

Transcript – Introduction

Presenter: Welcome. My name is Leanne Ketterlin Geller, and I'm an associate professor at Southern Methodist University in Dallas, Texas. Today we will be talking about the ESTAR/MSTAR Universal Screener and how to interpret the results obtained after administering the universal screener to students in your classes.

In the next few lessons, we will examine the data and reports that you will receive after administering the ESTAR/MSTAR Universal Screener and how to make instructional decisions using the information from the reports.

Just to review, the purpose of the ESTAR/MSTAR Universal Screener is to help make two instructional decisions. Those decisions are to, first, identify students who are on track and those who might be at risk for not meeting expectations in algebra and algebra readiness skills. Second, once we've identified students who may be at risk, the results from the universal screener can be used to determine the intensity of the support those students may need in order to be on track for meeting our expectations in algebra and algebra readiness skills.

To make these two decisions in a timely manner, the ESTAR/MSTAR Universal Screener is designed to be administered to all students in grades five through eight three times a year: in fall, winter, and early spring.

Before administering the universal screener, please thoroughly review the administration manual.

So in the following videos, we will look at the ESTAR/MSTAR Universal Screener reports together to learn how to interpret the data from the universal screener to make better informed instructional decisions.

Transcript – RtI Pyramid

Presenter: The RtI pyramid for the ESTAR/MSTAR Universal Screener is broken into three categories, or three performance levels of instructional support. Within each tiered level we have further divided students' performance based on the level of intensity of support that those students might need.

These classifications, which we see on all of the ESTAR/MSTAR Universal Screener Reports are Tier IA & IB, Tier IIA & IIB, and Tier IIIA & IIIB. And, as we've identified in previous discussions, these relate to the students' performance and to the potential risk that these students might have for not meeting our expectations in algebra and algebra readiness skills.

In Tier I, we have Tier IA and IB. These are students who are receiving high quality core instructional materials and are identified as not being at risk for failure in algebra and algebra readiness skills and knowledge on the ESTAR/MSTAR Universal Screener. As such, these students are those who are scoring highest on the ESTAR/MSTAR Universal Screener. When we reference back to the histogram, these are students whose performance is coded in light blue and dark blue.

The next group are the students who are scoring within the Tier II section. As we referenced before, these are students who are going to need additional instructional support, either targeted interventions or additional support beyond the instruction in Tier I, to reach expectations. If we reference back to the histogram, these students' scores are in the yellow and orange bars. They scored on the screener within the 15th to the 39th percentile.

And then finally, Tier III. Again, we may see students whose scores fall within the Tier IIIA category and the Tier IIIB category. These are the students who have scored the lowest on the ESTAR/MSTAR Universal Screener and who might need the most intensive instructional support, in order to be back on track for meeting expectations in algebra.

If we reference back to the histogram, this same information can be viewed on the histogram. We have the same tiered instructions, the same information is presented, we have the same categories that we're interested in looking at, and the same decisions that can be made by looking at this information.

The histogram also provides us with some additional information. By separating out the student performance across the continuum of scale scores, we can see the intensity of the support that some students might need. So, for example, for students who have scored at the far end of the scale, who have the lowest scores, those students are going to need the most intensive instructional support, as opposed to the students who are in the other end of the scale, where they have the highest scores. Those students may not need additional supplemental support and will likely be successful in algebra given high quality core instructional material.