



To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR™ reports.

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.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows.

Default Benchmarks^a

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^b	Scaled Score	Est. ORF ^b	Scaled Score	Est. ORF ^b	Scaled Score/Week
K	10	399		430		469		5.7
	20	437		472		512		5.7
	25	452		489		529		5.6
	40	496		534		573		5.4
	50	522		561		601		5.3
	75	582		626		669		4.1
	90	647		691		732		3.5
1	10	499	0	549	6	603	14	6.7
	20	545	6	601	13	657	20	6.2
	25	561	9	619	15	675	23	5.8
	40	603	14	663	22	718	29	5.4
	50	631	17	690	25	742	35	5.1
	75	713	28	759	41	797	60	3.5
	90	778	50	809	67	833	84	2.9

(continued on next page)

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^b	Scaled Score	Est. ORF ^b	Scaled Score	Est. ORF ^b	Scaled Score/Week
2	10	566	10	617	17	668	23	5.1
	20	630	19	679	25	724	31	4.1
	25	657	22	702	27	742	35	3.4
	40	707	28	748	36	782	50	3.0
	50	743	35	776	47	804	60	2.5
	75	805	61	826	75	844	92	1.4
	90	841	89	857	108	869	128	1.2
3	10	608	14	672	24	730	34	3.8
	20	690	27	735	35	774	48	2.5
	25	717	32	756	43	789	52	2.0
	40	783	51	804	57	821	66	1.7
	50	803	57	821	66	835	75	1.4
	75	841	79	853	93	862	106	0.7
	90	867	113	874	129	879	146	0.5

a. The default STAR Early Literacy benchmarks (in the software) are based on the updated 2014–2015 norms.
 b. Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1–3.

Transition Cut Scores, Benchmarks, and Growth Rates

What are the transition benchmarks (on page 3)?

STAR Early Literacy was normed in 2014. Based on the norming as well as ongoing research, Renaissance Learning has established a second set of benchmarks called “transition benchmarks.” They are called “transition benchmarks” because they are not in the software this year in order to give schools time to understand them, implement them, and communicate clearly with parents and other stakeholders.

What are the default benchmarks (on pages 1–2)?

The default STAR Early Literacy benchmarks (in the software) are based on the updated 2014–2015 norms. The default benchmarks remain at the 10th, 25th, and 40th percentile for each grade. It’s important to note that while the percentile benchmarks remain the same, the scale scores associated with the percentiles have shifted because of the norming.

How are the transition benchmarks different than the default benchmarks?

The default STAR Early Literacy benchmarks are based on the updated 2014–2015 norms. The transition STAR Early Literacy benchmarks are based on the updated 2014–2015 norms, as well as new research that has established STAR Early Literacy scaled scores and percentile ranks equivalent to the STAR Reading scaled scores and percentile ranks.

Transition Benchmarks

Grade	Percentile ^a	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF	Scaled Score	Est. ORF	Scaled Score	Est. ORF	Scaled Score/Week
K	10	399		430		469		5.6
	25	452		489		529		5.4
	40	496		534		573		5.2
1	20	545	6	601	13	657	20	6.0
	40	603	14	663	22	718	29	5.3
	55	647	19	704	26	755	40	4.7
2	40	707	28	748	36	782	50	3.0
	60	771	45	798	57	821	71	2.1
	70	793	55	817	68	836	84	1.8
3	45	794	54	812	61	828	70	1.3
	65	827	69	842	80	853	93	0.8
	80	849	87	860	103	869	117	0.6

a. Urgent Intervention Intervention Benchmark.

Which benchmarks should I use?

We recommend using the transition STAR Early Literacy benchmarks in this document for the 2014–2015 school year. These benchmarks are not currently in the STAR software as the default setting because this is a transition year, giving schools time to understand the new norms, implement them, and communicate clearly with parents and other stakeholders. In 2015–2016, these benchmarks will be the defaults in STAR Early Literacy.

However, schools may stay with the default benchmarks already set in the software. These remain set at 10th, 25th, and 40th percentile for all grades. Please note that while these default benchmarks have not changed, the scaled scores associated with the percentiles have shifted because of the new norming.

How was STAR Early Literacy normed?

STAR Early Literacy, which assesses early literacy skills development, was normed for grades K–3 in 2014, based on the performance of 134,000 students across the US. The norms for Kindergarten are nationally representative because almost all Kindergarten students take STAR Early Literacy. In grades 1–3, however, the norms are representative of only those first-through third-grade students who take STAR Early Literacy. Most students make the transition from STAR Early Literacy to STAR Reading during first grade.

As students advance in grade level, the expectation for mastery of pre-literacy skills in STAR Early Literacy increases. Between first and third grades, students should master the pre-literacy skills necessary to move from STAR Early Literacy to STAR Reading. As typical- performing students move to STAR Reading, those who continue testing with STAR Early Literacy tend to perform lower than their grade-level peers. STAR Early Literacy and STAR Reading data show that 25 percent of second graders and 5 percent of third graders take STAR Early Literacy.

Did the STAR Reading benchmarks change?

The STAR Reading benchmarks remain at the 10th, 25th, and 40th percentile for each grade. While the STAR Reading percentile benchmarks are the same, the scale scores associated with the percentiles have shifted because STAR Reading was also re-normed.

How do I decide which test to use and how to act on the data?

The following link leads to a document that provides guidance to help educators determine whether students should be assessed with STAR Early Literacy or STAR Reading using the new, transition benchmarks and cut score:

<http://doc.renlearn.com/KMNet/R005782778B224C5.pdf>.



Renaissance Learning™ | P.O. Box 8036 | Wisconsin Rapids, WI 54495-8036 | (800) 338-4204 | www.renaissance.com

All logos, designs, and brand names for Renaissance Learning's products and services, including but not limited to Renaissance Learning, STAR, STAR Assessments, STAR Early Literacy, STAR Math, STAR Reading, and STAR Reading Spanish are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States and other countries.

© 2014 Renaissance Learning, Inc. All rights reserved.