

Guidance for completing the READ Plan using STAR Early Literacy™

The following is a step-by-step example for using the STAR Early Literacy Diagnostic Report to fill out the Colorado READ Plan. For immediate assistance with questions, contact: ColoradoSTAR@renaissance.com

STEP 1

Demographics:

READ Plan Template

Demographics

DATE INITIATED: 11/4/2014 Name: Tran Huynh DOB: 05/01/2006 Gender: Male

SASID: [Click here to enter text.](#) School: [Click here to enter text.](#) Grade: 1

☐ IEP ☐ 504 ☐ G/T ☐ NEP ☐ LEP ☐ FEP

- Answer each of the questions, entering information into the Demographics section.

STEP 2

Screening and Probe Results:

Screening and Probe Results

Screening Assessment: STAR Early Literacy SCORE: 509 scaled score, STAR Early Literacy Comments: [Click here to enter text.](#)

Progress Monitoring probe assessment: STAR Early Literacy SCORE: 509 scaled score, STAR Early Literacy

In STAR assessments, instructional decisions are based on skill-set scores. Goals are set and monitored using scaled scores and research-based growth norms.

Diagnostic Results

Assessment: STAR Early Literacy Assessment SCORE: 509 scaled score, STAR Early Literacy

- **For Screening and Probe Results:** type in name of assessment (either STAR Early Literacy or STAR Reading).
- **For Diagnostic Results:** use drop down box to select name of assessment (select STAR Early Literacy).
- **Report all scores in STAR Scaled Scores**, found in the upper left-hand corner box of the STAR Early Literacy Report under the student's name.

STEP 3

Specific Reading Skill Deficiency – Diagnostic:

Specific Reading Skill Deficiency **Diagnostic**** Indicate by area of **priority** 1-6

Phonemic Awareness: 1

Phonics: 2

Fluency: 6

Vocabulary: 3

Oral Language: 4

Comprehension: 5

- The next step is to prioritize “reading skill deficiencies” taking into account assessment data, reference tables from the Colorado State Board of Education, and knowledge of your student.
- **Prioritize deficiencies in phonemic awareness, phonics, vocabulary, and comprehension** by using the skill-set scores between 40-55 on the STAR Early Literacy Diagnostic Report, following the example on page 3.
- **To prioritize deficiencies in Oral Language and Reading Fluency**, refer to the tables below that list the minimum competency skill levels. Use this information, the Estimated Oral Reading Fluency score on the STAR Early Literacy Diagnostic Report, and your knowledge of the student, to make a final judgment in these two areas.

Oral Language

Kindergarten	First	Second
<ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts • Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details and requesting clarification if something is not understood • Ask and answer questions in order to seek help, get information, or clarify something that is not understood • Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups; while significant, this skill is a lower indicator of future reading success and should not be weighed as heavily as the other skills when determining if a child has attained mastery of the Minimum Reading Competency Skill Levels • Listen with comprehension to follow two-step directions; while significant, this skill is a lower indicator of future reading success and should not be weighed as heavily as the other skills when determining if a child has attained mastery of the Minimum Reading Competency Skill Levels 	<ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase • Produce complete sentences when appropriate to task and situation 	<ul style="list-style-type: none"> • Use content-specific vocabulary to ask questions and provide information • Recount or describe key ideas or details from a text read aloud

Reading Fluency minimum benchmarks

	Fall	Winter	Spring
Kindergarten	n/a	n/a	n/a
First	n/a	23 wpm	53 wpm
Second	51 wpm	72 wpm	89 wpm
Third	71 wpm	92 wpm	107 wpm

Source: [Colorado State Board of Education](#)

Student Diagnostic Report

Skill Set Scores

Printed Friday, September 26, 2014 12:54

School: East Elementary School

Huynh, Tran

Class: Ms. Garza's class Student's Age (yrs): 8.5
Teacher: M. Garza Grade: 1
Test Date: 10/28/2014 ID: 10068
SS: 509 (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

Estimated Oral Reading Fluency (Words Correct Per Minute) **9**
Est. ORF is available for tests taken in grades 1-3.

Sub-Domains

Alphabetic Principle	
Concept of Word	
Visual Discrimination	
Phonemic Awareness	
Phonics	
Structural Analysis	
Vocabulary	
Sentence-Level Comprehension	29
Paragraph-Level Comprehension	27
Early Numeracy	51

Directions

Prioritize the areas below based on the student's reading skill deficiencies from greatest deficiency (1st) to least (6th) by counting up the number of skill-set scores between 40-55. Follow the example below and also refer to page 2 for more information.

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		70
Alphabetic Sequence		33
→ Letter Sounds		62
Concept of Word		
→ Print Concepts: Word length		71
→ Print Concepts: Word borders		44
→ Print Concepts: Letters and Words		73
Visual Discrimination		
Letters		79
→ Identification and Word Matching		54
Phonemic Awareness		
→ Rhyming and Word Families		52
→ Blending Word Parts		60
→ Blending Phonemes		50
Initial and Final Phonemes		22
→ Consonant Blends (PA)		44
Medial Phoneme Discrimination		14
Phoneme Isolation/Manipulation		28
Phoneme Segmentation		30
Phonics		
Short Vowel Sounds		37
→ Initial Consonant Sounds		51
Final Consonant Sounds		37
Long Vowel Sounds		28
Variant Vowel Sounds		37
Consonant Blends (PH)		37

Phonics		Skill Set Score
Consonant Digraphs		33
Other Vowel Sounds		31
→ Sound-Symbol Correspondence: Consonants		53
Word Building		27
Sound-Symbol Correspondence: Vowels		29
Word Families/Rhyming		27
Structural Analysis		
Words with Affixes		32
Syllabification		33
Compound Words		21
Vocabulary		
→ Word Facility		51
Synonyms		25
Antonyms		28
Sentence-Level Comprehension		
Comprehension at the Sentence Level		29
Paragraph-Level Comprehension		
Comprehension of Paragraphs		27
Early Numeracy		
→ Number Naming and Number Identification		59
→ Number Object Correspondence		44
→ Sequence Completion		44
→ Composing and Decomposing		62
→ Measurement		47

→ 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.

STEP 4

READ Plan Goal(s):

Specific Reading Skill Deficiency **Diagnostic****
Indicate by area of **priority** 1-6

Phonemic Awareness: 1 Phonics: 2 Fluency: 6 Vocabulary: 3 Oral Language: 4 Comprehension: 5

READ Plan Goal(s)
List the goals in order of priority and align objectives for progress monitoring to the outlined goals.

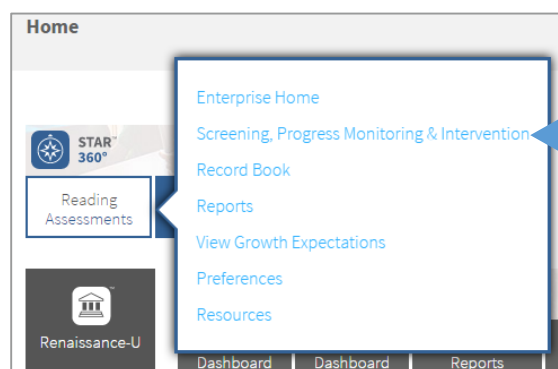
GOAL: Student will grow X.X scaled scores in STAR Early Literacy per week until the end of the school year according to the STAR Early Literacy research-based growth norms. If he reaches this goal, he'll reach XXX scaled score.

- Based on the STAR Diagnostic Report, we will focus on Word Borders, Identification and Word Matching, Rhyming and Word Families, Blending Phonemes, Consonant Blends (PA)
- Based on the STAR Diagnostic Report, we will focus on Initial Consonant Sounds, Sound-Symbol Correspondence: Consonants
- Based on the STAR Diagnostic Report, we will focus on Word Facility

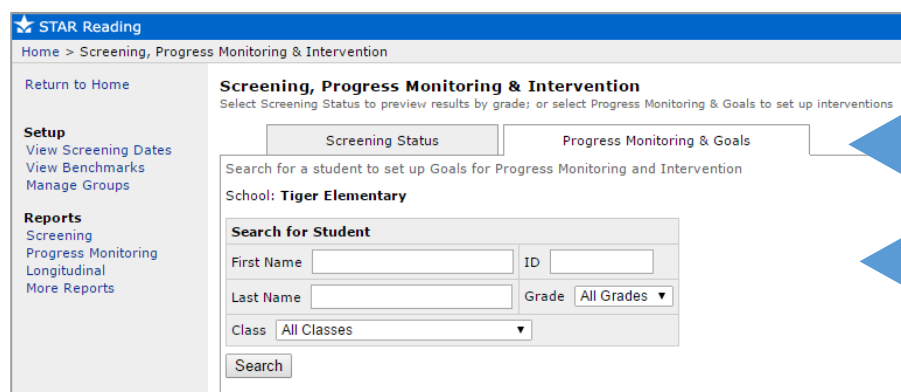
- Now that you have prioritized the “reading skill deficiencies,” you can proceed to making a plan for intervention.
- Calculate a progress-monitoring goal in the STAR software, which you can track with the STAR Student Progress Monitoring Report. For step-by-step directions on setting goals, see pages 5-6 or navigate to the document online by clicking [“Setting Goals in STAR to Monitor Progress.”](#)
- The STAR software will provide the following goal setting information: “Student will grow X.X scaled scores in STAR Early Literacy per week until the end of the school year according to the STAR Early Literacy research-based growth norms. If he reaches this goal, he'll reach XXX scaled score.”
- Enter this statement into the READ Plan.
- Based on the STAR Early Literacy Diagnostic Report, include the skill-set areas between 40-55 to target for additional instruction and intervention. The names of the skills you should include on the report are the ones next to the numbers you circled. See sample report on page 3.

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Where are goals set in the STAR software?

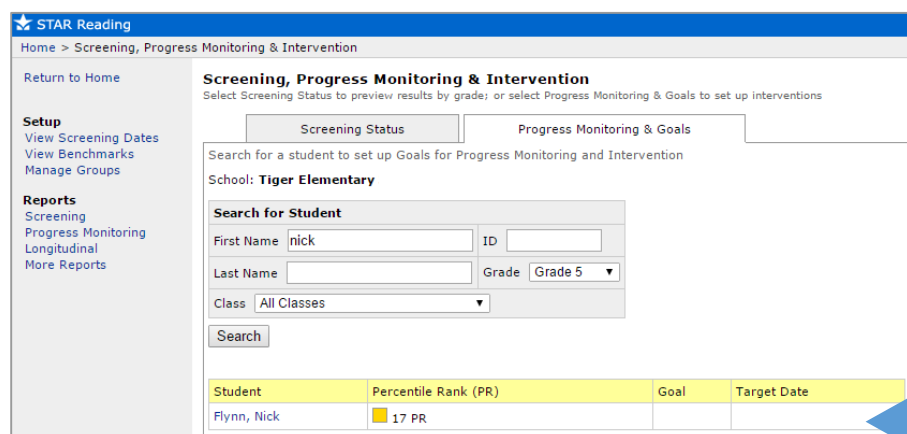


1. Click the **Screening, Progress Monitoring & Intervention** link under the Reading, Math, or Early Literacy Assessments tab.

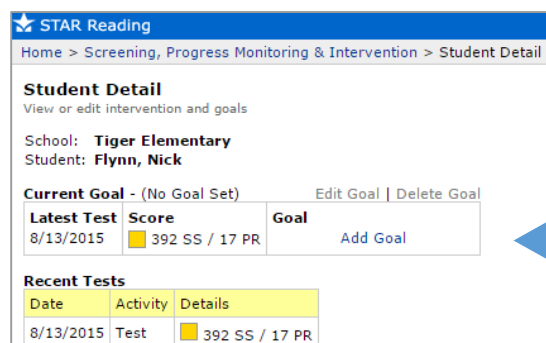


2. Select the **Progress Monitoring and Goals** tab if needed.

3. Search for the **student** you want to set a goal for. Choose to search by Name, ID, Grade or Class.



4. Click the **name of the student** to see scores from recent tests. The student's benchmark category and percentile rank for the most recent test are shown, along with any information from previous goals set.



5. Click **Add Goal** to set a goal for the student. Instructions for setting a goal continue on the next page.

How do you set goals in the STAR software?

Follow the steps below to record information about the intervention and set a goal.

[Home](#) > [Screening, Progress Monitoring & Intervention](#) > [Student Detail](#) > [Manage Goals](#)

Manage Goals

Define an intervention and set a goal

School: **East Elementary School**
 Student: **Nevitt, Logan**

Latest Test	Score	Goal
8/13/2015	258 SS / 24 PR	--

1. Name the intervention as you want it to appear on reports. For instance, you might enter the name of the program (such as, “Accelerated Math for Intervention”), a description of the intervention (“After-school tutoring 30 minutes daily”), or the skill the student is working on (“Recall of multiplication facts”).

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Intervention Details	
Intervention Name Appears in report details	<input type="text"/>
Goal End Date Used for SS/week calculation	<input type="text" value="5/27/2016"/>

2. Set the goal end date for the intervention period. Choose a date close to the end of the school year, term, or length you anticipate the intervention will last. Edit the end date later if needed. Allow enough time for the intervention to work. Experts recommend no fewer than 8 weeks, but check state or local guidelines which often require at least 10 or 12 weeks.

3. Select the test date closest to when the intervention started (if more than one test is available).

4. Click Calculate Goal below.

Calculate Goal below.

Goal
Expected growth rate and score

5. Select the goal type, which represents the rate of growth you anticipate the student can maintain during the intervention period.

Starting test: 8/13/2015 - 258 SS / 24 PR
(Sets intervention line; starts trend and goal lines)

Select a goal type (based on students who scored similarly*)

- ☒ Moderate: 50 SGP = **2.9 SS/week = 378 SS**
- ☐ Moderately Ambitious: 66 SGP = **4.0 SS/week = 422 SS**
- ☐ Catch Up/Keep Up: **1.2 SS/week = 306 SS**
- ☐ Stay Up/Move Up: Cannot be calculated

Or define a custom goal:

☐ Scaled Score

5. Select the goal type, which represents the rate of growth you anticipate the student can maintain during the intervention period.

Moderate Goal: Based on national data for same-grade students with a similar score history, expect 50% of students to reach or exceed this rate of growth with this goal option.

Moderately Ambitious Goal: Expect 34% of students to reach or exceed this rate of growth with this goal option.

Catch Up/Keep Up Goal: For students below state proficiency, this option reflects the growth needed to reach proficiency (“catch up”). For students at or above state proficiency, this option describes the growth needed to stay within their proficiency category (“keep up”).

Stay Up/Move Up Goal: For students scoring within the state proficiency category but below the next higher category, this option shows the growth needed to move up to the higher category (“move up”). For students who are already scoring in the category above proficient, this option shows the growth needed to remain in this proficiency category (“stay up”).

Custom Goal: Define a custom goal if none of the other goal options seem appropriate. The goal may be a growth rate (SS/week) or an ending SS or PR.

*National growth data indicate that about 50% of this student's academic peers (those with a similar score history in the same grade) were able to achieve or exceed the amount of growth indicated by the "Moderate" rate, and about 34% were able to achieve or exceed the "Moderately Ambitious" rate. "Catch Up/Keep Up" refers to the amount of growth necessary for the student to reach the estimated threshold for Proficient by the time of the spring state test. "Stay Up/Move Up" refers to the amount of growth necessary for the student to reach the estimated threshold above Proficient.

[Click here to Learn More](#)

Cancel Calculate Goal Save

Note: Catch up/Keep Up and Stay Up/Move Up goal options are not always available for students depending on the availability of state cut scores for the student's grade level and where the student scores in relation to proficiency categories.

4. Click Calculate Goal to view the scaled scores per week and ending scaled score for the intervention period related to each goal type available.

6. Click Save when satisfied with your choices.

Considerations when choosing a goal: When determining which goal option is best for this particular student in this intervention, consider these questions:

1. What do you know about the student? What does his or her educational history indicate about motivation and desire to learn? What has been his or her learning rate prior to the intervention?
2. How intensive is the intervention you are implementing? Specifically, how much time per day will the student receive additional instruction? Is the student part of a large-group, small-group, or individual intervention?
3. What is your history with this intervention? Have you implemented this intervention before? How have other students responded to this intervention? Is this a research-based, effective intervention that will be implemented with integrity?

You may decide to edit this goal later if you determine the growth rate you originally selected was not a realistic choice.