

Interpretations and Recommendations

Select the screen you would like more information about:

Set up an Intervention and Goal
(initial set up)

Edit an Intervention and Goal
(all subsequent uses)

Edit Cut Scores
(only for users with administrative rights)

Information for reference:

STAR assessment scores are expressed as both a Scaled Score and Percentile Rank. Both of these score types are used throughout the set up of intervention and goals.

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 and can be used to compare student performance over time and across grade levels.

Percentile Rank (PR) ranges from 1 to 99 and indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student.

Understanding both types of scores allows you to look at student growth in different ways. By comparing the number of Scaled Score points a student earns on STAR tests taken at two different times, you are able to note any absolute growth that occurred. Comparing the Percentile Ranks indicates relative growth, or a student's growth compared to other students in the same grade.

Example: After testing a student, you notice he earned four more Scaled Score points than on the previous test. This is absolute growth and shows that learning is taking place. If other students in this grade also improved their test scores but only by an average of two Scaled Score points, then the student experienced growth above and beyond the average growth of his peers. In such a case, his Percentile Rank would increase as well.

Set up an Intervention and Goal
 Setting an achievement goal for a student can help you monitor progress throughout the intervention period.

STAR Math ADMINISTRATOR USER, District 2008 - 2009

Home > Screening, Progress Monitoring & Intervention

Set up an Intervention and Goal
 Define an intervention and set a goal

School: **East Elementary**
 Student: **Peterson, Jason**

Latest Test	Score	Goal	Growth Rate
9/12/2008	614 SS / 20 PR	--	calculated after five scores

Intervention Details

Intervention Name: **1**

Goal End Date: **2**

Starting test: 9/12/2008 - 614 SS / 20 PR

Reference points to help you select a goal type:
 - Maintain 20 PR throughout the school year = 1.0 SS/week
 - Reach 40 PR benchmark by end of school year = 3.0 SS/week

Select a goal type: (based on students who scored similarly*)

Moderate: 1.9 SS/week = 640 SS / 30 PR

Ambitious: 2.4 SS/week = 647 SS / 35 PR

Or define a custom goal:

Growth Rate SS/week =

*National data show that 50% of students who started at the 20 PR were able to achieve a Moderate growth rate or better, while 25% were able to achieve an Ambitious growth rate or better. Set an appropriate goal and adjust as needed.

5

Name the intervention as you want it to appear on reports. Enter the name of the program (for example, "MathFacts in a Flash"), a description of the intervention ("After-school tutoring 30-min. daily"), or the skill the student is working on ("Recall of multiplication facts").

Set the goal end date for the intervention period. Allow enough time for the intervention to work. At minimum experts recommend no fewer than 8 weeks, but check state or local guidelines which often require at least 10 or 12 weeks.

Review the reference points, which are based on the student's starting score. Note the rate of growth required of the student to maintain the current PR score and to reach the benchmark. The goal you set will most likely be between these two rates.

Select the goal type, which represents the rate of growth you anticipate the student can maintain during the intervention period. Click the *Calculate Goal* button to see the score (PR and SS) the student would achieve at that rate of growth by the end of the intervention period. To put the goal types in perspective, compare the moderate and ambitious growth rates to the rates given as reference points.

Click Save when satisfied with your choices.

Moderate Goal: Based on national data about students with similar starting scores, expect 50% of students to maintain this rate of growth and reach this goal.

Ambitious Goal: You can expect 25% of students to maintain this rate of growth and reach this goal.

Custom Goal: Define a custom goal if neither the moderate nor ambitious goal seems attainable. The goal may be a growth rate (in SS per week) or an ending SS or PR.

More about goal type:
 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.

STAR Reading
 Home > Screening, Progress Monitoring & Intervention
 DISTRICT ADMINISTRATOR USER, District 2008 - 2009
 Manuals | Help | Log Out

Set up an Intervention and Goal
 Define an intervention and set a goal

School: **South Elementary**
 Student: **Timmerman, Megan**

Latest Test	Score	Goal	Growth Rate
10/15/2008	188 SS / 11 PR	234 SS / 18 PR (3.3 SS/week)	-0.1 SS/week

What would you like to do?
 Change duration or goal of existing intervention [Delete Existing Intervention](#)
 Set up new intervention and goal

Intervention Details Interpretation & Recommendations

Intervention Name
 Appears in report details: Intervention 2

Goal End Date
 1/20/2009

Starting test: 10/15/2008

Goal
 Target score and growth rate

Select a goal type: (based on students who scored similarly*)
 Moderate: 3.9 SS/week = 234 SS / 18 PR
 Ambitious: 6.0 SS/week = 286 SS / 30 PR

Or define a custom goal:
 Growth Rate [v] [] SS/week =

*National data show that 50% of students who started at the 11 PR were able to achieve a Moderate growth rate or better, while 25% were able to achieve an Ambitious growth rate or better. Set an appropriate goal and adjust as necessary.

Latest test score, goal and growth rate information can serve as a reference as you make changes or create a new intervention and goal. The last test score will be used as the starting test score for the new intervention period. Therefore, make sure the latest test score is recent and representative of the student's abilities.

Delete Existing Intervention is an option in case a mistake was made. For example, you may have set up an intervention for after-school tutoring but later found out the student was unable to attend. Keep in mind that whether or not the student responded positively to an intervention, data about the student's performance during that period should be used to inform future instructional decisions. When you delete an intervention, STAR test scores will remain but all other information related to the intervention is permanently deleted.

Make changes to an existing intervention. Choose to change the goal end date, the goal type, or both. Lengthen or shorten the intervention period by entering a new date below. Change a student's goal below to reflect a more realistic growth rate than originally expected.

Setting up a new intervention and goal will result in an end to the current intervention. When running the Student Progress Monitoring report, a red line will appear separating old and new intervention data. To begin a new intervention, follow the same process you previously used when setting the original intervention and goal.

Only for users with administrative rights

Edit Cut Scores

The default settings for benchmark and cut scores reflect widely accepted national recommendations. Edit the settings for the scores if your state or local guidelines differ.

Changes you make to benchmark and cut scores will affect the STAR Screening Report and STAR Student Progress Monitoring Report.

The screenshot shows the 'Edit Cut Scores' page in STAR Math. At the top, it says 'ADMINISTRATOR USER, District 2008 - 2009'. Below the title, there are dropdown menus for 'School' (East Elementary) and 'Grade' (Grade 3), and a 'Screening' date range (Fall: 9/15/2008 - 9/19/2008). There are two radio buttons: 'Select a National Percentile Rank (PR)' (selected) and 'Calculate PR using Scaled Score (SS) and target date'. Below this is a table titled 'Edit Category Names' with columns for 'Category', 'Cut Scores set by Percentile Rank', and 'Preview Totals from most recent screening'. The table has four rows: 'At/Above Benchmark' (40 PR, 121 students, 57%), 'On Watch' (Auto-calculated, 31 students, 15%), 'Intervention' (25 PR, 36 students, 17%), and 'Urgent Intervention' (10 PR, 23 students, 11%). At the bottom are 'Cancel', 'Update Preview', and 'Save' buttons.

1
Select the school and grade level you would like to edit.

2
Choose the score type to use to calculate the cut scores and benchmarks. Using the PR is recommended for most users. (STAR Reading and STAR Math only)

3
The At/Above Benchmark score represents the minimum performance level students are expected to reach by the end of the year. Setting the benchmark at the 40th percentile is most commonly recommended by education professionals. Unless your state and local guidelines contradict this, it is not recommended you lower the benchmark.

4
On Watch is auto-calculated because it is comprised of students who are below the benchmark but above the intervention threshold.

5
Click Update Preview to view student totals using the new scores you have selected.

6
Click Save when satisfied with your choices.

7
Intervention and Urgent Intervention cut scores help identify both the students who may need assistance to move toward the end-of-year benchmark and the intensity of the assistance they may require.

8
Restore defaults by setting cut scores at the following levels:

- At/Above Benchmark: 40 PR
- Intervention: 25 PR
- Urgent Intervention: 10 PR

For more information about the default settings, see the resource document titled "Benchmarks and Cut Scores."

9
Please note: Studies have shown students in the Urgent Intervention category are just as likely to respond positively to an intervention as students in other categories.