

RENAISSANCE®

Star Early Literacy®

What is Renaissance Star Early Literacy® (SEL)?

Renaissance Star Early Literacy® (SEL) was designed for regular assessment of literacy skills and concepts. Although intended primarily for Kindergarten/Foundation to Year 2, it may be used to assess any pupil who is not yet an independent reader.

How does SEL work?

One of the most powerful features of SEL is its ability to function as a diagnostic assessment. The program can:

- Identify a pupil's specific areas of strength and weakness
- Determine any difficulties that a pupil may have in learning to read
- Identify the potential cause of difficulties
- Help teachers determine appropriate reading intervention strategies

Why use SEL?

Star Early Literacy is distinguished from other assessments of early literacy in three ways:



First, it is computer-administered, requiring a minimum of oversight by the teacher; its use of computer graphics, audio instructions and computerised, automatic dictation of instructions and test questions means that most children can take the test without teacher assistance.



Second, its administration is computer-adaptive, which means the content and difficulty levels of the assessment are tailored to each student's performance.



Third, it is brief; each assessment administers just 27 test items and takes an average of eleven minutes. Despite its brevity, Star Early Literacy has been shown to correlate highly with a wide range of more time-intensive standardised measures of early literacy, reading and other learning readiness skills.

What does SEL assess?

The skill sets measured by SEL are:

1. Alphabetic Principle —Knowledge of letter names, alphabetic letter sequence and the sounds associated with letters.
2. Concept of Word —Understanding of print concepts regarding written word length and word borders and the difference between words and letters.
3. Visual Discrimination —Differentiating both upper- and lowercase letters, identifying words that are different and matching words that are the same.
4. Phonemic Awareness —Understanding of rhyming words, ability to blend and segment word parts and phonemes, isolating and manipulating initial, final, and medial phonemes and identifying the sounds in consonant blend.
5. Phonics —Understanding of short, long, variant vowels and other vowel sounds, initial and final consonants, consonant blends and digraphs, consonant and vowel substitution and identification of rhyming words and sounds in word families.
6. Structural Analysis —Understanding affixes and syllable patterns in decoding and identification of compound words.
7. Vocabulary —Knowledge of high-frequency words, regular and irregular sight words, multi-meaning words and words used to describe categorical relationships, position words, synonyms and antonyms.
8. Sentence-Level Comprehension —Identification of words in context.
9. Paragraph-Level Comprehension —Identification of the main topic of text and ability to answer literal and inferential questions after listening to or reading text.
10. Early Numeracy — Identifying and sequencing numbers as well as identifying corresponding numbers to images.