

Renaissance Place™ Dashboard



Accelerated™
Reader



Accelerated™
Maths



STAR™
Assessments

Reading Dashboard

Class: Mr. Brooke's Class ▾

Focus On: Jenny ▾

All Time

School Year

Marking
Period

Last 30
Days

Last 7
Days

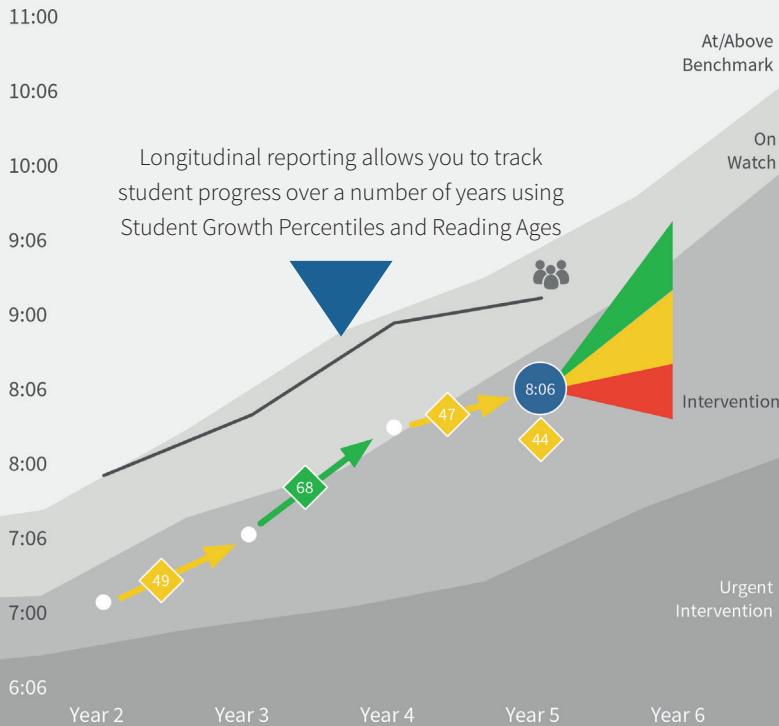
Growth
Planning >

Growth and Achievement

Diagnostics >

Reading Age

UK Benchmarks ▾



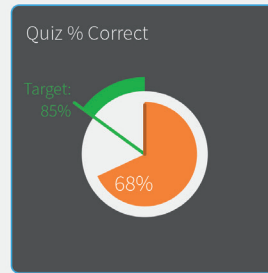
Cohort Comparison (median, by year)

	Group	Class	School	School Network	Nation
Reading Age <i>Compare in chart above.</i>					
SGP (PM)	-4	+2	-6	-1	-8

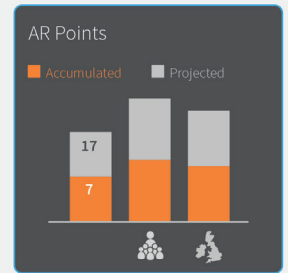
Activity

Diagnostics >

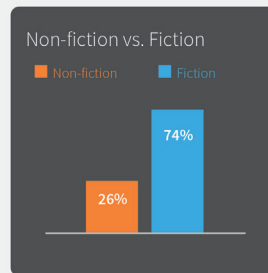
Comprehension



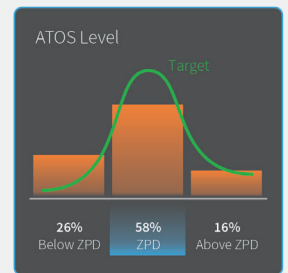
Quantity



Non-fiction vs. Fiction



Complexity



Accelerated Reader (AR) and STAR Reading data are combined into one page

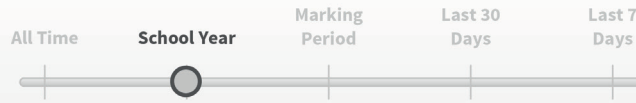
Growth comparisons can be shown graphically by group, class, school, group of schools or nationally

For more information on Student Growth Percentiles, visit: renlearn.co.uk/starresources

Reading Dashboard

Class: Mr. Brooke's Class ▾

Focus On: Jenny ▾

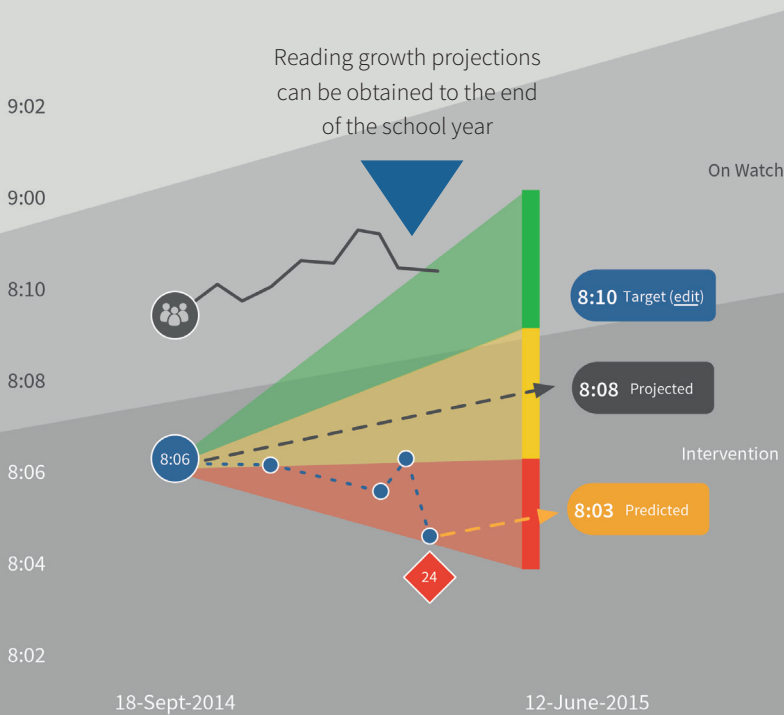


[Growth Planning >](#)

Growth and Achievement [Diagnostics >](#)

Reading Age

UK Benchmarks ▾

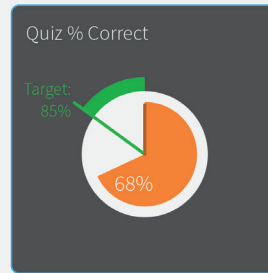


Cohort Comparison (median, by year)

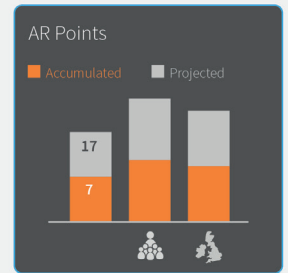
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Activity [Diagnostics >](#)

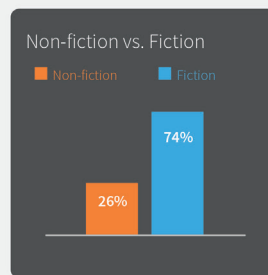
Comprehension



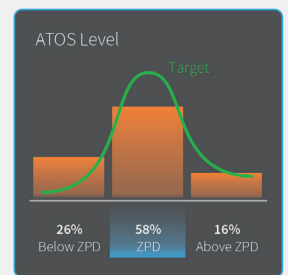
Quantity



Non-fiction vs. Fiction



Complexity



Accelerated Maths (AM) and STAR Maths data are combined into one page

Growth comparisons can be shown graphically by group, class, school, group of schools or nationally

Maths Dashboard

Class: Mr. Brooke's Class ▾

Focus On: John ▾

All Time

School Year

Marking Period

Last 30 Days

Last 7 Days

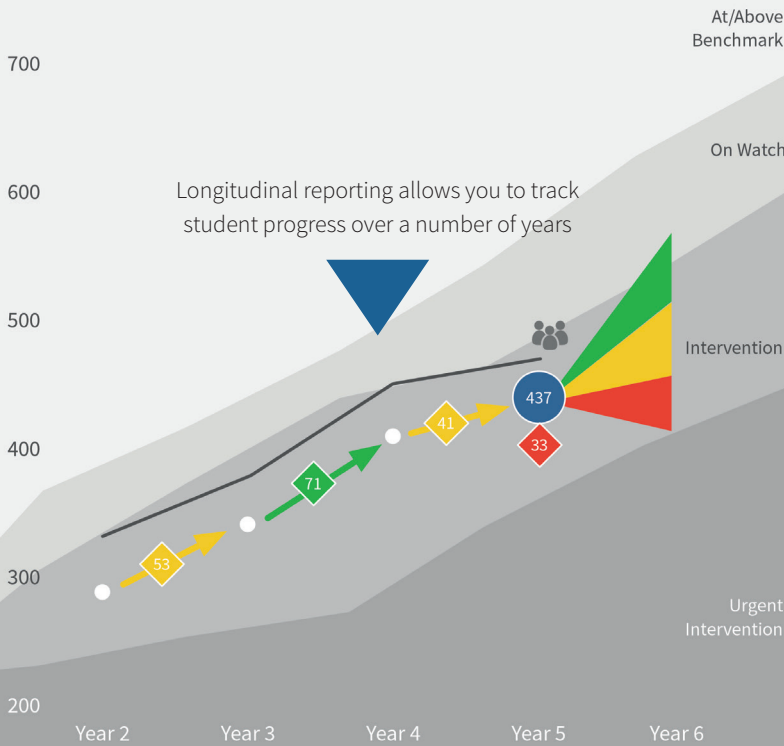
[Growth Planning](#) >

Growth and Achievement

[Diagnostics](#) >

Scaled Score

UK Benchmarks ▾



Understanding Growth Data

STAR Scores

The Scaled Score is the most fundamental STAR Maths score. It ranges from 1 to 1400 and spans years 1 - 13. It is calculated based on the difficulty of the questions and the number of correct responses. The Scaled Score is useful for comparing student performance over time and across years.

- Fall Scaled Score
- Subsequent Scaled Scores (not shown in All Time view)
- Comparison data

Student Growth Percentile (PM)

Utilizes the historical growth trajectories of STAR examinees to map out what the range of potential trajectories will be.

- ◆ Higher than expected growth
- ◆ Expected growth
- ◆ Lower than expected growth

Growth Fan

A range of expected outcomes



End of Year Markers (not shown in All Time view)

- ▬ Projected score - based on first test, assuming typical growth
- ▬ Predicted score - based on most recent test
- ▬ Target - set by teacher

Benchmark Categories

Each shade of gray represents a benchmark category.

Cohort Comparison (median, by year)

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Maths Dashboard

Class:

Focus On:

All Time
 School Year
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 Last 30 Days
 Last 7 Days

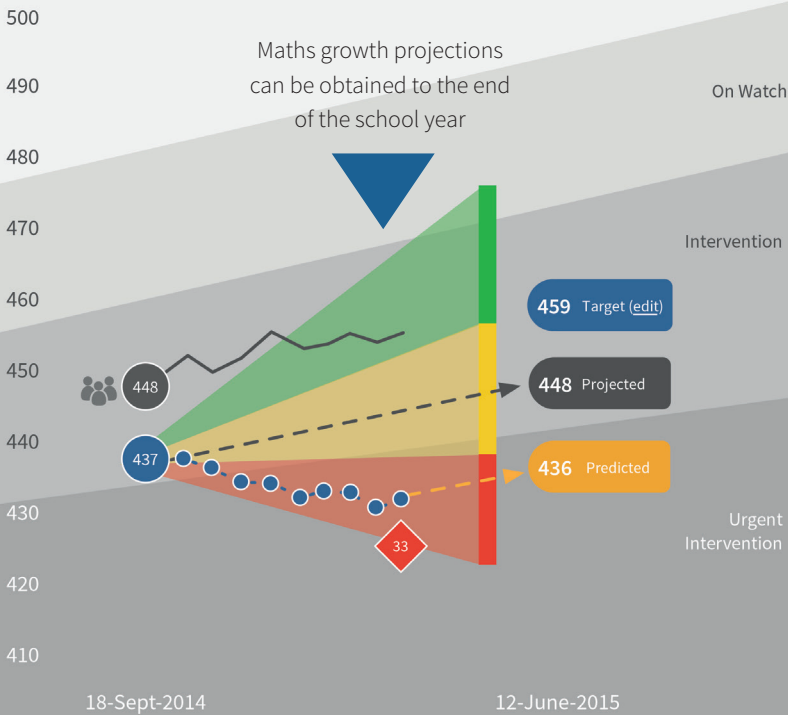
[Growth Planning](#) >

Growth and Achievement

[Diagnostics](#) >

Understanding Growth Data

Scaled Score



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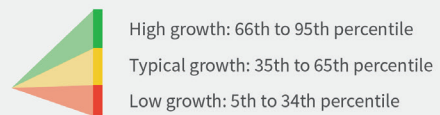
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Reading Dashboard

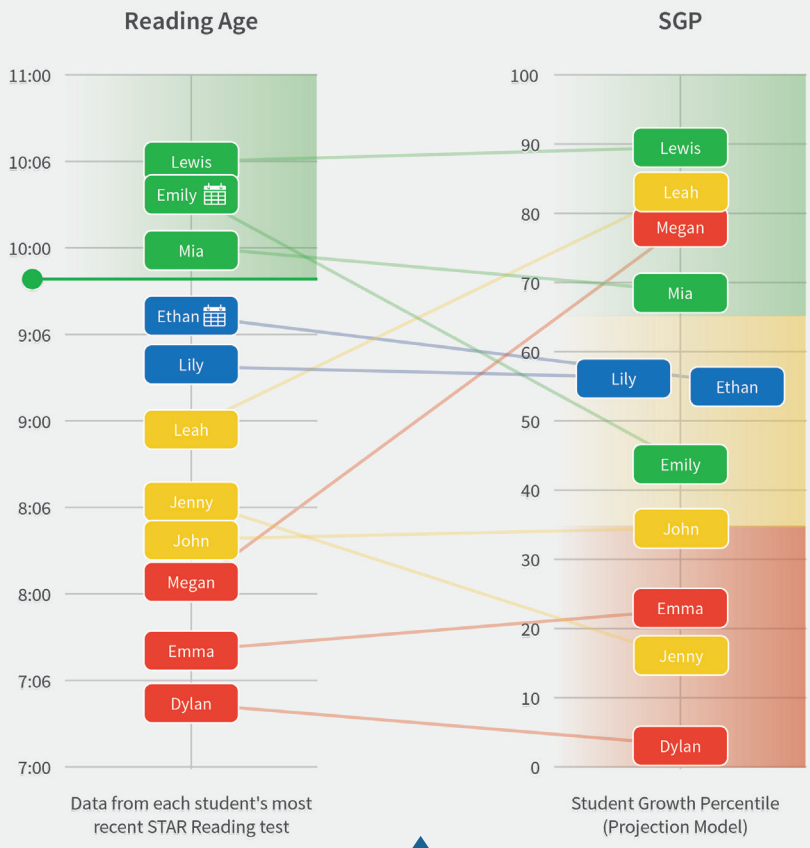
< At a Glance

Mr. Brooke's Class, Whole Class
Data for Marking Period

Growth Planning >

Growth and Achievement Diagnostics

✕ Show connections



Easily track the reading growth being achieved by each student

Group Students

Students to include:

- At/Above Year Level
 - Emily
 - Lewis
 - Mia
- On Watch
 - Ethan
 - Lily
- Intervention
 - John
 - Jenny
 - Leah
- Urgent Intervention
 - Dylan
 - Emma
 - Megan

Reading Dashboard

< At a Glance

Mr. Brooke's Class, Whole Class
Data for Marking Period

Growth Planning >

Practice Diagnostics

Show connections



Group Students

- Students to include:
- At/Above Year Level
 - Emily
 - Lewis
 - Mia
 - On Watch
 - Ethan
 - Lily
 - Intervention
 - Leah
 - Jenny
 - John
 - Urgent Intervention
 - Megan
 - Emma
 - Dylan
- Only show activity in the selected class



The practice diagnostics allow you to easily monitor the quality and quantity of reading practice

Maths Dashboard

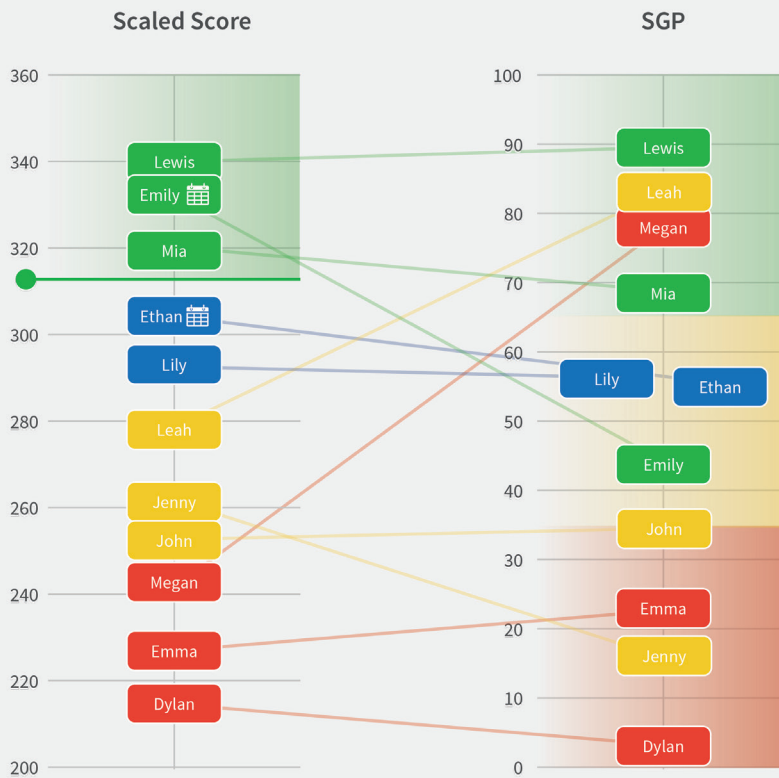
< At a Glance

Mr. Brooke's Class, Whole Class
Data for Marking Period

Growth Planning >

Growth and Achievement Diagnostics

✕ Show connections



Data from each student's most recent STAR Maths test

Group Students

Students to include:

- At/Above Year Level
 - Emily
 - Lewis
 - Mia
- On Watch
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- Intervention
 - John
 - Jenny
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 - Dylan
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 - Megan



Easily track expected maths growth for each student

Reading Dashboard

Practice Diagnostics

Build a Growth Plan for:

- Dylan
- Emma
- Megan
- John
- Jenny
- Leah

reading I am teaching **Year 5** students with a STAR Score of **433** about **word reading**.

LEARNING PROGRESSION > YEAR 5

DOMAINS

- Phonic Knowledge and Skills »**
- Word Recognition »**
- Fluency and Accuracy »**

Teachable Order

Read and understand the meanings of a wide range of words with prefixes and suffixes, including those with multiple suffixes (e.g. *skillfully*)

Skill Area - Root words, Prefixes and Suffixes

1 Prerequisite Skills

From Standard - ELA-Reading.KS2.Y5-6.RW.1

Skill Area	Root words, Prefixes and Suffixes
Content-Area Vocabulary	word, letter, sound, say, read, out loud, suffix, prefix, meaning
Conceptual Knowledge	understand the meanings of a wide range of prefixes and suffixes, including multiple suffixes; wider vocabulary knowledge
Linguistic Competencies	reading words which contain a wide range of prefixes, suffixes and multiple suffixes
EAL support	Support vocabulary knowledge and understanding to assist with word decoding. Develop oral language skills.
National curriculum statement	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Standards	<ul style="list-style-type: none"> ELA-Reading.KS2.Y5-6.RW.1 - Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.



Learning progressions are linked to the new national curriculum and show you which skills a student or group of students need to focus on next

Maths Dashboard

Practice Diagnostics

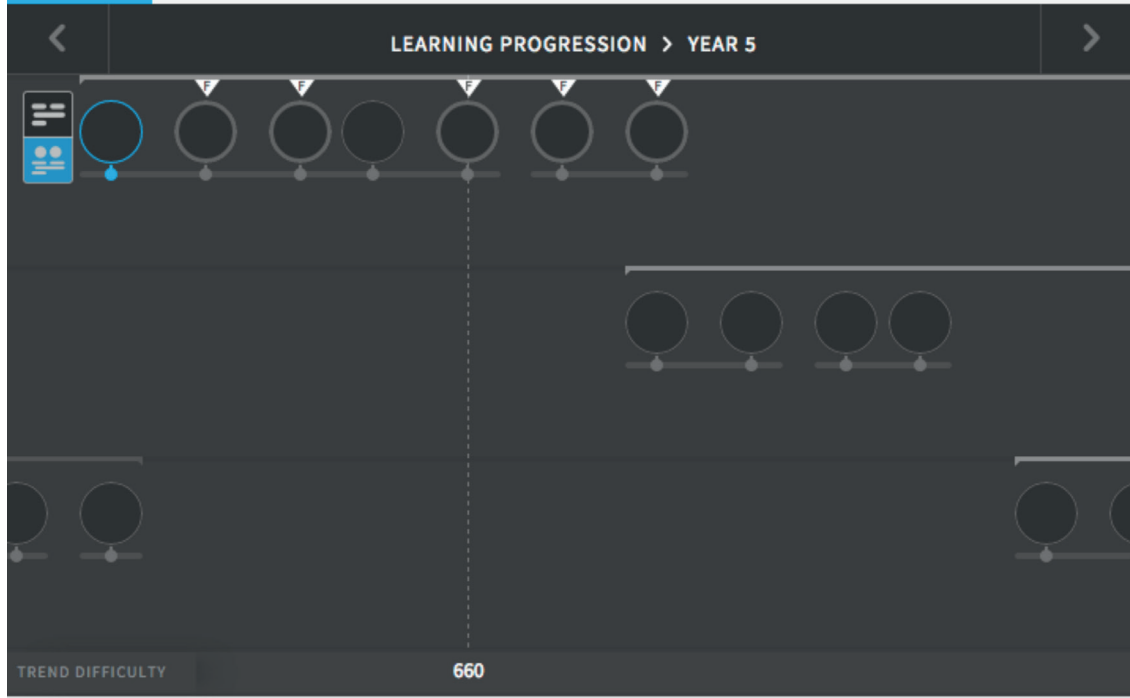
Build a Growth Plan for:

- Dylan
- Emma
- Megan
- John
- Jenny
- Leah

maths

I am teaching Year 5 students with a STAR Score of 412 about numbers and operations.

LEARNING PROGRESSION > YEAR 5



DOMAINS

Number - number and place value »

Number - arithmetic operations »

Number - Fractions (including decimals and percentages) »

Teachable Order

Solve simple measure and money problems involving fractions and decimals to two decimal places

Skill Area - Problem Solving using decimals, fractions and percentages

0 Prerequisite Skills

From Standard - Maths.KS2.Y4.NF.10

Skill Area

Problem Solving using decimals, fractions and percentages

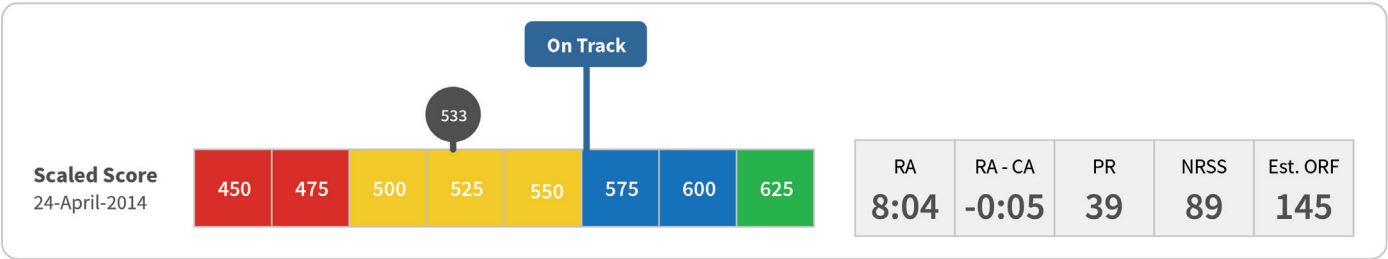
Standards

- Maths.KS2.Y4.NF.10 - Pupils should be taught to: solve simple measure and money problems involving fractions and decimals to two decimal places.



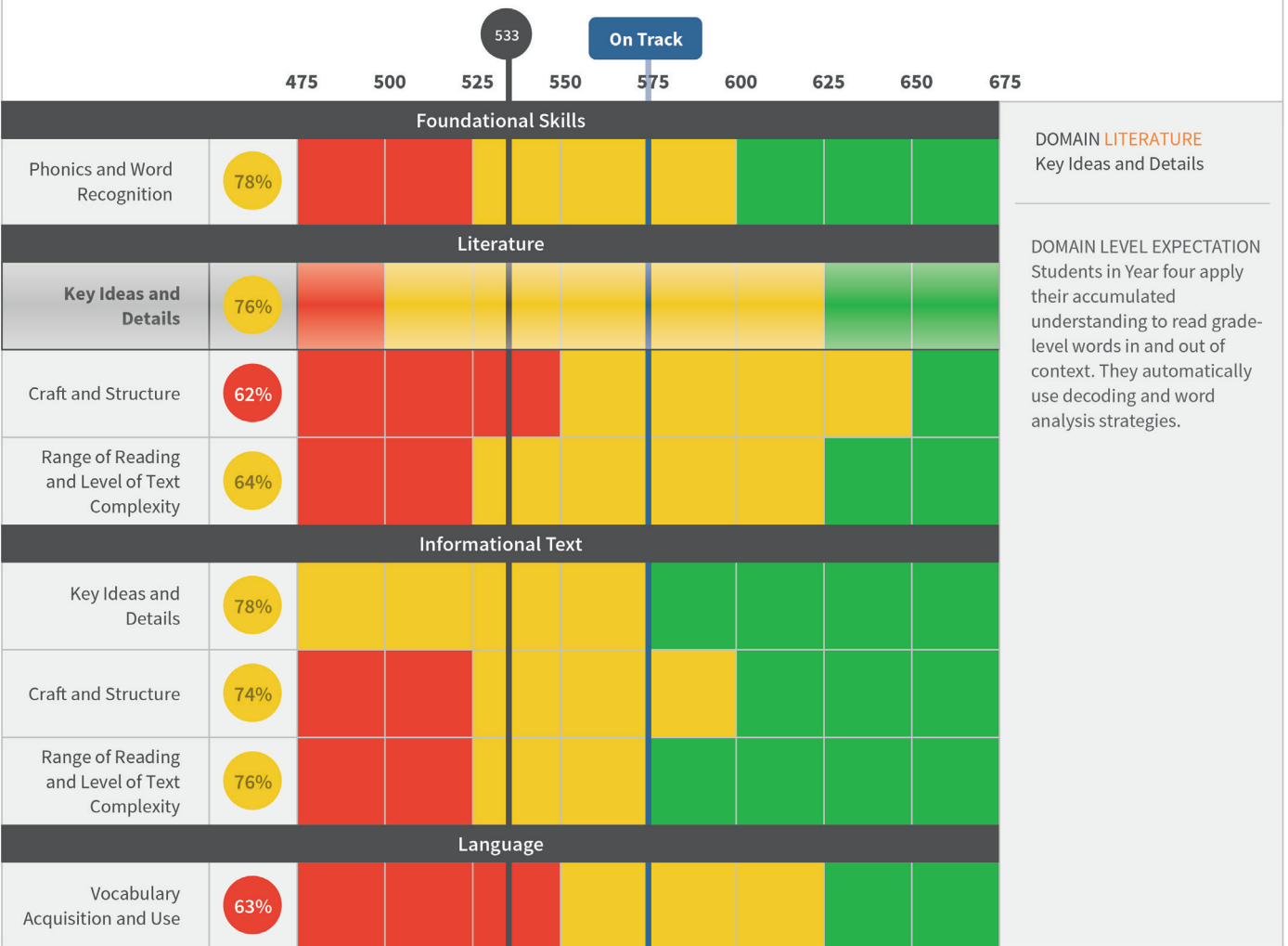
Learning progressions are linked to the new national curriculum and show you which skills a student or group of students need to focus on next

Jenny Williams



RA	RA - CA	PR	NRSS	Est. ORF
8:04	-0:05	39	89	145

View: **Domain Scores** | [Suggested Skills](#)



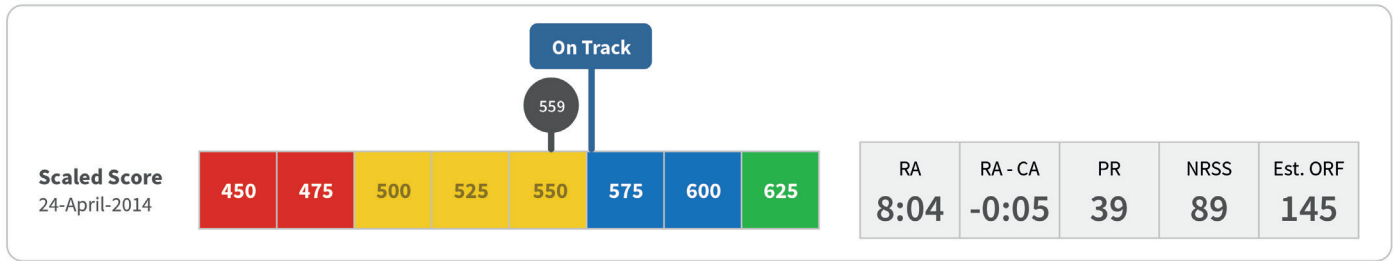
DOMAIN **LITERATURE**
Key Ideas and Details

DOMAIN LEVEL EXPECTATION
Students in Year four apply their accumulated understanding to read grade-level words in and out of context. They automatically use decoding and word analysis strategies.



High level diagnostic reports track a students progress through the new national curriculum

Jenny Williams



View: [Domain Scores](#) | **Suggested Skills**

Foundational Skills

Phonics and Word Recognition

- >> Year 4 - Read unfamiliar multisyllabic words in context using knowledge of syllabication patterns (e.g., read *success* in a contextual sentence)
- Year 4 - Accurately read unfamiliar grade-appropriate multisyllabic words in context using knowledge of all letter-sound correspondences (e.g., the *leather* coat was brown)
- >> Year 4 - Read unfamiliar multisyllabic words in isolation using knowledge of syllabication patterns (e.g., expert, locate)
- Year 4 - Accurately read unfamiliar grade-appropriate multisyllabic words in isolation using knowledge of all letter-sound correspondences (e.g., other, beagle)

Fluency

- Year 4 - Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject, to solve a problem) and comprehend on-level texts demonstrated in a variety of ways (e.g., writing in a reading response journal, writing an answer to >> the question, discussing/writing about the solution)
- Year 4 - Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks
- Year 4 - Read on-level prose and poetry aloud with expression (e.g., using the meaning of text to dictate the expression with regard to pauses, pitch, and stress)

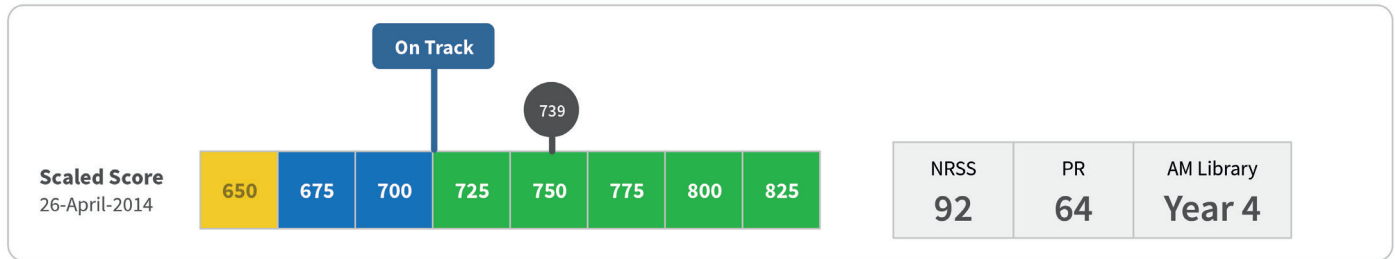
Literature

Key Ideas and Details

- >> Year 3 - Explain how characters' motives and actions contribute to the sequence of events
- Year 3 - Describe the setting of a story and explain why it is important
- Year 3 - Describe plot elements and trace how events and characters' actions contribute to the plot (e.g., lead to the resolution >> of a problem)



Printable instructional planning reports
assist in preparing for lessons

 John Harris
 
View: [Domain Scores](#) | **Suggested Skills****Operations and Algebraic Thinking**

- Year 4 - Find all factor pairs for a whole number in the range of 1 to 100
- Year 4 - Recognize a whole number as a multiple of each of its factors
- Year 4 - Determine if a whole number up to 100 is a multiple of a 1-digit whole number
- Year 4 - Determine if a whole number up to 100 is prime or composite

Number and Operations in Base Ten

- >> Year 4 - Multiply two 2-digit whole numbers using strategies based on place value and the properties of operations
- Year 4 - Demonstrate the reasoning used in a multi-digit multiplication problem
- >> Year 4 - Divide a number of up to four digits by a 1-digit number using strategies based on place value and the relationship between multiplication and division
- Year 4 - Demonstrate the reasoning used in a division problem with a dividend of up to four digits and a 1-digit divisor

Measurement and Data

- Year 4 - WP: Solve a problem using the area and perimeter formulas for rectangles
- Year 4 - Represent measurement data with a line plot that has a fractional scale to eighths
- Year 4 - Solve a problem involving addition or subtraction of fractions using information presented in a line plot with a fractional scale to eighths
- Year 4 - Recognize an angle in whole number degrees using a protractor

Geometry

- Year 4 - Classify a 2-dimensional figure



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The logo for Renaissance Learning features the word "RENAISSANCE" in a bold, blue, sans-serif font. A stylized blue brushstroke or pen nib graphic starts from the bottom left of the letter 'A' and sweeps upwards and to the right, crossing over the letters 'I', 'S', 'S', 'A', 'N', 'C', and 'E'. To the right of this graphic, the word "LEARNING" is written in a smaller, blue, sans-serif font. A trademark symbol (TM) is located at the top right of the word "LEARNING".

RENAISSANCE LEARNING™