



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 level 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

Testlet Description

What is it? The testlet title and description show the grade, subject, and focus, highlighting the key skills and content assessed.

How does it help? Provides context for how the testlet connects to instruction and grade-level standards.

Linn District

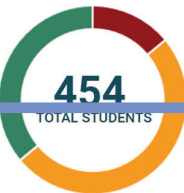


Math, 5th, Numerical Expression

1

In previous grades, students measured an object using two different length units and recognized that the count of the length units in grade 5, this understanding serves as a foundation for comparing unit fractions (i.e., length units). Students also compare fractions with the same denominator, leveraging their understanding that a fraction represents a count of parts of a given size. They also understand that the two fractions must refer to the same whole to generate a valid comparison.

Summary Results



2

Level 1
102 Students (22%)
Level 2
193 Students (43%)
Level 3
159 Students (35%)

3

State Standard

5.OA.A.1

5.OA.A.2

Summary Results

What is it? The distribution of student performance at the district level across the three performance levels. The levels are standards-referenced and are based on student performance relative to expectations for proficiency on grade-level content.

How does it help? This data provides a snapshot of student performance across the three performance levels in the classroom.

Misconceptions

| Misconception | Description |
|---------------|---|
| ME07 | Misinterprets ratio as an additive relationship. |
| ME31 | Incorrectly interpreted graph. |
| ME06 | Student added, subtracted numerators and denominators, instead of finding equivalent fractions. |
| ME08 | Error creating equivalent fractions when adding or subtracting. |

4

School Details

| Schools | Total Students | Summary Performance |
|----------|----------------|---------------------|
| School 1 | 114 | |
| School 2 | 77 | |
| School 3 | 102 | |
| School 4 | 97 | |

5

MM/DD/YYYY



3

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.

5

School Details

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

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


4

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? Helps identify areas where students might be struggling in relation to a specific skill. This supports targeted instruction on a smaller group of skills.

District ELA Testlet Report



District Testlet Report
Montana
2025-2026

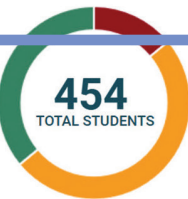
Linn District



ELA, 5th, Beginning of Year - Informational

This testlet includes a single informational passage with accessible language and structure. It is designed to measure reading and syntax within grade-level expectations. Standalone items support measurement of word meaning and sentence structure.

Summary Results



Level 1
102 Students (22%)

Level 2
193 Students (43%)

Level 3
159 Students (35%)

Clusters

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

Knowledge of Language

Vocabulary Acquisition








100%

100%

70%

80%


School Details

| Schools | Total Students | Summary Performance |
|----------|----------------|---|
| School 1 | 114 |  |
| School 2 | 77 |  |
| School 3 | 102 |  |
| School 4 | 97 |  |
| School 5 | 4 |  |
| School 6 | 47 |  |
| School 7 | 13 |  |

2 (15%) 11 (85%) 0

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

MM/DD/YYYY



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 levels for each school.

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

Testlet Description

What is it? The testlet title and description show the grade, subject, and focus, highlighting the key skills and content assessed.

How does it help? Provides context for how the testlet connects to instruction and grade-level standards.

Summary Results

What is it? The distribution of student performance at the school level across the three performance levels. The levels are standards-referenced and are based on student performance relative to expectations for proficiency on grade-level content.

How does it help? This data provides a snapshot of student performance across the three performance levels in the classroom.

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.

The testlet title and description provide important context for interpreting results. The title identifies the grade, subject, and focus of the testlet, while the description summarizes the content and skills being assessed. This information helps teachers and families understand the purpose of the testlet, how it may connect to prior learning, and how it supports the broader grade-level standards. By starting with this context, readers can better interpret the performance results that follow.

Summary Results

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

Understanding Performance Levels

At the top of the report, the district's performance breakdown is displayed in a color-coded donut chart. Each performance level indicates whether their performance is consistent with, near, or below grade-level expectations:

- **Level 3:** A student score in this level shows performance consistent with grade-level expectations for proficiency.
- **Level 2:** A student score in this level shows performance approaching proficiency, but not yet fully meeting grade-level expectations.
- **Level 1:** A student score in this level shows performance below grade-level expectations for proficiency.



During the 2024–2025 school year, **performance bands** were used to report testlet results. These bands compared a student's performance to that of other Montana students who took a similar testlet. Beginning in the 2025–2026 school year, bands have been replaced with **performance levels**.

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 level.

District administrators can use Performance Level 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 section that follows 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 collecting evaluating 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 Level – A categorization of student performance based on whether their work on a testlet is consistent with, near, or below grade-level expectations for proficiency.

Standards – Shows the percentage of items primarily aligned to the standard that are answered correctly.

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

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.