

RENAISSANCE



A global leader in
pre-K-12 education technology

A young woman with dark, curly hair is smiling broadly while holding a tablet. She is wearing a mustard-colored sweater. In the background, several other people are seated, some looking at their phones or documents, suggesting a meeting or workshop setting. The overall atmosphere is positive and collaborative.

Reports and Data Conversations for Kindergarten Parents

Isabel Turner/ Renaissance

Melissa Beck/ MDE

RENAISSANCE

Isabel Turner

Project Manager



Location: Clermont, Florida

Email: Isabel.Turner@renaissance.com

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

Melissa Beck

K-3 Assessment Coordinator



Location: Brandon, Mississippi

Email: mbeck@mdek12.org

- Three facts:**
- I love to travel.
 - My family enjoys the outdoors.
 - I grew up in New Orleans.



Our mission

“To accelerate learning for all children and adults of all ability levels and ethnic and social backgrounds, worldwide.”

Resources and support

We are here for you!

- Email: support@renaissance.com
- Phone: 800-338-4204
- Live Chat
- In-product help
- Product updates: renaissance.com/product-updates



Ensure a successful learning experience!

Be here now.

Take an inquiry
stance.

Assume positive
intentions and
take responsibility
for impact.

Use the chat to tell us your thoughts or what you learned.



Learning Outcomes

After completing today's session, all participants will be able to:

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



Agenda

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

Which Reports Are Available?

Getting Started

Understanding our tools

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



Resource help

There is a wealth of support on this page:
https://mdek12.org/OSA/K_Readiness

Key resources:

1. Pre-K and Kindergarten Reading Activities
2. 2020 Kindergarten Readiness Training slides
3. Access to the portal

The screenshot shows a webpage titled "Resources" with a list of links. A circular callout with the number "1" points to the "Pre-K and Kindergarten Reading Activities" link. Below the list is the "STRONG READERS STRONG LEADERS MISSISSIPPI" logo, which features a graduation cap with a star and an open book with colorful rays. Below the logo is a "Training" section with a callout "2" pointing to the "2020 Kindergarten Readiness Training Video" link. Below that is a "Guidance" section and an "Early Learning Collaboratives" section. At the bottom, a "K-Readiness Portal" dropdown menu is open, with a callout "3" pointing to the "Administrator" link.

Resources

- [System Requirements](#)
- [K-Readiness Practice Site](#)
- [Visually Impaired](#)
- [MKAS2 Accessibility Features and Accommodations](#)
- [K-Readiness Assessment Next Steps](#)
- [K-Readiness Assessment TAM](#)
- [K-Readiness Implementation Guide](#)
- [K-Readiness Spanish Reports](#)
- [K-Readiness User Interface Changes](#)
- [Kindergarten Literacy Readiness Indicators](#)
- [Introduction to Computer Use](#)
- [Pre-K and Kindergarten Reading Activities](#)
- [STAR Early Literacy Pretest Instructions](#)
- [Score Definitions](#)
- [Literacy Focus Skills](#)

**STRONG READERS
STRONG LEADERS
MISSISSIPPI**

Training

- [2020 Kindergarten Readiness Training Video](#)
- [2020 Kindergarten Readiness Training Slides](#)
- [DTC Webinar FAQ](#)

Guidance

- [Universal Screening and Kindergarten Readiness September 3, 2020](#)
- [Administering Kindergarten Readiness Remotely Teacher Guide August 14, 2020](#)
- [Administering Kindergarten Readiness Remotely Family Guide \(English\) August 14, 2020](#)
- [Administering Kindergarten Readiness Remotely Family Guide \(Spanish\) August 26, 2020](#)

Early Learning Collaboratives

- [ELC SharePoint](#)
- [ELC Renaissance Site](#)
- [2020 ELC Training Video](#)
- [2020 ELC Training Slides](#)

3 **K-Readiness Portal**

- [Administrator](#)
- [Student](#)

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: 540
 - Literacy Classification: Late Emergent Reader



Test Date: 03/09/2021

School: [REDACTED]

Teacher: [REDACTED]

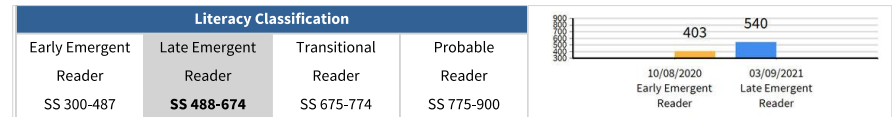
Dear Parent or Guardian of [REDACTED]:

Your child has just taken a STAR Early Literacy assessment on the computer. STAR Early Literacy measures your child's proficiency in up to nine areas that are important in reading development. This report summarizes your child's scores on the assessment. As with any assessment, many factors can affect your child's scores. It is important to understand that these scores provide only one picture of how your child is doing in school.

Scaled Score: 540

The Scaled Score is the overall score that your child received on the STAR Early Literacy assessment. It is calculated based on both the difficulty of the questions and the number of correct responses. Scaled Scores in STAR Early Literacy range from 300 to 900 and span the grades Pre-K through 3.

[REDACTED] obtained a Scaled Score of 540. This is an increase of 137 Scaled Score points from the Scaled Score of 403 that [REDACTED] obtained on his or her initial assessment. A Scaled Score of 540 means that Raydan is at the Late Emergent Reader stage.



At the Late Emergent Reader stage, children can rapidly identify the letters of the alphabet and can match most of the letters to their sounds. They are beginning to "read" picture books and familiar words around their home. Through repeated reading of favorite books with an adult, children at this stage are building their vocabularies, listening skills, and understandings of print.

[REDACTED] recognizes some printed words and can write his or her name. He or she is likely learning to separate spoken words into smaller parts, such as m- and -at for "mat" and then to blend the sounds together to say the words. [REDACTED] is probably also beginning to sound out simple printed words. With his or her growing knowledge of letter sounds and word structure, [REDACTED] is starting to get meaning from text.

You can help develop your child's early literacy skills by reading engaging, predictable books to and with your child. To encourage [REDACTED] to voice his or her own ideas, talk with [REDACTED] about what you've read, seen, heard, or done together. [REDACTED] would also benefit from games that build an awareness of sounds and letters, such as rhyming games or games that involve sorting words by first letter, last letter, or sound..

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: _____

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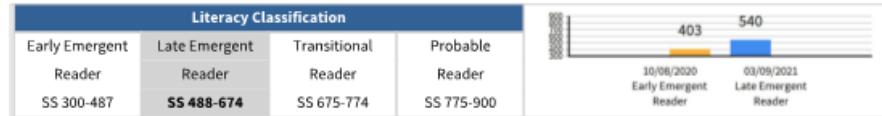
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If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Teacher Signature: _____ Date: _____

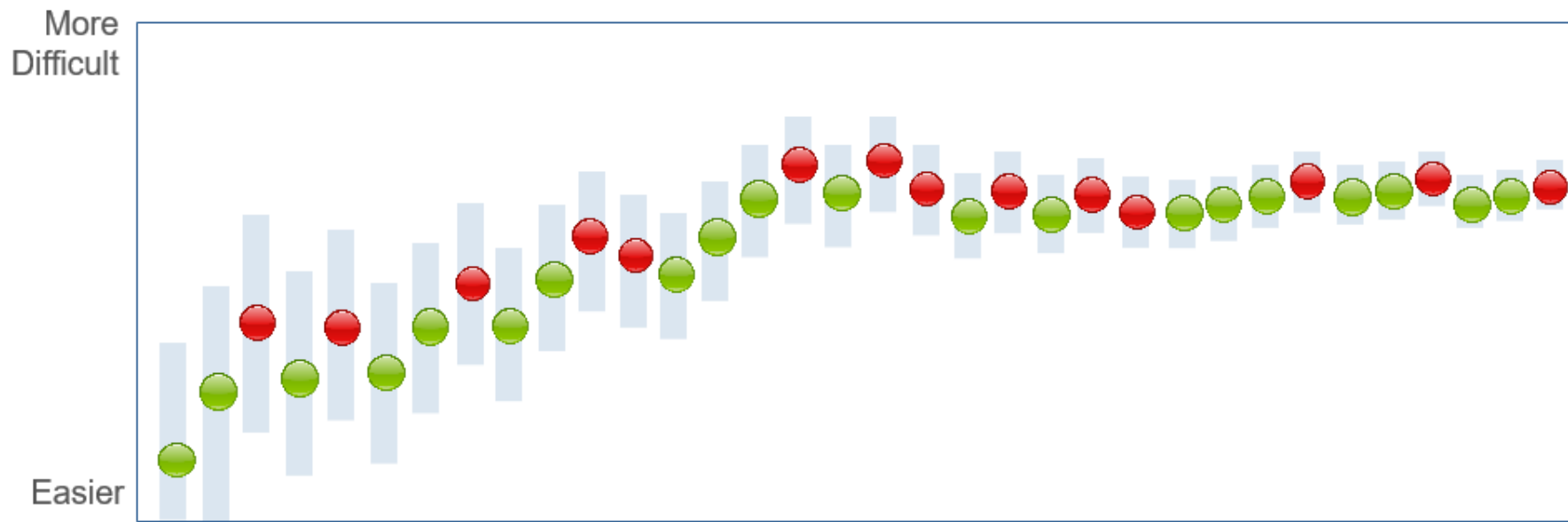
Parent Signature: _____ Date: _____

Understanding the Metrics

Star items are on the Star scale



How computer-adaptive testing works



Items answered by a student

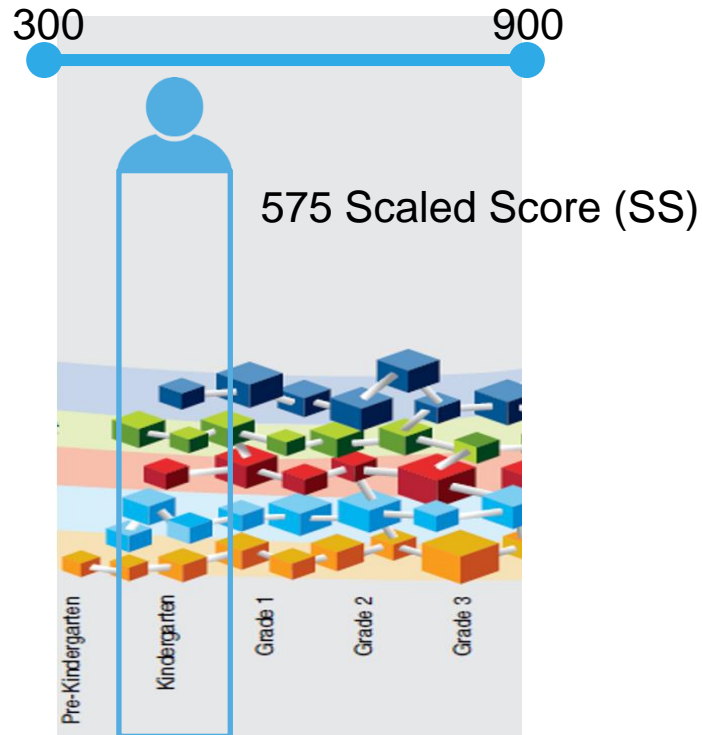
- Correct Response
- Incorrect Response
- Standard Error of Measurement

Scaled Score (SS)

Shows where a student falls on the learning progression

Learning progression

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



Literacy Classifications

What do they mean?

- Literacy classification information can be found here: <https://help2.renaissance.com/US/PDF/SEL/SELScoreDefinitions.pdf>
- Look at the document—What does it mean to be an Early Emergent Reader or Late Emergent Reader?
- In the example we used before, the student had a Scaled Score of 540 and a Literacy Classification of Late Emergent reader. Would you feel confident having a data conversation with a parent with this information?
- Common Myths about Literacy Classifications.



How do scores change over time?





Look at the image below

Star Early Literacy Enterprise Benchmarks and Cut Scores^a

a. The Star Early Literacy benchmarks are based on 2017 norms.

b. Below 10 - Urgent Intervention; Below 25 - Intervention; At/Above 40 - Benchmark.

c. Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1–3.

Grade	Percentile ^b	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c
Urgent Intervention	 10	405	-	461	-	532	←
Intervention	 20	440	-	502	-	576	-
On Watch	 25	455	-	520	←	593	-
At/Above Benchmark	 40	499	-	570	←	644	-
K	50	521	←	595	-	671	-
	60	547	←	621	-	695	-
	75	591	-	671	-	741	-
	90	665	-	738	-	794	-

Instructional Planning Report

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

School: [REDACTED]

Teacher: [REDACTED]

Grade Level: K

Test Results

Current SS (Scaled Score): 540 **Test Date:** 03/09/2021 **Test Window:** KG-PostTest (03/08/2021-05/14/2021)

Literacy Classification: Late Emergent Reader

Suggested Skills

[REDACTED]'s STAR Early Literacy scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for him/her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Domain

Word Knowledge and Skills

This score suggests [REDACTED] has an understanding of the sounds of letters. Based on this score, [REDACTED] should practice blending and segmenting first word parts and then initial, medial, and final phonemes.

Understand that blending phonemes produces words (e.g., blend the sounds sh- and -ip and choose the word's picture from a ship, a shower, and a lip) and that the sounds in words can be segmented

» Identify 2- and 3-syllable patterns in spoken words by blending, counting, and segmenting syllables (e.g., tar-get makes the word target)

Identify VC or CVC words by blending phonemes including consonant blends (e.g., Listen carefully to what I say: sh-oe. Pick the picture whose name I say: /sh/ /oo/.)

» Identify initial and final phonemes in spoken words (e.g., heart has the same beginning sound as head; boot has a different ending sound than bean)

Recognize consonant-blend sounds by distinguishing between single-syllable spoken words (e.g., pick the picture whose name begins with /st/ from the pictures of stairs, soup, swing)

Comprehension Strategies and Constructing Meaning

This score suggests [REDACTED] has the ability to listen and retain what has been heard in the short term. Based on this score, [REDACTED] should practice identifying the topic after listening to a short passage.

Identify the topic of a text

Ask and answer questions about a text's key details (e.g., what is the cow doing in "Good Night Moon"?)

Recognize temporal sequence (e.g., first, next, last)

Recognize that a sentence begins with a capital letter and ends with a period

» Predict recurring wording (e.g., "Sam I am" from "Green Eggs and Ham")

Instructional Planning Report

Is this student meeting grade level mastery?

Which skills are recommended?



School: [REDACTED]
Teacher: [REDACTED]

Grade Level: K

Test Results

Current SS (Scaled Score): 540 **Test Date:** 03/09/2021 **Test Window:** KG-PostTest (03/08/2021-05/14/2021)

Literacy Classification: Late Emergent Reader

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[REDACTED]'s STAR Early Literacy scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for him/her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

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<p>Word Knowledge and Skills</p> <p>This score suggests [REDACTED] has an understanding of the sounds of letters. Based on this score, [REDACTED] should practice blending and segmenting first word parts and then initial, medial, and final phonemes.</p> <p>Understand that blending phonemes produces words (e.g., blend the sounds sh- and -ip and choose the word's picture from a ship, a shower, and a lip) and that the sounds in words can be segmented</p> <p>» Identify 2- and 3-syllable patterns in spoken words by blending, counting, and segmenting syllables (e.g., tar-get makes the word target)</p> <p>Identify VC or CVC words by blending phonemes including consonant blends (e.g., Listen carefully to what I say: sh-oe. Pick the picture whose name I say: /sh/ /oo/.)</p> <p>» Identify initial and final phonemes in spoken words (e.g., heart has the same beginning sound as head; boot has a different ending sound than bean)</p> <p>Recognize consonant-blend sounds by distinguishing between single-syllable spoken words (e.g., pick the picture whose name begins with /st/ from the pictures of stairs, soup, swing)</p>
<p>Comprehension Strategies and Constructing Meaning</p> <p>This score suggests [REDACTED] has the ability to listen and retain what has been heard in the short term. Based on this score, [REDACTED] should practice identifying the topic after listening to a short passage.</p> <p>Identify the topic of a text</p> <p>Ask and answer questions about a text's key details (e.g., what is the cow doing in "Good Night Moon"?)</p> <p>Recognize temporal sequence (e.g., first, next, last)</p> <p>Recognize that a sentence begins with a capital letter and ends with a period</p> <p>» Predict recurring wording (e.g., "Sam I am" from "Green Eggs and Ham")</p>

Focus Skills

How are they identified, and why are they important?

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



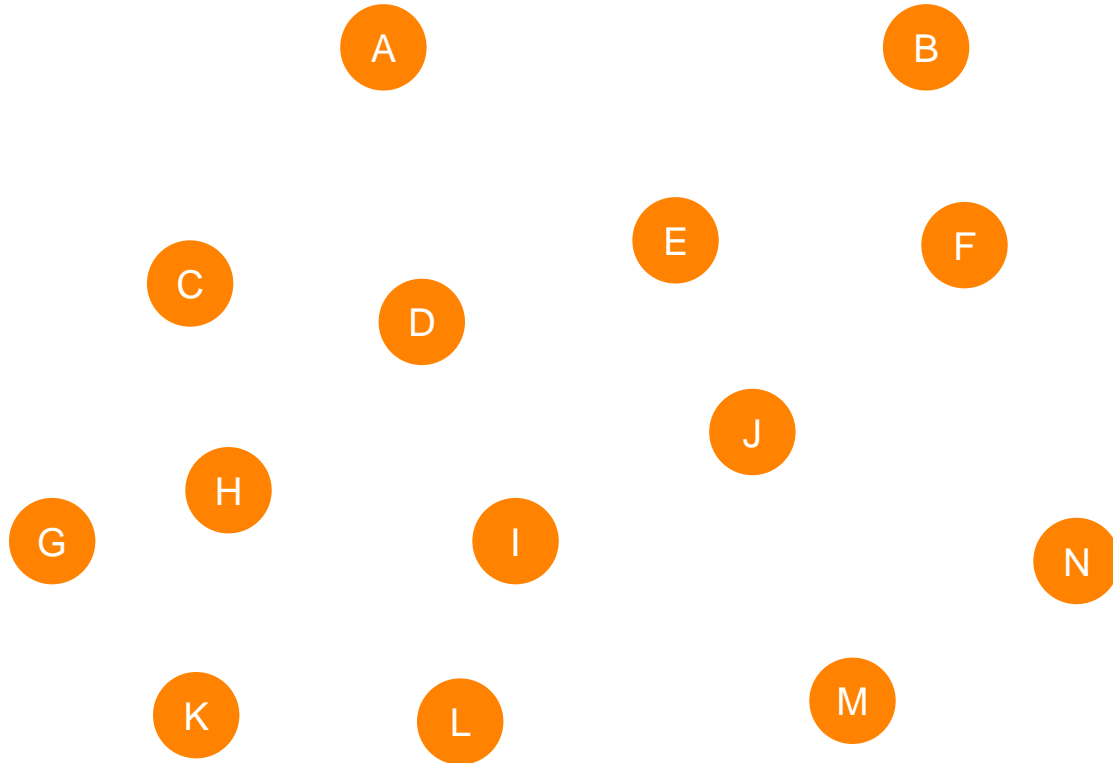
Making Deeper Connections

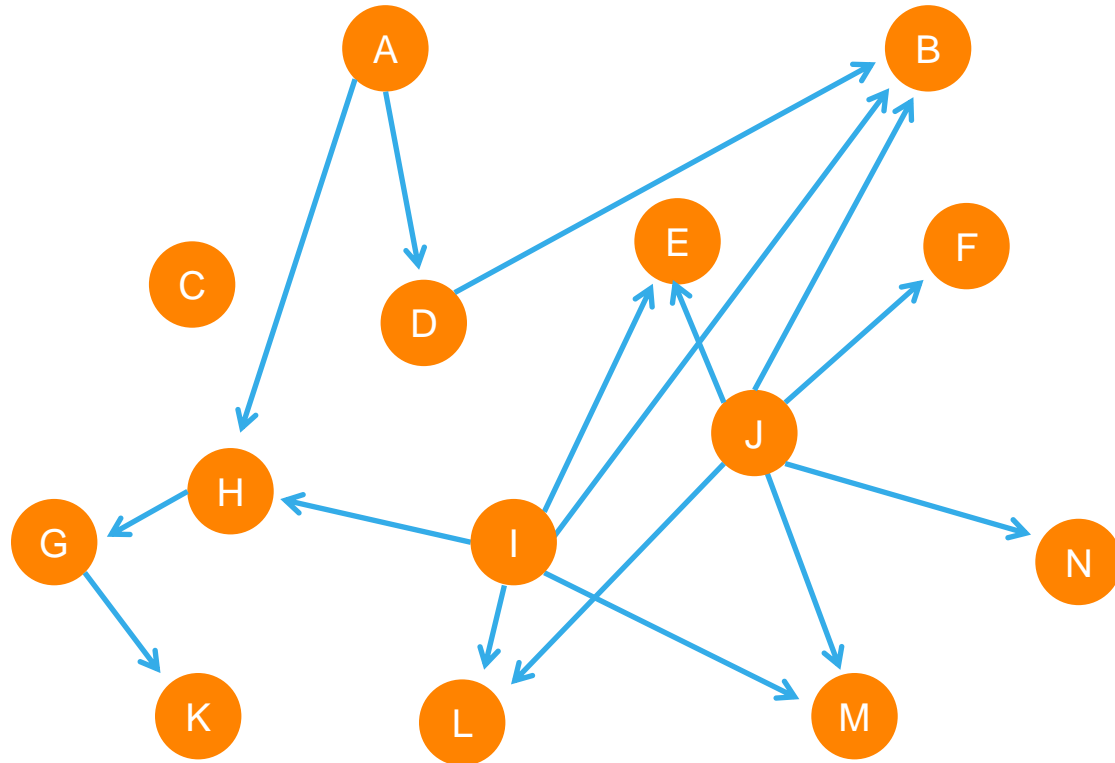
Focus Skills explained

Focus Skills are “non-negotiable”



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





Preparing for a Parent Conference with Data

Putting it together

Focus Skills and Data Conversations

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



Helping parents succeed at home.

What suggestions can you offer?

- Thinking about one skill set area—where can you get suggestions for skill practice at home?
 - On the resource portal - [Pre-K and K reading activities](#)
 - And <https://strongreadersms.com/>
- Pull up these lists and browse the resources. What stood out to you?



Practice a Parent Data Conversation

Using a Parent report and Instructional planning report for one child:

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



Next steps!

A large, empty rectangular box with a thin black border, intended for users to write their next steps.

Reflection and Next steps

Wrap up and debrief / Putting it together

Reflection

- Do you feel confident having a data-informed conversation with parents using the Kindergarten Readiness Assessment data? Why or why not?
- Do you know where to go for help?
- What other information do you need?



Thank you!

Join the conversation



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