

Technical Guidance for RSA Screener

Star Early Learning – Renaissance Learning, Inc.



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).

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Remote Testing Guidance

Guidance for conducting Star assessments during the COVID-19 pandemic can be found here:

- [Administering Star Assessments Remotely: Family Guide \(English\)](#)
- [Administering Star Assessments Remotely: Family Guide \(Spanish\)](#)

Assessment Administration

Group size: ☒ Group ☐ Individual
Type: ☐ Curriculum-based measure ☒ Adaptive
Method: ☐ Paper-pencil ☒ Online

Administration Time

On average, the administration window is as follows:

- Star Early Literacy – 10 minutes or less (given as a group)
- Star Reading – 11-18 minutes (given as a group)

Times are provided by the publisher.



Required Assessment Component

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.

When planning for assessment with Star assessments, utilize [The Star Assessment Toolkit](#) provided by Renaissance.



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 composite score of 969 to meet this option. Students are not able to meet these requirements if they are on the Star Early Literacy assessment.** According 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.**

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		Beginning of Year	Middle of Year	End of Year
		Star Early Literacy (grades K-3) and Star Reading (grades K-5) Unified Scale Scores		
Kinder	10th percentile	621	666	709
	25th percentile	662	702	741
	40th percentile	689	730	768
1st grade	10th percentile	690	726	760
	25th percentile	730	764	799
	40th percentile	751	789	828
2nd grade	10th percentile	794	819	846
	25th percentile	835	862	888
	40th percentile	867	893	917
3rd grade	10th percentile	864	883	901
	25th percentile	908	925	942
	40th percentile	938	955	969
4th grade	10th percentile	913	924	937
	25th percentile	954	965	976
	40th percentile	982	993	1005
5th grade	10th percentile	948	959	969
	25th percentile	992	1002	1012
	40th percentile	1020	1030	1040