

Texas Education Code (28.007)

Sec. 28.007. MATHEMATICS DIAGNOSIS. (a) Using funds appropriated for the purpose, the commissioner shall develop and make available or contract for the development and dissemination of assessment instruments that a school district may use to diagnose student mathematics skills. In developing the assessment instruments, all assessment methods available through advanced technology, including methods using the Internet or other computer resources to provide immediate assessment of a student's skills, shall be considered.

(b) The results of assessment instruments developed under Subsection (a) may not be used for purposes of appraisals and incentives under Chapter 21 or accountability under Chapter 39.

Interpreting the Administrator 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
- Groups students by sublevel and shows their level of understanding



Interpreting the Administrator Report

Assessment LP1A Spring 2012 - 2013 - Understanding Fractions, Grade 8 - Vyne Middle School 

Number of Students Proficient in Sub-Level out of the total number who took the assessment.

 - Click on this icon to view the Misconception Report for all Classrooms of the selected Teacher.

 School Admin Report

Sub-Level ▼	Description ▼	Teacher10 ▼ 	Teacher11 ▼ 	Totals ▼
1.1	Number Line Structure	2 out of 2	2 out of 3	4 out of 5
1.2	Magnitude as Distance	1 out of 2	0 out of 3	1 out of 5
1.3	Part-to-Whole Relationships	1 out of 2	0 out of 3	1 out of 5
1.4	Unit Fractions	0 out of 2	0 out of 3	0 out of 5
2.1	Partitioning of Wholes	2 out of 2	3 out of 3	5 out of 5
2.2	Partitioning Shapes with Different Sizes	0 out of 2	2 out of 3	2 out of 5
2.3	Division as Partitioning	1 out of 2	3 out of 3	4 out of 5
2.4	Combining Partitioned Parts	0 out of 2	1 out of 3	1 out of 5

Generating the Administrator Report

- Videos – Generating Administrator Report

Interpreting Student and Group Misconception Report

Welcome **Diag2 Teacher2!** [Log Off]

ESTAR/MSTAR

Teacher

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- Resources

☒ **Using Universal Screener:**

☒ **Using Diagnostic Assessment:**

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


version: 1.1.6.939



Interpreting the Administrator Report

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 School Admin Report

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1.3	Part-to-Whole Relationships	1 out of 2	0 out of 3	1 out of 5
1.4	Unit Fractions	0 out of 2	0 out of 3	0 out of 5
2.1	Partitioning of Wholes	2 out of 2	3 out of 3	5 out of 5
2.2	Partitioning Shapes with Different Sizes	0 out of 2	2 out of 3	2 out of 5
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What decisions could you make as an administrator?

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[↑ School Admin Report](#)

Sub-Level ▼	Description ▼	Teacher10 ▼ 	Teacher11 ▼ 	Totals ▼
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1.4	Unit Fractions	0 out of 2	0 out of 3	0 out of 5
2.1	Partitioning of Wholes	2 out of 2	3 out of 3	5 out of 5
2.2	Partitioning Shapes with Different Sizes	0 out of 2	2 out of 3	2 out of 5
2.3	Division as Partitioning	1 out of 2	3 out of 3	4 out of 5
2.4	Combining Partitioned Parts	0 out of 2	1 out of 3	1 out of 5
3.1	Composition with Models	2 out of 2	2 out of 3	4 out of 5
3.2	Representations of Compositions	1 out of 2	2 out of 3	3 out of 5
3.3	Composition as Multiplication	0 out of 2	2 out of 3	2 out of 5
3.4	Decomposition as Repeated Addition	0 out of 2	0 out of 3	0 out of 5