



Statewide Assessments Update

Vince Verges
Assistant Deputy Commissioner
Accountability, Research and Measurement

FOIL

May 17-18, 2017



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

Topics

- FSA Concordant & Comparative Scores
- Florida Standards Alternate Assessment (FSAA)
- ACCESS for ELLs 2.0 English language acquisition assessment
- Florida Kindergarten Readiness Screener (FLKRS)

FSA Concordant & Comparative Scores

- Alignment study – panel of Florida educators convened January 2017
- Analysis of student data ongoing
- Rule workshop (public) - date TBD
- Concordant and comparative score recommendations to the State Board of Education for approval July 17, 2017
- New concordant and comparative scores would become effective beginning with fall 2017 FSA tests.
- Will apply to any student who has an FSA assessment graduation requirement **and** who has not already earned a passing FSA or concordant/comparative score.

FSAA

- Standard Setting panel convened in February, 2017
 - ELA Grades 3-10
 - Mathematics Grades 3-8
 - Science Grades 5 & 8
 - Biology, Algebra 1, and Geometry EOCs
- Performance standards approved by State Board of Education on [May 16th, 2017](#) (Rule 6A-1.09430)
- FSAA scores reflecting the new performance standards will be reported no later than the week of June 8.
- Standard Setting this summer for Datafolios, Civics, and US History

FSAA – Parent Score Reports

- Scale score and achievement level (Levels 1-4, with Level 3 being satisfactory).
- Individual student performance as compared to the school, district, and state, as appropriate.
- As it becomes available, student performance over time (Grades 3-10 ELA and Grades 3-8 Mathematics)
- Student performance at each task level, including number of questions answered correctly, and number of questions presented to the student at each task level.
- Parent resources regarding standards, instructional support, and assessment

FSAA –Test Mode for 2017-2018

- In 2017-2018, FSAA will continue to be administered as it has been for the previous two years.

ACCESS for ELLs 2.0 Rule 6A – 6.09021

- New ACCESS for ELLs proficiency standards adopted at April 26th State Board meeting
- New standards based upon new ACCESS for ELLs 2.0 cut scores adopted after 2015-2016 test administration and Standard Setting
- Standard Setting panel included Florida educators, among other states
- Revised rule can be found in [April Board materials](#).
- Proficiency is defined as a composite score of 4.0 or greater (Reading, Writing, Speaking, and Listening), with a score of at least 4.0 in the reading domain.

ACCESS for ELLs 2.0 –Test Mode for 2017-2018

- In 2017-2018, ACCESS for ELLs 2.0 will continue to be administered as it has been for the previous two years.
- WIDA is developing additional resources to assist educators in the scoring of the speaking component. These resources are intended to help ensure valid and reliable scores are assigned for this locally-scored domain.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Introduction to the New Florida Kindergarten Readiness Screener (FLKRS)

- Statutory Requirements
- Procurement Process
- Milestones
- State Board Rule Development
- FDOE and Vendor Contacts

Statutory Requirements

- Section 1002.69, Florida Statutes, requires FDOE to adopt a statewide kindergarten screening instrument that assesses the readiness of each K-enrolled student for kindergarten.
- The screener shall be:
 - Administered within the first 30 days of school (depending on the school start date).
 - Based on performance standards adopted by FDOE under s. 1002.67(1), F.S. , for VPK (Florida Early Learning and Developmental Standards for Four-Year-Olds).
 - Used in calculating the kindergarten readiness rate, including the readiness rate for students who were enrolled in a Voluntary Prekindergarten Education Program (VPK).
- The new assessment replaces the previous assessment, the Work Sampling System (WSS).

Procurement Process

- Renaissance Learning, Inc., has been selected as the contractor for the new FLKRS assessment.
 - Selected from three finalist companies that responded to the FDOE’s invitation to negotiate (ITN)
 - Three-year contract with the option for three, 1-year renewals
 - Will administer FLKRS using **Star™ Early Literacy**
 - Star™ Early Literacy is currently in use in some Florida districts.

Milestones

- June Regional Train-the-Trainer Sessions on Star™ Early Literacy
 - June 13 (Tampa), June 14 (Miami), June 15 (Orlando), June 19 (Tallahassee), June 22 (Jacksonville)
 - Designed for district-level staff who will train school-level staff, who will administer the assessment
 - See email from Victoria Ash sent 3/21/17, or contact Ed Croft at ed.croft@fldoe.org
- FLKRS testing window for 2017-18 opens July 10, 2017
- Testing window closes October 20, 2017
 - Per statute, schools **MUST** test students within the first 30 days of their respective start dates.

Additional Key Dates/Event

- Florida Association of MIS Directors (FAMIS), Annual Conference
 - Location/Date: Hilton Daytona Beach Resort/Ocean Walk Village; Tuesday, June 27 – Thursday, June 29
 - Renaissance Learning presentation on system requirements and setup of Star™ Early Literacy platform:
 - Presentation date/time: Tuesday, June 27 – starting at 12:30 p.m. EDT
 - Conference website: <http://www.famisonline.org/famis-2017-conference>

State Board Rule Development

- Florida Kindergarten Readiness Rate Calculation
- Florida Administrative Code (FAC) Rule 6M-8.601
 - Readiness rate calculation for use in evaluating VPK providers, accountability
 - **Benchmark score(s) TBD**
- Notice of rule development – see Florida Administrative Code and Register website at <https://www.flrules.org/> (type in “6M-8.601” in Search field)



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Star™ Early Literacy

- Setting Up Renaissance Place
- Overview of Star™ Early Literacy
- Assessing Students
- Overview of K-Readiness Reports
- Support and Resources

Setting Up Renaissance Place: Rostering Students

- A Florida K-Readiness Renaissance Place site will be set up for each public district.
- The process for rostering students is still under discussion.
- Bulk upload and manual entry will both be options
- Students will only be rostered using a state-assigned FLEID



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Assessing K-Readiness with Star™ Early Literacy

What is Star™ Early Literacy?

- Computer-adaptive assessment
- Students take the assessment independently
- Contains 27 items assessing early literacy and numeracy skills
- Designed for students who do not yet read independently
- Generally given to students ages 3 to 9
- Assessment takes approximately 15-20 minutes to complete
- Headphones required in group settings (students may use their own)

Star™ Early Literacy: Three Key Domains

Word Knowledge and Skills

Alphabetic Principle

- Alphabetic Knowledge
- Alphabetic Sequence
- Letter Sounds

Concept of Word

- Print Concepts: Word Length
- Print Concepts: Word Borders
- Print Concepts: Letters and Words

Visual Discrimination

- Letters
- Identification and Word Matching

Phonemic Awareness

- Rhyming and Word Families
- Blending Word Parts
- Blending Phonemes
- Initial and Final Phonemes
- Consonant Blends (PA)
- Medial Phoneme Discrimination
- Phoneme Segmentation
- Phoneme Isolation/Manipulation

Phonics

- Short Vowel Sounds
- Initial Consonant Sounds
- Final Consonant Sounds
- Long Vowel Sounds
- Variant Vowel Sounds
- Consonant Blends (PH)
- Consonant Digraphs
- Other Vowel Sounds
- Sound-Symbol Correspondence: Consonants
- Word Building
- Sound-Symbol Correspondence: Vowels
- Word Families/Rhyming

Structural Analysis

- Words with Affixes
- Syllabification
- Compound Words

Vocabulary

- Word Facility
- Synonyms
- Antonyms

Comprehension Strategies and Constructing Meaning

Sentence-level Comprehension

- Comprehension at the Sentence Level

Paragraph-level Comprehension

- Comprehension of Paragraphs

Numbers and Operations

Early Numeracy

- Number Naming and Number Identification
- Number Object Correspondence
- Sequence Completion
- Composing and Decomposing
- Measurement

Star™ Early Literacy: Scaled Score (SS)



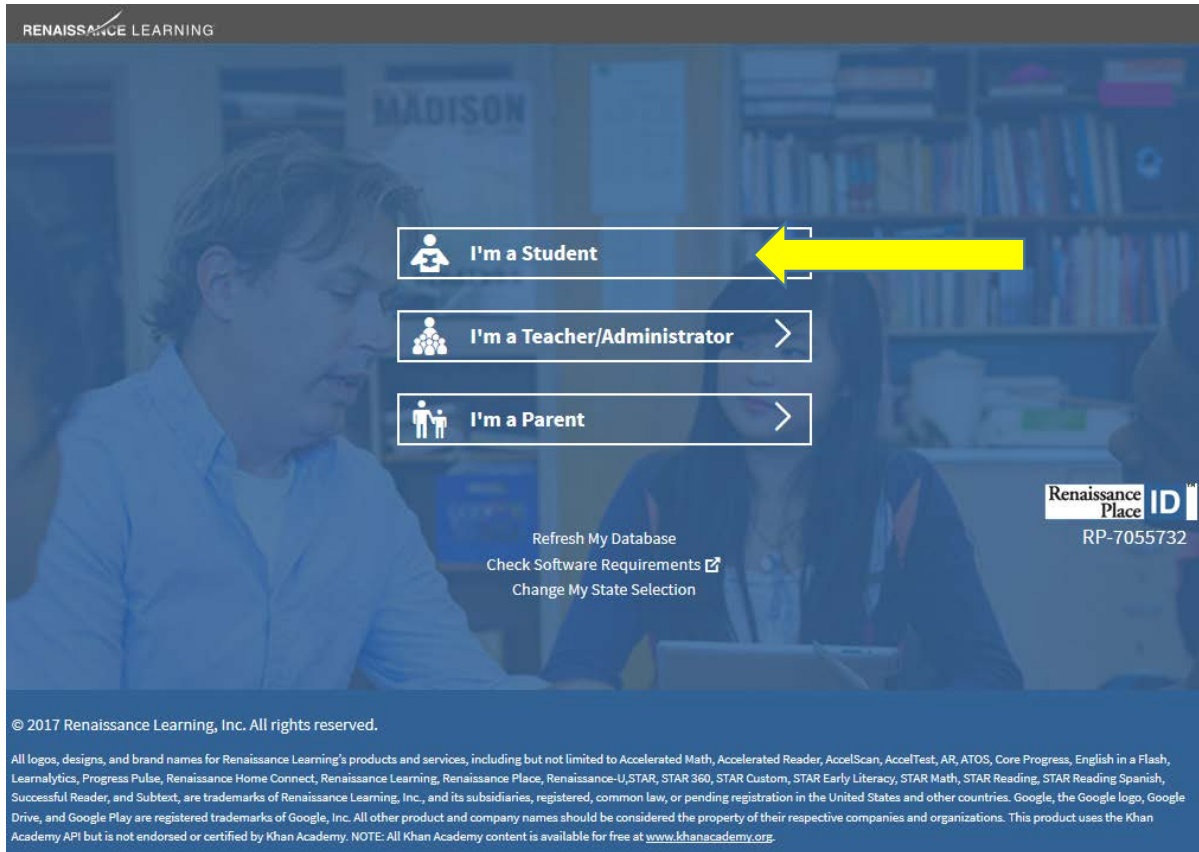
Benchmark Score for Readiness still to be determined.




FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org


Star™ Early Literacy: The Student Experience


Star™ Early Literacy: Student Login




RENAISSANCE LEARNING

 I'm a Student ←

 I'm a Teacher/Administrator >

 I'm a Parent >

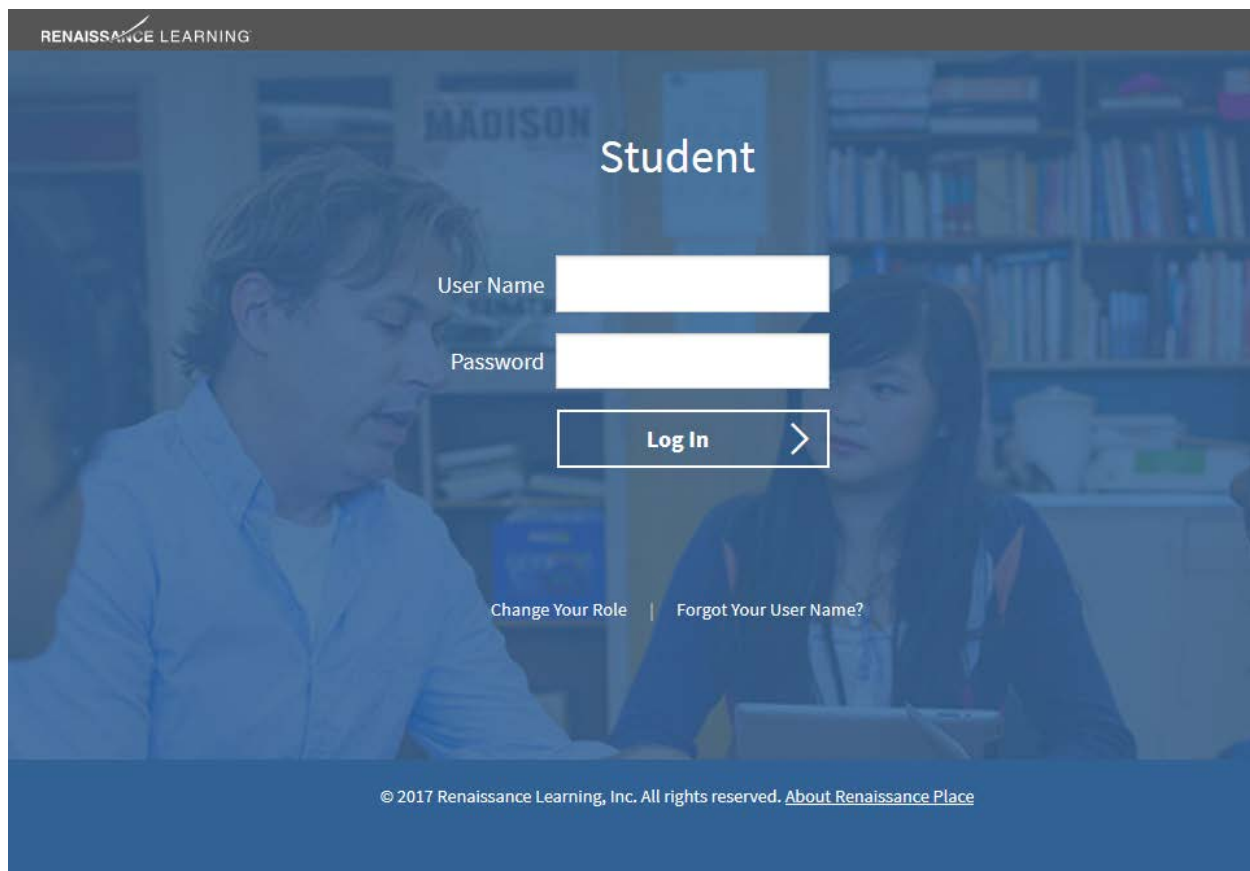
Refresh My Database
Check Software Requirements 
Change My State Selection

Renaissance Place ID
RP-7055732

© 2017 Renaissance Learning, Inc. All rights reserved.

All logos, designs, and brand names for Renaissance Learning's products and services, including but not limited to Accelerated Math, Accelerated Reader, AccelScan, AccelTest, AR, ATOS, Core Progress, English in a Flash, Learnalytics, Progress Pulse, Renaissance Home Connect, Renaissance Learning, Renaissance Place, Renaissance-U, STAR, STAR 360, STAR Custom, STAR Early Literacy, STAR Math, STAR Reading, STAR Reading Spanish, Successful Reader, and Subtext, are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States and other countries. Google, the Google logo, Google Drive, and Google Play are registered trademarks of Google, Inc. All other product and company names should be considered the property of their respective companies and organizations. This product uses the Khan Academy API but is not endorsed or certified by Khan Academy. NOTE: All Khan Academy content is available for free at www.khanacademy.org.

Star™ Early Literacy: Student Login



RENAISSANCE LEARNING

Student

User Name

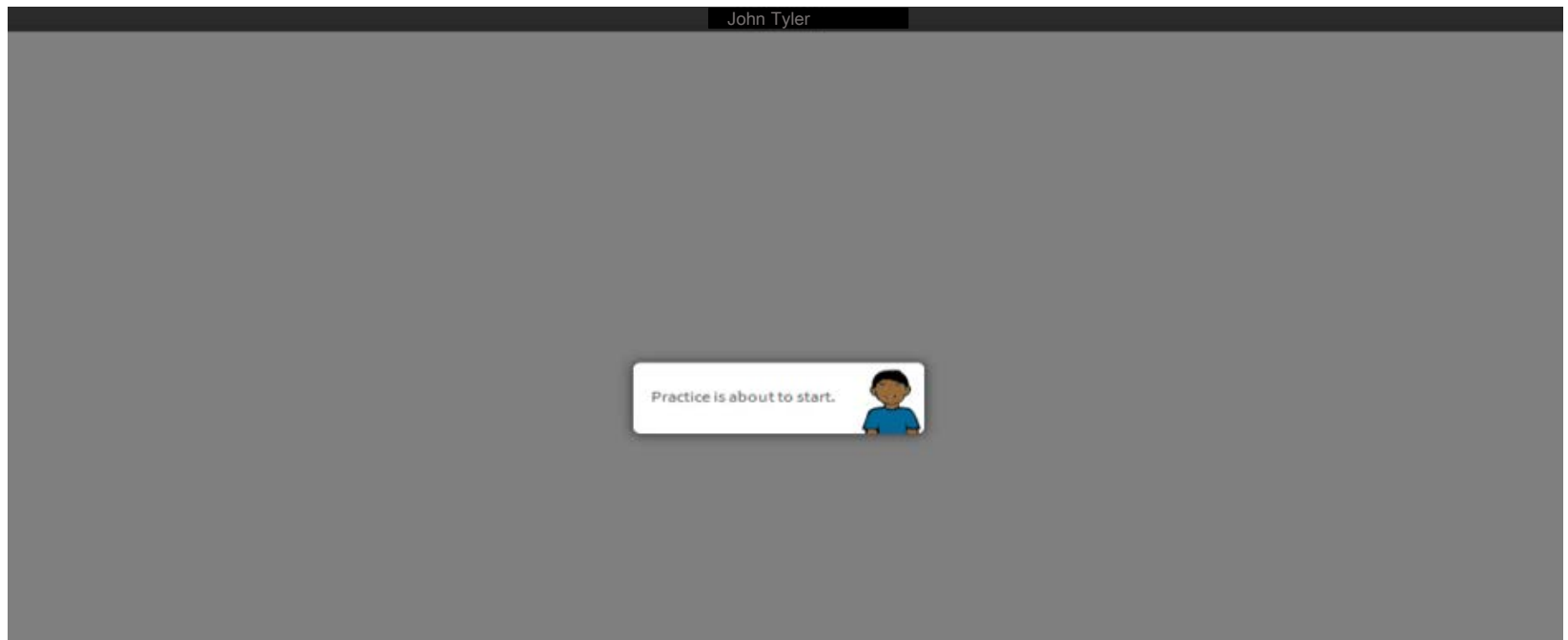
Password

[Log In](#) >

[Change Your Role](#) | [Forgot Your User Name?](#)

© 2017 Renaissance Learning, Inc. All rights reserved. [About Renaissance Place](#)

Star™ Early Literacy: Begin Practice



Star™ Early Literacy: Begin the Assessment



Star™ Early Literacy: Sample Item

Jeff Salewske 1

Listen

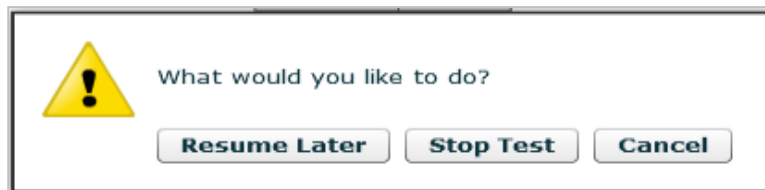
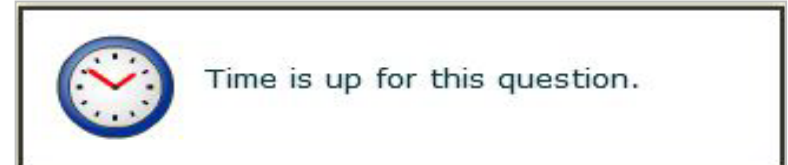
Next

Star™ Early Literacy: Sample Item

Practice Items



Item Time Limits



Pause or Stop a Test (Ctrl + A)

Enter Monitor Password

OK

Cancel

Monitor Password




FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Star™ Early Literacy: Access Reports

- Reporting:
 - Student
 - Class
 - School
 - District

Star™ Early Literacy: Student-Level Reports



Student Diagnostic Report Skill Set Scores

Printed Friday, March 24, 2017 11:57:59 AM

School: East Elementary School Reporting Period: 9/20/2016 - 9/19/2017
(2016 - 2017)

Afdahi, Isabella

Class: Mrs. Mendoza's Class	Student's Age (yr): -	Sub-Domains	Score
Teacher: J. Mendoza	Grade: K	Alphabetic Principle	90
Test Date: 03/10/2017	ID: 102894	Concept of Word	98
SS: 849 (Scaled Score)		Visual Discrimination	99
		Phonemic Awareness	92
		Phonics	92
		Structural Analysis	92
		Vocabulary	92
		Sentence-Level Comprehension	92
		Paragraph-Level Comprehension	97
		Early Numeracy	99

Literacy Classification		Probable Reader
Early Emergent Reader	Late Emergent Reader	SS: 775-900
SS: 300-437	SS: 438-674	
	Transitional Reader	
	SS: 675-774	


Est. ORF is available for tests taken in grades 1-3.

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.

Sub-Domain	Skill Set Score
Alphabetic Principle	90
Alphabetic Knowledge	99
Alphabetic Sequence	94
Letter Sounds	98
Concept of Word	98
Print Concepts: Word length	99
Print Concepts: Word borders	98
Print Concepts: Letters and Words	99
Visual Discrimination	99
Letters Identification and Word Matching	97
Phonemic Awareness	92
Rhyming and Word Families	97
Blending Word Parts	99
Blending Phonemes	97
Initial and Final Phonemes	89
Consonant Blends (PA)	96
Medial Phoneme Discrimination	81
Phoneme Isolation/Manipulation	92
Phoneme Segmentation	93
Phonics	92
Short Vowel Sounds	94
Initial Consonant Sounds	97
Final Consonant Sounds	96
Long Vowel Sounds	99
Variant Vowel Sounds	93
Consonant Blends (PH)	93

Next Steps: These are the skill sets the student is ready to learn and practice, based on their Scaled Score. Skill sets with a score below 40 may not have been presented to the student yet or may be too difficult at this time.

Student Diagnostic



Instructional Planning Report for Isabella Afdahi

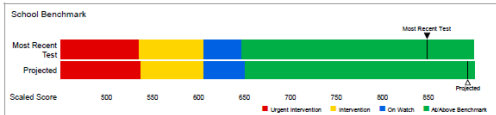
Printed Friday, March 24, 2017 12:01:35 PM

School: East Elementary School Teacher: J. Mendoza
Class: Mrs. Mendoza's Class Grade: K

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

STAR Early Literacy Test Results
Current SS (Scaled Score): 849 Test Date: 03/10/2017
Literacy Classification: Probable Reader
Projected SS for 06/19/17: 893 Based on response, 50% of students at this student's level will achieve this much growth.

Isabella's Current Performance



Suggested Skills
Isabella's STAR Early Literacy scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for him or 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

OR
Phonics and Word Recognition
This score suggests Isabella should practice the following phonics and word-recognition skills. This score also indicates that Isabella may be successful in taking a STAR Reading test.


- Use knowledge of syllabication patterns to accurately read unfamiliar multisyllabic words in context (e.g., read multiple in a contextual sentence)
- Accurately read unfamiliar grade-appropriate multisyllabic words in isolation using knowledge of all letter-sound correspondences (e.g., the ice on the pond was solid)
- Use knowledge of syllabication patterns to accurately read unfamiliar multisyllabic words in isolation (e.g., election, cabinet)
- Accurately read unfamiliar grade-appropriate multisyllabic words in isolation using knowledge of all letter-sound correspondences (e.g., solid, enamel)
- Accurately read unfamiliar grade-appropriate multisyllabic words in context, applying greater knowledge of word morphology (e.g., read visible in a contextual sentence)
- Accurately read unfamiliar grade-appropriate multisyllabic words in isolation, applying greater knowledge of word morphology (e.g., destruction, transport)

Fluency
This score suggests Isabella should work on the following to increase fluency and comprehension of texts at Isabella's reading level. This score also indicates that Isabella may be successful in taking a STAR Reading test.

- Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject, to solve a problem, to answer a research question) and comprehend on-level texts demonstrated in a variety of ways (e.g., by writing or selecting an accurate summary, writing an answer to the question, writing about the solution, or discussing/drawing conclusions about the research question)
- 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.

Instructional Planning



Parent Report for Isabella Afdahi

Printed Friday, March 24, 2017 12:04:25 PM

School: East Elementary School Test Date: March 10, 2017 4:55 PM
Class: Mrs. Mendoza's Class Teacher: J. Mendoza

Dear Parent or Guardian of Isabella Afdahi:

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: 849

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.

Isabella obtained a Scaled Score of 849. Scaled Scores relate to three developmental stages: Emergent Reader (300 - 674), Transitional Reader (675-774), and Probable Reader (775 - 900). A Scaled Score of 849 means that Isabella is at the Probable Reader stage.

Date Tested	Scaled Score	Emergent Reader			Trans. Reader	Probable Reader	▲ Last Test Scaled Score
		300	400	500	600	700	
03/10/17	849						▲

Children at the Probable Reader stage are becoming proficient at recognizing many words, both in and out of context. They spend less time identifying and sounding out words and more time understanding what they have read. They can blend sounds and word parts to read words and sentences more quickly, smoothly, and independently.

Isabella is using more complex strategies to decode words and access the meaning of grade-appropriate text. He or she understands that many grade-level words can have similar or opposite meanings. He or she understands that words have different functions. He or she is increasingly able to select books that interest him or her, to monitor his or her own reading, and to self-correct as needed. Isabella is probably able to locate key details in text to answer literal and inferential questions. Also, he or she is probably able to read aloud some easy texts with accuracy, fluency, and expression.

You can encourage your child's growth in reading skills by providing opportunities to read and discuss a variety of books at home. Isabella would also benefit from fun activities, such as playing word games or asking questions that require voicing an opinion or idea.

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: _____

Comments: _____

Parent Report

Star™ Early Literacy: Class-Level Reports



Class Diagnostic Report
Printed Friday, March 24, 2017 12:08:41 PM

1 of 10

School: East Elementary School
Reporting Period: 9/20/2016 - 9/19/2017
(2016 - 2017)

Report Options
Group By: Class
Range By: Item

Class: Mrs. Mendoza's Class
Teacher: Mendoza, J.


Sub-Domain Scores

Sub-Domain	Sub-Domain Score Range			
	0-25	26-50	51-75	76-100
Alphabetic Principle	0	2	10	8
Concept of Word	0	2	9	9
Vowel Discrimination	0	2	4	14
Phonemic Awareness	2	9	8	1
Phonics	2	10	7	1
Structural Analysis	4	10	8	1
Vocabulary	2	8	0	1
Sentence-Level Comprehension	3	10	0	1
Paragraph-Level Comprehension	3	11	5	1
Early Numeracy	1	1	11	7

Skill Sets Within Each Sub-Domain

Alphabetic Principle	Skill Set Score Range	Number of Students	Student
Alphabetic Knowledge	0-25	0	
	26-50	2	Jones, Ekaterina; Nichols, Patricia
	51-75	4	Moorgiri, Elgha; Read, Joshua; Vu, Renee; Webb, Marissa
Alphabetic Sequence	0-25	2	Jones, Ekaterina; Nichols, Patricia
	26-50	9	Bamburg, James; Chavez, David; Erwin, Tessa; Gilotti, Delmar; Harris, Rod; Hunt, Randee; Knowles, Cierra; Lachner, James; Lallo, Yajeshwar; McKinney, Christopher; Pagan, Britanee; Robinson, Megan; Stanley, Haley
	51-75	8	Bamburg, James; Chavez, David; Erwin, Tessa; Gilotti, Delmar; Harris, Rod; Hunt, Randee; Knowles, Cierra; Lachner, James; Lallo, Yajeshwar; McKinney, Christopher; Robinson, Megan; Stanley, Haley
Letter Sounds	0-25	1	Alzola, Isabella
	26-50	9	Bamburg, James; Chavez, David; Erwin, Tessa; Gilotti, Delmar; Harris, Rod; Hunt, Randee; Knowles, Cierra; Lachner, James; Lallo, Yajeshwar; McKinney, Christopher; Robinson, Megan; Stanley, Haley
	51-75	8	Bamburg, James; Chavez, David; Erwin, Tessa; Gilotti, Delmar; Harris, Rod; Hunt, Randee; Knowles, Cierra; Lachner, James; Lallo, Yajeshwar; McKinney, Christopher; Robinson, Megan; Stanley, Haley
	76-100	10	Bamburg, James; Chavez, David; Erwin, Tessa; Gilotti, Delmar; Harris, Rod; Hunt, Randee; Knowles, Cierra; Lachner, James; Lallo, Yajeshwar; McKinney, Christopher; Robinson, Megan; Stanley, Haley

Class Diagnostic



Class Instructional Planning Report
Printed Friday, March 24, 2017 12:10:28 PM

1 of 7

School: East Elementary School
Reporting Period: 12/5/2016 - 1/3/2017

Report Options
Group By: Class
Range By: Item

Class: Mrs. Mendoza's Class
Teacher: Mendoza, J.

Instructional Groups	Number of Students	Median	Range
Group 1	4	597	583 - 642
Group 2	1	521	521 - 521
Group 3	1	458	458 - 458

Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Group 1

Students

Rod Harris, James Lachner, Yajeshwar Lallo, Haley Stanley

Reading: Foundational Skills

Print Concepts

- 1 Name, rapidly and automatically, the letters of the alphabet
- 2 Name all the letters of the alphabet and recognize their lower- and uppercase forms (e.g., pick another way to write the letter Q from q, Q, q)
- 3 Recognize the sounds of letters in lower- and uppercase form
- 4 Know the order of the alphabet (e.g., identify letters that come before or after another letter; sing the alphabet song)
- 5 Locate the capital letter that begins a sentence, and the period, question mark, or exclamation point that ends it
- 6 Distinguish kinds of sentences based on their end punctuation
- 7 Identify the dialogue that quotation marks indicate


Phonological Awareness

- 1 Isolate, say, and distinguish initial or final phonemes in spoken CVC words (e.g., say the initial sound in hat, the final sound in egg)
- 2 Recognize, identify, and produce groups of words that begin with the same initial sound (i.e., alliterative words)
- 3 Isolate, say, match, and distinguish medial short vowel sounds in spoken CVC words (e.g., say the middle vowel sound in bed)
- 4 Isolate and distinguish short vowel sounds in single-syllable words in spoken language (e.g., from a verbal prompt, identify that hat has a different middle vowel sound than hit)
- 5 Identify, match, and distinguish consonant blends
- 6 Add or substitute initial or final phonemes in order to produce new one-syllable words in spoken language (e.g., change the ki in cat to iv to make hat; change the gi in dog to lo to make boy)
- 7 Blend phonemes, including consonant blends, to pronounce single-syllable words (e.g., from a verbal prompt, identify the word from blended sounds sh-e-d)
- 8 Segment single-syllable spoken words into their component phonemes, including consonant blends, in sequence (e.g., the initial, middle, and final sounds of glad are gl / i / ad / n)

The median test score for each instructional group is calculated based only on students who have a test score up to 30 days before the selected testing and date. As a result, suggested skills may be different when viewed through the Record Book, which calculates the median test score for each instructional group based on the last test taken during the school year.

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

Class Instructional Planning



Screening Report
School Benchmark
Printed Friday, March 24, 2017 12:37:59 PM

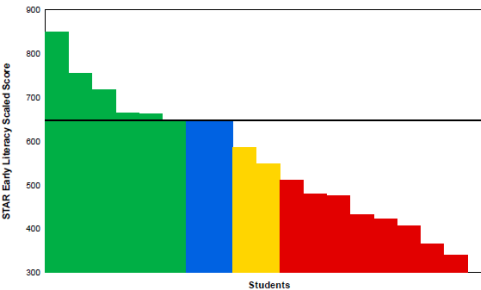
1 of 4

School: East Elementary School
Reporting Period: 3/1/2017 - 3/31/2017
(March 2017)

Report Options
Reporting Parameter Group: All Demographics (Default)

Class: Mrs. Mendoza's Class
Teacher: Mendoza, J.

Grade: K




Categories / Levels	Scaled Score	Percentile Rank	Students	Percent
At/Above Benchmark	At/Above 647 SS	At/Above 55 PR	6	33%
Category Total			6	33%
Below Benchmark				
On Watch	Below 647 SS	Below 55 PR	2	11%
Intervention	Below 608 SS	Below 40 PR	2	11%
Urgent Intervention	Below 538 SS	Below 20 PR	8	44%
Category Total			12	67%
Students Tested			18	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Screening Report

Star™ Early Literacy: School-Level Reports



Class Diagnostic Report
Printed Friday, March 24, 2017 12:09:41 PM

1 of 10

School: East Elementary School Reporting Period: 9/20/2016 - 9/19/2017
(2016 - 2017)

Report Options
Group By: Class
Range By: Both

Class: Mrs. Mendoza's Class
Teacher: Mendoza, J.


Sub-Domain Scores

Sub-Domain	Sub-Domain Score Range			
	0-25	26-50	51-75	76-100
Alphabetic Principle	0	2	10	8
Concept of Word	0	2	9	6
Visual Discrimination	0	2	4	14
Phonemic Awareness	2	9	8	1
Phonics	2	10	7	1
Structural Analysis	4	10	5	1
Vocabulary	2	8	9	1
Sentence-Level Comprehension	3	10	6	1
Paragraph-Level Comprehension	3	11	5	1
Early Numeracy	1	1	11	7

Skill Sets Within Each Sub-Domain

Alphabetic Principle	Skill Set Score Range	Number of Students	Student
Alphabetic Knowledge	0-25	0	Jones, Ekaterina; Nichols, Patricia
	26-50	2	Mooreight, Eligha; Read, Joshua; Vu, Renee; Webb, Marissa
	51-75	4	Alfahli, Isabella; Bamberg, James; Chavez, David; Erwin, Tessa; Giloth, Delmer; Harris, Rod; Hunt, Randle; Knowles, Sierra; Lachner, James; La Yegshwar; McKinney, Christopher; Palen, Britanie; Richardson, Megan; Stanley, Haley
Alphabetic Sequence	0-25	2	Jones, Ekaterina; Nichols, Patricia
	26-50	9	Bamberg, James; Chavez, David; Erwin, Tessa; Giloth, Delmer; Mooreight, Eligha; Palen, Britanie; Read, Joshua; Vu, Renee; Webb, Marissa
	51-75	8	Harris, Rod; Hunt, Randle; Knowles, Sierra; La Yegshwar; Lako, Yegshwar; McKinney, Christopher; Richardson, Megan; Stanley, Haley
Letter Sounds	0-25	1	Jones, Ekaterina
	26-50	1	Nichols, Patricia
	51-75	8	Bamberg, James; Chavez, David; Giloth, Delmer; Mooreight, Eligha; Palen, Britanie; Read, Joshua; Vu, Renee; Webb, Marissa
	76-100	10	Alfahli, Isabella; Erwin, Tessa; Harris, Rod; Hunt, Randle; Knowles, Sierra; Lachner, James; La Yegshwar; McKinney, Christopher; Richardson, Megan; Stanley, Haley

School Diagnostic



Summary Report
Printed Friday, March 24, 2017 12:16:50 PM

17 of 22


School: East Elementary School Reporting Period: 9/20/2016 - 9/19/2017

Class: Mrs. Mendoza's Class

Student	Age (yrs)	Test Date	Sub-Domain Scores												
			GP	SA	Est. ORF	AP	CW	VS	PA	PH	SA	VO	SC	PC	EN
Alfahli, Isabella	-	03/13/2017	0.83	660		68	68	99	92	92	90	92	92	89	97
Bamberg, James	-	06/13/2017	0.98	586		73	75	82	49	47	39	50	42	39	70
Chavez, David	-	03/29/2017	0.73	585		73	74	82	49	47	38	50	41	38	70
Erwin, Tessa	-	06/13/2017	0.99	592		74	75	83	50	49	40	51	43	39	71
Giloth, Delmer	-	05/05/2017	0.85	593		68	69	78	44	41	33	45	35	33	65
Harris, Rod	7.4	04/29/2017	0.83	729		39	90	93	72	72	64	73	69	83	87
Hunt, Randle	-	03/21/2017	0.71	718		88	89	95	71	70	62	71	66	61	86
Jones, Ekaterina	-	03/13/2017	0.64	366		26	26	35	12	10	7	13	7	9	33
Knowles, Sierra	-	03/29/2017	0.73	664		82	84	89	82	61	82	83	80	81	80
Lachner, James	6.8	04/28/2017	0.83	690		84	85	90	94	63	55	55	59	54	82
Lako, Yegshwar	-	05/02/2017	0.85	725		88	90	93	72	71	64	72	67	62	87
Mooreight, Eligha	-	03/29/2017	0.73	480		56	57	67	32	30	22	33	24	24	52
McKinney, Christopher	-	04/20/2017	0.81	545		80	82	88	59	57	49	60	52	49	79
Nichols, Patricia	-	03/13/2017	0.64	407		36	39	50	19	17	12	20	13	14	35
Palen, Britanie	-	03/13/2017	0.64	540		68	69	78	43	41	33	44	39	33	65
Read, Joshua	-	04/18/2017	0.80	514		62	63	73	38	35	27	39	29	28	59
Richardson, Megan	7.4	04/10/2017	0.80	604		78	77	84	82	60	42	83	48	41	73
Stanley, Haley	-	05/04/2017	0.88	822		78	79	88	55	53	48	58	48	44	78
Vu, Renee	-	04/25/2017	0.83	503		60	61	71	35	33	25	37	28	27	57
Webb, Marissa	-	03/13/2017	0.64	511		61	63	73	37	35	27	39	29	28	59

Score Definitions
 GP: Grade Placement
 SA: 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 - 417
 Late Emergent Reader: SS 418 - 674
 Transitional Reader: SS 675 - 774
 Proficient Reader: SS 775 - 900

School Summary



Screening Report
School Benchmark
Printed Tuesday, March 21, 2017 3:08:04 PM

1 of 3

School: East Elementary School Reporting Period: 3/1/2017 - 3/31/2017
(March 2017)

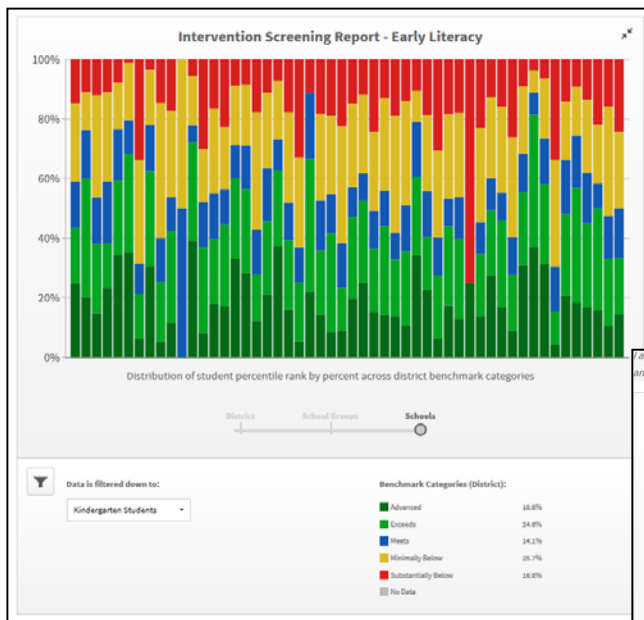
Report Options
Reporting Parameter Group: All Demographics (Default)

Grade: K

Categories / Levels	Benchmark Scaled Score	Percentile Rank	Students Number	Percent
At/Above Benchmark	At/Above 647 SS	At/Above 55 PR	6	33%
Below Benchmark	Below 647 SS	Below 55 PR	2	11%
	Below 606 SS	Below 40 PR	2	11%
	Below 536 SS	Below 20 PR	8	44%
Category Total			12	67%
Students Tested			18	

Screening Report

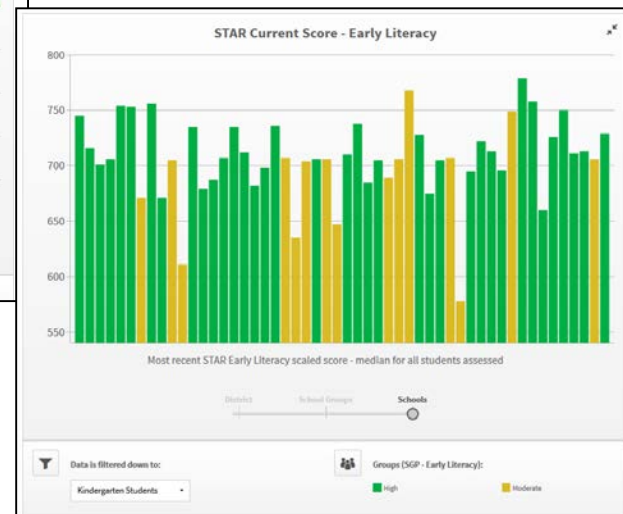
Star™ Early Literacy: District-Level Reports



Screening Report

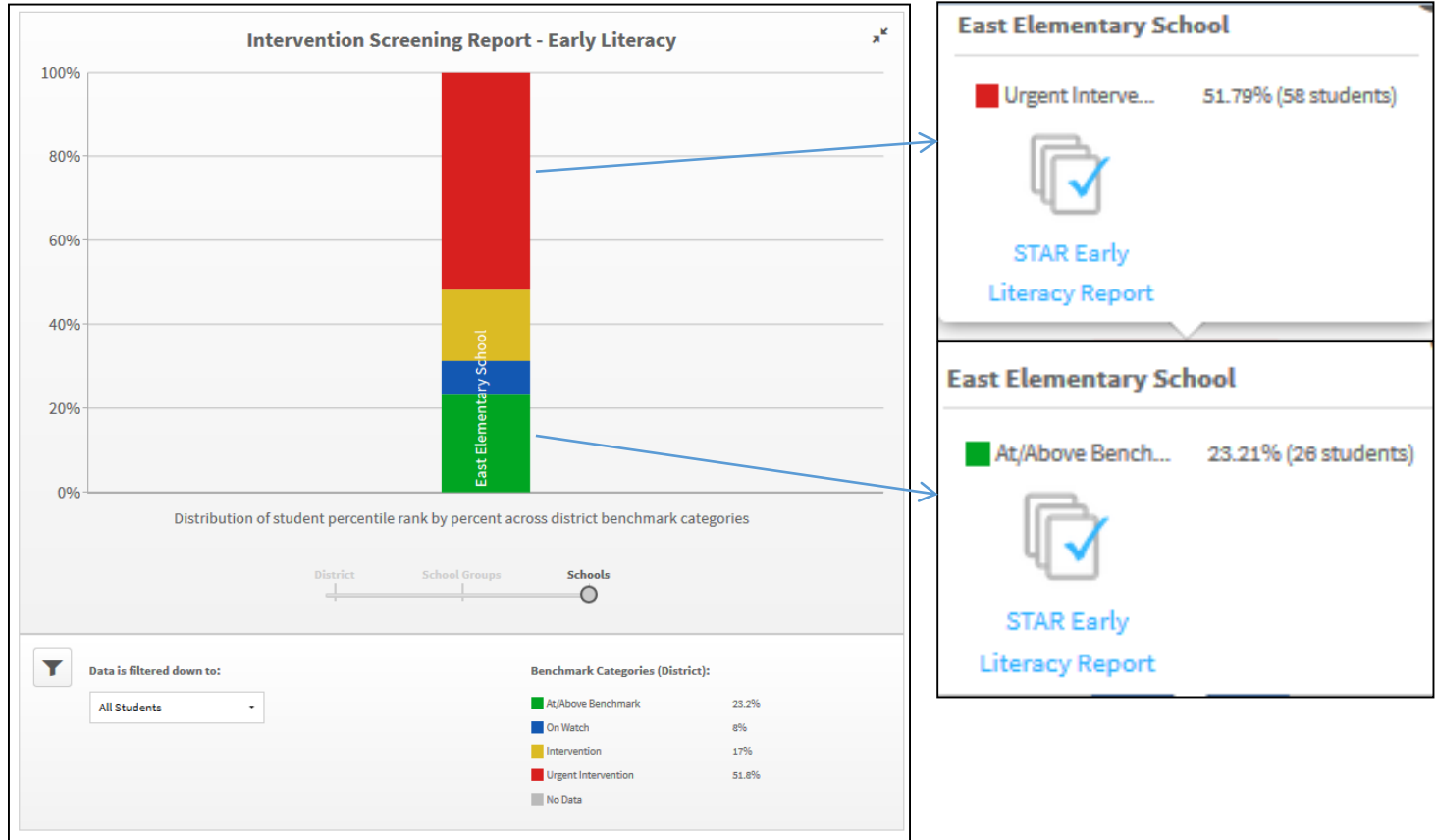


Percentage Tested



Current Score - Median

Star™ Early Literacy: District Screening





FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

FLKRS Support & Resources

Key Contacts for Star™ Early Literacy Implementation

- FDOE FLKRS Implementation Contacts:
 - Ed Croft, Program Specialist, K-12 Student Assessment:
Ed.croft@fldoe.org
 - Cassandra Grayson, Program Support:
Cassandra.grayson@fldoe.org
 - Vince Verges, Assistant Deputy Commissioner, Office of Assessment:
Vince.verges@fldoe.org
- Renaissance Learning Contacts:
 - Renaissance Place setup requirements:
flkreadiness@renaissance.com

Key FDOE Program Areas and Contacts

- Florida Office of Early Learning (OEL):
<http://www.floridaearlylearning.com/>
 - Toll-free number: 866-357-3239
 - OEL contacts:
http://www.floridaearlylearning.com/about_us/oel_contacts.aspx
- VPK: <http://www.floridaearlylearning.com/vpk.aspx>
 - Rule revision (6M-8.601), kindergarten readiness calculation
- *Just Read, Florida!*:
<http://www.fldoe.org/academics/standards/just-read-fl/>
 - Progress Monitoring and Reporting Network (PMRN) and past administration of FLKRS
 - Email contact: JustRead@fldoe.org; phone (850) 245-0503

Resources

For FDOE:

- <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/flkrs>

For Renaissance:

- www.Renaissance.com

Star™ Early Literacy Checklist



STAR™
Early Literacy

Pretest Instructions

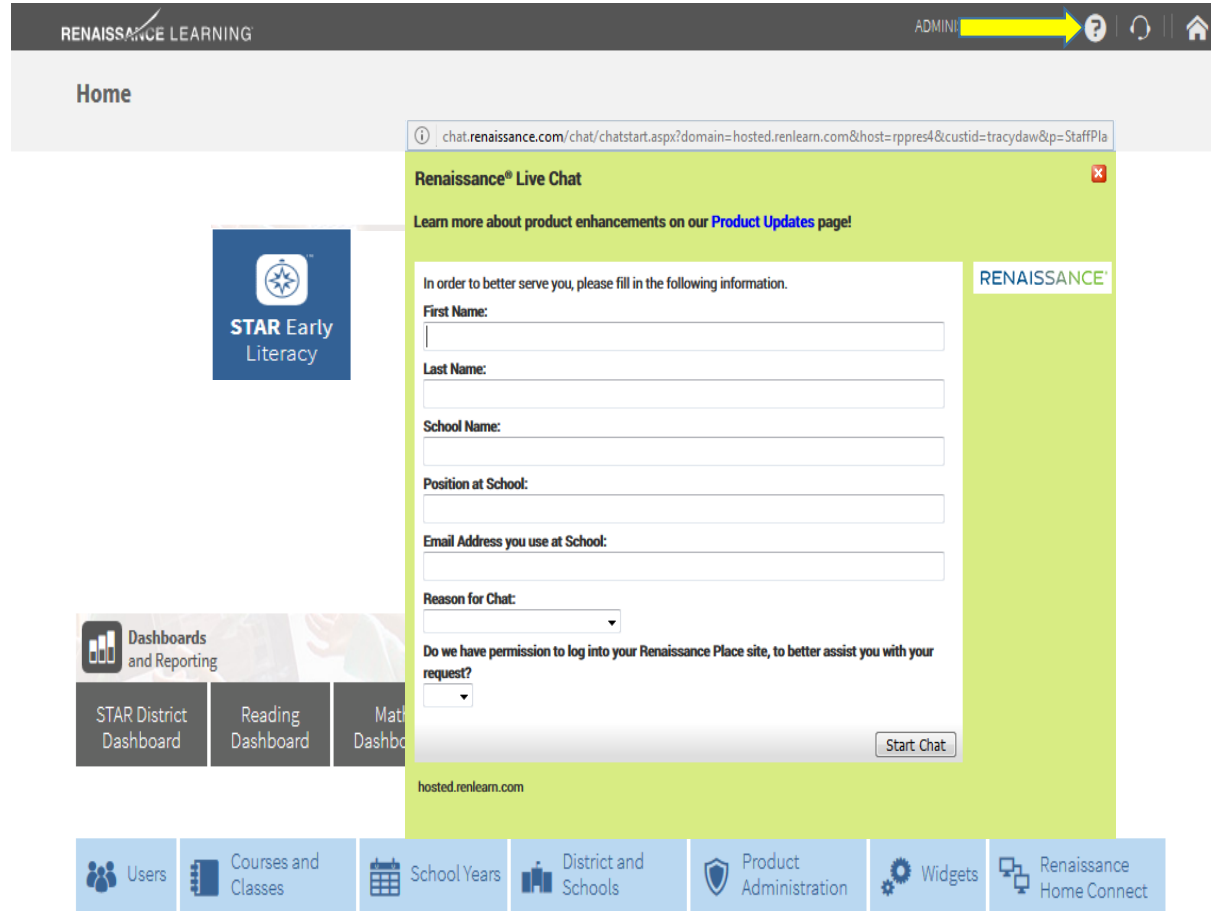
It is extremely important that you follow standard testing procedures when you administer the STAR Early Literacy Enterprise test to your students.

Before you begin testing, please check the following:

- Explain the test to your students. The Pretest Instructions include a script and pages to use as handouts to help you walk through a basic orientation with your students.
- Cover or remove any materials on the walls, whiteboard, and other areas that might help students answer the test items.
- Make sure there is enough light and ventilation in the test area.
- Make sure the area is free from noise. Try to avoid distracting locations or times when other students, school bells, or public address announcements can interfere with student concentration.
- Choose a test time that avoids interruptions; try to have students complete the test in one session.
- Make sure the computer or tablet has a set of headphones plugged in and that the volume is set so the student can hear the audio clearly without disturbing other students.
- If you are administering the test with a tablet computer, make sure the battery is adequately charged.

Renaissance Technical Support

- Live Chat
- 1-800-338-4204
- support@renaissance.com
- flkreadiness@renaissance.com



The screenshot displays the Renaissance Learning website interface. At the top, the navigation bar includes the Renaissance Learning logo, the text "ADMIN", and icons for help, search, and home. Below the navigation bar, the "Home" section is visible. A prominent blue button labeled "STAR Early Literacy" is positioned in the center. To the right, a "Renaissance® Live Chat" window is open, featuring a form for user registration. The form includes fields for "First Name", "Last Name", "School Name", "Position at School", and "Email Address you use at School". A "Reason for Chat" dropdown menu and a checkbox for logging into the Renaissance Place site are also present. A "Start Chat" button is located at the bottom right of the chat window. The bottom of the page features a horizontal menu with various navigation options: Users, Courses and Classes, School Years, District and Schools, Product Administration, Widgets, and Renaissance Home Connect.

Questions?

Vince Verges

Vince.Verges@fldoe.org