

# The STAR Reading Assessment...

Using the assessment data

# Summer Reading Programme – why STAR?

- measure impact of summer reading programme
- NZ assessment – **normed, standardised**, high validity
- for Years 3-9
- range of reading skills – Literacy Learning Progressions
- revised 2014
- **scale scores – track progress over time**
- ease of administration
- *SRP STAR data – use it to support/supplement the data used to inform your teaching and learning programme*

# STAR Basics

- all questions are located on the scale according to difficulty
- a student's raw test score is transformed to a scale score – measure achievement and progress over time & make comparisons between assessments e.g. PAT
- **scale score vs stanine** (scale score is much more accurate)
- **Term 1 vs Term 4 testing** (STAR is normed to Term 1 but we want testing in late Term 4 to measure progress over the summer)
- Years 3-6, four subtests; Years 7-9, six subtests including Advertising Language and Writing Style
- subtests have different average difficulty levels within a test

# Looking Closer at the Subtests

- **Critical scores** = a score at or below the critical level may indicate the student needs extra support and further investigation is required
- Typical scores
- Low score = a score below the lower bound of the typical range
- High score = a score above the upper bound for the typical range
- results can be used to start a line of investigation e.g. identifying unusually slow readers, identifying weaknesses (subtest score patterns)

# STAR scale descriptors for subtests

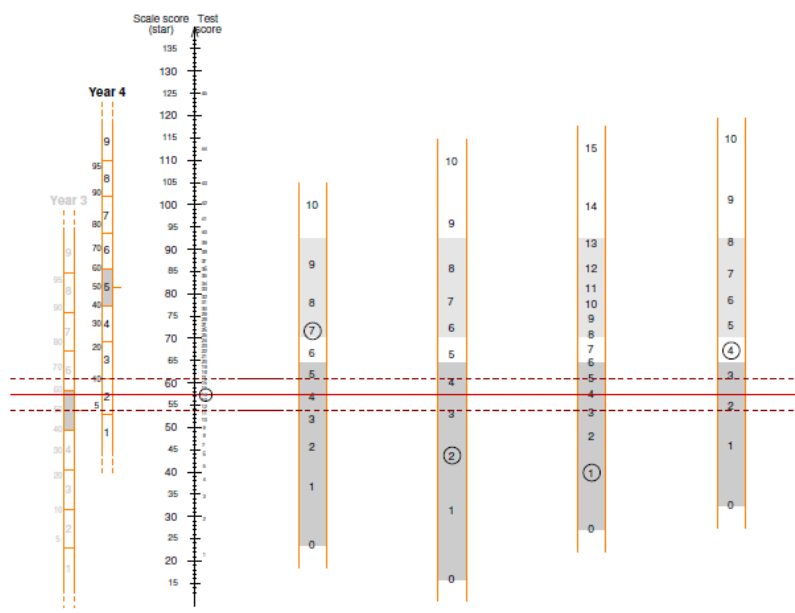
- students usually demonstrate competencies described at or below their scale scores
- descriptors (STAR Manual pages 64 – 70) describe the knowledge and skills needed for each subtest
- reading the student's report in conjunction with the scale descriptors will make the student's scale score more meaningful. The descriptors provide an overview of what progress looks like for each subtest. This information can be used to help inform and plan next teaching and learning steps.

# An Example of a STAR Student Report Years 3 – 4 B

## STAR Student Report for: Vicky Hough

NZCER Demo School, Year 3 Term 4, Class Room03\_Term4

Years 3-4 **B**



	Word Recognition	Sentence Comprehension	Paragraph Comprehension	Vocabulary
Test Score	7/10	2/10	1/15	4/10
Sub-test score	14/45			
Mean	8.5	7.5	11.0	6.5
Scale Score	7-9	6-9	8-13	5-8
Typical range	57.3 +/- 3.6			
Critical score	6	5	6	4

**More Resources**  
 Finish the sentence resources[https://arbs.nzcer.org.nz/lookup/vocabulary/bank/english-1/strand/making-meaning-5] (Sub-test 2, 67 resources)  
 Fill in the blanks resources[https://arbs.nzcer.org.nz/lookup/cloze/bank/english-1/strand/making-meaning-5] (Sub-test 3, 21 resources)  
 The language of advertising resources[https://arbs.nzcer.org.nz/lookup/persuade/bank/english-1] (Sub-test 5, i.e., Years 7 upwards, 19 resources)  
 Which phrase best fits the style resources[https://arbs.nzcer.org.nz/lookup/audience%2520/bank/english-1] (Sub-test 6, i.e., Years 7 upwards, 47 resources)

Summary table referenced to Year 4 Term 1

- Comment
- Fill & Sign
- More Tools

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# Identifying weaknesses – common patterns

- 1. Weakness in Word Recognition (Subtest 1)**- difficulty decoding; low subtest 1 score usually low in all subtests. If the student can't decode, they won't be able to read for meaning. If decoding is an issue, it needs further investigation. Assess to identify what the student can do and specific weaknesses. Encourage reading of high interest, illustrated material AND teach & practice specific decoding skills; phonological awareness & phonemic awareness. Assessments, resources and teaching strategies can be found on:

[http://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Sounds-and- words/Phonological-awareness](http://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Sounds-and-words/Phonological-awareness)

<http://www.canterbury.ac.nz/education/research/phonological-awareness-resources>

## 2. High Word Recognition but low Comprehension

High subtest 1 score and low subtests 2 & 3. Decoding appears to be largely mastered. This pattern is quite common in the middle year levels – shift from ‘learning to read’ to ‘reading to learn.’ More time reading and discussing interesting texts at the student’s level is needed. Students in this group often lack motivation to read, it is a chore. They need lots of encouragement to share reading with others. Support may also be needed when they choose books to read that are high interest. Strategies to support this group include ‘Shared Reading’, and ‘Reading To’. Teach specific reading comprehension strategies through guided and shared reading. Resources and teaching strategies can be found on :

<https://arbs.nzcer.org.nz/conceptual-maps#comprehension-strategies>

<https://www.nzcermarking.org.nz>

<https://www.youtube.com/watch?v=euhtXUgBEts>



### 3. Low Vocabulary

Low subtest 4 score. Appears to read well but has limited vocabulary. This suggests the need to read widely and often. Reading is one of the main sources of acquiring new vocab. Have a rich oral language programme which builds students' vocab. If low vocab is a problem across the class or year level It may be worth implementing a word study/vocab programme across the year level etc.

Assessment ideas, teaching strategies and resources can be found on:

<http://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Sounds-and-words>

<http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Vocabulary>

## 4. Low Word Recognition and Good Comprehension

This pattern is more evident in PAT Listening Comprehension where the student listens to the texts and answers questions. A student who struggles to read the text but has very good language comprehension should be investigated further. This pattern is evident in dyslexic learners. Additional information, teaching strategies and resources can be found on:

<http://literacyonline.tki.org.nz/Literacy-Online/Learning-about-my-students-needs/Knowledge-of-the-learner/Literacy-and-students-with-special-education-needs#dyslexia>

# Supporting Resources

- The STAR Reading Test Teacher Manual 2<sup>nd</sup> Edition 2014 update, NZCER Press. [www.nzcer.org.nz](http://www.nzcer.org.nz)

## ***Additional Teacher Resources:***

- Sheena Cameron (2009) 'Teaching Reading Comprehension Strategies'
- Sheena Cameron (2016) 'The Oral Language Book'
- Alison Davis (2016) 'Teaching Reading Comprehension'
- Dymock & Nicholson(2012) Teaching Reading Comprehension: The What, The How, The Why'
- Jane van der Zeyden (2016) 'The Essential Oral Language Toolkit: A Practical Guide for Teachers'