

# Purpose of the ESTAR/MSTAR Diagnostic Assessments

- 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
- Provides information that can be used to plan supplemental instruction

## Response to Intervention: A Closer Look at Tier II

- Universal Screening
- Diagnostic Assessment

### Evidence-Based Interventions (TXRCFP/TEKS)

- Ensure identified students receive instruction related to prerequisite knowledge and skills with new skills to support the core curriculum
- Support understanding of and proficiency with critical mathematics vocabulary
- Identify provider: classroom teacher in different setting or math interventionist

### Increasing Intensive Intervention Support

- Allocate additional time beyond core instruction time
- Employ needs-based grouping
- Implement effective intervention delivery
- Integrate targeted materials/technology

### More Frequent Progress Monitoring

- Examine and diagnose students' mathematical abilities
- Identify students who qualify to
  - exit Tier II
  - remain in Tier II
  - enter Tier III

Tier I

Progress  
Monitoring

Tier III