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

Your child has taken a STAR Early Literacy assessment(s) 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. 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 ss\_cg of ss\_diff from the Scale Score of old\_ss that Child\_name obtained on his\_her initial assessment. Scaled Scores relate to four developmental stages: Early Emergent Reader (200-682), Late Emergent Reader (683-785), Transitional Reader (786-851), and Probable Reader (852-1100). **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.

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

At this stage, Child\_name knows that spoken speech can be represented by letters and that letters have specific shapes. He\_She is likely to be able to identify the letters and to see the differences between them. Child\_name is also beginning to recognize rhyming sounds. Early\_Emergent\_Reader\_Stage\_p

You can help develop your child's early literacy skills by reading storybooks aloud to Child\_name at home. Even if Child\_name chooses that book again and again, go right on and read it. Also talk with Child\_name about what you have read. Through listening and talking about stories, Child\_name will learn to relate spoken words with printed words on the page. Early\_Emergent\_Reader\_Stage\_p

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. Late\_Emergent\_Reader\_Stage\_p

Child\_name recognizes some printed words and can write his\_her name. He\_She 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\_her growing knowledge of letter sounds and word structure, Child\_name is starting to get meaning from text. Late\_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\_her 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. Late\_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\_She understands that many grade-level words can have similar or opposite meanings. He\_She understands that words have different functions. He\_She is increasingly able to select books that interest him\_her, to monitor his\_her 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\_she 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\_She 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\_She applies his\_her knowledge of common letter combinations to read words. He\_She 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\_\_\_\_\_\_\_\_\_\_\_\_**