

RENAISSANCE



A global leader in
pre-K-12 education technology

A group of diverse people, including a smiling woman in the foreground, in a meeting setting. The woman has dark, curly hair and is wearing a mustard-colored sweater. She is holding a tablet and looking towards a man on the right who is wearing a blue plaid shirt. In the background, other people are seated and talking.

Beginning of the Year Reports and Data Conversations for Kindergarten Parents

Isabel Turner/ Renaissance

Melissa Beck/ MDE

RENAISSANCE

Isabel Turner

Project Manager



Location: Clermont, Florida

Email: Isabel.Turner@renaissance.com

- Three facts:**
- I love cycling.
 - My family love camping.
 - My favorite food is BBQ.

Melissa Beck

K-3 Assessment Coordinator



Location: Brandon, Mississippi

Email: 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
- Phone: 800-338-4204
- Live Chat
- In-product help
- Product updates: 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:

- Understand and explain the following reports in the Kindergarten Readiness portal:
 - The parent report.
 - The instructional planning report.
- Answer parent questions about the data.
- Make suggestions to parents on how to reinforce skills.



Agenda

- ① Which reports are available?
- ② Understanding the metrics.
- ③ Making Deeper Connections.
- ④ Preparing for a parent conference with data.

Which Reports Are Available?

Getting Started

Understanding our tools

- What data do you currently provide your parents?
- How do you currently discuss Kindergarten Readiness Assessments with them?
- Did you know there is a parent report that can be generated to explain Kindergarten Readiness Assessment results?



Resource help

There is a wealth of support on this page:

https://mdek12.org/OSA/K_Readiness

Key resources:

1. Pre-K and Kindergarten Reading Activities
2. 2021 Kindergarten Readiness Training slides
3. Access to the portal

Kindergarten Readiness Assessment

The Kindergarten Readiness Assessment provides parents, teachers, and early childhood providers with a common understanding of what children know and are able to do upon entering school. The Kindergarten Readiness Assessment is also used to measure how well Pre-K programs prepare four-year-old children to be ready for kindergarten based upon the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children. The primary purpose of the Kindergarten Readiness Assessment is to improve the quality of classroom instruction and other services provided to students from birth to 3rd grade.



Resources

- K-Readiness Practice Site
- MKAS2 Accessibility Features and Accommodations
- K-Readiness Assessment Next Steps
- K-Readiness Spanish Reports
- Kindergarten Literacy Readiness Indicators
- Pre-K and Kindergarten Reading Activities
- Score Definitions
- Literacy Focus Skills
- **Training**
 - 2020 Kindergarten Readiness Training Video
 - 2020 Kindergarten Readiness Training Slides
 - DTC Webinar FAQ
 - Reports and Data

1

2



Tools and Applications

- System Requirements
- Visually Impaired
- Manuals
 - Test Administrator Manual (update coming soon)
 - Test Coordinator Manual
- STAR Early Literacy Pretest Instructions
- Introduction to Computer Use

Portal login

- Administrator
- Student

3



Parent Information



Student Assessment

- 601-359-3052
- Staff
- FAQ

Services

- ACT State Testing
- English Language Proficiency Test (ELPT)
- K-3 Assessments
- Kindergarten Readiness Assessment
- Mississippi Academic Assessment Program (MAAP)
- Mississippi Academic Assessment Program-Alternate (MAAP-A)
- National Assessment of Educational Progress (NAEP)
- Test Security

Links

- 2021-2022 Testing Calendar
- Accountability
- Accreditation
- District and School Performance
- Educator Misconduct

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: 425
 - Literacy Classification: Early Emergent Reader

Test Date: 08/09/2021
School: [REDACTED]
Teacher: [REDACTED]

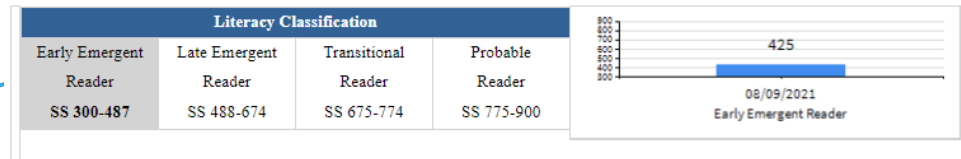
Dear Parent or Guardian of [REDACTED]

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: 425

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] obtained a Scaled Score of 425. A Scaled Score of 425 means that [REDACTED] at the Early Emergent Reader stage.



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 storybooks 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] will 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.

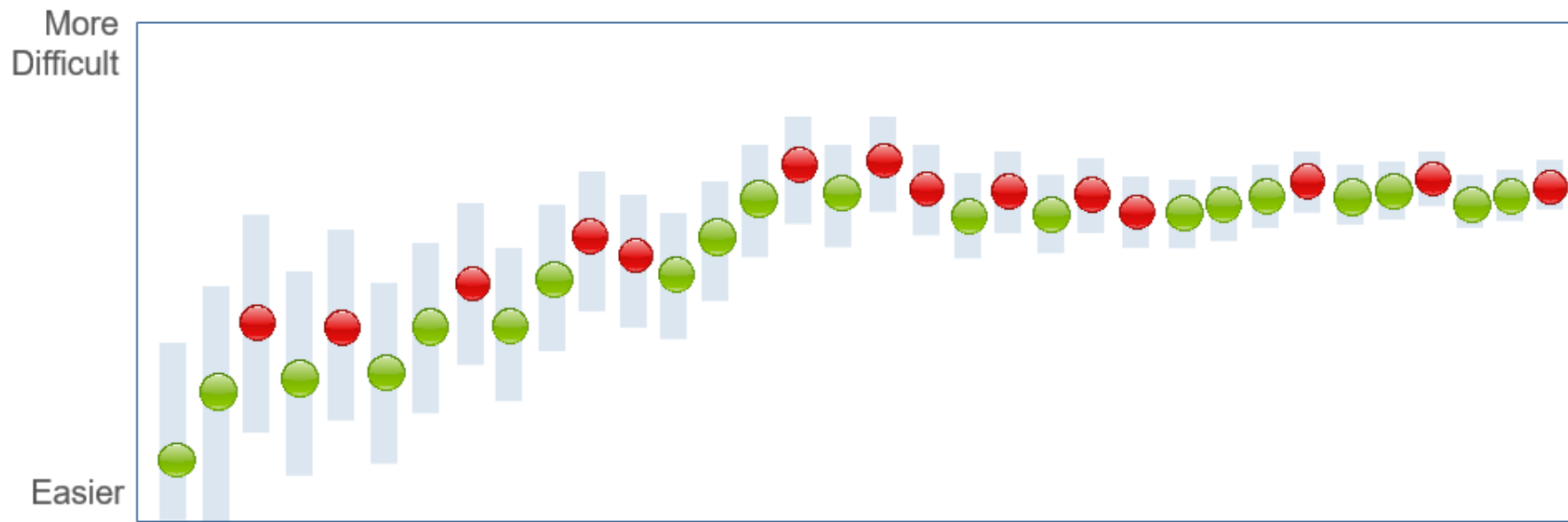
Teacher Signature: _____ Date: _____

Understanding the Metrics

Star items are on the Star scale



How computer-adaptive testing works



● Correct Response

● Incorrect Response

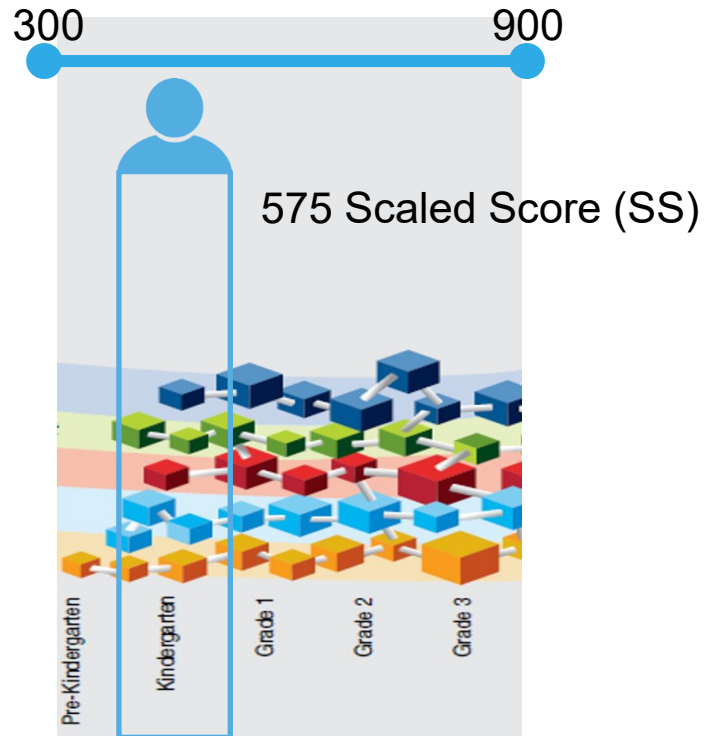
■ Standard Error of Measurement

Scaled Score (SS)

Shows where a student falls on the learning progression

Learning progression

Discrete skills laid out in the most ideally teachable order and connected to other skills within and across domains



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?
- In the example we used before, the student had a Scaled Score of 425 and a Literacy Classification of Early Emergent reader. Would you feel confident having a data conversation with a parent with this information?
- Common Myths about Literacy Classifications.



How do scores change over time?





Look at the image below

Star Early Literacy Enterprise Benchmarks and Cut Scores^a

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 ^b	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c
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	-

Instructional Planning Report

- If you don't have access to reports, you can ask for the Instructional Planning Report to be printed out.
- What information does it tell you?

School: [REDACTED]
Teacher: [REDACTED]

Grade Level: K

Test Results

Current SS (Scaled Score): 425 Test Date: 08/09/2021 Test Window: KG-PreTest (07/22/2021-09/24/2021)
Literacy Classification: Early Emergent Reader

Suggested Skills

[REDACTED] STAR Early Literacy scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for him/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	Print Concepts This score suggests [REDACTED] should practice the following skills to improve understanding of print concepts. In particular, [REDACTED] should work on distinguishing letters from words and numbers, comparing the lengths of different words, and beginning to identify the letters of the alphabet.
PK	With assistance, hold a book upright and know that printed text is read from left to right
K	Hold a book upright and know that printed text is read from left to right
K	Associate words with pictorial representations
PK	Tell the meaning of familiar signs and symbols in or from the environment
K	Read and tell the meaning of familiar signs and symbols in or from the environment (e.g., stop sign, exit sign)
PK	» With assistance, track printed words from left to right and top to bottom on a page
K	» Track printed words from left to right and top to bottom on a page
PK	» Begin to recognize that sounds paired with letters represent spoken speech in print
K	» Distinguish letters from words (e.g., identify which is a word, not a letter, from choices <i>c, t, cat</i> ; identify which is a letter, not a word from choices: <i>this, b, fox</i>)
PK	Clap the number of words in a given sentence
K	Understand that sounds paired with letters represent spoken speech in print (e.g., students find the letter that starts their name in environmental print and identify the sound it makes)
PK	» Name some of the letters of the alphabet and recognize their lower- and uppercase forms
K	» Distinguish letters from numbers (e.g., select <i>J</i> from choices <i>J, 8, 7</i>)
PK	» Determine visually which upper- or lowercase letter differs from others
K	» Compare the lengths of different words based on how many letters they contain (e.g., explain that <i>sit</i> is longer than <i>it</i> because <i>sit</i> has more letters)

Instructional Planning Report

Is this student meeting grade level mastery?

Which skills are recommended? →

School: [REDACTED]
Teacher: [REDACTED]

Grade Level: K

Test Results

Current SS (Scaled Score): 425 **Test Date:** 08/09/2021 **Test Window:** KG-PreTest (07/22/2021-09/24/2021)
Literacy Classification: Early Emergent Reader

Suggested Skills

[REDACTED] STAR Early Literacy scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for him/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 Print Concepts**
This score suggests [REDACTED] should practice the following skills to improve understanding of print concepts. In particular, [REDACTED] should work on distinguishing letters from words and numbers, comparing the lengths of different words, and beginning to identify the letters of the alphabet.
- PK With assistance, hold a book upright and know that printed text is read from left to right
 - K Hold a book upright and know that printed text is read from left to right
 - K Associate words with pictorial representations
 - PK Tell the meaning of familiar signs and symbols in or from the environment
 - K Read and tell the meaning of familiar signs and symbols in or from the environment (e.g., stop sign, exit sign)
 - PK » With assistance, track printed words from left to right and top to bottom on a page
 - K » Track printed words from left to right and top to bottom on a page
 - PK » Begin to recognize that sounds paired with letters represent spoken speech in print
 - K » Distinguish letters from words (e.g., identify which is a word, not a letter, from choices *c, t, cat*; identify which is a letter, not a word from choices: *this, b, fox*)
 - PK Clap the number of words in a given sentence
 - K Understand that sounds paired with letters represent spoken speech in print (e.g., students find the letter that starts their name in environmental print and identify the sound it makes)
 - PK » Name some of the letters of the alphabet and recognize their lower- and uppercase forms
 - K » Distinguish letters from numbers (e.g., select *J* from choices *J, 8, 7*)
 - PK » Determine visually which upper- or lowercase letter differs from others
 - K » Compare the lengths of different words based on how many letters they contain (e.g., explain that *sit* is longer than *it* because *sit* has more letters)

Focus Skills

How are they identified, and why are they important?

- Watch this video: <https://www.youtube.com/watch?v=o8BK2Ob94WM>
- What stood out to you? Make a note for yourself.
- Share what connections resonated with you.



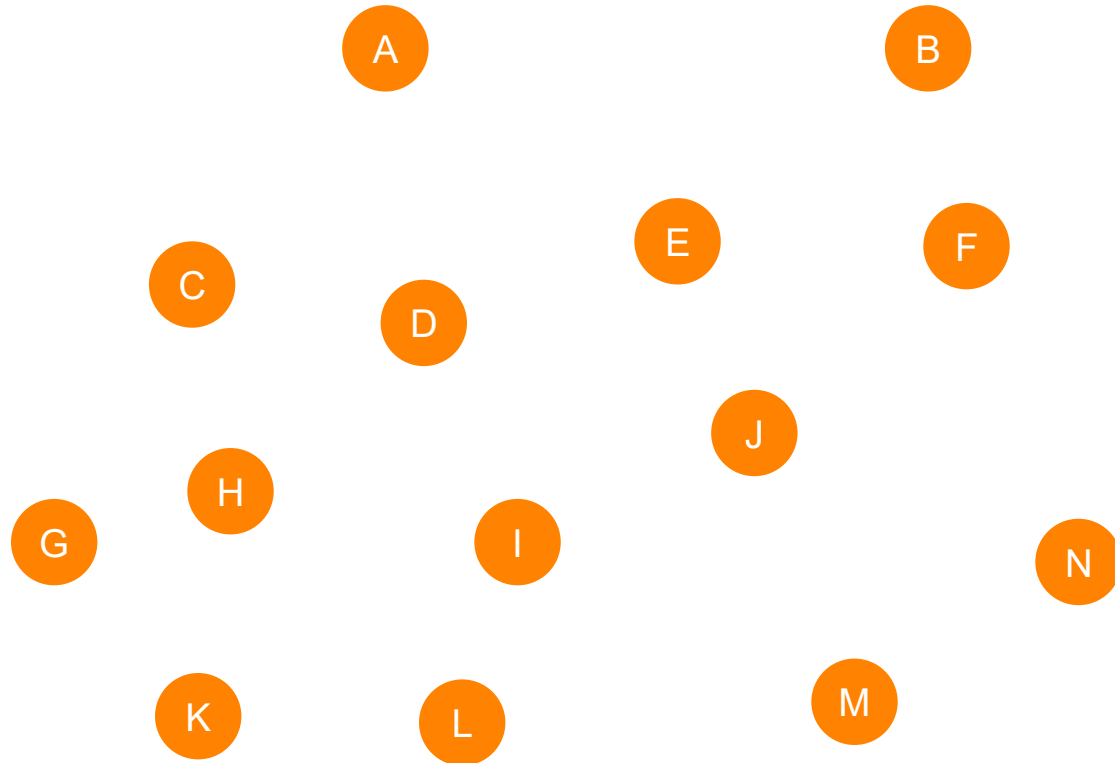
Making Deeper Connections

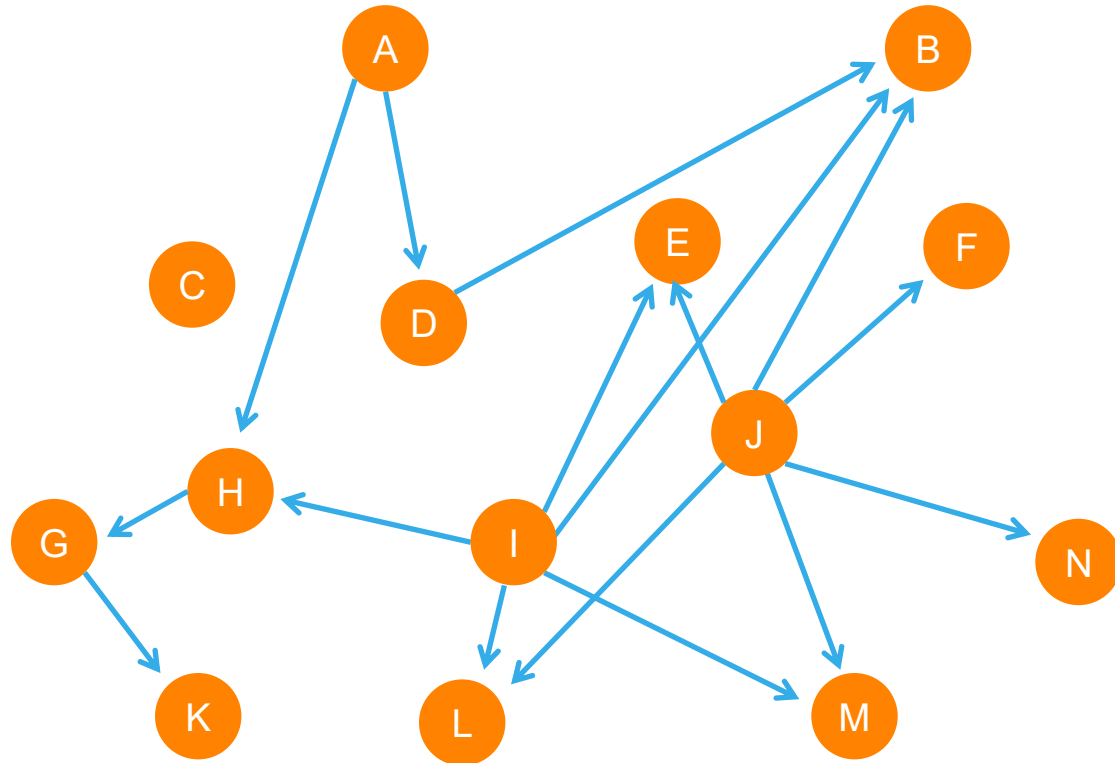
Focus Skills explained

Focus Skills are “non-negotiable”



**The most critical skills for a student to learn
for success at grade level
and to progress in subsequent grades.**





Preparing for a Parent Conference with Data

Putting it together

Focus Skills and Data Conversations

- This [link](#) will help you see customized focus skills for your state and grade level.
- Look at the instructional planning report. How would this information help you to communicate to parents how they can practice skills at home?
- What questions do you have?



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 and Instructional planning report for one child:

- Make note on what you would say in a parent conference based on this data.
- Explain at least three data points.
- Give two ideas for reinforcement at home.
- Identify at least one suggested resource to work from.
- 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



RENAISSANCE

©Copyright 2021 Renaissance Learning, Inc. All rights reserved.
All logos, designs, and brand names for Renaissance products and services are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States.