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As technology advances it becomes necessary for software companies to drop support for older operating systems and third-party 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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Welcome to STAR Early Literacy Enterprise

STAR Early Literacy Enterprise is a computer-adaptive, criterion-referenced diagnostic assessment. It measures the emerging reading skills of students in grades pre-K through 3, but STAR Early Literacy Enterprise may be administered to students in grades 4 and beyond as well. STAR Early Literacy Enterprise’s computer-adaptive testing offers you easy-to-use tools that help you match your instruction to individual student needs.

In STAR Early Literacy Enterprise, the student works through a short, assisted-response (multiple-choice) test. If a student misses a question, the difficulty level of the next question 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 Early Literacy Enterprise Test?

The STAR Early Literacy Enterprise test is intended for students in grades pre-K through 3, or roughly, ages 3–9. Older students can take the test too, if appropriate. There are no grade or age restrictions in the software that would prevent administration to an older student. Students can use the mouse or the keyboard to enter answers. All STAR Early Literacy Enterprise questions are administered with audio instructions. Demonstration videos, hands-on training exercises, and practice questions at the beginning of the test familiarize the student with how to respond to questions. If a student can work through the hands-on training and practice questions unassisted, that student should be able to take a STAR Early Literacy Enterprise test.

Your student capacity limit determines how many students can take the STAR Early Literacy Enterprise test in a school year or subscription year. For more information about student capacity, see the Renaissance Place Software Manual.

How It Works in Your Classroom

A typical STAR Early Literacy Enterprise test session operates like this:

1. The test monitor or teacher explains the test to the students using the Pretest Instructions. These instructions show students what the test looks like, how to answer questions, and what happens when a question is not answered within the allotted time.
2. The next actions depend on the device being used to test with.

<table>
<thead>
<tr>
<th>Computer</th>
<th>iPad®</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Start the web browser at each computer, go to the URL for your STAR Early Literacy Renaissance Place server, and on the Login page, select I’m a Student.</td>
<td>a. Open STAR Apps on iPad® and let the first student log in with his or her user name and password.</td>
</tr>
<tr>
<td>b. The first student logs in with his or her user name and password and then selects STAR Early Literacy.</td>
<td>b. The student taps STAR Early Literacy, then taps Next.</td>
</tr>
</tbody>
</table>

3. If the student is in more than one STAR Early Literacy class, the student chooses a class.

4. If prompted, the test monitor or teacher enters the monitor password. For more information about the monitor password, see page 179.

5. The student views a demonstration video showing him or her how to use the mouse, keyboard, or iPad® to answer questions. To change if and when students see the demonstration video, use the Demonstration Video preference. See page 182.

6. The student answers hands-on exercise questions to show that he or she knows how to use the mouse, keyboard, or iPad®. To change if and when students complete the hands-on exercise questions, use the Hands-On Exercise preference. See page 185.

7. The student answers practice questions to show that he or she knows how to take the test.

8. After the student passes the practice test, the student answers actual test questions.

9. When the student finishes the test, the student is automatically logged out so the next student can log in.
Programs You Will Use

STAR Early Literacy Enterprise Software

The STAR Early Literacy Enterprise software (accessible from the Home page) will manage the testing in your classrooms and keep track of students' test results.

<table>
<thead>
<tr>
<th>Use STAR Early Literacy Enterprise to:</th>
<th>See Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get manuals and other documents to help you use STAR Early Literacy Enterprise in your classroom</td>
<td>11</td>
</tr>
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<td>Set preferences</td>
<td>176</td>
</tr>
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<td>Set benchmarks and cut scores</td>
<td>64</td>
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<td>View screening information, monitor progress, manage groups, set up interventions and goals, and print related reports</td>
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<td>Test your students</td>
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</tr>
<tr>
<td>Print reports</td>
<td>105</td>
</tr>
</tbody>
</table>
Welcome to STAR Early Literacy Enterprise
Programs You Will Use

Note to STAR 360 Users

If you are using STAR Early Literacy as part of the STAR 360 Suite, you can access the program and all of its functions by selecting Early Literacy Assessments on the Home page.

Throughout this manual, for any instruction that reads “Select STAR Early Literacy,” substitute “Select Early Literacy Assessments.”

Renaissance Place Management

Renaissance Place management tools let 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 depend on your user group. For more information about user groups, see “Capabilities” on page 200.

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 can’t log in)
- Printing reports with data from multiple Renaissance Place programs
Other Software You May Need

**PDF Viewer (such as Adobe Reader)**

To view or print reports, a PDF viewer (such as Adobe Reader) *must* be available on the computer being used.

To install Adobe Reader, use the downloads page. See page 19.

Also, on the bottom of the Reports page, you can select **Get Adobe Reader**. You will go to a site where you can download Adobe Reader.

**STAR Apps on iPad®**

Students can take the STAR Early Literacy Enterprise test on an iPad® by using STAR Apps on iPad® if it is installed on the device.

For more information, see page 26.
Welcome to STAR Early Literacy Enterprise
Tour of the Home Page

Tour of the Home Page

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

The dashboards and reports give you a way to quickly get an overall view of how your school(s) are performing.

If you belong to more than one user group, or are assigned to more than one school, use this drop-down list to change your role (or to log out).

For help, select the ?, then:
- Select Help to open a help page related to the software page you’re viewing.
- Select Manuals to access all the products’ software manuals.

Select the live support icon to chat with a member of our support staff.

Select the home icon to return to the Home page.

Each program used by your school is listed on the Home page. Select a program to see links that allow you to go to specific program features. For in-depth explanations of its program features, see each program’s help or software manual.

Did you know? articles provide information about program functions and resources to help you use the software more effectively.

Alerts let you know when there is new information about your software or if it needs administrative attention (for example, a subscription renewal).
Welcome to STAR Early Literacy Enterprise
Tour of the STAR Early Literacy Enterprise Home Page

Tour of the STAR Early Literacy Enterprise Home Page

Select **STAR Early Literacy** on the Home page, then select **Enterprise Home**.

The STAR Early Literacy Enterprise Home page has links to a number of features and reports:

A. Choose the school you want to work with from the **School** drop-down list.
   School administrators, school staff, and teachers will not see the **School** drop-down list unless they are assigned to more than one school.

B. **Preferences:** See page 176.
   If you are not working in the current school year, this link will be disabled. For more information, see either the Help or the Renaissance Place Software Manual.

B. **Benchmarks:** See page 68.
   **Screening Dates:** See page 78.
   If you are not working in the current school year, this link will be disabled. For more information, see B (above).

E. **Record Book:** See page 94.

F. To open the Reading Learning Progressions, select **Enter Core Progress**. The Reading Learning Progressions include definitions and examples to help you plan your instructional program.

F. **Historical Extract** allows district administrators and school administrators to export STAR Early Literacy, STAR Reading, and STAR Math (excluding algebra and geometry) test scores from previous school years for evaluation. See page 193.

For the rest of the STAR Early Literacy Enterprise Home page, see page 8.
G Reports and Consolidated Reports: See page 105.


I Instructional Planning Report - Student: See page 142.


K Longitudinal Report: See page 145.

L Growth Proficiency Chart: See page 120.


For the rest of the STAR Early Literacy Enterprise Home page, see page 7.
Dashboard

How to Access the Dashboard

The 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.

To open the Dashboard, go to the Home page and select **Summary Dashboard**.

STAR Early Literacy Enterprise data is included in the STAR Learning to Read section.

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

When you log in to Renaissance Place, you may see one or more alerts at the bottom of the Home page. The alerts you see and the actions you can take in response to the alerts depend on your role.

There are three types of alerts:

- **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**: 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.
Welcome to STAR Early Literacy Enterprise

Did You Know?

1. **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 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).

Did You Know?

On the Home page, the “Did you know?” section displays information about program features to help you use the software more effectively. The panel will automatically cycle from one topic to the next each time the Home page is refreshed.

To move through the topics at your own pace, select the left or right arrows at the bottom of the panel.

To go to a new page where all the current topics (and some of the previously featured items) can be seen, select View All.

To access more information for each topic, select Learn more.

Tools to Help You with STAR Early Literacy Enterprise

These tools will help you use STAR Early Literacy Enterprise.

- Manuals and other documents (see below)
- Help in the software (see page 12)
- Live Support (Chat)
- Training (see page 13)
- Resources (see page 176)

Manuals and Other Documents

To access the software manuals and other useful documents, select Manuals in the upper-right corner of any page (or select the ? and then Manuals on the Home page). Selecting that link lists the documents available for the Renaissance Place.
programs on your server. For STAR Early Literacy, you'll find these documents helpful:

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

Help in the Software

To access the help, select the ? or Help in the header of any page. The help opens in a separate window, as shown below.

- The Help link A is on every page in the program. To get more information about the page currently displayed in the program, or to search for information, select this link.
- This logo B lets you know you’re in the STAR Early Literacy Enterprise help. If you go to another program’s help, the logo for that program will appear.
Welcome to STAR Early Literacy Enterprise
Tools to Help You with STAR Early Literacy Enterprise

To search, use the search field at the top of the help page. Enter words to look for in the help, and select 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 links on the contents tab 📚. Select the Other Products tab 🎨 to see a list of all the Renaissance Place products; select a product to open that product’s help.

To print the current help topic, select the print icon 📒.

Live Chat Support

Select Live Chat Support or the chat icon (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 Customer Center. Visit www.renaissance.com/customer-center and choose from a variety of learning opportunities, including:

- **Recorded Webinars**: 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 Early Literacy software contains resources to help you use STAR Early Literacy in your classroom. Select STAR Early Literacy on the Home page, then select Resources to find definitions, conversion charts, benchmark and cut score information, technical manuals, Core Progress for reading, and other helpful documents.
Need More Help?

- **Knowledge Base:** For technical support information, search the Renaissance Learning Knowledge Base on the web at: support.renaissance.com/techkb/.

- **Email:** Send general questions to: answers@renaissance.com. Send technical questions to: support@renaissance.com (or worldsupport@renaissance.com for worldwide support).

- **Phone:** For assistance, call (800) 338-4204. Outside the US, call 1.715.424.3636.
Getting Started

Logging In (Personnel)

Use these instructions to log in to Renaissance Place and access the STAR Early Literacy Enterprise program.

1. Start the web browser and go to the Renaissance Place address (URL) (see page 20).
2. On the Welcome page, select I'm a Teacher/Administrator.
3. Enter your user name and password.
4. Select Log In.

If the Home page opens, you have successfully logged in. See page 6.
If the Login Settings page opens, you have to change your password (either your system administrator wants you to change your password for security reasons or the software wants you to change your password. You must change your password once a year).
If you see an error message, you have entered an invalid user name or password. You can try to log in again (make sure to enter your user name and password correctly) or you can select Forgot Your User Name or Password?
Setup Checklist for STAR Early Literacy Enterprise

The tasks listed below must be performed before you use STAR Early Literacy Enterprise in your classroom. You may or may not be the one required to complete any of these tasks.

<table>
<thead>
<tr>
<th>Task</th>
<th>Usually Performed By</th>
<th>Where to Find Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add school administrators and district staff</td>
<td>✓ ✓</td>
<td>Renaissance Place Software Manual</td>
</tr>
<tr>
<td>Add teachers, school staff, and students; add parents, if desired</td>
<td>✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Add school marking periods</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Add courses and classes. As you add the classes, you select the primary teacher and products; you should also add the students. Note: Check the students' grade levels when you enroll them. Each student should have a grade level assigned from pre-K to 3 (or higher). Students without a grade level can't take the test.</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Get a list of student user names and passwords</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Make sure each computer and iPad® (used by teachers and students) has the necessary software installed</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
<td>Page 19 (computer) Page 26 (iPad®)</td>
</tr>
<tr>
<td>Set up school benchmarks</td>
<td>✓ ✓ ✓ ✓</td>
<td>Page 68</td>
</tr>
<tr>
<td>Set up district benchmarks</td>
<td>✓ ✓</td>
<td>Page 72</td>
</tr>
<tr>
<td>Set up screening dates</td>
<td>✓ ✓ ✓ ✓</td>
<td>Page 80</td>
</tr>
<tr>
<td>Set/check your preferences</td>
<td>✓ ✓</td>
<td>Page 176</td>
</tr>
</tbody>
</table>

- The Demonstration Video preference and the Hands-On Exercise preference must be set for an individual class (you cannot select "All School Classes" or "All My Classes").
- If a STAR Early Literacy class is copied into the current school year from the prior school year, the settings for that class’s Testing Password, Demonstration Video preference and the Hands-On Exercise preferences are also copied over into the new school year.
Navigating the Software

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

![Navigation Bar Example]

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 Reports page and you want to go to the Home page, select **Home** in the navigation bar.

Changing the School Year You Are Working In

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.

<table>
<thead>
<tr>
<th>Rupert Smith, District</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manuals</td>
<td>Help</td>
</tr>
</tbody>
</table>

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, select **School Years**.
2. On the School Years page, select **Work in a Different School Year**.
3. Select the school year that you want to work in. You will return to your Home page; the new active school year will be shown at the top of the page.

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

![Gold Bar Example]
Switching Roles and Schools

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, a school librarian might also teach reading classes.

Renaissance Place keeps track of these multiple user types, school assignments, and capabilities. 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.

Logging Out and Closing the Software

When you’ve finished working in STAR Early Literacy Enterprise, log out to keep your data secure.

1. Select **Log Out** in the upper-right corner of any page. (On the Home page, use the drop-down list next to your name and select **Log Out**.)
2. Close the software by closing your web browser.
Software Requirements

Current Requirements

For the most up-to-date software, hardware, operating system, and browser requirements for Renaissance Place, visit www.renaissance.com/customer-center#systemrequirements.

Checking for the Supporting Software You Need

Many Renaissance Place programs require additional software programs, such as a PDF viewer such as Adobe Reader to view and print reports. The additional software must be installed on each individual computer used to work with Renaissance Place programs.

If the additional software is not installed, or is outdated, you or your students may see messages about the missing software.

There are two ways to go to the downloads page:

**Before logging in:**

1. On the Login page, select **Check Software Requirements**.
2. To see which downloads are available or required, select **Downloads**.

**After logging in:**

1. On the Home page, select **Product Administration**.
2. On the Product Administration page, below Setup and Maintenance, select **Download Supporting Software**.
3. Select **Downloads** to see which Renaissance Place and third party downloads are available or required.
Software Requirements
Checking for the Supporting Software You Need

For more information, refer to either the Help or the Renaissance Place Software Manual.

Server Name or Address/Hosted Site URL

There are two ways to find your hosted site URL (web address):

1. Go to the Downloads page, either before logging in or after logging in (see page 19).
2. Select Downloads.
   The URL of your hosted site is shown beside “Server Name/IP Address.”

or

1. Go to your Renaissance Place Welcome page and look in the address bar.

RPID (Renaissance Place ID)

The RPID is a unique identifier that provides a shortcut to your Renaissance Place site.

Renaissance Place ID can be used during the setup of Renaissance products on iPad®, iPhone®, and iPod® touch devices. The Renaissance Place ID can be used wherever you see the RPID image.

There are two ways to find your RPID:

1. Go to the Downloads page, either before logging in or after logging in (see page 19).
2. On the left, select Downloads.
   The RPID is shown beside “Renaissance Place ID.”
or

1. Go to your Renaissance Place Login page. The RPID is shown in the lower-right corner of the page.

![Renaissance Place Login Page]

Renaissance Place ID
RLI1234XYZ
Getting Ready for a New School Year

Renaissance Place Tasks for the New School Year

Before you get STAR Early Literacy Enterprise ready for the new school year, administrators or other non-teaching staff need to perform these tasks in Renaissance Place. For more information, see the Renaissance Place Software Manual.

- Add the new school year (must be performed 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 consolidated reports (must be performed by district administrators or district staff).
- Review the list of personnel in the software and make changes as necessary.
  
  You may need to:
  - Add personnel. Have new personnel provide the information requested on the Login Settings page. By providing this information, personnel will be able to change their own passwords if they forget them.
  - Edit personnel personal information (name changes)
  - Change school assignments
  - Delete any personnel who are no longer with your school(s)
- Review the list of students in the software and make changes as necessary.
  
  You may need to:
  - Add students
  - Edit student information or characteristics
  - Transfer students from one school to another
  - Unenroll or delete any students who are not returning to your school(s)
- Review the course list for each school and add, edit, or delete courses as needed. Courses automatically carry over from one year to the next. Courses are used to organize classes.
Classes: Classes do not automatically carry over from one year to the next.

If your classes are similar to those from a previous school year, your school can copy the classes from that year. The class preference settings are also copied. See “Preferences” on page 176.

If classes are copied, assigned teachers, assigned products, and enrolled students can also be copied.

If you did not copy classes, you will need to add classes. As you add classes, choose the primary teacher, select the products the class will use, and add students to the classes.

Assign personnel to your classes and choose the products the class will use. If you imported the personnel class assignments, you will use similar steps to choose the products.

Enroll students in each class.

Technology/Computer Coordinator Tasks for the New School Year

For the most up-to-date software, hardware, operating system, and browser requirements for Renaissance Place, visit www.renaissance.com/customer-center#systemrequirements.

<table>
<thead>
<tr>
<th>Task</th>
<th>Where to Find Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>Note:</strong> You must be logged in to each computer with the rights required to install software for all users.</td>
<td>See “Checking for the Supporting Software You Need” on page 19.</td>
</tr>
<tr>
<td>If you will be using an iPad® with STAR Early Literacy, make sure: ▶ STAR Apps on iPad® is downloaded and installed on the iPad®. ▶ You have established settings by connecting to Renaissance Place from one iPad®, and are sharing those settings with every other iPad® you will be using.</td>
<td>See “Using an iPad® with STAR Early Literacy Enterprise” on page 26.</td>
</tr>
</tbody>
</table>
STAR Early Literacy Enterprise Tasks for the New School Year

Unless otherwise noted, these tasks can be performed by district administrators, school administrators, and teachers.

<table>
<thead>
<tr>
<th>Task</th>
<th>Where to Find Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Check/set the preference settings for each STAR Early Literacy Enterprise class. If classes are copied from a previous year, the settings for the Testing Password Preference, Demonstration Video Preference, and Hands-On Exercise Preference will also be copied. If classes are not copied from a previous year, set the testing password (monitor password) requirements, and if and when the demonstration video and hands-on exercises are presented to the student.</td>
<td>See page 176.</td>
</tr>
<tr>
<td>☐ Set up benchmarks (administrators and nonteaching staff only).</td>
<td>See page 68.</td>
</tr>
<tr>
<td>☐ Set screening dates (administrators and nonteaching staff only).</td>
<td>See page 78.</td>
</tr>
<tr>
<td>☐ Set up student groups if necessary. Groups carry over from year to year, but you may need to make changes.</td>
<td>See page 87.</td>
</tr>
<tr>
<td>☐ Set up growth expectations (district administrators only)</td>
<td>See page 188.</td>
</tr>
</tbody>
</table>

Renaissance Data Integrator (RDI)

If you have the Renaissance Data Integrator (RDI) service, your Renaissance Place database is automatically linked to your student information system (SIS) data.

This means that Renaissance Place is linked to a database controlled by your school. You will need to understand where and when to make changes to information. This will help you to avoid losing information when your school database updates the information in Renaissance Place.

If you aren’t sure if your school uses RDI or not, you can:

- Ask your administrator at your school
- Contact Renaissance Learning (see page 14)
- Look for confirmation in Renaissance Place
To Look for Confirmation

- Go to the Home page.
  Look at the list of alerts. If your school uses RDI, and if you are logged in as an
district administrator, you will see an RDI Run Status alert, which will tell you
the last time an update occurred.

- Go to the Home page and select Courses and Classes.
  Look in the table of courses. If your school uses RDI, the Course ID column will
be populated.

To Find Your Technical Services Consultant

Contact Renaissance Learning. See page 14.

Summer School

To use your Renaissance Place programs during summer school, refer to
Knowledge Base article 7901571 at: support.renaissance.com/techkb/techkb
/7901571e.asp.
Using an iPad® with STAR Early Literacy Enterprise

Although you can take a STAR Early Literacy Enterprise test on an iPad® using a web browser, you also have the option of using STAR Apps on iPad®. The testing experience using STAR Apps on iPad® is almost identical to testing in a web browser, but the procedures are slightly modified to integrate better with the operating system used on the iPad®.

Throughout this manual, if you are using a web browser on the iPad® instead of STAR Apps on iPad®, follow the instructions for testing on a computer.

Before Students Take a Test on an iPad®

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

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

Download the STAR Apps on iPad® and Connect to Renaissance Place

**Note:** If the iPad® has the Accelerated Reader App already installed, the STAR Apps on iPad® will automatically connect to that URL or RPID.

1. Download the STAR Apps on iPad® from the iTunes Store® or App Store℠. For more information about system requirements, see the store where you downloaded the STAR Apps on iPad®.
2. Launch the STAR Apps on iPad® by tapping **STAR**.
3. The first time you launch the STAR Apps on iPad®, 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: http://hosted123.renaissance.com/456789
- Sample RPID: RLI-123XYZ

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

**Share Settings with Another iPad®**

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

1. On the teacher’s iPad®, launch the STAR Apps on iPad® and tap Settings.
2. On the teacher’s iPad®, tap Share My Settings. Keep this screen up on the iPad® whose settings will be shared as you complete the following steps.
3. On the student’s iPad® (that will be using those shared settings for STAR testing), launch the STAR Apps on iPad®.
4. Tap Settings.
5. Tap Find Shared Settings.
6. 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.
7. Tap Done to go to the student login screen.
8. If you don’t have another iPad® to share settings with, go to step 9.
   If you do have another iPad® to share settings with, repeat steps 3–7 on each iPad®.
9. 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 Login page, select I’m a Student.
3. The student enters his or her user name and password, and then selects Log In.

How Students Log In on an iPad®

1. Start the STAR Apps on iPad®.
2. The student enters his or her user name and password, and then taps Go.
If Students Forget Their User Names or Passwords

Find User Name

When logging in on a computer, students who don’t know their user names can select **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 a security 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

**Note:** If you are a teacher, you can only search for students in your own classes.

1. Select **Users** on the Home page.
2. Select **View Students** on the Personnel and Students page.
3. Use the View Students page to search for the students whose information you want to view. Then, select **Search** to see the search results.
4. On the search results page, select the **Passwords** tab to see the user names and passwords for all the students that were found in the search.
5. Select **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?

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

Students (and personnel) may be temporarily 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 the next day.

**Clear Locked Student Accounts**

All locked student accounts are automatically unlocked at midnight.

1. Go to the Home page and select **Users**.
2. On the Personnel, Students, and Parents page, under Students, select **Clear Locked Students**.
   - The Clear Locked Students page will list all students whose accounts are locked.
3. To clear locks for all students at once, select **Clear All Student Locks**.
   - To clear locks for individual students, select **Clear** in the row for each student.
4. When you have finished clearing the locks, select **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 or iPad® that the student is testing on, the test may be interrupted.

**Who Can Do This?**

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

Learn more about capabilities on page 200.
The following error messages describe the problem and tell you what to do next.

<table>
<thead>
<tr>
<th>Error Message</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trying to connect or Please wait</td>
<td>Network delays have caused the program to slow down temporarily. The program will continue to try to re-establish a connection.</td>
</tr>
<tr>
<td>Connection error</td>
<td>The program was unable to re-connect to the server, or the user selected Cancel in the “Trying to connect” message. Log out of Renaissance Place, and then log back in again.</td>
</tr>
</tbody>
</table>

**The student capacity limit may have been reached.**

Your STAR Early Literacy Enterprise 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 view or reallocate your existing capacity, or you need to purchase additional capacity, see the *Renaissance Place Software Manual*.

**Internet Explorer’s security settings might be making the browser “hang” when the student selects Take a Test.**

This is 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, select Internet Options.
4. If your Renaissance Place site or domain is in the list of trusted sites, select the Trusted sites zone. Otherwise, select the Internet zone.
5. Select Custom level.
6. In the “Scripting” section, change “Active scripting” back to the default Enable.
7. Select OK. If prompted, select Yes to confirm the change.
8. Select Apply if available, then select OK again.
Troubleshooting and Frequently Asked Questions (FAQs)

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.

As a security measure, your school may limit the computers that can connect to your server (IP Restrictions).

IP addresses identify the computer being used. IP restrictions are used to determine the computers that can connect to your school’s server. Renaissance Learning recommends that schools set restrictions within the software such as monitor passwords (see page 180) and IP restrictions. Both monitor passwords and IP restrictions will help prevent testing from outside the school.

This is Renaissance Learning’s recommendation for all schools, regardless of what devices the schools are using to ensure that testing takes place in a secure, monitored environment.

For more information about IP restrictions, see the Renaissance Place Software Manual.

Frequently Asked Questions (FAQs)

STAR Early Literacy and Renaissance Place: General Questions

Do I need additional software to use STAR Early Literacy Enterprise?

Go to http://doc.renlearn.com/KMNet/R004312127GJB43D.pdf for the system requirements and additional software needed to work with Renaissance Place and STAR Early Literacy.

If a student will test with an iPad®, the student has the option of using the STAR Apps on iPad®. See “Using an iPad® with STAR Early Literacy Enterprise” on page 26.
How do I make STAR Early Literacy available to a class?

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

1. On the Home page, select Courses and Classes.
   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, select 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. Select 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.

If the primary teacher or products assigned to a class need to be changed, see the Renaissance Place Software Manual.

How do I add or delete a student from a class?

By default, district administrators, district staff, and school administrators can add or delete a student from a class. This is completed in Renaissance Place. For more information, see the Renaissance Place Software Manual.

Can I take a sample STAR Early Literacy test? Does STAR Early Literacy have a “demo mode” that I can try?

There is no “demo mode” for taking a STAR Early Literacy test. To see what the test procedure is like, please watch a short video, “STAR Early Literacy—Administering the Assessment,” at www.renaissance.com/asp/video/video.asp?M=10356.

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?

You can view or print the list from Renaissance Place (see page 30).

How do I find personnel and/or parent user names and passwords?

For security reasons, you cannot view or print a list of passwords for teachers, staff members, administrators, or parents. User names may be viewed by...
administrators. Passwords cannot be viewed, but they can be changed/reset by administrators.

Personnel who know their current passwords can change their password on the Login Settings page in Renaissance Place. If they enter an email address on that page, personnel can also retrieve their user name or reset a forgotten password later by selecting Forgot Your User Name or Password? on the login page.

For more information, see the Renaissance Place Software Manual.

I am unable to log in to Renaissance Place.

Personnel and parents may be temporarily 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.

Clear Locked Personnel or Parent Accounts

All locked accounts (except district administrators) are automatically unlocked at midnight.

This procedure will not work for a locked district administrator account (contact Renaissance Learning (see page 14).

1. Go to the Home page and select Users.
   The next page will list all personnel or parents whose accounts are locked.
3. For personnel:
   To clear locks for all personnel at once, select Clear All Personnel Locks.
   To clear locks for individual personnel, select Clear in the row for each person.
   For parents:
   To clear locks for all parents at once, select Clear All Parent Locks.
   To clear locks for individual parents, select Clear in the row for each parent.
4. When you have finished clearing the locks, select Done.

Testing Procedures

How do I pause or stop a test?

See “Stopping a Test” on page 53.
Are there time limits in STAR Early Literacy?

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

Students’ scores are not determined by the time it takes them to complete a STAR Early Literacy Enterprise assessment.

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?

This is known as an interrupted test. Students can resume interrupted tests. See “Resuming an Unfinished Test” on page 56.

Students seem to be having their tests ended abruptly, or they get logged out of the system unexpectedly. What might be causing this?

Students may try to open additional browser windows, tabs, or other programs during a test. If a student performs any of these actions, or otherwise “loses focus” by performing actions outside the test window, the student will have a few seconds to return to the test by returning to the test window and selecting OK.

If the student does not return to the test, the student is logged out of the system, and must log back in again (the incomplete test is considered “interrupted” and can be resumed; see page 56).

Can I change the amount of time a student can spend on a test question (extend time)?

No. STAR Early Literacy Enterprise does not allow you to change the time allowed to answer questions.
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 Early Literacy.
- 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 (on the Home page, select STAR Early Literacy, then select Resources, then select Pretest Instructions).

Am I allowed to read questions to the students?

No. One of the things the STAR Early Literacy 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?

You cannot permanently delete a test from a student’s record, but a district administrator, district staff, or school administrator can deactivate it (see page 58). Deactivating a test removes the test-taking data and the test results from any reports or calculations for that student. If necessary, a deactivated test can be reactivated at a later time.

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

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

- If the student retests before midnight (on the same day as the test you don’t want to count), only the retest data appears 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.

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 152).

The Test Activity Report (see page 166) lists both completed and not completed (interrupted and stopped) tests (see “Stopping a Test” on page 53).

STAR Early Literacy Enterprise doesn’t record scores for unfinished tests.
Can I see which questions a student missed?

No. 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 information for a student?

If you are a teacher, you must be granted the capability (see page 200) to View Student’s Historical STAR Early Literacy Assessments. For more information, see the Renaissance Place Software Manual.

STAR Early Literacy data always stays with the student. Use the Test Record Report (see page 168) to view a student’s results from a different year. Use the Report Options page to pick last year’s dates.

For more information, see Knowledge Base Article 11025315 at support.renaissance.com/techkb/techkb/11025315e.asp.

STAR Apps on iPad®

What devices will support testing?

The STAR Apps on iPad® is available for Apple’s iPad® with iOS 5.x or later. For more information, see page 26.

Where can I find the system requirements?

There are two sets of system requirements you will need: those for the iPad® and those for Renaissance Place.

- For the iPad®, see the store where you downloaded the STAR Apps on iPad®.

Where can I get the App?

The STAR Apps on iPad® is available in the iTunes Store® and the App StoreSM. 

**Note:** You must have established and verified an iTunes® account with an Apple® ID before you can download STAR Apps on iPad®.

Can anyone download the App and start testing?

Anyone can download the STAR Apps on iPad®. However, only those who have STAR Early Literacy Enterprise and have an iPad® connected to Renaissance Place can take actual tests.
Are there plans to create apps for other mobile devices?
Renaissance Learning is exploring the option of creating apps for other devices and welcomes 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 STAR software. In addition, Renaissance Learning recommends that schools set restrictions within the software such as monitor passwords and IP restrictions to 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 on an iPad®?
If a student leaves the test screen by pushing the Home button on any device, after 5 seconds he or she will be logged out of the 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 the iPad®” on page 57).
Testing Students

Taking the Test on a Computer

1. Use the Pretest Instructions to explain the testing process to your students.
2. The student logs in (see page 29).
3. On the Home page the student selects STAR Early Literacy (or Take an Early Literacy Test if you are using the STAR 360 Suite).
4. If the student is in more than one STAR Early Literacy class, the student should select the correct class, then Next.
5. The student selects Start to begin taking the test.
6. What happens next depends on the settings of several preferences:

**Testing Password Preference** (see page 179)

- **Off**
  - Teacher or test monitor enters the monitor password. See step 7.

- **On**
  - Student will watch a short video explaining how to select answers to test questions. See step 8.

**Demonstration Video Preference** (see page 182)

- **Never**
  - Student has seen the demonstration video before? No → See step 8.
  - Yes → The test begins with the practice questions. See step 10.

- **Once**
  - **Always**
    - Student has seen the demonstration video before? No → See step 8.
    - Yes → The test begins with the practice questions. See step 10.

- **On**
  - Once → Student has seen the demonstration video before? No → See step 8.
  - Yes → The test begins with the practice questions. See step 10.

**Hands-on Exercise Preference** (see page 185)

- **Never**
  - **Until Passed**
    - **Always**
      - Student has already passed the hands-on exercise? No → See step 9.
      - Yes → Student passes the hands-on exercise? No → The test ends; the student is instructed to ask for assistance.
      - Yes → Student will perform the hands-on exercise to practice using the mouse or keyboard. See step 9.
  - **On**
    - Until Passed → Student has already passed the hands-on exercise? No → See step 9.
    - Yes → Student passes the hands-on exercise? No → The test ends; the student is instructed to ask for assistance.

7. If STAR Early Literacy Enterprise asks for a monitor password (determined by the Testing Password Preference; see page 180), the teacher or test monitor enters it and selects **Start**.

![Start Test](image)

If no password is required, the student goes ahead to step 8.

- You cannot substitute your teacher password for the monitor password.
If you forget to enter a password before selecting OK, or you enter the wrong password, you can try again. However, if you fail to enter the correct password three times in a row, you will not be able to start the student’s test. Check the Testing Password Preference (see page 180) to make sure you are using the correct monitor password.

8. By default, the student will see a demonstration video, which shows the student how to use the mouse or keyboard to choose an answer and how to use the Listen option to hear a question repeated.

Note: If the student does not need to watch the demonstration video, the student goes ahead to step 9.

9. The hands-on exercise teaches students to properly use the mouse and/or keyboard.

Note: If the student does not need to perform the hands-on exercise, go ahead to step 10.

Students must correctly answer three questions in a row. The hands-on exercise contains up to 10 questions.

If the student is unfamiliar with the use of the mouse or the keyboard, you may help the student during the hands-on exercise until the student becomes comfortable using the mouse or keyboard.

Students listen to the instructions, then use the mouse or the keyboard to select the correct object on the screen. Two of the answer choices are blank, which allows the student to focus on how to select an answer (instead of having to figure out the correct answer).
How to Choose an Answer

To select an answer:

- **Mouse**: To choose an answer, click on an image. Using the mouse permits very young students to be evaluated, because they do not have to recognize numbers or letters on the keyboard to answer questions.

- **Keyboard**: Press the number (1, 2, or 3) that corresponds to the desired answer.

A box appears around the selected answer. This does not mean that the selected answer is correct. If students are using the keyboard, and the box does not appear around the answer choice, ask the students to use the mouse to select anywhere on the test screen, then use the keyboard to select an answer.

The student’s selection moves up onto the blank line.

If the student doesn’t choose an answer within 10 seconds of the first instructions, the program repeats the instructions.

To hear the question again, students select the **Listen** button or press the **L** key on the keyboard.

The hands-on exercise questions have a 35-second time limit.

If the student has not chosen an answer 25 seconds after the question first appeared, the program asks the student to choose an answer and a clock icon flashes on the screen.

If the student is using the keyboard during the hands-on exercise, he or she must press **Enter** after selecting an answer. If the student does not do this, he or she will be prompted (after 10 seconds) to press **Enter**.
If time runs out before the student chooses an answer, the program tells the student to ask the teacher for help. The teacher must select the map in the alert 1 to resume the hands-on exercise.

When the student has successfully completed the hands-on exercises, the practice test starts; go ahead to step 10.

10. The practice questions ensure that the student is capable of completing the test questions.

The practice questions have three choices, just like the test questions. Students listen to the questions and select answers just as they did for the hands-on exercise.

Each practice test question has a 60-second time limit. If the student does not choose an answer within 10 seconds after hearing the question, the program repeats the question.

If the student still has not chosen an answer 45 seconds after the question first appeared, the program asks the student to choose an answer and a clock icon flashes on the screen.

If time runs out before the student chooses an answer, the program tells the student to ask the teacher for help.

If the student answers five practice questions without getting three correct, STAR Early Literacy Enterprise ends the practice and a message tells the student to ask for help.

Answers are considered correct if the student chooses and enters the correct answer.

Answers are considered incorrect if the student
- Chooses, but does not enter, the correct answer
- Chooses and enters the wrong answer
- Chooses the wrong answer, but does not enter it before time runs out.
- Does not choose an answer and time runs out
After the student answers three practice questions correctly, a message tells the student that the actual test is about to start.

![Great job on the practice. Now we will go to the test.](image)

11. The student answers the actual test questions, which are similar to the practice test questions. All of the test questions have three answer choices. Do not help the student use the mouse or keyboard, or select the correct answer to any of the test questions.

Answers are considered correct if the student:

- Chooses and enters the correct answer
- Chooses, but does not enter, the correct answer

Answers are considered incorrect if the student:

- Chooses and enters the wrong answer
- Chooses the wrong answer, but does not enter it before time runs out
- Does not choose an answer and time runs out

The student will answer up to 27 test questions. Each question has a 90-second time limit.

If the student does not choose an answer within 10 seconds after hearing the question, the program repeats the question. If the student still has not chosen an answer 75 seconds after the question first appeared, the program asks the student to choose an answer and a clock icon flashes on the screen.

If time runs out before the student chooses an answer, the program goes on to the next question and the unanswered question is treated as an incorrect answer.

After an answer has been entered, students cannot change their answer or go back to a previous question. The next question is presented automatically.

12. When the test is over, STAR Early Literacy Enterprise notifies the student. Then, the student is automatically logged out so the next student can log in.

![Congratulations! You have finished the test.](image)
How Students Take the Test on an iPad®

1. Use the Pretest Instructions to explain the testing process to your students.
2. The student logs in (see page 29).
3. The student taps **STAR Early Literacy** A, then taps **Next** B.

   ![Choose a test](image)

   **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 C, then tap **Log Out Now** D.

   ![Log Out](image)

4. If the student is in more than one STAR Early Literacy class, the student should select the correct class, then tap **Next** E.

   ![Choose a class](image)
5. The student taps **Start** to begin taking the test. If the student chose the wrong app to take a test in (for example, STAR Reading), the student should tap **Cancel**. This will return the student to the Choose a Test page.

6. What happens next depends on the settings of several preferences:

**Testing Password Preference** (see page 179)
- **Off**: Teacher or test monitor enters the monitor password. See step 7.
- **On**: Once Never Always

**Demonstration Video Preference** (see page 182)
- **Never**
- **Once**
- **Always**

**Hands-on Exercise Preference** (see page 185)
- **Never**
- **Until Passed**
- **Always**

See step 10.

The test ends; the student is instructed to ask for assistance.
7. If STAR Early Literacy asks for a monitor password (determined by the Testing Password preference; see page 180), the teacher or test monitor enters it and taps Continue. If no password is required, the student goes ahead to step 8.

- You cannot substitute your Renaissance Place password for the monitor password.
- If you forget to enter a password before 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 start the student’s test. Check the Testing Password preference (see page 180) to make sure you are using the correct monitor password.

8. By default, the student will see a demonstration video, which shows the student how to choose an answer and how to use the Listen option to hear a question repeated.

**Note:** If the student does not need to watch the demonstration video, the student goes ahead to step 9.

9. The hands-on exercise teaches the student how to select answers.

**Note:** If the student does not need to perform the hands-on exercise, go ahead to step 10.

Students must correctly answer three questions in a row. The hands-on exercise contains up to 10 questions.

Students listen to the instructions, then tap the screen to select the correct object. Two of the answer choices are blank, which allows the student to focus on how to select an answer (instead of having to figure out the correct answer).
How to Choose an Answer

The student can choose an answer by tapping it. STAR Early Literacy highlights the chosen answer and puts it in the blank line above J.

Once the student is satisfied that he or she has chosen the correct answer, the student enters the answer by tapping Next K.

The student can choose a different answer by tapping a different answer, but only before tapping Next. Once the answer is entered, it cannot be changed.

If the student doesn’t choose an answer within 10 seconds of the first instructions, the program repeats the instructions. To hear the question again, students tap Listen L.

The hands-on exercise questions have a 35-second time limit.

If the student has not chosen an answer 25 seconds after the question first appeared, the program asks the student to choose an answer and a clock icon flashes on the screen M.
If time runs out before the student chooses an answer, the program tells the student to ask the teacher for help. The teacher must select the map in the alert  to resume the hands-on exercise.

When the student has successfully completed the hands-on exercises, the practice test starts; go ahead to step 10.

10. The practice questions ensure that the student is capable of completing the test questions.

The practice questions have three choices, just like the test questions. Students listen to the questions and select answers just as they did for the hands-on exercise.

Each practice test question has a 60-second time limit. If the student does not choose an answer within 10 seconds after hearing the question, the program repeats the question.

If the student still has not chosen an answer 45 seconds after the question first appeared, the program asks the student to choose an answer and a clock icon flashes on the screen.

If time runs out before the student chooses an answer, the program tells the student to ask the teacher for help.

If the student answers five practice questions without getting three correct, STAR Early Literacy Enterprise ends the practice and a message tells the student to ask for help.

Answers are considered correct if the student chooses and enters the correct answer.

Answers are considered incorrect if the student

- Chooses, but does not enter, the correct answer
- Chooses and enters the wrong answer
▶ Chooses the wrong answer, but does not enter it before time runs out
▶ Does not choose an answer and time runs out
If the student is having difficulty answering the practice questions, he or she will be told to ask for help.

If the student does not successfully complete the practice questions, STAR Early Literacy ends the practice and the test will not start. The student is told to ask for help.
The student must answer three of the five practice questions correctly to move on to the test questions.

11. The student answers the actual test questions, which are similar to the practice questions. The time limits and the methods used for choosing and entering answers are the same as those used for the practice questions.

Answers are considered correct if the student:
- Chooses and enters the correct answer
- Chooses, but does not enter, the correct answer

Answers are considered incorrect if the student:
- Chooses and enters the wrong answer
- Chooses the wrong answer, but does not enter it before time runs out
- Does not choose an answer and time runs out

The student will answer up to 27 test questions. Each question has a 90-second time limit.

If the student does not choose an answer within 10 seconds after hearing the question, the program repeats the question. If the student still has not chosen an answer 75 seconds after the question first appeared, the program asks the student to choose an answer and a clock icon flashes on the screen.

If time runs out before the student chooses an answer, the program goes on to the next question and the unanswered question is treated as an incorrect answer.

After an answer has been entered, students cannot change their answer or go back to a previous question. The next question is presented automatically.

12. When you have finished the test, the app will tell you that the test is over. It will automatically log you out of the app so another student can take the test.
Stopping a Test

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.

Stopping a Test on a Computer

1. Select **Stop Test** in the upper-right corner of the screen:

2. Select one of the following options:

<table>
<thead>
<tr>
<th>Option</th>
<th>Choose When...</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Resume Later</td>
<td>You want to stop the test, but plan to come back to it later.</td>
<td>▶ Test score will be recorded after test is resumed and completed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ Test will resume on the same question number, but the question presented will be different (see page 56).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ <strong>Resume Later</strong> can only be used during the actual test, not during the practice session. (<a href="#">Stop Test</a> and <strong>Cancel</strong> are the only options available during the practice session.)</td>
</tr>
<tr>
<td>✅ Stop Test</td>
<td>You want to stop the test; you are finished with it and have no plans to come back to it.</td>
<td>▶ Test score will not be recorded.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ The next time the student logs in to take a test, the student will begin a new test.</td>
</tr>
<tr>
<td>✅ Cancel</td>
<td>You want to continue taking the test now instead of pausing or stopping it.</td>
<td>▶ Test continues as usual.</td>
</tr>
</tbody>
</table>
3. Enter the monitor password and select **Stop Test**.

You cannot substitute your Renaissance Place password for the monitor password.

If you forget to enter a password before selecting **Stop Test**, 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. To make sure you are using the correct monitor password, check the Testing Password preference (see page 180).

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

**Note:** STAR Early Literacy doesn’t record scores for stopped tests. The Test Activity Report lists all tests. See “Test Activity Report” on page 166.

**Stopping a Test on an iPad®**

1. Tap the **Share** button in the upper-left corner of the screen.
2. Tap one of the following options.
To stop or pause the test, enter the monitor password and tap **Continue**.

<table>
<thead>
<tr>
<th>Option</th>
<th>Choose When...</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>① Resume Later</td>
<td>You want to stop the test, but plan to come back to it later.</td>
<td>▶ Test score will be recorded after test is resumed and completed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ Test will resume on the same question number, but the question presented will be different (see page 56).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ <strong>Resume Later</strong> can only be used during the actual test, not during the practice session. <em>(Stop Test is the only option available during the practice session.)</em></td>
</tr>
<tr>
<td>② Stop Test</td>
<td>You want to stop the test; you are finished with it and have no plans to come back to it.</td>
<td>▶ Test score will not be recorded.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ The next time the student logs in to take a test, the student will begin a new test.</td>
</tr>
</tbody>
</table>

3. To stop or pause the test, enter the monitor password and tap **Continue**.

To continue taking the current test (you do not want to stop or pause the test): Tap **Cancel**.

- You cannot substitute your Renaissance Place password for the monitor password.
- If you forget to enter a password before 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 or pause the student’s test. Check the Testing Password preference (see page 180) to make sure you are using the correct monitor password.
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 page 53).
- If the student lost connection to the server, accidentally closed the browser or app during the test, or “lost focus” by opening another browser window, tab, or another program.

**Notes:**

- Paused or interrupted tests must be resumed within eight (8) days of the interruption. Multiple resumptions are allowed. Stopped tests cannot be resumed.
- When the test is resumed, the student returns to the question he or she was on when the test was interrupted or paused. However, the content of the question will be different. This is to prevent pausing the test in order to give a student more time to work on a particular question.
- A test can only be resumed on the platform on which it started. A test that was paused in a web browser cannot be resumed in STAR Apps on iPad®, and vice-versa.
- STAR Early Literacy doesn’t record scores for incomplete tests (stopped and unfinished), but it does record the total number of incomplete tests for each student in the Test Activity Report (see page 166).

Resuming an Unfinished Test on the Computer

1. Log in to the student program. See page 29.
2. A message reminds the student that he or she has an unfinished test.
The teacher or test monitor should enter the monitor password and select **Start**.

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

---

**Resuming an Unfinished Test on the iPad®**

1. Log in to the STAR Apps on iPad®. See page 29.
2. A message reminds the student that he or she has an unfinished test.
   
   The student taps **Start** to resume the unfinished test.

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

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

Deactivating and Reactivating a STAR Early Literacy Test

Although you cannot permanently delete a STAR Early Literacy test from a student’s test record, you can deactivate a test. Deactivating a test removes the test-taking data and the test results from any reports or calculations for that student. If necessary, a deactivated test can be reactivated at a later time.

Note: Only tests taken during the current school year can be deactivated and reactivated.

Deactivating a Student’s STAR Early Literacy Test

Who Can Do This?

☑ District Administrator
☑ District Staff
☑ School Administrator
☐ School Staff
☐ Teachers

Learn more about capabilities on page 200.
2. On the Deactivate Tests page, select the student’s school, teacher, and class from the appropriate drop-down lists A.
   - Only district administrators, district staff, and school administrators assigned to more than one school will need to choose a school from the School drop-down list.
   - Teachers and classes are listed alphabetically.

![Deactivate Tests](image)

3. Select Search B.

4. The first student in the class (in alphabetical order by last name) will have his or her test history for the current school year shown, including the date and time when each test was started and the student’s Grade Placement, Scaled Score, and Percentile Rank scores C. The Scaled Score column also includes a colored square indicating the benchmark category that the score places the student in.
   
   If the student shown is not the one who needs to have a test deactivated, choose the correct student, either with the Students drop-down list or by selecting < Previous Student D or Next Student > E (which will take you through the list of students in alphabetical order).

5. Select the row for the test you want to deactivate; then, select Deactivate Test F.
6. A message will show information about the chosen test and explain the effects of test deactivation. Double-check the information to make sure you are deactivating the correct test (select **Cancel** if you have chosen the wrong one).

![Deactivate Test](image)

7. Fill in the required information explaining why the test is being deactivated.

8. Select **Deactivate Test**.

9. You will return to the Deactivate Tests page, with a list of deactivated tests at the bottom of the page. An asterisk will appear after the student’s name in the **Students** drop-down list, indicating that the student has had one or more tests deactivated.

![Deactivated Tests](image)

10. You can use the drop-down lists at the top of the page to choose another test to deactivate; or, if you are finished deactivating tests, select **Done**.

### Reactivating a Deactivated STAR Early Literacy Test for a Student

1. Select **STAR Early Literacy** on the Home page, then select **Deactivate STAR Tests** (only district administrators, district staff, and school administrators will see this link).

2. On the Deactivate Tests page, select the student’s school, teacher, and class from the appropriate drop-down lists.

   - Only district administrators, district staff, and school administrators assigned to more than one school will need to choose a school from the **School** drop-down list.
   - Teachers and classes are listed alphabetically.
3. Select **Search**.  
4. The first student in the class (in alphabetical order by last name) will have his or her test history shown, including the date and time of each test that was taken. A list of deactivated tests for that student is shown at the bottom of the page. If the student shown is not the one who needs to have a test reactivated, choose the correct student, either with the **Students** drop-down list or by selecting **< Previous Student** or **Next Student >** (which will take you through the list of students in alphabetical order).  
5. Select the row for the test you want to reactivate; then, select **Reactivate Test**.
6. A message will show information about the chosen test and explain the effects of test reactivation. Double-check the information to make sure you are reactivating the correct test (select Cancel if you have chosen the wrong one).

![Reactivating Test](image)

7. Fill in the required information, explaining why the test is being reactivated.
8. Select Reactivate Test.
9. You will return to the Deactivate Tests page; the test you have reactivated will be in the list of tests at the top of the page.
   - If the student no longer has any deactivated tests, there will not be an asterisk next to the student’s name in the Student drop-down list.
10. You can use the drop-down lists to choose another test to reactivate; or, if you are finished reactivating tests, select Done.
Accelerated Reader and STAR Early Literacy Enterprise

Data from your students’ STAR Early Literacy Enterprise tests does not carry over automatically into Accelerated Reader goal setting.

STAR Early Literacy Enterprise provides the Scaled Score for a student.

You can use this information to match Early Readers with books.

For more information, refer to the section “Match Early Readers With Books” in the STAR Early Literacy Technical Manual.

Where to Find the Technical Manual

The Technical Manual is found in two places.

Resources Page

1. Select STAR Early Literacy on the Home page, then select Resources.

Manuals Page

1. On any page in Renaissance Place, in the upper-right corner, select Manuals.

The manual will open in Adobe Reader or your default PDF reader.
Several of the STAR Early Literacy Enterprise reports use cut scores, benchmarks, and benchmark structures (defined below) 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 simply a Percentile Rank (PR) score. Grade-by-grade distributions of STAR Early Literacy Enterprise scores from the Calibration and Validation studies are used as the basis for the Percentile Rank score reported in STAR Early Literacy Enterprise.
- 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).
  - **District benchmarks** are targets that apply to every student in a school district.

Each type of benchmark can have different values; for example, school benchmarks may be set higher than district benchmarks. 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 categories by default (see below), but the number of categories in the structure can be changed to include from two to five categories.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Default Cut Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>At/Above Benchmark (green)</td>
<td>Students meeting or exceeding the benchmark score</td>
<td>At/Above 40 PR</td>
</tr>
<tr>
<td>On Watch (blue)</td>
<td>Students slightly below the benchmark score</td>
<td>Automatically calculated as the range between “At/Above Benchmark” and “Intervention”</td>
</tr>
<tr>
<td>Intervention (yellow)</td>
<td>Students below the benchmark score</td>
<td>Below 25 PR</td>
</tr>
<tr>
<td>Urgent Intervention (red)</td>
<td>Students far below the benchmark score</td>
<td>Below 10 PR</td>
</tr>
</tbody>
</table>
This chapter explains how to change the number of categories in the structure and the cut scores/benchmarks that define them.

Opening the View Benchmarks Page

All of the procedures for viewing and editing benchmarks and cut scores (for both schools and districts) start from the View Benchmarks page. There are two ways to reach this page:

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

Use whichever method you prefer to get to this page, then go to step 1 of the procedure's instructions (listed in the table at the bottom of this page):

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing benchmarks</td>
<td>66</td>
</tr>
<tr>
<td>Editing benchmarks</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>68</td>
</tr>
<tr>
<td>Editing school benchmark structure</td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>70</td>
</tr>
<tr>
<td>Editing school cut scores</td>
<td></td>
</tr>
<tr>
<td>Editing district benchmark structure</td>
<td>72</td>
</tr>
<tr>
<td>Editing district cut scores</td>
<td>74</td>
</tr>
<tr>
<td>Selecting a default benchmark</td>
<td></td>
</tr>
<tr>
<td>District administrators and district staff</td>
<td>76</td>
</tr>
<tr>
<td>School administrators and school staff</td>
<td>77</td>
</tr>
</tbody>
</table>
Viewing Benchmarks

In the top section of the View Benchmarks page (see page 65):

1. To choose which type of benchmark you want to view, select the appropriate tab: **School** or **District**.

   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 you belong to is allowed to set the default benchmark (see page 76).

   a. If you choose school benchmarks:
      - Use the **School** drop-down list 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. The **Edit Benchmark Structure** link beneath will only appear if the user group you belong to is allowed to edit school benchmark structures (see page 68).
      - 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 70).
b. If you choose district benchmarks:

- The number of categories and the minimum proficiency level for the district are shown in the Benchmark Structure section of the page. 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 72).

- 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 will only appear if the user group you belong to is allowed to edit district cut scores (see page 74).

2. When you have finished viewing the benchmarks, select Done.
Editing Benchmarks

School Benchmarks

The task of editing school benchmarks in STAR Early Literacy 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 70) 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

In the top section of the View Benchmarks page (see page 65):

1. Select the **School** tab 🔄.
2. Use the **School** drop-down list 🔄 to choose which school to edit school benchmark structures for.
3. Select **Edit Benchmark Structure** 🔄.

Who Can Do This?

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

Learn more about capabilities on page 200.
4. 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).

5. If you want to change the names of the categories, type the names you want in the appropriate fields next to the colored boxes ②. The default names differ based on the number of categories being used:

<table>
<thead>
<tr>
<th>2 Categories</th>
<th>3 Categories</th>
<th>4 Categories</th>
<th>5 Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>At/Above Benchmark</td>
<td>At/Above Benchmark</td>
<td>At/Above Benchmark</td>
<td>Above Benchmark</td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>On Watch</td>
<td>On Watch</td>
<td>At Benchmark</td>
</tr>
<tr>
<td>Intervention</td>
<td>Intervention</td>
<td>On Watch</td>
<td></td>
</tr>
<tr>
<td>Urgent Intervention</td>
<td>Intervention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. The Screening Report (see page 152) 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 ③. 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.)

7. When you have finished making your changes, select **Save**. To leave this page without saving your changes, select **Cancel**.
Editing School Cut Scores

In the top section of the View Benchmarks page (see page 65):

1. Select the **School** tab 📚.

2. 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.

3. Select **Edit Cut Scores** 📚.

---

**Who Can Do This?**

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

Learn more about capabilities on page 200.
4. 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.

5. To save the changes you have made to the cut scores, select **Save**.

5. To exit this page without saving your changes, select **Cancel**.
District Benchmarks

The task of editing district benchmarks in STAR Early Literacy 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 74) allows you to change the default values of the PR scores used as benchmarks.

### Editing District Benchmark Structure

In the top section of the View Benchmarks page (see page 65):

1. Select the **District** tab.
2. Select **Edit Benchmark Structure**.

### Who Can Do This?

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

Learn more about capabilities on page 200.
3. On the Edit District 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).

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

<table>
<thead>
<tr>
<th>2 Categories</th>
<th>3 Categories</th>
<th>4 Categories</th>
<th>5 Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>At/Above Benchmark</td>
<td>At/Above Benchmark</td>
<td>At/Above Benchmark</td>
<td>Above Benchmark</td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>On Watch</td>
<td>On Watch</td>
<td>At Benchmark</td>
</tr>
<tr>
<td>Intervention</td>
<td>Intervention</td>
<td>On Watch</td>
<td></td>
</tr>
<tr>
<td>Urgent Intervention</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. The Screening Report (see page 152) 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.)

6. When you have finished making your changes, select **Save**. To leave this page without saving your changes, select **Cancel**.
Editing District Cut Scores

In the top section of the View Benchmarks page (see page 65):

1. Select the **District** tab A.

2. Select **Edit Cut Scores** B.

3. 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.

   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.

   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:

<table>
<thead>
<tr>
<th>Number of Categories</th>
<th>Below Benchmark: Calculated&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Intervention:</th>
<th>On Watch: Calculated&lt;sup&gt;b&lt;/sup&gt;</th>
<th>At/Above Benchmark:</th>
<th>Calculated&lt;sup&gt;c&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>At/Above 40 PR</td>
<td>Below 25 PR</td>
<td></td>
<td>At/Above 40 PR</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>At/Above 40 PR</td>
<td>Below 25 PR</td>
<td>On Watch: Calculated&lt;sup&gt;b&lt;/sup&gt;</td>
<td>At/Above 40 PR</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>At/Above 40 PR</td>
<td>Intervention: 10–24 PR</td>
<td>On Watch: Calculated&lt;sup&gt;b&lt;/sup&gt;</td>
<td>At/Above 40 PR</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>At/Above 40 PR</td>
<td>Urgent Intervention: Below 10 PR</td>
<td>Intervention: 10–24 PR</td>
<td>On Watch: 25–39 PR</td>
<td>Above Benchmark: At/Above 50 PR</td>
</tr>
</tbody>
</table>

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.

4. To save the changes you have made to the cut scores, select **Save**.
To exit this page without saving your changes, select **Cancel**.
Default Benchmarks

The *default* benchmark is the benchmark that is used throughout STAR Early Literacy Enterprise. In some places (such as the Screening Report options; see page 152), 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.

**Setting Default Benchmarks: District Administrators and District Staff**

In the top section of the View Benchmarks page (see page 65):

1. Select **Edit Default Benchmark**.

2. 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, select **Allow school administrators to set**.
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 2 on page 76).

In the top section of the View Benchmarks page (see page 65):

1. Select **Edit Default Benchmark**.

2. On the Set Default Benchmark page, choose one of the benchmarks listed to serve as the default:
   - **School benchmarks**: All grades in your school will use the school benchmark (see page 68) as the default.
   - **District benchmark**: The district benchmark (see page 72) 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.

3. To save your changes, select **Save**.
   To leave this page without saving changes, select **Cancel**.

### Screening Dates

STAR Early Literacy Enterprise 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).

- To view screening dates, see page 79.
- To add or edit screening dates, see page 80.
Viewing Screening Dates

**Note:** By following these steps, teachers will open the View Screening Dates page. Other users who follow these steps will open the Edit Screening Dates page, where they can view and edit the screening dates. See “Adding or Editing Screening Dates” on page 80.

There are two ways to open View Screening Dates (or Edit Screening Dates) page:

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

Use whichever method you prefer.

**Method 1: From the STAR Early Literacy Enterprise Home Page**

a. Select **STAR Early Literacy** on the Home page, then select **Enterprise Home**.
b. If necessary, use the **School** drop-down list to choose which school to view the screening dates for.
c. On the STAR Early Literacy Enterprise Home page, in the Important Features section, below “Benchmark Options”, select **Screening Dates** (A).

**Method 2: From the Screening, Progress Monitoring & Intervention Page**

a. Select **STAR Early Literacy** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
b. If necessary, use the **School** drop-down list to choose which school to view the screening dates for.
c. In the gray sidebar under “Setup”, select **View Screening Dates** (A).

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, select **Done**.
Adding or Editing Screening Dates

1. Open the Edit Screening Dates page, using one of the methods described on page 79.
2. Make your changes to the screening dates:

   - To set the same screening dates for all schools in the district at the same time, district administrators and district staff can choose All Schools from the School drop-down list.
   - To change the name of an existing Screening Date, delete the current name and type in a new name.
   - To change the dates, select the Start Testing date and/or End Testing date for an existing Screening Date and type in new dates. You can also select the calendar buttons next to these fields to choose dates.
   - To add a new Screening Date, select Add Screening Dates. 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, select 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.
3. To save your changes, select Save.
   To leave this page without saving your changes, select Cancel.
   The Screening Dates will automatically rearrange themselves by calendar date.
Managing STAR Early Literacy Enterprise Screening, Progress Monitoring & Intervention

Manage STAR Early Literacy Enterprise Screening, Progress Monitoring & Intervention is a capability for STAR Early Literacy Enterprise. This capability allows users to view screening and progress monitoring scores and set Response to Intervention (RTI) goals for all STAR Early Literacy Enterprise students in a school.

By default, all users have this capability. Teachers who have had this capability removed will still be able to view and manage screening, progress monitoring and intervention data, but only for their own students.

Interventions and Goals

Setting Up or Editing Intervention Goals for Progress Monitoring

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 Early Literacy Enterprise test.

Note: Teachers who have had the “Manage STAR Early Literacy Screening, Progress Monitoring & Intervention” capability removed (see page 200) 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 that page:

- From a student search (see page 81)
- From a screening preview (see page 82)

Use whichever method you prefer.

Starting from a Student Search

1. Select STAR Early Literacy on the Home page, then select Screening, Progress Monitoring & Intervention.
2. Use the School drop-down list to choose a school, if necessary.
3. Select the Progress Monitoring & Goals tab.
4. In the Search for Student area of the screen, 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 6 to narrow your search to students in a particular grade or class.

5. Select **Search** 7.

6. A list of students matching your search criteria will be presented 8. Students who fit your search criteria but have not taken a test yet will have a dash shown in place of a PR score.

Select the name of a student, and continue with “Setting or Editing the Intervention Goal (Student Detail Page)” on page 83.

### Starting from a Screening Preview

1. Select **STAR Early Literacy** on the Home page, then select **Screening, Progress Monitoring & Intervention**.

2. If necessary, to make sure you are using the Screening Status view, select the **Screening Status** tab A and use the **School** and **Class** drop-down lists 8 to choose your school and class.
3. Select **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 Early Literacy 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, select **View Students** in the row for a Cut Score Category to view the students that are in that category.

5. On the View Students page, select a student’s name to go to the Student Detail page. Continue with “Setting or Editing the Intervention Goal (Student Detail Page)” below.

**Setting or Editing the Intervention Goal (Student Detail Page)**

1. 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 Early Literacy Enterprise test, and the student’s Scaled Score and Percentile Rank.
To set up an initial goal for a student that doesn’t have one yet, select Add Goal A.

To edit an existing goal, select Edit Goal B (or select the goal itself C).

To delete the current goal, select Delete Goal D above. 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 select Done if you are finished.

2. If you are adding a goal, skip this step and go to step 3.

If you are editing a goal, 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, select Change duration or goal of existing intervention E.
- If the student has taken a test since the goal was set, select Set up new intervention and goal F. (This option will not be available if the student has not taken a test since the goal was set.)
3. In the Intervention Name field, type a title for the intervention (maximum of 100 characters). This title will appear on any Student Progress Monitoring Reports created for the student.

4. Select the date you want the student to reach the goal by. 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 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 (unless the student has already reached the benchmark, in which case that achievement will be listed instead). See “Cut Scores, Benchmarks, and Benchmark Structures” on page 64.

Beneath these calculations, select a rate-of-progress goal for the student, then click Calculate Goal:
   - The Moderate goal tells you how many Scaled Score points the student would need to gain every week to have an SGP of 50.
   - The Moderately Ambitious goal tells you how many Scaled Score points the student would need to gain every week to have an SGP of 66.
   - You can also set a custom goal by using the drop-down list to choose Scaled Score or Percentile Rank and entering the goal for the student.
Examples of custom goals: Jacinta has taken her first STAR Early Literacy Enterprise 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 selects **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).

- 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 selects **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).

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

Students can be placed in groups so that Screening Reports or Student Progress Monitoring 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.

Managing Groups

1. Select **STAR Early Literacy** on the Home page, then select **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. In the gray sidebar on the left side of the page, select **Manage Groups**.
4. The first table on the Manage Groups page shows all the groups created for STAR Early Literacy Enterprise 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:

- To open a window where you can enter the name of a new group, select **Create Group**. See “Creating a Group” on page 88.
- To edit the name of the group or the personnel assigned to it, in the row for a group, select **Edit**. See “Editing a Group” on page 92.
- To change the students assigned to a group, select **Add/Remove Students**. See “Adding or Removing Students from Groups: Method I” on page 89.
- To delete a group, select **Delete**. See “Deleting a Group” on page 93.

5. When you have finished making changes to groups, select **Done**.
Creating a Group

1. Select **STAR Early Literacy** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
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, select **Manage Groups**.
4. Select **Create Group**.
5. On the Create Group page, enter or update the following information for the group:
   - The name of the group
   - The personnel assigned to the group. You can choose a single person from the **Personnel** drop-down list, or select **Select Multiple Personnel** to assign more than one personnel member to the group.
   - The programs the group will be used with. **STAR Early Literacy Enterprise** 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 is the school you chose in 2. If you need to create the group for a different school, select **Cancel**, use the **School** drop-down list on the Manage Groups page to choose the correct school, and then select **Create Group** again.
6. To save the new group, select **Save**.
   To leave this page without saving any changes, select **Cancel**.
Adding or Removing Students from Groups: Method I

1. Select STAR Early Literacy on the Home page, then select Screening, Progress Monitoring & Intervention.
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, select Manage Groups.
4. On the Manage Groups page, select 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 selecting Search A.

   Note: Since this procedure started by selecting a link under STAR Early Literacy Enterprise the search process described below will only find students in STAR Early Literacy Enterprise classes.

6. Select the students you want to add.
   To select individual students, check the box by each student you want added.
   To select all the students listed on the page, check the Student box at the top of the column B.
   If the list of students in the search results goes to more than one page, select << Previous or Next >> C to move through the list.
7. Select < Add D. 

Who Can Do This?
- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

Learn more about capabilities on page 200.

For an alternate way to add students to groups, see page 90.

Teachers who have had the Manage STAR Early Literacy Screening, Progress Monitoring & Intervention capability removed can only add or remove their own students from groups.
8. If you want to remove students from a group.
   To remove an individual student from the group, select **Remove** by the student you want to remove.
   To remove all the students from the group, select **Remove All**.
9. When you are finished, select **Save**.
   To leave this page without saving any changes, select **Cancel**.

### Adding Students to Groups: Method II

1. Select **STAR Early Literacy** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
2. To make sure you are using the Screening Status view, select the **Screening Status** tab.
3. Use the **School** and **Class** drop-down lists to choose your school and class.
4. Select **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 Early Literacy 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.
5. On the Screening Preview page, select **Add Students to Groups** in the row for a Cut Score Category **D** to view the students that are in that category.

6. 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 is also listed **F**.

7. Select the group you want to add the selected students to from the **Group** drop-down list **G**. Then, select **Add Selected Students** **H** to add the students to the group. The list of groups the student belongs to will automatically update.

8. You can also create a new group by selecting **Create a new Group** **I** (or **Create Group** if no groups exist). See “Creating a Group” on page 88.

9. When you are finished adding students to groups, select **Done**.
Editing a Group

1. Select **STAR Early Literacy** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
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, select **Manage Groups**.
4. On the Manage Groups page, select **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.
   - The personnel assigned to the group. You can choose a single person from the **Personnel** drop-down list, or select **Select Multiple Personnel** to assign more than one personnel member to the group.
   - The programs the group will be used with. **STAR Early Literacy Enterprise** 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 if you prefer (optional).
6. To save the changes you’ve made, select **Save**.
   To leave this page without saving any changes, select **Cancel**.
Deleting a Group

1. Select **STAR Early Literacy** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
2. If necessary, use the **School** drop-down list to choose a school.
3. In the gray sidebar on the left side of the page, select **Manage Groups**.
4. To delete the group, in the row for the desired group, select **Delete**.

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

---

**Who Can Do This?**
- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

Learn more about capabilities on page 200.

---

It is possible for administrators to delete groups made by other people, and deletion of a group cannot be undone, so be very careful when deleting groups.
Record Book

Viewing Record Books:

- 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 is only accessible if today’s date falls within the current school year.

The Record Book integrates STAR Early Literacy Enterprise assessment data and Core Progress. It gives teachers the ability to view the date of each student’s last assessment, the Scaled Score from the last assessment, the benchmark category based on the last assessment, and the Instructional Group each student belongs to (if students have been assigned to Instructional Groups). 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 that student is ready to learn are displayed.
- For multiple students, skills based on the median Scaled Score of all the students are displayed.

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 96.

Method 1
On the STAR Early Literacy Enterprise Home page, in the Important Features section at the top of the page, select Record Book.

Method 2
Select STAR Early Literacy on the Home page, then select Record Book.
Alternative Core Progress Skills View

The section “Use and Navigation” on page 96 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.

There are two ways to get to the alternative view. Use whichever method you prefer, then go to “Suggested Skills Page” on page 100.

Method 1
On the STAR Early Literacy Enterprise Home page, in the Important Features section at the top of the page, select Enter Core Progress A.

Method 2
Select STAR Early Literacy on the Home page, then select Resources A; then, on the Resources page, select Enter Core Progress for Math B or Enter Core Progress for Reading C.
Use and Navigation

A 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 64), 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.

C Use the Class or Group drop-down list to choose the class or group (see page 87) you want to view data for.

D Use the Benchmark drop-down list to choose the benchmark you want to compare students’ Scaled Scores to (see page 66). To see a key for the available benchmarks, to the right of the list, select Legend.

E 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. To change the number of instructional groups and which students are assigned to them, to the right of the list, select Edit Instructional Groups (see page 97).

F The table shows each student’s name, Scaled Score, test date, and which instructional group the student belongs to, if any. A dash means the student is not in an instructional group. To see the Student Details page for a student (see page 99), select that student’s name.
When sorting by instructional group, 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:

<table>
<thead>
<tr>
<th>Group 1 - Median Scaled Score: 759</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Anderson, Nathan</td>
</tr>
<tr>
<td>Garcia, Matias</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2 - Median Scaled Score: 649</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Johnson, Madison</td>
</tr>
<tr>
<td>Martinez, Tomas</td>
</tr>
<tr>
<td>Rodriguez, Gabriela</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4 - Median Scaled Score: 449</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Clark, Andrew</td>
</tr>
<tr>
<td>Moore, Matthew</td>
</tr>
<tr>
<td>Smith, Joshua</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unassigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Taylor, Abigail</td>
</tr>
<tr>
<td>Thomas, Ashley</td>
</tr>
<tr>
<td>Wilson, Emily</td>
</tr>
</tbody>
</table>

To see skills that the students in the instructional group are ready to learn, select View Suggested Skills above an instructional group’s table. See page 100.

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 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 96).

2. To the right of the Sort by drop-down list, select Edit Instructional Groups.

3. On the Edit Instructional Groups page, use the Instructional Groups drop-down list 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.

4. To assign a student to an instructional group, select the intersection of the student’s row and the instructional group’s column.

   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 prefer.

5. When you are finished, select Save.
Student Details Page

The Student Details page shows information about a specific student’s test history, including the student’s current Scaled Score and a projection of what you can expect that 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 selecting that student’s name in the Record Book.

---

**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, Literacy Classification, and Estimated Oral Reading Fluency (Est. ORF). 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 graphical representation of the student’s Scaled Score (both from the most recent test and projected) in relation to the chosen benchmark. To see a key for the available benchmarks, select Legend (at the top of the page, to the right of the Benchmark drop-down list).

**D** This table shows the student’s test dates and Scaled Scores since the start of the school year.

**E** To see the skills this student is ready to learn, select View Suggested Skills (see page 100).

**F** When you are finished viewing the student’s details, select Done.
Suggested Skills Page

Suggested skills are skills within the learning 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.

There are two ways to reach the Suggested Skills page:

- For one student: On the Student Details page, select 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 select View Suggested Skills above the table for a specific group.
- To get to an alternative view of this page, select STAR Early Literacy on the Home page, then select Enter Core Progress (or Enter Core Progress for Reading or Enter Core Progress for Math on the STAR Early Literacy Resources page (see page 94)). 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 next page to see which items are excluded in the alternative view.
**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

**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

**Individual students can use the trend score (assuming they have one; see page 102) instead of their most recent Scaled Score to determine which skills are shown.**

No

**The suggested skills from the Core Learning Progression are shown here, sorted by grade. Focus skills have a double-angle quotation mark (») in front of them.**

Yes

**To see (and highlight) the skills the student or instructional group is most likely to be ready to learn, select Go to suggested skills.**

No

**When you select 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). If instructional resources are available, select View Instructional Resources to see teacher activities, skill probes, and other resources to help you teach the skill effectively (see page 103).**

Yes

**To print the list of suggested skills, select the printer icon. The icon also appears on instructional resources, allowing you to print them as well.**

Yes

**When you are finished, select Done.**

Yes
What Is a Trend Score?

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 Early Literacy Enterprise tests, 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 Early Literacy 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 Early Literacy 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.

Viewing Instructional Resources

After selecting View Instructional Resources for a skill (see page 101), that skill is presented on a skill card, which has detailed information such as the skill area, content-area vocabulary, conceptual knowledge, linguistic competencies, ELL support information, and standards. The instructional resources related to the skill and links to those resources are shown below the card. Resources might include teacher activities, skill probes/sample items, lessons, performance tasks, or videos.

Below the name of each resource, you will see the overall average ratings given to each resource (if any). (In the example above, the DOK item is rated 4 stars based on 1 rating.) Ratings can come from any user of Renaissance Place software. If you move the cursor over the stars, you can see the overall average rating for each category: Overall Quality, Skill Alignment, and Thoroughness.
To rate a resource, select **Rate this resource** if you haven’t rated the resource before. If you want to change your rating for a resource, select your rating (such as “4 out of 5” in the example below).

In the window that opens, select a rating for each category; then, select **Submit**.

After you rate a resource, you will go back to the page, where you will see your rating to the right. Your rating will be included in the overall average (the stars) within a few minutes; you may need to refresh the page to see this.

**Note:** Although this interface is similar to what you would see on the Reading Dashboard, the suggested skills and resources presented for a student via STAR Early Literacy may not be the same as what you would see on the Reading Dashboard. This is because the Reading Dashboard bases its selections on the setting of the Learning Standards Preference in Renaissance Place; STAR Early Literacy shows skills from the learning progression for your district, which was selected when your site was set up (either Core Progress or Core Progress built for Common Core State Standards).
Reports

STAR Early Literacy Enterprise Reports

Select **STAR Early Literacy** on the Home page, then select **Reports** to open the Select Report page. Use this page to generate reports about your students’ STAR Early Literacy Enterprise tests.

There is often more than one way to begin printing a report; alternate printing instructions are provided where appropriate. Refer to the individual report sections later in this chapter.
# List of STAR Early Literacy Enterprise Reports

<table>
<thead>
<tr>
<th>Report</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Progress Report</td>
<td>Graphs student progress over a school year.</td>
<td>113</td>
</tr>
<tr>
<td>Diagnostic Report - Class</td>
<td>Diagnostic information about a class’s early literacy skills.</td>
<td>115</td>
</tr>
<tr>
<td>Diagnostic Report - Student</td>
<td>Diagnostic information about individual students’ early literacy skills.</td>
<td>116</td>
</tr>
<tr>
<td>Growth Report</td>
<td>Shows growth for a group of students over time, with emphasis on Student Growth Percentile.</td>
<td>118</td>
</tr>
<tr>
<td>Growth Proficiency Chart</td>
<td>Plots Student Growth Percentile and proficiency on a quadrant graph; companion to the Growth Report.</td>
<td>120</td>
</tr>
<tr>
<td>Instructional Planning Report - Class</td>
<td>Provides list of recommended skills for class or group instruction based on most recent assessment.</td>
<td>138</td>
</tr>
<tr>
<td>Instructional Planning Report - Student</td>
<td>Provides list of recommended skills for individualized instruction based on most recent assessment.</td>
<td>142</td>
</tr>
<tr>
<td>Longitudinal Report</td>
<td>Shows growth over multiple years.</td>
<td>145</td>
</tr>
<tr>
<td>Parent Report</td>
<td>Presents informational letter (in English or Spanish) for parents and guardians.</td>
<td>149</td>
</tr>
<tr>
<td>Score Distribution Report</td>
<td>A skill score distribution for each of the ten STAR Early Literacy sub-domains.</td>
<td>151</td>
</tr>
<tr>
<td>Screening Report</td>
<td>Graphs students’ placement above/below benchmarks based on STAR scores.</td>
<td>152</td>
</tr>
<tr>
<td>State Standards Report - Class</td>
<td>Groups students by estimated mastery of State Standards or Common Core State Standards based on STAR Enterprise Scaled Score.</td>
<td>154</td>
</tr>
<tr>
<td>State Standards Report - District</td>
<td>Estimates mastery of State Standards or Common Core State Standards for groups of students based on STAR Enterprise Scaled Score.</td>
<td>157</td>
</tr>
<tr>
<td>State Standards Report - Student</td>
<td>Estimates a student’s mastery of State Standards or Common Core State Standards based on STAR Enterprise Scaled Score.</td>
<td>160</td>
</tr>
<tr>
<td>Student Progress Monitoring Report</td>
<td>Graphs an individual student’s progress toward goal.</td>
<td>163</td>
</tr>
<tr>
<td>Summary Report</td>
<td>Summarizes student test results for a specific date range.</td>
<td>165</td>
</tr>
<tr>
<td>Test Activity Report</td>
<td>Shows students who have and have not tested during a specific date range.</td>
<td>166</td>
</tr>
<tr>
<td>Test Record Report</td>
<td>Shows individual results for tests taken within a specific date range.</td>
<td>168</td>
</tr>
</tbody>
</table>
Check for a PDF Viewer (such as Adobe Reader) Before You Generate Reports

With the exception of the Growth Proficiency Chart (see page 120) and the Longitudinal Report (see page 145), STAR Early Literacy Enterprise uses a PDF viewer (such as Adobe Reader) to generate reports.

When you select Reports (on the Home page, after selecting STAR Early Literacy), STAR Early Literacy Enterprise checks for this software.

If your computer does not have a PDF viewer, you will see a message about missing software. For more information, see “Checking for the Supporting Software You Need” on page 19.

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.

<table>
<thead>
<tr>
<th>Task/Information Needed</th>
<th>Report to Use</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAR Early Literacy Enterprise Classes and Test-Taking Data</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of students’ most recent STAR Early Literacy Enterprise test</td>
<td>Test Activity Report</td>
<td>166</td>
</tr>
<tr>
<td>How many STAR Early Literacy Enterprise tests students have/have not finished in a specific time period</td>
<td>Test Activity Report</td>
<td>166</td>
</tr>
<tr>
<td>Which STAR Early Literacy Enterprise students have not taken a test yet</td>
<td>Growth Report</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Screening Report</td>
<td>152</td>
</tr>
<tr>
<td></td>
<td>Test Activity Report</td>
<td>166</td>
</tr>
<tr>
<td>Which students are enrolled in more than one STAR Early Literacy Enterprise class</td>
<td>Diagnostic Report - Student</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Test Activity Report</td>
<td>166</td>
</tr>
<tr>
<td><strong>Scores</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare students’ reading progress across a school year to Literacy Classification criteria or Risk Categories</td>
<td>Annual Progress Report</td>
<td>113</td>
</tr>
<tr>
<td>Compare students’ Student Growth Percentile (SGP)</td>
<td>Growth Proficiency Chart</td>
<td>174</td>
</tr>
<tr>
<td></td>
<td>Growth Report</td>
<td>118</td>
</tr>
<tr>
<td>Task/Information Needed</td>
<td>Report to Use</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Estimate what students’ Scaled Scores (SS) will be by a specific date</td>
<td>Instructional Planning Report - Student</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>State Standards Report - Class</td>
<td>154</td>
</tr>
<tr>
<td></td>
<td>State Standards Report - District</td>
<td>157</td>
</tr>
<tr>
<td></td>
<td>State Standards Report - Student</td>
<td>160</td>
</tr>
<tr>
<td>View all of a student’s test scores over a specific time period</td>
<td>Summary Report</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>Test Record Report</td>
<td>168</td>
</tr>
<tr>
<td>View students’ Estimated Oral Reading Fluency (Est. ORF)</td>
<td>Diagnostic Report - Student</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Growth Report</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Instructional Planning Report - Student</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>Screening Report</td>
<td>152</td>
</tr>
<tr>
<td></td>
<td>Summary Report</td>
<td>165</td>
</tr>
<tr>
<td>View students’ Grade Placement (GP)</td>
<td>Growth Report</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Summary Report</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>Test Record Report</td>
<td>168</td>
</tr>
<tr>
<td>View students’ Literacy Classifications</td>
<td>Diagnostic Report - Student</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Growth Report</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Instructional Planning Report - Student</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>Parent Report</td>
<td>149</td>
</tr>
<tr>
<td></td>
<td>Screening Report</td>
<td>152</td>
</tr>
<tr>
<td></td>
<td>Summary Report</td>
<td>165</td>
</tr>
<tr>
<td>View students’ Literacy Domain Score distribution</td>
<td>Summary Report</td>
<td>165</td>
</tr>
<tr>
<td>View students’ Literacy Domain Scores</td>
<td>Diagnostic Report - Student</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Growth Report</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Summary Report</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>Test Record Report</td>
<td>168</td>
</tr>
</tbody>
</table>
### Reports
Which Report Should I Use?

<table>
<thead>
<tr>
<th>Task/Information Needed</th>
<th>Report to Use</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>View students’ Scaled Scores (SS)</td>
<td>Annual Progress Report</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>Diagnostic Report - Student</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Growth Report</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>Parent Report</td>
<td>149</td>
</tr>
<tr>
<td></td>
<td>Screening Report</td>
<td>152</td>
</tr>
<tr>
<td></td>
<td>Student Progress Monitoring Report</td>
<td>163</td>
</tr>
<tr>
<td></td>
<td>Summary Report</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>Test Record Report</td>
<td>168</td>
</tr>
<tr>
<td>View Skill Score distribution for a group of students for each of the Literacy Domains to help plan instruction</td>
<td>Score Distribution Report</td>
<td>151</td>
</tr>
<tr>
<td>View students’ Skill Set scores</td>
<td>Diagnostic Report - Student</td>
<td>116</td>
</tr>
<tr>
<td>View students’ Student Growth Percentile (SGP)</td>
<td>Growth Proficiency Chart</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Growth Report</td>
<td>118</td>
</tr>
</tbody>
</table>

### Instructional Planning

<table>
<thead>
<tr>
<th>Task</th>
<th>Report to Use</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign students to instructional groups based on their benchmark achievements</td>
<td>Instructional Planning Report - Class</td>
<td>138</td>
</tr>
<tr>
<td>Get suggestions for helping students below the 25th percentile to achieve growth</td>
<td>Diagnostic Report - Student</td>
<td>116</td>
</tr>
<tr>
<td>See which Skill Sets a student is ready to learn and practice</td>
<td>Diagnostic Report - Student</td>
<td>116</td>
</tr>
<tr>
<td>See which skills students are ready to learn, based on a specific benchmark</td>
<td>Instructional Planning Report - Class</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td>Instructional Planning Report - Student</td>
<td>142</td>
</tr>
<tr>
<td>See which students fall into specific Skill Set score ranges</td>
<td>Diagnostic Report - Class</td>
<td>115</td>
</tr>
<tr>
<td>View the Skill Score distribution for a group of students for each of the Literacy Domains to help plan instruction</td>
<td>Score Distribution Report</td>
<td>151</td>
</tr>
</tbody>
</table>

### Growth and Progress

<table>
<thead>
<tr>
<th>Task</th>
<th>Report to Use</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check mean student performance improvement between school years</td>
<td>Growth Report</td>
<td>118</td>
</tr>
<tr>
<td>Check mean student performance improvement between two dates</td>
<td>Growth Report</td>
<td>118</td>
</tr>
<tr>
<td>Check student growth across school years</td>
<td>Longitudinal Report</td>
<td>145</td>
</tr>
<tr>
<td>Check student performance improvement between school years</td>
<td>Growth Report</td>
<td>118</td>
</tr>
<tr>
<td>Check student performance improvement between two dates</td>
<td>Growth Report</td>
<td>118</td>
</tr>
<tr>
<td>Task/Information Needed</td>
<td>Report to Use</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Check student progress in STAR Early Literacy Enterprise across an entire school year</td>
<td>Annual Progress Report</td>
<td>113</td>
</tr>
<tr>
<td>Compare the growth of this year’s nth graders vs. last year’s nth graders (for example, this year’s 5th-grade students vs. last year’s 5th-grade students)</td>
<td>Longitudinal Report</td>
<td>145</td>
</tr>
<tr>
<td>Get suggestions for helping students below the 25th percentile to achieve growth</td>
<td>Diagnostic Report - Student</td>
<td>116</td>
</tr>
<tr>
<td>See all of a student’s test results over a specific time period</td>
<td>Summary Report</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>Test Record Report</td>
<td>168</td>
</tr>
</tbody>
</table>

**Benchmarks**

<table>
<thead>
<tr>
<th>Task/Information Needed</th>
<th>Report to Use</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign students to instructional groups based on their benchmark achievements</td>
<td>Instructional Planning Report - Class</td>
<td>138</td>
</tr>
<tr>
<td>Compare students’ proficiency in relation to a particular benchmark</td>
<td>Growth Proficiency Chart</td>
<td>174</td>
</tr>
<tr>
<td>See which skills students are ready to learn, based on a specific benchmark</td>
<td>Instructional Planning Report - Class</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td>Instructional Planning Report - Student</td>
<td>142</td>
</tr>
<tr>
<td>Which students are having trouble reaching a benchmark</td>
<td>Screening Report</td>
<td>152</td>
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<td></td>
<td>Student Progress Monitoring Report</td>
<td>163</td>
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</tbody>
</table>

**State Standards, Proficiency, and Comparisons**

<table>
<thead>
<tr>
<th>Task/Information Needed</th>
<th>Report to Use</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check if students are meeting Common Core state standards</td>
<td>State Standards Report - Class</td>
<td>154</td>
</tr>
<tr>
<td></td>
<td>State Standards Report - District</td>
<td>157</td>
</tr>
<tr>
<td></td>
<td>State Standards Report - Student</td>
<td>160</td>
</tr>
<tr>
<td>Check if students are meeting state grade-level standards</td>
<td>State Standards Report - Class</td>
<td>154</td>
</tr>
<tr>
<td></td>
<td>State Standards Report - District</td>
<td>157</td>
</tr>
<tr>
<td></td>
<td>State Standards Report - Student</td>
<td>160</td>
</tr>
</tbody>
</table>

**Parents**

<table>
<thead>
<tr>
<th>Task/Information Needed</th>
<th>Report to Use</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let parents know their child’s test scores, literacy classification, and describe what skills he/she has likely to have mastered</td>
<td>Parent Report</td>
<td>149</td>
</tr>
</tbody>
</table>
Selecting Students for Reports

Many of the reports have a Select Students option that 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 below the drop-down list:

<table>
<thead>
<tr>
<th>Customization Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select Students</strong></td>
</tr>
<tr>
<td>All School Classes</td>
</tr>
<tr>
<td>Or Select Specific:</td>
</tr>
<tr>
<td>Students</td>
</tr>
</tbody>
</table>

Selecting one of these will take you to a new page where you can select the students, classes, or groups you want.

To return to the Report Options page, select **Save Selection**.

To select or deselect all the choices in a list, check the box at the top or bottom of the list.
Reporting Parameter Groups

Reporting parameter groups let you limit reports to students with common traits. When you customize some reports, you can choose a reporting parameter group from a drop-down list on the Report Options page. You can also create or change a group by selecting Create New or Edit Selected.

- Use the Reporting Parameter Group Name field to name your group.
- To select students enrolled in the school before the date you specify, enter the desired date in the Enroll Date field.
- Each student’s ethnicity, gender, language, characteristics, and grade can be assigned separately. You can also add your own custom characteristics and assign them to students.

For more information, see the Renaissance Place Software Manual.
Annual Progress Report

This report provides a graphic display of a student’s reading progress across a school year in comparison to Literacy Classification criteria or Risk Categories. This report can also graph the average test scores of students in a class for a school year. The audience for this report is primarily teachers who are using STAR Early Literacy Enterprise for periodic progress monitoring.

To print the report:

1. Select **STAR Early Literacy** on the Home page, then select **Reports**.
2. Select your school from the **School** drop-down list, if necessary.
3. On the Select Report page, select **Annual Progress**.
4. 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:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students</td>
<td>Use the drop-down list to choose all the students in a specific class, or select <strong>Students</strong> or <strong>Classes</strong> to choose specific students or classes. See page 111.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 112.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>For the Annual Progress Report, the reporting period is always an entire school year.</td>
</tr>
<tr>
<td>Test Date Range</td>
<td>Use this option to choose a range of dates to include testing data from.</td>
</tr>
<tr>
<td>Use with Class, Grade, and Teacher groups</td>
<td>- You must have at least one date range chosen.</td>
</tr>
<tr>
<td></td>
<td>- You can add more date ranges (up to 10) to this report in order to compare multiple date ranges.</td>
</tr>
<tr>
<td></td>
<td>- Date ranges should not overlap.</td>
</tr>
<tr>
<td></td>
<td>- In order to select a Test Date Range, you need to choose <strong>Class, Teacher, or Grade</strong> for the Group By option (see below). You will not be able to select a Test Date Range if the Group By option is set to <strong>Student</strong>.</td>
</tr>
<tr>
<td>Group By</td>
<td>Choose how to group the information on the report: by class, teacher, grade, or student. For more information about this option, see the Test Date Range (above) and the Print Report Options (below).</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td>Comparison</td>
<td>Choose which graph to use to check the reading progress of a student or group of students: Literacy Skills, Risk Category, or no graph.</td>
</tr>
<tr>
<td>Sort By</td>
<td>Choose how to sort information on the report: by students’ last names or by their student IDs.</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td>Show Student ID</td>
<td>Choose whether or not to include student IDs on this report.</td>
</tr>
</tbody>
</table>
5. When you have finished choosing options, select View Report.
6. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Report Options</td>
<td>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 is set to Student (see above), you will not be able to use this option, and the report options will not appear on the report.</td>
</tr>
</tbody>
</table>
Diagnostic Report - Class

This report provides diagnostic information about a class’ early literacy skills. It provides a table showing the students classified by Skill Set Score for each skill and Skill Set Score range.

To print the report:
1. Select STAR Early Literacy on the Home page, then select Reports.
2. Select your school from the School drop-down list, if necessary.
3. On the Select Report page, select Diagnostic - Class.
4. 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:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students</td>
<td>Use the drop-down list to choose all the students in a specific class, or select Students, Classes, or Groups to choose specific students, classes, or groups. See page 111.</td>
</tr>
<tr>
<td></td>
<td>▶ “Groups” refers to groups of students that have been created specifically for reporting purposes. See page 87.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>Choose the time period that you want the report to cover. Use the Predefined Date Range drop-down list to choose a marking period or school year. To specify a different time period, choose Custom Dates, then type the start and end dates for the time period in the appropriate blank fields. (You can also select the calendar buttons to choose the dates instead.)</td>
</tr>
<tr>
<td>Group By</td>
<td>Choose how to group the information on the report: by class, grade, teacher, or not grouped.</td>
</tr>
<tr>
<td>Range By</td>
<td>Choose whether to include students’ weaknesses (scores below 25 or from 25–49), their strengths (scores from 50–75 or above 75), or both.</td>
</tr>
<tr>
<td>Print Report Options</td>
<td>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.</td>
</tr>
</tbody>
</table>

5. When you have finished choosing options, select View Report.
6. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
Diagnostic Report - Student

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), Literacy Classification, Sub-domain Scores, Skill Set Scores, and Estimated Oral Reading Fluency (ORF). See “Definitions of Scores and Other Terms” on page 169.

Notes on the Diagnostic Report:

- Each student’s report prints on a separate page.

There are two ways to access the Diagnostic - Student Report. Use whichever method you prefer; then, go to step 1 on page 117.

Who Can Do This?

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

Learn more about capabilities on page 200.

From the STAR Early Literacy Reports Page

a. Select STAR Early Literacy on the Home page, then select Reports.
b. Select your school from the School drop-down list, if necessary.
c. On the Select Report page, select Diagnostic - Student.

From the STAR Early Literacy Enterprise Home Page

a. Select STAR Early Literacy on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.
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:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students</td>
<td>Use the drop-down list to choose all the students in a specific class, or select Students, Classes, or Groups to choose specific students, classes, or groups. See page 111. ▶ “Groups” refers to groups of students that have been created specifically for reporting purposes. See page 87.</td>
</tr>
<tr>
<td>Reporting Parameter</td>
<td>See page 112.</td>
</tr>
<tr>
<td>Group</td>
<td></td>
</tr>
<tr>
<td>Reporting Period</td>
<td>Choose the time period that you want the report to cover. Use the Predefined Date Range drop-down list to choose a marking period or school year. To specify a different time period, choose Custom Dates, then type the start and end dates for the time period in the appropriate blank fields. (You can also select the calendar buttons to choose the dates instead.)</td>
</tr>
<tr>
<td>Group By</td>
<td>Choose how to group the information on the report: by class, grade, teacher, or not grouped.</td>
</tr>
<tr>
<td>Sort By</td>
<td>Choose how to sort information on the report: by students’ last names or by their student IDs.</td>
</tr>
<tr>
<td>Show Student ID</td>
<td>Choose whether or not to include student IDs on this report.</td>
</tr>
</tbody>
</table>

2. When you have finished choosing options, select View Report.

3. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
Growth Report

This report shows the test results for the students you have 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, age, class, teacher, test date, grade placement (GP), Scaled Score (SS), Estimated Oral Reading Fluency (Est. ORF), Sub-domain Scores, Literacy Classification (reading development stage), and Student Growth Percentile (SGP). The report also provides the average scores for the entire group of students.

Notes on the Growth Report:

- Only students who have taken more than one test appear on this report.
- Teachers can only create a Growth Report for the current school year.
- If a student takes two tests on the same day, only the last one will appear on this report.
- If your district administrator has set a Growth Expectation (see page 188), the growth expectation will appear on this report, along with the percentage of students who are meeting expectations and which students are performing below expectations.
- The teacher shown on the report is the teacher currently assigned to the class, not necessarily the teacher of the class at the time the student took the tests.

To print the report:

1. Select STAR Early Literacy on the Home page, then select Reports.
2. Select your school from the School drop-down list, if necessary.
4. 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:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students</td>
<td>Use the drop-down list to choose all the students in a specific class, or select Students, Classes, or Groups to choose specific students, classes, or groups. Default is All Classes. See page 111.</td>
</tr>
<tr>
<td></td>
<td>“Groups” refers to groups of students that have been created specifically for reporting purposes. See page 87.</td>
</tr>
<tr>
<td>Reporting Parameter</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>See page 112.</td>
</tr>
</tbody>
</table>
5. When you have finished choosing options, select View Report.

6. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest Reporting Period</td>
<td>The Growth Report shows data changes across two specific time periods: a pretest reporting period and a posttest reporting period.</td>
</tr>
</tbody>
</table>
| 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.  
  ▶ Your own range by choosing a starting and ending date.  
  Date ranges for pretest and posttest reporting periods cannot overlap.                                          |
| 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.                                                                                                                        |
| 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.                                                                                                               |
| Page Break              | If you use this option, each group (as defined by the Group By option, above) will be separated by a page break.                                                                                               |
| 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. |
Growth Proficiency Chart

The Growth Proficiency Chart is a dynamic scatterplot chart that provides a customizable comparison of how specific schools, classes, teachers, and students are performing in STAR Early Literacy 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 is at least one student who has taken at least two tests within different testing windows.
- To be included in the calculations for this chart, a student needs to have tested at least two times and the two scores from those tests must be able to generate a valid SGP value.
- SGP is calculated for students who have taken at least two tests within different testing windows. It uses the most recent test and at least one prior test from an earlier testing window (Fall, Winter, or Spring). The calculation uses the first test in the Fall, the test closest to January 15 in Winter, and the last test in Spring. Only tests taken in the last 18 months are used in the calculation.
- If a student takes more than one STAR Early Literacy 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.
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 Early Literacy Reports Page**

a. Select STAR Early Literacy on the Home page, then select Reports.
b. Select your school from the School drop-down list, if necessary.

**Method 2: From the STAR Early Literacy Enterprise Home Page**

a. Select STAR Early Literacy on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.

- District administrators and district staff: go to page 121
- School administrators and school staff: go to page 128
- Teachers: go to page 134

**Growth Proficiency Chart: District Administrators and District Staff**

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

- Proficiency is achieved when students reach a benchmark (see page 66).
- To edit the district benchmark, select Customize (see page 72).
- The minimum proficiency level for the benchmark is shown beneath it.
- 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 Early Literacy Enterprise classes will be in the list. **All Grades** will show all grades in the district that have STAR Early Literacy Enterprise classes. **All Grades** in STAR Early Literacy Enterprise normally include students in K-3 classes.
  - Picking a single grade includes only students in that particular grade.

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 grade. The chart will automatically update based on the choices you make.

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.

When you are finished with the chart, select Done.
District View

Each of the blue circles on the chart 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 proficient students. The number after the slash is the total number of students who have qualifying scores for a bubble. For a student to have a qualifying score, the student must have an SGP and a benchmark is set for that student’s grade. Students who have not tested are not included.

To change to the teacher view, select View Teachers in the pop-up window. This allows you to view data for all STAR Early Literacy Enterprise teachers at the chosen school. See page 124.
Teacher View

Each of the blue circles on the chartrepresents a teacher at the chosen school who is assigned to a STAR Early Literacy 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. To return to the district view, where all the schools in the district are shown, select this link (see page 123).

To change to the class view, select **View Classes** in the pop-up window. This allows you to view data for all STAR Early Literacy Enterprise classes taught by the chosen teacher at that school; see page 125.
Class View

- Each of the blue circles on the chart represents a STAR Early Literacy 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 and the following values:
  - **At/Above Benchmark**: The percentage of students in the class who have reached or surpassed the 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, only grades that the teacher has classes in will be listed.
  - The **Return to Schools** link is now a **Return to Teachers** link. To return to the teacher view, where all the teachers in the school are shown, select this link; see page 124.

To change to the student view, select **View Students** in the pop-up window. This allows you to view data for all students in the chosen STAR Early Literacy Enterprise class; see page 126.
Student View

- In this view, the horizontal axis \( P \) changes from Median Growth (SGP) to Growth (SGP); the vertical axis \( Q \) changes from % Proficient to Scaled Score.

- The benchmark is indicated by a green horizontal line \( R \); students below this line are not reaching the selected benchmark.

Each of the blue circles on the chart \( S \) represents a student in the chosen STAR Early Literacy Enterprise class.

Hover the mouse over one of the circles to open a pop-up window with the student’s name \( T \) and the following values:

- **Test scores:** The student’s current SGP, the student’s Scaled Score and Percentile Rank from the most recent test (including the test date), and the Scaled Scores and dates of the tests that were used to calculate the student’s current SGP.

The **Return to Teachers** link \( U \) is now a **Return to Classes** link. To return to the class view, where all of a teacher’s classes in the school can be seen, select this link (see page 125).
**District view** (page 123)—Initial view, showing all schools in the district with STAR Early Literacy Enterprise classes. Hover over the circle for a school A, then select **View Teachers** B to drill down to the teacher view.

**Teacher view** (page 124)—Shows all STAR Early Literacy Enterprise teachers at the chosen school. Hover over the circle for a teacher C, then select **View Classes** D to drill down to the class view.

**Class view** (page 125)—Shows all STAR Early Literacy Enterprise classes taught by the chosen teacher. Hover over the circle for a class E, then select **View Students** F to drill down to the student view.

**Student view** (page 126)—Shows all students in the chosen STAR Early Literacy Enterprise class. Hover over the circle for a student G to view that student’s test scores.
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:

- **Proficiency** is achieved when students reach a benchmark (see page 66).
- To view the benchmark, select **View** (see page 66).
- The minimum proficiency level for the benchmark is shown beneath it.
- 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 Early Literacy Enterprise classes will be in the list. **All Grades** will show all grades in the school that have STAR Early Literacy Enterprise classes.
  - Picking a single grade includes only students in that particular grade.

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 grade. The chart will automatically update based on the choices you make.
- 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.

When you are finished with the chart, select **Done**.
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.

To change to the teacher view, in the pop-up window, select View Teachers. This allows you to view data for all STAR Early Literacy Enterprise teachers in the school; see page 130.
Teacher View

Each of the blue circles on the chart represents a teacher at the school who is assigned to a STAR Early Literacy 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 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. To return to the school view, select this link (see page 129).

To change to the class view, select **View Classes** in the pop-up window. This allows you to view data for all STAR Early Literacy Enterprise classes taught by the chosen teacher at the school; see page 131.
Class View

- Each of the blue circles on the chart represents a STAR Early Literacy 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 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, only grades that the teacher has classes in will be listed.
  - The **Return to Schools** link is now a **Return to Teachers** link. To return to the teacher view, where all the teachers in the school are shown, select this link; see page 130.

To change to the student view, select **View Students** in the pop-up window. This allows you to view data for all students in the chosen STAR Early Literacy Enterprise class; see page 132.
Student View

- In this view, the horizontal axis 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; students below this line are not reaching the selected benchmark.

Each of the blue circles on the chart represents a student in the chosen STAR Early Literacy 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 current SGP, the student’s Scaled Score and Percentile Rank from the most recent test (including the test date), and the Scaled Scores and dates of the tests that were used to calculate the student’s current SGP.

The Return to Teachers link is now a Return to Classes link. To return to the class view, where all the teachers in the school can be seen, select this link (see page 131).
School view (page 129)—Initial view, showing your school. Hover over the circle for the school A, then select View Teachers 1 to drill down to the teacher view.

Teacher view (page 130)—Shows all STAR Early Literacy Enterprise teachers at the school. Hover over the circle for a teacher C, then select View Classes D to drill down to the class view.

Class view (page 131)—Shows all STAR Early Literacy Enterprise classes taught by the chosen teacher. Hover over the circle for a class E, then select View Students F to drill down to the student view.

Student view (page 132)—Shows all students in the chosen STAR Early Literacy Enterprise class. Hover over the circle for a student G to view that student’s test scores.
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.
  - To view the benchmark, select **View** (see page 66).
  - The minimum proficiency level for the benchmark is shown beneath it.
- **B** Initially, data for all grades that you teach STAR Early Literacy Enterprise classes in is shown. Use the **Grade** drop-down list to limit the data to a single grade.
  - If you only teach STAR Early Literacy 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 grade **C**. 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 change to a drop-down list of all the overlapping items. You can make your choice from this list.

When you are finished with the chart, select **Done**.

**My Classes View**

Each blue circle on the chart **D** represents one of your STAR Early Literacy Enterprise classes. Hover the mouse over the circle to open a pop-up window with the class name **E** 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.

To change to the student view, select **View Students** in the pop-up window. This allows you to view data for all students in the chosen STAR Early Literacy Enterprise class; see page 136.
Student View

- In this view, the horizontal axis 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; students below this line are not reaching the selected benchmark.

Each of the blue circles on the chart represents a student in the chosen STAR Early Literacy 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 current SGP, the student’s Scaled Score and Percentile Rank from the most recent test (including the test date), and the Scaled Scores and dates of the tests that were used to calculate the student’s current SGP.

A **Return to Classes** link is added below the Grade drop-down list. To return to the class view, select this link (see page 134).
**My Classes view** (page 134)—Initial view, showing your STAR Early Literacy Enterprise classes. Hover over the circle for a class ①, then select View Students ② to drill down to the student view.

**Student view** (page 136)—Shows all students in the chosen STAR Early Literacy Enterprise class. Hover over the circle for a student ③ to view that student’s test scores.
Instructional Planning Report - Class

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

Notes on the Instructional Planning Report - Class:
- If no classes or groups have been set up yet (see page 88), you will not be able to print an Instructional Planning - Class Report.
- This report can only be viewed/generated during the current school year.

Printing this report is a two-stage process:
- In the first stage (step 1 on page 139), 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 on page 141), 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 Early Literacy Enterprise Reports Page
a. Select STAR Early Literacy on the Home page, then select Reports.
b. Select your school from the School drop-down list, if necessary.
c. On the Select Report page, select Instructional Planning - Class.

Method 2: From the STAR Early Literacy Enterprise Home Page
a. Select STAR Early Literacy on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.
c. Below “Instructional Planning” in the Enterprise Reports section of the page, select Class.
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.

   Use the Teacher and the Class or Group drop-down lists to choose a specific class or group of students you want to show on the report. See “Groups” on page 87. 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 to choose which benchmark will be used for report calculations: **School Benchmarks** or **District Benchmarks**. To see a key for the available benchmarks (as shown to the right), select **Legend**.

c. Enter a testing end date in the blank field, either by typing one in or using the calendar button. Assessment results on STAR Early Literacy Enterprise tests taken between this date and 30 days prior to this date will be used when printing this report.

d. To see how the options you’ve chosen affect the data in the table at the bottom of the Instructional Report Groupings page, select **Update**.

   - If there are more than 50 students in the table, it will be broken to multiple pages; to move between pages, select **<< Previous** or **Next >>** above the upper-right corner of the table.
   - Initially, the number of Instructional Groups shown will match the number of available benchmarks; to change the number shown (from 2–5), use the **Instructional Groups** drop-down list. The default is 4.
   - Assign students to instructional groups by selecting the circle at the intersection of a row with the student’s name and the column for a group.
   - Students who have no STAR Early Literacy Enterprise assessment data for the time period chosen will appear at the bottom of the table.

e. If you prefer, 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, select **Next >** and go to step 2 on page 141.
   - To see the preview, select **Preview Report**. The preview version of the report will open:

```
After you’ve finished looking at the preview of the report, either
```
select **Return to Instructional Report Groupings** to go back and change the preliminary options you’ve chosen, or

select **Customize this Report** to begin choosing additional report options (go to step 2 on page 141).

2. Select whether you want a page break to occur after each group. If the box is checked, a page break will be inserted between each group (this may increase the number of pages required for the report).

3. When you have finished, select **View Report**.

4. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
Instructional Planning Report - Student

This report provides teachers with a list of recommended skills for individual instruction based on a student’s most recent STAR Early Literacy Enterprise assessment or trend score (see page 175). (The Instructional Planning - Class Report does this for classes or groups.)

This report can only be viewed/generated during the current school year.

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 143):

Method 1: From the STAR Early Literacy Enterprise Reports Page

a. Select STAR Early Literacy on the Home page, then select Reports.
b. Select your school from the School drop-down list, if necessary.
c. On the Select Report page, select Instructional Planning - Student.

Method 2: From the STAR Early Literacy Enterprise Home Page

a. Select STAR Early Literacy on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.
c. In the Enterprise Reports section of the page, below “Instructional Planning”, select Student A.
1. Use the Report Options page to select the options you want to customize for this report.

### Option Description

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students A</td>
<td>To choose all of the students in a specific class, use the drop-down list. To choose specific students, classes, or groups, select <strong>Students, Classes, or Groups</strong>. See page 111. “Groups” refers to groups of students that have been created specifically for reporting purposes. See page 87.</td>
</tr>
<tr>
<td>Benchmark B</td>
<td>Choose which benchmark will be used for report calculations: the <strong>School Benchmark</strong> or the <strong>District Benchmark</strong>.</td>
</tr>
</tbody>
</table>
| Show Projected Growth C       | This option predicts how much growth you can expect from students by a target date based on their STAR Early Literacy 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. |
| Use Trend Score D             | Choose whether to use the trend score (see page 102) or the student’s actual Scaled Score from the most recent test to determine the student’s suggested skills. |
| Print Report Options E        | 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. When you have finished selecting options, select **View Report**.

3. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.

To see a research-based progression of knowledge and skills, select **Enter Core Progress Learning Progressions**. This progression will help you identify knowledge gaps, differentiate instruction, and determine next steps.
Longitudinal Report

Who Can Do This?
- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

Learn more about capabilities on page 200.

This report uses STAR Early Literacy Enterprise 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 Early Literacy Enterprise Reports Page

a. Select STAR Early Literacy on the Home page, then select Reports.
b. Select your school from the School drop-down list, if necessary.
d. Select either Growth or Cross Sectional.
e. If you selected Growth, go to step 1 on page 146; if you selected Cross Sectional, go to step 1 on page 148.

Method 2: From the Screening, Progress Monitoring & Intervention Page

a. Select STAR Early Literacy on the Home page, then select Screening, Progress Monitoring & Intervention.
b. Select your school from the School drop-down list, if necessary.
c. On the left side of the screen, in the gray sidebar, under “Reports”, select Longitudinal.
d. Select either Growth or Cross Sectional.
e. If you selected Growth, go to step 1 on page 146; if you selected Cross Sectional, go to step 1 on page 148.

Method 3: From the STAR Early Literacy Enterprise Home Page

a. Select STAR Early Literacy on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.
c. In the Enterprise Reports section of the page, below “Longitudinal”, select either Growth or Cross Sectional.
d. If you selected Growth, go to step 1 on page 146; if you selected Cross Sectional, go to step 1 on page 148.
Longitudinal Report: Growth

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

   ![Longitudinal Report: Growth](image)

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>To choose your school, use the School drop-down list.</td>
</tr>
<tr>
<td>Grade</td>
<td>You can choose either a single grade (use the Grade drop-down list), All Grades, or select Select Specific Grades to the right of the drop-down list.</td>
</tr>
<tr>
<td>Method</td>
<td>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 148. 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 Early Literacy Enterprise 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.</td>
</tr>
<tr>
<td>Timeframe</td>
<td>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).</td>
</tr>
</tbody>
</table>

2. To see how your choices affect the data shown in the table, select Update. After changing any of the options, select Update for the refreshed data to appear. (While the data is updating, you can select Cancel to stop the update.)
3. Once you’ve finished selecting options for this report and viewing the data, you can either select **Done** to return to the previous page, or **Print** 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 support.renaissance.com/techkb/techkb/9201163e.asp.
Longitudinal Report: Cross Sectional

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

   ![Report Options](image)

   **Option** | **Description**
   --- | ---
   School | Use the **School** drop-down list to choose your school.
   Grade | Use the **Grade** drop-down list to choose either a single grade, **All Grades**, or select **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 146.
   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. To see how your selections affect the data in the report, select **Update**.

3. Once you’ve finished selecting options for this report and viewing the data, you can either select **Done** to return to the previous page, or **Print** 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 support.renaissance.com/techkb/techkb/9201163e.asp.
Parent Report

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 student’s name, teacher, and class. The report shows Scaled Score (SS; see page 173) and places the student in one of three Literacy Classifications (see page 172).

How to Print the STAR Early Literacy Enterprise Parent Report

To print the report:

1. Select STAR Early Literacy on the Home page, then select Reports.
2. Select your school from the School drop-down list, if necessary.
4. 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:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students</td>
<td>Use the drop-down list to choose all the students in a specific class, or select Students or Classes to choose specific students or classes. See page 111.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 112.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>Choose the time period that you want the report to cover. Use the Predefined Date Range drop-down list to choose a marking period or school year. To specify a different time period, choose Custom Dates, then type the start and end dates for the time period in the appropriate blank fields. (You can also select the calendar buttons to choose the dates instead.)</td>
</tr>
<tr>
<td>Group By</td>
<td>Choose how to group the information on the report: by class, grade, teacher, or not grouped.</td>
</tr>
<tr>
<td>Sort By</td>
<td>Choose how to sort information on the report: by students’ last names or by their student IDs.</td>
</tr>
</tbody>
</table>

5. When you have finished choosing options, select View Report.
6. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
How Parents Print the STAR Early Literacy Enterprise Parent Report

Parents can print the STAR Early Literacy Enterprise Parent Report themselves if you do the following:

- Add the parents to the Renaissance Place and assign their children.
- Give the parents the address to Renaissance Place (URL, see page 20) 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.


3. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
Score Distribution Report

This report provides tables showing the skill set score distribution of a group of students for each of the ten sub-domains in STAR Early Literacy Enterprise. It gives you detailed information about the strengths and weaknesses of a class or group of students. This report is useful for planning instruction.

See “Definitions of Scores and Other Terms” on page 169.

To print the report:

1. Select STAR Early Literacy on the Home page, then select Reports.
2. Select your school from the School drop-down list, if necessary.
4. 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:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students</td>
<td>Use the drop-down list to choose all the students in a specific class, or select Students or Classes to choose specific students or classes. See page 111.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>Choose the time period that you want the report to cover. Use the Predefined Date Range drop-down list to choose a marking period or school year. To specify a different time period, choose Custom Dates, then type the start and end dates for the time period in the appropriate blank fields. (You can also select the calendar buttons to choose the dates instead.)</td>
</tr>
</tbody>
</table>

5. When you have finished choosing options, select View Report.
6. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
Screening Report

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 (see page 163) 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 64.
- 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 page 78.
- If no students have taken a test within the Current Screening Dates, you cannot create a Screening Report.
- This report can only be viewed/generated during the current school year.

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 153:

**Method 1: From the STAR Early Literacy Enterprise Reports Page**

a. Select *STAR Early Literacy* on the Home page, then select *Reports*.

b. Select your school from the *School* drop-down list, if necessary.

c. On the Select Report page, select *Screening*.

**Method 2: From the Screening, Progress Monitoring & Intervention Page**

a. Select *STAR Early Literacy* on the Home page, then select *Screening, Progress Monitoring & Intervention*.

b. Select your school from the *School* drop-down list, if necessary.

c. On the left side of the screen, in the gray sidebar, under “Reports”, select *Screening*.

d. Select *Generate Screening Report*.

**Method 3: From a Screening Preview**

a. Select *STAR Early Literacy* on the Home page, then select *Screening, Progress Monitoring & Intervention*.

b. If necessary, select the *Screening Status* tab to make sure you are using the Screening Status view and use the *School* and *Class* drop-down lists to choose your school and class.

c. In the row for a grade, select *Preview*. (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 Early Literacy 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.

d. Select *Generate Screening Report*. 
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:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students</td>
<td>Use the drop-down list to choose all the students in a specific grade, or select Students, Classes, or Groups to choose specific students, classes, or groups. See page 111.</td>
</tr>
<tr>
<td></td>
<td>“Groups” refers to groups of students that have been created specifically for reporting purposes. See page 87.</td>
</tr>
<tr>
<td></td>
<td>Teachers who have had the “Manage STAR Early Literacy Screening, Progress Monitoring &amp; Intervention” capability removed can only run this report for their own students.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 112.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>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.</td>
</tr>
<tr>
<td>Benchmark</td>
<td>Use this option to choose which benchmark you want to show on this report: the school’s or the district’s.</td>
</tr>
<tr>
<td>Show Student Details</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Group By</td>
<td>Choose how to group the information on the report: by grade, class, 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.</td>
</tr>
<tr>
<td>Sort By</td>
<td>Choose how to sort information on the report: by students’ last names or by their Scaled Scores (in descending order).</td>
</tr>
<tr>
<td>Print Report Options</td>
<td>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.</td>
</tr>
</tbody>
</table>

2. When you have finished choosing options, select View Report.

3. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.

   ▶ The links above the report will differ based on how you began printing it:

   ▶ If you began from the STAR Early Literacy Enterprise Reports page: **Select a Different Report** will take you back to the STAR Early Literacy Enterprise 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 Standards Report - Class

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.

This report can only be viewed/generated during the current school year.

There are two ways to reach the Report Options page (use whichever method you prefer, then go to step 1 on page 155):

Method 1: From the STAR Early Literacy Enterprise Reports Page

a. Select STAR Early Literacy on the Home page, then select Reports.
b. Select your school from the School drop-down list, if necessary.

Method 2: From the STAR Early Literacy Enterprise Home Page

a. Select STAR Early Literacy on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.
c. In the Enterprise Reports section of the page, below “State Standards”, select Class A.
1. Select the options you want to customize for this report on the Report Options page.

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students (\text{A})</td>
<td>To choose specific students, classes, or groups, select <strong>Students</strong>, <strong>Classes</strong>, or <strong>Groups</strong>. See page 111. [“Groups” refers to groups of students that have been created specifically for reporting purposes. See page 87.]</td>
</tr>
<tr>
<td>Reporting Parameter Group (\text{B})</td>
<td>See page 112.</td>
</tr>
<tr>
<td>Reporting Period (\text{C})</td>
<td>The State Standards - Class report shows data from test scores spanning a 30-day period. Enter the date you want to use as the end of this 30-day span. For example, if you choose <strong>April 15</strong> as the date, the report will show data from all STAR Early Literacy Enterprise tests taken between March 17–April 15.</td>
</tr>
</tbody>
</table>
2. When you have finished choosing options, select **View Report**.

3. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.

---

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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 Early Literacy Enterprise 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, then growth cannot be calculated for some or all of the students. |
| Use Trend Score               | Choose whether to use the trend score (see page 102) 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.                                                                                                                                 |
| Sort By                       | 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          | 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. |
State Standards Report - District

Who Can Do This?
- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers

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.

This report can only be viewed/generated during the current school year.

There are two ways to reach the Report Options page (use whichever method you prefer, then go to step 1 on page 158):

Method 1: From the STAR Early Literacy Enterprise Reports Page
a. Select STAR Early Literacy on the Home page, then select Reports.
b. Select your school from the School drop-down list, if necessary.

Method 2: From the STAR Early Literacy Enterprise Home Page
a. Select STAR Early Literacy on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.
c. In the Enterprise Reports section of the page, below "State Standards", select District.
1. Use the Report Options page to select the options you want to use to customize this report.

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>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. 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.</td>
</tr>
<tr>
<td>Grades</td>
<td>To print the report a single grade, choose that grade. To print the report for all grades in the school, choose All Grades.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 112.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>The State Standards - District report shows data from test scores spanning a 30-day period. Enter the date you want to use as the end of this 30-day span. For example, if you choose April 15 as the date, the report will show data from all STAR Early Literacy Enterprise tests taken between March 17–April 15.</td>
</tr>
<tr>
<td>Option</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Select Standards to Show</td>
<td>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.)&lt;br&gt;¬ If your state has no assessment standards, the Common Core State Standards will be used.</td>
</tr>
<tr>
<td>Show Projected Growth</td>
<td>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 Early Literacy Enterprise test results to date.&lt;br&gt;¬ The end of the school year is the default date.&lt;br&gt;¬ You can select a different date.&lt;br&gt;¬ You can also choose not to include this data in the report.&lt;br&gt;¬ If you enter a custom date for Show Projected Growth that is earlier than the date picked for the Reporting Period, then growth cannot be calculated for some or all of the students.</td>
</tr>
<tr>
<td>Group By</td>
<td>Choose how to group the information on the report: by district or school.&lt;br&gt;¬ Teachers, school administrators, and school staff will not see the Group By option for this report. For these personnel, the information is automatically grouped by school.&lt;br&gt;¬ If All Schools and All Grades are chosen for the Schools and Grades options, the Group By option will be restricted to District (Do Not Group).</td>
</tr>
<tr>
<td>List By</td>
<td>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).&lt;br&gt;¬ For teachers, the List By options are limited to Class or Group.&lt;br&gt;¬ If All Schools and All Grades are chosen for the Schools and Grades options, the List By option will be restricted to None.</td>
</tr>
<tr>
<td>Sort By</td>
<td>Choose how to sort information on the report: by students’ rank or name (alphabetical order).</td>
</tr>
<tr>
<td>Page Break</td>
<td>Use this option to put the different standards (chosen in the Select Standards to Show option) on separate pages.</td>
</tr>
<tr>
<td>Print Report Options</td>
<td>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.</td>
</tr>
</tbody>
</table>

2. When you have finished choosing options, select View Report.
3. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
State Standards Report - Student

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 Early Literacy Enterprise Scaled Score (SS), so that the user can compare where a student’s test is on the scale in relation to the standard.

This report can only be viewed/generated during the current school year.

There are two ways to reach the Report Options page (use whichever method you prefer, then go to step 1 on page 155):

Method 1: From the STAR Early Literacy Enterprise Reports Page

a. Select STAR Early Literacy on the Home page, then select Reports.
b. Select your school from the School drop-down list, if necessary.

Method 2: From the STAR Early Literacy Enterprise Home Page

a. Select STAR Early Literacy on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.
c. In the Enterprise Reports section of the page, below “State Standards”, select Student A.
1. Select the options you want to customize for this report on the Report Options page.

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students A</td>
<td>To choose all the students in a specific class, use the drop-down list. To choose specific students, classes, or groups, select <strong>Students</strong>, <strong>Classes</strong>, or <strong>Groups</strong>. See page 111.</td>
</tr>
<tr>
<td></td>
<td>▶ “Groups” refers to groups of students that have been created specifically for reporting purposes. See page 87.</td>
</tr>
<tr>
<td>Reporting Period B</td>
<td>This report shows data from test scores spanning a 30-day period. Enter the date you want to use as the end of this 30-day span.</td>
</tr>
<tr>
<td></td>
<td>For example, if you choose <strong>April 15</strong> as the date, the report will show data from all STAR Early Literacy Enterprise tests taken between March 17–April 15.</td>
</tr>
</tbody>
</table>
2. When you have finished choosing options, select View Report.

3. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
Student Progress Monitoring Report

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 152) 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 64.

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 164:

Method 1: From the STAR Early Literacy Enterprise Reports Page
a. Select STAR Early Literacy on the Home page, then select Reports.
b. Select your school from the School drop-down list, if necessary.
c. On the Select Report page, select Student Progress Monitoring.

Method 2: From the Screening, Progress Monitoring & Intervention Page
a. Select STAR Early Literacy on the Home page, then select Screening, Progress Monitoring & Intervention.
b. Select your school from the School drop-down list, if necessary.
c. On the left side of the screen, in the gray sidebar, under “Reports,” select Progress Monitoring.

Method 3: From a Student Search
a. Select STAR Early Literacy on the Home page, then select Screening, Progress Monitoring & Intervention.
b. Select your school from the School drop-down list, if necessary.
c. Select the Progress Monitoring & Goals tab.
d. In the Search for Student area of the screen, 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 STAR Early Literacy Screening, Progress Monitoring & Intervention” capability removed, choosing All Classes from the Class drop-down list will only include students from their own classes.
e. Select Search.
f. A list of students matching your search criteria will be presented. Students who fit your search criteria but have not taken a test yet will have a dash shown in place of a PR score. Select the name of a student.
g. On the Student Detail page, select Generate Progress Report. (If you can’t select the Generate Progress Report button, it is because the student has taken only one test, so progress across tests cannot be shown.)

This report can only be viewed/generated during the current school year.
1. 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 best to have intervention goals set for the students (see page 81, or select **Set Goals for Progress Monitoring** above the Customization Options table).

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students</td>
<td>To choose all the students in a specific class, use the drop-down list. To choose specific students, classes, or groups, select <strong>Students, Classes, or Groups</strong>. See page 111.</td>
</tr>
<tr>
<td></td>
<td>“Groups” refers to groups of students that have been created specifically for reporting purposes. See page 87.</td>
</tr>
<tr>
<td></td>
<td>Teachers who have the “Manage STAR Early Literacy Screening, Progress Monitoring &amp; Intervention” capability removed can only run this report for their own students.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 112.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>Choose the time period that you want the report to cover. Use the <strong>Predefined Date Range</strong> drop-down list to choose a marking period or school year. To specify a different time period, choose <strong>Custom Dates</strong>, then type the start and end dates for the time period in the appropriate blank fields. (You can also select the calendar buttons to choose the dates instead.)</td>
</tr>
<tr>
<td>Show Student ID</td>
<td>Choose whether or not to include student IDs on this report.</td>
</tr>
</tbody>
</table>

2. When you have finished choosing options, select **View Report**.

3. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
Summary Report

This report summarizes students’ test results over time. It includes each student’s name, age, last test date, Grade Placement (GP), Scaled Score (SS), Estimated Oral Reading Fluency (Est. ORF), Sub-domain Scores, and Literacy Classification. The report also shows the Sub-domain Score distribution. See “Definitions of Scores and Other Terms” on page 169.

To print the report:

1. Select STAR Early Literacy on the Home page, then select Reports.
2. Select your school from the School drop-down list, if necessary.
4. 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:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students</td>
<td>Use the drop-down list to choose all the students in a specific class, or select Students, Classes, or Groups to choose specific students, classes, or groups. See page 111. &quot;Groups&quot; refers to groups of students that have been created specifically for reporting purposes. See page 87.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 112.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>Choose the time period that you want the report to cover. Use the Predefined Date Range drop-down list to choose a marking period or school year. To specify a different time period, choose Custom Dates, then type the start and end dates for the time period in the appropriate blank fields. (You can also select the calendar buttons to choose the dates instead.)</td>
</tr>
<tr>
<td>Summary Only</td>
<td>Choose whether to include all details or only the summary. If you choose only the summary, you will see the Sub-domain Score Distribution table and the number of students in each Scaled Score range and Literacy Classification, but not the detailed information for each individual student. Note: If Yes is chosen for this option, the Sort By option will not be available.</td>
</tr>
<tr>
<td>Group By</td>
<td>Choose how to group the information on the report: by class, grade, teacher, or not grouped.</td>
</tr>
<tr>
<td>Sort By</td>
<td>Choose how to sort information on the report: by students’ last name, test dates, or rank.</td>
</tr>
<tr>
<td>Print Report Options</td>
<td>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.</td>
</tr>
</tbody>
</table>

5. When you have finished choosing options, select View Report.
6. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
Test Activity Report

This report identifies students who have 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, and the date of the last test.

It also indicates which students have not tested, which students are enrolled in more than one STAR Early Literacy Enterprise class, and if historical data is included on the report.

This report lists both completed and not completed (interrupted and stopped) tests. For more information, see “Stopping a Test” on page 53. However, the count for completed and not completed tests will change if a student resumes an interrupted test [within eight (8) days of the interruption] and completes it.

Example: On Monday morning, a student begins a STAR Early Literacy Enterprise test, but it is interrupted because the student accidentally closed the browser window. On Monday afternoon, a teacher generates the Test Activity Report. Assuming the student has not taken any other STAR Early Literacy Enterprise tests, the report will show 0 completed tests and 1 not completed test. Tuesday morning, the student resumes and completes the interrupted test from Monday. Tuesday afternoon, a teacher generates the Test Activity Report. Assuming the student has not taken any other STAR Early Literacy Enterprise tests, the report will show 1 completed test and 0 not completed tests.

To print the report:

1. Select STAR Early Literacy on the Home page, then select Reports.
2. Select your school from the School drop-down list, if necessary.
4. 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:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students</td>
<td>Use the drop-down list to choose all the students in a specific class, or select <strong>Students</strong>, <strong>Classes</strong>, or <strong>Groups</strong> to choose specific students, classes, or groups. See page 111. “Groups” refers to groups of students that have been created specifically for reporting purposes. See page 87.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 112.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>Choose the time period that you want the report to cover. Use the <strong>Predefined Date Range</strong> drop-down list to choose a marking period or school year. To specify a different time period, choose <strong>Custom Dates</strong>, then type the start and end dates for the time period in the appropriate blank fields. (You can also select the calendar buttons to choose the dates instead.)</td>
</tr>
<tr>
<td>Group By</td>
<td>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.</td>
</tr>
<tr>
<td>Sort By</td>
<td>Choose how to sort information on the report: by students’ last names or by their most recent test date.</td>
</tr>
<tr>
<td>Print Report Options</td>
<td>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.</td>
</tr>
</tbody>
</table>

5. When you have finished choosing options, select **View Report**.

6. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
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, age, class, teacher, Grade Placement (GP), Scaled Score (SS), and Sub-domain Scores. See “Definitions of Scores and Other Terms” on page 169.

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.

To print the report:

1. Select STAR Early Literacy on the Home page, then select Reports.
2. Select your school from the School drop-down list, if necessary.
3. On the Select Report page, select Test Record.
4. Select the options you want to customize for this report on the Report Options page (see the next page).
5. When you have finished choosing options, select View Report.
6. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Students</td>
<td>Use the drop-down list to choose all the students in a specific class, or select Students, Classes, or Groups to choose specific students, classes, or groups. See page 111. ▶ “Groups” refers to groups of students that have been created specifically for reporting purposes. See page 87.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 112.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>Choose the time period that you want the report to cover. Use the Predefined Date Range drop-down list to choose a marking period or school year. To specify a different time period, choose Custom Dates, then type the start and end dates for the time period in the appropriate blank fields. (You can also select the calendar buttons to choose the dates instead.)</td>
</tr>
<tr>
<td>Show Student ID</td>
<td>Choose whether or not to include student IDs on this report.</td>
</tr>
<tr>
<td>Page Break</td>
<td>Use this option to have each student’s information begin printing on a new page.</td>
</tr>
</tbody>
</table>
Definitions of Scores and Other Terms

These scores and other terms appear on STAR Early Literacy Enterprise reports. For more information about the scores, see the *STAR Early Literacy Technical Manual*. To find this manual:

- Select **STAR Early Literacy** on the Home page, then select **Resources**. Select **Technical Manual**.
- On any page in the software, in the upper-right corner, select **Manuals**. Under **STAR Early Literacy**, select **Technical Manual**.

**Cut Scores**

A *cut score* is simply a Percentile Rank (PR) score. Grade-by-grade distributions of STAR Early Literacy Enterprise scores from the Calibration and Validation studies are used as the basis for the Percentile Rank score reported in STAR Early Literacy Enterprise.

Cut scores that are chosen as targets for students to meet or surpass are *benchmarks*.

For more information, see “Screening, Progress Monitoring & Intervention” on page 64.

You may also refer to this resource: Benchmarks and Cut Scores. For information on accessing resources, see page 176.

**Domains and Sub-domain Scores**

The content of STAR Early Literacy Enterprise is organized into three (3) domains, and ten (10) sub-domains.

The domains are:

- Word Knowledge and Skills
- Comprehension Strategies and Constructing Meaning
- Numbers and Operations

Sub-domain scores range from 0–100.

Sub-domain scores represent the percentage of items a student would be expected to answer correctly in each of ten areas:
Definitions of Scores and Other Terms
Estimated Oral Reading Fluency (Est. ORF)

- **Alphabetic Principle (AP):** Assesses a student’s knowledge of letter names, alphabetic letter sequences, and the sounds associated with letters.
- **Concept of Word (CW):** Assesses a student’s understanding of print concepts regarding written word length and word borders and the difference between words and letters.
- **Visual Discrimination (VS):** Assesses a student’s ability to differentiate both upper- and lowercase letters, identify words that are different, and match words that are the same.
- **Phonemic Awareness (PA):** Assesses a student’s understanding of rhyming words; blending and segmenting word parts and phonemes; isolating and manipulating initial, final, and medial phonemes; and identifying the sounds in consonant blends.
- **Phonics (PH):** Assesses a student’s understanding of short, long, and variant vowels and other vowel sounds; initial and final consonants; consonant blends and digraphs; consonant and vowel substitution; and identification of rhyming words and sounds in word families.
- **Structural Analysis (SA):** Assesses a student’s understanding of affixes and syllable patterns in decoding and identification of compound words.
- **Vocabulary (VO):** Assesses a student’s knowledge of high-frequency words, regular and irregular sight words; multi-meaning words; words used to describe categorical relationships; position words; and synonyms and antonyms.
- **Sentence-Level Comprehension (SC):** Assesses a student’s ability to identify the meaning of words in contextual sentences.
- **Paragraph-Level Comprehension (PC):** Assesses a student’s ability to identify the main topic of text and the ability to answer literal and inferential questions after listening to or reading text.
- **Early Numeracy (EN):** Assesses a student’s ability to identify and name numbers; understand number-object correspondence; complete sequences; compose and decompose groups of up to ten; and compare sizes, weights, and volumes.

**Estimated Oral Reading Fluency (Est. ORF)**

Estimated Oral Reading Fluency (Est. ORF) 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). Est. ORF is reported in correct words.
per minute, and is based on a known relationship between STAR Early Literacy Enterprise performance and oral reading fluency.

For instance, the score interpretation for a second-grade student with an Est. ORF score of 60 would be that the student is expected to read 60 words correctly within one minute on a passage with a readability level between 2.0 and 2.5.

STAR Early Literacy Enterprise reports estimated oral reading fluency only for grades 1–3.

For more information, see the *STAR Early Literacy Technical Manual*.

The following reports include Est. ORF:

- Diagnostic—Student Report (also called the Student Diagnostic Report Skill Set Scores); see page 116
- Instructional Planning—Student Report; see page 142
- Growth Report; see page 118
- Screening Report; see page 152
- Summary Report; see page 165

### Grade Placement (GP)

Grade placement (GP) is a numeric representation of a student’s grade level, based on the specific month in which a student takes a STAR Early Literacy Enterprise test.

STAR Early Literacy Enterprise considers the standard school year to run from September through June and assigns increment values of 0.0 through 0.9 to these months.

The software automatically assigns grade placements using a student’s grade level and the month in which a STAR Early Literacy Enterprise test was taken.

For more information about Grade Placement, refer to Knowledge Base article 1857027 at support.renaissance.com/techkb/techkb/1857027e.asp.

For more information about interpreting test results, see Getting the Most Out of STAR Enterprise.
Definitions of Scores and Other Terms

Literacy Classification

Emergent Reader (300–674)

- Early Emergent Reader (300–487): Student is beginning to understand that printed text has meaning. He or she is learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. The student is also beginning to identify colors, shapes, numbers, and letters.

- Late Emergent Reader (488–674): Student can identify most of the letters of the alphabet and can match most of the letters to their sounds. He or she is beginning to read picture books and familiar words around the home. Through repeated reading of favorite books with an adult, students at this stage are building their vocabularies, listening skills, and understanding of print.

Transitional Reader (675–774)

Student has mastered his or her alphabet skills and letter-sound relationships. He or she can identify many beginning and ending consonant sounds and long and short vowel sounds. The student is probably able to blend sounds and word parts to read simple words. He or she is likely using a variety of strategies to figure out words, such as pictures, story patterns, and phonics.

Probable Reader (775–900)

Student is becoming proficient at recognizing many words, both in and out of context. He or she spends less time identifying and sounding out words and more time understanding what he or she has read. Probable readers start to blend sounds and word parts to read words and sentences more quickly, smoothly, and independently than they could previously.

Normal Curve Equivalent (NCE)

NCE scores were used as part of the validation study for STAR Early Literacy.

For more information about the validation study, see the STAR Early Literacy Technical Manual.

Percentile Rank (PR)

Percentile Rank is a norm-referenced score, and it helps you interpret a student’s achievement. It tells you the percentage of students who scored lower than a
Definitions of Scores and Other Terms

Risk Categories

For more information about PR, see page 64.
You may also refer to this resource: Benchmarks and Cut Scores. For information on accessing resources, see page 176.
For more information about interpreting test results, see Getting the Most Out of STAR Enterprise.

Risk Categories

If you use the Annual Progress Report (see page 113), you can choose to use “Risk Category” as a comparison method.

The risk categories (for acquiring reading skills) are:
- At Risk
- Some Risk
- Low Risk

For more information, refer to the Screening Assessment section of the STAR Early Literacy Enterprise Technical Manual.

Scaled Score (SS)

The Scaled Score (SS) is the most fundamental score produced by STAR Early Literacy Enterprise tests. It ranges from 300–900 and spans the age range 3–9. 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. STAR Early Literacy Enterprise uses the Scaled Score to classify students into one of the three reading development categories (Emergent Reader, Transitional Reader, or Probable Reader).

The Scaled Score is a raw score based on the difficulty of the questions that were presented to the student and whether or not the student answered them correctly. The Scaled Score is a good score for reporting growth.

The following reports include the Scaled Score:
- Annual Progress Report; see page 113
- Diagnostic—Student Report (also called the Student Diagnostic Report Skill Set Scores); see page 116
- Instructional Planning—Class Report; see page 138
Skill Set Score

Skill Set Scores represent a student’s level of understanding of specific skills assessed within a particular domain (see “Domains and Sub-domain Scores” on page 169). They represent the percentage of items a student would be expected to answer correctly within a set of skills. Skill Set Scores range from 0 to 100.

Student Growth Percentile (SGP)

The Student Growth Percentile (SGP), developed by Dr. Damian Betebenner, provides the latest in growth projections, including Betebenner’s well-known catch-up, keep-up growth projections to provide longitudinal SGP data.

SGP is calculated for students who have taken at least two tests within different testing windows. It uses the most recent test and at least one prior test from an earlier testing window (Fall, Winter, or Spring). The calculation uses the first test in the Fall, the test closest to January 15 in Winter, and the last test in Spring. Only tests taken in the last 18 months are used in the calculation.

SGP utilizes the historical growth trajectories of STAR examinees to map out what the range of potential growth trajectories for each student will lead to, including what growth is necessary for each student to reach or maintain proficiency. SGP is updated regularly so that students projections are based upon the most recent data available.

SGP appears on the Growth Report (see page 118) and the Growth Proficiency Chart (see page 120). SGP is used to determine Growth Expectations (see page 188).
Trend Score

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 Early Literacy Enterprise tests, 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. For more information, see “What Is a Trend Score?” on page 102.

Word Borders

STAR Early Literacy assesses forty-one different skill sets in three key domains and ten sub-domains of early literacy and numeracy. Word Borders is a skill found under the sub-domain titled Concept of Word.

For more information, see “Domains and Sub-domain Scores” on page 169.

Zone of Proximal Development (ZPD)

STAR Early Literacy does not enter or calculate the ZPD for a student.

For more information about ZPD, see the STAR Early Literacy Technical Manual.
Preferences

General Information

STAR Early Literacy Enterprise has these preferences:

**Classroom Preferences**

These three preferences can be set at the same time.

- The Testing Password Preference (page 179) sets a monitor password that can be required at the start of each STAR Early Literacy Enterprise test.
- The Demonstration Video Preference (page 182) determines how many times students will view the demonstration video at the beginning of a STAR Early Literacy Enterprise test.
- The Hands-On Exercise Preference (page 185) determines how many times students will complete the hands-on exercise at the beginning of a STAR Early Literacy Enterprise test.

**Copying Preferences**

If your classes are similar to those from a previous school year, your school can copy the classes from that year. If classes are copied from a previous year, the settings for the Testing Password Preference, Demonstration Video Preference, and Hands-On Exercise Preference will also be copied.

For more information, see “Getting Ready for a New School Year” on page 22.

**Preferences Page**

Use the Preferences page to view and/or change the current preference settings.

All procedures described in this chapter start from the Preferences page.

There are two ways to reach the Preferences page:

- From the Home page (see page 177)
From the STAR Early Literacy Enterprise Home page (see page 178)

Access the Preferences Page from the Home Page

1. Select **STAR Early Literacy** on the Home page, then select **Preferences**.

The Preferences page will display.
Access the Preferences Page from the STAR Early Literacy Enterprise Home Page

1. Select STAR Early Literacy on the Home page, then select Enterprise Home.

2. If necessary, at the top of the page, use the School drop-down list to select the desired school.

3. Under Important Features, STAR Early Literacy Test, select Preferences.

The Preferences page will display.
Testing Password (Monitor Password) Preference

Things to Remember About the Testing Password (Monitor Password) Preference

If your classes are similar to those from a previous school year, your school can copy the classes from that year. If classes are copied from a previous year, the settings for the Testing Password Preference, Demonstration Video Preference and Hands-On Exercise Preference are also copied.

For more information about copying classes, refer to the Renaissance Place Software Manual.

Make sure all test supervisors know the authorization password. You must use the correct password during the test.

Even if you choose to start a test without using a monitor password, you must always use a monitor password to stop or pause a test (see page 53) or to resume a test (see page 56).

The monitor password is a different password from the password you use to login to Renaissance Place (see page 15).

By default:

- The teacher or teaching assistant must enter a monitor password before a student can start a test.
- The default monitor password is ADMIN.
- District administrators and school administrators can set this preference for a school or a specific class within a school.
- Teachers can only set this preference for their own classes.
- Your school can choose to copy class preference settings from one year to the next.
- Preference settings affect both a computer and an iPad®.
- The testing password is also known as the monitor password.
Setting the Testing Password (Monitor Password) Preference

If your school copied classes from a previous year, the Classroom Preferences settings (Testing Password, Demonstration Video, and Hands-On Exercise) were also copied.

For more information about copying classes, refer to the *Renaissance Place Software Manual*.

1. Go to the Preferences page (see page 176).

   **From the Home page**: Select **STAR Early Literacy** on the Home page, then select **Preferences**.

   or

   **From the STAR Early Literacy Enterprise Home page**: If necessary, at the top of the page, use the **School** drop-down list to select the desired school. Under Important Features, STAR Early Literacy Test, select **Preferences**.

   The current setting for the Testing Password Preference will be shown in the Current Settings column of the table.

2. If necessary, use the **School** and/or **Class** drop-down lists to select the appropriate school and class.

   Only schools and classes that have subscriptions to STAR Early Literacy Enterprise will be listed.

   **District Administrators and School Administrators**

   To see how many classes in a school have passwords required, use the **Class** drop-down list to choose **All School Classes**. The Current Setting column will display: all, none, some (along with the number of classes), and if any of the passwords in place were defined by teachers. For example: Monitor Password required for 6 of 39 Classes.
If All School Classes is chosen from the Class drop-down list, the current monitor password will only be displayed in the Current Setting column if it is the same for all classes.

To check the testing password preference setting for a specific class, use the Class drop-down list to choose the desired class.

**Teachers**

Teachers can only view or edit the preferences for their own classes.

To view all of the classes assigned to a teacher, use the Class drop-down list to select All My Classes.

If All My Classes is chosen from the Class drop-down list, the current monitor password will only be displayed in the Current Setting column if it is the same for all classes.

To view a specific class assigned to a teacher, use the Class drop-down list to select the desired class.

3. Select Edit.
4. Edit the preference settings:

   If the Monitor box is checked, the monitor password must be entered before a student can take a STAR Early Literacy Test. By default, the Monitor box is checked.

   To change the default monitor password (ADMIN) to one that you want to use, select the Monitor Password field and enter the password you want to use.

**Notes:**

The monitor password must always be used to stop a test.

A testing password defined by a district administrator or school administrator will always override one defined by a teacher.
If you are requiring the monitor password, make sure all test monitors know the password. You cannot substitute another password during the test.

5. To save your changes, select Save.

To close this page without saving your changes, select Cancel.

Setting the Demonstration Video Preference

If your school copied classes from a previous year, the Classroom Preferences settings (Testing Password, Demonstration Video, and Hands-On Exercise) were also copied.

For more information about copying classes, refer to the Renaissance Place Software Manual.

1. Go to the Preferences page (see page 176).

   From the Home page: Select STAR Early Literacy on the Home page, then select Preferences.

   or

   From the STAR Early Literacy Enterprise Home page: If necessary, at the top of the page, use the School drop-down list to select the desired school. Under Important Features, STAR Early Literacy Test, select Preferences.
The current setting for the Testing Password Preference will be shown in the Current Settings column of the table.

2. If necessary, use the **School** and/or **Class** drop-down lists to select the appropriate school and class.

   Only schools and classes that have subscriptions to STAR Early Literacy Enterprise will be listed.

   To edit the Demonstration Video preference, you must select a single class. If you select **All School Classes** or **All My Classes**, the Demonstration Video and Hands-On Exercise Preferences will be grayed out (not available for editing).

   **District Administrators and School Administrators**

   - District administrators can view or edit the preferences for any class in their district.
   - School administrators can view or edit the preferences for any class in their school.

   **Teachers**

   Teachers can only view or edit the preferences for their own classes.
Preferences
Setting the Demonstration Video Preference

To view a specific class assigned to a teacher, use the Class drop-down list to select the desired class.

3. Select Edit.
4. Edit the preference settings:
   Your choices are: Have each student see the video only the first time they take a test (Once), Never, or every time they take a test (Always).
   The default is Once.
   Select the desired option.

5. To save your changes, select Save.
   To close this page without saving your changes, select Cancel.
Setting the Hands-On Exercise Preference

If your school copied classes from a previous year, the Classroom Preferences settings (Testing Password, Demonstration Video, and Hands-On Exercise) were also copied.

For more information about copying classes, refer to the Renaissance Place Software Manual.

1. Go to the Preferences page (see page 176).

   From the Home page: Select STAR Early Literacy on the Home page, then select Preferences.

   or

   From the STAR Early Literacy Enterprise Home page: If necessary, at the top of the page, use the School drop-down list to select the desired school. Under Important Features, STAR Early Literacy Test, select Preferences.

   ![Preferences page screenshot]

2. If necessary, use the School and/or Class drop-down lists to select the appropriate school and class.

   Only schools and classes that have subscriptions to STAR Early Literacy Enterprise will be listed.

   To edit the Hands-On Exercise preference, you must select a single class. If you select All School Classes or All My Classes, the Demonstration Video and Hands-On Exercise Preferences will be grayed out (not available for editing).
Preferences
Setting the Hands-On Exercise Preference

District Administrators and School Administrators

District administrators can view or edit the preferences for any class in their district.

School administrators can view or edit the preferences for any class in their school.

Teachers

Teachers can only view or edit the preferences for their own classes.

To view a specific class assigned to a teacher, use the **Class** drop-down list to select the desired class.

3. Select **Edit** ①.

4. Edit the preference settings:

   Your choices are: Have each student complete the hands-on exercise every time they take a test, until they pass, by answering three questions in a row correctly (Until Passed), Never, or Every time they take a test (Always) ②. The default is Until Passed.
Select the desired option.

5. To save your changes, select **Save**.
   To close this page without saving your changes, select **Cancel**.
Growth Expectations

Growth expectations are set in STAR Early Literacy Enterprise using Student Growth Percentile (SGP); it indicates the minimum rate of growth expected for students to achieve by a specific date. Each of the STAR programs can have its own growth expectation set, but the same expectation applies to all STAR classes for that program throughout the district.

If growth expectations are set, they will appear on the Growth Report (see page 118), along with the percentage of students who are meeting expectations and which students are performing below expectations.

Viewing Growth Expectations

**Note:** District administrators should follow the steps for setting growth expectations to view growth expectations (see page 189).

1. On the Home page, select one of the STAR programs, then select **View Growth Expectations**.
2. On the View Growth Expectations page, you will see if each of the STAR programs has a growth expectation set, and what the value of each growth expectation is.

![View Growth Expectations](image)

If growth expectations have not been set, you will see this message:

![View Growth Expectations](image)

Setting Growth Expectations

**Who Can Do This?**

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

Learn more about capabilities on page 200.

---

**You can set growth expectations for the current school year and future school years; they cannot be set when working in a previous school year.**
2. On the Set Growth Expectations page, check the **Enable** box for each of the STAR programs that you want to set a growth expectation for.

3. After checking the **Enable** box for a STAR program, use the **Growth Expectation** drop-down list in the row for that program to choose the growth expectation you want students using that product to reach. The target can be from 5 SGP to 70 SGP, in 5-percentile increments.

4. At the end of the row, select the target end date (the date you want the growth to be achieved by). You can either type it or use the calendar button.

5. When you are finished setting growth expectations, select **Save**.

### Generating Growth Expectation Extracts

A growth expectation extract gives you access to growth expectation data for the current school year for STAR Early Literacy Enterprise, STAR Math Enterprise, and STAR Reading Enterprise. Growth expectation extracts are useful communication tools, providing information that can be used for evaluating educator effectiveness or during data retreats with staff, as well as aiding with school year planning (both at the end of the current school year and the start of the next one).

The data is extracted into a .zip file that combines four tab-delimited text (.txt) files:

- an assessment extract,
- an enrollment extract,
- a Student Growth Percentile (SGP) extract,
- and a read me. file

Once you unzip the file, you can open these extracts in a spreadsheet program or a plain-text editor.
Note: Although growth expectations can only be set for students using Enterprise programs, you may see students in the assessment and enrollment extracts that use non-Enterprise programs. This is caused by the data filtering process; it is not an error in the creation of the extract.

To generate a growth expectation extract:

1. On the Home page, select one of the STAR programs, then select Growth Expectation Extract.

2. On the Growth Expectation Extract page, select the school you want to create the extract for. You can choose All Schools, a single school, or select Multiple Schools to select several schools (select the ones you want, then select Save Selection).
3. Select the box next to each STAR program you want to include in the growth expectation extract. Only the programs used in your school district are listed.

4. Select Generate Extract.

5. Below the table of options is a list of growth expectation extracts created in the last five days. 
   - In Queue means the extract is still being created. If your extract has been in the queue for a while, you can select Refresh to force the list of extracts to update. (This will also reset the school and program selections.)
   - 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. Select the link to save the extract.
   - No Data Found means that there was no data that matched the options you have chosen. Choose different options and select Generate Extract again.
   - Failed means that there was a technical problem during the creation of the extract. Make sure you have the same options chosen and select Generate Extract again. If you experience multiple failures, please contact Renaissance Learning (see page 14).

6. Select Done when you are finished.

The growth expectation 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 growth expectation 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 selecting Dismiss.
Historical Extract

What Is a Historical Extract?

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 for 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.

Historical extract is different from the View Student’s Historical STAR Early Literacy Assessments capability (see page 200).

Sample Historical Extract Page
How to Create a Historical Extract

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**
1. Select STAR Early Literacy on the Home page, then select **Historical Extract.**

**Method 2—From the STAR Reading Enterprise Home Page**
1. Select STAR Early Literacy on the Home page, then select **Enterprise Home.**
2. Under Historical Extract (in the "Important Features" section), select **Historical Extract.**

1. Choose from the following options:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
</table>
| **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 select **Multiple Schools** to choose multiple schools from a checklist (check the schools you want to include, then select **Save Selection**). |
| **Select School Years** | Use this drop-down list to choose which year's data you want to include in the extract.  
      To include data from more than one school year, select **Multiple Years** (check the years you want to include, then select **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 Early Literacy** 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 (not available in STAR Early Literacy; available in STAR Math and STAR Reading). |
| **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, select **Generate Extract.**
3. Below the table of options is a list of historical extracts that have been created in the last five days.

<table>
<thead>
<tr>
<th>Extracts performed in the last 5 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Queue</td>
</tr>
<tr>
<td>Completed</td>
</tr>
<tr>
<td>No Data Found</td>
</tr>
<tr>
<td>Failed</td>
</tr>
</tbody>
</table>

- **In Queue** means the extract is still being created.
  - If your extract has been in the queue for a while, you can select **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). Select 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 select **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 select **Generate Extract** again. If you experience multiple failures, please contact Renaissance Learning (see page 14).

4. When you are finished, select **Done**.

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. To dismiss the reminders, select **Dismiss**.
Parents

Reports for Parents and Guardians

If parents and guardians are given direct access to your school’s Renaissance Place site, they can print the STAR Early Literacy Enterprise Parent Report (available in both English and Spanish) themselves.

For more information about this report, see page 149.

For instructions on how parents can print this report, see page 150.

Parent’s Guide to STAR Assessments

The Parent’s Guide to STAR Assessments is a document that helps parents and guardians understand the STAR tests that their children may be taking.

The guide is a PDF file. It is available in either English or Spanish.

Parent Guides are available through the Renaissance Training Center (www.renaissance.com/training/). Search for “Parent’s Guide” and select your desired product and language.

Parent Access to Renaissance Place

Parents and guardians can be given direct access to Renaissance Place.

For STAR Early Literacy Enterprise, direct access to Renaissance Place allows parents and guardians to print the STAR Early Literacy Enterprise Parent Report themselves.

To give parents and guardians direct access to Renaissance Place, your school must:

- Add the parents and guardians to the software and assign their children to them.
- Give the parents and guardians the address to the software and the ability to access the server from their browser.
- Send parents and guardians their user names and passwords.

To find out how to add parents and guardians and how parents and guardians can request access, see the Renaissance Place Software Manual.

When a parent is logged in to Renaissance Place, he or she can select Help in the upper-right corner of the report window.
If the parent has selected either Parent Report or Informe en Español Para los Padres (under STAR Early Literacy), and then selected Help, he or she will see the help topic “View Report Page.”

This topic is similar to another STAR Early Literacy Enterprise help topic (“Viewing Reports”), but it is written specifically for parents instead of administrators, staff, or teachers.

How Parents and Guardians Log In to Renaissance Place

Use these instructions to log in to Renaissance Place as a parent or guardian and change your password.

1. In your browser window, go to the web address (URL) that your child’s teacher gave you for Renaissance Place.
   
   For the most up-to-date requirements for Renaissance Place, visit www.renaissance.com/customer-center#systemrequirements.

2. On the Login page, select I’m a Parent.
3. Enter your user name and password. To change your password, check the Change Password box.

4. Select Log In. If you’re not changing your password, your Home page opens.

5. If you are changing your password, enter it now, type it again to verify, and select Save to display your Home page.

---

If the Change Password page opens and you didn’t choose to change it when logging in, one of two things has happened. Either your system administrator wants you to change your password for security reasons, or you have not changed it in a year and the software requires it.

---

How Parents Print Reports from Renaissance Place

Parents can print the STAR Early Literacy Enterprise Parent Report (see page 149) themselves if your school/district does the following:

- Add the parents to the Renaissance Place and assign their children.
- Give the parents the address to Renaissance Place (URL, see page 20) 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 Early Literacy Enterprise, the parent selects **Parent Report** to print an English Parent Report or **Informe en Español Para los Padres** to print a Spanish Parent Report.

3. STAR Early Literacy Enterprise will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
Capabilities

Things to Remember About 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
- Capabilities in an application (STAR Early Literacy Enterprise)

By default, only district administrators or school administrators can change your capabilities.

For more information about capabilities, see the Renaissance Place Software Manual.

User Groups in the Software

The Renaissance Place software contains these seven user groups:

- District Administrators
- District Staff
- Parents
- School Administrators
- School Staff
- Teachers
- 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. Some positions appear in more than one category and have capabilities for each category they appear in.

District Administrators
- Assistant Superintendent
- District Superintendent

District Staff
- Academic Testing Coordinator
- Admissions Director
- Curriculum Director
- Custodian—District
- Other District Staff
- Personnel Director
- Reading Specialist
- Secretary—District
Capabilities
User Groups in the Software

- Director of Education
- Food Service Director
- Gifted/Talented Director
- Library/Media Director
- Special Education Director
- Technology/Computer Director
- Title I Director
- Vocational Education Coordinator

School Administrators
- Assistant Principal
- Librarian/Reading Coordinator
- Principal

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
- 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
- Technology/Computer Coordinator
# STAR Early Literacy Enterprise Capabilities

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<th>Determines Who Can…</th>
<th>District</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>View Student’s Historical STAR Early Literacy Assessments</td>
<td>Include tests from past school years on STAR Early Literacy Enterprise reports.</td>
<td>✓</td>
<td>+</td>
</tr>
<tr>
<td>Manage STAR Early Literacy Screening, Progress Monitoring &amp; Intervention</td>
<td>View screening and progress monitoring scores, and set Response to Intervention (RTI) goals for all STAR Early Literacy Enterprise students in the school, and create groups for ALL students in the school including groups used in the Record Book.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

✓ = available  + = can be added  – = unavailable
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About Renaissance Learning

Renaissance Learning is a leading provider of cloud-based assessment and teaching and learning solutions that fit the K12 classroom, raise the level of school performance, and accelerate learning for all. By delivering deep insight into what students know, what they like, and how they learn, Renaissance Learning enables educators to deliver highly differentiated and timely instruction while driving personalized student practice in reading, writing, and math every day.

Renaissance Learning leverages top researchers, educators, content-area experts, data scientists, and technologists within a rigorous development and calibration process to deliver and continuously improve its offerings for subscribers in over one-third of U.S. schools and more than 60 countries around the world.