**Dear Parents of Child\_name\_full:**

Your child has just taken a STAR Early Literacy assessment on our school’s Google Chrome tablets. STAR Early Literacy measures your child's proficiency in up to nine areas that are important in reading development. Your child has taken this assessment n\_tests times throughout this school year. 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 aspect of how your child is doing in school.

**Scaled Score: latest\_ss, v\_reader**

The Scaled Score (SS) is an 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. SS in STAR Early Literacy range from 300 to 900 and span the grades Pre-K through 3.

Child\_name obtained a Scale Score of latest\_ss. This is a ss\_cg of ss\_diff from the Scale Score of old\_ss that Child\_name obtained on his initial assessment. Scaled Scores relate to three developmental stages: Emergent Reader (300-674), Transitional Reader (675-774), and Probable Reader (775-900). **A Scaled Score of latest\_ss means that Child\_name** **is at the v\_stage.**

*Alphabetic Principle* ***(AP)****:* Basic alphabetic knowledge such as sequence and letter sounds.

*Concept of Word* ***(CW)****:* Print concepts such as word length, borders, and identification of letters and words.

*Visual Discrimination* ***(VD)****:* Identification of letters and word matching.

*Phonemic Awareness* ***(PA)****:* Blending word parts and phonemes, identifying initial and final phonemes as well as consonant blends.

*Phonics* ***(PH)****:* Identifying initial and final consonant sounds, long and short vowel sounds, and consonant blend and digraphs.

*Structural Analysis* ***(SA)****:* Dealing with syllabification and compound words.

*Vocabulary* ***(VO)****:* Identifying synonyms and antonyms.

*Sentence-Level Comprehension* ***(SC)****:* Comprehension at the sentence level.

*Paragraph-Level Comprehension* ***(PC)****:* Comprehension of paragraphs.

*Early Numeracy* ***(EN)****:* Basic mathematics skills such as number naming and identification, number object correspondence, and basic measurement skills.

At the late **Emergent Reader stage**, children can rapidly identify the letters of the alphabet and can match most of the letters to their sounds. They are beginning to “read” picture books and familiar words around their home. Through repeated reading of favorite books with an adult, children at this stage are building their vocabularies, listening skills, and understandings of print. Emergent\_Reader\_Stage\_p

Child\_name recognizes some printed words and can write his name. He is likely learning to separate spoken words into smaller parts, such as m - and - at for “mat” and then to blend the sounds together to say the words. Child\_name is probably also beginning to sound out simple printed words. With his growing knowledge of letter sounds and word structure, Child\_name is starting to get meaning from text. Emergent\_Reader\_Stage\_p

You can help develop your child's early literacy skills by reading engaging, predictable books to and with your child. To encourage Child\_name to voice his own ideas, talk with Child\_name about what you've read, seen, heard, or done together. Child\_name would also benefit from games that build an awareness of sounds and letters, such as rhyming games or games that involve sorting words by first letter, last letter, or sound. Emergent\_Reader\_Stage\_p

Children at the **Probable Reader stage** are becoming proficient at recognizing many words, both in and out of context. They spend less time identifying and sounding out words and more time understanding what they have read. They can blend sounds and word parts to read words and sentences more quickly, smoothly, and independently. Probable\_Reader\_Stage\_p

Child\_name is using more complex strategies to decode words and access the meaning of grade-appropriate text. He understands that many grade-level words can have similar or opposite meanings. He understands that words have different functions. He is increasingly able to select books that interest him, to monitor his own reading, and to self-correct as needed. Child\_name is probably able to locate key details in text to answer literal and inferential questions. Also, he is probably able to read aloud some easy texts with accuracy, fluency, and expression. Probable\_Reader\_Stage\_p

You can encourage your child's growth in reading skills by providing opportunities to read and discuss a variety of books at home. Child\_name would also benefit from fun activities, such as playing word games or asking questions that require voicing an opinion or idea. Probable\_Reader\_Stage\_p

Children at the **Transitional Reader** stage have mastered their alphabet skills and letter-sound relationships. They can identify beginning and ending consonant sounds and long and short vowel sounds. At this stage, Child\_name is able to blend sounds and word parts to read simple words. He is likely using a variety of strategies to figure out words, such as pictures, story patterns, and phonics. Transitional\_Reader\_Stage\_p

Child\_name is able to apply basic concepts about print and books to unfamiliar text. He applies his knowledge of common letter combinations to read words. He uses awareness of context, such as illustrations or rhyming words in poems, to figure out unfamiliar words. Child\_name is beginning to read easy-reader material, but is not yet a fluent, independent reader. Transitional\_Reader\_Stage\_p

The most important thing you can do to help Child\_name become a fluent reader is to read storybooks aloud to and with Child\_name at home. By reading aloud together, you will be modeling fluent reading for your child. Child\_name would also benefit from games that require matching spoken words to printed words on the page. Transitional\_Reader\_Stage\_p

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

**Teacher Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_**