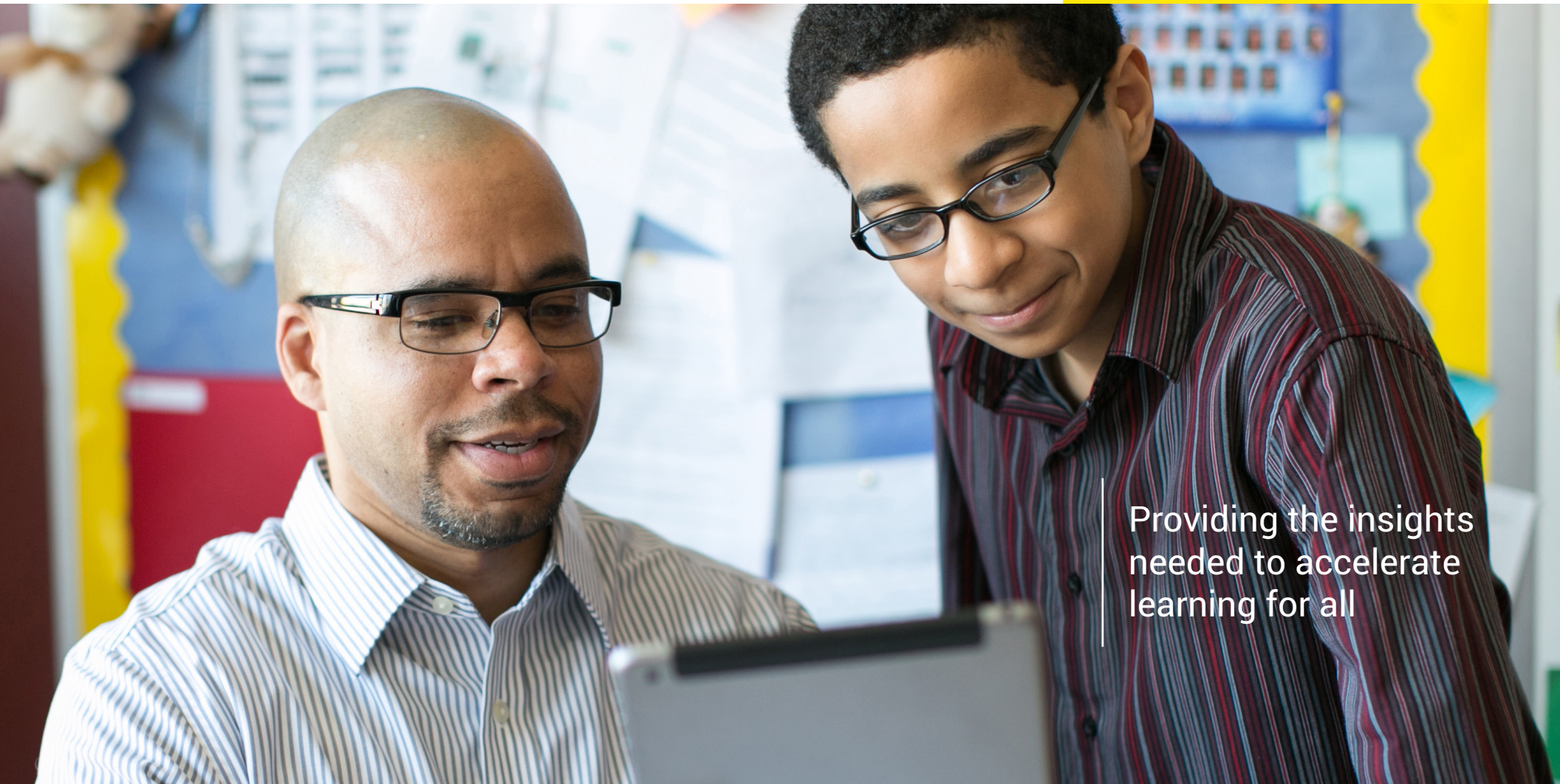


RENAISSANCE®

Key reports, dashboards, and tools

Renaissance  
Star 360®

Comprehensive pre-K–12  
interim and formative  
assessment suite.



Providing the insights  
needed to accelerate  
learning for all



Renaissance products are designed to accomplish our mission:

**“To accelerate learning for all children and adults of all ability levels and ethnic and social backgrounds worldwide.”**

A key educational principle supporting this mission is the notion that the initial step in accelerating learning is to measure its occurrence.

Measure students' performance and track progress throughout the school year and over multiple school years to ensure all students are on the right path towards success.

A complete pre-K–12 interim and formative assessment suite, Renaissance Star 360® is comprised of Renaissance Star Early Literacy®, Renaissance Star Reading®, Renaissance Star Math®, Renaissance Star Custom®, and Renaissance Star Spanish®.

Star 360 delivers valid, reliable, actionable data and insight you need to inform instruction and help you best support student growth.

## RENAISSANCE **Star 360**®

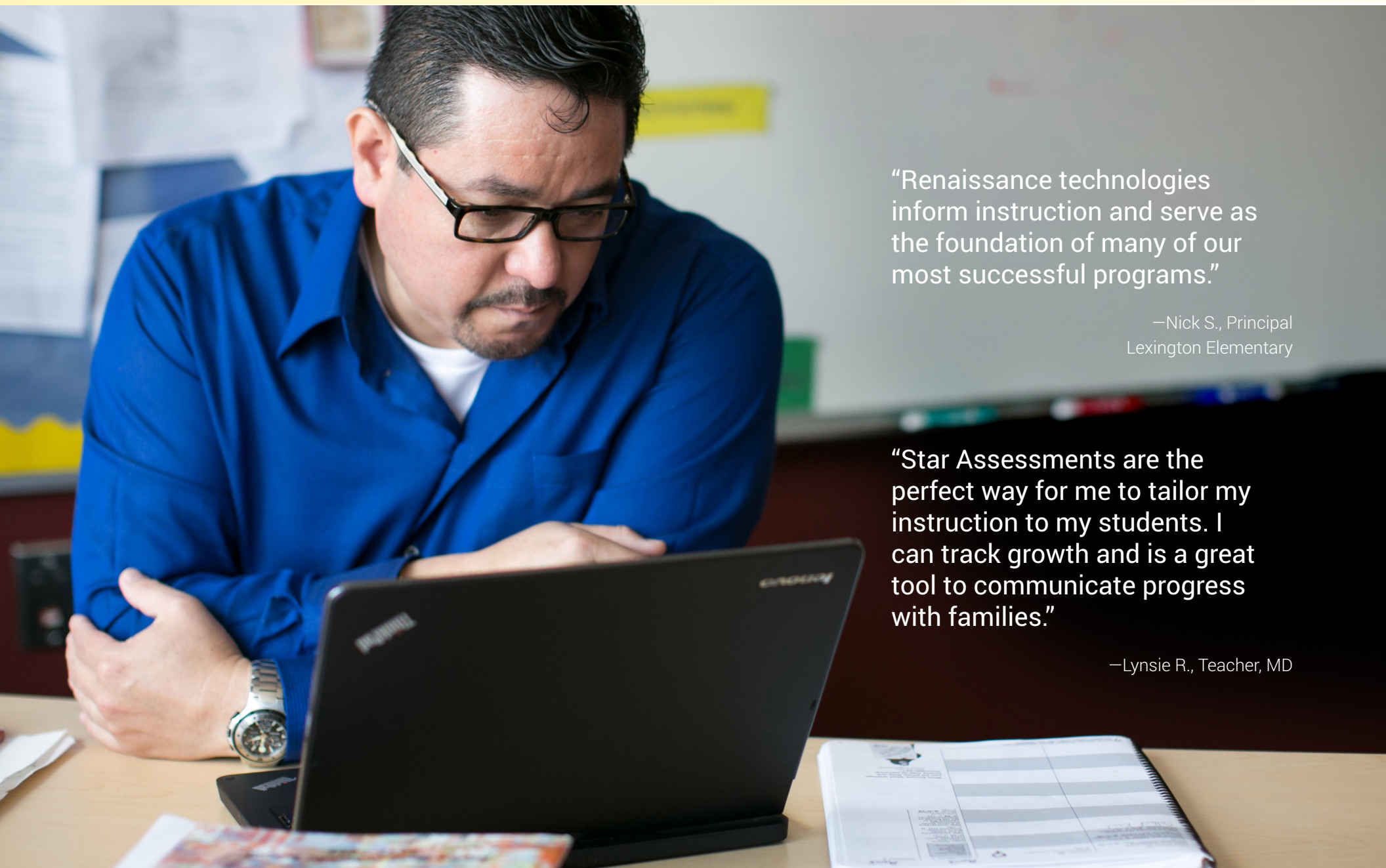
RENAISSANCE  
**Star Early Literacy**®

RENAISSANCE  
**Star Reading**®

RENAISSANCE  
**Star Math**®

RENAISSANCE  
**Star Custom**®

RENAISSANCE  
**Star Spanish**®



“Renaissance technologies inform instruction and serve as the foundation of many of our most successful programs.”

—Nick S., Principal  
Lexington Elementary

“Star Assessments are the perfect way for me to tailor my instruction to my students. I can track growth and is a great tool to communicate progress with families.”

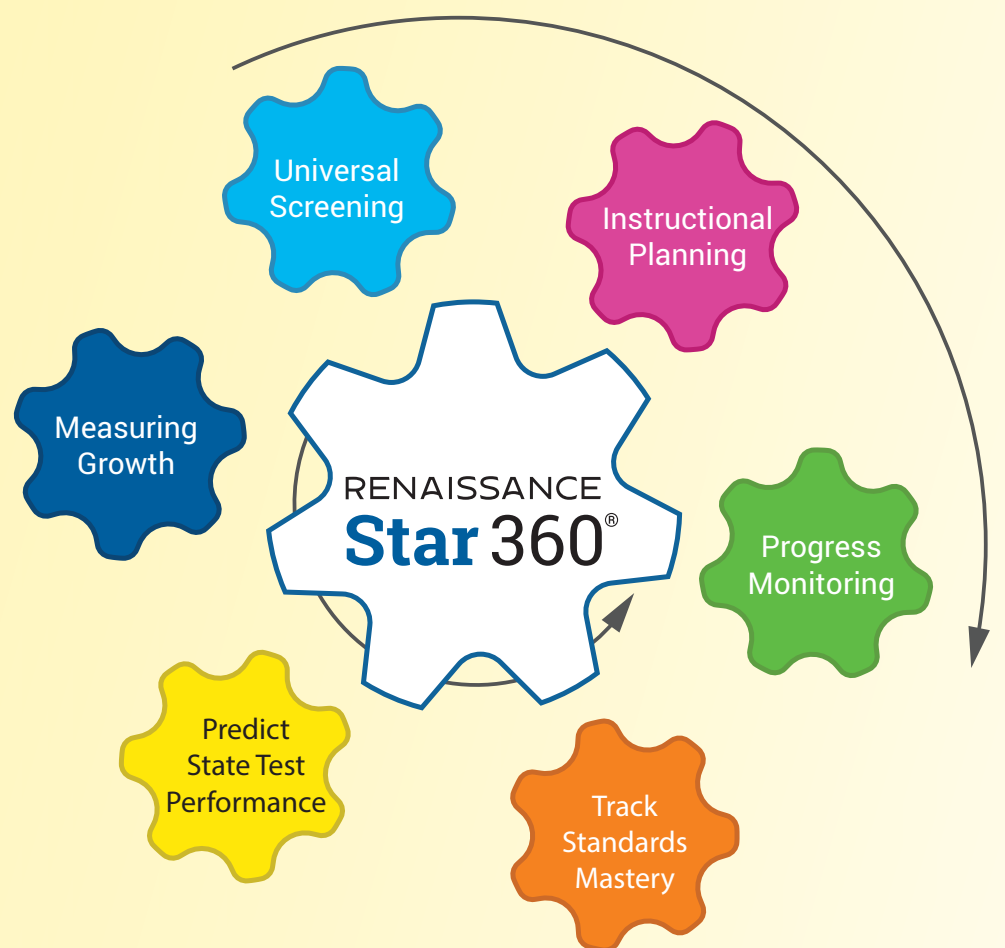
—Lynsie R., Teacher, MD



# Answer essential questions with proven assessment data

Three decades devoted to the study of learning analytics data provides a strong foundation for Star 360's validity and reliability.

Designed to provide the insight you need to accelerate learning for all students, this booklet highlights highly configurable reports, dashboards, and interactive tools, arranged in a logical order (from benchmark screening through documenting student growth) to help inform your pre-K-12 instruction throughout the school year and over multiple school years.



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18	Star Diagnostic Report
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"My favorite benefit of the program is individualized data! I can't live without all the reports I can print showing parents exactly where their children excel and where they struggle."

—Renee G., Teacher, AL

# Star Screening Report

Which students are reaching benchmarks and which may need additional support or intervention?

Highly rated by the Center on Response to Intervention as universal screeners, Star Early Literacy, Star Reading, Star Math provide the information you need to prioritize student need and appropriately allocate resources.

Run the Screening Report in the fall to determine a baseline and then periodically throughout the year to track student achievement.



[Back](#)

Assignment Type  
**Star Reading Enterprise Assessment (English)** [Change Assignment Type...](#)

School: **East Elementary School** Teacher: **Morris, V.** Class/Group: **Ms. Morris's Class** [Select Students...](#)

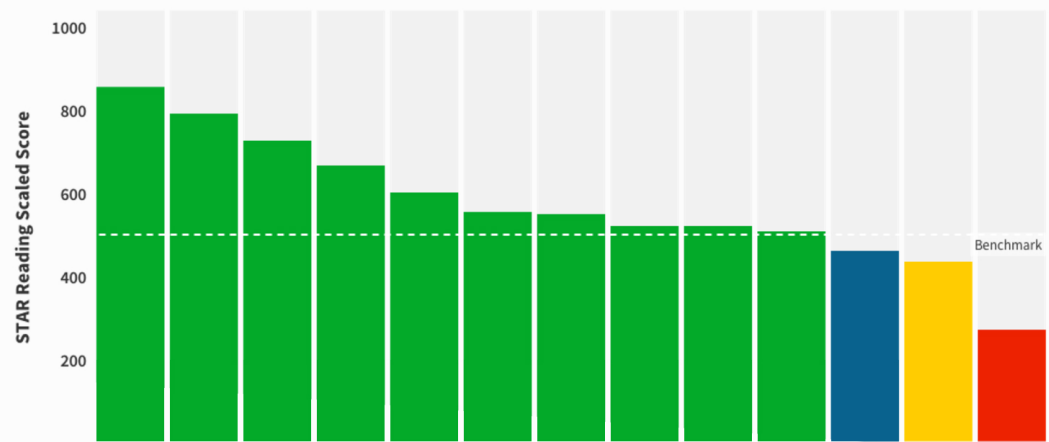
Demographics  
**All Demographics** [Change Demographics...](#)

Reporting Period  
08/01/2016 - 07/31/2017

Scale  
Star Classic Scale

[Update Report](#)

Class: **Ms. Morris's Class** Teacher: **Morris, V.** Grade: **5** [Next Class](#)



At a glance, get an overall view of how your class is performing against school, district, or state benchmarks.

Quickly and easily identify which students are meeting benchmarks and which may need additional support with reporting that automatically categorizes students based on their Star scores.

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 514 SS	At/Above 40 PR	10	77%
<b>Category Total</b>			<b>10</b>	<b>77%</b>
<b>Below Benchmark</b>				
On Watch	Below 514 SS	Below 40 PR	1	8%
Intervention	Below 444 SS	Below 25 PR	1	8%
Urgent Intervention	Below 337 SS	Below 10 PR	1	8%
<b>Category Total</b>			<b>3</b>	<b>23%</b>
<b>Students Tested</b>			<b>13</b>	

### 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?

### Urgent Intervention

Student	Test Date	SS	PR	EORF	ZPD
Bailey, Barclay*	01/03/2017	321	8		2.4-3.4

### Intervention

Student	Test Date	SS	PR	EORF	ZPD
Barrett, Bella*	01/03/2017	441	24		2.9-4.3

### On Watch

Student	Test Date	SS	PR	EORF	ZPD
Addens, Elbert	01/03/2017	497	36		3.2-5.1

### At/Above Benchmark

Student	Test Date	SS	PR	EORF	ZPD
Mason...	01/04/2017	502	42		3.2-5.2



# Star Record Book— Manage Groups



How can I easily differentiate instruction for students in my classes?

The Star Record Book categorizes students within benchmark categories to help you quickly and accurately create differentiated instructional groups.

### Record Book

[Back](#)

Class: **Ms. Morris's 5th Grade Class, Tiger Elementary School** Select Students...

Subject: **Reading** | Benchmark: **District Benchmark** | Scale: **Star Unified Scale**

Update

---

#### Star Assessments

Manage Groups Plan Instruction

Student	Star Group	Scaled Score	Test Date	Percentile Rank	Groups	Actions
Addens, Elbert	■	625	5/26/2017	54	Reading Growth - High +2	⋮ Actions
Appelhof, Laura	■	583	5/26/2017	46	Reading Growth - Low +2	⋮ Actions
Ardendse, Barb	■	554	5/12/2017	41	Reading Growth - Low +2	⋮ Actions
Bailey, Barclay	■	569	5/26/2017	45	Reading Growth - Moderate +2	⋮ Actions
Baldovini, Nicole	■▲	478	5/12/2017	26	Robins +1	⋮ Actions
Barrett, Bella	■	521	5/12/2017	35	Eagles +1	⋮ Actions
Benson, Abegail	■	218	5/26/2017	1	Reading Growth - High +2	⋮ Actions
Clifton, Bob	■	575	5/12/2017	46	Blue Jays +2	⋮ Actions
Farrell, Hope	■	631	5/26/2017	56		
Filipov, Eva	■	598	5/26/2017	49		

### Manage Groups

Enter a Name (e.g. My Instructional Groups)

1 Teal Group 2 Purple Group 3 Sky Group 4 Orange Group Add

---

Save
Cancel

Student	Scaled Score	PR	1	2	3	4
Perry, Freya	400	38	✓	○	○	○
Mcknight, Rose	430	45	✓	○	○	○
Fox, Noelani	442	48	✓	○	○	○
Kinney, Baxter	445	49	✓	○	○	○
Russo, Mufutau	450	50	✓	○	○	○
Carver, Jenette	470	57	✓	○	○	○
Craft, Cynthia	480	59	✓	○	○	○
Campbell, Cynthia	488	61	✓	○	○	○
Mosley, Vivian	490	61	✓	○	○	○
Quinn, Burke	496	62	✓	○	○	○
Atkinson, Amanda	510	65	○	✓	○	○
Becker, David	528	69	○	✓	○	○
Rutledge, Glenna	530	69	○	✓	○	○
Paul, Gannon	538	71	○	✓	○	○
Little, Lucas	540	71	○	○	✓	○
Goff, Iola	550	72	○	○	✓	○
Kim, Wendy	564	75	○	○	✓	○
Oliver, Carson	575	77	○	○	✓	○
Stephenson, Reed	603	81	○	○	✓	○
Lawson, Edan	618	82	○	○	✓	○
King, Buffy	700	89	○	○	○	✓
Gates, Shannon	740	91	○	○	○	✓
Thomas, Hammett	760	92	○	○	○	✓
Sheppard, Portia	780	92	○	○	○	✓

#### Student Growth & Achievement

School Benchmark: Grade 4

Legend:  
 At/Above Benchmark  
 On Watch  
 Intervention  
 Urgent Intervention

The **Manage Groups** page allows you to view and edit a list of students, grouped according to benchmark, as well as the Growth Achievement Chart.

**Note:** the Growth Achievement Chart will not display data unless the students have SGP scores (they have tested within two SGP testing windows).

A **Student Growth Percentile**, or **SGP**, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with similar achievement history on Star Assessments. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth.



# Star Record Book— Plan Instruction

Which skills have students mastered, and which skills are they ready to work on next?

Use the research-based, and empirically validated learning progressions, aligned to your state standards, to pinpoint the skills your students are ready to learn and help you chart a path to move them from naïve understanding to mastery.



### Record Book

[Back](#)

Class: **Ms. Morris's 5th Grade Class, Tiger Elementary School** Select Students...

Subject: **Reading** | Benchmark: **District Benchmark** | Scale: **Star Unified Scale**

Update

---

#### Star Assessments

Manage Groups Plan Instruction

Student	Star Group	Scaled Score	Test Date	Percentile Rank	Groups	Actions
Addens, Elbert	■	625	5/26/2017	54	Reading Growth - High +2	⋮ Actions
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Bailey, Barclay	■	569	5/26/2017	45	Reading Growth - Moderate +2	⋮ Actions
Baldovini, Nicole	■▲	478	5/12/2017	26	Robins +1	⋮ Actions
Barrett, Bella	■	521	5/12/2017	35	Eagles +1	⋮ Actions
Benson, Abigail	■	218	5/26/2017	1	Reading Growth - High +2	⋮ Actions
Clifton, Bob	■	575	5/12/2017	46	Bl... +1	⋮ Actions
Farrell, Hope	■	631	5/26/2017	56	Re... +1	⋮ Actions
Filipov, Eva	■	598	5/26/2017	49	Re... +1	⋮ Actions

Scroll through the **entire K-12 learning continuum** to view skills that are easier and those that are more challenging.

Identify the skills students are ready to work on, based on their Scaled Score. Star **Scaled Scores are aligned to state-specific learning progressions**, helping you create a learning plan that is appropriate for each student or group of students.

Select Skills to Teach | Choose Your Assignments | Review Assignments | Done

I'm creating a Reading Lesson Plan for Ms. Morris's Class - School Benchmark - On Watch in Tiger Elementary School during September 25 - 29. Manage Groups

Grade 4 | 455 | 451 is today's placement level for Ms. Morris's Class

**Select the Skills You Want to Teach:**

- Tell how different informational texts differ
- Cite evidence about a literary text's meaning
- Make inferences about an informational text
- Determine the meaning of allusions to mythology
- Interpret information presented in multiple ways

**You Have Selected 2 Skills:**

- Tell how different informational texts differ
- Cite evidence about a literary text's meaning

**SUGGESTED** | **SUGGESTED** | **SUGGESTED** | **SUGGESTED** | **SUGGESTED**

CCSS.ELA-Literacy.RI.4.5 | CCSS.ELA-Literacy.RI.4.1 | CCSS.ELA-Literacy.RI.4.1 | CCSS.ELA-Literacy.RI.4.8 | CCSS.ELA-Literacy.RI.4.2

Then **choose from a wide variety of instructional resources**, tied to those skills, to help guide and differentiate instruction.

Select Skills to Teach | Choose Your Assignments | Review Assignments | Done

**Your Skills: 2** | **Your Assignments: 0**

<input checked="" type="checkbox"/>	Tell how different informational texts differ	Covered by <b>0</b> assignments
<input checked="" type="checkbox"/>	Cite evidence about a literary text's meaning	Covered by <b>0</b> assignments
<input checked="" type="checkbox"/>	Make inferences about an informational text	Covered by <b>0</b> assignments

**6 Resources Found Matching Your Skills** | Not finding an assessment you like? [Create your own](#)

Filter and Explore Results | Narrow your search with keywords | Sort by: Relevance - High to Low

**Skill Check: Finding Evidence in Text (FORM A)**

10 Multiple Choice | **Star Custom** | Skills: cite evidence | Grade: 4 | [Preview](#) | Add to Plan

**4.RL.2: Determine a theme for a story, drama, or poem from details...**

Skills: different info | Grade: 4 | [Preview](#) | Add to Plan

**13-Year-Old Find Success as a Fashion Designer - Skills Practice: Make Inferences and Take Quiz**

At age 13, Isabella Rose Taylor is debuting her fashion line at Nordstrom stores, and she's set to hold her first show at New York Fashion Week.

RENAISSANCE | Skills: make inferences | Grade: 4 | Lexile® Measure: 700 | ATOS BL: 5.4 | [Preview](#) | Add to Plan

**Locate evidence in a text by skimming**

In this lesson you will learn how to locate evidence by skimming the entire text and marking related



# Star Instructional Planning Report

The Star Instructional Planning Report can be used to inform differentiated instruction for individual students or groups of students. The skills shown are derived from your state's learning progression, which outlines students' progress from naïve understanding to mastery.

Generate the Instructional Planning Report periodically throughout the year after students have completed a Star Assessment to understand skills students are ready to work on, help plan instruction, and guide students toward mastery of standards.



Includes Spanish

**D** Student  
**Dee, Ellie**

Test Date  
**Nov 7, 2017 9:14am**

Grade  
**1st**

Teacher  
**Dee, D.**

Class/Group  
**Brey Class 1**

### District Benchmark, Grade 1

Scaled Score      700      800      900      1000      1100      1200      1300

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

### Star Reading Enterprise Tests Results

**SS**  
(Scaled Score)      **904**

■ Above Benchmark  
Ellie's Scaled Score is based on the difficulty of questions and the number of correct responses.

**Projected SS**  
(for 07/31/18)      **965**

■ Above Benchmark  
Based on research, 50% of students at Ellie's level will achieve this much growth.

**Growth Score**  
(Open Growth Score)      **859**

The Growth Score uses all psychometrically calibrated items across all assignments to estimate the students overall mastery of.

**IRL**  
(Instructional Reading Level)      **2.0**

Ellie would be best served by instructional materials prepared at the second grade level.

**ZPD**  
(Zone of Proximal Development)      **2.3 - 3.3**

Ellie's ZPD identifies books at the right level to provide

### Suggested Skills

Ellie's Star Reading Enterprise Tests score(s) suggests these skills from CPR for WI learning progressions would be challenging, but not too difficult. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the CPR for WI learning progressions to see how these skills fit within the larger context of the progression.

### Literature

**Key Ideas and Details**  
This score suggests Ellie is ready for instruction and practice with the following skills:

- 3 Refer to literary text to answer questions
- 3 Trace how events / characters' actions affect plot
- 3 Describe characters' traits and feelings
- 3 **Focus Skill** Explain how characters' actions affect events
- 3 Describe setting / explain why it is important
- 3 Recount fables and myths from diverse cultures
- 3 **Focus Skill** Use textual details to draw simple conclusions
- 3 **Focus Skill** Find the moral of a story and how it's shown

**View Suggested Skills based on individual student or groups of students, based on the groups' median scaled score. While the skills are not intended to be taught as discrete skills, they can be used as a starting point for planning differentiated instruction.**



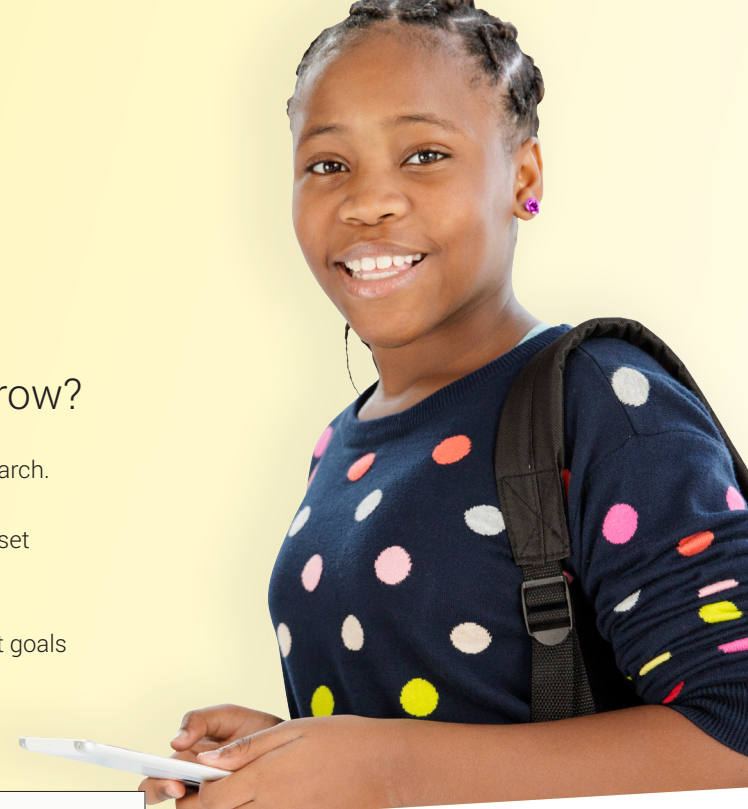
# Star Goal-Setting Interactive Tool

Are you setting the right goal to help your students achieve and grow?

Confidently set goals and track students' progress with a goal-setting tool that is supported by reliable data and research.

The step-by-step directions and intuitive user interface gives you the data and insight you need, at your fingertips, to set reasonable, attainable goals with your students.

The goal-setting tool not only allows you to set goals for Star Reading, Star Math, Star Early Literacy, you can also set goals for Renaissance Accelerated Reader® and Renaissance Accelerated Math® IP, all in one place!



### Set a Goal

*Before setting goals, please read this [Guide to Setting Goals](#)*

This goal is for: **Students**  
**All Students in Mr. Patton's 4th Grade** Change Selection

Type of goal: **Reading** | **Scaled Score**

Set goal options: [About Setting Star SS Goals](#)

**Goal dates**: Choose...

**Name the goal or intervention**: Enter a detailed name for intervention records

**Select student activities that apply to this goal**

- Star Reading Enterprise Tests
- Star Reading Progress Monitoring Tests
- Star Early Literacy Enterprise Tests

**Select a level for goal calculation**

- Moderate (50 SGP)
- Moderately Ambitious (65 SGP)
- Ambitious (75 SGP)

**Goal progress is based on**: Latest Test

Apply

Select your goal options.

Step-by-step guidance helps you set the right goal.

**Duration** | Name | Compare | Review

Welcome to the Goal Setting Wizard!

Would you like to see an example of how best to use this tool to set personalized goals for students?

YES NO

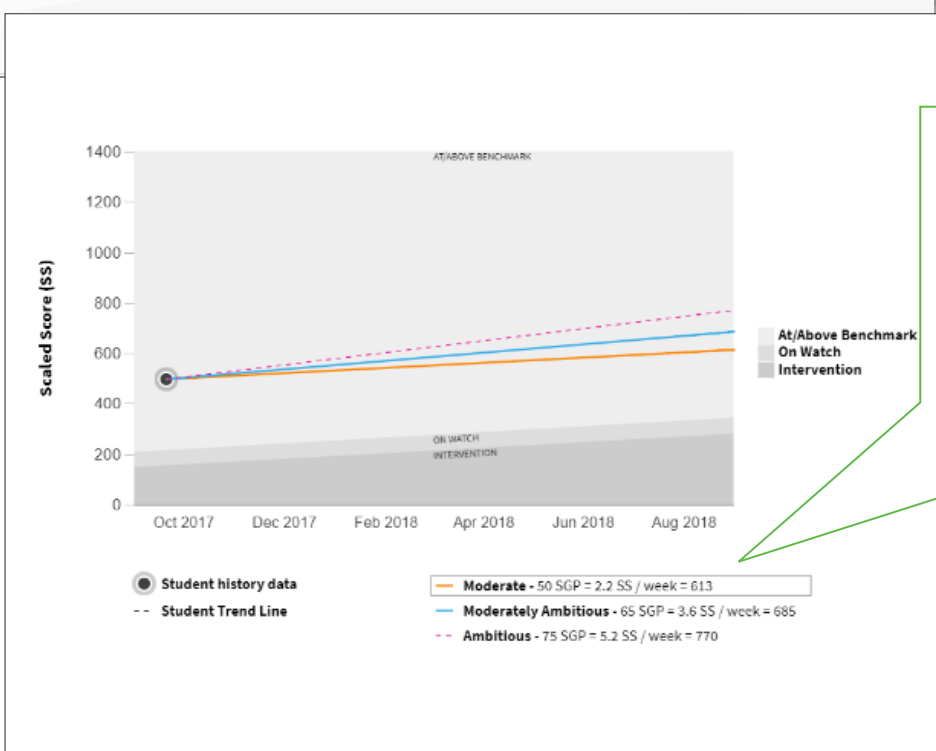
**Review goal calculations and adjust as needed**

**Moderately Ambitious Growth:** Based on national data, students achieving a Moderately Ambitious Growth goal will have a level of growth higher than 65% of their academic peers (with peers defined as students in the same grade with a similar score history).

Save Goals Cancel

Name	Current Latest Scaled Score	Moderately Ambitious Level Goal Calculation	Goal (1-1400)	Graph
Addens, Elbert	465	475	<input type="text" value="475"/>	
Appelhof, Laura	259	271	<input type="text" value="271"/>	
Ardendse, Barb	475	485	<input type="text" value="485"/>	
Bailey, Barclay	531	545	<input type="text" value="545"/>	
Barrett, Bella				

View student's target score.



Click on the graph icon to view where Moderate, Moderately Ambitious, and Ambitious growth goals place the student.

Then determine if it is the most appropriate goal to set. Modify goals, if necessary.

# Star Progress Monitoring Report

Are students responding to the intervention?

Star Early Literacy, Star Reading, and Star Math are highly rated by the National Center on Intensive Intervention as progress monitoring assessments. Progress monitoring reports allow you to track students' progress towards goals and determine if students are responding to the intervention.



### Student Progress Monitoring Report

☰
PDF

[← Back](#)

Assignment Type  
**Star Reading Enterprise Assessment (English)** Change Assignment Type...

---

School: **Tiger Elementary School**    Teacher: **Morris, V.**    Class/Group: **Ms. Morris's Class** Select Students...

---

Demographics  
**All Demographics** Change Demographics...

---

Reporting Period  
08/01/2016 - 07/31/2017

Show Grade Equivalent

Update Report

**B** Student **Barrett, Bella** ↓ Next Student

Grade **Grade 5**    Teacher **Morris, V.**    Class **Ms. Morris's Class**

**Enterprise Test Scores**

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

→ **Trend line** is statistically calculated after three or more tests to show the direction scores are moving  
 — **Goal line** represents the student's expected growth path toward the goal  
 ★ **Star** represents the student's current goal  
 - - **Intervention line** identifies the start date of an intervention program

**Bella's Current Goal**

Goal	Goal End Date	Expected Growth Rate
<b>623 SS / 27 PR (Ambitious)</b>	<b>7/24/2017</b>	<b>4.0 SS / Week</b>

**Bella's Progress**

Program	Program Start	Test Date	SS	Growth Rate (SS/Wk)
Daily small-group instruction	1/9/2017	01/09/2017	574	-
		02/23/2017	558	-
		03/30/2017	568	-
		05/09/2017	580	2.1
		06/01/2017	577	2.0

Goal line and trajectory toward student goals makes it easy to determine if students are on target. A trend line will appear after three assessments have been completed.

Weekly growth rates indicate the scaled score change by which a student can be expected to grow per week. Weekly growth rates are reported after three tests are taken.



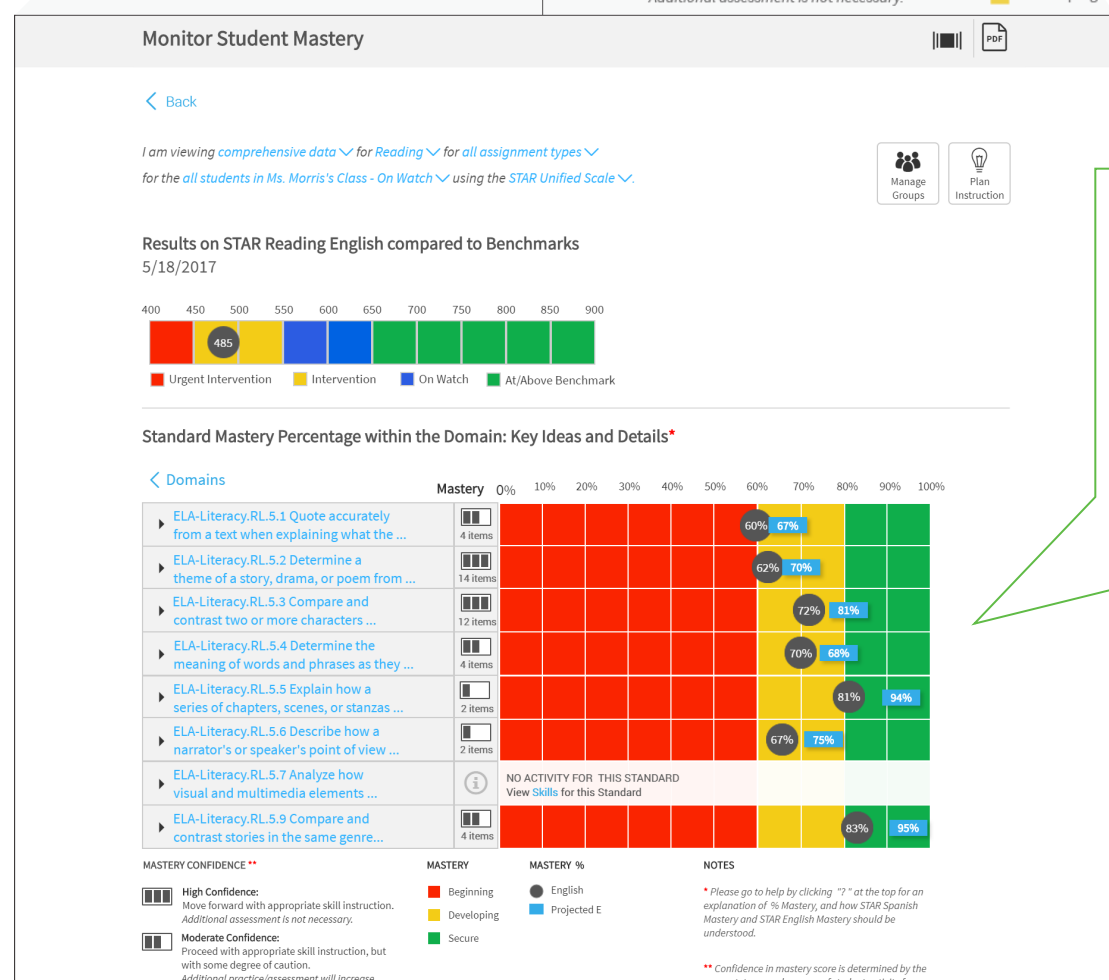
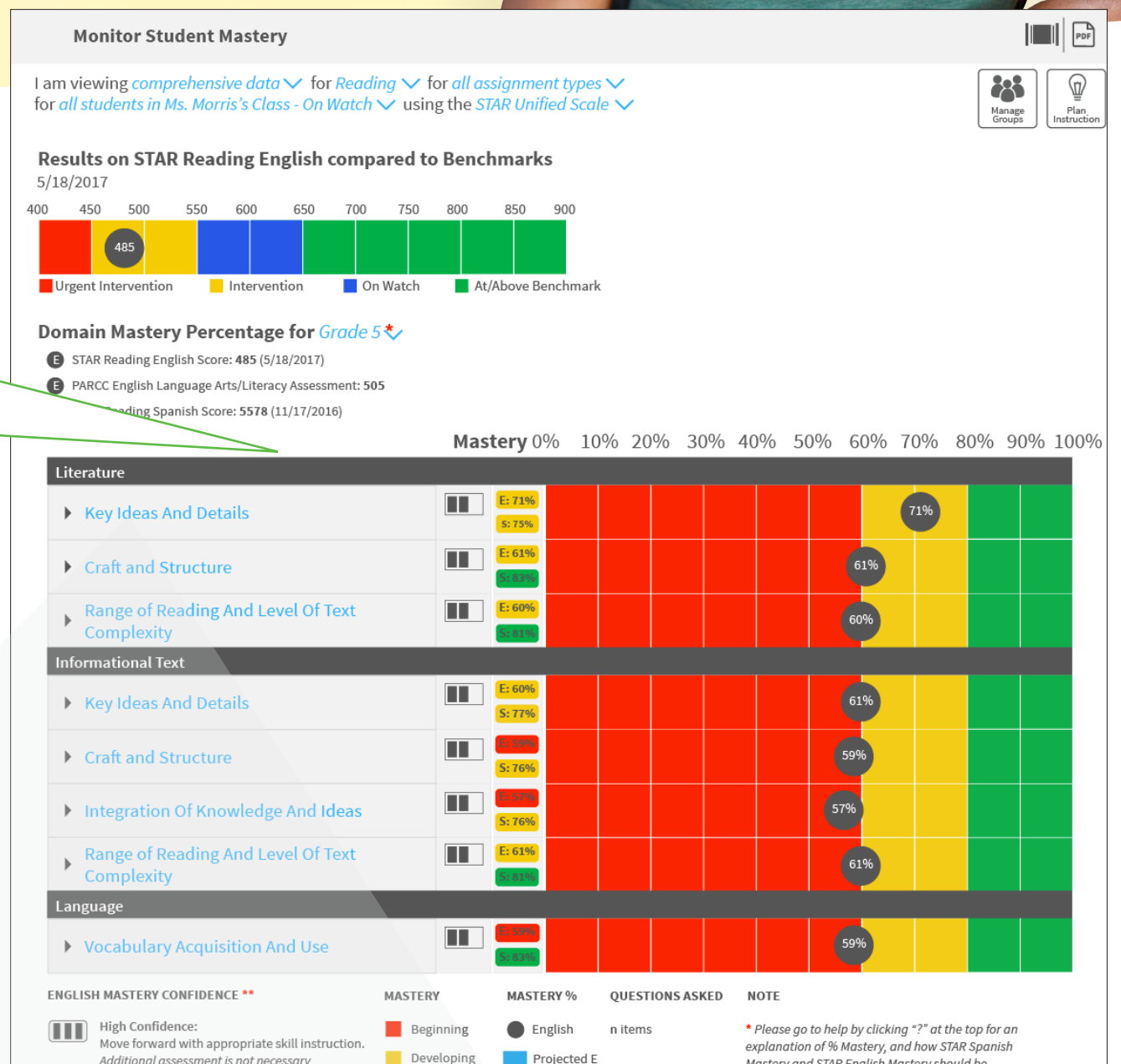
# Star Mastery Dashboards—Domain and Standard

Are students on target to meet state-specific, grade-level expectations?

Unique to Renaissance, the **Mastery Model** tracks student data from multiple sources including, Star Assessments (Star computer-adaptive tests in English and Spanish), Renaissance Star Custom®, and state summative tests (including PARCC, Smarter Balanced, ACT Aspire) all in one place to provide a unified measure of mastery. This assessed data contributes to the Monitor Student Mastery **Domain and Standard views**.



Mastery is reported using an average percent correct ranging from 1-99, and categorized as **beginning (0-59)**, **developing (60-79)**, or **secure (80-100)**.



Renaissance mastery model leverages projections based on student growth percentiles (SGP), applied to the student's current Renaissance Star score, to **determine a projected mastery score and projected mastery level** for a point later in the school year.

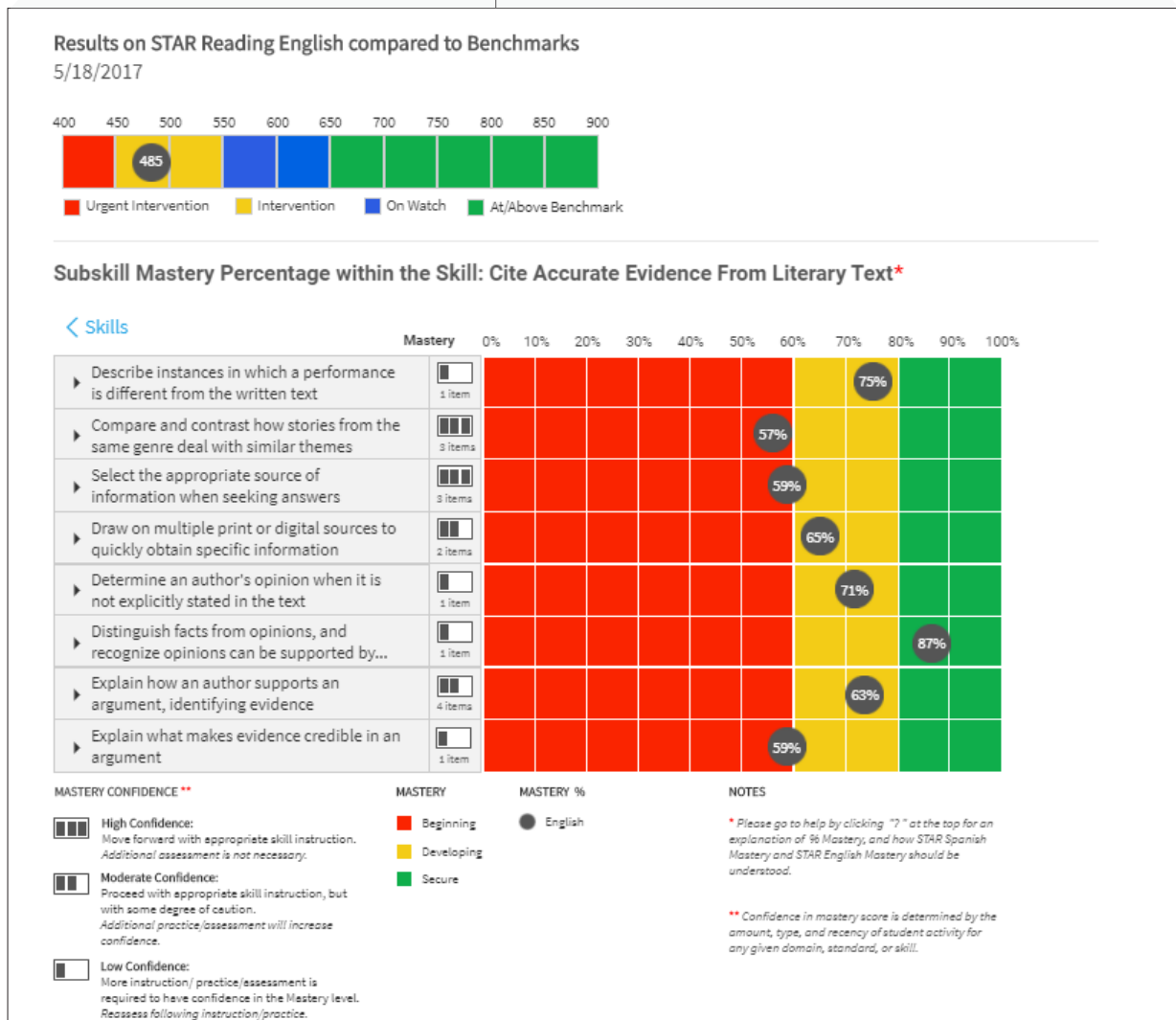
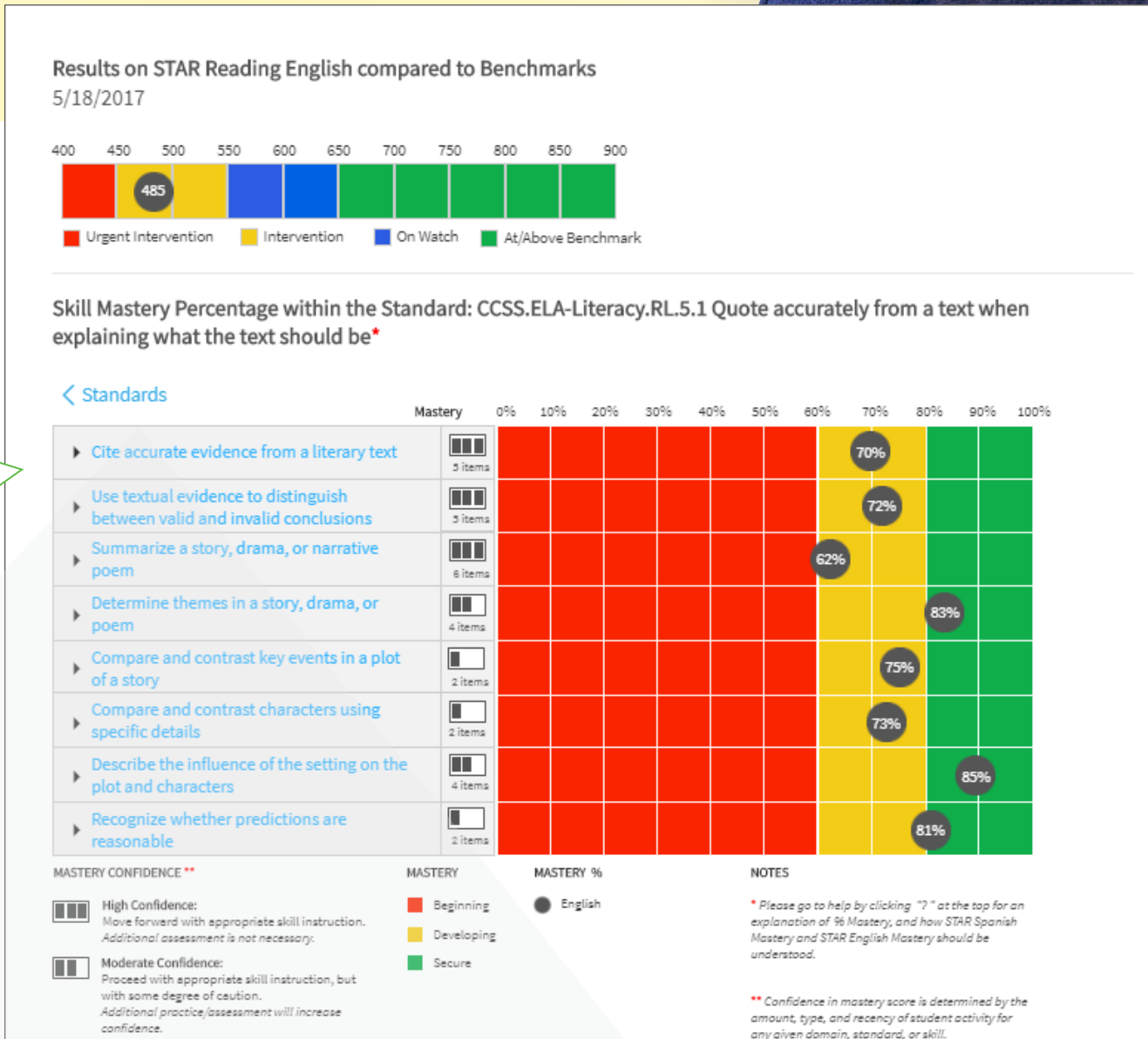


# Star Mastery Dashboards—Skills and Subskills

What specific skills have students mastered and which ones do they still need to learn?

Star Custom provides a way to test and track understanding of specific skills, and provides formative feedback to teachers so they can make decisions about day-to-day teaching and learning. The software encourages students to take ownership of their own learning with immediate feedback after testing.

Drill down to **Skills and Subskill** levels to determine if students have truly mastered those skills or if more practice is needed.





# Star Mastery Dashboard— Side-by-Side Reporting

How do I identify the needs of my Spanish-speaking English Language Learners?

**Assess your Spanish-speaking English language learners** in both English and Spanish and get a side-by-side comparison of English and Spanish scores for reading, math, and early literacy. Quickly identify gaps between what students know in Spanish and what they can demonstrate in English and determine if they need help with skills mastery, English language, or both.



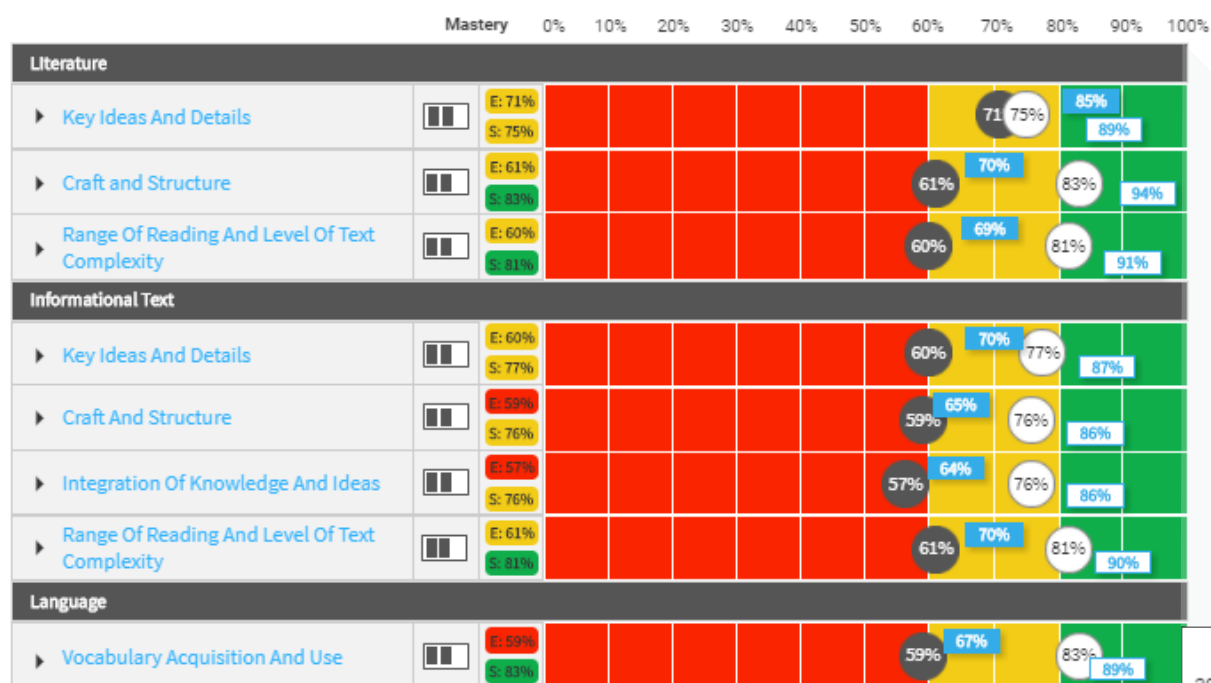
Includes Spanish

## Results on STAR Reading English compared to Benchmarks 5/18/2017



### Domain Mastery Percentage for **Grade 5**

- E** STAR Reading English Score: 485 (5/18/2017)
- E** PARCC English Language Arts/ Literacy Assessment: 505
- S** STAR Reading Spanish Score: 578 (11/17/2016)



Gain an understanding of where students are now and see where they are expected to grow by viewing the projected scores.

**MASTERY CONFIDENCE\*\***

- High Confidence:** Move forward with appropriate skill instruction. Additional assessment is not necessary.
- Moderate Confidence:** Proceed with appropriate skill instruction or assessment, with some degree of caution. Additional practice/assessment may increase confidence for Standard/Skill/Subskill mastery scores. Domain scores will always remain at a medium confidence level due to these scores being inferred from the most recent Star test and/or state summative test.
- Low Confidence:** More instruction/ practice/assessment is

**MASTERY**

- Beginning
- Developing
- Secure

**MASTERY %**

- English
- Projected E
- Spanish
- Projected S

**QUESTIONS ASKED**

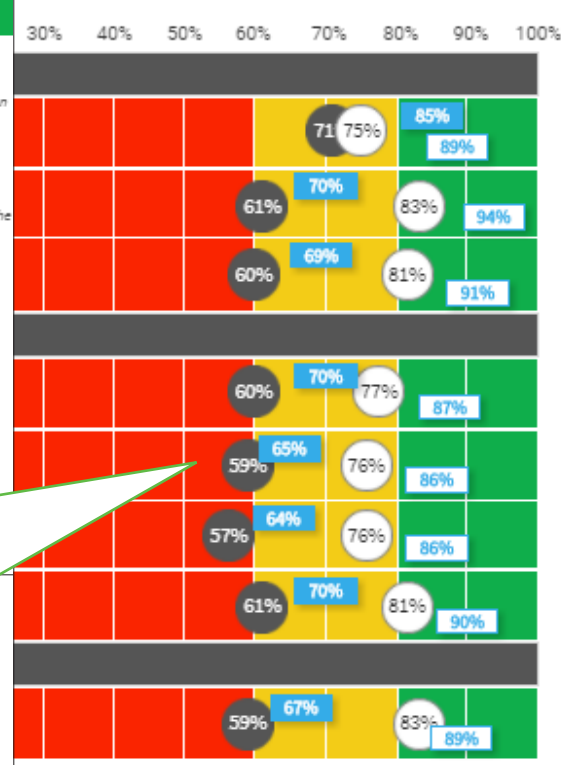
n items

**NOTES**

\* Please go to help by clicking "?" at the top 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.

**Side-by-side scores comparisons of English and Spanish scores** for early literacy, reading, and math gives you a complete picture of student performance. Projected scores for both English and Spanish are also provided.



# Star Growth Report

How much are students, at all proficiency levels, learning and growing?

Measuring growth is essential to understanding the effects of instruction. The Growth Report helps you look at growth in different ways. You can measure students' growth from one testing event to another using **Scaled Score (SS)**, and **Percentile Rank (PR)**, and determine if that growth was below, above, or on par with grade-level expectations, using the **Student Growth Percentiles (SGPs)**.



### Star Growth Report

☰
PDF

[← Back](#)

Assignment Type  
**Star Reading Enterprise Assessment (English)** Change Assignment Type...

---

School: **Tiger Elementary School**    Teacher: **Morris, V.**    Class/Group: **Ms. Morris's Class** Select Students...

---

Demographics  
**All Demographics** Change Demographics...

Posttest Reporting Period: **Spring 2016-2017**

Pretest Reporting Period: **Fall 2016-2017**

Summary Only     Show grade equivalent

**Update Report**

Group by: **Class**

Scale: **Star Unified**

Class: **Ms. Morris's Class**    Teacher: **Morris, V.**    Grade: **5** Next Class

Student	SGP	Test Date	SS	GE	PR	NCE	IRL	EORF
<b>Addens, Elbert</b>	73	01/11/2017	497	4.6	36	46.8	4.1	—
		06/17/2017	625	5.8	54	55.3	5.1	—
		<b>Change</b>	<b>+128</b>	<b>+1.2</b>	<b>+18</b>	<b>+8.5</b>	<b>+1.0</b>	
<b>Appelhof, Laura</b>	83	01/11/2017	465	4.2	29	42.5	3.9	—
		06/17/2017	583	5.5	46	51.1	4.8	—
		<b>Change</b>	<b>+118</b>	<b>+1.3</b>	<b>+17</b>	<b>+8.6</b>	<b>+0.9</b>	
<b>Baldovini, Nicole</b>	12	01/11/2017	533		44	51.1	4.4	—
		06/17/2017	478	4.4		39.6	4.0	—
		<b>Change</b>	<b>-55</b>	<b>-0.6</b>	<b>-18</b>		<b>-0.4</b>	
<b>Barrett, Bella</b>	55	01/11/2017	441	3.8	24			
		06/03/2017	521	4.8	35			
		<b>Change</b>	<b>+80</b>	<b>+1.0</b>	<b>+11</b>			
<b>Clifton, Bob</b>	13	01/13/2017*	663	6.2	69			
		06/09/2017*	575	5.4	46			
		<b>Change</b>	<b>-88</b>	<b>-0.8</b>	<b>-23</b>	<b>-13.0</b>	<b>-0.8</b>	

\* This student was given additional time to complete the test  
To learn more about SGP (Student Growth Percentile) [click here](#).

**Class Summary (5 of 17 Students)**

Median SGP	Test Date	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. EORF
55	Pretest Average	494	4.5	39	44.1	3.9	—
	Posttest Average	563	5.1	43	46.3	4.4	—
	<b>Change</b>	<b>+69</b>	<b>+0.6</b>	<b>+4</b>	<b>+2.2</b>	<b>+0.5</b>	

Then **view the student's SGP score** to determine if that growth was high, typical, or low.

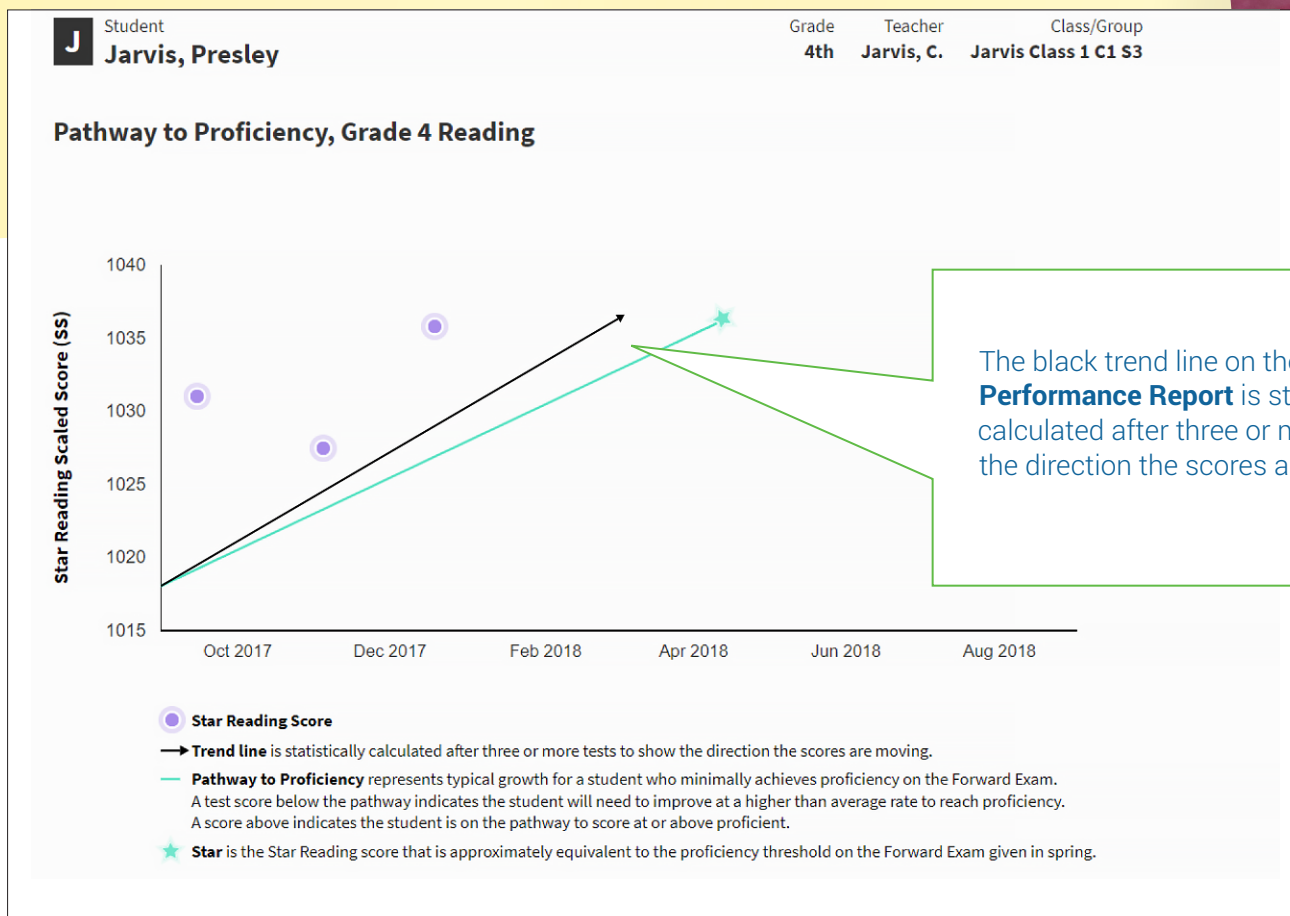
**View the change in scores** between two testing events to determine how much students grew.



# Star State Performance

Are students on track to meet proficiency on state tests?

Star Assessments® support your state standards, your state learning progression, and state summative test. Star reports show student performance in relation to your state benchmarks. Star Assessments are **statistically linked** to state summative assessment data. Analysis revealed that Star Reading and Star Math are **accurate predictors** of student performance on state tests.



The **Consolidated State Performance Report** is ideal for district administrators to determine how schools in their district are performing in relation to state benchmark expectations. Customizable options allow you view school, grade, or class level.

### Consolidated State Performance Report

School: **Zone 29 RD D2 School 1** [Change Students...](#)

Demographics: **All Demographics** [Choose Demographics...](#)

Group By: **Schools** Then List: **Grades** Date Range: **2017 - 2018**

Content Area: **Reading** [Update Report](#)

School: **Zone 29 RD D2 School 1**

Grade	Less than Proficient				Proficient				Star Reading Participation			
	Below Basic		Basic		Proficient		Advanced		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade PK	-	-	-	-	-	-	-	-	0	0 %	19	100 %
Grade K	-	-	-	-	-	-	-	-	3	18 %	14	82 %
Grade 1	2	29 %	3	43 %	1	14 %	1	14 %	7	44 %	9	56 %
Grade 2	15	42 %	6	17 %	5	14 %	10	28 %	37	21 %	141	79 %
Grade 3	47	63 %	4	5 %	12	16 %	12	16 %	76	13 %	490	87 %
Grade 4	5	28 %	2	11 %	2	11 %	9	50 %	18	28 %	47	72 %
Grade 5	7	54 %	2	15 %	2	15 %	2	15 %	13	19 %	54	81 %

Report Summary **All Schools**

School	Less than Proficient				Proficient				Star Reading Participation			
	Below Basic		Basic		Proficient		Advanced		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Zone 29 RD D2 School 1	87	51 %	20	12 %	24	14 %	39	23 %	176	17 %	861	83 %

# ACT College Readiness Tool

Which students are on track to meet ACT College Readiness benchmarks?

Renaissance provides a conversion tool to determine if students are on track to meet **ACT College Readiness benchmarks**. Using the interactive tool, located on the Renaissance website <https://www.renaissance.com/resources/star-act/>, simply choose:

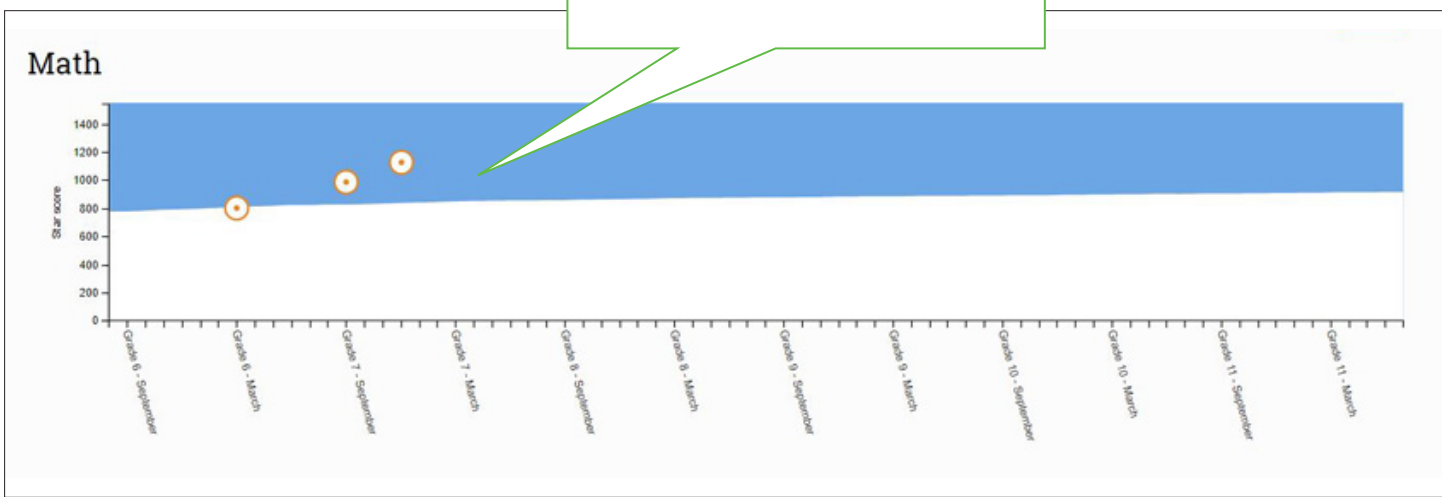
- Subject: reading or math
- Grade: available for grades 6-11
- Month: test date of Star Assessment
- Score type: Scaled Score (SS) or Percentile Rank (PR)
- Value: Star assessment scaled score or percentile rank



For grades 6 and up, enter an Enterprise Scaled Score or percentile rank from Star Reading or Star Math to determine whether your student is on track to reach the targets ACT uses to indicate success in the first year of college.

Subject	Grade	Month	Score Type	Value
Math	6	August	Enterprise Scaled Score	<input type="text"/>
Math			Enterprise Scaled Score	
Reading			Percentile Rank	

Scores in blue-shaded area indicate the student is on target to meet or exceed ACT benchmarks for the subject area.

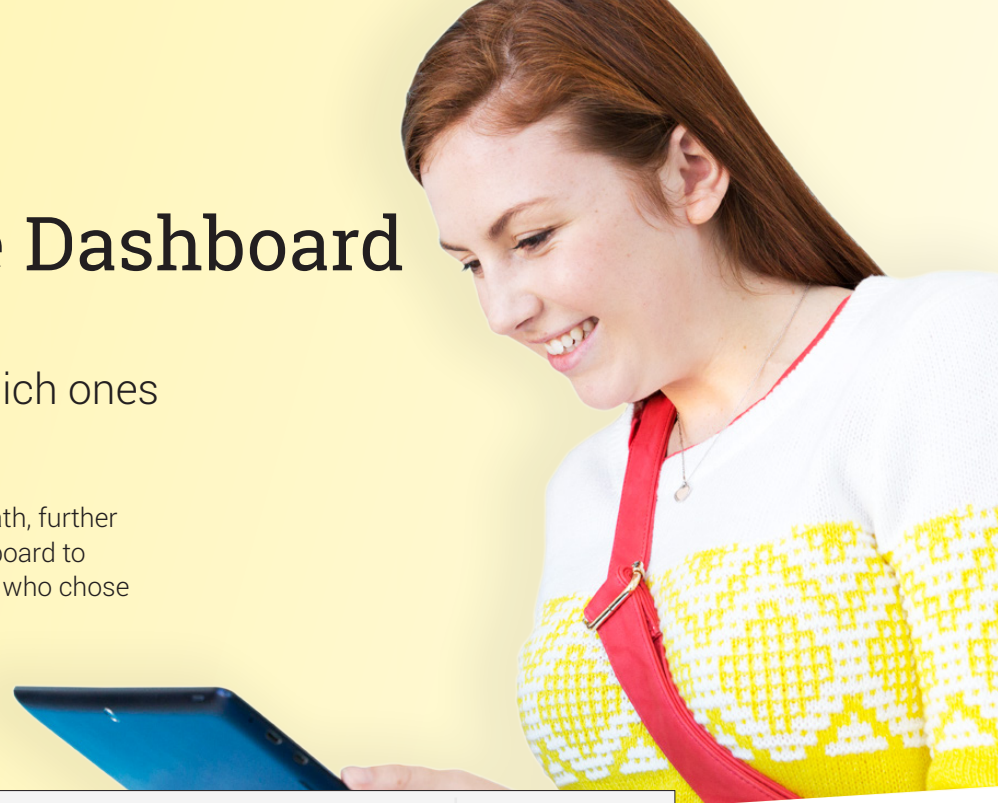




# Star Custom Item Response Dashboard

What specific skills have students mastered and which ones do they still need to learn?

Renaissance Star Custom, along with Star Early Literacy, Star Reading, and Star Math, further measures students' understanding of specific skills. Use the Item Response Dashboard to see the answers that students chose for each item and the percentage of students who chose each answer.



Item Responses

[← Back](#)

For all students in Gr5 Class 1 at Tiger Elementary 360 ▼ I am viewing recent item responses ▼

Manage Groups

View Skills & Resources

### Multiple Choice Question Analysis

⏪ ⏩ Page 1 of 11 (55 items) ⏪ ⏩

Item Title	Number of Uses	Avg % Correct	Answers	Skill	Instructional Resource
Analyze reasons given to support an argument (37250)	6	33%	<div style="display: flex; justify-content: space-between; font-size: 0.7em;"> <span>A 33%</span> <span>B 33%</span> <span>C 16%</span> </div>	Analyze reasons given to support an argument	Renaissance Learning
Analyze reasons given to support an argument (38579)	5	0%	<div style="display: flex; justify-content: space-between; font-size: 0.7em;"> <span>A 20%</span> <span>B 80%</span> <span>C 0%</span> </div>	Analyze reasons given to support an argument	Renaissance Learning
Analyze reasons given to support an argument (41406)	5	80%	<div style="display: flex; justify-content: space-between; font-size: 0.7em;"> <span>A 80%</span> <span>B 0%</span> <span>C 20%</span> </div>	Analyze reasons given to support an argument	Renaissance Learning
Analyze reasons given to support an argument (41444)	5	80%	<div style="display: flex; justify-content: space-between; font-size: 0.7em;"> <span>A 20%</span> <span>B 80%</span> <span>C 0%</span> </div>	Analyze reasons given to support an argument	Renaissance Learning
Analyze reasons given to support an argument (41445)	5	20%	<div style="display: flex; justify-content: space-between; font-size: 0.7em;"> <span>A 20%</span> <span>B 80%</span> <span>C 0%</span> </div>	Analyze reasons given to support an argument	Renaissance Learning

### Constructed Response Question Analysis

⏪ ⏩ Page 1 of 2 (7 items) ⏪ ⏩

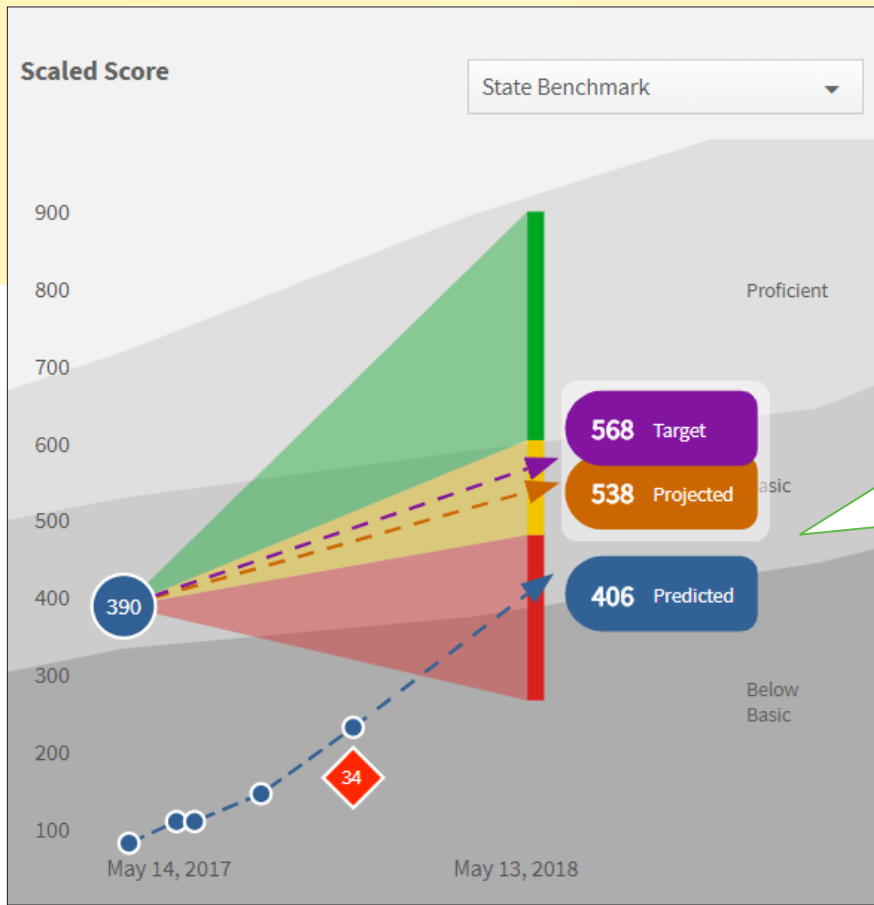
Title	Number of Uses	Points	Skill	Instructional Resource
Analyze reasons given to support an argument (9124942)	6	<div style="display: flex; justify-content: space-between; font-size: 0.7em;"> <span>0 100%</span> <span>1 0%</span> </div>	Analyze reasons given to support an argument	
Analyze reasons given to support an argument (9432399)	6	<div style="display: flex; justify-content: space-between; font-size: 0.7em;"> <span>0 100%</span> <span>1 0%</span> </div>	Analyze reasons given to support an argument	
Determine how text structure develops ideas (9432380)	1	<div style="display: flex; justify-content: space-between; font-size: 0.7em;"> <span>0 0%</span> <span>1 100%</span> </div>	Determine how text structure develops ideas	
Determine how text structure develops ideas (9432382)	1	<div style="display: flex; justify-content: space-between; font-size: 0.7em;"> <span>0 100%</span> <span>1 0%</span> </div>	Determine how text structure develops ideas	
Summarize text while omitting personal opinions (9055664)	4	<div style="display: flex; justify-content: space-between; font-size: 0.7em;"> <span>0 75%</span> <span>1 25%</span> </div>	Summarize text while omitting personal opinions	

The Item Response Dashboard view shows which responses were chosen on Star Custom assessments for multiple choice and constructed response questions. This can help you **determine if certain skills need to be retaught and practiced.**

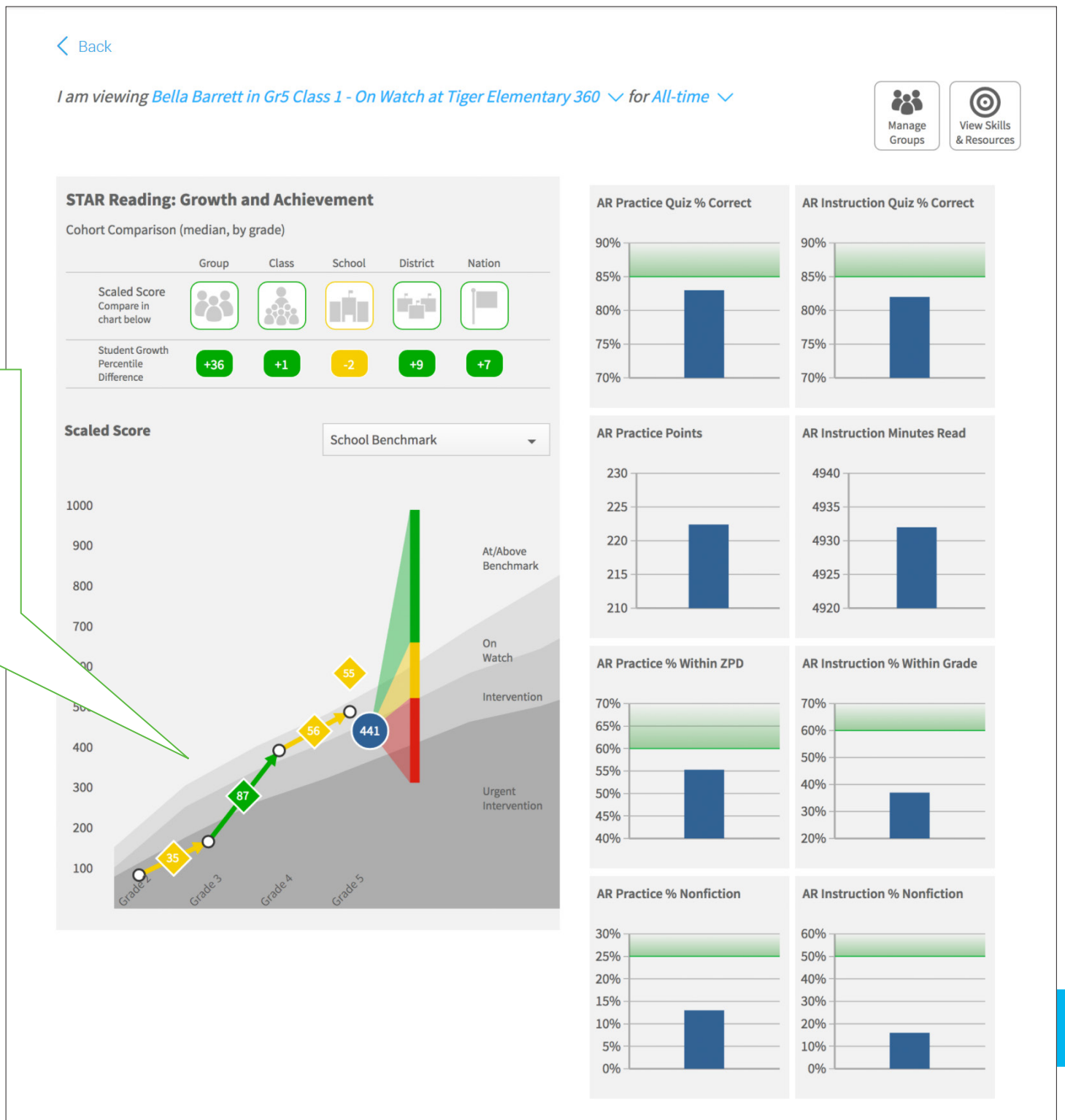
# Star Reading and Star Math Dashboards

Can I track students' progress over multiple school years?

Dashboard overviews in reading and math provide a wealth of information all in one place. View student achievement toward state, district, or school benchmarks, and track growth within school year or across multiple school years to help determine if students are on the right path.



Choose the School Year View or Marking Period View to see students' expected/target path through the end of the school year. Dashed lines show the target path needed to reach state proficiency. The projected score is based on a student growth percentile of 50, and the predicted score is based on the student's latest Star Assessment and current trajectory.



Choose the All-Time View to see the growth students have made over time, across multiple school years. The diamonds show the students SGP scores and colors indicate whether growth is high (green), typical (yellow), or low (red).



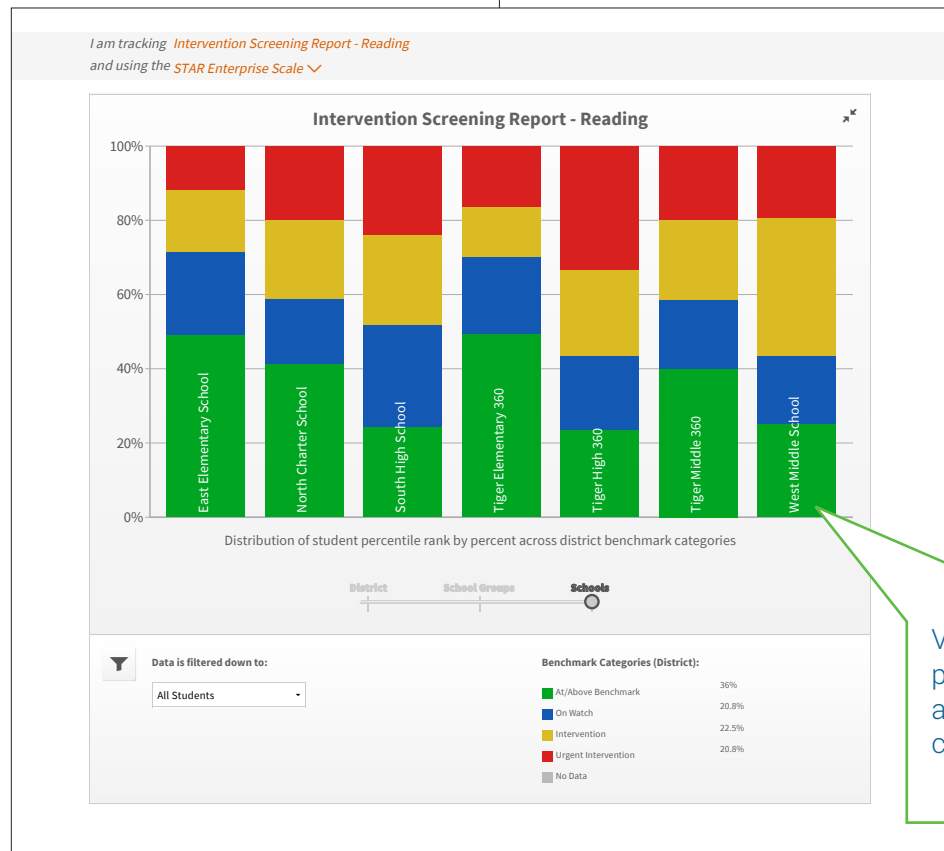
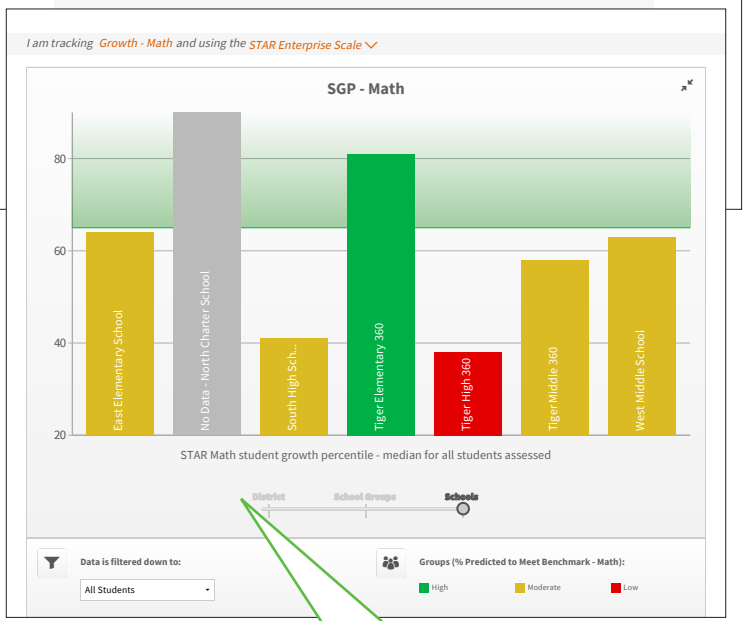
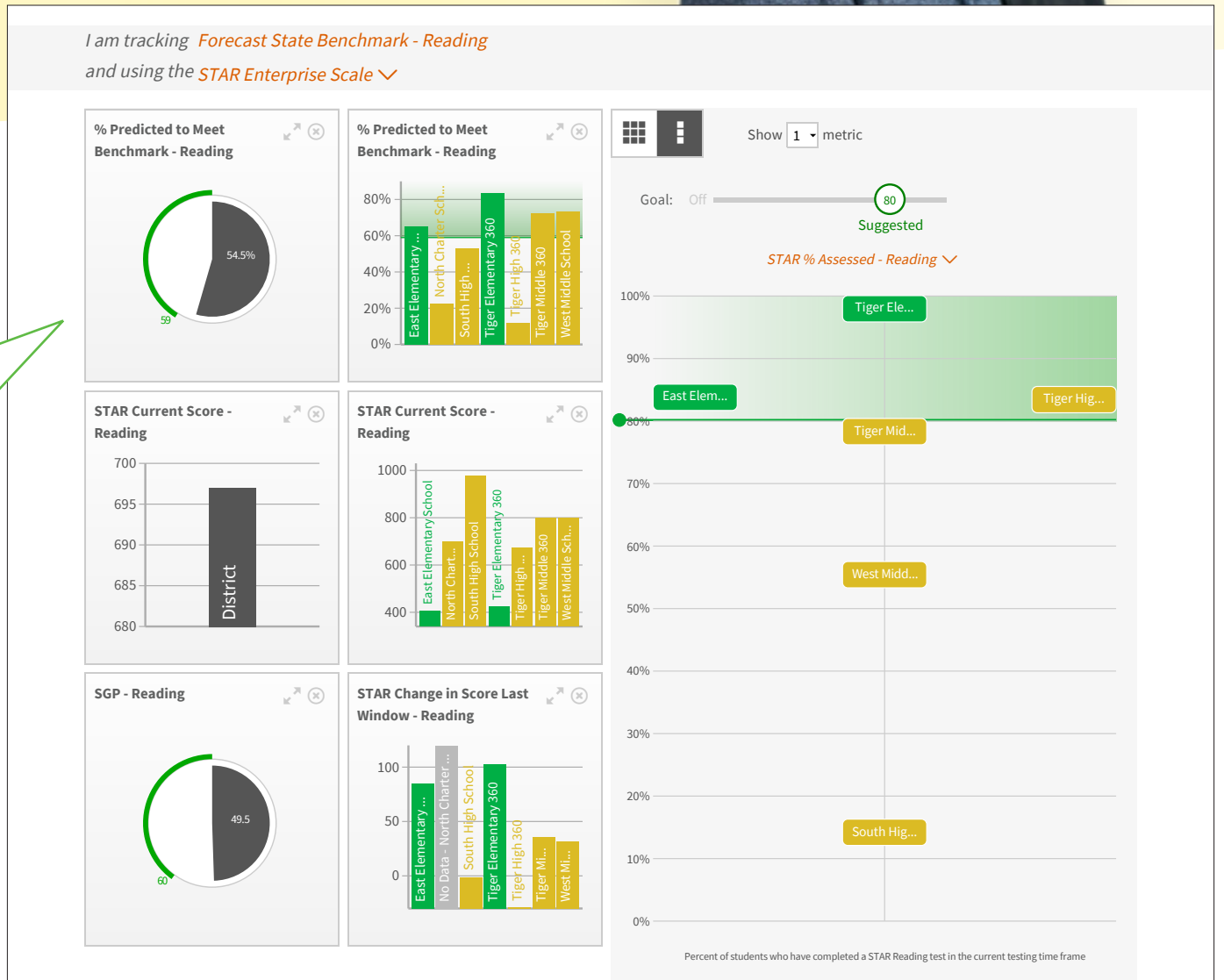
# Star District Dashboard

How can I easily track how all schools in my district are performing?

The Star District Dashboard gives district administrators the ability to benchmark and compare school performance and progress, evaluate school performance to judge progress against state and district expectations, diagnose the root causes of comparatively slow growth at the school level, and enable data-driven decisions that lead to actionability.



Channel data from multiple sources into customizable views that clearly show how schools, school groups, and the entire school district are performing in relation to a number of assessment scales and dozens of different metrics.



View distribution of student percentile rank by percent across district benchmark categories.

Track student growth by school.

# Star Diagnostic Report

Where can I find more detail about a student's testing experience?

The **Star Diagnostic Report** provides an individual skills assessment and other diagnostic information for each student. The Star Diagnostic report also indicates the amount of time it took a student to complete the test—helping you decide if the student spent enough time on the test or if they rushed through it.



Includes Spanish

Assignment Type  
**STAR Reading Enterprise Assessment (Spanish)** Change Assignment Type...

---

School: **Tiger Elementary School**    Teacher: **Morris, V.** Select students...

---

Demographics  
**All Demographics** Change Demographics...

---

Reporting Period: **8/1/2015 - 7/31/2016**    Group by: **Class**    Scale: **STAR Unified**    Benchmark: **School Benchmark**    Domain Scores: **Use Trend Score**

Show grade equivalent

Update Report

**A** Student: **Addens, Elbert**    Test Date: **Apr 2, 2016 11:48 AM**    Duration: **18m 12s**    Grade: **5**    Class: **Gr5 Class 1**

**School Benchmark, Grade 5**

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

**STAR Reading Scores**

**SS**  
(Scaled Score)    **625**

■ At/Above Benchmark  
Elbert's Scaled Score is based on the difficulty of questions and the number of correct responses.

**PR**  
(Percentile Rank)    **68**

Elbert scored higher than 68% of students nationally in the same grade.

**GE**  
(Grade Equivalent)    **5.8**

Elbert's test performance is comparable to that of an average fifth grader after the eighth month of the school year.

**IRL**  
(Instructional Reading Level)    **5.1**

Elbert would be best served by instructional materials prepared at the fifth grade level.

**Domain Scores**  
Domain scores, ranging from 0–100, estimate Elbert's percent of mastery on skills in each domain at a fifth grade level.

**Foundational Skills**

**Phonics and Word Recognition**    **88**

**Fluency**    **88**

**Literature**

**Key Ideas & Details**    **88**

**Craft & Structure**    **86**

**Integration of Knowledge and Ideas**    **85**

**Range of Reading and Level of Test Complexity**    **87**

**Informational Text**

**Key Ideas & Details**    **90**

**Craft & Structure**    **89**

**Integration of Knowledge and Ideas**    **87**

**Range of Reading and Level of Test Complexity**    **88**

**Language**

**Vocabulary Acquisition and Use**    **91**

**Reading Recommendation**

**ZPD**  
(Zone of Proximal Development)    **3.9–5.9**

Elbert's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Elbert's ZPD in [ARBookFind.com](http://ARBookFind.com) to find appropriate books.

Access key scores, along with definitions, for a single test event. Also check how much time a student took to complete the test.



# Star Summary Report

Where can I see my entire class's testing experience on one report?

The **Star Summary Report** provides a snapshot of a class, showing each student's test date, test scores, and rank (based on the Scaled Score) within the class or group. A summary of distribution of Percentile Rank (PR), Grade Equivalent (GE), and Instructional Reading Level (IRL) (reading only) is also provided.



Includes Spanish

**Star Summary Report**
PDF

[Back](#)

Assignment Type  
**Star Reading Enterprise Assessment (English)** Change Assignment Type...

---

School: **Tiger Elementary School**    Teacher: **Morris, V.**    Class/Group: **Ms. Morris's Class** Select Students...

---

Demographics  
**All Demographics** Change Demographics...

---

Date Range  
08/01/2016 - 07/31/2017

---

Scale  
Star Classic  Show Grade Equivalent

[Update Report](#)

Class  
**Ms. Morris's Class**

Teacher  
**Morris, Verna**

[Next Class](#)

Student	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	EORF †	ZPD
Addens, Elbert	08/04/2017	6	8.00	934	8.2	53	51.6	7.6	45	4.5-8.2
Appelhof, Laura	08/04/2017	15	8.00	526	4.8	10	23.0	4.4	68	3.3-5.2
Arendse, Barb	08/04/2017	5	8.00	974	8.6	58	54.2	8.5	31	4.6-8.6
Bailey, Barclay	08/04/2017	19	8.00	450	4.0	5	15.4	3.7	108	3.0-4.5
Baldovini, Nicole	08/04/2017	16	8.00	513	4.7	9	21.8	4.2	36	3.3-5.2
Barrett, Bella	08/04/2017	4	8.00	1045	9.4	63	57.0	9.3	2	4.6-9.4
Benson, Abigail	08/04/2017	11	8.00	697	6.3	28	37.7	5.9	138	4.1-6.3
Clifton, Bob	08/04/2017	14	8.00	531	4.8	11	24.2	4.4	128	3.3-5.2
Farrell, Hope	08/04/2017	18	8.00	454	4.0	6	17.3	3.8	7	3.0-4.5
Filipov, Eva	08/04/2017	7	8.00	911	8.0	50	50.0	6.9	124	4.5-8.0
Flynn, Nick	08/04/2017	10	8.00	731	6.5	31	39.6	6.1	76	4.2-6.5
Foss, Edith	08/04/2017	9	8.00	774	6.8	35	41.9	6.2	23	4.3-6.8
Harmon, Perry	08/04/2017	1	8.00	1352	12.9+	99	99.0	PHS	46	5.0-13.0
Ikin, Bobbie	08/04/2017	2	8.00	1130	10.4	68	59.9	10.2	27	4.7-10.4
Jarvis, Dan	08/04/2017	17	8.00	475	4.3	7	18.9	3.9	30	3.1-4.8
<b>Average</b>	08/04/2017		<b>8.00</b>	<b>775</b>	<b>6.9</b>	<b>34</b>	<b>41.1</b>	<b>6.2</b>	<b>63</b>	--

\* This student is enrolled in multiple STAR Reading classes  
† EORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4

**PR Distribution Summary**

Percentile	Students	Percent
Below 25th	8	42.1
25th to 49th	4	21.1
50th to 74th	6	31.6
75th & above	1	5.3
<b>Number of Students: 19</b>		

**GE Distribution Summary**

GE	Students	Percent
0.0-0.9	0	0.0
1.0-1.9	0	0.0
2.0-2.9	0	0.0
3.0-3.9	0	0.0
4.0-4.9	6	31.6
5.0-5.9	2	10.5
6.0-6.9	3	15.8
7.0-7.9	1	5.3
8.0-8.9	3	15.8

**IRL Distribution Summary**

IRL	Students	Percent
PP	0	0.0
P	0	0.0
1.0-1.9	0	0.0
2.0-2.9	0	0.0
3.0-3.9	3	15.8
4.0-4.9	3	15.8
5.0-5.9	3	15.8
6.0-6.9	4	21.1
7.0-7.9	1	5.3

Access key scores for the entire class on one report.

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# Star Assessment Parent Report—English and Spanish



How do I keep parents involved in their student's academic growth?

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. The report, available in English and Spanish, provides a summary of students' overall assessment performance and is calculated based on the difficulty of the questions and the number of correct responses.

Includes Spanish

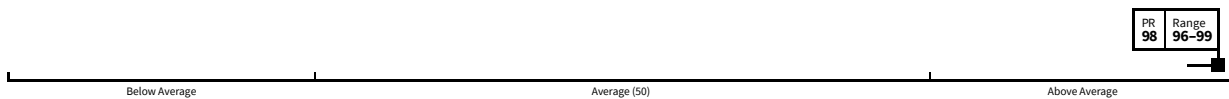
Parent Reports provide key scores, along with definitions to **inform parents/guardians about their child's performance** and progress on Star Assessments.

## RENAISSANCE® Parent Report for Maizy VanDyne

School: Zone 50 RD 3 School 2 | Teacher: Hansen, L. | Class: Kindergarten Hansen | Test Date: Nov 17, 2017 1:07pm

### Dear Parent or Guardian of Maizy VanDyne:

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.



**SS** (Scaled Score) **807**

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

**PR** (Percentile Rank) **98**

Maizy's early literacy skills are greater than 98% of students nationally in the same grade. This score is above average.

**NCE** (Normal Curve Equivalent) **93.3**

Maizy's NCE score shows that 93.3% of students in the norms group in the same grade obtained lower scores than he/she did.

### Scaled Score: 807

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.

Maizy obtained a Scaled Score of 807. Scaled Scores relate to three developmental stages: Emergent Reader (300 - 674), Transitional Reader (675-774), and Probable Reader (775 - 900). A Scaled Score of 807 means that Maizy is at the Probable Reader stage.

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.

Maizy 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. Maizy is probably able to locate key details in text to answer questions with accuracy, fluency, and expression.

You can encourage your child's growth in reading skills by providing opportunities as playing word games or asking questions that require voicing an opinion or idea.

### National Norm Scores:

**Percentile Rank (PR):** The Percentile Rank score compares your child's test performance. Maizy's literacy skills are greater than 98% of students nationally in the same grade. This score is above average. Most of his/her scores would likely have fallen between 96 - 99.

**Normal Curve Equivalent (NCE):** Normal Curve Equivalent (NCE) scores range from 1 to 99. Maizy's score indicates the percentage of students in the norms group who scored lower than he/she did on different achievement tests and for statistical computations, such as determining the mean.

I will be using these Star Early Literacy test scores to help Maizy further develop his reading skills. 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 \_\_\_\_\_

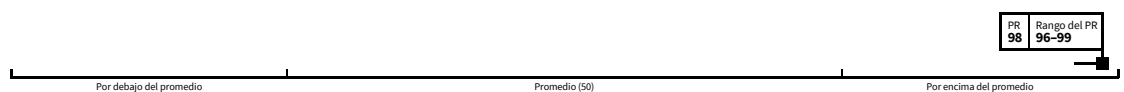
Comments:

## RENAISSANCE® Parent Report for Maizy VanDyne

School: Zone 50 RD 3 School 2 | Teacher: Hansen, L. | Class: Kindergarten Hansen | Test Date: Nov 17, 2017 1:07pm

### Estimado Padre, Madre o Tutor de Maizy VanDyne:

Maizy 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 Maizy 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 Maizy en la escuela.



**SS** (Puntaje en escala) **807**

Maizy's Puntaje en escala se basa en la dificultad de las preguntas y el número de respuestas correctas.

**PR** (Rango del percentil) **98**

Las habilidades de Maizy en early literacy están por encima del 98% de los estudiantes a nivel nacional en el mismo grado.

**NCE** (Equivalente en la curva normal) **93.3**

La puntuación de NCE de Maizy muestra que el 93.3% de los estudiantes en los grupos normados que obtuvieron puntajes más bajos.

### Puntuación Graduada (SS, por Scaled Score): 807

La Puntuación Graduada indica la cantidad total de puntos que Maizy 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.

Maizy obtuvo 807. 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 807 indica que Maizy se encuentra en la etapa de Probable Reader.

Los niños en la etapa de Probable Lector están adquiriendo la habilidad de reconocer muchas palabras, tanto dentro como fuera de contexto. Pasan menos tiempo identificando palabras y pronunciando los sonidos que las componen, y más tiempo entendiendo lo que han leído. Pueden combinar sonidos y partes de palabras para leer palabras y oraciones con mayor rapidez, con fluidez y en forma independiente.

Maizy utiliza estrategias más complejas para decodificar las palabras y entender el significado de textos de nivel adecuado; también entiende que muchas palabras de ese nivel pueden tener significados similares u opuestos y que las palabras tienen diferentes funciones. Maizy es cada vez más capaz de seleccionar los libros que le interesen, de monitorear su propia lectura y de corregirse cuando es necesario. Probablemente Maizy sea capaz de localizar detalles clave dentro del texto para responder preguntas literales o inferidas y quizás ya pueda leer en voz alta algunos textos fáciles con precisión, fluidez y expresión.

Usted puede fomentar el desarrollo de las habilidades de lectura en Maizy al darle la oportunidad de leer y comentar diferentes libros en casa. Maizy también se beneficiará si participa en actividades divertidas, como jugar juegos con palabras o hacer preguntas que requieran dar una opinión o expresar una idea.

### Puntajes estándar a nivel nacional:

**Rango del percentil (PR):** El puntaje Rango del percentil compara el desempeño de su hijo en el examen con el de los demás estudiantes a nivel nacional en el mismo grado. Con un RP de 98, las habilidades de Maizy en early literacy están por encima del 98% de los estudiantes a nivel nacional en el mismo grado. Este puntaje se encuentra por encima del promedio. El rango del percentil indica que, si su hijo hubiera presentado varias veces el examen de Star Early Literacy, la mayoría de sus puntajes hubieran estado entre 96 - 99.

**Equivalente en la curva normal (NCE):** Los puntajes Equivalentes en la curva normal (NCE, por sus siglas en inglés) van de 1 a 99 y expresan la habilidad de Maizy en una escala de intervalos iguales dentro del mismo grado. Para un estudiante en particular, este puntaje indica el porcentaje de estudiantes en los grupos normados que obtuvieron puntajes más bajos. Los Equivalentes en la curva normal se usan para hacer comparaciones entre diferentes pruebas de rendimiento y para hacer cálculos estadísticos, como por ejemplo determinar un puntaje promedio para un grupo de estudiantes.

Estaré utilizando estos puntajes de Star Early Literacy para ayudar a Maizy a desarrollar aún más sus habilidades en early literacy en su trabajo dentro de la escuela. Si tiene alguna pregunta acerca de los puntajes de su hijo o sobre estas recomendaciones, póngase en contacto conmigo cuando lo desee.

Firma del maestro \_\_\_\_\_ Fecha \_\_\_\_\_

Firma de la padre/madre \_\_\_\_\_ Fecha \_\_\_\_\_

Comentarios:





“Star assessments allow us to personalize books exactly appropriate for individual learning. I can’t live without the IRL feature, it gives me information on how much students are understanding and what their ability is to comprehend , this is a feature that most assessments don’t provide.”

—Lisa Folkema, Library Clerk, MI



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