# What is the purpose of STAR?

Provide schools, parents, and students with data and resources to **_support student learning_**

# Why did we transition?

| LIMITATIONS OF FORMER ASSESSMENT | BENEFITS OF STAR ASSESSMENTS |
|---|---|
| • Norm-referenced data | • Norm and criterion-referenced data |
| • 2 weeks to administer | • 20 min to administer |
| • Once per year | • Multiple times per year |
| • 3-4 week turnaround | • Immediate results |
| • Grades 2 – 8 | • Grades TK – 12 |

# What is the difference between norm and criterion-referenced data?

## NORM-REFERENCED

Compares each student to the achievement of others in broad content areas



## CRITERION-REFERENCED

Determines whether each student has mastered specific skills (standards)

# What outside research supports STAR?

93 scientific research studies support the reliability and validity of the STAR Assessments

Access the studies here:
http://www.renaissance.com/resources/research/

# What does STAR assess?

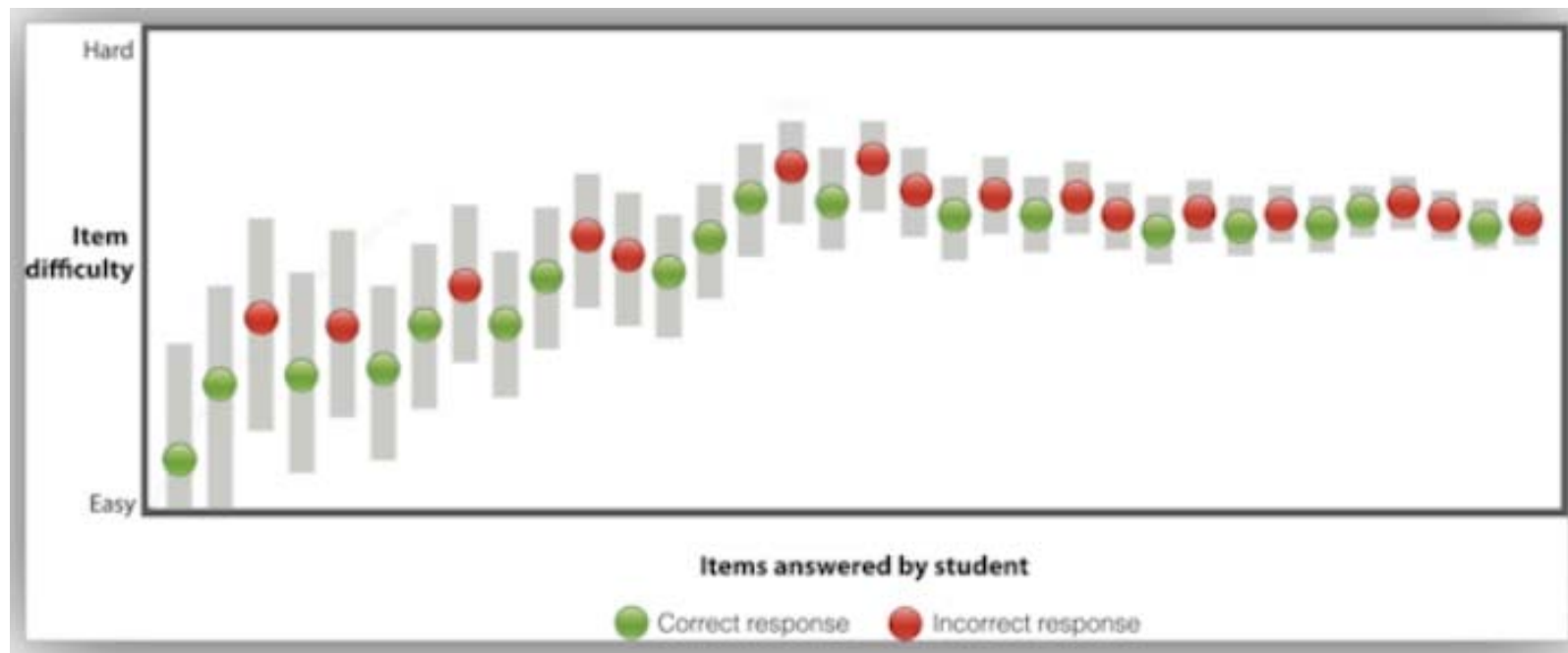Early Literacy (TK-3)

Reading (2-8)

Math (2-8)

RENAISSANCE
**Star** Assessments™

# How Do Star Assessments™ Measure Student Achievement?

Essentials of How Renaissance Star Assessments™ Work

# How does STAR work?

## Computer Adaptive Testing



For Reading and Math, every child has the potential to access to the entire progression of skills from grades 1-12.

# How long does STAR take?

## Average Time

**34 questions**

**15-20 minutes/assessment**

Students have up to:

43.5 minutes for Reading

102 minutes for Math

# How often will STAR be taken?

**Beginning of the Year**

8/21 – 9/8

**Fall**

11/1-11/10

**Winter**

2/5-2/16

**Spring**

5/21-5/31

* Option of additional use to monitor progress and inform instruction more frequently

# How can I help my child prepare to take the STAR Assessments?

*Day-to-Day classroom activities*

*Growth mindset*

*Rest*

*Nutrition*

# How can the data be used?

Universal Screening

Informing Instruction

Monitoring Progress

Estimating Mastery of Standards

Estimating Mastery of State Test Proficiency

Measuring Growth

# What types of scores will the teachers use?

| Score | Abbr. | Use |
|-------|-------|-----|
| Scaled Score | SS | Corresponds to a learning progression that indicates which skills a student has likely mastered and which skills a student is ready to learn next. Ranges from 0-1400. It is calculated based on the difficulty of the questions and the number of correct responses. All norm-references scores are derived from the scaled score. |
| Percentile Rank | PR | Compares performance to other students in the same grade nationally. Also used to determine whether students are on track for HS/college readiness. |
| Student Growth Percentile | SGP | Compares growth to academic peers nationally (students in the same grade with a similar score on the first assessment). |

# What information will parents receive?
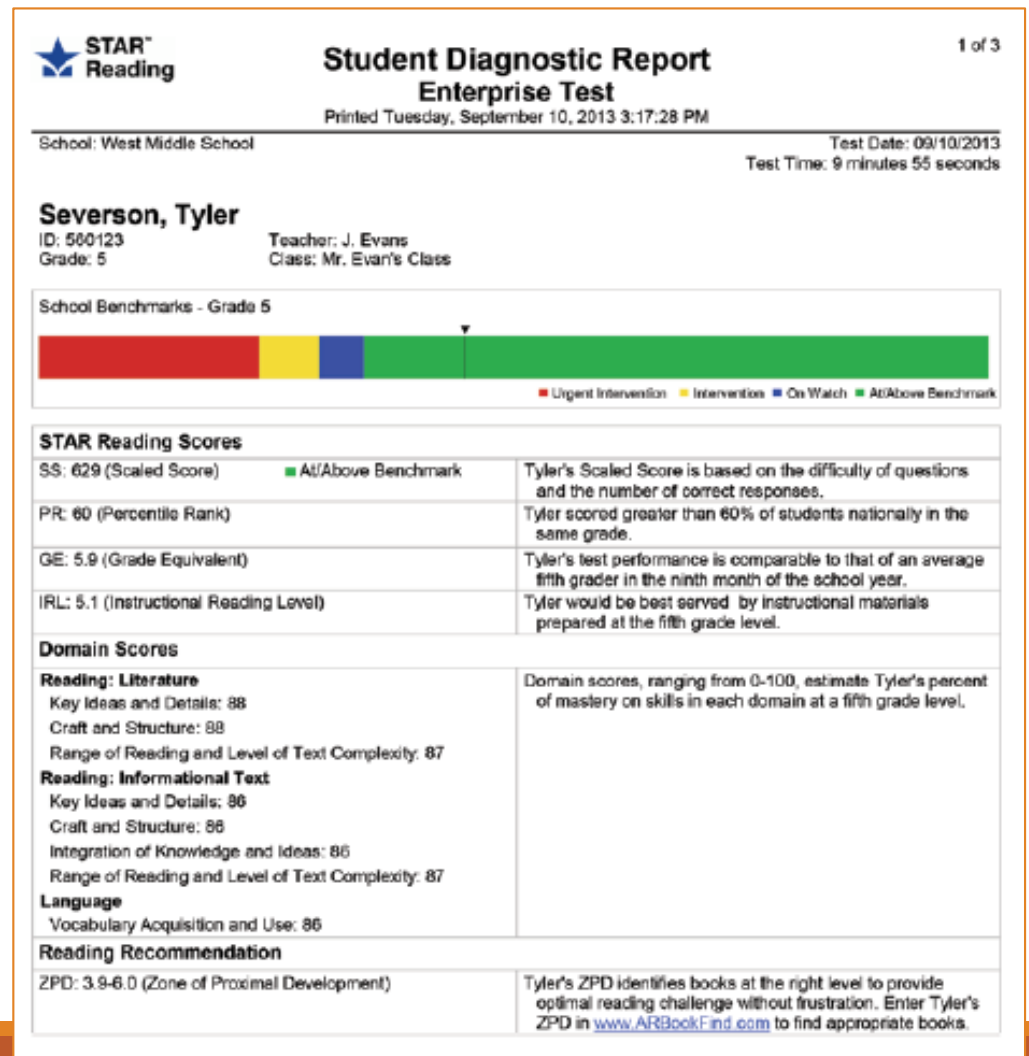
PARTNERING WITH PARENTS

# Diagnostic Report
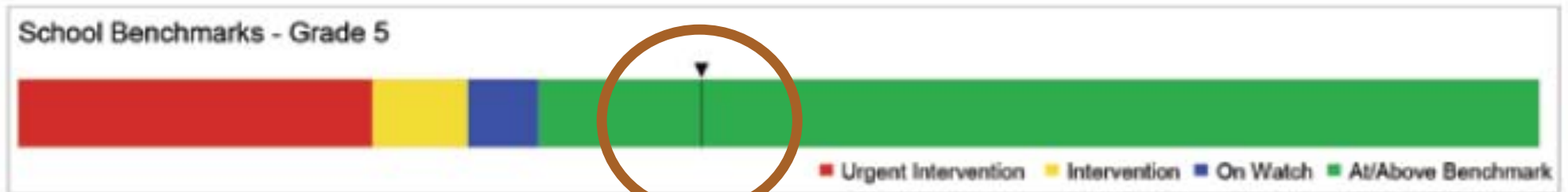
# Diagnostic Report

## 3 KEY COMPONENTS

- Benchmark

- Domain Scores

- Reading Recommendation

# Benchmark

Used to determine whether students are on track for HS/college readiness or whether they may need additional supports



School Benchmarks - Grade 5

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

**STAR Reading Scores**

| SS: 629 (Scaled Score) | ■ At/Above Benchmark | Tyler's Scaled Score is based on the difficulty of questions and the number of correct responses. |
| PR: 60 (Percentile Rank) | | Tyler scored greater than 60% of students nationally in the same grade. |

# Benchmark (categories)

| | Category | Description |
|---|---|---|
| 🟩 (green) | At/Above Benchmark (green) | Students meeting or exceeding the benchmark score |
| 🟦 (blue) | On Watch (blue) | Students slightly below the benchmark score |
| 🟨 (yellow) | Intervention (yellow) | Students below the benchmark score |
| 🟥 (red) | Urgent Intervention (red) | Students far below the benchmark score |

# ADLA Benchmark – 65th percentile (PR)



Grade-level Standards

State Test Proficiency

College Readiness

# Domain Scores

Estimate the percent of grade-level skills a student has mastered within each domain

**Domain Scores**

**Reading: Literature**
  Key Ideas and Details: 88
  Craft and Structure: 88
  Range of Reading and Level of Text Complexity: 87
**Reading: Informational Text**
  Key Ideas and Details: 86
  Craft and Structure: 86
  Integration of Knowledge and Ideas: 86
  Range of Reading and Level of Text Complexity: 87
**Language**
  Vocabulary Acquisition and Use: 86

# Reading Recommendation

Zone of Proximal Development (ZPD) identifies books at the right level to provide optimal reading challenge without frustration.

This ZPD can be entered at www.ARBookFind.com to find appropriate books for independent reading.

**Reading Recommendation**

ZPD: 3.9-6.0 (Zone of Proximal Development)

# Additional Information

# www.renaissance.com