Grade Placement (GP) is a numeric representation of a student's grade level, based on the specific month in which a student takes a STAR Reading test. STAR Reading considers the standard school year to run from September through June and assigns increment values of 0.0 through 0.9 to these months. The software automatically assigns grade placements using a student's grade level and the month in which a STAR Reading test was taken. GP is important because PR and NCE values are based not only on the Scare Score but also on the grade placement of the student at the time of the test.

Instructional Reading Level (IRL) is calculated after a student completes a STR Reading test; it is a criterion-referenced score that is the highest reading level at which a student is 80% proficient (or higher) at a comprehending material with assistance. Research has found that this level of comprehension corresponds to being at least 90-98% proficient at recognizing words; STAR Reading does not directly assess word recognition. IRL scores are PRE-Primer (PP), Primer (P), grades 1.0 through 12.9, and Post-High School (PHS).

Zone of Proximal Development (ZPD) is a range of readability levels from which a student should select books to read. It is a range that is neither too hard nor too easy, within which students experience optimal growth. Students' Individual ZPDs are approximate and professional judgment should be used to adjust the range to fit the ability level of each student.

Lexile ® Measure represents a student's reading ability. The Lexile® Measure is shown as a number with an "L" after: 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.

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). Est. ORF is reported in correct words per minutes, and is based on a known relationship between STAR Reading performance and oral reading fluency. Est. ORF is only reported for students in grades 1 – 4.

Growth Report (STAR)

- SGP (Student Growth percentile) is a rate set to determine growth

Scaled Score (SS-STAR)

- Raw score that measures ability – increase indicates growth
- This score can be used to compare between tests and years
- More sensitive than percentage
- Helpful in comparing performance over time and across grades

Trend Line

- A prediction of growth (set by the instructor or district)

Below Grade Level

Students in this category have scare scores that indicate they have not attained the CCSS end – of – year grade level expectations for the previous grade. They may lack knowledge or skills that comprise one or more of the previous grade's CCSS standards. A deeper assessment of knowledge and skills, followed by appropriate intervention, may be needed to bring these students up to grade level and prepare them to master the CCSS standards of their current grade.

Example: A fifth – grade student a STAR Reading FGL classification of "below grade level" may have some gaps in fourth – or even lower – grade knowledge and skills. These gaps may need to be closed if the student is to fully benefit from instruction in fifth – grade topics.

Above Grade Level

Students in this category have scale scores that indicate they have exceeded in the minimum CCSS end – of – year grade level expectations for their current grade. A deeper assessment of knowledge and skills may be called for here, too, to verify their attainments of specific standards. Instruction of these students should probably aim at confirming or reinforcing their mastery of the current grade's CCS standards, expanding that mastery beyond the minimum end – of – year goals, and perhaps providing advanced – level instruction on skills once or more grade levels above the current grade.

Example: A student who's STAR Reading FGL is "above grade level" appears to have mastered the current grade's knowledge and skills at the minimum 70% level, and perhaps more. This student may be ready to benefit from instruction in Reading skills at a higher grade level. Teachers or administrators should verify this, based on additional assessment and their own knowledge of the student.