***The information contained in this document does not indicate approval  
or recommendation by the RDRSSP.***

# Reading Difficulties Risk Screening Selection Panel DRAFT Screener Information Overview

Note*: The information included in this document is based on information provided by the publisher, is subject to change, and should be confirmed by potential purchasers.*

## General Information

### Screening Instrument Title:

Renaissance Star Reading Difficulties Screener for California

### Organization:

Renaissance Learning, Inc.

### Web Page:

[www.renaissance.com/products/star-assessments](http://www.renaissance.com/products/star-assessments)

### Contact Information:

Michael Hurst, Vice President of Proposal Solutions and State Partnerships, [proposals@renaissance.com](mailto:proposals@renaissance.com)

### Recommended grade(s):

* Kindergarten
* Grade one
* Grade two

### Recommended for use with the following student populations:

* General education students
* Students with disabilities
* English learners
* Bi/multilingual learners (English–Spanish)

### Languages Available:

* English
* Spanish

### Skills Measured (English):

Key: Y = Approved, NA = Not available, K = Kindergarten, G1 = Grade one, G2 = Grade two

Except for *Other*, the Skills Measured shown in the table above are from California *Education Code* Section 53008 (g)(1)(B).

| **Skills Measured** | **Star Task (Required)** | **K** | **G1** | **G2** |
| --- | --- | --- | --- | --- |
| phonological and phonemic awareness | Early Literacy | Y | Y | Y |
| phonological and phonemic awareness | Reading | NA | Y | Y |
| knowledge of letter names | Early Literacy | Y | Y | Y |
| knowledge of letter names | Reading | NA | Y | Y |
| letter–sound knowledge | Early Literacy | Y | Y | Y |
| letter–sound knowledge | Reading | NA | Y | Y |
| rapid automatized naming | CBM Reading | Y | Y | Y |
| decoding skills | Early Literacy | Y | Y | Y |
| decoding skills | Reading | NA | Y | Y |
| reading fluency | CBM Reading | Y | Y |  |
| vocabulary | Early Literacy | Y | Y | Y |
| vocabulary | Reading | NA | Y | Y |
| language comprehension | Early Literacy | Y | Y | Y |
| language comprehension | Reading | NA | Y | Y |

| **Skills Measured** | **Star Task (Additional/Optional)** | **K** | **G1** | **G2** |
| --- | --- | --- | --- | --- |
| other: reading comprehension | Early Literacy | Y | Y | Y |
| other: reading comprehension | Reading | NA | Y | Y |
| other: encoding | CBM Reading | Y | Y | Y |

### Skills Measured (Spanish):

Key: Y = Approved, NA = Not available, K = Kindergarten, G1 = Grade one, G2 = Grade two

Except for *Other*, the Skills Measured shown in the table above are from California *Education Code* Section 53008 (g)(1)(B).

| **Skills Measured** | **Star Task (Required)** | **K** | **G1** | **G2** |
| --- | --- | --- | --- | --- |
| phonological and phonemic awareness | CBM Lectura | Y | Y | NA |
| knowledge of letter names | Early Literacy Spanish | Y | Y | Y |
| knowledge of letter names | Reading Spanish | NA | Y | Y |
| letter–sound knowledge | Early Literacy Spanish | Y | Y | Y |
| letter–sound knowledge | Reading Spanish | NA | Y | Y |
| rapid automatized naming | CBM Lectura | Y | Y | Y |
| decoding skills | CBM Lectura | NA | Y | Y |
| reading fluency | Early Literacy Spanish | Y | NA | NA |
| reading fluency | CBM Lectura | NA | Y | NA |
| vocabulary | Early Literacy Spanish | Y | Y | NA |
| vocabulary | Reading Spanish | NA | Y | NA |
| language comprehension | Early Literacy Spanish | Y | Y | Y |
| language comprehension | Reading Spanish | NA | Y | Y |

| **Skills Measured** | **Star Task (Additional/Optional)** | **K** | **G1** | **G2** |
| --- | --- | --- | --- | --- |
| reading fluency | CBM Lectura | NA | NA | Y |
| other: alphabet knowledge | Early Literacy Spanish | Y | Y | Y |
| other: alphabet knowledge | Reading Spanish | NA | Y | Y |

### Information about establishing student language proficiency to administer screener:

Renaissance recommends English Language Proficiency Assessments for California (ELPAC) Level 2 as the minimum level of proficiency required to screen for reading difficulties in English. For Spanish-speaking students below ELPAC Level 2 who receive instruction in both Spanish and English, Renaissance recommends screening for reading difficulties in Spanish.

### Supports for students who are not yet proficient with English:

Guidelines, including a recommended screening sequence, are provided for students who are English learners.

### Accommodations for students with disabilities:

The Star assessments include embedded accommodations, guided by Universal Design for Learning principles, to provide an accessible testing experience for students with disabilities. These accommodations include easy-to-read fonts, simple displays, and compatibility with adaptive devices. Educators are directed to the various Test Administration Manuals provided by Renaissance for comprehensive instructions on implementing accommodations.

## Cost Information

### Initial cost for implementing program:

$7.50 per student

### Basic pricing plan and structure:

Per student cost includes Star Early Literacy English and Spanish, Star Reading English and Spanish, Star CBM Reading, Star CBM Lectura, and the Star Foundations Professional Learning Package.

### Bulk pricing plan:

Renaissance offers volume discounts based on the total number of students.

### Replacement cost per unit for subsequent use:

Not applicable

### Cost required for training:

Professional learning packages, available at the district level, can be customized based on district needs and budget. Options include:

* Foundations Professional Learning Package: No additional cost
* Core Professional Learning: $4,025 (base price, with option to add a la carte remote hours)
* Advanced Professional Learning: $5,500 (base price, with option to add a la carte remote hours)
* Masterclass Professional Learning: $9,500 (base price, with option to add a la carte remote hours and onsite training days)

## Administration

### Mode:

Digital, paper-based

### Grouping:

Group and one-on-one administration

### Required technology:

Computer or tablet, internet connection, headphones

### Administration time in minutes:

* Kindergarten: Star Early Literacy takes 10–15 minutes; Star CBM Reading takes 5 minutes, plus an additional 3–10 minutes for optional tasks
* Grade one: Star Early Literacy takes 10–15 minutes; Star Reading takes 15–20 minutes; Star CBM Reading takes 5 minutes, plus an additional 3–10 minutes for optional tasks
* Grade two: Star Early Literacy takes 10–15 minutes; Star Reading takes 15–20 minutes; Star CBM Reading takes 5 minutes, plus an additional 4–10 minutes to assess optional tasks

## Training

### Time required for screener administrator training:

About 45 minutes per topic

### Type of training available for screener administration of the instrument:

Smart Start training is a self-paced, on-demand, multi-media training program that outlines critical first steps to start using Star Assessments. Most users can complete each Smart Start training in about 45 minutes. Training topics include:

* What are Star assessments?
* How teachers use Star assessments to make instructional decisions
* Why screening data is useful, and how teachers can use it to make instructional decisions
* How to administer a Star assessment with fidelity
* What steps teachers should follow before and during test administration
* How to get started with score interpretation, including how teachers can gather input and make decisions about next steps
* How to interpret growth and achievement data
* How to use online Help Files

## Scoring

### Scores are calculated:

Manually (by hand) and automatically (computer-scored)

### Scoring time in minutes:

* Star Early Literacy and Star Reading are online automatic scoring with immediate results.
* Star CBM Reading scoring is completed in real time during the test. In print administrations, the scoring record must later be added into the online Record Book system.

## Communication and Resources

### Types of resources available for educators, screener administrators, and families:

Renaissance provides educators with immediate access to supportive resources to guide them in effective administration and to inform data-based instructional decision making at the individual, classroom, building, and district level.

### User interfaces and data management system:

Teachers and school and district leaders can access Star Assessments directly through the included Renaissance Growth Platform (RGP). Integration with user interfaces, data management systems, and learning management systems (LMS) is available but not required. Custom data integration (CDI) service, available at the district level, is a custom-built solution that supports single sign-on (SSO) and synchronizes a district’s student information system (SIS) with Renaissance applications nightly. The CDI service can use data files provided by a district via Secure File Transfer Protocol or Renaissance can pull data directly through an Application Programming Interface connection to the SIS or data provider. The CDI service allows us to customize additional features that are not available without the service, such as setting student and teacher usernames and passwords, automatically assigning products to courses, and filtering courses provided from SIS data, so that only desired courses appear in the Renaissance Growth Platform.

***The information contained in this document does not indicate approval   
or recommendation by the RDRSSP.***

California Department of Education December 2024