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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 Reading

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

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

Who Can Take the STAR Reading Test?

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

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

Your student capacity limit determines how many students can take the STAR Reading test in a school year or subscription year. For more information about student capacity, see page 30.

How It Works in Your Classroom

A typical STAR Reading session operates something like this:

1. You explain the test to your students using the Pretest Instructions (see page 11). These instructions show your students what the test looks like, how to answer questions, and what happens if you don’t answer a question in time.
2. Depending on the device you are testing with, you...

<table>
<thead>
<tr>
<th>Computer</th>
<th>iPad®</th>
</tr>
</thead>
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<tr>
<td>a. Start the web browser at each computer, go to the address (URL) for your STAR Reading RP server, and select <strong>I'm a Student</strong>.</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 <strong>STAR Reading</strong>.</td>
<td>b. The student taps <strong>STAR Reading</strong>, then taps <strong>Next.</strong></td>
</tr>
</tbody>
</table>

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

4. You enter the monitor password if the program asks for it. (For more information about the monitor password, see page 207.)

5. The student may need to answer practice questions to show that he or she knows how to answer the questions.

6. After the student passes the practice, he or she answers the test questions.

7. Depending on the student’s grade and whether the student is taking the STAR Reading Enterprise test, the student may be given an opportunity to answer a few more questions in a second part of the test.

8. When the student finishes the test, the next student can log in to test.

9. When all students have finished testing, you close the web browser or App to end the test session.
Programs You Will Use

STAR Reading Software

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

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<th>See Page</th>
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Note to STAR 360 Users

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

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

STAR Reading Enterprise

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

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

If your school is using STAR Reading Enterprise, an Enterprise Home link will appear when you select STAR Reading on the Home page. Use this link to go to the STAR Reading Enterprise Home page.

Note: For district administrators and district staff, the Enterprise Home link will appear if any school in the district is using STAR Reading Enterprise; for school administrators and school staff, it will appear if their own school is using STAR Reading Enterprise.
Welcome to STAR Reading
Programs You Will Use

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

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

B Preferences: See page 202. If you are not working in the current school year, this link will be disabled (see the Renaissance Place Software Manual).

C Benchmarks: See page 58. Screening Dates: See page 88. If you are not working in the current school year, this link will be disabled (see the Renaissance Place Software Manual).

D Record Book: See page 104.

E Core Progress includes definitions and examples that help you plan your instructional program.

F Historical Extract let you export STAR test scores from previous school years for evaluation. See page 200.
Welcome to STAR Reading
Programs You Will Use

Reports: See page 115.

Diagnostic Report: See page 127.

Instructional Planning Report - Student: See page 155.
Instructional Planning Report - Class: See page 150.

Longitudinal Report: See page 158.

Growth Proficiency Chart: See page 131.

State Performance Report - Student: See page 170.
State Performance Report - Class: See page 168.
State Performance Report - District: See the “STAR State Performance Report - District” section of the Renaissance Place Software Manual.

State Standards Report - Student: See page 179.
State Standards Report - District: See page 175.

Note: If a link does not exist between the STAR Reading scale and your state test, you will not be able to create State Performance Reports (Student, Class, or District).

Enterprise Reports
Go to Reports | Consolidated Reports

Diagnostic Report
Presents diagnostic and skill information for an individual student.
Diagnostic Report

Instructional Planning
Provides a list of recommended skills for individualized instruction based on most recent assessment.
Instructional Planning

Longitudinal
Shows growth over multiple years.
Longitudinal

Growth Proficiency Chart
Plots Student Growth Percentiles (SGP) and proficiency on a quadrant graph, companion to the Growth Report.
Growth Proficiency Chart

State Performance
Graphs student progress on the pathway to proficiency on the S-State Test.
State Performance

State Standards
Estimates student mastery of State Standards or Common Core State Standards based on STAR Reading Enterprise scaled score.
State Standards
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 217.

- Adding, editing, or deleting courses and classes
- Assigning teachers and students to classes
- Selecting a different school year to work in
- Viewing student information
- Downloading software needed to run Renaissance Place programs
- 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 Reading test on an iPad® by using STAR Apps on iPad® if it is installed on the device.

For more information, see page 25.
Tour of the Home Page

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

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

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.

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.

Alerts let you know when there is new information about your software or if it needs administrative attention (for example, a subscription renewal).

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

STAR Reading data is included in the STAR Learning to Read section B.

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.
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 Reading

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

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

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
Welcome to STAR Reading
Tools to Help You with STAR Reading

page). Selecting that link lists the documents available for the Renaissance Place programs on your server. For STAR Reading, you’ll find these documents helpful:

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<th>Document</th>
<th>Includes</th>
</tr>
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<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 Reading 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 Help in the upper-right corner of any page. The help opens in a separate window, as shown below.

Presently, STAR Apps on iPad® does not have an online help system, but you can look up information about the App using STAR Reading’s online help as described here.

▶ The Help link A is on every page in the program. Select it to get more information about the page currently displayed in the program.
▶ This logo B lets you know you’re in the STAR Reading help. If you go to another program’s help, the logo for that program will appear.
▶ To 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 C 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.
Welcome to STAR Reading
Need More Help?

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

Free Online Training

Renaissance Learning provides free online training and additional resources for its products through the Renaissance 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 Reading software contains resources to help you use STAR Reading in your classroom. Select STAR Reading 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.

Note: Some resources are only available to STAR Reading Enterprise customers.

Need More Help?

- Knowledge Base: For technical support information, search the Renaissance Learning Knowledge Base on the web at: support.renaissance.com/techkb/.
Welcome to STAR Reading
Need More Help?

- **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 Reading program.

1. In your web browser, go to the URL for Renaissance Place.
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 8.

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?

If you have forgotten your user name or password, select Forgot Your User Name or Password? on the login page. You can use your email address or security questions to verify your identity and retrieve your user name or reset your password.

You can only use this feature if you have previously entered your email address on the Login Settings page in Renaissance Place and verified that address. For more information, see the Renaissance Place Software Manual.
# Setup Checklist for the STAR Reading Software

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

<table>
<thead>
<tr>
<th>Task</th>
<th>Usually Performed By</th>
<th>Where to Find Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>District Admin. &amp; Staff</td>
<td></td>
</tr>
<tr>
<td>Add school administrators and district staff</td>
<td>✓</td>
<td>✓</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>
</tbody>
</table>
| Add courses and classes. As you add the classes, you select the primary teacher and products; you should also add the students.  
**Note:** Check students' grade levels as you enroll them. Each student should have a grade level assigned from K–12. Students with no grade level can't take the test. | ✓        | ✓  ✓  ✓  ✓  ✓  | |
| Get a list of student user names and passwords                      | ✓        | ✓  ✓  ✓  ✓  ✓  ✓  |
| Make sure teacher and student computers have the necessary software installed | ✓        | ✓  ✓  ✓  ✓  ✓  | Page 19 (computer)  
Page 25 (iPad*) |
| Set up school benchmarks                                            | ✓        | ✓  ✓  ✓  ✓  |
| Set up school benchmarks **ENTERPRISE**                              | ✓        | ✓  ✓  ✓  ✓  | Page 70 |
| Set up district benchmarks **ENTERPRISE**                            | ✓        | ✓  ✓  ✓  ✓  | Page 76 |
| Set up screening dates                                               | ✓        | ✓  ✓  ✓  ✓  | Page 89 |
| Set/check your preferences                                           | ✓        | ✓  ✓  ✓  ✓  | Page 202 |
| ▶ If a STAR Reading class is copied into the current school year from the prior school year, the settings for that class's Testing Password, Enterprise Tests, Student Test Registration, and Extended Question Time Limits 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.

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

Working in a Different School Year

The school year that you are working in now is shown to the right of your name in the upper-right section of any Renaissance Place program page.

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. Select Work in a Different School Year on the School Years page.
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 to the right of your name.
4. 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 to remind you which school year you are working in.
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, the librarian in the high school might also teach a class in one of the middle schools.

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

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

Logging Out and Closing the Software

When you’ve finished working in STAR Reading, 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**.

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

**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.

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 whenever 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 A.
Getting Ready for a New School Year

Renaissance Place Tasks for the New School Year

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

- Add the new school year (must be done by district administrators or district staff).
- Add the marking periods for each school (used for goals and reports) or copy the marking periods from the previous school year.
- Add the days off for each school (used for report calculations) or copy the days off from the previous school year.
- Set reporting periods for Renaissance Place consolidated reports.
- Check to see which personnel are in the software and add, edit, or delete personnel as needed.
- Check to see which students are in the software and add or delete students as needed. You can also transfer students from one school to another, edit student information, and edit student characteristics.
- Review the course list for each school and add, edit, or delete courses as needed.
- Add additional classes as needed. As you add classes, choose the primary teacher, select the products the classes will use, and add students to the classes.

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

Do not perform the steps in this section if your school uses RDI (see page 24).

You can also import student, personnel, class, and course information (including updates to student enrollments and personnel assignments), if you have a properly formatted file from another source (such as a student information system). For more information, see the appendix in the Renaissance Place Software Manual.
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 “Software Requirements” on page 19.</td>
</tr>
<tr>
<td>If you will be using an iPad® with STAR Reading, make sure:</td>
<td>See “Using an iPad® with STAR Reading” on page 25.</td>
</tr>
<tr>
<td>▶ STAR Apps on iPad® is downloaded on each iPad®.</td>
<td></td>
</tr>
<tr>
<td>▶ You have established settings by connecting to Renaissance Place on one iPad®, then sharing those settings.</td>
<td></td>
</tr>
</tbody>
</table>

STAR Reading Tasks for the New School Year

These tasks can be performed by district administrators, school administrators, and teachers unless otherwise noted.

<table>
<thead>
<tr>
<th>Task</th>
<th>Where to Find Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set the preferences for STAR Reading: district preferences, school preferences, classroom preferences, and student preferences.</td>
<td>See page 202.</td>
</tr>
<tr>
<td>Register students for testing if registration is required.</td>
<td>See page 212.</td>
</tr>
<tr>
<td>Set up benchmarks (administrators and non-teaching staff only).</td>
<td>See page 58.</td>
</tr>
<tr>
<td>Set screening dates (administrators and non-teaching staff only).</td>
<td>See page 88.</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 98.</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 13)
- 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 13.

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 Reading

Although you can take a STAR Reading 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 the Test on an iPad®

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

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

Download STAR Apps on iPad® and Connect to Renaissance Place

1. Download STAR Apps on iPad® from the iTunes Store® or App StoreSM. See the store where you downloaded the App for more information about system requirements.
2. Launch STAR Apps on iPad® by tapping STAR.
3. The first time you launch the App, tap Connect to Renaissance Place to connect to Renaissance Place.
   - If this is not your first time launching the App, tap Settings to connect to Renaissance Place.
4. On the Settings page, tap the Connect to Renaissance Place field, type your web address (URL) or Renaissance Place ID (RPID) on the keyboard, and tap Join. Your connection will be validated. If it is not validated, try this step again.
   - Sample web address: https://hosted123.renaissance.com/456789
Sharing Settings with Another iPad®

Instead of typing the web address or RPID on each iPad®, you can share the settings of one iPad® with others, enabling students to start testing more quickly.

To share the settings of one iPad® (such as a teacher’s iPad®) with others (such as a student’s iPad®), follow these steps.

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

How Students Log In on a Computer

1. Start the web browser and go to the Renaissance Place address (URL).
2. On the Welcome page, 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 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 an option in Renaissance Place that can be turned on or off; if the Forgot Your User Name? link is not visible, contact your administrator.
Search in Renaissance Place

**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, Students, and Parents 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.

For more information about searching for students, see the Renaissance Place Software Manual.
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 may be locked out of all Renaissance Place software if they attempt to log in too many times with an incorrect password.

If an account is locked, it will automatically be unlocked at 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.
The following error messages will let you know what the problem is and 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 Reading student capacity limit determines how many students can take a test during your subscription. Your school or district purchased this capacity with the software.

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

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

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

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

1. Open Internet Explorer.
2. In the Tools menu, 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.
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 207) 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

STAR Reading and Renaissance Place: General Questions

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

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

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 Reading” on page 25.
How do I make STAR Reading available in a class?

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

1. On the Home page, 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.

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

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 Reading test? Does STAR Reading have a “demo mode” that I can try?

There is no “demo mode” for taking a STAR Reading test. To see what the test procedure is like, please watch a short video, “STAR Reading - Administering the Assessment,” at www.renaissance.com/asp/video/video.asp?M=10357.

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 28).
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 13).

1. Go to the Home page and select **Users**.
2. For personnel: On the Personnel, Students, and Parents page, under Personnel, select **Clear Locked Personnel**.
   
   For parents: On the Personnel, Students, and Parents page, under Parents, select **Clear Locked Parents**.
   
   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 48.

**Are there time limits in STAR Reading?**

The STAR Reading test itself does not have an overall time limit; however, each test question has its own time limit. If a student does not enter an answer within that time limit, the program moves on to the next question.

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

The amount of time allowed for each question can be extended by setting the Extended Question Time Limit Preference (see page 215).

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

A test that has been interrupted by technical problems or by an accidental closure of the web browser or App is treated as a paused test, and it can be resumed. See “Resuming an Unfinished Test” on page 51.

**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 51).
What if the student cannot pass the practice?

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

- If the student understands how to answer questions, but keeps giving incorrect answers, this may indicate that the student is not ready to have his or her abilities assessed by STAR Reading.
- If the student understands how to answer questions, but keeps running out of time before entering an answer, you may need to extend the time limits for that student (see page 215).
- 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 (select STAR Reading on the Home page, then select Resources, then select Pretest Instructions).

Am I allowed to read questions to the students?

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

After the Test

Can I delete a test?

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 53). 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 that a student has rushed through a test or if you believe the student has 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.

Note: If a student tests more than once during a screening period, data from the last test taken is shown on the Screening Report (see page 165).
The Test Activity Report (see page 186) lists both completed and not completed (interrupted and stopped) tests (see “Stopping a Test” on page 48).

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 Reading information for a student?
You must be granted the capability to view students’ historical STAR Reading assessments. See the Renaissance Place Software Manual.

STAR Reading data always stays with the student. Use the Test Record Report (see page 187) to view a student’s results from a different year: pick last year’s dates when choosing report options.

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 25.

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

Can anyone download the App and start testing?
Anyone can download STAR Apps on iPad®. However, only those who have STAR Reading powered by Renaissance Place and have an iPad® connected to Renaissance Place can take actual tests.
Are there plans to create apps for other mobile devices?

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

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

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

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

If a student leaves the test screen by pushing the Home button on any iPad®, after 5 seconds he or she will be logged out of STAR Apps on iPad®. When that student logs back in, that test will be an unfinished test and a monitor password will be required for the student to finish the test (see “Resuming an Unfinished Test on an iPad®” on page 53).
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 27).
3. On the Home page, the student selects **STAR Reading** (or **Take a Reading Test** if you are using the STAR 360 Suite) A.

4. If the student is in more than one STAR Reading class, the student should select the correct class, then Next B.

5. The student selects Start C to begin taking the test.
6. If STAR Reading asks for a monitor password (determined by the Testing Password Preference; see page 207), the teacher or test monitor enters it and selects **Start**. If no password is required, the student goes ahead to step 7.

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

However, if you enter the wrong password three times in a row, you will not be able to start the student’s test. Check the Testing Password Preference (see page 207) to make sure you are using the correct monitor password.

7. If the student has not taken a STAR Reading test in the past 180 days, the student will be presented with some practice questions.

- Three or four possible answers appear below each question. Students choose an answer by pressing **1, 2, 3, or 4** on the keyboard, or by selecting an answer with the mouse.

STAR Reading highlights the chosen answer and fills in the student's answer so the student can re-read the sentence with that choice. The student can choose a different answer, but only before entering it (as described below)—once the choice has been entered, it cannot be changed.
Once the student is satisfied that he or she has chosen the correct answer, the student enters the answer, either with the keyboard (by pressing Enter or return) or with the mouse (by selecting Next).

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

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

The student will be notified if time runs out on a question; the test will move on to the next question.
8. If the student answers three practice questions correctly, a message tells the student that the test is about to start.

![Great job on the practice. Let's go to the test.]

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

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

For grades 3–12, the last five questions of the STAR Reading Test (not the STAR Reading Enterprise test) will be longer passages, like the one shown below. The student will have more time to answer these questions (see “Setting the Extended Question Time Limit Preference” on page 215).

![Extended Question Time Limit Preference](image)
10. If the student is taking the STAR Reading test (not the STAR Reading Enterprise test) and the software decides to give the student additional questions (based on the student’s grade level), the student is notified that the practice session for the second part of the test is about to start. Otherwise, the test ends; go to step 13.

   ![](/content/images/star-reading/a00.jpg)

   Practice for Part 2 is about to start.

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

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

   ![](/content/images/star-reading/a00.jpg)

   Great job on the practice for Part 2. Let’s go on.

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

   ![](/content/images/star-reading/a00.jpg)

   The practice is over.

12. The student answers the additional test questions, which are similar to the second set of practice questions.

13. When the test is over, have the student select **OK**. The program will log the student out so the next student can log in.
Taking 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 27).
3. The student taps STAR Reading, then taps Next.

   ![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, then tap Log Out Now.

   ![Log Out](image)

4. If the student is in more than one STAR Reading class, the student should select the correct class, then tap Next.

   ![Choose a class](image)
5. The student taps **Start** to begin taking the test.

   If the student chose the wrong program to take a test in (for example, STAR Math), the student should tap **Cancel**. This will return the student to the Choose a Test page.

6. If STAR Reading asks for a monitor password (determined by the Testing Password preference; see page 207), the teacher or test monitor enters it and taps **Continue**.

   If STAR Reading doesn’t ask for a monitor password, go on to step 7.

   ▶ 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 207) to make sure you are using the correct monitor password.

7. If the student has not taken a STAR Reading test in the past 180 days, the student will be presented with some practice questions:

   ▶ The student can choose an answer by tapping it.

   STAR Reading highlights the chosen answer, and fills in the student’s answer so the student can re-read the sentence with that choice. The student can choose a different answer, but only before entering it—once the answer is entered, it cannot be changed.
Once the student is satisfied that he or she has chosen the correct answer, the student enters the answer by tapping **Next**.

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

Before time runs out, if the student has not chosen an answer, or if the student has chosen an answer but does not enter it before time runs out, STAR Reading considers it an incorrect answer.
The student will be notified if time runs out on a question; the test will move on to the next question.

![Time is up for this question.](image)

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

![Great job on the practice. Let's go to the test.](image)

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

![The practice is over. Please ask the monitor to help you the next time you practice.](image)

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

- If the student has chosen an answer, but does not enter it before time runs out, STAR Reading will count the chosen answer as the student’s answer to the question.
- If the student has not chosen an answer before time runs out, STAR Reading considers it an incorrect answer.
For grades 3–12, the last five questions of the STAR Reading Test (not the STAR Reading Enterprise test) will be longer passages, like the one shown below. The student will have more time to answer these questions (see “Setting the Extended Question Time Limit Preference” on page 215).

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

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

11. After the student answers three practice questions correctly, a message tells the student that the second part of the test is about to start; go to step 12.
If the student does not get at least three of the four practice questions correct, the test ends. Have the student tap **OK**. The App will log the student out so the next student can log in.

The test is over.

12. The student answers the additional test questions, which are similar to the second set of practice questions.

13. When the test is over, the student taps **OK** and is logged out. The App will log the student out so the next student can log in.

Congratulations! You’ve finished 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.

**Note:** A test cannot be paused during a practice session. This applies to both the initial practice session (pages 39 and 42) and the optional second practice session (pages 44 and 47). A test cannot be paused during the optional second part of the test (see page 47), it can only be stopped.
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>
</table>
| B Resume Later | You want to stop the test, but plan to come back to it later.                  | ➤ Test score will be recorded after test is resumed and completed.  
➤ Test will resume on the same question number, but the question presented will be different (see page 51).  
➤ **Resume Later** can only be used during the actual test, not during the practice session(s) or the optional second part of the test. (**Stop Test** and **Cancel** are the only options available at that time.) |
| D Stop Test | You want to stop the test; you have finished with it and have no plans to come back to it. | ➤ Test score will not be recorded.  
➤ The next time the student logs in to take a test, the student will begin a new test. |
| D Cancel | You want to continue taking the test now instead of pausing or stopping it. | ➤ Test continues as usual. |

3. Enter the monitor password. Then, 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. Check the Testing Password Preference (see page 207) to make sure you are using the correct monitor password.

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

Note: STAR Reading doesn’t record scores for stopped tests, but it does record the total number of incomplete tests for each student in the Test Activity Report (see page 186).

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 (or tap the main screen to close this menu and return to the test):

<table>
<thead>
<tr>
<th>Option</th>
<th>Choose When...</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Resume Later | You want to stop the test, but plan to come back to it later.                 | ▶ Test score will be recorded after test is resumed and completed.  
▶ Test will resume on the same question number, but the problem presented will be different (see page 51).  
▶ Resume Later can only be used during the actual test, not during the practice session(s) or the optional second part of the test. (Stop Test is the only option available at that time.) |
| Stop Test   | You want to stop the test; you have finished with it and have no plans to come back to it. | ▶ Test score will not be recorded.  
▶ The next time the student logs in to take a test, the student will begin a new test. |
To stop or pause the test, enter the monitor password and tap \textit{Continue}.

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

- You cannot substitute your Renaissance Place password for the monitor password.
- If you forget to enter a password before tapping \textit{Continue}, or if you enter the wrong password, you can try again. However, if you enter the wrong password three times in a row, you will not be able to stop the student’s test. Check the Testing Password preference (see page 207) to make sure you are using the correct monitor password.

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

\textbf{Note:} STAR Reading doesn’t record scores for stopped, paused, or interrupted tests. The Test Activity Report (see page 186) lists all tests.

\section*{Resuming an Unfinished Test}

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

- If the test was intentionally paused by the teacher or test monitor (see pages 49 and 50).
- 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.

\textbf{Notes:}

- An unfinished test can only be resumed within eight days of the interruption.
- A test can be paused and resumed repeatedly. When a test is resumed, the student returns to the same \textit{place} in the test where the student left off (the same question number), but a different question will be presented. This is done to prevent pausing the test in order to give a student more time to work on a question.
**Example:** On a Thursday afternoon, Lisa is taking a STAR Reading test. She is on question 12 when she begins to feel ill. The teacher pauses the test and sends Lisa home. Lisa does not return to school until Monday; when she comes back, the teacher resumes the test. She continues the test, starting on question 12 where she left off, but question 12 is no longer the same question she saw last Thursday; it has changed to a new question.

- A test can only be resumed on the platform on which it started. A test that was paused in a browser cannot be resumed on an iPad®, and vice-versa.
- STAR Reading doesn’t record scores for unfinished tests, but it does record the total number of incomplete tests for each student in the Test Activity Report (see page 186).

**Resuming an Unfinished Test on a Computer**

1. Log in to the student program (see page 27).
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**.

   ![Resume Test](image)

   **Start** 
   
   You have a test to finish. 
   Please enter the monitor password. 
   
   Monitor Password 
   
   ![Start](image)

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

   ![Resuming incomplete test](image)

---

*To find the monitor password, see the Testing Password preference see page 207. You may not need to use the monitor password to start a test, but you always need to use it to stop or resume a test.*
Resuming an Unfinished Test on an iPad®

1. Log in to STAR Apps on iPad® (see page 27).
2. The student will see a message reminding the student that he or she has an unfinished test.
   The student taps **Start** to resume the test

![Start Button]

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

![Monitor Password Screen]

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

![Resuming Incomplete Test]

Deactivating and Reactivating a STAR Reading Test

Although you cannot permanently delete a STAR Reading 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 Reading Test

1. Select **STAR Reading** 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 **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.

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, Grade Equivalent, and Percentile Rank scores **C**, along with the type of test taken (Enterprise or Non-Enterprise). 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).
A link icon following a test date and time means that the test is linked to a goal in Accelerated Reader or STAR Reading. The goal should be reviewed after the test is deactivated.

5. Select the row for the test you want to deactivate; then, select Deactivate Test.

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).

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.

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 Reading Test for a Student

1. Select STAR Reading 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 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.

3. Select Search B.

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 C. A list of deactivated tests for that student is shown at the bottom of the page D.

   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

   a. School
   b. Teacher
   c. Class
   d. Search
   e. Done
   f. Reactivate Test
   g. Prev. Student
   h. Next Student
   i. Deactivated Test
   j. Deactivate Test
   k. Reason: Student became ill during the test and had to be removed from the classroom.
   l. Details:
      - Deactivated On: 04/28/2014
      - Test Type: Enterprise
      - Deactivated By: James Faison
      - Reason: Student became ill during the test and had to be removed from the classroom.

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

Learn more about capabilities on page 217.
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).

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.
Screening, Progress Monitoring & Intervention

Cut Scores, Benchmarks, and Benchmark Structures

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

- A cut score is either a converted Percentile Rank (PR) score or, in the case of state benchmarks, a Scaled Score (SS) (see page 192).
- Cut scores that are chosen as targets for students to meet or surpass are benchmarks.
  - School benchmarks are targets that apply to every student in a school (each grade has its own benchmarks). These are available for all STAR Reading and STAR Reading Enterprise customers.
  - District benchmarks are targets that apply to every student in a school district; these are only available for STAR Reading Enterprise customers.
  - A state benchmark correlates the STAR Reading test scores within a school to a specific state’s test. A state benchmark is only available for STAR Reading Enterprise customers in states where a linking study has been completed. The linking study correlates the STAR scale to the scale used on the state assessment.

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

- The number of categories, the category names, and the minimum proficiency level chosen create a benchmark structure. There are four default categories (see the chart on the next page), but the number of categories in the structure can be changed from two to five.
This chapter explains how to change the number of categories in the structure and the cut scores/benchmarks that define them.

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

<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.

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

A new capability has been added to STAR Reading: Manage STAR Reading Screening, Progress Monitoring & Intervention. This capability allows users to view screening and progress monitoring scores, and set Response to Intervention (RTI) goals for all STAR Reading students in a school (see page 217).

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

STAR Reading: Viewing Benchmarks

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

2. Select View Benchmarks in the gray sidebar on the left side of the page.
3. On the View Benchmarks page, use the School drop-down list to choose which school to view benchmarks for. (School administrators, school staff, and teachers can only view benchmarks for their own school.)

4. Select Done when you have finished viewing the benchmarks.

**STAR Reading: Editing Benchmarks**

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

- Editing school benchmark structure (see the next section) allows you to choose how many categories are used for the school, the names assigned to those categories, and which category should serve as the minimum proficiency level students should try to achieve.
- Editing school cut scores (see page 64) allows you to change the default values of the PR scores used as benchmarks.
Editing School Benchmark Structure

1. Select **STAR Reading** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
2. Select **View Benchmarks** in the gray sidebar on the left side of the page A.
3. On the View Benchmarks page, use the **School** drop-down list B to choose which school to edit school benchmark structures for.
4. Select **Edit Benchmark Structure** C.

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

Learn more about capabilities on page 217.

If you can't select View Benchmarks, the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the School drop-down list. To set screening dates, see page 89.
5. On the Edit School Benchmark Structure page, use the Number of Categories drop-down list to choose how many categories you want in the structure (from 2–5; the default is 4).

6. If you want to change the names of the categories, type the names you want in the appropriate fields next to the colored boxes. 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></td>
<td></td>
<td></td>
<td>Urgent Intervention</td>
</tr>
</tbody>
</table>

7. The Screening Report (see page 165) has a graph showing which students fall into each of the categories. Choose one of those categories to serve as the “bar” that students must reach in the Minimum Proficiency Level column. When a Screening Report is printed, a horizontal line will be placed on the graph at the chosen level, making it easier to see students who are “reaching the bar” and those who are not. (The lowest category cannot be chosen as the minimum proficiency level).

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

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

Learn more about capabilities on page 217.

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

2. Select **View Benchmarks** in the gray sidebar on the left side of the page.

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

4. Select **Edit Cut Scores**.

5. On the Edit School Cut Scores page, use the drop-down lists in the row for a grade to change the PR values that define the categories for that grade. The...
values must be in ascending order from left to right. In the example below, the default number of categories (4) are shown.

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

6. Select **Save** to save the changes you have made. To exit this page without saving your changes, select **Cancel**.
STAR Reading Enterprise: Viewing Benchmarks

There are two ways to reach the View Benchmarks page:

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

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

1. Select STAR Reading on the Home page, then select Enterprise Home.
2. On the STAR Reading Enterprise Home page, select Benchmarks (below “Benchmark Options” in the Important Features section of the page); go to “View Benchmarks Page” on page 67.

From the Screening, Progress Monitoring & Intervention Page

1. Select STAR Reading on the Home page, then select Screening, Progress Monitoring & Intervention.
2. Select View Benchmarks in the gray sidebar (under “Setup”); go to “View Benchmarks Page” on page 67.

Who Can Do This?

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

Learn more about capabilities on page 217.

If you can’t select View Benchmarks, the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the School drop-down list. To set screening dates, see page 89.
View Benchmarks Page

1. In the top section of the View Benchmarks page, select the tab to choose which type of benchmark you want to view: School, District, or State.

   ▶ 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 83).

   ▶ The State tab will only be shown if a linking between the STAR Reading scale and your state test has been completed for one or more grades. The name shown on the tab will be the name of your state and the state test name acronym.

If you choose school benchmarks, see page 67.
If you choose district benchmarks, see page 68.
If you choose state benchmarks, see page 69.

Viewing School Benchmarks

To view school benchmarks:

▶ Verify that the School tab is active.

▶ 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 71).

▶ 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 73).
Select **Done** when you have finished viewing the benchmarks.

**Viewing District Benchmarks**

To view district benchmarks:

- Verify that the District tab is active.
- 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 76).
- 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 78)
Select **Done** when you have finished viewing the benchmarks.

### Viewing State Benchmarks

To view state benchmarks:

- Verify that the State tab is active.
- Unlike school and district benchmarks, state benchmarks are linked to the Scaled Score (SS), not the Percentile Rank (PR); see page 192.
- There may be grades in the state that do not have a linking between the state test and STAR Reading; the rows for these grades will be empty.
- The **Edit Non-Linked Grades** link above the table will only appear if the user group you belong to is allowed to edit scores for non-linked grades (see page 80).
Select Done when you have finished viewing the benchmarks.

School Benchmarks

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

- Editing school benchmark structure (see the next section) allows you to choose how many categories are used for the schools, the names assigned to those categories, and which category should serve as the minimum proficiency level students should try to achieve. The same school benchmark structure is used by all schools in the district.

- Editing school cut scores (see page 73) allows you to change the default values of the PR scores used as benchmarks. Each school can set its own values for the school cut scores.
Editing School Benchmark Structure

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

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

Use whichever method you prefer.

From the STAR Reading Enterprise Home Page

1. Select **STAR Reading** on the Home page, then select **Enterprise Home**.
2. On the STAR Reading Enterprise Home page, select **Benchmarks** (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 71.

If you can’t select **View Benchmarks**, the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the **School** drop-down list. To set screening dates, see page 89.

From the Screening, Progress Monitoring & Intervention Page

1. Select **STAR Reading** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
2. Select **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 71.
3. In the top section of the View Benchmarks page, select the **School** tab.

Who Can Do This?

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

Learn more about capabilities on page 217.
4. Select **Edit Benchmark Structure**.

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

---

**If you change the number of categories, the cut scores will revert to their default values (see the diagram on page 75).**

**You can restore the category names and the Minimum Proficiency Level back to their default settings by selecting Default.**
6. If you want to change the names of the categories, type the names you want in the appropriate fields next to the colored boxes. 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>Urgent Intervention</td>
<td>Intervention</td>
<td>Urgent Intervention</td>
</tr>
</tbody>
</table>

7. The Screening Report (see page 165) has a graph showing which students fall into each of the categories. Choose one of those categories to serve as the “bar” that students must reach in the Minimum Proficiency Level column. When a Screening Report is printed, a horizontal line will be placed on the graph at the chosen level, making it easier to see students who are “reaching the bar” and those who are not. (The lowest category cannot be chosen as the minimum proficiency level).

8. When you have finished making your changes, select Save. To leave this page without saving your changes, select Cancel.

**Editing School Cut Scores**

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

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

Use whichever method you prefer.

---

**Who Can Do This?**

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

Learn more about capabilities on page 217.

---

**From the STAR Reading Enterprise Home Page**

1. Select **STAR Reading** on the Home page, then select **Enterprise Home**.

2. On the STAR Reading Enterprise Home page, select **Benchmarks** (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 74.
From the Screening, Progress Monitoring & Intervention Page

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

2. Select **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 74.

3. In the top section of the View Benchmarks page, select the **School** tab.

4. Use the **School** drop-down list to select which school’s cut scores to edit.
   **Note:** School administrators and school staff can only edit cut scores for their own school.

5. Select **Edit Cut Scores**.

---

**If you can’t select View Benchmarks, the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the School drop-down list. To set screening dates, see page 89**.
6. On the Edit School Cut Scores page, use the drop-down lists in the row for a grade to change the PR values that define the categories for that grade. The values must be in ascending order from left to right.

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

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

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

- *Editing district benchmark structure* (see the next section) allows you to choose how many categories are used for the district, the names assigned to those categories, and which category should serve as the minimum proficiency level students should try to achieve.

- *Editing district cut scores* (see page 78) allows you to change the default values of the PR scores used as benchmarks.

### Editing District Benchmark Structure

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

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

Use whichever method you prefer.

#### From the STAR Reading Enterprise Home Page

1. Select **STAR Reading** on the Home page, then select **Enterprise Home**.
2. On the STAR Reading Enterprise Home page, select **Benchmarks** (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 76.

#### From the Screening, Progress Monitoring & Intervention Page

1. Select **STAR Reading** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
2. Select **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 76.
3. In the top section of the View Benchmarks page, select the **District** tab.
4. Select **Edit Benchmark Structure**

5. 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).

6. If you want to change the names of the categories, type the names you want in the appropriate fields next to the colored boxes. 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>Urgent Intervention</td>
</tr>
</tbody>
</table>

If you change the number of categories, the cut scores will revert to their default values (see the diagram on page 79).

You can restore the category names and the Minimum Proficiency Level back to their default settings by selecting **Default**.
7. The Screening Report (see page 165) 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 \( F \). When a Screening Report is printed, a horizontal line will be placed on the graph at the chosen level, making it easier to see students who are “reaching the bar” and those who are not. (The lowest category cannot be chosen as the minimum proficiency level).

8. When you have finished making your changes, select **Save**. To leave this page without saving your changes, select **Cancel**.

### Editing District Cut Scores

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

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

Use whichever method you prefer.

#### From the STAR Reading Enterprise Home Page

1. Select **STAR Reading** on the Home page, then select **Enterprise Home**.

2. On the STAR Reading Enterprise Home page, select **Benchmarks** (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 78.

#### From the Screening, Progress Monitoring & Intervention Page

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

2. Select **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 78.

3. In the top section of the View Benchmarks page, select the **District** tab \( A \).
4. Select **Edit Cut Scores**.

   ![Screen Shot](image)

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

   ![Screen Shot](image)

   In this example (where 4 categories are used), On Watch is automatically calculated as the range of scores between Intervention and At/Above Benchmark. The category that is automatically calculated changes depending on the number of categories used; see the diagram on page 79.

   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>Intervention: Below 25 PR</th>
<th>On Watch: Calculated</th>
<th>At/Above Benchmark: At/Above 40 PR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Below Benchmark: Calculated[a]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Intervention: 10–24 PR</td>
<td>On Watch: Calculated[b]</td>
<td>At/Above Benchmark: At/Above 40 PR</td>
</tr>
<tr>
<td>4</td>
<td>Urgent Intervention: Below 10 PR</td>
<td>Intervention: 10–24 PR</td>
<td>At/Above Benchmark: At/Above 40 PR</td>
</tr>
<tr>
<td>5</td>
<td>Urgent Intervention: Below 10 PR</td>
<td>Intervention: 10–24 PR</td>
<td>Above Benchmark: Calculated[c]</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.

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

**State Benchmarks**

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

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

**Editing Non-Linked Grades**

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

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

Use whichever method you prefer.
From the STAR Reading Enterprise Home Page

1. Select **STAR Reading** on the Home page, then select **Enterprise Home**.
2. On the STAR Reading Enterprise Home page, select **Benchmarks** (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 81.

From the Screening, Progress Monitoring & Intervention Page

1. Select **STAR Reading** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
2. Select **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 81.
3. In the top section of the View Benchmarks page, select the **State** tab.
4. Select **Edit Non-Linked Grades**.

---

*If you can’t select View Benchmarks, the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the School drop-down list. To set screening dates, see page 89.*
5. Enter the Scaled Score values you want in the appropriate fields.

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

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

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

**Default Benchmarks**

The *default* benchmark is the benchmark that is used throughout STAR Reading Enterprise. In some places (such as the Screening Report options; see page 165), you are allowed to choose different benchmarks to use—if no choice is shown, the default benchmark will be used.

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

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

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

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

Use whichever method you prefer.
From the STAR Reading Enterprise Home Page

1. Select **STAR Reading** on the Home page, then select **Enterprise Home**.
2. On the STAR Reading Enterprise Home page, select **Benchmarks** (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 84.

From the Screening, Progress Monitoring & Intervention Page

1. Select **STAR Reading** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
2. Select **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 84.
3. On the View Benchmarks page, select **Edit Default Benchmark**.

*If you can't select View Benchmarks, the selected school does not have any screening dates. Make sure you see the name of the school you want to work with in the School drop-down list. To set screening dates, see page 89.*
4. On the Set Default Benchmark page, if you want to let school administrators choose which benchmark to use as the default benchmark in their own school, select **Allow school administrators to set**.

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

- **School benchmarks**: Each school will use the school benchmark (see page 70) as the default.
- **District benchmark**: The district benchmark (see page 76) will be the default for all schools. If some schools in the district do not have an Enterprise subscription, the district benchmark will not be used for those schools.
- **“State”**: If a linking between the STAR Reading scale and your state test has been completed for one or more grades, the state benchmarks can be used as the default. (The name shown will be the name of your state and the state test name acronym.)

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

5. Select **Save** to save your changes, or select **Cancel** to leave this page without saving changes.

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

School administrators and school staff can only set default benchmarks for their own school, and only if they have been given permission by the district administrator or district staff (see step 4 on page 85).

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

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

Use whichever method you prefer.
From the Screening, Progress Monitoring & Intervention Page

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

2. Select **View Benchmarks** in the gray sidebar (under “Setup”); go ahead to step 3 on page 87.

From the STAR Reading Enterprise Home Page

1. Select **STAR Reading** on the Home page, then select **Enterprise Home**.

2. On the STAR Reading Enterprise Home page, select **Benchmarks** (below “Benchmark Options” in the Important Features section of the page); go ahead to step 3 on page 87.
3. On the View Benchmarks page, select **Edit Default Benchmark**.

4. 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 70) as the default.
   - **District benchmark**: The district benchmark (see page 76) will be the default for all grades in your school. If some schools in the district do not have an Enterprise subscription, the district benchmark will not be used for those schools.
   - **“State”**: If a linking between the STAR Reading scale and your state test has been completed for one or more grades, the state benchmarks can be used as the default. (The name shown will be the name of your state and the state test name acronym.)

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

5. Select **Save** to save your changes, or select **Cancel** to leave this page without saving changes.
Screening Dates

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

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

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

Viewing Screening Dates

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

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

Use whichever method you prefer.

From the Screening, Progress Monitoring & Intervention Page

1. Select STAR Reading on the Home page, then select Screening, Progress Monitoring & Intervention.
2. If necessary, use the School drop-down list to choose which school to view the screening dates for.
3. In the gray sidebar on the left side of the page, select View Screening Dates; go ahead to step 4 on page 89.

From the STAR Reading Enterprise Home Page

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

Who Can Do This?

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

Teachers can only view screening dates; all other user groups can edit them (see “Adding or Editing Screening Dates” on page 89).
3. Select **Screening Dates** (below “Benchmark Options” in the Important Features section of the page); go ahead to step 4 on page 89.

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

![Screening Dates Table]

### Adding or Editing Screening Dates

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

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

Use whichever method you prefer.

**From the Screening, Progress Monitoring & Intervention Page**

1. Select **STAR Reading** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
2. If necessary, use the **School** drop-down list to choose which school to edit screening dates for.
3. Select **View Screening Dates** in the gray sidebar on the left side of the page; go ahead to step 4 on page 90.

**From the STAR Reading Enterprise Home Page**

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

![Important Features]

---

**Who Can Do This?**

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

Learn more about capabilities on page 217.
3. Select **Screening Dates** (below “Benchmark Options” in the Important Features section of the page); go ahead to step 4 on page 90.

4. Make your changes to the screening dates:

   District administrators and district staff can choose **All Schools** from the **School** drop-down list to set the same screening dates for all schools in the district at the same time.

   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.

5. Select **Save** to save your changes. Select **Cancel** to leave this page without saving your changes. The screening dates will automatically rearrange themselves by calendar date.
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 Reading test.

Note: Teachers who have had the “Manage STAR Reading Screening, Progress Monitoring & Intervention” capability removed (see page 219) can only set up and edit intervention goals for their own students.

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

- From a student search
- From a screening preview

Use whichever method you prefer.

From a Student Search

1. Select STAR Reading 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 to narrow your search results to students in a particular grade or class.
5. Select Search.

Who Can Do This?

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

Learn more about capabilities on page 217.

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

For advice on setting goals, select Learn more about goals on the Progress Monitoring & Goals tab.

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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; go to “Student Detail Page” on page 93.

From a Screening Preview

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

2. 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.

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 Reading Screening, Progress Monitoring & Intervention” capability removed, a grade will not appear in this list until at least one of that teacher’s students in that grade has taken a test.

4. On the Screening Preview page, select **View Students** in the row for a 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; go to “Student Detail Page” below.

### 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 Reading test, and the student’s Scaled Score and Percentile Rank.

1. To set up an initial goal for a student that doesn’t have one yet, select **Add Goal** ; go to step 3 on page 95.

   To edit an existing goal, select **Edit Goal** (or select the goal itself ); continue to step 2 on page 94.
To delete the existing goal, select **Delete Goal**.

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. 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**.
   - If the student *has* taken a test since the goal was set, select **Set up new intervention and goal**. (This option will not be available if the student has not taken a test since the goal was set.)

Once you’ve made your choice, go on to step 3.
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 here instead). See “Cut Scores, Benchmarks, and Benchmark Structures” on page 58.

Beneath these calculations, select a 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.
   - The Catch Up/Keep Up goal means different things depending on if a student is below proficiency, at proficiency, or above proficiency:

If the student has only taken one test, there will not be a Starting test drop-down list. The date and scores from that test will serve as the student’s starting test information.

For additional information about the scores and the functions they serve in the Screening and Student Progress Monitoring Reports, select Interpretation & Guidance at the top of the Intervention Details table.

See “Default Benchmarks” on page 83 for information about minimum proficiency levels.
For students below proficiency 1: The goal tells you how many Scaled Score points the student would need to gain every week to achieve minimum proficiency (“catch up”).

For students at or above proficiency 2: The goal tells you how many Scaled Score points the student would need to maintain his or her current proficiency level (“keep up”).

The Stay Up/Move Up goal means different things depending on if a student is below proficiency, at proficiency, or above proficiency:

For students below proficiency 1: Students below proficiency cannot have a Stay Up/Move Up goal.

For students at proficiency 2: The goal tells you how many Scaled Score points the student would need to gain every week to move above proficiency (“move up”).

For students above proficiency but below the next higher state achievement level 3: The goal tells you how many Scaled Score points the student would need to gain every week to continue rising above proficiency (“stay up”).

For students above proficiency and at or above the next higher state achievement level 4: The goal tells you how many Scaled Score points the student would need to gain every week to continue rising above proficiency (“stay up”).

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 Reading test. Her Scaled Score (SS) is 399 and her Percentile Rank (PR) is 39. The teacher sets up an intervention and goal for Jacinta to reach in 8 weeks.
If the teacher wants to set a goal based on Scaled Score (SS), the teacher selects Scaled Score from the drop-down list, enters the SS Jacinta should reach within 8 weeks (for this example, 425), and then 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 certain reports can be created *just* for the students in that group. A student can belong to more than one group.

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

### Managing Groups

1. Select **STAR Reading** 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. On the left side of the page, in the gray sidebar, select **Manage Groups**.
4. The first table on the Manage Groups page shows all the groups created for STAR Reading at the selected school that you are a member of. You will also see a list of any other groups that you have created or which you have been assigned to (these groups can be created in some of the other Renaissance Place programs).

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

- Select **Create Group** to open up a window where you can enter the name of a new group (see “Creating a Group” on page 99).
- Select **Edit** in the row for a group to edit the name of the group or the personnel assigned to it (see “Editing a Group” on page 102).
- Select **Add/Remove Students** to change the students assigned to a group (see “Adding or Removing Students from Groups: Method I” on page 100).
- Select **Delete** to delete a group (see “Deleting a Group” on page 103).

5. Select **Done** when you have finished making changes to groups.
Creating a Group

1. Select **STAR Reading** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
2. If necessary, use the **School** drop-down list to choose a school.
3. Select **Manage Groups** in the gray sidebar on the left side of the page.
4. Select **Create Group**.
5. On the Create Groups page, enter or update the following information for the group:
   - The name of the group **A**.
   - The personnel assigned to the group **B**. You can choose a single person from the **Personnel** drop-down list, or select **Select Multiple Personnel** to assign more than one personnel member to the group.
   - The programs the group will be used with **C**. STAR Reading will already be checked. If there are other programs on your server that can use this group, they will be listed here; check the boxes for them if you want to use this group for those programs as well.
   - You can type a short description of the group in the **Description** field **D** (optional).
   
   **Note:** The school the group belongs to **E** is the school you chose in step 2. If you need to create the group for a different school, 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. Select **Save** to save the new group. Select **Cancel** to leave this page without saving any changes.
Adding or Removing Students from Groups: Method I

1. Select **STAR Reading** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
2. If necessary, use the **School** drop-down list to choose a school.
3. Select **Manage Groups** in the gray sidebar on the left side of the page.
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**.

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

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

---

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

Learn more about capabilities on page 217.

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### For an alternate way to add students to groups, see page 101.

### Teachers who have had the “Manage STAR Reading Screening, Progress Monitoring & Intervention” capability removed can only add or remove their own students from groups.
Adding Students to Groups: Method II

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

2. 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.

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 during the current screening period.

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

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

---

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

Learn more about capabilities on page 217.

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

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For an alternate way to add students to groups, see page 100.
5. On the Add Students to Groups page, check the name of each student you want to add to a group. To select all the students on the page at once, check the **Student** box at the top of the column. The names of any groups the student currently belongs to are also listed.

6. Select the group you want to add the selected students to from the **Group** drop-down list. Then, select **Add Selected Students** to add the students to the group. The list of groups the student belongs to will automatically update. You can also create a new group by selecting **Create a new Group**. (See “Creating a Group” on page 99.)

7. Select **Done** when you are finished adding students to groups.

**Editing a Group**

1. Select **STAR Reading** on the Home page, then select **Screening, Progress Monitoring & Intervention**.
2. If necessary, use the **School** drop-down list to choose a school.
3. Select **Manage Groups** in the gray sidebar on the left side of the page.
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 Reading will already be checked. If there are other programs on your server that can use this group, they will be listed here; check the boxes for them if you want to use this group for those programs as well.

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

Learn more about capabilities on page 217.
You can type a short description of the group in the Description field if you want to (optional).

6. Select Save to save the changes you’ve made. Select Cancel to leave this page without saving any changes.

Deleting a Group

Who Can Do This?
- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers
Learn more about capabilities on page 217.

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

1. Select STAR Reading 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 Delete in the row for a group to delete the group.
5. If you are sure you want to delete this group for all personnel, select OK. If not, select Cancel.
The Record Book integrates STAR Reading Enterprise assessment data and Core Progress. It gives teachers the ability to view the date of their students’ last assessment, the Scaled Score and Percentile Rank from the last assessment, the benchmark category based on the last assessment, and the Instructional Groups they belong to (if they have been assigned to one). Users can select a single student or multiple students from a Record Book list and go directly into Instructional Resources from there. The resources displayed depend on the students chosen:

- For one student, resources related to the skills that that student is ready to learn are displayed.
- For multiple students, resources related to 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 105.

**Method 1**

On the STAR Reading Enterprise Home page, select **Record Book** in the Important Features section at the top of the page.

**Method 2**

On the Renaissance Place Home page, select **Record Book** under STAR Reading Enterprise.
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 58), or print a report (Reports; see page 115).

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 98) 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). Select Legend to the right of the list to see a key for the available benchmarks.

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. Select Edit Instructional Groups to the right of the list to change the number of instructional groups and which students are assigned to them (see page 107).

F The table shows each student’s name, Scaled Score, Percentile Rank, test date, and which instructional group the student belongs to, if any (a dash means the student is not in an instructional group). Select a student’s name to see the Student Details page for that student (see page 108).
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: 703</th>
<th>View Suggested Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Scaled Score</td>
</tr>
<tr>
<td>Clark, Andrew</td>
<td>721</td>
</tr>
<tr>
<td>Johnson, Madison</td>
<td>636</td>
</tr>
<tr>
<td>Moore, Matthew</td>
<td>747</td>
</tr>
<tr>
<td>Thomas, Ashley</td>
<td>711</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2 - Median Scaled Score: 577</th>
<th>View Suggested Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Scaled Score</td>
</tr>
<tr>
<td>Martinez, Thomas</td>
<td>566</td>
</tr>
<tr>
<td>Smith, Joshua</td>
<td>546</td>
</tr>
<tr>
<td>Wilson, Emily</td>
<td>567</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4 - Median Scaled Score: 497</th>
<th>View Suggested Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Scaled Score</td>
</tr>
<tr>
<td>Anderson, Nathan</td>
<td>496</td>
</tr>
<tr>
<td>Rodriguez, Gabriela</td>
<td>497</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unassigned</th>
<th>View Suggested Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Scaled Score</td>
</tr>
<tr>
<td>Garcia, Matias</td>
<td>376</td>
</tr>
<tr>
<td>Taylor, Abigail</td>
<td>469</td>
</tr>
</tbody>
</table>

Select View Suggested Skills above an instructional group’s table to see skills that the students in the instructional group are ready to learn; see page 112.

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 105).
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 (the default number is 4).
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 want to.
5. Select Save when you are finished.
Student Details Page

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

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

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.

This table shows the student’s latest test date, current Scaled Score, projected Scaled Score, ZPD, Lexile® Measure, and Lexile® ZPD scores. The projected Scaled Score is calculated based on the date chosen for the end of the school year in Renaissance Place. Based on research, 50% of the students who are at the same level as the current student can be expected to achieve this much growth by the end of the school year.

This is a graphic representation of the student’s Scaled Score (both from the most recent test and projected) in relation to the chosen benchmark.

This table shows the student’s test dates, Scaled Scores, and Percentile Ranks since the start of the school year.

Select View Suggested Skills to see the skills this student is ready to learn (see page 112).

Select Done when you are finished viewing the student’s details.
Alternative Core Progress Skills View

The section beginning on page 105 ("Use and Navigation") describes how to use the Record Book to search for a particular student or instructional group and then view the suggested core progress skills for that student or group.

It is possible to view information about the skills (such as terminology, prerequisite skills, and so on) without going through the Record Book. When you do this, you will see the Suggested Skills page, where all the skills and additional information about them is listed, 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.

**Note:** The skills displayed in the alternative view are not based on the Learning Standards Preference. For more information about the Learning Standards Preference, see the Renaissance Place Software Manual or the help for Renaissance Place (on the Home page, select ?, then Help).

There are several ways to get to the Suggested Skills page:

- On the Home page, select **STAR Reading**, then select **Resources**. On the Resources page, select **Enter Core Progress for Reading**.

![Screen capture of the STAR Reading interface](image)
On the Home page, select **STAR Reading** then select **Enterprise Home**. On the Enterprise Home page, select **Enter Core Progress** (under “Core Progress” in the Important Features section).

Select **Enter Core Progress Learning Progression** when creating an Instructional Planning - Class Report (either on the report preview or the report itself; see page 150).

Select **Enter Core Progress Learning Progression** when creating an Instructional Planning - Student Report (see page 155).
The suggested skills from the Core Progress Learning Progression are shown here, sorted by grade. Focus skills have a double-angle quotation mark (») in front of them.

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 112).

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

Select Done when you are finished.
Viewing Instructional Resources

After selecting View Suggested Skills in the Record book (see page 108) or View Instructional Resources for a skill on the Suggested Skills page (see page 111), the suggested skills are presented on skill cards, which have 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 skills and links to those resources are shown below the cards. 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: If you reach this page through the Record Book, the suggested skills you see for a student will be the same as the ones you would see going through the Reading Dashboard; in both cases, the setting for the Learning Standards Preference determines which skills are shown. However, if you reached this page from the alternative suggested skills view, the suggested skills and resources presented are based on 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). This may cause the skills shown here to be different from the ones shown in the Reading Dashboard.
Your State Learning Progression and the Learning Standards Preference

Renaissance Learning has defaulted all schools in your district to your State Standards Learning Progression, providing you with the ability to see your data and instructional resources through the lens of your state standards.

**Important:** If you want to change the default setting of the Learning Standards preference (found under Product Administration in Renaissance Place), it’s important for your administrator to do so immediately before the school year begins. If you change the preference after the school year starts, reports may be affected when the Learning Standards Preference is edited. Consider printing reports before editing this preference. If you change the preference after any students have completed assessments, you may want to retest those students to ensure your reports reflect the Learning Standard you have selected.

For additional information, refer to the following documents:

- New Scaled Score Entry Points for Learning Progressions:
- Learning Progression Development:
Reports

STAR Reading Reports

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

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

STAR Reading Enterprise Reports

Some reports are only available to STAR Reading Enterprise customers where linking has been completed (and, in some instances, to customers in states participating in the Council of Chief State School Officers (CCSSO)/Renaissance Learning R&D consortium). If your school has access to these reports, they will be listed along with the others on the Select Reports page.

You will also be able to access these reports from the STAR Reading Enterprise Home page. Select **STAR Reading** on the Home page, then select **Enterprise Home**.

Check for a PDF Viewer (such as Adobe Reader) Before You Generate Reports

With the exception of the Growth Proficiency Chart (see page 131) and the Longitudinal Report (see page 158), STAR Reading uses a PDF viewer (such as Adobe Reader) to generate reports.

When you select STAR Reading on the Home page, then select **Reports**, STAR Reading 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.

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## List of STAR Reading and STAR Reading Enterprise Reports

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<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>125</td>
</tr>
<tr>
<td>Diagnostic Report</td>
<td>Presents diagnostic and skill information for an individual student.</td>
<td>127</td>
</tr>
<tr>
<td>Growth Report</td>
<td>Shows growth for a group of students over time, with emphasis on SGP—Student Growth Percentile.</td>
<td>129</td>
</tr>
<tr>
<td>Growth Proficiency Chart ENTERPRISE</td>
<td>Plots Student Growth Percentile (SGP) and proficiency on a quadrant graph; companion to the Growth Report.</td>
<td>131</td>
</tr>
<tr>
<td>Instructional Planning Report - Class ENTERPRISE</td>
<td>Provides list of recommended skills for class or group instruction based on most recent assessment.</td>
<td>150</td>
</tr>
<tr>
<td>Instructional Planning Report - Student ENTERPRISE</td>
<td>Provides list of recommended skills for individualized instruction based on most recent assessment.</td>
<td>155</td>
</tr>
<tr>
<td>Longitudinal Report ENTERPRISE</td>
<td>Shows growth over multiple years.</td>
<td>158</td>
</tr>
<tr>
<td>Parent Report</td>
<td>Presents informational letter (in English or Spanish) for parents and guardians.</td>
<td>162</td>
</tr>
<tr>
<td>Reading Range Report</td>
<td>Provides reading range information for each student.</td>
<td>164</td>
</tr>
<tr>
<td>Screening Report</td>
<td>Graphs students’ placement above/below benchmarks based on STAR scores.</td>
<td>165</td>
</tr>
<tr>
<td>State Performance Report - Class ENTERPRISE</td>
<td>Provides a graphic display of how groups of students are progressing toward proficiency based on their STAR Reading tests.</td>
<td>168</td>
</tr>
<tr>
<td>State Performance Report - District ENTERPRISE</td>
<td>Displays Student Performance Outlook on the state test based on STAR Reading test scores.</td>
<td>170</td>
</tr>
<tr>
<td>State Standards Report - Class ENTERPRISE</td>
<td>Groups students by estimated mastery of State Standards or Common Core State Standards based on STAR Enterprise Scaled Score.</td>
<td>172</td>
</tr>
<tr>
<td>State Standards Report - District ENTERPRISE</td>
<td>Estimates mastery of State Standards or Common Core State Standards for groups of students based on STAR Enterprise Scaled Score.</td>
<td>175</td>
</tr>
<tr>
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a. This STAR Reading Enterprise report is also available to customers in states where linking has been completed and customers in states participating in the Council of Chief State School Officers (CCSSO)/Renaissance Learning R&D consortium.

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

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<td>Compare students’ percentile rank range to national scores</td>
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**Parents**

Let parents know their child’s test scores and how their child is doing compared to national scores | Parent Report | 162 |

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**Selecting Students for Reports**

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

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

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

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

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

To print the report:

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

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<td>Select Students</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</strong>, <strong>Classes</strong>, or <strong>Groups</strong>. See page 123.</td>
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<tr>
<td></td>
<td>▶ “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 98.</td>
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<tr>
<td>Reporting Parameter Group</td>
<td>See page 189.</td>
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<tr>
<td>Reporting Period</td>
<td>For the Annual Progress Report, the reporting period is always an entire school year.</td>
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<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></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>
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<tr>
<td></td>
<td>▶ You need to choose <strong>Class</strong>, <strong>Teacher</strong>, or <strong>Grade</strong> for the Group By option in order to select a Test Date Range. If the Group By option is left at its default setting (<strong>Student</strong>), you will not be able to select a Test Date Range.</td>
</tr>
<tr>
<td>Comparison</td>
<td>Choose whether to compare students’ progress in STAR Reading against the National Norm Reference.</td>
</tr>
<tr>
<td>Show Grade Equivalent</td>
<td>Use this option to choose whether to show each student’s GE score 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>
<tr>
<td>Group By</td>
<td>Choose how to group the information on the report: by class, teacher, grade, or student.</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>

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.
5. Select **View Report** when you have finished choosing options.

6. STAR Reading 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.</td>
</tr>
</tbody>
</table>
Diagnostic Report

This report provides individual skills assessment and other diagnostic information for each of the students you have selected. This report helps teachers determine how to improve their student’s performance. It also supports a direct discussion with an individual student’s parents or guardians.

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

For each student’s most recent test, the report includes the student’s Scaled Score (SS), Grade Equivalent (GE), Percentile Rank (PR), Percentile Rank range, Instructional Reading Level (IRL), Estimated Oral Reading Fluency (ORF), and Zone of Proximal Development (ZPD). Depending on the setting of the Lexile® Measures Preference (see page 206), the Lexile® Measure and Lexile® ZPD may also be shown.

When you print this report for a student who has taken a STAR Reading Enterprise test, there are three additional options available: Benchmark, Show Skill Area Scores, and Use Trend Score (see page 128). If a student has taken both a STAR Reading test and a STAR Reading Enterprise test, the report will use the data from the most recent test.

Notes on the Diagnostic Report:

- Although kindergarteners can take STAR Reading tests, data for kindergarteners has not been norm-referenced. Therefore, on this report, no values will be shown for Percentile Rank (PR) and/or Percentile Rank Range for kindergarteners.

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

- The report will indicate if any students took a test using extended time limits with a footnote explanation.

To print the report:

1. Select STAR Reading 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>
</table>
| Select Students         | To choose all of the students in a specific class, use the drop-down list. To choose specific students, classes, or groups, select **Students**, **Classes**, or **Groups**. See page 123.  
  ▶ “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 98. |
| Reporting Parameter     | See page 189.                                                                                                                                 |
| Group                   | The Diagnostic Report shows data from a specific time period. You can use either a marking period that has been set up by a district administrator/school administrator for your school, or you can set your own range by choosing a starting and ending date. |
| Benchmark               | Use this option to see where a student’s Scaled Score (SS) stands in relation to a particular benchmark: school, district, or state (see page 66).            |
| Use Trend Score         | Choose whether to use the trend score (see page 193) or the student’s actual Scaled Score from the most recent test to determine the student’s suggested skills. |
| Show Grade Equivalent   | Use this option to choose whether or not to include student IDs on this report.                                                               |
| Show Skill Area Scores  | Use this option to show a student’s skill area scores within each skill area: Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author’s Craft, and Analyzing Argument and Evaluating Text. |
| Group By                | Choose how to group the information on the report: by class, grade, teacher, or not grouped.                                                   |
| Sort By                 | Choose how to sort information on the report: by students’ last names or by their student IDs.                                                |
| Print Report Options    | Use this option to print a list of the options you’ve chosen on the report. If you decide to run the report again at a later date, you can refer to this list of options to make sure you’re using the same ones. |

5. Select **View Report** when you have finished choosing options.

6. STAR Reading 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), the type of test taken, Scaled Score (SS), Grade Equivalent (GE), Percentile Rank (PR), Estimated Oral Reading Fluency (Est. ORF), Instructional Reading Level (IRL) for the pretest and posttest, Normal Curve Equivalent (NCE), and Student Growth Percentile (SGP). The report also provides the mean pretest and posttest scores for the entire group of students. Depending on the setting of the Lexile® Measures Preference (see page 206), the Lexile® Measure may also be shown.

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 195), 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.
- Although kindergartners can take STAR Reading tests, data for kindergartners has not been norm-referenced. Therefore, on this report, no values will be shown for Percentile Rank (PR), Student Growth Percentile (SGP), and/or Normal Curve Equivalents (NCE) for kindergartners.
- The report will indicate if any students took a test using extended time limits, with a footnote explanation.

To print the report:

1. Select STAR Reading 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>
</table>
| Select Students               | Use the drop-down list to choose **All Classes**, a specific class, or select **Students, Classes**, or **Groups** to choose specific students, classes, or groups. See page 123.  
  - “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 98.  
  - If a teacher chooses to select by **Groups**, all students in the selected group will appear on the report, even if they are not enrolled in one of that teacher’s classes. (This is a capability that can be changed; see the *Renaissance Place Software Manual* for more information.) |
| Reporting Parameter Group     | See page 189.                                                                                                                                                                                               |
| Pretest Reporting Period      | The Growth Report shows data changes across two specific time periods: a pretest reporting period and a posttest reporting period.                                                                           |
| Posttest Reporting Period     | For each reporting period, you can use the entire school year, a marking period that has been set up by a district administrator/school administrator for your school, or you can set your own range by choosing a starting and ending date.  
  - Date ranges for pretest and posttest reporting periods cannot overlap.                                                                                                                                 |
| Test Type ENTERPRISE          | Use this option to choose which type of test you want to create the report for: **Enterprise** or **Enterprise and Non-Enterprise**.                                                      |
| Summary Only                  | Use this option to make the data in the report more manageable by only showing a concise summary of it.                                                                                                      
  - If **Yes** is chosen for this option, the Sort By option will not be available.                                                                                                               |
| Show Grade Equivalent         | Use this option to choose whether to show each student’s GE score on the report.                                                                                                                             |
| Group By                      | Choose how to group the information on the report: by class, grade, teacher, or not grouped.                                                                                                               
  - If one or more specific classes were chosen for the Select Students option, this option will automatically be set to **Class**.  
  - If one or more specific groups were chosen for the Select Students option, this option will automatically be set to **Group**.                                                                 |
| Sort By                       | Choose how to sort information on the report: by students’ last names or by their student IDs.                                                                                                      
  - If **Yes** was chosen for the Summary Only option, this option will not be available.                                                                                                               |
| Page Break                    | Use this option to have the information for each selected set print on a separate page.                                                                                                                     |
| Print Report Options          | Use this option to print a list of the options you’ve chosen on the 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.  
  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.                                                                          |

5. Select **View Report** when you have finished choosing options.

6. STAR Reading will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
Growth Proficiency Chart

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

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

Notes on the Growth Proficiency Chart:

- You must be working in the current school year to use this chart: it cannot be used to examine test data in prior school years.
- This chart cannot be used until there 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 Reading Enterprise test on the same day, the score from the last test taken that day will be used.
  - Students enrolled in multiple schools or classes will be counted multiple times if their scores meet the SGP window criteria.
  - Kindergarten students do not have SGP scores, and will not appear on the chart.
There are two ways to access the Growth Proficiency Chart; use whichever method you prefer, then go to the page listed for your user group:

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

Method 2—From the STAR Reading Enterprise Home Page
a. Select STAR Reading on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.
c. Select Growth Proficiency Chart in the Enterprise Reports section of the Enterprise Home page.

- District administrators and district staff: go to page 132
- School administrators and school staff: go to page 139
- Teachers: go to page 146

Growth Proficiency Chart: District Administrators and District Staff

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

- A Proficiency is achieved when students reach a benchmark.
- If there is a linking study between STAR Reading Enterprise and your state benchmark, the state benchmark will be chosen by default (you can use the drop-down list to choose the district benchmark instead).
- If there is no linking study for your state, there will not be a drop-down list, and the district benchmark will be used.
- When the district benchmark is showing, you can edit it by selecting Customize (see page 76).
- The minimum proficiency level for the benchmark is shown beneath it.
- Although you cannot change a state benchmark, you can view it by selecting View under the drop-down list when the state benchmark has been chosen (the Customize link will change to View).
If the state benchmark is chosen, and you subsequently choose a grade (see C) without any values assigned to it, you will be prompted to select View and enter estimated values for the non-linked grade (see page 80).

Initially, data for all grades in all schools in the district is shown. Use the Grade drop-down list to limit the data to a single grade.

- Only grades that have STAR Reading Enterprise classes will be in the list. All Grades will show all grades in the district that have STAR Reading Enterprise classes.
- 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 138). At any time while viewing the Growth Proficiency Chart:

- You can choose a different benchmark (if one is available) A or grade C. 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.

Select Done when you are finished with the chart.
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 students whose scores were used to create this chart; the number afterwards is the total number of students in the group.

Select **View Teachers** in the pop-up window to change to the teacher view (allowing you to view data for all STAR Reading Enterprise teachers at the chosen school; see page 135).
Teacher View

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

- **Proficient, Median Growth and Students Included:** These values are calculated the same way as they are in the district view (see page 134), 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.** Select it to return to the district view, where all the schools in the district are shown (see page 134).

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

Each of the blue circles on the chart represents a STAR Reading Enterprise class taught by the chosen teacher. Hover the mouse over one of the circles to open a pop-up window with the class' name and the following values:

- **At/Above Benchmark**: The percentage of students in the class who have reached or surpassed the chosen benchmark.
- **Median Growth** and **Students Included** are calculated the same way as they were for the district view (see page 134), 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. Select it to return to the teacher view, where all the teachers in the school are shown; see page 135.

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

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 Reading Enterprise class.

Hover the mouse over one of the circles to open a pop-up window with the student’s name and 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. Select it to return to the class view, where all of a teacher’s classes in the school can be seen (see page 136).
District view (page 134)—Initial view, showing all schools in the district with STAR Reading 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 135)—Shows all STAR Reading 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 136)—Shows all STAR Reading 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 137)—Shows all students in the chosen STAR Reading 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.
- If there is a linking study between STAR Reading Enterprise and your state benchmark, the state benchmark will be chosen by default (you can use the drop-down list to choose the district benchmark instead).
- If there is no linking study for your state, there will not be a drop-down list, and the district benchmark will be used.
- The minimum proficiency level for the benchmark is shown beneath it.
- Although you cannot change a state benchmark, you can view it by selecting View under the drop-down list when the state benchmark has been chosen.
- If the state benchmark is chosen, and you subsequently choose a grade (see C) without any values assigned to it, you will be prompted to talk to your district administrator about having estimated values for the non-linked grade(s) entered (see page 80).

- Initially, data for all grades in your school are shown. Use the Grade drop-down list to limit the data to a single grade.
  - Only grades that have STAR Reading Enterprise classes will be in the list. All Grades will show all grades in the school that have STAR Reading Enterprise classes.
  - 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 145). At any time while viewing the Growth Proficiency Chart:

- You can choose a different benchmark (if one is available) or 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.

Select **Done** when you are finished with the chart.
School View
The blue circle on the chart represents your school. Hover the mouse over the circle to open a pop-up window with the school’s name and the following values:

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

Select **View Teachers** in the pop-up window to change to the teacher view (allowing you to view data for all STAR Reading Enterprise teachers in the school; see page 142).
Teacher View

Each of the blue circles on the chart represents a teacher at the school who is assigned to a STAR Reading Enterprise class. Hover the mouse over one of the circles to open a pop-up window with a teacher’s name 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 141), 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. Select it to return to the school view (see page 141).

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

Each of the blue circles on the chart represents a STAR Reading Enterprise class taught by the chosen teacher. Hover the mouse over one of the circles to open a pop-up window with the class' name 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 141), 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. Select it to return to the teacher view, where all the teachers in the school are shown; see page 142.

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

Hover the mouse over one of the circles to open a pop-up window with the student’s name \( T \) and 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 \( U \). Select it to return to the class view, where all the teachers in the school can be seen (see page 143).
**School view (page 141)**—Initial view, showing your school. Hover over the circle for the school A; then select View Teachers B to drill down to the teacher view.

**Teacher view (page 142)**—Shows all STAR Reading 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 143)**—Shows all STAR Reading 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 144)**—Shows all students in the chosen STAR Reading 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 (see page 66). The benchmark (chosen by the district administrator) is shown here: either the district benchmark or the state benchmark (if a linking study has been completed for your state). The minimum proficiency level for the chosen benchmark is shown beneath it.

- **B** You can view the benchmark by selecting View B.

- **C** Initially, data for all grades that you teach STAR Reading Enterprise classes in is shown. Use the Grade drop-down list to limit the data to a single grade.

  - If you only teach STAR Reading Enterprise classes for one grade, there will not be a drop-down list.

From this initial view, you can drill down deeper into the data (see the following sections and the diagram on page 149). At any time while viewing the Growth Proficiency Chart:

- **D** You can choose a different grade D. The chart will automatically update based on the choices you make.

- **E** 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.

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

**My Classes View**

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

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

Select **View Students** in the pop-up window to change to the student view (allowing you to view data for all students in the chosen STAR Reading Enterprise class; see page 148).
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 Reading Enterprise class.

Hover the mouse over one of the circles to open a pop-up window with the student’s name and 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. Select it to return to the class view (see page 147).
**My Classes view** (page 147) – Initial view, showing your STAR Reading Enterprise classes. Hover over the circle for a class A, then select View Students B to drill down to the student view.

**Student view** (page 148) – Shows all students in the chosen STAR Reading Enterprise class. Hover over the circle for a student C to view that student’s test scores.
Instructional Planning Report - Class

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

Notes on the Instructional Planning Report - Class:

- If no classes or groups (see page 98) have been set up yet, you will not be able to print an Instructional Planning - Class Report.
- This report only includes STAR Reading Enterprise tests, not STAR Reading tests.

Printing this report is a two-stage process:

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

The procedure for printing this report starts on the Instructional Report Groupings page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 151):

Method 1—From the STAR Reading Reports Page

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

Method 2—From the STAR Reading Enterprise Home Page

a. Select STAR Reading on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.
c. Select Class A below "Instructional Planning" in the Enterprise Reports section of the page.
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.

   a. 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 98.) 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, District Benchmarks, or State Benchmarks (if there is an existing linking study for your state). Select Legend to see a key for the available benchmarks, as shown to the right.

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

- None of the students on the Instructional Report Groupings page will have their Percentile Ranks shown; only the Scaled Scores will be shown.
- Students in the non-linked grades will have no color-coding to indicate which cut score category they belong to (the squares will be white).

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

d. Select Update to see how the options you’ve chosen affect the data in the table at the bottom of the Instructional Report Groupings page.

- If there are more than 50 students in the table, it will be broken to multiple pages; select << Previous or Next >> above the upper-right corner of the table to move between pages.
- Initially, the number of Instructional Groups shown will match the number of available benchmarks; use the Instructional Groups drop-down list to change the number shown (from 2–5).
- Assign students to instructional groups by 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 Reading Enterprise assessment data for the time period chosen will appear at the bottom of the table.

e. If you want to, you can see a preview of the report as it would appear with only these preliminary options chosen.
To skip the preview and begin choosing additional report options, select **Next >**  and go to step 2 on page 153.

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 on to step 2).

2. 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>Page Break</td>
<td>Use this option to have each group’s information print on a separate page</td>
</tr>
</tbody>
</table>

3. Select **View Report** when you have finished choosing options.
4. STAR Reading will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.

These options let you go back and change the preliminary options you’ve chosen, customize this report again, or enter the Core Progress Learning Progressions (definitions, skill prerequisites, and examples to help you with instructional planning).
Instructional Planning Report - Student

This report provides teachers with a list of suggested skills for individual instruction based on a student’s most recent STAR Reading Enterprise assessment. (The Instructional Planning - Class Report does this for classes or groups.) Depending on the setting of the Lexile® Measures Preference (see page 206), the Lexile® Measure and Lexile® ZPD may also be shown.

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

The procedure for printing this report starts on the Instructional Report Groupings page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 156):

**Method 1—From the STAR Reading Reports Page**

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

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

c. Select **Instructional Planning - Student** on the Select Report page.

**Method 2—From the STAR Reading Enterprise Home Page**

a. Select **STAR Reading** on the Home page, then select **Enterprise Home**.

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

c. Select **Student** below “Instructional Planning” in the Enterprise Reports section of the page.
1. Use the Report Options page to select the options you want to customize for this report.

<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 Students, Classes, or Groups. See page 123. “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 98.</td>
</tr>
<tr>
<td>Benchmark B</td>
<td>Choose which benchmark will be used for report calculations: the School Benchmark, the District Benchmark, or “State Benchmark” (if there is an existing linking study for your state). The actual name you see for “State Benchmark” will depend on your state’s name and your state’s standards acronym.</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 Reading Enterprise assessments to date. Use this option to choose your target date:  
  - End of Year: This is the default setting, which uses the last day of your Renaissance Place school year as the date.  
  - Custom Date: Enter a date in the blank field, or use the calendar button to choose one.  
  - Do not show: The predicted growth will not be included on the report. |
| Use Trend Score D       | Choose whether to use the trend score (see page 193) 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. Select View Report F when you have finished selecting options.
3. STAR Reading will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader. These options let you select a different report, customize this report again, or enter the Core Progress Learning Progressions (definitions, skill prerequisites, and examples to help you with instructional planning).
Longitudinal Report

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

Learn more about capabilities on page 217.

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

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

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

Method 1—From the STAR Reading Reports Page
a. Select STAR Reading on the Home page, then select Reports.
b. Select your school from the School drop-down list, if necessary.
c. Select Longitudinal on the Select Report page.
d. Select either Growth or Cross Sectional A.
e. If you selected Growth, go to step 1 on page 159; if you selected Cross Sectional, go to step 1 on page 161.

Method 2—From the STAR Reading Enterprise Home Page
a. Select STAR Reading on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.
c. Select either Growth or Cross Sectional A (below “Longitudinal” in the Enterprise Reports section of the page).
d. If you selected Growth, go to step 1 on page 159; if you selected Cross Sectional, go to step 1 on page 161.

Method 3—From the Screening, Progress Monitoring & Intervention Page
a. Select STAR Reading on the Home page, then select Screening, Progress Monitoring & Intervention.
b. Select your school from the School drop-down list, if necessary.
c. Select Longitudinal under “Reports” in the gray sidebar on the left side of the screen.
d. Select either Growth or Cross Sectional A.
e. If you selected Growth, go to step 1 on page 159; if you selected Cross Sectional, go to step 1 on page 161.
Longitudinal Report: Growth

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Use the School drop-down list to choose your school. If a district administrator or district staff member chooses All Schools, and the district has a mix of STAR Reading Enterprise and non-Enterprise schools, only the schools that use STAR Reading Enterprise will be included in the report.</td>
</tr>
<tr>
<td>Grade</td>
<td>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.</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 161. The Growth version of the report tracks the same group of students as they progress from one grade to the next. It is possible that some students joined this group after they began taking STAR Reading assessments (for example, by transferring in from another school), or it may be possible that some students missed an assessment. Check the Only include students who tested in all timeframes box to exclude these students from the data.</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. Select Update to see how your choices affect the data shown in the table. 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 http://support.renaissance.com/techkb/techkb/9201163e.asp.
Longitudinal Report: Cross Sectional

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

   ![Longitudinal Report: Cross Sectional](image)

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Use the School drop-down list to choose your school. If a district administrator or district staff member chooses All Schools, and the district has a mix of STAR Reading Enterprise and non-Enterprise schools, only the schools that use STAR Reading Enterprise will be included in the report.</td>
</tr>
<tr>
<td>Grade</td>
<td>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.</td>
</tr>
<tr>
<td>Method</td>
<td>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 159.</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. Select Update to see how your selections affect the data in the report.

3. Once you’ve finished selecting options for this report and viewing the data, you can either 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 http://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, grade, teacher, class, and ID. The report includes a detailed comparison to scores on the national level; it shows the Grade Equivalent (GE), Percentile Rank (PR), Percentile Rank range, Instructional Reading Level (IRL), and Zone of Proximal Development (ZPD). Depending on the setting of the Lexile® Measures Preference (see page 206), the Lexile® ZPD may also be shown.

To print the report:

1. Select STAR Reading 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 123.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 189.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>The Parent Report (both English and Spanish) shows data from a specific time period. You can use either a marking period that has been set up by a district administrator/school administrator for your school, or you can set your own range by choosing a starting and ending date.</td>
</tr>
<tr>
<td>Show Grade Equivalent</td>
<td>Use this option to choose whether to show each student’s GE score on the report.</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 student IDs.</td>
</tr>
</tbody>
</table>

5. Select View Report when you have finished choosing options.
6. STAR Reading 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 Reading Parent Report

Parents can print the STAR Reading Parent Report themselves if you do the following:

- Add the parents to the software and assign their children.
- Give the parents the address (URL) to the software and access to the server.
- Send parents their user names and passwords.

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

1. After logging in, the parent selects his or her child from the drop-down list on the Home page if necessary. (If the selected student is enrolled in more than one school, the parent will also have to select a school.)

2. On the Home page, the parent selects STAR Reading, then selects Parent Report to print an English Parent Report or Informe en Español Para los Padres to print a Spanish Parent Report.

3. STAR Reading will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
Reading Range Report

This report is a good way to find the range of book levels your students should use when choosing books. It’s also helpful when students are planning to take quizzes on the books in Accelerated Reader.

This report lists your students and their Zones of Proximal Development (ZPD). Depending on the setting of the Lexile® Measures Preference (see page 206), the Lexile® ZPD may also be shown.

To print the report:

1. Select STAR Reading 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.
5. Select View Report when you have finished choosing options.
6. STAR Reading 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>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 123.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 189.</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>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>
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 (page 182) 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 58.
- The Screening Report can be run for any of the screening dates that have been set for your district. To check or change the screening dates before running the report, see pages 88–90.
- If no students have taken a test within the Current Screening Dates, you cannot create a Screening Report.
- Although kindergarteners can take STAR Reading tests, data for kindergarteners has not been norm-referenced. Therefore, this report cannot be run for kindergarten students.
- The report will indicate if any students took a test using extended time limits, with a footnote explanation.
- Depending on the setting of the Lexile® Measures Preference (see page 211), the Lexile® Measure and Lexile® ZPD may also be shown.

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 166:

Method 1—From the STAR Reading Reports Page
a. Select STAR Reading on the Home page, then select Reports.
b. Select your school from the School drop-down list, if necessary.
c. Select Screening on the Select Report page.

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

Method 3—From a Screening Preview
a. Select STAR Reading on the Home page, then select Screening, Progress Monitoring & Intervention.
b. If necessary, select Screening Status 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. 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 Reading Screening, Progress Monitoring & Intervention” capability removed, a grade will not appear in this list until at least one of that teacher’s students in that grade has taken a test.
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 <strong>Students, Classes, or Groups</strong> to choose specific students, classes, or groups. See page 123.</td>
</tr>
<tr>
<td></td>
<td>▶ “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 98.</td>
</tr>
<tr>
<td></td>
<td>▶ Teachers who have had the “Manage Screening, Progress Monitoring &amp; Intervention” capability removed can only run this report for their own students.</td>
</tr>
<tr>
<td>Reporting Parameter</td>
<td>See page 189.</td>
</tr>
<tr>
<td>Group</td>
<td></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, the district’s, or the state’s. Not all benchmarks may be available; a default benchmark (such as the school or district) should be set in those cases.</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> This option will not be available to non-Enterprise customers; the school benchmarks will be used.</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 a specific grade level for the Select Students option and your state benchmark for the Benchmark option, but the chosen grade does not have a state benchmark, then “No state benchmark available for this grade” will be shown in place of the Show Student Details options.</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>Show Grade Equivalent</td>
<td>Use this option to choose whether to show each student’s GE score on the report.</td>
</tr>
<tr>
<td>Group By</td>
<td>Choose how to group the information on the report: by class, grade, or teacher.</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>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. Select **View Report** when you have finished choosing options.

3. STAR Reading 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 Reading Reports page: Select a Different Report will take you back to the STAR Reading Reports page; Customize this Report will take you back to the Report Options page.

- If you began from the Screening, Progress Monitoring & Intervention page or a Screening preview: Customize this Report will take you back to the Report Options page; Return to Screening, Progress Monitoring & Intervention will take you back to the Screening, Progress Monitoring & Intervention page.
State Performance Report - Class

This report provides a graphic display of how groups of students are progressing toward proficiency based on their STAR Reading tests.

Notes on the State Performance Report - Class:

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

The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 168):

Method 1—From the STAR Reading Reports Page

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

Method 2—From the STAR Reading Enterprise Home Page

1. Select STAR Reading on the Home page, then select Enterprise Home.
2. Select your school from the School drop-down list, if necessary.
3. Select Class A below “State Performance” in the Enterprise Reports section of the page.

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>To choose all of the students in a specific class, use the drop-down list. To choose specific students, classes, or groups, select Students, Classes, or Groups. See page 123. “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 98.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 189.</td>
</tr>
</tbody>
</table>
2. Select **View Report** when you have finished choosing options.

3. STAR Reading 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>
| Test Date Range         | Use this option to choose a range of dates to include testing data from.  
                          ▶ You must have at least one date range chosen.  
                          ▶ You can add more date ranges (up to 10) to this report in order to compare multiple date ranges.  
                          ▶ Date ranges should not overlap.                                                   |
| Group By                | Choose how to group the information on the report: by class, teacher, grade, or not grouped.                                               |
|                         | This report uses both the Group By and Sort By 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’ Scaled Scores or their last names.                                                |
| 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 Performance Report - Student

This report provides a graphic display of how individual students are progressing toward proficiency based on their STAR Reading tests.

Notes about the State Performance Report - Student:

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

The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 170):

Method 1—From the STAR Reading Reports Page
- Select STAR Reading on the Home page, then select Reports.
- Select your school from the School drop-down list, if necessary.
- Select State Performance - Student on the Select Report page.

Method 2—From the STAR Reading Enterprise Home Page
- Select STAR Reading on the Home page, then select Enterprise Home.
- Select your school from the School drop-down list, if necessary.
- Select Student below “State Performance” in the Enterprise Reports section of the page.

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>To choose all of the students in a specific class, use the drop-down list.</td>
</tr>
<tr>
<td></td>
<td>To choose specific students, classes, or groups, select Students, Classes,</td>
</tr>
<tr>
<td></td>
<td>or Groups. See page 123.</td>
</tr>
<tr>
<td></td>
<td>“Groups” refers to groups of students that have been created specifically for</td>
</tr>
<tr>
<td></td>
<td>reporting purposes; see page 98.</td>
</tr>
<tr>
<td>Reporting Parameter</td>
<td>See page 189.</td>
</tr>
<tr>
<td>Group</td>
<td></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. Select **View Report** when you have finished choosing options.

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

Notes about the State Standards Report - Class:

- This report only includes STAR Reading Enterprise tests, not STAR Reading tests.

The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 173):

Method 1—From the STAR Reading Reports Page

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

Method 2—From the STAR Reading Enterprise Home Page

a. Select STAR Reading on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.
c. Select Class A below “State Standards” in the Enterprise Reports section of the page.
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 specific students, classes, or groups, select <strong>Students, Classes, or Groups</strong>. See page 123. “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 98.</td>
</tr>
<tr>
<td>Reporting Parameter Group B</td>
<td>See page 189.</td>
</tr>
<tr>
<td>Option</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Reporting Period</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 April 15 as the date, the report will show data from all STAR Reading Enterprise tests taken between March 17–April 15.</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.)</td>
</tr>
<tr>
<td></td>
<td>▶ 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 Reading test results to date.</td>
</tr>
<tr>
<td></td>
<td>▶ 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.</td>
</tr>
<tr>
<td></td>
<td>▶ 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>Use Trend Score</td>
<td>Choose whether to use the trend score (see page 193) or the student’s actual Scaled Score from the most recent test to determine the student’s suggested skills.</td>
</tr>
<tr>
<td>Group By</td>
<td>Choose how to group the information on the report: by grade, teacher, or class. This report uses both the Group By and Sort By options; if a Group By option is chosen, it is applied first on the report.</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. Select View Report when you have finished choosing options.
3. STAR Reading will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
State Standards Report - District

Who Can Do This?
- District Administrators
- District Staff
- School Administrators
- School Staff
- Teachers
Learn more about capabilities on page 217.

This report shows estimates of students’ mastery of their state’s grade-level standards or the Common Core State Standards. The report is designed to show high-level information on large groups of students at in a district or school, and give the user a number of options for breaking the data down.

Notes about the State Standards Report - District
- This report only includes STAR Reading Enterprise tests, not STAR Reading tests.

The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 176):

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

Method 2—From the STAR Reading Enterprise Home Page
a. Select STAR Reading on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.
c. Select District below “State Standards” in the Enterprise Reports section of the page.
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>
</table>
| Schools A                 | If you have access to more than one school (such as a district administrator or district staff member), you can choose one school to run the report for, or all schools for an entire district.
  ▶ If **All Schools** is chosen, and the district is made up of some schools that use STAR Reading Enterprise and some that don’t, the report will only have data for the Enterprise schools.
  ▶ Depending on the size of the district, it may take a while to generate this report. You will see a reminder about this if you choose **All Schools** for the Schools option. |
<p>| Grades B                  | To print the report a single grade, choose that grade. To print the report for all grades in the school, choose <strong>All Grades</strong>.                                                                                     |
| Reporting Parameter Group | See page 189.                                                                                                                                                                                                 |</p>
<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<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 Reading Enterprise tests taken between March 17–April 15.</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.)</td>
</tr>
<tr>
<td></td>
<td>▶ 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 Reading test results to date.</td>
</tr>
<tr>
<td></td>
<td>▶ The end of the school year is the default date.</td>
</tr>
<tr>
<td></td>
<td>▶ You can select a different date.</td>
</tr>
<tr>
<td></td>
<td>▶ You can also choose not to include this data in the report.</td>
</tr>
<tr>
<td></td>
<td>▶ 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. Teachers and school personnel will not see the Group By option for this report. For these personnel, Group By is automatically set to School.</td>
</tr>
<tr>
<td></td>
<td>▶ 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).</td>
</tr>
<tr>
<td></td>
<td>▶ Teachers and school personnel will not see the Group By option for this report. For teachers, the List By options are limited to Class or Group.</td>
</tr>
<tr>
<td></td>
<td>▶ 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. Select **View Report** when you have finished choosing options.

3. STAR Reading will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
This report shows estimates of students’ mastery of their state’s grade-level standards or the Common Core State Standards. The report aligns state standards to the STAR Reading Scaled Score (SS), so that the user can compare where a student’s test is on the scale in relation to the standard. Depending on the setting of the Lexile® Measures Preference (see page 206), the Lexile® Measure may also be shown.

Notes on the State Standards Report - Student:

- This report only includes STAR Reading Enterprise tests, not STAR Reading tests.

The procedure for printing this report starts on the Report Options page. There are two ways to reach that page (use whichever method you prefer, then go to step 1 on page 180):

Method 1—From the STAR Reading Reports Page

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

Method 2—From the STAR Reading Enterprise Home Page

a. Select STAR Reading on the Home page, then select Enterprise Home.
b. Select your school from the School drop-down list, if necessary.
c. Select Student below “State Standards” in the Enterprise Reports section of the page.

Who Can Do This?

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

Learn more about capabilities on page 217.
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 1</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 123. ▶ “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 98.</td>
</tr>
<tr>
<td>Reporting Period &amp;</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. For example, if you choose <strong>April 15</strong> as the date, the report will show data from all STAR Reading Enterprise tests taken between March 17–April 15.</td>
</tr>
</tbody>
</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 Reading test results to date.
- The end of the school year is the default date.
- You can select a different date.
- You can also choose not to include this data in the report.
- If you enter a custom date for Show Projected Growth that is earlier than the date picked for the Reporting Period, then growth cannot be calculated for some or all of the students.

### Use Trend Score

Choose whether to use the trend score (see page 193) or the student’s actual Scaled Score from the most recent test to determine the student’s suggested skills.

### Show Standards Detail

There are three mastery standards that normally appear in tables on this report (Above, Within, and Below Estimated Mastery Range).
Since you may not need or want to see data for all three standards, this option allows you to remove some of the tables from the report.

### Show Grade Equivalent

Use this option to choose whether to show each student’s GE score on the report.

### Show Student ID

Choose whether or not to include student IDs on this report.

### Group By

Choose how to group the information on the report: by grade, teacher, or class or group.

2. Select View Report when you have finished choosing options.
3. STAR Reading 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 165) 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 58.
- The Student Progress Monitoring Report will indicate if any students took a test using extended time limits with a footnote explanation.
- Depending on the setting of the Lexile® Measures Preference (see page 206), the Lexile® Measure may also be shown.

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 183:

Method 1—From the STAR Reading Reports Page

a. Select STAR Reading on the Home page, then select Reports.
b. Select your school from the School drop-down list, if necessary.
c. Select Student Progress Monitoring on the Select Report page.

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

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

Method 3—From a Student Search

a. Select STAR Reading on the Home page, then select Screening, Progress Monitoring & Intervention.
b. Select your school from the School drop-down list, if necessary.
c. Select Progress Monitoring & Goals.
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 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.)
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 important to have intervention goals set for the students (see page 91, 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 Students, Classes, or Groups. See page 123.</td>
</tr>
<tr>
<td></td>
<td>“Groups” refers to groups of students that have been created specifically for reporting purposes; see page 98.</td>
</tr>
<tr>
<td></td>
<td>Teachers who have had the “Manage 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 189.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>The Student Progress Monitoring Report shows data from a specific time period. You can use either a marking period that has been set up by a district administrator/school administrator for your school, or you can set your own range by choosing a starting and ending date.</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. Select **View Report** when you have finished choosing options.

3. STAR Reading 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, class, teacher, test date, rank, Scaled Score (SS), Grade Equivalent (GE), Grade Placement (GP), Percentile Rank (PR), Normal Curve Equivalent (NCE), Instructional Reading Level (IRL), Estimated Oral Reading Fluency (ORF), and Zone of Proximal Development (ZPD). Depending on the setting of the Lexile® Measures Preference (see page 206), the Lexile® Measure and Lexile® ZPD may also be shown.

The report also shows a summary of the scores, the PR distribution, the IRL distribution, and the GE distribution.

Notes on the Summary Report:

- Although kindergarteners can take STAR Reading tests, data for kindergarteners has not been norm-referenced. Therefore, on this report, no values will be shown for Percentile Rank (PR) and/or Normal Curve Equivalents (NCE) for kindergarteners.
- Teachers can only generate a Summary Report for the current school year.
- The report will indicate if any students took a test using extended time limits with a footnote explanation.

To print the report:

1. Select STAR Reading 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>To choose specific students, classes, or groups, select Students, Classes, or Groups. See page 123.</td>
</tr>
<tr>
<td></td>
<td>“Groups” refers to groups of students that have been created specifically for reporting purposes; see page 98.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 189.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>The Summary Report shows data from a specific time period. You can use either a marking period that has been set up by a district administrator/school administrator for your school, or you can set your own range by choosing a starting and ending date.</td>
</tr>
</tbody>
</table>
5. Select **View Report** when you have finished choosing options.

6. STAR Reading 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 and have not completed tests during a specific time period. The report includes each student’s name, grade, class, teacher, the type of test taken (if you are using STAR Reading Enterprise), the number of tests completed, the number of tests not completed (interrupted/unfinished tests), Estimated Instructional Reading Level (IRL), question time limit, and the date of the last test.

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

To print the report:

1. Select STAR Reading 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>To choose specific students, classes, or groups, select Students, Classes, or Groups. See page 123. ▶ “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 98.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 189.</td>
</tr>
<tr>
<td>Reporting Period</td>
<td>The Test Activity Report shows data from a specific time period. You can use either a marking period that has been set up by a district administrator/school administrator for your school, or you can set your own range by choosing a starting and ending date.</td>
</tr>
<tr>
<td>Include</td>
<td>Use this option to further refine which students are included on the report: all students, only students who are registered to take a test, or only students who have not taken a test yet.</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. Select View Report when you have finished choosing options.
6. STAR Reading will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
**Test Record Report**

This report is the easiest way to get a detailed look at a student’s test history, providing an overview of the student’s growth over time. It is the only report that includes all previous tests.

For each test, the report includes the test date, grade placement, class, teacher, Scaled Score (SS), Grade Equivalent (GE), Percentile Rank (PR), Normal Curve Equivalent (NCE), Instructional Reading Level (IRL), Estimated Oral Reading Fluency (Est. ORF), and Zone of Proximal Development (ZPD). Depending on the setting of the Lexile® Measures Preference (see page 206), the Lexile® Measure and Lexile® ZPD may also be shown.

**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 217). District administrators and school administrators will see all tests for a student unless this capability has been taken away.
- Although kindergarteners can take STAR Reading tests, data for kindergarteners has not been norm-referenced. Therefore, on this report, no values will be shown for Percentile Rank (PR) and/or Normal Curve Equivalents (NCE) for kindergarteners.
- The report will indicate if any students took a test using extended time limits with a footnote explanation.

To print the report:

1. Select **STAR Reading** on the Home page, then select **Reports**.
2. Select your school from the **School** drop-down list, if necessary.
3. Select **Test Record** on the Select Report page.
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>To choose specific students, classes, or groups, select <strong>Students, Classes</strong>, or <strong>Groups</strong>. See page 123. “Groups” refers to groups of students that have been created specifically for reporting purposes; see page 98.</td>
</tr>
<tr>
<td>Reporting Parameter Group</td>
<td>See page 189.</td>
</tr>
</tbody>
</table>
5. Select **View Report** when you have finished choosing options.

6. STAR Reading will generate the report. When it’s ready, the report will open in Adobe Reader or your default PDF reader.
About Reporting Parameter Groups

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

---

**A** By entering an enroll date, you select students enrolled in the school before the date you specify.

**B** You can specify each student’s ethnicity, gender, language, and grade when you add the student or edit his or her information. See the *Renaissance Place Software Manual*.

**C** You can assign characteristics to students separately. You can also add your own custom characteristics and assign them to students. See the *Renaissance Place Software Manual*.
Score Definitions

These scores appear on STAR Reading reports. For more about the scores, refer to the *STAR Reading Technical Manual*. To find this manual, select Manuals in the upper-right corner of any page in the software, or select STAR Reading on the Home page, then select Resources.

<table>
<thead>
<tr>
<th>Score</th>
<th>What It Means</th>
<th>Reports That Include It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Oral Reading Fluency</td>
<td>Estimated Oral Reading Fluency is an estimate of a student’s ability to read words quickly and accurately in order to comprehend text efficiently. Students with oral reading fluency demonstrate accurate decoding, automatic word recognition, and appropriate use of the rhythmic aspects of language (e.g., intonation, phrasing, pitch, and emphasis). Estimated ORF is reported in correct words per minute, and is based on the correlation between STAR Reading performance and a recent study that measured student oral reading using a popular assessment. Estimated ORF is only reported for students in grades 1–4.</td>
<td>▶ Diagnostic Report ▶ Growth Report ▶ Screening Report ▶ Summary Report ▶ Test Record Report</td>
</tr>
<tr>
<td>(Est. ORF)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Equivalent (GE)</td>
<td>Grade Equivalent scores range from 0.0–12.9+. They represent how a student’s test performance compares with that of other students nationally. For example, if a 5th-grade student has a GE of 7.6, his or her score is equal to that of a typical 7th grader after the sixth month of the school year. This score does not necessarily mean that the student is capable of reading 7th-grade material. It only indicates that his or her reading skills are well above average for his or her grade level.</td>
<td>▶ Annual Progress Report ▶ Diagnostic Report ▶ Growth Report ▶ Parent Report ▶ Screening Report ▶ State Standards Report - Student ▶ ENTERPRISE ▶ Summary Report ▶ Test Record Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Placement (GP)</td>
<td>Grade Placement is a numeric representation of a student’s grade level, based on the specific month in which a student takes a STAR Reading test. STAR Reading 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 Reading test was taken. GP is important because PR and NCE values are based not only on the Scaled Score but also on the grade placement of the student at the time of the test.</td>
<td>▶ Growth Report ▶ Summary Report ▶ Test Record Report</td>
</tr>
</tbody>
</table>

Note: You can include or omit this score in the reports by customizing the reports.
<table>
<thead>
<tr>
<th>Score</th>
<th>What It Means</th>
<th>Reports That Include It</th>
</tr>
</thead>
</table>
| Instructional Reading Level (IRL)         | Instructional Reading Level is a criterion-referenced score that is the highest reading level at which a student is 80% proficient (or higher) at comprehending material with assistance. Research has found that this level of comprehension corresponds to being at least 90–98% proficient at recognizing words; STAR Reading does not directly assess word recognition. As a criterion-referenced score, IRL is not the same as the norm-referenced Grade Equivalent score, but the two correspond somewhat fairly at some grade levels. IRL scores are Pre-Primer (PP), Primer (P), K–12, or Post-High School (PHS). If a 7th-grade student has an IRL of 8, he or she reads 8th-grade words and books with 80% comprehension or better and with 90–98% word recognition. | Annual Progress Report  
Diagnostic Report  
Growth Report  
Parent Report  
Summary Report  
Test Record Report |
| Lexile® Measurea                          | A Lexile® measure represents a student’s reading ability:  
- The Lexile® measure is shown as a number with an “L” after it: 750L is 750 Lexile®.  
- Higher Lexile® measures indicate higher levels of reading ability. A Lexile® measure can range from below 200L for emergent readers to above 1600L for advanced readers.  
- Readers who score below 0L receive a BR for Beginning Reader.  
**Note:** The setting of the Lexile® Measures Preference (see page 206) determines whether this score appears on reports. | Annual Progress Report  
Diagnostic Report  
Growth Report  
Instructional Planning - Student Report  
**ENTERPRISE**  
Screening Report  
State Standards Report - Student  
**ENTERPRISE**  
Student Progress Monitoring Report  
Summary Report  
Test Record Report |
| Lexile® ZPDa                               | A Lexile® ZPD score is a ZPD score converted to the Lexile® scale.  
A Lexile® measure represents a student’s reading ability:  
- The Lexile® measure is shown as a number with an “L” after it: 750L is 750 Lexile.  
- Higher Lexile® measures indicate higher levels of reading ability. A Lexile® measure can range from below 200L for emergent readers to above 1600L for advanced readers.  
- Readers who score below 0L receive a BR for Beginning Reader.  
**Note:** The setting of the Lexile® Measures Preference (see page 206) determines whether this score appears on reports. | Annual Progress Report  
Diagnostic Report  
Instructional Planning - Student Report  
**ENTERPRISE**  
Parent Report  
Reading Range Report  
Screening Report  
Summary Report  
Test Record Report |
<table>
<thead>
<tr>
<th>Score</th>
<th>What It Means</th>
<th>Reports That Include It</th>
</tr>
</thead>
</table>
| Normal Curve Equivalent (NCE) | Normal Curve Equivalent scores range from 1–99 and express student ability on an equal interval scale within the same grade. For a particular student, this score indicates the percentage of students in the norms group who obtained lower scores. NCEs are used for comparisons between different achievement tests and for statistical computations, such as determining an average score for a group of students. NCEs are most frequently employed in research and government program evaluations. | ▶ Diagnostic Report  
▶ Growth Report  
▶ Summary Report  
▶ Test Record Report |
| Percentile Rank (PR) and Percentile Rank Range | Percentile Rank Scores range from 1–99 and express student ability relative to the scores of other students in the same grade. For a particular student, this score indicates the percentage of students in the norms group who obtained lower scores. For example, if a student has a PR of 85, the student’s reading skills are greater than 85% of other students in the same grade. The PR Range reflects the amount of statistical variability in a student’s PR score. If the student were to take the STAR Reading test many times in a short period of time, the score would likely fall in this range. | ▶ Diagnostic Report  
▶ Growth Report (PR only)  
▶ Instructional Planning - Class Report  
▶ Longitudinal Report  
▶ Parent Report  
▶ Screening Report  
▶ Summary Report  
▶ Test Record Report |
| Scaled Score (SS)            | The Scaled Score is the most fundamental score produced by STAR Reading tests. It ranges from 0–1400 and spans grades K–12. It is calculated based on the difficulty of the questions and the number of correct responses. Scaled Scores are useful for comparing student performance over time and across grades. In STAR Reading tests, all other norm-referenced scores are derived from the Scaled Score. | ▶ Annual Progress Report  
▶ Diagnostic Report  
▶ Growth Report  
▶ Instructional Planning - Class Report  
▶ Instructional Planning - Student Report  
▶ Longitudinal Report  
▶ Parent Report  
▶ Screening Report  
▶ Student Progress Monitoring Report  
▶ Summary Report  
▶ Test Record Report |
| Student Growth Percentile (SGP) | Student Growth Percentile (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/maintain proficiency. SGP is updated annually so that students projections are based upon the most recent data available. | ▶ Growth Report  
▶ Growth Proficiency Chart |

Note: See “Growth Expectations” on page 195.
A trend line is a straight line intersecting a group of data points on a graph; its location and slope are determined through statistical analysis. Once a student has taken at least three STAR Reading tests (at least one of them being a STAR Reading Enterprise test), a trend line can be calculated using the Scaled Scores as data points. The Scaled Score that falls on the trend line at a particular time is the trend score.
Imagine that a student has taken five STAR Reading Enterprise tests since the beginning of the school year. That student’s Scaled Scores (blue dots) are shown below, along with the calculated trend line (red).

Less than a month later, the student takes another STAR Reading Enterprise test, and gets a Scaled Score of 550, which is a significant jump for such a short period of time; the test prior to this was only a little over 400. The student’s teacher evaluates the suggested skills, and thinks they are too difficult for the student at this time. It is possible that the student just made several lucky guesses during the most recent test, explaining the unusually large rise in the Scaled Score. If the teacher chooses to use the trend score when viewing suggested skills, the skills will be based on the score the student would have gotten on that same testing date if the student had continued on the trend line (in this case, 496).

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

Growth expectations are set in STAR Reading 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 target 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 129), along with the percentage of students who are meeting expectations and which students are performing below expectations.

Viewing Growth Expectations ENTERPRISE

Note: District administrators should follow the steps for setting growth expectations to view them (see page 196).

1. On the Home page, select any of the STAR programs, then select View Growth Expectations A.

Who Can Do This?

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

Learn more about capabilities on page 217.
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.

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

**Setting Growth Expectations ENTERPRISE**

1. On the Home page, select any of the STAR programs, then select Set Growth Expectations.

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.

![Image of Set Growth Expectations page]

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 the growth expectation should 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,
- an SGP (Student Growth Percentile) 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 any 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 (check the ones you want, then select **Save Selection**).

3. Check 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 13).

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**.
The historical extract gives you access to test data from previous school years for STAR Early Literacy, STAR Math, and STAR Reading. The data is extracted into a tab-delimited text (.txt) file, which you can open in a spreadsheet program or a plain-text editor. Historical extracts are useful for planning a new school year (based on where students ended the previous year), comparing STAR’s prediction of students’ performance on state tests with their actual test results, and identifying trends in performance and growth for students or teachers.

Creating Historical Extracts

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 Reading on the Home page, then select Historical Extract.

Method 2—From the STAR Reading Enterprise Home Page

1. Select STAR Reading 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.  
                          ▶ Select Multiple Years to include data from more than one school year (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 Math and STAR Reading, you will get two data files.  
                          ▶ Choosing a program will include data from both the Enterprise and non-Enterprise versions of the program if the selected school(s) use both. |
| Benchmark               | Choose a benchmark to compare students’ test scores against: the school benchmark, the district benchmark, or the state benchmark (if available). |
| Date for Projected Score| Enter the date that you want to predict the projected Scaled Score to in the historical extract. The default date is the last day of the school year, but you can change it to another (such as the day of the state test, or the actual last day of school). |
2. After you make your selections, select **Generate Extract**.

3. Below the table of options is a list of historical extracts created in the last five days.

<table>
<thead>
<tr>
<th>In Queue</th>
<th>7/9/2013 - All Schools • 2011-2012, STAR Reading, School Benchmark, 7/31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>7/4/2013 - 2 Schools Selected - 3 School Years Selected, STAR Reading, District Benchmark, 5/30 (40.4 Kb)</td>
</tr>
<tr>
<td>No Data Found</td>
<td>7/8/2013 - School 1 - 2011-2012, STAR Reading, School Benchmark, 7/31</td>
</tr>
<tr>
<td>Failed</td>
<td>7/9/2013 - School 1 - 2011-2012, STAR Early Literacy, School Benchmark, 7/31</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 13).

4. Select **Done** when you are finished.

The extract you created will be accessible on this page for the next five days, after which it will be automatically removed. You will see an alert on the Home page for any extracts that are complete and have not been automatically removed yet, or extracts that have failed. You can dismiss these reminders like any other by selecting **Dismiss**.
Preferences

STAR Reading has three categories of preferences that can change the way the program functions: giving students more time to answer test questions, requiring students to be registered before they take a test, and so on.

Viewing Preference Settings

To view the current preference settings (or if you want to change those settings) you will need to get to the Preferences page. All the procedures described in this chapter start from the Preferences page. There are two ways to reach the Preferences page—use whichever method you prefer:

Method 1—From the Home Page

a. Select STAR Reading on the Home page, then select Preferences.

Method 2—From the STAR Reading Enterprise Home Page

a. Select your school in the School drop-down list at the top of the STAR Reading Enterprise Home page, if necessary.
b. Under STAR Reading Enterprise Test (in the "Important Features" section), select Preferences.

Once you are on the Preferences page, you can view the current settings for all the preferences. You may need to use the School and Class drop-down lists to view the preference settings for a specific class or student; see the instructions for setting each of the preferences for more information.
Administrator Preferences

Administrator Preferences can only be set by district administrators; the chosen settings affect all schools within a school district. There is one Administrator Preference:

- **Enterprise Tests** (page 205): This preference lets you choose which version of the test you want students throughout the school district to have access to: the STAR Reading Enterprise test only or both the STAR Reading and the STAR Reading Enterprise tests.

School Preferences

School Preferences can be set by district administrators and district staff for any school in the district, and by school administrators for their own school. There is one school preference:

- **Lexile® Measures** (page 206): This preference determines whether Lexile® measures appear on certain STAR Reading reports.

Classroom Preferences

Classroom Preferences can be set for classes by district administrators, school administrators, and teachers who are assigned to a STAR Reading class. These include:

- **Testing Password** (page 207): Lets you decide whether the monitor password is required at the start of each STAR Reading test; the preference also allows you to set the monitor password.

- **Enterprise Tests** (page 209): The administrator version of this preference affects all STAR Reading classes in all the schools in a district. The classroom version of this preference can be set for all classes in a school, or it can be set differently for individual classes in a school. Note that the setting of the administrator version affects the setting for the classroom version.

- **Student Test Registration** (see page 211): Lets you decide whether students must be registered before they can take the STAR Reading test. It also lets you register the students if you decide to require registration.
Student Preferences

Student Preferences can be set for specific students by district administrators, school administrators, and teachers who are assigned to those students' STAR Reading classes. These include:

- **Estimated IRL** (see page 214): Lets you set an Estimated Instructional Reading Level for a student, which will change the difficulty of the first question the student is given during a test.

- **Extended Question Time Limit** (see page 215): Triples the amount of time the student has to answer a question.

---

**The Extended Question Time Limit Preference settings for a student are carried over with that student from one school year to the next.**
Setting the Enterprise Tests Preference (Administrator Preference)

The Enterprise Tests preference determines if students can only take Enterprise tests (which is the default setting) or if they can take either an Enterprise or a non-Enterprise test.

- The administrator version of this preference (described here) applies to all classes in all schools in a district.
- The classroom version of this preference (see page 209) can apply to all classes in a school or individual classes.

The setting for the administrator version affects the setting for the classroom version. For example, if the Administrator Preference setting only allows Enterprise tests to be taken, the Classroom Preference for a school in the district cannot be set to allow Enterprise and non-Enterprise tests.

**IMPORTANT!** If you have both STAR Reading Enterprise and STAR Math Enterprise, note that this preference can be set in either program, but the same setting is shared by both programs. For example, if you set the preference to Yes in STAR Reading Enterprise, then Yes will also be set for this preference in STAR Math Enterprise.

To set this preference:

1. On the Preferences page, under Administrator Preferences, select **Edit**.  
   **Note:** The current setting of this preference is shown at the end of the row in the Current Setting column.

2. Choose one of the two options.
   - If you choose **Yes**, students in all schools in the district will take Enterprise tests only.
If you choose No, the setting for the classroom version of this preference (see page 209) will determine if students will take Enterprise tests only or if they can also take non-Enterprise tests.

3. Select Save.

Setting the Lexile® Measures Preference

The setting of this preference determines whether the Lexile® Measure and/or the Lexile® ZPD will be included on certain reports (see the definitions of the scores on page 190 for a list).

Note: School administrators can only set this preference for their own school.

To set this preference:

1. On the Preferences page, use the School drop-down list above School Preferences to choose a school.

2. The current setting for the preference at the chosen school is shown. To change the setting, click Edit under School Preferences.

3. In the pop-up window, click Yes to include the Lexile® Measure and the Lexile® ZPD on certain reports, or No to exclude them.
4. The pop-up window will close, and the new setting will be shown on the Preferences page. At the bottom of the page, click **Done**.

**Important Message to Accelerated Reader Users:** The STAR Reading Lexile® Measures preference and the Accelerated Reader current book level are synchronized: if you choose to include Lexile Measures in STAR Reading, the Accelerated Reader current book level will be changed to Lexile® Measure and vice versa. See the help or software manual for Accelerated Reader for more information.

### Setting the Testing Password Preference

**To set this preference:**

1. On the Preferences page, select your school and class from the drop-down lists in the Classroom Preferences section if necessary.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Gil School</td>
</tr>
<tr>
<td>Class:</td>
<td>Amaya, Mrs. Tame's Class 7, 2012-2013 School Year</td>
</tr>
</tbody>
</table>

   **Classroom Preferences**

   ![Classroom Preferences Table]

   The current setting for the Testing Password Preference will be shown in the Current Setting column of the table. (Default settings: the monitor password is ADMIN, and it is required for all classes.)

   ▶ District and school administrators can choose **All School Classes** from the **Class** drop-down list to see how many classes in a school have passwords required: all, none, some (along with the number of classes; for example, “Monitor password required for 6 of 39 classes”), and if any of the passwords in place were defined by teachers. District and school administrators can also check the preference setting for a specific class by choosing the class from the **Class** drop-down list.

---

**Who Can Do This?**

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

Learn more about capabilities on page 217.

---

**Opening the STAR Reading Preferences page:**

- Select **STAR Reading** on the Home page, then select Preferences.
- Or
- At the top of the STAR Reading Enterprise Home page, select your school in the School drop-down list if necessary; then, under STAR Reading Enterprise Test (in the "Important Features" section), select Preferences.
> Teachers can only view or change this preference for their own classes. On the Preferences page, the Class drop-down list will allow them to choose **All My Classes** or a specific class that they are a teacher for.

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

2. Under Classroom Preferences, select **Edit**.
3. Change the preference settings.

---

*If a STAR Reading class is copied into the current school year from the prior school year, the settings for that class’s Testing Password Preference are also carried over into the new school year.*

*For more information about copying classes from one school year to the next, see the Renaissance Place Software Manual.*

---

4. Check the **Monitor** box if you want the test monitor to enter a password before a student can start a test. The monitor password is meant to be used by the person who is supervising students as they take the test. By entering the monitor password, the test monitor confirms that the students should be allowed to test and that the student has not accidentally logged in as another student.

If you require a monitor password, you can change the default monitor password (**ADMIN**) to one that you want to use. A testing password defined by a district or school administrator will always override one defined by a teacher.

4. Select **Save**.
If you are requiring the monitor password, make sure all test monitors know the password.

You cannot substitute another password (such as your Renaissance Place password) during the test.

Even if a monitor password is not required to *start* a test, it is always required to stop or resume a test (see pages 48 and 51).

### Setting the Enterprise Tests Preference (Classroom Preference)

The Enterprise Tests preference determines if students can only take Enterprise tests (which is the default setting) or if they can take either an Enterprise or a non-Enterprise test.

- If the *administrator* version of this preference (see page 205) has been set to **Yes**, then you *cannot* set the classroom version of this preference—it will also be set to **Yes** (and it cannot be changed unless the administrator version is set to **No**).
- When the classroom version of this preference is set by a district administrator or school administrator, it can be set the same for all classes in a school, or each class can have its own setting.
- When the classroom version of this preference is set by a teacher, it can be set the same for all of that teacher’s classes, or each of that teacher’s classes can have its own setting.

**IMPORTANT!** If you have both STAR Reading Enterprise and STAR Math Enterprise, note that this preference can be set in either program, but the same setting is shared by both programs. For example, if you set the preference to **Yes** in STAR Reading Enterprise, then **Yes** will also be set for this preference in STAR Math Enterprise.

To set this preference:

1. On the Preferences page, select your school and class from the drop-down lists in the Classroom Preferences section if necessary **A**.

   ![Preferences page example](image)

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

   Learn more about capabilities on page 217.
The current setting for the Enterprise Tests preference will be shown in the Current Setting column of the table.

- District and school administrators can choose All School Classes from the Class drop-down list or choose a specific class.
- Teachers can choose All My Classes or a specific class that they are a teacher for.

2. Select Edit.
3. Choose one of the two options.

If a STAR Reading class is copied into the current school year from the prior school year, the settings for that class’s Enterprise Tests Preference are also carried over into the new school year.

For more information about copying classes from one school year to the next, see the Renaissance Place Software Manual.

- If you choose Yes, students in the chosen class(es) will take Enterprise tests only.
- If you choose No, students who meet both of the following criteria will take the non-Enterprise version of the test:
  - The student is taking the test outside of a range of screening dates (see page 88), and
  - The student has a goal set (see page 91).

4. Select Save.
Setting the Student Test Registration Preference

The Student Test Registration preference controls whether students in a class must be registered before they can take STAR Reading tests.

This can help teachers focus on a particular group of students they would like to test, such as a specific class or new students.

- If registration is not required, any student who is enrolled in a STAR Reading class can take a test.
- If registration is required, only registered students can take a test; you must register the students before each test.

To set this preference:

1. On the Preferences page, select your school and class from the drop-down lists in the Classroom Preferences section.

   - District administrators can select any class at any school.
   - School administrators can select any class at their own school.
   - Teachers can select any class that they are the teacher for.

   The current setting for the Student Test Registration preference for the chosen class will be shown in the Current Setting column of the table.

2. Under Classroom Preferences, select Edit.

   - District administrators can select any class at any school.
   - School administrators can select any class at their own school.
   - Teachers can select any class that they are the teacher for.

   If a STAR Reading class is copied into the current school year from the prior school year, the settings for that class’s Student Test Registration Preference are also carried over into the new school year. Only the Yes/No setting carries over; you still need to register students if it is set to Yes.

Opening the STAR Reading Preferences page:

- Select STAR Reading on the Home page, then select Preferences.

or

- At the top of the STAR Reading Enterprise Home page, select your school in the School drop-down list if necessary; then, under STAR Reading Enterprise Test (in the “Important Features” section), select Preferences.
Preferences
Setting the Student Test Registration Preference

3. Choose one of the options: **Yes** to require registration, or **No** to not require it.

4. Select **Save**.
   If you are requiring registration, see the following section for instructions on how to register students and how to remove students from the registration list.

Registering Students for Testing and Removing Students from the Registration List

   If the Student Test Registration preference has been set to “Yes” (by following the steps in the previous section), follow these instructions to register students to take a test or to remove them from the registration list.

1. If you are not already on the Classroom Preferences page, follow steps 1–2 in the previous section, “Setting the Student Test Registration Preference.”
2. On the Classroom Preferences page, select **Register Students**.

3. The Register Students page lists all the students in the chosen class. Any students who are already registered to test will have the **Yes** box checked at the end of their row. Check the box at the end of other students' rows to register them for testing, or remove the check to remove them from the registration list. You can select the **Allow Testing** box at the top of the column to check or uncheck all the boxes at once.

4. Select **Save**.
Setting the Estimated IRL Preference

Usually, STAR Reading starts the student’s first test with questions below the student’s grade level. If the student has taken a STAR Reading test in the past six months, STAR Reading uses the results from the last test to decide the starting difficulty level for the next one.

However, when students have an Estimated Instructional Reading Level (IRL) set before their first test, STAR Reading uses it to decide how difficult the first question should be. Change the Estimated IRL when a student’s starting level does not align with the student’s grade.

To set this preference for a student:

1. On the Preferences page, select the student’s school and class from the drop-down lists in the Classroom Preferences section of the page.

2. In the Student Preferences section of the page, select Edit.

3. To change a student’s Estimated Instructional Reading Level (IRL), type it in the field in the row for that student (in the Estimated IRL column). Note: Although kindergarteners can take the STAR Reading test, kindergarten (K) cannot be set as an Estimated IRL.

4. Select Save.
Setting the Extended Question Time Limit Preference

Extended time limits are three times longer than standard time limits. Use them for students with special needs who need more time to read or answer the test questions. Reports will show which students took tests with the extended time limits, with a footnote explanation.

Remember that the STAR Reading norms and reliability and validity are based on the standard time limits.

<table>
<thead>
<tr>
<th>Test</th>
<th>Grades</th>
<th>Standard Time Limit</th>
<th>Extended Time Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAR Reading</td>
<td>K–2</td>
<td>▶ 60 seconds for each question</td>
<td>▶ 180 seconds for each question</td>
</tr>
<tr>
<td>(25 questions)</td>
<td>3–12</td>
<td>▶ 45 seconds for questions 1–20</td>
<td>▶ 135 seconds for questions 1–20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ 90 seconds for questions 21–25</td>
<td>▶ 270 seconds for questions 21–25 (and all</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>questions in the second part of the test, if</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>taken)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ 135 seconds for questions 1–20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ 270 seconds for questions 21–25 (and all</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>questions in the second part of the test, if</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>taken)</td>
<td></td>
</tr>
<tr>
<td>STAR Reading</td>
<td>K–2</td>
<td>▶ 60 seconds for questions 1–10</td>
<td>▶ 180 seconds for questions 1–10</td>
</tr>
<tr>
<td>ENTERPRISE</td>
<td></td>
<td>▶ 120 seconds for questions 11–34</td>
<td>▶ 270 seconds for questions 11–34</td>
</tr>
<tr>
<td>(34 questions)</td>
<td>3–12</td>
<td>▶ 45 seconds for questions 1–10</td>
<td>▶ 135 seconds for questions 1–10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ 90 seconds for questions 11–34</td>
<td>▶ 270 seconds for questions 11–34</td>
</tr>
</tbody>
</table>

The table above shows the time limits for actual test questions. For both STAR Reading and STAR Reading Enterprise tests, all students get 60 seconds to answer practice questions (which this preference will also triple to 180 seconds).

To set this preference for a student:

1. On the Preferences page, select the student’s school and class from the drop-down lists in the Classroom Preferences section of the page.

2. In the Student Preferences section of the page, select Edit A.
3. To let a student use extended time limits, check the box at the end of the row for that student (in the Extended Question Time Limit column) B. You can select the box at the top of the column to check or uncheck all the students at once C.

4. Select Save D.
Capabilities

Capabilities give you the right to perform specific tasks in the software.

By default, your capabilities are determined by your user group. The position you hold determines what user group you are in; you can be in more than one user group. See “User Groups” below.

There are two types of capabilities:

- Capabilities in Renaissance Place (see the Renaissance Place Software Manual)
- Capabilities in STAR Reading (see page 219)

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

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

User Groups

The Renaissance Place software contains these seven user groups:

- District Administrators
- District Staff
- Parents
- School Administrators
- School Staff
- Students
- Teachers

Each person added to the Renaissance Place database is assigned to a user group and a specific position within that group. The positions included in each user group are listed below.

**District Administrators**

- Assistant Superintendent
- District Superintendent

**District Staff**

- Academic Testing Coordinator
- Admissions Director
- Curriculum Director
- Custodian—District
- Director of Education
- Food Service Director
- Gifted/Talented Director
- Library/Media Director

- Other District Staff
- Personnel Director
- Reading Specialist
- Secretary—District
- 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

Teachers

- Teachers for each Renaissance Place Product
- Lead Teacher
- Special Education Teacher
- Team Teachers (general Team Teacher or Team Teacher for each Renaissance Place product)
- ESL Teacher
- Special Duty Teacher
- Substitute Teacher
- Visiting Teacher

Students

Students will log in to use some software programs, such as STAR Reading.

Parents

Parents may be added to the database by administrators or staff so they can log in to view reports.
## STAR Reading Capabilities

<table>
<thead>
<tr>
<th>Capability</th>
<th>Determines Who Can...</th>
<th>District</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Admin.</td>
<td>Staff</td>
</tr>
<tr>
<td>Manage STAR Reading Preferences</td>
<td>User has the ability to modify STAR Reading preferences including testing password, test registration, student’s Estimated IRL, and extended question time limit.</td>
<td>✓</td>
<td>+</td>
</tr>
<tr>
<td>View STAR Reading Preferences</td>
<td>User has the ability to view STAR Reading preferences including testing password, test registration, student’s Estimated IRL, and extended question time limit.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>View Student’s Historical STAR Reading Assessments</td>
<td>User has permission to view historical data for student assessments in reports.</td>
<td>✓</td>
<td>+</td>
</tr>
<tr>
<td>Manage STAR Reading Screening, Progress Monitoring &amp; Intervention</td>
<td>View screening and progress monitoring scores, and set Response to Intervention (RTI) goals for all STAR Reading students in the school. The Record Book (see page 104) also uses this capability to determine which students to show.</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.