Assessment Instrument Table: STAR EARLY LEARNING

Element	Description	Assessment Instrument Information
Instrument Name	Name of specific instrument (more than vendor name).	**Star Early Learning** is comprised of two computer adaptive tests: Star Early Literacy and Star Reading. Star Early Literacy assesses the early literacy skills of young learners in grades pre-kindergarten through 3. Star Reading assesses reading comprehension of independent readers in grades K—3. Together, these assessments provide accurate data along the continuum of skill development from pre-reading through independent reading.
	Name of the company or organization that produces the instrument.	**Renaissance Learning, Inc.**, delivers assessment and personalized practice in pre-K–12 schools. They provide reliable and valid assessments, proven practice- and progress-monitoring tools, research-based intervention and professional development services. Renaissance's technology-based tools and products enhance the curriculum and support differentiated instruction for students of all ability levels in reading, writing, and math. Selected by educators in tens of thousands of U.S. schools for 32 years, Renaissance products offer ongoing feedback that is both relevant and easy to understand to help educators make data-driven instructional decisions and help students learn and achieve.
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument.	Star Early Learning assessments can be used for a number of purposes, including **screening, standards benchmarking**, **diagnosing skill** gaps, and **progress monitoring**. Skills-based reports, accessible immediately after students complete an assessment, help teachers **plan instruction**. The Colorado-specific learning progression for reading, shared by both Star Early Literacy and Star Reading, connects educators with instructional resources that can be used to **differentiate instruction** for all students. Like the Colorado state test, Star Early Literacy and Star Reading report student growth percentile (SGP), developed in consultation with Dr. Damian Betebenner.
Population	Who (which students) could be assessed using the instrument.	Educators may assess students in pre-kindergarten through grade three with the Star Early Learning assessments to measure the development of early literacy and reading skills for use in conjunction with the Colorado READ Act.

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When? How frequently?	How frequently the instrument can be administered in a school year, and recommended or required administration windows.	Star Early Learning is a subscription-based assessment. This allows for unlimited use throughout the school year at no extra cost. **Star Early Literacy** typically takes approximately 10–15 minutes, while most students will complete a **Star Reading** test in 15–20 minutes. All tests are automatically scored in Star Early Learning and all reports are available to teachers and administrators online immediately after students complete an assessment. Frequency of administration depends on the purpose for which the assessment is given. For screening, educators typically use Star Early Learning assessments three times per year. For progress monitoring, educators may choose to assess students frequently, as often as weekly, without risk of item over-exposure due to the large item banks and computer-adaptive nature of the assessments.
Content Area (s)	Content area or areas being assessed.	Star Early Learning measures skills within the five essential components of reading identified by the National Reading Panel (2000) as critical areas for effective reading instruction. These five components— phonemic awareness, phonics, fluency, vocabulary, and comprehension—provide educators with an instructional framework to help students become independent readers. **Early literacy, pre-reading skills.** Star Early Literacy assesses development of key early literacy skills related to the five components of reading. Ten sub-domains, similar to widely accepted early literacy standards and aligned to the Colorado Academic Standards, include Alphabetic Principle, Phonemic Awareness, Phonics, Vocabulary, Sentence- and Paragraph-Level Comprehension, and others. **Independent reading skills.** The shift from Star Early Literacy to Star Reading reflects the difference of skills measured by the two assessments. Star Reading assesses vocabulary, fluency, and comprehension skills in five broad domains: Word Knowledge and Skills; Comprehension Strategies and Constructing Meaning; Analyzing Literary Text; Understanding Author's Craft; and Analyzing Argument and Evaluating Text. Within each domain, skills are organized into sets of closely related skills. The resulting hierarchical structure is domain, skill set, and skill. The skills represent the various skills and understandings that students gain as they progress in their reading development. Star Reading's items test more than 470 grade-specific skills; multiple items are available to measure each skill. In addition, both Star Early Learning assessments estimate students' oral reading fluency through their silent reading with high reliability and validity. Fluency is reported as an Estimated Oral Reading Fluency (Est. ORF) score, complete with Est. ORF benchmarks. The Est. ORF benchmarks are

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		consistent with the Hasbrouck and Tindal (2006) fluency benchmarks, which are the standard in the field. The estimated oral reading fluency metric in the Star Early Learning assessments was developed through statistical links with DIBELS and other CBMs over several years.
Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements.	Star Early Literacy test items incorporate text, graphics, and audio to assess the skills in the most straightforward manner possible. The audio instructions and test items were designed to be explicit, clear, and consistent from item to item so that students can test independently. The sub-domains and skill sets assessed by **Star Early Literacy** are listed in the table below. Due to their large number, the individual skills are not shown in the table.

Domain	Sub-domain	Skill set
Word Knowledge and Skills	Alphabetic Principle	Alphabetic knowledge
		Alphabetic sequence
		Letter sounds
	Concept of Word	Print concepts: word length
		Print concepts: word boarders
		Print concepts: letters and words
	Visual Discrimination	Letters
		Identification and word matching
	Phonemic Awareness	Rhyming and word families
		Blending word parts
		Blending phonemes
		Initial and final phonemes
		Consonant blends (PA)
		Medial phoneme discrimination
		Phoneme segmentation
		Phoneme isolation/manipulation
	Phonics	Short vowel sounds
		Initial consonant sounds
		Final consonant sounds
		Long vowel sounds
		Variant vowel sounds
		Consonant blends (PH)
		Consonant digraphs
		Other vowel sounds

				Sound-symbol correspondence: consonants
				Word building
				Sound-symbol correspondence: vowels
				Word families/rhyming
		Comprehension Strategies and Constructing Meaning	Sentence-Level Comprehension	Comprehension at the sentence level
			Paragraph-Level Comprehension	Comprehension of paragraphs
		Numbers and Operations	Early Numeracy	Number naming and number identification
				Number object correspondence
				Sequence completion
				Composing and decomposing
				Measurement

The table below displays the domains, skill sets, and skill areas assessed by **Star Reading**. The skill area is assessed in the specified grades using assessment items specific to the skill expectation for that grade level. Due to the large number of grade-specific skills, they are not listed in the table.

Domain	Skill set	Skill areas
Word Knowledge and Skills	Vocabulary Strategies	Use context clues
		Use structural analysis
	Vocabulary Knowledge	Recognize and understand synonyms
		Recognize and understand homonyms and multi-meaning words
		Recognize connotation and denotation
		Understand idioms
		Understand analogies
Comprehension Strategies and Constructing Meaning	Reading Process Skills	Make predictions
		Identify author's purpose
		Identify and understand text features
		Recognize an accurate summary of text

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			Constructing Meaning	Understand vocabulary in context	
				Draw conclusions	
				Identify and understand main ideas	
				Identify details	
				Extend meaning or form generalizations	
				Identify and differentiate fact and opinion	
			Organizational Structure	Identify organizational structure	
				Understand cause and effect	
				Understand comparison and contrast	
				Identify and understand sequence	
		Analyzing Literary Text	Literary Elements	Identify and understand elements of plot	
				Identify and understand setting	
				Identify characters and understand characterization	
				Identify and understand theme	
				Identify the narrator and point of view	
			Genre Characteristics	Identify fiction and nonfiction, reality, and fantasy	
				Identify and understand characteristics of genres	
		Understanding Author's Craft	Author's Choices	Understand figurative language	
				Understand literary devices	
				Identify sensory detail	
		Analyzing Argument and Evaluating Text	Analysis	Identify bias and analyze text for logical fallacies	
				Identify and understand persuasion	
			Evaluation	Evaluate reasoning and support	
				Evaluate credibility	

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Individual Metrics	The scores provided at the individual (student) level.	The following table provides the Star Early Learning scores reported at the individual student level.

Name of score	Star Early Learning	Star Reading
Scaled score	✓	✓
Domain score	✓	✓
Skill-set score	✓	✓
Grade equivalent (GE)	✓	✓
Percentile rank (PR)	✓	✓
Normal curve equivalent (NCE)	✓	✓
Functional grade level (FGL)	✓	✓
Student growth percentile (SGP)	✓	✓
Literacy classifications	✓	✓
Estimated oral reading fluency (Est. ORF)	✓	✓
Instructional reading level (IRL)	✓	✓
Zone of proximal development (ZPD)	✓	✓
Lexile reading measure	✓	✓

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Individual Comparison Points (cut scores)	Information provided regarding how good is good enough performance on the instrument. Comparison information should be available for every individual metric. This may be performance level ratings with specific cut scores.	When used within the READ Act, the cut score for significant reading deficiency (SRD) is the 25th percentile for Star Early Learning assessments, across all grade levels. Additional information on identifying SRD with Star Early Learning is provided here. For questions related to the transition between Star Early Literacy and Star Reading, please contact ColoradoStar@renaissance.com.

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Aggregate Metrics	Scores provided at the group level. The groups for which scores are reported. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status) Specify the group(s) and the score(s) provided.	The following table provides the Star Early Learning scores reported at the group level.

Name of score	Star Early Learning	Star Reading
Scaled score	✓	✓
Domain score	✓	✓
Skill-set score	✓	✓
Grade equivalent (GE)	✓	✓
Percentile rank (PR)	✓	✓
Normal curve equivalent (NCE)	✓	✓
Functional grade level (FGL)	✓	✓
Student growth percentile (SGP)	✓	✓
Literacy classifications	✓	✓
Estimated oral reading fluency (Est. ORF)	✓	✓
Instructional reading level (IRL)	✓	✓
Zone of proximal development (ZPD)	✓	✓
Lexile reading measure	✓	✓

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Aggregate Comparison Points (cut scores)	Information provided regarding how good is good enough performance at the group level.	Because most of the individual metrics provided for Star Early Learning assessments are norm-referenced scores, almost all of the aggregate metrics also include a comparison point within the metric definition. This includes the following metrics:

- Percent/number scoring at district-determined performance levels (note districts determine the comparison points used in these metrics when they set their own cut scores for different performance levels)
- Median growth percentiles
- Average grade equivalent
- Average percentile rank
- Average normal curve equivalent
- Percentage of students in or above estimated mastery range for reading standards

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Alignment	Information provided about alignment of this instrument to other instruments, standards, etc.	Star Early Learning assessments are highly correlated and well aligned with other assessments, including DIBELS, as well as state and national standards. Based on our recent data set, Star Early Literacy has an 80 percent agreement with DIBELS for identifying students with Significant Reading Deficiency. Both Star Early Literacy and Star Reading are aligned to the Colorado Academic Standards and are placed on the same learning progression for reading. Star Early Literacy is an emergent reading assessment, aligned to the Reading Foundational Skills domain. It is also aligned to the Colorado Academic Standards in grade levels kindergarten through grade three. Star Reading is specifically aligned to the Colorado Academic Standards reading domains, including Reading Literature, and Informational Text and Reading Foundational Skills. It is also aligned to the vocabulary standards included within the Language domain. The relationship between Star Early Literacy and Star Reading scores with other standardized reading assessments has been psychometrically studied and documented. Detailed information is provided in the *Star Early Literacy Technical Manual* and the *Star Reading Technical Manual*.
Data Reports	Description of data reports that are provided/available at the individual and aggregate level(s).	Star Early Learning's reports provide important information about what students know and can do; teachers, school administrators, and district administrators can use the reports and the data they present to help answer key questions that will improve teaching and learning. These reports display both criterion- referenced and norm-referenced data, and present results in graphical, easy-to-read formats. Educators can drill down to view subgroups, classes, or individual students; they can view aggregate data for a grade, school, or district. Educators can control what information they access and view, and they can organize this information based on local preferences through their Renaissance homepage. This hosted system manages student data and generates customized reports for all Renaissance programs, including the Star Early Learning assessments. Brief descriptions of some of the key reports available are provided below. For additional information please see *Key Report Samples* for the Star Early Learning assessments. The **Diagnostic Report** provides information about each student's skills based on his or her Star Early Learning test results. In Star Early Literacy, the Student Diagnostic Report focuses on the five essential components of reading that were identified by the National Reading Panel as critical areas for effective reading instruction. The report's upper section identifies the student's literacy classification: emergent

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reader, transitional reader, or probable reader. It also provides sub-domain scores, which estimate the student's percentage of mastery of skills in each sub-domain. The report's lower section lists skill set scores within each sub-domain, and it identifies the skill sets that the student is ready to learn and practice.

When students have tested in Star Reading, the report's upper section identifies where the student is performing in relation to benchmark performance categories. The lower section provides domain scores, which estimate the student's percentage of mastery of skills in each of the reading domains for the student's grade level. Subsequent pages of the report list skill area scores, which help teachers to identify areas that need further instruction.

The **Screening Report** provides a graph that shows the distribution of students above and below a benchmark performance level. The report also indicates which students fall into each performance level together with their test scores. The report can be customized by the district to compare student performance to school or district benchmark levels. State test benchmark performance levels in these reports are also available in Star Reading. These reports are immediately understandable and user friendly.

The **Parent Report**, which is available in English and Spanish, summarizes a student's test results, explains what the scores mean, and describes what a student needs for optimal reading. It serves as a bridge between a student's academic home life and classroom experience and helps parents monitor a student's progress in the classroom. This report shows the student's achievement level through norm-referenced scores in Star Early Literacy or Star Reading. It contains a written explanation of the scores and suggests activities that will help the student address those skills that need improvement.

The **Student Progress Monitoring Report** shows a student's learning progress across time. The first page of this report displays progress data graphically for an individual student. The second page lists the student's test scores and growth rate. Before this report is generated, teachers set an individualized goal and intervention for students using the *Manage Goals* tool*,* which suggests personalized goals based on a decile-based growth model. This tool then automatically creates a graph of the student's progress toward goals on the first page of this report.

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		The **Instructional Planning Report** graphs a student's current and projected scaled score against school, district, or state benchmarks. Available for individual students and for a class, this report helps teachers identify skills that individual students and groups need to learn to advance in the learning progression. This information provides teachers with a fast and efficient way to understand where students are in the learning progression and the types of skills they are ready to learn next. The **Growth Report** summarizes growth between two testing periods in the same school year. Teachers can run the report for a class or a specific group of students. Administrators can run it to see growth for each class, grade, or school in a district. It answers the question, "Are my students meeting growth expectations?" The report displays a number of scores, including student growth percentile (SGP), which compares students' growth to that of their academic peers nationwide (students in the same grade with the same pretest score). Administrators can set a growth target for the district, which is displayed on the right-hand side of the report. The **Annual Progress Report** shows how a class or an individual is progressing compared to students nationally. It contains a graph that shows the growth trajectory for a student or a class. This report can be run for either a student or a class. It shows overall growth rather than growth toward a specific, individualized goal. The **State Standards Report** shows a student's estimated mastery of a state's standards, currently and at the end of the school year. The user selects which set of standards will serve as the basis for the report when the report is generated. At the student level, these reports measure an individual student's performance on state standards. At the class level, the report shows the percentage of students demonstrating mastery of the standards; at the district level, the report shows how each grade level within a school or the district is performing.
Technical Quality	Information about the technical quality of the instrument. Reference to technical analysis if available electronically.	The assessments that comprise Star Early Learning have met the highest standards of reliably and validity set forth by the U.S. Department of Education's National Center on Response to Intervention (NCRTI), the most trusted source for unbiased evaluation of screening and progress-monitoring tools for Response to Intervention. NCRTI has found the Star assessments deserving of the highest rating of "Convincing Evidence" for screening and progress-monitoring. For details, please visit http://www.rti4success.org/resources/tools-charts/screening-tools-chart.

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		More recently, the Star Early Learning assessments have also met the highest psychometrics standards for progress monitoring by the US Department of Education's National Center on Intensive Intervention. For details, please visit http://www.intensiveintervention.org/chart/progress-monitoring.
		Star Early Literacy was also named as an RTI progress-monitoring resource by the Southeast Comprehensive Center. More information can be found at: http://secc.sedl.org/orc/rr/secc_rr_00080.pdf.
		Star Early Learning assessments are extremely reliable as evidenced through analyses of generic reliability, split-half reliability, test-retest reliability, and standard error of measurement. Details are available on pages 41–47 of the *Star Early Literacy Technical Manual* and pages 46–59 of the *Star Reading Technical Manual*.
		These assessments are also valid measures of early literacy and independent reading achievement. Data can be used to diagnose early reading deficiencies and predict children's later reading development. Evidence of the assessments' concurrent, predictive, and construct validity is presented on pages 48–80 in the *Star Early Literacy Technical Manual* and pages 60–93 of the *Star Reading Technical Manual*. The Star Early Literacy and Star Reading blueprints and the alignment study of both assessments with the Colorado Academic Standards provide additional evidence of the tests' construct validity.