



New Meridian

Interpretive Guide for MAST Progress Reports

Classroom Reports



The MAST classroom progress reports provide cumulative performance information based on the testlets students in a class have completed to date during the school year. Unlike the through-year reports, which summarize end-of-year performance, the classroom reports show how learning across the class is progressing as additional testlets are completed. Each progress report

- ✓ **Summarizes results from all testlets completed to date.** This view provides an ongoing picture of a class's academic performance and how it is developing throughout the year.
- ✓ **Provides a cumulative scale score range for each student.** This indicates whether their current results are below, near, or meeting grade-level expectations for proficiency, along with classroom details for each completed testlet.

Annotated Score Reports

The classroom progress reports summarize each student's achievement to date on the summative scale. This range reflects measurement error and uncertainty in students' future performance on the remaining testlets in the year. Each student's progress level is determined by whether that achievement range is below, inclusive of, or above the score required for overall grade level proficiency.

The classroom report includes a visual summary showing how many students are within each progress level. It also lists each student's cumulative scale score range and progress level. The Testlet Performance section shows how the class performed on each testlet.

Classroom Math Progress Report

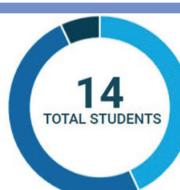


Class 1 (Math)
Tony Sullivan, Teacher 2, Proctor
Math, 5th

1

14 TOTAL STUDENTS

Progress Summary



Organization

- Montana
- Linn District
- Wilson Elementary School

2

Student Progress

Student Name	Student ID	Complete Testlets	Confidence Range
Fatima Ali	1111111111	7	295 - 333
Jackson Anderson	1212121212	8	253 - 291
Olivia Brown	1231231231	8	310 - 348
Lila Chen	1234123412	8	276 - 314
Rachul Desai	1234512345	8	241 - 279
Aiden Garcia	1234561234	8	301 - 339
Mateo Gomez	1234567123	8	319 - 357
Malik Jackson	1234567812	8	284 - 322
Emily Johnson	1234567891	7	295 - 333
Isabella Jones	1234567890	8	253 - 291
Zahra Khan	2222222222	8	310 - 348
Leila Kim	2121212121	7	276 - 314
Ava Martinez	2123123123	8	241 - 279
Steven Williams	2123412341	8	301 - 339

Below Proficiency

Near Proficiency

Below Proficiency

Near Proficiency

1

Classroom Progress Report
Wilson Elementary School
2025-2026

Progress Summary

What is it? The distribution of student progress based on an estimated range of performance. Student score ranges are classified as Below Proficiency, Near Proficiency, or Meets or Exceeds Proficiency.

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

2

Student Progress

What is it? An overview of each student's confidence range and estimated achievement level.

How does it help? This provides teachers with a summary of the estimated achievement of each student in their class. It quickly highlights where students are performing relative to grade-level proficiency.

MM/DD/YYYY



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Classroom Math Progress Report, Page 2



Classroom Report
Wilson Elementary School
2025-2026

Class 1 (Math)

Tony Sullivan, Teacher 2, Proctor
Math, 5th

3

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Level 1	Level 2	Level 3
Numerical Expressions 5.OA.A.1 5.OA.A.2	14		2 (14%)	7 (50%)	5 (36%)
Place Value and Power of 10 5.MD.A.1 5.NBT.A.1	14		10 (71%)	5 (29%)	0
Place Value and Representation and Comparison 5.NBT.A.3 5.NBT.A.4	14		2 (14%)	7 (50%)	5 (36%)
Multiply and Divide Whole Numbers 5.MD.A.1 5.NBT.B.5 5.NBT.B.6	14		1 (7%)	4 (30%)	9 (63%)
Decimal Operations 5.MD.A.1 5.NBT.B.7	12		0	0	12 (100%)
Add and Subtract Fractions 5.MD.B.2 5.NF.A.1	14		1 (6%)	11 (76%)	2 (18%)
Fraction Multiplication 5.MD.B.2 5.NF.B.4 5.NF.B.5	13		2 (15%)	11 (85%)	0
Fraction Division 5.MD.B.2 5.NF.B.3	14		2 (14%)	7 (50%)	5 (36%)

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 level.

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

MM/DD/YYYY

Classroom ELA Progress Report



Class 1 (ELA)
Tony Sullivan, Teacher 2, Proctor
ELA, 5th

1

14 TOTAL STUDENTS

Progress Summary

Organization: Montana, Linn District, Wilson Elementary School

Below Proficiency: 6 Students (43%)
Near Proficiency: 7 Students (50%)
Meets or Exceeds Proficiency: 1 Student (7%)

2

Student Progress

Student Name	Student ID	Complete Testlets	Confidence Range
Fatima Ali	1111111111	5	295 - 333
Jackson Anderson	1212121212	5	253 - 291
Olivia Brown	1231231231	5	310 - 348
Lila Chen	1234123412	5	276 - 314
Rachul Desai	1234512345	5	241 - 279
Aiden Garcia	1234561234	5	301 - 339
Mateo Gomez	1234567123	5	319 - 357
Malik Jackson	1234567812	5	284 - 322
Emily Johnson	1234567891	4	295 - 333
Isabella Jones	1234567890	5	253 - 291
Zahra Khan	2222222222	5	310 - 348
Leila Kim	2121212121	5	276 - 314
Ava Martinez	2123123123	5	241 - 279
Steven Williams	2123412341	5	301 - 339

Classroom Report
Wilson Elementary School
2025-2026

Progress Summary

What is it? The distribution of student progress based on an estimated range of performance. Student score ranges are classified as Below Proficiency, Near Proficiency, or Meets or Exceeds Proficiency.

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

Student Progress

What is it? An overview of each student's confidence range and estimated achievement level.

How does it help? This provides teachers with a summary of the estimated achievement of each student in their class. It quickly highlights where students are performing relative to grade-level proficiency.

MM/DD/YYYY



Page 1 of 2

Classroom ELA Progress Report, Page 2



Class 1 (ELA)

Tony Sullivan, Teacher 2, Proctor
ELA, 5th

3

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution
Beginning of Year - Informational	18	
Beginning of Year - Literary	18	
Middle of Year - Informational	17	
Middle of Year - Literary	18	

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 level.

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

4

Performance Task

Dimensions	Total Students	Performance Task Average Score
Written Expression - Organization	18	
Written Expression - Purpose / Development	18	
Knowledge of Language and Conventions	18	

4

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 class's writing skills as demonstrated on the performance task.

MM/DD/YYYY

1. Progress Summary

Student scores are grouped into three progress levels on progress reports: Below Proficiency, Near Proficiency, and Meets or Exceeds Proficiency. These estimated achievement categories are determined by the cumulative scale score range. The cumulative scale score range on the summative scale describes a student's cumulative performance to date, relative to grade-level expectations. The cumulative scale score range summarizes each student's performance based on the testlets completed so far, where 250 is the lowest possible score and 400 is the highest possible score.

The cumulative scale score range reflects both a student's performance and the statistical uncertainty that results from having completed only part of the full year's testlets. A student's progress level is determined by whether that range is below, includes, or exceeds the score required for proficiency.

This approach allows for meaningful interpretation of student progress across the year. As additional testlets are completed, the cumulative range typically becomes narrower and provides a clearer picture of the students' likely end-of-year performance level. The classroom progress report offers an early look at how students are performing in key content areas as they are taught, helping educators provide timely support before the end of the year.



- The presence of a range acknowledges that all assessment results include some element of measurement error and that this variability should be considered when interpreting class performance or making instructional decisions.
- Assessment scores are only *one* source of information about student achievement. Other information, such as classroom observations and student work, should be considered when making decisions using class assessment scores.

Understanding Progress Levels

A student's progress level is determined by where their cumulative scale score range falls within the 250–400 scale used for all MAST reports. The classroom progress report groups performance into categories that reflect a student's current progress toward proficiency.

Each category described below is defined by how a student's estimated score range relates to the proficiency cut point.

- **Below Proficiency:** A 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:** A 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.

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 classroom progress report, state, district, and school 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. Student Progress

The Student Progress section of the report lists all names and ID numbers for students in the class. Beside each student's name, there is the number of testlets completed, a visual and numeric representation of their cumulative scale score range, and their estimated achievement level. The confidence range is graphed on a sliding scale to provide a quick visualization of each student's 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 range may shift or narrow, 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 educators a snapshot of the progress of their class to date.

3. Testlet Performance

The Testlet Performance section lists each testlet taken to date. This table includes the number of students in the class who took the testlet, the Testlet Performance Distribution graph, the numerical and percentage breakdown of performance level, and the standards (on the Math report).

Testlet Performance is categorized into three levels, providing a gauge of a class'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 class. By reviewing performance across multiple testlets, educators can see when learning occurred, where a class showed consistent strengths, and when intervention or reteaching may have been needed.

4. Performance Task

Class 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 classroom progress report, this section shows the breakdown of aggregated classroom performance across the three dimensions.

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

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

Recommendations for Use

The classroom progress report provides a cumulative summary of student learning within a class, 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. Educators can use the results in the following ways:

- **Monitor Classwide Performance Across Windows:** The classroom report helps educators observe how class performance changes as additional testlets are completed. Reviewing shifts in cumulative scale score ranges across reporting windows highlights whether class performance is steady, improving, or signaling areas that need additional attention.
- **Identifying Collective Strengths:** The classroom report highlights areas where a class has demonstrated consistent or improving performance across multiple testlets. Recognizing these strengths can inform enrichment activities, instructional grouping, and strategies that build confidence and extend learning.
- **Targeting Areas for Support:** Patterns of lower or inconsistent performance across testlets can point to specific content areas that may require reteaching or additional practice. Teachers can use these patterns to plan targeted instruction and provide timely interventions within the instructional cycle.
- **Informing Instructional Planning:** Because the results summarize performance across all testlets administered to date, the classroom report supports instructional planning decisions such as pacing adjustments, differentiation, and identifying where to focus upcoming instruction.

Definitions

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

Achievement to Date – The cumulative score range on the MAST summative scale that represents a student's estimated level of proficiency based on all testlets completed to date. The cumulative achievement range reflects both the student's demonstrated performance and the natural measurement error present in any assessment.

Did Not Attempt – Indicates that a testlet was assigned but not attempted.

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

Exempt – An indicator that a student was officially excused from a testlet. Exempt testlets are not scored and are excluded from the calculation of the overall scale score.

Estimated Achievement – Categorized as Below Proficiency, Near Proficiency, or Meets or Exceeds Proficiency, a progress level is determined by where the cumulative scale score range falls within the 250–400 scale.

Name – Refers to student name.

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

Progress Level – A classification that describes a student's current cumulative performance relative to grade-level expectations. Levels include Below Proficiency, Near Proficiency, and Meets or Exceeds Proficiency.

Progress Summary – A section of the report that highlights the class, school, district, and state comparative data.

Scale Score – A standardized score that summarizes overall student performance on a scale of 250 to 400. Used to determine the student's 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 by their student ID.

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