

# How to Support Your Students During School Closures

CARS & STARS Online

**Hawker Brownlow**  
D I G I T A L



# | Today's Presenter

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**This is a challenge that we are experiencing NOW**

- How do we support our teachers?
- How do we keep our learning moving forward for our students?

**This is a challenge that we are planning FOR right now.**

- How do we support our teachers?
- How do we engage our students while learning from home?

## Considerations When Facing Closure

## Operational Set Up

- Are we set up, operationally, to support a full shut down for an unknown amount of time?
- How do I prepare my team for success in a remote setting?
- How do I prepare all grade levels for success in a remote setting?

## Timing

- How do we support short term and extended closures?
- How do we meet our instructional requirements in the near and long term?

## Time of Year

- It's mid year, how do I keep students progressing forward?
- How do will individualize instruction during unexpected shutdowns?

## Teacher Expectations

- What kind of expectations need to be set for my teachers?
- How do I keep my teachers engaged in the teaching process during a shut down?

## Student Expectations

- What kind of expectations need to be set for my students?
- How do we keep students engaged in their learning when they're at home?

## Communication

- What is needed to communicate to all the stakeholders?

## What to consider when faced with contingency planning

- Connectivity, Access & Offline Support
- Communication Frequency
- Communication Channels
- Be Empathetic

- **Data:** Survey families to understand at-home connectivity; survey teachers to understand opportunities and potential challenges
- **Prepare Families:** Make sure families are comfortable with logistics
- **Empower Teachers:** Focus on the logistics with teachers and empower them with the tools they need for success
- **Prioritise Student-Teacher Engagement:** Find ways for students and teachers to interact through multiple channels (phone, email, video, class pages, websites etc.)
- **Communicate Well and Often:** Clearly communicate the details of your plan to students, parents, and teachers at an ongoing cadence
- **Identify Lesson Objectives:** Be intentional and identify clear learning objectives and assessment outcomes (formative and summative)



## How Hawker Brownlow Digital Can Help?

**Hawker Brownlow**

D I G I T A L

[www.hb-digital.com.au](http://www.hb-digital.com.au)

## Mirror what is happening in the classroom remotely

- **Ensure you are operational in 48 hours**
  - Students and teachers are added and enrolled
- **Prepare your teachers to deliver remote instructions or track progress**
- **Ensure you have access to quality remote instruction**
  - Instruction delivered by your teacher and aligned to your student's needs
  - Quality resource - correlates to the Australian National Curriculum!
  - Ongoing tracking and progress monitoring



## Active Classroom

- Turns your device into a powerful teaching assistant
- Easily monitor your students' progress on every student device at the same time and keep them on track

■ Benefits of going Digital (Schools)

**Diagnostic Module**

An online recreation of the CARS student workbook, with the same stories as the printed workbook, in full-colour and illustrated digital format. Students read a story and using their laptop, tablet, desktop PC or smartphone then complete a series of multiple-choice questions.

**Instruction Module**

With the guidance of our program, students can avoid being stranded, with step-by-step instructions on how to improve and what to do next. Students are not limited by content available, but only by their desire to do better.

**Making teacher's lives easier**

Designed to help marking, tracking and generating reports quicker and more intuitive, allowing more time to concentrate on student learning.

**Helps students achieve better results**

Provides in-depth reporting related to each strategy, with suggestions on how teachers can pinpoint individual student's strengths and weaknesses.

■ Benefits of going Digital (Homes)

**Parent Portal Access**

Easy parent registration.  
Provides teaching resources to further support their children while they are on remote learning at home.

**Engages parents with their child's education**

Provides contextual information about learning and important school information, all in one place. Helps parents be better prepared for parent-teacher nights.

## CARS: Diagnostic

### ■ Student module

- Reading Levels AA–H
  - Pretests
  - Benchmarks
  - Post Tests
  - Progress Chart
  - Self-Assessment 1 & 2

### ■ Teacher module

- Reporting
- CARS & STARS Teaching Guides

## STARS: Instruction

### ■ Student module

- Reading Levels AA-H
  - AA: 6 lessons
  - A: 8 lessons
  - B–H: 12 lessons
- 12 Strategies
  - AA: 6 strategies
  - A: 8 strategies
  - B–H: 12 strategies

### ■ Teacher module

- Reporting
- CARS & STARS Teaching Guides

**1**

## Placement Centre

**Assess** student's level of reading comprehension

**Place** student in correct CARS & STARS level

**2**

## CARS: Diagnostic

**Diagnose** needs of the students by administering 5 Pretests

**Benchmark** during STARS instruction to monitor progress

Assess mastery by administering 5 **Post Tests**

**3**

## STARS: Instruction

### Two Ways to Teach

**Teacher Guided:** entire class in 6–12 strategies based on student need

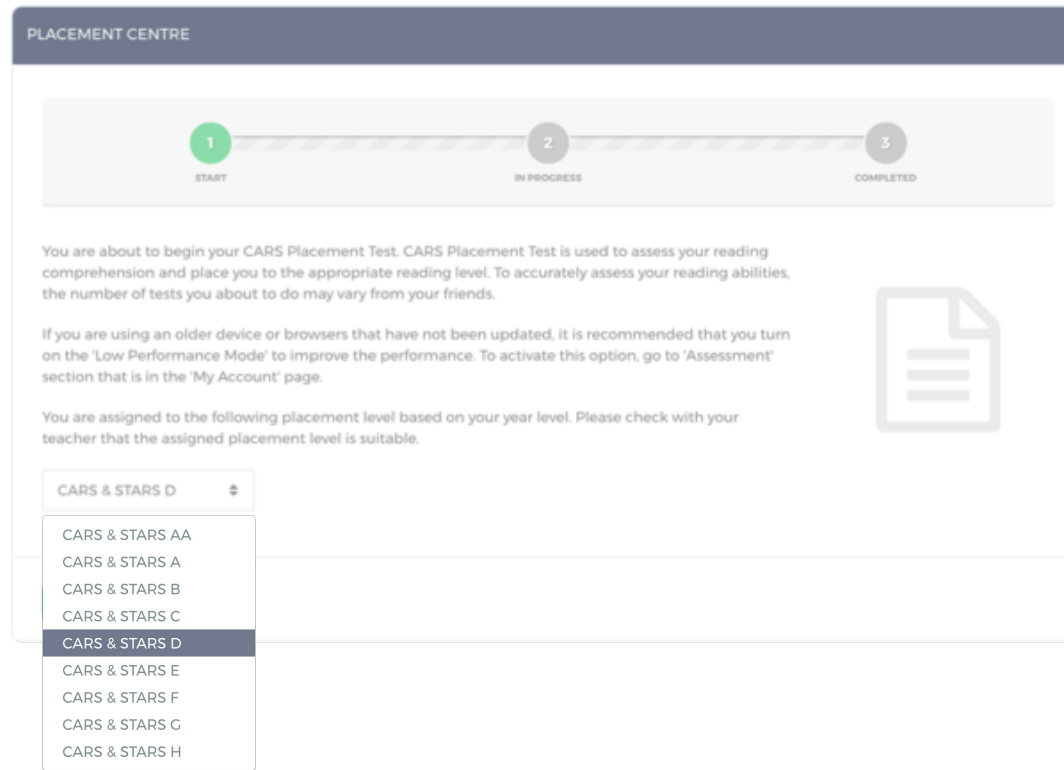
**Student Guided:** a fun and structured learning path which allows students to be taken on a journey which we have planned out for you.

**Differentiate** instruction using Reading Levels AA–H.

# Placement Centre

## ■ The Placement Centre

is the first part of the three parts of CARS & STARS Online. It is used to assess the students' reading comprehension and then place them on the correct reading level.



The screenshot shows the 'PLACEMENT CENTRE' interface. At the top, there is a progress bar with three stages: 1. START (highlighted in green), 2. IN PROGRESS, and 3. COMPLETED. Below the progress bar, there are three paragraphs of text. The first paragraph explains the purpose of the CARS Placement Test. The second paragraph provides instructions for users on older devices or browsers. The third paragraph states that the user is assigned a placement level based on their year level. Below the text, there is a dropdown menu currently showing 'CARS & STARS D'. The dropdown menu is open, displaying a list of options from 'CARS & STARS AA' to 'CARS & STARS H', with 'CARS & STARS D' highlighted.

PLACEMENT CENTRE

1 START 2 IN PROGRESS 3 COMPLETED

You are about to begin your CARS Placement Test. CARS Placement Test is used to assess your reading comprehension and place you to the appropriate reading level. To accurately assess your reading abilities, the number of tests you about to do may vary from your friends.

If you are using an older device or browsers that have not been updated, it is recommended that you turn on the 'Low Performance Mode' to improve the performance. To activate this option, go to 'Assessment' section that is in the 'My Account' page.

You are assigned to the following placement level based on your year level. Please check with your teacher that the assigned placement level is suitable.

CARS & STARS D

- CARS & STARS AA
- CARS & STARS A
- CARS & STARS B
- CARS & STARS C
- CARS & STARS D
- CARS & STARS E
- CARS & STARS F
- CARS & STARS G
- CARS & STARS H



Once each student has completed the placement test, a recommended reading level will be assigned to them.

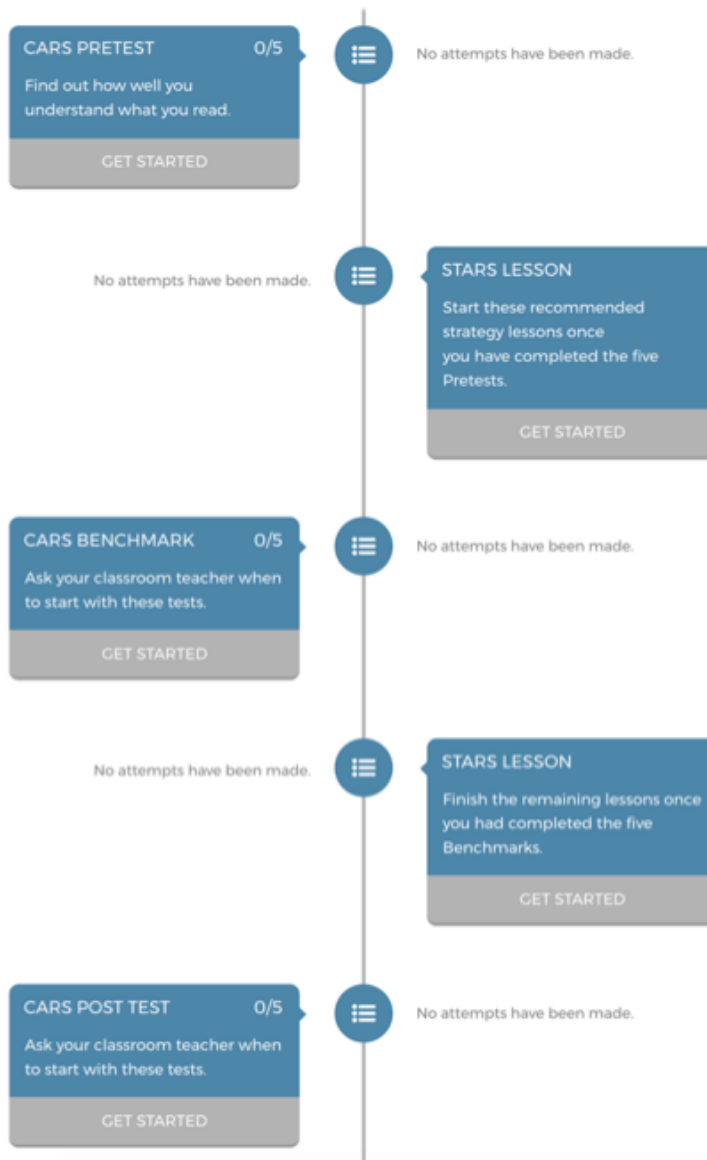
The screenshot displays the Archer Pittard Student Dashboard. The user is identified as Archer Pittard, a Student. The dashboard includes a sidebar with navigation options: Dashboard, My Reading Level, My Bookmark, Archived Reading Level, My Account, Help Centre, and Logout. Social media icons for Facebook, Twitter, and Instagram are also present.

The main content area is titled "DASHBOARD" and features three sections:

- HALL OF FAME:** A yellow star graphic with "0" and "Total Points Earned" and a "Share" button. A table shows the current reading level and total points.
- CURRENT READING LEVEL:** A yellow bar indicating the current level is "CARS & STARS B" with a progress indicator of "0/32". Below this, a paragraph explains the level requirements, and an "EXPLORE" button is provided.
- PREVIOUS READING LEVELS:** A message stating, "Whoops! You currently do not have any previous reading level. Let's give it a go with your current reading level."

At the bottom of the dashboard, there is a footer with the text: "Copyright © 2019 Hawker Brownlow Digital | Pricing & Plan | Terms & Conditions | Help Centre".

Reading Level	Total Points
CARS & STARS B	0
-	-
-	-



## ■ Tests

- 5 Pretests
- 5 Benchmarks
- 5 Post Tests

Each question tests a different comprehension strategy.



## ■ Progress Chart

After each reading test is completed, the student will be able to view their reading test result through the table. For each question that the student has answered correctly it will turn green, otherwise it will remain grey if it is wrong or skipped.

PRETEST

**PROGRESS CHART**

● Correct Answers

Your classroom teacher will tell you when to take each Pretest. These Pretests will help your classroom teacher find out how well you understand what you read. Then your classroom teacher can decide how to best help you to become an even better reader. After you finish the five Pretests, you will complete a Self-Assessment. This Self-Assessment will help you judge your own work. It will also help you set goals for future reading success.

Tests	Completed To Date	Status
Pretest 1	22/10/2019	<span style="background-color: #27ae60; color: white; padding: 2px 10px; border-radius: 15px;">COMPLETED</span>
Pretest 2	22/10/2019	<span style="background-color: #27ae60; color: white; padding: 2px 10px; border-radius: 15px;">COMPLETED</span>
Pretest 3	22/10/2019	<span style="background-color: #27ae60; color: white; padding: 2px 10px; border-radius: 15px;">COMPLETED</span>
Pretest 4	22/10/2019	<span style="background-color: #27ae60; color: white; padding: 2px 10px; border-radius: 15px;">COMPLETED</span>
Pretest 5	22/10/2019	<span style="background-color: #27ae60; color: white; padding: 2px 10px; border-radius: 15px;">COMPLETED</span>
Self-Assessment 1	N/A	<span style="background-color: #e67e22; color: white; padding: 2px 10px; border-radius: 15px;">BEGIN</span>

^ 5 out of 5 Pretests Completed

SELF-ASSESSMENT 1

Please answer all of the questions below.

Name: Archer Pittard Last Updated: 22/10/2019

Rate your work on Pretests 1 to 5. Select from the answer below.

Great
  Good
  Could be better

How You Feel?	Yes	Sometimes	No
I understood the reading passages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understood all of the questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had no trouble choosing the answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not have to look back at the passage to answer many of the questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found it easy to choose an answer to the questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I could have done a better job on the Pretests if ...

I will work on improving ...

Send a copy to your classroom teacher

SAVE

## Self-Assessment

- Use the Self-Assessment after Pretest and Post Test to help students set goals and reflect on their work.
- Students can send a copy of the self-assessment report to the classroom teacher.

## ■ Three-level Performance Reports

### School Wide



- CARS School Reports

### Single Class



- CARS Class Reports

### Individual Student



- CARS Student Reports

## CARS School Reports

## CARS Class Reports

# CARS Student Progress Report (for Teacher)

Teachers will get the student's progress from the class progress report.

CARS B													
STUDENT'S NAME	PRE1	PRE2	PRE3	PRE4	PRE5	BM1	BM2	BM3	BM4	BM5	POS1	POS2	POS3
Archer Pittard	●	●	●	●	●	●	●	●	●	●	●	●	●

REPORT DESCRIPTION
● Student has completed the test.
● Student has not completed the test.





# STARS: Instruction

## ■ The STARS: Instruction

is the third part of the three parts of CARS & STARS Online.

- Targeted, scaffolded comprehension lessons for the 6–12 comprehension strategies
- Five-part lessons offer multiple learning opportunities
- Wide variety of genres
- Available in Reading Levels AA–H
- Comprehensive Teaching Guides provide ample instructional support
- Supports high-level direct instruction
- Two Ways to Teach
  - **Teacher Guided:** involves the entire class in 6–12 strategies based on student need. Assign specific exercises and lock to control the journey.
  - **Student Guided:** a fun and structured learning path which allows students to be taken on a journey which we have planned out for you.
- Unlock to allow students to move ahead at their own pace.

## ■ Student Module

- Lessons
- Review
- Final Review

Based on the student's skill level, our program recommends specific lessons which aim to help them improve in any areas of concern. Through this, students can engage in self-learning and are not heavily reliant on teachers, therefore they can continue to grow outside of the classroom.

## ■ Teacher Module

- CARS & STARS Teaching Guide (same for CARS & STARS)

**CARS & STARS B TEACHING GUIDE**

Hide Show All

OVERVIEW: USING THE CARS AND STARS SERIES

UNDERSTANDING THE STRATEGIES

CARS RESEARCH SUMMARY

CARS ANSWER KEYS

STARS RESEARCH SUMMARY

STARS SUGGESTED PACING CHART

LESSON 1: FINDING MAIN IDEA

LESSON 2: RECALLING FACTS AND DETAILS

LESSON 3: UNDERSTANDING SEQUENCE

REVIEW: LESSONS 1-3

LESSON 4: RECOGNISING CAUSE AND EFFECT

LESSON 5: COMPARING AND CONTRASTING

LESSON 6: MAKING PREDICTIONS

REVIEW: LESSONS 4-6

UNDERSTANDING THE STRATEGIES

CARS RESEARCH SUMMARY

CARS ANSWER KEYS

STARS RESEARCH SUMMARY

STARS SUGGESTED PACING CHART

# STARS B

STRATEGIES TO ACHIEVE READING SUCCESS

### About this Reading Level

**Strategy Lessons**

This Reading Level contains 12 strategy lessons – one lesson for each reading strategy. Each lesson contains five parts that provide instruction and practice in the targeted reading strategy. You will read several passages and answer 16 strategy-based selected-response (multiple-choice) questions.

### Browse Lessons

- LESSON 1
- LESSON 2
- LESSON 3
- REVIEW (LESSONS 1-3)

## ■ My Account

- Students can set their own individual preferences; e.g. lesson view mode and read aloud.

MY ACCOUNT

Archer Pittard  
ACTIVE

**Account**  
Change your basic account settings

Access Code: S-PC86-TDR2  
Expiry Date: 25/10/2018  
First Name: Archer  
Last Name: Pittard  
Gender:  Male  Female  
Year of Birth: 2014  
Profile Image: Select file

**Assessment & Lesson**  
Change your reading mode settings

Low Performance Mode:

Lesson View Mode:  Full View  Compact View

**Read Aloud**  
Change your read aloud settings

Read Aloud:   
Voice Options: Karen

SAVE

Year of Birth \* 2014

Profile Image Select file

### Assessment & Lesson

Change your reading mode settings

Low Performance Mode



Low Performance Mode reduces visual effects and the interactivity of the application, but increases the overall performance. This is recommended for older devices or browsers that have not been updated.

Lesson View Mode



Full View



Compact View

### Read Aloud

Change your read aloud settings



Full View



Compact View

DB

1 2 3 4 5

Dashboard  
 My Reading Level  
 My Bookmark  
 Archived Reading Level  
 My Account  
 Help Centre  
 Logout


### Lesson Objectives

You will learn to:

- Understand sequence by recognising the order in which things happen in a reading passage.
- Identify when test questions are asking you to understand sequence.

### Introduce the Strategy

In this lesson, you will learn how to understand the order in which things happen as you read. Good readers think about the order in which things happen as they read. Knowing the order in which things happen helps the reader understand what is happening in the passage and when it is happening. You already know about order because you do things in order every day.



**Essential points about Understanding Sequence**

- Think about what happens first, next and so on in the story.
- Think about what happens in the beginning, middle and ending of the story.
- Look for the clue words then, last, finally, before, after.
- Look for times, days of the week and months.

PART THREE: CHECK YOUR UNDERSTANDING

#### AT A GLANCE


In this part, you will reinforce your understanding of strategy concepts through reading a passage, answering questions and thinking about why answers are correct or not correct.

**Review**

Sequence tells the order in which things happen.

- Look for clue words such as *first, next, then, last, finally, before and after*. These clue words often tell the order in which things happen.
- Look for clues that tell about time. Look for times of day, days of the week, months of the year and dates.
- When there are no clue words, think about the beginning, the middle and the ending of the story. This will help you understand the order in which things happen.

Read this story about Nick and his new friend. As you read, ask yourself, "What happened first? What happened next?" Then answer the questions.



My New Friend

DB

1 2 3 4 5

Dashboard  
 My Reading Level  
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### PART THREE: CHECK YOUR UNDERSTANDING

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Sequence tells the order in which things happen.

- Look for clue words such as *first, next, then, last, finally, before and after*. These clue words often tell the order in which things happen.
- Look for clues that tell about time. Look for times of day, days of the week, months of the year and dates.
- When there are no clue words, think about the beginning, the middle and the ending of the story. This will help you understand the order in which things happen.

Read this story about Nick and his new friend. As you read, ask yourself, "What happened first? What happened next?" Then answer the questions.



My New Friend

**5**

Consists of five parts

**12**

Covers 12 Strategies

**5**

It takes approximately five days to teach one lesson.

<b>STRATEGY: Comparing and Contrasting</b>	<b>Teacher Module</b>	<b>Student Module</b>
Introduction	X	
Part One: Modelled Instruction “Think About the Strategy”	X	X
Part Two: Guided Instruction “Learn About the Strategy”	X	X
Part Three: Modelled Practice “Check Your Understanding”	X	X
Part Four: Guided Practice “Build on What You Have Learned”	X	X
Part Five: Independent Practice “Prepare for a Test”	X	X

## ■ Modelled Instruction

- Model the strategy in action with a short passage, then illustrate with a graphic organiser.

PART ONE: THINK ABOUT THE STRATEGY

**AT A GLANCE**  
In this part, you will activate your background knowledge about finding main idea. You will then learn how to apply this strategy to a short reading passage.

**WHAT IS MAIN IDEA?**      **HOW DO YOU FIND THE MAIN IDEA?**

**How Do You Find the Main Idea?**  
You can find the main idea of most stories in the first or last sentence.

**Read the story below. Think about the most important idea in the story.**

Winter is the coldest season. The days are short, and it gets dark early. Plants stop growing in the winter. Some animals grow thick coats to keep warm.

1. Let's look at the chart below. The sentences in the top three boxes tell about the main idea of the story. But they do not tell the most important idea.
2. The first sentence of the story does tell the most important idea. This sentence tells what the story is mostly about.
3. Write the main idea in the empty box below.

The days are short, and it gets dark early.

Plants stop growing in the winter.

Some animals grow thick coats to keep warm.

?

Question Hints

RESET      SUBMIT

WHAT IS MAIN IDEA?      HOW DO YOU FIND THE MAIN IDEA?



## ■ Guided Instruction

- Part Two introduces key concepts of the strategy and provides another modelling opportunity.
- Comprehension questions are introduced.
- Students should discuss their answers with a partner.

PART TWO: LEARN ABOUT THE STRATEGY

**AT A GLANCE**  
In this part, you will learn how to find the main idea as you read. Practise the strategy by reading a passage and answering two questions about main idea.


**What to know**  
The most important idea in a story is called the **main idea**. The main idea tells what a story is mostly or mainly about.

- The main idea is sometimes found in the first sentence.
- The main idea is sometimes found in the last sentence.
- The main idea is sometimes not found in a sentence. You can figure out the main idea by thinking about what the story is mostly about. Ask yourself, "What is the story telling me?"

**LEARN** **PRACTISE**

**Read Maria's story about the Red Mansion. As you read, think about the most important idea in the story.**

The Red Mansion is a large home. The Red Mansion has 132 rooms. There is an indoor pool and a theatre. There is also a gym and a library.



The most important idea in the story is found in the first sentence.  
The most important idea is: **The Red Mansion is a large home.**

**LEARN** **PRACTISE**

## ■ Modelled Practice

- Part Three repeats key concepts for easy reference and features a different passage with two comprehension questions.
- Alongside our auto-marking feature, students can view which answers were correct or incorrect, coupled with explanations of why this is the case.

### PART THREE: CHECK YOUR UNDERSTANDING

#### AT A GLANCE

In this part, you will reinforce your understanding of strategy concepts through reading a passage, answering questions and thinking about why answers are correct or not correct.

#### Review

The main idea tells what a story is mostly or mainly about.

- Read the first sentence of the story.  
The main idea is sometimes found here.
- Read the last sentence of the story.  
The main idea is sometimes found here.
- Sometimes, the main idea is not found in a sentence.  
Think about what the story is mostly about. This will help you figure out the main idea.

Read this story about baby animals. As you read, ask yourself, "What is the story mostly about?" Then answer the questions.



A baby cat is called a kitten. Kittens love to play. A baby kangaroo is called a joey. A joey is about the size of a bee. A baby horse is called a foal. A foal can walk the day it is born! Some people call a small child a kid. Did you know that this is also the name for a baby goat? There are lots of different names for baby animals.



Look at the answer choices for each question. Read why each answer choice is **correct** or not correct.

### ■ Modelled Practice

- Part Three repeats key concepts for easy reference and features a different passage with two comprehension questions.
- Alongside our auto-marking feature, students can view which answers were correct or incorrect, coupled with explanations of why this is the case.

**QUESTION 3**

What is the story mostly about?

A baby cat is called a kitten.  
**This answer is not correct. The story is not mostly about a baby cat.** ❌

A foal can walk the day it is born!  
**This answer is not correct. The story is not mostly about a foal.** ❌

There are lots of different names for baby animals.  
**This answer is correct. The story is mostly about the different names for baby animals.** ✅

A joey is about the size of a bee.  
**This answer is not correct. The story is not mostly about a joey.** ❌

**QUESTION 4**

Where or how did you find the main idea?

in the first sentence of the story  
**This answer is not correct. The first sentence of the story says that "A baby cat is called a kitten." This is not what the story is mostly about.** ❌

in the last sentence of the story  
**This answer is correct. The last sentence of the story says that "There are lots of different names for baby animals." This sentence tells what the story is mostly about.** ✅

in the middle of the story  
**This answer is not correct. The sentences in the middle of the story tell about baby kangaroos and baby horses. They are not what the story is mostly about.** ❌

by thinking about what the story is mostly about

## ■ Guided Practice

- Part Four introduces new concepts about the strategy and provides guided practice.

PART FOUR: BUILD ON WHAT YOU HAVE LEARNED

**AT A GLANCE**  
In this part, you are introduced to additional information about finding main idea. You will then answer questions about two passages.

**More to know**

- Many stories have a title. A title usually tells something about the main idea.
- All stories have one main idea. Each part of a story also has a main idea.

**PASSAGE 1** **PASSAGE 2**

Read the first part of a story about Spot. Then answer the questions.

**I Hate Baths**

What's wrong with being a little dirty? My owner, Iris, thinks I must be clean all the time. But baths are no fun. I get cold and wet. It takes hours for my fur to dry. Each Sunday, Iris goes outside and fills a big tub with soap and water. Then I hear, "Spot, where are you?" I usually hide under the porch or behind the shed. But Iris is clever. She always finds me.

**QUESTION 5**

What is this part of the story mostly about?

- Spot's owner ❌
- Spot's hiding places ❌
- Spot's fur ❌
- Spot's baths ✅

**QUESTION 6**

What is the main idea of this part of the story?

- A girl likes a clean dog. ❌
- A dog does not like baths. ✅
- A dog likes to hide. ❌

## ■ Independent Practice

- Part Five prepares students for what strategy questions look like on reading tests.
- Independent practice opportunities allow you to see if students can use the strategy effectively.

### PART FIVE: PREPARE FOR A TEST

#### AT A GLANCE

In this part, you will practise answering questions about finding main idea that might appear on a reading test.

#### Test Tips

- A test question about the main idea may ask you what a story is *mostly* or *mainly* about.
- A test question about the main idea may ask you to choose the best name or the best title for a story. A good title tells something about the main idea of the whole story.

#### PASSAGE 1

#### PASSAGE 2

Read this story about Ann. Then answer questions about the story. Choose the best answer for Numbers 13 and 14.



Grandma makes lunch for Ann and her mum each morning. "You need your energy for school," she says. Ann is a student in year two. Her mum is a student, too. She is studying to be a nurse. Ann and her mum do homework each night. Ann likes having things in common with her mum.

#### QUESTION 13

The story is mainly about

- a girl who is in year two. ❌
- a mum who does homework. ❌
- a girl who has something in common with her mother. ✅
- a mum who is also a student. ❌

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- Part Five prepares students for what strategy questions look like on reading tests.
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#### PASSAGE 1

#### PASSAGE 2

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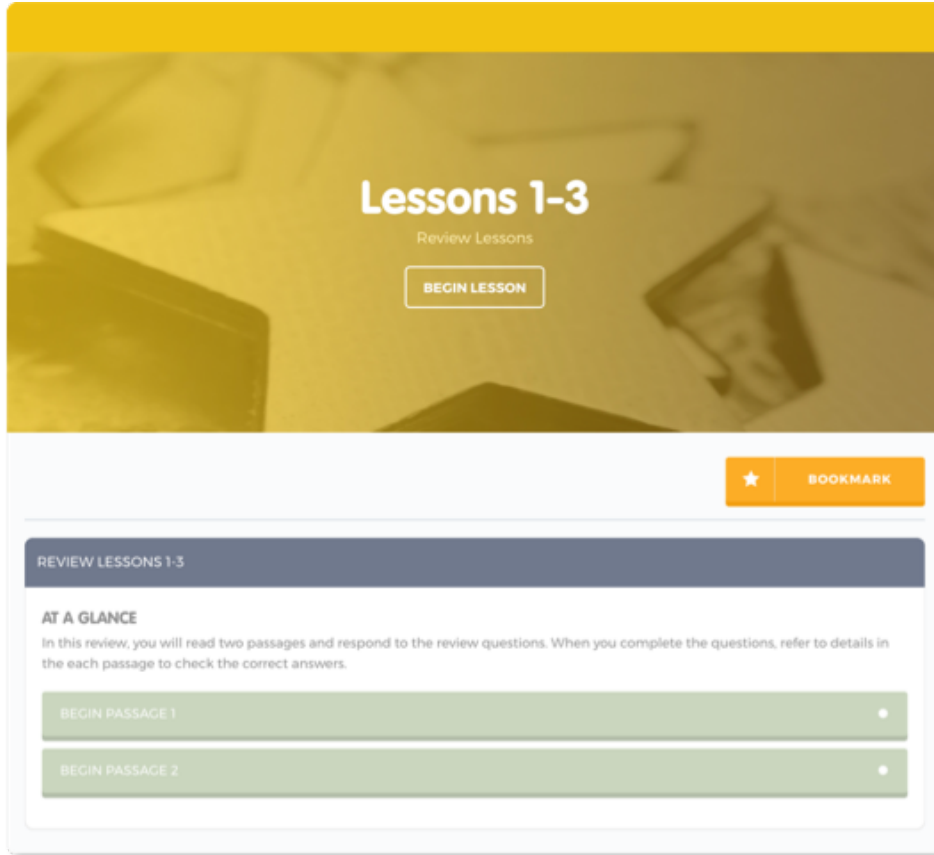
Grandma makes lunch for Ann and her mum each morning. "You need your energy for school," she says. Ann is a student in year two. Her mum is a student, too. She is studying to be a nurse. Ann and her mum do homework each night. Ann likes having things in common with her mum.

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The story is mainly about

- a girl who is in year two. ❌
- a mum who does homework. ❌
- a girl who has something in common with her mother. ✅
- a mum who is also a student. ❌

# Reviews and Final Review



The screenshot shows a digital interface for a review session. At the top, there is a yellow header bar. Below it, a large yellow banner contains the text "Lessons 1-3" in a large, bold, white font, with "Review Lessons" in a smaller font underneath. A white button with the text "BEGIN LESSON" is centered on the banner. Below the banner, there is a white bar with a star icon and the word "BOOKMARK" in orange. Underneath this is a dark grey bar with the text "REVIEW LESSONS 1-3". Below that, a section titled "AT A GLANCE" contains the text: "In this review, you will read two passages and respond to the review questions. When you complete the questions, refer to details in the each passage to check the correct answers." Below this text are two green buttons, one labeled "BEGIN PASSAGE 1" and one labeled "BEGIN PASSAGE 2", each with a small white dot on its right side.

## ■ Reviews

- Benchmark Lessons can be used after a Review to monitor progress, and with this information Focus and Extensions could be used to further target instruction and remediation..

*\* Focus and Extensions modules will be available in the future.*

# Reviews and Final Review



The screenshot shows a digital interface for a lesson titled "Lessons 1-12" under the heading "Final Review Lessons". A prominent "BEGIN LESSON" button is centered on a yellow background. Below this, there is a "BOOKMARK" button with a star icon. The main content area is titled "FINAL REVIEW LESSONS 1-12" and includes an "AT A GLANCE" section with the text: "In this review, you will read four passages and respond to the review questions. When you complete the questions, refer to details in the each passage to check the correct answers." Below this text are four orange buttons, each with a white dot on the right side, labeled "BEGIN PASSAGE 1", "READ A STORY", "BEGIN PASSAGE 3", and "BEGIN PASSAGE 4".

## Final Reviews

- The multi-passage Final Review is cumulative.



# STARS Reporting Management

## ■ Three-level Performance Reports

### School Wide



- STARS School Reports

### Single Class



- STARS Class Reports

### Individual Student



- STARS Student Reports

## STARS School Reports

DASHBOARD > STARS SCHOOL REPORTS

This section allows you to choose and view the different types of STARS school reports.

CARS REPORTS STARS REPORTS

**SCHOOL INTERVENTION REPORT**

This report provides a clear indication of overall performance and the extent of intervention needed in the school.

**SCHOOL PERFORMANCE REPORT**

This report allows school administrators to monitor each individual class's performance.

View Report View Report

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## STARS Class Reports

DASHBOARD > STARS CLASS REPORTS

This section allows you to choose and view the different types of STARS class reports.

CARS REPORTS STARS REPORTS

**CLASS PROGRESS REPORT**

This report displays students who have not completed the lessons, which is used to monitor the progress of each student in their respective reading levels.

**CLASS READING STRATEGY DETAILS REPORT**

This report provides a comprehensive overview of each student's reading strategy performance in each lesson, review and final review. This report will display the results for each reading strategy, therefore it will only display the results of those questions that have been attempted.

**CLASS LESSON PERFORMANCE REPORT**

This report details each student's lesson performance within their respective reading level.

**STUDENT SUMMARY REPORT**

This report details each student's strategy analysis for each strategy in lesson, review and final review within their respective reading level.

View Report View Report View Report View Report

**CLASS READING LEVEL SUMMARY CHART**

This report compares the performance of the class within each lesson, review and final review.

**CLASS READING STRATEGY INDIVIDUAL PERFORMANCE REPORT**

This report contains the individual student's reading strategy performance in their respective reading level.

View Report View Report

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QUESTION 1

What is the main idea of the story?

Some people like to watch the elephants. ❌

Others like to watch the lion tamers. ❌

Pete loves to go to the circus. ✅

Pete can't wait for the next circus to come to his town. ❌

SUBMIT



LESSON 1 (FINDING MAIN IDEA)

STUDENT'S NAME	TOTAL SCORE	Q1	Q2	Q3	Q4
Archer Pittard	13/16(81%)	1 (C)	X (B)	1 (C)	1 (B)

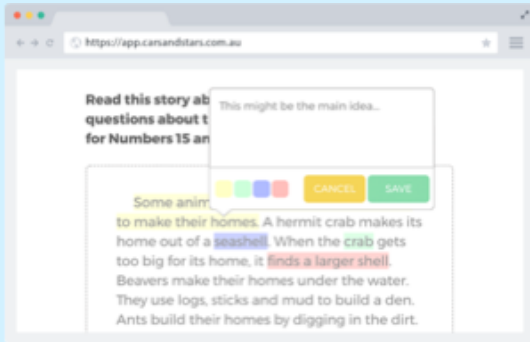
- Student will get results immediately after submitting the answers.
- Teachers will also get instant student results.
- **No marking is required.**

## Teaching Guide Contents

- Lesson Objectives
- Getting Started
- EAL/D Support
- Genre Focus and Definition
- 5-part STARS instruction



# Helpful Features



## Highlighting



## Read Aloud



## Lock Settings

# Active Classroom Demonstration

# Join the Conversation



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# Thank You

For further information,  
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