



New Meridian

Interpretive Guide for MAST Through-Year Reports

Classroom Reports

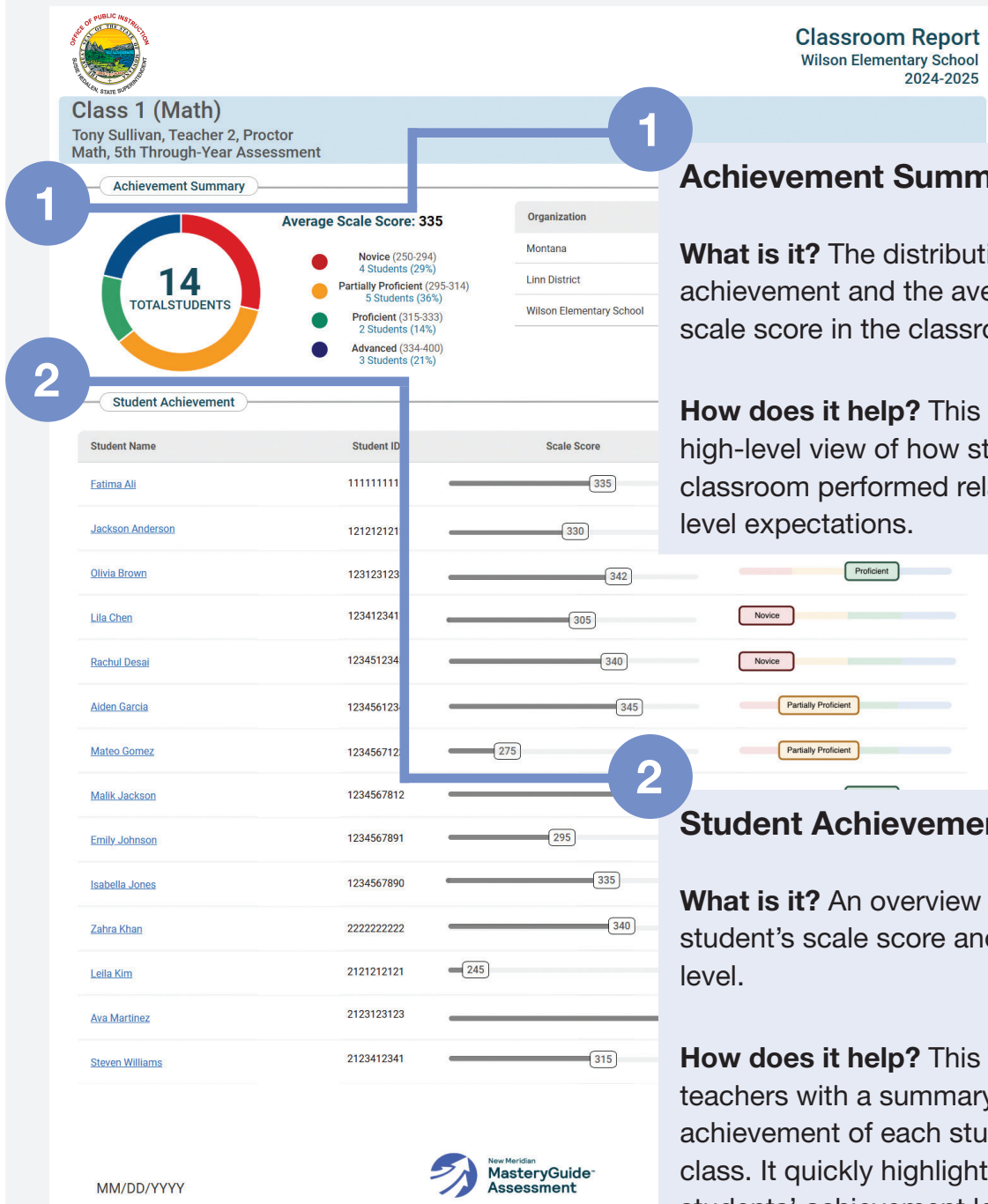
The MAST Through-Year reports provide summative scale scores and achievement levels based on a class's performance across all testlets administered within the academic year. The reports also include a summary of a class's performance on each individual testlet. Each through-year report:

- ✓ **Summarizes results from all testlets administered throughout the academic year.**
This view provides an overall summary of a class's academic performance.
- ✓ **Provides summative scale scores and achievement levels used for state accountability, alongside class performance, throughout the year.**
The report is designed not only to meet reporting requirements but also to provide class-level data on each testlet that contributed to the overall summative scale scores and achievement levels of students within the classroom.

Annotated Score Reports

The classroom through-year reports provide a summative scale score and achievement level that summarize overall performance for each student. In addition, each of the reports in ELA and Math provides additional information about how classes did during the year. In both subjects, the reports provide results on each testlet in terms of three performance band levels. In Math, the testlets are reported out alongside the academic standards each testlet aligns to. In ELA, two subscores are provided, one for reading comprehension of literary texts and one for reading comprehension of informational texts. The ELA report also includes results from the ELA performance task.

Classroom Math Through-Year Report



Classroom Math Through-Year Report, Page 2

Class 1 (Math)

Tony Sullivan, Teacher 2, Proctor
Math, 5th Through-Year Assessment

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Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3	Standards
Numerical Expressions	14		2 (14%)	7 (50%)	5 (36%)	5.OA.A.1 5.OA.A.2
Place Value and Power of 10	14		10 (71%)	5 (29%)	0	5.MD.A.1 5.NBT.A.1
Place Value and Representation and Comparison	14		2 (14%)	7 (50%)	5 (36%)	5.NBT.A.3 5.NBT.A.4
Multiply and Divide Whole Numbers	14		1 (7%)	4 (30%)	9 (63%)	5.MD.A.1 5.NBT.B.5 5.NBT.B.6
Decimal Operations	14		0	0	14 (100%)	5.MD.A.1 5.NBT.B.7
Add and Subtract Fractions	14		1 (6%)	11 (76%)	2 (18%)	5.MD.B.2 5.NF.A.1
Fraction Multiplication	14		2 (15%)	12 (85%)	0	5.MD.B.2 5.NF.B.4 5.NF.B.5
Fraction Division	14		2 (14%)	7 (50%)	5 (36%)	5.MD.B.2 5.NF.B.3
Measurement	14		10 (71%)	5 (29%)	0	5.MD.C.5
Volume	14		2 (14%)	7 (50%)	5 (36%)	5.MD.C.3 5.MD.C.4
Coordinate Plane	14		1 (7%)	4 (30%)	9 (63%)	5.G.A.1 5.G.A.2 5.OA.B.3
Two-Dimensional Shapes	14		2 (14%)	7 (50%)	5 (36%)	5.G.B.3

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Testlet Performance

What is it? A summary breakdown of how the students in the class performed on each individual testlet. Each testlet shows the performance breakdown by band.

How does it help? This helps identify specific areas of strengths and weaknesses at the class level.

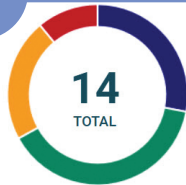
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Classroom ELA Through-Year Report



Class 1 (ELA)
Tony Sullivan, Teacher 2, Proctor
ELA, 5th Through-Year Assessment

Achievement Summary



Average Scale Score: **335**

- Novice (250-294)
4 Students (29%)
- Partially Proficient (295-314)
5 Students (36%)
- Proficient (315-347)
2 Students (14%)
- Advanced (348-400)
3 Students (21%)

Organization
Montana
Linn District
Wilson Elementary School

Reading Comprehension Results	Average Subscore
Literary Text Reading Comprehension	50
Informational Text Reading Comprehension	58

Student Achievement

Student Name	Student ID	Scale Score	Achievement Level
Fatima Ali	111111111	309	Partially Proficient
Jackson Anderson	121212121	305	Advanced
Olivia Brown	123123123		
Lila Chen	123412341	305	
Noah Davis	1234512345		
Rachul Desai	1234561234		
Aiden Garcia	1234567123	275	
Mateo Gomez	1234567812		
Malik Jackson	1234567891	295	
Emily Johnson	1234567890		
Isabella Jones	222222222		
Zahara Khan	2121212121	245	
Leila Kim	2123123123	370	Advanced
Lucas Miller	2123412341		

MM/DD/YYYY



1

Achievement Summary

What is it? The distribution of student achievement and the average summative scale score in the classroom.

How does it help? This provides a high-level view of how students in the classroom performed relative to grade-level expectations.

2

Student Achievement

What is it? An overview of each student's scale score and achievement level.

How does it help? This provides teachers with a summary of the achievement of each student in their class. It quickly highlights whether students' achievement level is novice, partially proficient, proficient, or advanced.

4

Reading Comprehension Results

What is it? The average literary and information reading comprehension subscores in the classroom.

How does it help? These subscores help isolate and identify the relative level of reading comprehension skills on literary and informational texts.

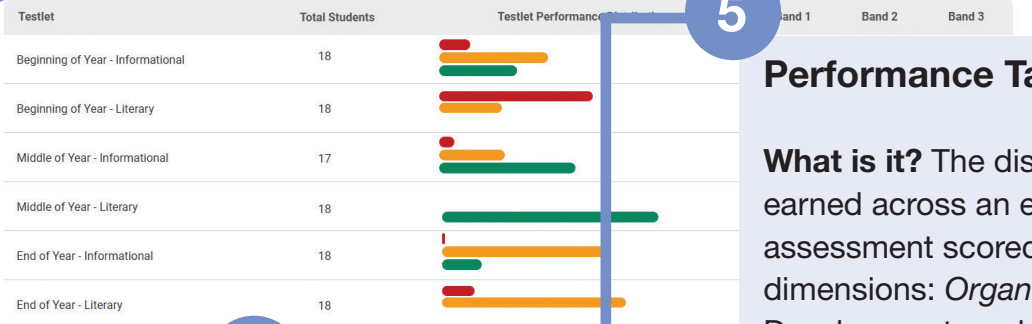
Classroom ELA Through-Year Report, Page 2

Class 1 (ELA)

Tony Sullivan, Teacher 2, Proctor
ELA, 5th Through-Year Assessment

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Testlet Performance



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Performance Task

What is it? The distribution of points earned across an extended writing assessment scored across three dimensions: *Organization*, *Purpose/Development*, and *Language and Conventions*

How does it help? The task offers a deeper look at the student's writing skills as demonstrated on the performance task.

Performance Task

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Performance Task Average Score

Dimensions	Total Students	0 Points	1 Point
Written Expression - Organization	18	5 (29%)	6 (36%)
Written Expression - Purpose / Development	18	2 (11%)	4 (22%)
Knowledge of Language and Conventions	18	4 (21%)	5 (29%)

3

Testlet Performance

What is it? A summary breakdown of how the students in the class performed on each individual testlet. Each testlet shows the performance breakdown by band.

How does it help? This helps identify specific areas of strengths and weaknesses at the class level.

1. Achievement Summary

Each through-year report includes a summative **average scale score**, an associated class breakdown of **achievement level** by number and percent, and comparative average scale scores for school, district, and state.

Average Scale Score

The average scale score summarizes a class's overall performance on the assessments. The scale ranges from 250 to 400, where 250 is the lowest possible score and 400 is the highest possible score. The average scale score indicated in bold at the top of the report represents the mean scale score of all students in the class.

The average scale score allows for meaningful comparisons across different test forms and over time. This score is especially useful for understanding how close a class is to reaching or exceeding grade-level expectations.

The average scale score is based on the class's performance on testlets taken throughout the year. Instead of relying on a single end-of-year score, this approach captures how the students are performing across key content areas as they are taught throughout the year. This approach is similar to how many teachers grade by adding up scores across quizzes and exams to produce a final grade, but here the quizzes and exams are testlets and the final grade is the summative scale score and achievement level.

Achievement Levels

A student's **achievement level** is determined by where the student's scale score falls within the 250–400 range. There are four achievement levels:

- **Novice:** A student who performed at this level did not meet grade-level expectations in this subject and needs considerable support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.
- **Partially Proficient:** A student who performed at this level partially met grade-level expectations in this subject and needs support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.
- **Proficient:** A student who performed at this level met grade-level expectations in this subject. The student has demonstrated the required knowledge, skills, and practices necessary for future coursework in this content area.
- **Advanced:** A student who performed at this level exceeded grade-level expectations. The student has demonstrated mastery of the required knowledge, skills, and practices necessary for future coursework in this content area.

The achievement levels are based on cut scores that divide up the scale scores. For example, a score of 390 falls into the Advanced level. These cut scores were created by Montana educators during a standards-setting process, ensuring that each level reflects meaningful expectations for student learning in the state. Cut scores for each grade and subject are included in Appendix A. More information about each ALD is available in the links in Appendix B.

On the Classroom Report, there is a color-coded chart that highlights the breakdown of a class by achievement level. The key states the meaning of each color, including whether students' achievement level is novice, partially proficient, proficient, or advanced; the range of scale scores that fall within the category; the number of students in the class whose scores fell within the range; and the percent of the class the raw number represents.

Comparative Scores

For larger scale comparison, average scale scores are provided for the school, district, and state. These scores represent the average scale scores over the same time period and same testlets. Use the scores to compare how the specific class scored in relation to their peers in their grade level within the school, district, and state.

2. Student Achievement

The names and student IDs of all students in the class are listed in the Student Achievement section of the Classroom Report. Beside each student's name there is a visual and numeric representation of their scale score as well as a visual and verbal representation of their achievement level. The scale score is graphed on a sliding scale to provide a quick visualization of each student's score with respect to the 250–400 range. The achievement levels are similarly graphed on a four-part scale with their respective colors representing whether a students' achievement is in the novice, partially proficient, proficient, or advanced ranges.

3. Testlet Performance

Each student's summative score in both Math and ELA is based on performance from all of the testlets administered throughout the school year. The Testlet Performance section includes class-level information about each testlet completed in the year, including the testlet name, total students who took the testlet, the Testlet Performance Distribution displayed on a color-coded bar graph, the number and percent of students in the class in each band, and the assessed standards (Math only). Performance bands do not directly indicate an overall achievement level, but can help identify testlets that students performed better on or needed additional support with.

Understanding Performance Bands

Each student is assigned a performance band based on their overall performance compared to others. Students are categorized into Band 3, Band 2, or Band 1 using colors green, yellow, and red, respectively.

- **Band 3:** A student with a score in this band performed in the highest third of the students in the state who took a similar testlet.
- **Band 2:** A student with a score in this band performed in the middle third of the students in the state who took a similar testlet.
- **Band 1:** A student with a score in this band performed in 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 the Classroom Report, class band distribution is shown via a horizontal bar graph. For each testlet, the breakdown of band classification is modeled for a quick visual guide of how students scored on each testlet related to their grade-level peers within the state. Accompanying the graph is the numeric and percent breakdown of band assignment for each testlet.

Taken together, the individual testlet performances provide a through-year view of student learning within a class. By using performance bands across multiple testlets, educators and families can better understand when learning occurred, where a class showed consistent strengths, and when intervention or reteaching may have been needed.

4. Reading Comprehension Results

In addition to the overall ELA scale score and achievement level, the ELA report includes two reading comprehension results that consist of the average subscores for Literary Text Reading Comprehension and Informational Text Reading Comprehension among all the students in the classroom. These average subscores are reported on a scale from 0 to 90 and reflect each student's ability to understand and analyze each type of text. Each subscore is based just on the items that relate to that kind of text, literary or informational, while the summative scale score includes all items.

It is important to note that these subscores are reported on a different scale (0–90) from the overall ELA scale score (250–400) and should not be compared directly to it or to one another. Instead, they can be compared across students to understand how one student’s performance relates to that of their peers within each reading domain. A higher subscore within a domain indicates stronger comprehension in that area. While subscores do not determine overall achievement level, they provide valuable context for identifying patterns of relative strength and need within a classroom.

5. Performance Task

The ELA through-year report also includes results from the Performance Task, which assesses a student’s ability to produce extended written responses. This task is scored across three key dimensions: Written Expression – Organization, Written Expression – Purpose/Development, and Knowledge of Language and Conventions, and the scores are combined for a total score out of 8 points based on the Writing Score Rubrics for Grade 3, Grades 4 and 5, and Grades 6 through 8. The Performance Task provides a more in-depth view of students’ writing skills, offering insights that complement the information gathered from the reading-focused testlets.

The through-year classroom report provides an overall summary of academic performance across the school year. When interpreted alongside classroom evidence and other data sources, this report offers valuable insights to support reflection, planning, and future learning. Educators and administrators can use the results in the following ways:

- **Reflecting on Class Strengths:** The report highlights areas where the class consistently performed well. Teachers can reflect on which instructional strategies or learning activities may have contributed to these strengths and consider how to expand or adapt them to enrich future instruction and build student confidence across the group.
- **Identifying Areas for Whole-Class Support:** Trends of lower performance across the class, whether in a specific content area or skill, prompt reflection on areas where instructional approaches might need adjustment. Teachers can consider what supports, pacing changes, or teaching strategies could better support student understanding, and use this insight to inform planning for the start of the next year.
- **Informing Instructional Planning for the Year Ahead:** The report provides a high-level overview of class learning over time. Teachers and instructional teams can use this information to reflect on what worked well, what challenges emerged, and how instructional strategies, grouping, and differentiation might be adjusted to better meet student needs in the upcoming year.
- **Supporting Schoolwide and Grade-Level Conversations:** Class data reports are valuable tools for team meetings, grade-level transitions, and school improvement planning. They facilitate informed discussions about instructional effectiveness and help align support strategies as students move to the next grade level.

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.

Achievement Level – A classification that describes overall student performance relative to grade-level expectations. Labels include: *Novice*, *Partially Proficient*, *Proficient*, and *Advanced*.

Achievement Summary – A section of the report that highlights the average scale score and comparative data.

Average Scale Score – A standardized score that summarizes overall class performance on a scale of 250 to 400. Used to determine the class's average achievement level.

Dimensions of Writing – The three components assessed in the ELA Performance Task Report: Organization, Purpose and Development, and Knowledge of Language and Convention.

Informational Text Comprehension – An average subscore in ELA that reflects a class's ability to understand and analyze nonfiction or informational reading passages.

Literary Text Comprehension – An average subscore in ELA that reflects a class's ability to understand and analyze narrative and literary reading passages.

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

Scale Score – A standardized score that summarizes student performance on a scale of 250 to 400. Used to determine the student's average achievement level.

Standard – A specific academic objective aligned to the testlet content. Results show how many items were correct out of the total aligned to that standard.

Student Name – Refers to a specific student within the class, accompanied with their student ID.

Testlet – Refers to the name of the specific assessment taken throughout the year.

Appendix A

The following tables display the cut scores used to determine achievement levels on the MAST Through-Year Assessments. Cut scores divide the scale score range (250–400) into four achievement levels: **Novice**, **Partially Proficient**, **Proficient**, and **Advanced**. These levels were established by Montana educators through a standards-setting process to reflect grade-level expectations in ELA and Math. The cut scores were determined during a standards-setting event held in August 2025 and formally approved by the Montana Board of Public Education in September 2025.

MAST Cut Scores – Mathematics (Grades 3–8)

Grade	Novice	Partially Proficient	Proficient	Advanced
3	250–294	295–314	315–334	335–400
4	250–294	295–314	315–340	341–400
5	250–294	295–314	315–333	334–400
6	250–294	295–314	315–334	335–400
7	250–294	295–314	315–340	341–400
8	250–294	295–314	315–342	343–400

MAST Cut Scores – ELA (Grades 3–8)

Grade	Novice	Partially Proficient	Proficient	Advanced
3	250–294	295–314	315–344	345–400
4	250–294	295–314	315–344	345–400
5	250–294	295–314	315–347	348–400
6	250–294	295–314	315–343	344–400
7	250–294	295–314	315–353	354–400
8	250–294	295–314	315–351	352–400

Appendix B

The following table provides links to the complete set of **Achievement Level Descriptors (ALDs)** for the MAST Through-Year Assessments. ALDs describe the knowledge, skills, and practices associated with each achievement level: Novice, Partially Proficient, Proficient, and Advanced, down to the standard level.

These descriptors were developed by Montana educators to ensure that each level reflects meaningful expectations for student learning in ELA and Math. To make this information easier to navigate, the detailed ALD tables for each grade and subject are available through the links provided below.

Subject	Grade	Link to ALD Table
ELA	Grade 3	[Grade 3 ELA ALDs]
ELA	Grade 4	[Grade 4 ELA ALDs]
ELA	Grade 5	[Grade 5 ELA ALDs]
ELA	Grade 6	[Grade 6 ELA ALDs]
ELA	Grade 7	[Grade 7 ELA ALDs]
ELA	Grade 8	[Grade 8 ELA ALDs]
Math	Grade 3	[Grade 3 Math ALDs]
Math	Grade 4	[Grade 4 Math ALDs]
Math	Grade 5	[Grade 5 Math ALDs]
Math	Grade 6	[Grade 6 Math ALDs]
Math	Grade 7	[Grade 7 Math ALDs]
Math	Grade 8	[Grade 8 Math ALDs]