



New Meridian

Interpretive Guide for MAST Testlet Reports

Student Reports



The MAST testlet score reports are meant to be used with classroom observations and insights—including classroom assessments, instructional observations, and other forms of feedback—to think through what kinds of instructional supports may help students. The information provided in these reports can be used to guide decision making about instructional strategies, including targeted instruction, differentiation, and reteaching at the student, small-group, and classroom levels.

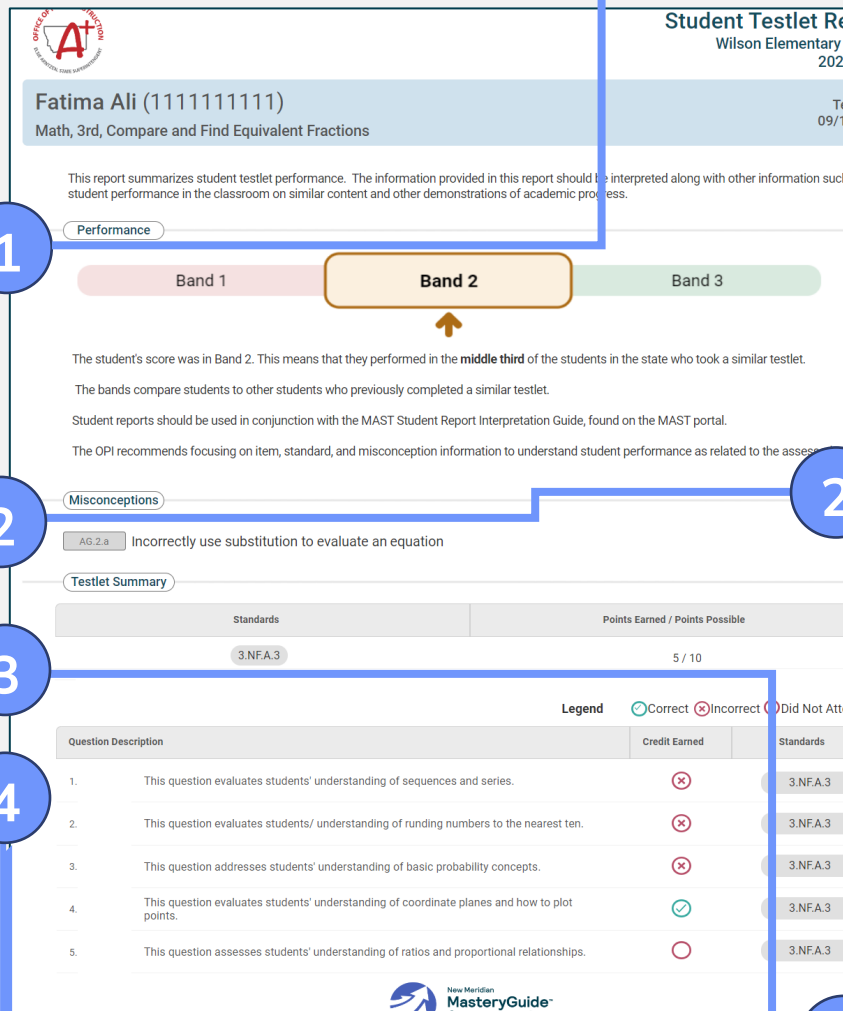
General Guidelines

- ✓ **Each score report provides a snapshot of academic performance on a small set of related standards.** Testlets are short, targeted assessments designed to provide timely and relevant academic feedback.
- ✓ **Score reports are meant to support professional judgment, not replace it.** Educators should consider whether and how to integrate the results into instructional planning, as well as within professional learning communities or other collaborations.
- ✓ **Score reports should be considered alongside other information.** No single assessment can provide a complete picture of student performance, and the testlet reports are no exception.
- ✓ **Some score reports may be more useful than others since some testlets align better to instruction than others.** Some testlets may reflect material currently being taught or just recently taught, while others might assess content that was taught earlier. Since instruction is dynamic and ongoing, educators should focus on the results that are most relevant in their classroom context.

Annotated Score Reports

Each score report provides similar information about student performance in math and ELA. Testlet reports include overall performance band and question information. Math reports include **misconceptions** and **standards** information, while ELA reports provide an overview of student performance on **clusters** of standards. The ELA performance task score report includes scores for three **dimensions** of writing and the description of their measured writing skills.

Student Math Testlet Report



Student Testlet Report
Wilson Elementary
2022

Fatima Ali (1111111111)
Math, 3rd, Compare and Find Equivalent Fractions

This report summarizes student testlet performance. The information provided in this report should be interpreted along with other information such as student performance in the classroom on similar content and other demonstrations of academic process.

Performance

Band 1 **Band 2** Band 3

The student's score was in Band 2. This means that they performed in the **middle third** of the students in the state who took a similar testlet.

The bands compare students to other students who previously completed a similar testlet.

Student reports should be used in conjunction with the MAST Student Report Interpretation Guide, found on the MAST portal.

The OPI recommends focusing on item, standard, and misconception information to understand student performance as related to the assessment content.

Misconceptions

AG.2.8 Incorrectly use substitution to evaluate an equation

Testlet Summary

Standards	Points Earned / Points Possible
3.NF.A.3	5 / 10

Legend Correct (✓) Incorrect (✗) Did Not Attempt (○)

Question Description	Credit Earned	Standards
1. This question evaluates students' understanding of sequences and series.	✗	3.NF.A.3
2. This question evaluates students' understanding of rounding numbers to the nearest ten.	✗	3.NF.A.3
3. This question addresses students' understanding of basic probability concepts.	✗	3.NF.A.3
4. This question evaluates students' understanding of coordinate planes and how to plot points.	✓	3.NF.A.3
5. This question assesses students' understanding of ratios and proportional relationships.	○	3.NF.A.3

New Meridian
MasteryGuide

1 Performance Bands

What is it? A student's testlet performance is placed into one of three bands. The bands are normative and used to compare a student's performance to other students in Montana who took a similar testlet.

How does it help? Use this normative information *after* thinking through the other sections of the report to understand where a student is, relative to other Montana students.

2 Misconceptions (Math Only)

What is it? Potential misunderstandings or common errors based on a student's patterns of incorrect responses.

How does it help? Misconceptions help identify where a student might be struggling on a specific skill embedded in the standards assessed.

3 Standards (Math Only)

What is it? Points earned from the number of points possible for each assessed standard.

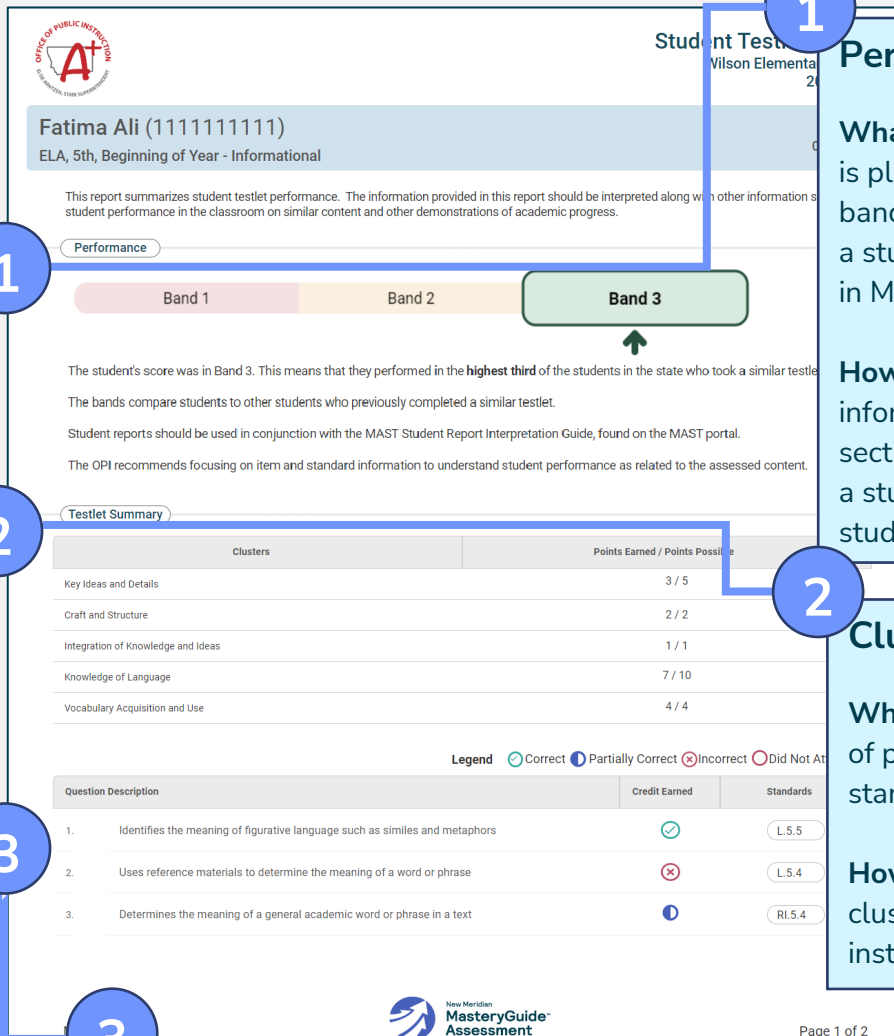
How does it help? Performance at the standard level supports identification of standards where a student may need additional instructional support.

4 Questions

What is it? A description of the skill or topic addressed by each item, the credit earned—correct, incorrect, or not attempted—for each item, as well as the standard assessed by each item.

How does it help? Item-level information provides a description of what a student is asked to do and how they performed on the specific skill aligned to an assessed standard. This supports identification of the types of question a student is getting right or wrong.

Student ELA Testlet Report



Performance

Band 1 Band 2 **Band 3**

The student's score was in Band 3. This means that they performed in the **highest third** of the students in the state who took a similar testlet.

The bands compare students to other students who previously completed a similar testlet.

Student reports should be used in conjunction with the MAST Student Report Interpretation Guide, found on the MAST portal.

The OPI recommends focusing on item and standard information to understand student performance as related to the assessed content.

Testlet Summary

Clusters	Points Earned / Points Possible
Key Ideas and Details	3 / 5
Craft and Structure	2 / 2
Integration of Knowledge and Ideas	1 / 1
Knowledge of Language	7 / 10
Vocabulary Acquisition and Use	4 / 4

Legend: Correct Partially Correct Incorrect Did Not Attempt

Question Description	Credit Earned	Standards
1. Identifies the meaning of figurative language such as similes and metaphors	<input checked="" type="radio"/>	L.5.5
2. Uses reference materials to determine the meaning of a word or phrase	<input type="radio"/>	L.5.4
3. Determines the meaning of a general academic word or phrase in a text	<input type="radio"/>	RI.5.4

1 Performance Bands

What is it? A student's testlet performance is placed into one of three bands. The bands are normative and used to compare a student's performance to other students in Montana who took a similar testlet.

How does it help? Use this normative information *after* thinking through the other sections of the report to understand where a student is, relative to other Montana students.

2 Clusters (ELA Only)

What is it? Points earned from the number of points possible on a group of related standards.

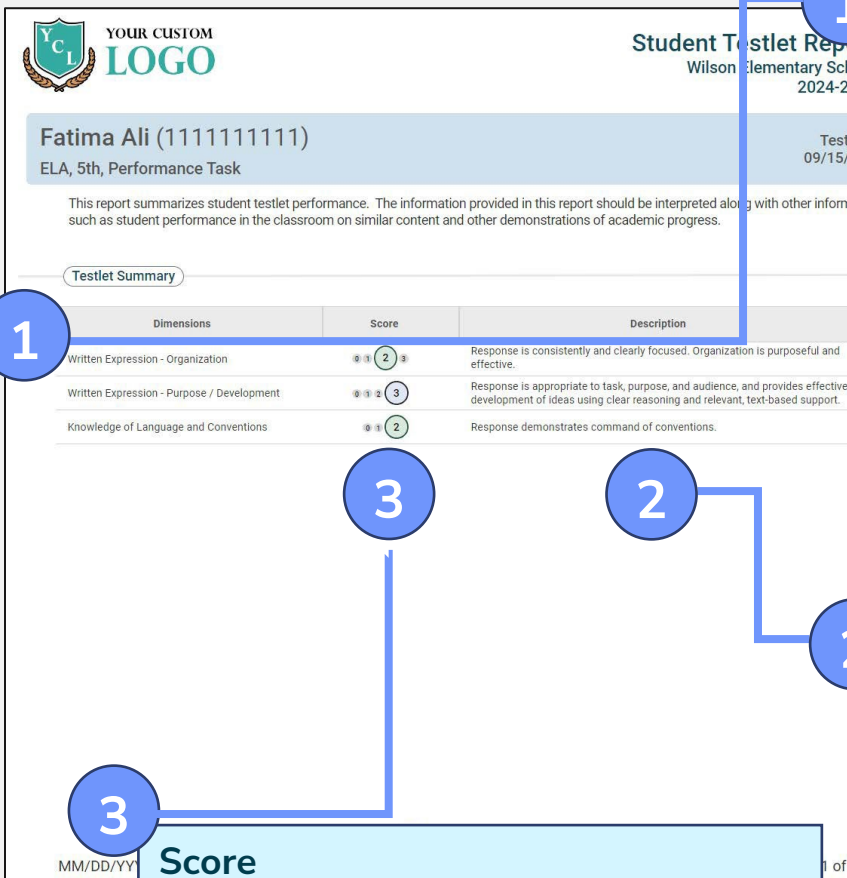
How does it help? Performance at the cluster level supports next steps in instruction on boarder topics.

3 Question Description

What is it? A description of the skill or topic addressed by each item, the credit earned—correct, incorrect, partially correct, or not attempted—for each item, as well as the standard for each item.

How does it help? Item-level information provides a description of what a student is asked to do and how they performed on the specific skill aligned to an assessed standard. This supports identification of the types of question a student is getting right or wrong.

Student ELA Performance Task Testlet Report



Student Testlet Report
Wilson Elementary School
2024-2025

Fatima Ali (1111111111)
ELA, 5th, Performance Task

This report summarizes student testlet performance. The information provided in this report should be interpreted along with other information such as student performance in the classroom on similar content and other demonstrations of academic progress.

Testlet Summary

Dimensions	Score	Description
Written Expression - Organization	2	Response is consistently and clearly focused. Organization is purposeful and effective.
Written Expression - Purpose / Development	3	Response is appropriate to task, purpose, and audience, and provides effective development of ideas using clear reasoning and relevant, text-based support.
Knowledge of Language and Conventions	2	Response demonstrates command of conventions.

Score

1

Dimensions

What is it? Key aspects of student writing that are assessed in the performance task. Each dimension contributes to a student's overall ability to communicate effectively in writing.

How does it help? Use this information to understand the areas being assessed in the performance task.

1

3

2

2

Description

What is it? The descriptions summarize key characteristics of the student's response, showing how well they met expectations for organization, idea development, and language conventions.

How does it help? They provide context for each score, describing performance of the student in each dimension to support targeted instruction and skill development in writing.

3

Score

What is it? The student's score on each individual dimension shown out of the possible range of points.

How does it help? Dimension-level scoring provides a value for each area assessed in the performance task. This helps quickly identify student strengths and areas for improvement.

Performance

Testlet performance is categorized into three bands, providing a gauge of a student's overall performance compared to other Montana students on a similar testlet. The Performance Task Report does not include a performance section.

Understanding Performance Bands

At the top of the report, a student's performance band is represented by a bar that is divided into three parts: Band 1, Band 2, and Band 3. A student's overall performance is categorized by how their score compares to others.

- **Band 3:** A student score in this band performed in the highest third of the students in the state who took a similar testlet.
- **Band 2:** A student score in this band performed in the middle third of the students in the state who took a similar testlet.
- **Band 1:** A student score in this band performed in the lowest third of the students in the state who took a similar testlet.



The performance bands are temporary. During the 2025–26 school year and after, **performance levels** will replace **performance bands**. These levels, defined by Montana educators, will provide a detailed description of skills and abilities at varying levels of performance.

Misconceptions (Math Only)

This section provides misconceptions—misunderstandings or common errors—based on a pattern of incorrect responses. Each entry provides a brief description of the misconception, offering insight into areas that may require further instruction or support.

It is important to note that these misconceptions and common errors are based on a single assessment and represent only a snapshot of a student's performance at that particular time. For a complete picture of student understanding, these identified errors should be considered alongside their performance on other assessments, classroom observations, and assignments. This will help ensure that instruction is adjusted appropriately to address any areas of confusion and reinforce correct concepts moving forward.

Misconceptions are reported only if they are detected in the pattern of incorrect responses. Students who do not provide an identifiable pattern of incorrect responses will not have any misconceptions reported.

Testlet Summary

The report provides several critical levels of information: standard-level data, cluster-level data, and question-level data.

Standards (Math Only)

The standard-level data summarizes how well a student performed on items aligned to each assessed standard by showing the number of points earned and the total number of points available for that standard. The number of standards assessed differs by testlet. The [Math Assessment Specifications](#) on the MAST Portal detail the math testlet design.

Clusters (ELA Only)

In ELA, the standards in each grade are grouped into five key clusters: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Knowledge of Language, and Vocabulary Acquisition and Use. The [ELA Assessment Specifications](#) on the MAST Portal detail the ELA testlet design.

Question Descriptions

The question descriptions show how a student performed on individual testlet items. The report provides a description of each item on the testlet, indicates whether a student's response was correct, partially correct (ELA only), incorrect, or not attempted, and shows the alignment of each question to a specific standard.

Testlet Summary (ELA Performance Task Report)

Student performance is shown as the score earned for each of the three writing dimensions: Organization, Purpose/Development, and Knowledge of Language and Conventions. These dimensions reflect essential aspects of effective written communication. Each dimension receives a score based on rubric criteria, reflecting how well the student's response meets expectations. The score is associated with a description that provides feedback on the student's writing, outlining strengths and areas for improvement.

Performance Task rubrics can be found on the MAST Portal.

- [MGA ELA Writing Scoring Rubric G3](#)
- [MGA ELA Writing Scoring Rubric G4–5](#)
- [MGA ELA Writing Scoring Rubric G6–8](#)

Using the Results

Together, the standard- and question-level data provide a snapshot of a student's strengths and areas for growth. In coordination with other student information, the MAST student testlet reports can be useful in supporting student learning in the following ways:

- **Identification of Strengths:** The elements of the report can be used to determine whether a student performed well, indicating areas of relative strength. This information supports introducing more advanced content or enrichment activities.
- **Spotting Areas for Improvement:** When a student is demonstrating low performance based on information provided at the testlet, standard, or item level, it may indicate that the student needs additional support or practice in specific areas.
- **Planning Instruction:** Results may be used to inform instructional strategies to support a student, including targeted instruction, differentiation, and reteaching at the student, small-group, and classroom levels.

Definitions

These words and phrases appear on student testlet reports. This glossary is provided to aid in interpreting the data displayed on the student testlet reports.

Clusters – A collection of ELA standards that are associated with related skills or concepts.

Dimensions of Writing – The three components assessed in the ELA Performance Task Report: Organization, Purpose and Development, and Knowledge of Language and Convention.

Misconceptions – Specific areas of math misunderstanding based on the content and pattern of a student's incorrect responses.

Name – Refers to student name.

Performance Band – A categorization of student performance based on their performance relative to other Montana students who took a similar testlet.

Questions – A detailed breakdown of each item, showing whether the student's response was correct, partially correct (ELA only), incorrect, or not attempted, and the standard assessed.

Standards – Shows the ratio of how many items correct out of total number of items primarily aligned to the standard.

Test Date – The date of the assessment.

Testlet Summary – The breakdown of student performance at the standard (math) or cluster (ELA) level.