



New Meridian

# Interpretive Guide for MAST Progress Reports

## School Reports



The MAST school progress reports provide cumulative performance information based on a school's results from the testlets students have completed so far in the academic year. Unlike the through-year reports, which summarize end-of-year performance, the school progress reports show how students' learning within a school are progressing as additional testlets are completed. Each progress report:

- ✓ **Summarizes results from all testlets completed to date.** This view provides an ongoing picture of schoolwide academic performance and how it is evolving across the year.
- ✓ **Shows school progress toward proficiency.** The cumulative range of performance indicates whether students across the district are currently performing below, near, or meeting grade-level expectations for proficiency.
- ✓ **Highlights school-wide performance on individual testlets.** Detailed results help identify content areas and standards where students collectively demonstrate strength or may need additional support.

## Annotated Score Reports

The school progress reports display cumulative achievement data for both ELA and Mathematics based on all testlets completed to date. Each report includes the distribution of student performance across the three progress categories: Below Proficiency, Near Proficiency, and Meets or Exceeds Proficiency. These categories summarize how students across the district are currently progressing toward grade-level proficiency

Additional sections provide detailed information about school performance on individual testlets and key components of each subject area.

- In **Math**, each testlet result is displayed alongside the standards it assesses, showing how school performance aligns with grade-level expectations across content areas.
- In **ELA**, each testlet result is displayed alongside the standards it assesses, showing how school performance aligns with grade-level expectations across content areas, along with results from the ELA Performance Task once it has been completed.

Together, these components provide a view of how learning is progressing across the school throughout the school year and where focused instructional support may have the greatest impact.

## School Math Progress Report

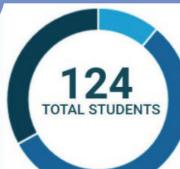


**Wilson Elementary School**

Math, 5th

Progress Summary

**1**

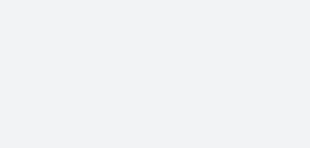
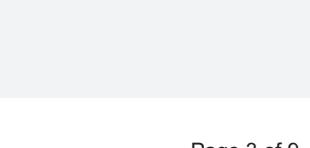


**124** TOTAL STUDENTS

Below Proficiency: 14 Students (11%)  
Near Proficiency: 69 Students (56%)  
Meets or Exceeds Proficiency: 41 Student (33%)

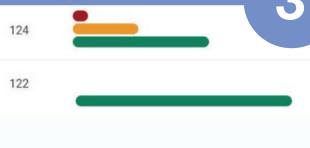
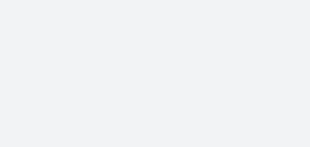
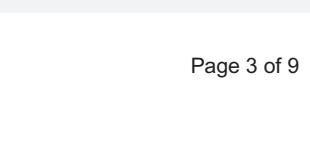
**2**

Classrooms

Classroom	Total Students	Estimated Achievement Distribution	Below Proficiency	On Track	Proficiency
Class 1 (Math)	19		2 (11%)	12 (63%)	5 (26%)
Class 2 (Math)	7		3 (43%)	3 (43%)	1 (14%)
Class 3 (Math)	32		4 (13%)	21 (66%)	7 (22%)
Class 4 (Math)	27		2 (7%)	19 (70%)	6 (23%)
Class 5 (Math)	9		0	9 (100%)	0 (0%)
Class 6 (Math)	17		1 (6%)	14 (82%)	2 (12%)
Class 7 (Math)	13		2 (15%)	10 (77%)	1 (8%)

**3**

Testlet

Testlet	Total Students	Testlet Performance Distribution
Numerical Expressions (5.OA.A.1) (5.OA.A.2)	124	
Place Value and Power of 10 (5.MD.A.1) (5.NBT.A.1)	124	
Place Value and Representation and Comparison (5.NBT.A.3) (5.NBT.A.4)	124	
Multiply and Divide Whole Numbers (5.MD.A.1) (5.NBT.B.5) (5.NBT.B.6)	124	
Decimal Operations (5.MD.A.1) (5.NBT.B.7)	122	

**School Progress Report**  
Linn District  
2025-2026

### Progress Summary

**What is it?** The distribution of student achievement to date, based on an estimated range of performance.

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

### Classroom Progress

**What is it?** An overview of each classroom's distribution of student achievement to date based on their estimated range of performance.

**How does it help?** This provides an early indication of through-year performance trends in student performance across classrooms.

### Testlet Performance

**What is it?** A summary breakdown of how the school performed on each individual testlet to date. Each testlet shows the performance breakdown by level.

**How does it help?** This provides a view of performance on specific topics and standards of strength and need at the school level.

School Progress Report Interpretation User Guide

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## School ELA Progress Report



### Wilson Elementary School

ELA, 5th

#### Progress Summary

1



Below Proficiency  
14 Students (11%)  
Near Proficiency  
69 Students (56%)  
Meets or Exceeds Proficiency  
41 Student (33%)

Organization	Below Proficiency
Montana	21%
Linn District	25%

1

#### Progress Summary

**What is it?** The distribution of student achievement to date based on an estimated range of performance.

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

2

#### Classroom Progress

Classrooms	Total Students	Estimated Achievement Distribution	Below Proficiency	Near Proficiency	Meets or Exceeds Proficiency
Class 1 (ELA)	19		2 (11%)	12 (63%)	5 (26%)
Class 2 (ELA)	7		0	5 (71%)	2 (29%)
Class 3 (ELA)	32		4 (13%)	0	26 (80%)
Class 4 (ELA)	27		2 (7%)	18 (67%)	8 (26%)
Class 5 (ELA)	9		0	0	9 (100%)
Class 6 (ELA)	17		1 (6%)	10 (59%)	6 (35%)
Class 7 (ELA)	13		2 (15%)	9 (69%)	2 (15%)

2

#### Classroom Progress

**What is it?** An overview of each classroom's distribution of student achievement to date based on their estimated range of performance.

**How does it help?** This provides an early indication of through-year performance trends in student performance across classrooms.

3

#### Testlet Performance

Testlet	Total Students	Testlet Performance Distribution
Beginning of Year - Informational	124	
Beginning of Year - Literary	124	
Middle of Year - Informational	124	
Middle of Year - Literary	124	

3

#### Testlet Performance

**What is it?** A summary breakdown of how the school performed on each individual testlet to date. Each testlet shows the performance breakdown by level.

**How does it help?** This provides a view of performance on specific topics and standards of strength and need at the school level.

MM/DD/YYYY



## School ELA Through-Year Report, Page 2


School Report

Linn District  
2025-2026

**Wilson Elementary School**

ELA, 5th

**Performance Task**

Dimensions	Total Students	Performance Task Average Score			
		0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	124	36 (29%)	45 (36%)	27 (22%)	26 (21%)
Written Expression - Purpose / Development	124	14 (11%)	27 (22%)	36 (29%)	62 (50%)
Knowledge of Language and Conventions	124	26 (21%)	36 (29%)	27 (22%)	62 (50%)

4
4

**Performance Task**

**What is it?** An extended writing assessment, scored across three dimensions: Organization, Purpose/Development, and Language and Conventions. The table includes the distribution of earned points within each dimension, and together they contribute to the school's average performance task score.

**How does it help?** The task offers a deeper look at students' writing skills across the school as demonstrated on the performance task.

MM/DD/YYYY


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## 1. Progress Summary

Each school progress report provides a cumulative summary of student learning across all testlets completed to date. The report displays the distribution of student performance across three progress categories: Below Proficiency, Near Proficiency, and Meets or Exceeds Proficiency. The progress summary shows the percentage and number of students in each category, offering a schoolwide view of how current performance compares to grade-level expectations. This information provides a view of how students across the school are progressing toward proficiency as instruction continues throughout the year.

This approach allows for meaningful interpretation of schoolwide progress over time. As additional testlets are completed, the distribution of students across progress categories may change, providing a clearer picture of school performance as the year progresses and helping identify trends that may inform instructional planning and resource allocation.

- The presence of multiple progress categories acknowledges that student learning is ongoing and that cumulative achievement may shift as more instruction occurs and additional testlets are completed.
- Progress data should be interpreted in context. Other sources of information, such as classroom-level data, classroom assessments, and teacher observations, should also be considered when evaluating student learning across the district.

### 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 progress report groups performance into three 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.

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.

On the school progress report, state and district 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. Classroom Progress

The Classroom Progress section of the report lists all classes in the grade level in the school. Beside each class's name, there is the number of students in the class, a visual representation of the estimated achievement distribution, and the numeric and percentage breakdown of performance to date, categorized into the three progress levels. The estimated achievement distribution provides a quick visualization of students' 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 progress level assignments may shift, 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 administrators a snapshot of the progress of their school to date.

## 3. Testlet Performance

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

Testlet Performance is categorized into three levels, providing a gauge of a school'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 school. By reviewing performance across multiple testlets, administrators can see when learning occurred, where a school showed consistent strengths, and how a curriculum or program may need bolstering.

## 4. Performance Task

School 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 school progress report, this section shows the breakdown of how many students in the school scored 0, 1, 2, and 3 points.

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

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

## Recommendations for Use

The progress report provides a cumulative summary of student learning within a school 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. Administrators can use the results in the following ways:

- **Monitoring Change Over Time:** The school report allows administrators to see how a grade level's cumulative performance changes as additional testlets are completed. This information can help with planning around resource allocation and instructional focus to ensure continued growth across the school year.

- **Identifying Schoolwide Strengths:** The report highlights areas where a school has demonstrated consistent or improving performance across multiple testlets. Recognizing these strengths can inform enrichment initiatives, curriculum decisions, and strategies that build academic confidence and engagement across the student body.
- **Spotting Areas for Schoolwide Support:** Patterns of lower or inconsistent performance can point to specific skills or concepts that may require additional instruction or practice. Administrators can use this information to support real-time planning, curriculum improvement, and instructional focus areas.
- **Supporting Collaborative Conversations:** Schoolwide data reports spark timely, data-driven conversations that can help refine instruction, strengthen or adjust current supports, and accelerate student progress within the school.

## Definitions

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

**Cumulative Scale Score Range** – The confidence range on the summative scale that describes a student’s cumulative performance to date, relative to grade-level expectations.

**Classrooms** – Lists the classes in the school, accompanied by the total number of students per class.

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

**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.

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

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

**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.