Kindergarten Readiness Assessment DTC Training

Amy Reynolds

7/15/25

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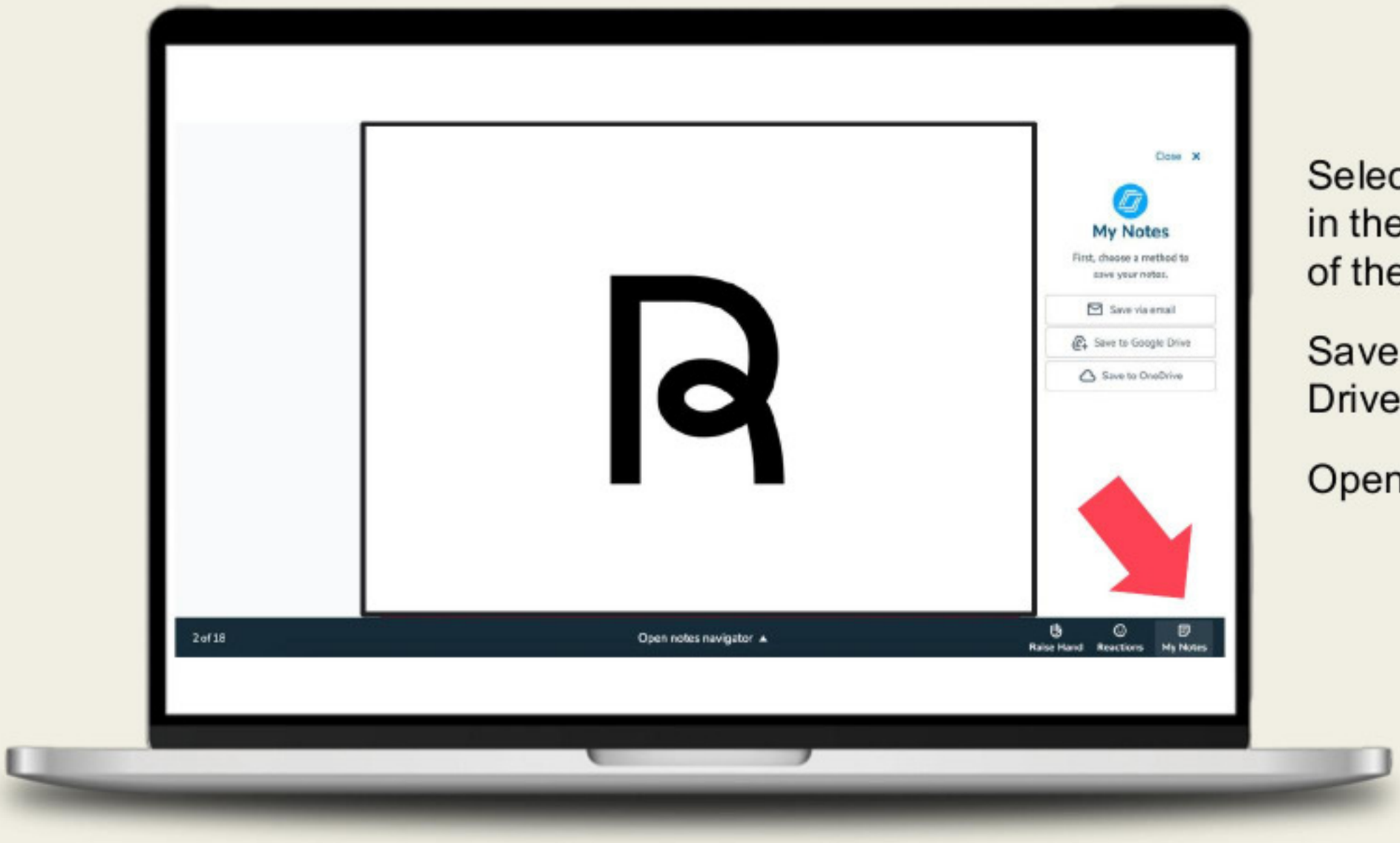
Get presentation slide images and resource links

Nearpod Notes



Select the **My Notes** icon in the bottom right corner of the student screen.

Save via email, Google Drive, or OneDrive.

Open Notes to type.

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Our mission

Since 1986, our mission has remained the same:

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

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Agenda

Kindergarten DTC Training

Meet Star Assessments

Explain what Star Assessments are, why they are valuable, and how they are different from other assessments and navigate what to expect during the student testing experience.

Testing Requirements and Setup

Understand and comply with all testing requirements.

Testing Roles and Actions

Understand, communicate, and complete actions by role before and after testing windows, including accommodations.

Test Administration

Monitor testing participation and fidelity during each testing window using available Star reporting.

Reporting and Requirements

Locate and use key reports and data views available for teachers, school leaders, and district leaders.

Resources and Support

Access Renaissance training, resources, and customer support to resolve issues when necessary.

Session Closing

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Kindergarten Readiness Assessment

Required administration

Fall Administration dates: July 21st – September 19th

Winter Administration dates: November 17th – December 19th

Spring Administration dates: April 20th – May 15th

The Program

- Star Early Literacy (English only)
  - 10-minute computer adaptive assessment
  - Pre-K and Kindergarten Students
    - Pre-K students must by 4 years old by September 1st. Students who turn 4 on September 1st are included.

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Meet Star Assessments

What are the Star Assessments and how do they work?

See Every Student.

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Star Assessments

See every student using a comprehensive, computer-adaptive assessment system in early literacy and math.

Star Early Literacy

- 27 items
- Average length: 10–20 minutes

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Star Early Literacy

Visual Discrimination	Alphabetic Principle	**Concept of Word**	Phonemic Awareness	Phonics
Structural Analysis	Vocabulary	**Sentence-level Comprehension**	Paragraph-level Comprehension	Early Numeracy

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How do the Star Assessments Work?

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Star Assessment Timing

Untimed Assessment With Item Time Limits

- Extended or Unlimited time is allowable for students with accommodations on an IEP or Section 504 Plan.
- There is an automatic item timing function.
  - **Star Early Literacy:**
    - **2 ½** minutes per item
    - **7 ½** minutes per item with extended time

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Technology Requirements

What You Need to Administer the Assessments

Testing Devices

- Compatible with most desktops and laptops
- Compatible with Tablets, 7-inch screen or larger
- Compatible with Chromebooks and other Chrome OS devices
- Fully functional headphones for Star Early Literacy's and Star Math's audio supports

Internet Connection

- Broadband connection (DSL, satellite, or cable)
- Verify you have adequate bandwidth to support usage estimates

Supported Web Browsers

- Windows - Microsoft Edge, Chromium, Firefox, Chrome
- Macintosh - Safari, Firefox, Chrome

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Technology Requirements

What You Need to Administer the Assessments

Screen Recommendations

- 1024 x 768 resolution or higher
- Full screen mode in a browser
- Setting the zoom to 100% so no scrolling to see the Next button is needed

Accessibility

- Supports assistive technology
- Accommodations Preference
- Recommended screen reader is JAWS on Windows in Chrome
- Human reader

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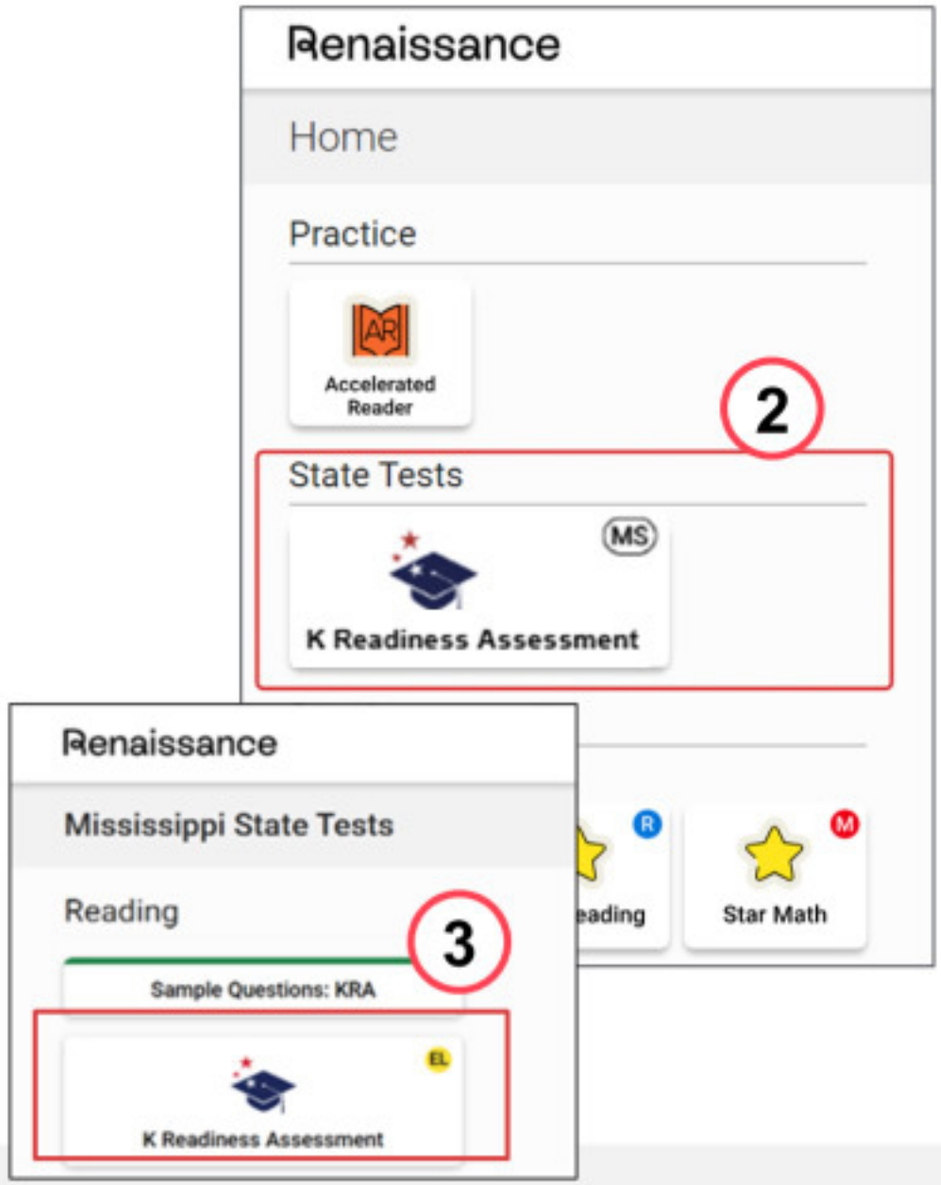
K Readiness Tile

All results will be in the district's **Renaissance platform**

The Student Experience

1. Students **login to Star**
2. They will see a **K Readiness Tile** on their homepage under State Tests
3. After selecting the K Readiness Tile, they are brought to a landing page where they will select the K Readiness Assessment.



Students will only be able to complete one assessment during each screening window when using the K Readiness Tile

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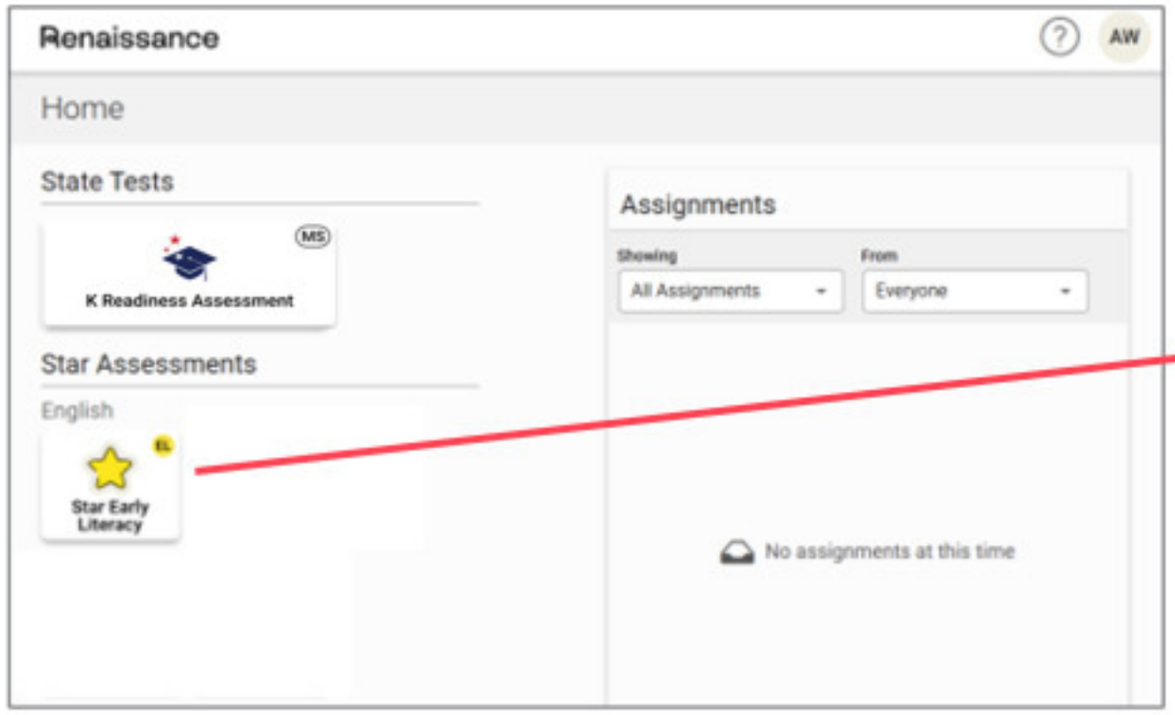
Progress Monitoring



Progress monitoring between windows is completed with the **universal Star tile**

All results will be in the district's **Renaissance platform**

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The Student Experience

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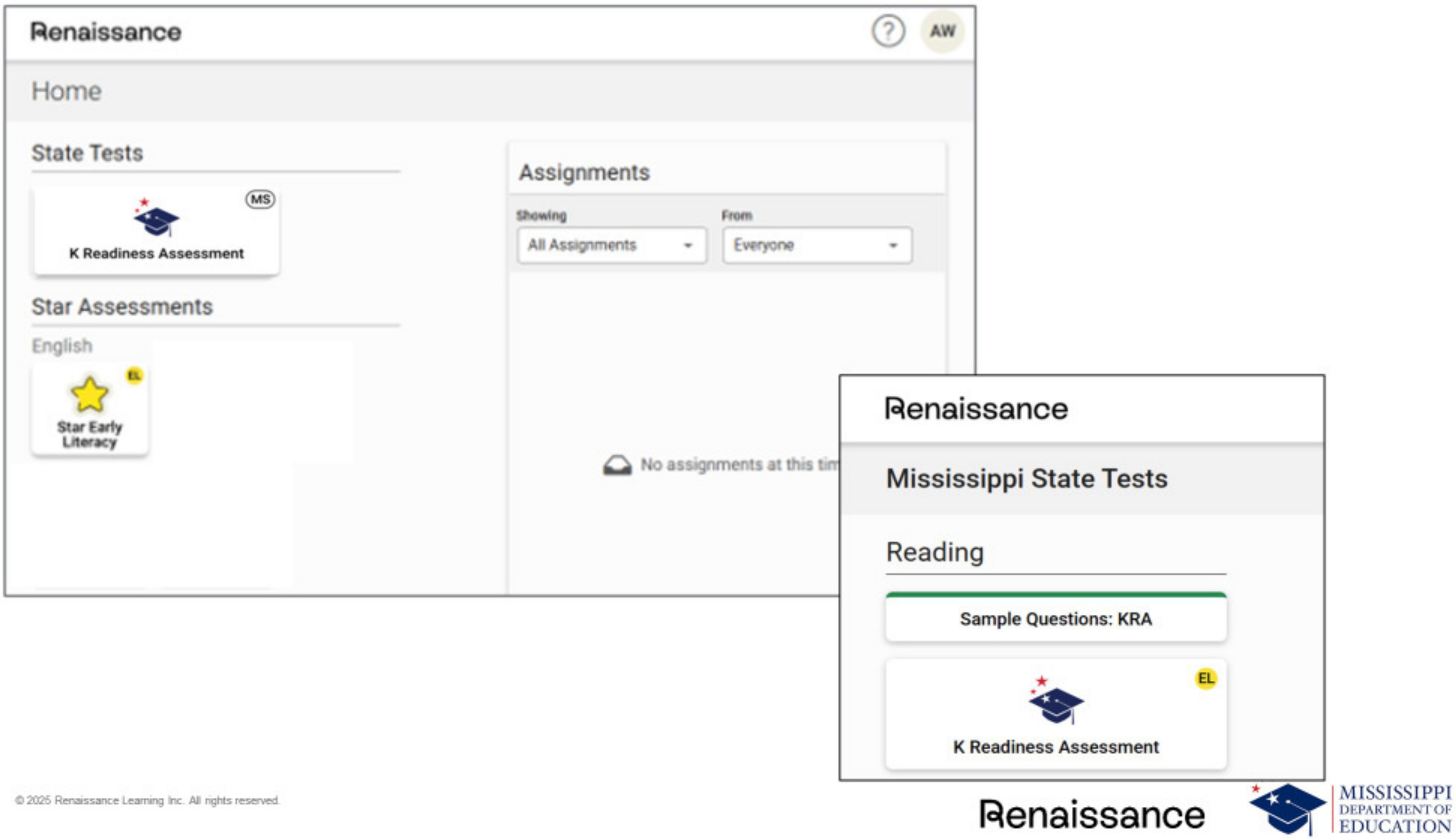
Student Homepage



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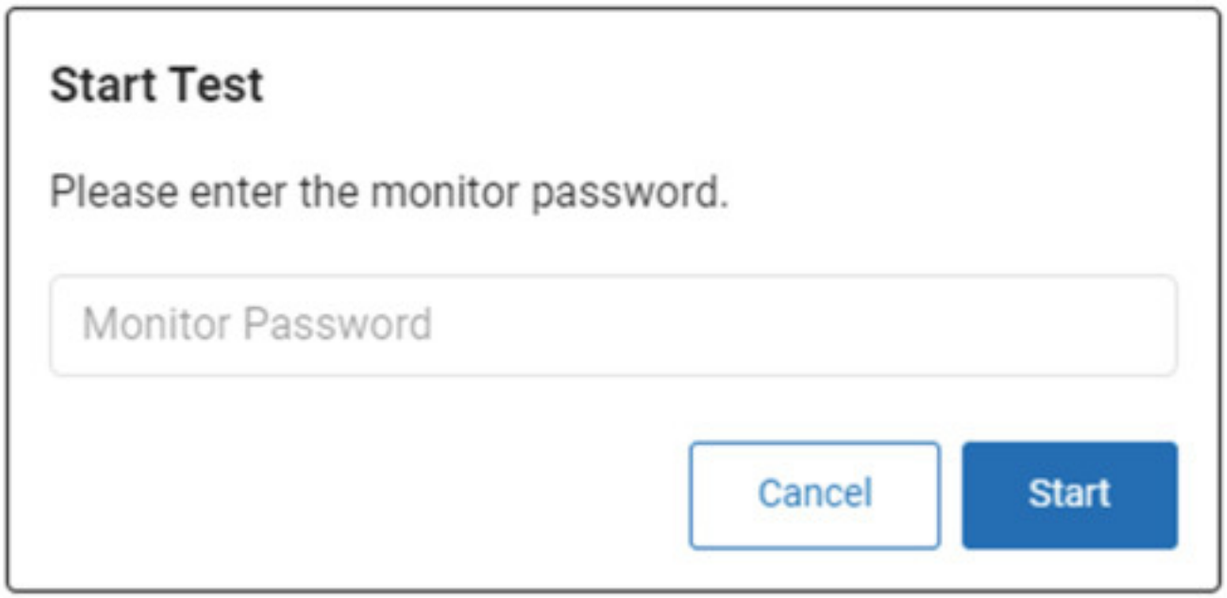
Beginning the Assessment

Entering the Monitor Password



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Hands-on Practice

Device-specific Videos

Test Administration		
Introductory Video	This training video can be used with students to show them how to use the mouse or keyboard to enter answers to test questions.	
Introductory Video – Tablet	This training video can be used with students to show them how to use a tablet to enter answers to test questions.	

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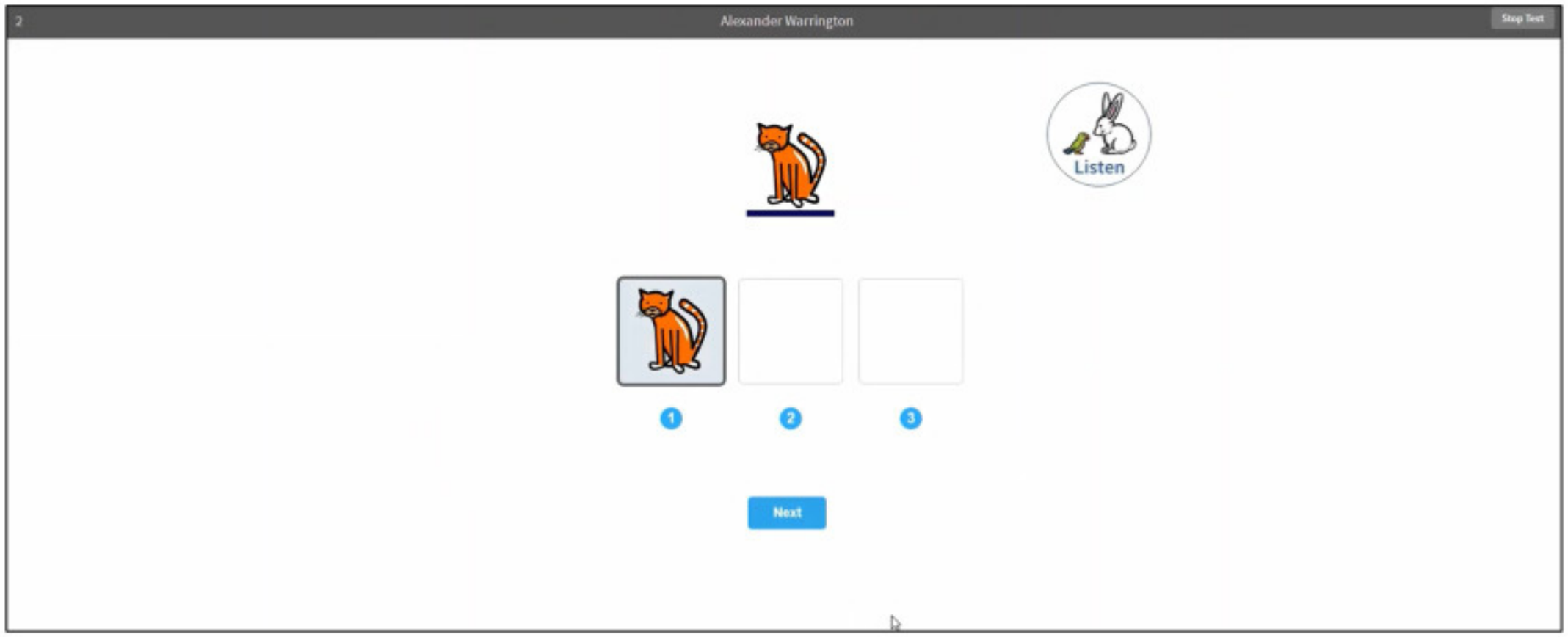
Hands-On Practice Questions



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Practice Questions

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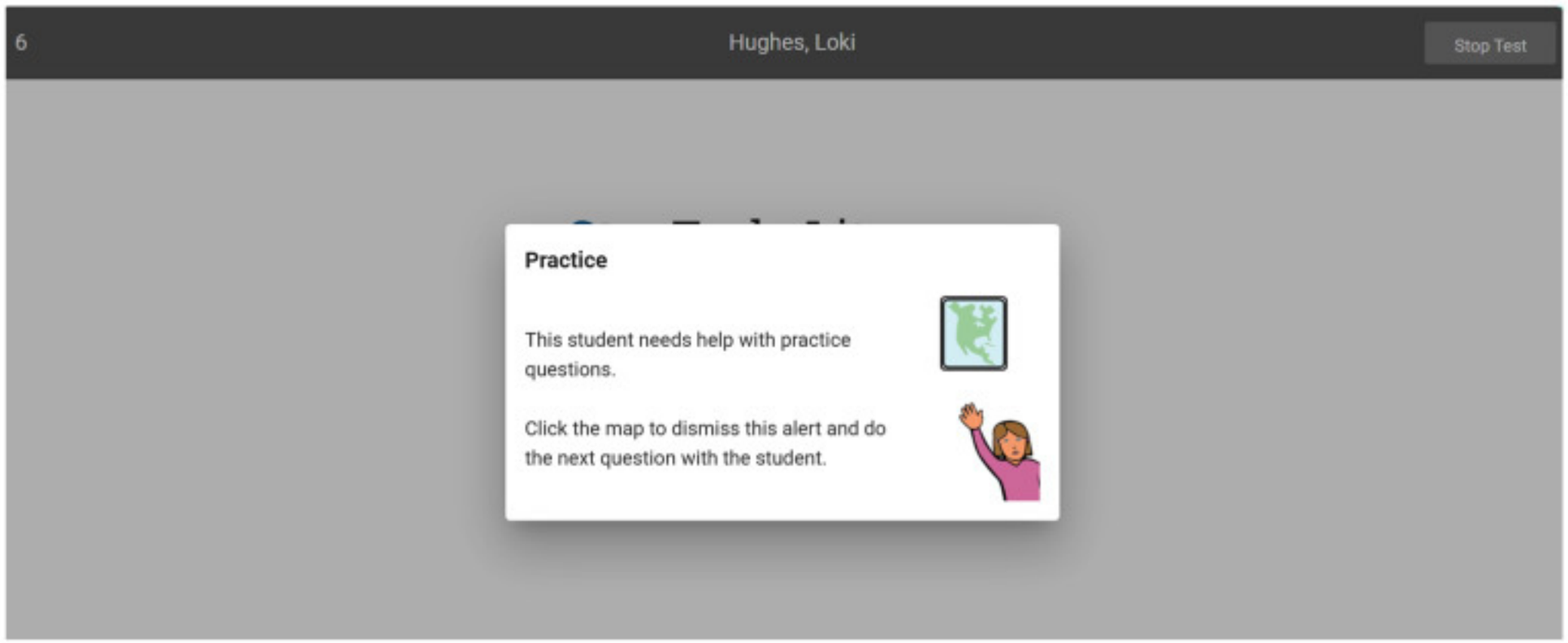
Practice Questions

Built in Practice



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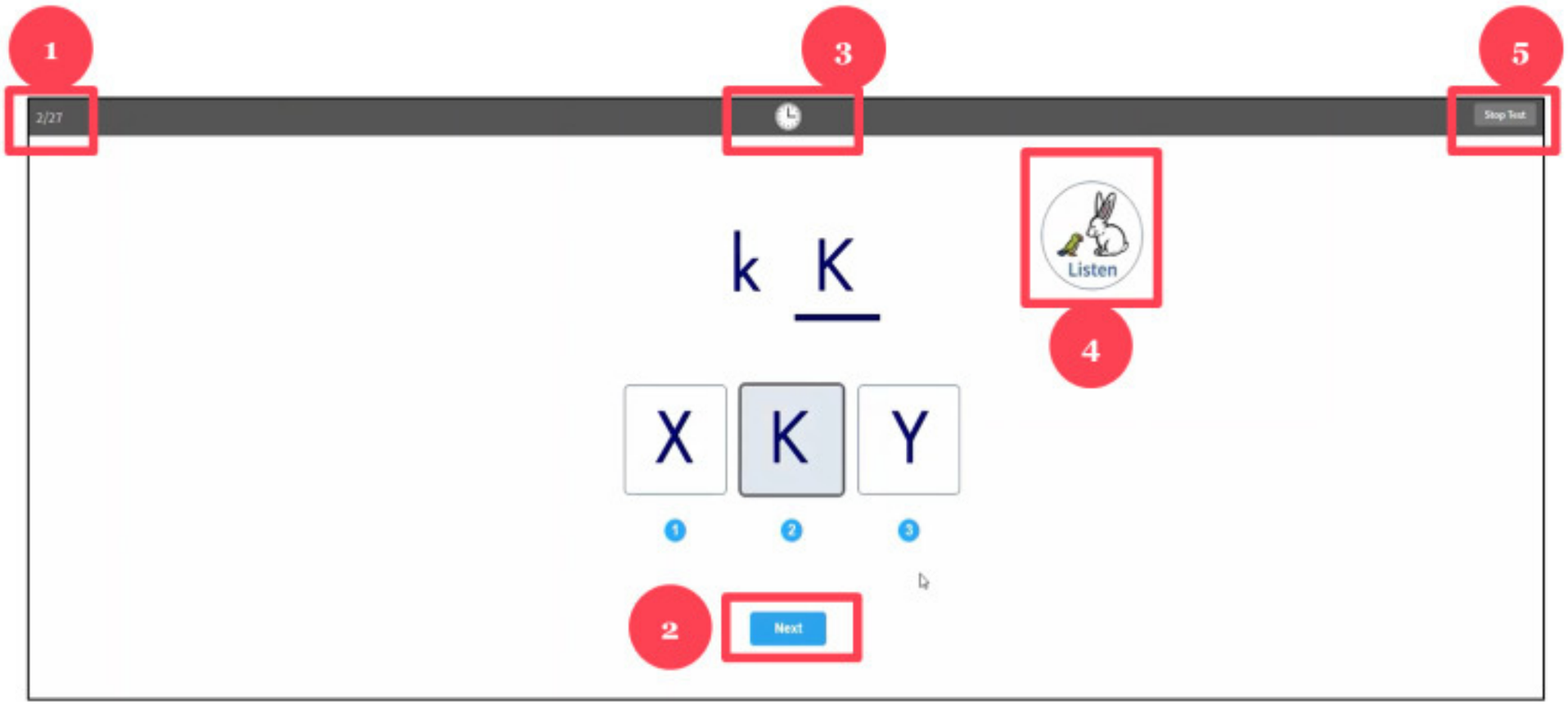
Test Questions and Features



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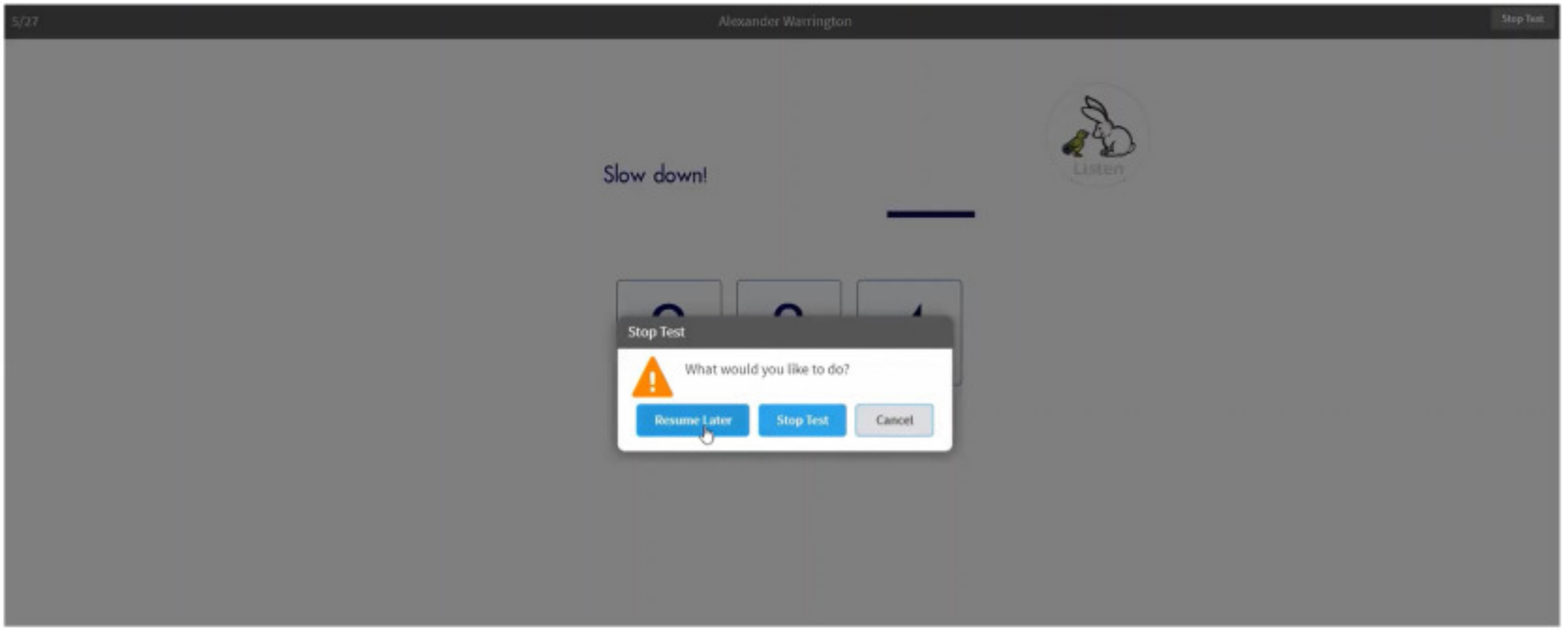
Exiting the Test Early

Resume Later or Stop



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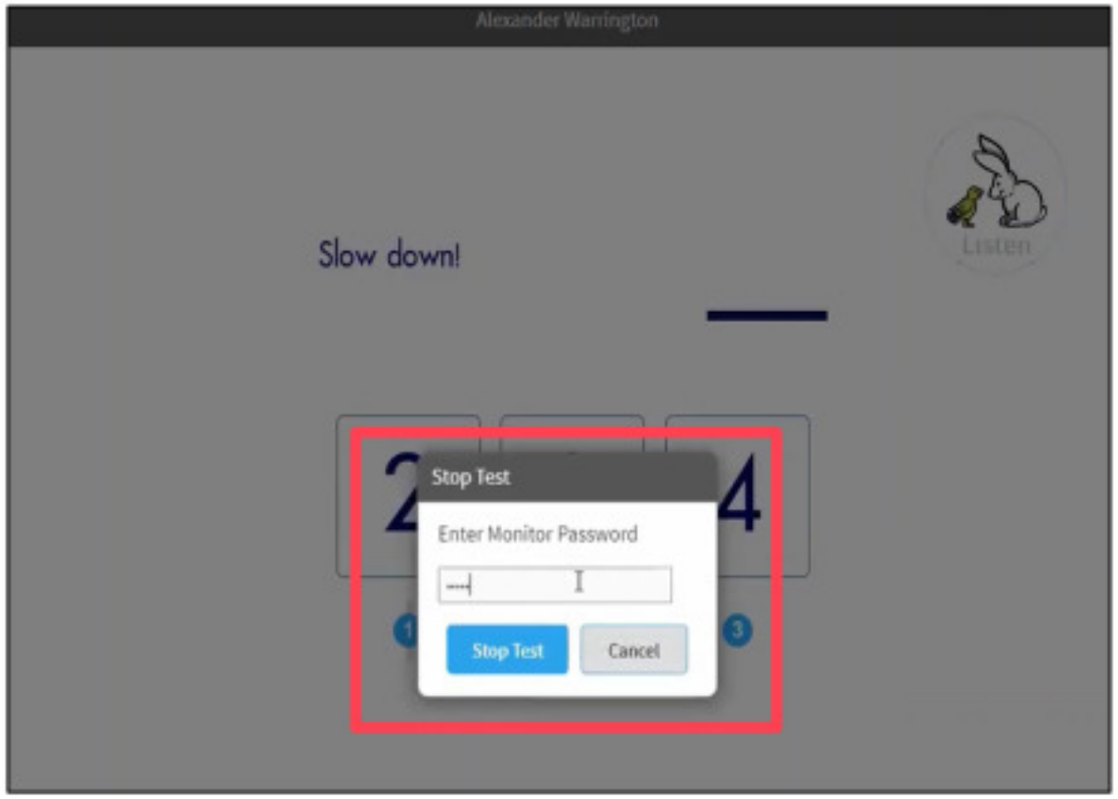
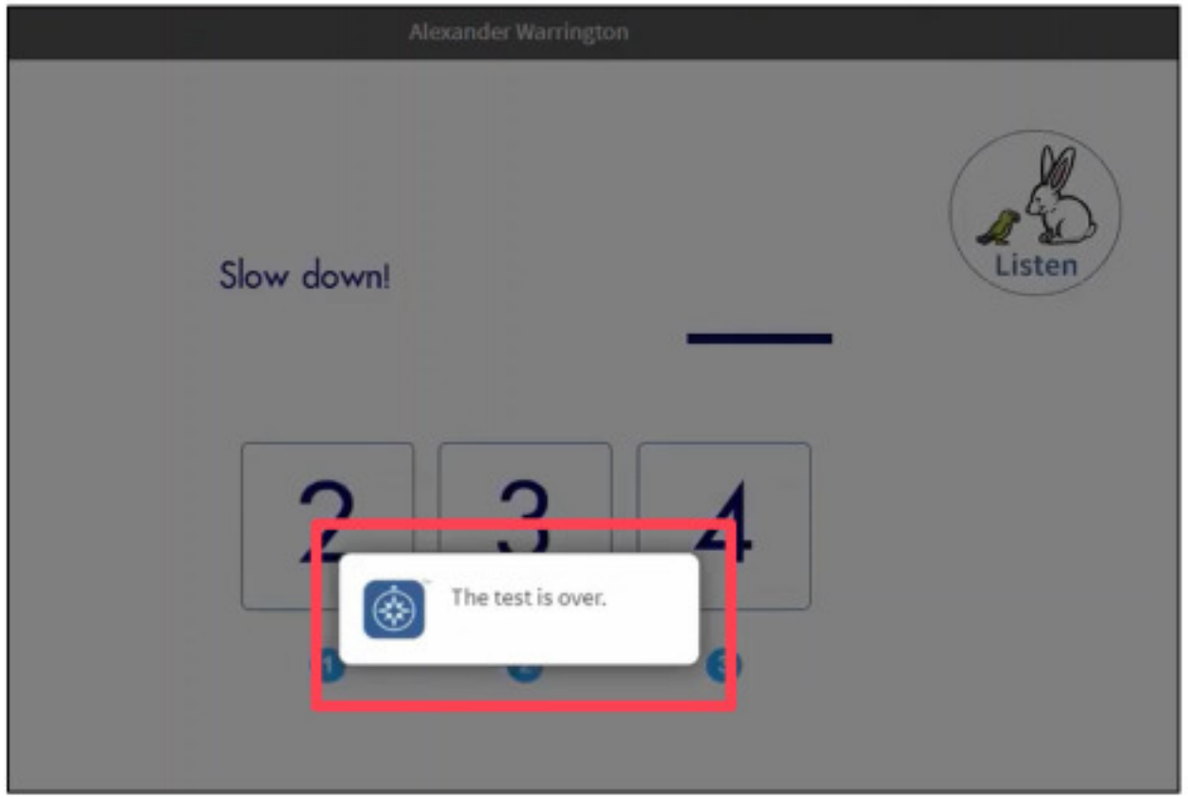
Exiting the Test Early

Entering the Monitor Password





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Testing Requirements and Setup

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Setting Screening Windows

Software Guidance

- Set Screening Dates
  - **Fall Administration dates:** July 21st – September 19th
  - **Winter Administration dates:** November 17th – December 19th
  - **Spring Administration dates:** April 20th – May 15th
- Set your school calendar and district screening windows via Manage Apps and Users.
- The K Readiness Tile is set to the state screening windows. We recommend setting your screening windows the same as the state windows to capture all the records.

An accurate school calendar is important for norm scores and growth scores

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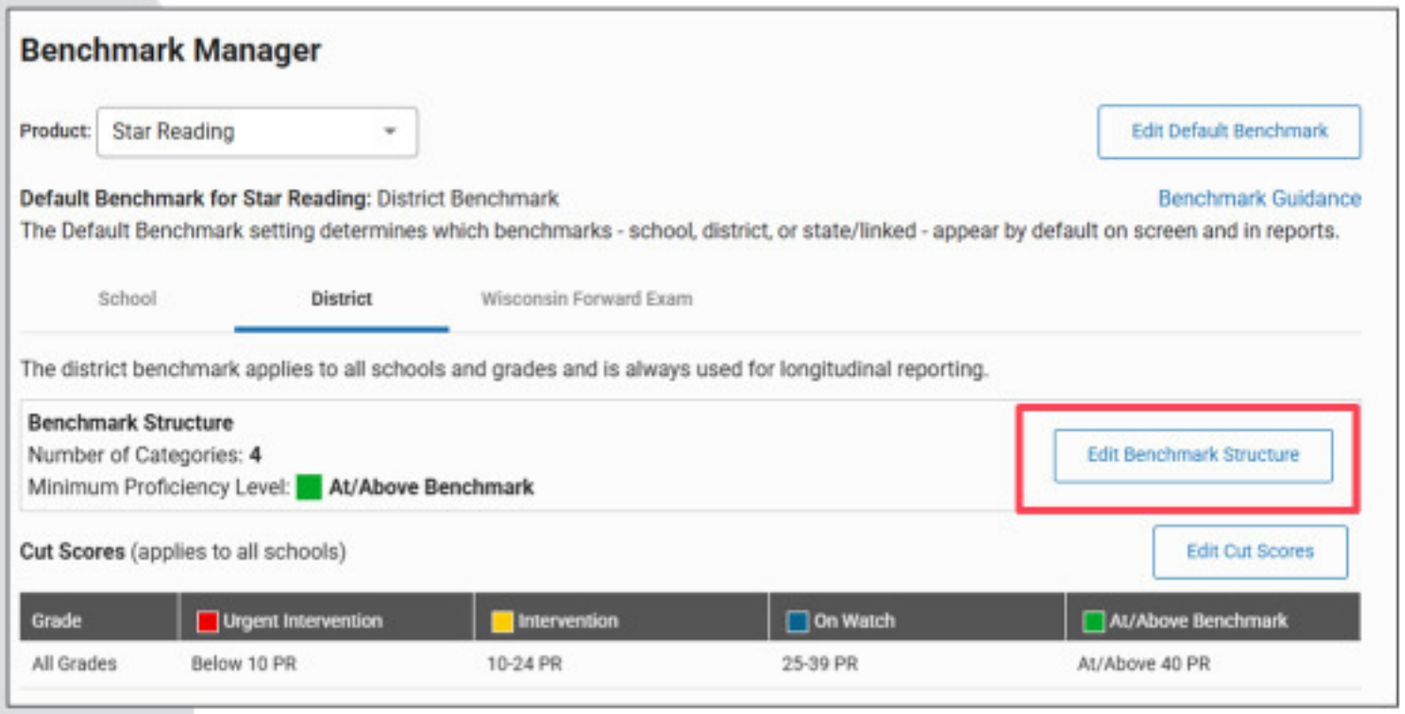
Setting District Benchmarks

- Navigate to the **Manage Goals & Benchmarks**
- Select **View or Edit Benchmarks**
- **Select the product** you want to edit benchmarks for
- Select the District tab
- Select **Edit Benchmark Structure**



Who can do this?

Can view/edit:

District Level Admin
District Staff
School Level Admin
School Staff

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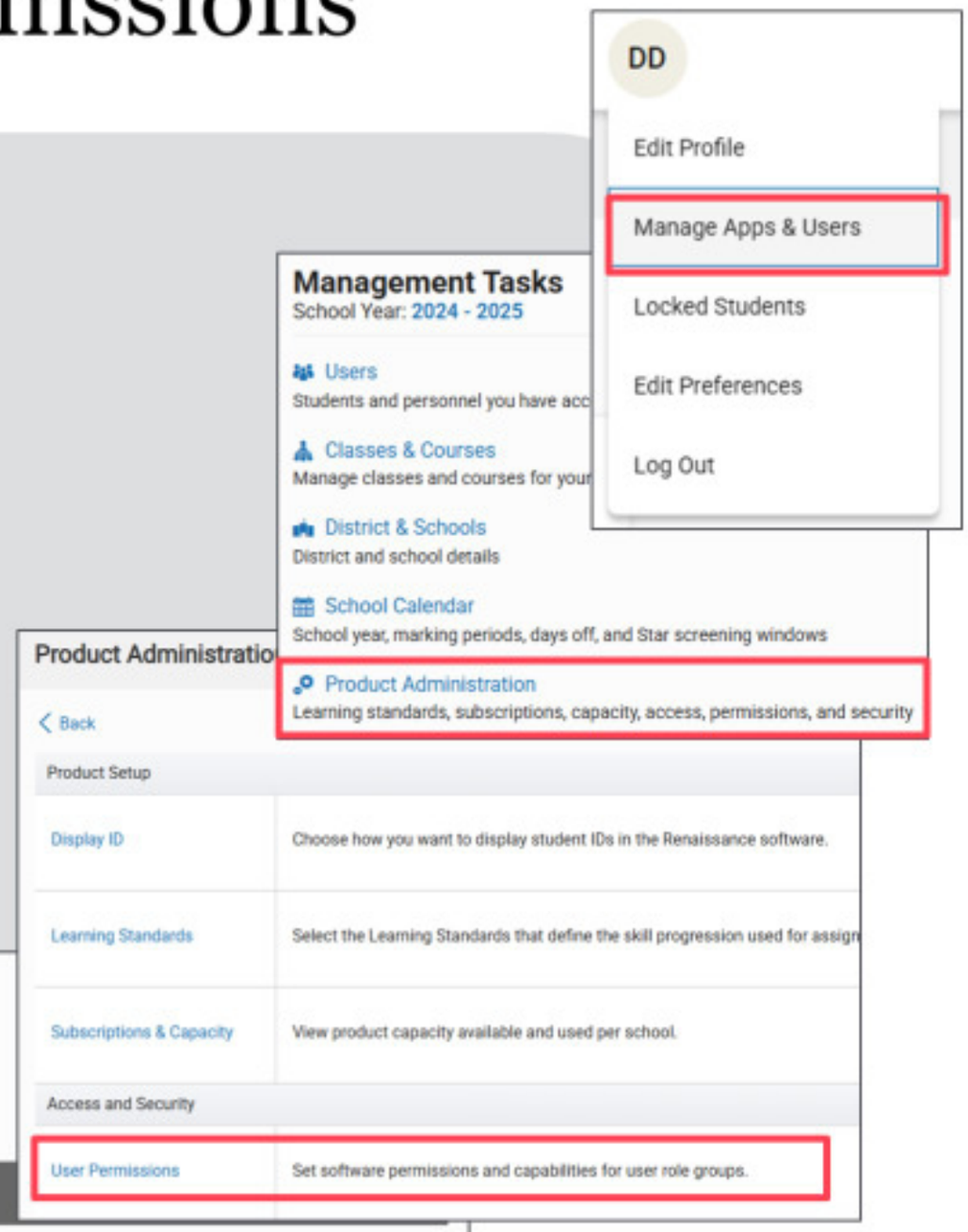
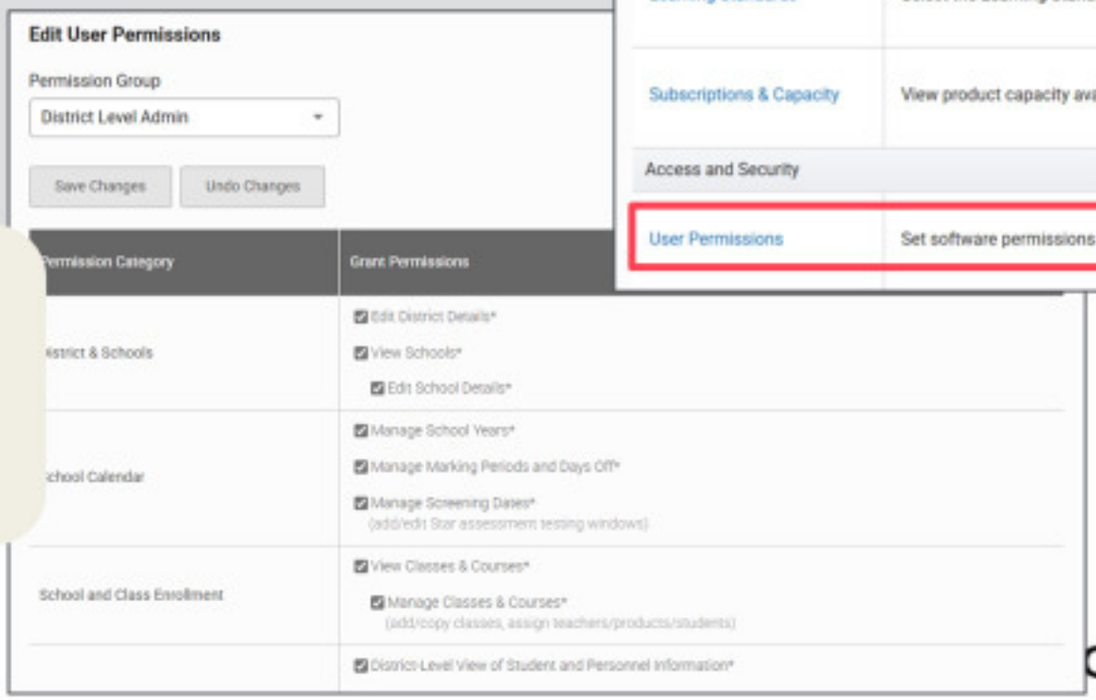
Changing Default User Permissions

1. Select **Manage Apps & Users**
2. Select **Product Administration**
3. Select **User Permissions** under Access and Security
4. Review Permissions Categories and Grant Permissions and uncheck or check permissions.





The **District Level Admin** user roles can change default user permissions.

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Who can Mark Accommodations?

DTCs and STCs will be **responsible for marking accommodations** in the platform.

Permission Category	Grant Permissions
District & Schools	☑ Edit District Details* ☑ View Schools* ☑ Edit School Details*
School Calendar	☑ Manage School Years* ☑ Manage Marking Periods and Days Off* ☑ Manage Screening Dates* (add/edit Star assessment testing windows)
School and Class Enrollment	☑ View Classes & Courses* ☑ Manage Classes & Courses* (add/copy classes, assign teachers/products/students)
Users	☑ District-Level View of Student and Personnel Information* ☑ View Personnel* ☑ Manage Personnel* ☑ View Students* ☑ Manage Students* (add/edit/delete/enroll students, edit characteristics, edit non-participa ☑ Student Import* ☑ Merge Students* (combine student records after an import or add resulted in a duplicate)

Default user permissions in Star **allows all users to change accommodations.**

This will need to be **manually changed** at the district level to remove School Staff and Teacher access.

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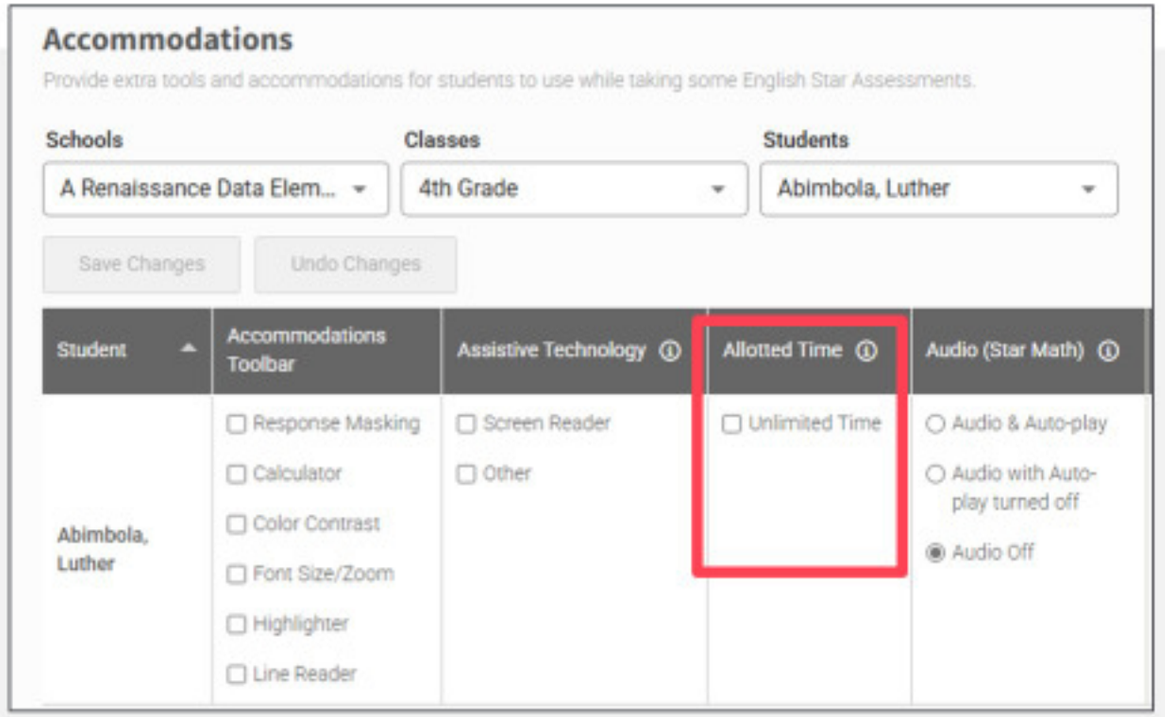
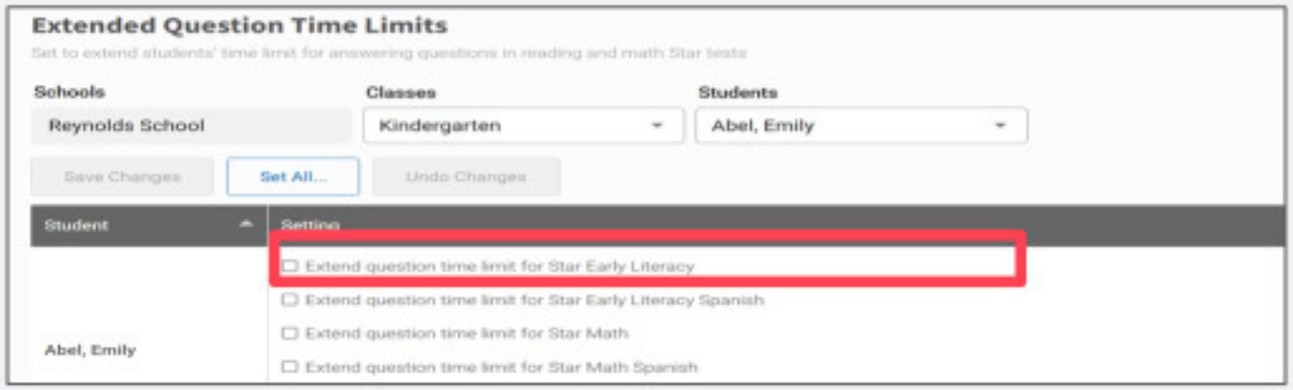
Accessibility and Accommodations

Available accommodations for Star Assessments

- Extended or unlimited time are the only available accommodations.
- Star Early Literacy has built in audio support for all students, no need to enable audio
- Other accommodations on this Preference are not available for the KRA.





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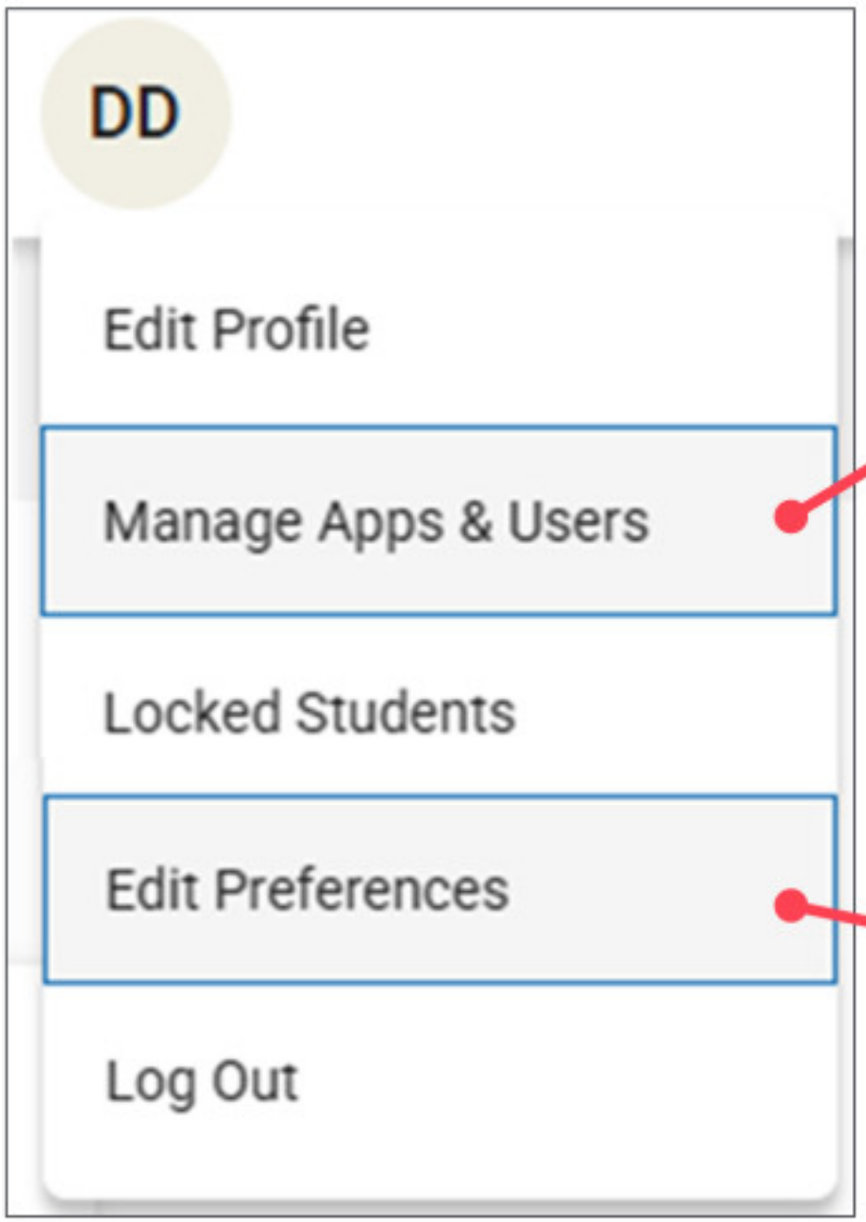
Essential Set up Tasks



- ❑ Set up screening windows
- ❑ Edit permissions
  - ❑ Editing accommodations
  - ❑ Editing benchmarks
  - ❑ Editing monitor password
  - ❑ Manual rostering (ELC/SIP)
  - ❑ Product assignment (ELC/SIP)
- ❑ Set accommodations for those that require it
- ❑ Set preferences

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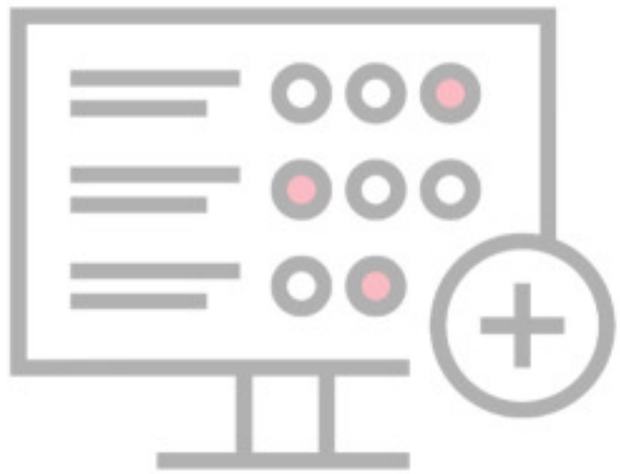
Rostering and Setup

CDI, Manual Rostering, and Product Assignments



- Rostering is done through Custom Data Integration (CDI) via a single sign on **platform** (Clever, Classlink, etc) or if CDI is not used, rostering can be done through an **import file.**
- If you need help with rostering or site setup contact cdisupport@renaissance.com
- Assessment products, like Star Assessments, are generally assigned automatically through CDI.
  - If your products aren't assigned through CDI, you'll need to **manually assign** them yourself.

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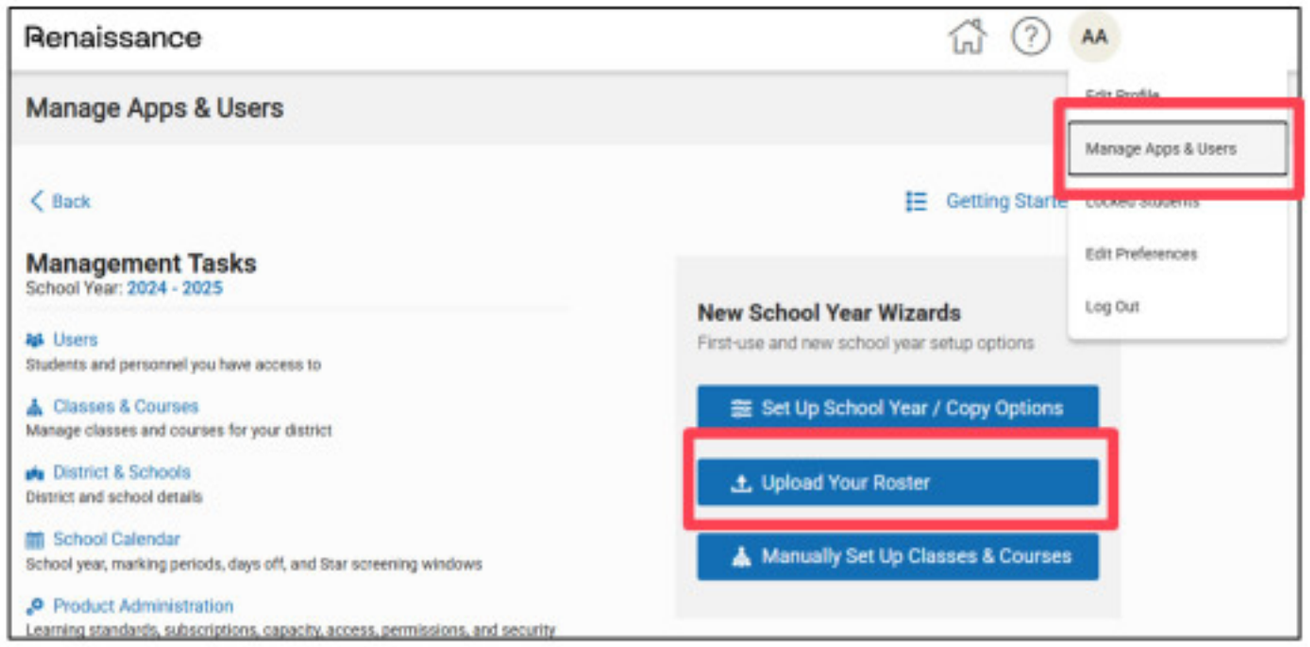
Rostering and Setup

Manual Rostering

- ELC/SIP Sites will manually upload a roster of students and maintain manual student enrollment
- Manual rostering is done via the Manage Apps and Users area in the site.



- Manual rostering also requires manual product assignment.

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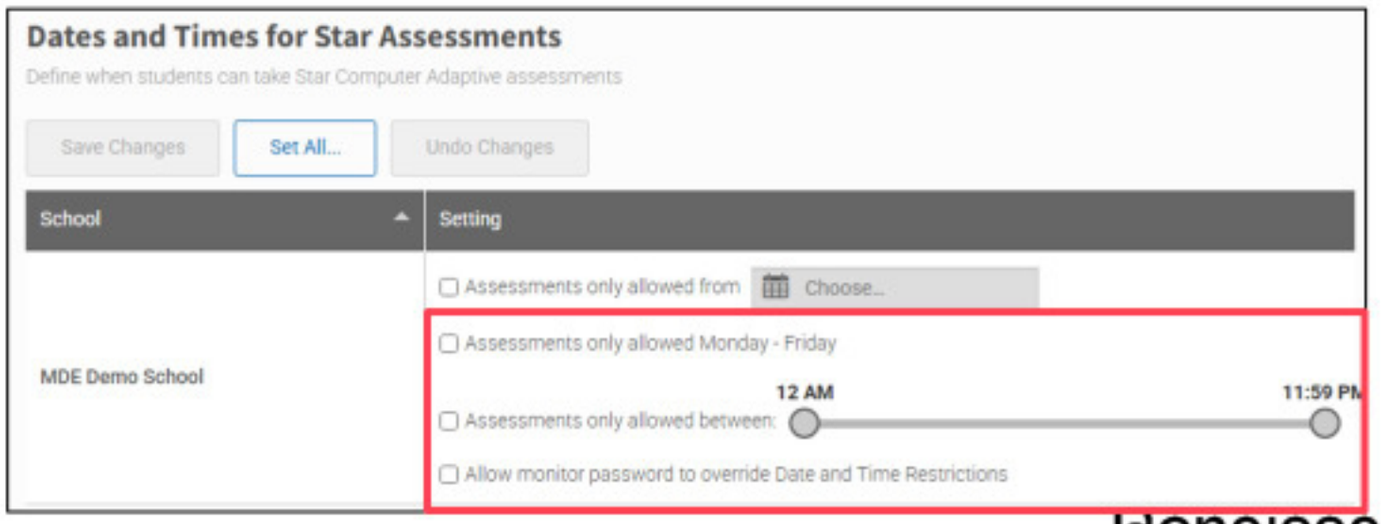
Rostering and Setup

IP and Date and Time Restrictions

- External IP addresses can be entered into the software to restrict students taking assessments outside of the district network. This can be done by District Admin, via Manage Apps and User > Product Administration > IP Addresses and Product Access

- Date and Time Preference can also be used to restrict testing outside of school hours. This is found in the Preferences.
  - "Assessments only allowed from" **does not apply to the KRA**
  - All other preferences will apply to the KRA



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Rostering and Setup

MSIDs and Date of Birth Requirements

- No matter the rostering method, you **must** enter a MSIS and DOB for all students in the district's SIS system.

- Students **cannot be rostered** with Renaissance until they have a valid MSIS and DOB entered.

- Don't include fake or placeholder MSISs and DOBs (e.g., 0000) just to get a student into the system.

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Live Demonstration

Essential Set Up Steps

See Every Student.

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Testing Roles and Actions

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Planning and Preparation Responsibilities

For DTCs

Category	Task(s)	Responsible
Screening windows	Set screening windows separately for Fall, Winter, and Spring	DTCs
Benchmarks	Set up district benchmarks	DTCs

A few reminders…

- Set screening windows separately for Fall, Winter, and Spring
  - Make sure the school year calendar is correct.
  - Check the Dates and Times for Star Assessments in Preferences to ensure they are set appropriately.

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Planning and Preparation Responsibilities

School Admin/STC Tasks Overseen by DTCs

Category	Task(s)	Responsible
Testing schedules	Create a testing schedule	School admin/STC and test administrators
	Schedule testing times for when students are likely to be alert and engaged	
Usernames and passwords	Locate and distribute test administrator usernames using the **Manage Apps & Users** pathway (if not using single sign-on)	School admin/STC
	Locate and distribute lists of student usernames and passwords to test administrators (if not using single sign-on)	School admin/STC
	Ensure you know how students will log in via URL or single-sign on platform	Test administrators
Monitor password	Set and share the monitor password with test administrators	School admin/STC
	Ensure knowledge of the monitor password and where to find it if needed	Test administrators
Accommodations	Mark all computer-based accommodations for each individual student in the **Accommodations Preference** before each screening window	School admin/STC

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Planning and Preparation Responsibilities

School Admin/STC Tasks Overseen by DTCs

Category	Task(s)	Responsible
Testing environment for fidelity	Provide guidance on setting up the testing environment for fidelity	DTCs and school admin/STC
	Administer in a quiet location with minimal distractions Administer with required technology Prepare students for the testing experience using the student images in the Test Administration Manuals Check students' grade is correct in the Record Book before testing Follow MDE test security procedures	Test administrators

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The Test Blocker Preference

What is the Test Blocker?

Temporarily prevents students from taking the standard (or “universal”) Star Early Literacy version of those tests.

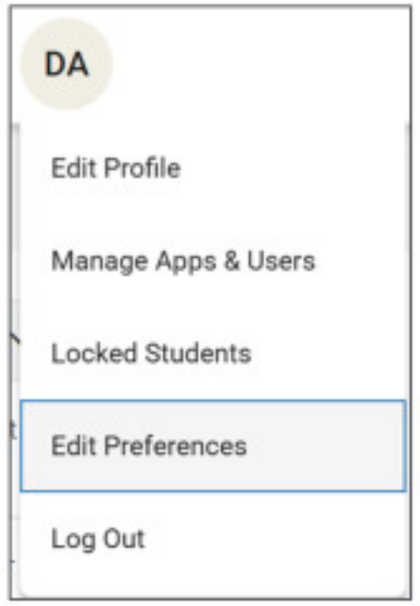
How does the Test Blocker work?

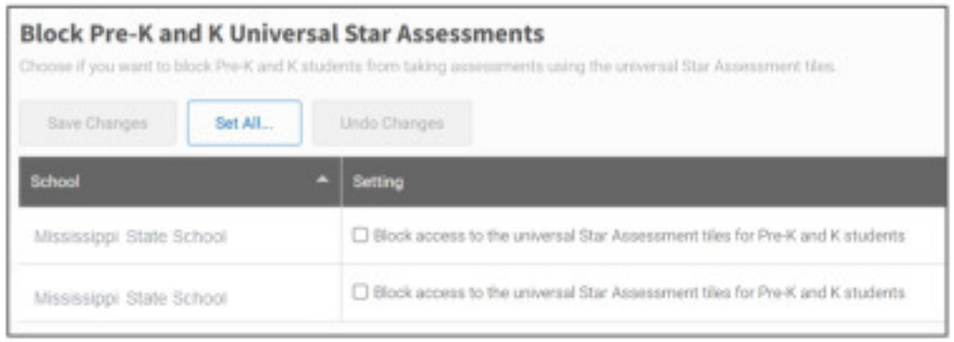
Students will see the Universal Star tiles on their home page, but if they select one of these tiles they will not be allowed to take the test.

When should the Test Blocker be turned on?

Test Blocker will be **turned on by default** at the start of each window. It will need to be turned off if using Star for progress monitoring between screening windows.

Test Blocker **must remain on** for all schools during each screening window.





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MDE Test Security Procedures

Test Security Documents needed for Kindergarten Readiness:

1. Sign-in Sheets for training. (Post in Caveon)
   Training must include:
- School procedures
- Ensure the KRA assessment is ready on the screen or accessible via Single Sign On platform.
- Check all headphones for sound.
- Double check to ensure every student is testing under their log-in information. Adults should walk from student to student and ask them their name to ensure they are in the correct assessment.

2. Principal certification form
3. Two staff members in the testing room

All other requirements are a district decision including using hall monitors, testing in small groups vs. whole group, log-in method, etc..

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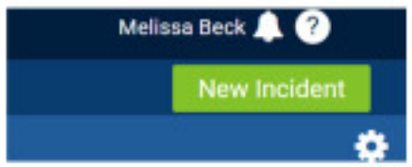
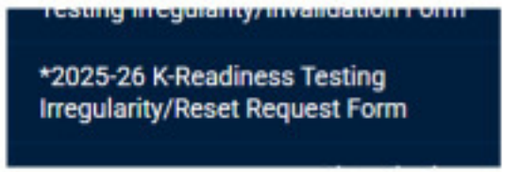
MDE Test Security Procedures

Resets must be approved in Caveon.

- Click New Incident



- Choose 2025-26 K-Readiness option



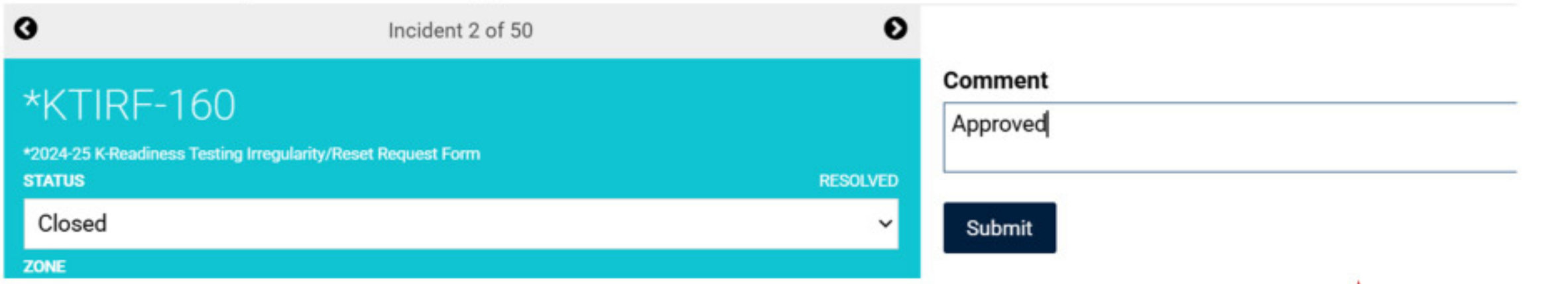
- Complete form

- Don't forget this step

Please fill in all the necessary information in the "Vendor Requested Information" spreadsheet. The spreadsheet can be downloaded using the url below (COPY AND PASTE THE URL IN A NEW BROWSER WINDOW)

https://tinyurl.com/ysy9dax6

- Reset after you receive "Approved" comment and the case is Closed



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Test Administration Manual

Coming Soon to the Mississippi Website

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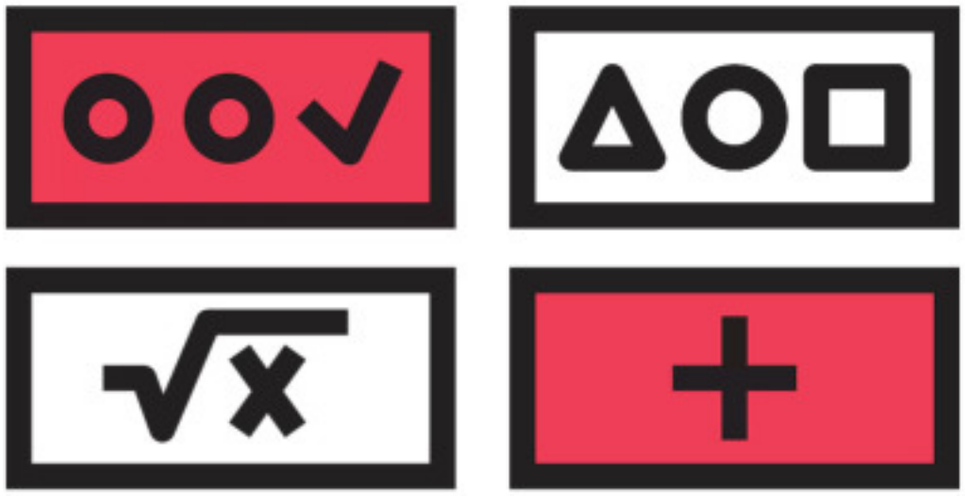
Practice Questions

Quick Reminders

- Students answer simple practice items in order to proceed to the test questions.

- Students will always see the practice before an assessment taken with the **K Readiness Assessment tile**.

- For assessments taken between windows, not using the Mississippi Tests tile, students will only see the practice if they have not taken an assessment within 180 days.



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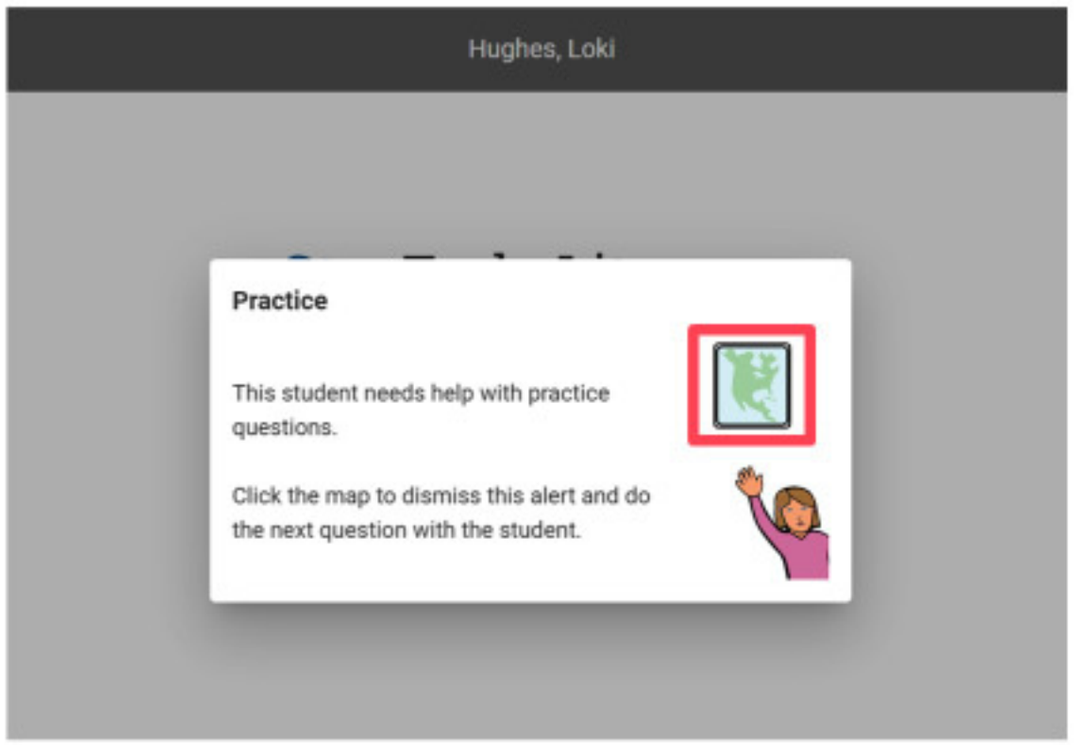
Practice Questions

Quick Reminders

- Students must answer 3 out of the first 5 practice questions correctly. If they do not, they will see their error message.
- For the Mississippi KRA, test administrators and proctors should, **together**, clear the error and assist with entering 3 correct answers on the next set of 5 practice questions.



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Test Administration

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Plan for Assessment

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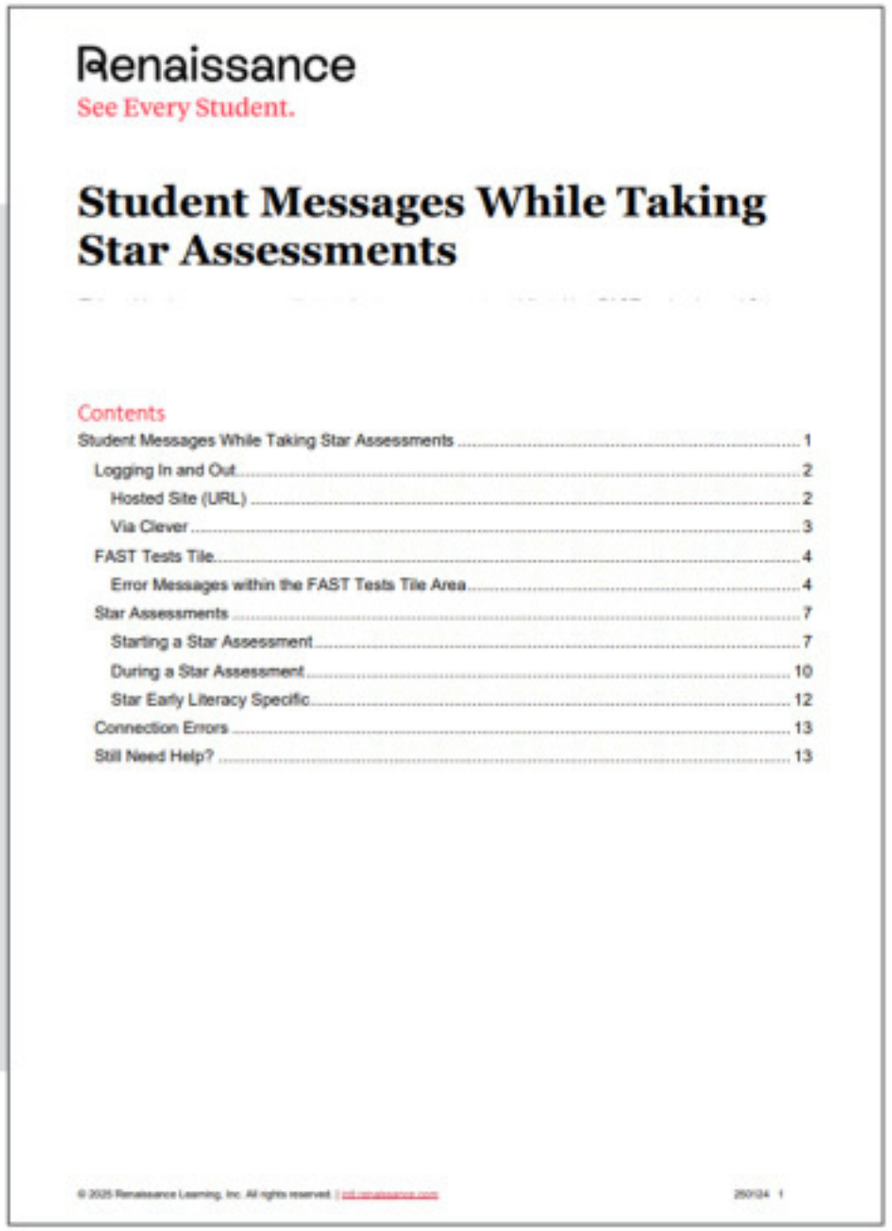
Prepare to Support Common Technical Issues

Use the Common Student Messages Document to help troubleshoot test administration issues.

Pro Tip:
Share with anyone administering the test!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See Every Student.

Student Messages While Taking Star Assessments

Contents

Student Messages While Taking Star Assessments 1
Logging In and Out 2
Hosted Site (URL) 2
Via Clever 3
FAST Tests Tile 4
Error Messages within the FAST Tests Tile Area 4
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Connection Errors 13
Still Need Help? 13

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Coming soon to the Mississippi website.

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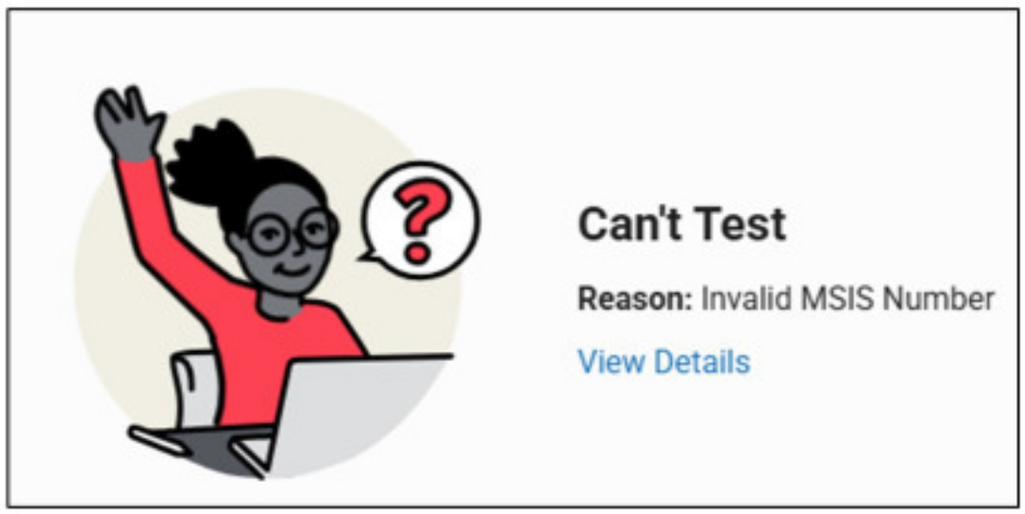
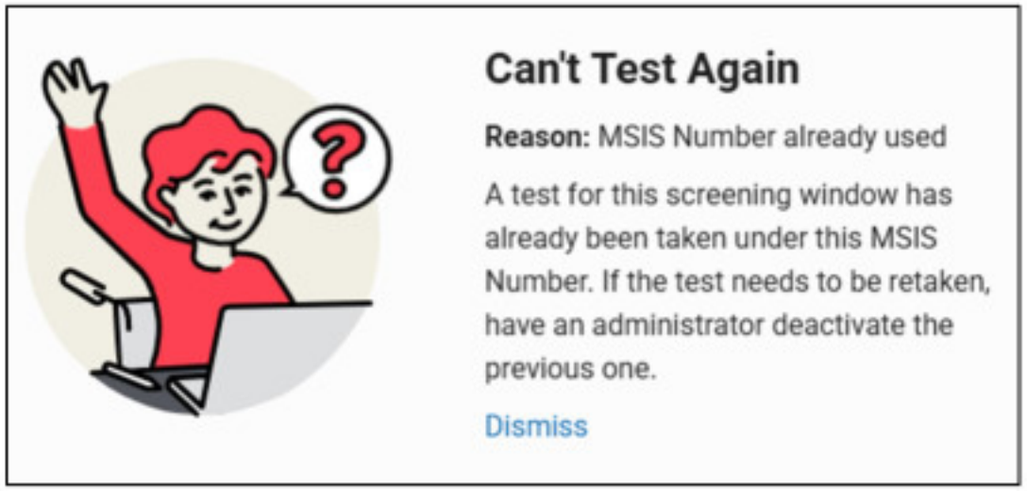
Prepare to Support Common Technical issues

K Readiness Tile Error Messages



Invalid MSIS



MSIS Already Used

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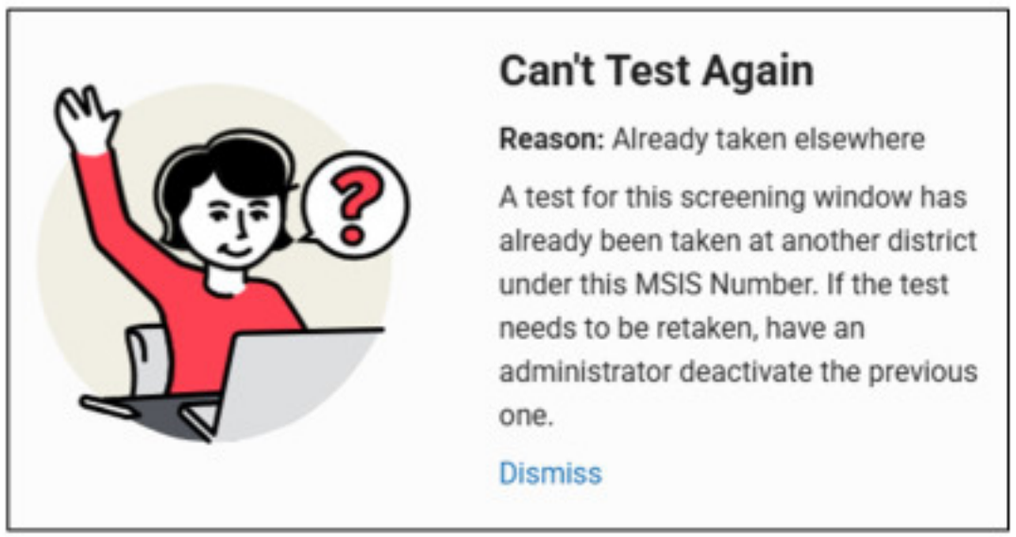
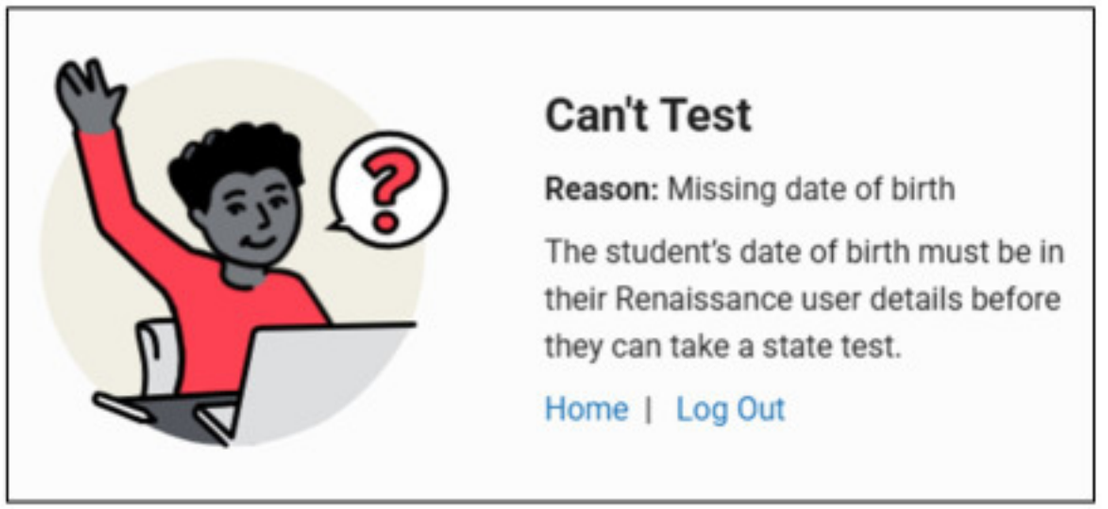
Prepare to Support Common Technical Issues

K Readiness Tile Error Messages



Already Taken Elsewhere



Missing Date of Birth

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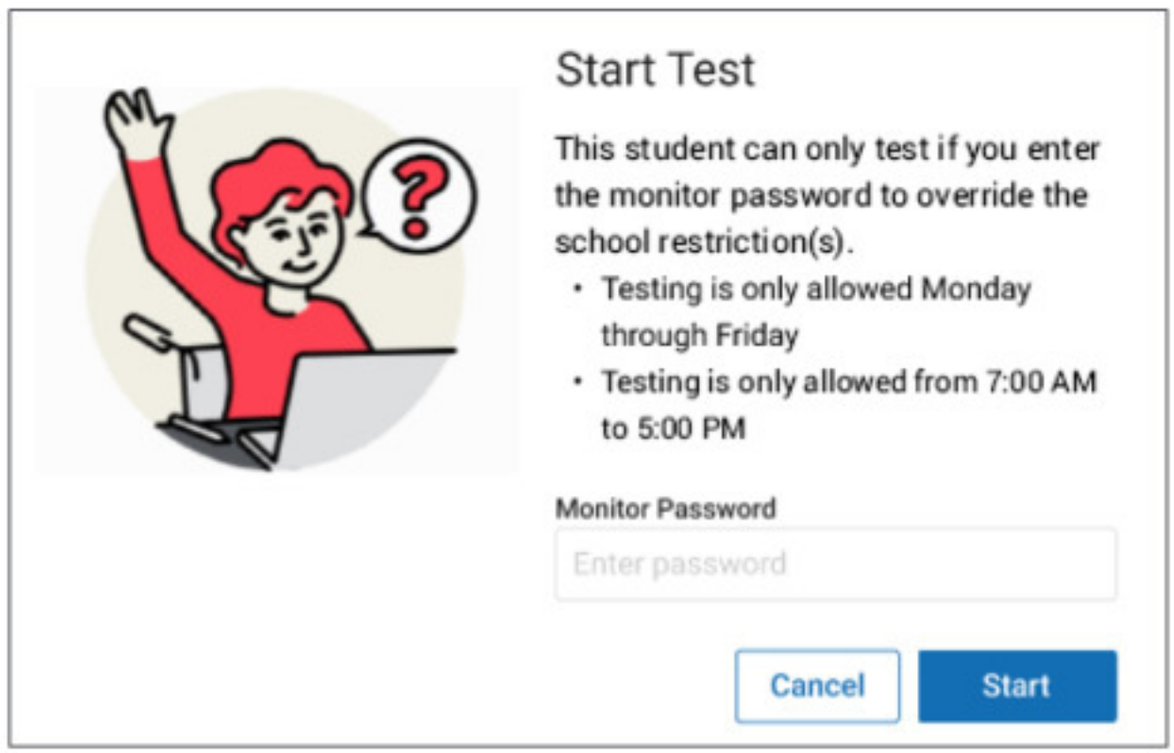
Prepare to Support Common Technical Issues

Date and Time Preferences Messages



Response:

When the **monitor password override** is enabled, the monitor password can be entered to allow the test to be taken.

An administrator must **edit the monitor password override preference** if it has not been previously enabled.

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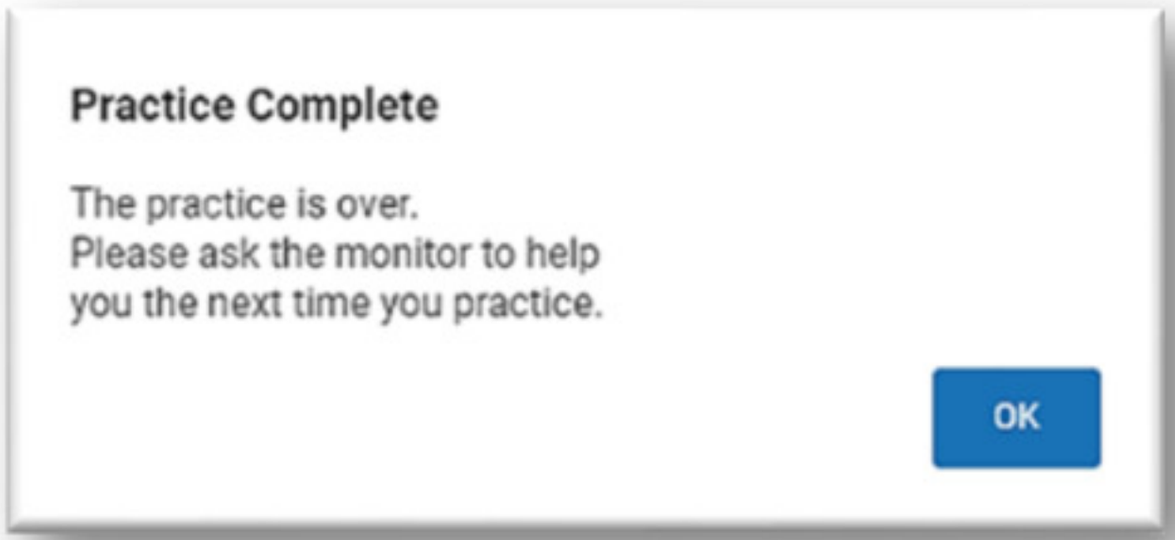
Failed Practice



Response:

The test administrator must **help the student** with any technology challenges.

If the student cannot pass the practice items, the student should log in again and the test administrator and proctor should, **together**, help them pass the practice questions and enter the assessment.

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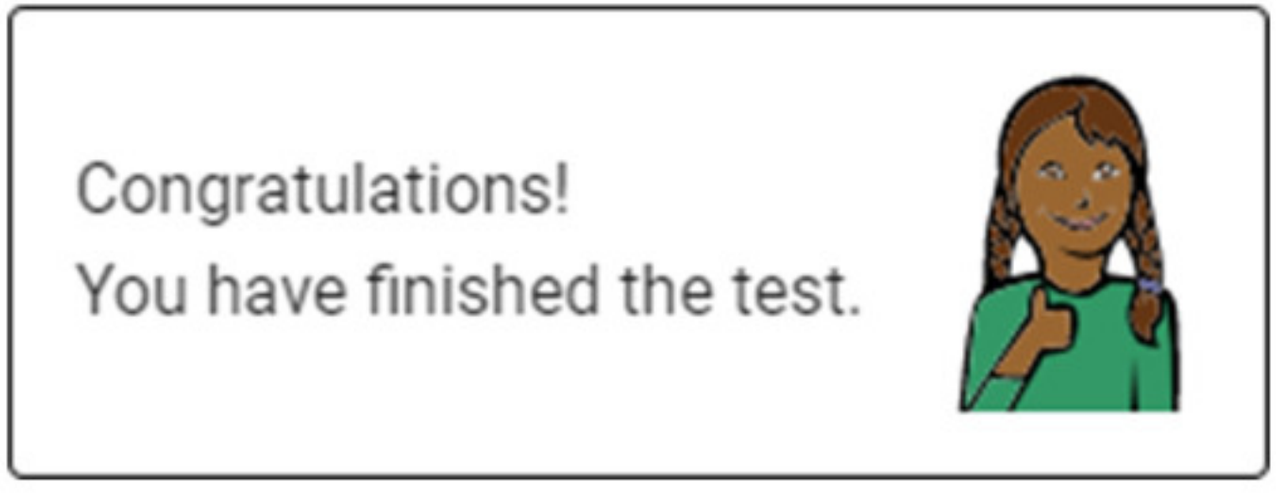
Prepare to Support Common Technical Issues

Completed Assessment



When the test is over, the student is notified. Then, the student is **automatically logged out**.

The **Star Record Book** can be used to see who has completed the test.

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Monitor Assessment Participation and Fidelity

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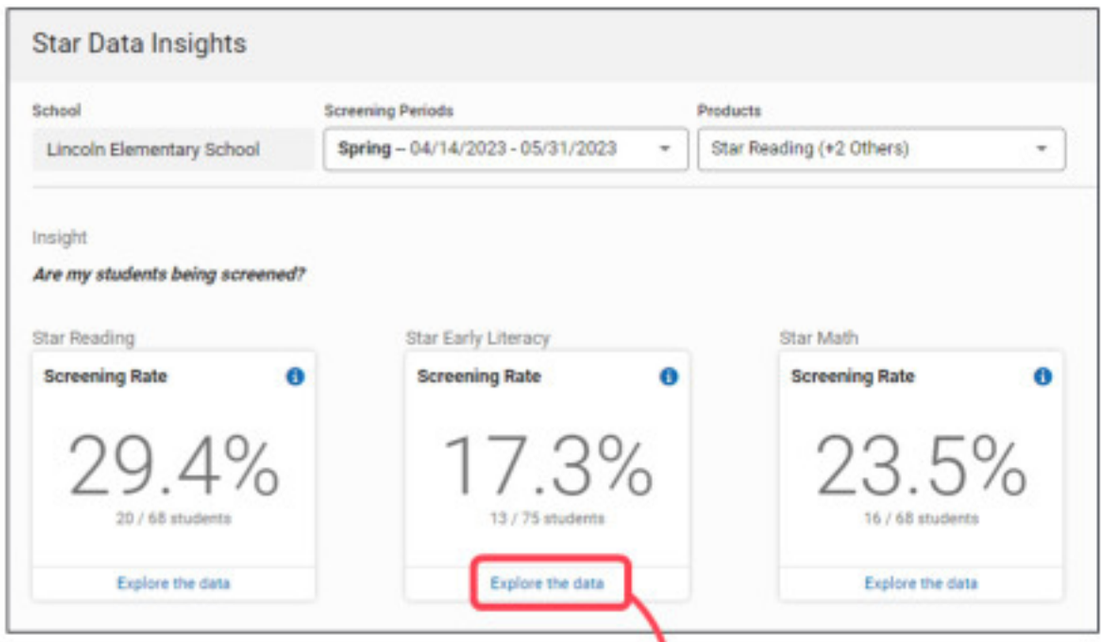
Monitoring District-Level Assessment Participation

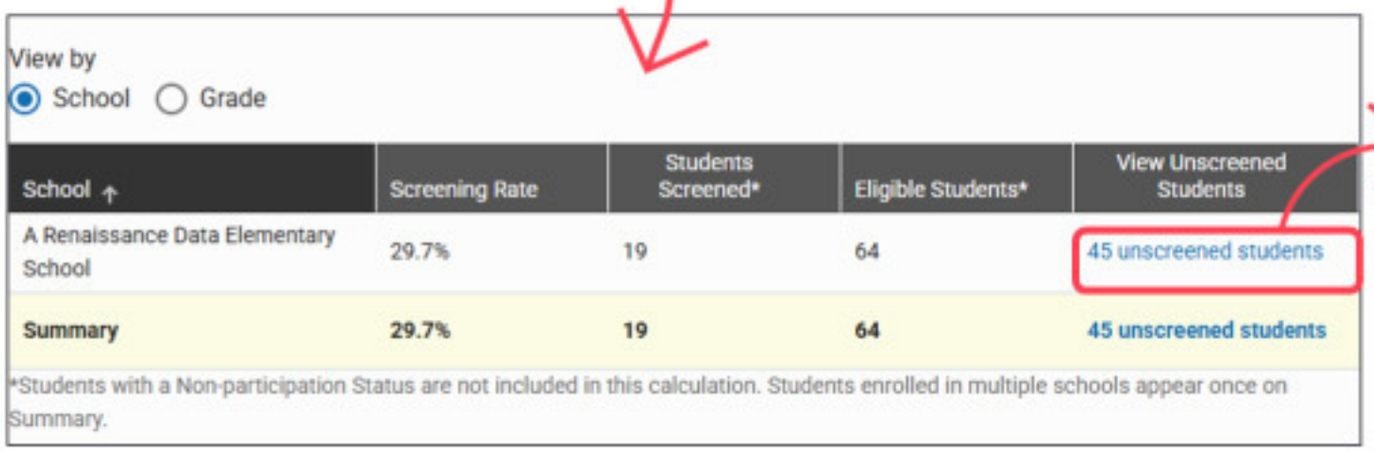
Key Reports and Data Views for DTCs to Review During Each Screening Window

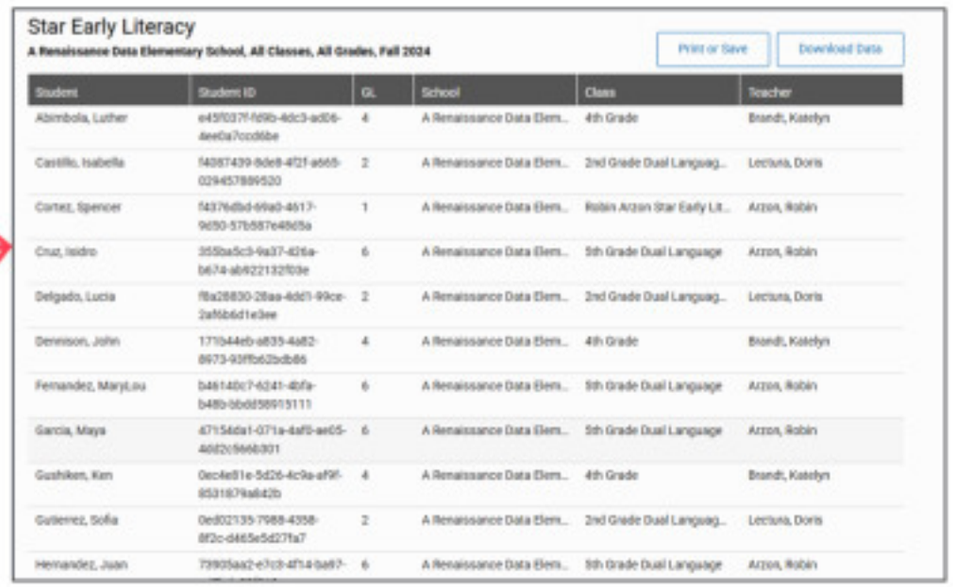


Data Insights

See how many students are being screened using Star assessments during a specific district screening window.

Explore the data further, breaking it down by school or grade.





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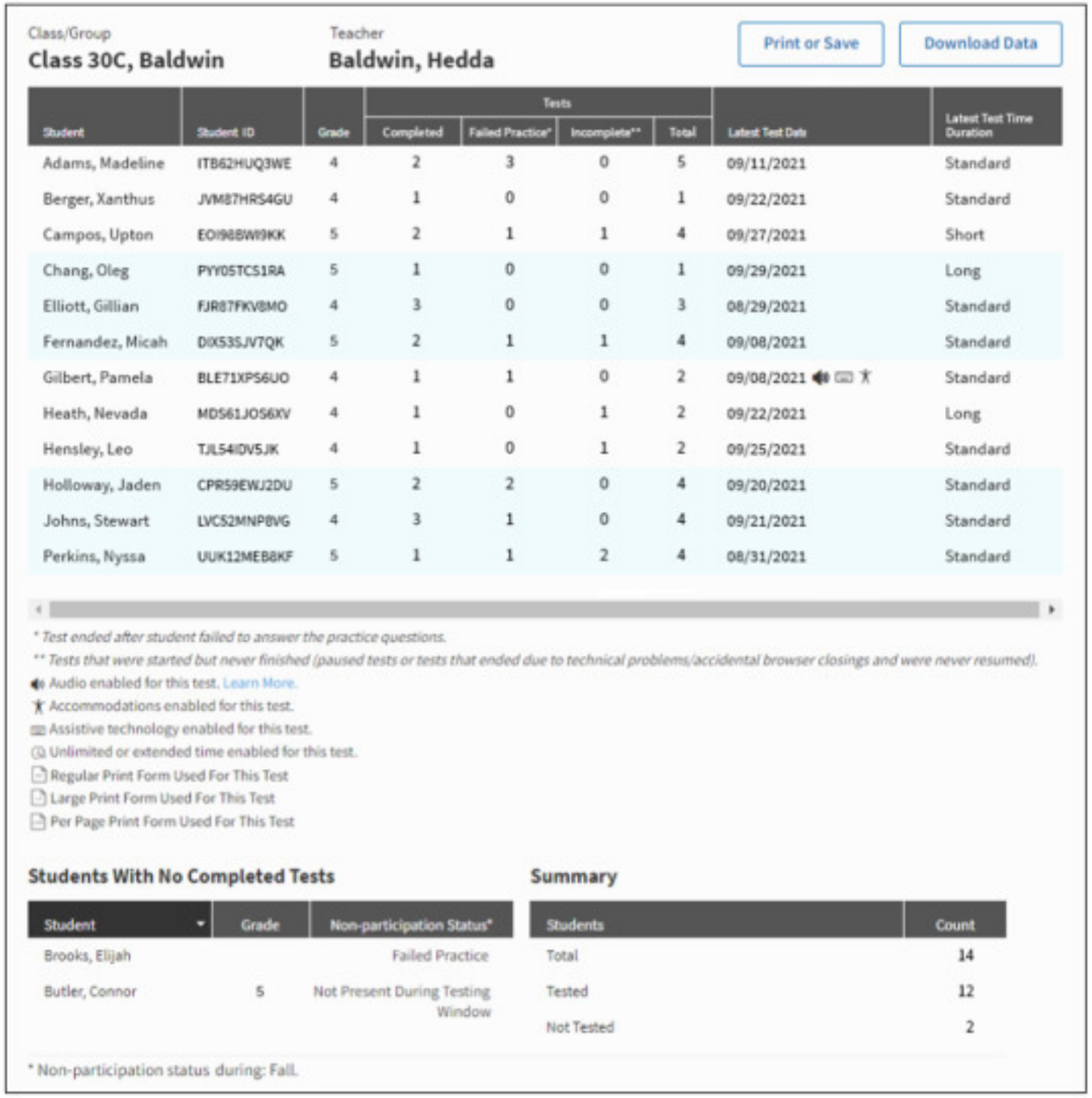
Test Activity Report

- Number of tests completed
- Number of tests not completed due to failed practice
- Number of test incomplete
- Date of most recent test
- Test Time Indicator: Short, Standard, Long
- Accommodations assigned to students



Class/Group
Class 30C, Baldwin

Teacher
Baldwin, Hedda

Print or Save | Download Data

Student	Student ID	Grade	Tests				Latest Test Date	Latest Test Time Duration
			Completed	Failed Practice*	Incomplete**	Total		
Adams, Madeline	ITB62HUQ3WE	4	2	3	0	5	09/11/2021	Standard
Berger, Xanthus	JVM87HRS4GU	4	1	0	0	1	09/22/2021	Standard
Campos, Upton	EOI98BWI9KK	5	2	1	1	4	09/27/2021	Short
Chang, Oleg	PYY05TCS1RA	5	1	0	0	1	09/29/2021	Long
Elliott, Gillian	FJR87FKVBMO	4	3	0	0	3	08/29/2021	Standard
Fernandez, Micah	DIX53SJV7QK	5	2	1	1	4	09/08/2021	Standard
Gilbert, Pamela	BLE71XPS6UO	4	1	1	0	2	09/08/2021	Standard
Heath, Nevada	MDS61JOS6XV	4	1	0	1	2	09/22/2021	Long
Hensley, Leo	TJL54IDV5JK	4	1	0	1	2	09/25/2021	Standard
Holloway, Jaden	CPR59EWJ2DU	5	2	2	0	4	09/20/2021	Standard
Johns, Stewart	LVC52MNPBVG	4	3	1	0	4	09/21/2021	Standard
Perkins, Nyssa	UUK12MEB8KF	5	1	1	2	4	08/31/2021	Standard

** Test ended after student failed to answer the practice questions.*
*** Tests that were started but never finished (paused tests or tests that ended due to technical problems/accidental browser closings and were never resumed).*
Audio enabled for this test. Learn More.
Accommodations enabled for this test.
Assistive technology enabled for this test.
Unlimited or extended time enabled for this test.
Regular Print Form Used For This Test
Large Print Form Used For This Test
Per Page Print Form Used For This Test

Students With No Completed Tests

Student	Grade	Non-participation Status*
Brooks, Elijah		Failed Practice
Butler, Connor	5	Not Present During Testing Window

Summary

Students	Count
Total	14
Tested	12
Not Tested	2

* Non-participation status during: Fall.

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Monitoring School-Level Assessment Fidelity and Participation

Key Reports, Data Views, and Monitoring Tasks for School Admin and Test Administrators

Category	Task(s)	Responsible
Proctoring with fidelity	Have enough trained test administrators	School admin/STC
	Make test administrators aware of what materials are allowed during testing and what students should do when finished with the assessment	School admin/STC
	Be prepared for common student messages	Test administrators
	Know how to pause or stop an assessment	Test administrators
	Know how to resume a paused assessment	Test administrators
Monitoring school-level assessment participation	Use the **Test Activity Report and data insights**	School admin/STC

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Reporting and Requirements

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Mississippi Score Reporting

Viewing test records taken with the K Readiness Tile

Reports that show the MS Symbol:

- Screening Report
- Student Report
- Record Book
- Diagnostic
- Test Activity Report
- Test Record Report
- Data Insights (participation only)

Reports with the ability to filter for MS records:

- Screening Report
- Student Report
- Data Insights (participation only)

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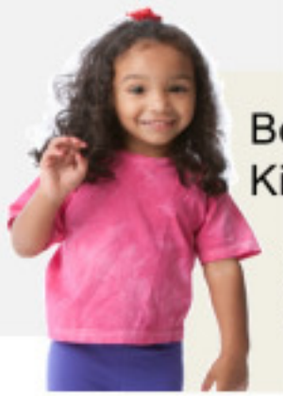
Benchmarks

Grade-specific **minimum performance levels** that students are expected to reach by certain points of the year in order to **meet** end-of-year **performance goals**

Star Default District Benchmarks

- Designed to help identify students who may need intervention or supplemental support
- If schools/districts are using Star in other grades, the Percentile Rank cut scores can be customized for your district or school's MTSS program

- At/Above Benchmark (PR 40 and above)
- On Watch (PR 25–39)
- Intervention (PR 10–24)
- Urgent Intervention (PR below 10)



Bella scored a 640SS with a 28PR in the Fall window of Kindergarten, placing her in On Watch.

Compared to her peers, for this time of year, she reads as well or better than 28% of her grade level peers.

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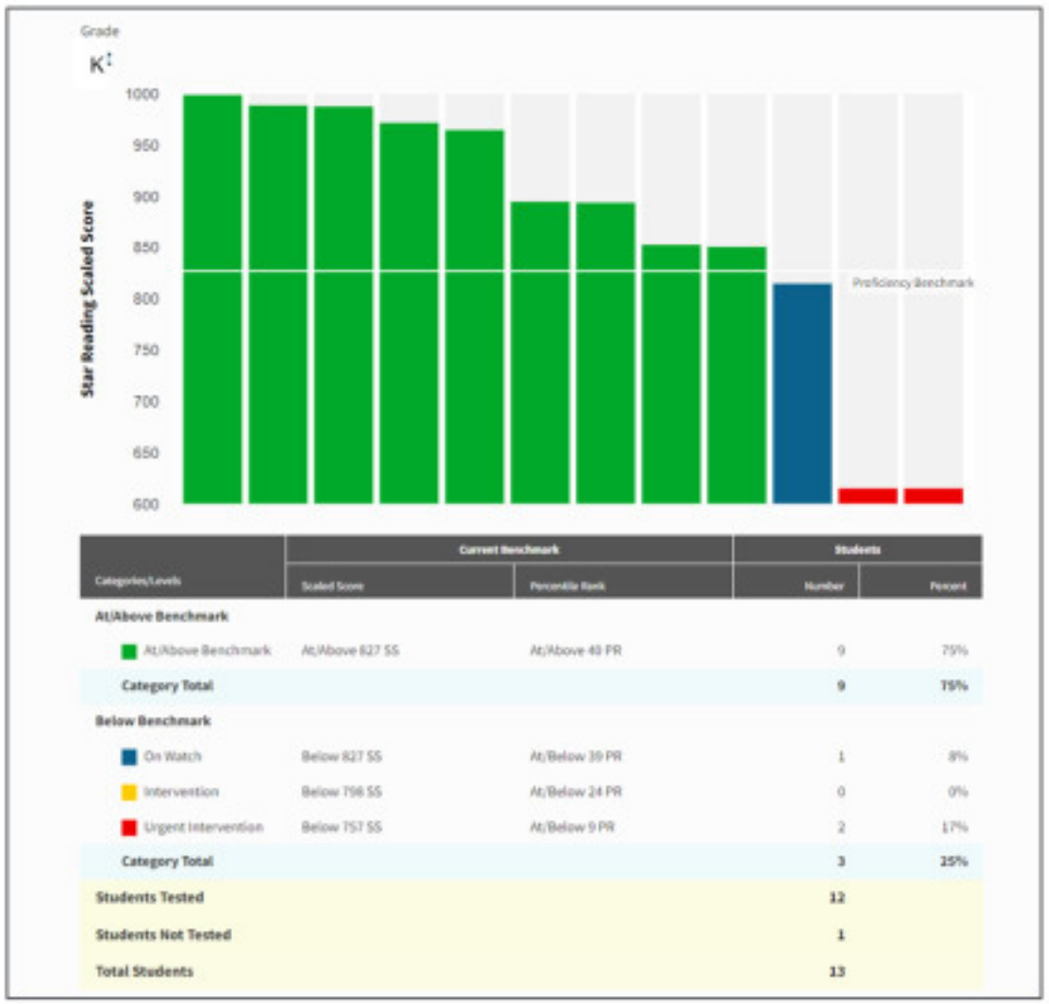
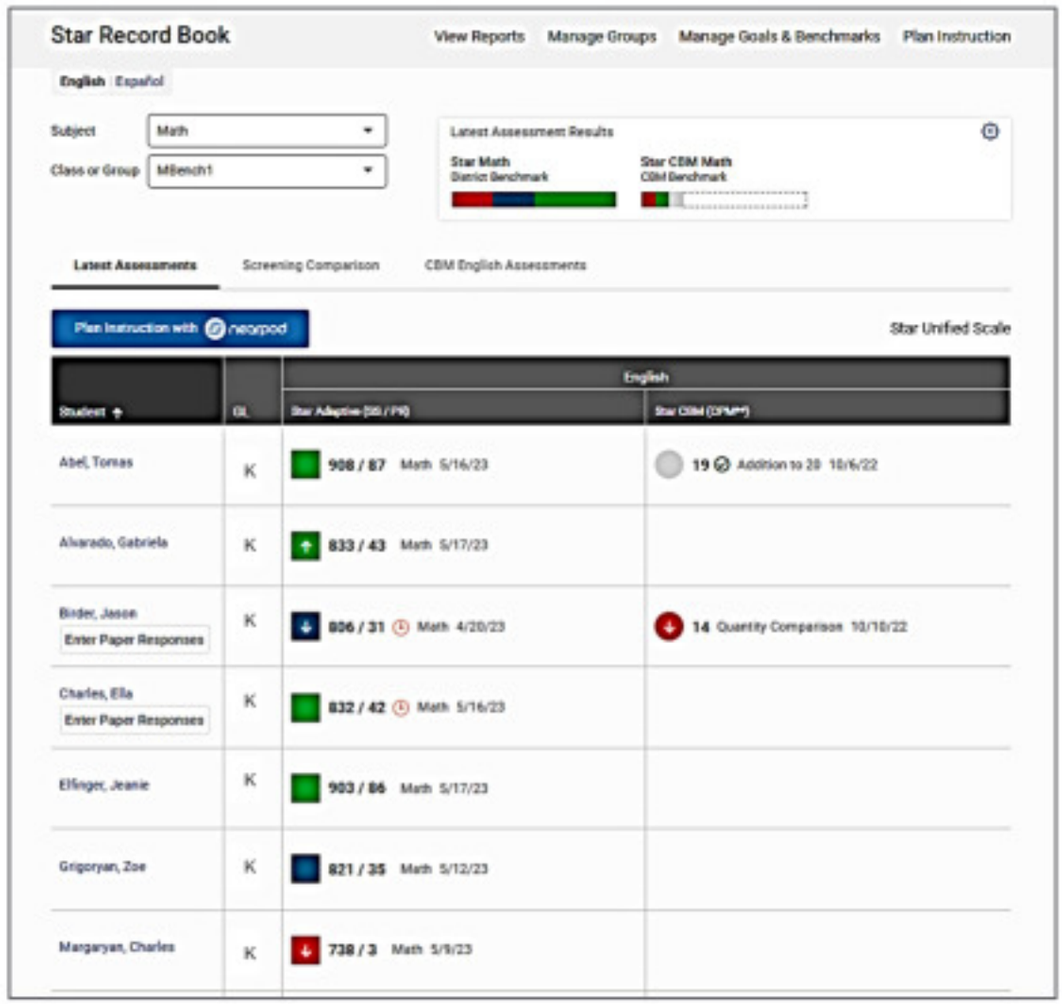
Viewing Screening Data Immediately

Key Reports and Data Views for All Roles



Star Screening Report



Star Record Book

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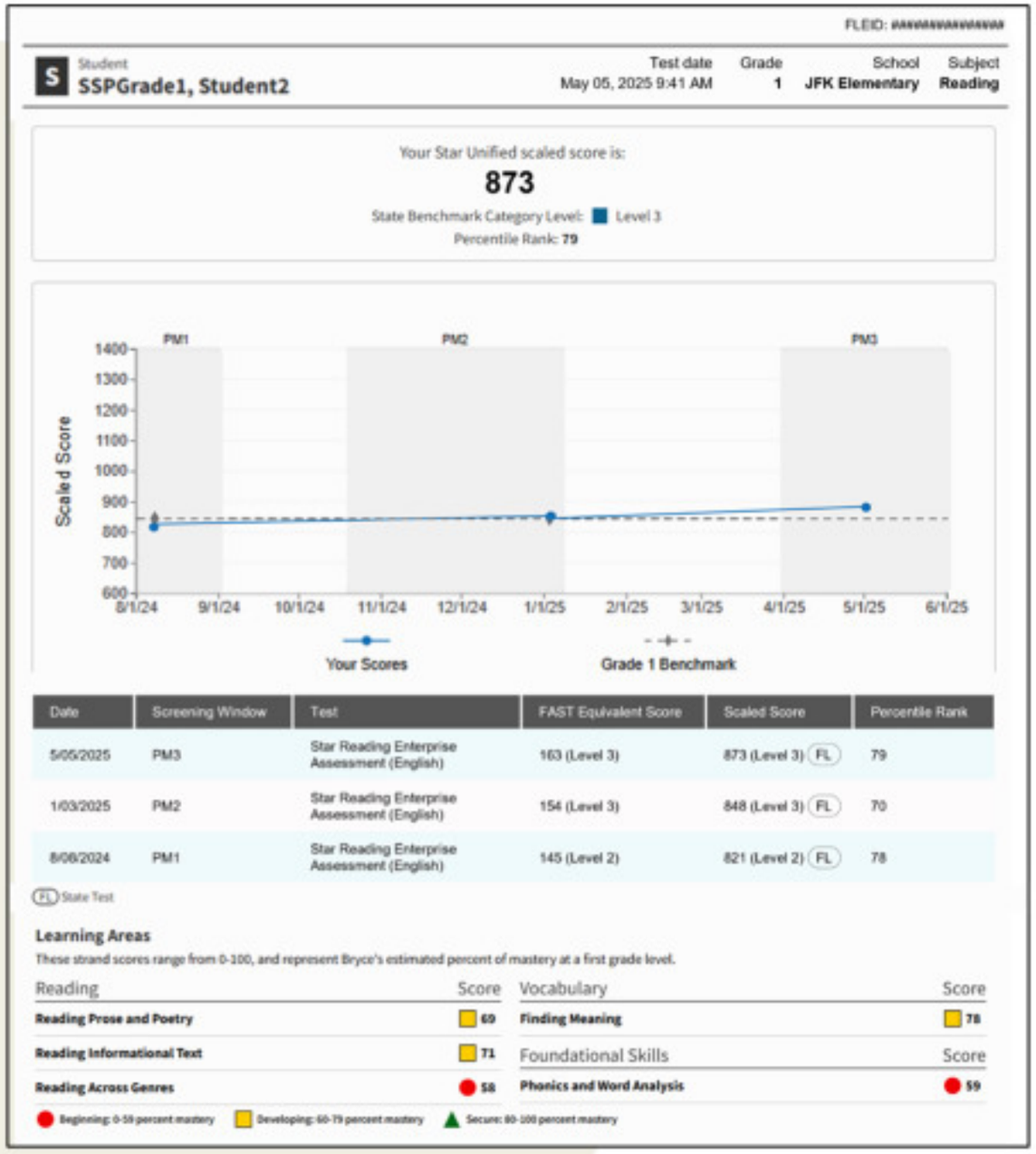
Star Student Report

Preferred Report to Share With Families

- Use the Star Student Report to help students and families understand their performance: how where they are relates to where they need to be.
- This report has customizable date ranges, with an option to show all results for a school year.
- This is the ONLY family-facing report that can show MS symbol, reflecting state testing
- The score at the top will **always be the most recent score in whatever date range you choose**.
  - If you choose the entire school year, you'll see the most recent score within that year.
  - If you choose the screening window, you'll see the most recent score in the window.
- **Should be sent to families and a copy placed in the students cumulative file at the end of the year.**



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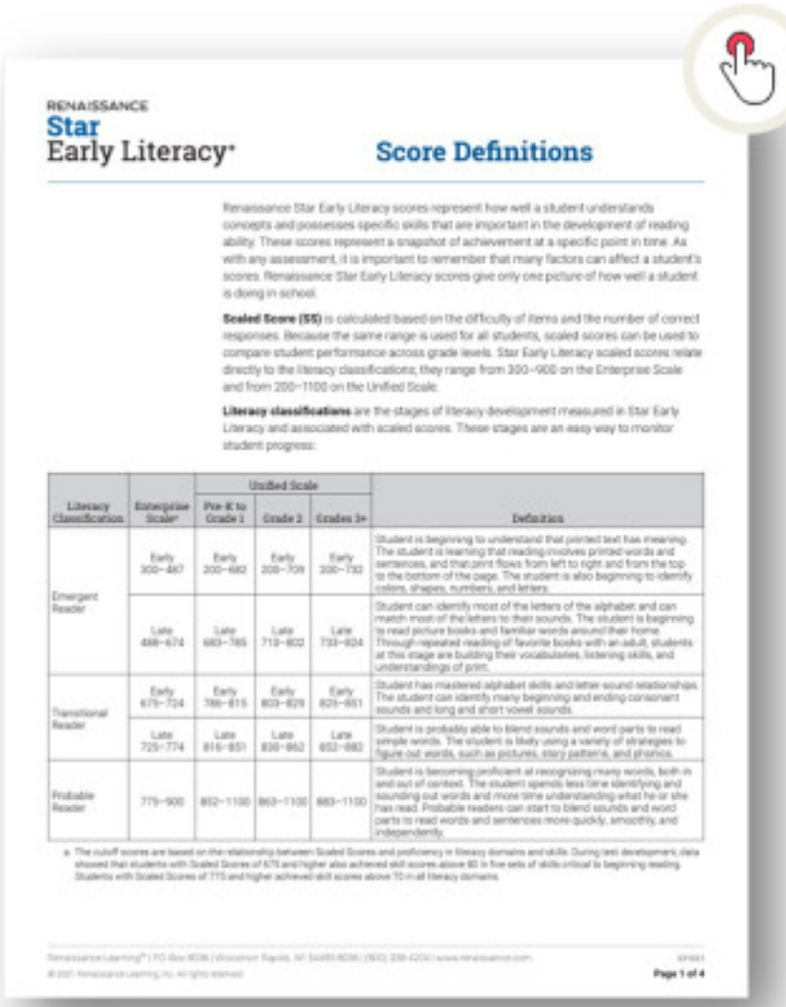
Helpful Resources

Score Definition References



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Star
Early Literacy®

Score Definitions

Renaissance Star Early Literacy scores represent how well a student understands concepts and possesses specific skills that are important in the development of reading ability. These scores represent a snapshot of achievement at a specific point in time. As with any assessment, it is important to remember that many factors can affect a student's scores. Renaissance Star Early Literacy scores give only one picture of how well a student is doing in school.

Scaled Score (SS) is calculated based on the difficulty of items and the number of correct responses. Because the same range is used for all students, scaled scores can be used to compare student performance across grade levels. Star Early Literacy scaled scores relate directly to the literacy classifications; they range from 300–900 on the Enterprise Scale and from 200–1100 on the Unified Scale.

Literacy classifications are the stages of literacy development measured in Star Early Literacy and associated with scaled scores. These stages are an easy way to monitor student progress:

Literacy Classification	Enterprise Scale[a]	Unified Scale			Definition
		Pre-K to Grade 1	Grade 2	Grades 3+	
Emergent Reader	Early 300–487	Early 200–682	Early 200–709	Early 200–732	Student is beginning to understand that printed text has meaning. The student is learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. The student is also beginning to identify colors, shapes, numbers, and letters.
	Late 488–674	Late 683–785	Late 710–802	Late 733–824	Student can identify most of the letters of the alphabet and can match most of the letters to their sounds. The student is beginning to read picture books and familiar words around their home. Through repeated reading of favorite books with an adult, students at this stage are building their vocabularies, listening skills, and understandings of print.
Transitional Reader	Early 675–724	Early 786–815	Early 803–829	Early 825–851	Student has mastered alphabet skills and letter sound relationships. The student can identify many beginning and ending consonant sounds and long and short vowel sounds.
	Late 725–774	Late 816–851	Late 830–862	Late 852–882	Student is probably able to blend sounds and word parts to read simple words. The student is likely using a variety of strategies to figure out words, such as pictures, story patterns, and phonics.
Probable Reader	775–900	852–1100	863–1100	883–1100	Student is becoming proficient at recognizing many words, both in and out of context. The student spends less time identifying and sounding out words and more time understanding what he or she has read. Probable readers can start to blend sounds and word parts to read words and sentences more quickly, smoothly, and independently.

a. The cutoff scores are based on the relationship between Scaled Scores and proficiency in literacy domains and skills. During test development, data showed that students with Scaled Scores of 675 and higher also achieved skill scores above 80 in five sets of skills critical to beginning reading. Students with Scaled Scores of 775 and higher achieved skill scores above 70 in all literacy domains.

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Math®

Score Definitions

Renaissance Star Math scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the norms group. These scores present a snapshot of achievement at a specific point in time. As with any test, it is important to remember that many factors can affect a student's test scores. Renaissance Star Math test scores give only one picture of how a student is doing in school.

Domain Scores estimate a student's mastery of each domain for the student's grade level. For example, a domain score of 50 for a 5th-grader means the student would be expected to answer correctly approximately 50 percent of the fifth-grade items in that domain.

A GE score preceded by "+" is a capped score. GE scores in excess of three grade levels above the student's actual grade are capped, meaning that such GE scores are shown as "+ [student's actual grade level + 3]." This prevents the misinterpretation that students with excessively high GE scores are capable of work at those higher grades.

Grade Equivalent (GE) is a norm-referenced score ranging from the lowest grade to the highest grade included in the norming sample, e.g. K–12.9. Because Star Math norms go lower than grade 1, the minimum GE score for Star Math is 0, shown as either 0 or < K on reports; values below 0 are shown as < K. It represents how a student's test performance compares with that of other students nationally. For example, a fifth-grade student with a GE of 7.6 performed as well on Star Math as a typical seventh-grader after the sixth month of the school year. This score doesn't necessarily mean that the student is capable of doing seventh-grade math—instead, it indicates that this student's math skills are well above average for the fifth grade.

Grade Placement (GP) is a numeric representation of a student's grade level, based on the specific month in which a student takes a Star Math test. Star Math considers the standard school year to run from September through June and assigns increment values of 0.0 through 0.9 to these months. The software automatically assigns grade placements using a student's grade level and the month in which the Star Math test was taken. GP is important because PR and NCE values are based not only on the Scaled Score but also on the grade placement of the student at the time of the test.

Normal Curve Equivalent (NCE) is a norm-referenced score similar to percentile rank but based on an equal interval scale. This means that the difference between any two successive scores on the NCE scale has the same meaning throughout the scale. NCEs are useful in making comparisons between different achievement tests and for statistical computations such as determining an average score for a group of students. NCE scores range from 1 to 99. NCEs are used mostly for research purposes.

Percentile Rank (PR) is a norm-referenced score that provides a measure of a student's math ability compared to other students in the same grade nationally. The percentile rank score, which ranges from 1 to 99, indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. For example, a student with a percentile rank score of 85 performed as well as or better than 85 percent of other students in the same grade.

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Click the images to open each Score Definitions reference document.

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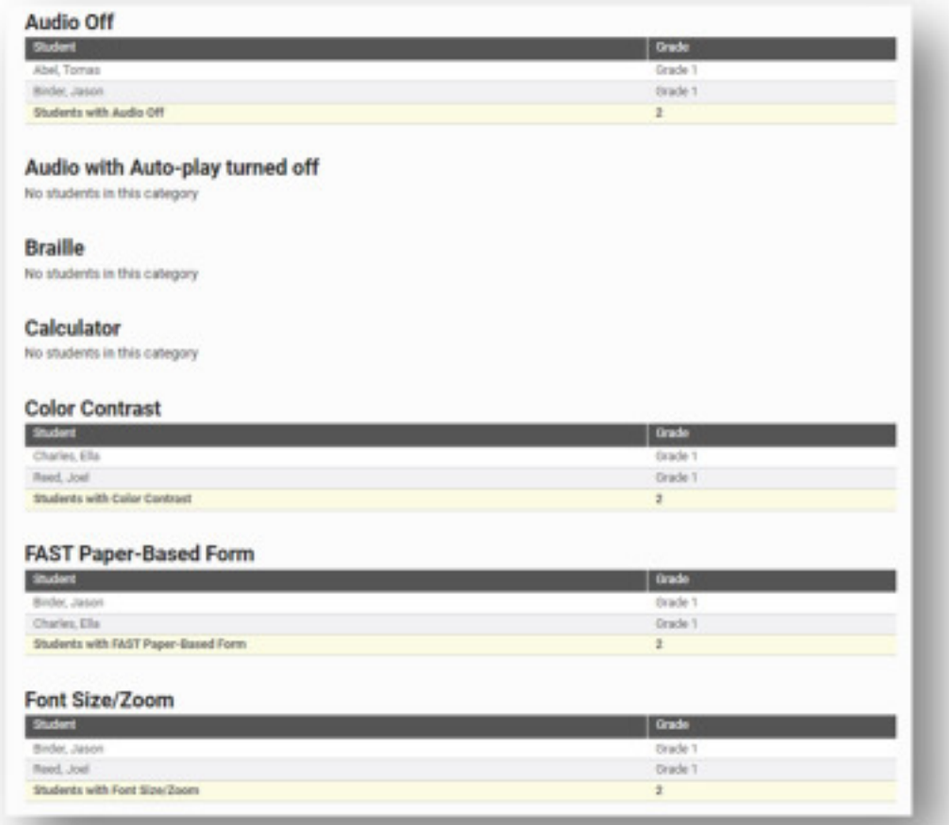
Post-Testing Responsibilities

For DTCs

Category	Task(s)	Responsible
Accommodations and assessment participation	Generate the Accommodations & Non-Participation Report to track accommodations and non-participation statuses	DTCs



Audio Off

Student	Grade
Abel, Tomas	Grade 1
Binder, Jason	Grade 1
Students with Audio Off	2

Audio with Auto-play turned off
No students in this category

Braille
No students in this category

Calculator
No students in this category

Color Contrast

Student	Grade
Charles, Ella	Grade 1
Reed, Joel	Grade 1
Students with Color Contrast	2

FAST Paper-Based Form

Student	Grade
Binder, Jason	Grade 1
Charles, Ella	Grade 1
Students with FAST Paper-Based Form	2

Font Size/Zoom

Student	Grade
Binder, Jason	Grade 1
Reed, Joel	Grade 1
Students with Font Size/Zoom	2

A reminder…

- The Accommodations and Non-Participation Report isn't located in the Reports menu.
- The report is in the **Manage Apps & Users** pathway.
- The report will not show extended time, but the Test Activity Report will show if the student had extended/unlimited time.

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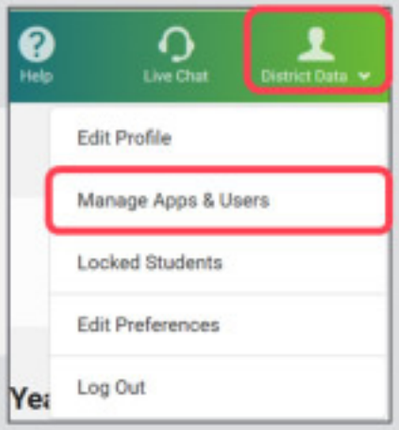
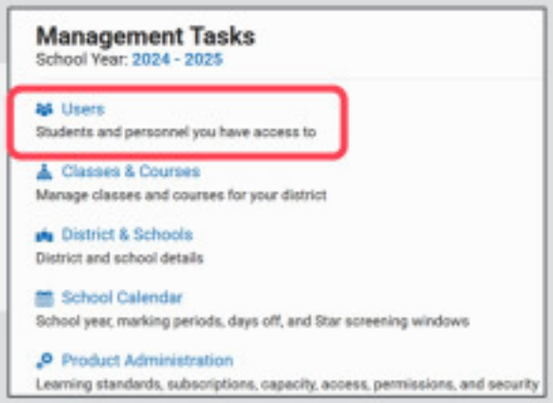
The Accommodations and Participation Report

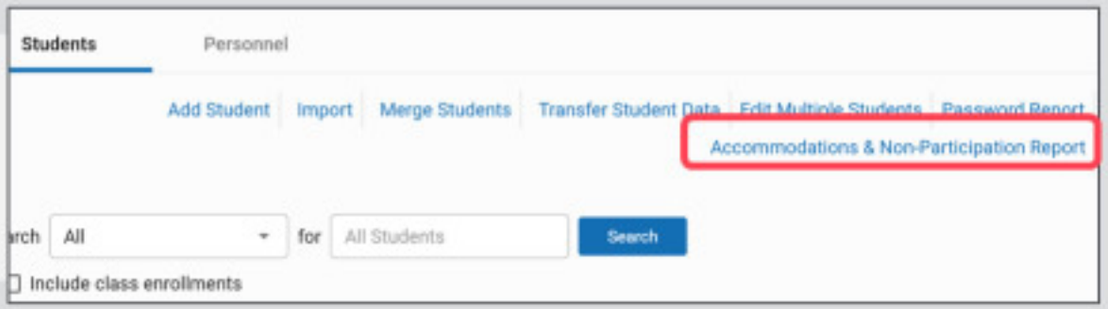
1 Select User Profile dropdown and then select Manage Apps and Users



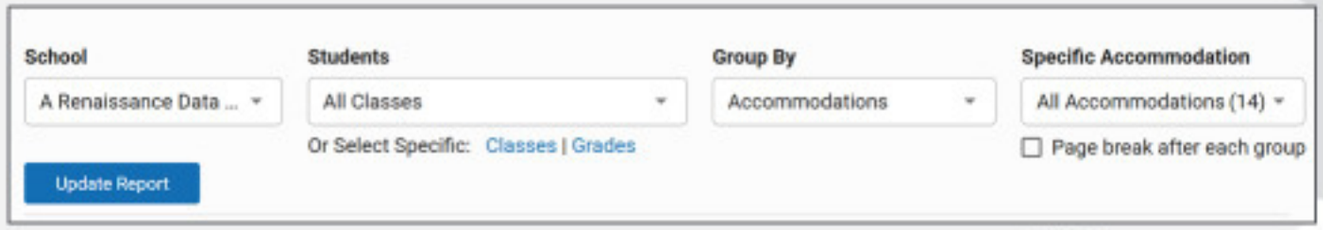
2 Select Users



3 Select Accommodations & Non-Participation Report



4 Set the filters available and then Select Update Report



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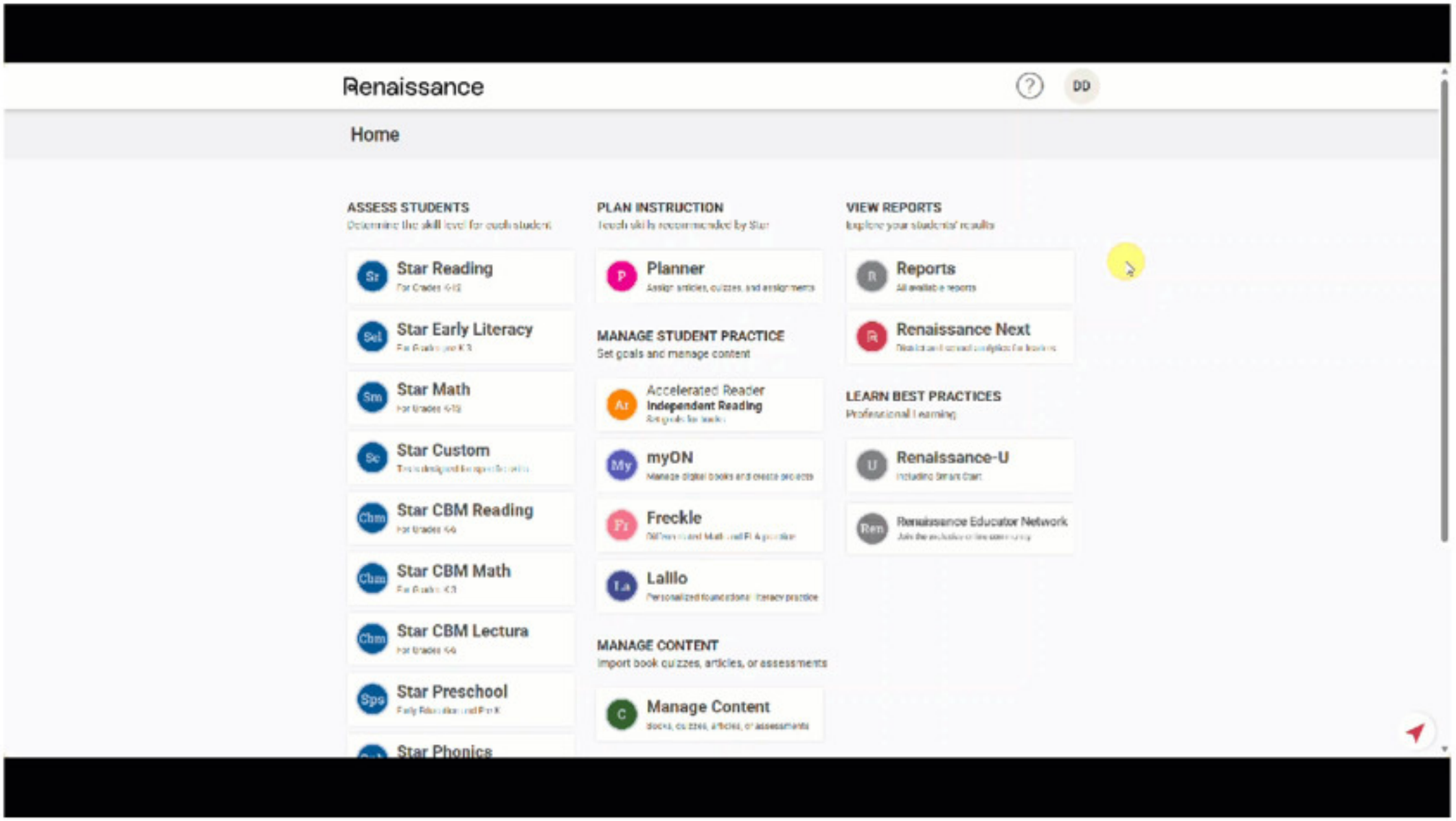
Running the Accommodations and Participation Report



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Post-Testing Responsibilities

School Admin/Testing Coordinator Tasks Overseen by DTCs

⚠ The following tasks are done **during** the test window but **after** the students have tested

Category	Task(s)	Responsible
Accommodations and assessment participation	Mark all non-participation statuses	School admin
	Generate the **Accommodations and Non-Participation Report** to track accommodations and non-participation statuses as needed	

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Complete the scavenger hunt.

Instructions

ctions

Complete each task within your Renaissance account and place a check off each completed task.

☐ **Log in** to your account	☐ In **Manage Apps and Users** locate the **Accommodations & Non-Participation Report**	☐ In **Manage Apps and Users** locate **Product Administration** and find **User Permissions**. Take note of the default permissions for each user groups and any you may want to change.
☐ Locate **School Calendar** Set your screening window to the MDE dates.	☐ Locate **Preferences** Explore what is available in the District, School, and Classroom	☐ Select the **Reports** Pin the Screening Report, the Test Activity Report, and the Record book

? Select the question mark at the top of the screen to access help files

Submit

Resources and Support

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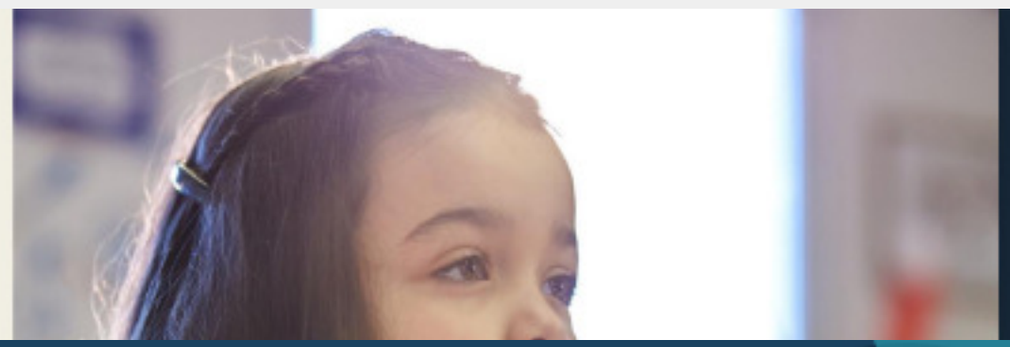
See ent.

https://renaissance.widen.net/s/6lxwf8zdsz/mississippi_testadministratortraining_final-train-the-trainer



Educator Academy

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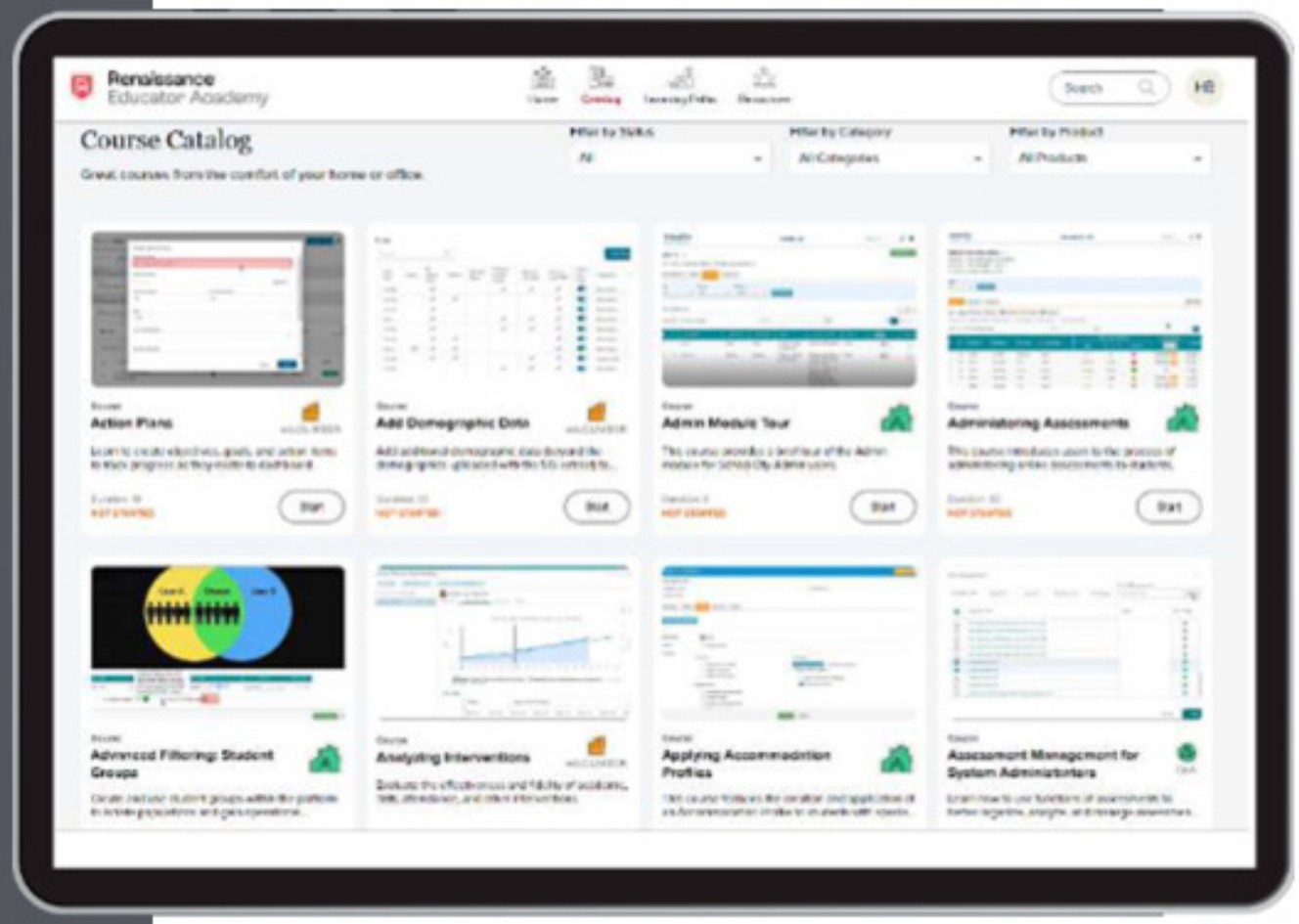
Dynamic e-learning courses and enhanced resources aligned to your solution portfolio, all in one place

Learn at your own pace anytime, with interactive content **available 24/7**

Find on-demand resources in Educator Academy to support your Star learning.



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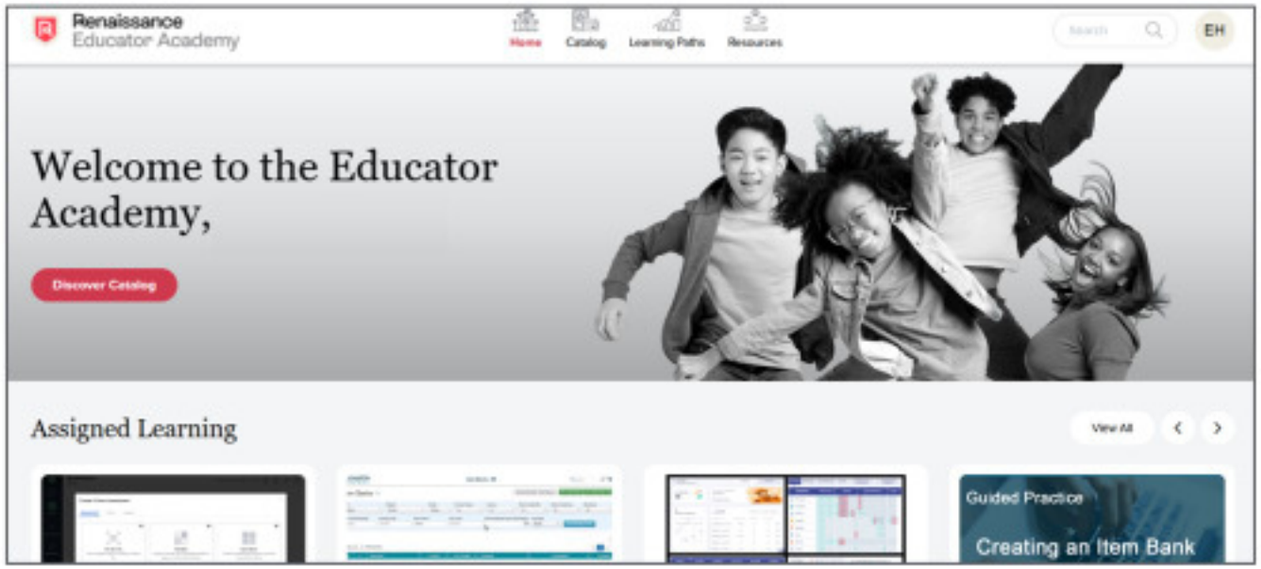
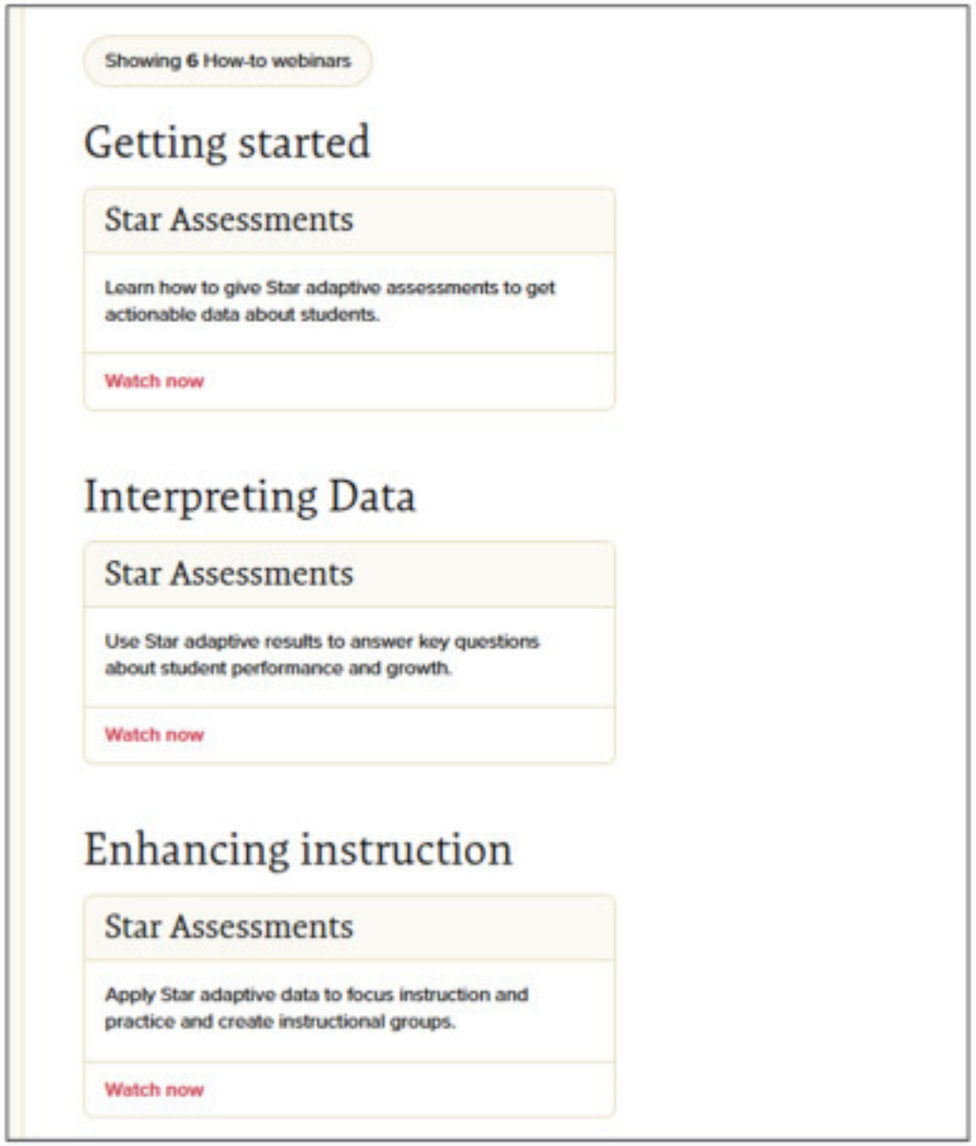
Available Training

On-demand





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Resource Slide

Renaissance Help Center articles

Rostering and setup

- Manage Apps & Users Page
- Getting Ready for a New School Year
- Assigning Products to Classes
- Star Assessment Technical Recommen
- IP Restriction Preference
- Single-School Rostering Directions

Actions before testing

- Creating District Screening Windows
- Users – View Personnel, Student Passw
- Monitor Password – Star Tests Preference

Accommodations

- Accommodations Preference

- Test Activity Report

- Star Data Insights

Actions after testing

- Accommodations & Non-Participation Report

orting and family communication

- ich Report Should I Use?
- Student Report

Star score definitions references

- Star Early Literacy Score Definitions document

- Teacher's Guide to Taking Action with Star

https://cf.nearpod.com/neareducation/new/Webpage/1388639776/iconoriginal.pdf?AWSAccessKeyId=AKIA5LQSO4AXIHKV2NEC&Expires=2147483647&Signature=mpgl1GY2ao3ryv8%2FvlZuVPsxOa8%3D

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Thank you!

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Phone

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