

Renaissance Star Math scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the norms. For any test, it is important to remember that many factors can affect a student's test scores. Renaissance Star Math test scores give only one picture of how a student is doing in school.

Domain Scores estimate a student's mastery of each domain for the student's grade level. For example, a domain score of 50 for a 5th grader means the student would be expected to perform at the 50th percentile of the norms.

A GE score preceded by ">" is a capped score. GE scores in excess of three grade levels above the student's actual grade are capped, meaning that such GE scores are shown as "> [student's actual grade level + 3]." This prevents the misinterpretation that students with excessively high GE scores are capable of work at those higher grades.

Grade Equivalent (GE) scores are based on the performance of students in a standard school year to run from September through June and assigns increment values. For example, a GE score of 5.2 means the student performed as well as or better than 50 percent of other students who obtained scores equal to or lower than the score of a particular student. For example, a student with a percentile rank score of 85 performed as well as or better than 85 percent of other students in the same grade.

Grade Placement (GP) is a numeric representation of a student's grade level, based on the student's performance on the Renaissance Star Math test. GP scores are based on the performance of students in a standard school year to run from September through June and assigns increment values. For example, a GP score of 5.2 means the student performed as well as or better than 50 percent of other students who obtained scores equal to or lower than the score of a particular student. For example, a student with a percentile rank score of 85 performed as well as or better than 85 percent of other students in the same grade.

are useful in making comparisons between different achievement tests and for statistical analysis.

who obtained scores equal to or lower than the score of a particular student. For example, a student with a percentile rank score of 85 performed as well as or better than 85 percent of other students in the same grade.

Percentile Rank Range (PR Range)



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Score Definitions

Renaissance Star Reading scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the norms group. These scores present a snapshot of achievement at a given point in time. A variety of factors can affect a student's test scores. Renaissance Star Reading test scores give only one picture of how a student is doing in school.

Domain Scores estimate a student's mastery of each domain for the student's grade level. For example, a domain score of 50 for a 5th grader means the student has mastered 50% of the items in that domain.

Grade Equivalent scores are a numerical representation of a student's grade level, based on the student's performance on the test. For example, a grade equivalent score of 5.5 indicates that the student's performance is equivalent to that of a student in the fifth month of the sixth grade.

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another exceeds the growth of 70% of students nationwide in the same grade with a similar achievement history.

?TSJ TK 5WT]NRFQ)J[JONKURJWSFYSL25]K WJFIFGNQNY^
XYZIJSY XMTZQI XJQJHY GTTPX YT WJFI .Y NX F WFS
easy, within which students can experience optimal growth. Students' individual
ZPDs are reported on the Star Reading Diagnostic, Parent, Reading Range, and
8ZRRFW^ WJUTWYX 7JRJRGJW YMFY ?5)X FWJ FUUW
OZILRJSY XMTZQI GJ ZXJI YT FIOZXY YMJ WFS LJ YT *

Score Definitions

Renaissance Star Early Literacy scores represent how well a student under 3.8 (4.)r9 (e)-5.3 (n)3.2

WV AE WJ YMJ XYFLJX TK QNYJWFH^ IJ[JQTURJSY
1NYJWFH^ FSI FXXTHNFYJI \NYM XHFQJI XHTWJX 9MJXJ X
XYZIJSY UWTLWJXX

YMJ XYZIJSYcX LWT\YM KWTR TSJ YJXY \NSIT\ YT FSTYMJV
XYZIJSYX SFYNTS\NIJ NS YMJ XFRJ LWFIJ \NYM F XNRNQF
NX F HWNYJWNTS WJKJWJSHJI XHTWJ YMFY JXYNR
XUJHN*H XPNQQX \NYMNS JFHM TK YMJ YJS XZG ITRFNSX
NX FS JXYNRFYJ TK F XYZIJSYc
\TWIX VZNHPQ^ FSI FHHZWFYJQ^ NS TWIJW YT HTRUWJMJ
TTPWFJQ INSL d€ZJSH^ IJRTSXYWFYJ FHHZWFYJ IJHTINSL FZYTR

1JJNQJp 7FSLJ TK 1^ 1 .S 8YFW *FWQ^ 1NYJWFH^ 1JJN
XMT\S TS WJUTWYX KTW UWTLWJXX RTSNYTWNSL UZWUTX
RJFSY YT GJ ZXJI YT RFYHM WJFIJWX \NYM YJY NS YMJX
reported.

8YFW *FWQ^ 1NYJWFH^ \FX IJ[JQTUJI FX F HWNYJWNTS WJ
FWJ HTRUFWJI YT F HWNYJWNTS TW F XYFSIFWI FSI FS FC
XYZI^ TK XZRRJW JSMFSHJI YMJ UWTIZHY YT NSHQZIJ
students to one another.

8YFW *FWQ^ 1NYJWFH^ \FX STWRJI NS YMJ XZRRJW StarTK
Early Literacy Technical Manual.

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