

# MAST Progress Levels Explained

MAST progress reports provide information about cumulative student performance throughout the year. Each student is assigned a progress level after windows 1 and 2, estimating achievement based on completed testlets. This document explains what each progress level means and how to interpret the achievement range shown on progress reports.

## What the Progress Level Represents

The progress level is not a prediction of where a student will finish at the end of the year. Instead, it provides a snapshot of what the student has demonstrated so far. The progress level is based on student performance on the portion of the grade-level content assessed to date. As coverage of the measured content increases, classification into progress levels becomes more precise.

The primary purpose of progress reporting is to identify if students are at high, moderate, or low risk of meeting proficiency requirements based on completed testlets. Progress reports provide early information that can be used to support students throughout the school year.

### **Below Proficiency: High Risk of Not Meeting Proficiency Requirements**

Students in the Below Proficiency progress level have an estimated cumulative achievement range that falls entirely below the score required for proficiency. Based on cumulative testlet scores to date, these students are at high risk of not reaching grade-level proficiency by the end of the year. Testlet performance details can help identify specific content areas where additional instructional support may be needed.

### **Near Proficiency: Moderate Risk of Not Meeting Proficiency Requirements**

Students in the Near Proficiency progress level have an estimated cumulative achievement range that includes the proficiency cut score. This level includes students who are likely proficient based on testlets completed. Students in this category represent a moderate risk of not meeting proficiency requirements.

The Classroom Progress Report allows teachers to view the achievement ranges for all students in a roster and observe how the ranges of students in the Near Proficiency category may differ. Some students' ranges may fall mostly above the proficiency cut score, while others may fall mostly below it, even though they share the same progress level placement.

Placement in the Near Proficiency progress level indicates that students are not yet secure in their demonstration of grade-level ability. While these students have likely demonstrated partial mastery of grade-level content, continued attention and support may be needed. As additional testlets are completed and the estimated achievement ranges become narrower, many students whose ranges currently fall mostly above the proficiency cut score early in the year may transition into the Meets or Exceeds Proficiency progress level if similar performances continue on future testlets.

## **Meets or Exceeds Proficiency: Low Risk of Not Meeting Proficiency Requirements**

Students in the Meets or Exceeds Proficiency progress level have an estimated cumulative achievement range that falls entirely above the score required for proficiency. These students demonstrated at or above proficiency expectations on completed testlets and have low risk of not meeting proficiency requirements at the end of the year. Continued strong performance requires ongoing engagement with grade-level content.

## **Using Progress Levels to Inform Instruction**

MAST progress levels are one data point among many that teachers can use to understand student learning. Students within the same progress level may have different strengths, misconceptions, and instructional needs. Progress level information can be especially helpful for identifying students at risk of not meeting grade-level proficiency by the end of the year. Combining progress report information, classroom evidence, and testlet-level results can help teachers make informed decisions about ongoing instruction.