

K–3 Guidance for Star Early Literacy and Star Reading

Choosing the best test will help you get the best data. Consider which Star assessment will help your young readers the most.

Use the following guidelines to determine which assessment to administer:

Which test should I administer to my students in grades K–3?

New students or students who scored *below* the following scores in a previous screening are likely ready for **Star Early Literacy**. Students who have tested *at or above* these scores are likely ready for **Star Reading**:

- 852 Scaled Score on the **Unified Scale**
- 775 Scaled Score on the **Star Early Literacy Enterprise Scale**
- 151 Scaled Score on the **Star Reading Enterprise Scale**

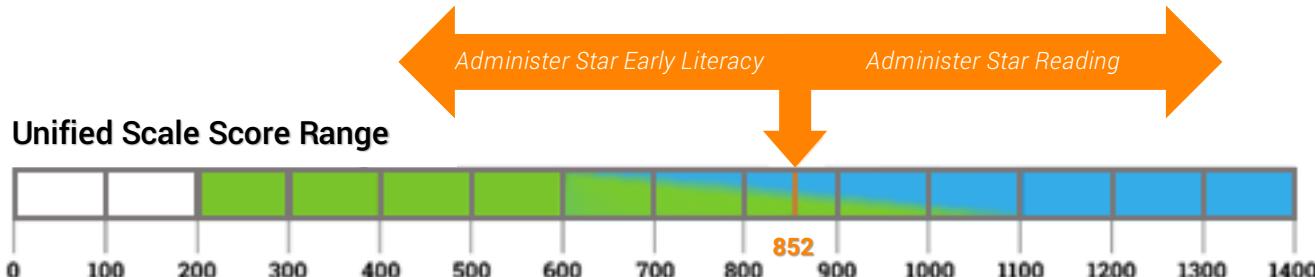
When students reach the scores listed above, they are considered “probable readers.” At this point in their literacy journey, they are likely ready to be assessed on comprehension skills, which are a focus in **Star Reading**.

How can the Unified Scale simplify my decision about which test I give my students?

The **Unified Scale** puts all skills tested by **Star Early Literacy** and **Star Reading** into one scale. With the **Unified Scale**, teachers only need to remember that once students score **852 or above**, they should administer **Star Reading**.

Teachers can also use the **Enterprise Scales** instead (300-900 for **Star Early Literacy** and 0-1400 for **Star Reading**).

See how the **Unified Scale** compares to and simplifies the **Enterprise Scales**:



Star Early Literacy Enterprise Scale Score Range



Star Reading Enterprise Scale Score Range

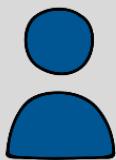


Once students score *at or above* the scaled scores marked in orange, students are likely ready for **Star Reading**.

[Read more](#) about the **Unified Scale**.

How will I know if I need to transition a student back to Star Early Literacy?

Sometimes, you may decide that a student who tried **Star Reading** may benefit from transitioning back to **Star Early Literacy**. Signs that this may be the case include:



- The student cannot independently complete the practice items in **Star Reading**.
- They experience excessive frustration while attempting to complete the **Star Reading** test.
- They seem to have trouble with reading fluency.
- Their scaled score drops *below* 852 on the **Unified Scale** or 775 on the **Star Reading Enterprise Scale**.

Essentially, if you think the student would benefit more from additional instruction on early literacy skills, assess with **Star Early Literacy**. It's recommended to use your professional judgement when determining which assessment will provide data that best reflects the instructional needs of the student.

Is Student Growth Percentile available for students who transitioned from one test to another?

Yes, educators can report **Student Growth Percentile (SGP)** scores for students transitioning between Star tests using scores from both assessments across SGP timeframes.



District Screening Windows are Set

Review your district screening windows,
and make changes as needed.

Got it

As long as your district screening windows fall within SGP timeframes, you'll receive an SGP score for students after two tests, one in each SGP timeframe.

SGP timeframes:

- **Fall:** August 1–November 30
- **Winter:** December 1–March 31
- **Spring:** April 1–July 31

Teachers who administer the **Star Early Literacy** assessment to beginning readers at the start of the school year and then have students test in **Star Reading** as they transition to reading on their own can track students' progress with SGP scores derived using scores from both assessments. The same is true if students transition back to **Star Early Literacy**.

No matter which tests the students took, SGP will be reported as long as the student took the tests in different SGP timeframes.

[Read more](#) about SGP here.