RENAISSANCE™ PLACE

SAMPLE REPORTS

STAR™
Assessments

Accelerated™
Reader

RENAISSANCE™
LEARNING

CONTENT

STAR™
Reading

STAR™
Reading

Diagnostic Report

Printed Tuesday, 22 December 2015 09:47:21

School: Renaissance Learning Academy

Test Date: 2 September 2015 12:02

Clarke, Chris

ID: •••••
Year: 5

Class: Class 94
Teacher: D Yilmaz

The diagnostic information presented below is a generalised skills assessment based on the student's performance on a STAR Reading test.

Time to Test: 22 minutes 19 seconds

NRSS	PR	PR Range	NCL - Reading	Reading Age	Est. ORF	Scaled Score	ZPD
96	44	32-56	3b	9:05	105	456	3.0-4.6

These scores indicate that Chris is probably reading books and other texts entirely independently. He is comfortable with a wide range of reading material, including fiction and non-fiction. He can read chapter books with few or no illustrations.

Students at this level grow fastest in their reading when guided to select longer and more difficult books.

For optimal reading growth, Chris needs to:

- Practise reading unfamiliar material, especially expository text
- Read for a total of at least 60 minutes every day
- Select a wide range of reading materials to improve reading skills and expand vocabulary
- Continue to develop listening comprehension

This student's Zone of Proximal Development (ZPD) for independent reading is book level 3.0-4.6. If Accelerated Reader™ reading management software is being used in your class or school, Chris should be encouraged to select books with book levels in the ZPD. These books will provide optimal reading challenge without frustration. The ZPD, however, is approximate. Success at any book level also depends on the student's interest and prior knowledge of a book's content.

The following techniques will also help ensure the student's continued growth in reading:

- Guide reading practice so that Chris averages at least 85 per cent on Accelerated Reader Reading Practice Quizzes.
- Once Chris is able to maintain an 85 per cent average, encourage him to raise his average to 90 per cent or higher. High averages are associated with the greatest reading gain.
- Use the Accelerated Reader Diagnostic Report and Student Record Report for more detailed information about the student's reading practice.
- Teach Chris how to select books throughout his ZPD.
- Help Chris establish a minimum book level, minimum percentage correct, and point targets for each marking period.

NRSS: Normed Referenced Standardised Score
PR: Percentile Rank
NCL-Reading: National Curriculum Level-Reading
Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in years 2-5.

Growth Report
Printed Tuesday, 22 December 2015 09:51:23

Pretest Dates: 01/09/2015 - 24/10/2015
Posttest Dates: 03/11/2015 - 24/12/2015

School: Renaissance Learning Academy

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Do Not Group
Sort By: Last Name

Score Definitions For more information, see "Definitions" in STAR Reading Resources.

NRSS: Normed Referenced Standardised Score
PR: Percentile Rank
PR Range: Percentile Rank Range

NCL-R: National Curriculum Level - Reading
RA: Reading Age

SS: Scaled Score
ZPD: Zone of Proximal Development
Est. ORF: Estimated Oral Reading Fluency for years 2-5 only

Student	Class	Teacher	Year	Test Date	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
Courtney, Donald [b]	Class 94	Yilmaz, D	5	02/09/2015	87	19	16-27	2a/3c	8:05	339	2.5 - 3.5	78
				04/11/2015	96	44	35-56	3a/4c	9:07	472	3.1 - 4.8	109
				Change	+9	+25			+1:02	+133		+31
Hayday, Megan [b]	Class 94	Yilmaz, D	5	02/09/2015	90	27	19-35	3b	8:08	368	2.7 - 3.8	85
				04/11/2015	94	38	27-44	3b	9:03	434	2.9 - 4.2	100
				Change	+4	+11			+0:07	+66		+15
Navajo, Mira [b]	Class 94	Yilmaz, D	5	02/09/2015	98	50	41-64	3a/4c	9:08	488	3.2 - 5.0	113
				04/11/2015	104	66	58-74	4b	10:07	589	3.7 - 5.7	135
				Change	+6	+16			+0:11	+101		+22
Patchett, Maisie [b]	Class 94	Yilmaz, D	5	09/09/2015	87	19	16-27	2a/3c	8:05	333	2.4 - 3.4	76
				04/11/2015	96	44	35-50	3a/4c	9:06	461	3.1 - 4.7	106
				Change	+9	+25			+1:01	+128		+30

Summary

Not Grouped	Students Included	Year	Test Date	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
	4	5	Pretest Avg	91	28	-	3b	8:10	382	2.7-3.8	88
			Posttest Avg	98	48	-	3a/4c	9:08	489	3.2-5.0	113
			Change	+7	+20			+0:10	+107		+25

[b] This student was given more time than usual to answer each question.
Historical data included.

STAR™
Reading

★ STAR™
Reading

Screening Report
School Benchmark
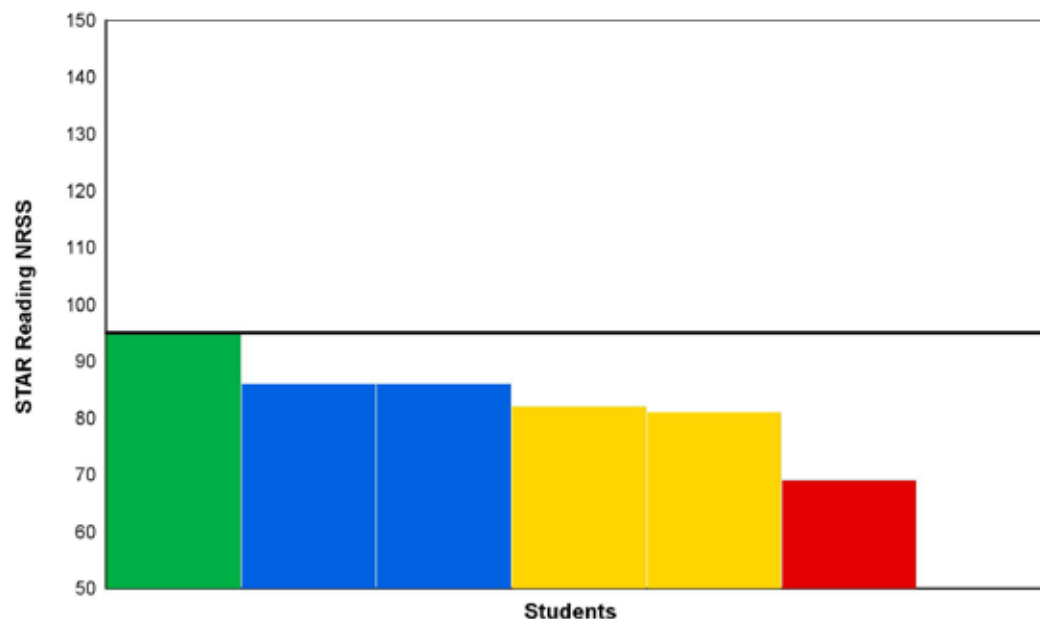Printed Friday, 8 January 2016 08:56:59

School: Renaissance Learning Academy

Reporting Period: 01/09/2015 - 29/09/2015
(Autumn)

Report Options
Reporting Parameter Group: All Demographics [Default]

Year: 5

Categories / Levels	Benchmarks			Students	
				Number	Percentage
At/Above Benchmark					
■ At/Above Benchmark	At/Above	95 NRSS	40 PR	1	17%
Category Total				1	17%
Below Benchmark					
■ On Watch	Below	95 NRSS	40 PR	2	33%
■ Intervention	Below	85 NRSS	16 PR	2	33%
■ Urgent Intervention	Below	77 NRSS	6 PR	1	17%
Category Total				5	83%
Students Tested				6	

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?

NRSS: Normed Referenced Standardised Score   **PR:** Percentile Rank

STAR™
Reading

STAR™
Reading

Screening Report
School Benchmark
Printed Friday, 8 January 2016 08:56:59

School: Renaissance Learning Academy

Reporting Period: 01/09/2015 - 29/09/2015
(Autumn)

Year: 5

Score Definitions For more information, see "Definitions" in STAR Reading Resources.

NRSS: Normed Referenced Standardised Score	**PR Range:** Percentile Rank Range
NCL-R: National Curriculum Level – Reading	**SS:** Scaled Score
RA: Reading Age	**ZPD:** Zone of Proximal Development
PR: Percentile Rank	**Est. ORF:** Estimated Oral Reading Fluency for years 2-5 only

Urgent Intervention

Student Class (Teacher)	Test Date	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
Ali, Allan [a] [b] Bell (Bell, J)	08/09/2015	69	2	2-2	1b	6:00	84	1.1-2.1	23

Intervention

Student Class (Teacher)	Test Date	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
Ahmed, Read [a] [b] Bell (Bell, J)	08/09/2015	81	10	8-13	2b	7:10	245	2.1-3.1	56
Yasmin, Fatima [a] [b] Bell (Bell, J)	08/09/2015	82	12	9-16	2a/3c	7:10	266	2.2-3.2	61

On Watch

Student Class (Teacher)	Test Date	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
Salam, Sonya [a] [b] Bell (Bell, J)	08/09/2015	86	17	14-22	2a/3c	8:00	314	2.4-3.4	72
Uddin, Wayne [a] [b] Bell (Bell, J)	08/09/2015	86	17	14-24	2a/3c	8:00	317	2.4-3.4	73

At/Above Benchmark

Student Class (Teacher)	Test Date	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
Edmondson, Nicola [a] Bell (Bell, J)	02/09/2015	95	41	30-50	3b	9:03	435	2.9-4.2	101

[a] This student is enrolled in multiple STAR Reading classes.
[b] This student was given more time than usual to answer each question.

STAR™
Reading

Thomas Richards

On Track

185

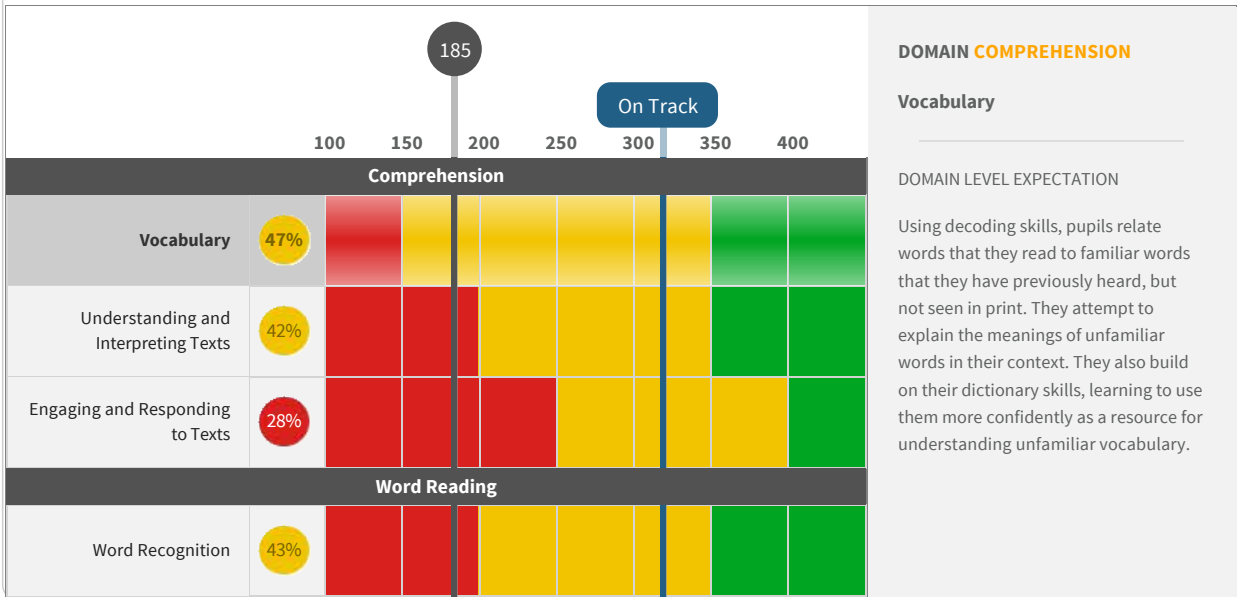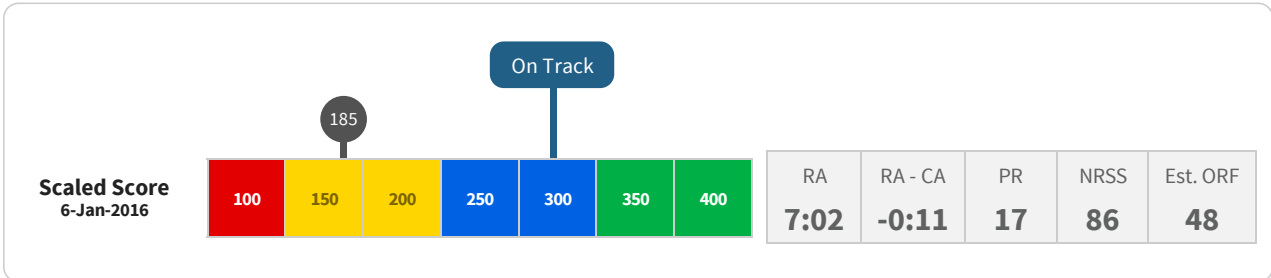| Scaled Score 6-Jan-2016	100	150	200	250	300	350	400	RA	RA - CA	PR	NRSS	Est. ORF
								7:02	-0:11	17	86	48

View: **Domain Scores** | Suggested Skills

185

On Track

		100	150	200	250	300	350	400
Comprehension								
Vocabulary	47%							
Understanding and Interpreting Texts	42%							
Engaging and Responding to Texts	28%							
Word Reading								
Word Recognition	43%							

DOMAIN COMPREHENSION

Vocabulary

DOMAIN LEVEL EXPECTATION

Using decoding skills, pupils relate words that they read to familiar words that they have previously heard, but not seen in print. They attempt to explain the meanings of unfamiliar words in their context. They also build on their dictionary skills, learning to use them more confidently as a resource for understanding unfamiliar vocabulary.

STAR™ Reading

Thomas Richards

On Track

185

Scaled Score 6-Jan-2016	100	150	200	250	300	350	400	RA	RA - CA	PR	NRSS	Est. ORF
								7:02	-0:11	17	86	48

View: Domain Scores | **Suggested Skills**

Comprehension

Understanding and Interpreting Texts

» Year 2 - Correct inaccurate reading in fiction texts by re-reading or using some other available phonological or contextual clues or grammatical and graphic knowledge (e.g. correcting 'he' to 'she' if the subject of the sentence was a female character)

Year 2 - Correct inaccurate reading in non-fiction texts by re-reading or using some other available phonological or contextual clues or grammatical and graphic knowledge (e.g. correcting 'he' to 'she' if the subject of the sentence was a female individual)

Year 2 - Check that the text makes sense (e.g. check that the word they have decoded fits in with what they have already read and know about the story)

Year 2 - Check that the text makes sense (e.g. checking that the decoded word fits in with what they have already read and makes sense in the context of what they already know about the topic)

Year 2 - Ask for help to clarify misunderstandings about a word (e.g. "I'm stuck. What is this word?") or about aspects of the text (e.g. "Why doesn't it say anything about stegosauruses on this page?")

Year 2 - Ask for help to clarify misunderstandings about a word (e.g. "I'm stuck. What is this word?") or about aspects of the text (e.g. "Why does he keep waking up?")

Word Reading

Word Recognition

» Year 2 - Use sounding and blending to decode a wider range of high-frequency words containing unusual grapheme-phoneme correspondences (e.g. s-t-r-**aigh**-t, th-**ough**, c-**al**-m, r-ou-**gh**)

Year 2 - Identify the specific phoneme with the unusual spelling (e.g. the /f/ sound unusually written as gh in the word rough)

Year 2 - In reading, identify unusual or rare grapheme-phoneme correspondences in an increasing range of common exception words (e.g. note that the grapheme ie in the word friend maps to the phoneme /ɛ/; note that the grapheme kn in the word know maps to the phoneme /n/)

Year 2 - In reading, identify unusual or rare grapheme-phoneme correspondences in a wider range of common exception words (e.g. note that the grapheme au in the word laugh maps to the phoneme /ɑ:/; note that the grapheme mb in the word lamb maps to the phoneme /m/)
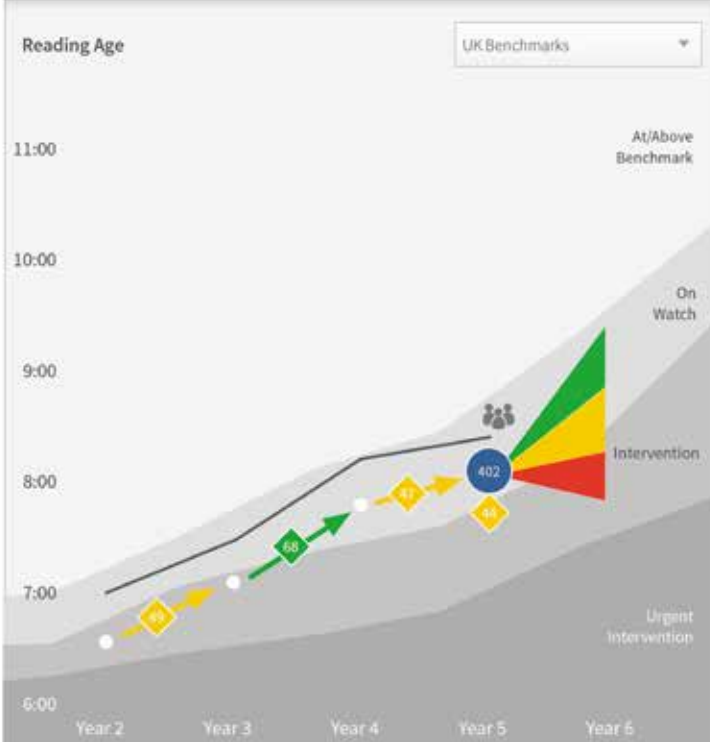
STAR™ Reading

STAR™ Reading

Accelerated™ Reader

Diagnostic Report—Reading Practice
Printed Tuesday, 12 January 2016 13:52:33

Reporting Period: 01/09/2015 - 24/10/2015 (Autumn 1)

School: Renaissance Learning Academy

Report Options
Reporting Parameter Group: All Demographics [Default]
Average Percentage Correct: Below 85%
Group By: Class
Sort By: Student
Filter Student Quizzes: No

Class: Class 100
Teacher: Costello, M

Student	Diag. Codes	RP Quizzes Passed	RP Quizzes Taken	% Correct Target	% Correct Avg	Points Target	Points Earned	Points % of Target	% Read Indep.	% Fiction	Engaged Time per Day[a]	ATOS BL Target	ATOS BL Avg	Certification Working Towards
Morton, Dina		5	5	85	86.0	11.7	27.4	234.1	100	100	60	3.5	5.1	-
Norman, Sam		28	28	85	98.2	9.8	29.8	304.0	100	100	81	3.0	4.5	-
Ramsey, Louise		18	18	85	97.2	10.0	26.7	267.0	100	100	64	3.1	4.7	-
Saur, Dino	A	0	0▼	85	-	-	-	-	-	-	-	-	-	-
Sparks, Bill	%	36	37	85	83.0▼	7.7	37.9	492.2	100	98	116	2.5	4.3	-
Teller, Katy		7	7	85	100.0	12.0	22.0	183.3	100	100	48	3.5	4.7	-
Traynor, Enda		16	17	85	86.5	10.9	50.7	465.1	100	100	121	3.3	5.1	-
Summary		110	112	85	91.8				100	100	82	-	4.7	

Class Summary

Number of Students	7
Total Quizzes	
Passed	110
Taken	112
Total Points	
Target	-
Earned	194.5
% Read Independently	100%
% Fiction / Non-Fiction	100% / 0%

Not all enrolled students shown

Diagnostic Code Summary

Number of Students	Percentage of Students	Diag. Code	Code Description
1	14	A	No quizzes taken during period
0	0	B	Low average percentage correct (70% to 79%)
0	0	C	Very low average percentage correct (below 70%)
0	0	D	Low points earned - less than ½ median points (½ median = 14.3 points)
0	0	E	Low percentage correct with above median points (median = 28.6 points)
0	0	F	Very low percentage correct with above median points (median = 28.6 points)
1	14	%	Percentage of quiz takers with average percentage correct below 85%

At Risk: 14.3% of students (1 out of 7) with at least one code A-F

▼ Trouble value

a Engaged Time per Day: An estimate of the time the student is engaged in reading practice. Displayed in minutes. It is based on a test score from STAR Reading™ or STAR Early Literacy™ and points earned in Accelerated Reader. Score not reported unless the student tested with a STAR assessment within the current or previous year.

Accelerated™ Reader

Student Record Report
Printed Tuesday, 22 December 2015 09:07:23

School: Renaissance Learning Academy   Reporting Period: 01/08/2015 - 21/12/2015 Custom

Report Options
Reporting Parameter Group: All Demographics [Default]
Sort By: Date taken
Quiz Type: Some
Group By: Class
Filter Student Quizzes: No

Clarke, Chris

Year: 5   Class: Class 94
       Teacher: D Yilmaz

Reading Practice

| Date	No.	Title	F/NF	TWI	Corr.	Poss.	%	Earned	Poss.	ATOS BL
15/12/2015	204240	Journey to the River Sea	F	I	6	10	60.0	7.2	12.0	5.6
10/12/2015	201669	Hundred-Mile-an-Hour Dog, The	F	I	3	10	30.0	0.0	2.0	4.8
03/12/2015	205232	Hat Trick, The	F	I	5	10	50.0	0.0	0.5	3.0
01/12/2015	214101	My Brother's Famous Bottom Goes Camping	F	I	8	10	80.0	1.6	2.0	4.0
26/11/2015	210730	My Brother's Famous Bottom Gets Pinched	F	I	9	10	90.0	1.8	2.0	4.0
12/11/2015	224614	Horrid Henry's Rainy Day (Early Reader)	F	I	10	10	100.0	0.5	0.5	3.4
12/11/2015	207140	Robinson Crusoe	F	I	9	10	90.0	0.9	1.0	4.5
09/10/2015	217777	My Brother's Hot Cross Bottom	F	I	9	10	90.0	1.8	2.0	4.2
24/09/2015	200151	Fantastic Mr Fox	F	I	9	10	90.0	0.9	1.0	4.1
21/09/2015	200494	George's Marvellous Medicine	F	I	9	10	90.0	1.8	2.0	4.0
Quizzes Passed/Taken: 8/10							77.0	16.5	25.0	4.7[a]

Abdullah, Saleh

Year: 4   Class: Year 5B
       Teacher: L Shapiro

Reading Practice

Date	No.	Title	F/NF	TWI	Corr.	Poss.	%	Earned	Poss.	ATOS BL
08/12/2015	205646	I Wonder Why the Sahara Is Cold at Night	NF	I	10	10	100.0	0.5	0.5	5.3
04/12/2015	205645	I Wonder Why Stars Twinkle	NF	I	4	10	40.0	0.0	0.5	5.0
04/12/2015	211965	Real-Life Sea Monsters	NF	I	5	5	100.0	0.5	0.5	4.2
03/12/2015	206626	Cup Run	F	I	7	10	70.0	0.4	0.5	3.4
02/12/2015	205833	Puppy	NF	I	8	10	80.0	0.4	0.5	3.8
01/12/2015	202506	On the Farm	NF	I	5	5	100.0	0.5	0.5	3.1
30/11/2015	200422	Giraffe and the Pelly and Me, The	F	I	9	10	90.0	0.9	1.0	4.7
27/11/2015	200051	Chocolate Touch, The	F	I	9	10	90.0	1.8	2.0	4.7
26/11/2015	206183	I Wonder Why Planes Have Wings	NF	I	6	10	60.0	0.3	0.5	4.8
25/11/2015	203204	Eruption	NF	I	10	10	100.0	0.5	0.5	3.3
24/11/2015	204806	I Wonder Why the Sea Is Salty	NF	I	9	10	90.0	0.5	0.5	4.6
18/11/2015	200200	Where the Wild Things Are	F	I	5	5	100.0	0.5	0.5	3.4
18/11/2015	212268	Neptune	NF	I	5	5	100.0	0.5	0.5	3.3
13/11/2015	213671	Horrid Henry and the Abominable Snowman	F	I	10	10	100.0	1.0	1.0	3.6
12/11/2015	203326	Snow Maze, The	F	I	10	10	100.0	0.5	0.5	3.4
11/11/2015	207746	Fearless Fitzroy	F	I	8	10	80.0	0.4	0.5	4.4
10/11/2015	205672	Earthquakes	NF	I	5	5	100.0	0.5	0.5	4.7
03/11/2015	203223	Up in the Air	NF	I	9	10	90.0	0.5	0.5	4.1
27/10/2015	200546	Water's Journey, The	NF	I	8	10	80.0	0.4	0.5	4.5
27/10/2015	206927	Apes and Monkeys	NF	I	8	10	80.0	0.4	0.5	4.2
13/10/2015	200669	Dolphins	NF	I	5	5	100.0	0.5	0.5	4.5
08/10/2015	200674	Penguins	NF	I	5	5	100.0	0.5	0.5	4.4
06/10/2015	205149	White Fox	F	I	5	10	50.0	0.0	6.0	4.5

◄ Recorded Voice enabled during quiz

[a] Book level averages in summary are based on passed quizzes

Accelerated™ Reader

School: Renaissance Learning Academy | Reporting Period: 01/08/2015 - 21/12/2015 Custom

Abdullah, Saleh

Year: 4

Class: Year 5B
Teacher: L Shapiro

Reading Practice

Date	No.	Title	F/NF	TWI	Corr.	Poss.	%	Earned	Poss.	ATOS BL
17/09/2015	207214	Animal Disguises	NF	I	10	10	100.0	0.5	0.5	5.2
08/09/2015	200668	Bugs and Other Insects	NF	I	3	5	60.0	0.3	0.5	3.8
01/09/2015	200945	Wicked! Part 5: The Creeper	F	I	4	10	40.0	0.0	2.0	3.7
24/08/2015	213129	Big Cats	NF	T	2	10	20.0	0.0	0.5	5.7
20/08/2015	201572	Jim and the Beanstalk	F	I	5	5	100.0	0.5	0.5	3.5
10/08/2015	201694	Worst Child I Ever Had, The	F	I	10	10	100.0	0.5	0.5	4.1
Quizzes Passed/Taken: 25/29							83.4	13.8	24.0	4.3[a]
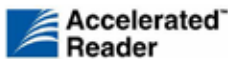
Quiz Information / Questions / Points

School: Renaissance Learning Academy | Reporting Period: 01/08/2015 - 21/12/2015 Custom

Report Summary

	Students Who Took Quizzes	Quizzes Passed	Quizzes Taken	Percentage Correct
Reading Practice	2	33	39	80.2
Number of Students: 2				

◄ Recorded Voice enabled during quiz

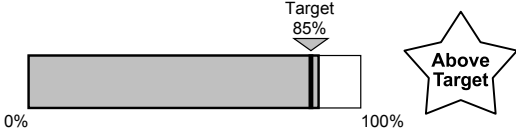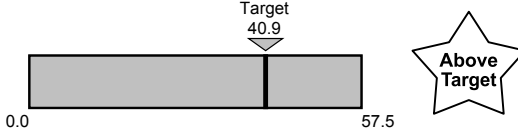[a] Book level averages in summary are based on passed quizzes

Accelerated Reader™

Accelerated Reader™

Reading Practice TOPS Report
Reprint for Donald Courtney
Printed 12 January 2016 13:43:05

School: Renaissance Learning Academy	Year: 5
Class: Class 94	Teacher: D Yilmaz

What I Read	How I Did
Oliver Moon and the Dragon Disaster by Mongredien, Sue	Correct: 6 of 10 Percentage Correct: 60% ●●●●●●○○○○
ATOS BL ᵃ: 4.3	
Quiz Number: 218501 F/NF: Fiction Quiz Date: 18/04/2016 14:16 Word Count: 5,498 Interest Level: Lower Years (LY) TWI: Read Independently	Points Earned: 0.6 of 1.0

My Progress in 2015 - 2016
01/08/2015 - 18/04/2016 (72% Complete)

Average % Correct: 87.3%

Target 85%

0%   100%

Above Target

Points Earned: 57.5

Target 40.9

0.0   57.5

Above Target

Average ATOS BL: 5.1

Target 5.6

0.0   5.6

Marking Period Totals

Quizzes Passed: 30
Quizzes Taken: 30
Words Read: 421,719

My School Year Summary
01/08/2015 - 18/04/2016 (72% Complete)

Average % Correct:	87.3%	Quizzes Passed:	30	Last Certification:	-
Points Earned:	57.5	Quizzes Taken:	30	Date Achieved:	-
Average ATOS BL:	5.1	Total Words Read:	421,719	Certification Target:	-

Teacher

Comments:

ᵃ ATOS BL: ATOS Book Level

STAR™ Early Literacy

Student Diagnostic Report
Skill Set Scores
Printed Monday, 11 January 2016 16:11:39

School: Renaissance Learning Academy | Reporting Period: 01/08/2015 - 31/07/2016
(2015 - 2016)

Hull, Fred

Class: Year 6B
Teacher: E Sparrgrove
Test Date: 14/08/2015 [a]
SS: 522 (Scaled Score)

Student's Age (yrs-
Year: 5
ID: ●●●●

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

Est. ORF is available for tests taken in years 2-4.

Sub-Domains	Score
Alphabetic Principle	60
Concept of Word	67
Visual Discrimination	69
Phonemic Awareness	33
Phonics	36
Structural Analysis	26
Vocabulary	39
Sentence-Level Comprehension	31
Paragraph-Level Comprehension	23
Early Numeracy	56

Skill Sets Within Each Sub-Domain
Skill set scores, ranging from 0-100, estimate the student's percentage of mastery of skills in each set.

Alphabetic Principle	Skill Set Score
→ Alphabetic Knowledge	69
Alphabetic Sequence	36
→ Letter Sounds	63

Concept of Word	Skill Set Score
→ Print Concepts: Word length	73
Print Concepts: Word borders	39
→ Print Concepts: Letters and Words	75

Visual Discrimination	Skill Set Score
Letters	78
→ Identification and Word Matching	56

Phonemic Awareness	Skill Set Score
→ Rhyming and Word Families	45
→ Blending Word Parts	61
→ Blending Phonemes	51
Initial and Final Phonemes	25
→ Consonant Blends (PA)	42
Medial Phoneme Discrimination	15
Phoneme Segmentation	-
Phoneme Isolation/Manipulation	30

Phonics	Skill Set Score
Short Vowel Sounds	38
→ Initial Consonant Sounds	49
Final Consonant Sounds	37
Long Vowel Sounds	27
→ Variant Vowel Sounds	62
→ Consonant Blends (PH)	41

Phonics	Skill Set Score
Consonant Digraphs	35
Other Vowel Sounds	-
→ Sound-Symbol Correspondence: Consonants	55
Word Building	29
Sound-Symbol Correspondence: Vowels	31
Word Families/Rhyming	30

Structural Analysis	Skill Set Score
Words with Affixes	39
→ Syllabification	52
Compound Words	22

Vocabulary	Skill Set Score
→ Word Facility	54
Synonyms	27
Antonyms	32

Sentence-Level Comprehension	Skill Set Score
Comprehension at the Sentence Level	31

Paragraph-Level Comprehension	Skill Set Score
Comprehension of Paragraphs	23

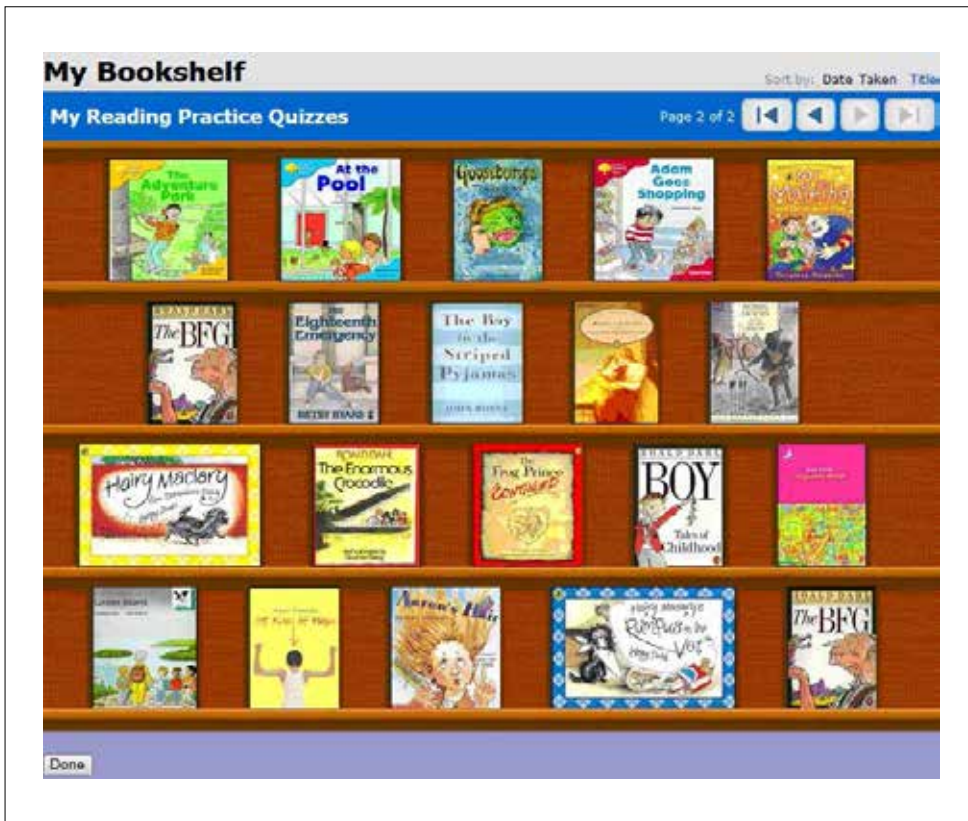| Early Numeracy	Skill Set Score
→ Number Naming and Number Identification	62
→ Number Object Correspondence	42
Sequence Completion	38
Composing and Decomposing	-
→ Measurement	65

→ Next Steps: These are the skill sets the student is ready to learn and practise, 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.

This student is enrolled in multiple STAR Early Literacy classes.
[a]Scores for this test are based on an earlier version of the skills list.

- Parents can track their children's reading from home using the Internet site, Home Connect
- Parents can set up their email address to receive automatic feedback

HOME CONNECT

'My Bookshelf' shows all books the pupil has read and quizzed

Clicking on the book cover allows you to see the quiz results for each book

STAR™ Maths

Diagnostic Report
Printed Friday, 8 January 2016 12:41:57

School: Renaissance Learning Academy   Test Date: 4 September 2015 11:55

Best, Nicola
ID: ● ● ● ●   Class: Class 100
Year: 4   Teacher: M Costello

This report presents diagnostic information about the student's general skills in mathematics, based on the student's performance on a STAR Maths test.

NRSS	PR	PR Range	NCL - Maths	Scaled Score	Year Library
106	67	52-75	3b	580	Year 4

The bar charts below reflect Nicola's level of proficiency within the Numeration and Computation objectives in STAR Maths. The solid black line is pointing to the maths skills Nicola is currently developing.

Numeration Objectives

Ones	Tens	Hundreds	Thousands	Hundred Thousands	Fractions & Decimals	Advanced Concepts I	Advanced Concepts II

Computational Objectives

Addition & Subtraction Basic Facts to 10	Addition & Subtraction Basic Facts to 18, No Regrouping	Addition & Subtraction with Regrouping	Multiplication & Division Basic Facts	Advanced Computation with Whole Numbers	Fractions & Decimals I	Fractions & Decimals II	Percents, Ratios & Proportions	Multiplication & Division of Mixed Numbers

If you are using the Accelerated Maths™ management software system with Nicola, assign the Year 4 library. This library should provide a good match for her abilities.

These recommendations rely on analysis of the student's performance on one STAR Maths test. Please combine this information with your own knowledge of the student, and use your professional judgement when designing an instructional programme.

NRSS: Normed Referenced Standardised Score
PR: Percentile Rank
NCL-Maths: National Curriculum Level - Maths
Year Library: Recommended Accelerated Maths™ Library

Growth Report

Printed Friday, 8 January 2016 12:45:37

STAR Maths

School: Renaissance Learning Academy

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Do Not Group
Sort By: Last Name

Pretest Dates: 01/09/2015 - 24/10/2015
Posttest Dates: 03/11/2015 - 24/12/2015

Score Definitions For more information see "Definitions" in STAR Maths Resources

NRSS: Normed Referenced Standardised Score
PR: Percentile Rank

PR Range: Percentile Rank Range
NCL-M: National Curriculum Level - Maths

SS: Scaled Score
Year Library: Recommended Accelerated Maths™ Library

Student	Class	Teacher	Year	Test Date	NRSS	PR	PR Range	NCL-M	SS	Year Library
Brown, Frank	Diamond - 01/09/2014 - 31/07/2015		4	04/09/2015	100	52	40-67	2a/3c	546	Year 4
				04/11/2015	105	64	54-77	3b	588	Year 5
				Change	+5	+12			+42	
Ford, Leon	Diamond - 01/09/2014 - 31/07/2015		4	04/09/2015	105	64	52-75	3b	575	Year 4
				04/11/2015	113	81	71-89	3a/4c	642	Year 5 or Year 6
				Change	+8	+17			+67	
Hemlock, Kate	Diamond - 01/09/2014 - 31/07/2015		4	04/09/2015	96	40	28-52	2a/3c	511	Year 4
				04/11/2015	101	54	43-67	3b	556	Year 4
				Change	+5	+14			+45	

Summary

Not Grouped	Students Included	Year	Test Date	NRSS	PR	PR Range	NCL-M	SS	Year Library
	3	4	Pretest Avg	100	52	-	2a/3c	544	-
			Posttest Avg	106	67	-	3b	595	-
			Change	+6	+15			+51	

Historical data included.

STAR™ Maths

Screening Report
School Benchmark
Printed Friday, 8 January 2016 15:00:18

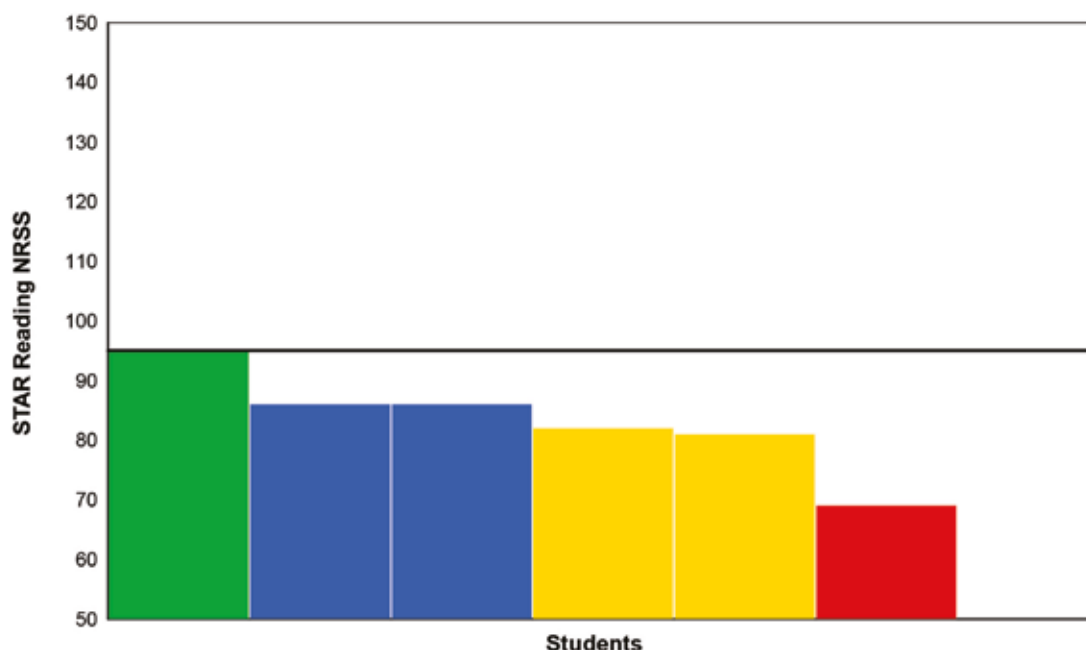School: Renaissance Learning Academy

Reporting Period: 01/01/2016 - 30/01/2016
(Winter)

Report Options
Reporting Parameter Group: All Demographics [Default]

Year: 4

Categories / Levels	Benchmarks			Students	
				Number	Percentage
At/Above Benchmark					
▇ At/Above Benchmark	At/Above	95 NRSS	40 PR	1	17%
Category Total				1	17%
Below Benchmark					
▇ On Watch	Below	95 NRSS	40 PR	2	33%
▇ Intervention	Below	85 NRSS	16 PR	2	33%
▇ Urgent Intervention	Below	77 NRSS	6 PR	1	17%
Category Total				5	83%
Students Tested				6	

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?

NRSS: Normed Referenced Standardised Score **PR:** Percentile Rank

STAR™ Maths

STAR Maths

Screening Report
School Benchmark
Printed Friday, 8 January 2016 15:00:18

School: Renaissance Learning Academy

Reporting Period: 01/01/2016 - 30/01/2016 (Winter)

Year: 4

Score Definitions - For more information, see "Definitions" in STAR Maths Resources

NRSS: Normed Referenced Standardised Score   **PR Range:** Percentile Rank Range
NCL-M: National Curriculum Level - Maths   **SS:** Scaled Score
PR: Percentile Rank   **Year Library:** Recommended Accelerated Maths™ Library

Urgent Intervention

Student Class (Teacher)	Test Date	NRSS	PR	PR Range	NCL-M	SS	Year Library
Fer, David Class 100 (Costello, M)	06/01/2016	70	4	2-6	2b	346	Year 2

Intervention

Student Class (Teacher)	Test Date	NRSS	PR	PR Range	NCL-M	SS	Year Library
There are no students in this category.							

On Watch

Student Class (Teacher)	Test Date	NRSS	PR	PR Range	NCL-M	SS	Year Library
Johnstone, Rob Class 100 (Costello, M)	06/01/2016	93	32	22-49	2a/3c	516	Year 4
Ferdinand, Rebecca Class 100 (Costello, M)	06/01/2016	95	38	28-52	2a/3c	529	Year 4

At/Above Benchmark

Student Class (Teacher)	Test Date	NRSS	PR	PR Range	NCL-M	SS	Year Library
Doughty, Dawn Class 100 (Costello, M)	06/01/2016	99	49	32-60	3b	553	Year 4
Burton, Mez Class 100 (Costello, M)	06/01/2016	102	57	46-69	3b	578	Year 4
Carlton, James Class 100 (Costello, M)	06/01/2016	102	57	40-67	3b	570	Year 4

STAR™
Maths

Sally White

On Track

643

Scaled Score 8-Jan-2016	450	500	550	600	650	700	750	NRSS	PR	AM Library
								109	**72**	**Year 5 or Year 6**

View: **Domain Scores** | Suggested Skills

643

On Track

		450	500	550	600	650	700	750

Geometry

Geometry	52%							

Measurement and Data

Measurement	50%							

Numbers and Operations

Number - number and place value	87%							
Number - arithmetic operations	74%							
Number - Fractions (including decimals and percentages)	38%							

Statistics and Probability

Statistics	79%							

DOMAIN GEOMETRY

Geometry

DOMAIN LEVEL EXPECTATION

Students name different types of triangle and compare and classify shapes based on their properties and sizes. They identify lines of symmetry in 2-D shapes presented in different orientations and complete drawings of symmetrical figures by reflecting in the specified line of symmetry. Students describe translations of an object and describe positions as coordinates in the first quadrant on a grid. They plot specified points and draw sides to complete given polygons. Students identify acute and obtuse angles and compare and order angles, up to 180°, by size.

STAR™
Maths

Sally White

On Track

621

Scaled Score
6-Jan-2016

| 575 | 600 | 625 | 650 | 675 | 700 | 725 |

NRSS	PR	AM Library
93	32	Year 5

View: Domain Scores | **Suggested Skills**

Measurement and Data

Measurement

Year 4 - Convert between different units of measurement

Year 4 - Compare different measures, including money in pounds and pence

Year 4 - Estimate different measures, including money in pounds and pence

Year 4 - Calculate different measures, including money in pounds and pence

Numbers and Operations

Number - Fractions (including decimals and percentages)

» Year 4 - Recognise that hundredths arise when dividing an object by one hundred or when dividing tenths by ten

» Year 4 - Count up in hundredths

Year 4 - Count down in hundredths

Year 4 - Compare numbers with the same number of decimal places up to two decimal places

Statistics and Probability

Statistics

» Year 4 - Present continuous data using appropriate graphical methods

» Year 4 - Interpret continuous data using appropriate graphical methods (bar charts and time graphs)

STAR™ Maths

Maths Dashboard screen showing Growth and Achievement chart. Annotation reads: "Longitudinal reporting allows you to track student progress over a number of years"

STAR™
Maths

Accelerated Maths

Diagnostic Report
Printed Tuesday, 15 March 2015 15:30:15

School: Woolwich Primary School   Reporting Period: 03/01

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class

Class: Maths 5A
Teacher: Baker, M

Group Name: Class

Pupil	Diagnostic Codes	Average Percentage Correct						Engaged Time [#]	Average Number Per Week	Objectives Mastered			Average Objective Level
		Practice	Exercise	Regular Test	Diagnostic Test	Total Tests	Review			Regular Test	Diagnostic Test	Total Tests	
Allen, Leah		92	94	93	94	94	95	36	3.6	27	5	32	5.5
Brown, Hannah		80	77	85	82	84	83	33	3.3		10	29	5.4
Clark, Isabelle	I,P,T,R	64▼	69	67▼	72	70	73▼	34	3.4		12	30	5.0
Evans, Ryan		85	87	88	87	88	90	30	3.0			26	5.3
Green, Michael	I,T,R	75	67	74▼	75	75	77▼	32	3.2			28	5.1
Johnson, Amy		91	88	91	89	90	91	34	3.4			30	5.4
Jones, Emily		95	96	95	96	96	97	40	4.0			35	5.8
Parker, David		83	86	86	84	85	84	27	2.7		9	24	5.4
Roberts, Caitlin		84	81	87	85	86	88	31	3.1		10	27	5.6
Robinson, Nathan		89	87	88	86	87	90	32	3.2	18	10	28	5.5
Scott, Charles		81	76	85	84	85	80	28	2.8	19	6	25	5.3
Wilson, James		86		90	88	89	88	34	3.4	20	10	30	5.5
Average		84		86	85	86	86	33	3.3	20	9	29	5.4

Diagnostic Code Summary

Number of Pupils	% of Pupils	Diagnostic Code	Description
2	17	I	Teacher intervention needed (see Status of the Class Report)
1	8	P	Practice percentage lower than 75%
2	17	T	Regular Test percentage lower than 85%
2	17	R	Review percentage lower than 80%
0	0	M	Less than 1/2 of the median objectives mastered (1/2 the median = 14)

Pupils At Risk: 2 of 12 (17%)

Class Summary

Objectives Mastered	Total
Regular Tests	241
Diagnostic Tests	103
All Tests	344
Pupils	
Total	12
Number who did not take any Regular Tests	0

▼ Trouble value
[#] Engaged Time per Day. An estimate based on number of objectives mastered and an anticipated 40 minutes per day of math practice.

Callouts:
- This report helps to carefully monitor pupils' progress toward mastery of maths objectives.
- Key indicators of successful maths practice are Average Percentage Correct on Practice, Average Percentage Correct on Review, and Average Number of Objectives Mastered Per Week.
- This indicates whether pupils are on pace and are mastering an average of four objectives per week.
- Isabelle seems to be struggling with new concepts. Target is 75%.
- Michael may be having problems retaining previously learned concepts. Target is 80%.

Accelerated™ Maths

Group Standards Mastery Report

Printed Friday, 2 March 2012 07:43:45

School: Renaissance Learning Primary School

Report Options
Reporting Parameter Group: All Demographics [Default]
Mastery Criteria: 80%
Objectives Included: All

Class: 3A1
Teacher: Aaron, Tom
Pupils: 30

Objective Standards

Agency	Standard
United Kingdom	UK, Maths, 2008, Assessing Pupils' Progress in Mathematics published by the Department for Children, Schools and Families

Tag: UK APP M.3.4
Description: Use and interpret mathematical symbols and diagrams.

Objective	Library Objective Code	Pupils Tested	Last Test Average % Correct	Percentage of Class Mastered
2. Write numbers in usual form, given partitioned form	UKM2-016	30	96[b]	93
3. Write numbers in partitioned form, given usual form	UKM2-017	30	93[b]	87

Tag: UK APP N.2.2
Description: Begin to understand the place value of each digit; use this to order numbers up to 100.

Objective	Library Objective Code	Pupils Tested	Last Test Average % Correct	Percentage of Class Mastered
1. Relate 2-digit numbers to groups of tens and ones	UKM2-015	30	96[b]	93
2. Write numbers in usual form, given partitioned form	UKM2-016	30	96[b]	93
3. Write numbers in partitioned form, given usual form	UKM2-017	30	93[b]	87
4. Compare numbers to 100	UKM2-018	11	91[b]	33
5. Identify numbers which lie between two given numbers	UKM2-020	8	90	23

Tag: UK APP N.2.3
Description: Begin to use halves and quarters and relate the concept of half of a small quantity to the concept of half of a shape.

Objective	Library Objective Code	Pupils Tested	Last Test Average % Correct	Percentage of Class Mastered
6. Find 1/2 and 1/4 of a set of objects	UKM2-028	0	-	0

Tag: UK APP N.3.1
Description: Understand place value in numbers to 1000.

Objective	Library Objective Code	Pupils Tested	Last Test Average % Correct	Percentage of Class Mastered
7. Count with number blocks	UKM3-012	0	-	0
8. Identify place value in 2- to 4-digit whole numbers	UKM3-013	8	100[b]	27

[b] Includes Diagnostic Test results

Accelerated Maths™

Accelerated Maths™

Group Standards Mastery Report

Printed Friday, 2 March 2012 07:43:45

School: Renaissance Learning Primary School

Class: 3A1

Teacher: Aaron, Tom
Pupils: 30

Objective Standards

| Agency	Standard
United Kingdom	UK, Maths, 2008, Assessing Pupils' Progress in Mathematics published by the Department for Children, Schools and Families

Tag: UK APP N.3.1
Description: Understand place value in numbers to 1000.

Objective	Library Objective Code	Pupils Tested	Last Test Average % Correct	Percentage of Class Mastered
9. Compare whole numbers	UKM3-015	8	100[b]	27

[b] Includes Diagnostic Test results
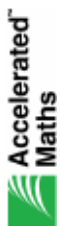
Accelerated™ Maths

Status of the Class Report
Printed Monday, 11 January 2016 15:54:45

School: Sir William Burrough Primary School

Class: Yr 3/4
Teacher: Hurst, Alan

Group Name: Class

Assignment Status

Pupil	Action Needed	Objectives Ready to Test	Last Assignment Completed		Outstanding Assignments		
			Type	Date	Practice	Exercise	Test
Islam, Miraj		4	Exercise	06/01/16			02/12/15
Khan, Sara	Assign Objs	3	Exercise	06/01/16			10/12/15
Nailah, Anisha		2	Exercise	06/01/16			10/12/15
Pupil, Test		8	Exercise	06/01/16		06/01/16	18/11/15
Shah, Surayya	▌ Intervene (1), Generate Assignment	2	Regular Test	06/01/16			
Syed, Hafsa	Generate Assignment	3	Exercise	06/01/16			
Timberlake, Nirvana Cameron	▌ Intervene (2), Generate Assignment	7	Regular Test	06/01/16			
Tran, Leann	Generate Assignment	3	Exercise	06/01/16			
Zaki, Farhan	Assign Objs	4	Exercise	06/01/16		06/01/16	10/12/15
Zoarder, Md Samin		0	Exercise	10/12/15			10/12/15

▌Intervention Needed

Pupil	Assignment Type	Objectives	Library Objective Code	Overall Results
Ahmed, Ahsan Sabbir	Regular Test	26. Multiply by 4	UKY3-022	11/16 (69%)
Hassan, Najma Jama	Regular Test	30. Divide a whole by a 1-digit whole, remainders	UKY3-028	11/16 (69%)
	Regular Test	38. Find perimeter of simple shapes	UKY3-031	11/16 (69%)
Islam, Dawud Abdullah	Regular Test	20. Count faces, edges, vertices	UKY3-016	13/22 (59%)
Shah, Surayya	Regular Test	40. Understand reflections and lines of symmetry	UKY4-030	11/16 (69%)
Timberlake, Nirvana Cameron	Regular Test	28. Know division facts	UKY3-026	10/16 (63%)
	Regular Test	30. Divide a whole by a 1-digit whole, remainders	UKY3-028	11/16 (69%)

Accelerated Maths

Status of the Class Report

Printed Monday, 11 January 2016 15:54:45

School: Sir William Burrough Primary School

Class: Yr 3/4
Teacher: Hurst, Alan

Group Name: Class

Intervention Needed

Pupil	Assignment Type	Objectives	Library Objective Code	Overall Results

Objectives Causing Difficulties
Minimum Pupils: 2

Objectives	Assignment Type	Pupil	Library Objective Code	Overall Results
20. Count faces, edges, vertices	Practice	Hassan, Najma Jama	UKY3-016	5/8 (63%)
	Practice	Hussain, Sumayah	UKY3-016	7/12 (58%)
	Regular Test	Islam, Dawud Abdullah	UKY3-016	4/10 (40%)
30. Divide a whole by a 1-digit whole, remainders	Regular Test	Hassan, Najma Jama	UKY3-028	5/10 (50%)
	Regular Test	Timberlake, Nirvana Cameron	UKY3-028	5/10 (50%)
38. Find perimeter of simple shapes	Regular Test	Hassan, Najma Jama	UKY3-031	5/10 (50%)
	Practice	Pupil, Test	UKY3-031	6/15 (40%)
41. Identify lines of symmetry	Practice	Hussain, Sumayah	UKY4-031	7/12 (58%)
	Practice	Shah, Surayya	UKY4-031	5/12 (42%)

Accelerated™
Maths Fluency

Accelerated™
Maths Fluency

Year-Level Benchmarks

MathsFacts in a Flash benchmarks help teachers identify which students are meeting year-level expectations for fact fluency. The year-level benchmarks are based upon information from The National Mathematics Advisory Panel 2008 Report and other authoritative sources. Research shows that students who meet maths facts benchmarks show extraordinary gains on general maths assessments.

MathsFacts in a Flash software includes default end-of-year benchmarks along with a default target date for meeting the benchmarks. However, if the default settings are not in alignment with your curriculum or local standards, they can be adjusted for a school by a school or school network administrator. Teachers can view the benchmark settings but cannot change them. The default benchmark levels are listed below and the default target date is April 1.

MathsFacts in a Flash Default End-of-Year Benchmarks

Benchmark (master by the end of)	MathsFacts Benchmark Level
Year 1	Multiplication by 2
Year 2	Review: Division by 5, 10
Year 3	Alternate Forms: Division by 3, 4, 6
Year 4	Review: +, -, ×, ÷, conversions

For schools that have not selected a benchmark for students in Years 5 – 12 (including the selection of "None"), the level Review: +, -, ×, ÷, conversions appears as the default fact fluency benchmark.

The end-of-year benchmarks inform two key reports in the Renaissance Place™ edition of MathsFacts in a Flash:

- Renaissance Place Dashboard
- Student Progress Report

The Renaissance Place Dashboard's MathsFacts in a Flash panel displays the percentage of students in each of three categories: those who have met benchmark, those who are working toward benchmark, and those who had placed above benchmark (and therefore had started working at a level beyond the year-level benchmark). The Student Progress Report graphs a student's overall progress within a school year toward mastering the year-level benchmark.

Accelerated™
Maths Fluency

MathsFacts UK Objectives		
AL1	1	Addition of 0 or 1 to a single-digit number
AL2	2	Addition to 10
AL6	3	Addition of 10 to a two-digit number
SL1	4	Subtraction of 0 or 1 from a single-digit number
SL2	5	Subtraction from 10
SL3	6	Alternate Forms: Subtraction 0, 1, from 10
RL4	7	Review Subtraction: Subtraction 0, 1, from 10
ML1	8	Multiplication by 0 or 1
ML2	9	Multiplication by 2
AL3	10	Addition to 20 with a single-digit number
AL4	11	Alternate Forms: Addition to 20
RL1	12	Review Addition: Addition to 20
AL5	13	Addition to 20 with a two-digit number
AL7	14	Addition of multiple of 10 to a two-digit number
AL8	15	Alternate Forms: Addition to multiples of 10
RL2	16	Addition Review 1
RL3	17	Addition Review 2
SL6	18	Subtraction of 10
SL7	19	Subtraction of a multiple of 10
RL5	20	Subtraction Review 1
ML3	21	Multiplication by 10
ML4	22	Alternate Forms: Multiplication by 0, 1, 2, 10
RL8	23	Multiplication Review: 0, 1, 2, 10
ML5	24	Multiplication by 5
DL1	25	Division by 1
DL2	26	Division by 2 of an even number to 20
RL13	27	Review: Division by 1, 2 to 20
DL3	28	Division by 5
DL4	29	Division by 10
DL5	30	Alternate Forms: Division by 1, 2, 5, 10
RL14	31	Review: Division by 5, 10
SL4	32	Subtraction of single-digit from two-digit number
SL5	33	Subtraction of two-digit from two-digit number

SL8	34	Alternate Forms: Subtraction up to two-digits
RL6	35	Subtraction Review 2
RL7	36	Review: +, -
ML6	37	Multiplication by 3 or 4
ML7	38	Alternate Forms: Multiplication by 3, 4, 5
RL9	39	Multiplication Review: 3, 4, 5
ML8	40	Multiplication by 6 or 7
DL6	41	Division by 3 or 4
DL7	42	Division by 6 or 7
DL9	43	Alternate Forms: Division by 3, 4, 6
ML9	44	Multiplication by 8 or 9
ML10	45	Alternate Forms: Multiplication by 6, 7, 8, 9
ML11	46	Square of a multiple of 10 to 100
RL10	47	Multiplication Review 1
RL11	48	Multiplication Review 2
RL12	49	Review: +, -, x
DL8	50	Division by 8 or 9
DL10	51	Alternate Forms: Division by 7, 8, 9
RL15	52	Division Review 1
RL16	53	Division Review 2
RL17	54	Review: +, -, x, ÷
CL1	55	Fractions to Decimals
CL2	56	Decimals to Fractions
RL18	57	Conversion Review
RL19	58	Review: +, -, x, ÷, conversions