



New Meridian

# Interpretive Guide for MAST Through-Year Reports

School Reports

The MAST Through-Year reports provide the average summative scale score and achievement levels based on a school's performance across all testlets administered within the academic year. The reports also include a summary of a school'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 school's academic performance.

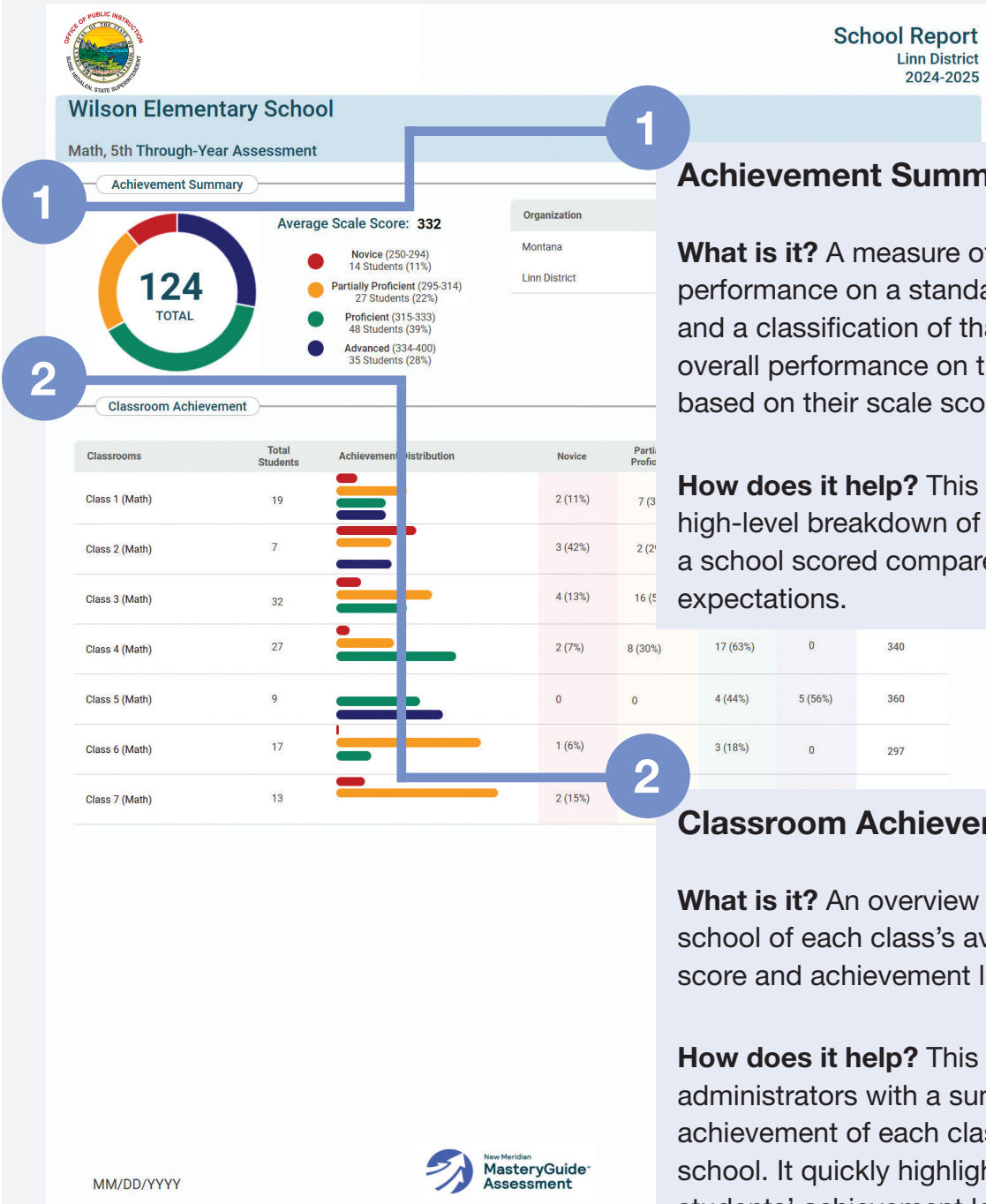
- ✓ **Provides average summative scale score and achievement levels used for state accountability, alongside district performance, throughout the year.**

The report is designed not only to meet reporting requirements but also to provide information on each testlet that contributes to the overall average summative scale score and achievement levels.

## Annotated Score Reports

The school through-year reports provide an average summative scale score and achievement level breakdown that summarize overall performance. In addition, each of the reports in ELA and Math provides additional information about how a school 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.

## School Math Through-Year Report



### Achievement Summary

**What is it?** A measure of school performance on a standardized scale and a classification of that school's overall performance on the assessment, based on their scale score.

**How does it help?** This provides a high-level breakdown of how students in a school scored compared to grade-level expectations.

### Classroom Achievement

**What is it?** An overview within one school of each class's average scale score and achievement level breakdown.

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

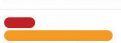
## School Math Through-Year Report, Page 2

### Wilson Elementary School

ELA, 5th Through-Year Assessment

3

#### Testlet Performance

| Testlet                                       | Total Students | Testlet Performance Distribution                                                    | Band 1   | Band 2   | Band 3     | Standards                    |
|-----------------------------------------------|----------------|-------------------------------------------------------------------------------------|----------|----------|------------|------------------------------|
| Numerical Expressions                         | 124            |    | 17 (14%) | 62 (50%) | 45 (36%)   | 5.OA.A.1 5.OA.A.2            |
| Place Value and Power of 10                   | 124            |    | 88 (71%) | 36 (29%) | 0          | 5.MD.A.1 5.NBT.A.1           |
| Place Value and Representation and Comparison | 124            |    | 17 (14%) | 62 (50%) | 45 (36%)   | 5.NBT.A.3 5.NBT.A.4          |
| Multiply and Divide Whole Numbers             | 124            |    | 9 (7%)   | 62 (50%) | 78 (63%)   | 5.MD.A.1 5.NBT.B.5 5.NBT.B.6 |
|                                               | 124            |    | 0        |          | 124 (100%) | 5.MD.A.1 5.NBT.B.7           |
| Add and Subtract Fractions                    | 123            |    | 7 (6%)   | 94 (76%) | 22 (18%)   |                              |
| Fraction Multiplication                       | 124            |    | 2 (15%)  | 12 (10%) | 110 (89%)  |                              |
| Fraction Division                             | 124            |    | 17 (14%) | 62 (50%) | 45 (36%)   |                              |
| Measurement                                   | 124            |    | 88 (71%) | 36 (29%) | 0          |                              |
| Volume                                        | 124            |  | 17 (14%) | 62 (50%) | 45 (36%)   |                              |
| Coordinate Plane                              | 124            |  | 9 (7%)   | 37 (30%) | 78 (63%)   |                              |
| Two-Dimensional Shapes                        | 124            |  | 17 (14%) | 62 (50%) | 45 (36%)   |                              |

3

### Testlet Performance

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

**How does it help?** This helps identify specific topics and standards of strength and need at the school level.

MM/DD/YYYY

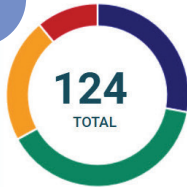
## School ELA Through-Year Report



### Wilson Elementary School

ELA, 5th Through-Year Assessment

#### Achievement Summary



Average Scale Score: **325**

- Novice (250-294)  
14 Students (11%)
- Partially Proficient (295-314)  
27 Students (22%)
- Proficient (315-347)  
48 Students (39%)
- Advanced (348-360)  
35 Students (28%)

| Organization                             |
|------------------------------------------|
| Montana                                  |
| Linn District                            |
| Reading Comprehension Results            |
| Literary Text Reading Comprehension      |
| Informational Text Reading Comprehension |

1

## Achievement Summary

**What is it?** A measure of school performance on a standardized scale and a classification of that school's overall performance on the assessment, based on their scale score.

**How does it help?** This provides a high-level breakdown of how students in a school scored compared to grade-level expectations.

#### Classroom Achievement

| Classrooms    | Total Students | Achievement Distribution | Novice  | Partially Proficient | Proficient | Advanced | Average |
|---------------|----------------|--------------------------|---------|----------------------|------------|----------|---------|
| Class 1 (ELA) | 19             |                          | 2 (11%) | 7 (37%)              | 10 (52%)   | 0        |         |
| Class 2 (ELA) | 7              |                          | 3 (42%) | 2 (29%)              | 2 (29%)    | 0        |         |
| Class 3 (ELA) | 32             |                          | 4 (13%) | 16 (50%)             | 12 (37%)   | 0        |         |
| Class 4 (ELA) | 27             |                          | 2 (7%)  | 8 (30%)              | 17 (63%)   | 0        |         |
| Class 5 (ELA) | 9              |                          | 0       | 0                    | 9 (100%)   | 0        |         |
| Class 6 (ELA) | 17             |                          | 1 (6%)  | 13 (76%)             | 3 (18%)    | 0        |         |
| Class 7 (ELA) | 13             |                          | 2 (15%) | 11 (85%)             | 0          | 0        |         |

2

## Classroom Achievement

**What is it?** An overview within one school of each class's average scale score and achievement level breakdown.

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

4

## Reading Comprehension Results

**What is it?** Two average subscores that show how well the students in the school understand and analyze different types of texts.

**How does it help?** These subscores help isolate reading comprehension skills on literary and informational texts.

MM/DD/YYYY



## School ELA Through-Year Report, Page 2

### Wilson Elementary School

ELA, 5th Through-Year Assessment

3

#### Testlet Performance

| Testlet                           | Total Students | Testlet Performance Distribution                                                  |
|-----------------------------------|----------------|-----------------------------------------------------------------------------------|
| Beginning of Year - Informational | 124            |  |
| Beginning of Year - Literary      | 124            |  |
| Middle of Year - Informational    | 124            |  |
| Middle of Year - Literary         | 124            |  |
| End of Year - Informational       | 123            |  |
| End of Year - Literary            | 124            |  |

5

### Performance Task

**What is it?** 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 students' writing skills as demonstrated on the performance task.

5

#### Performance Task

| Dimensions                                 | Total Students | Performance Task Average Score |          |
|--------------------------------------------|----------------|--------------------------------|----------|
|                                            |                | 0 Points                       | 1 Point  |
| Written Expression - Organization          | 124            | 36 (29%)                       | 45 (36%) |
| Written Expression - Purpose / Development | 124            | 14 (11%)                       | 27 (22%) |
| Knowledge of Language and Conventions      | 124            | 26 (21%)                       | 36 (29%) |

62 (50%)

3

### Testlet Performance

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

**How does it help?** This helps identify progress made throughout the year in the informational and literary categories at the school level.

Page 2 of 2

## 1. Achievement Summary

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

### Average Scale Score

The average scale score summarizes a school'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 grade-level students in the school.

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 school is to reaching or exceeding grade-level expectations.

The average scale score is based on the school'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 School Report, there is a color-coded chart that highlights the breakdown of the school 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 school whose scores fell within the range; and the percent of the school the raw number represents.

### **Comparative Scores**

For larger scale comparison, average scale scores are provided for the 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 students in the school scored in relation to their grade-level peers within the district and state.

## **2. Classroom Achievement**

The grade-level classes in the school are listed in the Classroom Achievement section of the School Report. Beside each class's name there is a column that notes the total students in the class. The Achievement Distribution provides a visual bar graph representation of the number of students whose achievement is novice, partially proficient, proficient, or advanced. Beside the visual representation, each achievement level lists a numeric tally and percent of students in each class who reached each respective achievement level. Finally, the average scale score for the class is listed in the final column.

## **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 school-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 School Report, school 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 school. By using performance bands across multiple testlets, administrators can better understand when learning occurred, where the school showed consistent strengths, and where a curriculum might be lacking.

## 4. Reading Comprehension Results

In addition to the overall ELA average scale score and achievement levels, the ELA report includes two reading comprehension results that consist of average subscores for Literary Text Reading Comprehension and Informational Text Reading Comprehension among all the students in the school grade. 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 schools to understand how one school’s performance relates to that of other schools in each reading domain. A higher subscore within a domain indicates stronger comprehension in that area. While subscores do not determine overall achievement levels, they provide valuable context for identifying patterns of relative strength and need across schools.

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

- **Identifying Schoolwide Strengths:** The data highlights areas where students in a grade level consistently performed well. These strengths can inform schoolwide enrichment initiatives, curriculum decisions, and strategies that build academic confidence and engagement across the student body.
- **Spotting Areas for Schoolwide Support:** Patterns of lower performance in specific content areas or skills may indicate where targeted support, instructional shifts, or professional development are needed. These insights can guide future planning, curriculum refinement, and instructional priorities for the coming year.
- **Planning for the Year Ahead:** The report provides a high-level view of student learning trends over time. This information supports strategic planning around grade-level grouping, instructional focus, and resource allocation to ensure continued growth and achievement across all grade levels.
- **Supporting Collaborative Conversations:** Schoolwide data reports are powerful tools for leadership meetings, grade-level transitions, and continuous improvement planning. They foster data-driven dialogue around instructional effectiveness and help align supports as students advance through the school.

## Definitions

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

**Achievement Distribution** – A bar graph that shows the 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 school performance on a scale of 250 to 400. Used to determine the school's average achievement level.

**Classrooms** – Lists the classes in the school, accompanied with the total number of students per class.

**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 the ability of students in a school to understand and analyze nonfiction or informational reading passages.

**Literary Text Comprehension** – An average subscore in ELA that reflects the ability of students in a school 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.

**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.

**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 | <a href="#">[Grade 3 ELA ALDs]</a>  |
| ELA     | Grade 4 | <a href="#">[Grade 4 ELA ALDs]</a>  |
| ELA     | Grade 5 | <a href="#">[Grade 5 ELA ALDs]</a>  |
| ELA     | Grade 6 | <a href="#">[Grade 6 ELA ALDs]</a>  |
| ELA     | Grade 7 | <a href="#">[Grade 7 ELA ALDs]</a>  |
| ELA     | Grade 8 | <a href="#">[Grade 8 ELA ALDs]</a>  |
| Math    | Grade 3 | <a href="#">[Grade 3 Math ALDs]</a> |
| Math    | Grade 4 | <a href="#">[Grade 4 Math ALDs]</a> |
| Math    | Grade 5 | <a href="#">[Grade 5 Math ALDs]</a> |
| Math    | Grade 6 | <a href="#">[Grade 6 Math ALDs]</a> |
| Math    | Grade 7 | <a href="#">[Grade 7 Math ALDs]</a> |
| Math    | Grade 8 | <a href="#">[Grade 8 Math ALDs]</a> |