



STAR Reading 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.

Estimated National Curriculum Level-Reading (ENCL-Reading) is the student's anticipated National Curriculum Level, calculated from a STAR Reading Scaled Score. This score is an approximation. It is not the student's actual National Curriculum Level, but rather an estimate based on the demonstrated relationship between STAR Reading scaled scores and teachers' judgments.

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).

Estimated ORF is reported in correct words per minute, and is based on the correlation between STAR Reading performance and a recent study that measured student oral reading using a popular assessment. Estimated ORF is only reported for students in years 2-5.

Estimated Reading Age (ERA) indicates the typical reading age for an individual with a given value of the STAR Reading Scaled Score. This provides an estimate of the chronological age at which students typically obtain that score. The ERA score is an approximation based on the demonstrated relationship between STAR Reading and other tests of student reading ability, which were normed in the UK.

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.

Normed Referenced Standardised Score (NRSS) is an age standardised score that converts a student's "raw score" to a standardised score which takes into account the student's age in years and months and gives an indication of how the student is performing relative to a national sample of students of the same age. The average score is 100. A higher score is above average and a lower score is below average.

National Curriculum Level-Reading (NCL-R) is calculated from the STAR Reading Scaled Score. This score is an estimate based on the demonstrated relationship between STAR Reading scaled scores and teachers' judgments.

Percentile Rank (PR) ranges from 1–99 and express student ability relative to the scores of other students of a similar age. For a particular student, this score indicates the percentage of students in the norms group who obtained lower scores. For example, if a student has a PR of 85, the student’s reading skills are greater than 85% of other students of a similar age.

Percentile Rank Range reflects the amount of statistical variability in a student’s PR score. If the student were to take the STAR Reading test many times in a short period of time, the score would likely fall in this range.

Reading Age (RA) indicates the typical age for an individual with a given value of the STAR Reading Scaled Score. This provides an estimate of the chronological age at which students typically obtain that score.

The scale is expressed in the following form: YY:MM, where YY indicates the age in years and MM the months. For example, an individual who has obtained a Reading Age of 7:10 would be calculated to be have the same Reading abilities as the average individual at 7 years, 10 months of age.

Scaled Score (SS) is the most fundamental score produced by STAR Reading tests. It ranges from 0 to 1400 and spans years 1–13. It is calculated based on the difficulty of the questions and the number of correct responses. Scaled Scores are useful for comparing student performance over time and across years.

Zone of Proximal Development (ZPD) suggests the readability-level range from which a student should be selecting books for optimal growth in reading without frustration. The ZPD is especially useful for students using Accelerated Reader. The ZPD, however, is approximate. Success with any book also depends on the student’s interest and prior knowledge of a book’s content. Teachers should use their professional judgment to adjust the level of books read to match an individual student’s needs and interests.



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