

Software Manual



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As technology advances it becomes necessary for software companies to drop support for older operating systems and thirdparty software. It is the responsibility of the customers to keep their computers, networks, operating systems, and third-party software up-to-date and functional. Although Renaissance Learning will not discontinue support for older products immediately, we will continue to evaluate system requirements and do our best to provide advance notice when it becomes necessary to raise our requirements.

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STAR Reading is a computer-adaptive reading test and database. It gives you the reading levels of your students in grades K-12 in less than 30 minutes. STAR Reading's computer-adaptive testing offers you easy-to-use tools that help you match your instruction to individual student levels.

In STAR Reading, the student works through a short, assisted-response (multiple-choice) test. If a student misses a question, the difficulty level is reduced. If a student's response is correct, the difficulty is increased. This system minimizes frustration and provides more accurate scores for both high-performing and low-performing students.

Who Can Take the STAR Reading Test?

The STAR Reading test is intended for students in grades K-12. In general, the student should have a reading vocabulary of at least 100 words or should be identified as a Probable Reader by STAR Early Literacy. In other words, the student should have at least beginning reading skills.

If the student can work through the practice questions unassisted, that student should be able to be tested using STAR Reading software. If the student has a lot of trouble getting through the practice, the student probably does not have the basic skills necessary to be measured by STAR Reading.

Your student capacity limit determines how many students can take the STAR Reading test in a school year or subscription year. For more information about student capacity, see page 28.

How It Works in Your Classroom

A typical STAR Reading session operates something like this:

- 1. You explain the test to your students using the Pretest Instructions. These instructions show your students what the test looks like, how to answer questions, and what happens if you don't answer a question in time.
- 2. Depending on the device you are testing with, you...

Computer		iPad®		
a.	Start the web browser at each computer, go to the address (URL) for your STAR Reading RP server, and click I'm a Student on the Welcome page.	a. b.	Open STAR Apps on iPad® and let the first student log in with his or her user name and password. The student taps STAR Reading , then taps Next .	
b.	The first student logs in with his or her user name and password and then clicks Take a Test under STAR Reading.			

3. You enter the monitor password if the program asks for it. (For more information about the monitor password, see page 189.)



manual, "computer" refers to a desktop or laptop computer that accesses STAR Reading via Renaissance Place using a web browser.

Throughout this



- **4.** The student may need to answer practice questions to show that he or she knows how to answer the questions.
- 5. After the student passes the practice, he or she answers the test questions.
- 6. Depending on the student's grade and whether the student is taking the STAR Reading Enterprise test, the student may be given an opportunity to answer a few more questions in a second part of the test.
- 7. When the student finishes the test, the next student can log in to test.
- **8.** When all students have finished testing, you close the web browser or App to end the test session.

Programs You Will Use

STAR Reading Software

The STAR Reading software—accessible from the Home page—will manage the testing in your classrooms and keep track of students' test results.

At this time, Renaissance Place has not been optimized for use on tablets or mobile devices. Teachers may be able to successfully connect, but they may have unexpected results when viewing screens or performing tasks.

Use STAR Reading to:	See Page
Get the Pretest Instructions	10
Set estimated Instructional Reading Levels, if necessary	197
Extend question time limits, if necessary	198
Register students for testing, if you choose to require registration	196
Print reports	105
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STAR Reading Enterprise



For more information about the Enterprise version of STAR Reading, contact Renaissance Learning.

STAR Reading Enterprise is the same as STAR Reading, but with some advanced features, including additional reports and expanded benchmark management.

In this manual, instructions and information that refer to Enterprise-only program functions will have the **ENTERPRISE** indicator next to them.

If your school is using STAR Reading Enterprise, an Enterprise **Home** link (A) will appear under STAR Reading Enterprise on the Home page. Use this link to go to the STAR Reading Enterprise Home page.



Note: For district administrators and

district staff, the Enterprise Home link will appear if any school in the district is using STAR Reading Enterprise; for school administrators and school staff, it will appear if their own school is using STAR Reading Enterprise.



Home page.

The STAR Reading Enterprise Home page has links to a number of Enterprise-only features and reports:



- A Choose the school you want to work with from the School drop-down list.
 - Only schools using STAR Reading Enterprise will be in this list.
 - School administrators and teachers will not see the School drop-down list unless they are assigned to more than one school.

B Preferences: See page 184. If you are not working in the current school year, this link will be disabled (see the Renaissance Place Software Manual).

6 Benchmarks: See page 51.

Screening Dates: See page 81. If you are not working in the current school year, this link will be disabled (see the *Renaissance Place Software Manual*).

- Record Book: See page 95.
- Core Progress includes definitions and examples that help you plan your instructional program.

Historical Extract let you export STAR test scores from previous school years for evaluation. See page 182.









For information on the Renaissance Place Management system, see the Renaissance Place Software Manual or click Help in the software.

The Renaissance Place Management System—found on the Home page—lets you view and manage district, school, student, teacher, parent, course, and class information in the Renaissance Place database, which is shared by all Renaissance Place software used in your district or school.

The tasks you can perform in the management program depend on your user group. For example, administrators have more management tasks to perform than teachers. Sample tasks may include:



- Adding, editing, or deleting courses and classes
- Assigning teachers and students to classes
- Selecting a different school year to work in
- Viewing student information
- · Clearing locked accounts (when students or personnel cannot log in)
- Downloading software needed to run Renaissance Place programs
- Printing reports with data from multiple Renaissance Place programs

Other Programs

Supporting Software

Adobe Flash Player

Adobe Flash Player must be installed on any computer used by students to take STAR Reading tests.

STAR Reading checks for the Adobe Flash Player whenever a student tries to take a test. If the computer doesn't have the player installed, the student will see the Checking Setup page, which tells the student to ask for help.

For more information, see page 26.

Adobe Reader

To view or print reports, Adobe Reader must be installed on the computer being used (certain Macintosh computers can use Preview instead).

For more information, see page 17.

STAR Apps on iPad®

In order for students to take the STAR Reading or STAR Reading Enterprise test on an iPad®, STAR Apps on iPad® must be installed on the iPad®.

For more information, see page 22.



Tour of the Home Page

For more information on the Home page and the program functions that can be accessed from it, see the *Renaissance Place Software Manual*.



Each program used by your school is listed on the Home page. The links below the program name allow you to go to specific program features easily. You can click the program name to collapse/expand the list of links. See each program's software manual for in-depth explanations of its program features. Did you know? articles provide information about program functions and resources to help you use the software more effectively.





Renaissance Place Dashboard

The Renaissance Place Dashboard gives administrators, staff, and teachers a way to quickly get an overall view of how their school(s) are performing in several different areas. STAR Reading data is included in the STAR Learning to Read section (A).

To open the Renaissance Place Dashboard, go to the Home page and click **Open Your Dashboard B**.

RENAISSANCE LEARNING	ADMINISTRATOR USER, District	Log Out 📎	Manuals >	Help 🔉
Home	🕇 Home			able >
RP Renaissance I	Place™ ►	Open Your	Dashboard	Bupport Available
HC Renaissance	Home Connect™ ►	D 🔁	Accelerated Reader Enter	. In the second se

For more information about using Dashboard, click **Help** in the upper-right corner of the Dashboard or refer to the *Renaissance Place Software Manual*.



Did You Know?

On the right side of the Home page, the "Did you know?" tab displays information about program features to help you use the software more effectively. The tab will automatically cycle from one topic to the next each time the Home page is refreshed. You can click the left or right arrows at the bottom of the tab (A) to move through the



topics at your own pace, or you can click **View All** (B) to go to a new page where all the current topics (and some of the previously featured items) can be seen. For each topic, you can click **Learn more** (C) to get more in-depth information about that feature.

Alerts

When you log in to Renaissance Place, you may see one or more alerts on the Alerts tab on the right side of the Home page, depending on your role:

There are three types of alerts:

- Alerts Did you know? New STAR Enterprise features now available Your site has been updated to include new STAR Enterprise features. To learn more about these features, click on the Enterprise Home link in the STAR Math tab. Learn More 🚱 | Dismiss
- General product information : Inform you of new product features or other changes to your software. For example, if the server hosting Renaissance Place for you will be undergoing maintenance, you would be notified in an alert.
- Action necessary (1): You must take specific action in the software. For example, if a parent has requested access to Renaissance Place, you will see an alert here so you can view the request and choose to accept or deny it.
- Immediate attention : You must take immediate action. For example, if the terms of the Renaissance Place License Agreement change, you will need to agree to the new terms before you can use the software.

Alerts will have whatever links are necessary for you to take action, view more information, or dismiss the alert. License agreement alerts and subscription alerts require special attention:

• License agreement alerts: District administrators and school administrators will be presented with a notice that they must view and accept the terms of the Renaissance Place License Agreement. They will be provided with a link to view the license; on the license page, they can choose to accept or not accept the agreement.

If an administrator-level user does not accept the agreement within 30 days after the alert first appears, the alert will appear on the Home pages for district staff, school staff, and teachers. At least one user per site must agree to the license agreement.

• Subscription alerts: When 90 days remain before your subscription runs out, an alert appears to remind you. This alert can be dismissed, but it will reappear again



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when the subscription is down to 60 days, then 30, then 15. During this time frame, if your subscription is renewed, Renaissance Learning will enter the new subscription code, and this alert will not reappear until 90 days prior to the end date of the new code (next year).

Tools to Help You with STAR Reading

You'll find many tools in the software to help you learn how to use STAR Reading:

- · Manuals and other documents (see below)
- Help in the software (see page 11)
- Live Chat Support (see page 12)
- Training (see page 12)
- Resources (see page 12)

Manuals and Other Documents

To access the software manuals and other useful documents, click **Manuals** in the upper-right corner of any page. Clicking that link lists the documents available for the Renaissance Place programs on your server. For STAR Reading, you'll find these documents helpful:

Document	Includes
Pretest Instructions	 Instructions you can read to students to explain how the test works
Software Manual	 General information about the program Step-by-step instructions for working with the program
Tips for Getting Started	Helpful hints to get you started using the program
Technical Manual	 Technical information about how STAR Reading was developed and about its reliability and validity
Renaissance Place Software Manual	 Procedures for managing all school and district information Instructions for consolidating data and generating custom reports



Help in the Software

To access the help, click **Help** in the upper-right corner of any page. The help opens in a separate window, as shown below.





Presently, STAR Apps on iPad® does not have an online help

system, but you can look up information about the App using STAR Reading's online help as described here. There is also a link to the Renaissance Learning support website

(www.renlearn.com/support) on the App's "Settings" screen.

- The Help link (A) is on every page in the program. Click it to get more information about the page currently displayed in the program.
- This logo **B** lets you know you're in the STAR Reading help. If you go to another program's help, the logo for that program will appear.
- To close the help, click the close button C.
- To search, use the search field at the top of the help page. Enter words to look for in the help, and click the search icon
 to see the results. When you do this, the program searches the help for all the installed Renaissance Place programs. Since the search covers all available help, this is the best way to find what you need.
- To navigate the help, use the icons
 the top of the help page:

To view previously selected help, click the back arrow 🖕 .

Click the book icon 📚 🕶 and choose Contents, Index, or Other Help.

Contents: Displays the table of contents for the current product help.

Index: Displays an alphabetical list of topics for the current product help.

Other Help: Takes you to a page where the Renaissance Place products installed on this server are listed, including STAR Reading and Renaissance Place. When you click on one of the products, the Contents for that product's online help will open.

To print the current help topic, click the print icon 👘 .



Live Chat Support Available

Live Support Available

Live Chat Support

Click **Live Chat Support** or **Live Support** (as shown to the right) to chat with a member of the support staff. By default, you can access chat from any Renaissance Place page; however, district administrators can set a preference to make it accessible from the Home page only or to turn it off entirely. For details, see the *Renaissance Place Software Manual*.

Free Online Training

Renaissance Learning provides free online training and additional resources for its products through the Renaissance Training Center. Visit www.renlearn.com/training and choose from a variety of learning opportunities, including:

- Recorded Web Seminars: View a pre-recorded tour of Renaissance software.
- **On-Demand Sessions:** These short tutorials cover essential step-by-step guidance on specific software tasks.
- Getting Results Guides: Printable resources that provide practical guidance on techniques and best practices to help you maximize implementation of Renaissance products.

Resources

The STAR Reading software contains resources to help you use STAR Reading in your classroom. Click **Resources** under STAR Reading on the Home page to find definitions, conversion charts, benchmark and cut score information, technical manuals, Core Progress for reading, and other helpful documents. **Note:** Some resources are only available to STAR Reading Enterprise customers.

Need More Help?

- **Knowledge Base:** For technical support information, search the Renaissance Learning Knowledge Base on the web at: support.renlearn.com/techkb/.
- **Email:** Send general questions to: answers@renlearn.com. Send technical questions to: support@renlearn.com.
- Phone: For assistance, call (800) 338-4204. Outside the US, call 1.715.424.3636.



If you have forgotten

password, click Forgot

your user name or

Password? on the right side of the login page A. You can use your email address or security questions to verify your identity and retrieve your user name or reset your password. You can only use this feature if you have previously entered your email address on the My Settings page in Renaissance Place and verified that address. For more information, see the Renaissance Place Software

Your User Name or

Manual.

Checking Software Requirements

Many Renaissance Place programs, including STAR Reading, require supporting software programs (such as Adobe Reader to print reports). The supporting software must be installed on *each* individual computer used to work with Renaissance Place programs.

For more information, see "Software Requirements" on page 17.

Logging In and Changing Your Password

Use these instructions to log in to Renaissance Place and access the STAR Reading program.

- 1. In your web browser, go to the URL for Renaissance Place.
- 2. On the Welcome page, click I'm a Teacher/Administrator.
- 3. Enter your user name and password.

柠 Teacher/Admin	istrator
User Name	
Password	Forgot Your User Name or Password?
Log In 📏	

4. Click Log In.

If you're not required to change your password, your Home page opens (see page 7).

If you are asked to change your password, one of two things has happened. Either your system administrator wants you to change it for security reasons or you haven't changed it in a year and the software requires it.



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Setup Checklist for the STAR Reading Software

The tasks listed below must be performed before you start using STAR Reading in your classroom. You may or may not be the one required to complete any of these tasks.

	Usually Performed By						
	Dist	rict	Scho	ool		Where to Find	
Task	Admin.	Staff	Admin.	Staff	Teacher	Instructions	
Add school administrators and district staff	\checkmark	\checkmark				Renaissance Place Software Manual	
Add teachers, school staff, and students; add parents, if desired	\checkmark	\checkmark	\checkmark				
Add school marking periods	\checkmark		\checkmark				
Add courses and classes. As you add the classes, you select the primary teacher and products; you should also add the students.	~	~	\checkmark	~			
Note: Check students' grade levels as you enroll them. Each student should have a grade level assigned from K–12. Students with no grade level can't take the test.							
Get a list of student user names and passwords.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark		
Make sure teacher and student computers have the necessary software installed	~	~	~	~	\checkmark	Page 17 (computer) Page 22 (iPad®)	
Set up school benchmarks	\checkmark	\checkmark	\checkmark	\checkmark		Page 54	
Set up school benchmarks ENTERPRISE	\checkmark	\checkmark	\checkmark	\checkmark		Page 63	
Set up district benchmarks ENTERPRISE	\checkmark	\checkmark				Page 68	
Set up screening dates	\checkmark	\checkmark	\checkmark	\checkmark		Page 82	
 Set/check your preferences If a STAR Reading class is copied into the current school year from the prior school year, the settings for that class's Testing Password, Enterprise Tests, Student Test Registration, Extended Question Time Limits, and Rename ATOS 2000 preferences are also copied over into the new school year. 	~		~		V	Page 184	



Navigating the Software

The navigation bar at the top of each page shows you where you are in the software, as shown here.



If you need to go back to a previous page, use the links in the navigation bar rather than the web browser's Back button, which can sometimes give you unexpected results. For example, if you're on the Create Group page and you want to go to the Home page, click **Home** in the navigation bar.

Working 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.

Rupert Smith, District	2010-2011 School Year
	Manuals Help Log Out

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.
- If you choose to work in a past or future school year, you will see a gold bar toward the top of every page (A) with a message to remind you which school year you are working in.

RENAISSANCE LEARNING Working in Scho	ool Year: 2011-2012 School Year	ADMINISTRATOR USER, District	Log Out
Home	A		
	1	Home	
Renaissance Place Real Time		ADMINISTRATOR USER, District	
Home > Personnel, Students, and Parents			Manuals Help Log Out
и	orking in School Year: 2011-2012	School Year	
Personnel, Students, and Parents	A	0	Live Chat Support Available
Personnel			
Add District Personnel			
Add School Personnel			



Switching Roles and Schools

You may also see this drop-down list if you have been given extra capabilities, even if you do not have more than one role in your school or school network. If you have been granted more capabilities and you do not see the links you need, check for this drop-down list on the Home page and choose the role that applies to the task. For more about capabilities, see page 200.

Some people in your district or school may be assigned more than one role, or they may be assigned to more than one school. For example, the librarian in the high school might also teach a class in one of the middle schools.

Renaissance Place keeps track of these multiple roles and school assignments. You can switch between roles or schools after you log in or any time while you are using the software.

People normally change their user types in order to perform tasks in the program that are restricted to specific user groups. If you are trying to perform a task and finding you don't have access, try switching your user type in the drop-down list on the Home page:

District User	-
District User	
School User: Forest Grove School	15
Teacher User: North Terra Grade School	ol 📗

Logging Out and Closing the Software



software.

when you return to the

Automatic logout after 80 minutes. If you don't use any Renaissance Place product for about 80 minutes, you'll automatically be logged out and you'll have to log in again

- When you've finished working in STAR Reading, log out to keep your data secure.
- 1. Click Log Out in the upper-right corner of any page.
- 2. Close the software by closing your web browser.



Current Requirements

For the most up-to-date software, hardware, operating system, and browser requirements for Renaissance Place, visit www.renlearn.com/requirements.

Computer Rights versus Capabilities in Renaissance Place

The rights/permissions/access you have on a specific computer are separate from the capabilities you have within Renaissance Place.

- Administrative rights on an individual computer are part of your school's computer security policy. For more information, see your school's technology/computer coordinator.
- Capabilities give you the right to perform specific tasks in the RP software. For more information, see "Capabilities" on page 200.

Checking for the Supporting Software You Need

Many Renaissance Place programs require supporting software programs, such as Adobe Reader to print reports. The supporting software must be installed on *each* individual computer used to work with Renaissance Place programs.

The rights you are given for a specific computer determine:

- · whether you can install supporting software programs on that computer
- if the installed supporting software program is available to *all* users of that computer, or just you

If some of the software that you need to use Renaissance Place is not installed, or is outdated, you or your students may see messages about the missing software.



Before Logging In

To check that a specific computer has the necessary software to run Renaissance Place programs, click **Check Software Requirements** on the Renaissance Place Welcome page (A) *before* you log in.

The Software Requirements page will open. See "Software Requirements Page" on page 19.



After Logging In

After logging in, follow these steps to reach the Software Requirements page:

- 1. On the Home page, below Renaissance Place, click **Product Administration** (A).
- On the Product Administration page, below Setup and Maintenance, click Download Supporting Software.

The Software Requirements page will open. See "Software Requirements Page" on page 19.

Bø	Renaissance Place™	-
>	Consolidated Reports	
>	School Years	
>	District and Schools	
>	Courses and Classes	
>	Personnel, Students, and Parents	
>	Product Administration	
>	Widgets 🖏	



Software Requirements Page

A Server name or address: This is required information when you use some client application software.

B Renaissance Place ID:

This is a unique identifier that provides a shortcut to your Renaissance Place site. It can be used during the setup of STAR Apps on iPad®. The Renaissance Place ID can be used wherever you see the RPID image going forward.

Client Application

Software: This is software that works with your Renaissance Place products. For example, STAR Apps on iPad® allows students to take STAR Reading and STAR Reading Enterprise tests on an iPad®. If you need any of this software, click the link for your operating system.

Supporting Software: Your computer is checked for the supporting software you need to run Renaissance Place software (such as Adobe Reader or Flash Player). Adobe Flash Player will show an animation if it is working properly. To make sure Adobe Reader is installed, click Test Adobe **Reader.** If any programs are missing or need to be updated, click the install Version link (E) for that program.

The Software Requirements page includes:



If any programs need to be installed or updated, make sure you are logged into the computer with the rights or permissions required to install software for all users. If you do not know whether you have those rights at the computer, or if you don't have those rights, contact your school's technology/computer coordinator.



GETTING READY FOR A NEW SCHOOL YEAR

If you want to use your Renaissance Place programs during summer school, see Knowledge Base article 7901571 at support.renlearn.com/techkb/ techkb/7901571e.asp. Before you start each new school year, you need to check, add, edit, and delete information as needed so that your school is ready to use STAR Reading.

Perform these tasks after the previous school year has ended but before the start of the next school year.

Note: If you have the Renaissance Data Integrator (RDI) service, your Renaissance Place database is automatically linked to your student information system (SIS) data. Do not follow the steps in this section; instead, contact your Technical Services Consultant to set up RDI for the new school year.

Renaissance Place Tasks for the New School Year

Before you get STAR Reading ready for the new school year, **administrators or other non-teaching staff** need to perform these tasks in Renaissance Place. For details, see the *Renaissance Place Software Manual*.

- Add the new school year (must be done by district administrators or district staff).
- Add the marking periods for each school (used for goals and reports), or copy the marking periods from the previous school year.
- Add the days off for each school (used for report calculations), or copy the days off from the previous school year.
- Set reporting periods for Renaissance Place consolidated reports.
- ☐ If a properly formatted file is available from a student information system, import student, personnel, class, and/or course information. You may also be able to import updates to student enrollments and personnel assignments.
- Check to see which personnel are in the software and add, edit, or delete personnel as needed.
- └ Check to see which students are in the software and add or delete students as needed. You can also transfer students from one school to another, edit student information, and edit student characteristics.
- Beview the course list for each school and add, edit, or delete courses as needed.
- ☐ Add additional classes as needed. As you add classes, choose the primary teacher, select the products the classes will use, and add students to the classes.

If your classes are similar to those from the previous school year, copy your previous classes (if they are available). When you do this, you can choose whether to copy the assigned teachers, assigned products, and enrolled students. Class preference settings will also be copied.



Technology/Computer Coordinator Tasks for the New School Year

Task	Where to Find Instructions
Check for required supporting software on new and updated computers, and recheck other computers to make sure they have the latest versions of the software.	See "Software Requirements" on page 17.
Note: You must be logged in to each computer with the rights required to install software for all users.	
 If you will be using an iPad® with STAR Reading, make sure: STAR Apps on iPad® is downloaded on each iPad®. You have established settings by connecting to Renaissance Place on one iPad®, then sharing those settings. 	See "Using an iPad® with STAR Reading" on page 22.

STAR Reading Tasks for the New School Year

Complete the Renaissance Place setup tasks on page 20 *before* completing the tasks below so that your new classes will be available for STAR Reading

Getting ready for testing. For a list of students' user names and passwords, search for the students you need user names and passwords for (click Personnel and Students under Renaissance Place on the Home page, then click View Students); click the Passwords tab once the correct students have been found.

If your students have not taken a STAR Reading test before, use the Pretest Instructions to introduce the test; these instructions are in the STAR Reading Resources. These tasks can be performed by district administrators, school administrators, and teachers unless otherwise noted.

Task	Where to Find Instructions
Set the preferences for STAR Reading: district preferences, classroom preferences, and student preferences.	See page 184.
Register students for testing if registration is required.	See page 196.
Set up benchmarks (administrators and non-teaching staff only).	See page 51.
Set screening dates (administrators and non-teaching staff only).	See page 81.
Set up student groups if necessary. Groups carry over from year to year, but you may need to make changes.	See page 89.



USING AN IPAD® WITH STAR READING

STAR Apps on iPad® allows students to take the STAR Reading or STAR Reading Enterprise test on an iPad®.

Before Students Take the Test on an iPad®

You must complete the following steps before students take a test on an iPad®:

- Establish an Internet connection on the iPad®.
- · Download STAR Apps on iPad®. Note: You must have established and verified an iTunes® account with an Apple® ID before you can download the App.
- · Establish settings by connecting to Renaissance Place on one iPad®.
- · Share those settings with any iPad® the students will be using to take STAR Reading tests.

Download STAR Apps on iPad® and Connect to Renaissance Place

1. Download STAR Apps on iPad® from the iTunes Store® or App StoreSM. See the store where you downloaded the App for more information about system requirements.



- 2. Launch the App by tapping STAR.
- 3. The first time you launch the App, tap Connect to Renaissance Place to connect to Renaissance Place.

If this is not your first time launching the App, tap Settings to connect to Renaissance Place.

- 4. On the Settings page, tap the Connect to Renaissance Place field (A), type your web address (URL) or Renaissance Place ID (RPID) on the keyboard, and tap Join B. Your connection will be validated. If it is not validated, try this step again.
 - Sample web address: https://hosted123.renlearn.com/456789
 - Sample RPID: RLI-123XYZ



5. Tap Done C. You will be taken to the student login screen.



Where can I find my Renaissance Place ID (RPID)? It is on the Welcome page and the Software Requirements page (see page 17).



Reader App is already installed on an iPad® and connected to Renaissance Place, STAR Apps on iPad® will automatically connect to the same URL or RPID.

If the Accelerated



Sharing iPad® Settings

Instead of typing the web address or RPID on each iPad®, you can share the settings of one iPad® with others, enabling students to start testing more quickly. To share the settings of one iPad® (such as a teacher's iPad®) with others (such as a student's iPad®), follow these steps.

- 1. Launch STAR Apps on iPad® on the teacher's iPad®.
- 2. Tap Settings.
- **3.** Tap **Share My Settings**. Keep this screen up on the teacher's iPad® as you complete the following steps.
- **4.** On the student's iPad® (that will be using those shared settings for STAR testing), launch the App.
- 5. Tap Settings.
- 6. Tap Find Settings.
- 7. Tap the settings you want the student's iPad® to use. You will go back to the Settings screen and the connection will be validated.
- 8. Tap Done to go to the student login screen.
- If you don't have another student iPad® to share settings with, go to step 10.
 If you do have another student iPad® to share settings with, repeat steps 4–8 on each one.
- 10. Back on the teacher's iPad®, tap Settings on the Share My Settings screen, then tap Done to stop sharing your settings and go to the student login screen. (Your students will still be connected through your shared settings and will be able to take a test.)



HOW STUDENTS LOG IN

How Students Log In on a Computer

- 1. Start the web browser and go to the Renaissance Place address (URL).
- 2. On the Welcome page, click I'm a Student.
- The student enters his or her user name and password, and then clicks Log In.

How Students Log In on an iPad®

- 1. Start STAR Apps on iPad®.
- 2. The student enters his or her user name and password, and then taps **Go.**

📌 Student	
User Name	Forgot Your User Name?
Password	
Log In 📏	



If Students Cannot Remember Their User Names

Find User Name

During log-in on a computer, students who don't know their user names can click **Forgot Your User Name?** The software will ask the student to choose the school and search for his or her name; then it will fill in the user name. Students cannot search for their passwords.

The ability to find user names is an option in Renaissance Place that can be turned on or off; if the **Forgot Your User Name?** link is not visible, contact your administrator.



:

Search in Renaissance Place

For more information about searching for students, see the Renaissance Place Software Manual.

- Note: If you are a teacher, you can only search for students in your own classes.
- 1. Click **Personnel**, **Students**, **and Parents** under Renaissance Place on the Home page.
- 2. Click View Students on the Personnel, Students, and Parents page.
- **3.** Use the View Students page to search for the students whose information you want to view. Then, click **Search** to see the search results.
- 4. On the search results page, click the **Passwords** tab to see the user names and passwords for all the students that were found in the search.
- 5. Click **Print Page** on the right side of the screen to print the list.



TROUBLESHOOTING AND FREQUENTLY ASKED QUESTIONS (FAQS)

Troubleshooting

A student is unable to take a test. What might be the cause?

Adobe Flash Player may not be installed.

STAR Reading checks for the Adobe Flash Player whenever a student tries to take a test on a computer. If the computer doesn't have the player installed, the student will see the Checking Setup page, which tells the student to ask for help:

📩 STAR Reading
Home Back
Checking Setup
Please see your teacher/administrator for help. The following software needs to be installed to take STAR Reading tests: Adobe Flash Player.
Please login as a teacher or administrator to go to the Check Software Requirements page and download the required software.
User Name
Password
OK

If Adobe Flash Player is missing or needs to be updated:

- Contact the person who manages the computers for your school or district to find out if you have the rights required to install the supporting software for *all* users of the computer (not just you).
- If you cannot install software, ask the person who manages the computers for your school or district to help you.

If you *can* install software so it is accessible to all users of a computer, follow the steps below.

- 1. Enter your user name and password and click OK.
- 2. On the Software Requirements page, click the **install Version** link (A) to get instructions on how to download and install the Adobe Flash Player.

Supporting Software				
Software / Primary Use	Action			
Adobe Flash Player Student testing and scoring as well as student practice and quizzing Used by: Accelerated Math Accelerated Reader Bigliphing in Bigliphing Renaissance Home Connect STAR Ready Literacy STAR Math STAR Reading SitAR Reading SitA	If "Flash Player meets the requirement." does not display above, install Version 10.0 or later.			



computer before the test begins by following the procedures described in "Checking for the Supporting Software You Need" on page 17.



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

Who Can Do This?

District Administrators

☑ District Staff

School Administrators

School Staff

☑ Teachers

Learn more about capabilities on page 200.

ý:	District
	administrators and
	district staff can

unlock any student record. School administrators and school staff can unlock records for students in their own school. Teachers can unlock records for students in their own classes. 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 Home page.
- 2. Click Clear Locked Students.
- 3. The Clear Locked Students page lists all students whose records are locked.

4	A Renaissance Place Real Time							
	iome > Personnel, Students, and Parents > Clear Locked Students							
	Clear Locked Students Clear login locks for multiple users							
Search for Locked Student								
	First Name			ID	B			
				Grade All Grades 💌	•			
	Done Search Clear All Student Locks D							
					<< Previous	Next >>		
	Student	Grade	ID	School	School Enrollment			
	Applegate, Susan	6	sa	North Terra Grade School	Currently Enrolled	Clear E		
	Cabrera, Jacinta	3	jc	North Terra Grade School	Currently Enrolled	Clear		

- If the list is long, it will be split into more than one page, and you can click << **Previous** and **Next** >> (A) 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) (B); then, click Search (C).
- **4.** To clear account locks:
 - for all students, click Clear All Student Locks D.
 - for individual students, click Clear in the row for each student whose account should be unlocked (E); when you do this, the student's name will be removed from the list.
- 5. When you have finished unlocking student accounts, click Done [].



The connection to the server may have been lost.

If there are connection problems between the server which is hosting Renaissance Place and the computer that the student is testing on, the test may be interrupted. The following error messages will let you know what the problem is and what to do next.

Trying to connect or Please wait	Network delays have caused the program to slow down temporarily. The program will continue to try to re-establish a connection.	
Strying to Connect Cancel		
Connection error There was a connection error.	The program was unable to re-connect to the server, or the user clicked Cancel in the "Trying to connect" message.	
Please ask your teacher or monitor for help.	Log out of Renaissance Place, and then log back in again.	

The student capacity limit may have been reached.

Your STAR Reading student capacity limit determines how many students can take a test during your subscription. Your school or district purchased this capacity with the software.

If you reach your student capacity limit, students who have not yet tested during this subscription period will not be allowed to take the test. The program will notify you that you have reached the student capacity limit.

If you need to increase the limit or reallocate the existing capacity, contact Renaissance Learning. After your order is complete, your capacity limit will be increased for you by Renaissance Learning.

Internet Explorer's security settings might be making the browser "hang" when the student clicks **Take a Test**.

This can happen when the "Active scripting" security setting in Internet Explorer (versions 7 and above) has been disabled. To re-enable the setting:

- 1. Open Internet Explorer.
- 2. In the Tools menu, click Internet Options.
- 3. Click the Security tab.
- 4. If your Renaissance Place site or domain is in the list of trusted sites, click the **Trusted sites zone.** Otherwise, click the **Internet zone.**
- 5. Click Custom level.
- 6. In the "Scripting" section, change "Active scripting" back to the default Enable.
- 7. Click OK. If prompted, click Yes to confirm the change.
- 8. Click Apply if available, then click OK again.


The web browser settings may be interfering with the Renaissance Place program.

If a student is unable to take a test on a computer, a setting or feature in your web browser might be the cause. You may need to:

- · Clear the browser's cache
- Disable pop-up blockers
- · Disable third-party toolbars
- Enable ActiveX controls

Consult your web browser's help for instructions on how to perform these actions.

Frequently Asked Questions

STAR Reading and Renaissance Place: General Questions

Do I need additional software to use STAR Reading? Where can I find the system requirements?

Yes. Go to www.renlearn.com/support/requirements.aspx for the system requirements and additional software needed to work with Renaissance Place and STAR Reading.

How do I make STAR Reading available in a class?

View the class information to make sure that the class has a primary teacher assigned to it and that STAR Reading is an assigned product for the class.

1. On the Home page, click Courses and Classes under Renaissance Place.

School administrators and school staff members assigned to more than one school should use the drop-down list on the Home page to choose the school they want to view classes for.

- 2. On the Courses and Classes page, click the course in which you can find the class.
- **3.** The next page shows you more information about the course you selected, including tabs with lists of Complete and Incomplete classes. Click the name of the class that you want to view.
- 4. On the next page you can see the class information, including the primary teacher and assigned products.

See the *Renaissance Place Software Manual* if the primary teacher or products assigned to a class need to be changed.



District Administrators

- District Staff
- School Administrators
- School Staff

Teachers

Learn more about capabilities on page 200.



Can I take a sample STAR Reading test? Does STAR Reading have a "demo mode" that I can try?

There is no "demo mode" for taking a STAR Reading test, and we recommend that you *not* try taking a STAR Reading test yourself. Only students can take a STAR Reading test, and test results cannot be deleted. In order to take a test, you would either have to:

- Log in as an existing student (which would make your test results a permanent part of that student's test history), or
- Create a fake student account to log in and test with (which would use up some of your school or district's capacity for STAR Reading).

To see what the test procedure is like, please go to the STAR branch of the Renaissance Training Center (http://www.renlearn.com/training/app/ondemand.aspx?p=STAR) and watch a short video, "STAR Reading - Administering the Assessment" (9 minutes).

How do I keep students from taking STAR tests at home?

Internet protocol (IP) restrictions can be set up to limit student testing to the computers at your school. For more information, see the *Renaissance Place Software Manual*.

How do I find my students' user names and passwords?

- 1. Click **Personnel**, **Students**, **and Parents** under Renaissance Place on the Home page.
- 2. Click View Students.
- 3. Select a school if you have the School drop-down list.
- 4. Select or enter information about the students whose user names and passwords you want to find. You can select just the school to see all students in the school, or you can select a grade or class, or enter information about a specific student. Then, click Search.
- 5. In the search results, click the Passwords tab to see student user names and passwords. You can print the page of results that you are viewing by clicking Print Page (A). (If you have more than 50 results, only the page of results that you are viewing will print; click the arrows (B) to move back and forth between multiple pages.) If you want to print all results and choose grouping and sorting options, click View PDF instead (C).



Who Can Do This?

Who Can Do This?

District Staff

School Staff

Learn more about

capabilities on page 200.

☑ Teachers

District Administrators

School Administrators

District Administrators

- District Staff
- School Administrators
- School Staff

Teachers

Learn more about capabilities on page 200.



I forgot my user name and/or password: how can I recover it?

Finding user names for personnel:

- 1. Click **Personnel**, **Students**, **and Parents** under Renaissance Place on the Home page.
- 2. Click View Personnel.
- 3. Search for the person whose information you want to view.
 - To retrieve a list of *all* personnel, don't enter any search criteria and skip to step 4. (If you are a school administrator, this only finds personnel in your school.)

- Type the person's first and/or the last name in the appropriate blank fields. You do not need to enter complete information; the software can perform partial matches.
- You can also select the person's school by using the **School** drop-down list.
- If you want your search to include personnel who are not assigned to any school or the district or personnel who are inactive because they were deleted, check the **Show Inactive/Unassigned Personnel Records** box.
- 4. Click Search.
- 5. The people who matched your search will be listed at the bottom of the page. Click Select next to the person's name. (If the list is long, you may see only a part of the list; if so, click << Previous and Next >> to move back and forth in the list.)
- 6. The View Personnel page will show you the person's information, including the user name.

Finding passwords for personnel:

For security reasons, you cannot view or print a list of personnel passwords.

If personnel members forget their passwords, either a district administrator or a school administrator will have to assign them a new password.

- District administrators can assign passwords to district staff, school administrators, school staff, and teachers.
- School administrators can assign passwords to school staff and teachers in their own school.
- If the district administrator password is forgotten, contact Renaissance Learning (see page 12).

See the *Renaissance Place Software Manual* for instructions on how to assign passwords.

I'm unable to log in to Renaissance Place.

Personnel members may be locked out 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 Home page.
- 2. Click Clear Locked Personnel.



in Renaissance Place to enter an email address and answers to some security questions; this will allow them to reset their own password if they forget the original password. See the Renaissance Place Software Manual for more information.

Personnel can use the My Settings page

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 200.



3. The Clear Locked Personnel page will show a list of all personnel whose accounts are locked.

	A Renaissance Place Real Time					
	Home > Personnel, Students, and Parents > Clear Locked Personnel					
	Clear Locked Personnel Clear login locks for multiple users					
	Search for Locke	ed Personnel				
	First Name	rst Name				
	Last Name					
School All Schools						
Done Search Clear All Personnel Locks D				A Next >>		
	Personnel	Location	<< Previous Primary Position	Next >>		
	Kaewert, Carol	North Terra Grade School	Teacher - Lead	Clear 🕒		
	King, John	Other School Staff	Clear			

- If the list is long, it will be split into more than one page, and you can click
 << Previous and Next >> (A) to move back and forth through the list.
- To narrow the list to a specific person, enter the first name and/or last name in the appropriate fields (B); then, click **Search** (C).
- 4. To clear locks:
 - on all accounts, click Clear All Personnel Locks D.
 - on an individual account, click **Clear** at the end of the row for that person **(**; when you do this, the person will be removed from the list.
- When you have finished clearing locked personnel accounts, click Done (F).

Note: If the district administrator account is locked, contact Renaissance Learning to have it unlocked (see page 12).

Testing Procedures

District

administrators can unlock

accounts for school staff and

district staff, school administrators, school staff, and teachers. District staff can unlock accounts for school administrators, school staff, and teachers. School

administrators can unlock accounts for

How do I pause or stop a test?

See page 45 for instructions on pausing or stopping tests. The differences between pausing and stopping tests are also explained in those sections. To summarize:

- *Pausing* a test puts it "on hold" temporarily, allowing the student to resume it at a later time.
- *Stopping* a test ends it completely. The student cannot resume the test, and must begin a new test instead.

Sometimes my students accidentally close the web browser or STAR Apps on iPad® and the test disappears. Is there a way to go back in or do they have to start the test over?

A test that has been interrupted by technical problems or by an accidental closure of the web browser or App is treated as a paused test, and it can be resumed. See "Resuming an Unfinished Test" on page 49.





Are there time limits in STAR Reading?

The STAR Reading test itself does 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.

During the development of STAR Reading, the time it took for students to answer questions was noted. The time limits used in STAR Reading are based on those observed times—most students will be able to answer a question in the time allotted. See the *STAR Reading Technical Manual* for more information on the program's development.

The amount of time allowed for each question can be extended by setting the Extended Question Time Limit Preference (see page 198).

What if the student cannot pass the practice?

The practice session is primarily meant to gauge the student's ability to work with the program's interface, to see if the student understands how to select and enter an answer. Have the student try another practice, and carefully observe the student.

- If the student understands how to answer questions, but keeps giving incorrect answers, this may indicate that the student is not ready to have his or her abilities assessed by STAR Reading.
- If the student understands how to answer questions, but keeps running out of time before entering an answer, you may need to extend the time limits for that student (see page 198).
- If the student does not understand how to answer questions, review the testing
 procedures with the student. The Pretest Instructions are an excellent resource for
 performing such a review (click **Resources** under STAR Reading on the Home
 page, then click **Pretest Instructions**).

Am I allowed to read questions to the students?

No. One of the things the STAR Reading test is assessing is a student's independent reading ability. Reading the test questions *to* the student would defeat the purpose and have an adverse effect on the validity of the test results.

After the Test

Can I delete a test?

There is no way to remove a test from a student's record or edit a student's test records. However, you *can* re-test a student (by giving the student the same *type* of test: STAR Reading or STAR Reading Enterprise) and then use the results from the later test when reports are generated.

For more information, see Knowledge Base article 7443262 at http://support.renlearn .com/techkb/techkb/7443262e.asp.



Is it okay to retest a student if I know he or she can do better?

Yes, if you know that a student has rushed through a test or if you believe the student has not taken it seriously.

If the student takes another test before midnight on the same day as the test you don't want to count, only the retest data will appear on most reports.

If the student tests after midnight of the day as the test you don't want to count, the retest is treated as a separate test.

Note: If a student tests more than once during a screening period, data from the last test taken is shown on the Screening Report (see page 153).

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.

How do I view last year's STAR Reading information for a

student?

You must be granted the capability to view students' historical STAR Reading assessments. See the *Renaissance Place Software Manual.*

STAR Reading data always stays with the student. Use the Test Record Report (see page 175) to view a student's results from a different year: pick last year's dates when choosing report options.

STAR Apps on iPad®

What devices will support testing? Where can I find the system requirements?

STAR Apps on iPad® is available for Apple's iPad® with iOS 5.x and higher. For system requirements, look at the store where you downloaded STAR Apps on iPad®.

Where can I get the App?

STAR Apps on iPad® is available in the iTunes Store® and the App StoreSM. **Note:** You must have established and verified iTunes and Apple accounts before you can download the App.

Can anyone download the App and start testing?

Anyone can download STAR Apps on iPad®. However, only those who have STAR Reading powered by Renaissance Place and have an iPad® connected to Renaissance Place can take actual tests.



Can a teacher log in and perform management tasks in STAR Reading on an iPad®?

At this time, Renaissance Place has not been optimized for use on tablets or mobile devices. Teachers may be able to successfully connect, but they may have unexpected results when viewing screens or performing tasks.

Are there plans to create apps for other mobile devices?

We are exploring the option of creating apps for other devices and would welcome customer suggestions.

Can students take tests from home on their own personal iPad®?

Each iPad® needs to be configured to work with a school's software. In addition, we recommend that schools set restrictions within the software such as monitor passwords and IP restrictions to further prevent testing from outside the school. This is our recommendation for all schools regardless of what devices they are using to ensure that testing takes place in a secure, monitored environment.

What if a student tries to cheat while taking a test?

If a student leaves the test screen by pushing the Home button on any iPad®, after 5 seconds he or she will be logged out of STAR Apps on iPad®. When that student logs back in, that test will be an unfinished test and a monitor password will be required for the student to finish the test (see "Resuming an Unfinished Test on an iPad®" on page 50).



TESTING STUDENTS

Taking the Test on a Computer

- 1. The student logs in (see page 24).
- 2. On the Home page, under STAR Reading, the student clicks Take a Test (A).



Because test results cannot be deleted, urge students to use care when logging in-make sure they are using the correct user name and password.



- 3. STAR Reading will check for the Adobe Flash Player on the computer. If the computer doesn't have the player, the test will not start and the student should ask the teacher or test monitor for assistance (see "Troubleshooting and Frequently Asked Questions (FAQs)" on page 26).
- 4. If STAR Reading asks the student to choose a class, the student should click the class name. This happens when a student is in more than one STAR Reading class.



- 5. The student clicks Start B to begin taking the test.
- 6. If STAR Reading asks for a monitor password (determined by the Testing Password Preference; see page 189), the teacher or test monitor enters it and clicks OK C. If no password is required, the student goes ahead to step 7.



Cancel

C

ОК



Some students may not be allowed to test if registration is required or if you've reached the student capacity limit. For more on registration, see page 194; for student capacity, see page 28.



- You cannot substitute your Renaissance Place password for the monitor password.
- If you forget to enter a password before clicking **OK**, you will be reminded to enter it, and you can try again.
- If you enter the wrong password, you can try again.



However, if you enter the wrong password three times in a row, you will not be able to start the student's test. Check the Testing Password Preference (see page 189) to make sure you are using the correct monitor password.

- 7. If the student has not taken a STAR Reading test in the past 180 days, the student will be presented with some practice questions.
 - Three or four possible answers appear below each question. Students choose an answer by pressing 1, 2, 3, or 4 on the keyboard, or by clicking on an answer with the mouse.

STAR Reading circles the chosen answer **1** and fills in the student's answer **5** so the student can re-read the sentence with that choice. The student can choose a different answer, but only *before* entering it (as described below)—once the choice has been entered, it cannot be changed.

Once the student is satisfied that he or she has chosen the correct answer, the student enters the answer, either with the keyboard (by pressing **Enter** or **return**) or with the mouse (by clicking **Next** in the lower-right corner of the screen **F**).

Alyssa Daly	
l can tie my <u>shoe</u> . E	
1. car 2. shoe 3. sky	



during the test.

You can help

practice, but do not help them

students choose answers during the





A clock **6** appears on the screen when the student has 15 or fewer seconds left to answer the question.

Alyssa Daly	
I can tie my <u>shoe</u> .	6
1. car 2. shoe 3. sky Next)

• If the student does not choose an answer to a practice question before time runs out, or if the student has chosen an answer but does not enter it before time runs out, STAR Reading considers it an incorrect answer.

The student will be notified if time runs out on a question; the test will move on to the next question.



8. If the student answers three practice questions correctly, a message tells the student that the test is about to start.



If a student answers seven practice questions *without* getting three correct, STAR Reading ends the practice and will not start the test for that student. The student is instructed to ask for help.





- **9.** The student answers the test questions, which are similar to the practice questions. The methods used for choosing and entering answers are the same as those used for the practice questions, *except:*
 - If the student has chosen an answer, but does not enter it before time runs out, STAR Reading will count the chosen answer as the student's answer to the question.
 - If the student has not chosen an answer before time runs out, STAR Reading considers it an incorrect answer.



For grades 3–12, the last five questions of the STAR Reading Test (not the STAR Reading Enterprise test) will be longer passages, like the one shown below. The student will have more time to answer these questions (see *"Setting the Extended Question Time Limit Preference"* on page 198).



10. If the student is taking the STAR Reading test (not the STAR Reading Enterprise test) and the software decides to give the student additional questions (based on the student's grade level), the student is notified that the practice session for the second part of the test is about to start. Otherwise, the test ends; go to step 13.



The second practice consists of up to four practice questions; the student must answer three of these questions correctly to move on to the second part of the test. Answers are chosen the same way as they were in the first practice and the test.

11. After the student answers three practice questions correctly, a message tells the student that the second part of the test is about to start; go to step 12.



If the student does *not* get at least three of the four practice questions correct, the test ends. Have the student click **OK** (H). The program will log the student out so the next student can log in.





Questions from the second part of the test do not count towards the student's score. They are presented for calibration purposes only (to determine if they will become test questions in future program releases).



test are "fill-in-the-blank," the answer the student selects will not appear in the blank as it did in the first set of questions. The student's choice will still be circled.

- 12. The student answers the additional test questions, which are similar to the second set of practice questions.
- 13. When the test is over, have the student click OK (). The program will log the student out so the next student can log in.



Taking the Test on an iPad®



cannot be deleted, urge students to use care when logging in-make sure they are using the correct user name and password.

Because test results

- 1. The student logs in (see page 24).
- 2. The student taps STAR Reading (A), then taps Next (B).



Note: If the student has mistakenly logged in (as the wrong student, or at the wrong time), the student should tap Log Out in the upper-left corner of the Choose a Test page (), then tap Log Out Now ().





Some students may not be allowed to test if registration is required or if you've reached the student capacity limit. For more on registration, see page 194; for more on student capacity limits, see page 28. **3.** If STAR Reading asks the student to choose a class, the student should tap the class name, then tap **Next.** This happens when the student is enrolled in more than one STAR Reading class.





Password preference (see page 189) to make sure you are using the correct monitor password.

- **6.** If the student has not taken a STAR Reading test in the past 180 days, the student will be presented with some practice questions:
 - The student can choose an answer by tapping it.
 - STAR Reading highlights the chosen answer 1, and fills in the student's answer 3 so the student can re-read the sentence with that choice. The student can choose a different answer, but only *before* entering it—once the answer is entered, it cannot be changed.
 - Once the student is satisfied that he or she has chosen the correct answer, the student enters the answer by tapping **Next** (K).

C	Jacinta Cabrera	1
	We went for a <u>ride</u> in the car.	
	ridehouse	
	3 green	
	4 fun	
	Next	







• A clock **()** appears on the screen when the student has 15 or fewer seconds left to answer the question.

C	8/34
0	
I can tie my	
() car	
2 shoe	
3 sky	

Before time runs out, If the student has not chosen an answer, or if the student has chosen an answer but does not enter it before time runs out, STAR Reading considers it an incorrect answer.

The student will be notified if time runs out on a question; the test will move on to the next question.



7. If the student answers three practice questions correctly, a message tells the student that the test is about to start.



If a student answers seven practice questions *without* getting three correct, STAR Reading ends the practice and will not start the test for that student. The student is instructed to ask for help.



8. The student answers the test questions, which are similar to the practice questions. The methods used for choosing and entering answers are the same as those used for the practice questions, *except:*





- If the student has chosen an answer, but does not enter it before time runs out, STAR Reading will count the chosen answer as the student's answer to the question.
- If the student has not chosen an answer before time runs out, STAR Reading • considers it an incorrect answer.

For grades 3–12, the last five guestions of the STAR Reading Test (not the STAR Reading Enterprise test) will be longer passages, like the one shown below. The student will have more time to answer these questions (see "Setting the Extended Question Time Limit Preference" on page 198).



9. If the student is taking the STAR Reading test (not the STAR Reading Enterprise test) and the software decides to give the student additional questions (based on the student's grade level), the student is notified that the practice session for the second part of the test is about to start. Otherwise, the test ends; go to step 12.



The second practice consists of up to four practice questions; the student must answer three of these questions correctly to move on to the second part of the test. Answers are chosen the same way as they were in the first practice and the test.



test do not count towards the student's score. They are presented for calibration purposes only (to determine if they will become test questions in future program releases).

Questions from the



10. After the student answers three practice questions correctly, a message tells the student that the second part of the test is about to start; go to step 11.



If the student does *not* get at least three of the four practice questions correct, the test ends. Have the student tap **OK**. The App will log the student out so the next student can log in.



- **11.** The student answers the additional test questions, which are similar to the second set of practice questions.
- **12.** When the test is over, the student taps **OK (M)** and is logged out. The App will log the student out so the next student can log in.



Stopping a Test

Although some of

the questions for the

second part of the test are "fill-in-the-blank." the

answer the student selects will not appear in the blank as it

did in the first set of questions. The student's choice will still

be highlighted.

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.

Note: A test cannot be paused during a practice session. This applies to both the initial practice session (pages 37 and 39) and the optional second practice session (pages 42 and 44). A test cannot be paused during the optional second part of the test (see page 44), it can only be stopped.



Stopping a Test on a Computer

- 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.	 Test score will be recorded after test is resumed and completed. Test will resume on the same question number, but the question presented will be different (see page 49). Resume Later can only be used during the actual test, not during the practice session(s) or the optional second part of the test. (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.	Test score will not be recorded.The next time the student logs in to take a test, the student will begin a new test.
Cancel	You want to continue taking the test now instead of pausing or stopping it.	Test continues as usual.

3. Enter the monitor password. Then, click OK 0.

To find the monitor password, see the Testing Password	
preference see page 189. You may not need to use the	
monitor password to start a test, but you always need to use it to pause, stop, or resume a test.	

Enter Monitor Password	
OK Cancel	

- You cannot substitute your Renaissance Place password for the monitor password.
- If you forget to enter a password before clicking **OK**, you will be reminded to enter it, and you can try again.
- If you enter the wrong password, you can try again.





However, if you enter the wrong password three times in a row, you will not be able to stop the student's test. Check the Testing Password Preference (see page 189) to make sure you are using the correct monitor password.



Once the correct monitor password is entered, the test is stopped or paused.



STAR Reading doesn't record scores for stopped tests, but it does record the total number of incomplete tests for each student in the Test Activity Report (see page 174).

Stopping a Test on an iPad®

- 1. Tap the **Share** button in the upper-left corner of the screen (A).
- 2. Tap one of the following options (or tap the main screen to close this menu and return to the test):



Option	Choose When	Notes
B Stop Test	You want to stop the test; you have finished with it and have no plans to come back to it.	Test score will not be recorded.The next time the student logs in to take a test, the student will begin a new test.
Resume Later	You want to stop the test, but plan to come back to it later.	 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 (see page 49). Resume Later can only be used during the actual test, not during the practice session(s) or the optional second part of the test. (Stop Test is the only option available at that time.)



3. Whether you choose Stop Test or Resume Later, you will need to enter the monitor password; type the monitor password and tap **Continue (**) to stop or pause the test, or tap **Cancel** () to go back to the test.



- You cannot substitute your Renaissance • Place password for the monitor password.
- If you forget to enter a password before ٠ tapping Continue, or if you enter the wrong password, you can try again.

However, if you enter the wrong password three times in a row, you will not be able to stop the student's test. Check the Testing Password preference (see page 189) to make sure you are using the correct monitor password.





Once the correct monitor password is entered, the test is stopped.



STAR Reading doesn't record scores for incomplete tests (stopped and unfinished), but it does note the total number of incomplete tests for each student in the Test Activity Report (see page 174).



password, see the Testing Password preference (page 189). You may not need to use the monitor password to start a test, but you always need to use it to stop, pause, or resume a test.

To find the monitor



Resuming an Unfinished Test

An unfinished test can be resumed if the test was interrupted in one of the following ways:

- If the test was intentionally paused by the teacher or test monitor (see pages 46 and 47).
- If the student lost connection to the server or accidentally closed the browser or App during the 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 question will be presented. This is done to prevent pausing the test in order to give a student more time to work on a question.

Example: On a Thursday afternoon, Lisa is taking a STAR Reading test. She is on question 12 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 same question she saw last Thursday; it has changed to a new question.

- 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 Reading doesn't record scores for unfinished tests, but it does record the total number of incomplete tests for each student in the Test Activity Report (see page 174).

Resuming an Unfinished Test on a Computer

- 1. Log in to the student program (see page 24).
- The student will see a message on the STAR Reading Student page reminding the student that he or she has an unfinished test. The student clicks Start to resume the test (A).







To find the monitor password, see the Testing Password preference see page 189. You may not need to use the monitor password to start a test, but you always need to use it to stop or resume a test. 3. The teacher or test monitor should enter the monitor password and click OK (B).

Enter Monitor Password
OK Cancel

4. A message will confirm that the test is resuming, and the student can finish taking the test.



Resuming an Unfinished Test on an iPad®

- 1. Log in to the App (see page 24).
- 2. The student will see a message reminding the student that he or she has an unfinished test.



The student taps **Start** to resume the test (A).

3. The teacher or test monitor should enter the monitor password and tap Continue B.





4. A message will confirm that the test is resuming, and then the student can finish taking the test.





SCREENING, PROGRESS MONITORING & INTERVENTION

Cut Scores, Benchmarks, and Benchmark Structures

For more information about benchmarks and cut scores, click Resources under STAR Reading on the Home page, then click Benchmarks and Cut

Scores.

Several of the STAR Reading and STAR Reading Enterprise reports use cut scores, benchmarks, and category structures to identify students who are having difficulty. Once those students have been identified, you can begin to organize your intervention plan. Students who are not reaching a specific benchmark can be further divided into groups to help you focus your resources on the students who need the most help.

- A *cut score* is either a converted Percentile Rank (PR) score or, in the case of state benchmarks, a Scaled Score (SS) (see page 179).
- Cut scores that are chosen as targets for students to meet or surpass are *benchmarks*.
 - *School benchmarks* are targets that apply to every student in a school (each grade has its own benchmarks). These are available for all STAR Reading and STAR Reading Enterprise customers.
 - *District benchmarks* are targets that apply to every student in a school district; these are only available for STAR Reading Enterprise customers.
 - A *state benchmark* correlates the STAR Reading test scores within a school to a specific state's test. A state benchmark is only available for STAR Reading Enterprise customers in states where a linking study has been completed. The linking study correlates the STAR scale to the scale used on the state assessment.

Each type of benchmark can have different values; for example, state benchmarks may be set higher than district benchmarks. For STAR Reading Enterprise, one of these benchmarks can be chosen as a *default benchmark* (to be used in situations where a benchmark is required but one hasn't been chosen).

• The number of categories, the category names, and the minimum proficiency level chosen create a *benchmark structure*. There are four default categories (see below), but the number of categories in the structure can be changed from two to five.

Category	Description	Default Cut Score
At/Above Benchmark (green)	Students meeting or exceeding the benchmark score	At/Above 40 PR
On Watch (blue)	Students slightly below the benchmark score	Automatically calculated as the range between "At/Above Benchmark" and "Intervention"
Intervention (yellow)	Students below the benchmark score	Below 25 PR
Urgent Intervention (red)	Students far below the benchmark score	Below 10 PR





This chapter explains how to change the number of categories in the structure and the cut scores/benchmarks that define them.

Note: The procedures differ based on which version of the program you are using. If your school is part of a *mixed* district (where some schools are using STAR Reading and others are using STAR Reading Enterprise), follow the instructions for STAR Reading Enterprise.

STAR Reading				
Viewing benchmarks	Page 53			
Editing benchmarks	Editing sc	hool benchmark structure	Page 54	
	Editing sc	Editing school cut scores		
STAR Reading ENTERPR	RISE			
Viewing benchmarks			Page 58	
Editing benchmarks	School	Editing school benchmark structure	Page 63	
		Editing school cut scores	Page 65	
	District	Editing district benchmark structure	Page 68	
		Editing district cut scores	Page 70	
	State	Editing non-linked grades	Page 73	
Selecting a default	District ad	ministrators and district staff	Page 77	
benchmark	School ad	ministrators and school staff	Page 79	

Managing STAR Reading Screening, Progress Monitoring & Intervention

For more information about capabilities, see the Renaissance Place Software Manual. A new capability has been added to STAR Reading: Manage STAR Reading Screening, Progress Monitoring & Intervention. This capability allows users to view screening and progress monitoring scores, and set Response to Intervention (RTI) goals for all STAR Reading students in a school (see page 200).

All users have this capability by default. Teachers who have this capability removed will still be able to view and manage screening, progress monitoring and intervention data, but only for their *own* students (further clarification will be provided where appropriate).



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STAR Reading: Viewing Benchmarks

Who Can Do This?

- District Administrators
- ☑ District Staff
- School Administrators
- School Staff
- ☑ Teachers

Learn more about capabilities on page 200.

112	
122	
0	
-	

If you can't click on View Benchmarks, the selected school

does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 82.

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading on the Home page.
- 2. Click View Benchmarks in the gray sidebar on the left side of the page (A).

🛧 STAR Reading								
Home > Screening, Progres	s Monitoring & Intervention							
Return to Home	Screening, Progress Monitoring & Intervention Select Screening Status to preview results by grade; or select Progress Monitoring & Goals to							
Setup View Screening Dates View Benchmarks Manage Groups	Screening Status Progress Monitoring & Goals School: Gamez School Class: All Classes							
Reports Screening	Screening Status							
Progress Monitoring Longitudinal More Reports	Current Screening: February: 2/1/2013 - 2/28/2013 Edit							
	Grade Students Tested							
	Grade 1 Preview							

3. On the View Benchmarks page, use the **School** drop-down list **B** to choose which school to view benchmarks for. (School administrators, school staff, and teachers can only view benchmarks for their own school.)

ome > Screening, Progress Monitoring & Intervention > View Benchmarks									
/iew Benchmarks									
iew or edit benchmarks									
Senchmark Structure (applies to all schools)									
Number of Categories: 4 Minimum Proficiency Level: At/Above Benchmark Edit Benchmark Structure									
ut Score	-								
	s a Grade School 👻 🚯								
dit Cut So									
				ation & Recommendations					
Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark					
Grade 1	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR					
Grade 2	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR					
Grade 3	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR					
Grade 4	Below 15 PR	15 - 24 PR	25 - 39 PR	At/Above 40 PR					
Grade 5	Below 15 PR	15 - 29 PR	30 - 44 PR	At/Above 45 PR					
Grade 6	Below 20 PR	20 - 29 PR	30 - 44 PR	At/Above 45 PR					
Grade 7	Below 20 PR	20 - 32 PR	33 - 49 PR	At/Above 50 PR					
Grade 8	Below 22 PR	22 - 34 PR	35 - 49 PR	At/Above 50 PR					
Grade 9	Below 22 PR	22 - 36 PR	37 - 54 PR	At/Above 55 PR					
Grade 10	Below 25 PR	25 - 36 PR	37 - 54 PR	At/Above 55 PR					
Grade 11	Below 25 PR	25 - 36 PR	37 - 59 PR	At/Above 60 PR					
Grade 12	Below 25 PR	25 - 39 PR	40 - 59 PR	At/Above 60 PR					

4. Click **Done** when you have finished viewing the benchmarks.



STAR Reading: Editing Benchmarks

The task of editing benchmarks in STAR Reading is broken into two separate procedures:

- · Editing school benchmark structure (see the next section) allows you to choose how many categories are used for the school, the names assigned to those categories, and which category should serve as the minimum proficiency level students should try to achieve.
- Editing school cut scores (see page 56) allows you to change the default values of the PR scores used as benchmarks.

Editing School Benchmark Structure

Who Can Do This?

District Administrators

District Staff

School Administrators

School Staff

Teachers

Learn more about capabilities on page 200.

<u>)</u>	lf you can't click on View Benchmarks,
	the selected school

the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the School drop-down list. To set screening dates, see page 82.

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading on the Home page.
- 2. Click View Benchmarks in the gray sidebar on the left side of the page A.

🕁 STAR Reading	
Home > Screening, Progres	s Monitoring & Intervention
Return to Home	Screening, Progress Monitoring & Intervention Select Screening Status to preview results by grade; or select Progress Monitoring & Goals to
Setup View Screening Dates View Benchmarks Manage Groups	Screening Status Progress Monitoring & Goals School: Gamez School Class: All Classes
Reports Screening	Screening Status
Progress Monitoring Longitudinal More Reports	Current Screening: February: 2/1/2013 - 2/28/2013
	Grade Students Tested Grade 1

3. On the View Benchmarks page, use the School drop-down list B to choose which school to edit school benchmark structures for.



. .

4. Click Edit Benchmark Structure C.

Home > Screening, Progress Monitoring & Intervention > View Benchmarks									
View Benchmarks View or edit benchmarks									
Benchma	Benchmark Structure (applies to all schools)								
Number of Categories: 4 Minimum Proficiency Level: At/Above Benchmark Edit Benchmark Structure									
Cut Score	s 🔹								
North Terra	a Grade School 👻 🕒								
Edit Cut So	ores		Interpret	ation & Recommendation					
Grade	Urgent Intervention	Intervention	-						
Grade 1	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR					
Grade 2	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR					
Grade 3	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR					
Grade 4	Below 15 PR	15 - 24 PR	25 - 39 PR	At/Above 40 PR					
Grade 5	Below 15 PR	15 - 29 PR	30 - 44 PR	At/Above 45 PR					
Grade 6	Below 20 PR	20 - 29 PR	30 - 44 PR	At/Above 45 PR					
Grade 7	Below 20 PR	20 - 32 PR	33 - 49 PR	At/Above 50 PR					
Grade 8	Below 22 PR	22 - 34 PR	35 - 49 PR	At/Above 50 PR					
Grade 9	Below 22 PR	22 - 36 PR	37 - 54 PR	At/Above 55 PR					
Grade 10	Below 25 PR	25 - 36 PR	37 - 54 PR	At/Above 55 PR					
	Below 25 PR	25 - 36 PR	37 - 59 PR	At/Above 60 PR					
Grade 11	Below 25 PR	25 - 39 PR	40 - 59 PR	At/Above 60 PR					

5. On the Edit School Benchmark Structure page, use the Number of Categories drop-down list 1 to choose how many categories you want in the structure (from 2-5; the default is 4).

🛨 STAR Reading								
Home > Screening, Progress Monitoring & Intervention > View Benchmarks > Edit School Benchmark Structure								
Edit School Benchmark SI Change the number of categorie schools and grade levels		ames, or minimum proficiency level for all						
Number of Categories: 4 - Category	Minimum Proficiency Level							
At/Above Benchmark	<u>ه</u> (
On Watch	\odot							
Intervention	O							
Urgent Intervention								
Cancel Default Save								

6. If you want to change the names of the categories, type the names you want in the appropriate fields next to the colored boxes (E). The default names differ based on the number of categories being used:

2 Categories	3 Categories	4 Categories	5 Categories
At/Above Benchmark	At/Above Benchmark	At/Above Benchmark	Above Benchmark
Below Benchmark	On Watch	On Watch	At Benchmark
	Intervention	Intervention	On Watch
		Urgent Intervention	Intervention
			Urgent Intervention

STAR Reading™ 🖌 Software Manual



default values (see the diagram on page 57).

If you change the number of categories, the cut scores will revert to their

> You can restore all the settings to their defaults at any time by

clicking **Default** 6.

- 7. The Screening Report (see page 153) has a graph showing which students fall into each of the categories. Choose one of those categories to serve as the "bar" that students must reach in the Minimum Proficiency Level column . When a Screening Report is printed, a horizontal line will be placed on the graph at the chosen level, making it easier to see students who are "reaching the bar" and those who are not. (The lowest category cannot be chosen as the minimum proficiency level).
- 8. When you have finished making your changes, click **Save**. To leave this page without saving your changes, click **Cancel**.

Editing School Cut Scores

Who Can Do This?

- District Administrators
- ✓ District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 200.

)

If you can't click on View Benchmarks, the selected school

does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 82.

To change the number of categories used, their names, and the minimum proficiency level, see page 54.

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading on the Home page.
- 2. Click View Benchmarks in the gray sidebar on the left side of the page (A).

🗙 STAR Reading	
Home > Screening, Progres	s Monitoring & Intervention
Return to Home	Screening, Progress Monitoring & Intervention Select Screening Status to preview results by grade; or select Progress Monitoring & Goals to
A View Screening Dates View Benchmarks Manage Groups	Screening Status Progress Monitoring & Goals School: Gamez School Class: All Classes
Reports Screening	Screening Status
Progress Monitoring Longitudinal More Reports	Current Screening: February: 2/1/2013 - 2/28/2013 Edit
	Grade Students Tested
	Grade 1 10% 1/10 Preview

🛨 STAR Readi

- On the View Benchmarks page, use the School drop-down list B to choose which school to edit cut scores for. (School administrators and school staff can only edit cut scores for their own school.)
- 4. Click Edit Cut Scores C.
- 5. On the Edit School Cut Scores page, use the drop-down lists in the row for a grade to change the PR values that

	r chmarks : benchmarks								
Benchmark Structure (applies to all schools)									
	f Categories: 4								
	Proficiency Level: 📕 At, nmark Structure	Above Benchma	rк						
Cut Score									
	a Grade School 👻 🖪								
Edit Cut So	ores		Interpret	ation & Recommendation					
Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark					
Grade 1	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR					
Grade 2	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR					
Grade 3	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR					
Grade 4	Below 15 PR	15 - 24 PR	25 - 39 PR	At/Above 40 PR					
Grade 5	Below 15 PR	15 - 29 PR	30 - 44 PR	At/Above 45 PR					
Grade 6	Below 20 PR	20 - 29 PR	30 - 44 PR	At/Above 45 PR					
Grade 7	Below 20 PR	20 - 32 PR	33 - 49 PR	At/Above 50 PR					
Grade 8	Below 22 PR	22 - 34 PR	35 - 49 PR	At/Above 50 PR					
Grade 9	Below 22 PR	22 - 36 PR	37 - 54 PR	At/Above 55 PR					
Grade 10	Below 25 PR	25 - 36 PR	37 - 54 PR	At/Above 55 PR					
Grade 11	Below 25 PR	25 - 36 PR	37 - 59 PR	At/Above 60 PR					
	Below 25 PR	25 - 39 PR	40 - 59 PR	At/Above 60 PR					



In this example (where 4 categories are used), On Watch is automatically calculated as the range of scores between Intervention and At/Above Benchmark. The category that is automatically calculated changes depending on the number of categories used; see the diagram below.

Edit Scho Set the cut				d categ	огу						
School: No	rth Te	rra Gr	ade Scho	ol							
Cancel	Save							D			
Grade	📕 Urg	ent Int	ervention	📒 Inte	erver	ntio	n	On Watch	At/Abo	ve Ber	ichmar
Grade 1	Below	10 🔻	PR	Below	25	•	PR	Auto-Calculated	At/Above	40 🔻	PR
Grade 2	Below	10 🔻	PR	Below	25	•	PR	Auto-Calculated	At/Above	40 🔻	PR
Grade 3	Below	10 🔻	PR	Below	25	•	PR	Auto-Calculated	At/Above	40 🔻	PR
Grade 4	Below	15 👻	PR	Below	25	•	PR	Auto-Calculated	At/Above	40 🔻	PR
Grade 5	Below	15 🔻	PR	Below	30	•	PR	Auto-Calculated	At/Above	45 🔻	PR
Grade 6	Below	20 🔻	PR	Below	30	•	PR	Auto-Calculated	At/Above	45 🔻	PR
Grade 7	Below	20 🔻	PR	Below	33	•	PR	Auto-Calculated	At/Above	50 🔻	PR
Grade 8	Below	22 🔻	PR	Below	35	•	PR	Auto-Calculated	At/Above	50 🔻	PR
Grade 9	Below	22 🔻	PR	Below	37	•	PR	Auto-Calculated	At/Above	55 🔻	PR
Grade 10	Below	25 🔻	PR	Below	37	Ŧ	PR	Auto-Calculated	At/Above	55 🔻	PR
Grade 11	Below	25 🔻	PR	Below	37	•	PR	Auto-Calculated	At/Above	60 🕶	PR
Grade 12	Below	25 🔻	PR	Below	40	•	PR	Auto-Calculated	At/Above	60 🔻	PR

There can be from 2–5 categories for school benchmarks (the default number is 4). The values for some categories are automatically calculated based on the scores you choose for the other categories. The default PR values for the categories (along with their default names) are shown below:

	2		Below Benchmark Calculated ^a	:		At/Above Benchmark: At/Above 40 PR			
Categories	3	Intervention: Below 25 PR		On Watch: Calculated ^b	At/Above Benchmark: At/Above 40 PR				
Number of	4	Urgent Intervention: Below 10 PR	Intervention: 10–24 PR	On Watch: Calculated ^b		At/Above Benchmark: At/Above 40 PR			
	5	Urgent Intervention: Below 10 PR	Intervention: 10–24 PR	On Watch: 25–39 PR	At Benchmark: Calculated ^c	Above Benchmark: At/Above 50 PR			

a. Below Benchmark is automatically calculated to be from 1 to (At/Above Benchmark – 1). For example, if At/Above Benchmark is At/Above 40 PR, Below Benchmark is 1–39 PR.

b. On Watch is automatically calculated as the range of scores between At/Above Benchmark and Intervention. For example, if At/Above Benchmark is At/Above 40 PR and Intervention is Below 25 PR, On Watch is 25–39 PR.

c. At Benchmark is automatically calculated as the range of scores between Above Benchmark and On Watch. For example, if Above Benchmark is At/Above 50 PR and On Watch is Below 40 PR, At Benchmark is 40–49 PR.

6. Click **Save** to save the changes you have made. To exit this page without saving your changes, click **Cancel**.



define the categories for that grade. The values must be in ascending order from left to right. In the example below, the default number of categories (4) are shown.

STAR Reading Enterprise: Viewing Benchmarks

Who Can Do This?

District Administrators

- ☑ District Staff
- School Administrators
- School Staff
- ✓ Teachers
- Learn more about capabilities on page 200.

There are two ways to reach the View Benchmarks page:

- From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page
- Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

- 1. Click Enterprise Home under STAR Reading Enterprise on the Home page.
- 2. On the STAR Reading Enterprise Home page, click **Benchmarks** (below "Benchmark Options" in the Important Features section of the page); go to "View Benchmarks Page" on page 59.





If you can't click on View Benchmarks,

the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 82.

From the Screening, Progress Monitoring & Intervention Page

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading Enterprise on the Home page.
- Click View Benchmarks in the gray sidebar (under "Setup"); go to "View Benchmarks Page" on page 59.



View Benchmarks Page

- 1. In the top section of the View Benchmarks page, click the tab to choose which type of benchmark you want to view: School (A), District (B), or State (C).
 - ٠ The current setting for the default benchmark is shown at the top of the page 🕕.
 - The Edit Default Benchmark link beneath it will only appear if the user group ٠ you belong to is allowed to set the default benchmark (see page 76).
 - The State tab will only be shown if a linking between the STAR Reading scale • and your state test has been completed for one or more grades. The name shown on the tab will be the name of your state and the state test name acronym.

If you choose school benchmarks, see page 60.

If you choose district benchmarks, see page 61.

If you choose state benchmarks, see page 62.

Home > Screening	g, Progress Mon	itoring & Interv	ention > View Benchmarks	
View Benchma View or edit bench				
screen and in rep Current setting:	orts. School Benchr	narks	benchmarks - school, distric	t, state - appear by default on
Edit Default Bench	nmark			
	imark	B	C	



benchmark 🕕 is the benchmark that is used throughout STAR Reading Enterprise. In some places (such as the Screening Report options), you are allowed to choose different benchmarks to use—if no choice is made in these situations. the default benchmark shown here is the one that will be used.



Viewing School Benchmarks

To view school benchmarks:

- Verify that the School tab (A) is active.
- Use the School drop-down list B to select which school's benchmarks to view.
 Note: School administrators, school staff, and teachers can only view school benchmarks for their own school
- The number of categories and the minimum proficiency level for the chosen school are shown in the Benchmark Structure section of the page ^(C). The **Edit Benchmark Structure** link beneath ^(D) will only appear if the user group you belong to is allowed to edit school benchmark structures (see page 63).
- The benchmarks for each grade in the chosen school are in the Cut Scores table. The Edit Cut Scores link above the table
 will only appear if the user group you belong to is allowed to edit school cut scores (see page 65).
- Click **Done** when you have finished viewing the benchmarks.

iew Benchmarks ew or edit benchmarks						
n screen a Current sett Only school	nd in reports ing: Schoo	s. I Benchmar Enterprise m	ks			, state - appear by d linked benchmarks)
Done	A					
Sch	lool	District		S-State		
Minimum	f Categories Proficiency L hmark Struct	.evel: 📕 At/	Above Benchma	irk		
Cut Score	-	ade School	-			
School: North Terra Grade School Cellin Cut Scores Interpretation & Recommendations						
			•	Interpret	tation & Rec	commendations
	ores		Intervention	<u> </u>		commendations ve Benchmark
Edit Cut So	ores	intervention	_	<u> </u>		ve Benchmark
Edit Cut So Grade	ores	intervention R	Intervention	On Watch	At/Abov	<mark>ve Benchmark</mark> 40 PR
Edit Cut So Grade Grade 1	Urgent I Below 10 P	ntervention R R	Intervention	On Watch 25 - 39 PR	At/Above 4	<mark>ve Benchmark</mark> 40 PR 40 PR
Edit Cut So Grade Grade 1 Grade 2	Below 10 Pl	Intervention R R R	Intervention 10 - 24 PR 10 - 24 PR	On Watch 25 - 39 PR 25 - 39 PR	At/Above 4 At/Above 4 At/Above 4	ve Benchmark 40 PR 40 PR 40 PR
Edit Cut So Grade Grade 1 Grade 2 Grade 3	Below 10 Pl Below 10 Pl Below 10 Pl Below 15 Pl	R R R R R	Intervention 10 - 24 PR 10 - 24 PR 15 - 24 PR	On Watch 25 - 39 PR 25 - 39 PR 25 - 39 PR	At/Above 4 At/Above 4 At/Above 4 At/Above 4	Ve Benchmark 40 PR 40 PR 40 PR 40 PR
Edit Cut So Grade Grade 1 Grade 2 Grade 3 Grade 4	Below 10 P Below 10 P Below 10 P Below 15 P Below 15 P	R R R R R R	Intervention 10 - 24 PR 10 - 24 PR 15 - 24 PR 15 - 24 PR	On Watch 25 - 39 PR 25 - 39 PR 25 - 39 PR 25 - 39 PR 25 - 39 PR	At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4	Ve Benchmark 40 PR 40 PR 40 PR 40 PR 40 PR 40 PR
Edit Cut So Grade Grade 1 Grade 2 Grade 3 Grade 4 Grade 5	Below 10 Pl Below 10 Pl Below 10 Pl Below 15 Pl Below 15 Pl Below 15 Pl	R R R R R R R R	Intervention 10 - 24 PR 10 - 24 PR 15 - 24 PR 15 - 24 PR 15 - 24 PR 15 - 29 PR	On Watch 25 - 39 PR 25 - 39 PR 25 - 39 PR 25 - 39 PR 30 - 39 PR	At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4	Ve Benchmark 40 PR 40 PR 40 PR 40 PR 40 PR 40 PR 45 PR
Edit Cut So Grade Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6	Below 15 Pl Below 15 Pl Below 15 Pl Below 15 Pl Below 15 Pl Below 17 Pl	R R R R R R R R R	Intervention 10 - 24 PR 10 - 24 PR 15 - 24 PR 15 - 24 PR 15 - 29 PR 17 - 29 PR	On Watch 25 - 39 PR 25 - 39 PR 25 - 39 PR 25 - 39 PR 30 - 39 PR 30 - 44 PR	At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4	ve Benchmark 40 PR 40 PR 40 PR 40 PR 40 PR 40 PR 45 PR 45 PR
Edit Cut So Grade Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8	Below 15 Pl Below 15 Pl Below 15 Pl Below 15 Pl Below 15 Pl Below 17 Pl Below 17 Pl	R R R R R R R R R R R R	Intervention 10 - 24 PR 10 - 24 PR 15 - 24 PR 15 - 24 PR 15 - 29 PR 17 - 29 PR 17 - 32 PR	On Watch 25 - 39 PR 25 - 39 PR 25 - 39 PR 25 - 39 PR 30 - 39 PR 30 - 44 PR 33 - 44 PR	At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4	ve Benchmark 40 PR 40 PR 40 PR 40 PR 40 PR 40 PR 45 PR 45 PR 45 PR
Edit Cut So Grade 1 Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9	Below 10 P Below 10 P Below 10 P Below 15 P Below 15 P Below 15 P Below 17 P Below 17 P Below 17 P Below 20 P	R R R R R R R R R R R R R R	Intervention 10 - 24 PR 10 - 24 PR 15 - 24 PR 15 - 24 PR 15 - 29 PR 17 - 29 PR 17 - 32 PR 20 - 32 PR	On Watch 25 - 39 PR 25 - 39 PR 25 - 39 PR 25 - 39 PR 30 - 39 PR 30 - 44 PR 33 - 44 PR 33 - 44 PR	At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4	Ve Benchmark 40 PR 40 PR 40 PR 40 PR 40 PR 40 PR 45 PR 45 PR 45 PR 50 PR
Edit Cut Sc Grade Grade 1 Grade 2 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10	Below 10 P Below 10 P Below 10 P Below 15 P Below 15 P Below 15 P Below 15 P Below 17 P Below 17 P Below 20 P Below 20 P	R R R R R R R R R R R R R	Intervention 10 - 24 PR 10 - 24 PR 15 - 24 PR 15 - 24 PR 15 - 29 PR 17 - 29 PR 17 - 32 PR 20 - 32 PR 20 - 32 PR	On Watch 25 - 39 PR 25 - 39 PR 25 - 39 PR 25 - 39 PR 30 - 39 PR 30 - 44 PR 33 - 44 PR 33 - 44 PR 33 - 49 PR	At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4 At/Above 4	Ve Benchmark 40 PR 40 PR 40 PR 40 PR 40 PR 40 PR 45 PR 45 PR 45 PR 50 PR 50 PR



Viewing District Benchmarks

To view district benchmarks:

- Verify that the District tab (A) is active.
- The number of categories and the minimum proficiency level for the district are shown in the Benchmark Structure section of the page **B**.
- The Edit Benchmark Structure link beneath will () only appear if the user group you belong to is allowed to edit the district benchmark structure (see page 68).
- The Cut Scores table will only have one row; a single district benchmark is applied to all grades in all the schools in the district.
- The Edit Cut Scores link above the table D will only appear if the user group you belong to is allowed to edit district cut scores (see page 70)
- Click **Done** when you have finished viewing the benchmarks.

STAR Reading							
Home > Screening, Progress Monitoring & Intervention > View Benchmarks							
View Benchmarks View or edit benchmarks The Default Benchmark setting determines which benchmarks - school, district, state - appear by default on screen and in reports. Current setting: School Benchmarks (Only schools using the Enterprise model have access to district and state test-linked benchmarks)							
(Only schools Edit Default E		nterprise mo	del have acce	ess to district and	state test-	linked benchma	rks)
Done		A					
Sch	loc	Distr	rict	S-State			
The district I	The district benchmark applies to all schools and grades and is always used for longitudinal reporting.						
Benchmar	k Structure	(applies to a	all schools)				
Number of Categories: 4 Minimum Proficiency Level: At/Above Benchmark Edit Benchmark Structure							
Cut Scores (applies to all schools) Edit Cut Scores Interpretation & Recommendations							
Edit Cut Sco							
Edit Cut Sco Grade	Urgent I	intervention	Interventi	on 📕 On Watch	At/Ab	ove Benchmark	



Viewing State Benchmarks

To view state benchmarks:

- Verify that the State tab (A) is active.
- Unlike school and district benchmarks, state benchmarks are linked to the Scaled Score (SS), not the Percentile Rank (PR); see page 180.
- There may be grades in the state that do not have a linking between the state test and STAR Reading; the rows for these grades will be empty **B**.
- The Edit Non-Linked Grades link above the table () will only appear if the user group you belong to is allowed to edit scores for non-linked grades (see page 73).
- Click **Done** when you have finished viewing the benchmarks.

ľ	STAR Reading						
÷	Iome > Screening, Progress Monitoring & Intervention > View Benchmarks						
	View Benchmarks View or edit benchmarks The Default Benchmark setting determines which benchmarks - school, district, state - appear by default on screen and in reports. Current setting: School Benchmarks (Only schools using the Enterprise model have access to district and state test-linked benchmarks) Edit Default Benchmark						
	Done						
	Sch	lool	District	S-State			
	This benchmark helps determine if students are on track for state testing. Grades with S-State-linked scores are pre-filled and not editable. Scores for the remaining grades can be defined by the district administrator.						
C		nked Grades		erpretation & Recommendation			
+	Grade	Standard Not Met	Met Standard Commended Performa				
	Grade 1						
	Grade 2						
	Grade 3	Below 202 SS	202 - 439 SS	At/Above 440 SS			
	Grade 4	Below 359 SS	359 - 571 SS	At/Above 572 SS			
	Grade 5	Below 237 SS	237 - 554 SS	At/Above 555 SS			
	Grade 6	Below 417 SS	417 - 673 SS	At/Above 674 SS			
	Grade 7	Below 518 SS	518 - 913 SS	At/Above 914 SS			
	Grade 8	Below 361 SS	361 - 804 SS	At/Above 805 SS			
	Grade 9 Below 346 SS 346 - 915 SS At/Above 916 SS						
1	Grade 10						
	Grade 11						
	Grade 12						
	Done						



STAR Reading Enterprise: Editing Benchmarks

School Benchmarks

The task of editing school benchmarks in STAR Reading Enterprise is broken into two separate procedures:

- Editing school benchmark structure (see the next section) allows you to choose how many categories are used for the schools, the names assigned to those categories, and which category should serve as the minimum proficiency level students should try to achieve. The same school benchmark structure is used by all schools in the district.
- *Editing school cut scores* (see page 65) allows you to change the default values of the PR scores used as benchmarks. Each school can set its own values for the school cut scores.

Editing School Benchmark Structure

The procedure for editing school benchmark structure begins on the View Benchmarks page; there are two ways to reach this page:

- From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

- 1. Click Enterprise Home under STAR Reading Enterprise on the Home page.
- 2. On the STAR Reading Enterprise Home page, click **Benchmarks** (below "Benchmark Options" in the Important Features section of the page); go ahead to step 3 on page 64.



From the Screening, Progress Monitoring & Intervention Page

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading Enterprise on the Home page.
- 2. Click View Benchmarks in the gray sidebar (under "Setup"); go ahead to step 3 on page 64.



District Administrators

☑ District Staff

School Administrators

School Staff

Teachers

Learn more about capabilities on page 200.





the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 82.



:

- 3. In the top section of the View Benchmarks page, click the School tab (B).
- 4. Click Edit Benchmark Structure C.



If you change the number of categories, the cut scores will revert to their default values (see the diagram on page 67).



5. On the Edit School Benchmark Structure page, use the Number of Categories drop-down list to choose how many categories you want in the structure (from 2–5; the default is 4).

😽 STAR Reading		
Home > Screening, Progress Mo	nitoring & In	tervention > View Benchmarks > Edit School Benchmark Structure
Edit School Benchmark SI Change the number of categorie schools and grade levels		ames, or minimum proficiency level for all
Number of Categories: 4 Category	Minimum Proficiency Level	
At/Above Benchmark	0	
On Watch	\bigcirc	
Intervention	O	
Urgent Intervention		
Cancel Default Save		


6. If you want to change the names of the categories, type the names you want in the appropriate fields next to the colored boxes **D**. The default names differ based on the number of categories being used:

2 Categories	3 Categories	4 Categories	5 Categories
At/Above Benchmark	At/Above Benchmark	At/Above Benchmark	Above Benchmark
Below Benchmark	On Watch	On Watch	At Benchmark
	Intervention	Intervention	On Watch
		Urgent Intervention	Intervention
			Urgent Intervention

- 7. The Screening Report (see page 153) has a graph showing which students fall into each of the categories. Choose one of those categories to serve as the "bar" that students must reach in the Minimum Proficiency Level column (E). When a Screening Report is printed, a horizontal line will be placed on the graph at the chosen level, making it easier to see students who are "reaching the bar" and those who are not. (The lowest category cannot be chosen as the minimum proficiency level).
- 8. When you have finished making your changes, click **Save**. To leave this page without saving your changes, click **Cancel**.

Editing School Cut Scores

The procedure for editing school cut scores begins on the View Benchmarks page; there are two ways to reach this page:

- · From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

- Click Enterprise Home under STAR Reading Enterprise on the Home page.
- 2. On the STAR Reading Enterprise Home page, click **Benchmarks** (A) (below "Benchmark Options" in the Important Features section of the page); go ahead to step 3 on page 66.



From the Screening, Progress Monitoring & Intervention Page

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading Enterprise on the Home page.
- 2. Click View Benchmarks in the gray sidebar (under "Setup"); go ahead to step 3 on page 66.

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers
- Learn more about capabilities on page 200.



If you can't click on View Benchmarks, the selected school

does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 82.



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- 3. In the top section of the View Benchmarks page, click the School tab (B).
- 4. Use the **School** drop-down list () to select which school's cut scores to edit. **Note:** School administrators and school staff can only edit cut scores for their own school.
- 5. Click Edit Cut Scores D.

	eening, Progre	ess Monitorir	ng & Interventio	on > View Bend	hmarks		
	chmarks						
n screen a	nd in reports.	-	nines which ber	icnmarks - sch	ool, district,	state - appea	груа
	ing: School I Is using the Er		(s del have acces	s to district and	l state test-li	nked benchm	arks)
lit Default	Benchmark						
Done							
(В						
Sch	lool	Distr	ict	S-State			
chool ben	chmarks supp	ort local res	ponse to interv	ention strategi	es per buildir	ng and grade l	evel.
	rk Structure			-			
	f Categories:		in schoolsy				
			bove Benchma	rk			
	nmark Structu						
Cut Score	s						
School: N	orth Terra Grad	de School 💌] 🖸				
School: N	orth Terra Grad					mmendations	
School: N	orth Terra Grac cores	tervention	Intervention	On Watch	At/Abov	e Benchmark	
School: N Edit Cut So Grade Grade 1	orth Terra Grac cores Urgent Int Below 10 PR	tervention	Intervention	On Watch 25 - 39 PR	At/Above 4	e Benchmark D PR	
School: No Edit Cut Sc Grade	orth Terra Grac cores	tervention	Intervention	On Watch	At/Abov	e Benchmark D PR	
School: N Edit Cut So Grade Grade 1	orth Terra Grac cores Urgent Int Below 10 PR	tervention 1	Intervention	On Watch 25 - 39 PR	At/Above 4	<mark>e Benchmark</mark> D PR D PR	
School: N dit Cut Sc Grade Grade 1 Grade 2	orth Terra Grad cores Urgent Ini Below 10 PR Below 10 PR	tervention 1	Intervention 10 - 24 PR 10 - 24 PR	On Watch 25 - 39 PR 25 - 39 PR	At/Above 4 At/Above 4 At/Above 4	<mark>e Benchmark</mark> D PR D PR D PR	
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School: N dit Cut Sc Grade 1 Grade 2 Grade 3 Grade 3 Grade 4 Grade 5 Grade 6	orth Terra Grac cores Urgent Int Below 10 PR Below 10 PR Below 15 PR Below 15 PR Below 15 PR Below 15 PR Below 17 PR	tervention 5	Intervention 10 - 24 PR 10 - 24 PR 15 - 24 PR 15 - 24 PR 15 - 29 PR 17 - 29 PR	On Watch 25 - 39 PR 25 - 39 PR 25 - 39 PR 25 - 39 PR 30 - 39 PR 30 - 44 PR	At/Above 44 At/Above 44 At/Above 44 At/Above 44 At/Above 44 At/Above 44 At/Above 44	e Benchmark D PR D PR D PR D PR D PR D PR D PR 5 PR 5 PR	
School: N dit Cut Sc Grade Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7	orth Terra Grac cores Urgent Int Below 10 PR Below 10 PR Below 15 PR Below 15 PR Below 15 PR Below 17 PR Below 17 PR	tervention 5	Intervention 10 - 24 PR 10 - 24 PR 15 - 24 PR 15 - 24 PR 15 - 29 PR 17 - 29 PR 17 - 32 PR	On Watch 25 - 39 PR 25 - 39 PR 25 - 39 PR 25 - 39 PR 30 - 39 PR 30 - 44 PR 33 - 44 PR	At/Above 41 At/Above 41 At/Above 41 At/Above 41 At/Above 41 At/Above 43 At/Above 43 At/Above 43	e Benchmark 0 PR 0 PR 0 PR 0 PR 0 PR 5 PR 5 PR 5 PR 5 PR	
School: N Grade 1 Grade 1 Grade 2 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9	The second secon	tervention 1	Intervention 10 - 24 PR 10 - 24 PR 15 - 24 PR 15 - 24 PR 15 - 29 PR 15 - 29 PR 17 - 29 PR 17 - 32 PR 20 - 32 PR	On Watch 25 - 39 PR 25 - 39 PR 25 - 39 PR 25 - 39 PR 30 - 39 PR 30 - 44 PR 33 - 44 PR 33 - 44 PR	At/Above 41 At/Above 41 At/Above 41 At/Above 41 At/Above 41 At/Above 41 At/Above 42 At/Above 43 At/Above 43	e Benchmark 0 PR 0 PR 0 PR 0 PR 0 PR 5 PR 5 PR 5 PR 5 PR 0 PR	
School: N Edit Cut Sc Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10	orth Terra Grac cores Urgent Int Below 10 PR Below 10 PR Below 15 PR Below 15 PR Below 15 PR Below 17 PR Below 17 PR Below 20 PR Below 20 PR	tervention 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Intervention 10 - 24 PR 10 - 24 PR 15 - 24 PR 15 - 24 PR 15 - 29 PR 15 - 29 PR 17 - 29 PR 17 - 32 PR 20 - 32 PR 20 - 32 PR	On Watch 25 - 39 PR 25 - 39 PR 25 - 39 PR 25 - 39 PR 30 - 39 PR 30 - 44 PR 33 - 44 PR 33 - 44 PR 33 - 49 PR	At/Above 44 At/Above 56	e Benchmark 0 PR 0 PR 0 PR 0 PR 0 PR 5 PR 5 PR 5 PR 0 PR 0 PR 0 PR	
School: N Edit Cut Sc Grade 1 Grade 2 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11	Urgent Int Below 10 PR Below 10 PR Below 10 PR Below 15 PR Below 15 PR Below 15 PR Below 17 PR Below 17 PR Below 20 PR Below 20 PR	tervention 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Intervention 10 - 24 PR 10 - 24 PR 15 - 24 PR 15 - 24 PR 15 - 29 PR 15 - 29 PR 17 - 29 PR 17 - 32 PR 20 - 32 PR 20 - 32 PR 20 - 32 PR 20 - 34 PR	On Watch 25 - 39 PR 25 - 39 PR 25 - 39 PR 30 - 39 PR 30 - 44 PR 33 - 44 PR 33 - 44 PR 33 - 49 PR 35 - 49 PR	At/Above 44 At/Above 55 At/Above 55	e Benchmark 0 PR 0 PR 0 PR 0 PR 0 PR 5 PR 5 PR 5 PR 0 PR 0 PR 0 PR 0 PR 0 PR	



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6. On the Edit School Cut Scores page, use the drop-down lists in the row for a grade to change the PR values that define the categories for that grade. The values must be in ascending order from left to right.

	STAR RE							. Marchael		
	Edit Scho Set the cut	ool Cu	t Sco	res			entio	n > View Benchm	arks > Edit Si	chool Cut Score
 In this example (where 4 categories are used), 	School: No	rth Te		ade Scho	ol					
On Watch is	Cancer	Jave						E		
automatically calculated	Grade	📕 Urg	ent In	ervention	📒 Inte	ervent	ion	on Watch	At/Above	Benchmark
as the range of scores	Grade 1	Below	10 🔻	PR	Below	25 🔻	PR	Auto-Calculated	At/Above 4) 🔻 PR
between Intervention	Grade 2	Below	10 🔻	PR	Below	25 -	PR	Auto-Calculated	At/Above 4	PR
and At/Above	Grade 3	Below	10 🔻	PR	Below	25 -	PR	Auto-Calculated	At/Above 4	PR
Benchmark. The	Grade 4	Below	15 🔻	PR	Below	25 •	PR	Auto-Calculated	At/Above 4) ▼ PR
category that is	Grade 5	Below	15 🔻	PR	Below	30 🔻	PR	Auto-Calculated	At/Above 4	5 🔻 PR
automatically calculated	Grade 6	Below	20 -	PR	Below	30 🔻	PR	Auto-Calculated	At/Above 4	5 🔻 PR
changes depending on	Grade 7	Below	20 -	PR	Below	33 •	PR	Auto-Calculated	At/Above 5) 🔻 PR
the number of	Grade 8	Below	22 🔻	PR	Below	35 🔻	PR	Auto-Calculated	At/Above 5) 🔻 PR
categories used; see	Grade 9	Below	22 🔻	PR	Below	37 •	PR	Auto-Calculated	At/Above 5	5 🔻 PR
the diagram below.	Grade 10	Below	25 🔻	PR	Below	37 •	PR	Auto-Calculated	At/Above 5	5 🔻 PR
	Grade 11	Below	25 🔻	PR	Below	37 🗸	PR	Auto-Calculated	At/Above 6) ▼ PR
	Grade 12	Below	25 🔻	PR	Below	40 🔻	PR	Auto-Calculated	At/Above 6) ▼ PR
	Cancel	Save								

There can be from 2-5 categories for school benchmarks (the default number is 4). The values for some categories are automatically calculated based on the scores you choose for the other categories. The default PR values for the categories (along with their default names) are shown below:

	2		Below Benchmark Calculated ^a	:		At/Above Benchmark: At/Above 40 PR	
Categories	3		vention: w 25 PR	On Watch: Calculated ^b	At/Above Benchmark: At/Above 40 PR		
Number of	4	Urgent Intervention: Below 10 PR	Intervention: 10–24 PR	On Watch: Calculated ^b	At/Above Benchmark: At/Above 40 PR		
	5	Urgent Intervention: Below 10 PR	Intervention: 10–24 PR	On Watch: 25–39 PR	At Benchmark: Calculated ^c At/Above 50 PR		

a. Below Benchmark is automatically calculated to be from 1 to (At/Above Benchmark - 1). For example, if At/Above Benchmark is At/Above 40 PR, Below Benchmark is 1-39 PR.

b. On Watch is automatically calculated as the range of scores between At/Above Benchmark and Intervention. For example, if At/Above Benchmark is At/Above 40 PR and Intervention is Below 25 PR, On Watch is 25–39 PR.

c. At Benchmark is automatically calculated as the range of scores between Above Benchmark and On Watch. For example, if Above Benchmark is At/Above 50 PR and On Watch is Below 40 PR, At Benchmark is 40-49 PR.

> 7. Click Save to save the changes you have made to the cut scores. To exit this page without saving your changes, click Cancel.



District Benchmarks

Who Can Do This?

District Staff

School Staff

Learn more about capabilities on page 200.

Teachers

District Administrators

□ School Administrators

The task of editing district benchmarks in STAR Reading Enterprise is broken into two separate procedures:

- Editing district benchmark structure (see the next section) allows you to choose how
 many categories are used for the district, the names assigned to those categories,
 and which category should serve as the minimum proficiency level students should
 try to achieve.
- *Editing district cut scores* (see page 70) allows you to change the default values of the PR scores used as benchmarks.

Editing District Benchmark Structure

The procedure for editing district benchmark structure begins on the View Benchmarks page; there are two ways to reach this page:

- From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

- Click Enterprise Home under STAR Reading Enterprise on the Home page.
- 2. On the STAR Reading Enterprise Home page, click **Benchmarks** (A) (below "Benchmark Options" in the Important Features section of the page); go ahead to step 3 on page 69.



From the Screening, Progress Monitoring & Intervention Page

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading Enterprise on the Home page.
- 2. Click View Benchmarks in the gray sidebar (under "Setup"); go ahead to step 3 on page 69.



If you can't click on View Benchmarks, the selected school

does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 82.



:

- 3. In the top section of the View Benchmarks page, click the **District** tab (B).
- 4. Click Edit Benchmark Structure C.

🕁 STAR Rea					
Home > Scre	ening, Progress Monitori	ng & Interventior	1 > View Bench	marks	
View Benc View or edit b					
on screen an Current setti	d in reports. ng: School Benchmar using the Enterprise m	ks odel have access		ol, district, state - appear state test-linked benchma	
Sch	Dol Dist	rict	S-State		
The district l	penchmark applies to all	schools and grad	des and is alwa	ys used for longitudinal re	eporting.
Benchmar	k Structure (applies to	all schools)			
Minimum P	Categories: 4 roficiency Level: At/ mark Structure	Above Benchmar	k		
Cut Scores	(applies to all schools) pres		Interpret	ation & Recommendation	s
Grade	Urgent Intervention	Intervention	📕 On Watch	At/Above Benchmark	
All Grades	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR	
		-	-	-	



If you change the number of categories, the cut

You can restore all the settings to their defaults at any time by

clicking **Default G**.

scores will revert to their default values (see the diagram on page 72). 5. On the Edit District Benchmark Structure page, use the **Number of Categories** drop-down list **1** to choose how many categories you want in the structure (from 2–5; the default is 4).

🛧 STAR Reading		
Home > Screening, Progress Mo	nitoring & Intervention > View Benchmarks > Edit District Benchmark Structur	re
Edit District Benchmark S Change the number of categorie all schools and grade levels	, category names, or minimum proficiency level for	
Number of Categories: 4 Category	Minimum Proficiency Level	
At/Above Benchmark	F	
On Watch	•	
Intervention	0	
Urgent Intervention		
Cancel Default Save]	

6. If you want to change the names of the categories, type the names you want in the appropriate fields next to the colored boxes **E**. The default names differ based on the number of categories being used:

2 Categories	3 Categories	4 Categories	5 Categories
At/Above Benchmark	At/Above Benchmark	At/Above Benchmark	Above Benchmark
Below Benchmark	On Watch	On Watch	At Benchmark
	Intervention	Intervention	On Watch
		Urgent Intervention	Intervention
			Urgent Intervention



- 7. The Screening Report (see page 153) has a graph showing which students fall into each of the categories. Choose one of those categories to serve as the "bar" that students must reach in the Minimum Proficiency Level column . When a Screening Report is printed, a horizontal line will be placed on the graph at the chosen level, making it easier to see students who are "reaching the bar" and those who are not. (The lowest category cannot be chosen as the minimum proficiency level).
- 8. When you have finished making your changes, click **Save**. To leave this page without saving your changes, click **Cancel**.

Editing District Cut Scores

The procedure for editing district cut scores begins on the View Benchmarks page; there are two ways to reach this page:

- · From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

- Click Enterprise Home under STAR Reading Enterprise on the Home page.
- 2. On the STAR Reading Enterprise Home page, click **Benchmarks** (A) (below "Benchmark Options" in the Important Features section of the page); go ahead to step 3 on page 71.



From the Screening, Progress Monitoring & Intervention Page

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading Enterprise on the Home page.
- 2. Click View Benchmarks in the gray sidebar (under "Setup"); go ahead to step 3 on page 71.



District Administrators

District Staff

□ School Administrators

□ School Staff

□ Teachers

Learn more about capabilities on page 200.



lf you can't click on View Benchmarks,

the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 82.



:

- 3. In the top section of the View Benchmarks page, click the **District** tab (B).
- 4. Click Edit Cut Scores C.

	iding				
Home > Scre	ening, Progress Monito	ring & Interventior	n > View Bench	imarks	
View Bend View or edit b					
on screen an Current setti	nd in reports. ng: School Benchma s using the Enterprise n	rks		ol, district, state - appear state test-linked benchma	
Sch		B	S-State		
The district	 benchmark applies to a	II schools and grad	des and is alwa	ys used for longitudinal re	porting.
Benchmar	k Structure (applies to	all schools)			
Minimum P	Categories: 4 Proficiency Level: At mark Structure	/Above Benchmar	k		
Cut Scores Edit Cut Sco	s (applies to all schools) ores)	Interpret	ation & Recommendations	1
	Urgent Intervention	n Intervention	📕 On Watch	At/Above Benchmark	
Grade	Orgenic Intervention				

5. On the Edit District Cut Scores page, use the drop-down lists to change the PR values that define the categories for the district. The values must be in ascending order from left to right.

🛨 STAR Re	eading				
Home > So	reening, Progress Monito	ring & Intervention	> View Benchma	rks > Edit District Cut Sco	res
	rict Cut Scores scores for each category	D	1		
Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark	
All Grades	Below 10 V PR	Below 25 💌 PR	Auto-Calculated	At/Above 40 - PR	
Cancel	Save				

In this example (where 4 categories are used), On Watch is automatically calculated as the range of scores between Intervention and At/Above Benchmark. The category that is automatically calculated changes depending on the number of categories used; see the diagram on page 72.



•

There can be from 2–5 categories for district benchmarks (the default number is 4). The values for some categories are automatically calculated based on the scores you choose for the other categories. The default PR values for the categories (along with their default names) are shown below:

	2		Below Benchmark Calculated ^a		At/Above Benchmark: At/Above 40 PR		
Categories	3		rvention: ow 25 PR	On Watch: Calculated ^b	At/Above Benchmark: At/Above 40 PR		
Number of	4	Urgent Intervention: Below 10 PR	Intervention: 10–24 PR	On Watch: Calculated ^b	At/Above Benchmark: At/Above 40 PR		
	5	Urgent Intervention: Below 10 PR	Intervention: 10–24 PR	On Watch: 25–39 PR	At Benchmark: Calculated ^c	Above Benchmark: At/Above 50 PR	

a. Below Benchmark is automatically calculated to be from 1 to (At/Above Benchmark – 1). For example, if At/Above Benchmark is At/Above 40 PR, Below Benchmark is 1–39 PR.

b. On Watch is automatically calculated as the range of scores between At/Above Benchmark and Intervention. For example, if At/Above Benchmark is At/Above 40 PR and Intervention is Below 25 PR, On Watch is 25–39 PR.

c. At Benchmark is automatically calculated as the range of scores between Above Benchmark and On Watch. For example, if Above Benchmark is At/Above 50 PR and On Watch is Below 40 PR, At Benchmark is 40–49 PR.

6. Click **Save** to save the changes you have made to the cut scores. To exit this page without saving your changes, click **Cancel**.



State Benchmarks

If a there is a linking between the state test and the STAR Reading test, the Scaled Score (SS) that a student receives can be used to see if the student has reached a state benchmark. Essentially, you use the results of a STAR Reading test to predict how a student will perform on a state test.

However, some grades may not have the linking; for example, a state test might only have a linking to STAR Reading for grades 3–8. In cases like this, no values are assigned to the non-linked grades, but you can assign your own if you want to.

Editing Non-Linked Grades

The procedure for editing non-linked grades begins on the View Benchmarks page; there are two ways to reach this page:

- · From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

- Click Enterprise Home under STAR Reading Enterprise on the Home page.
- 2. On the STAR Reading Enterprise Home page, click **Benchmarks** (A) (below "Benchmark Options" in the Important Features section of the page); go ahead to step 3 on page 74.



From the Screening, Progress Monitoring & Intervention Page

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading Enterprise on the Home page.
- 2. Click View Benchmarks in the gray sidebar (under "Setup"); go ahead to step 3 on page 74.



District Administrators

District Staff

School Administrators

School Staff

Teachers

Learn more about capabilities on page 200.



If you can't click on View Benchmarks, the selected school

does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 82.



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- 3. In the top section of the View Benchmarks page, click the State tab (A).
- 4. Click Edit Non-Linked Grades B.

n screen a Current sett			henchmarke - school dist	rict, state - appear by defau
	ing: School Be	-		net, state appear by defaul
			ccess to district and state te	est-linked benchmarks)
	benefittark			
Done			Δ	
Sek	lool	District	S-State	
This benchi	mark helps deter	mine if students are	on track for state testing.	
			led and not editable.	
Scores for	the remaining gi	rades can be defined	by the district administrate	or.
Edit Non-Li	nked Grades	1	Interpretation & Recommen	Idations
Grade	Standard No	t Met 📕 Met Standa	ard 📕 Commended Perfor	mance
Grade 1				
Grade 2				
Grade 3	Below 202 SS	202 - 439 SS	At/Above 440 SS	
Grade 4	Below 359 SS	359 - 571 SS	At/Above 572 SS	
Grade 5	Below 237 SS	237 - 554 SS	At/Above 555 SS	
Grade 6	Below 417 SS	417 - 673 SS	At/Above 674 SS	
Grade 7	Below 518 SS	518 - 913 SS	At/Above 914 SS	
Grade 8	Below 361 SS	361 - 804 SS	At/Above 805 SS	
	Below 346 SS	346 - 915 SS	At/Above 916 SS	
Grade 9				
Grade 9 Grade 10				



.

5. Enter the Scaled Score values you want in the appropriate fields.

Home > So	reening	, Progress	s Mor	nitoring & Interven	tion > View Benchm	arks > Edit	Estimated S-State Score
Edit Esti				It Scores benchmark data			
Cancel	Save	_	11101	Senemiark Gata			
			_				
Recor	mmend	Scores	_ (fills in suggested s	caled score values fo	or grades v	vith no benchmark data)
Grade	E Sta	ndard Not	Met	Met Standard	Commended Per	rformance	
Grade 1	Below	0	SS	Auto-Calculated	At/Above 0	SS	
Grade 2	Below	0	SS	Auto-Calculated	At/Above 0	SS	
Grade 3	Below	202 SS		Auto-Calculated	At/Above 440 SS		
Grade 4	Below	359 SS		Auto-Calculated	At/Above 572 SS		
Grade 5	Below	237 SS		Auto-Calculated	At/Above 555 SS		
Grade 6	Below	417 SS		Auto-Calculated	At/Above 674 SS		
Grade 7	Below	518 SS		Auto-Calculated	At/Above 914 SS		
Grade 8	Below	361 SS		Auto-Calculated	At/Above 805 SS		
Grade 9	Below	346 SS		Auto-Calculated	At/Above 916 SS		
Grade 10	Below	0	SS	Auto-Calculated	At/Above 0	SS	
Grade 11	Below	0	SS	Auto-Calculated	At/Above 0	SS	
Grade 12	Below	0	ss	Auto-Calculated	At/Above 0	SS	
Cancel	Save	_					

- You can enter numbers from 2–1400.
- For each grade (row), the numbers must be lowest at the left and highest at the right.
- You can also click **Recommend Scores** to have the software automatically calculate and enter Scaled Scores in all the fields for you. These calculated scores are not linked to the state test. They are extrapolated from the scores for grades that are linked to the state test. **Note:** Clicking **Recommend Scores** fills in values for *all* the fields—if you have already entered your own values in any of the fields before clicking **Recommend Scores**, they will be overwritten. You *can* change any of the recommended scores after they have been calculated.



Think of each Scaled Score as a point on a line. Once you have entered values for any of the Below or At/Above scores, the software calculates the ranges *between* those scores. Some examples are shown below for state tests that use from 2–5 categories.



6. Click **Save** to save the changes you have made to the non-linked grades. To exit this page without saving your changes, click **Cancel**. Once you have saved your changes, the new values will be shown in the table in the State tab on the View Benchmarks page.

Default Benchmarks

The *default* benchmark is the benchmark that is used throughout STAR Reading Enterprise. In some places (such as the Screening Report options; see page 153), you are allowed to choose different benchmarks to use—if no choice is shown, the default benchmark will be used.

District administrators and district staff can either choose the default benchmark, which will apply to all schools in the district, or allow school administrators and school staff to choose their own benchmark, which will only apply in their own school. In a *mixed* district (where some schools use STAR Reading and some use STAR Reading Enterprise), the default benchmark chosen will only apply to schools using STAR Reading Enterprise.



Who Can Do This?

District Administrators

☑ District Staff

School Administrators

- School Staff
- Teachers
- Learn more about capabilities on page 200.

Setting Default Benchmarks: District Administrators and District Staff

The Set Default Benchmark page is reached by means of the View Benchmarks page; there are two ways to reach the View Benchmarks page:

- From the STAR Reading Enterprise Home page
- From the Screening, Progress Monitoring & Intervention page

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

- Click Enterprise Home under STAR Reading Enterprise on the Home page.
- 2. On the STAR Reading Enterprise Home page, click **Benchmarks** (below "Benchmark Options" in the Important Features section of the page); go ahead to step 3 on page 78.



From the Screening, Progress Monitoring & Intervention Page

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading Enterprise on the Home page.
- 2. Click View Benchmarks in the gray sidebar (under "Setup"); go ahead to step 3 on page 78.



If you can't click on View Benchmarks, the selected school

does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 82.



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3. On the View Benchmarks page, click Edit Default Benchmark B.



4. On the Set Default Benchmark page, if you want to let school administrators choose which benchmark to use as the default benchmark in their own school, click Allow school administrators to set **b**.

😽 STAR Reading	
Home > Screening, Progress Monitor	ing & Intervention > View Benchmarks > Set Default Benchmark
Set Default Benchmark Select default benchmark set for scho	ol administrators and teachers
Default Benchmarks Choose which benchmarks to use by default on screen and in reports	 Allow school administrators to set Apply the following to all schools: School benchmarks District benchmark S-State
(Only schools using the Enterprise m	odel have access to district and state test-linked benchmarks)

If you want to choose the default benchmark yourself, click **Apply the following to all schools 1**, and then choose one of the benchmarks listed to serve as the default:

- School benchmarks (:): Each school will use the school benchmark (see page 63) as the default.
- **District benchmark** (F): The district benchmark (see page 68) will be the default for all schools. If some schools in the district do not have an Enterprise subscription, the district benchmark will not be used for those schools.
- "State" (6): If a linking between the STAR Reading scale and your state test has been completed for one or more grades, the state benchmarks can be used as the default. (The name shown will be the name of your state and the state test name acronym.)

If no linking studies have been performed for your state, this option will not be available.

 Click Save to save your changes, or click Cancel to leave this page without saving changes.



Who Can Do This?

District Administrators

District Staff

School Administrators

- School Staff
- Teachers

Learn more about capabilities on page 200.

Setting Default Benchmarks: School Administrators and School Staff

School administrators and school staff can only set default benchmarks for their own school, and only if they have been given permission by the district administrator or district staff (see step 4 on page 78).

The Set Default Benchmark page is reached by means of the View Benchmarks page; there are two ways to reach the View Benchmarks page:

- · From the Screening, Progress Monitoring & Intervention page
- · From the STAR Reading Enterprise Home page

Use whichever method you prefer.

From the Screening, Progress Monitoring & Intervention Page

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading Enterprise on the Home page.
- Click View Benchmarks in the gray sidebar (under "Setup"); go ahead to step 3 on page 80.

From the STAR Reading Enterprise Home Page

- 1. Click Enterprise Home under STAR Reading Enterprise on the Home page.
- 2. On the STAR Reading Enterprise Home page, click **Benchmarks** (below "Benchmark Options" in the Important Features section of the page); go ahead to step 3 on page 80.





If you can't click on View Benchmarks, the selected school

does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 82.



3. On the View Benchmarks page, click Edit Default Benchmark B.



- 4. On the Set Default Benchmark page, choose one of the benchmarks listed to serve as the default:
 - School benchmarks (C): All grades in your school will use the school • benchmark (see page 63) as the default.
 - **District benchmark** (1): The district benchmark (see page 68) will be the default for all grades in your school. If some schools in the district do not have an Enterprise subscription, the district benchmark will not be used for those schools.
 - "State" (E): If a linking between the STAR Reading scale and your state test • has been completed for one or more grades, the state benchmarks can be used as the default. (The name shown will be the name of your state and the state test name acronym.)

If no linking studies have been performed for your state, this option will not be available.

🛨 STAR Reading	
Home > Screening, Progress Monitoring & Intervention > Vie	w Benchmarks > Set Default Benchmark
Set Default Benchmark Select default benchmark set for school administrators and te	achers
Default Benchmarks Choose which benchmarks to by default on screen and in reports	
Cancel Save	

5. Click Save to save your changes, or click Cancel to leave this page without saving changes.



page 78).

Screening Dates

STAR Reading uses three default screening dates for Screening Reports and Student Progress Monitoring Reports:

- Fall (September 1–September 15)
- Winter (January 1–January 15)
- Spring (May 1–May 15)

These dates can be edited, and more screening dates can be added (up to a maximum of 10 for the school year).

Viewing Screening Dates

Who Can Do This?

District Administrators

- District Staff
- School Administrators
- School Staff
- ☑ Teachers

Learn more about capabilities on page 200.



Teachers can only view screening dates; all other user groups can edit them (see "Adding or Editing Screening Dates" on page 82).

There are two ways to reach the View Screening Dates page:

- · From the Screening, Progress Monitoring & Intervention page
- · From the STAR Reading Enterprise Home page

Use whichever method you prefer.

From the Screening, Progress Monitoring & Intervention Page

- 1. On the Home page, under STAR Reading, click Screening, **Progress Monitoring** & Intervention.
- 2. If necessary, use the School drop-down list to choose which school to view the screening dates for.

Home > Screening, Progr	ess Monitoring & Intervention	
Return to Home	Screening, Progress Monito Select Screening Status to preview resul	ring & Intervention Its by grade; or select Progress Monitoring & C
Setup View Screening Dates View Benchmarks Manage Groups	Screening Status Search for a student to set up Goals School: North Terra Grade School	Progress Monitoring & Goals s for Progress Monitoring and Interventio
Reports Screening Progress Monitoring Longitudinal More Reports	Search for Student	ID
	Last Name	Grade

3. In the gray sidebar on the left side of the page, click View Screening Dates (A); go ahead to step 4 on page 82.

From the STAR Reading Enterprise Home Page

- 1. Click Enterprise Home under STAR Reading Enterprise on the Home page.
- 2. Select your school from the School drop-down list, if necessary.



3. Click Screening Dates (below

"Benchmark Options" in the Important Features section of the page); go ahead to step 4 on page 82.



4. The table on the View Screening Dates page shows the name, start date, and end date for all of the screening dates at the chosen school. When you have finished viewing the screening dates, click **Done**.



Adding or Editing Screening Dates

Who Can Do This?

District Administrators

- ☑ District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 200.

There are two ways to reach the Edit Screening Dates page:

- · From the Screening, Progress Monitoring & Intervention page
- From the STAR Reading Enterprise Home page

Use whichever method you prefer.

From the Screening, Progress Monitoring & Intervention Page

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading on the Home page.
- 2. If necessary, use the **School** drop-down list to choose which school to edit screening dates for.
- **3.** Click **View Screening Dates** in the gray sidebar on the left side of the page; go ahead to step 4 on page 83.

From the STAR Reading Enterprise Home Page

- 1. Click Enterprise Home under STAR Reading Enterprise on the Home page
- 2. Select your school from the School drop-down list, if necessary.
- Click Screening Dates (below "Benchmark Options" in the Important Features section of the page); go ahead to step 4 on page 83.





4. Make your changes to the screening dates:



- To change the name of an existing screening date, delete the current name and type in a new name.
- To change the dates, click the Start Testing date () and/or End Testing date () for an existing screening date and type in new dates. You can also click the calendar buttons next to these fields to choose dates.
- To add a new screening date, click **Add Screening Dates** (E). A new row will appear in the table; add the information you want as described above. Once the limit of 10 screening dates has been reached, the **Add Screening Dates** link will not be available.
- To remove a screening date, click **Remove (**) at the end of a row for the screening date. It *is* possible to remove all of the screening dates (including the three defaults), but if you remove all of them, you will be unable to create a Screening Report.
- 5. Click **Save** to save your changes. Click **Cancel** to leave this page without saving your changes. The screening dates will automatically rearrange themselves by calendar date.



• Screening Dates cannot range over more than 30 calendar days. It is best if the range falls within a single

Screening Dates cannot

The following restrictions apply to

screening dates:

overlap.

editing and creating

calendar month.
The names of Screening Dates cannot exceed 35 characters.

STAR Reading™ Software Manual

Interventions and Goals

Setting Up or Editing Intervention Goals for Progress Monitoring

Who Can Do This?

District Administrators

- ☑ District Staff
- School Administrators
- School Staff
- ☑ Teachers

Learn more about capabilities on page 200. For students requiring additional help, you will need to start an intervention and set goals.

Interventions and goals are set for individual students, and can only be set after a student has taken his or her first STAR Reading test.

Note: Teachers who have had the "Manage STAR Reading Screening, Progress Monitoring & Intervention" capability removed (see page 202) can only set up and edit intervention goals for their own students.

The procedure for setting up or editing an intervention starts on the Student Detail page. There are two ways to reach this page:

- · From a student search
- · From a screening preview

Use whichever method you prefer.

From a Student Search

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading on the Home page.
- 2. Use the School drop-down list to choose a school, if necessary.
- 3. Click the Progress Monitoring & Goals tab.
- 4. In the Search for Student area of the screen (A), you can enter all or part of a student's name in the appropriate fields to use as search criteria, or you can enter the student's ID number. You may also use the Grade or Class drop-down lists B to narrow your search to students in a particular grade or class.

🛧 STAR Reading				
Home > Screening, Progre	ss Monitoring & Intervention			
Return to Home	Screening, Progress Moni Select Screening Status to preview re		Monitoring & Goals to set up inte	erventions
Setup View Screening Dates	Screening Status	Progress Monitoring	& Goals	
View Benchmarks Manage Groups	Search for a student to set up Go School: North Terra Grade School		I Intervention	Learn more about goals
Reports Screening Progress Monitoring Longitudinal More Reports	A Search for Student First Name	ID		
·	Last Name Class Grade 1, G1M Hickman, 2 Search	Grade Grade 1 012-2013	B	
	D Student	Percentile Rank (PR)	Goal (growth rate)	Target Date
	Avila-Sakar, Isabel	20		
	Cabrera, Jacinta	20		
	Daly, Alyssa	29		

5. Click Search C.

A list of students matching your search criteria will be presented **D**. Students who fit your search criteria but have not taken a test yet will have a dash shown in place of a PR score.

Click the name of a student; go to "Student Detail Page" on page 86.



have had the "Manage STAR Reading Screening, **Progress Monitoring &** Intervention" capability removed, choosing All Classes from the Class drop-down list B will only return search results from their own classes.

For teachers who



goals, click Learn more about goals on the Progress Monitoring & Goals tab (E)



:

From a Screening Preview

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading Enterprise on the Home page.
- Click the Screening Status tab (A) to make sure you are using the Screening Status view and use the School and Class drop-down lists (B) to choose your school and class.

🛧 STAR Reading	
Home > Screening, Progres	ss Monitoring & Intervention
Return to Home	Screening, Progress Monitoring & Intervention Select Screening Status to preview results by grade: or select Progress Monitoring & Goals b
	A Screening Status Progress Monitoring & Goals School: Gamez School Class: All Classes
Reports Screening	Screening Status
Progress Monitoring Longitudinal More Reports	Current Screening: February: 2/1/2013 - 2/28/2013
	Grade Students Tested Grade 1 10% 1/10 Preview

3. Click **Preview** in the row for a grade **C**. A grade will not appear in this list until at least one student in that grade has taken a test.

Note: For a teacher who has had the "Manage STAR Reading Screening, Progress Monitoring & Intervention" capability removed, a grade will not appear in this list until at least one of *that* teacher's students in that grade has taken a test.

4. On the Screening Preview page, click View Students in the row for a category 1 to view the students that are in that category.



5. On the View Students page, click a student's name (E) to go to the Student Detail page; go to "Student Detail Page" on page 86.





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Student Detail Page

- On the Student Detail page, you will see the name of the student, the school the student is enrolled in, the date of the student's most recent STAR Reading test, the student's Scaled Score and Percentile Rank, and the student's Growth Rate (if the student has four or more scores).
 - To set up an *initial* goal for a student that doesn't have one yet, click Add Goal
 (A); go to step 3 on page 87.

🛨 STAR Rea	ding		
Home > Scree	ening, Progress Moni	toring & Intervent	ion > Student Detail
	tervention and goals	hool	
Current Goa	- (No Goal Set)		Edit Goal Delete Goal
Latest Test	Score	Goal	Growth Rate
2/1/2013	536 SS / 89 PR	Add Goa	al calculated after four scores
		A	

• To edit an *existing* goal, click **Edit Goal** (or click on the goal itself (); continue to step 2.



• To delete the existing goal, click Delete Goal 0.



Be careful: once you delete a goal, *all* references to it will be deleted. Be *very* certain that you want to delete it. After you delete a goal, you can add or edit goals (as described above in this step), or click **Done** if you are finished.



- 2. Your choices for the next option are based on whether the student took a test *after* the goal was set:
 - If the student has not taken a test since the goal was set, click Change duration or goal of existing intervention (E).
 - If the student has taken a test since the goal was set, click Set up new intervention and goal (). (This option will not be available if the student has not taken a test since the goal was set.)

Once you've made your choice, go on to step 3.

🛣 STAR Read	ling			
Home > Scree	ning, Progress Moni	toring & Intervention > Student (Detail > Manage Goals	
School: Nor	oals rvention and set a gr th Terra Grade Sc rera, Jacinta			
Latest Test 2/1/2013		Goal 600 SS / 96 PR (7.0 SS/week)	Growth Rate calculated after four scores	
📀 Change du	you like to do? aration or goal of exi v intervention and g	sting intervention pal (requires student to take and	ther test)	

3. In the Intervention Name field **6**, type a title for the intervention (maximum of 100 characters). This title will appear on any Student Progress Monitoring Reports created for the student.

Intervention Details	Interpretation & Recommendation
Intervention Name Appears in report details	
Goal End Date Used for SS/week calculation	
Goal Expected growth rate and score	Starting test: 11/30/2012 - 607 SS / 65 PR • (Sets intervention line; starts trend and goal lines) Reference points to help you select a goal type: • Maintain 65 PR throughout the school year = 2.7 SS/week • 40 PR benchmark has been reached Select a goal type (based on students who scored similarly*) ③ Moderate: 2.1 SS/week = (press Calculate Goal button) ○ Ambitious: 5.2 SS/week = (press Calculate Goal button) Or define a custom goal: ③ Growth Rate
Moderate growth rate or better	it 50% of students who started at the 65 PR were able to achieve a while 25% were able to achieve an Ambitious growth rate or better. student and adjust as necessary.
Cancel Calculate Goal	Save

- 4. Select the date you want the student to reach the goal by (H). You can either type in a date or use the calendar button to select one.
- 5. In the Goal section, use the **Starting test** drop-down list **1** to choose which test should serve as the student's starting test information (the date of the test and the student's Scaled Score and Percentile Rank on that test). Two calculations are automatically performed based on this information:
 - The number of Scaled Score points the student would have to gain every week in order to maintain his or her current Percentile Rank.
 - The number of Scaled Score points the student would have to gain every week in order to reach the benchmark (see "Cut Scores, Benchmarks, and Benchmark Structures" on page 51).





For additional information about the scores and the functions they serve in the Screening and Student Progress Monitoring Reports, click Interpretation & Recommendations at the top of the Intervention Details table 1. Beneath these calculations, select a rate-of-progress goal **1** for the student (which is based on the performance of students with similar Scaled Scores and Percentile Ranks).

- The Moderate goal is one that at least 50% of students with the same PR score should be able to achieve within the time span you have set.
- The Ambitious goal is one that only 25% of students with the same PR score could be expected to achieve within the time span you have set.
- A Custom goal is one you define. Use the drop-down list to choose Growth Rate, Scaled Score, or Percentile Rank. Enter the goal growth rate, Scaled Score, or Percentile Rank. Click Calculate Goal (K) to calculate the Scaled Score per week or equivalent Scaled Score/Percentile Rank.

Examples: Jacinta has taken her first STAR Reading test. Her Scaled Score (SS) is 399 and her Percentile Rank (PR) is 39. The teacher sets up an intervention and goal for Jacinta to reach in 8 weeks.

If the teacher wants to set a goal based on Scaled Score (SS), the teacher selects Scaled Score from the drop-down list, enters the SS Jacinta should reach within 8 weeks (for this example, 425), and then clicks Calculate Goal. The number of SS points Jacinta's score needs to increase by every week will be displayed (3.3 SS/week), as well as the PR score that is equivalent to the goal of 425 SS (48 PR).

Ord	lefine a custon	n go	oal:	
۲	Scaled Score	*	425	SS = 48 PR (3.3 SS/week)

If the teacher wants to set a goal based on Percentile Rank (PR), the teacher selects **Percentile Rank** from the drop-down list, enters the PR Jacinta should reach within 8 weeks (for this example, 53), and then clicks **Calculate Goal**. The number of Scaled Score points Jacinta's score needs to increase by every week will be displayed (4.3 SS/week), as well as the SS that is equivalent to the goal of 53 PR (437 SS).



 If the teacher wants to set a goal based on Growth Rate, the teacher selects Growth Rate from the drop-down list, enters the number of Scaled Score points *per week* (from 0.1–8.0) that the teacher would like the student to achieve over the next 8 weeks (for this example, 1.3 SS/week), and then clicks Calculate Goal. An ending Scaled Score (409 SS) and Percentile Rank (42 PR) are calculated based on the goal end date that the teacher entered.



6. When you have finished entering all the data for the student's intervention and goals, click **Save.** To leave this page without saving any of the data, click **Cancel.**



Groups

Students can be placed in groups so that certain reports can be created *just* for the students in that group. A student can belong to more than one group.

Note: Use caution when working with groups. Administrators can delete groups that were made in other classes or by other users; deletion *cannot* be undone.

Managing Groups

Who Can Do This?

- District Administrators
- District Staff

School Administrators

School Staff

✓ Teachers

Learn more about capabilities on page 200.

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-3	3)-
4	ľ	

STAR Reading Screening, Progress Monitoring & Intervention" capability removed can only manage their own students in groups.

Teachers who have

had the "Manage

- 1. On the Home page, under STAR Reading, click Screening, Progress Monitoring & Intervention.
- 2. If necessary, use the **School** drop-down list to choose which school's groups you want to work with.
- 3. On the left side of the page, in the gray sidebar, click Manage Groups.
- 4. The first table on the Manage Groups page shows all the groups created for STAR Reading at the selected school that you are a member of. You will also see a list of any other groups that you have created or which you have been assigned to (these groups can be created in some of the other Renaissance Place programs).

There are several tasks you can perform on the Manage Groups page:

- Click **Create Group** (A) to open up a window where you can enter the name of a new group (see "Creating a Group" on page 90).
- Click Edit ^B in the row for a group to edit the name of the group or the personnel assigned to it (see "Editing a Group" on page 93).
- Click Add/Remove Students () to change the students assigned to a group (see "Adding or Removing Students from Groups: Method I" on page 91).
- Click **Delete 1** to delete a group (see "Deleting a Group" on page 94).



5. Click **Done ()** when you have finished making changes to groups.



Creating a Group

Who Can Do This?

District Administrators

☑ District Staff

School Administrators

School Staff

☑ Teachers

Learn more about capabilities on page 200.

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading on the Home page.
- 2. If necessary, use the School drop-down list to choose a school.
- 3. Click Manage Groups in the gray sidebar on the left side of the page.
- 4. Click Create Group.
- **5.** On the Create Groups page, enter or update the following information for the group:
 - The name of the group (A).
 - The personnel assigned to the group ^B. You can choose a single person from the **Personnel** drop-down list, or click **Select Multiple Personnel** to assign more than one personnel member to the group.
 - The programs the group will be used with **C**. STAR Reading will already be checked. If there are other programs on your server that can use this group, they will be listed here; check the boxes for them if you want to use this group for those programs as well.
 - You can type a short description of the group in the Description field () (optional).

Note: The school the group belongs to **E** is the school you chose in step 2. If you need to create the group for a different school, click **Cancel**, use the **School** drop-down list on the Manage Groups page to choose the correct school, and then click **Create Group** again.

🛨 STAR Readir	ng	
Home > Screeni	ng, Progress Monitoring & Intervention > Manage Groups > Create G	Group
Create Group School: North	D Terra Grade School E	
Group Details	(*Required Field)	
Group Name*	A	
Personnel B	Brite, Eric 🛛 OR Select Multiple Personnel	
Use with*	 ☐ Accelerated Reader with Successful Reader ☐ STAR Early Literacy ☐ STAR Math ✓ STAR Reading 	
Description		
Cancel Sa	ve	

6. Click **Save** to save the new group. Click **Cancel** to leave this page without saving any changes.



Adding or Removing Students from Groups: Method I

Who Can Do This?

District Administrators

☑ District Staff

School Administrators

- School Staff
- ☑ Teachers

Learn more about capabilities on page 200.



For an alternate way to add students to groups, see page 92.



STAR Reading Screening, Progress Monitoring & Intervention" capability removed can only add or remove their own students from groups.

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading on the Home page.
- 2. If necessary, use the School drop-down list to choose a school.
- 3. Click Manage Groups in the gray sidebar on the left side of the page.
- 4. On the Manage Groups page, click Add/Remove Students in the row for the group you want to work with.
- 5. Search for the students you want to add to the group by using one or more of the criteria available and clicking Search (A).

Note: Since this procedure started by clicking a link under STAR Reading, the search process described below will only find students in STAR Reading classes.

me > Screening, Progress Monitoring &	Intervention >	Manage Groups :	> Add/Remove Students		
dd/Remove Students ter search criteria to find and select stud	ents to add ther	m to the group			
chool: North Terra Grade School roup: Epsilon					
Enrolled Students (Bold = Not Saved)	Remove All	Search for	Student		
Atkinson, Hernando	Remove	First Name		ID	
Cheatham, Robert	Remove	•			
Daly, Alyssa	Remove	Last Name		Grade	All grades 💌
Hakoto, Trang	Remove	Class	All classes		*
Jackson, Tamarr	Remove				
Love, Jill	Remove	Search	A		•
Ray, Kelsi	Remove			<	< Previous Ne
Cancel Save		D < Add M	lake selections and click the	Add but	tton
		B 🗌 Student	t	G	rade ID
					rade ID
		Atkinso	n, Hernando	2	
			n, Hernando am, Robert	2	ha
			am, Robert		ha rc
		Cheath	am, Robert lyssa	2	ha rc ad
		Cheath	am, Robert Iyssa , Trang	2	ha rc ad
		Cheath	am, Robert Iyssa , Trang n, Tamarr	2 2 2	ha rc ad trh
		Cheath Daly, A Hakoto Jackson	n, Robert Jyssa , Trang n, Tamarr III	2 2 2 2 2	ha rc ad trh tj jl

- 6. Check the box by each student you want added, or check the Student box at the top of the column (B) to select all the students listed on the page. If the list of students in the search results goes to more than one page, click << Previous or Next >> (c) to move through the list.
- **7.** Click < **Add D**.
- 8. Click **Remove** by a student you want to remove from the group **(**).
- 9. Click Remove All to remove all the students from the group (F).
- 10. Click Save when you are finished, or click Cancel to leave this page without saving any changes.



Adding Students to Groups: Method II

the Home page.

Who Can Do This?

District Administrators

- ☑ District Staff
- School Administrators
- School Staff
- ☑ Teachers

Learn more about capabilities on page 200.

For an alternate way to add students to groups, see page 91. Click the Screening Status tab (A) to make sure you are using the Screening Status view and use the School and Class drop-down lists (B) to choose your

1. Click Screening, Progress Monitoring & Intervention under STAR Reading on

school and class.
Click **Preview** in the row for a grade **(**). A grade will not appear in this list until at least one student in that grade has taken a test during the current screening period.

Note: For a teacher who has had the "Manage STAR Reading Screening, Progress Monitoring & Intervention" capability removed, a grade will not appear in this list until at least one of *that* teacher's students in that grade has taken a test.

Home > Screening, Progra	ess Monitoring & Intervention					
Return to Home	Screening, Progress Monitoring & Intervention Select Screening Status to preview results by grade; or select Progress Monitoring & Goals to					
Setup View Screening Dates View Benchmarks Manage Groups	A Screening Status Progress Monitoring & Goals B School: Gamez School Class: All Classes					
Reports Screening	Screening Status					
Progress Monitoring Longitudinal More Reports	Current Screening: February: 2/1/2013 - 2/28/2013					
	Grade Students Tested					
	Grade 1 10% 1/10 Preview C					

4. On the Screening Preview page, click Add Students to Groups in the row for a category D to view the students that are in that category.



Teachers who have had the "Manage STAR Reading Screening, Progress Monitoring & Intervention" capability removed can only add their own students to groups.



5. On the Add Students to Groups page, check the name of each student you want to add to a group. To select all the students on the page at once, check the Student box at the top of the column (E). The names of any groups the student currently belongs to are also listed (F).

🛨 STAR Reading								
Home > Screening, Progress Monitoring & Intervention > Screening Preview > Add Students	s Groups							
Add Students to Groups Select students and add them to a group for progress monitoring								
School: North Terra Grade School Grade: Grade 1 Screening: February: 2/1/2013 - 2/28/2013 View: On Watch								
Add Students to Group								
Group: Select a Group 💌 🛛 Add Selected Students Create a new Grou	p							
G H Done								
Show scores as: ④ PR 〇 SS								
Student Percentile Rank (PR) Group(s)								
Carson, Manny 81 PR Deltas, Omegas 🖡								
Massey, Jared 89 PR Deltas, Omegas								

- 6. Select the group you want to add the selected students to from the Group drop-down list ⁽⁶⁾. Then, click Add Selected Students ^(H) to add the students to the group. The list of groups the student belongs to will automatically update. You can also create a new group by clicking Create a new Group ⁽¹⁾. (See "Creating a Group" on page 90.)
- 7. Click Done when you are finished adding students to groups.

Editing a Group

Who Can Do This?

- District Administrators
- ☑ District Staff
- School Administrators
- School Staff

✓ Teachers

Learn more about capabilities on page 200.

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading on the Home page.
- 2. If necessary, use the School drop-down list to choose a school.
- 3. Click Manage Groups in the gray sidebar on the left side of the page.
- 4. On the Manage Groups page, click Edit in the row for the group you want to edit.
- 5. On the Edit Group page, update the following information for the group:
 - The name of the group (A).
 - The personnel assigned to the group B. You can choose a single person from the Personnel drop-down list, or click Select Multiple Personnel to assign more than one personnel member to the group.
 - The programs the group will be used with **(**). STAR Reading will already be checked. If there are other programs on your server that can use this group, they will be listed here; check the boxes for them if you want to use this group for those programs as well.



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 You can type a short description of the group in the Description field if you want to 0 (optional).



6. Click **Save** to save the changes you've made. Click **Cancel** to leave this page without saving any changes.

Deleting a Group

Who Can Do This?

District Administrators

District Staff

School Administrators

School Staff

✓ Teachers

Learn more about capabilities on page 200.



by other people, and deletion of a group cannot be undone, so be very careful when deleting groups.

- 1. Click Screening, Progress Monitoring & Intervention under STAR Reading on the Home page.
- 2. If necessary, use the **School** drop-down list to choose a school.
- 3. On the left side of the page, in the gray sidebar, click Manage Groups.
- 4. Click **Delete** in the row for a group to delete the group (A).

👉 STAR Read	ing						
Home > Scree	ning, Progress Monitoring & Interve	ntion	> Ma	nage	Groups		
Manage Gro Create, edit or	oups delete groups used for Successful R	eader	and	STAF	R Progress Monit	oring reports	
School: Nort	h Terra Grade School						
Create Group							
STAR Readin	g Groups						
Group Name	Personnel		Stude	ents	Use With	Actions	
Epsilon	Amy Hickman, ADMINISTRATOR U	SER	0 STAR Reading		Edit Add/Remove Students Delete		
Thetas	Eric Brite, ADMINISTRATOR USER		0 STAR Reading		Edit Add/Remove Students Delete		
							A
My Other Gro	oups						
Group Name	Personnel	Stude	ents	Use	With	Actions	
Alphas	Eric Brite, ADMINISTRATOR USER	5		STA	R Early Literacy	Edit Delete	
Deltas	Eric Brite, ADMINISTRATOR USER		STAR Math		Edit Delete		
Gammas	Eric Brite, ADMINISTRATOR USER	0		STA	R Math	Edit Delete	
Done							

5. If you are sure you want to delete this group for all personnel, click **OK**. If not, click **Cancel**.



Record Book ENTERPRISE



- District administrators and district staff can view any school, class, group, or student in the district in a Record Book.
- School administrators, school staff, and teachers can view any class, group, or student in their own school in a Record Book.

The Record Book integrates STAR Reading Enterprise assessment data and Core Progress. It gives teachers the ability to view the date of their students' last assessment, the Scaled Score and Percentile Rank from the last assessment, the benchmark category based on the last assessment, and the Instructional Groups they belong to (if they have been assigned to one). Users can select a single student or multiple students from a Record Book list and go directly into Core Progress from there. The skills highlighted depend on the students chosen:

- For one student, the skills that student is ready to learn are highlighted.
- For multiple students, skills based on the median Scaled Score of all the students are highlighted.

The Record Book lists all students in a class or group regardless of whether or not they have taken a test.

There are two ways to access the Record Book; use whichever method you prefer, then go to "Use and Navigation" on page 97.

Method 1

On the STAR Reading Enterprise Home page, click **Record Book** (A) in the Important Features section at the top of the page.



Method 2

On the Renaissance Place Home page, click **Record Book** (A) under STAR Reading Enterprise.

*	STAR Reading Enterprise™ ▼
>	Enterprise Home
>	Historical Extract
>	Screening, Progress Monitoring & Intervention
>	Record Book
>	Reports
>	Preferences
>	Resources

Alternative Core Progress Skills View

The section beginning on page 97 ("Use and Navigation") describes how to use the Record Book to search for a particular student or instructional group and then view the suggested core progress skills for that student or group.

It is possible to view information about the skills (such as terminology, prerequisite skills, and so on) *without* going through the Record Book. When you do this, you will see all the skills and additional information about them, but none of them will be highlighted as a suggested skill for a specific student or group. The amount and type of information presented varies from one skill to another.



Method 1

Method 2

On the STAR Reading Enterprise Home page, click **Enter Core Progress** (A) in the Important Features section at the top of the page.

On the Renaissance Place Home page, click **Resources** (A) under STAR Reading Enterprise; then, on the Resources page, click Enter Core **Progress for Reading** (B). :





me > Record Book									
leturn to Home		Record Book	c i i i i i i i i i i i i i i i i i i i						
io To Screening, Progress Monitoring & Intervention Reports	Č	School: North Terra Grade School (Only schools using the Enterprise model are inclused in the industry of the school in th							
	Ø	Student		Scaled Score	Percentile Rank	Test Date	Instructional Groups		
	-	Anderson, Nath	an	498	23	9/28/2012	4		
		Clark, Andrew		721	96	9/21/2012	1		
		Garcia, Matias		376	3	9/21/2012			
		Johnson, Madis	on	636	66	9/21/2012	1		
		Martinez, Toma	s	596	63	9/21/2012	2		
		Moore, Matthew	<i>i</i>	747	96	9/21/2012	1		
		Rodriguez, Gab	riela	497	23	9/21/2012	4		
		Smith, Joshua		540	38	9/21/2012	2		
		Taylor, Abigail		469	9	9/21/2012			
		Thomas, Ashley	r i i i i i i i i i i i i i i i i i i i	711	93	9/21/2012	1		
		Wilson, Emily		597	47	9/21/2012	2		

- Use the links in the sidebar to go back to the Renaissance Place Home page (Return to Home), view and edit benchmarks (Screening, Progress Monitoring & Intervention; see page 51), or print a report (Reports; see page 105).
- B If you are a district administrator, district staff member, or are assigned to more than one school, choose the school you want to work with from the School drop-down list.
- **(**Use the **Class or Group** drop-down list to choose the class or group (see page 89) you want to view data for.
- Use the Benchmark drop-down list to choose the benchmark you want to compare students' Scaled Scores to (see page 58). Click Legend to the right of the list to see a key for the available benchmarks.
- Use the Sort by drop-down list to sort the information in the table: you can sort by student's names, ascending or descending Scaled Scores, test dates, or the instructional groups the students belong to. Click Edit Instructional Groups to the right of the list to change the number of instructional groups and which students are assigned to them (see page 99).
- F The table shows each student's name, Scaled Score, Percentile Rank, test date, and which instructional group the student belongs to, if any (a dash means the student is not in an instructional group). Click a student's name to see the Student Details page for that student (see page 100).



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When sorting by instructional group (E), the table is broken into separate sub-tables, one for each instructional group, with the median Scaled Score for the students in that group listed above it:

	-			
Group 1 - Median Scaled Score: 70			View St	uggested Skill
Student	Scaled Score	Percentile Rank	Test Date	Instructiona Groups
Clark, Andrew	721	96	9/21/2012	1
Johnson, Madison	636	66	9/21/2012	1
Moore, Matthew	747	96	9/21/2012	1
Thomas, Ashley	711	93	9/21/2012	1
Group 2 - Median Scaled Score: 57	7		View St	uggested Skil
Student	Scaled Score	Percentile Rank	Test Date	Instructiona Groups
Martinez, Tomas	596	63	9/21/2012	2
Smith, Joshua	540	38	9/21/2012	2
Wilson, Emily	597	47	9/21/2012	2
Group 4 - Median Scaled Score: 49	7		View St	uggested Skil
Student	Scaled Score	Percentile Rank	Test Date	Instructiona Groups
Anderson, Nathan	498	23	9/28/2012	4
Rodriguez, Gabriela	497	23	9/21/2012	4
Unassigned			View St	uggested Skil
Student	Scaled Score	Percentile Rank	Test Date	Instructiona Groups
Garcia, Matias	376	3	9/21/2012	
Taylor, Abigail	469	9	9/21/2012	

Click **View Suggested Skills** above an instructional group's table **(**) to see skills that the students in the instructional group are ready to learn; see page 101.

For any students in the Unassigned group, the median Scaled Score will not be shown, and the **View Suggested Skills** link will not be available.



Instructional Groups

Instructional groups created in the Record Book are not the same as those created for reporting purposes (as described on page 89). Instructional groups allow teachers and personnel to create and edit custom sets of students at will, and to see which skills the students in the instructional group are ready to learn based on their median Scaled Scores.

Editing Instructional Groups

- 1. In the Record Book, choose the students whose data you want to view by using the School, Class or Group, Benchmark, and Sort by options (see page 97).
- 2. To the right of the Sort by drop-down list, click Edit Instructional Groups.

STAR Readin	g									
Home > Record	Book	> Edit Instruct	ional Groups							
Edit Instruc	tiona	al Groups								
Assign students to	instru	ctional groups								
School:	North Terra Grade School (Only schools using the Enterprise model are included)									
Class or Group:	Grad	e 1 Reading, C	lass 1, 2012-2013	3 💌						
Benchmark:	Scho	ol Benchmark [Legend 						A	
	Instructional Groups: 4 💌									
Student		Scaled Score	Percentile Rank	Test Date	1	2	3	4	Unassigned	
Anderson, Nath	an	498	23	9/28/2012	\bigcirc	\bigcirc	\bigcirc	۲	\bigcirc	
Clark, Andrew		721	96	9/21/2012	۲	\bigcirc	\bigcirc	\bigcirc	\odot	
Garcia, Matias		376	3	9/21/2012	\bigcirc	\bigcirc	\bigcirc	\bigcirc	۲	
Johnson, Madis	on	636	66	9/21/2012	۲	\bigcirc	\bigcirc	\bigcirc	\odot	
Martinez, Toma	IS	596	63	9/21/2012	\bigcirc	۲	\bigcirc	\bigcirc	0	
Moore, Matthew	v	747	96	9/21/2012	۲	\bigcirc	\bigcirc	\bigcirc	\odot	
Rodriguez, Gab	riela	497	23	9/21/2012	\bigcirc	\bigcirc	\bigcirc	۲	0	
Smith, Joshua		540	38	9/21/2012	\bigcirc	۲	\bigcirc	\bigcirc	O	
Taylor, Abigail		469	9 🖪	9/21/2012	\bigcirc	۲	\bigcirc	\bigcirc	۲	
Thomas, Ashley	/	711	93	9/21/2012	۲	\bigcirc	\bigcirc	\bigcirc	\odot	
Wilson, Emily		597	47	9/21/2012	\bigcirc	۲	\bigcirc	\bigcirc	0	

- 3. On the Edit Instructional Groups page, use the **Instructional Groups** drop-down list (A) to decide how many instructional groups you want to put the students in.
 - You can have from 1–10 instructional groups, plus one Unassigned group (the default number is 4).
- **4.** To assign a student to an instructional group, click the intersection of the student's row and the instructional group's column **B**.
 - A student can only belong to one instructional group or the Unassigned group.
 - You do not *have* to place students in every group you create; you can keep a group empty and move students into it later if you want to.
- 5. Click Save when you are finished.



Student Details Page

The Student Details page shows information about a specific student's test history, including the student's current Scaled Score, Percentile Rank, and a projection of what you can expect the Scaled Score to be at the end of the school year. This projection is based on proprietary research by Renaissance Learning; it equals the amount of growth that 50% of students at the same level are expected to achieve.

You open the Student Details page for a student by clicking that student's name in the Record Book.

🛨 STAR Read	ing							
Home > Record	d Book > Stu	dent Details						
Student De	tails							
School: Class or Group Benchmark: Student: Done	Grade 1 R	nchmark 💌 L hua 💌	1, 2012-	·	ls using the E	nterprise mo	del are i	ncluded)
Latest Test 9/21/2012	Current:		540 630*	ZPD 3.6-5.6	ATOS 2000 791	ZPD 2000 549-870		
* Based on res	earch, 50%	of students at	this stu	dent's lev	el will achive	this much gr	owth	
School Bench				Current				
Projected								
					ر Proje			
Scaled Score	e 400	450	500	550	600	650 7	00	750
		📕 Urgent	Interve	ention 📒 I	intervention	On Watch	At/Abo	ve Benchmark
Test Date S	caled Score	Percentile Rar	nk					
9/21/2012	540	38						
8/22/2012	529	37						

- A You can choose different options from the drop-down lists at the top of the page; the information shown below will automatically update based on your choices.
- B This table shows the student's latest test date, current Scaled Score, projected Scaled Score, ZPD, ATOS 2000, and ZPD 2000 scores. The projected Scaled Score is calculated based on the date chosen for the end of the school year in Renaissance Place. Based on research, 50% of the students who are at the same level as the current student can be expected to achieve this much growth by the end of the school year.
- C This is a graphic representation of the student's Scaled Score (both current and projected) in relation to the chosen benchmark.
- This table shows the student's test dates, Scaled Scores, and Percentile Ranks since the start of the school year.
- Click View Suggested Skills to see a list of the skills this student is ready to learn (see page 101).
- Click Done when you are finished viewing the student's details.


Suggested Skills Page

You cannot view

suggested skills for students "grouped" as Unassigned, but you can

still view suggested skills for an individual unassigned student by clicking the student's name and then clicking View Suggested Skills on the Student Details page.

Suggested skills are skills within the core progression that the chosen student(s) should be ready to learn. For a single student, the skills presented are based on the student's Scaled Score; for an instructional group of students, the skills presented are based on the median Scaled Score of all the students in the instructional group.

To get to the Suggested Skills page:

- · For one student: On the Student Details page, click View Suggested Skills.
- · For all students in an instructional group: In the Record Book, choose Instructional Groups in the Sort by drop-down list, then click View Suggested Skills above the table for a specific group.
- · You can also get to an alternative view of this page by clicking Enter Core Progress on the STAR Reading Enterprise Home page or Enter Core Progress for Reading on the STAR Reading Resources page (see page 96). If you use one of these methods to reach the Suggested Skills page, several items (any information connected to a specific student or instructional group) will not be shown; see the right-hand column of the table on the next page to see which items are excluded in the alternative view.



Home > Record Book > Student Details > \$	Suggested SI	kills		
Suggested Skills Use the highlighted skills in the learning progree		*::		
Class or Group: Abreu, Mrs. Baker's Cla				
View: Serrato. Florentino		dent(s) Scaled Score 705		
Use trend score for suggested skills				
* Contains suggested skills	Core Pr	ogress Learning Progression	Learn more E Go to suggested sk	kill
Reading: Foundational Skills		ng: Literature D		
Print Concepts		-	consideration of craft and structure broadens to include the cumulative impact	
Phonological Awareness	0	f an author's word choice, use o	f figurative language, and literary devices on a text. They analyze how the	
Phonics and Word Recognition			tructure of a narrative contribute to the meaning and richness of the text by creating effects such as suspense and irony. Students analyze the points of	
Fluency			exts, including world literature to deepen their global perspective.	
Reading: Literature	10	Analyze the cumulative impact	of connotative meaning on a literary passage's meaning and tone	
* Key Ideas and Details	10 >	Analyze the sum detine income	of specific word choices and figurative language including how language	
* Craft and Structure	10 *		or specific word choices and figurative language including now language nood and tone, evokes a sense of time and place, and advances the author's	
* Integration of Knowledge and Ideas		theme or purpose		L
Range of Reading and Level of Text Complexity			Skill Probes Teacher	
Reading: Informational Text		Instructional Resources	Activities	Γ
* Key Ideas and Details		Skill Area	Author's Word Choice and Figurative Language	=
* Craft and Structure		Content-Area Vocabulary	figurative language, diction, connotation, cumulative impact, mood, tone	
* Integration of Knowledge and Ideas Range of Reading and Level of Text		Conceptual Knowledge	understanding how specific word choices and figurative language affect a text overall; understanding how language affects setting.	
Complexity		Linguistic Competencies	understanding and using specific descriptive language, figurative language, and literary devices in complex sentences	
* Vocabulary Acquisition and Use		ELL Support	Give students graphic organizers with authorial language preselected. Have them identify what aspect of text the language impacts, and then how this is achieved (e.g., word choice develops a melancholy mood; pun develops a playful mood).	
		Prerequisite and Related Skills		
			author's choice of words and use of sophisticated literary devices impacts mood, over the course of a literary text	
		Grade 9 » Analyze significa the text's meani	nt ideas and supporting details in a literary text to draw larger conclusions about ng	,
* Contains suggested skills	» Donice	nates a focus skill	Go to suggested sk	kil

	Shown in the Alternative View?
A The View drop-down list shows the student or instructional group these skills are for. You can use the drop-down list to choose a different student or instructional group.	No
B When one student is chosen, that student's Scaled Score is shown here. When an instructional group is chosen, the median Scaled Score for the students is shown.	No
Trend scores can be used instead of a student's most recent Scaled Score to determine which skills are shown (presuming they have one; see page 103).	No
The suggested skills from the Core Progress Learning Progression are shown here, sorted by grade. Focus skills have a double-angle quotation mark (») in front of them.	Yes
Click Go to suggested skills to see the skills the student or instructional group is most likely to be ready to learn (they will be highlighted in blue on the screen).	No
When you click the description of a skill, you will see information about that skill, such as instructional resources, ELL support, prerequisite skills, and so on (the amount and type of information presented varies from one skill to another). Click any button in the Instructional Resources row to see teacher activities, skill probes, and other resources to help you teach the skill effectively.	
6 Click the printer icon to print the list of suggested skills. The icon also appears on instructional resources, allowing you to print them as well.	Yes
(H) Click Done when you are finished.	Yes



What Is a Trend Score?

A trend score cannot be calculated for a student who has taken two or fewer tests, or who has taken three or more tests without one of them being a STAR Reading Enterprise test. A *trend line* is a straight line intersecting a group of data points on a graph; its location and slope are determined through statistical analysis. Once a student has taken at least three STAR Reading tests (at least one of them being a STAR Reading Enterprise test), a trend line can be calculated using the Scaled Scores as data points. The Scaled Score that falls on the trend line at a particular time is the *trend score*.

Imagine that a student has taken five STAR Reading Enterprise tests since the beginning of the school year. That student's Scaled Scores (blue dots) are shown below, along with the calculated trend line (red).



Less than a month later, the student takes another STAR Reading Enterprise test, and gets a Scaled Score of 550, which is a significant jump for such a short period of time; the test prior to this was only a little over 400. The student's teacher evaluates the suggested skills, and thinks they are too difficult for the student at this time. It is *possible* that the student just made several lucky guesses during the most recent test, explaining the unusually large rise in the Scaled Score. If the teacher chooses to use the trend score when viewing suggested skills, the skills will be based on the score the





student would have gotten on that same testing date *if the student had continued on the trend line* (in this case, 496).

A trend score gives a teacher a way to change the skills suggested for the student if the teacher believes the student's performance on the most recent test was far outside the norm for that student, without the risk of having skills suggested that are too easy or too difficult.



STAR Reading reports give you more information about your students' tests and your STAR Reading classes and teachers.

Renaissance Place and STAR Reading Reports

Renaissance Place Reports

When administrators and teachers click **Consolidated Reports** (A) under Renaissance Place on the Home page, they can generate reports with data from more than one Renaissance Place product. For more information, see the *Renaissance Place Software Manual*.

STAR Reading Reports

When you click **Reports** ^B under STAR Reading, you will open the Select Report page and can generate reports about your students' STAR Reading tests.

There is often more than one way to begin printing a report; alternate instructions are provided where appropriate.

STAR Reading Enterprise Reports

Some reports are only available to STAR Reading Enterprise customers where linking has been completed (and, in some instances, to customers in states participating in the Council of Chief State School Officers [CCSSO]/Renaissance Learning R&D consortium). If your school has access to these reports, they will be listed along with the others on the Select Reports page. B₽ Renaissance Place™ -Consolidated Reports A > > School Years > **District and Schools** > **Courses and Classes** > Personnel, Students, and Parents > Product Administration \bigstar STAR Reading Enterprise™ -Enterprise Home > > **Historical Extract** Screening, Progress Monitoring & Intervention > Record Book > Reports B > Preferences > > Resources



You will also be able to access these

reports from the STAR Reading Enterprise Home page. Click Enterprise Home (A) under STAR Reading Enterprise on the Home page.



Using STAR Reading Reports

Check for Adobe Reader Before You Generate Reports

With the exception of the Growth Proficiency Chart (page 121) and the Longitudinal Report (page 146), STAR Reading uses Adobe Reader to generate reports. When you click **Reports** (under STAR Reading on the Home page), STAR Reading checks for this software.

If your computer does not have the software, the Software Requirements page will open. When this happens:

- 1. Contact the person who manages the computers for your school or district to find out if you have the rights required to install the supporting software for *all* users of the computer (not just you).
- 2. If you have these rights, look at the Action column. Click the **install Version** link (A) for Adobe Reader. You will receive instructions on where to download Adobe Reader.

Supporting Software		
Software / Primary Use	Action	
Adobe Reader Viewing and printing reports as well as assignments Used by: All Products	Test Adobe Reader If Adobe Reader will not open, install Version 9.0 or later.	



computer can use it. For more information, see "Software Requirements" on page 17.



List of STAR Reading and STAR Reading Enterprise Reports

Report	Description	Page
Annual Progress Report	Graphs student progress over a school year.	115
Diagnostic Report	Presents diagnostic information about an individual student's reading skills.	117
Growth Report	Shows progress for a group of students over time.	119
Growth Proficiency Chart	Provides a customizable comparison of how specific schools, classes, and students are performing based on their Student Growth Percentile (SGP) and their proficiency in relation to a particular benchmark.	121
Instructional Planning Report - Class	Provides list of suggested skills for class or group instruction based on most recent assessment.	138
Instructional Planning Report - Student	Provides list of suggested skills for individualized instruction based on most recent assessment.	143
Longitudinal Report	Shows growth over multiple years.	146
Parent Report	Presents informational letter (in English or Spanish) for parents and guardians.	150
Reading Range Report	Provides reading range information for each student.	152
Screening Report	Graphs students' placement above/below benchmarks based on STAR scores.	153
State Performance Report - Class ^a	Provides a graphic display of how groups of students are progressing toward proficiency based on their STAR Reading tests.	156
State Performance Report - District ^a	Displays Student Performance Outlook on the state test based on STAR Reading test scores.	b
State Performance Report - Student ^a	Provides a graphic display of how individual students are progressing toward proficiency based on their STAR Reading tests.	158
State Standards Report - Class	Groups students by estimated mastery of State Standards or Common Core State Standards based on STAR Enterprise Scaled Score.	160
State Standards Report - District	Estimates mastery of State Standards or Common Core State Standards for groups of students based on STAR Enterprise Scaled Score.	163
State Standards Report - Student	Estimates a student's mastery of State Standards or Common Core State Standards based on STAR Enterprise Scaled Score.	167
Student Progress Monitoring Report	Graphs an individual student's progress toward goal.	170
Summary Report	Summarizes student test results for a specific date range.	172
Test Activity Report	Shows students who have and have not tested during a specific date range.	174
Test Record Report	Shows individual results for tests taken within a specific date range.	175

a. This STAR Reading Enterprise report is also available to customers in states where linking has been completed and customers in states participating in the Council of Chief State School Officers (CCSSO)/Renaissance Learning R&D consortium.

b. This is actually the STAR State Performance Report - District; it is one of the Renaissance Place consolidated reports. See the Renaissance Place Software Manual.



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Which Report Should I Use?

The following table should help you decide which report(s) can best serve your needs. If more than one report is listed, read the report descriptions to narrow the choices down.

Task/Information Needed	Report to Use	Page
STAR Reading Classes and Test-Taking Data		
Date of students' most recent STAR Reading test	Test Activity Report	174
How many STAR Reading tests students have/have not finished in a specific time period	Test Activity Report	174
How much time a student spent on each part of the STAR Reading Test	Diagnostic Report	117
List of all STAR Reading classes	View classes in Renaissance Place (see the Renaissance Place Software Manual)	-
List of STAR Reading students' passwords	Search in Renaissance Place	25
List of STAR Reading students' user names	Search in Renaissance Place	25
Were extended time limits used when taking a STAR	Diagnostic Report	117
Reading test	Growth Report	119
	Screening Report	153
	Student Progress Monitoring Report	170
	Test Record Report	175
Which STAR Reading students have not taken a test	Growth Report	119
yet	Screening Report	153
	Test Activity Report	174
Which students are enrolled in a STAR Reading class	Search in Renaissance Place	25
Which students are enrolled in more than one STAR Reading class	Test Activity Report	174
Which students are registered to take a STAR Reading test	Test Activity Report	174
Scores		
Compare students' Grade Equivalent (GE) scores to national scores	Parent Report	150
Compare students' Instructional Reading Level (IRL) to national scores	Parent Report	150
Compare students' Percentile Rank (PR) to national scores	Parent Report	150



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Task/Information Needed	Report to Use	Page
Compare students' Zone of Proximal Development (ZPD) to national scores	Parent Report	150
Compare students' ZPD 2000 to national scores	Parent Report	150
Compare students' Student Growth Percentile (SGP)	Growth Report	119
	Growth Proficiency Chart ENTERPRISE	121
Estimate what students' Scaled Scores (SS) will be by	Instructional Planning Report - Student ENTERPRISE	143
a specific date	State Standards Report - Class ENTERPRISE	160
	State Standards Report - District ENTERPRISE	163
	State Standards Report - Student ENTERPRISE	167
View a summary of the Grade Equivalent (GE) score distribution for a group of students	Summary Report	172
View a summary of the Instructional Reading Level (IRL) score distribution for a group of students	Summary Report	172
View a summary of the Percentile Rank (PR) score distribution for a group of students	Summary Report	172
View all of a student's test scores over a specific time	Summary Report	172
period	Test Record Report	175
View mean scores for a group of students	Summary Report	172
View students' ATOS 2000 scores	Annual Progress Report	115
	Diagnostic Report	117
	Growth Report	119
	Instructional Planning Report - Student ENTERPRISE	143
	Screening Report	153
	State Standards Report - Student ENTERPRISE	167
	Student Progress Monitoring Report	170
	Summary Report	172
	Test Record Report	175
View students' Estimated Instructional Reading Level	View the Estimated IRL Preference for the class the students are in	197
View students' Estimated Oral Reading Fluency	Diagnostic Report	117
(Est. ORF)	Growth Report	119
	Screening Report	153
	Summary Report	172



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Task/Information Needed	Report to Use	Page
View students' Functional Grade Level (FGL)	Diagnostic Report	117
View students' Grade Equivalent (GE) scores	Annual Progress Report	115
	Diagnostic Report	117
	Growth Report	119
	Screening Report	153
	State Standards Report - Student ENTERPRISE	167
	Summary Report	172
	Test Record Report	175
View students' Grade Placement (GP)	Screening Report	153
View students' Instructional Reading Level (IRL)	Annual Progress Report	115
	Diagnostic Report	117
	Growth Report	119
	Screening Report	153
	State Standards Report - Student ENTERPRISE	167
	Summary Report	172
	Test Record Report	175
View students' Normal Curve Equivalent (NCE) scores	Diagnostic Report	117
	Growth Report	119
	Summary Report	172
	Test Record Report	175
View students' Percentile Rank (PR) scores	Diagnostic Report	117
	Growth Report	119
	Screening Report	153
	Summary Report	172
	Test Record Report	175
View students' percentile rank range	Diagnostic Report	117



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Task/Information Needed	Report to Use	Page
View students' Scaled Scores (SS)	Annual Progress Report	115
	Diagnostic Report	117
	Growth Report	119
	Screening Report	153
	Student Progress Monitoring Report	170
	Summary Report	172
	Test Record Report	175
View students' Student Growth Percentile (SGP)	Growth Report	119
View students' Zone of Proximal Development (ZPD)	Diagnostic Report	117
	Reading Range Report	152
	Screening Report	153
	Summary Report	172
	Test Record Report	175
View students' ZPD 2000 scores	Diagnostic Report	117
	Instructional Planning Report - Student ENTERPRISE	143
	Reading Range Report	152
	Screening Report	153
	Summary Report	172
	Test Record Report	175
Instructional Planning		
Assign students to instructional groups based on their benchmark achievements	Instructional Planning Report - Class ENTERPRISE	138
Find a suitable range of book levels for students to use when choosing books	Reading Range Report	152
Get suggestions for helping students below the 25th percentile to achieve growth	Diagnostic Report	117
Help plan Accelerated Reader quizzes for students to take	Reading Range Report	152
See which skills students are ready to learn, based on	Instructional Planning Report - Class ENTERPRISE	138
a specific benchmark	Instructional Planning Report - Student ENTERPRISE	143



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Task/Information Needed	Report to Use	Page
Growth and Progress	· · · · · · · · · · · · · · · · · · ·	
Check mean student performance improvement between school years	Growth Report	119
Check mean student performance improvement between two dates	Growth Report	119
Check student growth across school years	Longitudinal Report ENTERPRISE	146
Check student performance improvement between school years	Growth Report	119
Check student performance improvement between two dates	Growth Report	119
Check student progress in STAR Reading across an entire school year	Annual Progress Report	115
Check student progress towards a year-end goal	Annual Progress Report	115
Check student progress towards meeting state	State Performance Report - Class ENTERPRISE	156
proficiency targets	State Performance Report - Student ENTERPRISE	158
Compare student progress to a national norm reference	Annual Progress Report	115
Compare the growth of this year's <i>n</i> th graders vs. last year's <i>n</i> th graders (for example, this year's 5th-grade students vs. last year's 5th-grade students)	Longitudinal Report ENTERPRISE	146
Get suggestions for helping students below the 25th percentile to achieve growth	Diagnostic Report	117
See all of a student's test results over a specific time	Summary Report	172
period	Test Record Report	175
Benchmarks		
Assign students to instructional groups based on their benchmark achievements	Instructional Planning Report - Class ENTERPRISE	138
Compare students' proficiency in relation to a particular benchmark	Growth Proficiency Chart ENTERPRISE	121
See which skills students are ready to learn, based on a specific benchmark	Diagnostic Report (for students who have taken a STAR Reading Enterprise test)	117
	Instructional Planning Report - Class ENTERPRISE	138
	Instructional Planning Report - Student ENTERPRISE	143
Which students are having trouble reaching a	Screening Report	153
benchmark	Student Progress Monitoring Report	170



Task/Information Needed	Report to Use	Page
State Standards, Proficiency, and Comparisons	-	
Check if students are meeting Common Core state standards	State Standards Report - Class ENTERPRISE	160
	State Standards Report - District ENTERPRISE	163
	State Standards Report - Student ENTERPRISE	167
Check if students are meeting state grade-level	State Standards Report - Class ENTERPRISE	160
standards	State Standards Report - District ENTERPRISE	163
	State Standards Report - Student ENTERPRISE	167
Check students' progress towards meeting state	State Performance Report - Class ENTERPRISE	156
proficiency targets	State Performance Report - Student ENTERPRISE	158
National Standards and Comparisons		
Compare students' progress to a national norm reference	Annual Progress Report	115
Compare students' Grade Equivalent (GE) scores to national scores	Parent Report	150
Compare students' Instructional Reading Level (IRL) to national scores	Parent Report	150
Compare students' Normal Curve Equivalent (NCE) scores to national scores	Parent Report	150
Compare students' Percentile Rank (PR) scores to national scores	Parent Report	150
Compare students' percentile rank range to national scores	Parent Report	150
Compare students' Zone of Proximal Development (ZPD) to national scores	Parent Report	150
Compare students' ZPD 2000 to national scores	Parent Report	150
Let parents know how their child is doing compared to national scores	Parent Report	150
Parents	·	
Let parents know their child's test scores and how their child is doing compared to national scores	Parent Report	150



Selecting Students for Reports

Many of the reports have a Select Students option which lets you decide which students to include on a report. The choice is typically made with a drop-down list; the options in the list vary depending on your position. Generally:

- District administrators and district staff will be able to choose students from any class in any school in the district.
- School administrators and school staff will be able to choose students from any class in their own school.
- Teachers can only choose students in their own classes.

Some reports also allow you to choose one or more *specific* students, classes, or groups. Reports that allow this will have the relevant links (A) below the drop-down list:

Customization Options	
Select Students	All School Classes
	Or Select Specific: Students Classes Groups A

Clicking one of these will take you to a new page where you can select the students, classes, or groups you want, and then click **Save Selection** ^B to return to the Report Options page. You can also check the box at the top or bottom of the list ^C to select or deselect all the choices in a list.





Annual Progress Report

Who Can Do This?

District Administrators

- District Staff
- School Administrators
- School Staff
- ✓ Teachers

Learn more about capabilities on page 200.

This report provides a graphic display of a student's progress across a school year in comparison to either a National Norm Reference or a year-end goal. The audience for this report is primarily teachers who are using STAR Reading for periodic progress monitoring.

To print the report:

- 1. Go to the Home page.
- 2. Under STAR Reading, click Reports.
- 3. Select your school from the School drop-down list, if necessary.
- 4. Click Annual Progress on the Select Report page.
- 5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description			
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 114.			
Reporting Parameter Group	See page 177.			
Reporting Period	For the Annual Progress Report, the reporting period is <i>always</i> an entire school year.			
Test Date Range	 Use this option to choose a range of dates to include testing data from. You must have at least one date range chosen. You can add more date ranges (up to 10) to this report in order to compare multiple date ranges. Date ranges should not overlap. You need to choose Class, Teacher, or Grade for the Group By option (see below) in order to select a Test Date Range. If the Group By option is left at its default setting (Student), you will not be able to select a Test Date Range. 			
Comparison	Choose whether to compare students' progress in STAR Reading against the National Norm Reference.			
Show Grade Equivalent	Use this option to choose whether to show each student's GE score on the report.			
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 score in your report.			
Show Student ID	Choose whether or not to include student IDs on this report.			
Group By	Choose how to group the information on the report: by class, teacher, grade, or student. See Test Date Range (above) and Print Report Options (below) for more about this option.	This report uses both the Group By and Sort By options; if a Group By		
Sort By	Choose how to sort information on the report: by students' last names or by their student IDs.	option is chosen, it is applied first on the report.		
Print Report Options	 Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones. If the Group By option (see above) is set to Student, you will not be able to use this option, and the report options will <i>not</i> appear on the report. 			



- 6. Click **View Report** when you have finished choosing options.
- **7.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the document or press **F8**.)



Diagnostic Report

Who Can Do This?

 District Administrators
 District Staff
 School Administrators
 School Staff
 Teachers
 Learn more about capabilities on page 200. This report provides individual skills assessment and other diagnostic information for each of the students you have selected. This report helps teachers determine how to improve their student's performance. It also supports a direct discussion with an individual student's parents or guardians.

The report also includes suggestions for how the student can achieve additional growth, especially if the student falls below the 25th percentile.

For each student's most recent test, the report includes the student's Scaled Score (SS), Grade Equivalent (GE), Functional Grade Level (FGL), Percentile Rank (PR), Percentile Rank range, Instructional Reading Level (IRL), Estimated Oral Reading Fluency (ORF), Zone of Proximal Development (ZPD), and (if the Show ATOS 2000 Scores option is used) ATOS 2000 and ZPD 2000.

ENTERPRISE When you print this report for a student who has taken a STAR Reading Enterprise test, there are three additional options available: Benchmark, Show Skill Area Scores, and Use Trend Score (see page 118). If a student has taken both a STAR Reading test *and* a STAR Reading Enterprise test, the report will use the data from the most recent test.

Notes on the Diagnostic Report:

- Although kindergarteners can take STAR Reading tests, data for kindergarteners has not been norm-referenced. Therefore, on this report, no values will be shown for Percentile Rank (PR) and/or Percentile Rank Range for kindergarteners.
- Each student's report prints on a separate page.
- The report will indicate if any students took a test using extended time limits with a footnote explanation.

To print the report:

- 1. Go to the Home page.
- 2. Under STAR Reading, click Reports.
- 3. Select your school from the School drop-down list, if necessary.
- 4. Click Diagnostic on the Select Report page.
- **5.** Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 114.
Reporting Parameter Group	See page 177.
Reporting Period	The Diagnostic 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 starting and ending date.



Option	Description		
Benchmark ENTERPRISE	Use this option to see where a student's Scaled Score (SS) stands in relation to a particular benchmark: school, district, or state (see page 58).		
Use Trend Score	Choose whether to use the trend score (see page 103) or the student's actual Scaled Score from the most recent test to determine the student's suggested skills.		
Show Grade Equivalent	Use this option to choose whether to show each student's GE score on the report.		
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 and ZPD 2000 scores in your report.		
Show Skill Area Scores	Use this option to show a student's skill area scores within each skill area: Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author's Craft, and Analyzing Argument and Evaluating Text.		
Show Student ID	Choose whether or not to include student IDs on this report.		
Group By	Choose how to group the information on the report: by class, grade, teacher, or not grouped.	This report uses both the Group By and Sort By	
Sort By	Choose how to sort information on the report: by students' last names or by their student IDs.	options; if a Group By option is chosen, it is applied first on the report.	

- 6. Click View Report when you have finished choosing options.
- **7.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the document or press **F8**.)



Growth Report

Who Can Do This?

- District Administrators
- ☑ District Staff
- School Administrators
- School Staff
- ☑ Teachers
- Learn more about capabilities on page 200.

Not every student enrolled in a STAR Reading class will

have an SGP score that can be included on this report. For example, following expert recommendations, extremely high or low scores are not used to calculate SGPs, which may cause a student to have no usable scores for the purposes of this report. (For more information, on the Home page, click **Resources** under STAR Reading, then click **Student Growth Percentiles (SGP)**.) This report shows the test results for the students you've selected and measures their progress between two testing sessions. You can use this report to evaluate your students' improvement during the year or over many years.

The report includes each student's name, class, teacher, test date, grade placement, the type of test taken, Scaled Score (SS), Grade Equivalent (GE), Percentile Rank (PR), Student Growth Percentile (SGP), Normal Curve Equivalent (NCE), Instructional Reading Level (IRL) for the pretest and posttest, Estimated Oral Reading Fluency (ORF), and ATOS 2000 score, as well as the mean pretest and posttest scores for the entire group of students.

Notes on the Growth Report:

- Only students with more than one test appear on this report.
- · If a student takes two tests on the same day, only the last one will appear on this report.
- Although kindergarteners can take STAR Reading tests, data for kindergarteners has not been norm-referenced. Therefore, on this report, no values will be shown for Percentile Rank (PR), Student Growth Percentile (SGP), and/or Normal Curve Equivalents (NCE) for kindergarteners.
- The report will indicate if any students took a test using extended time limits, with a footnote explanation.
- The teacher shown on the report is the latest teacher assigned to the class, not necessarily the teacher of the class at the time the student took the tests.

To print the report:

- 1. Go to the Home page.
- 2. Under STAR Reading, click Reports.
- 3. Select your school from the School drop-down list, if necessary.
- 4. Click **Growth** on the Select Report page.
- 5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description
Select Students	 Use the drop-down list to choose All Classes, a specific class, or click Students, Classes, or Groups to choose specific students, classes, or groups. See page 114. "Groups" refers to groups of students that have been created specifically for reporting purposes; see page 89. If a teacher chooses to select by Groups, all students in the selected group will appear on the report, even if they are not enrolled in one of that teacher's classes. (This is a capability that can be changed; see the <i>Renaissance Place Software Manual</i> for more information.)
Reporting Parameter Group	See page 177.



Option	Description		
Pretest Reporting Period	The Growth Report shows data changes across two specific time periods: a pretest reportin period and a posttest reporting period.		
Posttest Reporting Period	For each reporting period, you can use the entire school year, a marking period that has been set up by a district administrator/school administrator for your school, or an SGP window (see page 180), or you can set your own range by choosing a starting and ending date. • Date ranges for pretest and posttest reporting periods cannot overlap.		
Test Type ENTERPRISE	Use this option to choose which type of test you want to create the report for: Enterprise or Enterprise and Non-Enterprise .		
Summary Only	Use this option to make the data in the report more manageable by only showing a concise summary of it. • If Yes is chosen for this option, the Sort By option will not be available.		
Show Grade Equivalent	Use this option to choose whether to show each student's GE score on the report.		
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 score in your report.		
Group By	 Choose how to group the information on the report: by class, grade, teacher, or not grouped. If one or more specific classes were chosen for the Select Students option, this option will automatically be set to Class. If one or more specific groups were chosen for the Select Students option, this option will automatically be set to Group. 	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.	
Sort By	 Choose how to sort information on the report: by students' last names or by their student IDs. If Yes was chosen for the Summary Only option, this option will not be available. 		
Page Break	Use this option to have the information for each selected set print on a separate page.		
Print Report Options	Use this option to print a list of the options you've chosen on the r the report again at a later date, you can refer to this list of options the same ones.		

- 6. Click View Report when you have finished choosing options.
- **7.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the document or press **F8**.)



Growth Proficiency Chart ENTERPRISE

Who Can Do This?

District Administrators

- ☑ District Staff
- School Administrators
- School Staff
- ☑ Teachers

Learn more about capabilities on page 200.



Proficiency Chart, you must be using one of the following web browsers:

- Windows: Internet Explorer 9+ or Firefox 11+.
- Macintosh: Safari 5+ or Firefox 11+. You can also view the chart on an iPad® running iOS 5+.

The Growth Proficiency Chart is a dynamic scatterplot chart that provides a customizable comparison of how specific schools, classes, and students are performing in STAR Reading Enterprise based on their Student Growth Percentile (SGP) and their proficiency in relation to a particular benchmark.

Your user group determines what information is shown in the "default" view and what options are available for drilling down further into the data

Notes on the Growth Proficiency Chart:

- You must be working in the current school year to use this chart: it cannot be used to examine test data in prior school years.
- This chart cannot be used until there are test scores available in at least two of the SGP windows (see page 180).
- · To be included in the calculations for this chart, a student needs to have tested in both of the selected SGP windows and the two scores from those tests must be able to generate a valid SGP value.
 - If a student takes more than one STAR Reading Enterprise test on the same day, the score from the last test taken that day will be used.
 - Students enrolled in multiple schools or classes will be counted multiple times if their scores meet the SGP window criteria.
 - Kindergarten students do not have SGP scores, and will not appear on the chart.

There are two ways to access the Growth Proficiency Chart; use whichever method you prefer, then go to the page listed for your user group:

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Reports.
- c. Select your school from the School drop-down list, if necessary.
- d. Click Growth Proficiency Chart on the Select Report page.

Method 2—From the STAR Reading Enterprise Home Page

- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Enterprise Home.
- c. Select your school from the School drop-down list, if necessary.
- Click **Growth Proficiency Chart** (A) in the Enterprise Reports d. section of the Enterprise Home page.



- District administrators and district staff: go to page 122
- School administrators and school staff: go to page 128
- Teachers: go to page 134



Growth Proficiency Chart: District Administrators and District Staff

When you initially view the chart, the following default information is shown in the upper-right corner:

- A Proficiency is achieved when students reach a benchmark.
 - If there is a linking study between STAR Reading Enterprise and your state benchmark, the state benchmark will be chosen by default (you can use the drop-down list to choose the district benchmark instead).
- her Growth Proficiency hievement A District Benchmark -At/Above 40 PR Customize B Growth * Fall to Winter SGP • Grade All Grades
- If there is no linking study for your state, there will not be a drop-down list, and the district benchmark will be used.
- When the district benchmark is showing, you can edit it by clicking Customize B (see page 68).
- The minimum proficiency level for the benchmark is shown beneath it.
- · Although you cannot change a state benchmark, you can view it by clicking View under the drop-down list when the state benchmark has been chosen (the **Customize B** link will change to **View**).
- If the state benchmark is chosen, and you subsequently choose a grade (see) without any values assigned to it, you will be prompted to click View and enter estimated values for the non-linked grade (see page 73).
- Growth is determined by the change in test scores from one SGP test window to another (see page 180).
 - Fall to Winter SGP is the default test window.
 - Once the Spring SGP window begins, the default changes to Fall to Spring SGP, and you can choose Fall to Winter SGP, Winter to Spring SGP, or Fall to Spring SGP from the Growth drop-down list.
- D Initially, data for all grades in all schools in the district is shown. Use the Grade drop-down list to limit the data to a single grade.
 - Only grades that have STAR Reading Enterprise classes will be in the list. All Grades will show all grades in the district that have STAR Reading Enterprise classes.
 - All Grades includes all students who have tested in both SGP windows. Picking a single grade includes only students in that particular grade who have tested in both SGP windows.

From this initial (district) view, you can drill down deeper into the data (see the following sections and the diagram on page 127). At any time while viewing the Growth **Proficiency Chart:**

• You can choose a different benchmark (if one is available) (A), test window (C), or grade D. The chart will automatically update based on the choices you make.



The calendar dates for the SGP windows can be changed from their defaults to an alternate set of dates by a district administrator (see page 186).



 If any of the circles (which may represent a school, teacher, class, or student) overlap so that you cannot hover over a specific circle, the top of the pop-up window that opens will change to a drop-down list of all the overlapping items. You can make your choice from this list.

4 Schools overlap):	×	4 Schools overlap:	
Adams Elementary		-	Adams Elementary	
			Adams Elementary	
38% Prof	ficient		Carver Elementary	٦
29 SGP Med	lian Growth		Lincoln Elementary	1
257 / 260 Stu	dents Included	d l	Washington Elementary	
View Te	eachers		View Teachers	

Click **Done** when you are finished with the chart.

District View

Each of the blue circles on the chart (E) represents a single school in the district. Hover the mouse over one of the circles to open a pop-up window with a school's name 🕒 and the following values:

- · Proficient: Percentage of students in that school who are achieving the minimum proficiency level, as determined by the benchmark.
- Median Growth: The median (middle) value of the SGP scores for all students in that school.
- · Students Included: The number before the slash is the number of students whose scores were used to create this chart; the number afterwards is the total number of students in the group.

Click View Teachers in the pop-up window 6 to change to the teacher view (allowing you to view data for all STAR Reading Enterprise teachers at the chosen school; see page 124).





chart.

Not every student enrolled in a STAR **Reading Enterprise** class will have a test score that can be used on this chart.

For example: • If you've chosen Winter to Spring SGP for the Growth option and a student hasn't taken a STAR Reading Enterprise test during that test window, that student would not have a usable test

score for the purposes of this

• Following expert recommendations. extremely high or low scores are not used to calculate SGPs, which may cause a student to have no usable scores for the purposes of this chart. (For more information, on the Home page, click Resources under STAR Reading, then click Student Growth Percentiles (SGP).)



Teacher View

Each of the blue circles on the chart () represents a teacher at the chosen school who is assigned to a STAR Reading Enterprise class. Hover the mouse over one of the circles to open a pop-up window with a teacher's name () and the following values:

- **Proficient, Median Growth** and **Students Included:** These values are calculated the same way as they are in the district view (see page 123), but now the data is limited to students of the chosen teacher at the school.
- A **Return to Schools** link is added below the **Grade** drop-down list **J**. Click it to return to the district view, where all the schools in the district are shown (see page 123).

Click **View Classes** in the pop-up window **(K)** to change to the class view (allowing you to view data for all STAR Reading Enterprise classes taught by the chosen teacher at that school; see below).



Class View

- Each of the blue circles on the chart **(**) represents a STAR Reading Enterprise class taught by the chosen teacher. Hover the mouse over one of the circles to open a pop-up window with the class' name **(M)** and the following values:
 - At/Above Benchmark: The percentage of students in the class who have reached or surpassed the chosen benchmark.
 - Median Growth and Students Included are calculated the same way as they were for the district view (see page 123), but now the data is limited to students in the chosen class.
 - In the **Grade** drop-down list **0**, only grades that the teacher has classes in will be listed.



• The **Return to Schools** link is now a **Return to Teachers** link **1**. Click it to return to the teacher view, where all the teachers in the school are shown; see page 124.

Click **View Students** in the pop-up window **N** to change to the student view (allowing you to view data for all students in the chosen STAR Reading Enterprise class; see below).



Student View

- In this view, the horizontal axis 0 changes from Median Growth (SGP) to Growth (SGP); the vertical axis P changes from % Proficient to Scaled Score.
- The benchmark is indicated by a green horizontal line (1); students below this line are not reaching the selected benchmark.

Each of the blue circles on the chart **B** represents a student in the chosen STAR Reading Enterprise class.

Hover the mouse over one of the circles to open a pop-up window with the student's name (s) and the student's Scaled Score and Percentile Rank within each SGP test window the student has tested in, and the student's SGP.

The **Return to Teachers** link is now a **Return to Classes** link **J**. Click it to return to the class view, where all of a teacher's classes in the school can be seen (see page 124).



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Growth Proficiency Chart: School Administrators and School Staff

When you initially view the chart, the following default information is shown in the upper-right corner:

- A Proficiency is achieved when students reach a benchmark.
- If there is a linking study between STAR Reading Enterprise and your state benchmark, the state benchmark will be chosen by default (you can use the drop-down list to choose the district benchmark instead).
- If there is no linking study for your state, there will not be a drop-down list, and the district benchmark will be used.
- The minimum proficiency level for the benchmark is shown beneath it.



- Although you cannot change a state benchmark, you can view it by clicking View B under the drop-down list when the state benchmark has been chosen.
- If the state benchmark is chosen, and you subsequently choose a grade (see **D**) without any values assigned to it, you will be prompted to talk to your district administrator about having estimated values for the non-linked grade(s) entered (see page 73).
- C Growth is determined by the change in test scores from one SGP test window to another (see page 180).
 - · Fall to Winter SGP is the default test window.
- Once the Spring SGP window begins, the default changes to Fall to Spring SGP, and you can choose Fall to Winter SGP, Winter to Spring SGP, or Fall to Spring SGP from the Growth drop-down list.
- D Initially, data for all grades in your school are shown. Use the Grade drop-down list to limit the data to a single grade.
 - Only grades that have STAR Reading Enterprise classes will be in the list. All Grades will show all grades in the school that have STAR Reading Enterprise classes.
 - All Grades includes all students who have tested in both SGP windows. Picking a single grade includes only students in that particular grade who have tested in both SGP windows.

From this initial view, you can drill down deeper into the data (see the following sections and the diagram on page 133). At any time while viewing the Growth Proficiency Chart:

 You can choose a different benchmark (if one is available) (A), test window (C), or grade **1**. The chart will automatically update based on the choices you make.



The calendar dates for the SGP windows can be changed from their defaults to an alternate set of dates by a district administrator (see page 186).



If any of the circles (which may represent a teacher, class, or student) overlap so
that you cannot hover over a specific circle, the top of the pop-up window that opens
will change to a drop-down list of all the overlapping items. You can make your
choice from this list.

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И

Click **Done** when you are finished with the chart.

School View

The blue circle on the chart () represents your school. Hover the mouse over the circle to open a pop-up window with the school's name () and the following values:

- **Proficient:** Percentage of students in the school who are achieving the minimum proficiency level, as determined by the benchmark.
- **Median Growth:** The median (middle) value of the SGP scores for all students in the school.
- **Students Included:** The number before the slash is the number of students whose scores were used to create this chart; the number afterwards is the total number of students in the group.

Click **View Teachers** in the pop-up window **(**) to change to the teacher view (allowing you to view data for all STAR Reading Enterprise teachers in the school; see page 130).





Not every student enrolled in a STAR

Reading Enterprise class will have a test score that can be used on this chart. For example:

- If you've chosen Winter to Spring SGP for the Growth option and a student hasn't taken a STAR Reading Enterprise test during that test window, that student would not have a usable test score for the purposes of this chart.
- Following expert recommendations, extremely high or low scores are not used to calculate SGPs, which may cause a student to have no usable scores for the purposes of this chart. (For more information, on the Home page, click Resources under STAR Reading, then click Student Growth Percentiles (SGP).)



Teacher View

Each of the blue circles on the chart (H) represents a teacher at the school who is assigned to a STAR Reading Enterprise class. Hover the mouse over one of the circles to open a pop-up window with a teacher's name (1) and the following values:

- **Proficient, Median Growth** and **Students Included:** These values are calculated the same way as they are in the school view (see page 129), but now the data is limited to students of the chosen teacher.
- A **Return to Schools** link is added below the **Grade** drop-down list **1**. Click it to return to the school view (see page 129).

Click **View Classes** in the pop-up window **(k**) to change to the class view (allowing you to view data for all STAR Reading Enterprise classes taught by the chosen teacher at the school; see below).



Class View

- Each of the blue circles on the chart **()** represents a STAR Reading Enterprise class taught by the chosen teacher. Hover the mouse over one of the circles to open a pop-up window with the class' name **(M)** and the following values:
 - At/Above Benchmark: The percentage of students in the class who have reached or surpassed the chosen benchmark.
 - Median Growth and Students Included are calculated the same way as they were for the school view (see page 129), but now the data is limited to students in the chosen class.
 - In the **Grade** drop-down list **0**, only grades that the teacher has classes in will be listed.



• The **Return to Schools** link is now a **Return to Teachers** link **1**. Click it to return to the teacher view, where all the teachers in the school are shown; see page 130.

Click **View Students** in the pop-up window **N** to change to the student view (allowing you to view data for all students in the chosen STAR Reading Enterprise class; see below).



Student View

- In this view, the horizontal axis 0 changes from Median Growth (SGP) to Growth (SGP); the vertical axis P changes from % Proficient to Scaled Score.
- The benchmark is indicated by a green horizontal line (1); students below this line are not reaching the selected benchmark.

Each of the blue circles on the chart **B** represents a student in the chosen STAR Reading Enterprise class.

Hover the mouse over one of the circles to open a pop-up window with the student's name (s) and the student's Scaled Score and Percentile Rank within each SGP test window the student has tested in, and the student's SGP.

The **Return to Teachers** link is now a **Return to Classes** link **(J)**. Click it to return to the class view, where all the teachers in the school can be seen (see page 130).



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Growth Proficiency Chart: Teachers

When you initially view the chart, the following default information is shown in the upper-right corner:

- A Proficiency is achieved when students reach a benchmark (see page 58). The benchmark (chosen by the district administrator) is shown here: either the district benchmark or the state benchmark (if a linking study has been completed for your state). The minimum proficiency level for the chosen benchmark is shown beneath it.
 - · You can view the benchmark by clicking View B.



- If the state benchmark has been chosen, and you subsequently choose a grade (see **D**) without any values assigned to it, you will be prompted to talk to your district administrator about having estimated values for the non-linked grade(s) entered (see page 73).
- C Growth is determined by the change in test scores from one SGP test window to another (see page 180).
- Fall to Winter SGP is the default test window.
- Once the Spring SGP window begins, the default changes to Fall to Spring SGP, and you can choose Fall to Winter SGP, Winter to Spring SGP, or Fall to Spring SGP from the Growth drop-down list.
- D Initially, data for all grades that you teach STAR Reading Enterprise classes in is shown. Use the Grade drop-down list to limit the data to a single grade.
 - If you only teach STAR Reading Enterprise classes for one grade, there will not be a drop-down list.

From this initial view, you can drill down deeper into the data (see the following sections and the diagram on page 137). At any time while viewing the Growth **Proficiency Chart:**

- You can choose a different test window C or grade D. The chart will automatically update based on the choices you make.
- If any of the circles (which may represent a class or a student) overlap so that you cannot hover over a specific circle, the top of the pop-up window that opens will



The calendar dates for the SGP windows can be changed from their defaults to an alternate set of dates by a district administrator (see page 186).



change to a drop-down list of all the overlapping items. You can make your choice from this list.

4 Schools overlap:	×	4 Schools overlap:	2
Adams Elementary	•	Adams Elementary	
		Adams Elementary	
38% Proficient		Carver Elementary	
29 SGP Median Growth		Lincoln Elementary	N
257 / 260 Students Include	d	Washington Elementary	
View Teachers		View Teachers	

Click Done when you are finished with the chart.

My Classes View

Each blue circle on the chart () represents one of your STAR Reading Enterprise classes. Hover the mouse over the circle to open a pop-up window with the class name () and the following values:

- At/Above Benchmark: The percentage of students in the class who have reached or surpassed the chosen benchmark.
- Median Growth: The median (middle) value of the SGP scores for all students in the class.
- **Students Included:** The number before the slash is the number of students whose scores were used to create this chart; the number afterwards is the total number of students in the group.

Click **View Students** in the pop-up window **(**) to change to the student view (allowing you to view data for all students in the chosen STAR Reading Enterprise class; see page 136).





Not every student enrolled in a STAR Reading Enterprise

class will have a test score that can be used on this chart. For example:

- If you've chosen Winter to Spring SGP for the Growth option and a student hasn't taken a STAR Reading Enterprise test during that test window, that student would not have a usable test score for the purposes of this chart.
- Following expert recommendations, extremely high or low scores are not used to calculate SGPs, which may cause a student to have no usable scores for the purposes of this chart. (For more information, on the Home page, click Resources under STAR Reading, then click Student Growth Percentiles (SGP).)



Student View

- In this view, the horizontal axis (H) changes from Median Growth (SGP) to Growth (SGP); the vertical axis () changes from % Proficient to Scaled Score.
- The benchmark is indicated by a green horizontal line **J**; students below this line are not reaching the selected benchmark.

Each of the blue circles on the chart **(K)** represents a student in the chosen STAR Reading Enterprise class.

Hover the mouse over one of the circles to open a pop-up window with the student's name **()** and the following values:

• **Test scores:** The student's Scaled Score and Percentile Rank within each SGP test window the student has tested in, and the student's SGP.

A **Return to Classes** link is added below the **Grade** drop-down list **M**. Click it to return to the class view (see page 135).




My Classes - Grade 6 My Classes view (page 135)—Initial view, showing your STAR Reading Enterprise classes. Hover over the circle for District Banci a class (E); then click View Students (G) to drill down to the student view. Fall to Ms. Mackie's 3rd Hour Reading 💌 Grade Grade 6 42% At/Above Benchmark 38 SGP Median Growth lackie's 3rd Hour Reading 🙆 22 / 22 Students Included 42% At/A 38 SGP Medi 22 / 22 Stude G View Students View Stud Median Growth (SGP) 🕖 Ms. Mackie's 3rd Hour Reading - Grade 6 Students District Benchn Student view (page 136)—Shows all students in the Fall to Winter SGP chosen STAR Reading Enterprise class. Hover over the circle for a student (k) to view that student's test scores. Grade 6 Michael Delezo X Test Scores:
 329 SS / 11 PR
 Fall 9/12/2011

 341 SS / 12 PR
 Winter 1/11/2012
 Test Scores: 329 SS / 11 PR Fall 9/12/2011 341 SS / 12 PR Winter 1/11/2012 28 SGP Growth Percentile 28 SGP Growth Percentile Growth (SGP) 🕧



Instructional Planning Report - Class ENTERPRISE

Who Can Do This?

District Administrators

- ☑ District Staff
- School Administrators
- School Staff
- ✓ Teachers

Learn more about capabilities on page 200.

This report provides teachers with a list of suggested skills students may be ready to learn for class or group instruction based on the most recent STAR Reading Enterprise assessment. (The Instructional Planning - Student Report does this for individual students.)

Notes on the Instructional Planning Report - Class:

- If no classes or groups (see page 89) have been set up yet, you will not be able to print an Instructional Planning Class Report.
- This report only includes STAR Reading Enterprise tests, not STAR Reading tests.

Printing this report is a two-stage process:

- In the first stage (step 1), you choose some preliminary options to select the data that will be used in the actual report. You will be given an opportunity to preview the report with the selected data, and you can change the selection before proceeding.
- In the second stage (step 2), you choose additional options which determine how the data will be arranged in the report.

The procedure for printing this report starts on the Instructional Report Groupings page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 139):

Method 1—From the STAR Reading Reports Page

Method 2—From the STAR Reading Enterprise Home Page

- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click **Reports.**
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Instructional Planning Class** on the Select Report page.
- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Enterprise Home.
- Select your school from the School drop-down list, if necessary.
- d. Click **Class** (A) below "Instructional Planning" in the Enterprise Reports section of the page.

Enterprise Go to: Reports Consolidate	
	Diagnostic Report Presents diagnostic and skill information for an individual student Diagnostic Report
<sample report=""></sample>	
Construction Process Append Construction Process Append Construction Process Append Construction Constru	
All the second s	Instructional Planning
Statistical and a statist	Provides a list of recommended skills for individualized instruction based on most recent assessment
NUME Common Section 1. Section 2. Sec	Student Class
<sample report=""></sample>	A



1. The table at the bottom of the Instructional Report Groupings page shows the data that will be used to create the report. You can change the data that will be used by choosing some preliminary options at the top of the page.

lome > Reports > 1	nstructional Planning					
Instructional Re Group students to plan	port Groupings					
	rra Grade School onal Planning - Class Amy 💌 🗛	Repo	ort			
Class or Group	or Group Grade 1, G1M Hickman, 2010 - 2011 💌 🖪					
Benchmark	School Benchmark Legend					
Testing End Date	1/24/2011					ading Enterprise Te lys before this date
			-	<i>p</i> to .	50 00	ys servre uns date
		ate	Ð			
Cancel Previo	ew Report Next >					
	uctional groups based on the will be based on the group m		score.			G
		Inct				ous Next >>
Student	Scaled Score / Percentile Rank	1	2	3	4	Unassigned
Avila-Sakar, Isabe	1 📕 670 SS / 68 PR	0	۲	۲	۲	۲
Cabrera, Jacinta	658 SS / 62 PR	\odot	O	\bigcirc	\bigcirc	۲
Carson, Manny	625 SS / 42 PR	\bigcirc	۲	۲	\bigcirc	۲
Huang, Lam	603 SS / 35 PR	0	\odot	\odot	\odot	۲
indurig, com	Martinez, Lola 565 SS / 25 PR Image: Color of the second					
	565 SS / 25 PR	0	0	0	0	
	565 SS / 25 PR 563 SS / 24 PR	0	0	0	0	
Martinez, Lola	-	-	-	-		۲
Martinez, Lola Massey, Jared	563 SS / 24 PR	0	0	0	0	© ©
Martinez, Lola Massey, Jared O'Neill, Brenda	563 SS / 24 PR 560 SS / 23 PR	0	0	0	0	•
Martinez, Lola Massey, Jared O'Neill, Brenda Parker, Randy Robinson, Mitchell Sanders, Jevonte	563 SS / 24 PR 560 SS / 23 PR 501 SS / 9 PR	© © © ©	© © © ©	0 0 0 0	0 0 0 0	0 0 0 0 0

a. Use the **Teacher** (A) and the **Class or Group** drop-down lists (B) to choose a specific class or group of students you want to show on the report. (See "Groups" on page 89.) This option is similar to the "Select Students or Select Specific Students | Classes | Groups" option on other reports, except that a teacher must be selected first, and the class or group must be one that belongs to that teacher.

The **Teacher** drop-down list is only available to district administrators, district staff, school administrators, and school staff; teachers can only create this report for their own classes.



b. Use the Benchmark drop-down list ⁶ to choose which benchmark will be used for report calculations: School Benchmarks, District Benchmarks, or State Benchmarks (if there is an existing linking study for your state). Click Legend ¹ to see a key for the available benchmarks, as shown to the right.

Note: If the State Benchmark is chosen, but some of the students are in a grade that doesn't have a state linking study:

- None of the students on the Instructional Report Groupings page will have their Percentile Ranks shown; only the Scaled Scores will be shown.
- 🏉 STAR Reading Benchmark Leg... 💶 💷 File Edit View Favorites Tools Help State Benchmark Grade 4 At/Above Benchmark On Watch Intervention Urgent Interventio District Benchmark Grade 4 Above Benchmark At Benchmark On Watch Intervention Urgent Intervention
- Students in the non-linked grades will have no color-coding to indicate which cut score category they belong to (the squares will be white).

	Scaled Score /	Inst	ructio	onal (Group	os: 4 👻
Student	Percentile Rank	1	2	3	4	Unassigned
Avila-Sakar, Isabel	670 SS	\bigcirc	\bigcirc	\odot	\odot	۲
Cabrera, Jacinta	658 SS	\odot	O	O	\odot	۲
Carson, Manny	C 625 SS	\bigcirc	0	0	0	۲
Huang, Lam	C 603 SS	\odot	\odot	\odot	\odot	۲
Martinez, Lola	565 SS	0	0	0	0	۲
Massey, Jared	563 SS	\odot	\odot	\odot	\odot	۲

c. Enter a testing end date in the field (E), either by typing one in or using the calendar

button. Assessment results on STAR Reading Enterprise tests taken between this date and 30 days *prior* to this date will be used when printing this report.

- **d.** Click **Update (**) to see how the options you've chosen affect the data in the table at the bottom of the Instructional Report Groupings page.
 - If there are more than 50 students in the table, it will be broken to multiple pages; click << Previous or Next >> above the upper-right corner of the table 6 to move between pages.
 - Initially, the number of Instructional Groups shown (f) will match the number of available benchmarks; use the **Instructional Groups** drop-down list to change the number shown (from 2–5).

Assign students to instructional groups by clicking the circle at the intersection of a row with the student's name and the column for a group.

- Students who have no STAR Reading Enterprise assessment data for the time period chosen will appear at the bottom of the table.
- e. If you want to, you can see a preview of the report as it would appear with only these preliminary options chosen.
 - To skip the preview and begin choosing additional report options, click
 Next > 1 and go to step 2 on page 141.



• To see the preview, click **Preview Report 1**. The preview version of the report will open:



After you've finished looking at the preview of the report, either

- click **Return to Instructional Report Groupings (**(to go back and change the preliminary options you've chosen), or
- click Customize this Report () to begin choosing additional report options (go on to step 2).
- 2. Select the options you want to customize for this report on the Report Options page.

eport Options elect the options for this report						
chool: North Terra Grade School eport: Instructional Planning - Class Report						
Cancel Back View Report						
Customization Options						
Students	Class: Grad	de 1, G1M Hickm	ian, 2010 - 2011			
Skills to include per reading domain:	N	Word Knowledge and Skills	Comprehension Strategies and Constructing Meaning	Analyzing Literary Text	Understanding Author's Craft	Analyzing Argument an Evaluating Text
Group 1 (22 students/median SS:646) Group 2 (14 students/median SS:605)	Group 1:	5 Skills 💌	5 Skills 💌	5 Skills 💌	5 Skills 💌	5 Skills 💌
Group 3 (23 students/median SS:564) Group 4 (10 students/median SS:523)	Group 2:	5 Skills 💌	5 Skills 💌	5 Skills 💌	5 Skills 💌	5 Skills 💌
	Group 3:*	5 Skills 👻	5 Skills 👻	5 Skills 👻	5 Skills 👻	5 Skills 👻
	Group 4:	5 Skills 💌	5 Skills 💌	5 Skills 💌	5 Skills 💌	5 Skills 💌
0 Instructional Difficulty	most recent To adjust in Ø Adjust i	assessment an structional diffic nstructional diffi	th student are based d instructional difficul ulty, check the box b culty (advanced featu	lty. elow.		
The level of challenge reflected in the recommended skills		More Difficult (+ Less Difficult (-1				
		Recommended) 🔻			
		Recommended	•			
Page Break	Page br	eak after each g	roup			

Option	Description
Skills to Include Per Reading Domain N	 For each group of students, choose the number of skills to include per reading domain (Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author's Craft, and Analyzing Argument and Evaluating Text) on the report. The default number is 5 Skills; the range is 0 Skills–20 Skills. If set to 0, that domain will be excluded from the report. Groups made up entirely of students with no test data will not have any skill choices available (such as the Group 3 row in the image above).



Click Enter Core

to help you with instructional

see definitions, skill prerequisites, and examples

planning.

Progress Learning

Progressions M to

Option	Description
Instructional Difficulty 0	 The instructional difficulty is the level of challenge reflected in the suggested skills. Check the Adjust instructional difficulty box if you want to fine-tune the skills that will appear on the report that are based on the Core Progress learning progressions. If you are adjusting the instructional difficulty, use the drop-down lists P for each group. The default setting is Recommended, but you can choose More Difficult (+1 to +5) or Less Difficult (-1 to -5). "Recommended" represents the first skill for each domain at 50% expected mastery, based on the median Scaled Score. Changing the instructional difficulty will change the skills associated with each group.
Page Break 🕕	Use this option to have each group's information print on a separate page

- 3. Click View Report (R) when you have finished choosing options.
- **4.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the document or press **F8**.)



S These options let you select a different report, customize this report again, or enter the Core Progress learning progressions (definitions, skill prerequisites, and examples to help you with instructional planning).



Instructional Planning Report - Student ENTERPRISE

Who Can Do This?

District Administrators

☑ District Staff

School Administrators

School Staff

☑ Teachers

Learn more about capabilities on page 200.

This report provides teachers with a list of suggested skills for individual instruction based on a student's most recent STAR Reading Enterprise assessment. (The Instructional Planning - Class Report does this for classes or groups.)

Note: This report only includes STAR Reading Enterprise tests, *not* STAR Reading tests.

The procedure for printing this report starts on the Instructional Report Groupings page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 144):

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Reports.
- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Instructional Planning Student** on the Select Report page.
- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Enterprise Home.

Method 2—From the STAR Reading Enterprise Home Page

- c. Select your school from the **School** drop-down list, if necessary.
- d. Click **Student** (A) below "Instructional Planning" in the Enterprise Reports section of the page.





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1. Use the Report Options page to select the options you want to customize for this report.

STAR Reading	
Iome > Reports	
Report Options elect the options for this report School: North Terra Grade School Report: Instructional Planning - Stud Cancel View Report	ent Report
Customization Options	
Select Students	Grade 4, G4M Hickman, 2012 - 2013 💌 Or Select Specific: Students Classes Groups
Benchmark B	School Benchmark 💌
Show Projected Growth Shows projected Scaled Score based on date chosen	7/31/2013 (End of Year) Custom Date Do not show
Use Trend Score	 Use Trend Score for student's suggested skills Use most recent test
E Skills to include per reading domain	Comprehension Knowledg Comprehension Strategies and Constructing Meaning Analyzing Literary Text Understanding Muthor's Craft Analyzing Argument and Evaluating Text 5 Skills 5 Skills
Instructional Difficulty The level of challenge reflected in the recommended skills	Recommended skills for each student are based on the most recent assessment and instructional difficulty. To adjust instructional difficulty, check the box below. Adjust instructional difficulty (advanced feature) Difficulty Level: [More Difficult (+1)]
Show ATOS 2000 Scores	© Yes ● No
Print Report Options	Print the selected report options on the report
Cancel View Report J	

Option	Description
Select Students A	 To choose all of the students in a specific class, use the drop-down list. To choose specific students, classes, or groups, click Students, Classes, or Groups. See page 114. "Groups" refers to groups of students that have been created specifically for reporting purposes; see page 89.
Benchmark B	Choose which benchmark will be used for report calculations: the School Benchmark , the District Benchmark , or "State Benchmark" (if there is an existing linking study for your state). The actual name you see for "State Benchmark" will depend on your state's name and your state's standards acronym.
Show Projected Growth 6	 This option predicts how much growth you can expect from students by a target date based on their STAR Reading Enterprise assessments to date. Use this option to choose your target date: End of Year: This is the default setting, which uses the last day of your Renaissance Place school year as the date. Custom Date: Enter a date in the blank field, or use the calendar button to choose one. Do not show: The predicted growth will not be included on the report.



Option	Description
Use Trend Score 🕕	Choose whether to use the trend score (see page 103) or the student's actual Scaled Score from the most recent test to determine the student's suggested skills.
Skills to include per reading domain 🖲	 Choose the number of skills to include on the report per reading domain (Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author's Craft, and Analyzing Argument and Evaluating Text). The default number is 5 Skills; the range is 0 Skills—20 Skills. If set to 0, that domain will be excluded from the report. Groups made up entirely of students with no test data will not have any skill choices available.
Instructional Difficulty 🕞	The instructional difficulty is the level of challenge reflected in the suggested skills. Check the Adjust instructional difficulty box if you want to fine-tune the skills that will appear on the report that are based on the Core Progress learning progressions. Use the Difficulty Level drop-down list () to choose More Difficult (+1 to +5) or Less Difficult (-1 to -5) .
	The default setting of "Recommended" represents the first skill for each domain at 50% expected mastery, based on the median Scaled Score.
Show ATOS 2000 Scores 🗄	Use this option to include or omit the ATOS 2000 and ZPD 2000 scores in your report.
Print Report Options 1	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.

- 2. Click View Report J when you have finished selecting options.
- **3.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the document or press **F8**.)



K These options let you select a different report, customize this report again, or enter the Core Progress learning progressions (definitions, skill prerequisites, and examples to help you with instructional planning).



Longitudinal Report ENTERPRISE

Who Can Do This?

District Administrators

- ☑ District Staff
- School Administrators
- School Staff
- ✓ Teachers

Learn more about capabilities on page 200.

This report uses STAR Reading assessment data to make two different comparisons of growth:

- The Longitudinal Growth Report compares growth for the same group of students across multiple years.
- The Longitudinal Cross Sectional Report compares growth for a specific grade level (different students) across multiple years.

The procedure for printing this report starts on the Longitudinal Report page. There are three ways to reach that page; use whichever method you prefer:

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Reports.
- c. Select your school from the School drop-down list, if necessary.
- d. Click Longitudinal on the Select Report page.
- e. Click either Growth or Cross Sectional (A).



f. If you clicked Growth, go to step 1 on page 147; if you clicked Cross Sectional, go to step 1 on page 149.

Method 2—From the STAR Reading Enterprise Home Page

- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Enterprise Home.
- c. Select your school from the School drop-down list, if necessary.
- click either Growth or Cross Sectional (A) (below "Longitudinal" in the Enterprise Reports section of the page).



e. If you clicked **Growth**, go to step 1 on page 147; if you clicked **Cross Sectional**, go to step 1 on page 149.

Method 3—From the Screening, Progress Monitoring & Intervention Page

- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Screening, Progress Monitoring & Intervention.
- c. Select your school from the School drop-down list, if necessary.
- d. Click Longitudinal under "Reports" in the gray sidebar on the left side of the screen.
- e. Click either Growth or Cross Sectional (A).
- f. If you clicked **Growth**, go to step 1 on page 147; if you clicked **Cross Sectional**, go to step 1 on page 149.

🛨 STAR Re	STAR Reading			
Home > Re	Home > Reports > Longitudinal Report			
	Longitudinal Report After changing your viewing options, click Update			
School	North Terra Grade School (Only			
Grade	All Grades 🔻 Or Select Specific G			
Method	 Cross Sectional (Same grade ye Growth (Same students over mutation) 			
	Only include students who to			



•

Longitudinal Report: Growth

1. Select the report options you want at the top of the page.

	eports > Longitudinal R						
	dinal Report						
Atter chan	iging your viewing option	ns, click Update to refresh the d	ata				
School (A North Terra Grade S	School 👻					
Grade	B Grade 4 💌 Or S	Select Specific Grades					
	Cross Sectional	(Same grade year to year - ex	: G3, G3,	G3)			
Method (🜔 🖲 Growth (Same s	tudents over multiple years - e	ex: G1, G2,	, G3)			
	Only include	e students who tested in all time	eframes				
Timefran	ne 🛛 Last 3 years 👻 Au	Ig 1 - Sep 30 (Fall)					
Timefran F Done	6 Print	ug 1 - Sep 30 (Fall) ▼ 0 Update E					
F Done	6	Update					
F Done	6 Print	Update	Total Students	40+ PR	25-39 PR	10-24 PR	1-9 PI
F Done	6 Print rra Grade School - G School Year Aug 1 - Sep 30 (Fall)	Update E rowth Percent of Students by		40+ PR 60% 57	25-39 PR 22% 21	10-24 PR 15% 14	1-9 Pr 3% 3
Done North Te Grade	6 Print rra Grade School - G School Year Aug 1 - Sep 30 (Fall)	Update E rowth Percent of Students by	Students	60%	22%	15%	3%

Option	Description
School (A)	Use the School drop-down list to choose your school. If a district administrator or district staff member chooses All Schools , and the district has a mix of STAR Reading Enterprise and non-Enterprise schools, only the schools that use STAR Reading Enterprise will be included in the report.
Grade B	Use the Grade drop-down list to choose either a single grade, All Grades , or click Select Specific Grades to the right of the drop-down list to select multiple grades.
Method 🟮	Growth has already been selected for Method. If you would rather print the Cross Sectional version of the Longitudinal Report, choose Cross Sectional and go to "Longitudinal Report: Cross Sectional" on page 149.
	The Growth version of the report tracks the same group of students as they progress from one grade to the next. It is possible that some students joined this group after they began taking STAR Reading assessments (for example, by transferring in from another school), or it may be possible that some students missed an assessment. Check the Only include students who tested in all timeframes box to exclude these students from the data.
Timeframe 🕕	Use the Timeframe drop-down lists to choose the number of school years (Last 2 Years–Last 5 Years) and which time of year to use for comparison—either Aug 1 - Sep 30 (Fall) or Apr 1 - May 31 (Spring).

2. Click Update **b** to see how your choices affect the data shown in the table. After changing any of the options, click Update for the refreshed data to appear. (While the data is updating, you can click Cancel to stop the update.)



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Once you've finished selecting options for this report and viewing the data, you can either click Done (F) to return to the previous page, or Print (G) to print the report.
 Note: The browser setting to print background colors needs to be turned on to print the color bars in this report. For additional printing tips, see our Knowledge Base

article at http://support.renlearn.com/techkb/techkb/9201163e.asp.



Longitudinal Report: Cross Sectional

1. Select the report options you want at the top of the page.



Option	Description	
School 🖪	Use the School drop-down list to choose your school. If a district administrator or district staff member chooses All Schools , and the district has a mix of STAR Reading Enterprise and non-Enterprise schools, only the schools that use STAR Reading Enterprise will be included in the report.	
Grade B	Use the Grade drop-down list to choose either a single grade, All Grades , or click Select Specific Grades to the right of the drop-down list to select multiple grades.	
Method 🟮	Cross Sectional has already been selected for Method. If you would rather print the Growth version of the Longitudinal Report, choose Growth and go to "Longitudinal Report: Growth" on page 147.	
Timeframe 🕕	Use the Timeframe drop-down lists to choose the number of school years (Last 2 Years–Last 5 Years) and which time of year to use for comparison—either Aug 1 - Sep 30 (Fall) or Apr 1 - May 31 (Spring).	

- 2. Click **Update** (E) to see how your selections affect the data in the report
- 3. Once you've finished selecting options for this report and viewing the data, you can either click **Done** (F) to return to the previous page, or **Print** (6) to print the report.

Note: The browser setting to print background colors needs to be turned on to print the color bars in this report. For additional printing tips, see our Knowledge Base article at http://support.renlearn.com/techkb/techkb/9201163e.asp.



Parent Report

Who Can Do This?

District Administrators

District Staff

- School Administrators
- School Staff
- ✓ Teachers

Learn more about capabilities on page 200.

This report (available in either English or Spanish) presents a student's test results from a particular testing session for his or her parents or guardians. The Parent Report is generated in an easy-to-read letter format with sections for a teacher's signature and additional comments about the student's performance.

Each student's report is printed on a separate page and shows the students name, grade, teacher, class, and ID. The report includes a detailed comparison to scores on the national level; it shows the Grade Equivalent (GE), Percentile Rank (PR), Percentile Rank range, Instructional Reading Level (IRL), Zone of Proximal Development (ZPD), and (if the Show ATOS 2000 Scores option is used) ZPD 2000.

To print the report:

- 1. Go to the Home page.
- 2. Under STAR Reading, click Reports.
- 3. Select your school from the School drop-down list, if necessary.
- 4. Click either Parent English or Parent Spanish on the Select Report page.
- 5. Select the options you want to customize for this report on the Report Options page.

When you customize this rep	port, you can choose these options:
The year out of the rep	

Option	Description	
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 114.	
Reporting Parameter Group	See page 177.	
Reporting Period	The Parent Report (both English and Spanish) 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 starting and ending date.	
Show Grade Equivalent	Use this option to choose whether to show each student's GE score on the report.	
Show ATOS 2000 Scores	Use this option to include or omit the ZPD 2000 score in your report.	
Group By	Choose how to group the information on the report: by class, grade, teacher, or not grouped.	This report uses both the Group By and Sort By
Sort By	Choose how to sort information on the report: by students' last names or by their student IDs.	options; if a Group By option is chosen, it is applied first on the report.

- 6. Click View Report when you have finished choosing options.
- **7.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.



How Parents Print the STAR Reading Parent Report

Parents can print the STAR Reading Parent Report themselves if you do the following:

- Add the parents to the software and assign their children.
- Give the parents the address (URL) to the software and access to the server.
- · Send parents their user names and passwords.

To find out how to add parents and how parents can request access, see the *Renaissance Place Software Manual*.

1. After logging in, the parent selects his or her child from the drop-down list on the Home page if necessary. (If the selected student is enrolled in more than one school, the parent will also have to select a school.)



- 2. On the Home page, below STAR Reading, the parent clicks **Parent Report** to print an English Parent Report or **Informe en Español Para los Padres** to print a Spanish Parent Report.
- **3.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the document or press **F8**.)

To view and print the
Parent Report, the
parents will needAdobeReader installed on
their computer (on certain
Macintosh computers, they
can use Preview instead). If
they do not have Adobe
Reader installed, they can
click Get Adobe Reader at
the bottom of their Home
page.



Reading Range Report

Who Can Do This?

District Administrators

District Staff

School Administrators

School Staff

✓ Teachers

Learn more about capabilities on page 200.

This report is a good way to find the range of book levels your students should use when choosing books. It's also helpful when students are planning to take quizzes on the books in Accelerated Reader.

This report lists your students, their Zones of Proximal Development (ZPD), and their ZPD 2000 scores. It also defines the Zone of Proximal Development.

To print the report:

- **1.** Go to the Home page.
- 2. Under STAR Reading, click Reports.
- 3. Select your school from the School drop-down list, if necessary.
- 4. Click Reading Range on the Select Report page.
- 5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description	
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 114.	
Reporting Parameter Group	See page 177.	
Show ATOS 2000 Scores	Use this option to include or omit the ZPD 2000 score in your report.	
Group By	Choose how to group the information on the report: by class, grade, teacher, or not grouped.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.
Sort By	Choose how to sort information on the report: by students' last names or by their student IDs.	
Print Report Options	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.	

6. Click View Report when you have finished choosing options.

7. STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.



Screening Report

Who Can Do This?

District Administrators
 District Staff
 School Administrators

- School Staff
- ☑ Teachers

Learn more about capabilities on page 200.

This report is used to identify students who are having difficulty reaching benchmarks. Once those students have been identified, you can begin to organize your intervention plan. (The Screening Report shows this data for multiple students. The Student Progress Monitoring Report (page 170) shows this data for a single student.)

Students who are not reaching a specific benchmark can be further divided into groups to help you focus your resources on the students who need the most help.

Notes on the Screening Report:

- There are a number of setup procedures you may want to perform before printing a Screening Report (creating groups, editing benchmarks, and so on). See "Screening, Progress Monitoring & Intervention" on page 51.
- The Screening Report can be run for any of the screening dates that have been set for your district. To check or change the screening dates before running the report, see pages 81–83.
- If no students have taken a test within the Current Screening Dates, you cannot create a Screening Report.
- Although kindergarteners can take STAR Reading tests, data for kindergarteners has not been norm-referenced. Therefore, this report cannot be run for kindergarten students.
- The report will indicate if any students took a test using extended time limits, with a footnote explanation.

The procedure for printing a Screening Report starts on the Report Options page. There are three ways to reach that page; use whichever method you prefer, then go to step 1 on page 154:

b. Under STAR Reading, click Screening, Progress Monitoring &

c. Select your school from the School drop-down list, if necessary.

d. Click Screening under "Reports" in the gray sidebar on the left side of

Method 1—From the STAR Reading Reports Method 2—From the Screening, Progress Monitoring & Intervention Page

Intervention.

the screen.

a. Go to the Home page.

- a. Go to the Home page.
- b. Under STAR Reading, click Reports.
- c. Select your school from the School drop-down list, if necessary.
- d. Click Screening on the Select Report page.

Method 3—From a Screening Preview

- a. Go to the Home page.
- b. Under STAR Reading, click Screening, Progress Monitoring & Intervention.
- c. If necessary, click Screening Status (A) to make sure you are using the Screening Status view and use the School and Class drop-down lists (B) to choose your school and class.
- d. Click Preview in the row for a grade). (A grade will not appear in this list until at least one student in that grade has taken a test.) Note: For a teacher who has had the "Manage STAR Reading Screening, Progress Monitoring & Intervention" capability removed, a grade will not appear in this list until at least one of *that* teacher's students in that grade has taken a test.
- e. Click Generate Screening Report.





Select the options you want to customize for this report on the Report Options page. When you customize this report, you can choose these options:

Option	Description		
Select Students	 Use the drop-down list to choose all the students in a specific grade, or click Students, Classes, or Groups to choose specific students, classes, or groups. See page 114. "Groups" refers to groups of students that have been created specifically for reporting purposes; see page 89. Teachers who have had the "Manage Screening, Progress Monitoring & Intervention" capability removed can only run this report for their own students. 		
Reporting Parameter Group	See page 177.		
Reporting Period	The Screening Report shows data for a single reporting period, either one of the default screening dates or a range that has been set up by a district administrator or school administrator.		
Benchmark	Use this option to choose which benchmark you want to show on this report: the school's, the district's, or the state's. Not all benchmarks may be available; a default benchmark (such as the school or district) should be set in those cases.		
	Note: This option will not be available to non-Enterprise customers; the school benchma will be used.		
Show Student Details	 Use this option to show the categories the students are in on the report. You can choose to show all of the categories, none of them, or only specific ones. If you choose a specific grade level for the Select Students option and your state benchmark for the Benchmark option, but the chosen grade does not have a state benchmark, then "No state benchmark available for this grade" will be shown in place of the Show Student Details options. If you choose anything other than a specific grade level for the Select Students option, then "Student details will be included for all categories" will be shown in place of the Show Student Details options. 		
Show Grade Equivalent	Use this option to choose whether to show each student's GE score on the report.		
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 and ZPD 2000 scores in your report.		
Group By	Choose how to group the information on the report: by class, grade, or teacher.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.	
Sort By	Choose how to sort information on the report: by students' last names or by their Scaled Scores (in descending order).		
Print Report Options	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.		

- 2. Click View Report when you have finished choosing options.
- **3.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.



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- The links above the report will differ based on how you began printing it:
 - If you began from the STAR Reading Reports page: Select a Different Report will take you back to the STAR Reading Reports page; Customize this Report will take you back to the Report Options page.
 - If you began from the Screening, Progress Monitoring & Intervention page or a Screening preview: Customize this Report will take you back to the Report Options page; Return to Screening, Progress Monitoring & Intervention will take you back to the Screening, Progress Monitoring & Intervention page.



State Performance Report - Class ENTERDRISE

Who Can Do This?

District Administrators

- ☑ District Staff
- School Administrators
- School Staff
- ✓ Teachers

Learn more about capabilities on page 200.

This report provides a graphic display of how groups of students are progressing toward proficiency based on their STAR Reading tests.

Notes on the State Performance Report - Class:

• This report is only available to Enterprise customers where linking has been completed and customers in states participating in the Council of Chief State School Officers (CCSSO)/Renaissance Learning R&D consortium.

The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 157):

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Reports.
- c. Select your school from the School drop-down list, if necessary.
- d. Click State Performance Class on the Select Report page.
- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Enterprise Home.
- c. Select your school from the School drop-down list, if necessary.

Method 2—From the STAR Reading Enterprise Home Page

d. Click Class (A) below "State Performance" in the Enterprise Reports section of the page.





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1. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description	
Select Students	 To choose all of the students in a specific class, use the drop-down list. To choose specific students, classes, or groups, click Students, Classes, or Groups. See page 114. "Groups" refers to groups of students that have been created specifically for reporting purposes; see page 89. 	
Reporting Parameter Group	See page 177.	
Test Date Range	 Use this option to choose a range of dates to include testing data from. You must have at least one date range chosen. You can add more date ranges (up to 10) to this report in order to compare multiple date ranges. Date ranges should not overlap. 	
Group By	Choose how to group the information on the report: by class, teacher, grade, or not grouped.	This report uses both the Group By and Sort By
Sort By	Choose how to sort information on the report: by students' Scaled Scores or their last names.	options; if a Group By option is chosen, it is applied first on the report.
Print Report Options	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.	

- 2. Click View Report when you have finished choosing options.
- **3.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.



State Performance Report - Student ENTERPRISE

Who Can Do This?

District Administrators

- ☑ District Staff
- School Administrators
- School Staff
- ✓ Teachers

Learn more about capabilities on page 200.

This report provides a graphic display of how individual students are progressing toward proficiency based on their STAR Reading tests.

Notes about the State Performance Report - Student:

• This report is only available to Enterprise customers where linking has been completed and customers in states participating in the Council of Chief State School Officers (CCSSO)/Renaissance Learning R&D consortium.

The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 159):

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Reports.
- c. Select your school from the School drop-down list, if necessary.
- d. Click State Performance Student on the Select Report page.
- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Enterprise Home.
- c. Select your school from the School drop-down list, if necessary.

Method 2—From the STAR Reading Enterprise Home Page

d. Click **Student** A below "State Performance" in the Enterprise Reports section of the page.





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1. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description
Select Students	 To choose all of the students in a specific class, use the drop-down list. To choose specific students, classes, or groups, click Students, Classes, or Groups. See page 114. "Groups" refers to groups of students that have been created specifically for reporting purposes; see page 89.
Reporting Parameter Group	See page 177.
Show Student ID	Choose whether or not to include student IDs on this report.
Show Trend Line	This option allows you to choose whether to show a trend line on the chart (a statistical tendency of the change in student's scores over time). This option is checked by default.
	The student has to take at least three tests before a trend line can appear on this report.
Sort By	Choose how to sort information on the report: by students' last names or by their student IDs.

- 2. Click View Report when you have finished choosing options.
- **3.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.



State Standards Report - Class ENTERPRISE

Who Can Do This?

- District Administrators
- District Staff
- School Administrators
- School Staff
- ☑ Teachers

Learn more about capabilities on page 200.

This report shows estimates of students' mastery of their state's grade-level standards or the Common Core State Standards. The report is designed to group small groups of students, such as a class, by their estimated mastery of each state standard, so that the teacher can group students for instruction.

Notes about the State Standards Report - Class:

• This report only includes STAR Reading Enterprise tests, not STAR Reading tests.

The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 161):

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Reports.
- Select your school from the School drop-down list, if necessary.
- d. Click State Standards Report Class on the Select Report page.
- Method 2—From the STAR Reading Enterprise Home Page
 - **a.** Go to the Home page.
 - b. Under STAR Reading Enterprise, click Enterprise Home.
 - c. Select your school from the School drop-down list, if necessary.
 - **d.** Click **Class** (A) below "State Standards" in the Enterprise Reports section of the page.





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1. Select the options you want to customize for this report on the Report Options page.

ome > Reports eport Options elect the options for this report	
elect the options for this report	
shaaly Nanth Tanna Crada Cabaal	
chool: North Terra Grade School eport: State Standards - Class Report	
Cancel View Report	
Customization Options	
	All Classes
Select Students	Or Select Specific: Students Classes Groups
ſ	All Demographics [Default]
Reporting Parameter Group	Or Create New or Edit Selected
Reporting Period Selects scores from the 30 days prior to this dat	
	State Standards
Select Standards to Show	_
	Common Core State Standards
	Ø 7/31/2013 (End of Year)
Show Projected Growth Shows projected Scaled Score based on	O Custom Date
date chosen	© Do not show
Use Trend Score	Ouse Trend Score for student's suggested skills
	O Use most recent test
G	🔘 Grade
Group By	© Teacher
	Class
Sort By	Rank
	Alphabetical
Page Break	Page break after each standard
Print Report Options	Print the selected report options on the report
Cancel View Report K	

Option	Description
Select Students A	 To choose specific students, classes, or groups, click Students, Classes, or Groups. See page 114. "Groups" refers to groups of students that have been created specifically for reporting purposes; see page 89.
Reporting Parameter Group B	See page 177.
Reporting Period ()	The State Standards - Class report shows data from test scores spanning a 30-day period. Enter the date you want to use as the <i>end</i> of this 30-day span. For example, if you choose April 15 as the date, the report will show data from all STAR Reading Enterprise tests taken between March 17–April 15.



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Option	Description		
Select Standards to Show D	 Choose which standards will be shown on the report: the assessment standards for your own state, or the Common Core State Standards, which is a diverse group of standards that have been adopted by multiple states. (The name of the state standards will vary depending on your state.) If your state has no assessment standards, the Common Core State Standards will be used. 		
Show Projected Growth	 Projected growth is an estimate of how much improvement a student or group of students should experience between the current date and a future date based on STAR Reading test results to date. The end of the school year is the default date, but a different date can be selected; you can also choose not to include this data in the report. If you enter a custom date for Show Projected Growth that is earlier than the date picked for the Reporting Period ^C, then growth cannot be calculated for some or all of the students. 		
Use Trend Score F	Choose whether to use the trend score (see page 103) or the student's actual Scaled Score from the most recent test to determine the student's suggested skills.		
Group By 🜀	Choose how to group the information on the report: by grade, teacher, or class.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.	
Sort By H	Choose how to sort information on the report: by students' rank or name (alphabetical order).		
Page Break 🕕	Use this option to put the different standards (chosen in the Select Standards to Show option) on separate pages.		
Print Report Options J	Use this option to print a list of the options you've chosen on the r the report again at a later date, you can refer to this list of options the same ones.		

- 2. Click View Report (K) when you have finished choosing options.
- **3.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.



State Standards Report - District ENTERPRISE

Who Can Do This?

- District Administrators
- ☑ District Staff
- School Administrators
- School Staff
- ✓ Teachers

Learn more about capabilities on page 200.

This report shows estimates of students' mastery of their state's grade-level standards or the Common Core State Standards. The report is designed to show high-level information on large groups of students at in a district or school, and give the user a number of options for breaking the data down.

Notes about the State Standards Report - District

• This report only includes STAR Reading Enterprise tests, not STAR Reading tests.

The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 164):

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Reports.
- Select your school from the School drop-down list, if necessary.
- d. Click State Standards Report District on the Select Report page.
- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Enterprise Home.
- c. Select your school from the School drop-down list, if necessary.

Method 2—From the STAR Reading Enterprise Home Page

d. Click **District** (A) below "State Standards" in the Enterprise Reports section of the page.





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1. Use the Report Options page to select the options you want to use to customize this report.

STAR Reading Home > Reports	
Report Options Select the options for this report Report: State Standards - District Report Cancel View Report	
Customization Options	
Schools	North Terra Grade School 💌
Grades	All Grades 💌
Reporting Parameter Group	All Demographics [Default] 💌 Or Create New or Edit Selected
Reporting Period Selects scores from the 30 days prior to this date	a 1/25/2011
Select Standards to Show	 State Standards Common Core State Standards
Show Projected Growth Shows projected Scaled Score based on date chosen	7/31/2011 (End of Year) Custom Date Do not show
Group By	 District (Do Not Group) School
List By	 Teacher Class Group None
Sort By	 Rank Alphabetical
Page Break	🖵 🗆 Page break after each standard
Print Report Options	Print the selected report options on the report
Cancel View Report	

Option	Description
Schools (A)	 If you have access to more than one school (such as a district administrator or district staff member), you can choose one school to run the report for, or all schools for an entire district. If All Schools is chosen, and the district is made up of some schools that use STAR Reading Enterprise and some that don't, the report will only have data for the Enterprise schools. Depending on the size of the district, it may take a while to generate this report. You will see a reminder about this if you choose All Schools for the Schools option.
Grades B	To print the report a single grade, choose that grade. To print the report for all grades in the school, choose All Grades .
Reporting Parameter Group 6	See page 177.

STAR Reading™ Software Manual

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Option	Description		
Reporting Period 🕕	The State Standards - District report shows data from test scores spanning a 30-day period. Enter the date you want to use as the <i>end</i> of this 30-day span.		
	For example, if you choose April 15 as the date, the report will show data from all STAF Reading Enterprise tests taken between March 17–April 15.		
Select Standards to Show 🔋	 Choose which standards will be shown on the report: the assessment standards for your own state, or the Common Core State Standards, which is a diverse group of standards that have been adopted by multiple states. (The name of the state standards will vary depending on your state.) If your state has no assessment standards, the Common Core State Standards will be used. 		
Show Projected Growth F	 Projected growth is an estimate of how much improvement a student or group of students should experience between the current date and a future date based on STAR Reading test results to date. The end of the school year is the default date. You can select a different date. You can also choose not to include this data in the report. If you enter a custom date for Show Projected Growth that is earlier than the date picked for the Reporting Period 1, then growth cannot be calculated for some or all of the students. 		
Group By 6	 Choose how to group the information on the report: by district or school. Teachers and school personnel will not see the Group By option for this report. For these personnel, Group By is automatically set to School. If All Schools and All Grades are chosen for the Schools A and Grades B options, the Group By option will be restricted to District (Do Not Group). 	If the report uses any combination the of Group By, Sort By, and/or List By options, they are applied in the following order: Group By, List By, Sort By.	
List By fl	 This is a secondary "grouping" option. Once a Group By option has been chosen (District or School), this option determines how grouped items are listed (by Teacher, Class, Group, or None). Teachers and school personnel will not see the Group By option for this report. For teachers, the List By options are limited to Class or Group. If All Schools and All Grades are chosen for the Schools (A and Grades (B) options, the List By option will be restricted to None. 		
Sort By 🚺	Choose how to sort information on the report: by students' rank or name (alphabetical order).		
Page Break J	Use this option to put the different standards (chosen in the Selec (E) on separate pages.	t Standards to Show option	
Print Report Options 🔇	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.		



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- 2. Click View Report () when you have finished choosing options
- **3.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.



State Standards Report - Student ENTERPRISE

Who Can Do This?

- District Administrators
- ☑ District Staff
- School Administrators
- School Staff
- ☑ Teachers

Learn more about capabilities on page 200.

This report shows estimates of students' mastery of their state's grade-level standards or the Common Core State Standards. The report aligns state standards to the STAR Reading Scaled Score (SS), so that the user can compare where a student's test is on the scale in relation to the standard.

Notes on the State Standards Report - Student:

• This report only includes STAR Reading Enterprise tests, not STAR Reading tests.

The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 168):

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Reports.
- c. Select your school from the School drop-down list, if necessary.
- d. Click State Standards Report Student on the Select Report page.
- a. Go to the Home page.
- b. Under STAR Reading Enterprise, click Enterprise Home.
- c. Select your school from the School drop-down list, if necessary.

Method 2—From the STAR Reading Enterprise Home Page

d. Click **Student** (A) below "State Standards" in the Enterprise Reports section of the page.





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1. Select the options you want to customize for this report on the Report Options page.

🛨 STAR Reading				
Home > Reports				
Report Options Select the options for this report School: North Terra Grade School				
Report: State Standards - Student Report				
Cancel View Report				
Customization Options				
Select Students	All Classes Or Select Specific: Students Classes Groups			
Reporting Period Selects scores from the 30 days prior to this date	10/5/2012			
Select Standards to Show	 State Standards Common Core State Standards 			
Show Projected Growth Shows projected Scaled Score based on date chosen	7/31/2013 (End of Year) Custom Date Do not show			
Use Trend Score	 Use Trend Score for student's suggested skills Use most recent test 			
F Show Standards Detail	Above Estimated Mastery Range Within Estimated Mastery Range Below Estimated Mastery Range			
Show Grade Equivalent	● Yes ◎ No			
Show ATOS 2000 Scores	⊙ Yes ◎ No			
Show Student ID	© Yes ◎ No			
J Group By	GradeTeacherClass			
Cancel View Report				

Option	Description	
Select Students A	To choose all the students in a specific class, use the drop-down list.	
	 To choose specific students, classes, or groups, click Students, Classes, or Groups. See page 114. "Groups" refers to groups of students that have been created specifically for reporting purposes; see page 89. 	
Reporting Period B	This report shows data from test scores spanning a 30-day period. Enter the date you want to use as the <i>end</i> of this 30-day span.	
	For example, if you choose April 15 as the date, the report will show data from all STAR Reading Enterprise tests taken between March 17–April 15.	



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Option	Description
Select Standards to Show [©]	 Choose which standards will be shown on the report: the assessment standards for your own state, or the Common Core State Standards, which is a diverse group of standards that have been adopted by multiple states. (The name of the state standards will vary depending on your state.) If your state has no assessment standards, the Common Core State Standards will be used.
Show Projected Growth	 Projected growth is an estimate of how much improvement a student or group of students should experience between the current date and a future date based on STAR Reading test results to date. The end of the school year is the default date. You can select a different date. You can also choose not to include this data in the report. If you enter a custom date for Show Projected Growth that is earlier than the date picked for the Reporting Period ^B, then growth cannot be calculated for some or all of the students.
Use Trend Score 🕒	Choose whether to use the trend score (see page 103) or the student's actual Scaled Score from the most recent test to determine the student's suggested skills.
Show Standards Detail	There are three mastery standards that normally appear in tables on this report (Above, Within, and Below Estimated Mastery Range). Since you may not need or want to see data for all three standards, this option allows you to remove some of the tables from the report.
Show Grade Equivalent	Use this option to choose whether to show each student's GE score on the report.
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 score in your report.
Show Student ID 1	Choose whether or not to include student IDs on this report.
Group By J	Choose how to group the information on the report: by grade, teacher, or class or group.

- 2. Click View Report (K) when you have finished choosing options.
- **3.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.



Student Progress Monitoring Report

Who Can Do This?

 District Administrators
 District Staff
 School Administrators
 School Staff
 Teachers
 Learn more about capabilities on page 200. This report is used to identify students who are having difficulty reaching benchmarks. Once those students have been identified, you can begin to organize your intervention plan. (The Student Progress Monitoring Report shows this data for a single student. The Screening Report (see page 153) shows this same data for multiple students.)

Students who are not reaching a specific benchmark can be further divided into groups to help you focus your resources on the students who need the most help.

Notes about the Student Progress Monitoring Report:

- There are a number of setup procedures you may want to perform before printing a Student Progress Monitoring Report (creating groups, editing benchmarks, and so on). See "Screening, Progress Monitoring & Intervention" on page 51.
- The Student Progress Monitoring Report will indicate if any students took a test using extended time limits with a footnote explanation.

The procedure for printing a Student Progress Monitoring Report starts on the Report Options page. There are three ways to reach that page; use whichever method you prefer, then go to step 1 on page 171:

Method 1—From the STAR Reading Reports Page

- a. Go to the Home page.
- b. Under STAR Reading, click Reports.
- c. Select your school from the School drop-down list, if necessary.
- d. Click Student Progress Monitoring on the Select Report page.
- Method 2—From the Screening, Progress Monitoring & Intervention Page
 - **a.** Go to the Home page.
- b. Under STAR Reading, click Screening, Progress Monitoring & Intervention.
- c. Select your school from the School drop-down list, if necessary.
- d. Click **Progress Monitoring** under "Reports" in the gray sidebar on the left side of the screen.

STAR Reading

Return to Home

Method 3—From a Student Search

- a. Go to the Home page.
- b. Under STAR Reading, click Screening, Progress Monitoring & Intervention.
- c. Select your school from the School drop-down list, if necessary.
- d. Click Progress Monitoring & Goals.
- In the Search for Student area of the screen (A), you can enter all or part of a student's name in the appropriate fields to use as search criteria, or you can enter the student's ID number. You may also use the Grade or Class drop-down lists to narrow your search to students in a particular grade or class. Note: For teachers who have had the "Manage Screening, Progress Monitoring & Intervention" capability removed, choosing All Classes from the Class drop-down list will only include students from their *own* classes.
- f. Click Search B.
- **g.** A list of students matching your search criteria will be presented **b**. Students who fit your search criteria but have not taken a test yet will have a dash shown in place of a PR score. Click the name of a student.
- h. On the Student Detail page, click Generate Progress Report. (If you can't click the Generate Progress Report button, it is because the student has taken only one test, so progress across tests cannot be shown.)

STAR Reading™ Software Manual



Screening, Progress Monitoring & Intervention

Screening, Progress Monitoring

 Select the options you want to customize for this report on the Report Options page. Note: To get the most out of the Student Progress Monitoring Report, it is important to have intervention goals set for the students (see page 84, or click Set Goals for Progress Monitoring above the Customization Options table).

When you customize this report, you can choose these options:

Option	Description	
Select Students	To choose all the students in a specific class, use the drop-down list.	
	 To choose specific students, classes, or groups, click Students, Classes, or Groups. See page 114. "Groups" refers to groups of students that have been created specifically for reporting purposes; see page 89. Teachers who have had the "Manage Screening, Progress Monitoring & Intervention" 	
	capability removed can only run this report for their own students.	
Reporting Parameter Group	See page 177.	
Reporting Period	The Student Progress Monitoring 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 starting and ending date.	
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 score in your report.	
Show Student ID	Choose whether or not to include student IDs on this report.	

- 2. Click View Report when you have finished choosing options.
- **3.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.



Summary Report

Who Can Do This?

 ☑ District Administrators
 ☑ District Staff
 ☑ School Administrators
 ☑ School Staff
 ☑ Teachers
 Learn more about capabilities on page 200. This report summarizes students' test results over time. It includes each student's name, grade placement, class, teacher, test date, rank, Scaled Score (SS), Grade Equivalent (GE), Percentile Rank (PR), Normal Curve Equivalent (NCE), Instructional Reading Level (IRL), Estimated Oral Reading Fluency (ORF), Zone of Proximal Development (ZPD), ATOS 2000, and ZPD 2000.

The report also shows a summary of the scores, the PR distribution, the IRL distribution, and the GE distribution.

Notes on the Summary Report:

- Although kindergarteners can take STAR Reading tests, data for kindergarteners has not been norm-referenced. Therefore, on this report, no values will be shown for Percentile Rank (PR) and/or Normal Curve Equivalents (NCE) for kindergarteners.
- The report will indicate if any students took a test using extended time limits with a footnote explanation.

To print the report:

- **1.** Go to the Home page.
- 2. Under STAR Reading, click Reports.
- 3. Select your school from the School drop-down list, if necessary.
- 4. Click **Summary** on the Select Report page.
- 5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description		
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 114.		
Reporting Parameter Group	See page 177.		
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 starting and ending date.		
Summary Only	Use this option to make the data in the report more manageable by only showing a concise summary of it.		
	Note: If Yes is chosen for this option, the Sort By option will not be available.		
Show Grade Equivalent	Use this option to choose whether to show each student's GE score on the report.		
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 and ZPD 2000 scores in your report.		
Group By	Choose how to group the information on the report: by class, grade, teacher, or not grouped.	This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.	
Sort By	Choose how to sort information on the report: by students' last name, test dates, or rank.		


Option	Description
Print Report Options	Use this option to print a list of the options you've chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you're using the same ones.

- 6. Click View Report when you have finished choosing options.
- **7.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the document or press **F8**.)



Test Activity Report

Who Can Do This?

District Administrators

- District Staff
- School Administrators
- School Staff
- ✓ Teachers

Learn more about capabilities on page 200.

This report identifies students who have and have not completed tests during a specific time period. The report includes each student's name, grade, class, teacher, the number of tests completed, the number of tests not completed (interrupted/unfinished tests), Estimated Instructional Reading Level (IRL), question time limit, and the date of the last test.

It also indicates which students have not tested, which students are enrolled in more than one STAR Reading class, and if historical data is included on the report.

To print the report:

- 1. Go to the Home page.
- 2. Under STAR Reading, click Reports.
- 3. Select your school from the School drop-down list, if necessary.
- 4. Click Test Activity on the Select Report page.
- Select the options you want to customize for this report on the Report Options page.
 When you customize this report, you can choose these options:

Option	Description	
Select Students	Use the drop-down list to choose all the students in a specific cla Classes to choose specific students or classes. See page 114.	ss, or click Students or
Reporting Parameter Group	See page 177.	
Reporting Period	The Test Activity Report shows data from a specific time period. Nearly period that has been set up by a district administrator/school admin you can set your own range by choosing a starting and ending data the starting and ending data the starting administration of the starting	ninistrator for your school, or
Include	Use this option to further refine which students are included on the students who are registered to take a test, or only students who have a test of the students who have a test of t	
Group By	Choose how to group the information on the report: by class, grade, teacher, or not grouped.	This report uses both the Group By and Sort By
Sort By	Choose how to sort information on the report: by students' last names or by their most recent test date.	options; if a Group By option is chosen, it is applied first on the report.
Print Report Options	Use this option to print a list of the options you've chosen on the the report again at a later date, you can refer to this list of options the same ones.	

- 6. Click View Report when you have finished choosing options.
- **7.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the document or press **F8**.)



Test Record Report

Who Can Do This?

 District Administrators
 District Staff
 School Administrators
 School Staff
 Teachers
 Learn more about capabilities on page 200. This report is the easiest way to get a detailed look at a student's test history, providing an overview of the student's growth over time. It is the only report that includes all previous tests.

For each test, the report includes the test date, grade placement, class, teacher, Scaled Score (SS), Grade Equivalent (GE), Percentile Rank (PR), Normal Curve Equivalent (NCE), Instructional Reading Level (IRL), Estimated Oral Reading Fluency (Est. ORF), ATOS 2000, Zone of Proximal Development (ZPD), and ZPD 2000.

Notes about the Test Record Report:

- · The report will indicate if historical data is included.
- Teachers typically will not see tests from previous classes and school years, but administrators can grant them the capability to do this (see page 200). District administrators and school administrators will see all tests for a student unless this capability has been taken away.
- Although kindergarteners can take STAR Reading tests, data for kindergarteners has not been norm-referenced. Therefore, on this report, no values will be shown for Percentile Rank (PR) and/or Normal Curve Equivalents (NCE) for kindergarteners.
- The report will indicate if any students took a test using extended time limits with a footnote explanation.

To print the report:

- 1. Go to the Home page.
- 2. Under STAR Reading, click Reports.
- 3. Select your school from the School drop-down list, if necessary.
- 4. Click Test Record on the Select Report page.
- 5. Select the options you want to customize for this report on the Report Options page.

When you customize this report, you can choose these options:

Option	Description
Select Students	Use the drop-down list to choose all the students in a specific class, or click Students or Classes to choose specific students or classes. See page 114.
Reporting Parameter Group	See page 177.
Reporting Period	The Test Record 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 starting and ending date.
Show Grade Equivalent	Use this option to choose whether to show each student's GE score on the report.
Show ATOS 2000 Scores	Use this option to include or omit the ATOS 2000 and ZPD 2000 scores in your report.
Show Student ID	Choose whether or not to include student IDs on this report.
Page Break	Use this option to have each student's information begin printing on a new page.



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- 6. Click View Report when you have finished choosing options.
- **7.** STAR Reading will generate the report. When it's ready, the report will open in a browser window or a separate window.

If it opens in a browser window, to save or print it, use the Adobe Reader buttons. If you try to use the browser's print function instead, only the top of the page will print. (In Adobe Reader X or XI, the Adobe Reader buttons may be hidden until you move the mouse over the document or press **F8**.)



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About Reporting Parameter Groups

Reporting parameter groups let you limit reports to students with common traits. When you customize some STAR Reading reports, you can choose a reporting parameter group from a drop-down list. You can also create or change a group by clicking **Create New or Edit Selected**.

😽 STAR Reading	
Home > Reports	
Reporting Parameter Groups Create a new reporting parameter group or ed	it an existing one
Edit an Existing Reporting Parameter Group:	-Create New Group- 💌
Cancel Save	
Reporting Parameter Group (*Required	Field)
Reporting Parameter Group Name*	
Enroll Date Include students enrolled before this date.	
Ethnicity select all deselect all	American Indian or Alaska Native Hispanic White Asian or Pacific Islander Mixed None Specified Black
Gender select all deselect all	Female 🔲 Male 🔲 Unassigned
Language select all deselect all	Arabic Hmong Portuguese Chinese: Cantonese Japanese Russian Chinese: Mandarin Khmer Serbo-Croatian Chinese: unspecified Korean Somali English Lao Spanish French Malay Tagalog or Filipino German Navajo Urdu Gujarati Other Vietnamese Haitian Creole Polish None Specified
Characteristics select all deselect all Include students with: <pre></pre>	Americans With Disabilities (ADA) Gifted/Talented Physically Disabled Atr-Risk Students Learning Disabled Reduced-price Lunch Program Bilingual Education Limited English Proficiency (LEP) Special Education English as a Second Language (ESL) Migrant Title I Free Lunch Non-resident Alien None Specified
Grade select all deselect all	Early Education Grade 4 Grade 10 Pre-Kindergarten Grade 5 Grade 11 Kindergarten Grade 6 Grade 12 Grade 1 Grade 7 12+ Grade 2 Grade 8 None Grade 3 Grade 9 Forder 9
Cancel Save	

A By entering an enroll date, you select students enrolled in the school before the date you specify.

- B You can specify each student's ethnicity, gender, language, and grade when you add the student or edit his or her information. See the *Renaissance Place Software Manual*.
- **(** You can assign characteristics to students separately. You can also add your own custom characteristics and assign them to students. See the *Renaissance Place Software Manual*.



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Score Definitions

These scores appear on STAR Reading reports. For more about the scores, refer to the *STAR Reading Technical Manual*. To find this manual, click **Manuals** in the upper-right corner of any page in the software, or click **Resources** under STAR Reading on the Home page.

Score	What It Means	Reports That Include It
ATOS 2000	ATOS 2000 is the Scaled Score converted to a 2000-point scale. The 2000-point scale is a transformation of a book's ATOS level to a scale that is similar, but not identical, to the Lexile ^a scale.	 Annual Progress Report Diagnostic Report Growth Report Screening
	ATOS measures are based on four characteristics of the book (average sentence length, average word length, vocabulary grade level, and the number of words in the book), while Lexile measures are based on two (sentence length and word frequency). Since Lexile uses BR (beginning reader) to indicate scores less than zero, the 2000-point scale must also report some scores as BR.	 Student Progress Monitoring Report Summary Report Test Record Report Note: You can include or omit this score for some reports by customizing them.
	ATOS 2000 should be useful to anyone who is accustomed to using Lexiles because its values will be reasonable approximations in most cases.	
	Note: If you include ATOS 2000 on the Reading Range Report, the ZPD 2000 is added (not ATOS 2000).	
Estimated Oral Reading Fluency (Est. ORF)	Estimated Oral Reading Fluency is an estimate of a student's ability to read words quickly and accurately in order to comprehend text efficiently. Students with oral reading fluency demonstrate accurate decoding, automatic word recognition, and appropriate use of the rhythmic aspects of language (e.g., intonation, phrasing, pitch, and emphasis).	 Diagnostic Report Growth Report Screening Report Summary Report Test Record Report
	Estimated ORF is reported in correct words per minute, and is based on the correlation between STAR Reading performance and a recent study that measured student oral reading using a popular assessment. Estimated ORF is only reported for students in grades 1–4.	
Functional Grade Level (FGL)	Functional Grade Level classifies students into one of three broad categories based on their Scaled Score:	Diagnostic Report
	 Below Grade Level: Students in this category have Scaled Scores that indicate they have not attained the Common Core State Standards (CCSS) end-of-year grade level expectations for the previous grade. On Grade Level: Students in this category have attained Scaled Scores that indicate they have equaled or surpassed the CCSS end-of-year grade level expectations for the previous grade. Above Grade Level: Students in this category have Scaled Scores that indicate they have exceeded the minimum CCSS end-of-year grade level expectations for their current grade. 	

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Score	What It Means	Reports That Include It
Grade Equivalent (GE)	Grade Equivalent scores range from 0.0–12.9+. They represent how a student's test performance compares with that of other students nationally. For example, if a 5th-grade student has a GE of 7.6, his or her score is equal to that of a typical 7th grader after the sixth month of the school year. This score does not necessarily mean that the student is capable of reading 7th-grade material. It only indicates that his or her reading skills are well above average for his or her grade level.	 Annual Progress Report Diagnostic Report Growth Report Parent Report Screening Report State Standards Report - Student ENTERPRISE Summary Report Test Record Report Note: You can include or omit this score in the reports by customizing the reports.
Instructional Reading Level (IRL)	Instructional Reading Level is a criterion-referenced score that is the highest reading level at which a student is 80% proficient (or higher) at comprehending material with assistance. Research has found that this level of comprehension corresponds to being at least 90–98% proficient at recognizing words; STAR Reading does not directly assess word recognition. As a criterion-referenced score, IRL is not the same as the norm-referenced Grade Equivalent score, but the two correspond somewhat fairly at some grade levels. IRL scores are Pre-Primer (PP), Primer (P), K–12, or Post-High School (PHS). If a 7th-grade student has an IRL of 8, he or she reads 8th-grade words and books with 80% comprehension or better and with 90–98% word recognition.	 Annual Progress Report Diagnostic Report Growth Report Parent Report Summary Report Test Record Report
Normal Curve Equivalent (NCE)	Normal Curve Equivalent scores range from 1–99 and express student ability on an equal interval scale within the same grade. For a particular student, this score indicates the percentage of students in the norms group who obtained lower scores. NCEs are used for comparisons between different achievement tests and for statistical computations, such as determining an average score for a group of students. NCEs are most frequently employed in research and government program evaluations.	 Diagnostic Report Growth Report Summary Report Test Record Report
Percentile Rank (PR) and Percentile Rank Range	Percentile Rank Scores range from 1–99 and express student ability relative to the scores of other students in the same grade. For a particular student, this score indicates the percentage of students in the norms group who obtained lower scores. For example, if a student has a PR of 85, the student's reading skills are greater than 85% of other students in the same grade. The PR Range reflects the amount of statistical variability in a student's PR score. If the student were to take the STAR Reading test many times in a short period of time, the score would likely fall in this range.	 Diagnostic Report Growth Report (PR only) Instructional Planning - Class Report ENTERPRISE Longitudinal Report ENTERPRISE Parent Report Screening Report Summary Report Test Record Report



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Score	What It Means	Reports That Include It
Scaled Score (SS)	The Scaled Score is the most fundamental score produced by STAR Reading tests. It ranges from 0–1400 and spans grades K–12. It is calculated based on the difficulty of the questions and the number of correct responses. Scaled Scores are useful for comparing student performance over time and across grades. In STAR Reading tests, all other norm-referenced scores are derived from the Scaled Score.	 Annual Progress Report Diagnostic Report Growth Report Instructional Planning - Class Report ENTERPRISE Instructional Planning - Student Report ENTERPRISE Screening Report Student Progress Monitoring Report Summary Report Test Record Report
Student Growth Percentile (SGP)	Student Growth Percentile uses the growth between two tests to calculate a growth rate and then compares it to a growth norm to identify a percentile rank. The growth calculation is different from the one used in goal setting and progress monitoring. Although it is similar to a Percentile Rank (PR), it is a different score.	 Growth Report Growth Proficiency Chart ENTERPRISE
	To get an SGP score, a student needs to have taken at least one test in each of at least two valid SGP timeframes (or "windows"; see page 186):	
	Default: • Fall window (8/1–9/30) • Winter window (12/1–1/31) • Spring window (4/1–5/31)	
	Alternate: • Fall window (9/1–10/31) • Winter window (1/1–2/28) • Spring window (5/1–6/30)	
	For each of these ranges, the beginning date and end date are included as part of the ranges.	
Zone of Proximal Development (ZPD)	The Zone of Proximal Development suggests the readability-level range from which a student should be selecting books for optimal growth in reading without frustration. The ZPD is especially useful for students using the Accelerated Reader reading management system. The ZPD, however, is approximate. Success at any reading level also depends on the student's interest and prior knowledge of a book's content. Teachers should use their professional judgment to adjust the level of books read to match an individual student's needs and interests.	 Annual Progress Report Diagnostic Report Parent Report Reading Range Report Screening Report Summary Report Test Record Report



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Score	What It Means	Reports That Include It
ZPD 2000	ZPD 2000 is the ZPD converted to a 2000-point scale. The 2000-point scale is a transformation of a book's ATOS level to a scale that is similar, but not identical, to the Lexile ^a scale.	Annual Progress ReportDiagnostic ReportParent Report
	ATOS measures are based on four characteristics of the book (average sentence length, average word length, vocabulary grade level, and the number of words in the book), while Lexile measures are based on two (sentence length and word frequency).	 Reading Range Report Screening Report Summary Report Test Record Report
	ZPD 2000 should be useful to anyone who is accustomed to using Lexiles because its values will be reasonable approximations in most cases.	Note: You can omit this score from some reports by customizing them.
	Note: If you include ATOS 2000 on the Reading Range Report, the ZPD 2000 is added (not ATOS 2000).	

a. Lexile and the Lexile Framework are registered trademarks of MetaMetrics, Inc.



HISTORICAL EXTRACT

Who Can Do This?

- District Administrators
- ☑ District Staff
- School Administrators
- School Staff
- □ Teachers

Learn more about capabilities on page 200.

The historical extract gives you access to test data from previous school years for STAR Early Literacy, STAR Math, and STAR Reading. The data is extracted into a tab-delimited text (.txt) file, which you can open in a spreadsheet program or a plain-text editor. Historical extracts are useful for planning a new school year (based on where students ended the previous year), comparing STAR's prediction of students' performance on state tests with their actual test results, and identifying trends in performance and growth for students or teachers.

The procedure for creating a historical extract starts on the Historical Extract page. There are two ways to reach that page (use whichever method you prefer, then go to step 1):

Method 1—From the Renaissance Place Home Page Method 2—From the STAR Reading Enterprise Home Page

- a. Go to the Home page.
- **b.** Under STAR Reading, click **Historical Extract.**
- **a.** Go to the Home page.
- b. Under STAR Reading Enterprise, click Enterprise Home.
- c. Under Historical Extract (in the "Important Features" section), click Historical Extract.

1. Choose from the following options:

Option	Description
Select Schools	 Use the drop-down list to choose which school's data to include in the extract. School administrators can only create an extract for their own school. District administrators and district staff can choose All Schools to create an extract for all schools in the district, or they can click Multiple Schools to choose multiple schools from a checklist (check the schools you want to include, then click Save Selection).
Select School Years	 Use this drop-down list to choose which year's data you want to include in the extract. Click Multiple Years to include data from more than one school year (check the years you want to include, then click Save Selection).
Product	 Check the box next to each program you want a historical extract for. Each product will have its own extract made; for example, if you check STAR Math and STAR Reading, you will get two data files. Choosing a program will include data from both the Enterprise and non-Enterprise versions of the program if the selected school(s) use both.
Benchmark	Choose a benchmark to compare students' test scores against: the school benchmark, the district benchmark, or the state benchmark (if available).
Date for Projected Score	Enter the date that you want to predict the projected Scaled Score to in the historical extract. The default date is the last day of the school year, but you can change it to another (such as the day of the state test, or the actual last day of school).

2. After you make your selections, click Generate Extract.



3. Below the table of options is a list of historical extracts created in the last five days.

In Queue	7/9/2013 - All Schools - 2011-2012, STAR Reading, School Benchmark, 7/31
Completed	7/9/2013 - 2 Schools Selected - 3 School Years Selected, STAR Reading, District Benchmark, 5/30 (40.4 Kb)
No Data Found	7/8/2013 - School 1 - 2011-2012, STAR Reading, School Benchmark, 7/31
Failed	7/8/2013 - School 1 - 2011-2012, STAR Early Literacy, School Benchmark, 7/31

• In Queue means the extract is still being created.

If your extract has been in the queue for a while, you can click **Refresh** to force the list of extracts to update.

- *Completed* means the extract is ready. There will be a link to the right that has the date the extract was created and the options chosen (followed by the file size of the extract). Click the link to save or open the extract.
- *No Data Found* means that there was no historical data that matched the options you have chosen. Choose different options and click **Generate Extract** again.
- *Failed* means that there was a technical problem during the creation of the historical extract. Make sure you have the same options chosen and click **Generate Extract** again. If you experience multiple failures, please contact Renaissance Learning (see page 12).
- 4. Click **Done** when you are finished.

The extract you created will be accessible on this page for the next five days, after which it will be automatically removed. You will see an alert on the Home page for any extracts that are complete and have not been automatically removed yet, or extracts that have failed. You can dismiss these reminders like any other by clicking **Dismiss.**



STAR Reading™ Software Manual

PREFERENCES

STAR Reading has three categories of preferences that can change the way the program functions: giving students more time to answer test questions, requiring students to be registered before they take a test, and so on.

Viewing Preference Settings

To view the current preference settings (or if you want to change those settings) you will need to get to the Preferences page. All the procedures described in this chapter start from the Preferences page. There are two ways to reach the Preferences page—use whichever method you prefer:

Method 1—From the Home Page

a. Under STAR Reading (or STAR Reading Enterprise) on the Home page, click Preferences (A).



Method 2—From the STAR Reading Enterprise Home Page

- a. Select your school in the School drop-down list (A) at the top of the STAR Reading Enterprise Home page, if necessary.
- b. Under STAR Reading Enterprise Test (in the "Important Features" section), click Preferences B.



Once you are on the Preferences page, you can view the current settings for all the preferences. You may need to use the **School** and **Class** drop-down lists to view the preference settings for a specific class or student; see the instructions for setting each of the preferences for more information.

Administrator Preferences





Administrator Preferences can only be set by district administrators; the chosen settings affect all schools within a school district. These include:

- SGP Windows (page 186): Determines which set of SGP windows is used when calculating SGP (Student Growth Percentile) scores—the default windows or the alternate windows.
- Enterprise Tests (page 188): This preference lets you choose which version of the test you want students throughout the school district to have access to: the STAR Reading Enterprise test only or both the STAR Reading and the STAR Reading Enterprise tests.

Classroom Preferences

If a STAR Reading class is copied into the current school year from the prior school year, the settings for that class's Testing Password, Enterprise Tests, Rename ATOS 2000, and Student Test Registration Preferences are also carried over into the new school year. Classroom Preferences can be set for classes by district administrators, school administrators, and teachers who are assigned to a STAR Reading class. These include:

- **Testing Password** (page 189): Lets you decide whether the monitor password is required at the start of each STAR Reading test; the preference also allows you to set the monitor password.
- Enterprise Tests (page 191): The administrator version of this preference affects all STAR Reading classes in all the schools in a district. The *classroom* version of this preference can be set for all classes in a school, or it can be set differently for individual classes in a school. Note that the setting of the administrator version affects the setting for the classroom version.
- Rename ATOS 2000 (see page 193): Lets you change what the ATOS 2000 and ZPD 2000 scores are called on reports.
- Student Test Registration (see page 194): Lets you decide whether students must be registered before they can take the STAR Reading test. It also lets you register the students if you decide to require registration.

Student Preferences

administrators, and teachers who are assigned to those students' STAR Reading classes. These include:

 Estimated IRL (see page 197): Lets you set an Estimated Instructional Reading Level for a student, which will change the difficulty of the first question the student is given during a test.

Student Preferences can be set for specific students by district administrators, school

• Extended Question Time Limit (see page 198): Triples the amount of time the student has to answer a question.



the current school year from the prior school year, the settings for the Extended Question Time Limit Preference (for students in that class) are also carried over into the new school year.



Setting the SGP Windows Preference

Who Can Do This?

District Administrators

- District Staff
- □ School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 200.



carries over from one school year to the next: district

administrators should check the preference setting at the start of a new school year to make sure the correct SGP Windows are being used.



Opening the STAR **Reading Preferences** page:

 Under STAR Reading (or STAR Reading Enterprise) on the Home page, click Preferences.

or

• At the top of the STAR Reading Enterprise Home page, select your school in the School drop-down list if necessary; then, under STAR Reading Enterprise Test (in the "Important Features" section), click Preferences.





SGP (Student Growth Percentile) scores compare students who took the STAR Reading test at approximately the same time during the fall, winter, and spring. These time spans are represented by the fall, winter, and spring SGP windows. The default calendar dates for those windows are:

- Fall: August 1–September 30
- Winter: December 1–January 31
- Spring: April 1–May 31

If your district's school year starts later than August 1 and ends later than May 31, set the SGP Windows preference to use the alternate windows when calculating SGP scores (see page 180). The alternate windows are:

- Fall: September 1–October 31
- Winter: January 1–February 28
- Spring: May 1–June 30

The setting for this preference applies to all schools within the district (this does not apply to schools that are implementing STAR Reading independently within their district).

IMPORTANT! The preference can be set in STAR Early Literacy, STAR Math, or STAR Reading, but the same setting is shared by all three of these STAR applications. For example, if you set the preference to Alternate SGP Windows in STAR Reading, then Alternate SGP Windows will also be used in STAR Early Literacy and STAR Math.

To set this preference:

1. On the Preferences page, under Administrator Preferences, click Edit (A).

Note: The current setting of this preference is shown at the end of the row in the Current Setting column B.

Home > Enterprise Home > P	references	
Preferences		
School: All Schools		
Administrator Preferences	;	
Edit		
Preferences	Description	Current Setting
Preferences SGP Windows	Description Select testing windows for Student-Growth Percentile reporting Learn More	Current Setting Default SGP Windows B

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2. Choose which SGP Windows you want to use for calculating SGP scores, either Default SGP Windows or Alternate SGP Windows D.



3. Click Save 🕒.



Setting the Enterprise Tests Preference (Administrator Preference) **ENTERPRISE**

Who Can Do This?

District Administrators

- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 200.



 Under STAR Reading (or STAR Reading Enterprise) on the Home page, click **Preferences.**

or

 At the top of the STAR Reading Enterprise Home page, select your school in the School drop-down list if necessary; then, under STAR Reading Enterprise Test (in the "Important Features" section), click Preferences. The Enterprise Tests preference determines if students can only take Enterprise tests (which is the default setting) *or* if they can take either an Enterprise or a non-Enterprise test.

- The *administrator* version of this preference (described here) applies to all classes in all schools in a district.
- The *classroom* version of this preference (see page 191) can apply to all classes in a school or individual classes.

The setting for the administrator version affects the setting for the classroom version. For example, if the Administrator Preference setting only allows Enterprise tests to be taken, the Classroom Preference for a school in the district cannot be set to allow Enterprise and non-Enterprise tests.

IMPORTANT! If you have both STAR Reading Enterprise and STAR Math Enterprise, note that this preference can be *set* in either program, *but the same setting is shared by both programs.* For example, if you set the preference to **Yes** in STAR Reading Enterprise, then **Yes** will also be set for this preference in STAR Math Enterprise.

To set this preference:

1. On the Preferences page, under Administrator Preferences, click Edit (A).

Note: The current setting of this preference is shown at the end of the row in the Current Setting column **B**.

Home > Enterprise Home	> Preferences	
Preferences		
School: All Schools		
Administrator Prefere	nces	
Edit		
Preferences	Description	Current Setting
Preferences SGP Windows	Description Select testing windows for Student Growth Percentile reporting Learn More	Current Setting Default SGP Windows

- 2. Choose one of the two options C.
 - If you choose Yes, students in all schools in the district will take Enterprise tests only.



 If you choose No, the setting for the classroom version of this preference (see page 191) will determine if students will take Enterprise tests only or if they can also take non-Enterprise tests.



3. Click Save D.

Setting the Testing Password Preference

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Who Can Do This?

District Administrators

This preference

should check the preference

setting at the start of a new

school year.

carries over from

one school year to the next; district administrators

- District Staff
- School Administrators

School Staff

✓ Teachers

Learn more about capabilities on page 200.



Opening the STAR Reading Preferences page:

 Under STAR Reading (or STAR Reading Enterprise) on the Home page, click **Preferences.**

or

 At the top of the STAR Reading Enterprise Home page, select your school in the School drop-down list if necessary; then, under STAR Reading Enterprise Test (in the "Important Features" section), click Preferences.



To set this preference:

1. On the Preferences page, select your school and class from the drop-down lists in the Classroom Preferences section if necessary (A).

School: Gil School Class: Amaya, Mrs. Tamez's Class 7, 2012-2013 School Year Classroom Preferences Edit				
Preferences	Description	Current Setting		
Testing Password	Define Password requirements for student testing	Monitor Password required B Monitor Password: ADMIN		
Enterprise Tests	Choose to administer only Enterprise tests across all products and schools, or administer both Enterprise and non-Enterprise tests	Enterprise tests and non-Enterprise tests		
Rename ATOS 2000	Give ATOS 2000 scores a different name	Score Name: ATOS 2000 ZPD Name: ZPD 2000		
Student Test Registration	Choose if students must be registered before taking tests	Registration is off		

The current setting for the Testing Password Preference will be shown in the Current Setting column of the table ^B. (Default settings: the monitor password is ADMIN, and it is required for all classes.)

• District and school administrators can choose **All School Classes** from the **Class** drop-down list to see how many classes in a school have passwords required: all, none, some (along with the number of classes; for example, "Monitor password required for 6 of 39 classes"), and if any of the passwords in place were defined by teachers. District and school administrators can also check the preference setting for a specific class by choosing the class from the **Class** drop-down list.

 Teachers can only view or change this preference for their own classes. On the Preferences page, the Class drop-down list will allow them to choose All My Classes or a specific class that they are the lead teacher for C.

	Edit Good, Mrs. Tamez's Cla	ass 3, 2012-2013 School Year s 1, 2012-2013 School Year s 1, 2012-2013 School Year ss 5, 2012-2013 School Year		
	Preferences	Description	Current Setting	
	Testing Password	Define Password requirements for student testing	Monitor Password required Monitor Password: ADMIN	
Enterprise Tests		Choose to administer only Enterprise tests across all products and schools, or administer both Enterprise and non-Enterprise tests	Enterprise tests and non-Enterprise tests	
Rename ATOS 2000		Give ATOS 2000 scores a different name	Score Name: ATOS 2000 ZPD Name: ZPD 2000	
Student Test Registration		Choose if students must be registered before taking tests	Registration is off	

- If **All School Classes** (or **All My Classes**) is chosen from the **Class** drop-down list, the current monitor password will only be displayed in the Current Settings column if it is the same for all classes.
- 2. Under Classroom Preferences, click Edit D.
- 3. Change the preference settings.

🛨 STAR Reading				
Home > Preferences > Classroom Preferences				
Classroom Preferences				
School: Gil School Class: Amaya, Mrs. Tamez's Class 7, 2012-2013 School	Year			
Preference Options				
Testing Password	Monitor E			
Monitor Password: (Only required if monitor password requirement set above) Passwords must be a minimum of 2 characters. Note: Monitor password is always required when a student stops a test.	ADMIN F			
Administer Enterprise tests only	 Yes No Non-Enterprise test cannot be administered during screening windows and require RTI goals to be set for students 			
Score Name Appears in the Record Book and on reports that provide alternate scores	ATOS 2000			
ZPD Name Appears in the Record Book and on reports that provide alternate scores	ZPD 2000			
Require Registration before students can take tests	 ♥ Yes Register Students (0 students registered) ♥ No 			
Cancel Save 6				

- Check the Monitor box if you want the test monitor to enter a password before a student can start a test. 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.
- If you require a monitor password, you can change the default monitor password (ADMIN) to one that you want to use. A testing password defined by a district or school administrator will always override one defined by a teacher.

If a STAR Reading class is copied into the current school

year from the prior school year, the settings for that class's Testing Password Preference are also carried over into the new school year.

For more information about copying classes from one school year to the next, see the Renaissance Place Software Manual.



4. Click Save 6.

- If you are requiring the monitor password, make sure all test monitors know the password.
- You cannot substitute another password (such as your Renaissance Place password) during the test.
- Even if a monitor password is not required to *start* a test, it is always required to stop or resume a test (see pages 45 and 49).

Setting the Enterprise Tests Preference (Classroom Preference)

Who Can Do This?

District Administrators

District Staff

School Administrators

School Staff

✓ Teachers

Learn more about capabilities on page 200.



Opening the STAR Reading Preferences page:

• Under STAR Reading (or STAR Reading Enterprise) on the Home page, click **Preferences.**

or

 At the top of the STAR Reading Enterprise Home page, select your school in the School drop-down list if necessary; then, under STAR Reading Enterprise Test (in the "Important Features" section), click Preferences. The Enterprise Tests preference determines if students can only take Enterprise tests (which is the default setting) *or* if they can take either an Enterprise or a non-Enterprise test.

- If the *administrator* version of this preference (see page 188) has been set to Yes, then you *cannot* set the classroom version of this preference—it will also be set to Yes (and it cannot be changed unless the administrator version is set to No).
- When the classroom version of this preference is set by a district administrator or school administrator, it can be set the same for all classes in a school, or each class can have its own setting.
- When the classroom version of this preference is set by a teacher, it can be set the same for all of that teacher's classes, or each of that teacher's classes can have its own setting.

IMPORTANT! If you have both STAR Reading Enterprise and STAR Math Enterprise, note that this preference can be *set* in either program, *but the same setting is shared by both programs.* For example, if you set the preference to **Yes** in STAR Reading Enterprise, then **Yes** will also be set for this preference in STAR Math Enterprise.

To set this preference:

1. On the Preferences page, select your school and class from the drop-down lists in the Classroom Preferences section if necessary (A).

School: Gil School Class: Amaya, Mrs. Tamez's Class 7, 2012-2013 School Year Classroom Preferences Classroom Preferences Classroom Preferences				
	Preferences Testing Password	Description Define Password requirements for student testing	Current Setting Monitor Password required Monitor Password: ADMIN	
	Enterprise Tests	Choose to administer only Enterprise tests across all products and schools, or administer both Enterprise and non-Enterprise tests	Enterprise tests and non-Enterprise B tests	
	Rename ATOS 2000	Give ATOS 2000 scores a different name	Score Name: ATOS 2000 ZPD Name: ZPD 2000	
	Student Test Registration	Choose if students must be registered before taking tests	Registration is off	



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The current setting for the Enterprise Tests preference will be shown in the Current Setting column of the table **B**.

- District and school administrators can choose **All School Classes** from the **Class** drop-down list or choose a specific class.
- Teachers can choose **All My Classes** or a specific class that they are the lead teacher for **C**.

School: Gil School					
Class: All My Classes	•				
Edit Good, Mrs. Tamez's Clas	s Class 3, 2012-2013 School Year Class 1, 2012-2013 School Year Class 1, 2012-2013 School Year Class 5, 2012-2013 School Year				
Preferences	Description	Current Setting			
Testing Password	Define Password requirements for student testing	Monitor Password required Monitor Password: ADMIN			
Enterprise Tests	Choose to administer only Enterprise tests across all products and schools, or administer both Enterprise and non-Enterprise tests	Enterprise tests and non-Enterprise tests			
Rename ATOS 2000	Give ATOS 2000 scores a different name	Score Name: ATOS 2000 ZPD Name: ZPD 2000			
Student Test Registration	Choose if students must be registered before taking tests	Registration is off			

- 2. Click Edit 0.
- **3.** Choose one of the two options **E**.

🛨 STAR Reading			
Home > Preferences > Classroom Preferences			
Classroom Preferences School: Gil School Class: Amava. Mrs. Tamez's Class 7, 2012-2013 School	Year		
Preference Options			
Testing Password	Monitor		
Monitor Password: (Only required if monitor password requirement set above) Passwords must be a minimum of 2 characters. Note: Monitor password is always required when a student stops a test.	ADMIN		
Administer Enterprise tests only	 Yes No Non-Enterprise test cannot be administered during screening windows and require RTI goals to be set for students 		
Score Name Appears in the Record Book and on reports that provide alternate scores	ATOS 2000		
ZPD Name Appears in the Record Book and on reports that provide alternate scores	ZPD 2000		
Require Registration before students can take tests	 ● Yes Register Students (0 students registered) ○ No 		
Cancel Save F			

- If you choose Yes, students in the chosen class(es) will take Enterprise tests only.
- If you choose No, students who meet both of the following criteria will take the non-Enterprise version of the test:
 - The student is taking the test outside of a range of screening dates (see page 81), and
 - The student has a goal set (see page 84).
- 4. Click Save F.



If a STAR Reading class is copied into the current school year from the prior school year, the settings for that class's Enterprise Tests Preference are also carried over into the new school year. For more information about copying classes from one school year to the next, see the Renaissance Place Software

Manual.

Setting the Rename ATOS 2000 Preference



Opening the STAR Reading Preferences page:

• Under STAR Reading (or STAR Reading Enterprise) on the Home page, click Preferences.

or

• At the top of the STAR Reading Enterprise Home page, select your school in the School drop-down list if necessary; then, under STAR Reading Enterprise Test (in the "Important Features" section), click Preferences.



If a STAR Reading class is copied into the current school year from the prior school vear, the settings for that

class's Rename ATOS 2000 Preference are also carried over into the new school year.

For more information about copying classes from one school year to the next, see the Renaissance Place Software Manual.



This preference changes what the ATOS 2000 and ZPD 2000 scores are called on reports.

To set this preference:

1. On the Preferences page, select your school and a class from the drop-down lists in the Classroom Preferences (A).

C	Class: Amaya, Mrs. Tamez's Class 7, 2012-2013 School Year Classroom Preferences				
	Preferences	Description	Current Setting		
	Testing Password	Define Password requirements for student testing	Monitor Password required Monitor Password: ADMIN		
	Enterprise Tests	Choose to administer only Enterprise tests across all products and schools, or administer both Enterprise and non-Enterprise tests	Enterprise tests and non-Enterprise tests		
	Rename ATOS 2000 Give ATOS 2000 scores a different nam		Score Name: ATOS 2000 B ZPD Name: ZPD 2000		
	Student Test Registration	Choose if students must be registered before taking tests	Registration is off		

The current setting for the Rename ATOS 2000 preference will be shown in the Current Setting column of the table **B**.

Note: The Rename ATOS 2000 Preference can only be set at the class level (for a single class); if either All School Classes or All My Classes is chosen in the Class drop-down list, you will not be able to see the current preference setting for a class.

- 2. Click Edit C.
- 3. The current names for the scores are shown in their respective fields (1) and (1). To change the name for a score, delete the existing name from the field and type in the name you want to use. The new name must be at least 1 character and no more than 10 characters long, including spaces and punctuation.

Year
Monitor
ADMIN
O Yes
No Non-Enterprise test cannot be administered during screening windows and require RTI goals to be set for students
ATOS 2000 D
ZPD 2000
•
Yes Register Students (0 students registered) No

4. Click Save F.

Setting the Student Test Registration Preference

Who Can Do This?

☑ District Administrators

District Staff

- School Administrators
- School Staff

✓ Teachers Learn more about capabilities on page 200.



 Under STAR Reading (or STAR Reading Enterprise) on the Home page, click **Preferences.**

or

 At the top of the STAR Reading Enterprise Home page, select your school in the School drop-down list if necessary; then, under STAR Reading Enterprise Test (in the "Important Features" section), click Preferences.



If a STAR Reading class is copied into

the current school year from the prior school year, the settings for that class's Student Test Registration Preference are also carried over into the new school year. Only the Yes/No setting carries over; you still need to register students if it is set to Yes. The Student Test Registration preference controls whether students in a class must be registered before they can take STAR Reading tests.

This can help teachers focus on a particular group of students they would like to test, such as a specific class or new students.

- If registration is not required, any student who is enrolled in a STAR Reading class can take a test.
- If registration is required, only registered students can take a test; you must register the students before each test.

To set this preference:

1. On the Preferences page, select your school and class from the drop-down lists in the Classroom Preferences section (A).

s	School: Gil School					
Class: All My Classes B All My Classes						
	Edit Good, Mrs. Tamez's Cl Barry, Dr. Pantoja's Clas Good, Mrs. Tamez's Clas	s 1, 2012-2013 School Year				
F	Preferences	Description	Current Setting			
٦	Testing Password	Define Password requirements for student testing	Monitor Password required Monitor Password: ADMIN			
E	Enterprise Tests	Choose to administer only Enterprise tests across all products and schools, or administer both Enterprise and non-Enterprise tests	Enterprise tests and non-Enterprise tests			
F	Rename ATOS 2000	Give ATOS 2000 scores a different name	Score Name: ATOS 2000 ZPD Name: ZPD 2000			
•	Student Test Registration	Choose if students must be registered before taking tests	Registration is off			

- District administrators can select any school, and can select either a single class or **All School Classes**.
- School administrators can select either a single class or All School Classes.
- Teachers can select either a single class that they teach or **All My Classes B**. The current setting for the Student Test Registration preference for the chosen class will be shown in the Current Setting column of the table **b**.
- 2. Under Classroom Preferences, click Edit D.



.

•

3. Choose one of the options (E): Yes to require registration, or No to not require it.

ome > Preferences > Classroom Preferences	
Classroom Preferences school: Gil School Jass: Amaya, Mrs. Tamez's Class 7, 2012-2013 School	You
Preference Options	
Testing Password	Monitor
Monitor Password: (Only required if monitor password requirement set above) Passwords must be a minimum of 2 characters. Note: Monitor password is always required when a student stops a test.	ADMIN
Administer Enterprise tests only	 Yes No Non-Enterprise test cannot be administered during screening windows and require RTI goals to be set for students
Score Name Appears in the Record Book and on reports that provide alternate scores	ATOS 2000
ZPD Name Appears in the Record Book and on reports that provide alternate scores	ZPD 2000
Require Registration before students can take tests	Yes Register Students (0 students registered) No

4. Click Save [].

If you *are* requiring registration, see the following section for instructions on how to register students and how to remove students from the registration list.



Registering Students for Testing and Removing Students from the Registration List

Who Can Do This?

District Administrators

District Staff

School Administrators

School Staff

✓ Teachers

Learn more about capabilities on page 200.

If the Student Test Registration preference has been set to "Yes" (by following the steps in the previous section), follow these instructions to register students to take a test or to remove them from the registration list.

- 1. If you are *not* already on the Classroom Preferences page, follow steps 1–2 in the previous section, "Setting the Student Test Registration Preference."
- 2. On the Classroom Preferences page, click Register Students (A).

🛧 STAR Reading	
Home > Preferences > Classroom Preferences	
Classroom Preferences	
School: Gil School Class: Amaya, Mrs. Tamez's Class 7, 2012-2013 School	Year
Preference Options	
Testing Password	Monitor
Monitor Password:	ADMIN
(Only required if monitor password requirement set above) Passwords must be a minimum of 2 characters. Note: Monitor password is always required when a student stops a test.	
Administer Enterprise tests only	 Yes No Non-Enterprise test cannot be administered during screening windows and require RTI goals to be set for students
Score Name	ATOS 2000
Appears in the Record Book and on reports that provide alternate scores	
ZPD Name	ZPD 2000
Appears in the Record Book and on reports that provide alternate scores	
Require Registration before students can take tests	 Yes Register Students (0 students registered) No
Cancel Save	

The Register Students page lists all the students in the chosen class. Any students who are already registered to test will have the Yes box checked at the end of their row B. Check the box at the end of other students' rows to register them for testing, or remove the check to remove them from the registration list. You can click the Allow Testing box at the top of the column C to check or uncheck all the boxes at once.

🛨 STAR Reading						
Home > Preferences	> Class	sroom P	references > Regi	ster Students		
	Register Students Indicate which students are allowed to test					
School: Gil School Class: Amaya, Mrs	School: Gil School Class: Amaya, Mrs. Tamez's Class 2012-2013 School Year					
Student	ID	Grade	Allow Testing			
Alford, Christine	8065	7	Ves B			
Aranda, Domma	1933	7	Yes			
Bacon, Mary	8862	7	Ves Yes			
Carpenter, John	2811	7	Ves			
Centeno, Catrin	4945	7	Yes			
Cancel Save D						

4. Click Save D.



Setting the Estimated IRL Preference

Who Can Do This?

☑ District Administrators

- District Staff
- School Administrators
- School Staff

✓ Teachers Learn more about capabilities on page 200.

Opening the STAR Reading Preferences page:

 Under STAR Reading (or STAR Reading Enterprise) on the Home page, click **Preferences.**

or

 At the top of the STAR Reading Enterprise Home page, select your school in the School drop-down list if necessary; then, under STAR Reading Enterprise Test (in the "Important Features" section), click Preferences. Usually, STAR Reading starts the student's first test with questions below the student's grade level. If the student has taken a STAR Reading test in the past six months, STAR Reading uses the results from the last test to decide the starting difficulty level for the next one.

However, when students have an Estimated Instructional Reading Level (IRL) set before their first test, STAR Reading uses it to decide how difficult the first question should be. Change the Estimated IRL when a student's starting level does not align with the student's grade.

To set this preference for a student:

- 1. On the Preferences page, select the student's school and class from the drop-down lists in the Classroom Preferences section of the page.
- 2. In the Student Preferences section of the page, click Edit (A).

Student Preferences		
Preferences	Description	Current Setting
Estimated IRL	Change students' estimated Instructional Reading Level	Estimated IRL varies by student
Extended Question Time Limit	Extend students' time limit for answering questions	Extended Question Time Limit off for: 21 of 25 students

To change a student's Estimated Instructional Reading Level (IRL), type it in the field in the row for that student (in the Estimated IRL column) . Note: Although kindergarteners can take the STAR Reading test, kindergarten (K) cannot be set as an Estimated IRL.

Z	🛨 STAR Reading							
1	Home > Preferences > Student Preferences							
	Student Preferences							
	School: Gil School Class: Amaya, Mrs. Tamez's Class 7, 2012-2013 School Year							
				Estimated	Extended Question Time Limit			
	Student	ID	Grade	IRL	L On			
	Alford, Christine	8065	7		🗹 On			
	Aranda, Domma	1933	7	8	B 🗆 On			
	Bacon, Mary	8862	7		On			
	Carpenter, John	2811	7	6	🔽 On			
	Centeno, Catrin	4945	7		On			
	Cancel Save] C						

4. Click Save C.



Setting the Extended Question Time Limit Preference

Who Can Do This?

☑ District Administrators

- District Staff
- School Administrators
- School Staff

☑ Teachers

Learn more about capabilities on page 200.

Extended time limits are three times longer than standard time limits. Use them for students with special needs who need more time to read or answer the test questions. Reports will show which students took tests with the extended time limits, with a footnote explanation.

Remember that the STAR Reading norms and reliability and validity are based on the *standard* time limits.

Test	Grades	Standard Time Limit	Extended Time Limit
STAR Reading	K–2	60 seconds for each question	180 seconds for each question
(25 questions)	3–12	 45 seconds for questions 1–20 90 seconds for questions 21–25 (and all questions in the second part of the test, if taken) 	 135 seconds for questions 1–20 270 seconds for questions 21–25 (and all questions in the second part of the test, if taken)
STAR Reading	I20 seconds for questions 1		 180 seconds for questions 1–10 270 seconds for questions 11–34
(34 questions)	3–12	 45 seconds for questions 1–10 90 seconds for questions 11–34 	 135 seconds for questions 1–10 270 seconds for questions 11–34

The table above shows the time limits for *actual* test questions. For both STAR Reading and STAR Reading Enterprise tests, all students get 60 seconds to answer practice questions (which this preference will also triple to 180 seconds).

To set this preference for a student:

- 1. On the Preferences page, select the student's school and class from the drop-down lists in the Classroom Preferences section of the page.
- 2. In the Student Preferences section of the page, click Edit (A).

Edit A		
Preferences	Description	Current Setting
Estimated IRL	Change students' estimated Instructional Reading Level	Estimated IRL varies by student
Extended Question Time Limit	Extend students' time limit for answering questions	Extended Question Time Limit off for: 21 of 25 students



Opening the STAR Reading Preferences page:

• Under STAR Reading (or STAR Reading Enterprise) on the Home page, click **Preferences.**

or

 At the top of the STAR Reading Enterprise Home page, select your school in the School drop-down list if necessary; then, under STAR Reading Enterprise Test (in the "Important Features" section), click Preferences.



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3. To let a student use extended time limits, check the box at the end of the row for that student (in the Extended Question Time Limit column) (B). You can click the box at the top of the column to check or uncheck all the students at once 6.

🛨 STAR Reading							
Home > Preferences > Student Preferences							
Student Preferences							
School: Gil School Class: Amaya, Mrs. Tamez's Class 7, 2012-2013 School Year							
Student	ID	Grade		Extended Question Time Limit			
Alford, Christine	8065	7		🛛 On 🚺			
Aranda, Domma	1933	7	8	On			
Bacon, Mary	8862	7		On			
Carpenter, John	2811	7	6	🔽 On			
Centeno, Catrin	4945	7		On			
Cancel Save							

4. When you have finished setting extended time limits for the students you want, click Save D.



class is copied into the current school year from the prior school year, the Extended Question Time Limit Preference settings for students in that class are also carried over into the new school year.

For more information about copying classes from one school year to the next, see the Renaissance Place Software Manual.



CAPABILITIES



Capabilities give you the right to perform specific tasks in the software.

By default, your capabilities are determined by your user group. The position you hold determines what user group you are in; you can be in more than one user group. See "User Groups" below.

There are two types of capabilities:

- Capabilities in Renaissance Place (see the Renaissance Place Software Manual)
- Capabilities in STAR Reading (see page 202)

By default, only district administrators and school administrators can change your capabilities.

For more information about capabilities see the Renaissance Place Software Manual.

User Groups

The Renaissance Place software contains these seven user groups:

- District Administrators
- School Administrators

Teachers

- · District Staff
- School Staff
- · Parents
- Students

Each person added to the Renaissance Place database is assigned to a user group and a specific position within that group. The positions included in each user group are listed below.

District Administrators

 Assistant Superintendent · District Superintendent

District Staff

- Academic Testing Coordinator
- Admissions Director
- Curriculum Director
- Custodian—District
- Director of Education
- · Food Service Director
- Gifted/Talented Director
- Library/Media Director

School Administrators

- · Assistant Principal
- Librarian/Reading Coordinator

- · Personnel Director
- Reading Specialist
- Secretary—District
- Special Education Director
- Technology/Computer Director
- Title I Director

Principal

Vocational Education Coordinator

STAR Reading™ Software Manual Other District Staff

:

School Staff

- · At Risk Coordinator
- Athletic Director
- Athletic Trainer
- Audiologist
- Custodian—School
- Educational Diagnostician
- ESL Coordinator
- Food Service Worker
- Guidance Counselor
- Interpreter
- Librarian/Media Specialist
- Occupational Therapist
- Other School Staff

Teachers

- Teachers for each Renaissance
 Place Product
- Lead Teacher
- Special Education Teacher
- Team Teachers (general Team Teacher or Team Teacher for each Renaissance Place product)

- Physical Therapist
- Physician
- · Reading Specialist
- School Nurse
- · School Psychologist
- Secretary-School
- Social Worker
- · Speech Therapist
- Teacher's Aide
- Teacher Appraiser
- · Teacher Facilitator
- · Teacher Supervisor
- Technology/Computer Coordinator
- ESL Teacher
- Special Duty Teacher
- · Substitute Teacher
- · Visiting Teacher

Students

Students will log in to use some software programs, such as STAR Reading.

Parents

Parents may be added to the database by administrators or staff so they can log in to view reports.



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•

		District		School		
Capability	Determines Who Can	Admin.	Staff	Admin.	Staff	Teacher
Manage STAR Reading Preferences	User has the ability to modify STAR Reading preferences including testing password, test registration, student's Estimated IRL, and extended question time limit.	~	+	~	+	~
View STAR Reading Preferences	User has the ability to view STAR Reading preferences including testing password, test registration, student's Estimated IRL, and extended question time limit.	~	\checkmark	~	\checkmark	\checkmark
View Student's Historical STAR Reading Assessments	User has permission to view historical data for student assessments in reports.	~	+	~	+	+
Manage STAR Reading Screening, Progress Monitoring & Intervention	View screening and progress monitoring scores, and set Response to Intervention (RTI) goals for <i>all</i> STAR Reading students in the school. The Record Book (see page 95) also uses this capability to determine which students to show.	~	~	~	V	~

STAR Reading Capabilities

 \checkmark = available + = can be added - = unavailable



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About Renaissance Learning

Renaissance Learning, Inc. is a leading provider of technology-based school improvement and student assessment programs for K12 schools. Renaissance Learning's tools provide daily formative assessment and periodic progress-monitoring technology to enhance core curriculum, support differentiated instruction, and personalize practice in reading, writing and math. Renaissance Learning products help educators make the practice component of their existing curriculum more effective by providing tools to personalize practice and easily manage the daily activities for students of all levels. As a result, teachers using Renaissance Learning products accelerate learning, get more satisfaction from teaching, and help students achieve higher test scores on state and national tests.



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