

Transcript – Comparison Over Time

Presenter: This lesson is a continuation from the previous lesson. Please review the procedures for creating a comparison summary report prior to reviewing this lesson.

The next type of comparison that we might want to make is at the individual student level. We can use the comparison reports to assist us in comparing a student's performance over time. This lesson will help you understand how to use this information to make individual student level decisions.

So we will use the comparison over time report to help us compare a student's performance over time. So let's look at the fall and winter administrations of the ESTAR/MSTAR Universal Screener for a specific student in period one.

We would like to start by looking at the Box and Whisker plots for the class. The Average Score for the class and then this individual Student Score for the class. We applied the filter, and our report is generated.

So again, to review how to read this report, we can see that on the x-axis, we have the “ESTAR/MSTAR Assessments”, and we have presented just the two ESTAR/MSTAR assessments that have been administered that we're interested in comparing, the fall administration and the winter administration. Again, we see that the y-axis is the “Scale Score”. We have our box plot from fall, our box plot from winter. And then we can also see that we have the class average from fall to winter, and then our student score from fall to winter.

So these are line graphs. And they are connected line graphs, because this is the same student. This represents the same student over time. We also notice the diamonds that represents this student's score is color coded to match the coding from the report key, which matches the color coding from the interpretive guide.

Transcript – Interpreting the Report

Presenter: So we can see a few things. One is that the class average is in Tier IB, the category Tier IB, in the fall, and moves to Tier IA in the winter. We can also see that for this specific student, that their score in the fall was a Tier IIA, and that in the winter, they were also scoring in Tier IIA. So we notice that this student is performing at the same from fall to winter, whereas the class, on average, their performance increased.

An important consideration when viewing these scores is that this student is not progressing at the same trend as the average of the class. So we might conclude that the supplemental supports or the intervention that we are providing to the student did not sufficiently improve this student's score to be on track for meeting our expectations in algebra. We might interpret this to indicate that the student needs additional support in order to improve between the winter and the spring administrations of the

ESTAR/MSTAR Universal Screener to be on track for meeting our expectations in algebra.

So let's add in the spring scores for this specific student. So we come to the assessments. And we had fall and winter selected, and now we want to add in spring. And again, we're still looking in the same class period, and we are still interested in the same student. We know the student is still selected. And we have our three report options. So we want to apply the filter. And we see that a third box plot has been added to our graph. And this is the spring performance on the ESTAR/MSTAR Universal Screener.

So what we see for this specific student is that although their performance was in the Tier IIA category in the winter, in the spring, their performance fell to the Tier IIB category. This indicates that our additional instructional supports or interventions that we provided for the student may not have been sufficient to support this student's achievement.

Because the ESTAR/MSTAR Universal Screener was administered in early spring, we still have enough time in the remainder of the school year to improve this student's knowledge and skills in algebra related content. However, we do know that since this student is in Tier IIB, that we need to increase the intensity of the instructional support that we provide for this student.

In the ESTAR/MSTAR professional development materials, you can learn how to provide additional targeted instructional support to students who are in Tier II or needing Tier II interventions. This is also a good source for identifying how to support students' needs.