



What is Star Early Literacy?

Star Early Literacy is a comprehensive computer-adaptive assessment, primarily for children in Reception to Year 4, that helps teachers identify child levels of literacy development.

The assessment measures a child's command of 41 different sets of skills in ten key literacy sub-domains.

Each assessment takes about fifteen minutes. Star Early Literacy provides teachers with the immediate feedback needed to monitor skill development, focus teaching or identify children who need special attention. Star Early Literacy

combines a user-friendly interface, colourful graphics, audio instructions and Adaptive Branching technology into an assessment that children can take by themselves. On-screen pre-test instructions and hands-on exercise questions familiarise each child with the interface, while the Adaptive Branching technology minimises frustration, shortens test length and provides accurate scores for children of all abilities.

What skills does STAR Early Literacy assess in each literacy sub-domain?

- Alphabetic Principle (AP) assesses a child's knowledge of letter names, alphabetic letter sequences and the sounds associated with letters.
- Concept of Word (CW) assesses a child's understanding of print concepts regarding written word length and word borders and the difference between words and letters.
- Visual Discrimination (VS) assesses a child's ability to differentiate both upper- and lowercase letters, identify words that are different and match words that are the same.
- Phonemic Awareness (PA) assesses a child's understanding of rhyming words; blending and segmenting word parts and phonemes; isolating and manipulating initial, final and medial phonemes and identifying the sounds in consonant blends.
- Phonics (PH) assesses a child's understanding of short, long and variant vowels and other vowel sounds; initial and final consonants; consonant blends and digraphs; consonant and vowel substitution and identification of rhyming words and sounds in word families.
- Structural Analysis (SA) assesses a child's understanding of affixes and syllable patterns in decoding and identification of compound words.
- Vocabulary (VO) assesses a child's knowledge of high-frequency words, regular and irregular sight words, multi-meaning words, words used to describe categorical relationships, position words and synonyms and antonyms.
- Sentence-Level Comprehension (SC) assesses a child's ability to identify the meaning of words in contextual sentences.
- Paragraph-Level Comprehension (PC) assesses a child's ability to identify the main topic of text and the ability to answer literal and inferential questions after listening to or reading text.
- Early Numeracy (EN) assesses a child's ability to identify and name numbers, understand number-object correspondence, complete sequences, compose and decompose groups of up to ten and compare sizes, weights and volumes.

Of these skills this project is most interested in the Sentence and Paragraph Level Comprehension. The use of Read TWO is hoped to develop these Skill Sets.

Sub-Domain	Skill Set	Skill ID	Skill
Sentence-Level Comprehension	Comprehension at the Sentence Level	SC01A	Listen and identify word in context
		SC01B	Read and identify word in context
Paragraph-Level Comprehension	Comprehension of Paragraphs	PC01A	Identify the main topic of a text
		PC01B	Listen to text and answer literal <i>who, what</i> questions
		PC01C	Listen to text and answer <i>where, when, why</i> questions
		PC01D	Read text and answer literal <i>who, what</i> questions
		PC01E	Read text and answer <i>where, when, why</i> questions

The table above shows the subdomains for Sentence and Paragraph Level Comprehension. Both sets begin with listening skills which will be developed from being read to and then move on to reading which will come from reading with and reading independently.

Star Early Literacy is a criterion-referenced assessment and children are compared to a criterion or a standard. Star Early Literacy's skills-based scores can be used by teachers to guide planning. In addition, teachers may administer Star Early Literacy repeatedly, allowing for ongoing monitoring of child progress. As a result, teachers will find Star Early Literacy useful for the following tasks:

- Literacy classification
- Individual readiness screening
- Match books to early readers
- Overall early literacy assessment
- Component literacy skills assessment
- Growth measurement
- Progress monitoring

Diagnostic Assessment

One of the most powerful features of Star Early Literacy is its ability to function as a diagnostic assessment. The program can

- identify a child's specific areas of strength and weakness
- determine any difficulties that a child may have in learning to read
- identify the potential cause of the difficulties
- help teachers determine appropriate reading intervention strategies.

The Diagnostic– Report (also called the Diagnostic Report Skill Set Scores) is the ideal way to identify children's strengths and weaknesses. It displays Scaled Scores and reading development stage classifications for individual children and categorises all Skill Set Scores into a table of strengths and weaknesses in each of the ten literacy sub-domains. By referring to this report, teachers can develop teaching and learning strategies that capitalise on children's strengths and help them overcome their weaknesses.

Supporting Videos

In order to become familiar with the purpose and practice of SEL we suggest teachers view this set of videos available from www.renlearn.co.uk/twi

- How does SEL measure achievement?
- Taking an SEL assessment
- Develop a Schedule
- Why do test procedures Matter?
- Administering with Fidelity