A global leader in pre-K–12 education technology
End of Year Data Conversations for Pre-K Parents and Teachers

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Three facts:
• I love cycling
• My family loves to camp
• My favorite food is BBQ
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Early Learning Collaborative Coordinator

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Three facts:
• Love outdoors
• Love traveling
• Love to attend football games
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Early Learning Collaborative Coordinator

Location: Starkville, MS

Email: estone@mdek12.org

Three facts:

• I love 90s hip hop

• I enjoy the beach/tropical vacations

• I have a watched the Young and the Restless since I was in junior high.
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:

• Locate and use the Parent Report, Score Summary Report and the 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. 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 end of year Pre-K assessments with them?

• Which reports from the Kindergarten Readiness Assessment have you used to explain student progress?
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. 2020 Kindergarten Readiness Training slides

3. Access to the portal
Resource help

There is a wealth of support on this page: https://www.mdek12.org/EC

Key resources:

1. Family Engagement Calendar and enrichment activities.

2. Transition to Kindergarten resources.
Dear Parent or Guardian,

As you know, reading is a skill all students need. Your child has taken the STAR Early Literacy Assessment, which is used to gauge your child’s performance with pre-reading skills. This assessment will also help teachers determine whether students are ready to learn to read when they begin kindergarten.

The STAR Early Literacy Enterprise score is 500. Students with a score of 498 or above at the end of their 4-year-old pre-kindergarten program are typically on track to learn kindergarten-level skills. Students with a score below 498 usually need additional help. Throughout the school year, we will work with your child to develop the skills they need in order to achieve a score of 498 or above to begin their kindergarten year. However, we need your help as well. Below are some skills you can help your child learn by working with them using the suggested activities.

Here are some skills you can work on at home.

<table>
<thead>
<tr>
<th>Skills</th>
<th>At-Home Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>For early reading skills</td>
<td>Read and reread stories to your child.</td>
</tr>
<tr>
<td>Recognize and name all upper- and lowercase letters of the alphabet</td>
<td>Find the letters in his or her name in other print; sing the alphabet song.</td>
</tr>
<tr>
<td>Recognize rhyming words</td>
<td>Share a book with repeated rhyming phrases (e.g., Brown Bear) aloud with your child. Stress the rhyming words and encourage your student to find words which rhyme. (e.g., “Brown bear, brown bear what do you see? I see a green frog looking at me.” “Which word rhymes with see?”)</td>
</tr>
<tr>
<td>Pick out the letter that is the same or different</td>
<td>Play games with letter shapes: Match uppercase letters with their lowercase forms; tell which letter is different in a set of 3; pick out a number that is in a set of letters; pick out letters that have tails.</td>
</tr>
<tr>
<td>Recognize numbers 0–20</td>
<td>Play this game while shopping together in the grocery store. For starters, find a number in clear view. For example, you might say, “I spy with my little eye the number 3.” Invite your child to look around and figure out where you saw the number 3. Once your child spies the number you’ve chosen, switch roles and invite your child to spy a number for you to look for.</td>
</tr>
</tbody>
</table>

If you have any questions, please contact me.

Thank you for supporting your child’s reading progress.

Sincerely,
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: 538
  - Literacy Classification: Late Emergent Reader
Understanding the Reports

<table>
<thead>
<tr>
<th>When?</th>
<th>Scaled Score</th>
<th>Literacy Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Year</td>
<td>SS ? Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>End of Year</td>
<td>SS 498 = Pre- K Readiness</td>
<td>Late Emergent Reader</td>
</tr>
</tbody>
</table>
Understanding the Metrics
Star items are on the Star scale

300  Star items  900
How computer-adaptive testing works
Scaled Score (SS)
Shows where a student falls on the learning progression

575 Scaled Score (SS)

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 538 and a Literacy Classification of Early Emergent reader. Would you feel confident having a data conversation with a parent with this information?
Making Deeper Connections

Score Summary Report and Kindergarten Diagnostic Report
**District:**

**Teacher:**

<table>
<thead>
<tr>
<th>NAME</th>
<th>MSIS ID</th>
<th>Test Date</th>
<th>Age (yrs)</th>
<th>GP</th>
<th>SS</th>
<th>AP</th>
<th>CW</th>
<th>VS</th>
<th>PA</th>
<th>PH</th>
<th>SA</th>
<th>VO</th>
<th>SC</th>
<th>PC</th>
<th>EN</th>
<th>Literacy Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>09/24/2020</td>
<td>4.65</td>
<td>-0.93</td>
<td>384</td>
<td>32</td>
<td>32</td>
<td>42</td>
<td>15</td>
<td>13</td>
<td>9</td>
<td>16</td>
<td>10</td>
<td>11</td>
<td>29</td>
<td>Early Emergent Reader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>03/26/2021</td>
<td>5.15</td>
<td>-0.32</td>
<td>500</td>
<td>59</td>
<td>61</td>
<td>71</td>
<td>35</td>
<td>33</td>
<td>25</td>
<td>36</td>
<td>27</td>
<td>26</td>
<td>56</td>
<td>Late Emergent Reader</td>
</tr>
</tbody>
</table>

**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?
### Skill Set scores

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

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<th>Skill Set Score</th>
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<tr>
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<td>67</td>
</tr>
<tr>
<td>Alphabetic Sequence</td>
<td>30</td>
</tr>
<tr>
<td>Letter Sounds</td>
<td>60</td>
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<thead>
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<th>Concept of Word</th>
<th>Skill Set Score</th>
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<tbody>
<tr>
<td>Print Concepts: Word length</td>
<td>68</td>
</tr>
<tr>
<td>Print Concepts: Word borders</td>
<td>41</td>
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<tr>
<td>Print Concepts: Letters and Words</td>
<td>71</td>
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<th>Skill Set Score</th>
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<tr>
<td>Letters</td>
<td>77</td>
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<tr>
<td>Identification and Word Matching</td>
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Practice

Look at an example parent report and score summary report

- What stands out to you?

- What skills should be addressed over the summer?

- How would you use these reports together to explain yearly progress to your child’s parent?

- Make notes or work with a partner to outline what you would want to say.
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.
Skill Set scores:

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

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Preparing for a Parent Conference with Data

Putting it together
Practice

Look at an example Kindergarten Diagnostic report

- What stands out to you?
- What would you be able to tell a parent using this report?
- What questions come into your mind?
- What do you think parents might ask?
- How would this help you speak to parents about their child’s progress?
- What summer skill practice would you recommend based on this report?
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/
  – Or https://www.mdek12.org/EC

• 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.
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 end of year assessment data? Why or why not?

• Do you know where to go for help?

• What other information do you need?
Thank you!