

Florida K-Readiness

Screencast Training 2017-2018



Agenda

- The New FLKRS Assessment: Star Early Literacy
 - What is Star Early Literacy
- Getting Ready to Administer the Assessment
- Assessing Students
- Overview of K-Readiness Reports
 - Student, Class and School
- Support and Resources



The new FLKRS assessment



Star Early Literacy is the new Florida Kindergarten Readiness Screener (FLKRS)

- Section 1002.69, Florida Statutes, requires FDOE to adopt a statewide kindergarten screening instrument that assesses the readiness of each enrolled kindergarten student.
- All public school kindergarten students must participate
- Private school kindergarten students may participate.
- The screener shall be
 - administered within the first 30 school days of the school year
 - based on performance standards adopted by FDOE for Voluntary Prekindergarten (VPK) Education Programs
 - used in calculating the kindergarten readiness rate for students who were enrolled in VPK.
- Replaces the previous assessment, the Work Sampling System (WSS)
- Students scores will be applied back to the VPK program the students attended.

Providers on Probation (POP)

Kindergarten Readiness Rate for VPK

- Star Early Literacy will determine your schools VPK Program's Readiness Rate for 2017 – 2018.
- VPK Programs that do not meet the state's calculated readiness rate will become Providers on Probation (POP)

POP Implications

- VPK Programs who become POP will be required to submit and implement an improvement plan throughout the year.
- Schools who remain POP for 3 years must apply and be granted a good cause exemptions or be removed from the VPK program for 5 years.

What is Star Early Literacy?

- Computer-adaptive assessment
- 27 items assessing early literacy and numeracy skills
- Designed for students who do not yet read independently
- Generally given to students ages 3 to 9



Three key domains

Word Knowledge and Skills

Alphabetic Principle

- Alphabetic Knowledge
- Alphabetic Sequence
- Letter Sounds

Concept of Word

- Print Concepts: Word Length
- Print Concepts: Word Borders
- Print Concepts: Letters and Words

Visual Discrimination

- Letters
- Identification and Word Matching

Phonemic Awareness

- Rhyming and Word Families
- Blending Word Parts
- Blending Phonemes
- Initial and Final Phonemes
- Consonant Blends (PA)
- Medial Phoneme Discrimination
- Phoneme Segmentation
- Phoneme Isolation/Manipulation

Phonics

- Short Vowel Sounds
- Initial Consonant Sounds
- Final Consonant Sounds
- Long Vowel Sounds
- Variant Vowel Sounds
- Consonant Blends (PH)
- Consonant Digraphs
- Other Vowel Sounds
- Sound-Symbol Correspondence: Consonants
- Word Building
- Sound-Symbol Correspondence: Vowels
- Word Families/Rhyming

Structural Analysis

- Words with Affixes
- Syllabification
- Compound Words

Vocabulary

- Word Facility
- Synonyms
- Antonyms

Comprehension Strategies and Constructing Meaning

Sentence-level Comprehension

- Comprehension at the Sentence Level

Paragraph-level Comprehension

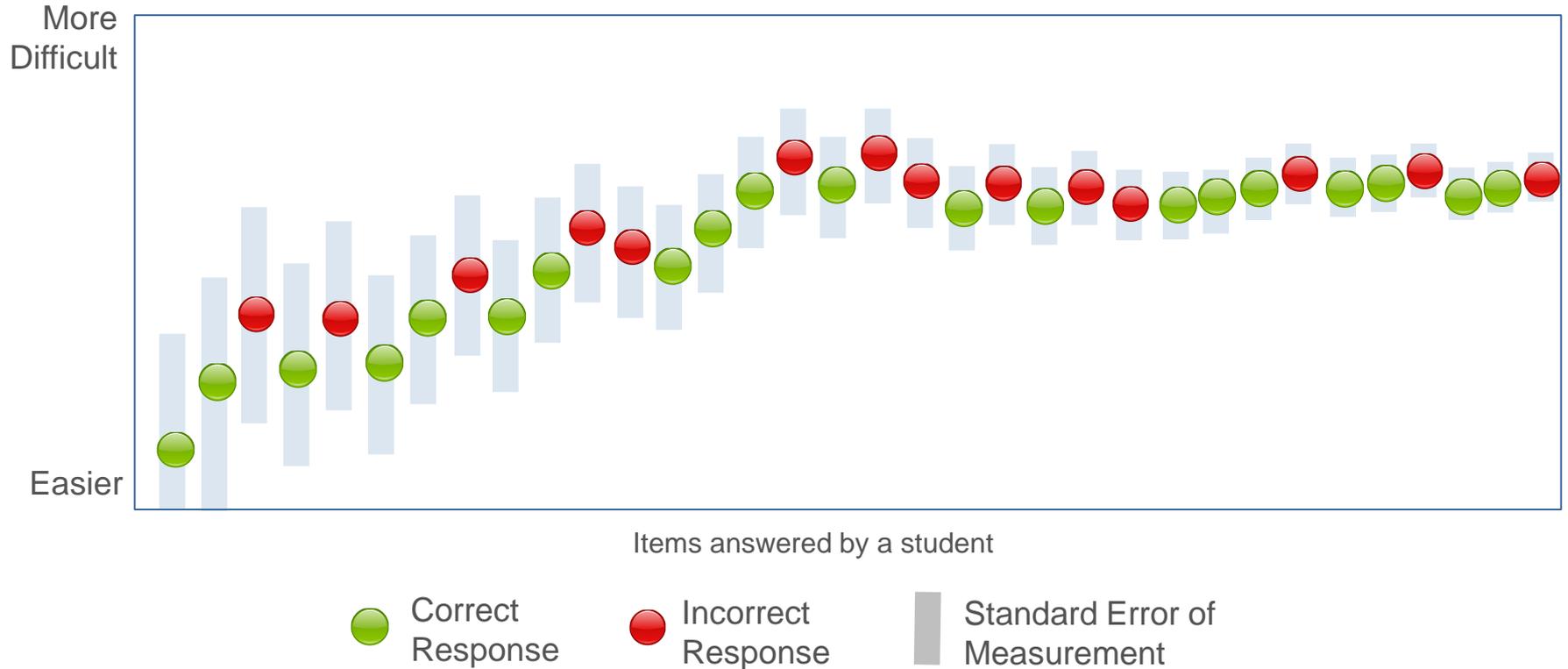
- Comprehension of Paragraphs

Numbers and Operations

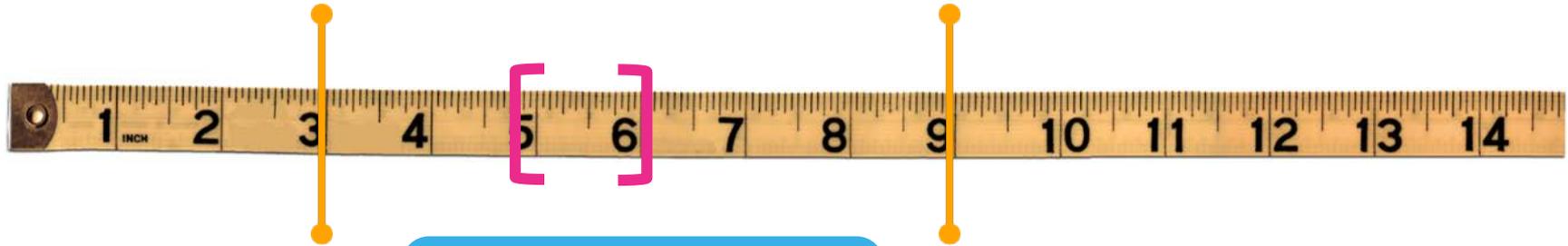
Early Numeracy

- Number Naming and Number Identification
- Number Object Correspondence
- Sequence Completion
- Composing and Decomposing
- Measurement

How computer-adaptive testing works



Star Early Literacy Scaled Score (SS)



Scaled Score Range
300 – 900





Preparing for the assessment

Who will test?

- Incoming Kindergarten Students
 - All public students must test
 - Private school students may test
 - At their school site
 - VPK students may request to test in public school.



Planning for assessment

- Download the Star Early Literacy Test Administration Manual
 - <http://www.fldoe.org/core/fileparse.php/18494/urlt/StarEarlyLiteracy-TAM.pdf>
- Train kindergarten teachers
- Parent letters
- Testing window (August 21 – October 4)
- Testing schedule (computer labs)
- Prepare technology
 - desktops, tablets
 - keyboards/mouse/touchscreen
 - Headphones for Star Early Literacy
- Provide student username/passwords



Preparing for assessment

- View video with students
 - <http://www.renlearn.com/lp/Florida%20K-Readiness%20Practice/>
- Explain the reasons for testing
- Explain that they will be using headphones
- Give the students the opportunity to try a practice test
- Practice test instructions
 - <http://www.fldoe.org/core/fileparse.php/18494/urlt/SELPI.pdf>

Motivate students

- Share reasons for testing
- Positive motivation
- Avoid putting undue stress on students – Not a pass or fail test
- Avoid offering an activity to students as they finish, as that will encourage others to finish early
- Teacher attitude = student attitude

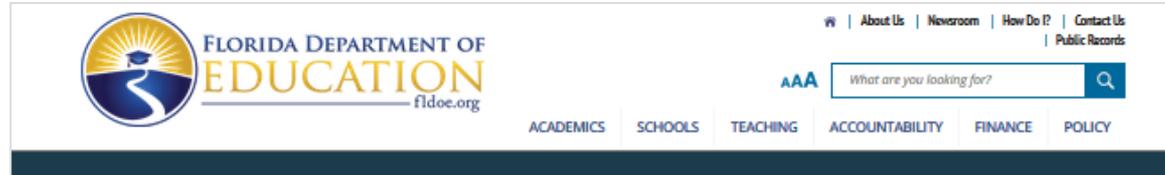
Monitoring students

- **Actively** monitor students
- Have multiple monitors if possible
- Monitors should be aware of best practices

Let's practice!

State Department resource site

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/flkrs>



Star Early Literacy[®] Resources

- [Star Early Literacy System Requirements](#) (PDF)
- FLKRS/Star Early Literacy[®] Rostering
 - [FLKRS Rostering Options](#) (PDF)
 - [FLKRS Rostering Template](#) (Excel)
- [Florida K-Readiness Introductory Video and Practice Test](#) 
 - Users should finish watching the introductory video *prior* to beginning the practice test. The purpose of the practice test is to orient students and teachers to the Star Early Literacy system, functionality, and item types. The content of the practice test items is not indicative of the level of content that will be seen on the operational Star Early Literacy assessment.
- Florida K-Readiness Renaissance Place Help Desk: 1-800-338-4204 or flkreadiness@renaissance.com

Florida Kindergarten Readiness
Screener

Florida Standards Alternate

- Users should finish watching the introductory video *prior* to beginning the practice test. The purpose of the practice test is to orient students and teachers to the Star Early Literacy system, functionality, and item types. The content of the practice test items is not indicative of the level of content that will be seen on the operational Star Early Literacy assessment.

• Florida K-Readiness Renaissance Place Help Desk: 1-800-338-4204 or flkreadiness@renaissance.com

Introductory video



Practice sample questions

1/7 Jessica Meyer Stop Test



—



1



2



3



STAR[™]
Early Literacy

Pretest Instructions

It is extremely important that you follow standard testing procedures when you administer the STAR Early Literacy Enterprise test to your students.

Before you begin testing, please check the following:

- Explain the test to your students. The Pretest Instructions include a script and pages to use as handouts to help you walk through a basic orientation with your students.
- Cover or remove any materials on the walls, whiteboard, and other areas that might help students answer the test items.
- Make sure there is enough light and ventilation in the test area.
- Make sure the area is free from noise. Try to avoid distracting locations or times when other students, school bells, or public address announcements can interfere with student concentration.
- Choose a test time that avoids interruptions; try to have students complete the test in one session.
- Make sure the computer or tablet has a set of headphones plugged in and that the volume is set so the student

Printing the student roster

Access your district FLKRS site

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/flkrs>



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AAA

ACADEMICS | SCHOOLS | TEACHING | ACCOUNTABILITY | FINANCE | POLICY

Home | Accountability | Assessments | K-12 Student Assessment | Florida Kindergarten Readiness Screener

FLORIDA KINDERGARTEN READINESS SCREENER

ACCESS FOR ELLS 2.0

Assessment Schedules

Assessments & Publications Archive

Staff Members

Contact Us

End-of-Course (EOC) Assessments

FCAT

FCAT 2.0 Historical

FCAT 2.0 Reading Retake

Florida Kindergarten Readiness Screener

Florida Standards Alternate Assessment

Florida Kindergarten Readiness Screener

[Section 1002.69](#), Florida Statutes (F.S.), requires the Florida Department of Education to adopt a statewide kindergarten screening instrument that assesses the readiness of each student for kindergarten based on the performance standards adopted by the department under section [1002.67\(1\)](#), F.S., for the [Voluntary Prekindergarten Education Program \(VPK\)](#). The screening instrument, known as the Florida Kindergarten Readiness Screener (FLKRS), must be administered to all public school kindergarten students within the first 30 days of each school year. Nonpublic schools may administer FLKRS to each kindergarten student who was previously enrolled in VPK. The results of this screening provide valuable information about a child's readiness for school, help teachers develop lesson plans to meet each child's individual needs, and offer useful information to parents.

FLKRS is also used to calculate the kindergarten readiness rates for the VPK Program. For more information on the VPK Provider Kindergarten Readiness Rate, visit the [Office of Early Learning \(OEL\) website](#).

Beginning with the 2017-18 school year, the FLKRS assessment will be administered through Star Early Literacy[®], which will replace the FLKRS Work Sampling System (FLKRS-WSS). (For information on FLKRS administrations prior to the 2017-18 school year, contact the [Just Read, Florida!](#) office.) The Star Early Literacy[®] assessment is an online, adaptive instrument that students complete independently in approximately 15-20 minutes.

Access District FLKRS Site Star Early Literacy[®] Resources

- [Access Your District's FLKRS Site](#)
- [Star Early Literacy[®] System Requirements](#) (PDF)
- FLKRS/Star Early Literacy[®] Rostering
 - [FLKRS Rostering Options](#) (PDF)
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- [Star Early Literacy[®] Pretest Instructions](#) (PDF)
- Florida K-Readiness Renaissance Place Help Desk: 1-800-338-4204 or flkreadiness@renaissance.com



Select your district from the list

Florida K-Readiness Screening and Diagnostics

RENAISSANCE[®]



Find your school in the list below and you will be directed to your school or district's Renaissance Place assessment site.

- Alachua County Public Schools
- Baker County School District
- Bay District Schools
- Bradford County School District
- Brevard County School District
- Broward County School District
- Calhoun County School District
- Charlotte County Public Schools
- Citrus County School District
- Clay County School District
- Collier County School District
- Columbia County School District
- DeSoto County School District
- District School Board of Madison County
- Dixie County School District
- Duval County Public Schools
- Escambia County School District
- FAMU Lab School District
- FAU Lab School District
- Flagler County School District
- Florida School for the Deaf and the Blind
- Jefferson County School District
- Lafayette County School District
- Lake County Schools
- Lee County School District
- Leon County Schools
- Liberty County School District
- Manatee County School District
- Marion County Public Schools
- Martin County School District
- Miami-Dade County Public Schools
- Monroe County School District
- Nassau County School District
- Okaloosa County School District
- Okeechobee County School District
- Orange County Public Schools
- Pasco County School District
- Pinellas County School District
- Polk County Public Schools
- Putnam County School District
- Saint Johns County School District
- Saint Lucie County School District



Teacher Logins

- Kindergarten teachers' names will be populated in the Renaissance Place platform.
- Procedure for logging in the **FIRST** time:
 - Username/Password: Teachers will enter the first letter of their 1st name and their entire name.
 - Example: Mary Smith would be Msmith as the username. This will also be the password for the first log in. You will be prompted to change the password.

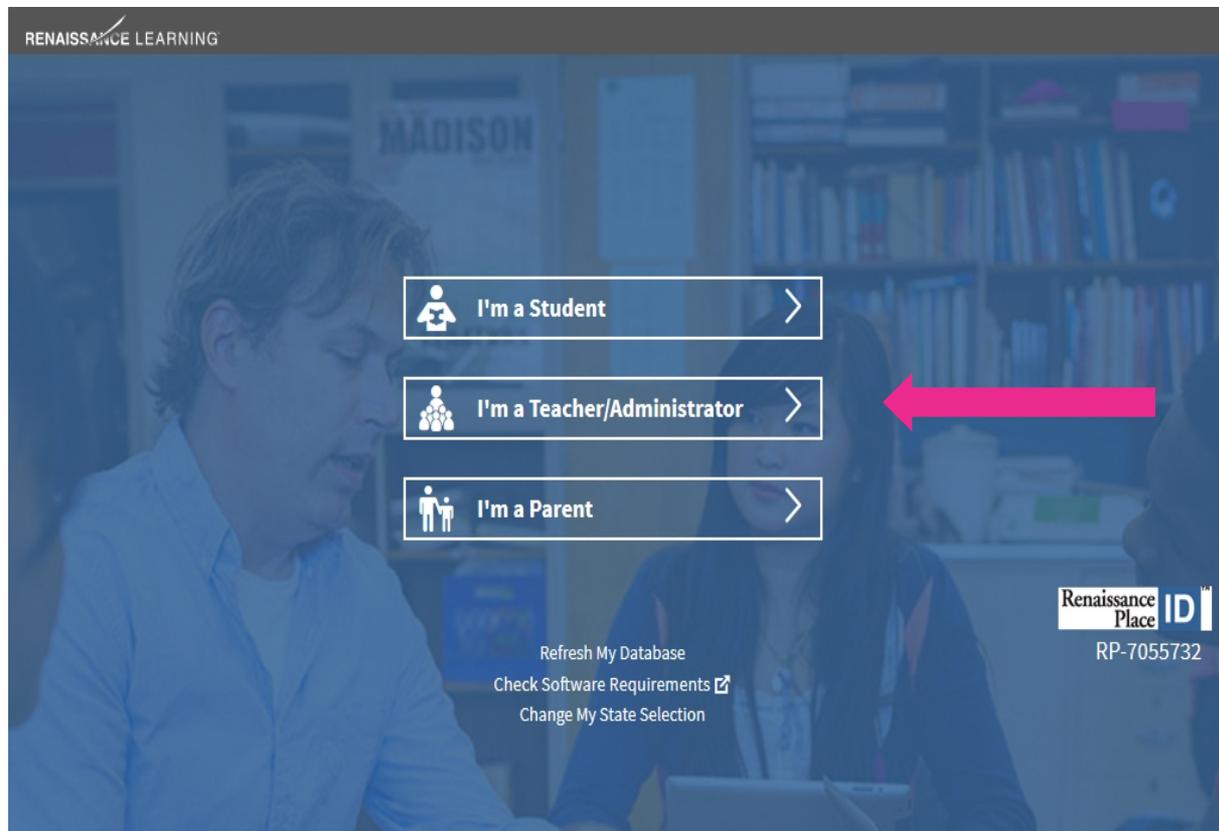


Administrator Logins

- Principals will be emailed an Administrator (Admin) Login during the school the week of August 14, 2017.
- Function of Admin Login
 - Add new teacher if needed
 - Pull overall school level FLKRS data
- Please note new students are added to the platform within 48 hours of registration
 - After 48 hours, new students may be added via the Admin login



Teacher/Administer login



Print student roster

The screenshot shows the Renaissance Learning Home dashboard. At the top is the 'RENAISSANCE LEARNING' logo. Below it is a 'Home' header. A large blue tile for 'STAR Early Literacy' is visible. A section titled 'Dashboards and Reporting' contains five buttons: 'Reading Dashboard', 'Math Dashboard', 'New Reports', 'Summary Dashboard', and 'Consolidated Reports'. At the bottom, a navigation bar contains four items: 'Users' (with a pink arrow pointing to it), 'School Years', 'Product Administration', and 'Renaissance Home Connect'.



Print student roster

Personnel, Students, and Parents

Personnel

- [Add District Personnel](#)
- [Add School Personnel](#)
- [View Personnel](#)
- [Clear Locked Personnel](#)

Students

- [Add Student](#)
- [View Students](#) 
- [Edit Multiple Students](#)
- [Edit Multiple School Enrollments](#)
- [Clear Locked Students](#)
- [Recover Student Records](#)

Related Student Tasks

- [Merge Student Records](#)

Print student roster

View Students

Enter the search criteria to view students



Search For Students			
School East Elementary School	Grade K	Class All Students Regardless of Class Enrollment	
First Name All	Last Name All	ID All	User Name All
<input type="button" value="Cancel"/>	<input type="button" value="Search"/>		

Print student roster

Home > Personnel, Students, and Parents > View Students

[Manuals](#) | [Help](#) | [Log Out](#)

View Students

Enter the search criteria to view students



Search For Students

School East Elementary School	Grade K	Class All Students Regardless of Class Enrollment	
First Name All	Last Name All	ID All	User Name All

[View PDF](#) | [Print Page](#)

48 Students

1 of 1

Student	ID	Grade	User Name	Password	Neo 2™ or Responder PIN (Course, Class)
Afdahl, Isabella	103984	K	103984	6WT	
Andres, Bobby	bandres	K	bandres	6WT	
Bamburg, James	10400	K	JBamb	6WT	
Bean, Green	GBean	K	GBean	6WT	
Davis, Ashley	adavis	K	adavis	6WT	
Davis, Renard	10396	K	RDavi1	6WT	
Fields, Beth	Fields1	K	Fields1	6WT	
Fields, Carol	Fields2	K	Fields2	6WT	
Fields, David	Fields3	K	Fields3	6WT	

Accommodations

- The Star Early Literacy is not appropriate for students who are deaf or blind.
- Teachers should evaluate the platform to see if it is appropriate based on the students' specific disabilities.
- Visually impaired students may use a screen magnifier

Non-participation characteristic

Home > Personnel, Students, and Parents > View Students

[Manuals](#) | [Help](#) | [Log Out](#)

View Students

Enter the search criteria to view students



Search For Students

School East Elementary School	Grade K	Class All Students Regardless of Class Enrollment	
First Name All	Last Name All	ID All	User Name All

[View PDF](#) | [Print Page](#)

48 Students

« 1 of 1 »

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Bamburg, James	10400	K	JBamb	6WT	
Bean, Green	GBean	K	GBean	6WT	
Davis, Ashley	adavis	K	adavis	6WT	
Davis, Renard	10396	K	RDavi1	6WT	
Fields, Beth	Fields1	K	Fields1	6WT	
Fields, Carol	Fields2	K	Fields2	6WT	



Non-participation characteristic

Student Information

View and edit student details

Student: **Adams, Derek** - This student is currently not enrolled in any active

Cancel Save

Details Characteristics

Derek Adams at East Elementary School

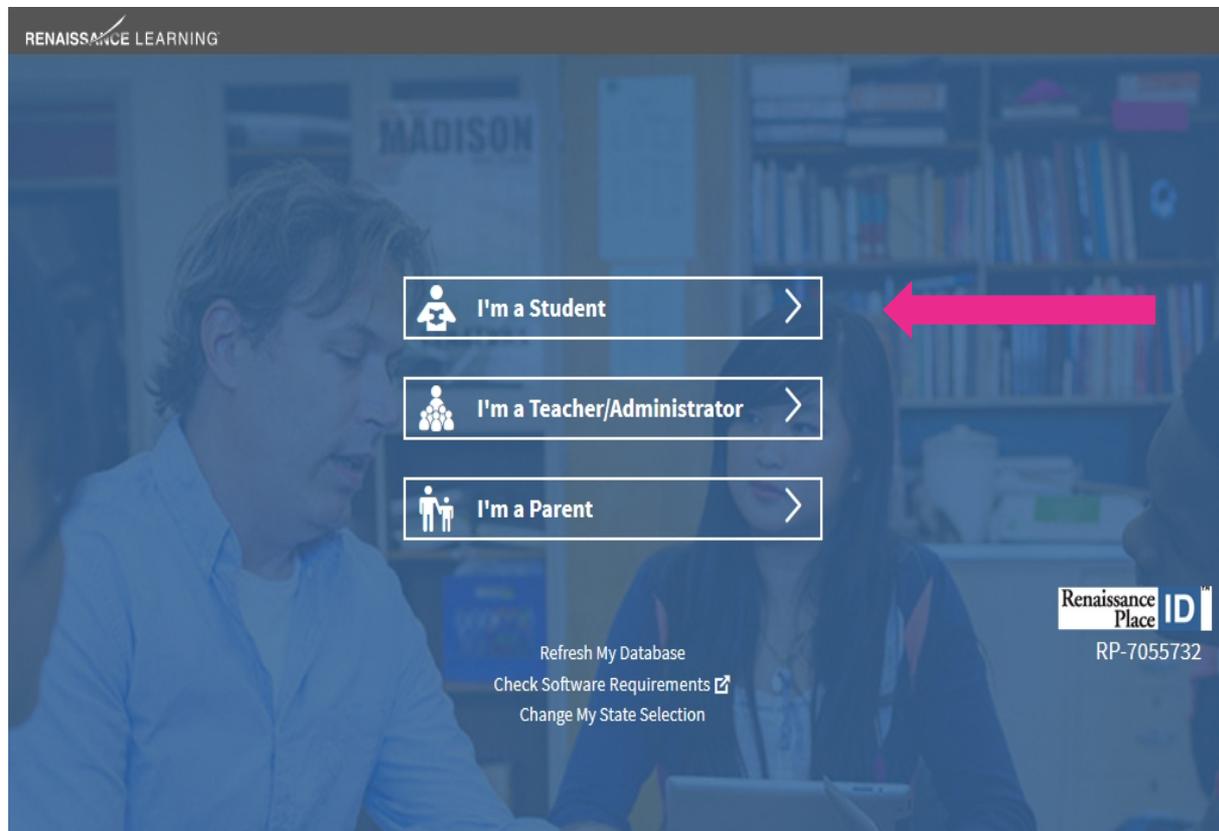
Select	Characteristics
<input type="checkbox"/>	Americans With Disabilities (ADA)
<input type="checkbox"/>	At-Risk Students
<input type="checkbox"/>	Bilingual Education
<input type="checkbox"/>	Dawn Crist 2010
<input type="checkbox"/>	English as a Second Language (ESL)
<input type="checkbox"/>	Free Lunch
<input type="checkbox"/>	Gifted/Talented



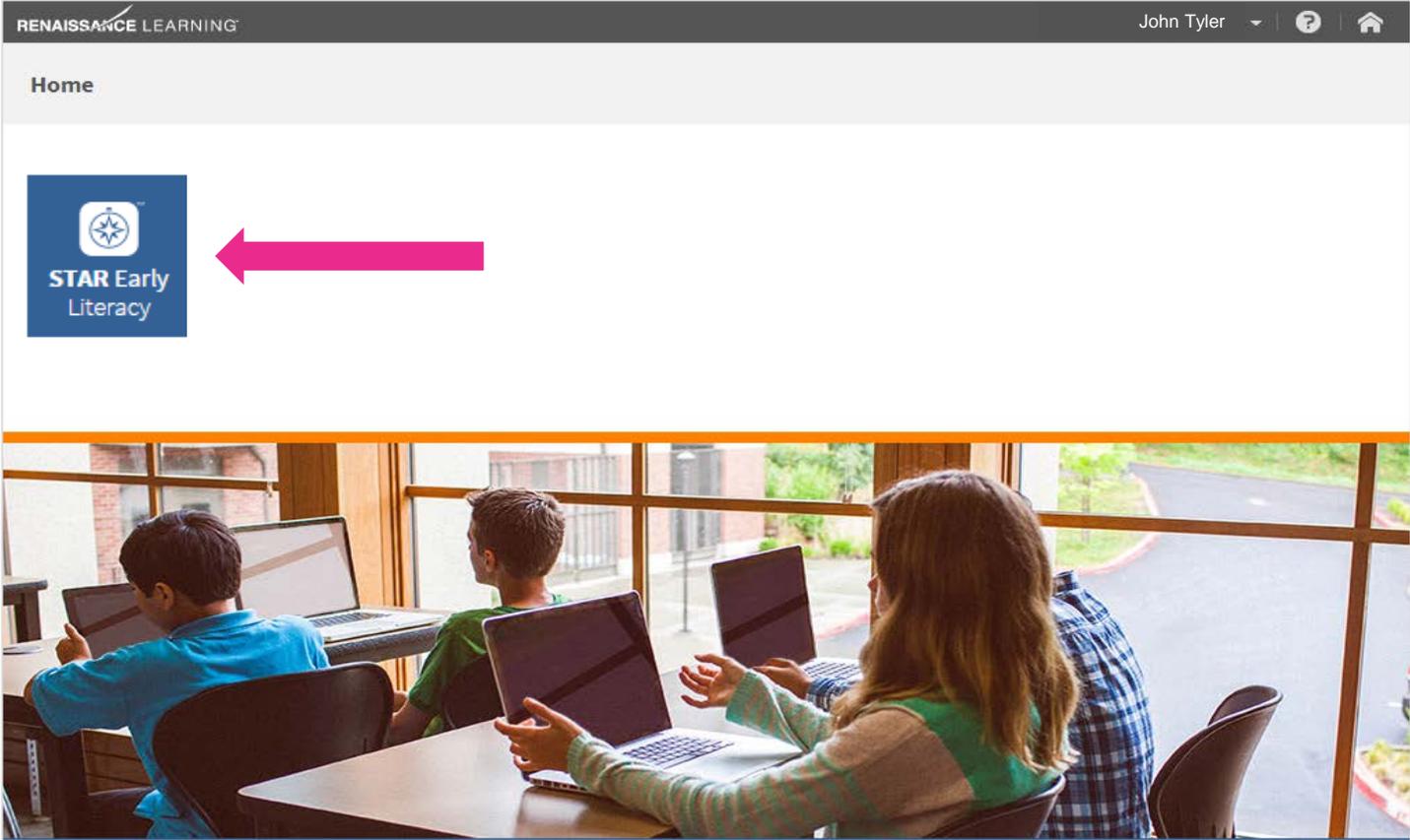
Assessing students



Student login



Launch Star Early Literacy



Begin practice

Abby Smith

Practice is about to start.



Sample item

Jeff Salewske 1

Listen

Next

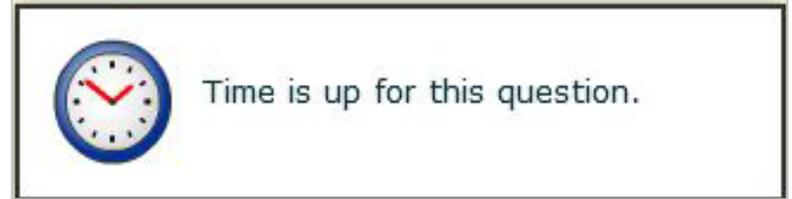
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Practice Items

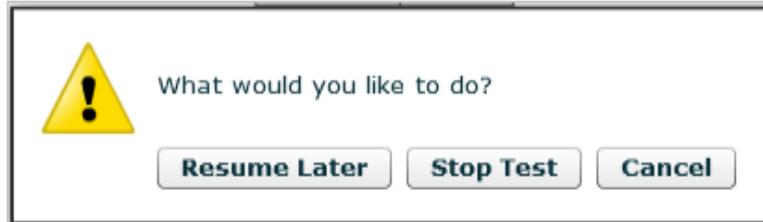


2

Item Time Limits



pausing



Pause or Stop a Test (Ctrl + A)

Accessing reports

Reports

- Student
- Class
- School



Accessing reports

The screenshot displays the Renaissance Learning Home page. At the top, the logo "RENAISSANCE LEARNING" is visible. Below it, the word "Home" is centered. On the left side, there is a "STAR Early Literacy" logo. A dropdown menu is open, listing several options: "Enterprise Home", "Screening, Progress Monitoring & Intervention", "Record Book", "Reports", "Set Growth Expectations", "Growth Expectation Extract", "Deactivate STAR Tests", "Preferences", and "Resources". A pink arrow points to the "Reports" option. Below the dropdown, there is a "Dashboard and Reporting" section with a bar chart icon. At the bottom, there are five dashboard buttons: "Reading Dashboard", "Math Dashboard", "New Reports", "Summary Dashboard", and "Consolidated Reports". At the very bottom, there are four utility buttons: "Users", "School Years", "Product Administration", and "Renaissance Home Connect".

Star Early Literacy reports

STAR Early Literacy

Home > Reports

Select Report
Click on a report name to view the report with default settings

School:

Frequently Used Reports

Reports	Description
Growth	Shows growth for a group of students over time, with emphasis on SGP—Student Growth Percentile.
Instructional Planning - Class	Provides list of recommended skills for class or group instruction based on most recent assessment.
Instructional Planning - Student	Provides list of recommended skills for individualized instruction based on most recent assessment.
Score Distribution	A skill score distribution for each of the ten STAR Early Literacy sub-domains.
Screening	Graphs students' placement above/below benchmarks based on STAR scores.
Student Progress Monitoring	Graphs an individual student's progress toward goal.
Summary	Summarizes student test results for a specific date range.

Additional Reports

Reports	Description
Annual Progress	Graphs student progress over a school year.
Diagnostic - Class	Diagnostic information about a class's early literacy skills.
Diagnostic - Student	Diagnostic information about individual students' early literacy skills.
Growth Proficiency Chart	Plots Student Growth Percentiles SGP and proficiency on a quadrant graph; companion to the Growth Report.
Longitudinal	Shows growth over multiple years.
Parent - English	Presents informational letter, in English, for parents and guardians.
Parent - Spanish	Presents informational letter, in Spanish, for parents and guardians.
State Standards - Class	Groups students by estimated mastery of State Standards or Common Core State Standards based on STAR Enterprise scaled score.
State Standards - District	Estimates mastery of State Standards or Common Core State Standards for groups of students based on STAR Enterprise scaled score.
State Standards - Student	Estimates a student's mastery of State Standards or Common Core State Standards based on STAR Enterprise scaled score.

Student Diagnostic Report



Student Diagnostic Report Skill Set Scores

Printed Friday, March 24, 2017 11:57:59 AM

School: East Elementary School

Reporting Period: 9/20/2016 - 9/19/2017
(2016 - 2017)

Afdahl, Isabella

Class: Mrs. Mendoza's Class Student's Age (yrs): -
Teacher: J. Mendoza Grade: K
Test Date: 03/10/2017 ID: 103994
SS: 849 (Scaled Score)

Literacy Classification			
Early Emergent Reader SS 300-487	Late Emergent Reader SS 488-674	Transitional Reader SS 675-774	Probable Reader SS 775-900

Est. ORF is available for tests taken in grades 1-3.

Sub-Domains	Score
Alphabetic Principle	98
Concept of Word	98
Visual Discrimination	99
Phonemic Awareness	92
Phonics	92
Structural Analysis	90
Vocabulary	92
Sentence-Level Comprehension	92
Paragraph-Level Comprehension	89
Early Numeracy	97

Skill Sets Within Each Sub-Domain

Skill set scores, ranging from 0-100, estimate the student's percent of mastery of skills in each set.

Alphabetic Principle	Skill Set Score
Alphabetic Knowledge	99
Alphabetic Sequence	94
Letter Sounds	98

Concept of Word	Skill Set Score
Print Concepts: Word length	99
Print Concepts: Word borders	98
Print Concepts: Letters and Words	99

Visual Discrimination	Skill Set Score
Letters	99
Identification and Word Matching	97

Phonemic Awareness	Skill Set Score
Rhyming and Word Families	97
Blending Word Parts	98
Blending Phonemes	97
Initial and Final Phonemes	89
Consonant Blends (FA)	98
Medial Phoneme Discrimination	81
Phoneme Isolation/Manipulation	92
Phoneme Segmentation	93

Phonics	Skill Set Score
Short Vowel Sounds	94
Initial Consonant Sounds	97
Final Consonant Sounds	95
Long Vowel Sounds	89
Variant Vowel Sounds	92
Consonant Blends (PH)	93

Phonics	Skill Set Score
Consonant Digraphs	92
Other Vowel Sounds	92
Sound-Symbol Correspondence: Consonants	96
Word Building	91
Sound-Symbol Correspondence: Vowels	91
Word Families/Rhyming	91

Structural Analysis	Skill Set Score
Words with Affixes	93
Syllabification	92
Compound Words	88

Vocabulary	Skill Set Score
Word Facility	96
Synonyms	88
Antonyms	89

Sentence-Level Comprehension	Skill Set Score
Comprehension at the Sentence Level	92

Paragraph-Level Comprehension	Skill Set Score
Comprehension of Paragraphs	89

Early Numeracy	Skill Set Score
Number Naming and Number Identification	97
Number Object Correspondence	96
Sequence Completion	97
Composing and Decomposing	98
Measurement	98

→ Next Steps: These are the skill sets the student is ready to learn and practice, based on their Scaled Score. Skill sets with a score below 40 may not have been presented to the student yet or may be too difficult at this time.

Instructional Planning Report



Instructional Planning Report for Eligha McCreight

1 of 3

Printed Friday, March 24, 2017 12:01:35 PM

School: East Elementary School
Class: Mrs. Mendoza's Class

Teacher: J. Mendoza
Grade: K

Report Options

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

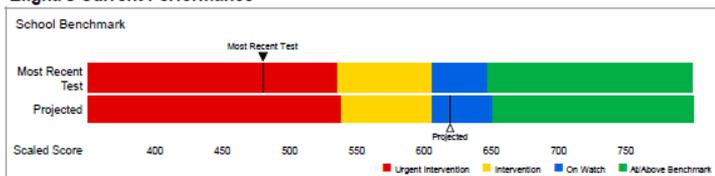
STAR Early Literacy Test Results

Current SS (Scaled Score): 480 Test Date: 03/29/2017

Literacy Classification: Early Emergent Reader

Projected SS for 09/19/17: 619 Based on research, 50% of students at this student's level will achieve this much growth.

Eligha's Current Performance



Suggested Skills

Eligha's STAR Early Literacy 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	<p>Print Concepts</p> <p>This score suggests Eligha should practice the following skills to improve understanding of print concepts. In particular, Eligha should work on distinguishing between similarly spelled words and automatically naming all the letters of the alphabet.</p> <ul style="list-style-type: none"> K » Distinguish letters from words (e.g., identify which is a word, not a letter, from choices c, f, cat; identify which is a letter, not a word from choices: <i>this</i>, b, fox) K Understand that sounds paired with letters represent spoken speech in print (e.g., students find the letter that starts their name in environmental print and identify the sound it makes) K » Distinguish letters from numbers (e.g., select J from choices J, B, 7) K » Compare the lengths of different words based on how many letters they contain (e.g., explain that <i>air</i> is longer than it because <i>air</i> has more letters) K Clap and count the number of words in a given sentence K » Distinguish between the shapes of upper- and lowercase letters (e.g., pick the letter that is different in S, S, C; pick the letter that is different in E, f, f) K » Distinguish between similarly spelled words that have different letters (e.g., pick the word that is different from the others in: an, ao, an) K » Identify the letters of the alphabet (e.g., pick the letter a from a, a, o) K » Name, rapidly and automatically, the letters of the alphabet <p>Phonological Awareness</p> <p>This score suggests Eligha should practice the following phonological awareness skills, particularly those dealing with segmenting syllables and recognizing and producing rhymes.</p>
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Parent Report



Parent Report for Isabella Afdahl

Printed Friday, March 24, 2017 12:04:25 PM

School: East Elementary School
Teacher: J. Mendoza
Class: Mrs. Mendoza's Class

Test Date: March 10, 2017 4:55 PM

Dear Parent or Guardian of Isabella Afdahl:

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: 849

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.

Isabella obtained a Scaled Score of 849. Scaled Scores relate to three developmental stages: Emergent Reader (300 - 674), Transitional Reader (675-774), and Probable Reader (775 - 900). A Scaled Score of 849 means that Isabella is at the Probable Reader stage.

Date Tested	Scaled Score	Emergent Reader				Trans. Reader	Probable Reader	
		300	400	500	600		700	800
03/10/17	849						▲	

▲ Last Test Scaled Score

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.

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

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

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: _____

Class Screening Report



Screening Report School Benchmark

1 of 4

Printed Friday, March 24, 2017 12:37:59 PM

School: East Elementary School

Reporting Period: 3/1/2017 - 3/31/2017
(March 2017)

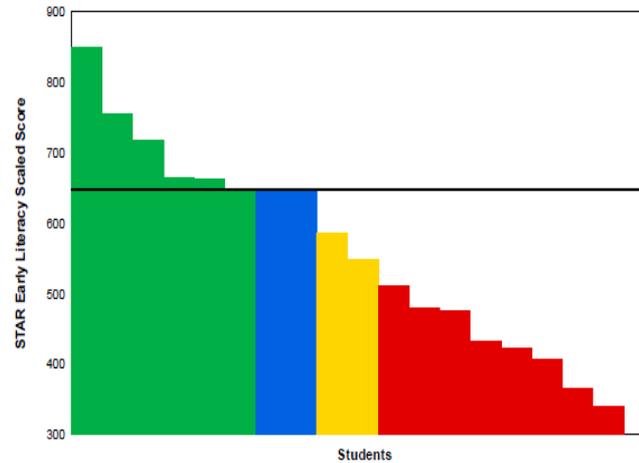
Report Options

Reporting Parameter Group: All Demographics [Default]

Class: Mrs. Mendoza's Class

Teacher: Mendoza, J.

Grade: K



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 647 SS	At/Above 55 PR	6	33%
Category Total			6	33%
Below Benchmark				
On Watch	Below 647 SS	Below 55 PR	2	11%
Intervention	Below 606 SS	Below 40 PR	2	11%
Urgent Intervention	Below 536 SS	Below 20 PR	8	44%
Category Total			12	67%
Students Tested			18	

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?

Class Diagnostic Report



Class Diagnostic Report

1 of 10

Printed Friday, March 24, 2017 12:08:41 PM

School: East Elementary School

Reporting Period: 9/20/2016 - 9/19/2017
(2016 - 2017)

Report Options

Group By: Class

Range By: Both

Class: Mrs. Mendoza's Class

Teacher: Mendoza, J.

Sub-Domain Scores

Sub-Domain	Sub-Domain Score Range			
	0-25	26-50	51-75	76-100
Alphabetic Principle	0	2	10	8
Concept of Word	0	2	9	9
Visual Discrimination	0	2	4	14
Phonemic Awareness	2	9	8	1
Phonics	2	10	7	1
Structural Analysis	4	10	5	1
Vocabulary	2	8	9	1
Sentence-Level Comprehension	3	10	6	1
Paragraph-Level Comprehension	3	11	5	1
Early Numeracy	1	1	11	7

Skill Sets Within Each Sub-Domain

Alphabetic Principle

Skill Sets	Skill Set Score Range	Number of Students	Student
Alphabetic Knowledge	0-25	0	
	26-50	2	Jones, Ekaterina; Nichols, Patricia
	51-75	4	Mooreight, Eligha; Read, Joshua; Vu, Renee; Webb, Marissa
	76-100	14	Afdahl, Isabella; Bamburg, James; Chavez, David; Erwin, Tessa; Gilloth, Delmer; Harris, Rod; Hunt, Randle; Knowles, Sierra; Ladnier, James; Lallo, Yajeshwar; McKinney, Christopher; Palen, Brittanie; Richardson, Megan; Stanley, Haley
Alphabetic Sequence	0-25	2	Jones, Ekaterina; Nichols, Patricia
	26-50	9	Bamburg, James; Chavez, David; Erwin, Tessa; Gilloth, Delmer; Mooreight, Eligha; Palen, Brittanie; Read, Joshua; Vu, Renee; Webb, Marissa
	51-75	8	Harris, Rod; Hunt, Randle; Knowles, Sierra; Ladnier, James; Lallo, Yajeshwar; McKinney, Christopher; Richardson, Megan; Stanley, Haley
	76-100	1	Afdahl, Isabella
Letter Sounds	0-25	1	Jones, Ekaterina
	26-50	1	Nichols, Patricia
	51-75	8	Bamburg, James; Chavez, David; Gilloth, Delmer; Mooreight, Eligha; Palen, Brittanie; Read, Joshua; Vu, Renee; Webb, Marissa
	76-100	10	Afdahl, Isabella; Erwin, Tessa; Harris, Rod; Hunt, Randle; Knowles, Sierra; Ladnier, James; Lallo, Yajeshwar; McKinney, Christopher; Richardson, Megan; Stanley, Haley

Class Instructional Planning Report



Class Instructional Planning Report

1 of 7

Printed Friday, March 24, 2017 12:10:28 PM

School: East Elementary School

Reporting Period: 12/5/2016 - 1/3/2017

Class: Mrs. Mendoza's Class

Teacher: Mendoza, J.

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	4	597	583 - 642
Group 2	1	521	521 - 521
Group 3	1	458	458 - 458

Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Group 1

Students
Rod Harris, James Ladnier, Yajeshwar Lallo, Haley Stanley

Reading: Foundational Skills
<p>GR Print Concepts</p> <p>K » Name, rapidly and automatically, the letters of the alphabet</p> <p>K Name all the letters of the alphabet and recognize their lower- and uppercase forms (e.g., pick another way to write the letter G from q, g, j)</p> <p>K Recognize the sounds of letters in lower- and uppercase form</p> <p>K Know the order of the alphabet (e.g., identify letters that come before or after another letter; sing the alphabet song)</p> <p>1 » Locate the capital letter that begins a sentence, and the period, question mark, or exclamation point that ends it</p> <p>1 » Distinguish kinds of sentences based on their end punctuation</p> <p>1 » Identify the dialogue that quotation marks indicate</p>
<p>Phonological Awareness</p> <p>K » Isolate, say, and distinguish initial or final phonemes in spoken CVC words (e.g., say the initial sound in <i>hat</i>, the final sound in <i>cup</i>)</p> <p>K Recognize, identify, and produce groups of words that begin with the same initial sound (i.e., alliterative words)</p> <p>K Isolate, say, match, and distinguish medial short vowel sounds in spoken CVC words (e.g., say the middle vowel sound in <i>bed</i>)</p> <p>K » Isolate and distinguish short vowel sounds in single-syllable words in spoken language (e.g., from a verbal prompt, identify that <i>hat</i> has a different middle vowel sound than <i>hit</i>)</p> <p>K Identify, match, and distinguish consonant blends</p> <p>K » Add or substitute initial or final phonemes in order to produce new one-syllable words in spoken language (e.g., change the /k/ in <i>cat</i> to /h/ to make <i>hat</i>; change the /g/ in <i>bug</i> to /s/ to make <i>bus</i>)</p> <p>1 » Blend phonemes, including consonant blends, to pronounce single-syllable words (e.g., from a verbal prompt, identify the word from blended sounds sl-e-d)</p> <p>1 » Segment single-syllable spoken words into their component phonemes, including consonant blends, in sequence (e.g., the initial, middle, and final sounds of <i>glad</i> are /g/ /l/ /a/ /d/)</p>

School-level reports

STAR
Early Literacy

Class Diagnostic Report

Printed Friday, March 24, 2017 12:08:41 PM

1 of 10

School: East Elementary School Reporting Period: 9/20/2016 - 9/19/2017
(2016 - 2017)

Report Options
Group By: Class
Range By: Both

Class: Mrs. Mendoza's Class
Teacher: Mendoza, J.

Sub-Domain Scores

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Skill Sets Within Each Sub-Domain

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	51-75	4	Mooreight, Eligha; Read, Joshua; Vu, Renee; Webb, Marissa
	76-100	14	Alfahli, Isabella; Bambang, James; Chavez, David; Erwin, Tessa; Gilloth, Delmer; Harris, Rod; Hunt, Randle; Knowles, Sierra; Ladinier, James; Lallo, Yajeshwar; McKinney, Christopher; Palen, Brittanie; Richardson, Megan; Stanley, Haley
Alphabetic Sequence	0-25	2	Jones, Ekaterina; Nichols, Patricia
	26-50	9	Bambang, James; Chavez, David; Erwin, Tessa; Gilloth, Delmer; Mooreight, Eligha; Palen, Brittanie; Read, Joshua; Vu, Renee; Webb, Marissa
	51-75	8	Harris, Rod; Hunt, Randle; Knowles, Sierra; Ladinier, James; Lallo, Yajeshwar; McKinney, Christopher; Richardson, Megan; Stanley, Haley
Letter Sounds	0-25	1	Jones, Ekaterina
	26-50	1	Nichols, Patricia
	51-75	8	Bambang, James; Chavez, David; Gilloth, Delmer; Mooreight, Eligha; Palen, Brittanie; Read, Joshua; Vu, Renee; Webb, Marissa
	76-100	10	Alfahli, Isabella; Erwin, Tessa; Harris, Rod; Hunt, Randle; Knowles, Sierra; Ladinier, James; Lallo, Yajeshwar; McKinney, Christopher; Richardson, Megan; Stanley, Haley

STAR
Early Literacy

Summary Report

Printed Friday, March 24, 2017 12:15:50 PM

17 of 22

School: East Elementary School Reporting Period: 9/20/2016 - 9/19/2017
(2016 - 2017)

Class: Mrs. Mendoza's Class

Student	Age (yrs)	Test Date	GP	SS	AP	Sub-Domain Scores										Literacy Classification
						ORF	AF	CW	VS	PA	PH	SA	VO	SC	PC	
Alfahli, Isabella	-	03/19/2017	0.83	849		98	98	99	92	92	90	92	92	89	97	Probable
Bambang, James	-	06/13/2017	0.98	586		73	75	82	49	47	39	50	42	39	70	Late Emergent
Chavez, David	-	03/29/2017	0.73	585		73	74	82	49	47	38	50	41	38	70	Late Emergent
Erwin, Tessa	-	06/13/2017	0.96	592		74	75	83	50	49	40	51	43	50	71	Late Emergent
Giloth, Delmer	-	05/03/2017	0.85	580		88	89	78	44	41	33	45	35	33	65	Late Emergent
Harris, Rod	7.1	04/26/2017	0.83	720		80	90	93	72	72	64	73	88	83	87	Transitional
Hunt, Randle	-	03/21/2017	0.71	718		88	89	93	71	70	62	71	86	61	86	Transitional
Jones, Ekaterina	-	03/13/2017	0.84	388		20	20	35	12	10	7	13	7	9	23	Early Emergent
Knowles, Sierra	-	03/29/2017	0.73	004		82	84	89	85	81	52	63	56	51	80	Late Emergent
Ladinier, James	6.8	04/26/2017	0.83	090		84	85	90	84	83	55	65	59	54	82	Transitional
Lallo, Yajeshwar	-	05/02/2017	0.85	728		88	90	93	72	71	64	72	87	82	87	Transitional
Mooreight, Eligha	-	03/26/2017	0.73	480		58	57	67	32	30	22	33	24	24	52	Early Emergent
McKinney, Christopher	-	04/20/2017	0.81	645		80	82	88	59	57	49	60	52	48	78	Late Emergent
Nichols, Patricia	-	03/13/2017	0.84	407		39	39	50	19	17	12	20	13	14	35	Early Emergent
Palen, Brittanie	-	03/13/2017	0.84	548		60	60	78	43	41	33	44	35	33	65	Late Emergent
Read, Joshua	-	04/19/2017	0.80	514		52	63	73	30	35	27	39	29	29	59	Late Emergent
Richardson, Megan	7.4	04/19/2017	0.80	094		75	77	84	52	50	42	53	45	41	73	Late Emergent
Stanley, Haley	-	05/04/2017	0.85	622		78	79	88	58	53	45	58	48	44	78	Late Emergent
Vu, Renee	-	04/26/2017	0.83	503		60	61	71	36	33	25	37	28	27	77	Late Emergent
Webb, Marissa	-	03/13/2017	0.84	511		61	63	73	37	35	27	38	29	28	58	Late Emergent

Score Definitions

GP: Grade Placement
SS: Standard Score
AP: Alphabetic Principle
CW: Concept of Word

VO: Visual Discrimination
PA: Phonemic Awareness
PH: Phonics
SA: Structural Analysis

VO: Vocabulary
SC: Sentence-Level Comprehension
PC: Paragraph-Level Comprehension
EN: Early Numeracy

Early Emergent Reader: 50-100 - 407
Late Emergent Reader: 55-89 - 614
Transitional Reader: 55-675 - 714
Probable Reader: 55-775 - 900

School Summary

School Diagnostic

STAR
Early Literacy

Screening Report
School Benchmark

Printed Tuesday, March 21, 2017 3:08:04 PM

1 of 3

School: East Elementary School Reporting Period: 3/1/2017 - 3/31/2017
(March 2017)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: K

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
Above Benchmark				
Above Benchmark	Above 547 SS	Above 55 PR	6	33%
Category Total			6	33%
Below Benchmark				
On Watch	Below 547 SS	Below 55 PR	2	11%
Intervention	Below 506 SS	Below 40 PR	2	11%
Urgent Intervention	Below 536 SS	Below 20 PR	8	44%
Category Total			12	67%
Students Tested			18	

Screening Report

Support and resources

Renaissance resources

RENAISSANCE LEARNING

Home

STAR Early Literacy

- Enterprise Home
- Screening, Progress Monitoring & Intervention
- Record Book
- Reports
- Set Growth Expectations
- Growth Expectation Extract
- Deactivate STAR Tests
- Preferences
- Resources

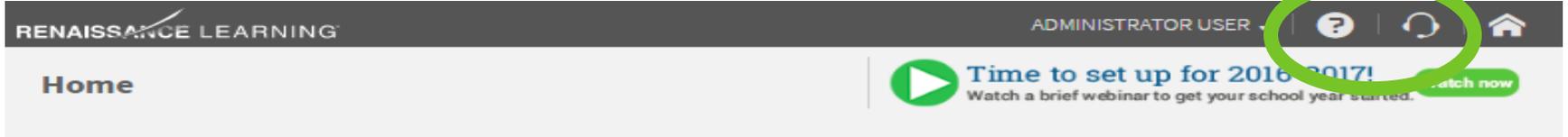
Dashboard and Reporting

Reading Dashboard Math Dashboard New Reports Summary Dashboard Consolidated Reports

Users School Years Product Administration Renaissance Home Connect

Renaissance Place Help

Help at your fingertips



- Help
 - Searchable
 - Specific to the page you're on
- Live Chat support
 - Always live
 - Always ready
- Email help
 - answers@renaissance.com
- Give us a call
 - 1-800-338-4204



District Contacts for Star Early Literacy Implementation

For questions related to the implementation of the Star Early Literacy:

Assessment, Research and Data Analysis
305-995-7520

Mayda Cabeza, Director I, or mcabeza@dadeschools.net

For questions related to the implications of the kindergarten readiness rates for the VPK program:

Office of Early Childhood Programs
305-995-7632

Dina Westberg, District Supervisor, or dina@dadeschools.net
Judy Palenzuela, District Coordinator, or jpalezuela@dadeschools.net



Thank you!

<https://www.surveymonkey.com/r/7MWC8KG>
