To meet the criteria set forth by the Nebraska Department of Education, combine Star Early Literacy or Star Reading with Star CBM Reading for screening and progress monitoring. The Star Reading Suite only meets Nebraska's criteria if assessments are paired.

Threshold levels and cut scores for Star Early Literacy

Scores in the table are the minimum values needed for a student to be considered "Progressing" toward future reading success. Scores below these numbers indicate a student who is "At Risk" for future reading difficulty.

Vendor	Assessment Title	Grade Level	Threshold Level(s)			
			Percentile rank	Fall screening scaled score	Winter screening scaled score	Spring screening scaled score
Renaissance	Star Early Literacy	K	40	690	730	769
Renaissance	Star Early Literacy	1	40	752	790	828
Renaissance	Star Early Literacy	2	40	868	893	918
Renaissance	Star Early Literacy	3	40	939	955	970

Students who score higher than a Percentile Rank of 40 will likely meet end-of-year performance goals.

Score definitions

Percentile rank

A percentile rank provides the best measure of a student's level of achievement compared to other students in the same grade nationally. A percentile rank ranges from 1–99, and it indicates the percentage of a student's peers whose scores were equal to or lower than the student's score. For example, a student who has a percentile rank of 85 performed as well as or better than 85 percent of students in the same grade.

Unified scaled score

Many users of Star Reading use Star Early Literacy to assess their students until they are ready to take Star Reading itself. Until recently, Star Reading and Star Early Literacy used different score scales, making it difficult to monitor growth as students transitioned from one assessment to the other. To ameliorate that disparity in the two tests' score scales, Renaissance developed a single score scale that applies to both assessments: the Unified score scale. That development began with equating the two tests' underlying Rasch ability scales; the result was the "unified Rasch scale", which is a downward extension of the Rasch scale used in all Star Reading. The end result was a reported score scale that extends from 200 to 1400: Star Early Literacy Unified scale scores range from 200 to 1100; Star Reading Unified scale scores range from 600 to 1400.

RENAISSANCE

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The Power of the Unified Scale
Watch the video above to learn more.
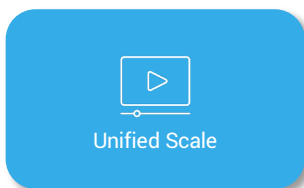
Exciting changes are coming soon!

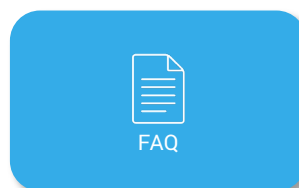Starting in August 2021, most districts* will see the Unified Scale as the default scale for Star Assessments.

- Student benchmark categories, percentile ranks, and growth norms will remain the same

- The Unified Scale will power a *seamless transition* from Star Early Literacy to Star Reading

*Due to state level contracts some states (FL, MS) will not see the default scale change until 2022-2023.
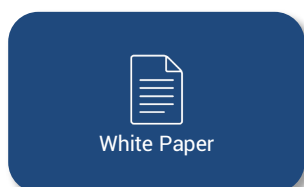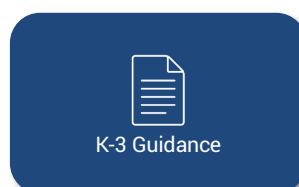
Learn the basics about Unified Scale.

Unified Scale

See an example of the Unified Scale.

FAQ

Read answers to commonly asked questions.

Take a deeper dive.

White Paper

Dive into the research.

K-3 Guidance

See how to use this scale to support emerging readers.

Do you want to learn more about how Star Assessments can accelerate your students' achievement and growth? *Check out Smart Start for more resources and information about Star Assessments.*

Threshold levels and cut scores for Star Reading

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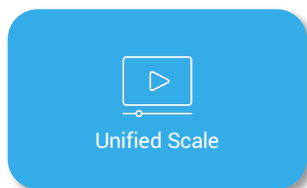
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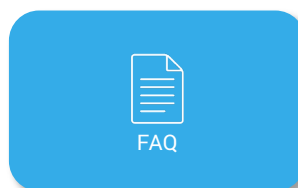Starting in August 2021, most districts* will see the Unified Scale as the default scale for Star Assessments.

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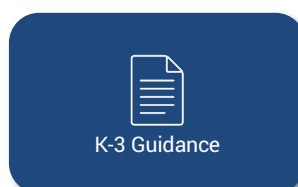| Unified Scale	*See an example of the Unified Scale.*
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Take a deeper dive.

White Paper	*Dive into the research.*
K-3 Guidance	*See how to use this scale to support emerging readers.*

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Threshold levels and cut scores for Star CBM Reading

Scores in the table are the minimum values needed for a student to be considered "Progressing" toward future reading success. Scores below these numbers indicate a student who is "At Risk" for future reading difficulty.

Measure	Fall CPM	Winter CPM	Spring CPM
Kindergarten			
Phoneme Segmentation	8	15	20
Letter Naming	25	38	49
Letter Sounds	16	30	42
Rapid Automatic Naming: Picture	30	30	30
Rapid Automatic Naming: Colors	33	33	33
Rapid Automatic Naming: Letters and Numbers	Available Fall 2022		
First Grade			
Phoneme Segmentation	20	22	24
Letter Naming	49	49	49
Letter Sounds	47	47	47
Passage Oral Reading	23	35	49
Rapid Automatic Naming: Picture	38	38	38
Rapid Automatic Naming: Colors	40	40	40
Rapid Automatic Naming: Letters and Numbers	Available Fall 2022		
Second Grade			
Expressive Nonsense Words	24	28	33
Passage Oral Reading	81	91	102
Rapid Automatic Naming: Picture	46	46	46
Rapid Automatic Naming: Colors	48	48	48
Rapid Automatic Naming: Letters and Numbers	Available Fall 2022		

Threshold levels and cut scores for Star CBM Reading

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Measure	Fall CPM	Winter CPM	Spring CPM
Third Grade			
Passage Oral Reading	106	112	118
Rapid Automatic Naming: Picture	49	49	49
Rapid Automatic Naming: Colors	51	51	51
Rapid Automatic Naming: Letters and Numbers	Available Fall 2022		

Score definitions

Correct per Minute (CPM)

Star CBM Reading consists of several measures and multiple forms within each measure. In order to make the results of all forms in a measure comparable, and in order to provide a basis for deriving the norm-referenced scores, it is necessary to convert (or equate) all the scores of Star CBM Reading forms to a common or base form within each measure. Equating is a statistical process used to eliminate form difficulty differences to allow for interpretation of scores on a common scale. Star CBM Reading does this in steps. First, the number of correct responses on a form (Correct Count) is recorded. Second, the easiest form in each Star CBM Reading measure is identified and the Correct Count score on all of the other forms is equated to the easiest form, referred to as the base form. Finally, the equated correct count is converted to a Correct per Minute (CPM) score for reporting by multiplying the equated correct count by 60 and dividing by the total time the student took on the assessment. As a result, CPM scores indicate the same level of performance and can be interpreted regardless of the specific form taken in a measure.

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