



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 level 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

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.

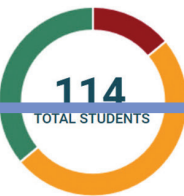
Wilson Elementary School



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 units in grade 3, this understanding served as a foundation for comparing unit fractions (i.e., length units). 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





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/subtracted numerators and denominators, instead of finding equivalent fractions.
ME08	Error creating equivalent fractions when adding/subtracting.

Classroom Details

Classrooms	Total Students	Summary Performance
Class 1 (Math)	14	
Class 2 (Math)	7	
Class 3 (Math)	32	
Class 4 (Math)	27	

MM/DD/YYYY



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Classroom Details

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

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

Summary Results

What is it? The distribution of student performance at the school level across the three performance levels. The levels are standards-referenced and are based on students' 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 school 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 school level.

How does it 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 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 for foundational comprehension of the text.

1

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.

2

Summary Results

114
TOTAL STUDENTS

Level 1
16 Students (14%)

Level 2
57 Students (50%)

Level 3
41 Students (36%)

3

Clusters

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

2

Summary Results

What is it? The distribution of student performance at the school level across the three performance levels. The levels are standards-referenced and are based on students' 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.

4

Classroom Details

Classrooms	Total Students	Summary Performance
Class 1 (ELA)	14	
Class 2 (ELA)	7	
Class 3 (ELA)	32	
Class 4 (ELA)	27	
Class 5 (ELA)	4	
Class 6 (ELA)	17	
Class 7 (ELA)	13	

2 (15%) 11 (85%) 0

4

Classroom Details

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

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

3

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.

4

MM/DD/YYYY

New Meridian
MasteryGuide
Assessment

1

School Testlet Report
Linn District
2025-2026

** This report summarizes testlet performance across schools in the district. It is intended to be used along with classroom assessments and observations to help inform instructional strategies.*

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

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

Understanding Performance Levels

At the top of the report, the school'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 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 level.

Administrators can use Performance Level 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 Level 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 Level 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 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.

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

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.