



How does it 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

What does it report?

The skills sets measured by SEL are:

1. **Alphabetic Principle (AP)**—Knowledge of letter names, alphabetic letter sequence and the sounds associated with letters – the understanding that the letters on the page represent the sounds in spoken words.
2. **Concept of Word (CW)**—Understanding of print concepts regarding written word length and word borders and the difference between words and letters – the speedy recognition of familiar printed words.
3. **Visual Discrimination (VD)**—Differentiating both upper- and lowercase letters, identifying words that are the same – the understanding that the letters on the page represent the sounds in spoken words and the speedy recognition of familiar printed words.
4. **Phonemic Awareness (PA)**—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 – the speedy working out of the pronunciation of unfamiliar printed words.
5. **Phonics (PH)**—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 – working out of the pronunciation of unfamiliar printed words, decoding.
6. **Structural Analysis (SA)**—Understanding affixes and syllable patterns in decoding and identification of compound words – working out of the pronunciation of unfamiliar printed words, decoding.
7. **Vocabulary (VO)**—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 – focusing on vocabulary and grammar.
8. **Sentence-Level Comprehension (SC)**—Identification of words in context – linguistic knowledge.
9. **Paragraph-Level Comprehension (PC)**—Identification of the main topic of text and ability to answer literal and inferential questions after listening to or reading text – pupils' experience of high-quality discussion with the teacher.
10. **Assessed in SEL within Structural Analysis (SA)**—Understanding affixes and syllable patterns in decoding and identification of compound words.

What is Renaissance Star Early Literacy™?

Star Early Literacy (SEL) was designed for regular assessment of literacy skills and concepts. Although intended primarily for use from Reception to Year 3, it may be used to assess any pupil who is not yet an independent reader.

In the research and development of SEL, children three or four years of age took the test and most attained Scaled Scores well above the minimum level. Successful test administration requires the ability to use the mouse or keyboard to select answers to test questions.

How can I use it to best advantage?

Once pupils have sufficient skills to read basic books they can move on to use Renaissance Accelerated Reader™. Reading practice must be at the right level of difficulty or Zone of Proximal Development in order to promote growth. Normally teachers will obtain this information when pupils take an initial Renaissance Star Reading™ assessment. But if pupils do not have the necessary skills to take a Star Reading assessment this does not preclude them from using Accelerated Reader. www.renlearn.co.uk/two has several resources to support this.

Emergent readers typically begin by listening to books which are read to them. In time they can read together with a more experienced reader. Eventually they begin to read independently. To ensure the pupils understand the content, characters and plot within the book, Accelerated Reader can be used to check their comprehension. Since the book was read to them, pupils can also have the quiz questions and alternatives read to them. There are over 1,000 Recorded Voice quizzes available.

Perform an Advanced Search (under type of quiz) on www.arbookfind.co.uk.

Developing pupils' comprehension and vocabulary through whole class or group activity, where pupils use the quiz items as stimulus and the teacher selects the answers based upon feedback offers excellent additional value from Accelerated Reader.

This video may help: <https://vimeo.com/rluk/guided-reading>. A blog post on this subject can be found at: www.renlearn.co.uk/renaissance-blog/whole-class-reading

Eventually, pupils will be able to read independently and by this stage their comprehension skills will also be honed so they can take the Accelerated Reader quizzes independently.