

MAST Progress Reports

EDUCATOR OVERVIEW



What are MAST Progress Reports

MAST Progress Reports provide an early, cumulative snapshot of student performance in English Language Arts (ELA) and Mathematics based on testlets completed so far in the school year.

Progress Reports are available after Window 1 and Window 2 and are designed to support instructional decision-making, not to predict end-of-year results.

They help answer the question:

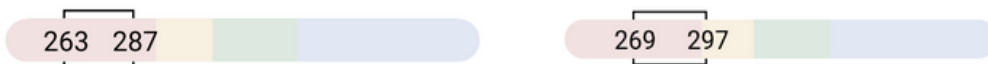
“Based on evidence so far, who is on track, who may need support, and who needs closer attention?”

Progress Levels: What They Mean

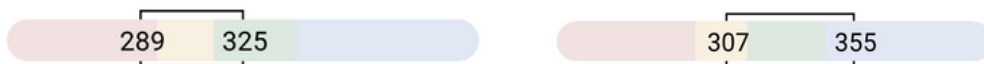
Progress levels describe a student’s current risk of meeting proficiency based on the evidence available from testlets completed so far in the school year. They are not predictions and are not final achievement levels.

Progress levels are determined by where a student’s estimated achievement range falls relative to the proficiency cut score.

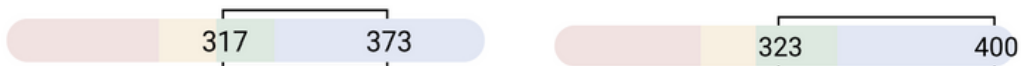
- Below Proficiency – The student’s entire cumulative score range is below the score required for proficiency. Students in this range may need additional instruction and targeted support to strengthen foundational skills and close learning gaps.



- Near Proficiency – The student’s cumulative score range includes the score required for proficiency. Students in this range are demonstrating partial mastery of the knowledge and skills expected for their grade.



- Meets or Exceeds Proficiency – The student’s entire cumulative score range is above the score required for proficiency. Students in this range have shown strong understanding and application of the content assessed so far and are on track to maintain proficiency as the year continues.



Progress levels describe current progress, not final outcomes.

Key Reminders About Interpretation

- Progress reports are not summative
- They reflect incomplete testing
- They are not predictive of end-of-year achievement
- Achievement is reported as a range, not a single score
- Precision increases as more testlets are completed
- Progress Reports should be interpreted alongside classroom evidence

EDUCATOR OVERVIEW



How the Progress Reports Can Be Used

- Support instructional planning and adjustment
- Identify students at high or moderate risk early
- Target interventions or enrichment
- Monitor change across reporting windows
- Guide conversations with students and families
- Inform PLC, data team, and leadership discussions

What the Progress Reports Should NOT Be Used For

- Grading students
- Evaluating teachers or schools
- Making high-stakes decisions on their own (e.g., retention, placement, accountability)
- Comparing students to end-of-year summative results
- Comparing progress levels year-to-year

Summary Across Roles

| <u>Role</u> | <u>Use Reports To...</u> |
|------------------------|--|
| Superintendents | monitor trends, prioritize supports, and guide professional learning while reinforcing appropriate interpretation. |
| Principals | support instructional leadership, PLC discussions, and monitoring of student progress. |
| Teachers | inform instruction, identify learning needs, and support student and family conversations. |

Additional Resources

- [Student-Level Progress Report Interpretive Guide](#)
- [Classroom-Level Progress Report Interpretive Guide](#)
- [School-Level Progress Report Interpretive Guide](#)
- [District-Level Progress Report Interpretive Guide](#)
- [MAST Progress Levels Explained](#)
- Understanding MAST Progress Reports [SLIDES](#) and [VIDEO](#)