

Interpreting Student Summary Report

- Identifies WHY students are struggling with algebra-related core instruction.
 - Identifies students' current level of understanding in key algebra-related content
 - Identifies students' persistent misconceptions in key algebra-related content
- Informs to plan supplemental instruction.

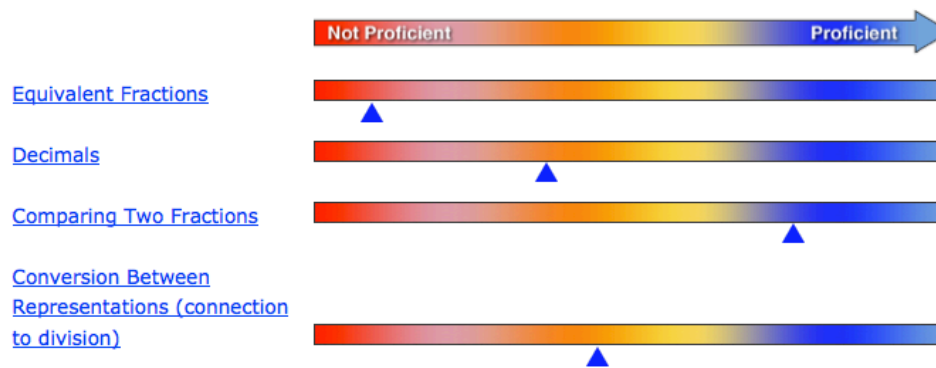
Interpreting Diagnostic Summary Report

Clarissa Kasterlyier's MSTAR Diagnostic Results

Student: Clarissa Kasterlyier
Assessment Date: 08-19-2013

Teacher: Chantell Buzardlyier

LP_RN.B: Representing Positive Rational Numbers



Opportunities

The Student Does Not Understand:

- that equivalent fractions can be represented with a visual model and are located at the same point on a number line.

Strengths

The Student Understands:

- how to a) approximate the length of an object to the nearest tenth, and b) locate the point on a number line corresponding to this length.

Interpreting the Diagnostic Summary Report

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ESTAR/MSTAR

Teacher

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Elementary & Middle School Students in Texas Algebra Ready

[MSTAR Overview](#)

Universal Screener

The ESTAR/MSTAR Universal Screener is a formative assessment system administered to students to support instructional decisions.

- The content of the ESTAR/MSTAR Universal Screener is based on algebra-readiness knowledge and skills as identified in the Texas Response to the Curriculum Focal Points.
- Results can help teachers identify students who might not be ready for algebra and are in need of additional instructional support.
- Teachers will be able to monitor students' risk status by administering comparable forms of the ESTAR/MSTAR Universal Screener in fall, winter, and early spring.

Diagnostic Assessments

The MSTAR Diagnostic Assessment is given after the Universal Screener to those **students in Tiers 2 and 3**. It is not intended to provide screening information. Reference the MSTAR Diagnostic Decision Tree in the Resource file prior to assigning an assessment.

The purpose of the MSTAR Diagnostic Assessment is to:

- Inform educators where a student is on a learning progression
- Identify the underlying misconception(s) that caused the student to answer incorrectly
- Identify a student's current understanding of algebra-related content

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Strengths

- The Student Understands the natural order of the number line and how to both create and interpret a number line with proper order and spacing using 0 and positive whole numbers
- The Student Understands that numbers represent both a location on the number line and a distance from 0, numerical order relates to magnitude, and common fractions can be used to approximate rational-number distance.
- The Student Understands fractions modeled by equally partitioning circles and rectangles and the number of equally sized pieces that compose one whole.
- The Student Understands the composition of a fraction as the number of equal parts in a model and that the numerator and denominator of the fraction will be the same when all parts in the whole are counted.
- The Student Understands composition and decomposition of fractions with the same denominator (including improper fractions) as representing addition and subtraction of unit fractions.

Opportunities

- The Student Does Not Understand equal intervals as they relate to counting distance using the number line, location of unit fractions and mixed numbers greater than 1, and the size of a fraction compared to 1 based on the numerator and denominator.
- The Student Does Not Understand unit fractions as equal intervals on a number line, the location of mixed numbers based on the sum of unit intervals, and the distance between two fractions based on unit intervals.
- The Student Does Not Understand fractions and unit fractions modeled by equally partitioning shapes, the total number of parts in one whole is the denominator of a fraction, and the same unit fraction can describe wholes of different shapes and sizes.
- The Student Does Not Understand the connection between fractions as partitioning a whole into equal parts and division as partitioning a set of objects into equal groups without a remainder.
- The Student Does Not Understand the connection between fractions and division as partitioning, the whole can be composed of several objects, and the number of equally sized parts in a whole determines the unit fraction that can be used to compose larger fractions.