

RENAISSANCE

Star Assessments

The Star Assessment Toolkit

5 Steps to a Sound Implementation



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The Star Assessments toolkit is designed to be a collaborative and ongoing plan focused on improving instruction and learning regardless of what back-to-school 2020 looks like for your school or district. We know that there will be many changes as students and teachers return to school, but you can continue to rely on Star Assessments for actionable insights on what your students know and what they are ready to learn next. These five basic steps provide a simplified path administrators and teachers can navigate through together to use Star and Star data for making informed decisions about student needs as they return to school and throughout the school year. Explore these resources—including Help Files, video tutorials, webinars, and more—for a more in depth understanding of each of the steps outlined below.



Table of Contents

Step 1: Plan and Prepare for Testing.....	3
Step 2: Screen Students and Review Data	4
Step 3: Set Goals and Growth Expectations	5
Step 4: Manage Groups and Focus Instruction	6
Step 5: Check for Understanding and Monitor Progress	7

And remember, we're here to help. Please contact your Renaissance Support Team if you need assistance.

- Phone: 1-800-338-4204
- Email: answers@renaissance.com
- Live Chat: Click on the link in the upper right corner of your site.

Step 1: Plan and Prepare for Testing

Making a plan helps you get the most out of Star Assessments. Consider when and how often students will test, schedule opportunities to review and discuss data, and determine how benchmarks will help you interpret student performance.

Administrator Actions: Plan and Prepare for Testing

1. Review your assessment plan. Consider making plans for standard in-school administration as well as preparing for [remote administration](#) of Star assessments if needed.
2. [Set up Screening Dates](#) within the software for your school. Renaissance suggests screening 3-5 times per year with Star. Screening at least four times a year will allow [trend lines](#) to develop on certain reports. If you would like to use Student Growth Percentile to measure growth, we suggest ensuring that your screening windows are captured within the following dates:
 - Fall: 8/1-11/30
 - Winter: 12/1-3/31
 - Spring: 4/1-7/31
3. Set the [Default Benchmarks](#) for your school or district. Choose whether you want to use the [School, District, or State benchmark](#) option. Consider benefits of using your state's benchmark.

Tip: Watch this [video](#) for additional guidance when deciding which benchmark option is best for your school or district.



Teacher Actions: Plan and Prepare for Testing

1. Ask your administration how you will be testing and prepare:
 - a. Review your [Test Administration Manual](#) to ensure you test with fidelity. Review the [educator guide](#) for remote administration if students will be testing outside of school.
 - b. Check [class and student preferences](#). Review your Monitor Password for Star tests. Set individual student accommodations such as audio and extended time as necessary.
 - c. Print [student usernames and passwords](#).
2. Ensure that you follow your administrator's Screening Dates so you can view your class data on the Screening Report.



Step 2: Screen Students and Review Data

Use key reports to efficiently get the data you need to gain valuable insights about where your students are today. The array of data displays in Star Assessments can help you and your data team have targeted data conversations focused on improving instruction and student growth.

Administrator Actions: Screen Students and Review Data

1. School Administrators can use the Star Screening Report to see a visual representation of student performance.
2. Find out which students are not meeting your benchmark by reviewing the [Screening Report](#), [Consolidated Assessment Proficiency Report](#), or create a custom report with [My Created Reports](#).
3. Allocate resources to students that are not meeting benchmark.
4. Facilitate data meetings for teachers to review data per grade level.

Teacher Actions: Screen Students and Review Data

1. Use the [Star Record Book](#) to watch student progress during screening. You can quickly see student results, fidelity testing issues, and failed practices at a glance.
2. Use the [Screening Report](#) to see a graphic representation of your class data and see which students are not meeting benchmark.

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School: **13 Grades** Demographics: **All Demographics**

Star Reading Enterprise

Significantly Below Target | Well Below Target | Below Target | On Target | Significantly Above Target

School: **Zone 50 RD 4 School 1**

Star Reading Enterprise Benchmark - Distribution of Students in Each Category - District

Grade	Below 1.00					1.00 - 1.99					2.00 - 2.99					3.00 - 3.99					4.00 - 4.99				
	% of Students	# of Students																							
Grade 4	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%				
Grade 2	36%	106	2%	6	10%	29	2%	6	10%	29	0%	0	0%	0	1%	3	7%	21	0%	0	0%				
Grade 3	9%	27	62%	186	1%	3	7%	21	4%	12	27%	81	1%	3	7%	21	0%	0	0%	0	0%				
Grade 1	1%	3	2%	6	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%				
Grade 5	1%	3	10%	29	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%				
Grade 6	0%	0	22%	66	1%	3	4%	12	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%				
Grade 7	13%	39	2%	6	2%	6	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%				
Grade 8	10%	29	1%	3	1%	3	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%				
Grade 9	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%				
Grade 10	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%				
Grade 11	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%				
Grade 12	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%				
Total	10%	29	7%	21	2%	6	4%	12	0%	0	0%	0	0%	0	0%	0	0%	0%	0%	0%	0%				

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Star Record Book

Class or Group: **Ms. Miller's Class** Subject: **Reading**

Reading: District Benchmark (0) Spanish Reading: District Benchmark (0)

Early Literacy: District Benchmark (0) CBM Risk Categories (0)

Class Status: CBM Assessments

Star Unified Scale Compare Tests Across Subjects & Time

Student	FL	Test Type	Score (PI / 100)	Star	Test Type	Score (PI / 100)	Star	Test Type	Score (PI / 100)
Ariza, Adriana	1	12/11/19	Early Literacy	91	100	12/15/19	Letter Sounds	26	
Barnett, Frankie	1	12/11/19	Reading	94	100	12/14/19	Passage Oral Reading	66	
Candlish, Joel	1	12/11/19	Early Literacy	87	790	12/15/19	Responsive Narrative Words	17	
Hines, Aida	1	12/11/19	Reading	94	100	12/16/19	Expressive Narrative Words	54	
Husler, Hubert	1	12/11/19	Reading	92	100	12/15/19	Letter Sounds	8	



Tip: When running the Star Screening Report with the State benchmark, you can compare the "Current Benchmark" to the "Benchmark at the Time of the State Test." This will give you an estimate of which category students will fall into in the Spring.

Step 3: Set Goals and Growth Expectations

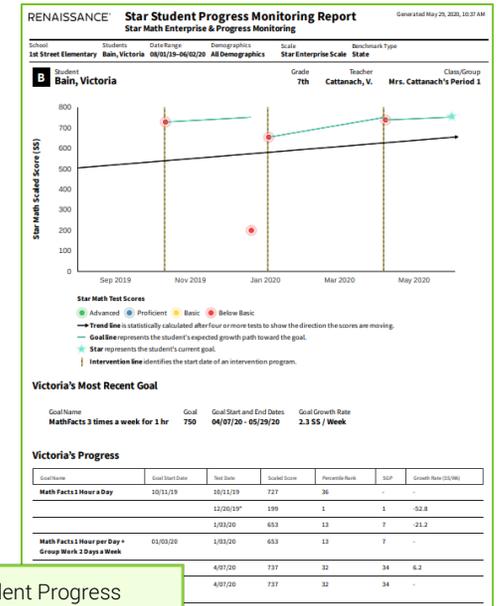
Now that you know where your students are today, identify where you want them to be at your next checkpoint. Use the tools in the software to set goals for students and document progress.

Administrator Actions: Set Goals and Growth Expectations

1. [Create a plan](#) for a successful response to intervention program.
2. Determine which students you want to set goal for. Should all your students have a goal for the school year, or just a subset of students?
3. Determine the length of time goals should be set for. Experts recommend 8-12 weeks, but this can vary by grade level and the needs of the student.

Teacher Actions: Set Goals and Growth Expectations

1. [Set goals](#) using baseline data from screening.
2. Generate the [Student Progress Monitor Report](#) after you set goals for your students.



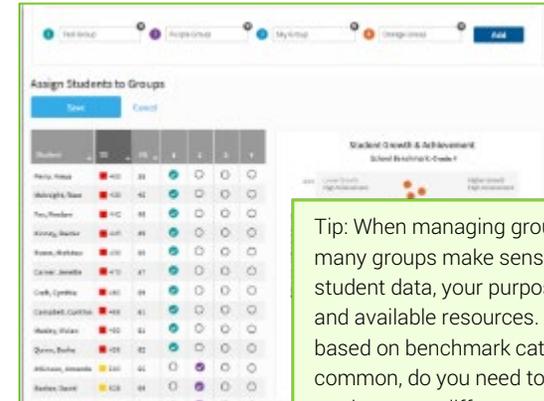
Tip: The Star Student Progress Monitoring report allows you to track student progress towards goals and determine if students are responding to the intervention. Continue to generate this report throughout the year to view data trends, goal progress, and growth per week.

Step 4: Manage Groups and Focus Instruction

An important part of your Star implementation is grouping students. This allows you to focus and personalize instruction for students who are performing similarly.

Administrator Actions: Manage Groups and Focus Instruction

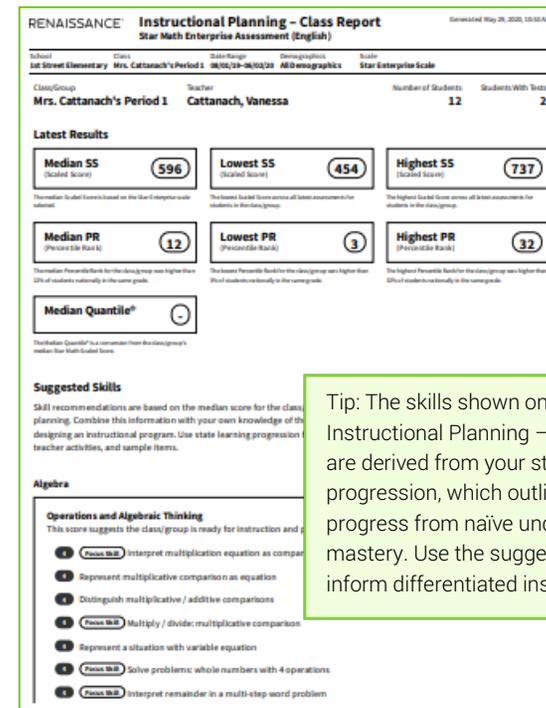
1. Support your teachers as they navigate a school year in which they may see students fall in lower benchmark categories than is typical.
2. Help teachers understand the critical role of [Focus Skills](#)—those skills that lay the foundations for future learning, making them essential and non-negotiable. importance of Focus Skills with teachers.



Tip: When managing groups, decide how many groups make sense based on your student data, your purpose for grouping, and available resources. While grouping based on benchmark category is common, do you need to move any students to a different group based on what you know about your students' assessment history?

Teacher Actions: Manage Groups and Focus Instruction

1. First, [create groups](#) based on your baseline data.
2. Use your groups to Plan Instruction. There are several tools in the Renaissance Platform to support your journey.
 - Generate the [Instructional Planning – Class Report](#) for your groups to see the recommended skills to get started with.
 - Use [Planner](#) to assign resources to students based on Star results.
 - Discover how [Focus Skills](#) can help you know where to focus efforts for student growth. Use the interactive [Focus Skills webpage](#) to explore the skills that are critical to learn next.
 - Use the [Monitor Student Mastery Dashboard](#) to identify where students are shown as “Beginning Mastery.”
3. [Coming soon!](#) Use Star CBM Reading for grades K-6 and Star Math CBM Grades K-3 so you can better target instruction and intervention to each learner’s specific needs.



Tip: The skills shown on the Instructional Planning – Class Report are derived from your state’s learning progression, which outlines student progress from naive understanding to mastery. Use the suggested skills to inform differentiated instruction.

Step 5: Check for Understanding and Monitor Progress

Continue with the screening plan established in Step 1 of this document. Leverage software reports and tools to evaluate the effectiveness of the instruction.

Administrator Actions: Check for Understanding and Monitor Progress

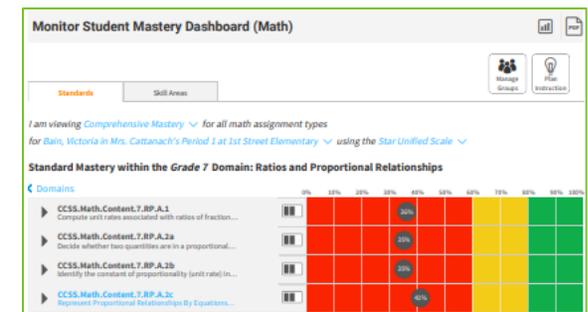
1. Screen students again per your screening schedule.
2. Facilitate data meetings for teachers to review data per grade level.
3. Compare the same reports from each testing session to determine if students have moved or grown. Identify students that need additional support and intervention. Find resources to enrich students that are meeting or exceeding your benchmark expectations.

The screenshot shows the Star Custom interface. At the top, it says "Selected Skills Change" and "Resources from: Renaissance and Open Educational Resources". Below that, it says "Use word relationships to clarify word meanings" and "For: CCSS.ELA-Literacy.L.8.5b: Use word relationships to clarify word meanings". There is a "1 filter selected" indicator and a "Clear filters" link. A blue button says "Star Custom + Add".

Tip: The feedback you receive from administering Star Custom Skill Checks will provide insight into how students are performing related to targeted skills, grade-level standards, or district expectations.

Teacher Actions: Check for Understanding and Monitor Progress

1. [Assign Skills Checks](#) from Star Custom to determine mastery of skills.
2. Explore reports that provide Star Custom data.
 - [Monitor Student Mastery](#) – interactive dashboard with Star data and Star Custom Data
 - [Student Performance Record Report](#) – PDF of Star Custom of Data
3. [Measure growth](#) as you continue to screen students.
 - Use the Star Growth Report to view Student Growth Percentile (SGP). For back-to-school 2020, consider running the Fall to Fall SGP (choose the Select Dates for Growth radio button and use the drop downs to select Fall 2019-2020 and Fall 2020-2021). Watch this video to learn more about running the [Star Growth Report](#).
 - Use the [Student Progress Monitor Report](#) to view Current SGP. Current SGP updates each time students take an assessment.



The table is titled "Star Growth Report" and shows data for "Ms. Morris' Class" in Morris, VA. It includes columns for Test Date, Test Duration, SS, SS, PS, SS, PS, and SS. The data is organized by student ID (36, 67, 75, 82) and shows scores for two different testing periods (Fall 2019-2020 and Fall 2020-2021).

Student ID	Test Date	Test Duration	SS	SS	PS	SS	PS	SS
36	8/24/2019	20:00	460	2.1	79	46.0	2.1	82
	1/8/2020	20:00	460	2.1	79	47.9	2.1	86
67	8/24/2019	20:00	384	6.6	9	3.3	6.4	14
	1/8/2020	20:00	380	6.7	10	3.0	6.8	20
75	8/24/2019	19:20	220	1.0	18	39.9	1.1	39
	1/8/2020	20:00	220	1.0	18	44.0	0.9	28
82	8/24/2019	20:00	484	1.0	30	46.0	1.0	38
	1/8/2020	20:11	384	1.0	40	47.9	1.0	51

Tip: Focus on SGP to understand, given where a student started, to what extent the growth achieved was as expected. Use the Test Time Duration to watch for fidelity issues.