

2025-2026



MONTANA OFFICE OF PUBLIC INSTRUCTION

MAST SCORE REPORTS

ACCESSING, UNDERSTANDING, & UTILIZING

ASSESSMENT FOCUSED SUPPORT VIDEO



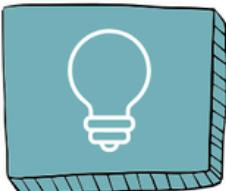


Objectives

- Understand how to access score reports
- Understand how to navigate and interpret MAST score reports
- Set goals for the future based on the most recent score reports
- Use MAST data to drive instructional decisions to inform instruction.



MAST FOR EDUCATORS



Scheduling MAST Testlets

Coordinate with STC or BTC to submit grade-level math testing schedules.

Resources (found on [MAST Portal](#))

- [MAST Scheduling Guide & FAQs for Test Coordinators](#)
- [Math Standards Blueprint](#)
- [Math Assessment Specifications](#)
- [ELA Standards Blueprint](#)
- [ELA Assessment Specifications](#)
- [MAST Testing Windows](#)

Professional Learning Opportunities



Need Help? OPI Assessment Help Desk | OPIAssessmentHelpDesk@mt.gov | 1-844-867-2569

MAST

Montana Aligned to Standards Through-Year

Educator Resources



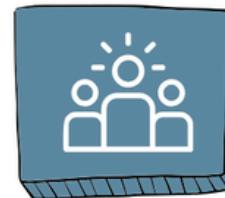
Preparing for MAST

To Do:

1. Test Security Training
2. Test Security Agreement in Kite
3. Watch Kite administration tutorial videos (HELP tab in Kite)
4. Schedule testlets within window
5. Verify student supports and accommodations are correctly set in student PNP summary
6. Check class rosters
7. Student Practice Tests

Resources (found on [MAST Portal](#))

- [Test Administration Manual \(with script\)](#)
- [Math and ELA Timing Document](#)
- ELA Performance Task rubrics
- [MontCAS Test Security Manual](#)
- MAST for Educators slide deck



Administration Best Practices & Strategies

Supporting students' progression through MAST testlets

Resources (found on [MAST Portal](#))



Accessing & Using Score Reports

Resources (found on [MAST Portal](#))

- Classroom-Level Score Report [Interpretive Guide & Video](#)
- Student Score Report [Interpretive Guide & Video](#)
- MAST for Educators slide deck



Sharing Results with Students & Parents/Guardians

Sharing score reports with students and families to review data and set personal goals.

Resources (found on [MAST Portal](#))

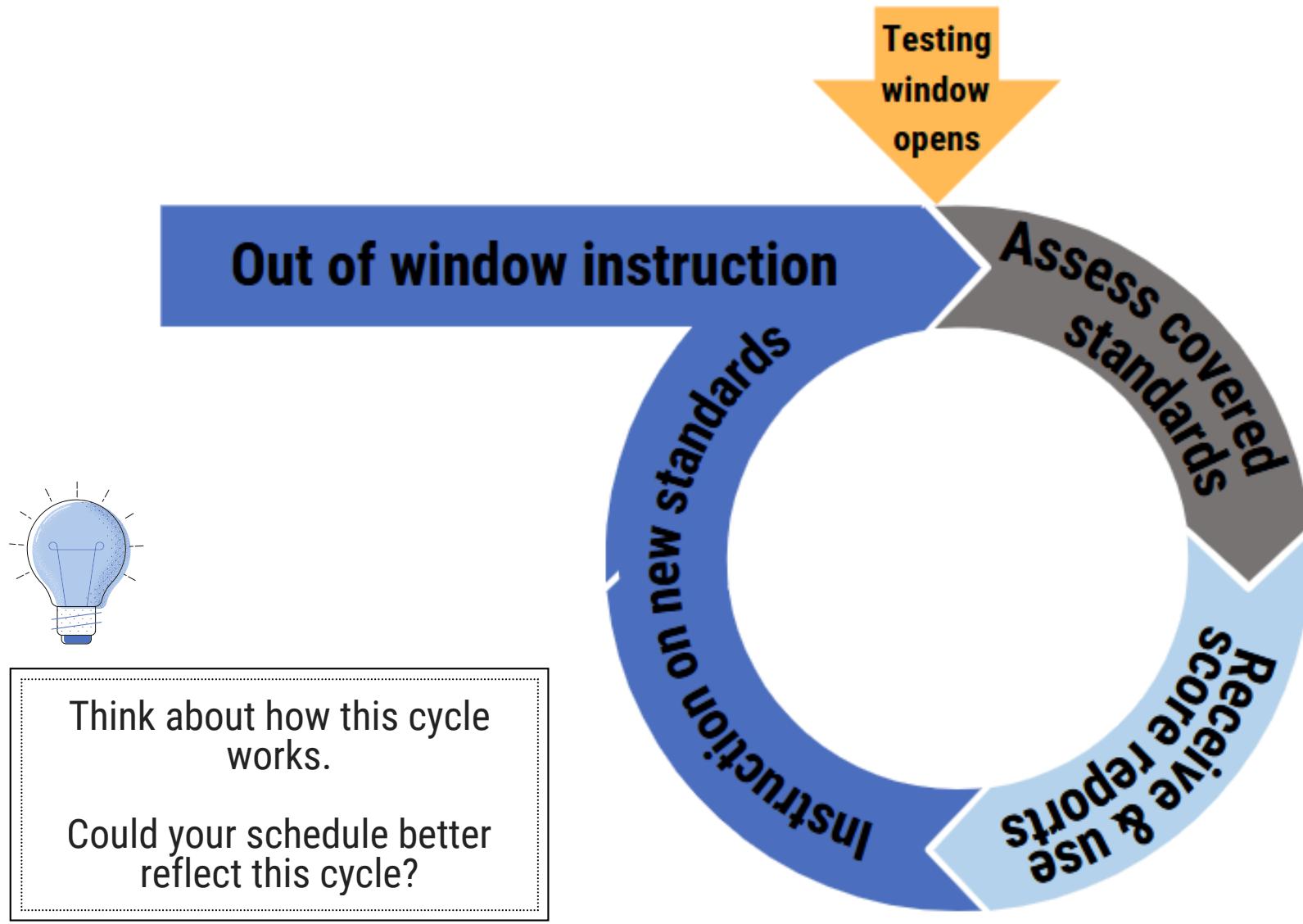
- [Student Score Report Interpretive Guide](#)
- [Parent One-Pager](#)
- [Data Chats](#)



Click on the image to access linked resources.

SCHEDULE TESTLETS

Schedule Testlets Within Testing Windows



MAST TESTING TASKS

The WHY: Successful administration of the MAST.

Before Testing

- Access the Kite Educator Portal
- Complete Test Security Agreement
- Complete Training
- Schedule Testlets
- Verify Student Rosters & PNPs
- Print Student Tickets & DACs
- Prepare Students to Test

During Testing

- Administer Testlets
- Monitor Testlet Completion

After Testing

- Access & Share Student Score Reports
- Reflect on the successes and challenges of administration



ACCESS THE KITE EDUCATOR PORTAL

ABOUT THE PROGRAM

The Montana Aligned to Standards Through-Year (MAST) Program features a series of short, standards-aligned math and ELA tests that are administered throughout the year. The goal of this assessment is to develop a system that provides timely and relevant feedback for teachers and students, as well as comparable summative data for education leaders. This "classroom up" approach will provide flexible opportunities for students to demonstrate learning while providing actionable data to stakeholders throughout the education system.

ANNOUNCEMENTS

MAST Score Reports

During testing windows, testlet score reports for the MAST assessments that are completed and submitted between Monday and Friday will be available the following Thursday. Please note that the performance task will be human-scored. The reports for these tasks will be released on March 8 and March 13, depending on when they were completed within Window 2. To assist with understanding these reports, interpretive guides and overview videos can be found in the [Score Reports](#) section below.

SCORE REPORTS

- Classroom-Level Score Report Interpretive Guide
- Student-Level Score Report Interpretive Guide
- School Testlet Report Interpretive Guide
- District Testlet Report Interpretive Guide
- Classroom-level video
- Student-level video
- Kite Parent Portal One-Pager

STANDARDS AND MANUALS

- MAST Accessibility Guide: 2024-2025 School Year
- MAST Accommodations & Accessibility Crosswalk Document
- MAST Test Administration Manual: 2024-2025 School Year
- 2024-2025 User Management Quick Reference Guide
- MAST Before Testing Tasks
- Math Assessment Specifications
- ELA Assessment Specifications
- Kite Educator Portal Manual
- Kite Student Portal Manual

HELP DESK

- For all help desk inquiries please contact: kite-support@kitedu.edu
- Kite Support Desk: (855) 277-9752
7:30 a.m. – 4:00 p.m. MST
- CPA Assessment Help Desk: CPAAssessmentHelpDesk@mt.gov (844) 867-2569
- For content or test design queries please contact: maest@newmeridian.org

MAST TRAININGS

LIVE LISTENING / FEEDBACK SESSIONS

We have designed user feedback cycles throughout the school year to ensure continuous improvement of the MAST. These sessions will serve as an opportunity for users like you to share feedback, suggestions, and experiences to help us enhance the usability of the MAST. We value your input and encourage you to participate in these live listening/feedback sessions. Live listening/feedback sessions for MAST Through-Year participating districts:

*Please note that the Zoom link will be the same for all sessions.

- Window 1: December 4, 2024 @ 3:30-4:30 p.m.
- Window 2: February 26, 2025 @ 3:30-4:30 p.m.

SYSTEMS (TECH PLATFORMS)

- Kite® Student Practice Test
Username: tech_dkmc
Password: MA255
- Kite Educator Portal

SCHEDULER TOOL

Access the Kite Educator Portal through the MAST Portal. Googling "Kite" and selecting from the search results may bring you to a different state's portal



| Testlet Reports | Progress Reports | Through-Year Reports |
|---|---|---|
| <p>Student Testlet Report</p> <ul style="list-style-type: none"> • Available weekly, Following Thursday after assessment • Shared in Kite Parent Portal with connected parents/guardians. <p>Student Performance Task Testlet Report</p> <ul style="list-style-type: none"> • Hand Scored, Two weeks after the close of Window 2 | <p>Student Progress Report</p> <ul style="list-style-type: none"> • Available at the end of Windows 1 and 2 | <p>Student Through-Year Report</p> <ul style="list-style-type: none"> • 2024-2025 available October 16, 2025 • 2025-2026 available TBD |
| <p>Classroom Testlet Report</p> <ul style="list-style-type: none"> • CSV & PDF Reports • Available Weekly | <p>Classroom Progress Report</p> <ul style="list-style-type: none"> • Available at the end of Windows 1 and 2 | <p>Classroom Through-Year Report</p> <ul style="list-style-type: none"> • 2024-2025 available October 16, 2025 • 2025-2026 available TBD |
| <p>School Testlet Report</p> <ul style="list-style-type: none"> • CSV & PDF Reports • Available after each window | <p>School Progress Report</p> <ul style="list-style-type: none"> • Available at the end of Windows 1 and 2 | <p>School Through-Year Report</p> <ul style="list-style-type: none"> • 2024-2025 available October 16, 2025 • 2025-2026 available TBD |
| <p>District Testlet Report</p> <ul style="list-style-type: none"> • PDF Available after each window • CSV Available after last window | <p>District Progress Report</p> <ul style="list-style-type: none"> • Available at the end of Windows 1 and 2 | <p>District Through-Year Report</p> <ul style="list-style-type: none"> • 2024-2025 available October 16, 2025 • 2025-2026 available TBD |

ACCESS & SHARE SCORE REPORTS

Navigate to:

1. INTERIM > VIEW RESULTS.
2. Click on the dropdown menu for *Testlet Report*.
3. *Classroom Reports* is the default. Individual student reports and bundling options are available in the dropdown. Fill organization fields then select *Search*.



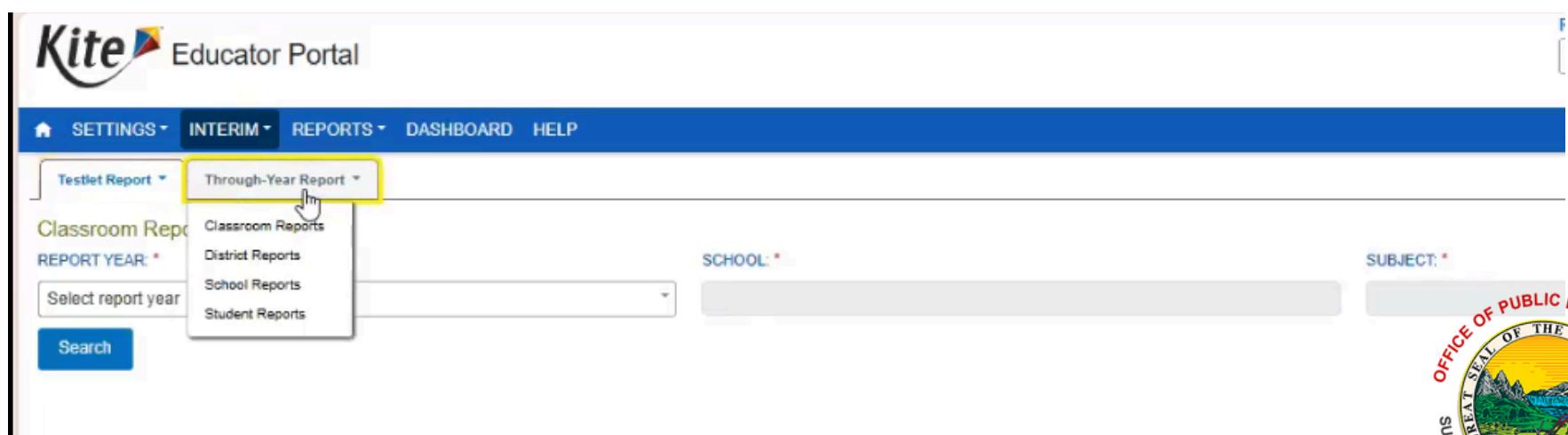
The screenshot shows the Kite Educator Portal. At the top, there is a navigation bar with links for SETTINGS, INTERIM (which is highlighted in blue), REPORTS, DASHBOARD, and HELP. Below the navigation bar, there is a dropdown menu for 'Testlet Report' with 'Classroom Reports' selected. The main area of the screen has a heading 'Select Criteria' and fields for 'SCHOOL*' and 'SUBJECT*'. To the right, there is a 'Role' section with 'District Test Coordinator' selected.

- Student score reports are available weekly during testing windows.
- ELA performance tasks are hand-scored. Reports will become available after the window.

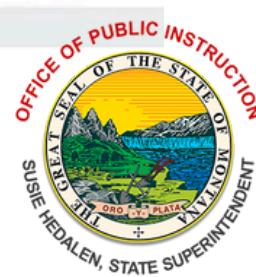


SUMMATIVE REPORT

- MAST Through-Year Reports were posted on November 16th for Educator access.
 - Navigate to:
 - INTERIM > VIEW RESULTS.
 - Click on the dropdown menu for Through-Year Report.
 - Classroom Reports is the default. Individual student reports and bundling options are available in the dropdown. Fill organization fields then select Search.



The screenshot shows the Kite Educator Portal interface. At the top, there is a navigation bar with links for SETTINGS, INTERIM, REPORTS, DASHBOARD, and HELP. Below the navigation bar, there is a search bar with fields for 'REPORT YEAR' (set to 'Select report year'), 'SCHOOL' (a dropdown menu), and 'SUBJECT' (a dropdown menu). On the left side, there is a sidebar with links for 'Testlet Report' (dropdown menu), 'Classroom Reports' (selected), 'REPORT YEAR' (dropdown menu), 'Select report year' (button), and 'Search' (button). A dropdown menu for 'Through-Year Report' is open, showing options: Classroom Reports, District Reports, School Reports, and Student Reports. The 'Through-Year Report' link is highlighted with a yellow box and a cursor icon.



THROUGH-YEAR REPORT



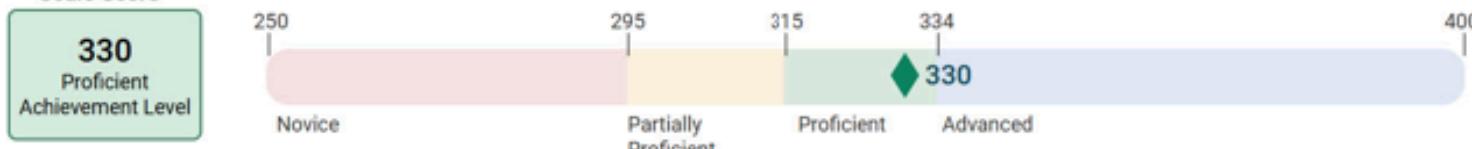
Student Report Wilson Elementary School 2024-2025

Fatima Ali

Math, 5th Through-Year Assessment

Overall Achievement

Scale Score



This student's scale score was in the Proficient range.

A student who performed at this level met grade-level expectations in this subject. The student has demonstrated the required knowledge, skills, and practices necessary for future coursework in this content area.

Your child's score is an estimate of their current level of achievement. If your student were to complete the full MAST assessment again, without any additional learning, their scale score might vary by ± 4 points. Such variation is expected and occurs with all measurements.

Testlet Performance

| Testlet | Date | Performance | Standards |
|---|------------|-------------|------------------------------|
| Numerical Expressions | 10/01/2024 | Band 3 | 5.OA.A.1 5.OA.A.2 |
| Place Value and Power of 10 | 10/15/2024 | Band 3 | 5.MD.A.1 5.NBT.A.1 |
| Place Value and Representation and Comparison | 11/01/2024 | Band 1 | 5.NBT.A.3 5.NBT.A.4 |
| Multiply and Divide Whole Numbers | 11/20/2024 | Band 2 | 5.MD.A.1 5.NBT.B.5 5.NBT.B.6 |
| Decimal Operations | 12/05/2024 | Band 3 | 5.MD.A.1 5.NBT.B.7 |

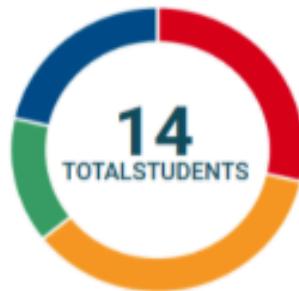
THROUGH-YEAR REPORT

Classroom Level

Class 1 (Math)

Tony Sullivan, Teacher 2, Proctor
Math, 5th Through-Year Assessment

Summary Results



Average Scale Score: 335

- Did Not Meet (230-290)
4 Students (29%)
- Approaching (291-315)
5 Students (36%)
- Meets (316-350)
2 Students (14%)
- Exceeds (351-370)
3 Students (21%)

Organization

Montana

Average Scale Score

325

Linn District

340

Wilson Elementary School

332

Classroom Summary Information

Student Name

Student ID

Scale Score

Overall Performance Level

Fatima Ali

1111111111

335

Meets

Jackson Anderson

1212121212

330

Approaching

Olivia Brown

1231231231

342

Meets

Lila Chen

1234123412

305

Approaching

Rachul Desai

1234512345

340

Meets

Aiden Garcia

1234561234

345

Meets



THROUGH-YEAR REPORT



Student Report

Wilson Elementary School
2024-2025

Fatima Ali

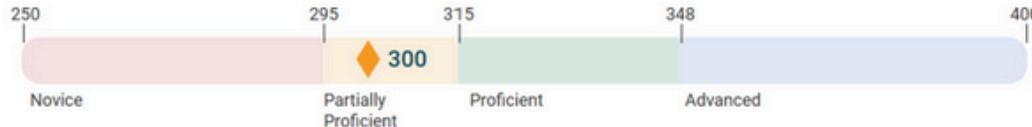
ELA, 5th Through-Year Assessment

Overall Achievement

Scale Score

300

Partially Proficient
Achievement Level



This student's scale score was in the Partially Proficient range.

A student who performed at this level partially met grade-level expectations in this subject and needs support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.

Your child's score is an estimate of their current level of achievement. If your student were to complete the full MAST assessment again, without any additional learning, their scale score might vary by ± 5 points. Such variation is expected and occurs with all measurements.

Reading Comprehension Results

Reading Area

Subscore

Literary Text Reading Comprehension

20 49 90

Informational Text Reading Comprehension

20 62 90

Subscores reflect performance in specific reading areas across the year: Literary Text Reading Comprehension is a measure of the ability to analyze literary texts, while Informational Text Reading Comprehension is a measure of the ability to analyze informational texts. A higher subscore in one area indicates a higher performance in that area. These subscores can help identify a student's relative strengths and weaknesses but are not directly comparable to each other or their overall ELA performance.

Testlet Performance

Testlet

Date

Performance

Beginning of Year - Informational

10/01/2024

Band 1



Beginning of Year - Literary

10/15/2024

Band 3



Middle of Year - Informational

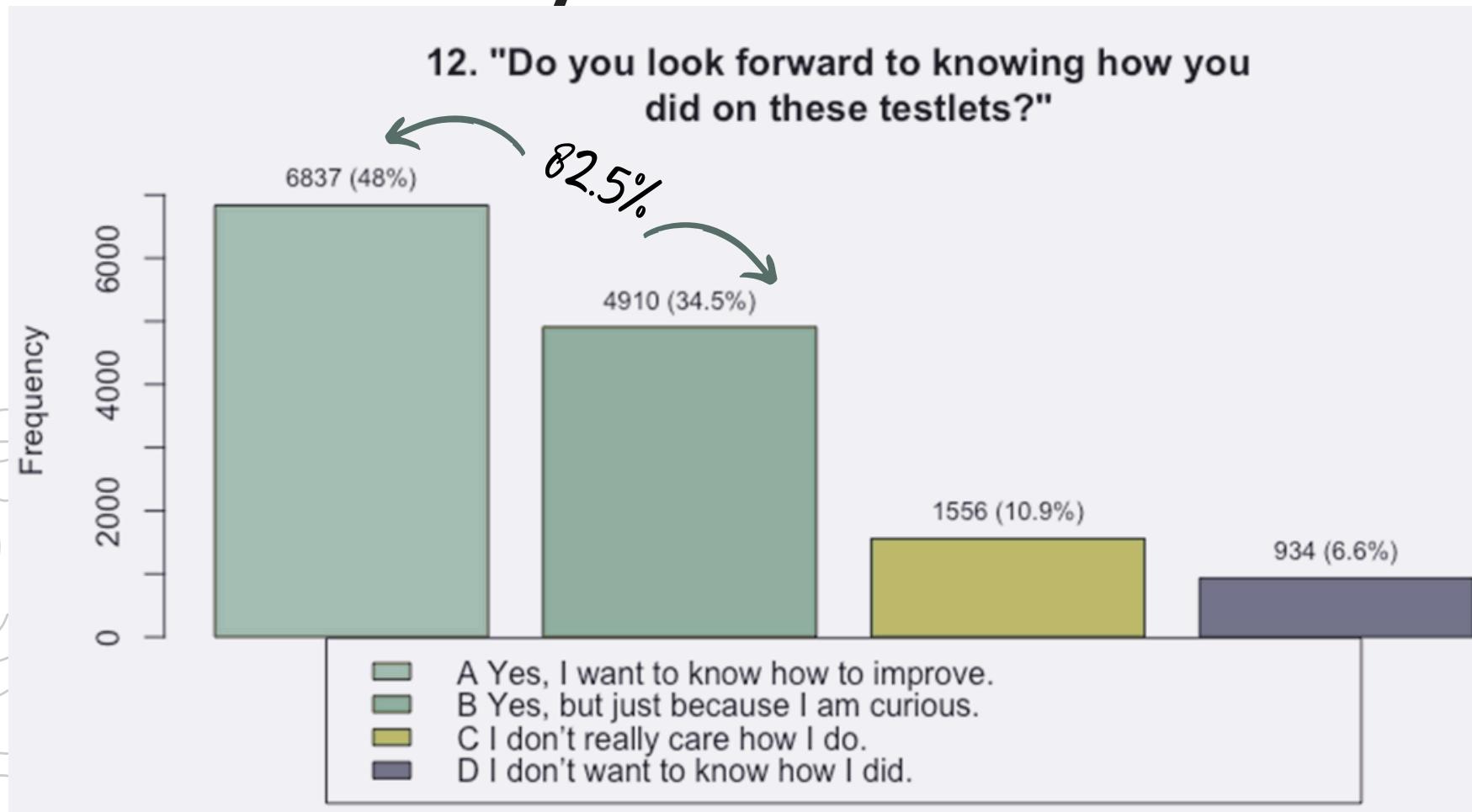
11/20/2024

Band 2



INTERPRETING & UTILIZING SCORE REPORTS

Student Survey Data



INTERPRETING & UTILIZING SCORE REPORTS

General Guidelines

- Score reports provide a ***snapshot*** of student performance on a focused set of standards.
- Score reports are meant to ***support*** professional judgment, not replace it.
- Items vary in ***complexity*** and should not be averaged to determine a single score.
- Consider score reports ***alongside*** other classroom data and your observations.



INTERPRETING & UTILIZING SCORE REPORTS

2024-2025 Reports - Performance **BANDS** - Norm Referenced

Fatima Ali (1111111111)

Math, 3rd, Compare and Find Equivalent Fractions

Test Date
09/15/2023

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.

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 assessed content.

2025–2026 Reports - Performance **LEVELS** - Criterion Referenced



Math, 3rd, Compare and Find Equivalent Fractions

In previous grades, students measured an object using two different length units and recognized that the count of length units is inversely related to the size of the length unit. In grade 3, this understanding serves as a foundation for comparing unit fractions (i.e., length units on a number line model). Students also compare fractions with the same denominator, leveraging their understanding that a fraction represents a count of parts of a given size. They also understand that the two fractions must refer to the same whole to generate a valid comparison.

Performance

Level 1

Level 2

Level 3



The student's score was in Level 2. This indicates that they demonstrated a partial understanding of the content and skills assessed in this testlet. Level 2 indicates that the student's performance on this testlet is near grade-level expectations for proficiency, but additional support may be necessary to achieve proficiency.

Performance aligns with overall performance, not specifically as it relates to proficiency on the standards assessed.

STUDENT TESTLET REPORTS - MATH

Student Testlet Report

Wilson Elementary School
2025-2026

Fatima Ali (1111111111)

Test Date
09/15/2025



Math, 3rd, Compare and Find Equivalent Fractions

In previous grades, students measured an object using two different length units and recognized that the count of length units is inversely related to the size of the length unit. In grade 3, this understanding serves as a foundation for comparing unit fractions (i.e., length units on a number line model). Students also compare fractions with the same denominator, leveraging their understanding that a fraction represents a count of parts of a given size. They also understand that the two fractions must refer to the same whole to generate a valid comparison.

Performance

Level 1

Level 2

Level 3



The student's score was in Level 2. This indicates that they demonstrated a partial understanding of the content and skills assessed in this testlet. Level 2 indicates that the student's performance on this testlet is near grade-level expectations for proficiency, but additional support may be necessary to achieve proficiency.

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 assessed content.

Misconceptions

AG.2.a Incorrectly use substitution to evaluate an equation

Testlet Summary

Standards

Points Earned / Points Possible

3.NF.A.3

5 / 10

Performance aligns with overall performance, not specifically as it relates to proficiency on the standards assessed.

STUDENT TESTLET REPORTS - MATH

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. | <input type="checkbox"/> | 3.NF.A.3 |
| 2. This question evaluates students' understanding of rounding numbers to the nearest ten. | <input type="checkbox"/> | 3.NF.A.3 |
| 3. This question addresses students' understanding of basic probability concepts. | <input type="checkbox"/> | 3.NF.A.3 |
| 4. This question evaluates students' understanding of coordinate planes and how to plot points. | <input checked="" type="checkbox"/> | 3.NF.A.3 |
| 5. This question assesses students' understanding of ratios and proportional relationships. | <input type="checkbox"/> | 3.NF.A.3 |



CLASSROOM TESTLET REPORTS - MATH

Class 1 (Math)

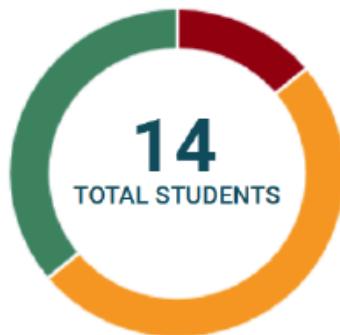
Tony Sullivan, Teacher 2, Proctor



Math, 3rd, Compare and Find Equivalent Fractions

In previous grades, students measured an object using two different length units and recognized that the count of length units is inversely related to the size of the length unit. In grade 3, this understanding serves as a foundation for comparing unit fractions (i.e., length units on a number line model). Students also compare fractions with the same denominator, leveraging their understanding that a fraction represents a count of parts of a given size. They also understand that the two fractions must refer to the same whole to generate a valid comparison.

Summary Results



- Level 1
3 Students (21%)
- Level 2
4 Student (29%)
- Level 3
7 Students (50%)

| State Standard | Average Percent of Points Earned |
|----------------|----------------------------------|
| 5.OA.A.1 | 65% |
| 5.OA.A.2 | 35% |

Misconceptions

| Misconception | Description | # of Students |
|---------------|---|---------------|
| ME07 | Misinterprets ratio as an additive relationship. | 3 |
| ME31 | Incorrectly interpreted graph. | 3 |
| ME06 | Student added or subtracted numerators and denominators, instead of finding equivalent fractions. | 2 |
| ME08 | Error creating equivalent fractions when adding or subtracting. | 1 |

CLASSROOM TESTLET REPORTS - MATH

ME08

Error creating equivalent fractions when adding or subtracting.

1

Student Details

| Student Name | Student ID | Test Date | Performance Level | Misconceptions |
|-------------------|------------|------------|-------------------|----------------|
| All, Fatima | 1111111111 | 09/16/2025 | Level 2 | ME08 |
| Anderson, Jackson | 1212121212 | 09/16/2025 | Level 1 | ME31 |
| Brown, Olivia | 1231231231 | 09/16/2025 | Level 2 | ME07 |
| Chen, Lila | 1234123412 | 09/16/2025 | Level 3 | |

MM/DD/YYYY



Page 1 of 2

STUDENT TESTLET REPORTS - ELA

Fatima Ali (1111111111)

Test Date
09/15/2025



ELA, 5th, Beginning of Year - Informational

This testlet includes a single informational passage with accessible language and structure. It is designed to measure early-year comprehension, vocabulary, and syntax within grade-level expectations. Standalone items support measurement of word meaning and sentence-level understanding alongside foundational comprehension of the text.

Performance

Level 1

Level 2

Level 3



The student's score was in Level 3. This indicates that they demonstrated a strong understanding of the content and skills assessed in this testlet. Level 3 indicates that the student's performance on this testlet is consistent with grade-level expectations for proficiency.

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 |



STUDENT TESTLET REPORTS - ELA

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 | ✓ | L.5.5 |
| 2. Uses reference materials to determine the meaning of a word or phrase | ✗ | L.5.4 |
| 3. Determines the meaning of a general academic word or phrase in a text | ● | RI.5.4 |
| 4. Uses common Greek and Latin affixes and roots to determine the meaning of a word or phrase | ● | L.5.4 |
| 5. Uses relationships between words, like synonyms and antonyms, to determine the meanings of words | ✓ | L.5.5 |

MM/DD/YYYY



Page 1 of 2

CLASSROOM TESTLET REPORTS - ELA

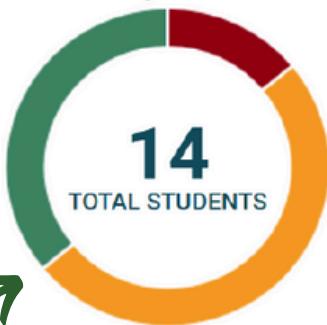


ELA, 5th, Beginning of Year - Informational

This testlet includes a single informational passage with accessible language and structure. It is designed to measure early-year comprehension, vocabulary, and syntax within grade-level expectations. Standalone items support measurement of word meaning and sentence-level understanding alongside foundational comprehension of the text.

Summary Results

Summary Results



- Level 1
3 Students (21%)
- Level 2
4 Student (29%)
- Level 3
7 Students (50%)

Student Details

| Student Name | Student ID | Test Date | Performance Level |
|-------------------|------------|------------|--|
| Ali, Fatima | 1111111111 | 09/16/2025 | <div style="width: 60%;"><div style="width: 20px; background-color: #f08080; border: 1px solid #f08080; border-radius: 5px; display: inline-block;"></div><div style="width: 100%; background-color: #e0e0e0; border: 1px solid #e0e0e0; border-radius: 5px; display: inline-block;"></div></div> Level 2 |
| Anderson, Jackson | 1212121212 | 09/16/2025 | <div style="width: 20%;"><div style="width: 20px; background-color: #f08080; border: 1px solid #f08080; border-radius: 5px; display: inline-block;"></div><div style="width: 100%; background-color: #e0e0e0; border: 1px solid #e0e0e0; border-radius: 5px; display: inline-block;"></div></div> Level 1 |
| Brown, Olivia | 1231231231 | 09/16/2025 | <div style="width: 60%;"><div style="width: 20px; background-color: #f08080; border: 1px solid #f08080; border-radius: 5px; display: inline-block;"></div><div style="width: 100%; background-color: #e0e0e0; border: 1px solid #e0e0e0; border-radius: 5px; display: inline-block;"></div></div> Level 2 |
| Chen, Lila | 1234123412 | 09/16/2025 | <div style="width: 100%;"><div style="width: 20px; background-color: #f08080; border: 1px solid #f08080; border-radius: 5px; display: inline-block;"></div><div style="width: 100%; background-color: #e0e0e0; border: 1px solid #e0e0e0; border-radius: 5px; display: inline-block;"></div></div> Level 3 |

| Clusters | Average Percent of Points Earned |
|------------------------------------|----------------------------------|
| Key Ideas and Details | 60% |
| Craft and Structure | 100% |
| Integration of Knowledge and Ideas | 100% |
| Knowledge of Language | 70% |
| Vocabulary Acquisition and Use | 80% |

TYPES OF REPORTS

Available after the close of
each window for the
2025-2026 School Year

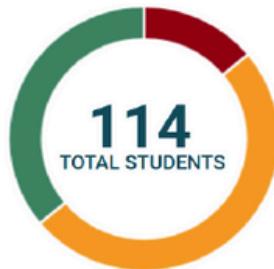
School Testlet Report: Math



Math, 3rd, Compare and Find Equivalent Fractions

In previous grades, students measured an object using two different length units and recognized that the count of length units is inversely related to the size of the length unit. In grade 3, this understanding serves as a foundation for comparing unit fractions (i.e., length units on a number line model). Students also compare fractions with the same denominator, leveraging their understanding that a fraction represents a count of parts of a given size. They also understand that the two fractions must refer to the same whole to generate a valid comparison.

Summary Results



- Level 1
16 Students (14%)
- Level 2
57 Students (50%)
- Level 3
41 Students (36%)

| State Standard | Average Percent of Points Earned |
|----------------|----------------------------------|
| 5.OA.A.1 | 65% |
| 5.OA.A.2 | 35% |

Misconceptions

| Misconception | Description | # of Students |
|---------------|---|---------------|
| ME07 | Misinterprets ratio as an additive relationship. | 43 |
| ME31 | Incorrectly interpreted graph. | 50 |
| ME06 | Student added or subtracted numerators and denominators, instead of finding equivalent fractions. | 40 |
| ME08 | Error creating equivalent fractions when adding or subtracting. | 61 |

Classroom Details

| Classrooms | Total Students | Summary Performance | Level 1 | Level 2 | Level 3 |
|----------------|----------------|---------------------|---------|----------|----------|
| Class 1 (Math) | 14 | | 2 (14%) | 7 (50%) | 5 (36%) |
| Class 2 (Math) | 7 | | 5 (71%) | 2 (29%) | 0 |
| Class 3 (Math) | 32 | | 4 (13%) | 16 (50%) | 12 (37%) |

TYPES OF REPORTS

Available after the close of
each window for the
2025-2026 School Year

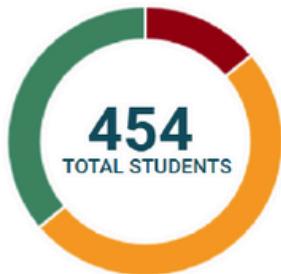
District Testlet Report: Math



Math, 5th, Numerical Expression

In previous grades, students measured an object using two different length units and recognized that the count of length units is inversely related to the size of the length unit. In grade 3, this understanding serves as a foundation for comparing unit fractions (i.e., length units on a number line model). Students also compare fractions with the same denominator, leveraging their understanding that a fraction represents a count of parts of a given size. They also understand that the two fractions must refer to the same whole to generate a valid comparison.

Summary Results



| State Standard | Average Percent of Points Earned |
|----------------|----------------------------------|
| 5.OA.A.1 | 65% |
| 5.OA.A.2 | 35% |

Misconceptions

| Misconception | Description | # of Students |
|---------------|---|---------------|
| ME07 | Misinterprets ratio as an additive relationship. | 43 |
| ME31 | Incorrectly interpreted graph. | 50 |
| ME06 | Student added or subtracted numerators and denominators, instead of finding equivalent fractions. | 40 |
| ME08 | Error creating equivalent fractions when adding or subtracting. | 61 |

School Details

| Schools | Total Students | Summary Performance | Level 1 | Level 2 | Level 3 |
|----------|----------------|---------------------|----------|----------|----------|
| School 1 | 114 | | 16 (14%) | 57 (50%) | 41 (36%) |
| School 2 | 77 | | 55 (71%) | 22 (29%) | 0 |

TYPES OF REPORTS

Available after the close of
each window for the
2025-2026 School Year

District Testlet Report: ELA

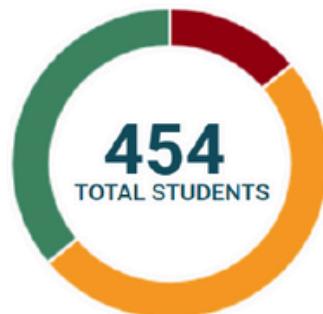
Linn District



ELA, 5th, Beginning of Year - Informational

This testlet includes a single informational passage with accessible language and structure. It is designed to measure early-year comprehension, vocabulary, and syntax within grade-level expectations. Standalone items support measurement of word meaning and sentence-level understanding alongside foundational comprehension of the text.

Summary Results



- Level 1
102 Students (22%)
- Level 2
193 Students (43%)
- Level 3
159 Students (35%)

Clusters

Average Percent of Points Earned

| | |
|------------------------------------|------|
| Key Ideas and Details | 60% |
| Craft and Structure | 100% |
| Integration of Knowledge and Ideas | 100% |
| Knowledge of Language | 70% |
| Vocabulary Acquisition and Use | 80% |

School Details

| Schools | Total Students | Summary Performance | Level 1 | Level 2 | Level 3 |
|----------|----------------|---------------------|----------|----------|----------|
| School 1 | 114 | | 16 (14%) | 57 (50%) | 41 (36%) |
| School 2 | 77 | | 55 (71%) | 22 (29%) | 0 |
| School 3 | 102 | | 13 (13%) | 51 (50%) | 38 (37%) |

PROGRESS REPORTS

• In-Year Growth/Progress Reports

- After a certain number of testlets, student results can build into a progress report that shows Estimated Achievement



Student Progress Report

Wilson Elementary School
2025-2026

Fatima Ali

Math, 5th

Estimated Achievement

Near Proficiency

Novice

Partially Proficient

Proficient

Advanced

The student's estimated score range suggests that their performance on completed testlets is approaching or near grade-level expectations for proficiency, but they may still need targeted support to demonstrate proficiency.

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

Progress

This table shows the student's projected end-of-year score range and performance at different times throughout the year as additional testlets are completed. As more testlets are completed, the confidence range may narrow.

| Window | Completed Testlets | Progress as of | Projected Achievement |
|----------|--------------------|----------------|-----------------------|
| Window 1 | 4 | 11/20/2025 | ► Near Proficiency ◀ |

Testlet Performance

| Testlet | Date | Performance | Standards |
|-----------------------------|------------|-------------|--------------------|
| Numerical Expressions | 10/01/2025 | Level 3 | 5.OA.A.1 5.OA.A.2 |
| Place Value and Power of 10 | 10/15/2025 | Level 3 | 5.MD.A.1 5.NBT.A.1 |

PROGRESS REPORTS

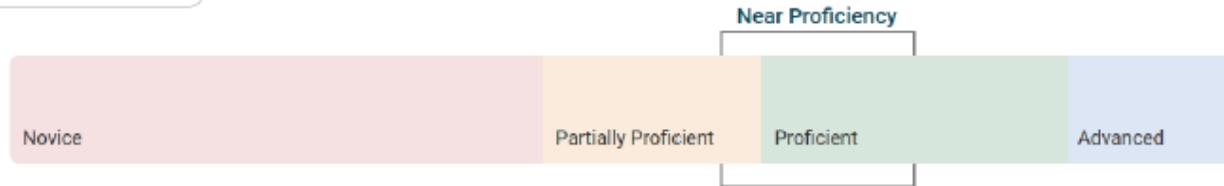
- **Updated Estimate after Window 2**

Fatima Ali

Math, 5th

Test Date
11/25/2025

Estimated Achievement



The student's estimated score range suggests that their performance on completed testlets is approaching or near grade-level expectations for proficiency, but they may still need targeted support to demonstrate proficiency.

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

Progress

This table shows the student's projected end-of-year score range and performance at different times throughout the year as additional testlets are completed. As more testlets are completed, the confidence range may narrow.

| Window | Completed Testlets | Progress as of | Projected Achievement |
|----------|--------------------|----------------|-----------------------|
| Window 1 | 4 | 11/20/2025 | ► Near Proficiency ↗ |
| Window 2 | 8 | 02/20/2026 | ► Near Proficiency ↗ |

Testlet Performance

| Testlet | Date | Performance | Standards |
|---|------------|-------------|------------------------------|
| Numerical Expressions | 10/01/2025 | Level 3 | 5.OA.A.1 5.OA.A.2 |
| Place Value and Power of 10 | 10/15/2025 | Level 3 | 5.MD.A.1 5.NBT.A.1 |
| Place Value and Representation and Comparison | 11/01/2025 | Level 1 | 5.NBT.A.3 5.NBT.A.4 |
| Multiply and Divide Whole Numbers | 11/20/2025 | Level 2 | 5.MD.A.1 5.NBT.B.5 5.NBT.B.6 |



Reflection

Are my scores consistent with expectations?

What misunderstandings are revealed?

Were there gaps in instruction that contributed to misunderstandings?

What can I do to help students master this standard?



REFLECTION

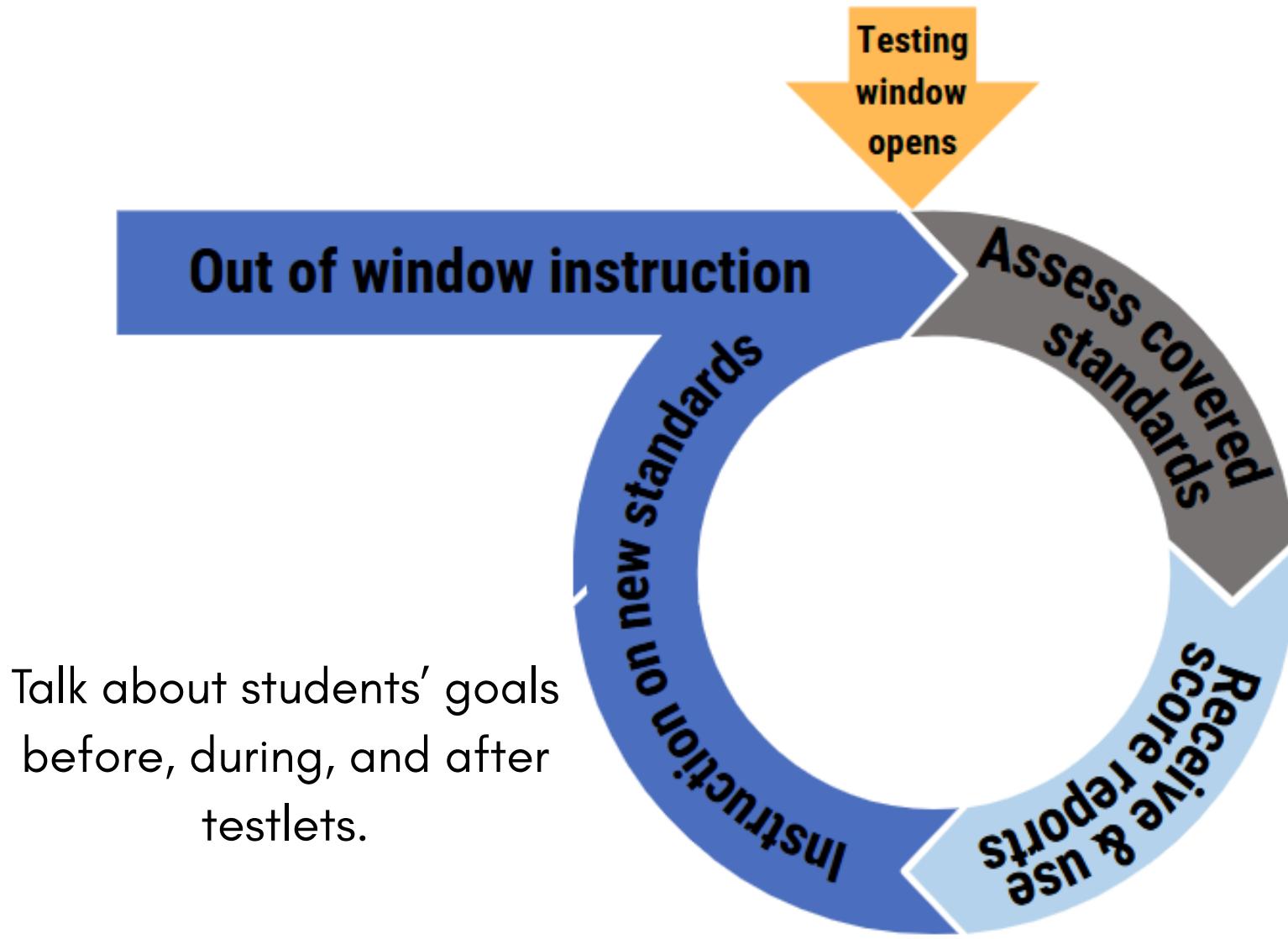
- How might you use MAST data to **adjust or improve** your teaching strategies?
- How could this data influence curriculum planning or pacing?
- What is one **actionable step** that can be taken from a testlet score report?
- What **one piece of information** will you take back and share with your team?

AFTER ASSESSMENT

**How do you talk with students
about their results and support
them in setting goals?**



GOALS



WHY GOAL SETTING MATTERS

Goal setting—especially when done with students—is one of the most powerful practices we can use to improve learning outcomes.

When educators and learners analyze data together and set clear, attainable goals, they cultivate ownership, motivation, and clarity about what success looks like.

MAST data helps us see where each student is today, so we can guide them toward who they are becoming tomorrow.



WHY GOAL SETTING MATTERS

According to John Hattie's research on Visible Learning (2009, 2012, 2018), student goal setting and self-assessment have an effect size of 0.68, well above the 0.40 threshold for practices that significantly accelerate achievement.

This means that when students understand where they are in their learning, where they're going, and what steps will get them there, they learn nearly twice as much in the same amount of time.



WHY GOAL SETTING MATTERS

Principles to keep in mind

- Encourage students to take ownership over their goals and next steps by setting a positive tone, pausing to let them reflect, and helping them brainstorm ideas.
- Focus on each student's individual performance and goals. Avoid making comparisons to peers.



GOAL SETTING

1:1 Data Chats

What are some areas that you can improve upon? What are some areas that need more attention or focus? What could you do differently?

What specific and concrete actions can you do?

How can you advocate for yourself? In other words, how can your teacher, your peers, or others guide you toward your goal?



GOAL SETTING

Whole Class Data Chats:

To prepare for whole class:

- Have demo score report ready to share and explain
- Have student reports ready for students
- Explain that students should focus on their own data and not share their data with other classmates.



DATA CHATS

Using your reflection sheet, let's think about some questions:

- What did you do well on this testlet?
- What would you like to improve?
- What can you keep doing, or change for next time?
- How will you achieve that goal?



Some ideas: Ask questions in class, Take more time on the assessment



GOAL SETTING ACTIVITY

Resources to use:

- Goal Setting for Teachers
- Goal Setting for Students



GOAL SETTING ACTIVITY

Goal Setting for Achievement: Students

- Purpose: Use your MAST data report to reflect on your learning, identify strengths, and set goals that help you grow as a learner.
- Step 1 – Reflect on Your Data
 - Look at your MAST report.
 - What are you proud of?
 - What was hard?
 - What do you want to get better at?
 - Write your thoughts below.
- Step 2 – Choose a Focus Area
 - Pick one skill or topic to improve (explaining thinking, showing work, checking answers, solving word problems).



GOAL SETTING ACTIVITY

Goal Setting for Achievement: Students

- **Step 3 – Set a SMART Goal**

- Use the SMART format — Specific, Measurable, Achievable, Relevant, Time-bound.
 - Example: By [date], I will improve my ability to explain how I solved math problems by practicing twice a week and checking my explanations using my rubric.

- **Step 4 – Track Your Progress**

| My Goal | What I'm doing | How is it going? |
|---------|----------------|------------------|
| | | |
| | | |
| | | |
| | | |

- **Step 5 – Reflect and Celebrate**

- When you get your next report, look back at your goal. What did you do well? What can you keep working on next time?



SHARING DATA WITH FAMILIES

Why do individual student testlet score reports need to be distributed to families?

- Sharing student score reports with parents/guardians helps support student learning and success in the classroom. It's important to help parents and families understand data and encourage them to talk with their student about strengths and areas of growth.



SHARING DATA WITH FAMILIES

METHODS TO DISTRIBUTE TESTLET SCORE REPORTS TO FAMILIES

1. **Hard copy delivery:** Printing and distributing to parents/guardians in a way that works best for your district (i.e. mailing, parent/teacher conferences, etc.).
2. **The Kite Parent Portal:** Districts make the student-parent connection in the Kite Educator Portal then share information to parents/guardians on how to access in the Parent Portal. Parents/guardians will have access to the student testlet-level score report on completed testlets within testing windows when reports release weekly.



- Individual student **testlet** results should be shared with parents/guardians in a timely manner.
- A hard copy of the individual student **summative through-year** report should be placed in student permanent files and shared with parents/guardians in a timely manner.



SHARING DATA WITH FAMILIES

1. What is the **Kite Parent Portal**?

The Kite Parent Portal is part of the Kite Suite that connects parents/guardians to their child(ren)'s individual testlet results within year. The student-parent connection is completed by a building or district-level user.

2. Why use the **Kite Parent Portal**?

Parents/Guardians receive timely and relevant feedback regarding how their child(ren) are performing on grade-level standards. Student reports are available weekly after completion of each testlet within window. Each score report provides a snapshot of academic performance on a small set of related standards. Score reports are considered alongside other information to better understand their child(ren)'s learning. Talking about a child's score report helps support student learning and success in the classroom.

3. How to use the **Kite Parent Portal**?

Resources such as the Parent Portal Manual and Parent Portal URL can be found in the [MAST Parent One-Pager](#) to help support families in accessing and utilizing MAST student results.



SHARING DATA WITH FAMILIES

Some ideas for data chats with families:

- Ensure your discussion is part of a broader discussion: “This MAST score report is one way to help us understand your student’s progress”
- Have a copy of the student score report(s)
- Explain the report (Interpretive Guides are available on MAST portal page)
- Keep the discussion grounded in data and the why: “We are looking at your student’s data to identify next steps”
- Emphasize the specifics from the report: Show areas the student is mastering or struggling with
- Avoid making comparisons to peers
- Discuss goals for the student (could be goals that student established in your student data chat)
- Suggest ways a family could help at home: completing homework, asking for help when needed, support a growth mindset





OPI ASSESSMENT HELP DESK:

1-844-867-2569

OPIASSESSMENTHELPDESK@MT.GOV



RESOURCES

Testlet-Level Score Reports

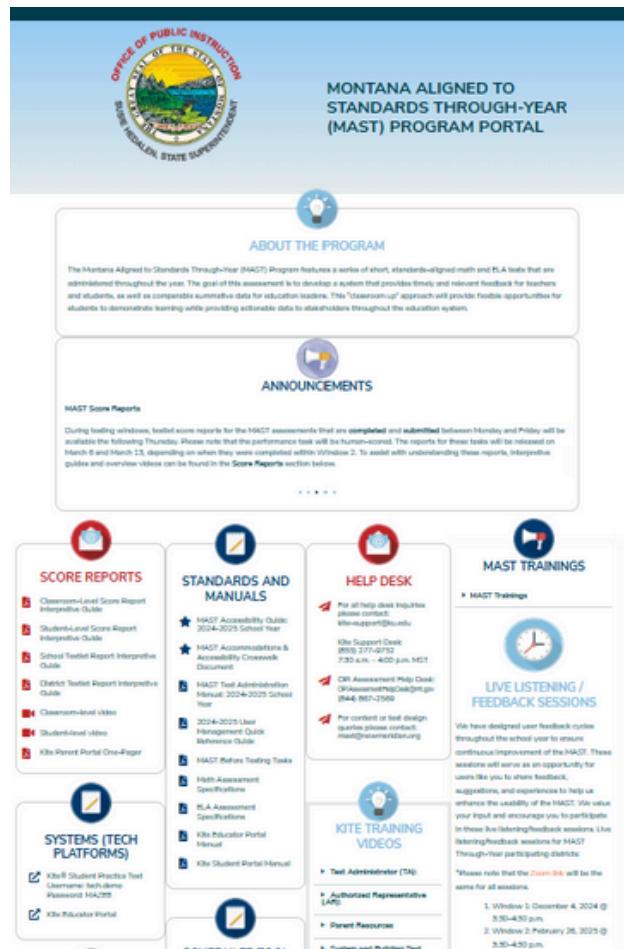
- Interpretive Guides
- Setting up the Kite Parent Portal
- Testlet Score Report Parent Template Letter



RESOURCES

Through-Year (Summative) Level Score Reports

- Interpretive Guides
- Overview Documents
- Through-Year Score Report Parent Template Letter



ABOUT THE PROGRAM
The Montana Aligned to Standards Through-Year (MAST) Program features a series of short, standards-aligned math and ELA tests that are administered throughout the year. The goal of this assessment is to develop a system that provides timely and relevant feedback for teachers and students, as well as comparable summative data for education leaders. This “growing-up” approach will provide flexible opportunities for students to demonstrate learning while providing actionable data to stakeholders throughout the education system.

MAST Score Reports
Starting testing windows, testlet score reports for the MACT assessments that are completed and submitted between Monday and Friday will be available the following Thursday. Please note that the performance task will be human-scored. The reports for those tests will be released on March 6 and March 23, depending when they were completed within Window 2. To assist with understanding these reports, Interpretive guides and overview videos can be found in the [Score Reports](#) section below.

SCORE REPORTS
Classroom-Level Score Report Interpretive Guide
Student-Level Score Report Interpretive Guide
School Testlet Report Interpretive Guide
Check Testlet Report Interpretive Guide
Classroom-level Video
Student-level Video
Kite Parent Portal One-Pager

STANDARDS AND MANUALS
MAST Accessibility Guide: 2024-2025 School Year
MAST Accommodations & Accessibility Crosswalk Document
MAST Test Administration Manual: 2024-2025 School Year
2024-2025 User Management Quick Reference Guide
MAST Refers Testing Tasks
MAST Assessment Specifications
ELA Assessment Specifications
Kite Educator Portal Manual
Kite Student Portal Manual

HELP DESK
For all help desk inquiries please contact: kite-support@doi.edu
Kite Support Desk: (800) 338-3252
7:30 a.m. – 4:00 p.m. MST
CBI Assessment Help Desk: CBIAssessmentHelp@CBI.org (844) 867-2169
For content or test design inquiries please contact: maст@educationmaw.org

MAST TRAININGS
MAST Trainings

LIVE LISTENING / FEEDBACK SESSIONS
We have designed user feedback cycles throughout the school year to ensure continuous improvement of the MAST. These sessions will serve as an opportunity for users like you to share feedback, suggestions, and experiences to help us enhance the validity of the MACT. We value your input and encourage you to participate in these live listening/feedback sessions. Like listening/feedback sessions for MAST Through-Year participating districts.

*Please note that the [Zoom link](#) will be the same for all sessions.

1. Window 1: December 4, 2024 (8:30-9:30 a.m.)
2. Window 2: February 26, 2025 (8:30-9:30 a.m.)

KITE TRAINING VIDEOS
Test Administrator (TA)
Authorized Representative (AR)
Parent Resources
System and Building Test

MAST Portal
Webpage



THROUGH-YEAR SCORE REPORTS

Through-Year Interpretive Guides & Videos

Student Report Interpretive Guide

Classroom Report Interpretive Guide

School Report Interpretive Guide

District Report Interpretive Guide

Through-Year Overviews

General

Teachers

Principals/Building Leaders

Superintendents/District Leaders

Parents/Families

Through-Year Score Report Parent Template Letter

