



STAR Reading scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the norms group. These scores present a snapshot of achievement at a specific point in time. As with any test, it is important to remember that many factors can affect a student's test scores. STAR Reading test scores give only one picture of how a student is doing in school.

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).

Normal Curve Equivalent (NCE) is a norm-referenced score that is similar to percentile rank, but is based on an equal interval scale. This means the difference between any two successive scores on the NCE scale has the same meaning throughout the scale. NCEs are useful in making comparisons between different achievement tests and for statistical computations—for example, determining an average score for a group of students. NCE scores range from 1 to 99 and are mostly used for research.

Student Growth Percentile (Time-Adjusted Model) (SGP (TAM)) is a norm-referenced quantification of individual student growth derived using quantile regression techniques. An SGP (TAM) compares a student's growth to that of his or her academic peers nationwide. SGP (TAM)s 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 (TAM) 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.

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.

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.

Instructional Reading Level (IRL) is calculated after a student completes a STAR Reading test; it is a criterion-referenced score that is the highest reading level at which a student is 80% proficient (or higher) at comprehending material with assistance. Research has found that this level of comprehension corresponds to being at least 90–98% proficient at recognizing words; STAR Reading does not directly assess word recognition. IRL scores are Pre-Primer (PP), Primer (P), grades 1.0 through 12.9, and Post-High School (PHS).

Zone of Proximal Development (ZPD) is a range of readability levels from which a student should select books to read. It is a range that is neither too hard nor too easy, within which students can experience optimal growth. Students’ individual ZPDs are reported on the STAR Reading Diagnostic, Parent, Reading Range, and Summary reports. Remember that ZPDs are approximate and professional judgment should be used to adjust the range to fit the ability level of each student.

Lexile® Measure represents a student’s reading ability. The Lexile® Measure is shown as a number with an “L” after it: 750L is 750 Lexile®. Higher Lexile® measures indicate higher levels of reading ability. A Lexile® measure can range from below 200L for emergent readers to above 1600L for advanced readers. Readers who score below 0L receive a BR for Beginning Reader.

Lexile® ZPD is a ZPD score converted to the Lexile® scale.

Estimated oral reading fluency (Est. ORF) is an estimate of a student’s ability to read words quickly and accurately in order to comprehend text efficiently. Students with oral reading fluency demonstrate accurate decoding, automatic word recognition, and appropriate use of the rhythmic aspects of language (e.g., intonation, phrasing, pitch, and emphasis). Est. ORF is reported in correct words per minute, and is based on a known relationship between STAR Reading performance and oral reading fluency. Est. ORF is only reported for students in grades 1–4.



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