Key report samples: Star Assessments™
Star Assessments are highly rated for screening by the Center on Response to Intervention, and for progress monitoring by the National Center for Intensive Intervention.
How Star Assessment technology and reports give educators the information advantage

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

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

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

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Learnalytics is the data engine inside every Renaissance solution. It’s how our team of researchers, scientists, psychometricians and academic experts unlock, understand and act on our ever-growing database and advances in learning science to glean new insights and refine and improve our solutions. Learnalytics accelerates learning by enabling shorter assessments and more precise fine-tuning of learning progressions so educators can provide the right instruction at the right time.
### Grade: 10

<table>
<thead>
<tr>
<th>Categories / Levels</th>
<th>Benchmark</th>
<th>Students</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At / Above Benchmark</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At / Above Benchmark</td>
<td>At / Above 968 SS</td>
<td></td>
<td>9</td>
<td>47%</td>
</tr>
<tr>
<td>Category Total</td>
<td>At / Above 40 PR</td>
<td></td>
<td>9</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Below Benchmark</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Watch</td>
<td>Below 968 SS</td>
<td></td>
<td>6</td>
<td>31%</td>
</tr>
<tr>
<td>Intervention</td>
<td>Below 844 SS</td>
<td></td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>Urgent Intervention</td>
<td>Below 637 SS</td>
<td></td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>Category Total</td>
<td>Below 40 PR</td>
<td></td>
<td>10</td>
<td>53%</td>
</tr>
</tbody>
</table>

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

The Center on Response to Intervention at American’s Research Institution has highly rated Star Assessments as a screening tool. Educators are able to screen an entire class in minutes and receive actionable data immediately. The data can be viewed by class or by grade in order to help educators plan and prioritize student need. Working with numerous experts in the field of Response to Intervention (RTI), this report is designed to show what percentage of students are exceeding the benchmark and which students may need additional help and intervention. The benchmark on the Screening Report can be changed by the administrator in order to view the data through different lenses: state, district, and school.

The Screening Report is designed to be run for a grade in order to give educators access to grade level performance. The colors are determined by default PR’s in order to graphically show how students are performing in relationship to grade-level peers across the country regarding the core curriculum being taught. The key questions presented at the bottom of the first page are designed to help start the data conversation in order to determine next steps for the grade, class, and each student.

Quickly see how a grade level and class of students are performing.

The second page of the Screening Report shows individual student performance, organized by the benchmark and cut scores categories within the software. This can be used to group students and to dig deeper into student needs.
## Student Diagnostic Report

### Enterprise Test

#### Printed Thursday, September 18, 2014 3:09:31 PM

**School:** East Elementary School

**Test Date:** September 18, 2014 1:38 PM

**Test Time:** 16 minutes 25 seconds

### Report Options

- Use Trend Score: Use trend score for student's suggested skills

### Albertson, Kathryn

**ID:** 10148  
**Class:** Mr. DeMarco Class B  
**Grade:** 3  
**Teacher:** C. DeMarco

### School Benchmark - Grade 3

![Benchmark Chart]

**SS:** 489 (Scaled Score)  
**PR:** 15 (Percentile Rank)  
**GE:** 2.7 (Grade Equivalent)

### STAR Math Scores

<table>
<thead>
<tr>
<th>SS: 489 (Scaled Score)</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR: 15 (Percentile Rank)</td>
<td></td>
</tr>
<tr>
<td>GE: 2.7 (Grade Equivalent)</td>
<td></td>
</tr>
</tbody>
</table>

Kathryn's Scaled Score is based on the difficulty of questions and the number of correct responses.

Kathryn scored greater than 15% of students nationally in the same grade.

Kathryn's test performance is comparable to that of an average second grader after the seventh month of the school year.

### Domain Scores

- **Pre-Kindergarten–8**
  - Operations and Algebraic Thinking: 78
  - Number and Operations in Base Ten: 42
  - Measurement and Data: 35
  - Geometry: 69
  - Number and Operations — Fractions: 41

Domain scores, ranging from 0-100, estimate Kathryn's percent of mastery on skills in each domain at a third grade level.

### Algebra Readiness

Kathryn is not yet meeting grade level expectations for algebra readiness.

### Math Recommendation

**Accelerated Math™ Library:** Grade 3

If you are using the Accelerated Math™ management software system with Kathryn, assign the Grade 3 library. This library should provide a good match for her abilities.
The Student Diagnostic Report helps you determine if your students are mastering state standards. The report helps you identify individual student’s strengths and weaknesses so you can plan appropriate personalized instruction to reach district goals.

### Skill Details

Skill Area Scores, ranging from 0-100, estimate Kathryn’s percent of mastery of skills in each skill area. Use Core Progress learning progressions to find worked examples and example problems for skills in each skill area.

#### Pre-Kindergarten–8

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Domain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and Algebraic Thinking</td>
<td>78</td>
</tr>
<tr>
<td>Number and Operations in Base Ten</td>
<td>42</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>35</td>
</tr>
<tr>
<td>Geometry</td>
<td>69</td>
</tr>
<tr>
<td>Number and Operations — Fractions</td>
<td>41</td>
</tr>
</tbody>
</table>

#### Domain Scores

- **Operations and Algebraic Thinking**: Domain Score 78
- **Number and Operations in Base Ten**: Domain Score 42
- **Measurement and Data**: Domain Score 35
- **Geometry**: Domain Score 69
- **Number and Operations — Fractions**: Domain Score 41

The Student Diagnostic Report shows how long the student took to complete the test, and the student’s current level of performance.

The Domain and Skill area scores range from 0-100, indicating an estimate of percentage of mastery.
### School: East Elementary School  
Class: Mr. DeMarco Class B  
Teacher: C. DeMarco  
Grade: 3

### Report Options
Use Trend Score: Use trend score for student's suggested skills

### STAR Reading Test Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current SS (Scaled Score)</td>
<td>376</td>
<td>Test Date: 09/17/2014</td>
</tr>
<tr>
<td>IRL</td>
<td>3.2</td>
<td>ZPD: 2.7-3.8</td>
</tr>
<tr>
<td>Lexile® Measure</td>
<td>400L</td>
<td>Lexile® ZPD: 460L-630L</td>
</tr>
<tr>
<td>Projected SS for 07/31/15</td>
<td>416</td>
<td>Based on research, 50% of students at this student's level will achieve this much growth.</td>
</tr>
</tbody>
</table>

### Tyler's Current Performance

#### School Benchmark

<table>
<thead>
<tr>
<th>Scaled Score</th>
<th>200</th>
<th>250</th>
<th>300</th>
<th>350</th>
<th>400</th>
<th>450</th>
<th>500</th>
<th>550</th>
</tr>
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<tbody>
<tr>
<td>Most Recent Test</td>
<td>🟢</td>
<td>🟡</td>
<td>🟢</td>
<td>🟢</td>
<td>🟡</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
</tr>
<tr>
<td>Projected</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
</tr>
</tbody>
</table>

### Suggested Skills

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

#### Reading: Foundational Skills

**Phonics and Word Recognition**

- This score suggests Tyler should practice the following phonics and word-recognition skills.
  - Decode increasingly difficult multisyllable words by identifying syllable patterns (e.g., transportation)
  - Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un-, and -ful, -ly, -ness) and infer how they affect the meanings of words
  - Decode words with common Latin suffixes, such as the -or in elevator or -ment in government, and identify the meanings of the words
  - Read grade-level irregularly spelled sight words automatically (e.g., certain, notice)

**Fluency**

- This score suggests Tyler should work on the following to increase fluency and comprehension of texts at Tyler's reading level.
  - Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks
  - Read on-level texts aloud smoothly with expression (e.g., using appropriate expression to indicate punctuation, such as periods, question marks, and exclamation points)
  - Confirm or correct understanding of a word or a larger text by using context clues, including both words and text structures, by using phonics, particularly understanding of word morphology, and by slowing reading pace and/or rereading

#### Reading: Literature

**Key Ideas and Details**

- This score suggests Tyler should practice the following skills to improve comprehension of the key ideas and details of a literary text at Tyler's reading level.
Instructional Planning Report

The Star Instructional Planning Reports can be used to inform differentiated instruction on a class level, or for individual students. The skills shown on these reports are derived from the Core Progress learning progression, that outlines how students’ progress from naive understanding to mastery within a domain. The reports help educators see how each student is doing and provides recommendations for skills the student should work on next. The Core Progress learning progression identifies the continuums of concepts, strategies, behaviors, and skills students develop as they progress through increasingly sophisticated levels of understanding to meet grade-level expectations. Use the Core Progress learning progression to help plan instruction, diagnose problems, and make assessment data actionable.

After administering a Star Assessment, teachers can identify skills students are ready to learn and access resources to guide instruction. The Skills and Resources link is accessible through the Record Book or the Reading and Math Dashboards.

The Instructional Planning Reports—for both student and class—help administrators better support teachers in making data-driven decisions that differentiate instruction.

In this Instructional Planning Report, we can view the foundational reading skills that the student is ready to learn. This information reinforces skills for small group instruction, and also builds teacher confidence in next steps for greater student achievement.

The Record Book allows educators to form instructional groups of students, and view skill suggestions based on the group’s median scaled score. While the skills identified are not intended to be taught as discrete skills, they can be used as a starting place for planning differentiated instruction.
Contreras, Sofia
Grade: 5  
Class: Mr. Jackson's Class
ID: CONTS  
Teacher: Jackson, S.

Sofia's Current Goal
Goal: 402 SS 17 PR (Moderate)  
Goal End Date: 1/16/2015  
Expected Growth Rate: 2.4 SS/Week

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

Districts invest extensive resources in intervention for struggling students. The Student Progress Monitoring Report tracks and reports how students are responding. The Student Progress Monitoring Report uses a research-based growth model to develop appropriate and attainable goals for students in intervention. Star Assessments can be administered as often as weekly. Goals are established based on the intensity of the intervention and by using the educator’s professional judgment. Data teams are informed about growth rates at each test administration to determine next steps. After four administrations, the report generates a trend line projecting actual student growth. While the goal line shown on the report projects an intervention outcome, the trend line graphs the student’s actual progress toward the goal.

The report plots a student’s scores in relation to an individualized goal set by the teacher with the help of the Star Assessments’ goal-setting tool. By using the Student Progress Monitoring Report to track progress, you’ll have actionable data to help you determine the need for and subsequent effectiveness of the intervention.

Page 1 of the Student Progress Monitoring Report graphs a student’s scores in relation to the goal, giving the teacher a picture of the student’s progress. In this case, Sofia was not making enough progress, so her teacher adjusted Sofia’s intervention.

As shown on Page 2 of the report, the Growth Rate is automatically calculated using all of the test scores available for the student. Sofia has responded positively to the intervention and her Growth Rate is now exceeding her Expected Growth Rate.
## Class: Miss Jones' Class

<table>
<thead>
<tr>
<th>Student</th>
<th>Class</th>
<th>Teacher</th>
<th>Grade</th>
<th>SGP</th>
<th>Test date</th>
<th>SS</th>
<th>PR</th>
<th>NCE</th>
<th>IRL</th>
<th>EORF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander, Shawn</td>
<td>Miss Jones' Class</td>
<td>Jones, Karen</td>
<td>4</td>
<td>50</td>
<td>09/15/14</td>
<td>210</td>
<td>3</td>
<td>10.4</td>
<td>1.5</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01/23/15</td>
<td>289</td>
<td>9</td>
<td>21.8</td>
<td>2.4</td>
<td>67</td>
</tr>
<tr>
<td>Armstrong, Elaine</td>
<td>Miss Jones' Class</td>
<td>Jones, Karen</td>
<td>4</td>
<td>74</td>
<td>09/12/14</td>
<td>616</td>
<td>83</td>
<td>70.1</td>
<td>5</td>
<td>140</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01/09/15</td>
<td>742</td>
<td>88</td>
<td>74.7</td>
<td>6.1</td>
<td>165</td>
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<tr>
<td>Corleon, Megan</td>
<td>Miss Jones' Class</td>
<td>Jones, Karen</td>
<td>4</td>
<td>20*</td>
<td>09/10/14</td>
<td>282</td>
<td>12</td>
<td>25.3</td>
<td>2.3</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01/12/15</td>
<td>286</td>
<td>9</td>
<td>21.8</td>
<td>2.4</td>
<td>66</td>
</tr>
<tr>
<td>Dixon, Kenneth</td>
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<td>Jones, Karen</td>
<td>4</td>
<td>55</td>
<td>09/15/14</td>
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<td>75.8</td>
<td>5.7</td>
<td>149</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td>01/12/15</td>
<td>746</td>
<td>89</td>
<td>75.8</td>
<td>6.1</td>
<td>167</td>
</tr>
<tr>
<td>Farrens, Cathy</td>
<td>Miss Jones' Class</td>
<td>Jones, Karen</td>
<td>4</td>
<td>68</td>
<td>09/12/14</td>
<td>361</td>
<td>29</td>
<td>38.3</td>
<td>3.1</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01/23/15</td>
<td>464</td>
<td>46</td>
<td>47.9</td>
<td>3.9</td>
<td>107</td>
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<tr>
<td>Gomez, Karen</td>
<td>Miss Jones' Class</td>
<td>Jones, Karen</td>
<td>4</td>
<td>42</td>
<td>09/12/14</td>
<td>284</td>
<td>13</td>
<td>26.3</td>
<td>2.3</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01/23/15</td>
<td>335</td>
<td>17</td>
<td>29.9</td>
<td>2.8</td>
<td>77</td>
</tr>
</tbody>
</table>

* Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.
* This student's growth is below the growth target.
* Student Growth Percentile Time-Adjusted Model.
* Historical data included.
Imagine using student growth information to determine where you are achieving accelerated results. Star Assessments are the first interim assessments to report the Student Growth Percentile (SGP) measurement. The SGP is a widely accepted growth measure that reveals relative growth data. Student Growth Percentiles accurately gauge growth by comparing student progress relative to students of similar achievement levels, and reports the results as a percentile. The Star Growth Report displays the SGP and can be run for a class, grade, or school. It helps you to determine if your students are meeting their individual growth expectations.

Student Growth Percentiles are based upon the best available information using a statistical model of growth and achievement. The way the model prioritizes data points is designed to make the best use of data across time. SGP uses test scores from at least two SGP windows, and a third SGP window when available. The Growth Report also displays Scaled Score, Percentile Rank, and other scores to help you make classroom decisions during the remainder of the school year. School administrators and teachers can also better identify best practices that are having a significant educational impact on student growth, and thereby help to close the student achievement gap.

SGP figures reveal that some student growth is well below or just above target, while some Scaled Scores have only slightly improved. Such detail will help educators focus their instructional efforts where needed most.

The last page of the Growth Report provides a summary of class growth, including overall SGP target achievement and pre-test/post-test changes in average scores for all students as a class.
Growth Proficiency Chart
Grade: 1

My Students

Scaled Score vs. Growth (SGP) chart showing the performance of students in Grade 1 with lower and higher growth and achievement areas.

Proficiency settings:
- District benchmark
- Grade-specific values
- Grade: All Grades

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Growth Proficiency Chart

The Growth Proficiency Chart plots proficiency data and Student Growth Percentile (SGP) for each student on an interactive display. The SGP, also found on the Growth Report, helps you determine if students are growing at an adequate rate, by comparing student progress relative to students of similar achievement levels, and reports the results as a percentile.

Displayed on an interactive, Web-based growth proficiency chart, the Student Growth Percentile measurement is viewable by district, school, grade, or class. Use the Growth Proficiency Chart to help ensure that you’re providing an environment in which all students are learning and growing.

The Growth Proficiency Chart plots achievement and growth at the district, school, grade, or class level, so you’ll know which students need additional attention.
Lovett, Andrew
Grade: 4
ID: 
Teacher: Fuller, S.
Class: Grade 4 (Fuller)

Pathway to Proficiency - Grade 4

Scaled Scores (SS) represent the student’s STAR Math tests.
Trend line is statistically calculated after three or more tests to show the direction the scores are moving.
State Test 2015 is the STAR Math score (674 SS) that is approximately equivalent to the proficiency threshold (Level 3) on the FCAT 2.0 given in the spring.
Pathway to Proficiency represents typical growth for a student who minimally achieves proficiency on the FCAT 2.0. A test score below the pathway indicates the student will need to improve at a higher than average rate to reach proficiency. A score above indicates the student is on the pathway to score at or above proficient.

Research linking STAR to the FCAT 2.0 was last updated in August 2012. Changes in the state test after that date are not reflected. For guidance interpreting data when state tests change, see Interpreting Performance Reports under STAR resources.
State Performance Report

Imagine knowing which students are at risk of not passing the state test, and being able to intervene before it’s too late. Administering Star Assessments to thousands of students in each state’s tested grade levels, Renaissance links Star Assessment data to State Test data to deliver the performance reports that provide a clear pathway to proficiency on your state test.

Teachers can also view this pathway for students. The State Performance Report displays the recommended pathway to proficiency, as well as a student’s trend line showing individual progress toward that proficiency. The trend line helps you determine whether students are on track to achieve proficiency on your state test.

By testing students periodically prior to the state test, you have an early indication of which students may be at risk of not meeting your state proficiency requirement—in time to make changes to instruction and practice.

The State Performance Report – Student shows the student’s growth trajectory in relation to your state test proficiency threshold.

The State Performance Report – Class shows the average scores for a class and lists the students on and below the pathway to proficiency.

The State Test 2015 is the STAR Math score (674 SS) that is approximately equivalent to the proficiency threshold (Level 3) on the FCAT 2.0 given in spring.

Pathway to Proficiency shows typical growth for students who minimally achieve proficiency on the FCAT 2.0. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

Average Scaled Scores (SS) include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.

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

Research linking STAR to the FCAT 2.0 was last updated in June 2012. Changes in the state test after that date are not reflected.

For guidance interpreting data when state tests change, see Interpreting Performance Reports under STAR resources.
How STAR Reading Estimates Mastery of State Standards

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

Est. Mastery Levels for Standards in Grade 7

- **Above Est. Mastery Range**
- **Est. Mastery Range**
- **Below Est. Mastery Range**

**STAR Reading Test Results**

- **Current Scaled Score:** 568
  - Test Date: 9/5/2014
- **Projected Scaled Score:** 638
  - Date: 6/12/2015
- **Percentile Rank:** 24
- **Grade Equivalent:** 5.3
- Based on research, 50% of students at this student's level will achieve this much growth.
State Standards Report

Through Renaissance's alignment process, the State Standards Report informs educators of students’ mastery of state standards. The State Standards Report provides educators with a clear picture of standards mastery based on the current system of curriculum, opening meaningful dialogue between administrators and practitioners, to identify curriculum strengths and areas for improvement.

By estimating current student mastery of state standards, and projecting expected mastery levels by the end of the school year, the State Standards Report can help you identify grade-level standards that may be more difficult for students to master.

The State Standards Report allows instructional leaders to validate curriculum, while providing assistance to teachers in making critical decisions about instruction.

---

**Use the State Standards Report – Student to measure an individual student’s performance on state standards.** The graph presents an overall view of the student’s ability now and at a projected date.

**Use the State Standards Report – District to see how groups of students are doing in comparison to their state standards.** The report features graphs that show a comparison between students’ current scores and their projected scores for each standard.

---

### Grade: 7

**Grade 7 English Language Arts: NGA Center-CCSSO, College- and Career-Readiness Standards and K-12 English Language Arts, 2014, Grade 7 English Language Arts, Common Core State Standards, produced by NGA and CCSSO**

**CC RL.CC.1**

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

<table>
<thead>
<tr>
<th>School/Teacher</th>
<th>% of Students In or Above the Estimated Mastery Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
</tr>
<tr>
<td>High Lake Middle School</td>
<td></td>
</tr>
<tr>
<td>Heath, B.</td>
<td>92%</td>
</tr>
<tr>
<td>Reams, D.</td>
<td>81%</td>
</tr>
<tr>
<td>Pine Hill Middle School</td>
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</tr>
<tr>
<td>Jones, K.</td>
<td>73%</td>
</tr>
<tr>
<td>Taylor, L.</td>
<td>87%</td>
</tr>
</tbody>
</table>

**CC RL.CC.2**

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

<table>
<thead>
<tr>
<th>School/Teacher</th>
<th>% of Students In or Above the Estimated Mastery Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
</tr>
<tr>
<td>High Lake Middle School</td>
<td></td>
</tr>
<tr>
<td>Heath, B.</td>
<td>88%</td>
</tr>
<tr>
<td>Reams, D.</td>
<td>71%</td>
</tr>
<tr>
<td>Pine Hill Middle School</td>
<td></td>
</tr>
<tr>
<td>Jones, K.</td>
<td>67%</td>
</tr>
<tr>
<td>Taylor, L.</td>
<td>83%</td>
</tr>
</tbody>
</table>
Dear Parent or Guardian of Lisa Carter:

Your child has just taken a STAR Early Literacy assessment on the computer. STAR Early Literacy measures your child's proficiency in up to nine areas that are important in reading development. This report summarizes your child's scores on the assessment. As with any assessment, many factors can affect your child's scores. It is important to understand that these scores provide only one picture of how your child is doing in school.

**Scaled Score: 475**

The Scaled Score is the overall score that your child received on the STAR Early Literacy assessment. It is calculated based on both the difficulty of the questions and the number of correct responses. Scaled Scores in STAR Early Literacy range from 300 to 900 and span the grades Pre-K through 3.

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

<table>
<thead>
<tr>
<th>Date Tested</th>
<th>Scaled Score</th>
<th>Emergent Reader</th>
<th>Transitional Reader</th>
<th>Probable Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/12/14</td>
<td>475</td>
<td>300</td>
<td>400</td>
<td>500</td>
</tr>
</tbody>
</table>

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

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

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

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

Teacher Signature: ____________________________ Date: ________________

Parent Signature: ____________________________ Date: ________________

Comments:
Parent Report

Star Early Literacy, Star Reading and Star Math includes a Parent Report to keep parents informed of their child’s achievement and progress in areas of early literacy, reading, and math.

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.
## Standard Score Comparison Key Ideas and Details - Grade 4

### Domains

<table>
<thead>
<tr>
<th>Domain</th>
<th>Mastery %</th>
<th>Questions Asked</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text...</td>
<td>62%</td>
<td>3 items</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details...</td>
<td>68%</td>
<td>2 items</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings...</td>
<td>59%</td>
<td>2 items</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are...</td>
<td>59%</td>
<td>2 items</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas...</td>
<td>73%</td>
<td>2 items</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view...</td>
<td>63%</td>
<td>2 items</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.5.7 Analyze how visual and multimedia elements contribute to the...</td>
<td>66%</td>
<td>4 items</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre...</td>
<td>61%</td>
<td>10 items</td>
<td></td>
</tr>
</tbody>
</table>

### MASTERY CONFIDENCE

- No Data
- Low Confidence
- Medium Confidence
- High Confidence

### MASTERY

- Beginning
- Developing
- Secure

### MASTERY %

- English

### NOTES

Please see Viewing STAR Reading Domain Scores in the Reading Dashboard Help for an explanation of % Mastery, and how STAR Spanish Mastery and STAR English Mastery should be understood.

*Confidence in mastery score is determined by the amount, type, and recency of student activity for any given domain, standard, or skill.*
Dashboard views

Renaissance products automates the tracking and reporting of student data from a wide variety of sources, and converts that data into a unified measure of mastery helping educators make timely and informed decisions about all students' learning.

Monitor Student Mastery - View students mastery of domains, standards, skills and subskills

View student scores and achievement by lesson, assignment, skill or item type

View the status of assignments and assessment and what action needed

Please Note: The new Dashboard views on the following pages look similar. This is intended in order to provide a consistent view of data across applications.
Monitor Student Mastery

I am viewing comprehensive data for Math for STAR Custom.

For the all students in Mr. Roberts' Class at East Elementary School using the STAR Unified Scale.

Results on STAR Math English compared to Benchmarks
11/18/2015

<table>
<thead>
<tr>
<th>Score</th>
<th>Visual Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>Red</td>
</tr>
<tr>
<td>500</td>
<td>Orange</td>
</tr>
<tr>
<td>600</td>
<td>Light Blue</td>
</tr>
<tr>
<td>700</td>
<td>Green</td>
</tr>
<tr>
<td>800</td>
<td>Light Green</td>
</tr>
<tr>
<td>900</td>
<td>Dark Green</td>
</tr>
</tbody>
</table>

**Skill Mastery Percentage within the Standard: CCSS.Math.Content.4.NF.A.1**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Mastery</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalent fractions: identify common factors</td>
<td>6 items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create equivalent fractions by multiplying by 1</td>
<td>2 items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relate equivalent fractions to multiplying by 1</td>
<td>6 items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mastery**
- 5 items: 50%
- 4 items: 71%
- 3 items: 94%

**Mastery %**
- English: m items

**Questions Asked**
- Please go to help by clicking "I" at the top for an explanation of this Mastery, and here STAR Spanish Mastery and STAR English Mastery should be understood.

**Confidence in mastery score is determined by the amount, type, and meaning of student activity for any given domain, standard, or skill.**

---

ENGLISH MASTERY CONFIDENCE

- High Confidence: Move forward with appropriate skill instruction. Additional assessment is not necessary.
- Moderate Confidence: Proceed with appropriate skill instruction, but with some degree of caution. Additional practice/assessment will increase confidence.
- Low Confidence: More instruction/practice/assessment is required to have confidence in the Mastery level. Proceed following instruction/practice.

No Data
Star Custom® Dashboard views

Star Custom data is calculated in the student's overall level of mastery. The newly redesigned Star Custom allows educators to choose from pre-made, fixed form tests that target specific reading and math skills. Once students have tested, use the Star Custom Dashboards to gain deeper insight on the skills students know and which skills they still need to work on.

The Monitor Student Mastery dashboard shows a comprehensive view of mastery at the domain, standard, skill, and subskill level.

The Review Students Results Dashboard provides teachers with their students’ results on skills and assignments.

Track Student Work gives teachers and easy way to see assignment status (complete, in progress, etc.) and what action they need to take.

---

**Assessment Progress**

I am viewing data for all students in Mr. Roberts' Class at East Elementary School for the School Year.

**Assignments from Assessment Plan 1**

Mr. Roberts’ Class, Group 1, 3/28/16 to 4/1/16

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Source</th>
<th>Score</th>
<th>Due in %</th>
<th>Ready</th>
<th>Started</th>
<th>Honors Scored</th>
<th>Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog is a __</td>
<td>STAR Custom</td>
<td>63% (953 / 12)</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Year Old</td>
<td>STAR Custom</td>
<td>68% (741 / 13)</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fact or Opinion</td>
<td>STAR Custom</td>
<td>70% (884 / 12)</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>America Read</td>
<td>AR 700</td>
<td>89% (1018 / 10)</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating lesson</td>
<td>AR 500</td>
<td>79% (923 / 13)</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Star Spanish™ Dashboard views

New dashboards show data from Star assessments in both English and Spanish. If you have given both tests, you will see both English and Spanish mastery levels side by side.

The Monitor Student Mastery Dashboard allows you to view students’ mastery of domains, standards, skills, and subskills. Comparing the domain scores from both the English and Spanish versions of Star assessments will help teachers know if the student has knowledge in Spanish they can’t yet express in English.

Quickly get an overview of students’ scores on the Review Students’ Results page.
## Union School District

### Table 1: Data for schools that tested during the reporting period

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Students</th>
<th>Participation</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Median PR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Beecher Elementary School</td>
<td>766</td>
<td>99</td>
<td>667</td>
</tr>
<tr>
<td>High Lake Middle School</td>
<td>742</td>
<td>97</td>
<td>645</td>
</tr>
<tr>
<td>Magnolia Pass High School</td>
<td>773</td>
<td>108</td>
<td>665</td>
</tr>
<tr>
<td>Oakwood Elementary School</td>
<td>682</td>
<td>96</td>
<td>586</td>
</tr>
<tr>
<td>Pine Hill Middle School</td>
<td>740</td>
<td>90</td>
<td>650</td>
</tr>
<tr>
<td>Prairie Ridge High School</td>
<td>742</td>
<td>111</td>
<td>631</td>
</tr>
<tr>
<td>Spring Creek Middle School</td>
<td>711</td>
<td>81</td>
<td>630</td>
</tr>
<tr>
<td>Sycamore Elementary School</td>
<td>842</td>
<td>96</td>
<td>546</td>
</tr>
<tr>
<td>Summary</td>
<td>5,798</td>
<td>778</td>
<td>5,020</td>
</tr>
</tbody>
</table>

### Table 2: Data for all students of this district by demographic group

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>Participation</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Median PR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,904</td>
<td>336</td>
<td>2,568</td>
</tr>
<tr>
<td>Male</td>
<td>2,894</td>
<td>374</td>
<td>2,520</td>
</tr>
<tr>
<td>Unspecified</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>10</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>173</td>
<td>19</td>
<td>154</td>
</tr>
<tr>
<td>Black</td>
<td>696</td>
<td>104</td>
<td>592</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,309</td>
<td>277</td>
<td>2,032</td>
</tr>
<tr>
<td>White</td>
<td>2,610</td>
<td>339</td>
<td>2,271</td>
</tr>
<tr>
<td>Other Characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>468</td>
<td>70</td>
<td>398</td>
</tr>
<tr>
<td>Free Lunch</td>
<td>502</td>
<td>65</td>
<td>437</td>
</tr>
<tr>
<td>Learning Disabled</td>
<td>314</td>
<td>57</td>
<td>257</td>
</tr>
<tr>
<td>Physically Disabled</td>
<td>41</td>
<td>9</td>
<td>32</td>
</tr>
<tr>
<td>Reduced-price Lunch Program</td>
<td>243</td>
<td>34</td>
<td>209</td>
</tr>
</tbody>
</table>

PR (Percentile Rank): Percentage of students in the same grade nationally who scored the same or lower on a non-equal interval scale.
Renaissance Place™ Assessment Proficiency/Customizable Progress Reports

The Renaissance Place hosted platform frees up technology resources, delivers automatic updates to powerful new product features, and gives districts and schools instant access to real-time data to improve student outcomes. This new generation of web-based technology supports Star Assessments, providing broader, deeper, better information for teachers, students, parents, and administrators. Renaissance Place enables new reporting, live chat support, and supports a broader range of classroom devices than ever before.

The Assessment Proficiency Report helps administrators monitor participation and proficiency across the district and by various demographic groups, using a 50th percentile proficiency benchmark as the report default.

The Customizable Progress Report shows district growth on 1–2 Renaissance assessments and offers a variety of customization options, providing data to monitor fidelity of implementation at different schools across the district.

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### Customizable Progress Report

This report shows the students in the district who have reached a proficiency benchmark in either Star Reading or Star Math.

This report, which is available in Star Reading, Star Math, and Star Early Literacy, allows district administrators to monitor growth by school and/or grade to ensure that growth is comparable across peer groups.
About Renaissance®

Renaissance is the leader in K-12 learning analytics—enabling teachers, curriculum creators, and educators to drive phenomenal student growth. Renaissance’s solutions help educators analyze, customize, and plan personalized learning paths for students, allowing time for what matters—creating energizing learning experiences in the classroom. Founded by parents, upheld by educators, and enriched by data scientists, Renaissance knows learning is a continual journey—from year to year and for a lifetime. Our data-driven, personalized solutions are currently used in over one-third of U.S. schools and more than 60 countries around the world. For more information, visit www.renaissance.com.