



New Meridian

# Interpretive Guide for MAST Testlet Reports

Classroom 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 the instructional supports that 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 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

Score reports for Math and ELA provide similar information about student performance at the classroom level. Testlet reports include overall performance level distribution. Math reports include **misconceptions** and **standards** information, while ELA reports provide an overview of student performance on **clusters** of standards. Both reports include student-level performance, and the Math report includes misconceptions data for all students included in the teacher's classroom roster. The ELA performance task score report includes scores for three **dimensions** of writing for all students in the classroom.

# Classroom Math Testlet Report

## Testlet Description

**What is it?** The testlet title and description show the grade, subject, and focus, highlighting the key skills and content assessed.

**How does it help?** Provides context for how the testlet connects to instruction and grade-level standards.

### Class 1 (Math)

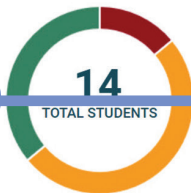
Tony Sullivan, Teacher 2, Proctor



### 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 the length unit in grade 3, this understanding serves as a foundation for comparing unit fractions (i.e., length unit). Students also compare fractions with the same denominator, leveraging their understanding that a fraction represents a count or 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

5.OA.A.1

5.OA.A.2

#### Misconceptions

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

#### Student Details

Student Name	Student ID	Test Date	Performance Level
Ali, Fatima	111111111	09/16/2025	Level 2
Anderson, Jackson	121212121	09/16/2025	Level 1
Brown, Olivia	123123123	09/16/2025	Level 2
Chen, Lila	123412341	09/16/2025	Level 2

MM/DD/YYYY



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## Student Details

**What is it?** Each student's name, student ID, testing date, performance level, and identified misconceptions.

**How does it help?** Performance Level 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.

## Summary Results

**What is it?** The distribution of student performance within the classroom across the three performance levels. The levels are standards-referenced and are based on student performance relative to expectations for proficiency on grade-level content.

**How does it help?** This data provides a snapshot of student performance across the three performance levels in the classroom.

## Standards (Math Only)

**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.

## Misconceptions (Math Only)

**What is it?** The frequency of identified misunderstandings or common errors based on patterns of incorrect responses across students in the classroom.

**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 ELA Testlet Report



### Classroom Testlet Report

Wilson Elementary School  
2025-2026

#### Class 1 (ELA)

Tony Sullivan, Teacher 2, Proctor

### Testlet Description

**What is it?** The testlet title and description show the grade, subject, and focus, highlighting the key skills and content assessed.

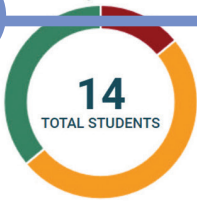
**How does it help?** Provides context for how the testlet connects to instruction and grade-level standards.

#### ELA, 5th, Beginning of Year - Informational

This testlet includes a single informational passage with accessible language and structure. It is designed to measure reading and syntax within grade-level expectations. Standalone items support measurement of word meaning and sentence structure. Foundational comprehension of the text.

Summary Results

#### Summary Results



14  
TOTAL STUDENTS

**Level 1**  
3 Students (21%)

**Level 2**  
4 Student (29%)

**Level 3**  
7 Students (50%)

Clusters	Percentage
Key Ideas and Details	100%
Craft and Structure	100%
Integration of Knowledge and Ideas	100%
Knowledge of Language	70%
Vocabulary Acquisition and Use	80%

Student Details


Student Name	Student ID	Performance Level
All, Fatima	101111111	09/16/2025
Anderson, Jackson	102121212	09/16/2025
Brown, Olivia	103123123	09/16/2025
Chen, Lila	104123412	09/16/2025
Davis, Noah	104512345	09/16/2025
Desai, Rachul	104561234	09/23/2025
Garcia, Aiden	104567123	09/16/2025
Gomez, Mateo	104567812	09/16/2025

### Summary Results

**What is it?** The distribution of student performance within the classroom across the three performance levels. The levels are standards-referenced and are based on the student performance relative to expectations for proficiency on grade-level content.

**How does it help?** This data provides a snapshot of student performance across the three performance levels in the classroom.

MM/DD/YYYY



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### Student Details

**What is it?** Each student's name, student ID, testing date, and performance level.

**How does it help?** Performance level information 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.

### Clusters (ELA Only)

**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.

## Classroom ELA Performance Task Report



### Class 1 (ELA)

Tony Sullivan, Teacher 2, Proctor

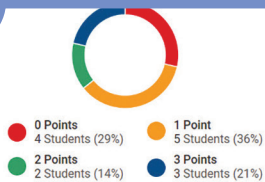


### ELA, 5th, Performance Task

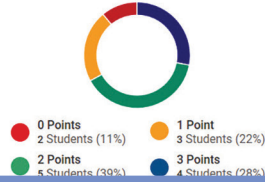
...d knowledge of language and conventions. Student information, and produce a written response that demonstrates their understanding, reasoning, and ability to performance task is based on a passage the student has already encountered in a previous testlet, accompanied determined solely by the student's written response as evaluated with the writing rubrics; the accompanying scaffold thinking, and help students gather information to support their writing.

#### Summary Results

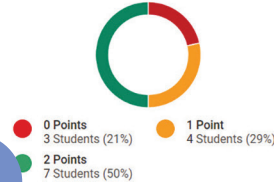
##### Written Expression - Organization



##### Written Expression - Purpose / Development



##### Knowledge of Language and Conventions



#### Student Details

Student Name	Student ID	Test Date	Total Score	Organization
All, Fatima	1111111111	09/16/2025	5 / 8	0 1 2 3
Anderson, Jackson	1212121212	09/16/2025	4 / 8	0 1 2 3
Brown, Olivia	1231231231	09/16/2025	4 / 8	0 1 2 3
Chen, Lila	1234123412	09/16/2025	1 / 8	0 1 2 3
Davis, Noah	1234512345	09/16/2025	8 / 8	0 1 2 3
Desai, Rachul	1234561234	09/23/2025	4 / 8	0 1 2 3
Garcia, Aiden	1234567123	09/16/2025	5 / 8	0 1 2 3

## Student Details

**What is it?** Each student's name, student ID, testing date, and score for each of the dimensions of writing.

**How does it help?** Provides a measure of students' performance across three dimensions of writing. They can be used to identify students for targeted writing instruction and provide differentiated support to address individual writing gaps.

## Testlet Description

**What is it?** The testlet title and description show the grade, subject, and focus, highlighting the key skills and content assessed.

**How does it help?** Provides context for how the testlet connects to instruction and grade-level standards.

## Summary Results

**What is it?** The distribution of student performance within the classroom across three domains of writing: Organization, Purpose and Development, and Knowledge of Language and Convention.

**How does it help?** Provides a snapshot of student performance across the three writing domains at the classroom level and can be used to identify broad trends in the classroom.

The testlet title and description provide important context for interpreting results. The title identifies the grade, subject, and focus of the testlet, while the description summarizes the content and skills being assessed. This information helps teachers and families understand the purpose of the testlet, how it may connect to prior learning, and how it supports the broader grade-level standards. By starting with this context, readers can better interpret the performance results that follow.

## Summary Results (Testlet Reports)

Student performance is categorized into one of three levels. Classroom performance is shown as the number and percentage of students in each who scores in each level. These data provide an indication of overall student performance across a classroom.

### Understanding Performance Levels

At the top of the report, the class's performance breakdown is displayed in a color-coded donut chart. Each performance level indicates whether their performance is consistent with, near, or below grade-level expectations:

- **Level 3:** A student score in this level shows performance consistent with grade-level expectations for proficiency.
- **Level 2:** A student score in this level shows performance approaching proficiency, but not yet fully meeting grade-level expectations.
- **Level 1:** A student score in this level shows performance below grade-level expectations for proficiency.



During the 2024–2025 school year, **performance bands** were used to report testlet results. These bands compared a student's performance to that of other Montana students who took a similar testlet. Beginning in the 2025–2026 school year, bands have been replaced with **performance levels**.

On Math classroom reports, this section also includes information about how the class performed on each state standard assessed on the testlet. This is represented by the average percentage of points earned.

On ELA classroom reports, the average percentage of points earned is broken down by clusters of standards: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Knowledge of Language, and Vocabulary Acquisition and Use.

## Summary Results (ELA Performance Task Report)

Classroom performance is shown as the dimension-specific number and percentage of students that earned each score point. There is one distribution chart for each dimension of writing. These data provide an indication of overall student writing performance across a classroom.

## 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 and the total number of students in the class who demonstrated that misconception.

Misconceptions are reported only if they are detected in a pattern of incorrect responses. Classrooms that do not have any students who provide an identifiable pattern of incorrect responses will not have any misconceptions reported.

## Student Details

The Student Details section of the Testlet Reports provides a high-level view of each student's performance. The table includes key information such as the student's name, student ID, testing date, performance level, and for Math, any misconceptions that were detected.

Teachers can use Performance Level and Misconception data (in Math) alongside other information to identify students for targeted instruction. For instance, students in Level 1 who consistently exhibit a particular misconception may benefit from additional targeted instruction that focuses on foundational concepts. By leveraging both performance levels and specific misconceptions, teachers can better address individual learning needs, helping to ensure that all students receive the appropriate level of support or challenge.

The Student Details section of the ELA Performance Task Reports provides a high-level view of each student's performance on the writing task. The table includes key information such as the student's name, student ID, testing date, and the earned score for each dimension of writing.

Teachers can use the Performance Task Report to identify students for targeted writing instruction. For example, students scoring lower in specific dimensions may benefit from additional instruction tailored to those areas. By analyzing performance across these dimensions, teachers can more precisely address individual writing needs, ensuring that all students receive the appropriate level of support or challenge to improve their writing skills.



## Using the Results

The classroom score report provides a snapshot of students' strengths and areas for growth at the classroom level. In coordination with other student information, the MAST classroom testlet reports can be useful in planning instruction.

The results of one or more testlets can be used to help inform decisions about instructional strategies, including whole-class, small-group, or one-on-one support. Although each classroom is unique, the list below provides ways that instruction could be adjusted based on careful consideration of testlet results and classroom information.

### Whole Class

In Math, if a large proportion of students in the classroom are in Performance Level 1 on a testlet with a majority of students showing misconceptions, an upcoming lesson can be adjusted to address the misconceptions with additional lessons or spiral review incorporating the testlet content.

In ELA, if most students are in Performance Level 1, and/or a specific cluster has low overall performance, whole-group lessons can provide an overview of the cluster standards with concentration on the topic(s) throughout subsequent units.

### Small Group

In Math, if a few students are demonstrating the same 1–2 misconceptions on a testlet, a small-group mini lesson with direct instruction to correct the misconception can be provided.

In ELA, if a group of students is in Performance Level 1 for Informational and Literary, a smaller group can be created to identify the areas of intervention needed for those specific students based on individual testlet information (item level), additional assessments, and classroom observations.

### Individual Students

In Math, if an individual student is demonstrating multiple misconceptions and scored in Performance Level 1, one-on-one support can provide targeted instruction on individual misconceptions and/or a reteach of the assessed standards.

In ELA, if an individual student is performing in Performance Level 1 for both Literary and Informational testlets, a teacher can provide one-on-one support to identify underlying reading gaps that may be contributing to low performance. Once areas of weakness are identified, providing targeted intervention can support a student's overall reading skills and help the student access grade-level content.



## Definitions

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

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

**Name** – Refers to student name.

**Performance Level** – A categorization of student performance based on whether their work on a testlet is consistent with, near, or below grade-level expectations for proficiency.

**Standards** – Shows the percentage of items primarily aligned to the standard that are answered correctly.

**Student Details** – The section of the classroom report that contains name, unique ID, test date, performance category, and misconceptions.

**Student ID** – The unique identifier associated with each individual student.

**Summary Performance** – Used in school and district-level reports to show a graph of the three levels.

**Test Date** – The date of the assessment.

**Total Students** – The number of students in the class.