



MONTANA ALIGNED TO STANDARDS THROUGH-YEAR

THE PERFORMANCE TASK

MAST PROFESSIONAL LEARNING

NOVEMBER 12, 2025 – 3:30PM – 4:30PM

PRESENTED BY:
MONTANA OFFICE OF PUBLIC INSTRUCTION

Today's Presenters



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Session Norms



- This session will be **interactive**! Be prepared to discuss and engage with your neighbors throughout the session!
- This session will be a **safe space** for asking questions and honest discussion.
- Take care of your personal needs as they arise.
- Remain respectful, kind, and professional.

Flood the Chat

1) Your Name, Role, & School District

2) What is one question you are hoping to get answered today?

Example:

Jared Porter, 5th Grade Teacher, Galata Schools – I'd like ideas on how to use the Performance Task exemplars with my students.



Objectives for Today's Session

- Review the Performance Task requirements and components.
- Explore Performance Task exemplars and rubrics to use with your students.
- Learn and practice using unelaborated paragraphs to teach targeted writing skills.



Link to Slides



Live Slides

PDF of slides will be sent in a follow up email

AN OVERVIEW OF THE MAST PERFORMANCE TASK

ELA TESTLET CALENDAR

	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

PERFORMANCE TASK CONTEXT

- Worth 8 points total (~5% of the ELA summative score)
- Includes previous passage(s) and questions from MOY Informational Reading testlet
 - Should be taken **after** the MOY Informational Reading Testlet
- Includes shortened list of rubric criteria
- Relates to the **Priority Focus Topic** for a specified grade level

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ELA	2 BOY Testlets	2 MOY Testlets Performance Task	1 Anchor Test
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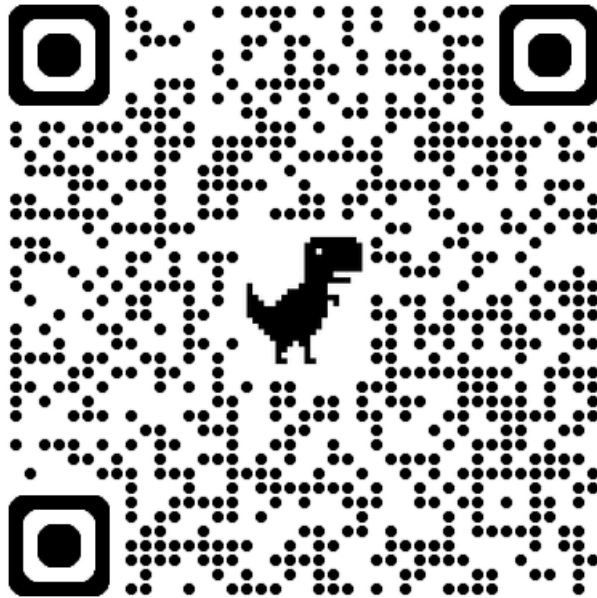
Watch for an upcoming Hub course on the Performance Task!

USING MAST RESOURCES: EXEMPLARS AND RUBRICS

PERFORMANCE TASK EXEMPLARS

New!

[Performance Task Grades 3–4 Exemplar Prompt](#)
[Performance Task Grades 5–8 Exemplar Prompt](#)



Exemplars are located on the MAST Portal, under “Resources for Teachers” on the bottom left-hand side



Think + Breakout

1. **Notice:** What do you notice about the structure of the prompts and responses? What features of the exemplars do you want to call your students attention to?
2. **Wonder:** What questions or challenges do these raise for you and your students?
3. **Apply:** How might you use the exemplars (as is or adapted) in your writing instruction?

PERFORMANCE TASK RUBRICS

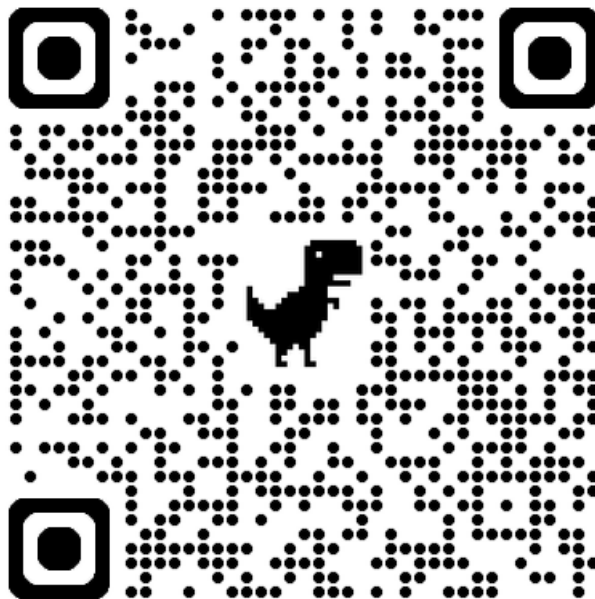
[ELA Performance Task Scoring Rubric: Grade 3](#)
[ELA Performance Task Scoring Rubric: Grades 4-5](#)
[ELA Performance Task Scoring Rubric: Grades 6-8](#)

+

New!

[Grades 3-8 Student-Friendly Rubrics](#)

Jot down
some notes
as you
review



Rubrics are located
on the MAST Portal,
under "Resources
for Teachers" on the
bottom left-hand
side



4 Cs Rubric Reflection

MAST Performance Task Rubrics

Take a sticky note, write an observation for one or more of the categories below. Then, use the emoji feature to "react" to a comment you see.

Connections

What connections can you make between rubrics or to your current instruction?

Curiosities

What questions arise from an exploration of the rubrics?

Concepts

What key concepts from either rubric do you want to remember?

Changes

What changes do you want to make to your instruction based on either rubric? How can you use them with students?

To "react," click on a completed note and click the smiley face

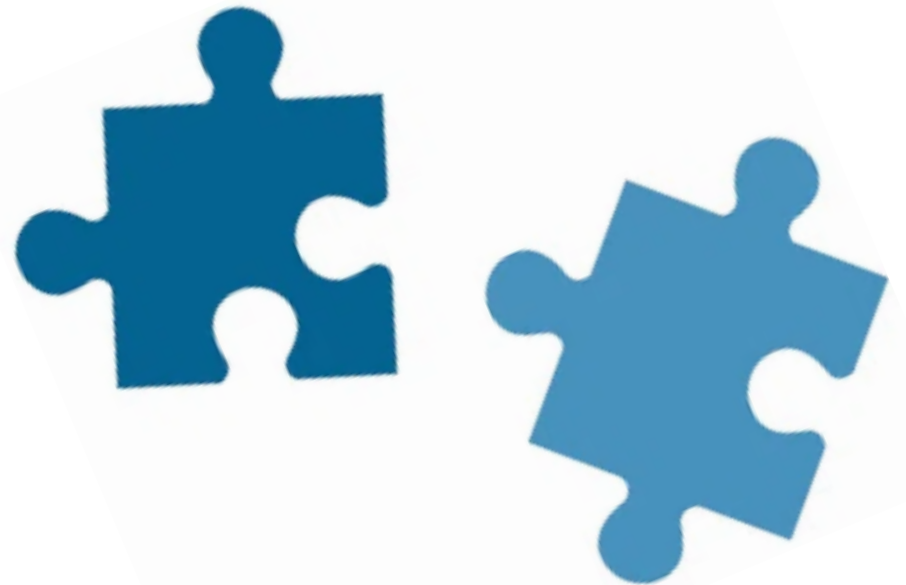


Write your NAME + thoughts in a sticky note, then click and drag it to the appropriate category.

Use zoom-in feature in bottom right-hand corner

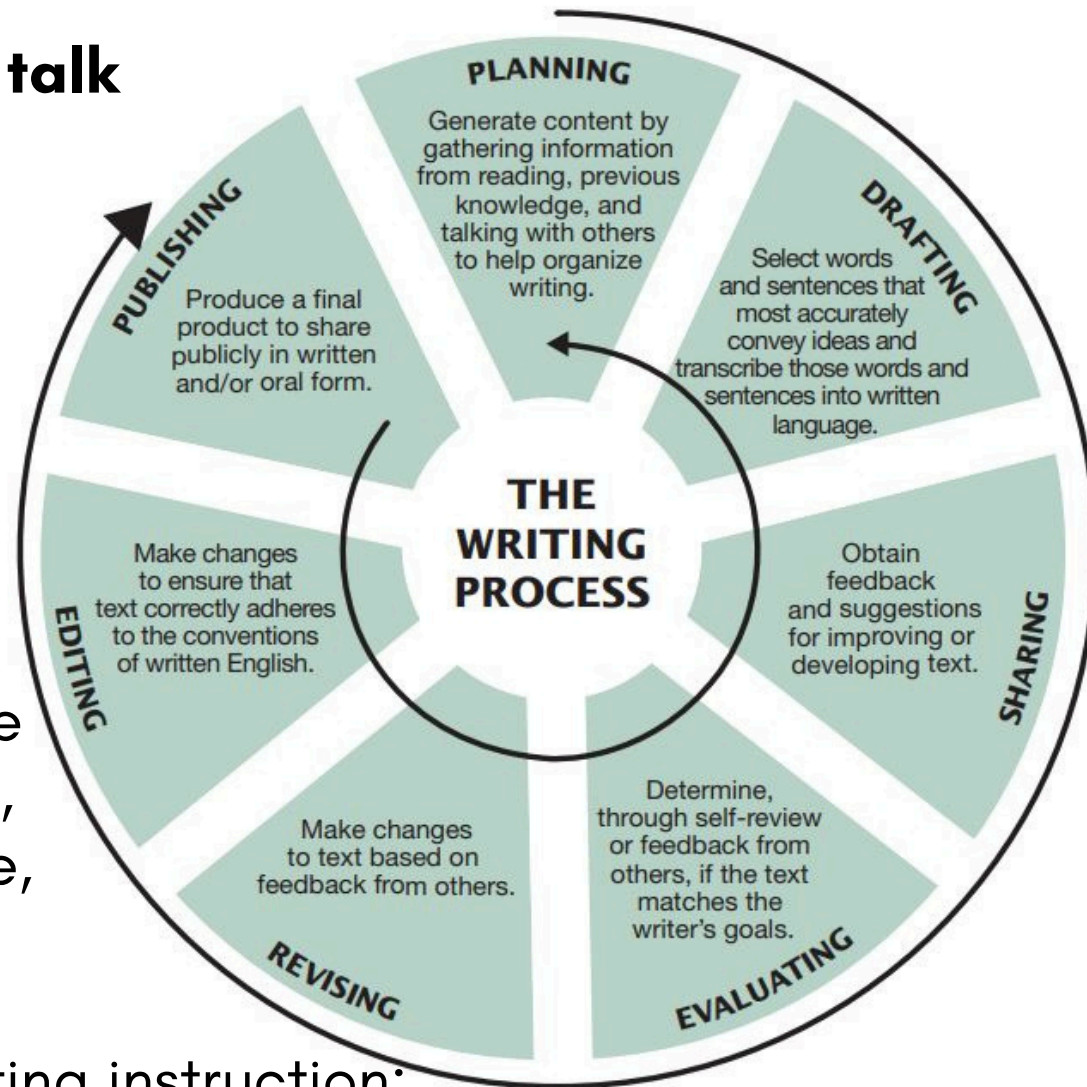


MAKING THE PERFORMANCE TASK WORK FOR YOU (AND YOUR STUDENTS!)



ESSENTIAL INSTRUCTIONAL PRACTICES

- **Write** about **reading** (and **talk** about both)
- Gradual Release of Responsibility within each stage of the recursive writing process
- Use strategies driven by text, purpose, and audience
 - Genres: **Informational**, Opinion/Argumentative, Narrative
- IES Practice Guides on writing instruction:
[Elementary Students](#)
[Secondary Students](#)



CONTENT AREA WRITING TASKS

Quickwrites

Time: < 15 minutes

Purpose: Process learning; brainstorming

Graded/Revised: No

Content Writing Tasks

Time: 1-2 lessons

Purpose: Deepen content knowledge, often through summary, response, and/or analysis

Graded/Revised: Typically but not always

Formal Writing Tasks

Time: 3+ lessons

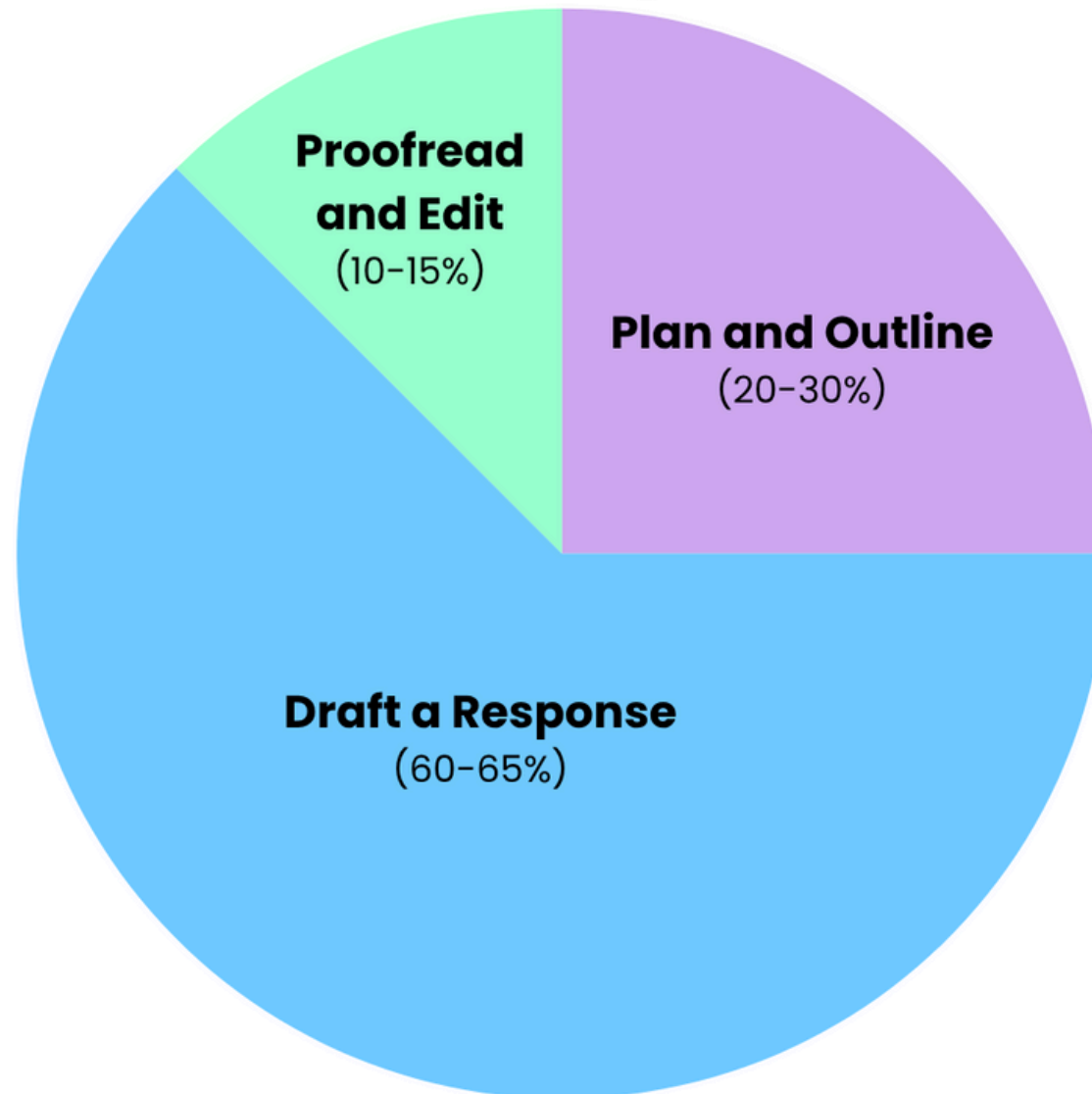
Purpose: Demonstrate understanding of content knowledge and develop skills across the recursive writing process

Graded/Revised: Yes



ON-DEMAND WRITING ASSESSMENT

Allocating Time During an
On-Demand Writing Assessment



PRIORITY FOCUS TOPICS

Share Out:

What is your grade level's [priority focus topic](#) (pages 4–5), and what is a unit you already teach that relates to that topic?

Example: 7th grade, identity – I teach a short story unit, and at least one of the stories relates to the theme of identity.



PRACTICE WITH THE UNELABORATED PARAGRAPH

Spotlight on:
-Organization
-Purpose &
Development

- Bare-bones paragraph intended to help students practice revision
- 4–6 simple sentences (adapt based on grade level and paragraph # expectations)
- To focus on **content** and **revision**, avoid including errors in spelling, capitalization, punctuation, or grammar.
- Connect to content knowledge to build and assess comprehension and understanding



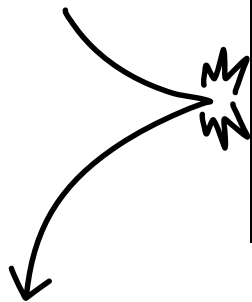
PRACTICING WITH THE UNELABORATED PARAGRAPH

Moonlight comes from the sun shining on the moon. It changes what animals and people do at night. Caves form underground when rocks are worn away. Moonlight and caves are both part of nature.



EXAMPLE 1

Moonlight comes from the sun shining on the moon. It changes what animals and people do at night. Caves form underground when rocks are worn away. Moonlight and caves are both part of nature.



Grades 4–5 Student-Friendly Checklist for Self-Assessment
Organization (My writing is very organized.)

☐ I made my opinion or main idea clear.

Moonlight and caves have similarities, but they also have differences. Moonlight comes from the sun shining on the moon. It changes what animals and people are able to do and see at night. Caves are found all over the earth and slowly form underground when rocks are worn away. Moonlight and caves are both beautiful parts of nature, but they are created by very different processes.



EXAMPLE 2

Moonlight comes from the sun shining on the moon. It changes what animals and people do at night. Caves form underground when rocks are worn away. Moonlight and caves are both part of nature.



Grade 3 Student-Friendly Checklist for Self-Assessment

My writing is put together clearly. (Organization)

- ☐ I used linking words such as *also*, *and*, *another*, *but*, *like*, and *for example* to connect my ideas together.

Moonlight comes from the sun shining on the moon. It changes what animals and people do at night, **like helping owls hunt and farmers harvest crops**. Caves form underground when water slowly wears away rocks, **and they can take thousands of years to grow big enough for people to explore**. Moonlight and caves are both parts of nature, **but they have differences**. **For example**, moonlight shines in the sky while caves are deep underground.



PRACTICE WITH SENTENCE COMBINING

*Spotlight on:
-Language &
Conventions*

- Provide content-area simple sentences.
- Vary amount depending on student ability.
- Focus on language conventions by giving students specific directions (i.e. combine sentences to create a compound-complex sentence).



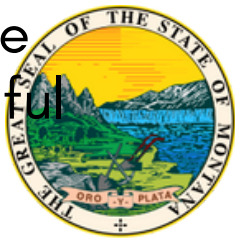
EXAMPLE 3: SENTENCE COMBINING

moonlight comes from the sun shining on the moon
moonlight helps animals and people at night
moonlight helps owls hunt and farmers harvest crops
caves form when water slowly wears away rock
caves can take thousands of years to grow
moonlight and caves are both parts of nature
moonlight and caves are very different
one shines in the sky
the other is deep underground
both can be beautiful to see

Grades 4–5 Student-Friendly Checklist for Self-Assessment Conventions (It is easy for others to read and understand my writing.)

☐ I used capital letters and punctuation correctly.

Moonlight comes from the sun shining on the moon. **I**t helps animals and people at night, like owls hunting and farmers harvesting crops. **C**aves form when water slowly wears away rock, **and** they can take thousands of years to grow. **M**oonlight and caves are both parts of nature, but they are very different. **For example**, one shines in the sky while the other is deep underground, **and** both can be beautiful to see.



Practice

Spotlight on:
-Organization
-Purpose &
Development

Materials:

- [Unelaborated paragraph](#)
- [Student-friendly checklist for your grade level](#)

Take another look at the rubric for your grade level. What is **one success criteria** from the rubric you would like your students to practice using the unelaborated paragraph revision strategy?

With that skill in mind, what are **three changes** you might make to the unelaborated paragraph provided?

Past & Future

To support your students' writing and prepare them for the Performance Task...

1. What do **already do** well?
2. What can you do **this school year**?



Thanks for joining us!

- Fill out the [feedback form](#)
- Access past [MAST Recordings](#) (like MAST 4 Teachers) under the tab “MAST Training Resources”
- Upcoming MAST Hub Course: Preparing Students for the MAST Performance Task – Check back in January
- Subscribe to the monthly [MAST Memo](#) for more tips in your inbox every month, including ELA and math instructional strategy videos.
- Register for monthly [Math Implementation Webinars](#) for guidance on the new math standards for 2026