



Software Manual

POWERED BY



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As technology advances it becomes necessary for software companies to drop support for older operating systems and third-party software. It is the responsibility of the customers to keep their computers, networks, operating systems, and third-party software up-to-date and functional. Although Renaissance Learning will not discontinue support for older products immediately, we will continue to evaluate system requirements and do our best to provide advance notice when it becomes necessary to raise our requirements.



CONTENTS

Welcome to STAR Reading	1
Who Can Take the STAR Reading Test?	1
How It Works in Your Classroom	1
Programs You Will Use.	2
STAR Reading Software	2
STAR Reading Enterprise	2
Renaissance Place RT Management System	5
Other Programs	5
Supporting Software	5
Tour of the Home Page	6
Renaissance Place Dashboard	7
Did You Know?	8
Alerts	8
Tools to Help You with STAR Reading	9
Manuals and Other Documents	9
Help in the Software.	10
Live Chat Support	11
Free Online Training.	11
Resources	11
Need More Help?	11
Getting Started	12
Checking Software Requirements	12
Logging In and Changing Your Password	12
Setup Checklist for the STAR Reading Software	13
Navigating the Software	14
Changing the School Year You Are Working In	14
Switching Roles and Schools	15
Logging Out and Closing the Software	15
Software Requirements	16
Current Requirements	16
Computer Rights vs. Capabilities in Renaissance Place	16
Checking for the Supporting Software You Need	16
Before Logging In.	17
After Logging In	17
Software Requirements Page	17

Getting Ready for a New School Year	19
Renaissance Place Tasks for the New School Year	19
Technology/Computer Coordinator Tasks for the New School Year	20
STAR Reading Tasks for the New School Year	20
How Students Log In	21
How Students Log In	21
When Students Forget Their User Names	21
Find User Name	21
Student Information Report	21
Troubleshooting: Student Can't Work	22
Adobe Flash Player Not Installed	22
Connection to Server Is Lost	23
Student Capacity Limit Reached	23
Internet Explorer 7 and Above "Hangs" When Student Clicks Take a Test	23
Student Is Locked Out of Renaissance Place and Cannot Log In	24
Other Browser-Related Problems	24
Testing Students	25
Steps in a Typical STAR Reading Test Session	25
Taking the Test	26
How Students Take the STAR Reading Test	26
Stopping a Test	30
Resuming an Unfinished Test	32
Screening, Progress Monitoring & Intervention	33
Cut Scores, Benchmarks, and Benchmark Structures	33
Managing STAR Reading Screening, Progress Monitoring & Intervention	34
STAR Reading: Viewing Benchmarks	35
STAR Reading: Editing Benchmarks	36
Editing School Benchmark Structure	36
Editing School Cut Scores	38
STAR Reading Enterprise: Viewing Benchmarks	40
View Benchmarks Page	41
Viewing School Benchmarks	42
Viewing District Benchmarks	43
Viewing State Benchmarks	44



STAR Reading Enterprise: Editing Benchmarks	45
School Benchmarks	45
Editing School Benchmark Structure	45
Editing School Cut Scores	47
District Benchmarks	50
Editing District Benchmark Structure	50
Editing District Cut Scores	52
State Benchmarks	55
Editing Non-Linked Grades	55
Default Benchmarks	58
Setting Default Benchmarks: District Administrators and District Staff	58
Setting Default Benchmarks: School Administrators and School Staff	61
Screening Dates	63
Viewing Screening Dates	63
Adding or Editing Screening Dates	64
Interventions and Goals	66
Setting Up or Editing Intervention Goals for Progress Monitoring	66
Student Detail Page	68
Groups	71
Managing Groups	71
Creating a Group	72
Adding or Removing Students from Groups: Method I	73
Adding Students to Groups: Method II	74
Editing a Group	75
Deleting a Group	76
Reports	77
Renaissance Place RT and STAR Reading Reports	77
Renaissance Place Reports	77
STAR Reading Reports	77
STAR Reading Enterprise Reports	77
Using STAR Reading Reports	78
Check for Adobe Reader Before You Generate Reports	78
List of STAR Reading and STAR Reading Enterprise Reports	79
Which Report Should I Use?	81
Selecting Students for Reports	87
Annual Progress Report	88
Class Report	90
Diagnostic Report	91
Enrollment Report	93
Growth Report	94
Growth Proficiency Chart	97
Growth Proficiency Chart: District Administrators and District Staff	98
District View	99
Teacher View	100

Class View	100
Student View.	101
Growth Proficiency Chart: School Administrators and School Staff	104
School View	105
Teacher View	106
Class View	106
Student View.	107
Growth Proficiency Chart: Teachers	110
My Classes View	111
Student View.	112
Instructional Planning Report - Class	114
Instructional Planning Report - Student	120
Longitudinal Report	123
Parent Report.	127
How Parents Print the STAR Reading Parent Report	128
Reading Range Report	129
Registration Report	130
Screening Report.	131
State Performance Report - Class	134
State Performance Report - Student	136
State Standards Report - Class	138
State Standards Report - District	141
State Standards Report - Student	145
Student Detail Report.	148
Student Information Report	149
Student Progress Monitoring Report	150
Summary Report	152
Teacher Report	154
Test Activity Report	155
Test Record Report	156
About Reporting Parameter Groups.	158
Score Definitions	159
STAR Reading and STAR Reading Enterprise Report Options	163
Preferences	164
Viewing the STAR Reading Preferences	164
Editing the Testing Password Preference.	165
The Student Test Registration Preference: How Registration Works.	166
Editing the Student Test Registration Preference	167
Registering Students for Testing	167
Removing Students from the Registration List.	168

Student Settings Preference	169
Estimated Instructional Reading Level (IRL)	169
Extended Question Time Limits	170
Editing the Student Settings Preference	170
Editing the Rename ATOS 2000 Preference	171
Editing the Test Type Preference	172
From the Home Page	172
From the STAR Reading Enterprise Home Page	172
Capabilities	174
User Groups	174
STAR Reading Capabilities	176
Index	177

WELCOME TO STAR READING

STAR Reading is a computer-adaptive reading test and database. It gives you the reading levels of your students in grades K–12 in less than 30 minutes. STAR Reading’s computer-adaptive testing offers you easy-to-use tools that help you match your instruction to individual student levels.

In STAR Reading, the student works through a short, assisted-response (multiple-choice) test. If a student misses a question, the difficulty level is reduced. If a student’s response is correct, the difficulty is increased. This system minimizes frustration and provides more accurate scores for both high-performing and low-performing students.

Who Can Take the STAR Reading Test?

The STAR Reading test is intended for students in grades K–12. In general, the student should have a reading vocabulary of at least 100 words or should be identified as a Probable Reader by STAR Early Literacy. In other words, the student should have at least beginning reading skills.

If the student can work through the practice questions unassisted, that student should be able to be tested using STAR Reading software. If the student has a lot of trouble getting through the practice, the student probably does not have the basic skills necessary to be measured by STAR Reading.

Your student capacity limit determines how many students can take the STAR Reading test in a school year or subscription year. For more information about student capacity, see page 23.

How It Works in Your Classroom

A typical STAR Reading session operates something like this:

1. You explain the test to your students using the Pretest Instructions. These instructions show your students what the test looks like, how to answer questions, and what happens if you don’t answer a question in time.
2. You start the web browser at each computer, go to the address (URL) for your STAR Reading RP server, and click **Student** on the Welcome page.
3. The first student enters his or her user name and password and clicks **Take a Test**.
4. You enter the monitor password when the program asks for it. (For more information about the password, see page 165.)
5. The student may need to answer practice questions to show that he or she knows how to answer the questions.
6. After the student passes the practice, he or she answers the test questions.
7. Depending on the student’s grade and whether the student is taking the STAR Reading Enterprise test, the student may be given an opportunity to answer a few more questions in a second part of the test.



8. When the student finishes the test, the next student can log in to test.
9. When all students have finished testing, you close the web browser to end the test session.

Programs You Will Use

STAR Reading Software

The STAR Reading software—accessible from the Home page—will manage the testing in your classrooms and keep track of students’ test results.

Use STAR Reading to:	See Page
Get the Pretest Instructions	9
Set estimated Instructional Reading Levels, if necessary	169
Extend question time limits, if necessary	170
Register students for testing, if you choose to require registration	166
Print reports	77
Set benchmarks and cut scores	33
Create groups	72
Set preferences	164
Get software tips and manuals to help you use STAR Reading in your classroom	9

STAR Reading Enterprise



For more information about the Enterprise version of STAR Reading, contact Renaissance Learning.

STAR Reading Enterprise is the same as STAR Reading, but with some advanced features, including additional reports and expanded benchmark management.

In this manual, instructions and information that refer to Enterprise-only program functions will have the **ENTERPRISE** indicator next to them.

If your school is using STAR Reading Enterprise, a new link (**Enterprise Home**) will appear under STAR Reading on the Home page. Use this link to go to the STAR Reading Enterprise Home page.



The STAR Reading Enterprise Home page has links to a number of Enterprise-only features and reports:

- A** Choose the school you want to work with from the **School** drop-down list.
 - Only schools using STAR Reading Enterprise will be in this list.
 - School administrators and teachers will not see the **School** drop-down list unless they are assigned to more than one school.
- B Preferences:** See page 164. This link is not shown for teachers. If you are not working in the current school year, this link will be disabled (see the *Renaissance Place Real Time Software Manual*).
- C Benchmarks:** See page 33.
 - Screening Dates:** See page 63. If you are not working in the current school year, this link will be disabled (see the *Renaissance Place Real Time Software Manual*).
- D** Core Progress includes definitions and examples that help you plan your instructional program.

STAR Reading
Home > Enterprise Home

Enterprise Home
STAR Reading Enterprise provides valuable information critical to student learning, and helps you take action with instructional tools and resources.

A School: **North Terra Grade School** (Only schools using the Enterprise model are included)

Important Features

STAR Reading Enterprise Test

Includes content covering a broader range of skills

[Learn More](#)

Preferences **B**

Students must take Enterprise Test for:

- Instructional Planning Report
- State Standards Report

Benchmark Options

- School Benchmarks (current setting)
- District Benchmark
- S-State

Benchmarks | Screening Dates **C**

Reflected in:

- Instructional Planning Report
- Longitudinal Report
- Screening Report
- Growth Proficiency Chart

Core Progress

Learning Progression for Reading

A research-based progression of knowledge and skills. Helps you identify knowledge gaps, differentiate instruction, and determine next steps.

Enter Core Progress **D**

Provides:

- Definitions
- Sample items
- Prerequisite skills
- Instructional activities

See page 4 for the rest of the STAR Reading Enterprise Home page.

- E Reports:** See page 77.
 - F Diagnostic Report:** See page 91.
 - G Instructional Planning Report - Student:** See page 120.
Instructional Planning Report - Class: See page 114.
 - H Longitudinal Report:** See page 123.
 - I State Performance Report - Student:** See page 136.
State Performance Report - Class: See page 134.
State Performance Report - District: See the "STAR State Performance Report - District" section of the *Renaissance Place Real Time Software Manual*.
 - J State Standards Report - Student:** See page 145.
State Standards Report - Class: See page 138.
State Standards Report - District: See page 141.
- Note:** If a link does not exist between the STAR Reading scale and your state test, you will not be able to create State Performance Reports (Student, Class, or District).

E Enterprise Reports

Go to: [Reports](#) | [Consolidated Reports](#)



See page 3 for the rest of the STAR Reading Enterprise Home page.



Diagnostic Report

Presents diagnostic information about an individual student's math skills

Diagnostic Report **F**



Instructional Planning

Provides a list of recommended skills for individualized instruction based on most recent assessment

Student | Class **G**



Longitudinal

Shows growth over multiple years

Growth | Cross Sectional **H**



State Performance

Graphs student progress on the pathway to proficiency on the Texas TAKS Test

Student | Class | District **I**



State Standards

Estimates student mastery of State Standards or Common Core State Standards based on STAR Reading Enterprise scaled score

Student | Class | District **J**

Done



Renaissance Place RT Management System

The Renaissance Place Real Time Management System—found on the Home page—lets you view and manage district, school, student, teacher, parent, course, and class information in the Renaissance Place RT database, which is shared by all Renaissance Place RT software used in your district or school.

 **For information on the Renaissance Place Management system, see the Renaissance Place Real Time Software Manual or click *Help* in the software.**



The tasks you can perform in the management program depend on your user group. For example, administrators have more management tasks to perform than teachers. Sample tasks may include:

- Adding, editing, or deleting courses and classes
- Assigning teachers and students to classes
- Selecting a different school year to work in
- Viewing student information
- Clearing a lock if a student's login is denied
- Downloading software needed to run Renaissance Place programs
- Printing reports with data from multiple Renaissance Place programs

Other Programs

Supporting Software

Adobe Flash Player

Adobe Flash Player *must* be installed on any computer used by students to take STAR Reading tests.

STAR Reading checks for the Adobe Flash Player whenever a student tries to take a test. If the computer doesn't have the player installed, the student will see the Checking Setup page, which tells the student to ask for help.

For more information, see page 22.

Adobe Reader

To view or print reports, Adobe Reader *must* be installed on the computer being used (certain Macintosh computers can use Preview instead).

For more information, see page 16.

Tour of the Home Page

For more information on the Home page and the program functions that can be accessed from it, see the *Renaissance Place Real Time Software Manual*.

Consolidated reports (under Renaissance Place) include the most recent data from many of your Renaissance Place products; information about the most recent data consolidation is shown here.

Data Consolidation Status
Last Consolidation: 4/7/2011
Next Consolidation: 4/8/2011

After logging in, you go to the Home page. Your name, user group, and the school year you are working in are shown here.

Click **Manuals** to access all the products' software manuals. Click **Help** to open a help page related to the software page you're viewing. Click **Log Out** to exit the program.

You can chat with a member of our support staff by clicking here.

 **Live Chat Support Available**

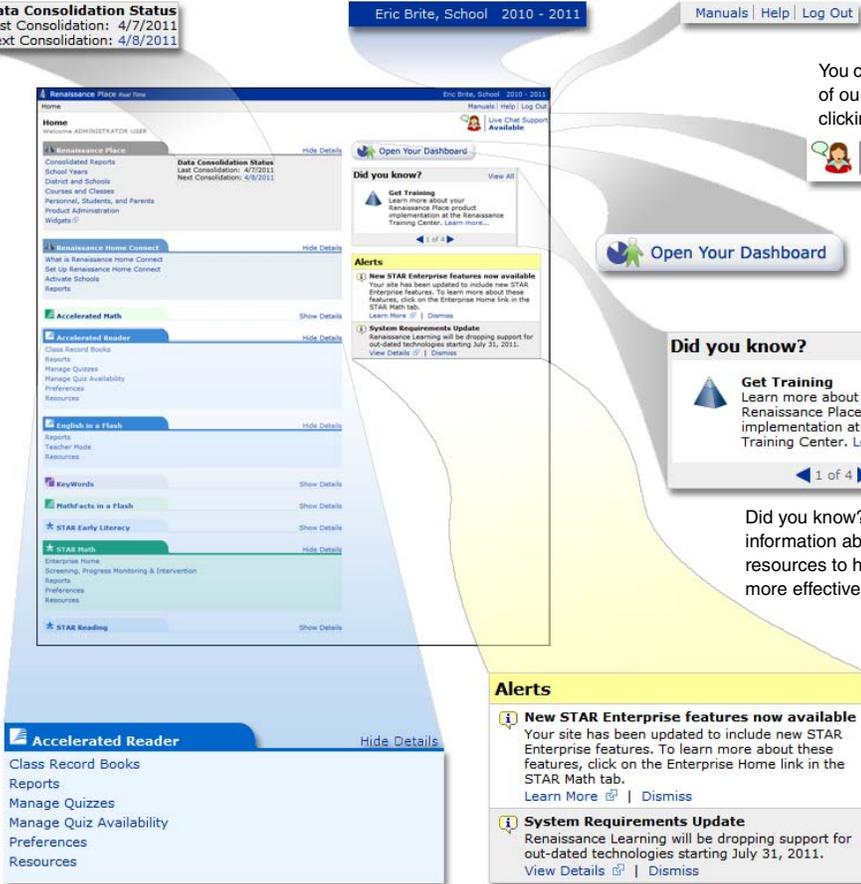
The Dashboard gives users a way to quickly get an overall view of how their school(s) are performing.

 **Open Your Dashboard**

Did you know? View All

 **Get Training**
Learn more about your Renaissance Place product implementation at the Renaissance Training Center. Learn more...

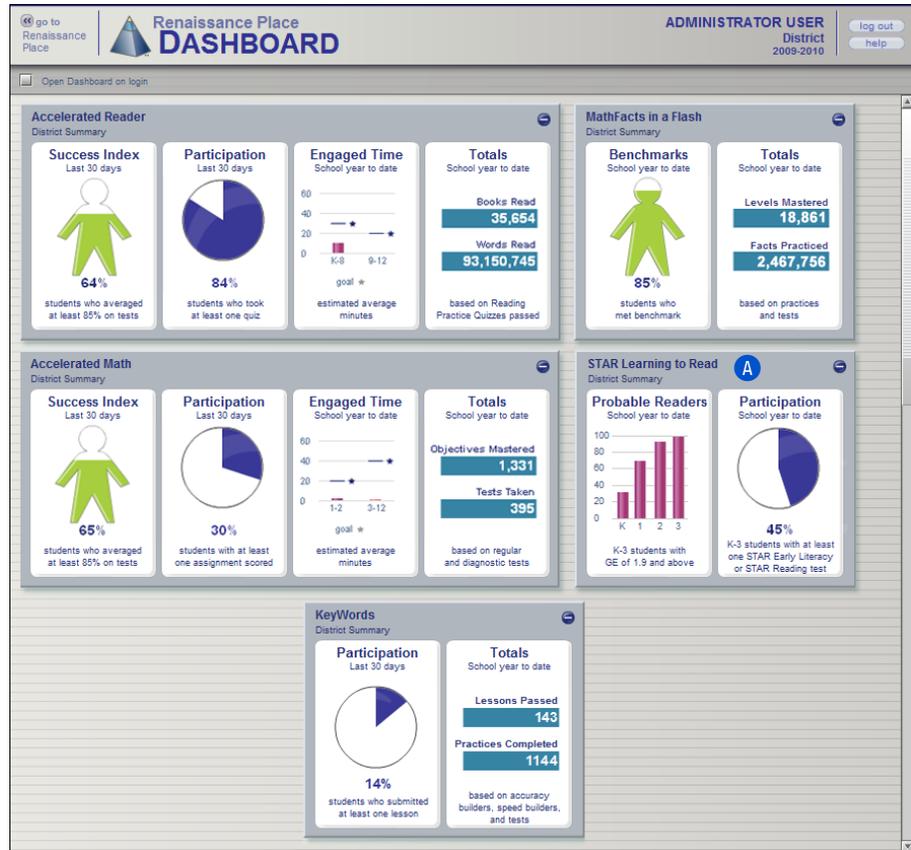
Did you know? articles provide information about program functions and resources to help you use the software more effectively.



Each program used by your school is listed on the Home page. The links below the program name allow you to go to specific program features easily. You can click **Hide Details** or **Show Details** to collapse/expand these links. See each program's software manual for in-depth explanations of its program features.

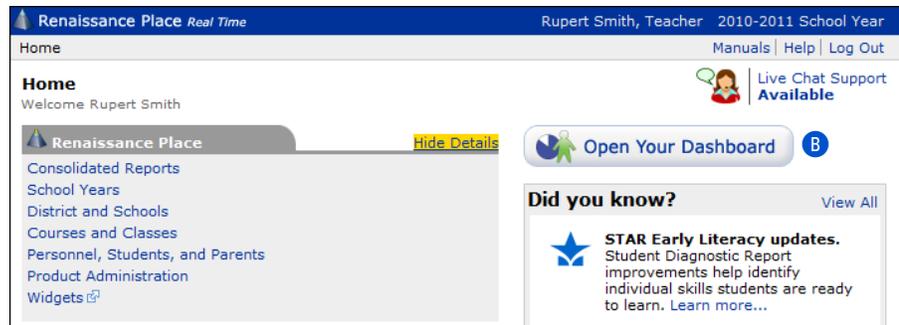
When there is new information about your software, or if it needs administrative attention (for example, a subscription renewal), an alert will be posted here.

Renaissance Place Dashboard



The Renaissance Place Dashboard gives administrators, staff, and teachers a way to quickly get an overall view of how their school(s) are performing in several different areas. STAR Reading data is included in the STAR Learning to Read section **A**.

To open the Renaissance Place Dashboard, go to the Home page and click **Open Your Dashboard** **B**.



For more information about using Dashboard, click **help** in the upper-right corner of the Dashboard or refer to the *Renaissance Place Real Time Software Manual*.

Did You Know?

On the Home page, above the alerts, the “Did you know?” panel displays information about program features to help you use the software more effectively. The panel will automatically cycle from one topic to the next each time the Home page is refreshed. You can click the left or right arrows at the bottom of the panel **A** to



move through the topics at your own pace, or you can click **View All** in the upper-right corner of the panel **B** to go to a new page where all the current topics (and some of the previously featured items) can be seen. For each topic, you can click **Learn more** **C** to get more in-depth information about that feature.

Alerts

When you log in to Renaissance Place RT, you may see one or more alerts on the right side of the Home page, depending on your role:



There are three types of alerts:

- **General product information** : Inform you of new product features or other changes to your software. For example, if the server hosting Renaissance Place RT for you will be undergoing maintenance, you would be notified in an alert.
- **Action necessary** : You must take specific action in the software. For example, if a parent has requested access to Renaissance Place RT, you will see an alert here so you can view the request and choose to accept or deny it.
- **Immediate attention** : You must take immediate action. For example, if the terms of the Renaissance Place RT License Agreement change, you will need to agree to the new terms before you can use the software.

Alerts will have whatever links are necessary for you to take action, view more information, or dismiss the alert. License agreement alerts and subscription alerts require special attention:

- **License agreement alerts:** District administrators and school administrators will be presented with a notice that they must view and accept the terms of the Renaissance Place RT License Agreement. They will be provided with a link to view the license; on the license page, they can choose to accept or not accept the agreement.

If an administrator-level user does not accept the agreement within 30 days after the alert first appears, the alert will appear on the Home pages for district staff, school staff, and teachers. At least one user per site must agree to the license agreement.



- **Subscription alerts:** When 90 days remain before your subscription runs out, an alert appears to remind you. This alert can be dismissed, but it will reappear again when the subscription is down to 60 days, then 30, then 15. During this time frame, if your subscription is renewed, Renaissance Learning will enter the new subscription code, and this alert will not reappear until 90 days prior to the end date of the new code (next year).

Tools to Help You with STAR Reading

You'll find many tools in the software to help you learn how to use STAR Reading:

- Manuals and other documents (see below)
- Help in the software (see page 10)
- Live Chat Support (see page 11)
- Training (see page 11)
- Resources (see page 11)

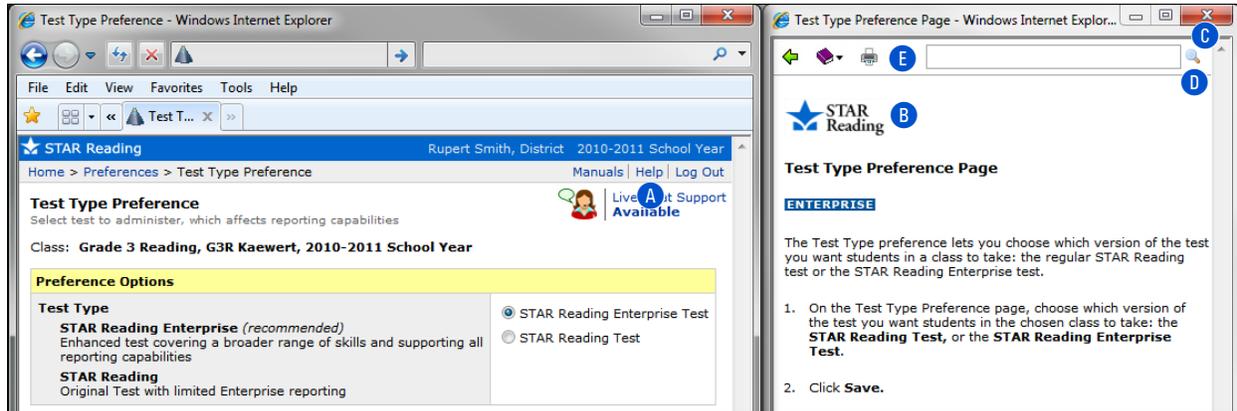
Manuals and Other Documents

To access the software manuals and other useful documents, click **Manuals** in the upper-right corner of any page. Clicking that link lists the documents available for the Renaissance Place programs on your server. For STAR Reading, you'll find these documents helpful:

Document	Includes
STAR Reading Pretest Instructions <i>and</i> STAR Reading Enterprise Pretest Instructions	<ul style="list-style-type: none">• Instructions you can read to students to explain how the test works
<i>STAR Reading Software Manual</i>	<ul style="list-style-type: none">• General information about the program• Step-by-step instructions for working with the program
Software Tips for Getting Started: STAR Reading	<ul style="list-style-type: none">• Helpful hints to get you started using the program
<i>STAR Reading Technical Manual</i>	<ul style="list-style-type: none">• Technical information about how STAR Reading was developed and about its reliability and validity
<i>Renaissance Place Real Time Software Manual</i>	<ul style="list-style-type: none">• Procedures for managing all school and district information• Instructions for consolidating data and generating custom reports

Help in the Software

To access the help, click **Help** in the upper-right corner of any page. The help opens in a separate window, as shown below.



- The **Help** link **A** is on every page in the program. Click it to get more information about the page currently displayed in the program.
- This logo **B** lets you know you're in the STAR Reading help. If you go to another program's help, the logo for that program will appear.
- To close the help, click the close button **C**.
- To search, use the search field at the top of the help page. Enter words to look for in the help, and click the search icon **D** to see the results. When you do this, the program searches the help for all the installed Renaissance Place programs. Since the search covers all available help, this is the best way to find what you need.
- To navigate the help, use the icons **E** at the top of the help page:

To view previously selected help, click the back arrow .

Click the book icon  and choose **Contents**, **Index**, or **Other Help**.

Contents: Displays the table of contents for the current product help.

Index: Displays an alphabetical list of topics for the current product help.

Other Help: Takes you to a page where the Renaissance Place products installed on this server are listed, including STAR Reading and Renaissance Place Real Time. When you click on one of the products, the Contents for that product's online help will open.

To print the current help topic, click the print icon .

Live Chat Support

Click **Live Chat Support** (as shown to the right) to chat with a member of the support staff. By default, you can access chat from any Renaissance Place RT page; however, district administrators can set a preference to make it accessible from the Home page only or to turn it off entirely. For details, see the *Renaissance Place Real Time Software Manual*.



Free Online Training

Renaissance Learning provides free online training and additional resources for its products through the Renaissance Training Center. Visit www.renlearn.com/training and choose from a variety of learning opportunities, including:

- **Recorded Web Seminars:** View a pre-recorded tour of Renaissance software.
- **On-Demand Sessions:** These short tutorials cover essential step-by-step guidance on specific software tasks.
- **Getting Results Guides:** Printable resources that provide practical guidance on techniques and best practices to help you maximize implementation of Renaissance products.

Resources

The STAR Reading software contains resources to help you use STAR Reading in your classroom. Click **Resources** under STAR Reading on the Home page to find definitions, conversion charts, benchmark and cut score information, technical manuals, Core Progress for reading, and other helpful documents. **Note:** Some resources are only available to STAR Reading Enterprise customers.

Need More Help?

- **Knowledge Base:** For technical support information, search the Renaissance Learning Knowledge Base on the web at: support.renlearn.com/techkb/
- **Email:** Send general questions to: answers@renlearn.com. Send technical questions to: support@renlearn.com.
- **Phone:** For assistance, call (800) 338-4204. Outside the US, call 1.715.424.3636.

GETTING STARTED

Checking Software Requirements

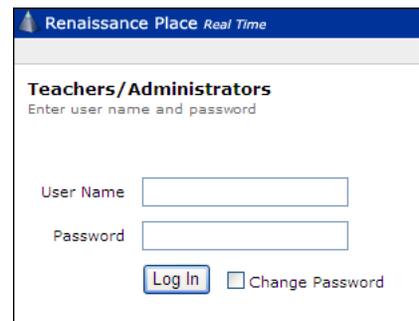
Many Renaissance Place programs, including STAR Reading, require supporting software programs (such as Adobe Reader to print reports). The supporting software must be installed on *each* individual computer used to work with Renaissance Place programs.

For more information, see “Software Requirements” on page 16.

Logging In and Changing Your Password

Use these instructions to log in to Renaissance Place RT, change your password—either by choice or when the software requires it—and access the STAR Reading program.

1. In your web browser, go to the URL for Renaissance Place RT.
2. On the Welcome page, click **Teacher/Administrator**.
3. Enter your user name and password.
To change your password, check the **Change Password** box.



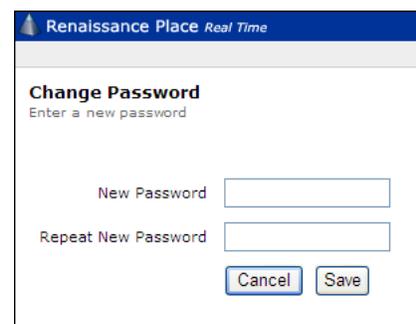
The screenshot shows the login interface for Renaissance Place Real Time. At the top, it says "Renaissance Place Real Time". Below that, it says "Teachers/Administrators" and "Enter user name and password". There are two input fields: "User Name" and "Password". Below the "Password" field, there is a "Log In" button and a checkbox labeled "Change Password".

4. Click **Log In**.

If you're not changing your password, your Home page opens (see page 6).

If you are changing your password, the Change Password page opens.

Enter your new password, type it again to verify it, and click **Save** to open your Home page.



The screenshot shows the "Change Password" page for Renaissance Place Real Time. At the top, it says "Renaissance Place Real Time". Below that, it says "Change Password" and "Enter a new password". There are two input fields: "New Password" and "Repeat New Password". Below the "Repeat New Password" field, there are two buttons: "Cancel" and "Save".



If the Change Password page opens and you didn't choose to change your password when logging in, one of two things has happened. Either your system administrator wants you to change it for security reasons or you haven't changed it in a year and the software requires it.



Setup Checklist for the STAR Reading Software

The tasks listed below must be performed before you start using STAR Reading in your classroom. You may or may not be the one required to complete any of these tasks.

Task	Usually Performed By					Where to Find Instructions
	District		School		Teacher	
	Admin.	Staff	Admin.	Staff		
Add school administrators and district staff	✓	✓				<i>Renaissance Place Real Time Software Manual</i>
Add teachers, school staff, and students; add parents, if desired	✓	✓	✓			
Add school marking periods	✓		✓			
Add courses and classes, assign teachers—designate a lead teacher for each STAR Reading class—and enroll students in classes Note: Check students' grade levels as you enroll them. Each student should have a grade level assigned from K–12. Students with no grade level can't take the test.	✓	✓	✓	✓		
Make sure teacher and student computers have the necessary software installed	✓	✓	✓	✓	✓	Page 16
Set up school benchmarks	✓	✓	✓	✓		Page 36
Set up school benchmarks ENTERPRISE	✓	✓	✓	✓		Page 45
Set up district benchmarks ENTERPRISE	✓	✓				Page 50
Set up screening dates	✓	✓	✓	✓		Page 64
Set your preferences—test registration, monitor password, and student settings (and, for Enterprise customers, test type)	✓		✓		✓ ^a	Page 164

a. Teachers cannot set the Test Type Preference, but they can set the other preferences.

Navigating the Software

The navigation bar at the top of each page shows you where you are in the software, as shown here.



If you need to go back to a previous page, use the links in the navigation bar rather than the web browser's Back button, which can sometimes give you unexpected results. For example, if you're on the Create Group page and you want to go to the Home page, click **Home** in the navigation bar.

Changing the School Year You Are Working In

The school year that you are working in now is shown to the right of your name in the upper-right section of any Renaissance Place Real Time program page.



Changing the school year that you are working in is useful if you are adding information for the next school year or reviewing results from a previous school year.

1. On the Home page, below Renaissance Place, click **School Years**.
2. Click **Change Active School Year**.

The Select a School Year page lists the school years that have been added to the database.

3. Click the school year that you want to work in.

You will return to your Home page; the new active school year will be shown to the right of your name.

Switching Roles and Schools



You may also see the User Type drop-down list if you have been

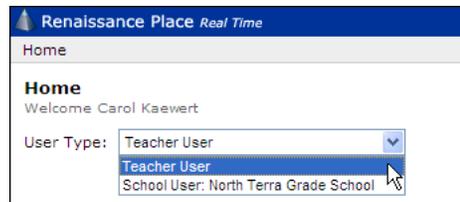
given extra capabilities, even if you do not have more than one role in your school or school network. If you have been granted more capabilities and you do not see the links you need, check for the User Type drop-down list on the Home page and choose the role that applies to the task. For more about capabilities, see page 174.

Some people in your district or school may be assigned more than one role, or they may be assigned to more than one school. For example, the librarian in the high school might also teach a class in one of the middle schools.

Renaissance Place RT keeps track of these multiple roles and school assignments. You can switch between roles or schools after you log in or any time while you are using the software.

People normally change their user types in order to perform tasks in the program that are restricted to specific user groups. If you are trying to perform a task and finding you don't have access, try switching your user type in the drop-down list.

On the Home page, choose a role from the **User Type** drop-down list:



Logging Out and Closing the Software



Automatic logout after 20 minutes. If you don't use any

Renaissance Place product for about 20 minutes, you'll automatically be logged out and you'll have to log in again when you return to the software.

When you've finished working in STAR Reading, log out to keep your data secure.

1. Click **Log Out** in the upper-right corner of any page.
2. Close the software by closing your web browser.

SOFTWARE REQUIREMENTS

Current Requirements

For the most up-to-date software, hardware, operating system, and browser requirements for Renaissance Place RT, visit www.renlearn.com/requirements.

Computer Rights vs. Capabilities in Renaissance Place

The rights/permissions/access you have on a specific computer are separate from the capabilities you have within Renaissance Place.

- Administrative rights on an individual computer are part of your school's computer security policy. For more information, see your school's technology/computer coordinator.
- Capabilities give you the right to perform specific tasks in the RP software. For more information, see "Capabilities" on page 174.

Checking for the Supporting Software You Need

Many Renaissance Place programs require supporting software programs, such as Adobe Reader to print reports. The supporting software must be installed on *each* individual computer used to work with Renaissance Place programs.

The rights you are given for a specific computer determine

- whether you can install supporting software programs on that computer
- if the installed supporting software program is available to *all* users of that computer, or just you

If some of the software that you need to use Renaissance Place is not installed, or is outdated, you or your students may see messages about the missing software.

Before Logging In

To check that a specific computer has the necessary software to run Renaissance Place programs, click **Check Software Requirements** on the Renaissance Place Real Time Welcome page **A** before you log in.

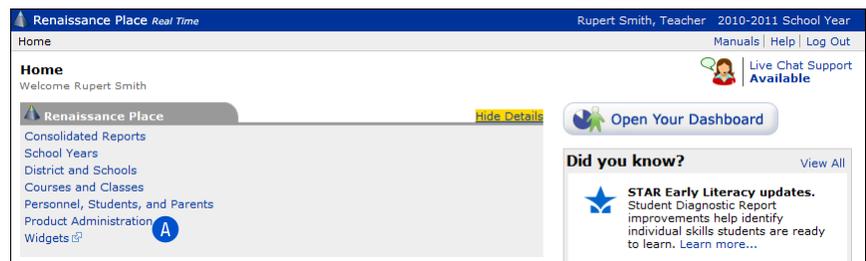
The Software Requirements page will open. See below.



After Logging In

After logging in, follow these steps to reach the Software Requirements page:

1. On the Home page, below Renaissance Place, click **Product Administration** **A**.



2. On the Product Administration page, below Setup and Maintenance, click **Download Supporting Software**.

The Software Requirements page will open. See below.

Software Requirements Page

The Software Requirements page (shown on the next page) includes:

- **Server name or address** **A**: This is required information when you use some client application software.
- **Renaissance Place ID** **B**: This is a unique identifier that provides a shortcut to your Renaissance Place site. The Renaissance Place ID can be used wherever you see the RPID image going forward.
- **Client Application Software** **C**: This is software that works with your Renaissance Place products. For example, Accelerated Reader for iOS allows students to quiz on iPad®, iPhone®, and iPod touch® devices, while the AccelScan and Renaissance Responder programs are used with Accelerated Math for scoring. If you need any of this software, click the link for your operating system.



If any programs need to be installed or updated, make sure you are logged into the computer with the rights or permissions required to install software for all users. If you do not know whether you have those rights at the computer, or if you don't have those rights, contact your school's technology/computer coordinator.

- **Supporting Software D**: Your computer is checked for the supporting software you need to run Renaissance Place Real Time software (such as Adobe Reader, QuickTime, or Flash Player). Adobe Flash Player, Adobe ShockWave Player, and QuickTime will show animations or play sounds if they are working properly. (To make sure Adobe Reader is installed, click **Test Adobe Reader**.) If any programs are missing or need to be updated, click the **install Version** link **E** for that program.

Renaissance Place *Real Time*

Manuals | Help

Software Requirements

Your Server Name or IP Address is:	Server-1 A
Your Renaissance Place ID is:	RLI-12AB RP ID™ B

C

After installation, client applications will need your Renaissance Place ID, your Server Name or IP Address to access data.

Software / Primary Use	Action
Accelerated Reader for iOS Student quizzing on iPad®, iPhone® or iPod touch® RP ID™	Accelerated Reader for your iPad®, iPhone® or iPod touch® running iOS 4.x or later
AccelScan Student scanner scoring Used by: Accelerated Math	AccelScan 2.0.3 for Macintosh OS 10.4 or later (not compatible with AccelScan Model 1100 serial scanners) AccelScan 1.43 for Windows
Fluent Reader Student Students listen to, record and quiz on passages Used by: Fluent Reader	Fluent Reader Student 2.4 for Macintosh OS X Fluent Reader Student 2.4 for Windows
Renaissance Responder Student NEO 2 and Renaissance Responder scoring Used by: NEO 2 Renaissance Responder	Renaissance Responder 1.7 for Macintosh OS X or later Renaissance Responder 1.7 for Windows

D

Software / Primary Use	Action
Adobe Flash Player Student testing and scoring as well as student practice and quizzing Used by: Accelerated Math Accelerated Reader English in a Flash MathFacts in a Flash Renaissance Home Connect STAR Early Literacy STAR Math STAR Reading STAR Reading Spanish	<div style="border: 1px solid gray; padding: 5px; text-align: center; background-color: #e0e0ff;"> <p>Flash Player meets the requirement.</p> </div> If "Flash Player meets the requirement." does not display above, install Version 10.0 or later.
Adobe Reader Viewing and printing reports as well as assignments Used by: All Products	Test Adobe Reader If Adobe Reader won't open, install Version 9.0 or later. E
Adobe Shockwave Player Teacher scoring Used by: Fluent Reader	<div style="border: 1px solid gray; padding: 5px; text-align: center;"> </div> If "Shockwave meets the requirement." does not display above, install Version 11.0 or later.
QuickTime Student practices and teacher scoring (iTunes is not required) Used by: Fluent Reader	<div style="border: 1px solid gray; padding: 5px; text-align: center;"> </div> If "QuickTime meets the requirement." does not display above, install Version 7.2 or later.
Renaissance Place Print Plug-In Auto printing TOPS report when the preference is set to Enable Used by: Accelerated Math Accelerated Reader MathFacts in a Flash	<div style="border: 1px solid gray; padding: 5px; text-align: center;"> <p>Not Installed</p> </div> Install Version 1.3 or later.

GETTING READY FOR A NEW SCHOOL YEAR



If you want to use your Renaissance Place programs

during summer school, you should wait to perform these steps. For tips, see Knowledge Base article 7901571 at support.renlearn.com/techkb/techkb/7901571e.asp.

Before you start each new school year, you need to check, add, edit, and delete information as needed so that your teachers are ready to use STAR Reading with their new classes.

Perform these tasks after the previous school year has ended but before the start of the next school year.

Note: If you have the Renaissance Data Integrator (RDI) service, your Renaissance Place database is automatically linked to your student information system (SIS) data. Do not follow the steps in this section; instead, contact your Technical Services Consultant to set up RDI for the new school year.

Renaissance Place Tasks for the New School Year

Before you get STAR Reading ready for the new school year, **administrators or other non-teaching staff** need to perform these tasks in Renaissance Place. For details, see the *Renaissance Place Real Time Software Manual*.

- Add the new school year (must be done by district administrators or district staff).
- Set the new school year as the current school year. District administrators should do this so that the change applies to everyone.
- Add the marking periods for each school (used for goals and reports).
- Add the days off for each school (used for report calculations).
- Copy classes from the previous school year, or add classes to the new school year. (Classes do not carry over from one school year to the next, so you need to add them each year.)
- Set reporting periods for Renaissance Place consolidated reports.
- If a properly formatted file is available from a student information system, import student, personnel, class, and/or course information. You may also be able to import updates to student enrollments and personnel assignments.
- Check to see which personnel are in the software and add, edit, or delete personnel as needed.
- Check to see which students are in the software and add or delete students as needed. You can also transfer students from one school to another, edit student information, and edit student characteristics.
- Review the course list for each school and add, edit, or delete courses as needed.
- You must also assign personnel to each class, choose the products the class will use, and enroll students in each class.



Technology/Computer Coordinator Tasks for the New School Year

	Task	Where to Find Instructions
<input type="checkbox"/>	Check for required supporting software on new and updated computers, and recheck other computers to make sure they have the latest versions of the software. Note: You must be logged in to each computer with the rights required to install software for all users.	See “Software Requirements” on page 16.

STAR Reading Tasks for the New School Year

Complete the Renaissance Place setup tasks on page 19 *before* completing the tasks below so that your new classes will be available for STAR Reading

These tasks can be performed by district administrators, school administrators, and teachers unless otherwise noted.



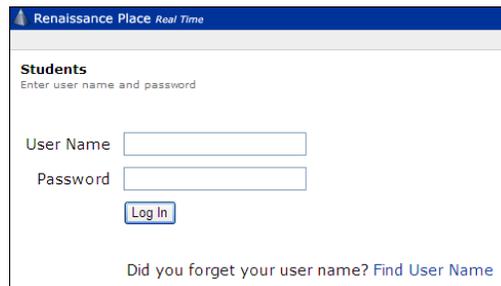
Getting ready for testing. To get students’ user names and passwords, print the Student Information Report: click **Reports** under STAR Reading on the Home page, and then click **Student Information**. If your students have not taken a STAR Reading test before, use the Pretest Instructions to introduce the test; these instructions are in the STAR Reading Resources.

	Task	Where to Find Instructions
<input type="checkbox"/>	Set the preferences for each STAR Reading class. Preferences set the monitor password requirements, test used, test registration requirements, student instructional reading level and time limits, and ATOS 2000 score names.	See page 164.
<input type="checkbox"/>	Register students for testing if registration is required.	See page 166.
<input type="checkbox"/>	Set up benchmarks (administrators and non-teaching staff only).	See page 33.
<input type="checkbox"/>	Set screening dates (administrators and non-teaching staff only).	See page 63.
<input type="checkbox"/>	Set up student groups if necessary. Groups carry over from year to year, but you may need to make changes.	See page 71.

HOW STUDENTS LOG IN

How Students Log In

1. Start the web browser and go to the Renaissance Place RT address (URL).
2. On the Welcome page, click **Student**.
3. The student enters his or her user name and password, and then clicks **Log In**.



The screenshot shows a web browser window titled "Renaissance Place Real Time". The page content is as follows:

Students
Enter user name and password

User Name

Password

Did you forget your user name? [Find User Name](#)

When Students Forget Their User Names

Find User Name

During log-in, students who don't know their user names can click **Find User Name**. The software will ask the student to choose the school and search for his or her name; then it will fill in the user name. Students cannot search for their passwords.

The ability to find user names is an option in Renaissance Place RT that can be turned on or off; if the **Find User Name** link is not visible, contact your administrator.

Student Information Report

Print the Student Information Report before a STAR Reading test session.

Use this report to give your students their user names and passwords. Students need this information to log in so they can take the test.

This report includes each student's name, ID, gender, date of birth, user name, and password. To print the Student Information Report, see page 149.

TROUBLESHOOTING: STUDENT CAN'T WORK

Adobe Flash Player Not Installed

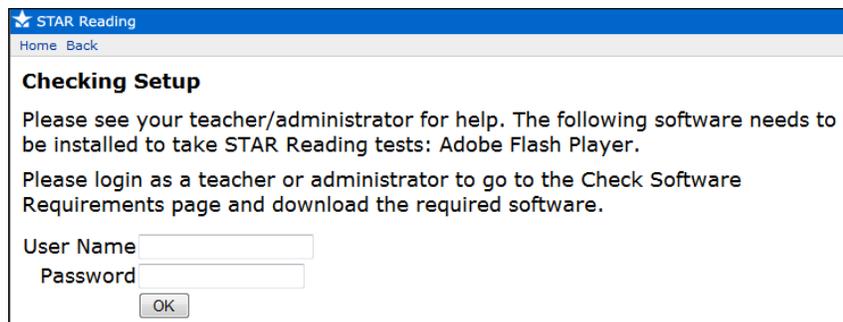
STAR Reading checks for the Adobe Flash Player whenever a student tries to take a test. If the computer doesn't have the player installed, the student will see the Checking Setup page, which tells the student to ask for help.

If Adobe Flash Player is missing or needs to be updated:

- Contact the person who manages the computers for your school or district to find out if you have the rights required to install the supporting software for *all* users of the computer (not just you).
- If you cannot install software, ask the person who manages the computers for your school or district to help you.
- If you can install software so it is accessible to all users of a computer, follow the steps below.

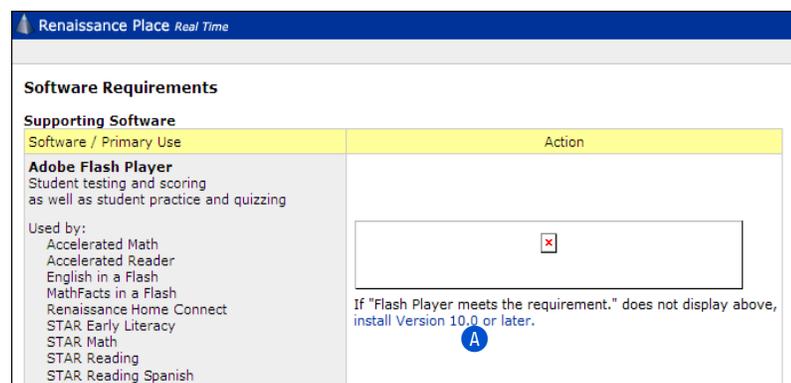
To download the Adobe Flash Player:

1. Enter your user name and password and click **OK**.



You can check to see if the Adobe Flash Player is installed on a computer before the test begins by following the procedure described in "Software Requirements" on page 16.

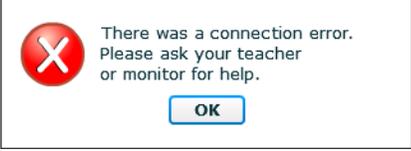
2. Under the Action column, click the **install Version** link **A** to get instructions on how to download and install the Adobe Flash Player.





Connection to Server Is Lost

If there are connection problems between the server which is hosting Renaissance Place Real Time and the computer that the student is testing on, the test may be interrupted or cancelled. The following error messages will let you know what the problem is and what to do next.

<p>Trying to connect or Please wait</p> 	<p>Network delays have caused the program to slow down temporarily. The program will continue to try to re-establish a connection.</p>
<p>Connection error</p> 	<p>The program was unable to re-connect to the server, or the user clicked Cancel in the "Trying to connect" message.</p> <p>Log out of Renaissance Place Real Time, and then log back in again.</p>

Student Capacity Limit Reached

Your STAR Reading student capacity limit determines how many students can take a test during your subscription. Your school or district purchased this capacity with the software.

If you reach your student capacity limit, students who have not yet tested during this subscription period will not be allowed to take the test. The program will notify you that you have reached the student capacity limit.

If you need to increase the limit or reallocate the existing capacity, contact Renaissance Learning. After your order is complete, your capacity limit will be increased for you by Renaissance Learning.

Internet Explorer 7 and Above "Hangs" When Student Clicks Take a Test

This is caused by disabling the "Active scripting" security setting in Internet Explorer 7 and above.

1. Open Internet Explorer.
2. In the Tools menu, click **Internet Options**.
3. Click the **Security** tab.
4. If your Renaissance Place site or domain is in the list of trusted sites, click the **Trusted sites zone**. Otherwise, click the **Internet zone**.

5. Click **Custom level**.
6. In the “Scripting” section, change “Active scripting” back to the default **Enable**.
7. Click **OK**. If prompted, click **Yes** to confirm the change.
8. Click **Apply** if available, then click **OK** again.

Student Is Locked Out of Renaissance Place and Cannot Log In

Students (and personnel) may be temporarily locked out of all Renaissance Place software if they attempt to log in too many times with an incorrect password.

If an account is locked, it will automatically be unlocked the next day. If you would like an account unlocked before then, contact your administrator. Administrators can follow the instructions in the Renaissance Place help or software manual to unlock accounts.

Other Browser-Related Problems

If a student is unable to take a test, a setting or feature in your web browser might be the cause. You may need to:

- Clear the browser’s cache
- Disable pop-up blockers
- Disable third-party toolbars
- Enable ActiveX controls

Consult your web browser’s help for instructions on how to perform these actions.

TESTING STUDENTS

Steps in a Typical STAR Reading Test Session



Each student needs his or her user name and password to take the test. For a list of student user names and passwords, print a Student Information Report (see page 149).



Only the STAR Reading test has this optional second part, not the STAR Reading Enterprise test.

1. Explain the test using the Pretest Instructions. (To find these instructions, click **Manuals** in the upper-right corner of any page, or click **Resources** under STAR Reading on the Home page.) These instructions show the students what the test will look like so they know how to answer the questions.
2. In a web browser, go to the web address (URL) for Renaissance Place Real Time. Then, on the Welcome page, click **Student**.
3. The first student enters his or her user name and password and clicks **Log In**.
4. On the Home page, under STAR Reading, the student clicks **Take a Test**.
5. The student clicks **Start**. This starts the test.
6. The teacher or test monitor enters the monitor password, if necessary. (See the Testing Password Preference on page 165.)
7. The student answers up to seven practice questions. After the student answers three questions correctly, the test starts. If the student doesn't answer three correctly, the software tells the student to ask the teacher for help.
8. The student answers the test questions.
9. After completing the first part of the test, the student may be given an opportunity to complete a second part of the test (depending on the student's grade and whether the STAR Reading or STAR Reading Enterprise test is being taken). This second part consists of practice questions and test questions.

Questions in the second part of the test do not count towards the student's score. They are presented for calibration purposes only (to determine if they will become test questions in future program releases).
 - If the student is not asked to complete the second part of the test, the test is finished (see step 10).
 - If the student *is* asked to complete the second part of the test, a second practice begins. If the student answers three of the four practice questions correctly, the additional test questions are presented to the student. Once the student answers them, the test is finished. (If the student does not answer three of the four practice questions correctly, the additional test questions are not presented, and the test is finished.)
10. When the student has finished the test, the student logs out. The next student can log in to take the test.
11. When all students have finished testing, close the web browser.

Taking the Test

How Students Take the STAR Reading Test



Students who don't know their user names can click Find User Name. The software will ask the student to choose the school and search for his or her name; then it will fill in the user name. Students cannot search for their passwords.

The ability to find user names is an option in Renaissance Place RT that can be turned on or off; if the **Find User Name** link is not visible, contact your administrator.

1. Start the web browser and go to the Renaissance Place RT address (URL).
2. On the Welcome page, click **Student**.
3. The student enters his or her user name and password, and then clicks **Log In**.

4. On the Home page, under STAR Reading, the student clicks **Take a Test** .

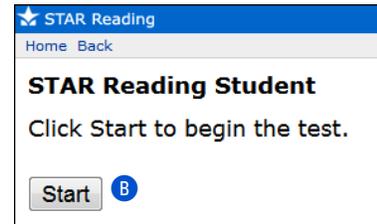
5. STAR Reading will check for the Adobe Flash Player on the computer. If the computer doesn't have the player, the test will not start and the student should ask the teacher or test monitor for assistance (see "Troubleshooting: Student Can't Work" on page 22).
6. If STAR Reading asks the student to choose a class, the student should click the class name. This happens when a student is in more than one STAR Reading class.

Class	Teacher
Grade 3 Reading, G3R Kaewert, 2010 - 2011	Kaewert
Grade 3 Reading, G3R Poe, 2010 - 2011	Poe

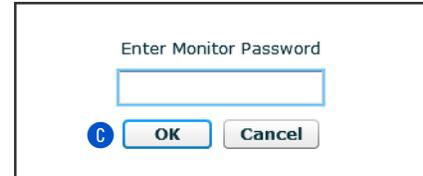


Some students may not be allowed to test if registration is required or if you've reached the student capacity limit. For more on registration, see page 166; for student capacity, see page 23.

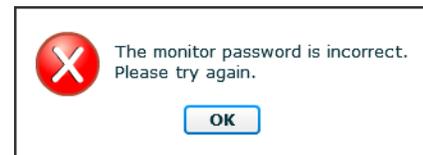
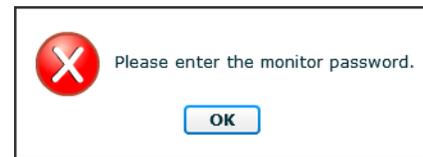
7. The student clicks **Start** **B** to begin taking the test.



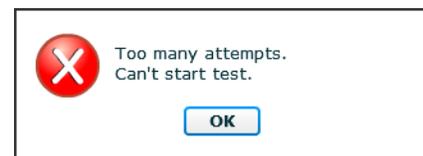
8. If STAR Reading asks for a monitor password (determined by the Testing Password Preference; see page 165), the teacher or test monitor enters it and clicks **OK** **C**. If no password is required, the student goes ahead to step 9.



- You cannot substitute your teacher password for the monitor password.
- If you forget to enter a password before clicking **OK**, you will be reminded to enter it, and you can try again.
- If you enter the wrong password, you can try again.



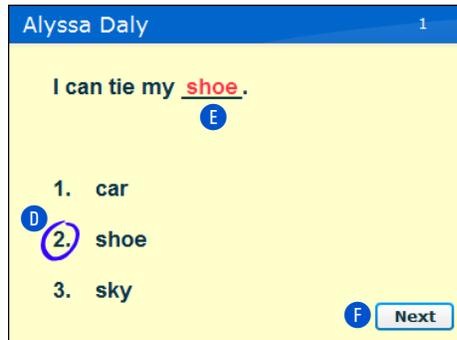
However, if you enter the wrong password three times in a row, you will not be able to start the student's test. Check the Testing Password Preference (see page 165) to make sure you are using the correct monitor password.



9. If the student has not taken a STAR Reading test in the past 180 days, the student will be presented with some practice questions.
- Three or four possible answers appear below each question. Students choose an answer by pressing **1**, **2**, **3**, or **4** on the keyboard, or by clicking on an answer with the mouse.
 - STAR Reading circles the chosen answer **D** and fills in the student's answer **E** so the student can re-read the sentence with that choice. The student can choose a different answer, but only *before* entering it (as described below)—once the choice has been entered, it cannot be changed.

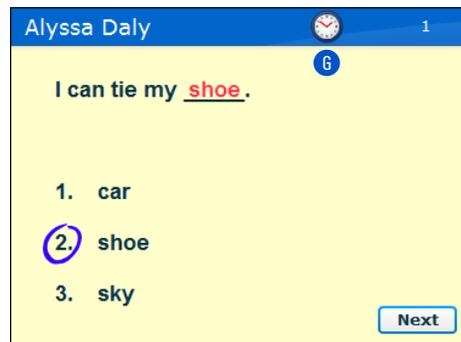
 **You can help students choose answers during the practice, but do not help them during the test.**

- Once the student is satisfied that he or she has chosen the correct answer, the student enters the answer, either with the keyboard (by pressing **Enter** or **return**) or with the mouse (by clicking **Next** in the lower-right corner of the screen **F**).



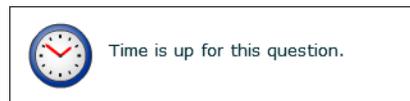
See "Extended Question Time Limits" on page 170.

A clock **G** appears on the screen when the student has 15 or fewer seconds left to answer the question.

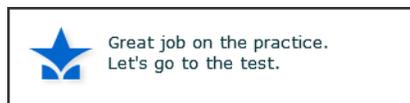


- If the student does not choose an answer to a practice question before time runs out, or if the student has chosen an answer but does not enter it before time runs out, STAR Reading considers it an incorrect answer.

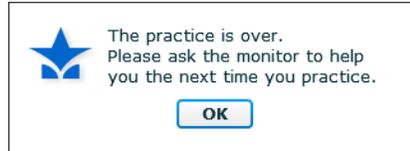
The student will be notified if time runs out on a question; the test will move on to the next question.



- If the student answers three practice questions correctly, a message tells the student that the test is about to start.



If a student answers seven practice questions *without* getting three correct, STAR Reading ends the practice and will not start the test for that student. The student is instructed to ask for help.



 **ENTERPRISE**
The STAR Reading Enterprise test has 34 questions; the STAR Reading test has 25.

11. The student answers the test questions, which are similar to the practice questions. The methods used for choosing and entering answers are the same as those used for the practice questions, *except*:
- If the student has chosen an answer, but does not enter it before time runs out, STAR Reading will count the chosen answer as the student’s answer to the question.
 - If the student has not chosen an answer before time runs out, STAR Reading considers it an incorrect answer.

For grades 3–12, the last five questions will be longer passages, like the one shown below. The student will have more time to answer these questions (see “Extended Question Time Limits” on page 170).

Alyssa Daly
21/25

Because of its ethnic and regional diversity, as well as the socioeconomic divisions within the population, Mexico is culturally heterogeneous. Among rural peoples there are strong regional affinities and allegiances, often referred to as "patria chica" [small homeland], which help to perpetuate cultural diversity. The large number of Indian languages and customs still extant, especially in the south, also _____ cultural differences. In an attempt to unite the nation culturally by identifying a uniquely Mexican culture, the government has supported indigenous folk arts and crafts as well as the European-inspired classical arts.

1. articulate	2. enunciate
3. captivate	4. accentuate



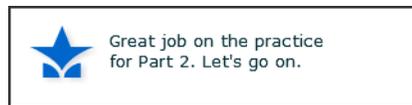
Questions from the second part of the test do not count towards the student's score. They are presented for calibration purposes only (to determine if they will become test questions in future program releases).

- If the student is taking the STAR Reading test (not the STAR Reading Enterprise test) and the software decides to give the student additional questions (based on the student's grade level), the student is notified that the practice session for the second part of the test is about to start. Otherwise, the test ends; go to step 15.

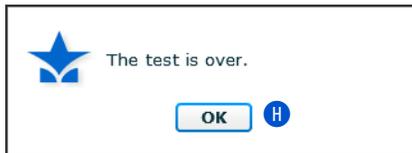


The second practice consists of up to four practice questions; the student must answer three of these questions correctly to move on to the second part of the test. Answers are chosen the same way as they were in the first practice and the test.

- After the student answers three practice questions correctly, a message tells the student that the second part of the test is about to start; go to step 14.

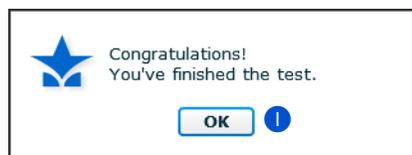


If the student does *not* get at least three of the four practice questions correct, the test ends. Have the student click **OK** **H**. The program will log the student out so the next student can log in.



- The student answers the additional test questions, which are similar to the second set of practice questions.

- When the test is over, have the student click **OK** **I**. The program will log the student out so the next student can log in.



Stopping a Test

If you need to stop a student's test:

- Press and release **Ctrl+A** (Windows) or **control+A** (Macintosh).
- Click **Yes** **A** to confirm that you want to stop the test, or **No** **B** to continue it.





To view the Testing Password Preference

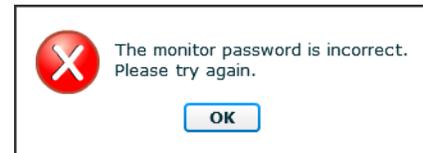
see page 165. You may not need to use the monitor password to start a test, but you always need to use it to stop or resume a test.

3. Enter the monitor password. Then, click **OK** .

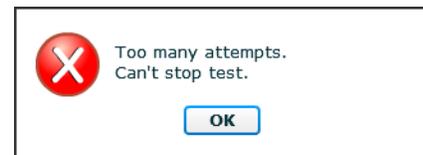
- You cannot substitute your teacher password for the monitor password.
- If you forget to enter a password before clicking **OK**, you will be reminded to enter it, and you can try again.



- If you enter the wrong password, you can try again.



However, if you enter the wrong password three times in a row, you will not be able to stop the student's test. Check the Testing Password Preference (see page 165) to make sure you are using the correct monitor password.



4. Once the correct monitor password is entered, the test is stopped.



Students cannot resume a test stopped in this manner, but they can take new tests. STAR Reading doesn't record scores for stopped tests, but it does record the total number of incomplete tests for each student in the Test Activity Report (see page 155).

Resuming an Unfinished Test



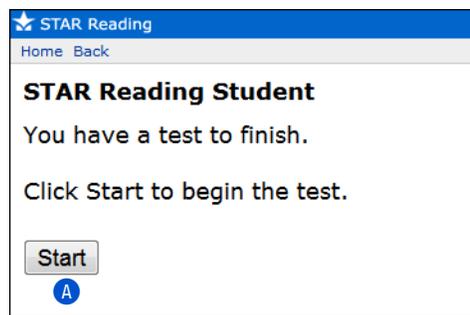
If a test is interrupted during the optional second part, the test is considered completed and cannot be resumed.

If a student loses connection to the server or closes the web browser during a test, he or she will be allowed to log in again and resume where the test was left off.

Note: Students can resume an unfinished test only one time, and it must be done within 48 hours of the last attempt. After that, they will have to start a new test.

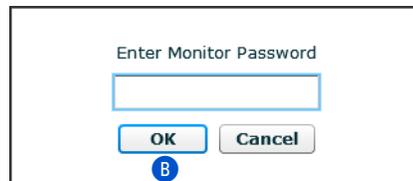
Students follow these steps to resume unfinished tests:

1. Log in to the student program (see page 21).
2. The student will see a message on the STAR Reading Student page reminding the student that he or she has an unfinished test. The student clicks **Start** to resume the test **A**.

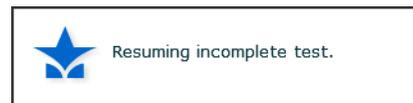


To view the Testing Password Preference, see page 165. You may not need to use the monitor password to start a test, but you always need to use it to stop or resume a test.

3. The teacher or test monitor should enter the monitor password and click **OK** **B**.



4. A message will confirm that the test is resuming, and the student can finish taking the test.



STAR Reading doesn't record scores for unfinished tests, but it does record the total number of incomplete tests for each student in the Test Activity Report (see page 156).

SCREENING, PROGRESS MONITORING & INTERVENTION

Cut Scores, Benchmarks, and Benchmark Structures



For more information about benchmarks and cut scores, click **Resources** under **STAR Reading** on the **Home page**, then click **Benchmarks and Cut Scores**.

Several of the STAR Reading and STAR Reading Enterprise reports use cut scores, benchmarks, and category structures to identify students who are having difficulty. Once those students have been identified, you can begin to organize your intervention plan. Students who are not reaching a specific benchmark can be further divided into groups to help you focus your resources on the students who need the most help.

- A *cut score* is either a converted Percentile Rank (PR) score or, in the case of state benchmarks, a Scaled Score (SS) (see page 160).
- Cut scores that are chosen as targets for students to meet or surpass are *benchmarks*.
 - *School benchmarks* are targets that apply to every student in a school (each grade has its own benchmarks). These are available for all STAR Reading and STAR Reading Enterprise customers.
 - *District benchmarks* are targets that apply to every student in a school district; these are only available for STAR Reading Enterprise customers.
 - A *state benchmark* correlates the STAR Reading test scores within a school to a specific state's test. A state benchmark is only available for STAR Reading Enterprise customers in states where a linking study has been completed. The linking study correlates the STAR scale to the scale used on the state assessment.

Each type of benchmark can have different values; for example, state benchmarks may be set higher than district benchmarks. For STAR Reading Enterprise, one of these benchmarks can be chosen as a *default benchmark* (to be used in situations where a benchmark is required but one hasn't been chosen).

- The number of categories, the category names, and the minimum proficiency level chosen create a *benchmark structure*. There are four default categories (see below), but the number of categories in the structure can be changed from two to five.



Unlike STAR Reading Enterprise, STAR Reading only uses one benchmark (school), so there is no need to select a default benchmark.

Category	Description	Default Cut Score
■ At/Above Benchmark (green)	Students meeting or exceeding the benchmark score	At/Above 40 PR
■ On Watch (blue)	Students slightly below the benchmark score	Automatically calculated as the range between "At/Above Benchmark" and "Intervention"
■ Intervention (yellow)	Students below the benchmark score	Below 25 PR
■ Urgent Intervention (red)	Students far below the benchmark score	Below 10 PR



This chapter explains how to change the number of categories in the structure and the cut scores/benchmarks that define them.

Note: The procedures differ based on which version of the program you are using. If your school is part of a *mixed* district (where some schools are using STAR Reading and others are using STAR Reading Enterprise), follow the instructions for STAR Reading Enterprise.

STAR Reading			
Viewing benchmarks			Page 35
Editing benchmarks	Editing school benchmark structure		Page 36
	Editing school cut scores		Page 38
STAR Reading ENTERPRISE			
Viewing benchmarks			Page 40
Editing benchmarks	School	Editing school benchmark structure	Page 45
		Editing school cut scores	Page 47
	District	Editing district benchmark structure	Page 50
		Editing district cut scores	Page 52
	State	Editing non-linked grades	Page 55
	Selecting a default benchmark	District administrators and district staff	
School administrators and school staff		Page 61	

Managing STAR Reading Screening, Progress Monitoring & Intervention



For more information about capabilities, see the Renaissance Place Real Time Software Manual.

A new capability has been added to STAR Reading: Manage STAR Reading Screening, Progress Monitoring & Intervention. This capability allows users to view screening and progress monitoring scores, and set Response to Intervention (RTI) goals for all STAR Reading students in a school (see page 174).

All users have this capability by default. Teachers who have this capability removed will still be able to view and manage screening, progress monitoring and intervention data, but only for their *own* students (further clarification will be provided where appropriate).

STAR Reading: Viewing Benchmarks

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.



If you can't click on View Benchmarks,
the selected school

does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 64.

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. Click **View Benchmarks** in the gray sidebar on the left side of the page **A**.

The screenshot shows the STAR Reading interface. The main heading is 'Screening, Progress Monitoring & Intervention'. Below it, there are tabs for 'Screening Status' and 'Progress Monitoring & Goals'. A dropdown menu for 'School' is set to 'North Terra Grade School'. Under 'Screening Status', it shows 'Current Screening: February: 2/1/2013 - 2/28/2013' with an 'Edit' button. Below that is a table with columns 'Grade' and 'Students Tested'. The first row shows 'Grade 1' with a progress bar at 10% and '1/10' students tested, and a 'Preview' button.

3. On the View Benchmarks page, use the **School** drop-down list **B** to choose which school to view benchmarks for. (School administrators, school staff, and teachers can only view benchmarks for their own school.)

The screenshot shows the 'View Benchmarks' page. It includes a 'Benchmark Structure' section with 'Number of Categories: 4' and 'Minimum Proficiency Level: At/Above Benchmark'. Below that is a 'Cut Scores' section with a dropdown menu for 'North Terra Grade School' (labeled 'B') and an 'Edit Cut Scores' link. The main part of the page is a table titled 'Interpretation & Recommendations' with columns for 'Grade', 'Urgent Intervention', 'Intervention', 'On Watch', and 'At/Above Benchmark'. The table lists data for grades 1 through 12.

Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Grade 1	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 2	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 3	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 4	Below 15 PR	15 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 5	Below 15 PR	15 - 29 PR	30 - 44 PR	At/Above 45 PR
Grade 6	Below 20 PR	20 - 29 PR	30 - 44 PR	At/Above 45 PR
Grade 7	Below 20 PR	20 - 32 PR	33 - 49 PR	At/Above 50 PR
Grade 8	Below 22 PR	22 - 34 PR	35 - 49 PR	At/Above 50 PR
Grade 9	Below 22 PR	22 - 36 PR	37 - 54 PR	At/Above 55 PR
Grade 10	Below 25 PR	25 - 36 PR	37 - 54 PR	At/Above 55 PR
Grade 11	Below 25 PR	25 - 36 PR	37 - 59 PR	At/Above 60 PR
Grade 12	Below 25 PR	25 - 39 PR	40 - 59 PR	At/Above 60 PR

4. Click **Done** when you have finished viewing the benchmarks.

STAR Reading: Editing Benchmarks

The task of editing benchmarks in STAR Reading is broken into two separate procedures:

- *Editing school benchmark structure* (see the next section) allows you to choose how many categories are used for the school, the names assigned to those categories, and which category should serve as the minimum proficiency level students should try to achieve.
- *Editing school cut scores* (see page 38) allows you to change the default values of the PR scores used as benchmarks.

Editing School Benchmark Structure

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. Click **View Benchmarks** in the gray sidebar on the left side of the page **A**.



If you can't click on View Benchmarks, the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 64.

3. On the View Benchmarks page, use the **School** drop-down list **B** to choose which school to edit school benchmark structures for.

4. Click **Edit Benchmark Structure** **C**.

STAR Reading
Home > Screening, Progress Monitoring & Intervention > View Benchmarks

View Benchmarks
View or edit benchmarks

Benchmark Structure (applies to all schools)

Number of Categories: 4
Minimum Proficiency Level: ■ At/Above Benchmark
[Edit Benchmark Structure](#) **C**

Cut Scores
North Terra Grade School **B**
[Edit Cut Scores](#)

Interpretation & Recommendations

Grade	■ Urgent Intervention	■ Intervention	■ On Watch	■ At/Above Benchmark
Grade 1	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 2	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 3	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 4	Below 15 PR	15 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 5	Below 15 PR	15 - 29 PR	30 - 44 PR	At/Above 45 PR
Grade 6	Below 20 PR	20 - 29 PR	30 - 44 PR	At/Above 45 PR
Grade 7	Below 20 PR	20 - 32 PR	33 - 49 PR	At/Above 50 PR
Grade 8	Below 22 PR	22 - 34 PR	35 - 49 PR	At/Above 50 PR
Grade 9	Below 22 PR	22 - 36 PR	37 - 54 PR	At/Above 55 PR
Grade 10	Below 25 PR	25 - 36 PR	37 - 54 PR	At/Above 55 PR
Grade 11	Below 25 PR	25 - 36 PR	37 - 59 PR	At/Above 60 PR
Grade 12	Below 25 PR	25 - 39 PR	40 - 59 PR	At/Above 60 PR

[Done](#)



If you change the number of categories, the cut scores will revert to their default values (see the diagram on page 39).

5. On the **Edit School Benchmark Structure** page, use the **Number of Categories** drop-down list **D** to choose how many categories you want in the structure (from 2–5; the default is 4).

STAR Reading
Home > Screening, Progress Monitoring & Intervention > View Benchmarks > Edit School Benchmark Structure

Edit School Benchmark Structure
Change the number of categories, category names, or minimum proficiency level for all schools and grade levels

Number of Categories: 4 **D**
Minimum Proficiency Level

■ At/Above Benchmark **E**
■ On Watch **F**
■ Intervention **F**
■ Urgent Intervention **F**

[Cancel](#) [Default](#) [Save](#) **G**



You can restore all the settings to their defaults at any time by clicking **Default **G**.**

6. If you want to change the names of the categories, type the names you want in the appropriate fields next to the colored boxes **E**. The default names differ based on the number of categories being used:

2 Categories	3 Categories	4 Categories	5 Categories
■ At/Above Benchmark	■ At/Above Benchmark	■ At/Above Benchmark	■ Above Benchmark
■ Below Benchmark	■ On Watch	■ On Watch	■ At Benchmark
	■ Intervention	■ Intervention	■ On Watch
		■ Urgent Intervention	■ Intervention
			■ Urgent Intervention

- The Screening Report (see page 131) has a graph showing which students fall into each of the categories. Choose one of those categories to serve as the “bar” that students must reach in the Minimum Proficiency Level column **F**. When a Screening Report is printed, a horizontal line will be placed on the graph at the chosen level, making it easier to see students who are “reaching the bar” and those who are not. (The lowest category cannot be chosen as the minimum proficiency level).
- When you have finished making your changes, click **Save**. To leave this page without saving your changes, click **Cancel**.

Editing School Cut Scores

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.



If you can't click on View Benchmarks, the selected school

does not have any screening dates. Make sure you see the name of the school you want to work with in the *School* drop-down list. To set screening dates, see page 64.



To change the number of categories used, their names, and the minimum proficiency level, see page 36.

- Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
- Click **View Benchmarks** in the gray sidebar on the left side of the page **A**.

- On the View Benchmarks page, use the **School** drop-down list **B** to choose which school to edit cut scores for. (School administrators and school staff can only edit cut scores for their own school.)

Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Grade 1	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 2	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 3	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 4	Below 15 PR	15 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 5	Below 15 PR	15 - 29 PR	30 - 44 PR	At/Above 45 PR
Grade 6	Below 20 PR	20 - 29 PR	30 - 44 PR	At/Above 45 PR
Grade 7	Below 20 PR	20 - 32 PR	33 - 49 PR	At/Above 50 PR
Grade 8	Below 22 PR	22 - 34 PR	35 - 49 PR	At/Above 50 PR
Grade 9	Below 22 PR	22 - 36 PR	37 - 54 PR	At/Above 55 PR
Grade 10	Below 25 PR	25 - 36 PR	37 - 54 PR	At/Above 55 PR
Grade 11	Below 25 PR	25 - 36 PR	37 - 59 PR	At/Above 60 PR
Grade 12	Below 25 PR	25 - 39 PR	40 - 59 PR	At/Above 60 PR

- Click **Edit Cut Scores** **C**.
- On the Edit School Cut Scores page, use the drop-down lists in the row for a grade to change the PR values that

define the categories for that grade. The values must be in ascending order from left to right. In the example below, the default number of categories (4) are shown.

D In this example (where 4 categories are used), On Watch is automatically calculated as the range of scores between Intervention and At/Above Benchmark. The category that is automatically calculated changes depending on the number of categories used; see the diagram below.

Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Grade 1	Below 10 PR	Below 25 PR	Auto-Calculated	At/Above 40 PR
Grade 2	Below 10 PR	Below 25 PR	Auto-Calculated	At/Above 40 PR
Grade 3	Below 10 PR	Below 25 PR	Auto-Calculated	At/Above 40 PR
Grade 4	Below 15 PR	Below 25 PR	Auto-Calculated	At/Above 40 PR
Grade 5	Below 15 PR	Below 30 PR	Auto-Calculated	At/Above 45 PR
Grade 6	Below 20 PR	Below 30 PR	Auto-Calculated	At/Above 45 PR
Grade 7	Below 20 PR	Below 33 PR	Auto-Calculated	At/Above 50 PR
Grade 8	Below 22 PR	Below 35 PR	Auto-Calculated	At/Above 50 PR
Grade 9	Below 22 PR	Below 37 PR	Auto-Calculated	At/Above 55 PR
Grade 10	Below 25 PR	Below 37 PR	Auto-Calculated	At/Above 55 PR
Grade 11	Below 25 PR	Below 37 PR	Auto-Calculated	At/Above 60 PR
Grade 12	Below 25 PR	Below 40 PR	Auto-Calculated	At/Above 60 PR

There can be from 2–5 categories for school benchmarks (the default number is 4). The values for some categories are automatically calculated based on the scores you choose for the other categories. The default PR values for the categories (along with their default names) are shown below:

Number of Categories	2	Below Benchmark: Calculated ^a		At/Above Benchmark: At/Above 40 PR	
	3	Intervention: Below 25 PR	On Watch: Calculated ^b	At/Above Benchmark: At/Above 40 PR	
	4	Urgent Intervention: Below 10 PR	Intervention: 10–24 PR	On Watch: Calculated ^b	At/Above Benchmark: At/Above 40 PR
	5	Urgent Intervention: Below 10 PR	Intervention: 10–24 PR	On Watch: 25–39 PR	At Benchmark: Calculated ^c

- a. Below Benchmark is automatically calculated to be from 1 to (At/Above Benchmark – 1). For example, if At/Above Benchmark is At/Above 40 PR, Below Benchmark is 1–39 PR.
- b. On Watch is automatically calculated as the range of scores between At/Above Benchmark and Intervention. For example, if At/Above Benchmark is At/Above 40 PR and Intervention is Below 25 PR, On Watch is 25–39 PR.
- c. At Benchmark is automatically calculated as the range of scores between Above Benchmark and On Watch. For example, if Above Benchmark is At/Above 50 PR and On Watch is Below 40 PR, At Benchmark is 40–49 PR.

6. Click **Save** to save the changes you have made. To exit this page without saving your changes, click **Cancel**.

STAR Reading Enterprise: Viewing Benchmarks **ENTERPRISE**

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

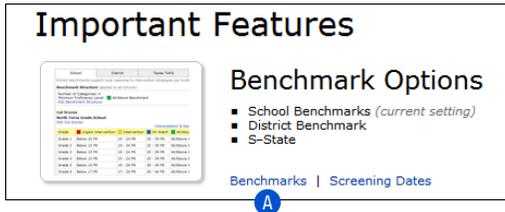
There are two ways to reach the View Benchmarks page:

- From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

1. Click **Enterprise Home** under STAR Reading on the Home page.
2. On the STAR Reading Enterprise Home page, click **Benchmarks** **A** (below “Benchmark Options” in the Important Features section of the page); go to “View Benchmarks Page” on page 41.



If you can't click on View Benchmarks, the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 64.

From the Screening, Progress Monitoring & Intervention Page

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. Click **View Benchmarks** in the gray sidebar (under “Setup”); go to “View Benchmarks Page” on page 41.

View Benchmarks Page



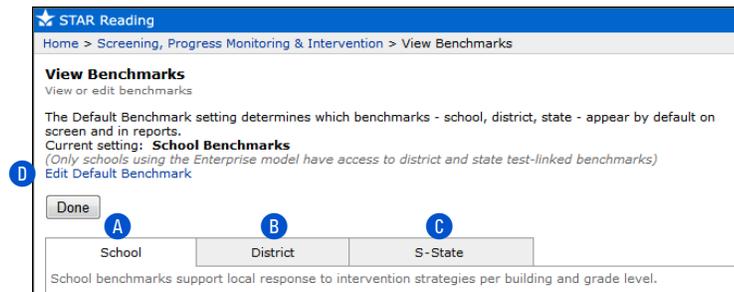
The default benchmark **D is the benchmark that is used throughout STAR Reading Enterprise. In some places (such as the Screening Report options), you are allowed to choose different benchmarks to use—if no choice is made in these situations, the default benchmark shown here is the one that will be used.**

1. In the top section of the View Benchmarks page, click the tab to choose which type of benchmark you want to view: **School **A****, **District **B****, or **State **C****.
 - The current setting for the default benchmark is shown at the top of the page **D**.
 - The **Edit Default Benchmark** link beneath it will only appear if the user group you belong to is allowed to set the default benchmark (see page 58).
 - The **State** tab will only be shown if a linking between the STAR Reading scale and your state test has been completed for one or more grades. The name shown on the tab will be the name of your state and the state test name acronym.

If you choose school benchmarks, see page 42.

If you choose district benchmarks, see page 43.

If you choose state benchmarks, see page 44



Viewing School Benchmarks

To view school benchmarks:

- Verify that the School tab **A** is active.
- Use the **School** drop-down list **B** to select which school's benchmarks to view.
Note: School administrators, school staff, and teachers can only view school benchmarks for their own school
- The number of categories and the minimum proficiency level for the chosen school are shown in the Benchmark Structure section of the page **C**. The **Edit Benchmark Structure** link beneath **D** will only appear if the user group you belong to is allowed to edit school benchmark structures (see page 45).
- The benchmarks for each grade in the chosen school are in the Cut Scores table. The **Edit Cut Scores** link above the table **E** will only appear if the user group you belong to is allowed to edit school cut scores (see page 47).
- Click **Done** when you have finished viewing the benchmarks.

STAR Reading
 Home > Screening, Progress Monitoring & Intervention > View Benchmarks

View Benchmarks
 View or edit benchmarks

The Default Benchmark setting determines which benchmarks - school, district, state - appear by default on screen and in reports.
 Current setting: **School Benchmarks**
 (Only schools using the Enterprise model have access to district and state test-linked benchmarks)
[Edit Default Benchmark](#)

Done **A**

School | District | S-State

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

Benchmark Structure (applies to all schools) **C**
 Number of Categories: 4
 Minimum Proficiency Level: ■ At/Above Benchmark
[Edit Benchmark Structure](#) **D**

Cut Scores **B**
 School: North Terra Grade School **E**
[Edit Cut Scores](#)

Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Grade 1	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 2	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 3	Below 15 PR	15 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 4	Below 15 PR	15 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 5	Below 15 PR	15 - 29 PR	30 - 39 PR	At/Above 40 PR
Grade 6	Below 17 PR	17 - 29 PR	30 - 44 PR	At/Above 45 PR
Grade 7	Below 17 PR	17 - 32 PR	33 - 44 PR	At/Above 45 PR
Grade 8	Below 20 PR	20 - 32 PR	33 - 44 PR	At/Above 45 PR
Grade 9	Below 20 PR	20 - 32 PR	33 - 49 PR	At/Above 50 PR
Grade 10	Below 20 PR	20 - 34 PR	35 - 49 PR	At/Above 50 PR
Grade 11	Below 20 PR	20 - 34 PR	35 - 49 PR	At/Above 50 PR
Grade 12	Below 20 PR	20 - 34 PR	35 - 54 PR	At/Above 55 PR

Done



Viewing District Benchmarks

To view district benchmarks:

- Verify that the District tab **A** is active.
- The number of categories and the minimum proficiency level for the district are shown in the Benchmark Structure section of the page **B**.
- The **Edit Benchmark Structure** link beneath will **C** only appear if the user group you belong to is allowed to edit the district benchmark structure (see page 50).
- The Cut Scores table will only have one row; a single district benchmark is applied to all grades in all the schools in the district.
- The **Edit Cut Scores** link above the table **D** will only appear if the user group you belong to is allowed to edit district cut scores (see page 52)
- Click **Done** when you have finished viewing the benchmarks.

View Benchmarks
View or edit benchmarks

The Default Benchmark setting determines which benchmarks - school, district, state - appear by default on screen and in reports.
 Current setting: **School Benchmarks**
(Only schools using the Enterprise model have access to district and state test-linked benchmarks)
[Edit Default Benchmark](#)

Done

School **District** S-State

The district benchmark applies to all schools and grades and is always used for longitudinal reporting.

Benchmark Structure *(applies to all schools)*
 Number of Categories: 4
 Minimum Proficiency Level: ■ At/Above Benchmark
[Edit Benchmark Structure](#)

Cut Scores *(applies to all schools)* [Interpretation & Recommendations](#)
[Edit Cut Scores](#)

Grade	■ Urgent Intervention	■ Intervention	■ On Watch	■ At/Above Benchmark
All Grades	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR

Done

Viewing State Benchmarks

To view state benchmarks:

- Verify that the State tab **A** is active.
- Unlike school and district benchmarks, state benchmarks are linked to the Scaled Score (SS), not the Percentile Rank (PR); see page 161.
- There may be grades in the state that do not have a linking between the state test and STAR Reading; the rows for these grades will be empty **B**.
- The **Edit Non-Linked Grades** link above the table **C** will only appear if the user group you belong to is allowed to edit scores for non-linked grades (see page 55).
- Click **Done** when you have finished viewing the benchmarks.

STAR Reading
 Home > Screening, Progress Monitoring & Intervention > View Benchmarks

View Benchmarks
 View or edit benchmarks

The Default Benchmark setting determines which benchmarks - school, district, state - appear by default on screen and in reports.
 Current setting: **School Benchmarks**
 (Only schools using the Enterprise model have access to district and state test-linked benchmarks)
[Edit Default Benchmark](#)

Done

School District **S-State** **A**

This benchmark helps determine if students are on track for state testing.

Grades with **S-State-linked** scores are pre-filled and not editable.
 Scores for the remaining grades can be defined by the district administrator.

Edit Non-Linked Grades **C** Interpretation & Recommendations

Grade	Standard Not Met	Met Standard	Commended Performance
Grade 1	--	--	--
Grade 2	--	--	--
Grade 3	Below 202 SS	202 - 439 SS	At/Above 440 SS
Grade 4	Below 359 SS	359 - 571 SS	At/Above 572 SS
Grade 5	Below 237 SS	237 - 554 SS	At/Above 555 SS
Grade 6	Below 417 SS	417 - 673 SS	At/Above 674 SS
Grade 7	Below 518 SS	518 - 913 SS	At/Above 914 SS
Grade 8	Below 361 SS	361 - 804 SS	At/Above 805 SS
Grade 9	Below 346 SS	346 - 915 SS	At/Above 916 SS
Grade 10	--	--	--
Grade 11	--	--	--
Grade 12	--	--	--

Done

STAR Reading Enterprise: Editing Benchmarks ENTERPRISE

School Benchmarks

The task of editing school benchmarks in STAR Reading Enterprise is broken into two separate procedures:

- *Editing school benchmark structure* (see the next section) allows you to choose how many categories are used for the schools, the names assigned to those categories, and which category should serve as the minimum proficiency level students should try to achieve. The same school benchmark structure is used by all schools in the district.
- *Editing school cut scores* (see page 47) allows you to change the default values of the PR scores used as benchmarks. Each school can set its own values for the school cut scores.

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

Editing School Benchmark Structure

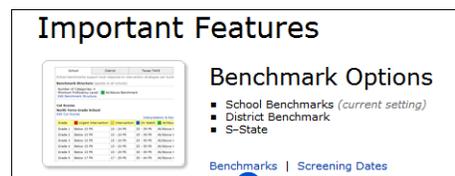
The procedure for editing school benchmark structure begins on the View Benchmarks page; there are two ways to reach this page:

- From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

1. Click **Enterprise Home** under STAR Reading on the Home page.
2. On the STAR Reading Enterprise Home page, click **Benchmarks** A (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 46.



From the Screening, Progress Monitoring & Intervention Page

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. Click **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 46.



If you can't click on View Benchmarks, the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 64.

- In the top section of the View Benchmarks page, click the **School** tab **B**.
- Click **Edit Benchmark Structure** **C**.

STAR Reading
 Home > Screening, Progress Monitoring & Intervention > View Benchmarks

View Benchmarks
 View or edit benchmarks

The Default Benchmark setting determines which benchmarks - school, district, state - appear by default on screen and in reports.
 Current setting: **School Benchmarks**
 (Only schools using the Enterprise model have access to district and state test-linked benchmarks)
[Edit Default Benchmark](#)

Done **B**

School **B** District S-State

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

Benchmark Structure (applies to all schools)
 Number of Categories: 4
 Minimum Proficiency Level: At/Above Benchmark
[Edit Benchmark Structure](#) **C**

Cut Scores
 School: North Terra Grade School

[Edit Cut Scores](#) [Interpretation & Recommendations](#)

Grade	<input checked="" type="checkbox"/> Urgent Intervention	<input checked="" type="checkbox"/> Intervention	<input checked="" type="checkbox"/> On Watch	<input checked="" type="checkbox"/> At/Above Benchmark
Grade 1	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 2	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 3	Below 15 PR	15 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 4	Below 15 PR	15 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 5	Below 15 PR	15 - 29 PR	30 - 39 PR	At/Above 40 PR
Grade 6	Below 17 PR	17 - 29 PR	30 - 44 PR	At/Above 45 PR
Grade 7	Below 17 PR	17 - 32 PR	33 - 44 PR	At/Above 45 PR
Grade 8	Below 20 PR	20 - 32 PR	33 - 44 PR	At/Above 45 PR
Grade 9	Below 20 PR	20 - 32 PR	33 - 49 PR	At/Above 50 PR
Grade 10	Below 20 PR	20 - 34 PR	35 - 49 PR	At/Above 50 PR
Grade 11	Below 20 PR	20 - 34 PR	35 - 49 PR	At/Above 50 PR
Grade 12	Below 20 PR	20 - 34 PR	35 - 54 PR	At/Above 55 PR

Done

If you change the number of categories, the cut scores will revert to their default values (see the diagram on page 49).

- On the Edit School Benchmark Structure page, use the **Number of Categories** drop-down list **C** to choose how many categories you want in the structure (from 2–5; the default is 4).

STAR Reading
 Home > Screening, Progress Monitoring & Intervention > View Benchmarks > Edit School Benchmark Structure

Edit School Benchmark Structure
 Change the number of categories, category names, or minimum proficiency level for all schools and grade levels

Number of Categories: 4 **C** Minimum Proficiency Level

Category

At/Above Benchmark **D** **E**

On Watch

Intervention

Urgent Intervention

Cancel Default **F** Save

You can restore all the settings to their defaults at any time by clicking Default **F.**

6. If you want to change the names of the categories, type the names you want in the appropriate fields next to the colored boxes **D**. The default names differ based on the number of categories being used:

2 Categories	3 Categories	4 Categories	5 Categories
 At/Above Benchmark	 At/Above Benchmark	 At/Above Benchmark	 Above Benchmark
 Below Benchmark	 On Watch	 On Watch	 At Benchmark
	 Intervention	 Intervention	 On Watch
		 Urgent Intervention	 Intervention
			 Urgent Intervention

7. The Screening Report (see page 131) has a graph showing which students fall into each of the categories. Choose one of those categories to serve as the “bar” that students must reach in the Minimum Proficiency Level column **E**. When a Screening Report is printed, a horizontal line will be placed on the graph at the chosen level, making it easier to see students who are “reaching the bar” and those who are not. (The lowest category cannot be chosen as the minimum proficiency level).
8. When you have finished making your changes, click **Save**. To leave this page without saving your changes, click **Cancel**.

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

Editing School Cut Scores

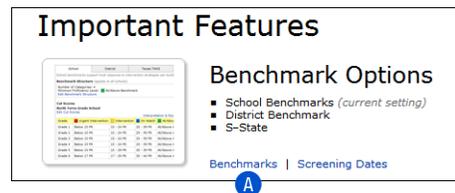
The procedure for editing school cut scores begins on the View Benchmarks page; there are two ways to reach this page:

- From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

1. Click **Enterprise Home** under STAR Reading on the Home page.
2. On the STAR Reading Enterprise Home page, click **Benchmarks** **A** (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 48.



If you can't click on View Benchmarks,
the selected school

does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 64.

From the Screening, Progress Monitoring & Intervention Page

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. Click **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 48.

3. In the top section of the View Benchmarks page, click the **School** tab **B**.
4. Use the **School** drop-down list **C** to select which school's cut scores to edit. **Note:** School administrators and school staff can only edit cut scores for their own school.
5. Click **Edit Cut Scores** **D**.

STAR Reading
 Home > Screening, Progress Monitoring & Intervention > View Benchmarks

View Benchmarks
 View or edit benchmarks

The Default Benchmark setting determines which benchmarks - school, district, state - appear by default on screen and in reports.
 Current setting: **School Benchmarks**
 (Only schools using the Enterprise model have access to district and state test-linked benchmarks)
[Edit Default Benchmark](#)

Done **B**

School District S-State

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

Benchmark Structure (applies to all schools)
 Number of Categories: 4
 Minimum Proficiency Level: At/Above Benchmark
[Edit Benchmark Structure](#)

Cut Scores
 School: North Terra Grade School **C**

D [Edit Cut Scores](#) [Interpretation & Recommendations](#)

Grade	<input checked="" type="checkbox"/> Urgent Intervention	<input type="checkbox"/> Intervention	<input type="checkbox"/> On Watch	<input checked="" type="checkbox"/> At/Above Benchmark
Grade 1	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 2	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 3	Below 15 PR	15 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 4	Below 15 PR	15 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 5	Below 15 PR	15 - 29 PR	30 - 39 PR	At/Above 40 PR
Grade 6	Below 17 PR	17 - 29 PR	30 - 44 PR	At/Above 45 PR
Grade 7	Below 17 PR	17 - 32 PR	33 - 44 PR	At/Above 45 PR
Grade 8	Below 20 PR	20 - 32 PR	33 - 44 PR	At/Above 45 PR
Grade 9	Below 20 PR	20 - 32 PR	33 - 49 PR	At/Above 50 PR
Grade 10	Below 20 PR	20 - 34 PR	35 - 49 PR	At/Above 50 PR
Grade 11	Below 20 PR	20 - 34 PR	35 - 49 PR	At/Above 50 PR
Grade 12	Below 20 PR	20 - 34 PR	35 - 54 PR	At/Above 55 PR

Done

- On the Edit School Cut Scores page, use the drop-down lists in the row for a grade to change the PR values that define the categories for that grade. The values must be in ascending order from left to right.

E In this example (where 4 categories are used), On Watch is automatically calculated as the range of scores between Intervention and At/Above Benchmark. The category that is automatically calculated changes depending on the number of categories used; see the diagram below.

Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Grade 1	Below 10 PR	Below 25 PR	Auto-Calculated	At/Above 40 PR
Grade 2	Below 10 PR	Below 25 PR	Auto-Calculated	At/Above 40 PR
Grade 3	Below 10 PR	Below 25 PR	Auto-Calculated	At/Above 40 PR
Grade 4	Below 15 PR	Below 25 PR	Auto-Calculated	At/Above 40 PR
Grade 5	Below 15 PR	Below 30 PR	Auto-Calculated	At/Above 45 PR
Grade 6	Below 20 PR	Below 30 PR	Auto-Calculated	At/Above 45 PR
Grade 7	Below 20 PR	Below 33 PR	Auto-Calculated	At/Above 50 PR
Grade 8	Below 22 PR	Below 35 PR	Auto-Calculated	At/Above 50 PR
Grade 9	Below 22 PR	Below 37 PR	Auto-Calculated	At/Above 55 PR
Grade 10	Below 25 PR	Below 37 PR	Auto-Calculated	At/Above 55 PR
Grade 11	Below 25 PR	Below 37 PR	Auto-Calculated	At/Above 60 PR
Grade 12	Below 25 PR	Below 40 PR	Auto-Calculated	At/Above 60 PR

There can be from 2–5 categories for school benchmarks (the default number is 4). The values for some categories are automatically calculated based on the scores you choose for the other categories. The default PR values for the categories (along with their default names) are shown below:

Number of Categories	Category 1	Category 2	Category 3	Category 4	Category 5
2	Below Benchmark: Calculated ^a		At/Above Benchmark: At/Above 40 PR		
3	Intervention: Below 25 PR	On Watch: Calculated ^b		At/Above Benchmark: At/Above 40 PR	
4	Urgent Intervention: Below 10 PR	Intervention: 10–24 PR	On Watch: Calculated ^b	At/Above Benchmark: At/Above 40 PR	
5	Urgent Intervention: Below 10 PR	Intervention: 10–24 PR	On Watch: 25–39 PR	At Benchmark: Calculated ^c	Above Benchmark: At/Above 50 PR

- Below Benchmark is automatically calculated to be from 1 to (At/Above Benchmark – 1). For example, if At/Above Benchmark is At/Above 40 PR, Below Benchmark is 1–39 PR.
- On Watch is automatically calculated as the range of scores between At/Above Benchmark and Intervention. For example, if At/Above Benchmark is At/Above 40 PR and Intervention is Below 25 PR, On Watch is 25–39 PR.
- At Benchmark is automatically calculated as the range of scores between Above Benchmark and On Watch. For example, if Above Benchmark is At/Above 50 PR and On Watch is Below 40 PR, At Benchmark is 40–49 PR.

- Click **Save** to save the changes you have made to the cut scores. To exit this page without saving your changes, click **Cancel**.



District Benchmarks

The task of editing district benchmarks in STAR Reading Enterprise is broken into two separate procedures:

- *Editing district benchmark structure* (see the next section) allows you to choose how many categories are used for the district, the names assigned to those categories, and which category should serve as the minimum proficiency level students should try to achieve.
- *Editing district cut scores* (see page 52) allows you to change the default values of the PR scores used as benchmarks.

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

Editing District Benchmark Structure

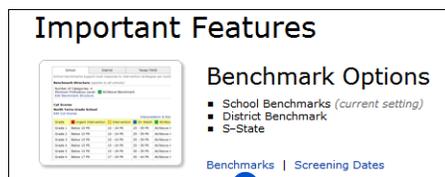
The procedure for editing district benchmark structure begins on the View Benchmarks page; there are two ways to reach this page:

- From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

1. Click **Enterprise Home** under STAR Reading on the Home page.
2. On the STAR Reading Enterprise Home page, click **Benchmarks** ^A (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 51.



From the Screening, Progress Monitoring & Intervention Page

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. Click **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 51.



If you can't click on View Benchmarks, the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 64.

- In the top section of the View Benchmarks page, click the **District** tab **B**.
- Click **Edit Benchmark Structure** **C**.

View Benchmarks
View or edit benchmarks

The Default Benchmark setting determines which benchmarks - school, district, state - appear by default on screen and in reports.
Current setting: **School Benchmarks**
(Only schools using the Enterprise model have access to district and state test-linked benchmarks)
[Edit Default Benchmark](#)

Done **B**

School **District** S-State

The district benchmark applies to all schools and grades and is always used for longitudinal reporting.

Benchmark Structure (applies to all schools)
Number of Categories: 4
Minimum Proficiency Level: ■ At/Above Benchmark
[Edit Benchmark Structure](#) **C**

Cut Scores (applies to all schools)
[Edit Cut Scores](#) [Interpretation & Recommendations](#)

Grade	■ Urgent Intervention	■ Intervention	■ On Watch	■ At/Above Benchmark
All Grades	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR

Done

If you change the number of categories, the cut scores will revert to their default values (see the diagram on page 54).

- On the Edit District Benchmark Structure page, use the **Number of Categories** drop-down list **D** to choose how many categories you want in the structure (from 2–5; the default is 4).

Edit District Benchmark Structure
Change the number of categories, category names, or minimum proficiency level for all schools and grade levels

Number of Categories: 4 **D** Minimum Proficiency Level: ■ At/Above Benchmark **E**

Category

■ At/Above Benchmark **F**
■ On Watch **F**
■ Intervention **F**
■ Urgent Intervention **F**

Cancel **Default** **Save** **G**

You can restore all the settings to their defaults at any time by clicking **Default **G**.**

- If you want to change the names of the categories, type the names you want in the appropriate fields next to the colored boxes **E**. The default names differ based on the number of categories being used:

2 Categories	3 Categories	4 Categories	5 Categories
■ At/Above Benchmark	■ At/Above Benchmark	■ At/Above Benchmark	■ Above Benchmark
■ Below Benchmark	■ On Watch	■ On Watch	■ At Benchmark
	■ Intervention	■ Intervention	■ On Watch
		■ Urgent Intervention	■ Intervention
			■ Urgent Intervention

7. The Screening Report (see page 131) has a graph showing which students fall into each of the categories. Choose one of those categories to serve as the “bar” that students must reach in the Minimum Proficiency Level column **F**. When a Screening Report is printed, a horizontal line will be placed on the graph at the chosen level, making it easier to see students who are “reaching the bar” and those who are not. (The lowest category cannot be chosen as the minimum proficiency level).
8. When you have finished making your changes, click **Save**. To leave this page without saving your changes, click **Cancel**.

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

Editing District Cut Scores

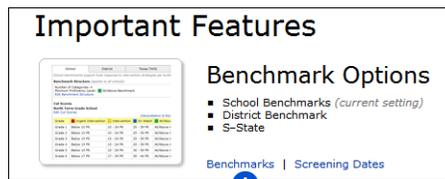
The procedure for editing district cut scores begins on the View Benchmarks page; there are two ways to reach this page:

- From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

1. Click **Enterprise Home** under STAR Reading on the Home page.
2. On the STAR Reading Enterprise Home page, click **Benchmarks** **A** (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 53.



From the Screening, Progress Monitoring & Intervention Page

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. Click **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 53.



*If you can't click on **View Benchmarks**, the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 64.*

- In the top section of the View Benchmarks page, click the **District** tab **B**.
- Click **Edit Cut Scores** **C**.

STAR Reading
 Home > Screening, Progress Monitoring & Intervention > View Benchmarks

View Benchmarks
 View or edit benchmarks

The Default Benchmark setting determines which benchmarks - school, district, state - appear by default on screen and in reports.
 Current setting: **School Benchmarks**
 (Only schools using the Enterprise model have access to district and state test-linked benchmarks)
[Edit Default Benchmark](#)

Done

School **District** S-State

The district benchmark applies to all schools and grades and is always used for longitudinal reporting.

Benchmark Structure (applies to all schools)
 Number of Categories: 4
 Minimum Proficiency Level: ■ At/Above Benchmark
[Edit Benchmark Structure](#)

C **Cut Scores** (applies to all schools)
[Edit Cut Scores](#) [Interpretation & Recommendations](#)

Grade	■ Urgent Intervention	■ Intervention	■ On Watch	■ At/Above Benchmark
All Grades	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR

Done

- On the Edit District Cut Scores page, use the drop-down lists to change the PR values that define the categories for the district. The values must be in ascending order from left to right.

STAR Reading
 Home > Screening, Progress Monitoring & Intervention > View Benchmarks > Edit District Cut Scores

Edit District Cut Scores
 Set the cut scores for each category

D

Grade	■ Urgent Intervention	■ Intervention	■ On Watch	■ At/Above Benchmark
All Grades	Below 10 PR	Below 25 PR	Auto-Calculated	At/Above 40 PR

Cancel Save

- In this example (where 4 categories are used), On Watch is automatically calculated as the range of scores between Intervention and At/Above Benchmark. The category that is automatically calculated changes depending on the number of categories used; see the diagram on page 54.



There can be from 2–5 categories for district benchmarks (the default number is 4). The values for some categories are automatically calculated based on the scores you choose for the other categories. The default PR values for the categories (along with their default names) are shown below:

Number of Categories	2	Below Benchmark: Calculated^a		At/Above Benchmark: At/Above 40 PR		
	3	Intervention: Below 25 PR	On Watch: Calculated^b	At/Above Benchmark: At/Above 40 PR		
	4	Urgent Intervention: Below 10 PR	Intervention: 10–24 PR	On Watch: Calculated^b	At/Above Benchmark: At/Above 40 PR	
	5	Urgent Intervention: Below 10 PR	Intervention: 10–24 PR	On Watch: 25–39 PR	At Benchmark: Calculated^c	Above Benchmark: At/Above 50 PR

- a. Below Benchmark is automatically calculated to be from 1 to (At/Above Benchmark – 1). For example, if At/Above Benchmark is At/Above 40 PR, Below Benchmark is 1–39 PR.
- b. On Watch is automatically calculated as the range of scores between At/Above Benchmark and Intervention. For example, if At/Above Benchmark is At/Above 40 PR and Intervention is Below 25 PR, On Watch is 25–39 PR.
- c. At Benchmark is automatically calculated as the range of scores between Above Benchmark and On Watch. For example, if Above Benchmark is At/Above 50 PR and On Watch is Below 40 PR, At Benchmark is 40–49 PR.

6. Click **Save** to save the changes you have made to the cut scores. To exit this page without saving your changes, click **Cancel**.



State Benchmarks

If there is a linking between the state test and the STAR Reading test, the Scaled Score (SS) that a student receives can be used to see if the student has reached a state benchmark. Essentially, you use the results of a STAR Reading test to predict how a student will perform on a state test.

However, some grades may not have the linking; for example, a state test might only have a linking to STAR Reading for grades 3–8. In cases like this, no values are assigned to the non-linked grades, but you can assign your own if you wish.

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

Editing Non-Linked Grades

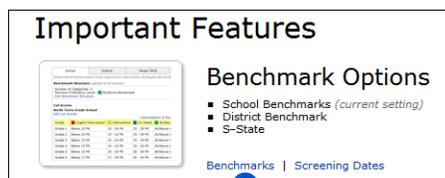
The procedure for editing non-linked grades begins on the View Benchmarks page; there are two ways to reach this page:

- From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

1. Click **Enterprise Home** under STAR Reading on the Home page.
2. On the STAR Reading Enterprise Home page, click **Benchmarks** ^A (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 56.



From the Screening, Progress Monitoring & Intervention Page

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. Click **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 56.



If you can't click on View Benchmarks,
 the selected school

does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 64.

3. In the top section of the View Benchmarks page, click the **State** tab **A**.
4. Click **Edit Non-Linked Grades** **B**.

★ STAR Reading

Home > Screening, Progress Monitoring & Intervention > View Benchmarks

View Benchmarks

View or edit benchmarks

The Default Benchmark setting determines which benchmarks - school, district, state - appear by default on screen and in reports.
 Current setting: **School Benchmarks**
(Only schools using the Enterprise model have access to district and state test-linked benchmarks)
[Edit Default Benchmark](#)

School
District
S-State A

This benchmark helps determine if students are on track for state testing.

Grades with **S-State-linked** scores are pre-filled and not editable.
 Scores for the remaining grades can be defined by the district administrator.

Edit Non-Linked Grades B
Interpretation & Recommendations

Grade	Standard Not Met	Met Standard	Commended Performance
Grade 1	--	--	--
Grade 2	--	--	--
Grade 3	Below 202 SS	202 - 439 SS	At/Above 440 SS
Grade 4	Below 359 SS	359 - 571 SS	At/Above 572 SS
Grade 5	Below 237 SS	237 - 554 SS	At/Above 555 SS
Grade 6	Below 417 SS	417 - 673 SS	At/Above 674 SS
Grade 7	Below 518 SS	518 - 913 SS	At/Above 914 SS
Grade 8	Below 361 SS	361 - 804 SS	At/Above 805 SS
Grade 9	Below 346 SS	346 - 915 SS	At/Above 916 SS
Grade 10	--	--	--
Grade 11	--	--	--
Grade 12	--	--	--

5. Enter the Scaled Score values you want in the appropriate fields.

STAR Reading

Home > Screening, Progress Monitoring & Intervention > View Benchmarks > Edit Estimated S-State Scores

Edit Estimated S-State Cut Scores

Set cut scores for grades with no benchmark data

Cancel Save

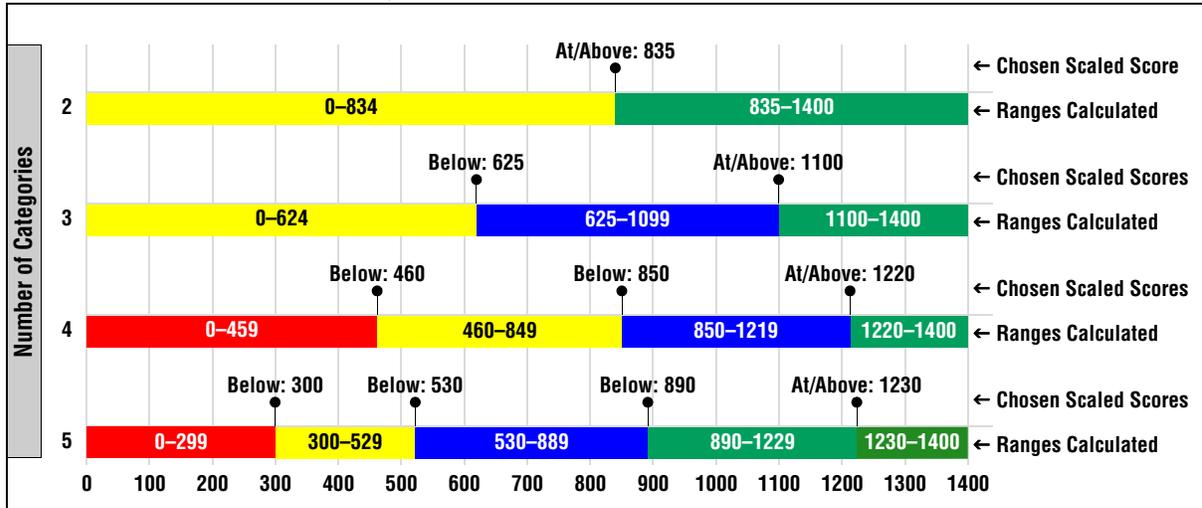
Recommend Scores (fills in suggested scaled score values for grades with no benchmark data)

Grade	Standard Not Met	Met Standard	Commended Performance
Grade 1	Below <input type="text" value="0"/> SS	Auto-Calculated	At/Above <input type="text" value="0"/> SS
Grade 2	Below <input type="text" value="0"/> SS	Auto-Calculated	At/Above <input type="text" value="0"/> SS
Grade 3	Below 202 SS	Auto-Calculated	At/Above 440 SS
Grade 4	Below 359 SS	Auto-Calculated	At/Above 572 SS
Grade 5	Below 237 SS	Auto-Calculated	At/Above 555 SS
Grade 6	Below 417 SS	Auto-Calculated	At/Above 674 SS
Grade 7	Below 518 SS	Auto-Calculated	At/Above 914 SS
Grade 8	Below 361 SS	Auto-Calculated	At/Above 805 SS
Grade 9	Below 346 SS	Auto-Calculated	At/Above 916 SS
Grade 10	Below <input type="text" value="0"/> SS	Auto-Calculated	At/Above <input type="text" value="0"/> SS
Grade 11	Below <input type="text" value="0"/> SS	Auto-Calculated	At/Above <input type="text" value="0"/> SS
Grade 12	Below <input type="text" value="0"/> SS	Auto-Calculated	At/Above <input type="text" value="0"/> SS

Cancel Save

- You can enter numbers from 2–1400.
- For each grade (row), the numbers must be lowest at the left and highest at the right.
- You can also click **Recommend Scores**  to have the software automatically calculate and enter Scaled Scores in all the fields for you. These calculated scores are not linked to the state test. They are extrapolated from the scores for grades that are linked to the state test. **Note:** Clicking **Recommend Scores** fills in values for *all* the fields—if you have already entered your own values in any of the fields before clicking **Recommend Scores**, they will be overwritten. You *can* change any of the recommended scores after they have been calculated.

Think of each Scaled Score as a point on a line. Once you have entered values for any of the Below or At/Above scores, the software calculates the ranges *between* those scores. Some examples are shown below for state tests that use from 2–5 categories.



- Click **Save** to save the changes you have made to the non-linked grades. To exit this page without saving your changes, click **Cancel**. Once you have saved your changes, the new values will be shown in the table in the State tab on the View Benchmarks page.

Default Benchmarks

The *default* benchmark is the benchmark that is used throughout STAR Reading Enterprise. In some places (such as the Screening Report options; see page 131), you are allowed to choose different benchmarks to use—if no choice is shown, the default benchmark will be used.

District administrators and district staff can either choose the default benchmark, which will apply to all schools in the district, or allow school administrators and school staff to choose their own benchmark, which will only apply in their own school. In a *mixed* district (where some schools use STAR Reading and some use STAR Reading Enterprise), the default benchmark chosen will only apply to schools using STAR Reading Enterprise.

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

Setting Default Benchmarks: District Administrators and District Staff

The Set Default Benchmark page is reached by means of the View Benchmarks page; there are two ways to reach the View Benchmarks page:

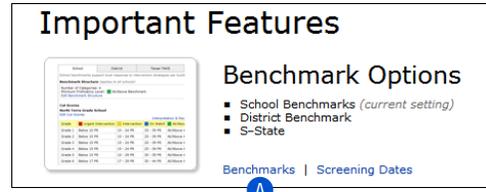
- From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page

Use whichever method you prefer.



From the STAR Reading Enterprise Home Page

1. Click **Enterprise Home** under STAR Reading on the Home page.
2. On the STAR Reading Enterprise Home page, click **Benchmarks** ^A (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 60.



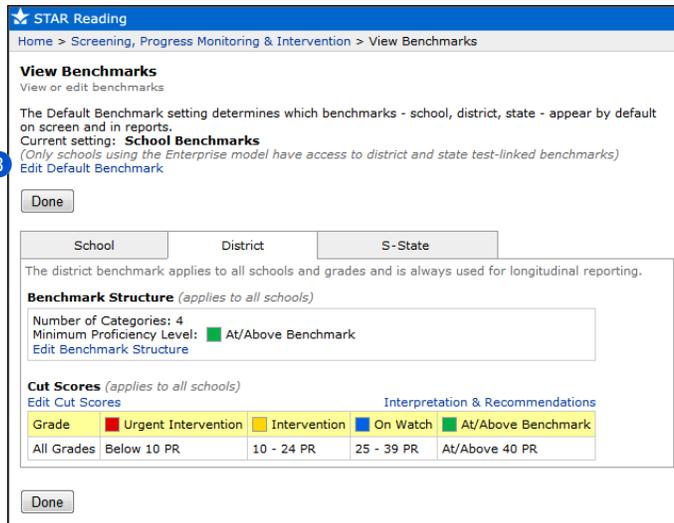
From the Screening, Progress Monitoring & Intervention Page

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. Click **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 60.

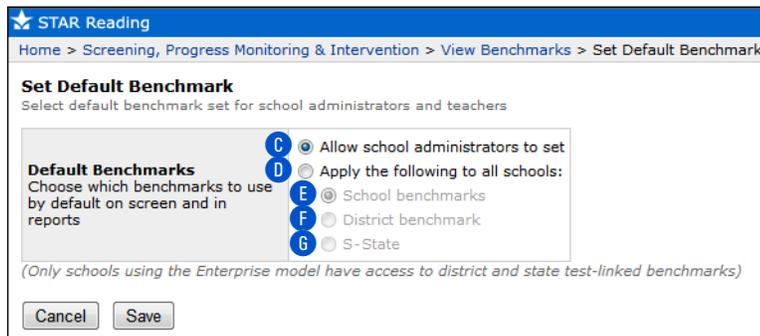


If you can't click on View Benchmarks, the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 64.

3. On the View Benchmarks page, click **Edit Default Benchmark** **B**.



4. On the Set Default Benchmark page, if you want to let school administrators choose which benchmark to use as the default benchmark in their own school, click **Allow school administrators to set** **C**.



If you want to choose the default benchmark yourself, click **Apply the following to all schools** **D**, and then choose one of the benchmarks listed to serve as the default:

- **School benchmarks** **E**: Each school will use the school benchmark (see page 45) as the default.
- **District benchmark** **F**: The district benchmark (see page 50) will be the default for all schools. If some schools in the district do not have an Enterprise subscription, the district benchmark will not be used for those schools.
- **“State”** **G**: If a linking between the STAR Reading scale and your state test has been completed for one or more grades, the state benchmarks can be used as the default. (The name shown will be the name of your state and the state test name acronym.)

If no linking studies have been performed for your state, this option will not be available.

5. Click **Save** to save your changes, or click **Cancel** to leave this page without saving changes.



Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

Setting Default Benchmarks: School Administrators and School Staff

School administrators and school staff can only set default benchmarks for their own school, and only if they have been given permission by the district administrator or district staff (see step 4 on page 60).

The Set Default Benchmark page is reached by means of the View Benchmarks page; there are two ways to reach the View Benchmarks page:

- From the Screening, Progress Monitoring & Intervention page
- From the STAR Reading Enterprise Home page

Use whichever method you prefer.

From the Screening, Progress Monitoring & Intervention Page

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. Click **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 62.

From the STAR Reading Enterprise Home Page

1. Click **Enterprise Home** under STAR Reading on the Home page.
2. On the STAR Reading Enterprise Home page, click **Benchmarks** ^A (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 62.

Important Features



Benchmark Options

- School Benchmarks *(current setting)*
- District Benchmark
- S-State

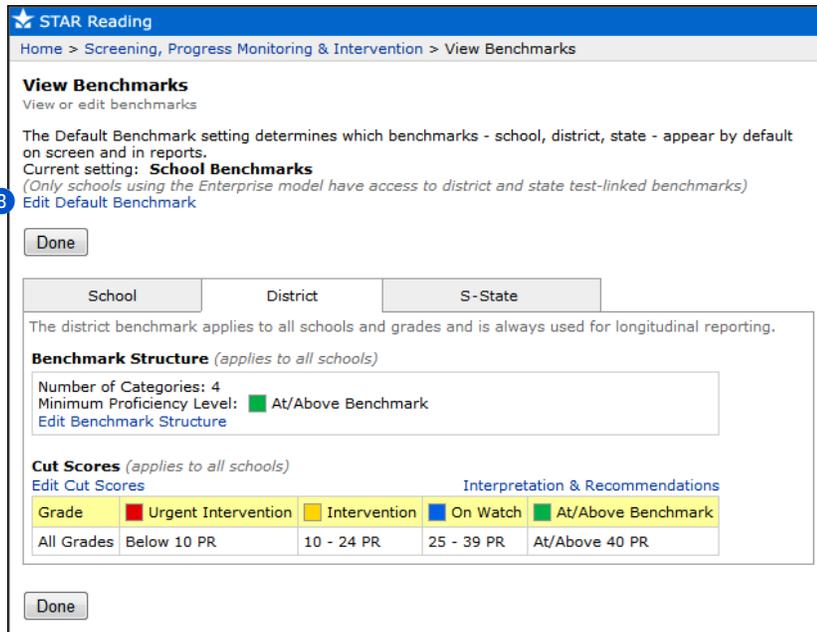
[Benchmarks](#) | [Screening Dates](#)



If you can't click on View Benchmarks, the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 64.

3. On the View Benchmarks page, click **Edit Default Benchmark** **B**.

 **If the Edit Default Benchmark link **B** is not shown, you do not have permission to edit default benchmarks (see step 4 on page 60).**



STAR Reading
 Home > Screening, Progress Monitoring & Intervention > View Benchmarks

View Benchmarks
 View or edit benchmarks

The Default Benchmark setting determines which benchmarks - school, district, state - appear by default on screen and in reports.
 Current setting: **School Benchmarks**
 (Only schools using the Enterprise model have access to district and state test-linked benchmarks)

B [Edit Default Benchmark](#)

Done

School District S-State

The district benchmark applies to all schools and grades and is always used for longitudinal reporting.

Benchmark Structure (applies to all schools)
 Number of Categories: 4
 Minimum Proficiency Level: At/Above Benchmark
[Edit Benchmark Structure](#)

Cut Scores (applies to all schools)
[Edit Cut Scores](#) Interpretation & Recommendations

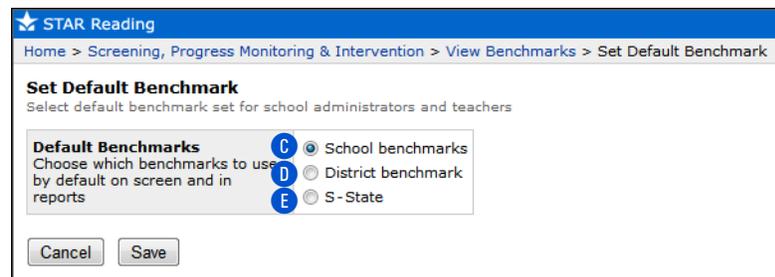
Grade	<input checked="" type="checkbox"/> Urgent Intervention	<input type="checkbox"/> Intervention	<input type="checkbox"/> On Watch	<input checked="" type="checkbox"/> At/Above Benchmark
All Grades	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR

Done

4. On the Set Default Benchmark page, choose one of the benchmarks listed to serve as the default:

- **School benchmarks** **C**: All grades in your school will use the school benchmark (see page 45) as the default.
- **District benchmark** **D**: The district benchmark (see page 50) will be the default for all grades in your school. If some schools in the district do not have an Enterprise subscription, the district benchmark will not be used for those schools.
- **“State”** **E**: If a linking between the STAR Reading scale and your state test has been completed for one or more grades, the state benchmarks can be used as the default. (The name shown will be the name of your state and the state test name acronym.)

If no linking studies have been performed for your state, this option will not be available.



STAR Reading
 Home > Screening, Progress Monitoring & Intervention > View Benchmarks > Set Default Benchmark

Set Default Benchmark
 Select default benchmark set for school administrators and teachers

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

C School benchmarks
 D District benchmark
 E S-State

Cancel Save

5. Click **Save** to save your changes, or click **Cancel** to leave this page without saving changes.

Screening Dates

STAR Reading uses three default screening dates for Screening Reports and Student Progress Monitoring Reports:

- Fall (September 1–September 15)
- Winter (January 1–January 15)
- Spring (May 1–May 15)

These dates can be edited, and more screening dates can be added (up to a maximum of 10 for the school year).

Viewing Screening Dates

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

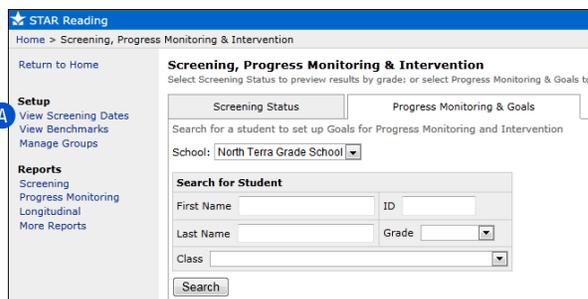
There are two ways to reach the View Screening Dates page:

- From the Screening, Progress Monitoring & Intervention page
- From the STAR Reading Enterprise Home page

Use whichever method you prefer.

From the Screening, Progress Monitoring & Intervention Page

1. On the Home page, under STAR Reading, click **Screening, Progress Monitoring & Intervention**.
2. If necessary, use the **School** drop-down list to choose which school to view the screening dates for.



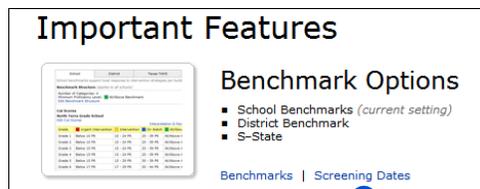
3. In the gray sidebar on the left side of the page, click **View Screening Dates** **A**; go ahead to step 4 on page 64.



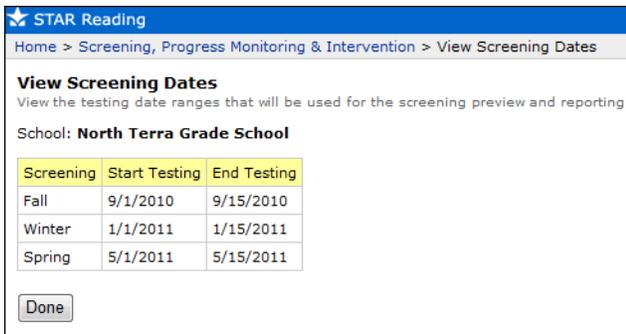
Teachers can only view screening dates; all other user groups can edit them (see “Adding or Editing Screening Dates” on page 64).

From the STAR Reading Enterprise Home Page

1. Click **Enterprise Home** under STAR Reading on the Home page.
2. Select your school from the **School** drop-down list, if necessary.
3. Click **Screening Dates** (below “Benchmark Options” in the Important Features section of the page); go ahead to step 4 on page 64.



- The table on the View Screening Dates page shows the name, start date, and end date for all of the screening dates at the chosen school. When you are done viewing the screening dates, click **Done**.



Adding or Editing Screening Dates

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

There are two ways to reach the Edit Screening Dates page:

- From the Screening, Progress Monitoring & Intervention page
- From the STAR Reading Enterprise Home page

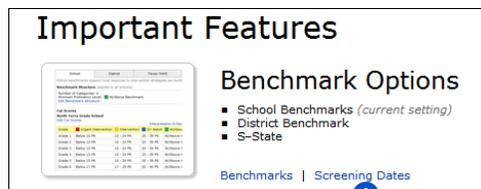
Use whichever method you prefer.

From the Screening, Progress Monitoring & Intervention Page

- Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
- If necessary, use the **School** drop-down list to choose which school to edit screening dates for.
- Click **View Screening Dates** in the gray sidebar on the left side of the page; go ahead to step 4 on page 65.

From the STAR Reading Enterprise Home Page

- Click **Enterprise Home** under STAR Reading on the Home page
- Select your school from the **School** drop-down list, if necessary.
- Click **Screening Dates** (below “Benchmark Options” in the Important Features section of the page); go ahead to step 4 on page 65.



4. Make your changes to the screening dates:



The following restrictions apply to editing and creating screening dates:

- Screening Dates cannot overlap.
- Screening Dates cannot range over more than 30 calendar days. It is best if the range falls within a single calendar month.
- The names of Screening Dates cannot exceed 35 characters.

- To change the name of an existing screening date, delete the current name **B** and type in a new name.
 - To change the dates, click the Start Testing date **C** and/or End Testing date **D** for an existing screening date and type in new dates. You can also click the calendar buttons next to these fields to choose dates.
 - To add a new screening date, click **Add Screening Dates** **E**. A new row will appear in the table; add the information you want as described above. Once the limit of 10 screening dates has been reached, the **Add Screening Dates** link will not be available.
 - To remove a screening date, click **Remove** **F** at the end of a row for the screening date. It is possible to remove all of the screening dates (including the three defaults), but if you remove all of them, you will be unable to create a Screening Report.
5. Click **Save** to save your changes. Click **Cancel** to leave this page without saving your changes. The screening dates will automatically rearrange themselves by calendar date.

Interventions and Goals

Setting Up or Editing Intervention Goals for Progress Monitoring

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

For students requiring additional help, you will need to start an intervention and set goals.

Interventions and goals are set for *individual* students, and can only be set after a student has taken his or her first STAR Reading test.

Note: Teachers who have had the “Manage STAR Reading Screening, Progress Monitoring & Intervention” capability removed (see page 176) can only set up and edit intervention goals for their own students.

The procedure for setting up or editing an intervention starts on the Student Detail page. There are two ways to reach this page:

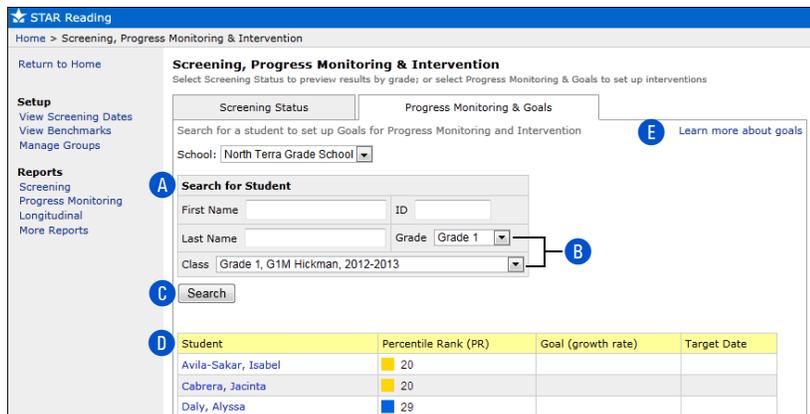
- From a student search
- From a screening preview

Use whichever method you prefer.

From a Student Search

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. Use the **School** drop-down list to choose a school, if necessary.
3. Click the **Progress Monitoring & Goals** tab.
4. In the Search for Student area of the screen **A**, you can enter all or part of a student’s name in the appropriate fields to use as search criteria, or you can enter the student’s ID number. You may also use the **Grade** or **Class** drop-down lists **B** to narrow your search to students in a particular grade or class.

 **For teachers who have had the “Manage STAR Reading Screening, Progress Monitoring & Intervention” capability removed, choosing All Classes from the Class drop-down list **B** will only return search results from their own classes.**



Student	Percentile Rank (PR)	Goal (growth rate)	Target Date
Avila-Sakar, Isabel	20		
Cabrera, Jacinta	20		
Daly, Alyssa	29		

 **For advice on setting goals, click [Learn more about goals on the Progress Monitoring & Goals tab **E**](#).**

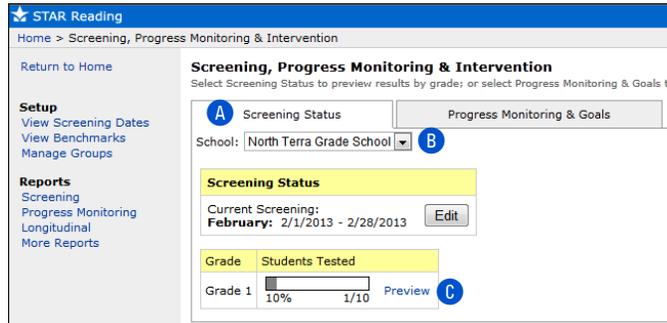
5. Click **Search **C****.

A list of students matching your search criteria will be presented **D**. Students who fit your search criteria but have not taken a test yet will have a dash shown in place of a PR score.

Click the name of a student; go to “Student Detail Page” on page 68.

From a Screening Preview

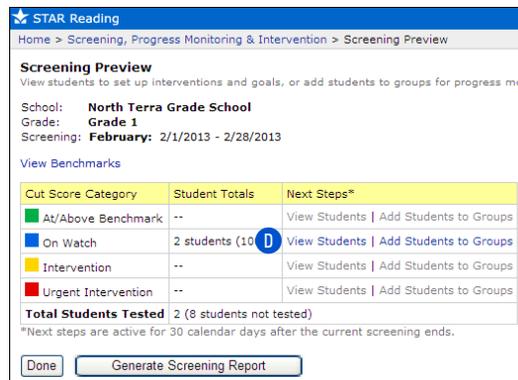
1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. Click the **Screening Status** tab **A** to make sure you are using the Screening Status view and use the **School** drop-down list **B** to choose your school.



3. Click **Preview** in the row for a grade **C**. A grade will not appear in this list until at least one student in that grade has taken a test.

Note: For a teacher who has had the “Manage STAR Reading Screening, Progress Monitoring & Intervention” capability removed, a grade will not appear in this list until at least one of *that* teacher’s students in that grade has taken a test.

4. On the Screening Preview page, click **View Students** in the row for a category **D** to view the students that are in that category.



5. On the View Students page, click a student's name **E** to go to the Student Detail page; go to “Student Detail Page” on page 68.



Student Detail Page

- On the Student Detail page, you will see the name of the student, the school the student is enrolled in, the date of the student's most recent STAR Reading test, the student's Scaled Score and Percentile Rank, and the student's Growth Rate (if the student has four or more scores).
 - To set up an *initial* goal for a student that doesn't have one yet, click **Add Goal** **A**; go to step 3 on page 69.

STAR Reading
Home > Screening, Progress Monitoring & Intervention > Student Detail

Student Detail
View or edit intervention and goals

School: **North Terra Grade School**
Student: **Massey, Jared**

Current Goal - (No Goal Set) Edit Goal | Delete Goal

Latest Test	Score	Goal	Growth Rate
2/1/2013	536 SS / 89 PR	Add Goal A	calculated after four scores

- To edit an *existing* goal, click **Edit Goal** **B** (or click on the goal itself **C**); continue to step 2.

STAR Reading
Home > Screening, Progress Monitoring & Intervention > Student Detail

Student Detail
View or edit intervention and goals

School: **North Terra Grade School**
Student: **Cabrera, Jacinta**

Current Goal - Jacinta's Goal Edit Goal **B** | Delete Goal

Latest Test	Score	Goal C	Growth Rate
2/1/2013	510 SS / 84 PR	600 SS / 96 PR (7.0 SS/week)	calculated after four scores

- To delete the existing goal, click **Delete Goal** **D**.

STAR Reading
Home > Screening, Progress Monitoring & Intervention > Student Detail

Student Detail
View or edit intervention and goals

School: **North Terra Grade School**
Student: **Cabrera, Jacinta**

Current Goal - Jacinta's Goal Edit Goal | **Delete Goal** **D**

Latest Test	Score	Goal	Growth Rate
2/1/2013	510 SS / 84 PR	600 SS / 96 PR (7.0 SS/week)	calculated after four scores

Be careful: once you delete a goal, *all* references to it will be deleted. Be *very* certain that you want to delete it. After you delete a goal, you can add or edit goals (as described above in this step), or click **Done** if you are finished.

- Your choices for the next option are based on whether the student took a test *after* the goal was set:
 - If the student *has not* taken a test since the goal was set, click **Change duration or goal of existing intervention** **E**.
 - If the student *has* taken a test since the goal was set, click **Set up new intervention and goal** **F**. (This option will not be available if the student has not taken a test since the goal was set.)

Once you've made your choice, go on to step 3.

- In the Intervention Name field **G**, type a title for the intervention (maximum of 100 characters). This title will appear on any Student Progress Monitoring Reports created for the student.



If the student has only taken one test, there will not be a Starting test drop-down list. The date and scores from that test will serve as the student's starting test information.

- Select the date you want the student to reach the goal by **H**. You can either type in a date or use the calendar button to select one.
- In the Goal section, use the **Starting test** drop-down list **I** to choose which test should serve as the student's starting test information (the date of the test and the student's Scaled Score and Percentile Rank on that test). Two calculations are automatically performed based on this information:
 - The number of Scaled Score points the student would have to gain every week in order to maintain his or her current Percentile Rank.



- The number of Scaled Score points the student would have to gain every week in order to reach the benchmark (see “Cut Scores, Benchmarks, and Benchmark Structures” on page 33).

Beneath these calculations, select a rate-of-progress goal **J** for the student (which is based on the performance of students with similar Scaled Scores and Percentile Ranks).

- The Moderate goal is one that at least 50% of students with the same PR score should be able to achieve within the time span you have set.
- The Ambitious goal is one that only 25% of students with the same PR score could be expected to achieve within the time span you have set.
- A Custom goal is one you define. Use the drop-down list to choose **Growth Rate, Scaled Score, or Percentile Rank**. Enter the goal growth rate, Scaled Score, or Percentile Rank. Click **Calculate Goal K** to calculate the Scaled Score per week or equivalent Scaled Score/Percentile Rank.

Examples: Jacinta has taken her first STAR Reading test. Her Scaled Score (SS) is 399 and her Percentile Rank (PR) is 39. The teacher sets up an intervention and goal for Jacinta to reach in 8 weeks.

- If the teacher wants to set a goal based on Scaled Score (SS), the teacher selects **Scaled Score** from the drop-down list, enters the SS Jacinta should reach within 8 weeks (for this example, 425), and then clicks **Calculate Goal**. The number of SS points Jacinta’s score needs to increase by every week will be displayed (3.3 SS/week), as well as the PR score that is equivalent to the goal of 425 SS (48 PR).

Or define a custom goal:

Scaled Score SS = 48 PR (3.3 SS/week)

- If the teacher wants to set a goal based on Percentile Rank (PR), the teacher selects **Percentile Rank** from the drop-down list, enters the PR Jacinta should reach within 8 weeks (for this example, 53), and then clicks **Calculate Goal**. The number of Scaled Score points Jacinta’s score needs to increase by every week will be displayed (4.3 SS/week), as well as the SS that is equivalent to the goal of 53 PR (437 SS).

Or define a custom goal:

Percentile Rank PR = 437 SS (4.3 SS/week)

- If the teacher wants to set a goal based on Growth Rate, the teacher selects **Growth Rate** from the drop-down list, enters the number of Scaled Score points *per week* (from 0.1–8.0) that the teacher would like the student to achieve over the next 8 weeks (for this example, 1.3 SS/week), and then clicks **Calculate Goal**. An ending Scaled Score (409 SS) and Percentile Rank (42 PR) are calculated based on the goal end date that the teacher entered.

Or define a custom goal:

Growth Rate SS/week = 409 SS / 42 PR

- When you have finished entering all the data for the student’s intervention and goals, click **Save**. To leave this page without saving any of the data, click **Cancel**.

 **For additional information about the scores and the functions they serve in the Screening and Student Progress Monitoring Reports, click **Interpretation & Recommendations** at the top of the Intervention Details table **L**.**

Groups

Students can be placed in groups so that certain reports can be created *just* for the students in that group. A student can belong to more than one group.

Note: Use caution when working with groups. Administrators can delete groups that were made in other classes or by other users; deletion *cannot* be undone.

Managing Groups

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.



Teachers who have had the “Manage STAR Reading Screening, Progress Monitoring & Intervention” capability removed can only manage their own students in groups.

1. On the Home page, under STAR Reading, click **Screening, Progress Monitoring & Intervention**.
2. If necessary, use the **School** drop-down list to choose which school’s groups you want to work with.
3. On the left side of the page, in the gray sidebar, click **Manage Groups**.
4. The first table on the Manage Groups page shows all the groups created for STAR Reading at the selected school that you are a member of. You will also see a list of any other groups that you have created or which you have been assigned to (these groups can be created in some of the other Renaissance Place RT programs).

There are several tasks you can perform on the Manage Groups page:

- Click **Create Group** **A** to open up a window where you can enter the name of a new group (see “Creating a Group” on page 72).
- Click **Edit** **B** in the row for a group to edit the name of the group or the personnel assigned to it (see “Editing a Group” on page 75).
- Click **Add/Remove Students** **C** to change the students assigned to a group (see “Adding or Removing Students from Groups: Method I” on page 73).
- Click **Delete** **D** to delete a group (see “Deleting a Group” on page 76).

STAR Reading
Home > Screening, Progress Monitoring & Intervention > Manage Groups

Manage Groups
Create, edit or delete groups used for Successful Reader and STAR Progress Monitoring reports

School: **North Terra Grade School**

Create Group **A**

STAR Reading Groups

Group Name	Personnel	Students	Use With	Actions
Epsilon	Amy Hickman, ADMINISTRATOR USER	0	STAR Reading	Edit Add/Remove Students Delete
Thetas	Eric Brite, ADMINISTRATOR USER	0	STAR Reading	Edit Add/Remove Students Delete

My Other Groups

Group Name	Personnel	Students	Use With	Actions
Alphas	Eric Brite, ADMINISTRATOR USER	5	STAR Early Literacy	Edit Delete
Deltas	Eric Brite, ADMINISTRATOR USER	6	STAR Math	Edit Delete
Gammas	Eric Brite, ADMINISTRATOR USER	0	STAR Math	Edit Delete

Done **E**

5. Click **Done** **E** when you have finished making changes to groups.

Creating a Group

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. If necessary, use the **School** drop-down list to choose a school.
3. Click **Manage Groups** in the gray sidebar on the left side of the page.
4. Click **Create Group**.
5. On the Create Groups page, enter or update the following information for the group:
 - The name of the group **A**.
 - The personnel assigned to the group **B**. You can choose a single person from the **Personnel** drop-down list, or click **Select Multiple Personnel** to assign more than one personnel member to the group.
 - The programs the group will be used with **C**. STAR Reading will already be checked. If there are other programs on your server that can use this group, they will be listed here; check the boxes for them if you want to use this group for those programs as well.
 - You can type a short description of the group in the Description field **D** (optional).

Note: The school the group belongs to **E** is the school you chose in step 2. If you need to create the group for a different school, click **Cancel**, use the **School** drop-down list on the Manage Groups page to choose the correct school, and then click **Create Group** again.

6. Click **Save** to save the new group. Click **Cancel** to leave this page without saving any changes.

Adding or Removing Students from Groups: Method I

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. If necessary, use the **School** drop-down list to choose a school.
3. Click **Manage Groups** in the gray sidebar on the left side of the page.
4. On the Manage Groups page, click **Add/Remove Students** in the row for the group you want to work with.
5. Search for the students you want to add to the group by using one or more of the criteria available and clicking **Search** **A**.

Note: Since this procedure started by clicking a link under STAR Reading, the search process described below will only find students in STAR Reading classes.



For an alternate way to add students to groups, see page 74.



Teachers who have had the “Manage STAR Reading Screening, Progress Monitoring & Intervention” capability removed can only add or remove their own students from groups.

STAR Reading
Home > Screening, Progress Monitoring & Intervention > Manage Groups > Add/Remove Students

Add/Remove Students
Enter search criteria to find and select students to add them to the group

School: **North Terra Grade School**
Group: **Epsilon**

Enrolled Students (Bold = Not Saved)	Remove All F
Atkinson, Hernando	Remove E
Cheatham, Robert	Remove
Daly, Alyssa	Remove
Hakoto, Trang	Remove
Jackson, Tamarr	Remove
Love, Jill	Remove
Ray, Kelsi	Remove

Search for Student

First Name: ID:
 Last Name: Grade: All grades **C**
 Class: All classes

Search **A**

<< Previous Next >>

D < Add Make selections and click the Add button

B <input type="checkbox"/> Student	Grade	ID
<input type="checkbox"/> Atkinson, Hernando	2	ha
<input type="checkbox"/> Cheatham, Robert	2	rc
<input type="checkbox"/> Daly, Alyssa	2	ad
<input type="checkbox"/> Hakoto, Trang	2	trh
<input type="checkbox"/> Jackson, Tamarr	2	tj
<input checked="" type="checkbox"/> Love, Jill	2	jl
<input checked="" type="checkbox"/> Ray, Kelsi	2	kr
<input type="checkbox"/> Reese, Jordan	2	jr

Cancel Save

6. Check the box by each student you want added, or check the **Student** box at the top of the column **B** to select all the students listed on the page. If the list of students in the search results goes to more than one page, click << **Previous** or **Next** >> **C** to move through the list.
7. Click < **Add** **D**.
8. Click **Remove** by a student you want to remove from the group **E**.
9. Click **Remove All** to remove all the students from the group **F**.
10. Click **Save** when you are finished, or click **Cancel** to leave this page without saving any changes.

Adding Students to Groups: Method II

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.



For an alternate way to add students to groups, see page 73.

1. Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
2. Click the **Screening Status** tab **A** to make sure you are using the Screening Status view and use the **School** drop-down list **B** to choose your school.
3. Click **Preview** in the row for a grade **C**. A grade will not appear in this list until at least one student in that grade has taken a test during the current screening period.

Note: For a teacher who has had the “Manage STAR Reading Screening, Progress Monitoring & Intervention” capability removed, a grade will not appear in this list until at least one of *that* teacher’s students in that grade has taken a test.

4. On the Screening Preview page, click **Add Students to Groups** in the row for a category **D** to view the students that are in that category.



Teachers who have had the “Manage STAR Reading Screening, Progress Monitoring & Intervention” capability removed can only add their own students to groups.

Cut Score Category	Student Totals	Next Steps*
At/Above Benchmark	--	View Students Add Students to Groups
On Watch	2 students (100%)	View Students Add Students to Groups D
Intervention	--	View Students Add Students to Groups
Urgent Intervention	--	View Students Add Students to Groups
Total Students Tested	2 (8 students not tested)	

*Next steps are active for 30 calendar days after the current screening ends.

- On the Add Students to Groups page, check the name of each student you want to add to a group. To select all the students on the page at once, check the **Student** box at the top of the column **E**. The names of any groups the student currently belongs to are also listed **F**.

- Select the group you want to add the selected students to from the **Group** drop-down list **G**. Then, click **Add Selected Students** **H** to add the students to the group. The list of groups the student belongs to will automatically update. You can also create a new group by clicking **Create a new Group** **I**. (See “Creating a Group” on page 72.)
- Click **Done** when you are finished adding students to groups.

Editing a Group

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

- Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
- If necessary, use the **School** drop-down list to choose a school.
- Click **Manage Groups** in the gray sidebar on the left side of the page.
- On the Manage Groups page, click **Edit** in the row for the group you want to edit.
- On the Edit Group page, update the following information for the group:
 - The name of the group **A**.
 - The personnel assigned to the group **B**. You can choose a single person from the **Personnel** drop-down list, or click **Select Multiple Personnel** to assign more than one personnel member to the group.
 - The programs the group will be used with **C**. STAR Reading will already be checked. If there are other programs on your server that can use this group, they will be listed here; check the boxes for them if you want to use this group for those programs as well.

- You can type a short description of the group in the Description field if you wish **D** (optional).

- Click **Save** to save the changes you've made. Click **Cancel** to leave this page without saving any changes.

Deleting a Group

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.



It is possible to delete groups made by other people, and deletion of a group cannot be undone, so be very careful when deleting groups.

- Click **Screening, Progress Monitoring & Intervention** under STAR Reading on the Home page.
- If necessary, use the **School** drop-down list to choose a school.
- On the left side of the page, in the gray sidebar, click **Manage Groups**.
- Click **Delete** in the row for a group to delete the group **A**.

Group Name	Personnel	Students	Use With	Actions
Epsilon	Amy Hickman, ADMINISTRATOR USER	0	STAR Reading	Edit Add/Remove Students Delete
Thetas	Eric Brite, ADMINISTRATOR USER	0	STAR Reading	Edit Add/Remove Students Delete

Group Name	Personnel	Students	Use With	Actions
Alphas	Eric Brite, ADMINISTRATOR USER	5	STAR Early Literacy	Edit Delete
Deltas	Eric Brite, ADMINISTRATOR USER	6	STAR Math	Edit Delete
Gammas	Eric Brite, ADMINISTRATOR USER	0	STAR Math	Edit Delete

- If you are sure you want to delete this group for all personnel, click **OK**. If not, click **Cancel**.

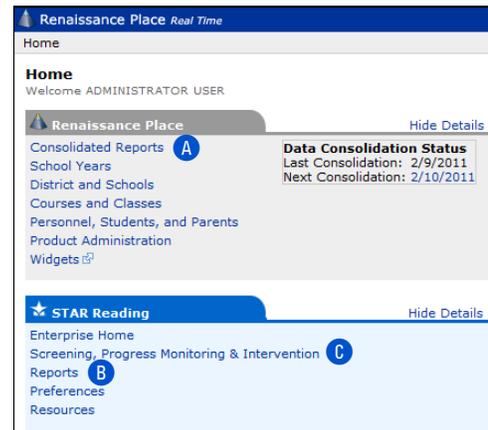
REPORTS

STAR Reading reports give you more information about your students' tests and your STAR Reading classes and teachers.

Renaissance Place RT and STAR Reading Reports

Renaissance Place Reports

When administrators and teachers click **Consolidated Reports** **A** under Renaissance Place on the Home page, they can generate reports with data from more than one Renaissance Place product. For more information, see the *Renaissance Place Real Time Software Manual*.



STAR Reading Reports



There is often more than one way to begin printing a report; alternate instructions are provided where appropriate.

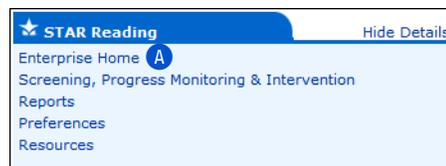
When you click **Reports** **B** under STAR Reading, you will open the Select Report page and can generate reports about your students' STAR Reading tests.

Two of the reports (Screening, and Student Progress Monitoring) are also accessed by clicking **Screening, Progress Monitoring & Intervention** **C**. See "Screening, Progress Monitoring & Intervention" on page 33.

STAR Reading Enterprise Reports

Some reports are only available to STAR Reading Enterprise customers where linking has been completed (and, in some instances, to customers in states participating in the Council of Chief State School Officers [CCSSO]/Renaissance Learning R&D consortium). If your school has access to these reports, they will be listed along with the others on the Select Reports page.

You will also be able to access these reports from the STAR Reading Enterprise Home page. Click **Enterprise Home** **A** under STAR Reading on the Home page.





Using STAR Reading Reports

Check for Adobe Reader Before You Generate Reports



Supporting software must be installed so all users of the computer can use it. For more information, see “Software Requirements” on page 16.

With the exception of the Growth Proficiency Chart (page 97) and the Longitudinal Report (page 123), STAR Reading uses Adobe Reader to generate reports. When you click **Reports** (under STAR Reading on the Home page), STAR Reading checks for this software.

If your computer does not have the software, the Software Requirements page will open. When this happens:

1. Contact the person who manages the computers for your school or district to find out if you have the rights required to install the supporting software for *all* users of the computer (not just you).
2. If you have these rights, look at the Action column. Click the **install Version** link **A** for Adobe Reader. You will receive instructions on where to download Adobe Reader.

Supporting Software	
Software / Primary Use	Action
Adobe Reader Viewing and printing reports as well as assessments and assignments Used by: All Products	Test Adobe Reader If Adobe Reader won't open, install Version 9.0 or later.

List of STAR Reading and STAR Reading Enterprise Reports

Report	Description	Page
Annual Progress Report	Graphs student progress over a school year.	88
Class Report	Lists teachers assigned and students enrolled in each class.	90
Diagnostic Report	Presents diagnostic information about an individual student's reading skills.	91
Enrollment Report	Lists students enrolled in STAR Reading.	93
Growth Report	Shows progress for a group of students over time.	94
Growth Proficiency Chart ENTERPRISE	Provides a customizable comparison of how specific schools, classes, and students are performing based on their Student Growth Percentile (SGP) and their proficiency in relation to a particular benchmark.	97
Instructional Planning Report - Class ENTERPRISE	Provides list of recommended skills for class or group instruction based on most recent assessment.	114
Instructional Planning Report - Student ENTERPRISE	Provides list of recommended skills for individualized instruction based on most recent assessment.	120
Longitudinal Report ENTERPRISE	Shows growth over multiple years.	123
Parent Report	Presents informational letter (in English or Spanish) for parents and guardians.	127
Reading Range Report	Provides reading range information for each student.	129
Registration Report	Lists students currently registered for testing.	130
Screening Report	Graphs students' placement above/below benchmarks based on STAR scores.	131
State Performance Report - Class ^a ENTERPRISE	Provides a graphic display of how groups of students are progressing toward proficiency based on their STAR Reading tests.	134
State Performance Report - District ^a ENTERPRISE	Displays Student Performance Outlook on the state test based on STAR Reading test scores.	— ^b
State Performance Report - Student ^a ENTERPRISE	Provides a graphic display of how individual students are progressing toward proficiency based on their STAR Reading tests.	136
State Standards Report - Class ENTERPRISE	Groups students by estimated mastery of State Standards or Common Core State Standards based on STAR Enterprise Scaled Score.	138
State Standards Report - District ENTERPRISE	Estimates mastery of State Standards or Common Core State Standards for groups of students based on STAR Enterprise Scaled Score.	141
State Standards Report - Student ENTERPRISE	Estimates a student's mastery of State Standards or Common Core State Standards based on STAR Enterprise Scaled Score.	145
Student Detail Report	Provides personal identification information for each student.	148
Student Information Report	Provides user name, password, date of birth, and gender for each student.	149



Report	Description	Page
Student Progress Monitoring Report	Graphs an individual student's progress toward goal.	150
Summary Report	Summarizes student test results for a specific date range.	152
Teacher Report	Shows user names and classes for STAR Reading teachers.	154
Test Activity Report	Shows students who have and have not tested during a specific date range.	155
Test Record Report	Shows individual results for tests taken within a specific date range.	156

a. This STAR Reading Enterprise report is also available to customers in states where linking has been completed and customers in states participating in the Council of Chief State School Officers (CCSSO)/Renaissance Learning R&D consortium.

b. This is actually the STAR State Performance Report - District; it is one of the Renaissance Place consolidated reports. See the *Renaissance Place Real Time Software Manual*.



Which Report Should I Use?

The following table should help you decide which report(s) can best serve your needs. If more than one report is listed, read the report descriptions to narrow the choices down.

Task/Information Needed	Report to Use	Page
STAR Reading Classes and Test-Taking Data		
Date of students' most recent STAR Reading test	Test Activity Report	155
How many STAR Reading tests students have/have not finished in a specific time period	Test Activity Report	155
How much time a student spent on each part of the STAR Reading Test	Diagnostic Report	91
List of all STAR Reading classes	Class Report	90
List of STAR Reading students' passwords	Student Information Report	149
List of STAR Reading students' personal information, including name, ID, gender, and date of birth	Student Information Report	149
List of STAR Reading students' personal information, including name, ID, gender, date of birth, grade, ethnicity, and/or characteristics	Student Detail Report	148
List of STAR Reading students' user names	Student Information Report	149
List of STAR Reading teachers' user names	Teacher Report	154
List of teachers assigned to STAR Reading classes	Class Report	90
	Enrollment Report	93
	Teacher Report	154
Were extended time limits used when taking a STAR Reading test	Diagnostic Report	91
	Growth Report	94
	Screening Report	131
	Student Information Report	149
	Student Progress Monitoring Report	150
	Test Record Report	156
Which STAR Reading students have not taken a test yet	Growth Report	94
	Screening Report	131
	Test Activity Report	155



Task/Information Needed	Report to Use	Page
Which students are enrolled in a STAR Reading class	Class Report	90
	Enrollment Report	93
	Student Detail Report	148
	Student Information Report	149
Which students are enrolled in more than one STAR Reading class	Enrollment Report	93
	Test Activity Report	155
Which students are registered to take a STAR Reading test	Registration Report	130
Scores		
Compare students' Grade Equivalent (GE) scores to national scores	Parent Report	127
Compare students' Instructional Reading Level (IRL) to national scores	Parent Report	127
Compare students' Percentile Rank (PR) to national scores	Parent Report	127
Compare students' Zone of Proximal Development (ZPD) to national scores	Parent Report	127
Compare students' ZPD 2000 to national scores	Parent Report	127
Compare students' Student Growth Percentile (SGP)	Growth Report	94
	Growth Proficiency Chart ENTERPRISE	97
Estimate what students' Scaled Scores (SS) will be by a specific date	Instructional Planning Report - Student ENTERPRISE	120
	State Standards Report - Class ENTERPRISE	138
	State Standards Report - District ENTERPRISE	141
	State Standards Report - Student ENTERPRISE	145
View a summary of the Grade Equivalent (GE) score distribution for a group of students	Summary Report	152
View a summary of the Instructional Reading Level (IRL) score distribution for a group of students	Summary Report	152
View a summary of the Percentile Rank (PR) score distribution for a group of students	Summary Report	152
View <i>all</i> of a student's test scores over a specific time period	Summary Report	152
	Test Record Report	156
View mean scores for a group of students	Summary Report	152



Task/Information Needed	Report to Use	Page
View students' ATOS 2000 scores	Annual Progress Report	88
	Diagnostic Report	91
	Growth Report	94
	Instructional Planning Report - Student ENTERPRISE	120
	Screening Report	131
	State Standards Report - Student ENTERPRISE	145
	Student Progress Monitoring Report	150
	Summary Report	152
	Test Record Report	156
View students' Estimated Oral Reading Fluency (Est. ORF)	Diagnostic Report	91
	Growth Report	94
	Screening Report	131
	Summary Report	152
	Test Record Report	156
View students' Functional Grade Level (FGL)	Diagnostic Report	91
View students' Grade Equivalent (GE) scores	Annual Progress Report	88
	Diagnostic Report	91
	Growth Report	94
	Screening Report	131
	State Standards Report - Student ENTERPRISE	145
	Summary Report	152
	Test Record Report	156
View students' Grade Placement (GP)	Screening Report	131
View students' Instructional Reading Level (IRL)	Diagnostic Report	91
	Growth Report	94
	Summary Report	152
	Test Record Report	156
View students' Normal Curve Equivalent (NCE) scores	Diagnostic Report	91
	Growth Report	94
	Summary Report	152
	Test Record Report	156



Task/Information Needed	Report to Use	Page
View students' Percentile Rank (PR) scores	Diagnostic Report	91
	Growth Report	94
	Screening Report	131
	Summary Report	152
	Test Record Report	156
View students' percentile rank range	Diagnostic Report	91
View students' Scaled Scores (SS)	Annual Progress Report	88
	Diagnostic Report	91
	Growth Report	94
	Screening Report	131
	Student Progress Monitoring Report	150
	Summary Report	152
	Test Record Report	156
View students' Student Growth Percentile (SGP)	Growth Report	94
View students' Zone of Proximal Development (ZPD)	Diagnostic Report	91
	Reading Range Report	129
	Screening Report	131
	Summary Report	152
	Test Record Report	156
View students' ZPD 2000 scores	Diagnostic Report	91
	Instructional Planning Report - Student ENTERPRISE	120
	Reading Range Report	129
	Screening Report	131
	Summary Report	152
	Test Record Report	156
Instructional Planning		
Assign students to instructional groups based on their benchmark achievements	Instructional Planning Report - Class ENTERPRISE	114
Find a suitable range of book levels for students to use when choosing books	Reading Range Report	129
Get suggestions for helping students below the 25th percentile to achieve growth	Diagnostic Report	91

Task/Information Needed	Report to Use	Page
Help plan Accelerated Reader quizzes for students to take	Reading Range Report	129
See which skills students are ready to learn, based on a specific benchmark	Instructional Planning Report - Class ENTERPRISE	114
	Instructional Planning Report - Student ENTERPRISE	120
Growth and Progress		
Check mean student performance improvement between school years	Growth Report	94
Check mean student performance improvement between two dates	Growth Report	94
Check student growth across school years	Longitudinal Report ENTERPRISE	123
Check student performance improvement between school years	Growth Report	94
Check student performance improvement between two dates	Growth Report	94
Check student progress in STAR Reading across an entire school year	Annual Progress Report	88
Check student progress towards a year-end goal	Annual Progress Report	88
Check student progress towards meeting state proficiency targets	State Performance Report - Class ENTERPRISE	134
	State Performance Report - Student ENTERPRISE	136
Compare student progress to a national norm reference	Annual Progress Report	88
Compare the growth of this year's <i>n</i> th graders vs. last year's <i>n</i> th graders (for example, this year's 5th-grade students vs. last year's 5th-grade students)	Longitudinal Report ENTERPRISE	123
Get suggestions for helping students below the 25th percentile to achieve growth	Diagnostic Report	91
See all of a student's test results over a specific time period	Summary Report	152
	Test Record Report	156
Benchmarks		
Assign students to instructional groups based on their benchmark achievements	Instructional Planning Report - Class ENTERPRISE	114
Compare students' proficiency in relation to a particular benchmark	Growth Proficiency Chart ENTERPRISE	97
See which skills students are ready to learn, based on a specific benchmark	Diagnostic Report (for students who have taken a STAR Reading Enterprise test)	91
	Instructional Planning Report - Class ENTERPRISE	114
	Instructional Planning Report - Student ENTERPRISE	120

Task/Information Needed	Report to Use	Page
Which students are having trouble reaching a benchmark	Screening Report	131
	Student Progress Monitoring Report	150
State Standards, Proficiency, and Comparisons		
Check if students are meeting Common Core state standards	State Standards Report - Class ENTERPRISE	138
	State Standards Report - District ENTERPRISE	141
	State Standards Report - Student ENTERPRISE	145
Check if students are meeting state grade-level standards	State Standards Report - Class ENTERPRISE	138
	State Standards Report - District ENTERPRISE	141
	State Standards Report - Student ENTERPRISE	145
Check students' progress towards meeting state proficiency targets	State Performance Report - Class ENTERPRISE	134
	State Performance Report - Student ENTERPRISE	136
National Standards and Comparisons		
Compare students' progress to a national norm reference	Annual Progress Report	88
Compare students' Grade Equivalent (GE) scores to national scores	Parent Report	127
Compare students' Instructional Reading Level (IRL) to national scores	Parent Report	127
Compare students' Normal Curve Equivalent (NCE) scores to national scores	Parent Report	127
Compare students' Percentile Rank (PR) scores to national scores	Parent Report	127
Compare students' percentile rank range to national scores	Parent Report	127
Compare students' Zone of Proximal Development (ZPD) to national scores	Parent Report	127
Compare students' ZPD 2000 to national scores	Parent Report	127
Let parents know how their child is doing compared to national scores	Parent Report	127
Parents		
Let parents know their child's test scores and how their child is doing compared to national scores	Parent Report	127

Selecting Students for Reports



For a cross-referenced chart of all the customizable reports and the options available in each, see page 163.

Many of the reports have a Select Students option which lets you decide which students to include on a report. The choice is typically made with a drop-down list; the options in the list vary depending on your position. Generally:

- District administrators and district staff will be able to choose students from any class in any school in the district.
- School administrators and school staff will be able to choose students from any class in their own school.
- Teachers can only choose students in their own classes.

Some reports also allow you to choose one or more *specific* students, classes, or groups. Reports that allow this will have the relevant links **A** below the drop-down list:

Clicking one of these will take you to a new page where you can select the students, classes, or groups you want, and then click **Save Selection** **B** to return to the Report Options page. You can also check the box at the top or bottom of the list **C** to select or deselect all the choices in a list.

Annual Progress Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report provides a graphic display of a student's progress across a school year in comparison to either a National Norm Reference or a year-end goal. The audience for this report is primarily teachers who are using STAR Reading for periodic progress monitoring.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click **Annual Progress** on the Select Report page.
5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description	
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 87.	
Reporting Parameter Group	See page 158.	
Reporting Period	For the Annual Progress Report, the reporting period is <i>always</i> an entire school year.	
Test Date Range	Use this option to choose a range of dates to include testing data from. <ul style="list-style-type: none"> • You must have at least one date range chosen. • You can add more date ranges (up to 10) to this report in order to compare multiple date ranges. • Date ranges should not overlap. • You need to choose Class, Teacher, or Grade for the Group By option in order to select a Test Date Range. If the Group By option is left at its default setting (Student), you will not be able to select a Test Date Range. 	
Comparison	Choose whether to compare students' progress in STAR Reading against the National Norm Reference.	
Show Grade Equivalent	Use this option to choose whether to show each student's GE score on the report.	
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 score in your report.	
Show Student ID	Choose whether or not to include student IDs on this report.	
Group By	Choose how to group the information on the report: by class, teacher, grade, or student.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.
Sort By	Choose how to sort information on the report: by students' last names or by their student IDs.	
Print Report Options	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.	

6. Click **View Report** when you are done choosing options.
7. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Class Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report lists your STAR Reading classes, the lead teacher assigned to each, and the enrolled students. This report has no customization options.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click **Class** on the Select Report page.
5. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Diagnostic Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report provides individual skills assessment and other diagnostic information for each of the students you have selected. This report helps teachers determine how to improve their student's performance. It also supports a direct discussion with an individual student's parents or guardians.

The report also includes suggestions for how the student can achieve additional growth, especially if the student falls below the 25th percentile.

For each student's most recent test, the report includes the student's Scaled Score (SS), Grade Equivalent (GE), Functional Grade Level (FGL), Percentile Rank (PR), Percentile Rank range, Instructional Reading Level (IRL), Estimated Oral Reading Fluency (ORF), Zone of Proximal Development (ZPD), and (if the Show ATOS 2000 Scores option is used) ATOS 2000 and ZPD 2000.

ENTERPRISE When you print this report for a student who has taken a STAR Reading Enterprise test, there are two additional options available: Benchmark and Show Skill Set Scores (see page 92). If a student has taken both a STAR Reading test *and* a STAR Reading Enterprise test, the report will use the data from the most recent test.

Notes on the Diagnostic Report:

- Although kindergartners can take STAR Reading tests, data for kindergartners has not been norm-referenced. Therefore, on this report, no values will be shown for Percentile Rank (PR) and/or Percentile Rank Range for kindergartners.
- Each student's report prints on a separate page.
- The report will indicate if any students took a test using extended time limits with a footnote explanation.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click **Diagnostic** on the Select Report page.
5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 87.
Reporting Parameter Group	See page 158.
Reporting Period	The Diagnostic Report shows data from a specific time period. You can use either a marking period that has been set up by a district administrator/school administrator for your school, or you can set your own range by choosing a starting and ending date.



Option	Description	
Benchmark ENTERPRISE	Use this option to see where a student's Scaled Score (SS) stands in relation to a particular benchmark: school, district, or state (see page 40).	
Show Grade Equivalent	Use this option to choose whether to show each student's GE score on the report.	
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 and ZPD 2000 scores in your report.	
Show Skill Set Scores ENTERPRISE	Use this option to show a student's skill set scores within each skill set: Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author's Craft, and Analyzing Argument and Evaluating Text. Check the Show individual skills within each skill area box for detailed suggestions about what skill areas the student is ready to learn next.	
Show Student ID	Choose whether or not to include student IDs on this report.	
Group By	Choose how to group the information on the report: by class, grade, teacher, or not grouped.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.
Sort By	Choose how to sort information on the report: by students' last names or by their student IDs.	

6. Click **View Report** when you are done choosing options.

7. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Enrollment Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report lists students who are enrolled in STAR Reading classes. The report lists students, their classes, and the teachers assigned to those classes. The report indicates which students (if any) are enrolled in more than one STAR Reading class.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click **Enrollment** on the Select Report page.
5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description	
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 87.	
Reporting Parameter Group	See page 158.	
Include Unenrolled Students	A student may have been unenrolled from a STAR Reading class, but you may still want to include that student on a report. This option allows you to include those students who <i>were</i> (but no longer <i>are</i>) enrolled in a STAR Reading class.	
Group By	Choose how to group the information on the report: by class, grade, teacher, or not grouped.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.
Sort By	Choose how to sort information on the report: by students' last names or by their student IDs.	
Print Report Options	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.	

6. Click **View Report** when you are done choosing options.
7. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Growth Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.



Not every student enrolled in a STAR Reading class will

have an SGP score that can be included on this report. For example, following expert recommendations, extremely high or low scores are not used to calculate SGPs, which may cause a student to have no usable scores for the purposes of this report. (For more information, on the Home page, click **Resources** under STAR Reading, then click **Student Growth Percentiles (SGP)**.)

This report shows the test results for the students you've selected and measures their progress between two testing sessions. You can use this report to evaluate your students' improvement during the year or over many years.

The report includes each student's name, class, teacher, test date, grade placement, Scaled Score (SS), Grade Equivalent (GE), Percentile Rank (PR), Student Growth Percentile (SGP), Normal Curve Equivalent (NCE), Instructional Reading Level (IRL) for the pretest and posttest, Estimated Oral Reading Fluency (ORF), and ATOS 2000 score, as well as the mean pretest and posttest scores for the entire group of students.

Notes on the Growth Report:

- Only students with more than one test appear on this report.
- If a student takes two tests on the same day, only the last one will appear on this report.
- Although kindergartners can take STAR Reading tests, data for kindergartners has not been norm-referenced. Therefore, on this report, no values will be shown for Percentile Rank (PR), Student Growth Percentile (SGP), and/or Normal Curve Equivalents (NCE) for kindergartners.
- The report will indicate if any students took a test using extended time limits, with a footnote explanation.
- The teacher shown on the report is the latest teacher assigned to the class, not necessarily the teacher of the class at the time the student took the tests.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click **Growth** on the Select Report page.
5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description
Schools	<p>Choose which schools in the district you want to see data for: either All Schools or one or more specific schools.</p> <ul style="list-style-type: none"> • This option is only available for district administrators and district staff. • If All Schools is chosen, a summary of the data is presented on the report, and the Select Students option will not be available.

Option	Description	
Select Students	<p>Use the drop-down list to choose All School Classes, a specific class, or click Students, Classes, or Groups to choose specific students, classes, or groups. See page 87.</p> <ul style="list-style-type: none"> • “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 71. • If a district administrator or district staff member chose All Schools for the Schools option, this option will automatically be set to All School Classes and cannot be changed. • For teachers, All School Classes will be replaced with All My Classes. • If a teacher chooses to select by Groups, all students in the selected group will appear on the report, even if they are not enrolled in one of that teacher’s classes. (This is a capability that can be changed; see the <i>Renaissance Place Real Time Software Manual</i> for more information.) 	
Reporting Parameter Group	See page 158.	
Pretest Reporting Period	The Growth Report shows data changes across two specific time periods: a pretest reporting period and a posttest reporting period.	
Posttest Reporting Period	<p>For each reporting period, you can use the entire school year, a marking period that has been set up by a district administrator/school administrator for your school, or an SGP window (see page 161), or you can set your own range by choosing a starting and ending date.</p> <ul style="list-style-type: none"> • If a district administrator or district staff member has chosen All Schools for the Schools option, the marking periods will not appear in the drop-down lists (marking periods are not always the same across all schools in a district). • Date ranges for pretest and posttest reporting periods cannot overlap. 	
Summary Only	<p>Use this option to make the data in the report more manageable by only showing a concise summary of it.</p> <ul style="list-style-type: none"> • If Yes is chosen for this option, the Sort By option will not be available. • If a district administrator or district staff member chose All Schools for the Schools option, this option will automatically be set to Yes and cannot be changed. 	
Show Grade Equivalent	Use this option to choose whether to show each student’s GE score on the report.	
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 score in your report.	
Group By	<p>Choose how to group the information on the report: by school, class, grade, teacher, or not grouped.</p> <ul style="list-style-type: none"> • Grouping by school is only an option for district administrators and district staff members who have chosen All Schools for the Schools option. • If one or more specific classes were chosen for the Select Students option, this option will automatically be set to Class. • If one or more specific groups were chosen for the Select Students option, this option will automatically be set to Group. 	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.
Sort By	<p>Choose how to sort information on the report: by students’ last names or by their student IDs.</p> <ul style="list-style-type: none"> • If Yes was chosen for the Summary Only option, this option will not be available. 	
Page Break	Use this option to have the information for each selected set print on a separate page.	
Print Report Options	Use this option to print a list of the options you’ve chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you’re using the same ones.	

6. Click **View Report** when you are done choosing options.
7. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Growth Proficiency Chart **ENTERPRISE**

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.



To view the Growth Proficiency Chart,

you must be using one of the following web browsers:

- **Windows:** Internet Explorer 9+ or Firefox 11+.
- **Macintosh:** Safari 5+ or Firefox 11+. You can also view the chart on an iPad® running iOS 5+.

The Growth Proficiency Chart is a dynamic scatterplot chart that provides a customizable comparison of how specific schools, classes, and students are performing in STAR Reading Enterprise based on their Student Growth Percentile (SGP) and their proficiency in relation to a particular benchmark.

Your user group determines what information is shown in the “default” view and what options are available for drilling down further into the data

Notes on the Growth Proficiency Chart:

- You must be working in the current school year to use this chart: it cannot be used to examine test data in prior school years.
- This chart cannot be used until there are test scores available in at least two of the SGP windows (see page 161).
- To be included in the calculations for this chart, a student needs to have tested in both of the selected SGP windows and the two scores from those tests must be able to generate a valid SGP value.
 - If a student takes more than one STAR Reading Enterprise test on the same day, the score from the last test taken that day will be used.
 - Students enrolled in multiple schools or classes will be counted multiple times if their scores meet the SGP window criteria.
 - Kindergarten students do not have SGP scores, and will not appear on the chart.

There are two ways to access the Growth Proficiency Chart; use whichever method you prefer, then go to the page listed for your user group:

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Reports**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Growth Proficiency Chart** on the Select Report page.

Method 2—From the STAR Reading Enterprise Home Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Enterprise Home**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Growth Proficiency Chart** **A** in the Enterprise Reports section of the Enterprise Home page.

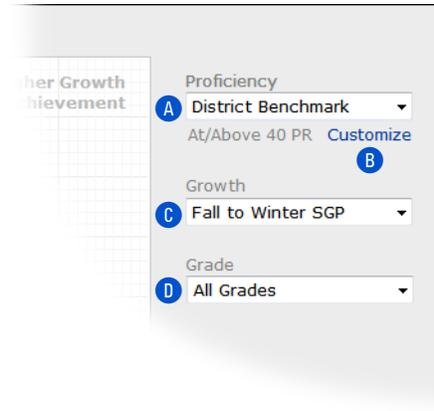


- District administrators and district staff: go to page 98
- School administrators and school staff: go to page 104
- Teachers: go to page 110

Growth Proficiency Chart: District Administrators and District Staff

When you initially view the chart, the following default information is shown in the upper-right corner:

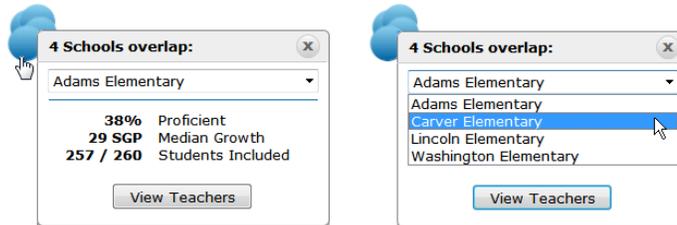
- **A** Proficiency is achieved when students reach a benchmark. The district benchmark is the default (see page 40); the minimum proficiency level for that benchmark is shown below the **Proficiency** drop-down list.
- You can edit the district benchmark by clicking **Customize** **B** (see page 50).
- If there is a linking study between STAR Reading Enterprise and your state benchmark, you can select the state benchmark from the **Proficiency** drop-down list. (If there is no linking study for your state, there will not be a drop-down list.)
- Although you cannot change a state benchmark, you can view it by clicking **View** under the drop-down list once the state benchmark has been chosen (the **Customize** **B** link will change to **View**).
- If the state benchmark is chosen, and you subsequently choose a grade (see **D**) *without* any values assigned to it, you will be prompted to click **View** and enter estimated values for the non-linked grade (see page 55).
- **C** Growth is determined by the change in test scores from one SGP test window to another (see page 161).
 - **Fall to Winter SGP** is the default test window.
 - Once the Spring SGP window begins (on 4/1), the default changes to **Fall to Spring SGP**, and you can choose **Fall to Winter SGP**, **Winter to Spring SGP**, or **Fall to Spring SGP** from the **Growth** drop-down list.
- **D** Initially, data for all grades in all schools in the district is shown. Use the **Grade** drop-down list to limit the data to a single grade.
 - Only grades that have STAR Reading Enterprise classes will be in the list. **All Grades** will show all grades in the district that have STAR Reading Enterprise classes.
 - **All Grades** includes all students who have tested in both SGP windows. Picking a single grade includes only students in that particular grade who have tested in both SGP windows.



From this initial (district) view, you can drill down deeper into the data (see the following sections and the diagram on page 103). At *any* time while viewing the Growth Proficiency Chart:

- You can choose a different benchmark **A**, test window **C**, or grade **D**. The chart will automatically update based on the choices you make.

- If any of the circles (which may represent a school, teacher, class, or student) overlap so that you cannot hover over a specific circle, the top of the pop-up window that opens will change to a drop-down list of all the overlapping items. You can make your choice from this list.



Click **Done** when you are finished with the chart.

District View

Each of the blue circles on the chart **E** represents a single school in the district. Hover the mouse over one of the circles to open a pop-up window with a school's name **F** and the following values:

- **Proficient:** Percentage of students in that school who are achieving the minimum proficiency level, as determined by the benchmark.
- **Median Growth:** The median (middle) value of the SGP scores for all students in that school.
- **Students Included:** The number before the slash is the number of students whose scores were used to create this chart; the number afterwards is the total number of students in the group.

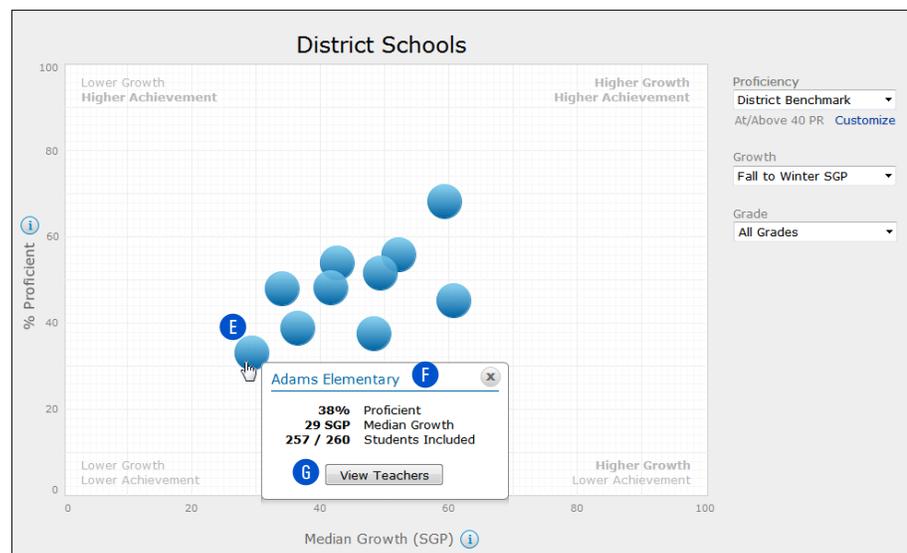
Click **View Teachers** in the pop-up window **G** to change to the teacher view (allowing you to view data for all STAR Reading Enterprise teachers at the chosen school; see page 100).



Not every student enrolled in a STAR Reading Enterprise class

will have a test score that can be used on this chart. For example:

- If you've chosen **Winter to Spring SGP** for the Growth option and a student hasn't taken a STAR Reading Enterprise test during that test window, that student would not have a usable test score for the purposes of this chart.
- Following expert recommendations, extremely high or low scores are not used to calculate SGPs, which may cause a student to have no usable scores for the purposes of this chart. (For more information, on the Home page, click **Resources** under STAR Reading, then click **Student Growth Percentiles (SGP)**.)

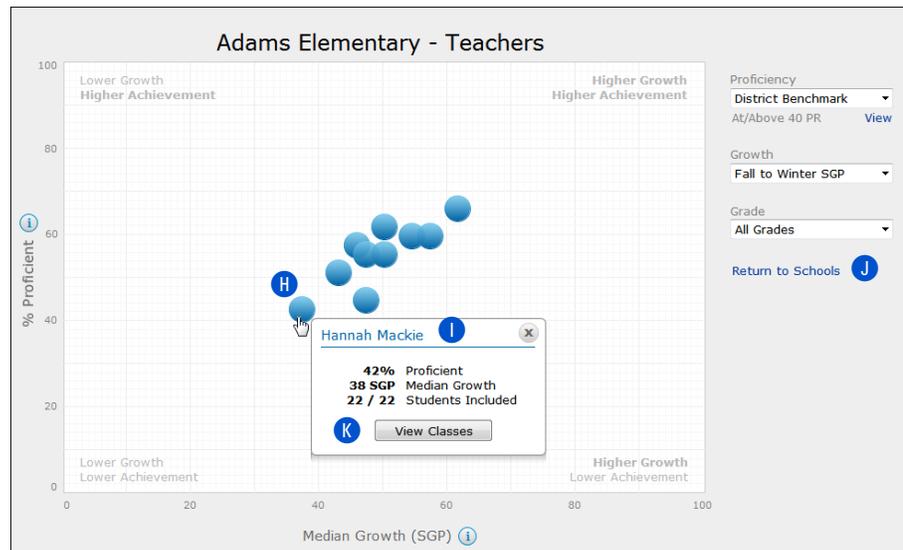


Teacher View

Each of the blue circles on the chart **H** represents a teacher at the chosen school who is assigned to a STAR Reading Enterprise class. Hover the mouse over one of the circles to open a pop-up window with a teacher's name **I** and the following values:

- **Proficient, Median Growth and Students Included:** These values are calculated the same way as they are in the district view (see page 99), but now the data is limited to students of the chosen teacher at the school.
- A **Return to Schools** link is added below the **Grade** drop-down list **J**. Click it to return to the district view, where all the schools in the district are shown (see page 99).

Click **View Classes** in the pop-up window **K** to change to the class view (allowing you to view data for all STAR Reading Enterprise classes taught by the chosen teacher at that school; see below).

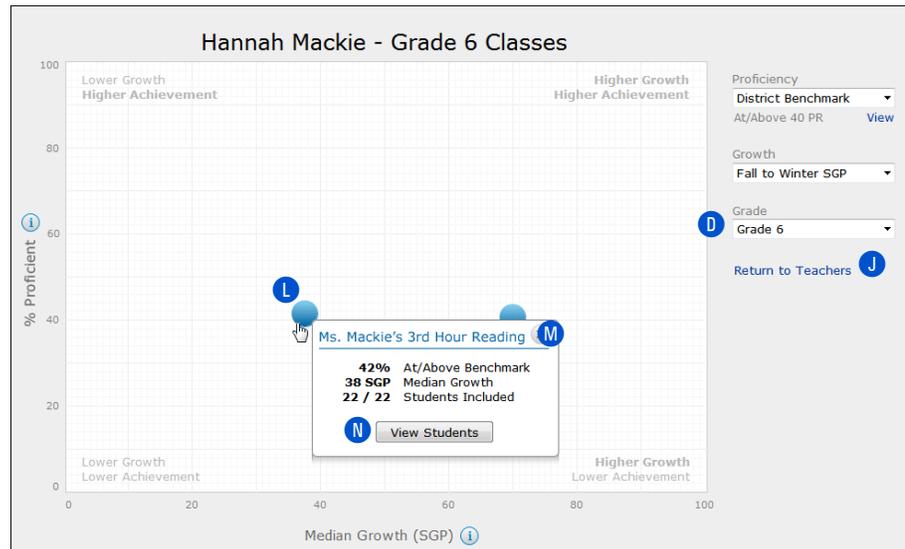


Class View

- Each of the blue circles on the chart **L** represents a STAR Reading Enterprise class taught by the chosen teacher. Hover the mouse over one of the circles to open a pop-up window with the class' name **M** and the following values:
 - **At/Above Benchmark:** The percentage of students in the class who have reached or surpassed the chosen benchmark.
 - **Median Growth and Students Included** are calculated the same way as they were for the district view (see page 99), but now the data is limited to students in the chosen class.
 - In the **Grade** drop-down list **D**, only grades that the teacher has classes in will be listed.

- The **Return to Schools** link is now a **Return to Teachers** link **J**. Click it to return to the teacher view, where all the teachers in the school are shown; see page 100.

Click **View Students** in the pop-up window **N** to change to the student view (allowing you to view data for all students in the chosen STAR Reading Enterprise class; see below).



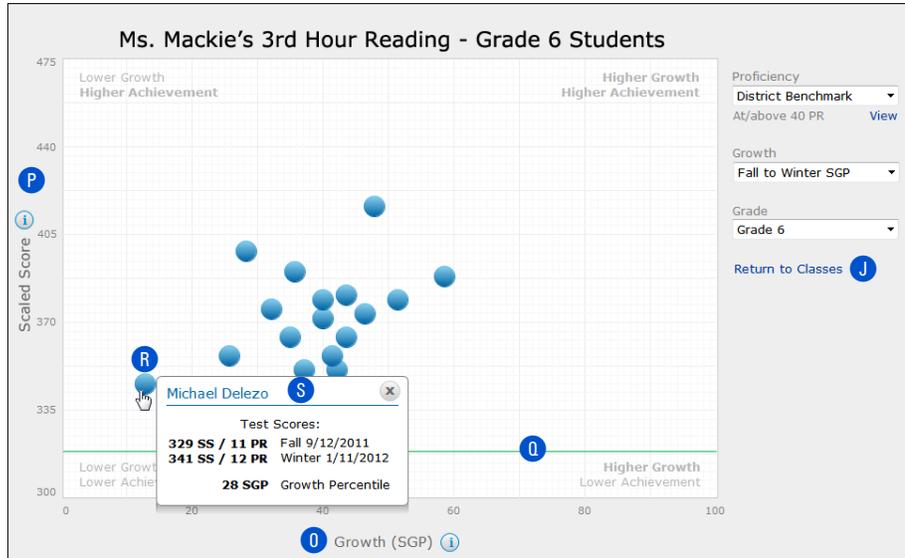
Student View

- In this view, the horizontal axis **O** changes from Median Growth (SGP) to Growth (SGP); the vertical axis **P** changes from % Proficient to Scaled Score.
- The benchmark is indicated by a green horizontal line **Q**; students below this line are not reaching the selected benchmark.

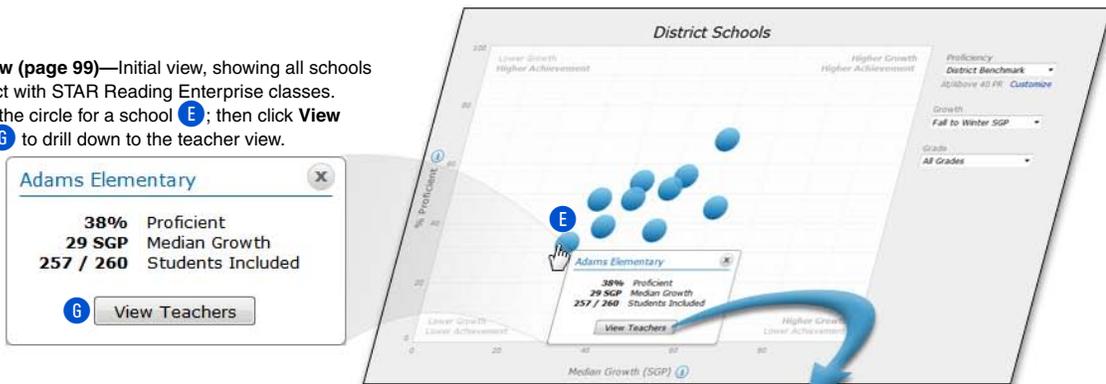
Each of the blue circles on the chart **R** represents a student in the chosen STAR Reading Enterprise class.

Hover the mouse over one of the circles to open a pop-up window with the student's name **S** and the student's Scaled Score and Percentile Rank within each SGP test window the student has tested in, and the student's SGP.

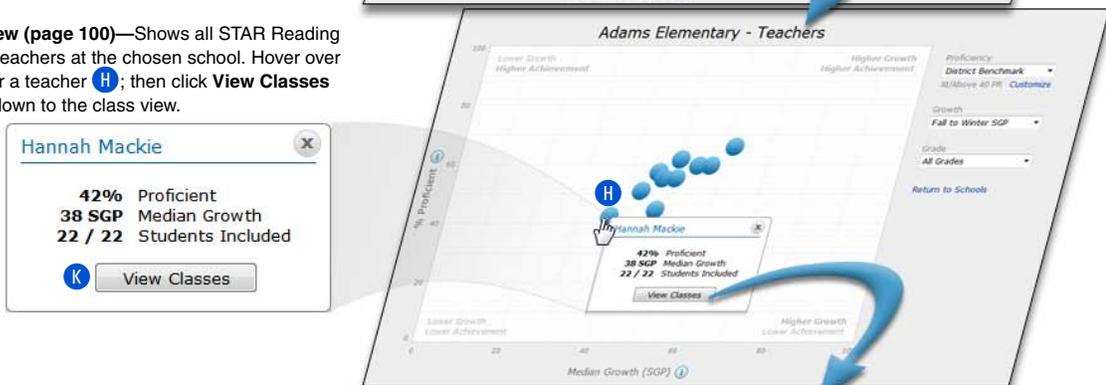
The **Return to Teachers** link is now a **Return to Classes** link **J**. Click it to return to the class view, where all of a teacher's classes in the school can be seen (see page 100).



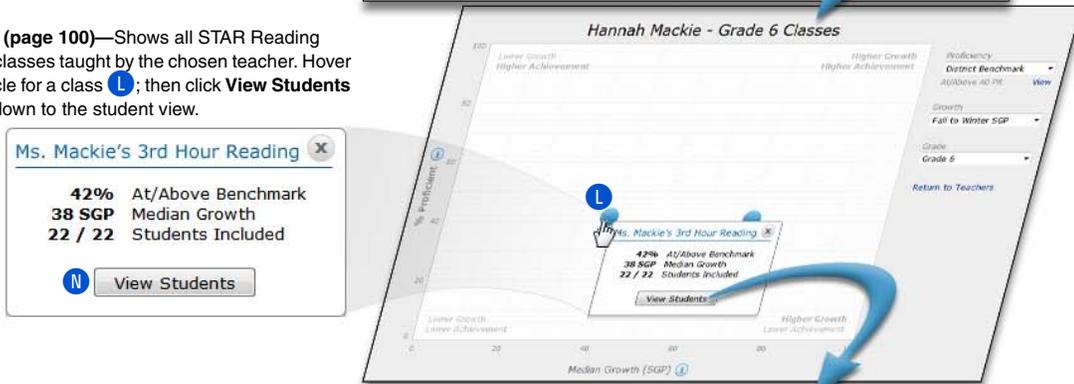
District view (page 99)—Initial view, showing all schools in the district with STAR Reading Enterprise classes. Hover over the circle for a school **E**; then click **View Teachers** **G** to drill down to the teacher view.



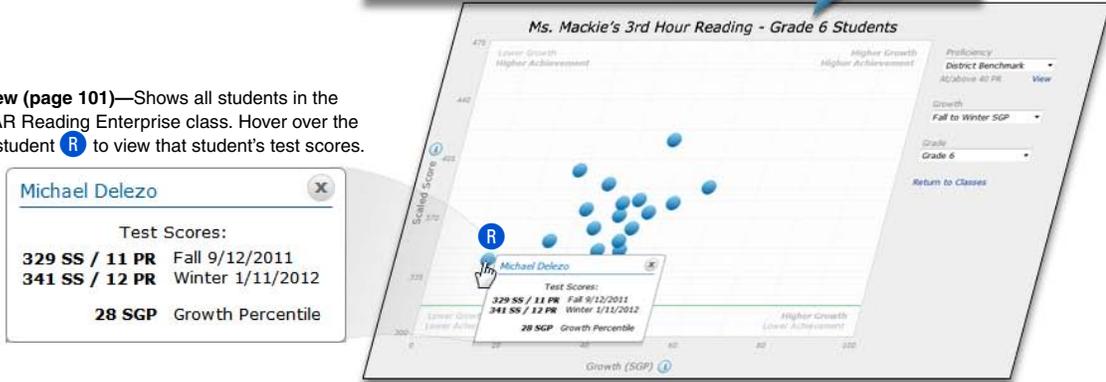
Teacher view (page 100)—Shows all STAR Reading Enterprise teachers at the chosen school. Hover over the circle for a teacher **H**; then click **View Classes** **K** to drill down to the class view.



Class view (page 100)—Shows all STAR Reading Enterprise classes taught by the chosen teacher. Hover over the circle for a class **L**; then click **View Students** **N** to drill down to the student view.



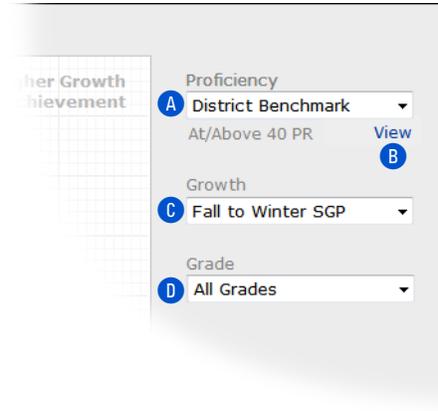
Student view (page 101)—Shows all students in the chosen STAR Reading Enterprise class. Hover over the circle for a student **R** to view that student's test scores.



Growth Proficiency Chart: School Administrators and School Staff

When you initially view the chart, the following default information is shown in the upper-right corner:

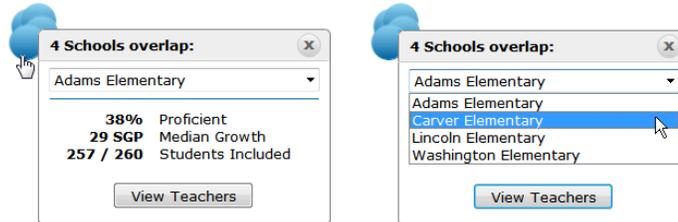
- **A** Proficiency is achieved when students reach a benchmark. The district benchmark is the default (see page 40); the minimum proficiency level for that benchmark is shown below the **Proficiency** drop-down list.
- You can view the chosen benchmark by clicking **View B** (see page 40).
- If there is a linking study between STAR Reading Enterprise and your state benchmark, you can select the state benchmark from the **Proficiency** drop-down list. (If there is no linking study for your state, there will not be a drop-down list.)
- Although you cannot change a state benchmark, you can view it by clicking **View** under the drop-down list once the state benchmark has been chosen.
- If the state benchmark is chosen, and you subsequently choose a grade (see **D**) *without* any values assigned to it, you will be prompted to talk to your district administrator about having estimated values for the non-linked grade(s) entered (see page 55).
- **C** Growth is determined by the change in test scores from one SGP test window to another (see page 161).
 - **Fall to Winter SGP** is the default test window.
 - Once the Spring SGP window begins (on 4/1), the default changes to **Fall to Spring SGP**, and you can choose **Fall to Winter SGP**, **Winter to Spring SGP**, or **Fall to Spring SGP** from the **Growth** drop-down list.
- **D** Initially, data for all grades in your school are shown. Use the **Grade** drop-down list to limit the data to a single grade.
 - Only grades that have STAR Reading Enterprise classes will be in the list. **All Grades** will show all grades in the school that have STAR Reading Enterprise classes.
 - **All Grades** includes all students who have tested in both SGP windows. Picking a single grade includes only students in that particular grade who have tested in both SGP windows.



From this initial view, you can drill down deeper into the data (see the following sections and the diagram on page 109). At any time while viewing the Growth Proficiency Chart:

- You can choose a different benchmark **A**, test window **C**, or grade **D**. The chart will automatically update based on the choices you make.

- If any of the circles (which may represent a teacher, class, or student) overlap so that you cannot hover over a specific circle, the top of the pop-up window that opens will change to a drop-down list of all the overlapping items. You can make your choice from this list.



Click **Done** when you are finished with the chart.

School View

The blue circle on the chart **E** represents your school. Hover the mouse over the circle to open a pop-up window with the school's name **F** and the following values:

- **Proficient:** Percentage of students in the school who are achieving the minimum proficiency level, as determined by the benchmark.
- **Median Growth:** The median (middle) value of the SGP scores for all students in the school.
- **Students Included:** The number before the slash is the number of students whose scores were used to create this chart; the number afterwards is the total number of students in the group.

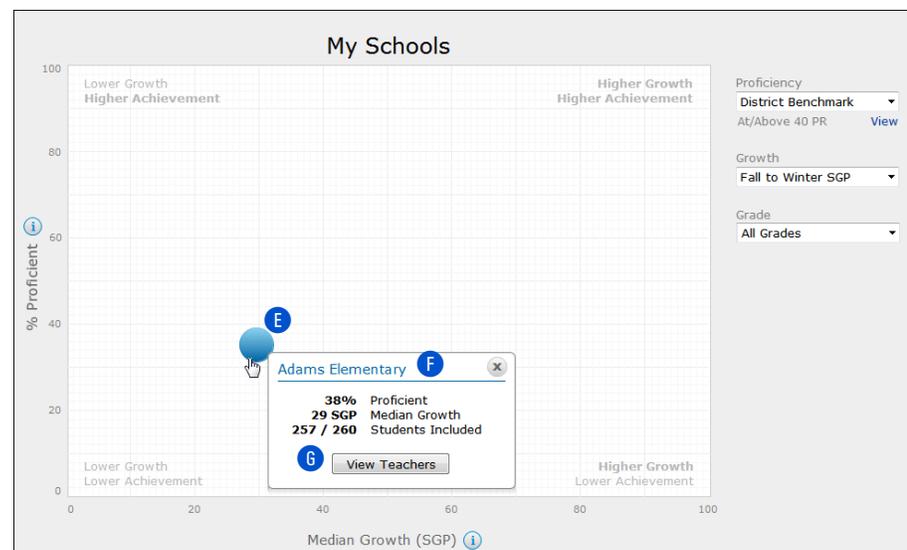
Click **View Teachers** in the pop-up window **G** to change to the teacher view (allowing you to view data for all STAR Reading Enterprise teachers in the school; see page 106).



Not every student enrolled in a STAR Reading Enterprise

class will have a test score that can be used on this chart. For example:

- If you've chosen **Winter to Spring SGP** for the Growth option and a student hasn't taken a STAR Reading Enterprise test during that test window, that student would not have a usable test score for the purposes of this chart.
- Following expert recommendations, extremely high or low scores are not used to calculate SGPs, which may cause a student to have no usable scores for the purposes of this chart. (For more information, on the Home page, click **Resources** under STAR Reading, then click **Student Growth Percentiles (SGP)**.)

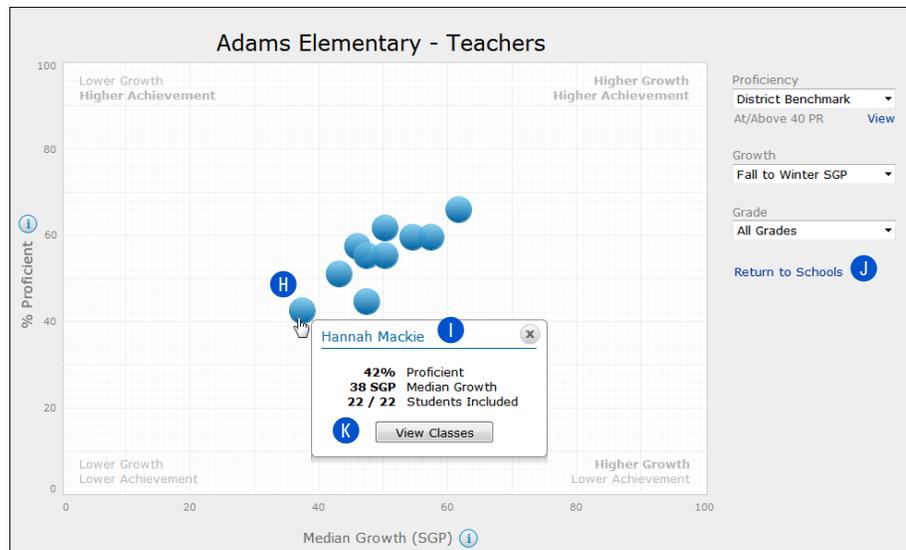


Teacher View

Each of the blue circles on the chart **H** represents a teacher at the school who is assigned to a STAR Reading Enterprise class. Hover the mouse over one of the circles to open a pop-up window with a teacher's name **I** and the following values:

- **Proficient, Median Growth and Students Included:** These values are calculated the same way as they are in the school view (see page 105), but now the data is limited to students of the chosen teacher.
- A **Return to Schools** link is added below the **Grade** drop-down list **J**. Click it to return to the school view (see page 105).

Click **View Classes** in the pop-up window **K** to change to the class view (allowing you to view data for all STAR Reading Enterprise classes taught by the chosen teacher at the school; see below).

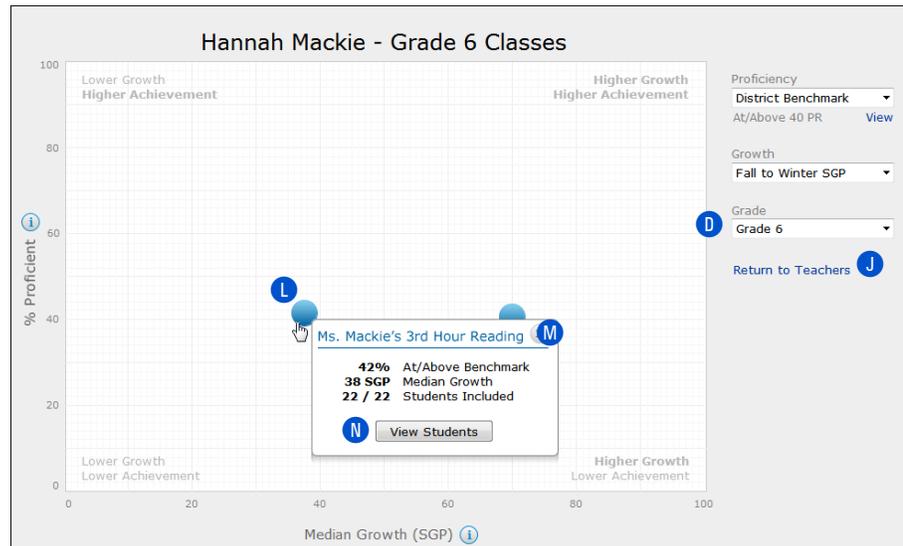


Class View

- Each of the blue circles on the chart **L** represents a STAR Reading Enterprise class taught by the chosen teacher. Hover the mouse over one of the circles to open a pop-up window with the class' name **M** and the following values:
 - **At/Above Benchmark:** The percentage of students in the class who have reached or surpassed the chosen benchmark.
 - **Median Growth and Students Included** are calculated the same way as they were for the school view (see page 105), but now the data is limited to students in the chosen class.
 - In the **Grade** drop-down list **D**, only grades that the teacher has classes in will be listed.

- The **Return to Schools** link is now a **Return to Teachers** link **J**. Click it to return to the teacher view, where all the teachers in the school are shown; see page 106.

Click **View Students** in the pop-up window **N** to change to the student view (allowing you to view data for all students in the chosen STAR Reading Enterprise class; see below).



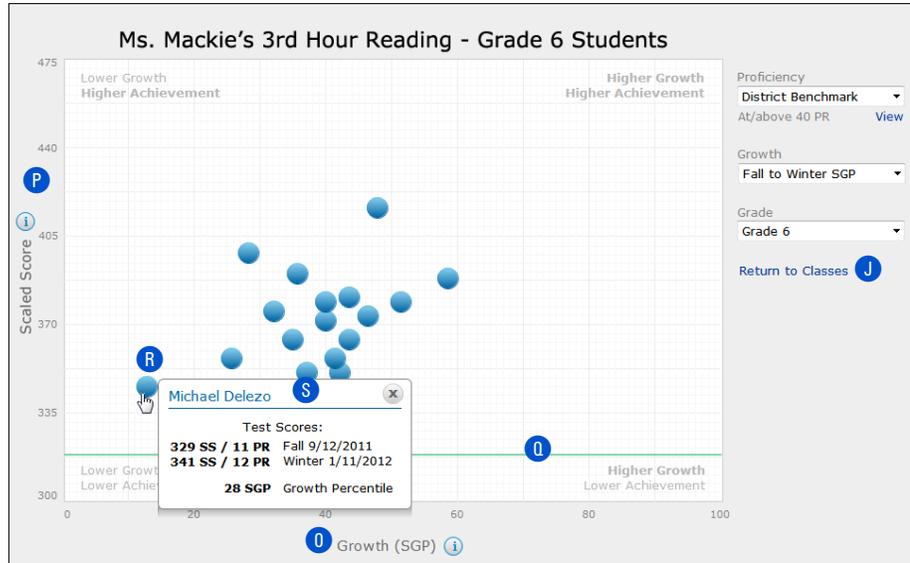
Student View

- In this view, the horizontal axis **O** changes from Median Growth (SGP) to Growth (SGP); the vertical axis **P** changes from % Proficient to Scaled Score.
- The benchmark is indicated by a green horizontal line **Q**; students below this line are not reaching the selected benchmark.

Each of the blue circles on the chart **R** represents a student in the chosen STAR Reading Enterprise class.

Hover the mouse over one of the circles to open a pop-up window with the student's name **S** and the student's Scaled Score and Percentile Rank within each SGP test window the student has tested in, and the student's SGP.

The **Return to Teachers** link is now a **Return to Classes** link **J**. Click it to return to the class view, where all the teachers in the school can be seen (see page 106).



School view (page 105)—Initial view, showing your school. Hover over the circle for the school **E**; then click **View Teachers** **G** to drill down to the teacher view.

Adams Elementary ✕

38% Proficient
29 SGP Median Growth
257 / 260 Students Included

G [View Teachers](#)

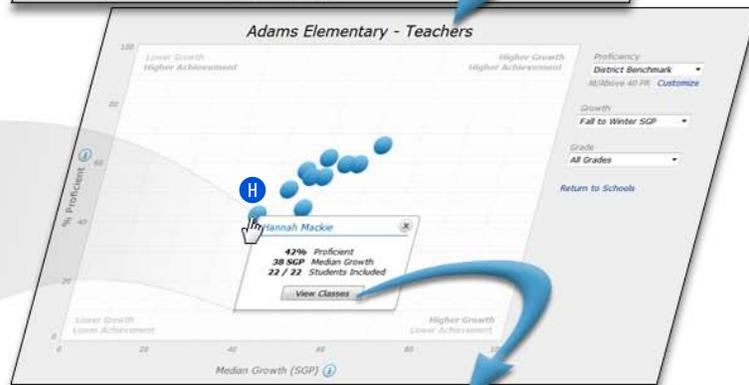


Teacher view (page 106)—Shows all STAR Reading Enterprise teachers at the school. Hover over the circle for a teacher **H**; then click **View Classes** **K** to drill down to the class view.

Hannah Mackie ✕

42% Proficient
38 SGP Median Growth
22 / 22 Students Included

K [View Classes](#)

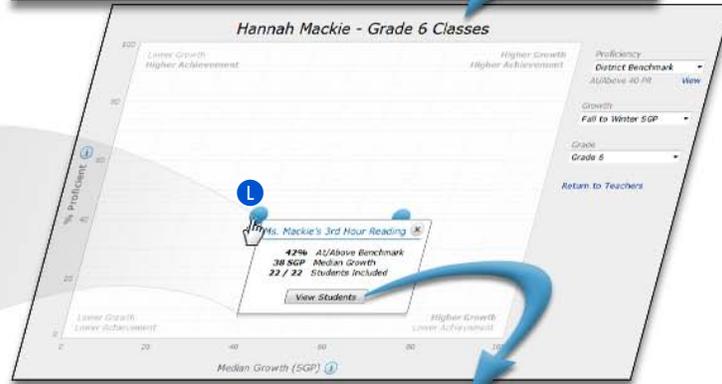


Class view (page 106)—Shows all STAR Reading Enterprise classes taught by the chosen teacher. Hover over the circle for a class **L**; then click **View Students** **N** to drill down to the student view.

Ms. Mackie's 3rd Hour Reading ✕

42% At/Above Benchmark
38 SGP Median Growth
22 / 22 Students Included

N [View Students](#)

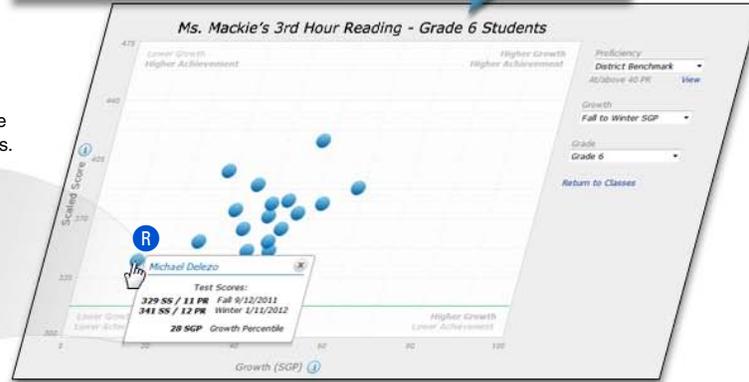


Student view (page 107)—Shows all students in the chosen STAR Reading Enterprise class. Hover over the circle for a student **R** to view that student's test scores.

Michael Delezo ✕

Test Scores:
329 SS / 11 PR Fall 9/12/2011
341 SS / 12 PR Winter 1/11/2012

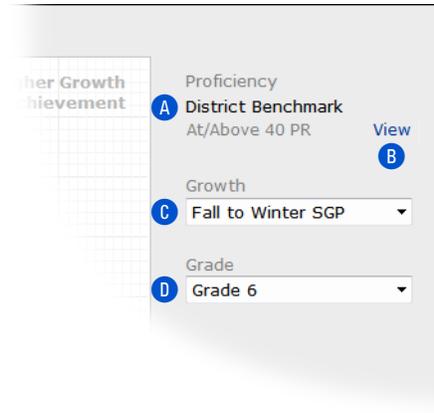
28 SGP Growth Percentile



Growth Proficiency Chart: Teachers

When you initially view the chart, the following default information is shown in the upper-right corner:

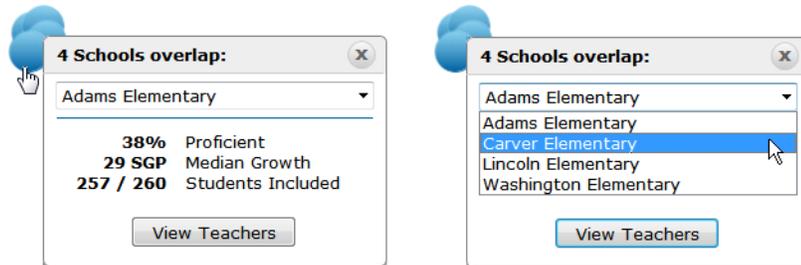
- **A** Proficiency is achieved when students reach a benchmark (see page 40). The benchmark (chosen by the district administrator) is shown here: either the district benchmark (which is the default) or the state benchmark (if a linking study has been completed for your state). The minimum proficiency level for the chosen benchmark is shown beneath it.
- You can view the benchmark by clicking **View** **B**.
- If the state benchmark has been chosen, and you subsequently choose a grade (see **D**) *without* any values assigned to it, you will be prompted to talk to your district administrator about having estimated values for the non-linked grade(s) entered (see page 55).
- **C** Growth is determined by the change in test scores from one SGP test window to another (see page 161).
 - **Fall to Winter SGP** is the default test window.
 - Once the Spring SGP window begins (on 4/1), the default changes to **Fall to Spring SGP**, and you can choose **Fall to Winter SGP**, **Winter to Spring SGP**, or **Fall to Spring SGP** from the **Growth** drop-down list.
- **D** Initially, data for all grades that you teach STAR Reading Enterprise classes in is shown. Use the **Grade** drop-down list to limit the data to a single grade.
 - If you only teach STAR Reading Enterprise classes for one grade, there will not be a drop-down list.



From this initial view, you can drill down deeper into the data (see the following sections and the diagram on page 113). At *any* time while viewing the Growth Proficiency Chart:

- You can choose a different test window **C** or grade **D**. The chart will automatically update based on the choices you make.
- If any of the circles (which may represent a class or a student) overlap so that you cannot hover over a specific circle, the top of the pop-up window that opens will

change to a drop-down list of all the overlapping items. You can make your choice from this list.



Click **Done** when you are finished with the chart.

My Classes View

Each blue circle on the chart **E** represents one of your STAR Reading Enterprise classes. Hover the mouse over the circle to open a pop-up window with the class name **F** and the following values:

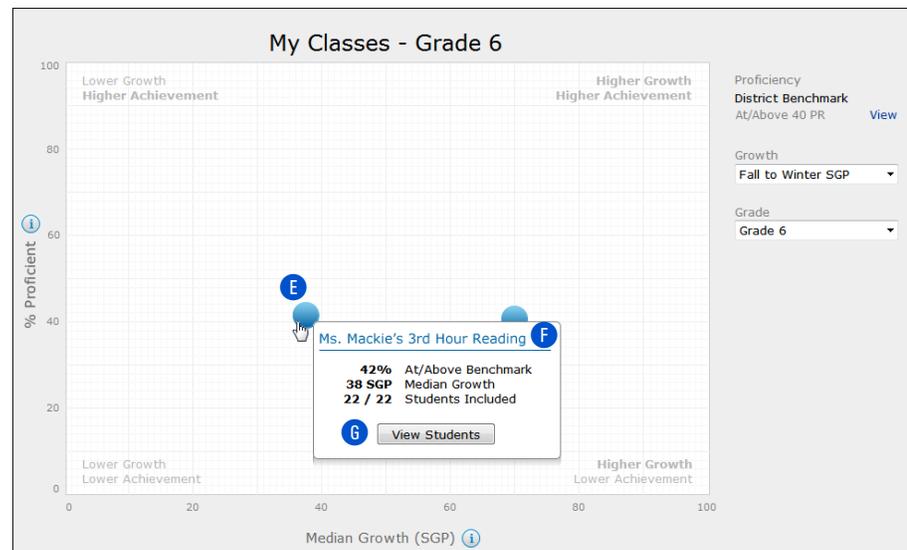
- **At/Above Benchmark:** The percentage of students in the class who have reached or surpassed the chosen benchmark.
- **Median Growth:** The median (middle) value of the SGP scores for all students in the class.
- **Students Included:** The number before the slash is the number of students whose scores were used to create this chart; the number afterwards is the total number of students in the group.

Click **View Students** in the pop-up window **G** to change to the student view (allowing you to view data for all students in the chosen STAR Reading Enterprise class; see page 112).



Not every student enrolled in a STAR Reading Enterprise class will have a test score that can be used on this chart. For example:

- If you've chosen **Winter to Spring SGP** for the Growth option and a student hasn't taken a STAR Reading Enterprise test during that test window, that student would not have a usable test score for the purposes of this chart.
- Following expert recommendations, extremely high or low scores are not used to calculate SGPs, which may cause a student to have no usable scores for the purposes of this chart. (For more information, on the Home page, click **Resources** under STAR Reading, then click **Student Growth Percentiles (SGP)**.)



Student View

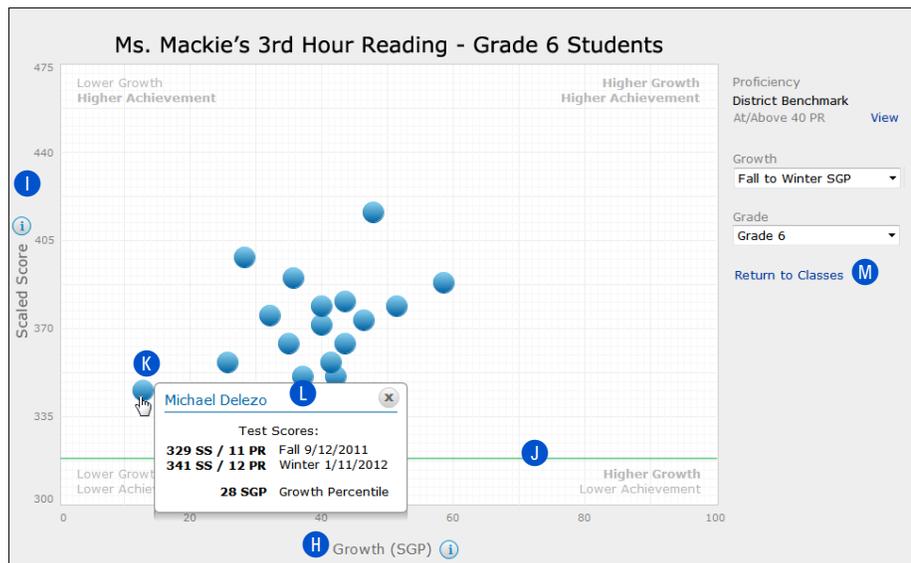
- In this view, the horizontal axis **H** changes from Median Growth (SGP) to Growth (SGP); the vertical axis **I** changes from % Proficient to Scaled Score.
- The benchmark is indicated by a green horizontal line **J**; students below this line are not reaching the selected benchmark.

Each of the blue circles on the chart **K** represents a student in the chosen STAR Reading Enterprise class.

Hover the mouse over one of the circles to open a pop-up window with the student's name **L** and the following values:

- **Test scores:** The student's Scaled Score and Percentile Rank within each SGP test window the student has tested in, and the student's SGP.

A **Return to Classes** link is added below the **Grade** drop-down list **M**. Click it to return to the class view (see page 111).

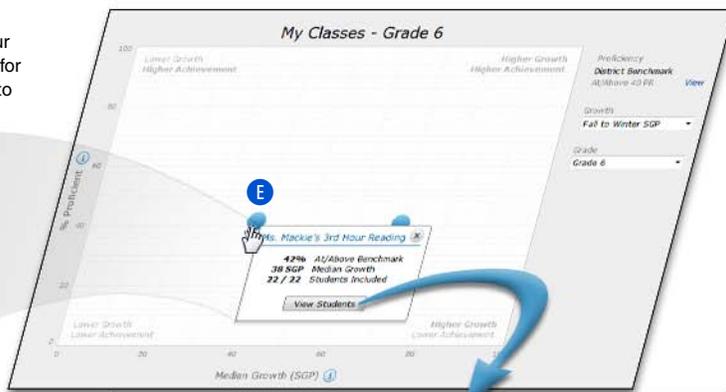


My Classes view (page 111)—Initial view, showing your STAR Reading Enterprise classes. Hover over the circle for a class **E**; then click **View Students** **6** to drill down to the student view.

Ms. Mackie's 3rd Hour Reading ✕

42% At/Above Benchmark
38 SGP Median Growth
22 / 22 Students Included

6 View Students

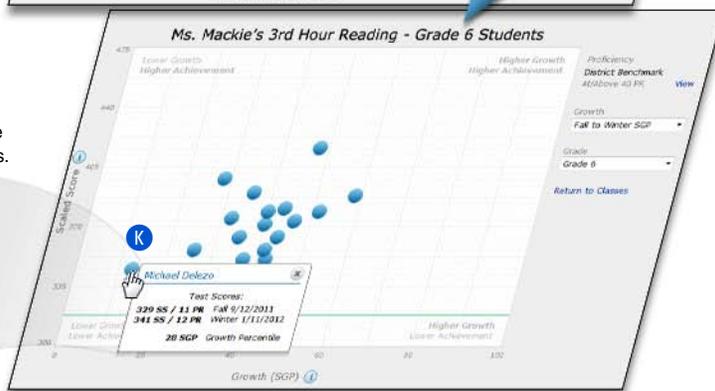


Student view (page 112)—Shows all students in the chosen STAR Reading Enterprise class. Hover over the circle for a student **K** to view that student's test scores.

Michael Delezo ✕

Test Scores:
329 SS / 11 PR Fall 9/12/2011
341 SS / 12 PR Winter 1/11/2012

28 SGP Growth Percentile



Instructional Planning Report - Class ENTERPRISE

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report provides teachers with a list of recommended skills students may be ready to learn for class or group instruction based on the most recent STAR Reading Enterprise assessment. (The Instructional Planning - Student Report does this for individual students.)

Notes on the Instructional Planning Report - Class:

- If no classes or groups (see page 71) have been set up yet, you will not be able to print an Instructional Planning - Class Report.
- This report only includes STAR Reading Enterprise tests, *not* STAR Reading tests.

Printing this report is a two-stage process:

- In the first stage (steps 1–4), you choose some preliminary options to select the data that will be used in the actual report. You will be given an opportunity to preview the report with the selected data, and you can change the selection before proceeding.
- In the second stage (steps 5–7), you choose additional options which determine how the data will be arranged in the report.

The procedure for printing this report starts on the Instructional Report Groupings page. There are two ways to reach that page (use whichever method you wish, then go to step 1 on page 115):

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Reports**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Instructional Planning - Class** on the Select Report page.

Method 2—From the STAR Reading Enterprise Home Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Enterprise Home**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Class** A below “Instructional Planning” in the Enterprise Reports section of the page.



- The table at the bottom of the Instructional Report Groupings page shows the data that will be used to create the report. You can change the data that will be used by choosing some preliminary options at the top of the page.

STAR Reading
Home > Reports > Instructional Planning

Instructional Report Groupings
Group students to plan instruction

School: **North Terra Grade School**
Report: **Instructional Planning - Class Report**
Teacher: Hickman, Amy A

Class or Group: Grade 1, G1M Hickman, 2010 - 2011 B

Benchmark: School Benchmark C Legend D

Testing End Date: 1/24/2011 E (Includes STAR Reading Enterprise Test scores up to 30 days before this date)

J I Update F

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.

<< Previous G Next >>

Student	Scaled Score / Percentile Rank	Instructional Groups: H				
		1	2	3	4	Unassigned
Avila-Sakar, Isabel	670 SS / 68 PR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Cabrera, Jacinta	658 SS / 62 PR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Carson, Manny	625 SS / 42 PR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Huang, Lam	603 SS / 35 PR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Martinez, Lola	565 SS / 25 PR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Massey, Jared	563 SS / 24 PR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
O'Neill, Brenda	560 SS / 23 PR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Parker, Randy	501 SS / 9 PR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Robinson, Mitchell	501 SS / 9 PR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Sanders, Jevonte	..*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

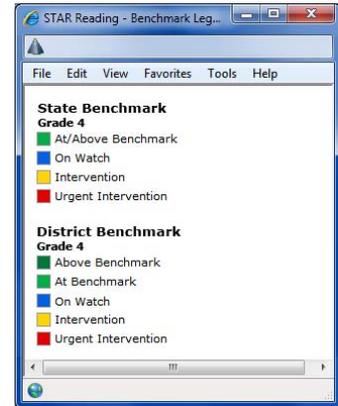
*No STAR Reading Enterprise Test data is available in the selected timeframe

Cancel Preview Report Next >

- Use the **Teacher** A and the **Class or Group** drop-down lists B to choose a specific class or group of students you want to show on the report. (See “Groups” on page 71.) This option is similar to the “Select Students or Select Specific Students | Classes | Groups” option on other reports, except that a teacher must be selected first, and the class or group must be one that belongs to that teacher.

The **Teacher** drop-down list is only available to district administrators, district staff, school administrators, and school staff; teachers can only create this report for their own classes.

- b. Use the **Benchmark** drop-down list **C** to choose which benchmark will be used for report calculations: **School Benchmarks**, **District Benchmarks**, or **State Benchmarks** (if there is an existing linking study for your state). Click **Legend** **D** to see a key for the available benchmarks, as shown to the right.



Note: If the State Benchmark is chosen, but some of the students are in a grade that doesn't have a state linking study:

- *None* of the students on the Instructional Report Groupings page will have their Percentile Ranks shown; only the Scaled Scores will be shown.
- Students in the non-linked grades will have no color-coding to indicate which cut score category they belong to (the squares will be white).

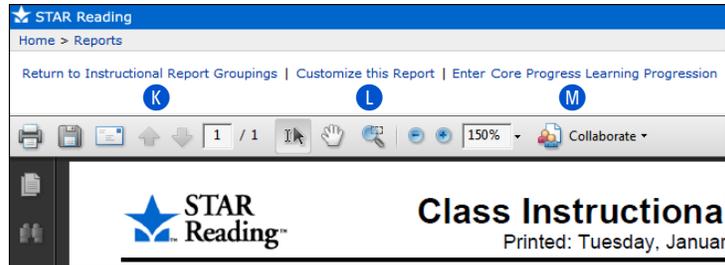
Student	Scaled Score / Percentile Rank	Instructional Groups: 4				
		1	2	3	4	Unassigned
Avila-Sakar, Isabel	670 SS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Cabrera, Jacinta	658 SS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Carson, Manny	625 SS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Huang, Lam	603 SS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Martinez, Lola	565 SS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Massey, Jared	563 SS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

- c. Enter a testing end date in the blank field **E**, either by typing one in or using the calendar button. Assessment results on STAR Reading Enterprise tests taken between this date and 30 days *prior* to this date will be used when printing this report.
- d. Click **Update** **F** to see how the options you've chosen affect the data in the table at the bottom of the Instructional Report Groupings page.
- If there are more than 50 students in the table, it will be broken to multiple pages; click << **Previous** or **Next** >> above the upper-right corner of the table **G** to move between pages.
 - Initially, the number of Instructional Groups shown **H** will match the number of available benchmarks; use the **Instructional Groups** drop-down list to change the number shown (from 2–5).
Assign students to instructional groups by clicking the circle at the intersection of a row with the student's name and the column for a group.
 - Students who have no STAR Reading Enterprise assessment data for the time period chosen will appear at the bottom of the table.
- e. If you wish, you can see a preview of the report as it would appear with only these preliminary options chosen.
- To skip the preview and begin choosing additional report options, click **Next >** **I** and go to step 2 on page 118.



- To see the preview, click **Preview Report** **J**. The preview version of the report will open:

 **Click View Enter Core Progress Learning Progression** **M** to see definitions, skill prerequisites, and examples to help you with instructional planning.



After you've finished looking at the preview of the report, either

- click **Return to Instructional Report Groupings** **K** to go back and change the preliminary options you've chosen), or
- click **Customize this Report** **L** to begin choosing additional report options (go to step 2 on page 118).

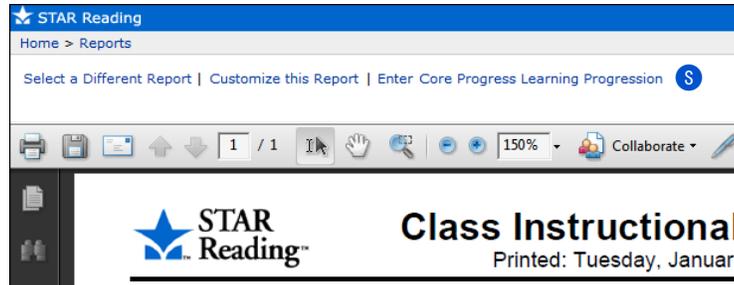
2. Select the options you want to customize for this report on the Report Options page.

Option	Description
Skills to Include Per Reading Domain N	<p>For each group of students, choose the number of skills to include per reading domain (Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author’s Craft, and Analyzing Argument and Evaluating Text) on the report.</p> <ul style="list-style-type: none"> The default number is 5 Skills; the range is 0 Skills–20 Skills. If set to 0, that domain will be excluded from the report. Groups made up entirely of students with no test data will not have any skill choices available (such as the Group 3 row in the image above).
Instructional Difficulty O	<p>The instructional difficulty is the level of challenge reflected in the recommended skills. Check the Adjust instructional difficulty box if you want to fine-tune the skills that will appear on the report that are based on the Core Progress learning progression.</p> <ul style="list-style-type: none"> If you are adjusting the instructional difficulty, use the drop-down lists P for each group. The default setting is Recommended, but you can choose More Difficult (+1 to +5) or Less Difficult (-1 to -5). “Recommended” represents the first skill for each domain at 50% expected mastery, based on the median Scaled Score. Changing the instructional difficulty will change the skills associated with each group.
Page Break O	Use this option to have each group’s information print on a separate page



3. Click **View Report**  when you have finished choosing options.
4. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)



-  These options let you select a different report, customize this report again, or enter the Core Progress learning progression (definitions, skill prerequisites, and examples to help you with instructional planning).

Instructional Planning Report - Student **ENTERPRISE**

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report provides teachers with a list of recommended skills for individual instruction based on a student's most recent STAR Reading Enterprise assessment. (The Instructional Planning - Class Report does this for classes or groups.)

Note: This report only includes STAR Reading Enterprise tests, *not* STAR Reading tests.

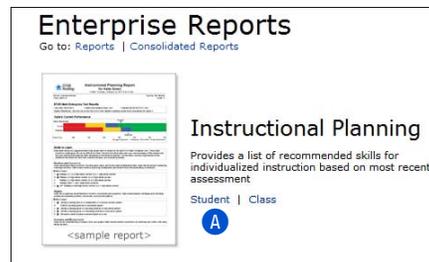
The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you wish, then go to step 1 on page 121):

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Reports**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Instructional Planning - Student** on the Select Report page.

Method 2—From the STAR Reading Enterprise Home Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Enterprise Home**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Student** **A** below "Instructional Planning" in the Enterprise Reports section of the page.



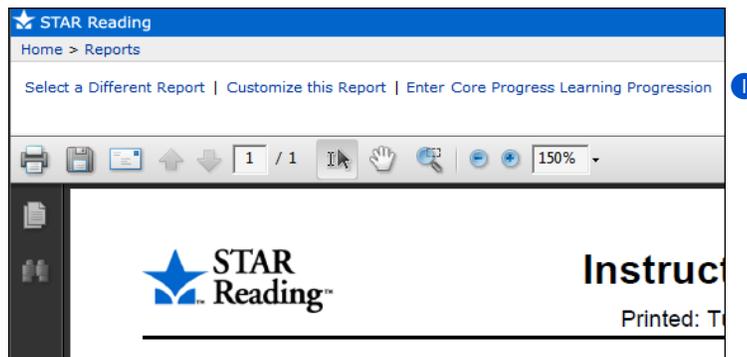
1. Use the Report Options page to select the options you want to customize for this report.

Option	Description
Select Students A	To choose all of the students in a specific class, use the drop-down list. To choose specific students, classes, or groups, click Students , Classes , or Groups . See page 87. <ul style="list-style-type: none"> • “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 71.
Show Projected Growth B	This option predicts how much growth you can expect from students by a target date based on their STAR Reading Enterprise assessments to date. Use this option to choose your target date: <ul style="list-style-type: none"> • End of Year: This is the default setting, which uses the last day of your Renaissance Place school year as the date. • Custom Date: Enter a date in the blank field, or use the calendar button to choose one. • Do not show: The predicted growth will not be included on the report.
Benchmark C	Choose which benchmark will be used for report calculations: the School Benchmark , the District Benchmark , or “State Benchmark” (if there is an existing linking study for your state). The actual name you see for “State Benchmark” will depend on your state’s name and your state’s standards acronym.

Option	Description
Skills to include per reading domain D	<p>Choose the number of skills to include on the report per reading domain (Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author's Craft, and Analyzing Argument and Evaluating Text).</p> <ul style="list-style-type: none"> • The default number is 5 Skills; the range is 0 Skills—20 Skills. • If set to 0, that domain will be excluded from the report. • Groups made up entirely of students with no test data will not have any skill choices available.
Instructional Difficulty E	<p>The instructional difficulty is the level of challenge reflected in the recommended skills. Check the Adjust instructional difficulty box if you want to fine-tune the skills that will appear on the report that are based on the Core Progress learning progression.</p> <p>Use the Difficulty Level drop-down list F to choose More Difficult (+1 to +5) or Less Difficult (-1 to -5).</p> <p>The default setting of "Recommended" represents the first skill for each domain at 50% expected mastery, based on the median Scaled Score.</p>
Show ATOS 2000 Scores G	Use this option to include or omit the ATOS 2000 and ZPD 2000 scores in your report.

2. Click **View Report** **H** when you have finished selecting options.
3. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)



1. These options let you select a different report, customize this report again, or enter the Core Progress learning progression (definitions, skill prerequisites, and examples to help you with instructional planning).

Longitudinal Report ENTERPRISE

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

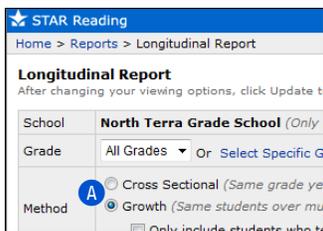
This report uses STAR Reading assessment data to make two different comparisons of growth:

- The Longitudinal - Growth Report compares growth for the same group of students across multiple years.
- The Longitudinal - Cross Sectional Report compares growth for a specific grade level (different students) across multiple years.

The procedure for printing this report starts on the Longitudinal Report page. There are three ways to reach that page; use whichever method you wish:

Method 1—From the STAR Reading Reports Page

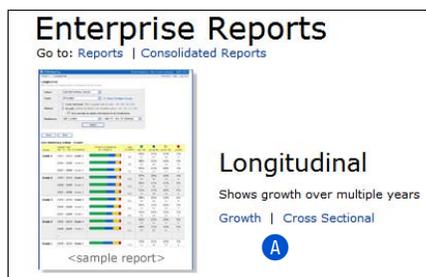
- a. Go to the Home page.
- b. Under STAR Reading, click **Reports**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Longitudinal** on the Select Report page.
- e. Click either **Growth** or **Cross Sectional** A.



- f. If you clicked **Growth**, go to step 1 on page 124; if you clicked **Cross Sectional**, go to step 1 on page 126.

Method 2—From the STAR Reading Enterprise Home Page

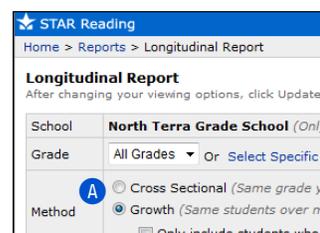
- a. Go to the Home page.
- b. Under STAR Reading, click **Enterprise Home**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click either **Growth** or **Cross Sectional** A (below “Longitudinal” in the Enterprise Reports section of the page).



- e. If you clicked **Growth**, go to step 1 on page 124; if you clicked **Cross Sectional**, go to step 1 on page 126.

Method 3—From the Screening, Progress Monitoring & Intervention Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Screening, Progress Monitoring & Intervention**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Longitudinal** under “Reports” in the gray sidebar on the left side of the screen.
- e. Click either **Growth** or **Cross Sectional** A.
- f. If you clicked **Growth**, go to step 1 on page 124; if you clicked **Cross Sectional**, go to step 1 on page 126.



Longitudinal Report: Growth

1. Select the report options you want at the top of the page.

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 4	2010 - 2011 Grade 4		95	60% 57	22% 21	15% 14	3% 3
	2009 - 2010 Grade 3		95	58% 55	24% 23	14% 13	4% 4
	2008 - 2009 Grade 2		95	54% 51	24% 23	18% 17	4% 4

Option	Description
School A	Use the School drop-down list to choose your school. If a district administrator or district staff member chooses All Schools , and the district has a mix of STAR Reading Enterprise and non-Enterprise schools, only the schools that use STAR Reading Enterprise will be included in the report.
Grade B	Use the Grade drop-down list to choose either a single grade, All Grades , or click Select Specific Grades to the right of the drop-down list to select multiple grades.
Method C	Growth has already been selected for Method. If you would rather print the Cross Sectional version of the Longitudinal Report, choose Cross Sectional and go to “Longitudinal Report: Cross Sectional” on page 126. The Growth version of the report tracks the same group of students as they progress from one grade to the next. It is possible that some students joined this group after they began taking STAR Reading assessments (for example, by transferring in from another school), or it may be possible that some students missed an assessment. Check the Only include students who tested in all timeframes box to exclude these students from the data.
Timeframe D	Use the Timeframe drop-down lists to choose the number of school years (Last 2 Years–Last 5 Years) and which time of year to use for comparison—either Aug 15 - Oct 15 (Fall) or Apr 15 - Jun 15 (Spring) .

2. Click **Update** **E** to see how your choices affect the data shown in the table. After changing any of the options, click **Update** for the refreshed data to appear. (While the data is updating, you can click **Cancel** to stop the update.)



3. Once you've finished selecting options for this report and viewing the data, you can either click **Done**  to return to the previous page, or **Print**  to print the report.

Note: The browser setting to print background colors needs to be turned on to print the color bars in this report. For additional printing tips, see our Knowledge Base article at <http://support.renlearn.com/techkb/techkb/9201163e.asp>.

Longitudinal Report: Cross Sectional

1. Select the report options you want at the top of the page.

STAR Reading
Home > Reports > Longitudinal Report

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

School **A** North Terra Grade School

Grade **B** Grade 4 Or Select Specific Grades

Method **C** 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) **D**

Update **E**

Done **F** Print **G**

North Terra Grade School - Growth

Grade	School Year Aug 15 - Oct 15 (Fall)	Percent of Students by District Benchmark Category	Students Tested	40+ PR	25-39 PR	10-24 PR	1-9 PR
Grade 4	2010 - 2011 Grade 4		1078	60% 646	25% 271	12% 129	3% 32
	2009 - 2010 Grade 4		1122	54% 605	23% 260	14% 157	9% 100
	2008 - 2009 Grade 4		1106	58% 641	22% 245	13% 143	7% 77

Done Print

Option	Description
School A	Use the School drop-down list to choose your school. If a district administrator or district staff member chooses All Schools , and the district has a mix of STAR Reading Enterprise and non-Enterprise schools, only the schools that use STAR Reading Enterprise will be included in the report.
Grade B	Use the Grade drop-down list to choose either a single grade, All Grades , or click Select Specific Grades to the right of the drop-down list to select multiple grades.
Method C	Cross Sectional has already been selected for Method. If you would rather print the Growth version of the Longitudinal Report, choose Growth and go to “Longitudinal Report: Growth” on page 124.
Timeframe D	Use the Timeframe drop-down lists to choose the number of school years (Last 2 Years–Last 5 Years) and which time of year to use for comparison—either Aug 15 - Oct 15 (Fall) or Apr 15 - Jun 15 (Spring) .

2. Click **Update** **E** to see how your selections affect the data in the report
3. Once you’ve finished selecting options for this report and viewing the data, you can either click **Done** **F** to return to the previous page, or **Print** **G** to print the report.
Note: The browser setting to print background colors needs to be turned on to print the color bars in this report. For additional printing tips, see our Knowledge Base article at <http://support.renlearn.com/techkb/techkb/9201163e.asp>.

Parent Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report (available in either English or Spanish) presents a student's test results from a particular testing session for his or her parents or guardians. The Parent Report is generated in an easy-to-read letter format with sections for a teacher's signature and additional comments about the student's performance.

Each student's report is printed on a separate page and shows the student's name, grade, teacher, class, and ID. The report includes a detailed comparison to scores on the national level; it shows the Grade Equivalent (GE), Percentile Rank (PR), Percentile Rank range, Instructional Reading Level (IRL), Zone of Proximal Development (ZPD), and (if the Show ATOS 2000 Scores option is used) ZPD 2000.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click either **Parent - English** or **Parent - Spanish** on the Select Report page.
5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description	
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 87.	
Reporting Parameter Group	See page 158.	
Reporting Period	The Parent Report (both English and Spanish) shows data from a specific time period. You can use either a marking period that has been set up by a district administrator/school administrator for your school, or you can set your own range by choosing a starting and ending date.	
Show Grade Equivalent	Use this option to choose whether to show each student's GE score on the report.	
Show ATOS 2000 Scores	Use this option to include or omit the ZPD 2000 score in your report.	
Group By	Choose how to group the information on the report: by class, grade, teacher, or not grouped.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.
Sort By	Choose how to sort information on the report: by students' last names or by their student IDs.	

6. Click **View Report** when you are done choosing options.
7. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

How Parents Print the STAR Reading Parent Report

Parents can print the STAR Reading Parent Report themselves if you do the following:

- Add the parents to the software and assign their children.
- Give the parents the address (URL) to the software and access to the server.
- Send parents their user names and passwords.

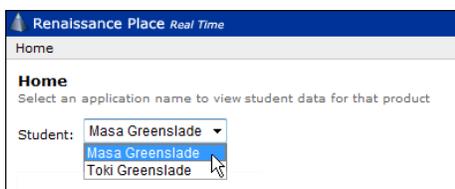
To find out how to add parents and how parents can request access, see the *Renaissance Place Real Time Software Manual*.

1. After logging in, the parent selects his or her child from the **Student** drop-down list if necessary. (If the selected student is enrolled in more than one school, the parent will also have to select a school from the **School** drop-down list.)



To view and print the Parent Report, the parents will need

*Adobe Reader installed on their computer (on certain Macintosh computers, they can use Preview instead). If they do not have Adobe Reader installed, they can click **Get Adobe Reader** at the bottom of their Home page.*



2. On the Home page, below STAR Reading, the parent clicks **Parent Report** to print an English Parent Report or **Informe en Español Para los Padres** to print a Spanish Parent Report.
3. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Reading Range Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report is a good way to find the range of book levels your students should use when choosing books. It's also helpful when students are planning to take quizzes on the books in Accelerated Reader.

This report lists your students, their Zones of Proximal Development (ZPD), and their ZPD 2000 scores. It also defines the Zone of Proximal Development.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click **Reading Range** on the Select Report page.
5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description	
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 87.	
Reporting Parameter Group	See page 158.	
Show ATOS 2000 Scores	Use this option to include or omit the ZPD 2000 score in your report.	
Group By	Choose how to group the information on the report: by class, grade, teacher, or not grouped.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.
Sort By	Choose how to sort information on the report: by students' last names or by their student IDs.	
Print Report Options	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.	

6. Click **View Report** when you are done choosing options.
7. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Registration Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report lists the students who are currently registered for testing. The report is only intended to be used when the Student Test Registration preference (see page 166) is set to require registration before testing.

The report includes each registered student's name, ID, grade, Estimated Instructional Reading Level (IRL), Question Time Limit, class, teacher, user name, and password. If you've chosen not to require registration before testing, the report will tell you that none of the students who were found are registered.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click **Registration** on the Select Report page.
5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description	
Show Student ID	Choose whether or not to include student IDs on this report.	
Group By	Choose how to group the information on the report: by class, grade, teacher, or not grouped.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.
Sort By	Choose how to sort information on the report: by students' last names or by their student IDs.	
Print Report Options	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.	

6. Click **View Report** when you are done choosing options.
7. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Screening Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report is used to identify students who are having difficulty reaching benchmarks. Once those students have been identified, you can begin to organize your intervention plan. (The Screening Report shows this data for multiple students. The Student Progress Monitoring Report (page 150) shows this data for a single student.)

Students who are not reaching a specific benchmark can be further divided into groups to help you focus your resources on the students who need the most help.

Notes on the Screening Report:

- There are a number of setup procedures you may want to perform before printing a Screening Report (creating groups, editing benchmarks, and so on). See “Screening, Progress Monitoring & Intervention” on page 33.
- The Screening Report can be run for any of the screening dates that have been set for your district. To check or change the screening dates before running the report, see pages 63–65.
- If no students have taken a test within the Current Screening Dates, you cannot create a Screening Report.
- Although kindergartners can take STAR Reading tests, data for kindergartners has not been norm-referenced. Therefore, on this report, no values will be shown for Percentile Rank (PR), Percentile Rank Range, and/or Normal Curve Equivalents (NCE) for kindergartners.
- The report will indicate if any students took a test using extended time limits, with a footnote explanation.

The procedure for printing a Screening Report starts on the Report Options page. There are three ways to reach that page; use whichever method you prefer, then go to step 1 on page 132:

Method 1—From the STAR Reading Reports Page

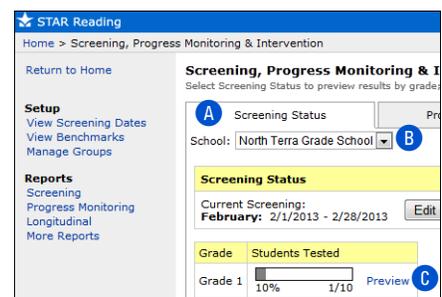
- a. Go to the Home page.
- b. Under STAR Reading, click **Reports**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Screening** on the Select Report page.

Method 2—From the Screening, Progress Monitoring & Intervention Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Screening, Progress Monitoring & Intervention**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Screening** under “Reports” in the gray sidebar on the left side of the screen.

Method 3—From a Screening Preview

- a. Go to the Home page.
- b. Under STAR Reading, click **Screening, Progress Monitoring & Intervention**.
- c. If necessary, click **Screening Status** **A** to make sure you are using the Screening Status view and use the **School** drop-down list **B** to choose your school.
- d. Click **Preview** in the row for a grade **C**. (A grade will not appear in this list until at least one student in that grade has taken a test.) **Note:** For a teacher who has had the “Manage STAR Reading Screening, Progress Monitoring & Intervention” capability removed, a grade will not appear in this list until at least one of *that* teacher’s students in that grade has taken a test.
- e. Click **Generate Screening Report**.



1. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description	
Select Students	Use the drop-down list to choose all the students in a specific grade, or click Students , Classes , or Groups to choose specific students, classes, or groups. See page 87. <ul style="list-style-type: none"> • “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 71. • Teachers who have had the “Manage Screening, Progress Monitoring & Intervention” capability removed can only run this report for their own students. 	
Reporting Parameter Group	See page 158.	
Reporting Period	The Screening Report shows data for a single reporting period, either one of the default screening dates or a range that has been set up by a district administrator or school administrator.	
Benchmark	Use this option to choose which benchmark you want to show on this report: the school’s, the district’s, or the state’s. Not all benchmarks may be available; a default benchmark (such as the school or district) should be set in those cases. Note: This option will not be available to non-Enterprise customers; the school benchmarks will be used.	
Show Student Details	Use this option to show the categories the students are in on the report. You can choose to show all of the categories, none of them, or only specific ones. <ul style="list-style-type: none"> • If you choose a specific grade level for the Select Students option and your state benchmark for the Benchmark option, but the chosen grade does not have a state benchmark, then “No state benchmark available for this grade” will be shown in place of the Show Student Details options. • If you choose anything other than a specific grade level for the Select Students option, then “Student details will be included for all categories” will be shown in place of the Show Student Details options. 	
Show Grade Equivalent	Use this option to choose whether to show each student’s GE score on the report.	
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 and ZPD 2000 scores in your report.	
Group By	Choose how to group the information on the report: by class, grade, or teacher.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.
Sort By	Choose how to sort information on the report: by students’ last names or by their Scaled Scores (in descending order).	
Print Report Options	Use this option to print a list of the options you’ve chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you’re using the same ones.	

2. Click **View Report** when you are done choosing options.
3. STAR Reading will generate the report. When it’s ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser’s print function instead, only the top of the page will print.

(In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

- The links above the report will differ based on how you began printing it:
 - If you began from the STAR Reading Reports page: **Select a Different Report** will take you back to the STAR Reading Reports page; **Customize this Report** will take you back to the Report Options page.
 - If you began from the Screening, Progress Monitoring & Intervention page or a Screening preview: **Customize this Report** will take you back to the Report Options page; **Return to Screening, Progress Monitoring & Intervention** will take you back to the Screening, Progress Monitoring & Intervention page.

State Performance Report - Class **ENTERPRISE**

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report provides a graphic display of how groups of students are progressing toward proficiency based on their STAR Reading tests.

Notes on the State Performance Report - Class:

- This report is only available to Enterprise customers where linking has been completed and customers in states participating in the Council of Chief State School Officers (CCSSO)/Renaissance Learning R&D consortium.

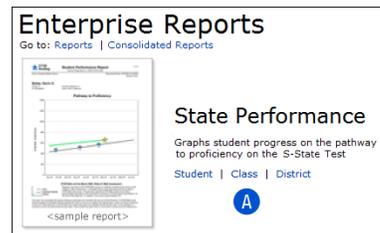
The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you wish, then go to step 1 on page 135):

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Reports**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **State Performance - Class** on the Select Report page.

Method 2—From the STAR Reading Enterprise Home Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Enterprise Home**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Class** **A** below “State Performance” in the Enterprise Reports section of the page.





1. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description	
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 87.	
Reporting Parameter Group	See page 158.	
Test Date Range	Use this option to choose a range of dates to include testing data from. <ul style="list-style-type: none"> • You must have at least one date range chosen. • You can add more date ranges (up to 10) to this report in order to compare multiple date ranges. • Date ranges should not overlap. 	
Show Chart	Check this box to have the data in the report presented as a chart (this box is checked by default).	
Group By	Choose how to group the information on the report: by class, teacher, grade, or not grouped.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.
Sort By	Choose how to sort information on the report: by students' Scaled Scores or their last names.	
Print Report Options	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.	

2. Click **View Report** when you are done choosing options.
3. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

State Performance Report - Student **ENTERPRISE**

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report provides a graphic display of how individual students are progressing toward proficiency based on their STAR Reading tests.

Notes about the State Performance Report - Student:

- This report is only available to Enterprise customers where linking has been completed and customers in states participating in the Council of Chief State School Officers (CCSSO)/Renaissance Learning R&D consortium.

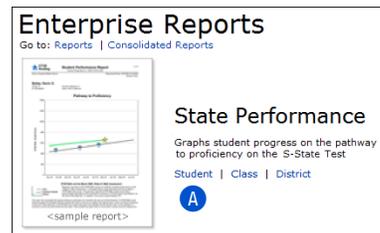
The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you wish, then go to step 1 on page 137):

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Reports**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **State Performance - Student** on the Select Report page.

Method 2—From the STAR Reading Enterprise Home Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Enterprise Home**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Student** **A** below “State Performance” in the Enterprise Reports section of the page.





1. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 87.
Reporting Parameter Group	See page 158.
Show Student ID	Choose whether or not to include student IDs on this report.
Show Trend Line	This option allows you to choose whether to show a trend line on the chart (a statistical tendency of the change in student's scores over time). This option is checked by default. The student has to take at least three tests before a trend line can appear on this report.
Sort By	Choose how to sort information on the report: by students' last names or by their student IDs.

2. Click **View Report** when you are done choosing options.
3. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.
If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

State Standards Report - Class ENTERPRISE

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report shows estimates of students' mastery of their state's grade-level standards or the Common Core State Standards. The report is designed to group small groups of students, such as a class, by their estimated mastery of each state standard, so that the teacher can group students for instruction.

Notes about the State Standards Report - Class:

- This report only includes STAR Reading Enterprise tests, *not* STAR Reading tests.

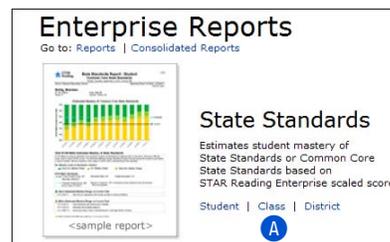
The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you wish, then go to step 1 on page 139):

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Reports**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **State Standards Report - Class** on the Select Report page.

Method 2—From the STAR Reading Enterprise Home Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Enterprise Home**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Class** A below "State Standards" in the Enterprise Reports section of the page.



1. Select the options you want to customize for this report on the Report Options page.

Option	Description
Select Students A	To choose specific students, classes, or groups, click Students , Classes , or Groups . See page 87. <ul style="list-style-type: none"> • “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 71.
Reporting Parameter Group B	See page 158.
Reporting Period C	The State Standards - Class report shows data from test scores spanning a 30-day period. Enter the date you want to use as the <i>end</i> of this 30-day span. For example, if you choose April 15 as the date, the report will show data from all STAR Reading Enterprise tests taken between March 17–April 15.

Option	Description	
Select Standards to Show D	Choose which standards will be shown on the report: the assessment standards for your own state, or the Common Core State Standards, which is a diverse group of standards that have been adopted by multiple states. (The name of the state standards will vary depending on your state.) <ul style="list-style-type: none"> If your state has no assessment standards, the Common Core State Standards will be used. 	
Show Projected Growth E	Projected growth is an estimate of how much improvement a student or group of students should experience between the current date and a future date based on STAR Reading test results to date. <ul style="list-style-type: none"> The end of the school year is the default date, but a different date can be selected; you can also choose not to include this data in the report. If you enter a custom date for Show Projected Growth that is earlier than the date picked for the Reporting Period C, then growth cannot be calculated for some or all of the students. 	
Group By F	Choose how to group the information on the report: by grade, teacher, or class.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.
Sort By G	Choose how to sort information on the report: by students' rank or name (alphabetical order).	
Page Break H	Use this option to put the different standards (chosen in the Select Standards to Show option D) on separate pages.	
Print Report Options I	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.	

2. Click **View Report** **J** when you are done choosing options.
3. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

State Standards Report - District **ENTERPRISE**

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report shows estimates of students' mastery of their state's grade-level standards or the Common Core State Standards. The report is designed to show high-level information on large groups of students at in a district or school, and give the user a number of options for breaking the data down.

Notes about the State Standards Report - District

- This report only includes STAR Reading Enterprise tests, *not* STAR Reading tests.

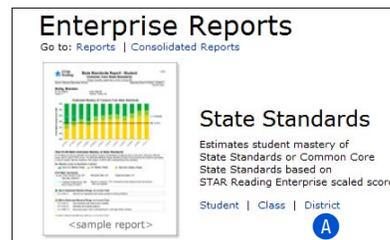
The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you wish, then go to step 1 on page 142):

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Reports**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **State Standards Report - District** on the Select Report page.

Method 2—From the STAR Reading Enterprise Home Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Enterprise Home**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **District** **A** below "State Standards" in the Enterprise Reports section of the page.



1. Use the Report Options page to select the options you want to use to customize this report.

Option	Description
Schools A	<p>If you have access to more than one school (such as a district administrator or district staff member), you can choose one school to run the report for, or all schools for an entire district.</p> <ul style="list-style-type: none"> • If All Schools is chosen, and the district is made up of some schools that use STAR Reading Enterprise and some that don't, the report will only have data for the Enterprise schools. • Depending on the size of the district, it may take a while to generate this report. You will see a reminder about this if you choose All Schools for the Schools option.
Grades B	To print the report a single grade, choose that grade. To print the report for all grades in the school, choose All Grades .
Reporting Parameter Group C	See page 158.

Option	Description	
Reporting Period D	<p>The State Standards - District report shows data from test scores spanning a 30-day period. Enter the date you want to use as the <i>end</i> of this 30-day span.</p> <p>For example, if you choose April 15 as the date, the report will show data from all STAR Reading Enterprise tests taken between March 17–April 15.</p>	
Select Standards to Show E	<p>Choose which standards will be shown on the report: the assessment standards for your own state, or the Common Core State Standards, which is a diverse group of standards that have been adopted by multiple states. (The name of the state standards will vary depending on your state.)</p> <ul style="list-style-type: none"> If your state has no assessment standards, the Common Core State Standards will be used. 	
Show Projected Growth F	<p>Projected growth is an estimate of how much improvement a student or group of students should experience between the current date and a future date based on STAR Reading test results to date.</p> <ul style="list-style-type: none"> The end of the school year is the default date. You can select a different date. You can also choose not to include this data in the report. If you enter a custom date for Show Projected Growth that is earlier than the date picked for the Reporting Period D, then growth cannot be calculated for some or all of the students. 	
Group By G	<p>Choose how to group the information on the report: by district or school.</p> <ul style="list-style-type: none"> Teachers and school personnel will not see the Group By option for this report. For these personnel, Group By is automatically set to School. If All Schools and All Grades are chosen for the Schools A and Grades B options, the Group By option will be restricted to District (Do Not Group). 	<p>If the report uses any combination the of Group By, Sort By, and/or List By options, they are applied in the following order: Group By, List By, Sort By.</p>
List By H	<p>This is a secondary “grouping” option. Once a Group By option G has been chosen (District or School), this option determines how grouped items are listed (by Teacher, Class, Group, or None).</p> <ul style="list-style-type: none"> Teachers and school personnel will not see the Group By option for this report. For teachers, the List By options are limited to Class or Group. If All Schools and All Grades are chosen for the Schools A and Grades B options, the List By option will be restricted to None. 	
Sort By I	<p>Choose how to sort information on the report: by students’ rank or name (alphabetical order).</p>	
Page Break J	<p>Use this option to put the different standards (chosen in the Select Standards to Show option E) on separate pages.</p>	
Print Report Options K	<p>Use this option to print a list of the options you’ve chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you’re using the same ones.</p>	

2. Click **View Report**  when you are done choosing options
3. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

State Standards Report - Student ENTERPRISE

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report shows estimates of students' mastery of their state's grade-level standards or the Common Core State Standards. The report aligns state standards to the STAR Reading Scaled Score (SS), so that the user can compare where a student's test is on the scale in relation to the standard.

Notes on the State Standards Report - Student:

- This report only includes STAR Reading Enterprise tests, *not* STAR Reading tests.

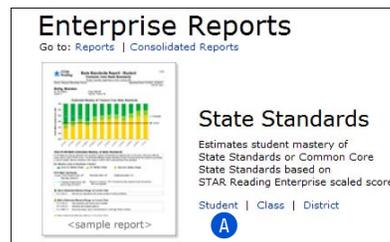
The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you wish, then go to step 1 on page 146):

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Reports**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **State Standards Report - Student** on the Select Report page.

Method 2—From the STAR Reading Enterprise Home Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Enterprise Home**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Student** A below "State Standards" in the Enterprise Reports section of the page.



1. Select the options you want to customize for this report on the Report Options page.

Option	Description
Select Students A	To choose all the students in a specific class, use the drop-down list. To choose specific students, classes, or groups, click Students , Classes , or Groups . See page 87. • “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 71.
Reporting Period B	This report shows data from test scores spanning a 30-day period. Enter the date you want to use as the <i>end</i> of this 30-day span. For example, if you choose April 15 as the date, the report will show data from all STAR Reading Enterprise tests taken between March 17–April 15.



Option	Description
Select Standards to Show C	Choose which standards will be shown on the report: the assessment standards for your own state, or the Common Core State Standards, which is a diverse group of standards that have been adopted by multiple states. (The name of the state standards will vary depending on your state.) <ul style="list-style-type: none"> • If your state has no assessment standards, the Common Core State Standards will be used.
Show Projected Growth D	Projected growth is an estimate of how much improvement a student or group of students should experience between the current date and a future date based on STAR Reading test results to date. <ul style="list-style-type: none"> • The end of the school year is the default date. • You can select a different date. • You can also choose not to include this data in the report. • If you enter a custom date for Show Projected Growth that is earlier than the date picked for the Reporting Period B, then growth cannot be calculated for some or all of the students.
Show Standards Detail E	There are three mastery standards that normally appear in tables on this report (Above, Within, and Below Estimated Mastery Range). Since you may not need or want to see data for all three standards, this option allows you to remove some of the tables from the report.
Show Grade Equivalent F	Use this option to choose whether to show each student's GE score on the report.
Show ATOS 2000 Scores G	Use this option to include or omit the ATOS 2000 score in your report.
Show Student ID H	Choose whether or not to include student IDs on this report.
Group By I	Choose how to group the information on the report: by grade, teacher, or class or group.

2. Click **View Report** **J** when you are done choosing options.
3. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.
If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Student Detail Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report lists students who are enrolled in STAR Reading classes. It includes each student's name, ID, gender, date of birth, grade, ethnicity, and characteristics. To find out how to set this information for each student, see the *Renaissance Place Real Time Software Manual*.

Notes about the Student Detail Report:

- This report cannot be customized.
- If your administrator has removed the Filter Reports by Ethnicity and Filter Reports by Characteristics capabilities, the report will not include ethnicity and characteristics.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click **Student Detail** on the Select Report page.
5. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Student Information Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report lists students who are enrolled in STAR Reading classes. It includes each student's name, ID, gender, date of birth, Estimated Instructional Reading Level (IRL), user name, question time limit, and password.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click **Student Information** on the Select Report page.
5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description	
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 87.	
Reporting Parameter Group	See page 158.	
Group By	Choose how to group the information on the report: by class, grade, teacher, or not grouped.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.
Sort By	Choose how to sort information on the report: by students' last names or by their ID numbers.	
Page Break	If you chose to group the information in the report with a Group By option, use this option to create a page break after each group.	
Print Report Options	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.	

6. Click **View Report** when you are done choosing options.
7. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Student Progress Monitoring Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report is used to identify students who are having difficulty reaching benchmarks. Once those students have been identified, you can begin to organize your intervention plan. (The Student Progress Monitoring Report shows this data for a single student. The Screening Report (see page 131) shows this same data for multiple students.)

Students who are not reaching a specific benchmark can be further divided into groups to help you focus your resources on the students who need the most help.

Notes about the Student Progress Monitoring Report:

- There are a number of setup procedures you may want to perform before printing a Student Progress Monitoring Report (creating groups, editing benchmarks, and so on). See “Screening, Progress Monitoring & Intervention” on page 33.
- The Student Progress Monitoring Report will indicate if any students took a test using extended time limits with a footnote explanation.

The procedure for printing a Student Progress Monitoring Report starts on the Report Options page. There are three ways to reach that page; use whichever method you prefer, then go to step 1 on page 151:

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Reports**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Student Progress Monitoring** on the Select Report page.

Method 2—From the Screening, Progress Monitoring & Intervention Page

- a. Go to the Home page.
- b. Under STAR Reading, click **Screening, Progress Monitoring & Intervention**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Progress Monitoring** under “Reports” in the gray sidebar on the left side of the screen.

Method 3—From a Student Search

- a. Go to the Home page.
- b. Under STAR Reading, click **Screening, Progress Monitoring & Intervention**.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Progress Monitoring & Goals**.
- e. In the Search for Student area of the screen **A**, you can enter all or part of a student’s name in the appropriate fields to use as search criteria, or you can enter the student’s ID number. You may also use the **Grade** or **Class** drop-down lists to narrow your search to students in a particular grade or class. **Note:** For teachers who have had the “Manage Screening, Progress Monitoring & Intervention” capability removed, choosing **All Classes** from the **Class** drop-down list will only include students from their *own* classes.
- f. Click **Search** **B**.
- g. A list of students matching your search criteria will be presented **C**. Students who fit your search criteria but have not taken a test yet will have a dash shown in place of a PR score. Click the name of a student.
- h. On the Student Detail page, click **Generate Progress Report**. (If you can’t click the **Generate Progress Report** button, it is because the student has taken only one test, so progress across tests cannot be shown.)



1. Select the options you want to customize for this report on the Report Options page. **Note:** To get the most out of the Student Progress Monitoring Report, it is important to have intervention goals set for the students (see page 66, or click **Set Goals for Progress Monitoring** above the Customization Options table).

When you customize this report, you can choose these options:

Option	Description
Select Students	<p>To choose all the students in a specific class, use the drop-down list.</p> <p>To choose specific students, classes, or groups, click Students, Classes, or Groups. See page 87.</p> <ul style="list-style-type: none"> • “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 71. • Teachers who have had the “Manage Screening, Progress Monitoring & Intervention” capability removed can only run this report for their own students.
Reporting Parameter Group	See page 158.
Reporting Period	The Student Progress Monitoring Report shows data from a specific time period. You can use either a marking period that has been set up by a district administrator/school administrator for your school, or you can set your own range by choosing a starting and ending date.
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 score in your report.
Show Student ID	Choose whether or not to include student IDs on this report.

2. Click **View Report** when you are done choosing options.
3. STAR Reading will generate the report. When it’s ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser’s print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Summary Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report summarizes students' test results over time. It includes each student's name, grade placement, class, teacher, test date, rank, Scaled Score (SS), Grade Equivalent (GE), Percentile Rank (PR), Normal Curve Equivalent (NCE), Instructional Reading Level (IRL), Estimated Oral Reading Fluency (ORF), Zone of Proximal Development (ZPD), ATOS 2000, and ZPD 2000.

The report also shows a summary of the scores, the PR distribution, the IRL distribution, and the GE distribution.

Notes on the Summary Report:

- Although kindergartners can take STAR Reading tests, data for kindergartners has not been norm-referenced. Therefore, on this report, no values will be shown for Percentile Rank (PR) and/or Normal Curve Equivalents (NCE) for kindergartners.
- The report will indicate if any students took a test using extended time limits with a footnote explanation.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click **Summary** on the Select Report page.
5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description	
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 87.	
Reporting Parameter Group	See page 158.	
Reporting Period	The Summary Report shows data from a specific time period. You can use either a marking period that has been set up by a district administrator/school administrator for your school, or you can set your own range by choosing a starting and ending date.	
Summary Only	Use this option to make the data in the report more manageable by only showing a concise summary of it. Note: If Yes is chosen for this option, the Sort By option will not be available.	
Show Grade Equivalent	Use this option to choose whether to show each student's GE score on the report.	
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 and ZPD 2000 scores in your report.	
Group By	Choose how to group the information on the report: by class, grade, teacher, or not grouped.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.
Sort By	Choose how to sort information on the report: by students' last name, test dates, or rank.	



Option	Description
Print Report Options	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.

6. Click **View Report** when you are done choosing options.
7. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.
 If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Teacher Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report lists the teachers at the selected school who are assigned to at least one STAR Reading class. The report includes each teacher's name, user name, the STAR Reading classes the teacher is assigned to, and the teacher's position in each class (Lead or Team).

Notes about the Teacher Report:

- This report cannot be customized.
- If a teacher prints the report, it only includes that teacher's information.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click **Teacher** on the Select Report page.
5. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Test Activity Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report identifies students who have and have not completed tests during a specific time period. The report includes each student's name, grade, class, teacher, the number of tests completed, the number of tests not completed (interrupted/unfinished tests), Estimated Instructional Reading Level (IRL), question time limit, and the date of the last test.

It also indicates which students have not tested, which students are enrolled in more than one STAR Reading class, and if historical data is included on the report.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click **Test Activity** on the Select Report page.
5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 87.
Reporting Parameter Group	See page 158.
Reporting Period	The Test Activity Report shows data from a specific time period. You can use either a marking period that has been set up by a district administrator/school administrator for your school, or you can set your own range by choosing a starting and ending date.
Group By	Choose how to group the information on the report: by class, grade, teacher, or not grouped.
Sort By	Choose how to sort information on the report: by students' last names or by their most recent test date.
Print Report Options	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.

6. Click **View Report** when you are done choosing options.
7. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.
If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

Test Record Report

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This report is the easiest way to get a detailed look at a student's test history, providing an overview of the student's growth over time. It is the only report that includes all previous tests.

For each test, the report includes the test date, grade placement, class, teacher, Scaled Score (SS), Grade Equivalent (GE), Percentile Rank (PR), Normal Curve Equivalent (NCE), Instructional Reading Level (IRL), Estimated Oral Reading Fluency (Est. ORF), ATOS 2000, Zone of Proximal Development (ZPD), and ZPD 2000.

Notes about the Test Record Report:

- The report will indicate if historical data is included.
- Teachers typically will not see tests from previous classes and school years, but administrators can grant them the capability to do this (see page 174). District administrators and school administrators will see all tests for a student unless this capability has been taken away.
- Although kindergartners can take STAR Reading tests, data for kindergartners has not been norm-referenced. Therefore, on this report, no values will be shown for Percentile Rank (PR) and/or Normal Curve Equivalents (NCE) for kindergartners.
- The report will indicate if any students took a test using extended time limits with a footnote explanation.

To print the report:

1. Go to the Home page.
2. Under STAR Reading, click **Reports**.
3. Select your school from the **School** drop-down list, if necessary.
4. Click **Test Record** on the Select Report page.
5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 87.
Reporting Parameter Group	See page 158.
Reporting Period	The Test Record Report shows data from a specific time period. You can use either a marking period that has been set up by a district administrator/school administrator for your school, or you can set your own range by choosing a starting and ending date.
Show Grade Equivalent	Use this option to choose whether to show each student's GE score on the report.
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 and ZPD 2000 scores in your report.
Show Student ID	Choose whether or not to include student IDs on this report.
Page Break	Use this option to have each student's information begin printing on a new page.



6. Click **View Report** when you are done choosing options.
7. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X, the Adobe Reader buttons may be hidden until you move the mouse over the document or press F8.)

About Reporting Parameter Groups

Reporting parameter groups let you limit reports to students with common traits. When you customize some STAR Reading reports, you can choose a reporting parameter group from a drop-down list. You can also create or change a group by clicking **Create New or Edit Selected**.

- A** By entering an enroll date, you select students enrolled in the school before the date you specify.
- B** You can specify each student's ethnicity, gender, language, and grade when you add the student or edit his or her information. See the *Renaissance Place Real Time Software Manual*.
- C** You can assign characteristics to students separately. You can also add your own custom characteristics and assign them to students. See the *Renaissance Place Real Time Software Manual*.

Score Definitions

These scores appear on STAR Reading reports. For more about the scores, refer to the *STAR Reading Technical Manual*. To find this manual, click **Manuals** in the upper-right corner of any page in the software, or click **Resources** under STAR Reading on the Home page.

Score	What It Means	Reports That Include It
ATOS 2000	<p>ATOS 2000 is the Scaled Score converted to a 2000-point scale. The 2000-point scale is a transformation of a book's ATOS level to a scale that is similar, but not identical, to the Lexile^a scale.</p> <p>ATOS measures are based on four characteristics of the book (average sentence length, average word length, vocabulary grade level, and the number of words in the book), while Lexile measures are based on two (sentence length and word frequency). Since Lexile uses BR (beginning reader) to indicate scores less than zero, the 2000-point scale must also report some scores as BR.</p> <p>ATOS 2000 should be useful to anyone who is accustomed to using Lexiles because its values will be reasonable approximations in most cases.</p> <p>Note: If you include ATOS 2000 on the Reading Range Report, the ZPD 2000 is added (not ATOS 2000).</p>	<ul style="list-style-type: none"> • Annual Progress Report • Diagnostic Report • Growth Report • Screening • Student Progress Monitoring Report • Summary Report • Test Record Report <p>Note: You can include or omit this score for some reports by customizing them.</p>
Estimated Oral Reading Fluency (Est. ORF)	<p>Estimated Oral Reading Fluency is an estimate of a student's ability to read words quickly and accurately in order to comprehend text efficiently. Students with oral reading fluency demonstrate accurate decoding, automatic word recognition, and appropriate use of the rhythmic aspects of language (e.g., intonation, phrasing, pitch, and emphasis).</p> <p>Estimated ORF is reported in correct words per minute, and is based on the correlation between STAR Reading performance and a recent study that measured student oral reading using a popular assessment.</p>	<ul style="list-style-type: none"> • Diagnostic Report • Growth Report • Screening Report • Summary Report • Test Record Report
Functional Grade Level (FGL)	<p>Functional Grade Level classifies students into one of three broad categories based on their Scaled Score:</p> <ul style="list-style-type: none"> • Below Grade Level: Students in this category have Scaled Scores that indicate they have not attained the Common Core State Standards (CCSS) end-of-year grade level expectations for the previous grade. • On Grade Level: Students in this category have attained Scaled Scores that indicate they have equaled or surpassed the CCSS end-of-year grade level expectations for the previous grade. • Above Grade Level: Students in this category have Scaled Scores that indicate they have exceeded the minimum CCSS end-of-year grade level expectations for their current grade. 	<ul style="list-style-type: none"> • Diagnostic Report



Score	What It Means	Reports That Include It
Grade Equivalent (GE)	Grade Equivalent scores range from 0.0–12.9+. They represent how a student's test performance compares with that of other students nationally. For example, if a 5th-grade student has a GE of 7.6, his or her score is equal to that of a typical 7th grader after the sixth month of the school year. This score does not necessarily mean that the student is capable of reading 7th-grade material. It only indicates that his or her reading skills are well above average for his or her grade level.	<ul style="list-style-type: none"> • Annual Progress Report • Diagnostic Report • Growth Report • Parent Report • Screening Report • State Standards Report - Student • ENTERPRISE • Summary Report • Test Record Report <p>Note: You can include or omit this score in the reports by customizing the reports.</p>
Instructional Reading Level (IRL)	<p>Instructional Reading Level is a criterion-referenced score that is the highest reading level at which a student is 80% proficient (or higher) at comprehending material with assistance. Research has found that this level of comprehension corresponds to being at least 90–98% proficient at recognizing words; STAR Reading does not directly assess word recognition.</p> <p>As a criterion-referenced score, IRL is not the same as the norm-referenced Grade Equivalent score, but the two correspond somewhat fairly at some grade levels.</p> <p>IRL scores are Pre-Primer (PP), Primer (P), K–12, or Post-High School (PHS). If a 7th-grade student has an IRL of 8, he or she reads 8th-grade words and books with 80% comprehension or better and with 90–98% word recognition.</p>	<ul style="list-style-type: none"> • Annual Progress Report • Diagnostic Report • Growth Report • Parent Report • Summary Report • Test Record Report
Normal Curve Equivalent (NCE)	Normal Curve Equivalent scores range from 1–99 and express student ability on an equal interval scale within the same grade. For a particular student, this score indicates the percentage of students in the norms group who obtained lower scores. NCEs are used for comparisons between different achievement tests and for statistical computations, such as determining an average score for a group of students. NCEs are most frequently employed in research and government program evaluations.	<ul style="list-style-type: none"> • Diagnostic Report • Growth Report • Summary Report • Test Record Report
Percentile Rank (PR) and Percentile Rank Range	<p>Percentile Rank Scores range from 1–99 and express student ability relative to the scores of other students in the same grade. For a particular student, this score indicates the percentage of students in the norms group who obtained lower scores. For example, if a student has a PR of 85, the student's reading skills are greater than 85% of other students in the same grade.</p> <p>The PR Range reflects the amount of statistical variability in a student's PR score. If the student were to take the STAR Reading test many times in a short period of time, the score would likely fall in this range.</p>	<ul style="list-style-type: none"> • Diagnostic Report • Growth Report (PR only) • Instructional Planning - Class Report • ENTERPRISE • Longitudinal Report • ENTERPRISE • Parent Report • Screening Report • Summary Report • Test Record Report



Score	What It Means	Reports That Include It
Scaled Score (SS)	<p>The Scaled Score is the most fundamental score produced by STAR Reading tests. It ranges from 0–1400 and spans grades K–12. It is calculated based on the difficulty of the questions and the number of correct responses. Scaled Scores are useful for comparing student performance over time and across grades. In STAR Reading tests, all other norm-referenced scores are derived from the Scaled Score.</p>	<ul style="list-style-type: none"> • Annual Progress Report • Diagnostic Report • Growth Report • Instructional Planning - Class Report • ENTERPRISE • Instructional Planning - Student Report • ENTERPRISE • Parent Report • Screening Report • Student Progress Monitoring Report • Summary Report • Test Record Report
Student Growth Percentile (SGP)	<p>Student Growth Percentile uses the growth between two tests to calculate a growth rate and then compares it to a growth norm to identify a percentile rank. The growth calculation is different from the one used in goal setting and progress monitoring. Although it is similar to a Percentile Rank (PR), it is a different score.</p> <p>To get an SGP score, a student needs to have taken at least one test in each of at least two valid SGP timeframes (or “windows”):</p> <ul style="list-style-type: none"> • Fall window (8/1–9/30) • Winter window (12/1–1/31) • Spring window (4/1–5/31) <p>For each of these ranges, the beginning date and end date are included as part of the ranges.</p>	<ul style="list-style-type: none"> • Growth Report • Growth Proficiency Chart • ENTERPRISE
Zone of Proximal Development (ZPD)	<p>The Zone of Proximal Development suggests the readability-level range from which a student should be selecting books for optimal growth in reading without frustration. The ZPD is especially useful for students using the Accelerated Reader reading management system. The ZPD, however, is approximate. Success at any reading level also depends on the student’s interest and prior knowledge of a book’s content. Teachers should use their professional judgment to adjust the level of books read to match an individual student’s needs and interests.</p>	<ul style="list-style-type: none"> • Annual Progress Report • Diagnostic Report • Parent Report • Reading Range Report • Screening Report • Summary Report • Test Record Report



Score	What It Means	Reports That Include It
ZPD 2000	<p>ZPD 2000 is the ZPD converted to a 2000-point scale. The 2000-point scale is a transformation of a book's ATOS level to a scale that is similar, but not identical, to the Lexile^a scale.</p> <p>ATOS measures are based on four characteristics of the book (average sentence length, average word length, vocabulary grade level, and the number of words in the book), while Lexile measures are based on two (sentence length and word frequency).</p> <p>ZPD 2000 should be useful to anyone who is accustomed to using Lexiles because its values will be reasonable approximations in most cases.</p> <p>Note: If you include ATOS 2000 on the Reading Range Report, the ZPD 2000 is added (not ATOS 2000).</p>	<ul style="list-style-type: none"> • Annual Progress Report • Diagnostic Report • Parent Report • Reading Range Report • Screening Report • Summary Report • Test Record Report <p>Note: You can omit this score from some reports by customizing them.</p>

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STAR Reading and STAR Reading Enterprise Report Options

Report	Report Options																																				
	Benchmark	Class or Group	Comparison	Grade(s)	Group By	Include Unenrolled Students	Instructional Difficulty	Instructional Groups	List By	Method	Page Break	Posttest Reporting Period	Pretest Reporting Period	Print Report Options	Reporting Parameter Group	Reporting Period	School(s)	Select Standards to Show	Select Students	Show ATOS 2000 Scores	Show Chart	Show Grade Equivalent	Show Projected Growth	Show Standards Detail	Show Student Details	Show Student ID	Show Trend Line	Show Skill Set Scores	Sort By	Summary Only	Teacher	Test Date Range	Testing End Date	Timeframe			
Annual Progress (page 88)			●		●									●	●	●			●	●		●				●		●			●						
Diagnostic (page 91)	X				●										●	●			●	●		●				●		X	●								
Enrollment (page 93)					●	●								●	●				●										●								
Growth (page 94)					●						●	●	●	●	●		●		●	●		●							●	●							
Growth Proficiency Chart (page 97)	This dynamic chart uses unique customization options not shared by the other reports; see page 97.																																				
Instructional Planning - Class (page 114)	●	●					●	●			●																				●		●				
Instructional Planning - Student (page 120)	●						●												●	●			●														
Longitudinal (page 123)				●						●							●																		●		
Parent (page 127)					●										●	●			●	●		●							●								
Reading Range (page 129)					●									●	●				●	●									●								
Registration (page 130)					●									●												●			●								
Screening (page 131)	●			●										●	●	●			●	●		●			●			●									
State Performance - Class (page 134)					●									●	●				●		●							●					●		●		
State Performance - Student (page 136)															●				●							●	●		●								
State Standards - Class (page 138)					●						●			●	●	●		●	●				●					●									
State Standards - District (page 141)				●	●			●		●				●	●	●	●	●					●					●									
State Standards - Student (page 145)					●											●		●	●		●	●	●	●	●	●	●		●								
Student Information (page 149)					●					●				●	●				●										●								
Student Progress Monitoring (page 150)															●	●			●	●						●											
Summary (page 152)					●									●	●	●		●	●		●		●					●	●								
Test Activity (page 155)					●									●	●	●		●										●									
Test Record (page 156)										●				●	●			●	●		●		●				●										

Blue rows = STAR Reading Enterprise report; X = Option only available for STAR Reading Enterprise—it is not available when printing the report for a STAR Reading test.

PREFERENCES

STAR Reading has four preferences:

- The Testing Password Preference sets whether the monitor password is required at the start of each STAR Reading test and also allows you to set the monitor password.
- The Student Test Registration Preference lets you decide whether students must be registered before they can take the test. It also lets you register the students if you decide to require registration.
- The Student Settings Preference lets you set a different starting level for the test and set longer time limits for the questions.
- The Rename ATOS 2000 Preference lets you choose different names for two of the scores that appear on some reports: the ATOS 2000 and the ZPD 2000. (See “STAR Reading and STAR Reading Enterprise Report Options” on page 163.)

ENTERPRISE STAR Reading Enterprise adds a fifth preference:

- The Test Type Preference lets you choose which version of the test you want students in a class to take: the regular STAR Reading test or the STAR Reading Enterprise test. This preference cannot be viewed or edited by a teacher.

Viewing the STAR Reading Preferences

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

1. Click **Preferences** under STAR Reading on the Home page.
2. Select your school and class from the drop-down lists if necessary. The page will show you the preference settings for that class.

Note: Teachers will not be shown the Test Type Preference.

Preferences	Description	Current Setting
Testing Password	Define Password requirements for student testing	Monitor Password required Monitor Password: ADMIN
Test Type	Select test to administer, which affects reporting capabilities	STAR Reading Enterprise Test
Student Test Registration	Choose if students must be registered before taking tests	Registration is off
Student Settings	Change Estimated IRL or Extended Question Time Limit for all students in this class	Estimated IRL is not set Extended Question Time Limit off for: All students
Rename ATOS 2000	Give ATOS 2000 scores a different name	Score Name: ATOS 2000 ZPD Name: ZPD 2000

Done

Editing the Testing Password Preference

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

1. Click **Preferences** under STAR Reading on the Home page.
2. Select your school and class from the drop-down lists if necessary.

STAR Reading
Home > Preferences

Preferences

School: North Terra Grade School
Class: Grade 1 Reading, G1R Kaewert, 2010 - 2011

Preferences	Description	Current Setting
Testing Password	Define Password requirements for student testing	Monitor Password required Monitor Password: ADMIN A
Test Type	Select test to administer, which affects reporting capabilities	STAR Reading Enterprise Test
Student Test Registration	Choose if students must be registered before taking tests	Registration is off
Student Settings	Change Estimated IRL or Extended Question Time Limit for all students in this class	Estimated IRL is not set Extended Question Time Limit off for: All students
Rename ATOS 2000	Give ATOS 2000 scores a different name	Score Name: ATOS 2000 ZPD Name: ZPD 2000

Done

The current setting for the Testing Password Preference will be shown in the Current Setting column of the table **A**.



Default settings: the default monitor password is **ADMIN**, and by default it is required for all classes.

- District and school administrators can choose **All School Classes** from the **Class** drop-down list to see how many classes in a school have passwords required: all, none, some (along with the number of classes; for example, “Password required for: 6 of 39 classes”), and if any of the passwords in place were defined by teachers. District and school administrators can also check the preference setting for a specific class by choosing it from the **Class** drop-down list.
- Teachers can only view or change this preference for their own classes. On the Preferences page, the **Class** drop-down list will allow them to choose **All My Classes** or a specific class that they are the lead teacher for **B**.

STAR Reading
Home > Preferences

Preferences

School: North Terra Grade School
Class: All My Classes **B**

Preferences	Description	Current Setting
Testing Password	Define Password requirements for student testing	Monitor Password required Monitor Password: ADMIN
Student Test Registration	Choose if students must be registered before taking tests	Registration is off
Student Settings	Change Estimated IRL or Extended Question Time Limit for all students in this class	Estimated IRL is not set Extended Question Time Limit off for: All students
Rename ATOS 2000	Give ATOS 2000 scores a different name	Score Name: ATOS 2000 ZPD Name: ZPD 2000

Done

- If **All School Classes** (or **All My Classes**) is chosen from the **Class** drop-down list, the current monitor password will only be displayed in the Current Settings column if it is the same for all classes.
3. Click **Testing Password**.
 4. Change the preference settings:

- C Check the **Monitor** box if you want the test monitor to enter a password before a student can start a test. The monitor password is meant to be used by the person who is supervising students as they take the test. By entering the monitor password, the test monitor confirms that the students should be allowed to test and that the student has not accidentally logged in as another student.
 - D If you require a monitor password, you can change the default monitor password (**ADMIN**) to one that you want to use. A testing password defined by a district or school administrator will always override one defined by a teacher.
5. Click **Save**. If you are requiring the monitor password, make sure all test monitors know the password. You cannot substitute another password during the test.

The Student Test Registration Preference: How Registration Works



What is a STAR Reading class?

When you assign teachers to the class, check the **STAR Reading** box for the lead teacher. You can also select STAR Reading when you assign products to the classes in a course. This makes the class a STAR Reading class.

When you first receive the STAR Reading software, any student who is enrolled in a STAR Reading class can take a STAR Reading test.

Sometimes, you may want to limit STAR Reading testing to certain classes or students. To do this, use the Student Test Registration Preference to require registration before tests.

When registration is required, this is how the software works:

- Teachers or administrators must register the students or classes that should be allowed to take the test.
- Students who aren't registered cannot test.
- After students take the test, they cannot take another test because STAR Reading removes them from the registration list until the next time you register students.

Registration can help teachers and test monitors see which students should be allowed to take the test.

Editing the Student Test Registration Preference

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

1. Click **Preferences** under STAR Reading on the Home page
2. Select your school and class from the drop-down lists.
3. Click **Student Test Registration**.

Note: The Student Test Registration Preference can only be set at the class level; if either **All School Classes** or **All My Classes** is chosen in the **Class** drop-down list, the link will be inactive.

4. Click the option you prefer **A**. The default setting is **No**.

5. Click **Save**. If you are requiring registration, make sure you register students before the next test session (see the following section, “Registering Students for Testing”).

Registering Students for Testing

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

1. Click **Preferences** under STAR Reading on the Home page.
2. Select your school and class from the **School** and **Class** drop-down lists.
3. Click **Student Test Registration**.
4. Click **Yes** (if it hasn't been selected already).

5. Click **Register Students** **A**.
6. The Register Students page lists all the students in the chosen class. Any students who are already registered to test will have the **Yes** box checked at the end of their row **B**. Check the box at the end of other students' rows to register them for testing. You can use the **Allow Testing** box at the top of the column **C** to check all the boxes at once.

- When you're ready to save the registration list for this school, click **Save** **D**.

STAR Reading
Home > Preferences > Student Test Registration Preference > Register Students

Register Students
Indicate which students are allowed to test

Class: **Grade 2 Reading, G2R Poe, 2010 - 2011**

Cancel Save **D**

Student	ID	Grade	Allow Testing
Atkinson, Hernando	ha	2	<input checked="" type="checkbox"/> Yes B
Cheatham, Robert	rc	2	<input type="checkbox"/> Yes
Daly, Alyssa	ad	2	<input checked="" type="checkbox"/> Yes
Hakoto, Trang	trh	2	<input type="checkbox"/> Yes
Jackson, Tamarr	tj	2	<input checked="" type="checkbox"/> Yes
Love, Jill	jl	2	<input type="checkbox"/> Yes
Ray, Kelsi	kr	2	<input type="checkbox"/> Yes
Reese, Jordan	jr	2	<input type="checkbox"/> Yes
Schoenberger, Kim	ks	2	<input type="checkbox"/> Yes
Varela, Santo	sv	2	<input type="checkbox"/> Yes
Wells, Deion	dew	2	<input type="checkbox"/> Yes
Young, Temima	ty	2	<input type="checkbox"/> Yes

Removing Students from the Registration List

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

- Click **Preferences** under STAR Reading on the Home page.
- Select your school and class from the **School** and **Class** drop-down lists.
- Click **Student Test Registration**.
- Click **Yes** (if it hasn't been selected already).

STAR Reading ADMINISTRATOR USER, District 2010 - 2011
Home > Preferences > Student Test Registration Preference Manuals | Help | Log Out

Student Test Registration Preference
Set student test registration preference Live Chat Support Unavailable

Class: **Grade 1 Reading, G1R Kaewert, 2010 - 2011**

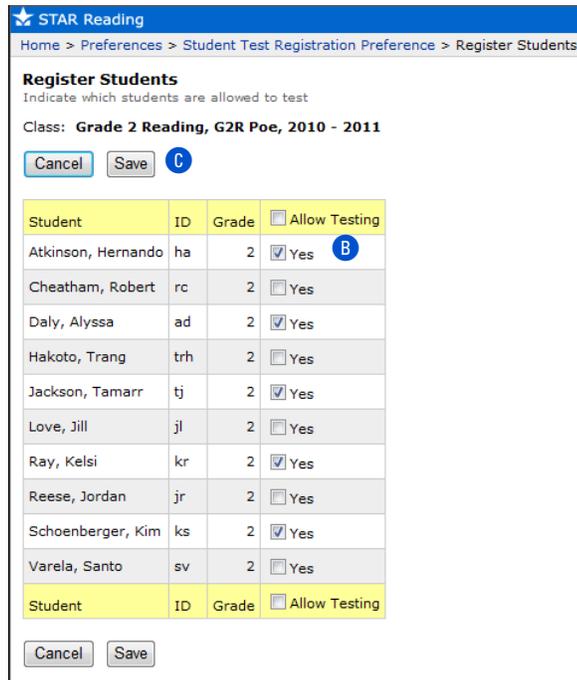
Preference Options

Require Registration before students can take tests Yes Register Students (0 students registered) No **A**

Cancel Save

- Click **Register Students** **A**.
- The Register Students page lists all the students in the chosen class. Uncheck the **Yes** box at the end of each student's row **B** to remove that student's test registration.

- When you're ready to save the registration list for this school, click **Save** .



Student	ID	Grade	Allow Testing
Atkinson, Hernando	ha	2	<input checked="" type="checkbox"/> Yes 
Cheatham, Robert	rc	2	<input type="checkbox"/> Yes
Daly, Alyssa	ad	2	<input checked="" type="checkbox"/> Yes
Hakoto, Trang	trh	2	<input type="checkbox"/> Yes
Jackson, Tamarr	tj	2	<input checked="" type="checkbox"/> Yes
Love, Jill	jl	2	<input type="checkbox"/> Yes
Ray, Kelsi	kr	2	<input checked="" type="checkbox"/> Yes
Reese, Jordan	jr	2	<input type="checkbox"/> Yes
Schoenberger, Kim	ks	2	<input checked="" type="checkbox"/> Yes
Varela, Santo	sv	2	<input type="checkbox"/> Yes
Student	ID	Grade	Allow Testing

Student Settings Preference

The Student Settings Preferences allow you to customize the following for individual students:

- A different starting level for the test
- Longer time limits for the questions

Usually, you don't need to change these settings, but adjustments can be helpful for some students.

Estimated Instructional Reading Level (IRL)

Usually, STAR Reading starts the student's first test with questions below the student's grade level. If the student has taken a STAR Reading test in the past six months, STAR Reading uses the results from the last test to decide the starting difficulty level for the next one.

However, when students have an Estimated Instructional Reading Level (IRL) set before their first test, STAR Reading uses it to decide how difficult the first question should be. Change the Estimated IRL when a student's starting level does not align with the student's grade.

Extended Question Time Limits

Extended time limits are three times longer than standard time limits. Use them for students with special needs who need more time to read or answer the test questions. Reports will show which students took tests with the extended time limits, with a footnote explanation.

Remember that the STAR Reading norms and reliability and validity are based on the *standard* time limits.

Test	Grades	Standard Time Limit	Extended Time Limit
STAR Reading (25 questions)	K–2	• 60 seconds for each question	• 180 seconds (3 minutes) for each question
	3–12	• 45 seconds for questions 1–20 • 90 seconds for questions 21–25 (and all questions in the second part of the test, if taken)	• 135 seconds for questions 1–20 • 270 seconds for questions 21–25 (and all questions in the second part of the test, if taken)
STAR Reading ENTERPRISE (34 questions)	K–2	• 60 seconds for each question	• 180 seconds (3 minutes) for each question
	3–12	• 45 seconds for questions 1–10 • 90 seconds for questions 11–34	• 135 seconds for questions 1–10 • 270 seconds for questions 11–34

Editing the Student Settings Preference

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

1. Click **Preferences** under STAR Reading on the Home page.
2. Select your school and class from the drop-down lists if necessary.
3. Click **Student Settings**.
Note: The Student Settings Preference can only be set at the class level (for a single class); if either **All School Classes** or **All My Classes** is chosen in the **Class** drop-down list, the link will be inactive.
4. To change a student's Estimated Instructional Reading Level, type it in the field at the end of the row for that student **A**. **Note:** Although kindergartners can take the STAR Reading test, kindergarten (K) cannot be set as an Estimated IRL.

- To use extended time limits for a student, check the **On** box in the row for that student **B**. To use standard time limits, leave the box empty.

Student	ID	Grade	Estimated IRL	Extended Question Time Limit
Atkinson, Hernando	ha	2	A 3	<input type="checkbox"/> On
Cheatham, Robert	rc	2		<input checked="" type="checkbox"/> On B
Daly, Alyssa	ad	2	3	<input checked="" type="checkbox"/> On
Hakoto, Trang	trh	2		<input type="checkbox"/> On

- When you have finished changing all the Estimated IRLs and time limits you wish to, click **Save**.

Editing the Rename ATOS 2000 Preference

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.

This preference changes what the ATOS 2000 and ZPD 2000 scores are called on reports.

- Click **Preferences** under STAR Reading on the Home page.
- Select your school and class from the drop-down lists if necessary.
- Click **Rename ATOS 2000**.

Note: The Rename ATOS 2000 Preference can only be set at the class level (for a single class); if either **All School Classes** or **All My Classes** is chosen in the **Class** drop-down list, the link will be inactive.

- The current names for the scores are shown in their respective fields. To change the name for a score, delete the existing name from the field and type in the name you want to use. The new name must be at least 1 character and no more than 10 characters long, including spaces and punctuation.
- To save the new names for the scores, click **Save**. To leave this page without saving your changes, click **Cancel**.

Editing the Test Type Preference ENTERPRISE

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 174.



If you are not working in the current school year, this link will be disabled (see the Renaissance Place Real Time Software Manual).

There are two ways to reach the Test Type Preference page:

- From the Home page
- From the STAR Reading Enterprise Home page

Use whichever method you prefer.

From the Home Page

1. Click **Preferences** under STAR Reading on the Home page; go ahead to step 3 of “From the STAR Reading Enterprise Home Page” below.

From the STAR Reading Enterprise Home Page

1. Click **Enterprise Home** under STAR Reading on the Home page.
2. Click **Preferences** A (below “STAR Reading Enterprise Test” in the Important Features section).

3. Select your school and class from the drop-down lists if necessary.

Preferences	Description	Current Setting
Testing Password	Define Password requirements for student testing	Monitor Password required Monitor Password: ADMIN
Test Type	Select test to administer, which affects reporting capabilities	STAR Reading Enterprise Test B
Student Test Registration	Choose if students must be registered before taking tests	Registration is off
Student Settings	Change Estimated IRL or Extended Question Time Limit for all students in this class	Estimated IRL is not set Extended Question Time Limit off for: All students
Rename ATOS 2000	Give ATOS 2000 scores a different name	Score Name: ATOS 2000 ZPD Name: ZPD 2000

The current setting for the Test Type Preference will be shown in the Current Setting column of the table B.

If you choose **All School Classes** from the **Class** drop-down list, and the school has a mix of classes that do and do not use STAR Reading Enterprise, you will be shown the number of classes that *are* using STAR Reading Enterprise; for example, “STAR Reading Enterprise Test for: 5 of 13 classes.”

4. Click **Test Type**.



5. On the Test Type Preference page, choose which version of the test you want students in the chosen class to take: the **STAR Reading Test** or the **STAR Reading Enterprise Test** **C**.

STAR Reading

Home > Preferences > Test Type Preference

Test Type Preference

Select test to administer, which affects reporting capabilities

Class **Grade 1 Reading, G1M Weiss, 2010 - 2011**

Preference Options

Test Type

STAR Reading Enterprise *(recommended)* **C** STAR Reading Enterprise Test
Enhanced test covering a broader range of skills and supporting all reporting capabilities

STAR Reading STAR Reading Test
Original test with limited Enterprise reporting

Cancel Save **D**

6. Click **Save** **D**.

Note: If you choose **STAR Reading Test**, a notice will be shown on the STAR Reading Enterprise Home page, reminding you that the STAR Reading test will not provide some of the scores necessary for some reports.

CAPABILITIES



Capabilities are sometimes known as rights, access, and/or privileges.

Capabilities give you the right to perform specific tasks in the software.

By default, your capabilities are determined by your user group. The position you hold determines what user group you are in; you can be in more than one user group. See “User Groups” below.

There are two types of capabilities:

- Capabilities in Renaissance Place RT (see the *Renaissance Place Real Time Software Manual*)
- Capabilities in STAR Reading (see page 176)

By default, only district administrators and school administrators can change your capabilities.

For more information about capabilities see the *Renaissance Place Real Time Software Manual*.

User Groups

The Renaissance Place RT software contains these seven user groups:

- District Administrators
- District Staff
- Parents
- School Administrators
- School Staff
- Students
- Teachers

Each person added to the Renaissance Place RT database is assigned to a user group and a specific position within that group. The positions included in each user group are listed below.

District Administrators

- Assistant Superintendent
- District Superintendent

District Staff

- Academic Testing Coordinator
- Admissions Director
- Curriculum Director
- Custodian—District
- Director of Education
- Food Service Director
- Gifted/Talented Director
- Library/Media Director
- Other District Staff
- Personnel Director
- Reading Specialist
- Secretary—District
- Special Education Director
- Technology/Computer Director
- Title I Director
- Vocational Education Coordinator

School Administrators

- Assistant Principal
- Librarian/Reading Coordinator
- Principal

School Staff

- At Risk Coordinator
- Athletic Director
- Athletic Trainer
- Audiologist
- Custodian—School
- Educational Diagnostician
- ESL Coordinator
- Food Service Worker
- Guidance Counselor
- Interpreter
- Librarian/Media Specialist
- Occupational Therapist
- Other School Staff
- Physical Therapist
- Physician
- Reading Specialist
- School Nurse
- School Psychologist
- Secretary—School
- Social Worker
- Speech Therapist
- Teacher's Aide
- Teacher Appraiser
- Teacher Facilitator
- Teacher Supervisor
- Technology/Computer Coordinator

Teachers

- Teachers for each Renaissance Place Product
- Lead Teacher
- Special Education Teacher
- Team Teachers (general Team Teacher or Team Teacher for each Renaissance Place product)
- ESL Teacher
- Special Duty Teacher
- Substitute Teacher
- Visiting Teacher

Students

Students will log in to use some software programs, such as STAR Reading.

Parents

Parents may be added to the database by administrators or staff so they can log in to view reports.



STAR Reading Capabilities

Capability	Determines Who Can...	District		School		Teacher
		Admin.	Staff	Admin.	Staff	
Manage STAR Reading Preferences	User has the ability to modify STAR Reading preferences including testing password, test registration and student's Estimated IRL or extended question time limit.	✓	+	✓	+	✓ ^a
View STAR Reading Preferences	User has the ability to view STAR Reading preferences including testing password, test registration and student's Estimated IRL or extended question time limit.	✓	✓	✓	✓	✓ ^a
View Student's Historical STAR Reading Assessments	User has permission to view historical data for student assessments.	✓	+	✓	+	+
Manage STAR Reading Screening, Progress Monitoring & Intervention	View screening and progress monitoring scores, and set Response to Intervention (RTI) goals for <i>all</i> STAR Reading students in the school.	✓	✓	✓	✓	✓

✓ = available + = can be added – = unavailable

a. **ENTERPRISE** The Test Type Preference (only available in schools using STAR Reading Enterprise) cannot be viewed or changed by teachers.

INDEX

A

- Active school year, 14
- Adding groups, 72
- Adding screening dates, 64
- Adding students to groups, 73, 74
- Additional test questions, 25
- Administrative rights to a computer, 16
- Adobe Flash Player, 5, 22
- Adobe Reader, 5, 78
- Alerts, 8
- Annual Progress Report, 88
- Annual subscriptions, 23
- Assistance. *See* Help
- At/Above Benchmark, 33
- ATOS 2000, 159
 - renaming, 164
- Automatic calculations, 39, 49, 54, 58
- Automatic logout, 15

B

- Benchmark structures, 33
 - At/Above Benchmark, 33
 - district, 50
 - Intervention, 33
 - Minimum Proficiency Level, 38, 42, 43, 47
 - names, 37, 39, 47, 49, 51, 54
 - number of categories, 33, 37, 39, 42, 43, 46, 49, 51, 54
 - On Watch, 33
 - school (STAR Reading Enterprise), 36
 - school (STAR Reading), 36
 - Urgent Intervention, 33
- Benchmarks, 33
 - district, 43
 - school (STAR Reading Enterprise), 42
 - state, 44
- Benchmarks, default, 33, 58
 - setting, district administrators and district staff, 58
 - setting, school administrators and school staff, 61
- Benchmarks, district, 33
 - benchmark structures, 50
 - cut scores, 50, 52
 - editing, 50
 - viewing, 41

- Benchmarks, school (STAR Reading Enterprise), 33
 - benchmark structures, 36
 - cut scores, 45
 - editing, 45, 47
 - viewing, 41
- Benchmarks, school (STAR Reading), 33, 36
 - benchmark structures, 36
 - cut scores, 36
 - editing, 36, 38
 - viewing, 35
- Benchmarks, state (non-linked grades), 33, 55
 - editing, 55
 - viewing, 41
- Browser requirements, 16

C

- Capabilities, 16, 176
- Changing password, personnel, 12
- Chat, live support, 11
- Checking for software
 - after logging in, 17
 - before logging in, 17
 - Software Requirements page, 17, 19
- Checking Setup page, 5, 22
- Checking software requirements, 78
- Class Report, 90
- Closing the software, 15
- Computer
 - administrative rights, 16
 - rights to install software, 16
 - security policy, 16
- Contact information
 - email address, 11
 - telephone numbers, 11
- Creating a group, 72
- Cut scores, 33
 - automatic calculations, 39, 49, 54, 58
 - district, 50, 52
 - school (STAR Reading Enterprise), 45
 - school (STAR Reading), 36

D

- Dashboard (Renaissance Place Dashboard), 7
- Deleting groups, 76

Diagnostic Report, 91
 Did You Know? information, 8
 District benchmarks. *See* Benchmarks, district Documents
 Getting Results Guides, 11
 Resources, 11

E

Editing district benchmarks, 50
 Editing groups, 75
 Editing intervention goals for progress monitoring, 66
 Editing preferences
 Rename ATOS 2000, 171
 Student Settings, 169
 Student Test Registration, 167
 Test Type, 172
 Testing Password, 165
 Editing school benchmarks (STAR Reading Enterprise), 45, 47
 Editing school benchmarks (STAR Reading), 36, 38
 Editing screening dates, 64
 Editing state benchmarks (non-linked grades), 55
 Enrollment Report, 93
 Enterprise. *See* STAR Reading Enterprise
 Est. ORF (Estimated Oral Reading Fluency), 159
 Estimated Instructional Reading Level, 169, 170
 Estimated Oral Reading Fluency. *See* Est. ORF
 Exiting the program, 15
 Extended Question Time Limits
 viewing, 170
 when to use, 170

F

FGL (Functional Grade Level), 159
 Find student user name, 21
 Flash Player, 5, 22
 Functional Grade Level. *See* FGL

G

GE (Grade Equivalent), 160
 Getting Results Guides, 11
 Grade Equivalent. *See* GE
 Groups, 71, 72, 73, 74, 75, 76
 adding students to, 73, 74
 creating, 72
 deleting, 76
 editing, 75

 managing, 71
 removing students, 73
 Growth Proficiency Chart, 97
 Growth Report, 94

H

Hardware requirements, 16
 Help
 email address, 11
 Knowledge Base, 11
 Live Chat Support, 11
 online training, 11
 telephone numbers, 11

I

Installing software, 5, 16, 22, 78
 Instructional Planning Report - Class, 114
 Instructional Planning Report - Student, 120
 Intended grades, 1
 Intervention, 33
 Intervention goals, setting up or editing, 66
 IRL (Instructional Reading Level), 160

K

Knowledge Base, 11

L

Logging in, 12
 students, 21
 Logging out, 15
 automatic, 15
 Longitudinal Report, 123
 Cross Sectional, 126
 Growth, 124
 Lost user name (student), 21

M

Managing groups, 71
 Manuals
 Getting Results Guides, 11
 Renaissance Place Real Time Software Manual, 9
 Resources, 11
 STAR Reading Software Manual, 9
 STAR Reading Technical Manual, 9
 Minimum Proficiency Level, 38, 42, 43, 47

Mixed districts, 34, 58

Monitor password, 27

Moving around in the software, 14

Multiple positions (roles), 15

N

Name, user (student)

Find User Name, 21

Student Information Report, 21

Navigating the software, 14

NCE (Normal Curve Equivalent), 160

New school year tasks, 19

Non-linked grades. *See* Benchmarks, state (non-linked grades)

Normal Curve Equivalent. *See* NCE

O

On Watch, 33

On-Demand Sessions, 11

Operating system requirements, 16

P

Parent Report, 127

how parents print, 128

Parents, printing the Parent Report, 128

Passwords

changing, 12

monitor, 27

student (Student Information Report), 21

Percentile Rank Range, 160

Percentile Rank. *See* PR

Permission to install software, 16

Positions, multiple, 15

PR (Percentile Rank), 44, 160

Practice questions, 25, 27

Preferences, 164

Rename ATOS 2000, 164

Student Settings, 169

Student Test Registration, 164

Test Registration, 130

Test Type, 172

Testing Password, 164

viewing, 164

Pretest Instructions, 9

Program description, 1

Program features, new, 8

R

RDI (Renaissance Data Integrator) service, 19

Registration, 167

Registration Report, 130

Removing students from groups, 73

Removing students from the registration list, 168

Renaissance Data Integrator (RDI) service, 19

Renaissance Place Real Time Management System, 5

Renaissance Place Real Time Software Manual, 9

Rename ATOS 2000 Preference, 164

editing, 171

viewing, 164

Reporting Parameter Group, 158

Reports, 77

Annual Progress, 88

Class, 90

Diagnostic, 91

Enrollment, 93

Growth, 94

Growth Proficiency Chart, 97

Instructional Planning - Class, 114

Instructional Planning - Student, 120

list (alphabetical), 79

Longitudinal, 123

Longitudinal - Cross Sectional, 126

Longitudinal - Growth, 124

Parent, 127

Parent, how parents print, 128

Registration, 130

Screening, 131

selecting specific students, classes, or groups, 87

STAR Reading Enterprise, 77

State Performance - Class, 134

State Performance - Student, 136

State Standards - Class, 138

State Standards - District, 141

State Standards - Student, 145

Student Detail, 148

Student Information, 149

Student Progress Monitoring, 150

Summary, 152

Teacher, 154

Test Activity, 155

Test Record, 156

which to use, 81

Requirements

browser, 16

hardware, 16

operating system, 16

- software, 16
 - Software Requirements page, 17, 19
 - Resources, 11
 - Resuming an unfinished test, 32
 - Rights to install software, 16
 - Roles, 15
- S**
- Scaled Score. *See* SS
 - School benchmarks (STAR Reading Enterprise). *See* Benchmarks, school (STAR Reading Enterprise)
 - School benchmarks. *See* Benchmarks, school (STAR Reading); Benchmarks, school (STAR Reading Enterprise)
 - School year, changing, 14
 - School year, new
 - Renaissance Place tasks, 19
 - setup overview, 19
 - STAR Reading tasks, 20
 - Technology/Computer Coordinator tasks, 20
 - Scores
 - ATOS 2000, 159
 - definitions, 159
 - Est. ORF (Estimated Oral Reading Fluency), 159
 - Estimated Instructional Reading Level, 169, 170
 - FGL (Functional Grade Level), 159
 - GE (Grade Equivalent), 160
 - IRL (Instructional Reading Level), 160
 - NCE (Normal Curve Equivalent), 160
 - Percentile Rank Range, 160
 - PR (Percentile Rank), 44, 160
 - SGP (Student Growth Percentile), 161
 - SS (Scaled Score), 44, 55, 161
 - ZPD (Zone of Proximal Development), 161
 - ZPD 2000, 162
 - Screening dates, 63
 - adding, 64
 - editing, 64
 - restrictions, 65
 - viewing, 63, 64
 - Screening Report, 131
 - Search for student user name, 21
 - Searching for student user names, 26
 - Select Specific Classes, 87
 - Select Specific Groups, 87
 - Select Specific Students, 87
 - Setting up intervention goals for progress monitoring, 66
 - Setup checklist for installing software, 13
 - Setup, new school year
 - overview, 19
 - Renaissance Place tasks, 19
 - STAR Reading, new school year tasks, 20
 - Technology/Computer Coordinator tasks, 20
 - SGP (Student Growth Percentile), 161
 - SIS (Student Information System), 19
 - Software installation, 22, 78
 - Software manuals
 - Getting Results Guides, 11
 - Resources, 11
 - Software requirements, 16, 17, 19
 - checking, 78
 - Software Tips for Getting Started: STAR Reading, 9
 - SS (Scaled Score), 44, 55, 161
 - STAR Reading Enterprise, 2
 - Home page, 3, 77
 - reports, 77
 - STAR Reading Pretest Instructions, 9
 - STAR Reading Software Manual*, 9
 - STAR Reading Technical Manual*, 9
 - State benchmarks. *See* Benchmarks, state (non-linked grades)
 - State Performance Report - Class, 134
 - State Performance Report - Student, 136
 - State Standards Report - Class, 138
 - State Standards Report - District, 141
 - State Standards Report - Student, 145
 - Stopping a test, 30
 - Student cannot test
 - Adobe Flash Player not installed, 26
 - student capacity limit reached, 23, 26
 - Student capacity limit, 23
 - Student Detail Report, 148
 - Student Growth Percentile. *See* SGP
 - Student Information Report, 149
 - Student information system (SIS), 19
 - Student Progress Monitoring Report, 150
 - Student Settings Preference, 169
 - editing, 169, 170
 - Estimated Instructional Reading Level, 169
 - Extended Question Time Limits, 170
 - Student Test Registration Preference, 164
 - editing, 167
 - viewing, 164
 - Student user name
 - Find User Name, 21
 - Student Information Report, 21

Students
 registering for testing, 167
 removing from registration list, 168

Subscriptions, 23

Summary Report, 152

Summer school, 19

Support. *See* Help

Supporting software, 5, 16
 check after logging in, 17
 check before logging in, 17

Switching positions (roles), 15

T

Teacher Report, 154

Technology/Computer Coordinator
 new school year tasks, 20
 school computer security policy, 16

Test Activity Report, 155

Test questions, 25, 29

Test Record Report, 156

Test Registration Preference, 130

Test Type Preference, 172
 editing, 172

Testing Password Preference, 164
 editing, 165
 viewing, 164

Testing procedure, 25, 26
 additional test questions, 25
 description, 25, 26
 practice questions, 25, 27
 test questions, 25, 29

Time limits, 170

Training
 Getting Results Guides, 11
 on-demand sessions, 11
 online, 11
 web seminars, 11

Troubleshooting
 Adobe Flash Player not installed, 22, 33
 computer security policy, 16
 Internet Explorer 7+ “hangs”, 23
 other browser-related problems, 24
 Software Requirements page, 17, 19
 student is locked out of Renaissance Place, 24
 See also Help

U

Unfinished test, resuming, 32

Updates (Did You Know? information), 8

Urgent Intervention, 33

User groups, 174

User name, student
 Find User Name, 21
 Student Information Report, 21

V

Viewing district benchmarks, 41

Viewing Estimated Instructional Reading Level, 170

Viewing Extended Question Time Limits, 170

Viewing preferences, 164

Viewing school benchmarks (STAR Reading Enterprise), 41

Viewing school benchmarks (STAR Reading), 35

Viewing screening dates, 63, 64

Viewing state benchmarks (non-linked grades), 41

W

Web seminars, 11

Y

Year
 changing the school year, 14
 new school year, 19
 See also Setup, new school year

Z

Zone of Proximal Development. *See* ZPD

ZPD (Zone of Proximal Development), 161

ZPD 2000, 162

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.