Renaissance

See Every Student.

Using Renaissance Star Assessments to Meet the Strong Readers Act and Dyslexia Screening Guidelines in Oklahoma

Overview

This document follows guidance from the Strong Readers Act and Dyslexia Screening resources. Specifically, Renaissance provides information on how Star Early Learning Assessments (Star Early Literacy and Star Reading) and Star CBM Reading meet Oklahoma's screening requirements for students in Grades K-3. Students in fourth grade and above may be screened as determined by the district.

Universal Screening

According to the Oklahoma Strong Readers Act, all students in grades K-3 must be screened for the acquisition of reading skills at the beginning, middle, and end of each school year with approved screening and dyslexia screening tools. Table 1 shows the assessments that should be used at each grade level. Schools and districts can set screening windows that meet scheduling needs across the school year.

### Table 1: Universal Screening Assessments

Grade	Timeframe	Star Assessment
Grades K - 1	BOY/ MOY/ EOY	Star Early Literacy
Grades 2 - 3		Star Reading

Next Steps and Dyslexia Screening for students "At Risk"

Students in grades K—1. Identify all students who took Star Early Literacy and scored below the 40th percentile rank (PR) during universal screening and create a Student Literacy Intervention Plan (SLIP) for each student. These students should be further assessed for characteristics of dyslexia with Star CBM Reading as listed in Table 2.

If the student scores at or above 40 PR on at least one Star CBM measure no further testing is needed and support or intervention should be provided as per the SLIP. If the student scores below 40 PR on both measures (only one measure is administered for kindergarten) the student should be considered at risk for characteristics of dyslexia. This risk should be noted in the SLIP as appropriate.
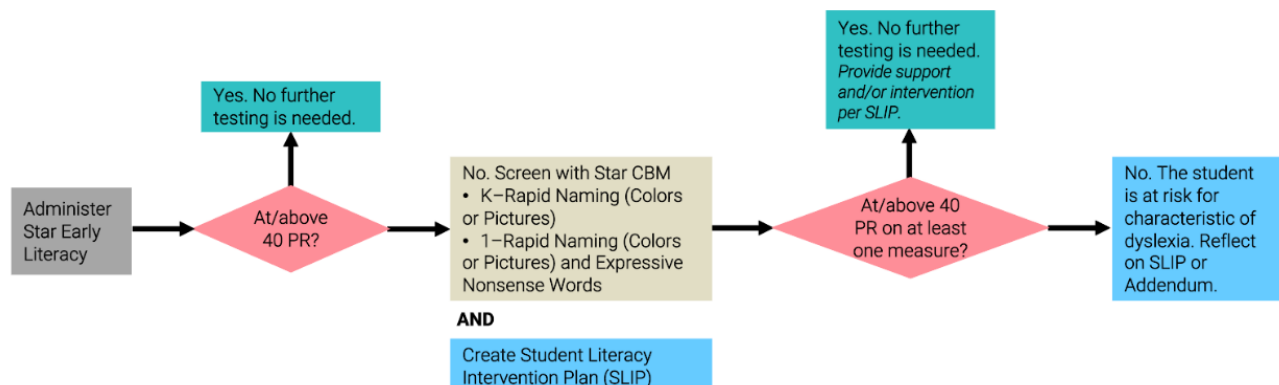
Students in grades 2—3. Identify students who scored below 40 PR in Star Reading. Administer Star Early Literacy and create a [Student Literacy Intervention Plan (SLIP)](#) for each. If the student scores at or above 40 PR, no further testing is needed. Support or intervention should be provided as per the SLIP.

If the student scores below 40 PR on Star Early Literacy, they should be further assessed for characteristics of dyslexia with Star CBM Reading as listed in Table 2. If the student scores at or above 40 PR *or* has a green checkmark next to their Correct Per Minute (CPM) score on at least one Star CBM measure no further testing is needed and continued support and/or intervention should be provided as per the SLIP.

If the student scores below the 40 PR (or no green checkmark appears) on both of the Star CBM measures, they should be considered at risk for characteristics of dyslexia. This risk should be noted in the SLIP as appropriate.
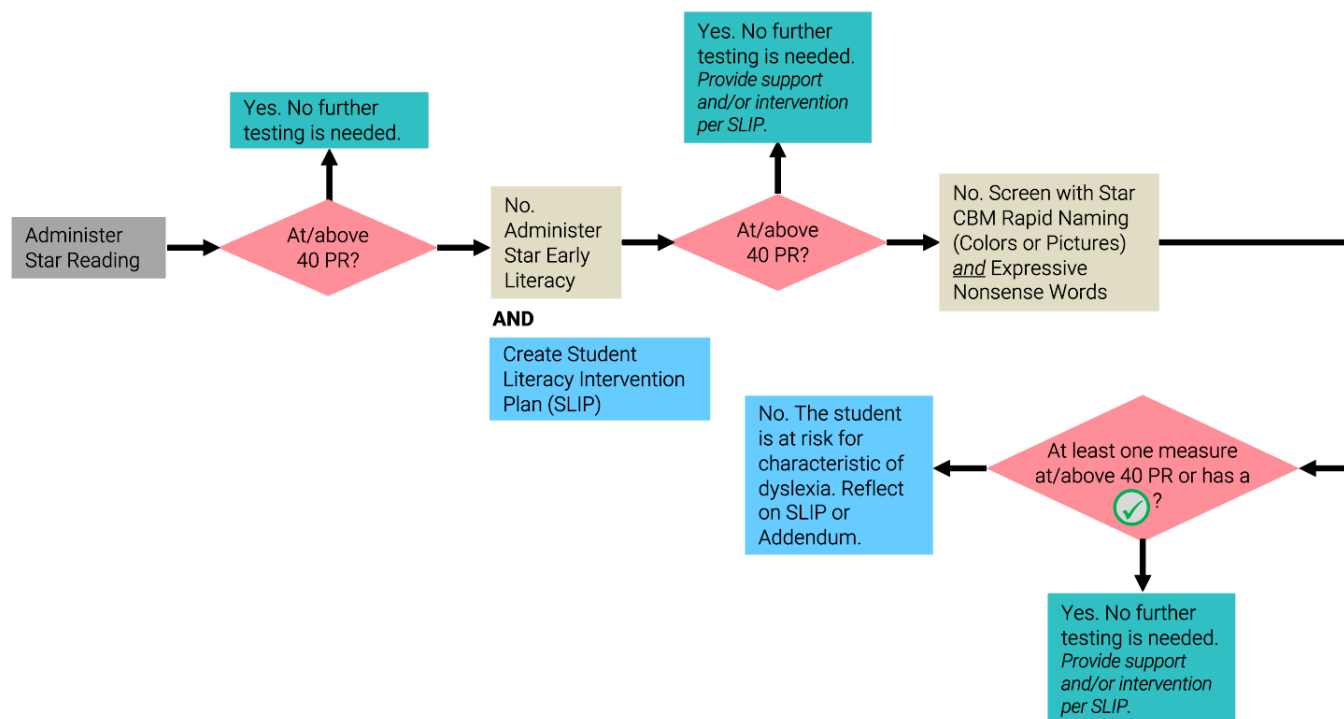

Table 2: Additional Screening for Characteristics of Dyslexia

Grades	Star Assessment
Kindergarten	**Star CBM Reading** Rapid Color Naming *or* Rapid Picture Naming
Grade 1	**Star CBM Reading** Rapid Naming (Color, Picture, Letter *or* Number)* *and* Expressive Nonsense Words
Grades 2-3	**Star Early Literacy** (Continue assessing with Star CBM only for students below 40 PR on Star Early Literacy) **Star CBM Reading** Rapid Naming (Color, Picture, Letter *or* Number)* *and* Expressive Nonsense Words

* Administer <u>one</u> of the Rapid Naming assessments. To ensure valid results, the content should be familiar to the student.

Benchmarks and Cut Scores

Star Early Literacy and Star Reading

To match state data and meet legislative requirements, a district administrator in the software should customize the district benchmarks for both Star Early Literacy and Star Reading. This change will make it easier for staff at all levels to interpret the data. Schools can also adjust the school benchmarks, especially if district benchmarks were not adjusted.

1. Use the Product drop down to choose the assessment.

2. Edit benchmark structure to include four categories:
   - Tier 1 Core Instruction
   - Tier 1 + Differentiation
   - Tier 2 Supplemental Instruction
   - Tier 3 Intensive Intervention
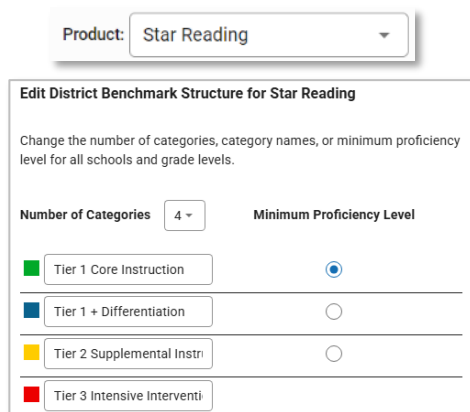
   Optional: Districts may consider adding an additional category to easily identify students scoring at the 60th percentile and above, the benchmark at which parent/guardian notification is required.

3. Set Minimum Proficiency Level to: Tier 1 Core Instruction

4. Edit cut scores for each category:
   - Tier 3 Intensive Intervention – Below 11PR
   - Tier 2 Supplemental Instruction – Below 26PR
   - Tier 1+ Differentiation – Below 40PR
   - Tier 1 Core Instruction defaults to At/Above 40PR

Star CBM Reading

Star CBM scores appear in the Star Record Book and are shown in Correct Per Minute (CPM) while colors represent the benchmark categories as noted in Table 3. Star CBM benchmarks cannot be edited. See Star CBM Score and Benchmark Tables for more on how percentile ranks relate to CPM scores.

Table 3: Star CBM Benchmarks and Cut Scores

Star CBM Reading Measures	Star CBM Rapid Automatic Naming
🟩 At/Above (40 PR and above)	🟩 At/Above (40 PR and above)
🟦 On Watch (20-39 PR)	🟥 At Risk (1-39 PR)
🟥 Intervention (1-19 PR)	
⬜ Assessed outside of normed grade levels (benchmarks not reported[1])	

---

[1] For measures outside a grade level and season, scores are shown on a gray background. A green check mark next to the score indicates the score would fall within the At/Above Benchmark category in the nearest grade and season where benchmarks exist for the measure.

Viewing Assessment Data

Star Record Book *(recommended for teachers and intervention specialists)*

The Star Record Book is a great starting point for teachers to check student performance on Star assessments. It shows overall scores, benchmarks, and any fidelity indicators (i.e., students who took the test too quickly), and it is the hub for creating groups, setting goals for progress monitoring.

Students scoring below 40 PR on Star Early Literacy or Star Reading during universal screening may be at risk for reading difficulties. They should be further screened and receive additional instructional supports.

Administer Star CBM measures and view data from the CBM English Assessments tab.

Educators can view instructional recommendations for a group or individual student by clicking the Plan Instruction with Nearpod button for recommended skills that appear in the preferred teaching order, meaning that they build in skill difficulty across domains.

Skills listed with a lightning bolt icon are **Focus Skills**. These are the critical building blocks of student learning, involving concepts students must master in order to advance to the next step.

Some skills list **Prerequisite Skills** as part of the skill details. This helps teachers understand if students have the necessary prior knowledge to be successful in learning new content.

The Star Record book is also where teachers access Star CBM for use as a screener or progress monitoring tool.

Students who are further assessed and score below 40 PR on Star CBM as outlined in Table 2 are considered at risk for characteristics of dyslexia and other reading deficiencies and may need further assessment, intervention, and/or a SLIP.

For information on how to administer measures in Star CBM Reading, visit Smart Start for Star CBM.

Interpreting Star CBM Data

1. There are three benchmark categories for Star CBM Reading – At/Above Benchmark (40 PR or above, green), On Watch (20-39 PR, blue), and Intervention (below 20 PR, red). These benchmarks cannot be adjusted in the software.

2. A solid gray background is an indicator of risk for measures that don't have norms and benchmarks for a grade or season. A green checkmark next to the score indicates the score would fall within the At/Above Benchmark category in the nearest grade and season where benchmarks exist for the measure and the student is likely ready for a more difficult skill. See Star CBM Score and Benchmark Tables for more information on normed measures.

3. If more than one reading area is identified as at risk, focus on the most foundational or "easiest" skills first and then move up to the next set of skills when the first set is mastered. For example, if a 2nd grade student scores at the risk level in both Phoneme Segmentation (Phonemic Awareness) and Expressive Nonsense Words (Phonics), teachers may choose to focus on Phonemic Awareness until the student is ready to move onto Phonics. The image below shows the order of difficulty of the Star CBM measures from left to right.

Star Diagnostic Report for Star Early Literacy *(recommended for teachers and intervention specialists)*

The Star Diagnostic Report provides domain and skill-set information for individual students. Run this report to view more detailed information on student performance that may help inform decisions while completing the Student Literacy Intervention Plan (SLIP) for students. Choose **Star Early Literacy Subdomains** in the Domains to Show selection dropdown.

Subject	Assessment Types	Domains to Show
Reading ▾	Star Early Literacy ▾	Star Early Literacy Subdomains ▾

Sub-Domain and Skill Set Scores

Ranging from 0-100, domain scores estimate Jeffrey's percent of mastery on skills in each domain at a first grade level.

Alphabetic Principle	**81**	**Phonics (continued)**	**46**
Alphabetic Knowledge	84	Sound-Symbol Correspondence: Vowels	39
Alphabetic Sequence	53	Word Families/Rhyming	48
Letter Sounds	77	Consonant Blends (PH)	48
Concept of Word	**76**	Consonant Digraphs	46
Print Concepts: Word Length	82	Variant Vowel Sounds	40
Print Concepts: Word Borders	57	Other Vowel Sounds	44
Print Concepts: Letters and Words	87	Word Building	43
Print Concepts: Common Signs and Symbols	85	**Structural Analysis**	**37**
Visual Discrimination	**82**	Words with Affixes	37
Letters	87	Syllabification	46
Identification and Word Matching	65	Compound Words	30
Phonemic Awareness	**47**	Contractions	39
Rhyming and Word Families	58	**Vocabulary**	**47**
Blending Word Parts	65	Word Facility	60
Blending Phonemes	60	Synonyms	36
Initial and Final Phonemes	35	Antonyms	39
Consonant Blends (PA)	33	**Sentence-Level Comprehension**	**39**
Medial Phoneme Discrimination	37	Comprehension at the Sentence Level	39
Phoneme Segmentation	40	**Paragraph-Level Comprehension**	**36**
Phoneme Isolation/Manipulation	40	Comprehension of Paragraphs	36
Phonics	**46**	**Early Numeracy**	**71**
Long Vowel Sounds	36	Measurement	81
Short Vowel Sounds	48	Number Object Correspondence	60
Initial Consonant Sounds	69	Composing and Decomposing	78
Final Consonant Sounds	52		
Sound-Symbol Correspondence: Consonants	53		

Progress Monitoring

Students that are at risk can be progress monitored using Star Assessments and/or Star CBM Reading.

Star Assessment Goal Setting and Progress Monitoring

Star CBM Reading Goal Setting and Progress Monitoring

Family Reporting

Parent and guardian notification is required when the student reaches or exceeds the 60th PR. Several reporting options for family notification are available in both English and Spanish including:

- Star Parent Report
- Star Student Report
- Star CBM Caregiver Report

Districts can also use data downloads or extracts to upload scores to a parent portal and/or create a custom document that meets local needs.

Reports and Guidance for Administrators

Star Screening Report *(recommended for school admins, including instructional coaches and intervention specialists)*

The Star Screening Report provides an overall count and percentage by grade, group, or class of students in each benchmark category, plus a list of individual students and scores. Select District Benchmarks when setting parameters for running this report.
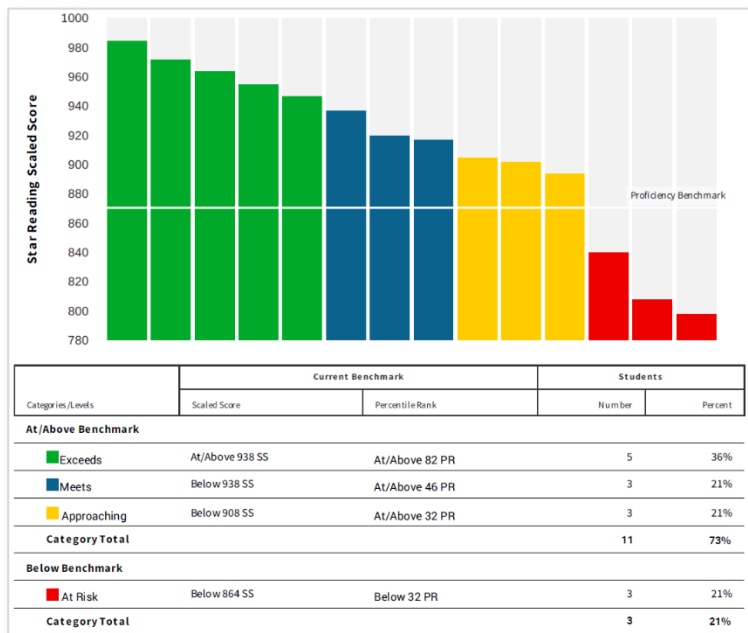
Renaissance Next for Leaders *(available for staff with school and district admin permissions only)*

Renaissance Next for Leaders provides overview information for administrators. Admins can track the number of students tested, as well as the results of the testing and growth. Data in Renaissance Next for Leaders can be disaggregated by student characteristics if they were entered into the Renaissance platform when student accounts and rosters were created.
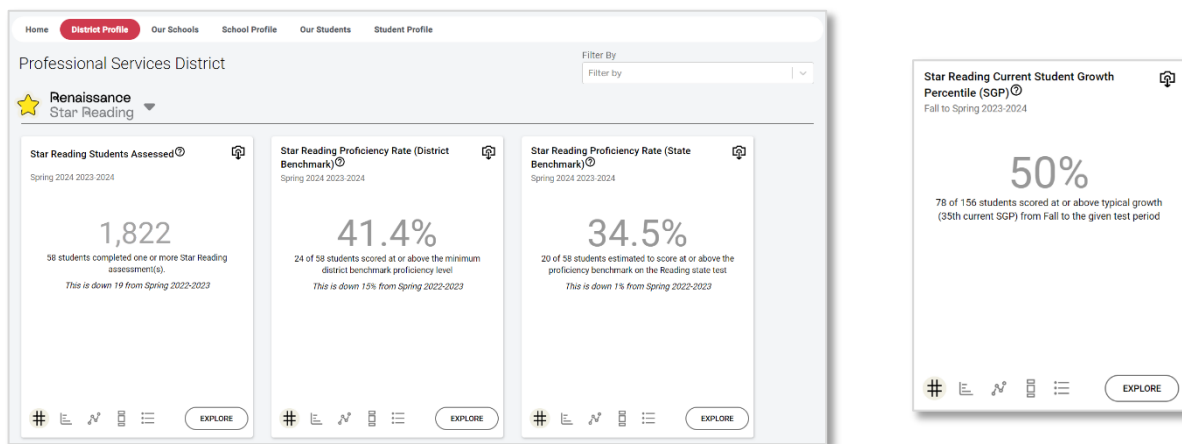
Additional Resources and Support

Assessment	Technical Resources	Training/Administration Resources
Star Early Literacy	Star Early Literacy Test Administration Manual Star Early Literacy Technical Manual Unified Benchmarks and Cut Scores	Smart Start for Star Assessments (in Renaissance Educator Academy) How to Get Started with Star How to Interpret Star Data How to Enhance Instruction with Star
Star Reading	Star Reading Test Administration Manual Star Reading Technical Manual Unified Benchmarks and Cut Scores	
Star CBM Reading	Star CBM Test Administration Manual Star CBM Reading Technical Manual Star CBM Score and Benchmark Tables	Smart Start for Star CBM How to Get Started with Star CBM How to Interpret Star CBM Data How to Enhance Instruction with Star CBM

Contacting Renaissance Support

- Phone: 1-800-338-4204
- Web Form: https://www.renaissance.com/request-support/
- Help Center: https://renhelpcenter.renaissance.com/
- Live Chat is available at renaissance.com or on your Renaissance Home Screen