Record Book ENTERPRISE

Viewing Record Books:

▶ *District administrators and district staff can view any school, class, group, or student in the district in a Record Book.*

▶ *School administrators, school staff, and teachers can view any class, group, or student in their own school in a Record Book.*

The Record Book integrates STAR Reading Enterprise assessment data and Core Progress. It gives teachers the ability to view the date of their students' last assessment, the Scaled Score and Percentile Rank from the last assessment, the benchmark category based on the last assessment, and the Instructional Groups they belong to (if they have been assigned to one). Users can select a single student or multiple students from a Record Book list and go directly into Core Progress from there. The skills highlighted depend on the students chosen:

▶ For one student, the skills *that* student is ready to learn are highlighted.

▶ For multiple students, skills based on the median Scaled Score of all the students are highlighted.

The Record Book lists all students in a class or group regardless of whether or not they have taken a test.

There are two ways to access the Record Book; use whichever method you prefer, then go to "Use and Navigation" on page 105.

Method 1

On the STAR Reading Enterprise Home page, select **Record Book** Ⓐ in the Important Features section at the top of the page.
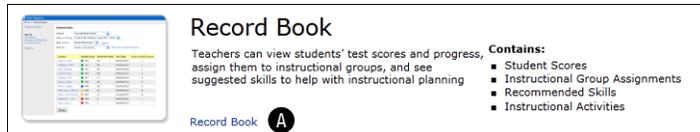
Method 2

On the Renaissance Place Home page, select **Record Book** Ⓐ under STAR Reading Enterprise.

Alternative Core Progress Skills View

The section beginning on page 105 ("Use and Navigation") describes how to use the Record Book to search for a particular student or instructional group and then view the suggested core progress skills for that student or group.

It is possible to view information about the skills (such as terminology, prerequisite skills, and so on) *without* going through the Record Book. When you do this, you will see all the skills and additional information about them, but none of them will be highlighted as a suggested skill for a specific student or group. The amount and type of information presented varies from one skill to another.

There are two ways to get to the alternative view. Use whichever method you prefer, then go to "Suggested Skills Page" on page 109.

Method 1

On the STAR Reading Enterprise Home page, select **Enter Core Progress** Ⓐ in the Important Features section at the top of the page.

Method 2

Select **STAR Reading** on the Home page, then select **Resources** Ⓐ, then, on the Resources page, select **Enter Core Progress for Reading** Ⓑ.

Use and Navigation
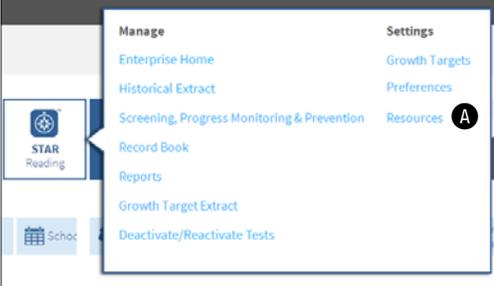
Ⓐ Use the links in the sidebar to go back to the Renaissance Place Home page (**Return to Home**), view and edit benchmarks (**Screening, Progress Monitoring & Intervention**; see page 58), or print a report (**Reports**; see page 113).

Ⓑ If you are a district administrator, district staff member, or are assigned to more than one school, choose the school you want to work with from the **School** drop-down list.

Ⓒ Use the **Class or Group** drop-down list to choose the class or group (see page 97) you want to view data for.

Ⓓ Use the **Benchmark** drop-down list to choose the benchmark you want to compare students' Scaled Scores to (see page 66). Select **Legend** to the right of the list to see a key for the available benchmarks.

Ⓔ Use the **Sort by** drop-down list to sort the information in the table: you can sort by student's names, ascending or descending Scaled Scores, test dates, or the instructional groups the students belong to. Select **Edit Instructional Groups** to the right of the list to change the number of instructional groups and which students are assigned to them (see page 107).

Ⓕ The table shows each student's name, Scaled Score, Percentile Rank, test date, and which instructional group the student belongs to, if any (a dash means the student is not in an instructional group). Select a student's name to see the Student Details page for that student (see page 108).

When sorting by instructional group **Ⓔ**, the table is broken into separate sub-tables, one for each instructional group, with the median Scaled Score for the students in that group listed above it:

Group 1 – Median Scaled Score: 703				View Suggested Skills **Ⓖ**
Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Clark, Andrew	721	96	9/21/2012	1
Johnson, Madison	636	66	9/21/2012	1
Moore, Matthew	747	96	9/21/2012	1
Thomas, Ashley	711	93	9/21/2012	1

Group 2 – Median Scaled Score: 577				View Suggested Skills
Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Martinez, Tomas	596	63	9/21/2012	2
Smith, Joshua	540	38	9/21/2012	2
Wilson, Emily	597	47	9/21/2012	2

Group 4 – Median Scaled Score: 497				View Suggested Skills
Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Anderson, Nathan	498	23	9/28/2012	4
Rodriguez, Gabriela	497	23	9/21/2012	4

Unassigned				View Suggested Skills
Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Garcia, Matias	376	3	9/21/2012	--
Taylor, Abigail	469	9	9/21/2012	--

Select **View Suggested Skills** above an instructional group's table **Ⓖ** to see skills that the students in the instructional group are ready to learn; see page 109.

For any students in the Unassigned group, the median Scaled Score will not be shown, and the **View Suggested Skills** link will not be available.

Instructional Groups

Instructional groups allow teachers and personnel to create and edit custom sets of students at will, and to see which skills the students in the instructional group are ready to learn based on their median Scaled Scores.

Instructional groups created in the Record Book are **not** the same as those created for reporting purposes (as described on page 97).

Editing Instructional Groups

1. In the Record Book, choose the students whose data you want to view by using the **School, Class or Group, Benchmark,** and **Sort by** options (see page 105).

2. To the right of the **Sort by** drop-down list, select **Edit Instructional Groups.**

3. On the Edit Instructional Groups page, use the **Instructional Groups** drop-down list Ⓐ to decide how many instructional groups you want to put the students in.

  ▸ You can have from 1–10 instructional groups, plus one Unassigned group (the default number is 4).

4. To assign a student to an instructional group, select the intersection of the student's row and the instructional group's column Ⓑ.

  ▸ A student can only belong to one instructional group or the Unassigned group.

  ▸ You do not *have* to place students in every group you create; you can keep a group empty and move students into it later if you want to.

5. Select **Save** when you are finished.

Student Details Page

The Student Details page shows information about a specific student's test history, including the student's current Scaled Score, Percentile Rank, and a projection of what you can expect the Scaled Score to be at the end of the school year. This projection is based on proprietary research by Renaissance Learning; it equals the amount of growth that 50% of students at the same level are expected to achieve.

You open the Student Details page for a student by selecting that student's name in the Record Book.

Ⓐ You can choose different options from the drop-down lists at the top of the page; the information shown below will automatically update based on your choices.

Ⓑ This table shows the student's latest test date, current Scaled Score, projected Scaled Score, ZPD, Lexile® Measure, and Lexile® ZPD scores. The projected Scaled Score is calculated based on the date chosen for the end of the school year in Renaissance Place. Based on research, 50% of the students who are at the same level as the current student can be expected to achieve this much growth by the end of the school year.

Ⓒ This is a graphic representation of the student's Scaled Score (both from the most recent test and projected) in relation to the chosen benchmark.

Ⓓ This table shows the student's test dates, Scaled Scores, and Percentile Ranks since the start of the school year.

Ⓔ Select **View Suggested Skills** to see a list of the skills this student is ready to learn (see page 109).

Ⓕ Select **Done** when you are finished viewing the student's details.

Suggested Skills Page

You cannot view suggested skills for students "grouped" as Unassigned, but you can still view suggested skills for an individual unassigned student by selecting the student's name and then selecting **View Suggested Skills** on the Student Details page.

Suggested skills are skills within the core progression that the chosen student(s) should be ready to learn. For a single student, the skills presented are based on the student's Scaled Score; for an instructional group of students, the skills presented are based on the median Scaled Score of all the students in the instructional group.

To get to the Suggested Skills page:

▸ For one student: On the Student Details page, select **View Suggested Skills.**

▸ For all students in an instructional group: In the Record Book, choose **Instructional Groups** in the **Sort by** drop-down list, then select **View Suggested Skills** above the table for a specific group.

▸ You can also get to an alternative view of this page by selecting **Enter Core Progress** on the STAR Reading Enterprise Home page or **Enter Core Progress for Reading** on the STAR Reading Resources page (see page 104). If you use one of these methods to reach the Suggested Skills page, several items (any information connected to a specific student or instructional group) will not be shown; see the right-hand column of the table on the next page to see which items are excluded in the alternative view.

|		Shown in the Alternative View?
A	The **View** drop-down list shows the student or instructional group these skills are for. You can use the drop-down list to choose a different student or instructional group.	No
B	When one student is chosen, that student's Scaled Score is shown here. When an instructional group is chosen, the median Scaled Score for the students is shown.	No
C	Trend scores can be used instead of a student's most recent Scaled Score to determine which skills are shown (presuming they have one; see page 111).	No
D	The suggested skills from the Core Progress Learning Progression are shown here, sorted by grade. Focus skills have a double-angle quotation mark (») in front of them.	Yes
E	Select **Go to suggested skills** to see the skills the student or instructional group is most likely to be ready to learn (they will be highlighted in blue on the screen).	No
F	Select **View Performance Tasks** for a list of extended activities (arranged by grade) you can use to measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness.	Yes
G	When you select the description of a skill, you will see information about that skill, such as instructional resources, ELL support, prerequisite skills, and so on (the amount and type of information presented varies from one skill to another). If Instructional Resources are available, select the links to see teacher activities, skill probes, and other resources to help you teach the skill effectively.	Yes
H	Select the printer icon to print the list of suggested skills. The icon also appears on instructional resources, allowing you to print them as well.	Yes
I	Select **Done** when you are finished.	Yes

What Is a Trend Score?

A trend score cannot be calculated for a student who has taken two or fewer tests, or who has taken three or more tests without one of them being a STAR Reading Enterprise test.

A *trend line* is a straight line intersecting a group of data points on a graph; its location and slope are determined through statistical analysis. Once a student has taken at least three STAR Reading tests (at least one of them being a STAR Reading Enterprise test), a trend line can be calculated using the Scaled Scores as data points. The Scaled Score that falls on the trend line at a particular time is the *trend score.*

Imagine that a student has taken five STAR Reading Enterprise tests since the beginning of the school year. That student's Scaled Scores (blue dots) are shown below, along with the calculated trend line (red).
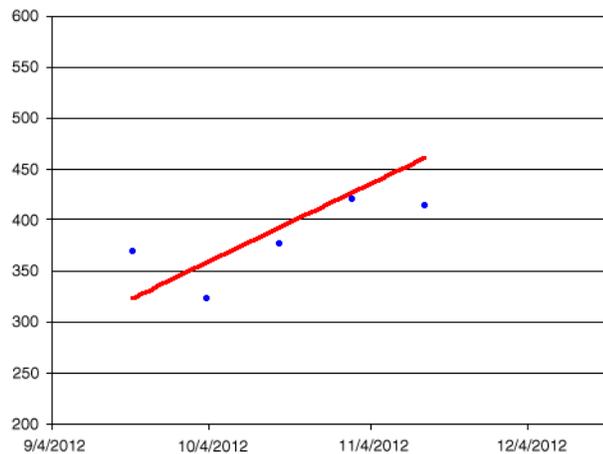
Less than a month later, the student takes another STAR Reading Enterprise test, and gets a Scaled Score of 550, which is a significant jump for such a short period of time; the test prior to this was only a little over 400. The student's teacher evaluates the suggested skills, and thinks they are too difficult for the student at this time. It is *possible* that the student just made several lucky guesses during the most recent test, explaining the unusually large rise in the Scaled Score. If the teacher chooses to use the trend score when viewing suggested skills, the skills

will be based on the score the student would have gotten on that same testing date *if the student had continued on the trend line* (in this case, 496).
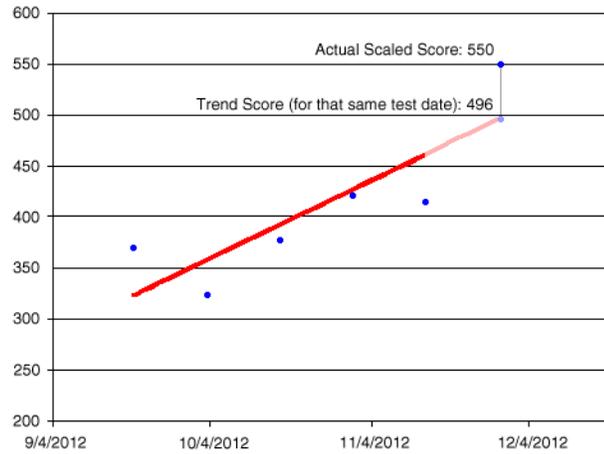
A trend score gives a teacher a way to change the skills suggested for the student if the teacher believes the student's performance on the most recent test was far outside the norm for that student, without the risk of having skills suggested that are too easy or too difficult.