

School:

Test Date: September 20, 2013 9:00 AM

Test Time: 18 minutes 3 seconds

Report Options

Use Trend Score: Use trend score for student's suggested skills

Colby

ID:
Grade: 3

Class:
Teacher

School Benchmark - Grade 3



STAR Reading Scores

SS: 497 (Scaled Score)	<input checked="" type="checkbox"/> At/Above Benchmark	Colby's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 84 (Percentile Rank)		Colby scored greater than 84% of students nationally in the same grade.
GE: 4.6 (Grade Equivalent)		Colby's test performance is comparable to that of an average fourth grader after the sixth month of the school year.
IRL: 4.1 (Instructional Reading Level)		Colby would be best served by instructional materials prepared at the fourth grade level.
Est. ORF: 119 (Estimated Oral Reading Fluency)		Colby can likely read 119 words per minute correctly on grade level appropriate text.

Domain Scores

<p>Reading: Foundational Skills Phonics and Word Recognition: 95</p> <p>Reading: Literature Key Ideas and Details: 93 Craft and Structure: 95 Range of Reading and Level of Text Complexity: 92</p> <p>Reading: Informational Text Key Ideas and Details: 93 Craft and Structure: 94 Range of Reading and Level of Text Complexity: 92</p> <p>Language Vocabulary Acquisition and Use: 94</p>	Domain scores, ranging from 0-100, estimate Colby's percent of mastery on skills in each domain at a third grade level.
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Reading Recommendation

ZPD: 3.2-5.1 (Zone of Proximal Development)	Colby's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Colby's ZPD in www.ARBookFind.com to find appropriate books.
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Student Diagnostic Report Enterprise Test

Printed Monday, December 9, 2013 11:30:31 AM

School:

Test Date: September 20, 2013 8:59 AM
Test Time: 16 minutes 43 seconds

Report Options

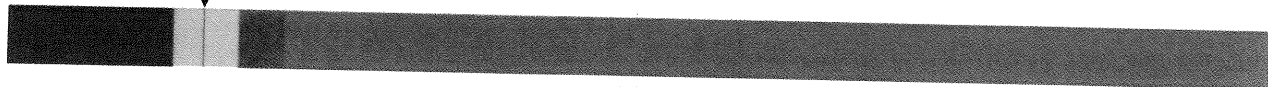
Use Trend Score: Use trend score for student's suggested skills

Ty

Grade: 3

Class:
Teacher:

School Benchmark - Grade 3



STAR Reading Scores

SS: 218 (Scaled Score) <input checked="" type="checkbox"/> Intervention	Tylee's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 16 (Percentile Rank)	Tylee scored greater than 16% of students nationally in the same grade.
GE: 2.1 (Grade Equivalent)	Tylee's test performance is comparable to that of an average second grader after the first month of the school year.
IRL: 1.6 (Instructional Reading Level)	Tylee would be best served by instructional materials prepared at the first grade level.
Est. ORF: 54 (Estimated Oral Reading Fluency)	Tylee can likely read 54 words per minute correctly on grade level appropriate text.

Domain Scores

Reading: Foundational Skills Phonics and Word Recognition: 56 Reading: Literature Key Ideas and Details: 47 Craft and Structure: 55 Range of Reading and Level of Text Complexity: 41 Reading: Informational Text Key Ideas and Details: 45 Craft and Structure: 52 Range of Reading and Level of Text Complexity: 41 Language Vocabulary Acquisition and Use: 55	Domain scores, ranging from 0-100, estimate Tylee's percent of mastery on skills in each domain at a third grade level.
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Reading Recommendation

ZPD: 2.1-3.1 (Zone of Proximal Development)	Tylee's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Tylee's ZPD in www.ARBookFind.com to find appropriate books.
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School:
Class:

Teacher:

Grade: 3

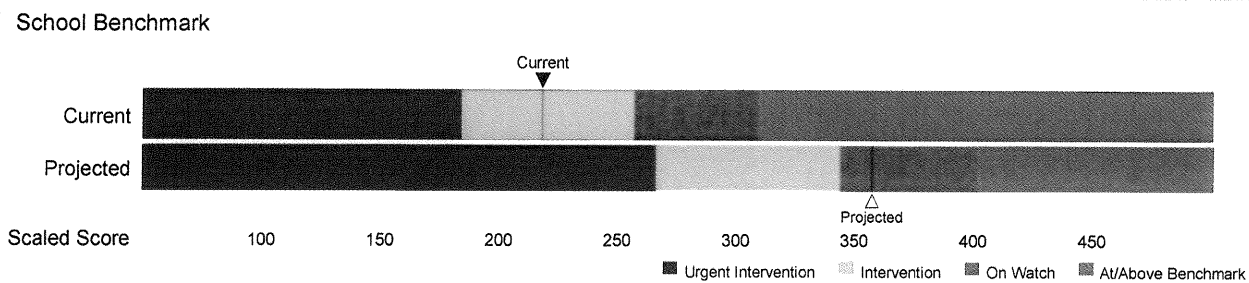
Report Options

Use Trend Score: Use trend score for student's suggested skills

STAR Reading Test Results

Current SS (Scaled Score): 218	Test Date: 09/20/2013
IRL: 1.6	ZPD: 2.1-3.1
Projected SS for 07/01/14: 357	Based on research, 50% of students at this student's level will achieve this much growth.

Tylee's Current Performance



Suggested Skills

Tylee's STAR Reading scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Reading: Foundational Skills

GR

Phonics and Word Recognition

This score suggests Tylee should practice the following phonics and word-recognition skills.

- 2 Recognize associated spelling patterns of final consonant blends (e.g., pick the letters that make the last sound in the word *desk*)
- 2 » Distinguish short vowel sounds from long vowel sounds to read single-syllable words (e.g., reading the words *egg*, *we*, and *key*, students identify *egg* as having the short vowel sound)
- 2 » Identify spelling patterns for vowel teams with multiple pronunciations and decode associated words (e.g., *read*, *bread*; *out*, *youth*; *pie*, *piece*)
- 2 » Decode words with long vowel digraphs (e.g., pick the word *need*: *nede*, *nead*, *need*) and isolate the spelling pattern used (e.g., pick the vowel team that spells the long *a* sound in *tail*: *ae*, *ai*, *au*)
- 2 » Decode grade-appropriate words with diphthongs (e.g., read the words *prize*, *poor*, and *point* and recognize that *point* has the /oi/ sound)
- 2 » Decode words with diphthongs and isolate the spelling patterns used (e.g., read the words *brown*, *broun*, and *brawn*, and understand that *brown* is the correct spelling)

Fluency

This score suggests Tylee should work on the following to increase fluency and comprehension of texts at Tylee's reading level.

- 2 » Identify purpose for reading (e.g., for enjoyment, to answer a question) and comprehend on-level texts demonstrated by rereading favorite parts to self or other audience or by answering pre-reading questions
- 2 » Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

School:

Teacher

Class:

Grade: 3

Reading: Literature

GR

Key Ideas and Details

This score suggests Tylee should practice the following skills to improve comprehension of key ideas and details after listening to a story or reading a story at Tylee's reading level.

- 1 Describe where and when a story takes place using key details
- 1 » Describe major events in a story using key details from the text
- 1 Retell stories including major events and key details
- 1 Describe what a character in a story has learned or retell a directly stated message (e.g., the moral stated in an Aesop's fable)

Craft and Structure

This score suggests Tylee should practice the following skills after listening to a literary text or reading a literary text at Tylee's reading level.

- 1 Identify who is telling a story when prompted at different points in the text
- 1 » Explain the general differences between books that provide information and books that tell stories
- 1 » Identify words or phrases in literary texts that appeal to the senses or suggest feelings
- 1 Identify rhythm, rhyme, and alliteration in stories, poems, or songs

Integration of Knowledge and Ideas

This score suggests Tylee should practice the following skills after listening to or reading stories at Tylee's reading level.

- 1 » Describe elements of a story (e.g., characters, setting, events) based on information provided by both its illustrations and words
- 1 Compare and contrast characters and events in familiar stories (e.g., tell how the wolf in "Little Red Riding Hood" is different from the wolf in "The Three Little Pigs")

Reading: Informational Text

Key Ideas and Details

This score suggests Tylee should practice the following skills to improve comprehension of key ideas and details after listening to an informational text or reading an informational text at Tylee's reading level.

- 1 » Follow or describe basic directions or steps in a process described in an instructional text (e.g., single-step written directions or multiple-step directions with visual cues)
- 1 Tell how two individuals, events, ideas, or facts in an informational text are alike or different
- 1 Identify directly stated causes and effects in an informational text (e.g., describe what makes an event happen)
- 1 » Make predictions about what will happen next in an informational text, and confirm predictions by using key words (e.g., next, then) to demonstrate understanding of relationships between information and events

Craft and Structure

This score suggests Tylee should practice the following skills after listening to an informational text or reading an informational text at Tylee's reading level.

- 1 » Identify and use the parts of an informational book (e.g., covers, title page, table of contents, chapters, illustrations) to find information
- 1 Identify and use common graphical text features and simple interactive text components (e.g., icons, electronic menus) to locate information in a text
- 1 Distinguish between information provided by words and information provided by illustrations in an informational text

School:
Class: †

Teacher:
Grade: 3

Reading: Informational Text

GR

Integration of Knowledge and Ideas

This score suggests Tylee should practice the following skills after listening to informational texts or reading informational texts at Tylee's reading level.

- 1 » Use the information from illustrations and the words in a text to comprehend its key details
- 1 Determine the point the author is making in a text
- 1 » Answer questions about the reasons an author gives to support points in a text (e.g., why does the author think it is important to recycle?)

Language

Vocabulary Acquisition and Use

This score suggests Tylee should practice the following skills related to vocabulary acquisition and use.

- 1 Use the correct homophones (e.g., to/two, ant/aunt, be/bee) and homographs/multiple-meaning words (e.g., bark, bat, fly), and determine their meanings in grade-appropriate texts using sentence context or prior knowledge of spellings
- 2 Use the organization and function of the basic parts of a beginning dictionary including entry words in alphabetical order, definitions, illustrations, and guide words to locate information
- 2 Determine or clarify the meanings of words and phrases by using a print or online glossary or beginning dictionary
- 2 Name antonyms for grade-appropriate words (e.g., many/few)
- 2 Sort or identify words by their different functions (e.g., noun/thing; verb/action) and identify their functions in context
- 2 Apply new vocabulary to describe real-life objects or subjects (e.g., use words such as *juicy* to describe an orange)
- 2 » Use vocabulary acquired from listening, conversing, reading, and responding to text including descriptive adjectives and adverbs (e.g., beautiful, quickly, slowly)
- 2 Use sentence-level context clues (e.g., word placement) to determine or clarify the meanings of unfamiliar words



Student Diagnostic Report Enterprise Test

Printed Monday, December 9, 2013 1:21:19 PM

School:

Test Date: September 27, 2013 11:33 AM
Test Time: 14 minutes 10 seconds

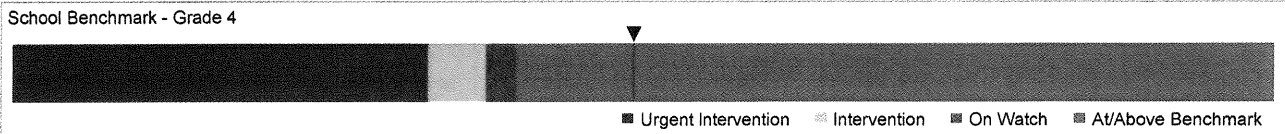
Report Options

Use Trend Score: Use trend score for student's suggested skills

Colin

Grade: 4

Class:
Teacher:



STAR Math Scores

SS: 691 (Scaled Score)	■ At/Above Benchmark	Colin's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 90 (Percentile Rank)		Colin scored greater than 90% of students nationally in the same grade.
GE: 5.4 (Grade Equivalent)		Colin's test performance is comparable to that of an average fifth grader after the fourth month of the school year.

Domain Scores

K-8 Operations and Algebraic Thinking: 63 Number and Operations in Base Ten: 84 Measurement and Data: 47 Geometry: 72 Number and Operations — Fractions: 42	Domain scores, ranging from 0-100, estimate Colin's percent of mastery on skills in each domain at a fourth grade level.
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Algebra Readiness

Colin is exceeding grade level expectations for algebra readiness.

Math Recommendation

Accelerated Math™ Library: Grade 5	If you are using the Accelerated Math™ management software system with Colin, assign the Grade 5 library. This library should provide a good match for his abilities.
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Student Diagnostic Report Enterprise Test

Printed Monday, December 9, 2013 1:21:19 PM

School: _____

Test Date: September 27, 2013 11:33 AM
Test Time: 15 minutes 43 seconds

Report Options

Use Trend Score: Use trend score for student's suggested skills

Blake

ID: _____

Class: _____

Grade: 4

Teacher: _____

School Benchmark - Grade 4



■ Urgent Intervention ■ Intervention ■ On Watch ■ At/Above Benchmark

STAR Math Scores

SS: 462 (Scaled Score)	■ Intervention	Blake's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 10 (Percentile Rank)		Blake scored greater than 10% of students nationally in the same grade.
GE: 2.5 (Grade Equivalent)		Blake's test performance is comparable to that of an average second grader after the fifth month of the school year.

Domain Scores

K-8 Operations and Algebraic Thinking: 11 Number and Operations in Base Ten: 31 Measurement and Data: 11 Geometry: 30 Number and Operations — Fractions: 6	Domain scores, ranging from 0-100, estimate Blake's percent of mastery on skills in each domain at a fourth grade level.
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Algebra Readiness

Blake is not yet meeting grade level expectations for algebra readiness.

Math Recommendation

Accelerated Math™ Library: Grade 3	If you are using the Accelerated Math™ management software system with Blake, assign the Grade 3 library. This library should provide a good match for his abilities.
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School
Class:

Teacher:

Grade: 4

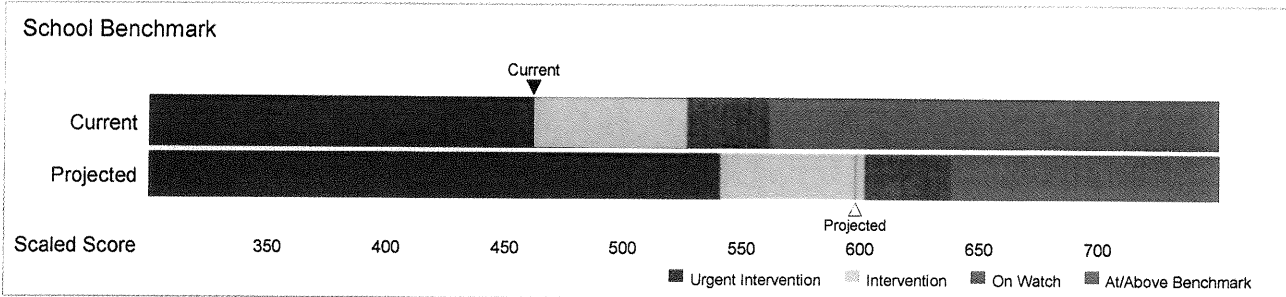
Report Options

Use Trend Score: Use trend score for student's suggested skills

STAR Math Enterprise Test Results

Current SS (Scaled Score): 462 Test Date: 09/27/2013
 Algebra Readiness: Blake is not yet meeting grade level expectations for algebra readiness.
 Projected SS for 07/01/14: 598 Based on research, 50% of students at this student's level will achieve this much growth.

Blake's Current Performance



Suggested Skills

Blake's STAR Math scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for him. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

K-8

- GR **Operations and Algebraic Thinking**
 This score suggests Blake understands even and odd numbers. Based on this score, Blake should practice adding numbers with a sum up to 10 using pictures, objects, and equations.
- 2 Describe the total number of objects in a rectangular array of up to five rows and five columns using repeated addition
 - 2 » Know basic addition facts within 20
 - 2 WP: Use an open sentence to represent a situation
 - 2 WP: Solve a 1-step problem in any addition or subtraction situation within 100
 - 2 » WP: Solve a 2-step problem in any addition and/or subtraction situation within 100
 - 3 » Interpret a multiplication fact as the sum of equal groups
- Number and Operations in Base Ten**
 This score suggests Blake understands how to add within 100 using different strategies. Based on this score, Blake should begin to practice reading and writing whole numbers in different forms. Blake should continue practicing addition and subtraction facts until automaticity is achieved.
- 2 Understand that 100 represents a collection of 10 tens
 - 2 Understand that a number ending in two zeros from 100 to 900 is a group of hundreds and zero tens and zero ones
 - 2 » Understand that the digits of a 3-digit number represent amounts of hundreds, tens, and ones
 - 2 Read a base-ten numeral up to 1,000
 - 2 Read a number name up to 1,000
 - 2 Read a number in expanded form up to 1,000

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

School:
Class:

Teacher:

Grade: 4

K-8

GR

Measurement and Data

This score suggests Blake understands how to express time in writing and represent data. Based on this score, Blake should focus on finding the length of objects using customary and metric units.

- 2 » Measure the length of an object using appropriate measurement tools
- 2 Measure the length of an object twice using different length units
- 2 Describe how two measurements relate to the size of the unit chosen
- 2 Estimate a length using units of inches, feet, centimeters, and meters

Geometry

This score suggests Blake understands how to compose 2-dimensional shapes from smaller shapes. Based on this score, Blake should practice partitioning rectangles and circles into equal shares.

- 1 Compose a new 3-dimensional shape from composite shapes
- 1 Partition a rectangle or circle into two or four equal parts
- 1 Describe the shares of a rectangle or circle partitioned into two or four equal shares
- 1 Describe the whole of a rectangle or circle as two of or four of its shares