Transcript –Using the Progressions

Let's take a closer look at the elements within the outline. Here is a snapshot of level 1, magnitude, in learning progression RN. Within sublevel RN.A.1.2, there is a Roman numeral system that orders content. It suggests "what comes next" in order to establish mastery of a concept.

We see that the first statement in RN.A.1.2 begins with "ii" rather than just "I." This is because this concept directly builds from "ii" in the previous sublevel, RN.A.1.1.
The misconceptions and errors connected to these concepts (or skills) are denoted by an M or an E before each statement.

This is a snapshot of level 1, variables as an unknown quantity, in learning progression VE. If a student is in the last sublevel, VE.A.1.4, then he or she has mastered all of the concepts/skills addressed in this level. The student should not have any misconceptions or errors at this point in the progression.

Last, let's take a look at this snapshot of level 10, multiplication of positive rational numbers, in learning progression RN. A student in sublevel RN.C.10.3 may have mastered one or both of these skills but may still have misconceptions from sublevel RN.C.10.1.
Take a few moments now to explore the outline of the ESTAR/MSTAR Learning Progressions on your own. You can find them under the resource tab.

Transcript – Activity

Now that you have a basis for the ESTAR/MSTAR Learning Progressions, let's look at a mathematical concept.

What concepts do you think a student would need to master in order to demonstrate this sublevel description: The student can distribute over parentheses with whole numbers? What concepts could mastery of this sublevel description lead into?

Write down all of your ideas on page nine using the ESTAR/MSTAR Learning Progression outline while keeping in mind the definition of a learning progression.