

Using the RISE Assessment for Selecting Students for STARI

rise.serpmedia.org

Eligibility for STARI may be determined by an individual's performance on the RISE, a diagnostic reading assessment developed by Educational Testing Service (ETS) in collaboration with SERP and its school district partners.

The RISE provides six scores that correspond to six component reading skills.

- ▶ Subtest 1 (Word Recognition & Decoding)
- ▶ Subtest 2 (Vocabulary)
- ▶ Subtest 3 (Morphology)
- ▶ Subtest 4 (Sentence Processing)
- ▶ Subtest 5 (Efficiency of Basic Reading Comprehension)
- ▶ Subtest 6 (Reading Comprehension)

The scaled scores are reported as a number and are color-coded. The colors indicate a performance band:

- Dark Green: high proficiency
- Light Green: low proficiency
- Yellow: needs improvement
- Red: warning

The score reports make it easy to quickly identify the students who do not need STARI because they have all dark and light green scores. If a student has red scores across the board, s/he should be referred for further reading assessment to see if there is evidence of a language-based learning disability or other kind of profile where a rules-based phonics program would be more appropriate than STARI. To access the STARI curriculum, students need to be able to read third-grade level text and have oral communication skills at an intermediate English language development (ELD) level. STARI is really a comprehension intervention that secondarily addresses other components of reading: decoding, morphosyntax, and fluency. If students have needs improvement or warning scores in either or both of the two comprehension-related RISE subtests—Efficiency of Basic Reading Comprehension and Reading Comprehension—they are good candidates for STARI even if they have stronger scores on other RISE subtests.

Some students will have profiles that are harder to decipher because the components are all over the spectrum. It is especially important that their teachers and their performance history play a role in their placement. A student who has a mixed profile, and who had been performing well in early grades but has been slipping in the middle grades, may have an unnoticed reading problem that could be addressed in the STARI course. No single assessment should be used to determine the placement of these mixed-profile students. Further exploration of their needs, and consideration of options available in addition to STARI, should contribute to the decision.