



New Meridian

# Interpretive Guide for MAST Testlet Reports

District Reports



The MAST testlet score reports are meant to be used with classroom observations and insights—including classroom assessments, instructional observations, and other forms of feedback—to think through the instructional supports that may help students. The information provided in these reports can be used to implement targeted interventions, inform decision-making for resource allocation, and evaluate program effectiveness.

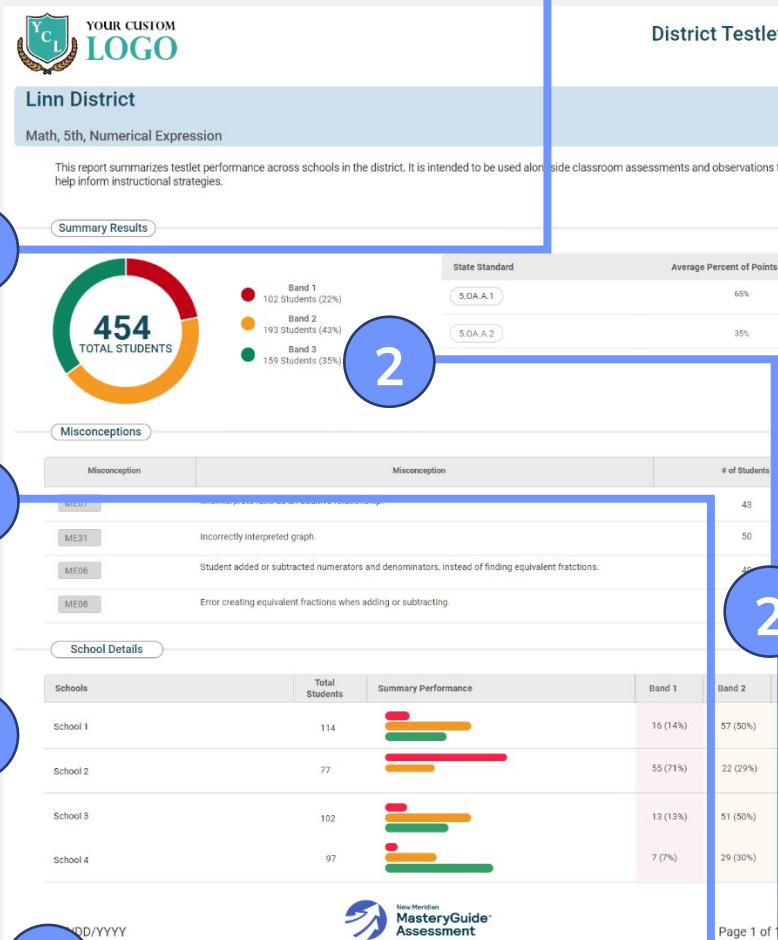
## General Guidelines

- ✓ **Each score report provides a snapshot of academic performance on a small set of standards.** Testlets are short, targeted assessments designed to provide timely and relevant academic feedback.
- ✓ **Score reports are meant to support professional judgment, not replace it.** Administrators should consider whether and how to integrate the results into program planning, as well as within collaborative panels.
- ✓ **Score reports should be considered alongside other information.** No single assessment can provide a complete picture of student performance, and the testlet reports are no exception.
- ✓ **Some score reports may be more useful than others since some testlets align better to instruction than others.** Some testlets may reflect material currently being taught or just recently taught, while others might assess content that was taught earlier. Administrators should keep this in mind when analyzing results in the context of resource allocation and program effectiveness.

## Annotated Score Reports

Score reports for math and ELA provide similar information about student performance at the district level. Both reports include overall performance band distribution. Math reports include **misconceptions** and **standards** information, while ELA reports provide an overview of school performance on **clusters** of standards. Both reports include data on school-level performance, and the math report includes misconceptions data for all students enrolled in each school within the district.

## District Math Testlet Report



1

### Summary Results

**What is it?** The distribution of student performance at the district level across the three performance bands. The bands are normative and compare a student's performance to other students in Montana who took a similar testlet.

**How does it help?** This normative data provides a snapshot of student performance across the three performance bands at the district level.

2

### Standards (Math Only)

**What is it?** The average percentage of points earned across students in the district for each assessed standard.

**How does it help?** Performance at the standard level supports identification of standards that may require additional instructional support.

3

### Misconceptions (Math Only)

**What is it?** The frequency of identified misunderstandings or common errors based on patterns of incorrect responses across students at the district level.

**How does it help?** Misconceptions help identify areas where students might be struggling in relation to a specific skill. This supports targeted instruction on a smaller group of skills.

4

### School Details

**What is it?** Each school in the district, total students per school within the grade level, and distribution of students across performance bands for each school.

**How does it help?** Performance band data can be used to identify overall performance trends and individual schools for targeted support to address learning gaps and promote student progress.

## District ELA Testlet Report

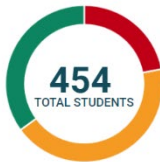


Linn District

ELA, 5th, Beginning of Year - Informational

This report summarizes testlet performance across schools in the district. It is intended to be used alongside classroom assessments and observations to help inform instructional strategies.

### Summary Results



### School Details

| Schools  | Total Students | Summary Performance   | Band 1   | Band 2   | Band 3   |
|----------|----------------|---|----------|----------|----------|
| School 1 | 114            |    | 16 (14%) | 55 (71%) | 22 (20%) |
| School 2 | 77             |    | 13 (13%) | 51 (50%) | 13 (17%) |
| School 3 | 102            |    | 7 (7%)   | 29 (30%) | 66 (63%) |
| School 4 | 97             |   | 0        | 0        | 0        |
| School 5 | 4              |  | 3 (6%)   | 36 (76%) | 1 (2%)   |
| School 6 | 47             |  | 2 (15%)  | 11 (85%) | 0        |

### School Details

**What is it?** Each school in the district, total students per school within a grade level, and the distribution of students across performance bands for each school.

**How does it help?** Performance band data can be used to identify overall performance trends and individual schools for targeted support to address learning gaps and promote student progress.

1

### Summary Results

**What is it?** The distribution of student performance at the district level across the three performance bands. The bands are normative and compare a student's performance to other students in Montana who took a similar testlet.

**How does it help?** This normative data provides a snapshot of student performance across the three performance bands at the district level.

2

### Clusters (ELA Only)

**What is it?** The average percentage of points earned on a group of related standards across students in the district.

**How does it help?** Performance on the clusters may show which areas students are excelling at or struggling with on a group of related standards.

## Summary Results

Performance is categorized into one of three bands. District performance is shown as the number and percentage of students who score in each band. These data provide an indication of overall student performance across a grade level within a district.

### Understanding Performance Bands

At the top of the report, the district's performance breakdown is displayed in a color-coded donut chart. Each performance band represents a percentile range that categorizes students into one of three levels, based on their performance relative to other students:

- **Band 3:** Students who scored in this band performed among the highest third of the students in the state who took a similar testlet.
- **Band 2:** Students who scored in this band performed among the middle third of the students in the state who took a similar testlet.
- **Band 1:** Students who scored in this band performed among 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 math school reports, this section also includes information about how students performed on each state standard assessed on the testlet. This is represented by the average percentage of points earned.

On ELA school reports, the average percentage of points earned is broken down by clusters of standards: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Knowledge of Language, and Vocabulary Acquisition and Use.

## Misconceptions (Math Only)

This section provides misconceptions—misunderstandings or common errors—based on a pattern of incorrect responses. Each entry provides a brief description of the misconception and the total number of students in the district who demonstrated that misconception.

Misconceptions are reported only if they are detected in a pattern of incorrect responses. Districts with no students who provide an identifiable pattern of incorrect responses will not have any misconceptions reported.

## School Details

The School Details section provides a high-level view of each school's performance. The table includes key information such as school name, total students in the grade level at the school, summary performance, and quantity and percentage breakdown of each performance band.

District administrators can use [Performance Band](#) and [Misconception](#) data (in math) alongside other information to identify overall performance trends and individual schools for targeted support to address learning gaps and promote student progress. By leveraging both performance levels and specific misconceptions, district administrators can better address unique school-specific needs, helping to support building-level administrators and teachers and ensuring that all students receive the appropriate level of support or challenge.

## Using the Results

The district score report provides a snapshot of a school's strengths and areas for growth at the district level. In coordination with other student information including student, classroom, and school MAST testlet reports, the MAST district testlet reports can be useful in planning best uses of intervention and support.

The results of one or more testlets can provide information to aid in implementing targeted interventions, informing decision-making for resource allocation, and evaluating program effectiveness. Although each district is unique, the sections that follow provides ways to pivot, based on careful consideration of testlet results and classroom information.

### Implementing Targeted Interventions

Analyze test scores to identify learning gaps and areas where students are struggling, whether at a district-wide or school-specific level. This data can help pinpoint specific skills within the math or ELA curricula that require additional focus. Based on this analysis, targeted interventions such as additional support staff, remedial programs, or differentiated instructional strategies can be implemented to address these learning gaps.

### Informing Decision-Making for Resource Allocation

By analyzing testing data, district administrators can make informed decisions about where to allocate resources. For example, if a particular school or grade level consistently performs poorly in math, administrators might decide to invest in math-focused

professional development for teachers, increase the number of math specialists, or purchase additional educational materials that support math instruction.

### **Evaluating Program Effectiveness**

District score reports can support monitoring the effectiveness of district-wide initiatives and instructional programs. By beginning to collect and evaluate testing data, administrators will be able to assess whether new strategies or curriculum changes are successful. For example, if a district implemented a new literacy program, testing data can help determine if student reading levels have improved, thereby guiding decisions about whether to continue, adjust, or expand the program.

## District Testlet Report Terms

These terms appear on district testlet reports. This glossary is provided to aid in interpreting the data displayed on the district testlet reports.

**Clusters** – Collections of ELA standards associated with related skills or concepts.

**Misconception** – A specific area of math misunderstanding based on the content and pattern in a student's incorrect responses.

**School** – Refers to a specific school within a district.

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

**Standards** – Shows the ratio of items correct out of the total number of questions primarily aligned to a standard.

**School Details** – The section of the district report that contains schools, total students, summary performance, and data by band.

**Summary Performance** – Used in school and district-level reports to show a graph of the three levels.

**Total Students** – The number of students in the school within a grade level.