

**STAR Parent Report**  
**Student Name**

Current Grade: 3

Dear Parent or Guardian of Student

Your child recently completed the STAR assessment. This report summarizes your child's scores on the assessment as well as previous STAR assessment results. Assessment results, teacher feedback and performance on classroom activities and assessments can guide future teaching, learning and parent support.

The next page provides an explanation of the fields.

**STAR Early Literacy**

Season/Year	Grade	National Percentile	District Percentile	Scale Score	Scale Score Benchmark	Literacy Classification
Fall 2016	K	96	93	716	At/Above	
Winter 2017	K	99	98	847	At/Above	
Spring 2017	K	98	93	851	At/Above	

**Star Math**

Season/Year	Grade	National Percentile	District Percentile	Scale Score	Scale Score Benchmark	Expected Growth from Previous Test
Fall 2017	1	99	100	545	At/Above	
Winter 2018	1	99	97	561	At/Above	
Spring 2018	1	99	99	666	At/Above	
Fall 2018	2	98	94	599	At/Above	
Winter 2019	2	99	96	693	At/Above	
Spring 2019	2	99	96	702	At/Above	
Fall 2019	3	99	98	741	At/Above	Above

**Star Reading**

Season/Year	Grade	National Percentile	District Percentile	Scale Score	Scale Score Benchmark	Expected Growth from Previous Test	Lexile
Fall 2017	1	99	100	825	At/Above		
Winter 2018	1	99	97	576	At/Above		
Spring 2018	1	94	75	391	At/Above		
Fall 2018	2	99	100	784	At/Above		
Winter 2019	2	99	96	727	At/Above		
Spring 2019	2	99	99	888	At/Above		
Fall 2019	3	99	99	928	At/Above	Above	1200L

## Renaissance Star Early Literacy<sup>®</sup> : Definitions

Renaissance Star Early Literacy 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. Renaissance Star Early Literacy scores give only one picture of how well a student is doing in school.

**Percentile Rank** is a norm-referenced score that provides a measure of a student's math ability compared to other students in the same grade nationally. The percentile rank score, which ranges from 1 to 99, indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. For example, a student with a percentile rank score of 85 performed as well as or better than 85 percent of other students in the same grade.

**District Percentile Rank** provides a measure of a student's math ability compared to other students in the same grade within Libertyville district 70.

**Scaled Score** 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 scaled scores range from 300 to 900 and relate directly to the literacy classifications.

**Benchmarks** are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark. A cut score is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

**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.

# Renaissance Star Math<sup>®</sup>: Score Definitions

Renaissance Star Math scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the norms group. These scores present a snapshot of achievement at a specific point in time. As with any test, it is important to remember that many factors can affect a student's test scores. Renaissance Star Math test scores give only one picture of how a student is doing in school.

**Percentile Rank (PR)** is a norm-referenced score that provides a measure of a student's math ability compared to other students in the same grade nationally. The percentile rank score, which ranges from 1 to 99, indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. For example, a student with a percentile rank score of 85 performed as well as or better than 85 percent of other students in the same grade.

**District Percentile Rank** provides a measure of a student's math ability compared to other students in the same grade within Libertyville district 70.

**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. Because the same range is used for all students, scaled scores can be used to compare student performance across grade levels. Star Math scaled scores range from 0 to 1400. All norm-referenced scores are derived from the scaled score.

**Benchmarks** are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark. A cut score is used to determine which students may need additional assistance to move toward the end-of-year benchmark. Possible values are "At/Above" Benchmark or "Below" Benchmark.

**Expected Growth from Previous Test** - Student achievement typically is gleaned from one score at a single point in time. When you consider growth in addition to achievement, it can greatly enrich your understanding of how well a student is performing (Betebenner, 2009; Thurlow, Lazarus, Quenemoen, & Moen, 2010). While *achievement* indicates whether performance is below, above, or on par with grade-level expectations, *growth* explains the type of progress the student is making over time. For example, one of your students may be performing at a low level, yet experiencing high rates of growth. Conversely, a high-performing student's growth could be stagnating. Possible values are "Above" "Expectations", "Expected", "Below" Expectations.

# RenaissanceStarReading<sup>®</sup>: Definitions

Renaissance Star Reading scores present a snapshot of achievement at a specific point in time. As with any test, it is important to remember that many factors can affect a student's test scores. Renaissance Star Reading test scores give only one picture of how a student is doing in school.

**Percentile Rank** ranges from 1–99 and express student ability relative to the scores of other students of a similar age. For a particular student, this score indicates the percentage of students in the norms group who obtained lower scores. For example, if a student has a PR of 85, the student's reading skills are greater than 85% of other students of a similar age.

**District Percentile Rank** provides a measure of a student's math ability compared to other students in the same grade within Libertyville district 70.

**Scaled Score** is the most fundamental score produced by Star Reading tests. It ranges from 0 to 1400 and spans years 1–13. It is calculated based on the difficulty of the questions and the number of correct responses. Scaled Scores are useful for comparing student performance over time and across years.

**Benchmarks** are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark. A cut score is used to determine which students may need additional assistance to move toward the end-of-year benchmark. Possible values are "At/Above" Benchmark or "Below" Benchmark.

**Expected Growth from Previous Test** - Student achievement typically is gleaned from one score at a single point in time. When you consider growth in addition to achievement, it can greatly enrich your understanding of how well a student is performing (Betebenner, 2009; Thurlow, Lazarus, Quenemoen, & Moen, 2010). While *achievement* indicates whether performance is below, above, or on par with grade-level expectations, *growth* explains the type of progress the student is making over time. For example, one of your students may be performing at a low level, yet experiencing high rates of growth. Conversely, a high-performing student's growth could be stagnating. Possible values are "Above" Expectations, "Expected", "Below" Expectations.

**Lexile<sup>®</sup> Measure** represents a student's reading ability. The Lexile<sup>®</sup> Measure is shown as a number with an "L" after it: 750L is 750 Lexile<sup>®</sup>. Higher Lexile<sup>®</sup> measures indicate higher levels of reading ability. A Lexile<sup>®</sup> measure can range from below 200L for emergent readers to above 1600L for advanced readers. Readers who score below 0L receive a BR for Beginning Reader.

The Lexile Framework<sup>®</sup> for Reading is a scientific approach that places both the reader and text on the same developmental scale, making it easy to connect your child with books targeted to their reading ability. Lexile measures help ensure your child is on the path to academic success.

To find a book that matches your child's Lexile measure, [click here](#).