RENAISSANCE
Star
Early Literacy®

Score Definitions

Renaissance Star Early Literacy scores represent how well a student understands concepts and possesses specific skills that are important in the development of reading ability. These scores represent a snapshot of achievement at a specific point in time. As with any assessment, it is important to remember that many factors can affect a student's scores. Renaissance Star Early Literacy scores give only one picture of how well a student is doing in school.

Scaled Score (SS) is calculated based on the difficulty of items and the number of correct responses. Because the same range is used for all students, scaled scores can be used to compare student performance across grade levels. Star Early Literacy scaled scores relate directly to the literacy classifications; they range from 300–900 on the Enterprise Scale and from 200–1100 on the Unified Scale.

Literacy classifications are the stages of literacy development measured in Star Early Literacy and associated with scaled scores. These stages are an easy way to monitor student progress:

Literacy Classification	Enterprise Scale[a]	Unified Scale			Definition
		Pre-K to Grade 1	Grade 2	Grades 3+	
Emergent Reader	Early 300–487	Early 200–682	Early 200–709	Early 200–732	Student is beginning to understand that printed text has meaning. The student is learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. The student is also beginning to identify colors, shapes, numbers, and letters.
	Late 488–674	Late 683–785	Late 710–802	Late 733–824	Student can identify most of the letters of the alphabet and can match most of the letters to their sounds. The student is beginning to read picture books and familiar words around their home. Through repeated reading of favorite books with an adult, students at this stage are building their vocabularies, listening skills, and understandings of print.
Transitional Reader	Early 675–724	Early 786–815	Early 803–829	Early 825–851	Student has mastered alphabet skills and letter-sound relationships. The student can identify many beginning and ending consonant sounds and long and short vowel sounds.
	Late 725–774	Late 816–851	Late 830–862	Late 852–882	Student is probably able to blend sounds and word parts to read simple words. The student is likely using a variety of strategies to figure out words, such as pictures, story patterns, and phonics.
Probable Reader	775–900	852–1100	863–1100	883–1100	Student is becoming proficient at recognizing many words, both in and out of context. The student spends less time identifying and sounding out words and more time understanding what he or she has read. Probable readers can start to blend sounds and word parts to read words and sentences more quickly, smoothly, and independently.

a. The cutoff scores are based on the relationship between Scaled Scores and proficiency in literacy domains and skills. During test development, data showed that students with Scaled Scores of 675 and higher also achieved skill scores above 80 in five sets of skills critical to beginning reading. Students with Scaled Scores of 775 and higher achieved skill scores above 70 in all literacy domains.

Domain Scores estimate a student's mastery of each domain for the student's grade level. For example, a domain score of 50 for a 5th grader means the student would be expected to answer correctly approximately 50 percent of the fifth-grade items in that domain.

Literacy sub-domain score is a criterion-referenced score that represents the percentage of items a student would be expected to answer correctly within a sub-domain. Literacy sub-domain scores range from 0 to 100 in ten areas, covering 41 skill sets, which contain 145 separate literacy skills:

- **Alphabetic Principle (AP)** assesses a student's knowledge of letter names, alphabetic letter sequences, and the sounds associated with letters.

- **Concept of Word (CW)** assesses a student's understanding of print concepts regarding written word length and word borders and the difference between words and letters.

- **Visual Discrimination (VS)** assesses a student's ability to differentiate both upper- and lowercase letters, identify words that are different, and match words that are the same.

- **Phonemic Awareness (PA)** assesses a student's understanding of rhyming words; blending and segmenting word parts and phonemes; isolating and manipulating initial, final, and medial phonemes; and identifying the sounds in consonant blends.

- **Phonics (PH)** assesses a student's understanding of short, long, and variant vowels and other vowel sounds; initial and final consonants; consonant blends and digraphs; consonant and vowel substitution; and identification of rhyming words and sounds in word families.

- **Structural Analysis (SA)** assesses a student's understanding of affixes and syllable patterns in decoding and identification of compound words.

- **Vocabulary (VO)** assesses a student's knowledge of high-frequency words, regular and irregular sight words, multi-meaning words, words used to describe categorical relationships, position words, synonyms and antonyms.

- **Sentence-Level Comprehension (SC)** assesses a student's ability to identify the meaning of words in contextual sentences.

- **Paragraph-Level Comprehension (PC)** assesses a student's ability to identify the main topic of text and the ability to answer literal and inferential questions after listening to or reading text.

- **Early Numeracy (EN)** assesses a student's ability to identify and name numbers; understand number-object correspondence; complete sequences; compose and decompose groups of up to ten; and compare sizes, weights, and volumes.

Student Growth Percentile (SGP) is a norm-referenced quantification of individual student growth derived using quantile regression techniques. An SGP compares a student's growth to that of his or her academic peers nationwide. SGPs range from 1–99 and interpretation is similar to that of Percentile Rank scores; lower numbers indicate lower relative growth and higher numbers show higher relative growth. For example, an SGP of 70 means that the student's growth from one test window to another exceeds the growth of 70% of students nationwide in the same grade with a similar achievement history.

Skill Score is a criterion-referenced score that estimates a student's percent of mastery of specific skills within each of the ten sub-domains. Skill scores range from 0 to 100.

Estimated Oral Reading Fluency (Est. ORF) is an estimate of a student's ability to read words quickly and accurately in order to comprehend text efficiently. Students with oral reading fluency demonstrate accurate decoding, automatic word recognition, and appropriate use of the rhythmic aspects of language (e.g., intonation, phrasing, pitch, and emphasis). Est. ORF is reported in correct words per minute, and is based on a known relationship between Star Early Literacy performance and oral reading fluency.

For instance, the score interpretation for a second-grade student with an Est. ORF score of 60 would be that the student is expected to read 60 words correctly within one minute on a passage with a readability level between 2.0 and 2.5.

Star Early Literacy reports estimated oral reading fluency only for grades 1–3.

A GE score preceded by ">" is a capped *score. GE scores in excess of three grade levels above the student's actual grade are capped, meaning that such GE scores are shown as "> [student's actual grade level + 3]." This prevents the misinterpretation that students with excessively high GE scores are capable of work at those higher grades.*

Grade Equivalent (GE) is a norm-referenced score that represents how a student's test performance compares with other students nationally. For example, a fifth-grade student with a GE score of 7.6 performed as well as a typical seventh-grader after the sixth month of the school year. This score doesn't necessarily mean that the student is capable of reading seventh-grade material—it only indicates that the student's reading skills are well above average for the fifth grade.

Grade Placement (GP) is a numeric representation of a student's grade level, based on the specific month in which a student takes a Star Early Literacy test. Star Early Literacy considers the standard school year to run from September through June and assigns increment values of 0.0 through 0.9 to these months. The software automatically assigns grade placements using a student's grade level and the month in which a Star Early Literacy test was taken.

Percentile Rank (PR) ranges from 1–99 and expresses student ability relative to the scores of other students in the same grade. For a particular student, this score indicates the percentage of students in the norms group who obtained lower scores. For example, if a student has a Percentile Rank of 85, the student's literacy skills are greater than 85% of other children in the same grade.

Lexile® Measures became available in Star Early Literacy (in cooperation with MetaMetrics®) in the winter of 2018–2019, allowing users to include them in certain Star Early Literacy score reports. Lexile® Measures represent a student's reading ability.
Reported Lexile® Measures range from BR1300L to 2220L. (The "L" suffix identified the score as a Lexile® Measure. Where it appears, the "BR" prefix indicates a score that is below 0 on the Lexile® scale; such scores are typical of beginning readers.)

Lexile® Ranges are calculated by subtracting 100L from and adding 50L to a student's Lexile® Measure. For example, a student with a Lexile® Measure of 700L would have a Lexile® Range of 600L–750L. In Star Early Literacy, Lexile® Measures below BR400L are shown on reports for progress monitoring purposes only. A score below BR400L is not meant to be used to match readers with text; in these cases, a Lexile® Range is not reported.

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Star Early Literacy was developed as a criterion-referenced assessment system. Students are compared to a criterion or a standard and an absolute score is reported. The norming study of summer 2014 enhanced the product to include relative scores to compare students to one another.

Star Early Literacy was normed in the summer of 2017. For more information, see the *Star Early Literacy Technical Manual.*