

## The Essential Guide to Renaissance Star Assessments™



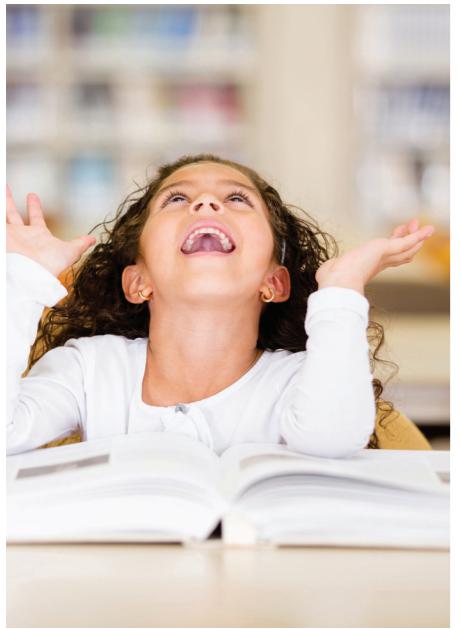
Getting to Grips with the Fundamentals

RENAISSANCE  
**Star Assessments™**

RENAISSANCE  
**Star Reading™**

RENAISSANCE  
**Star Maths™**

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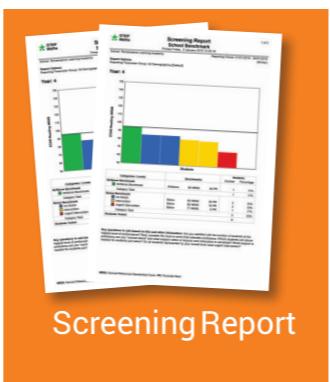
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## Introduction

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

This guide, '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 Assessments programme can deliver added value throughout whole-school assessment.

## 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

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 primary through to secondary so you can **compare Year 2 results with Year 10 on the same scale.**



Assessments built with Learning Progressions to help 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?

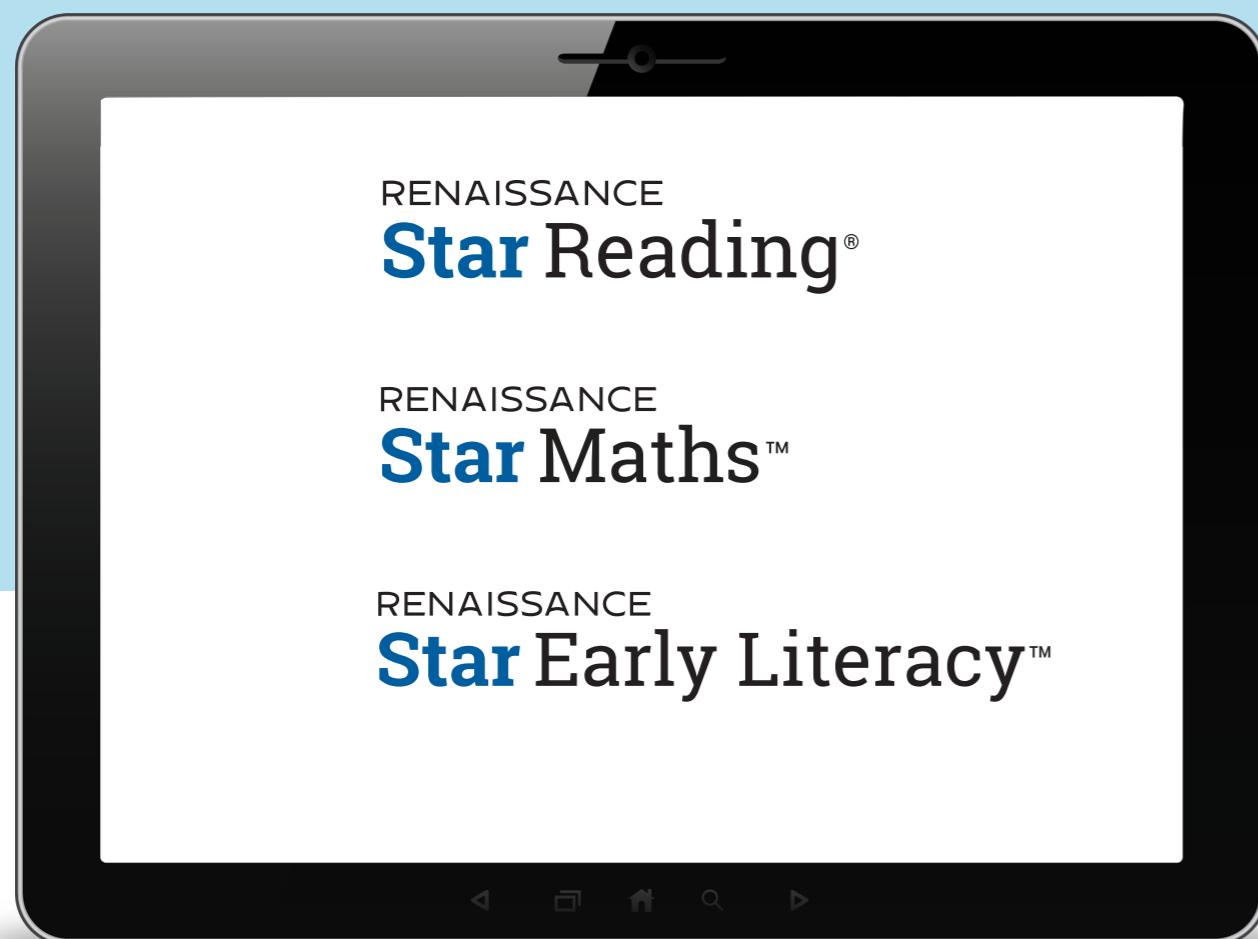
Oh, and deliver what ESTYN expects of you?

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:



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 **Literacy and Numeracy 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'



No matter when they join us, every student takes a Star test on entry so we can identify where they are and establish a baseline of their reading ability. Overall, we've found Star to be a very strong indicator of ability. It gives you everything you need on one page and results are used to identify any need for intervention and to determine lesson groups more widely.

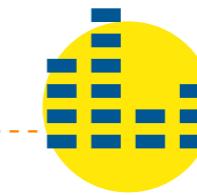
...

The Michaelston and Glyn Derw High School Federation, Cardiff



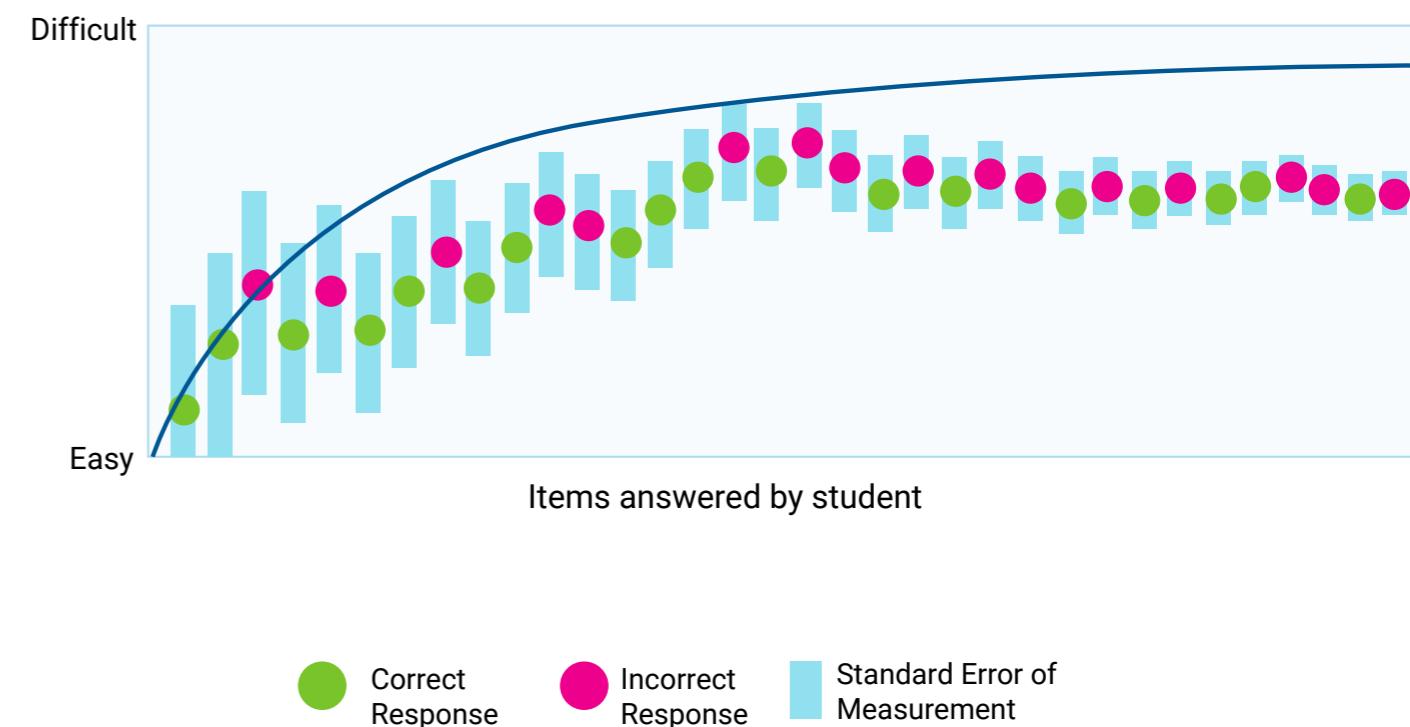
## Online

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.



# Getting 'Star-ted'



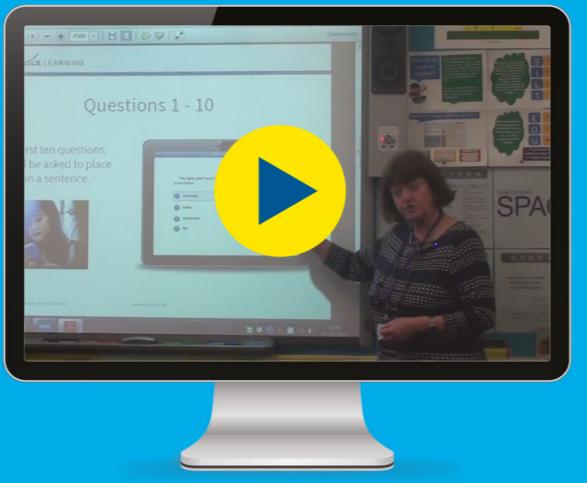
## Diagnostic

This is possibly the most hard-hitting of Star's credentials from a school management perspective. Diagnostic metrics are produced as an outcome of Renaissance 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.

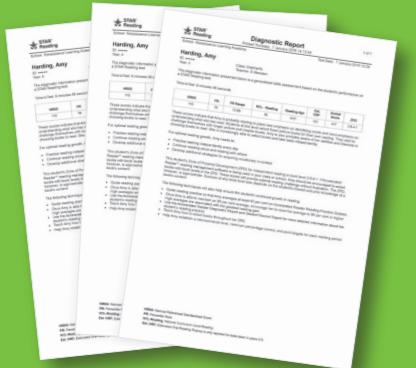
Watch a short clip of English Teacher Eileen Bolton prepare her students for their first Renaissance Star Reading test at the link below:

[vimeo.com/160249479](https://vimeo.com/160249479)

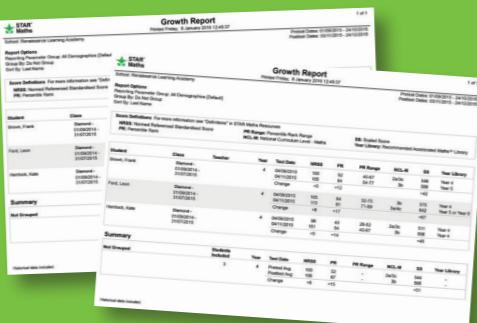


There's so much that Star can do for you when it comes to producing quick, easy and reliable reports – but here are four which are guaranteed to make it on to your 'desert island' list...

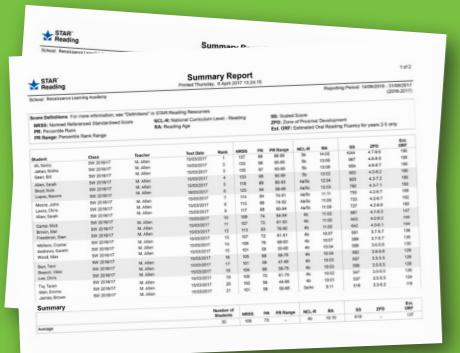
### Diagnostic Report



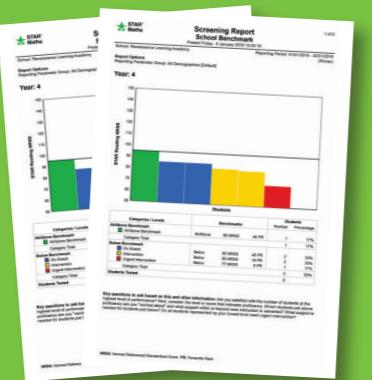
### Growth Report



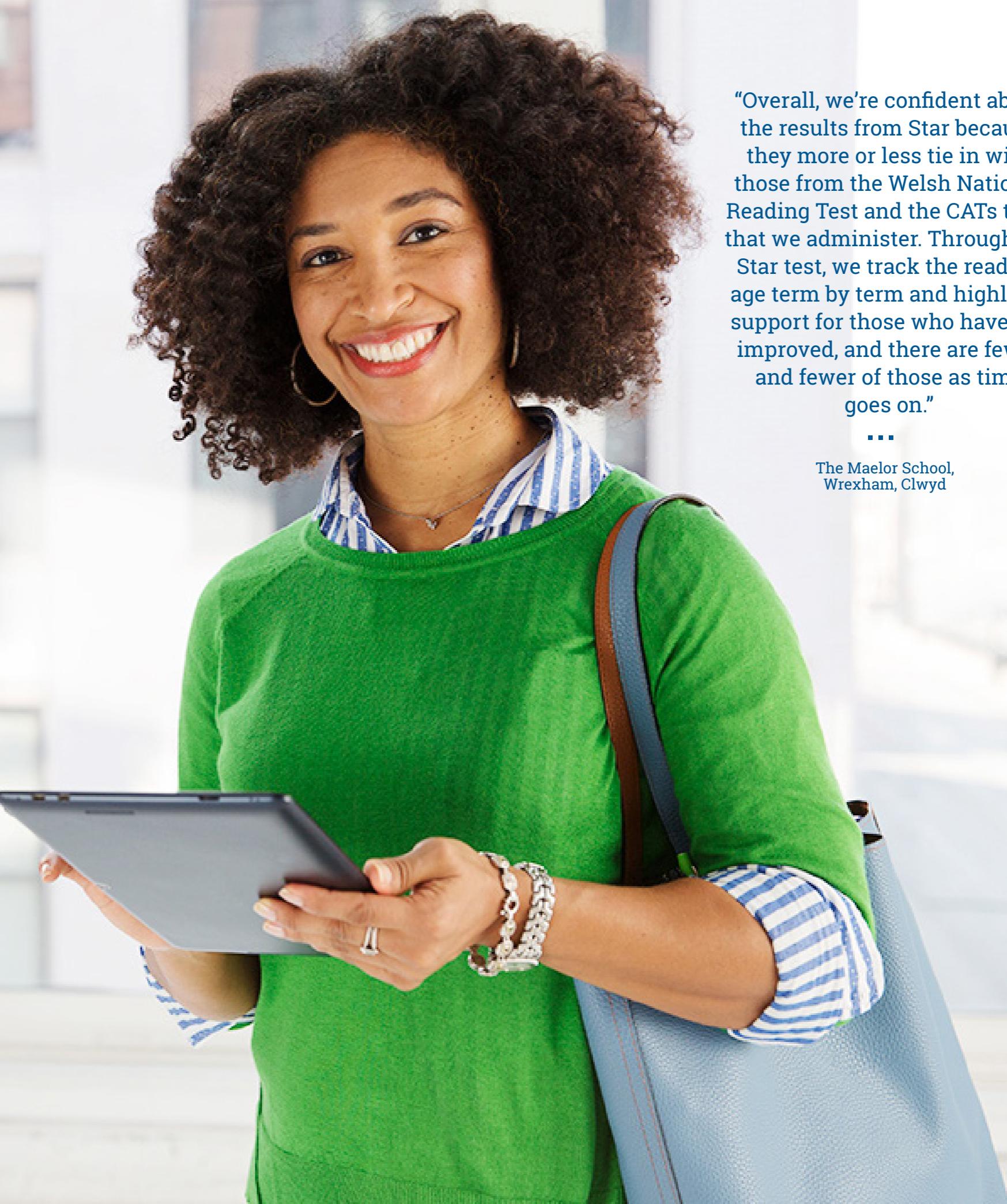
### Summary Report



### Screening Report



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



"Overall, we're confident about the results from Star because they more or less tie in with those from the Welsh National Reading Test and the CATs tests that we administer. Through the Star test, we track the reading age term by term and highlight support for those who have not improved, and there are fewer and fewer of those as time goes on."

The Maelor School,  
Wrexham, Clwyd

# 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"**

Paul Loughran

PRINCIPAL  
ST. JOSEPH'S PRIMARY SCHOOL

**Diagnostic Report**  
Printed Thursday, 6 April 2017 13:29:10  
1 of 1  
Test Date: 15 March 2017 09:47

**STAR® Reading**  
School: Renaissance Learning Academy

**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.

**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.

**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.

**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.

# 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

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

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



### Growth Report

1 of 4

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

PR: Percentile Rank

PR Range: Percentile Rank Range

NCL-R: National Curriculum Level - Reading

RA: Reading Age

SS: Scaled Score

ZPD: Zone of Proximal Development

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<br>15/03/2017 | 109<br>114 | 76<br>84 | 68-83<br>74-91 | 4b<br>4a/5c    | 10:11<br>11:11 | 632<br>750 | 4.0 - 6.1<br>4.2 - 6.7 | 142<br>168 |
|                 |            |          |      | Change                   | +5         | +8       |                |                | +1:00          | +118       |                        | +26        |
| Burr, Terri     | 5W 2016/17 | M. Allen | 5    | 03/02/2017<br>15/03/2017 | 116<br>109 | 87<br>76 | 80-93<br>68-83 | 4b<br>4b       | 11:04<br>10:07 | 682<br>589 | 4.1 - 6.3<br>3.7 - 5.7 | 150<br>135 |
|                 |            |          |      | Change                   | -7         | -11      |                |                | -0:09          | -93        |                        | -15        |
| Chris, Lee      | 5W 2016/17 | M. Allen | 5    | 10/10/2016<br>15/03/2017 | 118<br>115 | 89<br>86 | 81-95<br>74-92 | 4a/5c<br>4a/5c | 11:09<br>11:09 | 736<br>733 | 4.2 - 6.7<br>4.2 - 6.7 | 163<br>162 |
|                 |            |          |      | Change                   | -3         | -3       |                |                | 0              | -3         |                        | -1         |
| Andrews, Gareth | 5W 2016/17 | M. Allen | 5    | 14/10/2016<br>15/03/2017 | 106<br>108 | 70<br>74 | 58-76<br>64-84 | 4b<br>4b       | 10:06<br>11:02 | 580<br>661 | 3.6 - 5.6<br>4.1 - 6.3 | 134<br>147 |
|                 |            |          |      | Change                   | +2         | +4       |                |                | +0:08          | +81        |                        | +13        |
| Mbanfo,Crystal  | 5W 2016/17 | M. Allen | 5    | 10/10/2016<br>15/03/2017 | 127<br>133 | 95<br>98 | 90-98<br>95-99 | 4a/5c<br>5b    | 12:06<br>13:09 | 823<br>967 | 4.4 - 7.4<br>4.6 - 8.9 | 190<br>190 |
|                 |            |          |      | Change                   | +6         | +3       |                |                | +1:03          | +144       |                        | 0          |
| Weaver, Megan   | 5W 2016/17 | M. Allen | 5    | 10/10/2016<br>15/03/2017 | 126<br>130 | 95<br>97 | 89-98<br>93-99 | 4a/5c<br>5b    | 12:08<br>13:08 | 838<br>954 | 4.4 - 7.5<br>4.6 - 8.7 | 190<br>190 |
|                 |            |          |      | Change                   | +4         | +2       |                |                | +1:00          | +116       |                        | 0          |
| M. Allen        | 5W 2016/17 | M. Allen | 5    | 14/10/2016<br>16/03/2017 | 93<br>100  | 35<br>56 | 27-44<br>47-66 | 2a/3c<br>3a/4c | 8:05<br>9:07   | 338<br>477 | 2.5 - 3.5<br>3.2 - 4.9 | 77<br>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<br>Posttest Avg | 106<br>108 | 67<br>73 | -<br>-   | 4b<br>4b | 10:02<br>11:10 | 544<br>619 | 3.5-5.5<br>3.9-5.9 | 124<br>137 |
|             |                   |      | Change                      | +2         | +6       |          |          | +0:08          | +75        |                    | +13        |

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

"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

# 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



## 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  
**PR:** Percentile Rank  
**PR Range:** Percentile Rank Range

**NCL-R:** National Curriculum Level - Reading  
**RA:** Reading Age

**SS:** Scaled Score  
**ZPD:** Zone of Proximal Development  
**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, Naomi    | 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      |

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'

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.



## Screening Report School Benchmark

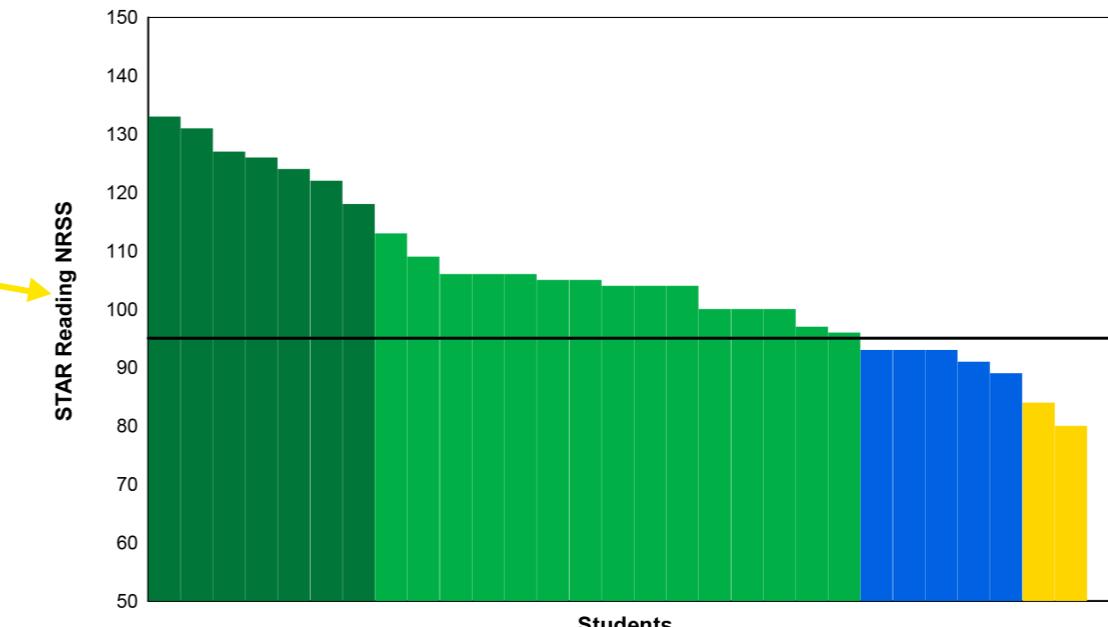
1 of 3

Printed Thursday, 6 April 2017 13:22:39

School: Renaissance Learning Academy

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

Year: 5



| Categories / Levels | Benchmarks |            | Students |            |
|---------------------|------------|------------|----------|------------|
|                     | Number     | Percentage | Number   | Percentage |
| At/Above Benchmark  |            |            |          |            |
| Above Benchmark     | 115 NRSS   | 85 PR      | 7        | 24%        |
| At Benchmark        | 95 NRSS    | 40 PR      | 15       | 52%        |
| Category Total      |            |            | 22       | 76%        |
| Below Benchmark     |            |            |          |            |
| On watch            | 95 NRSS    | 40 PR      | 5        | 17%        |
| Intervention        | 85 NRSS    | 16 PR      | 2        | 7%         |
| Urgent Intervention | 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

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

# 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 schools working with us, 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.<br><br>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 Development Grant, 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 guide 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 about Star or any Renaissance products, you can contact us in the following ways:



[answers@renlearn.co.uk](mailto:answers@renlearn.co.uk)



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