

### Universal Screening

- Used to examine a building or group of students 3x per year
- STAR (district adoption in Math/Reading FY17)

### Progress Monitoring

- Assessment to determine growth
- Sensitive to determine small growth
- Given to student in intervention or Special Education
- FAST Bridge (adoption Math/Reading FY17)
- DBR Connect (Behavior FY17)

### Diagnostic Assessment

- Provides additional data to determine intervention or instruction
- Running Record
- Fountas & Pinnell benchmark (note this is our term. Bench mark is used differently for STAR)
- Orton-Gillingham record
- Read 180
- Informal assessment
- Observation
- Rubric
- Formative Assessment (can be used this way)
- AdVantage Math Recovery (AVMR)/SNAP

**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 test. STAR 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 test was taken. GP is important because Percentile Rank (PR) and **NCE** values are based not only on the 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 experience optimal growth. Students' Individual 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: 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.

### **Growth Report (STAR)**

- SGP (Student Growth percentile) is a rate set to determine growth

### **Scaled Score (SS-STAR)**

- Raw score that measures ability – increase indicates growth
- This score can be used to compare between tests and years
- More sensitive than percentage
- Helpful in comparing performance over time and across grades

### **Trend Line**

- A prediction of growth (set by the instructor or district)

### **Below Grade Level**

Students in this category have scale scores that indicate they have not attained the **CCSS** end of year grade level expectations for the previous grade. They may lack knowledge or skills that comprise one or more of the previous grade’s CCSS standards. A deeper assessment of knowledge and skills, followed by appropriate intervention, may be needed to bring these students up to grade level and prepare them to master the CCSS standards of their current grade.

**Example:** A fifth grade student’s STAR Reading **FGL** classification of “below grade level” may have some gaps in fourth or even lower grade knowledge and skills. These gaps may need to be closed if the student is to fully benefit from instruction in fifth grade topics.

### **Above Grade Level**

Students in this category have scale scores that indicate they have exceeded in the minimum CCSS end of year grade level expectations for their current grade. A deeper assessment of knowledge and skills may be called for here, too, to verify their attainments of specific standards. Instruction for these students should probably aim at confirming or reinforcing their mastery of the current grade’s CCSS standards, expanding that mastery beyond the minimum end of year goals, and perhaps providing advanced level instruction on skills one or more grade levels above the current grade.

**Example:** A student who’s STAR Reading FGL is “above grade level” appears to have mastered the current grade’s knowledge and skills at the minimum 70% level, and perhaps more. This student may be ready to benefit from instruction in Reading skills at a higher grade level. Teachers or administrators should verify this, based on additional assessment and their own knowledge of the student.

**Survey Level Assessment:**

**Percentile Rank:**

**Grade Equivalent:**

**Normal Curve Equivalent:**

**Math Instructional Level:**

**AVMR:**

**SNAP:**

**UbD:**