Interpretive Guide for MAST Testlet Reports

Classroom Reports

New Meridian

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. Both reports include overall performance band 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.

Classroom Math Testlet Report
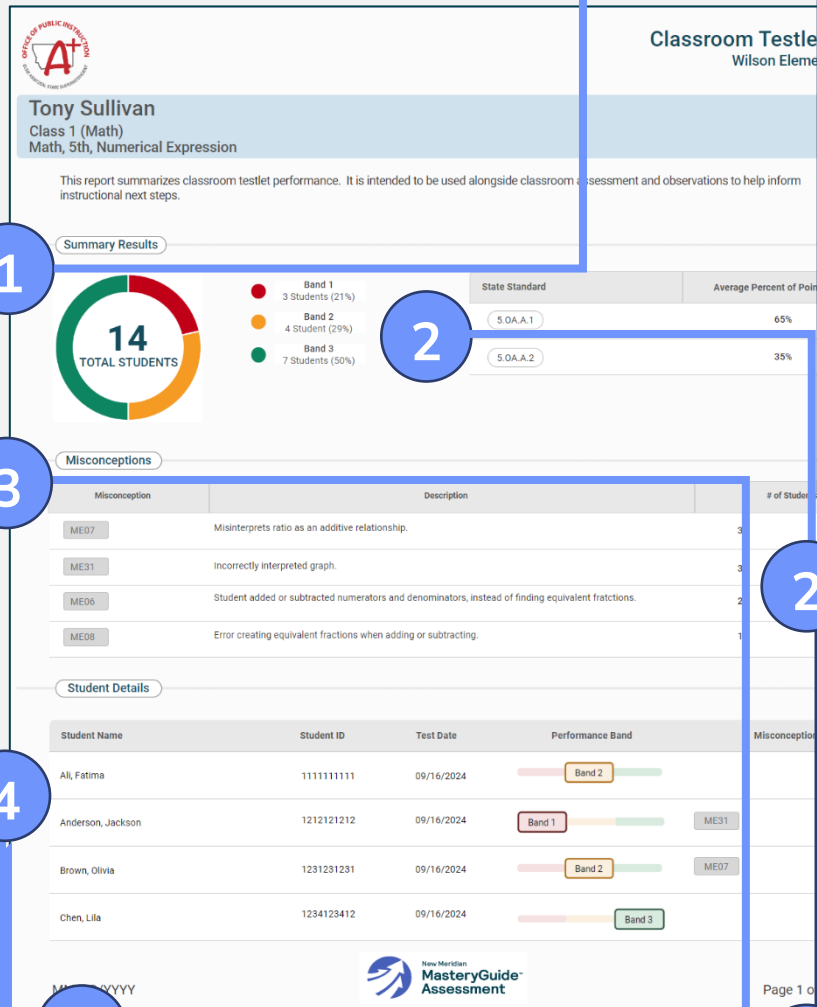
Summary Results

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 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 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.

Student Details

What is it? Each student's name, student ID, testing date, performance band, and identified misconceptions.
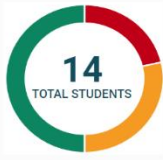
How does it help? Performance Band and Misconceptions data can be used to identify overall performance trends, identify students for targeted instruction, and provide differentiated support to address individual learning gaps and promote student progress.

Classroom ELA Testlet Report

1

Classroom Testlet R...
Wilson Elementar...
20...

Tony Sullivan
Class 1 (Math)
ELA, 5th, Beginning of Year - Informational

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

1

Summary Results

Summary Results

14 TOTAL STUDENTS

- ● Band 1 — 3 Students (21%)
- ● Band 2 — 4 Student (29%)
- ● Band 3 — 7 Students (50%)

2

Clusters	Average Percent of Points Earn...
...deas and Details	60%
...and Structure	10...
Integration of Knowledge and Ideas	10...
Knowledge of Language	70...
Vocabulary Acquisition and Use	80...

Student Details

Student Name	Student ID	Test Date	Performance Band
Ali, Fatima	1111111111	09/16/2024	Band 2
Anderson, Jackson	1212121212	09/16/2024	Band 1
Brown, Olivia	1231231231	09/16/2024	Band 2
Chen, Lila	1234123412	09/16/2024	Band 3
Davis, Noah	1234512345	09/16/2024	Band 3
Desai, Rachul	1234561234	09/23/2024	Band 3
Garcia, Aiden	1234567123	09/16/2024	Band 3
Gomez, Mateo	1234567812	09/16/2024	Band 1

2

YYYY

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Assessment

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1

Summary Results

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 a student's 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.

2

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.

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Student Details

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

How does it help? Performance band 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.

Summary Results

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

Understanding Performance Bands
At the top of the report, the class's performance breakdown is displayed in a color-coded donut chart. Each performance band represents a percentile range that categorizes students into one of three levels based on their performance relative to other students:

- **Band 3:** Students who scored in this band performed among the highest third of the students in the state who took a similar testlet.
- **Band 2:** Students who scored in this band performed among the middle third of the students in the state who took a similar testlet.
- **Band 1:** Students who scored in this band performed among 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.

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.

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 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 band, and for math, any misconceptions that were detected.

Teachers can use Performance Band and Misconception data (in math) alongside other information to identify students for targeted instruction. For instance, students in Band 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.

Using the Results

The classroom score report provides a snapshot of a of student 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 Band 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 Band 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 Band 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 Band 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 Band 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 skill and help the student access grade-level content.

Definitions

These terms 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.

Misconception – Specific area of math misunderstanding based on the content and pattern in 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.

Standard – Shows the ratio of items correct out of total number of questions primarily aligned to the standard.

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.