OKLAHOMA STATE DEPARTMENT OF EDUCATION

STAR EARLY LEARNING SUITE

Technical Support
Universal Screening for Risk of Reading Difficulties, including Characteristics of Dyslexia

This guidance is based off 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) and screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

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Star Early Learning Suite: Renaissance Learning, Inc.
Screening Technical Guidance

General Information

Contact Information

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Administration Information

Setting	Star Early Literacy and Star Reading are administered online.	
	Star CBM is administered individually by the teacher either in an online, paper, or blended online/paper setting.	
Average Time	Star Early Literacy	10 minutes or less
	Star Reading	11 – 18 minutes
	Star CBM	1 minute each
Grade-level Flowcharts	Using Star Assessments to Meet Reading Sufficiency Act (RSA) and Dyslexia Screening Guidelines in OK	

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Administer Universal screening to all students. Use results to guide instruction. *Results are reported on the RSA Survey: Beginning of Year report.	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students.
1st –3rd Grade	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students. Adjust IPRI for students as needed. Write IPRI for students who have dropped below the grade-level target.	Administer Universal screening to all students.

Guidance for Testing Remotely

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 Administration

Assessment Components

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

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 incorporating 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.

Screening for Risk of Characteristics of Dyslexia

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.

Special Considerations

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 can 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

Special Considerations

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.

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.

Data Benchmarks

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 Individualized 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.**
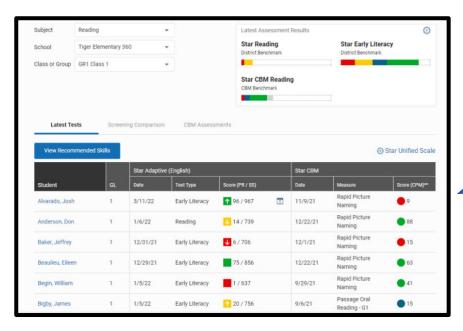
Data Benchmarks

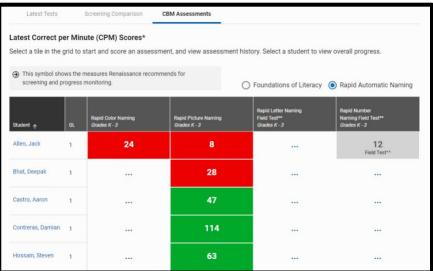### Determining Risk for Characteristics of Dyslexia

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.

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)

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

Data Benchmarks

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.

Choose "Star Early Literacy Subdomains" in the selection dropdown.

Star CBM and Star assessments can also be used for goal setting and progress monitoring. For additional support, contact customer service at 1-800-338-4204.

Data Benchmarks
Universal Screening: Grade Level Targets

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.

		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**

Data Benchmarks

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**
10th percentile	620	664	708
25th percentile	661	701	741
40th percentile	688	728	768

Choose <u>one</u> 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** the following conditions apply:
- Star Early Literacy score below the 40th percentile, *and*
- Rapid Naming assessment (one) score in the at-risk range.

Data Benchmarks

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**
10th percentile	688	723	758
25th percentile	728	764	799
40th percentile	750	789	828

Choose <u>one</u> 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** 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.

Data Benchmarks

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 students is showing a reading difficulty, but characteristics of dyslexia may not be the cause. The student may be struggling with language comprehension skills.

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

Choose <u>one</u> 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** 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.

Data Benchmarks

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 students is showing a reading difficulty, but characteristics of dyslexia may not be the cause. The student may be struggling with language comprehension skills.

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

Choose <u>one</u> 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** 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.