

Transcript – Review for Quiz

Performance Levels

Presenter: There are two unique characteristics of the diagram we use in the ESTAR/MSTAR project that are different from the diagram that we just saw. First, you will notice that the same information is provided in the tiers: Tier I, Tier II, and Tier III. But you will see that each tier is broken up into two smaller tiers. We've labeled these Tier IA, Tier IB for Tier I, Tier IIA and Tier IIB for Tier II, and Tier IIIA and Tier IIIB for Tier III.

This distinction was created to help us better communicate to users of the ESTAR/MSTAR Universal Screener that we are trying to understand the differences in the intensity of support that students might need. So while we still have the same classifications or the same categories of support, within those categories of support, we recognize that there are going to be students who may need more or less support depending on their scores within the ESTAR/MSTAR Universal Screener.

You will also notice on this diagram that there are percentile ranks provided next to the tier descriptions. This will provide you with information about who is, based on the performance on the ESTAR/MSTAR Universal Screener, in each of these categories.

Instructional Decisions

Presenter: The purpose of the ESTAR/MSTAR Universal Screener, as we said, is to make instructional decisions. As such, it's important that all students in grades five through eight take the universal screener.

The ESTAR/MSTAR Universal Screener may complement the other assessment systems that are administered in your school or district. Many schools already administer a benchmark or a universal screener to their students. These assessments may focus on other content, such as the Texas Essential Knowledge and Skills, but may not be specific to algebra.

In this case, the ESTAR/MSTAR Universal Screener is designed specifically to provide instructional information related to algebra and algebra readiness skills. So the ESTAR/MSTAR Universal Screener might be used in addition to an existing screener in your building.

An important distinction between this screener and other assessments are the decisions you can make based on the results. This screener is not designed to be a diagnostic tool. It will not provide enough information to make diagnostic decisions about students' strengths and areas of weakness or about students' misconceptions. So, the results from the universal screener do not provide enough information about how to design or select targeted interventions to support student success.

Question 8

Presenter: Are teachers expected to administer the screener to every student in fifth through eighth grade?

The ESTAR/MSTAR Universal Screener is intended to be administered to all students in grades five through eight three times per year (fall, winter, and early spring). All students should take the ESTAR/MSTAR Universal Screener to help teachers identify those students who are on track for meeting expectations in algebra and algebra-readiness and those who are at risk for not meeting expectations in algebra and algebra-readiness. The winter administration of the ESTAR/MSTAR Universal Screener should follow the fall administration to determine if students have changed risk categories. For example, some students who were identified as on track for meeting expectations in algebra and algebra-readiness in the fall administration of the ESTAR/MSTAR Universal Screener may have fallen behind as the complexity of the content increased, and would subsequently be identified as at risk for not meeting expectations in algebra and algebra-readiness on the winter administration of the ESTAR/MSTAR Universal Screener. By assessing all students again in the winter and early spring, teachers can use this information to adjust their instruction to support learning.

Similarly, administering the ESTAR/MSTAR Universal Screener to all students in winter and spring allows teachers to examine the impact of instructional supports and supplemental interventions on the performance of students who were previously identified as at risk for not meeting expectations in algebra and algebra-readiness. For those students, the winter and early spring administrations of the ESTAR/MSTAR Universal Screener can be used to determine if the type and/or intensity of the instructional supports or supplemental interventions needs to be increased or decreased to support student learning.

Introduction to Comparison Reports

Presenter: Hello. My name is Leanne Ketterlin Geller, and I'm from Southern Methodist University. In this lesson we will talk about the ESTAR/MSTAR Universal Screener Comparison Summary Reports. These reports will allow the user to make comparisons over time for individuals and groups of students, as well as classes and grades, and to make comparisons between groups of students.

The ESTAR/MSTAR Universal Screener is designed to be administered three times per year - in the fall, winter, and in early spring. We can make two different decisions from those results. First, we can determine if students are on track for meeting our expectations in algebra or if they might be at risk for not meeting our expectations in algebra. For students who are at risk for not meeting our expectations in algebra, another decision that we might make from these results is the intensity of support that those students might need in order to be successful.

The "Class Summary Report", which we learned about in an earlier lesson, can be used to assist in making those two decisions at each administration in the fall, the winter, and the spring. But, once we have at least two data points, either the fall and the winter, winter and spring, or fall, winter, and spring, we can use the comparison reports to look at the change in students' performance over time.

The comparison report also helps us look at individual student performance or the performance of certain groups of students. For example, the groups of students could be small groups of students receiving a specific intervention, classes of students, or an entire grade level.

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.