

RENAISSANCE®

## Key report samples: Star Assessments™





# **Key report samples: Star Assessments™**



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

National Center on  
**INTENSIVE INTERVENTION**  
at American Institutes for Research ■

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*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.*

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# How Star Assessment technology and reports give educators the information advantage

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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.

*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.*

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# Screening Report

## District Benchmark

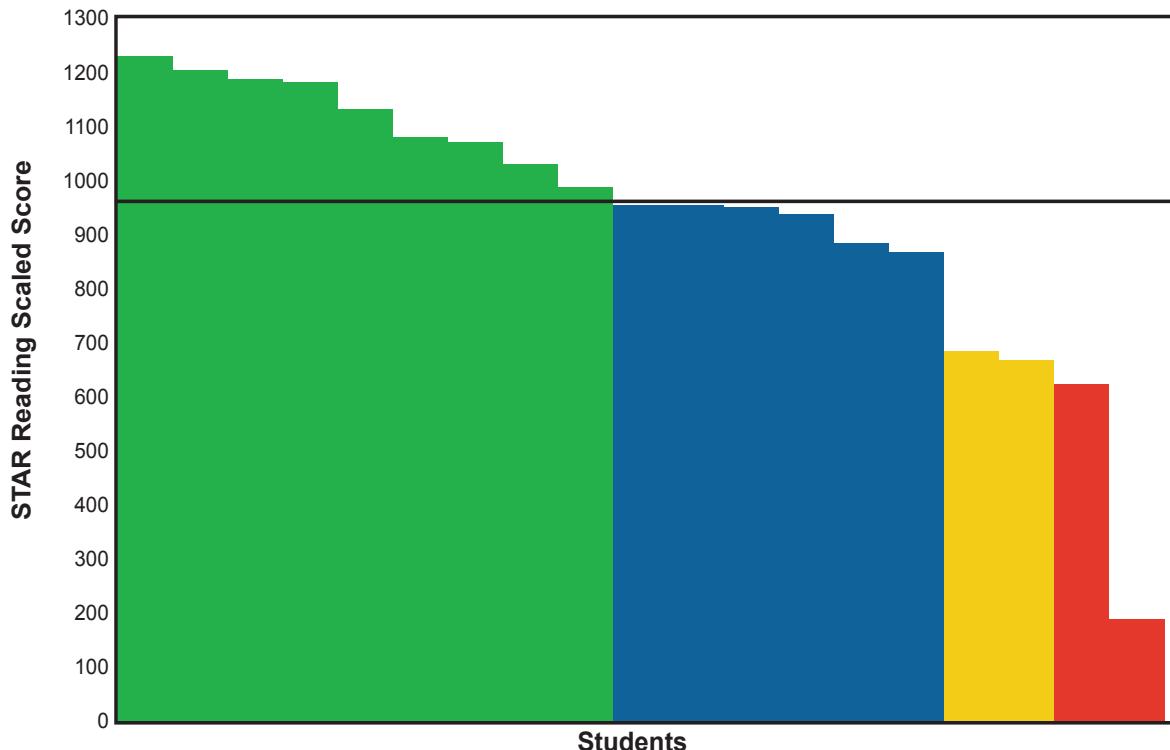
Printed Friday, September 26, 2014 1:53:42 PM

1 of 3

School: Lake View High School

Reporting Period: 09/2/2014 - 09/26/2014  
(Fall Screening)

**Grade: 10**



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At / Above Benchmark</b>				
At / Above Benchmark	At / Above 968 SS	At / Above 40 PR	9	47%
Category Total			9	47%
<b>Below Benchmark</b>				
On Watch	Below 968 SS	Below 40 PR	6	31%
Intervention	Below 844 SS	Below 25 PR	2	11%
Urgent Intervention	Below 637 SS	Below 10 PR	2	11%
Category Total			10	53%
<b>Students Tested</b>			19	

**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?

This report is also available in the following Renaissance products:

 RENAISSANCE  
Star Reading®

 RENAISSANCE  
Star Math®

 RENAISSANCE  
Star Early Literacy®

# 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.*

**RENAISSANCE  
Star Reading®**

**Screening Report**  
**District Benchmark**

Printed Friday, September 26, 2014 1:53:42 PM

2 of 3

School: Lake View High School Reporting Period: 09/2/2014 - 09/26/2014  
(Fall Screening)

**Grade: 10**

**Urgent Intervention**

Student	Class	Teacher	Test Date	SS	PR	Est. ORF <sup>a</sup>	ZPD
Austin, Juanita	4th Hour English	Hill, S.	09/04/2014	198	1	—	2-3
Reyes, Christina	4th Hour English	Hill, S.	09/10/2014	620	9	—	3.8-5.8

**Intervention**

Student	Class	Teacher	Test Date	SS	PR	Est. ORF <sup>a</sup>	ZPD
Gardner, Walter	4th Hour English	Hill, S.	09/12/2014	652	12	—	3.9-6
Simpson, Carol	4th Hour English	Hill, S.	09/12/2014	674	14	—	4-6.2

**On Watch**

Student	Class	Teacher	Test Date	SS	PR	Est. ORF <sup>a</sup>	ZPD
Gordon, Terry	4th Hour English	Hill, S.	09/12/2014	850	27	—	4.4-7.5
Wheeler, Barry	4th Hour English	Hill, S.	09/09/2014	867	29	—	4.4-7.6
Frisch, Dena	4th Hour English	Hill, S.	09/12/2014	948	39	—	4.5-8.3
Mason, Paul	4th Hour English	Hill, S.	09/17/2014	961	40	—	4.6-8.5
Berry, Douglas	4th Hour English	Hill, S.	09/10/2014	962	41	—	4.6-8.5
O'Rourke, Sean	4th Hour English	Hill, S.	09/25/2014	962	41	—	4.6-8.5

**At / Above Benchmark**

Student	Class	Teacher	Test Date	SS	PR	Est. ORF <sup>a</sup>	ZPD
Rice, Evelyn	4th Hour English	Hill, S.	09/10/2014	988	44	—	4.6-8.7
Chavez, Pauline	4th Hour English	Hill, S.	09/11/2014	1026	46	—	4.6-9.2
Rose, Raymond	4th Hour English	Hill, S.	09/10/2014	1070	49	—	4.7-9.7
Knight, Stephen	4th Hour English	Hill, S.	09/10/2014	1080	50	—	4.7-9.8
Daniels, Katherine	4th Hour English	Hill, S.	09/09/2014	1123	53	—	4.7-10.3

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

*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

1 of 2

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



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

### STAR Math Scores<sup>a</sup>

SS: 489 (Scaled Score)	■ Intervention	Kathryn's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 15 (Percentile Rank)		Kathryn scored greater than 15% of students nationally in the same grade.
GE: 2.7 (Grade Equivalent)		Kathryn's test performance is comparable to that of an average second grader after the seventh month of the school year.

### Domain Scores

<b>Pre-Kindergarten–8</b> 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.
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### 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.
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This report is also available in the following Renaissance products:



# Diagnostic Report

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.

*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.*

 RENAISSANCE  
Star Math®

**Student Diagnostic Report**  
**Enterprise Test**

2 of 2

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

School: East Elementary School      Test Date: September 18, 2014 1:38 PM  
Teacher: C. DeMarco      Test Time: 16 minutes 25 seconds

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

**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**

Operations and Algebraic Thinking	Domain Score: 78
Score	
84 Algebraic Thinking	
75 Whole Numbers: Multiplication and Division	

Number and Operations in Base Ten	Domain Score: 42
Score	
42 Whole Numbers: Multiplication and Division	

Measurement and Data	Domain Score: 35
Score	
67 Data Representation and Analysis	
41 Time	
22 Perimeter, Circumference, and Area	

Geometry	Domain Score: 69
Score	
88 Fraction Concepts and Operations	

Number and Operations — Fractions	Domain Score: 41
Score	
41 Fraction Concepts and Operations	



# Instructional Planning Report for Tyler Hillard

1 of 4

Printed Thursday, September 18, 2014 12:45:34 PM

School: East Elementary School  
Class: Mr. DeMarco Class B

Teacher: C. DeMarco  
Grade: 3

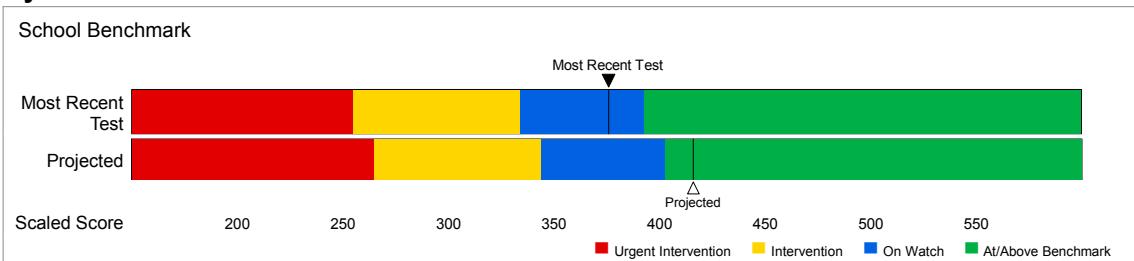
## Report Options

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

## STAR Reading Test Results

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

## Tyler's Current Performance



## 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

GR	<b>Phonics and Word Recognition</b> This score suggests Tyler should practice the following phonics and word-recognition skills. 3 » Decode increasingly difficult multisyllable words by identifying syllable patterns (e.g., transportation) 3 » 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 3 » Decode words with common Latin suffixes, such as the -or in <i>elevator</i> or -ment in <i>government</i> , and identify the meanings of the words 3 » Read grade-level irregularly spelled sight words automatically (e.g., certain, notice)
3	<b>Fluency</b> This score suggests Tyler should work on the following to increase fluency and comprehension of texts at Tyler's reading level. 3 » Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks 3 » Read on-level texts aloud smoothly with expression (e.g., using appropriate expression to indicate punctuation, such as periods, question marks, and exclamation points) 3 » 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

	<b>Key Ideas and Details</b> 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.
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This report is also available in the following Renaissance products:



# 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 naïve 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.*

Record Book				
School:	East Elementary School ▾			
Class or Group:	Grade 4, Ms. Sparrgrove's class, 2014 - 2015 ▾			
Benchmark:	School Benchmark ▾ Legend			
Sort By:	Instructional Groups ▾ Edit Instructional Groups			
Sorting by Instructional Groups shows Enterprise tests only				
Group 1 - Median Scaled Score: 690		View Suggested Skills		
Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Moncrief, Brianna	1330	99	9/3/2014	1
Brannen, Dillon	777	93	9/2/2014	1
Casillas, Omero	728	92	9/2/2014	1
Bennett, Myles	652	87	9/17/2014	1
Nguyen, Micki	609	82	9/3/2014	1
Timmons, Anna	514	67	9/17/2014	1
Group 2 - Median Scaled Score: 375		View Suggested Skills		
Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Ramirez, Eric	428	46	9/11/2014	2
Hillard, Tyler	376	33	9/17/2014	2
Coffman, Joni	374	29	11/12/2014	2
Stepler, Katie	363	29	9/3/2014	2
Group 3 - Median Scaled Score: 288		View Suggested Skills		
Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Chavez, Weston	307	17	9/2/2014	3
Davis, Meghan	288	13	9/17/2014	3



## Student Progress Monitoring Report

Wednesday, January 14, 2015 3:22:25 PM

1 of 2

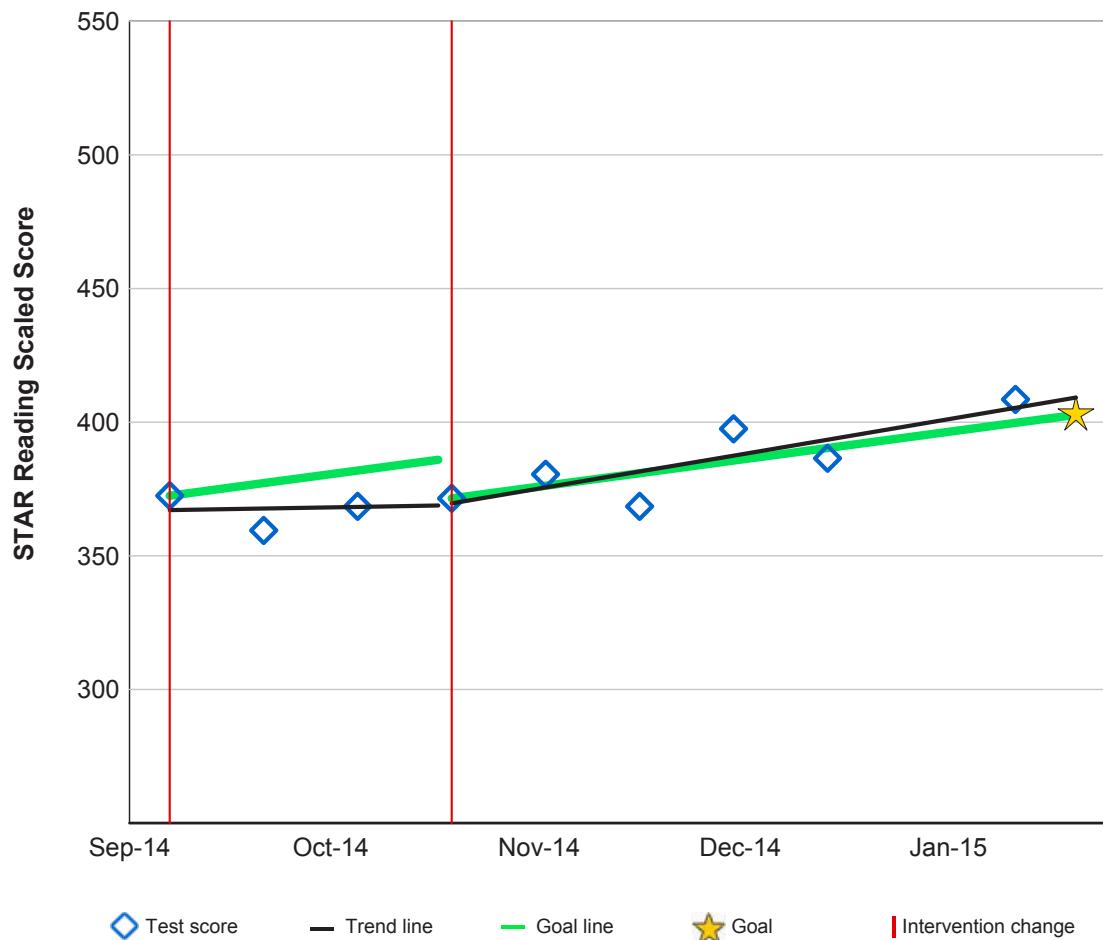
School: Lincoln Hills Elementary School

Reporting Period: 9/2/2014-1/16/2015  
(Semester 1)

### Contreras, Sofia

Grade: 5  
ID: CONTS

Class: Mr. Jackson's Class  
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.

This report is also available in the following Renaissance products:

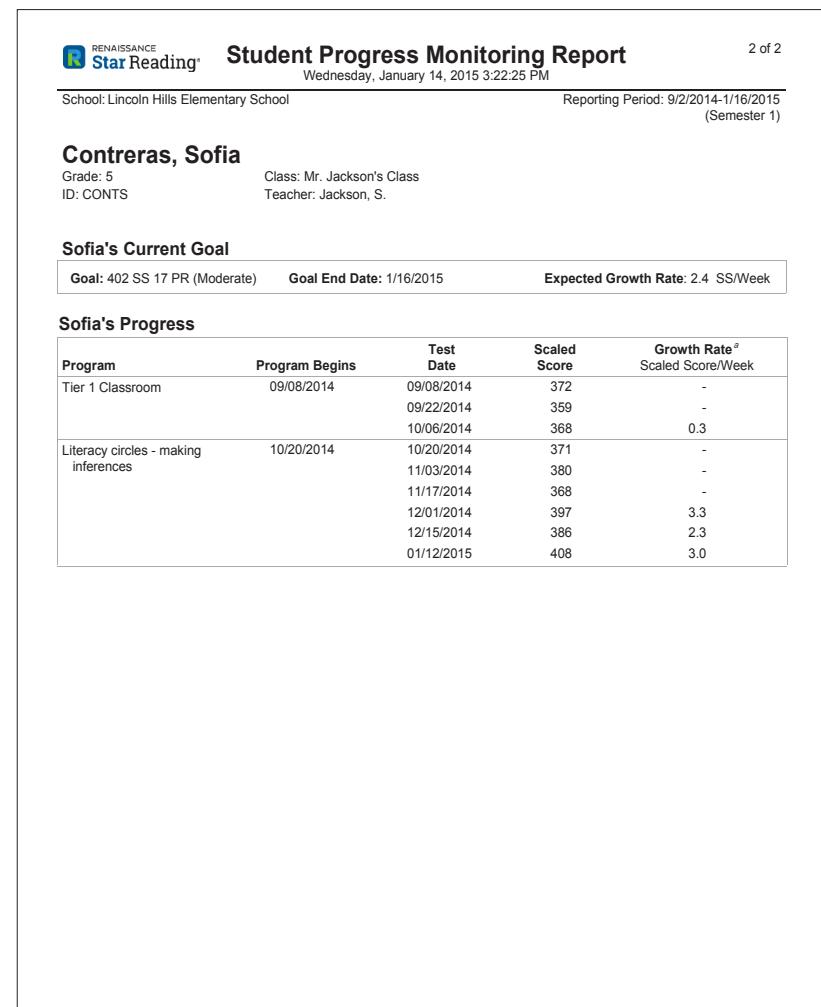


# Progress Monitoring Report

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.*

## Growth Report

Printed Friday, January 30, 2015 9:43:21 AM

1 of 3

School: Oakwood Elementary School

School Year: 09/2/2014 - 09/28/2014

School Year: 01/01/2015 - 01/28/2015

**Report Options**

Reporting Parameter Group: All Demographics [Default]

Group By: Class

Sort By: Last Name

**Class: Miss Jones' Class**

**Growth Expectation: 40 SGP**

Student	Class	Teacher	Grade	SGP	Test date	SS	PR	NCE	IRL	EORF <sup>a</sup>
Alexander, Shawn	Miss Jones' Class	Jones, Karen	4	50	09/15/14	210	3	10.4	1.5	49
					01/23/15	289	9	21.8	2.4	67
					Change	+79	+6	+11.4	+0.9	+18
Armstrong, Elaine	Miss Jones' Class	Jones, Karen	4	74	09/12/14	616	83	70.1	5	140
					01/09/15	742	88	74.7	6.1	165
					Change	+126	+5	+4.6	+1.1	+25
Corleon, Megan	Miss Jones' Class	Jones, Karen	4	20 <sup>g</sup>	09/10/14	282	12	25.3	2.3	65
					01/12/15	286	9	21.8	2.4	66
					Change	+4	-3	-3.5	+0.1	+1
Dixon, Kenneth	Miss Jones' Class	Jones, Karen	4	55	09/15/14	676	89	75.8	5.7	149
					01/12/15	746	89	75.8	6.1	167
					Change	+70	0	0	+0.4	+18
Farrens, Cathy	Miss Jones' Class	Jones, Karen	4	68	09/12/14	361	29	38.3	3.1	83
					01/23/15	464	46	47.9	3.9	107
					Change	+103	+17	+9.6	+0.8	+24
Gomez, Karen	Miss Jones' Class	Jones, Karen	4	42	09/12/14	284	13	26.3	2.3	65
					01/23/15	335	17	29.9	2.8	77
					Change	+51	+4	+3.6	+0.5	+12

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

<sup>b</sup> This student's growth is below the growth target.

<sup>c</sup> Student Growth Percentile Time-Adjusted Model.

Historical data included.

This report is also available in the following  
Renaissance products:



# Growth Report

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 Report											
School: Oakwood Elementary School					Printed Friday, January 30, 2015 9:43:21 AM						
					School Year: 09/2/2014 - 09/28/2014						
					School Year: 01/01/2015 - 01/28/2015						
<b>Class: Miss Jones' Class</b>					<b>Growth Expectation: 40 SGP</b>						
Student	Class	Teacher	Grade	SGP	Test date	SS	PR	NCE	IRL	EORF <sup>a</sup>	
Palmer, Jeffery	Miss Jones' Class	Jones, Karen	4	33 <sup>b</sup>	09/11/14 01/22/15 Change	473 494 +21	58 54 -4	54.2 52.1 -2.1	3.9 4.1 +0.2	109 114 +5	
Reyes, Julia	Miss Jones' Class	Jones, Karen	4	83	09/08/14 01/13/15 Change	370 507 +137	31 57 +26	39.6 53.7 +14.1	3.2 4.2 +1.0	86 117 +31	
Statz, Madeline	Miss Jones' Class	Jones, Karen	4	23 <sup>b</sup>	09/09/14 01/20/15 Change	542 534 -8	72 63 -9	62.3 57 -5.3	4.5 4.4 -0.1	125 123 -2	
Wilson, Erika	Miss Jones' Class	Jones, Karen	4	22 <sup>b</sup>	09/10/14 01/12/15 Change	473 472 -1	58 49 -9	54.2 49.5 -4.7	3.9 3.9 0	109 109 0	
Yerby, Randall	Miss Jones' Class	Jones, Karen	4	44	09/08/14 01/14/15 Change	513 551 +38	67 65 -2	59.3 58.1 -1.2	4.3 4.5 +0.2	118 127 +9	
<b>Summary</b>											
Class			Teacher		Grade		SGP (19 of 19 Students) On Target Median		Average Scores (19 Students)		
Miss Jones' Class			Jones, Karen		4		47% 9 of 19		Test date SS PR NCE IRL EORF <sup>b</sup>		
									Pretest 428.7 45.5 46.4 3.6 98.6		
									Posttest 475.6 47.0 47.7 3.9 109.2		
									Change +46.8 +1.5 +1.2 +0.4 +10.6		
<small><sup>a</sup> This student's growth is below the growth target.</small>											

Live Chat Support  
Available**Growth Proficiency Chart**

Grade: 1

**My Students**

## 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.*

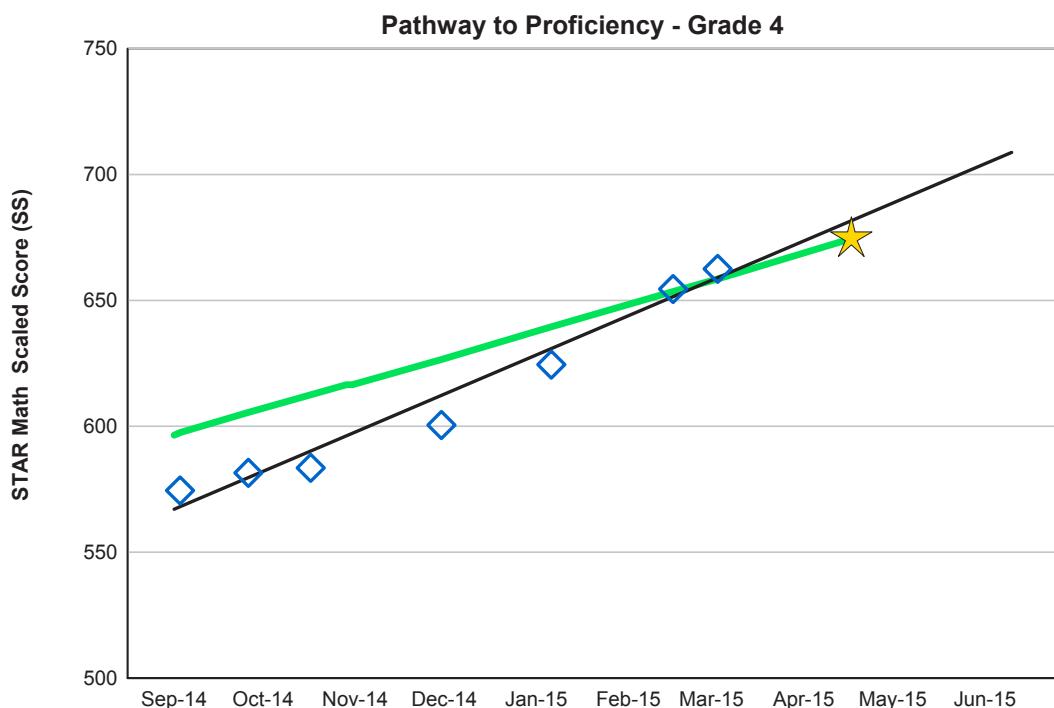
# State Performance Report - Student

## Florida FCAT 2.0

1 of 1

Printed Wednesday, March 4, 2015 1:21:15 PM

School: Beecher Elementary School

Reporting Period: 9/2/2014-6/12/2015  
(School Year)**Lovett, Andrew**Grade: 4  
ID: •••••Teacher: Fuller, S.  
Class: Grade 4 (Fuller)

- ◊ **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.

This report is also available in the following  
Renaissance products:



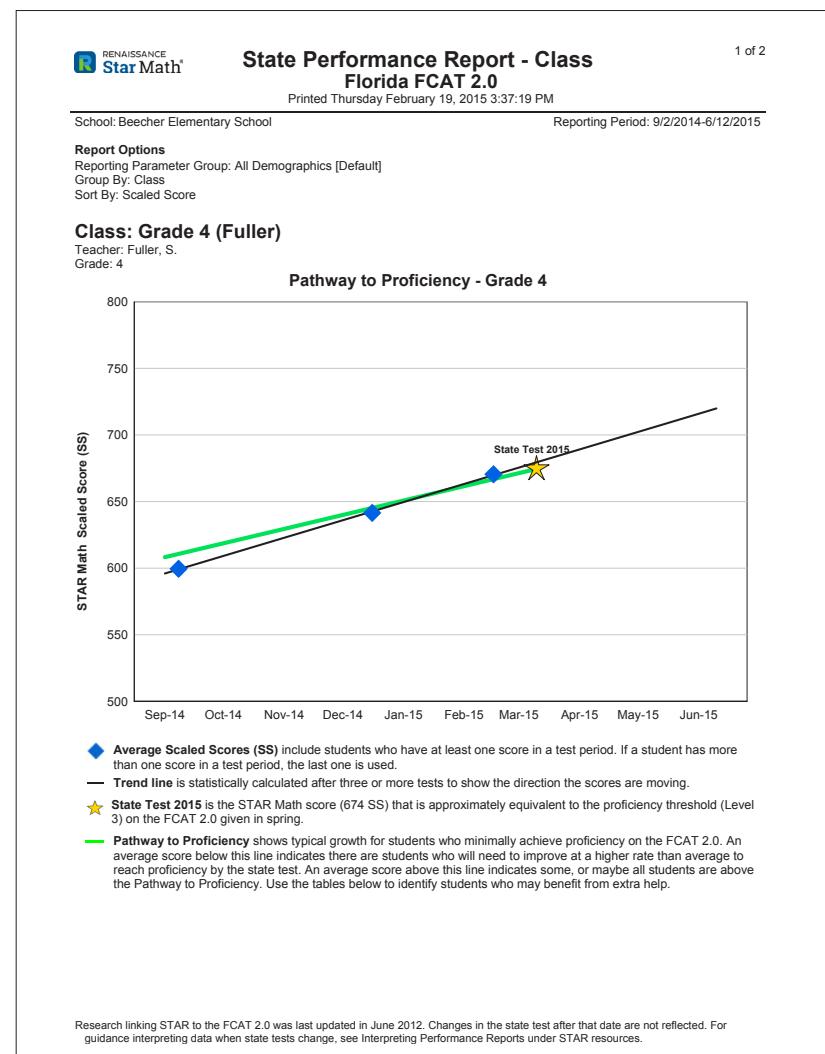
# State Performance Report

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.*

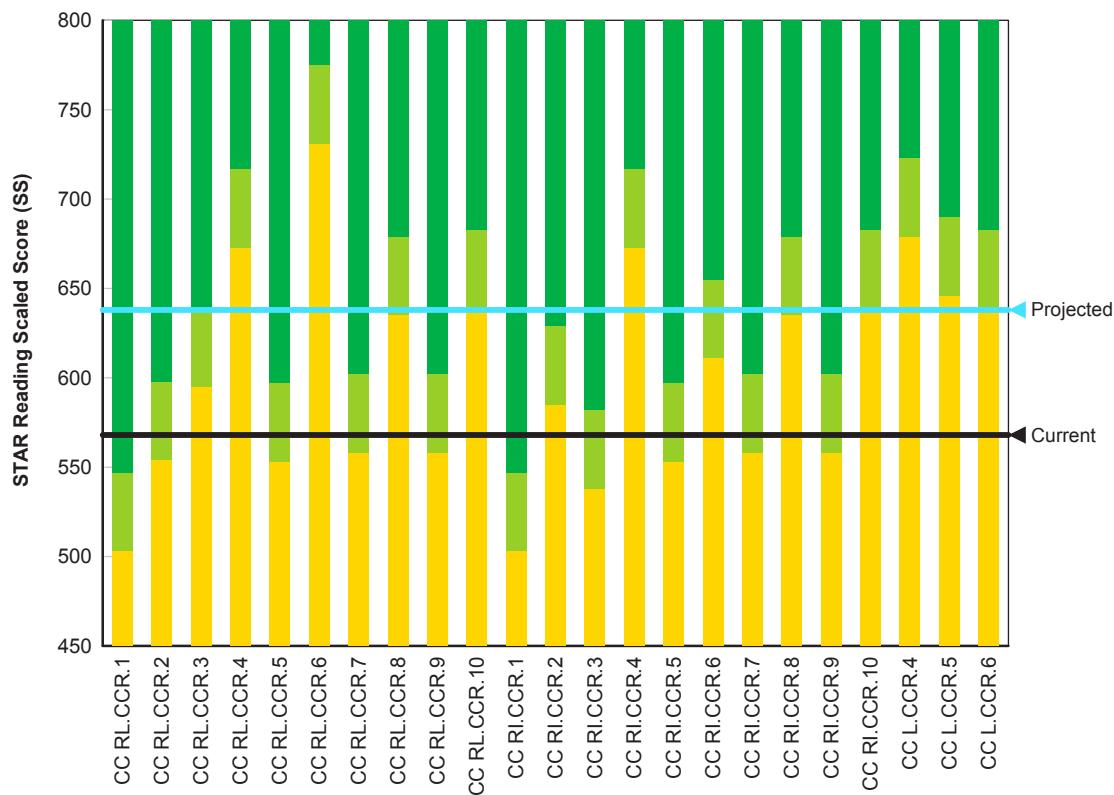
School: Pine Hill Middle School

## Major, Jasmine

 ID: JMAJOR  
 Grade: 7

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

### Estimated Mastery of Grade 7 English Language Arts



### How STAR Reading Estimates Mastery of State Standards

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

#### Est. Mastery Levels for Standards in Grade 7

#### STAR Reading Test Results

Current Scaled Score: 568

Percentile Rank: 24

Grade Equivalent: 5.3

Test Date: 9/5/2014

Projected Scaled Score: 638

Date: 6/12/2015

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

This report is also available in the following Renaissance products:



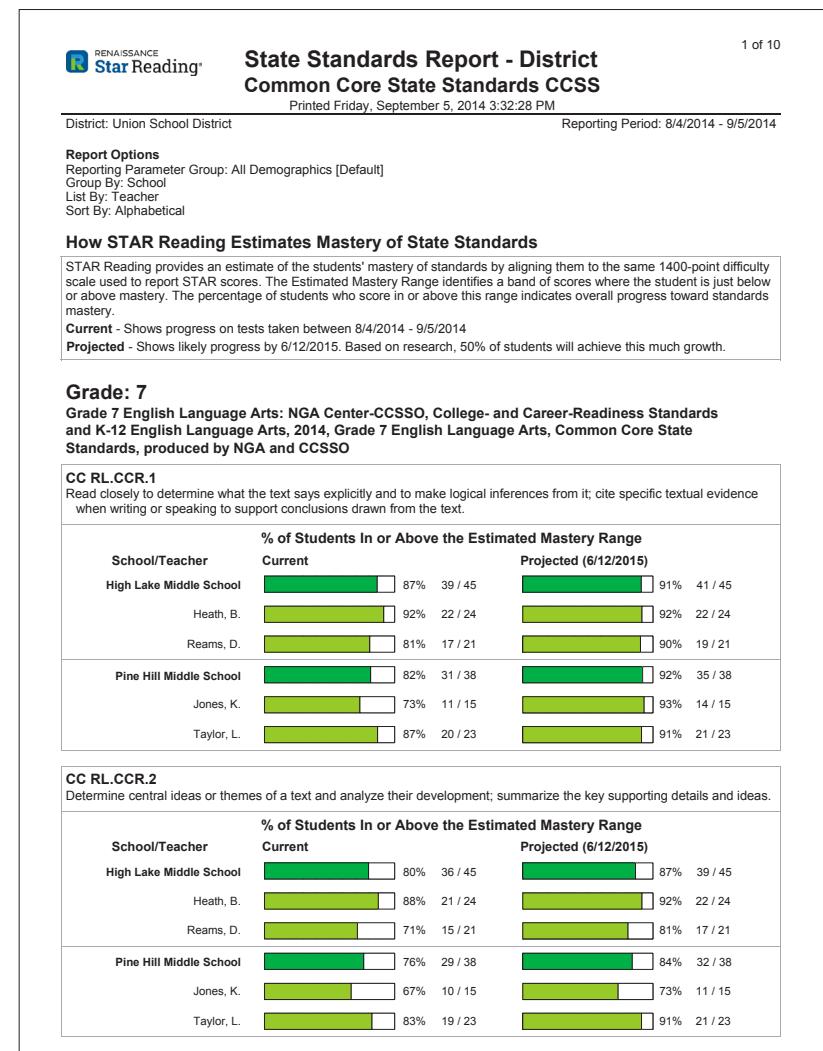
# State Standards Report

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.*

## Parent Report for Lisa Carter

Printed Friday, September 12, 2014 2:12:15 PM

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

Test Date: September 12, 2014 8:53 AM

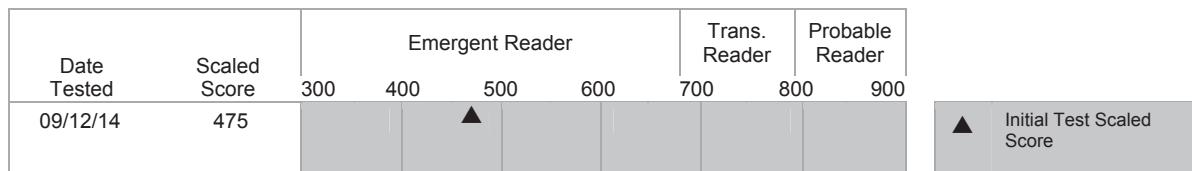
Dear Parent or Guardian of Lisa Carter:

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

**Scaled Score: 475**

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

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



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:

This report is also available in the following  
Renaissance products:



# 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.*

RENAISSANCE  
Star Early Literacy™

# Informe para los Padres de Lisa Carter

Impreso: Friday, September 12, 2014 2:12:15 PM

Escuela: Oakwood Elementary School

Fecha de la prueba: September 12, 2014 8:53 AM

Maestro(a): Mrs. C. Rowley

Clase: Mrs. Rowley's Class

## Estimados padres o tutores de Lisa Carter:

Lisa acaba de presentar una evaluación computarizada llamada STAR Early Literacy. Esta prueba mide la habilidad de los estudiantes en nueve importantes áreas en el desarrollo de la habilidad lectora. En este informe le presentamos un resumen de la puntuación que Lisa obtuvo en dicha prueba. Como en cualquier evaluación, hay muchos factores que pueden influir en las puntuaciones de un estudiante. Es importante entender que estos resultados sólo muestran un aspecto del progreso de Lisa en la escuela.

### Puntuación Graduada (SS, por Scaled Score): 475

La Puntuación Graduada indica la cantidad total de puntos que Lisa obtuvo en la prueba STAR Early Literacy. Se calcula teniendo en cuenta tanto la dificultad de las preguntas así como el número de respuestas correctas. El rango de las Puntuaciones Graduadas de la prueba STAR Early Literacy va desde 300 hasta 900.

Lisa obtuvo 475 puntos en la Puntuación Graduada. Las Puntuaciones Graduadas se refieren a tres etapas del desarrollo: Lector Emergente (300 - 674), Lector en Transición (675 - 774) y Probable Lector (775 - 900). Una Puntuación Graduada de 475 indica que Lisa se encuentra en la etapa de inicial de Lector Emergente.

Fecha de la prueba	Puntuación graduada	Lector Emergente			Lector en Transición			Probable Lector
		300	400	500	600	700	800	900
09/12/14	475			▲				

▲ Puntuación Graduada en la Prueba Inicial

Los niños en el inicio de la etapa Lector Emergente empiezan a entender que los textos impresos significan algo; aprenden que la lectura está formada por palabras y oraciones impresas, y que el texto impreso en una página se lee de izquierda a derecha y de arriba hacia abajo. También comienzan a identificar colores, formas, números y letras.

En esta etapa, Lisa sabe que el discurso oral puede ser representado con letras y que las letras tienen una forma específica. Es posible que identifique las letras y entienda la diferencia entre ellas. De igual forma, Lisa ya empieza a reconocer sonidos que riman.

Lo más importante que usted puede hacer en casa para favorecer el desarrollo de las habilidades de lectura de Lisa es leerle cuentos en voz alta. Si una y otra vez le pide que lea el mismo libro, hágalo y converse con Lisa acerca de lo que han leído, pues al escuchar cuentos y hablar sobre ellos, Lisa aprenderá a relacionar las palabras que escucha con las que aparecen impresas en la página.

Si tiene alguna pregunta sobre las puntuaciones que obtuvo Lisa o sobre estas recomendaciones, por favor comuníquese conmigo cuando guste.

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

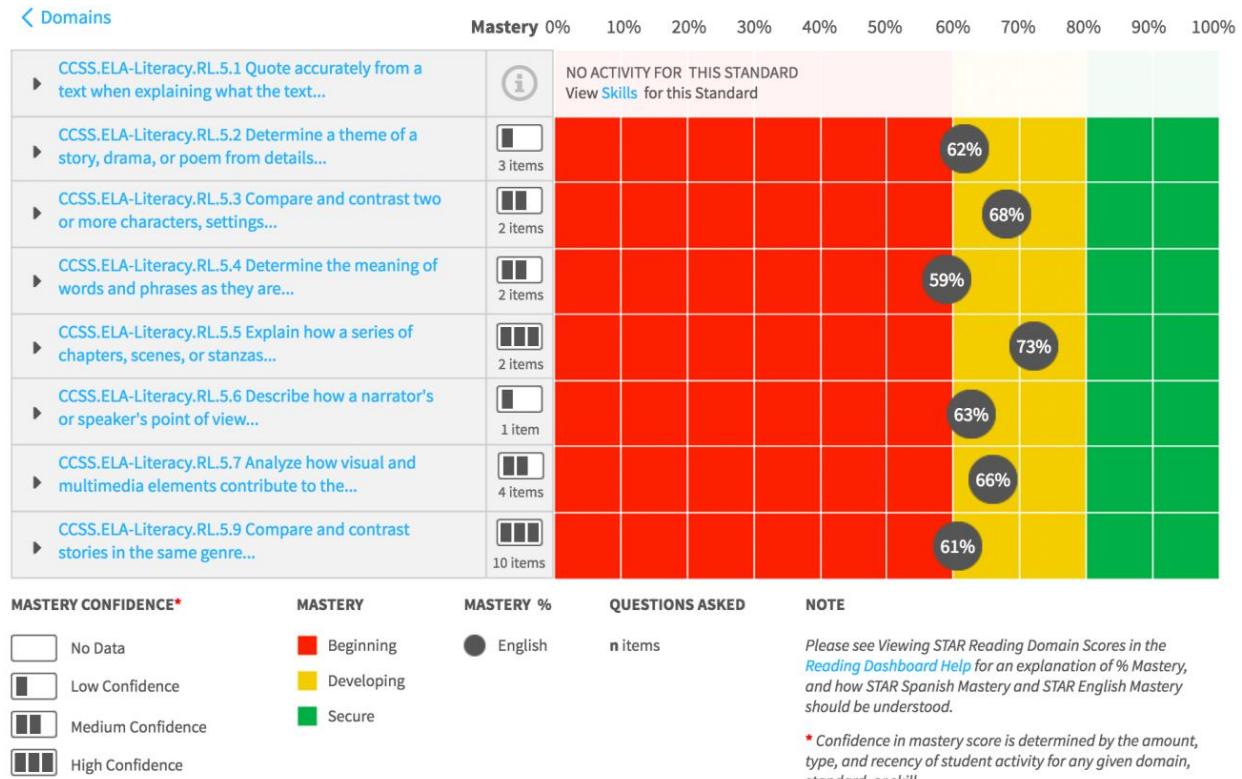
Firma del padre o de la madre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Comentarios:

*This report, available in English or Spanish, provides a summary of the student's overall assessment performance and is calculated based on the difficulty of the questions and the number of correct responses.*

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

[Domains](#)



# 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*

**Review Student Results**

I am viewing [all data](#) for [all students in Mr. Roberts' Class at East Elementary School](#) for the [School Year](#) using the [STAR Unified Scale](#).

**Lesson Plans for Mr. Roberts**

Lesson Plan	Assigned To	Total Assignments	Skills Tested	Reports
Unit 6: Putting it Together	Mr. Roberts' Class - Group 1	5	76% 42 / 56	<a href="#">View Reports</a>
Unit 5: Going Places	Mr. Roberts' Class - Group 2	4	81% 41 / 50	<a href="#">View Reports</a>
STAR Custom Ad Hoc	Mr. Roberts' Class	1	83% 9.33 / 12	<a href="#">View Reports</a>
STAR Math Ad Hoc	Mr. Roberts' Class	23	692 -- --	<a href="#">View Reports</a>
STAR Reading Ad Hoc	Mr. Roberts' Class	19	658 -- --	<a href="#">View Reports</a>
AR Ad Hoc	Mr. Roberts' Class	89	81% 288 / 356 --	<a href="#">View Reports</a>
AR 360 Ad Hoc	Mr. Roberts' Class	7	83% 58 / 70	<a href="#">View Reports</a>

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

**Track Student Work**

I am viewing [all data](#) for [all students in Mr. Roberts' Class at East Elementary School](#) for the [School Year](#) using the [STAR Unified Scale](#).

**Lesson Plans for Mr. Roberts**

Counts reflect number of activities at each status

Lesson Plan	Assigned To	Upcoming	Ready	Started	Needs Scoring	Scored
Unit 6: Putting It Together	Mr. Roberts' Class - Group 1	2	4	7	3	11
Unit 5: Going Places	Mr. Roberts' Class - Group 2	--	13	11	--	1
STAR Custom Imported Scores	Mr. Roberts' Class	--	--	--	--	--
STAR Math Ad Hoc	Mr. Roberts' Class	--	--	--	--	23
STAR Reading Ad Hoc	Mr. Roberts' Class	--	--	--	--	19
AR Ad Hoc	Mr. Roberts' Class	--	--	--	--	89
AR 360 Ad Hoc	Mr. Roberts' Class	--	--	--	--	7

*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

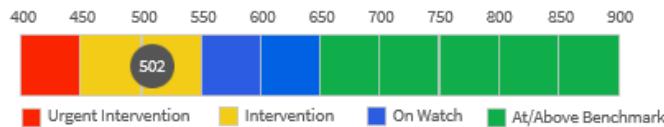


I am viewing comprehensive data for Math for STAR Custom for the all students in Mr. Roberts' Class at East Elementary School using the STAR Unified Scale.



### Results on STAR Math English compared to Benchmarks

11/18/2015



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

◀ Standards

Mastery 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



#### 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.  
Reassess following instruction/practice.

No Data

#### MASTERY

#### MASTERY %

#### QUESTIONS ASKED

#### NOTES

- Beginning
- Developing
- Secure

English

n items

\* Please go to help by clicking "?" at the top for an explanation of 96 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.

# 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.*

### Review Student Results

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

[Manage Groups](#) [Plan Instruction](#)

#### Assignments from Unit 6: Putting it Together

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

[Lesson Plans](#)

Assignment	Source	Score	Skills Tested	Actions
Dog is a Hero...	AR 360	83% (9.33 / 12)	3	<a href="#">View</a>
13-Year-Old...	AR 360	68% (7.48 / 11)	3	<a href="#">View</a>
Fact or Opinion	STAR Custom	72% (8.64 / 12)	3	<a href="#">View</a>
America Has a...	AR 360	89% (16.91 / 19)	3	<a href="#">View</a>
Eating Insects...	AR 360	71% (9.23 / 13)	3	<a href="#">View</a>

*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.

#### Assessments from Assessment Plan 1

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

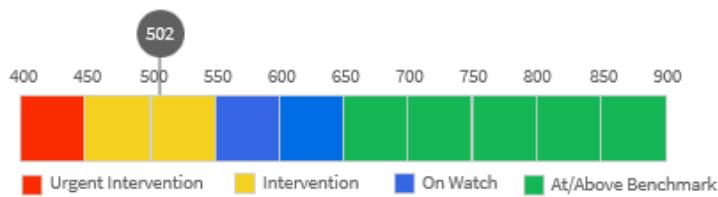
[Assessment Plans](#)

Counts reflect number of assessments at each status

Assessment	Source	Score	Upcoming	Ready	Started	Needs Scoring	Scored
Dog is a Hero...	STAR Custom	83% (9.33 / 12)	2	--	3	2	5
Use word mor...	STAR Custom	87% (11.3 / 13)	--	--	--	1	1
Compare and c...	STAR Custom	78% (7.8 / 10)	--	--	--	--	5
Main idea and d...	STAR Custom	84% (6.7 / 8)	--	--	--	1	1
Compare infor...	STAR Custom	--	--	2	2	--	--
Author's opinions	STAR Custom	--	--	2	4	--	--

## English Benchmarks

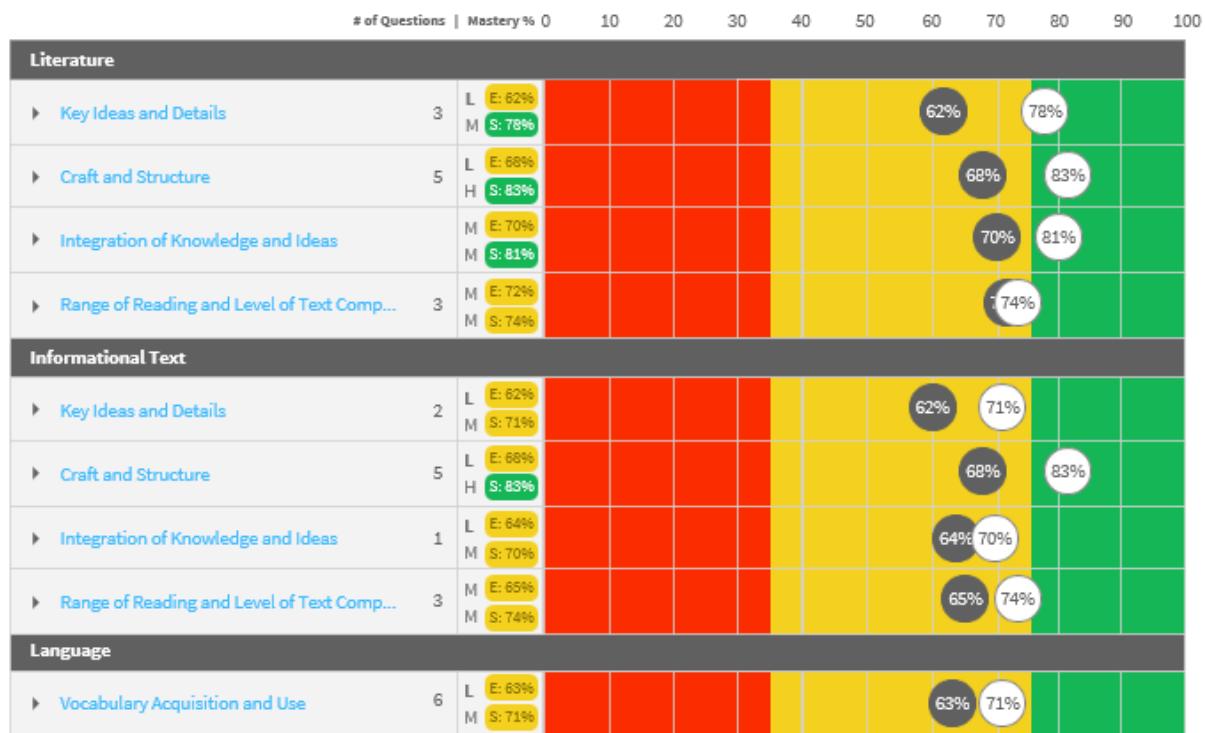
11/18/2015



## Domain Score Comparison - Grade 5\*

E English Score: 502 (11/18/2015)

S Spanish Score: 578 (11/29/2015)



MASTERY: Percentage: Beginning Developing Secure Confidence\*\*: L: Low M: Medium H: High

# 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 he can't yet express in English.*

Quickly get an overview of students' scores on the Review Students' Results page.

**Review Student Results**

I am viewing data for all assignments for all students in Mr. Roberts' Class at East Elementary School for the School Year using the STAR Unified Scale.

**STAR Math Spanish Assessments**  
Mr. Roberts' Class, Group 1, 9/7/16 to 6/4/17

[Lesson Plans](#)

Assignment	Source	Score	Skills Tested	Actions
STAR Math Spanish Assessment	STAR Math Spanish	692	0	<a href="#">View</a>
Cruz, Camila		689	--	<a href="#">View</a>
Garcia, Nicolás		685	--	<a href="#">View</a>
Morales, Mia		731	--	<a href="#">View</a>
Ortiz, Alejandro		722	--	<a href="#">View</a>
Perez, Mia		524	--	<a href="#">View</a>
Soto, Tomas		656	--	<a href="#">View</a>

District: Union School District

Last Consolidated Date: April 6, 2015 9:42:15 AM  
Reporting Period: 09/02/14 - 06/12/15 (2014-2015 SY)**Report Options**

Reporting Parameter Group: All Demographics [Default]

Reporting Level: District

Group By: District

Sort By: Alphabetically

Assessment Product: STAR Reading™

**Union School District****Table 1:** Data for schools that tested during the reporting period

School	Number of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 50			Below 50		
		Total	%	Total	%	Total	%	Median PR	Total	%	Median PR
Beecher Elementary School	766	99	13	667	87	327	49	67.0	340	51	48.0
High Lake Middle School	742	97	13	645	87	342	53	66.0	303	47	29.0
Magnolia Pass High School	773	108	14	665	86	326	49	61.0	339	51	44.0
Oakwood Elementary School	682	96	14	586	86	288	49	60.0	298	51	49.0
Pine Hill Middle School	740	90	12	650	88	390	60	71.0	260	40	44.0
Prairie Ridge High School	742	111	15	631	85	372	59	63.0	259	41	38.0
Spring Creek Middle School	711	81	11	630	89	353	56	68.0	277	44	37.0
Sycamore Elementary School	642	96	15	546	85	300	55	57.0	246	45	39.0
Summary	5,798	778	13	5,020	87	2,698	54	65.0	2,322	46	42.0

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

	Number of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 50			Below 50		
		Total	%	Total	%	Total	%	Median PR	Total	%	Median PR
Gender											
Female	2,904	336	12	2,568	88	1,467	57	65.0	1,101	43	41.0
Male	2,894	374	13	2,520	87	1,398	55	64.0	1,122	45	40.0
Unspecified	0	0	0	0	0	0	0	0.0	0	0	0.0
Ethnicity											
American Indian or Alaskan Native	10	2	20	8	80	6	75	62.0	2	25	35.0
Asian or Pacific Islander	173	19	11	154	89	91	59	69.0	63	41	42.0
Black	696	104	15	592	85	290	49	61.0	302	51	37.0
Hispanic	2,309	277	12	2,032	88	1,057	52	64.0	975	48	39.0
White	2,610	339	13	2,271	87	1,272	56	66.0	999	44	47.0
Other Characteristics											
English as a Second Language (ESL)	468	70	15	398	85	151	38	55.0	247	62	39.0
Free Lunch	502	65	13	437	87	210	48	62.0	227	52	42.0
Learning Disabled	314	57	18	257	82	82	32	51.0	175	68	31.0
Physically Disabled	41	9	23	32	77	15	44	59.0	17	56	35.0
Reduced-price Lunch Program	243	34	14	209	86	102	49	64.0	107	51	34.0

PR (Percentile Rank): Percentage of students in the same grade nationally who scored the same or lower on a non-equal interval scale.

This report is also available in the following Renaissance products:



# 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.

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

## Renaissance™ Place      Customizable Progress Report

Printed Monday, April 6, 2015 12:19:51 PM

1 of 1

District: Union School District

Last Consolidated Date: April 6, 2015 9:42:15 AM

### Report Options

Reporting Parameter Group: All Demographics [Default]  
Reporting Level: District  
Group By: School  
Data Reported As: Mean (Average)

### Beecher Elementary School

Grade	Accelerated Reader™			STAR Reading™		
	1st Qtr Avg. % Correct	3rd Qtr Avg. % Correct	Change	1st Qtr GE	3rd Qtr GE	Change
1	85	91	+6	0.9	1.5	+0.6
2	87	90	+3	1.7	2.4	+1.7
3	90	92	+2	2.9	3.5	+0.6
4	88	90	+2	4.0	4.5	+0.5
5	88	90	+2	4.9	5.4	+0.5
Mean	88	91	+3	2.9	3.5	+0.6

### Oakwood Elementary School

Grade	Accelerated Reader™			STAR Reading™		
	1st Qtr Avg. % Correct	3rd Qtr Avg. % Correct	Change	1st Qtr GE	3rd Qtr GE	Change
1	84	90	+6	0.7	1.4	+0.7
2	87	91	+4	1.8	2.4	+0.6
3	89	91	+2	3.0	3.6	+0.6
4	90	92	+2	4.1	4.6	+0.5
5	89	90	+1	5.0	5.4	+0.4
Mean	88	91	+3	2.7	3.3	+0.6

*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](http://www.renaissance.com).