

Interpretation and Guidance

Select the screen you would like more information about:	Page
Manage Goals: Set Up an Intervention and Goal	Page 2
Manage Goals: Edit an Intervention and Goal	Page 3
View School Benchmarks and Edit Cut Scores	Page 4
View District and State Benchmarks and Edit Cut Scores	Page 5

Information for reference:

STAR assessment results are expressed as both a scaled score and percentile rank. Both of these score types are used throughout the setup of an intervention and goal.

- Scaled score (SS) is calculated based on the difficulty of questions in a student's test and the number of correct responses. STAR scaled scores range from 0 to 1400 for STAR Reading and STAR Math and 300 to 900 for STAR Early Literacy and can be used to compare student performance over time and across grade levels.
- Percentile rank (PR) ranges from 1 to 99. Percentile rank indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student.

Additionally, STAR assessments utilize Student Growth Percentiles (SGP) to describe a student's growth relative to the growth of his or her academic peers—same-grade students with similar prior achievement. Student Growth Percentiles can range from 1 to 99. Students with SGPs between 35 and 65 are generally considered to be experiencing typical growth.

Set up an Intervention and Goal

Set an achievement goal for a student to help monitor progress throughout an intervention period.

STAR Reading
Home > Screening, Progress Monitoring & Intervention > Student Detail > Manage Goals

Manage Goals

Define an intervention and set a goal

School: **East Elementary School**
Student: **Nevitt, Logan**

Latest Test	Score	Goal
8/13/2015	258 SS / 24 PR	--

1. Name the intervention as you want it to appear on reports. For instance, you might enter the name of the program (such as, "Accelerated Math for Intervention"), a description of the intervention ("After-school tutoring 30 minutes daily"), or the skill the student is working on ("Recall of multiplication facts").

Intervention Details

Intervention Name
Appears in report details

Goal End Date
Used for SS/week calculation

2. Set the goal end date for the intervention period. Choose a date close to the end of the school year, term, or length you anticipate the intervention will last. Edit the end date later if needed. Allow enough time for the intervention to work. Experts recommend no fewer than 8 weeks, but check state or local guidelines which often require at least 10 or 12 weeks.

3. Select the test date closest to when the intervention started (if more than one test is available).

4. Click Calculate Goal below.

Goal
Expected growth rate and score

5. Select the goal type, which represents the rate of growth you anticipate the student can maintain during the intervention period.

Starting test: 8/13/2015 - 258 SS / 24 PR
(Sets intervention line; starts trend and goal lines)

Select a goal type (based on students who scored similarly*)

- ☒ Moderate: 50 SGP = **2.9 SS/week = 378 SS**
- ☐ Moderately Ambitious: 66 SGP = **4.0 SS/week = 422 SS**
- ☐ Catch Up/Keep Up: **1.2 SS/week = 306 SS**
- ☐ Stay Up/Move Up: Cannot be calculated

Or define a custom goal:

☐ Scaled Score

Moderate Goal: Based on national data for same-grade students with a similar score history, expect 50% of students to reach or exceed this rate of growth with this goal option.

Moderately Ambitious Goal: Expect 34% of students to reach or exceed this rate of growth with this goal option.

Catch Up/Keep Up Goal: For students below state proficiency, this option reflects the growth needed to reach proficiency ("catch up"). For students at or above state proficiency, this option describes the growth needed to stay within their proficiency category ("keep up").

Stay Up/Move Up Goal: For students scoring within the state proficiency category but below the next higher category, this option shows the growth needed to move up to the higher category ("move up"). For students who are already scoring in the category above proficient, this option shows the growth needed to remain in this proficiency category ("stay up").

Custom Goal: Define a custom goal if none of the other goal options seem appropriate. The goal may be a growth rate (SS/week) or an ending SS or PR.

*National growth data indicate that about 50% of this student's academic peers (those with a similar score history in the same grade) were able to achieve or exceed the amount of growth indicated by "Moderate" rate, and about 34% were able to achieve or exceed the "Moderately Ambitious" rate. "Catch Up/Keep Up" refers to the amount of growth necessary for the student to reach the estimated threshold for Proficient by the time of the spring state test. "Stay Up/Move Up" refers to the amount of growth necessary for the student to reach the estimated threshold above Proficient.

[Click here to Learn More](#)

Cancel

Calculate Goal

Save

Note: Catch up/Keep Up and Stay Up/Move Up goal options are not always available for students depending on the availability of state cut scores for the student's grade level and where the student scores in relation to proficiency categories.

4. Click Calculate Goal to view the scaled scores per week and ending scaled score for the intervention period related to each goal type available.

6. Click Save when satisfied with your choices.

Considerations when choosing a goal: When determining which goal option is best for this particular student in this intervention, consider these questions:

1. What do you know about the student? What does his or her educational history indicate about motivation and desire to learn? What has been his or her learning rate prior to the intervention?
2. How intensive is the intervention you are implementing? Specifically, how much time per day will the student receive additional instruction? Is the student part of a large-group, small-group, or individual intervention?
3. What is your history with this intervention? Have you implemented this intervention before? How have other students responded to this intervention? Is this a research-based, effective intervention that will be implemented with integrity?

You may decide to edit this goal later if you determine the growth rate you originally selected was not a realistic choice.

Edit an Intervention and Goal

Continue monitoring progress for a student by making changes to an existing intervention and goal or by setting up a new intervention and goal.

★ STAR Reading
Home > Screening, Progress Monitoring & Intervention > Student Detail

Student Detail

View or edit intervention and goals

School: **Tiger Elementary**

Student: **Flynn, Nick**

Current Goal - Reading Intervention [Edit Goal](#) | [Delete Goal](#)

Latest Test	Score	Goal
9/14/2015	379 SS / 15 PR	496 SS (4.1 SS/week)

Recent Tests

Date	Activity	Details
9/14/2015	Test	379 SS / 15 PR
8/13/2015	Intervention and Goal	Reading Intervention 496 SS by 2/5/2016 (4.10 SS/week)
8/13/2015	Test	392 SS / 17 PR
8/3/2015	Test	462 SS / 23 PR

[Done](#) [Generate Progress Report](#)

The Student Progress Monitoring Report graphically displays a student's STAR scores, the selected goal, a trend line, and a goal line to help inform your decisions about the effectiveness of an intervention.

Setting up a new intervention and goal will result in an end to the current intervention. When running the Student Progress Monitoring Report, a red line will appear separating old and new intervention data. To begin a new intervention, follow the same process you previously used when setting the original intervention and goal.

Edit Goal brings you to the Manage Goals screen (shown below).

Delete Goal removes all the information related to the current intervention; however, the STAR test scores will remain in the software. Keep in mind that whether or not the student responded positively to an intervention, data about the student's performance should be used to inform future instructional decisions. An example of when you might delete an intervention is if you set up an intervention for after-school tutoring but later found out the student was unable to attend.

Latest test score, current goal, and growth rate can serve as references as you make changes or create a new intervention and goal.

Manage Goals

Define an intervention and set a goal

School: **Tiger Elementary**

Student: **Flynn, Nick**

Latest Test	Score	Goal
9/14/2015	379 SS / 15 PR	496 SS (4.1 SS/week)

What would you like to do?

- ☒ Change duration or goal of existing intervention
- ☐ Set up new intervention and goal

Intervention Details

Intervention Name Appears in report details	Reading Intervention
Goal End Date Used for SS/week calculation	2/5/2016
Starting test: 8/13/2015 - 392 SS / 17 PR (Sets intervention line; starts trend and goal lines)	
Select a goal type (based on students who scored similarly*)	
<input type="radio"/> Moderate: 50 SGP = 2.7 SS/week = 461 SS	
<input checked="" type="radio"/> Moderately Ambitious: 66 SGP = 4.1 SS/week = 496 SS	
<input type="radio"/> Catch Up/Keep Up: 9.0 SS/week = 621 SS	
<input type="radio"/> Stay Up/Move Up: Cannot be calculated	
Or define a custom goal:	
<input type="radio"/> Scaled Score	

*National growth data indicate that about 50% of this student's academic peers (those with a similar score history in the same grade) were able to achieve or exceed the amount of growth indicated by the "Moderate" rate, and about 34% were able to achieve or exceed the "Moderately Ambitious" rate. "Catch Up/Keep Up" refers to the amount of growth necessary for the student to reach the estimated threshold for Proficient by the time of the spring state test. "Stay Up/Move Up" refers to the amount of growth necessary for the student to reach the estimated threshold above Proficient.

[Click here to Learn More](#)

[Cancel](#) [Calculate Goal](#) [Save](#)

Make changes to an existing intervention. Choose to change the intervention name, goal end date, or goal type. Lengthen or shorten the intervention period by entering a new goal end date below. Change a student's growth rate below to reflect a more realistic growth rate than

View Benchmarks and Edit Cut Scores –School

Choose a benchmark tab to view school or district benchmarks, as well as state benchmarks if available for your state. (District and state benchmark information is on the following page.)

School benchmarks can be set for each grade within a school. On some reports, school benchmarks can be selected to display student performance in relation to school expectations.

Click Edit Cut Scores to change cut scores for each grade and category.

Restore defaults for STAR Math and STAR Reading by setting cut scores at the following levels:

- At/Above Benchmark: 40 PR
- Intervention: 25 PR
- Urgent Intervention: 10 PR

For STAR Early Literacy benchmarks grade-level defaults or for more information about the default settings, see the resource document titled “Benchmarks, Cut Scores and Growth Rates.”

Set Default Benchmark
Select default benchmark set for school administrators and teachers

Default Benchmarks
Choose which benchmarks to use by default on screen and in reports.

☐ Allow school administrators to set
☐ Apply the following to all schools:
☐ School benchmarks
☐ District benchmark

Cancel Save

View Benchmarks
View or edit benchmarks

The Default Benchmark setting determines which benchmark is used by default on screen and in reports.
Current setting: **School Benchmarks**
Edit Default Benchmark

Done

School District Kansas KSAP Interpretation & Recommendations

School benchmarks support local response to intervention strategies per building and grade level.

Benchmark Structure (applies to all schools)

Number of Categories: 4
Minimum Proficiency Level: **At/Above Benchmark**
Edit Benchmark Structure

Cut Scores
School: Lakeview School
Edit Cut Scores

Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Grade 1	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 2	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 3	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 4	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 5	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR
Grade 6	Below 10 PR	10 - 24 PR	25 - 39 PR	At/Above 40 PR

Edit School Benchmark Structure
Change the number of categories, category names, or minimum proficiency level for all schools and grade levels

Number of Categories: 4
Minimum Proficiency Level: **At/Above Benchmark**

Category Names

☐ At Benchmark
☐ On Watch
☐ Intervention
☐ Urgent Intervention

Cancel Default Save

Edit School Cut Scores
Set the cut scores for each grade and category

School: Lakeview School

Grade	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
Grade 1	Below 10 PR	Below 25 PR	Auto-calculated	At/Above 40 PR
Grade 2	Below 10 PR	Below 25 PR	Auto-calculated	At/Above 40 PR
Grade 3	Below 10 PR	Below 25 PR	Auto-calculated	At/Above 40 PR
Grade 4	Below 10 PR	Below 25 PR	Auto-calculated	At/Above 40 PR
Grade 5	Below 10 PR	Below 25 PR	Auto-calculated	At/Above 40 PR
Grade 6	Below 10 PR	Below 25 PR	Auto-calculated	At/Above 40 PR

Cancel Save

Set the default benchmark type to be used as the when running reports if no other option is selected. Allow school administrators to set the default, or set it for the entire district. Consider which set of benchmarks will most often be the appropriate lens through which to view student performance.

Edit current benchmark structure with options to display between 2 and 5 benchmark categories, change category names, and set the minimum proficiency level.

The At/Above Benchmark score represents the minimum performance level students are expected to reach by the end of the year. For STAR Math or STAR Reading, setting the benchmark at the 40th percentile is most commonly recommended by education professionals. Unless your state and local guidelines contradict this, it is not recommended you lower the benchmark.

Intervention and Urgent Intervention cut scores help identify both the students who may need assistance to move toward the end-of-year benchmark and the intensity of the assistance they may require.

Please note: Studies have shown students in the Urgent Intervention category are just as likely to respond positively to an intervention as students in other categories.

On Watch is auto-calculated because it is comprised of students who are below the benchmark but above the intervention threshold.

View Benchmarks and Edit Cut Scores – District and State

District benchmarks are used for longitudinal reporting so they apply to all grades and schools within a district. Sustaining district benchmarks for multiple years will allow for consistent longitudinal data. Additionally, district benchmarks can be selected for use on other reports that display student performance in relation to benchmarks.

School

District

Kansas KSAP

The district benchmark applies to all schools and grades and

Benchmark Structure (applies to all schools)

Number of Categories: 4
Minimum Proficiency Level: ■ At/Above Benchmark

[Edit Benchmark Structure](#)

Cut Scores (applies to all schools)

[Edit Cut Scores](#)

Grade	■ Urgent Intervention	■ Intervention	■ On Watch	■ At/Above Benchmark
All Grades	Below 10 PR	10 - 24 PR	25 -	

Edit District Benchmark Structure
Change the number of categories, category names, or minimum proficiency level for all schools and grade levels

Number of Categories: 4
Minimum Proficiency Level: ■ At/Above Benchmark

■ At/Above Benchmark ☒
■ On Watch ☐
■ Intervention ☐
■ Urgent Intervention ☐

[Cancel](#) [Default](#) [Save](#)

Edit current benchmark structure with options to display between 2 and 5 benchmark categories, change category names, and set the minimum proficiency level.

Edit district cut scores if your local guidelines differ from the default values for STAR Reading and STAR Math which are widely accepted national recommendations:

- At/Above Benchmark: 40 PR
- Intervention: 25 PR
- Urgent Intervention: 10 PR

For STAR Early Literacy benchmark defaults or for more information, see the resource document titled “Benchmarks, Cut Scores and Growth Rates.”

State benchmarks are determined by linking the STAR scale with your state test’s scale to determine which STAR scaled scores fall into each proficiency category at the time of the state test. State benchmark linking is not available for every grade level because sufficient data was not available for some grades to complete the linking study. When a direct link is not available, recommended cut scores are derived from the linked scores for other grades.

State benchmarks are used to determine Catch Up/Keep Up and Move Up/Stay Up goals (see page 2). Additionally, state benchmarks are used on the Growth Proficiency Chart and State Performance Report, and may be selected for use on other reports and dashboards that display student performance in relation to benchmarks.

STAR Reading

Home > Screening, Progress Monitoring & Intervention > View Benchmarks

View Benchmarks
View or edit benchmarks

The Default Benchmark setting determines which benchmarks - school, district, or state - appear by default on screen and in reports.
Current setting: **School Benchmarks**
[Edit Default Benchmark](#)

[Done](#)

School

District

Kansas KSAP

This benchmark helps determine if students are on track for state testing.

Grades with **Kansas KSAP-linked** scores are pre-filled and not editable. Scores for the remaining grades can be updated by the district administrator.

Edit Non-Linked Grades

Grade	■ Academic Warning	■ Approaches Standards	■ Meets Standards	■ Exceeds Standards	■ Exemplary
Grade 1	Below 77 SS	77 - 87 SS			
Grade 2	Below 123 SS	123 - 205 SS			
Grade 3	Below 222 SS	222 - 302 SS			
Grade 4	Below 308 SS	308 - 383 SS			
Grade 5	Below 365 SS	365 - 482 SS			
Grade 6	Below 414 SS	414 - 525 SS			
Grade 7	Below 478 SS	478 - 567 SS			
Grade 8	Below 560 SS	560 - 668 SS			
Grade 9	Below 638 SS	638 - 780 SS			
Grade 10	Below 671 SS	671 - 827 SS			
Grade 11	Below 704 SS	704 - 864 SS			
Grade 12	Below 666 SS	666 - 887 SS			

Edit Estimated Kansas KSAP Cut Scores
Set cut scores for grades with no benchmark data

[Cancel](#) [Save](#)

[Recommend Scores](#)

Grade	■ Academic Warning	■ Approaches Standards	■ Meets Standards	■ Exceeds Standards	■ Exemplary
Grade 1	Below 77 SS	Below 88 SS	Below 133 SS	Auto-Calculated	At/Above 244 SS
Grade 2	Below 123 SS	Below 206 SS	Below 313 SS	Auto-Calculated	At/Above 402 SS
Grade 3	Below 222 SS	222 - 302 SS	303 - 383 SS	Auto-Calculated	At/Above 483 SS
Grade 4	Below 308 SS	308 - 383 SS	384 - 482 SS	Auto-Calculated	At/Above 526 SS
Grade 5	Below 365 SS	365 - 482 SS	483 - 525 SS	Auto-Calculated	At/Above 568 SS
Grade 6	Below 414 SS	414 - 525 SS	526 - 567 SS	Auto-Calculated	At/Above 609 SS
Grade 7	Below 478 SS	478 - 567 SS	568 - 668 SS	Auto-Calculated	At/Above 650 SS
Grade 8	Below 560 SS	560 - 668 SS	669 - 780 SS	Auto-Calculated	At/Above 691 SS
Grade 9	Below 638 SS	Below 781 SS	782 - 827 SS	Auto-Calculated	At/Above 733 SS
Grade 10	Below 671 SS	Below 828 SS	829 - 864 SS	Auto-Calculated	At/Above 774 SS
Grade 11	Below 704 SS	Below 865 SS	866 - 887 SS	Auto-Calculated	At/Above 815 SS
Grade 12	Below 666 SS	Below 888 SS		Auto-Calculated	At/Above 856 SS

[Cancel](#) [Save](#)

Availability of state benchmark linking is ongoing. When state linking has been completed for your state, a state tab will be shown on this page.

Click Recommend Scores to populate estimated cut scores for non-linked grades.

Cut scores for grades that have been linked to the state assessment cannot be edited.

Estimated cut scores were determined by statistical analysis. It is not recommended to edit these scores unless you have data that warrants a change.