

Star 360 Talking Points with Students' Families

Which reports should I share with parents?

- 1) **Instructional Planning Report** contains specific domains, skills, and Focus Skills a student is ready to learn next. This is a valuable report to share with parents for students who might require intervention or enrichment.

Suggested Skills (Michigan K-12 Standards)

Katherine's Star Reading Enterprise Tests score(s) suggests these skills from CPR for MI learning progressions would be challenging, but not too difficult. Combine this information with your own knowledge of the student and use your professional judgement when designing an instructional program.

Literature

Key Ideas and Details

This score suggests Katherine is ready for instruction and practice with the following skills.

Grade

12 **Focus Skill** Synthesize ideas to draw complex conclusions

12 Analyze literary text based on relevant evidence

Integration of Knowledge and Ideas

This score suggests Katherine is ready for instruction and practice with the following skills.

Grade

12 Compare how same period texts treat a topic

12 Compare text's theme to others from same period

12 **Focus Skill** Analyze multiple versions of a story / drama / poem

Informational Text

- 2) The **Star Diagnostic Report** contains information that will help families understand their child's scaled score and areas of strength and growth.

Star Diagnostic Report – Student Samples

The Student Diagnostic Report has two sections of information for your review. The top section includes the student's achievement scores and provides a brief description of what each score means.

Which assessment report should I share with families during conferences?

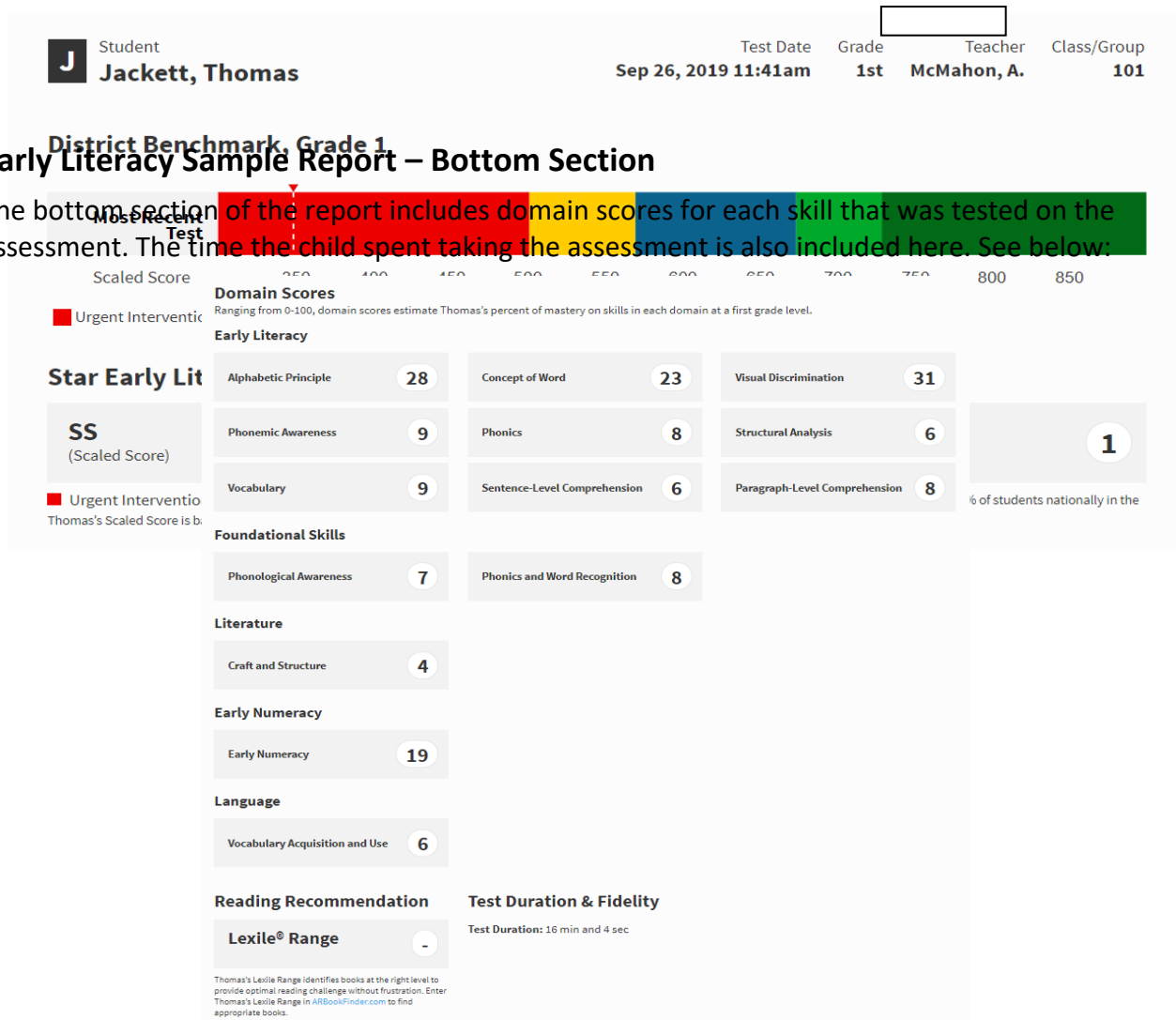
- 3) If a student scores in the “Probable Reader” range on the Early Literacy assessment AND was able to complete the Reading assessment, then it is likely the **Reading Star Diagnostic Report** best represents the student’s current abilities. If the student was NOT able to complete the Reading assessment (missed too many practice questions to continue to the assessment), then share the **Early Literacy Student Diagnostic Report**.

What information should I share with parents from each Star Diagnostic Report?

Kindergarten and First Grade

Early Literacy:

Early Literacy Sample Report – Top Section



- 4) Scaled score – determined by the difficulty of the questions and the number of correct answers
- 5) Literacy Classification (Early, Emergent, etc.)
- 6) Sub domain scores (box) on the right – this score (out of 100) indicates how a student performed in each sub-domain such as alphabetic principle, vocabulary, etc. ***Please note that scores below 40 may not have been presented to the student on the assessment yet as it is computer adaptive and/or may be too difficult for the student at this time.
- 7) Skill Sets within each Sub-Domain – breaks each domain into skills. The blue arrow indicates skills the student is ready to work on at school in small group. This is good information to share as these are the skills you'll be working on in class. The following link provides a description for each skill <http://elementary.conceptschools.org/wp-content/uploads/2017/03/Early-Literacy-Definitions.pdf>

Please remember! There are many other factors that represent how a student is performing in school, so also share other helpful information about the student's progress such as a letter identification assessment, running records, formative assessments, class work, writing samples, etc.

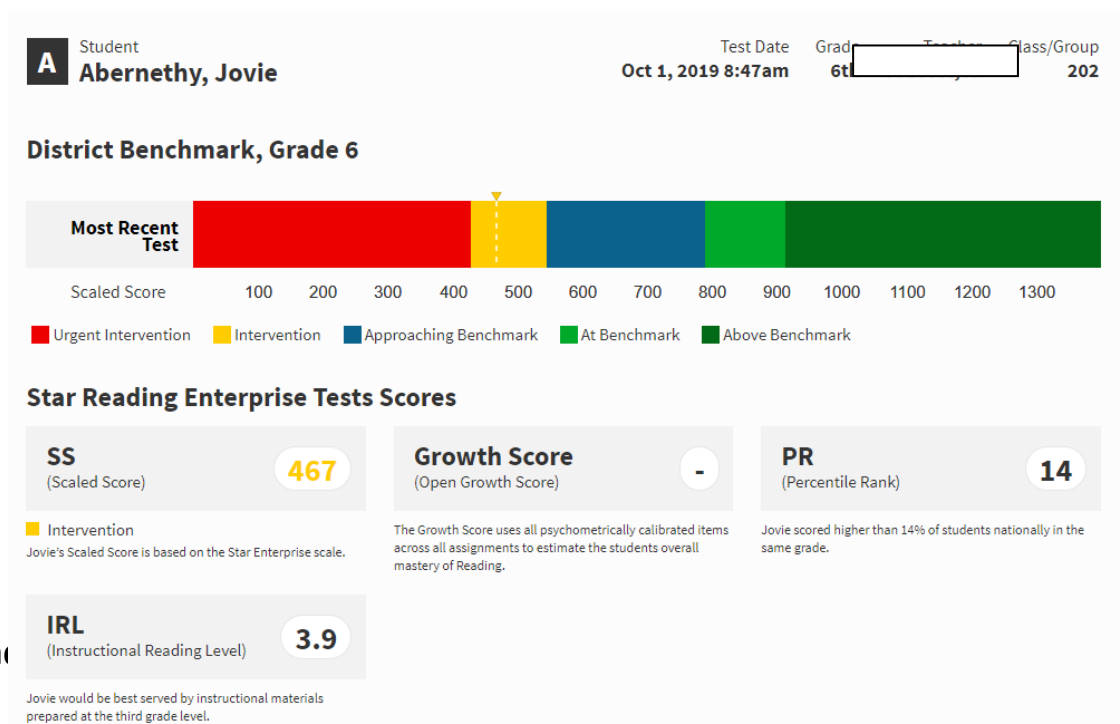
Grades 1-8

Star Reading Assessment

Before running the report: After choosing the Star **Diagnostic** report, under *Customizing Options*, choose 'NO' for *Show Grade Equivalent* as grade equivalent scores are misleading.

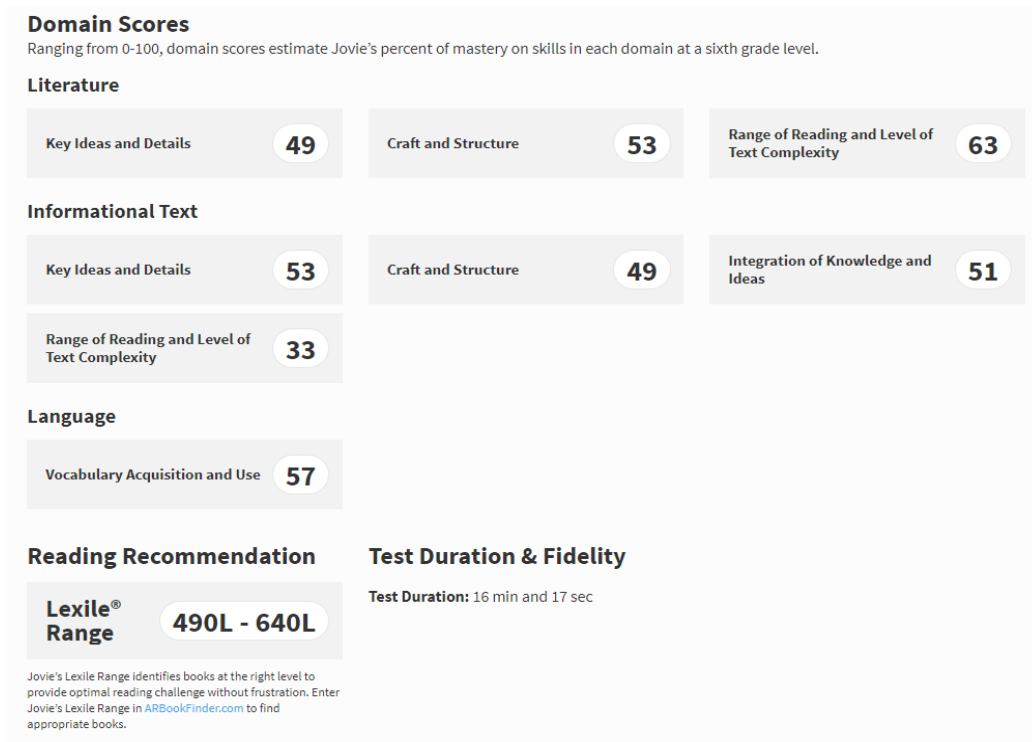
Reading Sample Report – Top Section

The top section includes the student's achievement scores and provides a brief description of what each score means.



Read

The bottom section of the report includes domain scores for each skill that was tested on the assessment. The time the child spent taking the assessment is also included here. The average student typically completes the reading assessment within 22-25 minutes. See below:



On the report, you might share:

- **Scaled score (SS)** – determined by the difficulty of the questions and the number of correct answers. This report has the visual that shows where a student's SS falls on the learning progression and labels the score above benchmark (green), on watch (blue), intervention (yellow), and urgent intervention (red). If a student falls in intervention or urgent intervention, you will need to be prepared to tell the parents what type of support you and the school are providing the student.
- **Percentile Rank (PR)** – compares the student to other students across the country in the grade level who took this assessment.
- **Instructional Reading Level (IRL)** – suggests the grade level of instructional materials best suited for the student. *** This can be misleading for students who performed at a high level (5th grader using grade 11 materials) as the content of materials above grade level are often inappropriate for elementary students. *In FBISD we do not teach TEKS above grade level, but provide enrichment in grade/age appropriate materials.* Please be prepared to share with a parent how you are going to enrich students reading at high levels.
- **Estimated Oral Fluency (ORF)** – an *estimate* of the student's oral fluency on grade level text as the student did not actually read aloud on this assessment. If a student's SS falls in yellow or red, you will probably want to listen to her read before the conference in order to provide accurate information about this important skill.

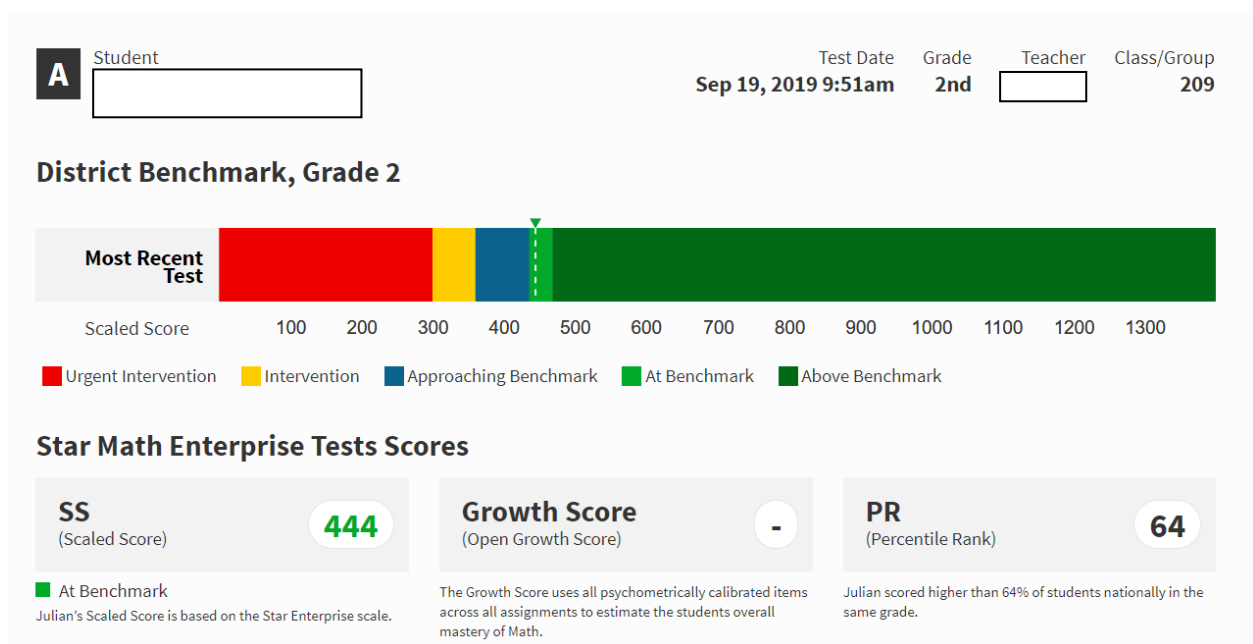
- **Domain scores** - this score (out of 100) indicates how a student performed in each sub-domain such as comprehension of informational/expository text, etc. This may be helpful in identifying specific areas of strength and growth. Please note that this score does not correlate with a grade such as “A,” or “B.”
- **Reading Recommendation ZPD** – this range may be helpful for parents in assisting their child in selecting books, but we do not typically use this in FBISD (unless your school has Accelerated Reader).

Please remember! There are many other factors that represent how a student is performing in school, so it is important to share other information about the student’s progress such as a class work, writing samples running records, formative assessments, etc.

Star Math Assessment:

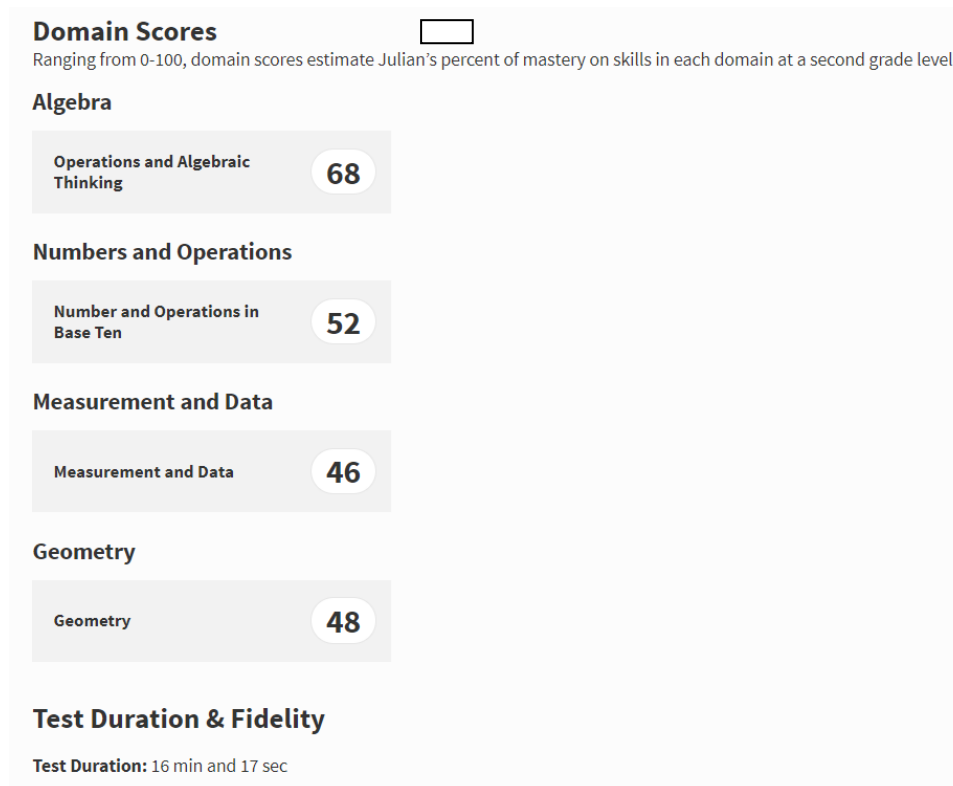
Before running the report: After choosing the **Star Diagnostic** report, under *Customizing Options*, choose 'NO' for *Show Grade Equivalent* as grade equivalent scores are misleading.

Math Sample Report – Top Section



Math Sample Report – Bottom Section

The bottom section of the report includes domain scores for each skill that was tested on the assessment. The time the child spent taking the assessment is also included here. The average student typically completes the math assessment within 22-25 minutes. See below:



On the report, you might share:

- **Scaled score** – determined by the difficulty of the questions and the number of correct answers. This report has the visual that shows where a student's SS falls on the learning progression and labels the score at/above benchmark (green), on watch (blue), intervention (yellow), and urgent intervention (red). If a student falls in intervention or urgent intervention, you will need to be prepared to tell the parents what type of support you and the school are providing the student.
- **Percentile Rank (PR)** – compares the student to other students across the country in the grade level who took this assessment.
- **Algebra Readiness** - Ren 360 measures student mastery of algebra readiness skills beginning in grade 3.
- **Domain scores** - ranging from 0-100, estimate a student's percent of mastery on skills in each domain such as Number and Operations, Geometry and Measurement, etc. This may be helpful in identifying specific areas of strength and growth.

- **Math Recommendation:** Please be prepared to share with a parent how you are going to support his/her child in achieving optimal growth. *Share the FBISD's philosophy of enrichment with parents of high performing students: we do not teach beyond the student's grade level TEKS, we dig deeper with the grade level standards.*

Please remember! There are many other factors that represent how a student is performing in school, so it is important to share other information about the student's progress such as a class work, exit tickets, writing samples running records, formative assessments, etc.