

School: Oakwood Elementary School

Test Date: 09/07/11  
Test Time: 10 min

## Santos, Juan

ID: JSANTO  
Grade: 4

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

### District Benchmarks - Grade 4



### STAR Reading Scores

SS: 318 (Scaled Score) ■ Intervention	Juan's Scaled Score is in the Intervention range for students in this grade.
PR: 19 (Percentile Rank)	Juan scored greater than 19% of students nationally in the same grade.
GE: 2.6 (Grade Equivalent)	Juan's test performance is comparable to that of an average second grader in the sixth month of the school year.
FGL: (Functional Grade Level)	FGL represents the student's level of mastery of grade-level Common Core State Standards. See <a href="#">Functional Grade Level (FGL) Score for STAR Reading™</a> for more information about using Scaled Score as an indicator of mastery.
IRL: 2.6 (Instructional Reading Level)	Juan would be best served by instructional materials prepared at the second grade level.
Est. ORF: 73 (Estimated Oral Reading Fluency)	Juan can likely read 73 words per minute correctly on grade-level appropriate text.

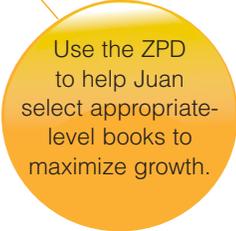
### Common Core State Standards Domain Scores

Key Ideas and Details: 56 Craft and Structure: 56 Integration of Knowledge and Ideas Foundational Skills: 60 Vocabulary Acquisition and Use: 58	Domain scores, ranging from 0-100, estimate Juan's percent of mastery on skills in each domain at a fourth grade level.
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### Reading Recommendation

ZPD: 2.4-3.4 (Zone of Proximal Development)	Juan's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Juan's ZPD in <a href="http://www.ARBookFind.com">www.ARBookFind.com</a> to find appropriate books.
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School: Oakwood Elementary School

Test Date: 09/10/2011 2:15PM

Test Time: 10 minutes 2 seconds

## Santos, Juan

ID: JSANTO  
Grade: 4

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

### Skill Details

Skill Area scores, ranging from 0-100, estimate Juan's percent of mastery of skills in each skill area. Use Common Core State Standards learning progressions to find teacher activities and problems for skills in each skill area.

Key Ideas and Details	Domain Score: 56
Score	Juan has a Domain and Skill Area score.
→ 53 <b>Make predictions</b> Make and check predictions by using prior knowledge, ideas, and experiences to predict what will happen in a text, text features, and obvious foreshadowing clues	
33 <b>Recognize an accurate summary of text</b> Understand that a summary contains lexical changes but preserves the meaning of the original text Understand that information can be summarized in different ways (e.g., grouping, charting, mapping, paraphrasing) to show understanding of main ideas and key details	
→ 54 <b>Draw conclusions</b> Draw multiple conclusions about information, events, or characters in text, and cite textual details that support the conclusions	
→ 54 <b>Identify and understand main ideas</b> Identify and explain the main idea and explain how details support it Identify main ideas and implied messages	
→ 59 <b>Identify details</b> Use main and supporting ideas and details to understand text	
→ 63 <b>Understand cause and effect</b> Recognize cause-and-effect relationships by comprehending the meaning of a whole passage rather than identifying individual cue words	
→ 49 <b>Understand comparison and contrast</b> Expand recognition of words and phrases (e.g., likewise, although) that indicate a comparison Compare and contrast information and conclusions in texts on the same topic	
→ 59 <b>Identify and understand sequence</b> Describe sequential relationships in a text (e.g., ideas, procedures, historical events) using time and sequence words (e.g., first/last, earlier/later) Understand basic multiple-step processes described in informational or functional text (e.g., how to play a computer game)	
→ 64 <b>Identify and understand elements of plot</b> ● Analyze the elements of plot, including exposition, conflict, and resolution, and understand how events in the plot build on one another Identify how a story's plot is influenced by characters' actions	
→ 62 <b>Identify and understand setting</b> ● Describe the setting and analyze how it contributes to the story	
→ 61 <b>Identify characters and understand characterization</b> Understand the relationship between a character's actions, traits, and motives, and describe the main character's interactions with other characters	
→ 57 <b>Identify and understand theme</b> Use details from a story to determine its theme	

Page 2 of a multi-page report. Remaining pages are similar, providing Domain and Skill Area scores.

→ Next Steps: These are skill areas the student is ready to learn and practice, based on their Scaled Score. Skill areas with a score below 40 may not have been presented to the student yet or may be too difficult at this time.  
● Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

Provides information about Juan's reading level based on his STAR Reading test results.

School: Oakwood Elementary School

Test Date: September

## Santos, Juan

ID: JSANTO  
Grade: 4

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

STAR Reading accommodates other readability formulas.

This report presents diagnostic information about the student's general reading skills and student's performance on a STAR Reading test.

Time for First Part: 7 minutes 57 seconds  
Time for Second Part: 4 minutes 35 seconds

SS	GE	PR	PR Range	IRL	Est. ORF <sup>a</sup>	ZPD	ATOS 2000	ZPD 2000
318	2.6	19	14-22	2.6	73	2.4-3.4	421	329-511

This student's Grade Equivalent (GE) score is 2.6. His reading skills are therefore comparable to those of an average second grader after the sixth month of the school year. Juan also achieved a national Percentile Rank (PR) of 19. This score is in the below average range and means that Juan scored greater than 19% of students nationally in the same grade. 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. It reflects the amount of statistical variability in a student's PR score.

These scores indicate that Juan has probably had successful reading experiences with longer blocks of text. He has mastered most of the basic sounds related to word recognition. Juan is blending sounds and word parts to read words more quickly and smoothly. More spoken words are becoming part of this student's reading vocabulary, enabling him to spend less time focusing on word recognition and more time thinking about meaning. Students at this level begin to spend more time reading silently and can read unfamiliar easy-reader materials. Students at this level still need models of fluent reading. Reading orally with Juan is a powerful way of demonstrating the skills needed to become a fluent reader.

For optimal reading growth, Juan needs to:

- Continue to develop oral reading fluency and rate
- Listen to books read aloud at school and at home daily
- Increase time spent on silent reading
- Learn how to select books for guided independent reading practice

Juan's reading level is below the 25th percentile for his grade placement. The following actions might be useful:

- Increase the amount of time spent reading aloud to the student
- Actively involve parents, paraprofessionals, and volunteers to act as tutors
- Use paired reading tutoring to help the student succeed with unfamiliar or difficult text
- Increase oral reading practice time
- Further assess the nature of the reading difficulty

Use the ZPD to help Juan select appropriate-level books to maximize growth.

This student's Zone of Proximal Development (ZPD) for independent reading is book level 2.4 – 3.4. If Accelerated Reader™ reading management software is being used in your classroom or school, Juan should be encouraged to select books with book levels in the ZPD. These books will provide optimal reading challenge without frustration. The ZPD, however, is approximate. Success at any book level also depends on the student's interest and prior knowledge of a book's content. Juan's ZPD 2000 score is 329-511. The ZPD 2000 score is the ZPD converted to a 2000-point scale.

The following techniques will also help ensure the student's continued growth in reading:

- Guide reading practice so that Juan averages at least 85 percent on Accelerated Reader Reading Practice Quizzes.
- If Juan is able to maintain an 85% average, encourage him to raise his average to 90% or higher. High averages are associated with the greatest reading gain.

Recommends strategies that you can incorporate into Juan's personalized reading plan to promote growth.

Refer to the Accelerated Reader Diagnostic Report and Student Record Report for more detailed information about the reading practice.

<sup>a</sup>Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.