

Transcript – MSTAR Universal Screener

The Response to Intervention Multi-tiered model provides a framework for implementing response to intervention in middle school classrooms with the intent to improve students' algebra-readiness. The benefits of this model include increased student achievement through effective instruction, more appropriate learning disability identification, increased professional collaboration, and overall school improvement. The first step in the RTI process is to screen all students and examine all other existing data to determine what students qualify for Tier II and III interventions. The MSTAR Universal Screener is designed to accomplish this task. Although the diagnostic is not overtly modeled on this diagram, it is intended to come after screening in order to design the Tier II and Tier III interventions to most appropriately address students' needs. Progress monitoring comes after implementation of the Tier II and Tier III interventions to determine if students are responding to instruction.

Data from the MSTAR Universal Screener can help teachers make informed decisions about whether interventions are needed and the intensity of the intervention. This diagram represents a 3-tiered model of instructional interventions. It is a pyramid.

The bottom represents Tier 1. Tier 1 includes high quality core instruction for all students. The second part is Tier 2. These students are at risk for not meeting our expectations, in this case for algebra-readiness, and they may need supplemental instruction such as small group or differentiated instruction. The top of the diagram represents tier 3. This will include intensive support for students to be able to meet our expectations. Each tier is broken up into smaller tiers, A and B. This distinction was to help us better communicate the differences in the amount of intensity of support that students may need. So within each category of support, students may need more or less support depending on their performance on the universal screener and on other measures previously mentioned.

This is another way of looking at the same information in the pyramid, but it also includes additional recommendations for instructional support at each level. However, to design precisely targeted instruction to support students receiving Tier II instruction, we need to better understand their needs. The purpose of the ESTAR/MSTAR Diagnostic Assessments is to help us do that.