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# End of Year Data Conversations for Kindergarten Parents and Teachers

Isabel Turner / Renaissance

Melissa Beck / MDE

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# Isabel Turner

Project Manager



**Location:** Clermont, Florida

**Email:** Isabel.turner@renaissance.com

- Three facts:**
- I love cycling
  - My family loves to camp
  - My favorite food is BBQ

# Melissa Beck

K-3 Assessment Coordinator



**Location:** Brandon, Mississippi

**Email:** [mbeck@mdek12.org](mailto:mbeck@mdek12.org)

- Three facts:**
- I love to travel.
  - My family enjoys the outdoors.
  - I grew up in New Orleans.



## Our mission

“To accelerate learning for all children and adults of all ability levels and ethnic and social backgrounds, worldwide.”

# Resources and support

## We are here for you!

- Email: [support@renaissance.com](mailto:support@renaissance.com)
- Phone: 800-338-4204
- Live Chat
- In-product help
- Product updates: [renaissance.com/product-updates](https://renaissance.com/product-updates)



# Ensure a successful learning experience!

Be here now.

Take an inquiry  
stance.

Assume positive  
intentions and  
take responsibility  
for impact.

**Use the chat to tell us your thoughts or what you learned.**





# Learning Outcomes

After completing today's session, all participants will be able to:

- Locate and use the Parent Report, Score Summary Report and Kindergarten Diagnostic report.
- Have a data discussion with parents about their child's end of year progress.
- Make suggestions for skill practice at home.



# Agenda

- ① Understanding the Metrics.
- ② Which reports are available.
- ③ Making deeper connections
- ④ Preparing for a parent conference with data

# Understanding the Metrics

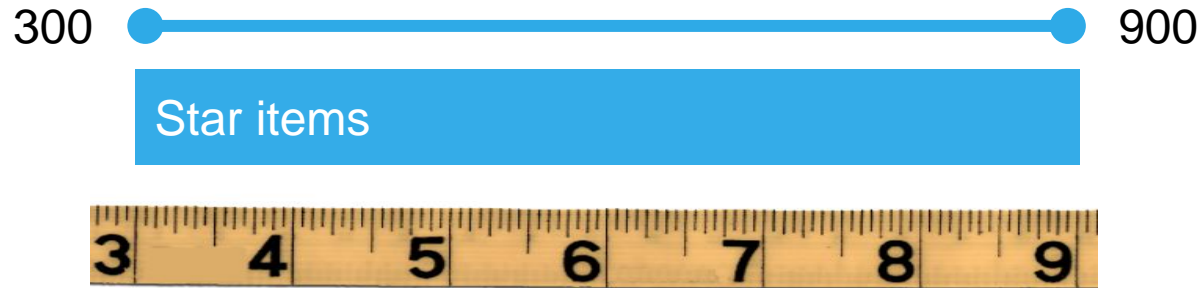
# Getting Started

## Understanding our tools

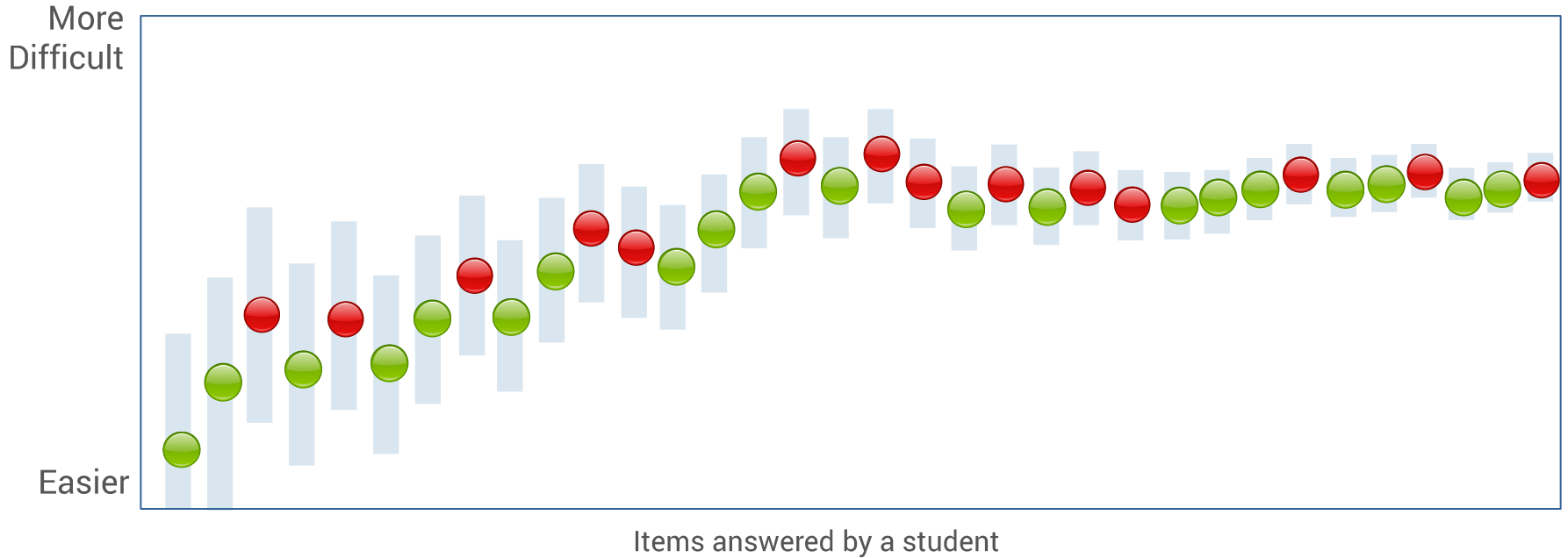
- What data do you currently provide your parents?
- How do you currently discuss end of year Kindergarten assessments with them?
- Which reports from the Kindergarten Readiness Assessment have you used to explain student progress?



# Star items are on the Star scale



# How computer-adaptive testing works



● Correct Response

● Incorrect Response

■ Standard Error of Measurement

# Literacy Classifications

What do they mean?

- Literacy classification information can be found here:  
<https://help2.renaissance.com/US/PDF/SEL/SELScoreDefinitions.pdf>
- Look at the document—What does it mean to be an Early Emergent Reader or Late Emergent Reader?
- Common Myths about Literacy Classifications.



# How do scores change over time?





Look at the image below

## Star Early Literacy Enterprise Benchmarks and Cut Scores<sup>a</sup>

a. The Star Early Literacy benchmarks are based on 2017 norms.

b. Below 10 - Urgent Intervention; Below 25 - Intervention; At/Above 40 - Benchmark.

c. Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1–3.

Grade	Percentile <sup>b</sup>	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF <sup>c</sup>	Scaled Score	Est. ORF <sup>c</sup>	Scaled Score	Est. ORF <sup>c</sup>
Urgent Intervention	 10	405	-	461	-	532	←
Intervention	 20	440	-	502	-	576	-
On Watch	 25	455	-	520	←	593	-
At/Above Benchmark	 40	499	-	570	←	644	-
K	50	521	←	595	-	671	-
	60	547	←	621	-	695	-
	75	591	-	671	-	741	-
	90	665	-	738	-	794	-



# Scaled Scores and Kindergarten Achievement

When?	Scaled Score	Literacy Classification
Beginning of Year	SS 530 = Kindergarten Readiness	Late Emergent Reader
End of Year	SS 681 = Kindergarten Readiness	Transitional Reader




# Which Reports Are Available?

# Which reports are available?

## Understanding the Parent Report

- Depending on your role, you may need to ask for these reports to be printed out.
- What does the data show? Look at the example provided.
- Understanding key data points
  - Scaled Score: 409
  - Literacy Classification: Early Emergent Reader

 MISSISSIPPI DEPARTMENT OF EDUCATION  
Ensuring a bright future for every child

STAR™ Early Literacy Assessment Support System  
Mississippi K-3 Assessment Support System  
Kindergarten Parent Report  
Printed On: 2/8/2021 12:15:57 PM

Test Date: 08/20/2020  
School: [REDACTED]  
Teacher: [REDACTED]

### Dear Parent or Guardian of [REDACTED]


Your child has just taken a STAR Early Literacy assessment on the computer. STAR Early Literacy measures your child's proficiency in up to nine areas that are important in reading development. This report summarizes your child's scores on the assessment. As with any assessment, many factors can affect your child's scores. It is important to understand that these scores provide only one picture of how your child is doing in school.

**Scaled Score: 409**

The Scaled Score is the overall score that your child received on the STAR Early Literacy assessment. It is calculated based on both the difficulty of the questions and the number of correct responses. Scaled Scores in STAR Early Literacy range from 300 to 900 and span the grades Pre-K through 3.

[REDACTED] attained a Scaled Score of 409. A Scaled Score of 409 means that [REDACTED] is at the Early Emergent Reader stage.

Literacy Classification			
Early Emergent Reader SS 300-487	Late Emergent Reader SS 488-674	Transitional Reader SS 675-774	Probable Reader SS 775-900



Children at the Early Emergent Reader stage are beginning to understand that printed text has meaning. They are learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. They are also beginning to identify colors, shapes, numbers, and letters.

At this stage, [REDACTED] knows that spoken speech can be represented by letters and that letters have specific shapes. He or she is likely to be able to identify the letters and to see the differences between them. Also, [REDACTED] is beginning to recognize rhyming sounds.

The most important thing you can do to encourage your child's growth in emergent reading skills is to read picture books aloud to [REDACTED] at home. If your child asks for the same book again and again, go right on reading it. Also, talk with [REDACTED] about what you've read. Through listening to and talking about stories, [REDACTED] learn to relate spoken words with printed words on the page.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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# Making Deeper Connections

Score Summary Report and Kindergarten Diagnostic Report

District: [REDACTED]

School: [REDACTED]

Teacher: [REDACTED]

NAME	MSIS ID	Test Date	Age (yrs)	GP	SS	AP	CW	VS	PA	PH	SA	VO	SC	PC	EN	Literacy Classification
[REDACTED]	[REDACTED]	09/01/2020	5.50	0.00	413	40	41	52	20	18	13	22	14	15	37	Early Emergent Reader
[REDACTED]	[REDACTED]	04/14/2021	6.11	0.74	692	85	87	91	66	65	57	67	61	56	83	Transitional Reader

**Score Definitions**

GP: Grade Placement  
SS: Scaled Score  
AP: Alphabetic Principle  
CW: Concept of Word

VS: Visual Discrimination  
PA: Phonemic Awareness  
PH: Phonics  
SA: Structural Analysis

VO: Vocabulary  
SC: Sentence-Level Comprehension  
PC: Paragraph-Level Comprehension  
EN: Early Numeracy

Early Emergent Reader: SS 300-487  
Late Emergent Reader: SS 488-674  
Transitional Reader: SS 675-774  
Probable Reader: SS 775-900

- What stands out to you?
- What questions do you have?
- This [document](#) will help you understand the definitions here.
- How are the literacy sub-domains measured?
- What do these numbers mean?

# Kindergarten Diagnostic Report

Digging deeper into the sub-domains

- This report provides information about how students are performing across early literacy domains.
- The report helps you identify individual student strengths and weaknesses so you can plan appropriate personalized instructions.



# Kindergarten Diagnostic Report

Look at an example.

- What do you notice?
- Look at the skill set scores. What do they mean?
- Identify three areas that you could plan for instruction or provide skill practice at home.

District:	
Teacher:	
Test Date: 04/14/2021	Student Age: 6
SS: 692 (Scaled Score)	

Literacy Classification			
Early Emergent Reader SS 300-487	Late Emergent Reader SS 488-674	<b>Transitional Reader SS 675-774</b>	Probable Reader SS 775-900

Sub-Domains	Score
Alphabetic Principle	85
Concept of Word	87
Visual Discrimination	91
Phonemic Awareness	66
Phonics	65
Structural Analysis	57
Vocabulary	67
Sentence-Level Comprehension	61
Paragraph-Level Comprehension	56
Early Numeracy	83

**Skill Sets Within Each Sub-Domain**  
Skill set scores, ranging from 0-100, estimate the student's percent of mastery of skills in each set. Skill sets with a score below 40 may not have been presented to the student yet or may be too difficult at this time.

Alphabetic Principle	Skill Set Score
Alphabetic Knowledge	90
Alphabetic Sequence	67
Letter Sounds	87

Concept of Word	Skill Set Score
Print Concepts: Word Length	92
Print Concepts: Word Borders	77
Print Concepts: Letters and Words	92

Visual Discrimination	Skill Set Score
Letters	94
Identification and Word Matching	83

Phonemic Awareness	Skill Set Score
Rhyming and Word Families	81
Blending Word Parts	88
Blending Phonemes	80
Initial and Final Phonemes	53
Consonant Blends (PA)	77
Medial Phoneme Discrimination	38
Phoneme Isolation Manipulation	62
Phoneme Segmentation	64

Phonics	Skill Set Score
Short Vowel Sounds	69
Initial Consonant Sounds	84
Final Consonant Sounds	70
Long Vowel Sounds	55
Variant Vowel Sounds	66
Consonant Blends (PH)	67

Phonics (Continued)	Skill Set Score
Consonant Digraphs	65
Other Vowel Sounds	64
Sound-Symbol Correspondence Consonants	79
Word Building	59
Sound-Symbol Correspondence Vowels	62
Word Families/Rhyming	60

Structural Analysis	Skill Set Score
Words with Affixes	65
Syllabification	64
Compound Words	51

Vocabulary	Skill Set Score
Word Facility	78
Synonyms	55
Antonyms	58

Sentence-Level Comprehension	Skill Set Score
Comprehension at the Sentence Level	61

Paragraph-Level Comprehension	Skill Set Score
Comprehension of Paragraphs	56

Early Numeracy	Skill Set Score
Number Naming and Number Identification	83
Number Object Correspondence	79
Sequence Completion	82
Composing and Decomposing	89
Measurement	85

# Skill Set Recommendations

- Below 40—Frustration
- 40 – 55—Intervention
- 56 – 75—Instruction
- Above 75—Mastery

Alphabetic Principle	Skill Set Score
→ Alphabetic Knowledge	67
Alphabetic Sequence	30
→ Letter Sounds	60

Concept of Word	Skill Set Score
→ Print Concepts: Word length	68
→ Print Concepts: Word borders	41
→ Print Concepts: Letters and Words	71

Visual Discrimination	Skill Set Score
Letters	77
→ Identification and Word Matching	51

Phonemic Awareness	Skill Set Score
→ Rhyming and Word Families	49
→ Blending Word Parts	57
→ Blending Phonemes	47
Initial and Final Phonemes	20
→ Consonant Blends (PA)	41
Medial Phoneme Discrimination	12
Phoneme Isolation/Manipulation	26
Phoneme Segmentation	27



# Preparing for a Parent Conference with Data

Putting it together

# Resource help

There is a wealth of support on this page:  
[https://mdek12.org/OSA/K\\_Readiness](https://mdek12.org/OSA/K_Readiness)

Key resources:

1. Pre-K and Kindergarten Reading Activities
2. 2020 Kindergarten Readiness Training slides
3. Access to the portal

The screenshot shows a webpage titled "Resources" with a list of links. Three green circles with numbers 1, 2, and 3 are overlaid on the page to highlight specific sections:

- 1** points to the "Resources" list, which includes links such as "System Requirements", "K-Readiness Practice Site", "Visually Impaired", "MKAS2 Accessibility Features and Accommodations", "K-Readiness Assessment Next Steps", "K-Readiness Assessment TAM", "K-Readiness Implementation Guide", "K-Readiness Spanish Reports", "K-Readiness User Interface Changes", "Kindergarten Literacy Readiness Indicators", "Introduction to Computer Use", "Pre-K and Kindergarten Reading Activities", "STAR Early Literacy Pretest Instructions", "Score Definitions", and "Literacy Focus Skills".
- 2** points to the "Training" section, which includes "2020 Kindergarten Readiness Training Video", "2020 Kindergarten Readiness Training Slides", and "DTC Webinar FAQ".
- 3** points to the "K-Readiness Portal" section, which includes "Administrator" and "Student" links.

The page also features the "STRONG READERS STRONG LEADERS MISSISSIPPI" logo, which depicts an open book with a graduation cap on top and stars.

# Helping parents succeed at home.

What suggestions can you offer?

- Thinking about one skill set area—where can you get suggestions for skill practice at home?
  - On the resource portal - [Pre-K and K reading activities](#)
  - And <https://strongreadersms.com/>
- Pull up these lists and browse the resources. What stood out to you?



# Practice a Parent Data Conversation

Using a Parent report, Score Summary report and Kindergarten Diagnostic report for one child:

- Make note on what you would say in a parent conference based on this data.
- Identify at least one skill set area.
- Explain at least two data points.
- Give three ideas for reinforcement at home.
- Rehearse out loud or role play with a partner.



# Next steps!

A large, empty rectangular box with a thin black border, intended for users to write their next steps.

# Reflection and Next Steps

Wrap up and debrief / Putting it together

# Reflection

- Do you feel confident having a data-informed conversation with parents using the Kindergarten Readiness Assessment data? Why or why not?
- Do you know where to go for help?
- What other information do you need?



# Thank you!

*Join the conversation*



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