

The logo for Renaissance Learning, featuring the word "RENAISSANCE" in a bold, sans-serif font with a white swoosh above it, followed by "LEARNING™" in a smaller, similar font.

RENAISSANCE LEARNING™

What's in a Scaled Score?

Laurie Borkon

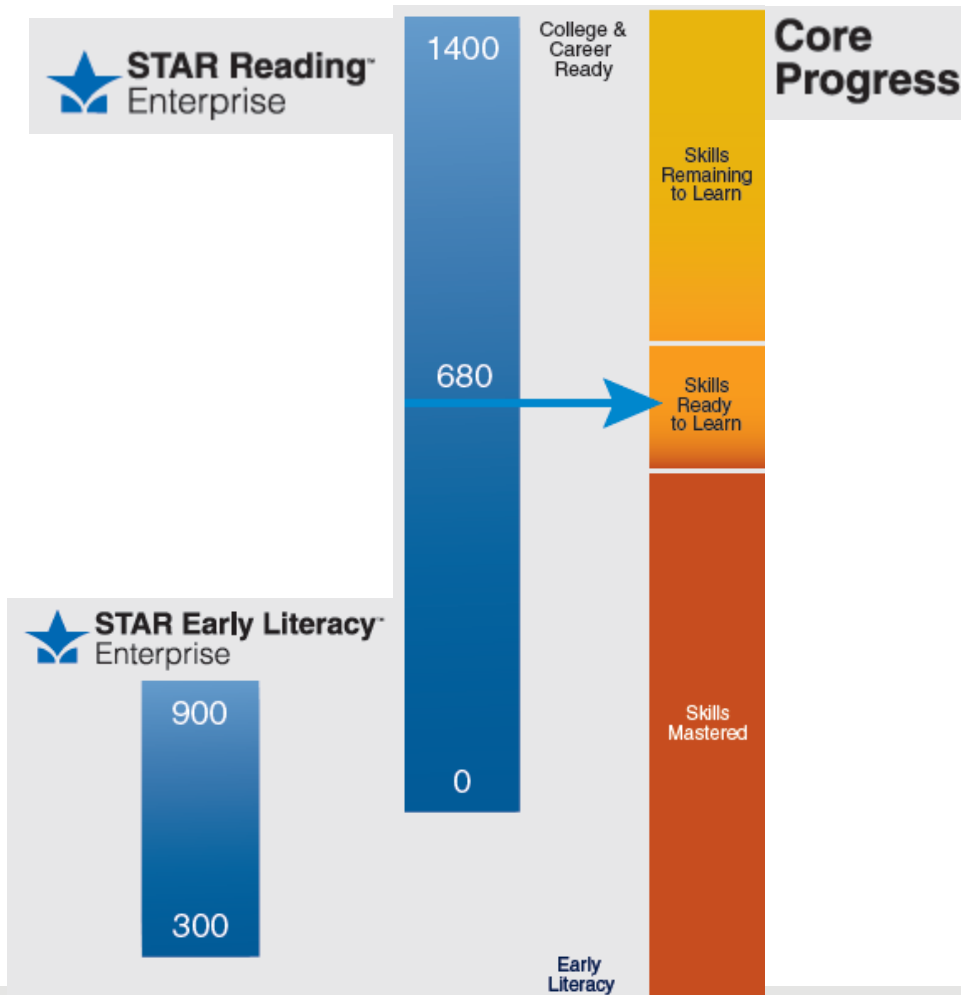
Reidy Interactive Lecture
Series

September 18, 2014

What's in a scaled score?

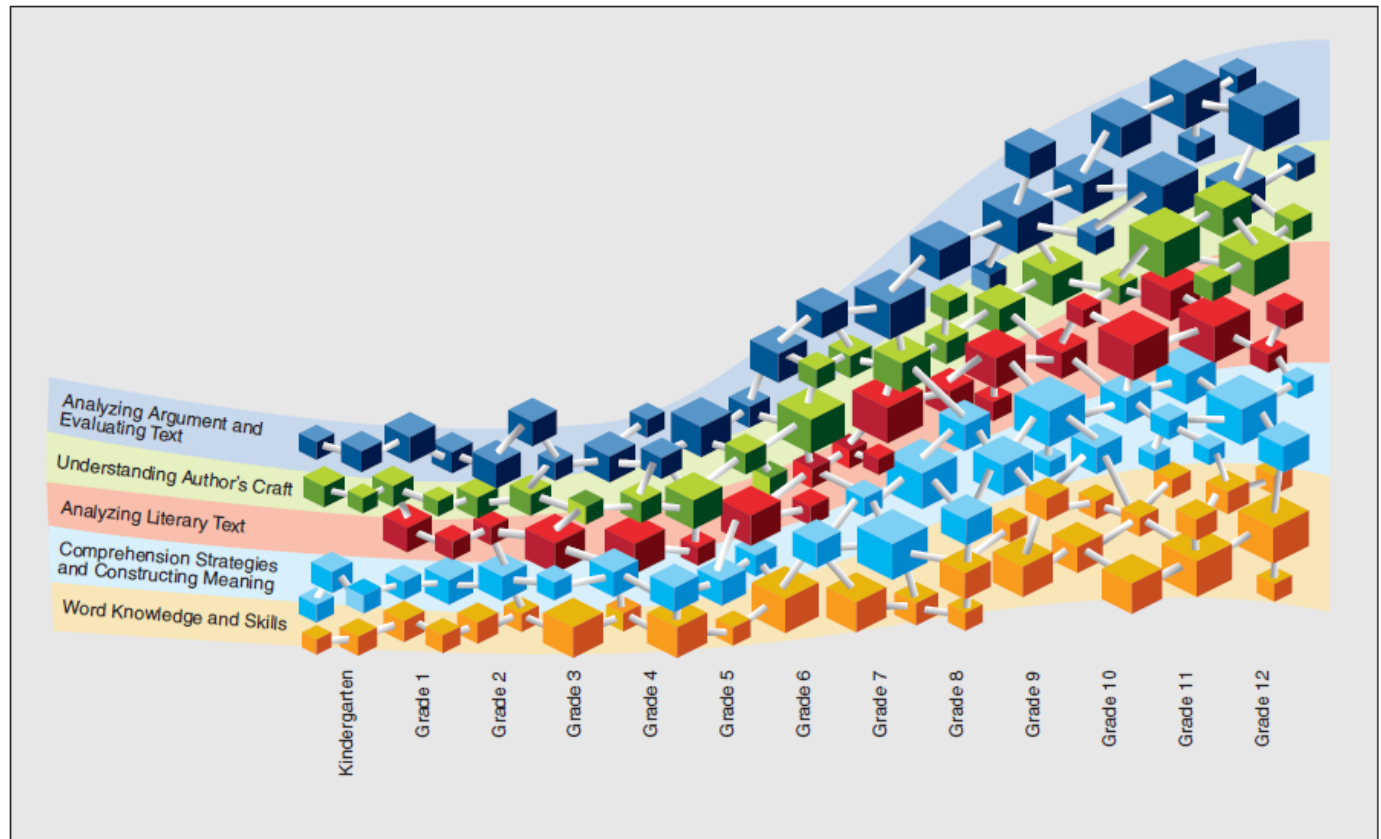
Can an interim assessment scale provide insight for instruction?

Attaching meaning to the scale



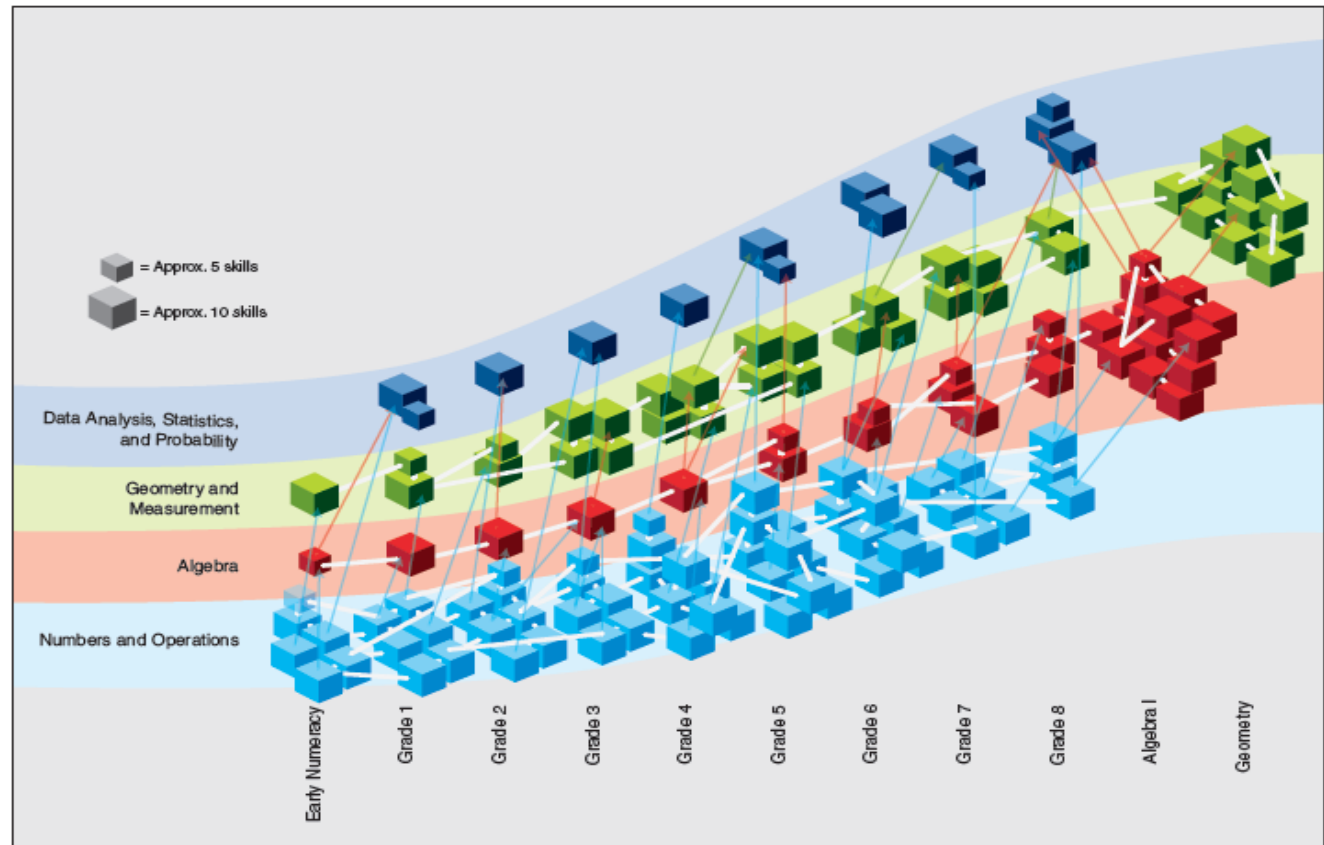
Learning progressions are the backbone of STAR

Reading



Learning progressions are the backbone of STAR

Math



STAR



STAR[™]
Early Literacy



STAR[™]
Reading

1. Start with the STAR scaled score

Fritts, Shannon

Class: Ms. Garza's class	Student's Age (yrs): -
Teacher: M. Garza	Grade: 1
Test Date: 08/07/2014	ID: 10085
SS: 590 (Scaled Score)	

Literacy Classification

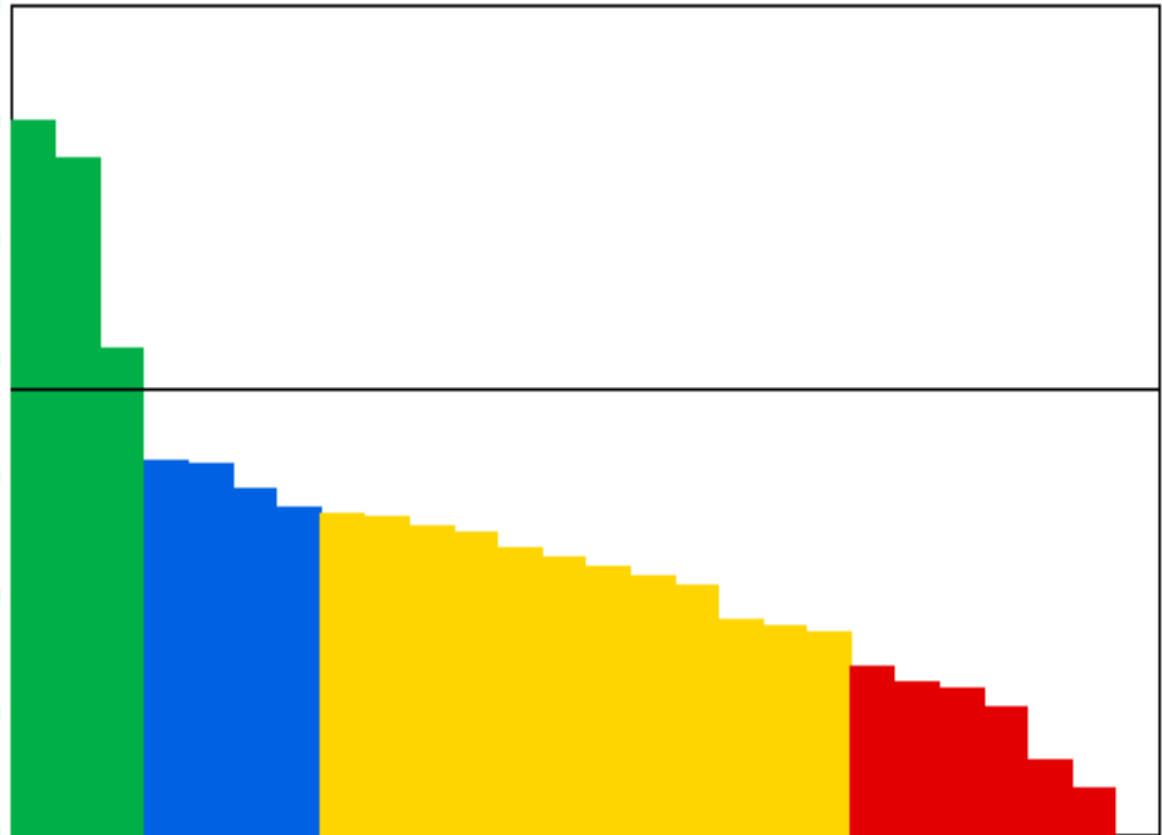
Early Emergent Reader SS 300-487	Late Emergent Reader SS 488-674	Transitional Reader SS 675-774	Probable Reader SS 775-900
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Estimated Oral Reading Fluency (Words Correct Per Minute): 12
Est. ORF is available for tests taken in grades 1-3.



2. Benchmarks provide context for scaled scores

Screening Report



3. Skill scores inform instruction

Diagnostic Report

Skill Sets Within Each Sub-Domain	
Skill set scores, ranging from 0-100, estimate the student's percent of i	
Alphabetic Principle	Skill Set Score
Alphabetic Knowledge	81
→ Alphabetic Sequence	48
→ Letter Sounds	75
Concept of Word	
Print Concepts: Word length	82
→ Print Concepts: Word borders	60
Print Concepts: Letters and Words	84
Visual Discrimination	
Letters	88
→ Identification and Word Matching	69
Phonemic Awareness	
→ Rhyming and Word Families	66
→ Blending Word Parts	73
→ Blending Phonemes	65
Initial and Final Phonemes	34
→ Consonant Blends (PA)	59
Medial Phoneme Discrimination	23
→ Phoneme Isolation/Manipulation	42
→ Phoneme Segmentation	44

SEL and PSF in K

Classification Consistency Between SEL and Specific DIBELS Tests (PSF, NWF, LNF)				
		STAR Early Literacy (SEL)		
		Low Risk	At Risk or Some Risk	Total
DIBELS PSF	Low Risk	467	44	511
	At Risk or Some Risk	94	50	144
	Total	561	94	655
Overall Agreement				79%
Sensitivity				35%
Specificity				91%
DIBELS Impact: Percent at risk or some risk				22%
SEL impact: Percent at risk or some risk				14%

SEL and NWF in K

		STAR Early Literacy (SEL)		
		Low Risk	At Risk or Some Risk	Total
DIBELS NWF	Low Risk	493	69	562
	At Risk or Some Risk	68	25	93
	Total	561	94	655
Overall Agreement				79%
Sensitivity				27%
Specificity				88%
DIBELS Impact: Percent at risk or some risk				14%
SEL impact: Percent at risk or some risk				14%

4. Learning progression—skill view

reading I am teaching **1st grade** students with a STAR Score of **590** about **foundational skills**.

LEARNING PROGRESSION > GRADE 1

DOMAINS

Print Concepts »

Phonological Awareness »

Phonics and Word Recognition »

Fluency »

TREND DIFFICULTY 140

4. Learning progression—standards view

reading I am teaching *1st grade* students with a STAR Score of **590** about *foundational skills*.

LEARNING PROGRESSION > GRADE 1

Foundational Skills 1.1a

Foundational Skills 1.2b

1.2 1.2d

Foundational Skills 1.3b Foundational Skills 1.3c

1.3a

1.4a Foundational Skills 1.4b

TREND DIFFICULTY 140

DOMAIN DETAILS

DOMAIN FOUNDATIONAL SKILLS
Print Concepts

DOMAIN LEVEL EXPECTATION (GLDE)
Students build on their print concepts and extend their understanding of print elements such as punctuation.

6 STANDARDS

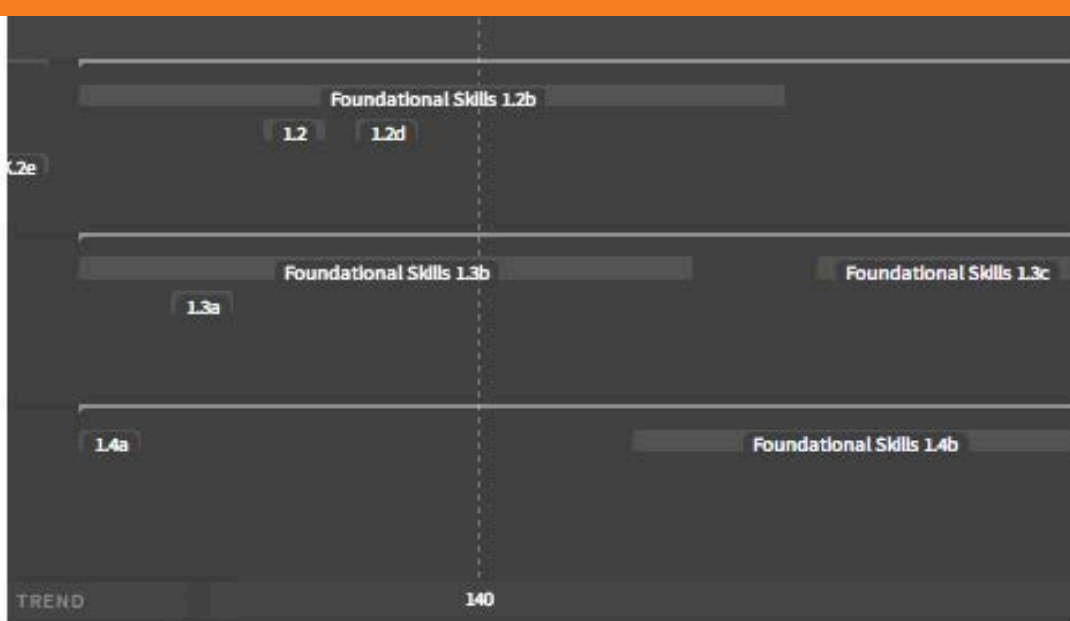
CCSS.ELA-Literacy.RF.K.1a
Follow words from left to right, top to bottom, and page by page.»

CCSS.ELA-Literacy.RF.K.1b
Recognize that spoken words are represented in written language by specific sequences of letters.»

CCSS.ELA-Literacy.RF.K.1
Demonstrate understanding of the organization and basic features of print.»

CCSS.ELA-Literacy.RF.K.1c
Understand that words are separated by spaces in print.»

MORE



DOMAIN LEVEL EXPECTATION (GLDE)

Students build on their print concepts and extend their understanding of print elements such as punctuation.

6 STANDARDS

CCSS.ELA-Literacy.RF.K.1a
Follow words from left to right, top to bottom, and page by page.>

CCSS.ELA-Literacy.RF.K.1b
Recognize that spoken words are represented in written language by specific sequences of letters.>

CCSS.ELA-Literacy.RF.K.1
Demonstrate understanding of the organization and basic features of print.>

CCSS.ELA-Literacy.RF.K.1c
Understand that words are represented by letters and...

[MORE](#)

Teachable Order

Skill Details

Resources (9)



Clifford the Big Red Dog

Student | Teacher

Minimum Scaled Score: **133**

8 skills are used in this task

5. Instructional resources have scaled scores

Tell students that they are going to practice making words with initial consonant blends.

MATERIALS

Letter cards with blends *tr*, *st*, *fl*, and *sn*

I DO

- Post the following word endings where students can read them. Have letter cards available with the blends *tr*, *st*, *fl*, and *sn*.

___ap ___op
 ___ip ___ep

- Tell students, "Each of these words is missing two letters that form an initial consonant blend. Will you help me put a blend in front of each word ending? Then we'll sound it out to see if it makes a real word. Let's start with *tr*." Show students the card for the blend. Ask, "What two letters do you see? (*t* and *r*) What sound do they make together?" (/t/ - /r/)
- Model for students how to replace the blanks with a blend to see if it creates a word. For example, by inserting *tr* in front of *-ap* you get *trap*. Ask, "Is *trap* a word?" (*yes*) Write *trap* on the board. Repeat the process by placing *tr* in front of *-ip*, *-op*, and *-ep*. Write any words that are formed on the board.
- Explain to students that not every blend and word ending will create a real word when they are put together. For example, students should recognize *trip* is a word, but not *trop* or *trep*.

WE DO

- Refer students to the other three blends. Call on volunteers to help you place the other blends in front of each of the four word endings and read the results. Each time, discuss whether the blend makes a real word or not. Write the words that are created on the board.
- Read all the words on the board again with students.

YOU DO

- Give each student a piece of paper and have them select one initial blend from the activity to write at the top of their page. Have students copy the words written on the board that begin with their chosen blend.
- If appropriate, encourage students to think of one or more new words that also begin with their consonant blend. Help them spell and write the words as needed.

6. Performance tasks have scaled scores

Reading Performance Task Teacher Instructions

Clifford the Big Red Dog

Instructions for the Teacher

The "Clifford" performance task centers on Norman Bridwell's *Clifford the Big Red Dog*, an illustrated text in which a young girl describes what life is like with her dog Clifford. The teacher reads the text to and/or with the student, monitors comprehension, and promotes engagement and skill scaffolding during and after the reading. The teacher then asks students to use a combination of drawing, dictating, and writing to provide responses to the story.

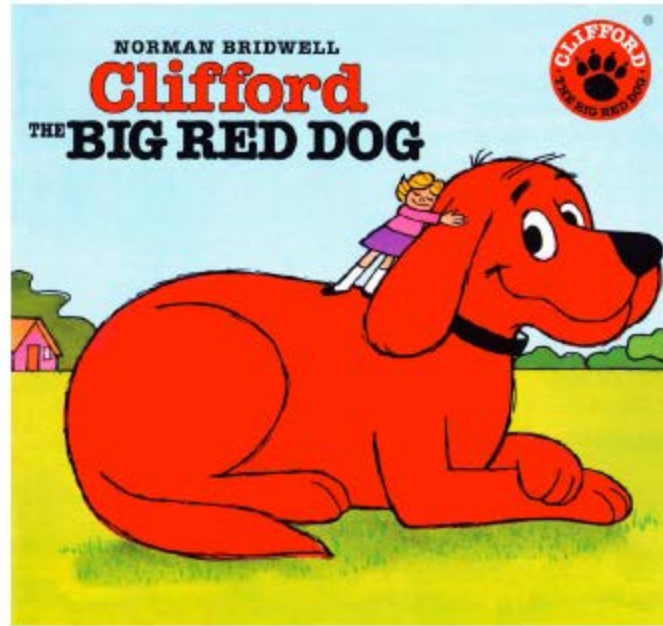
Read the teacher instructions, student performance task, and text, and familiarize yourself with the tasks the student will be asked to complete. Provide students with copies the student performance task and means (paper, pencils, crayons and/or colored pencils) to write and/or draw their responses. The recommended time for completing the task is under thirty minutes. Students complete the task individually, with teacher support. Assess student performance based on the accompanying rubric.

Performance Task Skills

- Locate the capital letter that begins a sentence, and the period, question mark, or exclamation point that ends it
- Distinguish kinds of sentences based on their end punctuation
- Segment single-syllable spoken words into their component phonemes, including consonant blends, in sequence (e.g., the initial, middle, and final sounds of *glad* are /g/ /l/ /a/ /d/)
- Decode regularly spelled grade-appropriate words (e.g., pick the word *last* from *last, list, lost*)
- Segment syllables in VC-CV words to decode basic two-syllable patterns in words
- Read grade-level sight words automatically (e.g., again, could, every)
- Identify with guidance the purpose for reading (e.g., for enjoyment, to learn something new), and show comprehension of on-level texts by answering questions after reading that reflect on the purpose (e.g., what parts of the story did you like

Instructions for the Student

6. Performance tasks have scaled scores



1. Draw a picture showing how Clifford is different from other dogs. Below your picture, write some words that describe Clifford.
2. Clifford does lots of things with Emily Elizabeth. Draw a picture showing an activity they do. Write what the activity is below your picture.
3. Clifford has some bad habits. Draw a picture showing which habit you think is the funniest. Write what Clifford is doing under your picture.

7. Constructed response items have scaled scores

Distinguish interrogative and exclamatory sentences by punctuation

Read the sentences.

I saw the kitten go up in the tree.

Is the kitten up in the tree?

The kitten is stuck in the tree!

1. Put an X by the sentence above that asks a question. How can you tell it is a question?
2. Draw a line under the sentence that shows someone is excited or upset. How can you tell the person talking is excited or upset?
3. Write a sentence that asks a question.
4. Write a sentence that shows the person talking is very excited or upset.

Answer Key

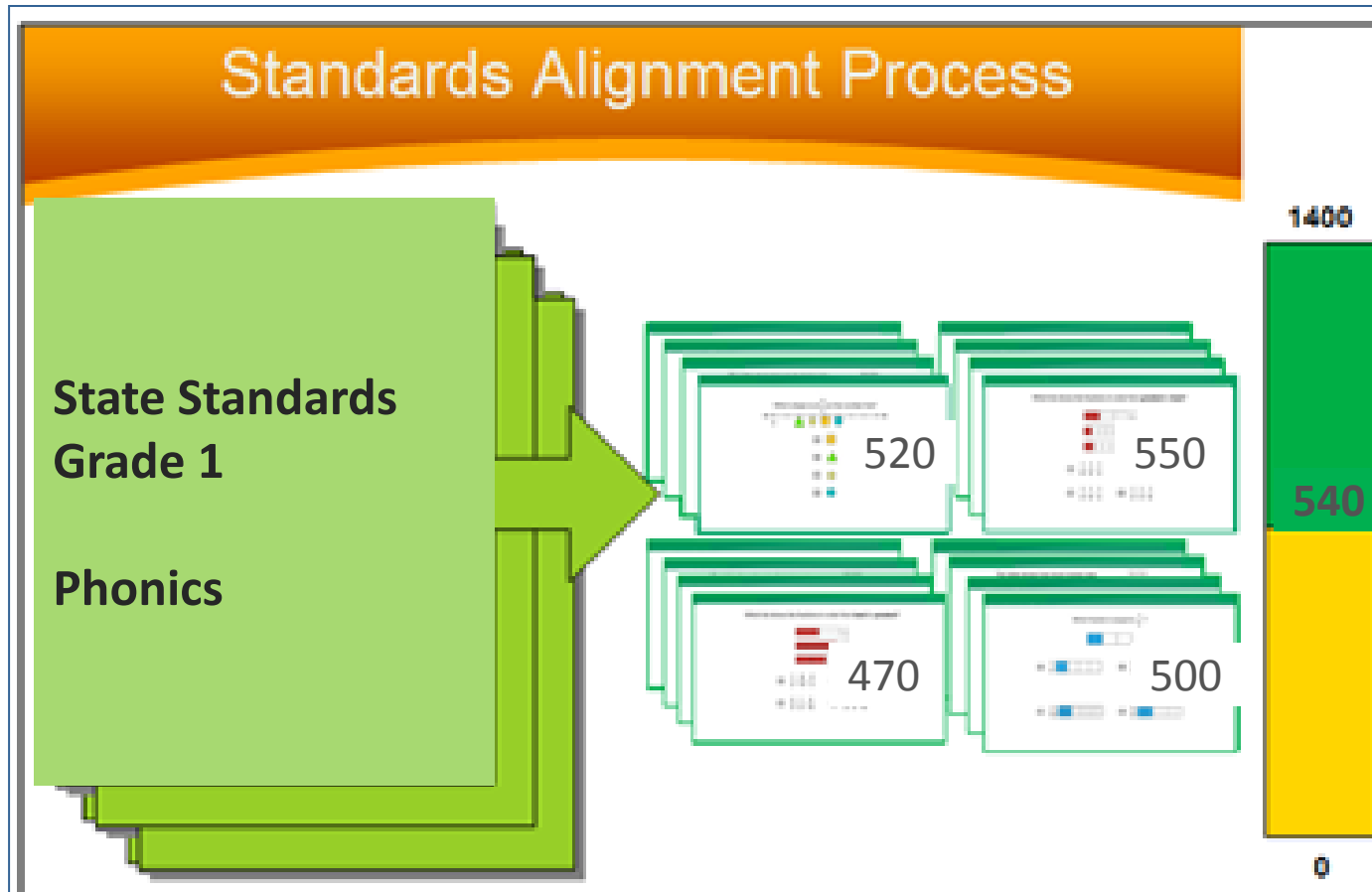
1. Put an X by the sentence above that asks a question. How can you tell it is a question?

Answer: The X should go by the second sentence. You can tell it is a question because it has a question mark at the end.

2. Draw a line under the sentence that shows someone is excited or upset. How can you tell the person talking is excited or upset?

Answer: The third sentence should be underlined. You can tell the person is excited or upset because the sentence has an exclamation point at the end.

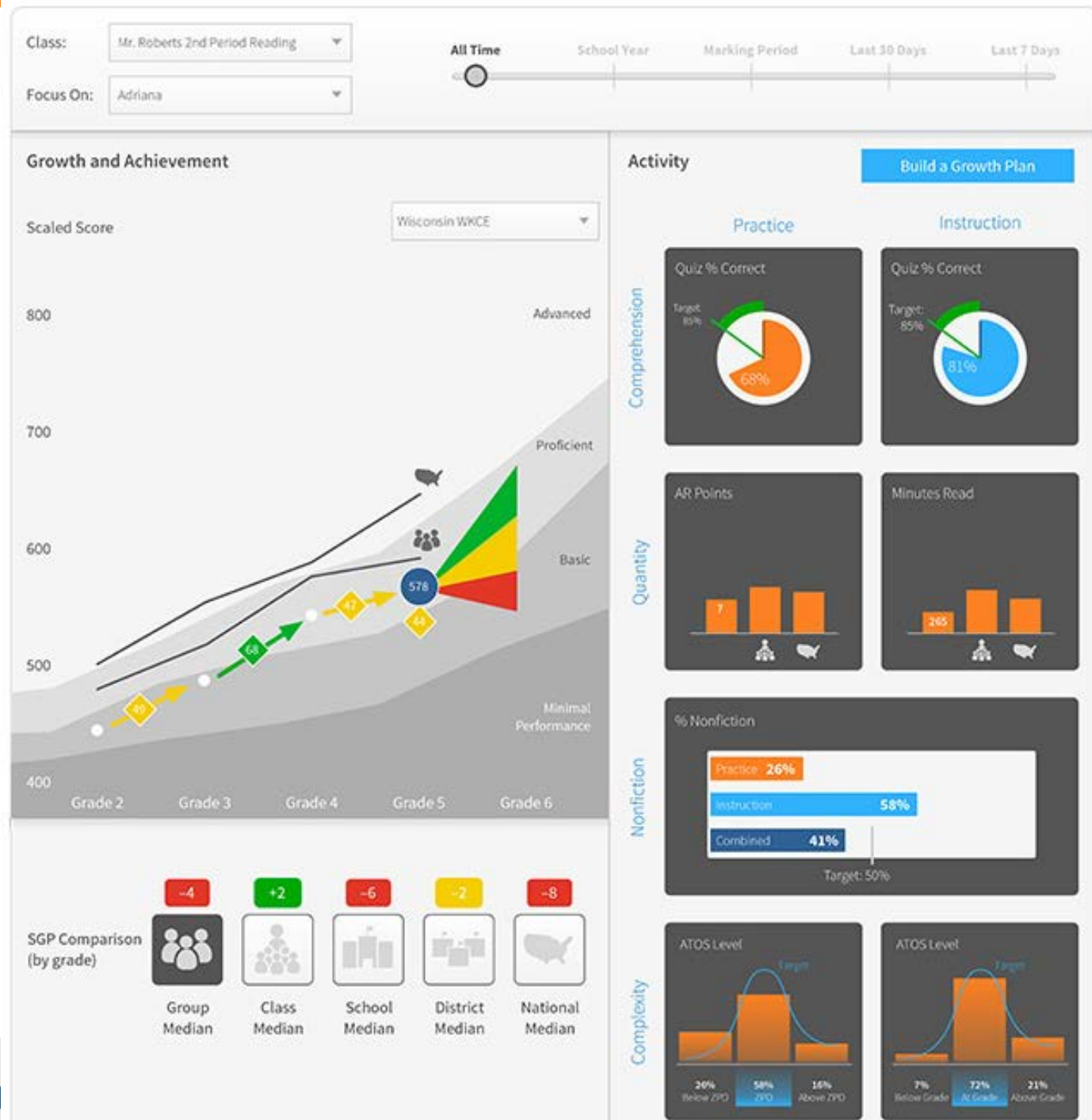
8. State and national standards are on the STAR scale



9. Books are connected to scaled scores, including Lexile measures



10. SGP with scaled score targets



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RENAISSANCE LEARNING™

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