

Renaissance STAR: Director’s Guide

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Introduction

Breakthrough and Renaissance STAR

Before we begin, I want to give you a quick overview of how we are set up in Renaissance Place so you can understand some of the terminology that is used in the instructions. We are currently set up as one school with multiple courses/campuses.

- **School** = Breakthrough Collaborative
- **Course** = Breakthrough site (e.g. Breakthrough Springfield)
- **Class** = Default classes named by students' high school graduation years (e.g. 2019, 2020)
- **Principal** = Breakthrough Director (e.g. Director Springfield)

What is STAR Enterprise?

As a periodic progress monitoring system, STAR Enterprise software serves two primary purposes. First, it provides quick and accurate estimates of students' instructional math and reading levels relative to national norms. Second, it provides the means for tracking growth in a consistent manner over long time periods for all students. It is not meant as a "high-stakes" test.

[Renaissance Learning STAR Overview Video](#)

To learn more please see the following resources:

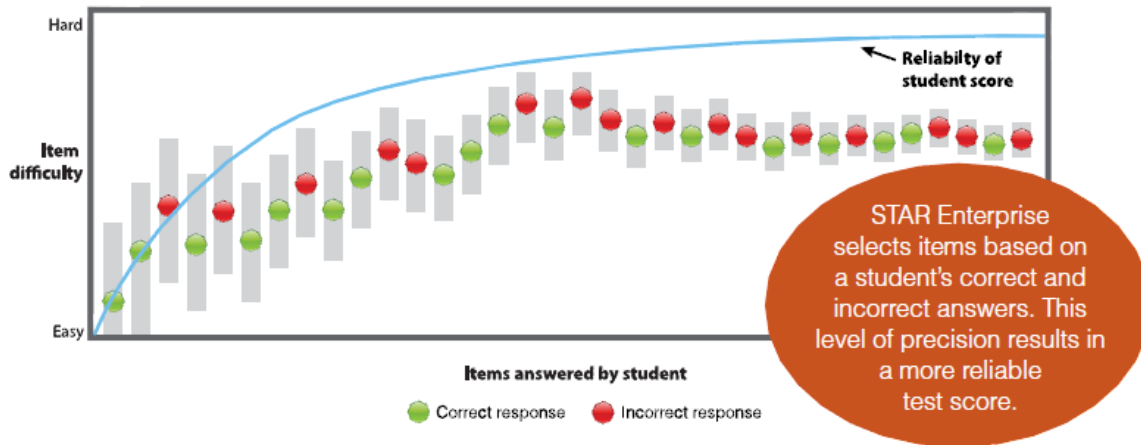
Resource	Description	Pages
Getting the Most out of STAR Enterprise	This book helps educators get the most out of STAR Enterprise assessments. It provides examples of how educators can use STAR Assessments for various purposes including Response to Intervention.	222
Getting the Most out of STAR Math	This book is similar to Getting the Most out of STAR Enterprise but with a focus on STAR MATH.	62
Getting the Most out of STAR Reading	This book is similar to Getting the Most out of STAR Enterprise but with a focus on STAR Reading.	60
STAR Math Software Manual	This manual provides more details about how to use the STAR Math software.	216
STAR Reading Software Manual	This manual provides more details about how to use the STAR Reading software.	220

Why Use a Computer Adaptive Test?

The primary advantage of using computer software to administer the STAR assessments is the ability to tailor each student's test based on his or her specific responses to previous items. Paper-and-pencil tests are obviously far different from this: every student must respond to the same items in the same sequence. Using computer-adaptive procedures, however, it is possible for students to be tested using items that appropriately match their current level of proficiency.

Adaptive Branching, the item selection procedure used in the STAR Math test, effectively customizes every test to the student's current achievement level.

[Computer Adaptive Test Overview Video](#)



CAT Advantages	
Shorter tests	CAT reduces testing time by more than 50%, while maintaining a comparable level of reliability.
Improved accuracy	Students are able to answer more questions that appropriately match their current level of proficiency.
Improved test security	Because each test is unique for each student, it is more difficult for students to share answers or copy off of their neighbor.

Before Testing:

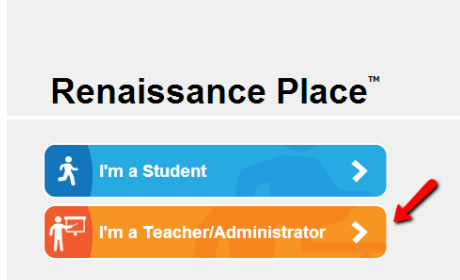
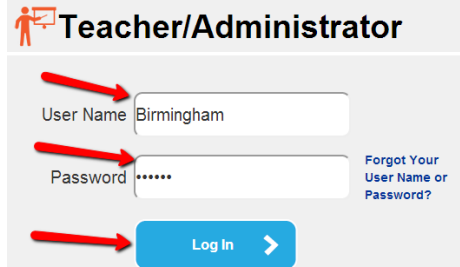
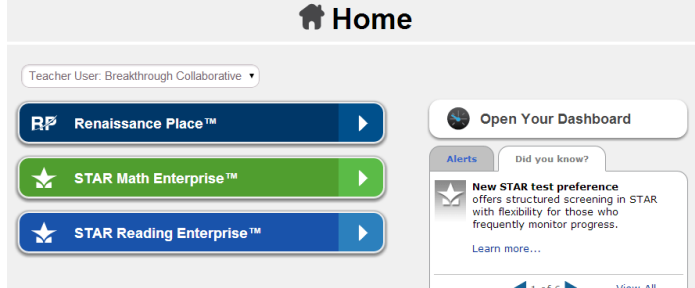
Logging into Renaissance Place

We have decided to add a single generic user for each site, so that it will make it easier to collaborate with your colleagues.

You will be prompted to change your password when you first log in. You will also need to include an email address and answer a few security questions in case you ever need to reset your user's password.

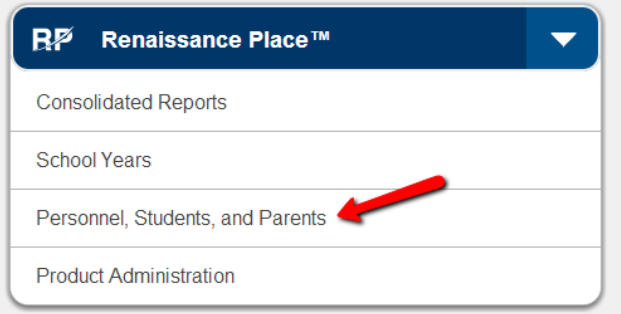

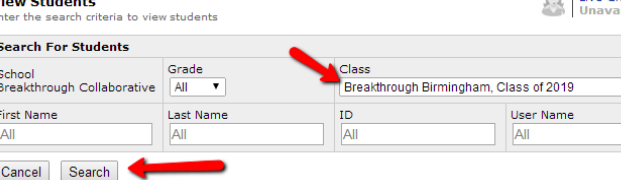
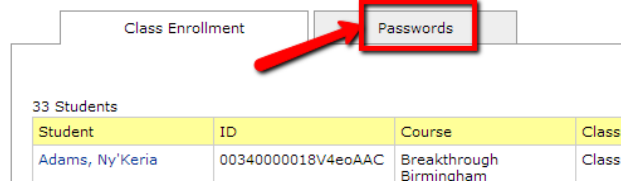
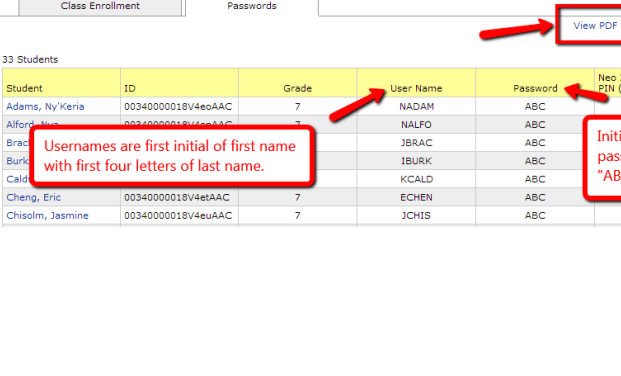
- **Username:** Breakthrough city (e.g. Springfield)
- **Password:** abc123
- **Breakthrough hosted site url:** <https://hosted13.renlearn.com/3247438/>

Please read the directions below and watch this [Screencast for Logging into Renaissance Place](#).

1. Navigate to the Breakthrough hosted Renaissance Place url.	https://hosted13.renlearn.com/3247438/
2. Click I'm a Teacher/Administrator .	
3. Enter your username. It should be your Breakthrough city with no spaces. 4. Enter your password. The first time it will be "abc123" but you will need to change it after that. 5. Press Log In .	
6. You should see three tabs: a. Renaissance Place b. STAR Math Enterprise c. STAR Reading Enterprise 7. Click on a tab and it will reveal more options.	

Getting Students' User Names and Passwords

- Watch this [Screencast for Getting Student's User Names and Passwords](#).
- Follow these steps to get a list of your students' user names and passwords:

<p>1. On the Home page, under Renaissance Place, click Personnel, Students, and Parents.</p>																																																	
<p>2. Click View Students on the Personnel, Students, and Parents page.</p>																																																	
<p>3. Under Class, select one of your site's classes and press "Search."</p>																																																	
<p>4. Be sure to click the Passwords tab.</p>																																																	
<p>5. You can either print the usernames and passwords directly or view it as a pdf to save for your personal records.</p> <ul style="list-style-type: none"> • Default student usernames are the first initial of the student's first name combined with the first four letters of the student's last name. • "abc" is the default student password. • If you have more than 50 results, only the page of results that you are viewing will print. 	 <p>View PDF Print Page</p> <p>33 Students</p> <table border="1"> <thead> <tr> <th>Student</th> <th>ID</th> <th>Grade</th> <th>User Name</th> <th>Password</th> <th>Neo 2™ or Responder PIN (Course, Class)</th> </tr> </thead> <tbody> <tr> <td>Adams, Ny'Keria</td> <td>00340000018V4eoAAC</td> <td>7</td> <td>NADAM</td> <td>ABC</td> <td></td> </tr> <tr> <td>Alford, Nya</td> <td>00340000018V4eoAAC</td> <td>7</td> <td>NALFO</td> <td>ABC</td> <td></td> </tr> <tr> <td>Brace</td> <td></td> <td></td> <td>IBRAC</td> <td>ABC</td> <td></td> </tr> <tr> <td>Burk</td> <td></td> <td></td> <td>IBURK</td> <td>ABC</td> <td></td> </tr> <tr> <td>Calder</td> <td></td> <td></td> <td>KCALD</td> <td>ABC</td> <td></td> </tr> <tr> <td>Cheng, Eric</td> <td>00340000018V4etAAC</td> <td>7</td> <td>ECHEN</td> <td>ABC</td> <td></td> </tr> <tr> <td>Chisolm, Jasmine</td> <td>00340000018V4euAAC</td> <td>7</td> <td>JCHIS</td> <td>ABC</td> <td></td> </tr> </tbody> </table> <p>Usernames are first initial of first name with first four letters of last name.</p> <p>Initial student password is "ABC"</p>	Student	ID	Grade	User Name	Password	Neo 2™ or Responder PIN (Course, Class)	Adams, Ny'Keria	00340000018V4eoAAC	7	NADAM	ABC		Alford, Nya	00340000018V4eoAAC	7	NALFO	ABC		Brace			IBRAC	ABC		Burk			IBURK	ABC		Calder			KCALD	ABC		Cheng, Eric	00340000018V4etAAC	7	ECHEN	ABC		Chisolm, Jasmine	00340000018V4euAAC	7	JCHIS	ABC	
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Administering a STAR Assessment: Director Perspective

Because important decisions will be made based, in part, on STAR data, it's critical that the data accurately reflect each student's ability. Test administration must also replicate norming conditions for scores to be valid.

Test Administration Best Practices Checklist

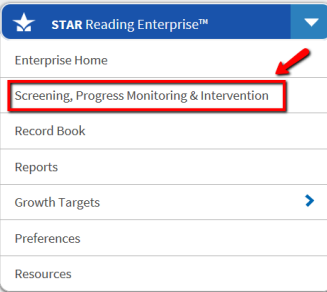
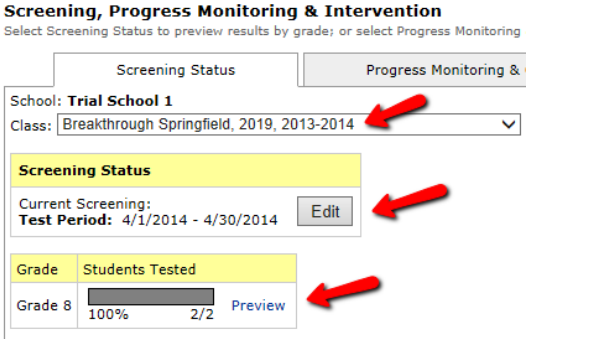
Before Testing

- Schedule the assessment for a time of day when students will be alert and engaged. Don't schedule an assessment right before lunch or recess, or at the end of the day.
- Allow a full class period, or roughly 45 minutes per assessment, for students to log in, listen to the pretest instructions, take the test, and log out.
- Plan on testing all students at once. If that is not possible, test them within a narrow timeframe so you can better compare scores.
- Arrange for a quiet and secure environment for testing. The best setting is usually a computer lab.
- Make sure students know exactly what to do if they finish before others (independent reading, HW, etc).
- Print a list of students' user names and passwords.
- Have the URL open on every screen before students enter the testing room.
- Create a directions handout and provide scrap paper and writing utensils.
- Test out the software on the hardware you are using (PC, Mac, I-Pad etc.) the day before testing.
- Prepare students for the first test by using the [Roll-Out Lesson](#) and [handout](#) created by Breakthrough (can be shortened for 2nd and 3^{rs} tests).
- Print out and have the Ren STAR Recommended Pre-Test Instructions available (these have been used to build the Roll-Out lesson but are still useful to look over for I-Pad testing instructions and go into more depth)
 - [Pretest Instructions – STAR Reading](#)
 - [Pretest Instructions – STAR Math](#)

During Testing

- Space students so they are not distracted and cannot provide each other with answers.
- Make sure students taking STAR Math have paper and pencil and know they can use them.
- If you are administering both STAR Reading and STAR Math, give the math test first. If students take STAR Reading first, they tend not to use paper and pencil with STAR Math.
- Follow the pretest instructions. This promotes consistency of administration and matches the norming conditions.
- Walk around as students are testing to make sure they stay on task. Do not explain test items or help with answers. Do not allow students to use dictionaries, calculators, or other reference materials, unless they are provided online by the software.

Check the Number of Students Screened and Preview Results to Date

<p>1. On the Renaissance Place Home page, click the name of the assessment, and click Screening, Progress Monitoring & Intervention.</p>	
<p>2. Choose the class you wish to view. 3. Click Preview to see a summary of the results so far.</p>	

Other Considerations

What is the Monitor Password?

The monitor password is meant to be used by the person who is supervising students as they take the test. By entering the monitor password, the test monitor confirms that the students should be allowed to test and that the student has not accidentally logged in as another student. At Breakthrough we have disabled the monitor password requirement so that it will be easier for you to administer the test. However, just in case the system ever requests a monitor password, you should know that “admin” is the default monitor password.

- **Monitor Password:** admin

Practice Session

The practice session before the STAR test allows students to become comfortable with the test interface and to make sure that they know how to operate the software properly. Students can pass the practice session and proceed to the actual STAR test by answering two out of the three practice questions correctly. If a student does not do this, the program presents three more questions, and the student can pass the practice session by answering two of those three questions correctly. If the student does not pass after the second attempt, the student will not proceed to the actual STAR test. Students who have successfully passed a practice session within the last 180 days will not get practice questions.

Time Limits

The STAR Math and STAR Reading tests do not have an overall time limit; however, each test question has its own time limit. If a student does not enter an answer within that time limit, the program moves on to the next question. A fixed time limit was chosen to avoid the complexity and confusion associated with a variable time-out period. During the

development of STAR Math, the time it took for students to answer questions was noted. The time limits used in STAR Math are based on those observed times—most students will be able to answer a question in the time allotted.

What are the time limits in STAR?

Test	Question Type	Standard Time Limit	Extended Time Limit
Math	Practice	90 seconds	180 seconds
Math	Test question	180 seconds	360 seconds
Reading	1-10	45 seconds	135 seconds
Reading	11-34	90 seconds	270 seconds

Extending Time Limits

Use Extended Time Limits for students with special needs who need more time to read or answer the test questions. Reports will indicate if any students took a test using extended time limits, with a footnote explanation. Remember that the STAR Math and STAR Reading norms and reliability and validity are based on the standard time limits.

Email Cormac (charkins@breakthroughcollaborative.org) with the name of any student who needs extended time limits in advance of your testing date.

Time Limit Reminder

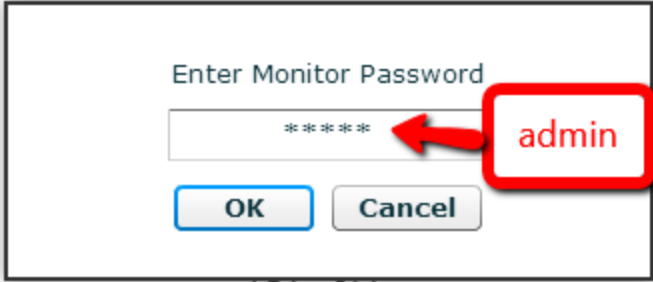
When a student has only 15 seconds remaining for a given item, a picture of a clock appears in the upper-right corner of the screen, indicating that he or she should make a final selection and move on. Items that time out are counted as incorrect responses unless the student has the correct answer selected and hasn't yet pressed **Enter** or return (or clicked **Next**) before the item times out. In that case, the answer is accepted as correct.



Aborting or Pausing a Test

Situations may arise in the classroom which interrupt a test (for example, a surprise fire drill). If this happens, the teacher or test monitor can stop the test, either pausing it so the student can return to it later, or stopping it entirely so the student can start over on a new test.

1. Press and release Ctrl+A (Windows) or control+A (Macintosh).		
2. Click one of the following options:		
Option	Choose When...	Notes

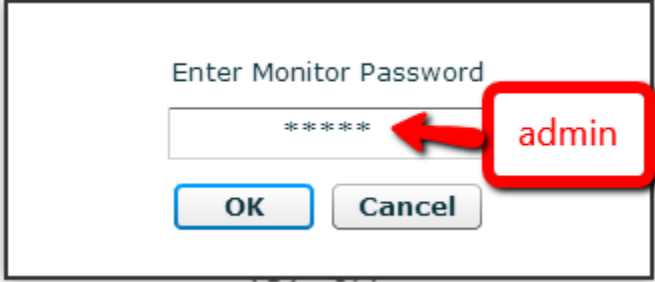
A. Resume Later	You want to stop the test, but plan to come back to it later.	<ul style="list-style-type: none"> • Test score will be recorded after test is resumed and completed. • Test will resume on the same question number, but the problem presented will be different. • Resume Later can only be used during the actual test, not during the practice session. (Stop Test and Cancel are the only options available at that time.)
B. Stop Test	You want to stop the test; you have finished with it and have no plans to come back to it.	<ul style="list-style-type: none"> • Test score will not be recorded. • The next time the student logs in to take a test, the student will begin a new test.
C. Cancel	You want to continue taking the test now instead of pausing or stopping it.	<ul style="list-style-type: none"> • Test continues as usual.
<p>3. Enter the monitor password and click OK.</p> <ul style="list-style-type: none"> • The default monitor password should be “admin” 		

Resuming an Unfinished Test

Notes:

- An unfinished test can only be resumed within eight days of the interruption.
- A test can be paused and resumed repeatedly. When a test is resumed, the student returns to the same place in the test where the student left off (the same question number), but a different problem will be presented. This is done to prevent pausing the test in order to give a student more time to work on a problem.
 - **Example:** On a Thursday afternoon, Lisa is taking a STAR Math test. She is on question 12 (a story problem) when she begins to feel ill. The teacher pauses the test and sends Lisa home. Lisa does not return to school until Monday; when she comes back, the teacher resumes the test. She continues the test, starting on question 12 where she left off, but question 12 is no longer the story problem she saw last Thursday; it has changed to a multiplication problem.
- A test can only be resumed on the platform on which it started. A test that was paused on a computer cannot be resumed on an iPad®, and vice-versa.
- STAR Math doesn't record scores for incomplete tests (stopped and unfinished), but it does record the total number of incomplete tests for each student in the Test Activity Report.

Steps for Resuming an Unfinished Test on a Computer

1. Log in to the student program. .	
2. The student will see a message on the STAR Math Student page reminding the student that he or she has an unfinished test. The student clicks Start to resume the test	<p>STAR Math Student</p> <p>You have a test to finish.</p> <p>Click Start to begin the test.</p> <p><input type="button" value="Start"/></p>
3. The teacher or test monitor should enter the monitor password and click OK. <ul style="list-style-type: none">The default monitor password should be “admin”	

Question Bank

The STAR Math Enterprise item bank includes items measuring over 550 skills in 54 skill sets from four domains. STAR Math software keeps track of the specific items presented to each student from test session to test session, and does not present the same item more than once in any 75-day period.

Test Security

Teachers and test monitors need to be careful not to leave the program running unattended and to monitor all testing to prevent students from cheating, copying down questions and answers, or performing “print screens” during a test session.

They should also ensure that scratch paper used in the testing process is gathered and discarded after each testing session. Taking these simple precautionary steps will help maintain STAR Enterprise’s security and the quality and validity of its scores.

Adding Classes and Enrolling Students in those Classes

We have automatically created one class for each grade level for each affiliate. If you have multiple sites, you may want to create additional classes so that you can group students by their site. When students take the assessment, they should be instructed to select the default class. Each generic user has the ability to create new classes for their site. If you have multiple sites at your affiliate, you may want to group students into additional classes based on which site they attend.

Example:

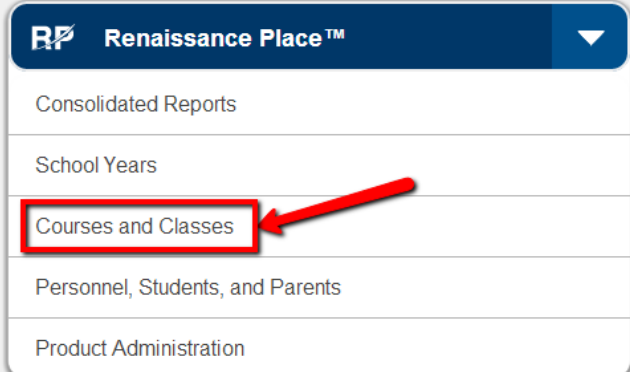
Breakthrough Springfield has two classes of students for the 2014 summer, a rising seventh grade class and a rising eighth grade class. In Ren STAR there would be one course with two default classes. The course is the full name of the affiliate as it appears in Salesforce. The classes are named for the year those students are expected to graduate from high school. Let's suppose that there are two sites for the class of 2019. One is at Springfield Site 1 and the other is at Springfield Site 2. The director would need to create those custom classes in order to run separate reports for each Breakthrough Springfield site.

Course: Breakthrough Springfield

Default Classes: 2019, 2020

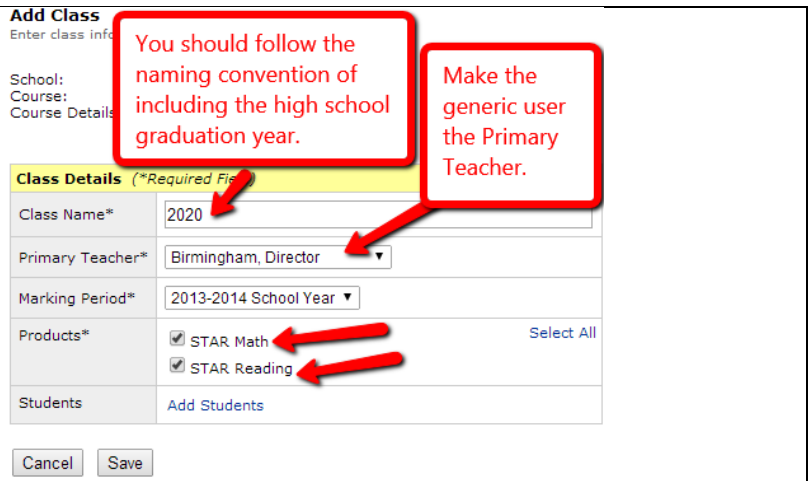
Custom Classes: Springfield Site 1 2019, Springfield 2 2019

When students take the assessments, they should select the 2019 class.

<p>1. From the Renaissance Place homepage, click the Courses and Classes link under the Renaissance Place tab.</p>																								
<p>2. Find your site's course, and then click Add Class.</p>	<table border="1"><thead><tr><th rowspan="2">Course</th><th rowspan="2">Course ID</th><th rowspan="2">Subject</th><th rowspan="2">Grade</th><th colspan="2">Classes</th><th rowspan="2">Actions</th></tr><tr><th>Complete</th><th>Incomplete</th></tr></thead><tbody><tr><td>Breakthrough Austin (0 Classes)</td><td></td><td></td><td></td><td>0</td><td>0</td><td>Add Class Assign Products Edit Course ⚠ Delete Course ⚠</td></tr><tr><td>Breakthrough Birmingham (1 Class)</td><td></td><td></td><td></td><td>1</td><td>0</td><td>Add Class Assign Products Edit Course ⚠ Delete Course ⚠</td></tr></tbody></table>	Course	Course ID	Subject	Grade	Classes		Actions	Complete	Incomplete	Breakthrough Austin (0 Classes)				0	0	Add Class Assign Products Edit Course ⚠ Delete Course ⚠	Breakthrough Birmingham (1 Class)				1	0	Add Class Assign Products Edit Course ⚠ Delete Course ⚠
Course	Course ID					Subject	Grade		Classes		Actions													
		Complete	Incomplete																					
Breakthrough Austin (0 Classes)				0	0	Add Class Assign Products Edit Course ⚠ Delete Course ⚠																		
Breakthrough Birmingham (1 Class)				1	0	Add Class Assign Products Edit Course ⚠ Delete Course ⚠																		

3. Fill in the class information including:

- **Class Name:** Include the high school graduation class and any other descriptive information for your site.
- **Primary Teacher:** Set your site's generic user as the Primary Teacher.
- **Products:** Make sure both STAR MATH and STAR Reading boxes are checked.
- Press **Save**.



Add Class
Enter class info

School:
Course:
Course Details

Class Details (*Required Fields)

Class Name* 2020

Primary Teacher* Birmingham, Director

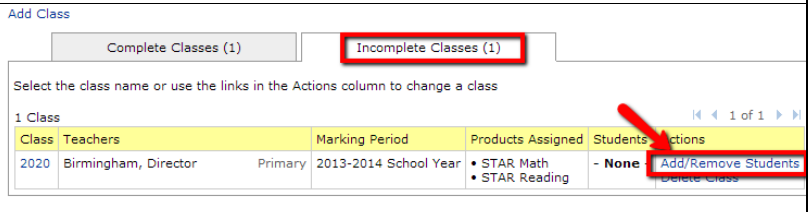
Marking Period* 2013-2014 School Year

Products* STAR Math STAR Reading [Select All](#)

Students [Add Students](#)

[Cancel](#) [Save](#)

4. The class will initially be incomplete, so you need to **Add/Remove Students**.



Add Class

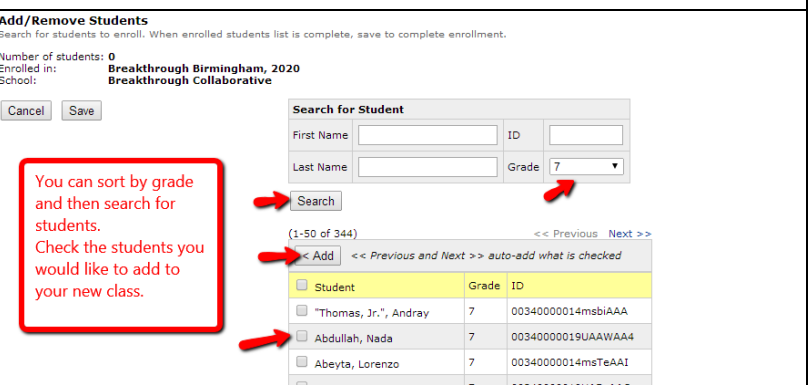
Complete Classes (1) **Incomplete Classes (1)**

Select the class name or use the links in the Actions column to change a class

1 Class

Class	Teachers	Marking Period	Products Assigned	Students	Actions
2020	Birmingham, Director	Primary	• STAR Math • STAR Reading	- None	Add/Remove Students Delete Class

5. You can search for individual students to add, but it is probably faster to sort by grade. Then, check all the students you wish to add to your new class.



Add/Remove Students
Search for students to enroll. When enrolled students list is complete, save to complete enrollment.

Number of students: 0
Enrolled in: Breakthrough Birmingham, 2020
School: Breakthrough Collaborative

[Cancel](#) [Save](#)

Search for Student

First Name ID

Last Name Grade 7

[Search](#)

(1-50 of 344) << Previous Next >>

[Add](#) << Previous and Next >> auto-add what is checked

Student	Grade	ID
<input type="checkbox"/> Thomas, Jr., Andray	7	00340000014msbiAAA
<input type="checkbox"/> Abdullah, Nada	7	00340000019UAAWAA4
<input type="checkbox"/> Abeyta, Lorenzo	7	00340000014msTeAA1

During Testing

If students are assigned to multiple classes, they will be prompted to select which class they want to use for that testing session. They should be instructed to select the default class.

Select a Class


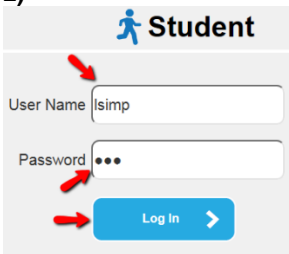
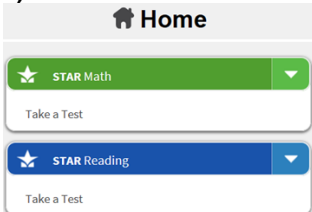

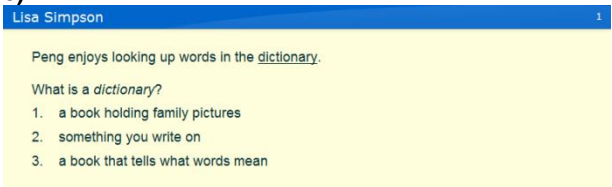
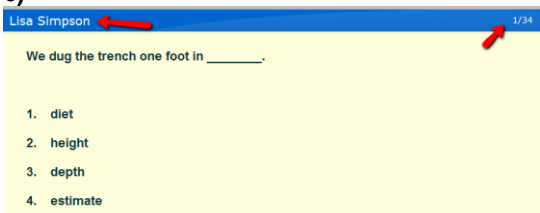
Which class do you want to use?

Class	Teacher
Breakthrough Springfield, 2019, 2013-2014	Springfield
Breakthrough Springfield, Springfield Site 1 2019, 2013-2014	Springfield

Taking a STAR Assessment: Student Perspective

This is designed to give you an idea of what the student experience looks like. It will also give direction on how to log-in and run instant data on the student/students that you just tested.

- Please watch the [Screencast for Taking a STAR Assessment](#)
- These are the steps your students will take to complete a STAR Assessment:

<ol style="list-style-type: none">1. On the Renaissance Place welcome page, click I'm a Student.2. Log-in with username and password.3. From the student home page, scroll to the STAR assessment that you plan to take and click on Take a Test.	<p>Log-in as a student</p> <p>1)</p>  <p>2)</p>  <p>3)</p> 
<ol style="list-style-type: none">4. Please follow the directions on the screen and click Start to move forward with the assessment. This will then start the test.5. Students will then have to go through some practice questions for fidelity purposes. They must get 2 out of the first 3 correct to move on to the test.6. Once students get through the practice items, they will move on to the 34 item test.7. Select an answer and click Next <p>Once the student finishes the 34 item test, the educator can log-in and be able to run data on that group of students' tests.</p>	<p>4)</p> <p>STAR Reading Student Click Start to begin the test.</p>  <p>5)</p>  <p>6)</p> 

After Testing:

STAR Enterprise Reports

STAR Enterprise provides a wealth of reports that can be used for different purposes. We are focusing on a subset of these reports that are most relevant for our purposes.

- Print and review reports that best align with your testing purposes.
- If you suspect that a student took a STAR Reading or STAR Math test without really attending to it, look at the student's Diagnostic Report. It will tell you how much time the student spent on the test and will display a warning if it appears the student rushed through it.
- Make progress visible. Students can graph their scaled scores, or you might give them a copy of the Growth Report. Another option is to add up the scaled scores of every student in the class, or use the average scaled score, and plot the progress of the class as a whole.

Purpose	Key Questions	Reports to Use	When
Get a Snapshot of the Group	<ul style="list-style-type: none"> • Which students are reaching benchmark and which need intervention? 	<ul style="list-style-type: none"> • Diagnostic • State Standards Report • Screening • Summary Report • 	Beginning of program
Differentiating Instruction	<ul style="list-style-type: none"> • Which skills are students ready to learn? • Which skills are appropriate for groups of students to work on? 	<ul style="list-style-type: none"> • Diagnostic • State Standards Report • Instructional Planning 	Beginning of program/ middle of program
Measuring Growth	<ul style="list-style-type: none"> • Are students showing growth this year and over multiple years? 	<ul style="list-style-type: none"> • Growth 	Middle of program/ end of program
Communicating with Families	<ul style="list-style-type: none"> • How can I keep families informed of student progress in a clear and understandable way? 	<ul style="list-style-type: none"> • Parent Report 	Middle of program/ end of program

How you can use these reports at your site?

Summer	School Year
<ul style="list-style-type: none"> • Use it to choose instructional texts using the average IRL (instructional reading level) score. • Use it to group students for math and literature classes or additional support classes. • Use it to track progress throughout the summer. • Use it to track gains made. Considering that 	<ul style="list-style-type: none"> • Use it as an assessment for a math or reading program in school year program. • Use it to group tutoring groups or school year classes. • Use it to communicate about student growth with families and schools.

<p>most students lose up to two months of learning in the summer.</p> <ul style="list-style-type: none"> Use the instructional resources found in resources/core progress for class (as additional resources). 	<ul style="list-style-type: none"> Use it to track student progress throughout the school year. Use the resources found in resources → core progress for reading section as stand-alone lessons (in skill-based groups).
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Understanding STAR Scores

[Sample Report with Scores](#)

Scaled Score

The scaled score is the most important score. It is a raw score based on the difficulty of the questions that were presented to the student and whether or not the student answered them correctly. This score is similar to pounds in our weight-lifting example. Just as we can say your weight-lifting ability is 20 pounds, we can say your scaled score on STAR Reading is 236. The scaled score is a good score for reporting growth. Just as your weight-lifting ability might increase from 20 pounds to 25 pounds, a student’s reading ability might grow from 236 to 319. We also link scaled scores to performance on specific state tests, which enables us to estimate how a student with a particular scaled score will do. In addition, we use scaled scores when we estimate mastery of state standards and Common Core State Standards. STAR Scaled Scores range from 0–1400.

Domain Scores

These scores are estimates of percent of proficiency. For example, a STAR Math score of 60 in the domain of geometry means the student would be expected to correctly answer 60 percent of the items assessing geometry if all the items in that domain were administered.

Norm-Referenced Scores

STAR Enterprise assessments also provide scores that tell you how students are doing relative to their peers nationwide. These are called norm-referenced scores, and they help you interpret a student’s achievement.

- Percentile rank (PR)** tells you the percentage of students who scored lower than a particular student. For example, let’s say a scaled score of 520 is equivalent to a percentile rank of 85. This means the student performed better than 85 percent of students nationwide in the same grade at the same time of year.
- Grade-equivalent (GE)** tells you the grade level of students who on average achieved the same scaled score. For example, if a seventh-grade student received a GE of 10.0, this means that the student scored as well on a STAR Math™ test as the typical tenth-grade student taking the same test. It does not necessarily mean that the seventh-grade student has mastered tenth-grade math curriculum -- only that he or she obtained a Scaled Score as high

Month	Decimal Increment	Month	Decimal Increment
July	0.0 or 0.99*	January	0.4
August	0.0 or 0.99*	February	0.5
September	0.0	March	0.6
October	0.1	April	0.7
November	0.2	May	0.8
December	0.3	June	0.9

*Depends on School Year Entered

as the average beginning tenth-grade student in the norms group.

- **Grade Placement (GP)** is the numeric representation of a student's grade placement based on the specific month in which he or she takes a test. Although teachers indicate a student's grade level using whole numbers, the STAR software automatically adds fractional increments to that grade based on the month of the test. To determine the appropriate increment, STAR considers the standard school year to run from September–June and assigns increment values of 0.0–0.9 to these months. The increment values for July and August depend on the school year setting. In our case, the increment value for July and August is 0.00 because these months are at the beginning of the school year. Grades are automatically increased by one level in each successive school year, so promoting students is not necessary.

STAR Reading: Specialized Scores and Recommendations

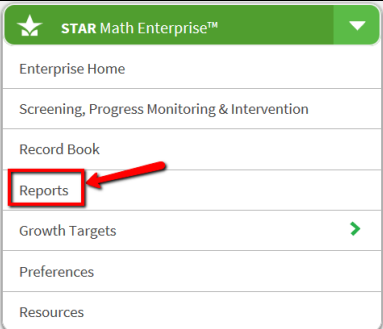
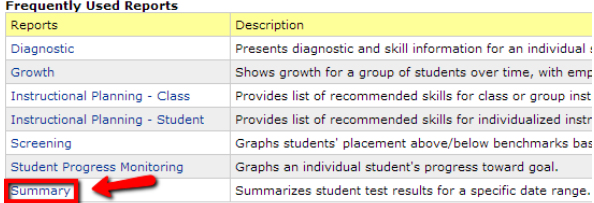
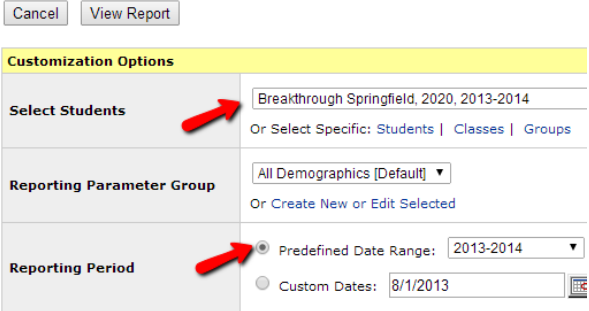
- The **instructional reading level (IRL)** represents the highest grade level at which a student can most effectively be taught. A student with an IRL of 4.5, for example, can likely recognize 90 to 98 percent of the words and comprehend 80 percent of the text that students in the fifth month of fourth grade are expected to recognize and comprehend, according to commonly accepted standards. Teachers may want to use this score when selecting instructional materials. It is a criterion referenced score that tells you how a student is doing according to commonly accepted standards, and is the level at which a student can most effectively be taught.
- The **zone of proximal development (ZPD)** represents the level of difficulty that is neither too hard nor too easy. It is expressed as a range of book levels, and is individualized for each student based on the student's grade-equivalent score on STAR Reading. The ZPD on the STAR Reading Summary

Why aren't a student's IRL and GE scores on STAR Reading Enterprise the same?

You'll frequently find that a student's instructional reading level (IRL) and grade-equivalent score are different. This is because the level at which students perform is not always the same as the level at which we want them to perform. As a reminder, the instructional reading level is a criterion referenced while the grade-equivalent score is a norm-referenced score that tells you how a student is doing compared to students nationwide. So let's suppose a third-grade student has an IRL of 3.5, indicating that she can likely recognize 90 to 98 percent of the words and comprehend 80 percent of the text that students in the fifth month of third grade are expected to recognize and comprehend. Her GE may be somewhat higher—let's say, 4.0. This would tell us that having the ability to read text at a 3.5 level with instructional assistance is actually about average for fourth-graders at the beginning of the school year.

Summary Report

The Summary Report summarizes a student’s test results and simply lists their norm and criterion referenced scores. You can quickly see each student’s Grade Equivalent (GE) score and Instructional Reading Level (IRL). You can use this report to make decisions about placement for classes and curricula.

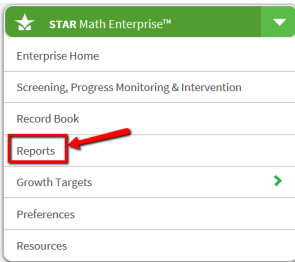
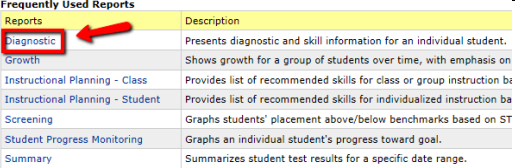
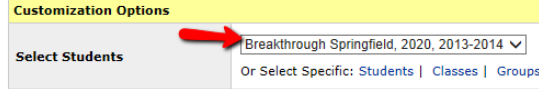
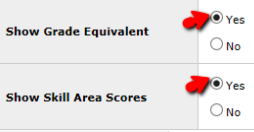
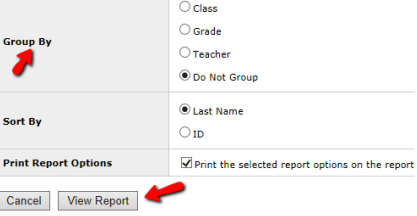
<p>1. Under STAR Math or STAR Reading, click Reports.</p>																	
<p>2. Click Summary on the Select Report page.</p>	 <table border="1"> <thead> <tr> <th>Reports</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Diagnostic</td> <td>Presents diagnostic and skill information for an individual</td> </tr> <tr> <td>Growth</td> <td>Shows growth for a group of students over time, with emp</td> </tr> <tr> <td>Instructional Planning - Class</td> <td>Provides list of recommended skills for class or group inst</td> </tr> <tr> <td>Instructional Planning - Student</td> <td>Provides list of recommended skills for individualized instr</td> </tr> <tr> <td>Screening</td> <td>Graphs students' placement above/below benchmarks bas</td> </tr> <tr> <td>Student Progress Monitoring</td> <td>Graphs an individual student's progress toward goal.</td> </tr> <tr> <td>Summary</td> <td>Summarizes student test results for a specific date range.</td> </tr> </tbody> </table>	Reports	Description	Diagnostic	Presents diagnostic and skill information for an individual	Growth	Shows growth for a group of students over time, with emp	Instructional Planning - Class	Provides list of recommended skills for class or group inst	Instructional Planning - Student	Provides list of recommended skills for individualized instr	Screening	Graphs students' placement above/below benchmarks bas	Student Progress Monitoring	Graphs an individual student's progress toward goal.	Summary	Summarizes student test results for a specific date range.
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<p>3. Select the options you want to customize for this report on the Report Options page:</p> <ol style="list-style-type: none"> Select Students: Use the drop-down list to choose all the students in a specific class, or click Students, Classes, or Groups to choose specific students, classes, or groups. Reporting Period: The Summary Report shows data from a specific time period. You can use either a marking period that has been set up by a district administrator/school administrator for your school, or you can set your own range by choosing a 	 <p>Cancel View Report</p> <p>Customization Options</p> <p>Select Students Breakthrough Springfield, 2020, 2013-2014 Or Select Specific: Students Classes Groups</p> <p>Reporting Parameter Group All Demographics [Default] ▼ Or Create New or Edit Selected</p> <p>Reporting Period <input checked="" type="radio"/> Predefined Date Range: 2013-2014 ▼ <input type="radio"/> Custom Dates: 8/1/2013</p>																

starting and ending date.	
Sample Summary Report Math	

Diagnostic Report

The Student Diagnostic Report summarizes a student's test results and helps you understand the student's current performance in specific areas including Common Core sub categories. You can use this report to: help prioritize tutoring help, help group students, and look at how well your curriculum addresses individual learning needs.

- Watch the [Screencast for Locating the Diagnostic Report](#)
- Follow the directions for locating your students' Diagnostic Report

<p>After logging in, click the Reports section under either the STAR Math Enterprise tab or the STAR Reading Enterprise tab.</p>	
<p>At the top under Frequently Used Reports, click on Diagnostic.</p>	
<p>Pick the class or even individual students you would like to include in the report.</p>	
<p>We recommend that you include both the Grade Equivalent score and the Skill Area scores.</p>	
<ul style="list-style-type: none"> • If you are including students from multiple classes, you may want to group them by their grade or class. <p>When you are ready, click View Report.</p>	
<ul style="list-style-type: none"> • A colored bar at the top indicates the category in which the student's scaled score falls for a selected benchmark. • Below the bar are the student's scores on the test with brief explanations. 	<ul style="list-style-type: none"> • Sample Math Diagnostic Report • Sample Reading Diagnostic Report

- Below those are domain scores. These estimate percent of mastery of each domain for the student's grade level. For example, a domain score of 53 for a fifth-grader means the student would be expected to answer correctly approximately 53 percent of the fifth-grade items in that domain. Each domain includes specific skill areas.

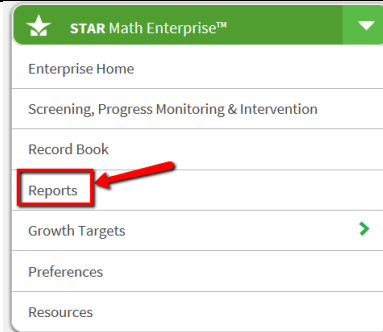
Instructional Planning Report

This report breaks up students into groups based on reading level and provides skills they need to work on. It also links to possible lessons you can use with each group! You can use this report to:

- Plan instruction for small groups
- Differentiate lessons
- Get lessons based on skill and reading level from Ren STAR (go to resources then click core progress for reading)

[Instructional Planning Report Video](#)

After logging in, click the **Reports** section under either the **STAR Math Enterprise** tab or the **STAR Reading Enterprise** tab.



At the top under **Frequently Used Reports**, click either **Instructional Planning – Class** or **Instructional Planning - Student**.

Frequently Used Reports	Description
Reports	
Diagnostic	Presents diagnostic and skill information for an individual student.
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.
Screening	Shows 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.

- Select the appropriate class
- As you group students, think about the following:
 - Are you identifying a group for intervention only or multiple groups for small-group instruction?
 - How many groups can you manage?
 - Are there significant jumps in the STAR scores that might help you separate one group from another?
 - What do you know about your students, in addition to their scaled scores, that would affect where you will place them?
- Click **Next**

Class or Group: Breakthrough Springfield, 2020, 2013-2014

Benchmark: School Benchmark

Testing End Date: 4/4/2014

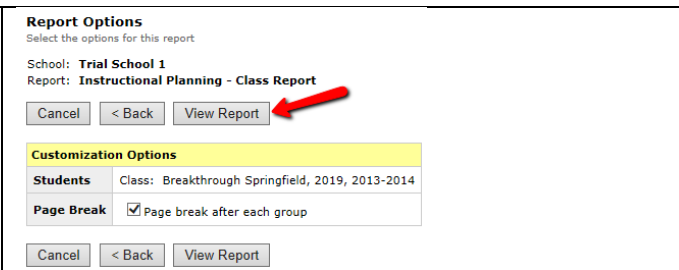
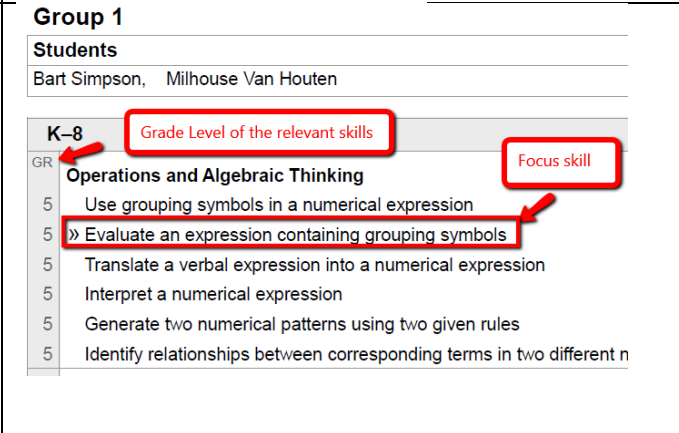
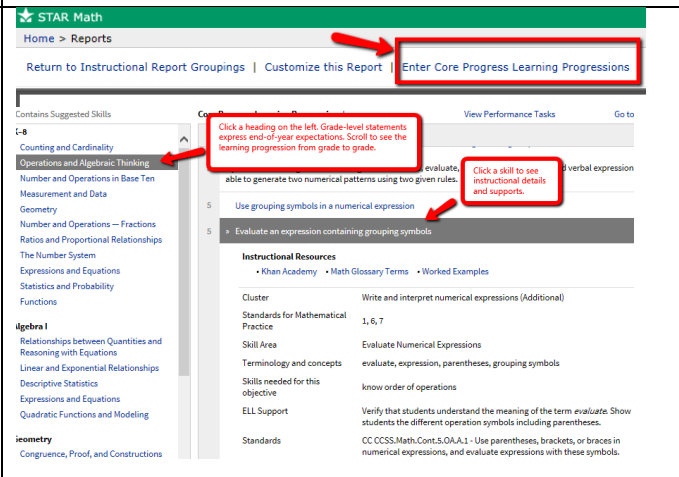
Update

Cancel Preview Report Next >

Assign students to instructional groups based on their latest test and classroom performance. Skill recommendations will be based on the group median score.

Student	Scaled Score / Percentile Rank	Instructional Groups: 4			
		1	2	3	4
Van Houten, Milhouse	704 SS / 17 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simpson, Bart	662 SS / 10 PR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cancel Preview Report Next >

<p>Click View Report</p>	 <p>Report Options Select the options for this report School: Trial School 1 Report: Instructional Planning - Class Report</p> <p>Cancel < Back View Report</p> <p>Customization Options</p> <p>Students Class: Breakthrough Springfield, 2019, 2013-2014</p> <p>Page Break <input checked="" type="checkbox"/> Page break after each group</p> <p>Cancel < Back View Report</p>
<ul style="list-style-type: none"> • 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. • The Suggested Skills page highlights the skills a student or group has likely only partially mastered and indicates where the skills fall on the reading or math Core Progress learning progression. • »Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level. 	 <p>Group 1</p> <p>Students Bart Simpson, Milhouse Van Houten</p> <p>K-8 Grade Level of the relevant skills</p> <p>Operations and Algebraic Thinking Focus skill</p> <p>5 Use grouping symbols in a numerical expression</p> <p>5 » Evaluate an expression containing grouping symbols</p> <p>5 Translate a verbal expression into a numerical expression</p> <p>5 Interpret a numerical expression</p> <p>5 Generate two numerical patterns using two given rules</p> <p>5 Identify relationships between corresponding terms in two different n</p>
<ul style="list-style-type: none"> • If you click “Enter Core Progress Learning Progressions,” the software takes you to the Core Progress learning progression and highlights the skills you may wish to focus on. • The Core Progress learning progressions identify key vocabulary, concepts, and prerequisite skills students need to know to learn a specific skill. In addition, the reading learning progression provides examples of teacher activities and sample items. The math learning progression provides skill probes and worked examples. 	 <p>STAR Math</p> <p>Home > Reports</p> <p>Return to Instructional Report Groupings Customize this Report Enter Core Progress Learning Progressions</p> <p>Contains Suggested Skills</p> <p>K-8</p> <p>Counting and Cardinality</p> <p>Operations and Algebraic Thinking</p> <p>Number and Operations in Base Ten</p> <p>Measurement and Data</p> <p>Geometry</p> <p>Number and Operations — Fractions</p> <p>Ratios and Proportional Relationships</p> <p>The Number System</p> <p>Expressions and Equations</p> <p>Statistics and Probability</p> <p>Functions</p> <p>Algebra 1</p> <p>Relationships between Quantities and Reasoning with Equations</p> <p>Linear and Exponential Relationships</p> <p>Descriptive Statistics</p> <p>Expressions and Equations</p> <p>Quadratic Functions and Modeling</p> <p>Geometry</p> <p>Congruence, Proof, and Constructions</p> <p>View Performance Tasks</p> <p>Go to</p> <p>Click a heading on the left. Grade-level statements express end-of-year expectations. Scroll to see the learning progression from grade to grade.</p> <p>Click a skill to see instructional details and supports.</p> <p>Instructional Resources</p> <ul style="list-style-type: none"> Khan Academy Math Glossary Terms Worked Examples <p>Cluster</p> <p>Standards for Mathematical Practice</p> <p>1, 6, 7</p> <p>Skill Area</p> <p>Evaluate Numerical Expressions</p> <p>Terminology and concepts</p> <p>evaluate, expression, parentheses, grouping symbols</p> <p>Skills needed for this objective</p> <p>know order of operations</p> <p>ELL Support</p> <p>Verify that students understand the meaning of the term evaluate. Show students the different operation symbols including parentheses.</p> <p>Standards</p> <p>CCSS.Math.Cont.5.OA.A.1 - Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p>

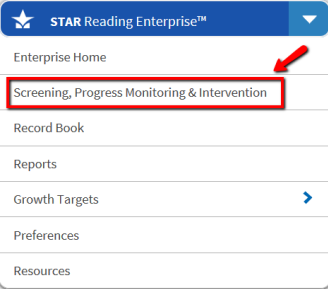

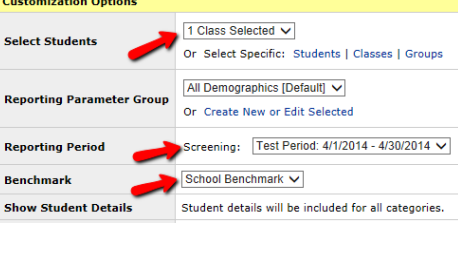
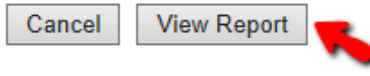
Screening Report

In the medical world, health screening tests are a critical part of preventive care. They help ensure that serious conditions are detected and treated. Typically, screening tests find that most people are fine, some have symptoms that bear watching, and a few must be treated immediately. By uncovering these needs, doctors can better allocate aid.

Students have a variety of needs, too. In order to deliver the best, most appropriate instruction, schools also need a screening process for assessing the condition of their students and allocating aid. This process, during which all students are tested, is generally referred to as universal screening. STAR Enterprise assessments inform universal screening by generating reliable data on every student. The software then presents the data on reports that make it easy to set priorities for instruction and intervention.

[Screening Report Video](#)

Directions for finding a Screening Report

<p>After logging in, click the Screening, Progress Monitoring & Intervention section under either the STAR Math Enterprise tab or the STAR Reading Enterprise tab.</p>	
<p>On the left side panel, select Screening under the Reports header.</p>	
<ul style="list-style-type: none"> • Make sure the appropriate class is selected. • Make sure the appropriate screening report. For example, if your students all took the pre-test on April 4, then you would need to make sure that the screening period includes April 4. • You should probably use either the school or district benchmark because the state benchmark is set for the CA state test. 	
<p>Click View Report</p>	
<p>Here are sample screening reports. They only include two students, but they give you a sense of what is included.</p> <p>The cut scores on the Screening Report are scaled scores that correspond to percentiles. The settings provided by the software define proficiency categories in the following way:</p> <ul style="list-style-type: none"> • At/Above Benchmark = At/above 40th percentile • On Watch = Below 40th percentile • Intervention = Below 25th percentile • Urgent Intervention = Below 10th percentile 	<p>Sample Reading Screening Report Sample Math Screening Report</p>

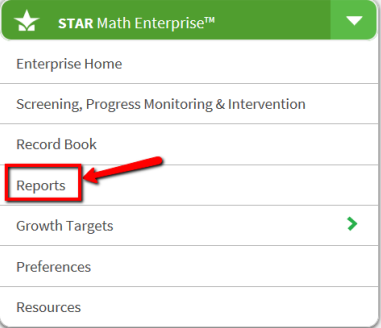
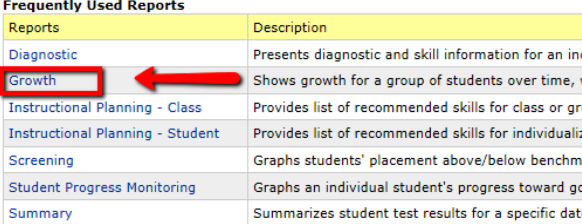
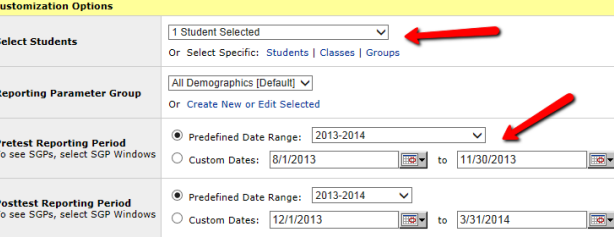
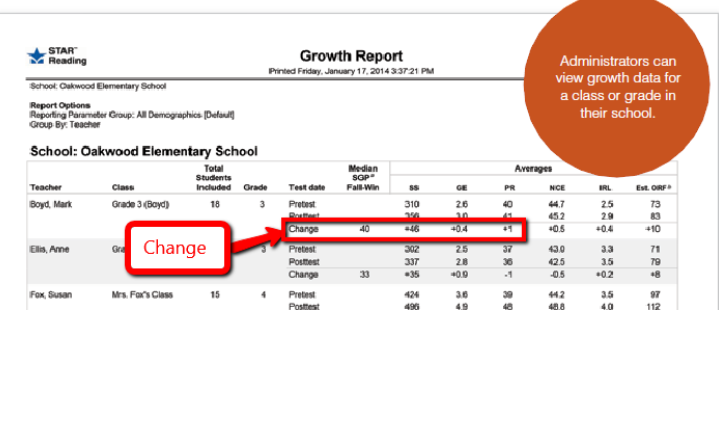
Assess the overall situation. Review the Screening Report for each grade in your school and consider the following questions.

- Are large numbers of students below benchmark? Of those, how many are in the lowest category?
- Do some grades appear to have more students in trouble than others?
- Are you satisfied with the number of students who are at or above benchmark? Are most of those students barely meeting the benchmark or is there a good distribution of scores?
- What might generalized low or mediocre scores mean?
- Does the core curriculum need to be examined?
- Will teachers need more professional development to fully implement the curriculum?

Growth Report

Because changes in achievement don't happen overnight, measuring growth is essential to understanding the effects of instruction. Teachers want to know if their students have progressed from the beginning of the program to the end.

All of the scores are reported for any two tests taken within the same school year. The default setting is for the software to show data for the first and last test taken. However, other tests may be selected.

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Instructional Planning - Student	Provides list of recommended skills for individualized instruction.																																																																																													
Screening	Graphs students' placement above/below benchmark.																																																																																													
Student Progress Monitoring	Graphs an individual student's progress toward goal.																																																																																													
Summary	Summarizes student test results for a specific date range.																																																																																													
<ul style="list-style-type: none"> Select your class or individual students. Use a Predefined Date Range or you can enter custom date ranges. Click View Report. 																																																																																														
<p>The Growth Report displays a number of scores.</p> <ul style="list-style-type: none"> The scaled score (SS): raw score that measures ability; indicates that the student has experienced absolute growth. Percentile rank (PR): percentage of students in the same grade who scored lower at the same time of year. Moving from the 50th percentile to the 60th percentile represents a gain. Conversely, if it goes down, she has lost ground relative to students in the same grade nationwide. 	 <p>Administrators can view growth data for a class or grade in their school.</p> <table border="1"> <thead> <tr> <th colspan="2">School: Oakwood Elementary School</th> <th>Total Students Included</th> <th>Grade</th> <th>Test date</th> <th>Median SGP[®] Fall-Win</th> <th colspan="6">Averages</th> </tr> <tr> <th>Teacher</th> <th>Class</th> <th></th> <th></th> <th></th> <th>SS</th> <th>GE</th> <th>PR</th> <th>NCE</th> <th>IRL</th> <th>Est. ORF[®]</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Boyd, Mark</td> <td rowspan="3">Grade 3 (Boyd)</td> <td rowspan="3">18</td> <td rowspan="3">3</td> <td>Pretest</td> <td>310</td> <td>2.6</td> <td>40</td> <td>44.7</td> <td>2.5</td> <td>73</td> </tr> <tr> <td>Posttest</td> <td>356</td> <td>3.0</td> <td>41</td> <td>45.2</td> <td>2.9</td> <td>83</td> </tr> <tr> <td>Change</td> <td>40</td> <td>+46</td> <td>+0.4</td> <td>+1</td> <td>+0.5</td> <td>+0.4</td> <td>+10</td> </tr> <tr> <td rowspan="3">Ellis, Arne</td> <td rowspan="3">Grade 3</td> <td rowspan="3">3</td> <td rowspan="3">3</td> <td>Pretest</td> <td>302</td> <td>2.5</td> <td>37</td> <td>43.0</td> <td>3.3</td> <td>71</td> </tr> <tr> <td>Posttest</td> <td>337</td> <td>2.8</td> <td>36</td> <td>42.5</td> <td>3.5</td> <td>79</td> </tr> <tr> <td>Change</td> <td>33</td> <td>+35</td> <td>+0.9</td> <td>-1</td> <td>-0.5</td> <td>+0.2</td> <td>+8</td> </tr> <tr> <td rowspan="2">Fox, Susan</td> <td rowspan="2">Mrs. Fox's Class</td> <td rowspan="2">15</td> <td rowspan="2">4</td> <td>Pretest</td> <td>424</td> <td>3.6</td> <td>39</td> <td>44.2</td> <td>3.5</td> <td>97</td> </tr> <tr> <td>Posttest</td> <td>489</td> <td>4.9</td> <td>48</td> <td>48.8</td> <td>4.0</td> <td>112</td> </tr> </tbody> </table>	School: Oakwood Elementary School		Total Students Included	Grade	Test date	Median SGP [®] Fall-Win	Averages						Teacher	Class				SS	GE	PR	NCE	IRL	Est. ORF [®]	Boyd, Mark	Grade 3 (Boyd)	18	3	Pretest	310	2.6	40	44.7	2.5	73	Posttest	356	3.0	41	45.2	2.9	83	Change	40	+46	+0.4	+1	+0.5	+0.4	+10	Ellis, Arne	Grade 3	3	3	Pretest	302	2.5	37	43.0	3.3	71	Posttest	337	2.8	36	42.5	3.5	79	Change	33	+35	+0.9	-1	-0.5	+0.2	+8	Fox, Susan	Mrs. Fox's Class	15	4	Pretest	424	3.6	39	44.2	3.5	97	Posttest	489	4.9	48	48.8	4.0	112
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<ul style="list-style-type: none"> • The grade-equivalent score (GE): grade level of students who on average achieved the same scaled score; expressed in school years and months. A GE score of 7.0 means he scored about as well as the typical seventh-grader at the start of the school year. If his score is 7.5 on the next test, that indicates he is now performing at the level of a typical seventh-grader in the fifth month of the school year. • An increase in a student’s instructional reading level (IRL) indicates the student can handle more difficult instructional materials. An increase of 1.3 means the difficulty level has increased by about one year and three months. 	
<ul style="list-style-type: none"> • Sample Growth Report 	

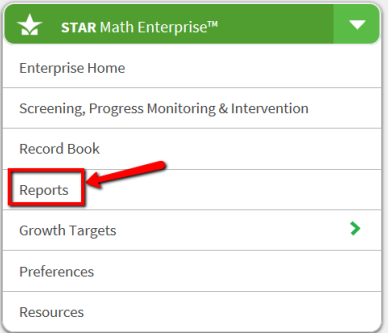
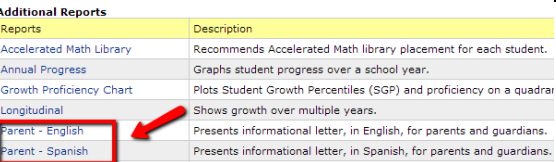
Why STAR Scores Go Up and Down

When a test is administered repeatedly, an individual’s score may fluctuate. This may be due to the test’s standard error of measurement; student anxiety, illness, motivation, or level of attention; or a statistical phenomenon called regression to the mean. Regression to the mean is the tendency of those with the highest scores on an initial test to score closer to average on a second test and those with the lowest scores to score closer to average—and therefore higher—on the second test. These factors do not make a test unreliable or invalid. But because some fluctuation is likely, a trend line is a better indicator of growth and projected growth than scores from individual tests.

Parent Report

This report is super easy to understand and is a great resource for families but also for directors. It breaks down the meaning behind the data in a clear and understandable way. This report can be used for:

- Family Conferences
- School communication/ advocating for math or reading class placement

<p>After logging in, click the Reports section under either the STAR Math Enterprise tab or the STAR Reading Enterprise tab.</p>															
<p>Scroll down to Parent –English or Parent – Spanish reports under the Additional Reports section.</p>	 <table border="1"> <thead> <tr> <th>Additional Reports</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Accelerated Math Library</td> <td>Recommends Accelerated Math library placement for each student.</td> </tr> <tr> <td>Annual Progress</td> <td>Graphs student progress over a school year.</td> </tr> <tr> <td>Growth Proficiency Chart</td> <td>Plots Student Growth Percentiles (SGP) and proficiency on a quadrar Longitudinal</td> </tr> <tr> <td>Longitudinal</td> <td>Shows growth over multiple years.</td> </tr> <tr> <td>Parent - English</td> <td>Presents informational letter, in English, for parents and guardians.</td> </tr> <tr> <td>Parent - Spanish</td> <td>Presents informational letter, in Spanish, for parents and guardians.</td> </tr> </tbody> </table>	Additional Reports	Description	Accelerated Math Library	Recommends Accelerated Math library placement for each student.	Annual Progress	Graphs student progress over a school year.	Growth Proficiency Chart	Plots Student Growth Percentiles (SGP) and proficiency on a quadrar Longitudinal	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.
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- Select a specific class of students for your affiliate.
- You can select a **Predefined Date Range** or enter in your own custom dates.
- You can choose to either include Grade Equivalent scores in the report or not.

School: **Trial School 1**
Report: **Parent - English Report**

[Cancel](#) [View Report](#)

Customization Options

Select Students Breakthrough Springfield, 2020, 2013-2014
Or Select Specific: [Students](#) | [Classes](#)

Reporting Parameter Group All Demographics [Default]
Or Create New or Edit Selected

Reporting Period
 Predefined Date Range: 2013-2014
 Custom Dates: 8/1/2013 ▼

Show Grade Equivalent
 Yes
 No

- [Example Parent Report](#)

Exporting Student Data

Using Renaissance Place, you can export basic student information including some test data.

Follow these steps to export student information or performance data:

1. On the Home page, under Renaissance Place, select Personnel, Students, and Parents.

RP Renaissance Place™ ▼

Consolidated Reports

School Years

Courses and Classes

Personnel, Students, and Parents

Product Administration

2. On the Personnel, Students, and Parents page, select Export Information.

Personnel, Students, and Parents

Personnel
[View Personnel](#)

Students
[View Students](#)
[Clear Locked Students](#)

Related Student Tasks
Export Information

User Profile
[My Settings](#)

To export information about all the students in a specific class, select the school name. Then, below the school name, select the appropriate class.

Classes Students			
Breakthrough Springfield, 2019, 2013-2014		22	Export
Breakthrough Springfield, 2020, 2013-2014		21	Export
Breakthrough Springfield, Springfield Site 1 2019, 2013-2014		1	Export

In the row for the class, select **Export**.

Springfield, Director		43	Export
Breakthrough Springfield, 2019, 2013-2014 ▼		22	Export
Students			
Beardly, Jasper		1	Export
Bully, Dolph		1	Export
Burns, Monty		1	Export
Flanders, Todd		1	Export

<p>Scroll to the Flat File Student Assessment Export and check the STAR MATH Assessment Detail and STAR Reading Assessment Detail checkboxes.</p>	
<p>Be sure to enter the Export Start and End dates. It will export all assessments taken between those dates for the selected class.</p>	
<p>Click Download to download the CSV files.</p>	
<ul style="list-style-type: none"> • Sample Math Assessment Detail CSV • Sample Reading Assessment Detail CSV 	

Record Book

The STAR Record Book is an interactive tool within the software designed to help you view details about each student's current performance and projected growth, create instructional groups, and navigate to the skills in the Core Progress learning progression that a student or group may need to focus on. The Record Book can be accessed from both the Renaissance Place Home page and the Enterprise Home page. If you have been using the Instructional Planning Report for these tasks, you may find the Record Book to be more efficient.

<p>1. Click to the Record Book under either the STAR Reading or STAR Math tabs.</p>																
<p>2. Select your school, your class, and the benchmark you wish to use.</p> <p>3. Click the drop-down menu next to "Sort by" if you wish to see students listed by score, as in the illustration below, or by test date.</p> <p>4. To see details about an individual student's performance, click the student's name. The software then takes you to the Student Details page.</p>	<table border="1"> <thead> <tr> <th>Student</th> <th>Scaled Score</th> <th>Percentile Rank</th> <th>Test Date</th> <th>Instructional Groups</th> </tr> </thead> <tbody> <tr> <td>Simpson, Bart</td> <td>1341</td> <td>89</td> <td>4/4/2014</td> <td>--</td> </tr> <tr> <td>Van Houten, Milhouse</td> <td>1373</td> <td>99</td> <td>4/4/2014</td> <td>--</td> </tr> </tbody> </table>	Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups	Simpson, Bart	1341	89	4/4/2014	--	Van Houten, Milhouse	1373	99	4/4/2014	--
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<p>For Individual Students</p>																

5. The Student Details page shows you the student's most recent test score.

6. When you click View Suggested Skills, the software takes you to the learning progression.

Student Snapshot (based on Enterprise test)

Latest Test	Scaled Score	ZPD	ATOS 2000	ZPD 2000
4/4/2014	Current: 1341 Projected (7/31/2014): 1343*	5.0-13.0	1510	781-1504

* Based on research, 50% of students at this student's level will achieve this much growth

Current Performance (based on Enterprise test)

School Benchmark

View Suggested Skills

Test Date	Scaled Score	Percentile Rank
4/4/2014	1341	89

7. Grade-level expectations tell you what students should know or be able to do by the end of the grade.

8. You can print these out.

12 Analyze how complex works develop multiple levels of themes (i.e., how the themes interact and develop)

12 Accurately and objectively summarize how two or more themes of a text interact and build on one another in order to arrive at a complex analysis of text

12 Analyze the cultural, historical, and social influences of the setting on a work of literature (e.g., analyze a novel such as Jane Austen's *Pride and Prejudice* from the context of social expectations for young women to marry in nineteenth-century England)

> Designates a focus skill

Go to Suggested Skills

9. When you click on individual skills for instructional resources.

a. [Sample Reading Activity](#)

b. [Sample Math Activity](#)

Reading: Literature

6 > Describe the development of the plot, in particular how plot unfolds in a series of events or episodes

Instructional Resources

- Skill Probes
- Teacher Activities

Skill Area	Plot
Content-Area Vocabulary	plot, conflict, events, episodes
Conceptual Knowledge	understanding how a plot develops
Linguistic Competencies	using prepositional phrases, present-progressive verb forms, adverbs and adjectives, descriptive language, and compound and complex sentences
ELL Support	Have students use graphic organizers to record key details as the plot develops. Provide sentence stems to discuss the development of the plot (e.g., At first, the boy wanted to _____, but then _____ happened, and he had to _____).
Standards	CC CCSS.ELA-Literacy.RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

For Instructional Groups

- Select your class or group.
- Then click **Edit Instructional Groups**.

Record Book

School: **Trial School 1**

Class or Group: Breakthrough Springfield, 2019, 2013-2014

Benchmark: School Benchmark Legend

Sort By: Students Edit Instructional Groups

Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Simpson, Bart	1341	89	4/4/2014	--
Van Houten, Milhouse	1373	99	4/4/2014	--

- Click the buttons to assign students to groups.

School: **Trial School 1**

Class or Group: Breakthrough Springfield, 2019, 2013-2014

Benchmark: School Benchmark Legend

Instructional Groups: 4

Student	Scaled Score	Percentile Rank	Test Date	1	2	3	4	Unassigned
Simpson, Bart	1341	89	4/4/2014	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Van Houten, Milhouse	1373	99	4/4/2014	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cancel Save

- After you assign students to groups, you can view them by group in the **Record Book**.
- When you click **View Suggested Skills**, the software takes you to the learning progression, which suggests skills to focus on, based on the median score of the group.

School: **Trial School 1**

Class or Group: Breakthrough Springfield, 2019, 2013-2014

Benchmark: School Benchmark Legend

Sort By: Instructional Groups Edit Instructional Groups

Sorting by Instructional Groups shows Enterprise tests only

Group 1 - Median Scaled Score: 1341 [View Suggested Skills](#)

Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Simpson, Bart	1341	89	4/4/2014	1

Group 2 - Median Scaled Score: 1373 [View Suggested Skills](#)

Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Van Houten, Milhouse	1373	99	4/4/2014	2

Goal Setting with Students

One way to build student buy-in is to openly share their progress on Ren STAR so they can begin to take ownership over their skills and more intentionally focus on areas of growth. Attached is one plan you can use with students to share their growth. In general the plan could be used at least once during the summer and multiple times during the school year depending on the frequency of testing and the depth of school year support your site can offer.

Sharing Results with Families

Another important component when building buy-in and increasing the effectiveness of Ren STAR as an instructional tool is to share results with families. The Parent Report is a great resource but it should not just be handed to families. Provide context and a more inclusive plan for how the program, school and families can continue to support student growth and use the report as part of data to help you explain your thinking. See one possible plan here.

Evaluating Results

As we gain more experience using Ren STAR we will develop further trainings that can help with evaluating results. For now see:

- [Analyzing Results for Test 1](#)
- [Ren STAR Curricula Alignment Guide 2014](#)
- Sample Instructional Coach Professional Development (Analyzing Results for Test 1 or 2)
 - [Handout](#)
 - [PPT](#)

Appendix:

Using an iPad to Take a STAR Assessment

Connecting to Renaissance Place

1. Download STAR Apps on iPad from the iTunes store or App Store.
2. Launch the app by tapping **STAR**. If this is your first time launching the app, tap **Connect to Renaissance Place**. Otherwise, tap **Settings** to connect to Renaissance Place.
3. On the Settings page, tap the **Connect to Renaissance Place** field and type your web address (URL) or Renaissance Place ID (RPID). Then tap **Join**.
4. Tap **Done**, which takes you to the student login screen.

Share Settings with Student iPads

1. Launch STAR Apps on iPad on the teacher's iPad and tap **Settings**.
2. Tap **Share My Settings**. (While you complete the next set of steps, keep this screen up.)
3. On a student's iPad, launch the STAR app.
4. Tap **Settings**.
5. Tap **Find Settings**.
6. Tap the settings you want the student's iPad to use.
7. Tap **Done**. Repeat steps 3 through 7 on all of the iPads that will share these settings.
8. On the teacher's iPad, tap **Settings** and then tap **Done**. This stops the sharing process, but students will still be connected and will be able to take tests.

FAQs

Do my students need to be supervised while they take a STAR test?

Yes! For results to be valid, STAR assessments must be administered consistently.

A standard administration ensures that results can be compared to norms. A test administrator needs to make sure that the testing environment is free of distractions. Prior to each student's first test, the test administrator must also follow the pretest instructions that are included in the software. To periodically remind students of testing procedures, it's a good idea to use the pretest instructions during each screening period. When students take additional tests, administrators can use their judgment to decide whether or not students need to hear the instructions again. We also recommend that the test administrator walk around the room as students are testing. This keeps students on task and can shorten test time.

Can I help students with the practice questions?

In general, no. One of the purposes of the practice questions is to screen out students who are not yet able to take the test independently either because they don't have the reading or math skills or are not able to use the mouse or keyboard. If you help with practice questions, these students won't be identified. The one exception, which we talk about below, may be reading words in STAR Math Enterprise items that a student is not able to decode.

Some of my students have IEPs that indicate they must be given extra time when taking tests. How do I do that with STAR Enterprise tests?

You have the option of extending time limits for individual students who you believe need more time to read and answer each question—English language learners, for example, or students with special needs. When taking STAR Reading Enterprise, these students will then have three times longer to answer each question; when taking STAR Math

Enterprise, they will have twice as long. Email Cormac (charkins@breakthroughcollaborative.org) with the names of any students who need extended time in advance of your testing date.

Sometimes my students accidentally close the Web browser and the test disappears. Is there a way to go back in or do they have to start the test over?

If students accidentally close the Web browser or otherwise lose connection to the server, they can log in again and resume the test where they left off. For example, if a student loses the connection at item ten, the test will resume at item ten. The item, however, will be different. Interrupted assessments must be resumed within eight days, but we encourage you to have students resume as soon as possible.

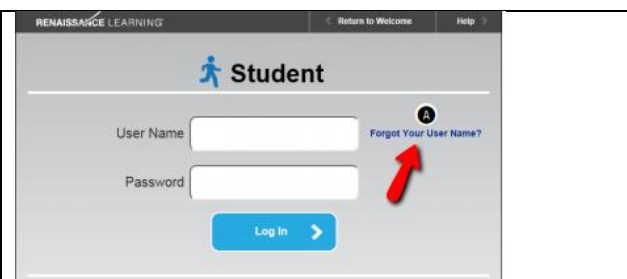

What should I do if a student has to leave the room unexpectedly while taking a test and can't come back to it right away?

You can stop a test by pressing **Ctrl+A (Windows)** or **control+A (Macintosh)**. The image that pops up will ask if you want to resume the test later, stop the test, or cancel this action. (If you use control-A during practice or calibration items, the only option shown will be "Stop Test.") If you choose "Resume Later," a student can resume the test at the point where he or she left off. As mentioned above, the item will be different. Keep in mind that resuming a test is a nonstandard administration. Use this option only when absolutely necessary. If you select "Stop Test," the test may not be resumed and a score will not be recorded. At the next testing session, the software will give the student a new test.

Why can't I see which questions a student missed?

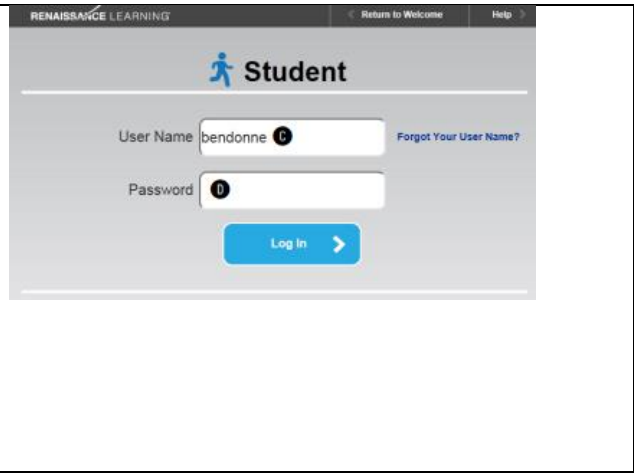
With computer-adaptive tests, the student's performance on individual items is not as meaningful as the pattern of responses to the entire test.

What if you don't know the student's user name?

<p>1. Select Forgot Your User Name?</p> <p>2. If you see a page where you can choose the school the student is enrolled in, select the name of the school, and select Next >.</p>	
<p>3. Enter the student's first and/or last name in the appropriate blank fields and select Search.</p> <p>Note: If this page shows the wrong school, select change school now B, select the school name, and select Next ></p>	

4. A list of students who match the search criteria you have entered opens.
 If the student is listed, select the student's name and go to step 5.
 If the student is not listed, select < Back to go back to the page where you can enter search data again.

5. Notice that the program has already entered the student's user name C. Enter the student's password D and select Log In.
 Make sure you have the correct password. Student accounts can be locked if you try to log in several times with the wrong password.



How do I unlock student accounts?

A student's account can be locked if the student enters the wrong password too many times in a row while trying to log in. This is a security feature—it prevents others from having too many chances to guess the student's password and log in under the wrong name.

The program will automatically unlock all accounts at midnight every day; however, if you need to unlock a student account before then, follow the steps below.

District personnel can unlock accounts for any student. If you are a school administrator or school staff member, you can unlock accounts for students in your school. Teachers can unlock accounts for students in their classes.

1. On the Home page, under Renaissance Place, select Personnel, Students, and Parents.
2. On the Personnel, Students, and Parents page, select Clear Locked Students. The Clear Locked Students page will list all students whose accounts are locked.
3. To clear locks for all students at once, select Clear All Student Locks A. To clear locks for individuals, select Clear in the row for each student B. To search for a specific student, enter all or part of the first name, last name, and/or ID in the appropriate blank fields C. You can also choose a grade from the Grade drop-down list. Then, select Search. If the list of results is long, it will be split into multiple pages. To see the next page of results, select Next >>. To see the previous page of results, select << Previous.
4. When you have finished clearing locks, select Done.

How do I work in a different school year?

The school year that you are working in now is shown to the right of your name in the upper-right section of any Renaissance Place program page.

You may want to work in a different school year if you are adding information for the next school year or reviewing results from a previous school year. To work in another school year, follow these steps:

1. On the Home page, below Renaissance Place, click **School Years**.
2. Click **Work in a Different School Year** on the School Years page.
3. Click the school year that you want to work in. You will return to your Home page; the new active school year will be shown to the right of your name.
4. If you choose to work in a past or future school year, you will see a gold bar toward the top of every page with a message to remind you which school year you are working in.

RENAISSANCE LEARNING Working in School Year: 2011-2012 School Year ADMINISTRATOR USER, District Log Out >


Home

 **Home**

Renaissance Place Real Time ADMINISTRATOR USER, District 2011-2012 School Year

Home > Personnel, Students, and Parents Manuals | Help | Log Out

Working in School Year: 2011-2012 School Year

Personnel, Students, and Parents  Live Chat Support Available

Personnel
 Add District Personnel
 Add School Personnel

The student may be locked out of Renaissance Place and cannot log in to take a test.

Students may be locked out of all Renaissance Place software if they attempt to log in too many times with an incorrect password.

If an account is locked, it will automatically be unlocked at midnight. If you would like an account unlocked before then:

1. Click **Personnel, Students, and Parents** under Renaissance Place on the Homepage.
2. Click **Clear Locked Students**.
3. The Clear Locked Students page lists all students whose records are locked.

If the list is long, it will be split into more than one page, and you can click **<< Previous** and **Next >>** to move back and forth through the list.

- To narrow the list to a certain student or group of students, enter the first name, last name, ID and/or grade (school administrators, school staff, and teachers can also choose the class); then, click **Search**.

4. To clear account locks:

- for all students, click **Clear All Student Locks**.
- for individual students, click **Clear** in the row for each student whose account should be unlocked ; when you do this, the student’s name will be removed from the list.

5. When you have finished unlocking student accounts, click **Done** .

Renaissance Place Real Time

Home > Personnel, Students, and Parents > Clear Locked Students

Clear Locked Students
 Clear login locks for multiple users

Search for Locked Student

First Name ID

Last Name Grade All Grades ▾

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Student	Grade	ID	School	School Enrollment	
Applegate, Susan	6	sa	North Terra Grade School	Currently Enrolled	Clear
Cabrera, Jacinta	3	jc	North Terra Grade School	Currently Enrolled	Clear

What are the technical requirements for Renaissance STAR Assessments?

Please refer to [this document](#) for more details about Renaissance Place Technical Recommendations.

STAR Testing with Chrome Browser v32 and above

If your students are having issues taking STAR Tests using Chrome, we recommend switching to Internet Explorer or Firefox for the time being. There is an issue with Chrome and Adobe Flash Player on Windows computers, introduced in Chrome version 32. For more information, see our [Knowledge Base article](#).

Trainings for Directors, Instructional Coaches and Teaching Fellows

Below are some beginning resources for how to train and inform your summer faculty about Ren STAR:

Training	For who?	When?	Why?
Breakthrough and Assessments: Roll-Out Presentation Handout	ICs and TFs	During initial trainings	Build buy-in, clear up misconceptions, prep them for future analysis
Director Guide and Running Reports Handout	Fellow Directors and Full-time Site Staff	Pre-Summer	Technical training designed to train your fellow team members so they can support testing and run reports effectively
Evaluating Results of Test 1 Handout Sample Report	Fellow Directors and Full-time Site Staff	After test 1	To use results to inform grouping, curricula, interventions etc.
Data Driven Instruction: Using Test 2 Handout Sample Curricula Map Sample Report	ICs	After test 2 (Week 1 of the program) *Could also be used after test 1	Help ICs continue examining ways to revise the curricula based on the data and make a plan for intervention with students