



Star Suite Reading K-3 Threshold Levels

2024-2025

All students in Grades K-3 should be screened for reading proficiency three times per year. The steps below outline how to meet Nebraska requirements using Star Assessments.

Step 1: Universal screening for all students

All students in grades K-3 must be screened with a state-approved assessment at the beginning, middle, and end of the school year. Star Early Literacy and Star Reading are approved in Nebraska for this purpose. Assess students who are emerging readers with Star Early Literacy. As they become independent readers, administer Star Reading. See [K-3 Guidance for Star](#) for further information on choosing the appropriate assessment for students.

Students scoring at or above the 40th percentile rank (PR) are considered to be performing at or above grade level and “Progressing” toward future reading success, and no further assessment is required. Students scoring below 40 PR are considered to be “At Risk” for future reading difficulty and should be further assessed as outlined in Step 2.

Scaled scores listed in the table below represent the 40th PR at the end of month 1 (BOY), month 4 (MOY), and month 8 (EOY) of the school year. These are the minimum values needed for a student to be considered “Progressing” toward future reading success. Scaled scores below these numbers indicate a student who is “At Risk” for future reading difficulty. See [Unified Benchmarks and Cut Scores](#) for more information.

Vendor	Assessment Title	Grade Level	Threshold Level (Cut-point)		
			Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Renaissance	Star Early Literacy	K	688	728	768
		1	750	789	828
		2	868	893	919
		3	940	955	970
Renaissance	Star Reading	K			
		1	750	789	828
		2	868	893	919
		3	940	955	970

Students who score higher than a Percentile Rank of 40 on Star Early Literacy or Star Reading will likely meet end-of-year performance goals.

Step 2: Further screening for students “at risk”

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.

Students scoring below the 40th percentile rank on Star Early Literacy or Star Reading are potentially at risk for reading difficulties and should be further screened with Star CBM Reading. The purpose of this secondary screening is to identify areas of focus for instruction and intervention. It is not necessary to administer each measure listed in Star CBM for all students identified as “at risk.”

Administration guidance

Kindergarten - Based on the assumption that Kindergarten students who score at low levels on the initial screening assessment may need instruction to improve skills in naming the letters of the alphabet, knowing sounds that correspond with letters, and/or hearing sounds in words, we recommend completing three measures in Star CBM – Letter Names, Letter Sounds, and Phoneme Segmentation – for all K students scoring below the 40 th percentile on Star Early Literacy.

Grades 1-3 - Begin with the first measure in the table below for each grade level. The measures are listed in an order that is a relative progression of skills, however students may acquire these skills earlier or later than others. Progress through the list until the student scores at/above 40 PR on a measure.

Instruction and intervention guidance (K-3)

Ideally, instruction and intervention and related progress monitoring would be focused in one measure area where the student scored below 40 PR, indicated by a score shown on a blue (39-20 PR) or red (below 20 PR) background. Students scoring at/above 40 PR likely don’t need intensive or supplemental intervention in that measure area at this time (see footnote for Passage Oral Reading). View [Star CBM English Assessments \(Star Record Book\)](#) for more information on administering Star Reading CBM measures and viewing scores.

If a student scores below 20 PR on all measures, Renaissance suggests administering one or more Rapid Automatic Naming (RAN) measures. Students scoring below 40 PR on any RAN measures may be at risk for characteristics of dyslexia and should be considered for further assessment with a clinical dyslexic diagnostic.

Star CBM scores listed in the table below are shown as Correct Per Minute (CPM).

Vendor	Grade Level	Grade Level	Threshold Level (Cut-point)		
			Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Star CBM Reading					
Renaissance	K	Letter Sounds	16	30	42
		Phoneme Segmentation	8	15	20
		Letter Naming	25	38	49
		Rapid Automatic Naming: Pictures	30	30	30
		Rapid Automatic Naming: Colors	33	33	33
		Rapid Automatic Naming: Letters	25	25	25
		Rapid Automatic Naming: Numbers	33	33	33
These measures have greater utility for K students who have not been identified at risk. They are intended for student who are moderately or higher performing.		Sight and High-Frequency Words			11
		Receptive Nonsense Words	7	11	14

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Star CBM Reading					
Renaissance	1	Passage Oral Reading ¹	23	35	49
		Sight and High-Frequency Words	11	12	25
		Expressive Nonsense Words	13	16	21
		Phoneme Segmentation	20	22	24
		Letter Sounds	47	47	47
		Letter Naming	49	49	49
		Rapid Automatic Naming: Pictures	38	38	38
		Rapid Automatic Naming: Colors	40	40	40
		Rapid Automatic Naming: Letters	40	40	40
		Rapid Automatic Naming: Numbers	48	48	48
Star CBM Reading					
Renaissance	2	Passage Oral Reading ¹	81	91	102
		Sight and High-Frequency Words	47	54	63
		Expressive Nonsense Words	24	28	33
		Rapid Automatic Naming: Pictures	46	46	46
		Rapid Automatic Naming: Letters	59	59	59
		Rapid Automatic Naming: Numbers	61	61	61
Star CBM Reading					
Renaissance	3	Passage Oral Reading ¹	106	112	118
		Sight and High-Frequency Words	53	57	61
		Rapid Automatic Naming: Pictures	49	49	49
		Rapid Automatic Naming: Letters	62	62	62
		Rapid Automatic Naming: Numbers	68	68	68

¹Students scoring below the 40th percentile rank on Star Early Literacy or Star Reading but at/above 40 PR on Passage Oral Reading (indicated by a score shown on a green background) may be deficient in higher order comprehension skills rather than foundational skills. For these students, target instruction and intervention on comprehension skills.

Score definitions

Star Early Literacy and Star Reading

Percentile Rank (PR)

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.

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 (SS)

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.

Star CBM Reading

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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