MAST: Accessing & Utilizing Score Reports

OPI Assessment Unit Focused Support Video

OBJECTIVES

Learn about the...

Kite Educator Portal

- **Before Testing**
  - Training
  - User Management
  - Rostering
  - Entering PNPs
  - Printing Student Tickets & DACs
- **During/After Testing**
  - Administering Testlets
  - Monitoring Completion
  - Make-Up Testing
  - Accessing & Utilizing Score Reports

Kite Student Portal

- Prepare Student Testing Devices
- Student Practice Test
  - Kite Student Toolbox

Kite Parent Portal

- Make the Student-Parent Connection in Educator Portal
- Provide Guidance to Parents/Guardians

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MAST Testing Windows

MAST Testing Windows Overview

	Window 1	Window 2	Window 3	Window 4
	October 14 - November 22	January 13 - February 21	March 24 - May 2	May 5 - May 23
	6 weeks	6 weeks	6 weeks	3 weeks
MATH	3-5 Testlets	3-5 Testlets	3-5 Testlets	1 Anchor Testlet
ELA	2 BOY Testlets	2 MOY Testlets Performance Task	2 EOY Testlets	

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MAST Portal

Kite Educator Portal

MONTANA ALIGNED TO STANDARDS THROUGH-YEAR (MAST) PILOT PROGRAM 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 the pilot is to develop a system that provides fast 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.

The program, which is entering its second year, offers districts a chance to be at the forefront of assessment design, elevating the voices and unique needs of your educators and students throughout the 2023-2024 school year. Participating districts will be the first to preview and pilot the system and have opportunities to provide ongoing feedback that will influence refinements to the design. This is a unique opportunity to shape the future of assessment in partnership with OPI and to create a system that can advance learning for all students.

GEARING UP FOR 2024-2025 MAST

The OPI Assessment Unit's April Focused Webinar features information regarding the 2024-2025 MAST implementation. The April "Gearing Up for 2024-2025 MAST" recording, slide deck, and links document are now available on the MontCAS Stay Informed webpage or the MT OPI Assessment YouTube channel.

SYSTEMS (TECH PLATFORMS)

- Kite® Student Practice Test
- Kite Educator Portal

RESOURCES FOR TEACHERS

- ★ MAST Install Links, Whitelisting & Training Videos
- MAST Accommodations & Accessibility Crosswalk Document
- Sample Score Report
- Score Interpretation Guide

HELP DESK

For all help desk inquiries please contact:
kite-support@ku.edu

For content or test design queries please contact:
mast@newmeridiancorp.org

KITE Support Desk:
(855) 277-9752
7:30 a.m. – 4:00 p.m. MST

ANNOUNCEMENTS

OCTOBER 8, 2023

Welcome to the Montana Aligned to Standards Through-Year (MAST) Program

The Montana Office of Public Instruction and New Meridian are inviting school districts to participate in an innovative pilot program that will help create the next generation of state assessment.

TRANSLATED TEST DIRECTIONS

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Accessing Score Reports

- Student-Level Score Report Interpretive Guide
- Classroom-Level Score Report Interpretive Guide
- Student Testlet Video Overview
- Classroom Testlet Video Overview

1. Navigate to INTERIM > VIEW RESULTS.
2. Select the Testlet Report dropdown.
   a. Individual student reports, student bundled reports, classroom reports, and test status reports are all available.
3. Fill out organizational information.

   Note: R*eport Year* (For SY2024-2025 score reports, select 2025).

4. Select *Search*

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Utilizing MAST Score Reports

Interpreting & Using Student Results

- **Student Testlet Overview**

- **Classroom Testlet Overview**

MAST STUDENT TESTLET REPORT

Available Reports 2024-2025

Testlet Reports	Summative Reports
Student Testlet Report • *Available weekly* • *Serves as Parent Report as well*	**Student Summative Report** • *Available after Standard Setting, Summer 2025*
Classroom Testlet Report • *Available Weekly*	**Classroom Summative Report** • *Available after Standard Setting, Summer 2025*
School Testlet Report • *Available after last operational window, May 2025*	**School Summative Report** • *Available after Standard Setting, Summer 2025*
District Testlet Report • *Available after last operational window, May 2025*	**District Summative Report** • *Available after Standard Setting, Summer 2025*

General Guidelines

- Each score report provides a snapshot of academic performance on a small set of related standards.

- Score reports are meant to support professional judgment, not replace it.

- Score reports should be considered alongside other information.

- Some score reports may be more useful than others since some testlets align better to instruction than others.

Basic Information

Student name and ID number

Subject, grade, and testlet name

Student Testlet Report
Wilson Elementary School
2024-2025

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.

Interpretation reminders

Student's enrolled school
and testing year

Student's testing date

Performance Band

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.

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.

Misconceptions (Math)

Misconceptions

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

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.

Standards (Math)

Testlet Summary

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

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.

Student Reports

Clusters (ELA)

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

What is it?
The average percentage of points earned on a group of related standards across students in the classroom.

How does it help?
Performance on the clusters may show which areas students are excelling at or struggling with on a group of related standards.

Questions

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

What is it?

A description of the skill or topic addressed by each item, the credit earned—correct, incorrect, partially correct (ELA) 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 questions a student is getting right or wrong.

Student Reports

Using the Results

- Identification of Strengths

- Spotting Areas for Improvement

- Planning Instruction

MAST CLASSROOM TESTLET REPORT

Available Reports 2024-2025

Testlet Reports	Summative Reports
Student Testlet Report • *Available weekly* • *Serves as Parent Report as well*	**Student Summative Report** • *Available after Standard Setting, Summer 2025*
Classroom Testlet Report • *Available Weekly*	**Classroom Summative Report** • *Available after Standard Setting, Summer 2025*
School Testlet Report • *Available after last operational window, May 2025*	**School Summative Report** • *Available after Standard Setting, Summer 2025*
District Testlet Report • *Available after last operational window, May 2025*	**District Summative Report** • *Available after Standard Setting, Summer 2025*

Classroom Reports

General Guidelines

- Each score report provides a snapshot of academic performance on a small set of related standards.

- Score reports are meant to support professional judgment, not replace it.

- Score reports should be considered alongside other information.

- Some score reports may be more useful than others since some testlets align better to instruction than others.

Basic Information

Teacher name

Roster name and subject
Testlet subject, grade, and name

Classroom Testlet Report
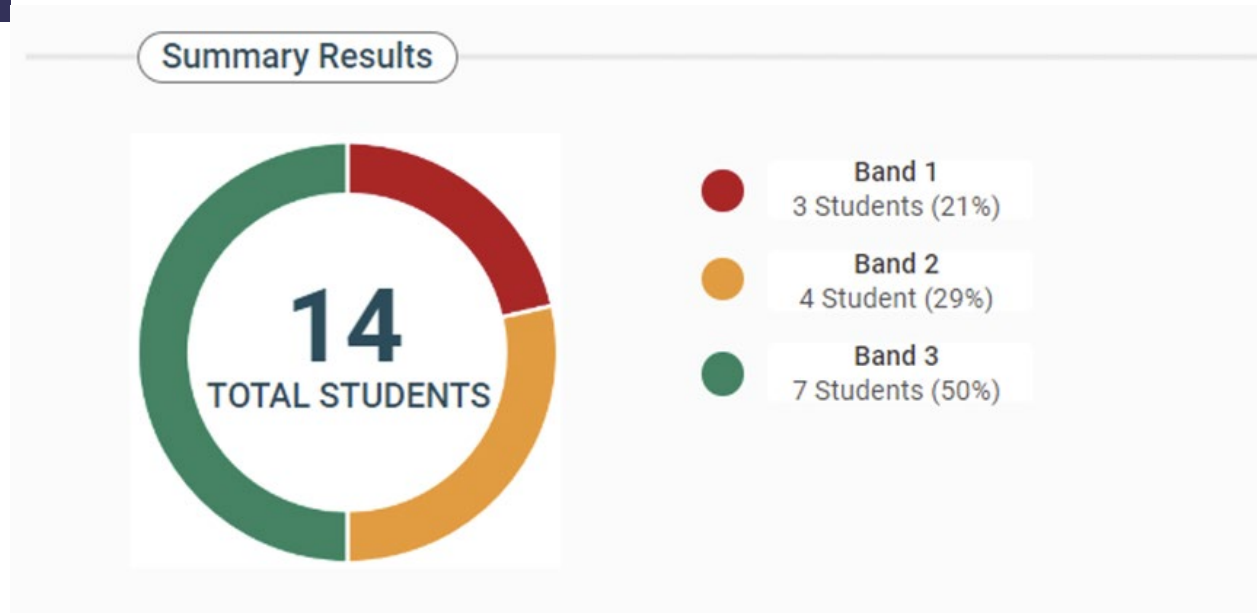Wilson Elementary School
2024-2025

Tony Sullivan
Class 1 (Math)
Math, 5th, Numerical Expression

This report summarizes classroom testlet performance. It is intended to be used alongside classroom assessment and observations to help inform instructional next steps.

Interpretation reminders

School and testing year

Summary Result (Bands)

Summary Results

14
TOTAL STUDENTS

● Band 1
3 Students (21%)

● Band 2
4 Student (29%)

● Band 3
7 Students (50%)

What is it?
The distribution of student performance at the classroom level across the three performance bands. The bands are normative and used to compare the student performance to other students in Montana who took a similar testlet.

How does it help?
This normative data provides a snapshot of student performance across the three performance band levels at the classroom level.

Standards (Math)

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

What is it?

The average percentage of points earned across students in the classroom for each assessed standard.

How does it help?

Performance at the standard level supports identification of standards that may require additional instructional support.

Clusters (ELA)

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%

What is it?
The average percentage of points earned on a group of related standards across students in the classroom.

How does it help?
Performance on the clusters may show which areas students are excelling at or struggling with on a group of related standards.

Misconceptions (Math)

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 fratctions.	2
ME08	Error creating equivalent fractions when adding or subtracting.	1

What is it?

The frequency of identified misunderstandings or common errors based
on patterns of incorrect responses across students at the classroom level.

How does it help?

Misconceptions help identify areas where students might be struggling in relation to a specific
skill. This supports targeted instruction on a smaller group of skills.

Classroom Reports

Student Details

Student Name	Student ID	Test Date	Performance Band	Misconceptions
Davis, Noah	1234512345	09/16/2024	Band 3	
Desal, Rachul	1234561234	09/23/2024	Band 3	
Garcia, Aiden	1234567123	09/16/2024	Band 3	ME07 ME06
Gomez, Mateo	1234567812	09/16/2024	Band 1	

What is it?
Each student's name, student ID, testing date, and performance band, and Misconceptions (math only)

How does it help?
Performance Band and Misconceptions data can be used to identify overall performance trends, identify students for targeted instruction, and provide differentiated support to address individual learning gaps and promote student progress.

Classroom Reports

Using the Results

- Whole Class

- Small Group

- Individual Students

Questions?

OPI Assessment Help Desk:

1-844-867-2569

opiassessmenthelpdesk@mt.gov