

Transcript – Student and Group Misconception Report

Remember, the purpose of the diagnostic assessments is to help identify **why** students are struggling and to diagnose students' current levels of understanding and areas of persistent misconceptions in algebra-readiness content. They should be administered to students at risk in Tier Two or Tier Three to help interventionists and teachers design supplemental instruction.

The Student and Group Misconception Report provides a summary of the students' gaps in understanding at each sublevel. Teachers can plan supplemental instruction and form groups of students according to common misconceptions.

The Student and Group Misconception Report is intended to provide teachers and administrators with detailed information on an individual student's diagnostic performance results and his or her misconceptions and errors. This report will allow teachers to determine if students can be grouped for efficient instructional delivery. The following video will give you more information on how to interpret these reports.

Transcript – Student and Group Misconception Report (continued)

The Student and Group Misconception Report allows teachers and administrators to view individual student misconceptions and compare them across a classroom or multiple classrooms. This information can be used to plan supplemental instruction.

Let's review the steps to generate this report. After logging into the ESTAR and MSTAR system, click the plus symbol next to "Using Diagnostic Assessment" to gain access to the drop down menu. Then, click the plus symbol next to "Diagnostic Assessment Reports." Finally, select "Student and Group Misconception Report."

At this point, select the season and the assessment you would like to view. You may also select the classroom you would like to view, or you can view all classrooms on the same report. Now that you've made your selections, click "Apply Filter." Your report is now visible on the screen. However, you also have the option of a larger view by selecting "View in a New Window." Here you have the same information, but this view presents the data in a larger, separate window. You can also view the information in this report in Excel by selecting "Download Report." You'll notice the Excel version provides the same information as the online report.

Now, let's take a closer look at the report itself. You can see there are column headers titled "Student" and "Classroom." These headers are followed by sublevel numbers and titles. The report gives you the ability to sort by any of these columns. You can also click on each of the sublevel headers to view a summary of the content included in each sublevel.

The row directly under the column headers displays the number of students whose assessment results indicated they were proficient in that sublevel.

Each student will have circles corresponding to each sublevel. Notice the key here. More details about each individual student can be obtained by selecting the circular icons next to each student's name. This will provide you with student misconceptions and errors based on their specific responses on the diagnostic assessment. Misconception statements are preceded by the letter "M" and error statements by the letter "E." In some cases, you'll notice neither letter precedes a statement. In this instance, the statement indicates the student has a clear understanding of a concept based on the given responses.

There are a few key things to keep in mind as you review this report. You should note that misconceptions or errors not listed in the sublevel may be the result of one of two situations: (1) The student did not select a response associated with a misconception at that sublevel. (2) Items for that sublevel were not presented to the student based on the number of incorrect responses the student selected in the preceding sublevels.

You should also note that no misconception or error statements are associated with the last sublevel of each level. In this case, the misconceptions are identified in previous sublevels. This is true for all assessments except for LP_VE.B.

For more ideas on what to do with this data, view the video "What Do I Do With my Data?"

Transcript – Sample Report

Here is a sample Student and Group Misconception Report. What decisions could you make based on these data?

These students could be placed in two small group interventions because they seem to have the same areas of strengths and weaknesses. Here are specific errors and misconceptions under sublevel 12.2, modeling addition and subtraction with unlike denominators. These could be addressed in the small group instruction.