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K–2 FAST Guidance for Star Early Literacy and Star Reading 2026–2027

Use the following guidance to determine which assessment to administer:

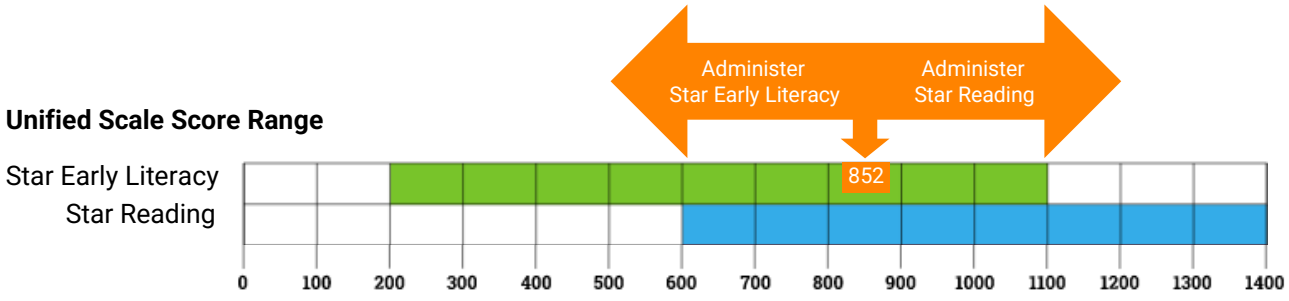
Grade Level	Star Early Literacy	Star Reading
Kindergarten	PM1, PM2, PM3	
First Grade	PM1, PM2	PM3
Second Grade		PM1, PM2, PM3

Additional Considerations:

- Students who earn a Scaled Score of 852 or higher on **Star Early Literacy** are considered "probable readers." Any Kindergarten or First Grade student who scores 852 on **Star Early Literacy** may take **Star Reading** in the next PM. This includes PM1 for First Graders who scored an 852 in Kindergarten.
    - Students who move to **Star Reading** in PM2 and/or PM3 may also continue to take **Star Early Literacy** for consistent data points.
- All First Grade students must attempt **Star Reading** in PM3. All Second Grade students must attempt **Star Reading** in all three PM windows.
    - If a student does not pass the practice items after two attempts, the district should administer **Star Early Literacy** to the student to gain additional instructional information.
    - Districts may direct schools to administer **Star Reading** to First Grade students for all three PM windows.

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** on one scale. With the Unified Scale, teachers only need to remember that once students score 852 or above, they should administer **Star Reading**.



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Are there times when students could have a regression in their Scaled Score when transitioning from Star Early Literacy to Star Reading?

The overlap between the Star Early Literacy reported score ranges (200 to 1100) and the Star Reading reported score ranges (600 to 1100) takes into account beginning readers' continuous development of early literacy skills. The Unified Scale facilitates teacher identification of such students and provides a means to determine when a student is ready for the transition.

It's common to see a Scaled Score regression when transitioning from Star Early Literacy to Star Reading. This is because Star Reading assesses more complex topics and questions than what is seen in Star Early Literacy. Star Early Literacy assesses skills needed to become an independent reader, whereas Star Reading assesses reading ability and comprehension. A Scaled Score regression between Star Early Literacy and Star Reading may occur, but it does not always indicate the student is not ready for Star Reading. Growth is expected in future administrations.

The Scaled Score itself is a criterion-referenced score that has limited purposes in understanding student data, as it won't show how the student compares to their grade level peers (Percentile Rank/District Benchmark Category scores), how they are growing compared to students like them (Student Growth Percentile score), or how they're performing through the lens of the FAST test (State Benchmark). In general, teachers and parents can use the Percentile Rank, the District Benchmark Category, and State Benchmark Category to understand how the student is progressing in each benchmark category and how they compare to their peers.

Can Star be administered between progress monitoring windows (PM1, PM2, PM3) to gauge student progress and measure growth?

- Yes, Star can be used between progress monitoring (PM) windows to assess student progress and as part of a Multi-tiered System of Supports (MTSS). To do so, students would take the Star test again on the universal Star Assessments tiles, using the recommended best practices for testing. For more information, view the following resources:
- Implementing MTSS – How it Works and
- Star Goal Setting Guidance

If a student received a Scaled Score of 852 on Star Early Literacy between PM windows can they still move to Star Reading for the next PM window?

Yes. Students who are administered **Star Early Literacy** between PM windows and receive a Scaled Score of 852 or higher may transition to **Star Reading** for the next PM window.

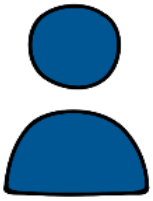
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If a student progresses to Star Reading, could there be a situation in which it would be beneficial to return to Star Early Literacy?

During FAST progress monitoring windows, students must be administered the appropriate Star test, following the FDOE guidelines at the top of page 1. You may determine that a student who attempted **Star Reading** would benefit from transitioning back to **Star Early Literacy**. Indicators that this may be the case include:



- The student cannot independently complete the practice items in **Star Reading**. It is best practice to allow the student two attempts to complete the practice items.
- The student experiences excessive frustration while attempting to complete the **Star Reading** test.*
- The teacher receives an email alert that the student is a probable non-reader.*
- The student cannot read fluently.
- The student's scaled score drops below 852.*

Essentially, if you think the student would benefit from additional instruction on early literacy skills, assess with **Star Early Literacy**. Use your professional judgement when determining which assessment will provide data that best reflects the instructional needs of the student. If a Grade 2 student (or Grade 1 student in PM3) cannot independently complete the practice items in **Star Reading**, the "Failed Practice" Non-Participation Status must be entered for each window in which this occurs.

*The **Star Reading** test does not need to be deactivated in these situations.

How should students be assigned Star Reading if they are currently assigned to Star Early Literacy?

Star Reading must be assigned at the class level before teachers and students will be able to access the test. Users with District Level Administrator, District Staff, School Level Administrator, and School Staff permissions can complete the necessary steps, found in the Assigning Products Help File. Classes are able to have more than one test assigned.

When classes contain students who are taking **Star Early Literacy** and students who are taking **Star Reading**, it is important to consider any testing procedures that may need to be modified to account for different testing directions and experiences for students. For example, **Star Early Literacy** and **Star Reading** have different sample items and the Test Administration Manual has different sample student images. Additionally, the test administrator must ensure students have selected the correct test before entering the monitor password.

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