



New Meridian

Interpretive Guide for MAST Testlet Reports

School 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 inform data-driven decision making, targeted interventions, and teacher professional development.

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.** Administrators should consider whether and how to integrate the results into program planning, as well as within collaborative panels.
- ✓ **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. Administrators should keep this in mind when analyzing results in the context of professional development and collaborative planning sessions.

Annotated Score Reports

Score reports for math and ELA provide similar information about student performance at the school level. Both reports include overall performance band distribution. Math reports include **misconceptions** and **standards** information, while ELA reports provide an overview of class performance on **clusters** of standards. Both reports include data on class-level performance, and the math report includes misconceptions data for all students enrolled in a specific grade level in the school.

School Math Testlet Report

1

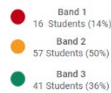
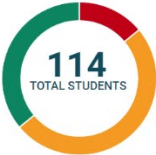
Summary Results

What is it? The distribution of student performance at the school level across the three performance bands. The bands are normative and 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 bands at the school level.

1

Summary Results



2

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

3

Misconceptions

| Misconception | Misconception | # of Students |
|---------------|---|---------------|
| MED7 | 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. | |
| ME08 | Error creating equivalent fractions when adding or subtracting. | |

2

Standards (Math Only)

What is it? The average percentage of points earned across students in the school for each assessed standard.

How does it help? Performance at the standard level supports identification of standards that may require additional instructional support.

4

Classroom Details

| Classrooms | Total Students | Summary Performance | Band 1 | Band 2 |
|---------------|----------------|---------------------|---------|----------|
| Class 1 (ELA) | 14 | | 2 (14%) | 7 (50%) |
| Class 2 (ELA) | 7 | | 5 (71%) | 2 (29%) |
| Class 3 (ELA) | 32 | | 4 (13%) | 16 (50%) |
| Class 4 (ELA) | 27 | | 2 (7%) | 8 (30%) |

4

Classroom Details

What is it? Each class in the grade level at the school, total students per class, and distribution of students across performance bands for each classroom.

How does it help? Performance band data can be used to identify overall performance trends and individual classes for targeted support to address learning gaps and promote student progress.

3

Misconceptions (Math Only)

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

School ELA Testlet Report

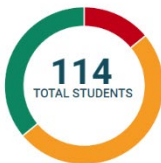


Wilson Elementary School

ELA, 5th, Beginning of Year - Informational

This report summarizes testlet performance across classrooms in the school. It is intended to be used alongside classroom assessments and observation to help inform instructional strategies.

Summary Results



Classroom Details

| Classrooms | Total Students | Summary Performance | Band 1 | Band 2 | Band 3 |
|---------------|----------------|---|---------|----------|----------|
| Class 1 (ELA) | 14 |  | 2 (14%) | 2 (14%) | 10 (72%) |
| Class 2 (ELA) | 7 |  | 5 (71%) | 2 (29%) | 0 (0%) |
| Class 3 (ELA) | 32 |  | 4 (13%) | 16 (50%) | 12 (37%) |
| Class 4 (ELA) | 27 |  | 2 (7%) | 8 (30%) | 17 (63%) |
| Class 5 (ELA) | 4 |  | 0 | 0 | 4 (100%) |
| Class 6 (ELA) | 17 |  | 1 (6%) | 13 (76%) | 3 (18%) |
| Class 7 (ELA) | 13 |  | 2 (15%) | 11 (85%) | 0 (0%) |

Classroom Details

What is it? Each class in a grade level, total students per class, and distribution of students across performance bands for each classroom.

How does it help? Performance band data can be used to identify overall performance trends and individual classes for targeted support to address learning gaps and promote student progress.

1

Summary Results

What is it? The distribution of student performance at the school level across the three performance bands. The bands are normative and 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 bands at the school level.

2

Clusters (ELA Only)

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

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.

Summary Results

Performance is categorized into one of three bands. School performance is shown as the number and percentage of students who score in each band. These data provide an indication of overall student performance across a grade level within a school.

Understanding Performance Bands

At the top of the report, the school'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 school reports, this section also includes information about how students performed on each state standard assessed on the testlet. This is represented by the average percentage of points earned.

On ELA school 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 school who demonstrated that misconception.

Misconceptions are reported only if they are detected in a pattern of incorrect responses. Schools with no students who provide an identifiable pattern of incorrect responses will not have any misconceptions reported.

Classroom Details

The Classroom Details section provides a high-level view of each class's performance. The table includes key information such as class name, total students per class, summary performance, and quantity and percentage breakdown of each performance band.

Administrators can use [Performance Band](#) and [Misconception](#) data (in math) alongside other information to identify overall performance trends and individual classes for targeted support to address learning gaps and promote student progress. By leveraging both performance levels and specific misconceptions, administrators can better address unique classroom-specific needs, helping to support teachers and ensuring that all students receive the appropriate level of support or challenge.

Using the Results

The school score report provides a snapshot of a class's strengths and areas for growth at the school level. In coordination with other student information including student and classroom MAST testlet reports, the MAST school testlet reports can be useful in planning best uses of intervention and support.

The results of one or more testlets can provide information to aid in data-driven decision making, targeted interventions, and professional development for teachers. Although each school is unique, the list below provides ways to pivot, based on careful consideration of testlet results and classroom information.

Data-Driven Decision Making

In math, analyze math test results to identify specific concepts where students struggle, such as algebraic expressions, fractions, or problem-solving skills. Use this information to identify trends, strengths, and areas of improvement. Adjust the math curriculum and focus on areas that need more attention, providing targeted support and additional resources where necessary.

In ELA, use test results to pinpoint areas like reading comprehension, writing skills, or vocabulary acquisition that need improvement. Provide professional development, reallocate resources, or adjust instruction to address specific challenges in reading or writing, ensuring students build stronger literacy skills.

Targeted Interventions

In math, identify classes with a large percentage of students who land in Performance Band 1. Offer targeted interventions, such as small-group instruction, math fluency practice, or online resources to strengthen foundational skills like multiplication facts or long division.

In ELA, implement interventions like reading comprehension strategies, vocabulary-building exercises, or writing workshops. Provide one-on-one tutoring or pull-out sessions to help students gain proficiency in these key areas. Consider adding additional staff in classes with the largest percentage of students who land in Performance Band 1.

Teacher Professional Development

In math, use the test results to identify areas where math teachers can benefit from additional professional development, or collaborative planning sessions where teachers can analyze results, share best practices, and discuss strategies for improving student achievement. Organize workshops or collaborative planning sessions focused on best practices for teaching specific mathematical concepts or differentiating instruction for varying student needs.

In ELA, organize professional development, focusing on strategies to improve reading comprehension, writing instruction, and literacy across the curriculum. Facilitate collaboration where teachers share successful reading strategies or techniques for scaffolding writing assignments to enhance student performance.

Definitions

These terms appear on school testlet reports. This glossary is provided to aid in interpreting the data displayed on the school testlet reports.

Clusters – Collections of ELA standards associated with related skills or concepts.

Misconception – A specific misunderstanding based on the content and pattern in a student's incorrect responses.

Classroom – A specific class based on the rostering within the Kite Educator Portal.

Performance Band – A categorization of student performance based on their performance relative to other Montana students who took a similar testlet.

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

Classroom Details – The section of the school report that contains classrooms, total students, summary performance, and data by band.

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

Total Students – The number of students in the class.