RENAISSANCE LEARNING™

STAR™ Assessments

Interpretation and Guidance

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Information for reference:

STAR assessment scores are expressed as both a scaled score and percentile rank. Both of these score types are used throughout the setup of an intervention and goal.

Scaled score (SS) is calculated based on the difficulty of questions in a student's test and the number of correct responses. STAR scaled scores range from 0 to 1400 for STAR Reading and STAR Math and 300 to 900 for STAR Early Literacy and can be used to compare student performance over time and across grade levels.

Percentile rank (PR) ranges from 1 to 99. For STAR Reading and STAR Math, PR indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. STAR Early Literacy is criterion referenced and is normed based on students nationally who take the test K–3.

Understanding both types of scores allows you to look at student growth in different ways. By comparing a student's scaled scores, you can measure absolute growth, or any and all growth that has occurred. By comparing a student's percentile ranks, you can measure relative growth, or growth in relation to peers. Example: Suppose a student's scaled score increased from 500 to 515 between tests. This is called absolute growth and shows that learning has taken place. His percentile rank also increased, from the 44th percentile to the 45th percentile. This indicates the student experienced growth above and beyond the growth of his peers.

NOTE: Based on updated norms, as well as new research that establishes STAR Early Literacy scaled scores and percentile ranks equivalent to those for STAR Reading in grades 1–3, we recommend using *transition* screening benchmarks and cut scores for STAR Early Literacy during 2014-2015. For more information, click here. In 2015-2016, the *transition* STAR Early Literacy benchmarks and cut scores will be the default.

PO Box 8036 | Wisconsin Rapids, WI 54495-8036 | (800) 338-4204 | www.renaissance.com

Set up an Intervention and Goal

Set an achievement goal for a student to help monitor progress throughout an intervention period.

STAR Reading

Home > Screening, Progress Monitoring & Intervention > Student Detail > Manage Goals

Manage Goals
Define an intervention and set a goal

School: **School 11**
Student: **Lonatro, Andrew**

Latest Test	Score	Go
10/26/2011	231 SS/ 16 PR	--

Intervention Details

Intervention Name
Appears in report details

Goal End Date

5/15/2012

Starting test: 10/26/2011 - 231 SS / 16 PR ▼
(Sets intervention line; starts trend and goal lines)

Reference points to help you select a goal type:
- Maintain 16 PR throughout the school year = 2.2 SS/week
- Reach 40 PR benchmark by the end of the school year = 5.5 SS/week

Select a goal type (based on students who scored similarly*)
- ○ Moderate: 3.1 SS/week = 321 SS / 21 PR
- ○ Ambitious: 4.7 SS/week = 367 SS / 32 PR

Or define a custom goal:
- ○ Growth Rate ▼

Goal
Expected growth rate and score

that 50% of students who started at the 16 PR were able to le to achieve an Ambitious growth rate or better. Set an appr

Cancel   Calculate Goal   Save

---

1. Name the intervention as you want it to appear on reports. For instance, you might enter the name of the program (such as, "Accelerated Math for Intervention"), a description of the intervention ("After-school tutoring 30 minutes daily"), or the skill the student is working on ("Recall of multiplication facts").

2. Set the goal end date for the intervention period. Choose a date close to the end of the school year, term, or length you anticipate the intervention will last. Edit the end date later if needed. Allow enough time for the intervention to work. Experts recommend no fewer than 8 weeks, but check state or local guidelines which often require at least 10 or 12 weeks.

3. Select the test date closest to when the intervention started (if more than one test is available).

4. Review the reference points, which are based on the starting score. Note the rate of growth needed to maintain the current PR and to reach the benchmark. The goal you set will likely be between these two rates.

5. Select the goal type, which represents the rate of growth you anticipate the student can maintain during the intervention period. To see the score (PR and SS) the student would achieve by the end of the intervention period with the selected growth rate, click the Calculate Goal button at the bottom of the page. To put the goal types in perspective, compare the moderate and ambitious growth rates to the rates given as reference points.

6. Click Save when satisfied with your choices.

Moderate Goal: Based on national data for students with similar starting scores, expect 50% of students to maintain this rate of growth and reach this goal.
Ambitious Goal: Expect 25% of students to maintain this rate of growth and reach this goal.
Custom Goal: Define a custom goal if neither the moderate nor ambitious goal seems attainable. The goal may be a growth rate (in SS per week) or an ending SS or PR.

More about goal type: When determining which goal option is best for this particular student in this intervention, consider these questions:
1. What do you know about the student? What does his or her educational history indicate about motivation and desire to learn? What has been his or her learning rate prior to the intervention?
2. How intensive is the intervention you are implementing? Specifically, how much time per day will the student receive additional instruction? Is the student part of a large-group, small-group, or individual intervention?
3. What is your history with this intervention? Have you implemented this intervention before? How have other students responded to this intervention? Is this a research-based, effective intervention that will be implemented with integrity?

You may decide to edit this goal later if you determine the growth rate you originally selected was not a realistic choice.

Edit an Intervention and Goal

Continue monitoring progress for a student by making changes to an existing intervention and goal or by setting up a new intervention and goal.

Edit Goal brings you to the Manage Goals screen (shown below).

Delete Goal removes all the information related to the current intervention; however, the STAR test scores will remain in the software. Keep in mind that whether or not the student responded positively to an intervention, data about the student's performance should be used to inform future instructional decisions. An example of when you might delete an intervention is if you set up an intervention for after-school tutoring but later found out the student was unable to attend.

The Student Progress Monitoring Report graphically displays a student's STAR scores, the selected goal, a trend line, and a goal line to help inform your decisions about the effectiveness of an intervention.

Latest test score, current goal, and growth rate can serve as references as you make changes or create a new intervention and goal.

Setting up a new intervention and goal will result in an end to the current intervention. When running the Student Progress Monitoring Report, a red line will appear separating old and new intervention data. To begin a new intervention, follow the same process you previously used when setting the original intervention and goal.

Make changes to an existing intervention. Choose to change the intervention name, goal end date, or goal type. Lengthen or shorten the intervention period by entering a new goal end date below. Change a student's growth rate below to reflect a more realistic growth rate than originally expected.

View Benchmarks and Edit Cut Scores –School

STAR Enterprise users with administrative rights can view current benchmark settings and make edits if desired. For information on 2014-2015 *transition* benchmarks and cut scores for STAR Early Literacy, click here.

Choose a benchmark tab to view school or district benchmarks, as well as state benchmarks if available for your state. (District and state benchmark information is on the following page.)
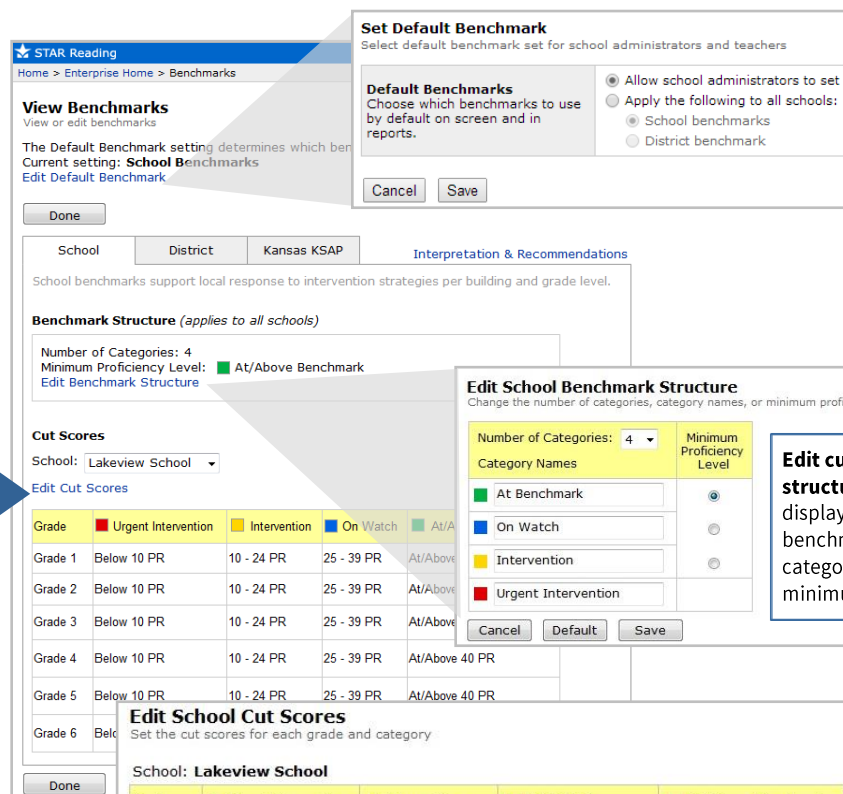
School benchmarks can be set for each grade within a school. They can be selected for use on reports that display student performance in relation to benchmarks, but are not an option for use with the Growth Proficiency Chart.

Click Edit Cut Scores to change cut scores for each grade and category.

Set the default benchmark type to be used as the when running reports if no other option is selected. Allow school administrators to set the default, or set it for the entire district. Consider which set of benchmarks will most often be the appropriate lens through which to view student performance.

Edit current benchmark structure with options to display between 2 and 5 benchmark categories, change category names, and set the minimum proficiency level.

Restore defaults by setting cut scores at the following levels:
- At/Above Benchmark: 40 PR
- Intervention: 25 PR
- Urgent Intervention: 10 PR

For more information about the default settings, see the resource document titled "Benchmarks, Cut Scores and Growth Rates."

Intervention and Urgent Intervention cut scores help identify both the students who may need assistance to move toward the end-of-year benchmark and the intensity of the assistance they may require.

Please note: Studies have shown students in the Urgent Intervention category are just as likely to respond positively to an intervention as students in other categories.

On Watch is auto-calculated because it is comprised of students who are below the benchmark but above the intervention threshold.

The At/Above Benchmark score represents the minimum performance level students are expected to reach by the end of the year. Setting the benchmark at the 40th percentile is most commonly recommended by education professionals. Unless your state and local guidelines contradict this, it is not recommended you lower the benchmark.

View Benchmarks and Edit Cut Scores – District and State

STAR Enterprise users with administrative rights can view current benchmark settings and make edits if desired. For information on 2014-2015 *transition* benchmarks and cut scores for STAR Early Literacy, [click here](#).

Edit District Benchmark Structure
Change the number of categories, category names, or minimum proficiency level for all schools and grade levels

Number of Categories: 4 ▼

Category	Minimum Proficiency Level
■ At/Above Benchmark	●
■ On Watch	○
■ Intervention	○
■ Urgent Intervention	○

Cancel Default Save

Edit current benchmark structure with options to display between 2 and 5 benchmark categories, change category names, and set the minimum proficiency level.

District benchmarks are used for longitudinal reporting so they apply to all grades and schools within a district. Sustaining district benchmarks for multiple years will allow for consistent longitudinal data. Additionally, district benchmarks can be selected for use on other reports that display student performance in relation to benchmarks.

School	District	Kansas KSAP

The district benchmark applies to all schools and grades a

Benchmark Structure *(applies to all schools)*

Number of Categories: 4
Minimum Proficiency Level: ■ At/Above Benchmark
Edit Benchmark Structure

Cut Scores *(applies to all schools)*
Edit Cut Scores

Grade	■ Urgent Intervention	■ Intervention	■
All Grades	Below 10 PR	10 - 24 PR	25

Edit district cut scores if your local guidelines differ from the default values which are widely accepted national recommendations:
- At/Above Benchmark: 40 PR
- Intervention: 25 PR
- Urgent Intervention: 10 PR

For more information, see the resource document titled "Benchmarks, Cut Scores and Growth Rates."

STAR Reading

Home > Screening, Progress Monitoring & Intervention > View Benchmarks

View Benchmarks
View or edit benchmarks

The Default Benchmark setting determines which benchmarks - school, district, or state - appear by default on screen and in reports.
Current setting: **School Benchmarks**
Edit Default Benchmark

Done

State benchmarks are determined by linking the STAR scale with your state test's scale to determine which STAR scaled scores fall into each proficiency category at the time of the state test. State benchmark linking is not available for every grade level because sufficient data was not available for some grades to complete the linking study. When a direct link is not available, recommended cut scores are derived from the linked scores for other grades.

State benchmarks are used on the State Performance Report. They can be selected for use on other reports that display student performance in relation to benchmarks.

School	District	Kansas KSAP

This benchmark helps determine if students are on track for state testing.

Grades with **Kansas KSAP-linked** scores are pre-filled and not editable. Scores for the remaining grades can be updated by the district administrator.

Edit Non-Linked Grades   Interpretation & Guidance

Grade	■ Academic Warning	■ Approaches Standards	■ Meets Standards	■ Exceeds Standards	■ Exemplary
Grade 1	Below 77 SS	77 - 87 SS	88 - 132 SS	133 - 243 SS	At/Above 244 SS
Grade 2	Below 123 SS	123 - 205 SS			
Grade 3	Below 222 SS	222 - 302 SS			
Grade 4	Below 308 SS	308 - 383 SS			
Grade 5	Below 365 SS	365 - 482 SS			
Grade 6	Below 414 SS	414 - 525 SS			
Grade 7	Below 478 SS	478 - 567 SS			
Grade 8	Below 560 SS	560 - 668 SS			
Grade 9	Below 638 SS	638 - 780 SS			
Grade 10	Below 671 SS	671 - 827 SS			
Grade 11	Below 704 SS	704 - 864 SS			
Grade 12	Below 666 SS	666 - 887 SS			

Done

Availability of state benchmark linking is ongoing. When state linking has been completed for your state, a state tab will be shown on this page.

Edit Estimated Kansas KSAP Cut Scores
Set cut scores for grades with no benchmark data

Cancel Save

Recommend Scores *(fills in e...)*

Grade	■ Academic Wa...					ry
Grade 1	Below 77 SS		Below 19...		At/Above 244	SS
Grade 2	Below 123 SS	Below 206 SS	Below 313	Auto-Calculated	At/Above 402	SS
Grade 3	Below 222 SS	222 - 302 SS	303 - 425 SS	Auto-Calculated	At/Above 532 SS	
Grade 4	Below 308 SS	308 - 383 SS	384 - 521 SS	Auto-Calculated	At/Above 632 SS	
Grade 5	Below 365 SS	365 - 482 SS	483			
Grade 6	Below 414 SS	414 - 525 SS	526			
Grade 7	Below 478 SS	478 - 567 SS	568			
Grade 8	Below 560 SS	560 - 668 SS	669			
Grade 9	Below 638 SS	Below 781 SS	Bel...			
Grade 10	Below 671 SS	Below 828 SS	Bel...			
Grade 11	Below 704 SS	Below 865 SS	Bel...			
Grade 12	Below 666 SS	Below 888 SS	Bel...			

Cancel Save

Click Recommend Scores to populate estimated cut scores for non-linked grades.

Cut scores for grades that have been linked to the state assessment cannot be edited.

Estimated cut scores were determined by statistical analysis. It is not recommended to edit these scores unless you have data that warrants a change.

View Benchmarks and Edit Cut Scores

Non-Enterprise STAR users with administrative rights can review default settings for benchmarks and cut scores that reflect widely accepted national recommendations. These may be edited if your guidelines differ.

Changes you make to benchmarks will affect the Screening Report and the Student Progress Monitoring Report.

Review current benchmark structure with options to display between 2 and 5 benchmark categories, change category names, or set the minimum proficiency level.

Select the school you would like to edit.

Click Edit Cut Scores to change cut scores for each grade and category.

Restore defaults by setting cut scores at the following levels:
- At/Above Benchmark: 40 PR
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