

Definitions

STAR Early Literacy Enterprise scores represent how well a student understands concepts and possesses specific skills that are important in the development of reading ability. These scores represent a snapshot of achievement at a specific point in time. As with any assessment, it is important to remember that many factors can affect a student's scores. STAR Early Literacy Enterprise scores give only one picture of how well a student is doing in school.

Scaled score (SS) is calculated based on the difficulty of items and the number of correct responses. Because the same range is used for all students, scaled scores can be used to compare student performance across grade levels. STAR Early Literacy Enterprise scaled scores range from 300 to 900 and relate directly to the literacy classifications.

Literacy classifications are the stages of literacy development measured in STAR Early Literacy Enterprise and associated with scaled scores: Emergent Reader (300–674), Transitional Reader (675–774), and Probable Reader (775–900). These stages are an easy way to monitor student progress:

Emergent Reader (300–674)

- **Early Emergent Reader (300–487):** Student is beginning to understand that printed text has meaning. The student is learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. The student is also beginning to identify colors, shapes, numbers, and letters.
- **Late Emergent Reader (488–674):** Student can identify most of the letters of the alphabet and can match most of the letters to their sounds. The student is also beginning to “read” picture books and familiar words around the home. Through repeated reading of favorite books with an adult, students at this stage are building their vocabularies, listening skills, and understandings of print.

Transitional Reader (675–774): Student has mastered alphabet skills and letter-sound relationships. The student can identify many beginning and ending consonant sounds and long and short vowel sounds, and is probably able to blend sounds and word parts to read simple words. The student is also likely using a variety of strategies to figure out words, such as pictures, story patterns, and phonics.

Probable Reader (775–900): Student is becoming proficient at recognizing many words, both in and out of context. The student spends less time identifying and sounding out words, and more time understanding what was read. Probable readers can blend sounds and word parts to read words and sentences more quickly, smoothly, and independently than students in the other stages of development.

Literacy sub-domain score is a criterion-referenced score that represents the percentage of items a student would be expected to answer correctly within a sub-domain. Literacy sub-domain scores range from 0 to 100 in ten areas, covering 41 skill sets, which contain 145 separate literacy skills:

Alphabetic Principle (AP) assesses a student's knowledge of letter names, alphabetic letter sequences, and the sounds associated with letters.

Concept of Word (CW) assesses a student's understanding of print concepts regarding written word length and word borders and the difference between words and letters.

Visual Discrimination (VS) assesses a student's ability to differentiate both upper- and lowercase letters, identify words that are different, and match words that are the same.

Phonemic Awareness (PA) assesses a student's understanding of rhyming words; blending and segmenting word parts and phonemes; isolating and manipulating initial, final, and medial phonemes; and identifying the sounds in consonant blends.

Phonics (PH) assesses a student's understanding of short, long, and variant vowels and other vowel sounds; initial and final consonants; consonant blends and digraphs; consonant and vowel substitution; and identification of rhyming words and sounds in word families.

Structural Analysis (SA) assesses a student's understanding of affixes and syllable patterns in decoding and identification of compound words.

Vocabulary (VO) assesses a student's knowledge of high-frequency words, regular and irregular sight words, multi-meaning words, words used to describe categorical relationships, position words, synonyms and antonyms.

Sentence-Level Comprehension (SC) assesses a student's ability to identify the meaning of words in contextual sentences.

Paragraph-Level Comprehension (PC) assesses a student's ability to identify the main topic of text and the ability to answer literal and inferential questions after listening to or reading text.

Early Numeracy (EN) assesses a student's ability to identify and name numbers; understand number-object correspondence; complete sequences; compose and decompose groups of up to ten; and compare sizes, weights, and volumes.

Student growth percentile (SGP) is a norm-referenced quantification of individual student growth derived using quantile regression techniques. An SGP compares a student's growth to that of his or her academic peers nationwide. SGPs range from 1–99 and interpretation is similar to that of Percentile Rank scores; lower numbers indicate lower relative growth and higher numbers show higher relative growth. For example, an SGP of 70 means that the student's growth from one test to another exceeds the growth of 70% of students nationwide in the same grade with a similar beginning (pretest) STAR Early Literacy Enterprise score.

Skill score is a criterion-referenced score that estimates a student's percent of mastery of specific skills within each of the ten sub-domains. Skill scores range from 0 to 100.

Estimated oral reading fluency (Est. ORF) is an estimate of a student's ability to read words quickly and accurately in order to comprehend text efficiently. Students with oral reading fluency demonstrate accurate decoding, automatic word recognition, and appropriate use of the rhythmic aspects of language (e.g., intonation, phrasing, pitch, and emphasis). Est. ORF is reported in correct words per minute, and is based on a known relationship between STAR Early Literacy Enterprise performance and oral reading fluency.

For instance, the score interpretation for a second-grade student with an Est. ORF score of 60 would be that the student is expected to read 60 words correctly within one minute on a passage with a readability level between 2.0 and 2.5.

STAR Early Literacy reports estimated oral reading fluency only for grades 1–3.

Grade placement (GP) is a numeric representation of a student's grade level, based on the specific month in which a student takes a STAR Early Literacy Enterprise test. STAR Early Literacy Enterprise considers the standard school year to run from September through June and assigns increment values of 0.0 through 0.9 to these months. The software automatically assigns grade placements using a student's grade level and the month in which a STAR Early Literacy Enterprise test was taken.

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STAR Early Literacy Skill Set Definitions

Word Knowledge and Skills

Subdomain: Alphabetic Principle

- **Alphabetic knowledge:** The ability to recognize lower- and uppercase letters, match lowercase with uppercase letters, and distinguish numbers from letters.
- **Alphabetic sequence:** The ability to identify the letter that comes next and the letter that comes before.
- **Letter sounds:** The ability to recognize the sounds of lower- and uppercase letters.

Subdomain: Concept of Word

- **Print concepts (word length):** The ability to identify the shortest or the longest word in a set of words.
- **Print concepts (word borders):** The ability to identify the number of words (2-3) in a sentence.
- **Print concepts (letters and words):** The ability to differentiate words from letters and letters from words in a set.

Subdomain: Visual Discrimination

- **Letters:** The ability to differentiate between upper- and lowercase letters and to differentiate upper- and lowercase letters in a mixed set.
- **Identification and word matching:** The ability to identify words that are different, words that are the same, and words that are different from a prompt.

Subdomain: Phonemic Awareness

- **Rhyming and word families:** The ability to match sounds within word families using pictures and identify rhyming and nonrhyming words using pictures.
- **Blending word parts:** The ability to blend onsets and rimes, and two-syllable and three-syllable words.
- **Initial and final phonemes:** The ability to determine which word (picture) has an initial phoneme different from a prompt and which word (picture) has a different initial phoneme; to match initial phoneme to a prompt (pictures), recognize same final sounds (pictures), and determine which word (picture) has a final phoneme different from a prompt.
- **Medial phoneme discrimination:** The ability to identify short vowel sounds in words shown in pictures; identify, match, and distinguish medial sounds in words shown in pictures; and match and distinguish long vowel sounds in words shown in pictures.
- **Phoneme isolation/manipulation:** The ability to substitute the initial consonant in words shown in named and unnamed pictures, determine an initial or final missing phoneme, substitute an initial consonant in a picture prompt, substitute a final consonant sound in an unnamed picture prompt, substitute a final consonant in both named and unnamed pictures, and substitute vowel sounds in pictured words.
- **Phoneme Segmentation:** The ability to segment syllables in multi-syllable and single-syllable words.
- **Blending phonemes:** The ability to blend phonemes in (VC) or (CVC) words and to blend phonemes in single-syllable words.
- **Consonant blends:** The ability to match consonant blend sounds in words shown in pictures.

Subdomain: Phonics

- **Short-vowel sounds:** The ability to match short vowel sounds in words to letters, decode CVC words, recognize and distinguish short vowel sounds in words, and decode grade-appropriate words.
- **Initial consonant sounds:** The ability to identify the initial consonant sound in words, and identify the letter for an initial consonant sound (words and letters).
- **Final consonant sounds:** The ability to match a word to a given final consonant sound, and to identify the letter for a final consonant sound.
- **Long vowel sounds:** The ability to identify long vowel sounds in words, match long vowel sounds to prompt words, distinguish long vowel sounds in words, match long vowel sounds to letters, decode and recognize associated spelling patterns with long vowels (C-V-C-e), decode and recognize associated spelling patterns with long vowel open syllables, and decode and recognize associated spelling patterns with long vowel digraphs (including y as a vowel).
- **Consonant blends (PH):** The ability to recognize and distinguish initial consonant blends in words, recognize a word with a consonant blend in a contextual sentence, recognize associated spelling patterns of initial consonant blends, and recognize associated spelling patterns of final consonant blends.
- **Consonant digraphs:** The ability to identify a consonant digraph in a named or an unnamed word, a contextual word containing a consonant digraph, and the correct spelling of consonant digraphs in words.
- **Other vowel sounds:** The ability to identify diphthong sounds in words, decode words with diphthongs and recognize associated spelling patterns, identify r-controlled vowel sounds in named and unnamed words, decode words with r-controlled vowels, and recognize associated spelling patterns.
- **Sound-symbol correspondence (consonants):** The ability to substitute initial consonants in words, substitute final consonants in words, and substitute final consonant sounds in named and unnamed words.
- **Word building:** The ability to identify words made by adding an initial consonant to unnamed words, words made by adding an additional medial letter to unnamed words, words made by adding an additional final letter to unnamed words, and words built by adding one letter to an audio prompt.
- **Sound-symbol correspondence (vowels):** The ability to substitute vowel sounds in words.
- **Word families/rhyming:** The ability to identify rhyming and nonrhyming words, rhyming words in unnamed answer choices, rhyming and nonrhyming words with an unnamed prompt and answer choices, onset/rime in named and unnamed words, and sounds within word families in named and unnamed words.
- **Variant vowel sounds:** The ability to identify variant vowel sounds, to decode words with variant vowels, and to recognize associated spelling patterns.

Subdomain: Structural Analysis

- **Words and affixes:** The knowledge of common affixes as used to decode words.
- **Syllabification:** The ability to use knowledge of syllable patterns to decode words, and to decode multisyllable words.
- **Compound words:** The ability to identify named words that are and are not compound words, unnamed words that are and are not compound words, and correctly formed compound words.

Subdomain: Vocabulary

- **Word facility:** The ability to match words to pictures, read high-frequency and grade-level sight words, identify and understand meanings for multimeaning words, determine categorical relationships, and understand position words.

- **Synonyms:** The ability to identify synonyms of grade-appropriate words, match words with their word synonyms, identify synonyms of grade-appropriate words in a contextual sentence, and match words with their synonyms in paragraph context, both assisted and unassisted.
- **Antonyms:** The ability to identify antonyms of words in isolation and antonyms of words in context, both assisted and unassisted.

Comprehension Strategies and Constructing Meaning

Subdomain: Sentence-Level Comprehension

- **Comprehension at the sentence level:** The ability to listen and identify words in context and to read and identify words in context.

Subdomain: Paragraph-Level Comprehension

- **Comprehension of paragraphs:** The ability to identify the main topic of a text; listen to text and answer literal who, what questions and where, when, and why questions; read text and answer literal who, what questions and where, when, and why questions.

Numbers and Operations

Subdomain: Early Numeracy

- **Number naming and number identification:** The ability to recognize the numbers 0-20.
- **Number object correspondence:** The ability to count 1-20; recognize ordinal numbers 1st–10th; compare sets of up to five objects; and identify the number of 10's in 10, 20, 30, 40, 50, 60, 70, 80, and 90.
- **Sequence completion:** The ability to complete a picture pattern and to complete a sequence of numbers between 0 and 10 in ascending order.
- **Composing and decomposing:** The ability to add 1 to a set and subtract 1 from a set, add numbers with a sum up to 10 (pictures), and subtract numbers with a minuend up to 10 (pictures).
- **Measurement:** The ability to compare sizes, weights, and volumes of objects in groups of three.