



Match Early Readers with Books

To help teachers match books to early readers, Table 19 presents the relationship between STAR Early Literacy Scaled Scores, STAR Early Literacy reading development classifications, STAR Reading Scaled Scores, STAR Reading GE scores, and STAR Reading ZPD ranges. This table was developed based on analysis of STAR Early Literacy and STAR Reading scores from 16,283 matched STAR Early Literacy-STAR Reading pairs taken by 8,787 students from the 2001–2002 school year through the fall of the 2005–2006 school year. Some students took the tests more than once over that interval. All pairs of tests were taken within 10 days of each other. STAR Early Literacy and STAR Reading are highly correlated ($r = 0.77$) and hence measure related constructs. However, as noted above, they are not the same test and do have some differences. Therefore, Table 19 is meant only as a general guide. It should not be used to make decisions about students' early reading achievement or to calculate actual GE scores.



Table 19: Relating STAR Early Literacy Scores to STAR Reading Scores

| STAR Early Literacy | | STAR Reading | | | Recommended Assessment(s) |
|---------------------|--|-------------------|---------|-----------|---|
| Scale Score Range | Literacy Classification | Scale Score Range | GE | ZPD Range | |
| 300–404 | Emergent Reader | 0–45 | 0.0 | NA | STAR Early Literacy |
| 405–444 | | 46–50 | 0.1 | NA | |
| 445–472 | | 51–55 | 0.2 | NA | |
| 473–507 | | 56–58 | 0.3 | NA | |
| 508–539 | | 59–60 | 0.4 | NA | |
| 540–576 | | 61–63 | 0.5 | NA | |
| 577–599 | | 64–65 | 0.6 | NA | |
| 600–621 | | 66–68 | 0.7 | NA | |
| 622–643 | | 69–71 | 0.8 | NA | |
| 644–674 | | 72–79 | 0.9 | NA | |
| 675–686 | Transitional Reader/ STAR Reading Entry Range | 80–82 | 1.0 | 1.0–2.0 | STAR Early Literacy and STAR Reading |
| 687–697 | | 83–86 | 1.1 | 1.1–2.1 | |
| 698–707 | | 87–89 | 1.2 | 1.2–2.2 | |
| 708–717 | | 90–96 | 1.3 | 1.3–2.3 | |
| 718–728 | | 97–105 | 1.4 | 1.4–2.4 | |
| 729–739 | | 106–121 | 1.5 | 1.5–2.5 | |
| 740–750 | | 122–141 | 1.6 | 1.6–2.6 | |
| 751–760 | | 142–159 | 1.7 | 1.7–2.7 | |
| 761–774 | 160–176 | 1.8 | 1.8–2.8 | | |

Table 19: Relating STAR Early Literacy Scores to STAR Reading Scores (Continued)

| STAR Early Literacy | | STAR Reading | | | Recommended Assessment(s) |
|---------------------|-------------------------|-------------------|-----|-----------|---------------------------|
| Scale Score Range | Literacy Classification | Scale Score Range | GE | ZPD Range | |
| 775–781 | Probable Reader | 177–194 | 1.9 | 1.9–2.9 | STAR Reading |
| 782–789 | | 195–212 | 2.0 | 2.0–3.0 | |
| 790–797 | | 213–229 | 2.1 | 2.1–3.1 | |
| 798–804 | | 230–247 | 2.2 | 2.1–3.1 | |
| 805–812 | | 248–266 | 2.3 | 2.2–3.2 | |
| 813–820 | | 267–283 | 2.4 | 2.2–3.2 | |
| 821–826 | | 284–302 | 2.5 | 2.3–3.3 | |
| 827–832 | | 303–322 | 2.6 | 2.4–3.4 | |
| 833–836 | | 323–333 | 2.7 | 2.4–3.4 | |
| 837–839 | | 334–342 | 2.8 | 2.5–3.5 | |
| 840–842 | | 344–354 | 2.9 | 2.5–3.5 | |
| 843–845 | | 355–364 | 3.0 | 2.6–3.6 | |
| 846–848 | | 365–372 | 3.1 | 2.6–3.7 | |
| 849–850 | | 373–383 | 3.2 | 2.7–3.8 | |
| 851–853 | | 384–395 | 3.3 | 2.7–3.8 | |
| 854–855 | | 396–407 | 3.4 | 2.8–3.9 | |
| 856–857 | | 408–421 | 3.5 | 2.8–4.0 | |
| 858–860 | | 422–434 | 3.6 | 2.8–4.1 | |
| 861–861 | | 435–442 | 3.7 | 2.9–4.2 | |
| 862–863 | | 443–449 | 3.8 | 2.9–4.3 | |
| 864–865 | | 450–455 | 3.9 | 3.0–4.4 | |
| 866–866 | | 456–461 | 4.0 | 3.0–4.5 | |
| 867–868 | | 462–466 | 4.1 | 3.0–4.6 | |
| 869–869 | | 467–473 | 4.2 | 3.1–4.7 | |
| 870–871 | | 474–481 | 4.3 | 3.1–4.8 | |
| 872–873 | | 482–490 | 4.4 | 3.2–4.9 | |

Table 19: Relating STAR Early Literacy Scores to STAR Reading Scores (Continued)

| STAR Early Literacy | | STAR Reading | | | Recommended Assessment(s) |
|---------------------|-----------------------------|-------------------|-----|-----------|---------------------------|
| Scale Score Range | Literacy Classification | Scale Score Range | GE | ZPD Range | |
| 874–874 | Probable Reader (continued) | 491–497 | 4.5 | 3.2–5.0 | STAR Reading (continued) |
| 875–875 | | 498–505 | 4.6 | 3.2–5.1 | |
| 876–877 | | 506–514 | 4.7 | 3.3–5.2 | |
| 878–878 | | 515–522 | 4.8 | 3.3–5.2 | |
| 879–880 | | 523–531 | 4.9 | 3.4–5.3 | |
| 881–881 | | 532–542 | 5.0 | 3.4–5.4 | |
| 882–883 | | 543–553 | 5.1 | 3.5–5.5 | |
| 884–884 | | 554–560 | 5.2 | 3.5–5.5 | |
| 885–885 | | 561–569 | 5.3 | 3.6–5.6 | |
| 886–886 | | 570–579 | 5.4 | 3.6–5.6 | |
| 887–888 | | 580–588 | 5.5 | 3.7–5.7 | |
| 889–889 | | 589–600 | 5.6 | 3.8–5.8 | |
| 890–890 | | 601–624 | 5.7 | 3.8–5.9 | |
| 891–891 | | 625–637 | 5.9 | 3.9–6.0 | |
| 892–900 | | 638+ | 6.0 | 4.0–6.1 | |

STAR Early Literacy and the Reading First Initiative

The Reading First initiative is designed to help all students become successful and proficient readers. It requires districts to use materials that incorporate scientifically based reading research. Specifically, Reading First supports the five key components of literacy development outlined by the National Reading Panel: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. According to Reading First, effective reading interventions must support the core reading program with systematic and explicit instruction in one or more of these five research-supported areas. Reading First also targets interventions at the classroom instructional level, where students spend the majority of their time.

Every state may apply for and receive Reading First funds. These monies can span over a six-year period and are awarded competitively to local education agencies. In addition, targeted assistance grants will be awarded to states and local educational agencies based on evidence of significant increases in the percentage of grade 3 students reading at the proficient level and of improved reading skills for students in grades 1–3. Reading First applications must include plans to train teachers in the five