STAR Assessment: A Parent Guide

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What is STAR Enterprise?

Computer adaptive test (CAT)

Aligned to state standards and CCSS

STAR Reading™ Enterprise

STAR Math™ Enterprise

34 items

Based on **Core Progress** learning progressions

How Was Star Selected?

- Hudson was identified for the second time as a Focused Monitoring District by the N.H. DOE due to large achievement discrepancies between students identified with a disability and their non-disabled peers.
- As part of the Action Plan for improving achievement outcomes, a universal screening tool for literacy and mathematics was needed to:

Why Was Star Selected:

- Service Hudson as a data source for data-driven instructional decisions within a Response-to-Instruction (RTI) framework

- Screen all students K-10
- Provide a tool for progress monitoring
- Provide an indicator of student growth and effectiveness of instruction

Who takes STAR Reading Enterprise?

- Students in grades 1 – 12
- Students who have a 100-word reading vocabulary
- Students identified as “Probable Readers” in STAR Early Literacy

STAR Reading™ Enterprise

Who takes STAR Math Enterprise?

- Students in grades 1 – 12
- Students who have basic reading and math skills

STAR Math™ Enterprise

How many students take STAR Enterprise?

U.S. Reading and Math Activity

Live Data as of: 8:26 AM – 6/21/2013

Data Collected from Renaissance Place Real Time Servers.

Daily Activity

Accelerated Reader

• AR™ quizzes taken:	**1,969**
• AR™ BookFinder™ searches:	**15,510**

Accelerated Math

• Objectives mastered:	**222**
• Assignments scored:	**503**

School Year-to-Date Activity

Accelerated Reader

• AR quizzes taken:	392,476,193
• AR BookFinder Searches:	104,027,077

Accelerated Math

• Objectives mastered:	31,605,560
• Assignments scored:	38,374,557

STAR Assessments

• STAR Reading™:	32,378,686
• STAR Math™:	12,808,805
• STAR Early Literacy™:	3,521,202
• Total Taken:	**48,708,693**

Nearly 50 million in a single school year

http://www.renlearn.com/hostedactivity

Hudson School District

Reading: K-10 **Math: K-10**

Test Dates: **Fall: September**
Winter: January
Spring: May

Progress Monitoring: As Needed

What Happens After Testing?

Focused Monitoring Action Plan

Develop a tiered system of interventions and assign students to tiered system of interventions based on screening results.

<u>Student cut points</u>:

Tier I – 40th percentile

Tier II – 25th to 39th percentile

Tier III – 24th percentile and below

Sample STAR Reading Screening Report Grade 5

STAR Reading

Screening Report
District Benchmark

Printed Friday, September 23, 2011 3:00:51 PM

School: Lake View School

Reporting Period: 9/19/2011-9/23/2011
(Fall Screening)

Grade: 5

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 479 SS	At/Above 40 PR	125	59%
Category Total			125	59%
Below Benchmark				
On Watch	Below 479 SS	Below 40 PR	36	17%
Intervention	Below 414 SS	Below 25 PR	41	19%
Urgent Intervention	Below 326 SS	Below 10 PR	9	4%
Category Total			86	41%
Students Tested			211	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Benchmark Categories

Default School or District Benchmarks and Cut Scores

- At /Above Benchmark – At/Above 40th PR
- On Watch – Below 40th percentile
- Intervention – Below 25th percentile
- Urgent Intervention – Below 10th percentile

Student Diagnostic Report: View a summary of student performance

STAR Reading

Student Diagnostic Report
Enterprise Test
Printed Tuesday, September 10, 2013 3:17:28 PM

School: West Middle School

1 of 5

Severson, Tyler
ID: 560123
Grade: 5

Teacher: J. Evans
Class: Mr. Evan's Class

Test Date: 09/10/2013
Test Time: 9 minutes 55 seconds

School Benchmarks - Grade 5

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

STAR Reading Scores	
SS: 629 (Scaled Score) At/Above Benchmark	Tyler's Scaled Score is based on the difficulty of questions and the number of correct responses. Use it to compare student performance across grades.
PR: 60 (Percentile Rank)	Tyler scored greater than 60% of students nationally in the same grade.
GE: 5.9 (Grade Equivalent)	Tyler's test performance is comparable to that of an average fifth grader in the nineth month of the school year.
IRL: 5.1 (Instructional Reading Level)	Tyler would be best served by instructional materials prepared at the fifth grade level.
Domain Scores	Domain scores, ranging from 0-100, estimate Tyler's percent of mastery on skills in each domain at a fifth grade level.
Reading: Literature	
Key Ideas and Details 39	
Craft and Structure 42	
Range of Reading and Level of Text Complexity 35	
Reading: Informational Text	
Key Ideas and Details 39	
Craft and Structure 40	
Integration of Knowledge and Ideas 38	
Range of Reading and Level of Text Complexity 35	
Language	
Vocabulary Acquisition and Use 43	
Reading Recommendation	
ZPD: 3.9-6.0 (Zone of Proximal Development)	Tyler's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Tyler's ZPD in www.ARBookFind.com to find appropriate books.

What is the estimated percent of mastery of grade-level skills?

How much time did the student spend taking the test?

How did the student score on the STAR assessment?

Percentile Rank (PR)

How does this student compare to other students at the same grade level?

This student has reading skills greater than 58% of same-grade students

STAR Enterprise Scale and Scaled Score (SS)

STAR Math™ Enterprise

STAR Reading™ Enterprise

STAR Early Literacy™ Enterprise

Group Activity

Compare STAR Scores

STAR Math™ Enterprise

Student Grade Placement	Scaled Score	Grade Equivalent	Percentile Rank
Grade 3	620 SS	4.3 GE	58 PR
Grade 6	620 SS	4.3 GE	8 PR
Grade 9	620 SS	4.3 GE	6 PR

Data Culture

- Educators, parents, and students share an understanding of the goals and expectations for data use
- Data enhances rather than impedes instruction
- Data team conversations drive analysis and action

Developing an Instructional Improvement System

Measuring Student Growth

How can we tell how much learning has occurred?

Early in the school year:

- Measure baseline achievement
- Form hypotheses and set goals

Later in the school year:

- Measure achievement and growth
- How effective was instruction?

Measuring Growth with SGP

An Example of Student Growth

- Krista, Grade 6
- Fall STAR Math = 717 SS
- Spring STAR Math = 793 SS
- Increase of 76 SS
- How do we decide if that is good, bad, or average growth?
- Compare her growth to the growth of her academic peers

Academic peers – the same grade level and starting score

717
717
717

How Krista's Growth Compares to Academic Peers

Krista grew as much or more than 62% of her academic peers.

62 SGP

793 SS

Spring scores lower than 793 SS
Less growth than Krista

Spring scores higher than 793 SS
More growth than Krista

What is student growth percentile (SGP)?

- Growth measure that compares one student's growth to the growth of their academic peers
- Scale ranges from 1 to 99