



Interpretation and Guidance

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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.



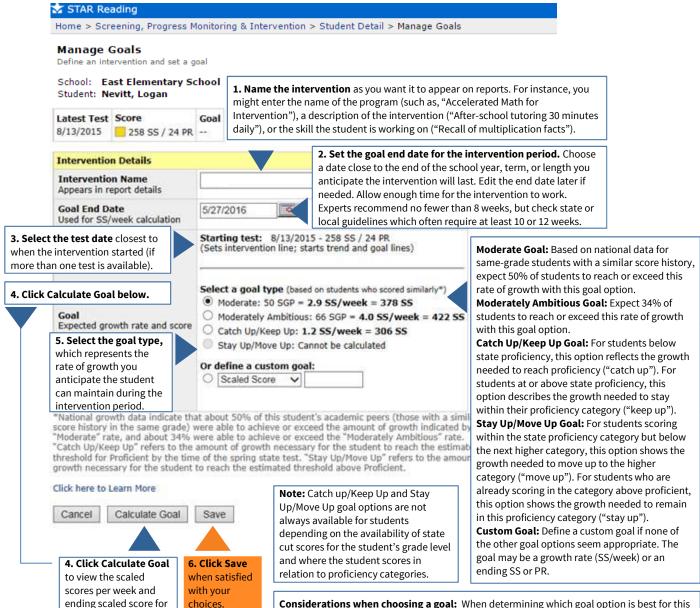
the intervention period

related to each goal

type available.

Set up an Intervention and Goal

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



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

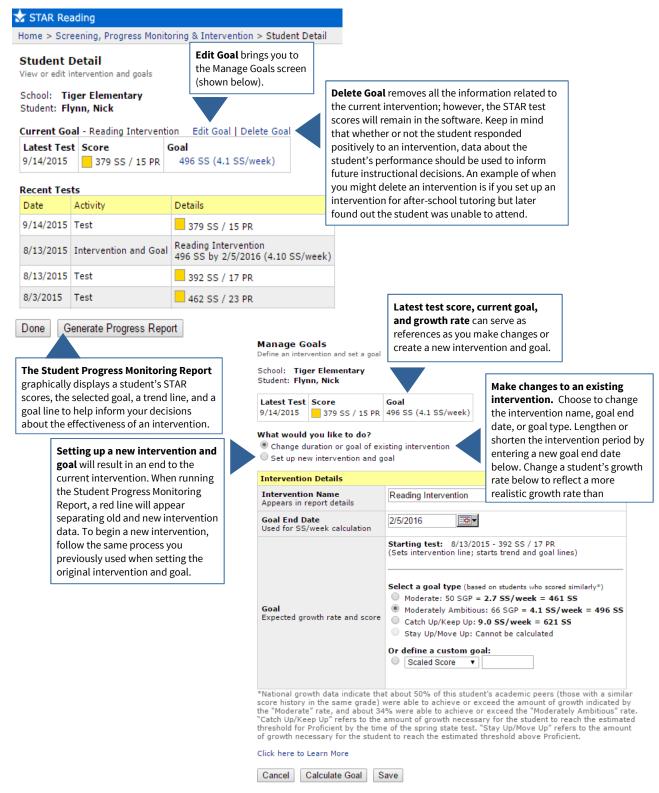
- 1. What do you know about the student? What does his or her educational history indicate about motivation and desire to learn? What has been his or her learning rate prior to the intervention?
- 2. How intensive is the intervention you are implementing? Specifically, how much time per day will the 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.



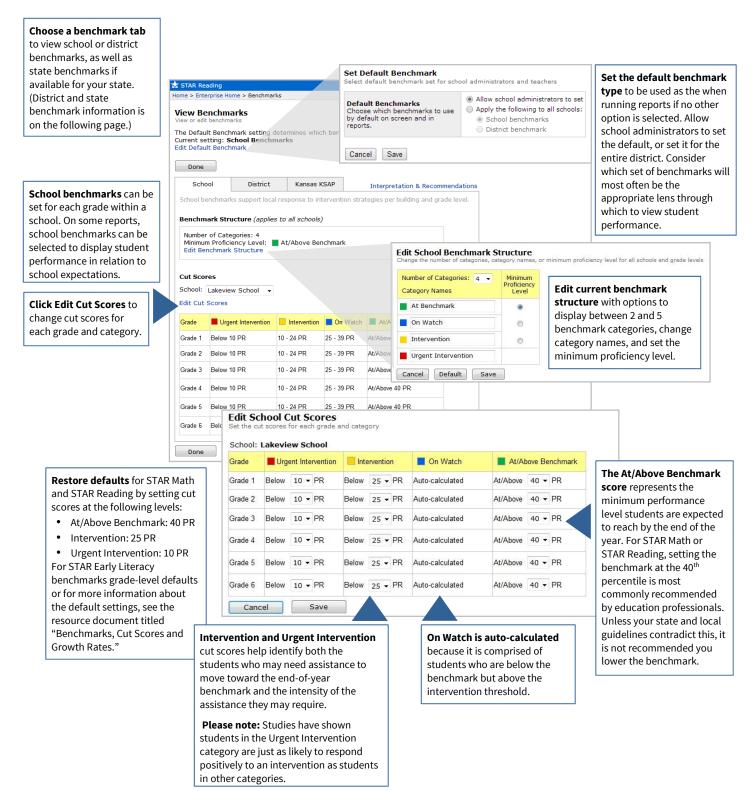
Edit an Intervention and Goal

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





View Benchmarks and Edit Cut Scores – School

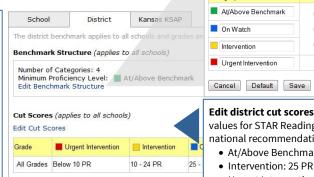




View Benchmarks and Edit Cut Scores -

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.



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:

proficiency level for all schools and grade levels

Edit current benchmark structure

and 5 benchmark categories, change

with options to display between 2

category names, and set the

minimum proficiency level.

- At/Above Benchmark: 40 PR

Edit District Benchmark Structure

0

Number of Categories: 4 ▼

• 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.

