



Benchmarks, Cut Scores, and Growth Rates

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR[™] reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows. High school level data is still being analyzed and will be available soon.

Grade	Percentile	Fall September	Winter January	Spring May	Moderate Growth Rate
		Scaled Score	Scaled Score	Scaled Score	Scaled Score/ Week
1	10	151	215	278	5.8
	20	188	253	318	5.1
	25	202	267	333	4.7
	40	238	302	367	4.4
	50	263	327	390	4.1
	75	327	389	451	3.5
	90	390	449	508	3.2
2	10	297	349	402	4.2
	20	341	389	438	3.8
	25	357	403	449	3.7
	40	394	438	482	3.6
	50	414	458	502	3.5
	75	467	512	558	3.2
	90	515	562	609	3.0

		Fall September	Winter January	Spring May	Moderate Growth Rate
Grade	Percentile	Scaled Score	Scaled Score	Scaled Score	Scaled Score/ Week
3	10	390	430	469	3.9
	20	429	473	518	3.6
	25	443	488	534	3.3
	40	479	525	571	3.2
	50	500	547	593	3.1
	75	552	599	646	2.7
	90	600	646	692	2.4
4	10	462	497	532	3.3
	20	511	544	577	2.8
	25	527	560	594	2.6
	40	563	591	631	2.5
	50	585	620	654	2.5
	75	641	676	711	2.3
	90	689	724	759	2.2
5	10	523	552	582	2.7
	20	571	601	631	2.2
	25	588	617	647	2.2
	40	628	657	687	2.1
	50	650	680	710	2.1
	75	711	739	767	2.0
	90	763	791	820	1.7
6	10	579	607	636	2.2
	20	631	655	679	1.8
	25	649	673	696	1.7
	40	694	715	737	1.6
	50	718	741	763	1.6
	75	786	805	823	1.1
	90	831	858	884	1.0
7	10	607	627	647	2.0
	20	660	678	696	1.6
	25	682	698	713	1.4
	40	728	744	760	1.3
	50	757	773	790	1.1
	75	821	837	852	0.8
	90	876	896	917	0.6
8	10	623	642	661	2.0
	20	685	703	721	1.6
	25	708	724	739	1.4
	40	758	771	785	1.2
	50	790	803	816	0.9
	75	856	873	890	0.6
	90	920	938	956	0.3

		Fall September	Winter January	Spring May	Moderate Growth Rate
Grade	Percentile	Scaled Score	Scaled Score	Scaled Score	Scaled Score/ Week
9	10	640	660	680	1.7
	20	701	715	730	1.4
	25	720	734	748	1.4
	40	775	784	794	1.1
	50	802	811	820	0.9
	75	865	878	892	0.4
	90	930	946	963	0.2
10	10	639	658	677	1.7
	20	702	716	730	1.4
	25	723	736	749	1.4
	40	780	790	800	1.1
	50	806	816	826	0.8
	75	871	884	897	0.4
	90	935	953	971	0.3
11	10	687	689	696	1.5
	20	737	744	747	1.4
	25	755	762	767	1.0
	40	803	809	815	0.7
	50	828	833	840	0.6
	75	899	906	911	0.2
	90	974	977	981	0.1
12	10	699	704	706	1.4
	20	748	750	755	1.1
	25	770	774	779	0.7
	40	818	822	830	0.4
	50	843	848	852	0.3
	75	915	919	922	< .01
	90	989	989	996	< .01



Renaissance Learning™ | P.O. Box 8036 | Wisconsin Rapids, WI 54495-8036 | (800) 338-4204 | www.renaissance.com

All logos, designs, and brand names for Renaissance Learning's products and services, including but not limited to Renaissance Learning, STAR, STAR Assessments, STAR Early Literacy, STAR Math, STAR Reading, and STAR Reading Spanish are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States and other countries.

© 2015 Renaissance Learning, Inc. All rights reserved.

R43215.150911

Page 3 of 3