



New Meridian

Interpretive Guide for MAST Through-Year Reports

District Reports

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

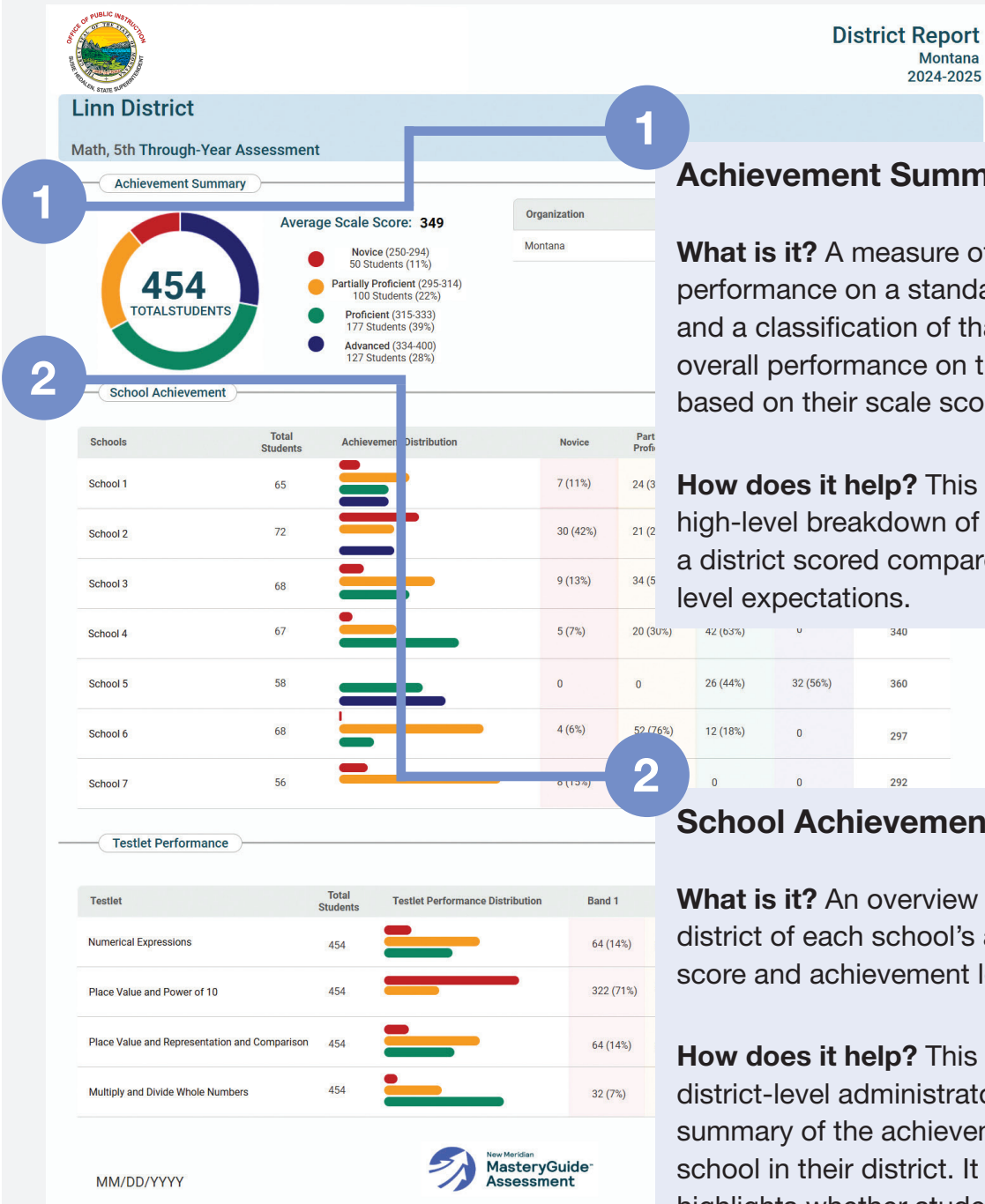
- ✓ **Provides average summative scale score and achievement levels used for state accountability, alongside district performance, throughout the year.**

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 district 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 district 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.

District Math Through-Year Report



Achievement Summary

What is it? A measure of district performance on a standardized scale and a classification of that district'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 district scored compared to grade-level expectations.

School Achievement

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

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

District Math Through-Year Report, Page 2

Linn District

Math, 5th Through-Year Assessment

3

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3	Standards
Decimal Operations	454		0	0	454 (100%)	5.MD.A.1 5.NBT.B.7
Add and Subtract Fractions	454		27 (6%)	345 (76%)	82 (18%)	5.MD.B.2 5.NF.A.1
Fraction Multiplication	454		68 (15%)	386 (85%)	0	5.MD.B.2 5.NF.B.4 5.NF.B.5
Fraction Division	454		64 (14%)	227 (50%)	163 (36%)	5.MD.B.2 5.NF.B.3
Measurement	454		322 (71%)	132 (29%)	0	5.MD.C.5
Volume	454		64 (14%)	227 (50%)	163 (36%)	5.MD.C.3 5.MD.C.4
Coordinate Plane	454		32 (7%)	136 (30%)	286 (63%)	5.G.A.1 5.G.A.2 5.OA.B.3
Two-Dimensional Shapes	454		64 (14%)	227 (50%)	163 (36%)	5.G.B.3

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Testlet Performance

What is it? A summary breakdown of how the district 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 district level.

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District ELA Through-Year Report

1

Achievement Summary

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

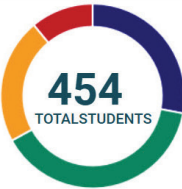
How does it help? This provides a high-level breakdown of how students in a district scored compared to grade-level expectations.

Linn District

ELA, 5th Through-Year Assessment

1

Achievement Summary



Average Scale Score: **349**

- Novice (250-294)
50 Students (11%)
- Partially Proficient (295-314)
100 Students (22%)
- Proficient (315-347)
177 Students (39%)
- Advanced (348-400)
127 Students (28%)

Organization

Montana

Reading Comprehension Results

Literary Text Reading Comprehension

Informational Text Reading Comprehension

2

School Achievement

Schools	Total Students	Achievement Distribution	Novice	Partially Proficient	Proficient	Advanced
School 1	65		7 (11%)	24 (37%)	24 (37%)	0 (0%)
School 2	72		30 (42%)	21 (29%)	12 (17%)	9 (12%)
School 3	68		9 (13%)	34 (50%)	15 (22%)	0 (0%)
School 4	67		5 (7%)	20 (30%)	24 (36%)	18 (27%)
School 5	58		0 (0%)	0 (0%)	0 (0%)	0 (0%)
School 6	68		4 (6%)	52 (77%)	0 (0%)	0 (0%)
School 7	56		8 (15%)	48 (85%)	0 (0%)	0 (0%)

2

School Achievement

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

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

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution
Beginning of Year - Informational	454	
Beginning of Year - Literary	454	
Middle of Year - Informational	454	
Middle of Year - Literary	454	

4

Reading Comprehension Results

What is it? Two average subscores that show how well the students in the district 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



District ELA Through-Year Report, Page 2

Linn District

ELA, 5th Through-Year Assessment

3

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution
End of Year - Informational	454	
End of Year - Literary	454	

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Performance Task

5

Performance Task Average Score

Dimensions	Total Students	0 Points	1 Point
Written Expression - Organization	454	132 (29%)	163 (36%)
Written Expression - Purpose / Development	454	50 (11%)	100 (22%)
Knowledge of Language and Conventions	454	95 (21%)	132 (29%)

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.

3

Testlet Performance

What is it? A summary breakdown of how the district 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 district level.

1. Achievement Summary

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

Average Scale Score

The average scale score summarizes a district'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 district.

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 district is to reaching or exceeding grade-level expectations.

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

Comparative Scores

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

2. School Achievement

The schools in the district are listed in the School Achievement section of the District Report. Beside each school's name there is a column that notes the total students in the school in grade-level. The Achievement Distribution provides a visual bar graph representation of the quantity 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 school who reached each respective achievement level. Finally, the average scale score for the school 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 district-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 school 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 District 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 district. By using performance bands across multiple testlets, district-level administrators can better understand when learning occurred, where the district showed consistent strengths, and where there is room for improvement.

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. District-level administrators can use the results in the following ways:

- **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 for the coming year.
- **Strategic Planning for the Year Ahead:** These reports provide a comprehensive view of student learning trends across the district. Superintendents can use this information to guide decisions on resource allocation, staffing, and instructional focus to drive sustained academic growth throughout the district.
- **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 testlet reports. This glossary is provided to aid in interpreting the data displayed on the district 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 district performance on a scale of 250 to 400. Used to determine the district'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 the ability of students in a district 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 district 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.

Schools – Lists the schools in the district, accompanied with 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.

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	342–400
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]