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pre-K–12 education technology**

A group of people, including a smiling woman with curly hair, in a meeting setting. The woman in the foreground is wearing a mustard-colored sweater and is looking towards a man on the right who is wearing a blue plaid shirt. In the background, there are other people, including a woman in a pink jacket and a woman in a white top, who appear to be engaged in a discussion. The setting is a modern office or meeting room with large windows and a glass partition.

# End of Year Data Conversations for Pre-K Parents and Teachers

Isabel Turner/ Renaissance

LaTessa Long / Early Learning Collaborative Coordinator

Elizabeth Stone Grimes / Early Learning Collaborative Coordinator

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# Isabel Turner

Project Manager



**Location:** Clermont, Florida

**Email:** Isabel.turner@renaissance.com

- Three facts:**
- I love cycling
  - My family loves to camp
  - My favorite food is BBQ

# LaTessa Long

Early Learning Collaborative Coordinator



**Location:** Jackson, Mississippi

**Email:** [lalong@mdek12.org](mailto:lalong@mdek12.org)

- Three facts:**
- Love outdoors
  - Love traveling
  - Love to attend football games

# Elizabeth Stone Grimes

Early Learning Collaborative Coordinator



**Location:** Starkville, MS

**Email:** estone@mdek12.org

**Three facts:**

- I love 90s hip hop
- I enjoy the beach/tropical vacations
- I have a watched the Young and the Restless since I was in junior high.



## Our mission

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

# Resources and support

## We are here for you!

- Email: [support@renaissance.com](mailto:support@renaissance.com)
- Phone: 800-338-4204
- Live Chat
- In-product help
- Product updates: [renaissance.com/product-updates](https://renaissance.com/product-updates)



# Ensure a successful learning experience!

Be here now.

Take an inquiry  
stance.

Assume positive  
intentions and  
take responsibility  
for impact.



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



# Learning Outcomes

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

- Locate and use the Parent Report, Score Summary Report and the Diagnostic Report.
- Have a data discussion with parents about their child's end of year progress.
- Make suggestions for skill practice at home.



# Agenda

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

# Which Reports Are Available?

# Getting Started

## Understanding our tools

- What data do you currently provide your parents?
- How do you currently discuss end of year Pre-K assessments with them?
- Which reports from the Kindergarten Readiness Assessment have you used to explain student progress?



# Resource help

There is a wealth of support on this page:  
[https://mdek12.org/OSA/K\\_Readiness](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 green circle with the number "1" is next to the first item, "System Requirements". Below the list is the "STRONG READERS STRONG LEADERS MISSISSIPPI" logo, which features a graduation cap and an open book. Below the logo is a "Training" section with a green circle and the number "2" next to the first item, "2020 Kindergarten Readiness Training Video". Below that is a "Guidance" section. At the bottom, there is a "K-Readiness Portal" section with a green circle and the number "3" next to it, containing links for "Administrator" and "Student".

**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](#)

**K-Readiness Portal**

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

# Resource help

There is a wealth of support on this page:

<https://www.mdek12.org/EC>

Key resources:

1. Family Engagement Calendar and enrichment activities.
2. Transition to Kindergarten resources.

1

2

## Early Childhood

The Office of Early Childhood is committed to accelerating student achievement for every child in Mississippi. We accomplish this goal by helping school districts and families improve the readiness and reading achievement of Mississippi students starting in preschool.

### Back-to-School Resources

[Teacher Certification and Suspension of Praxis for Early Childhood](#)

[Social Distancing Strategies in the Classroom](#)

[Back-to-School Family Guide](#)

[Virtual Teaching and Learning Strategies for Early Childhood](#)

[Family Engagement Calendar](#)

[Family Enrichment Activities](#)

[MPB Classroom TV Episodes](#)

### Program Administration and Evaluation

[Guidelines and Standards](#)

[Effectiveness Evaluation Plan](#)

[Best Practices Checklists and Observational Checklists](#)

[Classroom Assessment Scoring System \(CLASS\)](#)

[Tools and Supports](#)

[Early Learning Collaboratives](#)

### Supporting Students and Families

[Pre-K English Learner Resources](#)

[Transition to Kindergarten](#)

### Elementary Education and Reading

[601-359-2586](#)

[Staff](#)

[FAQ](#)

### Services

[Academic Standards](#)

[Arts: Dance, Media Arts, Music, Theatre, Visual Arts](#)

[Business & Technology \(Academic\)](#)

[Career and Technical Education](#)

[Driver Education](#)

[Early Childhood](#)

[English Language Arts](#)

[Health](#)

[Mathematics](#)

[Physical Education](#)

[Science](#)

[Social Studies](#)

[World Languages](#)

### Links

[Academic and Career](#)

# 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: 500

## Dear Parent or Guardian,

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

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

Here are some skills you can work on at home.

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

If you have any questions, please contact me.

Thank you for supporting your child's reading progress.

Sincerely,



# Which reports are available?

## Understanding the Parent Report

- Depending on your role, you may need to ask for these reports to be printed out.
- What does the data show? Look at the example provided.
- Understanding key data points
  - Scaled Score: 538
  - Literacy Classification: Late Emergent Reader



### Parent Report for [REDACTED]

Printed Monday, March 29, 2021 9:30:38 AM

School: [REDACTED]  
Teacher: [REDACTED]  
Class: [REDACTED]

Test Date: February 11, 2021 8:32 AM

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: 538**

**Lexile® Range: -**

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 538. This is an increase of 120 from the Scaled Score of 418 that [REDACTED] obtained on his initial assessment. Scaled Scores relate to three developmental stages: Emergent Reader (300 - 674), Transitional Reader (675-774), and Probable Reader (775 - 900). A Scaled Score of 538 means that [REDACTED] is at the Emergent Reader stage. A Lexile® range spans 100L below to 50L above an individual's Lexile measure, and is the optimal range for successful reading practice. A Lexile Measure below BR400L is reported for progress monitoring purposes only. A score below BR400L should not be used to match readers with text, therefore a Lexile range will not be reported.

Date Tested	Scaled Score	Emergent Reader				Trans. Reader	Probable Reader	
		300	400	500	600	700	800	
10/07/20	418			◆				Initial Test Scaled Score
02/11/21	538						◆	Last Test Scaled Score

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 name. He 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 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 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: \_\_\_\_\_

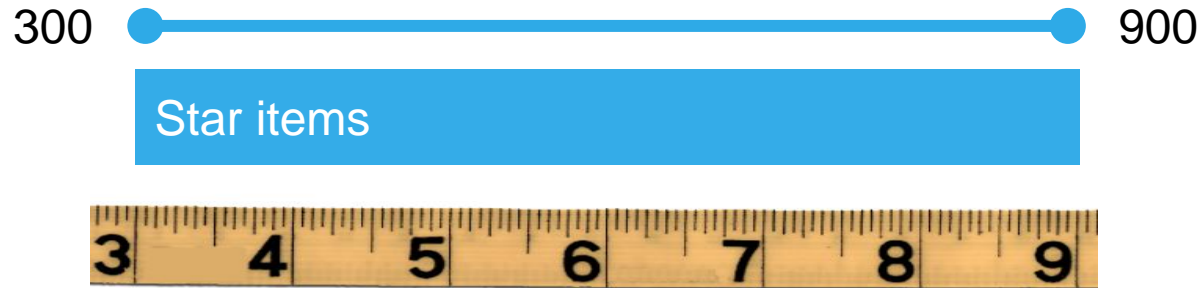
# Understanding the Reports

When?	Scaled Score	Literacy Classification
Beginning of Year	SS ? Unknown	Unknown
End of Year	SS 498 = Pre- K Readiness	Late Emergent Reader

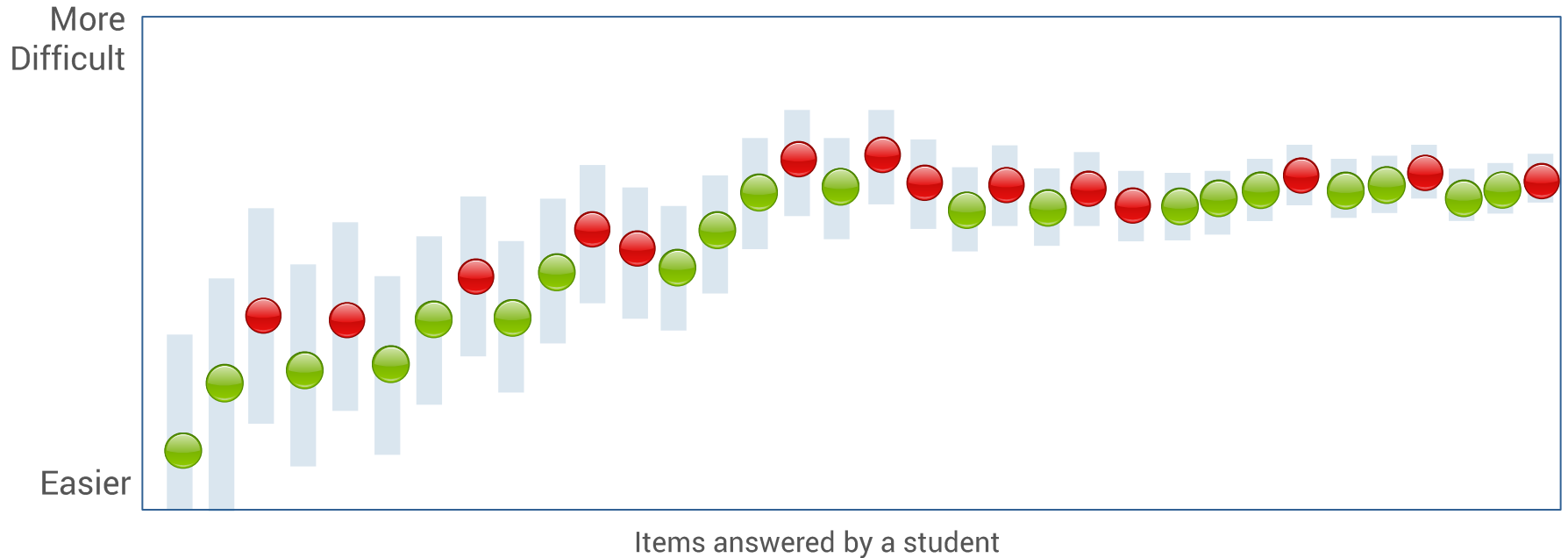


# Understanding the Metrics

# Star items are on the Star scale



# How computer-adaptive testing works



● Correct Response

● Incorrect Response

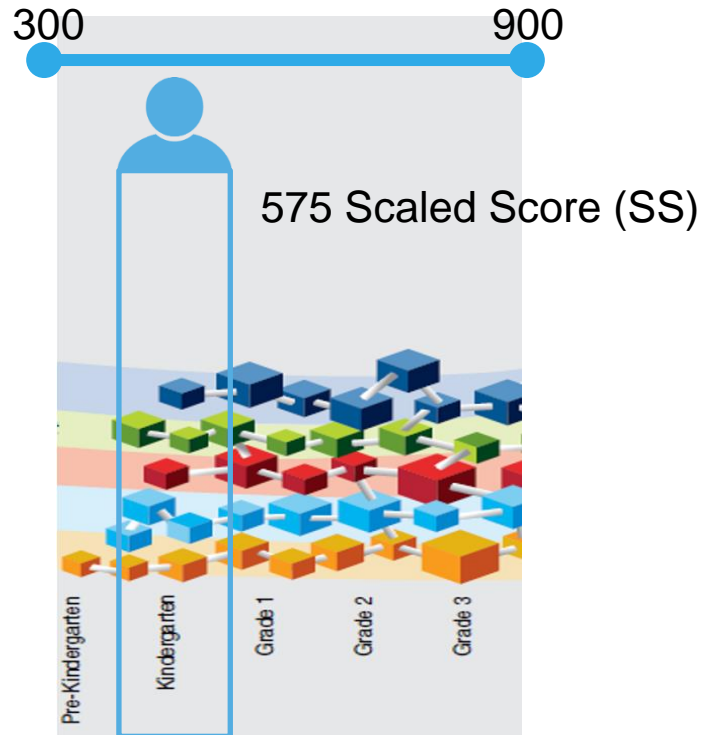
■ Standard Error of Measurement

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



# Making Deeper Connections

Score Summary Report and Kindergarten Diagnostic Report



District:

**Teacher:**

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

**Score Definitions**

GP: Grade Placement	VS: Visual Discrimination	VO: Vocabulary	Early Emergent Reader: SS 300-487
SS: Scaled Score	PA: Phonemic Awareness	SC: Sentence-Level Comprehension	Late Emergent Reader: SS 488-674
AP: Alphabetic Principle	PH: Phonics	PC: Paragraph-Level Comprehension	Transitional Reader: SS 675-774
CW: Concept of Word	SA: Structural Analysis	EN: Early Numeracy	Probable Reader: SS 775-900

- What stands out to you?
- What questions do you have?
- This [document](#) will help you understand the definitions here.
- How are the literacy sub-domains measured?
- What do these numbers mean?

# Skill Set scores

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

Alphabetic Principle	Skill Set Score
→ Alphabetic Knowledge	67
Alphabetic Sequence	30
→ Letter Sounds	60

Concept of Word	Skill Set Score
→ Print Concepts: Word length	68
→ Print Concepts: Word borders	41
→ Print Concepts: Letters and Words	71

Visual Discrimination	Skill Set Score
Letters	77
→ Identification and Word Matching	51

Phonemic Awareness	Skill Set Score
→ Rhyming and Word Families	49
→ Blending Word Parts	57
→ Blending Phonemes	47
Initial and Final Phonemes	20
→ Consonant Blends (PA)	41
Medial Phoneme Discrimination	12
Phoneme Isolation/Manipulation	26
Phoneme Segmentation	27

# Practice

Look at an example parent report and score summary report

- What stands out to you?
- What skills should be addressed over the summer?
- How would you use these reports together to explain yearly progress to your child's parent?
- Make notes or work with a partner to outline what you would want to say.



# Kindergarten Diagnostic Report

Digging deeper into the sub-domains

- This report provides information about how students are performing across early literacy domains.
- The report helps you identify individual student strengths and weaknesses so you can plan appropriate personalized instructions.



# Kindergarten Diagnostic Report

Look at an example.

- What do you notice?
- Look at the skill set scores. What do they mean?
- Identify three areas that you could plan for instruction or provide skill practice at home.



## Student Diagnostic Report Skill Set Scores

Printed Monday, March 29, 2021 9:32:05 AM

School: [REDACTED] Reporting Period: 8/1/2020 - 7/31/2021 (2020-2021)

Class: [REDACTED]		Grade: Pre-K		<b>Sub-Domains</b>		<b>Score</b>	
Teacher: [REDACTED]		ID: [REDACTED]		Alphabetic Principle		66	
Test Date: 02/11/2021		Lexile® Measure: BR920L		Concept of Word		67	
SS: 538 (Scaled Score)		Lexile® Range <sup>‡</sup> : -		Visual Discrimination		77	
<b>Literacy Classification</b>				Phonemic Awareness		42	
Early Emergent Reader SS 300-487	<b>Late Emergent Reader</b> <b>SS 488-674</b>	Transitional Reader SS 675-774	Probable Reader SS 775-900	Phonics		39	
Est. ORF is available for tests taken in grades 1-3.				Structural Analysis		31	
				Vocabulary		43	
				Sentence-Level Comprehension		33	
				Paragraph-Level Comprehension		32	
				Early Numeracy		63	

### 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.

Skill Set	Skill Set Score	Skill Set	Skill Set Score
<b>Alphabetic Principle</b>		<b>Phonics</b>	
→ Alphabetic Knowledge	74	Consonant Digraphs	39
Alphabetic Sequence	38	Other Vowel Sounds	36
→ Letter Sounds	67	→ Sound-Symbol Correspondence: Consonants	56
		Word Building	32
<b>Concept of Word</b>		Sound-Symbol Correspondence: Vowels	34
Print Concepts: Word length	77	Word Families/Rhyming	32
→ Print Concepts: Word borders	50		
Print Concepts: Letters and Words	77	<b>Structural Analysis</b>	
		Words with Affixes	37
<b>Visual Discrimination</b>		Syllabification	38
Letters	83	Compound Words	25
→ Identification and Word Matching	60		
		<b>Vocabulary</b>	
<b>Phonemic Awareness</b>		→ Word Facility	56
→ Rhyming and Word Families	57	Synonyms	29
→ Blending Word Parts	70	Antonyms	33
→ Blending Phonemes	55		
Initial and Final Phonemes	26	<b>Sentence-Level Comprehension</b>	
→ Consonant Blends (PA)	51	Comprehension at the Sentence Level	33
Medial Phoneme Discrimination	17		
Phoneme Isolation/Manipulation	35	<b>Paragraph-Level Comprehension</b>	
Phoneme Segmentation	36	Comprehension of Paragraphs	32
<b>Phonics</b>		<b>Early Numeracy</b>	
→ Short Vowel Sounds	44	→ Number Naming and Number Identification	64
→ Initial Consonant Sounds	62	→ Number Object Correspondence	54
→ Final Consonant Sounds	42	→ Sequence Completion	61
Long Vowel Sounds	29	→ Composing and Decomposing	72
→ Variant Vowel Sounds	40	→ Measurement	66
→ Consonant Blends (PH)	42		

→ 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.

<sup>‡</sup> A Lexile Measure below BR400L is reported for progress monitoring purposes only. A score below BR400L should not be used to match readers with text, therefore a Lexile range will not be reported.

# Skill Set scores

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Phoneme Segmentation	27

# Preparing for a Parent Conference with Data

Putting it together

# Practice

Look at an example Kindergarten Diagnostic report

- What stands out to you?
- What would you be able to tell a parent using this report?
- What questions come into your mind?
- What do you think parents might ask?
- How would this help you speak to parents about their child's progress?
- What summer skill practice would you recommend based on this report?





# Helping parents succeed at home.

What suggestions can you offer?

- Thinking about one skill set area—where can you get suggestions for skill practice at home?
  - On the resource portal - [Pre-K and K reading activities](#)
  - And <https://strongreadersms.com/>
  - Or <https://www.mdek12.org/EC>
- Pull up these lists and browse the resources. What stood out to you?



# Practice a Parent Data Conversation

Using a Parent report, Score Summary report and Kindergarten Diagnostic report for one child:

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



# Reflection and Next Steps

Wrap up and debrief / Putting it together

# Reflection

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



# Thank you!

*Join the conversation*



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