a delay in testing or a lag in student achievement.

SUMMARY

UNIVERSAL SCREENING

- Fall universal screening helps you set priorities for instruction and intervention and allocate resources.
- Winter universal screening gives you the opportunity to check the status of all students and make instructional adjustments as needed.
- Spring universal screening is a time to review the past school year and pre-plan for the next one.
- By analyzing the Screening Reports for fall, winter, and spring and comparing the movement of students among categories, you can judge the effectiveness of core instruction and intervention strategies.

4

Starting an Intervention, Setting Intervention Goals, and Progress Monitoring

After you have screened students, identified those in need, and placed them in an appropriate intervention, the next task is to set a data-based goal. Of course, the ultimate goal is to reach or exceed benchmark. This, however, can take time. Therefore STAR software enables teachers to set intermediate goals for students for a specified intervention period. For example, if a student is currently performing in the 15th percentile, the goal might be to move the student to the 20th percentile by the end of a semester. The advantage of setting intermediate goals is that you can more quickly see if a student is making progress toward the long-term goal.

If you are an intervention teacher, you are most likely responsible for setting goals. To assist with this task, STAR software records the important information about an intervention and helps you calculate goals for individual students based on their current reading or math status. The software then plots a student's progress and projects whether or not he or she will meet the goal. Thus you can judge the effectiveness of an intervention.

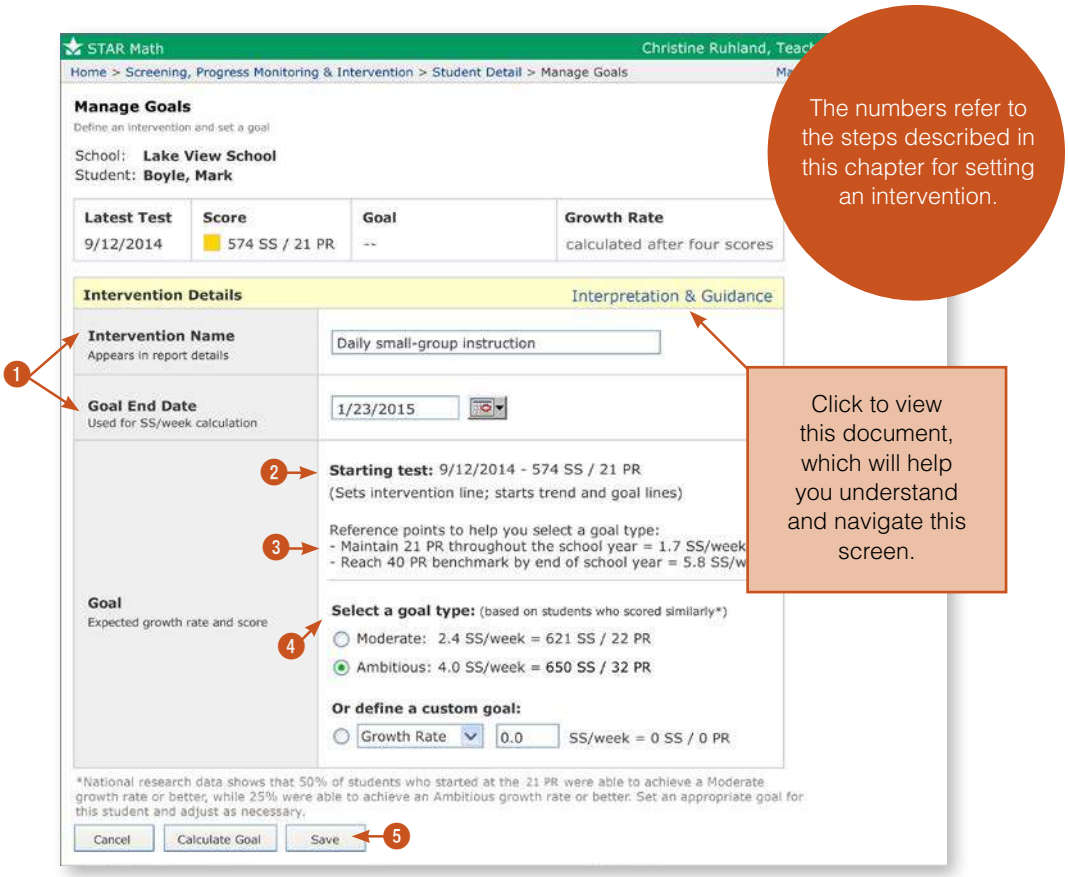
Setting Up an Intervention and Goal

STAR assessments have powerful capabilities, but to take advantage of them you must supply the software with the right information at the right time. Think of it the way you would a scientific experiment. Let's suppose, for example, your doctor discovers you have high cholesterol. The first intervention in a situation like this is a heart-healthy diet and regular exercise. In order to measure the effects of this intervention, your doctor must have baseline data—that is, a measure of your cholesterol level at the start of the intervention. He then sets expectations for a certain period of time. For example, he might say your cholesterol level needs to drop a specific amount by the end of six months. You go back to his office after that six-month period, and he tests you again. He compares the data on your baseline test to your most recent test and evaluates whether the intervention regimen of diet and exercise has been effective. Then he decides what to do next.

To truly measure the effectiveness of a reading or math intervention, you must follow a similar procedure. Take a look at the illustration of the Manage Goals screen, which is on the next page. The numbers correspond to the steps we describe on the following pages.

Creating Intervention Groups

If a number of students are receiving the same intervention, it's useful to create a special "group" within the software and assign the intervention teacher to it. This gives the intervention teacher access to the students' test data. For example, let's suppose Joe Brown is in Mrs. Smith's seventh-grade homeroom, but for the first semester he will also be receiving supplementary math instruction in a small group with the math specialist. Joe's "official" placement is in Mrs. Smith's "class," and that is how the district's technology manager enrolled him in the software. But since the math specialist also needs access to Joe's test data, she creates a "group" in STAR Math that includes Joe and the other students with whom she will be working. The appendix has instructions for creating and managing groups.



Examples of this page for STAR Reading and STAR Early Literacy are in the appendix.

Step 1: Name the intervention and enter an end date. Just as a doctor describes an intervention in your medical record so must you describe a student's intervention in the software. In the illustration above, next to Intervention Name is a spot where you enter the intervention name as you'd like it to appear on reports. This could be the name of a specific program such as "Successful Reader" or "Accelerated Math for Intervention," or it could be a description like "After-school tutoring 30 min. daily."

The end date can be the end of a marking period, semester, or school year, or any other period of time. Just be sure to allow enough time for the intervention to work. Experts recommend no fewer than eight weeks. (Some states and districts specify ten or twelve weeks.) If you are uncertain about how much time a student needs to meet a goal, make your best guess. You can change the goal end date at any point.

Step 2: Select a starting test. If the student has taken more than one STAR assessment before you set up an intervention in the software, you can select an anchor test. It's important that you administer a test close to the actual start of the intervention so you can choose this as the anchor test. Doing so has these advantages:

- An assessment at the beginning of an intervention gives you true baseline data. That means once the intervention is underway you will be able to measure the student's response to it more accurately.
- Better baseline data means the software can give you better information about what kind of growth you can expect the student to achieve. We talk more about this in Step 4.

Step 3: Review the reference points. If you select a starting date that is different from the initial one shown, the software refreshes reference data designed to help you set a goal for the student. In this example, Mark Boyle tested on 9/12/14 and achieved a scaled score of 574, which placed him in the 21st percentile. The first reference point tells you how fast the student needs to make gains for him to hold his ground in relation to his peers. The second tells you the growth rate needed to reach benchmark by the end of the school year. In this case, if Mark sustains a growth rate of 1.7 scaled scores per week he will remain in the 21st percentile at the end of the school year. To reach benchmark—in this case, the 40th percentile—he needs a growth rate of 5.8 scaled scores per week. In most cases, the goal you set will be between these two points.

Step 4: Select the goal type. When your doctor sets a goal for lowering your cholesterol, he doesn't draw a number out of a hat. He bases the goal on what research studies say can be expected. We provide similar information based on data we have collected on the growth rates of millions of students across the country.

Underneath "Select a goal type" in our example on the opposite page, you'll see two choices: Moderate and Ambitious. If you select "Moderate" and click Calculate Goal at the bottom of the screen, the software displays the growth rate achieved by 50 percent of students with a similar percentile rank as the student for whom you are setting goals. If you select "Ambitious," the software displays the growth rate achieved by 25 percent of students with a similar percentile rank. Also displayed are the scaled scores and percentiles that would result from these growth rates.

In this example, a moderate goal for Mark is a growth rate of 2.4 scaled scores per week. An ambitious growth rate is 4.0 scaled scores per week. If Mark meets the moderate goal, his scaled score will be 621 and he will be in the 22nd percentile by the end of the intervention period. If he meets the ambitious goal, his scaled score will rise to 650 and he will be in the 32nd percentile.

If neither of these goals seems right, you can define a custom goal by entering a growth rate in scaled scores per week or by entering the scaled score or percentile rank you want the student to achieve by the end of the intervention period. You could set a goal between the moderate and ambitious options, for example, if you thought that was more appropriate. Or if a student is within reach of the benchmark, you might want to set the goal at the benchmark level.

How do you know which goal is best? Consider what you know about the student and the intervention. Your doctor, for example, when setting your cholesterol goal would keep in mind how compliant you are. Are you motivated to change your eating and exercise habits? Will the changes be fairly easy for you to incorporate? Do you have a supportive family? If yes, he might set an ambitious goal. If, on the other hand, he were prescribing an experimental drug for which the effects were less well known, he might set a moderate goal. Similarly, think about the following factors when setting reading or math goals:

- **The student.** What do you know about the student? What does his or her educational history indicate about motivation and desire to learn? What was the student's learning rate up to this point? If a student has been unmotivated and frequently absent from school, or if the student has switched schools often, you might conclude that a moderate goal is most realistic. Conversely, you might decide that since the student's needs are urgent, an ambitious goal is essential.
- **The intervention.** How intensive is the intervention you are choosing for this student? For how much time per day will the student receive additional instruction? Is the student part of a small group or large group or will the student get individual help? Generally speaking, the

more individualized attention a student receives the greater the potential for large gains.

- **Your experience.** Have you implemented this intervention with other students? How did those students respond? Is it a research-based intervention with proven effectiveness? Will you be able to implement it the way it was intended? If you are using materials, strategies, or approaches that you know well and that have worked in the past, you may feel more confident about setting ambitious goals.

Step 5: Save the information. Finally, don't forget to click Save when you are satisfied with your choices.

In our example, Mark's school only recently acquired STAR Math. After reviewing the Screening Report in September, the fifth-grade team realized that they did not have enough resources to meet the needs of all the students below benchmark. They decided to take interim steps while they developed intervention strategies, acquired materials, and arranged schedules. Ms. Ruhland, Mark's math teacher, decided to give extra attention to a small group of low-performing students, including Mark, during her regular math class. She will meet with the group for 20 minutes a day, five times a week, to reteach objectives causing them difficulty. During this time her teaching aide will work with the rest of the class. Because Mark is so far behind and because Ms. Ruhland thinks she has a strong approach for helping her low-performing students, she sets an ambitious goal for Mark in the software. We show you the results of this plan a little later in this chapter.

Goals for ELLs and Students with Special Needs

The reference data and goal types in the goal-setting wizard were calculated based on a heterogeneous sample of students. They may not be applicable to English language learners and students with learning or other disabilities. Make your best estimate when setting goals for these students. After a few years of experience, you will be better able to define moderate and ambitious goals for them.

Progress Monitoring

STAR assessments allow you to measure achievement as often as weekly. The Student Progress Monitoring Report then displays the data in an easy-to-read fashion. The purpose of this report is to help you determine if a student is responding to an intervention. If the student is responding, decide if he or she is ready to move out or should continue. If the student is not responding, schedule a problem-solving meeting to figure out why and decide what to do next. Generally speaking, many experts advise giving an intervention at least eight weeks to work. If you change the intervention, you can then edit the software so it can keep track of the student's progress in the new intervention.

The trend line shows Mark has not responded sufficiently to the intervention and has made little progress toward his goal.

Page 2 shows Mark's test results and growth rate.

STAR Math

Student Progress Monitoring Report

Tuesday, November 4, 2014 3:22:25 PM

1 of 2

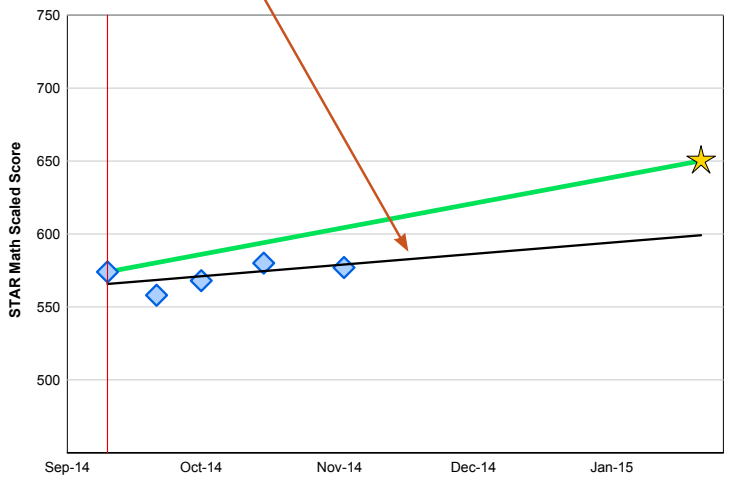
School: Lake View School

Reporting Period: 9/2/2014-1/23/2015 (Semester 1)

Boyle, Mark

Grade: 5
ID: BOYLEM

Class: G5 (Ruhland)
Teacher: Ruhland, C.



Enterprise Test

Trend line is statistically calculated after four or more tests to show the direction the scores are moving.

Goal line represents the student's expected growth path toward the goal.

Star represents the student's current goal.

Intervention line identifies the start date of an intervention program.

Mark's Current Goal

Goal: 650 SS / 32 PR (Ambitious) **Goal End Date:** 1/23/2015 **Expected Growth Rate**: 4.0 SS/Week

Fluctuation of scores is typical with any test administered multiple times within a short period. Focus on the general direction emerging after multiple administrations of the test rather than on the ups and downs between individual scores.

STAR Math

Student Progress Monitoring Report

Tuesday, November 4, 2014 3:22:25 PM

2 of 2

School: Lake View School

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Mark's Progress

Program	Program Begins	Test Date	Scaled Score	Growth Rate[a] Scaled Score/Week
Daily small-group instruction	09/12/2014	09/12/2014	574	-
		09/23/2014	558	-
		10/03/2014	568	-
		10/17/2014	580	2.1
		11/04/2014	577	2.0

ur tests.

Interpreting the Student Progress Monitoring Report

The first page of the Student Progress Monitoring Report displays progress data graphically for an individual student. If you look at the example on the previous page, you'll see blue diamonds scattered across the graph. These represent each test the student has taken. (Months of the year are indicated along the horizontal axis.) Results are given in scaled scores. Remember, scaled scores are like inches or pounds and are the best way to show absolute growth over time. For example, if a child's height changes from 51 inches to 53 inches, you know he has grown. If a student's scaled score on a STAR assessment changes from 350 to 375, you know his ability has grown.

Now take a look at the vertical red line on the report. This marks the starting test for the intervention. You'll see in this example that Mark's STAR Math score at the start of the intervention was 574. Now notice the gold star on the right side of the graph. This represents the goal that Mark's teacher, Ms. Ruhland, entered in the software. In this case, the goal was for Mark to grow 4.0 scaled scores per week. The green line on the report connects Mark's STAR Math score at the beginning of the intervention to his goal. We call this green line the goal line, and it represents the achievement path Ms. Ruhland wants to see Mark take during the intervention.

Next notice the black line. This is called the trend line. The software looks at a student's test results and projects the student's growth into the future. It displays this line to show how the student's progress is trending. By comparing the goal line to the trend line, you can see at a glance if a student is on track to reach his or her goal. A trend line appears after four tests, beginning with the start of an intervention. Statistically, this is the minimum number of tests needed to report a trend with confidence. In this case, Mark's STAR scores have gone up and down (see sidebar) but his trend line is below his goal line, which indicates he is not making sufficient progress to meet the goal Ms. Ruhland set for him. In fact, his trend line is nearly flat, which suggests he has not made any progress.

The second page of the report shows the student's current goal and actual test data. A growth rate is reported after four tests. In this example, Mark's growth rate is a scant 2.0 scaled scores per week.

Once displayed, the trend line typically changes with every subsequent test. If you've ever been on a savings plan, you may have experienced this phenomenon. Suppose, for example, you start saving in September and set a goal to put aside a thousand dollars by June at a rate of $25 a week. You stick to your plan just fine for the first few months. The exact amount actually varies a bit from week to week, but since you are consistently adding to your savings account the general trend is upward and your average "savings growth rate" is $25.39 per week. Then the holidays

Why STAR Scores Go Up and Down

When a test is administered repeatedly, an individual's score may fluctuate. This may be due to the test's standard error of measurement; student anxiety, illness, motivation, or level of attention; or a statistical phenomenon called regression to the mean. Regression to the mean is the tendency of those with the highest scores on an initial test to score closer to average on a second test and those with the lowest scores to score closer to average—and therefore higher—on the second test. These factors do not make a test unreliable or invalid. But because some fluctuation is likely, a trend line is a better indicator of growth and projected growth than scores from individual tests.

come along, and for a number of weeks, you put less than $25 into your piggy bank. Consequently, your growth rate changes—now it only averages $17.62 per week. Your trend line adjusts to reflect that change. It even looks like you won't meet your savings goal. But after New Year's Day you get back on track. Your growth rate and trend line adjust once more. A student's reading or math growth rate and trend line will show similar fluctuations. After each test, the software recalculates these measurements so that you get the best, most current information.

Responding to the Data

STAR data can tell you if a student is responding to intervention, but you must respond to the data in order for it to have value. Schools review data in different ways. In some cases, intervention teachers test students weekly and request problem-solving meetings for individual students whenever there is cause for concern or a reason to change a student's placement. Other schools hold grade-level meetings every four to eight weeks to examine progress-monitoring data for all students below benchmark. Regardless of your protocol, certain scenarios are likely to emerge.

A student is on track to meet the goal. This, of course, is the best scenario. However, it still raises questions. The first one: Is the student ready to move out of intervention? There is no standard answer to this. You must consider both the student and the student's problem. Some reading and math problems—specific phonics deficits, for example, or failure to recall certain math facts—might be remedied quickly with focused instruction. Other problems, like comprehension deficits or a conceptual misunderstanding of multiplication, can take a considerable amount of time to be truly overcome. The trend line only indicates if a student is on track to meet a goal. This means the intervention has been successful so far. What the trend line can't tell you is whether or not the student needs to stay in the intervention in order to actually meet the goal. That's a matter of professional judgment.

A student is not on track to meet the goal. This situation also calls for analysis. Sometimes when students in intervention do not improve we conclude they must need more intensive intervention or special education. This can be true, but other factors must be considered.

- Was the intervention implemented with fidelity, that is, according to the way it was designed and for the recommended amount of time? For example, suppose an intervention program calls for 60 minutes of daily supplementary instruction but your school only schedules it for three times a week. If a student doesn't make progress in that situation, it may not be because of something going on with the student but because of what isn't going on in the intervention program. One way to determine if a weak implementation is at fault is to look for patterns in the data. If a number of students in an intervention are not making progress, that's a red flag that the intervention needs to be evaluated. The troubleshooting checklist on the next page can help you figure out why.
- Is what you are doing right for this particular student? Sometimes an intervention needs to be tweaked in relatively minor ways to meet the needs of an individual. Perhaps the materials are too hard or unmotivating, or perhaps the student needs more positive reinforcement.

- Has the student been in the intervention long enough for progress to become apparent? Many experts believe that a reading or math intervention must be at least eight weeks long. Some students, perhaps because of the nature or severity of their problem, may require longer periods.
- Do you really understand the student's problem? When you assign students to an intervention at the beginning of a school year, you may have incomplete information. This is common, especially in schools that have many students below benchmark and cannot hold meetings for all individuals before placing them in an intervention. For this reason, when a student does not show progress, you may need to gather more diagnostic information. Perhaps, for example, what appears to be a comprehension problem is really a decoding or second-language problem.

If a student does not meet a goal, you have a number of choices. If the intervention was not implemented with fidelity, you can keep the same intervention with the same type of goal while improving the implementation. If the student simply needs more time to show gains, you can extend the goal end date. If the intervention does not match the needs of the student, you can change the intervention (along with its goal and end date) based on what you now know about the student.

In our example, Ms. Ruhland is very concerned about Mark's lack of progress. She also realizes that she has not been able to stick to the intervention plan. Because of other demands on her time, she has only been able to meet with her small group of struggling students two or three times a week. In the meantime, Lake View School has reconfigured its schedule and added an intervention period during which students below benchmark receive supplementary instruction. The fifth-grade team decides to place Mark in a math intervention class taught by Mr. Dawson, a certified math specialist. Mr. Dawson will use Accelerated Math for Intervention to fully differentiate instruction and practice. For low-performing students such as Mark, practice objectives will often be at a level below their current grade. Mr. Dawson will also incorporate math facts practice in his students' daily routine.

Troubleshooting an Intervention
Use this checklist to see why an intervention program might not be effective.

	Yes	No
Is the intervention research based?		
Has the intervention been implemented for the intended amount of time?		
Can students perform the academic work assigned to them?		
Is the teacher committed to conducting the intervention?		
Are materials readily and continuously available?		
Has the teacher been shown how to implement the intervention by a knowledgeable coach?		
Has the coach observed the intervention at least once to ensure that the teacher is using the intervention correctly and has all the needed materials?		
Has the teacher been provided with follow-up support after the initial training?		
Does the teacher have a systematic plan for managing routines and procedures so that academic engaged time is maximized?		

Adapted from Witt, Joe, Amanda M. VanDerHeyden, and Donna Gilbertson. "Troubleshooting Behavioral Interventions: A Systematic Process for Finding and Eliminating Problems." *School Psychology Review* 33, no. 3 (2004): 382-383. Copyright 2004 by the National Association of School Psychologists, Bethesda, MD. Reprinted with permission of the publisher. www.nasponline.org.

Editing an Intervention and Goal

If you move a student to a different type of intervention or change the duration or goal of an intervention, enter that information in the software. That way, the Progress Monitoring Report can display data on the student's progress during each intervention separately. This enables you to identify, over time, the intervention that is most successful. To edit an intervention and goal, select a STAR assessment on the Home page, and then select Screening, Progress Monitoring & Intervention. Go to the Progress Monitoring & Goals tab. Find the student and click Edit Goal. You'll see the student's latest test score, goal, and current growth rate at the top of the page.

If you are switching a student to a different intervention—for example, from small-group instruction within the classroom to a supplementary intervention class—select Set Up New Intervention and Goal. Then follow the same process used for setting up the original intervention and goal, which we described earlier in this chapter. This tells the software that one intervention has ended and another has begun. In our example, Mark's intervention program has changed but his goal, which is ambitious, remains the same. The instructions in the appendix walk you through these steps.

Ongoing Progress Monitoring

As the school year goes on, continue to periodically test your intervention students so that you can see if the interventions are working, fix problems that arise, and move students out of intervention if that seems appropriate. Some schools administer STAR assessments weekly or biweekly to students in intervention. Whatever your testing schedule, remember that a student must take four tests before the report can display a trend line, which is your best indicator of the student's rate of growth. Make test results available to key people, including homeroom teachers, intervention teachers, and—especially if your school is using an RTI framework—grade-level teams.

On the next page, we show what a Student Progress Monitoring Report looks like when a student has been in two or more interventions in a school year. In this example, the data related to Mark's first intervention is on the left. As we noted earlier, his trend line is nearly flat, indicating his math ability did not grow during that period. The second vertical red line indicates the start of the second intervention. Mark's goal line—the green line—connects his score at the start of the second intervention to his goal. The trend line—the black line—shows how Mark's achievement is trending. It's going up. This tells us he is responding well to the second intervention. Indeed, his trend line is above the goal line, which shows he is on track to meet his goal by the target date.

The second page of the report provides exact data. Since the second intervention began, Mark's growth rate has accelerated to 6.0 scaled scores per week. This exceeds his goal of 4.0 scaled scores per week and is evidence that he is responding well to the intervention.

If you are frequently testing students who are in intervention and you are concerned about testing time, a district-level administrator can set a preference that allows schools to administer a shorter version of STAR Reading or STAR Math outside of the screening windows. (The shorter version is called "non-Enterprise" in the software; the full-length version is called "Enterprise.") Administrators in those schools can choose the classes in which students may take both the shorter tests and full-length tests, and teachers can

STAR Math

Student Progress Monitoring Report

Friday, January 23, 2015 3:22:25 PM

2 of 2

School: Lake View School

Reporting Period: 9/2/2014-1/23/2015 (Semester 1)

Boyle, Mark

Grade: 5
ID: BOYLEM

Class: G5 (Ruhland)
Teacher: Ruhland, C.

Mark's Current Goal

Goal: 623 SS / 27 PR (Ambitious) **Goal End Date:** 1/23/2015 **Expected Growth Rate**: 4.0 SS/Week

Mark's Progress

Program	Program Begins	Test Date	Scaled Score	Growth Rate[a] Scaled Score/Week
Daily small-group instruction	09/12/2014	09/12/2014	574	-
		09/23/2014	558	-
		10/03/2014	568	-
		10/17/2014	580	2.1
		11/04/2014	577	2.0
Math intervention class	11/04/2014	11/04/2014	577	-
		11/14/2014	579	-
		11/25/2014	605	-
		12/12/2014	620	9.0
		[illegible]015	630	6.0

Mark responded well to the second intervention.

Mark's growth rate exceeded expectations.

STAR Math

Student Progress Monitoring Report

Friday, January 23, 2015 3:22:25 PM

1 of 2

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Boyle, Mark

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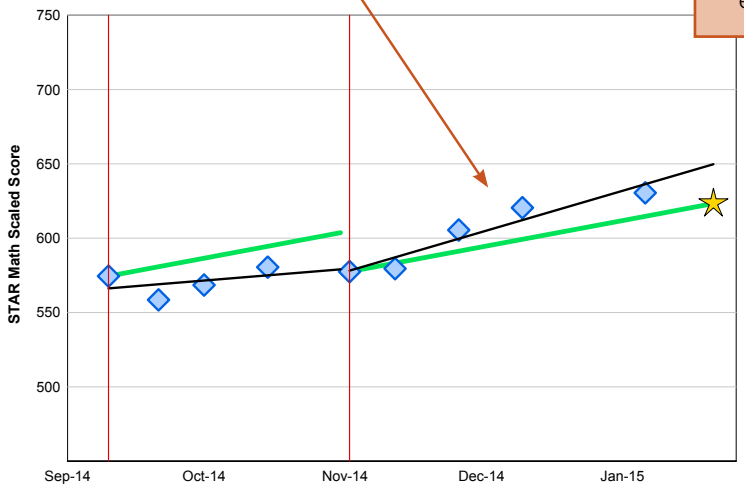

Enterprise Test
Trend line is statistically calculated after four or more tests to show the direction the scores are moving.
Goal line represents the student's expected growth path toward the goal.
Star represents the student's current goal.
Intervention line identifies the start date of an intervention program.

Mark's Current Goal

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Fluctuation of scores is typical with any test administered multiple times within a short period. Focus on the general direction emerging after multiple administrations of the test rather than on the ups and downs between individual scores.

decide whether the software should administer the shorter version of the STAR test to certain students or an entire intervention class. Keep in mind that the software will only administer the shorter test to students for whom an intervention goal has been set. On the Student Progress Monitoring Report and other reports that display tests graphically, a clear diamond with a dark-blue border indicates that the test taken was a shorter test. A light-blue diamond with a dark-blue border indicates the test taken was a full-length STAR assessment.

Planning Interventions in an RTI Framework: Problem Solving vs. Standard Protocol

Schools working within an RTI framework may have different ways of placing students in intervention. Some schools use a problem-solving method. When a struggling reading or math student is identified with a STAR assessment, for example, teachers and specialists may do additional diagnostic testing and hold a multi-staff meeting to analyze the student's deficits and plan individualized intervention strategies. Other schools, especially those that have many low-performing students, use what are termed standard protocols. These schools simply may not have the resources to provide individualized interventions to large numbers of students. Instead, they initially provide a standard protocol, especially at Tier 2. Students with similar skill needs are grouped together and participate in a research-proven intervention program. Staff choose the intervention from a limited number of defined programs. The advantages of a standard protocol are that decisions about placement can be made within a few meetings and fewer resources are required to meet student needs.

SUMMARY

STARTING AN INTERVENTION, SETTING INTERVENTION GOALS, AND PROGRESS MONITORING

- Make sure a student is tested shortly before an intervention begins so that you have accurate baseline data.
- Enter details about an intervention in the software and set growth-rate goals.
- Administer STAR assessments frequently to monitor progress. A trend line appears after four tests.
- Review the Student Progress Monitoring Report after each test. By comparing a student's trend line to the goal line, you can see if the student is on track to meet the goal for the intervention.
- After analyzing progress-monitoring data, take action. Before moving a student to a more intensive intervention, make sure the current intervention has been implemented with fidelity and matches the student's needs, and that the student has been engaged long enough for it to have an effect.
- Every time you change an intervention or a goal, enter that information so that the software can provide data for each intervention separately.

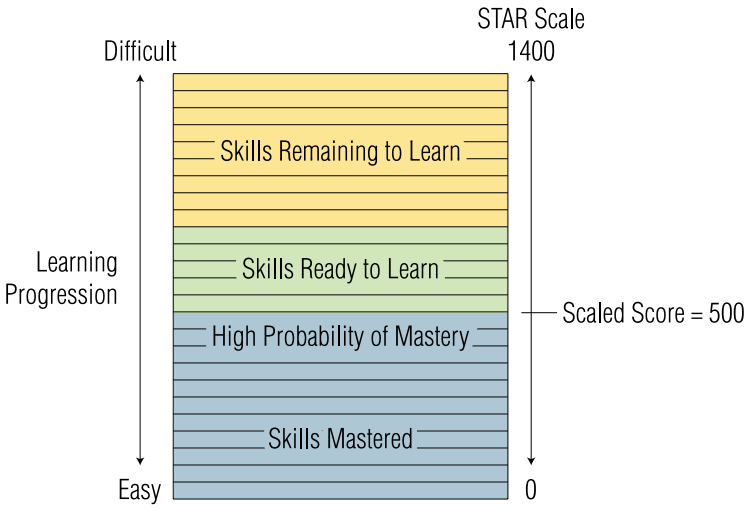
5

Instructional Planning for Differentiation

It would be hard to find a teacher who did not believe that the most effective instruction is differentiated for each student. But finding the time and resources to fully provide that kind of instruction to 25, 35, or—in the upper grades—150 individuals is a huge challenge. One of the biggest barriers to differentiation is knowing what a student needs to learn. Face-to-face probes are time consuming, and state tests typically come too late in the year to truly inform instruction. That's why one of the most significant features of STAR assessments is that they provide data on students' knowledge of specific skills. Thanks to computer-adaptive technology and the psychometrics upon which STAR assessments are based, they do this rapidly and accurately. This means teachers have more and better information with which to differentiate instruction for their class, small groups, and individual students.

How STAR Assessments Report Skill Knowledge

As we mentioned in Chapter 1, STAR assessments support two learning progressions for reading and math. You will see the learning progressions that most closely match your state's needs. Reading and math skills in the progressions have been translated into STAR test items. After calibrating the level of difficulty of the items, we placed them on a scale that ranges from the most basic skills to the level of competence needed to be college and career ready. When students take a STAR assessment and get a scaled score, the software places them on the learning progression. It reports which skills students likely have mastered, which skills they are ready to develop, and which skills they need to develop after that. See the illustration for a visual representation.



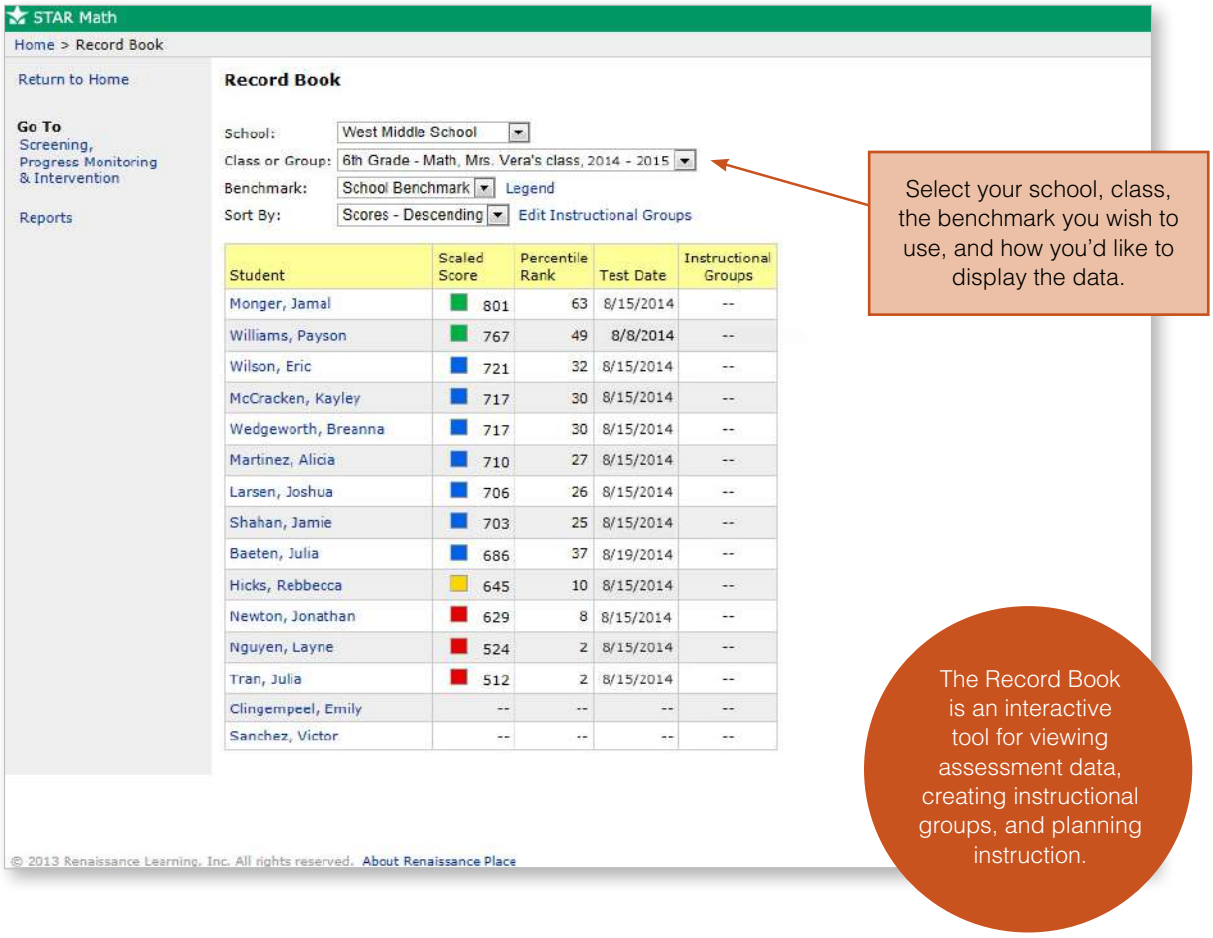
Access Data and Plan Instruction Using the STAR Record Book

The STAR Record Book is an interactive tool within the software designed to help you view details about each student's current performance and projected growth, create instructional groups, and navigate to the skills in the Core Progress learning progression that a student or group may need to focus on. The Record Book can be accessed from each STAR assessment. If you have been using the Instructional Planning Report for these tasks, you may find the Record Book to be more efficient. However, for those who prefer the Instructional Planning Report, we have included software instructions for printing it, along with sample reports, in the appendix.

Instructional Planning for Individual Students

When you first open the Record Book, students are listed alphabetically. Select your school, your class, and the benchmark you wish to use. Click the drop-down menu next to "Sort by" if you wish to see students listed by score, as in the illustration below, or by test date.

To see details about an individual student's performance, click the student's name. The software then takes you to the Student Details page, which shows the student's latest score and test history. An example is on the next page. The colored bars display the student's current achievement level relative to the benchmark, as well as a projected



When you click a student's name, you see the student's current and projected scores and test history.

When you click View Suggested Skills, the software takes you to the learning progression.

Grade-level expectations tell you what students should know or be able to do by the end of the grade. Working on the skills listed below will move students toward meeting those expectations.

Click the printer icon to print this page.

STAR Math

Home > Record Book > Student Details

Student Details

School: West Middle School
Class or Group: 6th Grade - Math, Mrs. Vera's class, 2014 - 2015
Benchmark: School Benchmark Legend
Student: Baeten, Julia

Done

Student Snapshot (based on Enterprise test)

Latest Test	Scaled Score	Algebra Readiness
8/19/2014	Current: 686 Projected (7/31/2015): 770*	Julia is not yet meeting grade level expectations for algebra readiness.

* Based on research, 50% of students at this student's level will achieve this much growth

Current Performance (based on Enterprise test)

School Benchmark

Most Recent Test
Projected

Scaled Score 500 550 600 650 700 750 800 850

Urgent Intervention Intervention On Watch At/Above Benchmark

Enterprise and Non-Enterprise Tests

Test Date	Scaled Score	Percentile Rank
8/19/2014	686	37

View Suggested Skills

Done

STAR Math

Home > Record Book > Student Details > Suggested Skills

Suggested Skills

Use the highlighted skills in the learning progression as a starting point for instructional planning

Class or Group: **6th Grade - Math, Mrs. Vera's class, 2014-2015**
View: Baeten, Julia 1 Student(s) Scaled Score 686

Use trend score for suggested skills

* Contains suggested skills

Core Progress Learning Progression Learn more

Go to suggested skills

K–8
- Counting and Cardinality
- Operations and Algebraic Thinking
- * Number and Operations in Base Ten
- * Measurement and Data
- * Geometry
- * Number and Operations — Fractions
- Ratios and Proportional Relationships
- The Number System
- * Expressions and Equations
- Statistics and Probability
- Functions

Algebra I
- Relationships between Quantities and Reasoning with Equations
- Linear and Exponential Relationships
- Descriptive Statistics
- Expressions and Equations
- Quadratic Functions and Modeling

Geometry
- Congruence, Proof, and Constructions
- Similarity, Proof, and Trigonometry
- Extending to Three Dimensions
- Connecting Algebra and Geometry Through Coordinates
- Circles With and Without Coordinates

K–8

4	WP: Add or subtract to find an unknown angle measure on a diagram
5	**Measurement and Data:** Students understand concepts of volume and relate volume to multiplication and addition. They develop an understanding of the unit cube and that volume can be measured by counting unit cubes. They solve problems finding the volume of solid figures by composing and decomposing parts of shapes and by using a formula.
5	Convert among different-sized standard measurement units within a given measurement system
5	WP: Solve a multi-step real-world problem involving unit conversions within a given measurement system
5	Recognize volume as an attribute of solid figures
5	Understand how the unit cube is defined
5	» Understand that volume can be measured using unit cubes
5	Find the volume of a right rectangular prism by counting unit cubes
5	» Find the volume of a right rectangular prism by multiplying edge lengths
5	Demonstrate that the volume of a right rectangular prism is the same using either packing or multiplying edge lengths
5	» WP: Find the volume of a right rectangular prism using a formula
5	Find the volume of a solid figure composed of right rectangular prisms by decomposing it into two non-overlapping parts and adding the volumes of the non-overlapping parts
5	WP: Find the volume of a solid figure composed of right rectangular prisms by decomposing it into two non-overlapping parts and adding the volumes of the non-overlapping parts

* Contains suggested skills

» Designates a focus skill

Go to suggested skills

Done

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STAR Math

Home > Record Book > Edit Instructional Groups

Edit Instructional Groups

Assign students to instructional groups

School: West Middle School

Class or Group: 6th Grade - Math, Mrs. Vera's class, 2014-2015

Benchmark: School Benchmark Legend

Instructional Groups: 4

Student	Scaled Score	Percentile Rank	Test Date	1	2	3	4	Unassigned
Monger, Jamal	801	63	8/15/2014	●				
Williams, Payson	767	49	8/8/2014	●				
Wilson, Eric	721	32	8/15/2014		●			
McCracken, Kayley	717	30	8/15/2014		●			
Wedgeworth, Breanna	717	30	8/15/2014		●			
Martinez, Alicia	710	27	8/15/2014		●			
Larsen, Joshua	706	26	8/15/2014		●			
Shahan, Jamie	703	25	8/15/2014		●			
Baeten, Julia	686	37	8/19/2014		●			
Hicks, Rebbecca	645	10	8/15/2014			●		
Newton, Jonathan	629	8	8/15/2014			●		
Nguyen, Layne	524	2	8/15/2014			●		
Tran, Julia	512	2	8/15/2014			●		
Clingempeel, Emily	--	--	--					●
Sanchez, Victor	--	--	--					●

Cancel Save

Click Edit Instructional Groups in the Record Book to access this page.

Click the buttons to assign students to groups.

STAR Math

Home > Record Book

Return to Home

Go To
Screening, Progress Monitoring & Intervention

Reports

Record Book

School: West Middle School

Class or Group: 6th Grade - Math, Mrs. Vera's class, 2014-2015

Benchmark: School Benchmark Legend

Sort By: Instructional Groups Edit Instructional Groups

Sorting by Instructional Groups shows Enterprise tests only

Group 1 - Median Scaled Score: 784 View Suggested Skills

Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Monger, Jamal	801	63	8/15/2014	1
Williams, Payson	767	49	8/8/2014	1

Group 2 - Median Scaled Score: 710 View Suggested Skills

Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Wilson, Eric	721	32	8/15/2014	2
McCracken, Kayley	717	30	8/15/2014	2
Wedgeworth, Breanna	717	30	8/14/2014	2
Martinez, Alicia	710	27	8/12/2014	2
Larsen, Joshua	706	26	8/15/2014	2
Shahan, Jamie	703	25	8/15/2014	2
Baeten, Julia	686	37	8/19/2014	2

Group 3 - Median Scaled Score: 577 View Suggested Skills

Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Hicks, Rebbecca	645	10	8/15/2014	3
Newton, Jonathan	629	8	8/15/2014	3
Nguyen, Layne	524	2	8/14/2014	3
Tran, Julia	512	2	8/15/2014	3

Unassigned View Suggested Skills

Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Clingempeel, Emily	--	--	--	--
Sanchez, Victor	--	--	--	--

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After you assign students to groups, you can view them by group in the Record Book.

When you click here, the software takes you to the learning progression, which suggests skills to focus on, based on the median score of the group.

scaled score. (If you choose to view the student's achievement in the context of your state's benchmark and don't see a band of colors representing proficiency levels, it is because your grade is either not tested on the state test or we do not yet have enough data to do a linking study. See the next chapter for more information about linking studies.)

The projected score is based on our growth data and represents the scaled score achieved by 50 percent of students who started the school year with a scaled score similar to the score of the student whose details you are viewing. For example, on the details page for Julia Baeten, we see that her current scaled score of 686 places her in the On Watch category. Her score is projected to be 770. With that score, she would move into the At/Above Benchmark category.

Keep in mind that the projection shown is not an absolute. While about 50 percent of students would grow to this point, 50 percent would not. Other factors also need to be considered. For example, if you are providing extra help to a student projected to fall below benchmark, your intention is that the student will do better than projected.

If you click "View Suggested Skills," the software takes you to an entry point in the Core Progress learning progression. Highlighted in blue is a set of skills that, based on the student's scaled score, he or she has likely only partially mastered. The double arrow in front of a skill name indicates that it is a focus or core skill. Click a heading in the left-hand column to view skills for that heading. An asterisk before the heading indicates it contains skills with which the student may need more instruction and practice.

These highlighted skills are intended to be a starting place for instructional planning. As you review them, think about what else you know about the student. Does the student's classroom work or other assessment data confirm that these are the skills for which the student needs more instruction and practice? Do you need to check the student's understanding of these skills before proceeding with instruction? (The instructional resources, which include sample items, worked examples, and performance tasks, that accompany some skills can help with this. See the examples on pages 64 and 65.)

Click a skill to see additional information to help you plan instruction. This includes prerequisite skills. Does the student have these more foundational skills? Do you need to provide instruction and practice at this level first? Later in this chapter we talk more about how the learning progressions help you better understand the continuum of skill development.

Keep in mind throughout your planning process that the highlighted skills are not intended to be taught as discrete skills. For example, if you look on page 58, you'll see converting measurement units, recognizing volume, and understanding unit cubes as suggested skills for Julia Baeten. We don't recommend that Julia's teacher consider her next steps to be a lesson on converting measurement units, then a lesson on recognizing volume, followed by a lesson on unit cubes. Learning to read and do math are dynamic processes. Many skills develop in concert, and skills build upon one another over time. A better approach for Julia's teacher would be to focus on these skills with supplementary instruction and extra practice within a rich and comprehensive math curriculum.

Instructional Planning for Groups

STAR assessments enable you to group students in the software and then identify the skills each group is ready to learn next. To do so, open the Record Book, and select your school, class, and benchmark. Then use the drop-down menu to sort by descending scores as shown in the illustration on page 57. The colored boxes in front of the scores correspond to the categories defined by the benchmark you've chosen. Click "Edit Instructional Groups," and you'll be taken to a page where you can use the radio buttons to assign students to groups based on their test results and your professional judgment. See the example on page 59.

As you group students, think about the following:

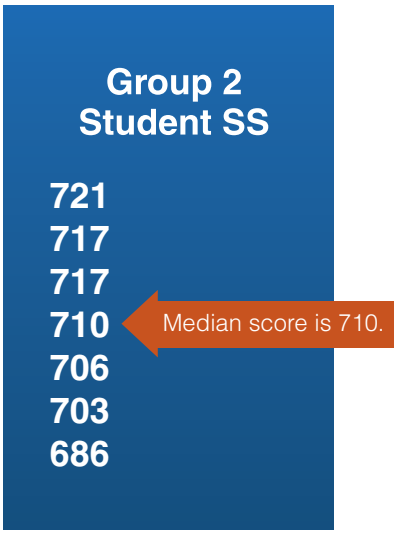
- Are you identifying a group for intervention only or multiple groups for small-group instruction?
- How many groups can you manage?
- Are there significant jumps in the STAR scores that might help you separate one group from another?
- What do you know about your students, in addition to their scaled scores, that would affect where you will place them?

Once you've assigned students to groups, click Save. The software then takes you back to the Record Book. Use the drop-down menu to sort by instructional groups, and student data will be displayed in those groups. As with individual students, if you click "View Suggested Skills," the software takes you to the Core Progress learning progression and highlights the skills you may wish to focus on. These skills are based on the group's median, or middle, score. For example, Group 2 in our example has seven students with scores ranging from 686 to 721. The middle score is 710. Therefore, the skills that are recommended as a focus for this group are based on a scaled score of 710.

As mentioned earlier, remember that these skills are not intended to be taught as a series of discrete objectives. Rather, they are best learned within the context of a comprehensive reading or math curriculum or intervention program.

Core Progress and the CCSS

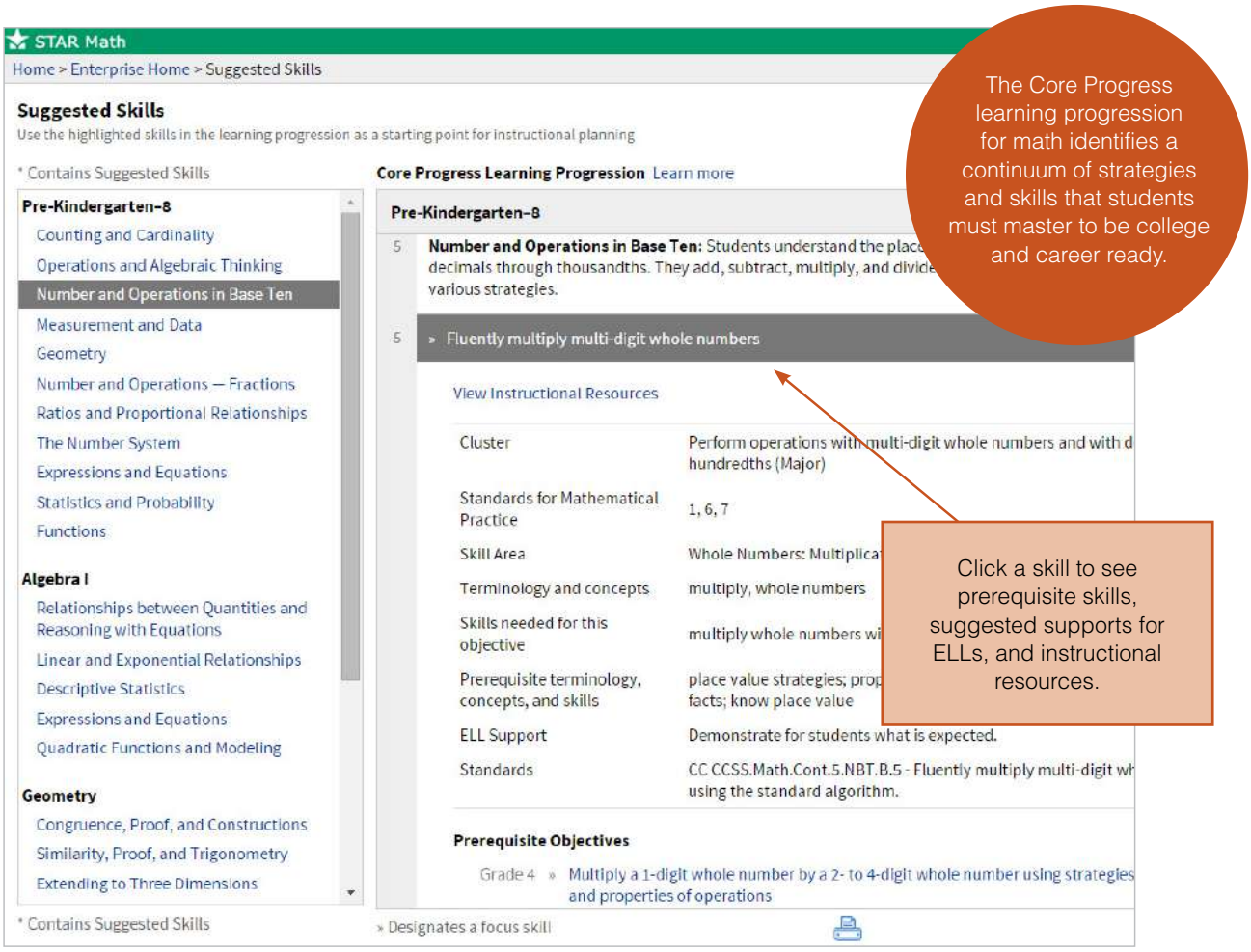
The Common Core State Standards provide clear statements of what students are expected to learn to be college and career ready. They do not, however, describe a fully formed pathway along which students must travel to reach this level of expertise. The Core Progress learning progressions, on the other hand, do just that. They delineate the concepts, skills, and strategies students need to master in order to reach the Common Core State Standards for each grade. Thus they provide concrete, actionable, and pedagogically sound information that teachers can use to plan instruction aimed at helping students achieve the CCSS.



Using the Core Progress Learning Progressions for Reading and Math

All tasks are learned in incremental steps. In order to walk, we must learn to stand up. Gradually, we master moving our legs in a forward motion, and after that we learn how to toddle along without the support of our mother's hand. Thus our skills develop, and before you know it, we're racing down the sidewalk exploring the world on our own. Academic learning proceeds in a similar way. Over time, we develop increasingly more sophisticated understandings, skills, and behaviors that lead to greater and greater competency in school subjects. Educators refer to these sequences as learning progressions.

The learning progressions we developed for reading and math are among the most exciting features of STAR assessments. Core Progress for reading and math identify the continuums of concepts, strategies, behaviors, and skills students need to read and do math successfully. The continuums begin with emergent reading and math ability, and progress to the level required for college and careers. Access to the learning progressions provides huge benefits.

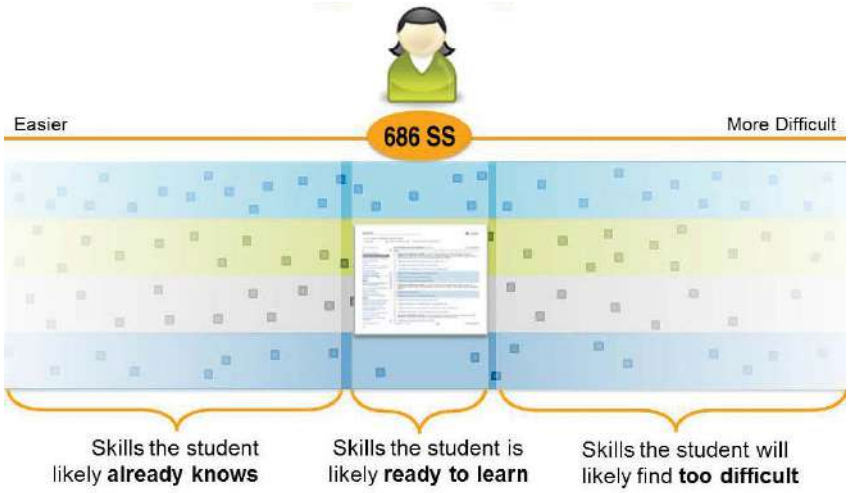


Learning progressions help you plan instruction that is systematic and logical. You see what students need to learn, and you see how they can get there. In this way, learning progressions are like a road map. Imagine, for example, you want to drive from New York to San Francisco. Unless you have lots of time on your hands, you don't start out unaided, hoping that by wandering around you'll eventually reach your destination. Instead, you consult a map, which guides you to the big landmarks along your route—Cleveland, Chicago, Denver, and Salt Lake City—and steers you through the smaller stretches along the way.

Learning progressions work similarly. They provide a logical and efficient pathway for teaching essential skills. Learning progressions help you diagnose problems. Let's suppose one of your fifth-grade students can't do long division. Your first question, of course, is "Why not?" A search in the math learning progression yields a list of prerequisite skills for grades 2, 3, 4, and 5. This list delineates the pathway to learning long division and gives you a starting place for discovering which of these skills your student has not mastered. The worked examples provide sample solutions to support your instruction and student practice.

Learning progressions help make assessment data actionable. When you're on your cross-country road trip, you periodically check to see where you are. ("Hey, the sign says 'Welcome to Illinois'!") If you're where you want to be, you know where to drive next. If you're off the route, you take another look at the map so you can get back on track. The same is true academically. STAR assessments show you where your students are located on their journey toward success with reading and math. The learning progressions help you take appropriate action by providing guidance on how you can go forward with your instruction or how to backtrack to more fundamental skills.

As an example, let's look again at the Student Details page for Julia Baeten on page 58. She is a sixth grader with a scaled score of 686. As a result of our data analysis, we know this score maps to skills that are at about the fifth-grade level on the math learning progression. Julia's learning gap consists of the skills on the learning progression that fall between what she currently knows and what she needs to know to perform at the sixth-grade level. These are the skills that are highlighted in the Core Progress learning progression and the ones her teacher will likely want to target for instruction. Teachers of high-ability students get similar guidance. By showing the next level of skills for these students, the learning progressions help teachers plan instruction that ensures continuous learning.



Grade 5 - Worked Example View: Example 1

Print or Save

MULTIPLY A 3-DIGIT WHOLE NUMBER BY A 2-DIGIT WHOLE NUMBER

PROBLEM

Multiply: 304 × 67

STEP 1

Write the problem vertically.

```
  304
× 67
```

STEP 2

Multiply 304 by 7.

```
   2
  304
× 67
2,128
```

STEP 3

Add a zero placeholder in the ones column of the next line. Multiply 304 by 6.

```
   2
  304
× 67
2,128
18,240
```

STEP 4

Add the two products.

```
   304
× 67
2,128
+18,240
20,368
```

ANSWER

304 × 67 = 20,368

Worked examples show how to solve a problem for an objective.

Multiply a 3-digit whole number by a 2-digit whole number

1. 171 × 92 = [A] 15,732 [B] 16,732 [C] 16,832 [D] 15,832

2. 229 × 74 =

3. 547 × 29 [A] 15,963 [B] 16,963 [C] 15,863 [D] 16,863

4. 765 × 35

Sample items can help you probe more deeply into a student's knowledge and skills.

STAR Reading

Home > Enterprise Home > Suggested Skills

Suggested Skills

Use the highlighted skills in the learning progression as a starting point for instructional planning

* Contains Suggested Skills

Core Progress Learning Progression Learn more

Reading: Foundational Skills
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Reading: Literature
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Reading: Informational Text
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Language
- Vocabulary Acquisition and Use

Reading: Literature

4 **Key Ideas and Details:** Students continue to gain understanding of literary texts through c
details, and drawing inferences. They explain the text's meaning and support their explanatio
examples. They determine the theme of a story, drama, or poem from details, and they summari
main events and key details. They base in-depth descriptions of literary elements on textual details.

4 Summarize a story or drama including the main events and key details

4 » Describe the setting and analyze how it contributes to the story

4 » Describe how the events in the plot build on one another including how the

4 Describe a character and the relationship between a character's actions, tr

4 Make inferences about characters' actions, traits, and motives based on de

4 » Cite textual details and examples to support inferences and explanations a
conclude the poet thinks the tree leaves are pretty because she says the co

4 Use details from a story, drama, or poem to determine its theme

5 **Key Ideas and Details:** Students read widely to gain a greater understanding of literary texts' themes. They compare and contrast characters, settings, and events, and draw conclusions based on accurate information cited from the text. They read literary texts that may have multiple themes, and infer these themes from textual details such as how characters respond to challenges or how a speaker in a poem reflects on a topic. When summarizing, they choose which details are

The Core Progress learning progression for reading identifies a continuum of concepts and skills that students need to read successfully.

Click a heading on the left. Grade-level statements express end-of-year expectations. Scroll to see the learning progression from grade to grade.

STAR Reading

Home > Enterprise Home > Suggested Skills

Suggested Skills

Use the highlighted skills in the learning progression as a starting point for instructional planning

* Contains Suggested Skills

Core Progress Learning Progression Learn more

Go to Suggested Skills

Reading: Foundational Skills
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Reading: Literature
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Reading: Informational Text
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Language
- Vocabulary Acquisition and Use

Reading: Literature

4 **Key Ideas and Details:** Students continue to gain understanding of literary texts through close reading, examining details, and drawing inferences. They explain the text's meaning and support their explanations with details and examples. They determine the theme of a story, drama, or poem from details, and they summarize the text including the main events and key details. They base in-depth descriptions of literary elements on textual details.

Grade Level

ummarize a story or drama including the main events and key details

4 » Describe the setting and analyze how it contributes to the story

View Instructional Resources

Skill Area	Setting
Content-Area Vocabulary	setting, plot
Conceptual Knowledge	determining the setting of a story; understanding the influence of setting on a story
Linguistic Competencies	recognizing words that describe time and place
ELL Support	Draw a picture of the story's setting and change one element of it. Discuss with students how changing that one thing changes the story. Provide sentence stems to help students share ideas (e.g., If the city were a farm, the boy could not _____; If the city were a farm, the story might have _____.).
Standards	CC CCSS.ELA-Literacy.RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Prerequisite and Related Skills

Grade 3 Ask and answer questions about literary text and refer to the text to support answers

Click a skill to see instructional details and supports.

Depth of Knowledge items help you probe a student's skills.

Describe the setting and analyze how it contributes to the story

It had been raining for two weeks straight. Becky stared out at the rain from her living room window. Yesterday the rain had fallen as heavy drops. Today it was a fine, light mist. Tiny dots covered the window, making everything seem gray and blurry. Becky sighed and whispered, "I'm really tired of the rain."

She thought of the three blocks she had to walk to school. She really wished she hadn't left her umbrella in her classroom. Becky walked into the kitchen and told her mom, "I'm heading to school." Her mother looked up from her newspaper and smiled. "Well, try not to get too wet out there today," her mom said.

Becky closed the front door behind her and walked down the front steps. She walked along the sidewalk, staring down at the ground. Little specks of rain began to collect on her clothes, face, and hair. She dragged her feet slowly, too unhappy to hurry in the rain.

After a block, Becky stopped to look at her neighbor's flower bed. She hadn't noticed it yesterday. Now she saw the bed was filled with bright flowers. The flowers were yellow with six pointed petals. The center of each flower looked like a little orange cup. Each flower was covered with tiny droplets of rain. The drops sparkled, making the flowers look like stars. Becky smiled and thought, "Maybe this rain isn't so bad after all. These beautiful flowers couldn't grow without it."

1. Describe where Becky is at the beginning of the story and what she sees around her. What kind of feeling does Becky

2. Describe where Becky is at the
her feeling now?

3. Explain how the two different pl

SETTING

Objective

To help students describe a story's setting and analyze how it contributes to the story

Materials

Any recent story with integral use of the setting, such as *The Boxcar Children* by Gertrude Chandler Warner (3.9)

Lesson

1. Show the cover of the book you are using and ask a volunteer to read aloud the title. Ask "Where do you think this story might take place?" If you are reading *The Boxcar Children*, students may say it takes place in a train or a boxcar. Briefly discuss with students how interesting and unique the story might be. For example, ask, "What kind of story might take place in a boxcar?" Record student's responses on the board. When discussing *The Boxcar Children*, some ideas that might surface are: children traveling on a train, children living on a train, children living near a train station.
2. Read aloud a passage from your selected book that contains a description of the setting. The following passage from *The Boxcar Children*, in which the brothers and sisters first discover an abandoned boxcar and take shelter from a rainstorm, is an example:

   After awhile the rain and lightning and thunder stopped, and the wind did not blow so hard. Then Henry opened the door and looked out. All the children looked out into the woods. The sun was shining, but some water still fell from the trees. In front of the boxcar a pretty little brook ran over the rocks, with a waterfall in it.

   "What a beautiful place!" said Violet.

   "Henry!" cried Jessie. "Let's live here!"

   "Live here?" asked Henry.

   "Yes! Why not?" said Jessie. "This boxcar is a fine little house. It is dry and warm in the rain."
3. Tell students that the time and place in which the events of a story occur is called the *setting*. Ask students, "Where does this scene take place?" *(in a train, in a boxcar)* Ask, "Why is the boxcar important in this scene?" *(because the children decide they are going to live in it)* Work with students to confirm the setting of the story.
4. Tell students that sometimes the setting of a story is so important that the events in the story could not happen without it. Read aloud additional passages from your selected book that describe the setting in place and/or time. Ask students to identify details that show how the setting contributes to the story. The following diagram shows words and phrases that describe the boxcar.

Teacher activities suggest one way to teach a skill.

You can access the Core Progress learning progressions in two ways. One of them is through the Record Book as we've just described. You can also click Enterprise Home under STAR Early Literacy, STAR Reading, or STAR Math on the Renaissance Place Home page. Then click the link to Core Progress.

The learning progressions include a wealth of information for instructional planning. You'll find a description of grade-level expectations for each domain. Click a skill description in blue to expand it. You'll then see information about the skill's underlying concepts, prerequisites for learning the skill, and suggestions for supporting English language learners. For many skills, we also provide instructional resources. To get the big picture and see how skills progress, view a number of grades at one time. This will show you where students have been and where they are going. In addition, performance tasks can be accessed through Core Progress to help you measure your students' ability to synthesize and apply multiple skills. These are available as PDFs that you can print and administer to individual students, small groups, or an entire class.

SUMMARY

INSTRUCTIONAL PLANNING FOR DIFFERENTIATION

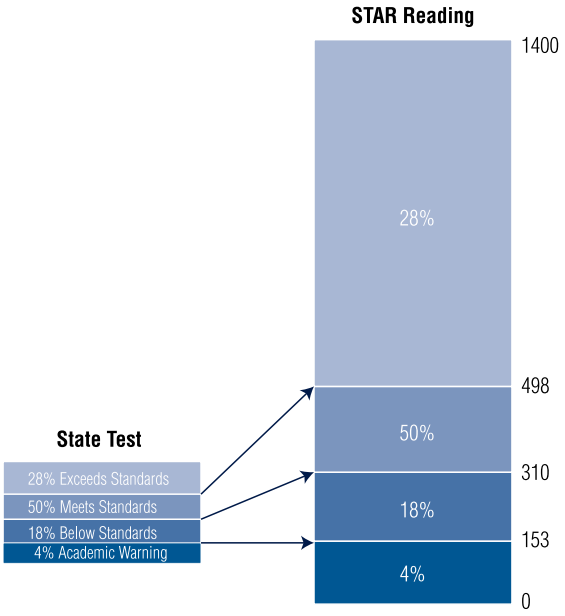
- The Record Book gives you easy access to students' assessment scores. It also helps you set up instructional groups.
- The Student Details page shows where a student's current and projected scaled score falls relative to the state, district, or school benchmark.
- The Suggested Skills page highlights the skills a student or group has likely only partially mastered and indicates where the skills fall on the reading or math Core Progress learning progression.
- The Core Progress learning progressions identify key vocabulary, concepts, and prerequisite skills students need to know to learn a specific skill. In addition, the learning progressions provide performance tasks, teacher activities (for reading), worked examples (for math), sample items, and other resources.

6

Estimating Proficiency on State Tests

One of the driving questions in education today is "Will students perform well on the state test?" To help you answer this question, whether you are a district administrator, principal, or teacher, we link STAR Reading and STAR Math to almost every state test. (STAR Early Literacy scores are not linked to state tests because most states do not test students until grade 3.) Then we combine the data from the linking studies with our research-based growth model. This makes it possible for us to indicate whether students are on track to achieve proficiency on state tests. Data-rich reports serve as an early warning system so that teachers and administrators can make instructional adjustments soon enough to affect students' state test results.

How Does Statistical Linking Work?



To link a STAR scaled score to a state test score, we obtain data for students who have taken both a STAR assessment and the state test. We look at the percentage of students who fall into each of the state's proficiency categories. Then we line up, figuratively speaking, all of the STAR scores and mark off those percentages. For example, let's suppose data on a state's reading test shows 4 percent of students in the Academic Warning category, 18 percent in the Below Standards category, 50 percent in the Meets Standards category, and 28 percent in the Exceeds Standards category. To link those scores to STAR Reading scores, we begin by finding the STAR Reading scaled score that delineates the bottom 4 percent. Let's suppose it's 153. That tells us that a student with a STAR scaled score of, say, 125 at the time of the state test will likely fall into the Academic Warning category. We then link STAR scores to the other proficiency levels in the same way. We illustrate this above. If you would like details about the linking study for your state, go to www.renaissance.com/resources/state-alignments.

How Can We Estimate Performance on a Future Event?

Because STAR assessments are computerized, we are able to collect data for millions of students nationwide. By analyzing this data, we can describe the typical growth pattern for students in different grades with a particular STAR score. For example, we can calculate how much a third-grade student with a STAR scaled score of 200 would typically grow in an academic year, how much a third-grade student with a scaled score of 250 would grow in a year, and so on. This is highly valuable because students of differing abilities do grow at different rates. If educators did not consider the normal differences in these growth patterns, their expectations for students could be inappropriately high or low.

Our growth norms enable us to provide guidelines for setting intervention goals, as we described in Chapter 4. They also make it possible for us to estimate performance on state tests. By combining the results of our linking studies with our growth model, we can tell you not only the scaled score that is linked to proficiency on the state test, but whether or not the student is likely to get there based on typical growth.

Growth norms are updated every year using data for the previous three years. This means the growth norms reflect changes in educational practices that may affect student learning, as well as an up-to-date student group.

What the Reports Show

The performance reports identify grade-level proficiency thresholds on your state test. A proficiency threshold is the STAR scaled score that represents the lowest score a student needs to achieve in order to reach proficiency. The reports also show a pathway to proficiency. This is the trajectory of typical growth for students who are just at the proficiency threshold at the time of the state test. Your goal is for students to score at a level that puts them above this pathway.

If You Do Not See Data

If you do not see proficiency data on a State Performance Report, it is either because the grade is not tested on your state test or we do not yet have enough information to do a linking study.

One caveat, however: we can never guarantee that a student whose scaled score falls on or above the pathway to proficiency will indeed pass the state test or that a student whose scaled score falls below the pathway won't pass it. We can only provide estimates based on statistical models. The students in your school are individuals who may grow more or less than projected due to their motivation to learn, time spent in school, degree of comfort with standardized tests, and so on. Students whose scores put them slightly above the pathway will be at greater risk of not meeting proficiency than students far above the pathway, and may need extra attention.

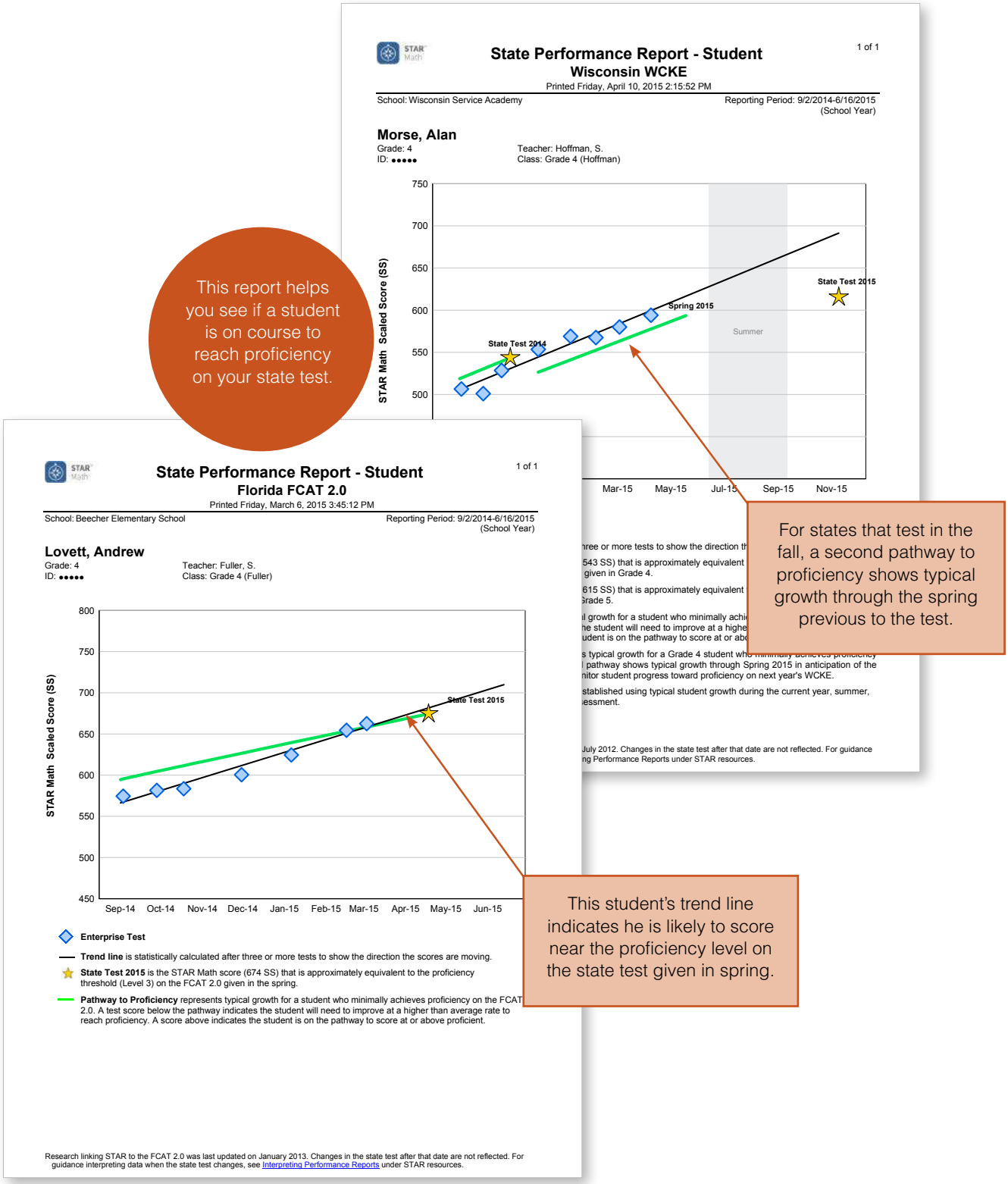
State Performance Report—Student

This report helps you see whether an individual student is on course to reach proficiency on your state test. Examples are on the next page. The graph contains four elements:

- The gold star marks the proficiency threshold.
- The green line represents the typical pathway to proficiency for students who are just at this threshold.
- The blue diamonds show the student's actual STAR scaled scores.
- The black line is a trend line that shows the statistical tendency of the student's scores. It appears when a student has taken three or more tests.

If a trend line displays, compare it to the green line, the pathway to proficiency. If the trend line is higher than the green line by the time it reaches the gold star, this tells you the student is likely to score above the proficiency level on the state test. How high that trend line is roughly indicates how high above the minimum level the student is likely to get. If a student has taken only one or two tests and a trend line is not displayed, compare the STAR scores to the green line and look for a trend line when more scores are available.

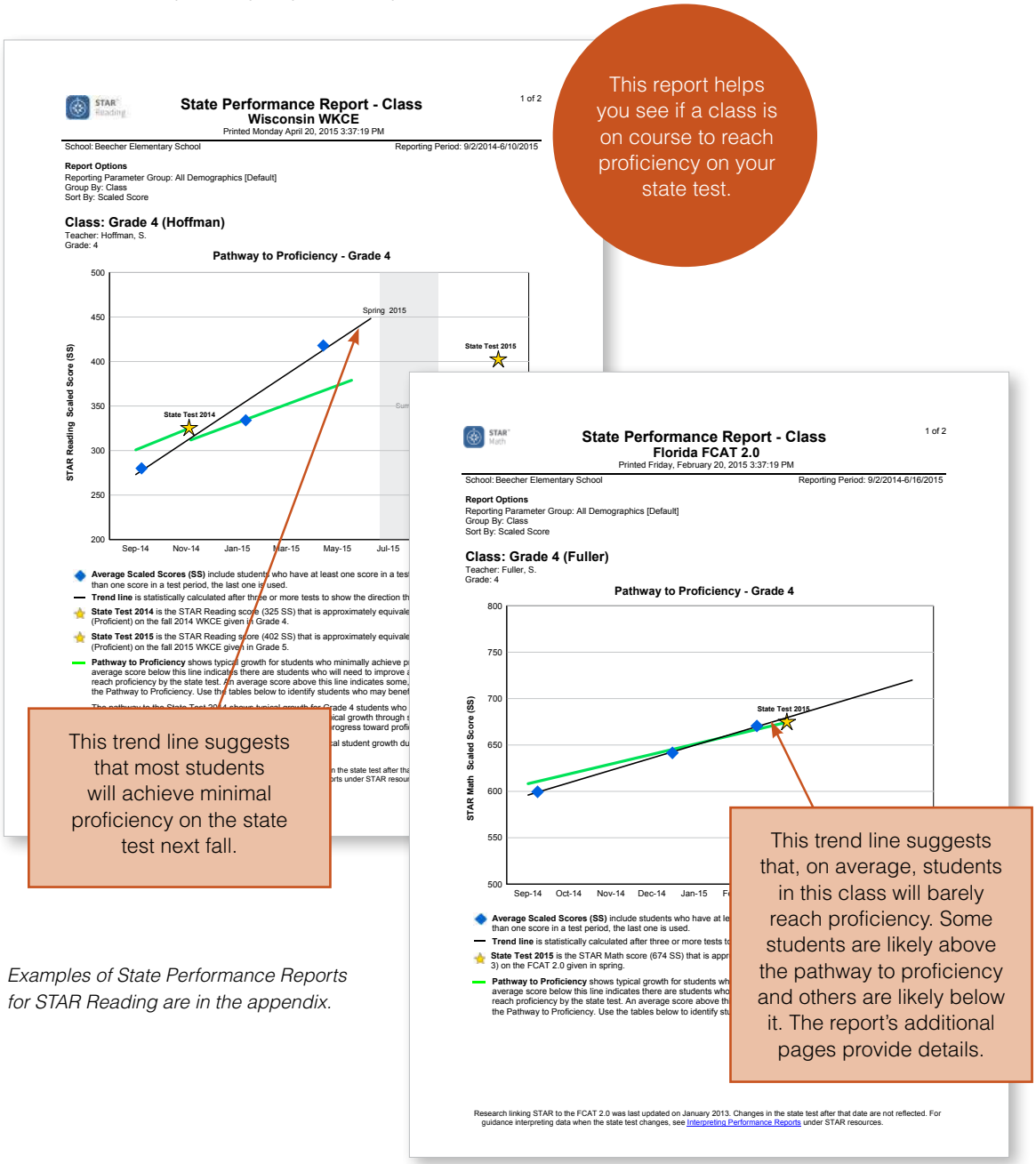
Looking at the report below for Andrew Lovett, we see that he began the year with STAR scores that fell below the pathway to proficiency. However, beginning in March, his STAR scores went up, perhaps because of an intervention, and by April the trend line indicated he was likely to reach the proficiency threshold by the time of the Florida state test in May.



As you read the State Performance Report for an individual student, keep in mind how much time is left before your state test. The farther away the state test, the more time there is for change, up or down. As with all reports, use the data to adjust instruction. If a student is not on the pathway, intervention may be warranted.

State Performance Report—Class

The State Performance Report for a class is similar to the student report. It can display data for a class or an entire grade. The trend line is based on the average scores for the class or grade. A trend line below the pathway to proficiency indicates some students need to improve at a rate higher than average to reach proficiency by the time of the state test. A trend line above the pathway indicates some or all students are performing above the pathway to proficiency. Additional pages of the report list students on and below the pathway to proficiency.



This report helps you see if a class is on course to reach proficiency on your state test.

This trend line suggests that most students will achieve minimal proficiency on the state test next fall.

This trend line suggests that, on average, students in this class will barely reach proficiency. Some students are likely above the pathway to proficiency and others are likely below it. The report's additional pages provide details.

Examples of State Performance Reports for STAR Reading are in the appendix.

State Performance Report for a District, Grade, or School

This report gives school and district administrators high-level forecasts of student performance. It shows the percentage and number of students projected to be at each performance level assessed by your state test when the test is administered. It also indicates the number and percentage of students whose tests have been used to make these calculations and the number and percentage of students who have not been tested. You can view the data in many different ways, for example, by district, school, or grade. Those choices can be further refined to show data by teacher, class, or student demographics, such as gender and ethnicity. (Before viewing this report for a district, data must be consolidated. Consolidation takes place automatically at 2 a.m. every day. You can, however, consolidate on demand. See the Renaissance Place software manual for instructions.)

When to Review Performance Reports

If your state test is administered in the spring and you are following the testing schedule described in Chapter 2, take a close look at performance reports at the time of winter screening. This will mark the third test of the year, and a trend line will appear for students who have taken all three tests.

Looking at the example below, we see two reporting levels that correspond to those on the Indiana State Assessment: Less Than Proficient and Proficient. The Proficient category is further divided into Pass and Pass+. The district administrator has chosen to see data for grades 3, 4, and 5 in Oakwood Elementary and grades 6, 7, and 8 in Pine Hill Middle School.

Renaissance Place™

STAR Math™ Performance Report - District
Indiana ISTEP+
Printed Friday, January 16, 2015 4:18:46 PM

District: Union School District

Last Consolidated: 1/
Reporting Period: 9/2/2014-4/3

School and district administrators can forecast proficiency on the state test with this report.

Oakwood Elementary School

	Student Performance Outlook[a] On the April 2015 ISTEP+						STAR Math Participation 9/2/2014-4/30/2015			
	Less Than Proficient		Proficient							
	Did Not Pass		Pass		Pass+		Tested		Not Tested	
Grade	Total	%	Total	%	Total	%	Total	%	Total	%
3	35	24	62	42	49	34	146	94	10	6
4	31	33	22	24	40	43	93	85	17	15
5	35	31	38	34	39	35	112	93	8	7
Summary	101	29	122	35	128	36	351	91	35	9

Pine Hill Middle School

	Student Performance Outlook On the April 2015 ISTEP+						STAR Math Participation 9/2/2014-4/30/2015			
	Less Than Proficient		Proficient							
	Did Not Pass		Pass		Pass+		Tested		Not Tested	
Grade	Total	%	Total	%	Total	%	Total	%	Total	%
6	63	26	104	43	74	31	241	98	5	2
7	56	24	111	47	71	30	238	97	8	3
8	51	21	109	46	79	33	239	96	9	4
Summary	170	24	324	45	224	31	718	97	22	3

The forecasts on the Performance Report are based on all of the STAR assessment data available from the beginning of the school year through the date you run the report. Running the report early in the school year gives you more time to assemble additional information and plan a course of action. The later in the school year you run the report, the more data it will be based on and, therefore, the more meaningful the report will be. When you analyze the Performance Report, look for patterns:

- **Note strengths**. Which teachers or grades are doing especially well? What are these teachers doing?
- **Identify weaknesses**. Are students in some schools, grades, or classes estimated to do worse than others on the state tests? Are there discrepancies among demographic groups? Why might this be and how can it be remedied?
- **Celebrate progress**. As estimates improve, make sure staff and students know about it and are recognized for their efforts.
- **Build sustainability**. Identify teachers who can act as mentors for teachers who are struggling, and give them opportunities to collaborate. Identify specific strategies that foster success.

Viewing Performance Reports after the State Test

The performance reports for state tests taken in the spring are based on data that is generated from the start of the school year to the midpoint of your state's testing period. This is referred to as the "outlook reporting period." You may run a performance report after this period, but it will show the same data until the beginning of the next school year.

Interpreting Data When a State Test Changes

If a state test changes, we can't immediately tell how much the new test differs from the prior edition. Students have to first take the test, the state must score the test, and the state must release the data. Therefore, when a state test does change, for an interim period the STAR Performance Reports will link to the prior edition. However, you can still use these reports as indicators of whether or not students are on track toward proficiency. Here are some guidelines:

- You can assume that students whose scores put them well above the proficiency threshold on the STAR Performance Reports are on track to score above the threshold on the new state test.
- Students whose scores put them well below the proficiency threshold will likely remain below the threshold unless you provide a substantial intervention.
- Take special care with students whose scores put them on the borderline of the pathway to proficiency. Because the new state test is likely to be more rigorous, these students and their teachers will need to take extra strides to score above the proficiency threshold.

SUMMARY

ESTIMATING PROFICIENCY ON STATE TESTS

- Data from linking studies is combined with growth norms to estimate student performance on state tests.
- The State Performance Report for a student helps you see whether an individual student is on course to reach proficiency on your state test.
- The State Performance Report for a class shows whether or not a class or grade is on course to reach proficiency on your state test.
- The State Performance Report for a district, grade, or school is a high-level forecast for school and district administrators that shows the percentage of students projected to be at each performance level assessed by your state test when the test is administered.

7

Estimating Mastery of State Standards and Common Core State Standards

Another special feature of STAR assessments is their ability to estimate the level of mastery of Common Core State Standards for a student, class, or district. In addition to Common Core standards, STAR Reading and STAR Math estimate mastery of most state standards; STAR Early Literacy estimates mastery of the standards for Texas and Virginia. Reports show current levels of mastery as well as projected levels by the end of the school year. They also graphically display the difficulty of each standard. All of this data helps teachers and administrators analyze the effectiveness of the curriculum, identify learning gaps, and make improvements.

Standards vs. Proficiency

In Chapter 6, we described how STAR assessments indicate whether students are on track to reach proficiency on state tests. A state test, of course, is just what the name implies—a test, usually taken near the end of the school year that is administered to all students in certain grades throughout your state. It's important to understand, though, that "proficiency" on the state test means a student has reached only the lowest acceptable level of achievement on that test.

Standards are different. Standards express the highest level of achievement by defining the knowledge and skills expected of students in each grade. Sometimes state tests assess standards, and sometimes they do not. For these reasons, it's a good idea to evaluate achievement against both your state's test and your state standards. If your state has adopted the Common Core State Standards, as most states have, assessing student progress toward these standards is highly valuable as well.

How STAR Assessments Estimate Mastery

We go through a multi-step process in order to provide meaningful data on our standards reports.

- First, we identify the knowledge, concepts, and skills in each standard. Then we select the standards against which we will measure student achievement. To provide data on every standard would be overwhelming. In general, we report on the highest-level standard with a specific statement of knowledge that can be represented on a test.
- Next, we look at the skills assessed by STAR and identify the items for those skills that align with the standards we will report on. As part of our item-development process, we continually create items that address state standards and Common Core State Standards.
- On an ongoing basis, we administer test items to large samples of students nationwide and perform a statistical analysis of their difficulty. By reviewing this data for the items that align with standards, we can assign a difficulty level to the standard that is equated to a STAR scaled score. We call the band of scores just above and below this difficulty level the Estimated Mastery Range. For example, we might say that a standard has an Estimated Mastery Range of 700 to 770.

- Finally, we have a content-area expert review the accuracy of the scaled score we have assigned. This expert evaluates the difficulty level based on content knowledge and by comparing the standard to other standards at the same grade level as well as similar standards within higher and lower grades.

When a student takes a STAR test, the software looks at the student's overall scaled score. Because the standards for your state and the Common Core State Standards have also been placed on the scale, the software can report where the student's scaled score falls in relation to each standard. Let's look at the example mentioned earlier—a standard with an Estimated Mastery Range of 700 to 770. Students with scaled scores above 770 have likely mastered this standard, while students with scaled scores below 700 likely have not. Students with scaled scores between 700 and 770 are within the mastery range but should be monitored to confirm their understanding of that standard.

We provide projected scores on standards reports using the growth norms we described in Chapter 6. For example, if a sixth-grade student has a scaled score of 650 in September, our growth norms might tell us that 50 percent of students of this ability will likely have a scaled score of about 719 or higher by the end of the year. Based on that projected scaled score, we can also project the student's mastery of state standards.

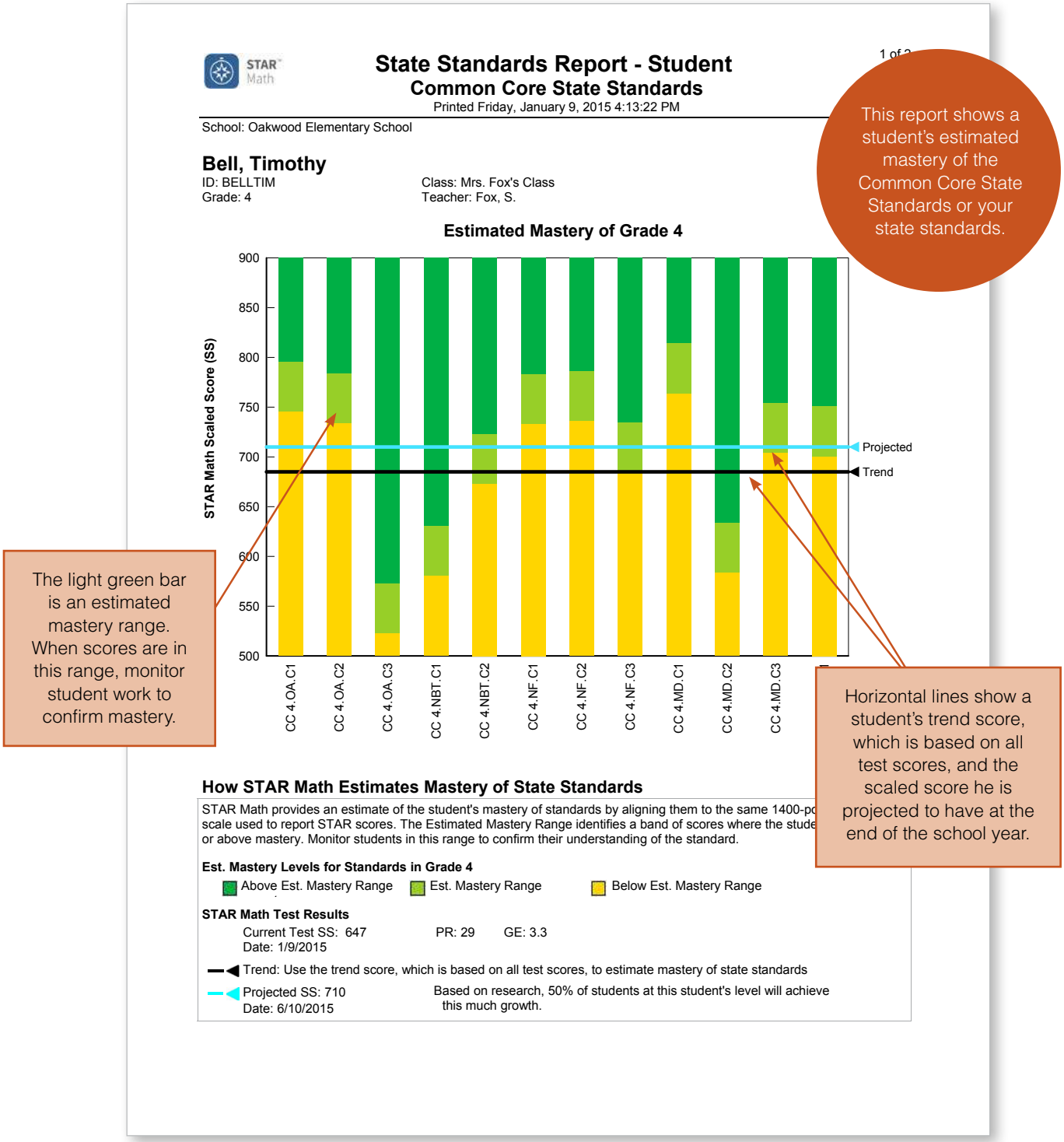
State Standards Report—Student

This report shows a student's estimated mastery of your state standards or the Common Core State Standards, currently and at the end of the school year. (You select which set of standards you wish to view before you print the report.) An example is on the next page. The top of the first page of the report presents the data as a bar graph with each standard identified by number. Underneath the graph is a summary of the student's scores. The report's succeeding pages list the standards, with their number and description, that fall within each category for this individual: Above Estimated Mastery Range, Within Estimated Mastery Range, and Below Estimated Mastery Range.

Looking at the example on the next page, we see that Timothy Bell's teacher ran this report for the Grade 4 Common Core State Standards in math. The colored bars represent each standard. The Estimated Mastery Range is shown in light green. Yellow represents below mastery and dark green above mastery. The first thing you may notice is that the bands of color are different sizes for each standard. For the first standard, CC 4.OA.C1 ("Use the four operations with whole numbers to solve problems"), the Estimated Mastery Range runs from a scaled score of 745 to 795. Contrast that with the third standard: CC 4.OA.C3 (which corresponds to "Generalize and analyze patterns"). Its Estimated Mastery Range runs from a scaled score of 520 to 565. This tells us that Timothy would need to achieve a much higher scaled score on STAR, specifically between 745 and 795, in order to demonstrate mastery of using the four operations with whole numbers to solve problems than to generalize and analyze patterns. In other words, solving problems with the four operations is much harder to master than generalizing and analyzing patterns.

Now look at the black horizontal line. This marks Timothy's trend score. Indeed, we can see that he is in the green zone, above mastery level, for the patterns standard, but in the yellow zone, below mastery level, for the problem-solving standard.

The blue horizontal line on Timothy's report is his projected scaled score—710. Some of the bars it cuts across are yellow. This suggests that if Timothy's ability grows at a pace typical of 50 percent of students with the scaled score he has now, he will remain below the mastery level for these standards at the end of the school year. This is an early warning sign for his teachers that he needs help.

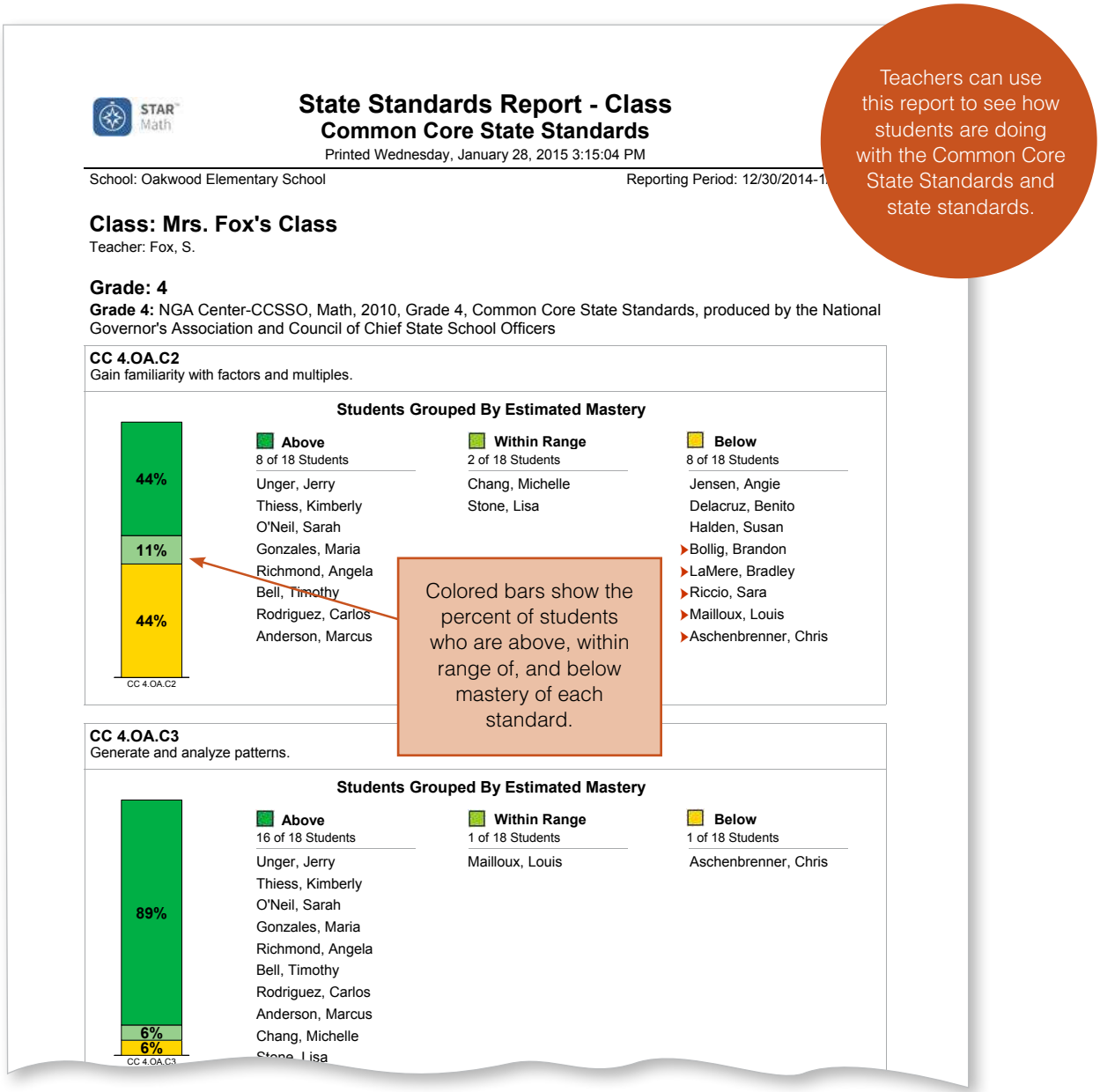


Report examples for STAR Reading and STAR Early Literacy are in the appendix.

State Standards Report—Class

This report indicates how each student in your class is doing with each standard. For the report below, for example, the teacher chose to see how students were doing with the Grade 4 Common Core State Standards for math. For the standard "Gain familiarity with factors and multiples" (CC 4.OA.C2), the report shows that 8 of 18 students are above the Estimated Mastery Range, 2 students are within it, and 8 students are below it. Five students in the latter category are flagged with a red mark. This means that if their skills grow at a rate typical of students of their ability, they will not master the standard by the end of the school year without additional help.

The percentage of students in each category is shown in the colored bar. In this case, 44 percent of students are above the Estimated Mastery Range, 11 percent within it, and 44 percent below it.

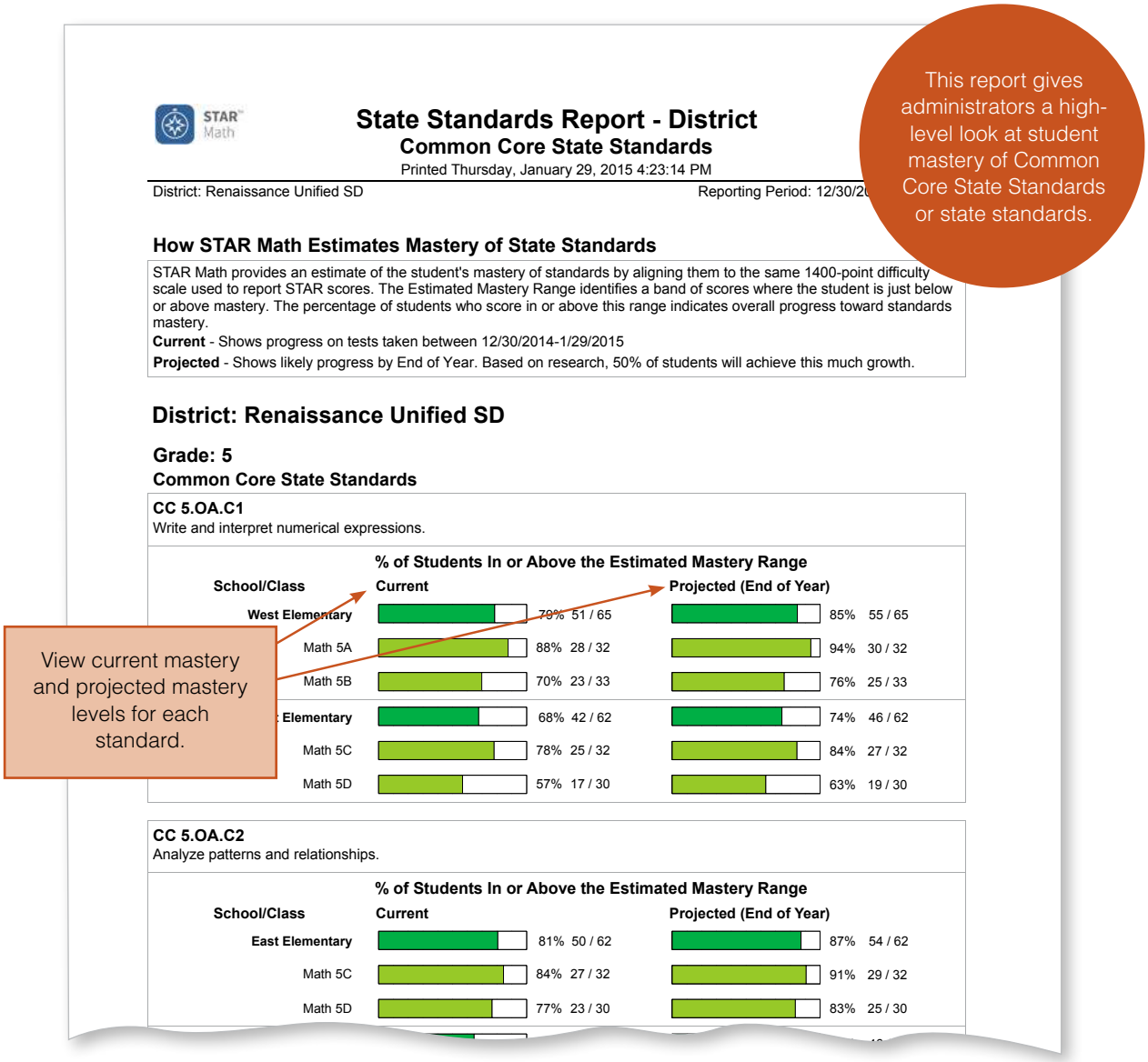


Teachers can use this report to see how students are doing with the Common Core State Standards and state standards.

Colored bars show the percent of students who are above, within range of, and below mastery of each standard.

State Standards Report—District

This report, which can only be viewed by administrators, provides a high-level look at student performance throughout the district in relation to state standards and Common Core State Standards. For the sake of simplicity, instead of showing three levels of mastery, this report shows one: the percent of students in or above the Estimated Mastery Range. Current and projected percentages are shown for each standard. You select the set of standards, and choose the degree of detail you wish to see. For example, in the report below, this administrator has chosen to see data related to the Common Core State Standards for math. The data is for grade 5 and is displayed by class within each school: Math 5A and 5B in West Elementary and Math 5C and 5D in East Elementary. For the first standard (CC 5.OA.C1: "Write and interpret numerical expressions"), the dark green bars show that 79 percent of students in the West Elementary fifth grade are currently in or above the Estimated Mastery Range and 85 percent are projected to be in or above that range by the end of the school year. The light green bars show the percentages for each of the two classes within that grade.



How to Use the Standards Reports

You may be tempted to use the standards reports to plan specific instruction for individuals by, for example, singling out a standard a student has not mastered, teaching directly to it, and then testing the student again with STAR to check learning. However, these reports were not designed for that purpose. Rather, the goal is to give you a snapshot of student achievement in relation to state standards and Common Core State Standards and to help you consider the implications. Here are some questions that can guide your thinking:

CCSS and the Learning Progressions

The Common Core State Standards set high goals for all students so that they will be ready for the demands of college and careers. STAR assessments tell you where students are in relation to these goals. In addition, the reading and math learning progressions, which are embedded in STAR assessments, map the intermediate steps and prerequisite skills necessary to reach the levels of expertise expressed in the CCSS. For more information about the learning progressions and how you can use them to plan instruction, see Chapter 5.

Student Report

- When you look at the State Standards Report for a student, how, in general, is the student doing? If the student is not meeting most standards, has an intervention been considered? What can you do to raise this student's overall achievement?
- The State Standards Report for a student also shows the relative difficulty of the standards for a grade. Which standards are harder than others? Do you need to pay particular attention to these standards when instructing all students?
- What happens if you run two reports—one showing mastery of your state standards and one showing mastery of Common Core State Standards? Is there a difference? What might this mean? Is one set of standards harder than the other? How does that affect your instruction?

Class Report

- When you review the State Standards Report for a class, do you see significant numbers of students below mastery on a number of standards? What might this indicate about your curriculum? Are the students who are flagged with a red mark receiving intervention or otherwise getting extra help?

District Report

- When you look at district performance, do you see differences in performance among schools or classes within schools on the same standard? What might account for this? How might teachers of high-performing students share successful instructional techniques? If students throughout the grade are doing poorly with a particular standard, do your curriculum and instructional materials need to be evaluated?

SUMMARY

ESTIMATING MASTERY OF STATE STANDARDS AND COMMON CORE STATE STANDARDS

- Standards reports show current and projected levels of mastery on state standards and Common Core State Standards.
- STAR items are aligned with standards, and their difficulty is measured with a multistep process.
- The State Standards Report for a student shows an individual's estimated current mastery and projected mastery of each standard. It also displays the relative difficulty of the standards.
- The State Standards Report for a class shows the percentage of students in a class who are above, within, or below the Estimated Mastery Range for each standard. It also indicates which students are not expected to reach mastery on a standard by the end of the school year.
- The State Standards Report for a district shows the percentage of students in and above the Estimated Mastery Range for each standard. Data can be shown by school, class, and teacher.

8

Measuring Growth

Because changes in achievement don't happen overnight, measuring growth is essential to understanding the effects of instruction. Teachers want to know if their students have progressed from the beginning of the school year to the end. Administrators look at yearly growth but take a longer view as well: How much growth have students made in two years? Three years? Is that growth reasonable, adequate, accelerated? Are students learning as much as they need to learn while they are in our school or district? In this chapter, we describe STAR reports and an interactive chart that display growth in different ways so that educators can answer these important questions.

Looking at Growth in a School Year with the Growth Report

The STAR Growth Report summarizes growth between two testing periods in the same school year. Teachers can run the report for a class or a specific group of students. Administrators can run it to see growth for each class or grade in their school.

Different Ways of Looking at Growth

The Growth Report displays a number of scores. These help you look at growth in different ways. With the exception of student growth percentiles, all of the scores are reported for any two tests taken within the same school year. The default setting is for the software to show data for the first and last test taken. However, other tests may be selected. For example, you might wish to look at growth from the beginning to the end of a quarter or semester.

- The **scaled score (SS)** is a raw score that measures ability. An increase indicates that the student has experienced absolute growth.
- **Student growth percentile (SGP)** compares a student's growth to that of his or her academic peers nationwide. By academic peers we mean students at a similar achievement level as well as the same grade level. (SGP does not, however, take into account characteristics such as gender, ethnicity, or English language proficiency.) For example, if a student has an SGP of 90, it means his growth from one test to another was better than 90 percent of students at a similar achievement level in the same grade. We explain SGP more thoroughly on the next page.
- **Percentile rank (PR)** tells you the percentage of students in the same grade who scored lower at the same time of year. For example, if a student has a PR of 50 on her first test, it means 50 percent of students nationwide in the same grade at the same time of year scored lower than she did. If she has a PR of 60

Specialized STAR Reading Scores

An increase in a student's **instructional reading level (IRL)** indicates the student can handle more difficult instructional materials. For example, an increase of 1.3 means the difficulty level has increased by about one year and three months. An increase in **estimated oral reading fluency (Est. ORF)** indicates growth in a student's ability to read words quickly and accurately. For example, if an Est. ORF score goes up by 20, it means the student can read 20 more words within one minute.

on her second test, 60 percent of students nationwide in the same grade at the same time of year scored lower than she did. Moving from the 50th percentile to the 60th percentile represents a gain. Conversely, if the student's percentile score goes down, she has lost ground relative to students in the same grade nationwide.

- The **grade-equivalent score (GE)** tells you the grade level of the typical, or average, student who achieved the same scaled score. GE is expressed in school years and months. For example, if a student has a GE score of 7.0, that means he scored about as well as the typical seventh grader at the start of the school year. If his score is 7.5 on the next test, that indicates he is now performing at the level of a typical seventh grader in the fifth month of the school year.
- **Normal curve equivalent (NCE)** scores express student ability on an equal-interval scale. These scores are most frequently used for statistical calculations in research studies and evaluations of government programs.

Student Growth Percentile

Of all the scores displayed on the Growth Report, one of the most useful is student growth percentile (SGP). The advantage of the student growth percentile is that it gives a much clearer picture of whether a student's growth is more or less than can be expected.

For example, let's suppose a student's scaled score increases by 100 points between September and June. Is this amount of growth good, not-so-good, or average? We can't easily answer that question because students at different achievement levels in different grades grow at different rates. For example, a high-achieving second grader grows at a different rate than a low-achieving second grader. Similarly, a high-achieving second grader grows at a different rate than a high-achieving eighth grader.

Because STAR assessments are given to so many students, we have data for millions of testing events. With this data, we are able to calculate growth norms. In other words, we can approximate how much growth is typical for students at different achievement levels in different grades from one time period to another. Thus we can provide a score that is a fair representation of just how well a student is growing. We can also report growth for groups of students—for example, a class, grade, or school as a whole—by calculating the group's median, or middle, growth percentile.

We collect data for our growth norms during three time periods: fall, winter, and spring. Therefore, we can provide student growth percentiles for achievement that takes place between fall and winter, winter and spring, and fall and spring.

Expected Growth for Special Education Students and ELLs

For the general population of students, a student growth percentile of 50 represents typical growth—50 percent grow more and 50 percent grow less. However, English language learners and students in special education tend to grow at a slower rate. Our data show that the median SGP for English language learners is about 45. The median SGP for students in special education is about 35 to 40. This means that when you review the test results for ELL students, you can consider an SGP of about 45 to be typical; when you review the test results for students in special education, you can consider an SGP of about 35 to 40 to be typical.

If you wish to see SGPs for your students, they must be tested within at least two of the following windows.

- Fall: August 1–November 30
- Winter: December 1–March 31
- Spring: April 1–July 31

For example, if you would like to see SGPs for the fall to winter period, students must take at least one test between August 1 and November 30 and at least one test between December 1 and March 31. In addition, a sufficient amount of time must pass between tests. For semester SGPs to be calculated, students must take tests at least 60 calendar days apart. For full-year (fall to spring) SGPs to be calculated, students must take tests at least 180 calendar days apart. If a student has taken more than one test within the window for the pretest, the software will use data from the first test taken. If the student took more than one test within the window for the posttest, the software will use data from the last test taken. For example, let's say a teacher wants to look at growth between fall and spring. Her students took three tests during the fall SGP window (August 1 to November 30) and three tests during the spring SGP window (April 1 to July 31). In this situation, the software uses the first fall test as the pretest and the last spring test as the posttest. By default, the test closest to January 15 is used as the winter test. Those with administrative access can change this date if, for example, they want the winter test to align more closely with a semester break.

Take a look at the Growth Report for Mr. Westby's seventh-grade class, which is on the next page. He is looking at growth between fall and spring. The first student listed, Katrina Bailey, had a scaled score of 980 in September and a scaled score of 1015 in May. That gave her a student growth percentile of 49, which means she grew more than 49 percent of seventh graders who had a similar scaled score during the fall testing window. Now look at the data for Miranda Douglas. Her scaled score was 466 in September and 589 in May. Her student growth percentile of 72 means her growth exceeded that of 72 percent of her academic peers. In other words, even though Miranda's overall achievement is lower than Katrina's, her growth was much greater in relation to her academic peers.

If a dash appears in the SGP column on the Growth Report, it means that a student's tests were not far enough apart for an SGP to be calculated. A dash is also shown when a student has an extremely high or an extremely low pretest score and we do not have a sufficient number of academic peers to make a growth comparison. Students who were not tested in both the pretest and posttest testing windows are listed at the end of the report as "Students Not Included."

The Growth Report for Oakwood Elementary School, also on the next page, is a school-level report showing data for third-, fourth-, and fifth-grade classes. In this case, the student growth percentile is a median score. For example, Susan Fox's class has 15 students. The SGP of 55 is the middle score; that is, 7 students had an SGP that was higher, and 7 students had an SGP that was lower. If the number of students in a class is an even number, the median is the average of the two middle scores.

This report shows student progress between two testing sessions.

STAR Reading

Growth Report

Printed Thursday, May 14, 2015 3:15:02 PM

School: Lincoln Middle School

Pretest:
Posttest: SG

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Last Name

Class: English G7

Growth Target: 40 SGP

Student	Class	Teacher	Grade	SGP Fall-Spr	Test Date	SS	GE	PR	NCE	IRL	EORF[a]
Bailey, Katrina	English G7	Westby, Adam	7	49	9/10/2014	980	9.2	73	62.9	8.5	
					5/7/2015	1015	9.4	66	58.7	8.9	
					Change	+35	+0.2	-7	-4.2	+0.4	
Douglas, Miranda	English G7	Westby, Adam	7	72	9/10/2014	466	4.1	11	24.2	3.8	
					5/7/2015	589	5.6	21	33.0	4.7	
					Change	+123	+1.5	+10	+8		
Jackson, Perry	English G7	Westby, Adam	7	81	9/10/2014	501	4.6	15	28		
					5/7/2015	674	6.2	31	39		
					Change	+173	+1.6	+16	+11		
Mccormick, Stewart	English G7	Westby, Adam	7	55	9/10/2014	635	5.9	34	41		
					5/7/2015	726	6.5	37	43		
					Change	+91	+0.6	+3	+1		
Petersen, Rayette[c]	English G7	Westby, Adam	7	-	11/24/2014	744	7.2	45	47		
					5/7/2015	806	7.3	44	46.8	6.3	
					Change	+62	+0.1	-1	-0.6	+0.3	
Soto, Samuel	English G7	Westby, Adam	7	62	9/10/2014	737	6.6	47	48.4	6.0	
					5/7/2015	865	7.9	50	50.0	6.5	

The student growth percentile tells you how much a student has grown in relation to academic peers.

STAR Reading

Growth Report

Printed Friday, January 16, 2015 9:31:51 AM

Page 1 of 4

School: Oakwood Elementary School

Pretest: SGP Fall window (8/1 - 11/30)
Posttest: SGP Winter window (12/1 - 3/31)

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Teacher

Summary

Teacher	Selection	Grade	SGP Fall-Win (18 of 18 Students) Median	Test Date	SS	GE	PR	NCE	IRL	EORF[a]
				Average Scores (18 Students)						
rk	All Classes	3	40	Pretest	310	2.6	40	44.7	2.5	73
				Posttest	356	3.0	41	45.2	2.9	83
				Change	+46	+0.4	+1	+0.5	+0.4	+10

Teacher	Selection	Grade	SGP Fall-Win (18 of 18 Students) Median	Test Date	SS	GE	PR	NCE	IRL	EORF[a]
				Average Scores (18 Students)						
	All Classes	3	33	Pretest	302	2.5	37	43.0	3.3	71
				Posttest	337	2.8	36	42.5	3.5	79
				Change	+35	+0.3	-1	-0.5	+0.2	+8

Summary

Teacher	Selection	Grade	SGP Fall-Win (15 of 15 Students) Median	Test Date	SS	GE	PR	NCE	IRL	EORF[a]
				Average Scores (12 Students)						
Fox, Susan	All Classes	4	55	Pretest	424	3.6	39	44.2	3.5	97
				Posttest	496	4.9	48	48.8	4.0	112
				Change	+72	+1.3	+			

Administrators can view growth data for a class or grade in their school.

The SGP for a group is the median score.

Examples of growth and longitudinal reports for other STAR assessments are in the appendix.

Growth Targets

District-level administrators who wish to set a growth goal for all students in their district may choose to set a growth target in the software. To do so, an administrator selects a goal from a drop-down menu that lists SGP values from 5 to 70. The administrator also sets a target end date between April 1 and the end of the school year. Since growth targets cover an entire school year, students must take a STAR test within both the fall and spring testing windows.

When a target is set, it appears on the Growth Report, and students who have not met the target are flagged. The Summary section of the report shows the number and percentage of students in the class who are on target. Once students reach the target end date, SGPs reported on the Growth Report "freeze." However, the software recalculates SGPs if students take tests after the target end date and reports them on the Growth Proficiency Chart, which is described later in this chapter.

Administrators may also extract growth target data as a tab-delimited text file if they wish to further analyze the data or upload it to an information management software system.

Using the Growth Report

The Growth Report can help teachers answer many important questions:

- Did my students grow from one testing period to the next?
- Did students of all abilities grow?
- Did my students grow as much as can be expected? More? Less?
- Which students do I need to be concerned about?
- Did the class as a whole make sufficient gains? What does that say about the effectiveness of my curriculum and instruction?
- Did students in intervention grow more than their academic peers nationwide? Did my intervention strategies lead to greater growth?

Growth Report data can help administrators with similar questions:

- How much did the students in my school grow?
- Did students of all abilities grow?
- Did students grow as much as can be expected? More? Less?
- Did students in some classes or grades grow more than others? What does that say about our core curriculum, intervention strategies and programs, and/or needs for professional development?

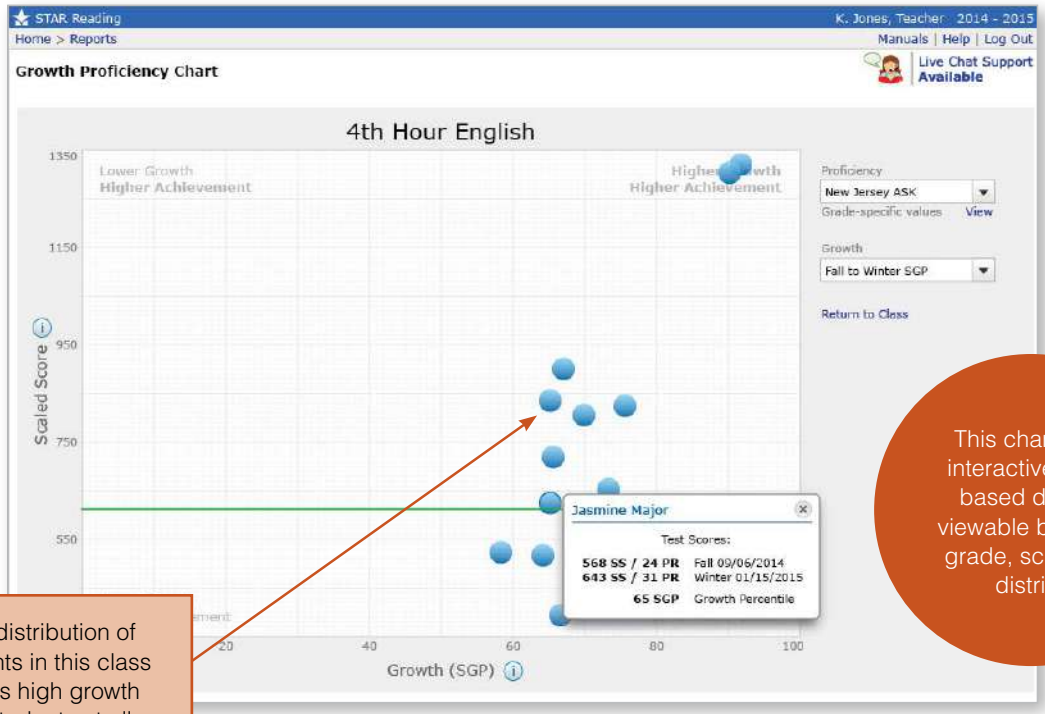
Assessing Growth with the Interactive Growth Proficiency Chart

The Growth Proficiency Chart is an interactive tool within the software. It visually displays data to show the relationship between proficiency and growth. As you view the chart, you can see at a glance which students, classes, or schools show the following:

- Low proficiency and low growth
- Low proficiency and high growth
- High proficiency and low growth
- High proficiency and high growth

You define proficiency by choosing the state, district, or school benchmark. You also select a growth period: fall to winter, winter to spring, or fall to spring. Growth is expressed with student growth percentile scores.

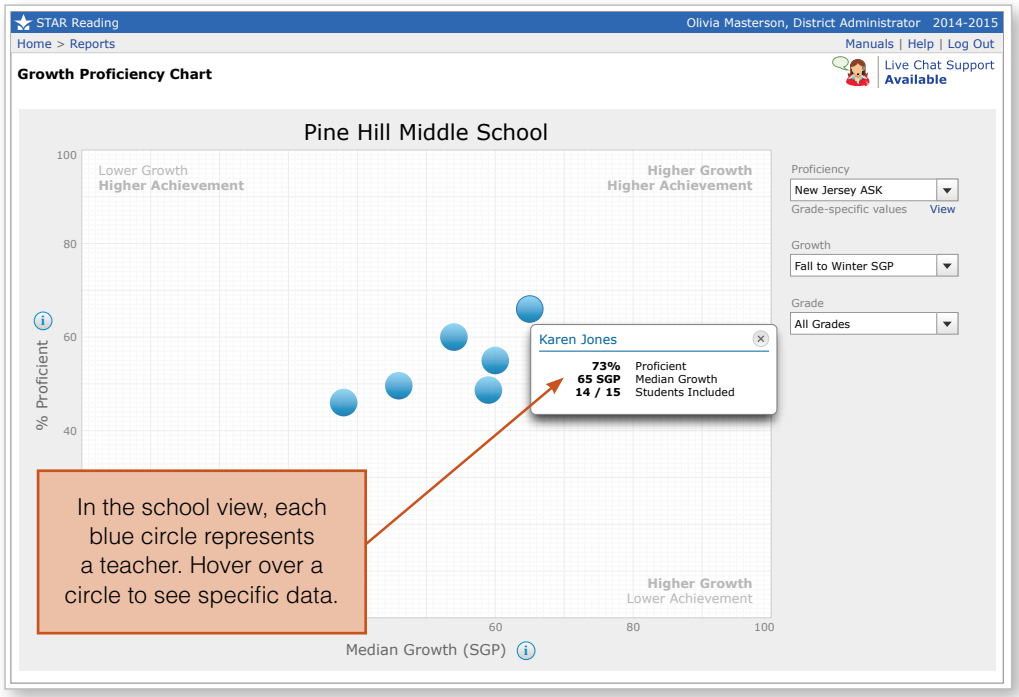
For example, in the chart below, the teacher is viewing proficiency in relation to the New Jersey state test benchmark and examining growth from fall to winter. The blue circles represent the students in the class. Each circle is placed at the intersection of the student's most recent scaled score on a STAR assessment (which is the y-axis) and the student's SGP (the x-axis). By scanning the chart, this teacher can see that her students' scaled scores are distributed above and below the benchmark, which is represented by the green line. This indicates a wide range of proficiency levels. At the same time, all of the circles appear above an SGP of 50. This indicates that all of the students, regardless of their proficiency level, experienced growth. (Many states consider an SGP of 35 to 65 to be typical growth.) To see data for individual students, you simply hover over a circle. In this example, we see that Jasmine Major's scaled score increased from 568 in fall to 643 in winter. This resulted in an SGP of 65.



This chart is an interactive, web-based display viewable by class, grade, school, or district.

The distribution of students in this class shows high growth for students at all proficiency levels.

Administrators can view similar charts for classes within a school and schools within a district. On these charts, the y-axis represents the percent of students who are proficient, based on the benchmark chosen. For example, in the Growth Proficiency Chart for Pine Hill Middle School, which is below, each circle represents a teacher. The blue circle on the far left indicates that about 45 percent of the students in this teacher's class are proficient in relation to the New Jersey state test benchmark; their median SGP is about 38. In contrast, in the class on the far right—Karen Jones's class—73 percent of students are proficient and their median SGP is 65. This tells the principal that not only are Ms. Jones's students, on average, the most proficient in the school, they are also growing at the fastest rate.



Since this chart is interactive, the principal could click the drop-down menu under "Proficiency" on the right side of the page and view the data using the district or school benchmark. She could also choose a different growth period, or select a single grade. The data would display onscreen immediately, allowing for rapid analysis.

District-level administrators can view growth/proficiency data in multiple ways—by school, by grade, by teacher, by class, and by student. School administrators can only see data for their schools. Teachers can only see data for their grade (or grades, if they teach students in more than one grade), their class (or classes, if they teach more than one class), and their students.

Analyzing the Growth Proficiency Chart

The data on the Growth Proficiency Chart can initiate important conversations. Here are questions to get you started:

- How do I define adequate growth for my class, school, or district? A median SGP of 35? 40? 50?

- Which benchmark do I choose to define adequate performance for my class, school, or district?
- Which classrooms or schools have students who are not being challenged, that is, are showing low growth?
- Which classrooms or schools have students who are getting more and more behind, that is, show both low proficiency and low growth?
- Which students, classrooms, or schools are making great strides, whether or not they have crossed the proficiency threshold, by showing high growth?
- Which teachers or schools show such high growth that they could become role models for others?
- Which teachers or schools show such low growth that they would benefit from professional development?

Comparing School-Year Progress to National Norms

The Annual Progress Report shows you how a class or an individual is progressing compared to students nationally. Take a look, for example, at the report on the next page. It shows the performance of an individual student during the course of a school year. The blue diamonds represent a student's scaled score for each testing event. The green lines represent the progress of students in the 25th, 50th, and 75th percentile in the same grade in a national sample. After a student takes three STAR Reading or STAR Math tests, a black trend line appears. Details are presented below the graph.

In this example, Anya has made steady progress. In September, her scaled score of 341 put her in the 24th percentile for fourth graders. By June, with a scaled score of 567, Anya had moved to the 52nd percentile. An Annual Progress Report for a class looks similar and displays the same type of data.

You may be thinking that this report looks like the Student Progress Monitoring Report that we described in Chapter 4. While it's true they both show progress with a trend line, there are important differences. First of all, the Student Progress Monitoring Report is intended for monitoring individual students in an intervention. Secondly, it shows progress toward an individualized goal that you set in the software. In contrast, the Annual Progress Report can be run for either a student or a class. It's a suitable report for measuring the progress of any student, and it shows overall growth rather than growth toward a specific individualized goal.

Questions a teacher might ask herself as she views this report include:

- Is this student or class growing at a rate that is average, above average, or below average compared to students nationwide?
- What percentile rank is the student or class estimated to achieve by the end of the school year given this growth rate?
- Is intervention required to accelerate the growth rate?
- Is my curriculum and instruction leading to the gains I hoped for, or do I need to make adjustments?

This report shows how a student or class is progressing compared to students nationally.

STAR Reading

Annual Progress Report

Printed Wednesday, June 3, 2015 4:39:12 PM 3:14:25 PM

School: Renaissance Enterprise School

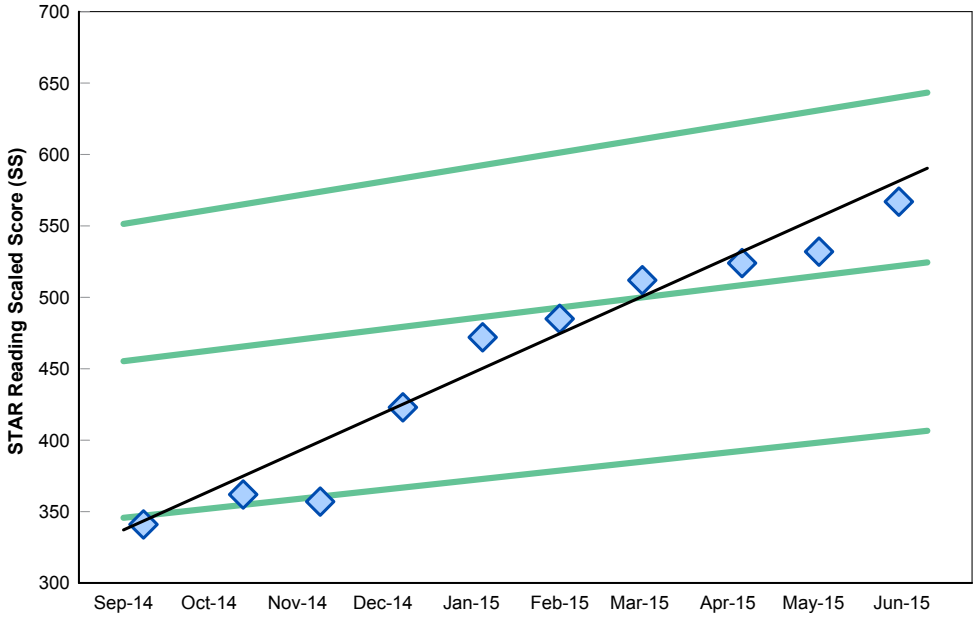
Reporting Period:

Report Options
Group By: Student
Comparison: National Norm Reference

Reese, Anya M.

Grade: 4
ID: R89342

Class: HR101 Beeman
Teacher: Beeman, Alice



Enterprise Test

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.

PR lines represent the 25, 50, and 75 percentile ranks (PR) for this grade

Test	Test Date	SS	GE	PR	PR Range	NCE	IRL	ZPD
1	09/11/2014	341	2.8	24	15-29	35.1	2.9	2.5-3.5
2	10/16/2014	362	3.1	27	18-37	37.0	3.1	2.6-3.7
3	11/12/2014	357	3.1	26	21-31	36.4	3.0	2.6-3.7
4	12/11/2014	423	3.7	38	31-44	43.6	3.5	2.9-4.2
5	01/08/2015	472	4.3	49	44-54	49.5	3.9	3.1-4.8
6	02/04/2015	485	4.5	50	42-57	50.1	4.0	3.2-5.0
7	03/05/2015	512	4.7	53	47-59	51.5	4.2	3.3-5.2
8	04/09/2015	524	4.9	50	44-55	50.0	4.4	3.4-5.3
9	05/06/2015	532	5.0	51	43-61	50.4	4.4	3.4-5.4
10	06/03/2015	567	5.3	52	42-62	51.0	4.7	3.6-5.6

Evaluating Growth from Year to Year

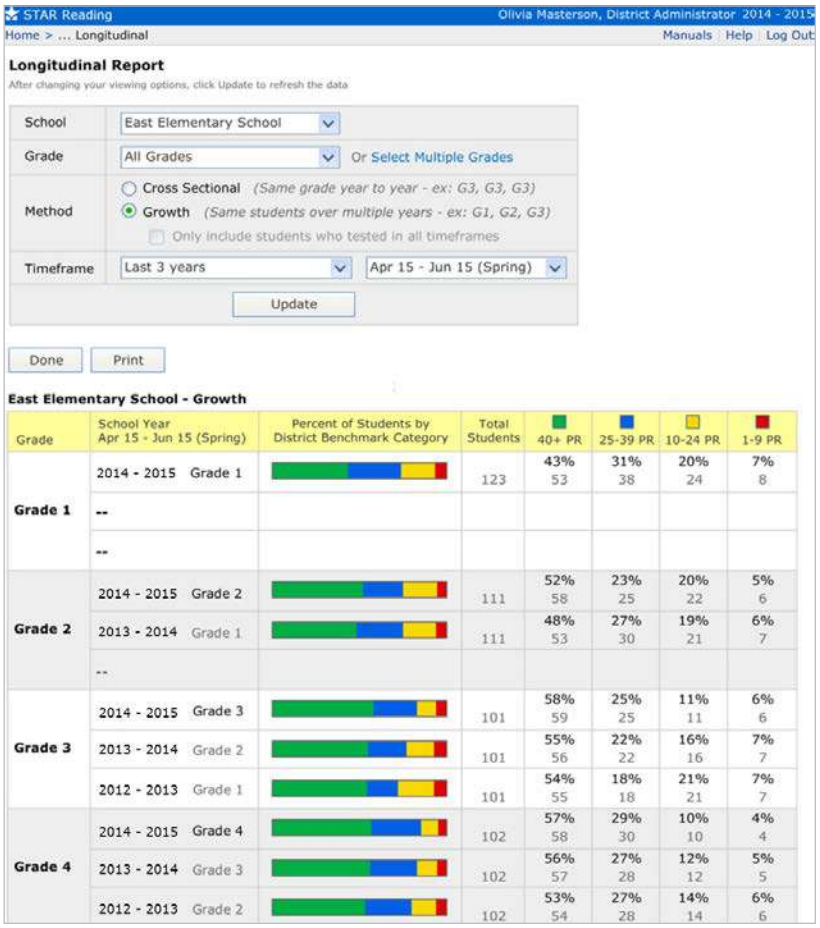
Over time, you will accumulate substantial amounts of STAR assessment data. Longitudinal reports organize that data so you can spot trends occurring in your school or district over time. District administrators can see all data. School administrators and teachers can only see the data for their school.

Like the Growth Proficiency Chart, these reports are interactive, that is, the software allows you to select options and view a report onscreen. You can then make other choices, click Update, and view the new data. You can also print the report if you wish. Because of this dynamic onscreen capability, you can look at longitudinal data quickly and efficiently in two basic ways: via the growth method and the cross-sectional method.

Growth Method

When you select "Growth" on the Longitudinal Report screen, you see data for the same students over multiple years. You choose the school, the grades, the testing period, and how many years' worth of data you wish to view. You can view up to five years of data at one time. For example, if you look at the report below, you'll see that this administrator chose to view three years of spring test data for all grades in East Elementary School. Notice, however, that not every grade has three years of data. That's because students in the first grade have only been in school for one year and students in the second grade have only been in school for two years.

Viewing growth data enables you to see how students have performed from year to year in relation to your district's benchmark. In the sample report here, take a look at the data for students currently in grade 3. In the 2012-2013 school year, these students were in grade 1. In the spring of that year, 54 percent were at or above the district benchmark, which is the 40th percentile. Eighteen percent were in the On Watch category, 21 percent were in the Intervention category, and 7 percent were in the Urgent Intervention category. These numbers are provided in the columns on the far right of the report and are also represented by the colored bar. In



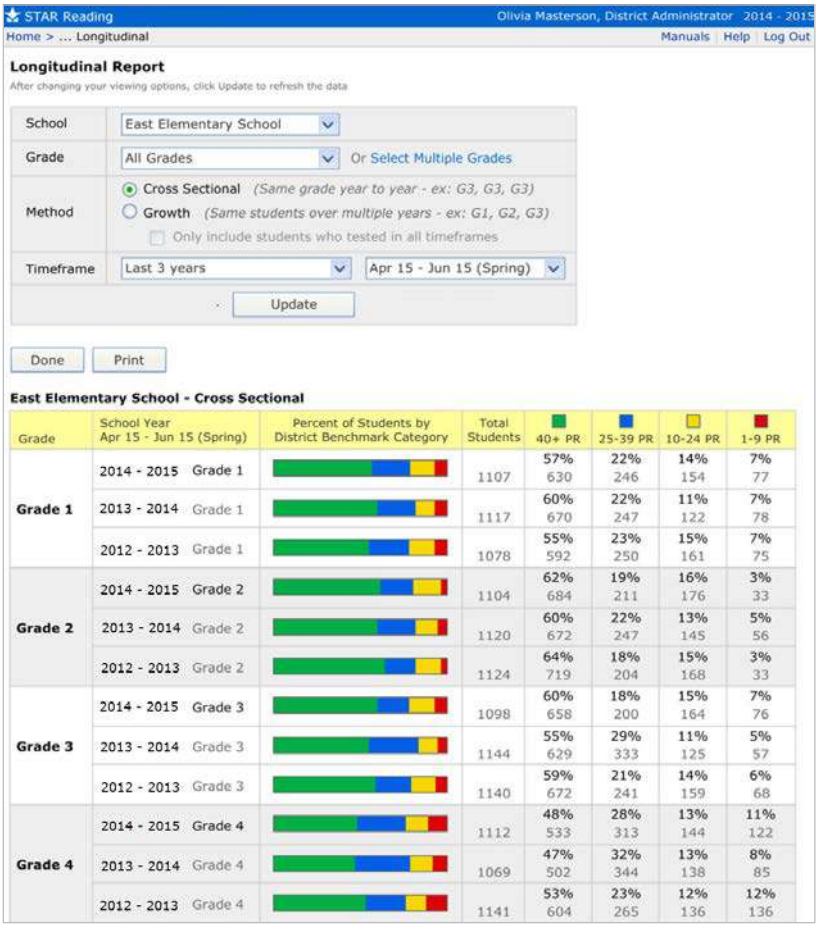
Grade	School Year Apr 15 - Jun 15 (Spring)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2014 - 2015 Grade 1		123	43% 53	31% 38	20% 24	7% 8
	--						
	--						
Grade 2	2014 - 2015 Grade 2		111	52% 58	23% 25	20% 22	5% 6
	2013 - 2014 Grade 1		111	48% 53	27% 30	19% 21	6% 7
	--						
Grade 3	2014 - 2015 Grade 3		101	58% 59	25% 25	11% 11	6% 6
	2013 - 2014 Grade 2		101	55% 56	22% 22	16% 16	7% 7
	2012 - 2013 Grade 1		101	54% 55	18% 18	21% 21	7% 7
Grade 4	2014 - 2015 Grade 4		102	57% 58	29% 30	10% 10	4% 4
	2013 - 2014 Grade 3		102	56% 57	27% 28	12% 12	5% 5
	2012 - 2013 Grade 2		102	53% 54	27% 28	14% 14	6% 6

the spring of second grade, in the 2013-2014 school year, the performance of these students improved: 55 percent were at or above the benchmark. In 2014-2015 when they were third graders, their performance improved again: 58 percent were at or above benchmark.

One caution when analyzing growth data: if you have a transient population, the make-up of a class can change considerably from year to year. For example, one year you might have a large number of high-performing students in a grade and the next year a large number of low-performing students. Such variability can make it difficult to measure the effect of instruction. For this reason, we provide the option to only include on the report students who tested in all timeframes. If you take advantage of this option, keep an eye on the number of students represented so you know how large a group is being measured.

Cross-Sectional Method

When you select "Cross Sectional" on the Longitudinal Report screen, you see data for the same grade over multiple years. As with the growth method, you choose the school, grades, how many years' worth of data you wish to view, and the testing period. In the example below, the administrator has chosen to see spring cross-sectional data for all grades at East Elementary. Looking at first-grade performance over the last three years, we see that in the 2012-2013 school year, 55 percent of first graders were at or above benchmark. In 2013-2014, 60 percent of first graders were above benchmark, and in 2014-2015, 57 percent of first graders were above benchmark.



Grade	School Year Apr 15 - Jun 15 (Spring)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2014 - 2015 Grade 1		1107	57% 630	22% 246	14% 154	7% 77
	2013 - 2014 Grade 1		1117	60% 670	22% 247	11% 122	7% 78
	2012 - 2013 Grade 1		1078	55% 592	23% 250	15% 161	7% 75
Grade 2	2014 - 2015 Grade 2		1104	62% 684	19% 211	16% 176	3% 33
	2013 - 2014 Grade 2		1120	60% 672	22% 247	13% 145	5% 56
	2012 - 2013 Grade 2		1124	64% 719	18% 204	15% 168	3% 33
Grade 3	2014 - 2015 Grade 3		1098	60% 658	18% 200	15% 164	7% 76
	2013 - 2014 Grade 3		1144	55% 629	29% 333	11% 125	5% 57
	2012 - 2013 Grade 3		1140	59% 672	21% 241	14% 159	6% 68
Grade 4	2014 - 2015 Grade 4		1112	48% 533	28% 313	13% 144	11% 122
	2013 - 2014 Grade 4		1069	47% 502	32% 344	13% 138	8% 85
	2012 - 2013 Grade 4		1141	53% 604	23% 265	12% 136	12% 136

As with growth data, when you analyze cross-sectional data, keep in mind the make-up of a grade from year to year. In the example shown here, for instance, the first-grade class in 2012-2013 may have included a higher percentage of struggling students at the beginning of the year, which may have resulted in a lower percentage of students above benchmark at the end of the year.

Using Longitudinal Data to Drive Improvement

Longitudinal data is very helpful when analyzing the effectiveness of instruction. As mentioned in Chapter 2, one of the most powerful activities educators can do together at the school or district level is set concrete goals for improvement and monitor the data.

For example, suppose the faculty at East Elementary School had set a goal in the fall of 2012 to have at least 60 percent of the students in all grades at benchmark within three years. Looking at the cross-sectional data on the Longitudinal Report on the opposite page we see that some grades met that goal. What did they do right? Grade 4 didn't meet the goal. What might they learn from the teachers in the other grades? Are their instructional materials doing the job? Is the curriculum rigorous enough? Are teachers getting what they hoped to out of their intervention strategies and programs? These are the kinds of questions longitudinal data can raise. Answering them leads to hypotheses about how to improve student learning. Instruction can be modified to test those hypotheses, and data analyzed again to see if the modifications had a positive impact.

Access to longitudinal data also helps you set goals for a particular set of students, take action, and monitor progress. For example, looking at the growth data on the Longitudinal Report on page 91, we see that only 43 percent of the 2014-2015 first graders are at or above benchmark. Grade 2 teachers might set a goal to have at least 50 percent of those students reach benchmark by the end of second grade. Following that decision, they can plan how they will meet the goal and what data they will look at during the course of the next school year to monitor their progress.

Similar questions can be asked at the district level: Are students in certain schools growing at a faster rate than students in other schools? Why might this be? How might teachers in high-achieving schools share successful strategies? Do students in certain grades throughout the district grow more or less than students in other grades? If so, have teachers work collaboratively to identify strengths and weaknesses and plan instructional or curricular changes.

Instructional Change

When faced with the need to modify instruction to increase student learning, the What Works Clearinghouse suggests the following as examples of the kinds of changes you may choose to implement:

- Allocate more time for topics with which students are struggling.
- Reorder the curriculum to shore up essential skills with which students are struggling.
- Designate particular students to receive additional help with particular skills.
- Attempt new ways of teaching difficult or complex concepts, especially based on best practices identified by teaching colleagues.
- Better align performance expectations among classrooms or between grade levels.
- Better align curricular emphasis among grade levels.

Using Student Achievement Data to Support Instructional Decision Making, What Works Clearinghouse, U.S. Department of Education Institute of Education Sciences, September 2009

Evaluating Educator Effectiveness

The primary purpose of STAR assessments is to help improve learning for all students. Because STAR assessments measure progress, align to standards and most state tests, and report on growth over time, the data they generate can also be part of a process for teacher and principal evaluation. We believe STAR results must supplement, not become, the primary evaluation criteria. We also believe the data must be used in the overall context of improving educator effectiveness. This entails regular data reviews; timely adjustments to instructional strategies, curriculum, and intervention programs; and data-based appraisals of those adjustments. Educators must also be provided with ample opportunities for professional development on research-based instructional approaches and the use of data. To read our policy brief on this topic, *Using Short-Cycle Interim Assessment to Improve Educator Evaluation, Educator Effectiveness, and Student Achievement,* please access the Research Library on our website and type "Educator Evaluation" in the search box.

SUMMARY

MEASURING GROWTH

- The STAR Growth Report summarizes student growth between two testing periods in the same school year. Use it to quickly review the progress of all the students in a grade, class, or group.
- The Annual Progress Report shows you how a class or an individual is progressing compared to students nationally.
- Longitudinal reports organize data so you can spot trends occurring in your school or district over time. You can view data for the same students or for the same grade over multiple years.
- Use growth data to assess student needs, evaluate curriculum and instruction, and set goals for improvement.

9

Common Questions

Do my students need to be supervised while they take a STAR test?
Yes! For results to be valid, STAR assessments must be administered consistently. A standard administration ensures that results can be compared to norms. A test administrator needs to make sure that the testing environment is free of distractions. Prior to each student's first test, the test administrator must also follow the pretest instructions that are included in the software. To periodically remind students of testing procedures, it's a good idea to use the pretest instructions during each screening period. When students take additional tests, administrators can use their judgment to decide whether or not students need to hear the instructions again. We also recommend that the test administrator walk around the room as students are testing. This keeps students on task and can shorten test time.

Can I help students with the practice questions?
In general, no. One of the purposes of the practice questions is to screen out students who are not yet able to take the test independently either because they don't have the reading or math skills or are not able to use the mouse or keyboard. If you help with practice questions, these students won't be identified. The one exception, which we talk about below, may be reading words in STAR Math items that a student is not able to decode.

Should all of my students use the STAR Math audio support?
The STAR Math audio support is intended to be used with students who have an individualized education plan (IEP) that calls for audio support. These are students who need help reading items or whose reading skills might impede their progress on the assessment. In other words, the students can do the math but struggle to read the questions. (The audio support should not be used with visually impaired students since not all onscreen text is read aloud.) You can enable audio support on a student-by-student basis through the Preferences area of the software. Students can pause, play, or replay the audio while they are taking the test. On some key reports, including the Diagnostic, Instructional Planning, and Summary reports, students who have used audio support are flagged.

In the fall, we administer STAR Early Literacy to assess the prereading skills of our kindergarten and first-grade students. What should we do midyear once some students begin to read independently?
If your purpose for testing is to plan for intervention, prioritize student need, and evaluate the effectiveness of your instruction, it makes sense to move students into STAR Reading when they are ready. These assessments will give you the best measure of the students' current capabilities. If you are using screening reports to track the growth of a grade as a whole, you may want to give STAR Early Literacy to all kindergarten and first-grade students throughout the year and also give STAR Reading to those who are able to take it. STAR Early Literacy will give you a consistent set of data for comparing the number of students above and below benchmark from one screening period to the next.

When I test kindergarten students who read independently with STAR Reading or STAR Math, I don't see all the scores on reports. Why is that?
Because kindergarten students were not in the norming samples, STAR assessments cannot provide norm-referenced scores such as percentile rank. However, it will provide scaled scores, grade-equivalent scores, instructional reading levels, ZPDs, level of mastery within the numeration and computation objectives, and a recommended Accelerated Math library.

Some of my students have IEPs that indicate they must be given extra time when taking tests. How do I do that with STAR tests?
You have the option of extending time limits for individual students who you believe need more time to read and answer each question—English language learners, for example, or students with special needs. When taking STAR Reading, these students will then have three times longer to answer each question; when taking STAR Math, they will have twice as long. Instructions for making this adjustment are in the appendix.

Why can't my students use calculators throughout the STAR Math assessment?
In order for normative scores to be meaningful, students must take a test in the same way it was normed. During the STAR Math norming study, students were allowed to use blank work paper and a pencil but not calculators or reference materials when answering most of the items. Some advanced algebra and geometry items do include an on-screen calculator and/or a formula reference sheet. The difficulty of those items was calibrated with the use of these reference tools, which is why they are provided as part of the assessment.

I teach an evening class of high school dropouts. What grade level do I indicate for them?
The purpose of entering a grade level is to make sure a student is not immediately frustrated by items that are too difficult. If you can estimate the student's reading or math level, enter that grade. Otherwise, a good rule of thumb is to enter the last grade in which the student was enrolled.

Sometimes my students accidently close the Web browser and the test disappears. Is there a way to go back in or do they have to start the test over?
If students accidentally close the Web browser or otherwise lose connection to the server, they can log in again and resume the test where they left off. For example, if a student loses the connection at item ten, the test will resume at item ten. The item, however, will be different. Interrupted assessments must be resumed within eight days, but we encourage you to have students resume as soon as possible.

What should I do if a student has to leave the room unexpectedly while taking a test and can't come back to it right away?
You can stop a test by selecting Stop Test in the upper-right corner of the screen. A prompt will ask if you want to resume the test later, stop the test, or cancel the action. (If you stop a test during practice or calibration items, you will not have a choice to resume the test later.) A student has eight days to resume a test at the point where he or she left off. As mentioned above, the item will be different. Keep in mind that resuming a test is a nonstandard administration; use this option only when absolutely necessary. If you choose to stop the test, the test may not be resumed and a score will not be recorded. At the next testing session, the software will give the student a new test. (If using STAR Apps on iPad, stop a test by tapping the Share button in the upper-left corner of the screen. Choose to resume the test later or stop the test; tap the main screen to cancel the action.)

Is it okay to retest a student if I know he or she can do better?
If you are considering retesting students, first evaluate whether or not you are administering the test with fidelity. Because important decisions are made using test data, such as curriculum changes and placement in intervention programs, it's critical that students take STAR assessments seriously and under optimal conditions. Are you providing an environment free of distractions? Have you talked to students about why they are being tested? Do you show students their scaled scores and encourage them to increase their score with each test? If you are doing all these things and still have a student who you know has rushed through a test or not taken it seriously, the student can take the test again. If the student retests before midnight on the same day, only the most recent test data will be used in score calculations and show up on reports. (The exception is the Test Record Report, which displays a history of all tests.) However, if a student retests after midnight, the second test will be treated as a separate test.

Why can't I see which questions a student missed?
With computer-adaptive tests, the student's performance on individual items is not as meaningful as the pattern of responses to the entire test. See page 8 for an explanation of how STAR test scores are calculated.

I intervene with students one-on-one. Do I need to create a separate group for each student?
No. In this case, you can create one group with a title such as "Individual tutoring" and add all the students to that group. This will make it convenient for you to view reports.

Can I use shorter versions of STAR Reading and STAR Math for weekly progress monitoring?
You do have the option of using shorter versions of STAR Reading and STAR Math, but we recommend that you use full-length STAR assessments for all testing events, if possible. (The shorter version of the test is called "non-Enterprise" in the software; the full-length version is called "Enterprise.") The full-length tests provide more precise data that can be used for more purposes. For example, only by administering the full-length test can you see data on specific skills or estimate mastery of state standards. Using this test type also makes it easier to compare results over time. Generally speaking, we've found that testing time shortens as students become familiar with the full-length test.

Why can't the software automatically set a goal for each student in my intervention group?
For a goal to be appropriate, it must be individualized. It's critical that you take into account each student's academic history, experience with previous interventions, and other unique characteristics, such as English language proficiency, as well as the intensity of the planned intervention. While the software "knows" the growth rates achieved by students performing at a similar level of reading or math proficiency, only you know these other factors and how they may influence a student's growth.

I have a kindergarten student who can read independently. Can I give her a STAR Reading test?
Yes, but not all scores will be reported. Because kindergarten students were not in the norming sample, STAR Reading cannot provide norm-referenced scores such as percentile rank. However, it will provide scaled scores, instructional reading levels, grade-equivalent scores, and ZPDs.

I use Accelerated Reader and set individual goals for my students there. Do I need to set goals in STAR Reading, too?
In Accelerated Reader you set goals for the quantity, quality, and difficulty of a student's independent reading practice. These are marking-period goals that ensure students get an appropriate amount of practice at the right level of difficulty, and we recommend that you set these goals with every student. STAR Reading goals are different. You set goals for overall reading proficiency, but usually only for students in intervention. Some schools and districts set growth goals (targets) for all students. These are expressed as SGPs and are entered in STAR by school or district administrators.

Why don't I set a progress goal in the software for every student?
The purpose for setting a goal is to measure a student's response to an intervention. You set a goal, you prescribe an intervention, and then you evaluate the effectiveness of the intervention by seeing whether or not the student is making progress toward the goal. Therefore, you usually only set goals for students in intervention. Some schools and districts do set growth goals (targets) for all students. These are expressed as SGPs and are entered in STAR by school or district administrators.

Can I see STAR Reading scores in Lexile® measures?
Yes. A school administrator can set the Lexile Measures preference to see the Lexile measure and/or the Lexile ZPD on the following STAR Reading reports: Screening, Progress Monitoring, Summary, Growth, Parent (English or Spanish), Reading Range, Annual Progress, Diagnostic, State Standards, Instructional Planning, and Test Record. School administrators determine the setting of the preference for their school.

Why aren't a student's IRL and GE scores on STAR Reading the same?
You'll frequently find that a student's instructional reading level (IRL) and grade-equivalent score are different. This is because the level at which students perform is not always the same as the level at which we want them to perform. As a reminder, the instructional reading level is a criterion-referenced score that tells you how a student is doing according to commonly accepted standards, and is the level at which a student can most effectively be taught. The grade-equivalent score is a norm-referenced score that tells you how a student is doing compared to students nationwide. So let's suppose a third-grade student has an IRL of 3.5, indicating that she can likely recognize 90 to 98 percent of the words and comprehend 80 percent of the text that students in the fifth month of third grade are expected to recognize and comprehend. Her GE may be somewhat higher—let's say, 4.0. This would tell us that having the ability to read text at a 3.5 level with instructional assistance is actually about average for fourth graders at the beginning of the school year.

Appendix

Instructions for Common Software Tasks A2
Sample Letter to Parents for an RTI Program A12
STAR Early Literacy Skill Set Definitions A14
List of All STAR Reports A17
Examples of STAR Reading Reports and Software Pages A19
Examples of STAR Math Reports and Software Pages A55
Examples of STAR Early Literacy Reports and Software Pages A91
Index A114

Instructions for Common Software Tasks

Note to STAR 360 users: For any instruction that reads “the name of the assessment,” substitute “Early Literacy Assessments,” “Reading Assessments,” or “Math Assessments.”

Before Testing

Log In as a Teacher/Administrator, Locate Pretest Instructions, and Enter a Monitor Password

1. Open the software and click **I’m a Teacher/Administrator**.
2. Enter your user name and password, and click **Log In**.
3. On the Home page, select the name of the assessment, and click **Resources**. Click **Pretest Instructions**. To print, click the Adobe Reader printer icon.
4. Close and click **Done**.
5. If you wish to change the default setting for the monitor password (which is admin), click the name of the assessment and click **Preferences**.
6. Select your school and class. Click **Edit** under Classroom Preferences and enter a new monitor password.
7. Click **Save**.

Identify Students’ User Names and Passwords

1. On the Renaissance Place Home page, click **Users**.
2. Under Students, click **View Students**. For a list of the passwords for all of the students in your class, choose the class in the drop-down list. To find the password for an individual student, enter the student’s name. Click **Search**.
3. Click the Passwords tab. To print, click **Print Page**.

Log In as a Student and Take a Test

1. Open the software and click **I’m a Student**.
2. Enter a user name and password, and click **Log In**.
3. Click **STAR Reading**, **STAR Early Literacy**, or **STAR Math**.
4. Click **Start**. Enter the monitor password.
5. To abort the test select **Stop Test** in the upper-right corner. Then click **Stop Test**.
6. Enter the monitor password and click **Stop Test**.

Adjust a Student’s Starting Level and/or Extend Time Limits

1. On the Renaissance Place Home page, click the name of the assessment (STAR Reading or STAR Math), and click **Preferences**.
2. If necessary, select your school and class. Click **Edit** under Student Preferences.
3. Next to the student’s name, type an estimated instructional reading level (IRL) or math instructional level (MIL).
4. To extend the time limit for answering test questions, click the **On** box.
5. Click **Save**.

View Screening Dates

1. On the Renaissance Place Home page, click the name of the assessment, and click **Enterprise Home**.
2. If necessary, select your school. Click **Screening Dates**.
3. View the dates and click **Done**.

Add or Edit Screening Dates

You must have administrator access to do this task.

1. On the Renaissance Place Home page, click the name of the assessment, and click **Enterprise Home**.
2. Click **Screening Dates**.
3. To change the name of an existing screening date, delete the current name and type in a new one.
4. To change a screening date, click the date and type in a new one.
5. To add a screening date, click **Add Screening Dates**. Add the information in the new row.
6. To remove a screening date, click **Remove** at the end of the row.
7. Click **Save**.

View Benchmarks and Cut Scores

1. On the Renaissance Place Home page, click the name of the assessment, and click **Enterprise Home**.
2. Click **Benchmarks**.
3. Click the **School**, **District**, or, if shown, **State** tab.
4. If you choose School, select your school from the drop-down menu.
5. View and click **Done**.

Edit Benchmark Structure and Cut Scores

Only those with district-level administrator access can edit the district and school benchmarks and the district cut scores. School administrators can only edit the cut scores for their school. Screening dates must be entered before you can do these tasks.

1. On the Renaissance Place Home page, click the name of the assessment, and click **Enterprise Home**.
2. Click **Benchmarks**.
3. Click the **School** or **District** tab, depending on which benchmarks you wish to edit. Click **Edit Benchmark Structure**.
4. Click the drop-down list next to **Number of Categories** and choose how many categories you wish in the benchmark structure.
5. To change the name of a category, delete the existing name and type in a new one.
6. Select the minimum proficiency level by clicking the button next to the category.
7. Click **Save**.

8. On the View Benchmarks page, click the **School** or **District** tab, depending on which benchmarks you wish to edit. If you click School, select a school from the drop-down list. Click **Edit Cut Scores**.
9. Use the drop-down lists to change the PR values for each grade. The values for some categories will be automatically calculated based on the scores you choose for the other categories.
10. Click **Save**.

Edit Non-Linked Grades for State Benchmarks

You must have district-administrator access and enter screening dates before you can do this task.

1. On the Renaissance Place Home page, click the name of the assessment, and click **Enterprise Home**.
2. Click **Benchmarks**.
3. Click the tab for **State**.
4. Click **Edit Non-linked Grades**.
5. Enter scaled scores in the fields with zeroes, or click **Recommended Scores** to have the software calculate and enter scaled scores for you. Make sure all fields have values between 2 and 1400.
6. Click **Save**.

Set Default Benchmark

You must have administrator access and enter screening dates before you can do this task.

1. On the Renaissance Place Home page, click the name of the assessment and click **Enterprise Home**.
2. Click **Benchmarks**.
3. Click **Edit Default Benchmark**.
4. If you are a district administrator and you want to allow school administrators to choose their default benchmark, click **Allow school administrators to set**. If you want to choose the default benchmark yourself, click **Apply the following to all schools**. Select one of the benchmarks listed.
5. If you are a school administrator and have been allowed to choose a default benchmark, select one of the benchmarks listed.
6. Click **Save**.

Assign a Math or Geometry Test

1. On the Renaissance Place Home page, click **STAR Math** (or **Math Assessments**), and click **Preferences**.
2. In the Classroom Preferences section, select the student's school and class.
3. In the Student Preferences section, click **Edit**.
4. Select the test you wish to give.
5. Click **Save**.

During Testing

Check the Number of Students Screened and Preview Results to Date

1. On the Renaissance Place Home page, click the name of the assessment, and click **Screening, Progress Monitoring & Intervention**.
2. Choose the school you wish to view.
3. Click **Preview** to see a summary of the results so far.

Working with Groups

Create an Intervention Group

1. On the Renaissance Place Home page, click the name of the assessment, and click **Screening, Progress Monitoring & Intervention**.
2. If necessary, choose your school. In the gray sidebar on the left side of the screen, click **Manage Groups**.
3. Click **Create Group**.
4. Enter the name of the group.
5. Assign personnel. Use the drop-down list to assign one person. To assign more than one person, click **Select Multiple Personnel** and click the boxes in front of the names.
6. Select the programs the group will be using by clicking the boxes.
7. You may describe the group in the blank box next to Description.
8. Click **Save**.

Add or Remove Students from a Group

1. On the Renaissance Place Home page, click the name of the assessment, and click **Screening, Progress Monitoring & Intervention**.
2. If necessary, choose your school. In the gray sidebar on the left side of the screen, click **Manage Groups**.
3. Click **Add/Remove Students** next to the name of the group.
4. To add a student, enter student information under Search for Student and click **Search**. Select students by clicking the boxes in front of the students' names. To select all students, click the box in front of Student at the top of the column. Click **Add**.
5. To remove a student, click **Remove** next to the student's name. Click **Remove All** to remove all students.
6. Click **Save**.

Defining Interventions and Goals

Set Up a New Intervention and Goal (Initial Set Up)

A student must take a STAR test before you can define an intervention and goal. Follow these instructions if this is the student's first intervention of the current school year.

1. On the Renaissance Place Home page, click the name of the assessment, and click **Screening, Progress Monitoring & Intervention**.

2. Select the Progress Monitoring & Goals tab. Choose your school. Enter student information under Search for Student and click **Search**. Click the student's name.
3. On the Student Detail page, click **Add Goal**.
4. On the Manage Goals page, type the name of the intervention.
5. Type in the date by which you want the student to reach the goal, or click the calendar and choose a date.
6. If the student has taken more than one test, use the **Starting Test** drop-down list to choose a starting test, which will indicate the start of the intervention.
7. Select the goal type by clicking the button in front of Moderate or Ambitious, or define a custom goal.
8. To define a custom goal, use the drop-down list to choose **Growth Rate**, **Scaled Score**, or **Percentile Rank**. Enter the number you would like the student to reach by the end of the intervention period. Click **Calculate Goal** to translate that number to a weekly growth rate.
9. Click **Save**.

Change the Duration or Goal of an Existing Intervention or Set Up a New Intervention and Goal

Follow these instructions if the student is continuing with an intervention but you wish to extend the duration or change the goal.

1. On the Renaissance Place Home page, click the name of the assessment, and click **Screening, Progress Monitoring & Intervention**.
2. Select the Progress Monitoring & Goals tab. Choose your school. Enter student information under Search for Student and click **Search**. Click the student's name.
3. On the Student Details page, click **Edit Goal**.
4. On the Manage Goals page, click **Change duration or goal of existing intervention**. To change the duration of the intervention, type in a new date for the Goal End Date or click the calendar and choose a date.
5. To change the goal type, click the button in front of Moderate or Ambitious, or define a custom goal.
6. To define a custom goal, use the drop-down list to choose Growth Rate, Scaled Score, or Percentile Rank. Enter the number you would like the student to reach by the end of the intervention period. Click **Calculate Goal** to translate that number to a weekly growth rate.
7. To set up a new intervention, click **Set up new intervention and goal**. Type the name of the new intervention and choose a goal end date, starting test, and goal type.
8. Click **Save**.

Viewing Reports and Learning Progressions

Create and Print a Screening Report

1. On the Renaissance Place Home page, click the name of the assessment, and click **Screening, Progress Monitoring & Intervention**.

2. If necessary, select your school. Under Reports in the gray sidebar on the left side of the screen, click **Screening**.
3. Select reporting options and click **View Report**.
4. To print, click the Adobe Reader printer icon.

Reprint a Screening Report from a Previous Screening Period

1. On the Renaissance Place Home page, click the name of the assessment, and click **Screening, Progress Monitoring & Intervention**.
2. If necessary, select your school. Under Reports in the gray sidebar on the left side of the screen, click **Screening**.
3. Select reporting options. Use the drop-down menu next to Reporting Period to select a previous screening period. Click **View Report**.
4. To print, click the Adobe Reader printer icon.

Create and Print a Student Progress Monitoring Report

1. On the Renaissance Place Home page, click the name of the assessment and click **Screening, Progress Monitoring & Intervention**.
2. If necessary, select your school. Under Reports in the gray sidebar on the left side of the screen, click **Progress Monitoring**.
3. Select reporting options and click **View Report**.
4. To print, click the Adobe Reader printer icon.

View Assessment Details for a Student and Suggested Skills

1. On the Renaissance Place Home page, click the name of the assessment and click **Record Book**.
2. If necessary, select your school, class, or group. Select the benchmark you wish to use. For STAR Math, also select the test type.
3. Click the student's name to view assessment details.
4. Click **View Suggested Skills** to see which skills in the Core Progress learning progression the student needs to focus on.
5. Click a heading in the left-hand column to view related skills.
6. Click **View Instructional Resources** to see sample items, performance tasks, worked examples, and other resources.
7. To print the screen, click the printer icon at the bottom of the page.
8. Use the drop-down menu at the top of the page to choose a different student. When finished, click **Done**.

Edit Instructional Groups and View Suggested Skills

1. On the Renaissance Place Home page, click the name of the assessment and click **Record Book**.
2. If necessary, select your school, class, or group. Select the benchmark you wish to use. For STAR Math, also select the test type.
3. In the Sort By drop-down menu, select Scores–Descending.
4. Click **Edit Instructional Groups**.

5. Use the drop-down menu to select the number of instructional groups you wish to create.
6. Assign students to instructional groups by clicking the radio button in the group-number column next to the student's name. Click **Save**.
7. In the Sort By drop-down menu, select Instructional Groups.
8. Click **View Suggested Skills** to see which skills in the Core Progress learning progression the group needs to focus on.
9. Click a heading in the left-hand column to view related skills.
10. Click **View Instructional Resources** to see sample items, performance tasks, teacher activities, and other resources.
11. To print the screen, click the printer icon at the bottom of the page.
12. When finished, click **Done**.

Create and Print an Instructional Planning Report for a Student

1. On the Renaissance Place Home Page, click the name of the assessment and click **Enterprise Home**.
2. If necessary, select your school.
3. Under Instructional Planning, click **Student**.
4. Select reporting options and click **View Report**.
5. To print, click the Adobe Reader printer icon.
6. Click one of the options at the top of the screen if you wish to go back to the Enterprise Home page, customize the report in a different way, or go directly to the Core Progress learning progression.

Create and Print an Instructional Planning Report for a Class

1. On the Renaissance Place Home page, click the name of the assessment, and click **Enterprise Home**.
2. If necessary, select your school.
3. Under Instructional Planning, click **Class**.
4. Use the Teacher and the Class or Group drop-down lists to choose the class or group of students whose data you wish to see on the report. (If you are a teacher, you will only be able to create this report for your own class or group.)
5. Use the Benchmark drop-down list to choose the benchmark you want the software to use for its calculations.
6. Type in a testing end date or click the calendar and choose a date. The software will include data for tests taken up to 30 days before this date.
7. Click **Update**.
8. Use the Instructional Groups drop-down list to change the number of groups in which you wish to place students.
9. Assign students to instructional groups by clicking the group number next to the student's name.
10. If you wish to preview the report, click **Preview Report**. Then click one of the options at the top of the page to return to the Instructional Report Groupings

page, customize the report, or go directly to the Core Progress learning progression.

11. If you do not wish to preview the report, click **Next**.
12. Click the **Page Break** box if you want the report to break after each group.
13. Click **View Report**. To print, click the Adobe Reader printer icon.

Create and Print a State Performance Report for a Student or Class, or print a State Standards Report for a Student, Class, or District

1. On the Renaissance Place Home page, click the name of the assessment and click **Enterprise Home**.
2. If necessary, select your school.
3. Scroll to State Performance and click **Student** or **Class**, or scroll to State Standards and click **Student**, **Class**, or **District**, depending on which report you wish to view.
4. Select reporting options and click **View Report**.
5. To print, click the Adobe Reader printer icon.

Create and Print a State Performance Report for a District

1. On the Renaissance Place Home page, click the name of the assessment and click **Enterprise Home**.
2. If necessary, select your school.
3. Scroll to State Performance and click **District**.
4. On the Consolidated Reports page, click **State Performance—District**.
5. Select the parameter group and schools(s) whose data you wish to view.
6. Select the product(s) and click **Next**.
7. Select grouping options and click **Next**.
8. Confirm your selections and click **View Report**.
9. To print, click the Adobe Reader printer icon.

Create a Longitudinal Report

1. On the Renaissance Place Home page, click the name of the assessment and click **Enterprise Home**.
2. If necessary, select your school.
3. Under Longitudinal, click **Growth** or **Cross-Sectional**.
4. Use the drop-down list to select all grades or a single grade. If you wish to view more than one grade but not all grades, click **Select Specific Grades** and click the box in front of the grades whose data you wish to view.
5. If you are viewing growth, click the box in front of **Only include students who tested in all timeframes** if you want to view data for the same group of students from year to year.
6. Use the drop-down lists to choose the timeframe for which you wish to see data. Click **Update**.

7. If you wish to view data for a different school, grade, or timeframe, or if you wish to view a different version of the report, select those options and click **Update** again.
8. To print, click **Print**. When finished with this page, click **Done**.

View and Print Other Reports

1. On the Renaissance Place Home page, click the name of the assessment and click **Reports**.
2. If necessary, select your school.
3. Click the name of the report you wish to view or print.
4. Select reporting options. Generally, you will select either an individual student or a specific class or group. The date range is usually the entire school year or a fixed period, such as a semester. Click **View Report**.
5. To print, click the Adobe Reader printer icon.

View a Growth Proficiency Chart

Only those with district administrator access can view data for all schools, grades, teachers, classes, and students. School administrators can only see data for their school. Teachers can only see data for their classes and students.

1. On the Renaissance Place Home page, click the name of the assessment and click **Enterprise Home**. Click **Growth Proficiency Chart**.
2. Use the drop-down lists to select a benchmark, growth period, and grades.
3. Hover the mouse over a circle to view data for each school. Click **View Teachers** in the pop-up window to display all the teachers in that school.
4. Hover over a circle to see data for each teacher. If circles overlap, use the drop-down menu in the pop-up window to select the teacher whose data you wish to view. If a teacher teaches more than one class, click **View Classes** in the pop-up window to view data for each class.
5. Hover over a circle for a class and click **View Students** to view data for individual students. If circles overlap, use the drop-down menu in the pop-up window to select the student whose data you wish to view.
6. When you are finished, click **Done**.

Using an iPad to Take a STAR Assessment

Connecting to Renaissance Place

1. Download STAR Apps on iPad from the iTunes store or App Store.
2. Launch the app by tapping **STAR**. If this is your first time launching the app, tap **Connect to Renaissance Place**. Otherwise, tap **Settings** to connect to Renaissance Place.
3. On the Settings page, tap the **Connect to Renaissance Place** field and type your web address (URL) or Renaissance Place ID (RPID). Then tap **Join**.
4. Tap **Done**, which takes you to the student login screen.

Share Settings with Student iPads

1. Launch STAR Apps on iPad on the teacher's iPad and tap **Settings**.
2. Tap **Share My Settings**. (While you complete the next set of steps, keep this screen up.)
3. On a student's iPad, launch the STAR app.
4. Tap **Settings**.
5. Tap **Find Settings**.
6. Tap the settings you want the student's iPad to use.
7. Tap **Done**. Repeat steps 3 through 7 on all of the iPads that will share these settings.
8. On the teacher's iPad, tap **Settings** and then tap **Done**. This stops the sharing process, but students will still be connected and will be able to take tests.

Sample Letter to Parents for an RTI Program

Dear Parent or Guardian,

We have recently completed the benchmark testing that is required by the Response to Intervention program. This assessment is designed to identify whether your child is ready to read on grade level (Tier 1) or whether your child needs additional and/or more intensive reading instruction (Tier 2 or Tier 3). All students in the school will be placed into a skill group in Tier 1, 2, or 3 for a minimum of four cycle days a week. The results of the benchmark testing indicate that your child would benefit from placement in:

_____Tier 1: REGULAR CURRICULUM + enrichment activities

_____Tier 2: REGULAR CURRICULUM + additional instruction

_____Tier 3: REGULAR CURRICULUM + additional, more intensive support

Your child will be placed in a **(name of intervention program)** skill group starting on **(date of start of skill groups)**. This group will work on the following skill(s):

_____ **Early Literacy Skills:** This means the skills needed to begin to learn to read. This includes knowing the names and sounds of letters, understanding rhyming, and recognition of the beginning sounds in words. These skills are important because they are necessary before children can learn to read.

_____ **Decoding:** This means being able to recognize and sound out words. This is important because it is the foundation of reading.

_____ **Fluency:** This means reading quickly with few mistakes. This skill is important because students need to be able to read fluently to help them understand what they read.

_____ **Comprehension:** This means understanding what was read. This skill is important because the main purpose of reading is to comprehend.

_____ **Enrichment Activities:** This means activities that enhance the regular curriculum and expand on information and skills already mastered. This is important for students who have met grade-level goals so that they continue to improve and learn.

During the school year the staff will continue to monitor the progress of your child and you will be notified of the results and recommendations.

If you have any questions about this assessment or the recommendation, kindly contact me. Thank you for your continued interest in your child's school success.

Sincerely,

School Principal

Source: Project MP3—Monitoring Progress of Pennsylvania Pupils, supported by Grant #H326M050001, a model/demonstration project from the U.S. Department of Education to the Center for Promoting Research to Practice, Lehigh University, Bethlehem, PA, 18015.

Reproducible Form

Sample Letter to Parents for an RTI Program

Dear Parent or Guardian,

We have recently completed the benchmark testing that is required by the Response to Intervention program. This assessment is designed to identify whether your child is ready for math on grade level (Tier 1) or whether your child needs additional and/or more intensive math instruction (Tier 2 or Tier 3). All students in the school will be placed into a skill group in Tier 1, 2, or 3 for a minimum of four cycle days a week. The results of the benchmark testing indicate that your child would benefit from placement in:

_____Tier 1: REGULAR CURRICULUM + enrichment activities

_____Tier 2: REGULAR CURRICULUM + additional instruction

_____Tier 3: REGULAR CURRICULUM + additional, more intensive support

Your child will be placed in a **(name of intervention program)** skill group starting on **(date of start of skill groups)**. This group will work on the following:

_____ **Building Fact Fluency:** This includes **(give examples of skills)**. These skills are important because **(describe importance)**.

_____ **Closing Core Skill Gaps:** This includes **(give examples of skills)**. These skills are important because **(describe importance)**.

_____ **Enrichment Activities:** This means activities that enhance the regular curriculum and expand on information and skills already mastered. This is important for students who have met grade-level goals so that they continue to improve and learn.

During the school year the staff will continue to monitor the progress of your child and you will be notified of the results and recommendations.

If you have any questions about this assessment or the recommendation, kindly contact me. Thank you for your continued interest in your child's school success.

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Reproducible Form

STAR Early Literacy Skill Set Definitions

Word Knowledge and Skills

Subdomain: Alphabetic Principle

- **Alphabetic knowledge:** The ability to recognize lower- and uppercase letters, match lowercase with uppercase letters, and distinguish numbers from letters.
- **Alphabetic sequence:** The ability to identify the letter that comes next and the letter that comes before.
- **Letter sounds:** The ability to recognize the sounds of lower- and uppercase letters.

Subdomain: Concept of Word

- **Print concepts (word length):** The ability to identify the shortest or the longest word in a set of words.
- **Print concepts (word borders):** The ability to identify the number of words (2-3) in a sentence.
- **Print concepts (letters and words):** The ability to differentiate words from letters and letters from words in a set.

Subdomain: Visual Discrimination

- **Letters:** The ability to differentiate between upper- and lowercase letters and to differentiate upper- and lowercase letters in a mixed set.
- **Identification and word matching:** The ability to identify words that are different, words that are the same, and words that are different from a prompt.

Subdomain: Phonemic Awareness

- **Rhyming and word families:** The ability to match sounds within word families using pictures and identify rhyming and nonrhyming words using pictures.
- **Blending word parts:** The ability to blend onsets and rimes, and two-syllable and three-syllable words.
- **Initial and final phonemes:** The ability to determine which word (picture) has an initial phoneme different from a prompt and which word (picture) has a different initial phoneme; to match initial phoneme to a prompt (pictures), recognize same final sounds (pictures), and determine which word (picture) has a final phoneme different from a prompt.
- **Medial phoneme discrimination:** The ability to identify short vowel sounds in words shown in pictures; identify, match, and distinguish medial sounds in words shown in pictures; and match and distinguish long vowel sounds in words shown in pictures.
- **Phoneme isolation/manipulation:** The ability to substitute the initial consonant in words shown in named and unnamed pictures, determine an initial or final missing phoneme, substitute an initial consonant in a picture prompt, substitute a final consonant sound in an unnamed picture prompt, substitute a final consonant in both named and unnamed pictures, and substitute vowel sounds in pictured words.
- **Phoneme Segmentation:** The ability to segment syllables in multi-syllable and single-syllable words.
- **Blending phonemes:** The ability to blend phonemes in (VC) or (CVC) words and to blend phonemes in single-syllable words.
- **Consonant blends:** The ability to match consonant blend sounds in words shown in pictures.

Subdomain: Phonics

- **Short-vowel sounds:** The ability to match short vowel sounds in words to letters, decode CVC words, recognize and distinguish short vowel sounds in words, and decode grade-appropriate words.
- **Initial consonant sounds:** The ability to identify the initial consonant sound in words, and identify the letter for an initial consonant sound (words and letters).
- **Final consonant sounds:** The ability to match a word to a given final consonant sound, and to identify the letter for a final consonant sound.
- **Long vowel sounds:** The ability to Identify long vowel sounds in words, match long vowel sounds to prompt words, distinguish long vowel sounds in words, match long vowel sounds to letters, decode and recognize associated spelling patterns with long vowels (C-V-C-e), decode and recognize associated spelling patterns with long vowel open syllables, and decode and recognize associated spelling patterns with long vowel digraphs (including y as a vowel).
- **Consonant blends (PH):** The ability to recognize and distinguish initial consonant blends in words, recognize a word with a consonant blend in a contextual sentence, recognize associated spelling patterns of initial consonant blends, and recognize associated spelling patterns of final consonant blends.
- **Consonant digraphs:** The ability to identify a consonant digraph in a named or an unnamed word, a contextual word containing a consonant digraph, and the correct spelling of consonant digraphs in words.
- **Other vowel sounds:** The ability to Identify diphthong sounds in words, decode words with diphthongs and recognize associated spelling patterns, identify r-controlled vowel sounds in named and unnamed words, decode words with r-controlled vowels, and recognize associated spelling patterns.
- **Sound–symbol correspondence (consonants):** The ability to substitute initial consonants in words, substitute final consonants in words, and substitute final consonant sounds in named and unnamed words.
- **Word building:** The ability to identify words made by adding an initial consonant to unnamed words, words made by adding an additional medial letter to unnamed words, words made by adding an additional final letter to unnamed words, and words built by adding one letter to an audio prompt.
- **Sound–symbol correspondence (vowels):** The ability to substitute vowel sounds in words.
- **Word families/rhyming:** The ability to identify rhyming and nonrhyming words, rhyming words in unnamed answer choices, rhyming and nonrhyming words with an unnamed prompt and answer choices, onset/rime in named and unnamed words, and sounds within word families in named and unnamed words.
- **Variant vowel sounds:** The ability to identify variant vowel sounds, to decode words with variant vowels, and to recognize associated spelling patterns.

Subdomain: Structural Analysis

- **Words and affixes:** The knowledge of common affixes as used to decode words.
- **Syllabification:** The ability to use knowledge of syllable patterns to decode words, and to decode multisyllable words.
- **Compound words:** The ability to identify named words that are and are not compound words, unnamed words that are and are not compound words, and correctly formed compound words.

Subdomain: Vocabulary

- **Word facility:** The ability to match words to pictures, read high-frequency and grade-level sight words, identify and understand meanings for multimeaning words, determine categorical relationships, and understand position words.

- **Synonyms:** The ability to identify synonyms of grade-appropriate words, match words with their word synonyms, identify synonyms of grade-appropriate words in a contextual sentence, and match words with their synonyms in paragraph context, both assisted and unassisted.
- **Antonyms:** The ability to identify antonyms of words in isolation and antonyms of words in context, both assisted and unassisted.

Comprehension Strategies and Constructing Meaning

Subdomain: Sentence-Level Comprehension

- **Comprehension at the sentence level:** The ability to listen and identify words in context and to read and identify words in context.

Subdomain: Paragraph-Level Comprehension

- **Comprehension of paragraphs:** The ability to identify the main topic of a text; listen to text and answer literal who, what questions and where, when, and why questions; read text and answer literal who, what questions and where, when, and why questions.

Numbers and Operations

Subdomain: Early Numeracy

- **Number naming and number identification:** The ability to recognize the numbers 0-20.
- **Number object correspondence:** The ability to count 1-20; recognize ordinal numbers 1st–10th; compare sets of up to five objects; and identify the number of 10's in 10, 20, 30, 40, 50, 60, 70, 80, and 90.
- **Sequence completion:** The ability to complete a picture pattern and to complete a sequence of numbers between 0 and 10 in ascending order.
- **Composing and decomposing:** The ability to add 1 to a set and subtract 1 from a set, add numbers with a sum up to 10 (pictures), and subtract numbers with a minuend up to 10 (pictures).
- **Measurement:** The ability to compare sizes, weights, and volumes of objects in groups of three.

List of All STAR Reports

Below is a list of all STAR reports. For more details about each report, why you would use it, and customization options, see the software manual.

Accelerated Math Library Report	Suggests Accelerated Math libraries for students based on the results of their STAR Math tests. Available in STAR Math and used in conjunction with Accelerated Math.
Annual Progress Report	Provides a graphic display of the reading or math progress of a student or class across a school year in comparison to a National Norm Reference.
Diagnostic Report–Class	For each skill set, lists the names of students who fall into each of four score ranges (0-25, 26-50, 51-75, 76-100). For STAR Early Literacy only.
Diagnostic Report–Student	Shows an individual student's most recent test scores and provides data on specific skills. In states that have adopted the Common Core State Standards, data on STAR Reading and STAR Math reports are based on the standards for the student's grade level.
Growth Report	Provides scores for a pre- and posttest, along with student growth percentiles.
Growth Proficiency Chart	Plots student growth percentiles and proficiency on a quadrant graph.
Instructional Planning Report—Class	Provides a list of skills that a class or group of students is ready to learn next based on the most recent assessment.
Instructional Planning Report—Student	Provides a list of skills that an individual student is ready to learn next based on the most recent assessment.
Longitudinal Report	Shows growth over multiple years.
Parent Report	Gives parents their child's most recent test scores, provides definitions of the scores, and notes how the teacher can use the scores.
Reading Range Report	Suggests an initial zone of proximal development (ZPD) for each student included on the report. Available in STAR Reading and used in conjunction with Accelerated Reader.
Score Distribution Report	For each skill set, shows how many students in a class fall into each of four score ranges (0-25, 26-50, 51-75, 76-100).
Screening Report	Provides a graph that shows the distribution of students above and below benchmark.
State Performance Report–Class	Provides a graphic display that shows how a class or group of students is progressing toward proficiency on your state test. For STAR Reading and STAR Math only.
State Performance Report–District	Shows the percentage and number of students projected to be at each performance level assessed by your state test when the test is administered. For STAR Reading and STAR Math only.
State Performance Report–Student	Provides a graphic display that shows how an individual student is progressing toward proficiency on your state test and indicates whether or not the student is on course to reach proficiency. For STAR Reading and STAR Math only.

State Standards Report–Class	Displays an estimate of your class's current and projected mastery of each state standard or Common Core State Standard.
State Standards Report–District	For each state standard or Common Core State Standard, shows the percentage of students in the district who are currently in or above the estimated mastery range and shows the percentage forecasted to be there by the end of the year.
State Standards Report–Student	Displays an estimate of a student's current and projected mastery of each state standard or Common Core State Standard.
Student Progress Monitoring Report	Provides a graphic display of an individual student's progress toward a goal and uses a trend line to show projected growth.
Summary Report	Provides scores for all students included on the report, along with the PR distribution, GE distribution. The STAR Reading Summary Report also includes the IRL distribution.
Test Activity Report	Shows which students have and have not completed a STAR Reading, STAR Math, or STAR Early Literacy test.
Test Record Report	Provides a complete history of a student's STAR Reading, STAR Math, or STAR Early Literacy tests and scores.

Examples of STAR Reading Reports and Software Pages

Student Diagnostic Report A20
Summary Report A22

Universal Screening

Screening Report (Fall) A23
Screening Report (Winter) A25
Screening Report (Spring) A27

Parent Communication

Parent Report (English) A28
Parent Report (Spanish) A29

Progress Monitoring

Manage Goals Page A30
Student Progress Monitoring Report A31

Instructional Planning

Instructional Planning Report–Student A35
Instructional Planning Report–Class A36

State Performance

State Performance Report–Student (Spring Test) A37
State Performance Report–Class (Spring Test) A38
State Performance Report–Student (Fall Test) A40
State Performance Report–Class (Fall Test) A41
State Performance Report–District A43

State Standards

State Standards Report–Student A45
State Standards Report–Class A46
State Standards Report–District A47

Growth

Growth Report (Class) A48
Growth Report (School) A49
Growth Proficiency Chart (Class) A50
Growth Proficiency Chart (School) A51
Annual Progress Report A52
Longitudinal Report (Growth) A53
Longitudinal Report (Cross-Sectional) A54

Student Diagnostic Report
Enterprise Test

Printed Tuesday, September 9, 2014 3:17:28 PM

School: West Middle School

Test Date: September 9, 2014 1:15 PM
Test Time: 9 minutes 55 seconds

Severson, Tyler

ID: 560123
Grade: 5

Class: Mr. Evans' Class
Teacher: J. Evans

School Benchmark - Grade 5

STAR Reading Scores	
SS: 629 (Scaled Score) ■ At/Above Benchmark	Tyler's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 60 (Percentile Rank)	Tyler scored greater than 60% of students nationally in the same grade.
GE: 5.9 (Grade Equivalent)	Tyler's test performance is comparable to that of an average fifth grader in the ninth month of the school year.
IRL: 5.1 (Instructional Reading Level)	Tyler would be best served by instructional materials prepared at the fifth grade level.
Domain Scores	
Reading: Literature Key Ideas and Details: 88 Craft and Structure: 88 Range of Reading and Level of Text Complexity: 87 **Reading: Informational Text** Key Ideas and Details: 86 Craft and Structure: 86 Integration of Knowledge and Ideas: 86 Range of Reading and Level of Text Complexity: 87 **Language** Vocabulary Acquisition and Use: 86	Domain scores, ranging from 0-100, estimate Tyler's percent of mastery on skills in each domain at a fifth grade level.
Reading Recommendation	
ZPD: 3.9-6.0 (Zone of Proximal Development)	Tyler's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Tyler's ZPD in www.ARBookFind.com to find appropriate books.

Student Diagnostic Report
Enterprise Test
Printed Tuesday, September 9, 2014 3:17:28 PM

School: West Middle School

Test Date: September 9, 2014 1:15 PM
Test Time: 9 minutes 55 seconds

Severson, Tyler
ID: 560123
Grade: 5

Class: Mr. Evans' Class
Teacher: J. Evans

Skill Details
Skill Area Scores, ranging from 0-100, estimate Tyler's percent of mastery of skills in each skill area. Use Core Progress learning progressions to find teacher activities and sample problems for skills in each skill area.

Reading: Literature

Key Ideas and Details	Domain Score: 88
Score	
90	**Character**
85	**Setting**
91	**Plot**
81	**Summary**
89	**Inference and Evidence**
89	**Theme**

Craft and Structure	Domain Score: 88
Score	
85	**Point of View**
91	**Structure of Literary Text**
90	**Word Meaning**
84	**Author's Word Choice and Figurative Language**

Range of Reading and Level of Text Complexity	Domain Score: 87
Score	
87	**Range of Reading**

Reading: Informational Text

Key Ideas and Details	Domain Score: 88
Score	
81	**Summary**
89	**Inference and Evidence**
90	**Prediction**
86	**Main Idea and Details**
89	**Sequence**
85	**Compare and Contrast**
89	**Cause and Effect**

Craft and Structure	Domain Score: 86
Score	
90	**Word Meaning**
84	**Author's Word Choice and Figurative Language**

STAR™ Reading

Summary Report

Printed Friday, September 5, 2014 10:53:05 AM

School: East Elementary School

Reporting Period: 8/1/2014 - 10/15/2014 (1st Quarter)

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Last Name

Class: Mr. Patton's class

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF[b]	ZPD	Lexile® Measure	Lexile® ZPD
Allen, Sean	Mr. Patton's class	Patton, Mark	09/03/2014	5	4.01	383	3.3	35	41.9	3.3	89	2.7-3.8	420L	460L-630L
Bingham, Jennifer	Mr. Patton's class	Patton, Mark	09/02/2014	9	4.01	270	2.4	10	23.0	2.2	62	2.2-3.2	135L	370L-540L
Casillas, Omero	Mr. Patton's class	Patton, Mark	09/02/2014	1	4.01	728	6.6	92	79.6	6.1	160	4.2-6.6	995L	680L-960L
Chavez, Weston	Mr. Patton's class	Patton, Mark	09/02/2014	7	4.01	307	2.6	17	29.9	2.6	70	2.4-3.4	230L	410L-570L
Friday, Stephanie	Mr. Patton's class	Patton, Mark	09/02/2014	3	4.01	520	4.8	68	59.9	4.3	120	3.3-5.2	695L	560L-810L
Heiberger, Meghan	Mr. Patton's class	Patton, Mark	09/02/2014	8	4.01	284	2.5	13	26.3	2.3	65	2.3-3.3	175L	390L-560L
Reagon, Kevin	Mr. Patton's class	Patton, Mark	09/03/2014	4	4.01	485	4.5	61	55.9	4.0	112	3.2-5.0	630L	540L-770L
Shetima, Branson	Mr. Patton's class	Patton, Mark	09/03/2014	10	4.01	202	2.0	3	10.4	1.4	48	2.0-3.0	BR45L	330L-510L
Smith, Patrick	Mr. Patton's class	Patton, Mark	09/03/2014	2	4.01	530	5.0	70	61.0	4.4	122	3.4-5.4	710L	560L-810L
Stepler, Katie	Mr. Patton's class	Patton, Mark	09/03/2014	6	4.01	363	3.1	29	38.3	3.1	84	2.6-3.7	365L	440L-610L
Average					4.01	407	3.5	36	42.6	3.3	93	-	430L	-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	4	40.0
25th to 49th	2	20.0
50th to 74th	3	30.0
75th & Above	1	10.0
Number of Students: 10		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	4	40.0
3.0 - 3.9	2	20.0
4.0 - 4.9	2	20.0
5.0 - 5.9	1	10.0
6.0 - 6.9	1	10.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	0	0.0
P	0	0.0
1.0 - 1.9	1	10.0
2.0 - 2.9	3	30.0
3.0 - 3.9	2	20.0
4.0 - 4.9	3	30.0
5.0 - 5.9	0	0.0
6.0 - 6.9	1	10.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

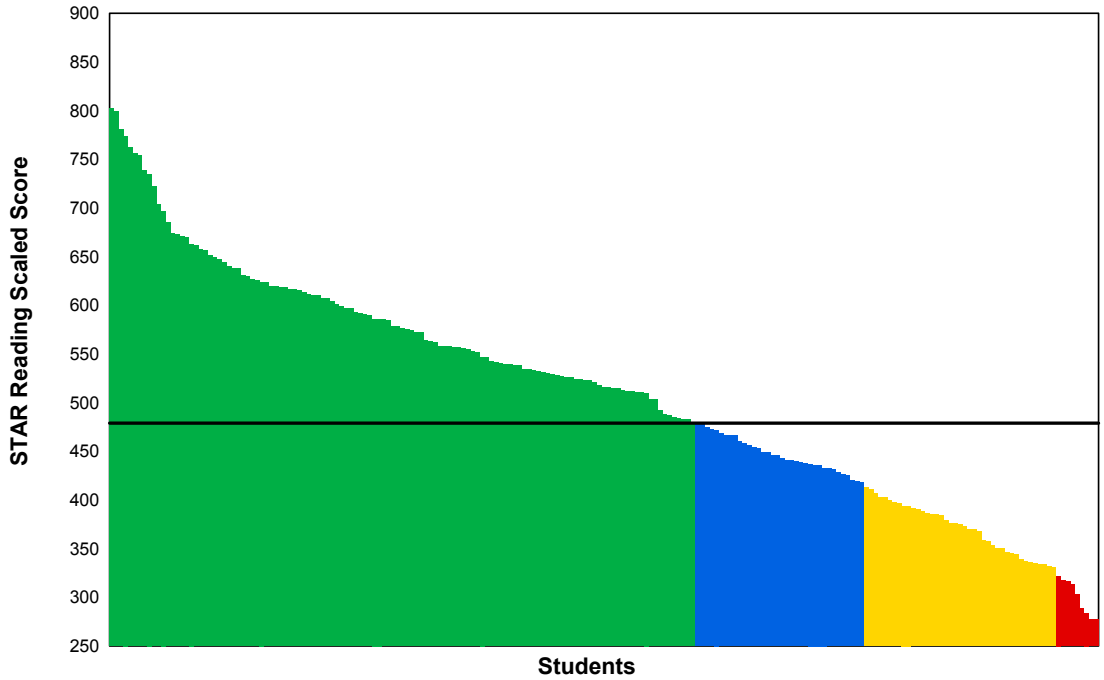
Screening Report
District Benchmark

Printed Friday, September 12, 2014 3:45:15 PM

School: Lake View School

Reporting Period: 9/8/2014 - 9/12/2014
(Fall Screening)

Grade: 5



Categories / Levels	Benchmark Scaled Score	Benchmark Percentile Rank	Students Number	Students Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 479 SS	At/Above 40 PR	125	59%
Category Total			125	59%
Below Benchmark				
On Watch	Below 479 SS	Below 40 PR	36	17%
Intervention	Below 414 SS	Below 25 PR	41	19%
Urgent Intervention	Below 326 SS	Below 10 PR	9	4%
Category Total			86	41%
Students Tested			211	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

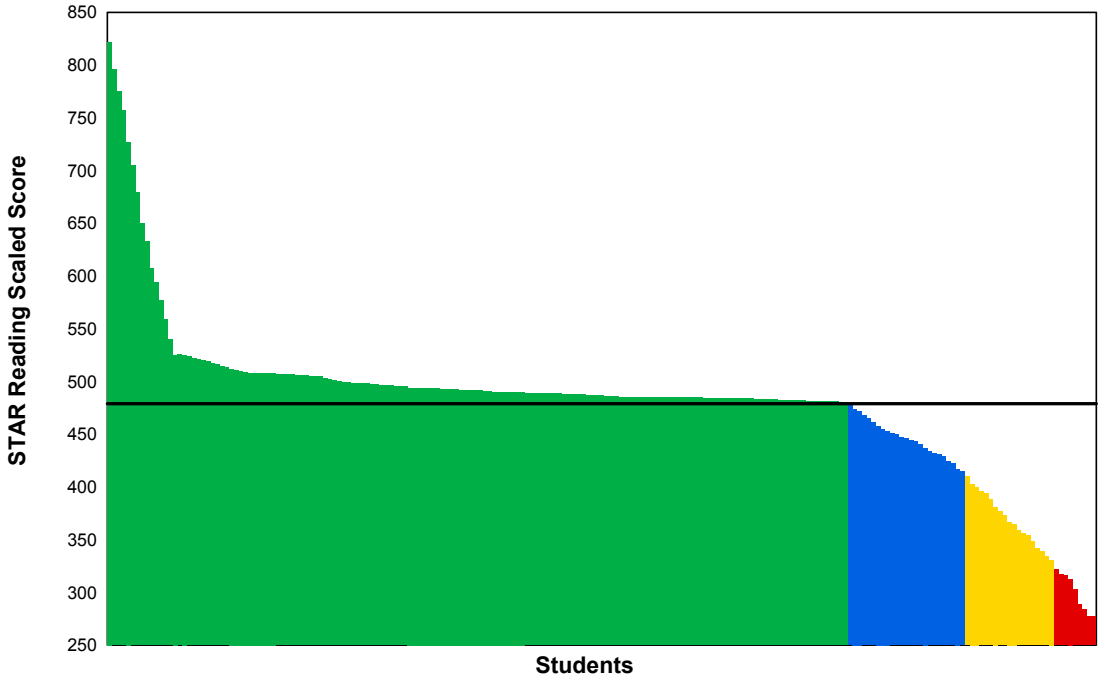
Screening Report
District Benchmark

Printed Friday, September 12, 2014 3:45:15 PM

School: Lake View School

Reporting Period: 9/8/2014 - 9/12/2014
(Fall Screening)

Grade: 5



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 479 SS	At/Above 40 PR	158	75%
Category Total			158	75%
Below Benchmark				
On Watch	Below 479 SS	Below 40 PR	25	12%
Intervention	Below 414 SS	Below 25 PR	19	9%
Urgent Intervention	Below 326 SS	Below 10 PR	9	4%
Category Total			53	25%
Students Tested			211	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

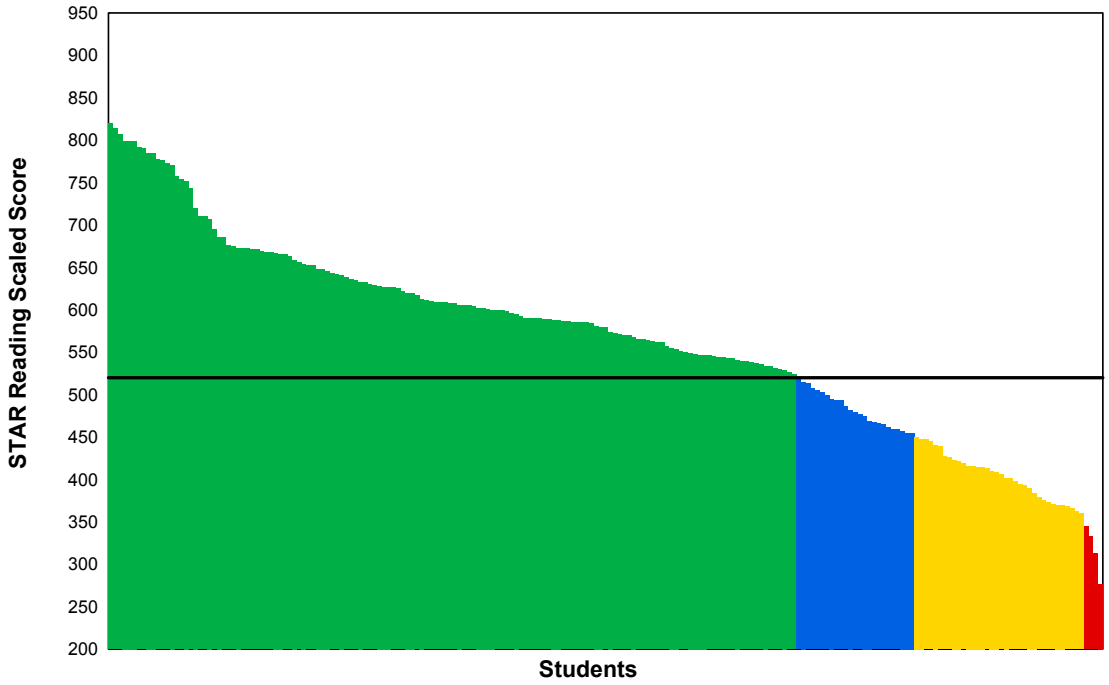
Screening Report
District Benchmark

Printed Friday, January 16, 2015 3:00:51 PM

School: Lake View School

Reporting Period: 1/09/2015-1/16/2015
(Winter Screening)

Grade: 5



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 520 SS	At/Above 40 PR	146	69%
Category Total			146	69%
Below Benchmark				
On Watch	Below 520 SS	Below 40 PR	25	12%
Intervention	Below 452 SS	Below 25 PR	36	17%
Urgent Intervention	Below 356 SS	Below 10 PR	4	2%
Category Total			65	31%
Students Tested			211	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

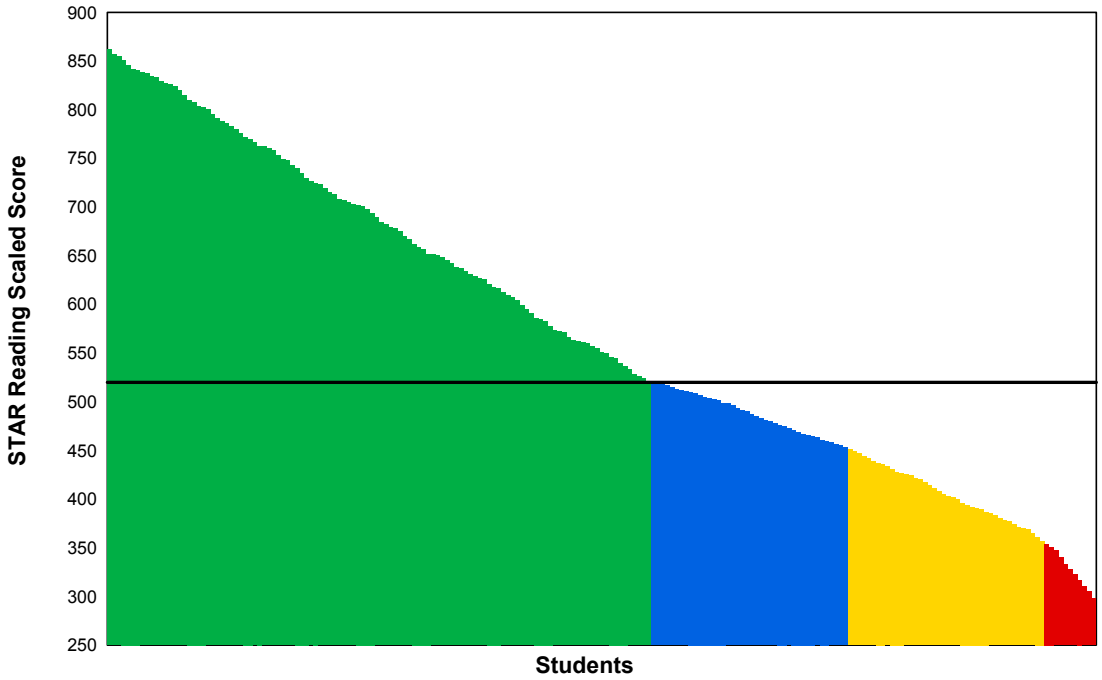
Screening Report
District Benchmark

Printed Friday, January 16, 2015 3:00:51 PM

School: Lake View School

Reporting Period: 1/9/2015 - 1/16/2015
(Winter Screening)

Grade: 5



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 520 SS	At/Above 40 PR	116	55%
Category Total			116	55%
Below Benchmark				
On Watch	Below 520 SS	Below 40 PR	42	20%
Intervention	Below 452 SS	Below 25 PR	42	20%
Urgent Intervention	Below 356 SS	Below 10 PR	11	5%
Category Total			95	45%
Students Tested			211	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

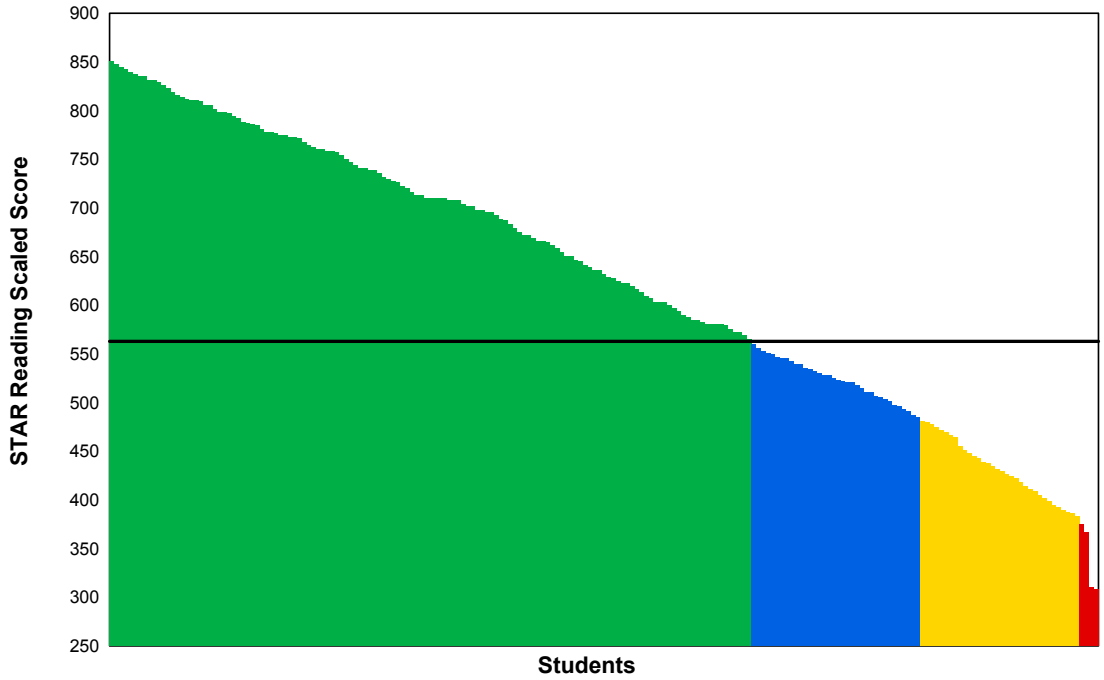
Screening Report
District Benchmark

Printed Friday, May 8, 2015 3:00:51 PM

School: Lake View School

Reporting Period: 5/4/2015 - 5/8/2015
(Spring Screening)

Grade: 5



Categories / Levels	Benchmark Scaled Score	Benchmark Percentile Rank	Students Number	Students Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 563 SS	At/Above 40 PR	137	65%
Category Total			137	65%
Below Benchmark				
On Watch	Below 563 SS	Below 40 PR	34	16%
Intervention	Below 483 SS	Below 25 PR	36	17%
Urgent Intervention	Below 382 SS	Below 10 PR	4	2%
Category Total			74	35%
Students Tested			211	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Parent Report
for Delia Alvarez

Printed Monday, September 15, 2014 9:12 AM

School: Mayfield Elementary
Teacher: J. Wilson
Class: Mr. Wilson Class B

Test Date: September 12, 2014 10:05 AM

Dear Parent or Guardian of Delia Alvarez:

Delia has taken a STAR Reading computer-adaptive reading test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

GE	PR	PR Range	Below Average	Average 50	Above Average	IRL	ZPD
1.7	23	8-31				PP	1.3-2.3

National Norm Scores:

Grade Equivalent (GE): 1.7
Grade Equivalent scores range from 0.0 to 12.9+. A GE score shows how your child's test performance compares with that of other students nationally. Based on the national norms, Delia reads at a level equal to that of a typical first grader after the seventh month of the school year.

Percentile Rank (PR): 23
The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 23, Delia reads at a level greater than 23% of other students nationally in the same grade. This score is below-average. The PR Range indicates that, if this student had taken the STAR Reading test numerous times, most of her scores would likely have fallen between 8 and 31.

Instructional Reading Level (IRL): PP
The Instructional Reading Level (IRL) is the grade level at which Delia is at least 80% proficient at recognizing words and comprehending reading material. Delia achieved an IRL score of PP. This means that she is at least 80% proficient at reading pre-primer words and books.

Zone of Proximal Development (ZPD): 1.3 - 2.3
The Zone of Proximal Development (ZPD) is the reading level range from which Delia should be selecting books for optimal growth in reading. It spans reading levels that are appropriately challenging for reading practice. This range is approximate. Success at any reading level depends on your child's interest and prior knowledge of a book's content.

I will be using these STAR Reading test scores to help Delia further develop her reading skills through the selection of books for reading practice at school. Delia should also work on mastering basic word attack skills, listen to books read aloud, and have opportunities to read aloud to and with a fluent reader at home.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Comments:

Informe para los Padres
de Delia Alvarez

Impreso: Monday, September 15, 2014 10:15:37 AM

Escuela: Mayfield Elementary
Maestro(a): J. Wilson
Clase: Mr. Wilson Class B

Fecha de la prueba: September 12, 2014 10:15 AM

Estimados padres o tutores de Delia Alvarez:

Delia presentó una prueba computerizada de lectura llamada STAR Reading. En este informe les ofrecemos un resumen de las puntuaciones que Delia obtuvo en la prueba. Como en cualquier prueba, hay muchos factores que pueden influir en las puntuaciones de un estudiante. Es importante entender que estos resultados sólo muestran un aspecto del progreso de su hijo(a) en la escuela.

PR	Rango del PR	Por debajo del promedio	Promedio 50	Por encina del promedio	IRL	ZPD
23	8-31				PP	1.3-2.3

A este estudiante se le dio tiempo adicional para terminar su prueba STAR Reading. El administrador de la prueba le dio a Delia el triple del tiempo límite normal. Los puntajes de STAR Reading acorde a las normas de referencia (PR y NCE) se basan en la aplicación de la prueba en los tiempos límites estándar; sin embargo, ampliar el tiempo límite no se considera un factor que afecte adversamente la confiabilidad o validez de los puntajes de la prueba STAR Reading.

Puntuaciones con respecto al promedio nacional:

Valor percentil (PR, por Percentile Rank): 23

El Valor percentil compara el rendimiento de su hijo(a) en la prueba con el de otros estudiantes del mismo grado. El PR de Delia es 23. Esto indica que lee a un nivel más alto que el 23% de los estudiantes del mismo grado. Esta puntuación está por debajo del promedio. El rango del PR indica que, si Delia hubiera presentado varias veces la prueba STAR Reading, su nivel habría estado entre 8 y 31.

Nivel de lectura de instrucción (IRL, por Instructional Reading Level): PP

El IRL es el nivel correspondiente al grado en el cual Delia tiene por lo menos un 80% de habilidad para reconocer palabras y comprender materiales de lectura. Kathryn logró una puntuación de PP, es decir, nivel para infantes. Esto significa que tiene, al menos, un 80% de habilidad para leer palabras y libros correspondientes a este nivel.

Zona de desarrollo próximo (ZPD, por Zone of Proximal Development): 1.3 - 2.3

La Zona de desarrollo próximo es el rango de niveles de lectura dentro del cual Delia debe seleccionar los libros para progresar al máximo. Abarca los niveles que representan un reto adecuado para su práctica de la lectura. Este rango es aproximado, pues el éxito en cualquier nivel de lectura dependerá del interés del estudiante y de lo que ya sepa sobre el contenido del libro.

Para que Delia pueda seguir desarrollando sus destrezas en lectura, yo tendré en cuenta estos resultados de la prueba STAR Reading al seleccionar libros para que practique la lectura en clase. En su casa, Delia también debe reforzar las habilidades básicas para reconocer palabras, escuchar libros leídos en voz alta y tener la oportunidad de leer con y a una persona que tenga fluidez al leer.

Si tiene alguna pregunta sobre las puntuaciones que obtuvo su niña o sobre estas recomendaciones, por favor comuníquese conmigo cuando guste.

Firma del (de la) maestro(a): _____ Fecha: _____

Firma del padre o de la madre: _____ Fecha: _____

Comentarios:

STAR Reading | Janine Davis, Teacher | 2014 - 2015

Home > Screening, Progress Monitoring & Intervention > Student Detail > Manage Goals | Manuals | Help | Log Out

Manage Goals

Define an intervention and set a goal

School: **Lake View School**
Student: **Taylor, Mia**

Latest Test	Score	Goal	Growth Rate
9/12/2014	338 SS / 11 PR	--	calculated after four scores

Intervention Details | Interpretation & Guidance

Intervention Name Appears in report details	Daily small-group instruction
Goal End Date Used for SS/week calculation	1/23/2015
Goal Expected growth rate and score	**Starting test:** 9/12/2014 - 338 SS / 11 PR (Sets intervention line; starts trend and goal lines) Reference points to help you select a goal type: - Maintain 11 PR throughout the school year = 1.3 SS/week - Reach 40 PR benchmark by end of school year = 5.9 SS/week **Select a goal type:** (based on students who scored similarly*) ○ Moderate: 2.4 SS/week = 382 SS / 14 PR ◉ Ambitious: 4.0 SS/week = 409 SS / 18 PR **Or define a custom goal:** ○ Growth Rate 0.0 SS/week = 0 SS / 0 PR

*National research data shows that 50% of students who started at the 11 PR were able to achieve a Moderate growth rate or better, while 25% were able to achieve an Ambitious growth rate or better. Set an appropriate goal for this student and adjust as necessary.

Cancel | Calculate Goal | Save

Student Progress Monitoring Report

Monday, November 3, 2014 3:22:25 PM

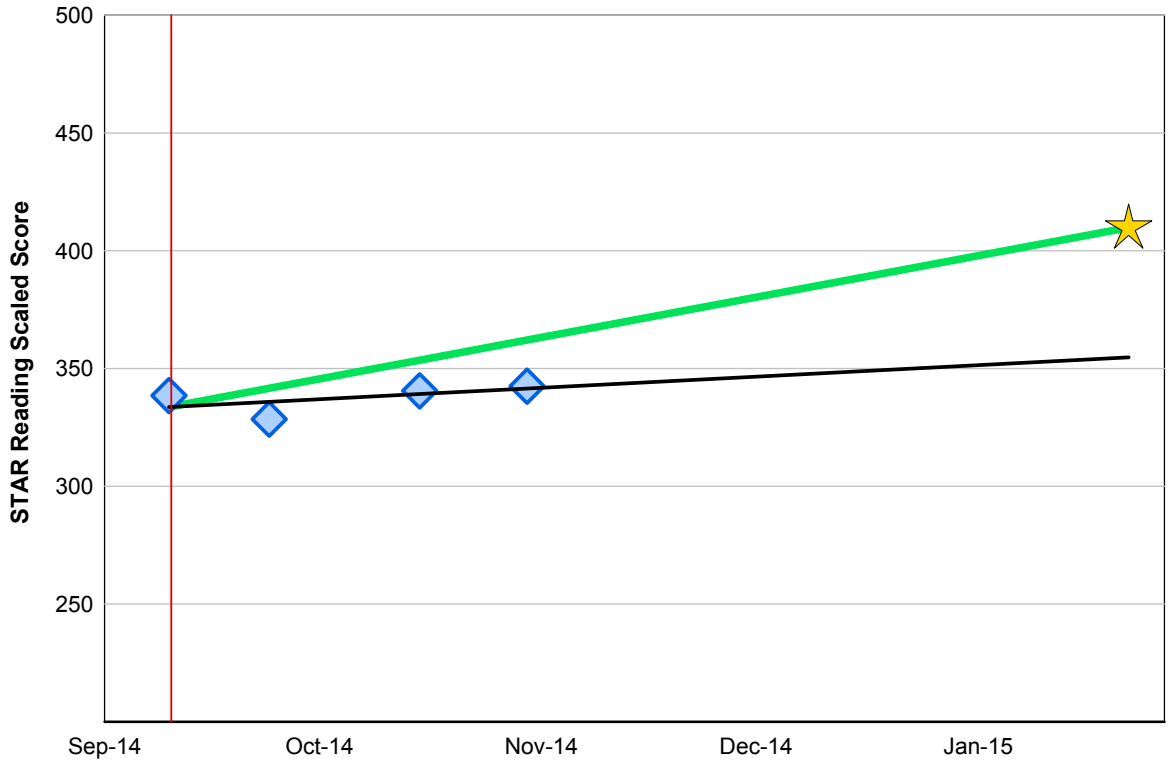
School: Lake View School

Reporting Period: 9/2/2014 - 1/23/2015 (Semester 1)

Taylor, Mia

Grade: 5
ID: TAYLORM

Class: G5 (Davis)
Teacher: Davis, J.



- **Enterprise Test**
- **Trend line** is statistically calculated after four or more tests to show the direction the scores are moving.
- **Goal line** represents the student's expected growth path toward the goal.
- **Star** represents the student's current goal.
- **Intervention line** identifies the start date of an intervention program.

Mia's Current Goal

Goal: 409 SS / 18 PR (Ambitious)	**Goal End Date:** 1/23/2015	**Expected Growth Rate**: 4.0 SS/Week

Fluctuation of scores is typical with any test administered multiple times within a short period. Focus on the general direction emerging after multiple administrations of the test rather than on the ups and downs between individual scores.

Student Progress Monitoring Report

Monday, November 3, 2014 3:22:25 PM

School: Lake View School

Reporting Period: 9/2/2014 - 1/23/2015 (Semester 1)

Taylor, Mia

Grade: 5
ID: TAYLORM

Class: G5 (Davis)
Teacher: Davis, J.

Mia's Current Goal

Goal: 409 SS / 18 PR (Ambitious) **Goal End Date:** 1/23/2015 **Expected Growth Rate**: 4.0 SS/Week

Mia's Progress

Program	Program Begins	Test Date	Scaled Score	Growth Rate[a] Scaled Score/Week
Daily small-group instruction	09/12/2014	09/12/2014	338	-
		09/25/2014	328	-
		10/17/2014	340	-
		11/03/2014	342	1.1

[a]The student's trend line and growth rate appear on the report after taking four tests.

Student Progress Monitoring Report

Friday, January 23, 2015 3:22:25 PM

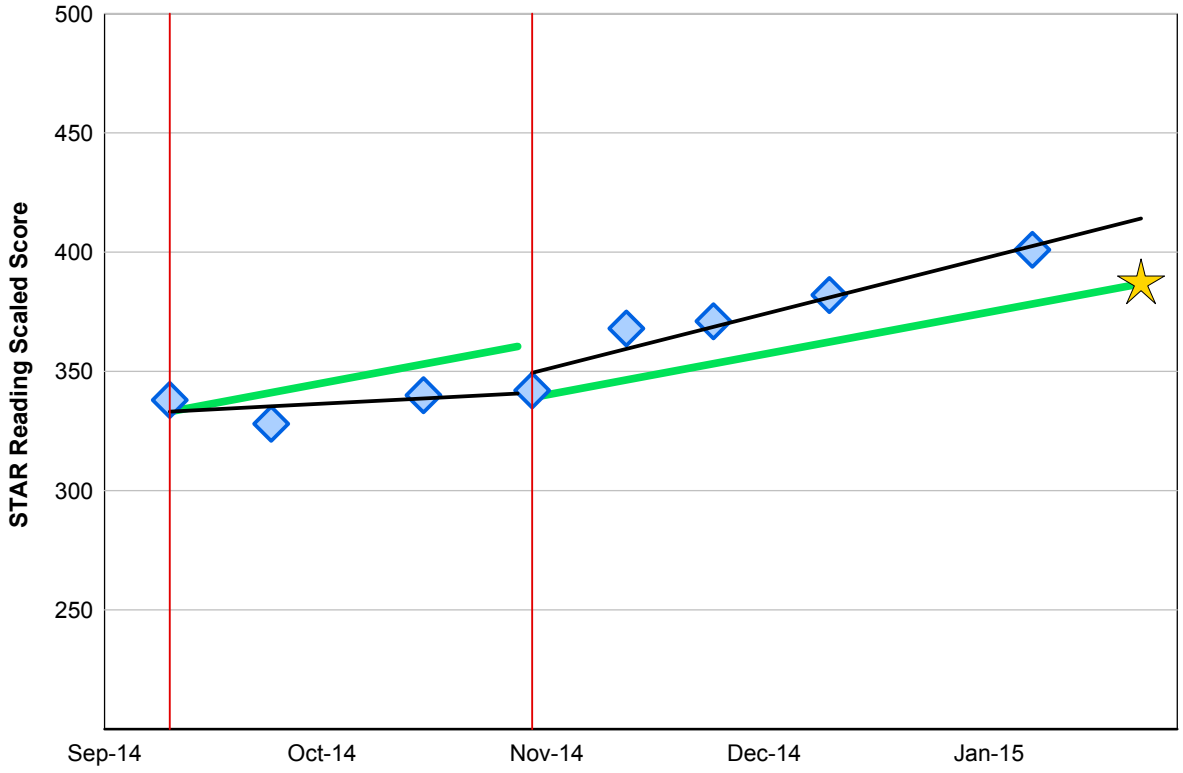
School: Lake View School

Reporting Period: 9/2/2014-1/23/2015 (Semester 1)

Taylor, Mia

Grade: 5
ID: TAYLORM

Class: G5 (Davis)
Teacher: Davis, J.



Enterprise Test

Trend line is statistically calculated after four or more tests to show the direction the scores are moving.

Goal line represents the student's expected growth path toward the goal.

Star represents the student's current goal.

Intervention line identifies the start date of an intervention program.

Mia's Current Goal

Goal: 387 SS / 14 PR (Ambitious)	**Goal End Date:** 1/23/2015	**Expected Growth Rate**: 4.0 SS/Week

Fluctuation of scores is typical with any test administered multiple times within a short period. Focus on the general direction emerging after multiple administrations of the test rather than on the ups and downs between individual scores.

Student Progress Monitoring Report

Friday, January 23, 2015 3:22:25 PM

School: Lake View School

Reporting Period: 9/2/2014-1/23/2015 (Semester 1)

Taylor, Mia

Grade: 5
Class: G5 (Davis)
ID: TAYLORM
Teacher: Davis, J.

Mia's Current Goal

Goal: 387 SS / 14 PR (Ambitious) **Goal End Date:** 1/23/2015 **Expected Growth Rate**: 4.0 SS/Week

Mia's Progress

Program	Program Begins	Test Date	Scaled Score	Growth Rate[a] Scaled Score/Week
Daily small-group instruction	09/12/2014	09/12/2014	338	-
		09/25/2014	328	-
		10/17/2014	340	-
		11/03/2014	342	1.1
Reading intervention class	11/03/2014	11/03/2014	342	-
		11/14/2014	368	-
		11/26/2014	371	-
		12/12/2014	382	6.2
		01/09/2015	401	5.4

[a]The student's trend line and growth rate appear on the report after taking four tests.

Instructional Planning Report
for Kelsea Cheama

Printed Monday, August 11, 2014 2:11:47 PM

School: West Middle School
Class: Mrs. Trevino's class

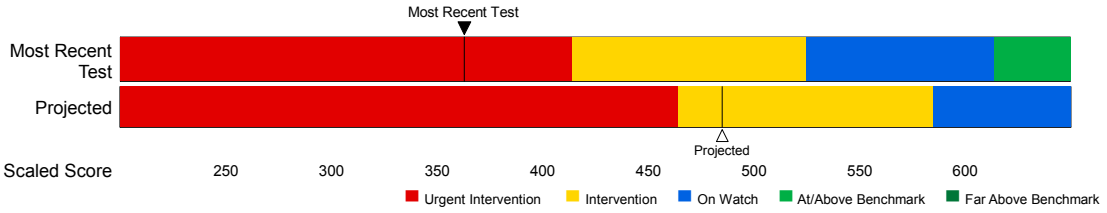
Teacher: E. Trevino
Grade: 6

STAR Reading Test Results

Current SS (Scaled Score): 363	Test Date: 08/11/2014		
IRL: 3.1	ZPD: 2.6-3.7	Lexile® Measure: 365L	Lexile® ZPD: 440L-610L
Projected SS for 07/31/15: 485	Based on research, 50% of students at this student's level will achieve this much growth.		

Kelsea's Current Performance

School Benchmark



Suggested Skills

Kelsea's STAR Reading scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progresson.

Reading: Foundational Skills

GR	
	Phonics and Word Recognition
	This score suggests Kelsea should continue to work on decoding and comprehension skills when reading text at Kelsea's reading level.
4	Read unfamiliar multisyllabic words in context using knowledge of syllabication patterns (e.g., read *success* in a contextual sentence)
4	» Accurately read unfamiliar grade-appropriate multisyllabic words in context using knowledge of all letter-sound correspondences (e.g., the *leather* coat was brown)
4	» Read unfamiliar multisyllabic words in isolation using knowledge of syllabication patterns (e.g., expert, locate)
4	» Accurately read unfamiliar grade-appropriate multisyllabic words in isolation using knowledge of all letter-sound correspondences (e.g., other, beagle)
	Fluency
	This score suggests Kelsea should work on the following to increase fluency and comprehension of texts at Kelsea's reading level.
4	» Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject, to solve a problem) and comprehend on-level texts demonstrated in a variety of ways (e.g., writing in a reading response journal, writing an answer to the question, discussing/writing about the solution)
4	» Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks
4	» Read on-level prose and poetry aloud with expression (e.g., using the meaning of the text to dictate the expression with regard to pauses, pitch, and stress)

Reading: Literature

	Key Ideas and Details
	This score suggests Kelsea should practice the following skills to improve comprehension of the key ideas and details of a literary text at Kelsea's reading level.
3	» Explain how characters' motives and actions contribute to the sequence of events

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

Class Instructional Planning Report

Printed Friday, September 12, 2014 3:15:42 PM

School: Beecher Elementary School

Reporting Period: 8/14/2014 - 9/12/2014

Class: Ms. Vega's Class

Teacher: Vega, P.

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	10	436	371-512
Group 2	5	353	318-366
Group 3	4	264	174-281

Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Group 1

Students

Leona Rasmussen, Jammar Henry, Jeanette Huffman, Samantha Cash, Joseph Perez, Randolph Harper, Judy Dean, Mark Haynes, Elias Clark, David Solomon

Reading: Foundational Skills

GR	
	Fluency
5	» Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject, to solve a problem, to answer a research question) and comprehend on-level texts demonstrated in a variety of ways (e.g., by writing or selecting an accurate summary, writing an answer to the question, writing about the solution, or discussing/drawing conclusions about the research question)
5	» Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks
5	» Read on-level prose and poetry aloud with expression (e.g., appropriate phrasing, pauses, and stresses and matching the rhythm of speech)
5	» Confirm or correct understanding of text by previewing and setting a purpose for reading, using word-attack skills, and by rereading and/or reading ahead or around as necessary

Reading: Literature

	Key Ideas and Details
5	Summarize a story, drama, or narrative poem, describing the main characters, details, and key events including conflict and resolution
5	Compare and contrast characters using specific details and describe how they interact with other characters
5	Describe plot structure and explain how key events advance the plot of a story or drama
5	» Compare and contrast key events in the plot of a story or drama (e.g., compare how a character acts when facing similar circumstances)
5	Describe the influence of the setting on the plot and characters and compare and contrast the effects of different settings
5	» Determine themes in a story, drama, or poem that are stated directly or indirectly (e.g., revealed by details in the text such as how characters respond to challenges or how a poem's speaker reflects on a topic)
5	» Cite accurate evidence from a literary text to support inferences and to explain the text's explicit meaning
5	Use textual evidence to distinguish between valid and invalid conclusions drawn in and from literary texts (e.g., note when a character makes an incorrect conclusion)
	Craft and Structure
6	Use a range of strategies to determine or clarify the precise meanings of general academic words and phrases in grade-appropriate literary texts more efficiently, including reference materials, affixes and roots, context clues such as word relationships,parts of speech, and the overall sentence or paragraph meaning

»Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

State Performance Report - Student

Kansas KSAP

Printed Wednesday, January 14, 2015 2:15:52 PM

School: Wright Elementary School

Reporting Period: 9/2/2014-6/10/2015 (School Year)

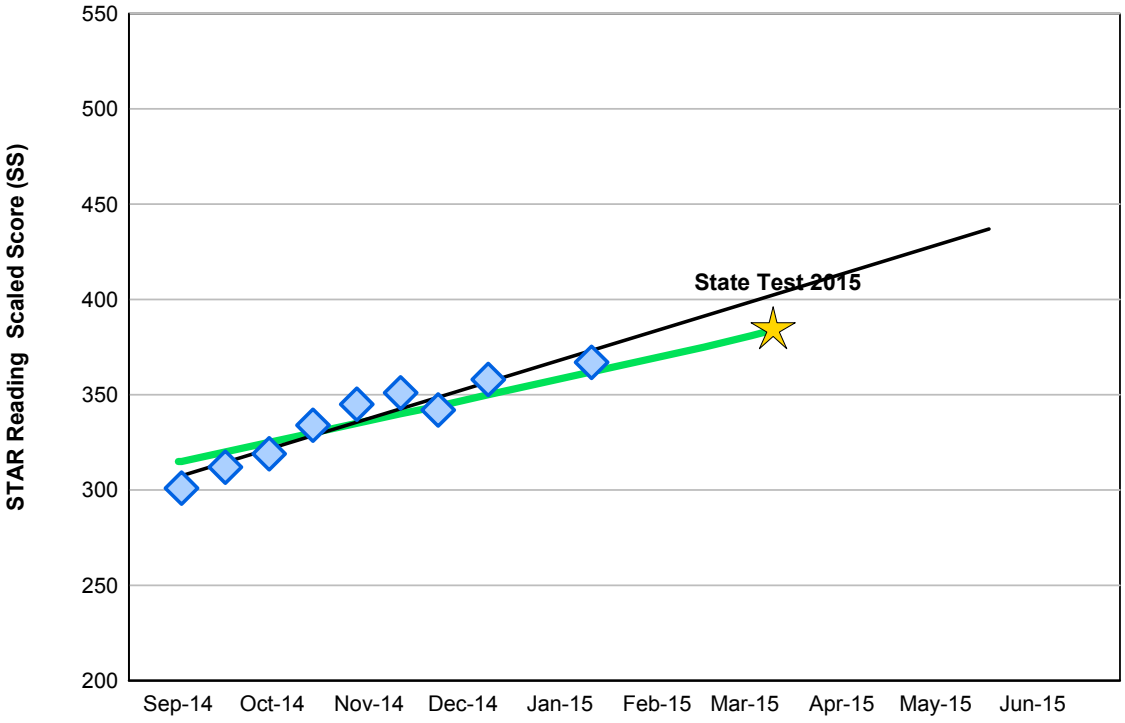
Croft, Karen

Grade: 4

ID: ●●●●●

Teacher: Currey, D.

Class: Grade 4 (Currey)



Enterprise Test

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.

State Test 2015 is the STAR Reading score (384 SS) that is approximately equivalent to the proficiency threshold (Meets Standards) on the KSAP given in the spring.

Pathway to Proficiency represents typical growth for a student who minimally achieves proficiency on the KSAP. A test score below the pathway indicates the student will need to improve at a higher than average rate to reach proficiency. A score above indicates the student is on the pathway to score at or above proficient.

Research linking STAR to the KSAP was last updated in June 2014. Changes in the state test after that date are not reflected. For guidance interpreting data when state tests change, see Interpreting Performance Reports under STAR resources.

State Performance Report - Class
Kansas KSAP

Printed Thursday January 15, 2015 3:37:19 PM

School: Wright Elementary School

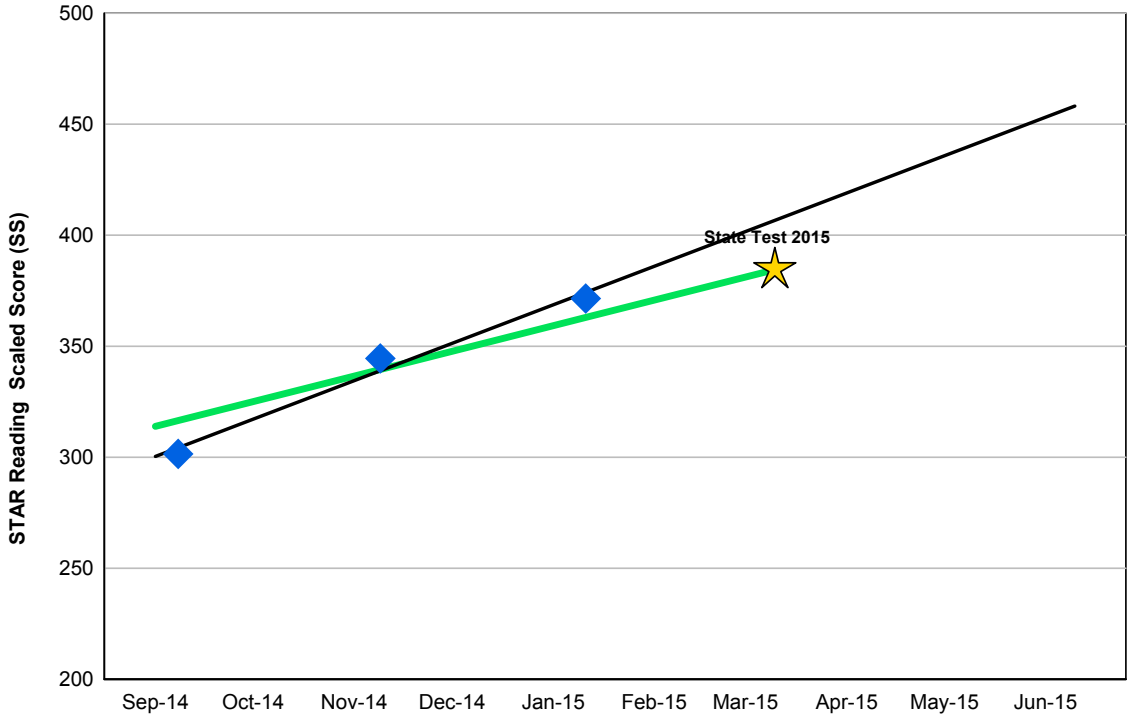
Reporting Period: 9/2/2014-6/10/2015

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Scaled Score

Class: Grade 4 (Currey)

Teacher: Currey, D.
Grade: 4

Pathway to Proficiency - Grade 4



- **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- **State Test 2015** is the STAR Reading score (384 SS) that is approximately equivalent to the proficiency threshold (Meets Standards) on the KSAP given in spring.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the KSAP. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

Research linking STAR to the KSAP was last updated in June 2014. Changes in the state test after that date are not reflected. For guidance interpreting data when state tests change, see Interpreting Performance Reports under STAR resources.

State Performance Report - Class
Kansas KSAP

Printed Thursday January 15, 2015 3:37:19 PM

School: Wright Elementary School

Reporting Period: 9/2/2014-6/10/2015

Class: Grade 4 (Currey)

Teacher: Currey, D.
Grade: 4

Average Scaled Score Summary

Test Date Range	Avg. Scaled Score	Students Tested	Below Pathway		On Pathway	
			Number	%	Number	%
01/14/2015-01/15/2015	371	15	7	47	8	53
11/11/2014-11/14/2014	344	15	8	53	7	47
09/10/2014-09/12/2014	301	15	10	67	5	33

Students Below Pathway to Proficiency

Student	Class	Teacher	Most Recent Test	Scaled Score
Maldonado,Adriana	Grade 4 (Currey)	Currey, D.	01/15/2015	273
Severson, Mary	Grade 4 (Currey)	Currey, D.	01/15/2015	282
Carmona,Antonio	Grade 4 (Currey)	Currey, D.	01/15/2015	289
Huff, Ellen	Grade 4 (Currey)	Currey, D.	01/15/2015	300
Reeves, Ruth	Grade 4 (Currey)	Currey, D.	01/15/2015	309
Castro, Lucia	Grade 4 (Currey)	Currey, D.	01/15/2015	319

Students On Pathway to Proficiency

Student	Class	Teacher	Most Recent Test	Scaled Score
Croft, Karen	Grade 4 (Currey)	Currey, D.	01/14/2015	362
Pichardo,Sergio	Grade 4 (Currey)	Currey, D.	01/15/2015	372
Townsend, Henry	Grade 4 (Currey)	Currey, D.	01/15/2015	377
Dodge, Bailey	Grade 4 (Currey)	Currey, D.	01/15/2015	397
Spence, Laura	Grade 4 (Currey)	Currey, D.	01/15/2015	412
Silva, Shannon	Grade 4 (Currey)	Currey, D.	01/14/2015	440
Holmes, Claudia	Grade 4 (Currey)	Currey, D.	01/15/2015	456
Kinney, Vicki	Grade 4 (Currey)	Currey, D.	01/15/2015	478
Newman, Phil	Grade 4 (Currey)	Currey, D.	01/15/2015	503

No Pathway Data[a]

Student	Class	Teacher
Dodge, Shonna	Grade 4 (Currey)	Currey, D.

[a]Students have not taken a test within any test date range or are in a grade without pathway data.

State Performance Report - Student

Wisconsin WKCE

Printed Friday, May 22, 2015 3:45:12 PM

School: Beecher Elementary School

Reporting Period: 9/2/2014-6/10/2015 (School Year)

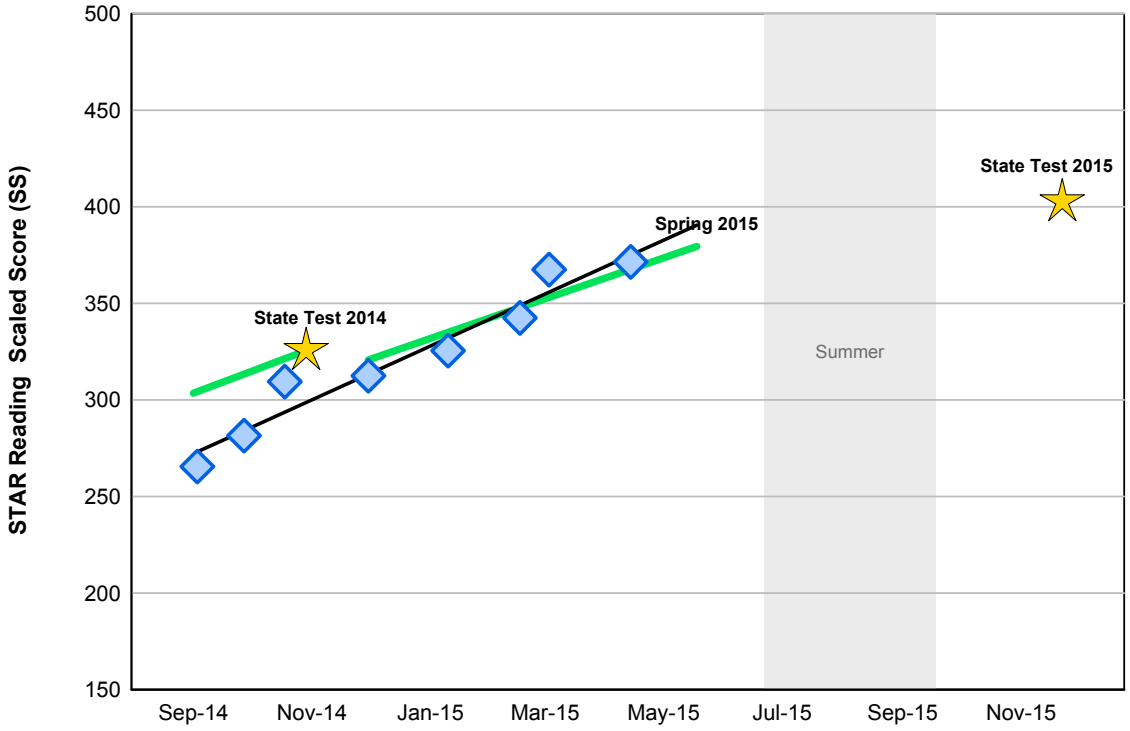
Wells, Jordan

Grade: 4

ID: ●●●●●

Teacher: Hoffman, S.

Class: Grade 4 (Hoffman)



Enterprise Test

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.

State Test 2014 is the STAR Reading score (325 SS) that is approximately equivalent to the proficiency threshold (Proficient) on the fall 2014 WKCE given in Grade 4.

State Test 2015 is the STAR Reading score (402 SS) that is approximately equivalent to the proficiency threshold (Proficient) on the fall 2015 WKCE given in Grade 5.

Pathway to Proficiency represents typical growth for a student who minimally achieves proficiency on the WKCE. A test score below the pathway indicates the student will need to improve at a higher than average rate to reach proficiency. A score above indicates the student is on the pathway to score at or above proficient.

The pathway to the State Test 2014 shows typical growth for a Grade 4 student who minimally achieves proficiency (Proficient) on this assessment. The second pathway shows typical growth through Spring 2015 in anticipation of the state test in 2015. Use this pathway to monitor student progress toward proficiency on next year's WKCE.

Proficiency thresholds and pathways are established using typical student growth during the current year, summer, and early school year prior to the state assessment.

Research linking STAR to the WKCE was last updated in May 2012. Changes in the state test after that date are not reflected. For guidance interpreting data when state tests change, see Interpreting Performance Reports under STAR resources.

State Performance Report - Class
Wisconsin WKCE

Printed Monday April 20, 2015 3:37:19 PM

School: Beecher Elementary School

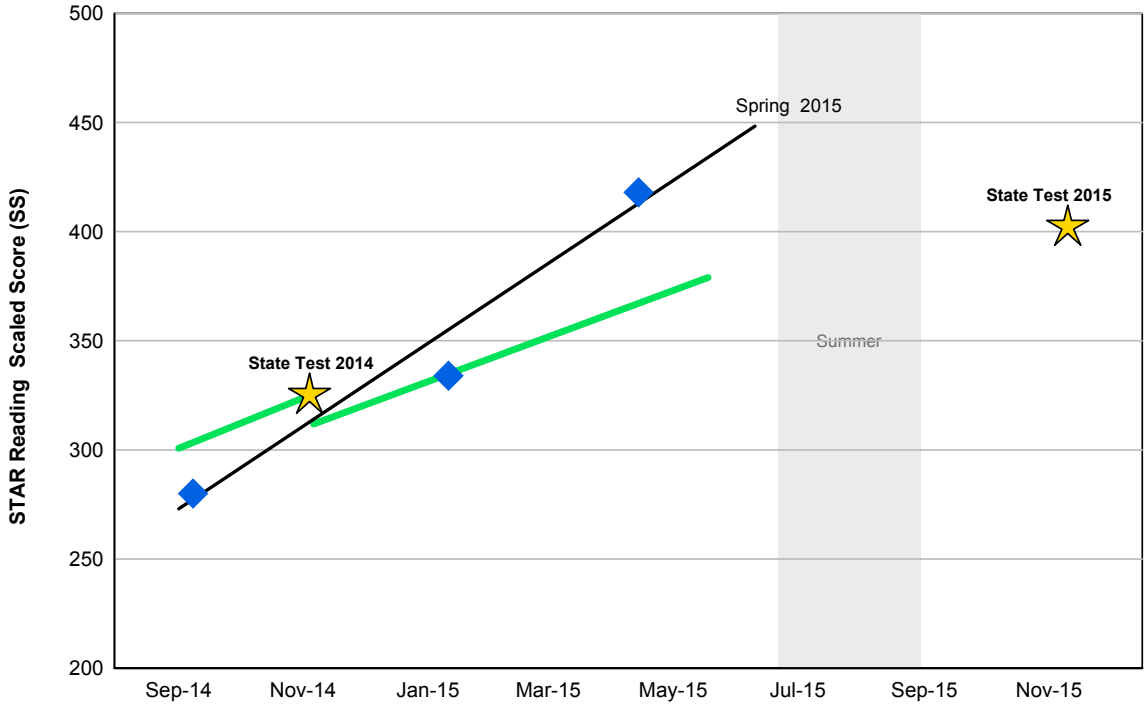
Reporting Period: 9/2/2014-6/10/2015

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Scaled Score

Class: Grade 4 (Hoffman)

Teacher: Hoffman, S.
Grade: 4

Pathway to Proficiency - Grade 4



- **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- **State Test 2014** is the STAR Reading score (325 SS) that is approximately equivalent to the proficiency threshold (Proficient) on the fall 2014 WKCE given in Grade 4.
- **State Test 2015** is the STAR Reading score (402 SS) that is approximately equivalent to the proficiency threshold (Proficient) on the fall 2015 WKCE given in Grade 5.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the WKCE. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

  The pathway to the State Test 2014 shows typical growth for Grade 4 students who minimally achieve proficiency (Proficient) on this assessment. The second pathway shows typical growth through spring 2015 in anticipatipation of the state test in fall 2015. Use this pathway to monitor student progress toward proficiency on next year's WKCE.

  Proficiency thresholds and pathways are established using typical student growth during the current year, summer, and early school year prior to the state assessment.

Research linking STAR to the WKCE was last updated in May 2012. Changes in the state test after that date are not reflected. For guidance interpreting data when state tests change, see Interpreting Performance Reports under STAR resources.

State Performance Report - Class
Wisconsin WKCE
Printed Monday April 20, 2015 3:37:19 PM

School: Beecher Elementary School

Reporting Period: 9/2/2014-6/10/2015

Class: Grade 4 (Hoffman)
Teacher: Hoffman, S.
Grade: 4

Average Scaled Score Summary

Test Date Range	Avg. Scaled Score	Students Tested	Below Pathway		On Pathway	
			Number	%	Number	%
04/14/2015-04/16/2015	418	15	5	33	10	67
01/14/2015-01/15/2015	334	15	6	40	9	60
09/10/2014-09/12/2014	280	15	7	47	8	53

Students Below Pathway to Proficiency

Student	Class	Teacher	Most Recent Test	Scaled Score
Torrez,Marco	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	211
Frank, Dale	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	231
Barber, Cody	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	273
Garcia, Vivian	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	273
Battle, Jason	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	345

Students On Pathway to Proficiency

Student	Class	Teacher	Most Recent Test	Scaled Score
Wells, Jordan	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	371
Blackwell, Audrey	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	378
Brewer, Charlotte	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	386
Langley, Eric	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	395
Lane, Adrienne	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	474
Morse, Alan	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	506
Sisneros,Maritza	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	562
Mcbride, Brandon	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	589
Simmons, Brittany	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	602
Poole, Lisa	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	667

No Pathway Data[a]

Student	Class	Teacher
Myer, Madeline	Grade 4 (Hoffman)	Hoffman, S.

[a]Students have not taken a test within any test date range or are in a grade without pathway data.

STAR Reading™ Performance Report
Arizona AIMS

Printed Tuesday, January 13, 2015 8:19:05 AM

District: Union School District

Last Consolidated: 1/13/2015 12:01:00 AM
Reporting Period: 09/02/2014-04/17/2015 (Outlook RP)

Grade: 4

	Student Performance Outlook On the April, 2015 AIMS								STAR Reading Participation (09/02/2014-04/17/2015)			
	Less Than Proficient				Proficient							
	Far Below Standard		Approaches Standard		Meets Standard		Exceeds Standard		Tested		Not Tested	
Demographic	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Gender												
Female	12	24	13	26	15	30	10	20	50	93	4	7
Male	12	23	14	27	16	31	10	19	52	93	4	7
Unspecified	0	0	0	0	0	0	0	0	0	0	0	0
Ethnicity												
American Indian or Alaskan Native	2	67	0	0	1	33	0	0	3	75	1	25
Asian or Pacific Islander	3	21	4	29	6	43	1	7	14	88	2	13
Black	5	28	6	33	5	28	2	11	18	90	2	10
Hispanic	8	26	9	29	8	26	6	19	31	89	4	11
White	6	18	8	24	10	29	10	29	34	94	2	6
Unspecified	0	0	0	0	1	50	1	50	2	100	0	0
Other Characteristics												
Americans With Disabilities (ADA)	2	50	1	25	1	25	0	0	4	100	0	0
At-Risk Students	5	45	6	55	0	0	0	0	11	100	0	0
Bilingual Education	3	50	3	50	0	0	0	0	6	100	0	0
English as a Second Language (ESL)	7	54	5	38	1	8	0	0	13	65	7	35
Free Lunch	12	44	8	30	3	11	4	15	27	90	3	10
Gifted/Talented	0	0	0	0	2	18	9	82	11	100	0	0
Learning Disabled	5	83	1	17	0	0	0	0	6	100	0	0
Limited English Proficiency (LEP)	9	82	2	18	0	0	0	0	11	100	0	0
Migrant	2	40	3	60	0	0	0	0	5	100	0	0
Physically Disabled	11	48	4	17	5	22	3	13	23	100	0	0

Renaissance Place™

STAR Reading™ Performance Report - District

Colorado CSAP

Printed Friday, January 16, 2015 8:19:05 AM

District: Union School District

Last Consolidated: January 15, 2015 11:23 PM
Reporting Period: 8/1/2014-3/24/2015 (Outlook RP)

Oakwood Elementary School

	Student Performance Outlook on the March 2015 CSAP								STAR Reading Participation 8/1/2014 - 3/24/2015			
	Less Than Proficient				Proficient							
	Unsatisfactory		Partially Proficient		Proficient		Advanced		Tested		Not Tested	
Grade	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
3	31	21	35	24	41	28	40	27	147	94	9	6
4	24	24	27	26	31	30	20	20	102	93	8	7
5	26	24	28	25	30	27	26	24	110	92	10	8
Summary	81	23	90	25	102	28	86	24	359	93	27	7

Pine Hill Middle School

	Student Performance Outlook on the March 2015 CSAP								STAR Reading Participation 8/1/2014 - 3/24/2015			
	Less Than Proficient				Proficient							
	Unsatisfactory		Partially Proficient		Proficient		Advanced		Tested		Not Tested	
Grade	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
6	36	15	86	36	74	31	43	18	239	97	7	3
7	32	14	71	30	70	30	61	26	234	95	12	5
8	34	15	77	33	61	26	62	26	234	94	14	6
Summary	102	14	234	33	205	29	166	23	707	96	33	4

The Student Performance Outlook is based on research that links STAR tests to the TCAP. Our data was last updated in November 2013. Changes in the state test after that date are not reflected. For guidance interpreting data when the state test changes, see Interpreting Performance Reports under STAR resources.

Only data from schools using the Enterprise model is included.

State Standards Report - Student

Common Core State Standards

Printed Wednesday, January 14, 2015 4:13:22 PM

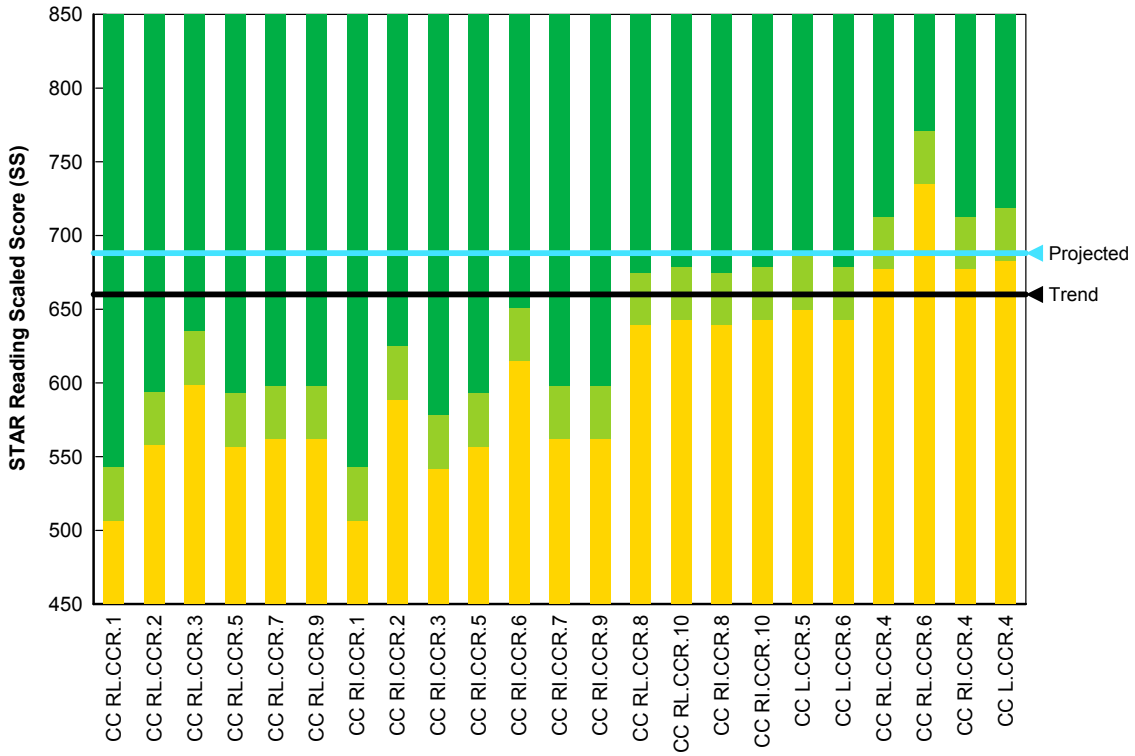
School: Pine Hill Middle School

Major, Jasmine

ID: JMAJOR
Grade: 7

Class: 4th Hour English
Teacher: Jones, K.

Estimated Mastery



How STAR Reading Estimates Mastery of State Standards

STAR Reading provides an estimate of the student's mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. Monitor students in this range to confirm their understanding of the standard.

Est. Mastery Levels for Standards in Grade 7

Above Est. Mastery Range Est. Mastery Range Below Est. Mastery Range

STAR Reading Test Results

Current Test SS: 643 PR: 40 GE: 6.3
Date: 1/14/2015

Trend: Use the trend score, which is based on all test scores, to estimate mastery of state standards

Projected SS: 688
Date: 6/10/2015

Based on research, 50% of students at this student's level will achieve this much growth.

State Standards Report - Class
Texas TEKS

Printed Friday, September 5, 2014 4:12:12 PM

School: Pine Hill Middle School

Reporting Period: 9/2/2014-9/5/2014

How STAR Reading Estimates Mastery of State Standards

STAR Reading provides an estimate of the students' mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. Monitor students in this range to confirm their understanding of the standard.

Group: Grade 7 Reading

Teacher: Jones, K.

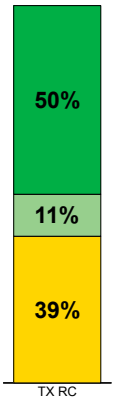
Grade: 7

110.19. Seventh Grade: Texas, English Language Arts and Reading, 2008, 110.19. Seventh Grade, Essential Knowledge and Skills, Texas Education Agency

TX RC

*Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

Students Grouped By Estimated Mastery



Above	Within Range	Below
9 of 18 Students	2 of 18 Students	7 of 18 Students
Rice, Heather	Major, Jasmine	▶Kahl, Robert
Curtis, Jason	Atkinson, Rebecca	▶Hanneman, David
Lao, Jose		▶Bussey, Walter
Johnson, Tim		▶Farrens, Cathy
Waldenmaier, Dean		▶Okada, Casey
Reyes, Christina		▶Locke, Kimberly
Mackowski, Gregory		
Frisch, Dena		

▶Student's STAR score suggests they may need additional help to reach the Estimated Mastery Range by 6/10/2015.

State Standards Report - District

Texas TEKS

Printed Friday, September 5, 2014 3:12:32 PM

District: Union School District

Reporting Period: 9/2/2014-9/5/2014

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: School
List By: Teacher
Sort By: Rank

How STAR Reading Estimates Mastery of State Standards

STAR Reading provides an estimate of the students' mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. The percentage of students who score in or above this range indicates overall progress toward standards mastery.

Current - Shows progress on tests taken between 9/2/2014 - 9/5/2014

Projected - Shows likely progress by 6/10/2015. Based on research, 50% of students will achieve this much growth.

Grade: 7

Grade 7: Texas, English Language Arts and Reading, 2008, 110.19. Seventh Grade, Essential Knowledge and Skills, Texas Education Agency

TX RC

*Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

% of Students In or Above the Estimated Mastery Range

School/Teacher	Current		Projected (6/10/2015)	
Pine Hill Middle School	72%	72 / 100	72%	72 / 100
Taylor, L.	75%	30 / 40	75%	30 / 40
Olson, B.	74%	31 / 42	74%	31 / 42
Jones, K.	61%	11 / 18	61%	11 / 18

TX 1

Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

% of Students In or Above the Estimated Mastery Range

School/Teacher	Current		Projected (6/10/2015)	
Pine Hill Middle School	72%	72 / 100	73%	73 / 100
Taylor, L.	75%	30 / 40	78%	31 / 40
Olson, B.	74%	31 / 42	74%	31 / 42
Jones, K.	61%	11 / 18	61%	11 / 18

TX 2

*Students understand new vocabulary and use it when reading and writing.

% of Students In or Above the Estimated Mastery Range

School/Teacher	Current	Projected (6/10/2015)

STAR™ Reading

Growth Report

Printed Thursday, May 14, 2015 3:15:02 PM

School: Lincoln Middle School

Pretest: SGP Fall window (8/1 - 11/30)
Posttest: SGP Spring window (4/1 - 7/31)

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Last Name

Class: English G7

Growth Target: 40 SGP

Student	Class	Teacher	Grade	SGP Fall-Spr	Test Date	SS	GE	PR	NCE	IRL	EORF[a]
Bailey, Katrina	English G7	Westby, Adam	7	49	9/10/2014	980	9.2	73	62.9	8.5	
					5/7/2015	1015	9.4	66	58.7	8.9	
					Change	+35	+0.2	-7	-4.2	+0.4	
Douglas, Miranda	English G7	Westby, Adam	7	72	9/10/2014	466	4.1	11	24.2	3.8	
					5/7/2015	589	5.6	21	33.0	4.7	
					Change	+123	+1.5	+10	+8.8	+0.9	
Jackson, Perry	English G7	Westby, Adam	7	81	9/10/2014	501	4.6	15	28.2	4.1	
					5/7/2015	674	6.2	31	39.6	5.6	
					Change	+173	+1.6	+16	+11.4	+1.5	
Mccormick, Stewart	English G7	Westby, Adam	7	55	9/10/2014	635	5.9	34	41.3	5.2	
					5/7/2015	726	6.5	37	43.0	6.0	
					Change	+91	+0.6	+3	+1.7	+0.8	
Petersen, Rayette[c]	English G7	Westby, Adam	7	-	11/24/2014	744	7.2	45	47.4	6.0	
					5/7/2015	806	7.3	44	46.8	6.3	
					Change	+62	+0.1	-1	-0.6	+0.3	
Soto, Samuel	English G7	Westby, Adam	7	62	9/10/2014	737	6.6	47	48.4	6.0	
					5/7/2015	865	7.9	50	50.0	6.5	
					Change	+128	+1.3	+3	+1.6	+0.5	
Stevens, Sean	English G7	Westby, Adam	7	49	9/10/2014	833	7.5	56	53.2	6.4	
					5/7/2015	899	8.2	54	52.1	6.7	
					Change	+66	+0.7	-2	-1.1	+0.3	

[a]Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.
[c]Student Growth Percentile (SGP) cannot be calculated. For more information, click on Learn More.

Growth Report

Printed Friday, January 16, 2015 9:31:51 AM

School: Oakwood Elementary School

Pretest: SGP Fall window (8/1 - 11/30)
Posttest: SGP Winter window (12/1 - 3/31)

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Teacher

Summary

Teacher	Selection	Grade	SGP Fall-Win (18 of 18 Students) Median	Test Date	Average Scores (18 Students) SS	GE	PR	NCE	IRL	EORF[a]
Boyd, Mark	All Classes	3	40	Pretest	310	2.6	40	44.7	2.5	73
				Posttest	356	3.0	41	45.2	2.9	83
				Change	+46	+0.4	+1	+0.5	+0.4	+10

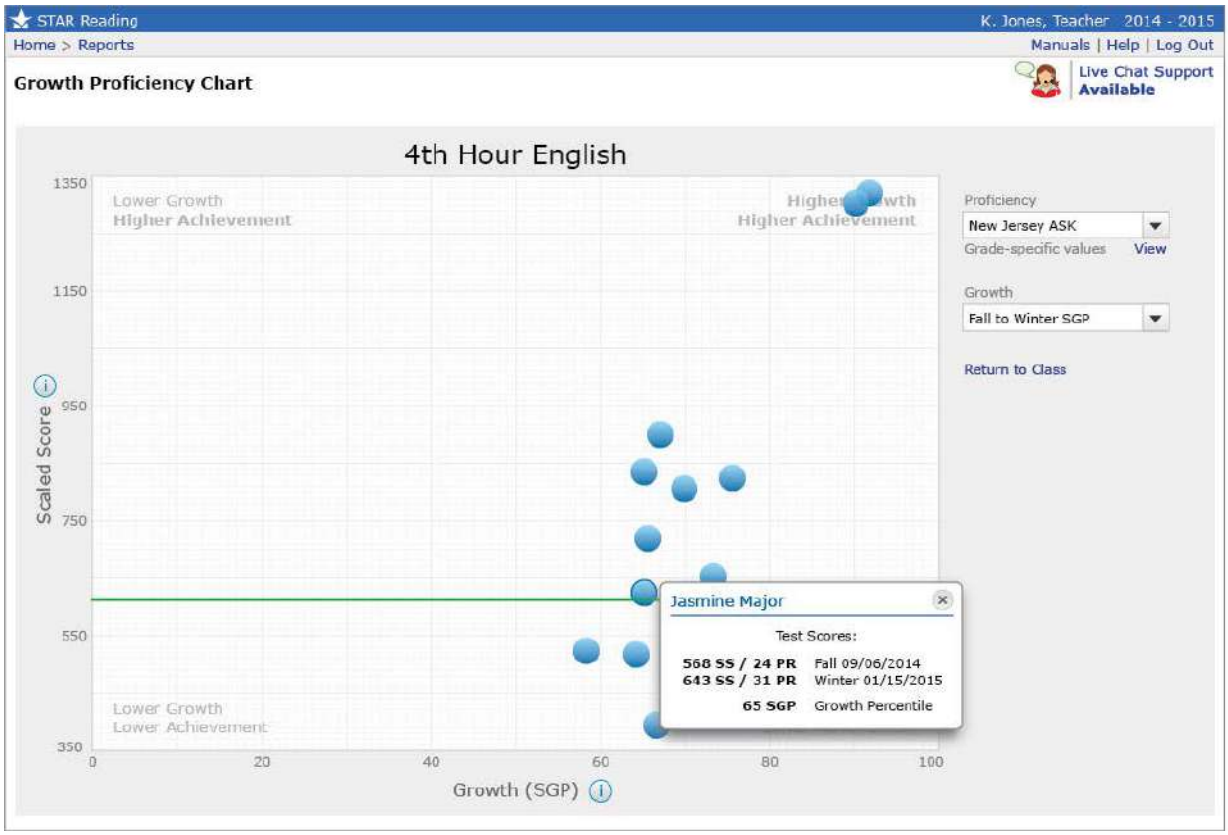
Summary

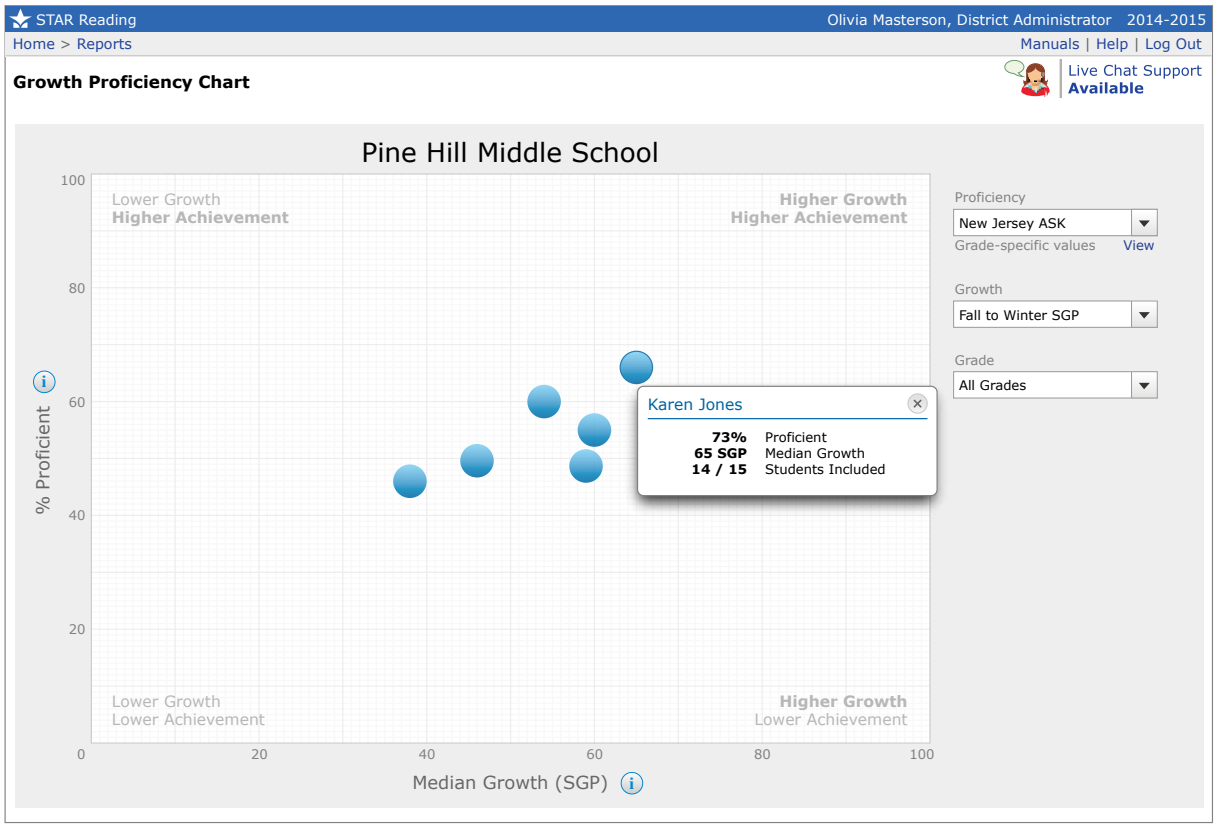
Teacher	Selection	Grade	SGP Fall-Win (18 of 18 Students) Median	Test Date	Average Scores (18 Students) SS	GE	PR	NCE	IRL	EORF[a]
Ellis, Anne	All Classes	3	33	Pretest	302	2.5	37	43.0	3.3	71
				Posttest	337	2.8	36	42.5	3.5	79
				Change	+35	+0.3	-1	-0.5	+0.2	+8

Summary

Teacher	Selection	Grade	SGP Fall-Win (15 of 15 Students) Median	Test Date	Average Scores (12 Students) SS	GE	PR	NCE	IRL	EORF[a]
Fox, Susan	All Classes	4	55	Pretest	424	3.6	39	44.2	3.5	97
				Posttest	496	4.9	48	48.8	4.0	112
				Change	+72	+1.3	+9	+4.6	+0.5	+15

[a]Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.


STAR Reading
K. Jones, Teacher 2014 - 2015
Home > Reports
Manuals | Help | Log Out
Growth Proficiency Chart
Live Chat Support Available
4th Hour English
Lower Growth
Higher Achievement
Higher Growth
Higher Achievement
Lower Growth
Lower Achievement
Scaled Score
1350
1150
950
750
550
350
0
20
40
60
80
100
Growth (SGP)
Jasmine Major
Test Scores:
568 SS / 24 PR Fall 09/06/2014
643 SS / 31 PR Winter 01/15/2015
65 SGP Growth Percentile
Proficiency
New Jersey ASK
Grade-specific values View
Growth
Fall to Winter SGP
Return to Class


STAR Reading
Olivia Masterson, District Administrator 2014-2015
Home > Reports
Manuals | Help | Log Out
Growth Proficiency Chart
Live Chat Support
Available
Pine Hill Middle School
Lower Growth
Higher Achievement
Higher Growth
Higher Achievement
Lower Growth
Lower Achievement
Higher Growth
Lower Achievement
% Proficient
Median Growth (SGP)
Karen Jones
73% Proficient
65 SGP Median Growth
14 / 15 Students Included
Proficiency
New Jersey ASK
Grade-specific values View
Growth
Fall to Winter SGP
Grade
All Grades

Annual Progress Report

Printed Wednesday, June 3, 2015 4:39:12 PM 3:14:25 PM

School: Renaissance Enterprise School

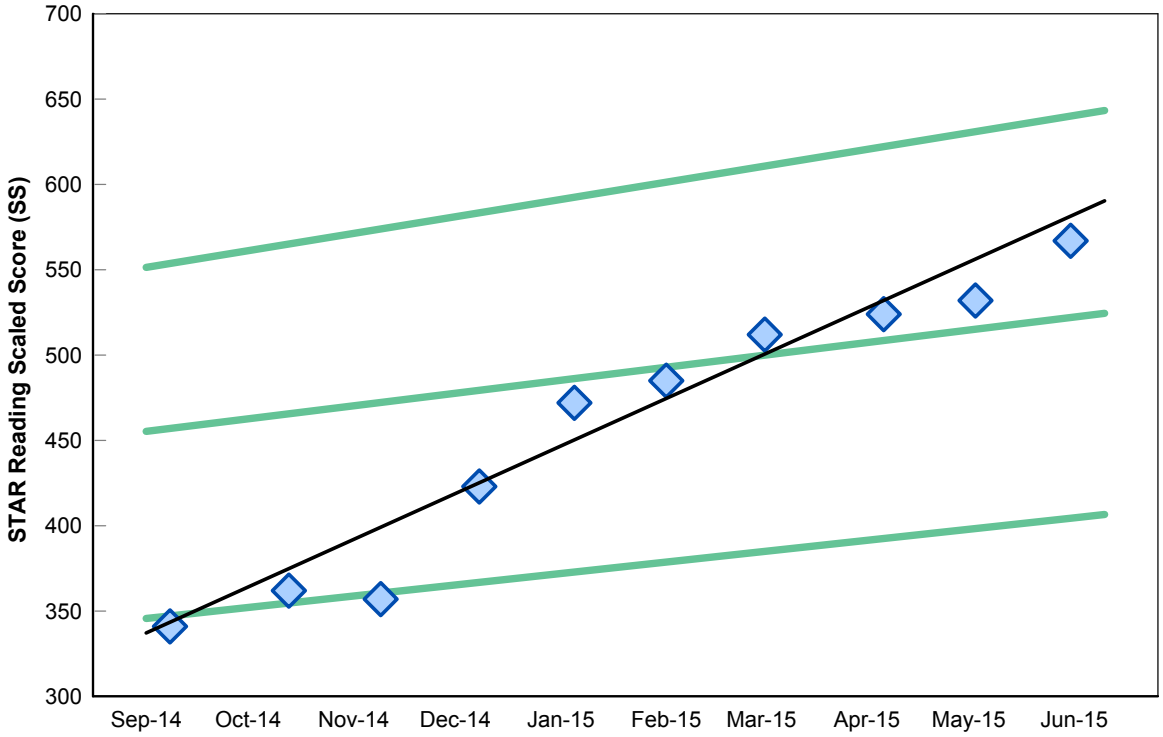
Reporting Periods: 9/2/2014 - 6/12/2015

Report Options
Group By: Student
Comparison: National Norm Reference

Reese, Anya M.

Grade: 4
ID: R89342

Class: HR101 Beeman
Teacher: Beeman, Alice



Enterprise Test

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.

PR lines represent the 25, 50, and 75 percentile ranks (PR) for this grade

Test	Test Date	SS	GE	PR	PR Range	NCE	IRL	ZPD
1	09/11/2014	341	2.8	24	15-29	35.1	2.9	2.5-3.5
2	10/16/2014	362	3.1	27	18-37	37.0	3.1	2.6-3.7
3	11/12/2014	357	3.1	26	21-31	36.4	3.0	2.6-3.7
4	12/11/2014	423	3.7	38	31-44	43.6	3.5	2.9-4.2
5	01/08/2015	472	4.3	49	44-54	49.5	3.9	3.1-4.8
6	02/04/2015	485	4.5	50	42-57	50.1	4.0	3.2-5.0
7	03/05/2015	512	4.7	53	47-59	51.5	4.2	3.3-5.2
8	04/09/2015	524	4.9	50	44-55	50.0	4.4	3.4-5.3
9	05/06/2015	532	5.0	51	43-61	50.4	4.4	3.4-5.4
10	06/03/2015	567	5.3	52	42-62	51.0	4.7	3.6-5.6

STAR Reading | Olivia Masterson, District Administrator 2014 - 2015

Home > ... Longitudinal | Manuals | Help | Log Out

Longitudinal Report

After changing your viewing options, click Update to refresh the data

School	East Elementary School
Grade	All Grades — Or Select Multiple Grades
Method	○ Cross Sectional *(Same grade year to year - ex: G3, G3, G3)* ◉ Growth *(Same students over multiple years - ex: G1, G2, G3)* ☐ Only include students who tested in all timeframes
Timeframe	Last 3 years — Apr 15 - Jun 15 (Spring)
	Update

Done | Print

East Elementary School - Growth

Grade	School Year Apr 15 - Jun 15 (Spring)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2014 - 2015 Grade 1		123	43% 53	31% 38	20% 24	7% 8
	--						
	--						
Grade 2	2014 - 2015 Grade 2		111	52% 58	23% 25	20% 22	5% 6
	2013 - 2014 Grade 1		111	48% 53	27% 30	19% 21	6% 7
	--						
Grade 3	2014 - 2015 Grade 3		101	58% 59	25% 25	11% 11	6% 6
	2013 - 2014 Grade 2		101	55% 56	22% 22	16% 16	7% 7
	2012 - 2013 Grade 1		101	54% 55	18% 18	21% 21	7% 7
Grade 4	2014 - 2015 Grade 4		102	57% 58	29% 30	10% 10	4% 4
	2013 - 2014 Grade 3		102	56% 57	27% 28	12% 12	5% 5
	2012 - 2013 Grade 2		102	53% 54	27% 28	14% 14	6% 6
Grade 5	2014 - 2015 Grade 5		95	60% 57	22% 21	15% 14	3% 3
	2013 - 2014 Grade 4		95	58% 55	24% 23	14% 13	4% 4
	2012 - 2013 Grade 3		95	54% 51	24% 23	18% 17	4% 4

Done | Print

STAR Reading — Olivia Masterson, District Administrator 2014 - 2015

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Longitudinal Report

After changing your viewing options, click Update to refresh the data

School	East Elementary School
Grade	All Grades — Or Select Multiple Grades
Method	(•) Cross Sectional *(Same grade year to year - ex: G3, G3, G3)* ( ) Growth *(Same students over multiple years - ex: G1, G2, G3)* ☐ Only include students who tested in all timeframes
Timeframe	Last 3 years — Apr 15 - Jun 15 (Spring)

Update

Done | Print

East Elementary School - Cross Sectional

Grade	School Year Apr 15 - Jun 15 (Spring)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2014 - 2015 Grade 1		1107	57% 630	22% 246	14% 154	7% 77
	2013 - 2014 Grade 1		1117	60% 670	22% 247	11% 122	7% 78
	2012 - 2013 Grade 1		1078	55% 592	23% 250	15% 161	7% 75
Grade 2	2014 - 2015 Grade 2		1104	62% 684	19% 211	16% 176	3% 33
	2013 - 2014 Grade 2		1120	60% 672	22% 247	13% 145	5% 56
	2012 - 2013 Grade 2		1124	64% 719	18% 204	15% 168	3% 33
Grade 3	2014 - 2015 Grade 3		1098	60% 658	18% 200	15% 164	7% 76
	2013 - 2014 Grade 3		1144	55% 629	29% 333	11% 125	5% 57
	2012 - 2013 Grade 3		1140	59% 672	21% 241	14% 159	6% 68
Grade 4	2014 - 2015 Grade 4		1112	48% 533	28% 313	13% 144	11% 122
	2013 - 2014 Grade 4		1069	47% 502	32% 344	13% 138	8% 85
	2012 - 2013 Grade 4		1141	53% 604	23% 265	12% 136	12% 136
Grade 5	2014 - 2015 Grade 5		1078	60% 646	25% 271	12% 129	3% 32
	2013 - 2014 Grade 5		1122	54% 605	23% 260	14% 157	9% 100
	2012 - 2013 Grade 5		1106	58% 641	22% 245	13% 143	7% 77

Done | Print

Examples of STAR Math Reports and Software Pages

Student Diagnostic Report A56
Summary Report A58

Universal Screening

Screening Report (Fall) A59
Screening Report (Winter) A61
Screening Report (Spring) A62

Parent Communication

Parent Report (English) A63
Parent Report (Spanish) A64

Progress Monitoring

Manage Goals Page A65
Student Progress Monitoring Report A66

Instructional Planning

Instructional Planning Report–Student A70
Instructional Planning Report–Class A71

State Performance

State Performance Report–Student (Spring Test) A72
State Performance Report–Class (Spring Test) A73
State Performance Report–Student (Fall Test) A75
State Performance Report–Class (Fall Test) A76
State Performance Report–District A78

State Standards

State Standards Report–Student A79
State Standards Report–Class A81
State Standards Report–District A82

Growth

Growth Report (Class) A83
Growth Report (School) A84
Growth Proficiency Chart (Class) A85
Growth Proficiency Chart (School) A86
Annual Progress Report A87
Longitudinal Report (Growth) A88
Longitudinal Report (Cross-Sectional) A89

Student Diagnostic Report
Enterprise Test

Printed Friday September 5, 2014 3:11:35 PM

School: Oakwood Elementary School

Test Date: 09/05/2014
Test Time: 17 minutes 12 seconds

Stone, Lisa

ID: LSTONE
Grade: 4

Teacher: Mrs. S. Fox
Class: Mrs. Fox's Class

District Benchmarks - Grade 4

Urgent Intervention ■ Intervention ■ On Watch ■ At/Above Benchmark

STAR Math Scores	
SS: 602 (Scaled Score) ■ At/Above Benchmark	Lisa's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 55 (Percentile Rank)	Lisa scored greater than 55% of students nationally in the same grade.
GE: 4.0 (Grade Equivalent)	Lisa's test performance is comparable to that of an average fourth grader at the beginning of the school year.
Domain Scores	
Pre-Kindergarten–8 Operations and Algebraic Thinking: 39 Number and Operations in Base Ten: 66 Measurement and Data: 30 Geometry: 54 Number and Operations — Fractions: 23	Domain scores, ranging from 0-100, estimate Lisa's percent of mastery on skills in each domain at a fourth grade level.
Algebra Readiness	
Lisa is not yet meeting grade level expectations for algebra readiness.	
Math Recommendation	
Accerated Math™ Library: Grade 4	If you are using the Accelerated Math management software system with Lisa, assign the Grade 4 library. This library should provide a good match for her abilities.

Student Diagnostic Report
Enterprise Test

Printed Friday September 5, 2014 3:11:35 PM

School: Oakwood Elementary School

Test Date: 09/05/2014
Test Time: 17 minutes 12 seconds

Stone, Lisa

ID: LSTONE
Grade: 4

Teacher: Mrs. S. Fox
Class: Mrs. Fox's Class

Skill Details

Skill Area scores, ranging from 0-100, indicate Lisa's expected percent of mastery of skills in each skill area at this grade level. Use Core Progress learning progressions to find instructional resources.

Pre-Kindergarten–8

Operations and Algebraic Thinking	Domain Score: 39
Score	
55	**Algebraic Thinking**
38	**Whole Numbers: Multiplication and Division**

Number and Operations in Base Ten	Domain Score: 66
Score	
61	**Whole Numbers: Place Value**
75	**Whole Numbers: Counting, Comparing, and Ordering**
36	**Whole Numbers: Addition and Subtraction**
38	**Whole Numbers: Multiplication and Division**

Measurement and Data	Domain Score: 30
Score	
21	**Measurement**
84	**Data Representation and Analysis**
28	**Perimeter, Circumference, and Area**
32	**Angles, Segments, and Lines**

Geometry	Domain Score: 54
Score	
46	**Geometry: Two-Dimensional Shapes and Attributes**
97	**Congruence and Similarity**

Number and Operations — Fractions	Domain Score: 23
Score	
23	**Fraction Concepts and Operations**

Summary Report

Printed Monday, September 15, 2014 3:40:06 PM

School: Oakwood Elementary School

Reporting Period: 09/02/2014 - 09/15/2014
(1st Quarter)

Class: Math 4A

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE
Theiss, Kimberly	Mrs. Fox's Class	Fox, Susan	09/09/2014	1	4.03	782	7.4	98	93.3
O'Neil, Sarah	Mrs. Fox's Class	Fox, Susan	09/08/2014	2	4.02	687	5.2	83	70.1
Richmond, Angela	Mrs. Fox's Class	Fox, Susan	09/08/2014	3	4.02	660	4.7	71	61.7
Halden, Susan	Mrs. Fox's Class	Fox, Susan	09/08/2014	4	4.02	657	4.7	70	61.0
Anderson, Marcus	Mrs. Fox's Class	Fox, Susan	09/08/2014	5	4.02	639	4.4	62	56.4
Chang, Michelle	Mrs. Fox's Class	Fox, Susan	09/08/2014	6	4.02	613	3.9	49	49.5
Stone, Lisa	Mrs. Fox's Class	Fox, Susan	09/08/2014	7	4.02	602	3.7	44	46.8
Delacruz, Benito	Mrs. Fox's Class	Fox, Susan	09/09/2014	8	4.03	574	3.4	32	40.1
Bell, Timothy	Mrs. Fox's Class	Fox, Susan	09/08/2014	9	4.02	563	3.3	29	38.3
Bollig, Brandon	Mrs. Fox's Class	Fox, Susan	09/08/2014	10	4.02	537	3.0	20	32.3
Santos, Juan	Mrs. Fox's Class	Fox, Susan	09/09/2014	11	4.03	519	2.8	16	29.1
Riccio, Sara	Mrs. Fox's Class	Fox, Susan	09/09/2014	12	4.03	506	2.7	13	26.3
Unger, Jerry	Mrs. Fox's Class	Fox, Susan	09/09/2014	13	4.03	448	2.2	4	13.1
Mailloux, Louis	Mrs. Fox's Class	Fox, Susan	09/09/2014	14	4.03	429	2.0	3	10.4
Aschenbrenner, Chris	Mrs. Fox's Class	Fox, Susan	09/09/2014	15	4.03	403	1.8	2	6.7
Average					4.02	575	3.4	32	40.1

PR Distribution Summary

Percentile	Students	Percent
Below 25th	6	40.0
25th to 49th	4	26.7
50th to 74th	3	20.0
75th & Above	2	13.3
Number of Students: 15		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	6.7
2.0 - 2.9	4	26.7
3.0 - 3.9	5	33.3
4.0 - 4.9	3	20.0
5.0 - 5.9	1	6.7
6.0 - 6.9	0	0.0
7.0 - 7.9	1	6.7
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0

Screening Report
District Benchmark

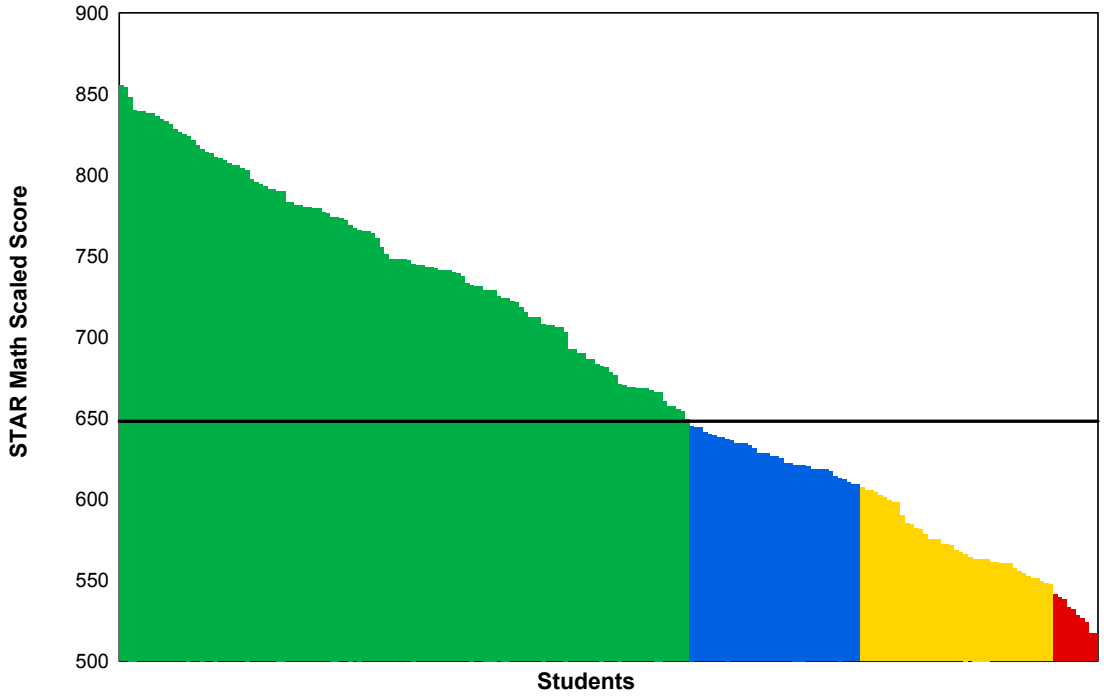
Printed Wednesday, September 17, 2014 3:52:12 PM

School: Lake View School

Reporting Period: 9/15/2014 - 9/17/2014
(Fall Screening)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 5



Categories / Levels	Benchmark Scaled Score	Benchmark Percentile Rank	Students Number	Students Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 648 SS	At/Above 40 PR	127	58%
Category Total			127	58%
Below Benchmark				
On Watch	Below 648 SS	Below 40 PR	38	17%
Intervention	Below 608 SS	Below 25 PR	43	20%
Urgent Intervention	Below 544 SS	Below 10 PR	10	5%
Category Total			91	42%
Students Tested			218	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Screening Report
District Benchmark

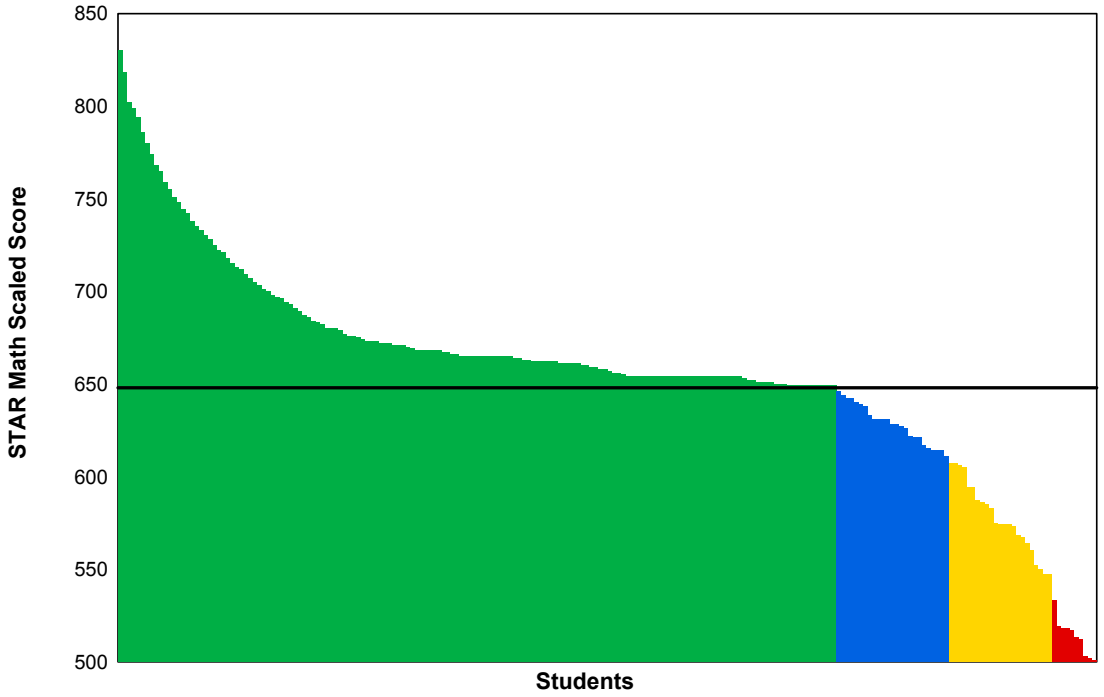
Printed Wednesday, September 17, 2014 3:52:12 PM

School: Lake View School

Reporting Period: 9/15/2014 - 9/17/2014
(Fall Screening)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 5



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 648 SS	At/Above 40 PR	160	73%
Category Total			160	73%
Below Benchmark				
On Watch	Below 648 SS	Below 40 PR	25	11%
Intervention	Below 608 SS	Below 25 PR	23	11%
Urgent Intervention	Below 544 SS	Below 10 PR	10	5%
Category Total			58	27%
Students Tested			218	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

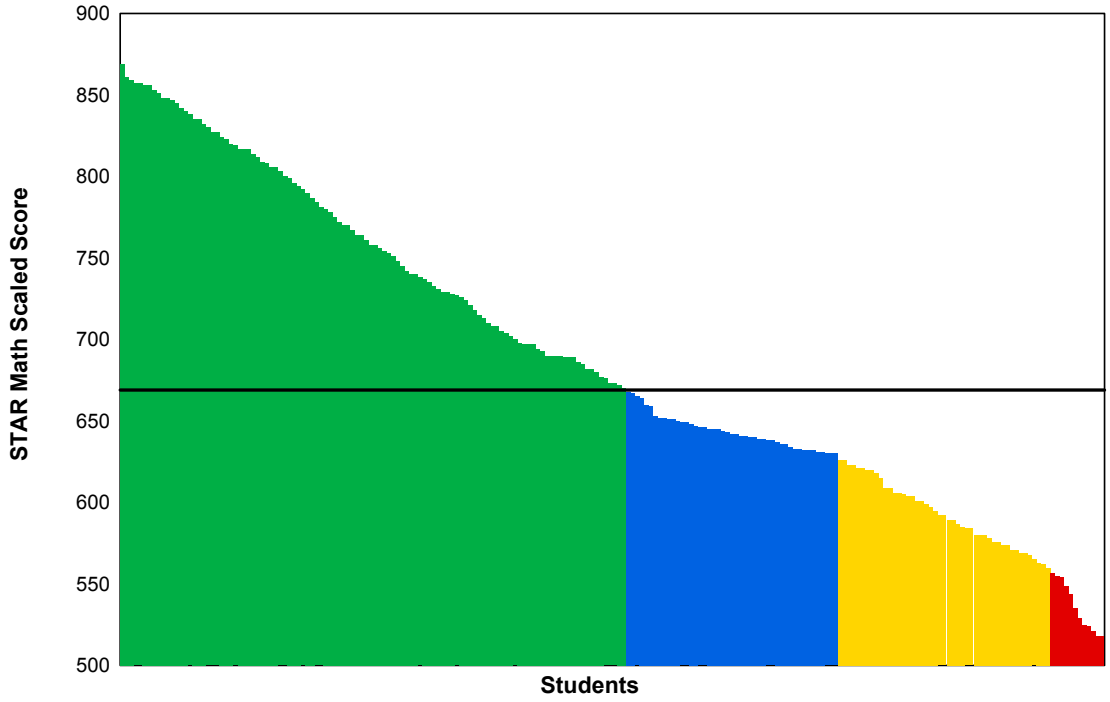
Screening Report
District Benchmark

Printed Thursday, January 15, 2015 3:52:12 PM

School: Lake View School

Reporting Period: 1/12/2015 - 1/15/2015
(Winter Screening)

Grade: 5



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 669 SS	At/Above 40 PR	112	51%
Category Total			112	51%
Below Benchmark				
On Watch	Below 669 SS	Below 40 PR	47	22%
Intervention	Below 629 SS	Below 25 PR	46	21%
Urgent Intervention	Below 560 SS	Below 10 PR	13	6%
Category Total			106	49%
Students Tested			218	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

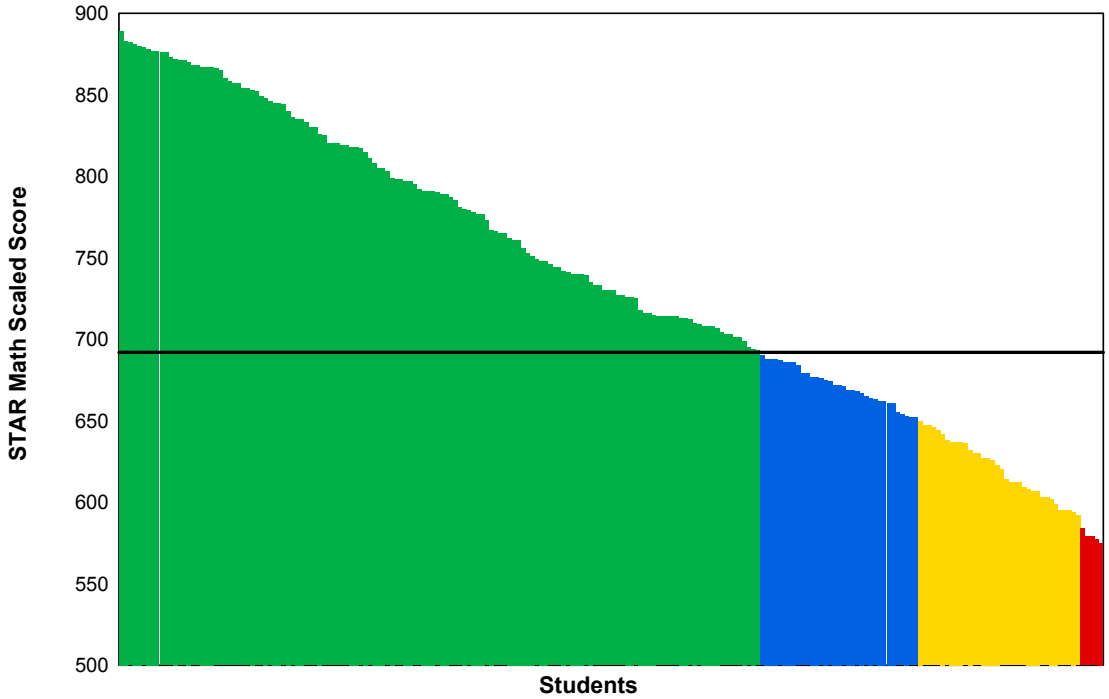
Screening Report
District Benchmark

Printed Thursday, May 14, 2015 3:52:12 PM

School: Lake View School

Reporting Period: 5/11/2015 - 5/14/2015
(Spring Screening)

Grade: 5



Categories / Levels	Benchmark Scaled Score	Benchmark Percentile Rank	Students Number	Students Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 692 SS	At/Above 40 PR	142	65%
Category Total			142	65%
Below Benchmark				
On Watch	Below 692 SS	Below 40 PR	35	16%
Intervention	Below 651 SS	Below 25 PR	36	17%
Urgent Intervention	Below 586 SS	Below 10 PR	5	2%
Category Total			76	35%
Students Tested			218	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Parent Report
for Delia Alvarez

Printed Monday, September 15, 2014 9:12:15 AM

School: Mayfield Elementary
Teacher: Mr. J. Wilson
Class: Mr. Wilson Class B

Test Date: September 12, 2014 11:15 AM

Dear Parent or Guardian of Delia Alvarez:

Delia has taken a STAR Math computer-adaptive math test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

SS	PR	PR Range	Below Average	Average 50	Above Average	NCE
381	43	28-56				46.3

This student was given additional time to complete their STAR Math test. The test administrator gave Delia six minutes to answer each question, twice as long as the normal time limit. STAR Math norm-referenced scores (PR and NCE) are based on the test administration using the standard time limits; however, extended time limits are not expected to adversely affect the reliability or validity of STAR Math test scores.

National Norm Scores

Percentile Rank (PR): 43

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 43, Delia's math skills are greater than 43% of students nationally in the same grade. This score is average. The PR Range indicates that, if this student had taken the STAR Math test numerous times, most of her scores would likely have fallen between 28 and 56.

I will be using these STAR Math test scores to help Delia further develop her math skills through the selection of materials for math practice at school. At home, you can help Delia develop her math skills as well. At this stage, she needs to work with numbers in the ones and tens and practice adding and subtracting with sums to 18.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Comments:

Informe para los Padres
de Delia Alvarez

Impreso: Monday, September 15, 2014 9:12:15 AM

Escuela: Mayfield Elementary
Maestro(a): Mr. J. Wilson
Clase: Mr. Wilson Class B

Fecha de la prueba: September 12, 2014 11:15 AM

Estimados padres o tutores de Delia Alvarez:

Delia presentó la prueba computarizada de matemáticas llamada STAR Math. En este informe le ofrecemos un resumen del puntaje que su hijo(a) obtuvo en la prueba. Como en cualquier evaluación, hay muchos factores que pueden influir en el puntaje de un estudiante. Es importante entender que los resultados de estas pruebas sólo muestran un aspecto del progreso de los estudiantes en la escuela.

SS	PR	Rango del PR	Por debajo del promedio	Promedio 50	Por encima del promedio	NCE
381	43	28-56				46.3

A este estudiante se le dio tiempo adicional para terminar su prueba STAR Math. El administrador de la prueba le dio a Delia seis minutos para responder cada pregunta, el doble del tiempo límite normal. Los puntajes de STAR Math acorde a las normas de referencia (PR y NCE) se basan en la aplicación de la prueba en los tiempos límites estándar; sin embargo, ampliar el tiempo límite no se considera un factor que afecte adversamente la confiabilidad o validez de los puntajes de la prueba STAR Math.

Puntaje con respecto al promedio nacional:

Valor percentil (PR, por Percentile Rank): 43
El Valor percentil compara el rendimiento que tuvo su hijo(a) en la prueba con el de otros estudiantes de todo el país en el mismo grado. El PR de Delia es 43. Esto indica que tiene más habilidad en matemáticas que el 43% de los estudiantes del mismo grado. Este puntaje está por encima del promedio. El rango del PR indica que, si Delia hubiera presentado varias veces la prueba STAR Math, su nivel habría estado entre 28 y 56.

Para que Delia siga desarrollando sus habilidades matemáticas, tendré en cuenta estos resultados de la prueba STAR Math al seleccionar el material con el que practicará matemáticas en clase. En casa, usted también puede ayudar a Delia a desarrollar sus habilidades matemáticas. En esta etapa, Delia necesita practicar números expresados en unidades y decenas, y hacer ejercicios de suma y resta con totales de hasta 18.

Si tiene alguna pregunta sobre las puntuaciones obtenidas o sobre estas recomendaciones, por favor comuníquese conmigo cuando guste.

Firma del (de la) maestro(a): _____ Fecha: _____

Firma del padre o de la madre: _____ Fecha: _____

Comentarios:

STAR Math | Christine Ruhland, Teacher | 2014 - 2015

Home > Screening, Progress Monitoring & Intervention > Student Detail > Manage Goals | Manuals | Help | Log Out

Manage Goals

Define an intervention and set a goal

School: **Lake View School**
Student: **Boyle, Mark**

Latest Test	Score	Goal	Growth Rate
9/12/2014	574 SS / 21 PR	--	calculated after four scores

Intervention Details — Interpretation & Guidance

Intervention Name Appears in report details	Daily small-group instruction
Goal End Date Used for SS/week calculation	1/23/2015
Goal Expected growth rate and score	**Starting test:** 9/12/2014 - 574 SS / 21 PR (Sets intervention line; starts trend and goal lines) Reference points to help you select a goal type: - Maintain 21 PR throughout the school year = 1.7 SS/week - Reach 40 PR benchmark by end of school year = 5.8 SS/week **Select a goal type:** (based on students who scored similarly*) ○ Moderate: 2.4 SS/week = 621 SS / 22 PR ◉ Ambitious: 4.0 SS/week = 650 SS / 32 PR **Or define a custom goal:** ○ Growth Rate 0.0 SS/week = 0 SS / 0 PR

*National research data shows that 50% of students who started at the 21 PR were able to achieve a Moderate growth rate or better, while 25% were able to achieve an Ambitious growth rate or better. Set an appropriate goal for this student and adjust as necessary.

Cancel | Calculate Goal | Save

Student Progress Monitoring Report

Tuesday, November 4, 2014 3:22:25 PM

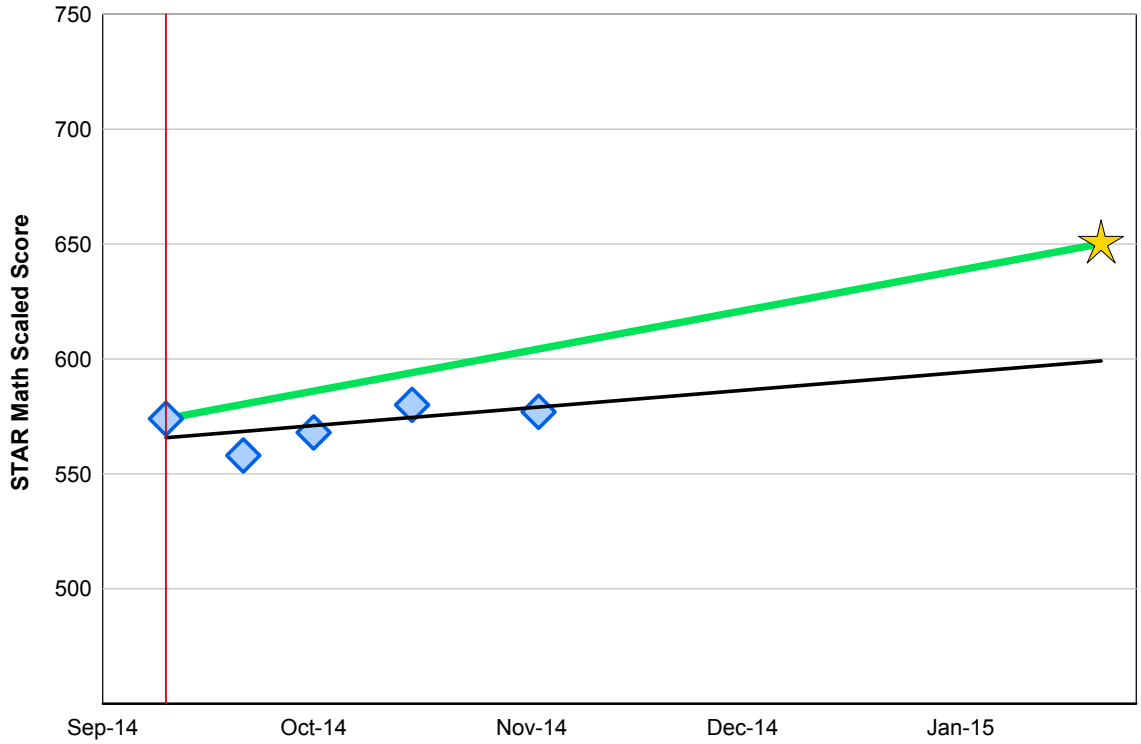
School: Lake View School

Reporting Period: 9/2/2014-1/23/2015
(Semester 1)

Boyle, Mark

Grade: 5
ID: BOYLEM

Class: G5 (Ruhland)
Teacher: Ruhland, C.



Enterprise Test

Trend line is statistically calculated after four or more tests to show the direction the scores are moving.

Goal line represents the student's expected growth path toward the goal.

Star represents the student's current goal.

Intervention line identifies the start date of an intervention program.

Mark's Current Goal

Goal: 650 SS / 32 PR (Ambitious)	**Goal End Date:** 1/23/2015	**Expected Growth Rate**: 4.0 SS/Week

Fluctuation of scores is typical with any test administered multiple times within a short period. Focus on the general direction emerging after multiple administrations of the test rather than on the ups and downs between individual scores.

Student Progress Monitoring Report

Tuesday, November 4, 2014 3:22:25 PM

School: Lake View School

Reporting Period: 9/2/2014-1/23/2015 (Semester 1)

Boyle, Mark

Grade: 5
Class: G5 (Ruhland)
ID: BOYLEM
Teacher: Ruhland, C.

Mark's Current Goal

Goal: 650 SS / 32 PR (Ambitious) **Goal End Date:** 1/23/2015 **Expected Growth Rate**: 4.0 SS/Week

Mark's Progress

Program	Program Begins	Test Date	Scaled Score	Growth Rate[a] Scaled Score/Week
Daily small-group instruction	09/12/2014	09/12/2014	574	-
		09/23/2014	558	-
		10/03/2014	568	-
		10/17/2014	580	2.1
		11/04/2014	577	2.0

[a]The student's trend line and growth rate appear on the report after taking four tests.

Student Progress Monitoring Report

Friday, January 23, 2015 3:22:25 PM

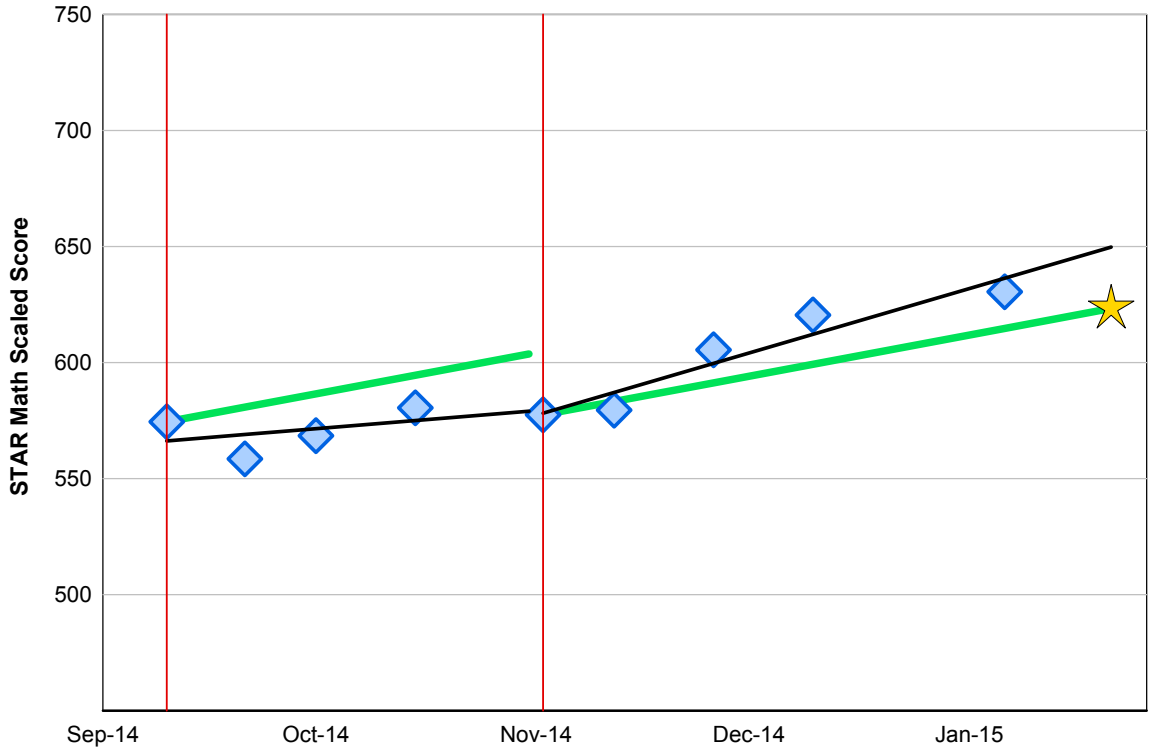
School: Lake View School

Reporting Period: 9/2/2014-1/23/2015
(Semester 1)

Boyle, Mark

Grade: 5
ID: BOYLEM

Class: G5 (Ruhland)
Teacher: Ruhland, C.



Enterprise Test

Trend line is statistically calculated after four or more tests to show the direction the scores are moving.

Goal line represents the student's expected growth path toward the goal.

Star represents the student's current goal.

Intervention line identifies the start date of an intervention program.

Mark's Current Goal

Goal: 623 SS / 27 PR (Ambitious)	**Goal End Date:** 1/23/2015	**Expected Growth Rate**: 4.0 SS/Week

Fluctuation of scores is typical with any test administered multiple times within a short period. Focus on the general direction emerging after multiple administrations of the test rather than on the ups and downs between individual scores.

Student Progress Monitoring Report

Friday, January 23, 2015 3:22:25 PM

School: Lake View School

Reporting Period: 9/2/2014-1/23/2015
(Semester 1)

Boyle, Mark

Grade: 5
ID: BOYLEM

Class: G5 (Ruhland)
Teacher: Ruhland, C.

Mark's Current Goal

Goal: 623 SS / 27 PR (Ambitious) **Goal End Date:** 1/23/2015 **Expected Growth Rate**: 4.0 SS/Week

Mark's Progress

Program	Program Begins	Test Date	Scaled Score	Growth Rate[a] Scaled Score/Week
Daily small-group instruction	09/12/2014	09/12/2014	574	-
		09/23/2014	558	-
		10/03/2014	568	-
		10/17/2014	580	2.1
		11/04/2014	577	2.0
Math intervention class	11/04/2014	11/04/2014	577	-
		11/14/2014	579	-
		11/25/2014	605	-
		12/12/2014	620	9.0
		01/08/2015	630	6.0

[a]The student's trend line and growth rate appear on the report after taking four tests.

Instructional Planning Report
for Julia Baeten

Printed Thursday, August 21, 2014 11:58:02 AM

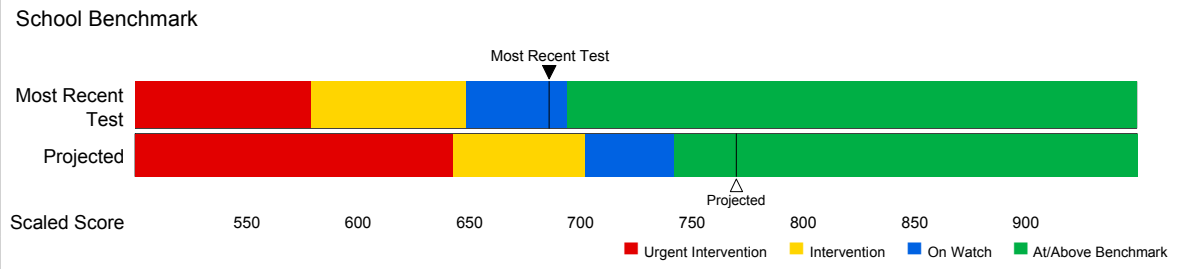
School: West Middle School
Class: Learning Center

Teacher: M. Barkley
Grade: 6

STAR Math Enterprise Test Results

Current SS (Scaled Score): 686 Test Date: 08/19/2014
Algebra Readiness: Julia is not yet meeting grade level expectations for algebra readiness.
Projected SS for 07/31/15: 770 Based on research, 50% of students at this student's level will achieve this much growth.

Julia's Current Performance



Suggested Skills

Julia's STAR Math scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progresson.

K–8

GR	
	Operations and Algebraic Thinking
	This score suggests Julia understands factors and multiples of whole numbers to 100. Based on this score, Julia should practice translating and evaluating numerical expressions.
5	Use grouping symbols in a numerical expression
5	» Evaluate an expression containing grouping symbols
5	Translate a verbal expression into a numerical expression
5	Interpret a numerical expression
5	Generate two numerical patterns using two given rules
5	Identify relationships between corresponding terms in two different numerical patterns
	Number and Operations in Base Ten
	This score suggests Julia understands place value of whole numbers within 1,000,000. Based on this score, Julia should practice multiplying and dividing two 2-digit whole numbers using various strategies. Julia should continue to practice multiplication and division facts until automaticity is achieved.
4	» Multiply two 2-digit whole numbers using strategies based on place value and the properties of operations
4	Demonstrate the reasoning used in a multi-digit multiplication problem
4	» Divide a number of up to four digits by a 1-digit number using strategies based on place value and the relationship between multiplication and division
4	Demonstrate the reasoning used in a division problem with a dividend of up to four digits and a 1-digit divisor
5	» Fluently multiply multi-digit whole numbers

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

Class Instructional Planning Report

Printed Thursday, August 21, 2014 12:02:06 PM

School: West Middle School

Reporting Period: 7/23/2014 - 8/21/2014

Class: Mrs. Vera's class

Teacher: Vera, K.

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	2	784	767 - 801
Group 2	7	710	686 - 721
Group 3	4	577	512 - 645

Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Group 1

Students
Jamal Monger, Payson Williams

K–8	
GR	**Operations and Algebraic Thinking**
	There are no suggested skills for this domain.
	Number and Operations in Base Ten
5	» Multiply decimals through hundredths using strategies based on place value and properties of operations
5	Multiply decimals through hundredths using strategies based on the relationship between multiplication and division
5	Divide decimals through hundredths using concrete models
5	Divide decimals through hundredths using pictures
5	» Divide decimals through hundredths using strategies based on place value
5	Divide decimals through hundredths using strategies based on the relationship between multiplication and division
	Measurement and Data
5	Demonstrate that the volume of a right rectangular prism is the same using either packing or multiplying edge lengths
5	» WP: Find the volume of a right rectangular prism using a formula
5	Find the volume of a solid figure composed of right rectangular prisms by decomposing it into two non-overlapping parts and adding the volumes of the non-overlapping parts
5	WP: Find the volume of a solid figure composed of right rectangular prisms by decomposing it into two non-overlapping parts and adding the volumes of the non-overlapping parts
	Geometry
6	Relate volume found using unit cubes to multiplication of edge lengths in a right rectangular prism
6	» Find the volume of a right rectangular prism with fractional edge lengths using formulas
6	WP: Find the volume of a right rectangular prism with fractional edge lengths using formulas
6	Plot coordinates to form a polygon on the coordinate plane
6	Find a side length of a polygon on the coordinate plane
6	WP: Find a side length of a polygon on the coordinate plane

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

State Performance Report - Student

Florida FCAT 2.0

Printed Friday, March 6, 2015 3:45:12 PM

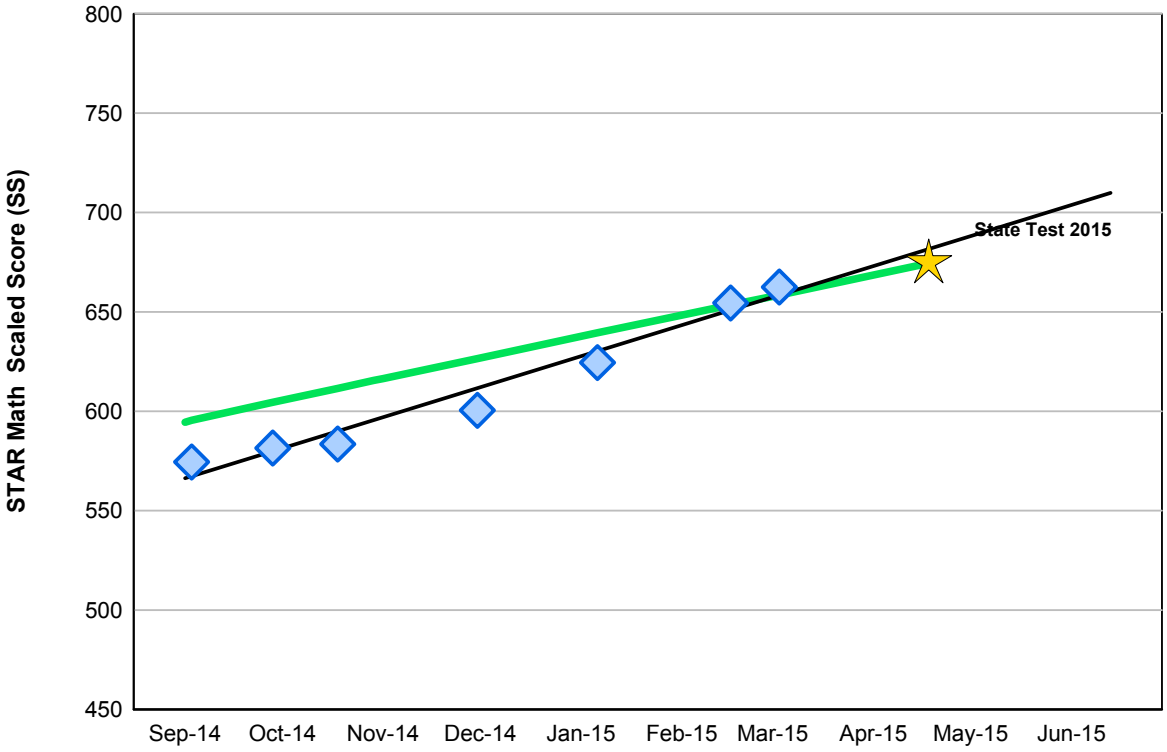
School: Beecher Elementary School

Reporting Period: 9/2/2014-6/16/2015
(School Year)

Lovett, Andrew

Grade: 4
ID: ●●●●●

Teacher: Fuller, S.
Class: Grade 4 (Fuller)



Enterprise Test

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.

State Test 2015 is the STAR Math score (674 SS) that is approximately equivalent to the proficiency threshold (Level 3) on the FCAT 2.0 given in the spring.

Pathway to Proficiency represents typical growth for a student who minimally achieves proficiency on the FCAT 2.0. A test score below the pathway indicates the student will need to improve at a higher than average rate to reach proficiency. A score above indicates the student is on the pathway to score at or above proficient.

Research linking STAR to the FCAT 2.0 was last updated on January 2013. Changes in the state test after that date are not reflected. For guidance interpreting data when the state test changes, see Interpreting Performance Reports under STAR resources.

State Performance Report - Class

Florida FCAT 2.0

Printed Friday, February 20, 2015 3:37:19 PM

School: Beecher Elementary School

Reporting Period: 9/2/2014-6/16/2015

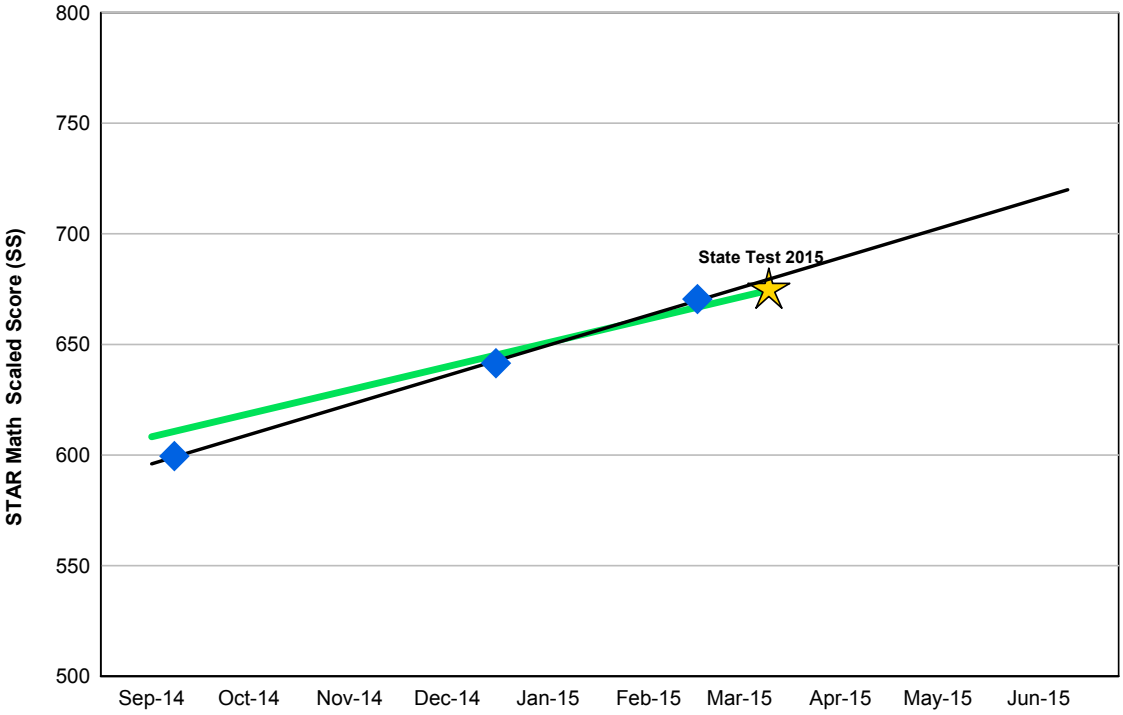
Report Options

Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Scaled Score

Class: Grade 4 (Fuller)

Teacher: Fuller, S.
Grade: 4

Pathway to Proficiency - Grade 4



- **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- **State Test 2015** is the STAR Math score (674 SS) that is approximately equivalent to the proficiency threshold (Level 3) on the FCAT 2.0 given in spring.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the FCAT 2.0. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

Research linking STAR to the FCAT 2.0 was last updated on January 2013. Changes in the state test after that date are not reflected. For guidance interpreting data when the state test changes, see Interpreting Performance Reports under STAR resources.

State Performance Report - Class
Florida FCAT 2.0

Printed Friday, February 20, 2015 3:37:19 PM

School: Beecher Elementary School

Reporting Period: 9/2/2014-6/16/2015

Class: Grade 4 (Fuller)

Teacher: Fuller, S.
Grade: 4

Average Scaled Score Summary

Test Date Range	Avg. Scaled Score	Students Tested	Below Pathway		On Pathway	
			Number	%	Number	%
02/17/2015-02/20/2015	670	15	6	40	9	60
12/16/2014-12/19/2014	641	15	8	53	7	47
09/09/2014-09/12/2014	599	15	10	67	5	33

Students Below Pathway to Proficiency

Student	Class	Teacher	Most Recent Test	Scaled Score
Humphrey, Leslie	Grade 4 (Fuller)	Fuller, S.	02/18/2015	437
Escobedo,Marisa	Grade 4 (Fuller)	Fuller, S.	02/18/2015	478
Greer, Robyn	Grade 4 (Fuller)	Fuller, S.	02/18/2015	568
Galloway, Jack	Grade 4 (Fuller)	Fuller, S.	02/18/2015	576
Pruitt, Julius	Grade 4 (Fuller)	Fuller, S.	02/18/2015	595

Students On Pathway to Proficiency

Student	Class	Teacher	Most Recent Test	Scaled Score
Lovett, Andrew	Grade 4 (Fuller)	Fuller, S.	02/18/2015	654
Maldonado, Juanetta	Grade 4 (Fuller)	Fuller, S.	02/18/2015	664
Wiggins, Karen	Grade 4 (Fuller)	Fuller, S.	02/18/2015	670
Johns, Lynette	Grade 4 (Fuller)	Fuller, S.	02/18/2015	679
Cooley, Mandy	Grade 4 (Fuller)	Fuller, S.	02/18/2015	689
Carney, Andrea	Grade 4 (Fuller)	Fuller, S.	02/19/2015	705
Meyer, Betty	Grade 4 (Fuller)	Fuller, S.	02/19/2015	742
Barrone, Jerry	Grade 4 (Fuller)	Fuller, S.	02/19/2015	802
Palmer, Terrance	Grade 4 (Fuller)	Fuller, S.	02/19/2015	880
Sheppard, Nick	Grade 4 (Fuller)	Fuller, S.	02/19/2015	909

State Performance Report - Student

Wisconsin WCKE

Printed Friday, April 10, 2015 2:15:52 PM

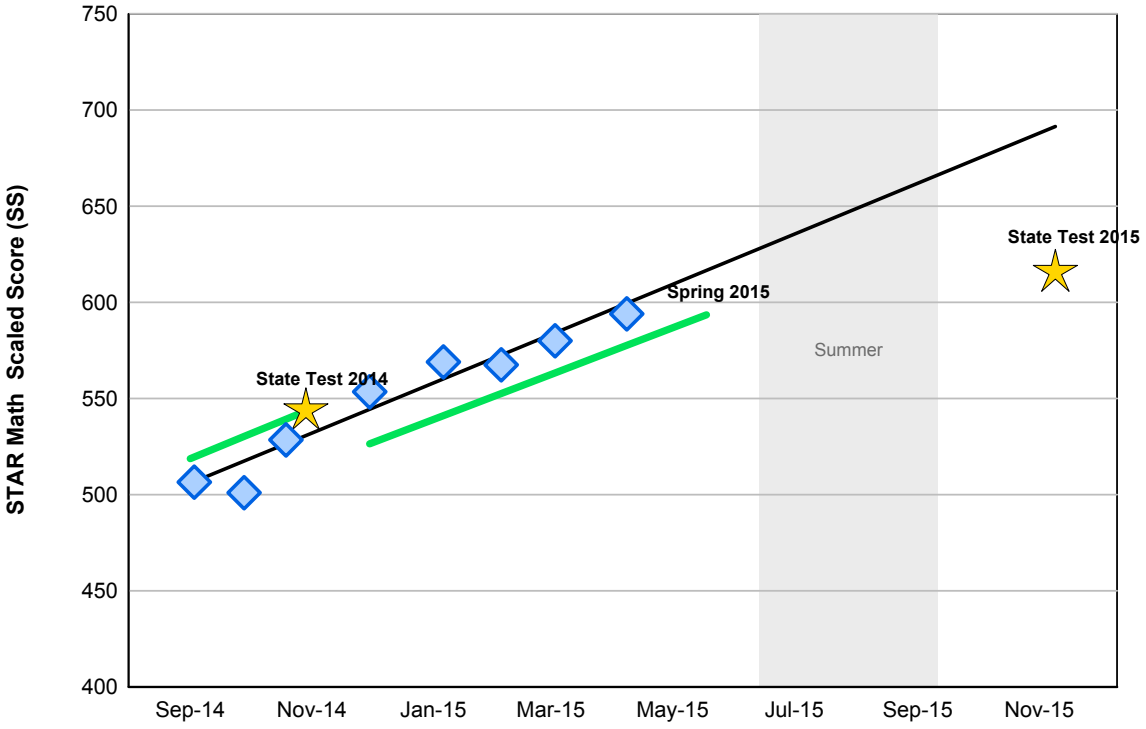
School: Wisconsin Service Academy

Reporting Period: 9/2/2014-6/16/2015
(School Year)

Morse, Alan

Grade: 4
ID: ●●●●●

Teacher: Hoffman, S.
Class: Grade 4 (Hoffman)



Enterprise Test

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.

State Test 2014 is the STAR Math score (543 SS) that is approximately equivalent to the proficiency threshold (Level 3) on the fall 2014 WCKE given in Grade 4.

State Test 2015 is the STAR Math score (615 SS) that is approximately equivalent to the proficiency threshold (Level 3) on the fall 2015 WCKE given in Grade 5.

Pathway to Proficiency represents typical growth for a student who minimally achieves proficiency on the WCKE. A test score below the pathway indicates the student will need to improve at a higher than average rate to reach proficiency. A score above indicates the student is on the pathway to score at or above proficient.

The pathway to the State Test 2014 shows typical growth for a Grade 4 student who minimally achieves proficiency (Level 3) on this assessment. The second pathway shows typical growth through Spring 2015 in anticipation of the state test in 2015. Use this pathway to monitor student progress toward proficiency on next year's WCKE.

Proficiency thresholds and pathways are established using typical student growth during the current year, summer, and early school year prior to the state assessment.

Research linking STAR to the WCKE was last updated in July 2012. Changes in the state test after that date are not reflected. For guidance interpreting data when state tests change, see Interpreting Performance Reports under STAR resources.

State Performance Report - Class
Wisconsin WKCE

Printed Thursday, April 30, 2015 3:37:19 PM

School: Beecher Elementary School

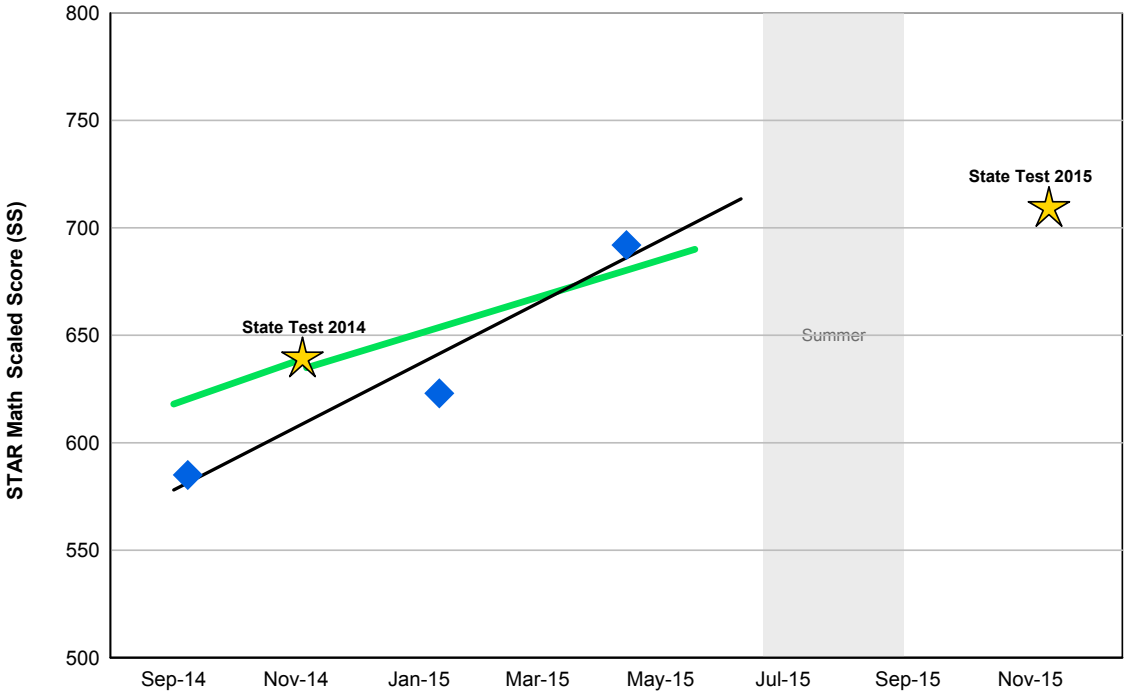
Reporting Period: 9/2/2014-6/16/2015

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Scaled Score

Class: Grade 4 (Hoffman)

Teacher: Hoffman, S.
Grade: 4

Pathway to Proficiency - Grade 4



- **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- **State Test 2014** is the STAR Math score (639 SS) that is approximately equivalent to the proficiency threshold (Level 3) on the fall 2014 WKCE given in Grade 4.
- **State Test 2015** is the STAR Math score (709 SS) that is approximately equivalent to the proficiency threshold (Level 3) on the fall 2015 WKCE given in Grade 5.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the WKCE. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

  The pathway to the State Test 2014 shows typical growth for Grade 4 students who minimally achieve proficiency (Level 3) on this assessment. The second pathway shows typical growth through Spring 2015 in anticipatipation of the state test in fall 2015. Use this pathway to monitor student progress toward proficiency on next year's WKCE.

  Proficiency thresholds and pathways are established using typical student growth during the current year, summer, and early school year prior to the state assessment.

Research linking STAR to the WKCE was last updated in May 2012. Changes in the state test after that date are not reflected. For guidance interpreting data when state tests change, see Interpreting Performance Reports under STAR resources.

State Performance Report - Class
Wisconsin WKCE

Printed Thursday, April 30, 2015 3:37:19 PM

School: Beecher Elementary School

Reporting Period: 9/2/2014-6/16/2015

Class: Grade 4 (Hoffman)

Teacher: Hoffman, S.
Grade: 4

Average Scaled Score Summary

Test Date Range	Avg. Scaled Score	Students Tested	Below Pathway		On Pathway	
			Number	%	Number	%
04/15/2015-04/17/2015	692	15	5	33	10	67
01/14/2015-01/16/2015	623	15	6	40	9	60
09/10/2014-09/12/2014	585	15	8	53	7	47

Students Below Pathway to Proficiency

Student	Class	Teacher	Most Recent Test	Scaled Score
Torrez,Marco	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	554
Barber, Cody	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	587
Frank, Dale	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	610
Garcia, Vivian	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	605
Battle, Jason	Grade 4 (Hoffman)	Hoffman, S.	04/17/2015	654

Students On Pathway to Proficiency

Student	Class	Teacher	Most Recent Test	Scaled Score
Morse, Alan	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	687
Langley, Eric	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	697
Wells, Jordan	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	710
Lane, Adrienne	Grade 4 (Hoffman)	Hoffman, S.	04/15/2015	731
Sisneros,Maritza	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	744
Blackwell, Audrey	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	745
Brewer, Charlotte	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	752
Mcbride, Brandon	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	760
Simmons, Brittany	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	767
Poole, Lisa	Grade 4 (Hoffman)	Hoffman, S.	04/16/2015	781

No Pathway Data[a]

Student	Class	Teacher
Myer, Madeline	Grade 4 (Hoffman)	Hoffman, S.

[a]Students have not taken a test within any test date range or are in a grade without pathway data.

Renaissance Place™

STAR Math™ Performance Report - District

Indiana ISTEP+

Printed Friday, January 16, 2015 4:18:46 PM

District: Union School District

Last Consolidated: 1/16/2015 12:00:01 AM
Reporting Period: 9/2/2014-4/30/2015 (Outlook RP)

Oakwood Elementary School

	Student Performance Outlook[a] On the April 2015 ISTEP+						STAR Math Participation 9/2/2014-4/30/2015			
	Less Than Proficient		Proficient							
	Did Not Pass		Pass		Pass+		Tested		Not Tested	
Grade	Total	%	Total	%	Total	%	Total	%	Total	%
3	35	24	62	42	49	34	146	94	10	6
4	31	33	22	24	40	43	93	85	17	15
5	35	31	38	34	39	35	112	93	8	7
Summary	101	29	122	35	128	36	351	91	35	9

Pine Hill Middle School

	Student Performance Outlook On the April 2015 ISTEP+						STAR Math Participation 9/2/2014-4/30/2015			
	Less Than Proficient		Proficient							
	Did Not Pass		Pass		Pass+		Tested		Not Tested	
Grade	Total	%	Total	%	Total	%	Total	%	Total	%
6	63	26	104	43	74	31	241	98	5	2
7	56	24	111	47	71	30	238	97	8	3
8	51	21	109	46	79	33	239	96	9	4
Summary	170	24	324	45	224	31	718	97	22	3

[a]The Student Performance Outlook is based on STAR Math tests taken from the beginning of the school year until the start of the state testing period. STAR Math tests taken after that period are not reflected in the report.

ISTEP+ information was last updated on 7/14/2011. State assessments are subject to change. For guidance interpreting data when state tests change, see Interpreting Performance Reports under STAR resources.

State Standards Report - Student

Common Core State Standards

Printed Friday, January 9, 2015 4:13:22 PM

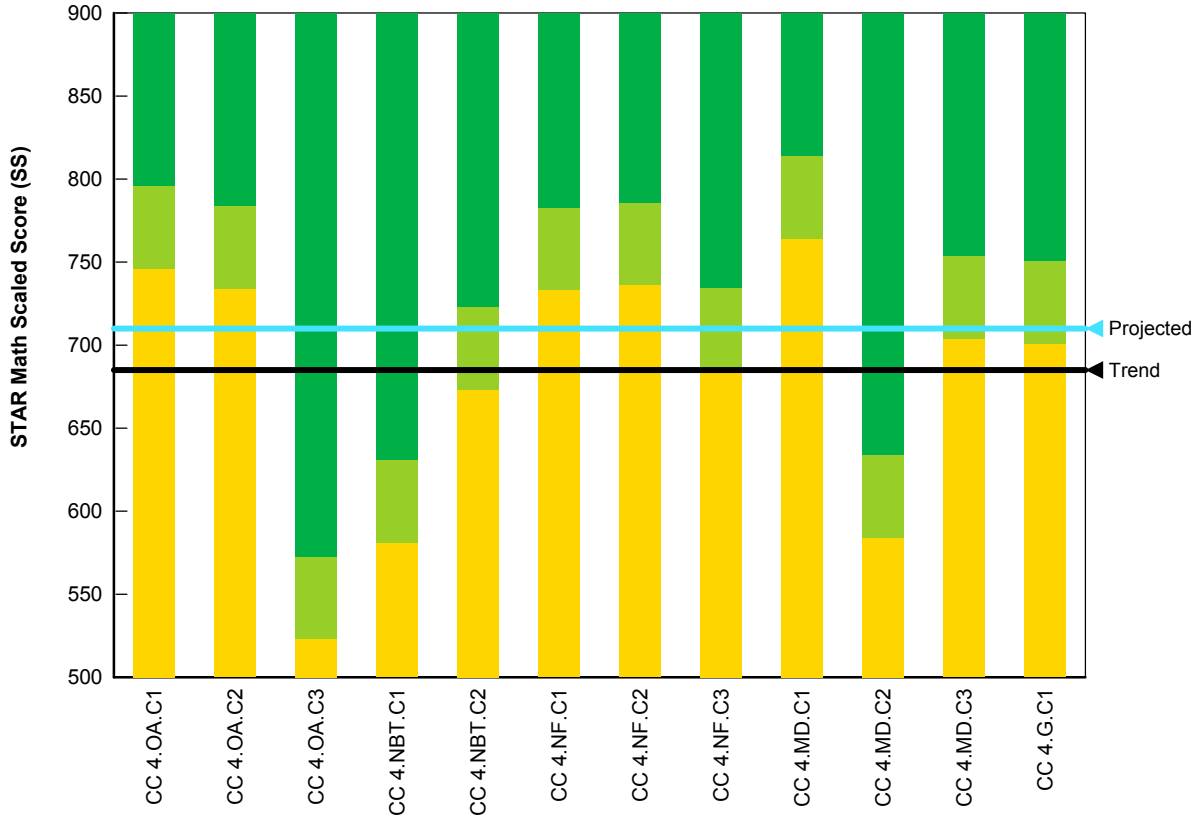
School: Oakwood Elementary School

Bell, Timothy

ID: BELLTIM
Grade: 4

Class: Mrs. Fox's Class
Teacher: Fox, S.

Estimated Mastery of Grade 4



How STAR Math Estimates Mastery of State Standards

STAR Math provides an estimate of the student's mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. Monitor students in this range to confirm their understanding of the standard.

Est. Mastery Levels for Standards in Grade 4

Above Est. Mastery Range Est. Mastery Range Below Est. Mastery Range

STAR Math Test Results

Current Test SS: 647 PR: 29 GE: 3.3
Date: 1/9/2015

Trend: Use the trend score, which is based on all test scores, to estimate mastery of state standards

Projected SS: 710
Date: 6/10/2015

Based on research, 50% of students at this student's level will achieve this much growth.

State Standards Report - Student

Common Core State Standards

Printed Friday, January 9, 2015 4:13:22 PM

School: Oakwood Elementary School

Bell, Timothy

ID: BELLTIM
Grade: 4

Class: Mrs. Fox's Class
Teacher: Fox, S.

Grade 4: NGA Center-CCSSO, Math, 2010, Grade 4, Common Core State Standards, produced by the National Governor's Association and Council of Chief State School Officers

Above Estimated Mastery Range on Current Test

CC 4.OA.C3	Generate and analyze patterns.
CC 4.NBT.C1	Generalize place value understanding for multi-digit whole numbers.
CC 4.MD.C2	Represent and interpret data.

Within Estimated Mastery Range on Current Test

CC 4.NBT.C2	Use place value understanding and properties of operations to perform multi-digit arithmetic.

Below Estimated Mastery Range on Current Test

▶ CC 4.OA.C1	Use the four operations with whole numbers to solve problems.
▶ CC 4.OA.C2	Gain familiarity with factors and multiples.
▶ CC 4.NF.C1	Extend understanding of fraction equivalence and ordering.
▶ CC 4.NF.C2	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
CC 4.NF.C3	Understand decimal notation for fractions, and compare decimal fractions.
▶ CC 4.MD.C1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
CC 4.MD.C3	Geometric measurement: understand concepts of angle and measure angles.
CC 4.G.C1	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

▶Student's STAR score suggests they may need additional help to reach the Estimated Mastery Range by 6/10/2015.

State Standards Report - Class
Common Core State Standards

Printed Wednesday, January 28, 2015 3:15:04 PM

School: Oakwood Elementary School

Reporting Period: 12/30/2014-1/28/2015

Class: Mrs. Fox's Class

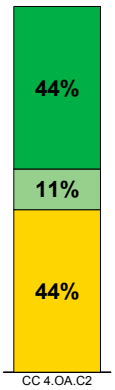
Teacher: Fox, S.

Grade: 4

Grade 4: NGA Center-CCSSO, Math, 2010, Grade 4, Common Core State Standards, produced by the National Governor's Association and Council of Chief State School Officers

CC 4.OA.C2
Gain familiarity with factors and multiples.

Students Grouped By Estimated Mastery



Above	Within Range	Below
8 of 18 Students	2 of 18 Students	8 of 18 Students
Unger, Jerry	Chang, Michelle	Jensen, Angie
Thiess, Kimberly	Stone, Lisa	Delacruz, Benito
O'Neil, Sarah		Halden, Susan
Gonzales, Maria		▶Bollig, Brandon
Richmond, Angela		▶LaMere, Bradley
Bell, Timothy		▶Riccio, Sara
Rodriguez, Carlos		▶Mailloux, Louis
Anderson, Marcus		▶Aschenbrenner, Chris

CC 4.OA.C3
Generate and analyze patterns.

Students Grouped By Estimated Mastery

Above	Within Range	Below
16 of 18 Students	1 of 18 Students	1 of 18 Students
Unger, Jerry	Mailloux, Louis	Aschenbrenner, Chris
Thiess, Kimberly		
O'Neil, Sarah		
Gonzales, Maria		
Richmond, Angela		
Bell, Timothy		
Rodriguez, Carlos		
Anderson, Marcus		
Chang, Michelle		
Stone, Lisa		
Jensen, Angie		
Delacruz, Benito		
Halden, Susan		
Bollig, Brandon		
LaMere, Bradley		
Riccio, Sara		

▶Student's STAR score suggests they may need additional help to reach the Estimated Mastery Range by 6/10/2015.

State Standards Report - District

Common Core State Standards

Printed Thursday, January 29, 2015 4:23:14 PM

District: Renaissance Unified SD

Reporting Period: 12/30/2014-1/29/2015

How STAR Math Estimates Mastery of State Standards

STAR Math provides an estimate of the student's mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. The percentage of students who score in or above this range indicates overall progress toward standards mastery.

Current - Shows progress on tests taken between 12/30/2014-1/29/2015

Projected - Shows likely progress by End of Year. Based on research, 50% of students will achieve this much growth.

District: Renaissance Unified SD

Grade: 5

Common Core State Standards

CC 5.OA.C1

Write and interpret numerical expressions.

% of Students In or Above the Estimated Mastery Range

School/Class	Current		Projected (End of Year)	
West Elementary	79%	51 / 65	85%	55 / 65
Math 5A	88%	28 / 32	94%	30 / 32
Math 5B	70%	23 / 33	76%	25 / 33
East Elementary	68%	42 / 62	74%	46 / 62
Math 5C	78%	25 / 32	84%	27 / 32
Math 5D	57%	17 / 30	63%	19 / 30

CC 5.OA.C2

Analyze patterns and relationships.

% of Students In or Above the Estimated Mastery Range

School/Class	Current		Projected (End of Year)	
East Elementary	81%	50 / 62	87%	54 / 62
Math 5C	84%	27 / 32	91%	29 / 32
Math 5D	77%	23 / 30	83%	25 / 30
West Elementary	65%	42 / 65	71%	46 / 65
Math 5A	78%	25 / 32	84%	27 / 32
Math 5B	52%	17 / 33	58%	19 / 33

CC 5.NBT.C1

Understand the place value system.

STAR Math

Growth Report

Printed Tuesday, May 12, 2015 3:15:02 PM

School: Lake View Middle School

Pretest: SGP Fall window (8/1 - 11/30)
Posttest: SGP Spring window (4/1 - 7/31)

Report Options
Reporting Parameter Group: All Demographics [Default]
Test Type: Enterprise / Non-Enterprise
Group By: Class
Sort By: Last Name

Class: Math Principles G7

Growth Target: 40 SGP

Enterprise Tests

Student	Class	Teacher	Grade	SGP Fall-Spr	Test Date	SS	GE	PR	NCE
Capello, Brittany	Math Principles G7	Hanover, Wendy	7	59	09/15/2014	834	>10	78	64.7
					05/11/2015	872	>10	80	64.7
					Change	+38		+2	0.0
Duncan, Krista	Math Principles G7	Hanover, Wendy	7	65	09/15/2014	651	4.6	12	28.1
					05/11/2015	741	6.3	34	42.1
					Change	+90	+1.7	+22	+14.0
Fraiser, Pam[g]	Math Principles G7	Hanover, Wendy	7	21	09/15/2014	554	3.2	3	12.3
					05/11/2015	557	3.2	3	12.3
					Change	+3	0.0	0	0.0
Greeley, Forrest	Math Principles G7	Hanover, Wendy	7	44	09/15/2014	756	6.5	45	47.6
					05/11/2015	779	7.3	46	47.6
					Change	+23	+0.8	+1	0.0
Mccray, Kellie	Math Principles G7	Hanover, Wendy	7	42	09/15/2014	833	>10	77	64.7
					05/11/2015	845	>10	72	64.7
					Change	+12		-5	0.0
Riggs, Erin	Math Principles G7	Hanover, Wendy	7	47	09/08/2014	760	6.6	47	47.6
					05/04/2015	788	7.7	49	47.6
					Change	+28	+1.1	+2	0.0

[g] This student's growth is below the growth target.

Growth Report

Printed Friday, January 16, 2015 10:02:23 AM

School: Oakwood Elementary School

Pretest: SGP Fall window (8/1 - 11/30)
Posttest: SGP Winter window (12/1 - 3/31)

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Teacher

Summary

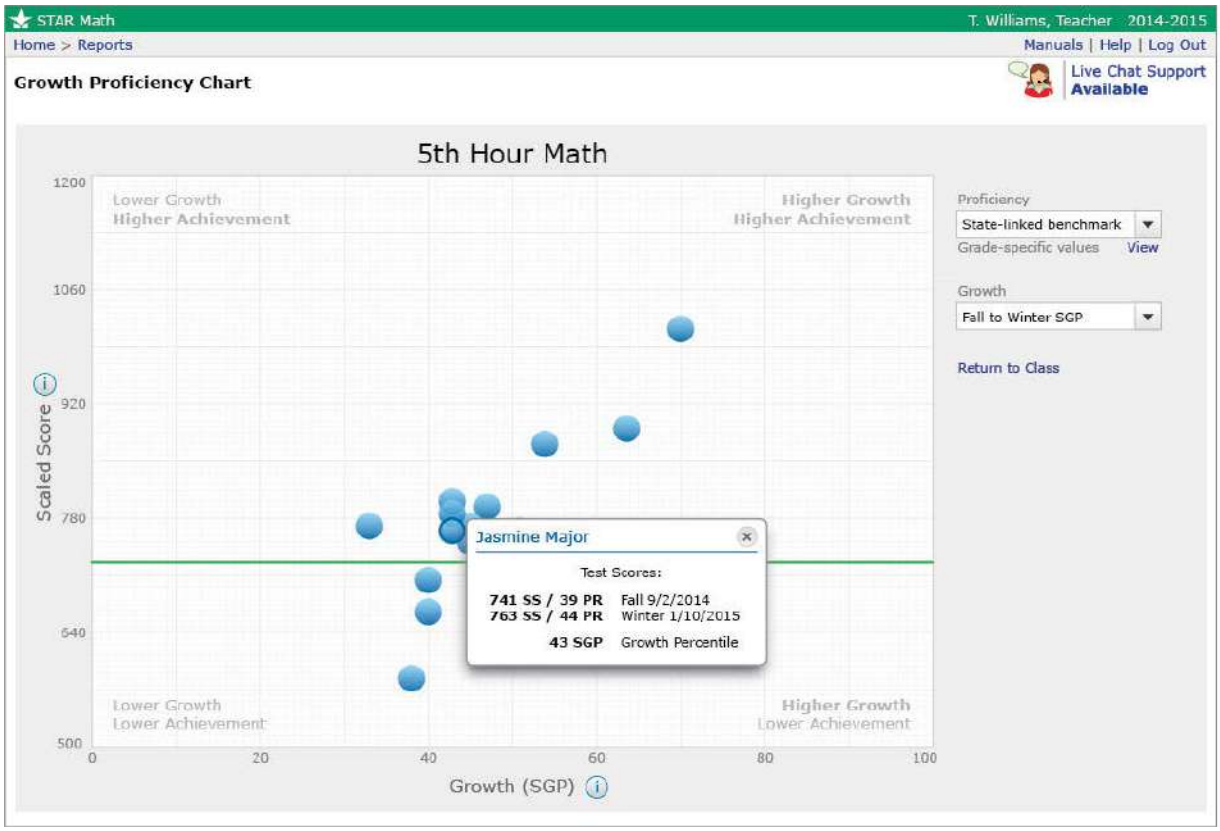
Teacher	Selection	Grade	SGP Fall-Win (18 of 18 students) Median	Test Date	Average Scores (18 Students) SS	GE	PR	NCE
Boyd, Mark	All Classes	3	37	Pretest	493	2.6	34	41.3
				Posttest	544	3.1	40	44.7
				Change	+51	+0.5	+6	+3.4

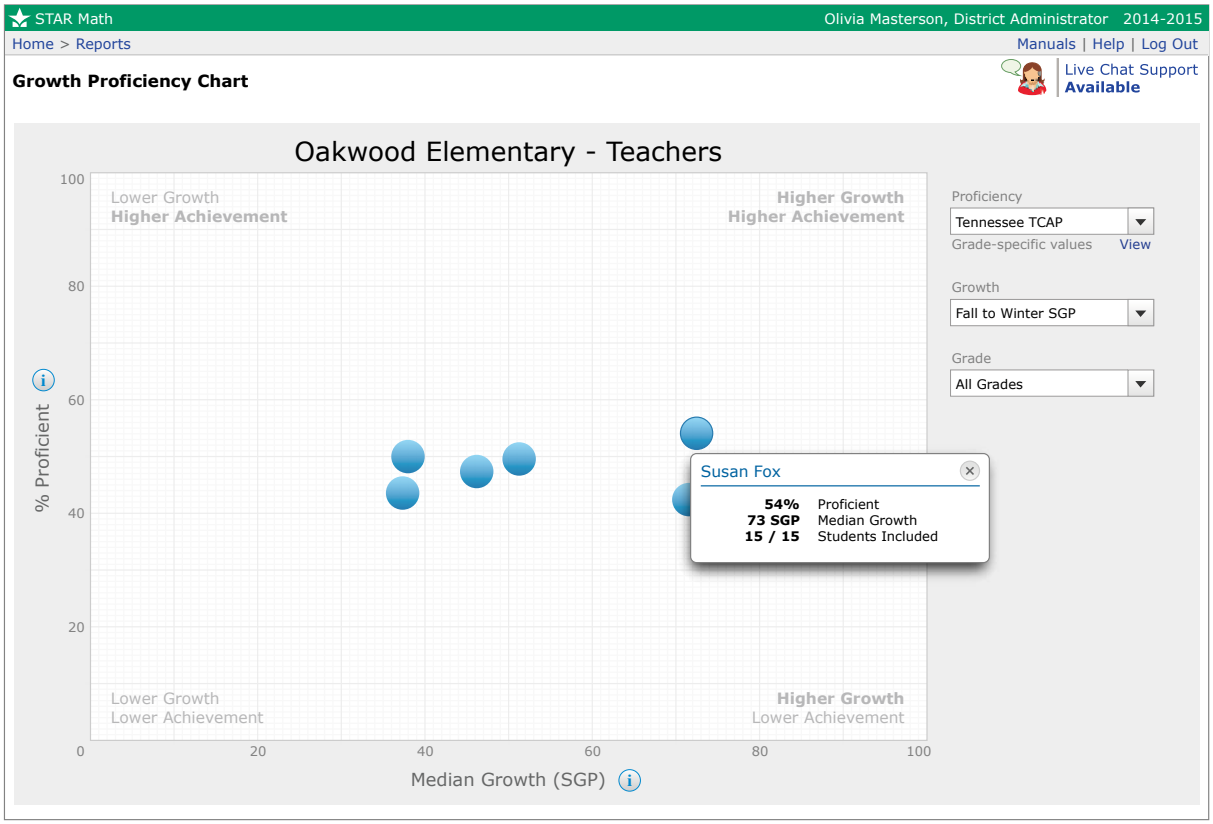
Summary

Teacher	Selection	Grade	SGP Fall-Win (18 of 18 students) Median	Test Date	Average Scores (18 Students) SS	GE	PR	NCE
Ellis, Anne	All Classes	3	38	Pretest	543	3.1	56	53.2
				Posttest	585	3.5	59	54.8
				Change	+42	+0.4	+3	+1.6

Summary

Teacher	Selection	Grade	SGP Fall-Win (15 of 15 students) Median	Test Date	Average Scores (15 Students) SS	GE	PR	NCE
Fox, Susan	All Classes	4	73	Pretest	575	3.7	37	43.0
				Posttest	668	4.9	66	58.5
				Change	+93	+1.2	+29	+15.5


STAR Math
T. Williams, Teacher 2014-2015
Home > Reports
Manuals | Help | Log Out
Growth Proficiency Chart
Live Chat Support Available
5th Hour Math
Lower Growth Higher Achievement
Higher Growth Higher Achievement
Lower Growth Lower Achievement
Higher Growth Lower Achievement
Scaled Score
Growth (SGP)
Jasmine Major
Test Scores:
741 SS / 39 PR Fall 9/2/2014
763 SS / 44 PR Winter 1/10/2015
43 SGP Growth Percentile
Proficiency
State-linked benchmark
Grade-specific values View
Growth
Fall to Winter SGP
Return to Class


STAR Math
Olivia Masterson, District Administrator 2014-2015
Home > Reports
Manuals | Help | Log Out
Growth Proficiency Chart
Live Chat Support
Available
Oakwood Elementary - Teachers
Lower Growth
Higher Achievement
Higher Growth
Higher Achievement
Lower Growth
Lower Achievement
Higher Growth
Lower Achievement
% Proficient
Median Growth (SGP)
0
20
40
60
80
100
Proficiency
Tennessee TCAP
Grade-specific values
View
Growth
Fall to Winter SGP
Grade
All Grades
Susan Fox
54% Proficient
73 SGP Median Growth
15 / 15 Students Included

Annual Progress Report

Printed Friday, April 10, 2015 4:39:12 PM 3:14:25 PM

School: Oakwood Elementary School

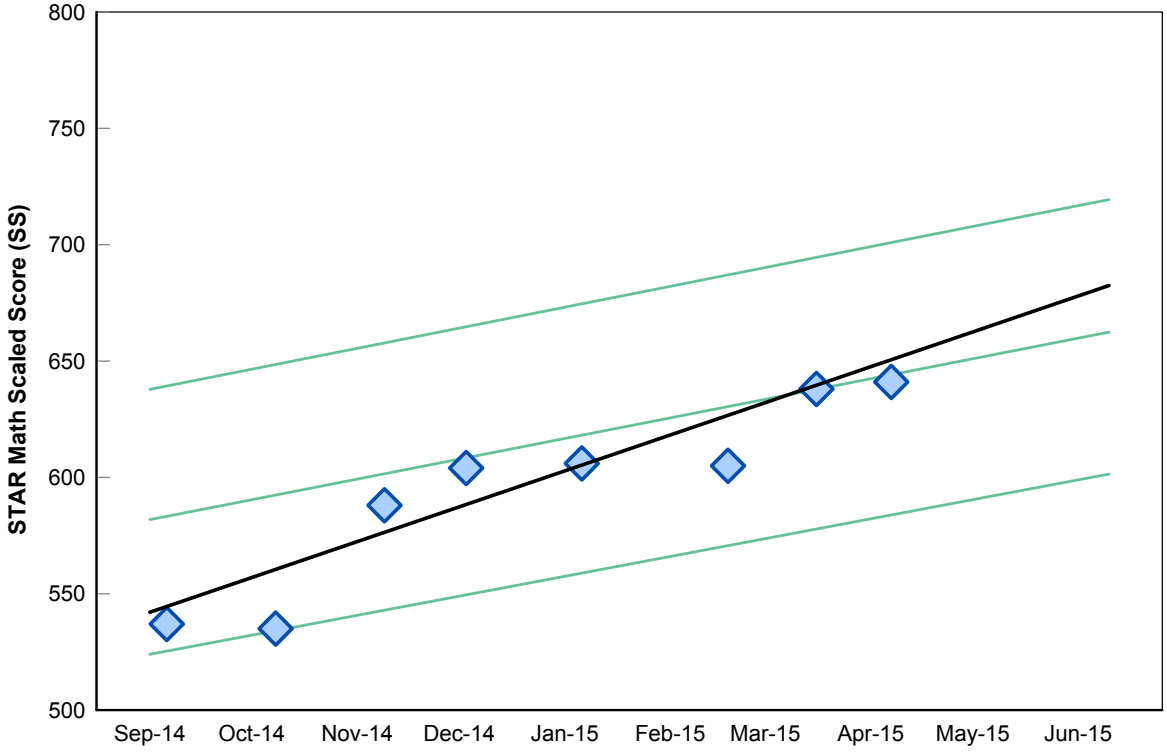
Reporting Period: 9/2/2014 - 6/16/2015

Report Options
Group By: Student
Comparison: National Norm Reference

Bollig, Brandon A.

Grade: 4
ID: •••••

Class: Grade 4 (Adams)
Teacher: Adams, M.



Enterprise Test Score

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.

PR lines represent the 25, 50, and 75 percentile ranks (PR) for this grade

Test	Test Date	SS	GE	PR	PR Range	NCE
1	09/09/2014	537	3.0	20	10-30	28.1
2	10/10/2014	535	3.2	23	11-35	36.0
3	11/12/2014	588	3.5	33	25-41	42.1
4	12/05/2014	604	3.8	38	29-47	42.1
5	01/09/2015	606	3.8	33	19-47	42.1
6	02/20/2015	605	3.8	36	25-47	42.1
7	03/19/2015	638	4.3	45	36-54	47.6
8	04/10/2015	641	4.4	44	36-52	47.6

STAR Math — Olivia Masterson, District Administrator 2014 - 2015

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Longitudinal Report

After changing your viewing options, click Update to refresh the data

School	East Elementary School
Grade	All Grades — Or Select Multiple Grades
Method	○ Cross Sectional *(Same grade year to year - ex: G3, G3, G3)* ◉ Growth *(Same students over multiple years - ex: G1, G2, G3)* ☐ Only include students who tested in all timeframes
Timeframe	Last 3 years — Apr 15 - Jun 15 (Spring)
	Update

Done | Print

East Elementary School - Growth

Grade	School Year Apr 15 - Jun 15 (Spring)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2014 - 2015 Grade 1		123	43% 53	31% 38	20% 24	7% 8
	--						
	--						
Grade 2	2014 - 2015 Grade 2		111	52% 58	23% 25	20% 22	5% 6
	2013 - 2014 Grade 1		111	48% 53	27% 30	19% 21	6% 7
	--						
Grade 3	2014 - 2015 Grade 3		101	58% 59	25% 25	11% 11	6% 6
	2013 - 2014 Grade 2		101	55% 56	22% 22	16% 16	7% 7
	2012 - 2013 Grade 1		101	54% 55	18% 18	21% 21	7% 7
Grade 4	2014 - 2015 Grade 4		102	57% 58	29% 30	10% 10	4% 4
	2013 - 2014 Grade 3		102	56% 57	27% 28	12% 12	5% 5
	2012 - 2013 Grade 2		102	53% 54	27% 28	14% 14	6% 6
Grade 5	2014 - 2015 Grade 5		95	60% 57	22% 21	15% 14	3% 3
	2013 - 2014 Grade 4		95	58% 55	24% 23	14% 13	4% 4
	2012 - 2013 Grade 3		95	54% 51	24% 23	18% 17	4% 4

Done | Print

STAR Math — Olivia Masterson, District Administrator 2014 - 2015

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Longitudinal Report

After changing your viewing options, click Update to refresh the data

School	East Elementary School
Grade	All Grades — Or Select Multiple Grades
Method	(•) Cross Sectional *(Same grade year to year - ex: G3, G3, G3)* ( ) Growth *(Same students over multiple years - ex: G1, G2, G3)* ☐ Only include students who tested in all timeframes
Timeframe	Last 3 years — Apr 15 - Jun 15 (Spring)

Update

Done | Print

East Elementary School - Cross Sectional

Grade	School Year Apr 15 - Jun 15 (Spring)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2014 - 2015 Grade 1		1107	57% 630	22% 246	14% 154	7% 77
	2013 - 2014 Grade 1		1117	60% 670	22% 247	11% 122	7% 78
	2012 - 2013 Grade 1		1078	55% 592	23% 250	15% 161	7% 75
Grade 2	2014 - 2015 Grade 2		1104	62% 684	19% 211	16% 176	3% 33
	2013 - 2014 Grade 2		1120	60% 672	22% 247	13% 145	5% 56
	2012 - 2013 Grade 2		1124	64% 719	18% 204	15% 168	3% 33
Grade 3	2014 - 2015 Grade 3		1098	60% 658	18% 200	15% 164	7% 76
	2013 - 2014 Grade 3		1144	55% 629	29% 333	11% 125	5% 57
	2012 - 2013 Grade 3		1140	59% 672	21% 241	14% 159	6% 68
Grade 4	2014 - 2015 Grade 4		1112	48% 533	28% 313	13% 144	11% 122
	2013 - 2014 Grade 4		1069	47% 502	32% 344	13% 138	8% 85
	2012 - 2013 Grade 4		1141	53% 604	23% 265	12% 136	12% 136
Grade 5	2014 - 2015 Grade 5		1078	60% 646	25% 271	12% 129	3% 32
	2013 - 2014 Grade 5		1122	54% 605	23% 260	14% 157	9% 100
	2012 - 2013 Grade 5		1106	58% 641	22% 245	13% 143	7% 77

Done | Print

Examples of STAR Early Literacy Reports and Software Pages

Student Diagnostic Report A92
Summary Report A93

Universal Screening

Screening Report (Fall). A94

Parent Communication

Parent Report (English). A95
Parent Report (Spanish) A96

Progress Monitoring

Manage Goals Page. A97
Student Progress Monitoring Report A98

Instructional Planning

Instructional Planning Report–Student A102
Instructional Planning Report–Class. A103

State Standards

State Standards Report–Student A104
State Standards Report–Class A106
State Standards Report–District A107

Growth

Growth Report (Class) A108
Growth Proficiency Chart (Class) A109
Growth Proficiency Chart (School) A110
Annual Progress Report A111
Longitudinal Report (Growth) A112
Longitudinal Report (Cross-Sectional) A113

Student Diagnostic Report
Skill Set Scores

Printed Monday, September 15, 2014 9:17:05 AM

School: Oakwood Elementary School

Reporting Period: 09/02/2014 - 06/12/2015
(2014-2015 School Year)

Carter, Lisa

Class: Mrs. Rowley's Class	Student's Age (yrs): 6.4
Teacher: Mrs. C. Rowley	Grade: 1
Test Date: 09/10/2014	ID: LCARTER
SS: 475 (Scaled Score)	

Literacy Classification			
Early Emergent Reader SS 300-487	Late Emergent Reader SS 488-674	Transitional Reader SS 675-774	Probable Reader SS 775-900

Estimated Oral Reading Fluency (Words Correct Per Minute): 0
Est. ORF is available for tests taken in grades 1-3.

Sub-Domains	Score
Alphabetic Principle	50
Concept of Word	58
Visual Discrimination	60
Phonemic Awareness	25
Phonics	27
Structural Analysis	19
Vocabulary	32
Sentence-level Comprehension	23
Paragraph-level Comprehension	17
Early Numeracy	43

Skill Sets Within Each Sub-Domain

Skill set scores, ranging from 0-100, estimate the student's percent of mastery of skills in each set.

Alphabetic Principle	Skill Set Score
➔Alphabetic Knowledge	59
Alphabetic Sequence	27
➔Letter Sounds	52

Concept of Word	
➔Print Concepts: Word length	64
Print Concepts: Word borders	30
➔Print Concepts: Letters and Words	66

Visual Discrimination	
➔Letters	71
➔Identification and Word Matching	46

Phonemic Awareness	
Rhyming and Word Families	34
➔Blending Word Parts	51
➔Blending Phonemes	43
Initial and Final Phonemes	18
Consonant Blends (PA)	35
Medial Phoneme Discrimination	10
Phoneme Segmentation	-
Phoneme Isolation/Manipulation	22

Phonics	
Short Vowel Sounds	28
Initial Consonant Sounds	37
Final Consonant Sounds	28
Long Vowel Sounds	15
➔Variant Vowel Sounds	52
Consonant Blends (PH)	32

Phonics	Skill Set Score
Consonant Digraphs	26
Other Vowel Sounds	-
➔Sound-Symbol Correspondence: Consonants	46
Word Building	22
Sound-Symbol Correspondence: Vowels	23
Word Families/Rhyming	22

Structural Analysis	
Words with Affixes	29
➔Syllabification	42
Compound Words	16

Vocabulary	
➔Word Facility	58
Synonyms	20
Antonyms	24

Sentence-level Comprehension	
Comprehension at the Sentence Level	23

Paragraph-level Comprehension	
Comprehension of Paragraphs	17

Early Numeracy	
➔Number Naming and Number Identification	55
Number Object Correspondence	33
Sequence Completion	29
Composing and Decomposing	-
Measurement	-

➔Next Steps: These are skill sets the student is ready to learn and practice, based on their Scaled Score. Skill sets with a score below 40 may not have been presented to the student yet or may be too difficult at this time.

STAR™ Early Literacy

Summary Report

Printed Friday, September 12, 2014 9:14:31 AM

School: Oakwood Elementary School

Reporting Period: 09/02/2014 - 09/12/2014
(2014-2015 School Year)

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Last Name

Class: Mrs. Rowley's Class

Student	Age (yrs)	Test Date	GP	SS	Est. ORF[a]	Sub-Domain Scores										Literacy Classification
						AP	CW	VS	PA	PH	SA	VO	SC	PC	EN	
Bischel, Corey	6.3	09/10/14	1.02	443	0	43	51	53	20	22	15	27	18	13	37	Early Emergent
Brunner, Kathy	6.4	09/10/14	1.02	577	10	69	75	77	41	44	34	47	39	31	61	Late Emergent
Carter, Lisa	6.4	09/10/14	1.02	475	0	50	58	60	25	27	19	32	23	17	43	Early Emergent
Estada, Robert	6.4	09/10/14	1.02	413	0	36	43	44	15	17	11	22	13	10	30	Early Emergent
Garcia, Maria	6.5	09/10/14	1.02	570	9	67	74	76	40	43	33	46	38	30	60	Late Emergent
Hill, Jeffrey	6.6	09/10/14	1.02	698	26	84	88	89	61	65	56	65	61	52	79	Transitional
Jones, Tom	6.0	09/10/14	1.02	618	15	74	80	81	47	51	41	53	46	37	68	Late Emergent
Kruegar, Brendan	6.2	09/10/14	1.02	466	0	49	56	58	23	26	18	31	21	16	41	Early Emergent
Morales, Rebecca	6.6	09/10/14	1.02	721	30	86	90	91	65	69	60	69	65	57	82	Transitional
North, Stephanie	6.3	09/10/14	1.02	508	0	57	65	66	30	33	24	37	28	21	49	Late Emergent
Pulido, Luis	6.8	09/10/14	1.02	608	15	73	79	80	46	49	39	52	44	36	66	Late Emergent
Rollette, Peter	6.0	09/10/14	1.02	381	0	27	33	34	11	12	8	17	9	6	23	Early Emergent
Schumann, Pamela	6.1	09/10/14	1.02	734	32	88	91	92	68	71	63	71	68	59	84	Transitional
Smith, Debra	6.0	09/10/14	1.02	524	2	60	67	69	32	35	26	39	30	23	52	Late Emergent
Turner, Kenneth	6.2	09/10/14	1.02	740	34	88	91	92	61	69	64	72	69	61	85	Transitional

Score Definitions

GP: Grade Placement
SS: Scaled Score
AP: Alphabetic Principle
CW: Concept of Word
VS: Visual Discrimination
PA: Phonemic Awareness
PH: Phonics
SA: Structural Analysis
VO: Vocabulary
SC: Sentence-Level Comprehension
PC: Paragraph-Level Comprehension
EN: Early Numeracy

Early Emergent Reader: SS 300 - 487
Late Emergent Reader: SS 488 - 674
Transitional Reader: SS 675 - 774
Probable Reader: SS 775 - 900

[a]Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1 - 3.

Screening Report
District Benchmark

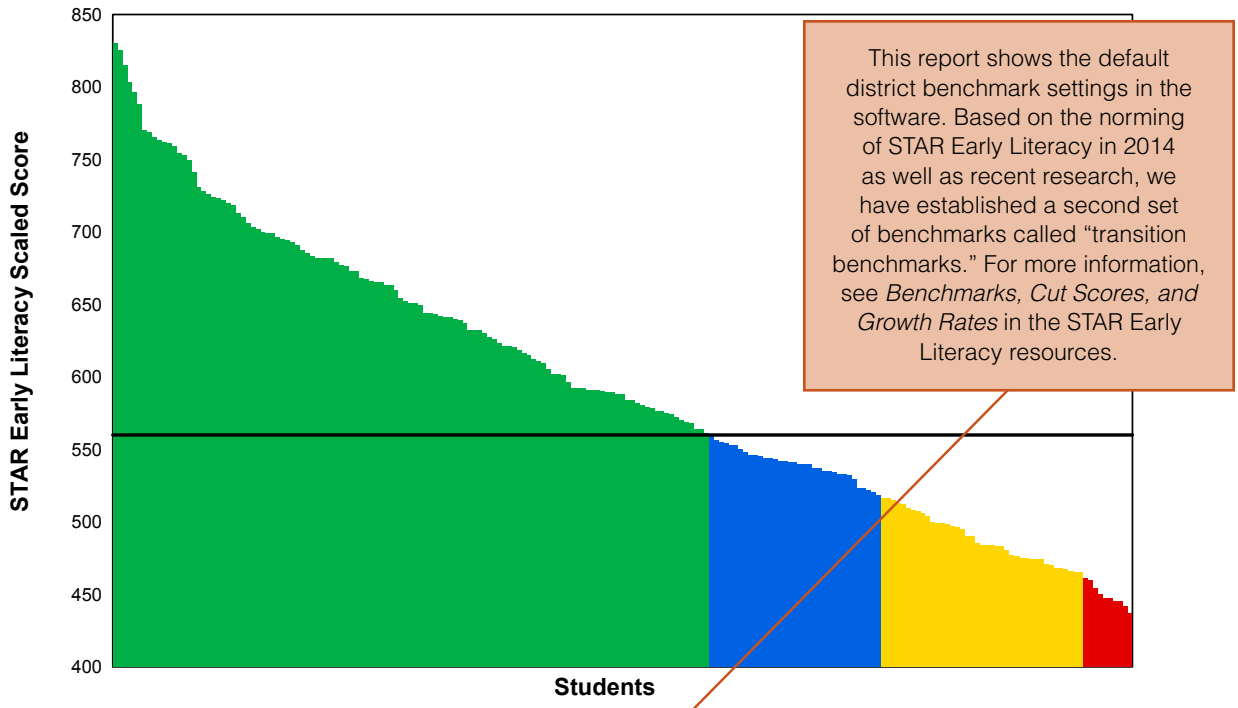
Printed Friday, September 12, 2014 3:52:11 PM

School: Lake View School

Reporting Period: 9/08/2014 - 9/12/2014
(Fall Screening)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 1



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 560 SS	At/Above 40 PR	121	58%
Category Total			121	58%
Below Benchmark				
On Watch	Below 560 SS	Below 40 PR	35	17%
Intervention	Below 517 SS	Below 25 PR	41	20%
Urgent Intervention	Below 462 SS	Below 10 PR	10	5%
Category Total			86	42%
Students Tested			207	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Parent Report
for Felipa Rodriguez

Printed Monday, January 19, 2015 9:12:15 AM

School: Mayfield Elementary
Teacher: Ms. Stacy Landreth
Class: Ms. Landreth Class A

Test Date: January 16, 2015 9:00 AM

Dear Parent or Guardian of Felipa Rodriguez:

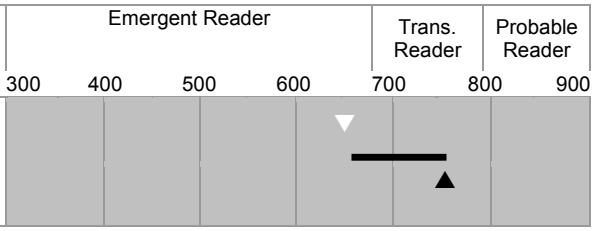
Your child has just taken a STAR Early Literacy assessment on the computer. STAR Early Literacy measures your child's proficiency in up to nine areas that are important in reading development. This report summarizes your child's scores on the assessment. As with any assessment, many factors can affect your child's scores. It is important to understand that these scores provide only one picture of how your child is doing in school.

Scaled Score: 772

The Scaled Score is the overall score that your child received on the STAR Early Literacy assessment. It is calculated based on both the difficulty of the questions and the number of correct responses. Scaled Scores in STAR Early Literacy range from 300 to 900 and span the grades Pre-K through 3.

Felipa obtained a Scaled Score of 772. Scaled Scores relate to three developmental stages: Emergent Reader (300 - 674), Transitional Reader (675 - 774), and Probable Reader (775 - 900). A Scaled Score of 772 means that Felipe is at the Transitional Reader stage.

Date Tested	Scaled Score
09/12/14	650
01/16/15	772



▼ Initial Test Scaled Score

▲ Last Test Scaled Score

Children at the Transitional Reader stage have mastered their alphabet skills and letter-sound relationships. They can identify many beginning and ending consonant sounds and long and short vowel sounds. At this stage, Felipa is probably able to blend sounds and word parts to read simple words. She is likely using a variety of strategies to figure out words, such as pictures, story patterns, and phonics.

Felipa is likely starting to apply basic concepts about print and books to unfamiliar text. Children at this stage are beginning to read unfamiliar words and easy-reader material, but are not yet fluent, independent readers.

The most important thing you can do to help Felipa become a fluent reader is to read storybooks aloud to and with Felipa at home. By reading aloud together, you will be modeling fluent reading for your child. Felipa would also benefit from games that require matching spoken words to printed words on the page.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Comments:

Informe para los Padres
de Felipa Rodriguez

Impreso: Monday, January 19, 2015 10:10:15 AM

Escuela: Mayfield Elementary
Maestro(a): Ms. Stacy Landreth
Class: Ms. Landreth Class A

Fecha de la prueba: January 16, 2015 9:00 AM

Estimados padres o tutores de Felipa Rodriguez:

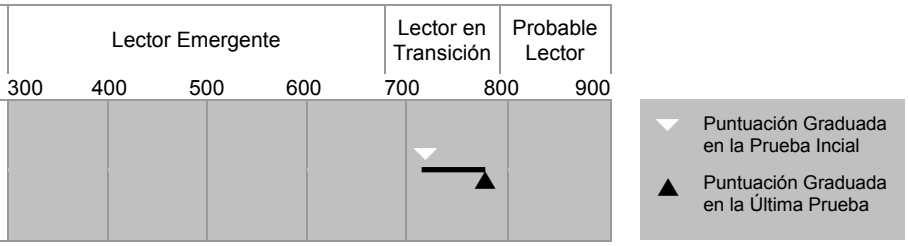
Felipa acaba de presentar una evaluación computarizada llamada STAR Early Literacy. Esta prueba mide la habilidad de los estudiantes en nueve importantes áreas en el desarrollo de la habilidad lectora. En este informe le presentamos un resumen de la puntuación que Felipa obtuvo en dicha prueba. Como en cualquier evaluación, hay muchos factores que pueden influir en las puntuaciones de un estudiante. Es importante entender que estos resultados sólo muestran un aspecto del progreso de Felipa en la escuela.

Puntuación Graduada (SS, por Scaled Score): 772

La Puntuación Graduada indica la cantidad total de puntos que Felipa obtuvo en la prueba STAR Early Literacy. Se calcula teniendo en cuenta tanto la dificultad de las preguntas así como el número de respuestas correctas. El rango de las Puntuaciones Graduadas de la prueba STAR Early Literacy va desde 300 hasta 900.

Felipa obtuvo 772 puntos en la Puntuación Graduada, lo que significa un aumento de 44 puntos con relación a los 728 que obtuvo la vez anterior que presentó la prueba. Las Puntuaciones Graduadas se refieren a tres etapas del desarrollo: Lector Emergente (300 - 674), Lector en Transición (675 - 774) y Probable Lector (775 - 900). Una Puntuación Graduada de 772 indica que Felipa se encuentra en la etapa de Lector en Transición.

Fecha de la prueba	Puntuación graduada
09/12/14	728
01/16/15	772



Los niños en la etapa Lector en Transición dominan el abecedario y las relaciones entre letras y sonidos. Identifican los sonidos de las consonantes al principio y al final de las palabras, al igual que los sonidos de las vocales largas y cortas. En esta etapa, es muy posible que Felipa ya combine los sonidos y las partes de las palabras para así poder leer palabras simples. Lo más probable es que se apoye en una variedad de estrategias para reconocer las palabras, como buscar claves en los dibujos y en los patrones del cuento, al igual que en la fonética.

Felipa ya puede aplicar los conceptos básicos de las letras impresas y los libros al leer un texto desconocido, y también aplica su conocimiento de las combinaciones más comunes de letras para leer palabras. Felipa utiliza el contexto, como lo son las ilustraciones o las palabras que rimen en un poema, para deducir el significado de palabras que no le son familiares. Felipa está empezando a leer material de fácil lectura, pero todavía no al nivel de lector independiente ni con fluidez.

Para ayudar a Felipa a leer con fluidez, lo mejor que usted puede hacer es leerle en casa libros de cuentos en voz alta y leerlos con Felipa. Al leer juntos en voz alta, usted le estará mostrando cómo se lee con fluidez. Felipa también se beneficiará si participa en juegos en los que deba relacionar las palabras que se escuchan con las palabras impresas en la página.

Si tiene alguna pregunta sobre las puntuaciones que obtuvo Felipa o sobre estas recomendaciones, por favor comuníquese conmigo cuando guste.

Firma del (de la) maestro(a): _____ Fecha: _____

Firma del padre o de la madre: _____ Fecha: _____

Comentarios:

STAR Early Literacy C. Rashka, Teacher 2014 - 2015

Home > Screening, Progress Monitoring & Intervention > Student Detail > Manage Goals Manuals | Help | Log Out

Manage Goals

Define an intervention and set a goal

School: **Lake View School**
Student: **Eggers, Rachel**

Latest Test	Score	Goal	Growth Rate
9/16/2014	494 SS / 18 PR	--	calculated after four scores

Intervention Details Interpretation & Guidance

Intervention Name Appears in report details	Small-Group Work
Goal End Date Used for SS/week calculation	1/23/2015
Goal Expected growth rate and score	**Starting test:** 9/16/2016 - 494 SS / 18 PR (Sets intervention line; starts trend and goal lines) Reference points to help you select a goal type: - Maintain 18 PR throughout the school year = 4.5 SS/week - Reach 40 PR benchmark by end of school year = 6.4 SS/week **Select a goal type:** (based on students who scored similarly*) ○ Moderate: 4.9 SS/week = 584 SS / 21 PR ◉ Ambitious: 7.5 SS/week = 632 SS / 36 PR **Or define a custom goal:** ○ Growth Rate 0.0 SS/week = 0 SS / 0 PR

*National research data shows that 50% of students who started at the 18 PR were able to achieve a Moderate growth rate or better, while 25% were able to achieve an Ambitious growth rate or better. Set an appropriate goal for this student and adjust as necessary.

Cancel | Calculate Goal | Save

Student Progress Monitoring Report

Monday, October 27, 2014 4:12:04 PM

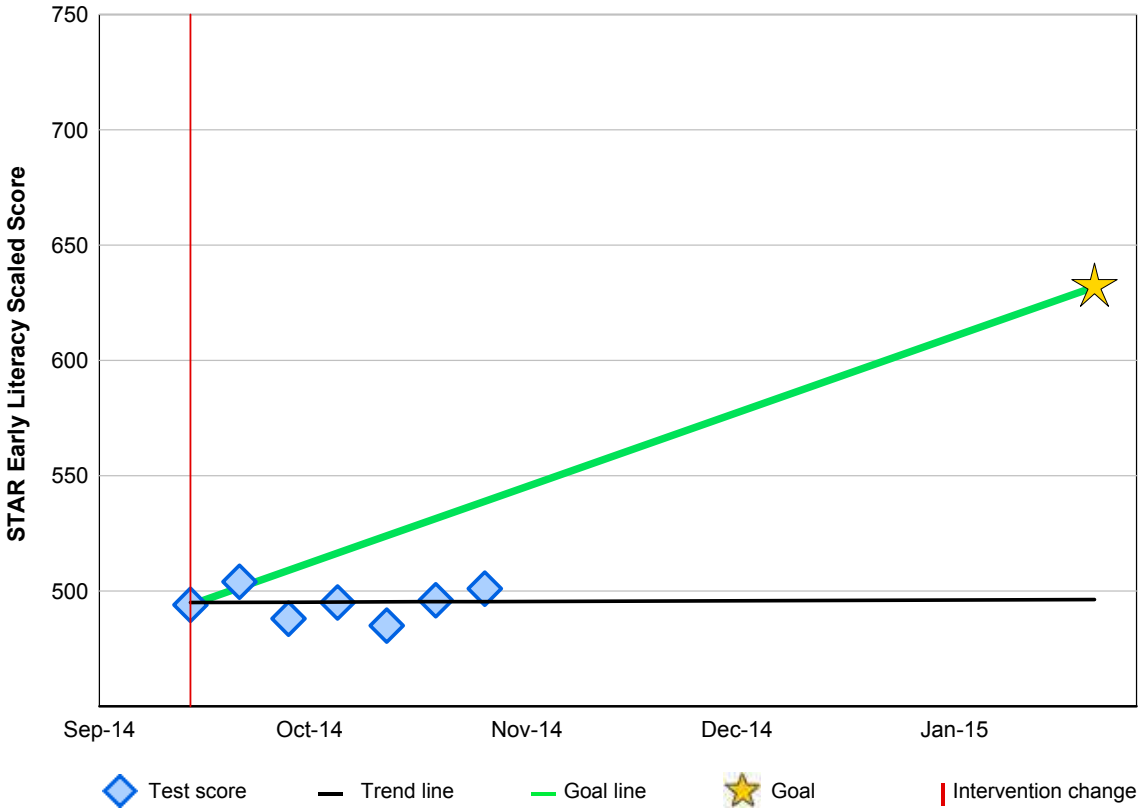
School: Lake View School

Reporting Period: 9/2/2014 - 1/23/2015 (Custom)

Eggers, Rachel

Grade: 1
ID: P234U8

Class: G1 - Rashka
Teacher: Rashka, C.



Rachel's Current Goal

Goal: 632 SS (Ambitious)	**Goal End Date:** 1/23/2015	**Expected Growth Rate**: 7.5 SS/Week

Fluctuation of scores is typical with any test administered multiple times within a short period. Focus on the general direction emerging after multiple administrations of the test rather than on the ups and downs between individual scores.

Student Progress Monitoring Report

Monday, October 27, 2014 4:12:04 PM

School: Lake View School

Reporting Period: 9/2/2014 - 1/23/2015 (Custom)

Eggers, Rachel

Grade: 1
ID: P234U8

Class: G1 - Rashka
Teacher: Rashka, C.

Rachel's Current Goal

Goal: 632 SS (Ambitious) **Goal End Date:** 1/23/2015 **Expected Growth Rate**: 7.5 SS/Week

Rachel's Progress

Program	Program Begins	Test Date	Scaled Score	Growth Rate[a] Scaled Score/Week
Small Group Work	09/15/2014	09/15/2014	494	-
		09/22/2014	504	-
		09/29/2014	488	-
		10/06/2014	495	-1.3
		10/13/2014	485	-2.7
		10/20/2014	496	-1.9
		10/27/2014	501	0.1

[a]The student's trend line and growth rate appear on the report after taking four tests.

Student Progress Monitoring Report

Friday, January 23, 2015 4:12:04 PM

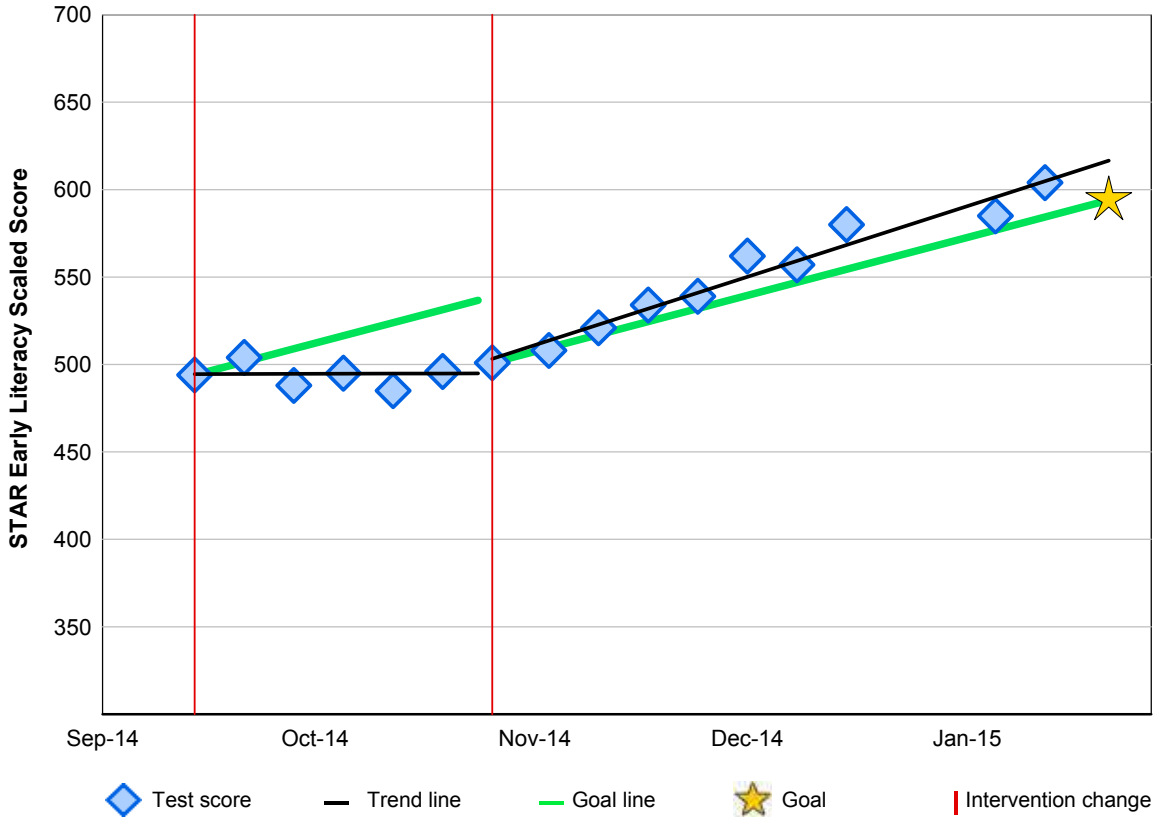
School: Lake View School

Reporting Period: 9/2/2014-1/23/2015 (Custom)

Eggers, Rachel

Grade: 1
ID: P234U8

Class: G1 - Rashka
Teacher: Rashka, C.



Rachel's Current Goal

Goal: 594 SS (Ambitious)	**Goal End Date:** 1/23/2015	**Expected Growth Rate**: 7.5 SS/Week

Fluctuation of scores is typical with any test administered multiple times within a short period. Focus on the general direction emerging after multiple administrations of the test rather than on the ups and downs between individual scores.

Student Progress Monitoring Report

Friday, January 23, 2015 4:12:04 PM

School: Lake View School

Reporting Period: 9/2/2014-1/23/2015 (Custom)

Eggers, Rachel

Grade: 1
ID: P234U8

Class: G1 - Rashka
Teacher: Rashka, C.

Rachel's Current Goal

Goal: 594 SS (Ambitious) **Goal End Date:** 1/23/2015 **Expected Growth Rate**: 7.5 SS/Week

Rachel's Progress

Program	Program Begins	Test Date	Scaled Score	Growth Rate[a] Scaled Score/Week
Small Group Work	09/15/2014	09/15/2014	494	-
		09/22/2014	504	-
		09/29/2014	488	-
		10/06/2014	495	-1.3
		10/13/2014	485	-2.7
		10/20/2014	496	-1.9
		10/27/2014	501	0.1
Individual Tutoring	10/27/2014	10/27/2014	501	-
		11/04/2014	508	-
		11/11/2014	521	-
		11/18/2014	534	11.0
		11/25/2014	539	10.2
		12/02/2014	562	12.6
		12/09/2014	557	10.5
		12/16/2014	580	11.0
		01/06/2015	585	9.3
		01/13/2015	604	9.2

[a]The student's trend line and growth rate appear on the report after taking four tests.

Instructional Planning Report
for Lisa Carter

Printed Friday, September 12, 2014 4:15:12 PM

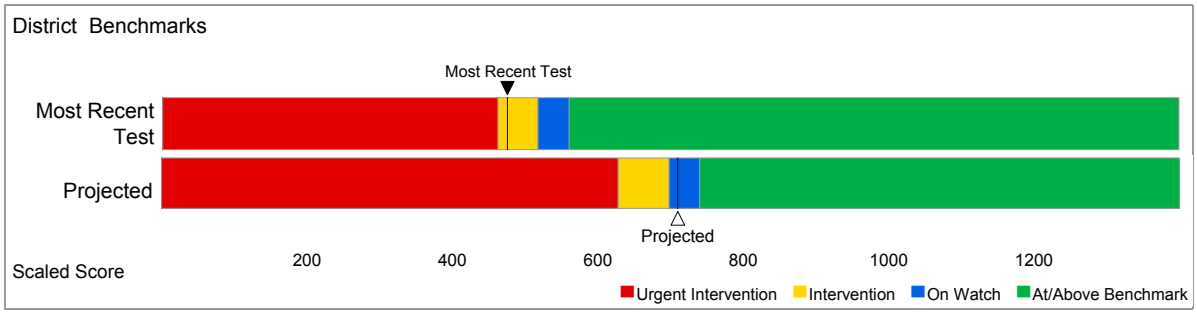
School: Oakwood Elementary School
Class: Mrs. Rowley's Class

Teacher: Rowley, C.
Grade: 1

STAR Early Literacy Test Results

Current SS (Scaled Score): 475	Test Date: 9/10/2014
Literacy Classification: Early Emergent Reader	Est. ORF: 0
Projected SS for 06/12/15: 710	Based on research, 50% of students at this student's level will achieve this much growth.

Lisa's Current Performance



Suggested Skills

Lisa's recent STAR Early Literacy scaled score(s) suggests these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Reading: Foundational Skills	
GR	**Fluency** This score suggests Lisa should continue to read and respond to emergent-reader texts.
K	» With assistance, confirm or correct understanding of text by using illustrations
	Phonics and Word Recognition This score suggests Lisa should practice the following phonics and word-recognition skills, particularly those skills dealing with identifying the sounds represented by letters.
K	» Identify the primary sounds most frequently represented by initial consonants of written words (e.g., pick the word that begins with the sound /g/, get; pick the first letter you hear in mop, m)
K	» Identify and match letters for final consonant sounds in single-syllable words (e.g., pick the letter for the last sound in fan by reading from choices: *f*, *v*, and *n*)
K	Decode single-syllable (CVC) words (e.g., cat, get, mom)
K	» Identify, match, and distinguish the short vowel sounds with the letters that represent them
K	» Decode regularly spelled single-syllable words by distinguishing between short vowel sounds
K	» Identify the letters that most commonly represent long vowel sounds (e.g., a_e, i_e, o_e, u_e)
K	» Distinguish between similarly spelled words by identifying the sounds of the consonants that differ (e.g., pick the word that has the /k/ sound: *cat*, *pat*, *pat*)
K	» Distinguish between similarly spelled words by identifying the sounds of the vowels that differ (e.g., pick the word that has the /a/ sound: *cat*, *cot*, *cut*)
K	» Read grade-appropriate high-frequency (e.g., Dolch, Fry) words by sight
K	With prompting and support, identify the meanings of familiar base words with common inflectional forms (e.g., -ed, -ing, -s, -es)
	Phonological Awareness

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

STAR Early Literacy

Class Instructional Planning Report

Printed Friday, September 12, 2014 3:15:42 PM

School: Oakwood Elementary School

Reporting Period: 8/12/2014-9/10/2014

Class: Mrs. Rowley's Class

Teacher: Rowley, C.

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	6	710	608-740
Group 2	4	547	508-577
Group 3	5	443	381-475

Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program.

Group 1

Students

Kenneth Turner, Pamela Schumann, Rebecca Morales, Jeffrey Hill, Tom Jones, Luis Pulido

Reading: Foundational Skills

GR	
	Fluency
3	» Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject) and comprehend on-level texts demonstrated by talking about interesting characters or surprising events, writing an answer to the question, or summarizing what was learned
3	» Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks
3	» Read on-level texts aloud smoothly with expression (e.g., using appropriate expression to indicate punctuation, such as periods, question marks, and exclamation points)
3	» Confirm or correct understanding of a word or a larger text by using context clues, including both words and text structures, by using phonics, particularly understanding of word morphology, and by slowing reading pace and/or rereading
	Phonics and Word Recognition
3	» Decode increasingly difficult multisyllable words by identifying syllable patterns (e.g., transportation)
3	» Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un-, and -ful, -ly, -ness) and infer how they affect the meanings of words
3	» Decode words with common Latin suffixes, such as the *-or* in *elevator* or *-ment* in *government*, and identify the meanings of the words
3	» Read grade-level irregularly spelled sight words automatically (e.g., certain, notice)
2	» Use knowledge of regularly spelled syllable patterns to decode multisyllable grade-level words (e.g., read a word such as *even* by picking the correct syllable breaks)
2	» Decode words with common affixes (e.g., un-, re-, over-, -er, -est) and familiar base words
2	» Recognize and automatically read grade-appropriate irregularly-spelled words (e.g., answer, beautiful)
2	» Decode, read, and spell words with inconsistent but common spelling patterns (e.g., ph, wr, kn, gh, igh, ight, eigh, ough, ought)
2	» Recognize and read words with the same sound but different spelling patterns (e.g. know/no, kite/light, sleigh/hay, phone/fork)

Language

	Vocabulary Acquisition and Use
3	Use knowledge of grade-appropriate affixes (e.g., un-, re-, -ful, -ly, -ness) and familiar base words to decode and predict the meanings of unfamiliar words (e.g., unfairly, cheerful)

»Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

State Standards Report - Student

Common Core State Standards

Printed Friday, December 5, 2014 4:13:22 PM

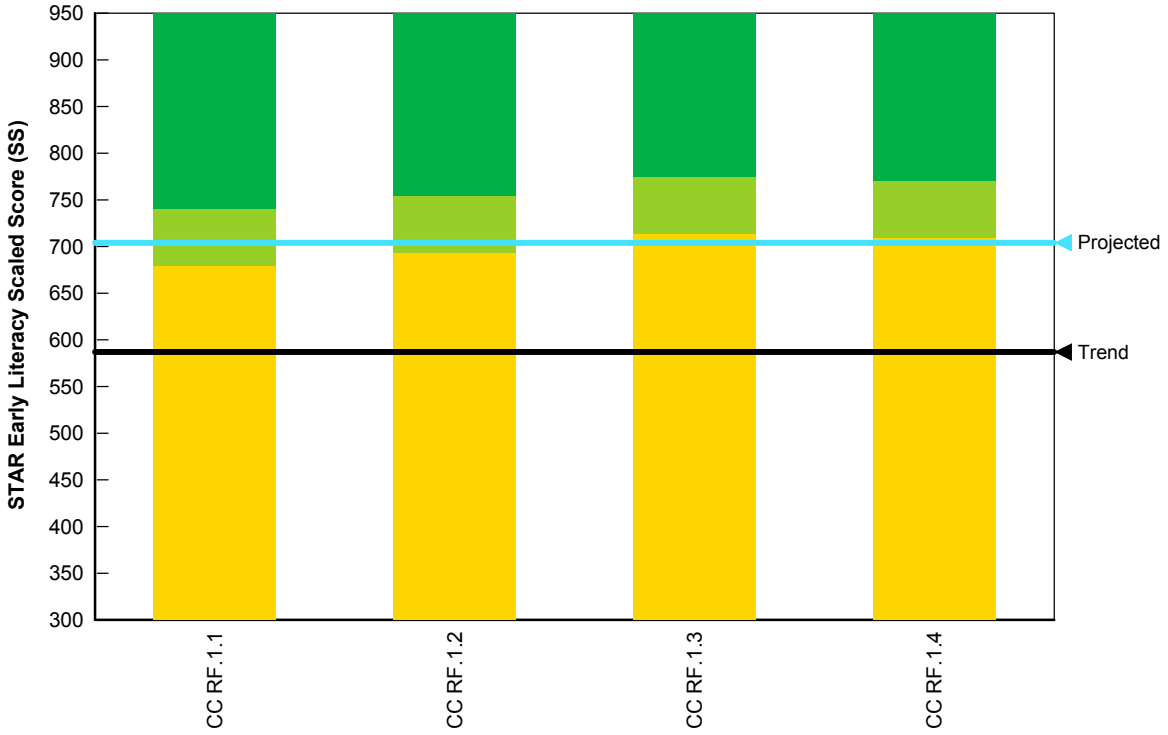
School: Oakwood Elementary School

Carter, Lisa

ID: LCARTER
Grade: 1

Class: Mrs. Rowley's Class
Teacher: Rowley, C.

Estimated Mastery



How STAR Early Literacy Estimates Mastery of State Standards

STAR Early Literacy provides an estimate of the student's mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. Monitor students in this range to confirm their understanding of the standard.

Est. Mastery Levels for Standards in Grade 1

Above Est. Mastery Range Est. Mastery Range Below Est. Mastery Range

STAR Early Literacy Test Results

Current Test SS: 552
Date: 12/5/2014

Trend: Use the trend score, which is based on all test scores, to estimate mastery of state standards

Projected SS: 704
Date: 6/12/2015

Based on research, 50% of students at this student's level will achieve this much growth.

STAR Early Literacy

State Standards Report - Student
Common Core State Standards

Printed Friday, December 5, 2014 4:13:22 PM

School: Oakwood Elementary School

Carter, Lisa

ID: LCARTER
Grade: 1

Class: Mrs. Rowley's Class
Teacher: Rowley, C.

Grade 1 English Language Arts & Literacy in History/Social Studies: NGA Center-CCSSO, College- and Career-Readiness Standards and K-12 English Language Arts, 2010, Grade 1 English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects, Common Core State Standards, produced by NGA and CCSSO

Below Estimated Mastery Range on Current Test

	CC RF.1.1	Demonstrate understanding of the organization and basic features of print.
	CC RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
▶	CC RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
▶	CC RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

▶Student's STAR score suggests they may need additional help to reach the Estimated Mastery Range by 6/12/2015.

State Standards Report - Class
Common Core State Standards

Printed Friday, September 12, 2014 3:29:30 PM

School: Oakwood Elementary School

Reporting Period: 9/2/2014 - 9/12/2014

How STAR Early Literacy Estimates Mastery of State Standards

STAR Early Literacy provides an estimate of the students' mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. Monitor students in this range to confirm their understanding of the standard.

Class: Mrs. Rowley's Class

Teacher: Rowley, C.

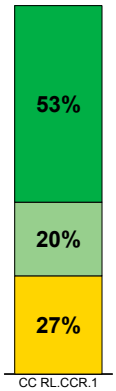
Grade: 1

Grade 1: NGA Center-CCSSO, College- and Career-Readiness Standards and K-12 English Language Arts, 2010, Grade 1 English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects, Common Core State Standards, produced by NGA and CCSSO

CC RL.CCR.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Students Grouped By Estimated Mastery



Above	Within Range	Below
8 of 15 Students	3 of 15 Students	4 of 15 Students
Turner, Kenneth	Smith, Debra	Kruegar, Brendan
Schumann, Pamela	North, Stephanie	Bischel, Corey
Morales, Rebecca	Carter, Lisa	▶Estada, Robert
Hill, Jeffrey		▶Rollette, Peter
Jones, Tom		
Pulido, Luis		
Brunner, Kathy		
Garcia, Maria		

▶Student's STAR score suggests they may need additional help to reach the Estimated Mastery Range by 6/12/2015.

STAR Early Literacy

State Standards Report - District

Common Core State Standards (CCSS)

Printed Friday, September 12, 2014 3:52:11 PM

District: Union School District

Reporting Period: 9/2/2014 - 9/12/2014

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: School
List By: Teacher
Sort By: Alphabetical

How STAR Early Literacy Estimates Mastery of State Standards

STAR Early Literacy provides an estimate of the students' mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. The percentage of students who score in or above this range indicates overall progress toward standards mastery.

Current - Shows progress on tests taken between 9/2/2014 - 9/12/2014

Projected - Shows likely progress by 6/12/2015. Based on research, 50% of students will achieve this much growth.

Grade: 1

Grade 1: NGA Center-CCSSO, Math, 2010, Grade 1, Common Core State Standards, produced by the National Governor's Association and Council of Chief State School Officers

CC 1.OA.C1
Represent and solve problems involving addition and subtraction.

School/Teacher	% of Students In or Above the Estimated Mastery Range: Current		Projected (6/12/2015)	
Beecher Elementary School	25%	10 / 40	65%	26 / 40
Raines, L.	25%	5 / 20	75%	15 / 20
Winters, G.	25%	5 / 20	55%	11 / 20
Oakwood Elementary School	8%	3 / 36	50%	18 / 36
Matthews, D.	10%	2 / 21	52%	11 / 21
Rowley, C.	7%	1 / 15	47%	7 / 15

CC 1.OA.C3
Add and subtract within 20.

School/Teacher	% of Students In or Above the Estimated Mastery Range: Current		Projected (6/12/2015)	
Beecher Elementary School	40%	16 / 40	83%	33 / 40
Raines, L.	40%	8 / 20	90%	18 / 20
Winters, G.	40%	8 / 20	75%	15 / 20
Oakwood Elementary School	17%	6 / 36	83%	30 / 36
Matthews, D.	10%	2 / 21	90%	19 / 21
Rowley, C.	27%	4 / 15	73%	11 / 15

STAR™ Early Literacy

Growth Report

Printed Friday, May 22, 2015 3:15:02 PM

School: Oakwood Elementary School

Pretest: SGP Fall window (8/1 - 11/30)
Posttest: SGP Spring window (4/1 - 7/31)

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Last Name

Score Definitions

GP: Grade Placement	VS: Visual Discrimination	VO: Vocabulary	Early Emergent Reader: SS 300 - 487
SS: Scaled Score	PA: Phonemic Awareness	SC: Sentence-Level Comprehension	Late Emergent Reader: SS 488 - 674
AP: Alphabetic Principle	PH: Phonics	PC: Paragraph-Level Comprehension	Transitional Reader: SS 675 - 774
CW: Concept of Word	SA: Structural Analysis	EN: Early Numeracy	Probable Reader: SS 775 - 900

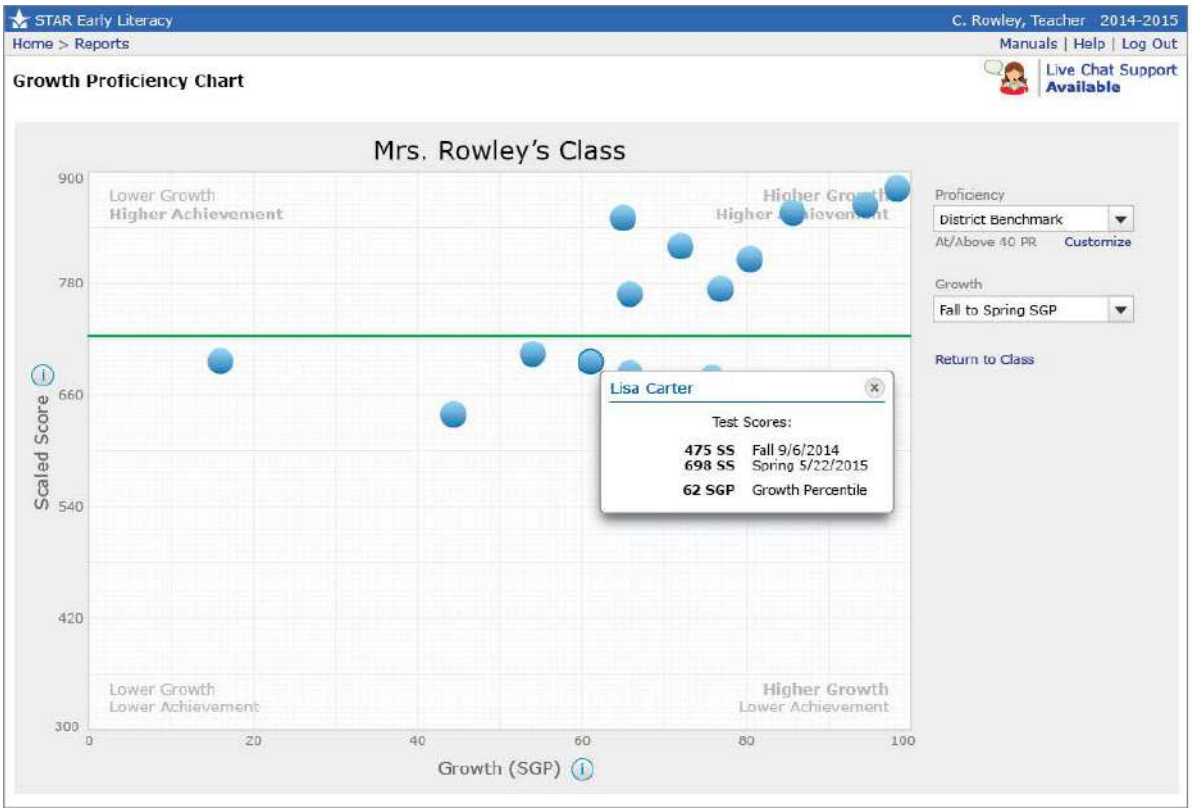
Class: Mrs. Rowley's Class

Growth Target: 40 SGP

Teacher: Rowley, C.

Student	SGP Fall-Spr	Test Date	Age (yrs)	GP	SS	EORF[a]	Sub-Domain Scores AP	CW	VS	PA	PH	SA	VO	SC	PC	EN	Literacy Classification
Bischel, Corey	65	09/08/2014	6.3	1.02	443	0	43	41	53	20	22	15	27	18	13	37	Early Emergent
		05/22/2015	7.0	1.87	677	23	82	86	87	58	61	52	62	57	48	76	Transitional Reader
			+0.7	+0.85	+234	+23	+39	+45	+34	+38	+39	+37	+35	+39	+39	+39	
Brunner, Kathy	81	09/08/2014	6.0	1.02	577	10	69	75	77	41	44	34	47	39	31	61	Late Emergent
		05/22/2015	6.7	1.87	809	67	94	96	96	82	84	80	84	83	77	92	Probable Reader
			+0.7	+0.85	+232	+57	+25	+21	+19	+41	+40	+46	+37	+44	+44	+31	
Carter, Lisa	61	09/08/2014	6.8	1.02	475	0	50	58	60	25	27	19	32	23	17	43	Early Emergent
		05/22/2015	7.5	1.87	698	26	84	88	89	61	65	56	89	61	52	79	Transitional
			+0.7	+0.85	+223	+26	+34	+30	+29	+36	+38	+37	+57	+38	+38	+36	
Estada, Robert	77	09/08/2014	6.7	1.02	413	0	36	43	44	15	17	11	22	13	10	30	Early Emergent
		05/22/2015	7.4	1.87	685	24	83	87	88	59	62	53	63	58	49	77	Transitional
			+0.7	+0.85	+272	+24	+47	+44	+44	+44	+45	+42	+41	+45	+45	+47	
Garcia, Maria	87	09/08/2014	6.4	1.02	570	9	67	74	76	40	43	33	46	38	30	60	Late Emergent
		05/22/2015	7.1	1.87	821	75	95	97	97	85	87	82	86	85	80	94	Probable
			+0.7	+0.85	+251	+66	+28	+23	+21	+45	+44	+49	+40	+47	+47	+34	

[a]Estimated Oral Reading Fluency (EORF) is only reported for tests taken in grades 1-3.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C. Rowley, Teacher 2014-2015
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Mrs. Rowley's Class
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Higher Achievement
Lower Growth
Lower Achievement
Higher Growth
Lower Achievement
Scaled Score
Growth (SGP)
Lisa Carter
Test Scores:
475 SS Fall 9/6/2014
698 SS Spring 5/22/2015
62 SGP Growth Percentile
Proficiency
District Benchmark
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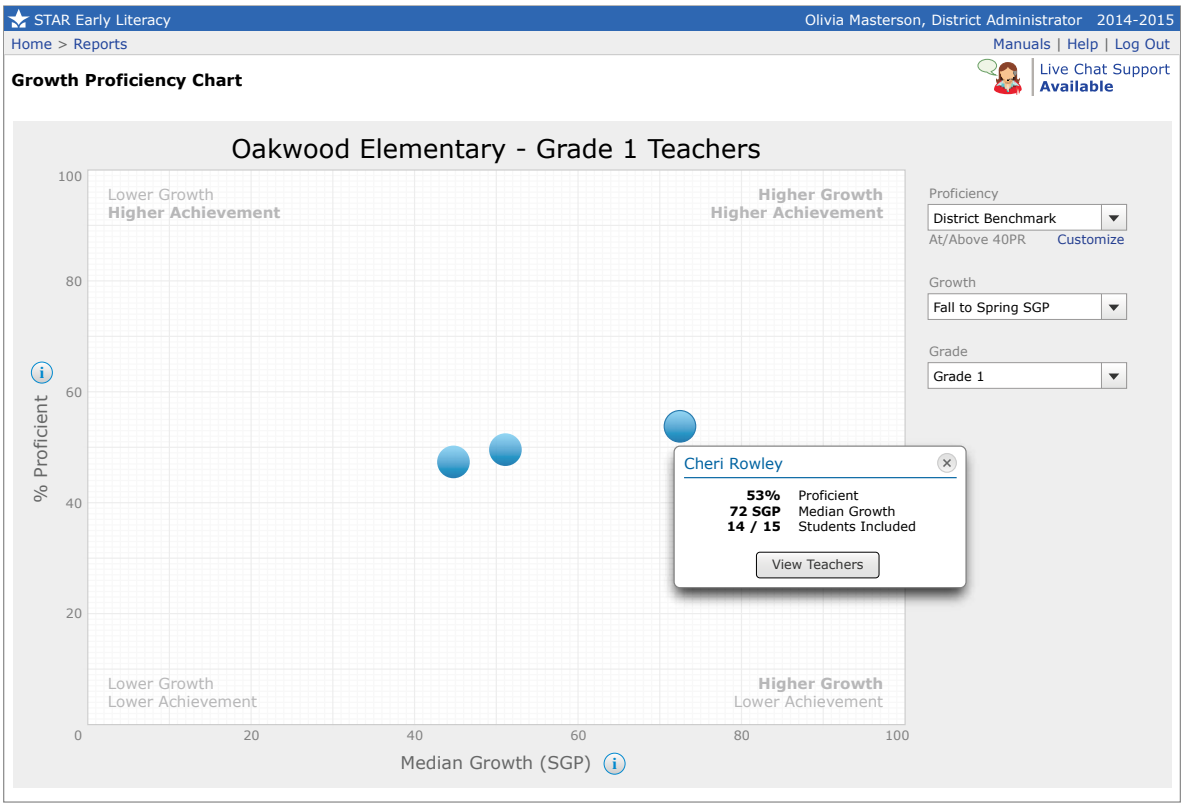
Customize
Growth
Fall to Spring SGP
Return to Class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Live Chat Support
Available
Oakwood Elementary - Grade 1 Teachers
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Higher Growth
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Lower Growth
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Higher Growth
Lower Achievement
% Proficient
Median Growth (SGP)
Proficiency
District Benchmark
At/Above 40PR
Customize
Growth
Fall to Spring SGP
Grade
Grade 1
Cheri Rowley
53% Proficient
72 SGP Median Growth
14 / 15 Students Included
View Teachers

STAR Early Literacy

Annual Progress Report

Printed Friday, March 6, 2015 4:15:08 PM

School: Oakwood Elementary School

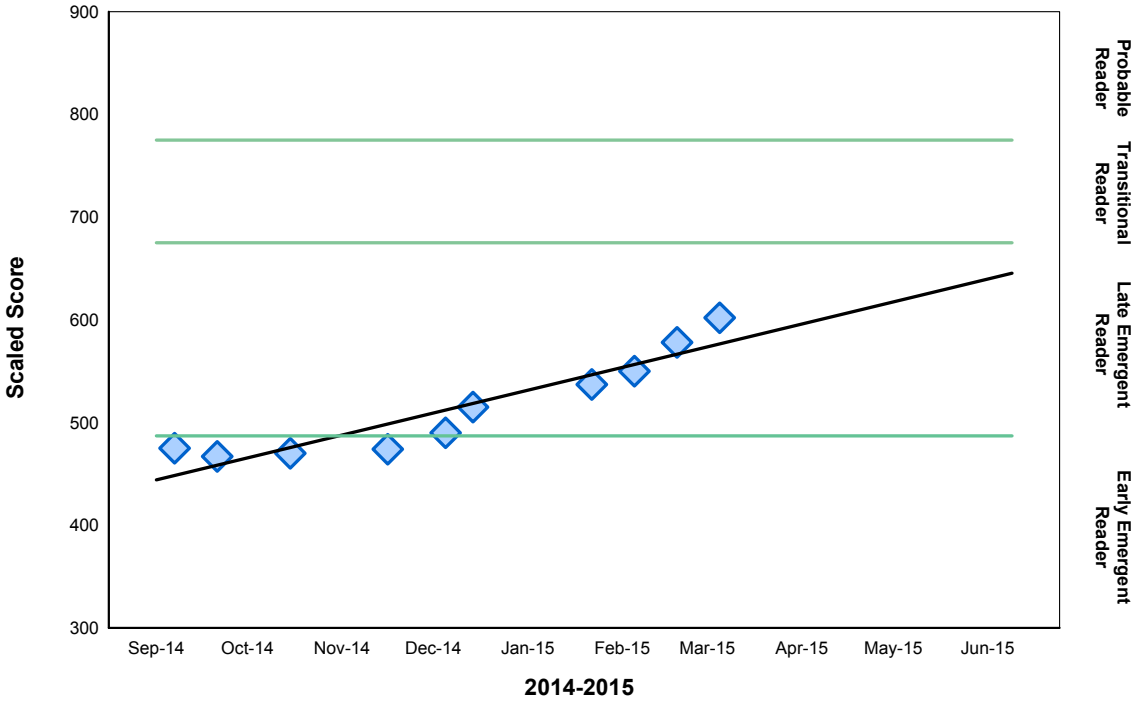
Reporting Period: 9/2/2014 - 6/10/2015

Report Options
Group by: Student
Comparison: Literacy Classification

Carter, Lisa

Grade: 1
ID: LCARTER

Teacher: Rowley, C.
Class: Mrs. Rowley's Class



Enterprise Test Score

Trend line is statistically calculated after three or more tests to show the direction the scores are moving.

Test	Test Date	GP	Age	Scaled Score	Sub-Domain Scores									
					AP	CW	VS	PA	PH	SA	VO	SC	PC	EN
1	09/08/2014	1.02	6.4	475	50	58	60	25	27	19	32	23	17	43
2	09/22/2014	1.07	6.4	467	49	57	58	24	26	18	31	21	16	42
3	10/16/2014	1.15	6.5	470	49	57	59	24	27	19	31	22	16	42
4	11/17/2014	1.25	6.6	474	50	58	59	25	27	19	32	22	16	43
5	12/06/2014	1.32	6.7	490	53	61	63	27	30	21	34	25	18	46
6	12/15/2014	1.35	6.7	515	58	66	67	31	34	25	38	29	22	51
7	01/23/2015	1.47	6.8	537	62	69	71	34	37	28	41	32	25	54
8	02/06/2015	1.52	6.9	550	64	71	73	36	40	30	43	35	27	57
9	02/20/2015	1.57	6.9	578	69	75	77	41	44	35	47	39	31	62
10	03/06/2015	1.61	7.0	602	72	78	80	45	48	39	51	44	35	65

GP: Grade Placement
AP: Alphabetic Principle
CW: Concept of Word
VS: Visual Discrimination
PA: Phonemic Awareness
PH: Phonics
SA: Structural Analysis
VO: Vocabulary
SC: Sentence-Level Comprehension
PC: Paragraph-Level Comprehension
EN: Early Numeracy

STAR Early Literacy — Olivia Masterson, District Administrator 2014 - 2015

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Longitudinal Report

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School	Oakwood Elementary School
Grade	All Grades — Or Select Multiple Grades
Method	○ Cross Sectional *(Same grade year to year - ex: G3, G3, G3)* ◉ Growth *(Same students over multiple years - ex: G1, G2, G3)* ☑ Only include students who tested in all timeframes
Timeframe	Last 3 years — Apr 15 - Jun 15 (Spring)
	Update

Done | Print

This report shows the default district benchmark settings in the software. Based on the norming of STAR Early Literacy in 2014 as well as recent research, we have established a second set of benchmarks called "transition benchmarks." For more information, see *Benchmarks, Cut Scores, and Growth Rates* in the STAR Early Literacy resources.

Oakwood Elementary School - Growth

Grade	School Year Apr 15 - Jun 15 (Spring)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Kindergarten	2014 - 2015 Kindergarten		83	63% 52	18% 15	16% 13	4% 3
	--						
	--						
Grade 1	2014 - 2015 Grade 1		88	59% 52	19% 17	19% 17	2% 2
	2013 - 2014 Kindergarten		88	55% 48	19% 17	20% 18	6% 5
	--						
Grade 2	2014 - 2015 Grade 2		81	59% 48	21% 17	17% 14	2% 2
	2013 - 2014 Grade 1		81	53% 43	22% 18	19% 15	6% 5
	2012 - 2013 Kindergarten		81	49% 40	23% 19	21% 17	6% 5
Grade 3	2014 - 2015 Grade 3		90	68% 61	16% 14	14% 13	2% 2
	2013 - 2014 Grade 2		90	61% 55	17% 15	17% 15	6% 5
	2012 - 2013 Grade 1		90	57% 51	19% 17	18% 16	7% 6

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STAR Early Literacy — Olivia Masterson, District Administrator 2014 - 2015

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Longitudinal Report

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School	Oakwood Elementary School
Grade	All Grades — Or Select Multiple Grades
Method	(•) Cross Sectional *(Same grade year to year - ex: G3, G3, G3)* ( ) Growth *(Same students over multiple years - ex: G1, G2, G3)* ☐ Only include students who tested in all timeframes
Timeframe	Last 3 years — Apr 15 - Jun 15 (Spring)

Update

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This report shows the default district benchmark settings in the software. Based on the norming of STAR Early Literacy in 2014 as well as recent research, we have established a second set of benchmarks called "transition benchmarks." For more information, see *Benchmarks, Cut Scores, and Growth Rates* in the STAR Early Literacy resources.

Oakwood Elementary School - Cross Sectional

Grade	School Year Apr 15 - Jun 15 (Spring)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Kindergarten	2014 - 2015 Kindergarten		113	60% 68	25% 28	12% 13	4% 4
	2013 - 2014 Kindergarten		117	61% 71	20% 23	15% 17	5% 6
	2012 - 2013 Kindergarten		119	57% 68	22% 26	13% 15	8% 10
Grade 1	2014 - 2015 Grade 1		104	48% 50	23% 24	17% 18	12% 12
	2013 - 2014 Grade 1		124	66% 82	17% 21	10% 12	7% 9
	2012 - 2013 Grade 1		119	65% 77	21% 25	10% 12	4% 5
Grade 2	2014 - 2015 Grade 2		124	61% 76	22% 27	12% 15	5% 6
	2013 - 2014 Grade 2		116	61% 71	18% 21	14% 16	7% 8
	2012 - 2013 Grade 2		120	56% 67	23% 27	15% 18	7% 8
Grade 3	2014 - 2015 Grade 3		119	60% 71	24% 29	11% 13	5% 6
	2013 - 2014 Grade 3		116	57% 66	23% 27	13% 15	7% 8
	2012 - 2013 Grade 3		125	62% 78	20% 25	10% 12	8% 10

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Index

absolute growth, 10, 50, 82
academic peer, 10, 82, 84, 85, 86
Accelerated Math Library Report, 11, A17
Accelerated Reader, 32 34, 38, 98, A17
algebra test, 4
ambitious goal, 47–48
Annual Progress Report, 15, 89–90, 94, A17, A52, A87, A111
audio support (STAR Math), 3, 15, 95

baseline data, 45, 46, 55
benchmark
  and goal setting, 45, 47–48, 51–52
  default, 22, 23, A4
  definition, 21
  editing, 21–23, A3–A4
  for oral reading fluency, 11
  on Diagnostic Report, 10
  on Longitudinal Report, 91, 92
  on Screening Report, 18, 26–32, 36–39, 40–41
  settings, 21–23
  transition (STAR Early Literacy), 22, 34, A94, A112, A113
  viewing, A3

calculator, 4, 15, 96
calibration, 8, 9
calendar, 18–20, 21, 24
categories, 21–22, 28, 36–43
characteristics, 21, 29, 82, 97, A43
Class Report, A17
Common Core State Standards, 1, 3, 9, 10, 12–13, 14, 18, 56, 61, 75–81, A17, A18
computer-adaptive, 3, 4, 12, 56, 97
core instructional program, 29, 31, 34, 36, 40, 43
Core Progress learning progression, 9, 57, 60, 61, 62–67, A7, A8, A9
criterion-referenced, 98
cross-sectional method, 91, 92
cut scores
  and proficiency categories, 21–22
  and Screening Report, 26–27
  and state tests, 21
  definition, 28
  editing, A3–A4
  for oral reading fluency, 11
  for untested grades, 21
  viewing, A3

Dashboard, STAR Learning to Read, 43
Diagnostic Report, 10–12, 15, A17, A20–A21, A56–A57, A92
DIBELS, 14
differentiating instruction, 38, 52, 56–57
domain, 5, 6, 7, 9, 11, 12, 56, 60

editing an intervention and goal, 53, A6
educator effectiveness, 94
English language learners, 21, 32, 48, 67, 83, 96
Estimated Mastery Range, 75–76, 78, 79, A18
estimated oral reading fluency, 11, 82

fidelity of administration, 14, 15, 97
fidelity of implementation, 19, 51, 52
fluctuation in scores, 50
frequency of testing, 3, 18–19

geometry test, 4
goal line, 50, 53
goal types, 47–48
goals
  custom, 47, A6
  editing, 53, A6
  for Accelerated Reader, 98
  for ELLs, 48
  grade-level, 31, 35, 38–39, 40
  purpose of, 45, 98
  setting for intervention, 45–48, 98, A5–A6
  setting for school improvement, 17, 24, 93
grade-equivalent (GE), 9, 11, 15, 83, 88, 98
grade-level teams, 17–18, 19, 21, 30–31, 35, 38
groups
  for instructional planning, 32, 60–61, A7–A8
  managing groups, 45, 97, A5
growth method, 91–92
Growth Proficiency Chart, 87–89, A10, A17, A50–A51, A85–A86, A109–A110
growth rate, 47, 49, 50–51, 53, 89, 97, A6
Growth Report, 26, 82–86, A17, A48–A49, A83–A84, A108
growth target, 86, 98

high achievers, 38
high school, 33, 96
Home Connect, 34

Instructional Planning Report, 22, 23, 32, 57, A8–A9, A17, A35–A36, A70–A71, A102–A103

Instructional Reading Level (IRL), 11, 34, 82, 96, 97, 98, A2, A18
intervention
and Screening Report, 30, 31, 34, 36, 41–42
editing an, 53, A6
end date, 46
forms of, 32, 33
interpreting data, 50–52
monitoring response to, 48–51
naming, 46
planning, 17, 18, 31–33, 53–54
setting up, 45–48, A5–A6
start date, 46
iPad, 4, 96, A10-A11
Item Response Theory, 8
items
calibration of, 8, 9
examples of, 5–7

kindergarten, 3, 95, 96, 97

length of the test, 6, 14, 15
Lexile® measures, 98
linking, 21, 28, 60, 68, 69
Longitudinal Reports, 91–93, A9–A10, A17, A53–A54, A88–A89, A112–A113

MathFacts in a Flash, 34
math instructional level, A2, A17, A18
moderate goal, 47
monitor password, A2

National Center for Intensive Intervention (NCII), 14
National Center on Response to Intervention (NCRTI), 3, 14
normal curve equivalent (NCE), 83
norm-referenced scores, 3, 9, 96, 97

outlook reporting period, 73

Parent Report, 34, 35, A17, A28–A29, A63–A64, A95–A96
parents, 24, 34–35, A12–A13
pathway to proficiency, 69–70, 71, 73
percentile rank (PR), 9, 10, 15, 28, 34, 47, 82–83, 96, 97
performance tasks, 60, 67
practice questions, 3, 4, 8, 95
pretest instructions, 4, 15, 95, A2
professional development, 19–20, 24, 30, 36, 86, 89, 94
proficiency threshold, 69–70, 73
progress monitoring
ongoing, 53
report data, 48–51, 93, A5–A6
responding to data, 51–52

Reading Range Report, A17
Record Book, 57–61, A7–A8
reference points for goal setting, 47
relative growth, 10
reliability, 12
Response to Intervention (RTI), 14, 18, 31, 34, 42–43, 53, A12–A13
resuming a test, 96
retesting a student, 97

scaled score (SS)
and absolute growth, 10, 50, 82
and Core Progress learning progression, 56, 60, 61
and ELLs, 32
and standards, 75–76
and state tests, 68–69
and student growth percentile, 10, 83, 84
definition, 9
for kindergarten, 96
scheduling, 15, 18–20, 30, 33
screening
fall, 26–34
spring, 39–42
winter, 34–39
screening periods, 18, 19, 26
Screening Report, 27–32, 36–39, 40–42, A23–A27, A59–A62, A94
screening status preview, 26, A5
SGP testing window, 83–84
software instructions, A2–A11
special education, 32, 33, 51, 83, 96
standard error of measurement, 38, 50
standard protocols, 55
starting level, 4, 96, A2
State Performance Report
Class, 71, A38, A41, A73, A76
District, 72–73, A43, A78
Student, 69–71, A37, A40, A72, A73
State Standards Report
Class, 78, 80, A46, A81, A106
District, 79, 80, A47, A82, A107
Student, 76–77, 80, A45, A79, A104
stopping a test, 96
student growth percentile (SGP), 10, 26, 34, 82, 83–86, 87, A17

Student Progress Monitoring Report, 48–51, 53–54, A7, A18, A31–A34, A66–A69, A98, A101
Successful Reader, 32, 46
Summary Report, 11, 28, A18, A21, A58, A93

Test Activity Report, A18
Test Record Report, 97, A18
test type, 4, 97
testing conditions, 15, 95
time limits, 6, 7, 96
trend line
on Annual Progress Report, 89
on Performance Report (state tests), 3, 18, 19, 69, 70, 71, 72
on Student Progress Monitoring Report, 49, 50–51, 53, A18
trend score, 12, 77
troubleshooting an intervention, 52

validity, 12

wizard for goal setting, 45-48

zone of proximal development (ZPD), 11, 96, 97, A17

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