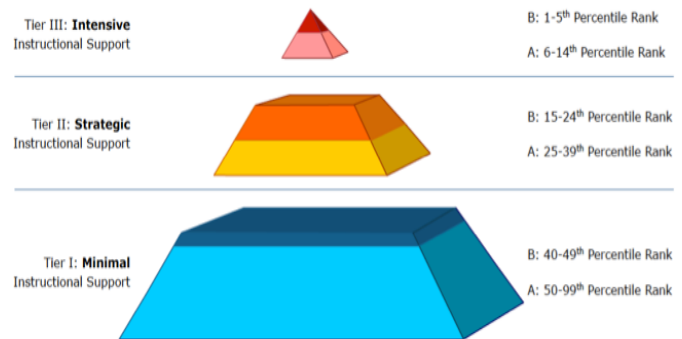


# Sharing ESTAR and MSTAR Diagnostic Assessment Information with Parents

Sharing information with parents is an important step in the Response to Intervention (RtI) process. Parents are better informed about their student's progress toward algebra-readiness and, therefore, can play an active role in helping their student be successful. Before sharing information with parents, review the ESTAR and MSTAR Diagnostic Assessment reports. The Project Share course ESTAR and MSTAR Diagnostic Assessments can serve as a good resource for understanding how to interpret these reports.



## Why did my child take the ESTAR or MSTAR Diagnostic Assessment?

To begin this conversation, take a moment to describe the RtI approach to instructional decision-making. It is reassuring for parents to understand that RtI is relevant to every student. It is both important and beneficial to identify how each student is performing in relation to the levels of risk in the RtI pyramid. Explain each tier and the type of instructional support needed to help students be successful.

Provide parents with a copy of the RtI pyramid and the ESTAR and MSTAR Universal Screener Performance Levels and Interpretive Guide so that they may refer to them throughout the school year. At each level within the RtI framework, evidence-based instruction is provided to help students reach mathematical proficiency in algebra-readiness content. All students can benefit from an RtI approach.

Performance Level	Instructional Need	Level Label	Range of Performance	Level of Additional Instructional Support
Tier III	Intensive Instructional Support	B	1-5 <sup>th</sup> Percentile Rank	Student needs urgent and intensive interventions that are highly specified to his/her individual needs. Additional instructional time is needed. Progress should be frequently and consistently monitored.
		A	6-14 <sup>th</sup> Percentile Rank	Student needs intensive interventions that are highly specified to his/her individual needs. Diagnostic assessments are needed to determine areas in need of improvement. Additional instructional time is needed. Progress should be frequently and consistently monitored.
Tier II	Strategic Instructional Support	B	15-24 <sup>th</sup> Percentile Rank	Student needs supplemental interventions that are targeted to his/her individual needs. Diagnostic assessments are needed to determine areas in need of improvement. Additional instructional time is needed. Progress should be consistently monitored.
		A	25-39 <sup>th</sup> Percentile Rank	Student needs targeted support including differentiated and scaffolded instruction, additional practice, corrective feedback. Additional instructional time may be warranted. Progress should be closely monitored to evaluate growth.
Tier I	Minimal to No Instructional Support	B	40-49 <sup>th</sup> Percentile Rank	Student needs minimal to no additional instructional support beyond the core instructional program. Student may benefit from differentiated instruction and strategic review to reinforce proficiency. Progress should be closely monitored to evaluate growth.
		A	50-99 <sup>th</sup> Percentile Rank	Student does not need additional instructional support beyond the core instructional program. Student may benefit from differentiated instruction and periodic review to reinforce proficiency.

## What is the purpose of the assessment system?

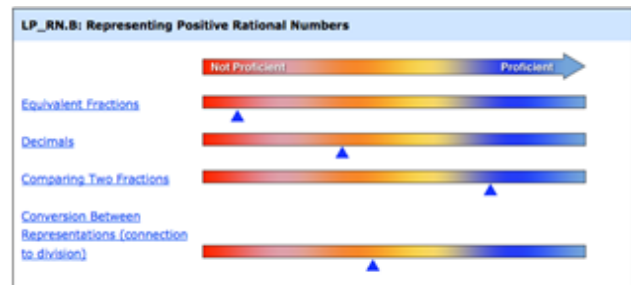
Since many mathematics assessments focus on content from all mathematical strands, it is important to explain how and why the ESTAR and MSTAR assessments focus on algebra-readiness knowledge and skills. The purpose and types of decisions that can be made from the ESTAR and MSTAR Diagnostic

Assessments should also be explained. The ESTAR and MSTAR Diagnostic Assessments are only administered to students who have been identified as being at risk for algebra-readiness. This determination should be made from the results of the ESTAR and MSTAR Universal Screeners and other data gathered in the classroom. The ESTAR and MSTAR Diagnostic Assessments identify why students are struggling with algebra-related core instruction and provide teachers with information that can be used to plan supplemental instruction.

## How did my child do on the ESTAR or MSTAR Diagnostic Assessment?

Provide parents with a copy of the Parent’s Guide to Interpreting the Diagnostic Summary Report as you review the student’s results. It may also be helpful to begin by briefly reviewing the MSTAR Learning Progressions and explaining the content assessed on the ESTAR and MSTAR Diagnostic Assessments. For further

information on the Learning Progressions, you can participate in the MSTAR Learning Progressions course on Project Share.



Now you can share the student’s Diagnostic Summary Report with parents. Discuss where the student’s performance is located on each continuum and how the colors relate back to the RtI pyramid. A student’s placement on each of the sublevel spectrums indicates his or her proficiency and can be used to discuss the intensity of support he or she might need in that content area.

Opportunities	Strengths
<p>The Student Does Not Understand</p> <ul style="list-style-type: none"> <li>that equivalent fractions can be represented with a visual model and are located at the same point on a number line.</li> <li>how to generate simple equivalent fractions using models, or by finding common denominators and multiplying the numerator and denominator by the same number.</li> </ul>	<p>The Student Understands</p> <ul style="list-style-type: none"> <li>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.</li> <li><a href="#">fraction comparison with models</a> through reasoning about the size of the denominator when the numerators are the same.</li> <li>comparing fractions with like denominators</li> </ul>

This report also identifies student strengths and opportunities. Very simply, the Strengths column will correspond to proficiency in a sublevel or topic. These are concepts or skills in which the student has a high level of proficiency. Opportunities are areas where supplemental instruction could be focused.

## What can I do to help my child be successful?

After talking with parents about their child’s performance on the ESTAR or MSTAR Diagnostic Assessment, the next step is to develop an action plan for the student. If the student needs additional instructional support, share the evidence-based instructional ideas that you have for assisting the child, such as small group instruction or the use of manipulatives to re-teach concepts.

Ask the parents to share their ideas for helping their student. You might suggest activities that they can work on at home, including games or online activities. Working with parents to develop an intervention plan ensures that students receive the maximum amount of support possible.