

STAR ASSESSMENTS: NEW TOOLS FOR ALL

***An Update for School Committee
March 1, 2023***

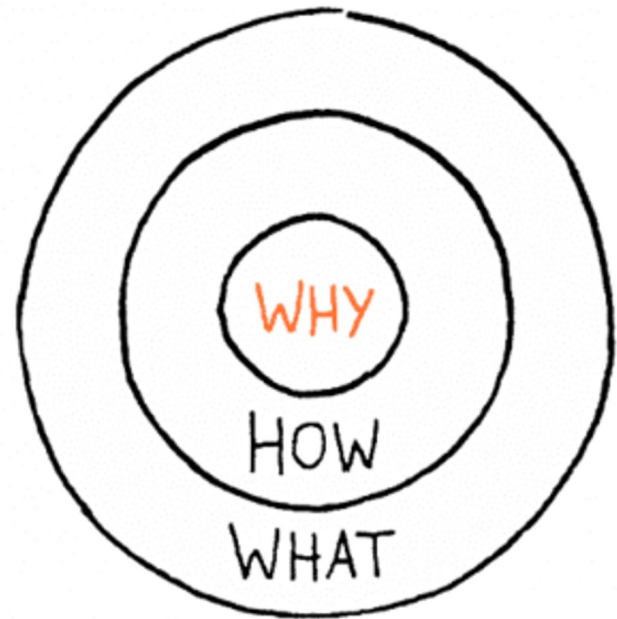
ARE OUR STUDENTS MEETING KEY TARGETS?

- Why we are implementing a universal screener
- What the Star assessment can tell us, and
- How the Star assessment is useful



INFORMATION EDUCATORS CAN USE

- Why we are implementing a universal screener
- What the Star assessment measures, and
- How the Star assessment is useful to us



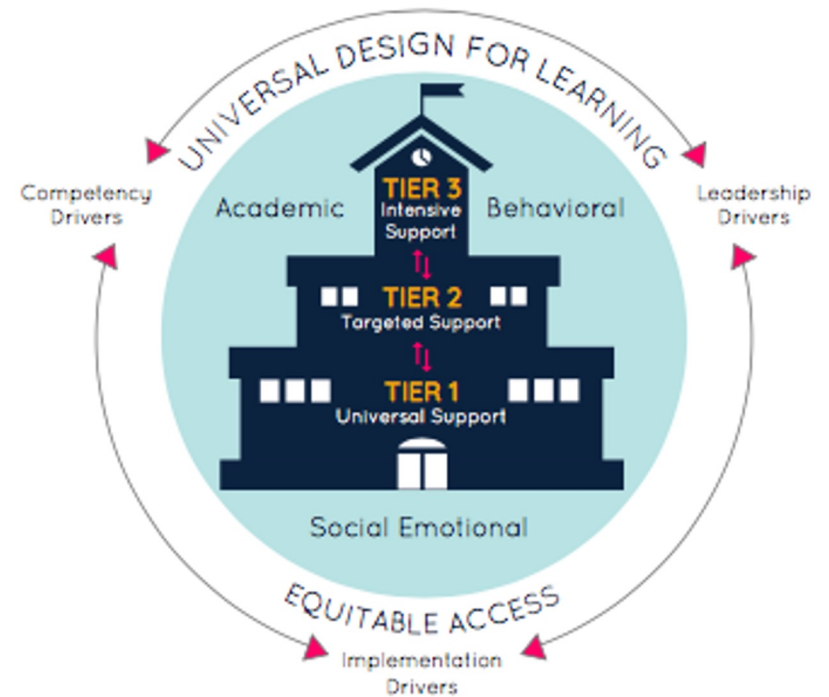
THIS TOOL ALIGNS WITH OUR STRATEGIC GOALS FOR 2022:

LEARNING ENVIRONMENTS WHERE EVERYONE'S SUCCESS MATTERS

- Create a common understanding of the benefits of inclusive schools and develop a shared, systematic approach to ensure that everyone has equitable access and opportunity for successful learning
- Ensure that all staff actively participate in professional development focused on inclusive and culturally proficient practices that improve learning and school cultures
- Analyze data related to academic performance and other indicators of success to identify existing gaps among populations; determine and implement action steps for improvement; and demonstrate success at closing these gaps

THE POWER OF A UNIVERSAL SCREENING TOOL

Universal screening is the systematic **assessment** of all students on academic and/or social-emotional indicators for the **purpose of** identifying students who are at-risk, and may require support that varies in terms of level, intensity, and duration.



STUDENTS' SKILLS ARE BUILT ON A SOLID FOUNDATION



Tier 3: The Core + Even more

Tier 2: The Core + More

Tier 1: The Core

Taken from the DESE's MTSS Mobilization Guide

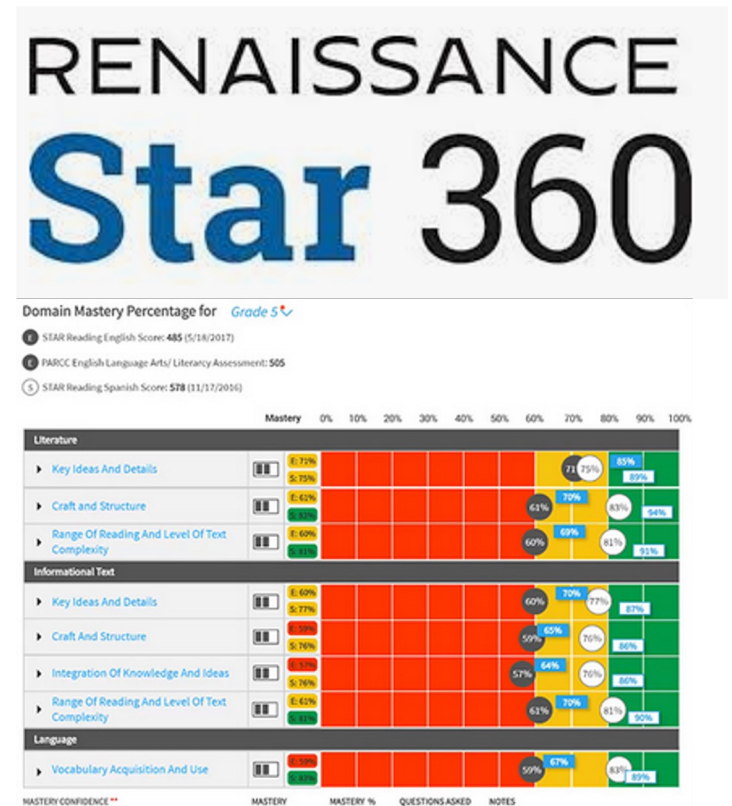
INFORMATION TEAMS CAN USE

- Most students take 15-20 minutes to complete each assessment.
- AFTER testing, educators will have the information they need to understand students' strengths and needs
- Teachers can assign work matched to needs within the platform- or not.



A GOOD TOOL ~ AT THE RIGHT TIME

- Why we are implementing a universal screener
- What the Star assessment does, and
- How the Star assessment will be useful to us



THE BASICS

Computer Adaptive Technology (CAT)

RENAISSANCE
Star Reading[®]

RENAISSANCE
Star Math[®]

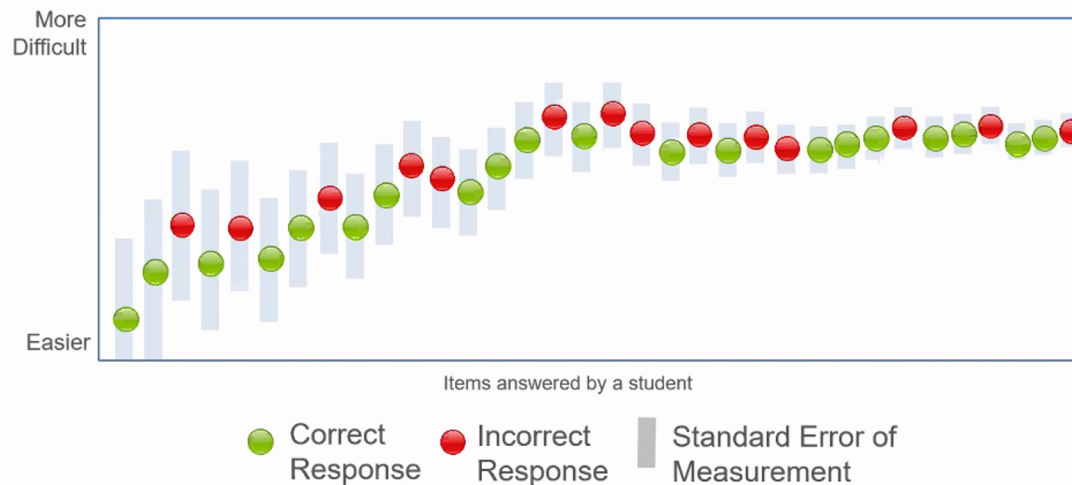
- Star Reading items assess skills in five key domains
- Star Math items assess skills in four broad domains
- 34 items
- Designed for students in grades 1-12
- Can be given to kindergarten students who have basic reading and math skills

RENAISSANCE
Star Early Literacy[®]

- Items assess skills within three domains – including early numeracy
- 27 items
- Designed for students in pre-K thru 3rd grade
- For beginning readers who do not read independently or need early literacy skills assessed

STAR IS AN ADAPTIVE SOFTWARE PROGRAM

How computer-adaptive testing works



- Responses to questions reveal student understanding
- The program adjusts based on student answers, both correct and incorrect- this takes time
- The program takes snapshots AND allows us to monitor progress between snapshots

A SCREENER SCORE IS A SNAPSHOT

What's the big picture?



- Math scores are recovering faster than reading.
- Students in upper grades have the biggest gaps.
- We need to consider multiple measures as we track student progress.
- We need to focus on both instruction AND intervention.

WHAT WILL WE LEARN?

Student performance is on the Star scale



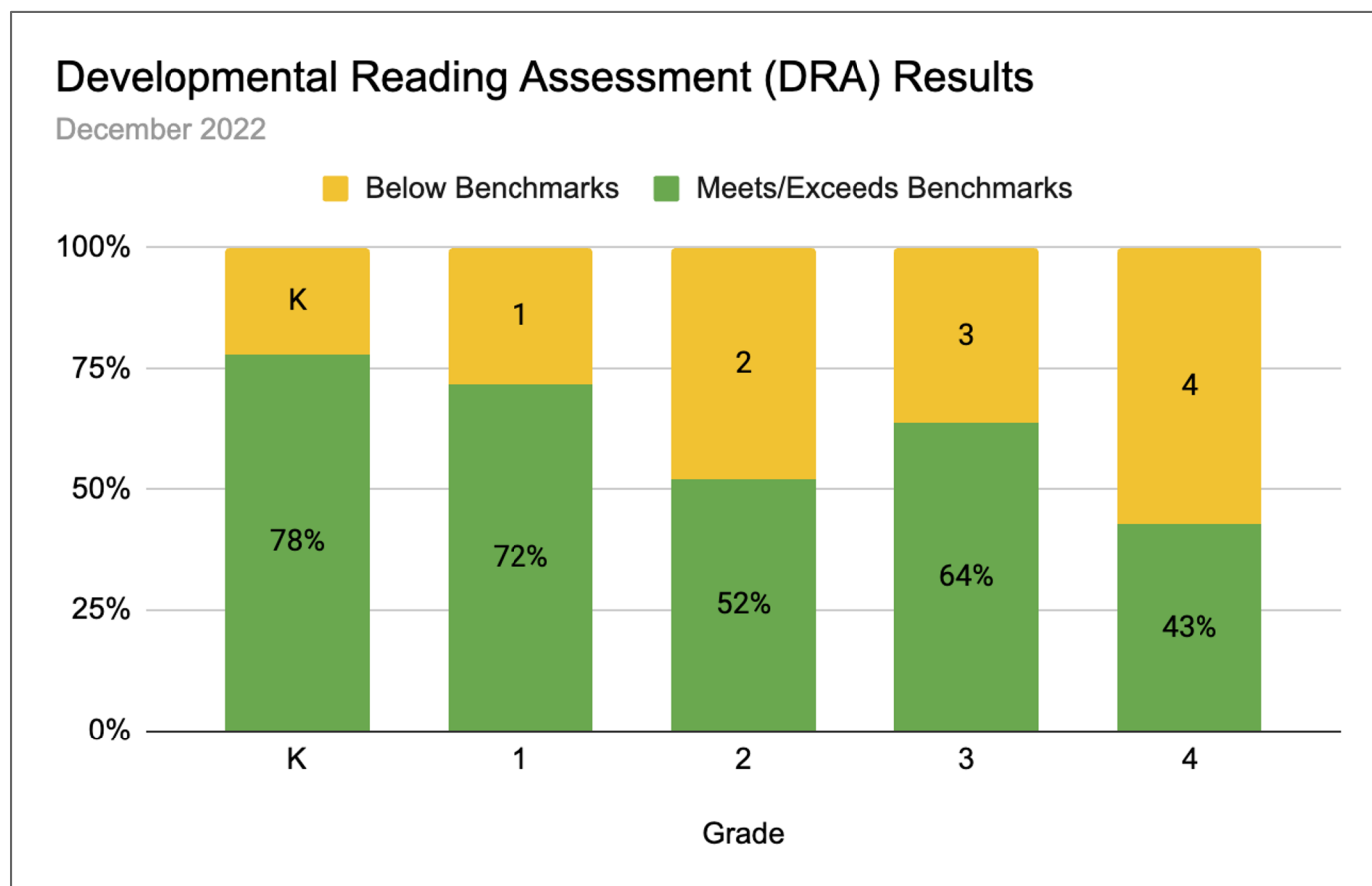
A TOOL TO HELP

- Why we are implementing a universal screener
- What the Star assessment is, and
- How the Star assessment will be useful to us



ASSESSMENT INFORMS INSTRUCTION

Elementary educators in use the Developmental Reading Assessment (DRA) to monitor progress for students in grades K-4



GROWING PRACTICE MEANS SHIFTING ASSESSMENT PRACTICE

Scarborough's Rope

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading

Fluent execution and
coordination of word
recognition and text
comprehension.

Word Recognition

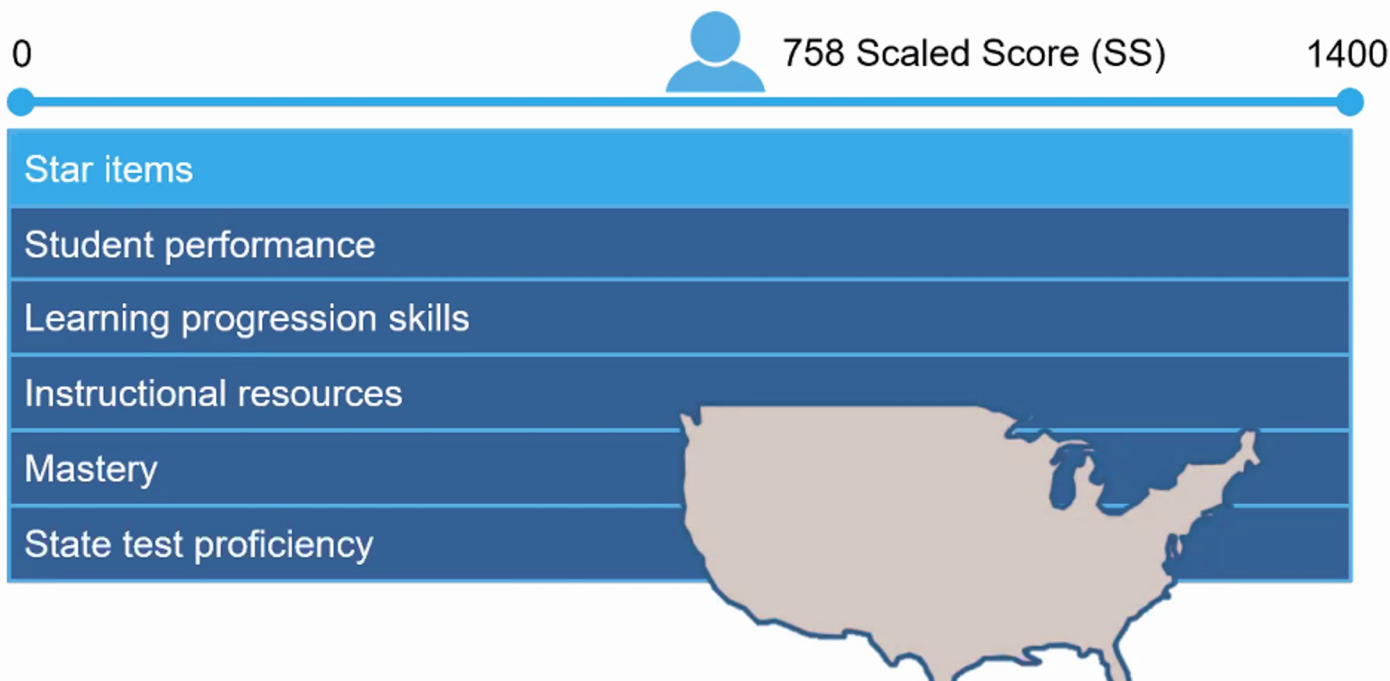
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

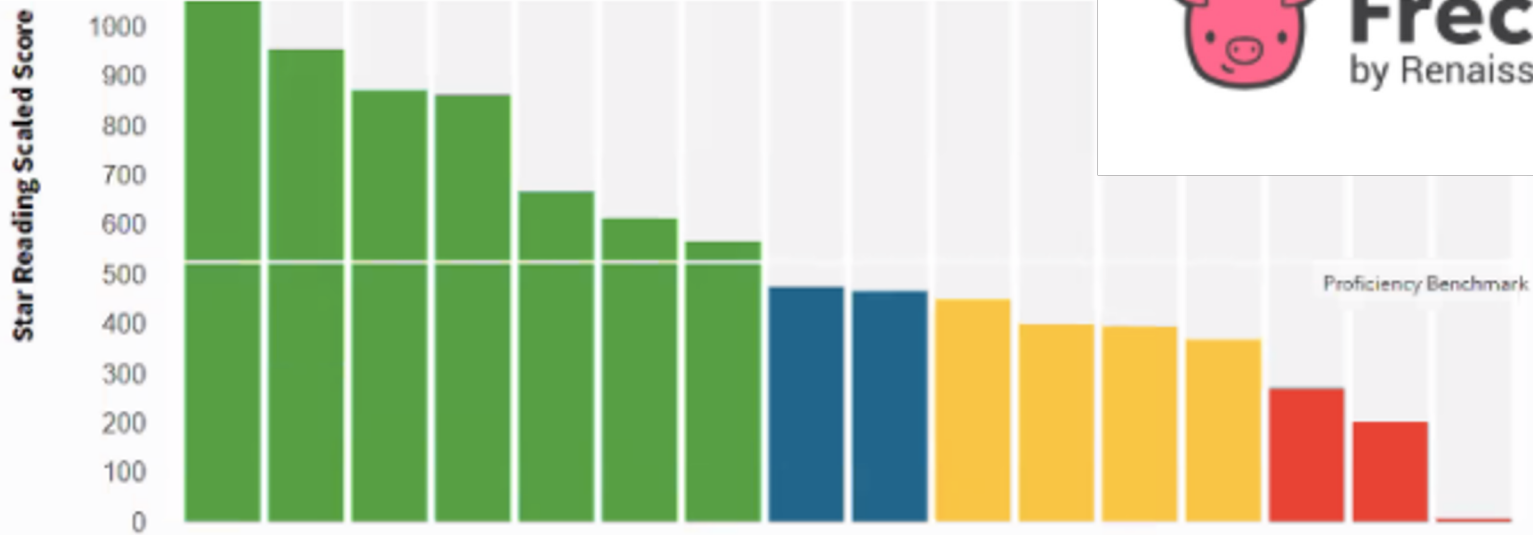
SCALED SCORES ALLOW US TO PREDICT SUCCESS OR STRUGGLE

State test proficiency categories are on the Star scale



DATA WE CAN USE

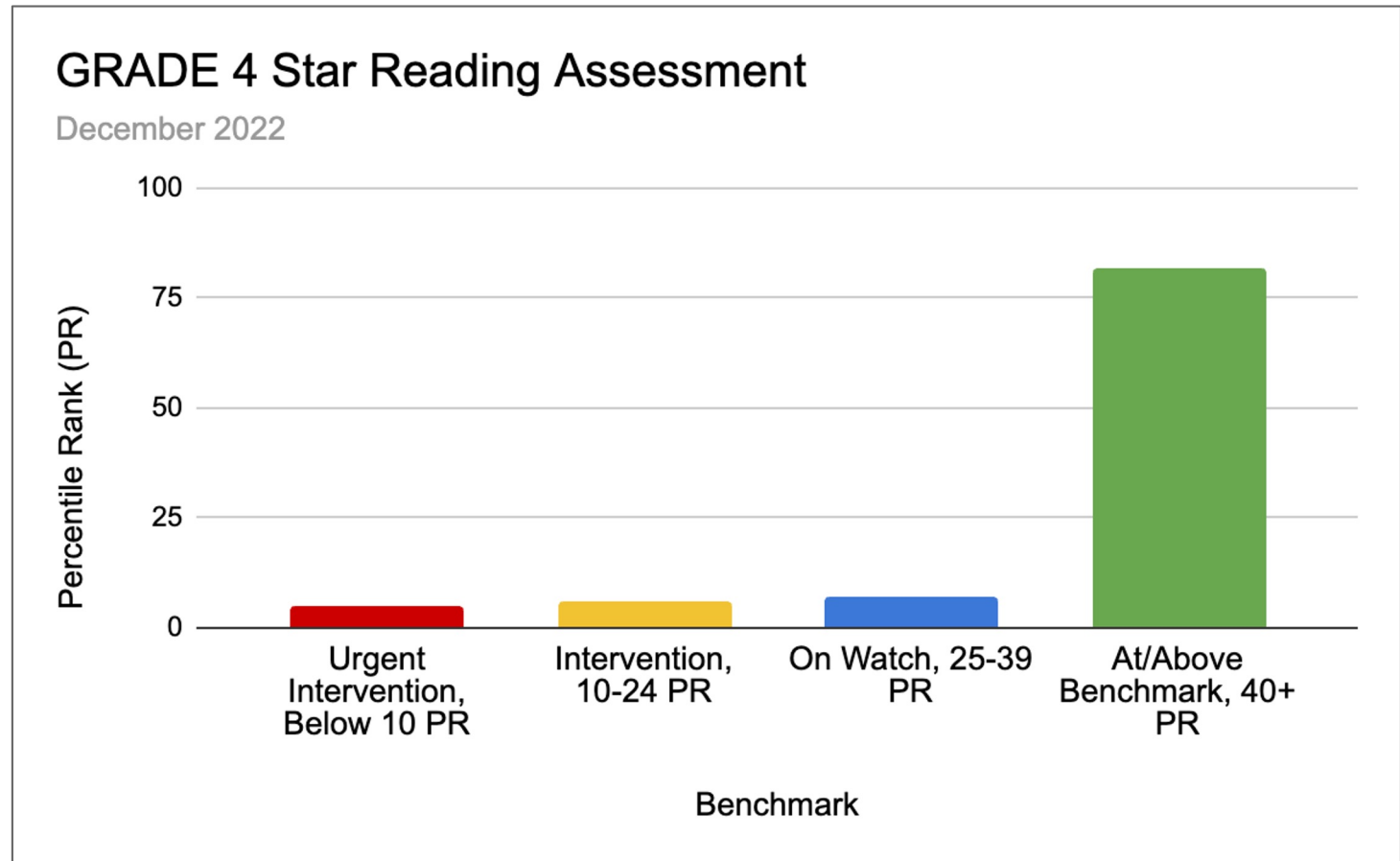
Each bar below represents a student:



| Categories/Levels | Current Benchmark | | Students | |
|-------------------|-------------------|-----------------|----------|---------|
| | Scaled Score | Percentile Rank | Number | Percent |
| | | | | |

STAR DATA FOR GRADE 4












- This graph shows the most recent Star Reading assessment results for Grade 4 students.
- Current Gr. 4 students missed foundational literacy instruction



INTERIM ASSESSMENTS

| 2022 MCAS | April STAR Reading | Fall STAR Reading | Winter STAR Reading | Fluency Screen (Lisa) | Fluency Screen | Fluency Screen | Phonics Screener |
|---------------------|--------------------|-------------------|---------------------|-----------------------|----------------|----------------|-----------------------|
| | PR | PR | PR | Rate Spring | Rate Fall | MAZE | |
| 494 / PM | 22 | 25 | 42 | 86 | 108 | 18 | Screened - secure |
| 485 | 17 | 19 | 15 | 132 | 120 | 20 | |
| 476 / PM | 22 | 2 | 20 | 148 | 110 | 22 | |
| 494 / PM | 23 | 12 | 30 | 127 | 139 | 24 | |
| 483 / PM | 5 | 10 | 8 | 123 | 105 | 12.5 | Screened - not secure |
| 483 / PM | | 12 | 26 | | 120 | 16 | |
| | new | 22 | 47 | | 134 | 23.5 | |
| 481 / PM | 26 | 9 | 44 | 134 | 138 | 25 | |
| 490 / PM | 14 | 8 | 16 | 163 | 104 | 8 | |
| 506 / M | 16 | 4 | 4 | 117 | 116 | 13.5 | Screened - secure |
| 454 / NM | 14 | 9 | 24 | Yellow | | | |
| 492 / PM | 39 | 14 | 47 | N/A | 127 | 31 | |
| 479 / PM | 5 | 6 | 38 | 132 | 116 | 26 | |
| 465 / NM | 18 | 19 | 9 | 94 | 109 | 19 | |
| 481 / PM | 28 | 10 | 36 | | 147 | 19 | |
| | new | 14 | 25 | new | 87 | 14 | Screened - secure |
| 469 / NM | 30 | 6 | 18 | | 78 | 22 | |
| 483 / PM | 16 | 22 | 28 | 142 | 106 | 25 | |
| | new | 6 | 16 | new | 101 | 15 | |
| 492 / PM | 21 | 47 | 8 | 443 | | | |
| 481 / PM | 30 | 19 | 20 | N/A | 131 | 32 | |
| 472 / PM | 16 | 6 | 19 | 142 | | | |
| 492 / PM | 22 | 18 | 20 | 135 | 141 | 22.5 | |
| | new | 16 | 8 | new | 103 | 10 | |

INTERIM ASSESSMENTS

| | | |
|---|---|--|
| K |  812 / 90 Early Literacy 12/16/22 |  15 Phoneme Segmentation 12/16/22 |
| K |  930 / 99 Reading 12/16/22 |  117  Passage Oral Reading - 12/16/22 |
| K |  729 / 48 Early Literacy 12/16/22 |  9 Receptive Nonsense Words 12/21/22 |
| K |  731 / 49 Early Literacy 12/19/22 |  30 Rapid Letter Naming 1/9/23 |
| K |  919 / 99 Early Literacy 12/16/22 |  53 Rapid Letter Naming 12/19/22 |

| Grade | Reading Measures That Have Benchmarks |
|--------------|---|
| Kindergarten | <ul style="list-style-type: none"> • Letter Sounds* • Phoneme Segmentation • Letter Naming • Receptive Nonsense Words |
| Grade 1 | <ul style="list-style-type: none"> • Letter Sounds (Fall only) • Expressive Nonsense Words • Phoneme Segmentation • Passage Oral Reading (Grade 1)* |

STAR ALLOWS US TO TRACK PROGRESS FOR ALL STUDENTS K-8

Having this information in one platform makes managing intervention more efficient, and connects educator teams across levels and roles.

| Grade | Reading Measures That Have Benchmarks | Math Measures That Have Benchmarks |
|--------------|---|---|
| Kindergarten | <ul style="list-style-type: none"> • Letter Sounds* • Phoneme Segmentation • Letter Naming • Receptive Nonsense Words | <ul style="list-style-type: none"> • Numeral Recognition* • Quantity Comparison |
| Grade 1 | <ul style="list-style-type: none"> • Letter Sounds (Fall only) • Expressive Nonsense Words • Phoneme Segmentation • Passage Oral Reading (Grade 1)* | <ul style="list-style-type: none"> • Numeral Recognition (Fall only) • Quantity Comparison* • Addition to 10 |
| Grade 2 | <ul style="list-style-type: none"> • Expressive Nonsense Words • Passage Oral Reading (Grade 2)* | <ul style="list-style-type: none"> • Addition to 10 • Addition to 20* • Subtraction from 10 |
| Grade 3 | <ul style="list-style-type: none"> • Passage Oral Reading (Grade 3)* | <ul style="list-style-type: none"> • Subtraction from 10 • Mixed Addition and Subtraction* • Multiplication to 100 |
| Grade 4 | <ul style="list-style-type: none"> • Passage Oral Reading (Grade 4)* | N/A |
| Grade 5 | <ul style="list-style-type: none"> • Passage Oral Reading (Grade 5)* | N/A |
| Grade 6 | <ul style="list-style-type: none"> • Passage Oral Reading (Grade 6)* | N/A |

* Recommended screening measure for the grade and subject. For Passage Oral Reading, only passages at the student's grade have benchmarks.

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Tier 2: The Core + More

Tier 1: The Core

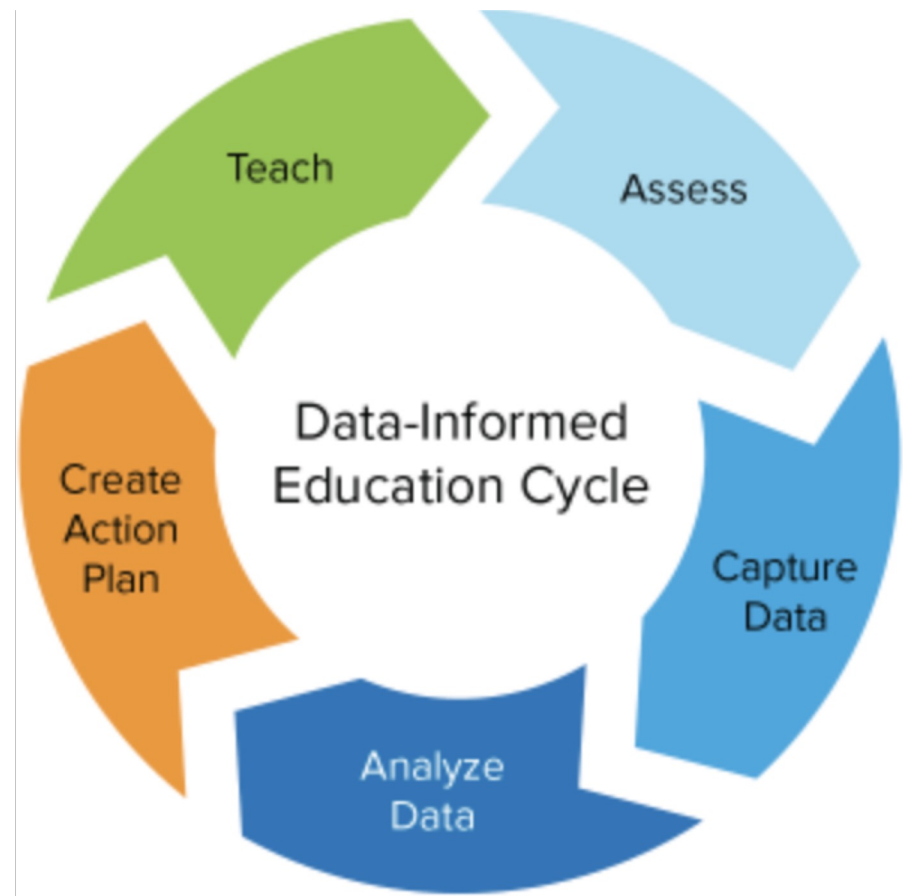
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WHAT'S NEXT?

Next Administration Windows

April 2023

June 2023



QUESTIONS?

