



# Parent Report for [Redacted]

Academic year: Current (2016-2017)  
 Select Students by: Class

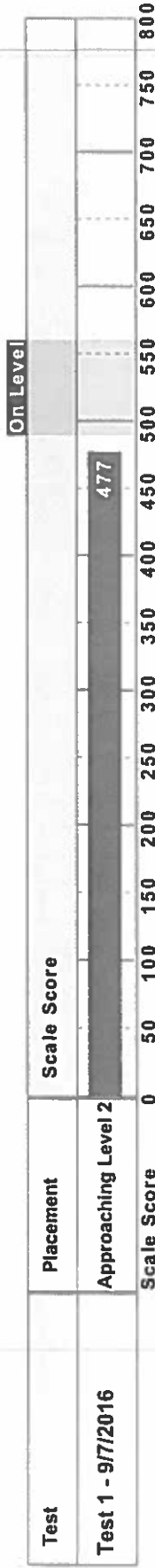
Class: 02 [Redacted] (Reading)  
 Student: [Redacted]

Show: Test 1 - 09/07/16

## What Is i-Ready?

i-Ready is an online assessment program focused on reading and math. Brady has recently taken the i-Ready assessment at school. This report gives you a snapshot of your child's performance.

## Brady's Overall Reading Performance



### Detail for Test 1 - 9/7/2016

		Brady's Performance Levels
Overall Reading Performance		Approaching Level 2
Domains	Phonological Awareness	Tested Out
	Phonics	Approaching Level 2
	High-Frequency Words	Max Score
	Vocabulary	Approaching Level 2
	Comprehension: Literature	At Level 2
	Comprehension: Informational Text	Approaching Level 2

## Scale Scores and Placement Levels

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of i-Ready Diagnostic and Instruction.

Placement Levels are used to guide instruction in the classroom. Placement levels are based on Brady's level of performance overall and on each subtest, and they describe the optimum instruction level. The four possible placement levels are:

- Above Level
- At Level
- Approaching Level
- Needs Improvement

Foundational Skills are not assessed for all levels. These subtests are given depending on your child's scores in other domains. Tested Out means that your child did not need to take a particular subtest. Max Score means that your child took the subtest and achieved a high score.

## What are the Reading Domains?

### Phonological Awareness

**Phonological Awareness** is the understanding that a spoken word is made up of different parts and that each of these parts makes a sound. For example, the word *bat* includes the sounds /b/, /a/, and /t/, and the word *batter* can be broken into two syllables that make the sounds /bat/ and /ter/. Phonological Awareness is an important building block for Phonics. Readers need to be able to distinguish, or make out, the individual sounds in spoken words before they can fully master matching sounds to letters.

### Phonics

**Phonics** instruction teaches children how to connect the sounds they hear in spoken words to the letters they see in written words. For example, a student who can connect sounds to letters knows to read "th" in then as a single sound /th/, rather than the sound /t/ and the sound /h/. Students have to learn many different connections between sounds and spelling patterns. In fact, there are so many connections that learning Phonics can feel like learning the rules to understand a hidden code. But this skill is mastered by taking one step at a time, learning one rule and then another, and so on. Once students can make these connections quickly and easily, they can really start to read for meaning.

### High-Frequency Words

**High-Frequency Words** are the words that appear most often in what children read. Words such as *the*, *and*, and *it* are high-frequency words. Because these words appear so often, readers must learn to recognize them automatically. Also, these words are often spelled in ways that can be confusing. Words such as *could* and *there* do not follow the rules that connect sounds to letters in most words. Learning to recognize these words automatically helps students read more quickly and easily, which gives them a better opportunity to understand what they are reading.

### Vocabulary

**Vocabulary** is the name for the words a student knows. The more words a student knows, the easier it is to understand what he or she reads. Good readers know the meanings of many words. Students grow their vocabularies by hearing and reading new words, talking about words, and being taught specific words.



## Parent Report for ~~Student Name~~

Academic Year: ~~2016-2017~~ Current (2016-2017)

Select Students by: Class

Class: 0201-Hamm (Reading)

Student: ~~Student Name~~ ~~Student ID~~

Show: Test 1 - 09/07/16

### Comprehension: Literature

**Comprehension: Literature** describes a student's ability to understand types of writing that are usually made up, or fictional. Stories are the literary texts that students read most often, but plays and poems are also examples of literary texts. A student who understands literature might identify the sequence of events in a story, discuss the meaning of a poem, or explain the lines a character speaks in a play. As a student develops as a reader, he or she is able to understand stories, plays, and poems that are increasingly complicated.

### Comprehension: Informational Text

**Comprehension: Informational Text** describes a student's ability to understand types of writing that are usually true. Books about science or history are examples of informational text, as are newspaper articles or magazine articles. This kind of writing is often structured differently than literary texts. Informational text often does not tell a story, and it is usually organized into sections with headings. Additionally, it might contain charts, diagrams, and graphs that are important to understanding. A student who understands informational text might identify the main idea and supporting details, describe the way the writing is organized, or draw information out of a photograph or diagram.

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# Parent Report for Sydney E. Anderson

Printed Tuesday, March 21, 2017 2:42:55 PM

School: Meadowlake Elementary School

Test Date: March 15, 2017 2:04 PM

Class: Warren - 011

Dear Parent or Guardian,

Sydney has taken a STAR Reading computer-adaptive reading test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

PR	PR Range	Below Average	Average 50	Above Average	IRL	ZPD
40	31-51		◆		3.2	2.7-3.8

**National Norm Scores:**

**Percentile Rank (PR): 40**

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 40, Sydney reads at a level greater than 40% of other students nationally in the same grade. This score is average. The PR Range indicates that, if this student had taken the STAR Reading test numerous times, most of her scores would likely have fallen between 31 and 51.

**Instructional Reading Level (IRL): 3.2**

The Instructional Reading Level (IRL) is the grade level at which Sydney is at least 80% proficient at recognizing words and comprehending reading material. Sydney achieved an IRL score of 3.2. This means that she is at least 80% proficient at reading third grade words and books.

**Zone of Proximal Development (ZPD): 2.7 - 3.8**

The Zone of Proximal Development (ZPD) is the reading level range from which Sydney should be selecting books for optimal growth in reading. It spans reading levels that are appropriately challenging for reading practice. This range is approximate. Success at any reading level depends on your child's interest and prior knowledge of a book's content.

I will be using these STAR Reading test scores to help Sydney further develop her reading skills through the selection of books for reading practice at school. Sydney should also practice silent reading every day, continue reading aloud and with others, and practice reading more challenging books at home.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: