MONTANA ALIGNED TO STANDARDS THROUGH-YEAR

MAST Assessment
Instructional: Using Score Reports

ROLE-BASED SESSION: 1:00 - 1:40

PRESENTED BY:

MARIE JUDISCH - SENIOR MANAGER OF TEACHING AND LEARNING

AIMEE KONZEN - PROFESSIONAL LEARNING MANAGER

Session Norms

- This session will be interactive! Be prepared to discuss and engage with the group throughout the session

- This session will be a safe space for asking questions and honest discussion.

- Remain respectful, kind, and professional.

OFFICE OF PUBLIC INSTRUCTION
A+
ELSIE ARNTZEN, STATE SUPERINTENDENT

Session Focus

- **Engage with MAST Reports**

- **Instructional Structures and Routines**

- **Data-Driven Decision Making with MAST Score Reports**

Available Reports 2024-2025

Testlet Reports	Summative Reports
Student Testlet Report • *Available weekly* • *Serves as Parent Report as well*	**Student Summative Report** • *Available after Standard Setting, Summer 2025*
Classroom Testlet Report • *Available Weekly*	**Classroom Summative Report** • *Available after Standard Setting, Summer 2025*
School Testlet Report • *Available after last operational window, May 2025*	**School Summative Report** • *Available after Standard Setting, Summer 2025*
District Testlet Report • *Available after last operational window, May 2025*	**District Summative Report** • *Available after Standard Setting, Summer 2025*

OFFICE OF PUBLIC INSTRUCTION
A+
ELSIE ARNTZEN, STATE SUPERINTENDENT

Student Testlet Report MATH

Student Testlet Report

Fatima Ali (1111111111)
5th, Math, Numerical Expression

Test Date
09/15/2023

Performance

| Level 1 | **Level 2** | Level 3 |

The student is beginning to develop the skills needed to evaluate numeric expressions but has not yet shown consistent understanding in reading, writing, and interpreting these expressions.

While they are on the path to grasping the fundamental mathematical operations involved, additional support and targeted practice are necessary to reach full competency.

Focused instruction aimed at these areas will be crucial in helping the student meet the established mathematical standards.

Misconceptions

| ME06 | Student added or subtracted numerators and denominators, instead of finding equivalent fractions |
| ME08 | Error creating equivalent fractions when adding or subtracting |

Student Testlet Report MATH

Student Testlet Report

Fatima Ali (1111111111)
5th, Math, Numerical Expression

Test Date
09/15/2023

Performance

Level 1	Level 2	Level 3

The student is beginning to develop the skills needed to evaluate numeric expressions but has not yet shown consistent understanding in reading, writing, and interpreting these expressions.

While they are on the path to grasping the fundamental mathematical operations involved, additional support and targeted practice are necessary to reach full competency.

Focused instruction aimed at these areas will be crucial in helping the student meet the established mathematical standards.

Misconceptions

| ME06 | Student added or subtracted numerators and denominators, instead of finding equivalent fractions |
| ME08 | Error creating equivalent fractions when adding or subtracting |

Student Testlet Report MATH

Testlet Summary

Standards	Number Correct/Total Number of Items
5.OA.A.1	0 / 3
5.OA.A.2	3 / 5

Legend ⊘Correct ⊗Incorrect ◯Did Not Attempt

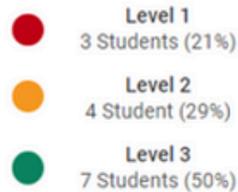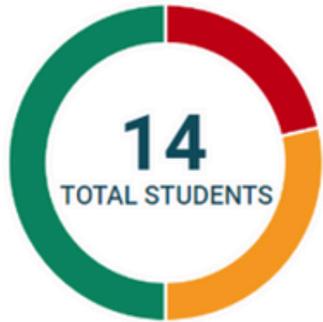| Question	Credit Earned	Standards
1. Evaluate expression w/ parentheses; whole numbers	⊗	5.OA.A.1
2. Evaluate expression w/ parentheses, order of operation; whole numbers and fractions	⊗	5.OA.A.1
3. Compare value of expressions w/and w/o parentheses, order of operations, whole numbers	⊗	5.OA.A.1
4. Write a verbal as numerical expression w/ parentheses; whole numbers	⊘	5.OA.A.2
5. Write a verbal as numerical expression w/ parentheses; whole numbers	◯	5.OA.A.2
6. Write a verbal as numerical expression w/ parentheses; interpret results; whole and decimal	⊘	5.OA.A.2

Classroom Testlet Report MATH

Tony Sullivan
Class 1 (Math)
Math, 5th, Numerical Expression

Summary Results

14 TOTAL STUDENTS

- Level 1 — 3 Students (21%)
- Level 2 — 4 Student (29%)
- Level 3 — 7 Students (50%)

State Standard	Average Percent
5.OA.A.1 5.OA.A.1.b	65%
5.OA.A.2	35%

Testlet Summary

Misconception	Misconception	# of Students
ME07	Misinterprets ratio as an additive relationship.	3
ME31	Incorrectly interpreted graph.	3
ME06	Student added or subtracted numerators and denominators, instead of finding equivalent fratctions.	2
ME08	Error creating equivalent fractions when adding or subtracting.	1

Student Details

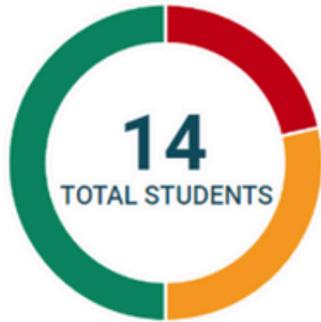| Student Name	Unique ID	Test Date	Performance Category	Misconceptions

Classroom Testlet Report MATH

Tony Sullivan
Class 1 (Math)
Math, 5th, Numerical Expression

Summary Results

14 TOTAL STUDENTS

- **Level 1** — 3 Students (21%)
- **Level 2** — 4 Student (29%)
- **Level 3** — 7 Students (50%)

State Standard		Average Percent
5.OA.A.1	5.OA.A.1.b	65%
5.OA.A.2		35%

Testlet Summary

Misconception	Misconception	# of Students
ME07	Misinterprets ratio as an additive relationship.	3
ME31	Incorrectly interpreted graph.	3
ME06	Student added or subtracted numerators and denominators, instead of finding equivalent fratctions.	2
ME08	Error creating equivalent fractions when adding or subtracting.	1

Student Details

Student Name	Unique ID	Test Date	Performance Category	Misconceptions

Student Testlet Report ELA

Fatima Ali (1111111111)

ELA, 5th, Beginning of Year - Informational

Performance

| Level 1 | Level 2 | Level 3 |

This student has a firm understanding of basic text complexity, which aligns with a solid grasp of the ELA standards.

They show proficiency in grammatical functions, and can effectively decipher domain-specific vocabulary and context.

The student is able to make sense of figurative language within texts, suggesting they are well-prepared for engaging with progressively complex ELA tasks.

Testlet Summary

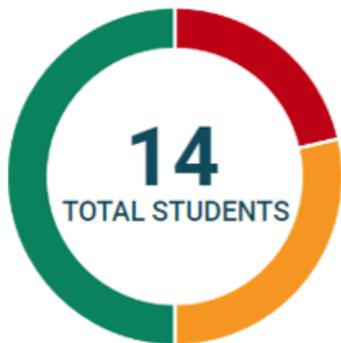| Clusters	Points Earned / Points Possible
Key Ideas and Details	3 / 5
Craft and Structure	2 / 2
Integration of Knowledge and Ideas	1 / 1
Knowledge of Language	7 / 10
Vocabulary Acquisition and Use	4 / 4

Classroom Testlet Report ELA
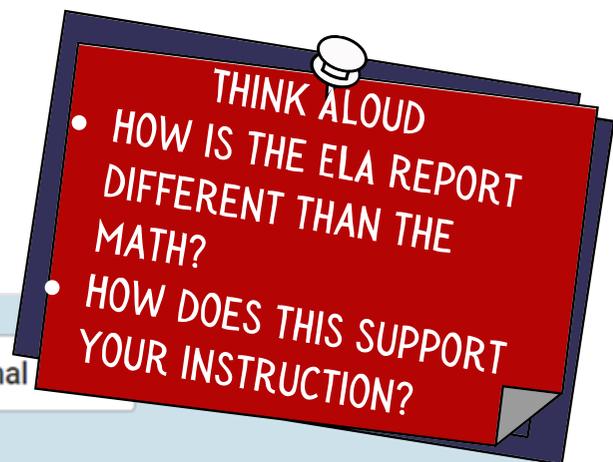
Tony Sullivan

My Classes*
Class 1 (ELA)

Testlet*
ELA, 5th, Beginning of Year - Informational

Summary Results

14 TOTAL STUDENTS

- **Level 1** — 3 Students (21%)
- **Level 2** — 4 Student (29%)
- **Level 3** — 7 Students (50%)

Clusters	Average Percent of Items Answered Correctly
Key Ideas and Details	60%
Craft and Structure	100%
Integration of Knowledge and Ideas	100%
Language	70%

Student Details

Student Name	Unique ID	Test Date	Performance Category
Fatima Ali	1111111111	09/16/2024	Level 2
Jackson Anderson	1212121212	09/16/2024	Level 1
Olivia Brown	1231231231	09/16/2024	Level 2

Instructional Routines
• Reporting Schedule

- Testlet reports are available the ***Thursday morning*** after testlet completion
    - Example 1: First Window Opens October 14, if you assess on the 14th - 18th, the student level report is available on the 24th
    - Example 2: If you assess on October 21-25, the student level report is available on the 31st
    - *Remember: Windows are 6 weeks long, 3-5 Math Testlets and 2 ELA, +1 ELA Performance Task in Window 2*

Week 1

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Week 2

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	

Instructional Routines

How can you structure your classroom routines during MAST windows?

4 Day Week

Week A

Monday	Tuesday	Wednesday	Thursday	Friday
Regular Instruction, Spiral Review	*Testlet, Regular Instruction*	*Regular Instruction, Spiral Review*	*Regular Instruction, Spiral Review*	*Regular Instruction, Spiral Review*

Week B

Monday	Tuesday	Wednesday	Thursday	Friday
Regular Instruction, Spiral Review	*Regular Instruction, Spiral Review*	*Regular Instruction, Spiral Review*	*Receive Testlet Report, Remediate/ Accelerate*	*Remediate, Accelerate, Regular Instruction*

Instructional Routines

- *What other ideas do you have to integrate MAST testlets into your classroom structures, schedules, and routines?*

- *Outloud or in the Chat:*
  - *What is ONE strategy you want to try out in your classroom in the first MAST window?*

Data Driven Instruction

- *What are some ways you can utilized the MAST data in your classroom immediately?*

- *What <u>other</u> data do you need to support remediation/acceleration?*

- *What instructional routines do you need to support students' continual growth while filling gaps?*

Communication

- *How will MAST Reports support communicating student progress with parents?*

- *What challenges do you anticipate when communicating with parents?*

- *How can MAST reports support school/grade level conversations?*

Potential

- *What excites you about the MAST reports and potential to utilize a summative assessment to guide instruction?*

- *What are you hoping to gain from the MAST assessments in general?*

- *How will you balance the weight of this and other assessments and their place in the classroom?*

- *What type of professional learning and further support do you believe you will need to meaningfully use MAST reports as a tool to guide instruction?*

We're here to help!

Need further support with using MAST reports to help guide instruction? Please don't hesitate to reach out!

- *Marie Judisch - marie.judisch@mt.gov*

- *Aimee Konzen - aimee.konzen@mt.gov*

Thank you!

opi.mt.gov