

Literacy Minute

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READ
FOR INFORMATION
FOR KNOWLEDGE
FOR WISDOM
FOR FUN

STAR REPORTS

From the RenLearn home page Under the
STAR READING ENTERPRISE

Select reports

You can choose one of these three reports to
give you information about student reading
scores. On any of these reports select either
student or class.

Diagnostic Reports: give information about
an individual student. You can pull up an
individual student or the entire class.



Growth: Shows progress for a group of
students over time. You will need at least two
reporting periods.

Instructional Planning –student: Provides a
list of recommended skills for individualized
instruction.

Some people there are who, being grown, forget the horrible task of
learning to read. It is perhaps the greatest single effort that the
human undertakes. and he must do it as a child. John Steinbeck

STAR TESTING REPORT DEFINITIONS

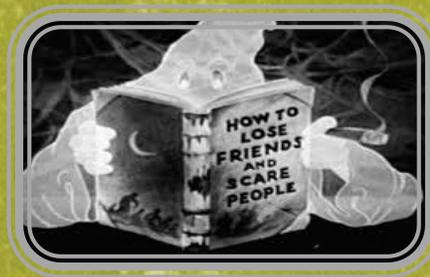
Scaled score (SS) is useful for comparing student performance over time and across grades. A scaled score is calculated based on the difficulty of questions and the number of correct responses. Because the same range is used for all students, scaled scores can be used to compare student performance across grade levels. STAR Reading scaled scores range from 0 to 1400. All norm-referenced scores are derived from the scaled score.

Percentile rank (PR) is a norm-referenced score that provides a measure of a student's reading ability compared to other students in the same grade nationally. The percentile rank score, which ranges from 1 to 99, indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. For example, a student with a percentile rank score of 85 performed as well as or better than 85 percent of other students in the same grade.

Percentile rank range (PR Range) indicates the statistical variability in a student's percentile rank score. For example, a student with a percentile rank range of 32–59 is likely to score within that range if the STAR Reading test is taken again within a short time (i.e., four to six weeks).



Student growth percentile (SGP) is a norm-referenced quantification of individual student growth derived using quartile regression techniques. An SGP compares a student's growth to that of his or her academic peers nationwide. SGPs range from 1–99 and interpretation is similar to that of Percentile Rank scores; lower numbers indicate lower relative growth and higher numbers show higher relative growth. For example, an SGP of 70 means that the student's growth from one test to another exceeds the growth of 70% of students nationwide in the same grade with a similar beginning (pretest) STAR Reading score.



Cont....

Grade placement (GP) is a numeric representation of a student's grade level, based on the specific month in which a student takes a STAR Reading test. STAR Reading considers the standard school year to run from September through June and assigns increment values of 0.0 through 0.9 to these months. The software automatically assigns grade placements using a student's grade level and the month in which a STAR Reading test was taken. GP is important because PR and NCE values are based not only on the Scaled Score but also on the grade placement of the student at the time of the test.

Grade equivalent (GE) is a norm-referenced score that represents how a student's test performance compares with other students nationally. For example, a fifth-grade student with a GE score of 7.6 performed as well as a typical seventh-grader after the sixth month of the school year. This score doesn't necessarily mean that the student is capable of reading seventh-grade material—it only indicates that the student's reading skills are well above average for the fifth grade.

MORE READING HOW-TO

[Reading in the Technical Text
A Wealth of Words](#)
[Supporting the Development of READING in
the CTE Classroom](#)



STATE OF OHIO ON VOCABULARY



Question ask during STAR in service:

Where did they get the words that they use for the vocabulary portion of the test?

Answer from STAR technical manual:

The original point of reference for the development of STAR Reading items was the 1995 updated vocabulary lists that are based on the Educational Development

Laboratory's (EDL) A Revised Core Vocabulary (1969) of 7,200 words. The EDL vocabulary list is a soundly developed, validated list that is often used by developers of educational instruments to create all types of educational materials and assessments. It categorizes hundreds of vocabulary words according to grade placement, from primer (pre-grade 1) through grade 13 (post-high school). This was exactly the span desired for the STAR Reading test.



Beginning with new test items introduced in version 4.3, STAR Reading item developers used ATOS instead of the EDL word list. ATOS is a system for evaluating the reading level of continuous text; it contains 23,000 words in its graded vocabulary list. This readability formula was developed by Renaissance Learning, Inc., and designed by leading readability experts. ATOS is the first formula to include statistics from actual student book reading (over 30,000 students, reading almost 1,000,000 books).here.

To give you an idea of what the list look like:

[LINK TO EDL VOCAB LIST-Grade 11](#)

[LINK TO EDL VOCAB LIST -grade 12](#)

TIER ONE words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.

•**TIER TWO** words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

TIER THREE words (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

From Ilearn Ohio (Ohio Resource Council)

[ADlit Vocabulary](#)

From k12 Reader:

[What is Content area reading?](#)

[10 Do's and Don'ts for Teaching Vocabulary in any content area](#)