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	<p>more colors (minimum)</p> <p>Mac</p> <ul style="list-style-type: none">x Web browser: Safari 6.0–8.0, Firefox 27.0 or later, or Chrome 26 or later (recommended); Safari 5.1, Firefox 14.x–26.x, Chrome 23–25 (minimum)x Operating system
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The data provided by STAR Reading has diverse utility, and the extensive data analysis capabilities of this assessment system offer educators multiple contexts through which to interpret that data. STAR Reading allows educators to view the same scaled score (derived from the assessment) through multiple lenses for varied purposes including growth modeling, screening, progress monitoring, goal-setting, identification of learning gaps, instructional planning, forecasting proficiency, and evaluating mastery of state and CCSS.

STAR Reading is statistically linked to an empirically validated learning progression designed to provide the intermediate steps and prerequisite skills necessary to reach the levels of expertise identified in the CCSS. As a result of this statistical link, STAR Reading bridges instruction and assessment. When students complete a STAR Reading assessment, their scaled score automatically places them at a point on the learning progression for reading, which spans grades pre-K–12. Using this information, STAR Reading reports the skills students have likely mastered, the skills they are ready to learn, and the skills they need to learn after that. Teachers then use the Record Book, an online feature in STAR Reading, to view details about each student’s current performance and projected growth in relation to pre-selected benchmarks, to create instructional groups, and to access instructional materials that target the precise level of instructional need.

Renaissance Learning first began to explore the use of the STAR assessments—STAR Early Literacy, STAR Reading, and STAR Math—in teacher evaluation when educators came to us on the topic. To inform our approach and recommendations, we consulted national experts in growth, teacher evaluation, interim assessment, and school improvement. Team members included Dr. Damian Betebenner of the National Assessment Center, Dr. Margaret Heritage of UCLA, and Dr. Allan Odden of the University of Wisconsin, Madison. We also consulted organizations such as the CCSSO, NCSL, and the NAESP and the NEA.

Renaissance Learning offers extensive professional development opportunities to assist educators in setting up

Online Training and Knowledge Resources

Two online professional development resources available to educators free of charge are the Customer Center

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New York State Next Generation Assessment Priorities

Please provide detail on how the proposed supplemental assessment I or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):

Renaissance Learning is heavily engaged and invested in the ongoing process of standards analysis and alignment in order to keep pace with the expectations of the Common Core. The following are some of the key activities:

Rigorous analysis of the Common Core State Standards and Item development based on CCSS analysis

- x Renaissance Learning’s standards experts have analyzed the intent and scope of each standards statement in the Common Core, considering the skill components, placement in the standards hierarchy, and cognitive demand (i.e. depth of knowledge or DOK) of the standards.
- x We study the CCSS Publishers’ Criteria documents, and other ancillary materials (e.g. the CCSS appendices) to ensure that items are built to the grade-level expectations of the skills inherent in the standard. (For example, math items must address the focus, coherence, and rigor in conceptual understanding, procedural skill and fluency expectations of the standards; reading items must address the level of text complexity, close reading skills, and the use of text-dependent questions.)
- x We identify the cognitive level appropriate for the skills being assessed in the standards. Depth of knowledge is confirmed

	<p>(OER Commons resources are available for no cost at https://www.oercommons.org.)</p> <p>When used together, these materials provide teachers with an interactiveNYS Tw 8r,bpenbtpeavranu (r,)-6 (ct)-9.7 (o)1.7 (n)2.7 ((i)74 (ra)7 (o)1.c.7 ((</p>
