RENAISSANCE®

The Essential Guide to Renaissance Star Assessments™

Part 1: Getting to Grips with the Fundamentals

This is an Interactive Guide
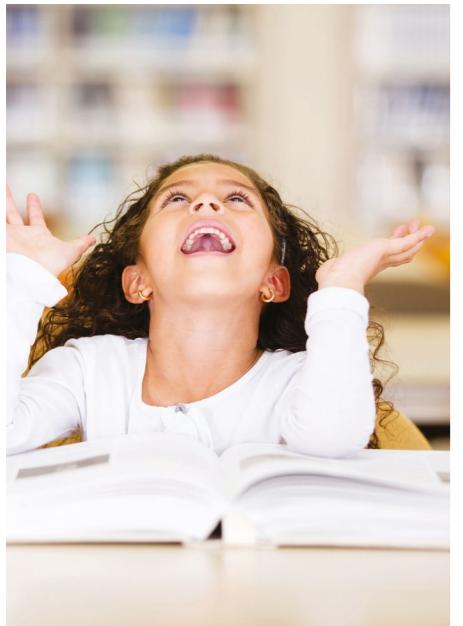
RENAISSANCE
Star Reading®

RENAISSANCE
Star Maths™

RENAISSANCE
Star Early Literacy™

IN THIS INSTALMENT...

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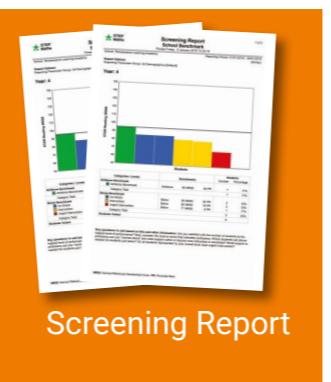
Screening Report

Don't want to wait?

Contact our dedicated team now to learn more about using Renaissance Star Assessments™ to support your school's assessment objectives by calling +44 (0)20 7184 4040
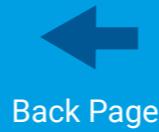
Introduction

The Essential Guide to Renaissance Star Assessments™ will provide you with valuable information on how these assessments support your whole school agenda.

The first in this series, 'Getting to Grips with the Fundamentals,' will lay the foundations for future guides, build on your knowledge and equip you with the essentials to better understand how your existing Star Assessment™ programme can deliver added value throughout whole-school assessment.

If you're already using Renaissance Accelerated Reader™ or Renaissance Accelerated Maths™, you probably know 'Star' as a tool which supports the use of these programmes. But there are a few things about Star Assessments for reading and maths that you might not know...

RENAISSANCE
Accelerated Reader™

RENAISSANCE
Accelerated Maths™

The same test covers all age groups from early years to GCSE – so you can **compare Year 2 results with Year 10 on the same scale.**

Assessments built specifically for the New National Curriculum – helping you as a teacher to identify students' mastery of skills and the next steps in their learning.

Renaissance Star Assessments™ is the only standardised test that can be taken as often as you want and provides you with instant reporting saving you time and reducing your workload.

Life without levels
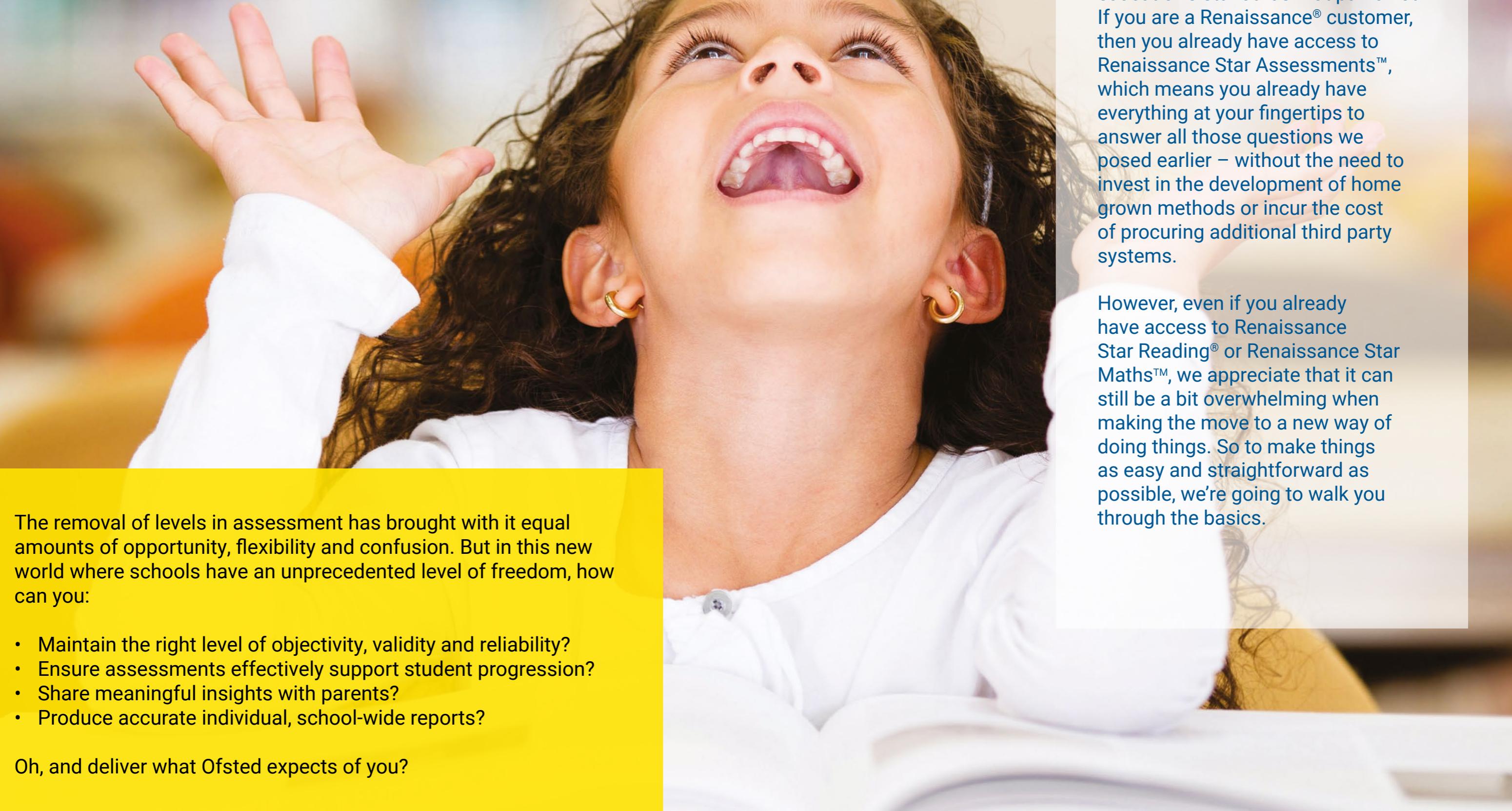
The removal of levels in assessment has brought with it equal amounts of opportunity, flexibility and confusion. But in this new world where schools have an unprecedented level of freedom, how can you:

- Maintain the right level of objectivity, validity and reliability?
- Ensure assessments effectively support student progression?
- Share meaningful insights with parents?
- Produce accurate individual, school-wide reports?

Oh, and deliver what Ofsted expects of you?

It's a pretty tall order, even by education's standards. But panic not. If you are a Renaissance® customer, then you already have access to Renaissance Star Assessments™, which means you already have everything at your fingertips to answer all those questions we posed earlier – without the need to invest in the development of home grown methods or incur the cost of procuring additional third party systems.

However, even if you already have access to Renaissance Star Reading® or Renaissance Star Maths™, we appreciate that it can still be a bit overwhelming when making the move to a new way of doing things. So to make things as easy and straightforward as possible, we're going to walk you through the basics.

Getting 'Star-ted'

Star Assessments are available for the following:

RENAISSANCE
Star Reading®

RENAISSANCE
Star Maths™

RENAISSANCE
Star Early Literacy™
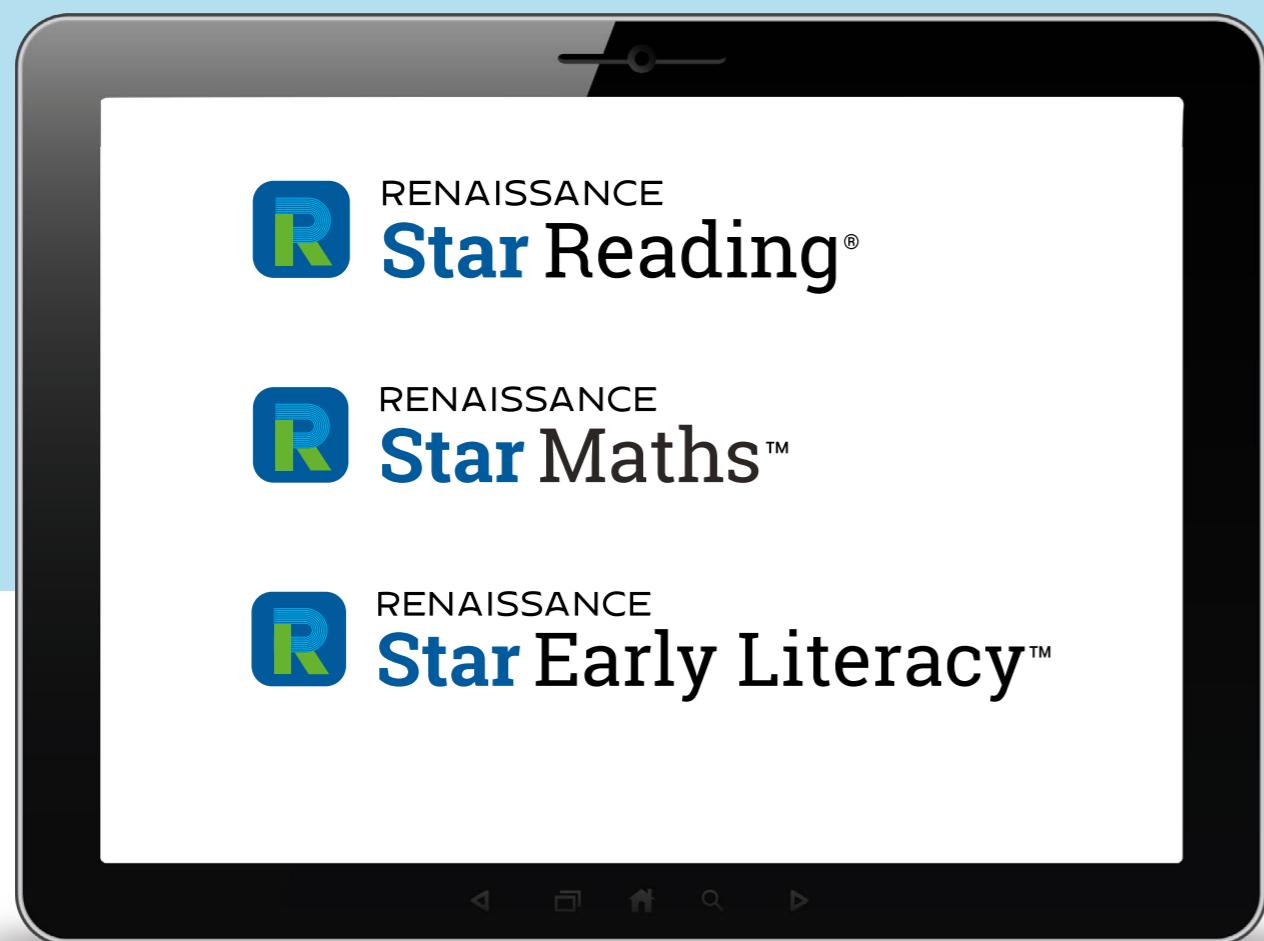
It doesn't matter which of the products you are using, the principles are still the same. Quick, easy and reliable, Renaissance Star Assessments™ support progress monitoring and intervention, and report results immediately to help inform planning and teaching. What's more, they are built specifically to the **New National Curriculum**, revealing student mastery against age-related expectations.

Focusing exclusively on the role of supporting school assessment, Renaissance Star Assessments™ is a suite of online, adaptive, diagnostic tests. But what does this mean in practice?

Getting 'Star-ted'

Play Video ▶

Watch a short clip of Head Teacher Richard Slade talking about how Renaissance Star Assessments™ make his school 'bulletproof'

vimeo.com/162370568

(Video: Assessing without levels? Relax STAR Assessments, we got it covered. #partofthestory)

Watch a short clip of Head Teacher Richard Slade talking about how Renaissance Star Assessments™ make his school 'bulletproof'.

Online

As a cloud-based assessment programme, students take the Star tests online using a computer, laptop or tablet. So, no marking is required and there's no need to transcribe data or results. A typical assessment takes just 20 minutes to administer. The results are available immediately and, most importantly, are consistent.
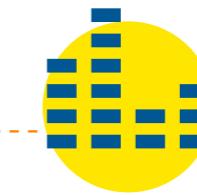
Adaptive

Unlike paper-based tests, Star Assessments are computer-adaptive. In non-jargon terms this means the questions vary based on previous responses and adjust the level of difficulty accordingly (in line with the student's understanding). The advantage of this over many other methods is that every student sits a truly personalised test that accurately measures their knowledge and ability. Within minutes the class can be differentiated and gaps in knowledge identified.

Difficult / Easy — Items answered by student

● Correct Response   ● Incorrect Response   ▮ Standard Error of Measurement

Getting 'Star-ted'

Diagnostic

This is possibly the most hard-hitting of Star's credentials from a school management perspective. Diagnostic metrics are produced as an outcome of Renaisance Star Assessments™, including **Reading Ages, Standardised Scores, Scaled Scores** and indicators of early literacy and numeracy. You can also group the data to identify characteristics such as Pupil Premium, Gifted and Talented, those who are in danger of falling behind – or indeed any specific group you choose to define. And it goes even further. You can set and adjust benchmarks to match national standards (even as they change), and measure progress over time.

So now we've covered what Star can do for your whole-school assessment strategy, let's look at the 'how' in a little more detail – starting with the four reports that will change the way you use Star forever.

Watch a short clip of English Teacher Eileen Bolton prepare her students for their first Renaissance Star Reading™ test

vimeo.com/160249479

Questions 1 - 10

Watch a short clip of English Teacher Eileen Bolton preparing her students for their first Renaissance Star Reading® test.

There's so much that Star can do for you when it comes to producing quick, easy and reliable reports – but here are four which are guaranteed to make it on to your 'desert island' list...

Diagnostic Report
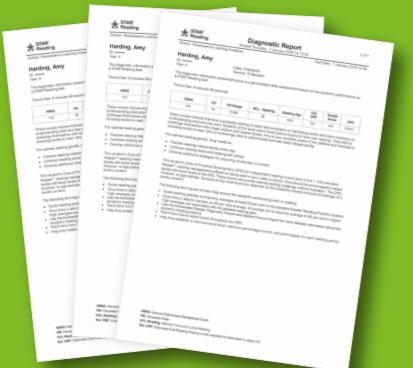
Growth Report
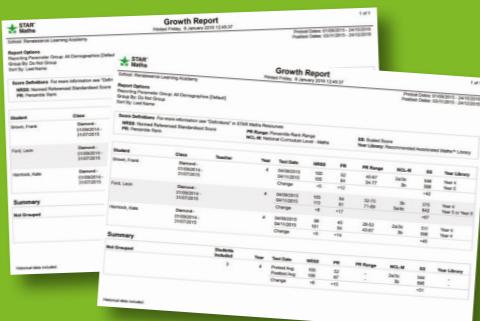
Summary Report
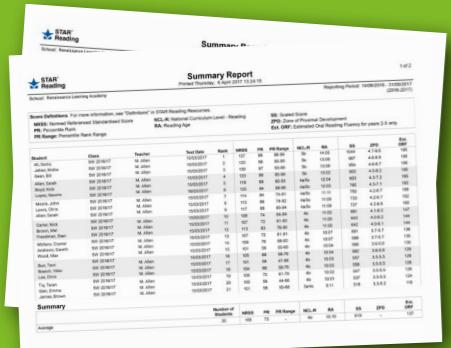
Screening Report
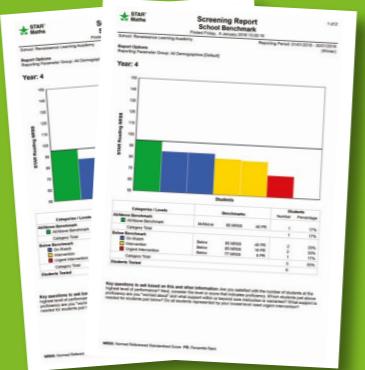
And even if you're unlucky enough to have a surprise Ofsted inspection – with these trusty reports available at your fingertips, you'll always be (more than) prepared.

"The wide range of reports available has been extremely informative in helping us to effectively monitor pupil progress… For those children who are highlighted in the reporting as needing intervention, we investigate their results immediately and put in place appropriate strategies to make sure they are achieving that expected growth"

...

Dympna Storey
LITERACY COORDINATOR
MILLQUARTER PRIMARY SCHOOL

Diagnostic Report

Why you'll love it!

- It gives you a structured way to discuss ability and areas of development with parents

- The range of the "Scaled Score" provided in this report, allows you to pinpoint precisely where student progress is made and where they might need additional support

"We check the Diagnostic Report weekly to make sure that everyone is on track and on target, and to see if any intervention is needed, which we then put in place.
As a result, teachers are more conscious of struggling students, and we're then able to support them through teaching strategies, classroom assistants and by tailoring specific work for them"

...

Paud Loughran

PRINCIPAL
ST. JOSEPH'S PRIMARY SCHOOL

This shows how long a student has taken to test. Pupils should take around 20-25 minutes to complete the Star test.

If you see a test below 15 minutes retest the student as this is an inaccurate test.

PR= Percentile Rank

Scale of 1-99

A score of 58 means this student's reading skills are greater than 58% of students the same age.

PR Range= Percentile Rank Range

The statistical variation of a student's PR score.

NRSS=Normed Reference Standardised Score

Compares a student to others nationally of the same age.

100 is Average, below 85 is Intervention, 115 and above is Gifted and Talented.

STAR Reading

Diagnostic Report
Printed Thursday, 6 April 2017 13:29:10

1 of 1

School: Renaissance Learning Academy

Test Date: 15 March 2017 09:47

Sira, Priya
ID: •••••
Year: 5

Class: 5W 2016/17
Teacher: M Allen

The diagnostic information presented below is a generalised skills assessment based on the student's performance on a STAR Reading test.

Time to Test: 15 minutes 57 seconds

NRSS	PR	PR Range	NCL - Reading	Reading Age	Est. ORF	Scaled Score	ZPD
101	58	47-68	4b	10:03	128	557	3.5-5.5

These scores indicate that Priya is probably learning to apply her reading skills to different curriculum areas. Priya probably uses textbooks and other non-fiction resources to achieve her content area targets.

Priya is also developing study skills to support her reading skills. She is learning to set a purpose for reading. She is also learning to use different reading skills when reading for pleasure and when reading for information. Also, Priya is beginning to apply pre-reading and post-reading strategies to increase her understanding of non-fiction text.

For optimal reading growth, Priya needs to:

- Maintain a minimum of 60 minutes of guided independent reading practice daily
- Understand text structures for expository materials, especially textbooks
- Develop study skills to tackle content materials systematically
- Exhibit self-direction in reading assignments within a wide range of materials

This student's Zone of Proximal Development (ZPD) for independent reading is book level 3.5-5.5. If Accelerated Reader™ reading management software is being used in your class or school, Priya should be encouraged to select books with book levels in the ZPD. These books will provide optimal reading challenge without frustration. The ZPD, however, is approximate. Success at any book level also depends on the student's interest and prior knowledge of a book's content.

The following techniques will also help ensure the student's continued growth in reading:

- Guide reading practice so that Priya averages at least 85 per cent on Accelerated Reader Reading Practice Quizzes.
- Once Priya is able to maintain an 85 per cent average, encourage her to raise her average to 90 per cent or higher. High averages are associated with the greatest reading gain.
- Use the Accelerated Reader Diagnostic Report and Student Record Report for more detailed information about the student's reading practice.
- Teach Priya how to select books throughout her ZPD.
- Help Priya establish a minimum book level, minimum percentage correct, and point targets for each marking period.

ZPD= Zone of Proximal Development

Book level range that the student needs to read between. This will help guide them to books best suited to their ability.

Scaled Score

This is the raw score from the test and ranges from 0-1400. It is based on the difficulty of the questions and the number of correct responses.

Est. ORF= Estimated Oral Reading Fluency

An estimate of the student's ability to read words quickly and accurately in order to comprehend the text.

This is represented in words read per minute. This is only reported for students in years 2-5.

To zoom in on the text, simply select the magnifying glass from the toolbar at the top of the PDF

Growth Report

Why you'll love it!

- At a glance you can see exactly where growth impact is being made (or not) – whether at individual, group or whole-school level – and compare in whatever way you like (remember the characteristics we mentioned earlier?)

- You can extract data from Star and use for your own reporting purposes or import into school management systems

"The Growth Reports are particularly useful in examining proportionally where children are; we can look at an entire year group and we can identify where to focus our interventions"

...

Graham Clayson

ICT MANAGER
CLIFTONVILLE PRIMARY SCHOOL

The Growth Report allows you to compare any two tests a student has taken.

STAR™ Reading

Growth Report
Printed Thursday, 6 April 2017 13:25:02

School: Renaissance Learning Academy

Pretest Dates: 14/09/2016 - 31/08/2017
Posttest Dates: 14/09/2016 - 31/08/2017

Score Definitions For more information, see "Definitions" in STAR Reading Resources.

NRSS: Normed Referenced Standardised Score   **NCL-R:** National Curriculum Level - Reading   **SS:** Scaled Score
PR: Percentile Rank   **RA:** Reading Age   **ZPD:** Zone of Proximal Development
PR Range: Percentile Rank Range   **Est. ORF:** Estimated Oral Reading Fluency for years 2-5 only

Student	Class	Teacher	Year	Test Date	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
Wood, Max	5W 2016/17	M. Allen	5	11/10/2016	109	76	68-83	4b	10:11	632	4.0 - 6.1	142
				15/03/2017	114	84	74-91	4a/5c	11:11	750	4.2 - 6.7	168
				Change	+5	+8			+1:00	+118		+26
Burr, Terri	5W 2016/17	M. Allen	5	03/02/2017	116	87	80-93	4b	11:04	682	4.1 - 6.3	150
				15/03/2017	109	76	68-83	4b	10:07	589	3.7 - 5.7	135
				Change	-7	-11			-0:09	-93		-15
Chris, Lee	5W 2016/17	M. Allen	5	10/10/2016	118	89	81-95	4a/5c	11:09	736	4.2 - 6.7	163
				15/03/2017	115	86	74-92	4a/5c	11:09	733	4.2 - 6.7	162
				Change	-3	-3			0	-3		-1
Andrews, Gareth	5W 2016/17	M. Allen	5	14/10/2016	106	70	58-76	4b	10:06	580	3.6 - 5.6	134
				15/03/2017	108	74	64-84	4b	11:02	661	4.1 - 6.3	147
				Change	+2	+4			+0:08	+81		+13
Mbanfo, Crystal	5W 2016/17	M. Allen	5	10/10/2016	127	95	90-98	4a/5c	12:06	823	4.4 - 7.4	190
				15/03/2017	133	98	95-99	5b	13:09	967	4.6 - 8.9	190
				Change	+6	+3			+1:03	+144		0
Weaver, Megan	5W 2016/17	M. Allen	5	10/10/2016	126	95	89-98	4a/5c	12:08	838	4.4 - 7.5	190
				15/03/2017	130	97	93-99	5b	13:08	954	4.6 - 8.7	190
				Change	+4	+2			+1:00	+116		0
M. Allen	5W 2016/17	M. Allen	5	14/10/2016	93	35	27-44	2a/3c	8:05	338	2.5 - 3.5	77
				16/03/2017	100	56	47-66	3a/4c	9:07	477	3.2 - 4.9	110
				Change	+7	+21			+1:02	+139		+33

Summary

Not Grouped	Students Included	Year	Test Date	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
	30	5	Pretest Avg	106	67	-	4b	10:02	544	3.5-5.5	124
			Posttest Avg	108	73	-	4b	10:10	619	3.9-5.9	137
			Change	+2	+6			+0:08	+75		+13

The Scaled Score is the raw score from the test and will reflect even the smallest amount of progress.

It shows you the change in scores between the two tests.

You will have a summary at the bottom which shows the average growth made by the cohort selected.

To zoom in on the text, simply select the magnifying glass from the toolbar at the top of the PDF

Summary Report

Why you'll love it!

- It acts as an excellent indicator, giving you just enough information to know whether all is well, or if further investigation (and more detailed reporting) is required

- It ranks the students in your class in terms of performance, providing you at a glance with information on your students who are meeting expectations, or those in need of intervention. This could be very helpful for identifying groups for pair reading or student-mentor support groups

The Summary Report is a great report to give you an overview of a whole class or year.

You can rank this report so you can see your strongest readers at the top. This is ranked on Scaled Score, the raw score from the test.

★ STAR™ Reading

Summary Report
Printed Thursday, 6 April 2017 13:24:15

1 of 2

School: Renaissance Learning Academy

Reporting Period: 14/09/2016 - 31/08/2017
(2016-2017)

Score Definitions For more information, see "Definitions" in STAR Reading Resources.

NRSS: Normed Referenced Standardised Score	**NCL-R:** National Curriculum Level - Reading	**SS:** Scaled Score
PR: Percentile Rank	**RA:** Reading Age	**ZPD:** Zone of Proximal Development
PR Range: Percentile Rank Range		**Est. ORF:** Estimated Oral Reading Fluency for years 2-5 only

Student	Class	Teacher	Test Date	Rank	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
Ali, Sadiq	5W 2016/17	M. Allen	15/03/2017	1	137	99	96-99	5b	14:05	1044	4.7-9.6	190
Jahan, Nisha	5W 2016/17	M. Allen	15/03/2017	2	133	98	95-99	5b	13:09	967	4.6-8.9	190
Gean, Bill	5W 2016/17	M. Allen	15/03/2017	3	130	97	93-99	5b	13:08	954	4.6-8.7	190
Allen, Sarah	5W 2016/17	M. Allen	15/03/2017	4	133	98	95-99	5b	13:02	903	4.5-8.2	190
Boyd, Nick	5W 2016/17	M. Allen	15/03/2017	5	118	89	80-93	4a/5c	12:04	803	4.3-7.2	185
Lopez, Naoimi	5W 2016/17	M. Allen	16/03/2017	6	125	94	88-98	4a/5c	12:03	792	4.3-7.1	182
Moore, John	5W 2016/17	M. Allen	15/03/2017	7	114	84	74-91	4a/5c	11:11	750	4.2-6.7	168
Lewis, Chris	5W 2016/17	M. Allen	15/03/2017	8	115	86	74-92	4a/5c	11:09	733	4.2-6.7	162
Allan, Sarah	5W 2016/17	M. Allen	15/03/2017	9	117	88	80-94	4a/5c	11:09	727	4.2-6.6	160
Carter, Nick	5W 2016/17	M. Allen	15/03/2017	10	108	74	64-84	4b	11:02	661	4.1-6.3	147
Brown, Mel	5W 2016/17	M. Allen	15/03/2017	11	107	72	61-83	4b	11:00	643	4.0-6.2	144
Freedman, Stan	5W 2016/17	M. Allen	15/03/2017	12	113	83	76-90	4b	11:00	642	4.0-6.1	144
Mbfano, Crystal	5W 2016/17	M. Allen	15/03/2017	13	107	72	61-81	4b	10:07	591	3.7-5.7	136
Andrews, Gareth	5W 2016/17	M. Allen	15/03/2017	14	109	76	68-83	4b	10:07	589	3.7-5.7	135
Wood, Max	5W 2016/17	M. Allen	15/03/2017	15	101	58	50-68	4b	10:04	566	3.6-5.6	130
Burr, Terri	5W 2016/17	M. Allen	15/03/2017	16	105	68	58-76	4b	10:04	562	3.6-5.6	129
Branch, Vikki	5W 2016/17	M. Allen	15/03/2017	17	101	58	47-68	4b	10:03	557	3.5-5.5	128
Lee, Chris	5W 2016/17	M. Allen	15/03/2017	18	104	66	58-76	4b	10:03	556	3.5-5.5	128
Tiq, Taran	5W 2016/17	M. Allen	15/03/2017	19	106	70	61-78	4b	10:02	547	3.5-5.5	126
Glen, Emma	5W 2016/17	M. Allen	15/03/2017	20	100	56	44-66	4b	10:01	537	3.5-5.5	124
James, Brown	5W 2016/17	M. Allen	15/03/2017	21	101	58	50-68	3a/4c	9:11	516	3.3-5.2	119

Summary

	Number of Students	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
Average	30	108	73	-	4b	10:10	619	-	137

To zoom in on the text, simply select the magnifying glass from the toolbar at the top of the PDF

At the bottom of the report you can view the averages for the class/year selected.

Ranking this report enables you to see the book levels your students are reading between. Great if you are looking to widen your book stock.

Top Tip

If you don't have time to go through the Diagnostic Report in detail, use the Summary Reports as a way of red flagging anything that needs urgent attention.

Screening Report

Why you'll love it!

- You retain all of the control. You decide where the benchmarks are for your school, so no being pigeon-holed into a system. The Screening Report is for you to define… and then shine!

- Confirm the impact that additional funding has had on specific groups without losing hours manually processing spreadsheets

- A highly visual way of identifying exactly where students are in their development but also being able to view this relative to other year groups, cohorts and specific characteristics

Top Tip

Look out for your 'blues'… with just a little bit of help this group can easily become 'greens'

To zoom in on the text, simply select the magnifying glass from the toolbar at the top of the PDF

The Screening Report uses a Normed Referenced Standardised Score to identify students having difficulty reaching certain benchmarks.

This score compares your students to other children of the same age nationally, with 100 being average.

Students who score above 115 on their NRSS will be your gifted and talented.

Once identified you can start to organise your intervention plan.

A pupil that scores an NRSS below 85 will be grouped in intervention and could be entitled to access arrangements.

STAR Reading

Screening Report
School Benchmark
Printed Thursday, 6 April 2017 13:22:39

1 of 3

School: Renaissance Learning Academy

Reporting Period: 10/10/2016 - 04/11/2016
(Autumn 1)

Year: 5
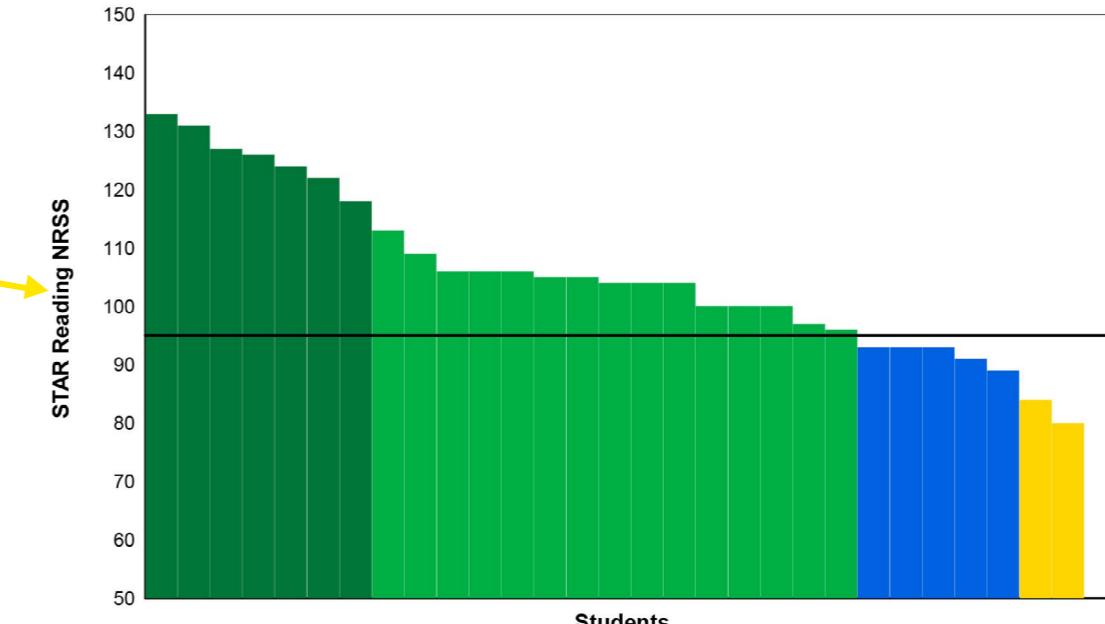
Categories / Levels	Benchmarks			Students Number	Students Percentage
At/Above Benchmark					
Above Benchmark	At/Above	115 NRSS	85 PR	7	24%
At Benchmark	At/Above	95 NRSS	40 PR	15	52%
Category Total				22	76%
Below Benchmark					
On Watch	Below	95 NRSS	40 PR	5	17%
Intervention	Below	85 NRSS	16 PR	2	7%
Urgent Intervention	Below	77 NRSS	6 PR	0	0%
Category Total				7	24%
Students Tested				29	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

NRSS: Normed Referenced Standardised Score **PR:** Percentile Rank

Star-t as you mean to go on

We appreciate that there's a lot to take in and by now your mind might be racing with lots of ideas as to how you can make more of your Star Assessments... so as a final helping hand in this guide we've brought you the best tips from UK schools who've already adopted Star as their main assessment method.

Star Tip	Why?
Run Star tests 6 times a year – termly or at even intervals	No curve balls when it comes to the end of year assessments – you'll have an accurate view of student performance every step of the way – and have sufficient time to introduce or adapt interventions.
Use Star as a whole-school assessment tool	You can easily track individual, cohort and school progress over time – if the tests have been conducted, the data for reports will be just a few clicks away.
	More than a placement tool or evidence for access arrangements, Star has so much more to give – with virtually no additional effort.
Make full use of characteristics	Gifted and Talented, Pupil Premium, Free School Meals, Gender – you choose. Assign the characteristics that are important to your school objectives. Then insight-rich reporting is just as easy as tracking individual progress.

Next steps in your Star journey

Hopefully this first part in our assessment series has given you lots to think about – and lots more to put into practice with supporting your whole school assessment. Don't forget that if you need further support or have any specific questions as to how you can get more out of your existing Star programme, you can contact us in the following ways:

✉

📞 +44 (0)20 7184 4040

Make sure you don't miss Part Two in the series where we will be helping you to better understand Standardised Scores, Percentile Ranks and Student Growth Percentiles (SGP), all in the context of tackling intervention and understanding growth.

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