## Using Star Early Learning for the READ Act

RENA



## **Our mission:**

"To accelerate learning for all children and adults of all ability levels and ethnic and social backgrounds, worldwide."



## Today's agenda

1

# Star Early Learning and the unified scale What are they?

2

New norms for 2017-2018 What does this mean for you?

3

Coming soon! A few new features we think you'll be excited about

4 Resources We're here to help!

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## **Renaissance Star Early Learning**

A system of assessments

### RENAISSANCE Star Early Literacy®

Directly assesses beginning reading skills including phonemic awareness and phonics

### RENAISSANCE Star Reading®

Assesses how a student applies all of their reading skills to achieve fluent reading comprehension

### RENAISSANCE

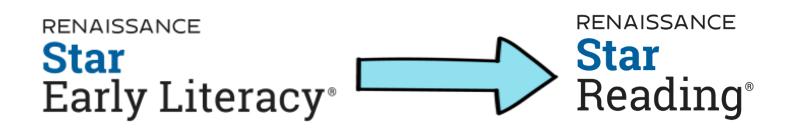
## **Unified scale**

One scale for common scores across assessments



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Resources

## **New norms for Star Assessments**<sup>™</sup>

Why new norms?

RENAISSANCE Star Early Literacy®

RENAISSANCE Star Reading®

RENAISSANCE Star Math®

RENAISSANCE **Star Spanish**<sup>®</sup>



### **New cut scores for SRD**

https://www.cde.state.co.us/coloradoliteracy/starcutscores

### Star Early Learning unified scores (SRD is at or below):

	Fall	Winter	Spring
Kindergarten	662	702	741
1 <sup>st</sup> Grade	730	764	799
2 <sup>nd</sup> Grade	835	862	888
3 <sup>rd</sup> Grade	908	925	942

## **New benchmarks for Star Early Literacy**

Out with the old...

STAR Early Litera	cy	Kindergarten	1 <sup>st</sup> G	irade	2 <sup>nd</sup> G	rade	3 <sup>rd</sup> Grade
Urgent Intervention		20 PR	25 PR		40 PR		55 PR
Intervention (Significant Reading De	encioncy)	40 PR	40 PR		60 PR		70 PR
On Watch		Below 55 PR	Below 5	5 PR	Below 70	) PR	Below 80 PR
Benchmark		55 PR	3. PR		70 PR		80 PR
		STAR Reading		Grade	es X-3		
	Urge			10 PR			
	Inter	tervention		25 PR			
	On V		Watch		40 PR		
	Ben	chmark		40	PR		

### ...and in with the new!

New benchmarks for grades K - 12

Star Early Literacy (K-3) and Star Reading (K- 12)					
Urgent Intervention	Below 10 PR				
Intervention	10 – 24 PR				
On Watch	25 – 39 PR				
At/Above Benchmark	At/Above 40 PR				

## What this means for back-to-school

2017-2018



## **Use these benchmarks for SRD**

They're the default scores in the software

Star Early Literacy (K-3) Star Reading (K-12)					
Urgent Intervention	Below 10 PR				
Intervention	10–24 PR				
On Watch	25 – 39 PR				
At/Above Benchmark	At/Above 40 PR				

#### Star Early Learning unified scores (SRD is at or below):

	Fall	Winter	Spring
Kindergarten	662	702	741
1 <sup>st</sup> Grade	730	764	799
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### **RENAISSANCE**°

## **Inform instructional decisions**

-	STAR" Early Literacy
	conty crocibey

Class: Snyder - 1

School: Roosevelt Elementary

#### Instructional Planning Report

1 of 3

for Don Anderson Printed Friday, March 24, 2017 1:48:34 PM

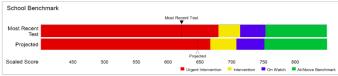
Teacher: E. Snyder

Grade: 1

#### Star Early Literacy Test Results

Current SS (Scaled Score): 621	Test Date: 04/25/2017	
Literacy Classification: Late Emerg	ent Reader Est. ORF: 16	
Projected SS for 6/30/17: 646	Based on research, 50% of students at this student's level will achieve this much growth	

#### **Don's Current Performance**



#### Suggested Skills

Don's Star Early Literacy scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for him. 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

#### Print Concepts

This score suggests Don should practice the following skills to improve understanding of print concepts.

- K » Name, rapidly and automatically, the letters of the alphabet
- 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)
- Recognize the sounds of letters in lower- and uppercase form
- K Know the order of the alphabet (e.g., identify letters that come before or after another letter; sing the alphabet song)
- » Locate the capital letter that begins a sentence, and the period, question mark, or exclamation point that ends it
- 1 » Distinguish kinds of sentences based on their end punctuation
- Identify the dialogue that quotation marks indicate

#### Phonological Awareness

This score suggests Don should practice the following phonological awareness skills, particularly those dealing with individual phonemes.

- K » Isolate, say, and distinguish initial or final phonemes in spoken CVC words (e.g., say the initial sound in hat, the final sound in cup)
- Recognize, identify, and produce groups of words that begin with the same initial sound (i.e., alliterative words)
- K Isolate, say, match, and distinguish medial short vowel sounds in spoken CVC words (e.g., say the middle vowel sound in bed)
- K » Isolate and distinguish short vowel sounds in single-syllable words in spoken language (e.g., from a verbal prompt, identify that hat has a different middle vowel sound than hit)

»Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.



#### Student Diagnostic Report Skill Set Scores

Printed Monday, March 6, 2017 3:18:42 PM

School: Elm Grove Elementary

Reporting Period: 9/1/2016 - 7/31/2017 (2016 - 2017)

#### Barnes, Cooper

Class: Pinkman - K         Student's Age (yrs): 6.6           Teacher: Jen Pinkman         Grade: K           Test Date: 03/03/2017         ID: 13558           SS: 423 (Scaled Score)         SS: 423 (Scaled Score)		ge (yrs): 6.6	Sub-Domains	Sco	
				Alphabetic Principle	43 44
				Concept of Word	
50. 420 (Ocalea				Visual Discrimination	
	Literacy Cla	ssification		Phonemic Awareness	1 2
Early	Late Emergent	Transitional	Probable	Phonics	2
Emergent	Reader	Reader	Reader	Structural Analysis	1
Reader	SS 488-674	SS 675-774	SS 775-900	Vocabulary	2
SS 300-487				Sentence-Level Comprehension	1
				Paragraph-Level Comprehension	1
		en in grades 1-3		Early Numeracy	

#### 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	Phonics	Skill Set Score
Alphabetic Knowledge	51	Consonant Digraphs	19
Alphabetic Sequence	18	Other Vowel Sounds	17
Letter Sounds	43	Sound-Symbol Correspondence: Consonants	34
		Word Building	14
Concept of Word		Sound-Symbol Correspondence: Vowels	15
Print Concepts: Word length	54	Word Families/Rhyming	15
Print Concepts: Word borders	26		
Print Concepts: Letters and Words	54	Structural Analysis	
		Words with Affixes	17
Visual Discrimination		Syllabification	19
→ Letters	63	Compound Words	10
Identification and Word Matching	34		
Identification and word Matching	34	Vocabulary	
Phonemic Awareness		Word Facility	33
	33	Synonyms	13
Rhyming and Word Families Blending Word Parts	47	Antonyms	16
Blending Word Parts     Blending Phonemes	31		
Initial and Final Phonemes	11	Sentence-Level Comprehension	
Consonant Blends (PA)	27	Comprehension at the Sentence Level	15
Medial Phoneme Discrimination	6		10
Phoneme Isolation/Manipulation	16		
Phoneme Segmentation	17	Paragraph-Level Comprehension	
		Comprehension of Paragraphs	17
Phonics			
Short Vowel Sounds	23	Early Numeracy	
Initial Consonant Sounds	37	Number Naming and Number Identification	42
Final Consonant Sounds	21	Number Object Correspondence	31
Long Vowel Sounds	13	Sequence Completion	38
Variant Vowel Sounds	20	→ Composing and Decomposing	47
Consonant Blends (PH)	21	Measurement	44

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**

### A little guidance



#### Instructional Planning Report

1 of 3

for Don Anderson

Printed Friday, March 24, 2017 1:48:34 PM

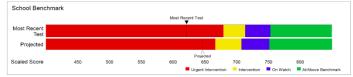
School: Roosevelt Elementary Class: Snyder - 1

Teacher:	Ε.	Snyder
	G	Grade: 1

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- K » Isolate and distinguish short vowel sounds in single-syllable words in spoken language (e.g., from a verbal prompt, identify that hat has a different middle vowel sound than hit)

»Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level

## **Diagnostic Report**

A little guidance

- Below 40—Frustration
- 40 55—Intervention
- 56 75—Instruction
- Above 75—Mastery

Alphabetic Principle	Skill Set Score
→ Alphabetic Knowledge	67
Alphabetic Sequence	30
→ Letter Sounds	60

Concept of Word	
→ Print Concepts: Word length	68
Print Concepts: Word borders	41
➔ Print Concepts: Letters and Words	71

Visual Discrimination	
Letters	77
Identification and Word Matching	51

Phonemic Awareness	
→ Rhyming and Word Families	49
➔ Blending Word Parts	57
→ Blending Phonemes	47
Initial and Final Phonemes	20
→ Consonant Blends (PA)	41
Medial Phoneme Discrimination	12
Phoneme Isolation/Manipulation	26
Phoneme Segmentation	27

### RENAISSANCE®

## **Know when to transition students**

When are they ready to make the switch?

### RENAISSANCE Star Early Literacy®



RENAISSANCE Star Reading®

Directly assesses beginning reading skills including phonemic awareness and phonics Assesses how a student applies all of their reading skills to achieve fluent reading comprehension

### RENAISSANCE

## Let's recap

Here's what you need to know







## New SRD cut scores and benchmarks

### Diagnostic Report Instructional Planning Report

775

Use the benchmarks in the software to help determine SRD. You can find the cut scores and additional guidance on the CDE website.

### **RENAISSANCE<sup>®</sup>**

Information on these reports will help you plan your next instructional steps.

Use the Diagnostic Report for Star Early Literacy and the Instructional Planning Report for Star Reading. The transition score that lets you know when students are ready to switch from Star Early Literacy to Star Reading.

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Resources

**RENAISSANCE**°

3

## More than just a new look

#### RENAISSANCE ADMINISTRATOR USER • 🕐 PDF Screening Report Assignment Type Change Assignment Type... STAR Early Literacy Enterprise Assessment (English) Grade Level Change Demographics... Grade 1 Reporting Period Group by Benchmark 9/4/2017 - 9/29/2017 All Demographics School Benchmark 💲 Class Teacher Grade Next Class Snyder - 1 Snyder, E. 1 1000 STAR Early Literacy Scaled Score 800 600 Benchmark 400 200 Students

	Bench	Students		
Categories / Levels	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 635 SS	At/Above 40 PR	13	43%
Category Total			13	43%
Below Benchmark				
On Watch	Below 635 SS	Below 40 PR	7	23%
Intervention	Below 585 SS	Below 25 PR	3	10%
Urgent Intervention	Below 563 SS	Below 10 PR	7	23%

### **RENAISSANCE<sup>®</sup>**

### Customizable reports that generate in real time

Urgent Intervention	on					
Student	Test Date	ss	GP	PR	EORF	Literacy Classification
Horton, Joshua	09/17/2016	418	1.00	2		Early Emergent
Thirkell, Dean	09/16/2016	445	1.00	3		Early Emergent
Bigby, James	09/16/2016	453	1.00	4		Early Emergent
_						
Intervention						
Student	Test Date	ss	GP	PR	EORF	Literacy Classification
Brekke, Michael	09/15/2016	571	1.00	26	9	Late Emergent
Fisken, Alexandra	09/15/2016	575	1.00	28	10	Late Emergent
Duran, Luciana	09/16/2016	577	1.00	30	10	Late Emergent
On Watch						
Student	Test Date	ss	GP	PR	EORF	Literacy Classification
Talmadge, Freda	09/15/2016	596	1.00	37	13	Late Emergent
Dye, Brayden	09/15/2016	603	1.00	40	14	Late Emergent
Barry, Lydia	09/15/2016	611	1.00	43	15	Late Emergent
Vega, Patricia	09/16/2016	623	1.00	46	16	Late Emergent
Cifuentes, Mateo	09/15/2016	626	1.00	47	17	Late Emergent
At/Above Benchm	e vle					
Student Beaulieu, Eileen	Test Date 09/16/2016	SS 635	GP 1.00	PR 50	EORF	Literacy Classification
Room, Josephine	09/16/2016	635	1.00	50	17	Late Emergent
Gasper, Mason	09/16/2016	639	1.00	51	18	Late Emergent
Hagler, Evelyn	09/16/2016	645	1.00	54	19	Late Emergent
Shaw, Leah	09/16/2016	688	1.00	66	25	Transitional
Anderson, Stacia	09/15/2016	695	1.00	69	25	Transitional
Collier, Lucas	09/16/2016	698	1.00	70	26	Transitional

## **Reports are easily customizable**

RENAISSANCE			Verna Morris 🔻 📔 🍞 📔 🏠
Star Screening			
Back			0
Assignment Type Star Reading Enterprise Ass	sessment (Englis	h)	Change Assignment Type
School <b>East Elementary School</b>	Teacher <b>Morris, V.</b>	Class/Group <b>Ms. Morris's Class</b>	Select Students
Demographics All Demographics			Change Demographics
Reporting Period 08/01/2016 - 07/31/2017	]		
Scale Star Unified Scale			
Update Report		0	
lass Ms. Morris's Class	Teacher <b>Morris</b>	Grade • Next Class	

## Unified scale is easily accessible

RENAISSANCE		Verna Morris 👻 🛛 🍞 🗌 🏠
Star Screening		
Back		
Assignment Type Star Reading Enterprise Assessmen	t (English)	Change Assignment Type
School Teach East Elementary School Mor	ner Class/Group ris, V. Ms. Morris's Class	Select Students
Demographics All Demographics	Star Classic Scale	Change Demographics
Reporting Period 808/01/2016-07/31/2017	Star Unified Scale	
Scale Star Unified Scale	Lexile <sup>®</sup> Scale	
Update Report	Reading Age	
	PARCC	
Class Te Norris's Class	Smarter Balanced	

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## **Star Early Learning Resource Page**

COLOR A Department of		Site Index   CDE Offices   Staff Directory Search				
SchoolView   Data & Accountability	Programs & Supports	Teaching & Learning	Policy & Funding			
Colorado READ Act Home	Home					
Advisory Lists of PD and Programming Approved Assessments		Languran Daga				
Early Literacy Assessment Tool Project	STAR Early Learning R	esource Page				
Early Literacy Grant	STAR Early Learning Resources					
READ Data Collection	Resources designed by Renaissance STAR Early Learning to aid in understanding the assessment and identification of a significant reading deficiency:					
Training Opportunities	STAR Early Learning Benchmarks - Webinar					
Resources	A new webinar will held and be posted next week, the link above is a quick overview of the new benchmarks.					
Calendar	STAR Early Learning Cut Scores for determining					
Contact Us	Flow chart for confirming a significant reading of	leficiency using STAR Early Learning				
Location Office of Literacy 201 E. Colfax, Room 106 Denver, CO 80203	Using STAR to fill out a READ Plan cut scores Entering Transition Benchmarks into the Softwa	are				

### **Contact Renaissance to convert scores**

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1	2
Spring 2018	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

### unifiedscore@Renaissance.com

## **Renaissance resources and support**

We're here to help!

- Renaissance Home
  - 🖸 🥸 Live Chat (technical support)
  - 👩 Help files
  - Star Early Literacy Technical Manual
- Email: answers@renaissance.com
- Phone: 1-800-338-4204
- Webinar for new product features and reports (to be scheduled)

# Thank you!

**RENAISSANCE**<sup>®</sup>

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