Introduction

This manual provides general information about Star CBM Reading and Star CBM Math assessments and specific guidelines for administering those assessments. Test administrators and teachers should carefully read this manual and the individual assessment instructions before testing to ensure the highest levels of test fidelity.

About Star CBM

Curriculum-Based Measurement, or CBM, is an assessment used to find out how students are progressing in basic academic domains. CBMs are repeated, direct assessments of an academic area and are typically timed assessments of one minute.

Star CBM includes assessments in reading for grades K–6 and math for grades K–3.

Star CBM Reading provides measures that vary in difficulty, from assessing students’ understanding of letters and their sounds to basic phonological awareness and early decoding, and finally to passage oral reading. Assessments are available for Letter Naming, Phoneme Segmentation, Letter Sounds, Receptive Nonsense Words, Expressive Nonsense Words, and Passage Oral Reading. For additional screening for characteristics of dyslexia, two types of Rapid Automatic Naming (RAN) measures are included: Rapid Color Naming and Rapid Picture Naming.

Star CBM Math also provides multiple measures that range in difficulty, from recognizing numerals and comparing the relative size of numbers to simple operation in addition, subtraction, and multiplication. Assessments are available for Numeral Recognition, Quantity Comparison, Addition to 10, Addition to 20, Subtraction from 10, Mixed Addition and Subtraction, and Multiplication to 100.

Star CBM assessments can be administered by any adult who has some experience working on academic material with students — current and retired teachers, para-educators, academic subject-area coaches, administrators, or experienced volunteers. The only requirement is that the adult can read the instructions aloud to the student and score responses as correct/incorrect as described in the instructions for each measure. No special training is required.

Software Requirements

For the most current system requirements for Star assessments and other Renaissance software, please visit https://www.renaissance.com/system-requirements/.
Screening versus Progress Monitoring

Star CBM may be used for screening students and/or for progress monitoring.

While you can assess students on any measure, Star CBM suggests the appropriate measure for screening for each student based on the student’s grade. Teachers will see a Screen message in the row for the student under the suggested measure.

When a student scores below the benchmark on a seasonal screening measure in reading or math, Star CBM will suggest that the teacher set a goal for that student’s future performance. Once a goal is set, the measure is labeled “Monitor Progress” for that student, and teachers can monitor the student’s progress toward the goal.

Screening windows are as follows:

- **Fall**: Either the school year start date or August 1 (whichever is earlier) through November 30
- **Winter**: December 1 through March 31
- **Spring**: April 1 through end of school year (or July 31)

Screening measure recommendations for each grade level are as follows:

- **Kindergarten**: Letter Sounds for reading; Numeral Recognition for math
- **Grade 1**: Passage Oral Reading (Grade 1) for reading; Quantity Comparison for math
- **Grade 2**: Passage Oral Reading (Grade 2) for reading; Addition to 20 for math
- **Grade 3**: Passage Oral Reading (Grade 3) for reading; Mixed Addition and Subtraction for math
- **Grade 4**: Passage Oral Reading (Grade 4) for reading*
- **Grade 5**: Passage Oral Reading (Grade 5) for reading*
- **Grade 6**: Passage Oral Reading (Grade 6) for reading*

* Star CBM Math is offered in Grades K–3 only.

For more information, see [Star CBM Screening Windows and Benchmarks](#).

**Note:** As difficult as it sometimes may be, identifying low-performing children is one purpose of universal screening. We recommend continuing assessments even when a student is struggling, especially for screening in the fall season. Your encouragement and positive reaction during a difficult measure will help the student stay engaged for the duration of a minute. Even a score of 0 is an important data point; it helps determine other assessments that may be needed, other instructional interventions that might be appropriate, and it provides a baseline for celebrating the child’s growth in subsequent seasons.
**Types of Measures**

Star CBM includes the following measures. The grades in parentheses are the recommended grade levels for each measure and the grades for which norms are available.

**Reading Measures**

- **Letter Naming (Grade K):** Students tell the teacher the name of each letter on the form. Letters are presented in random order and in uppercase and lowercase. Letter naming is a very early predictor of later reading achievement; it can be used to identify candidates for early intervention.

- **Letter Sounds (Grades K–1):** Students tell the teacher the phonetic sound for each letter on the form. Letters are presented in uppercase and lowercase. Only consonants are used, and either sound is accepted for C and G. Letter sounds are a very early skill related to later reading achievement; they can be used to identify candidates for early intervention.

- **Phoneme Segmentation (Grades K–1):** The teacher says common words that contain three phonemes, or sounds. The student then tells the teacher each of the three sounds in that word. This demonstrates the student’s developing ability to segment words. Phoneme Segmentation does not have a student form since the student listens to the words and then answers verbally with the three sounds.

- **Receptive Nonsense Words (Grade K):** The teacher says a three-letter consonant-vowel-consonant (CVC) nonsense word, and the student must choose the correct matching word from three possible choices, based on the sounds in the word the teacher said. This assessment includes a practice first, in which pictures are used instead of words; this helps to ensure that the student understands how to select their answer to the questions using a touchscreen or mouse. This is a very early measure of the student’s decoding skill.

- **Expressive Nonsense Words (Grades 1–2):** Students pronounce three-letter consonant-vowel-consonant (CVC) nonsense words based on the sounds the letters make. (Short vowel sounds are expected.) This is an early measure of the student’s decoding skill.

- **Passage Oral Reading (Grades 1–6):** Students read a grade-appropriate passage aloud to the teacher for one minute. This measure assesses both decoding and comprehension, and is seen as a critical measure of reading fluency. The results of this measure are sensitive to short-term student gains in reading skills and predictive of long-term reading success.

- **Rapid Automatic Naming:** By assessing “speed of recall” for known information, these measures, as part of a multi-element screening for characteristics associated with risk for dyslexia, can be used for the early identification of students who are at risk for reading problems:
  - **Rapid Color Naming (Grades K–3):** Students name a series of colors. This checks the student’s speed naming known items.
  - **Rapid Picture Naming (Grades K–3):** Students name a series of pictures. This checks the student’s speed naming known items.
Math Assessments

- **Numeral Recognition (Grades K–1):** Students identify one-digit and two-digit numbers from 0 to 99. Numeral recognition is a necessary skill for the subsequent development of mathematics.

- **Quantity Comparison (Grades K–1):** Students compare pairs of numbers and identify the larger number in each pair. Numbers range from 0 to 30. Recognizing differences in quantity is an early requirement for later mastery of mathematical operations.

- **Addition to 10 (Grades 1–2):** Students answer addition problems that include two numbers whose sums are no more than 10. Computational fluency measures a student’s accuracy and speed in completing math facts using basic number operations. It is a strong predictor of later success in higher-level math coursework.

- **Addition to 20 (Grade 2):** Students answer addition problems that include two numbers whose sums are no more than 20. More difficult than Addition to 10, this measure describes a student’s growing speed and accuracy in completing basic math facts.

- **Subtraction from 10 (Grades 2–3):** Students answer subtraction problems that include two numbers whose minuend is no larger than 10 and whose answer is no less than 0. Computational fluency measures a student’s accuracy and speed in completing math facts using basic number operations. It is a strong predictor of later success in higher-level math coursework.

- **Mixed Addition and Subtraction (Grade 3):** Students answer addition and subtraction problems that include two numbers whose sums or differences are no greater than 20 and no less than 0. This combination of addition and subtraction problems continues assessment of the student’s growth in speed and accuracy for basic math operations.

- **Multiplication to 100 (Grade 3):** Students answer multiplication problems that include two numbers whose product is no greater than 100. More difficult than addition and/or subtraction, this measures a student’s continued development of speed and accuracy in basic math facts, which are the essential building blocks for later mathematical competence.

Prior to Testing

Preparation for testing is a key component of test fidelity. We recommend that test administrators and/or teachers complete the following tasks prior to testing.

- Make sure your class is in the Renaissance software and that one of these products is assigned to the class (depending on the licenses your district has purchased): Star CBM Reading, Star CBM Math, Star CBM Reading and Math, Star Elementary, or Star 360. A teacher must be assigned to the class, and students must be enrolled in it.

- Read this test administration manual carefully.

- Become familiar with the instructions for the type of assessment. If you choose the Print method, read the instructions on the Teacher form before you begin. For Mixed and Online assessments, the instructions will be onscreen before you begin.
Create a schedule for testing. Try to avoid distracting locations or times when other students, school bells, or public address announcements can interfere with student concentration. Provide a copy of the schedule to each person involved with testing.

Cover or remove any materials on the walls, whiteboard, and other areas that might help students answer test items.

Make sure there is enough light and ventilation in the test area.

If you are using a computer or tablet for the teacher or student, ensure the device is working properly and the battery is adequately charged before testing. If you will be recording audio during assessments, check the settings of the web browser that you will be using to ensure the browser allows access to the microphone and recording. For Online assessments, check the student’s browser settings; for Mixed format, check the teacher’s browser settings. You may also need to check operating system settings.

If you will be using printed forms for the assessment for the student and/or test administrator, make sure all forms have been printed. If you will not be using the computer to time the test, make sure a timer is available.

Post a “Do Not Disturb” sign outside the testing environment.

If the student will be logging in, access students’ user names and passwords (see “Appendix A: Software Tasks” on page 34 for instructions). It is important to note that teachers can only search for students in their own classes. If you choose to print this information, be sure it is stored in a secure location before and during testing, and destroyed after testing.

Remember that this is a test, not an instructional opportunity. Please praise students for effort, but when you test each child, avoid providing assistance or corrections when the student struggles (unless the form instructions advise you to do so), and avoid praising the child for correct responses.

**Accessibility and Accommodations**

In general, Curriculum-Based Measurement is somewhat limited in the scope of potential accessibility and accommodations supports; however, Renaissance is working to further address student need for these additional capabilities in Star CBM. This information will be updated as supports become available.

Star CBM accommodations should be consistent with requirements for individual students you are assessing. In general and when appropriate, to use Star CBM as designed, we recommend not varying either the content of individual forms/measures or the time limit for completing each measure (1 minute).

However, changes in font size, highlighting, contrast, or other changes that do not vary the content and timing are possible and, based on student need, appropriate.

The following accommodations could be made (see the table on the next page):
For Print and Mixed Assessments

- **Larger font:** Preprint student forms in a larger size using scaling in the print settings. You’ll find the forms in Preprinting Star CBM Forms.
- **Color contrast:** Preprint student forms on colored paper as desired (see Preprinting Star CBM Forms).
- **Line readers/reading guides:** Use a ruler or another reading guide under each line of the student form as you administer the assessment.
- **For children who have difficulty discriminating or naming colors:** For Rapid Automatic Naming assessments, use Rapid Picture Naming instead of Rapid Color Naming.

For Online Assessments

- **Larger font:** Use the zoom capabilities in your student’s browser.
- **Line highlighting:** For all math and reading measures except for Passage Oral Reading, when teachers move their mouse over the current line of the form, that row is highlighted for the student.
- **For children who have difficulty discriminating or naming colors:** For Rapid Automatic Naming assessments, use Rapid Picture Naming instead of Rapid Color Naming.

If you’d like to note which assessments were administered with modifications for accessibility or accommodations, use the Notes field to record the information after the assessment.

Please note that Star CBM norms were not established with these modifications for accessibility/accommodations in place, so results should be understood within that context.

**Opening Star CBM**

After you log in, you will see Star CBM Reading and/or Star CBM Math on your Home page. Select one of these products to begin. (For teachers, these tiles are only available after the administrator has assigned the Star CBM product to the teachers’ classes.)
You will go to the Star Record Book with the CBM Assessments tab selected. If you have access to both Star CBM Reading and Star CBM Math, use the **Subject** drop-down list to choose whether to work with reading or math. The **School** and **Class or Group** drop-down lists are available if you have access to more than one; use them to select the school and/or class or group that you want to work with.

### Three Ways to Administer Assessments

For most measures, there are three ways to administer Star CBM assessments:

- **Online:** Both the teacher and the student are using computers or tablets during the assessment. The teacher and student do not need to be in the same location if video/audio are available (remote administration). You may record audio from the student’s device. See “Online Administrations” on page 8.

- **Mixed Format:** The teacher uses a computer during the assessment, while the student uses a printed form. You may record audio from the teacher’s computer. See “Mixed Format Administrations (Teacher Online, Student Using Print)” on page 19.

- **Print:** Both the teacher and the student use printed forms during the assessment, and the teacher enters results and notes later. See “Print Administrations” on page 26.

**Note:** If you use the Mixed or Print formats, and you prefer to preprint forms and reuse them for assessments, go to [Preprinting Star CBM Forms](#) on the Renaissance help site. Under “Student and Teacher Forms,” select the links to open the booklets; then, print them. Note the following:

- For Rapid Color Naming and Rapid Picture Naming forms, use a color printer.

- Phoneme Segmentation does not have student forms since students listen and then answer verbally.

- Students are randomly assigned specific forms for each assessment. After you select the format for an assessment, you will see the form ID; be sure to use the correct forms so that you can score the assessment properly in Star CBM.

- If you use the Print format and you use the teacher form to mark incorrect answers, mark the last item, and write notes, you’ll need a new copy of the teacher form each time.
Online Administrations

For online assessments, both the teacher and the student use a computer or tablet. Teachers and students are not required to be in the same location as long as video/audio are available and both are using computers; for guidance on remote administration, see Administering Star CBM Remotely and the related Family Guide.

Note: Online assessments are not available for Phoneme Segmentation, which requires the student to listen to the teacher instead of looking at a form.

1. In the Star Record Book, with the CBM Assessments tab selected, select the cell for the student and assessment that you want to start. (You can select any measure. The cell may contain three dots or the student’s previous score.) Then, select Start or Print Assessment.

Note: To start Rapid Automatic Naming assessments, select Rapid Automatic Naming above the table; then, you can start a Rapid Color Naming or Rapid Picture Naming assessment as described above.

2. Select Online.
3. If you are administering a Passage Oral Reading assessment, check the grade level of the passage selected in the Passage Level drop-down list. If you need to assess the student on a different grade level, use the drop-down list to change it. (Benchmarks are only available for the student’s designated grade level.)

![Passage Oral Reading Interface]

For Passage Oral Reading in grades 4 through 6, you’ll also see an Extra Passage drop-down list. If you choose Yes, please! in this drop-down list, your student will get an additional passage (this one non-fiction) that is being tested for future inclusion in Star CBM Reading. The extra passage may be either before or after the regular passage. Administrations of these passages help Renaissance evaluate their reliability and validity. Once you enter results, you will not see the score for the extra passage in Star CBM since the passage is still being evaluated.

![Extra Passage Drop-down List]

4. Below the Online option, you’ll see one or more check boxes:

- If audio recording is allowed by the district Star CBM - Audio Recordings preference and the student Star CBM - Record Audio preference, the Record audio using student device check box will be available. If you want to record audio of the assessment from the student’s computer/device, check the box. (Note: Your student’s browser settings must allow access to the microphone and audio recording.)

- If Log student out after assessment is checked, the student will automatically be logged out of the software when the assessment is done. If you want to keep the student logged in for other assessments, remove the check mark.
5. Ask your student to log in; help the student if necessary. See "Appendix A: Software Tasks" for details.

6. Select **Begin Assessment**.

7. Ask the student to select **Star CBM**. The student will see a “Get ready!” message. (If the student selects Star CBM too early, a message will tell the student that you haven’t started an assessment yet. The student can wait until you start the assessment.) If you chose to record audio, the student may also see a message from the browser asking permission to use the microphone; the student must grant permission in order for audio to be recorded (and in order to do the microphone test).
8. Receptive Nonsense Words, Rapid Color Naming, and Rapid Picture Naming assessments have a practice first. If you are not administering assessments for one of these measures, go on to step 9.

If you are assessing one of these measures, carefully read through the instructions for the practice; then, select **Begin Practice**.

For Rapid Color Naming and Rapid Picture Naming, students will see the practice items and answer verbally. If the student successfully answers the practice questions, select **Continue to Full Assessment**. If not, select **Cancel Assessment** (see the practice instructions onscreen for guidance). If you continue, the student will see the message “Great job! Let’s keep going.”

For Receptive Nonsense Words, students select the correct picture to demonstrate that they know how to select a response with the mouse or touchscreen; the student view is shown first below. You will see the answer the student chose as shown in the second example below. (If you prefer, you can continue without having the student select the picture, or you can select the answer for the student.) If the student selects the correct answer, select **Continue to Full Assessment**. If not, select **Cancel Assessment** (see the practice instructions onscreen for guidance). If you continue, the student will see the message “Great job! Let’s keep going.”
9. Carefully read the instructions for the assessment. Often, there are instructions to read aloud to the student before the assessment. The instructions also include tips on how to prompt the student if necessary and when to mark items incorrect.

10. If you have chosen to record audio, and you have not recorded a Star CBM assessment for this student before, follow these steps to test the student’s microphone:

   a. Select **Check <student’s name> microphone** just below the Begin button.

   b. A test window will open. Select the red microphone icon to begin recording; then, ask your student to count to 5. The student will see a message to let them know that the test will be recorded.

   c. Press the play button and listen to your recording (your browser’s controls may look different from the example shown here). If the recording is acceptable and you want to continue, select **Done**. If you want to try another microphone test, select **Test Again**. If you decide not to record audio, select **Do Not Record**.

   **Note:** Test recordings are not saved.
11. When you’re ready to continue, select **Begin**.

![Begin button](image)

5. Click Finish if the student completes the assessment in less than 1 minute, otherwise allow the student to continue until time expires. Say “Stop! You worked hard!” or give some other praise for effort.

6. Click on the last word attempted and record observations.

**Scoring**
- During the assessment, click on each word counted as an incorrect response. When the assessment is complete, click on the last word attempted and record observations.

12. After a 3-second countdown, the assessment will begin, and the timer at the top of the page will begin counting down. If you are recording audio, the student will see a “Recording” message above the assessment, and you will see the “Recording” message under the timer.

13. For most assessments (except Receptive Nonsense Words and Passage Oral Reading), you move your mouse cursor over the row that you want the student to focus on, which highlights that row on the student’s screen.

![Screen showing letter naming](image)

The student verbally answers each item. You click any item the student answers **incorrectly**.

![Incorrect letter](image)

Continue to move the mouse as your student moves to the next row of items. (You may need to help the student scroll down if the student answers many items and needs to see later rows.)
For Passage Oral Reading, the student simply reads the passage aloud until time runs out, and you click the words that the student reads incorrectly.

For Receptive Nonsense Words, the student may click or tap on an answer to each question; you may also have the student answer verbally while you select the answers for the student. You see the questions and answers, while the student sees only the answer choices. If the student selects the answers, you will see them on your screen. Answers will automatically be marked correct (green) or incorrect (red).

Teacher Example:
Student Example:

If you want to pause briefly for any reason during the assessment, select **Pause** next to the timer, or press the **space bar** on your keyboard. If you need to stop an assessment, select **Cancel Assessment** under the student name and measure name in the top left corner of the page.

The student keeps answering items until the student finishes all items (or the passage) or until time runs out.

14. **If the student finishes all items (or the passage) before the assessment is done, select **Finish** right after the student’s last answer. If not, 5 seconds before time runs out, the teacher’s timer turns red, and a red border flashes around it. When time runs out, you hear a bell.**

15. **After the assessment, the student sees a “You did it!” message. The student selects **Finish**, if audio has been recorded, the student may need to wait for an "Uploading audio" message before selecting Finish. If you checked the “Log student out after assessment” box when you chose the Online format, the student will be logged out of the software; if not, the student will go back to the student Home page and can select Star CBM again if you are administering another assessment.**

**Note:** If you are administering Passage Oral Reading to a student in grade 4, 5, or 6, and you chose to administer an extra passage, after the first passage, the student will see a message that says “Great job! Let’s keep going...” instead of “You did it!” until you begin the next passage.
16. For most assessments (except Receptive Nonsense Words), you will be asked to select the last item the student answered.

17. After you select the last item, you will see the assessment details, including the items you marked incorrect (or the answers the student chose for Receptive Nonsense Words).

Select whether the assessment was administered in person (with both the teacher and student in the same location) or remotely (with the teacher and student in different locations using an internet meeting). This information is available when you export scores.

If you need to change answers marked correct/incorrect, select Edit. Enter any notes you have about the student’s assessment session (error trends, observations, effort, etc.).

If you chose to record audio, you will see a “Processing audio” message on the left until the processing is done. You cannot select Done until the audio has finished processing. When processing is done, you’ll see your browser’s audio controls, and you can play the audio (or remove it using the icon). Note: If audio processing takes more than 1 minute, a message will give you the option to save the assessment results without audio.
When you have finished, select **Done**.

**Note:** If you are administering Passage Oral Reading to a student in grade 4, 5, or 6, and you chose to administer an extra passage, you will see a **Save and Continue** button instead of Done. When you select **Save and Continue**, you can begin the next passage.

18. Back in the Star Record Book, you will see “Score Pending” for the student’s score for a few minutes. To refresh the page and see if the score is available yet, select the refresh icon below the message.

![Score Pending...](image)

19. When the score is available, see “Viewing Scores” on page 32 for more about viewing scores and benchmark categories.

**Messages Students May See During Online Assessments**

**Note:** Students in grades 4 and up will see different pictures that are more appropriate for their age.

![The student is waiting for the teacher to begin the assessment.](image)

Get ready!

This type of assessment has a practice first. The student has finished the practice and is waiting for the actual assessment to begin. For Passage Oral Reading, students in grades 4, 5, or 6 see this message if you have chosen to administer an extra passage (see the online assessment steps).
The assessment is finished.

You did it!

Finish

The teacher either canceled the assessment or closed the browser window during the assessment.

Your teacher stopped the test.

OK

The student selected Star CBM before the teacher was ready to start the assessment. The student can wait for the assessment to be ready, or the student can select Go Back if the assessment is not being started at this time.

Your test isn't ready yet...

Go Back
Mixed Format Administrations (Teacher Online, Student Using Print)

For Mixed Format assessments, only the teacher uses a computer. The student uses a paper form and answers items aloud. The teacher sees instructions in addition to the form, and the teacher can begin the assessment (which is timed in the software), mark incorrect answers, mark the last item attempted, and enter notes.

1. In the Star Record Book, with the CBM Assessments tab selected, select the cell for the student and assessment that you want to start. (You can select any measure. The cell may contain three dots or the student’s previous score.) Then, select Start or Print Assessment.

2. If you are administering a Passage Oral Reading assessment, check the grade level of the passage selected in the Passage Level drop-down list. If you need to assess the student on a different grade level, use the drop-down list to change it. (Benchmarks are only available for the student’s designated grade level.)
For Passage Oral Reading in grades 4 through 6, you’ll also see an Extra Passage drop-down list. If you choose **Yes, please!** in this drop-down list, your student will get an additional passage (this one non-fiction) that is being tested for future inclusion in Star CBM Reading, and in step 6 below, you’ll receive two different student forms. Administrations of these passages help Renaissance evaluate their reliability and validity. Once you enter results, you will **not** see the score for the extra passage in Star CBM since the passage is still being evaluated.

3. Select **Mixed Format**.

4. If audio recording is allowed by the district [Star CBM - Audio Recordings preference](#) and the student [Star CBM - Record Audio, preference](#), you will see a check box below the Mixed Format icon. If you want to record audio of the assessment from your computer (the teacher’s computer), check the box. **Note:** Make sure that your browser settings allow access to the microphone and audio recording; some browsers may ask permission to use your microphone each time.
5. Select Next >

The Student Form message that opens gives you a few choices:

- **Print Form**: Select this if you print forms for each assessment instead of using preprinted forms. Then, in the Materials Ready to Print message, select View PDF. If you are printing forms for Rapid Color Naming or Rapid Picture Naming, use a color printer. After you select View PDF, the Student Form message will open again; select Begin Assessment or Assess Later.

- **Begin Assessment**: Select this if you have preprinted forms. Use the form identifier shown in the Student Form message to find the student form that will be used for this assessment. Then, select Begin Assessment.

- **Assess Later**: Select this if you don’t want to begin the assessment right now. You will go back to the Star Record Book’s CBM Assessments tab, where you will see the words “In Progress” for the student.
and measure. When you're ready to administer the assessment, select **In Progress**. Then, note the form number (and reprint if necessary), and select **Start**.

**Note:** Phoneme Segmentation does not have a form; students listen and answer verbally.

7. Phoneme Segmentation, Rapid Color Naming, and Rapid Picture Naming require student practice before the assessment. For other measures, skip this step and go to step 8.

For Phoneme Segmentation, read the instructions, then select **Begin Practice**. Ask the student the practice questions. If the student has finished the practice successfully, select **Continue to Full Assessment**. (If the student’s performance indicates you should not continue, select **Cancel Assessment** instead; see the practice instructions.)

For Rapid Color Naming and Rapid Picture Naming, the practice is in the beginning of the assessment instructions. Have the student try the first five items as described in the instructions. If the student cannot pass the practice, select **Cancel Assessment**; otherwise, go on to the next step.

8. Read the instructions at the beginning of the assessment. Often, there are instructions in bold text to read aloud to the student. The instructions also include tips on how to prompt the student if necessary and when to mark items incorrect.

9. If you have chosen to record audio, and you have not recorded a Star CBM assessment before, follow these steps to test your microphone:

   a. Select **Test your microphone** just below the Begin button.

   ![Test your microphone](image)

   ![Test your microphone](image)

   b. A test window will open. Select the red microphone icon to begin recording; then, ask your student to count to 5. When you’re done, select the red stop icon.

   ![Test your microphone](image)
c. Press the play button and listen to your recording (your browser's controls may look different from the example shown here). If the recording is acceptable and you want to continue, select Done. If you want to try another microphone test, select Test Again. If you decide not to record audio, select Do Not Record.

Note: Test recordings are not saved.

10. When you're ready to continue, select Begin.

11. After a 3-second countdown, the assessment will begin, and the timer at the top of the page will begin counting down. If you've chosen to record the assessment, you'll see "Recording" under the timer.

12. Administer the assessment as described in the instructions. For most assessments, you click any item the student answers incorrectly. The item will be shaded in red and will have a red X under it.

For Receptive Nonsense Words, click the student's answer to each question. The software will mark the selected answer correct (green) or incorrect (red).
If you need to pause briefly for any reason, select **Pause** next to the timer or press the **space bar** on the keyboard. If you need to stop the assessment, select **Cancel Assessment** under the student name and measure name.

13. If the student finishes all items (or the passage) before the assessment is done, select **Finish** right after the student’s last answer. If not, 5 seconds before time runs out, the timer turns red, and a red border flashes around it. When time runs out, you hear a bell; tell the student to stop.

14. For most assessments (except Receptive Nonsense Words), you will be asked to select the last item the student answered. (For Receptive Nonsense Words, the last answer that you selected is considered the student’s last answer on the assessment.)
15. You will see which items were marked correct and incorrect (and the answers given for Receptive Nonsense Words).

Select whether the assessment was administered in person (with both the teacher and student in the same location) or remotely (with the teacher and student in different locations using an internet meeting). This information is available when you export scores.

If you need to change answers marked correct/incorrect, select **Edit**.

Enter any notes you have about the student’s assessment session (error trends, observations, effort, etc.).

If you chose to record audio, you will see a “Processing audio” message on the left until the processing is done. You cannot select Done until the audio has finished processing. When processing is done, you’ll see your browser’s audio controls, and you can play the audio (or remove it using the icon).

**Note:** If audio processing takes more than 1 minute, a message will give you the option to save the assessment results without audio.

When you have finished, select **Done**.

```
Time: 60 Seconds
In person  Remote
[Edit] [Done]
```

**Note:** If you are administering Passage Oral Reading to a student in grade 4, 5, or 6, and you chose to administer an extra passage, you will see a **Save and Continue** button instead of Done. When you click **Save and Continue**, the second passage will begin; repeat the steps above to administer it.

16. Back in the Star Record Book, on the CBM Assessments tab you will see “Score Pending” for the student’s score for a few minutes. To refresh the page and see if the score is available yet, select the refresh icon below the message.

```
Score Pending...
```

17. When the score is available, see “Viewing Scores” on page 32 for more about viewing scores and benchmark categories.
Print Administrations

For Print assessments, both the teacher and the student use printed forms during the assessment. The teacher marks incorrect answers and the last item attempted, and writes notes on the teacher form. The student uses the form to answer items verbally. After the assessment, the teacher enters the scores in the software.

1. In the Star Record Book, with the CBM Assessments tab selected, select the cell for the student and assessment that you want to start. (You can select any measure. The cell may contain three dots or the student’s previous score.) Then, select Start or Print Assessment.

Note: To start Rapid Automatic Naming assessments, select Rapid Automatic Naming above the table; then, you can start a Rapid Color Naming or Rapid Picture Naming assessment as described above.

2. If you are administering a Passage Oral Reading assessment, check the grade level of the passage selected in the Passage Level drop-down list. If you need to assess the student on a different grade level, use the drop-down list to change it. (Benchmarks are only available for the student’s designated grade level.)
For Passage Oral Reading in grades 4 through 6, you’ll also see an Extra Passage drop-down list. If you choose Yes, please! in this drop-down list, your student will get an additional passage (this one non-fiction) that is being tested for future inclusion in Star CBM Reading, and two forms will be identified and available for printing for students and teachers. Administrations of these passages help Renaissance evaluate their reliability and validity. Once you enter results, you will not see the score for the extra passage in Star CBM since the passage is still being evaluated.

3. Select Print.
4. Click **Next >**.

5. The Student and Teacher Forms message will open.

   If you do not have preprinted forms, select **Print Forms**. Then, when the Materials Ready to Print message opens, select **View PDF**. Follow the prompts in your browser to open the PDF file. Print the forms. (If you are administering Rapid Color Naming or Rapid Picture Naming assessments, use a color printer.) After you select View PDF, the Student and Teacher Forms message will open again; select **Got It**.

   If you have **preprinted both the student and teacher forms**, find the student and teacher forms that have the form identifier shown in the popup (in the example at the beginning of this step, LN: Form 06 is the form identifier). **Note:** If you mark scoring information on the teacher form, you may need to print that form again. Then, select **Got It**.

   **Note:** Phoneme Segmentation does not have a student form; students listen and answer verbally.

6. Read through the instructions on the teacher form.
7. You will go back to the CBM Assessments tab in the Star Record Book, where you will see the words “Enter Scores” for the student and measure.

8. For Phoneme Segmentation, Rapid Color Naming, and Rapid Picture Naming, note the practice questions that are in the instructions on the teacher form. Have the student try the practice before starting the actual assessment.

9. Have a timer ready for the assessment, and make sure it can be started easily and will signal you clearly when time is up. When you are ready to administer the assessment, start the timer and administer the assessment to the student using the paper forms. Stop the assessment after 60 seconds for most assessments (or 90 seconds for Rapid Color Naming only) if the student has not answered all questions. If the student answers all questions before time runs out, immediately stop the timer and note the time. (Accurate times are important for accurate scores.) On the teacher form, be careful to mark each error the student made and make any notes you would like to record.

10. After the assessment, go back to the Star Record Book and select Enter Scores for the student and measure. Note that the form identifier is once again shown for the assessment in case you need to confirm which form was used. Then, select Enter Scores again in the popup window.

11. The scoring page will open. First, check the date to the left. This defaults to today’s date. If you administered the assessment on a different date, select the calendar icon and select the date when you administered the assessment.
12. Next, enter the time the assessment took. In most cases, unless the student answered all questions before time ran out, the time will be the default—60 seconds (90 seconds for Rapid Color Naming only). Be careful to note the time accurately; incorrect times (especially very low times) will cause incorrect scores.

![Time: 60 seconds](image)

13. For most assessments, click any items that the student answered incorrectly. The item will be shaded in red and will have a red X under it.

![Items shaded in red](image)

For Receptive Nonsense Words only, click the student’s answer to each question. The software will mark the answer correct (green) or incorrect (red).

![Nonsense words](image)

14. Enter any notes that you have about the student’s performance in the Notes field at the top of the page (error trends, observations, effort, etc.).

![Notes field](image)
15. After entering the date, time, and notes and marking incorrect answers (or selecting answers for Receptive Nonsense Words), select **Next**.

16. For most assessments, you will be asked to click the last item the student attempted. Click the item. (For Receptive Nonsense Words, the last answer that you selected is considered the student’s last answer on the assessment.)

17. Select whether the assessment was administered in person (with both the teacher and student in the same location) or remotely (with the teacher and student in different locations using an internet meeting). This information is available when you export scores.
18. Verify the information you have entered. When you’re done, select Save at the top of the page.

![Expressive Nonsense Words form]

**Note:** If you are administering Passage Oral Reading to a student in grade 4, 5, or 6, and you chose to administer an extra passage, you will see a **Save and Continue** button instead of Save. When you click **Save and Continue**, you can enter the scoring information for the second passage as described above.

Back in the Star Record Book, on the CBM Assessments tab you will see “Score Pending” for the student’s score for a few minutes. To refresh the page and see if the score is available yet, select the refresh icon below the message.

19. When the score is available, see “Viewing Scores” for more about viewing scores and benchmark categories.

### Viewing Scores

A few minutes after you finish or score an assessment, the Correct Per Minute (CPM) score will be available in the Star Record Book on the CBM Assessments tab.

CPM scores may be adjusted (or equated) based on the difficulty of the form the student received compared to other forms for the measure. If students finish an assessment before time runs out, scores are also adjusted to estimate how many correct answers the student would have given in the full allotted time, given a longer form and assuming similar performance. For more information, see [Correct Per Minute Scores and How They Are Adjusted](#).

When benchmarks are available for the student’s grade and the screening window, the color of the cell indicates the benchmark category that the score falls in:

- **Green** means At/Above Benchmark.
- **Blue** means On Watch (not used for Rapid Color Naming or Rapid Picture Naming).
- **Red** means Intervention (or At Risk for Rapid Color Naming and Rapid Picture Naming).
If the score is shown in gray, benchmarks are not available for the measure in the current season and/or grade. (For Passage Oral Reading, benchmarks are only available for assessments given at the student’s grade level.) For more information about benchmark availability, see Star CBM Screening Windows and Benchmarks and Star CBM Score and Benchmark Tables.

At the top of the page, you’ll also see a Star CBM Reading or Star CBM Math status bar, which shows you the benchmark categories (if any) for each student’s most recent assessment (even if students weren’t assessed on the same measure). The bars indicate how many students tested in the At/Above Benchmark, On Watch, or Intervention categories in their last assessment. The gray portion of the bar shows you how many students took assessments that don’t have a benchmark for their grade level. The white portion with the dashed line shows how many students haven’t taken any assessments. If you move the cursor over the bar, you will see how many students are in each category. See the example below.

Rapid Color Naming and Rapid Picture Naming assessments are not included in the status bar.
Appendix A: Software Tasks

Identify Students’ User Names and Passwords

1. On the Renaissance Home page, click your name, then Manage Apps & Users.
2. Select Users.
3. Under Students, click Password Report. If you are a teacher, your classes will be listed. For other users, select the class(es).
4. Click PDF. When the PDF is ready, select View PDF to open a file that you can print.

How Students Log In

1. Start the web browser and go to the Renaissance software address (URL).
2. On the Login page, select I’m a Student.
3. The student enters his or her user name and password, and then selects Log In.
About Renaissance

As a global leader in assessment, reading, and math solutions for pre-K–12 schools and districts, Renaissance is committed to providing educators with insights and resources to accelerate growth and help all students build a strong foundation for success. Renaissance solutions are used in over one-third of US schools and in more than 100 countries worldwide. The Renaissance portfolio includes Star Assessments, for reliable, accurate insights into K–12 student learning; myIGDIs, for accurate assessment of early learning; myON, to increase students’ access to high-quality reading materials; Accelerated Reader, to support independent reading practice; Freckle, for teacher-led differentiated instruction; and Schoolzilla, to give educators actionable insights into trends in student attendance and achievement. For more information, visit www.renaissance.com.