



**Star Suite Reading K-3 Composite Score
Threshold Levels 2023-2024**

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 (Cut-point)		
			Beginning of Year	Middle of Year	End of Year
Renaissance	Star Early Literacy	K	688	728	768
Renaissance	Star Early Literacy	1	750	789	828
Renaissance	Star Early Literacy	2	868	893	919
Renaissance	Star Early Literacy	3	940	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.

Disclaimer: Threshold levels are determined by the assessment provider. For more information about the assessment and/or threshold levels, please contact the assessment provider directly.



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Renaissance	Star CBM Reading	K			
	Phoneme Segmentation	K	8	15	20
	Letter Naming	K	25	38	49
	Letter Sounds	K	16	30	42
	Rapid Automatic Naming: Pictures	K	30	30	30
	Rapid Automatic Naming: Colors	K	33	33	33
	Rapid Automatic Naming: Letters	K	25	25	25
	Rapid Automatic Naming: Numbers	K	33	33	33
Renaissance	Star CBM Reading	1			
	Phoneme Segmentation	1	20	22	24
	Letter Naming	1	49	49	49
	Letter Sounds	1	47	47	47
	Passage Oral Reading		23	35	49
	Rapid Automatic Naming: Pictures	1	38	38	38
	Rapid Automatic Naming:	1	40	40	40

	Colors				
	Rapid Automatic Naming: Letters	1	40	40	40
	Rapid Automatic Naming: Numbers	1	48	48	48
Renaissance	Star CBM Reading	2			
	Expressive Nonsense Words	2	24	28	33
	Passage Oral Reading	2	81	91	102
	Rapid Automatic Naming: Pictures	2	46	46	46
	Rapid Automatic Naming: Letters	2	59	59	59
	Rapid Automatic Naming: Letters and Numbers	2	61	61	61
Renaissance	Star CBM Reading	3			
	Passage Oral Reading	3	106	112	118
	Rapid Automatic Naming: Pictures	3	49	49	49
	Rapid Automatic Naming: Letters	3	62	62	62
	Rapid Automatic Naming: Letters and Numbers	3	68	68	68

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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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