ESTAR/MSTAR
Supporting Response to Intervention (RtI) in Texas

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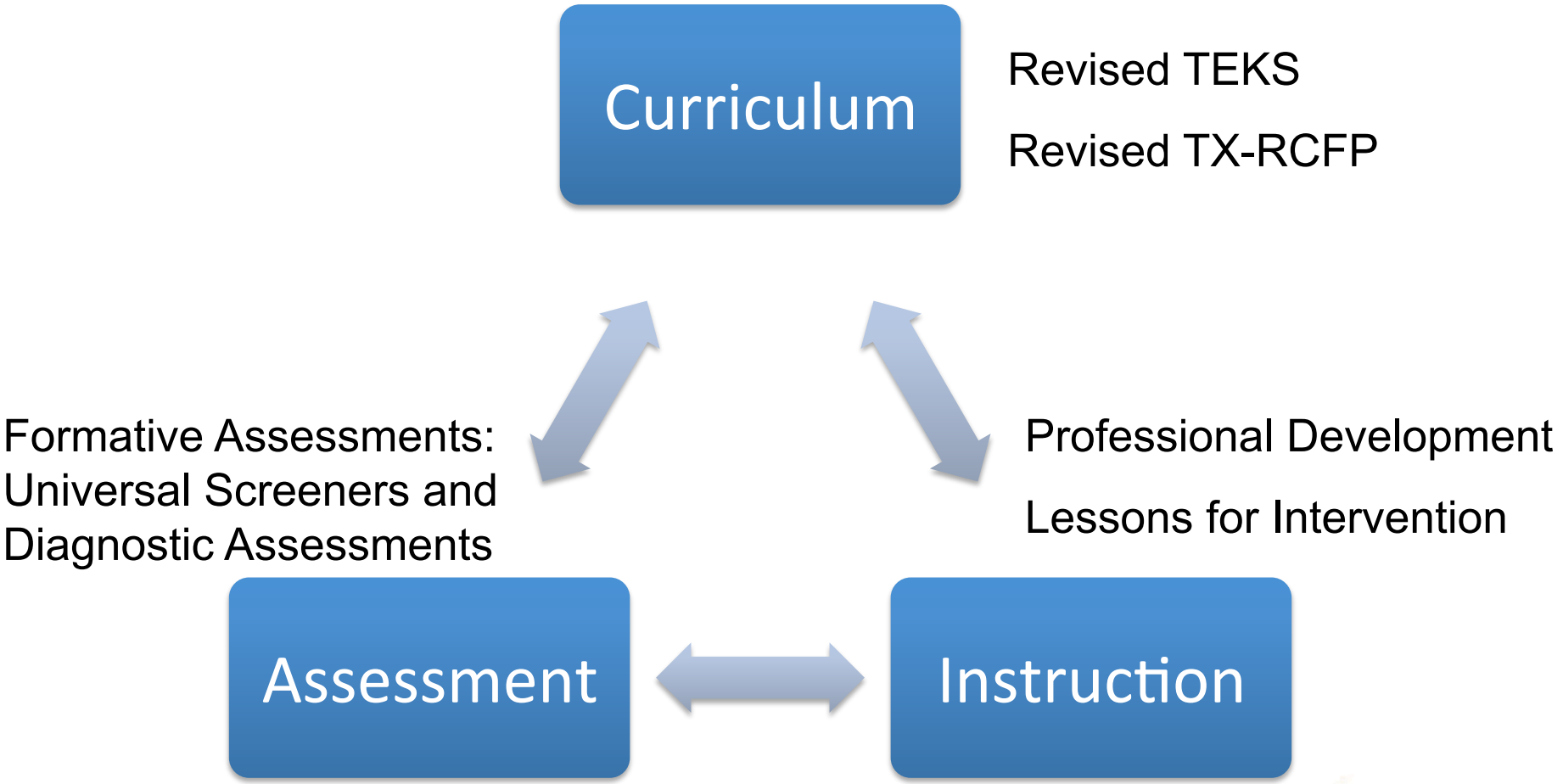
Goals

- Understand the purpose of the TXAR Initiative
- Examine the connection between RTI and the ESTAR/MSTAR Assessment System
- Collect information to support you in using the ESTAR/MSTAR Assessment System

Purpose of TXAR Initiatives

TXAR Implementation



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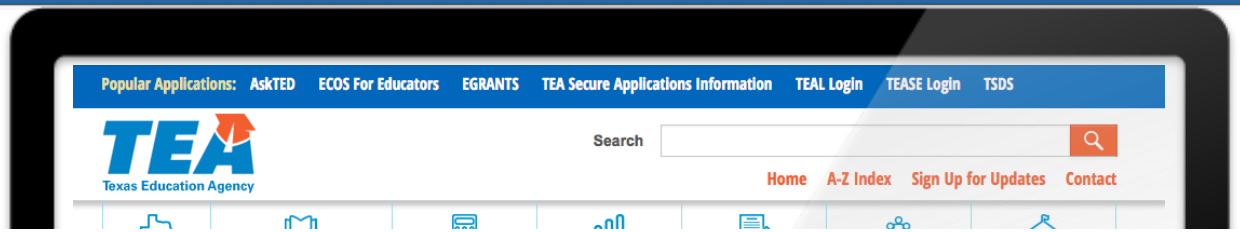
What is RTI?



Home / Curriculum and Instruction / Special Education / Programs and Services

Response to Intervention

Response to Intervention (RtI) is an approach that schools use to help all students, including struggling learners. The RtI approach gives Texas students opportunities to learn and work at their grade level. The idea is to help all students be successful.

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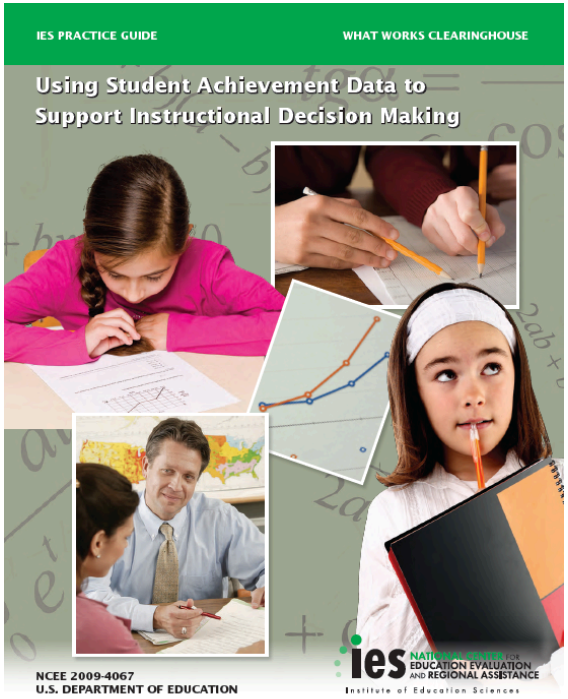
What is RtI?

Systems Level Framework

Using Data to Support Instructional Decision Making

Recommendation 1.
Make data part of an ongoing cycle of Instructional Improvement

- **Collect** and prepare a variety of **data** about student learning.
- **Interpret data** and **develop hypotheses** about how to improve student learning.
- **Modify instruction** to test hypotheses and increase student learning.



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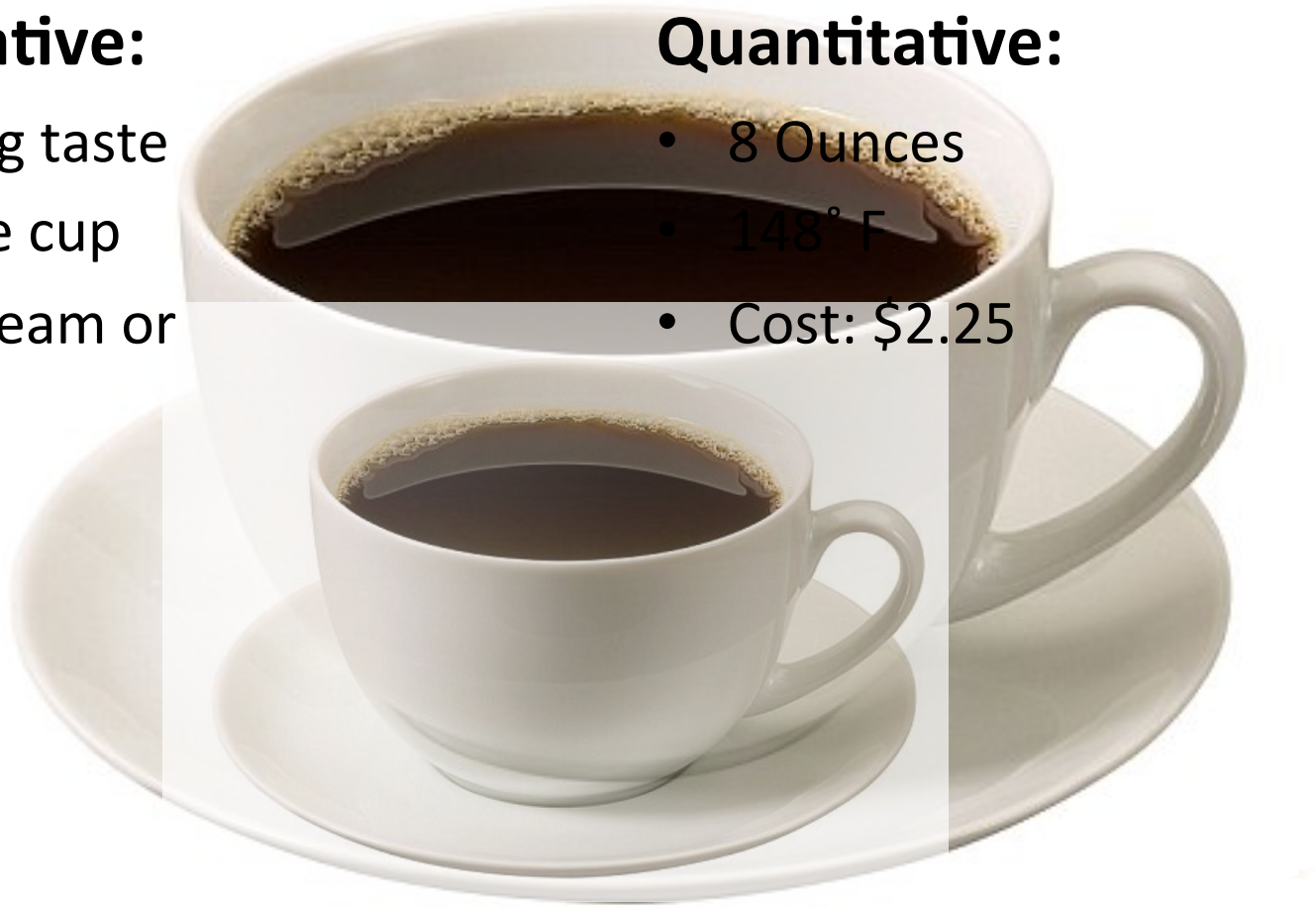
What tools are you using in your classroom and at your school to gather data that support instructional decision making?

Qualitative or Quantitative

Qualitative:

- Strong taste
- White cup
- No cream or sugar



Quantitative:

- 8 Ounces
- 148° F
- Cost: $2.25

Are the tools that you listed qualitative or quantitative?

Algebra Readiness Success

ESTAR/MSTAR Universal Screener	ESTAR/MSTAR Diagnostic Assessments
Quantitative	Qualitative

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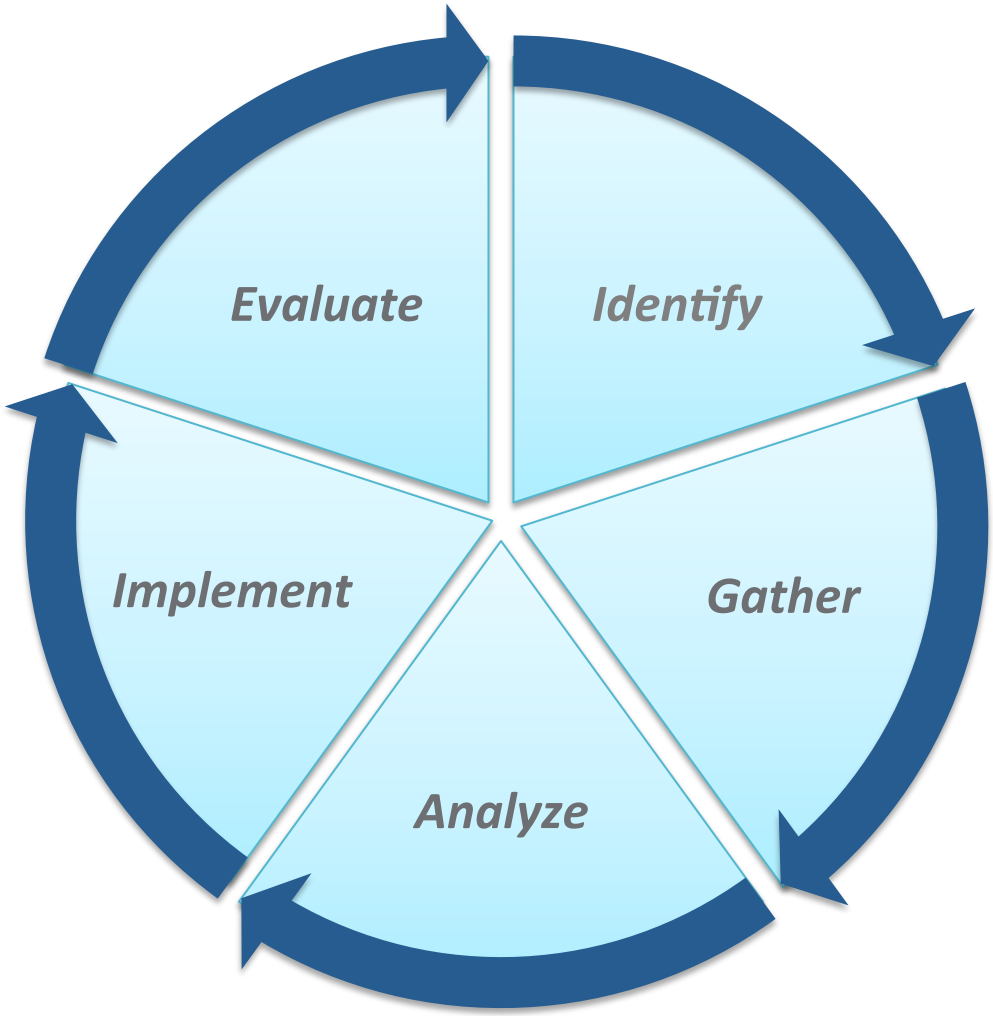
The Data Use Cycle



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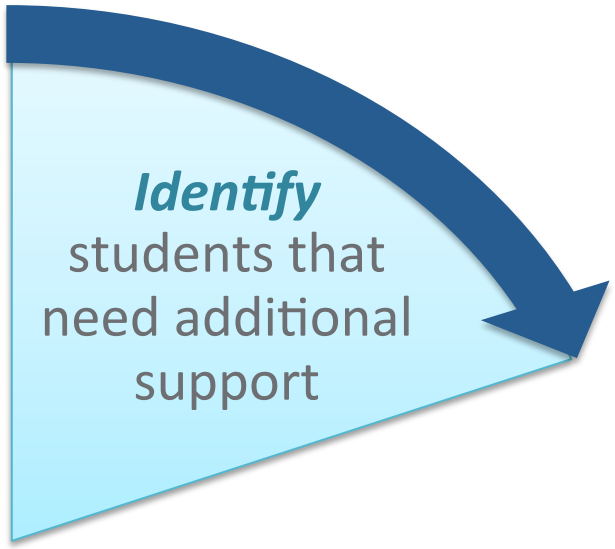
Identify

- Administer the ESTAR/MSTAR Universal Screener to all students in your classroom.
- Use the results to help you determine which students should take an ESTAR/MSTAR Diagnostic Assessment.

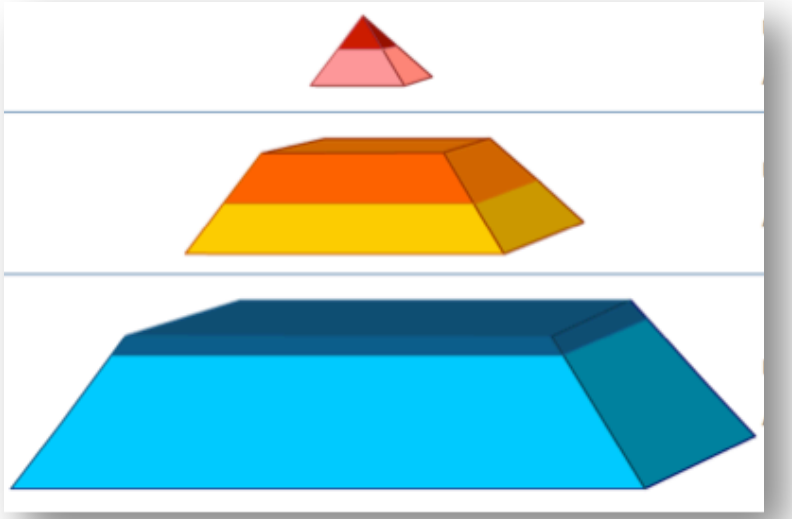


Identify

Identify
if students are
on track or at risk

Algebra Readiness

Identify
the degree of
support needed



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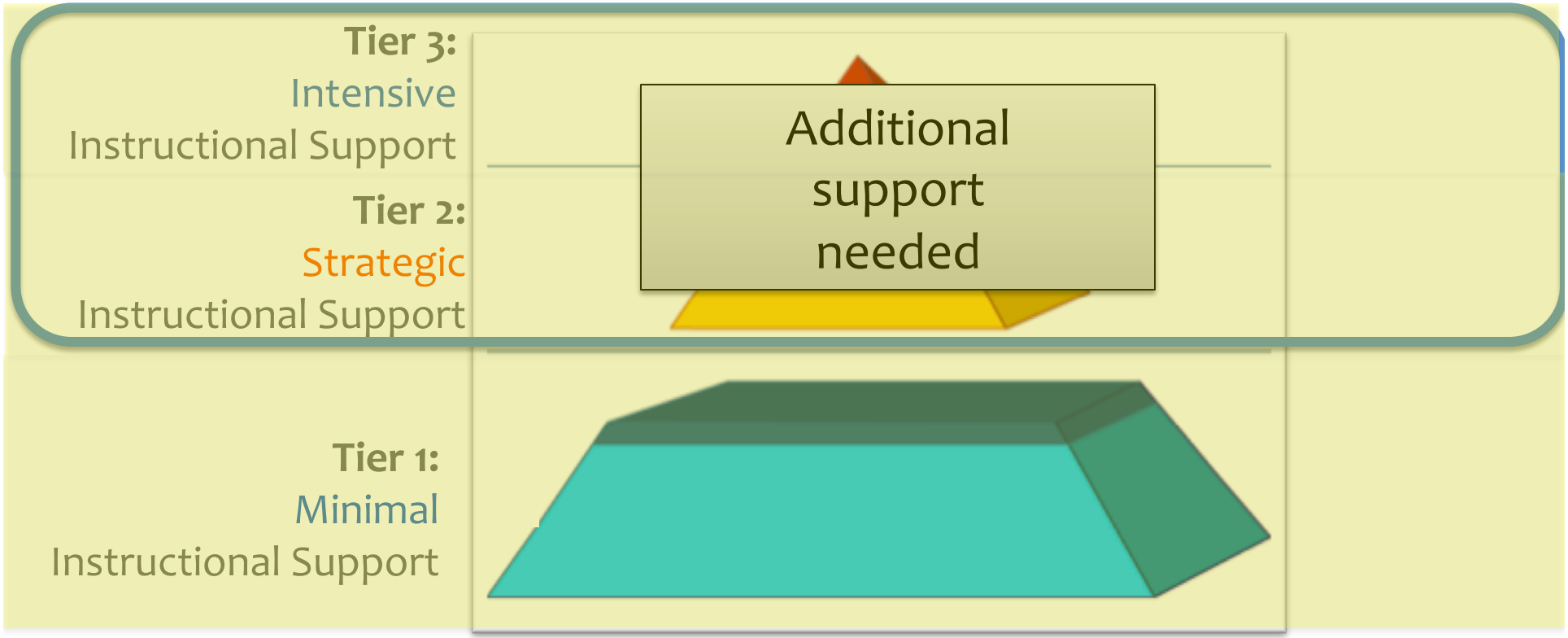
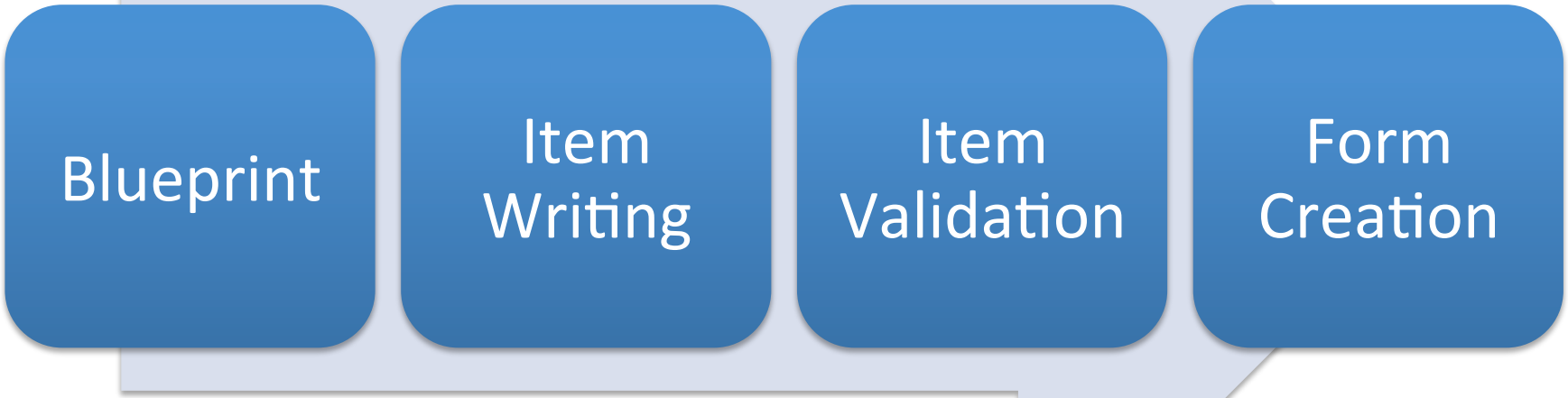
Identify



Identify

Texas Response to the Curriculum Focal Points

Grade level based



ESTAR & MSTAR Universal Screener

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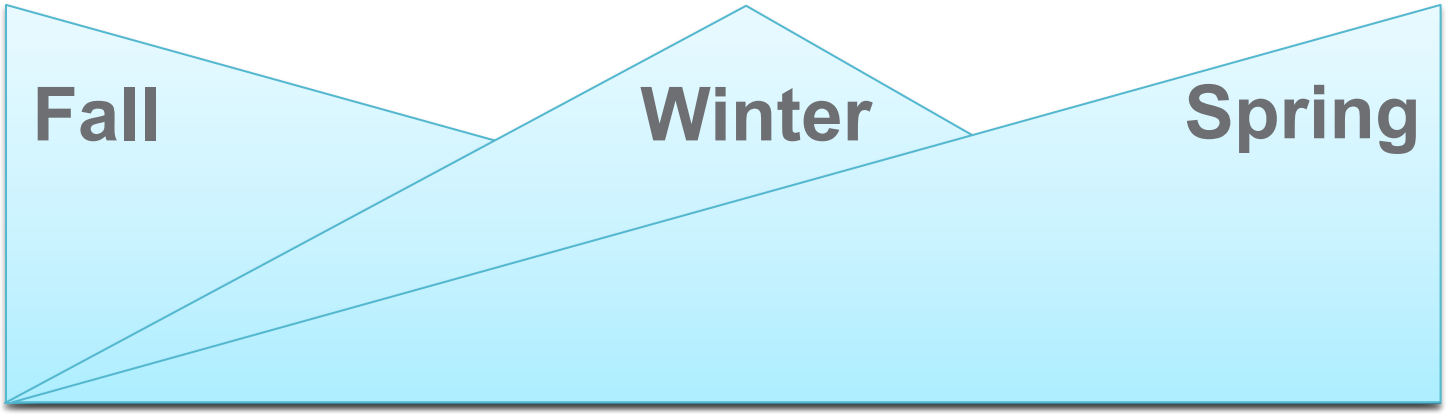
Identify



Foundational

Knowledge and skills students should bring with them from the previous grade level.

Bridging

Conceptual understanding needed to fully understand the target skill.

Target

Knowledge and skills students should be proficient in by the end of the grade level.

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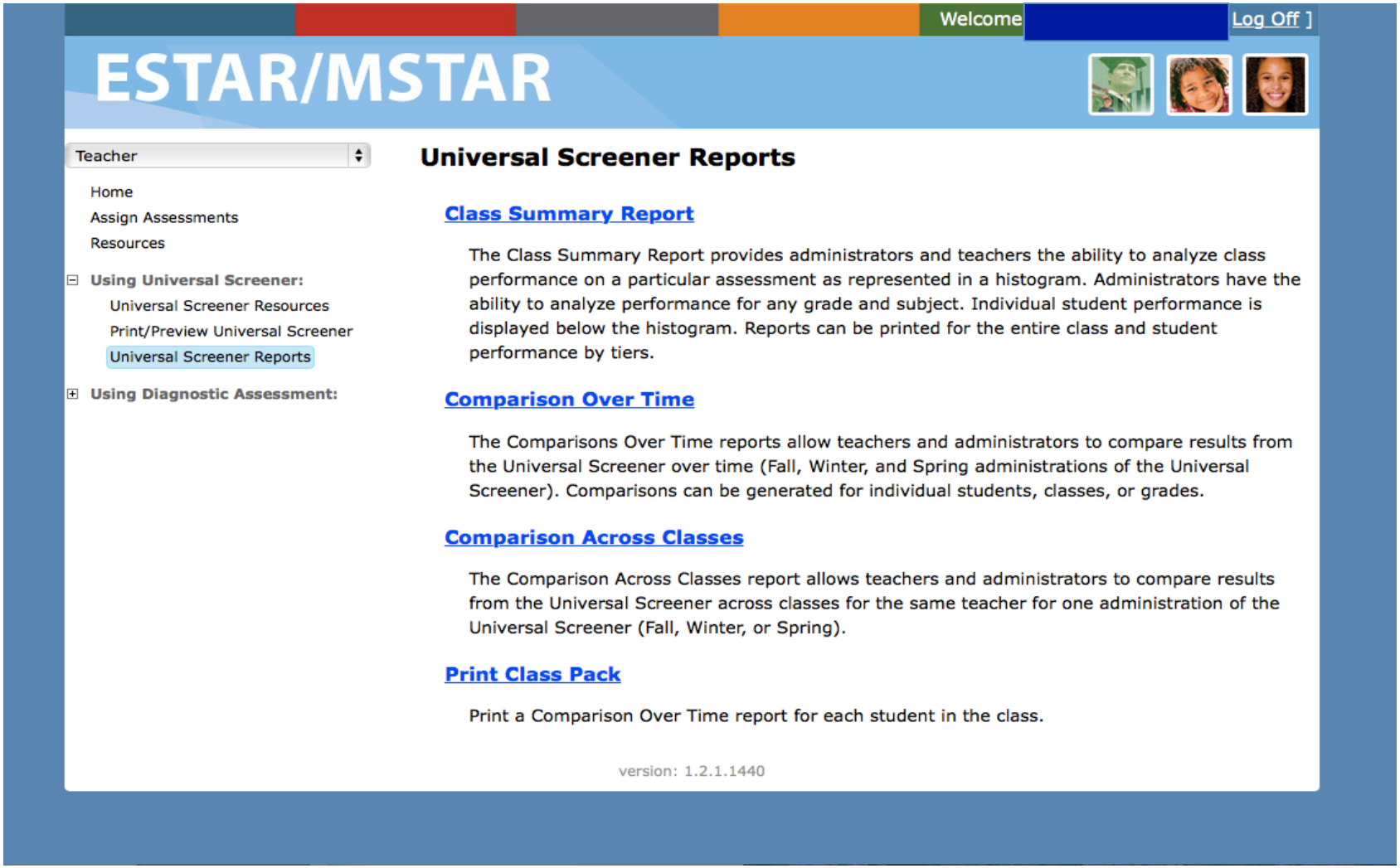
Universal Screener Reports



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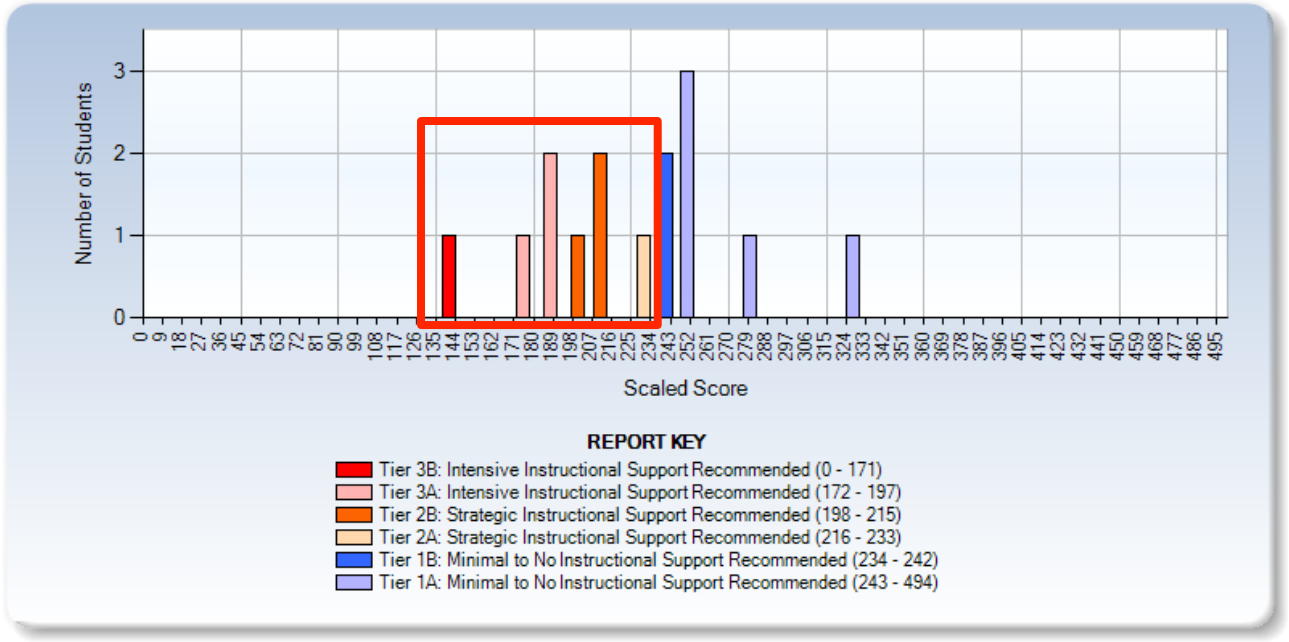
Universal Screener
Class Summary Report

Class Performance Summary

Fall 2013 Grade 6 - Chantell Buzardgruss - MATH Grade 6 Period 1 Buzardgruss

The Class Performance Summary Report provides administrators and teachers the ability to analyze class performance on a particular assessment as represented in a histogram. Administrators have the ability to analyze performance for any grade and subject. Individual student performance is displayed below the histogram. Reports can be printed for the entire class and student performance by tiers.



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Universal Screener
Class Summary Report

Tier 3B: Intensive Instructional Support Recommended

Student	Scaled Score	Measurement Error
Georgiana Rostgruss	141	32

Tier 3A: Intensive Instructional Support Recommended

Student	Scaled Score	Measurement Error
Hilario Giuffregruss	188	25
Oleta Noltinggruss	188	25
Brigida Rambertgruss	175	27

Tier 2B: Strategic Instructional Support Recommended

Student	Scaled Score	Measurement Error
Luciana Plowmangruss	200	24
Carla Shearergruss	211	23
Luke Zaragosagrub	211	23

Tier 2A: Strategic Instructional Support Recommended

Student	Scaled Score	Measurement Error
Jeniffer Rayogruss	231	22

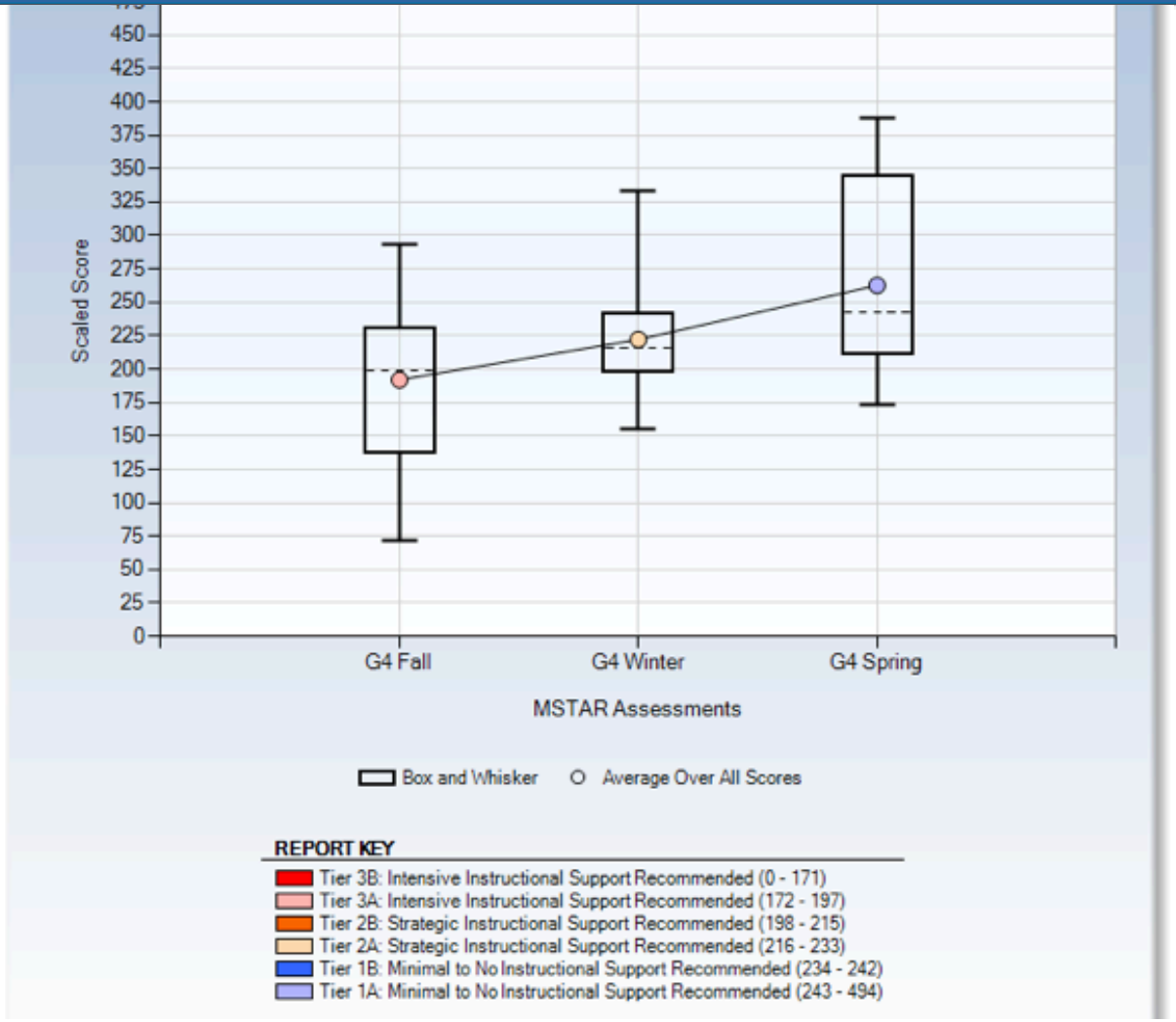
Tier 1B: Minimal to No Instructional Support Recommended

Student	Scaled Score	Measurement Error
Clarissa Kastergrub	241	22
Sylvia Radleygrub	241	22

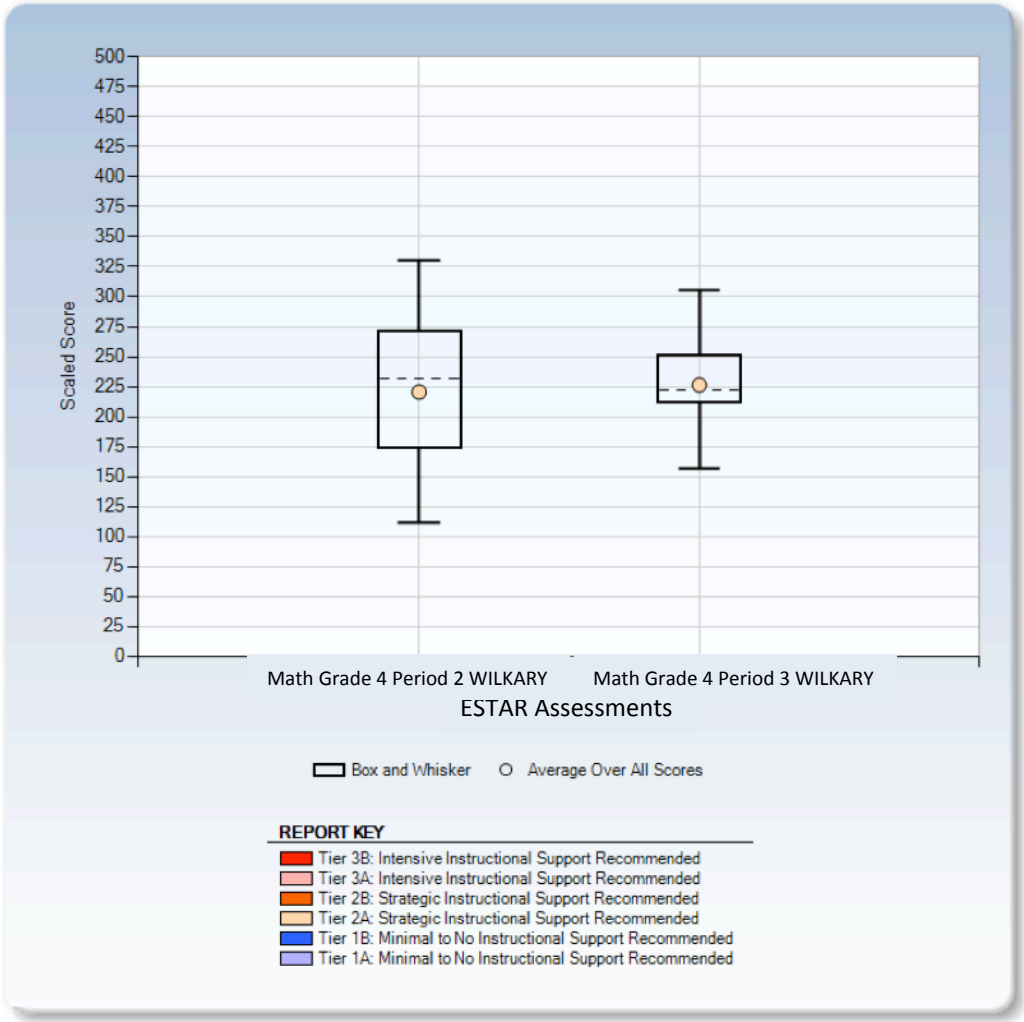
Tier 1A: Minimal to No Instructional Support Recommended

Student	Scaled Score	Measurement Error
Chris Blygruss	327	27
Angelita Gilgruss	251	22
Allyn Evangelistagrub	251	22
Danial Mowbraygrub	251	22
Gerardo Senagrub	280	23

Universal Screener Comparison Over Time Report



Universal Screener Comparison Across Classes Report



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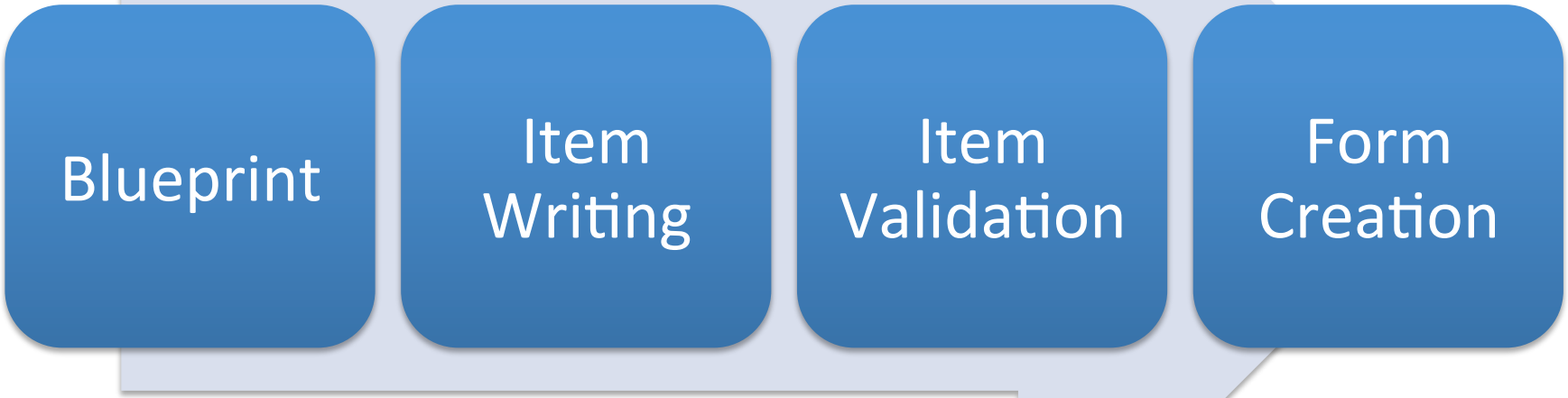
Gather

- Gather various forms of qualitative and quantitative data to help you determine which ESTAR/MSTAR Diagnostic Assessment should be assigned.
- Use the ESTAR/MSTAR Diagnostic Decision Tree and Assessment Guide to select and assign an appropriate ESTAR/ MSTAR Diagnostic Assessment.

Gather

Learning Progressions

Developmental



ESTAR & MSTAR Diagnostic Assessment

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Gather

ESTAR Diagnostic Assessments

Understanding Addition and Subtraction of Whole Numbers (AS)	Understanding Multiplication and Division of Whole Numbers (MD)	Fractions as Numbers (FR)
A - Foundations of Addition and Subtraction of Whole Numbers	A - Foundations of Multiplication and Division of Whole Numbers	Fractions as Numbers
B - Applications of Addition and Subtraction of Whole Numbers	B - Applications of Multiplication and Division of Whole Numbers	

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Gather

MSTAR Diagnostic Assessments

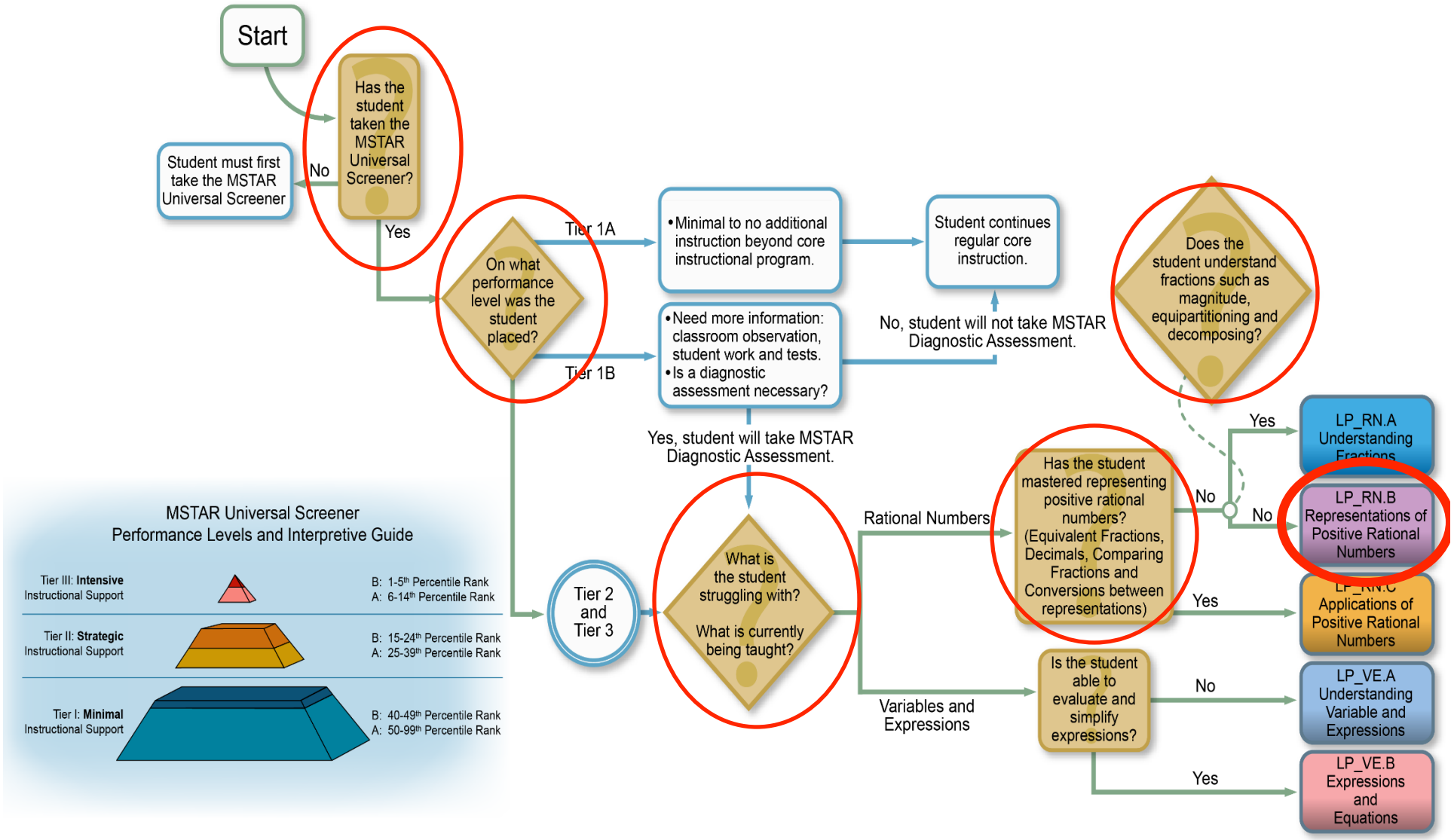
Rational Numbers (RN)

- A – Understanding Fractions
- B – Representations of Positive Rational Numbers
- C – Applications of Positive Rational Numbers

Variables and Expressions (VE)

- A – Understanding Variables
- B – Expressions and Equations

MSTAR Diagnostic Decision Tree



MSTAR Assessment Guide

Assessment	Content / Assessment Focus
RN.A Understanding Fractions	• Understanding the magnitude of whole numbers and fractions • Partitioning whole and different-sized shapes and combining partitioned parts • Composing and decomposing fractions using addition and multiplication
RN.B Representations of Positive Rational Numbers	• Representing and generating equivalent fractions • Writing, comparing, and representing decimals • Comparing fractions using visual models, by reasoning about the numerators and denominators, and by finding a common denominator • Identifying and generating equivalent fractions and decimals
RN.C Applications of Positive Rational Numbers	• Understanding attributes of ratios and identifying equivalent ratios • Identifying, applying, and extending unit rates • Modeling and solving addition and subtraction problems with rational numbers • Modeling and solving multiplication problems with rational numbers • Modeling and solving division problems with rational numbers
VE.A Understanding Variables	• Identifying, describing, and using variables as unknown quantities • Evaluating single and multi-variable expressions • Translating between verbal descriptions and symbolic representations of equations and expressions • Simplifying expressions with whole number, rational, or unwritten coefficients
VE.B Expressions & Equations	• Understanding relationship between expressions • Solving single variable equations using a variety of methods

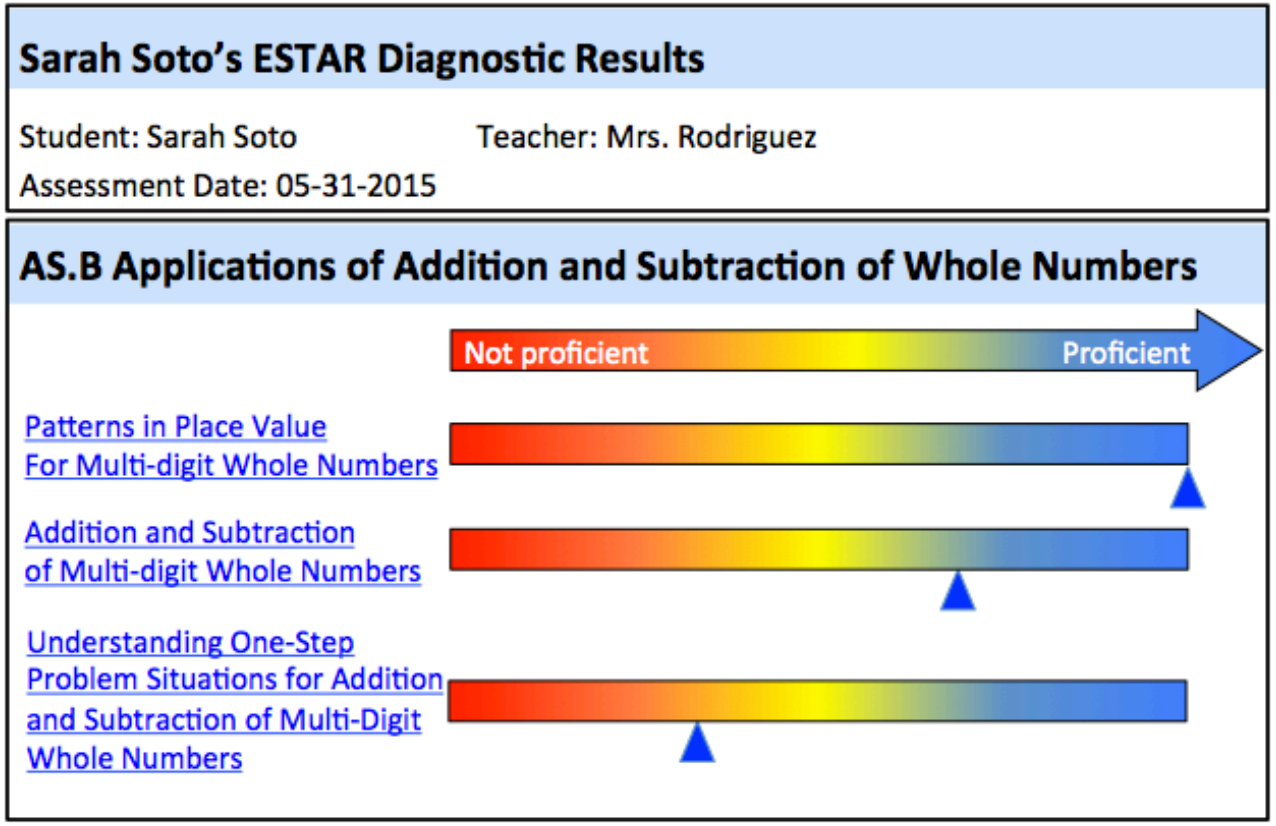
“But I thought—”

- “I could use the score a student received on the Universal Screener as a grade.”
- “I should give all of the Diagnostic Assessments to the students that were at-risk on the Universal Screener.”
- “I should give my whole class the Universal Screener and picked one of the Diagnostic Assessments for all students to take.”

Analyze

- Use the reports from the Diagnostic Assessment to determine an action plan based on the students' strengths and opportunities for growth.

Diagnostic Assessment Student Summary Report



Diagnostic Assessment Student Summary Report

Opportunities	Strengths
The student does not understand: • how to add or subtract 3-digit numbers using properties of numbers and operations. (AS.B 2.4) • how to find an unknown value when given a contextual situation involving addition or subtraction of 2-digit numbers. (AS.B 3.2) • how to find an unknown value when given a contextual situation involving addition or subtraction of 3-digit numbers. (AS.B 3.3)	The student understands: • how to interpret the mathematical language of sum/difference or model addition/subtraction of two multiples of 10 or a multiple of ten and a 2-digit number, up to 120, using place value models. (AS.B 1.1) • how to interpret the mathematical language of sum/difference or model addition/subtraction of two multiples of 100 or a multiple of one and a 3-digit number, up to 1000, using place value models. (AS.B 1.2) • how to interpret the mathematical language of sum/difference or model addition/subtraction of 2-digit numbers, using place value models or an open number line. (AS.B 2.1) • add or subtract 2-digit numbers using properties of numbers and operations. (AS.B 2.2) • how to interpret the mathematical language of sum/difference or model addition/subtraction of 3-digit numbers, using place value models or an open number line. (AS.B 2.3) • how to identify an expression or equation representing a given contextual situation involving addition and subtraction of 2 and 3-digit numbers. (AS.B 3.1)

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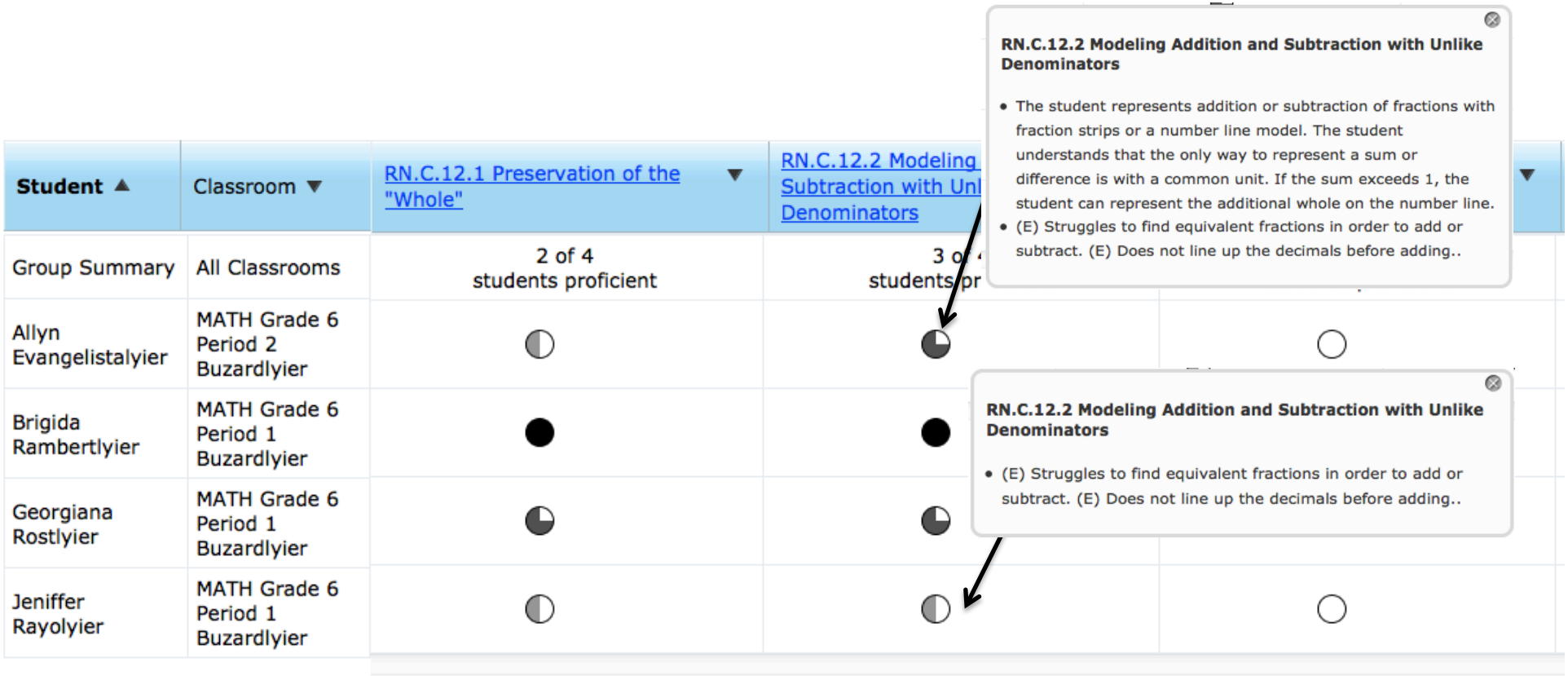
Diagnostic Assessment
Student and Group Misconception Report



Student ▲	Classroom ▼	RN.C.12.1 Preservation of the "Whole" ▼	RN.C.12.2 Modeling Subtraction with Unl Denominators
Group Summary	All Classrooms	2 of 4 students proficient	3 o students pr
Allyn Evangelistalyier	MATH Grade 6 Period 2 Buzardlyier		
Brigida Rambertlyier	MATH Grade 6 Period 1 Buzardlyier		
Georgiana Rostlyier	MATH Grade 6 Period 1 Buzardlyier		
Jeniffer Rayolyier	MATH Grade 6 Period 1 Buzardlyier		

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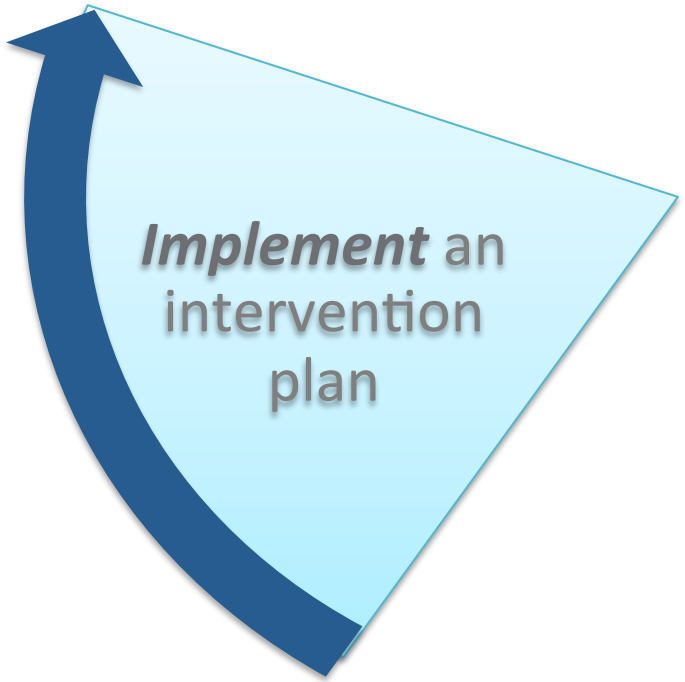
Implement

- Intervene using evidence based instructional strategies based on the students' strengths and opportunities for growth.

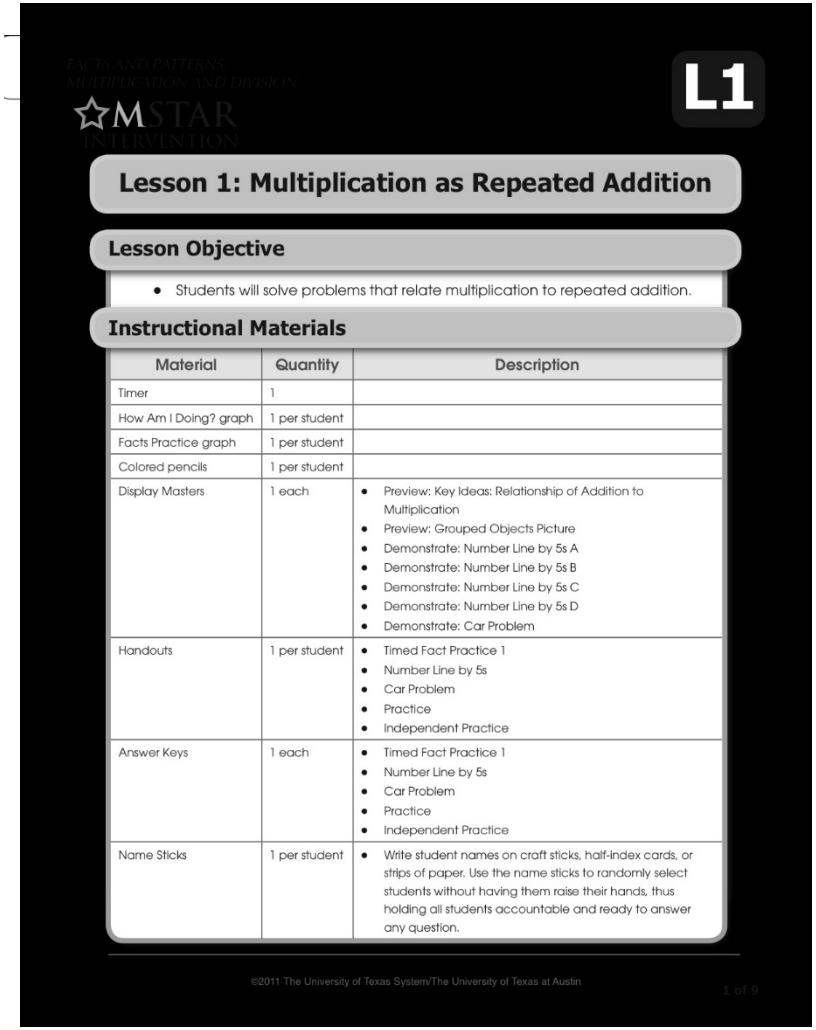


Resources for Implementation

Intervention Lessons

ESTAR Modules

MSTAR Modules



FACTS AND PATTERNS: MULTIPLICATION AND DIVISION

MSTAR INTERVENTION

L1

Lesson 1: Multiplication as Repeated Addition

Lesson Objective

- Students will solve problems that relate multiplication to repeated addition.

Instructional Materials

Material	Quantity	Description
Timer	1	
How Am I Doing? graph	1 per student	
Facts Practice graph	1 per student	
Colored pencils	1 per student	
Display Masters	1 each	• Preview: Key Ideas: Relationship of Addition to Multiplication • Preview: Grouped Objects Picture • Demonstrate: Number Line by 5s A • Demonstrate: Number Line by 5s B • Demonstrate: Number Line by 5s C • Demonstrate: Number Line by 5s D • Demonstrate: Car Problem
Handouts	1 per student	• Timed Fact Practice 1 • Number Line by 5s • Car Problem • Practice • Independent Practice
Answer Keys	1 each	• Timed Fact Practice 1 • Number Line by 5s • Car Problem • Practice • Independent Practice
Name Sticks	1 per student	• Write student names on craft sticks, half-index cards, or strips of paper. Use the name sticks to randomly select students without having them raise their hands, thus holding all students accountable and ready to answer any question.

1 of 9

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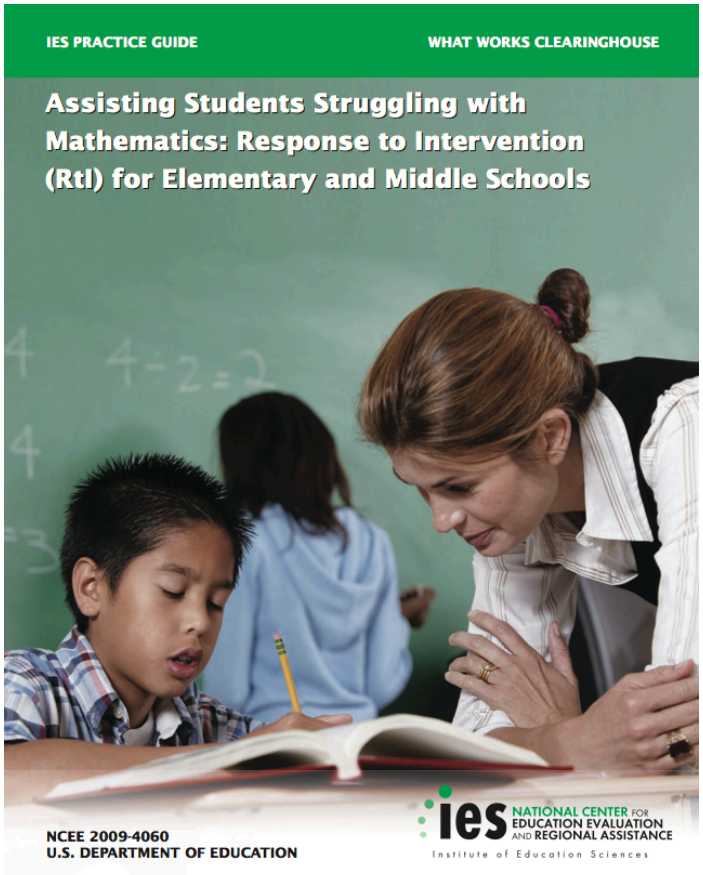
Resources for Implementation

IES Practice Guide

Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools



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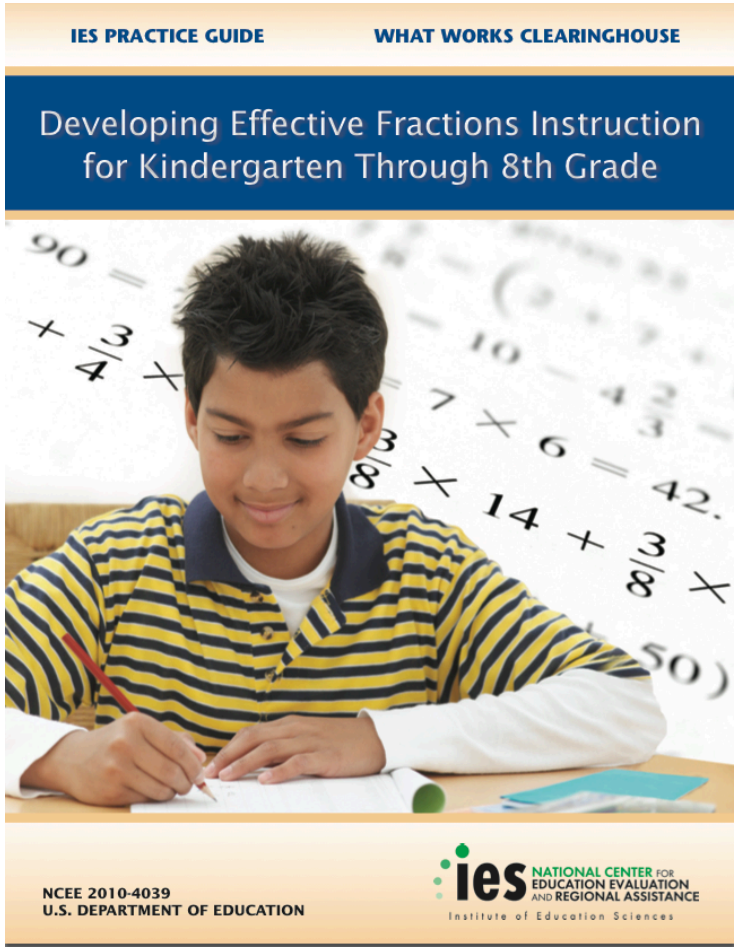
IES Practice Guide

Developing Effective Fractions Instruction for Kindergarten Through 8th Grade



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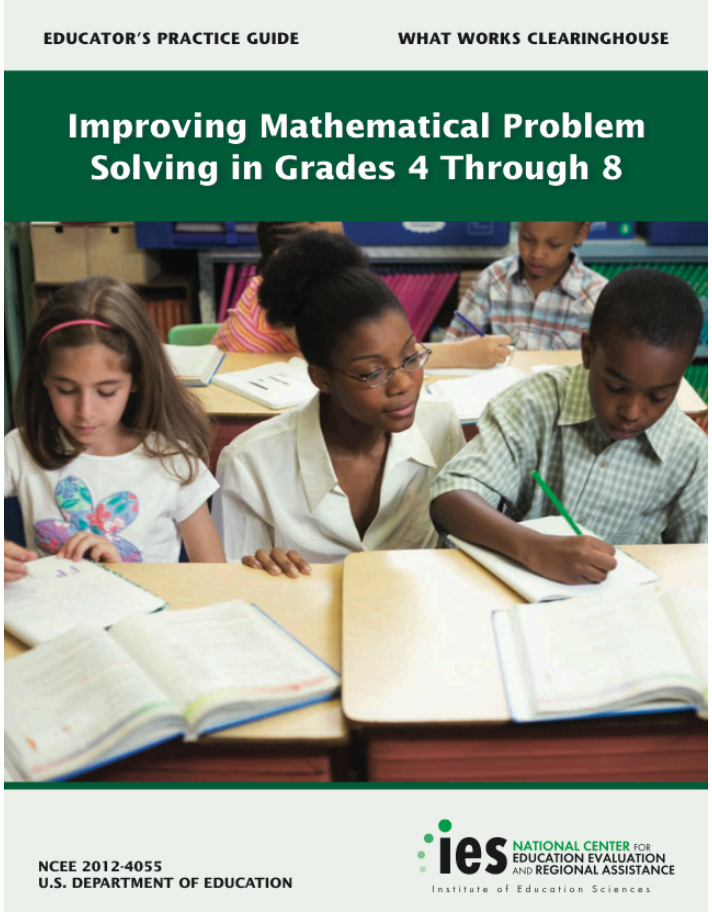
IES Practice Guide

Improving Mathematical Problem Solving in Grades 4 Through 8



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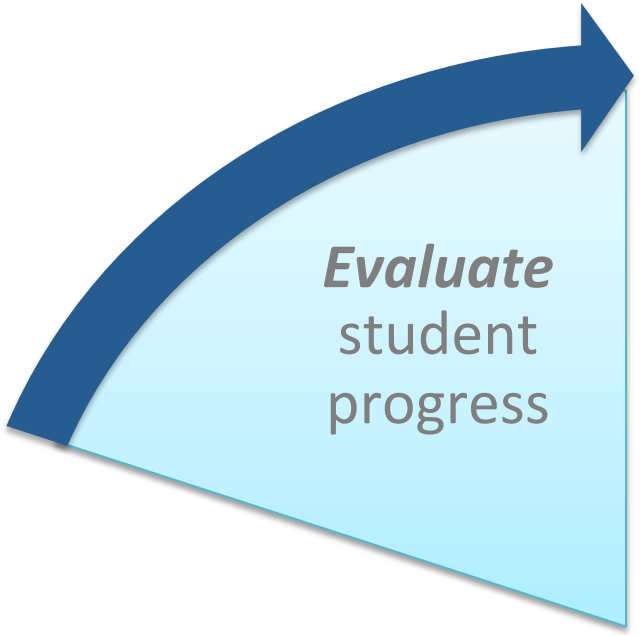
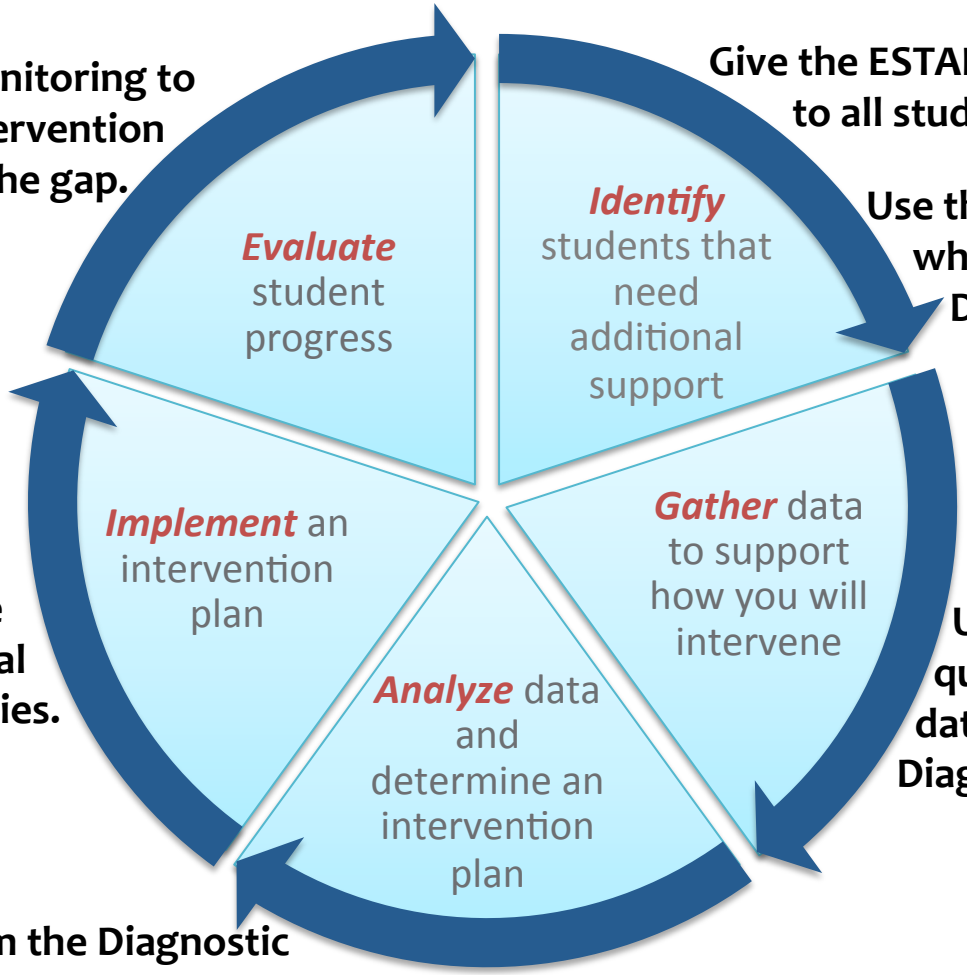
Evaluate

- Use progress monitoring to determine if your intervention is closing the gap.
- Continue the cycle to evaluate the efficacy of the supplemental instruction.



Data Use Cycle



Give the ESTAR/MSTAR Universal Screener to all students in your classroom.

Use the results to determine who needs to take one of the Diagnostic Assessments.

Use various types of qualitative and quantitative data to assign one of the Diagnostic Assessments.

Use the reports from the Diagnostic Assessment to create an intervention plan.

Intervene using evidence based instructional strategies.

Use progress monitoring to determine if your intervention is closing the gap.

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ESTAR/MSTAR Professional Development

Tier 1 Instruction

- ESTAR Academies
- MSTAR Academies

ESTAR/MSTAR Assessments

- ESTAR/MSTAR Universal Screeners
- ESTAR/MSTAR Diagnostic Assessments — In Revision
- ESTAR/MSTAR Learning Progressions — In Revision

Tier II Instruction

- Coming Soon — ESTAR Implementation Tools
- Coming Soon — MSTAR Implementation Tools

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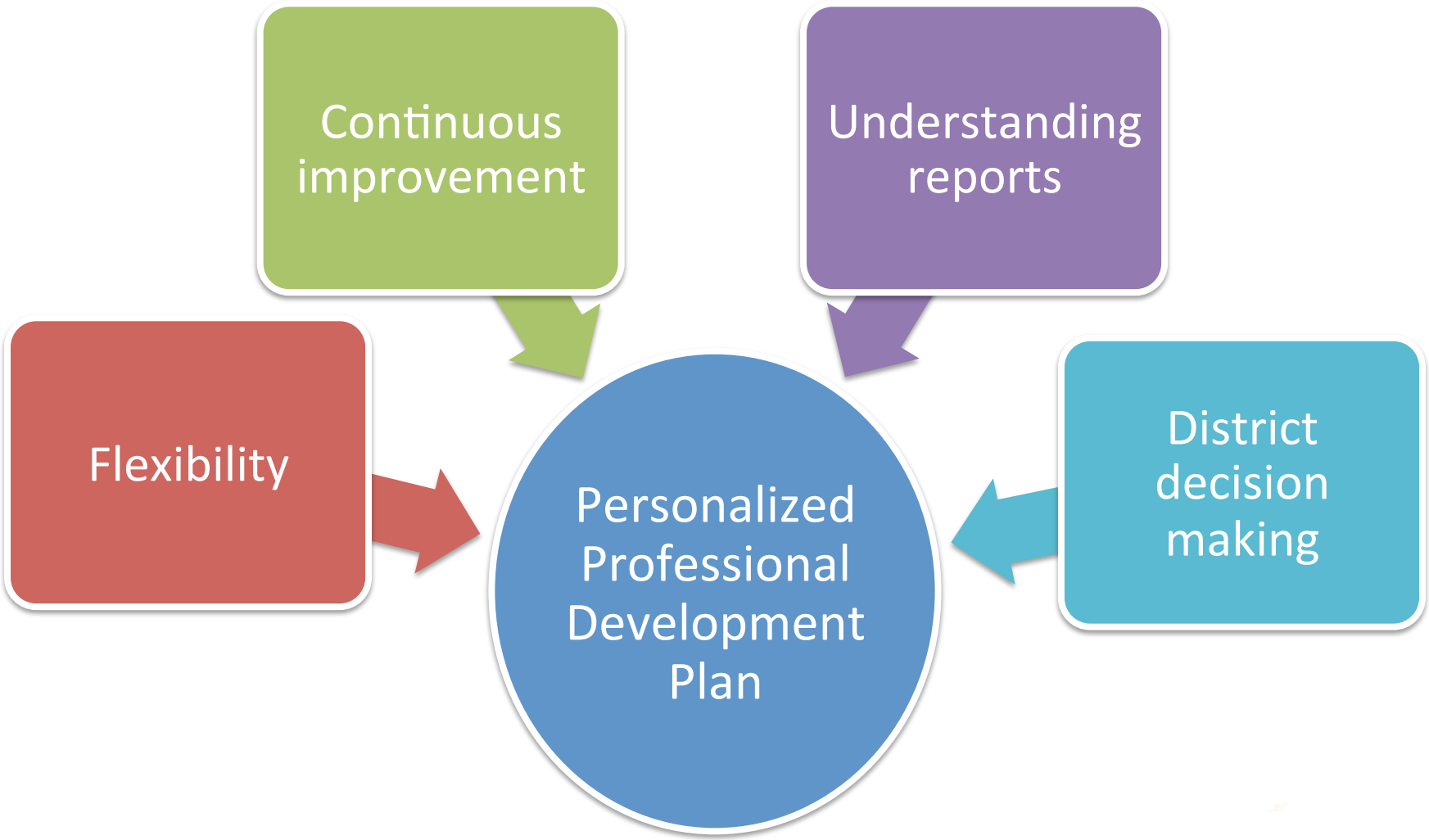
ESTAR/MSTAR Professional Development



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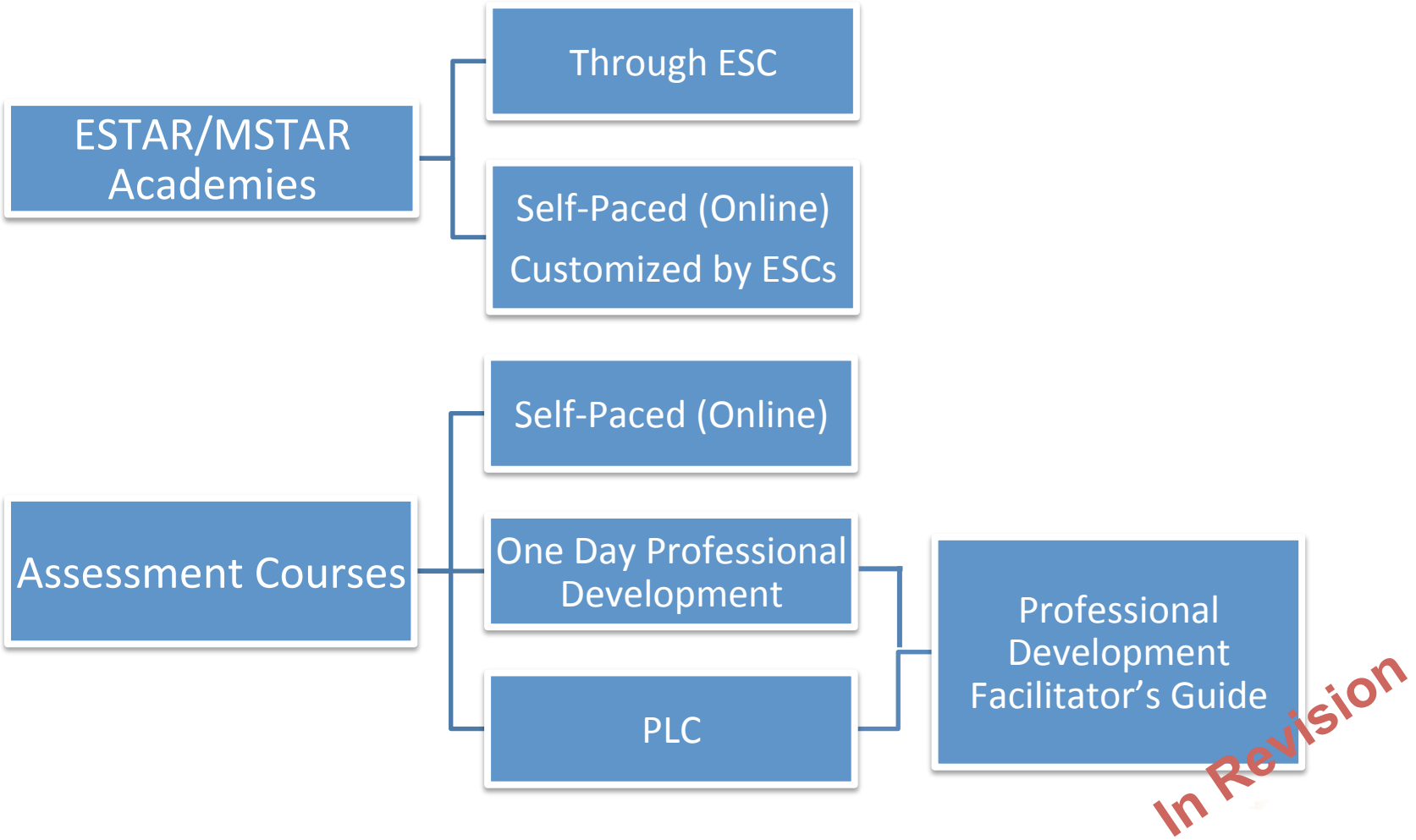
ESTAR/MSTAR Professional Development



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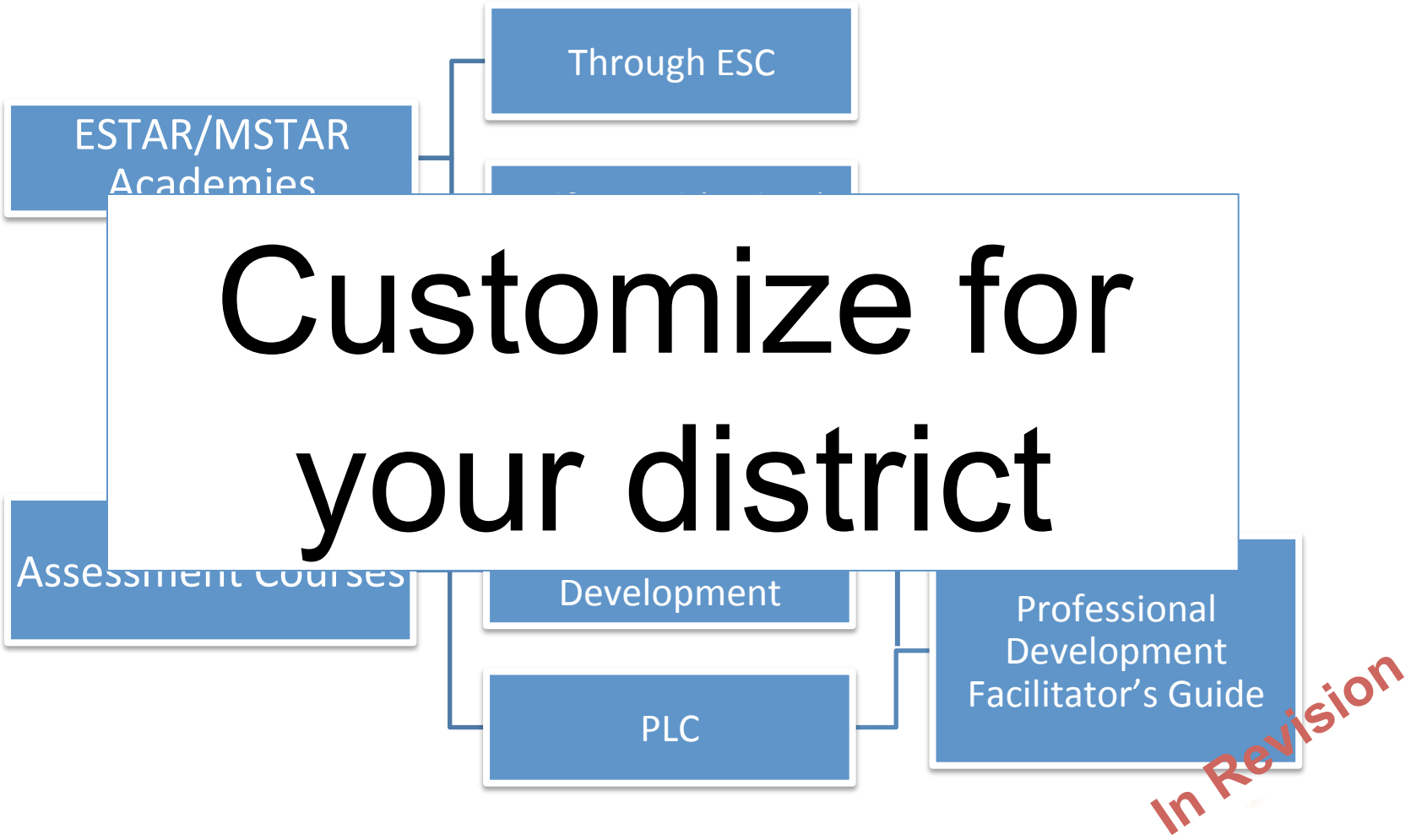
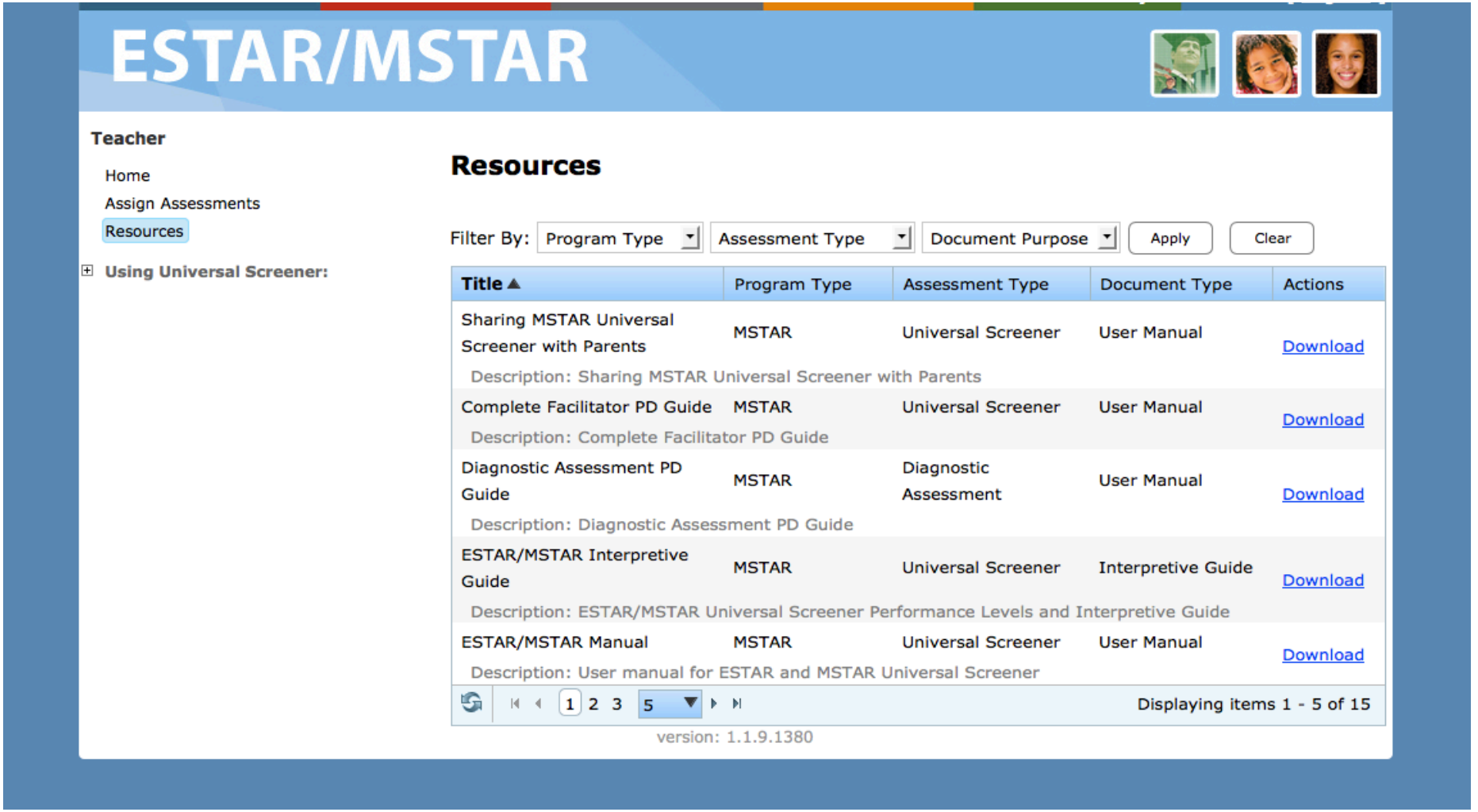


Available Resources



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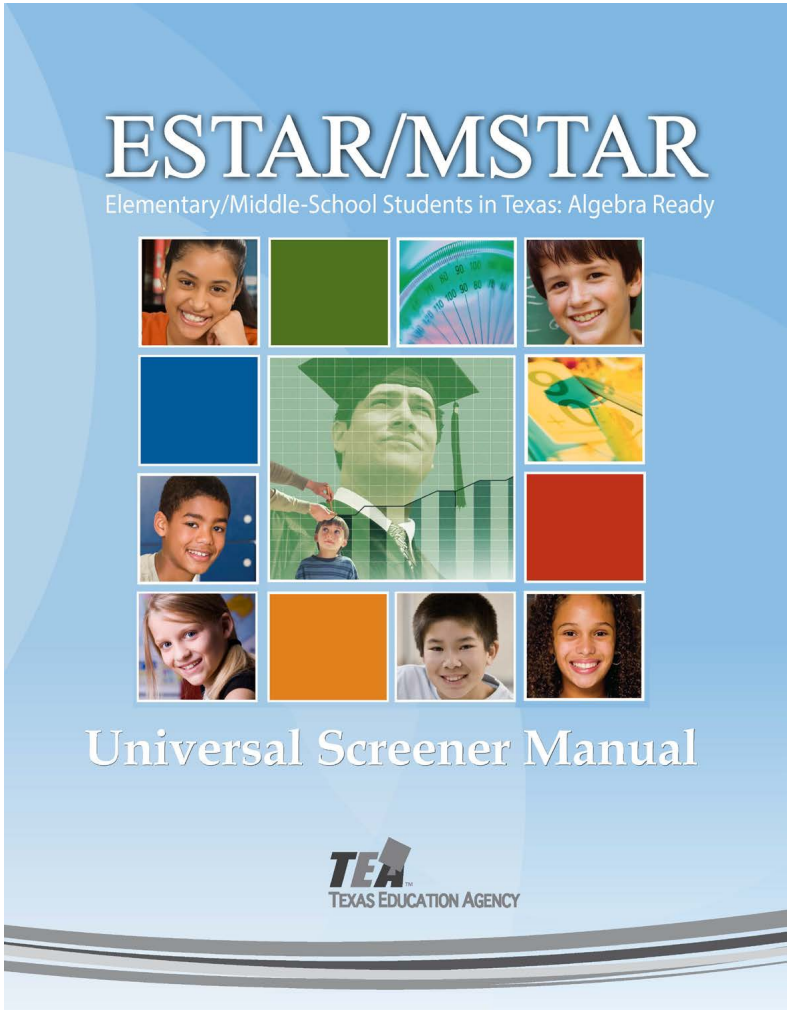
Available Resources

Universal Screener Manual



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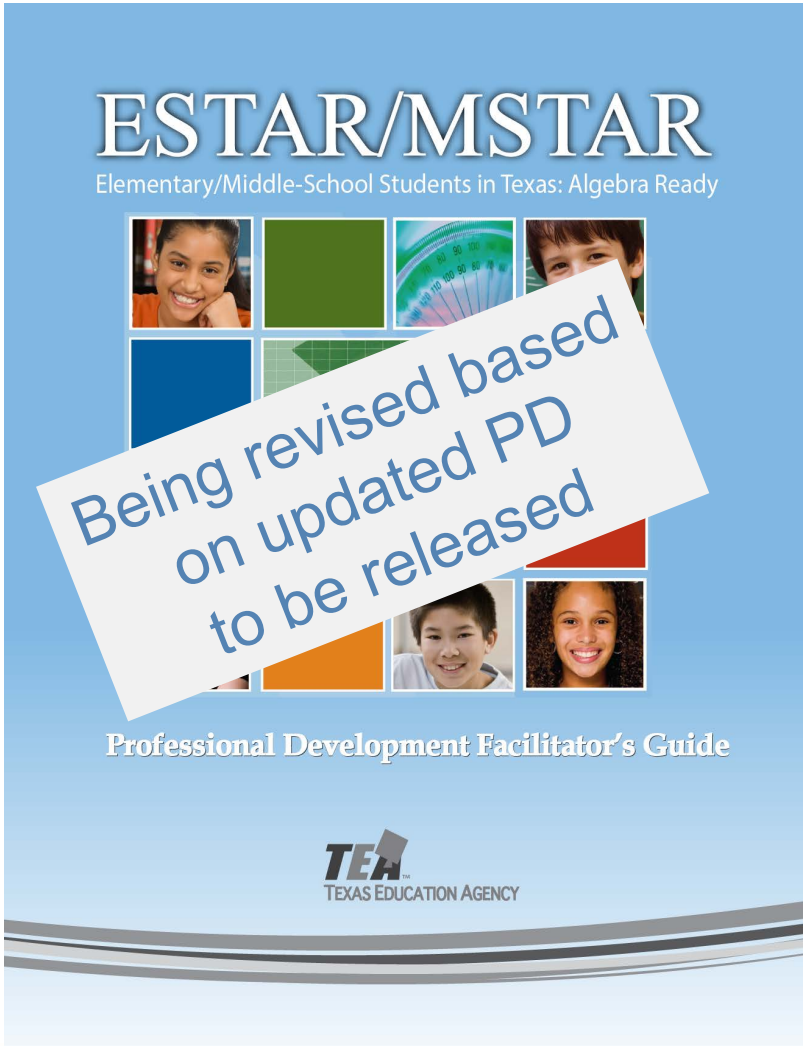
Available Resources

Professional Development Facilitator Guide



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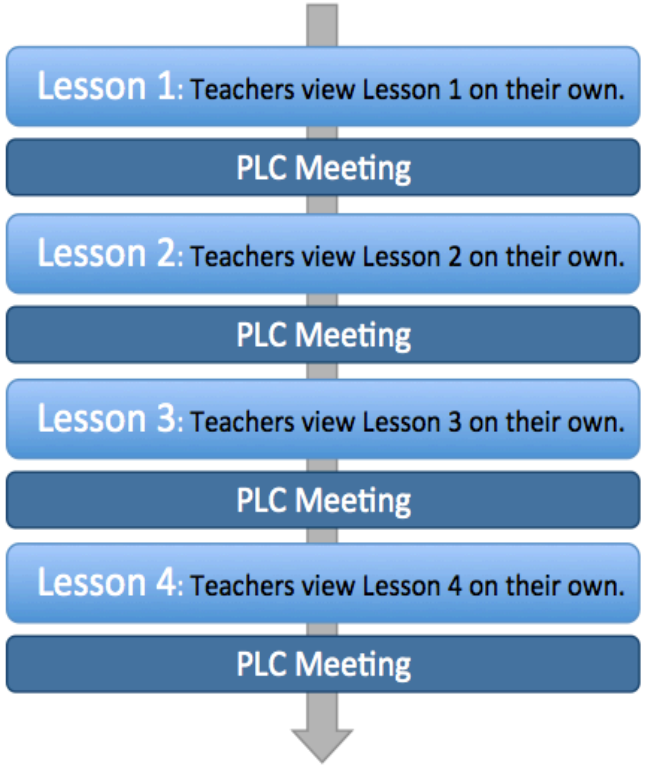
Available Resources

PLC



One Day PD

Lesson 1	• View Lesson 1 together • Participate in lesson activity
Lesson 2	• View Lesson 2 together • Participate in lesson activity
Lesson 3	• View Lesson 3 together • Participate in lesson activity
Lesson 4	• View Lesson 4 together • Participate in lesson activity

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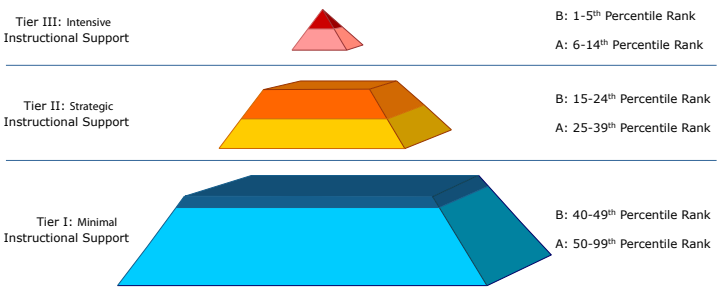
Available Resources

ESTAR/MSTAR Interpretive Guide

ESTAR/MSTAR Universal Screener Performance Levels and Interpretive Guide



Performance Level	Instructional Need	Level Label	Range of Performance	Level of Additional Instructional Support
Tier III	**Intensive** Instructional Support	B	1-5th Percentile Rank	Student needs urgent and intensive interventions that are highly specified to his/her individual needs. Additional instructional time is needed. Progress should be frequently and consistently monitored.
		A	6-14th Percentile Rank	Student needs intensive interventions that are highly specified to his/her individual needs. Diagnostic assessments are needed to determine areas in need of improvement. Additional instructional time is needed. Progress should be frequently and consistently monitored.
Tier II	**Strategic** Instructional Support	B	15-24th Percentile Rank	Student needs supplemental interventions that are targeted to his/her individual needs. Diagnostic assessments are needed to determine areas in need of improvement. Additional instructional time is needed. Progress should be consistently monitored.
		A	25-39th Percentile Rank	Student needs targeted support including differentiated and scaffolded instruction, additional practice, corrective feedback. Additional instructional time may be warranted. Progress should be closely monitored to evaluate growth.
Tier I	**Minimal** to No Instructional Support	B	40-49th Percentile Rank	Student needs minimal to no additional instructional support beyond the core instructional program. Student may benefit from differentiated instruction and strategic review to reinforce proficiency. Progress should be closely monitored to evaluate growth.
		A	50-99th Percentile Rank	Student does not need additional instructional support beyond the core instructional program. Student may benefit from differentiated instruction and periodic review to reinforce proficiency.

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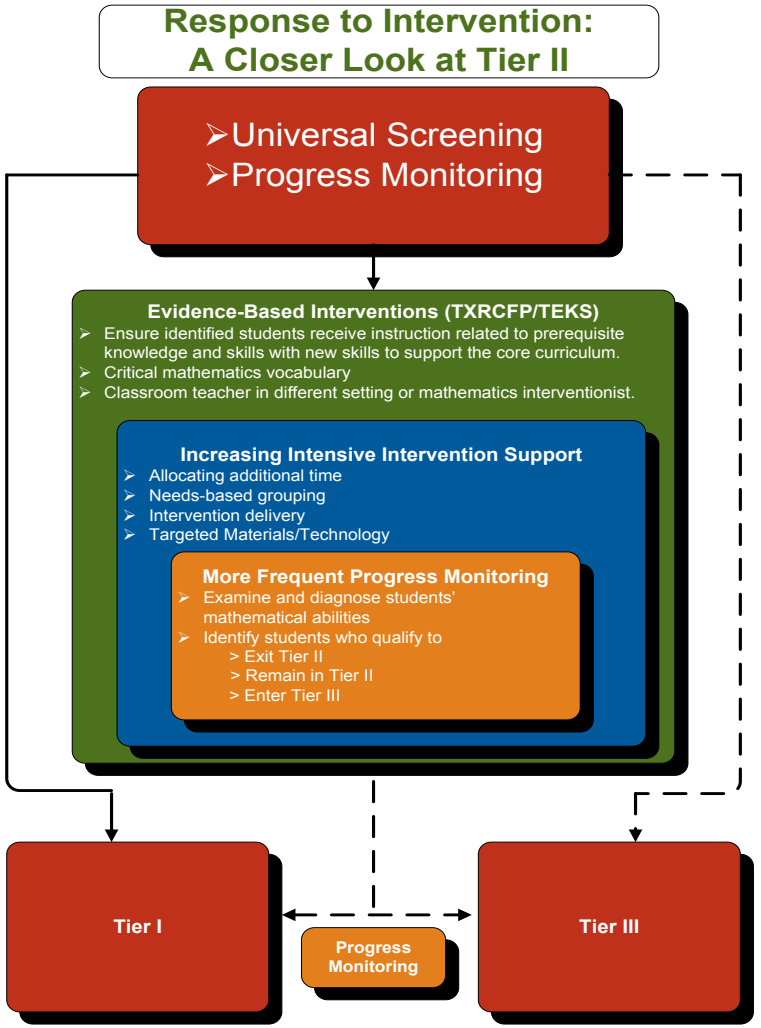
Resources for Implementation

RTI Tier 2 Model



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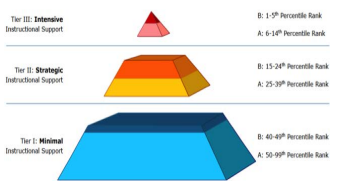
Available Resources

Sharing MSTAR Universal Screener with Parents

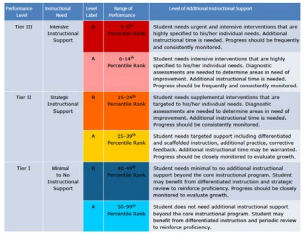
Sharing ESTAR and MSTAR Universal Screener Information with Parents



Sharing information with parents is an important step in the Response to Intervention (RtI) process. Parents are better informed about their student's progress toward algebra-readiness and, therefore, can play an active role in helping their student be successful. Before sharing information with parents, review the ESTAR and MSTAR Universal Screener reports. The Project Share course, ESTAR and MSTAR Universal Screener Overview, can serve as a good resource for understanding how to interpret these reports.

Why did my child take the ESTAR or MSTAR Universal Screener?

To begin this conversation, take a moment to describe the RtI approach to instructional decision-making. It is reassuring for parents to understand that RtI is relevant to every student. It is both important and beneficial to identify how each student is performing in relation to the levels of risk identified in the RtI pyramid. Explain each tier and the type of instructional support needed to help students be successful.



Provide parents with a copy of the RtI pyramid and the ESTAR and MSTAR Universal Screener Performance Levels and Interpretive Guide so that they may refer to them throughout the school year. At each level within the RtI framework, evidence-based instruction is provided to help students reach proficiency in algebra-readiness content. All students can benefit from the RtI approach.

What is the purpose of this assessment system?

Since many mathematics assessments focus on content from all mathematical strands, it is important to explain how and why the ESTAR and MSTAR assessments focus on algebra-readiness knowledge and skills. e purpose and types of decisions that can be made from each assessment should also be explained. The ESTAR and MSTAR Universal Screeners are designed to be the first step in the RtI process. All students take a universal screener to help teachers and administrators make two instructional decisions. First, results from the ESTAR and MSTAR Universal

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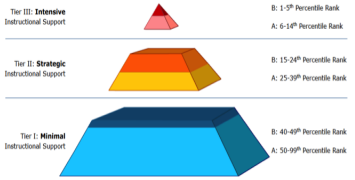
Available Resources

Sharing MSTAR Diagnostic Assessment Information with Parents

Sharing ESTAR and MSTAR Diagnostic Assessment Information with Parents

Sharing information with parents is an important step in the Response to Intervention (RtI) process. Parents are better informed about their student's progress toward algebra-readiness and, therefore, can play an active role in helping their student be successful. Before sharing information with parents, review the ESTAR and MSTAR Diagnostic Assessment reports. The Project Share course, MSTAR Diagnostic Overview, can serve as a good resource for understanding how to interpret these reports.



Why did our child take the ESTAR or MSTAR Diagnostic Assessment?

To begin this conversation, take a moment to describe the RtI approach to instructional decision-making. It is reassuring for parents to understand that RtI is relevant to every student. It is both important and beneficial to identify how each student is performing in relation to the levels of risk in the RtI pyramid. Explain each tier and the type of instructional support needed to help students be successful.

Performance Level	Instructional Need	Level Label	Range of Performance	Level of Additional Instructional Support
Tier III	Intensive Instructional Support	B	1-5th Percentile Rank	Student needs urgent and intensive interventions that are highly specified to his/her individual needs. Additional instructional time is needed. Progress should be frequently and consistently monitored.
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Provide parents with a copy of the RtI pyramid and the ESTAR and MSTAR Universal Screener Performance Levels and Interpretive Guide so that they may refer to them throughout the school year. At each level within the RtI framework, evidence-based instruction is provided to help students reach mathematical proficiency in algebra-readiness content. All students can benefit from an RtI approach.

What is the purpose of the assessment system?

Since many mathematics assessments focus on content from all mathematical strands, it is important to explain how and why the ESTAR and MSTAR assessments focus on algebra-readiness knowledge and skills. The purpose and types of decisions that can be made from the ESTAR and MSTAR Diagnostic

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Available Resources

Universal Screener FAQ's

ESTAR/MSTAR Universal Screener
Frequently Asked Questions

Is professional development available for the ESTAR/MSTAR Universal Screener?

A professional development course is available on Project Share.

This course provides a brief overview of the ESTAR/MSTAR Universal Screener and describes how to interpret the results obtained after administering the ESTAR/MSTAR Universal Screener. The ESTAR/MSTAR Universal Screener is part of a formative assessment system administered to all students in grades 2-8. The content of the ESTAR/MSTAR Universal Screener is based on al readiness skills as identified in the Texas Response to Curriculum Focal Points. Resu teachers identify students who might not be ready for algebra and identify th needed for students who might be at risk for not meeting expectatio readiness skills. CPE credit is 2.

Teachers may enroll at http://www.epsilen.c the left toolbar.

What is the ESTAR/MS

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eeting expectations in algebra and

AR/MSTAR Universal Screener developed?

or the ESTAR/MSTAR Universal Screener provides the foundation for defining that is assessed and the types of questions that are included. Because the results of ESTAR/MSTAR Universal Screener will be used to make inferences about students' readiness for algebra, considerable care was used in creating the test blueprint. The test blueprint was created using a systematic and iterative process that included multiple perspectives including mathematicians, mathematics educators, and Texas educators. First, a team of mathematicians, mathematics educators, and Texas educators identified the skills needed for algebra-readiness from the Texas Response to Curriculum Focal Points in three knowledge representations (Target, Bridging, and Foundational). Second, nationally renowned mathematicians and mathematics educators independently reviewed the test blueprint for mathematical precision and accuracy, importance to algebra, and coherence within and across grades. Third, input from the independent reviewers was integrated and reconciled to create the final test blueprint. Fourth, and finally, the number of items for each grade was determined and included a strategic balance of content and knowledge representations.

In revision to include Universal Screener and Diagnostic Assessment FAQ's

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Available Resources

Parents Guide to Interpreting the Diagnostic Assessments

Parent's Guide to Interpreting the Diagnostic Summary Report

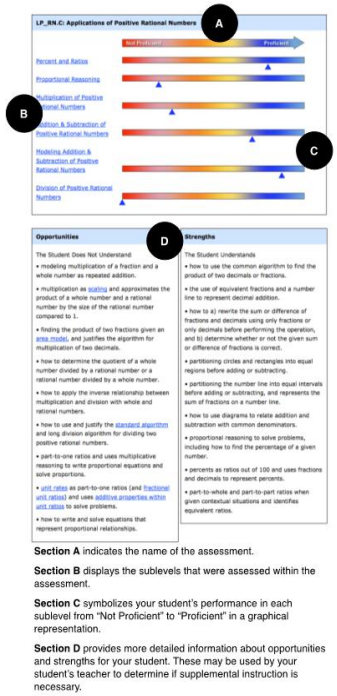
Dear Parent/Guardian,
The Diagnostic Summary Report provides an overview of your student's performance on a Middle School Students in Texas Algebra Ready (MSTAR) Diagnostic Assessment. This report provides valuable insight into your student's strengths and opportunities in a specific algebra-readiness content domain.

What is a Diagnostic Summary Report?
Your student was identified as being at risk for not meeting standards in algebra and was given a diagnostic assessment to determine where, precisely, your student is struggling based on consistent errors and misconceptions. This report provides an overview of how your student performed on the assessment given.

What information does the report contain?
The report describes your student's performance on the assessed algebra-readiness area. It also includes opportunities and strengths based on your student's answer choices.

What do I do with this information?
This information should help you understand areas in which your student is being successful and areas in which your student is struggling. Your student's teacher will look at classroom assignments, quizzes, and other assessments to work with you on determining what supplemental support can help your child be prepared for success in algebra.

Questions about this report should first be directed to your student's teacher(s).



Section A indicates the name of the assessment.

Section B displays the sublevels that were assessed within the assessment.

Section C symbolizes your student's performance in each sublevel from "Not Proficient" to "Proficient" in a graphical representation.

Section D provides more detailed information about opportunities and strengths for your student. These may be used by your student's teacher to determine if supplemental instruction is necessary.

A NOTE ABOUT THIS INFORMATION: One test can only provide limited information. You should confirm your student's strengths and weaknesses by reviewing performance on classroom assignments and other tests.

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Accessing the ESTAR/MSTAR System

http://mstar.epsilen.com

mathtx@esc13.net

1-855-462-8489

http://tea.texas.gov/Curriculum_and_Instructional_Programs/Subject_Areas/Mathematics/Mathematics/

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Additional Sessions

MSTAR Universal Screener	**Wednesday 1:00**	**342AD**
ESTAR Universal Screener	**Thursday 10:00**	**283AB**
MSTAR Diagnostic Assessment	**Friday 8:30**	**381BC**
ESTAR Diagnostic Assessment	**Friday 10:00**	**381BC**
RtI Website and App	**Friday 1:00**	**381BC**
Assessment Item Development	**Thursday 1:00 Friday 8:30**	**350DE**

Research in Mathematics Education

www.smu.edu/RME

Email: RME@smu.edu

@RME_SMU

SMU Research in Mathematics Education- RME

Contact TEA: curriculum@tea.texas.gov

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