

Use STAR Reading™ with Core Progress™ learning progression for reading

STAR™ connects assessment and instruction by mapping student scores to research-based Core Progress learning progression for reading.

- STAR Reading’s skills-based test produces a Scaled Score for each student
- This score is used to place the student on Core Progress for reading, suggesting specific skills the student is ready to learn and needs to learn to attain the most growth
- Core Progress for reading identifies prerequisite skills and provides materials for instruction and practice of each skill

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How to use STAR Reading™ Core Progress™ learning progression for reading

Step 1: Run the Screening Report

After students take the STAR Reading test, generate the STAR Reading Screening Report to see which students are at or above benchmark and which need the most immediate attention:

1. Select school, district, or state benchmarks on the report options page
2. View the report to see students ranked by Scaled Score and grouped according to benchmarks

Step 2: Run the Instructional Planning Report for a Class or a Student

Class Instructional Planning Report

Generate skill recommendations for group instruction:

1. Select the Class Instructional Planning Report; this brings up the Instructional Report Groupings page
2. Review the latest STAR™ test data for each student
3. Use the Instructional Report Groupings page to select the number of groups and assign students to groups
4. Run the report to see specific skills for each Instructional Group; skill recommendations are based on the group's median Scaled Score.

Student Instructional Planning Report

Generate skill recommendations for individualized instruction as well as details about what a student already knows:

1. Select the Student Instructional Planning Report
2. Select one or more students whose reports you'd like to see
3. Customize the report using the report options
4. Run the report to see specific skill recommendations as well as current and projected scores for the student compared to school, district or state benchmarks

Step 3: Use Core Progress for Reading through the Record Book

Once you have a list of skills for an individual student or group to work on, locate instructional resources for those skills:

1. Enter the Core Progress for reading
2. Navigate to the skill in Core Progress through the domains and grade levels
3. Click on the skill
4. Review the search results; these provide content-area vocabulary for each skill, conceptual knowledge concepts, linguistic competencies, ELL support, Teacher Activities and Sample Items to simplify lesson planning

Screening Report District Benchmark

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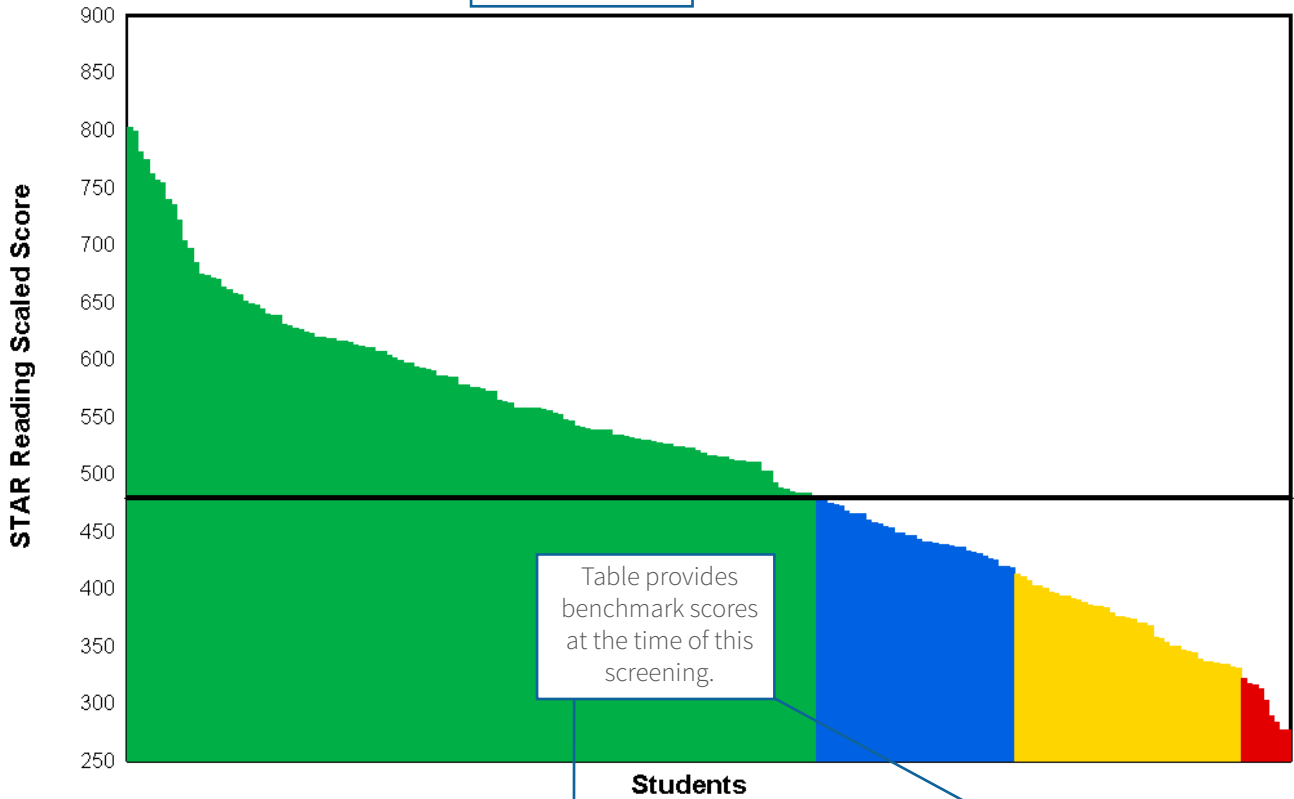
Step 1: Run the Screening Report. Use this report to view the distribution of students against benchmarks.

School: Lake View School

Reporting Period: 9/8/2014 - 9/12/2014
(Fall Screening)

Grade: 5

Run this report using your state or local benchmarks.



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 479 SS	At/Above 40 PR	125	59%
Category Total			125	59%
Below Benchmark				
■ On Watch	Below 479 SS	Below 40 PR	36	17%
■ Intervention	Below 414 SS	Below 25 PR	41	19%
■ Urgent Intervention	Below 326 SS	Below 10 PR	9	4%
Category Total			86	41%
Students Tested			211	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Details for each student are on the following pages of this report.

Record Book

School: ▾

Class or Group: ▾

Benchmark: ▾ [Legend](#)

Sort By: ▾ [Edit Instructional Groups](#)

Step 2: Run the Instructional Planning Report for a Class. Use this page to group students before running the Class Instructional Planning report.

Sorting by Instructional Groups shows Enterprise tests only

Group 1 - Median Scaled Score: 489 [View Suggested Skills](#)

Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Smith, Patrick	671	77	4/30/2014	1
Hay, Kyle	505	50	4/1/2014	1
Reagon, Kevin	473	40	4/30/2014	1
Zimmerman, Hugh	473	40	4/30/2014	1

The colored boxes are based on the benchmark selected.

Group 2 - Median Scaled Score: 454 [View Suggested Skills](#)

Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Gregoire, Frederick	467	41	4/29/2014	2
Mcneely, Kayla	463	38	4/30/2014	2
Crunk, Joey	445	35	4/29/2014	2
Hunt, Timothy	443	32	4/30/2014	2

Group students as needed by selecting the number of groups and the students in them.

Group 3 - Median Scaled Score: 394 [View Suggested Skills](#)

Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Rettig, Will	432	30	4/30/2014	3
Quach, Caleb	421	28	4/30/2014	3
Shetima, Branson	394	23	4/30/2014	3
Lonatro, Andrew	363	16	4/30/2014	3
Samuel, Joshua	357	15	4/30/2014	3

Group 4 - Median Scaled Score: 348 [View Suggested Skills](#)

Student	Scaled Score	Percentile Rank	Test Date	Instructional Groups
Bingham, Jennifer	352	16	4/29/2014	4
Friday, Stephanie	351	16	4/29/2014	4
Gomez, Arturo	344	14	4/29/2014	4
Taylor, Cheyenne	304	8	4/30/2014	4

School: East Elementary School

Reporting Period: 4/1/2014 - 4/30/2014

Class: Mr. Patton's class

Teacher: Patton, M.

Step 2: Run the Instructional Planning Report for a Class.

This report provides a list of skill recommendations for each group identified on the Instructional Report Groupings page.

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	4	489	473 - 671
Group 2	4	454	443 - 467
Group 3	5	394	357 - 432
Group 4	4	348	304 - 352

Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Group 1

Students
Kyle Hay ^a , Kevin Reagon, Patrick Smith, Hugh Zimmerman

Students are listed in rank order.

Reading: Foundational Skills	
GR	Phonics and Word Recognition
5	Use knowledge of syllabication patterns to accurately read unfamiliar multisyllabic words in context (<i>multiple</i> in a contextual sentence)
5	Accurately read unfamiliar grade-appropriate multisyllabic words in context using knowledge of letter-sound correspondences (e.g., the ice on the pond was <i>solid</i>)
5	» Use knowledge of syllabication patterns to accurately read unfamiliar multisyllabic words in isolation (e.g., election, cabinet)
5	» Accurately read unfamiliar grade-appropriate multisyllabic words in isolation using knowledge of all letter-sound correspondences (e.g., solid, enamel)
5	Accurately read unfamiliar grade-appropriate multisyllabic words in context, applying greater knowledge of word morphology (e.g., read <i>visible</i> in a contextual sentence)
5	» Accurately read unfamiliar grade-appropriate multisyllabic words in isolation, applying greater knowledge of word morphology (e.g., destruction, transport)
	Fluency
5	» Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks
5	» Read on-level prose and poetry aloud with expression (e.g., appropriate phrasing, pauses, and stresses and matching the rhythm of speech)
5	» Confirm or correct understanding of text by previewing and setting a purpose for reading, using word-attack skills, and by rereading and/or reading ahead or around as necessary

Recommended skills are based on the median Scaled Score for each group.

Find more information on any skill listed using Core Progress for reading.

Reading: Literature	
	Key Ideas and Details
4	Make inferences about characters' actions, traits, and motives based on details found in a story or play
4	» Cite textual details and examples to support inferences and explanations about a literary text's meaning (e.g., conclude the poet thinks the tree leaves are pretty because she says the colors make her smile)
4	Use details from a story, drama, or poem to determine its theme

Page 1 of a multiple page report. Remaining groups are shown on following pages.

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

^a This student was given additional time to complete the assessment.

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School: East Elementary School
Class: Mr. Patton's class

Teacher: M. Patton
Grade: 4

Report Options

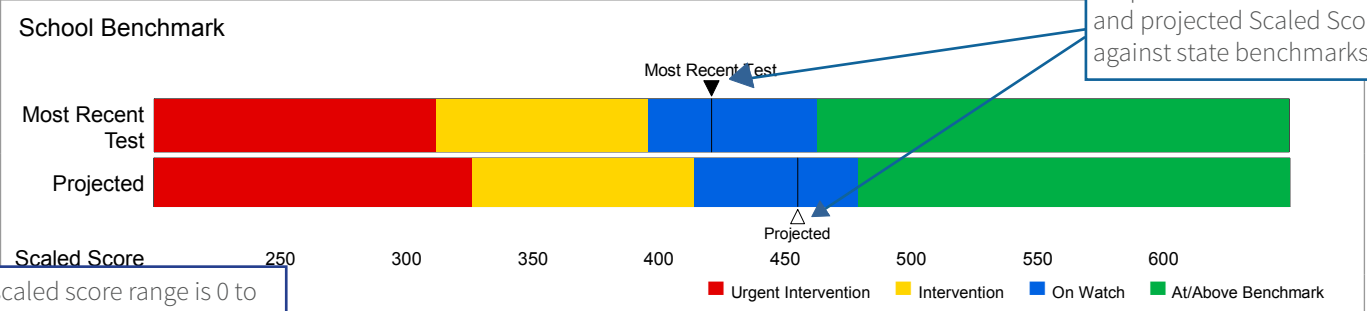
Use Trend Score: Use trend score for student's suggested skills

Step 2: Run the Instructional Planning Report for a Student. Share this report with parents and students.

STAR Reading Test Results

Current SS (Scaled Score): 421 Test Date: 04/30/2014
 IRL: 3.5 ZPD: 2.8-4.1
 Projected SS for 07/31/14: 455 Based on research, 50% of students at this student's level will achieve this much growth.

Caleb's Current Performance



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

Reading: Literature

GR	<p>Key Ideas and Details</p> <p>This score suggests Caleb should practice the following skills to improve comprehension of the key ideas and details of a literary text at Caleb's reading level.</p> <ul style="list-style-type: none"> 5 Summarize a story, drama, or narrative poem, describing the main characters, details, and key events including conflict and resolution 5 Compare and contrast characters using specific details and describe how they interact with other characters 5 Describe plot structure and explain how key events advance the plot of a story or drama 5 » Compare and contrast key events in the plot of a story or drama (e.g., compare how a character acts when facing similar circumstances) 5 Describe the influence of the setting on the plot and characters and compare and contrast the effects of different settings 5 » Determine themes in a story, drama, or poem that are stated directly or indirectly (e.g., revealed by details in the text such as how characters respond to challenges or how a poem's speaker reflects on a topic) <p>Craft and Structure</p> <p>This score suggests Caleb should practice the following skills to improve understanding of the craft and structure of a literary text at Caleb's reading level.</p> <ul style="list-style-type: none"> 5 » Determine the meaning of figurative language (e.g., metaphors, similes, exaggeration) used in literary texts 5 Describe different feelings or images associated with words that have similar dictionary definitions (e.g., slim vs. bony) 5 Describe the tone or mood of a literary text (e.g., how does the speaker feel in this poem?) 5 » Describe how the narrator's or speaker's point of view in a story affects the information revealed and events (e.g., retell a story from the point of view of different characters)
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Use this list of skills to help plan instruction for Caleb.

Find more information using the Core Progress learning progression.

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

Step 3: Use Core Progress™ learning progression for reading.

Click on 'View Performance Tasks' or 'Go to Suggested Skills' to see more detail.

* Contains Suggested Skills

Core Progress Learning Progression [Learn more](#) [View Performance Tasks](#) [Go to Suggested Skills](#)

Reading: Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Reading: Literature

- * Key Ideas and Details
- * Craft and Structure
- * Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Reading: Informational Text

- * Key Ideas and Details
- * Craft and Structure
- * Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Language

- * Vocabulary Acquisition and Use

Reading: Literature

read literary texts that may have multiple themes, and infer these themes from textual details such as how characters respond to challenges or how a speaker in a poem reflects on a topic. When summarizing, they choose which details are needed.

- 5 Summarize a story, drama, or narrative poem, describing the main characters, details, and key events including conflict and resolution
- 5 Compare and contrast characters using specific details and describe how they interact with other characters
- 5 Describe plot structure and explain how key events advance the plot of a story or drama
- 5 » Compare and contrast key events in the plot of a story or drama (e.g., compare how a character acts when facing similar circumstances)
- 5 Describe the influence of the setting on the plot and characters and compare and contrast the effects of different settings
- 5 » Determine themes in a story, drama, or poem that are stated directly or indirectly (e.g., revealed by details in the text such as how characters respond to challenges or how a poem's speaker reflects on a topic)
- 5 » Cite accurate evidence from a literary text to support inferences and to explain the text's explicit meaning
- 5 Use textual evidence to distinguish between valid and invalid conclusions drawn in and from literary texts (e.g., note when a character makes an incorrect conclusion)

* Contains Suggested Skills

Core Progress Learning Progression [Learn more](#) [View Performance Tasks](#) [Go to Suggested Skills](#)

Reading: Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Reading: Literature

- * Key Ideas and Details
- * Craft and Structure
- * Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Reading: Informational Text

- * Key Ideas and Details
- * Craft and Structure
- * Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Language

- * Vocabulary Acquisition and Use

Reading: Literature

read literary texts that may have multiple themes, and infer these themes from textual details such as how characters respond to challenges or how a speaker in a poem reflects on a topic. When summarizing, they choose which details are needed.

- 5 Summarize a story, drama, or narrative poem, describing the main characters, details, and key events including conflict and resolution
- 5 Compare and contrast characters using specific details and describe how they interact with other characters

Instructional Resources

- Skill Probes
- Teacher Activities

Skill Area	Character
Standards	CC CCSS.ELA-Literacy.RL.5.3 - Compare and contrast characters using specific details and describe how they interact with other characters (e.g., how characters interact).

5 Describe plot structure and explain how key events advance the plot of a story or drama

5 » Compare and contrast key events in the plot of a story or drama (e.g., compare how a character acts when facing similar circumstances)

5 Describe the influence of the setting on the plot and characters and compare and contrast the effects of different settings

Skill probes are available for DOK levels 1-3 to take the data to a deeper level.

Use Core Progress to find skills that were listed on the Instructional Planning reports.

Grade 5 - Compare and contrast characters using specific details and describe how they interact with other characters

Associated Activity: Character Relationships

CHARACTER RELATIONSHIPS

Teacher Activity from Core Progress learning progression.

OBJECTIVE

To help students describe character relationships and understand their importance to the plot of a story

Teacher Activities can be used as teaching tools.

MATERIALS

Any fiction book, such as *The Little Prince* by Antoine de Saint-Exupery (5.0)

LESSON

1. Tell students, "We are going to play a warm-up game. When I say the name of a famous literary character, name another character from the same story that comes to your mind." Read the names of the following characters, allowing time for student's responses: Snow White (*Seven Dwarfs*), Goldilocks (*Three Bears*), Three Little Pigs (*Big Bad Wolf*), and Charlotte in *Charlotte's Web* (*Wilbur the pig*).
2. Discuss with students why it might be important to think about the relationships between characters. For example, ask students to think how characters in *The Three Little Pigs* affect each other. Ask, "How are the main character's relationships important to a story's plot? Try to imagine the story of *The Three Little Pigs* without the Big Bad Wolf. What would be missing?" (*a conflict*) Record students' responses on the board. Say, "Sometimes characters might provide each other with a *motive*, or a reason to want to do something. Sometimes characters help each other or provide guidance and wisdom." Tell students that it can be helpful to stop and ask themselves why the author might have included a character and what purpose that character serves in the story.
3. On the board, write a list of characters from a book the class has recently read. If using *The Little Prince*, your list should include the following:

The Pilot (the narrator)

The Little Prince

The Rose

The Fox

4. Next, begin a discussion about the importance of character relationships to the plot. For example, in *The Little Prince*, the narrator encounters the little prince in the Sahara Desert after his plane crashes. Ask, "Why do you think the author has the pilot meet a

Use Teacher Activities with the whole class, small groups, or individual students.

Compare and contrast characters using specific details

Sample Item from
Core Progress
learning progression
for reading.

Issi

When Grandmother looked into the baby's dark eyes, she just kept on looking—for she saw a depth that went on and on forever.

So when the baby's mother asked, "What will her name be?" Grandmother answered in a low, slow, gravelly voice, "This here baby is Mississippi. Yes, she is! She has the eyes of the Mississippi River. This child's soul, it flows on and on forever, deep and dark and full of life."

Everyone swore that was the most Grandmother had ever said at one time, and she didn't speak for a long time afterward. She just went back to watchin'. Grandmother moved slow and watched.

Mother never liked long names. Not only that, but also, beginning someone's name with "Miss" was for a grown-up woman, not for a tiny baby girl. For those reasons, little Mississippi was called Issi. And Issi suited her. While her eyes flowed deep and dark, her ways were more like freshwater just bubbling up into the dancing sunlight out of a cold spring.

Issi seemed to run before she walked. The girl laughed before she cried and sang before she talked. She was as dark brown as the best soil the river lay down in its great spring floods. That was the soil that grew corn taller than a man on a horse. But Issi was short and sturdy, not like a corn plant at all. So by the time she had turned thirteen, she could carry as much as any strong man. While Issi laughed and sang as much as anyone, she was like Grandmother. She seldom spoke. Mostly Issi watched.

Her lively dark eyes saw the pain in folks. Quietly and with steady gaze, Issi saw the endless pain in the days of farm work that went on and on, sorrowfully long as the river. Working, her people saw pain and more pain, but later prayer and song, laughter and story could lift their eyes as quickly as the sun could shine through dark clouds.

1. Fill in the table below, for each of the two main characters, Issi and Grandmother, in the story you have just read. Write each of your responses on a separate line. Your answers do not have to be complete sentences. You can write your answers as a list. You can use your own words or words from the story that describe the characters. Be sure to put quotation marks around words from the story. The first one is done for you as an example.

NAME	MISSISSIPPI	GRANDMOTHER
How the character looks and sounds	Deep, dark eyes: "eyes of the Mississippi River." Dark brown skin "Short and sturdy"	has a "low, slow, gravelly voice"
How the character interacts with other characters		
How the character acts and what she does		
How the character sees the world (what does the character see in the world?)		
How the character affects or is affected by others		

Use these items to assess student knowledge or use as part of an in-class exercise.

Reading Performance Task

Student Instructions

Performance Tasks available that take the applications of several skills to complete a task.

Do Dolphins Have Their Own Language?

Instructions for the Student

Read the article, "Do Dolphins Have Their Own Language?" Think about the article's main idea and key details. Think about what opinion the author of the article has on the topic. Pay attention to how the author tries to convince readers. After reading, you will answer questions about the article. Then, you will write a script for a podcast. The podcast will help people understand the information and opinions given in the article.

Do Dolphins Have Their Own Language?

¹Imagine you are watching a dolphin show. A dolphin trainer, Angie, calls out to a beautiful dolphin named Duncan. She gives him two different hand signals. She points down and then to the left. Duncan dives down and swims to the left. Then, he comes back to the surface. Next, Angie twirls her hand in the air. Duncan spins in the water. The crowd cheers.

²Using hand signals is one way that humans give directions, or *communicate*, with dolphins. To *communicate* means to send messages back and forth. When you talk, you *communicate*. When you wave hello to someone, you also *communicate*. It is clear that humans can communicate with dolphins. But do dolphins communicate with each other? Do dolphins have their own language?



³Language is an organized way of communicating. Language has rules. Certain sounds, shapes, or motions mean certain things. Do dolphins communicate in this organized way with each other? Many scientists believe they do.

⁴Scientists have many reasons to believe dolphins have their own language. First, dolphins are very intelligent. Evidence shows that they understand signals given by humans. They are able to learn new skills. Some scientists think this shows that dolphins also have the ability to use language with other dolphins.

⁵Second, there is evidence to show that dolphins make different sounds at different times. Dolphins vocalize in many different ways. They can squeak, whistle, and chirp. Scientists believe they use these sounds to share information with other dolphins. For example, dolphins make a squeaking sound when danger is nearby. This is different from the sound they make when they spot food. This shows that they are clever animals. It also suggests they communicate in an organized way.

⁶Finally, there is evidence that seems to show that dolphins use movements to communicate. For example, a one dolphin may nudge another dolphin to get the dolphin

1 of 5

Reading Performance Task

Teacher Instructions

Do Dolphins Have Their Own Language?

Instructions for the Teacher

The “Do Dolphins Have Their Own Language?” performance task is based on an informational article in which the author argues that dolphins have their own language system. Students read the text, respond to questions to demonstrate their understanding of the text, and write responses that require applying their comprehension of argumentation, evidentiary support, text structure, and word choice to summarize and evaluate the argument presented.

Read the student performance task and familiarize yourself with the text and individual tasks the student will be asked to complete. Provide students with the student performance task and a means (paper or electronic) to write their responses. The recommended time for completing the task is one hour. Students complete the task individually. Assess student performance based on the accompanying rubric.

Performance Task Skills

- Summarize an informational text including main ideas and key details without unnecessary details
- Cite accurate textual evidence when explaining what an informational text says explicitly and when making inferences
- Identify how word choice reveals the author’s attitude toward the subject in an informational text
- Explain how an author supports an argument, identifying reasons and evidence given to support particular points and the main claim
- Explain the characteristics and structural elements of different genres of informational text (e.g., argument, exposition, functional texts)
- Use knowledge of grade-appropriate Latin and Greek affixes (e.g., mid-, pre-, -ant, -ent, -ous, -ation) and roots to predict the meanings of unfamiliar words and content-area language (e.g., agri-/agriculture, agrarian; phon-/microphone; sym-/sympathy)

Teacher copy shows the skills the students must demonstrate in the performance task along with the scoring for it.

Task	Evidence	Rating/Points
1. What is the main idea of this article? What details give you more information about the main idea? Use the chart to write your answers.	<ul style="list-style-type: none"> • Student correctly identifies and explains the main idea of the article, indicating ability to summarize an informational text including main ideas. • Student correctly identifies and explains supporting details, indicating the student’s ability to summarize an informational text including key details 	5 points <ul style="list-style-type: none"> • 2 points for identifying the main idea • 1 point per supporting detail (3 possible points)