Interpretive Guide for MAST Progress Reports

District Reports

New Meridian

The MAST district progress reports provide cumulative performance information based on the district's results from all testlets completed so far in the academic year. Unlike the through-year reports, which summarize end-of-year performance, the district progress reports show how learning across the district is developing over time as additional testlets are completed. Each progress report:

✓ **Summarizes results from all testlets completed to date.** This view provides an ongoing picture of districtwide academic performance and how it is evolving across the year.

✓ **Shows district progress toward proficiency.** The cumulative range of performance indicates whether students across the district are currently performing below, near, or meeting grade-level expectations for proficiency.

✓ **Highlights district-wide performance on individual testlets.** Detailed results help identify content areas and standards where students collectively demonstrate strength or may need additional support.

Annotated Score Reports

The district progress reports display cumulative achievement data for both ELA and mathematics based on all testlets completed to date. Each report includes the distribution of student performance across the three progress categories: Below Proficiency, Near Proficiency, and Meets or Exceeds Proficiency. These categories summarize how students across the district are currently progressing toward overall grade-level proficiency.

Additional sections provide detailed information about district performance on individual testlets and key components of each subject area.

• In **Math**, each testlet result is displayed alongside the standards it assesses, showing how district performance aligns with grade-level expectations across content areas.

• In **ELA**, each testlet result is displayed alongside the standards it assesses, showing how district performance aligns with grade-level expectations across content areas, along with results from the ELA performance task once it has been completed.

Together, these components provide a view of how learning is progressing across the district throughout the school year and where focused instructional support may have the greatest impact.
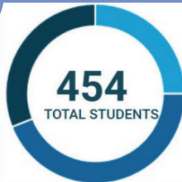
District Math Progress Report

Progress Summary

What is it? The distribution of student achievement to date, based on an estimated range of performance.

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

School Progress

What is it? An overview of each school's distribution of student achievement to date, based on their estimated range of performance.

How does it help? This provides an early indication of through-year performance trends in student performance across schools.

Testlet Performance

What is it? A summary breakdown of how the district performed on each individual testlet to date. Each testlet shows the performance breakdown by level.

How does it help? This provides a view of performance on specific topics and standards of strength and need at the district level.
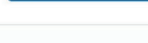
District ELA Progress Report

Linn District

ELA, 5th

Progress Summary

454 TOTAL STUDENTS
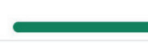
Below Proficiency
115 Students (25%)

Near Proficiency
197 Students (44%)

Meets or Exceeds Proficiency
142 Students (31%)

Organization	Below Proficiency
Montana	21%

School Progress

Schools	Total Students	Estimated Achievement Distribution	Below Proficiency	Near Proficiency	Meets or Exceeds Proficiency
School 1	65		7 (11%)	41 (63%)	17 (26%)
School 2	72				
School 3	68		9 (13%)		
School 4	67		5 (7%)		
School 5	58		0		
School 6	68		4 (6%)		
School 7	56		8 (15%)		

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution			
Beginning of Year - Informational	454				
Beginning of Year - Literary	454		322 (71%)	132 (29%)	0
Middle of Year - Informational	454		32 (7%)	136 (30%)	286 (63%)
Middle of Year - Literary	454			0	454 (100%)

MM/DD/YYYY

New Meridian MasteryGuide™ Assessment

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1 Progress Summary

What is it? The distribution of student achievement to date, based on an estimated range of performance.

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

2 School Progress

What is it? An overview of each school's distribution of student achievement to date, based on their estimated range of performance.

How does it help? This provides an early indication of through-year performance trends in student performance across schools.

3 Testlet Performance

What is it? A summary breakdown of how the district performed on each individual testlet to date. Each testlet shows the performance breakdown by level.

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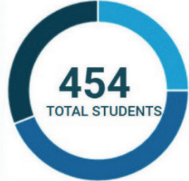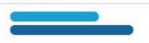
District ELA Progress Report, Page 2

District ProgressReport
Montana
2025-2026

Linn District

ELA, 5th

4

| Performance Task | | | | |

Performance Task Average Score 0 ▬▬▬ 6.1 8

Dimensions	Total Students	0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	454	132 (29%)	163 (3...)	64 (14%)	95 (21%)
Written Expression - Purpose / Development	454	50 (11%)	100 (22%)		
Knowledge of Language and Conventions	454	95 (21%)	132 (29%)		

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Performance Task

What is it? An extended writing assessment scored across three dimensions: Organization, Purpose/Development, and Language and Conventions. The table includes the distribution of earned points within each dimension, and together they contribute to the district's average performance task score.

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

MM/DD/YYYY

New Meridian
MasteryGuide
Assessment

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1. Progress Summary

Each district progress report provides a cumulative summary of student learning across all testlets completed to date. The report displays the distribution of student performance across three progress categories: Below Proficiency, Near Proficiency, and Meets or Exceeds Proficiency. The progress summary shows the percentage and number of students in each category, offering a districtwide view of how current performance compares to grade-level expectations. This information provides a view of how students across the district are progressing toward proficiency as instruction continues throughout the year.

This approach allows for meaningful interpretation of districtwide progress over time. As additional testlets are completed, the distribution of students across progress categories may change, providing a clearer picture of school performance as the year progresses and helping identify trends that may inform instructional planning and resource allocation.

- The presence of multiple progress categories acknowledges that student learning is ongoing and that cumulative achievement may shift as more instruction occurs and additional testlets are completed.

- Progress data should be interpreted in context. Other sources of information, such as school-level data, classroom assessments, and teacher observations, should also be considered when evaluating student learning across the district.

Understanding Progress Levels

District performance is summarized using the same three progress categories used in student reports. These categories describe how cumulative results for students in the district compare to grade-level expectations at this point in the year:

- **Below Proficiency:** The student's cumulative score range is below the score required for proficiency. Students in this range may need additional instruction and targeted support to strengthen foundational skills and close learning gaps. Teachers can use this information to identify specific areas where the student has struggled and provide focused interventions to build understanding before new content is introduced.

- **Near Proficiency:** The student's cumulative score range includes the score required for proficiency. Students in this range are demonstrating partial mastery of the knowledge and skills expected for their grade. Continued instruction, guided practice, and reinforcement can help these students solidify their understanding and move toward consistent proficiency. Educators can use classroom evidence and testlet results together to pinpoint the specific skills that will have the greatest impact on progress.

- **Meets or Exceeds Proficiency:** A student's cumulative score range is above the score required for proficiency. Students in this range have shown strong understanding and application of the content assessed so far and are on track to maintain proficiency as the year continues. Teachers can build on these strengths by offering enrichment opportunities and extending learning through more complex tasks and problem-solving activities.

Progress levels are based on where a student's cumulative scale score range falls on the MAST reporting scale, which spans from 250 to 400. The thresholds that separate each performance level were developed by Montana educators through a standard-setting process to ensure that each level reflects meaningful expectations for student learning in the state. These same thresholds are used consistently across all MAST progress and through-year reports.

On the district progress report, state level comparisons are outlined in a table, which includes the breakdown of percentages of students scoring Below Proficiency, Near Proficiency, and Meets or Exceeds Proficiency to date on the testlets.

2. School Progress

The School Progress section of the report lists all schools in the district. Beside each school's name, there is the number of students in the grade level in the school, a visual representation of the estimated achievement distribution, and the numeric and percentage breakdown of performance to date, categorized into the three progress levels. The estimated achievement distribution provides a quick visualization of students' cumulative scale score range with respect to the 250–400 range. Because the score range is cumulative, it reflects performance across all testlets completed up to that point. As additional testlets are administered, the progress level assignments may shift, providing a more precise picture of student progress. The estimated achievement levels include Below Proficiency, Near Proficiency, and Meets or Exceeds Proficiency. This section helps give district administrators a snapshot of the progress of their district to date.

3. Testlet Performance

In the Testlet Performance section, each testlet that has been taken to date is listed. This table includes the number of students in the district who took the testlet, the Testlet Performance Distribution graph, the numerical and percentage breakdown of performance levels, and the standards (on the math report).

Testlet Performance is categorized into three levels, providing a gauge of a district's overall performance aligned with grade-level expectations for proficiency.

Understanding Performance Levels

Students' overall performance is categorized by whether their performance is consistent with, near, or below grade-level expectations.

- **Level 3:** A student score at this level shows performance consistent with grade-level expectations for proficiency.

- **Level 2:** A student score at this level shows performance approaching proficiency, but not yet fully meeting grade-level expectations.

- **Level 1:** A student score at this level shows performance below grade-level expectations for proficiency.

Taken together, the individual testlet results provide a progress-based view of student learning within a district. By reviewing performance across multiple testlets, district administrators can see when learning occurred, where a district showed consistent strengths, and how macro-level programs may need bolstering.

4. Performance Task

District performance on the ELA performance task is reported as scores for each of the three writing dimensions: Organization, Purpose and Development, and Knowledge of Language and Conventions. These dimensions represent key aspects of effective written communication. Each dimension receives a score based on rubric criteria that reflect how well each student's writing meets grade-level expectations. On the district progress report, this section shows the breakdown of how many students in the district scored 0, 1, 2, or 3 points. The maximum number of points varies by dimension.

In addition to the dimension-level results, the report provides an overall performance task average score, which summarizes the district's writing performance on the task.

The performance task section is only included after students in the district have completed the performance task testlet.

Recommendations for Use

The progress report provides a cumulative summary of student learning within a district based on the testlets completed to date. When reviewed alongside classroom evidence and other assessment data, this report offers valuable insights that can guide ongoing instruction, intervention, and communication about student progress. District administrators can use the results in the following ways:

- **Monitoring Change in Progress Over Time:** The progress report allows administrators to see how the district's cumulative performance changes as additional testlets are completed. This information can help with planning around resource allocation and instructional focus to ensure continued growth across the school year.

- **Identifying Districtwide Strengths:** The data highlights grade-level areas where students consistently perform well across schools. These strengths can inform districtwide enrichment programs, curriculum alignment, and strategic investments that promote academic confidence and student engagement at scale.

- **Spotting Areas for Targeted District Support:** Trends of lower performance across schools in specific content areas or skills can signal the need for targeted district-level interventions, instructional coaching, or professional development. These insights help guide district planning, curriculum adjustments, and instructional priorities in real time.

- **Driving Systemwide Collaboration:** Districtwide data reports serve as a foundation for productive leadership conversations across schools. They support alignment in instructional practices, inform school improvement plans, and enable coherent transitions across grade levels—ensuring students are supported as they progress through the system.

Definitions

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

Cumulative Scale Score Range – The confidence range on the summative scale that describes a student's cumulative performance to date, relative to grade-level expectations.

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

Performance Level – A categorization of student performance based on whether the student's performance is consistent with, near, or below grade-level expectations.

Schools – Lists the schools in the district, accompanied by the total number of students in the grade level in the school.

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.