

MAST Progress Reports



FAQS

Why do I have students that tested but don't have progress reported?

Students must take at least 3 math testlets or 2 ELA testlets to generate a progress level.

Is the Progress Report a prediction of end-of-year achievement?

No. Progress Reports are not predictive. They reflect what students have demonstrated on the content assessed so far. As more testlets are completed, the information becomes more precise.

Why is achievement reported as a range?

The achievement range shows where a student's current performance likely falls on the MAST achievement scale. The range reflects measurement uncertainty, which is expected when only part of the full assessment has been completed. The range narrows as more testlets are completed.

How is "Nearing Proficient" different from "Near Proficiency"?

Near Proficiency is an official MAST Progress Report level used during the school year. A student is classified as Near Proficiency when their cumulative achievement range from completed testlets includes the proficiency cut score. This indicates a moderate risk of not meeting proficiency based on evidence available so far. It reflects current progress, not a final result. "Nearing Proficient" is sometimes used informally to describe students who, on the through-year (summative) report, fall into the Partially Proficient achievement level. This designation is based on a final summative scale score after all required testlets are completed and indicates that the student has partially met grade-level expectations but still needs support.

Why is the "Meets or Exceeds Proficiency" percentage on Progress Reports lower than the final end-of-year proficiency rate?

Progress reports are based on incomplete testing and achievement ranges, while end-of-year results are based on final summative scores. To be counted as Meets or Exceeds Proficiency on a Progress Report, a student's entire range must be above the cut score.

Many students who ultimately become proficient still have ranges that overlap the cut score earlier in the year. Progress Reports reflect only the standards assessed so far. Students have more opportunities to demonstrate proficiency later in the year. Fewer testlets result in wider ranges, which are more likely to overlap proficiency. End-of-year proficiency is based on a single summative scale score after all testing is complete.