

New Scaled Score Entry Points for Learning Progressions

Overview

In 2015 Renaissance Learning developed a new approach for entry points for its learning progressions.

Historical Approach for Entry into Learning Progressions

Our historical approach to placing a student in the learning progression utilized STAR empirical data to create:

- a skill difficulty trend line for each domain (for example, math domains such as algebra and geometry)
- manually determined scaled score ranges for each domain, factoring skill difficulty, grade level, learning transition points, focus skills, and teaching threads
- entry points based on pre-determined ranges with a manually assigned entry skill for each range

New Scaled Score Entry Points to Learning Progressions

The new approach to placing a student in the learning progression utilizes:

- a skill difficulty trend line for the teachable order (teachable order extends across domains; domain order is still supported)
- a revised trend line calculation; quadratic trend model for math and linear trend model for reading
- placement in the learning progression where the student is Ready to Learn based on the student's scaled score
- an entry point and range based on a student's scaled score; an approach that transitions from placement based on a range of scores for a skill to placement based on a range of skills for a score

Ready to Learn

A student's scaled score from a STAR test locates the student in the learning progression at the skill with the same or closest trend difficulty. A range of skills in teachable order inclusive of all domains within that range is identified. The range is centered on the skill associated with the student's scaled score. The result is that each student's scaled score is used to identify a precise range of skills for the particular student – an engagement zone where the general difficulty of the skills represents the right level of challenge for the student.