



# Star CBM Lectura Test Administration Manual

RENAISSANCE®

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## Introduction

This manual provides general information about Star CBM Lectura 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 Lectura

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 Lectura includes Spanish reading assessments for grades K–6.

Star CBM Lectura measures include the most important Spanish literacy building milestones, including measures of students' understanding of sounds and syllables, basic phonological awareness and early decoding, and finally passage oral reading. Assessments are available for Combinaciones de letras, Palabras con sílabas simples, Palabras con sílabas compuestas, and Pasajes para lectura en voz alta (español). Four types of Rapid Automatic Naming (RAN) measures are included: Nombrar colores rápidamente, Nombrar objetos rápidamente, Nombrar letras rápidamente, and Nombrar números rápidamente.

Star CBM Lectura assessments must be administered by an adult who is fluent and fully literate in Spanish and who is aware of the best practices for administering the assessments.

## 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 Lectura may be used for screening students and/or for progress monitoring.

You can assess students on any measure. For grades 1–4, teachers will see a **Screen** message in the row for the student under Pasajes para lectura en voz alta (español), which is the recommended screening measure for those grades (with passages at the appropriate grade level). Other grades do not have recommended screening measures.

Student ↑	GL	Goal	Combinaciones de letras <i>Grades K - 1</i>	Palabras con sílabas simples <i>Grades K - 1</i>	Palabras con sílabas compuestas <i>Grades 1 - 2</i>	Pasajes para lectura en voz alta (español) <i>Grades 1 - 6</i>
Mejia, Joaquín	2	Needs Screening	...	...	...	... ⊕ Screen
Miranda, Matías	2	Needs Screening	...	...	...	... ⊕ Screen

For grades 1–4, when a student scores in the Alert category on the recommended screening measure, Star CBM Lectura will suggest that the teacher set a goal for that student’s future performance. For other grades and measures, you can set a goal as needed. 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)

Norms and benchmarks are available for the following measures and grades:

Grade	Measures with Benchmarks
Kindergarten	Combinaciones de letras ( <i>Spring only</i> )
Grade 1	Combinaciones de letras ( <i>Fall and Winter only</i> ) Palabras con sílabas simples ( <i>Winter and Spring only</i> ) Palabras con sílabas compuestas ( <i>Spring only</i> ) Pasajes para lectura en voz alta (español) ( <i>all windows</i> )
Grade 2	Palabras con sílabas compuestas ( <i>all windows</i> ) Pasajes para lectura en voz alta (español) ( <i>all windows</i> )
Grade 3	Pasajes para lectura en voz alta (español) ( <i>all windows</i> )
Grade 4	Pasajes para lectura en voz alta (español) ( <i>all windows</i> )

For more information, see [Benchmarks](#).

**Note:** 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 Lectura includes the following reading measures. The grades in parentheses are the recommended grade levels for each measure.

- ▶ **Combinaciones de letras (Grades K–1):** Students say the phonetic sounds of letter pairs.
- ▶ **Palabras con sílabas simples (Grades K–1):** Simple Syllable words - Students read simple one-syllable or two-syllable words aloud. (20% of the words will be complex syllable.)
- ▶ **Palabras con sílabas compuestas (Grades 1–2):** Complex syllable words - Students read complex-syllable words aloud. (20% of the words will be simple syllables.)
- ▶ **Pasajes para lectura en voz alta (español) (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:
  - ▶ **Nombrar colores rápidamente (Grades K–3):** Rapid Color Naming - Students name the colors on the form. If you administer these assessments using paper forms, be sure to use a color printer to print the forms.
  - ▶ **Nombrar objetos rápidamente (Grades K–3):** Rapid Picture Naming - Students name the objects shown in pictures on the form. If you administer these assessments using paper forms, be sure to use a color printer to print the forms.
  - ▶ **Nombrar letras rápidamente (Grades K–3):** Rapid Letter Naming - Students name the letters on the form.
  - ▶ **Nombrar números rápidamente (Grades K–3):** Rapid Number Naming - Students name the numbers on the form.

## 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 Lectura, Star CBM Reading, 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 35 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 Lectura. This information will be updated as supports become available.

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

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:

For Print and Mixed Assessments	For Online Assessments
<ul style="list-style-type: none"> <li>▶ <b>Larger font:</b> Preprint student forms in a larger size using scaling in the print settings. You'll find the forms in <a href="#">Preprinting Star CBM Lectura Forms</a>.</li> <li>▶ <b>Color contrast:</b> Preprint student forms on colored paper as desired (see <a href="#">Preprinting Star CBM Lectura Forms</a>).</li> <li>▶ <b>Line readers/reading guides:</b> Use a ruler or another reading guide under each line of the student form as you administer the assessment.</li> <li>▶ <b>For children who have difficulty discriminating or naming colors:</b> For Rapid Automatic Naming assessments, instead of Nombrar colores rápidamente, use Nombrar objetos rápidamente, Nombrar letras rápidamente, or Nombrar números rápidamente.</li> </ul>	<ul style="list-style-type: none"> <li>▶ <b>Larger font:</b> Use the zoom capabilities in your student's browser.</li> <li>▶ <b>Line highlighting:</b> For all measures except for Pasajes para lectura en voz alta (español), when teachers move their mouse over the current line of the form, that row is highlighted for the student.</li> <li>▶ <b>For children who have difficulty discriminating or naming colors:</b> For Rapid Automatic Naming assessments, instead of Nombrar colores rápidamente, use Nombrar objetos rápidamente, Nombrar letras rápidamente, or Nombrar números rápidamente.</li> </ul>

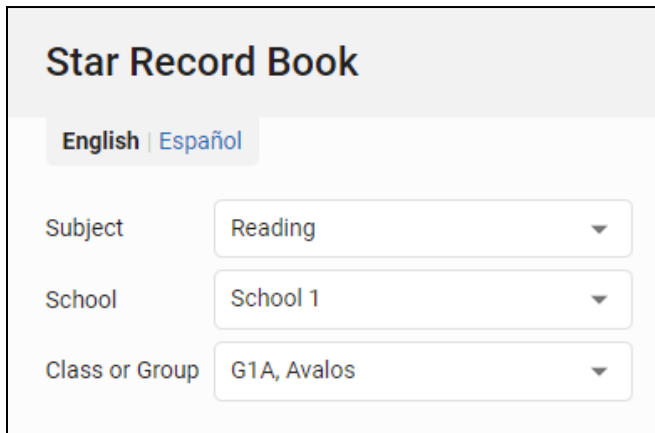
If you'd like to note which assessments were administered with modifications for accessibility or accommodations, use the Notes field to record the information after the assessment.

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

## Opening Star CBM Lectura

After you log in, select **Star CBM Lectura** on the Home page to begin; then, select **Record Book & Assessments**. (For teachers, the Star CBM Lectura tile is only available after the administrator has assigned the product to the teachers' classes.)

You will go to the Star Record Book with the CBM Spanish Assessments tab selected. In the Subject drop-down list, Reading will be selected. 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.



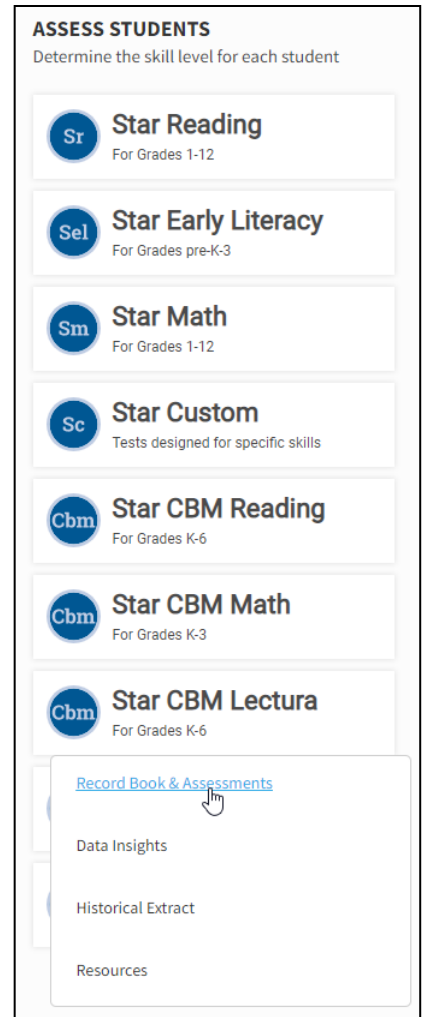
**Star Record Book**

English | Español

Subject: Reading

School: School 1

Class or Group: G1A, Avalos

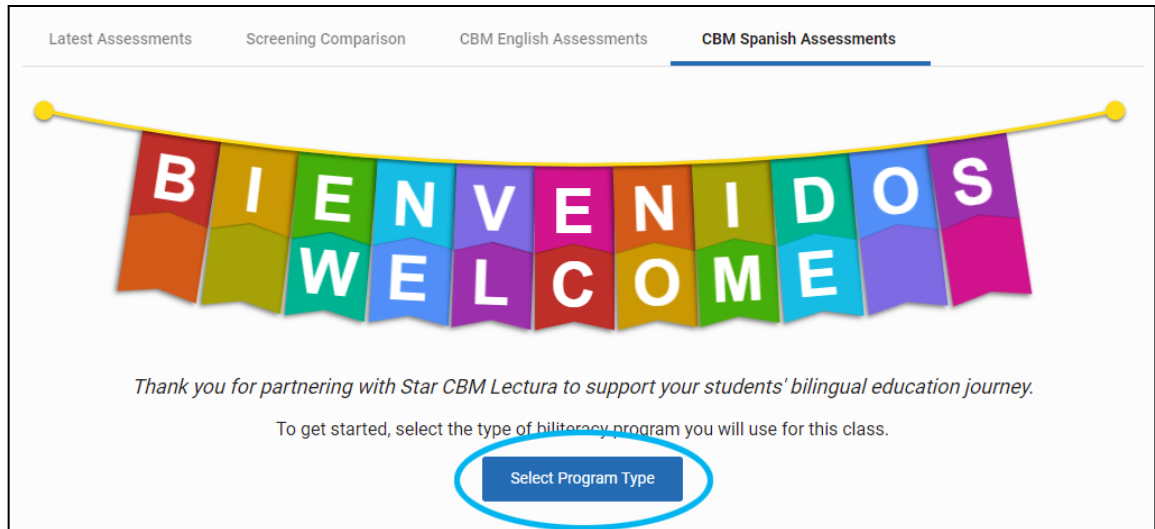


**ASSESS STUDENTS**  
Determine the skill level for each student

- Sr Star Reading**  
For Grades 1-12
- Sel Star Early Literacy**  
For Grades pre-K-3
- Sm Star Math**  
For Grades 1-12
- Sc Star Custom**  
Tests designed for specific skills
- Cbm Star CBM Reading**  
For Grades K-6
- Cbm Star CBM Math**  
For Grades K-3
- Cbm Star CBM Lectura**  
For Grades K-6
  - [Record Book & Assessments](#)
  - Data Insights
  - Historical Extract
  - Resources

## Choosing Your Dual-Language Program Type

Before you can begin administering assessments, you must select the type of program that your **class** is using. When you first come to the CBM Spanish Assessments tab for a class, you will see a Welcome message; click **Select Program Type**.

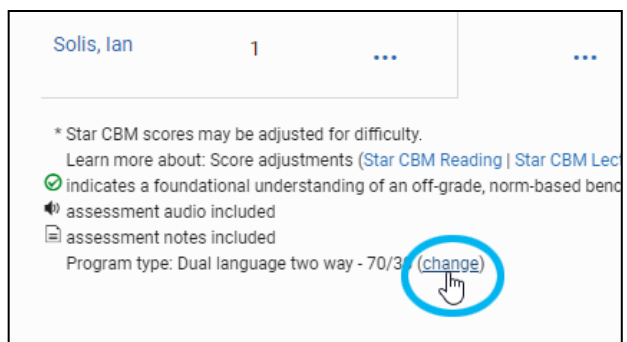


Be sure to select the option that best describes your class instruction, not the school as a whole. You will see four choices:

- ▶ **Dual language two way—Speakers of English and Spanish developing both languages in conjunction:** Spanish speakers and English speakers are taught together in both languages. Use the drop-down list to choose the percentage of Spanish versus English instruction; for example, 90/10 means 90% of the instruction is done in Spanish, while 10% is done in English.
- ▶ **Dual language one way—Mainly Spanish-dominant speakers developing English and Spanish:** Spanish speakers are taught separately from English speakers, and they are taught in both Spanish and English. Use the drop-down list to choose the percentage of Spanish versus English instruction (such as 90/10 if 90% of the instruction is done in Spanish).
- ▶ **Transitional bilingual:** Instruction is done in both languages initially, with more and more of the instruction being done in English over time.
- ▶ **Custom:** If none of the options above describe your program, select Custom, then enter a brief description of your program type.

After choosing an option, select **Submit** at the bottom of the window. You will go back to the main page, where you can see the choice you made at the bottom of the page. If you need to change your selected program type, select the **change** link.

If you selected Ask Me Later instead of selecting a program type, you will continue to see the Welcome message on the tab. When you're ready to choose a program type, click **Select Program Type** again and make a selection.



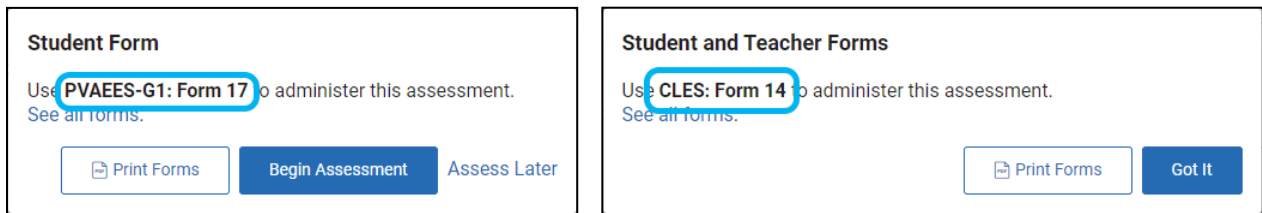
## Three Ways to Administer Assessments

For most measures, there are three ways to administer Star CBM Lectura 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 9.
- ▶ **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 Lectura 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 Nombrar colores rápidamente and Nombrar objetos rápidamente forms, use a color printer.
- ▶ Students are randomly assigned specific forms for each assessment. After you select the Mixed or Print 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 Lectura.



- ▶ 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 you administer an assessment.

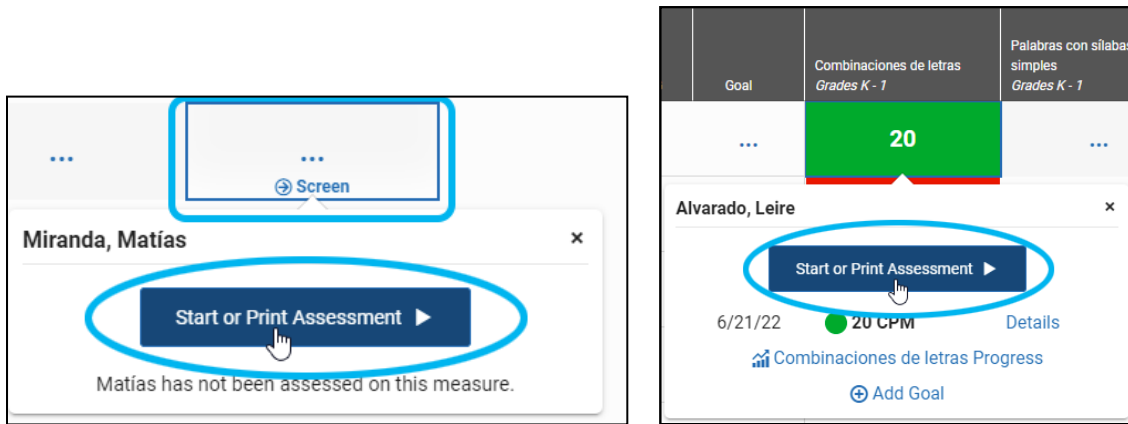


## Online Administrations

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](#).

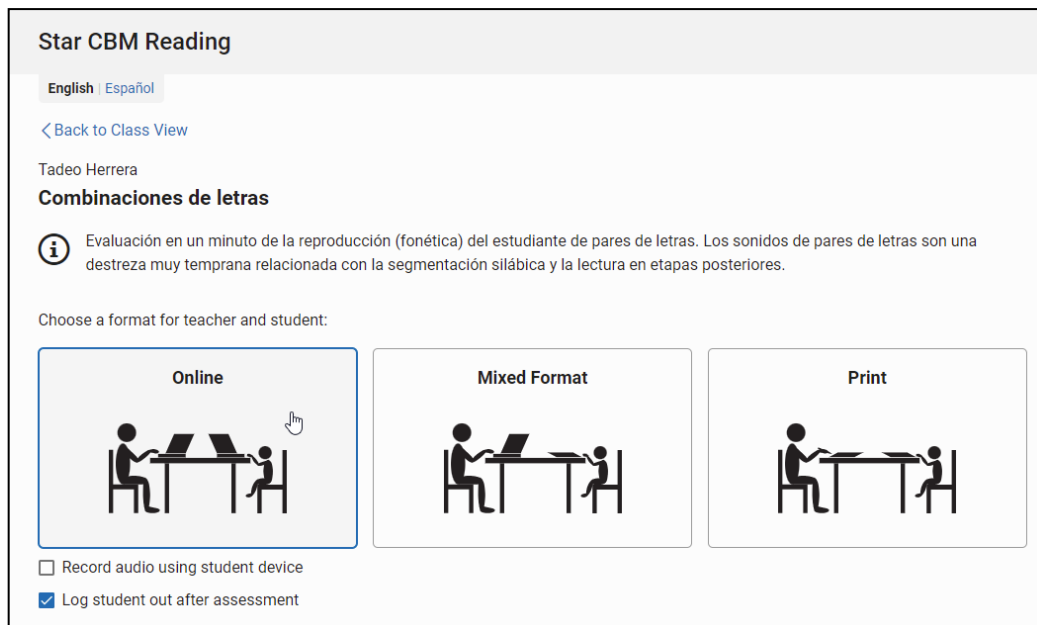
Star CBM Lectura assessments must be administered by an adult who is fluent and fully literate in Spanish and who is aware of the best practices for administering the assessments.

1. In the Star Record Book, with the CBM Spanish 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**.

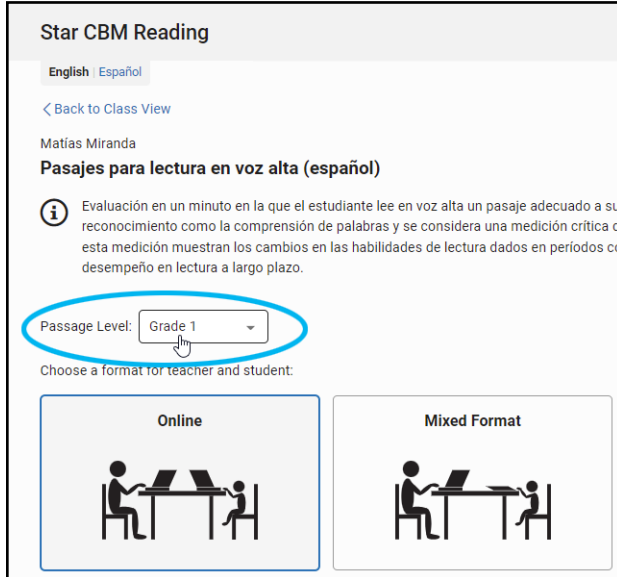


**Note:** To start Rapid Automatic Naming assessments, select **Rapid Automatic Naming** above the table; then, you can start any Rapid Automatic Naming assessment as described above.

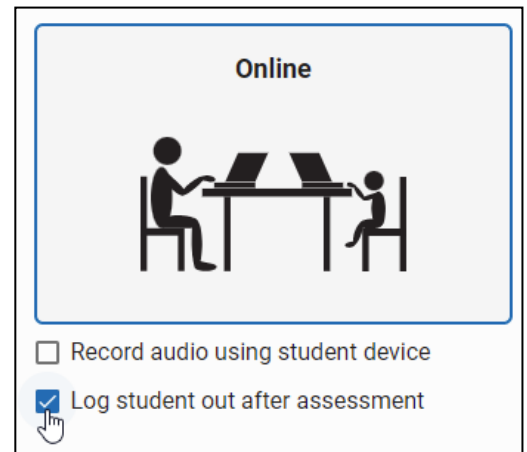
2. Select **Online**.



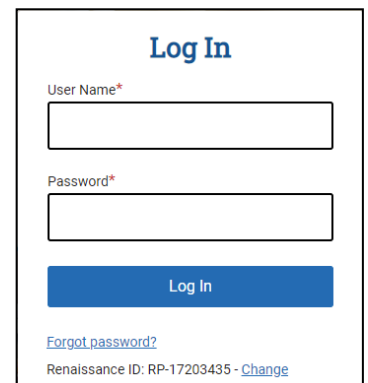
- If you are administering a Pasajes para lectura en voz alta (español), check the grade level of the passage selected in the **Passage Level** drop-down list. If you need to assess the student on a different grade level, use the drop-down list to change it. (Benchmarks are only available for the student’s designated grade level.)



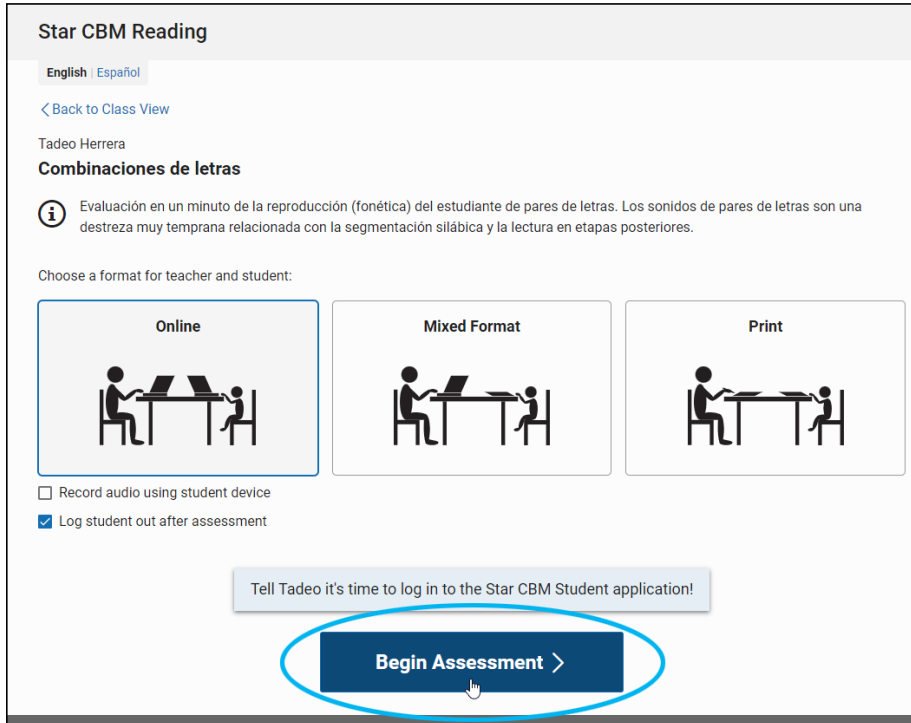
- Below the Online option, you’ll see one or more check boxes:
  - If audio recording is allowed by the district [Star CBM - Audio Recordings preference](#) and the student [Star CBM - Record Audio preference](#), the **Record audio using student device** check box will be available. If you want to record 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.



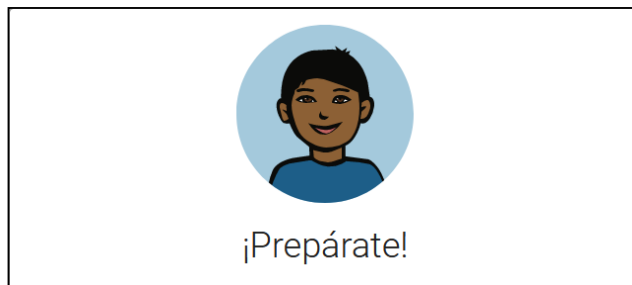
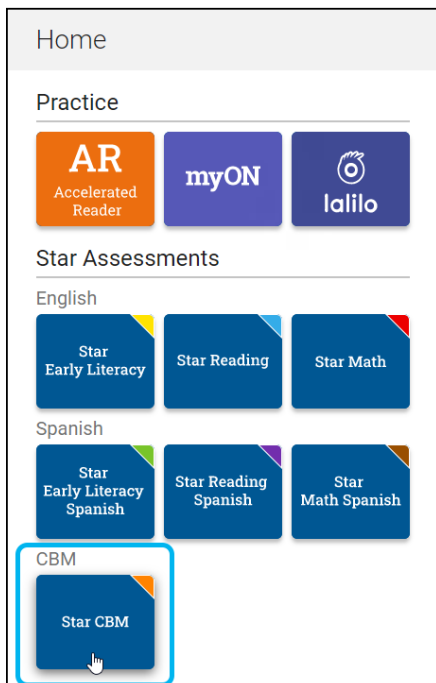
- Ask your student to log in; help the student if necessary. See “Appendix A: Software Tasks” for details.



6. Select **Begin Assessment**.

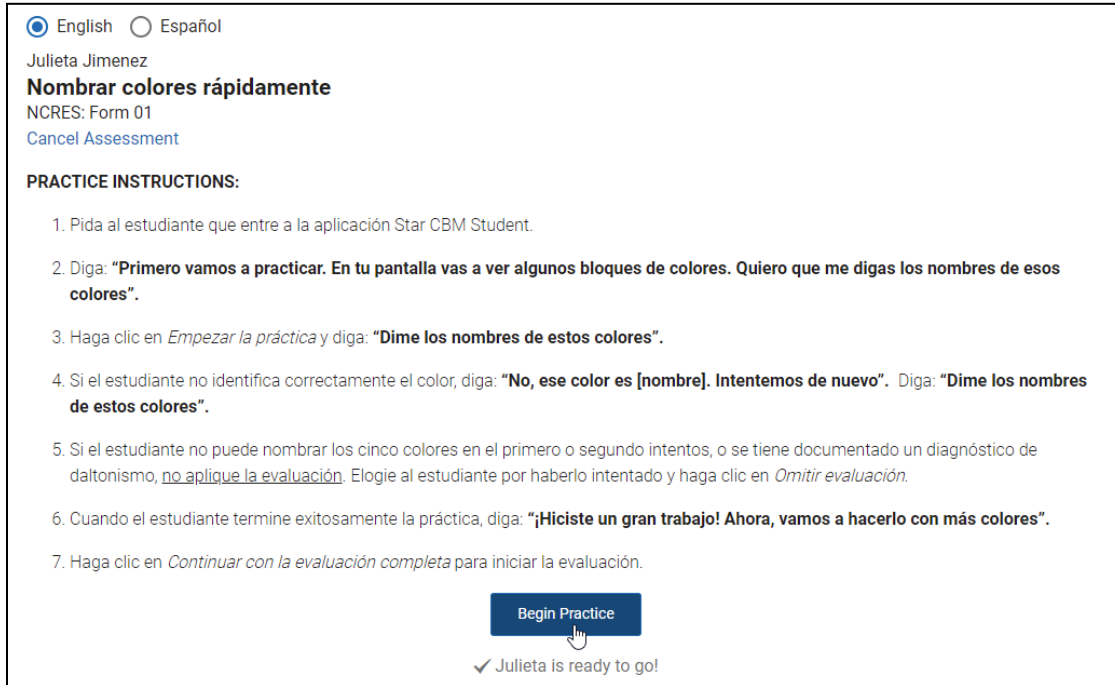


7. Ask the student to select **Star CBM**. The student will see a “¡Prepárate!” message. (If the student selects Star CBM too early, a message will tell the student that you haven’t started an assessment yet. The student can wait until you start the assessment.) If you chose to record audio, the student 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).



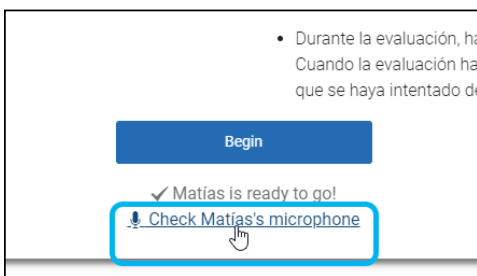
8. Rapid Automatic Naming assessments have a practice first. If you are **not** administering assessments for one of these measures, go on to step 9.

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

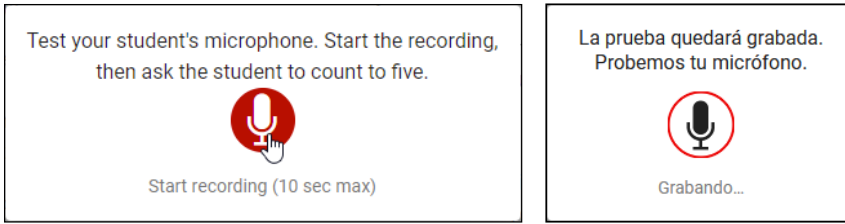


Students will see the practice items and answer verbally. If the student successfully answers the practice questions, select **Continue to Full Assessment**. If not, select **Cancel Assessment** (see the practice instructions onscreen for guidance). If you continue, the student will see the message "¡Gran trabajo! Sigamos adelante...".

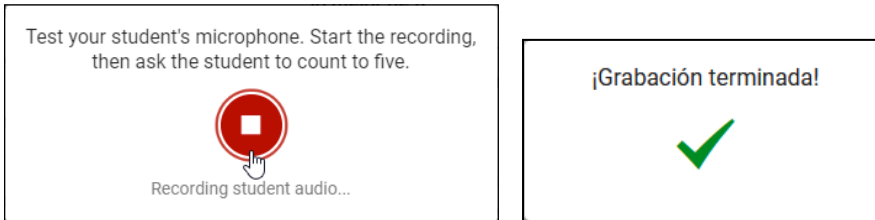
9. Carefully read the instructions for the assessment. Often, there are instructions to read aloud to the student before the assessment. The instructions also include tips on how to prompt the student if necessary and when to mark items incorrect.
10. If you have chosen to record audio, and you have not recorded a Star CBM or Star CBM Lectura 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.



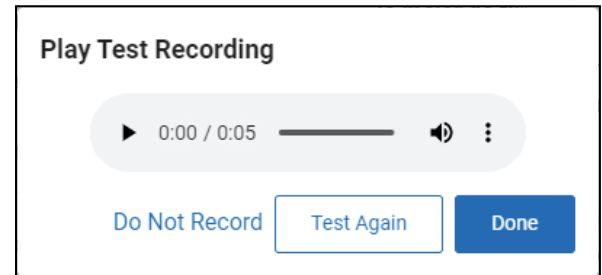
- b. A test window will open. Select the red microphone icon to begin recording; then, ask your student to count to 5. The student will see a message to let them know that the test will be recorded.



When you're done, select the red stop icon. A message will tell the student that the test recording is finished.



- c. Select 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**.

5. Haga clic en cada respuesta incorrecta.

6. Haga clic en *Terminar* si el estudiante termina la evaluación en menos de un minuto. De lo contrario, permita que el estudiante continúe hasta que se termine el tiempo. Diga: “¡Detente! ¡Trabajaste duro!” o elogie su esfuerzo de alguna otra forma.

7. Haga clic en el último ítem que intentó decir y registre las observaciones.

**lo mejor de ti!”.**

- Si después de 2 segundos más no hay respuesta, diga: “**Intenta el siguiente**” y marque ese ítem como incorrecto.

**Puntaje**

- Para obtener orientación sobre la aplicación y calificación para hablantes no nativos, consulte el *Manual de aplicación de exámenes*.
- Durante la evaluación, haga clic en cada respuesta incorrecta. Cuando la evaluación haya terminado, haga clic en el último ítem que se haya intentado decir y registre las observaciones.

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 “Grabando” message above the assessment, and you will see the “Recording” message under the timer.

13. For most assessments (**except** Pasajes para lectura en voz alta, español), 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.

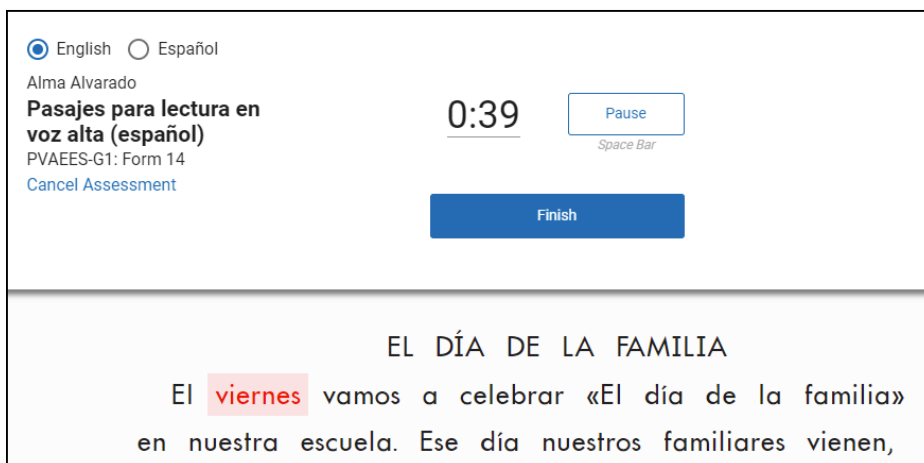


The student verbally answers each item. You click any item the student answers **incorrectly**.



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 Pasajes para lectura en voz alta (español), the student simply reads the passage aloud until time runs out, and you click the words that the student reads incorrectly.

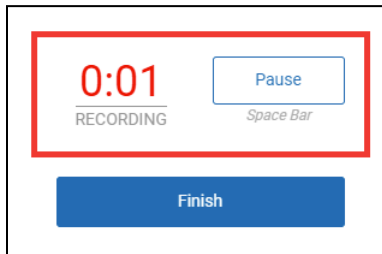




If you want to pause briefly for any reason during the assessment, select **Pause** next to the timer, or press the **space bar** on your keyboard. Be sure to start the timer again when you continue the assessment. If you need to stop an assessment, select **Cancel Assessment** under the student name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

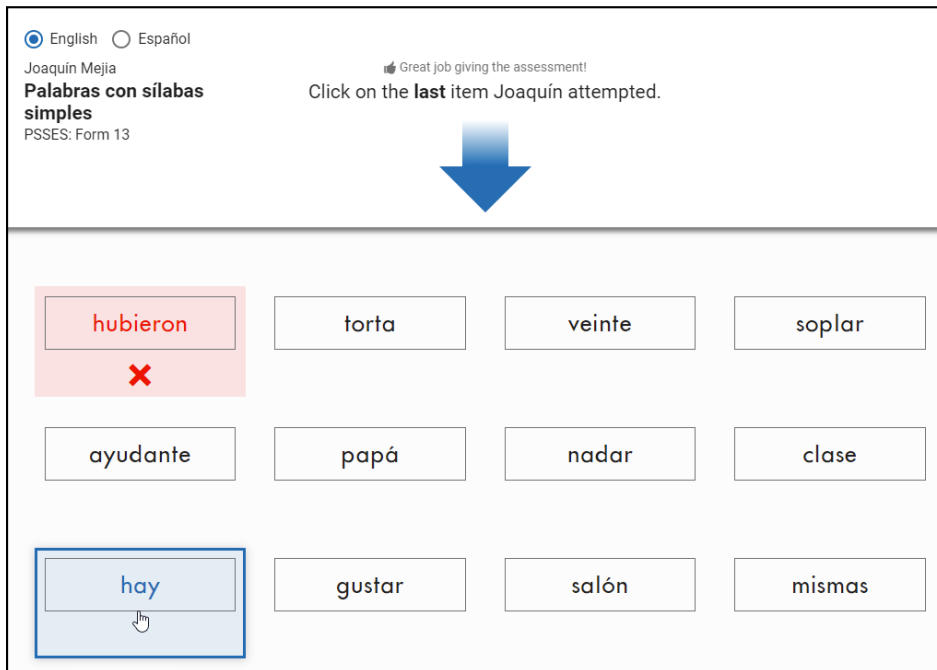
The student continues reading until they finish all items (or the passage) or until time runs out.

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 will hear a bell.



15. After the assessment, the student sees a “¡Lo lograste!” message. The student selects **Terminar**; if audio has been recorded, the student may need to wait for an “Uploading audio” message before selecting Terminar. 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.


16. You will be asked to select the last item the student answered.



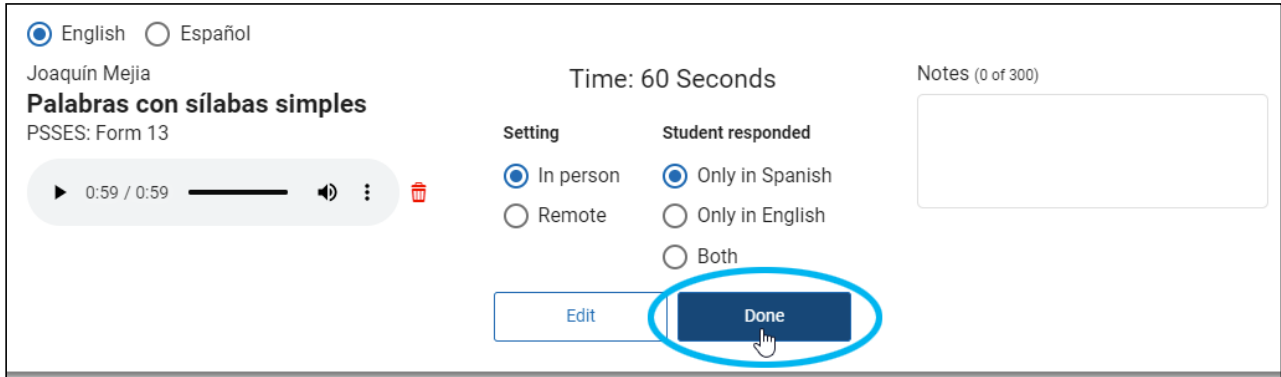
17. After you select the last item, you will see the assessment details, including the items you marked incorrect.

- ▶ 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.

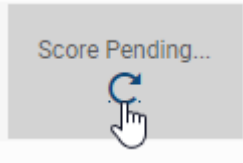
- ▶ Select how the student answered the items or read the passage: only in Spanish, only in English, or in both languages.

- ▶ 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**.



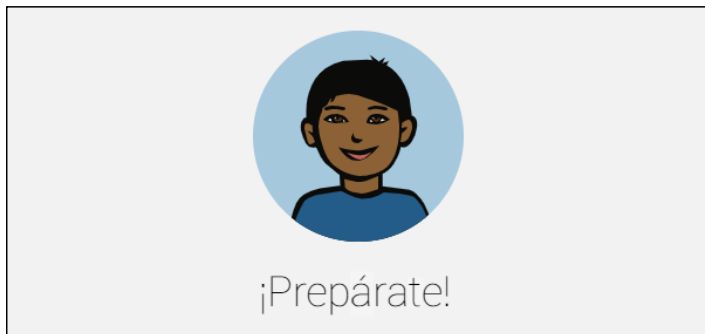
- Back in the Star Record Book, you will see "Score Pending" for the student's score for a few minutes. To refresh the page and see if the score is available yet, select the refresh icon below the message.



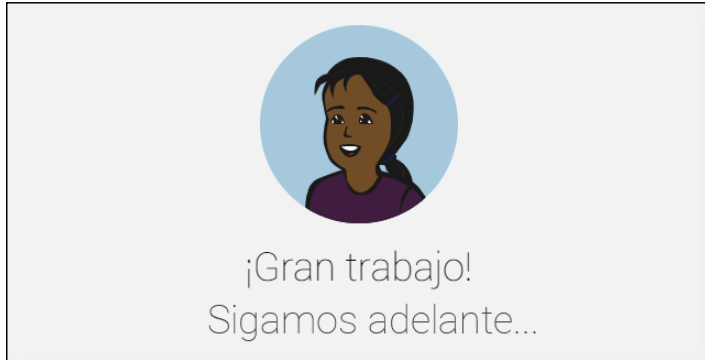
- When the score is available, see "Viewing Scores" on page 33 for more about viewing scores and benchmark categories.

## Messages Students May See During Online Assessments

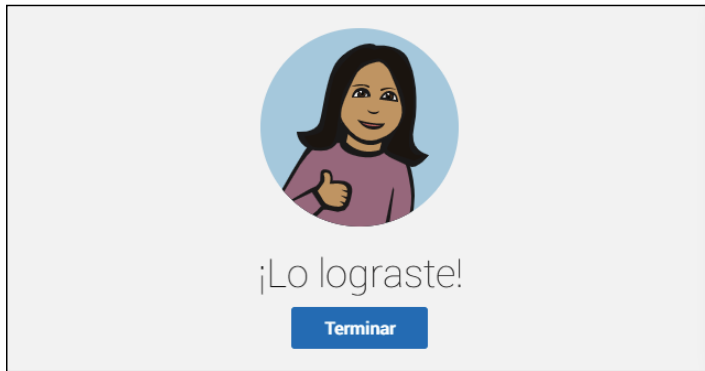
**Note:** Students in grades 4 and up will see different pictures that are more appropriate for their age.



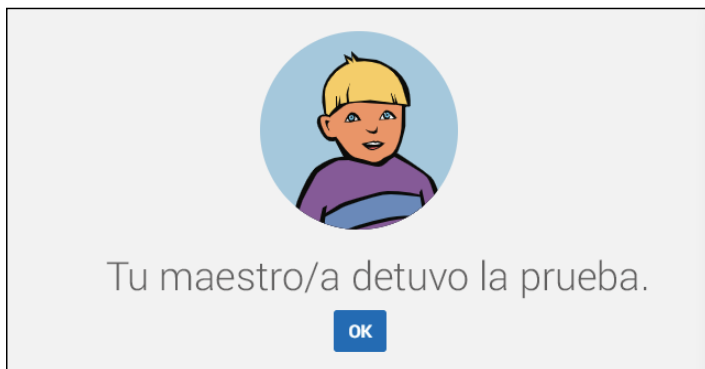
The student is waiting for the teacher to begin the assessment.



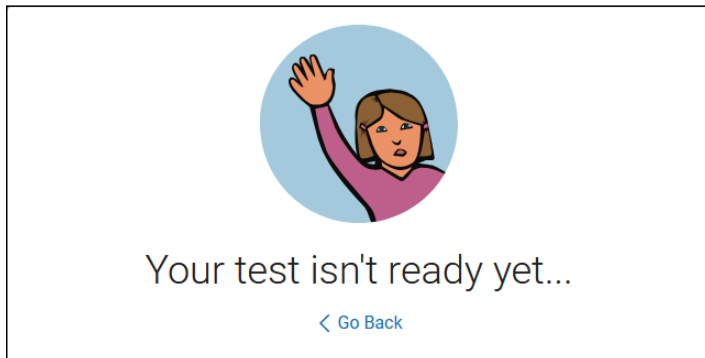
This type of assessment has a practice first. The student has finished the practice and is waiting for the actual assessment to begin.



The assessment is finished.



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



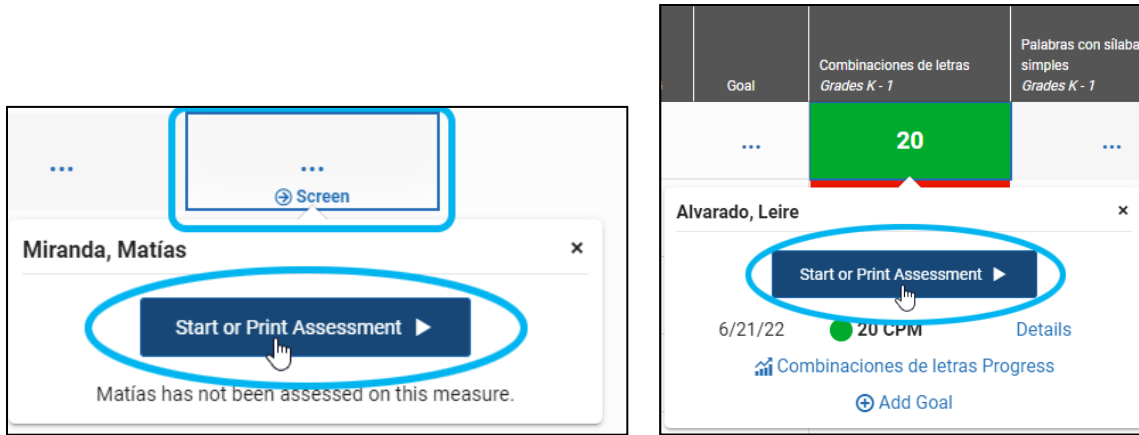
The student selected Star CBM before the teacher was ready to start the assessment. The student can wait for the assessment to be ready, or the student can select **Go Back** if the assessment is not being started at this time.

## 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.

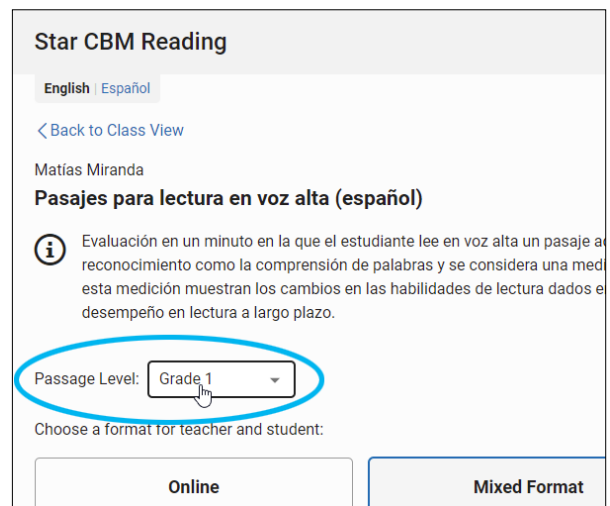
Star CBM Lectura assessments must be administered by an adult who is fluent and fully literate in Spanish and who is aware of the best practices for administering the assessments.

1. In the Star Record Book, with the CBM Spanish 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**.

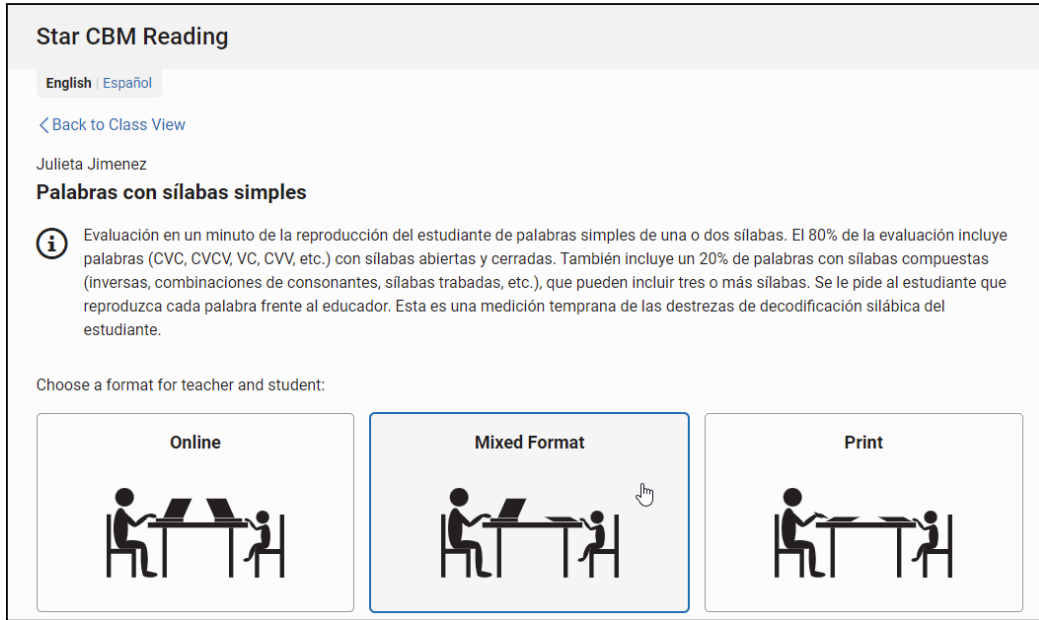


**Note:** To start Rapid Automatic Naming assessments, select **Rapid Automatic Naming** above the table; then, you can start any Rapid Automatic Naming assessment as described above.

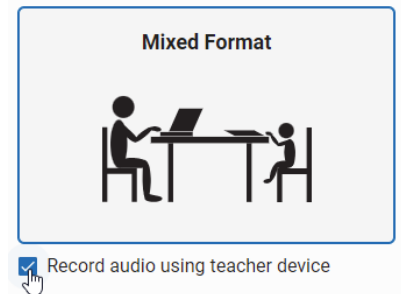
2. If you are administering a Pasajes para lectura en voz alta (español) assessment, check the grade level of the passage selected in the **Passage Level** drop-down list. If you need to assess the student on a different grade level, use the drop-down list to change it. (Benchmarks are only available for the student’s designated grade level.)



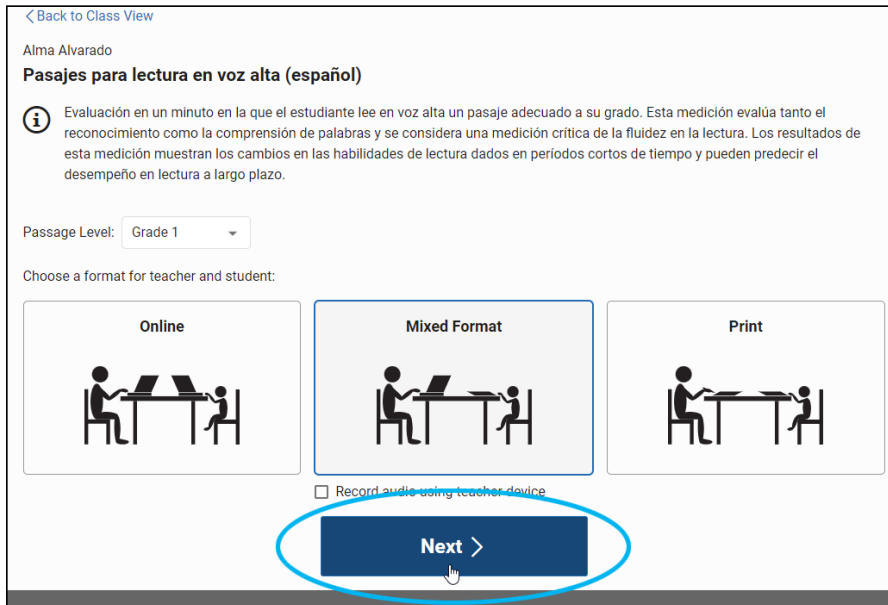
3. Select **Mixed Format**.



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.

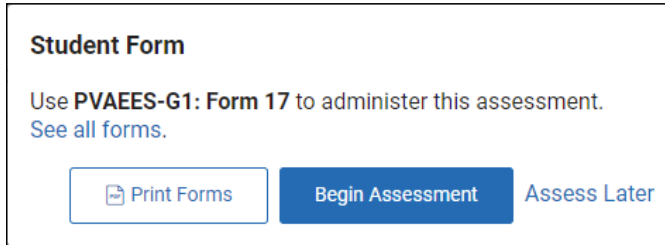


5. Select **Next >**.

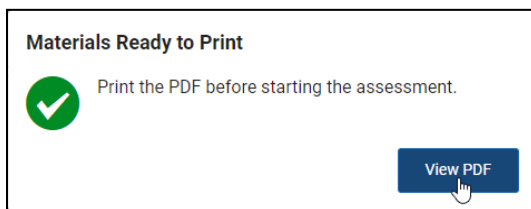




6. The Student Form message that opens gives you a few choices:



- ▶ **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 *Nombrar colores rápidamente* or *Nombrar objetos rápidamente*, 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 Spanish 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**.

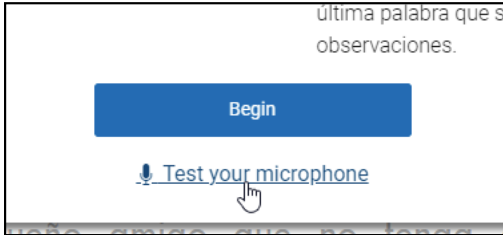
7. Rapid Automatic Naming assessments require student practice before the assessment. For other measures, skip this step and go to step 8.

For Rapid Automatic Naming assessments, 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.

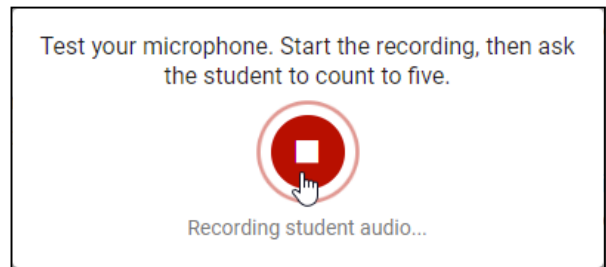
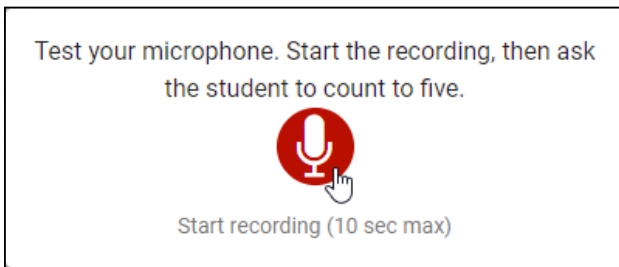
8. Read the instructions at the beginning of the assessment. Often, there are instructions in bold text to read aloud to the student. The instructions also include tips on how to prompt the student if necessary and when to mark items incorrect.

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

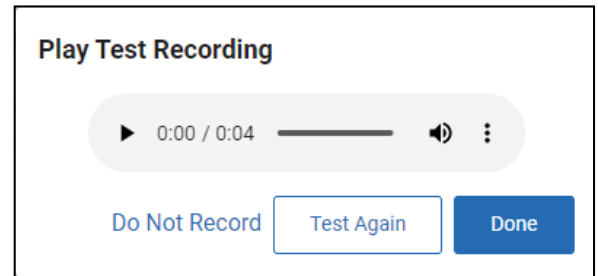
a. Select **Test your microphone** just below the Begin button.



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



c. Select 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.

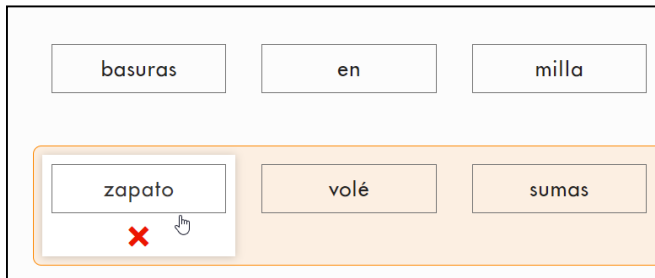
10. When you're ready to continue, select **Begin**.

5. Haga clic en la última palabra que se haya intentado decir y registre las observaciones.

- Para obtener orientación sobre la aplicación y calificación para hablantes no nativos, consulte el *Manual de aplicación de exámenes*.
- Durante la evaluación, haga clic sobre cada palabra incorrecta. Cuando se haya terminado la evaluación, si el estudiante no leyó el pasaje completo en menos de un minuto, haga clic en la última palabra que se haya intentado decir y registre las observaciones.

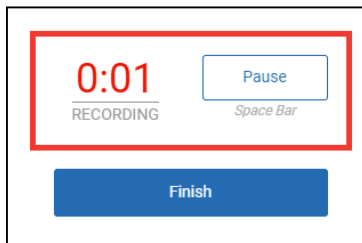
11. After a 3-second countdown, the assessment will begin, and the timer at the top of the page will begin counting down. If you've chosen to record the assessment, you'll see "Recording" under the timer.

12. Administer the assessment as described in the instructions. Click any item the student answers **incorrectly**. The item will be shaded in red and will have a red **X** under it.

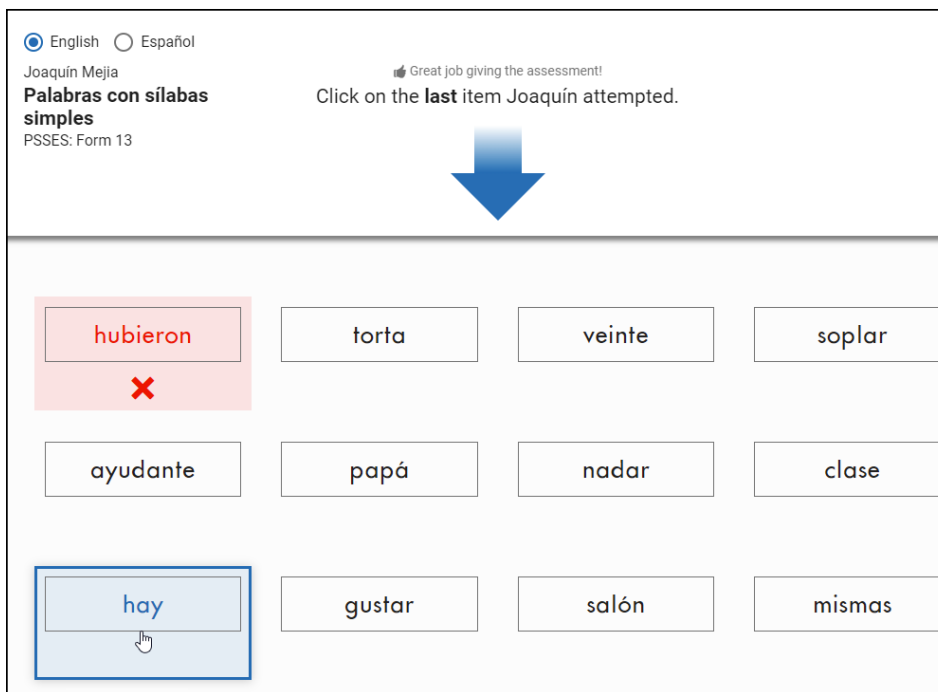


If you need to pause briefly for any reason, select **Pause** next to the timer or press the **space bar** on the keyboard. Be sure to start the timer again when you continue the assessment. If you need to stop the assessment, select **Cancel Assessment** under the student name and measure name.

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 will hear a bell; tell the student to stop.




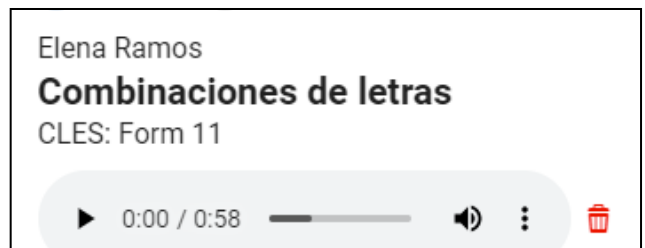
14. You will be asked to select the last item the student answered.



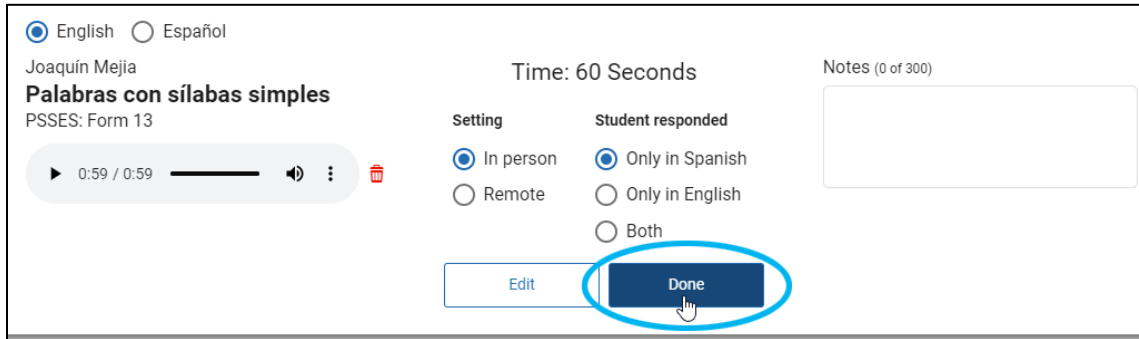
15. You will see which items were marked correct and incorrect.
- ▶ Select whether the assessment was administered in person (with both the teacher and student in the same location) or remotely (with the teacher and student in different locations using an internet meeting). This information is available when you export scores.

- ▶ Select how the student answered the items or read the passage: only in Spanish, only in English, or in both languages.

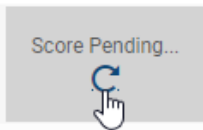
- ▶ If you need to change answers marked correct/incorrect, select **Edit**.
- ▶ Enter any notes you have about the student’s assessment session (error trends, observations, effort, etc.).
- ▶ If you chose to record audio, you will see a “Processing audio” message on the left until the processing is 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**.



- Back in the Star Record Book, on the CBM Spanish 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.



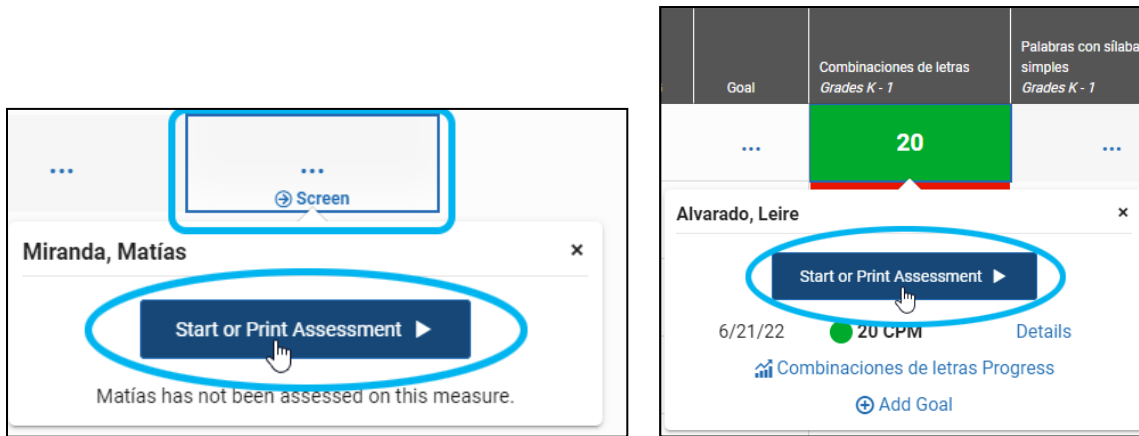
- When the score is available, see “Viewing Scores” on page 33 for more about viewing scores and benchmark categories.

## 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.

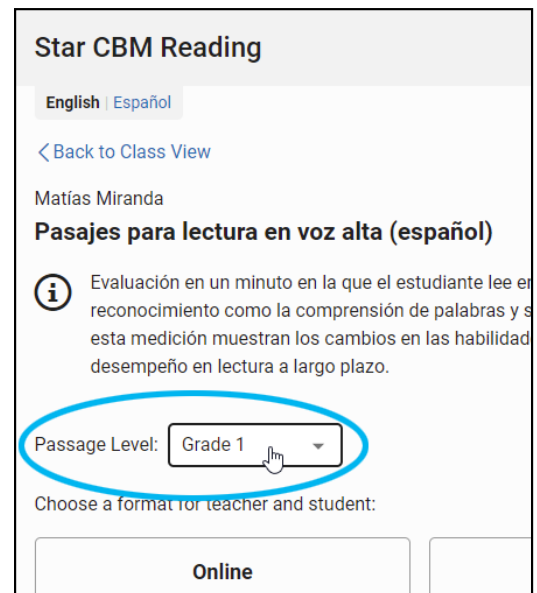
Star CBM Lectura assessments must be administered by an adult who is fluent and fully literate in Spanish and who is aware of the best practices for administering the assessments.

1. In the Star Record Book, with the CBM Spanish 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 any Rapid Automatic Naming assessment as described above.

2. If you are administering a Pasajes para lectura en voz alta (español) 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.)





3. Select **Print**.

**Star CBM Reading**

English | Español

[< Back to Class View](#)


Candela Dominguez

**Palabras con sílabas simples**


**i** Evaluación en un minuto de la reproducción del estudiante de palabras simples de una o dos sílabas. El 80% de la evaluación incluye palabras (CVC, CVCV, VC, CVV, etc.) con sílabas abiertas y cerradas. También incluye un 20% de palabras con sílabas compuestas (inversas, combinaciones de consonantes, sílabas trabadas, etc.), que pueden incluir tres o más sílabas. Se le pide al estudiante que reproduzca cada palabra frente al educador. Esta es una medición temprana de las destrezas de decodificación silábica del estudiante.

Choose a format for teacher and student:


Online



Mixed Format



Print



4. Click **Next >**.

**Star CBM Reading**

English | Español

[< Back to Class View](#)


Julieta Jimenez

**Palabras con sílabas simples**


**i** Evaluación en un minuto de la reproducción del estudiante de palabras simples de una o dos sílabas. El 80% de la evaluación incluye palabras (CVC, CVCV, VC, CVV, etc.) con sílabas abiertas y cerradas. También incluye un 20% de palabras con sílabas compuestas (inversas, combinaciones de consonantes, sílabas trabadas, etc.), que pueden incluir tres o más sílabas. Se le pide al estudiante que reproduzca cada palabra frente al educador. Esta es una medición temprana de las destrezas de decodificación silábica del estudiante.

Choose a format for teacher and student:


Online



Mixed Format

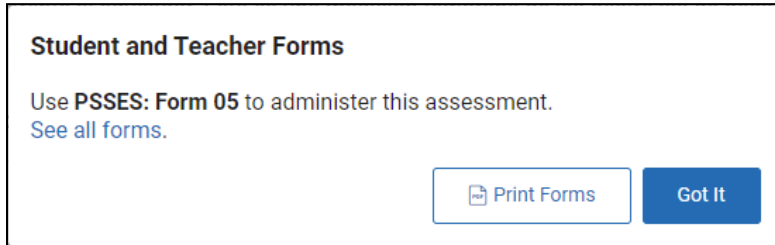


Print

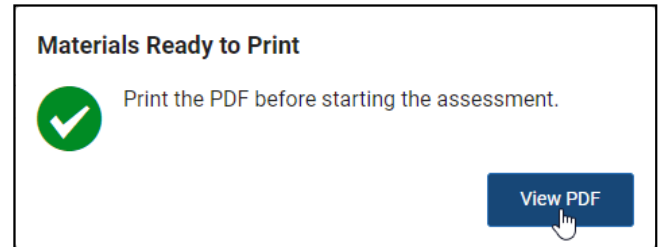


**Next >**

- The Student and Teacher Forms message will open.



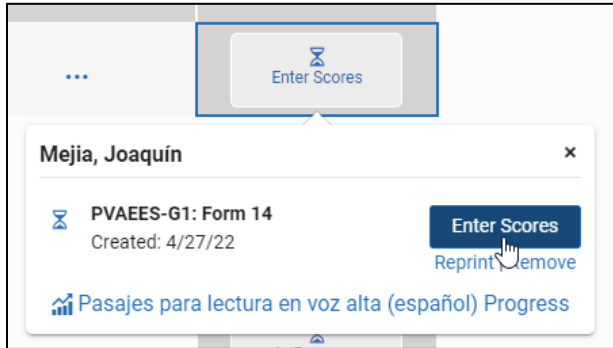
If you do not have preprinted forms, select **Print Forms**. Then, when the Materials Ready to Print message opens, select **View PDF**. Follow the prompts in your browser to open the PDF file. Print the forms. (If you are administering *Nombrar colores rápidamente* or *Nombrar objetos rápidamente* assessments,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



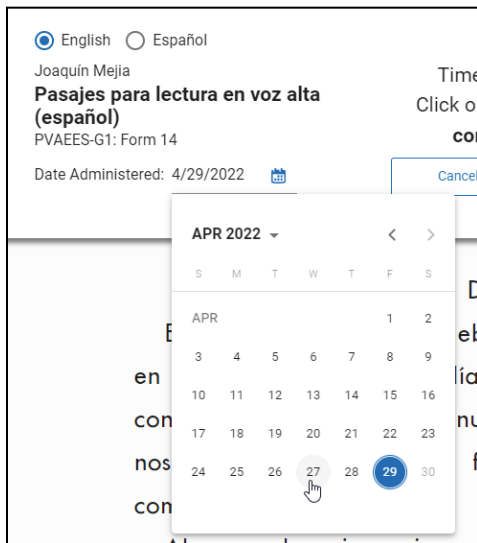
If you have [preprinted both the student and teacher forms](#), find the student and teacher forms that have the form identifier shown in the popup (in the example at the beginning of this step, PSSES: Form 05 is the form identifier). (**Note:** If you mark scoring information on the teacher form, you need to print that form again for each assessment.) Then, select **Got It**.

- Read through the instructions on the teacher form.
- You will go back to the CBM Spanish Assessments tab in the Star Record Book, where you will see the words “Enter Scores” for the student and measure.
- For Rapid Automatic Naming assessments, note the practice questions that are in the instructions on the teacher form. Have the student try the practice before starting the actual assessment.
- 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 *Nombrar colores rápidamente* 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.

- 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.



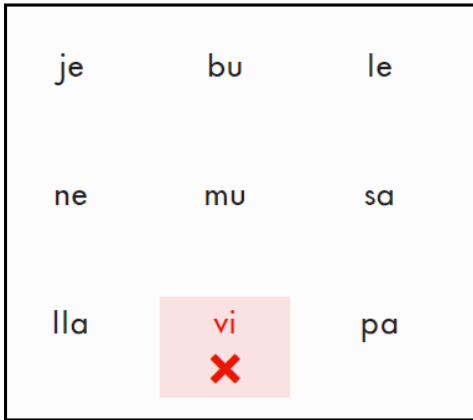
- The scoring page will open. First, check the date to the left. This defaults to today's date. If you administered the assessment on a different date, select the calendar icon and select the date when you administered the assessment.



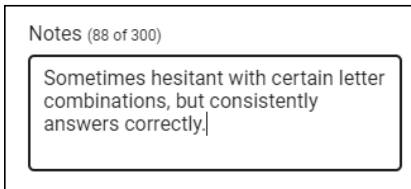
- Next, enter the time the assessment took. In most cases, unless the student answered all questions before time ran out, the time will be the default—60 seconds (90 seconds for Nombrar colores rápidamente only). Be careful to note the time accurately; incorrect times (especially very low times) will cause incorrect scores.



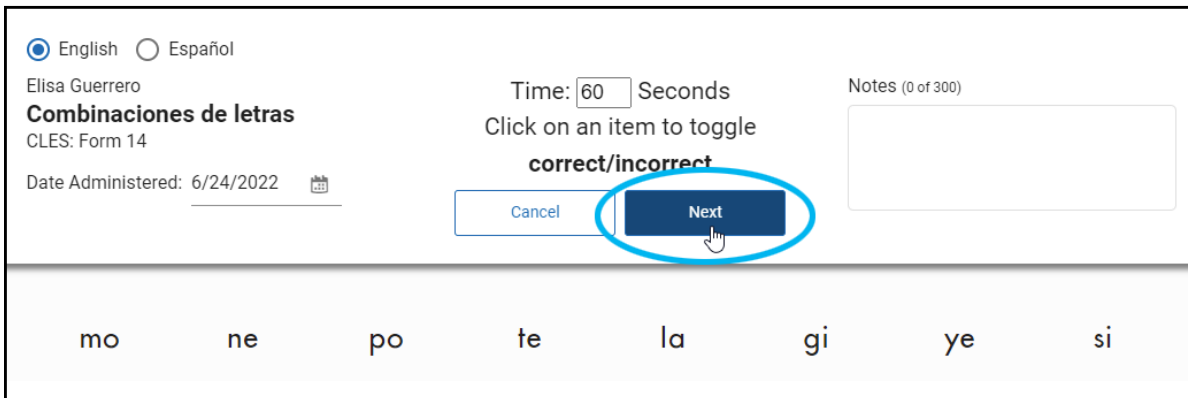
13. Click any items that the student answered **incorrectly**. The item will be shaded in red and will have a red X under it.



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.).




15. After entering the date, time, and notes and marking incorrect answers, select **Next**.



16. For most assessments, you will be asked to click the last item the student attempted. Click the item.

English    Español  
 Elisa Guerrero  
**Combinaciones de letras**  
 CLES: Form 14

Click on the **last** item Elisa attempted.



fe	ku	da	ci	lo	sa	ro	gue
go	le	vu ✖	ko	bu	pi	fu ☞	no
ve	cha	je	pa	lu	ga	que	yu

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.

**Time: 60 Seconds**

Setting	Student responded
<input checked="" type="radio"/> In person	<input type="radio"/> Only in Spanish
<input type="radio"/> Remote	<input type="radio"/> Only in English
	<input type="radio"/> Both

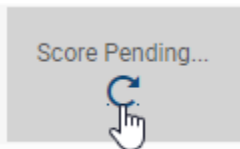
Edit

Done

18. Select how the student answered the items or read the passage: only in Spanish, only in English, or in both languages.

19. Verify the information you have entered. When you're done, select **Save** at the top of the page.

Back in the Star Record Book, on the CBM Spanish 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.



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

## Viewing Scores

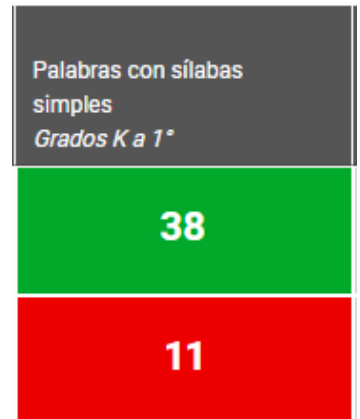
A few minutes after you finish or score an assessment, the Correct Per Minute (CPM) score will be available in the Star Record Book on the CBM Spanish Assessments tab.

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:

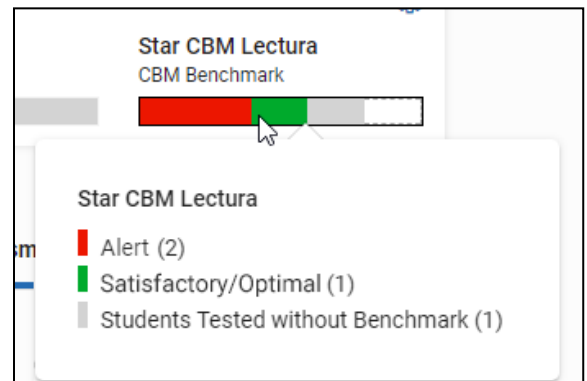
- ▶ **Green** means Satisfactory/Optimal.
- ▶ **Red** means Alert.

If the score is shown in gray, benchmarks are not available for the measure in the current season and/or the student's grade. If you see a green check mark next to the score, that score would fall within the Satisfactory/Optimal category in the nearest grade and season where benchmarks exist for the measure. (For Pasajes para lectura en voz alta (español), when the student is assessed at another grade level, the benchmarks for the passage's grade level and the nearest season to the student's grade are used for the check mark.)



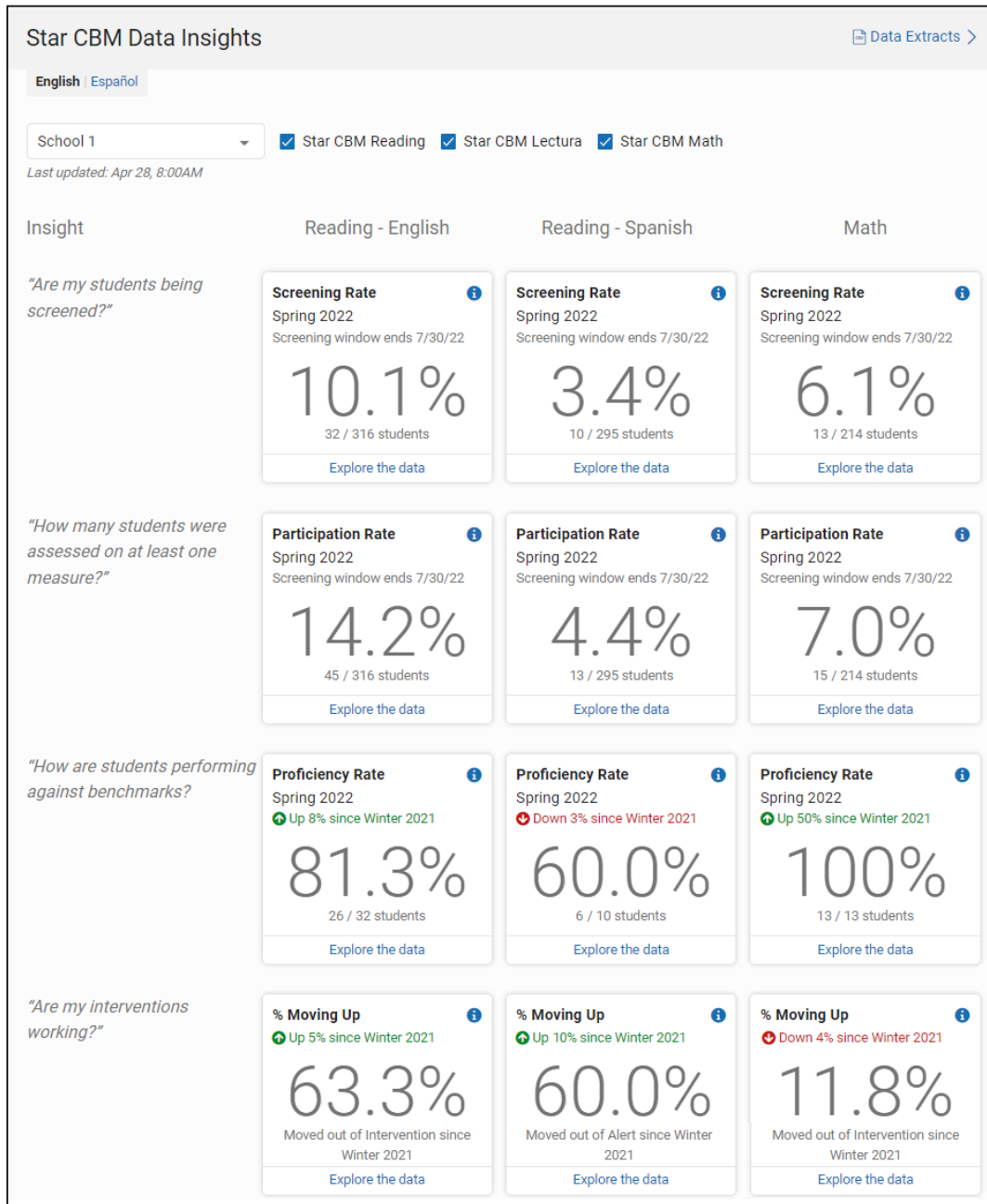
For more information about benchmark availability, see “Screening versus Progress Monitoring” on page 2. For detailed information about benchmarks, see Star CBM Score and Benchmark Tables.

At the top of the Record Book, you'll also see a Star CBM Lectura 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 Satisfactory/Optimal or Alert 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 you that some students haven't taken any assessments. If you move the cursor over the bar, you will see how many students are in each benchmark category and the gray category. See the example to the right. Rapid Automatic Naming assessments are not included in the status bar.

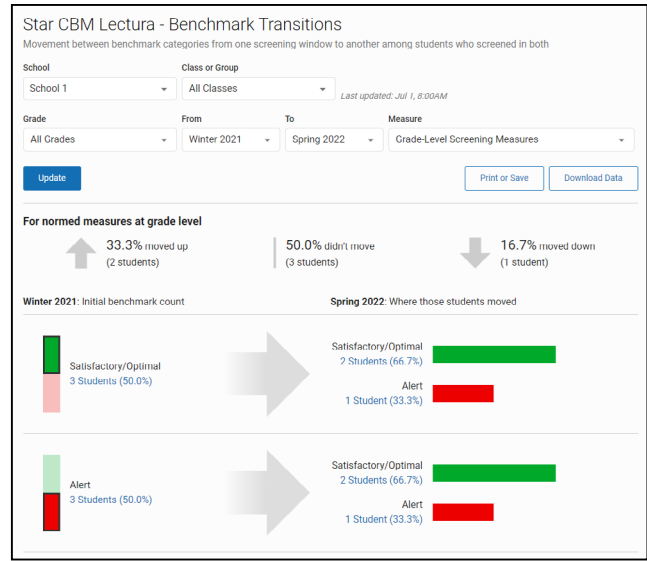
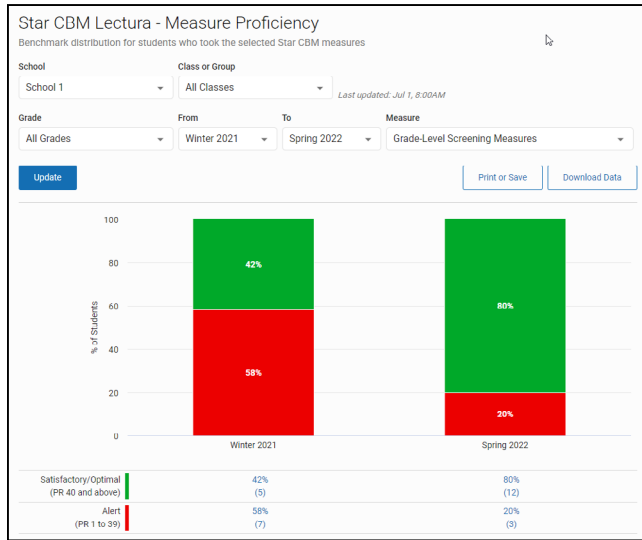


## Using Data Insights

The Star CBM Data Insights page gives you more information about your students' Star CBM Lectura proficiency on recommended screening measure and how many students have moved up from Alert to Satisfactory/Optimal; it can also help you identify which students in your classes or schools still need to be screened in the current window. You can view data for screening windows in the current and previous school years and for classes, grades, schools, and the district. To open the Data Insights page, on the Home page, select **Star CBM Lectura** and select **Data Insights**, or select **Reports** and select **Star CBM Data Insights**. For more information, see [Star CBM Data Insights](#).







## 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 welcome page, select **I'm a Student**.
3. The student enters his or her user name and password, and then selects **Log In**.

## Appendix B: Guidance for Administering Star CBM Reading Lectura Assessments to Emergent Bilingual Students Using Two Languages

Here are some important considerations to keep in mind when administering Star CBM Lectura measures to emergent bilinguals.

### What Is Translanguaging?

Garcia (2013) explains that translanguaging is an approach to bilingualism that is centered not on languages but on the practices of bilinguals that are readily observable. Connecting to pedagogy, Otheguy, Garcia, and Reid (2015) define translanguaging as the use of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages.

Further, Kerper-Mora (2016) explains that the concept of translanguaging for students performing academic tasks as a pedagogical approach validates the practices of bilingual learners who have a more expanded linguistic repertoire than their monolingual peers.

### Why Does This Matter When Administering a Star CBM Lectura Assessment to an Emergent Bilingual?

According to Flores and Scissel (2014), from a sociolinguistic perspective translanguaging describes the fluid language practices of bilingual communities. From a pedagogical perspective it describes an approach whereby teachers build bridges from these language practices and the language practices desired in formal school settings. Knowing that a student who is an emerging bilingual will bring their entire linguistic repertoire to an assessment, we as practitioners may see select language features from either program language present on a monolingual assessment. A student might use some of the following responses on the assessment:

- ▶ Pronounce words with an accent
- ▶ Pronounce the vowels with additional schwa [ə]
- ▶ Pronounce [ll] as "polo" rather than <<pollo>> [l] rather than [ʎ]
- ▶ Omit plural endings (i.e. -s)
- ▶ Use one's language grammar to make better sense of what is being read
- ▶ Add additional sounds to words

### How Does That Affect Scoring?

The purpose of Star CBM Lectura is to provide the teacher with insights on a student's progression of literacy development in Spanish. Teachers should be aware of when students are selecting specific skills from either

language, they are in the process of developing as they travel through the assessment. Make clear notes of your observations to impact instruction and your own bridge-building between languages.

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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](http://www.renaissance.com).

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