

# Education Advocates: MAST Update Jan 2023

Samantha Walsh

MAST Project Manager



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# AGENDA

## I. Preparing for Window 2

- Reminders - Content and operation
- Collaborative Space

## II. Stakeholder Engagement

- Feedback Session
- Collaborative Space
  - Forum and Survey

# Preparing for Window 2

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# Preparing for Window 2

## Window 2: January 17th-31st

- This window begins and ends on a Tuesday, due to the holiday. Teachers will have two weeks to test.
- Extensions are available upon request
  - Extensions help accomplish maximum participation

# Content

## 2 ELA Testlets

- 12 Questions each
- Moderately complex informational and literary text

## 3 Math Testlets

- 8 Questions each
- 5th grade: Numerical Expressions, Whole number multiplication and division, and fraction addition and subtraction with unlike denominators
- 7th Grade: rational numbers addition & subtraction, rational numbers multiplication & division, and expressions.

# Collaboration space

The OPI has created a space for collaboration and support for teachers and administrators that are participating in MAST

- Hosted on the hub, educators are already familiar with this form and most use it often
- Participants can post on forums to ask for support from staff or collaborate with other participants

385 educators, administrators, and leaders have been added to the collaborative space

## Support Needed for January Testing Window

We've completed our first testing window and learned a lot throughout that process. As we prepare for the second testing window, we want to hear from you about what you need. Please answer the following questions:

1. What type of support do you need **before the testing window opens?**
2. What type of support do you need **when the testing window is open?**
3. What type of support do you need **once the testing window closes?**

Click the "Add a new Discussion Topic" button to begin.

# Changes made for Window 2

- Monitoring simplified
- Rostering adjustments

Assign Tests Manage Tests

Monitor - Math, Grade 5, Administration 1

Student Name	Overall Status	# Unanswered Items	Section 1			
			1	2	3	4
<input type="text"/>	Complete	0	●	●	●	
<input type="text"/>	Complete	0	●	●	●	
<input type="text"/>	Complete	0	●	●	●	

Page 1 of 1 10 per page 1-3 of 3 items

● - Answered, ● - Partially Answered, ○ - Unanswered, \*\* - Not Available

Refresh

# Stakeholder Engagement

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# Feedback Session

December 14th, 2022

Recording available on  
MAST webpage

1 hour session

- Discussion was encouraged and anonymous comments were collected live, in session

The screenshot displays a grid of feedback cards from a session. Each card has a title, a list of points, and an 'Add comment' button. Some cards also show a heart icon for likes and a speech bubble icon for replies.

- Testlet Administration Additional Positive Feedback**
  - 1. Accommodations were easy to input.
    - 1. Case managers however need access to input them to make sure it is all there and correct.
  - 2. Tools were really great when students could locate them.
  - 3. The overall test interface is much easier for students to understand and use.
  - 4. The questions felt more aligned with the standards which were nice to see.
  - 5. Overall, much better than SBAC.
- Testlet Administration Additional Negative Feedback**
  - Submitting tests**
    - Not allowing students to submit the test unless all questions are answered would be helpful
  - Anonymous 1mo**
    - I believe this is critical.
- Additional FAQ Request**
  - 1. Some of the content that was assessed has not yet been taught
    - 1. Some parts of the test were above or beyond the standard.
    - 2. Do we have the ability to choose what tests students are tested on during times of year?
- Score Report Support Request**
  - I would like a class overview of the scores, not just individual scores. Seeing a class overview would help me see a big picture of standards for which my students need more or less instruction.**
  - Anonymous 1mo**
    - This would be very beneficial!
- Window 2 Suggestions**
  - Will these testlets spiral? In other words, are the standards only tested once over the course of a year?**
  - These are two student suggestions about format and interface, and I realize they may be impossible! They wondered if there could be a Control F to find things in the texts. They are accustomed to using that elsewhere. Also, students thought (keeping in mind we use Chromebooks) that the text was too cramped and hard to see.**
- Overall**
  - A report that shows the percent of students that answered each question correct, not correct, partially correct, and didn't answer would be helpful to access for the entire grade level. I had to go through and pull this data on my own to get the numbers.

# Sample Score Report

## STUDENT REPORT:

GRADE: 5 Mathematics / STATE ID:

SCHOOL:

DISTRICT:

COMPLETION: November 2022



GRADE: 5 Place Value - Powers of Ten

This chart shows how your student performed on each question that appeared on the assessment. The Credit Earned column provides a symbol indicating whether the student received full, partial, or no credit for the question or that the question was not answered.

### Your Student's Results

**Key:** No Credit Earned Partial Credit Earned Full Credit Earned Question Unanswered

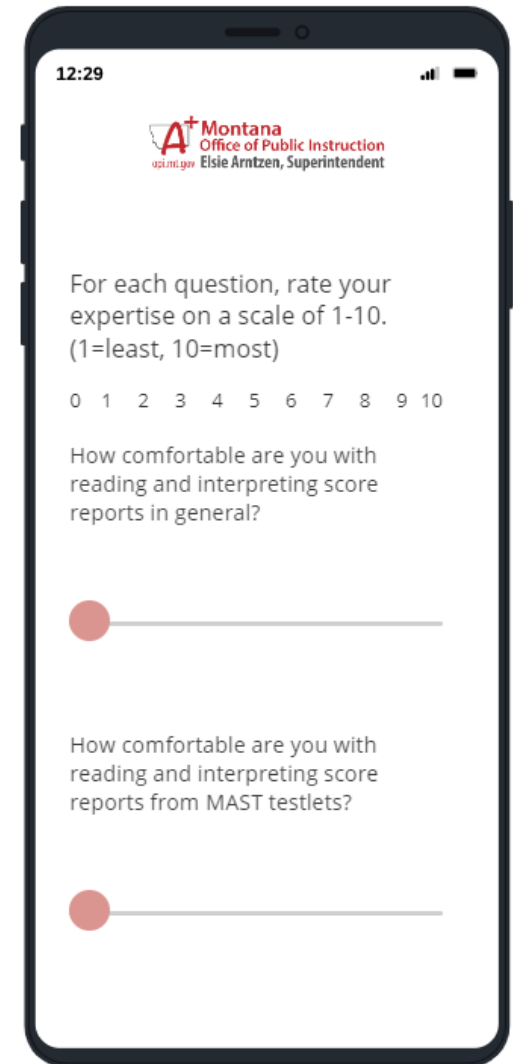
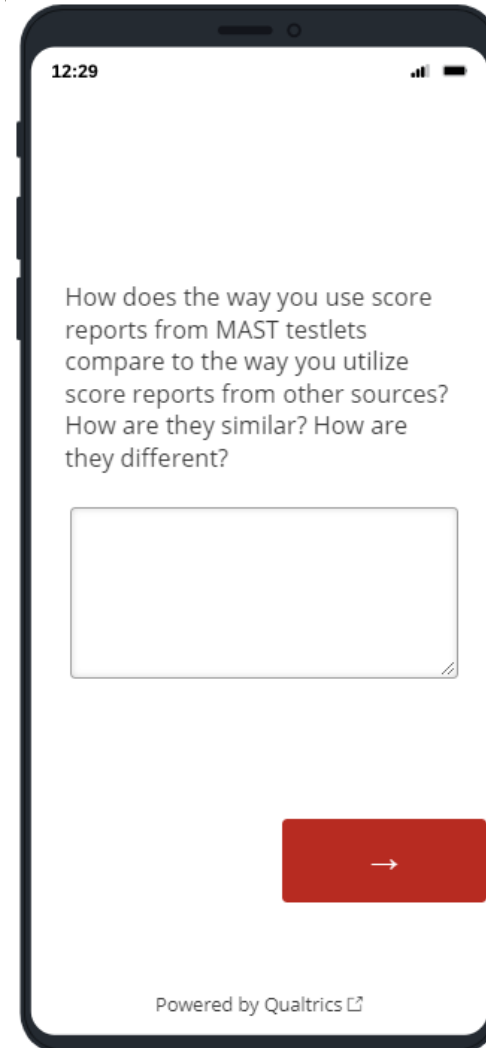
	Skill Description	CCSS Code	Credit
1	Understand the ten-to-one relationship between adjacent places in whole numbers	5.NBT.A.1	
2	Describe placement of decimal after multiplying by a power of 10	5.NBT.A.2	
3	Determine the value of a set of blocks when 1 is represented by a 10x10x10 cube	5.NBT.A.1	
4	Multiply a whole number by a power of 10 in exponential form	5.NBT.A.2	
5	Translate from a set of base 10 discs that use exponents to numeral form	5.NBT.A.2	
6	Translate from expanded form that uses exponential notation to numeral form	5.NBT.A.2	
7	Understand decimal placement when a number is multiplied or divided by 10 or 100	5.NBT.A.2	
8	Find equivalents to a decimal times a power of ten	5.NBT.A.2	



# Survey on Score Reports

Gathering information on interpretation and utilization of the score reports.

- How comfortable are you with reading and interpreting score reports in general?
- How comfortable are you with reading and interpreting score reports from MAST teslets?
- How does the way you use score reports from MAST teslets compare to the way you utilize score reports from other sources? How are they similar? How are they different?



Results pending

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What's next?



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# Upcoming Dates

January 31st - Window #2 closes

February 14th - Score Reports released for Window #2

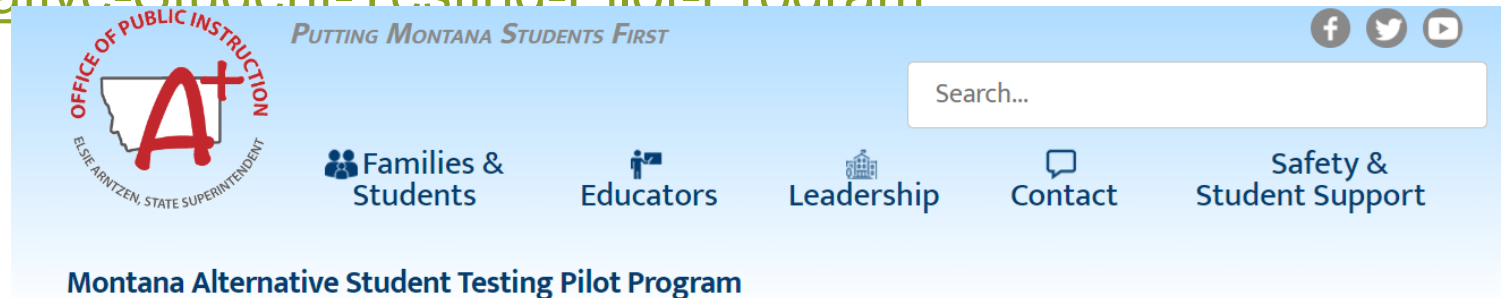
February 17th - Feedback Session #2

March 6th - Window #3 begins

April 17th - Window #4 begins

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<https://opi.mt.gov/Leadership/Assessment-Accountability/Montana-Alternative-Student-Testing-Pilot-Program>



## Welcome to the Montana Alternative Student Testing Pilot Program!

The Montana OPI is working to develop an improved assessment system that will accurately reflect the needs of our students, teachers, and administrators while providing useful flexibility in terms of test administration. The vision of the Montana Assessment Student Testing (MAST) Pilot is to implement “through year” assessments across the state that can eventually replace the traditional end-of-year state summative assessments and satisfy federal testing requirements.

The ultimate goal with the “**through year**” model is to support the formative instructional process that is closer to the local decisions required to support teaching and learning needs. Rather than a single end-of-year assessment, the test will be broken up over the course of the academic year.

The “**Through-Year Assessment**” design benefits students, teachers, parents, and administrators by providing actionable data at the beginning of the school year and by providing a meaningful model of student growth over the academic school year (i.e., with-in year so teachers can act as opposed to between years). Another goal for the design feature is to allow districts to **flexibly align testing with local scope and sequence** offering coherence with the taught curriculum.



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Thank you!



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