

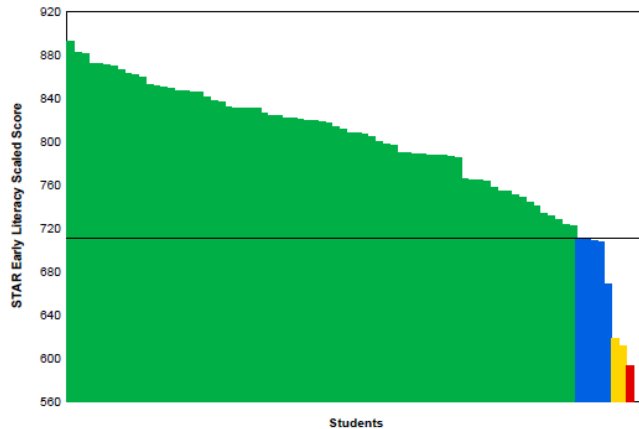
# Guide to Interpreting STAR Early Literacy and STAR Reading Data

Written by Amy Bartell

# The Screening Report

Report Options  
 Reporting Parameter Group: All Demographics [Default]

**Grade: 2**

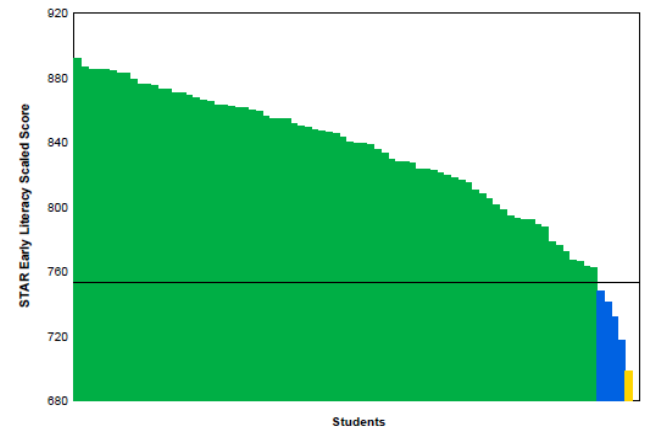


Categories	Cut Scores		Totals	
	Percentile Rank	Scaled Score	Number	Percent
At/Above Benchmark	At/Above 40 PR	At/Above 711	71	90%
Categories Below At/Above Benchmark				
On Watch	Below 40 PR	Below 711	5	6%
Intervention	Below 25 PR	Below 666	2	3%
Urgent Intervention	Below 10 PR	Below 595	1	1%
Students Tested			79	

**Key questions to ask based on this and other information:**  
 Are you satisfied with the number of students at or above benchmark (green)? Which students represented by blue are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students represented by yellow? Do all students represented by red need urgent intervention?

Report Options  
 Reporting Parameter Group: All Demographics [Default]

**Grade: 2**



Categories	Cut Scores		Totals	
	Percentile Rank	Scaled Score	Number	Percent
At/Above Benchmark	At/Above 40 PR	At/Above 753	75	94%
Categories Below At/Above Benchmark				
On Watch	Below 40 PR	Below 753	4	5%
Intervention	Below 25 PR	Below 709	1	1%
Urgent Intervention	Below 10 PR	Below 637	0	0%
Students Tested			80	

**Key questions to ask based on this and other information:**  
 Are you satisfied with the number of students at or above benchmark (green)? Which students represented by blue are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students represented by yellow? Do all students represented by red need urgent intervention?

Above shows the comparison between benchmarking periods for STAR Early Literacy for Grade 2. Increasing the number of students in the At/Above Benchmark range from 71 to 75 (from 90% to 94%), and decreasing the number of students in each of the other categories shows excellent progress.

It will be important to look deeper at the data and compare which students have moved between levels. There may be students who have regressed as well which will not be observable by looking at the graph and numbers alone. Any student who has regressed or plateaued, causing them to fall below the benchmark may need to be evaluated further, and the instructional program targeted and monitored to ensure progress is reestablished.

**NOTE:** The scaled score for each category has increased from beginning of the year to the middle of the year for each category (see yellow highlighted box on screening reports above).

# The Growth Report

## The Growth Report

- Growth Reports look the same for both STAR Early Literacy and STAR Reading
- Run this for all classes
- Will give you the growth data between the pre and post test for each student and class, depending on how it is run
- Testing done between pre and post tests will not show here. You will need to run the annual progress report or the progress monitoring report.

### Pretest/Posttest Reporting Periods

Change pretest and posttest reporting periods only if you want a specific time of year. The default is for the entire school year.

### Summary Only

Choose “yes” if you would only like the class summary (no individual student data) for the classes selected. This will allow you to look at growth for each class and compare between groups.

### Group By

Choose “class” to group students by the teacher’s class. Choose “grade” to look at the data across the whole grade.

STAR Early Literacy  
Home > Reports

**Report Options**  
Select the options for this report  
School: **Clarence Center Elementary Sch**  
Report: **Growth Report**

Cancel View Report

**Customization Options**

Select Students: 3 Classes Selected  
Or Select Specific: Students | Classes

Reporting Parameter Group: All Demographics [Default]  
Or Create New or Edit Selected

Pretest Reporting Period:  Predefined Date Range: 2010-2011  
 Custom Dates: 9/7/2010 to 8/31/2011

Posttest Reporting Period:  Predefined Date Range: 2010-2011  
 Custom Dates: 9/7/2010 to 8/31/2011

Summary Only:  Yes  
 No

Group By:  Class  
 Grade  
 Teacher  
 Do not group

Sort By:  Last Name  
 ID

Print Report Options:  Print the selected report options on the report

Cancel View Report

STAR Early Literacy  
School: [Redacted] Printed Tuesday, January 25, 2011 11:31:40 AM 1 of 8  
Pretest Dates: 9/7/2010 - 8/31/2011  
Posttest Dates: 9/7/2010 - 8/31/2011

Report Options  
Reporting Parameter Group: All Demographics [Default]  
Group By: Class  
Sort By: Last Name

Class: KINDERGARTEN A

Student	Age (yrs)	Test Date	GP	SS	Est. ORF <sup>a</sup>	Literacy Domain Scores								Literacy Classification
						GR	GK	PA	CO	PH	VO	SA		
	-	09/14/2010	0.04	681		85	74	83	61	59	57	52	Transitional Reader	
	-	01/19/2011	0.48	678		84	73	63	60	58	57	52	Transitional Reader	
	-	09/13/2010	0.04	681		85	74	83	61	59	57	52	Transitional Reader	
	-	01/18/2011	0.45	683		85	74	64	61	59	58	53	Transitional Reader	
	-	09/13/2010	0.04	678		84	73	63	60	58	57	52	Transitional Reader	
	-	01/18/2011	0.45	636		80	67	55	53	61	50	44	Emergent Reader	
	-	09/13/2010	0.04	695		86	75	66	63	61	60	55	Transitional Reader	
	-	01/18/2011	0.45	680		85	73	63	61	58	57	52	Transitional Reader	
	-	09/13/2010	0.04	582		73	59	46	44	42	42	35	Emergent Reader	
	-	01/18/2011	0.45	734		89	81	73	70	68	67	63	Transitional Reader	
	-	09/13/2010	0.04	693		86	75	65	63	61	59	55	Transitional Reader	
	-	01/18/2011	0.45	707		87	77	68	65	63	62	57	Transitional Reader	
	-	09/14/2010	0.04	655		82	70	59	56	54	53	47	Emergent Reader	
	-	01/18/2011	0.45	721		88	79	70	68	66	64	60	Transitional Reader	
	-	09/14/2010	0.04	668		83	72	61	58	56	55	50	Emergent Reader	
	-	01/18/2011	0.45	717		88	78	70	67	65	64	59	Transitional Reader	
	-	09/14/2010	0.04	618		78	64	52	50	48	47	41	Emergent Reader	
	-	01/18/2011	0.45	573		72	57	44	42	41	41	33	Emergent Reader	
	-	09/14/2010	0.04	516		63	48	35	33	31	32	24	Emergent Reader	
	-	01/18/2011	0.45	514		63	48	34	32	31	32	24	Emergent Reader	

Score Definitions  
 GP: Grade Placement GK: Graphophonemic Knowledge PH: Phonics Emergent Reader: SS 300 - 674  
 SS: Scaled Score PA: Phonemic Awareness VO: Vocabulary Transitional Reader: SS 675 - 774  
 GR: General Readiness CO: Comprehension SA: Structural Analysis Probable Reader: SS 775 - 900  
<sup>a</sup>Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3.  
 \*Estimated data included

STAR Early Literacy  
School: [Redacted] Printed Tuesday, January 25, 2011 11:24:38 AM 1 of 3  
Pretest Dates: 9/7/2010 - 8/31/2011  
Posttest Dates: 9/7/2010 - 8/31/2011

Report Options  
Reporting Parameter Group: All Demographics [Default]  
Group By: Class

Class: KINDERGARTEN A

Summary

	Age (yrs)	GP	SS	Est. ORF <sup>a</sup>	Literacy Domain Scores							
					GR	GK	PA	CO	PH	VO	SA	
Pretest Mean	-	0.04	629		78	66	54	52	50	49	43	
Posttest Mean	-	0.45	678		84	73	63	60	58	57	52	
Change	-	+0.41	+49		+6	+7	+9	+8	+8	+8	+9	

Number of Students: 19

The example to the left was run by “class”. You can see the pretest and posttest data only for each student in the class. Testing between periods will not be shown on this report.

At the end of each of these reports, you will find the summary for the class. This will show you the percent increase or decrease overall for the class.

NOTE: This will be important when comparing between groups/classes of students. If the pretest’s scaled score are *approximately* the same, then comparing growth between groups is appropriate. (Example: Kindergarten A’s Pretest Mean is 629, and Kindergarten B’s Pretest Mean is 633 – these groups are comparable. However, if Kindergarten C’s pretest Mean is 688, then comparing between A and C would not be appropriate at this time. Less growth for Kindergarten C would be expected, as that class scored in the higher on the pretest.)

# The Annual Progress Report – STAR Early Literacy

STAR Early Literacy  
Home > Reports

**Report Options**  
Select the options for this report  
School: [ ]  
Report: Annual Progress Report  
[Cancel] [View Report]

**Customization Options**

**Select Students**  
All School Classes  
Or Select Specific: Students | Classes ←

**Reporting Parameter Group**  
All Demographics [Default]  
Or Create New or Edit Selected

**Reporting Period**  
School Year: 2010-2011

**Test Date Range**  
Range 1 - Begins: 09/01/2010 Ends: 09/30/2010  
Range 2 - Begins: 10/01/2010 Ends: 10/31/2010  
Add a Range (10 maximum)

**Group By**  
Class  
Teacher  
Grade  
Student

**Comparison**  
Literacy Skills  
Risk Category ←  
None

**Sort By**  
Last Name  
ID

**Show Student ID**  
Yes  
No

**Print Report Options**  
 Print the selected report options on the report

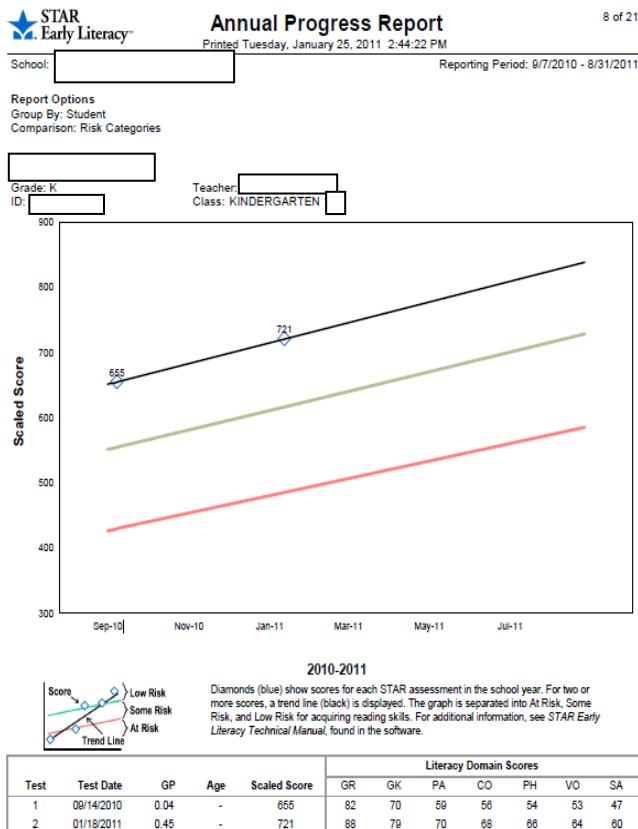
[Cancel] [View Report]

## Annual Progress Report

- Gives a visual of the student’s rate of growth in relation to the risk categories
- Can select individual students, individual classes or all classes

## Comparison → Risk Category.

This will give you the “Low Risk” (indicated by green line @ 75<sup>th</sup> percentile), “some risk” (between lines) and “at risk” (red line @ 25<sup>th</sup> percentile) trend lines as well as the student’s trend line in comparison (shown in black)



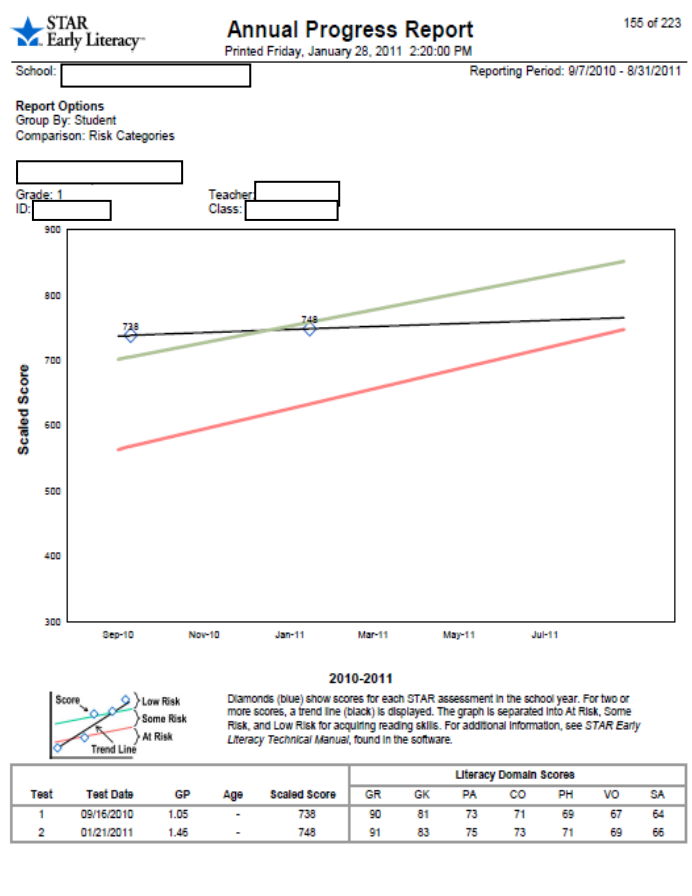
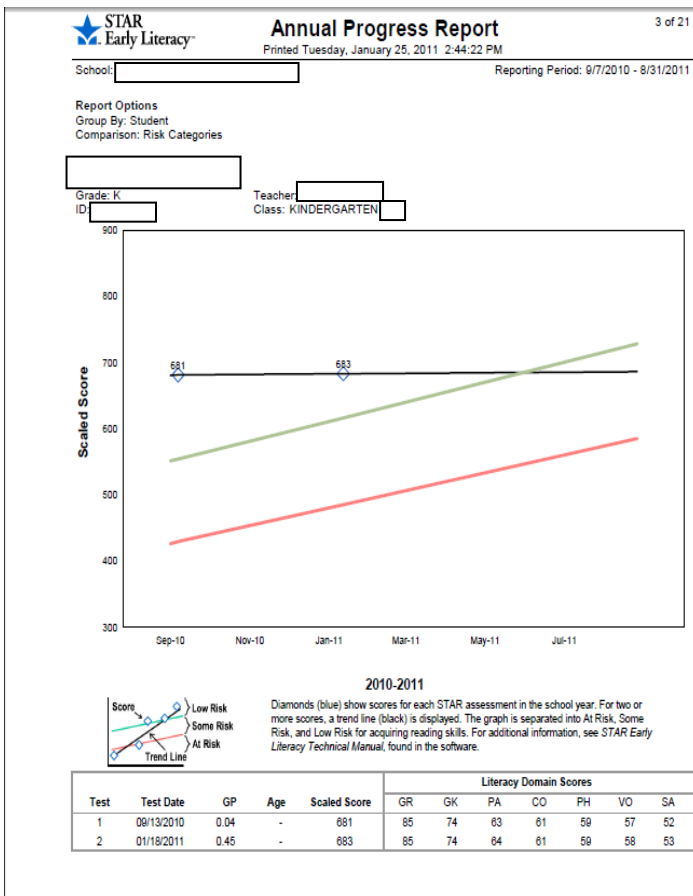
## Interpreting the Annual Progress Report

- If the student’s trend line is ABOVE the green line (75<sup>th</sup> percentile), the student is “Low Risk” for reading failure.
- If the student’s trend line is between the green and red lines, the student is at “Some Risk” for reading failure. In this case, the student *may* need targeted, evidence based instruction matched to his/her weaknesses through either Tier 1 or Tier 2 instruction.
- If the student’s trend line is BELOW the red line (25<sup>th</sup> percentile), the student is “At Risk” for reading failure. Highly targeted intervention in addition to core instruction in Tier 2 or Tier 3 is warranted.
- Multiple measures should to be utilized to assess the student’s overall reading growth and assist with instructional decision making.

## Interpreting the Annual Progress Report

- Generally, no need for intervention is necessary if the trajectory is downward – *provided* that the student is still in the “Low Risk” (75<sup>th</sup> percentile - above the green line) category AND multiple measures do not indicate the need for intervention.
- If the student does not experience any change in core instruction and fails to respond over time, falling below the “Low Risk” category is may be projected as shown in the examples below. If the trend line has a downward trajectory or has plateaued and has dipped below the “Low Risk” green line, while not cause for an immediate red flag, consider the following:
  - Retesting the student after delivering core instruction around weak areas to determine if trend has reestablished an upward trajectory.
  - If the student is not progressing, begin to document the interventions used, frequency/duration, and progress for use within your district’s RtI framework

What will be a necessary consideration is the discrepancy between the “Low Risk” line and the student’s performance, remembering that this green line indicates the 75<sup>th</sup> percentile and the student may still be above the benchmark threshold (40<sup>th</sup> percentile). Reestablishing a continuous trajectory of growth is the goal (*see important considerations, pg. 7*).



# The Annual Progress Report – STAR Reading



## Annual Progress Report

1 of 194

Printed Thursday, January 27, 2011 3:52:07 PM

School: Clarence Center Elementary Sch

Reporting Period: 9/7/2010 - 8/31/2011

### Report Options

Group By: Student

Comparison: National Norm Reference

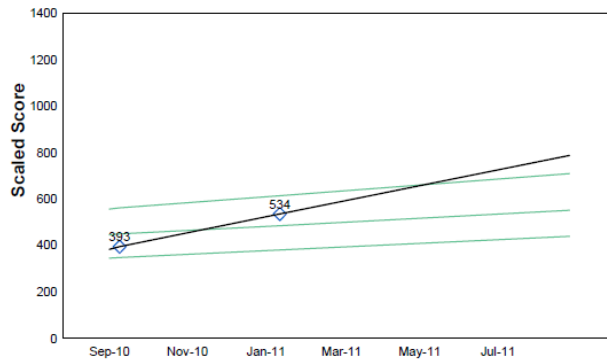
### Alessandra, Ryan

Grade: 4

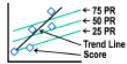
Class: GRADE 4-338

ID: 900374338

Teacher: Szeglowksi, Sharon



2010-2011



Diamonds (blue) show scores for each STAR assessment in the school year. For two or more scores, a trend line (black) is displayed. The three lines in the background (green) approximate scaled score progress based on percentile ranking of same-grade students who participated in the national norming study. For additional information, see *STAR Reading Technical Manual*, found in the software.

Test	Test Date	Scaled Score	GE	PR	PR Range	NCE	IRL	ZPD
1	9/15/2010	393	3.4	36	23-49	42.5	3.3	2.8-3.9
2	1/18/2011	534	5.0	62	49-73	56.4	4.4	3.4-5.4

This report is very similar to the STAR Early Literacy Annual Progress Report. The differences lie in the lines drawn for comparison to the student's trajectory. The three green lines indicate the 25<sup>th</sup>, 50<sup>th</sup>, and 75<sup>th</sup> percentiles respectively (*see important considerations, pg. 7*).

# Important Considerations for Both STAR Assessments:

When looking at individual student data:

- For STAR Early Literacy only, the student's age x 100 is the expected scale score (ex: The child is 7.3 years old x 100 = 730 scale score). This should be an important consideration when looking at expected rates of growth for our youngest learners.
- **Students are not always consistent in taking tests.** They may have peak performances in one month, but not the next month. Frequent assessment using STAR Early Literacy will provide a more dependable picture of a student's current status and progress.
- Students generally do not progress in a continuously upward trajectory and may have growth spurts or periods when scores actually decline. This is a reflection of both the typical developmental pattern of young students and measurement error.
- Evaluation of individual changes should always include a consideration of the standard error of measurement. For example, suppose a student's Scaled Score was 675, with a standard error of measurement of 25. Adding and subtracting 25 to the Scaled Score yields a range of scores from 650 to 700. Students hovering just over the line of benchmark should be analyzed for intervention needs using multiple measures.
- If individual student scores decline, be sure to also compare average scores for the whole class. If the average scores are increasing over time, then decreases in individual student scores are not a cause for concern. Chances are that students with declining scores will show score increases the next time the test is given.