



OKLAHOMA STATE DEPARTMENT OF EDUCATION

STAR CBM

Technical Support: Screening for
Characteristics of Dyslexia

This guidance is based off of information provided by the vendor, and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

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General Information

Administration Method:	Star CBM is administered individually by the teacher either in an online, paper, or blended online/paper setting.
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Administration Time:	Star CBM measures take about 1 minute each to administer. Star Early Literacy, as a computer adaptive test (CAT) takes about 10 minutes to complete. Star Reading as a computer adaptive test (CAT), takes about 20 minutes to complete. (Not every assessment is required during each administration.)
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Direct Guidance and Grade-level Flowcharts from Renaissance, as well as Reading Data Reports

[Using Star Assessments to Meet Reading Sufficiency Act \(RSA\) and Dyslexia Screening Guidelines in OK](#)



Grade Level Assessment Pathway

To screen for characteristics of dyslexia, students must first take the Star Universal Screening Assessment. Students in kindergarten and 1st grade should begin with Star Early Literacy. By 2nd grade, students should use Star Reading. Students who score below the grade-level target will require additional testing through Star CBM. The subtests appropriate for the grade level are identified below.

There are four options for Rapid Naming. Teachers may select which skill is used. It should be a skill the student is already comfortable with as this assessment measures processing speed rather than knowledge of the skill. For example, if a student does not know the names of the colors used on the Rapid Color Naming, this is not a good option for the student. They would likely do better with the Rapid Picture Naming.

The other subtests in the Star CBM package are useful for gathering additional data around a student's learning needs, as well as monitoring progress during intervention.



Determining Risk for Characteristics of Dyslexia

Use the [Star Record Book](#) to view both Star Early Literacy, Star Reading, and Star CBM data on one dashboard. Students scoring below 40 PR (red, yellow, or blue benchmark categories) on Star Early Literacy or Star Reading are considered at risk for reading difficulties and should receive [additional instructional supports](#). Students further assessed and scoring below 40 PR (red or blue benchmark categories) are considered at risk for characteristics of dyslexia and other reading deficiencies and may need further assessment and/or intervention. Students falling in the red or blue benchmark categories are considered at risk for reading difficulties. See [Star CBM Score and Benchmark Tables](#) for more on how Percentile Ranks relate to CPM scores.

Student	GL	Star Adaptive (English)			Star CBM		
		Date	Test Type	Score (PR / SS)	Date	Measure	Score (CPM)**
Alvarado, Josh	1	3/11/22	Early Literacy	96 / 967	11/9/21	Rapid Picture Naming	9
Anderson, Don	1	1/6/22	Reading	14 / 739	12/22/21	Rapid Picture Naming	88
Baker, Jeffrey	1	12/31/21	Early Literacy	5 / 706	12/1/21	Rapid Picture Naming	15
Beaulieu, Eileen	1	12/29/21	Early Literacy	75 / 856	12/22/21	Rapid Picture Naming	63
Begin, William	1	1/5/22	Early Literacy	1 / 637	9/29/21	Rapid Picture Naming	41
Bigby, James	1	1/5/22	Early Literacy	20 / 756	9/6/21	Passage Oral Reading - G1	15

Star CBM scores are shown in Correct Per Minute (CPM) while the colors represent benchmark categories:

- Green – At/Above Benchmark (40 PR and above)
- Blue – On Watch (20-39 PR)
- Red – Intervention (1-19 PR)

Student	GL	Rapid Color Naming	Rapid Picture Naming	Rapid Letter Naming	Rapid Number Naming
		Grades K - 3	Grades K - 3	Field Test** Grades K - 3	Field Test** Grades K - 3
Allen, Jack	1	24	8	...	12 Field Test**
Bhat, Deepak	1	...	28
Castro, Aaron	1	...	47
Contreras, Damian	1	...	114
Hossain, Steven	1	...	63

Rapid Color Naming or Rapid Picture Naming measures display to identify potential risk.

Technical Guidance for Dyslexia Screener Star CBM – Renaissance Learning, Inc.



[Star Diagnostic Report](#) for Star Early Literacy provides domain and skill-set information for individual students. This report can be used to view more detailed information on student performance for the Oklahoma required skills for dyslexia screening.

Subject: Reading
Assessment Types: Star Early Literacy
Domains to Show: Star Early Literacy Subdomains

Sub-Domain and Skill Set Scores

Ranging from 0-100, domain scores estimate Jeffrey's percent of mastery on skills in each domain at a first grade level.

Alphabetic Principle	81	Phonics (continued)	46
Alphabetic Knowledge	84	Sound-Symbol Correspondence: Vowels	39
➔ Alphabetic Sequence	53	➔ Word Families/Rhyming	48
Letter Sounds	77	➔ Consonant Blends (PH)	48
Concept of Word	76	➔ Consonant Digraphs	46
Print Concepts: Word Length	82	➔ Variant Vowel Sounds	40
➔ Print Concepts: Word Borders	57	➔ Other Vowel Sounds	44
Print Concepts: Letters and Words	87	➔ Word Building	43
Print Concepts: Common Signs and Symbols	85	Structural Analysis	37
Visual Discrimination	82	Phonemic Awareness	47
Letters	87	➔ Rhyming and Word Families	58
➔ Identification and Word Matching	65	➔ Blending Word Parts	65
		➔ Blending Phonemes	60
		Initial and Final Phonemes	35
		Consonant Blends (PA)	33
		Medial Phoneme Discrimination	37
		➔ Phoneme Segmentation	40
		➔ Phoneme Isolation/Manipulation	40
		Phonics	46
		Long Vowel Sounds	36
		➔ Short Vowel Sounds	48
		➔ Initial Consonant Sounds	69
		➔ Final Consonant Sounds	52
		➔ Sound-Symbol Correspondence: Consonants	53
		Contractions	39
		Vocabulary	47
		➔ Word Facility	60
		Synonyms	36
		Antonyms	39
		Sentence-Level Comprehension	39
		Comprehension at the Sentence Level	39
		Paragraph-Level Comprehension	36
		Comprehension of Paragraphs	36
		Early Numeracy	71
		Measurement	81
		➔ Number Object Correspondence	60
		Composing and Decomposing	78

Choose Star Early Literacy Subdomains in the selection dropdown.

You can also use [Star CBM](#) and [Star assessments](#) for goal setting and progress monitoring. For additional support, please contact customer service at 1-800-338-4204.



Kindergarten Assessment Pathway

Begin with the Star Early Literacy Universal Screener.

If the student scores below the 40th percentile (see table below), administer Rapid Naming assessment.

Percentiles for Early Literacy (Universal Assessment)			
	Beginning of Year	Middle of Year	End of Year
10 th percentile	62	664	708
25 th percentile	661	701	741
40 th percentile	688	728	768

Choose one of the Rapid Naming assessments. The content should be familiar to the student to get valid results.

For all Rapid Naming assessments, the benchmark and at-risk cutoff scores are the same for all benchmark windows within a grade level.

Rapid Naming	At Risk	At/Above Benchmark
Rapid Color Naming	0 to 32	33 and above
Rapid Picture Naming	0 to 29	30 and above
Rapid Letter Naming	0 to 24	25 and above
Rapid Number Naming	0 to 32	33 and above

Students in kindergarten should be considered **at-risk for characteristics of dyslexia** if **all** of the following conditions apply:

- Star Early Literacy score below the 40th percentile, *and*
- Rapid Naming assessment (one) score in the at-risk range.



1st Grade Assessment Pathway

Begin with the Star Early Literacy Universal Screener.

If the student scores below the 40th percentile (see table below), administer Rapid Naming and Expressive Nonsense Word assessments.

Percentiles for Early Literacy (Universal Assessment)			
	Beginning of Year	Middle of Year	End of Year
10 th percentile	688	723	758
25 th percentile	728	764	799
40 th percentile	750	789	828

Choose one of the Rapid Naming assessments. The content should be familiar to the student to get valid results.

For all Rapid Naming assessments, the benchmark and at-risk cutoff scores are the same for all benchmark windows within a grade level.

Rapid Naming	At Risk	At/Above Benchmark
Rapid Color Naming	0 to 39	40 and above
Rapid Picture Naming	0 to 37	38 and above
Rapid Letter Naming	0 to 39	40 and above
Rapid Number Naming	0 to 47	48 and above

Expressive Nonsense Words			
	Beginning of Year	Middle of Year	End of Year
Intervention	0 to 8	0 to 11	0 to 16
On Watch	9 to 12	12 to 15	17 to 20
At/Above Benchmark	13 and above	16 and above	21 and above

Students in 1st grade should be considered **at-risk for characteristics of dyslexia** if **all** of the following conditions apply:

- Star Early Literacy score below the 40th percentile, *and*
- Rapid Naming assessment (one) score in the at-risk range, *and*
- Expressive Nonsense Words score in either Intervention or On Watch range.



2nd Grade Assessment Pathway

Begin with the Star Reading Universal Screener.

If student scores below the 40th percentile (see table below), administer the Star Early Literacy.

If the student scores below the 40th percentile on Early Literacy (see table below), administer Rapid Naming and Expressive Nonsense Word assessments.

If the student scores above the 40th percentile on Early Literacy, the student is showing a reading difficulty, but characteristics of dyslexia may not be the cause. The student may be struggling with language comprehension (e.g., vocabulary, syntax, comprehension).

Percentiles for Star Reading and Star Early Literacy (Universal Assessment)			
	Beginning of Year	Middle of Year	End of Year
10 th percentile	792	820	847
25 th percentile	834	862	889
40 th percentile	868	893	919

Choose one of the Rapid Naming assessments. The content should be familiar to the student to get valid results.

For all Rapid Naming assessments, the benchmark and at-risk cutoff scores are the same for all benchmark windows within a grade level.

Rapid Naming	At Risk	At/Above Benchmark
Rapid Color Naming	0 to 47	48 and above
Rapid Picture Naming	0 to 45	46 and above
Rapid Letter Naming	0 to 58	59 and above
Rapid Number Naming	0 to 60	61 and above

Expressive Nonsense Words			
	Beginning of Year	Middle of Year	End of Year
Intervention	0 to 15	0 to 17	0 to 22
On Watch	16 to 23	18 to 27	23 to 32
At/Above Benchmark	24 and above	28 and above	33 and above

Students in 2nd grade should be considered **at-risk for characteristics of dyslexia** if **all** of the following conditions apply:

- Star Reading score below the 40th percentile, *and*
- Star Early Literacy score below the 40th percentile, *and*
- Rapid Naming assessment (one) score in the at-risk range, *and*
- Expressive Nonsense Words score in either Intervention or On Watch range.

If the student shows difficulty in some but not all areas, then a reading difficulty exists, but the student may not be demonstrating risk for characteristics of dyslexia at this time.



3rd Grade Assessment Pathway

Begin with the Star Reading Universal Screener.

If the student scores below the 40th percentile (see table below), administer the Star Early Literacy.

If the student scores below the 40th percentile on Early Literacy (see table below), administer Rapid Naming and Expressive Nonsense Words assessments.

If the student scores above the 40th percentile on Early Literacy, the student is showing a reading difficulty, but characteristics of dyslexia may not be the cause. The student may be struggling with language comprehension (e.g., vocabulary, syntax, comprehension).

Percentiles for Star Reading and Star Early Literacy (Universal Assessment)			
	Beginning of Year	Middle of Year	End of Year
10 th percentile	865	884	902
25 th percentile	909	926	943
40 th percentile	940	955	970

Choose one of the Rapid Naming assessments. The content should be familiar to the student to get valid results.

For all Rapid Naming assessments, the benchmark and at-risk cutoff scores are the same for all benchmark windows within a grade level.

Rapid Naming	At Risk	At/Above Benchmark
Rapid Color Naming	0 to 50	51 and above
Rapid Picture Naming	0 to 48	49 and above
Rapid Letter Naming	0 to 61	62 and above
Rapid Number Naming	0 to 67	68 and above
Expressive Nonsense Words	At Risk	Not At Risk
Expressive Nonsense Words	0-32	33 and above

Note: The Expressive Nonsense Word norms are for end-of-year 2nd grade. For purposes of identifying difficulties in word recognition skills, students should be able to reach these benchmarks.

Students in 3rd grade should be considered **at-risk for characteristics of dyslexia** if **all** of the following conditions apply:

- Star Reading score below the 40th percentile, *and*
- Star Early Literacy score below the 40th percentile, *and*
- Rapid Naming assessment (one) score in the at-risk range, *and*
- Expressive Nonsense Words score in the at-risk range.

If the student shows difficulty in some but not all areas, then a reading difficulty exists, but the student may not be demonstrating risk for characteristics of dyslexia at this time.