

## The 3-step guide to effective assessment

Discover the **3-Step Renaissance Star Assessment guide** that will enable you to effectively assess, identify and track student progress with ease



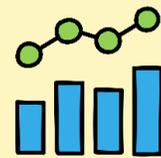
### 1. Assess

Assess your entire class in just 20 minutes.



### 2. Identify

Identify attainment levels and next steps for students on track to achieve benchmarks as well as those in need of further support.



### 3. Track Progress

Track value-added progress made at an individual, class, or cohort level, at any point in time.

# The 3-Step Renaissance Star Assessment Guide

## STEP 1 - Assess your students

### Take a Renaissance Star Assessment®

In this step, test your students in 20 minutes, in literacy or numeracy, by administering a Renaissance Star Assessment.

Renaissance Star Assessments are computer-adaptive, meaning they adapt to each student's abilities, catering for everyone from SEN to your high-achievers. The reports generated from the tests can be tailored to any characteristics such as pupil premium, free school meals or EAL, enabling you to demonstrate the progress made by any of these groups.

### How Renaissance Star Assessment works

■ Star Assessments is a cloud-based programme, hosted on network sites. Students and teachers log onto the programme to take tests and access reports.

■ Tests can be taken on tablets, computers and laptops.



■ Star is available by subscription. Students can take assessments as often as required with a single license. Quotations are tailored to the specific needs of each school, and are available on request.

## Why use Renaissance Star Assessments?



### Guaranteed time saving

No marking required. Screen an entire class in 20 minutes.



### Personalised assessment

One test, one scale. Personalised for every student, from reception to the end of secondary.



### Accurate placement

Know exactly if students are making expected progress & meeting age-related expectations.



### Unlimited testing opportunities

Test your students as often as you want, at no extra cost.

*My teachers have more information than ever on learning and progress, and a lower workload*

- Gary Alexander, Deputy Headteacher,  
Battle & Langton CE Primary School

# STEP 2 - Identify attainment levels and next steps

Use these Renaissance Star reports generated after each test, to identify student attainment levels and target instruction to improve performance.

- **Screening report**

This report identifies and classifies students into categories based on national benchmarks, grouping them into a range of ability levels from urgent intervention to gifted and talented.

- **Suggested Skills report**

This report is an in-depth gap analysis for every student showing granular information about their required next steps.



**STAR<sup>®</sup> Reading**

**Screening Report  
School Benchmark**

Printed Friday, 21 July 2017 11:09:52

1

---

School: St Philip Neri RC Primary School Reporting Period: 22/09/2016 - 21/10/2016 (Autumn)

**Report Options**  
Reporting Parameter Group: All Demographics [Default]

**Year: 5**

Categories / Levels	Benchmarks		Students	
			Number	Percentage
<b>At/Above Benchmark</b>				
■ At/Above Benchmark	At/Above	95NRSS 40 PR	35	59%
Category Total			35	59%
<b>Below Benchmark</b>				
■ On Watch	Below	95NRSS 40 PR	18	31%
■ Intervention	Below	85NRSS 16 PR	4	7%
■ Urgent Intervention	Below	77NRSS 6 PR	2	3%
Category Total			24	41%
<b>Students Tested</b>			59	

**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?

NRSS: Normed Referenced Standardised Score PR: Percentile Rank

**Amy Harding**

<b>Scaled Score</b> 31-Jan-2018	300	350	400	450	500	550	600	RA	RA - CA	PR	NRSS	Est. ORF
								8:08	-0:03	47	97	84

View:
[Domain Scores](#)
[Suggested Skills](#)

**Comprehension**

Understanding and Interpreting Texts

- » Year 4 - Identify themes in a wide range of fiction texts and poems (e.g. the triumph of good over evil or the use of magical devices in fairy stories and folk tales)
- » Year 4 - Read, discuss and identify an increasing range of poetry types (e.g. free verse, narrative poetry)
- Year 4 - Identify conventions in a wide range of stories (e.g. historical, mystery, science fiction, fantasy)
- Year 4 - Use wider reading experience, including knowledge of typical themes, conventions, plots and character arcs (e.g. the moral lesson in fables) to support and justify predictions
- Year 4 - Identify reasons why authors write, including through face-to-face and online contact with authors
- Year 4 - Identify why authors write, including through face-to-face and online contact with authors (e.g. because they are enthusiastic/have expertise in a topic, or want to highlight an issue)
- » Year 4 - Understand and use the terms *fact* and *opinion*, and begin to distinguish the two when reading
- Year 4 - Recognise how certain types of fiction texts are targeted at certain readers (e.g. junior horror stories, books targeting fans of fantasy stories)
- Year 4 - Recognise how certain types of non-fiction texts are targeted at certain readers (e.g. junior newspapers, leaflets targeting families)

Engaging and Responding to Texts

- Year 4 - Identify conventions used in a wide range of non-fiction, both in print and online (e.g. greetings/sign off in letters, presentational devices in explanations of a process)

# STEP 3 - Track and monitor student progress

Use these Renaissance Star reports to track student growth & monitor progress made.

- **Growth report**

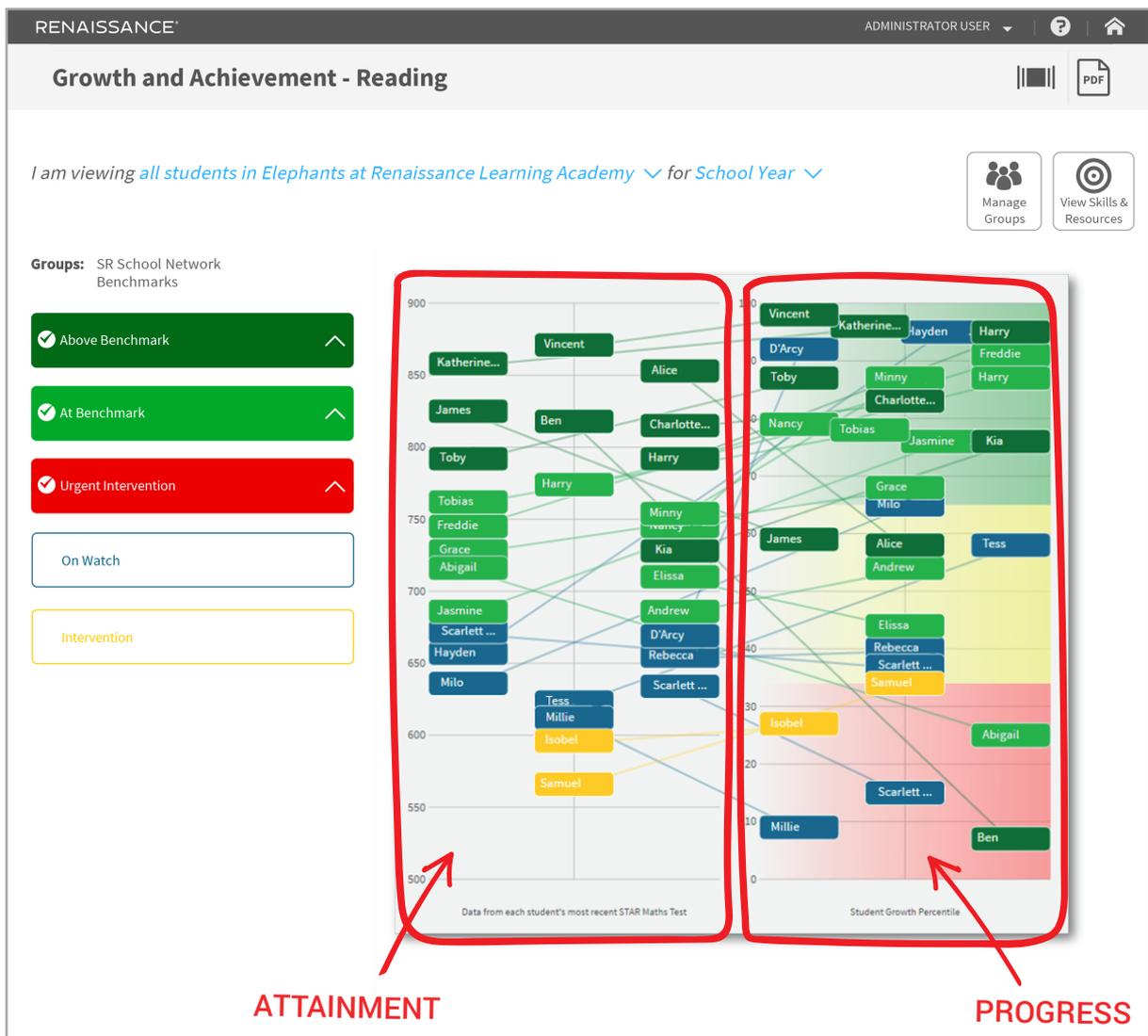
Tracks absolute progress made by each student between any two Star tests taken. Our Scaled Score will measure even the tiniest amount of growth.

- **Student Progress Monitoring report**

Shows students' learning patterns compared to their set target lines, providing teachers with insight into performance and how close students are to meeting expectations.

- **Growth and Achievement report/dashboard**

Probably the most powerful report. This report not only shows where student attainment is compared to national benchmarks, it also shows how much progress students have made compared to children of the same age with similar starting points across the country.



# Evidence – Predicting SATs results with confidence

In 2017, Renaissance carried out a correlation study with the DfE, comparing Scaled Scores from Star with KS2 SATs results from over 12,000 students across the UK. The results showed an incredibly strong correlation between both scores, indicating Star's ability to provide teachers with the ability to predict SATs results with confidence...but one Deputy Headteacher in particular beat us to this study. His name is Gary Alexander, Deputy Headteacher at Battle & Langton CE Primary School and this is his story.

## Case Study - Correlation between Star tests and SATs results

by Deputy Headteacher Gary Alexander



I am Deputy Headteacher of Battle & Langton CE Primary School, a two-form entry primary school on the south coast of the UK.

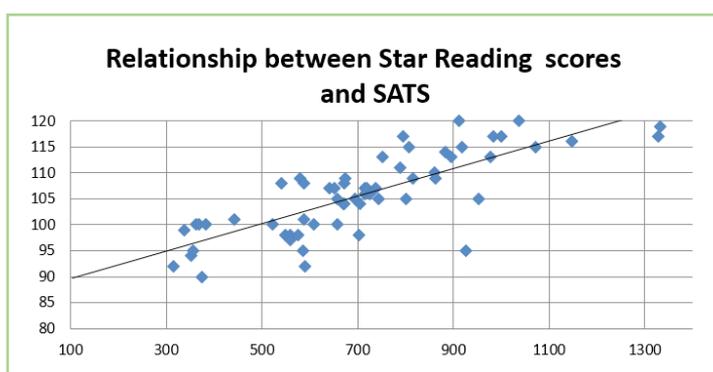
In 2014, I was keen to move on from old assessment procedures and took the abolition of National Curriculum levels as an opportunity for me to innovate practice.

Although National Curriculum levels were familiar and comforting, there is no doubt in my mind that they needed to go. To start with, teacher assessment against National Curriculum levels took far too long, and generated so much work for teachers that it became an onerous task that dominated their thoughts.

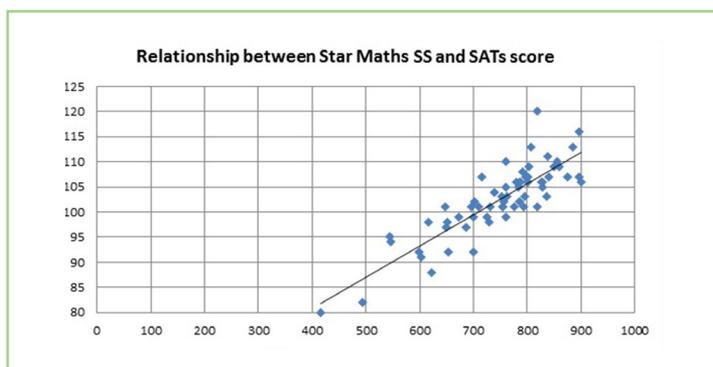
Accountability levels were rising (to levels far too high), and assessment information was being used to judge teachers rather than to support learning. I stumbled across the power of Renaissance Star Assessments™ when looking at using Renaissance Accelerated Reader™ to support reading and organise my library. I was looking for something that would remove the burden of teacher assessment, whilst still giving strong and reliable information about learning. I needed the macro level information around group progress, the percentage of children 'on track' to achieve end of key stage expectations, and granular information about next steps in learning for individual children.

In the first full year we launched for Years 2 to 6 and Star Assessments™ became our only formal assessment tool. Although teachers were still informally assessing day to day – how else would they teach – there was no formal recording of these judgments needed.

After the SATs results came in, and Primary Headteachers across the country had finished weeping over the reading results, I did a correlation study of each test, comparing the SATs scores to the preceding Star™ scores. This proved that the correlation between the two tests was very strong (0.86 in Maths, 0.79 in Reading). This reassured me that Star could give a very accurate indication of KS2 performance.



*"I did a correlation study of teach test, comparing the SATs scores to the preceding Star scores. This reassured me that Star could give a very accurate indication of KS2 performance."*



# Renaissance - A trusted partner in your success

At Renaissance, **our mission is to accelerate learning for all children and adults**, and our professional development services, along with customer support, are a core part of that mission. Renaissance has used its years of expertise, data, and research to find the best ways to implement Renaissance programmes for maximum achievement and growth.



## Excellent customer support

Renaissance experts are happy to answer all your questions via phone, chat, or email.



## Programme and project management

Implementation experts will work with you every step of the way with training to ensure you can implement with quality and fidelity.



## Professional development

Our robust professional services can be tailored to meet your specific needs, with in-person, online/virtual and blended options to fit your schedule.



## Boosting student growth in over 5,500 schools across the UK & Ireland

We continuously receive success stories from our customer schools on the impact of the programme on student performance.

Contact us for more information or to request a free online demonstration.

Email: [answers@renlearn.co.uk](mailto:answers@renlearn.co.uk)

Telephone: +44 (0)20 7184 4000

[www.renlearn.co.uk/star-assessments](http://www.renlearn.co.uk/star-assessments)

## RENAISSANCE®

©Copyright 2018 Renaissance Learning, Inc. All rights reserved. All logos, designs, and brand names for Renaissance's products and services, including but not limited to ATOS, Accelerated Reader, Star Reading and Renaissance are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States and other countries. All other product company names should be considered the property of their respective companies and organisations.