



2025-2026



ASSESSMENT READY

MAST FOR EDUCATORS



MAST TESTING TASKS

MAST Testing Tasks	Slides
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MAST TESTING TASKS (CONT.)

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MAST OVERVIEW

- Identify key goals of MAST
- Understand the initial development timeline of MAST
- Understand the organization of MAST testlets
- Compare and contrast math and ELA testlets

MAST OVERVIEW

Assessment Design and Implementation Considerations for the Montana Alternate Student Testing (MAST) Pilot Program

Final Report From the Montana Alternate Student Testing Task Force

Elsie Arntzen, Superintendent of Public Instruction
Montana Office of Public Instruction



AUGUST 2022

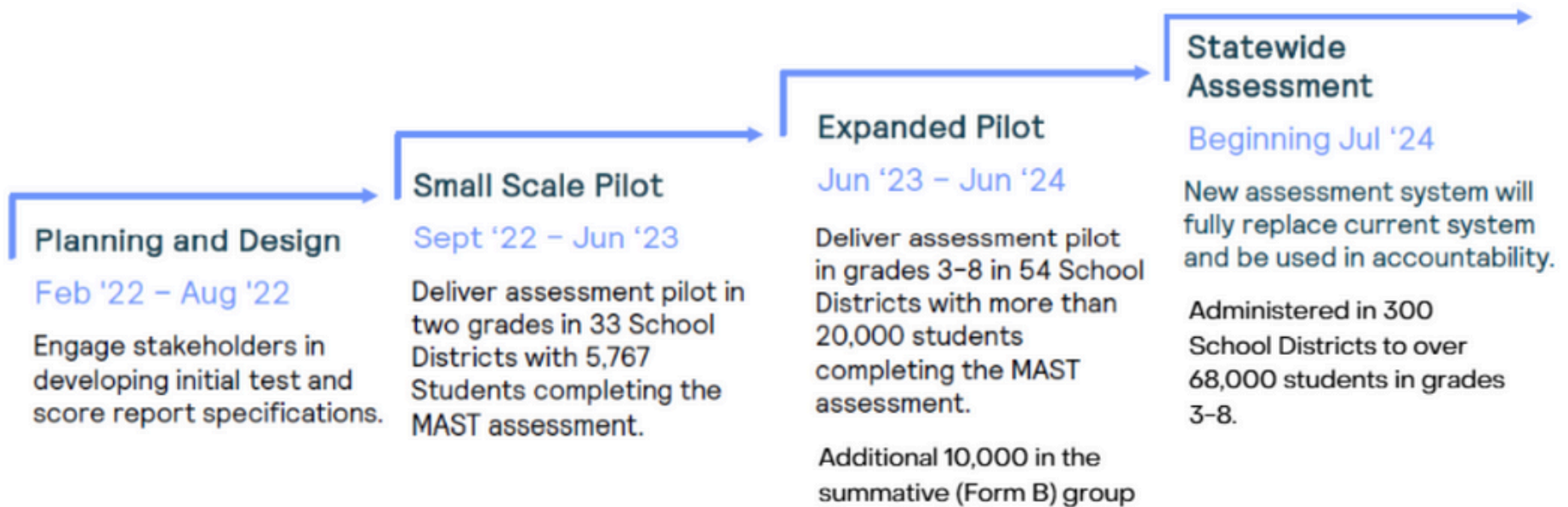


What is MAST?

- General population ELA and math assessment
- Grades 3–8
- Features a series of short, standards-aligned math and ELA tests (testlets) administered throughout the year
- Provides timely and relevant feedback for teachers and students, as well as comparable summative data for education leaders and federal accountability
- This “classroom up” approach provides flexible opportunities for students to demonstrate learning while providing actionable data to stakeholders throughout the education system



MAST OVERVIEW



MATH TESTLET DESIGN

- Each grade has 12 math **testlets**, each aligned to a strand of mathematical understanding, encompassing a small set of related content standards
- Testlets range from 9–13 items
- Question types include single/multiple choice, numeric text entry, and technology enhanced (matching table, inline choice, etc.)



ELA TESTLET DESIGN

- Each grade has 6 ELA testlets: literary and informational content for beginning, middle and end of year with passage-based and standalone syntax and vocabulary items
- Passages complexity increases as the year progresses
- Each testlet has 18 questions
- Question types include single/multiple choice, evidence-based selected response, and technology enhanced (matching table, inline choice, etc.)



ELA PERFORMANCE TASK DESIGN

- Administered as the last ELA task in Window 2
- Includes 5 non-scored reading questions from a previous testlet to elicit ideas for writing
- Constructed response performance task in the areas of written expression and knowledge of language and conventions



ANCHOR TESTLET

- Administered as the last testlet in Window 3
- Each student receives a pre-assigned math OR ELA testlet
 - The ELA form will consist of 16 questions, including standalone and passage-based items.
 - The math form will consist of 25 questions. Forms in grades 6–8 are divided into a calculator and non-calculator section.
- The Anchor Testlet plays a critical role in test development, including field testing and psychometric research.



MAST OVERVIEW RESOURCES

Theory of Action

Assessment Specifications & Blueprints

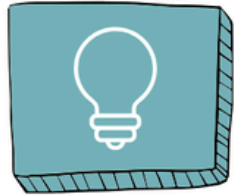
- Math
- ELA

Testing Windows

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



MAST FOR EDUCATORS



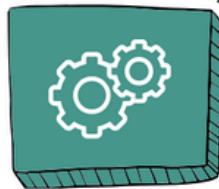
Scheduling MAST Testlets

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

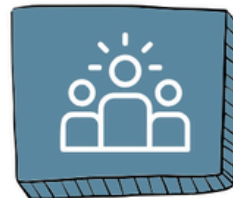
Resources (found on [MAST Portal](#))

- [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 TESTING TASKS

The WHY: Successful administration of the MAST.

Before Testing

- Access the Kite Educator Portal
- Complete Test Security Agreement
- Complete Training
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- Administer Practice Tests
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During Testing

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

After Testing

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



ACCESS THE KITE EDUCATOR PORTAL

MONTANA ALIGNED TO STANDARDS THROUGH-YEAR (MAST) PROGRAM PORTAL

ABOUT THE PROGRAM

The Montana Aligned to Standards Through-Year (MAST) Program features a series of short, standards-aligned math and ELA tests that are administered throughout the year. The goal of this assessment is to develop a system that provides timely and relevant feedback for teachers and students, as well as comparable summative data for education leaders. This "classroom up" approach will provide flexible opportunities for students to demonstrate learning while providing actionable data to stakeholders throughout the education system.

ANNOUNCEMENTS

MAST Score Reports

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. Please note that the performance task will be **human-scored**. The 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.

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@k12mt.edu

Kite Support Desk: (855) 277-8752
7:30 a.m. – 4:00 p.m. MST

OP Assessment Help Desk: OPAssessmentHelpDesk@mt.gov
(844) 867-2569

For content or test design queries please contact: mast@newmontclan.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.

SYSTEMS (TECH PLATFORMS)

- Kite® Student Practice Test
Username: tech_demo
Password: MA2025
- 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

Confirm proper access to the Kite Educator Portal

WHY? The Kite Educator Portal is where educators agree to the MAST Test Security Agreement and verify preparations are in place for testing.

Kite Educator Portal



ACCESS THE KITE EDUCATOR PORTAL

Things to remember:

- The activation email will be sent to your district registered email address.
- Be sure to check junk/spam in case email is rerouted.
- Be sure to bookmark and use the *unique* Montana Kite URL:
 - <https://educator-testlet.kiteaai.org/AART/login.htm>
- Use your full district email address as the username when logging in.



KITE EDUCATOR PORTAL

Kite Educator Portal

Role:

District Test Coordinator

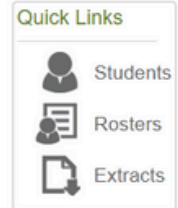
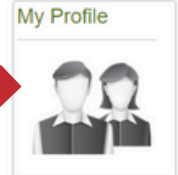
Organization:

Demo District

Assessment Program:

Testlet

SETTINGS MANAGE TESTS INTERIM REPORTS DASHBOARD SURVEYS HELP



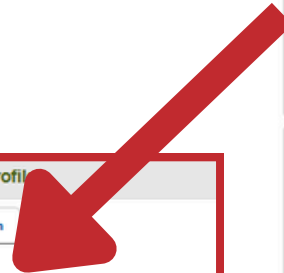
My Profile

Overview Edit Display Name Change Password Change Default Role Security Awareness Security Agreement Security Renewal/Expiration

CURRENT PASSWORD: NEW PASSWORD: CONFIRM PASSWORD:

Save

Kite passwords must be changed every 180 days. An automated email will notify you of the needed change.



[Live Chat](#)


Beginning July 25, 2025, Kite Educator Portal will require multifactor authentication as a way to further protect sensitive data and systems. Staff cell phone numbers can be entered so that users can utilize the cell phone option, if desired.



COMPLETE THE TEST SECURITY AGREEMENT

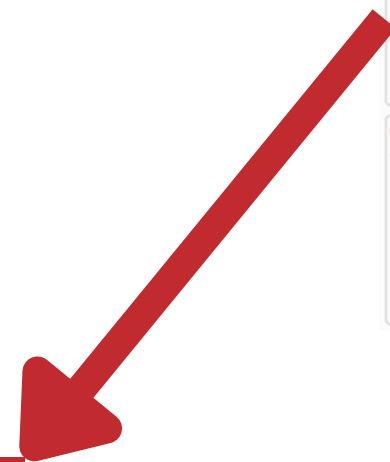


My Profile



Quick Links

- Students
- Rosters
- Extracts



Each year you must agree to the Security Agreement. It will appear automatically each year.

My Profile

Overview Edit Display Name Change Password Change Default Role **Security Awareness** **Security Agreement** Security Renewal/Expiration

The Kite Suite provides opportunities for flexible assessment administrations and materials options. However, all assessments, if applicable, delivered during the school year are secure.

Test administrators and other educational staff who support implementation and reporting are responsible for following the Kite test security standards.

1. Assessments and secure testing materials, including student reports, are not to be stored or saved on computers or personal storage devices, shared via email or other file sharing systems, or reproduced by any means.
2. Except where explicitly allowed, as described in Test Administrative Manuals and supporting User Guides, electronic materials used during an assessment administration are not to be printed. Please adhere/ refer to your state's security policy regarding the distribution of scored student reports.
3. Those who violate the Kite security standards may be subject to their state's regulations or state education policy governing test and data security.
4. Educators are encouraged to use resources provided by Kite Suite, including practice activities and released test materials, to prepare themselves and their students for the assessments, when applicable.
5. Users will not give out, loan or share their password with anyone. Allowing others access to an Educator Portal account may cause unauthorized access to private information. Access to educational records is governed by federal and state law.

Questions about security expectations should be directed to the local assessment coordinator.

☒ I have read this security agreement and agree to follow the standards.


Save



COMPLETE TRAINING

Click on the image to access linked resources.

Tutorials for Test Administrators



The following training videos have been provided by our testing partner, ATS, to assist in understanding and using the Kite Platform. It is recommended that the following testing roles watch the listed videos to help ensure the success of administering the MAST. Navigate to the [MAST Portal](#)—the landing page for all MAST-related resources, professional learning, manuals, install guides, etc.

Test Administrator (TA):

- [Intro to Kite Suite](#)
- [Getting Started in Educator Portal](#)
- [Intro to Kite Student Portal](#)
- [Testlet Administration](#)

Authorized Representative (AR):

- [Intro to Kite Suite](#)
- [Getting Started in Educator Portal](#)
- [User Management](#)
- [Data Extracts](#)
- [Dashboards](#)


Parent/Guardian:

- [Kite Parent Portal Manual](#)
- [Kite Parent Portal Tutorial](#)

System Testing Coordinator (STC) Building Test Coordinator (BTC):

- [Intro to Kite Suite](#)
- [Getting Started in Educator Portal](#)
- [Intro to Kite Student Portal](#)
- [User Management](#)
- [Student and Rosters](#)
- [Rostering](#)
- [Student PNP Settings](#)
- [Testlet Administration](#)
- [Data Extracts](#)
- [Dashboards](#)
- [Parent Portal Set Up: The Student-Parent Connection](#)

Install Links

 [Kite Student Portal Updates](#) for the upcoming year.

Student Portal Installation Guide - [Windows](#)


Student Portal Installation Guide - [Mac](#)

Student Portal Installation Guide - [Chromebook](#)

Student Portal Installation Guide - [iPad](#)

Refer to installation guides for troubleshooting (common errors and their solutions)

Whitelisting


 Below is a list of the sites that the Technology Director/ IT Team will want to ensure are whitelisted.


Whitelisting using wildcards (recommended):

Montana Aligned to Standards Through-Year

MAST

Training Videos





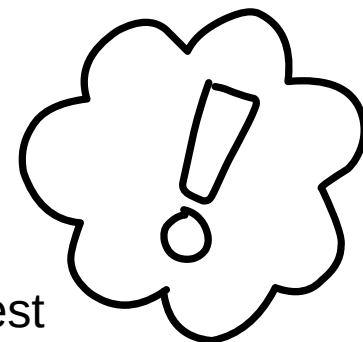
COMPLETE TRAINING

Test Security Training

All individuals involved in state testing share responsibility for maintaining test security. School systems should ensure that all staff are familiar with their roles and responsibilities before, during, and after testing, as well as throughout the entire testing window.

TA responsibilities include:

- Complete the necessary training and certification requirements.
- Follow the OPI's policies and procedures for test administration, test accessibility and test security.
- Administer state assessments in accordance with the assessment-specific Test Administration Manuals.
- Report any testing irregularities that occur to the Building Coordinator.
- See Appendix H: TA Roles and Responsibilities for Test Security.



COMPLETE TRAINING

Key Information for Test Administration

Follow procedures for materials handling, test administration, test security and accommodations as outlined in the following documents:

- MAST Test Administration Manual
- MontCAS Test Security Manual
- MAST Accessibility Guide

Test materials must be kept secure when not being used for testing

- Test Administrators (TAs) and any trained school staff *may not actively view, review, or analyze any secure items from statewide assessments.*
- Test materials must not be reproduced (unless directed to do so for specific circumstances or assessments) or in any way released without the written consent of the OPI.
- Test questions may not be shared or discussed.



COMPLETE TRAINING

Key Information for Test Administration

In the testing classroom

- What constitutes coaching?
- What constitutes a security breach/serious testing irregularity and how to report it?
- What materials can and cannot be displayed in the testing classrooms?
- Follow the procedures and guidelines outlined in the MAST Accessibility Guide for student accommodations and designated supports.

See MontCAS Test Security Manual for guidance.



TRAINING RESOURCES

- [Kite Educator Portal](#) (unique MT login)
- [Kite Educator Portal Manual](#)
- [Kite Educator Portal Multifactor Authentication](#)
- [MAST Test Administration Manual](#)
- [MAST Training Videos](#)
- [Test Administrator Roles and Responsibilities for Test Security](#)
- [MontCAS Test Security Manual](#)

*All MAST-related resources can be found
on the [MAST Portal](#)*



MAST TESTING TASKS

The WHY: Successful administration of the MAST.

Before Testing

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- Monitor Testlet Completion
- Access & Share Student Score Reports

After Testing

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



SCHEDULE TESTLETS

2025-2026 MAST Test Design

These 12 testlets are flexibly scheduled at the school level



	ELA	Math	
Window 1	BOY Literary Testlet	Testlet	Testlet
	BOY Informational Testlet	Testlet	Testlet
Window 2	MOY Literary Testlet	Testlet	Testlet
	MOY Informational Testlet	Testlet	Testlet
	ELA Test Performance Task	Testlet	Testlet
Window 3	EOY Literary Testlet	Testlet	Testlet
	EOY Informational Testlet	Testlet	Testlet
	Anchor Testlet		



SCHEDULE TESTLETS

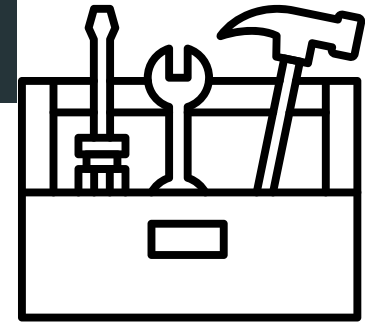
2025-2026 Testing Overview

	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

All 12 testlets must be scheduled and administered across the 3 testing windows



SCHEDULE TESTLETS



Tools for Scheduling Testlets

- Math pacing guides & school calendar
- Previous year's MAST math testlet schedule
- Previous or upcoming year's high-level lesson plans
- Any notes from the previous year's pacing
- MAST Math Assessment Specifications & Blueprint
- MAST Scheduling Guide & FAQs for Test Coordinators

Compare your math curriculum units, standards, and pacing to the testing windows and to the math test blueprints to determine which testlets should be administered during each window.

Use the Math Schedule Worksheet to share with your District System Test Coordinator.



SCHEDULE TESTLETS



Beginning of School Year Discussions for Scheduling

- *Is there a curriculum change for the upcoming school year?*
- *How well did math testlets align to instruction last year?*
 - *Were there testlets that could have been administered earlier?*
 - *Were there testlets that should have been moved to a later window?*
- *How will the move from six to eight week windows affect our scheduling?*



SCHEDULE TESTLETS

Schedule Testlets Within Testing Windows

Best Practice Considerations

- Before testing: **Collaborate** with school and/or district for scheduling
- Administer as **close to instruction** as possible (at the end of the unit/chapter)
- **Spread out testing throughout the window** rather than clustering all testlets into the same week
- **Plan for make ups**



MAKE UP TESTING

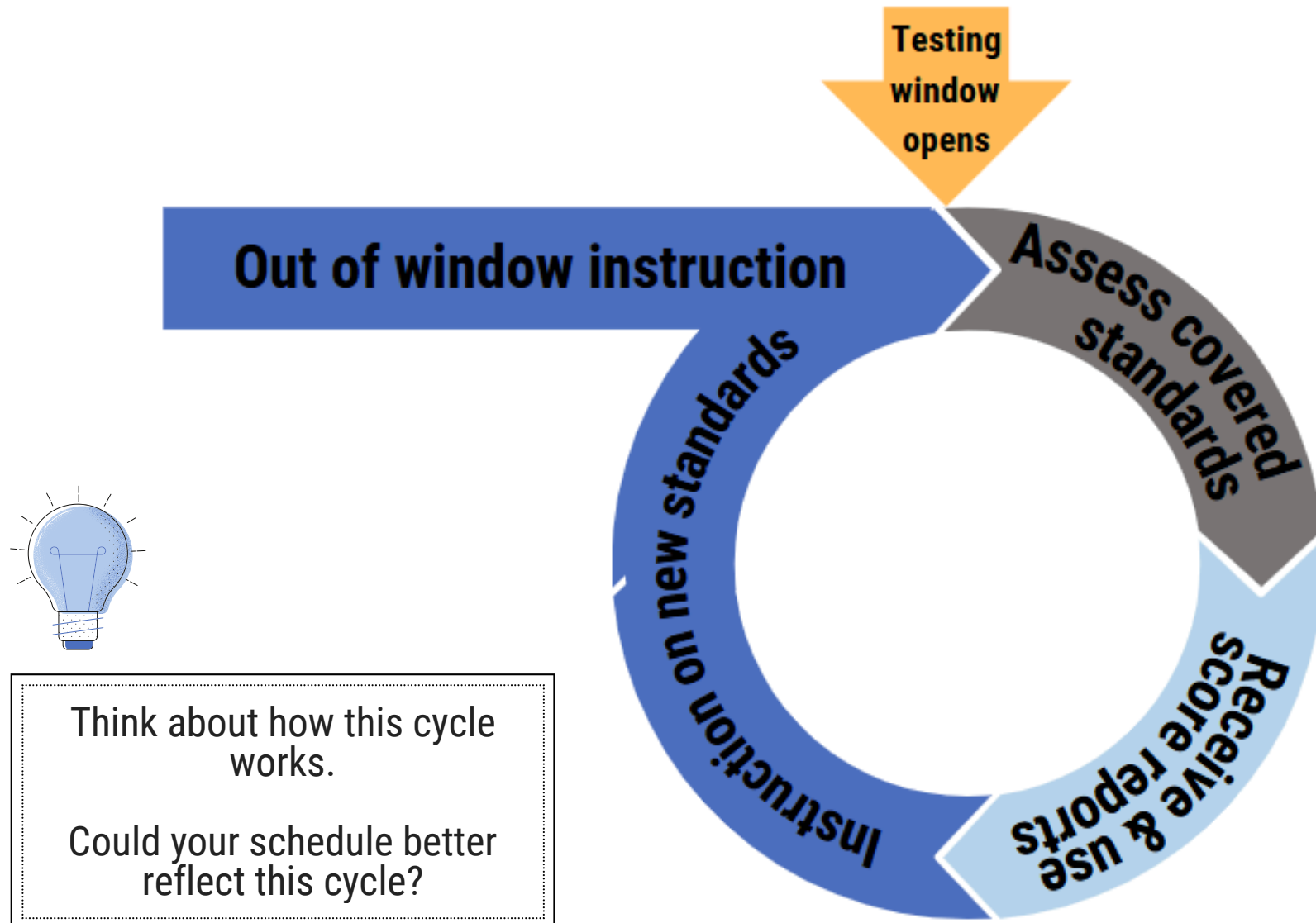
Considerations for Make-Up Testing

- Plan for make-ups: We know students will be absent during testlets.
- Make-ups can occur in the classroom. Is there a time when the rest of the class is working quietly and a student could complete a testlet?

Remember: Students do not have to leave the classroom for makeups.

SCHEDULE TESTLETS

Schedule Testlets Within Testing Windows



DATA VS. PRACTICE

What are causing
administration times
higher than the actual
testing times?

Math Average Timing			
	p50	p80	p90
Grade 3	9.5	15.6	20.8
Grade 4	11.9	19.4	26.2
Grade 5	10.4	16.6	21.9
Grade 6	11.0	16.5	20.8
Grade 7	12.1	18.0	22.2
Grade 8	10.2	15.3	19.0

	MOY Informational			MOY Literary			Performance Task		
	p50	p80	p90	p50	p80	p90	p50	p80	p90
Grade 3	18	27.2	34.6	18.7	27.6	35.5	6	12.3	17.6
Grade 4	20.3	30.1	38.7	20.6	30	38.6	5.7	11.7	16.6
Grade 5	20.8	30.6	38.4	20.4	28.7	35.4	6.7	13.6	18.2
Grade 6	18.7	26.4	31.8	18.4	25.9	31.6	6.1	11.6	15.2
Grade 7	19.6	26.6	31.7	17.5	24	28.4	6.1	11.4	14.4
Grade 8	17	24	28.5	13.9	18.8	22.5	4.7	9	12.1



SCHEDULE TESTLETS

Scheduling to Support Instruction

Grade	Testlet	Estimated Student Testing Time (minutes)
5	Numerical Expressions	13-20
5	Place Value and Powers of Ten	11-16
5	Represent and Compare Decimals	7-11
5	Multiply and Divide Whole Numbers	16-24
5	Operations with Decimals	13-19
5	Add and Subtract Fractions	18-25
5	Multiply Fractions	16-25
5	Division with Fractions	14-21
5	Unit Cubes and Cubic Units	8-13
5	Solve Volume Problems	12-19
5	Understand the First Quadrant	9-13
5	Attributes of Geometric Figures	6-9

* These ranges should be considered general guidelines, with flexibility to accommodate individual student needs as necessary.

How can this information help minimize lost instructional time due to administration?



REFLECT

Beginning of the Year

- How will you make note of testlets that could be moved to earlier or later windows?
- How will testing closer to instruction build student success versus testing all at once?
- How will you use the timing documents in scheduling testlets?
- How will you plan for make-ups throughout the window to ensure timely completion?



SCHEDULING RESOURCES

- MAST Math Scheduling Worksheet
- Math Assessment Specifications
- Math Standards Blueprint
- ELA Assessment Specifications
- ELA Standards Blueprint
- Math and ELA Timing Documents
- Testing Windows

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



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VERIFY STUDENT ROSTERS & PNPS

What is a roster?

- A roster connects students to teachers that will have access to their testlet and score reports.
- *WHY is this important?* Rostering is essential for proper test assignment, monitoring, and teacher access to student score reports.

Who can set rosters?

- District and building level users have the ability to assign students to teachers creating rosters.
- If your rosters are not correct, please reach out to a building or district-level user.



VERIFY STUDENT ROSTERS & PNPS

What is a PNP?

- A student's PNP or Personal Needs Profile sets additional supports during testing within the Kite system.
- *WHY are PNPs important?* To obtain valid and reliable test results, accommodations and designated supports should reflect student need and daily learning environment.

What students should have PNP settings?

- Students with statewide assessment accommodations within active 504/IEPs or use designated supports in daily learning experiences.

Who can set PNPs?

- District and building level users have the ability to set PNPs. Teachers are able to view PNPs.
- If your students' PNPs are not correctly set, please reach out to a building or district-level user prior to administration.



VERIFY STUDENT ROSTERS & PNPS

Reviewing Student PNPs

*viewable by all users with student connection

PNP Profile for: Vyse Zeug ✕

Student Demographics

First Name: Vyse

Middle Name: Otto

Last Name: Zeug

Date of Birth: 07/17/2014

Gender: Male

State ID: 02171962

Grade 4

Summary

Accommodations

Designated Supports

Universal Features

Selected PNP Profile Settings for Vyse Zeug

Embedded Selections

Accommodations

Open Captioning

Designated Supports

Color Contrast

Color Overlay

Magnification

Non-Embedded Selections

Accommodations

Alternate Response Options

Designated Supports

Separate Setting

Cancel

Save



VERIFY STUDENT ROSTERS & PNPS

MAST Assessment Supports

Accessibility Feature	Embedded	Non-Embedded
Universal Tools	Calculator (6-8 testlet specific), highlighter, notes, striker	Breaks, scratch paper
Designated Supports	Color overlay, answer masking, spoken audio (math)	Noise buffers, medical supports, separate setting
Accommodations	Speech to Text (ELA Passages), signed items (ASL)	Braille forms, scribe, paper form



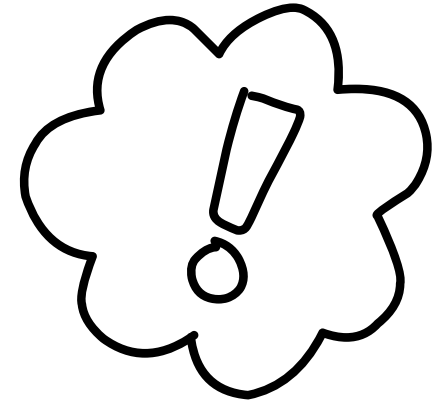


Considerations for Supports

- Accommodations must be included in a student's IEP/504 plan to be set in Kite.
- Any supports or accommodations should mirror the regular learning and testing environment for the student. *MAST testing shouldn't feel different.*



VERIFY STUDENT ROSTERS & PNPS



If a student begins to test and PNPs are not showing up, **STOP** testing.

Contact your building or district testing coordinator immediately and ensure supports are correct before resuming.



VERIFY ROSTERS & PNPS RESOURCES

- MAST Accessibility Guide
- MAST Test Administration Manual
- Montana's Three Tiers of Accessibility
- English Learner Guidance for School Districts

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



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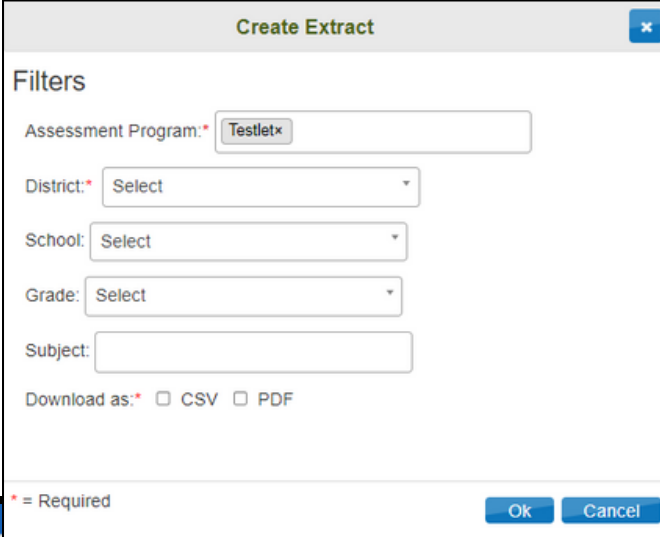
PRINT STUDENT TICKETS AND DACS

Printing Test Tickets

DATA EXTRACT METHOD

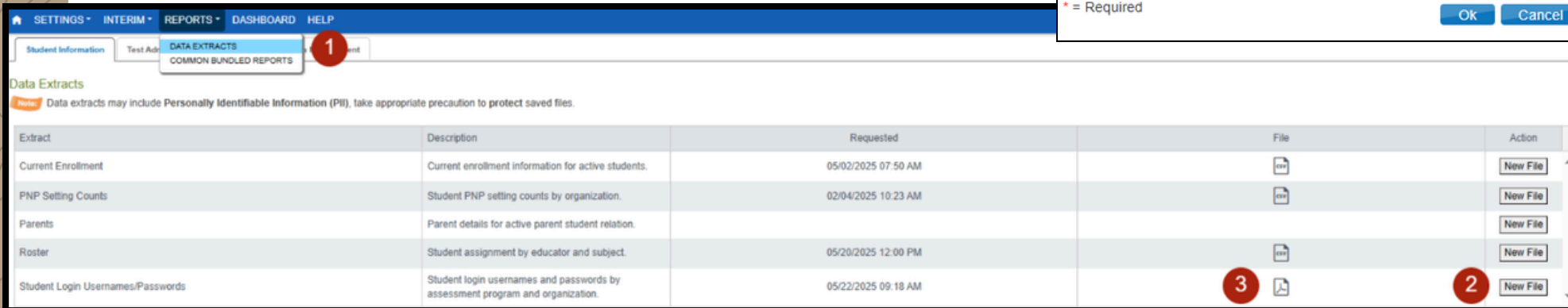
Navigate to:

1. REPORTS > DATA EXTRACTS
2. Click on *New File* in the *Student Login Usernames/Passwords* row.
3. Fill out organization drop-downs in the *Create Extract* pop-up window then choose *OK*.
4. Once the report is generated, click on the *PDF icon* to download to your device.



The 'Create Extract' pop-up window contains the following fields and options:

- Filters:**
 - Assessment Program: *
 - District: *
 - School:
 - Grade:
 - Subject:
- Download as: * ☐ CSV ☐ PDF
- Legend: * = Required
- Buttons:



The screenshot shows the 'Data Extracts' page with a table of existing extracts. A red circle with the number '1' highlights the 'DATA EXTRACTS' menu item in the top navigation bar. A red circle with the number '2' highlights the 'New File' button in the 'Student Login Usernames/Passwords' row. A red circle with the number '3' highlights the PDF icon in the same row.

Extract	Description	Requested	File	Action
Current Enrollment	Current enrollment information for active students.	05/02/2025 07:50 AM		<input type="button" value="New File"/>
PNP Setting Counts	Student PNP setting counts by organization.	02/04/2025 10:23 AM		<input type="button" value="New File"/>
Parents	Parent details for active parent student relation.			<input type="button" value="New File"/>
Roster	Student assignment by educator and subject.	05/20/2025 12:00 PM		<input type="button" value="New File"/>
Student Login Usernames/Passwords	Student login usernames and passwords by assessment program and organization.	05/22/2025 09:18 AM		<input type="button" value="New File"/>



PRINT STUDENT TICKETS AND DACS

Printing Test Tickets

TEST MONITOR SCREEN METHOD

Not available until in an open testing window, and tickets become unavailable after the student has completed that specific testlet.

Navigate to:

1. INTERIM > MY TESTS
2. Fill out the organization drop-downs.
3. Select the testlet for which you want to print student test tickets.
4. Click on *Tickets* button.

Student login credentials remain the same throughout the school year.

The screenshot shows the 'Test Monitor' interface. At the top, there's a navigation bar with 'SETTINGS', 'MANAGE TESTS', 'INTERIM', 'REPORTS', 'DASHBOARD', and 'HELP'. Below this, there's a 'Manage Tests' section with a 'MY TESTS' button (labeled 1) and a 'VIEW RESULTS' button. Below the 'MY TESTS' button, there are filters for 'TYPE' (Predictive), 'DISTRICT' (labeled 2), 'SCHOOL', and 'GRADE' (Grade 4). A 'Search' button (labeled 3) is also present. Below the filters is a table of testlets with columns: Test Name, Form, Testing Cycle, Subject, Test Materials, Allow Responses, Students Assigned, Students Attempted, Students Completed, and Assign. The table lists various testlets for Grade 4 Mathematics. At the bottom, there's a 'Monitor' button and a 'Tickets' button (labeled 4). The page number 'Page 1 of 2' and '10 per page' are shown at the bottom left, and '1-10 of 14' at the bottom right.

Test Name	Form	Testing Cycle	Subject	Test Materials	Allow Responses	Students Assigned	Students Attempted	Students Completed	Assign
Math, Grade 4, Anchor Set	General	Five	Mathematics		Yes	50	50	50	Auto
Math, Grade 4, Angles and Geometry	General	Five	Mathematics		Yes	50	50	50	Auto
Math, Grade 4, Decimal Fractions	General	Five	Mathematics		Yes	50	50	50	Auto
Math, Grade 4, Multiply Fractions	General	Five	Mathematics		Yes	50	50	50	Auto
Math, Grade 4, Add and Subtract Fractions	General	Four	Mathematics		Yes	53	51	51	Auto
Math, Grade 4, Compare and Find Equivalent Fractions	General	Four	Mathematics		Yes	53	51	51	Auto
Grade 4, Survey	General	Three	Mathematics		Yes	52	45	45	Auto
Math, Grade 4, Multi-Digit Division	General	Three	Mathematics		Yes	53	50	49	Auto
Math, Grade 4, Multi-Digit Multiplication	General	Three	Mathematics		Yes	53	52	52	Auto
Math, Grade 4, Real-World Problems and Patterns	General	Three	Mathematics		Yes	53	50	50	Auto

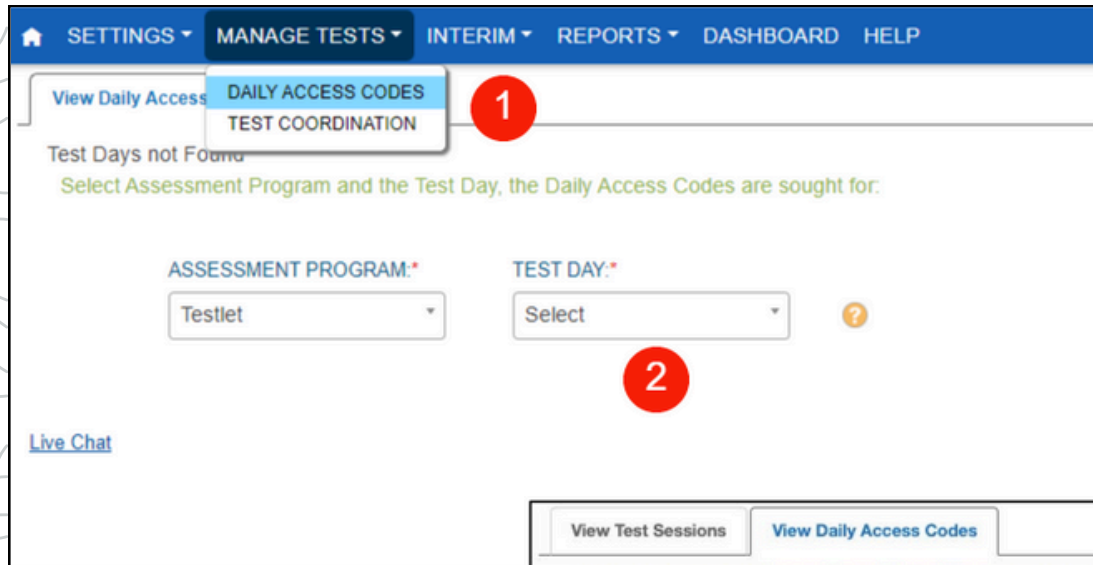


PRINT STUDENT TICKETS AND DACS

Daily Access Codes

Navigate to:

1. MANAGE TESTS > DAILY ACCESS CODES
2. Select the *Test Day*
3. In the Daily Access Codes column, select either the PDF or CSV icon to open the file.
4. Select Done once you have finished viewing the Daily Access Codes grid.



SETTINGS ▾ MANAGE TESTS ▾ INTERIM ▾ REPORTS ▾ DASHBOARD HELP

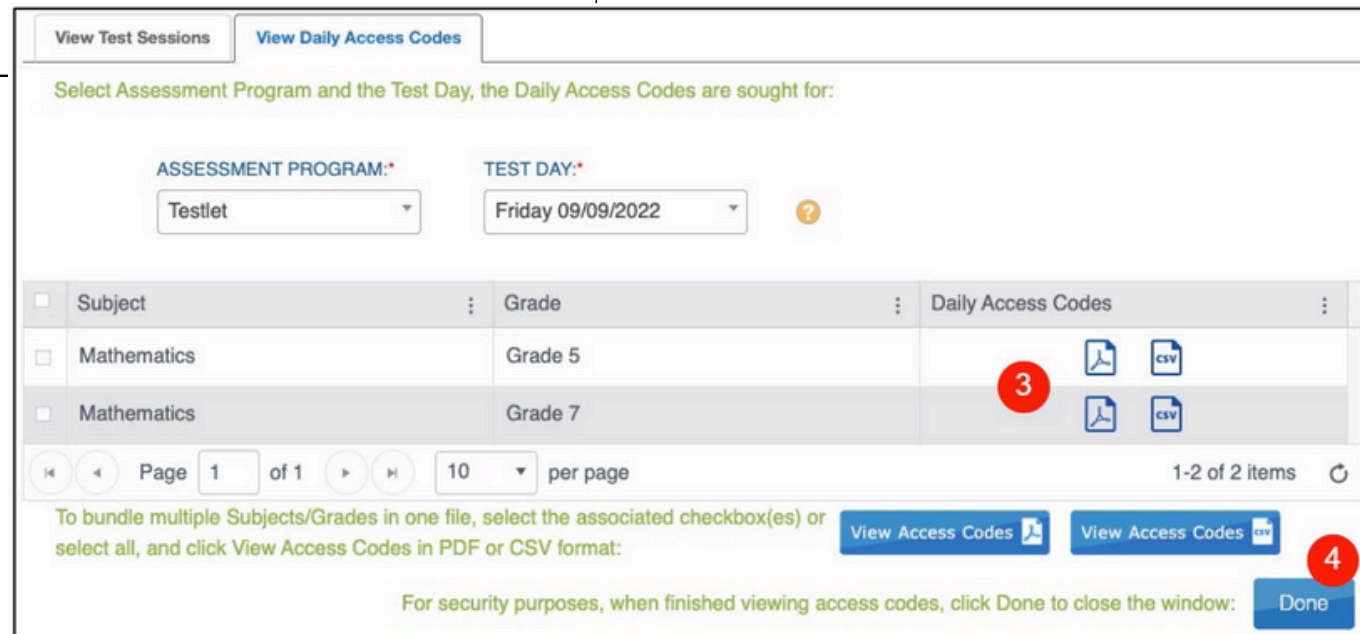
View Daily Access Codes **DAILY ACCESS CODES** TEST COORDINATION

Test Days not Found
Select Assessment Program and the Test Day, the Daily Access Codes are sought for:

ASSESSMENT PROGRAM:*
Testlet ▾

TEST DAY:*
Select ▾ ?

[Live Chat](#)







View Test Sessions View Daily Access Codes

Select Assessment Program and the Test Day, the Daily Access Codes are sought for:



ASSESSMENT PROGRAM:*
Testlet ▾

TEST DAY:*
Friday 09/09/2022 ▾ ?

<input type="checkbox"/>	Subject	Grade	Daily Access Codes
<input type="checkbox"/>	Mathematics	Grade 5	 
<input type="checkbox"/>	Mathematics	Grade 7	 

Page 1 of 1 10 per page 1-2 of 2 items

To bundle multiple Subjects/Grades in one file, select the associated checkbox(es) or select all, and click View Access Codes in PDF or CSV format:

View Access Codes  View Access Codes 

For security purposes, when finished viewing access codes, click Done to close the window: Done

PRINT STUDENT TICKETS AND DACS RESOURCES

- Kite Educator Portal Manual
- MAST Test Administration Manual

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



MAST TESTING TASKS

The WHY: Successful administration of the MAST.

Before Testing

- Access the Kite Educator Portal
- Complete Test Security Agreement
- Complete Training
- Schedule Testlets
- Verify Student Rosters & PNPs
- Print Student Tickets & DACs
- Prepare Students to Test

During Testing

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

After Testing

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



PREPARE STUDENTS TO TEST

What are some ways you currently prepare students for assessments?



PREPARE STUDENTS TO TEST



Consider

- Inviting students into goal setting: Encourage student agency about their learning. Where are they going...what are the steps to get there.
- Developing a growth mindset with your students: Smart is not something you are born with...it is something you CAN be!



PREPARE STUDENTS TO TEST



Have you....

- Let students know the purpose of the assessment
- Used practice tests to familiarize students with the format and how to use tools: e.g. Review questions before reading comprehension passages, highlighting key words, blocking out answers they rule out, how to come back to questions they want to review
- Projected the practice tests on your whiteboard and work through examples with the whole class or in small groups
- Used the rubrics found on MAST portal to prepare students for the writing Performance Task



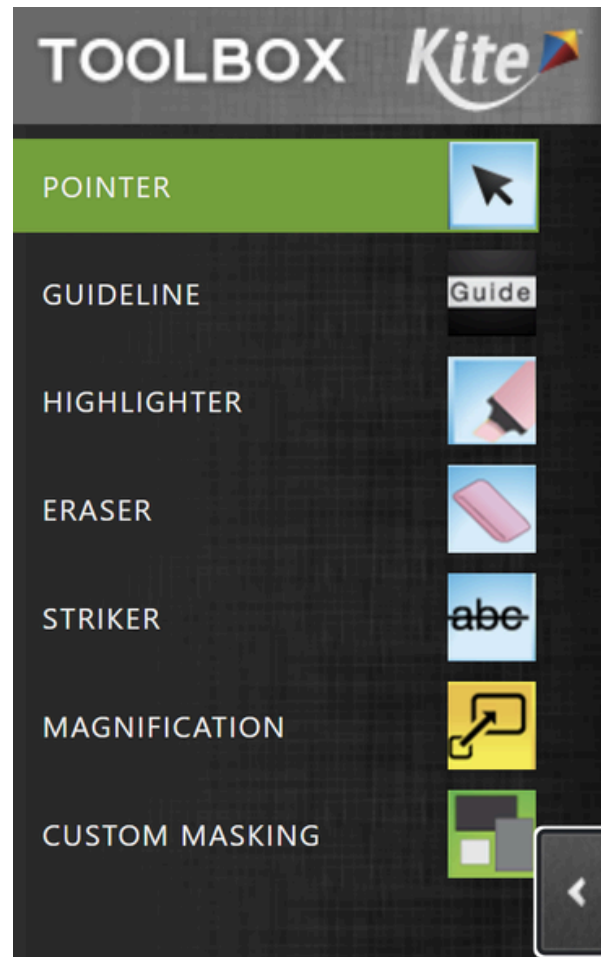
PREPARE STUDENTS TO TEST

Testlets should not be a surprise to students: either in content or format.



PREPARE STUDENTS TO TEST

Toolbox Available in Kite



How can these tools help students during the assessment?



PREPARE STUDENTS TO TEST

Practice Tests

<https://student-testlet.kiteaai.org/>

username: tech.demo

password: MAZE8

Click on *Practice First*.

1. Choose ELA or Math.

2. Select the grade band then *Take Test*.

Welcome Back Technology



Please select a practice test to take.



PREPARE STUDENTS TO TEST

How to help students not get “bogged” down with a question:

(Script that you can use)

“Class, let’s review some tips for working through (math, ELA) testlets. Remember:

- 1.) *If you know the answer, mark your choice*
- 2.) *Can you answer the question in a couple of minutes? Then go ahead and figure it out*
- 3.) *Do you not know how to answer the question? Mark your best answer and move on. You can come back at the end and review.”*

Sitting and staring at something for a longer and longer time does not help a student answer correctly!



PREPARE STUDENTS TO TEST RESOURCES

- Kite Practice Test
 - Username: tech.demo
 - Password: MAZE8
- Kite Student Portal Manual

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



MAST TESTING TASKS

The WHY: Successful administration of the MAST.

Before Testing

- Access the Kite Educator Portal
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- Schedule Testlets
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- Print Student Tickets & DACs
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During Testing

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After Testing

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



ADMINISTER TESTLETS

Navigate to:

- INTERIM > My Tests
- Fill out organizational information in drop down menus.
- Click *Search*.

Materials Needed:

- Print student test tickets (username/password)
- Print Daily Access Codes (DACs)
- Test Administration script

During Administration:

- Test administrators can view individual student progress status, number of unanswered questions, and progress through testlet.
- Test administrators can pause/resume testlets.
- Students must **Submit** testlets to get score report results.

Test Name	Subject	Allow Responses	Students Assigned	Students Attempted	Students Completed
ELA_Listening	English Language Arts	Yes	4	0	0
ELA_Test_1	English Language Arts	Yes	4	0	0
ELA_Test2	English Language Arts	Yes	4	0	0
Writing G3	English Language Arts	Yes	4	1	1

Student Name	Overall Status	# Unanswered Items	1	2	3	4
Natal Aspin	Complete	0	●	●	●	●
Esme Beecham	In Progress	N/A	●	○	●	●



ADMINISTER TESTLETS

What are some ways you currently monitor during assessments?



ADMINISTER TESTLETS

Monitoring During Test Administration

- Setting time boundaries
- Ensuring students are completing testlets in a timely manner and submitting testlets for scoring



ADMINISTER TESTLETS



Consider

Setting time boundaries for MAST by:

- Checking the timing documents and letting students know how much time they will have (*untimed does not have to mean unlimited*)
- Teaching for the first part of the period and then assessing at the end helps establish a natural time boundary



ADMINISTER TESTLETS



Consider

- *Actively monitoring:* Walking around and checking student progress helps with students taking too long. Try: "I notice you have been on this number awhile. Let's try moving on and coming back to it at the end"
- Encouraging students who may be rushing to slow down a bit
- Having students raise their hands when they are finished before they submit their assessment. You can use this as an opportunity to have a student go back and review if he/she rushed.



ADMINISTER TESTLETS RESOURCES

- Test Administration Tutorial Video
- Kite Educator Portal Manual
- MAST Test Administration Manual
- Test Administration Focused Support Video on the MAST Stay Informed webpage.

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



MAST TESTING TASKS

The WHY: Successful administration of the MAST.

Before Testing

- Access the Kite Educator Portal
- Complete Test Security Agreement
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- Schedule Testlets
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During Testing

- Administer Testlets
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- Access & Share Student Score Reports

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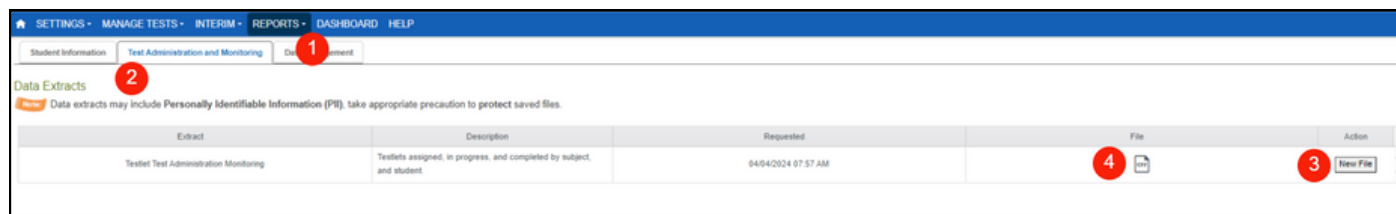
MONITOR TESTLET COMPLETION

Using a Data Extract

This method is the most efficient and effective method to find individual students and testlets needing to be completed.

Navigate to:

1. REPORTS > DATA EXTRACTS
2. Select the Test Administration and Monitoring tab.
3. Click on New File.
4. Once the file has loaded, click on the csv icon to download a document that can be filtered to identify testlets that in progress, unused, or paused.



Filtering must be performed to generate a list of students and names of testlets left to complete. Use this [short video](#) to learn how to filter the data extract.

MONITOR TESTLET COMPLETION

Using the Test Monitor Screen

Testlet completion can also be monitored by grade level and testlet using filtering options in the INTERIM > My Tests section of the Kite Educator Portal.

1. INTERIM > My Tests
2. Fill out organizational information in the drop-down menus.
3. Select the three dots to filter to see the appropriate testing window.
4. Compare “Students Completed” to “Students Assigned”.
5. Select the testlets that are not completed.
Multiple testlets can be monitored. You can select up to 4.
6. Select Monitor button.

The screenshot shows the 'My Tests' section of the Kite Educator Portal. The interface includes a top navigation bar with 'SETTINGS', 'MANAGE TESTS', 'INTERIM', 'REPORTS', 'DASHBOARD', and 'HELP'. Below this is a 'Manage Tests' section with a 'Select Criteria' dropdown and filters for 'TYPE' (Predictive), 'DISTRICT', and 'SCHOOL'. A 'GRADE' filter is also present. A table lists various testlets with columns for 'Test Name', 'Form', 'Testing Cycle', 'Subject', 'Test Materials', 'Allow Responses', 'Students Assigned', 'Students Attempted', and 'Students Completed'. A 'Search' button is located to the left of the table. At the bottom, there is a 'Monitor' button and a 'Testlets' button. Red numbered callouts (1-6) point to specific elements: 1 points to the 'My Tests' tab, 2 points to the 'DISTRICT' dropdown, 3 points to the 'Testing Cycle' column header, 4 points to the 'Students Assigned' and 'Students Completed' columns, 5 points to the checkboxes in the 'Test Name' column, and 6 points to the 'Monitor' button.

Test Name	Form	Testing Cycle	Subject	Test Materials	Allow Responses	Students Assigned	Students Attempted	Students Completed
<input type="checkbox"/> Reading, Grade 6, Informational Testlet 2	General	Three	English Language Arts		Yes	8	7	7
<input type="checkbox"/> Reading, Grade 6, Literary Testlet 2	General	Three	English Language Arts		Yes	8	8	8
<input type="checkbox"/> Grade 4, Survey	General	Three	Mathematics		Yes	11	10	10
<input type="checkbox"/> Grade 4, Survey	General	Three	Mathematics		Yes	13	12	12
<input type="checkbox"/> Grade 5, Survey	General	Three	Mathematics		Yes	18	14	13
<input type="checkbox"/> Grade 6, Survey	General	Three	Mathematics		Yes	8	8	8
<input type="checkbox"/> Math, Grade 3, Solve Area Problems	General	Three	Mathematics		Yes	11	10	9
<input checked="" type="checkbox"/> Math, Grade 3, Unit Squares and Square Units	General	Three	Mathematics		Yes	11	8	7
<input type="checkbox"/> Math, Grade 4, Real-World Problems and Patterns	General	Three	Mathematics		Yes	13	10	10
<input type="checkbox"/> Math, Grade 4, Solve Measurement Problems	General	Three	Mathematics		Yes	13	10	9

MONITOR TESTLET COMPLETION

Considerations

- Plan for make-ups: We know students will be absent during testlets.
- Make-ups can occur in the classroom. Is there a time when the rest of the class is working quietly and a student could complete a testlet?

Remember: Students do not have to leave the classroom for makeups.

MONITOR TESTLET COMPLETION

- Kite Educator Portal Manual
- Filtering the Data Extract Tutorial
- Monitor Testlet Completion Focused Support Video on the MAST Stay Informed webpage.

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



MAST TESTING TASKS

The WHY: Successful administration of the MAST.

Before Testing

- Access the Kite Educator Portal
- Complete Test Security Agreement
- Complete Training
- Schedule Testlets
- Verify Student Rosters & PNPs
- Print Student Tickets & DACs
- Prepare Students to Test

During Testing

- Administer Testlets
- Monitor Testlet Completion

After Testing

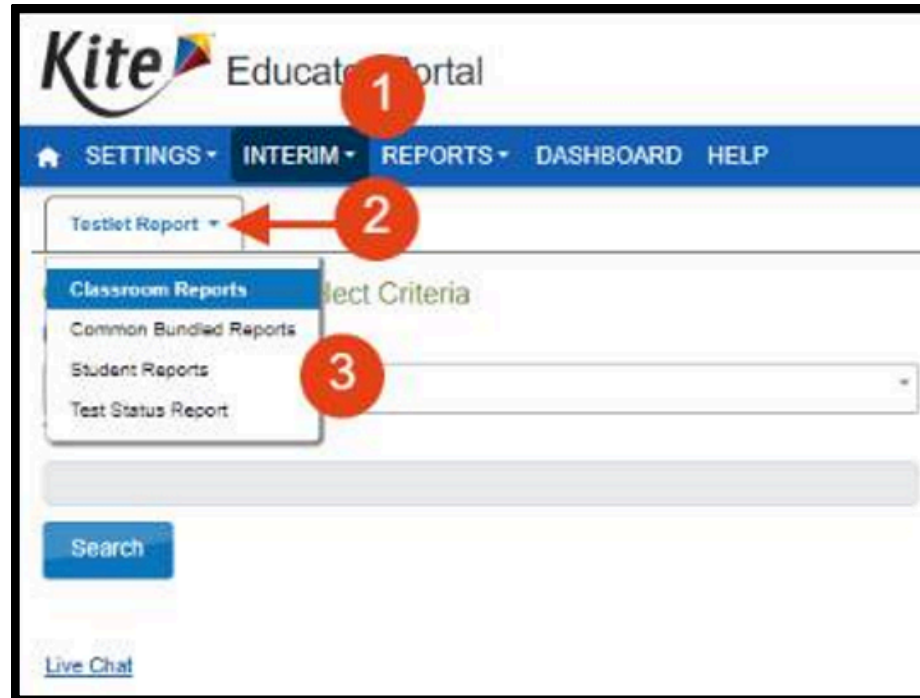
- Access & Share Student Score Reports
- Reflect on the successes and challenges of administration



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.

ACCESS & SHARE SCORE REPORTS

Testlet Reports	Summative Reports
Student Testlet Report <ul style="list-style-type: none">• Available weekly• Available in Parent Report as well	Student Summative Report <ul style="list-style-type: none">• 24-25 reports available in October• 25-26 reports available after last operational window
Classroom Testlet Report <ul style="list-style-type: none">• Available Weekly	Classroom Summative Report <ul style="list-style-type: none">• 24-25 reports available in October• 25-26 reports available after last operational window
School Testlet Report <ul style="list-style-type: none">• Available after each operational window	School Summative Report <ul style="list-style-type: none">• 24-25 reports available in October• 25-26 reports available after last operational window
District Testlet Report <ul style="list-style-type: none">• Available after each operational window	District Summative Report <ul style="list-style-type: none">• 24-25 reports available in October• 25-26 reports available after last operational window



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.

Performance aligns with overall performance, not specifically as it relates to proficiency on the standards assessed.

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

Performance aligns with overall performance, not specifically as it relates to proficiency on the standards assessed.

STUDENT TESTLET REPORTS – MATH

Testlet Summary

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

student math score report image

CLASSROOM TESTLET REPORTS – MATH

Class 1 (Math)

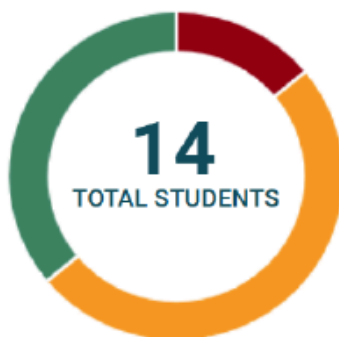
Tony Sullivan, Teacher 2, Proctor



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

CLASSROOM TESTLET REPORTS – MATH

ME08

Error creating equivalent fractions when adding or subtracting.

1

Student Details

Student Name	Student ID	Test Date	Performance Level	Misconceptions
All, Fatima	1111111111	09/16/2025	<div><div>Level 2</div></div>	
Anderson, Jackson	1212121212	09/16/2025	<div><div>Level 1</div></div>	ME31
Brown, Olivia	1231231231	09/16/2025	<div><div>Level 2</div></div>	ME07
Chen, Lila	1234123412	09/16/2025	<div><div>Level 3</div></div>	

MM/DD/YYYY



Page 1 of 2

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

CLASSROOM TESTLET REPORTS – ELA

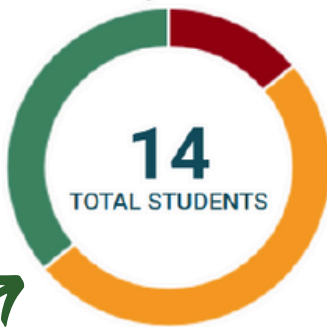


ELA, 5th, Beginning of Year - Informational

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

Student ELA Performance Task Testlet Report

Student Testlet Report
Wilson Elementary School
2024-2025
Test
09/15/2024

Fatima Ali (1111111111)
ELA, 5th, Performance Task

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.

Testlet Summary

Dimensions	Score	Description
Written Expression - Organization	2	Response is consistently and clearly focused. Organization is purposeful and effective.
Written Expression - Purpose / Development	2	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	2	Response demonstrates command of conventions.

1 Dimensions

What is it? Key aspects of student writing that are assessed in the performance task. Each dimension contributes to a student's overall ability to communicate effectively in writing.

How does it help? Use this information to understand the areas being assessed in the performance task.

2 Description

What is it? The descriptions summarize key characteristics of the student's response, showing how well they met expectations for organization, idea development, and language conventions.

How does it help? They provide context for each score, describing performance of the student in each dimension to support targeted instruction and skill development in writing.

3 Score

What is it? The student's score on each individual dimension shown out of the possible range of points.

How does it help? Dimension-level scoring provides a value for each area assessed in the performance task. This helps quickly identify student strengths and areas for improvement.

PERFORMANCE TASK REPORTS – ELA

Class 1 (ELA)

Tony Sullivan, Teacher 2, Proctor

14 TOTAL STUDENTS

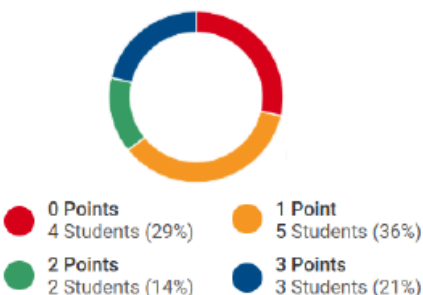


ELA, 5th, Performance Task

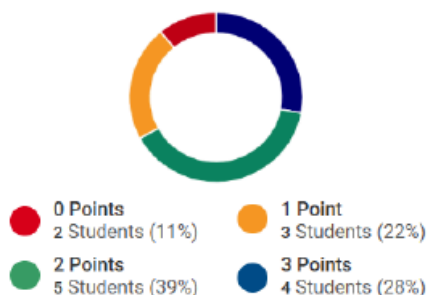
This testlet includes a single informational passage with accessible language and structure. It is designed to measure early-year comprehension, vocabulary, and syntax within grade-level expectations. Standalone items support measurement of word meaning and sentence-level understanding alongside foundational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

Summary Results

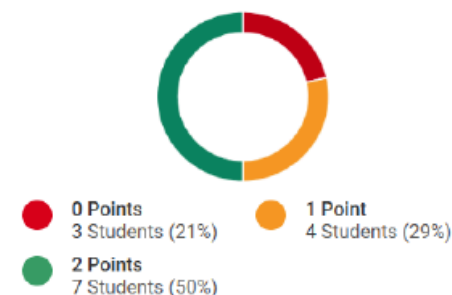
Written Expression - Organization



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	0 1 2 0

ACCESS & SHARE SCORE REPORTS

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





Reflection

Are my scores consistent with expectations?

What misunderstandings are revealed?

Were there gaps in instruction that contributed to misunderstandings?

What can I do to help students master this standard?



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?



ACCESS & SHARE SCORE REPORTS

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



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.



ACCESS & SHARE SCORE REPORTS

METHODS TO DISTRIBUTE INDIVIDUAL SCORE REPORTS TO FAMILIES

1. **Hard copy delivery:** Printing and distributing to parents/guardians in a way that works best for your district (i.e. mailing, parent/teacher conferences, etc.).
2. **The Kite Parent Portal:** Districts make the student-parent connection in the Kite Educator Portal then share information to parents/guardians on how to access in the Parent Portal. Parents/guardians will have access to the student testlet-level score report on completed testlets within testing windows when reports release weekly.



- Individual student **testlet** results should be shared with parents/guardians in a timely manner.
- The individual student **summative through-year** report should be placed in student permanent files and shared with parents/guardians in a timely manner.



DATA CHATS WITH FAMILIES

Some ideas for data chats with families:

- Ensure your discussion is part of a broader discussion: “This MAST score report is one way to help us understand your student’s progress”
- Have a copy of the student score report(s)
- Explain the report (Interpretive Guides are available on MAST portal page)
- Keep the discussion grounded in data and the why: “We are looking at your student’s data to identify next steps”
- Emphasize the specifics from the report: Show areas the student is mastering or struggling with
- Avoid making comparisons to peers
- Discuss goals for the student (could be goals that student established in your student data chat)
- Suggest ways a family could help at home: completing homework, asking for help when needed, support a growth mindset



ACCESS & SHARE SCORE REPORTS RESOURCES

- Data Chats
- Student Score Report Interpretive Guide and Video
- Classroom Report Interpretive Guide and Video
- Parent One-Pager

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



MAST TESTING TASKS

The WHY: Successful administration of the MAST.

Before Testing

- Access the Kite Educator Portal
- Complete Test Security Agreement
- Complete Training
- Schedule Testlets
- Verify Student Rosters & PNPs
- Print Student Tickets & DACs
- Prepare Students to Test

During Testing

- Administer Testlets
- Monitor Testlet Completion

After Testing

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



REFLECT: BEGINNING OF YEAR

What are some successes you anticipate with MAST administration this year?

How will you plan for data chats with your students?

What challenges might you experience?



REFLECT: MIDDLE OR END OF YEAR

What are some successes you had with MAST administration this year?

How did data chats go with students?

How were you able to utilize score reports in your instruction?

What challenges did you experience?

What changes might you make based on these challenges?

