OKLAHOMA STATE DEPARTMENT OF EDUCATION

STAR EARLY LEARNING SUITE

Universal Screener Technical Support

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 the Reading Sufficiency act (RSA). Specific questions about the assessment should be directed to the vendor.

August 2022

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General Information for Administration

Group size:	Group
Method:	Assessment is administered online
Assessment Type:	Computer adaptive assessment

The average time for administration of each assessment is shown in the table below. Times are provided by the publisher.

Assessment	Estimated Time	Setting
Star Early Literacy	10 minutes or less	Group
Star Reading	11 – 18 minutes	Group

Administration Instructions
When planning for assessment with Star assessments, utilize The Star Assessment Toolkit provided by Renaissance.

Remote Testing Guidance
Guidance for conducting Star Early Learning assessments remotely can be found here:

- Administering Star Assessments Remotely: Family Guide (English)
- Administering Star Assessments Remotely: Family Guide (Spanish)

Assessment Information

Renaissance's Star Early Learning reading assessment system is comprised of the computer-adaptive Star Early Literacy and Star Reading assessments for literacy.

Star Early Literacy tests are designed for students in grades PK through 3 (beginning readers who do not yet read independently or need early literacy skills assessed). Star Early Literacy consists of 27 items and assesses the development of key early literacy skills in phonemic awareness, letter recognition, oral language skills, phonics, estimated reading fluency, vocabulary, and comprehension items incorporate text, graphics, and audio instructions. Students must listen to and follow one- and two-step oral directions to complete items.

Star Reading tests are designed for students in grades K-12. Star Reading consists of 34 items and assesses comprehension, vocabulary, estimated reading fluency, and general reading achievement of independent readers. Text passages used within Star Reading provide context in which to assess a particular skill. Words in the items and passages follow grade-level guidelines for readability.

As students advance in grade level, the expectation for mastery of pre-literacy skills in Star Early Literacy increases. Between first and third grades, students typically master the pre-literacy skills necessary to move from Star Early Literacy to Star Reading. While most students move to Star Reading, those who continue testing with Star Early Literacy tend to perform lower than their grade-level peers. Star Early Literacy and Star Reading data show that 25 percent of second graders and 5 percent of third graders take Star Early Literacy.

Accommodations

An accommodation refers to a change in testing materials or procedures that does not change what is being measured. Instead, it allows students to show what they know. A modification refers to a change that does change what is being measured. Modifications should not be provided on standardized assessments.

For Star Assessments, the following are considered an "accommodation" which provides students with the opportunity to show what they know without giving them an added advantage, meaning the norm-based scores are still applicable.

- Extended or unlimited time
- Screen reader or other assistive technology
- Response masking, color contrast, font size/zoom, highlighter, and line reader

The following are considered a "modification" and ideally should not be used, as they have the ability to affect what is being measured in Star Assessments:

- Audio for Star Reading

Is there a time limit for students to take Star assessments?

Star assessments do not have an overall time limit associated with them. However, there are time limits for individual items intended to keep the test moving and maintain test security. Nearly all students can answer items within the established time limits. However, districts have the option to extend time limits for individual students who need more time to respond to each question.

When time is nearly up for an item, a clock appears, and the software reminds students to choose an answer. If time runs out before the student selects an answer, the item is treated as an incorrect response, and the next item is presented. If the correct answer was selected prior to the time running out, the item is treated as a correct response, and the next item is presented.

Star Reading and Star Early Literacy include the ability to provide extended time limits for students who may need more time to process the questions and enter a response. To do this, see the step-by-step directions at https://help2.renaissance.com/prefs/21023

While districts have this ability, districts are cautioned to carefully consider if it is truly needed. The existing time limits are designed to keep the test moving in order to get the most accurate view of the student's ability. Studies conducted by Renaissance have found that students who have more time than needed can lose interest or become frustrated by the length of the assessment, making it more likely for them to have inaccurate results.

Additional information about accommodations for Star assessments can be found at https://doc.renlearn.com/KMNet/R00581317DED9FC4.pdf

English Learners

Teachers can assess students whose native language is Spanish in both English and Spanish to help determine if there are gaps between what these students know in Spanish and what they can demonstrate in English. Star Reading is available in Spanish for students in grades 1-8. Star Early Literacy Spanish is available for students in grades K-3. Using Star assessments in English and Spanish provides educators with greater insight to help determine the best instruction to meet the needs of Spanish-speaking English learners.

In addition, Renaissance has recently launched Star CBM Lectura. This could be used as a tool to provide additional insight into a student's literacy development in Spanish.

In order to meet the requirements for promotion through Pathway 2 with the screening assessment, the student must be able to meet the end-of-year 3rd-grade target in English.

Grade Level Targets

The following descriptors are provided by Renaissance to assist in interpreting student scores. For more in-depth explanation, please refer to the Star Early Learning Technical Manual provided by the publisher.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A cut score is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

- Below 10 – urgent intervention
- Below 25 – intervention
- At/above 40 – benchmark

Current customers, refer to K-3 Guidance for Star Early Literacy and Star Reading as you make decisions about which Renaissance Star assessment to administer to your kindergarten through grade 3 students.

First, second, or third grade students who meet the end-of-year third grade-level target score are eligible for promotion to fourth grade. **For Star Reading, students must have a scaled score of 970 to meet this option. Students are not able to meet these requirements if they are on the Star Early Literacy assessment.** to state statute 70 O.S. § 1210.508C(I)(1), "after a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or guardian of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention."

Scores listed below reflect the standard score that are the grade-level target scores for each assessment window. Scores are from the Star Early Literacy (EL) Unified Scale and Star Reading (R) Unified Scale. **Students scoring below this score are considered at-risk for not meeting grade level reading expectations and should be placed on an Individualize Program of Reading Instruction (IPRI). Consider the need for an IPRI if a second- or third-grade student is not able to transition to the Star Reading assessment.**

To be eligible for promotion to 4th grade with a screening assessment (Pathway 2), students must score the end-of-year grade-level target for 3rd grade (970) on Star Reading. If the student still requires Star Early Literacy in 3rd grade, they are not demonstrating 3rd grade proficiency.

Unified Scale		Beginning of Year	Middle of Year	End of Year
	Most Kindergarten and 1st grade students should begin with Early Literacy.			
Kinder	Well Below Benchmark	620	664	708
	Below Benchmark	661	701	741
	At Benchmark	**688**	**728**	**768**
1st grade	Well Below Benchmark	688	723	758
	Below Benchmark	728	764	799
	At Benchmark	**750**	**789**	**828**
	At 2nd grade, most students should be able to transition to Star Reading. If they still require assessment at word level and are unable to read longer text, there may be a reading difficulty.			
2nd grade	Well Below Benchmark	792	820	847
	Below Benchmark	834	862	889
	At Benchmark	**868**	**893**	**919**
3rd grade	Well Below Benchmark	865	884	902
	Below Benchmark	909	926	943
	At Benchmark	**940**	**955**	**970**
4th grade	Well Below Benchmark	914	926	938
	Below Benchmark	955	967	978
	At Benchmark	**983**	**995**	**1006**
5th grade	Well Below Benchmark	950	961	972
	Below Benchmark	994	1003	1013
	At Benchmark	**1022**	**1031**	**1041**