



New Meridian

# Interpretive Guide for MAST Progress Reports

Student Reports

The MAST student progress reports provide cumulative performance information based on a student's testlet results to date in the academic year. Unlike the through-year reports, which summarize end-of-year performance, these student progress reports show how a student's learning progresses as additional testlets are completed. Each progress report

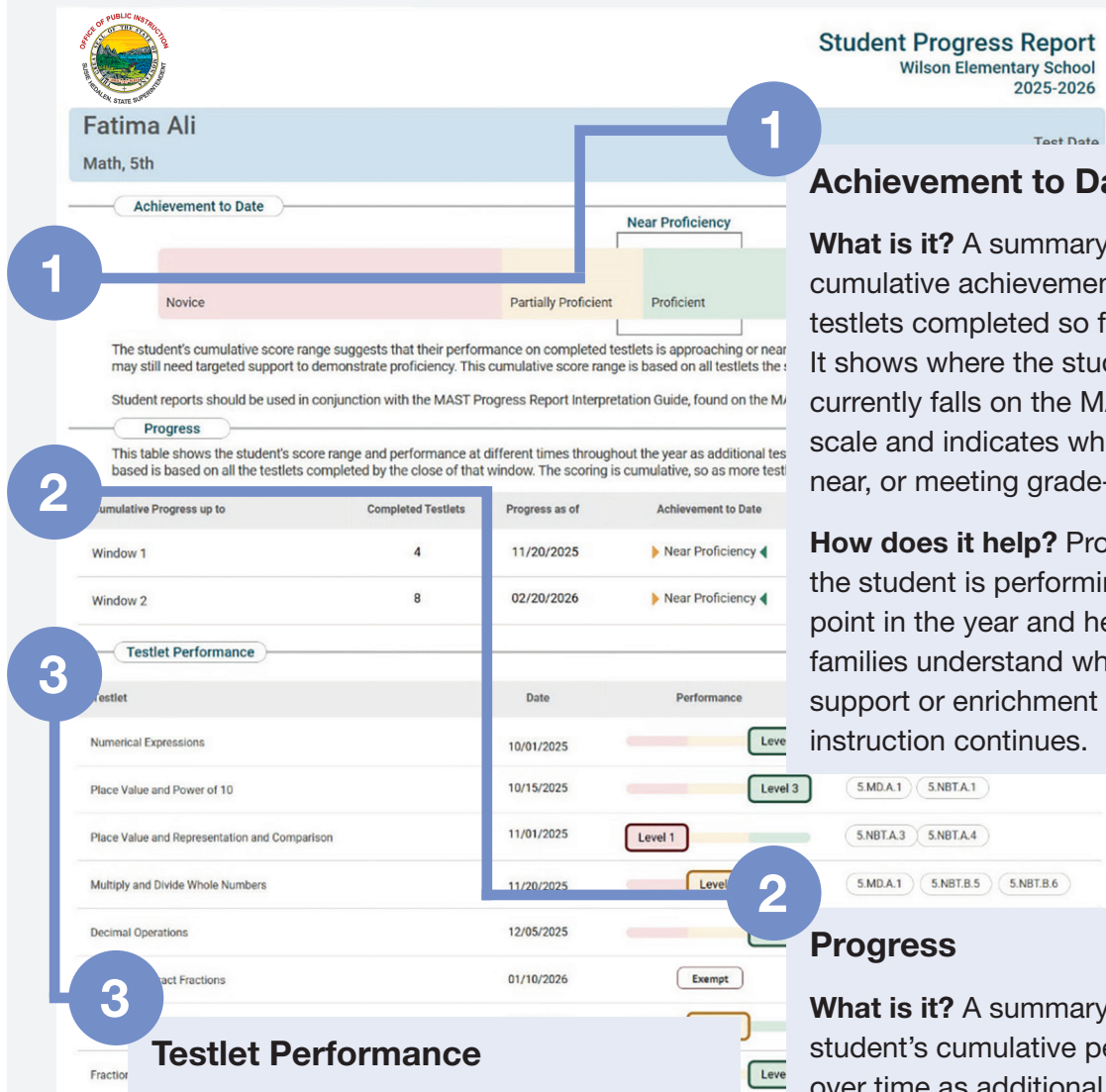
- ✓ **Summarizes results from all testlets completed to date.** This view provides an ongoing picture of a student's current academic performance and how it is developing throughout the year.
- ✓ **Provides an estimated range of performance.** This indicates whether the student's cumulative results are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

## Annotated Score Reports

The student progress reports provide a cumulative achievement range on the summative scale, based on all testlets completed to date. This range reflects measurement error and uncertainty in students' future performance on remaining testlets in the year. A 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.

Reports for ELA and mathematics include additional information about performance on individual testlets. For both subjects, results are shown using three performance levels that indicate how the student performed on each testlet, relative to grade-level expectations for proficiency.

## Student Math Progress Report



### Achievement to Date

**What is it?** A summary of a student's cumulative achievement range based on all testlets completed so far in the school year. It shows where the student's performance currently falls on the MAST achievement scale and indicates whether it is below, near, or meeting grade-level expectations.

**How does it help?** Provides a view of how the student is performing up to the current point in the year and helps educators and families understand whether additional support or enrichment may be needed as instruction continues.

### Progress

**What is it?** A summary of how the student's cumulative performance changes over time as additional testlets are completed. Each row represents a reporting window that shows achievement to date and how the score range has changed.

**How does it help?** Helps monitor changes and patterns in performance throughout the school year, showing whether a student's results are remaining steady, improving, or indicating areas where additional support may be needed.

### Testlet Performance

**What is it?** A detailed summary of how the student performed on each individual testlet completed so far. Each testlet is scored using three performance levels (Level 1, Level 2, and Level 3) that show how closely the student's results align with grade-level expectations for proficiency.

**How does it help?** Helps identify specific areas of strength and need.

## 1

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## 3

### Testlet Performance

Testlet	Date	Performance
Beginning of Year - Informational	10/01/2025	Level 1
Beginning of Year - Literary	10/15/2025	Level 1
Middle of Year - Informational	11/20/2025	Level 2
Middle of Year - Literary	12/05/2025	Level 2

## 4

### Performance Task

Dimensions	Date
Written Expression - Organization	11/01/2024
Written Expression - Purpose / Development	11/01/2024

## 4

**What is it?** A summary of how the student performed on the ELA performance task, which measures writing ability across three key dimensions. Each dimension contributes to the total performance task score, which is included in the student's cumulative achievement range.

**How does it help?** This section helps educators and families understand specific strengths and areas for improvement in writing. The dimension-level scores can guide instruction and help interpret how writing performance contributes to the student's overall progress toward proficiency.

## 3

**What is it?** A detailed summary of how the student performed on each individual testlet completed so far. Each testlet is scored using three performance levels (Level 1, Level 2, and Level 3) that show how closely the student's results align with grade-level expectations for proficiency.

**How does it help?** Helps identify specific areas of strength and need.

## 1. Achievement to Date

Each student progress report provides a cumulative achievement range on the summative scale, along with a progress level that describes a student's performance to date relative to grade-level expectations. The scale score range summarizes the student's performance based on the testlets completed and is displayed on the same color-coded scale used for through-year reports, where 250 is the lowest possible score and 400 is the highest possible score. The color-coded bar shows the score ranges that define each level of summative performance.

The cumulative achievement range reflects both student performance and the statistical uncertainty that results from having completed only part of the full year's testlets. The student's progress level is determined by whether that range is below, includes, or exceeds the scale 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 through-year performance level. The student progress report offers an early look at how students are performing against grade-level proficiency 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 student 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 individual assessment scores.

## Understanding Achievement Levels

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

Each category is defined by how the student's estimated score relates to one of the proficiency cut points noted below:

- **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:** The 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.

If a student has not completed enough testlets to calculate a valid cumulative score range, a progress level will not be reported, and that section of the report will remain blank. In these cases, the student report will still be generated and will include information for each completed testlet. To receive a cumulative score range, students must complete at least three testlets in mathematics or two testlets in ELA.

## 2. Progress

The Progress section of the report shows how a student's cumulative performance has changed as additional testlets are completed during the school year. Each row in the table represents a reporting window, summarizing the student's achievement to date based on all testlets completed by the end of that window.

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. This section helps educators and families see how performance evolves—whether a student’s results are improving, remaining stable, or indicating areas where additional support may be needed.

### 3. Testlet Performance

Testlet performance is categorized into three levels, providing a gauge of a student’s overall performance that aligns with grade-level expectations for proficiency.

#### Understanding Performance Levels

A student’s overall performance is categorized by whether their performance is consistent with, near, or below grade-level expectations.

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

In some cases, students may not receive a standard performance level for a testlet.

Testlets marked as **“Exempt”** indicate that the student was officially excused from taking that testlet, and no score was assigned. Exempt testlets are not included when calculating the student’s cumulative scale score range.

If a student was eligible and required to take a testlet but did not attempt it, the testlet is marked as **“Did Not Attempt.”** Testlets that were not attempted earn no credit but are included in the cumulative calculation to reflect that the student did not demonstrate understanding of the assessed content.

Taken together, the individual testlet results provide a progress-based view of student learning across the year. By reviewing performance across multiple testlets, educators and families can see where learning has occurred, identify consistent strengths, and recognize areas where additional support may be needed as instruction continues.



## 4. Performance Task

Student 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 the student's writing meets grade-level expectations.

In addition to the dimension-level results, the report provides an overall performance task score, which summarizes the student's writing performance on the task. This score contributes to the student's cumulative achievement range and offers a more complete picture of performance across both reading and writing components in ELA.

The performance task section is included only after the student has completed the performance task testlet.

### Recommendations for Use

The student progress report provides a cumulative summary of student learning 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 and families can use the results in the following ways:

- **Monitoring Change Over Time:** The student progress report allows educators and families to see how a student's cumulative performance changes as additional testlets are completed. Tracking shifts in the achievement range across windows helps identify whether a student's performance is improving, stabilizing, or showing areas that need renewed focus.
- **Identifying Strengths:** The report highlights areas where a student 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 can point to specific skills or concepts that may require additional instruction or practice. Teachers can use this information to plan targeted supports and provide timely interventions during the school year.
- **Informing Instructional Planning:** Because the results reflect performance across each content area and testlets administered so far, the Progress Report can help educators adjust pacing, differentiate, and plan for future instruction.



## Definitions

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

**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.

**Name** – Refers to student name.

**Performance Level** – A categorization of student performance based on whether the student's work on an individual testlet is consistent with, near, or below grade-level expectations for proficiency.

**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.

**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.

**Test Date** – The date of the assessment.