**STAR GENERAL INFORMATION**

* Scaled Score can be reported as various things:  percentile, grade equivalent, functional level, instructional level, zpd, proficiency forecast, etc.

Scale for Early Literacy 300-900 (rough correlation to age 3yr old ~300 ok)

Scale 1-1400 Reading– roughly match grade level – 3rd grade level = 299-300, 6th grade should be around 500-600.

Scale 1-1400 Math – math scores cluster

                                                Gr 1-2---tend to score between 300-500

                                                Gr 3, 4, 5---tend to score between 500-700

                                                Gr 6-12---tend to score 700-900

* Grade Level Equivalent = if you don’t want this to show you can choose this as the teacher running the report.  Not turned off at district level.
* Zone of Proximal Development = Vgotsky/Piaget theory “appropriate levels of stress” – difference in what you can do by yourself and what you can do if someone is pushing you.  The ZPD allows you to learn in a comfortable level (common core says should be reading for enjoyment).  This helps us know a kid may be at a 4.5 grade level, and that’s where they are pushed with a bit of stretching and learning…but they can read for enjoyment at a 2.5 level according to their ZPD.  This ZPD shows their comfort level – play in the easy level for enjoyment, to learn they need to be pushed.
* Core Progress – correlates scores on STAR tests and provides insight into achievement level
* Functional Grade Level – at, above, or below
* Percentile Rank – **50% is perfect** on the bell curve (we want to hear our kids are on 99%, but 50% is perfectly on level)
* Percentile Range – if he took the test again we’d predict he’d score between these numbers
* Normal Curve Equivalent –0-99 evenly spaced (unlike percentile rank) – if you must average score to look at progress look at this, MEDIAN is better.
* Math Grade Level equivalent is capped to three grade levels above – will show as “greater than 7th

**For teachers, the sequence of reports to print and look up:**

Screening (picture)

Summary (raw data)

Instructional Planning Student/Class

* Student report is where you can build individual plans for an individual student – the class report and class groups are where you can tailor to a group of students who are working at generally the same level
* Can highlight and copy words on planning report, go to Core Progress at top, click keyword and paste these words into search box.

This opens up various standards.  Click on the grade level.  Then click the chalkboard and it will pull up teacher resources that you can use to teach the specific skill the students need.  Or at least serve as a guide to get you heading in the right direction.

Diagnostic report is great and very detailed – but may only be practical for those who need the most attention, specific skills needed, grade level equivalent

**State Standards Report by Class**

* shows students and their achievement below/within/above the common core.
* Will help tremendously with helping write our SIP plan and focusing our efforts in IE, etc. toward measureable goals.

**HOW TO MAKE AND USE GROUPS:**

Grouping function lives in the screening/progress monitoring page.

Manage groups/create group

Select Multiple Personnel – build whole school groups using any teachers

**RESOURCES:**

Benchmarks, Cut Scores, Growth Rates – can help identify what to do with gifted kids, as well as other.  With benchmark scores you can look at 90% and above and know they might need gifted enrichment, support.

**How to export to excel:**

Home – Personnel/ student/parent link

Related student tasks – export information

Can select by teacher or grade level – click export

Bottom set of information – STAR Math or STAR Reading Assessment Detail

Have to give a date – Sept 1 – Sept 30

Download

**How to setup interventions:**

Math/screening, progress monitoring, intervention

Click screening status first, then you can click progress monitoring and goals

Enter name of intervention, date, and leave the rest “as is” with goals, etc.

Pay attention to how long we want the intervention to last, and how often to progress monitor.

Each child in the group will get his/her own report.

If they are both Tier 2 and 3 enroll in each group separately.

You need 4 data points to make a trend line.