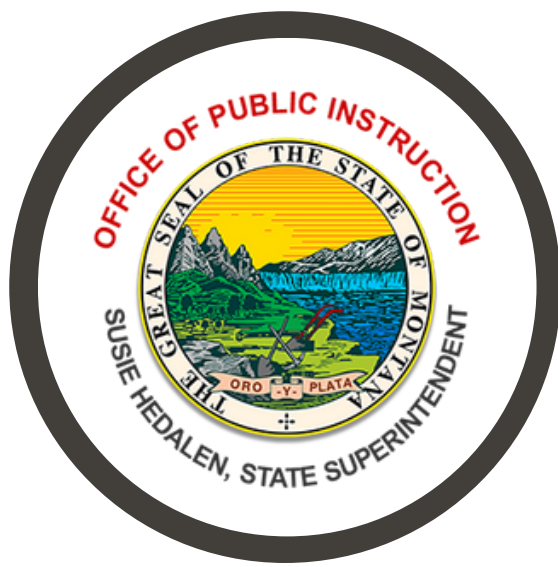


2025-2026



MONTANA OFFICE OF PUBLIC INSTRUCTION

PREPARING TO TEST SESSION 3

PRESENTED BY:

TRESSA GRAVELEY- ASSESSMENT SPECIALIST

ERIN DE GRAW- ASSESSMENT SPECIALIST

CEDAR ROSE - STATE ASSESSMENT DIRECTOR



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TROUBLESHOOTING



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NORMS

- Treat each other and other's opinions with respect
- Embrace new ideas and challenge ourselves: approach discussions with an open mind, ready to explore new ideas, strategies, and perspectives
- Recognize that MAST is our statewide standardized assessment





RECAP



2025–2026 TESTING OVERVIEW

	Window 1	Window 2	Window 3
	October 13 – December 5	January 12 – March 6	March 30 – May 22
	8 weeks	8 weeks	8 weeks
MATH	3–5 Testlets	3–5 Testlets	3–5 Testlets
			1 Anchor Test
ELA	2 BOY Testlets	2 MOY Testlets Performance Task	2 EOY Testlets

PREPARE STUDENT DEVICES

Kite Student Portal

Issue: Student testing tickets when logging in not working

- Have updates been made?

SY 25-26 Kite Student Portal Updates

- Chromebook: small update in Google Admin Console
 - Windows: *see Student Portal update document*
 - iPad: no changes
 - Mac: no changes
- Application information
 - ***Testlet*** Kite Student Portal **Version 21**



MAST PREPARATORY CHECKLIST

User Management

- Have users been deactivated, created, and activated?
- Have teacher roles been given to educators that will have students rostered directly to them?

Rostering

- Are **all** currently enrolled students rostered to a teacher in **both** math and ELA?
- *Student testlets not showing?* Check that student is rostered for both subject areas.

Entering Student PNPs

- For qualifying students, are all embedded and nonembedded accommodations and supports toggled on within each student's PNP?



MAST PREPARATORY CHECKLIST

Are Test Administrators Trained and Ready to Administer the MAST?

Prepared Test Administrators are able to...

- Ensure and Uphold Test Security
- Verify Student Rosters & Student PNPs
- Print Student Testing Tickets & DACs
- Prepare Students to Test
- Schedule Testlets Within Window
- Administer Testlets
- Monitor Testlet Completion
- Access & Share Student Score Reports

Modules to support these components can be found in the MAST for Educators PPTX, PDF, and Facilitator Guide.



KITE EDUCATOR PORTAL ACCESS



The screenshot displays the MAST Program Portal. At the top, the Montana Office of Public Instruction logo is on the left, and the text "MONTANA ALIGNED TO STANDARDS THROUGH-YEAR (MAST) PROGRAM PORTAL" is on the right. Below this, there are two main sections: "ABOUT THE PROGRAM" and "ANNOUNCEMENTS". The "ABOUT THE PROGRAM" section describes the MAST program as a series of short, standards-aligned math and ELA tests administered throughout the year, with the goal of providing timely and relevant feedback for teachers and students, as well as comparable summative data for education leaders. The "ANNOUNCEMENTS" section, titled "MAST Score Reports", states that during testing windows, testlet score reports for the MAST assessments that are completed and submitted between Monday and Friday will be available the following Thursday. It also notes that the performance task will be human-scored and that reports for these tasks will be released on March 6 and March 13, depending on when they were completed within Window 2. To assist with understanding these reports, Interpretive guides and overview videos can be found in the Score Reports section below.

Below the announcements, there are four main navigation categories, each with a list of links:

- SCORE REPORTS**
 - Classroom-Level Score Report Interpretive Guide
 - Student-Level Score Report Interpretive Guide
 - School Testlet Report Interpretive Guide
 - District Testlet Report Interpretive Guide
 - Classroom-level video
 - Student-level video
 - Kite Parent Portal One-Pager
- STANDARDS AND MANUALS**
 - MAST Accessibility Guide: 2024-2025 School Year
 - MAST Accommodations & Accessibility Crosswalk Document
 - MAST Test Administration Manual: 2024-2025 School Year
 - 2024-2025 User Management Quick Reference Guide
 - MAST Before Testing Tasks
 - Math Assessment Specifications
 - ELA Assessment Specifications
 - Kite Educator Portal Manual
 - Kite Student Portal Manual
- HELP DESK**
 - For all help desk inquiries please contact: kite-support@ku.edu
 - Kite Support Desk: (800) 277-6953, 7:30 a.m. – 4:00 p.m. MST
 - CPI Assessment Help Desk: CPIAssessmentHelpDesk@mt.gov (544) 567-2565
 - For content or test design queries please contact: mat@newmeridian.org
- MAST TRAININGS**
 - MAST Trainings
 - LIVE LISTENING / FEEDBACK SESSIONS
 - We have designed user feedback cycles throughout the school year to ensure continuous improvement of the MAST. These sessions will serve as an opportunity for users like you to share feedback, suggestions, and experiences to help us enhance the usability of the MAST. We value your input and encourage you to participate in these live listening/feedback sessions. Live listening/feedback sessions for MAST Through-Year participating districts:
 - *Please note that the [Zoom link](#) will be the same for all sessions.
 - 1. Window 1: December 4, 2024 @ 3:30-4:30 p.m.
 - 2. Window 2: February 26, 2025 @ 3:30-4:30 p.m.

At the bottom, there are two more categories: "SYSTEMS (TECH PLATFORMS)" and "KITE TRAINING VIDEOS".

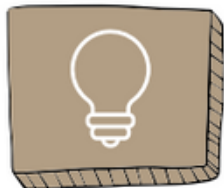
- SYSTEMS (TECH PLATFORMS)**
 - Kite® Student Practice Test Username: tech_demo Password: MA295
 - Kite Educator Portal
- KITE TRAINING VIDEOS**
 - Test Administrator (TA):
 - Authorized Representative (AR):
 - Parent Resources
 - System and Building Test

Access the Kite Educator Portal through the MAST Portal. Googling "Kite" and selecting from the search results may bring you to a different state's portal

Kite Educator Portal



PREPARING TO TEST



Schedule MAST Math Testlets

The MAST Scheduler Tool opens **August 4, 2025** and closes **Sept. 15, 2025**. District STCs gather scope and sequence from grade-level teachers to schedule testlets.

Resources

(found on [MAST Portal](#))

- [Scheduler Portal](#)
- [Scheduler Tool Manual](#)
- [MAST Scheduling Guide & FAQs for Test Coordinators](#)
- [Math & ELA Standards Blueprint](#)
- [Math & ELA Assessment Specifications](#)
- Scheduler Tool Focused Support [Video](#) and [Slides](#)



MAST

Montana Aligned to Standards Through-Year

Before Testing Tasks



User Management

District ARs and STCs have been assigned the District Test Coordinator (DTC) role. Districts/Schools create and maintain user accounts within the Kite Platform. *When adding teacher accounts, please use a unique value such as the teacher's SEID number or email in the Educator Identifier field.*

Resources

(found on [MAST Portal](#))

- [Kite Educator Portal Manual](#)
- [User Management Quick Reference Guide](#)
- User Management [Focused Support Video](#) and [Slides](#)



Rostering Students

After the OPI performs an initial student enrollment the beginning of **Sept. 2025**, districts can begin rostering students to teachers in the Kite Educator Portal. Initial rostering should be completed at least one week before the opening of each testing window.

Resources

(found on [MAST Portal](#))

- Kite Educator Portal Manual
- Rostering Focused Support [Video](#) and [Slides](#)



Entering Student PNPs

After the OPI performs an initial student enrollment the beginning of Sept. 2025, districts can begin entering student PNPs (accommodations) in the Kite Educator Portal. Initial entry of PNPs should be completed at least one week before the opening of each testing window.

Resources

(found on [MAST Portal](#))

- Kite Educator Portal Manual
- [MAST Accessibility Guide](#)
- Entering Student PNPs Focused Support [Video](#) and [Slides](#)



Professional Learning

- **Aug. 4th** MAST Scheduler Tool Training
- **Aug. 20th** MAST 4 Teachers
- **Sept. 4th** MAST Fall Summit 3:00 - 4:00 PM [Register HERE](#)
- **Oct. 1st, 8th, 15th** MAST Preparation Training 3:30 - 4:30 PM [Meeting Link](#)

MAST for Educators & Test Coordinators slide decks and facilitator guides are available on the [MAST Portal](#) under MAST Training Materials.

Scan QR code for PDF with active links



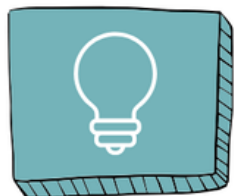
Prepare Student Testing Devices

[MAST Portal: Install Guides](#)
[Kite Student Portal Updates](#)
[MAST Training, Install Links, & Whitelisting Document](#)

Need Help? OPI Assessment Help Desk | OPIAssessmentHelpDesk@mt.gov | 1-844-867-2569

Click on the image to access linked resources.

PREPARING TEST ADMINISTRATORS



Scheduling MAST Testlets

Coordinate with STC or BTC to submit grade-level math testing schedules.

Resources (found on [MAST Portal](#))

- [MAST Scheduling Guide & FAQs for Test Coordinators](#)
- [Math Standards Blueprint](#)
- [Math Assessment Specifications](#)
- [ELA Standards Blueprint](#)
- [ELA Assessment Specifications](#)
- [MAST Testing Windows](#)

Professional Learning Opportunities



Preparing for MAST

To Do:

1. Test Security Training
2. Test Security Agreement in Kite
3. Watch Kite administration tutorial videos (HELP tab in Kite)
4. Schedule testlets within window
5. Verify student supports and accommodations are correctly set in student PNP summary
6. Check class rosters
7. Student Practice Tests

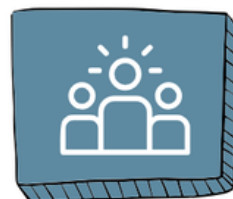
Resources (found on [MAST Portal](#))

- [Test Administration Manual](#) (with script)
- [Math and ELA Timing Document](#)
- ELA Performance Task rubrics
- [MontCAS Test Security Manual](#)
- MAST for Educators slide deck

MAST

Montana Aligned to Standards Through-Year

Educator Resources



Administration Best Practices & Strategies

Supporting students' progression through MAST testlets

Resources (found on [MAST Portal](#))

- [Math and ELA Timing Documents](#)
- MAST for Educators slide deck



Accessing & Using Score Reports

Resources (found on [MAST Portal](#))

- Classroom-Level Score Report [Interpretive Guide & Video](#)
- Student Score Report [Interpretive Guide & Video](#)
- MAST for Educators slide deck



Sharing Results with Students & Parents/Guardians

Sharing score reports with students and families to review data and set personal goals.

Resources (found on [MAST Portal](#))

- [Student Score Report Interpretive Guide](#)
- Parent One-Pager
- [Data Chats](#)



Need Help? OPI Assessment Help Desk | OPIAssessmentHelpDesk@mt.gov | 1-844-867-2569

Click on the image to access linked resources.

MAST ADMINISTRATION TASKS

TEST ADMINISTRATORS

The WHY: Successful administration of the MAST.

Before Testing

- Schedule Testlets
- Train & Prepare Staff
- Prepare Student Testing Devices
- Notify Families of Testing
- User Management
- Roster Students & Enter PNPs
- Print Student Tickets & DACs
- Prepare Students to Test

During Testing

- Administer Testlets
- Monitor Testlet Completion
- Make-Up Testing
- Access & Share Student Score Reports

After Testing

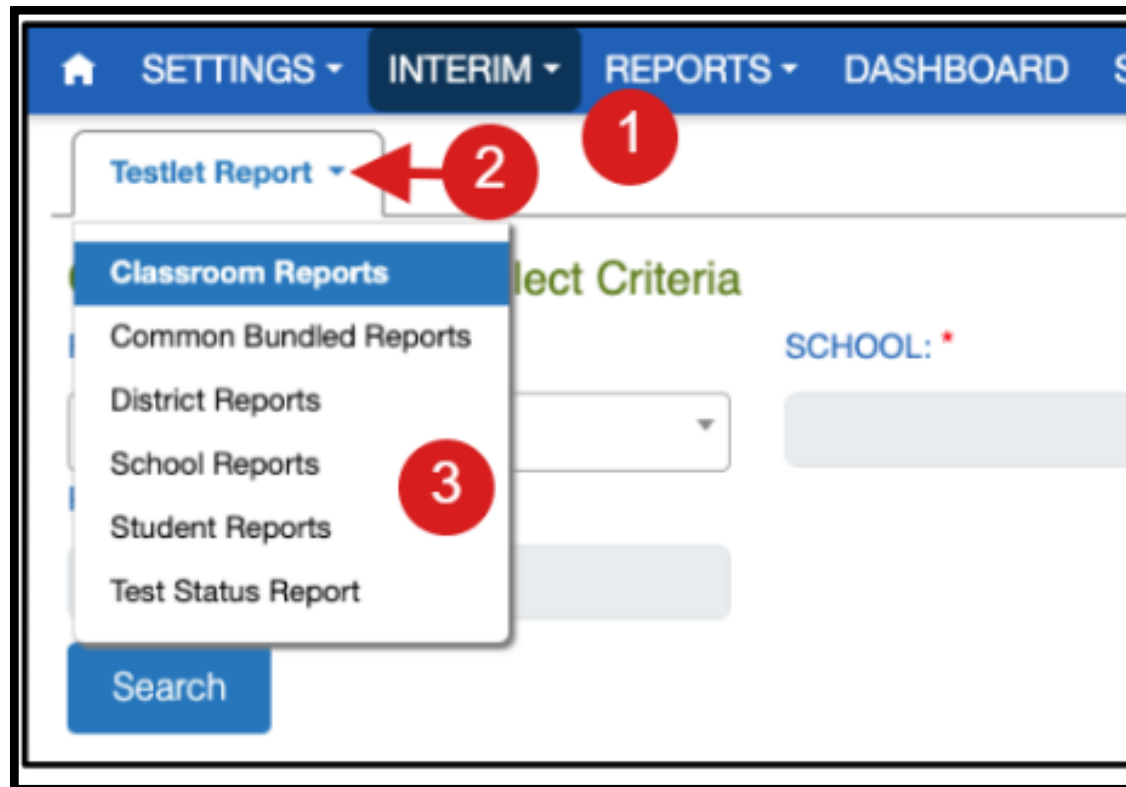
- Access & Share Student Score Reports
- Reflect on the successes and challenges of administration



ACCESS & SHARE SCORE REPORTS

Navigate to:

1. INTERIM > VIEW RESULTS.
2. Click on the dropdown menu for *Testlet Report*.
3. *Classroom Reports* is the default. Individual student reports and bundling options are available in the dropdown. Fill organization fields then select *Search*.



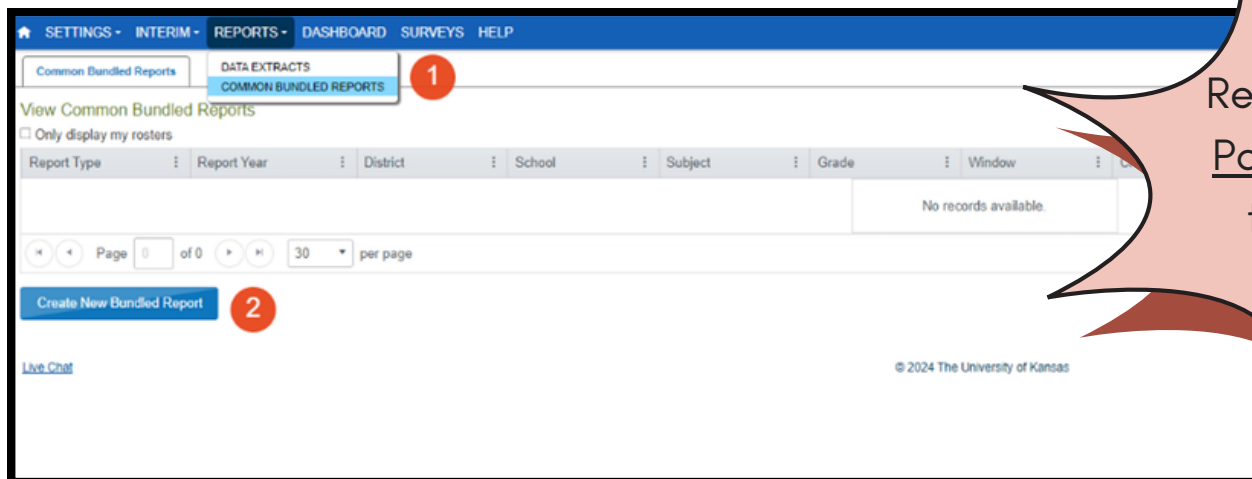
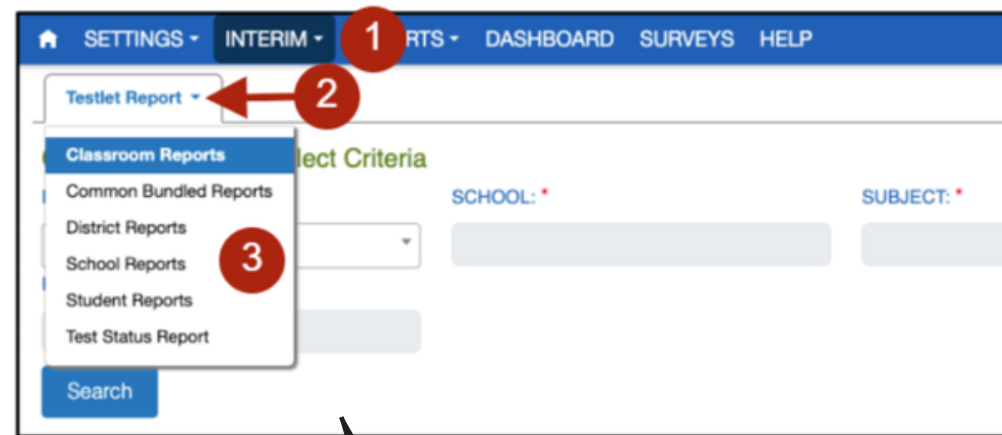
- Student score reports are available weekly during testing windows.
- ELA performance tasks are hand-scored. Reports will become available after the window.

BUNDLING SCORE REPORTS

Common bundled reports are PDF files that contain Individual Student Reports where a combination of subjects, grades, and test cycles can be selected and generated in one file. The reports can further be sorted by school, subject, grade, student last name, and test cycle.

All users can navigate to:

1. INTERIM > VIEW RESULTS
2. Click the dropdown arrow on the *Testlet Report* tab.
3. For student bundling, select Common Bundled Reports.



Refer to the Kite Educator Portal Manual (pg 26) for further instructions on bundling

Testlet Reports	Progress Reports	<u>Through-Year Reports</u>
Student Testlet Report - Available weekly - Following Thursday after week of administration - Shared in Kite Parent Portal with connected parents/guardians. Student Performance Task Testlet Report - Hand Scored, Two weeks after the close of Window 2	Student Progress Report Available at the end of Windows 1 and 2	Student Through-Year Report 2024-2025 available October 9, 2025 2025-2026 available TBD
Classroom Testlet Report - CSV & PDF Reports - Available Weekly	Classroom Progress Report Available at the end of Windows 1 and 2	Classroom Through-Year Report 2024-2025 available October 9, 2025 2025-2026 available TBD
School Testlet Report - CSV & PDF Reports - Available after each window	School Progress Report Available at the end of Windows 1 and 2	School Through-Year Report 2024-2025 available October 9, 2025 2025-2026 available TBD
District Testlet Report - PDF Available after each window - CSV Available after last window	District Progress Report Available at the end of Windows 1 and 2	District Through-Year Report 2024-2025 available October 9, 2025 2025-2026 available TBD



TESTLET-LEVEL REPORTS



INTERPRETATION OF REPORTS

2024–2025 Reports – Performance **BANDS** – Norm Referenced

Fatima Ali (1111111111)

Math, 3rd, Compare and Find Equivalent Fractions

Test Date
09/15/2023

This report summarizes student testlet performance. The information provided in this report should be interpreted along with other information such as student performance in the classroom on similar content and other demonstrations of academic progress.

Performance



The student's score was in Band 2. This means that they performed in the **middle third** of the students in the state who took a similar testlet.

The bands compare students to other students who previously completed a similar testlet.

Student reports should be used in conjunction with the MAST Student Report Interpretation Guide, found on the MAST portal.

The OPI recommends focusing on item, standard, and misconception information to understand student performance as related to the assessed content.

2025–2026 Reports – Performance **LEVELS** – Criterion Referenced



Math, 3rd, Compare and Find Equivalent Fractions

In previous grades, students measured an object using two different length units and recognized that the count of length units is inversely related to the size of the length unit. In grade 3, this understanding serves as a foundation for comparing unit fractions (i.e., length units on a number line model). Students also compare fractions with the same denominator, leveraging their understanding that a fraction represents a count of parts of a given size. They also understand that the two fractions must refer to the same whole to generate a valid comparison.

Performance



The student's score was in Level 2. This indicates that they demonstrated a partial understanding of the content and skills assessed in this testlet. Level 2 indicates that the student's performance on this testlet is near grade-level expectations for proficiency, but additional support may be necessary to achieve proficiency.

Indication of how student is demonstrating understanding when compared to grade-level expectations for proficiency

STUDENT TESTLET REPORTS – MATH

Student Testlet Report

Wilson Elementary School
2025-2026

Fatima Ali (1111111111)

Test Date
09/15/2025



Math, 3rd, Compare and Find Equivalent Fractions

In previous grades, students measured an object using two different length units and recognized that the count of length units is inversely related to the size of the length unit. In grade 3, this understanding serves as a foundation for comparing unit fractions (i.e., length units on a number line model). Students also compare fractions with the same denominator, leveraging their understanding that a fraction represents a count of parts of a given size. They also understand that the two fractions must refer to the same whole to generate a valid comparison.

Performance

Level 1

Level 2

Level 3

The student's score was in Level 2. This indicates that they demonstrated a partial understanding of the content and skills assessed in this testlet. Level 2 indicates that the student's performance on this testlet is near grade-level expectations for proficiency, but additional support may be necessary to achieve proficiency.

Student reports should be used in conjunction with the MAST Student Report Interpretation Guide, found on the MAST portal.

The OPI recommends focusing on item, standard, and misconception information to understand student performance as related to the assessed content.

Misconceptions

AG.2.a Incorrectly use substitution to evaluate an equation

Testlet Summary

Standards	Points Earned / Points Possible
3.NF.A.3	5 / 10

Indication of how student is demonstrating understanding when compared to grade-level expectations for proficiency

Based on answer selection patterns

STUDENT TESTLET REPORTS – MATH

Testlet Summary

Standards

3.NF.A.3

Points Earned / Points Possible

5 / 10

Legend

 Correct  Incorrect  Did Not Attempt

Question Description

Credit Earned

Standards

1.	This question evaluates students' understanding of sequences and series.		3.NF.A.3
2.	This question evaluates students' understanding of rounding numbers to the nearest ten.		3.NF.A.3
3.	This question addresses students' understanding of basic probability concepts.		3.NF.A.3
4.	This question evaluates students' understanding of coordinate planes and how to plot points.		3.NF.A.3
5.	This question assesses students' understanding of ratios and proportional relationships.		3.NF.A.3

CLASSROOM TESTLET REPORTS – MATH

Class 1 (Math)

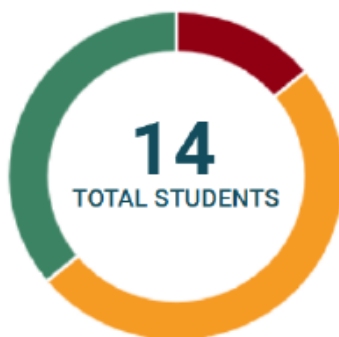
Tony Sullivan, Teacher 2, Proctor



Math, 3rd, Compare and Find Equivalent Fractions

In previous grades, students measured an object using two different length units and recognized that the count of length units is inversely related to the size of the length unit. In grade 3, this understanding serves as a foundation for comparing unit fractions (i.e., length units on a number line model). Students also compare fractions with the same denominator, leveraging their understanding that a fraction represents a count of parts of a given size. They also understand that the two fractions must refer to the same whole to generate a valid comparison.

Summary Results



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

State Standard	Average Percent of Points Earned
5.OA.A.1	65%
5.OA.A.2	35%

Misconceptions

Misconception	Description	# 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 fractions.	2
ME08	Error creating equivalent fractions when adding or subtracting.	1

SCHOOL TESTLET REPORTS – MATH

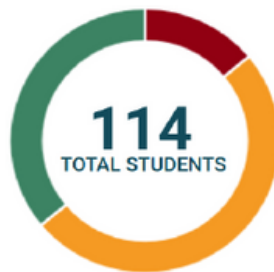
Available after the close of
each window for the
2025-2026 School Year



Math, 3rd, Compare and Find Equivalent Fractions

In previous grades, students measured an object using two different length units and recognized that the count of length units is inversely related to the length unit. In grade 3, this understanding serves as a foundation for comparing unit fractions (i.e., length units on a number line model). Students also compare fractions with the same denominator, leveraging their understanding that a fraction represents a count of parts of a given size. They also understand that the two fractions must refer to the same whole to generate a valid comparison.

Summary Results



- **Level 1**
16 Students (14%)
- **Level 2**
57 Students (50%)
- **Level 3**
41 Students (36%)

State Standard	Average Percent of Points Earned
5.OA.A.1	65%
5.OA.A.2	35%

Misconceptions

Misconception	Description	# of Students
ME07	Misinterprets ratio as an additive relationship.	43
ME31	Incorrectly interpreted graph.	50
ME06	Student added or subtracted numerators and denominators, instead of finding equivalent fractions.	40
ME08	Error creating equivalent fractions when adding or subtracting.	61

Classroom Details

Classrooms	Total Students	Summary Performance	Level 1	Level 2	Level 3
Class 1 (Math)	14		2 (14%)	7 (50%)	5 (36%)
Class 2 (Math)	7		5 (71%)	2 (29%)	0
Class 3 (Math)	32		4 (13%)	16 (50%)	12 (37%)

DISTRICT TESTLET REPORTS – MATH

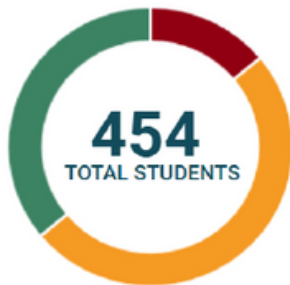
Available after the close of
each window for the
2025-2026 School Year



Math, 5th, Numerical Expression

In previous grades, students measured an object using two different length units and recognized that the count of length units is inversely related to the size of the length unit. In grade 3, this understanding serves as a foundation for comparing unit fractions (i.e., length units on a number line model). Students also compare fractions with the same denominator, leveraging their understanding that a fraction represents a count of parts of a given size. They also understand that the two fractions must refer to the same whole to generate a valid comparison.

Summary Results



- Level 1**
102 Students (22%)
- Level 2**
193 Students (43%)
- Level 3**
159 Students (35%)

State Standard	Average Percent of Points Earned
5.OA.A.1	65%
5.OA.A.2	35%

Misconceptions

Misconception	Description	# of Students
ME07	Misinterprets ratio as an additive relationship.	43
ME31	Incorrectly interpreted graph.	50
ME06	Student added or subtracted numerators and denominators, instead of finding equivalent fractions.	40
ME08	Error creating equivalent fractions when adding or subtracting.	61

School Details

Schools	Total Students	Summary Performance	Level 1	Level 2	Level 3
School 1	114		16 (14%)	57 (50%)	41 (36%)
School 2	77		55 (71%)	22 (29%)	0

STUDENT TESTLET REPORTS – ELA

Fatima Ali (1111111111)

Test Date
09/15/2025



ELA, 5th, Beginning of Year - Informational

This testlet includes a single informational passage with accessible language and structure. It is designed to measure early-year comprehension, vocabulary, and syntax within grade-level expectations. Standalone items support measurement of word meaning and sentence-level understanding alongside foundational comprehension of the text.

Performance

Level 1

Level 2

Level 3



The student's score was in Level 3. This indicates that they demonstrated a strong understanding of the content and skills assessed in this testlet. Level 3 indicates that the student's performance on this testlet is consistent with grade-level expectations for proficiency.

Student reports should be used in conjunction with the MAST Student Report Interpretation Guide, found on the MAST portal.

The OPI recommends focusing on item and standard information to understand student performance as related to the assessed content.

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



STUDENT TESTLET REPORTS – ELA

Legend  Correct  Partially Correct  Incorrect  Did Not Attempt

Question Description		Credit Earned	Standards
1.	Identifies the meaning of figurative language such as similes and metaphors		L.5.5
2.	Uses reference materials to determine the meaning of a word or phrase		L.5.4
3.	Determines the meaning of a general academic word or phrase in a text		RI.5.4
4.	Uses common Greek and Latin affixes and roots to determine the meaning of a word or phrase		L.5.4
5.	Uses relationships between words, like synonyms and antonyms, to determine the meanings of words		L.5.5

MM/DD/YYYY



Page 1 of 2

PERFORMANCE TASK REPORTS – ELA



Student Testlet Report Wilson Elementary School 2025-2026

Fatima Ali (1111111111)

Test Date
09/15/2025



ELA, 5th, Performance Task

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean euismod bibendum laoreet. Proin gravida dolor sit amet lacus accumsan et viverra justo commodo. Proin sodales pulvinar sic tempor. Sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Nam fermentum, nulla luctus pharetra vulputate, felis tellus mollis orci, sed rhoncus pronin sapien nunc accuan eget.

Testlet Summary

Performance Task Score 0  7 8

Dimensions	Score	Description
Written Expression - Organization	0 1 2 3	Response is consistently and clearly focused. Organization is purposeful and effective.
Written Expression - Purpose / Development	0 1 2 3	Response is appropriate to task, purpose, and audience, and provides effective development of ideas using clear reasoning and relevant, text-based support.
Knowledge of Language and Conventions	0 1 2	Response demonstrates command of conventions.

Performance Task scoring is based on the rubrics found on the [MAST Portal](#)

CLASSROOM TESTLET REPORTS – ELA

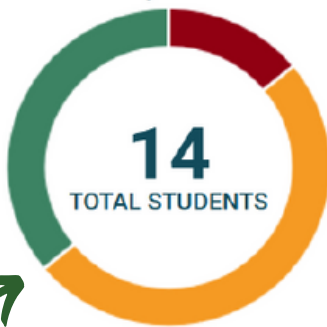


ELA, 5th, Beginning of Year - Informational

This testlet includes a single informational passage with accessible language and structure. It is designed to measure early-year comprehension, vocabulary, and syntax within grade-level expectations. Standalone items support measurement of word meaning and sentence-level understanding alongside foundational comprehension of the text.

Summary Results

Summary Results



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

Clusters	Average Percent of Points Earned
Key Ideas and Details	60%
Craft and Structure	100%
Integration of Knowledge and Ideas	100%
Knowledge of Language	70%
Vocabulary Acquisition and Use	80%

Student Details

Student Name	Student ID	Test Date	Performance Level
Ali, Fatima	1111111111	09/16/2025	Level 2
Anderson, Jackson	1212121212	09/16/2025	Level 1
Brown, Olivia	1231231231	09/16/2025	Level 2
Chen, Lila	1234123412	09/16/2025	Level 3

PERFORMANCE TASK REPORTS – ELA

Class 1 (ELA)

Tony Sullivan, Teacher 2, Proctor

14 TOTAL STUDENTS

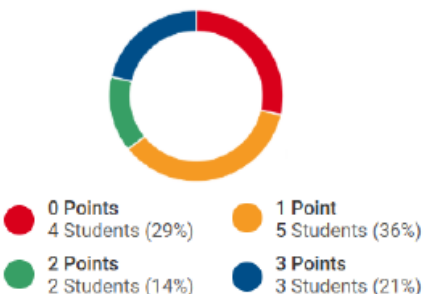


ELA, 5th, Performance Task

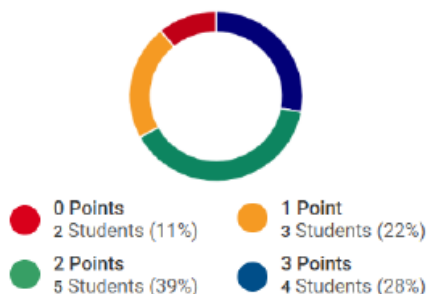
This testlet includes a single informational passage with accessible language and structure. It is designed to measure early-year comprehension, vocabulary, and syntax within grade-level expectations. Standalone items support measurement of word meaning and sentence-level understanding alongside foundational comprehension of the text.

Summary Results

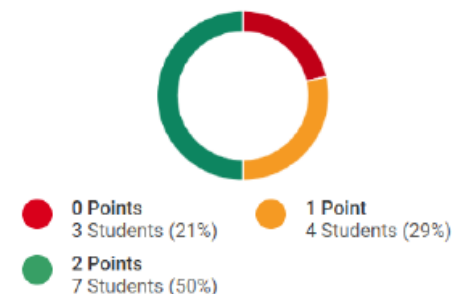
Written Expression - Organization



Written Expression - Purpose / Development



Knowledge of Language and Conventions



Student Details

Student Name	Student ID	Test Date	Total Score	Organization	Purpose/Development	Language and Conventions
Ali, Fatima	1111111111	09/16/2025	5 / 8	0 1 2 3	0 1 2 3	0 1 2
Anderson, Jackson	1212121212	09/16/2025	4 / 8	0 1 2 3	0 1 2 3	0 1 2
Brown, Olivia	1231231231	09/16/2025	4 / 8	0 1 2 3	0 1 2 3	0 1 2
Chen, Lila	1234123412	09/16/2025	1 / 8	0 1 2 3	0 1 2 3	0 1 2

SCHOOL TESTLET REPORTS – ELA

Available after the close of
each window for the
2025-2026 School Year

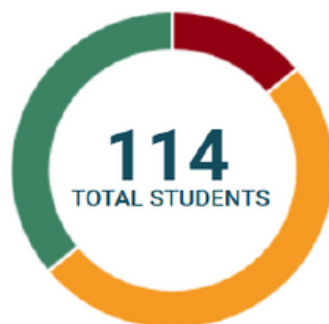
Wilson Elementary School



ELA, 5th, Beginning of Year - Informational

This testlet includes a single informational passage with accessible language and structure. It is designed to measure early-year comprehension, vocabulary, and syntax within grade-level expectations. Standalone items support measurement of word meaning and sentence-level understanding alongside foundational comprehension of the text.

Summary Results



- Level 1
16 Students (14%)
- Level 2
57 Students (50%)
- Level 3
41 Students (36%)

Clusters	Average Percent of Points Earned
Key Ideas and Details	60%
Craft and Structure	100%
Integration of Knowledge and Ideas	100%
Knowledge of Language	70%
Vocabulary Acquisition and Use	80%

Classroom Details

Classrooms	Total Students	Summary Performance	Level 1	Level 2	Level 3
Class 1 (ELA)	14		2 (14%)	7 (50%)	5 (36%)
Class 2 (ELA)	7		5 (71%)	2 (29%)	0
Class 3 (ELA)	32		4 (13%)	16 (50%)	12 (37%)

DISTRICT TESTLET REPORTS – ELA

Available after the close of
each window for the
2025-2026 School Year

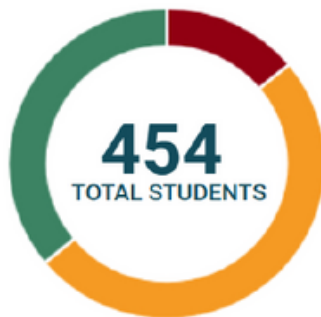
Linn District



ELA, 5th, Beginning of Year - Informational

This testlet includes a single informational passage with accessible language and structure. It is designed to measure early-year comprehension, vocabulary, and syntax within grade-level expectations. Standalone items support measurement of word meaning and sentence-level understanding alongside foundational comprehension of the text.

Summary Results



- Level 1
102 Students (22%)
- Level 2
193 Students (43%)
- Level 3
159 Students (35%)

Clusters	Average Percent of Points Earned
Key Ideas and Details	60%
Craft and Structure	100%
Integration of Knowledge and Ideas	100%
Knowledge of Language	70%
Vocabulary Acquisition and Use	80%

School Details

Schools	Total Students	Summary Performance	Level 1	Level 2	Level 3
School 1	114		16 (14%)	57 (50%)	41 (36%)
School 2	77		55 (71%)	22 (29%)	0
School 3	102		13 (13%)	51 (50%)	38 (37%)

PROGRESS REPORTS (AFTER WINDOW 1)



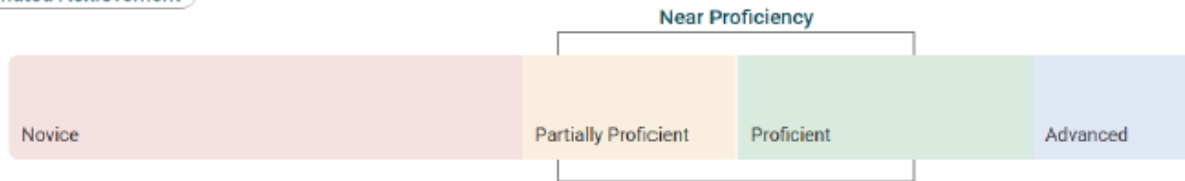
New for
2025-2026

Student Progress Re
Wilson Elementary S
2025

Fatima Ali

Math, 5th

Estimated Achievement



The student's estimated score range suggests that their performance on completed testlets is approaching or near grade-level expectations for proficiency, but they may still need targeted support to demonstrate proficiency. Student reports should be used in conjunction with the MAST Progress Report Interpretation Guide, found on the MAST portal.

Progress

This table shows the student's projected end-of-year score range and performance at different times throughout the year as additional testlets are completed. As testlets are completed, the confidence range may narrow.

Window	Completed Testlets	Progress as of	Projected Achievement
Window 1	4	11/20/2025	▶ Near Proficiency ◀

Testlet Performance

Testlet	Date	Performance	Standards
Numerical Expressions	10/01/2025	Level 3	5.OA.A.1 5.OA.A.2
Place Value and Power of 10	10/15/2025	Level 3	5.MD.A.1 5.NBT.A.1
Place Value and Representation and Comparison	11/01/2025	Level 1	5.NBT.A.3 5.NBT.A.4
Multiply and Divide Whole Numbers	11/20/2025	Level 2	5.MD.A.1 5.NBT.B.5 5.NBT.B.

Predicted summative performance range in relation to the summative achievement categories

Identified by one of three categories (below, near, or meets or exceeds proficiency).

Projected end-of-year achievement updates as more testlets are completed, highlighting the changes across assessment windows

Each completed testlet with its date and performance level

PROGRESS REPORTS (AFTER WINDOW 2)



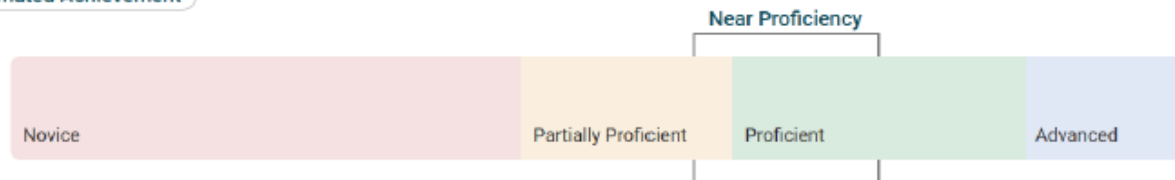
Student Progress Report Wilson Elementary School 2025-2026

Fatima Ali

Math, 5th

Test Date
11/25/2025

Estimated Achievement



The student's estimated score range suggests that their performance on completed testlets is approaching or near grade-level expectations for proficiency, but they may still need targeted support to demonstrate proficiency. Student reports should be used in conjunction with the MAST Progress Report Interpretation Guide, found on the MAST portal.

Progress

This table shows the student's projected end-of-year score range and performance at different times throughout the year as additional testlets are completed. As more testlets are completed, the confidence range may narrow.

Window	Completed Testlets	Progress as of	Projected Achievement	
Window 1	4	11/20/2025	▶ Near Proficiency ◀	
Window 2	8	02/20/2026	▶ Near Proficiency ◀	

Compare the window 1 and 2 student reports to see how the range changes

Testlet Performance

Testlet	Date	Performance	Standards
Numerical Expressions	10/01/2025	Level 3	5.OA.A.1 5.OA.A.2
Place Value and Power of 10	10/15/2025	Level 3	5.MD.A.1 5.NBT.A.1
Place Value and Representation and Comparison	11/01/2025	Level 1	5.NBT.A.3 5.NBT.A.4



THROUGH-YEAR (SUMMATIVE) REPORTS



STUDENT THROUGH-YEAR REPORT

MATH

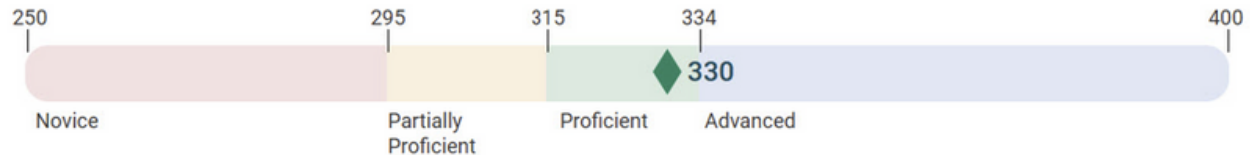
Fatima Ali

Math, 5th Through-Year Assessment

Overall Achievement

Scale Score

330
Proficient
Achievement Level



This student's scale score was in the Proficient range.

A student who performed at this level met grade-level expectations in this subject. The student has demonstrated the required knowledge, skills, and practices necessary for future coursework in this content area.

Your child's score is an estimate of their current level of achievement. If your student were to complete the full MAST assessment again, without any additional learning, their scale score might vary by ± 4 points. Such variation is expected and occurs with all measurements.

Testlet Performance

Testlet	Date	Performance	Standards
Numerical Expressions	10/01/2024	Band 3	5.OA.A.1 5.OA.A.2
Place Value and Power of 10	10/15/2024	Band 3	5.MD.A.1 5.NBT.A.1
Place Value and Representation and Comparison	11/01/2024	Band 1	5.NBT.A.3 5.NBT.A.4
Multiply and Divide Whole Numbers	11/20/2024	Band 2	5.MD.A.1 5.NBT.B.5 5.NBT.B.6
Decimal Operations	12/05/2024	Band 3	5.MD.A.1 5.NBT.B.7

STUDENT THROUGH-YEAR REPORT

ELA

Fatima Ali

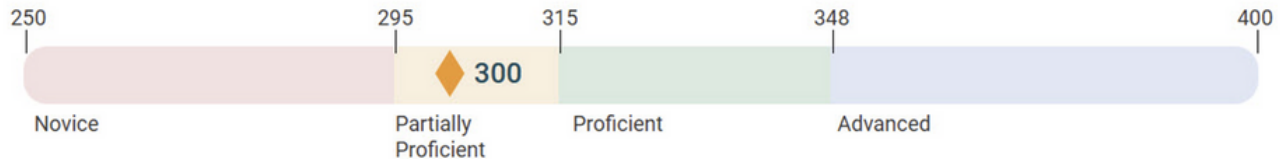
ELA, 5th Through-Year Assessment

Overall Achievement

Scale Score

300

Partially Proficient
Achievement Level



This student's scale score was in the Partially Proficient range.

A student who performed at this level partially met grade-level expectations in this subject and needs support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.

Your child's score is an estimate of their current level of achievement. If your student were to complete the full MAST assessment again, without any additional learning, their scale score might vary by ± 5 points. Such variation is expected and occurs with all measurements.

Reading Comprehension Results

Reading Area	Subscore
Literary Text Reading Comprehension	20  90
Informational Text Reading Comprehension	20  90

Subscores reflect performance in specific reading areas across the year: Literary Text Reading Comprehension is a measure of the ability to analyze literary texts, while Informational Text Reading Comprehension is a measure of the ability to analyze informational texts. A higher subscore in one area indicates a higher performance in that area. These subscores can help identify a student's relative strengths and weaknesses but are not directly comparable to each other or their overall ELA performance.

STUDENT THROUGH-YEAR REPORT

ELA

Testlet Performance

Testlet	Date	Performance
Beginning of Year - Informational	10/01/2024	Band 1
Beginning of Year - Literary	10/15/2024	Band 3
Middle of Year - Informational	11/20/2024	Band 2
Middle of Year - Literary	12/05/2024	Band 3
End of Year - Informational	02/01/2025	Band 2
End of Year - Literary	02/20/2025	Band 3

Performance Task

Performance Task Score 0  8

Dimensions	Date	Score
Written Expression - Organization	11/01/2024	0 1 2 3
Written Expression - Purpose / Development	11/01/2024	0 1 2 3
Knowledge of Language and Conventions	11/01/2024	0 1 2

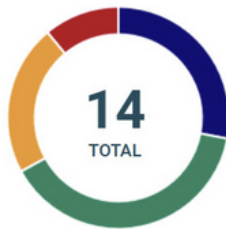
CLASSROOM THROUGH-YEAR REPORT

ELA

Class 1 (ELA)

Tony Sullivan, Teacher 2, Proctor
ELA, 5th Through-Year Assessment

Achievement Summary



Average Scale Score: **335**

- Novice (250-294)
4 Students (29%)
- Partially Proficient (295-314)
5 Students (36%)
- Proficient (315-347)
2 Students (14%)
- Advanced (348-400)
3 Students (21%)

Organization	Average Scale Score
Montana	325
Linn District	340
Wilson Elementary School	332

Reading Comprehension Results	Average Subscore
Literary Text Reading Comprehension	50
Informational Text Reading Comprehension	58

Student Achievement

Student Name	Student ID	Scale Score	Achievement Level
Fatima Ali	111111111	300	Partially Proficient
Jackson Anderson	1212121212	335	Advanced
Olivia Brown	1231231231	342	Proficient
Lila Chen	1234123412	305	Novice
Noah Davis	1234512345	340	Novice
Rachul Desal	1234561234	345	Partially Proficient

Summary of all student achievement in the class, state, district, & school averages, subscore average

Achievement level and scale scores of all students in the class

CLASSROOM THROUGH-YEAR REPORT

ELA

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Band 1	Band 2	Band 3
Beginning of Year - Informational	18		3 (14%)	9 (50%)	6 (36%)
Beginning of Year - Literary	18		13 (71%)	5 (29%)	0
Middle of Year - Informational	17		1 (7%)	5 (30%)	11 (63%)
Middle of Year - Literary	18		0	0	18 (100%)
End of Year - Informational	18		1 (6%)	14 (76%)	3 (18%)
End of Year - Literary	18		3 (15%)	15 (85%)	0

Performance Task

Performance Task Average Score					0	4.7
Dimensions	Total Students	0 Points	1 Point	2 Points	3 Points	
Written Expression - Organization	18	5 (29%)	6 (36%)	3 (14%)	4 (21%)	
Written Expression - Purpose / Development	18	2 (11%)	4 (22%)	7 (39%)	5 (28%)	
Knowledge of Language and Conventions	18	4 (21%)	5 (29%)	9 (50%)		

Summary of testlet performance across the class including ELA Writing Performance Task

SCHOOL & DISTRICT MATH THROUGH-YEAR REPORT



School Report
Linn District
2024-2025

Wilson Elementary School

Math, 5th Through-Year Assessment

Summary Results



Average Scale Score: 332

- Did Not Meet
14 Students (11%)
- Approaching
27 Students (22%)
- Meets
48 Students (39%)
- Exceeds
35 Students (28%)

Organization	Average Scale Score
Montana	325
Linn District	340

Classroom Details

Classrooms	Total Students	Summary Performance	Did Not Meet	Approaching	Meets	Exceeds	Average Scale Score
Class 1 (Math)	19		2 (11%)	7 (37%)	5 (26%)	5 (26%)	1560
Class 2 (Math)	7		3 (42%)	2 (29%)	0	2 (29%)	1540
Class 3 (Math)	32		4 (13%)	16 (50%)	12 (37%)	0	1545
Class 4 (Math)	27		2 (7%)	8 (30%)	17 (63%)	0	1555
Class 5 (Math)	9		0	0	4 (44%)	5 (56%)	1583
Class 6 (Math)	17		1 (6%)	13 (76%)	3 (18%)	0	1550
Class 7 (Math)	13		2 (15%)	11 (85%)	0	0	1535



School Report
Linn District
2024-2025

Wilson Elementary School

ELA, 5th Through-Year Assessment

Testlet Results

Testlet	Total Students	Test Performance Distribution	Legend			Standards
			Band 1	Band 2	Band 3	
Numerical Expressions	124		17 (14%)	62 (50%)	45 (36%)	5.OA.A.1 5.OA.A.2
Place Value and Power of 10	124		88 (71%)	36 (29%)	0	5.MD.A.1 5.NBT.A.1
Place Value and Representation and Comparison	124		17 (14%)	62 (50%)	45 (36%)	5.NBT.A.3 5.NBT.A.4
Multiply and Divide Whole Numbers	124		9 (7%)	37 (30%)	78 (63%)	5.MD.A.1 5.NBT.B.5 5.NBT.B.6
Decimal Operations	124		0	0	124 (100%)	5.MD.A.1 5.NBT.B.7
Add and Subtract Fractions	123		7 (6%)	94 (76%)	22 (18%)	5.MD.B.2 5.NF.A.1
Fraction Multiplication	124		2 (15%)	12 (85%)	0	5.MD.B.2 5.NF.B.4 5.NF.B.5
Fraction Division	124		17 (14%)	62 (50%)	45 (36%)	5.MD.B.2 5.NF.B.3
Measurement	124		88 (71%)	36 (29%)	0	5.MD.C.5
Volume	124		17 (14%)	62 (50%)	45 (36%)	5.MD.C.3 5.MD.C.4
Coordinate Plane	124		9 (7%)	37 (30%)	78 (63%)	5.G.A.1 5.G.A.2 5.OA.B.3
Two-Dimensional Shapes	124		17 (14%)	62 (50%)	45 (36%)	5.G.B.3

School & District ELA Through-Year Report



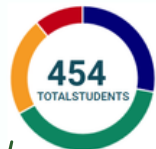
YOUR CUSTOM
LOGO

District Report
Montana
2024-2025

Linn District

ELA, 5th Through-Year Assessment

Summary Results



Average Scale Score: 349

Organization	Average Scale Score
Montana	325
Reading Area	Average Subscore
Literary Text Reading Comprehension	50
Informational Text Reading Comprehension	58

School Details

Schools	Total Students	Summary Performance	Did Not Meet	Approaching	Meets	Exceeds	Average Scale Score
School 1	65		7 (11%)	24 (37%)	17 (26%)	17 (26%)	1560
School 2	72		30 (42%)	21 (29%)	0	21 (29%)	1540
School 3	68		9 (13%)	34 (50%)	25 (37%)	0	1545
School 4	67		5 (7%)	20 (30%)	42 (63%)	0	1555
School 5	58		0	0	26 (44%)	32 (56%)	1583
School 6	68		4 (6%)	52 (76%)	12 (18%)	0	1550
School 7	56		8 (15%)	48 (85%)	0	0	1535

Testlet Results

Testlet	Total Students	Test Performance Distribution	Band 1	Band 2	Band 3
Beginning of Year - Informational	454		64 (14%)	227 (50%)	163 (36%)
Beginning of Year - Literary	454		322 (71%)	132 (29%)	0
Middle of Year - Informational	454		32 (7%)	136 (30%)	286 (63%)
Middle of Year - Literary	454		0	0	454 (100%)

MM/DD/YYYY



Page 1 of 2

PAGE BREAK



YOUR CUSTOM
LOGO

District Report
Montana
2024-2025

Linn District

ELA, 5th Through-Year Assessment

Testlet Results

Testlet	Total Students	Test Performance Distribution	Band 1	Band 2	Band 3
End of Year - Informational	454		27 (6%)	345 (76%)	82 (18%)
End of Year - Literary	454		68 (15%)	386 (85%)	0

Performance Task Average Score 0 6.1 8

Domain	Total Students	0 Points	1 Point	2 Points	3 Points
Written Expression - Organization	454	132 (29%)	163 (36%)	64 (14%)	95 (21%)
Written Expression - Purpose / Development	454	50 (11%)	100 (22%)	177 (39%)	127 (28%)
Knowledge of Language and Conventions	454	95 (21%)	132 (29%)	227 (50%)	

MM/DD/YYYY



Page 2 of 2



SHARING STUDENT RESULTS



Sharing Data with Families

Why do individual student testlet score reports need to be distributed to families?

Sharing student score reports with parents/guardians helps support student learning and success in the classroom. It's important to help parents and families understand data and encourage them to talk with their student about strengths and areas of growth.



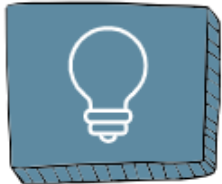
Sharing Data with Families

What results need to be shared for the MAST?

- **Student Testlet Results** (*throughout the year*)
 - Parent Testlet Score Report Parent Template Letter
 - Interpretive Guide & Video
 - Possible Methods: Kite Parent Portal, hard copy, utilize new Progress Reports
- **Student Through-Year Summative Results** (*end of year*)
 - Through-Year Score Report Parent Template Letter
 - Interpretive Guide & Overview
 - Required Methods: hard copy, save copy in student cumulative file



ACCESS & SHARE SCORE REPORTS



MAST Overview

The MAST assessment is Montana's statewide assessment students take in Grades 3-8 for Math and English Language Arts. The MAST is a "through year" assessment that satisfies federal testing requirements and better aligns assessment with instruction.

Statewide assessments provide only one measure of student learning, but when combined with grades, classroom activities, unit quizzes and tests, and district-level assessments, statewide assessments can complete the picture of a child's abilities and help him/her down a path toward academic success in reaching Montana's Content Standards.

Resources

- [Six Things Stakeholders Should Know About Participation and Testing in Montana](#)



Accessing Your Child(ren)'s MAST Score Reports

Student reports are available weekly after completion of each testlet within window. If your child's district has set up the Kite Parent Portal, you will be able to access individual testlet results by logging into the Kite Parent Portal with the email address you have on file with the school.

Resources

(found on [MAST Portal](#))

- [Parent Portal Manual & Tutorial](#)
- [Kite Parent Portal](#) log in page

MAST

Montana Aligned to Standards Through-Year

Parent Resources



Understanding MAST Score Reports

Each score report provides a snapshot of academic performance on a small set of related standards. Score reports should be considered alongside other information.

Resources

(found on [MAST Portal](#))

- [Student Interpretive Guide](#)
- [Math](#) and [ELA](#) Blueprint documents
- [Math](#) and [ELA](#) Assessment Specifications



Talking to my child about their MAST results

Talking about your child's score report helps support student learning and success in the classroom. It's important to understand your child's data and talk with your child about their strengths and areas of growth.

- What do you think you did well?
- What would you like to improve?
- Goals/next steps



Thank you for supporting your child in their learning.

Please reach out to your child's school if you have more questions

MAST Testing Windows

The actual number of testlets your child(ren) takes each testing window will be contingent on your district's local curriculum sequence.



Click on image to access live links

SHARING DATA WITH FAMILIES

1. What is the **Kite Parent Portal**?

The Kite Parent Portal is part of the Kite Suite that connects parents/guardians to their child(ren)'s individual **testlet** results within year. The student-parent connection is completed by a building or district-level user.

2. Why use the **Kite Parent Portal**?

Parents/Guardians receive timely and relevant feedback regarding how their child(ren) are performing on grade-level standards. Student reports are available weekly after completion of each **testlet** within window. Each score report provides a snapshot of academic performance on a small set of related standards. Score reports are considered alongside other information to better understand their child(ren)'s learning. Talking about a child's score report helps support student learning and success in the classroom.

3. How to use the **Kite Parent Portal**?

Resources such as the Parent Portal Manual and Parent Portal URL can be found in the **MAST Parent One-Pager** to help support families in accessing and utilizing MAST student results.



SETTING UP THE KITE PARENT PORTAL

The screenshot shows the Kite Indicator Portal interface. At the top left is the Kite logo. A blue navigation bar contains links for SETTINGS, INTERIM, REPORTS, DASHBOARD, and HELP. Below this is a tabbed interface with 'View Parent', 'Upload Parent', and 'Parent' tabs. The 'Upload Parent' tab is active. The main content area is titled 'Upload Parent: Select Criteria' and contains three dropdown menus: 'STATE' (set to Montana), 'DISTRICT' (set to Select), and 'SCHOOL' (set to Select). A red note below the dropdowns states: 'Note: Files that contain blank lines or empty records will result in incomplete processing of the uploaded file.' Below the note is a 'File:' label with a blue question mark icon. A red arrow points from callout 3 to this icon. To the right of the 'File:' label is a large grey 'Select File' button. To the right of the 'Select File' button is a blue 'Upload' button. Below these buttons is a table with two columns: 'Uploaded' and 'Status'. At the bottom of the page is a pagination bar showing 'Page 0 of 0'.

1 Kite Indicator Portal

2 Upload Parent

Upload Parent: Select Criteria

STATE: Montana DISTRICT: Select SCHOOL: Select

Note: Files that contain blank lines or empty records will result in incomplete processing of the uploaded file.

File: ?

Select File Upload

Uploaded	Status
----------	--------

Page 0 of 0

Download the **Parent Upload Template** by clicking on the blue question mark. An ad hoc report can be generated out of Infinite Campus to help populate this template file (see Parent Portal Focused Support Video).



KITE PARENT PORTAL

FIELDS IN THE STUDENT-PARENT CONNECTION TEMPLATE FILE

Col.	Column Title	Description	Acceptable Values
A*	Parent_Email	The parent's email address. Note: One email per line. Note: One parent email can be connected to more than one student with multiple lines.	Alphanumeric
B*	State_Student_Identifier	The student's State Student Identifier. Note: For building/school uploads, the student must be enrolled in Educator Portal	Alphanumeric
C*	District_Identifier	The district's organization ID. (Ex: D1001) Note: School ID cannot be used in place of District ID. Note: Find the District ID in Educator Portal > Settings > Organization > Parent Organization column.	Alphanumeric
D	Electronic_Opt_In	Yes or No. (If blank, default is No) Note: Currently, this field has no functionality. In future development, this field will allow electronic-opt-in selection to reduce the quantity of reports generated in bundled reports.	Alphanumeric

*Indicates this field is required.

Column A: **Parent Email.**

Column B: **Student State Identifier**

Column C: **District Identifier** (Can be found in Settings > Organization. Use the number associated with district organization.)

Column D: **Electronic Opt-In** (Not required.)



SETTING UP THE KITE PARENT PORTAL

Common Troubleshooting:

- Do not change column headers.
- Be sure to save template file in CSV format.
- Be sure your cells are formatted to hold leading zeros in numbers such as the District Identifier field.
- Use students' state identifier and not a local identifier

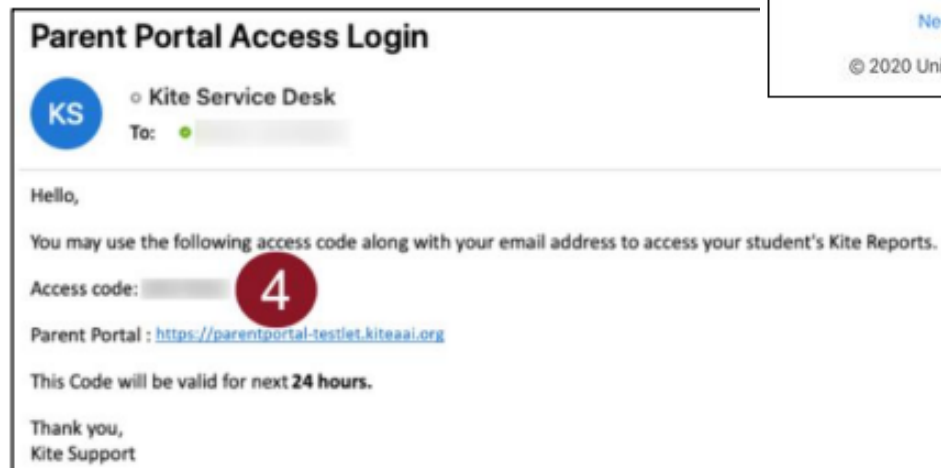
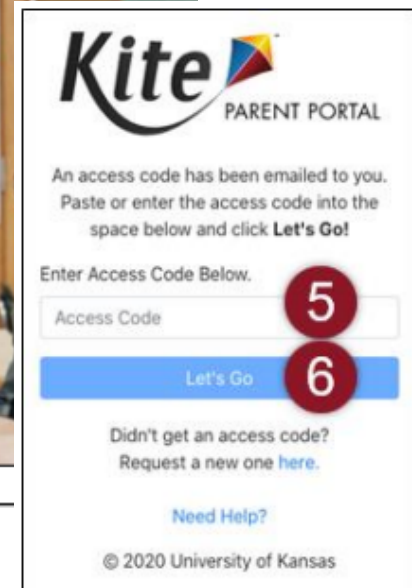
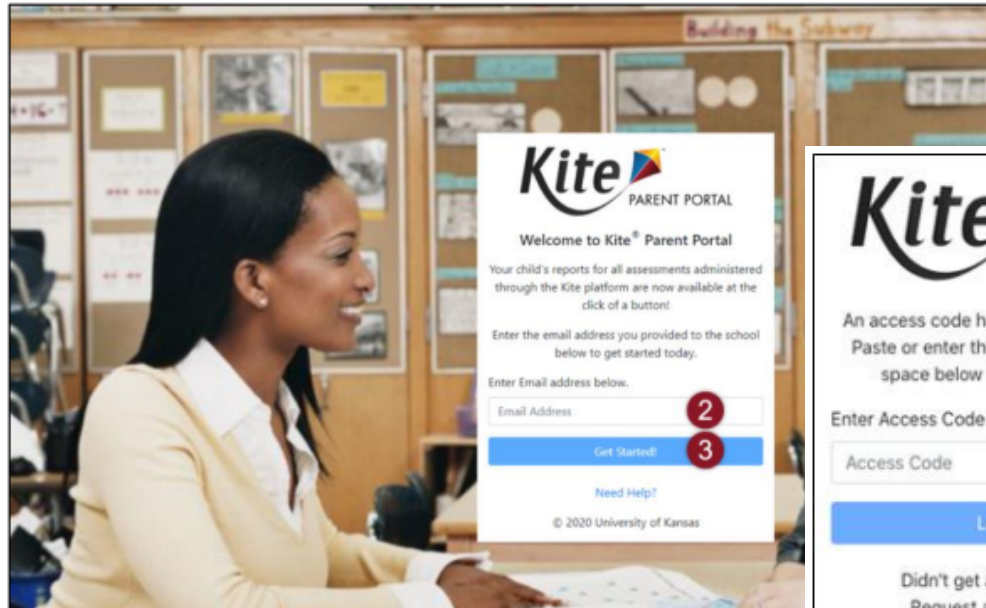


KITE PARENT PORTAL

PARENTS LOGGING IN TO THE KITE PARENT PORTAL

Steps for parents/guardians to log in:

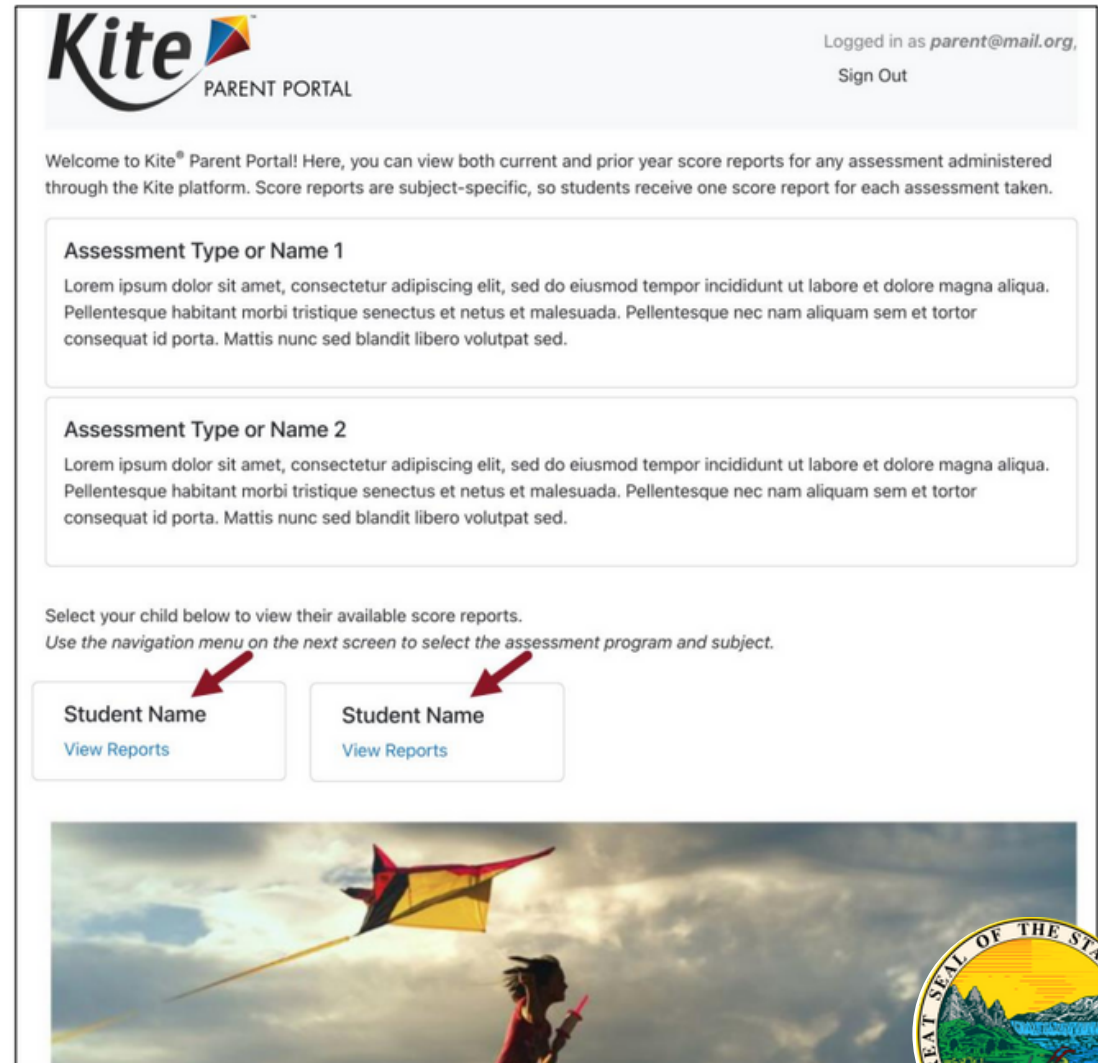
1. Open a **web browser** and visit <https://parentportal-testlet.kiteai.org/>.
2. Enter their **email address** registered with their child's school district in the Email Address field.
3. Select **Get Started**.
4. A **temporary access code** will be sent to their email address.
5. The **access code is entered** in the area provided on the login screen.
6. Select **Let's Go**.



KITE PARENT PORTAL

PARENTS LOGGING IN TO THE KITE PARENT PORTAL

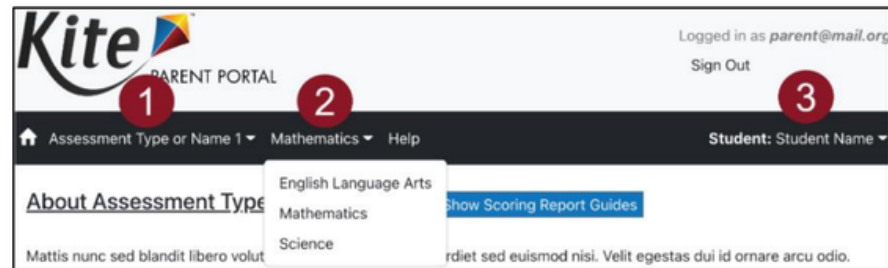
The homepage provides a brief overview of Kite Parent Portal as well as report details for assessments in which your child has available reports. To view all available reports, select **View Reports** under the child's name.



KITE PARENT PORTAL

PARENTS LOGGING IN TO THE KITE PARENT PORTAL

1. Choose an assessment.
2. Choose a subject.
3. Choose a student.



4. Assessment Description shares a brief description of the assessment program.
5. View and read the Scoring Report Guides: Links to score report guides and other helpful information.
6. Choose a report and click on the PDF icon to download the report.

About Assessment Type or Name 1 [+ Show Scoring Report Guides](#)

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Year	School Name	Grade	Proficiency Level	Download Report
2023	Sunflower Elem	5	2	
2022	Sunflower Elem	4	3	
2021	Sunflower Elem	3	2	

1 - 3 of 3 items



PARENTS LOGGING IN TO THE KITE PARENT PORTAL

Common Troubleshooting:

- **Access codes** used to enter the site are randomly generated and are valid for 24 hours. *The same access code can be used multiple times within a 24-hour period to enter Parent Portal. After 24 hours, a new access code will need to be generated.*
- If you do not receive an email, **check your junk or spam** folder. If you did not receive or forgot your access code, select the Resend Access Code button





DATA CHATS



SHARING DATA WITH STUDENTS

When students engage with teachers around their data and participate in setting personal goals, they feel empowered in their learning. It lays the groundwork for a strong commitment to student achievement and success.

We have a unique opportunity with our MAST assessment results being delivered in a timely manner to share data with students throughout the year.



What do you currently do to share results with students and help them with reflection and goal setting?



ACCESS & SHARE SCORE REPORTS

Helping students make sense of their data

What conversations with students happened at the grade level/classroom level with traditional summative (SBAC) score reports?

What conversations can we have now with MAST testlet score reports?

How can this help students throughout the year?



Data Chats

When students engage with teachers around their data and participate in setting personal goals, they feel empowered in their learning. It lays the groundwork for a strong commitment to student achievement and success.

We have a unique opportunity with our MAST assessment results being delivered in a timely manner to share data with students throughout the year.



Principles to keep in mind

- Encourage students to take ownership over their goals and next steps by setting a positive tone, pausing to let them reflect, and helping them brainstorm ideas.
- Focus on each student's individual performance and goals. Avoid making comparisons to peers.



ACCESS & SHARE SCORE REPORTS

1:1 Data Chats

- Share a copy of score report(s) with student
- Explain the assessment and the report
- Keep the conversation grounded in data, but provide context. E.g., "We are looking at your data so we can help you learn."

Some questions you can ask:

- What makes you proud about your score?
- What would you like to improve?
- How will you achieve that goal? (Provide some examples of ways to improve if students have trouble coming up with ideas.)
- What can you keep doing, or change for next time?



ACCESS & SHARE SCORE REPORTS

1:1 Data Chats

What are some areas that you can improve upon? What are some areas that need more attention or focus? What could you do differently?

What specific and concrete actions can you do?

How can you advocate for yourself? In other words, how can your teacher, your peers, or others guide you toward your goal?



ACCESS & SHARE SCORE REPORTS

Whole Class Data Chats:

To prepare for whole class:

- Have demo score report ready to share and explain
- Have student reports ready for students
- Explain that students should focus on their own data and not share their data with other classmates.



DATA CHATS

- Let's take a look at your data.
- Here is a sample score report on the screen.
- You have your student score report in front of you



DATA CHATS

Using your reflection sheet, let's think about some questions:

- What did you do well on this testlet?
- What would you like to improve?
- What can you keep doing, or change for next time?
- How will you achieve that goal?



Some ideas: Ask questions in class, Take more time on the assessment



Click on image to access PDF with links.

2025-2026

OPI Assessment

MAST Training, Professional Learning, and Administration Resources



LIVE SESSIONS

3:30-4:30



[LINK](#) TO ALL
SESSION

PREPARING TO TEST WEBINARS

OCTOBER 1
OCTOBER 8
OCTOBER 15

MAST PROFESSIONAL LEARNING

OCTOBER 23: SCORE REPORTS
NOVEMBER 5: MATH MISCONCEPTIONS
NOVEMBER 12: ELA PERFORMANCE TASK

MAST MINI-SESSIONS

Schedule a virtual session to support a
variety of MAST topics

[SCHEDULE
HERE](#)

RESOURCES FOR TRAINING TEST ADMINISTRATORS

MAST for Educators PPTX, PDF, and Facilitator Guide available to assist with training

- [TA Roles & Responsibilities for Test Security](#)
- [MAST Test Administration Manual](#)
- [MontCAS Test Security Manual](#)

VISIT THE [STAY INFORMED](#) PAGE OF THE OPI
ASSESSMENT WEBSITE FOR ADDITIONAL RESOURCES

VISIT THE [OPI ASSESSMENT BULLETIN](#) FOR
TIMELY TASKS & RESOURCES

?? Questions? ??

OPI ASSESSMENT HELP DESK:

1-844-867-2569

OPIASSESSMENTHELPDESK@MT.GOV



Today's Slide Deck



ACCESS & SHARE SCORE REPORTS RESOURCES

Testlet Score Report Interpretive Guides

- Student Report Guide and Video
- Classroom Report Guide and Video
- School Report Guide
- District Report Guide

Setting up the Kite Parent Portal One-Pager

Data Chats

Educator One-Pager

Families

- Parent One-Pager
- Testlet Score Report Parent Template Letter
- Kite Parent Portal Login & User Manual

*All MAST-related resources can be found
on the MAST Portal*



ACCESS & SHARE SCORE REPORTS RESOURCES

Through-Year Score Report Interpretive Guides

- Student Report Guide
- Classroom Report Guide
- School Report Guide
- District Report Guide

Through-Year Overviews

- General
- Teachers
- Principals/Building Leaders
- Superintendents/District Leaders
- Parents & Families

Through-Year Score Report Parent Template Letter

*All MAST-related resources can be found
on the MAST Portal*

