

**HIGHEST-RATED  
ASSESSMENT**

Federally Funded National  
Center on Response to  
Intervention  
[www.rti4success.org](http://www.rti4success.org)



KEY REPORT SAMPLES:

# STAR Enterprise

Core Progress, MathFacts in a Flash, Renaissance Learning, Renaissance Place, Renaissance Place Real Time, STAR Early Literacy, STAR Early Literacy Enterprise, STAR Enterprise, STAR Math, STAR Math Enterprise, STAR Reading, STAR Reading Enterprise, STAR Reading Spanish, and “Advanced Technology for Data-Driven Schools” are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States and other countries.

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07/12

# How New STAR Enterprise Technology and Reports Give Educators the Information Advantage

For years, Renaissance Learning technology-based school improvement and student assessment programs have dramatically increased the quantity and quality of information educators receive about student performance. In particular, STAR Reading, STAR Math, and STAR Early Literacy have provided the screening and progress monitoring assessment data that teachers need for their daily decision-making.

STAR assessments have become the leading computer-adaptive tests in the country because they make periodic assessment easy and cost effective to administer, giving teachers more time to do what they do best—teach!



Now, with the introduction of all-new STAR Enterprise, teachers can take advantage of expanded skills-based testing for greater depth of assessment to assist them in their instructional planning. STAR Enterprise also adds new tools, new content, and new reports, so teachers can get a broader range of data with which to drive their daily instruction and practice.

This booklet presents report samples generated by the new STAR Enterprise assessments. Many of the current reports will be familiar to our STAR customers. The new reports will demonstrate the expanded scope of information now available to all educators who implement STAR Enterprise assessments. Reviewing them here will help teachers and administrators learn how to get answers to key questions that help improve instruction.

## The Power of Renaissance Place Real Time

All Renaissance Learning software runs on the Renaissance Place Real Time platform. With Renaissance Place Real Time, your software is hosted in our secure Enterprise-Class data center, and you access it through an Internet connection. This allows us to upgrade your software instantly and automatically with new content, features, enhancements, or other updates. Renaissance Place Real Time saves you time by offering live chat support to help with your technical questions. And it saves you money by eliminating the need to maintain expensive servers, and freeing up your IT resources.

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## Which students are reaching benchmark and which need intervention?



### Screening Report School Benchmark

Printed Friday, September 2, 2011 4:11:22 PM

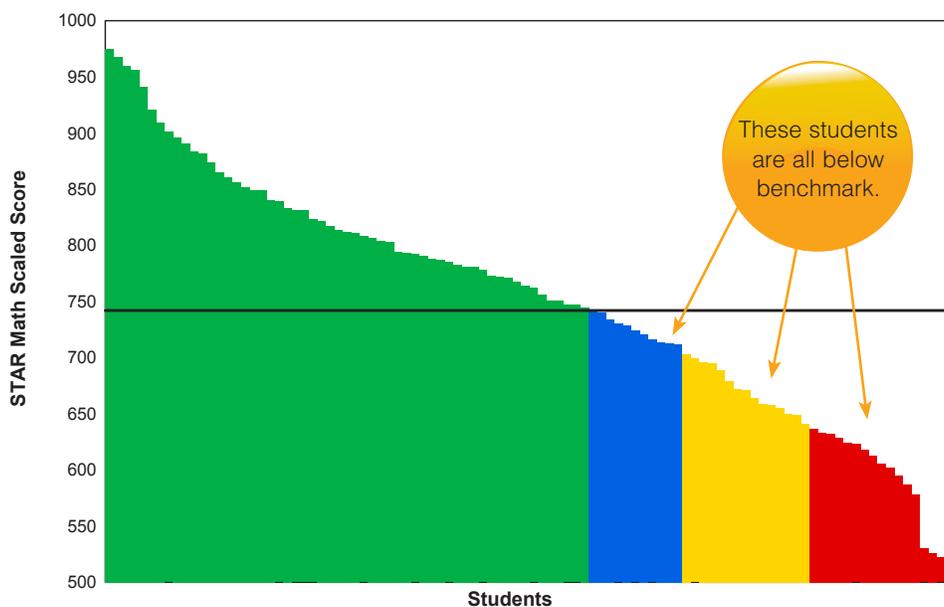
School: Pine Hill Middle School

Page 1 of  
the screening  
report shows a  
graphical  
representation of  
all students  
in the grade.

1 of 5

2/2011  
(Screening)

#### Grade: 7



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>Proficient</b>				
■ At/Above Benchmark	At/Above 742 SS	At/Above 40 PR	57	57%
Category Total			57	57%
<b>Less Than Proficient</b>				
■ On Watch	Below 742 SS	Below 40 PR	11	11%
■ Intervention	Below 704 SS	Below 25 PR	14	14%
■ Urgent Intervention	Below 641 SS	Below 10 PR	18	18%
Category Total			43	43%
<b>Students Tested</b>			100	

**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?

Use these key questions to help determine next steps.



# Screening Report School Benchmark

Printed Friday, September 2, 2011 4:11:22 PM

2 of 5

School: Pine Hill Middle School

Pages 2 and beyond provide a breakdown of which students are in each category.

## Grade: 7

### Urgent Intervention

Student	Class	Teacher	Test Date	SS	PR	GE	Accelerated Math™ Library
Holmes, Gloria <sup>c</sup>	5th Hour Math	Jansen, M.	09/02/2011	503	1	2.6	Grade 2 or Grade 3
Ortiz, Nancy <sup>c</sup>	4th Hour Math	Jansen, M.	09/01/2011	522	1	2.8	Grade 3
Arnold, Carl <sup>c</sup>	6th Hour Math	Klein, L.	09/02/2011	526	1	2.9	Grade 3
Olson, J.	5th Hour Math	Williams, T.	09/02/2011	530	2	2.9	Grade 3
Olson, J.	6th Hour Math	Klein, L.	09/02/2011	578	4	3.4	Grade 3
Olson, J.	4th Hour Math	Jansen, M.	09/01/2011	587	5	3.5	Grade 4
Olson, J.	5th Hour Math	Jansen, M.	09/01/2011	595	5	3.6	Grade 4
Olson, J.	5th Hour Math	Jansen, M.	09/01/2011	602	6	3.7	Grade 4
Olson, J.	5th Hour Math	Jansen, M.	09/02/2011	606	6	3.8	Grade 4

Screening is the first step in Response to Intervention (RTI). Use this report for grade-level planning and identifying students who need the most help.

This report allows you to view the distribution of students against state benchmarks.



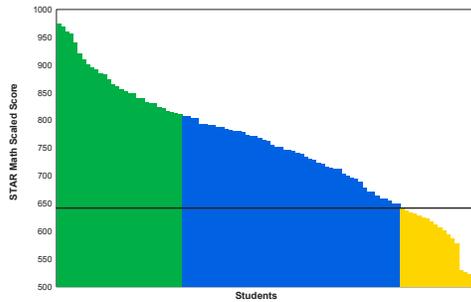
## Screening Report Georgia CRCT

Printed Friday, September 2, 2011 4:11:22 PM

School: Pine Hill Middle School

Reporting Period: 9/1/2011 - 9/30/2011  
(Fall Screening)

### Grade: 7



Categories / Levels	Current Benchmark <sup>c</sup>	Number	Percent	Benchmark At Time of State Test
<b>Proficient</b>				
Exceeds Expectations	At/Above 811 SS	29	29%	At/Above 835 SS
Meets Expectations	At/Above 642 SS	53	53%	At/Above 689 SS
<b>Category Total</b>		82	82%	
<b>Less Than Proficient</b>				
Did Not Meet Expectations	Below 642 SS	18	18%	Below 689 SS
<b>Category Total</b>		18	18%	
<b>Students Tested</b>		100		

**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?

<sup>c</sup>Benchmark adjusted for time of year using student growth norms



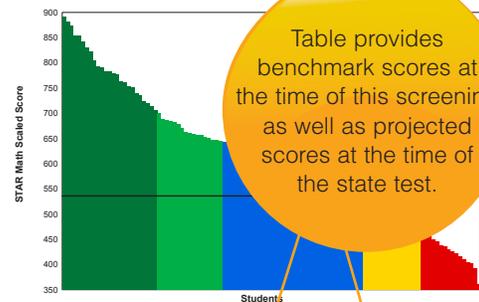
## Screening Report Louisiana LEAP/ILEAP

Printed Friday, September 2, 2011 1:43:25 PM

School: Oakwood Elementary School

Reporting Period: 9/7/2010 - 9/10/2010  
(Fall Screening)

### Grade: 4



Categories / Levels	Current Benchmark <sup>c</sup>	Number	Percent	Benchmark At Time of State Test
<b>Proficient</b>				
Advanced	At/Above 705 SS	24	22%	At/Above 763 SS
Mastery	At/Above 644 SS	18	16%	At/Above 702 SS
Basic	At/Above 536 SS	37	34%	At/Above 604 SS
<b>Category Total</b>		79	72%	
<b>Less Than Proficient</b>				
Approaching Basic	Below 536 SS	14	13%	Below 604 SS
Unsatisfactory	Below 463 SS	17	15%	Below 538 SS
<b>Category Total</b>		31	28%	
<b>Students Tested</b>		110		

**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?

<sup>c</sup>Benchmark adjusted for time of year using student growth norms

# Which students should be grouped together for targeted instruction and practice?



## Class Instructional Planning Report

Printed Tuesday, September 6, 2011 9:03:55 AM

1 of 3

School: Pine Hill Middle School

Reporting Period: 09/01/2011

### Class: 5th Hour Math

Teacher: Williams, T.

Instructional Groups	Number of Students	Scaled Score (0 - 1400)	
		Median	Range
Group 1	8	783	751-968
Group 2	3	721	696-741
Group 3	4	641	530-671

Page 1 of a multipage report. Remaining groups are shown on subsequent pages.

### Skills to Learn

Skill recommendations are based on the instructional planning. Combine this information with your knowledge of the student and use your professional judgment when designing an instructional program. Review the progressions to find additional information for each skill, worked examples, and example problems.

This report provides a list of skill recommendations for each group identified on the Instructional Report Groupings page.

### Group 1

Students
Rice, Heather; Curtis, Jason; Hunter, Taylor; Dubaz, Taylor

Numbers and Operations
There are no recommended skills for this domain at this difficulty

Algebra
<ol style="list-style-type: none"> <li><input checked="" type="radio"/> Solve a proportion involving decimals</li> <li><input checked="" type="radio"/> WP: Solve a proportion</li> <li><input type="radio"/> WP: Use direct variation to solve a problem</li> <li><input checked="" type="radio"/> Solve a 1-step linear equation involving integers</li> <li><input checked="" type="radio"/> Solve a 2-step linear equation involving integers</li> </ol>

Geometry and Measurement
<ol style="list-style-type: none"> <li>Determine the circumference of a circle using <math>22/7</math> for pi</li> <li>Determine the circumference of a circle using 3.14 for pi</li> <li>WP: Determine the circumference of a circle</li> <li>Determine the volume of a prism with a right triangle base</li> <li>Determine the surface area of a 3-dimensional shape made from</li> </ol>

Data Analysis, Statistics, and Probability
<ol style="list-style-type: none"> <li>Use a scatter plot to organize data</li> <li>Determine if a scatter plot shows a positive relationship, a negative relationship</li> <li>Approximate a trend line for a scatter plot</li> <li>Answer a question using information from a scatter plot</li> <li>Determine the quartiles of a data set</li> </ol>

Designates a core skill. Core skills identify the most critical skills to learn at each grade level.

Use the Instructional Grouping Tool to regroup students; select the number of groups and the students in them.

Find more information on any skill listed using Core Progress learning progressions for math.

# What are students ready to learn next?



## Instructional Planning Report for Jasmine Major

Printed Wednesday, September 7, 2011 9:42:34 AM

School: Pine Hill Middle School  
Class: 5th Hour Math

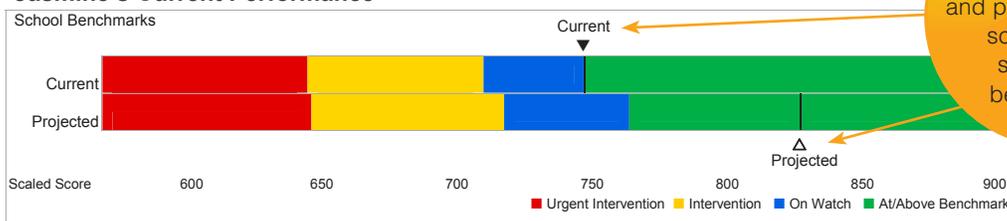
### STAR Math Enterprise Test Results

Current SS (Scaled Score): 741 Test Date: 09/02/2011

Algebra Readiness: Jasmine has not yet met the end of year algebra readiness grade level expectations for grade 7.

Projected SS for 06/10/11: 821 Based on research, 50% of students at this student's level will achieve this much or better.

### Jasmine's Current Performance



Use this report to see how each student is doing and get recommendations for skills the student should work on next.

Graph shows Jasmine's current and projected scaled score against state or RTI benchmarks.

### Skills to Learn

Skills listed below are suggested skills Jasmine should work on based on her last STAR Math Enterprise Test. These skills should be challenging, but not too difficult for Jasmine. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Math Learning Progressions to find additional information for each skill, worked examples, and example problems.

#### Numbers and Operations

This score suggests Jasmine has an understanding of how to divide with decimals; convert between decimals, fractions, and percents; and solve problems involving percents and ratios. Based on this score, Jasmine should practice operations with integers and solving problems involving percents, ratios, and proportions.

#### Skills to Learn

1. Determine a percent of a whole number using less than 100%
2. Determine a percent of a whole number using more than 100%
3. Determine the percent of a whole number is of another whole number
4. Determine a whole number given a part and a percentage less than 100%
5. **WP**: Determine a percent of a whole number using less than 100%

After identifying skills Jasmine is ready to learn, Mrs. Williams can find instructional resources in Core Progress learning progressions for math.

#### Algebra

This score suggests Jasmine has an understanding of how to relate tables, graphs, and equations. Based on this score, Jasmine should practice relating verbal expressions and equations to algebraic expressions and equations.

#### Skills to Learn

1. **WP**: Use a variable expression with two operations to represent a verbal expression
2. Use a verbal expression to represent a variable expression with two operations
3. **WP**: Use a variable expression with two operations to represent a situation
4. **WP**: use a 2-variable equation to represent a situation involving a direct proportion
5. **WP**: Use a 2-variable linear equation to represent a situation

#### Geometry and Measurement

This score suggests Jasmine has an understanding of how to solve problems involving area, volume, and surface area of shapes. Based on this score, Jasmine should practice relating solid shapes to nets, identifying similar figures, and working with transformations on a grid.

- WP** Designates a core skill. Core skills identify the most critical skills to learn at each grade level.

Page 2 includes the remaining skills for the domains: Numbers and Operations; Algebra; Geometry and Measurement; and Data Analysis, Statistics, and Probability.

## What prerequisite skills do students need to understand the current lesson?

**Core Progress Learning Progression for Math**  
 Search a research-based progression of knowledge and skills, and locate associated instructional materials

Libraries & Learning Progressions | Keyword

Search by Library and Learning Progressions, together or individually

**Libraries**

- 2E Grade 1
- 2E Grade 2
- 2E Grade 3
- 2E Grade 4
- 2E Grade 5
- 2E Grade 6
- 2E Grade 7
- 2E Grade 8
- 2E Algebra 1
- 2E Geometry

**Learning Progressions (Returns Core Objectives only)**

- Patterns, Relations, and Functions
- Whole Numbers: Counting, Comparing, and Ordering
- Whole Numbers: Place Value
- Whole Numbers: Addition and Subtraction
- Whole Numbers: Multiplication and Division
- Fraction Concepts and Operations
- Decimal Concepts and Operations
- Percents, Ratios, and Proportions
- Algebra: Variable Equations and Expressions
- Integers
- Powers and Roots
- Symbols
- Linear Equations
- Nonlinear Equations
- Quadratic Equations
- Functions
- Algebra of Polynomials
- Geometry: 2-Dimensional
- Geometry: 3-Dimensional
- Measurement
- Data Representation and Analysis
- Money
- Time

Search

---

**Core Progress Learning Progression for Math**  
 Search a research-based progression of knowledge and skills, and locate associated instructional materials

Libraries & Learning Progressions | Keyword

Search by keyword (e.g., integer, subtract) [Learn More](#)

determine a percent Libraries All Libraries

Search

Results for - **determine a percent**  
 View:  All Objectives  Core Objectives Only 5 Found, 3 Core Objectives

**2E Grade 6** Found 1, 1 Core Objective

- Determine a percent where a ratio, not in 100ths, is given in words

**2E Grade 7** Found 3, 1 Core Objective

- Determine a percent of a whole number using less than 100%
- Determine a percent of a whole number using more than 100%
- WP: Determine a percent of a whole number using less than 100%

Terminology and Concepts	percent, whole, multiplication
Skills	find the percent of a whole
Prerequisite terminology, Concepts, and Skills	change a percent to a decimal; multiply a decimal and a whole number

**Prerequisite Objectives** • Denotes Core Objectives

- 2E Grade 6 - Multiply a decimal number through thousandths by a whole number
- 2E Grade 6 - Convert a percentage to a decimal number
- 2E Grade 6 - Solve a proportion

**2E Grade 8** Found 1, 1 Core Objective

- Determine a percent of a number given a percent that is not a whole percent

Search in a specific Library, Core Progress learning progression, or using a Keyword.

Use the Keyword search to find skills in Core Progress learning progression that were listed on the Instructional Planning reports.

Fill learning gaps with lower-grade prerequisite skills.

Worked Examples and Sample Items further aid instruction and practice of each skill.

## 2E Grade 7 - Worked Example

Print or Save

### WP: DETERMINE A PERCENT OF A WHOLE NUMBER USING LESS THAN 100%

#### PROBLEM

Centerville has a population of 14,000 residents. People under the age of 18 make up 24% of the population of the town. How many people under the age of 18 live in Centerville?

#### STEP 1

Convert 24% to its decimal equivalent.

$$\begin{aligned} 24\% &= \frac{24}{100} \\ &= 0.24 \end{aligned}$$

#### STEP 2

Multiply the decimal equivalent of the percent by the population.

$$14,000 \times 0.24 = 3,360$$

#### ANSWER

3,360 people

Worked Examples can be used as teaching tools or given to students to help them understand the objective.

### WP: Determine a percent of a whole number using less than 100%

1. An energy-saving appliance uses 26% less energy than the older model it replaces. The older model uses \$35.00 worth of energy per year. How much less does it cost to operate the energy-saving appliance for one year than it costs to operate the older model?

[A] \$9.10      [B] \$13.46      [C] \$1.35      [D] \$0.91

2. Mr. Stewart is buying a house. He can spend no more than 31% of his income on monthly house payments. If he earns \$4,600 per month, what is the largest monthly house payment he can make?

[A] \$148      [B] \$1,480      [C] \$1,426      [D] \$1,326

3. Centerville has a population of 16,000 residents. People under the age of 18 make up 19% of the population of the town. How many people under the age of 18 live in Centerville?

Use Sample Items to assess student knowledge or use as part of an in-class exercise.

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# Is my student responding to the intervention?



## Student Progress Monitoring Report

1 of 2

Tuesday, February 21, 2012 1:26:12 PM

School: Pine Hill Middle School

Reporting Period: 9/1/2011 - 6/12/2012  
(School Year)

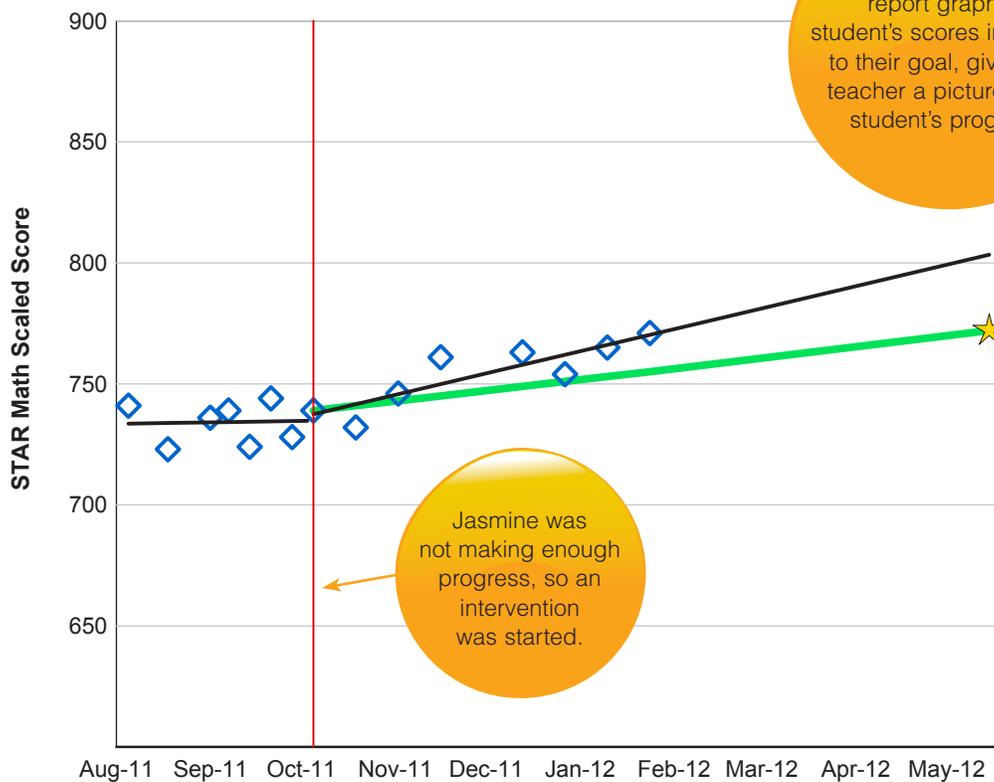
### Major, Jasmine

Grade: 7  
ID: JMAJOR

Class: 5th Hour Math  
Teacher: Williams, T.

RTI

Page 1 of this report graphs a student's scores in relation to their goal, giving the teacher a picture of the student's progress.



Jasmine was not making enough progress, so an intervention was started.

◆ Test score   
 — Trend line   
 — Goal line   
 ★ Goal   
 | Intervention change

#### Jasmine's Current Goal

Goal: 772 SS 45 PR (Moderate)	Goal End Date: 6/11/2012	Expected Growth Rate: 1.1 SS/Week
-------------------------------	--------------------------	-----------------------------------

While the goal line projects an intervention outcome, the trend line graphs the student's actual progress toward that goal.

Fluctuation in scores is normal and may be caused by multiple testing. Focus on the general direction emerging after multiple administrations.



# Student Progress Monitoring Report

2 of 2

Tuesday, February 21, 2012 1:26:12 PM

School: Pine Hill Middle School

Reporting Period: 9/1/2011 - 6/11/2012

## Major, Jasmine

Grade: 7  
ID: JMAJOR

Class: 5th Hour Math  
Teacher: Williams, T.

Page 2 of the Student Progress Monitoring Report.

### Jasmine's Current Goal

**Goal:** 772 SS 45 PR (Moderate)    **Goal End Date:** 6/11/2012    **Expected Growth Rate:** 1.1 SS/Week

### Jasmine's Progress

Program	Program Begins	Test Date	Scaled Score	Growth Rate <sup>a</sup> Scaled Score/Week
No program assigned	-	09/02/2011	741	-
		09/15/2011	723	-
		09/29/2011	736	-
		10/05/2011	739	0.2
		10/12/2011	724	-1.1
		10/19/2011	744	0.3
		10/26/2011	728	-0.3
		11/02/2011	739	0.1
Accelerated Math Intervention	11/02/2011	11/02/2011	739	-
		11/16/2011	732	-
		11/30/2011	746	-
		12/14/2011	761	4.0
		1/28/2012	763	3.1
		2/11/2012		2.1
		2/25/2012		2.1
		3/11/2012		2.0
		3/25/2012		2.1

Once there are four scores, the Growth Rate is automatically calculated, using all of the test scores available for the student.

Jasmine responded positively to the intervention and her Growth Rate is now exceeding her Expected Growth Rate of 1.1 SS/Week.

Use the new Goal-Setting Wizard to create individualized goals for students in need of intervention.

STAR Math Terri Williams, Teacher 2011 - 2012

Home > Screening, Progress Monitoring & Intervention

### Set up an Intervention and Goal

Define an intervention and set a goal

School: Pine Hill Middle School  
Student: Major, Jasmine

Latest Test	Score	Goal	Growth Rate
11/2/2011	739 SS / 37 PR	--	0.1 SS/week

**Intervention Details** Interpretation & Recommendations

**Intervention Name**  
Appears in report details: Accelerated Math Intervention

**Goal End Date**  
Used for SS/week calculation: 6/11/2012

**Starting test:** 11/2/2011 - 739 SS / 37 PR  
(Sets intervention line; starts trend and goal lines)

Reference points to help you select a goal type:  
 - Maintain 37 PR throughout the school year = 0.1 SS/week  
 - Reach 40 PR benchmark by end of school year = 0.1 SS/week

**Goal**  
Expected growth rate and score

**Select a goal type:** (based on students who scored similarly\*)

- Moderate: 1.1 SS/week = 774 SS / 43 PR
- Ambitious: 2.5 SS/week = 817 SS / 59 PR

**Or define a custom goal:**

- Growth Rate: 0.0 SS/week = 0 SS / 0 PR

\*National data show that 50% of students who started at the 37 PR were able to achieve a Moderate growth rate while 25% were able to achieve an Ambitious growth rate or better. Set an appropriate goal and adjust as needed.

Cancel Calculate Goal Save

# Is my class progressing?



## Annual Progress Report

1 of 2

Printed Wednesday, May 9, 2012 4:23:39 PM

School: Pine Hill Middle School

Reporting Period: 9/1/2011-6/12/2012

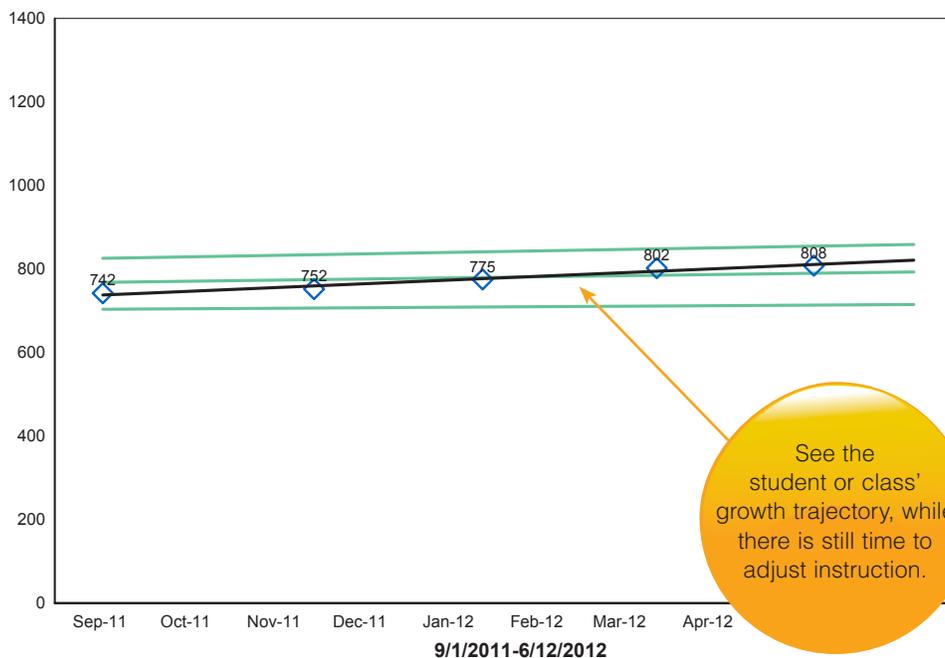
### Report Options

Reporting Parameter Group: All Demographics [Default]  
 Group By: Class  
 Comparison: National Norm Reference

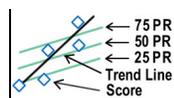
Report can be run at the class or student level.

### Class: 5th Hour Math

Grade: 7  
 Teacher: Williams, T.



See the student or class' growth trajectory, while there is still time to adjust instruction.



Diamonds (blue) show scores for each STAR assessment in the school year. For three or more scores, a trend line (black) is displayed. The three lines in the background (green) approximate scaled score progress based on percentile ranking of same-grade students who participated in the national norming study. For additional information, see the *STAR Math Technical Manual*, found in the software.

Test	Date Range	Number of Students	Scaled Score	GE	PR	PR Range	NCE
1	09/01/2011 -09/02/2011	15	742	6.3	40	28 - 52	44.7
2	11/14/2011 -11/16/2011	15	752	6.5	42	30 - 54	45.8
3	01/13/2012 -01/13/2012	15	775	7.1	48	36 - 60	48.9
4	03/14/2012 -03/14/2012	15	802	8.1	56	44 - 68	53.2
5	05/07/2012 -05/09/2012	15	808	8.4	57	45 - 69	53.7

This table provides additional detail about each of the testing ranges during the school year.

# Are my students meeting growth expectations?



## Growth Report

Printed Tuesday, January 17, 2012 3:35:23 PM

3 of 3

Pretest Dates: 09/08/2011 - 09/09/2011  
Posttest Dates: 01/09/2012 - 01/13/2012

**Updates  
Coming  
Spring 2012**

**Class: Mrs. Fox's Class**

Student	Class	Teacher	Grade	Test date	SGP <sup>*</sup> Fall-Win	SS	GE	PR	NCE
Unger, Jerry	Mrs. Fox's Class	Fox, Susan	4	09/09/2011		448	2.2	4	13.1
				01/11/2012		507	2.7	9	21.8
				Change	39	+59	+0.5	+5	

**New!**

**Summary**

Class	Teacher	Total Students	Grade	Test date	Median SGP Fall-Win	Averages		
						SS	GE	PR
Mrs. Fox's Class	Fox, Susan	15	4	Pretest		575	3.7	37
				Posttest		668	4.9	66
				Change	73	+93	+1.2	+29

**Improved  
Growth Report  
includes SGP and  
calculates the  
change between  
two test  
scores.**



## Growth Report

Printed Tuesday, January 17, 2012 3:35:23 PM

1 of 3

Pretest Dates: 09/08/2011 - 09/09/2011  
Posttest Dates: 01/09/2012 - 01/13/2012

**Class: Mrs. Fox's Class**

Student	Class	Teacher	Grade	Test date	SGP <sup>*</sup> Fall-Win	SS	GE	PR	NCE
Anderson, Marcus	Mrs. Fox's Class	Fox, Susan	4	09/08/2011		639	4.4	62	56.4
				01/09/2012		722	5.9	85	71.8
				Change	75	+83	+1.5	+17	+15.4
Aschenbrenner, Chris	Mrs. Fox's Class	Fox, Susan	4	09/09/2011		403	1.8	2	6.7
				01/09/2012		490	2.5	7	18.9
				Change	53	+87	+0.7	+5	+12.2
Bell, Timothy	Mrs. Fox's Class	Fox, Susan	4	09/08/2011		563	3.3	29	38.3
				01/09/2012		647	4.5	55	52.6
				Change	66	+84	+1.2	+26	+5.3
Bollig, Brandon	Mrs. Fox's Class	Fox, Susan	4	09/08/2011		537	3.0	20	32.3
				01/09/2012		641	4.4	52	51.1
				Change	73	+104	+1.4	+32	+18.8
Chang, Michelle	Mrs. Fox's Class	Fox, Susan	4	09/08/2011		613	3.9	39	49.5
				01/09/2012		758	6.0	66	82.7
				Change	95	+145	+2.1	+27	+33.2
Delacruz, Benito	Mrs. Fox's Class	Fox, Susan	4	09/09/2011		574	3.5	33	43.2
				01/13/2012		635	4.5	55	61.1
				Change	53	+61	+1.0	+22	+17.9
Halden, Susan	Mrs. Fox's Class	Fox, Susan	4	09/08/2011		657	3.8	37	48.3
				01/09/2012		682	4.2	46	54.1
				Change	40	+25	+0.4	+9	+6.8

**New!**

**New!**  
Run this report for a class, small group, school, or district.

**New!**  
Following students' winter screening, use the Fall-Winter SGP to help make classroom decisions during the school year.

\*Student Growth Percentile is shown when tests are taken within the SGP testing windows.

# Are students growing from year to year?

STAR Math Olivia Masterson, District Administrator 2011-2012  
Home > ... Longitudinal Manuals Help Log Out

**Longitudinal Report**  
After changing your viewing options, click Update to refresh the data

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 Aug 15 - Oct 15 (Fall)

Update

Done Print

Compare the same grades year to year or compare the same students over multiple years.

**Oakwood Elementary School - Cross Sectional**

Grade	School Year Aug 15 - Oct 15 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2011 - 2012	Grade 1	111	59%	11%	9%	21%
	2010 - 2011	Grade 1					
	2009 - 2010	Grade 1					
Grade 2	2011 - 2012	Grade 2					
	2010 - 2011	Grade 2					
	2009 - 2010	Grade 2					
Grade 3	2011 - 2012	Grade 3					
	2010 - 2011	Grade 3					
	2009 - 2010	Grade 3					
Grade 4	2011 - 2012	Grade 4					
	2010 - 2011	Grade 4					
	2009 - 2010	Grade 4					
Grade 5	2011 - 2012	Grade 5					
	2010 - 2011	Grade 5					
	2009 - 2010	Grade 5					

Done Print

STAR Math Olivia Masterson, District Administrator 2011-2012  
Home > ... Longitudinal Manuals Help Log Out

**Longitudinal Report**  
After changing your viewing options, click Update to refresh the data

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 Aug 15 - Oct 15 (Fall)

Update

Done Print

Track trends back as far as five years.

**Oakwood Elementary School - Growth**

Grade	School Year Aug 15 - Oct 15 (Fall)	Percent of Students by District Benchmark Category	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 1	2011 - 2012	Grade 1	111	59%	11%	9%	21%
	--						
	--						
Grade 2	2011 - 2012	Grade 2	111	57%	10%	8%	25%
	2010 - 2011	Grade 1	111	51%	11%	9%	29%
	--						
Grade 3	2011 - 2012	Grade 3	102	59%	6%	13%	22%
	2010 - 2011	Grade 2	102	56%	7%	18%	19%
	2009 - 2010	Grade 1	102	50%	9%	22%	19%
Grade 4	2011 - 2012	Grade 4	110	61%	8%	10%	21%
	2010 - 2011	Grade 3	110	57%	6%	7%	30%
	2009 - 2010	Grade 2	110	55%	4%	12%	29%
Grade 5	2011 - 2012	Grade 5	104	64%	8%	12%	16%
	2010 - 2011	Grade 4	104	59%	6%	9%	26%
	2009 - 2010	Grade 3	104	55%	6%	12%	27%

Done Print

# Are students on track to reach proficiency on the state test?



## State Performance Report - Student Tennessee TCAP

Printed Friday, March 9, 2012 4:12:38 PM

School: Oakwood Elementary School

Reporting Period

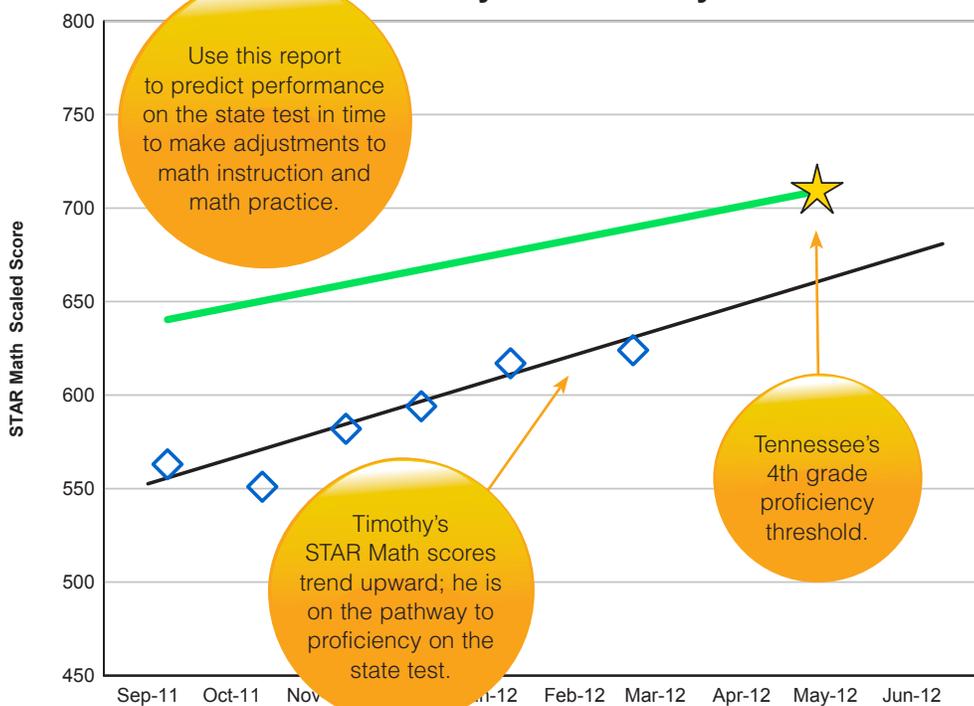
Through extensive research, STAR Math has been linked to individual state tests.

### Bell, Timothy

Grade: 4  
ID: BELLT

Teacher: Fox, S.  
Class: Mrs. Fox's Class

### Pathway to Proficiency



Use this report to predict performance on the state test in time to make adjustments to math instruction and math practice.

Timothy's STAR Math scores trend upward; he is on the pathway to proficiency on the state test.

Tennessee's 4th grade proficiency threshold.

STAR Math and the April 2012 TCAP



Research has shown that STAR Math scores are related to student performance on the TCAP. In the graph above, blue diamonds show the student's STAR Math test scores. The gold star notes the STAR Math scaled score that is approximately equivalent to the threshold for proficiency (Proficient) at the time of the state test. For grade 4, this score is approximately 709.

The green line represents the typical pathway to proficiency for students who are just at this threshold. A STAR Math score below the green line indicates that the student will need to improve at a higher than typical rate in order to achieve proficiency by the time of the state test. A STAR Math score above the green line indicates that the student was "on the pathway" to proficiency at the time that STAR test was taken. If the student has taken three or more tests, a black trend line displays the statistical tendency of the scores. If the trend line is higher than the gold star at the state test date, the student can be considered to be on the pathway toward proficiency.

TCAP information was last updated on 3/14/2011. State assessments are subject to change. For guidance interpreting data when state tests change, see Interpreting Performance Reports under STAR resources.

# Are students on track to reach proficiency on the state test?



## State Performance Report - Class Georgia CRCT

1 of 2

Printed Friday, January 13, 2012 6:05:25 PM

School: Pine Hill Middle School

Reporting Period: 9/01/2011-4/17/2012  
(Outlook RP)

### Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Teacher

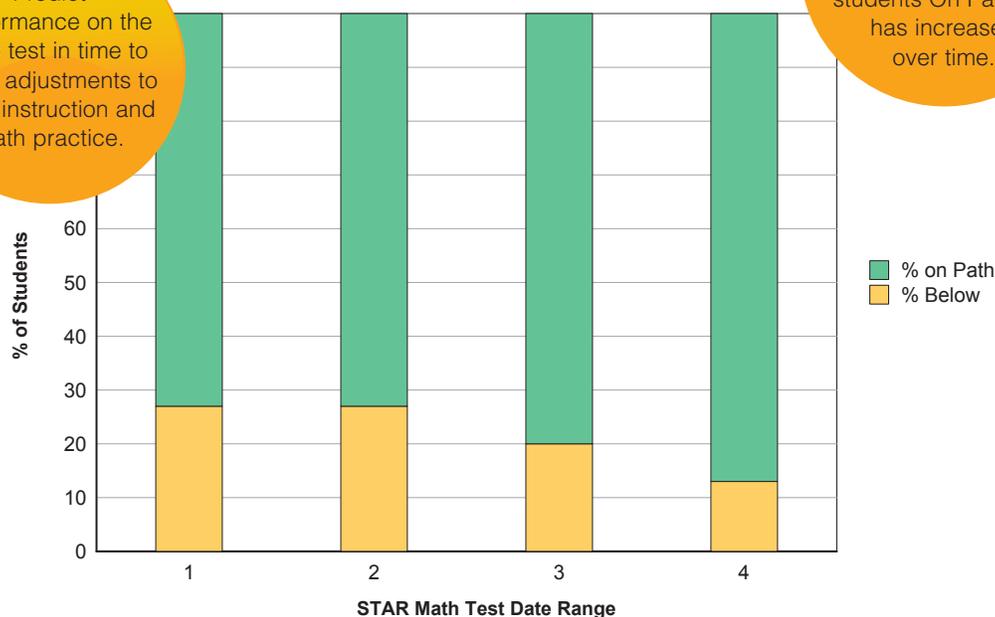
Sort By: Scaled Score (Descending)

**Teacher: Williams, Terri**

Predict performance on the state test in time to make adjustments to math instruction and math practice.

Use this report to show progress of a class over time. In this case, the percent of students On Pathway has increased over time.

### Percent of Students on Pathway to Proficiency



STAR Math Test Date Range	Number of Students	On Pathway		Below Pathway	
		% of Students	Median Scaled Score	% of Students	Median Scaled Score
1. 09/01/2011-09/02/2011	15	73	693	27	569
2. 10/19/2011-10/20/2011	15	73	710	27	596
3. 12/07/2011-12/08/2011	15	80	735	20	608
4. 01/09/2012-01/13/2012	15	87	777	13	621

CRCT 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.



District: Union School

Report Options  
Reporting Parameter:  
Reporting Level: District  
Group By: School

# STAR Math™ Performance Report - District Georgia CRCT

Printed Friday, January 13, 2012 4:18:46 PM

1 of 2

2:00:01 AM  
(Outlook RP)

Administrators can track district progress toward proficiency on the state test with this report.

Through extensive research, STAR Math has been linked to individual state tests.

## Oakwood Elementary School

Grade	Student Performance Outlook <sup>a</sup> On the April 2012 CRCT						STAR Math Participation 9/1/2011-4/18/2012			
	Less Than Proficient		Proficient		Exceeds Expectations		Tested		Not Tested	
	Total	%	Meets Expectations	%	Total	%	Total	%	Total	%
1	43	30	51	36	47	33	141	96	6	4
2	42	30	59	42	41	29	142	95	7	5
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	186	29	232	37	216	34	634	93	48	7

## Pine Hill Middle School

Grade	Student Performance Outlook <sup>a</sup> On the April 2012 CRCT						STAR Math Participation 9/1/2011-4/18/2012			
	Less Than Proficient		Proficient		Exceeds Expectations		Tested		Not Tested	
	Total	%	Meets Expectations	%	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	145	45	224	31	718	97	22	3

Monitor the percentage of students in each proficiency level on the state test.

<sup>a</sup>The Student Performance Outlook is based on STAR Math tests taken from the start of the state testing period. STAR Math tests taken after that period are not reflected in the report. CRCT information was last updated on 7/14/2011. State assessments are subject to change when state tests change, see Interpreting Performance Reports under STAR resources.

# Are students mastering state and Common Core State Standards?



## State Standards Report - Student Common Core State Standards CCSS

1 of 2

Printed Friday, September 2, 2011 4:12:02 PM

School: Pine Hill Middle School

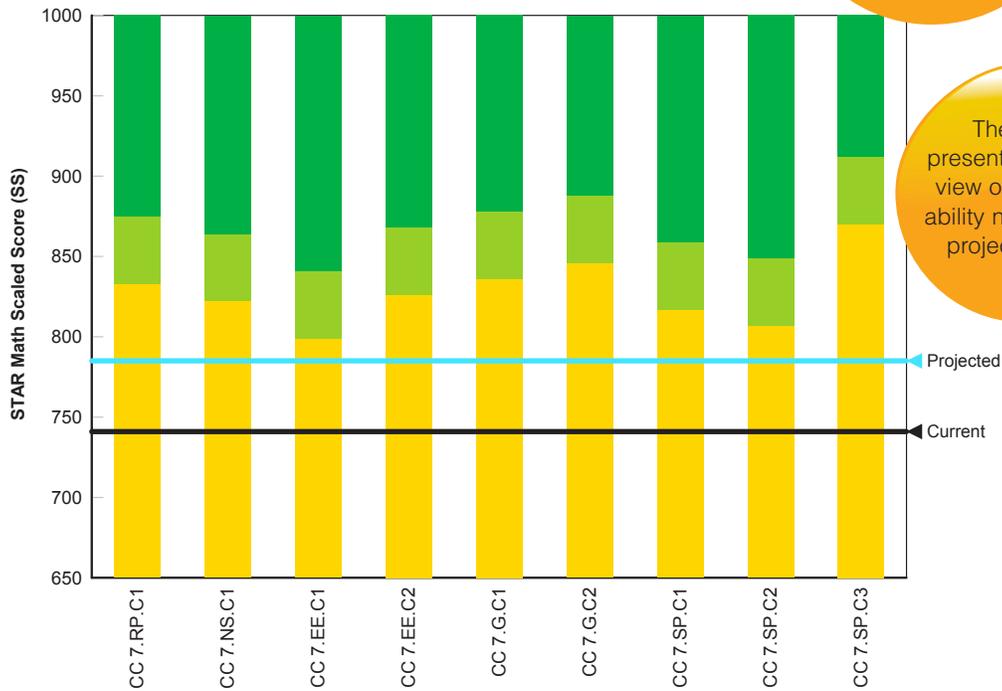
### Major, Jasmine

ID: JMAJOR  
Grade: 7

Class: 5th Hour Math  
Teacher: Williams, T.

Use this report to measure an individual student's performance on state standards or the Common Core State Standards.

### Estimated Mastery of Grade 7



The graph presents an overall view of Jasmine's ability now and at a projected date.

### 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 7

■ Above Est. Mastery Range    
 ■ Est. Mastery Range    
 ■ Below Est. Mastery Range

#### STAR Math Test Results

— Current Scaled Score: 741     Percentile Rank: 39     Grade Equivalent: 6.3  
 Test Date: 9/2/2011  
 — Projected Scaled Score: 785     Based on research, 50% of students at this student's level will achieve this much growth.  
 Date: 6/12/2012

**Report Options**

Reporting Parameter Group: All Demographics [Default]  
 Group By: Class  
 Sort By: Rank

Use this report to see how students are doing in comparison to their state standards or the Common Core State Standards.

**How STAR Math Estimates Mastery of State Standards**

STAR Math provides an estimate of the students' mastery of standards by aligning them to the same 1400 scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is at or above mastery. Monitor students in this range to confirm their understanding of the standard.

**Class: 5th Hour Math**

Teacher: Williams, T.

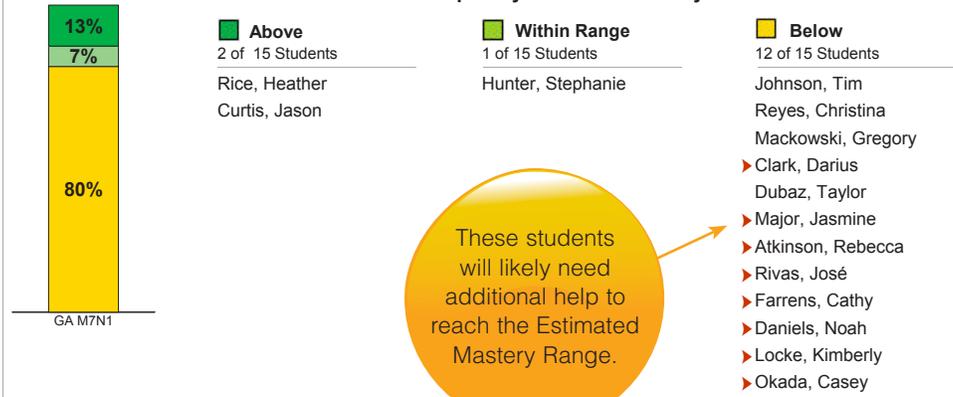
**Grade: 7**

Grade 7: Georgia, Math, 2004, Grade 7, Performance Standards, State Department of Education

**GA M7N1**

Students will understand the meaning of positive and negative rational numbers and use them in computation.

**Students Grouped By Estimated Mastery**



These students will likely need additional help to reach the Estimated Mastery Range.

The subsequent pages of this report include information on more standards.

▶ Student's STAR score suggests they may need additional help to reach the Estimated Mastery Range by 6/12/2012.

# Are students mastering state standards and Common Core State Standards?



## State Standards Report - District Common Core State Standards (CCSS)

1 of 4

Printed Friday, September 2, 2011 4:32:28 PM

District: Union School District

Reporting Period:

### Report Options

Reporting Parameter Group: All Demographics [Default]  
Group By: School  
List By: Teacher  
Sort By: Alphabetical

Use this report to see how groups of students are doing in comparison to their state standards or the Common Core State Standards.

### How STAR Math Estimates Mastery of State Standards

STAR Math provides an estimate of the students' mastery of standards by aligning them to the same 1400-point 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 8/4/2011 - 9/2/2011

**Projected** - Shows likely progress by 6/12/2012. Based on research, 50% of students will achieve this much growth.

### Grade: 7

Grade 7: NGA Center-CCSSO, Math, 2010, Grade 7, Common Core State Standards, produced by the National Governor's Association and Council of Chief State School Officers

#### CC 7.RP.C1

Analyze proportional relationships and use them to solve real-world and mathematical problems.

School/Teacher	% of Students In or Above the Estimated Mastery Range			
	Current		Projected (6/12/2012)	
<b>High Lake Middle School</b>		16% 6 / 37		27% 10 / 37
Lopez, O.		33% 6 / 18		56% 10 / 18
Roberts, K.		0% 0 / 19		0% 0 / 19
<b>Pine Hill Middle School</b>		28% 10 / 36		36% 13 / 36
Jansen, M.		38% 8 / 21		48% 10 / 21
Williams, T.		13% 2 / 15		20% 3 / 15

Graphs show a comparison between the groups' current scores and their projected scores for each standard.

#### CC 7.NS.C1

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

School/Teacher	% of Students In or Above the Estimated Mastery Range			
	Current		Projected (6/12/2012)	
<b>High Lake Middle School</b>		19% 7 / 37		27% 10 / 37
Lopez, O.		39% 7 / 18		56% 10 / 18
Roberts, K.		0% 0 / 19		0% 0 / 19
<b>Pine Hill Middle School</b>		31% 11 / 36		39% 13 / 36
Jansen, M.		38% 8 / 21		50% 10 / 21
Williams, T.		20% 3 / 15		20% 3 / 15

The following pages of this report include information on more standards.

## How can we engage parents to help students succeed?



### Parent Report for Timothy Bell

Printed Monday, September 12, 2011 9:12:15 AM

School: Oakwood Elementary School  
Teacher: Mrs. S. Fox  
Class: Mrs. Fox's Class

Test Date: September 8, 2011

This report is available in English or Spanish.

Dear Parent or Guardian of Timothy Bell:

Timothy 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	GE	PR	PR Range	Below Average	Average 50	Above Average	NCE
563	3.3	29	23-33	◆			38.3

#### National Norm Scores

##### Grade Equivalent (GE): 3.3

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, Timothy's math skills are at a level equal to that of a typical third grader after the third month of the school year.

##### Percentile Rank (PR): 29

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 29, Timothy's math skills are greater than 29% 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 his scores would likely have fallen between 23 and 33.

I will be using these STAR Math test scores to help Timothy further develop his math skills through the selection of materials for math practice at school. At home, you can help Timothy develop his math skills as well. At this stage, he needs to work with numbers in the thousands and practice multiplying and dividing basic facts.

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:

This report helps keep parents involved by suggesting skills the student needs work on.





## Get Answers to Your Questions to Improve Instruction

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# Which students are reaching benchmark and which need intervention?



## Screening Report Idaho ISAT

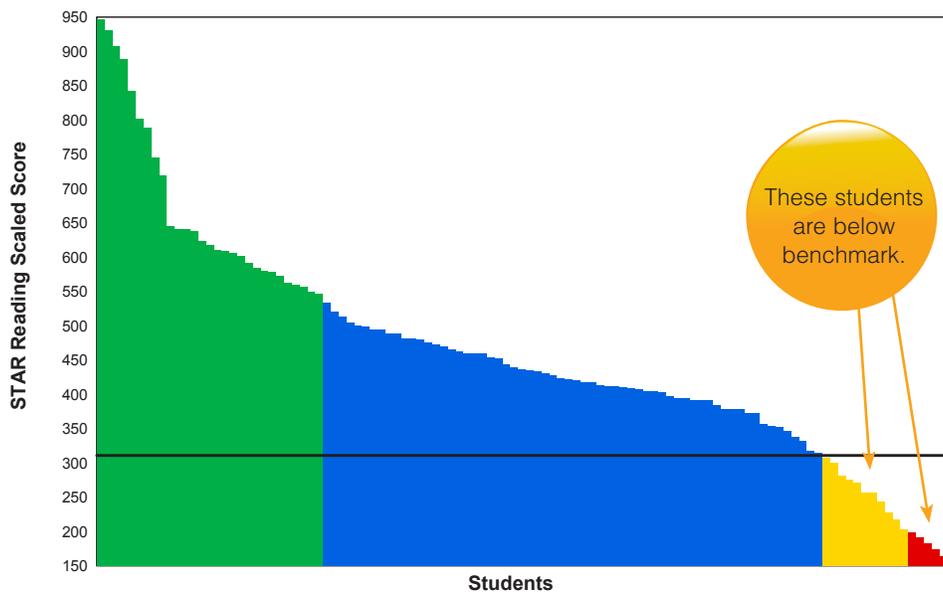
1 of 5

Printed Friday, September 9, 2011 3:45:15 PM

School: Oakwood Elementary School

Reporting Period: 9/6/2011 - 9/9/2011  
(Fall Screening)

### Grade: 4



Categories / Levels	Current Benchmark <sup>d</sup>	Number	Percent	Benchmark At Time of State Test
<b>Proficient</b>				
■ Advanced	At/Above 547 SS	28	25%	At/Above 606 SS
■ Proficient	At/Above 311 SS	65	59%	At/Above 392 SS
Category Total		93	85%	
<b>Less Than Proficient</b>				
■ Basic	Below 311 SS	10	9%	Below 392 SS
■ Below Basic	Below 203 SS	7	6%	Below 287 SS
Category Total		17	15%	
<b>Students Tested</b>		110		

**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?

<sup>d</sup> Benchmark adjusted for time of year using student growth norms

Table provides benchmark scores at the time of this screening as well as scores at the time of the state test.

School: Pine Hill Middle School

Grade: 7

Urgent Intervention

Student	Class	Teacher	Test Date	SS	PR	ZPD
Armstrong, Elaine <sup>c</sup>	5th Hour Reading	Olson, B.	09/02/2011	303	1	2.6
Okada, Casey <sup>c</sup>	4th Hour English	Jones, K.	09/02/2011	304	1	2.6
Chapman, Alexander <sup>c</sup>	6th Hour Reading	Olson, B.	09/02/2011	297	1	2.7
Gordon, Teresa <sup>c</sup>	3rd Hour Reading	Olson, B.	09/02/2011	297	1	2.7
Lawrence, Monica	5th Hour Reading	Olson, B.	09/02/2011	297	1	2.7
Oliver, Bernard	6th Hour Reading	Olson, B.	09/02/2011	297	1	2.7
Robertson, Jean	3rd Hour Reading	Olson, B.	09/02/2011	297	1	2.7
Daniels, Noah	4th Hour Reading	Olson, B.	09/02/2011	297	1	2.7
Vasquez, Troy	6th Hour Reading	Olson, B.	09/02/2011	297	1	2.7

Page 2 and beyond provide a breakdown of which students are in each category.

Intervention

Student	Class
Locke, Kimberly	5th Hour Reading
Williamson, Melissa	5th Hour Reading
Rivas, José	5th Hour Reading
Simpson, James	5th Hour Reading
Peters, Anthony	5th Hour Reading
Meyer, James	5th Hour Reading
Holmes, James	5th Hour Reading
Elliott, Eric	5th Hour Reading
Farrens, James	5th Hour Reading
Major, James	5th Hour Reading
Bishop, Jim	5th Hour Reading

On Watch

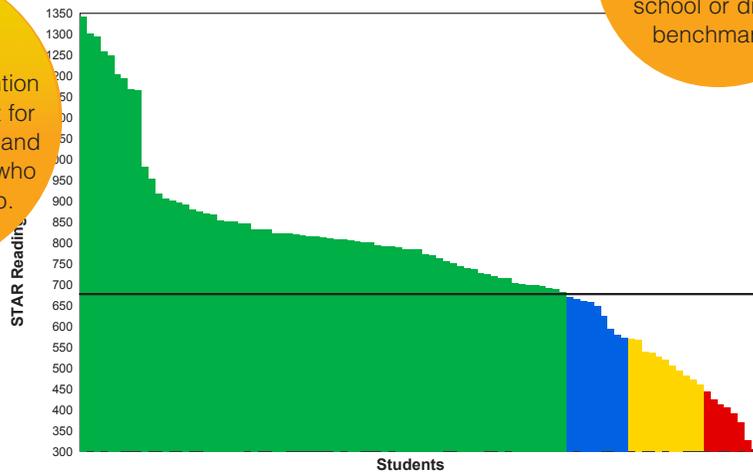
Student	Class
Kahl, Robert	5th Hour Reading
Atkinson, Rebecca	4th Hour Reading
Dixon, Kenneth	2nd Hour Reading
Franklin, Hazel	6th Hour Reading
Henry, Deborah	2nd Hour Reading
Knight, Stephen	3rd Hour Reading
Johnston, Alicia	6th Hour Reading
Dubaz, Taylor	4th Hour Reading
Mills, Frank	3rd Hour Reading

<sup>c</sup>This student was given additional time.

School: Pine Hill Middle School

Reporting Period:

Grade: 7



Screening is the first step in Response to Intervention (RTI). Use this report for grade-level planning and identifying students who need the most help.

This report allows you to view the distribution of students against school or district benchmarks.

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>Proficient</b>				
At/Above Benchmark	At/Above 677 SS	At/Above 40 PR	71	71%
Category Total			71	71%
<b>Less Than Proficient</b>				
On Watch	Below 677 SS	Below 40 PR	9	9%
Intervention	Below 571 SS	Below 25 PR	11	11%
Urgent Intervention	Below 456 SS	Below 10 PR	9	9%
Category Total			29	29%
<b>Students Tested</b>			100	

**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?

Use these key questions to help determine next steps.

# Which students should be grouped together for targeted instruction and practice?



## Class Instructional Planning Report

Printed Tuesday, September 6, 2011 1:45:33 PM

School: Pine Hill Middle School

Reporting Period: 09

### Group: Grade 7 Reading

Instructional Groups	Number of Students	Scaled Score (0 - 1400)	
		Median	Range
Group 1	7	804	696-1342
Group 2	4	574	538-664
Group 3	4	442	304-481

### Skills to Learn

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 student and use your professional judgment when designing an instructional program. Use the Reading Learning Progressions to find additional information for each skill, teacher activities, and sample items.

### Group 1

#### Students

Rice, Heather; Curtis, Jason; Hunter, Stephanie

#### Word Knowledge and Skills

- Identify and analyze the connotations of words that are fancy/gaudy/elaborate/elaborate/overly complex.
- Use knowledge of increasingly sophisticated vocabulary to comprehend text.
- Recognize what items or ideas are being compared or contrasted.
- Analyze the meanings of idioms (e.g., lose sight of).
- Use a wide array of contextual clues, including word roots, to determine precise meanings of unfamiliar words in general.

#### Comprehension Strategies and Constructed Responses

- Distinguish facts from opinions, and evaluate the credibility of essays, articles, and reviews.
- Evaluate how the author's purpose is conveyed through the text.
- Understand technical or scientific processes and directions to operate a scientific calculator.
- Understand how sequential structure influences plot; unusual sequence may be confusing.
- Analyze subtle similarities and differences in text to support conclusions.

#### Analyzing Literary Text

- Evaluate the credibility and consistency of text.
- Analyze the importance and influence of setting on a character's outlook.
- Identify and analyze characteristics of different purposes.
- Analyze characteristics of epic tales and myths.
- Discern and compare the effects of different points of view (subjective/objective) on the plot or on the characters.

● Designates a focus skill. Focus skills identify the most critical skills to be taught.

STAR Reading Karen Jones, Teacher 2011 - 2012  
Home > Reports > Instructional Planning Manuals | Help | Log Out  
Live Chat Support Available

### Instructional Report Groupings

Group students to plan instruction

School: Pine Hill Middle School  
Report: Instructional Planning - Class Report

Class or Group: 4th Hour English  
Benchmark: School Benchmark Legend  
Testing End Date: 9/13/2011 (includes STAR Reading Enterprise Test scores up to 30 days before this date)

Update

Cancel Preview Report Next >

Assign students to instructional groups based on their latest test and classroom data. Skill recommendations will be based on the group median score.

Student	Scaled Score / Percentile Rank	Instructional Groups: 3			Unassigned
		1	2	3	
Heather Rice	1342 SS / 97 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jason Curtis	1193 SS / 85 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stephanie Hunter	1165 SS / 83 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Darius Clark	804 SS / 53 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tim Johnson	784 SS / 51 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Christina Reyes	719 SS / 45 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gregory Mackowski	696 SS / 42 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taylor Dubaz	664 SS / 38 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rebecca Atkinson	579 SS / 26 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jasmine Major	568 SS / 24 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cathy Farrens	538 SS / 20 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
José Rivas	481 SS / 13 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Kimberly Locke	459 SS / 10 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Noah Daniels	425 SS / 7 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Casey Okada	304 SS / 1 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Cancel Preview

Page 1 of a multipage report. Remaining reading domains and groups are shown on subsequent pages.

This report provides a list of skill recommendations for each group identified on the Instructional Report Groupings page.

Use the Instructional Grouping Tool to regroup students; select the number of groups and the students in them.

Find more information on any skill listed using Core Progress learning progression.

# What are students ready to learn next?



## Instructional Planning Report for Juan Santos

1 of 2

Printed Monday, September 12, 2011 11:22:38 AM

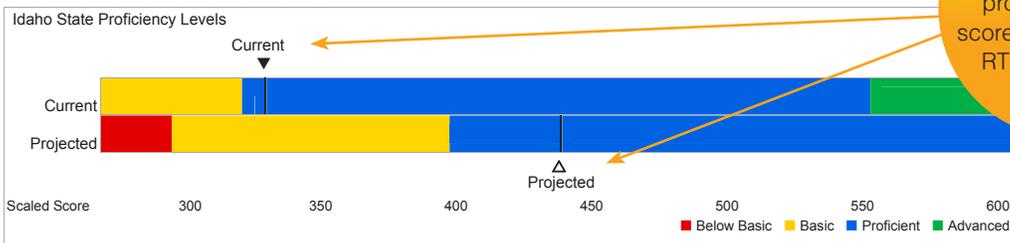
School: Oakwood Elementary School  
Class: Mrs. Fox's Class

Teacher: Mrs. S. Fox  
Grade: 4

### STAR Reading Test Results

Current SS (Scaled Score): 318    Test Date: 09/07/2011  
 IRL: 2.7    ZPD: 2.4-3.4    ATOS 2000: 421    ZPD 2000: 329-511  
 Projected SS for 06/10/11: 430    Based on research, 50% of students at this student's level will achieve this much growth

### Juan's Current Performance



Graph shows Juan's current and projected scaled score against state or RTI benchmarks.

### Skills to Learn

Skills listed below are suggested skills Juan should work on based on his last STAR Reading test. These skills should be challenging, but not too difficult for Juan. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Reading Learning Progressions to find information for each skill, teacher activities, and sample items.

#### Word Knowledge and Skills

This score suggests Juan should practice the following strategies and skills to improve comprehension at Juan's reading level.

##### Skills to Learn

- Identify and understand synonyms for grade-appropriate and high-frequency words (e.g., ask/asked)
- Use knowledge of syllable patterns to decode increasingly difficult multisyllable words (e.g., train/trains)
- Use knowledge of grade-level appropriate affixes (e.g., un-, re-, -ful, -ly, -ness) and familiar base words to determine meanings of unfamiliar words (e.g., unfairly, cheerful)
- Understand the difference between the literal and nonliteral meanings of words and phrases (e.g., take steps like cats and dogs)
- Identify and understand homophones (e.g., hole/whole, weak/week) and homographs/multi-meaning words (e.g., sentence, hard, chest) in grade-appropriate text

Use this report to see how each student is doing and get recommendations for skills the student should work on next.

#### Comprehension Strategies and Constructing Meaning

This score suggests Juan should practice the following strategies and skills to improve reading comprehension at Juan's reading level.

##### Skills to Learn

- Recognize words and phrases that suggest the organizational structure (e.g., first, last) and the relationships they reveal (e.g., sequence, comparison, cause and effect)
- Use text features to help determine the order of steps in a procedure (e.g., arrows, numbered steps)
- Understand simple processes described in informational text (e.g., craft project)
- Identify cause-and-effect relationships by recognizing words and clauses that signal them (e.g., because, so)
- Identify the author's purpose (e.g., to inform, describe, persuade, share feelings)

Page 2 includes the remaining skills for the 5 reading domains: Word Knowledge and Skills, Analyzing Literary Text, Comprehension Strategies and Constructing Meaning, Understanding Author's Craft, and Analyzing Argument and Evaluating Text.

After identifying skills Juan is ready to learn, Mrs. Fox can find instructional resources in Core Progress learning progression.

● Designates a focus skill. Focus skills identify the most important skills to learn.

## What prerequisite skills do students need to understand the current lesson?

Core Progress for Reading ADMINISTRATOR USER, District 2011 - 2012

### Core Progress Learning Progression for Reading

Search a research-based progression of knowledge and skills, and locate associated instructional materials

Grades and Domains Keyword

Search by Grade and Domain, together or individually

**Grades**

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

**Domains (Returns Focus Skills only)**

- Word Knowledge and Skills
- Comprehension Strategies and Constructing Meaning
- Analyzing Literary Text
- Understanding Author's Craft
- Analyzing Argument and Evaluating Text

Search

Search in a Grade, Domain, or using a Keyword.

Use the Keyword search to find skills in Core Progress learning progression that were listed on the Instructional Planning reports.

---

Core Progress for Reading ADMINISTRATOR USER, District 2011 - 2012

### Core Progress Learning Progression for Reading

Search a research-based progression of knowledge and skills, and locate associated instructional materials

Grades and Domains Keyword Learn More

Selected search criteria

Grades: Grade 7

Domains: Understanding Author's Craft

Modify Search

Search Results

Focus Skills Only 1 Focus Skills

Grade 7 **Understanding Author's Craft**

Students understand how the literary devices and techniques the author uses achieve certain effects. Students apply what they have learned from studying traditional stories and myths to understand allusions, archetypal patterns, and other traditions used by authors.

1 Focus Skill

Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood

Content-Area Vocabulary	tone, mood
Conceptual Knowledge	differentiating between tone and mood in text
Linguistic Competencies	gathering vocabulary knowledge when considering words or phrases important to comprehension or expression
ELL Support	Students compare tone and mood by creating a Venn diagram. In one circle, they list the words that capture the tone of the reading; in another, the mood; in the overlap, any words that are shared by both.

Prerequisite and Related Skills \* Denotes Focus Skills

Grade 6 - Identify how authors use language (e.g., figurative and literal, word choice, text structures) to achieve particular effects (e.g., to establish mood or tone, to create imagery)

Fill learning gaps with lower-grade prerequisite skills.

Teacher Activities and Sample Items further aid instruction.

**Grade 7 - Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood**

Associated Activity: Mood

1 / 2 100% Sign

Find

Vocabulary Strategies • Vocabulary Knowledge • Gen  
Autho  
MOOD  
ices • Reading Process Skills • Evaluation  
Constructing Meaning • Organizational Structure

**OBJECTIVE**

To help students identify the mood of a story

**MATERIALS**

Any fiction book you have read to students, such as *145th Street: Short Stories* by Walter Dean Myers (5.1)

**LESSON**

1. Read the following short poem to students:

Perfect Bliss

Three things I have for perfect bliss,  
No further need I look;  
An open fire burning bright,  
An apple, and a book.

—Anonymous

2. Ask, "How does this poem make you feel?" (Possible answers might be: cozy, content, peaceful, happy.) Tell students that the feeling of a piece of writing is called the mood.
3. Read a few sentences from your selection that convey a different mood from the one suggested above. For example, you might use the following passage from the story "Angela's Eyes" in *145th Street*:

Theresa, the mother of Angela Luz Colón, finally emerged from her grief and called the factory where she had worked before her husband, Fernando, had been killed . . . "You should go out more, too," she told her daughter.

Angela did go out more. She went to her seventh-grade classes, to the store, sometimes for walks alone in the park. These things she did when it was time for them to be done. She still spent a lot of time thinking about her father. The thoughts often came to her as she sat alone in the kitchen waiting for her mother to come home in the evenings. She would think of his laugh, the way his brown face would wrinkle around the eyes and the wide smile would fill their small kitchen.

4. When you have finished reading, ask students to discuss the mood of the passage. (sad) Point out that this part of the mood is shaped by the following elements:
5. Discuss with students the ways in which the mood is shaped by the following elements:

- **Setting**
- **Descriptive details that create mood**
- **Connotations of words**
- **Character actions and reactions**

**Grade 7 - Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood**

Show Correct Answer

1. The storm raged outside our window as my sister and I huddled together telling stories. My sister had reached the scariest part of her story when the wind rattled the windows. We both stopped and held our breath. The only light came from a streetlight shining through the window. We heard thunder rumbling in the distance.

What gives the passage an eerie mood?

1. the idea that the sister is telling a scary story
2. words such as *huddled*, *only light*, and *rumbling*
3. a streetlight shining through the window

Teacher Activities can be used as teaching tools.

Use these problems to assess student knowledge or use as part of an in-class exercise.

# Is my student responding to the intervention?



## Student Progress Monitoring Report

1 of 2

Wednesday, February 22, 2012 1:26:12 PM

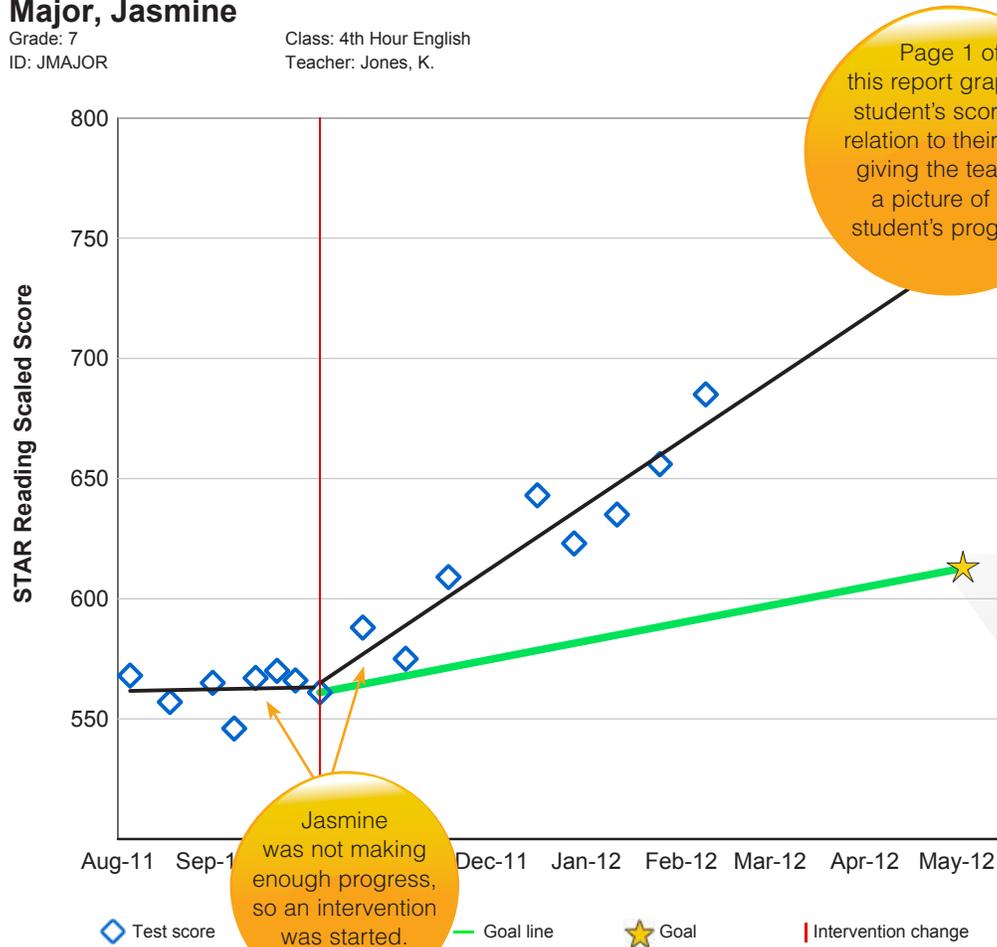
School: Pine Hill Middle School

Reporting Period: 9/1/2011 - 6/12/2012  
(School Year)

### Major, Jasmine

Grade: 7  
ID: JMAJOR

Class: 4th Hour English  
Teacher: Jones, K.



#### Jasmine's Current Goal

<b>Goal:</b> 613 SS 23 PR (Moderate)	<b>Goal End Date:</b> 5/31/2012	<b>Expected Growth Rate:</b> 1.7 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.

## Major, Jasmine

Grade: 7

Class: 4th Hour English

ID: JMAJOR

Teacher: Jones, K.

Page 2 of the Student Progress Monitoring Report.

### Jasmine's Current Goal

<b>Goal:</b> 613 SS 23 PR (Moderate)	<b>Goal End Date:</b> 5/31/2012	<b>Expected Growth Rate:</b> 1.7 SS/Week
--------------------------------------	---------------------------------	--

### Jasmine's Progress

Program	Program Begins	Test Date	Scaled Score	Growth Rate <sup>a</sup> Scaled Score/Week		
No program assigned	-	09/02/2011	568	-		
		09/15/2011	557	-		
		09/29/2011	565	-		
		10/06/2011	546	-3.1		
		10/13/2011	567	-1.0		
		10/20/2011	570	0.1		
		10/26/2011	566	0.4		
		11/03/2011	561	0.2		
		Successful Reader	11/03/2011	11/03/2011	561	-
				11/17/2011	588	-
12/01/2011	575			-		
12/15/2011	609			6.6		
12/29/2011	643			7.8		
Successful Reader	1/13/2012	1/13/2012	623	6.0		
		1/27/2012	638	5.4		
		2/10/2012	623	5.0		
Successful Reader	2/24/2012	2/24/2012	623	5.4		
		3/10/2012	623	5.4		

Once there are four scores, the Growth Rate is automatically calculated, using all of the test scores available for the student.

Jasmine responded positively to the intervention and her Growth Rate is now exceeding her Expected Growth Rate.

Use the new Goal-Setting Wizard to create individualized goals for students in need of intervention.

STAR Reading Karen Jones, Teacher 2011 - 2012

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

### Set up an Intervention and Goal

Define an intervention and set a goal

School: Pine Hill Middle School  
Student: Major, Jasmine

Latest Test	Score	Goal	Growth Rate
11/3/2011	561 SS / 21 PR	--	calculated after four scores

**Intervention Details** Interpretation & Recommendations

**Intervention Name**  
Appears in report details: Successful Reader

**Goal End Date**  
Used for SS/week calculation: 5/31/2012

**Starting test:** 11/3/2011 - 561 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 = 1.1 SS/week  
 - Reach 40 PR benchmark by end of school year = 6.8 SS/week

**Goal**  
Expected growth rate and score

**Select a goal type:** (based on students who scored similarly\*)

- Moderate: 1.7 SS/week = 613 SS / 23 PR
- Ambitious: 4.7 SS/week = 701 SS / 33 PR

**Or define a custom goal:**

- Growth Rate: 0.0 SS/week = 0 SS / 0 PR

\*National data show that 50% of students who started at the 21 PR were able to achieve a Moderate growth rate while 25% were able to achieve an Ambitious growth rate or better. Set an appropriate goal and adjust as necessary.

Cancel Calculate Goal Save

# Is my class progressing?



## Annual Progress Report

1 of 1

Printed Friday, May 11, 2012 4:23:39 PM 3:14:25 PM

School: Pine Hill Middle School

Reporting Period: 9/1/2011-6/12/2012

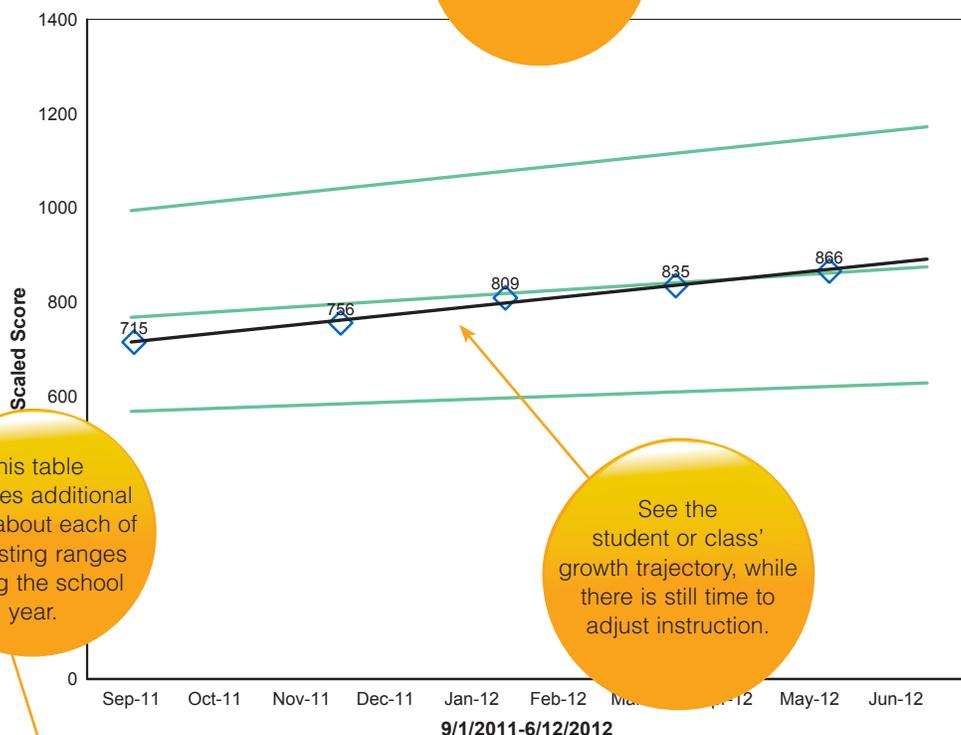
### Report Options

Reporting Parameter Group: All Demographics [Default]  
 Group By: Class  
 Comparison: National Norm Reference

### Class: 4th Hour English

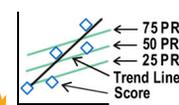
Grade: 7  
 Teacher: Jones, Karen

Report can be run at the class or student level.



This table provides additional detail about each of the testing ranges during the school year.

See the student or class' growth trajectory, while there is still time to adjust instruction.



Diamonds (blue) show scores for each STAR assessment in the school year. For three or more scores, a trend line (black) is displayed. The three lines in the background (green) approximate scaled score progress based on percentile ranking of same-grade students who participated in the national norming study. For additional information, see the *STAR Reading Technical Manual*, found in the software.

Test	Date Range	Number of Students	Scaled Score	GE	PR	PR Range	NCE	IRL	ZPD
1	09/01/2011 - 09/02/2011	15	715	6.5	44	35-53	46.8	5.9	4.2-6.5
2	11/14/2011 - 11/16/2011	15	756	6.7	46	37-55	47.9	6.1	4.2-6.7
3	01/13/2012 - 01/13/2012	15	809	7.3	49	40-58	49.5	6.3	4.4-7.3
4	03/14/2012 - 03/14/2012	15	835	7.6	49	40-58	49.5	6.4	4.4-7.6
5	05/07/2012 - 05/09/2012	15	866	7.9	50	41-59	50.0	6.5	4.5-7.9

# Are my students meeting growth expectations?



## Growth Report

Printed Tuesday, January 17, 2012 10:15:21 AM

3 of 3

Pretest Dates: 09/07/2011 - 09/09/2011  
Posttest Dates: 01/12/2012 - 01/13/2012

School: Oakwood Elementary School

**Class: Mrs. Fox's Class**

Student	Class	Teacher	Grade	Test date	SGP <sup>a</sup> Fall-Win	SS	GE	PR	NCE	IRL	Est. ORF <sup>b</sup>
Thiess, Kimberly	Mrs. Fox's Class	Mrs. S. Fox	4	09/08/2011		889	8.1	97	89.6	6.6	190
				01/13/2012		952	8.7	97	89.6	8.1	190
				Change	69	+63	+0.6	0	0.0	+1.5	0
Unger, Jerry	Mrs. Fox's Class	Mrs. S. Fox	4	09/08/2011		271	2.4	10	23.0	2.1	69
				01/12/2012		312	2.6	13	26.3	2.6	69
				Change	38	+57	+0.2	+3	+3.3	+0.5	0

**Updates  
Coming  
Spring 2012**

**New!**  
Improved  
Growth Report  
includes SGP and  
calculates the  
change between  
two test  
scores.

**Summary**

Class	Teacher	Total Students Included	Grade	Test date	Median SGP Fall-Win	Averages				
						SS	GE	PR	NCE	IRL
Mrs. Fox's Class	Fox, Susan	15	4	Pretest		424	3.8	41	44.2	3.4
				Posttest		496	4.4	47	48.8	4.1
				Change	55	+72	+0.6	+6	+4.6	+0.7



## Growth Report

Printed Tuesday, January 17, 2012 10:15:21 AM

1 of 3

Pretest Dates: 09/07/2011 - 09/09/2011  
Posttest Dates: 01/12/2012 - 01/13/2012

School: Oakwood Elementary School

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

<sup>a</sup> Student Growth Percentile  
<sup>b</sup> Estimated Oral Reading Fluency

**Class: Mrs. Fox's Class**

Student	Class	Teacher	Grade	Test date	SGP <sup>a</sup> Fall-Win	SS	GE	PR	NCE	IRL	Est. ORF <sup>b</sup>
Anderson, Marcus	Mrs. Fox's Class	Mrs. S. Fox	4	09/08/2011		463	4.1	55	52.6	3.8	107
				01/12/2012		556	5.2	67	59.3	4.6	128
				Change	77	+93	+1.1	+12	+6.7	+0.8	+21
Aschenbrenner, Chris	Mrs. Fox's Class	Mrs. S. Fox	4	09/09/2011		281	2.4	12	25.3	2.2	65
				01/12/2012		340	2.8	18	30.7	2.9	78
				Change	49	+59	+0.4	+6	+5.4	+0.7	+13
Bell, Timothy	Mrs. Fox's Class	Mrs. S. Fox	4	09/09/2011 <sup>d</sup>		378	3.2	34	41.3	3.1	88
				01/13/2012		444	3.8	40	44.7	3.7	102
				Change	55	+66	+0.6	+6	+3.4	+0.6	+14
Bollig, Brandon	Mrs. Fox's Class	Mrs. S. Fox	4	09/08/2011		353	2.9	27	37.1	2.9	81
				01/12/2012		415	3.6	34	41.3	3.5	96
				Change	53	+62	+0.7	+7	+4.2	+0.6	+15
Chang, Michelle	Mrs. Fox's Class	Mrs. S. Fox	4	09/08/2011		460	4.0	51	51.1	3.7	106
				01/12/2012		529	5.0	59	57.1	4.4	122
				Change	66	+69	+1.0	+8	+6.0	+0.7	+16
Delacruz, Benito	Mrs. Fox's Class	Mrs. S. Fox	4	09/08/2011		257	2.4	10	23.0	2.1	59
				01/13/2012		325	2.6	13	26.3	2.6	74
				Change	51	+68	+0.2	+3	+3.3	+0.5	+15

**New!**  
Run this  
report for a  
class, small  
group, school,  
or district.

**New!**  
Following  
students' winter  
screening, use the  
Fall-Winter SGP to  
help make classroom  
decisions during the  
school year.

<sup>a</sup> Student Growth Percentile is shown when tests are taken within the SGP testing windows.  
<sup>b</sup> Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

# Are students growing from year to year?

★ STAR Reading Olivia Masterson, District Administrator 2011-2012  
 Home > ... Longitudinal Manuals | Help | Log Out

**Longitudinal Report**  
 After changing your viewing options, click Update to refresh the data

School:

Grade:  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:

Compare the same grades year to year or compare the same students over multiple years.

**Oakwood Elementary School - Cross Sectional**

Grade	School Year Aug 15 - Oct 15 (Fall)	Percent of District Benchmark
Grade 1	2011 - 2012 Grade 1	
	2010 - 2011 Grade 1	
	2009 - 2010 Grade 1	
Grade 2	2011 - 2012 Grade 2	
	2010 - 2011 Grade 2	
	2009 - 2010 Grade 2	
Grade 3	2011 - 2012 Grade 3	
	2010 - 2011 Grade 3	
	2009 - 2010 Grade 3	
Grade 4	2011 - 2012 Grade 4	
	2010 - 2011 Grade 4	
	2009 - 2010 Grade 4	
Grade 5	2011 - 2012 Grade 5	
	2010 - 2011 Grade 5	
	2009 - 2010 Grade 5	

★ STAR Reading Olivia Masterson, District Administrator 2011-2012  
 Home > ... Longitudinal Manuals | Help | Log Out

**Longitudinal Report**  
 After changing your viewing options, click Update to refresh the data

School:

Grade:  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:

**Oakwood Elementary School - Growth**

Grade	School Year Aug 15 - Oct 15 (Fall)	Percent of Students by District Benchmark Category	Total Students	1-3 PR
Grade 1	2011 - 2012 Grade 1		102	11%
	--			12
Grade 2	2011 - 2012 Grade 2		111	21%
	2010 - 2011 Grade 1		111	27%
Grade 3	2011 - 2012 Grade 3		102	8%
	2010 - 2011 Grade 2		102	7%
	2009 - 2010 Grade 1		102	9%
Grade 4	2011 - 2012 Grade 4		110	23%
	2010 - 2011 Grade 3		110	32%
	2009 - 2010 Grade 2		110	32%
Grade 5	2011 - 2012 Grade 5		104	9%
	2010 - 2011 Grade 4		104	14%
	2009 - 2010 Grade 3		104	19%

Use this interactive report to track trends back as far as five years.

# Are students on track to reach proficiency on the state test?



## State Performance Report - Student Idaho ISAT

1 of 1

Printed Wednesday, February 29, 2012 3:12:56 PM

School: Oakwood Elementary School

Reporting Period:

**Santos, Juan**

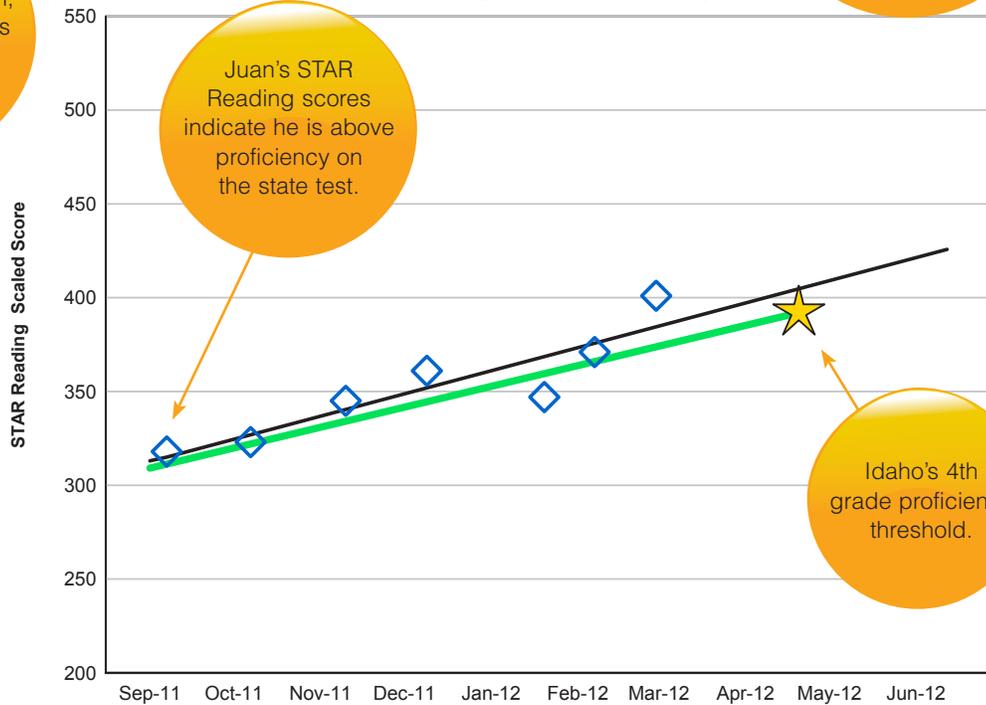
Grade: 4  
ID: SANTOSJ

Teacher: Fox, S.  
Class: Mrs. Fox's Class

Use this report to predict performance on the state test in time to make adjustments to reading instruction and reading practice.

Through extensive research, STAR Reading has been linked to individual state tests.

### Pathway to Proficiency



Juan's STAR Reading scores indicate he is above proficiency on the state test.

Idaho's 4th grade proficiency threshold.

STAR Reading and the April 2012 ISAT



Research has shown that STAR Reading scores are related to student performance on the ISAT. In the graph above, blue diamonds show the student's STAR Reading test scores. The gold star notes the STAR Reading scaled score that is approximately equivalent to the threshold for proficiency (Proficient) at the time of the state test. For grade 4, this score is approximately 392.

The green line represents the typical pathway to proficiency for students who are just at this threshold. A STAR Reading score below the green line indicates that the student will need to improve at a higher than typical rate in order to achieve proficiency by the time of the state test. A STAR Reading score above the green line indicates that the student was "on the pathway" to proficiency at the time that STAR test was taken. If the student has taken three or more tests, a black trend line displays the statistical tendency of the scores. If the trend line is higher than the gold star at the state test date, the student can be considered to be on the pathway toward proficiency.

ISAT 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.

# Are students on track to reach proficiency on the state test?



## State Performance Report - Class New Jersey ASK

1 of 2

Printed Friday, January 20, 2012 6:05:25 PM

School: Oakwood Elementary School

Reporting Period:

### Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Class

Sort By: Scaled Score (Descending)

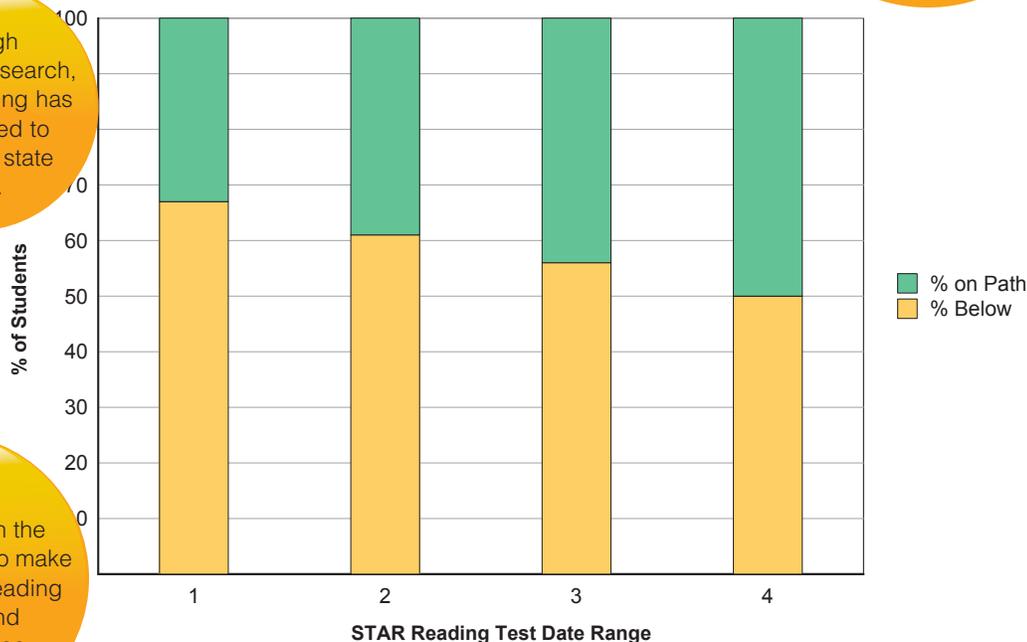
### Class: Grade 4 Reading

Teacher: Adams, M.

Use this report to show progress of a class over time; here the percent of students On Pathway has increased over time.

### Percent of Students on Pathway to Proficiency

Through extensive research, STAR Reading has been linked to individual state tests.



Predict performance on the state test in time to make adjustments to reading instruction and reading practice.

STAR Reading Test Date Range	Number of Students	On Pathway		Below Pathway	
		% of Students	Median Scaled Score	% of Students	Median Scaled Score
1. 09/07/2011-09/09/2011	18	33	475	67	318
2. 11/09/2011-11/10/2011	18	39	486	61	333
3. 12/09/2011-12/09/2011	18	44	496	56	333
4. 01/19/2012-01/20/2012	18	50	511	50	333

Page 2 of this report lists all students On Pathway, those Below Pathway, and those with No Pathway Data.

ASK information was last updated on 7/14/2011. State assessments are subject to change. For guidance interpreting change, see Interpreting Performance Reports under STAR resources.

# STAR Reading™ Performance Report Colorado CSAP

District: Union School District

Printed Friday, January 13, 2012 8:19:05 AM

Last Consolidated: 09/01/2011  
Reporting Period: 09/01/2011 - 09/01/2011

## Grade: 4

### Student Performance Outlook On the March, 2012 CSAP

Demographic	Less Than Proficient		Proficient		Advanced		Tested	
	Total	%	Total	%	Total	%	Total	%
<b>Gender</b>								
Female	12	24	13	26	15	30	10	20
Male	12	23	14	27	16	31	10	19
Unspecified	0	0	0	0	0	0	0	0
<b>Ethnicity</b>								
American Indian or Alaskan Native	2	67	0	0	1	33	0	0
Asian or Pacific Islander	3	21	4	29	6	43	1	7
Black	5	28	6	33	5	28	2	11
Hispanic	8	26	9	29	8	26	6	19
White	6	18	8	24	10	29	10	29
Unspecified	0	0	0	0	1	50	1	50
<b>Other Characteristics</b>								
Americans With Disabilities (ADA)	2	50	1	25	1	25	0	0
At-Risk Students	5	45	6	55	0	0	0	0
Bilingual Education	3	50	3	50	0	0	0	0
English as a Second Language (ESL)	7	54	5	38	1	8	0	0
Free Lunch	12	44	8	30	3	11	4	15
Gifted/Talented	0	0	0	0	2	18	9	82
Learning Disabled	5	83	1	17	0	0	0	0
Limited English Proficiency (LEP)	9	82	2	18	0	0	0	0
Migrant	2	40	3	60	0	0	0	0
Physically Disabled	11	48	4	17	5	22	3	13
<b>Total</b>								
	50	93	52	93	0	0	50	93
	52	93	52	93	0	0	52	93
	0	0	0	0	0	0	0	0
	3	75	14	88	3	75	1	25
	18	90	18	90	2	10	2	10
	31	89	31	89	6	19	4	11
	34	94	34	94	10	29	2	6
	2	100	2	100	1	50	1	50
	4	100	4	100	0	0	0	0
	11	100	11	100	0	0	0	0
	6	100	6	100	0	0	0	0
	13	65	13	65	0	0	7	35
	27	90	27	90	4	15	3	10
	11	100	11	100	9	82	0	0
	6	100	6	100	0	0	0	0
	11	100	11	100	0	0	0	0
	5	100	5	100	0	0	0	0
	23	100	23	100	3	13	0	0

Through extensive research, STAR Reading has been linked to individual state tests.

Administrators can track district progress toward proficiency on the state test with this report.

Monitor the percentage of students in each proficiency level on the state test.

# Are students mastering state standards and Common Core State Standards?



## State Standards Report - Student Common Core State Standards CCSS

1 of 3

Printed Friday, September 2, 2011 2:12:15 PM

School: Pine Hill Middle School

### Major, Jasmine

ID: JMAJOR  
Grade: 7

Class: 4th Hour English  
Teacher: Jones, K.

Use this report to measure an individual student's performance on state standards or the Common Core State Standards.

### Estimated Mastery of Grade 7 English Language Arts



### 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 Scaled Score: 568      Percentile Rank: 24      Grade Equivalent: 5.3  
 Test Date: 9/2/2011  
▶ Projected Scaled Score: 638      Based on research, 50% of students at this student's level will achieve this much growth.  
 Date: 6/12/2012

Page 2 of this report provides more details on each standard.



# State Standards Report - Class NGA Center-CCSSO

1 of 12

Printed Friday September 2, 2011 4:35:12 PM

School: Pine Hill Middle School

Reporting

### Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Class

Sort By: Rank

Use this report to see how students are doing in comparison to their state standards or Common Core State Standards.

### 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 scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is at or above mastery. Monitor students in this range to confirm their understanding of the standard.

### Class: 4th Hour English

Teacher: Jones, K.

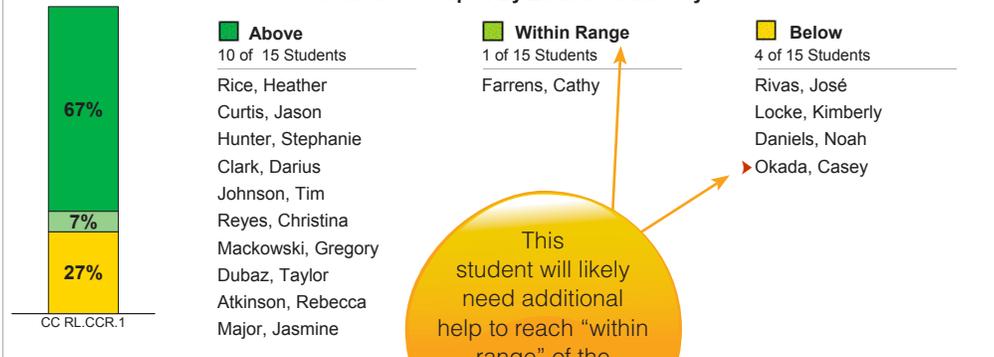
### Grade: 7

**Grade 7 English Language Arts:** NGA Center-CCSSO, College- and Career-Readiness Standards and K-12 English Language Arts, 2010, Grade 7 English Language Arts, 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



This student will likely need additional help to reach "within range" of the Estimated Mastery Range.

Additional pages of this report include information on more standards.

▶ Student's STAR score suggests they may need additional help to reach the Estimated Mastery Range by 6/12/2012.

# Are students mastering state and Common Core State Standards?



## State Standards Report - District Common Core State Standards (CCSS)

1 of 10

Printed Friday, September 2, 2011 4:32:28 PM

District: Union School District

Reporting Period: 8/4/2011 - 9/2/2011

### Report Options

Reporting Parameter Group: All Demographics [Default]  
Group By: School  
List By: Teacher  
Sort By: Alphabetical

### How STAR Reading Estimates Mastery of State Standards

STAR Reading provides an estimate of the students' mastery of standards by aligning the scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores that indicate mastery or above mastery. The percentage of students who score in or above this range indicates mastery.

**Current** - Shows progress on tests taken between 8/4/2011 - 9/2/2011

**Projected** - Shows likely progress by 6/12/2012. Based on research, 50% of students

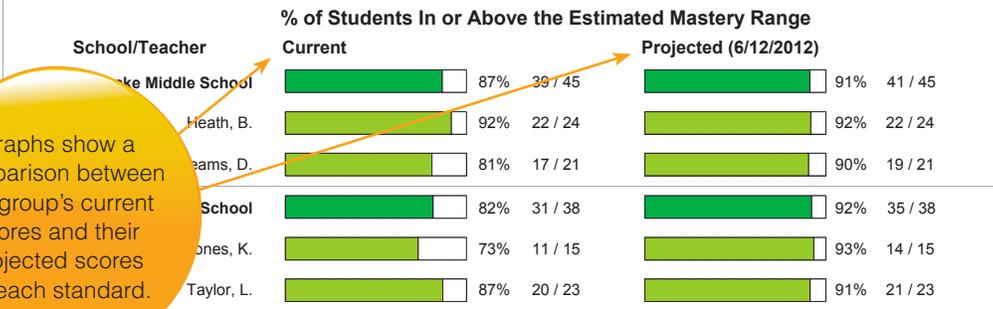
Use this report to see how groups of students are doing in comparison to their state standards or Common Core State Standards.

### Grade: 7

Grade 7 English Language Arts: NGA Center-CCSSO, College- and Career-Readiness Standards and K-12 English Language Arts, 2010, Grade 7 English Language Arts, Common Core State Standards, produced by NGA and CCSSO

#### CC RL.CCR.1

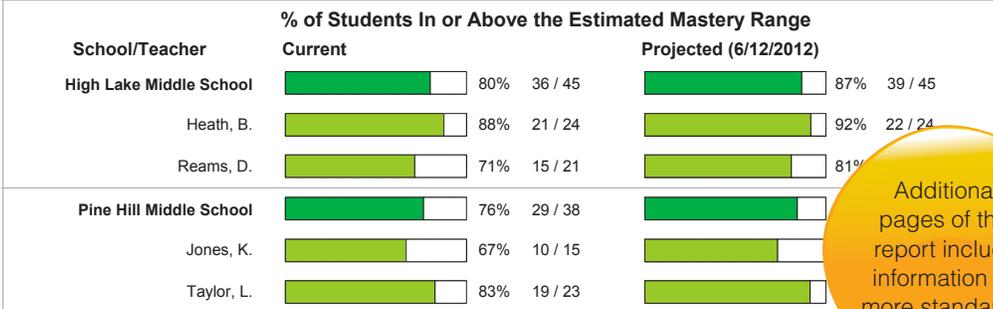
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



Graphs show a comparison between the group's current scores and their projected scores for each standard.

#### CC RL.CCR.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.



Additional pages of this report include information on more standards.

# How can we engage parents to help students succeed?



## Informe para los Padres de Juan Santos

Impreso: Monday, September 12, 2011 10:34:01 AM

Escuela: Oakwood Elementary School  
Maestro(a): Mrs. S. Fox  
Clase: Mrs. Fox's Class

Fecha de la prueba: September 7, 2011 1:34 PM

Estimados padres o tutores de Juan Santos:

Juan presentó una prueba computarizada de lectura llamada STAR Reading. En este informe les ofrecemos un resumen de las puntuaciones que Juan 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.

GE	PR	Rango del	Por debajo del	Promedio	Por encima del	ZPD
2.6	19	14-22				2.4-3.4

### Puntuaciones con respecto al

**Grado equivalente (GE, por GE)**  
El Grado equivalente va desde el primer grado hasta el quinto grado de otros estudiantes en todo el país de segundo grado después de la prueba.

**Valor percentil (PR, por PR)**  
El Valor percentil compara el puntaje de Juan con el de otros estudiantes en todo el país. Un PR de 19 indica que Juan está por debajo del promedio de los estudiantes que tomaron la prueba STAR Reading, su nivel habría estado en el 19 percentil.

**Nivel de lectura de instrucción (IRL)**  
El IRL es el nivel correspondiente a la habilidad de leer y comprender materiales de lectura de un nivel de habilidad por encima de un 80% de habilidad para el grado.

**Zona de desarrollo próximo (ZPD)**  
La Zona de desarrollo próximo es el nivel de habilidad que Juan necesita para progresar al máximo. Abarca los niveles de habilidad que Juan necesita para leer con éxito el contenido del libro. La ZPD Alterna la escala de 2000 puntos.

Para que Juan pueda seguir desafiado en la prueba STAR Reading al seleccionar libros leídos en voz alta, destinar más tiempo a leer independientemente.

Si tiene alguna pregunta sobre la prueba o los resultados, comuníquese conmigo cuando sea conveniente.

Firma del (de la) maestro(a): \_\_\_\_\_

Firma del padre o de la madre: \_\_\_\_\_

Comentarios:

This report is available in English or Spanish.



## Parent Report for Juan Santos

Printed Monday, September 12, 2011 10:34:01 AM

School: Oakwood Elementary School  
Teacher: Mrs. S. Fox  
Class: Mrs. Fox's Class

Test Date: September 7, 2011 1:34 PM

Dear Parent or Guardian of Juan Santos:

Juan 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	ZPD 2000
2.6	19	14-22	◆			2.6	2.4-3.4	329-511

### National Norm Scores:

#### Grade Equivalent (GE): 2.6

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, Juan reads at a level equal to that of a typical second grader after the sixth month of the school year.

#### Percentile Rank (PR): 19

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 19, Juan reads at a level greater than 19% 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 his scores would likely have fallen between 14 and 22.

#### Instructional Reading Level (IRL): 2.6

The Instructional Reading Level (IRL) is the grade level at which Juan is at least 80% proficient at recognizing words and comprehending reading material. Juan achieved an IRL score of 2.6. This means that he is at least 80% proficient at reading second grade words and books.

#### Zone of Proximal Development (ZPD): 2.4-3.4

The Zone of Proximal Development (ZPD) is the reading level range from which Juan 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. Juan's ZPD 2000 is 329-511. The ZPD 2000 score is the ZPD converted to a 2000-point scale.

I will be using these STAR Reading test scores to help Juan further develop his reading skills through the selection of books for reading practice at school. Juan should also practice silent reading every day, continue reading aloud and with others, and practice reading more challenging books.

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: \_\_\_\_\_

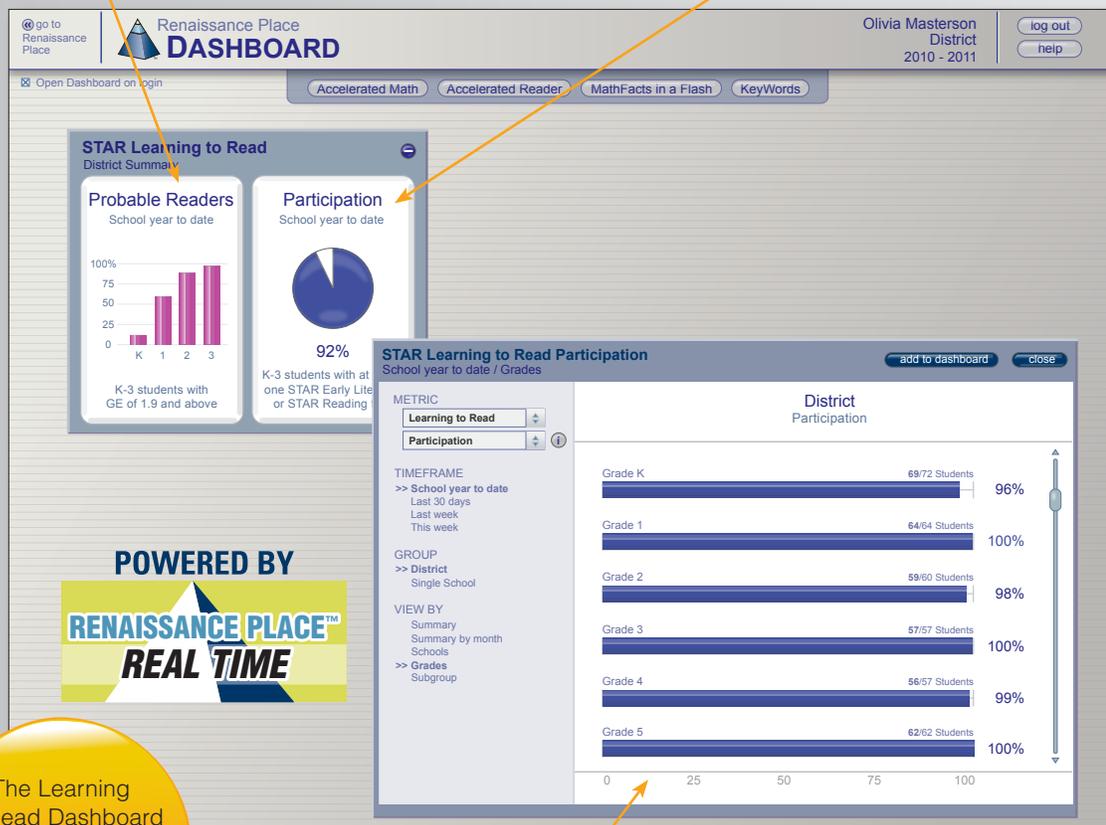
Comments:

This report helps keep parents involved by giving recommendations on what skills the student needs to work on.

## Are students on the path to becoming readers?

The **Probable Readers** chart illustrates how many students are readers by displaying K-3 students that are at a Grade Equivalent (GE) of 1.9 and above over a specified time frame.

The **Participation** graph shows how many K-3 students have taken a STAR Early Literacy or STAR Reading test over a specified time frame.



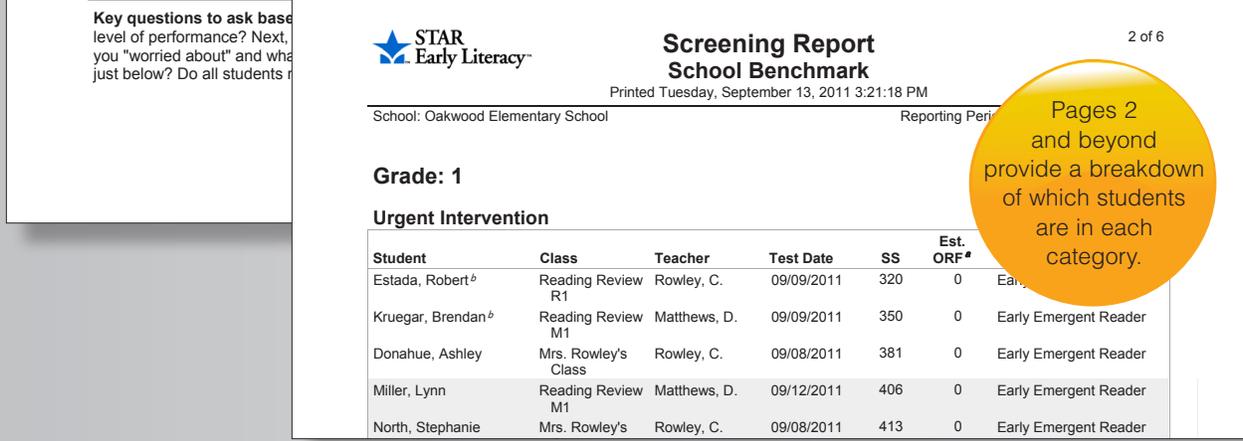
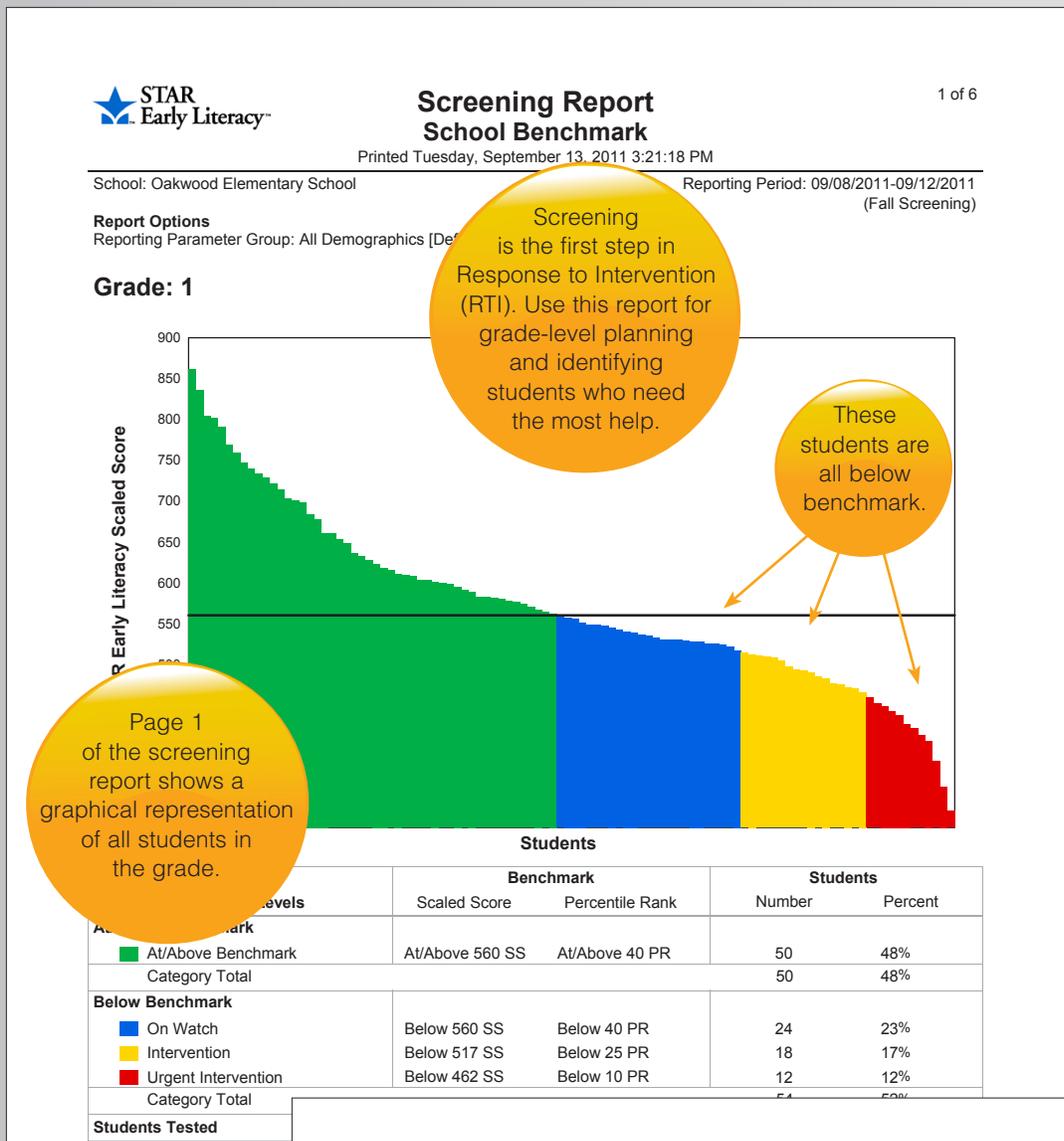
The Learning to Read Dashboard combines data from STAR Reading and STAR Early Literacy.

The STAR Learning to Read Dashboard gives you numerous drill-down options so you can track reading progress by metrics, timeframe, schools, grades, and subgroups over a specified time frame.

## Get Answers to Your Questions to Improve Instruction

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# Which students are reaching benchmark and which need intervention?



# Which students are emergent, transitional, or probable readers?



## Summary Report

Printed Friday, September 9, 2011 9:14:31 AM

2 of 2

School: Oakwood Elementary School

Reporting Period: 09/01/2011 - 09/09/2011  
(2011-2012 School Year)

Updates  
Coming  
Fall 2012

### Class: Mrs. Rowley's Class

#### Sub-Domain Score Distribution

Sub-Domain	0 - 25		26 - 50		51 - 75		76 - 100	
	Number of Students	% of Total						
AP	0	0.0	5	33.3	6	40.0	4	26.7
CW	0	0.0	2	13.3	7	46.7	6	40.0
VD	0	0.0	2	13.3	5	33.3	8	53.3
PA	5	33.3	6	40.0	4	26.7	0	0.0
PH	3	20.0	7	46.7	5	33.3	0	0.0
SA	6	40.0	5	33.3	4	26.7	0	0.0
VO	2	13.3	7	46.7	6	40.0	0	0.0
SC	5	33.3	6	40.0	4	26.7	0	0.0
PC	7	46.7	4	26.7	4	26.7	0	0.0
EN	1	6.7	5	33.3	5	33.3	4	26.7

#### Summary

Scaled Score	Literacy Classification	Number of Students	% of Total
300 - 478	Early Emergent Reader	5	33.3
488 - 674	Late Emergent Reader	6	40.0
675 - 774	Transitional Reader	4	27.7
775 - 900			

Number of Students



## Summary Report

Printed Friday, September 9, 2011 9:14:31 AM

1 of 2

School: Oakwood Elementary School

#### Report Options

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

Score Definition  
GP: Grade Placement  
SS: Scaled Score  
AP: Alphabetic Principle  
CW: Concept of Word

\*Est. ORF

### Class: Mrs. Rowley's Class

Student	Age (yrs)	Test Date	GP	SS	Est. ORF*	Sub-Domain Scores										Literacy Classification
						AP	CW	VD	PA	PH	SA	VO	SC	PC	EN	
Bischel, Corey	6.3	09/08/11	1.02	443	0	43	51	53	20	22	15	27	18	13	37	Early Emergent
Brunner, Kathy	6.4	09/08/11	1.02	577	10	69	75	77	41	44	34	47	39	31	61	Late Emergent
Carter, Lisa	6.4	09/08/11	1.02	475	0	50	58	60	25	27	19	32	23	17	43	Early Emergent
Estada, Robert	6.4	09/08/11	1.02	413	0	36	43	44	15	17	11	22	13	10	30	Early Emergent
Garcia, Maria	6.5	09/08/11	1.02	570	9	67	74	76	40	43	33	46	38	30	60	Late Emergent
Hill, Jeffrey	6.6	09/08/11	1.02	698	26	84	88	89	61	65	56	65	61	52	79	Transitional
Jones, Tom	6.0	09/08/11	1.02	618	15	74	80	81	47	51	41	53	46	37	68	Late Emergent
Kruegar, Brendan	6.2	09/08/11	1.02	466	0	49	56	58	23	26	18	31	21	16	41	Early Emergent
Morales, Rebecca	6.6	09/08/11	1.02	721	30	86	90	91	65	69	60	69	65	57	82	Transitional
North, Stephanie	6.3	09/08/11	1.02	508	0	57	65	66	30	33	24	37	28	21	49	Late Emergent
Pulido, Luis	6.8	09/08/11	1.02	608	15	73	79	80	46	49	39	52	44	36	66	Late Emergent
Rollette, Peter	6.0	09/08/11	1.02	381	0	27	33	34	11	12	8	17	9	6	23	Early Emergent
Schumann, Pamela	6.1	09/08/11	1.02	734	32	88	91	92	68	71	63	71	68	59	84	Transitional
Smith, Debra	6.0	09/08/11	1.02	524	2	60	67	69	32	35	26	39	30	23	52	Late Emergent
Turner, Kenneth	6.2	09/08/11	1.02	740	34	88	91	92	61	69	64	72	69	61	85	Transitional

As an instructional planning tool, STAR Early Literacy reports on a student's skill level in 10 literacy and numeracy sub-domains.

Use to group students to differentiate instruction.

**Score Definitions**  
GP: Grade Placement  
SS: Scaled Score  
AP: Alphabetic Principle  
CW: Concept of Word

VD: Visual Discrimination  
PA: Phonemic Awareness  
PH: Phonics  
SA: Structural Analysis

VO: Vocabulary  
SC: Sentence-level Comprehension  
PC: Paragraph-level Comprehension  
EN: Early Numeracy

Late Emergent Reader: SS 300 - 487  
Transitional reader: SS 488 - 674  
Probable Reader: SS 675 - 900

\*Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1 - 3.

# Which students should be grouped together for targeted instruction and practice?



## Class Diagnostic Report

1 of 6

Printed Friday September 9, 2011 8:40:27 AM

Updates  
Coming  
Fall 2012

School: Oakwood Elementary School

Reporting Period: 09/01/2011 – 09/09/2011  
(2011-2012 School Year)

### Report Options

Group By: Class

Range By: Weaknesses and Strengths

### Class: Mrs. Rowley's Class

Teacher: Rowley, Cheri

### Sub-Domain Scores

Sub-Domain	Sub-Domain Score Range			
	0-25	26-50	51-75	76-100
Alphabetic Principle	0	5	6	4
Concept of Word	0	2	7	6
Visual Discrimination	0	2	5	8
Phonemic Awareness	5	6	4	0
Phonics	3	7	5	0
Structural Analysis	6	5	4	0
Vocabulary	2	7	6	0
Sentence-level Comprehension	5	6	4	0
Paragraph-level Comprehension	7	4	4	0
Early Numeracy	1	5	5	4

This report shows students classified by Skill Score Range.

Covers 41 emerging reading and numeracy skills.

### Skill Sets within Each Sub-Domain

#### Alphabetic Principle

Skill Sets	Skill Set Score Range	Number of Students	Student
Alphabetic Knowledge	0-25	0	
	26-50	2	Estada, Robert; Rollette, Peter
	51-75	5	Bischel, Corey; Carter, Lisa; Kruegar, Brendan; North, Stephanie; Smith, Debra
	76-100	8	Brunner, Kathy; Garcia, Maria; Hill, Jeffrey; Jones, Tom; Morales, Rebecca; Pulido, Luis; Schumann, Pamela; Turner, Kenneth
Alphabetic Sequence	0-25	3	Bischel, Corey; Estada, Robert; Rollette, Peter
	26-50	6	Brunner, Kathy; Carter, Lisa; Garcia, Maria; Kruegar, Brendan; North, Stephanie; Smith, Debra
	51-75	5	Hill, Jeffrey; Jones, Tom; Morales, Rebecca; Pulido, Luis; Schumann, Pamela;
	76-100	1	Turner, Kenneth
Letter Sounds	0-25	0	
	26-50	3	Bischel, Corey; Estada, Robert; Rollette, Peter
	51-75	7	Brunner, Kathy; Carter, Lisa; Garcia, Maria; Kruegar, Brendan; North, Stephanie; Pulido, Luis; Smith, Debra
	76-100	5	Hill, Jeffrey; Jones, Tom; Morales, Rebecca; Schumann, Pamela; Turner, Kenneth

RTI

Group students with similar strengths and weaknesses for small group instruction.

Coming  
Fall 2012

## Class: Mrs. Rowley's Class

Teacher: Rowley, Cheri

Instructional Groups	Number of Students	Scaled Score (0 - 1400)	
		Median	Range
Group 1	6	710	608-740
Group 2	4	547	508-577
Group 3	5	443	381-475

This report provides a list of skill recommendations for each group identified on the Instructional Report Groupings page.

### Skills to Learn

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 the Reading Learning Progressions to find additional information for each skill, teacher activities, and sample items.

#### Group 1

**Students**  
Turner, Kenneth; ...

- Word Knowledge**
1. Understand and use general word meanings for grade-appropriate text.
  2. Identify and understand the meaning of general words and phrases for grade-appropriate text.
  3. Identify and understand the meaning of words and phrases for grade-appropriate text.
  4. Identify and understand the meaning of base words with affixes for grade-appropriate text.
  5. Use context clues (e.g., illustrations, rhyming words) to determine the meaning of words in grade-appropriate text.

#### Comprehension Strategies and Constructing Meaning

1. Answer who, what, where, when, why, and how questions about text.
2. Understand that text can convey steps in a procedure (e.g., directions, recipes, visual cues).
3. Understand vocabulary in context.
4. Sequence events from a story.
5. Understand the function of common signs and symbols.

#### Group 2

**Students**  
Brunner, Kathy; Garcia, Maria; Smith, Debra; North...

#### Word Knowledge and Skills

1. Demonstrate knowledge of rhyme to distinguish between words that rhyme. Pick the picture of the word that has the same sound as the word that blending phonemes produces (e.g., a shower, and a lip) and that the same syllable patterns in spoken words (e.g., /sh/ /oo/).

Page 1 of a multipage report. Remaining groups are shown on following pages.

STAR Early Literacy Cheri Rowley, Teacher 2011 - 2012

Home > Reports > Instructional Planning

### Instructional Report Groupings

Group students to plan instruction

School: Oakwood Elementary School  
Report: Instructional Planning - Class Report

Class or Group: Mrs. Rowley's Class

Benchmark: School Benchmarks Legend

Testing End Date: 9/8/2011 (includes STAR Early Literacy Test scores up to 30 days before this date)

Update

Cancel Preview Report Next >

Assign students to instructional groups based on their latest test and classroom performance. Skill recommendations will be based on the group median score.

Student	Scaled Score / Percentile Rank	Instructional Groups: 3			
		1	2	3	Unassigned
Kenneth Turner	740 SS / 94 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pamela Schumann	734 SS / 93 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rebecca Morales	721 SS / 91 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeffrey Hill	698 SS / 86 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tom Jones	618 SS / 61 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luis Pulido	608 SS / 58 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kathy Brunner	577 SS / 46 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maria Garcia	570 SS / 43 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Debra Smith	524 SS / 27 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stephanie North	508 SS / 22 PR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lisa Carter	475 SS / 12 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Brendan Kruegar	466 SS / 10 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Corey Bischel	443 SS / 6 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Robert Estada	413 SS / 2 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Peter Rollette	381 SS / 1 PR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Cancel Preview Report Next >

Use the Instructional Grouping Tool to regroup students; select the number of groups and the students in them.

# What are students ready to learn next?



## Student Diagnostic Report Skill Set Scores

Printed Monday, September 12, 2011 9:17:05 AM

School: Oakwood Elementary School

Reporting Period: 09/08/2011 - 09/15/2011 (Year)

Updates  
Coming  
Fall 2012

### Carter, Lisa

Class: Mrs. Rowley's Class  
Teacher: Mrs. C. Rowley  
Test Date: 09/08/2011  
SS: 475 (Scaled Score)

Identifies whether the student is an emergent reader, transitional reader, or probable reader.

Use this report as part of a plan to personalize instruction for Lisa.

Literacy Classification			
<b>Early Emergent Reader</b> SS 300-487	<b>Late Emergent Reader</b> SS 488-674	<b>Transitional Reader</b> SS 675-774	<b>Probable Reader</b> 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.

Sub-Domain	Skill Set	Skill Set Score
Alphabetic Principle	→ 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	→ Sound-Symbol Correspondence: Consonants	46
	Word Building	22
	Sound-Symbol Correspondence: Vowels	23
Word Families/Rhyming	Word Families/Rhyming	22
	Structural Analysis	Words with Affixes
→ 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
Early Numeracy		→ Number Naming and Number Identification
	Number Object Correspondence	33
	Sequence Completion	29
	Composing and Decomposing	-
	Measurement	-

Arrows identify skills this student is ready to learn.

→ 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.

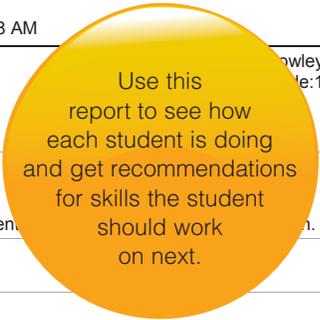
School: Oakwood Elementary School  
Class: Mrs. Rowley's Class

Rowley  
le:1

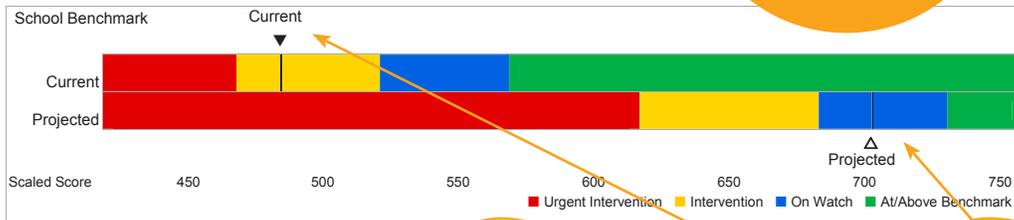


**STAR Early Literacy Test Results**

Current SS (Scaled Score): 475 Test Date: 09/08/2011  
Literacy Classification: Early Emergent Reader Est. ORF: 0  
Projected SS for 06/10/12: 695 Based on research, 50% of students at this student level score at or below this score.

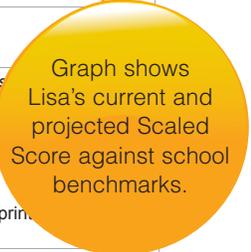


**Lisa's Current Performance**



**Skills to Learn**

Skills listed below are suggested skills Lisa should learn from the most recent STAR Early Literacy test. These skills are intended to be challenging, but not too difficult for Lisa. Consider your own knowledge of the student when designing an instructional plan. Use professional judgment when designing an instructional plan. Information for each skill, teacher activities, and student activities are provided.



**Word Knowledge and Skills**

This score suggests Lisa has an understanding that sounds paired with letters represent spoken speech in print. At this score, Lisa should practice sounding out simple printed words and blending two-syllable words.

**Skills to Learn**

1. **○** Understand that sounds that are paired with letters represent spoken speech in print
2. Understand that words are read from left to right and top to bottom
3. Distinguish between the shapes of different letters (e.g., pick the letter that is different in S, S, C; pick the letter that is different in E, f, f)
4. **○** Understand and identify rhyming sounds (e.g., The sound is /arn/. Look at pictures of a heart, a card, and a barn. Pick the picture that has the /arn/ sound.)
5. Know all the letters of the alphabet and recognize their lower- and uppercase forms (e.g., know another way to write the letter G from q, g, j.)



**Comprehension Strategies and Constructing Meaning**

This score suggests Lisa should practice the following emergent reading strategies: Identify the main ideas and supporting details.

**Skills to Learn**

1. Make predictions based on the cover, title, and illustrations
2. Identify a book's front and back covers; recognize where to find the names of the author and the title
3. Understand vocabulary in context
4. Identify the topic of a text
5. Ask and answer questions about a text's key details (e.g., what is the cow doing in "Good Night Moon"?)

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

# What prerequisite skills do students need to understand the current lessons?

Core Progress for Reading ADMINISTRATOR USER, District 2011 - 2012

**Core Progress Learning Progression for Reading**  
 Search a research-based progression of knowledge and skills, and locate associated instructional materials

Grades and Domains Keyword

Selected search criteria

Grades: Kindergarten  
 Domains: Word Knowledge and Skills

Modify Search

Search Results

Focus Skills Only

**Word Knowledge and Skills**  
 Students begin to use simple strategies to decode simple words and... They recognize all letters in the alphabet, both upper- and lowercase, alphabetically from first to last. As their concept of word develops, students recognize that words are separate words. They identify phonemes and identify rhyming sounds within words. They identify phonemes in spoken words and blend and segment sound units. They also use their knowledge of letter-sound correspondences to decode short single-syllable words. They can identify, match, and distinguish between short vowel sounds and consonant sounds in words. They use their knowledge of word endings (e.g., -s) and the placement of words within a sentence to help them predict the meaning of unfamiliar words. They recognize high-frequency sight words. They understand that a word can have more than one meaning (e.g., orange: a fruit, a color); that different words can share similar meanings (e.g., go, walk); and that words can have categorical relationships (e.g., color, shape, texture, size).

12 Focus Skills

- Know that letters are visual symbols that represent phonemes (e.g., recognize the sounds of all letters of the alphabet in lower- and uppercase forms)
- Understand that words are specific sequences of letters that carry meaning (e.g., identify which is a word, not a letter from choices d, n, and; identify which is a letter, not a word from choices this, b, fox)
- Use knowledge of rhyme to distinguish between rhyming and nonrhyming words in spoken language (e.g., The sound is /en/. Pick the picture of the word that has the /en/ sound from pictures of a fan, a pen, and a bun.)

Terminology and Concepts	rhyme
Conceptual Knowledge	listening to distinguish between rhyming and nonrhyming words in spoken language
Linguistic Competencies	recognition that rhyming helps students discover patterns and trains the ear to hear similarities and differences in how words sound
ELL Support	Give many opportunities in prior activities in phonemic awareness to hear, distinguish, and say sounds being introduced.

Prerequisite and Related Skills

- Pre-Kindergarten - Understand and identify rhyming sounds (e.g., The sound is /arn/. Look at pictures of a heart, a card, and a barn. Pick the picture that has the /arn/ sound.)

Coming Fall 2012

Use Core Progress to find skills that were listed on the Instructional Planning reports.

Click on Teacher Activities or Sample Items to see more detail.

ELL support provided for every Focus skill.

Use vocabulary, concepts, and competencies to help you plan instruction.

Core Progress Learning Progression for Reading

**Kindergarten - Use knowledge of rhyme to distinguish between rhyming and nonrhyming words in spoken language (e.g., The sound is /en/. Pick the picture of the word that has the /en/ sound from pictures of a fan, a pen, and a bun.)**

Associated Activities: Core Activity: Matching Sounds Within Word Families

Find

**MATCHING SOUNDS WITHIN WORD FAMILIES**  
CORE ACTIVITY

**OBJECTIVE**  
To help students match sounds within word families

**MATERIALS**  
A large sock, a rock, and a small block; large letter cards and a pocket chart or magnetic letters and a board; a set of letter cards or magnetic letters *s, o, c, k, r, b,* and *l* for each student

- Before the lesson begins, place the rock and block inside the sock. Hide the sock behind your back and say, "I have something behind my back. See if you can figure out what it is by listening to the sounds I say. Raise your hand when you think you know what it is." Say the word *sock*, pronouncing each phoneme separately: /s/ /o/ /k/.
- If students can't figure the word out, use large magnetic letters or letter cards to make the word *sock* as students watch. Pronounce each phoneme as you place the letters in the pocket chart or on the board.
- After students realize the word is *sock*, tell them, "Wow, this sock is heavy! What do you think I have in it?" Briefly entertain students' suggestions. Then reach into the sock and say, "Oh! I think I know what it is! See if you can figure it out." Say the word *rock*, pronouncing each phoneme separately: /r/ /o/ /k/. Pull the rock out of the sock and confirm students' responses. Then use magnetic letters or letter cards to make the word *rock* just below *sock*. Follow the same procedure for *block*: /b/ /l/ /o/ /k/.

s	o	c	k	
r	o	c	k	
b	l	o	c	k

- Ask students to listen as you say the three words slowly. Then ask, "What do you hear that is the same in all three words?" (They all have the same ending sounds.) Point to the letters as you spell each word. Ask, "What do you see that is the same in all three words?" (They all end with the same letters.)
- Give students letter cards or magnetic letters for *s, o, c, k, r,* and *b*. Tell students, "Find the letters *s, o, c,* and *k*. Make the word *sock*." Then say, "Now change the first letter to make *rock*." responses. Then say, "Now change a letter to make *lo* to make *block*."

Common Core State Standards Copyright 2010, produced by NGA and CCSSO  
CC.RF.K.3 - Know and apply grade-level phonics and word analysis skills in decoding words.  
CC.RF.K.3.f - Distinguish between similarly spelled words by identifying the sounds of the letters.  
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Use Teacher Activities with the whole class, small groups, or individual students.

Use Sample Items to assess student knowledge or use as part of an in-class exercise.

Core Progress Learning Progression for Reading

**Kindergarten - Use knowledge of rhyme to distinguish between rhyming and nonrhyming words in spoken language (e.g., The sound is /en/. Pick the picture of the word that has the /en/ sound from pictures of a fan, a pen, and a bun.)**

Show Correct Answer



\_\_\_\_\_





Length of audio: 0:17

# Is my student responding to the intervention?



## Student Progress Monitoring Report

1 of 2

Printed Friday, March 30, 2012 2:44:03 PM

School: Oakwood Elementary School

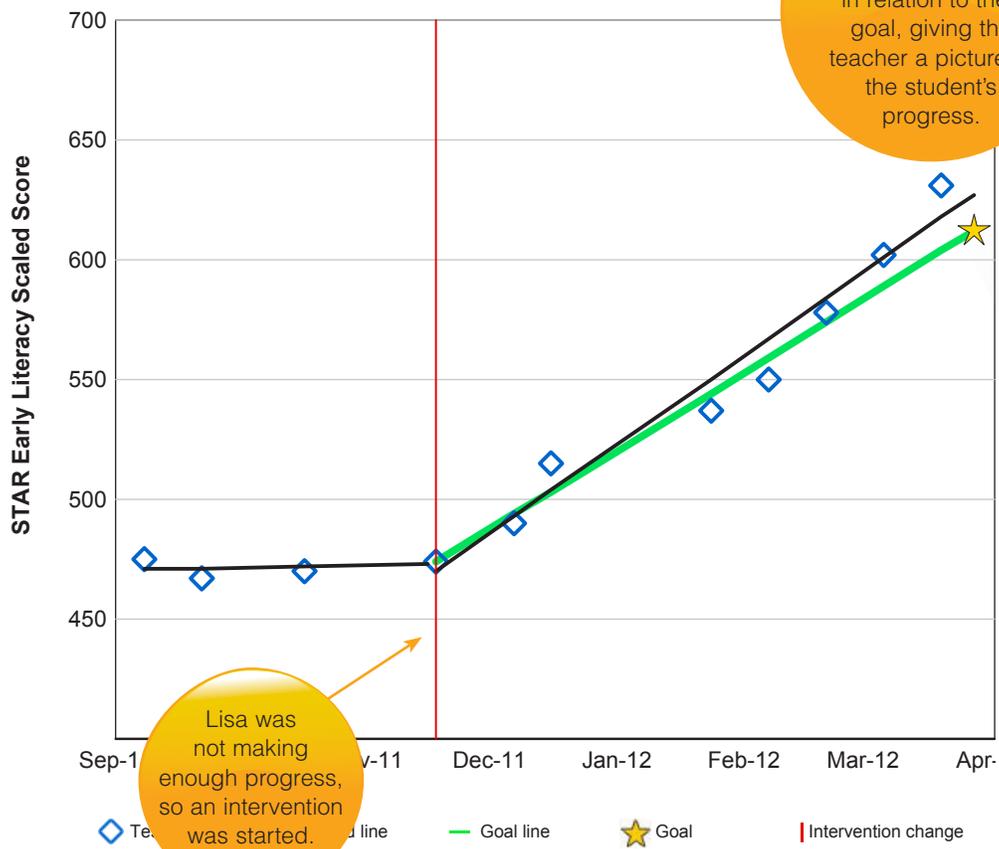
Reporting Period: 9/1/2011-6/12/2012  
(School Year)

### Carter, Lisa

Grade: 1  
ID: LCARTER

Class: Mrs. Rowley's Class  
Teacher: Rowley, C.

Page 1 of this report graphs a student's scores in relation to their goal, giving the teacher a picture of the student's progress.



Lisa was not making enough progress, so an intervention was started.

#### Lisa's Current Goal

Goal: 612 SS (Ambitious)	Goal End Date: 3/28/2012	Expected Growth Rate: 7.3 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.

School: Oakwood Elementary School

Reporting Period: 9/1/2011 - 8/31/2012

## Carter, Lisa

Grade: 1  
ID: LCARTER

Class: Mrs. Rowley's Class  
Teacher: Rowley, C.

Page 2  
of the Student  
Progress  
Monitoring  
Report.

### Lisa's Current Goal

Goal: 612 SS (Ambitious)

Goal End Date: 6/12/2012

Expected Growth Rate: 7.3 SS/Week

### Lisa's Progress

Program	Program Begins	Test Date	Scaled Score	Growth Rate <sup>7</sup> Scaled Score/Week
No program assigned	-	09/08/2011	475	-
		09/22/2011	467	-
		10/17/2011	470	-
		11/18/2011	474	0.1
Small Group Instruction	11/18/2011	11/18/2011	474	-
		12/07/2011	490	-
		12/16/2011	515	-
		01/24/2012	537	6.6
		02/07/2012	550	6.4
		02/21/2012	578	7.0
		06/20/2012	602	7.6
06/20/2012	631	8.3		

STAR Early Literacy C. Rowley, Teacher 2011 - 2012

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

#### Set up an Intervention and Goal

Define an intervention and set a goal

School: Oakwood Elementary School  
Student: Carter, Lisa

Latest Test	Score	Goal	Growth Rate
11/18/2011	474 SS / 6 PR	--	0.1 SS/week

**Intervention Details** Interpretation & Recommendations

**Intervention Name**  
Appears in report details  
Small Group Instruction

**Goal End Date**  
Used for SS/week calculation  
3/28/2012

**Starting test:** 11/18/2011 - 474 SS / 6 PR  
(Sets intervention line; starts trend and goal lines)

Reference points to help you select a goal type:  
- Maintain 6 PR throughout the school year = 4.2 SS/week  
- Reach 40 PR benchmark by end of school year = 9.0 SS/week

**Goal**  
Expected growth rate and score

**Select a goal type:** (based on students who scored similarly\*)

Moderate: 5.5 SS/week = 576 SS / 11 PR

Ambitious: 7.3 SS/week = 612 SS / 17 PR

**Or define a custom goal:**

Growth Rate  SS/week = 0 SS / 0 PR

\*National data show that 50% of students who started at the 6 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 and adjust as necessary.

Cancel Calculate Goal Save

Once there are four scores, the Growth Rate is automatically calculated, using all of the test scores available for the student.

Use the Goal-Setting Wizard to create individualized goals for students in need of intervention.

Lisa responded positively to the intervention and her Growth Rate is now exceeding her Expected Growth Rate.

# Is my class progressing?



## Annual Progress Report

1 of 1

Updates  
Coming  
Fall 2012

Printed Friday, June 8, 2012 4:15:08 PM

School: Oakwood Elementary School

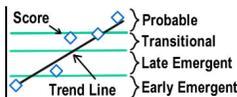
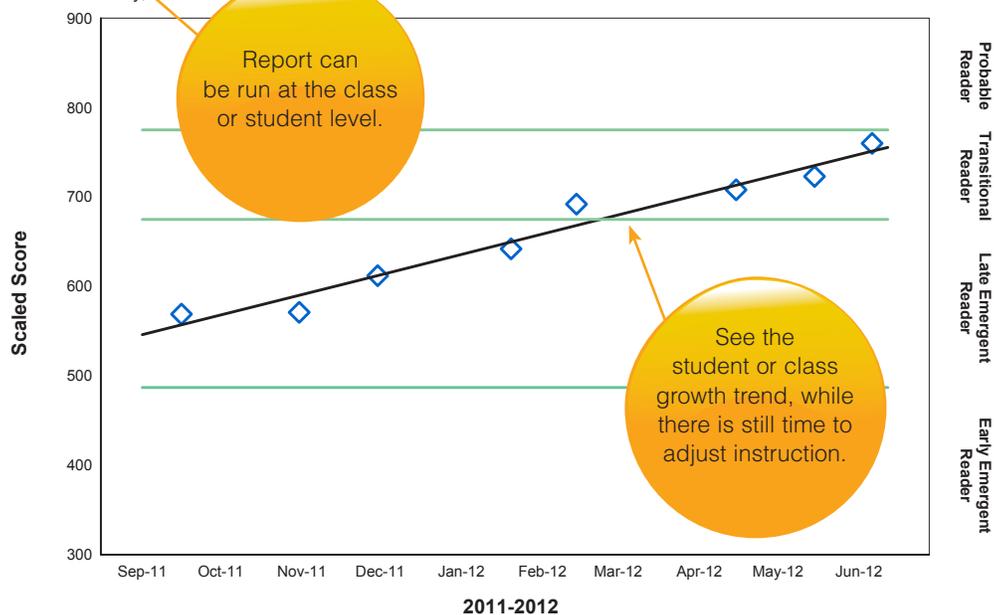
Reporting Period: 9/1/2011 - 6/12/2012

### Report Options

Reporting Parameter Group: All Demographics [Default]  
Group by: Class  
Comparison: Literacy Classification

### Class: Mrs. Rowley's Class

Grade: 1  
Teacher: Rowley, C.



Diamonds (blue) show scores for each STAR assessment in the school year. For two or more scores, a trend line (black) is displayed. Literacy Classification levels are shown: Early Emergent, Late Emergent, Transitional, and Probable Reader. For additional information, see *STAR Early Literacy Technical Manual*, found in the software.

Test	Date Range	Number of Students	Avg. GP	Avg. Scaled Score	Sub-Domain Scores						
					VD	PA	PH	SA	VO	SC	PC
1	09/02/2011 - 09/30/2011	15	1.05	575	39	43	33	46	38	29	60
2	10/31/2011 - 10/31/2011	15	1.10	580	40	43	33	46	38	30	60
3	11/30/2011 - 11/30/2011	15	1.15	585	47	50	40	52	45	36	67
4	01/09/2012 - 01/31/2012	15	1.20	590	52	55	46	57	51	42	71
5	02/01/2012 - 02/28/2012	15	1.25	595	60	63	55	64	60	51	78
6	04/01/2012 - 04/30/2012	15	1.30	600	63	66	58	67	63	54	81
7	05/01/2012 - 05/30/2012	15	1.35	605	66	69	61	69	66	57	83
8	06/01/2012 - 06/12/2012	15	1.90	640	73	76	69	75	73	65	87

This table provides additional detail about each of the testing ranges during the school year.

GP: Grade Placement  
AP: Alphabetic Principle  
CW: Concept of Word

VD: Visual Discrimination  
PA: Phonemic Awareness  
PH: Phonics

SA: Structural Analysis  
VO: Vocabulary  
SC: Sentence-level Comprehension

PC: Paragraph-level Comprehension  
EN: Early Numeracy

# Are my students meeting growth expectations?



## Growth Report

3 of 3

Printed Tuesday June 5, 2012 9:12:15 AM

School: Oakwood Elementary School

School Year: 8/1/2011 - 7/31/2012  
School Year: 8/1/2011 - 7/31/2012

### Class: Mrs. Rowley's Class

Teacher: Rowley, C.

Student	Age (yrs)	Test Date	GP	SS	SGP* Fall-Spr	Est. ORF#	Sub-Domain Scores										Literacy Classification				
							AP	CW	VD	PA	PH	SA	VO	SC	PC	EN					
Rollette, Peter	6	9/8/2011	1.02	381		0	27	33	34	11											Early Emergent
	6.9	6/8/2012	1.91	642			78	83	84	52	55	40	57	51	42	71					Late Emergent
	+0.9		+0.89	+261	57		+1	+50	+50	+41	+43	+38	+40	+42	+36	+48					
Schumann, Pamela	6.1	9/8/2011	1.02	734						92	68	71	63	71	68	59	84				Transitional
	7	6/8/2012	1.91	884						100	97	98	97	97	98	97	99				Probable
	+0.9		+0.89	+150						+8	+29	+27	+34	+26	+30	+38	+15				
Smith, Debra	6	9/8/2011	1.02	52						39	32	35	26	39	30	23	52				Late Emergent
	6.9	6/8/2012	1.91	77						95	76	79	72	95	76	69	89				Probable
	+0.9		+0.89	+253						+26	+44	+44	+46	+56	+46	+46	+37				
Turner, Kenneth	6.2	9/8/2011	1.02	740						92	61	69	64	72	69	61	85				Transitional
	7.1	6/8/2012	1.91	843						98	98	89	91	87	90	90	86	96			Probable
	+0.9		+0.89	+103	38					+7	+6	+28	+22	+23	+18	+21	+25	+11			

Use to measure student progress between two testing sessions.

**New!**  
Improved Growth Report includes SGP and calculates the change between two test scores.

Updates Coming Fall 2012

### Summary

Class

Mrs. Rowley



## Growth Report

1 of 3

Printed Tuesday June 5, 2012 9:12:15 AM

School: Oakwood Elementary School

School Year: 8/1/2011 - 7/31/2012  
School Year: 8/1/2011 - 7/31/2012

### Report Options

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

Score Definition  
GP: Grade  
SS: Scaled  
AP: Alphabet  
CW: Consonant

\*Student Growth  
\*Est. ORF: Estimated  
Historical data

### Class: Mrs. Rowley's Class

Teacher: Rowley, C.

Student	Age (yrs)	Test Date	GP	SS	SGP* Fall-Spr	Est. ORF#	Sub-Domain Scores										Literacy Classification				
							AP	CW	VD	PA	PH	SA	VO	SC	PC	EN					
Bischel, Corey	6.3	9/8/2011	1.02	443		0	43	51	53	20	22	15	27	18	13	37					Early Emergent
	7.2	6/8/2012	1.91	677			23	82	86	87	58	61	52	62	57	48	76				Transitional
	+0.9		+0.89	+234	64		+23	+39	+35	+34	+38	+39	+37	+35	+39	+35	+39				
Brunner, Kathy	6.4	9/8/2011	1.02	577		10	69	75	77	41	44	34	47	39	31	61					Late Emergent
	7.3	6/8/2012	1.91	809			67	94	96	96	82	84	80	84	83	77	92				Probable
	+0.9		+0.89	+232	69		+57	+25	+21	+19	+41	+40	+46	+37	+44	+46	+31				
Carter, Lisa	6.4	9/8/2011	1.02	475		0	50	58	60	25	27	19	32	23	17	43					Early Emergent
	7.3	6/8/2012	1.91	698			26	84	88	89	61	65	56	89	61	52	79				Transitional
	+0.9		+0.89	+223	60		+26	+34	+30	+29	+36	+38	+37	+57	+38	+35	+36				
Estada, Robert	6.4	9/8/2011	1.02	413		0	36	43	44	15	17	11	22	13	10	30					Early Emergent
	7.3	6/8/2012	1.91	685			24	83	87	88	59	62	53	63	58	49	77				Transitional
	+0.9		+0.89	+272	71		+24	+47	+44	+44	+44	+45	+42	+41	+45	+39	+47				
Garcia, Maria	6.3	9/8/2011	1.02	570		9	67	74	76	40	43	33	46	38	30	60					Late Emergent
	7.2	6/8/2012	1.91	821			75	95	97	97	85	87	82	86	85	80	94				Probable
	+0.89		+0.89	+251	73		+66	+28	+23	+21	+45	+44	+49	+40	+47	+50	+34				

Following students' spring screening, use the Fall-Spring SGP to help make classroom decisions during the school year.

Score Definition  
GP: Grade  
SS: Scaled  
AP: Alphabet  
CW: Consonant

\*Student Growth  
\*Est. ORF: Estimated  
Historical data

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

# Are students growing from year to year?

STAR Early Literacy Olivia Masterson, District Administrator 2011-2012

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**Longitudinal Report**  
After changing your viewing options, click Update to refresh the data

School:

Grade:  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:

Compare the same grades year to year or compare the same students over multiple years.

**Oakwood Elementary School - Cross Sectional**

Grade	School Year	Percent District
Kindergarten	2011 - 2012 Kindergarten	<div style="width: 100%; height: 10px; background-color: green;"></div>
	2010 - 2011 Kindergarten	<div style="width: 100%; height: 10px; background-color: green;"></div>
	2009 - 2010 Kindergarten	<div style="width: 100%; height: 10px; background-color: green;"></div>
Grade 1	2011 - 2012 Grade 1	<div style="width: 100%; height: 10px; background-color: green;"></div>
	2010 - 2011 Grade 1	<div style="width: 100%; height: 10px; background-color: green;"></div>
	2009 - 2010 Grade 1	<div style="width: 100%; height: 10px; background-color: green;"></div>
Grade 2	2011 - 2012 Grade 2	<div style="width: 100%; height: 10px; background-color: green;"></div>
	2010 - 2011 Grade 2	<div style="width: 100%; height: 10px; background-color: green;"></div>
	2009 - 2010 Grade 2	<div style="width: 100%; height: 10px; background-color: green;"></div>
Grade 3	2011 - 2012 Grade 3	<div style="width: 100%; height: 10px; background-color: green;"></div>
	2010 - 2011 Grade 3	<div style="width: 100%; height: 10px; background-color: green;"></div>
	2009 - 2010 Grade 3	<div style="width: 100%; height: 10px; background-color: green;"></div>

STAR Early Literacy Olivia Masterson, District Administrator 2011-2012

Home > ... Longitudinal Manuals | Help | Log Out

**Longitudinal Report**  
After changing your viewing options, click Update to refresh the data

School:

Grade:  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:

**Oakwood Elementary School - Growth**

Grade	School Year	Percent of Students by District Benchmark Category	Total Student	1-9 PR	1-9 PR
Kindergarten	2011 - 2012 Kindergarten	<div style="width: 100%; height: 10px; background-color: green;"></div>	83	59%	4%
	--				
	--				
Grade 1	2011 - 2012 Grade 1	<div style="width: 100%; height: 10px; background-color: green;"></div>	88	59% 52	19% 17
	2010 - 2011 Kindergarten	<div style="width: 100%; height: 10px; background-color: green;"></div>	88	55% 48	19% 17
	--				
Grade 2	2011 - 2012 Grade 2	<div style="width: 100%; height: 10px; background-color: green;"></div>	81	59% 48	21% 17
	2010 - 2011 Grade 1	<div style="width: 100%; height: 10px; background-color: green;"></div>	81	53% 43	22% 18
	2009 - 2010 Kindergarten	<div style="width: 100%; height: 10px; background-color: green;"></div>	81	49% 40	23% 19
Grade 3	2011 - 2012 Grade 3	<div style="width: 100%; height: 10px; background-color: green;"></div>	90	68% 61	16% 14
	2010 - 2011 Grade 2	<div style="width: 100%; height: 10px; background-color: green;"></div>	90	61% 55	17% 15
	2009 - 2010 Grade 1	<div style="width: 100%; height: 10px; background-color: green;"></div>	90	57% 51	19% 17

Track trends back as far as five years.

# How can we engage parents to help students succeed?



## Informe para los Padres de Lisa Carter

Impreso: Friday, September 9, 2011 2:12:15 PM

Escuela: Oakwood Elementary School  
 Maestro(a): Mrs. C. Rowley  
 Clase: Mrs. Rowley's Class

Fecha de la prueba: September 8, 2011 8:00 AM

Estimados padres o tutores de Lisa Carter:

Lisa 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 Lisa 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 Lisa en la escuela.

### Puntuación Graduada (SS, por Nivel de Lectura)

La Puntuación Graduada indica el nivel de dificultad de las Puntuaciones Graduadas de la prueba.

Lisa obtuvo 475 puntos en la Prueba de Lectura Emergente (300 - 674). La puntuación de 475 indica que Lisa se encuentra en el nivel de Lectura Emergente.

Fecha de la prueba	Puntuación graduada
09/08/11	475

Los niños en el inicio de la etapa que la lectura está formada por palabras que se leen de izquierda a derecha y de arriba hacia abajo.

En esta etapa, Lisa sabe que el sonido de una letra puede ser diferente. Es posible que identifique las letras que riman.

Lo más importante que usted puede hacer es leerle cuentos en voz alta. Si una palabra no puede ser leída, pues al escuchar cuentos aparecen impresos en la página.

Si tiene alguna pregunta sobre la prueba, póngase en contacto conmigo cuando guste.

Firma del (de la) maestro(a): \_\_\_\_\_

Firma del padre o de la madre: \_\_\_\_\_

Comentarios:



## Parent Report for Lisa Carter

Printed Friday, September 9, 2011 2:12:15 PM

School: Oakwood Elementary School  
 Teacher: Mrs. C. Rowley  
 Class: Mrs. Rowley's Class

Test Date: September 8, 2011 8:00 AM

Dear Parent or Guardian of Lisa Carter:

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: 475

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.

Lisa obtained a Scaled Score of 475. Scaled Scores relate to three developmental stages: Emergent Reader (300 - 674), Transitional Reader (675-774), and Probable Reader (775 - 900). A Scaled Score of 475 means that Lisa is at the Emergent Reader stage.

Date Tested	Scaled Score	Emergent Reader					Trans. Reader	Probable Reader	Initial Test Scaled Score
		300	400	500	600	700			
09/08/11	475			▲					▲

Children at the early Emergent Reader stage are beginning to understand that printed text has meaning. They are learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. They are also beginning to identify colors, shapes, numbers, and letters.

At this stage, Lisa knows that spoken speech can be represented by letters and that letters have specific shapes. She is likely to be able to identify the letters and to see the differences between them. Also, Lisa is beginning to recognize rhyming sounds.

The most important thing you can do to encourage your child's growth in emergent reading skills is to read storybooks aloud to Lisa at home. If your child asks for the same book again and again, go right on reading it. Also, talk with Lisa about what you've read. Through listening to and talking about stories, Lisa will learn to relate spoken words with 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:



# Are students mastering state standards and Common Core State Standards?



## State Standards Report - Student Common Core State Standards CCSS

1 of 4

Coming  
Fall 2012

Printed Thursday, September 8, 2011 4:15:51 PM

School: Oakwood Elementary School

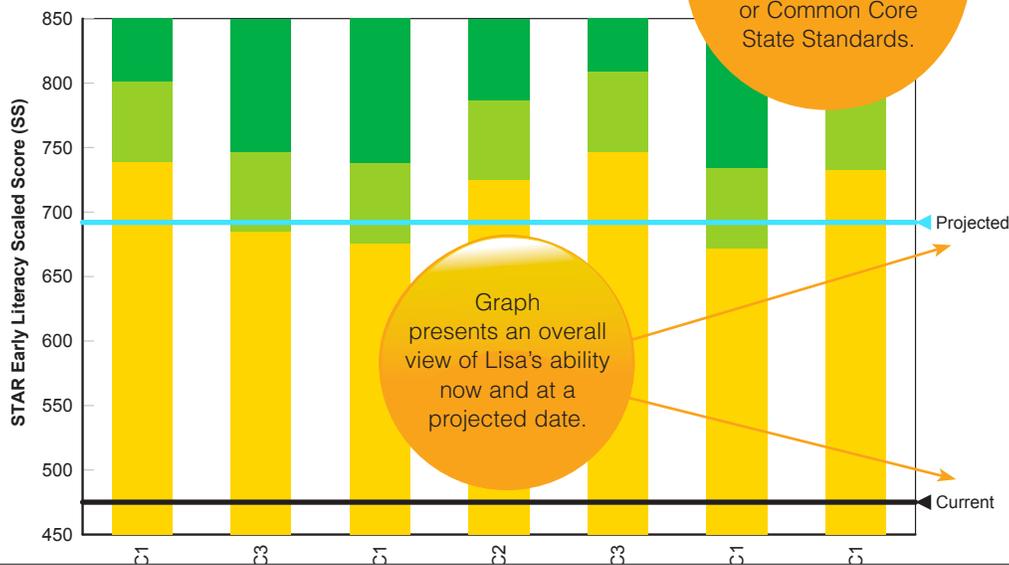
### Carter, Lisa

ID: LCARTER  
Grade: 1

Class: Mrs. Rowley's Class  
Teacher: Rowley, C.

Use report to measure an individual student's performance on state standards or Common Core State Standards.

### Estimated Mastery of Grade 1



Graph presents an overall view of Lisa's ability now and at a projected date.



## State Standards Report - Student Common Core State Standards CCSS

2 of 4

Printed Thursday, September 8, 2011 4:15:51 PM

School: Oakwood Elementary School

### Carter, Lisa

ID: LCARTER  
Grade: 1

Class: Mrs. Rowley's Class  
Teacher: Rowley, C.

**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

#### Below Estimated Mastery Range on Current Test

- ▶ CC 1.OA.C1 Represent and solve problems involving addition and subtraction.
- CC 1.OA.C3 Add and subtract within 20.
- CC 1.NBT.C1 Extend the counting sequence.
- ▶ CC 1.NBT.C2 Understand place value.
- ▶ CC 1.NBT.C3 Use place value understanding and properties of operations to add and subtract.
- CC 1.MD.C1 Measure lengths indirectly and by iterating length units.
- ▶ CC 1.G.C1 Reason with shapes and their attributes.

Printed Thursday, September 8, 2011 4:15:51 PM

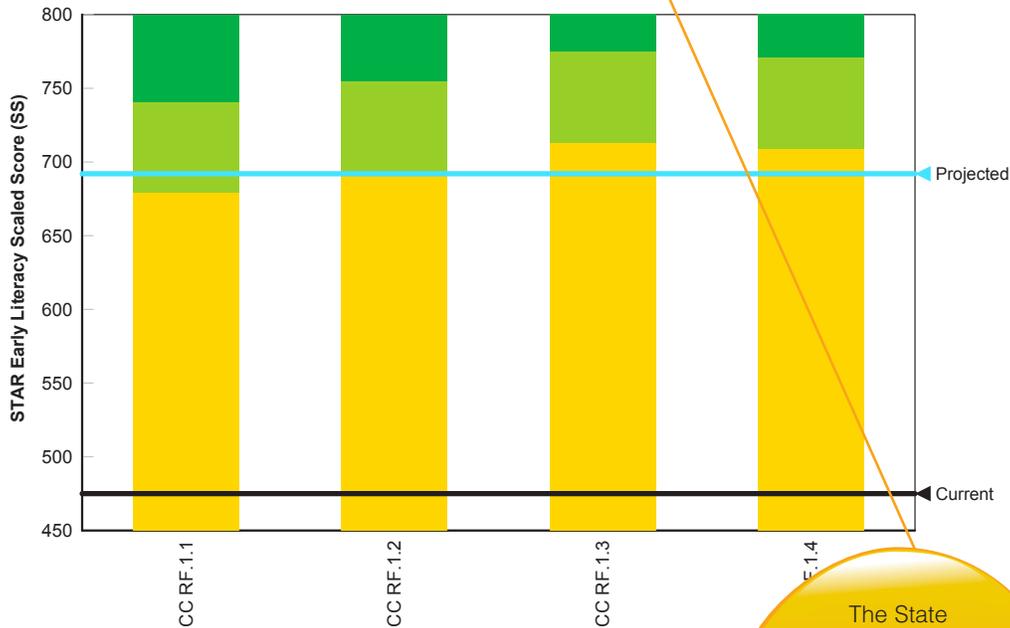
School: Oakwood Elementary School

**Carter, Lisa**

ID: LCARTER  
Grade: 1

Class: Mrs. Rowley's Class  
Teacher: Rowley, C.

**Estimated Mastery of Grade 1 English Language Arts & Literacy in  
History/Social Studies**



The State Standards Reports for Common Core State Standards include a comparison of Lisa's performance to English language arts standards.

**How STAR Early Literacy Estimates Mastery of State Standards**

STAR Early Literacy provides an estimate of the student's mastery of standards by aligning the difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores just below or above mastery. Monitor students in this range to confirm their understanding of the standards.

**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 Scaled Score: 475  
Test Date: 9/8/2011
- Projected Scaled Score: 692  
Date: 6/12/2012

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

# Are students mastering state standards and Common Core State Standards?



## State Standards Report - Class NGA Center-CCSSO

6 of 8

Coming  
Fall 2012

Printed Friday September 9, 2011 4:35:12 PM

School: Oakwood Elementary School

Reporting Period: 8/11/2011-9/9/2011

### Class: Mrs. Rowley's Class

Teacher: Rowley, C.

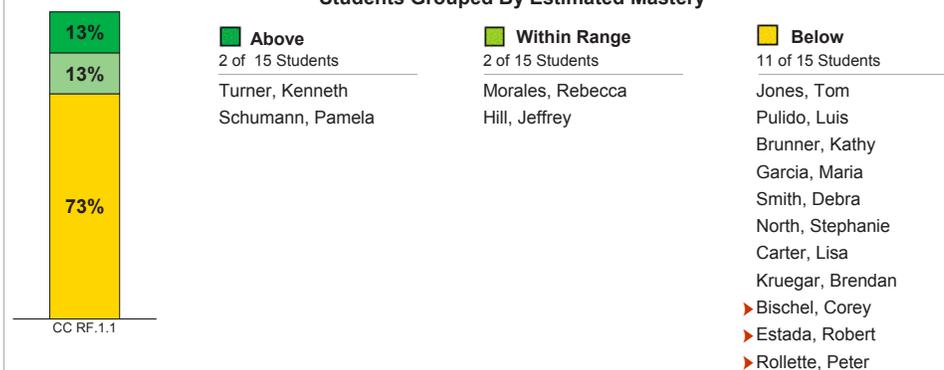
#### Grade: 1

**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

#### CC RF.1.1

Demonstrate understanding of the organization and basic features of print.

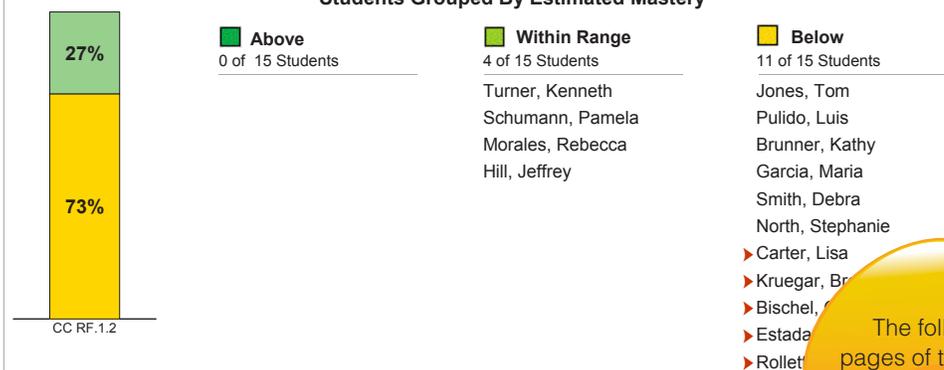
##### Students Grouped By Estimated Mastery



#### CC RF.1.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

##### Students Grouped By Estimated Mastery



The following pages of this report include information on more standards.

▶ Student's STAR score suggests they may need additional help to reach the Estimated Mastery Range by 6/12/2012.

District: Union School District

Reporting Period: 8/14/2011 - 9/12/2011

**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 their difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores just below or above mastery. The percentage of students who score in or above this range indicates standards mastery.

**Current** - Shows progress on tests taken between 8/14/2011 - 9/12/2011

**Projected** - Shows likely progress by 6/12/2012. Based on research, 50% of students will achieve this

Use this report to see how groups of students are doing in comparison to their state standards or the Common Core State Standards.

**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 (6/12/2012)	
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
Rowley, C.		8% 3 / 36		50% 18 / 36
Mathews, D.		10% 2 / 21		52% 11 / 21
Rowley, C.		7% 1 / 15		47% 7 / 15

Graphs show a comparison between the group's current scores and their projected scores for each standard.

School/Teacher	% of Students In or Above the Estimated Mastery Range			
	Current		Projected (6/12/2012)	
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
Mathews, D.		10% 2 / 21		52% 11 / 21
Rowley, C.		27% 4 / 15		47% 7 / 15

Additional pages of this report include information on more standards.





### **Get Answers to Your Questions to Improve Instruction**

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<b>How can we engage parents to help students succeed?</b>	
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# What does the distribution of Spanish speaking students in my class look like?



## Summary Report

1 of 2

Printed Monday, September 12, 2011 3:45:16 PM

School: Oakwood Elementary School

Reporting Period: 09/01/2011 - 09/12/2011  
(1st Quarter)

### Report Options

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

### Class: Ms. Gomez's Class

Total Students: 15

Student	Class	Teacher	Test Date	Question Time Limit	Rank	Spanish Scaled Score (SP SS)	Spanish Instructional Reading Level (SP IRL)	Spanish Zone of Proximal Development (SP ZPD)
Aguilar, Diana	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	Standard	12	290	3.8	2.2-4.4
Castillo, José	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	Standard	4	460	5.9	3.4-5.9
Domingo, Pedro	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	Standard	8	370	4.8	2.7-5.1
García, Miguel	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	Standard	14	260	3.5	2.0-4.1
Gutiérrez, Alfonso	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	Standard	9	350	4.6	2.6-4.9
Hernández, Julio	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	Standard	10	340	4.5	2.5-4.8
Jimenez, María	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	Standard	5	450	5.8	3.3-5.8
Márquez, Carla	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	Standard	2	530	6.8	3.9-6.6
Martínez, Rosario	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	Standard	13	280	3.7	2.2-4.3
Perez, María	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	Standard	11	320	4.2	2.4-4.6
Ramírez, Marissa	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	Standard	15	180	2.4	1.6-3.5
Rodríguez, Polo	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	Standard	3	500	6.4	3.7-6.3
Sanchez, Gabriel	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	Standard	1	580	7.3	4.3-7.1
Santos, L								
Valdez, J								
Average								



## Summary Report

2 of 2

Printed Monday, September 12, 2011 3:45:16 PM

School: Oakwood Elementary School

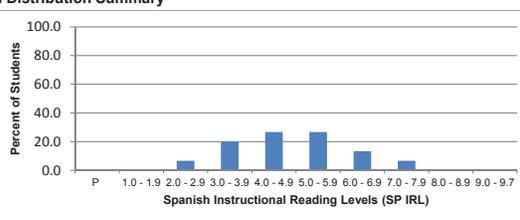
Reporting Period: 09/01/2011 - 09/12/2011  
(1st Quarter)

### Class: Ms. Gomez's Class

Total Students: 15

#### Spanish Instructional Reading Level Distribution Summary

SP IRL	Students	Percent
Primer	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	6.7
3.0 - 3.9	3	20.0
4.0 - 4.9	4	26.7
5.0 - 5.9	4	26.7
6.0 - 6.9	1	6.7
7.0 - 7.9	2	13.3
8.0 - 8.9	0	0.0
9.0 - 9.7	0	0.0



View the distribution of your students by Spanish Reading level.

Spanish Scaled Score (SP SS) is a scaled score that represents student ability, ranging from 0 to 780.  
Spanish Instructional Reading Level (SP IRL) is the recommended level of instructional materials.  
Spanish Zone of Proximal Development (SP ZPD) is the recommended reading range for independent practice.



# Are my students growing as Spanish readers?



## Growth Report

Printed Friday, June 1, 2012 3:40:21 PM

School: Oakwood Elementary School

### Report Options

Reporting Parameter Group: All Demographics [Default]  
Group By: Class

Pretest Dates: 09/09/2011  
Posttest Dates: 01/13/2012

See the change between two test scores to understand to understand progress.

### Class: Ms. Gomez's Class

Student	Class	Teacher	Test Date	Spanish Scaled Score (SP SS)	Spanish Instructional Reading Level (SP IRL)
Aguilar, Diana	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	290	3.8
			01/13/2012	370	4.8
				+40	+1.0
Castillo, José	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	460	5.9
			01/13/2012	550	7.0
				+90	+1.1
Domingo, Pedro	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	370	4.8
			01/13/2012	440	5.7
				+70	+0.9
Garcia, Miguel	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	260	3.5
			01/13/2012	330	4.3
				+70	+0.8
Gutierrez, Alfonso	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	350	4.6
			01/13/2012	410	5.3
				+60	+0.7
Hernández, Julio	Ms. Gomez's Class	Gomez, Isabel	09/09/2011	340	4.5
			01/13/2012	400	5.2
				+60	+0.7

Spanish Scaled Score (SP SS) is a scaled score that represents student ability, ranging from 0 to 780. Spanish Instructional Reading Level (SP IRL) is the recommended level of instructional materials.

## How are my students progressing in both English and Spanish?



### Test Record Report

Printed Monday, June 4, 2012 9:16 AM

School: Oakwood Elementary School

Report

#### Martinez, Rosario

Grade: 4

ID: MARTINR

Teacher Estimated SP IRL: 3<sup>rd</sup>

Class: Ms. Gomez's Class

Teacher: Gomez, I.

Spanish Scaled Score (SP SS)—a criterion-referenced score estimates a student's level of functioning in reading from grades 1–5.

#### STAR Reading Spanish

Tests Attempted / Completed: 3 / 3

Test Date	Class	Teacher	Test Time	Question Time Limit	SP SS	SP IRL	SP ZPD
09/09/2011	Ms. Gomez's Class	Gomez, I.	10:45	Standard	280	3.7	2.2-4.3
01/13/2012	Ms. Gomez's Class	Gomez, I.	12:32	Standard	300	4.0	2.3-4.4
05/25/2012	Ms. Gomez's Class	Gomez, I.	11:21	Standard	340	4.5	2.5-4.8

**Spanish Scaled Score (SS)** is a scaled score that represents student ability, ranging from 0 to 780.

**Spanish Instructional Reading Level (IRL)** is the recommended level of instructional materials.

**Spanish Zone of Proximal Development (ZPD)** is the recommended reading range for independent practice.

#### STAR Reading English

Tests Attempted / Completed: 5 / 5

Test Date	Class	Teacher	Test Time	Question Time Limit	SS	IRL	ZPD
09/07/2011	Mrs. Fox's Class	Fox, Susan	14:45	Standard	378	3.2	2.7-3.8
10/11/2011	Mrs. Fox's Class	Fox, Susan	14:21	Standard	401	3.4	2.8-3.9
01/10/2011	Mrs. Fox's Class	Fox, Susan	13:39	Standard	444	3.7	2.9-4.3
03/19/2012	Mrs. Fox's Class	Fox, Susan	15:32	Standard	453	3.8	3.0-4.4
05/25/2012	Mrs. Fox's Class	Fox, Susan	13:04	Standard	466	3.9	3.0-4.6

**Scaled Score (SS)** is a raw score that represents student ability on a scale, ranging from 0 to 1400.

**Instructional Reading Level (IRL)** is the recommended level of instructional materials.

**Zone of Proximal Development (ZPD)** is the recommended reading range for independent practice.

With STAR Reading Spanish and STAR Reading, you'll have a student's Spanish and English reading levels in one spot.

Spanish Zone of Proximal Development (SP ZPD)—defines the reading level range from which the student should be selecting Spanish books in order to achieve optimal reading growth.





## About Renaissance Learning

Renaissance Learning, Inc. is a leading provider of technology-based school improvement and student assessment programs for K12 schools. Renaissance Learning's tools provide daily formative assessment and periodic progress-monitoring technology to enhance core curriculum, support differentiated instruction, and personalize practice in reading, writing and math. Renaissance Learning products help educators make the practice component of their existing curriculum more effective by providing tools to personalize practice and easily manage the daily activities for students of all levels. As a result, teachers using Renaissance Learning products accelerate learning, get more satisfaction from teaching, and help students achieve higher test scores on state and national tests. Renaissance Learning employs about 900 employees in six U.S. locations and subsidiaries in Canada and the United Kingdom.