

## Star Early Literacy Reports for Pre-K

Renaissance Star Early Literacy® measures students' vocabulary, phonics, language, and numeracy skills, monitors achievement and growth, and tracks understanding of literacy concepts aligned to Pre-K learning standards. Pre-K educators can use data from Star Early Literacy to identify skills students are likely ready to work on and to determine if students are on track to be ready for kindergarten.

While Star Early Literacy is not currently normed for Pre-K students, the assessment provides actionable data. This document highlights scores and reports that will be most relevant when working with Pre-K students.

### Score definitions for Star Early Literacy

Scaled Score (SS) is useful for comparing student performance over time and across grades. A scaled score is calculated based on the difficulty of questions and the number of correct responses. Star Early Literacy scaled scores range from 300 to 900 and relate directly to the literacy classifications.

- The scaled score that indicates kindergarten readiness is 530 SS.
- Educators can reference Third Grade Readiness Indicators to get a sense of how students are performing against prerequisite skills. They are the cut scores at each grade level that indicate students are on track to be reading at grade level by the end of Grade 3. The mastery standard you use should be determined by your district or school. Do you want to set a goal for students to have at least 60 percent of the skills needed to be on track? 70 or 80 percent?

Grade 3 Reading Proficiency Cut Scores					
Mastery Standard	Pre-K	Grade K	Grade 1	Grade 2	Grade 3
60	452	616	680	712	740
70	498	681	737	763	797
80	565	748	792	810	828

Literacy classifications are the stages of literacy development measured in Star Early Literacy 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.





Domain Scores estimate a student's mastery of each domain for the student's grade level. For example, a domain score of 50 for a kindergarten student means the student would be expected to answer correctly approximately 50 percent of the kindergarten items in that domain.

**Literacy sub-domain scores** are criterion-referenced scores that represent the percentage of items a student would be expected to answer correctly within a sub-domain. Literacy sub-domain scores are reported for Star Early Literacy only and 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 identify and name numbers; understand number-object correspondence; complete sequences; compose and decompose groups of up to ten; and compare sizes, weights, and volumes.

## Suggested Star Early Literacy reports for Pre-K

The table below highlights the relevant reports for use with Pre-K students and the purpose for using each report. Click on the report image to open a sample report in a new window.

Report	Purpose	Questions this report can help answer
<p><b>Summary Report</b></p> 	<p>The Summary Report displays scaled scores and literacy classifications for each student in a class or group.</p> <p>Students are also ranked from highest to lowest scaled score on this report.</p> <p>Use this report to get a high-level overview of student performance.</p>	<ul style="list-style-type: none"> <li>How did my students perform on the latest Star assessment?</li> <li>How do my students' scaled scores compare to the Kindergarten Readiness score (530 SS)?</li> <li>What is the literacy classification for each of my students?</li> <li>Are there students with similar scaled scores I can group together for targeted instruction?</li> </ul>
<p><b>Student Diagnostic Report</b></p> 	<p>The Student Diagnostic Report provides information about how students are performing across early literacy domains.</p> <p>The report helps you identify individual student's strengths and weaknesses, so you can plan appropriate personalized instruction.</p>	<ul style="list-style-type: none"> <li>How are individual students performing on early literacy domains?</li> <li>How much time did it take for the student to take the test?</li> <li>Are there any fidelity indicators I should be concerned with?</li> </ul>
<p><b>Instructional – Student</b></p> 	<p>The Instructional Planning Report – Student suggests a list of skills that an individual student is likely ready to work on based on the student's scaled score.</p> <p>Use your professional judgement and combine this information with what you know about your students to inform your instruction.</p>	<ul style="list-style-type: none"> <li>Which skills is this student likely ready to work on next?</li> <li>Where could instruction focus to move this student forward?</li> </ul>
<p><b>Instructional Planning – Class</b></p> 	<p>The Instructional Planning Report – Class suggests a list of skills that a class or group of students is likely ready to work on based on the median scaled score of the group.</p> <p>Use your professional judgement and combine this information with what you know about your students to inform your instruction.</p>	<ul style="list-style-type: none"> <li>Which skills are this group of students likely ready to work on next?</li> <li>Where could instruction focus to move students forward?</li> </ul>

When looking at data in Monitor Student Mastery (see the reports below), consider what level of mastery you would expect Pre-K students to have on early literacy sub-domains and skills. Sub-domains such as Sentence or Paragraph-level Comprehension are likely difficult for students at the Pre-K level. Also, keep in mind the time of year. At the beginning of the school year, students are more likely to be in the developing stage of mastery because they haven't yet received instruction on the skills they are expected to learn in Pre-K. Watch for students to achieve higher levels of mastery as the school year progresses.

<p>Monitor Student Mastery Early Literacy Sub-domains</p> 	<p>The first level of information presented in the Early Literacy tab of the Monitor Student Mastery Dashboard provides information about how students are performing across early literacy sub-domains listed on page 2.</p> <p>The report helps you identify students' strengths and weaknesses, so you can plan appropriate instruction.</p>	<ul style="list-style-type: none"> <li>• What level of mastery do my students (individual, group, or class) have in each of the early literacy sub-domains?</li> <li>• Are students beginning (red), developing (yellow), or secure (green) in their mastery of sub-domains?</li> <li>• Where could instruction focus to move students forward?</li> </ul>
<p>Monitor Student Mastery Early Literacy Skills within Sub-domains</p> 	<p>The second level of information (click on any sub-domain) in the Early Literacy tab of the Monitor Student Mastery Dashboard provides information about how students are performing on each skill set within the sub-domain.</p> <p>The report helps you identify students' strengths and weaknesses, so you can plan appropriate instruction.</p>	<ul style="list-style-type: none"> <li>• What level of mastery do my students (individual, group, or class) have in each of the subskills within the early literacy domains?</li> <li>• Are students beginning (red), developing (yellow), or secure (green) in their mastery of sub-domains?</li> <li>• Where could instruction focus to move students forward?</li> </ul>

## More Information:

The following sites will provide you with more information about Star Early Literacy and early literacy skills.

- [Star Early Literacy Technical Manual](#): (pages 12 - 18) The tables on these pages provide the domains, subdomains, skill sets, and skills included in the Star Early Literacy item bank.
- [Kindergarten Literacy Readiness Indicators](#): To help students who do not yet have the initial early literacy skills expected of kindergarteners, focus on the Kindergarten Literacy Readiness Indicators included in this document.
- [At-Home Activities for Emergent Readers](#): This document includes activities that can be completed at home with parents or in the classroom to develop reading skills for emergent readers.