

# Assessment for reading, language and vocabulary, and numeracy

## Star Early Literacy

In less than 20 minutes of testing time, Star Early Literacy assesses students' foundational reading, language and vocabulary, and numeracy skills in key domains down to the subskill level. Built-in graphics and audio supports help get an accurate measure of each skill, even for children who are not yet reading independently.

- All questions are in multiple-choice format with three answer choices.
- Built-in tutorials are available for students to become familiar with the technology format.
- Students select their answers in one of the following ways:
  - If using the keyboard, students press one of the three keys (1, 2, or 3) and then press the *Enter/Return* key.
  - If using the mouse, students select their answers by pointing and clicking the mouse.



Florida kindergarten students take Renaissance's Star Early Literacy test in the first 30 days of school to meet the requirements of Section 1002.69, Florida Statutes (F.S.) regarding statewide kindergarten screening. The results of this screening provide valuable information about a child's readiness for school, help teachers develop lesson plans to meet each child's individual needs, and offer useful information to parents.

# Star Early Literacy Test Design

Star Early Literacy is a computer-based assessment designed to measure the early literacy skills of beginning readers. The assessment is adaptive, meaning that questions get harder or easier based on how children respond. Star Early Literacy addresses children’s mastery of literacy and early numeracy concepts that are directly related to their future success as readers.

Star Early Literacy assesses proficiency in three broad domains:

- Word knowledge and skills
- Comprehension strategies and constructing meaning
- Numbers and operations

**Test Record Report**  
 Printed Wednesday, August 22, 2018 1:16:19 PM  
 School: Tiger Elementary 360  
 Reporting Period: 2/18/2018 - 2/17/2019 (2018 - 2019)

**Blevins, William**  
 ID: 10293

| Test Date | Age (yrs) | Class       | Teacher       | GP   | SS  | Sub-Domain Scores |    |    |    |    |    |    |    |    |    |
|-----------|-----------|-------------|---------------|------|-----|-------------------|----|----|----|----|----|----|----|----|----|
|           |           |             |               |      |     | AP                | CW | VS | PA | PH | SA | VO | SC | PC | EN |
| 03/09/18  | 6.9       | Gr1 Class 2 | Clinton, Greg | 1.00 | 545 | 67                | 69 | 78 | 43 | 41 | 32 | 44 | 35 | 33 | 64 |
| 05/13/18  | 7.0       | Gr1 Class 2 | Clinton, Greg | 1.18 | 754 | 91                | 92 | 95 | 76 | 69 | 77 | 73 | 68 | 90 |    |
| 07/27/18  | 7.3       | Gr1 Class 2 | Clinton, Greg | 1.42 | 661 | 82                | 84 | 89 | 61 | 60 | 52 | 62 | 55 | 50 | 80 |

Number of Tests: 3

**Score Definitions**  
 GP: Grade Placement  
 SS: Scaled Score  
 AP: Alphabetic Principle  
 CW: Concept of Word  
 VS: Visual Discrimination  
 PA: Phonemic Awareness  
 PH: Phonics  
 SA: Structural Analysis  
 VO: Vocabulary  
 SC: Sentence-Level Comprehension  
 PC: Paragraph-Level Comprehension  
 EN: Early Numeracy  
 Early Emergent Reader: SS 300 - 487  
 Late Emergent Reader: SS 488 - 674  
 Transitional Reader: SS 675 - 774  
 Probable Reader: SS 775 - 900

| Subdomain                    | Number of items | Examples of skills assessed  |
|------------------------------|-----------------|--|
| <b>Alphabetic Principle</b>  | 5               | <ul style="list-style-type: none"> <li>• Distinguish numbers from letters</li> <li>• Identify the letter that comes next</li> <li>• Recognize sound of uppercase letters</li> </ul>        |
| <b>Concept of word</b>       | 4               | <ul style="list-style-type: none"> <li>• Identify longest word</li> <li>• Identify number of words</li> <li>• Differentiate letters from words</li> </ul>                                  |
| <b>Visual discrimination</b> | 5               | <ul style="list-style-type: none"> <li>• Differentiate uppercase letters</li> <li>• Identify words that are different</li> <li>• Match words that are the same</li> </ul>                  |
| <b>Phonemic awareness</b>    | 4               | <ul style="list-style-type: none"> <li>• Identify rhyming words</li> <li>• Blend 2-syllable words</li> <li>• Recognize same final sounds (pictures)</li> </ul>                             |
| <b>Phonics</b>               | 5               | <ul style="list-style-type: none"> <li>• Match short vowel sounds to letters</li> <li>• Identify letter for final consonant sound</li> <li>• Identify sounds with word families</li> </ul> |
| <b>Vocabulary</b>            | 3               | <ul style="list-style-type: none"> <li>• Read grade-level sight words</li> <li>• Understand position words</li> <li>• Match words with their synonyms</li> </ul>                           |
| <b>Early numeracy</b>        | 5               | <ul style="list-style-type: none"> <li>• Recognize numbers 0-20</li> <li>• Complete a picture pattern</li> <li>• Compare sizes, weights, and volumes</li> </ul>                            |
| <b>Total</b>                 | <b>27</b>       |  |



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