

Enterprise Benchmarks and Cut Scores

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward benchmark, and which students are already at or above benchmark.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the Star® reports.

Benchmarks are grade-specific minimum performance levels that students are expected to reach by certain points of the year in order to meet end-of-year performance goals. A Percentile Rank (PR) of 40 is a **cut score** that serves as a proficiency benchmark; students whose test scores place them in a Percentile Rank of 40 or higher will likely meet end-of-year performance goals as defined by the state or local standards. Cut scores of PR 25 and PR 10 also serve as benchmarks—however, these benchmarks are used to help teachers determine appropriate instruction for different groups of students.

Star Early Literacy Enterprise Benchmarks and Cut Scores^a

a. The Star Early Literacy benchmarks are based on 2017 norms.
 b. Below 10 - Urgent Intervention; Below 25 - Intervention; At/Above 40 - Benchmark.
 c. Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1–3.

Grade	Percentile ^b	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c
K	10	405	–	461	–	532	–
	20	440	–	502	–	576	–
	25	455	–	520	–	593	–
	40	499	–	570	–	644	–
	50	521	–	595	–	671	–
	60	547	–	621	–	695	–
	75	591	–	671	–	741	–
	90	665	–	738	–	794	–
1	10	501	0	563	9	627	17
	20	552	7	617	15	680	24
	25	570	9	636	17	699	26
	40	612	15	681	24	743	35
	50	640	18	710	27	768	45
	60	674	22	737	33	787	55
	75	729	31	780	51	819	74
	90	800	62	829	81	851	101

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Grade	Percentile ^b	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c
2	10	657	22	707	28	751	37
	20	712	29	757	39	793	55
	25	733	32	774	46	807	62
	40	782	50	812	65	835	83
	50	805	61	829	77	848	96
	60	824	73	843	90	857	108
	75	848	96	861	114	871	134
	90	870	131	877	164	882	175
3	10	748	40	776	49	799	55
	20	792	53	812	61	829	70
	25	807	58	824	67	839	77
	40	836	75	848	86	857	99
	50	848	86	857	99	865	110
	60	858	100	866	112	872	124
	75	871	121	876	136	880	150
	90	882	157	885	170	888	170

How was Star Early Literacy normed?

Star Early Literacy, which assesses early literacy skills development, was normed for grades K–3 in 2017, based on the performance of 1,894,279 students across the US. The norms are based on the scores of students in those grades taking either or both of two related tests, Star Early Literacy or Star Reading. Both tests were scored on a common scale, allowing norms calculations to be based on full, nationally representative samples of students in each grade, rather than subsets of students taking one test or the other.

As students advance in grade level, the expectation for mastery of pre-literacy skills in Star Early Literacy increases. Between first and third grades, students typically master the pre-literacy skills necessary to move from Star Early Literacy to Star Reading. While most students move to Star Reading, those who continue testing with Star Early Literacy tend to perform lower than their grade-level peers. Star Early Literacy and Star Reading data show that 25 percent of second graders and 5 percent of third graders take Star Early Literacy.

Did the Star Early Literacy and Star Reading benchmarks change?

Beginning in the 2017–2018 school year, the Star Early Literacy benchmarks have changed to the same benchmarks used for Star Reading: the 10th, 25th, and 40th percentiles for each grade. While the Star Reading percentile benchmarks have not changed, the scale scores associated with the percentiles have shifted to reflect the updated norms.

