

MAST Through-Year Score Reports



SUPERINTENDENTS/DISTRICT LEADERS

Goal: Understand system-wide implications, support district-wide implementation, and guide data-informed decision-making.

Key Messages

- **What MAST Reports Are:**
 - The MAST Through-Year reports summarize student learning across the entire school year, not just at a single point in time.
 - They include summative scale scores and achievement levels based on testlets taken throughout the year.
- **How Scores Are Generated:**
 - Scores are cumulative, based on multiple standards-aligned testlets, with most testlets contributing to the final score about the same.
 - Scale scores (250–400) reflect total performance and are accompanied by achievement levels: Novice, Partially Proficient, Proficient, and Advanced.
- **How They Can Be Used:**
 - Use aggregated data (school and district reports) to identify district-wide trends, instructional needs, and resource allocation priorities.
 - Support conversations about curriculum alignment and instructional pacing across schools.
 - Help ensure equitable instruction by identifying gaps in performance across subgroups.
- **How They Shouldn't Be Used:**
 - Do not use score reports for evaluating educator effectiveness or for high-stakes decisions about schools or students.
 - Scores are not comparable to previous summative assessment scores.
- **Different from Traditional Summative Tests:**
 - Unlike a one-time test, this assessment model offers through-year insight into learning and instructional impact.

Questions District Leaders Can Ask When Reviewing MAST Reports:

- What district-wide patterns or trends are emerging in the MAST data, and how do they compare across schools or grade levels?
- Are there specific content areas or standards where students consistently performed well, or where we see widespread need for support?
- How do the results align with what we know from other local data sources (e.g., interim assessments, classroom data, MTSS screenings)?
- Are there performance gaps across student groups (e.g., ELs, students with disabilities, economically disadvantaged) that we need to address through targeted support?
- How can we use this data to inform professional learning, curriculum decisions, or resource allocation across the district?