



MONTANA ALIGNED TO STANDARDS THROUGH-YEAR

MAST 4 Teachers

EMPOWERING EDUCATORS, ELEVATING STUDENTS

AUGUST 20, 2025 - 8:30AM - 12:30PM

PRESENTED BY:
MONTANA OFFICE OF PUBLIC INSTRUCTION

Today's Presenters

K-12 Content Standards
Early Learning
Professional Learning
Teacher Learning Hub
Statewide Assessment
MT Reads Literacy Grant
Indian Education for All
Tribal Student Achievement
and Relations



- **Marie Judisch**
 - Senior Manager
 - Academic Outcomes & Instruction



- **Aimee Konzen**
 - Professional Learning Manager
 - Standards, Instruction, and Professional Learning**
 - Katrina Engeldrum - Math Coordinator
 - Claire Mikeson - ELA Coordinator
 - Michelle McCarthy - Science Coordinator
 - Jackie Ronning - Early Literacy Coordinator
 - Kimberly Evans - Early Literacy Data Analyst
 - Allyson Fraser - HUB Coordinator
 - Kate Gammill - HUB Coordinator

- **Cedar Rose**
 - Assessment Director

Assessment Team

- Tressa Graveley - Assessment Specialist
- Erin de Graw - Assessment Specialist

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 want to better understand the math misconceptions on the testlet reports

Overview of Today's Session

- **Best Practices for Scheduling & Administration of MAST Testlets:**
 - Learn effective strategies to plan and administer MAST testlets while minimizing instructional disruptions.
- **Score Report Access and Report Interpretation:**
 - Understand how to access, navigate, and interpret MAST score reports to inform instruction.
- **Understanding the Writing Performance Task Requirements:**
 - Gain clarity on expectations and scoring of the MAST writing performance task.
- **Addressing Math Misconceptions through MAST:**
 - Explore how MAST data can reveal common math misconceptions and guide targeted supports.
- **Spotlight on Third Grade - Key Considerations:**
 - Identify unique MAST considerations for third grade and their impact on student learning.
- **Professional Learning Opportunities**
 - Learn how Hub courses align with MAST to strengthen daily classroom instruction and other opportunities to support your professional learning.



Link to Slides



Live Slides

PDF of slides will be sent in a follow up email

Notetaking Tool



Copy document

Would you like to make a copy of **MAST 4 Teachers - August 20, 2025**
- Notetaking Tool?

Make a copy

Forced Copy
Google Doc



Why MAST?

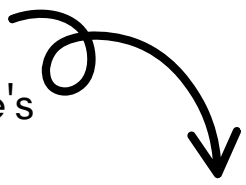
United States ESSA Section 111(b)(2) Academic Assessments

Each state is required to develop a plan demonstrating that its education department, has established **high-quality assessments in mathematics, reading or language arts, and science**. These assessments must be uniform for all public school students across the state and administered to every student. They must align with the state's academic standards and provide clear, timely feedback on whether students are meeting these standards and performing at their **grade level**.

In short, this is mandated by federal (and state) law!

However, what was in place wasn't serving educators or students... and that's where MAST comes in...

- Education First Grant in 2021
- Competitive Grant for State Assessment Awarded in 2022
- Pilot 2022-2023, Expanded Pilot 2023-2024, Operational Field Test 2024-2025



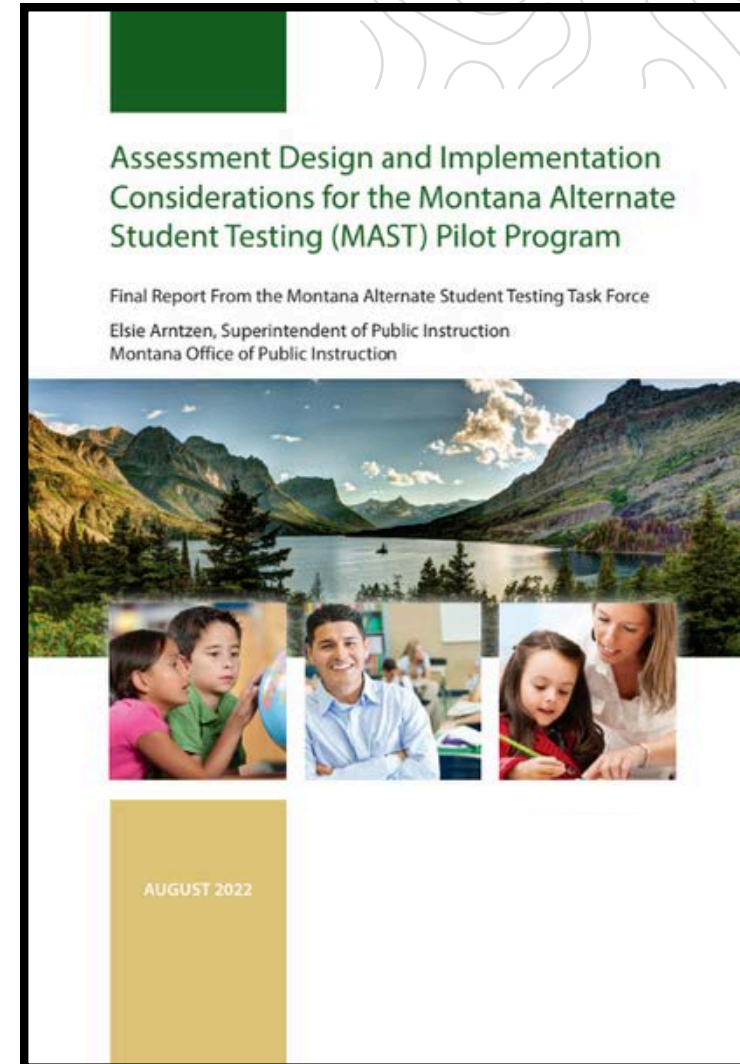
**The assessment
MUST meet
rigorous technical
standards
reviewed at the
federal level**

Why MAST?

“The [MAST theory of action](#) depicts two major aims (i.e., the primary and additional goal) of the through-year assessment system: **providing instructionally useful information** and **supporting comparable annual determinations**.

Also, notice the important role of **communication** and **stakeholder engagement** that the task force deemed important for the success of the program. In the case of the proposed pilot, the instructional goal is intended to be supported by the flexible administration of **modular assessments tied to local curriculum**—and at a grain size small enough to **support useful instructional actions**.

Further, score reports must be designed to facilitate **clear and accurate interpretations of students' knowledge** and skills relative to the identified learning targets.”





Why MAST?

- If we *must* do a statewide assessment, how can we ensure the assessment works FOR both educators and students?
- What if the state assessment connected directly to classroom instruction?
- How can assessment better inform teaching and learning?
- What if assessments aligned more closely with the timing of instruction?
- How can assessment data drive both individual student support and system-wide improvement?
- What if assessments helped students set goals and guide their own learning?
- What if state assessments could be integrated naturally into the classroom, reducing student anxiety and supporting overall student well-being?

CALIBRATION OF LANGUAGE

- **Through-Year Assessment:** An assessment that has testing windows to demonstrate proficiency is spread out over the course of a school year
- **Standards Blueprint:** Describes the key elements of a test, including content standards covered by testlets and performance tasks
- **Testlet:** The content has been broken down into 'mini tests' that combine correlated content.
- **Instructional Utility:** The opportunity to use data to make instructional decisions
- **Scope and Sequence:** The organization of content standards within a grade and school year
- **Standards-Aligned:** The questions on the assessment are aligned directly to the *Montana Content Standards* that are supposed to be taught at each grade level

MAST CONSIDERATIONS

We over test students...

- Conduct an **Assessment Audit** to identify redundancies and streamline testing - decision making on *intentional* assessments students are given.
 - **WHAT** assessment we're giving, **WHY** we're giving it, and **WHAT** will we do with the data?

We lose instruction time...

- Best Practices for Scheduling Testing, Test Timing Document

Our testlets and our schedule doesn't align to what we're teaching...

- Scheduler Tool, Testing Blueprints, State Standards, Special Education

We don't know what to do with score reports

- How to interpret the testlet results
- Discussing testlet reports with your Professional Learning Community

There isn't a growth metric...

- With technical support from our psychometricians and Technical Advisory Committee, we are actively working on next steps for in-year growth and progression on the content standards

BEST PRACTICES FOR SCHEDULING & ADMINISTERING MAST TESTLETS

Erin de Graw
Assessment Specialist

Tressa Graveley
Assessment Specialist

2025-2026 MAST DESIGN

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		



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 Math testlets must be scheduled and administered across the 3 testing windows



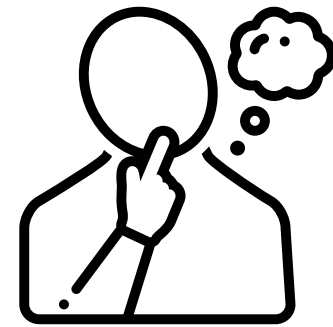
FALL SCHEDULING

Who should be involved with testlet scheduling?

- District's System Test Coordinator (STC)
- Any Building Test Coordinators (BTC) in the district
- Instructional/curricular leaders
- Teachers



FALL SCHEDULING



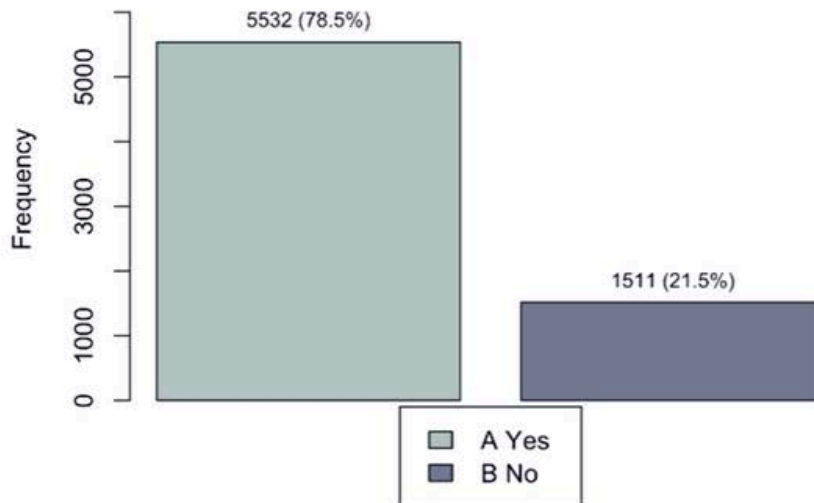
Discussions for Scheduling

- *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?*

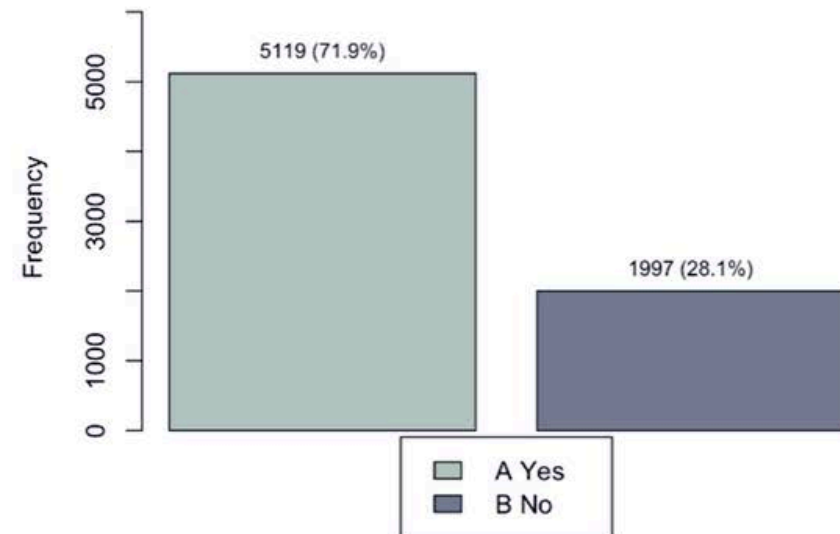


What Students are Saying

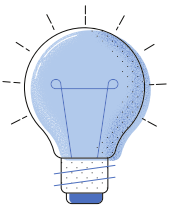
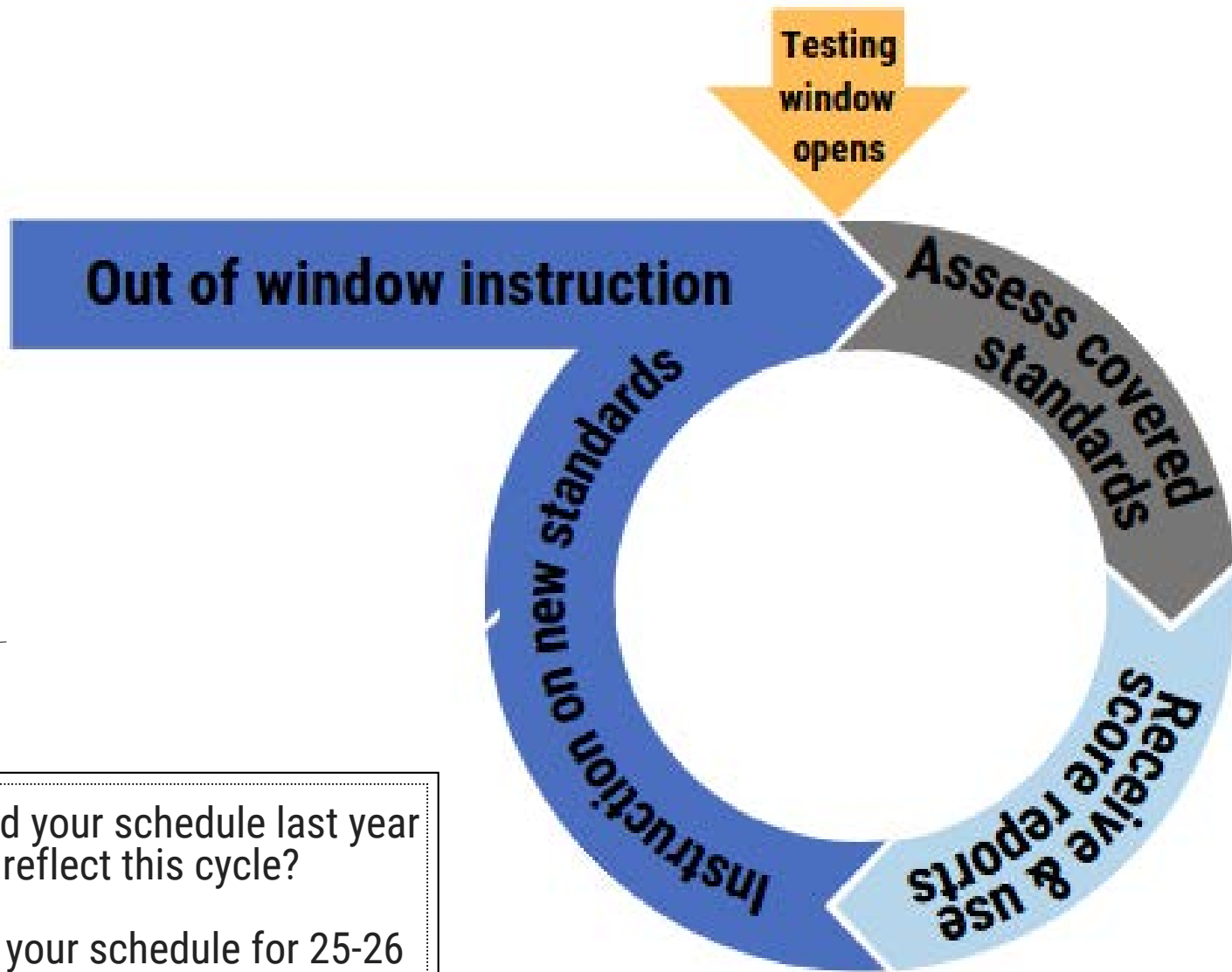
"Do you think you learn more when you take several small tests over the year instead of one big test at the end?"



"Do you think that taking testlets like these can help you learn?"



SCHEDULING TESTLETS WITHIN WINDOW



How did your schedule last year reflect this cycle?

Could your schedule for 25-26 better reflect this cycle?



SCHEDULE TESTLETS

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**



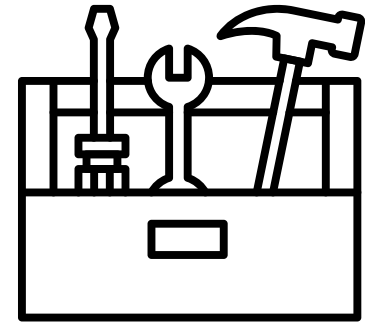
MAKE UP TESTING

Considerations

- 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.

FALL SCHEDULING



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
- Math Timing Document
- MAST Math Assessment Specifications
- MAST Scheduling Guide & FAQs for Test Coordinators
 - Pg. 11: *Math Schedule Worksheet*
 - *Appendix B: MAST Math Testlets and Standards*
- **OR** *Math Standards Blueprint*



FALL SCHEDULING



MAST 2024-2025 Math Schedule Worksheet

Directions:

1. Fill in grade, name, and, if applicable, curriculum name, publisher, and copyright year.
2. List unit names and/or standards covered before and during each window.
3. 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.
4. Return the worksheet to your STC/BTC by the indicated due date.

STC/BTC Name:	Due Date:
Name:	Curriculum name, publisher, and copyright year, if applicable:
Grade:	

	Window 1	Window 2	Window 3
	October 14 – November 22, 2024	January 13 – February 21, 2025	March 24 – May 2, 2025
Math	3-5 testlets	3-5 testlets	3-5 testlets
ELA	2 BOY testlets	2 MOY testlets + PT	2 EOY testlets

		Window 1	Window 2	Window 3
Units Covered				
Standards Covered				
Aligned Testlets	1			
	2			
	3			
	4			
	5			

Appendix B

Grade 3	
Testlet Names	MT Standards
Concepts of Multiplication and Division	3.OA.1, 3.OA.2, 3.OA.3
Multiplication and Division Equations	3.OA.4, 3.OA.6
Multiply and Divide Within 100	3.OA.5, 3.OA.7
Time, Liquid Volume, and Mass	3.MD.1, 3.MD.2
Real-World Problems and Patterns	3.OA.8, 3.OA.9
Place Value and Operations in Base Ten	3.NBT.2, 3.NBT.3
Understand Fractions as Numbers	3.G.2, 3.NF.1, 3.NF.2, 3.NF.2.a, 3.NF.2.b
Compare and Find Equivalent Fractions	3.NF.3, 3.NF.3.a, 3.NF.3.b, 3.NF.3.c, 3.NF.3.d
Unit Squares and Square Units	3.MD.5, 3.MD.5.a, 3.MD.5.b, 3.MD.6, 3.MD.7, 3.MD.7.a
Solve Area Problems	3.MD.7, 3.MD.7.b, 3.MD.7.c, 3.MD.7.d
Data and Graphing	3.MD.3, 3.MD.4
Two-Dimensional Geometric Figures	3.G.1, 3.MD.8

The Math Schedule Worksheet and Math Standard Blueprints/Appendix B can be used together to help plan scheduling

Math Standard Blueprint

Montana MAST Math Testlets

Gr	Testlet	Standards	Content Attributes
3	Concepts of Multiplication and Division	3.OA.1 3.OA.2 3.OA.3	<ul style="list-style-type: none"> Interpret products and quotients of whole numbers. Solve one-step real-world problems by multiplying or dividing within 10×10.
3	Multiplication and Division Equations	3.OA.4 3.OA.6	<ul style="list-style-type: none"> Determine an unknown number in a multiplication or division equation relating three whole numbers, within 10×10. Understand division as an unknown-factor problem.
3	Multiply and Divide Within 100	3.OA.5 3.OA.7	<ul style="list-style-type: none"> Understand and use properties of operations to multiply and divide. Fluently multiply and divide within 10×10.
3	Time, Liquid Volume, and Mass	3.MD.1 3.MD.2	<ul style="list-style-type: none"> Tell time and solve problems involving intervals of time. Solve real-world problems involving liquid volume and mass.

MATH TIMING DATA



Math Average Timing			
	p50	p80	p90
Grade 3	9.7	15.8	21.0
Grade 4	12.0	19.4	26.2
Grade 5	10.8	17.0	22.4
Grade 6	11.3	17.0	21.2
Grade 7	12.7	18.9	23.4
Grade 8	10.8	16.0	19.8

	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



SHARE MAST SCHEDULES

Who Should Receive Testing Schedules?

- Testing Coordinators
- Teachers administering MAST
- Special Education teachers supporting grade-level instruction
- Support staff involved with instruction
- Anyone supporting MAST administration



REFLECT

Beginning of the Year

- 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?
- How will you make note of testlets that could be moved to earlier or later windows?



BEFORE ASSESSMENT

What are some ways you currently prepare students for assessments?



BEFORE ASSESSMENT



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!



BEFORE ASSESSMENT



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?



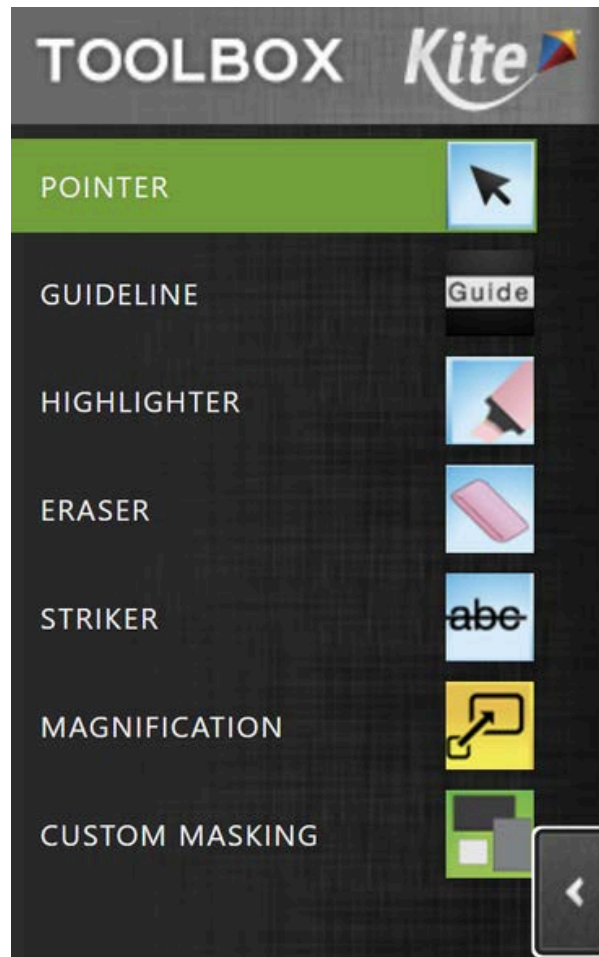
BEFORE ASSESSMENT

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



BEFORE ASSESSMENT

Toolbox Available in Kite



How can these tools help students during the assessment?



BEFORE ASSESSMENT

Practice Tests

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

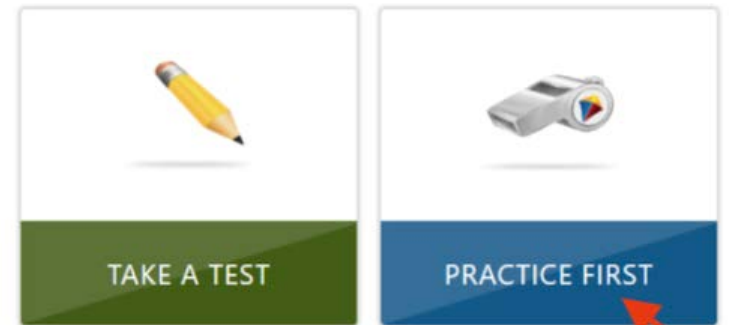
username: tech.demo

password: MAZE8

Click on *Practice First*.

1. Choose ELA or Math.
2. Select the grade band then *Take Test*.

Welcome Back Technology



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Please select a practice test to take.



BEFORE ASSESSMENT

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.*
- If you notice a student does not have an accommodation set or improperly set, **STOP TESTING!** Contact your building or district testing coordinator immediately and ensure supports are correct before resuming.



BEFORE ASSESSMENT

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



BEFORE ASSESSMENT

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:

- *If you know the answer, mark your choice.*
- *Can you answer the question in a couple of minutes? Then go ahead and figure it out.*
- *Do you not know how to answer the question? Mark your best answer, flag the question, 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!



DURING ASSESSMENT

What are some ways you currently monitor during assessments?



Monitoring During Test Administration

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



DURING ASSESSMENT



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



DURING ASSESSMENT

“I would rather take smaller test over the year than one big one because if you take smaller tests you can normally finish before the class period is over then I don't have to worry about finishing them and I can focus more on a class assignment instead of worrying about a big test.”
(Grade 4)





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
- 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 they rushed.



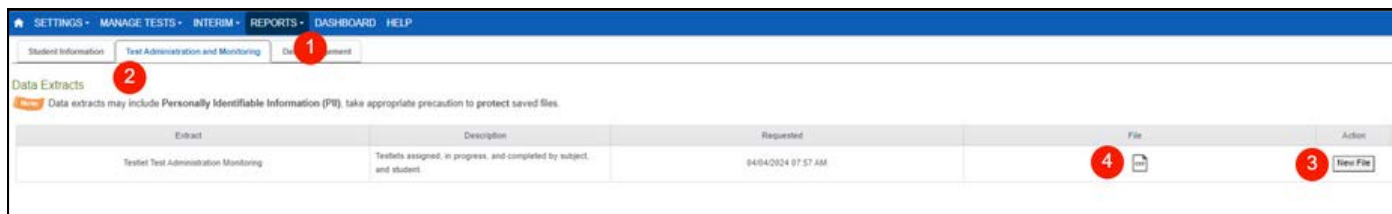
MONITORING TESTLET COMPLETION

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.

Visit the [Assessment Stay Informed webpage](#) for a Monitoring Testlet Focused Support Video.

MONITORING 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' interface in the Kite Educator Portal. The navigation bar includes 'SETTINGS', 'MANAGE TESTS', 'INTERIM', 'REPORTS', 'DASHBOARD', and 'HELP'. The 'My Tests' dropdown menu is open, showing 'VIEW RESULTS' (1). Below the navigation, there are filters for 'TYPE' (Predictive), 'DISTRICT', and 'SCHOOL' (2). A 'GRADE' filter is also present. A 'Search' button is located above the table (5). The table displays columns for 'Test Name', 'Form', 'Testing Cycle', 'Subject', 'Test Materials', 'Allow Responses', 'Students Assigned', 'Students Attempted', and 'Students Completed'. A row for 'Math, Grade 3, Unit Squares and Square Units' is highlighted in blue (3). A red arrow points from the 'Students Assigned' column to the 'Students Completed' column for this row (4). At the bottom left, a 'Monitor' button is visible (6).

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

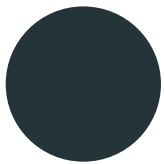
REFLECTION



What is one thing you are “square” about?



What are three takeaways from this session?



Is there anything still circling around in your brain?



SCORE REPORT ACCESS AND INTERPRETATION

Marie Judisch
Senior Manager
Academic Outcomes & Instruction

Aimee Konzen
Professional Learning Manager

Tressa Graveley
MAST Assessment Specialist

REPORTS

Testlet Reports	Summative Reports
<p>Student Testlet Report</p> <ul style="list-style-type: none"> • Available weekly <ul style="list-style-type: none"> ◦ Following Thursday after assessment • Shared in Kite Parent Portal with connected parents/guardians. <p>Student Performance Task Testlet Report</p> <ul style="list-style-type: none"> • Hand Scored, Two weeks after the close of Window 2 	<p>Student Summative Report</p> <ul style="list-style-type: none"> • 2024-2025 available October 2025 • 2025-2026 available TBD
<p>Classroom Testlet Report</p> <ul style="list-style-type: none"> • Available Weekly 	<p>Classroom Summative Report</p> <ul style="list-style-type: none"> • 2024-2025 available October 2025 • 2025-2026 available TBD
<p>School Testlet Report</p> <ul style="list-style-type: none"> • Available after each window 	<p>School Summative Report</p> <ul style="list-style-type: none"> • 2024-2025 available October 2025 • 2025-2026 available TBD
<p>District Testlet Report</p> <ul style="list-style-type: none"> • Available after each window 	<p>District Summative Report</p> <ul style="list-style-type: none"> • 2024-2025 available October 2025 • 2025-2026 available TBD

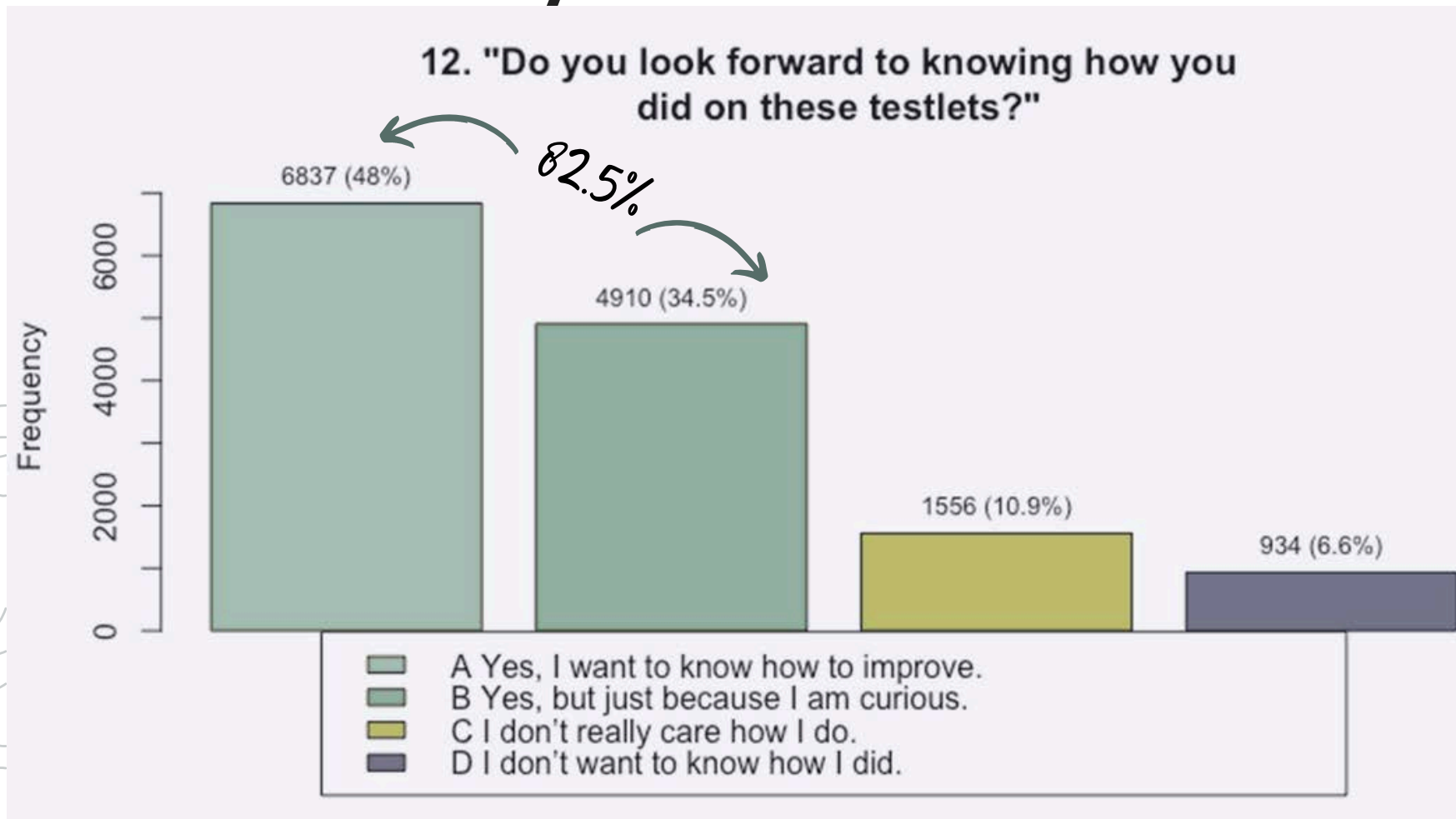
INTERPRETING & UTILIZING SCORE REPORTS

General Guidelines

- Each score report provides a **snapshot** of academic performance on a small set of related standards.
- Score reports are meant to **support** professional judgment, not *replace* it.
- Score reports should be considered **alongside** other information.
- Individual test items assess **different complexity levels** and therefore are not designed to be averaged.
 - *Refer to Assessment Specifications documents for more information.*

INTERPRETING & UTILIZING SCORE REPORTS

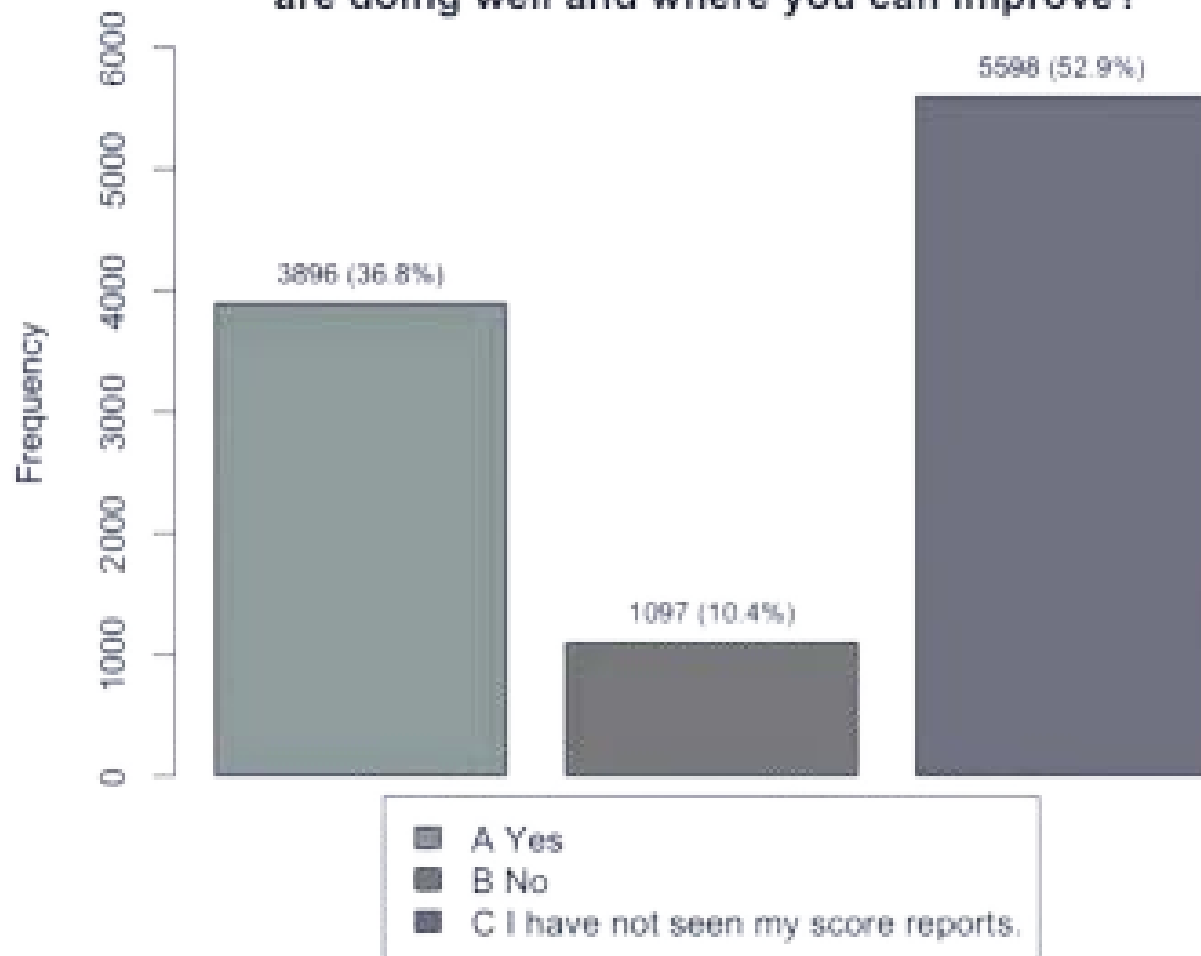
Student Survey Data



INTERPRETING & UTILIZING SCORE REPORTS

Student Survey Data

11. "Do you learn better if your teacher uses your score report to show you where you are doing well and where you can improve?"



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



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.	<input checked="" type="checkbox"/>	3.NF.A.3
2. This question evaluates students' understanding of rounding numbers to the nearest ten.	<input checked="" type="checkbox"/>	3.NF.A.3
3. This question addresses students' understanding of basic probability concepts.	<input checked="" type="checkbox"/>	3.NF.A.3
4. This question evaluates students' understanding of coordinate planes and how to plot points.	<input checked="" type="checkbox"/>	3.NF.A.3
5. This question assesses students' understanding of ratios and proportional relationships.	<input type="checkbox"/>	3.NF.A.3

CLASSROOM TESTLET REPORTS – MATH

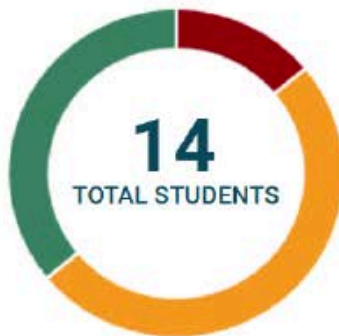
Class 1 (Math)

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

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	Level 2	
Anderson, Jackson	1212121212	09/16/2025	Level 1	ME31
Brown, Olivia	1231231231	09/16/2025	Level 2	ME07
Chen, Lila	1234123412	09/16/2025	Level 3	

MM/DD/YYYY



Page 1 of 2

Flood the Chat

Which insight from the math score reports excites you most about supporting student learning?

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

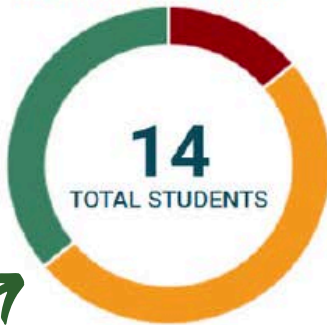


ELA, 5th, Beginning of Year - Informational

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 (11111111111)
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	1	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.

MM/DD/YY

1 of 1

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

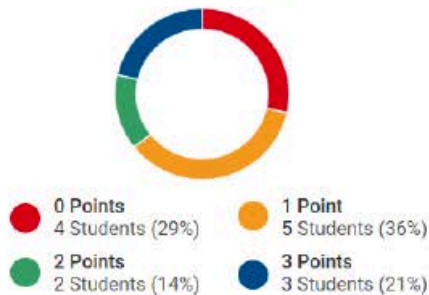


ELA, 5th, Performance Task

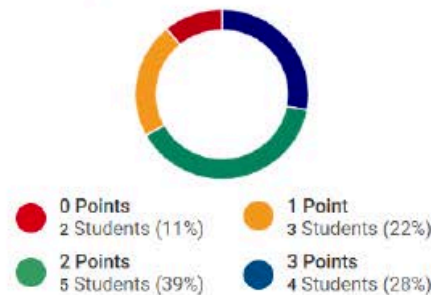
This testlet includes a single informational passage with accessible language and structure. It is designed to measure early-year comprehension, vocabulary, and syntax within grade-level expectations. Standalone items support measurement of word meaning and sentence-level understanding alongside foundational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

Summary Results

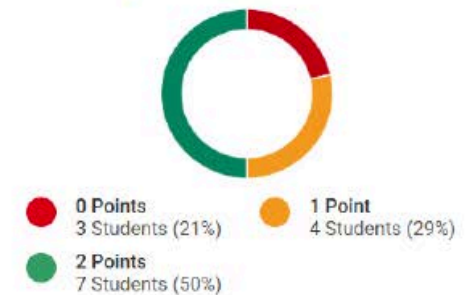
Written Expression - Organization



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 1 2

TYPES OF REPORTS

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

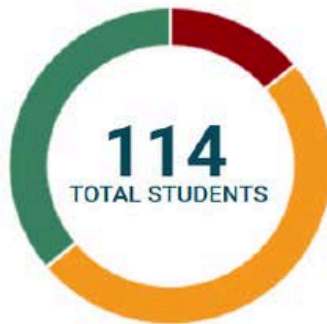
School Testlet Report: ELA

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%)

TYPES OF REPORTS

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

School Testlet Report: Math

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
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%)

TYPES OF REPORTS

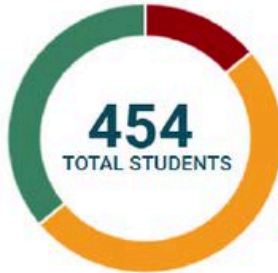
Available after the close of each window for the 2025-2026 School Year

District Testlet Report: Math

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

TYPES OF REPORTS

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

District Testlet Report: ELA

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%)

District and School Reports

Independent Reflection

- What **stories** do the District and School level reports tell that is different than testlet reports?
- What **uses** do these reports have and for whom?
- How do you use these **in conjunction** with other student information?
- How does this data support your district **goals** established in your Integrated Strategic Action Plan (ISAP)?

Curriculum Director
School Board

Teacher

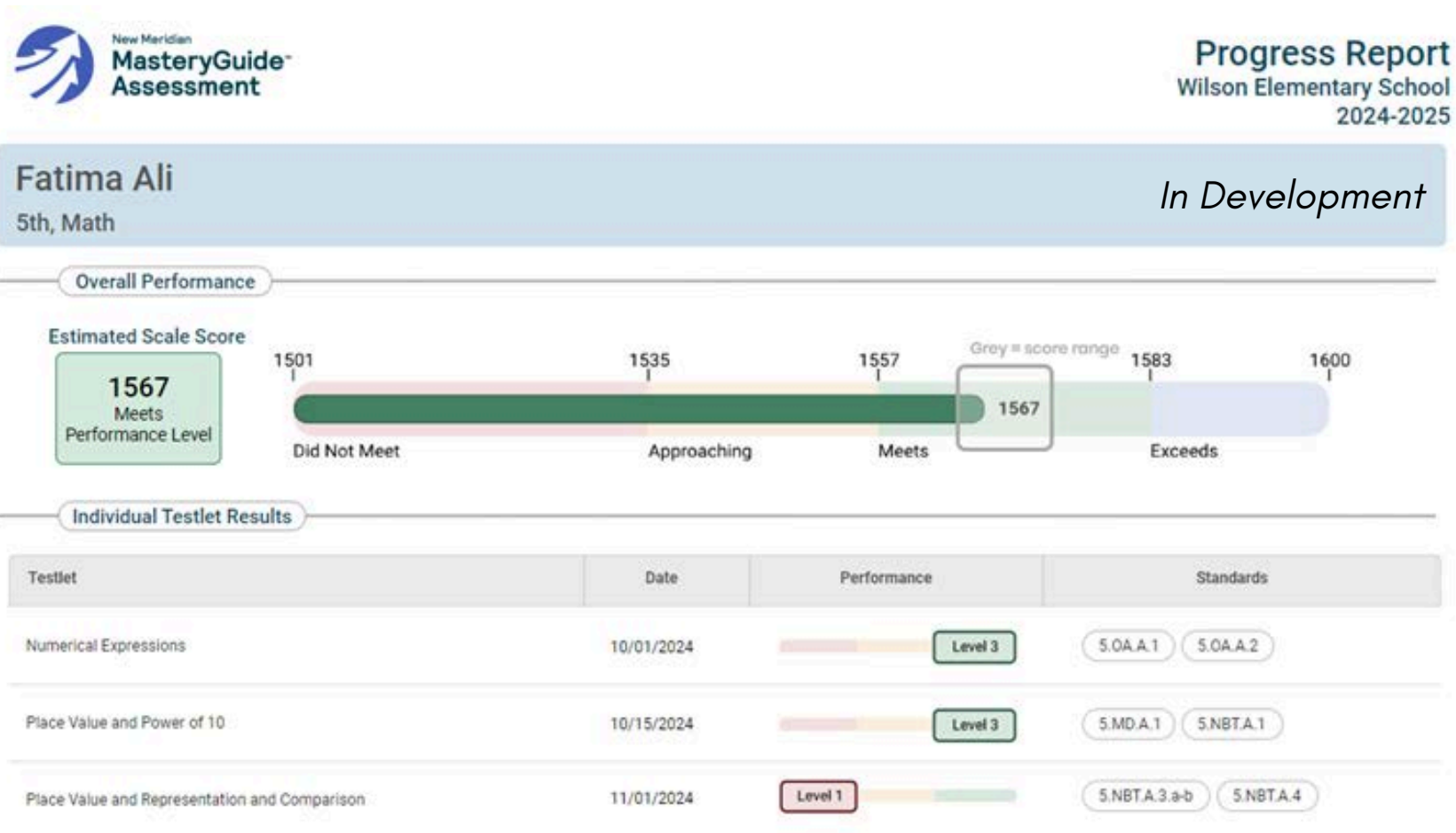
Interventionist

STC

Leadership

TYPES OF REPORTS – IN DEVELOPMENT

- **Interactive Reporting**
- **In-Year Growth/Progress Reports**
 - After a certain number of testlets, student results can build into a progress report that shows Estimated Scale Scores



Breakout →

Self Select the grade level that aligns with your work for this breakout session

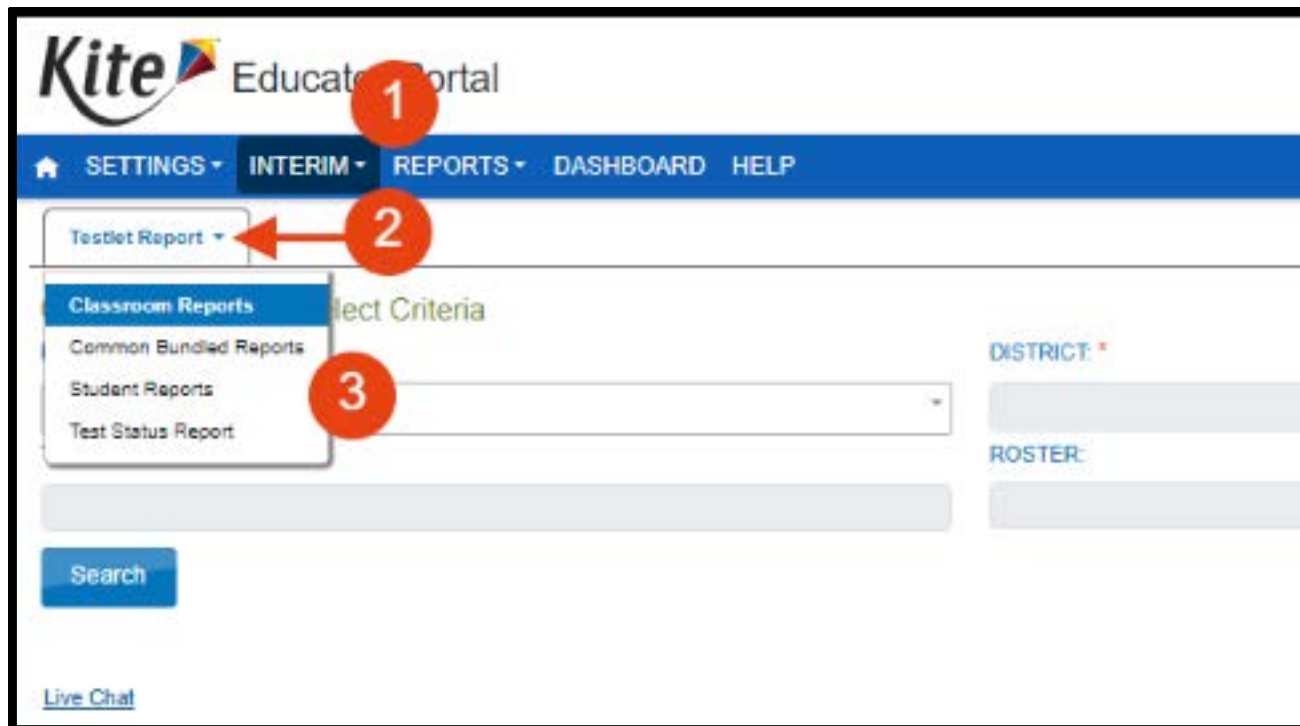
- How can *MAST* score reports **support** instruction in the classroom?
- How might you use *MAST* data to **adjust or improve** your teaching strategies?
- What **challenged** your thinking the most today?
- What **one piece of information** will you take back and share with your team?
- How could this data influence **curriculum planning or pacing**?

8 Minutes!

ACCESSING 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 menu. Fill organization drop-downs then select *Search*.

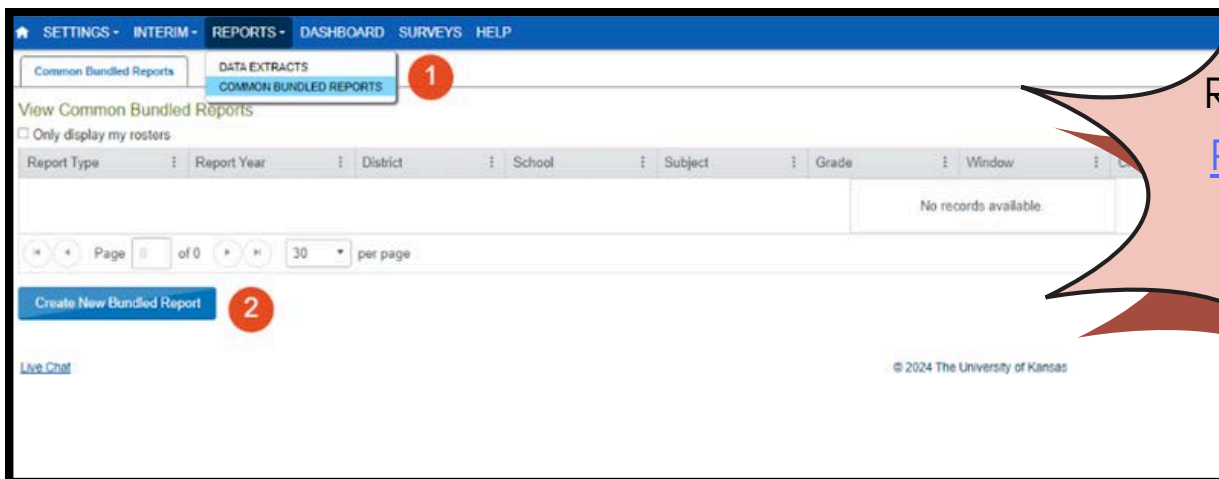
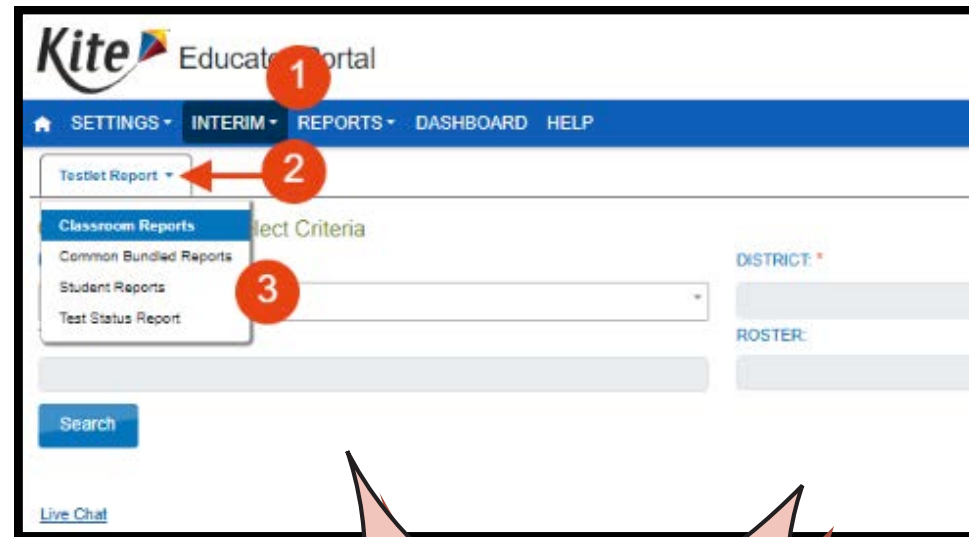


BUNDLING SCORE REPORTS

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

AFTER ASSESSMENT

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



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.



AFTER ASSESSMENT

- 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?



AFTER ASSESSMENT

Student Reflection

- 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?



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

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.



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.

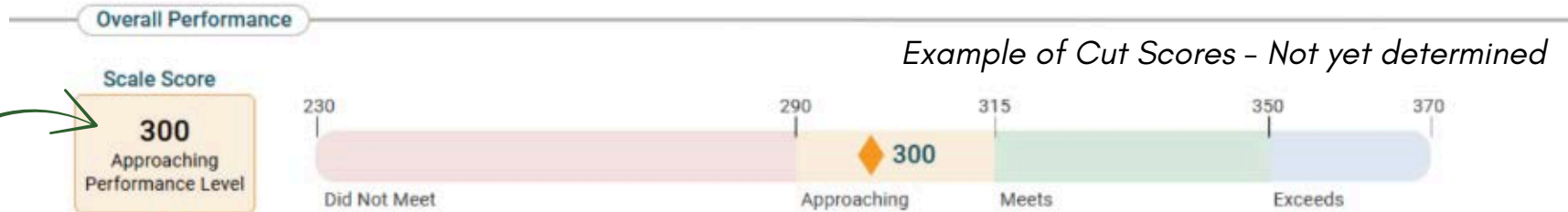
3. How to use the **Kite Parent Portal**?

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.



SUMMATIVE REPORT

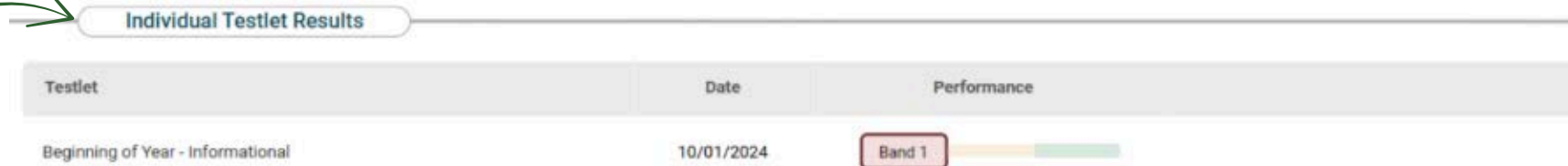
Student ELA Summative Score Report



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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.



SUMMATIVE REPORT



Student Math Summative Score Report

Fatima Ali

Math, 5th Through-Year Assessment

Overall Performance

Scale Score

335

Meets
Performance Level

Example of Cut Scores - Not yet determined



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Individual Testlet Results

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

SUMMATIVE REPORT

Classroom Math Summative Score Report

Class 1 (Math)

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

Summary Results



Average Scale Score: 335

- Did Not Meet (230-290)
4 Students (29%)
- Approaching (291-315)
5 Students (36%)
- Meets (316-350)
2 Students (14%)
- Exceeds (351-370)
3 Students (21%)

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

Classroom Summary Information

Student Name	Student ID	Scale Score	Overall Performance Level
Fatima Ali	1111111111	335	Meets
Jackson Anderson	1212121212	330	Approaching
Olivia Brown	1231231231	342	Meets
Lila Cben	1234123412	305	Approaching
Rachul Desai	1234512345	340	Meets
Aiden Garcia	1234561234	345	Meets

SUMMATIVE REPORT

Classroom Math Summative Score Report

Class 1 (Math)

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

Summary Results



Average Scale Score: 335

- Did Not Meet (230-290)
4 Students (29%)
- Approaching (291-315)
5 Students (36%)
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2 Students (14%)
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Organization	Average Scale Score
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Linn District	340
Wilson Elementary School	332

Classroom Summary Information

Student Name	Student ID	Scale Score	Overall Performance Level
Fatima Ali	1111111111	335	Meets
Jackson Anderson	1212121212	330	Approaching
Olivia Brown	1231231231	342	Meets
Lila Cben	1234123412	305	Approaching
Rachul Desai	1234512345	340	Meets
Aiden Garcia	1234561234	345	Meets

SUMMATIVE REPORT

Reflection Prompts on Summative Score Reports to Support Instruction

- What strengths do the reports highlight in my students?
- What learning gaps or misconceptions are most evident?
- How do these results align with classroom assessments and observations?
- What instructional adjustments can I make based on this data?
- How can I use these results to set goals with students and families?
- What additional support or resources might be needed?

10 Minute Break!

Return at 10:30am

Coming Up: Performance Task, Math Misconceptions,
Preparing 3rd Graders and Continued Professional Learning



UNDERSTANDING THE WRITING PERFORMANCE TASK REQUIREMENTS

Claire Mikeson
English Language Arts Instructional Coordinator

OBJECTIVES

- Understand the structure and expectations of the MAST Writing Performance Task for your relevant grade level.
- Explore key writing instructional strategies to support student success.
- Identify one way to integrate the Performance Task writing practice into your instruction.



PERFORMANCE TASK CONTEXT



- Worth 8 points total (~5% of the ELA summative score)
- Includes 5 questions from MOY Informational Reading testlet
- Includes shortened list of rubric criteria
- Performance task should be taken *after* the MOY Informational Testlets
- Prompt topic will be related to the [priority focus topic](#) for that grade level

	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

Watch for an upcoming Hub course on the Performance Task!

MONTANA ELA CONTENT STANDARDS

Grade 3-8 ELA Writing Standards W.1 and W.2

Grade 3-8 ELA Language Standards L.1 and L.2



Flood the Chat

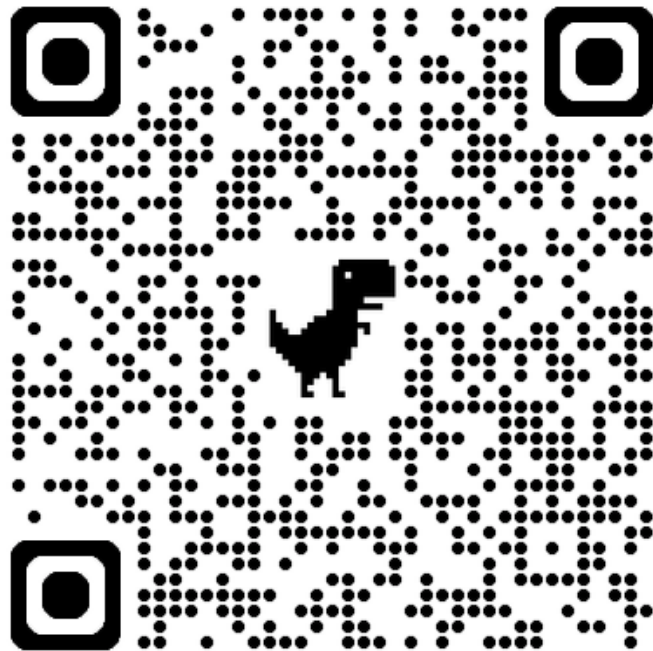
Identify **one standard or substandard** you and your students might benefit from having additional resources or instructional strategies on or would like to focus more attention to this school year.

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](#)



Rubrics are located on the MAST Portal, under “Resources for Teachers”

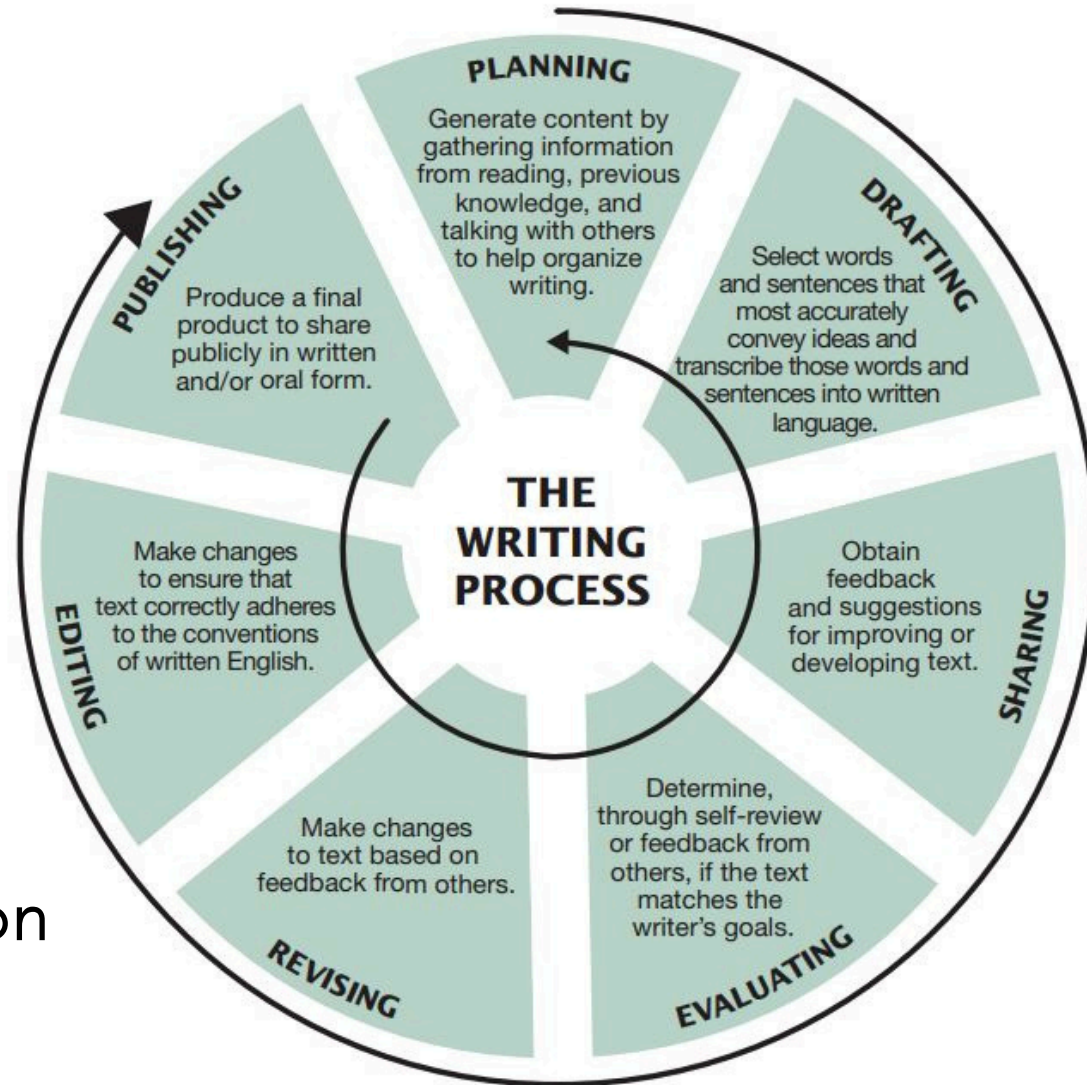


Breakout

1. What do you notice initially about the rubric?
2. What criteria on this rubric do you most often see missing from student work?
3. What questions or challenges does this raise for you and your students?
4. What is the most important takeaway for you regarding this rubric that will impact your instruction?

ESSENTIAL INSTRUCTIONAL PRACTICES

- Gradual Release of Responsibility within each stage of the recursive writing process
- Strategies driven by text, purpose, and audience
- IES Practice Guides on writing instruction: [Elementary Students](#) [Secondary Students](#)



PURPOSE & GENRE

Table 4. Purposes for writing

Purpose	Explanation ⁴⁵	Examples of Genres
Describe	to describe something, such as a person, place, process, or experience, in vivid detail	<ul style="list-style-type: none"> ▪ descriptions (e.g., people, places, or events) ▪ character sketches ▪ nature writing ▪ brochures (personal, travel, and so on)
Narrate	to tell a story of an experience, event, or sequence of events while holding the reader's interest	<ul style="list-style-type: none"> ▪ diary entries (real or fictional) ▪ folktales, fairy tales, fables ▪ short stories ▪ poems ▪ eyewitness accounts
Inform	to examine previously learned information or provide new information	<ul style="list-style-type: none"> ▪ summaries of new or previously learned information ▪ instructions or directions ▪ letters ▪ newspaper articles ▪ science reports
Persuade/analyze	to give an opinion in an attempt to convince the reader that this point of view is valid or to persuade the reader to take a specific action (writing to express an opinion or make an argument has a similar purpose); to analyze ideas in text, for example, by considering their veracity or comparing them to one another	<ul style="list-style-type: none"> ▪ persuasive essays ▪ editorials ▪ compare-and-contrast essays ▪ reviews (e.g., of books and movies) ▪ literary analysis



CONNECT STRATEGIES TO PROCESS

EXAMPLE 1.2f.

Sample writing strategies for the editing component of the writing process⁴¹

Writing Strategy for Most Relevant Genres and How to Execute

COPS⁴², Any genre

- Have I **C**apitalized the first word of sentences and proper names?
- How is the **O**verall appearance?
- Have I put in commas and end **P**unctuation?
- Have I **S**pelled all words correctly?

Job cards⁴³, Any genre

Divide students into small groups and assign each student in the group a different “job card.” The card will describe that student’s job when editing the papers of the other students in the group. For example, one person’s job may be to look for spelling errors, another person’s job may be to ensure the paper contains strong verbs and consistent verb tense, and a third person’s job may be to verify that the paper uses quotation marks properly throughout. Students should continue to trade papers within their small groups until they have performed their job on each student’s paper.



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



IDENTIFY THE TASK!

Quickwrite, Content Writing, or Formal Writing?

- #1** 4th grade students write a paragraph summary of a nonfiction article about animal migration, including key details and vocabulary from the text.



IDENTIFY THE TASK!

Quickwrite, Content Writing, or Formal Writing?

#2 6th grade students list all the ways they can think of that they used fractions over the summer.



IDENTIFY THE TASK!

Quickwrite, Content Writing, or Formal Writing?

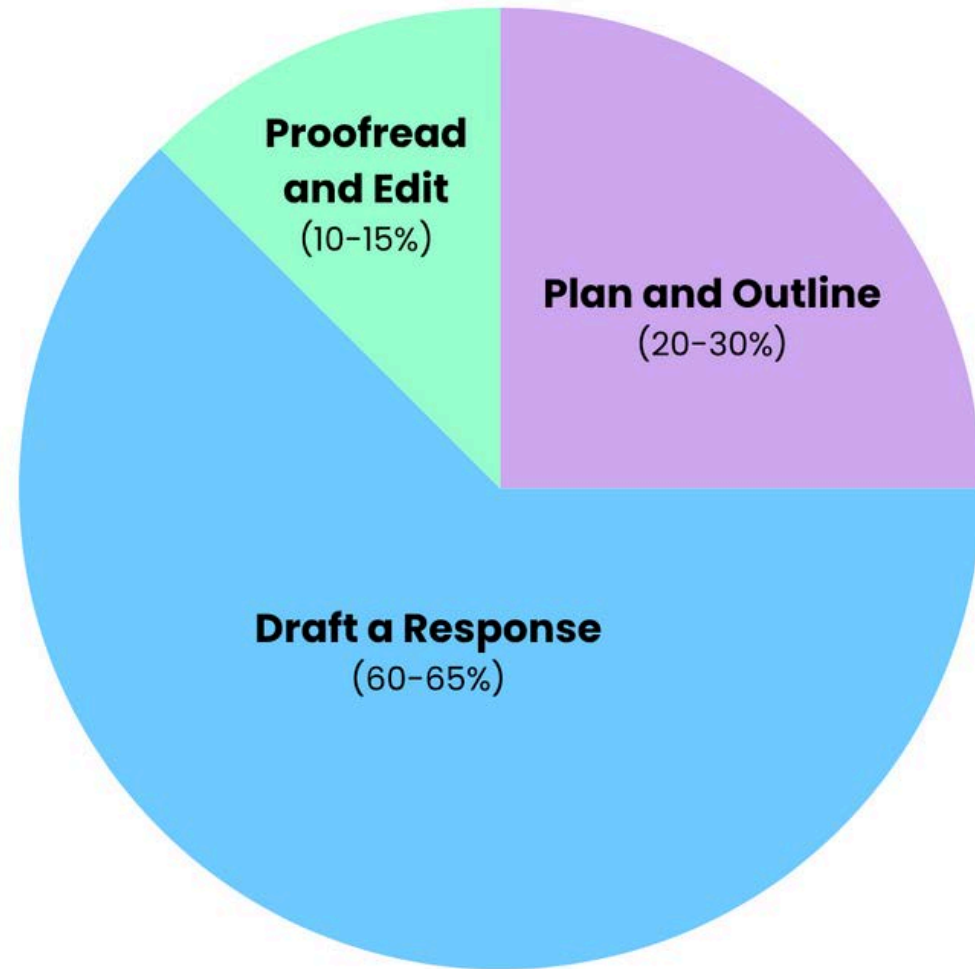
#3 8th grade students write an informational paper that compares the experiences of the characters in *Sweetgrass Basket* with the real-life experiences of former boarding school students based on multiple sources.



ON-DEMAND WRITING ASSESSMENT

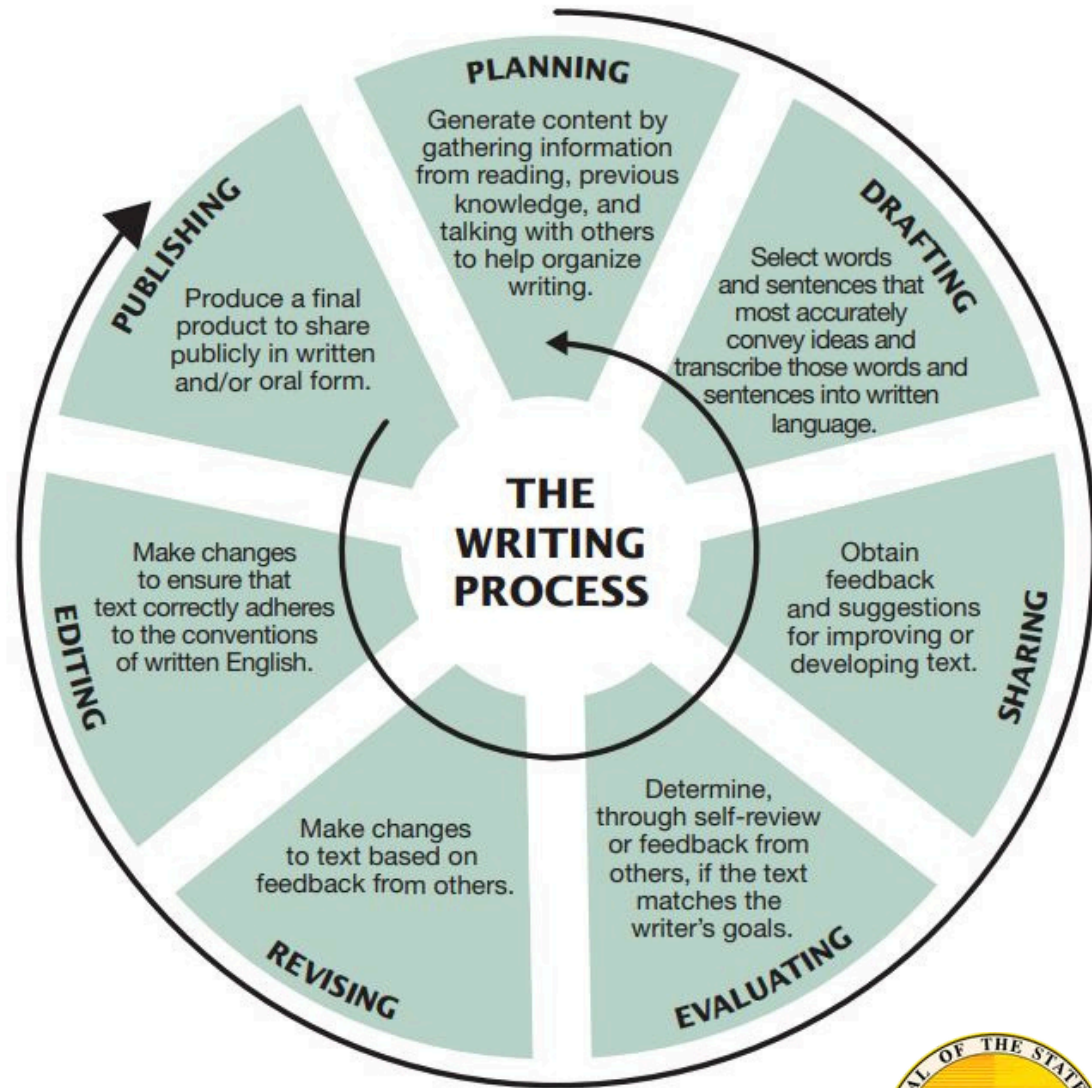
- Full class period of work time– or provide a minimum work time
- Have students use familiar resources and supports
- Remember the writing process
- Plan with paper and pencil

Allocating Time During an On-Demand Writing Assessment



PRACTICING WITH A LINEAR OUTLINE

1. Annotate the prompt
2. Brainstorm main points
3. Create a linear outline
4. Draft written response
5. Edit
6. Provide feedback



LINEAR OUTLINE

1. Annotating the prompt

MAST Performance Task: Grade 7

Practice Prompt

WRITING PROMPT:

Write an argumentative or informative response to answer this question:

What makes young adults confident in who they are?

In your response, be sure to:

- Clearly introduce the topic and maintain it throughout the piece.
- Organize ideas into clear paragraphs and use transitions to connect them.
- Develop the topic with strong reasoning, relevant details, and specific examples.
- Use correct grammar, punctuation, and spelling to make your writing clear.

proofread!



LINEAR OUTLINE

MAST Performance Task: Grade 7

Practice Prompt

2. Brainstorm main points

WRITING PROMPT:

Write an argumentative or informative response to answer this question:

What makes young adults confident in who they are?

In your response, be sure to:

- Clearly introduce the topic and maintain it throughout the piece.
- Organize ideas into clear paragraphs and use transitions to connect them.
- Develop the topic with strong reasoning, relevant details, and specific examples.
- Use correct grammar, punctuation, and spelling to make your writing clear.

proofread!

Potential topics:
friends
family
personal values
beliefs
sports
gaming
reading
rodeo
jingle dress
dancing
working
school
traditions
holidays



LINEAR OUTLINE

MAST Performance Task: Grade 7

Practice Prompt

3. Create a linear outline

WRITING PROMPT:

Write an argumentative or informative response to answer this question:

What makes young adults confident in who they are?

In your response, be sure to:

- Clearly introduce the topic and maintain it throughout the piece.
- Organize ideas into clear paragraphs and use transitions to connect them.
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Potential topics:

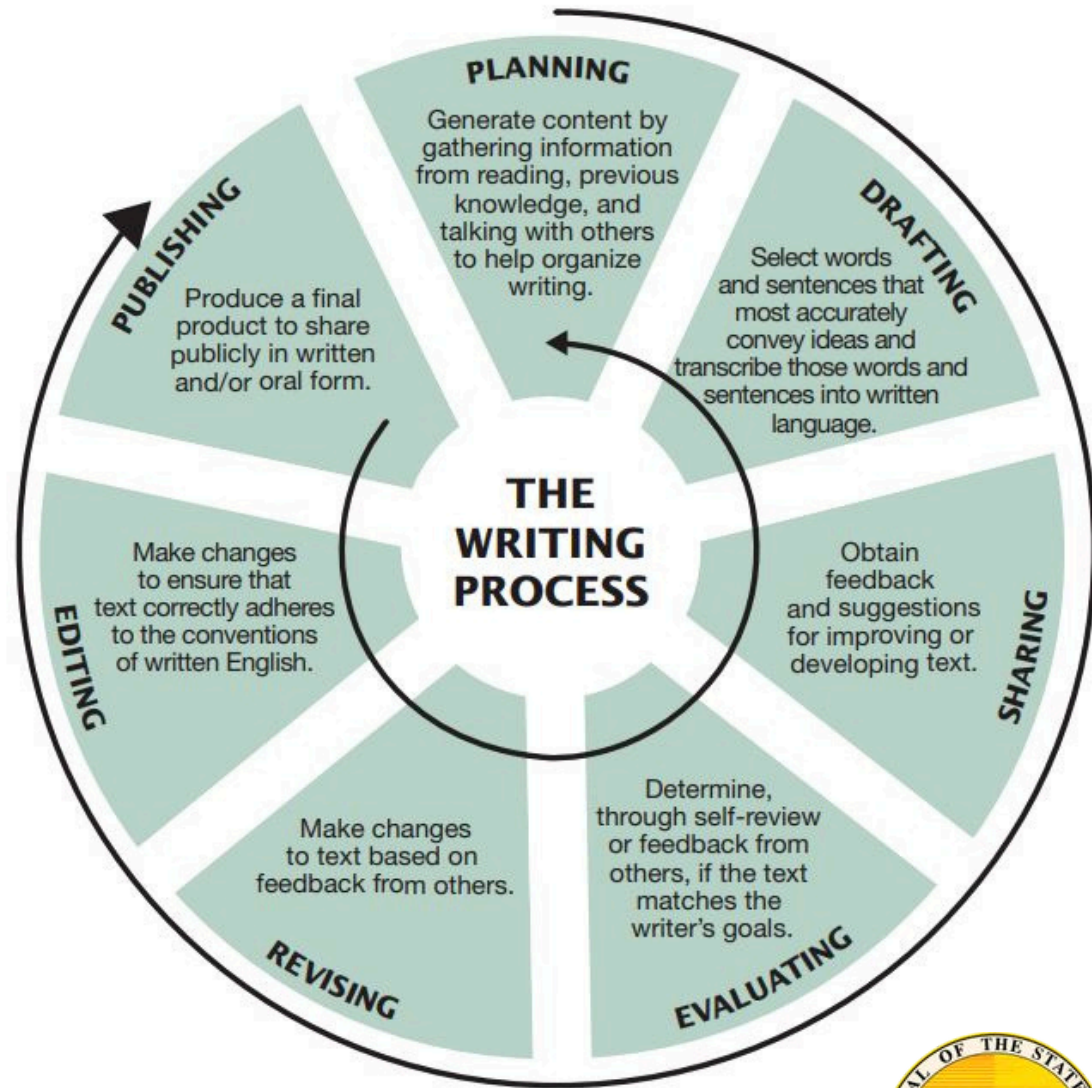
friends
family
personal values
beliefs
sports
gaming
reading
rodeo
jingle dress
dancing
working
school
traditions
holidays

Outline:

- ③ Relationships
 - family teaches life lessons
 - friendship = belonging
- ② Cultural traditions/values
 - community celebrations
 - holidays
 - practicing values (kindness, honesty)
- ① School
 - the art showcase
 - giving presentations to the class

PRACTICING WITH A LINEAR OUTLINE

1. Annotate the prompt
2. Brainstorm main points
3. Create a linear outline
4. Draft written response
5. Edit
6. Provide feedback



Reflect

What is one strategy or
takeaway you can apply this
school year to help prepare
your students for the MAST
Performance Task?



ADDRESSING MATH MISCONCEPTIONS THROUGH MAST

Katrina Engeldrum
Math Instructional Coordinator

WHAT ARE MISCONCEPTIONS AND COMMON ERRORS?

Persistent misunderstandings or misinterpretations that occur during problem solving. **Errors might self-correct** with practice while **misconceptions can persist for years.**



WHY DO THEY HAPPEN?

The Journal of the Learning Sciences and The Mathematics Educator explain that students build new knowledge atop what they already know.

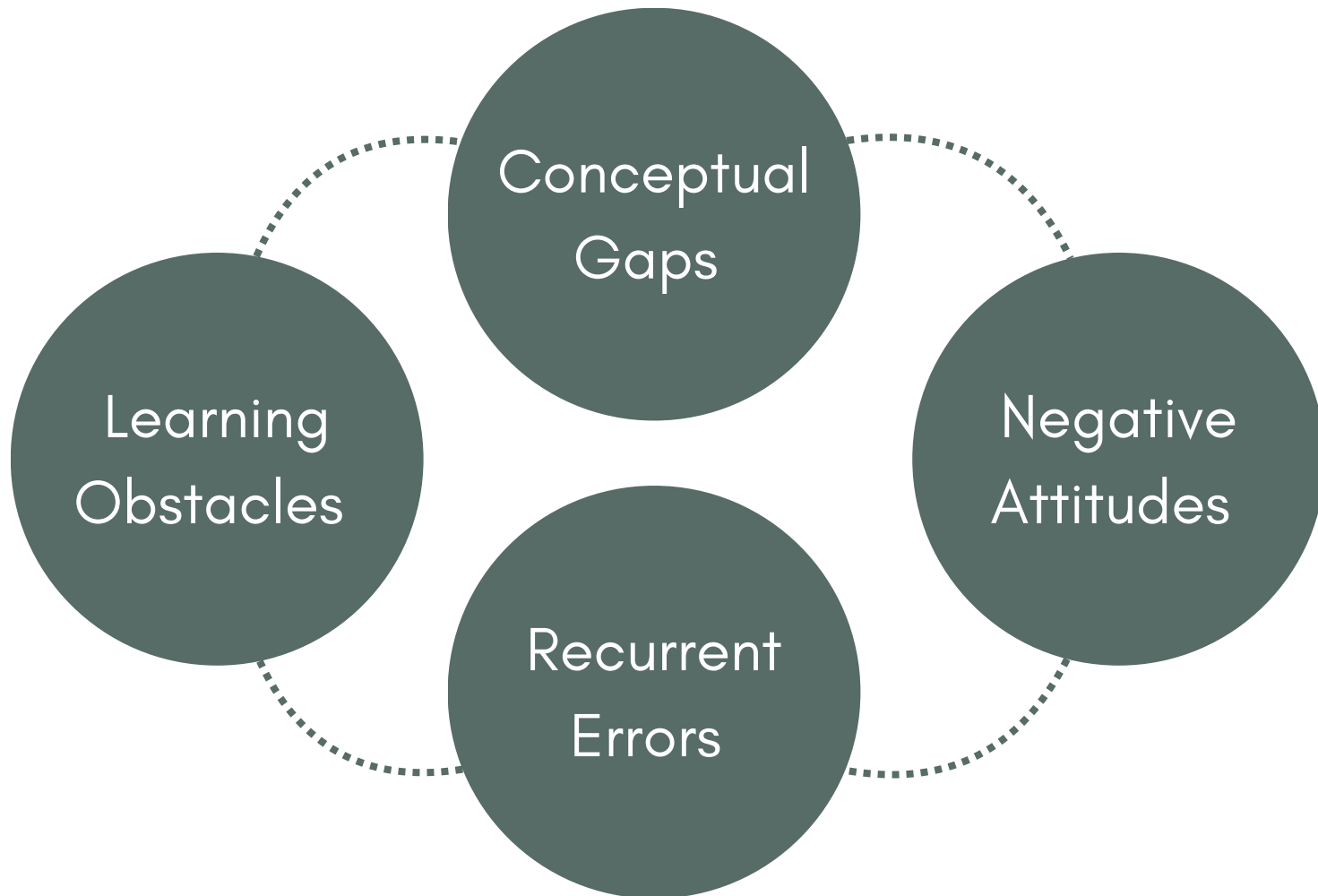
Misconceptions can occur when:

- Prior knowledge doesn't align with new concepts
- Students form overgeneralizations
- Students rely on surface level patterns instead of deeper reasoning
- Students apply familiar ideas in ways that seem logical but don't always hold true (false conjectures).



CONSEQUENCES?

There are many consequences of persisting misconceptions including:



GENERAL STRATEGIES

A study published in The Mathematics Educator Journal identifies some general strategies for addressing misconceptions:

- Use data to interpret and diagnose misconceptions.
- Use tiered interventions as appropriate (Tier 1: all students, Tier 2: some students, Tier 3: individual students)
- Consider student strengths as a tool for building understanding (e.g., passions, hobbies, interests, natural talents in math)
- Use peer tutoring or collaborative learning activities
- Use multiple representations to build understanding
- Use mistakes as springboards for learning (e.g., justify and prove)
- Use clear and concise mathematical language



LOCATION

School-level report of misunderstandings and common errors. Helps identify areas where students across the school are struggling in relation to specific skills. Can support targeted instruction and professional learning plans.

Potential misunderstandings or common errors based on the student's responses. May help identify where a particular student may be struggling and require additional support.



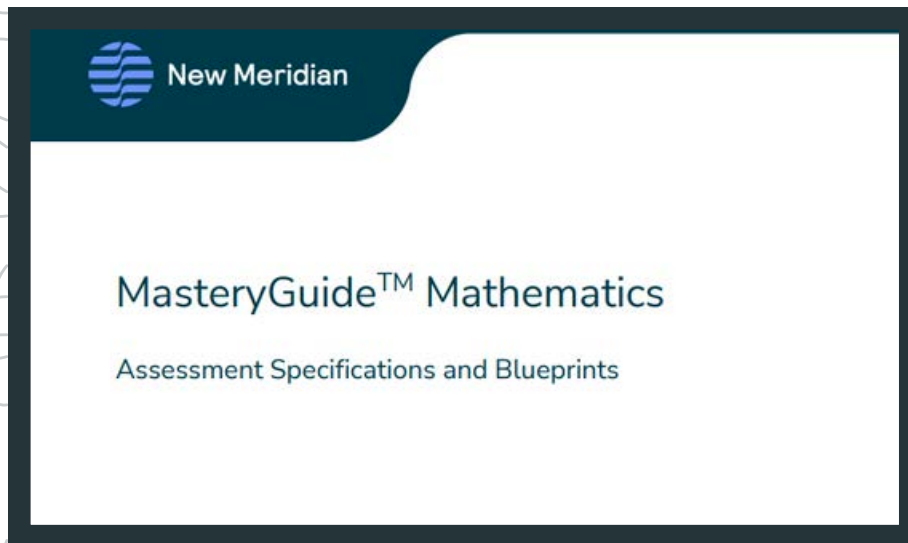
Report of misunderstandings and common errors based on frequency in the classroom. Helps identify areas where students across the classroom are struggling in relation to specific skills. Can support targeted differentiation or instruction.



PREPARE



Teachers can use the *Mastery Guide for Mathematics* to prepare for common misconceptions.



Includes

- An overview of each strand.
- Common errors and misconceptions.

...for each grade level.



ACTIVITY

Breakout Groups!

Select the breakout group that corresponds with your preferred grade level.

As a group, **discuss the assigned misconception.**

- If this misconception appeared on **a single student report**, what would you do to support that student?
- If this misconception appeared on **a classroom report**, what would you do to support your class?
- If this misconception appeared on **a school report**, what steps would you recommend the staff take as a team?



ASSIGNED MISCONCEPTIONS

Grade 3:

The student compares fractions based on the magnitude of the numeral in the denominator rather than the relative size of the unit partitions (e.g., decides $\frac{1}{2} < \frac{1}{3}$ because $2 < 3$).

Grade 4:

The student compares numbers by looking at the first digit of the two numbers without consideration of place value (e.g., decides $62,058 > 114,520$ because $6 > 1$)

Grade 5:

The student always evaluates expressions from left to right, ignoring the order of operations.



ASSIGNED MISCONCEPTIONS

Grade 6:

The student incorrectly applies distribute property, only multiplying the first term in parenthesis (e.g., $3(x+2) = 3x + 2$)

Grade 7:

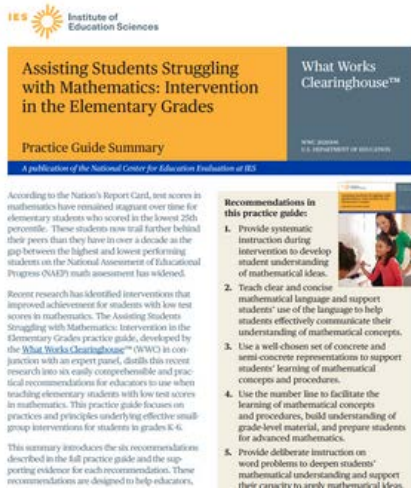
The student confuses supplementary angles with complementary angles, using them interchangeably.

Grade 8:

The student misidentifies the hypotenuse of a triangle when applying the Pythagorean theorem.



ADDITIONAL RESOURCES



IES: Assisting Struggling Students in Elementary

NCTM and CEC Position Statement on Teaching Mathematics to Students with Disabilities

POSITION

The National Council of Teachers of Mathematics (NCTM) and the Council for Exceptional Children (CEC) jointly recognize the important role of educators in ensuring students with disabilities have access to and success with grade/course-level standards, receive high-quality instruction and are supported by systems that believe in their abilities.

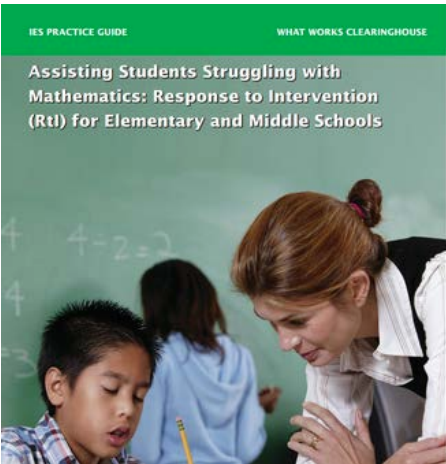
INTRODUCTION

Students who are identified as having a disability, according to the Individuals with Disabilities Education Act (IDEA), are guaranteed a Free Appropriate Public Education (FAPE) that provides them access to the general curriculum (IDEA Regulations, 34 C.F.R. § 300.39 [g](3)(ii)). NCTM and CEC believe that for students with disabilities, mathematical learning is a shared responsibility between mathematics educators, special educators, administrators, related service providers, families, and other interested partners who must work within the limits of their professional knowledge and skills. This means educators need to know when to collaborate to support the educational needs of their students in specific content areas. It is critical to align what mathematics students learn, how they will learn it, and how they will be assessed. Teaching mathematics to students with disabilities is a complex undertaking and should involve the shared knowledge and expertise of professionals working together as a cohesive team.

Within the multiple frameworks and evidence based on mathematics teaching and learning, NCTM and CEC find compelling and shared points of convergence:

- Students with disabilities have a right to access, and be provided with appropriate supports to be successful with Grade/Course-Level Content
- Students with disabilities have a right to high-quality instruction aligning with content and intervention designed to facilitate success with grade-level content

NCTM and CEC position statement on teaching mathematics to students with disabilities



IES: Assisting Struggling Students in Elementary and Middle Schools

NCTM From Principles to Actions: Ensuring Mathematical Success for All



SPOTLIGHT ON THIRD GRADE: KEY CONSIDERATIONS

Jackie Ronning
Early Learning Coordinator

Kimberly Evans
Early Learning Research Analyst

TECHNOLOGY AND DEVICES



- Individual students bring a variety of experiences with different devices.
- Consider small groups for guided practice tests.
- ALL third graders will need explicit instruction on how to take the MAST testlets.

MONTANA CONTENT STANDARDS FOR TECHNOLOGY INTEGRATION FOR K-12



PRACTICE TESTS



Kite Student Functionality Practice Test

Educators may provide students with access to a practice test to familiarize them with the testing platform and available universal tools. The practice test can be accessed from the secure Kite Student Portal application or by using the following link and credentials:

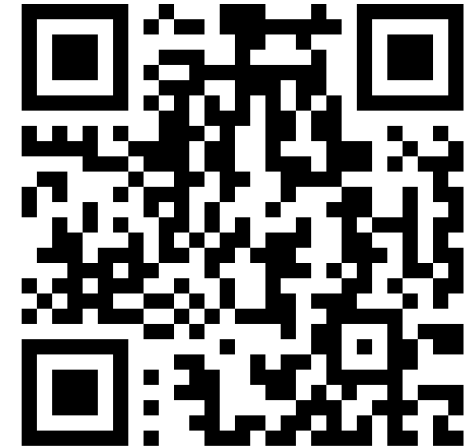
1. Enter <https://student-testlet.kiteaai.org> in a browser (e.g., Firefox, Chrome, Edge, Safari).
2. Enter the following username and password from the table shown.

Username	Password
tech.demo	MAZE8

The practice test includes sample item types that will appear on the MAST testlets and all applicable universal tools.



NOTE: Browser access for Student Portal is for Practice Test only.



UN: tech.demo
PW: MAZE8



PRACTICE TESTS

Welcome Back Technology



TAKE A TEST



PRACTICE FIRST

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PRACTICE TESTS

Please select a practice test to take.

Testlet

Practice

- English Language Arts
- Mathematics
- Technology

Grades 3-5 ELA Practice Test
School ID: PRACTICESCH

Grades 6-8 ELA Practice Test
School ID: PRACTICESCH

Take Test →

Take Test →



TEST TAKING STRATEGIES



Strategy #1- Know the elements of a standardized test

Strategy #2- Pace Yourself

Strategy #3- Right there questions vs thinking questions

Strategy #4- Pay Attention to Word Choice Used in the Questions

Strategy #5- Answer the Question Using Your Own Words First

Strategy #6- A Pep-Talk for Confidence

- Approaches to learning, attitudes, and mindsets are all success factors.
- Consider small groups for teaching test-taking strategies.
- ALL third graders will need explicit instruction on how to approach testing.

Test Taking Strategies



INSTRUCTIONAL IMPLICATIONS

Proficiency requires a student to be able to perform on demand. This means that students need to **read, write, and do math** every day.

- Developmentally appropriate
- Individualized
- Concepts that spiral

Consider multiple ways to practice concepts and answer questions.

- Technology
- Centers
- Transitions
- Exit Tickets
- Verbal
- Written



INSTRUCTIONAL IMPLICATIONS

✓ Number & Operations in Base Ten

✓ 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10—90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Spiral Practice

- Students still need to recall the concepts occasionally (or more) to keep them fresh and transfer the learning
- Provide a variety of question types in a variety of ways for students to re-encounter the content and transfer their learning
- Use the previous grade levels' standards too



SCORE REPORTS

Go over the score report with each student

- Shows them that you are looking and it's important
- Motivates them to try their best on the next one
- Provides an opportunity for them to ask you questions and tell you if they didn't understand how to do something
- Provides an opportunity to set goals with them
 - Reteach a concept
 - Further practice

Go over the score report with the Parents

- Shows how their student is doing
- Provides an opportunity for you to share ideas on how to improve (or enrich) and get their input
- Provides a data point to support what you are assigning and planning
 - Why homework?
 - Why specific things in (insert program)?
 - Why this placement for MTSS time?



TYPING

RW 2.6 With guidance and support from adults, use a **variety of digital tools** to produce and publish writing, including in collaboration with peers.

W 3.6 With guidance and support from adults, **use technology** to produce and publish writing (**using keyboarding skills**) as well as to interact and collaborate with others.

Writing standards for 2nd and 3rd grade speak to the importance of children learning to use computers and keyboards.

- **Typing programs**- there are programs out there for little to no cost
- **Access**- students need practice with technology
- **Expectations**- provide opportunities for them to type words, sentences, paragraphs
 - If you have 1:1 technology, have them keep a journal, answer a daily question, or respond to a prompt.
 - The performance task can't be the first time they are asked to write a paragraph on demand.





HUB COURSES: SUPPORTING CLASSROOM INSTRUCTION

Allyson Fraser & Kate Gammill
Hub Instructional Coordinators

SUPPORTING CLASSROOM INSTRUCTION

Available Hub Courses



MAST for Teachers: Integrating MAST in Instructional Practices

MAST for System Testing Coordinators

MAST for Test Administrators

Look for new courses coming soon!

The New Learning Hub!



Get ready for a new Hub!

The Hub will be down starting September 1st.

Need Help?



You may submit a Help ticket at any time!





CLOSING SESSION: REFLECTION AND NEXT STEPS

Marie Judisch
Senior Manager
Academic Outcomes & Instruction

Reflection/Breakout Groups

Understanding & Clarity

- What part of today's session gave you the most clarity about MAST, and what questions remain?

Collaboration & Systems Thinking

- What partnerships or perspectives will be most important for successfully implementing MAST practices within your classroom/school/district?

Application & Next Steps

- What is one concrete step you can take after today to support or engage with MAST?
- How will you share what you learned today with colleagues who weren't in the session?
- What adjustments need to be made in your math testlet order?

Big Picture Reflection

- What opportunities does MAST create to ensure all students experience grade-level, standards-aligned learning?
- In what ways could MAST inform curriculum decisions at the local level?

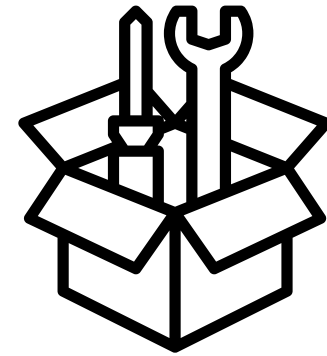
Q & A

What questions do you still have about using MAST score reports, connecting assessments to instruction, administering MAST, or supporting student learning?

No question is too small—let's explore them together!



MAST PORTAL



Houses all available MAST resources, announcements, training schedule, and training recordings

OFFICE OF PUBLIC INSTRUCTION
GREAT SEAL OF THE STATE OF MONTANA
SUSIE HEDALEN, STATE SUPERINTENDENT

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

How is MAST supporting your classroom?

The OPI and testing partner, New Meridian, are seeking educators to share their experiences with admin providing timely and relevant feedback to students. If you're interested in participating, complete the [Qual](#) considered. Selected teachers will be contacted by New Meridian and compensated \$30 for completing 1 opportunities for additional follow-up interviews. Please note that responses are for research purposes of individual teachers, schools, or students. Thank you for helping us validate and improve the MAST assess.

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

HELP DESK

- For all help desk inquiries please contact: kite-support@ku.edu
- Kite Support Desk (855) 277-9752 7:30 a.m. – 4:00 p.m. MST
- OPI Assessment Help Desk OPIAssessmentHelpDesk@mt.gov (844) 867-2569
- For content or test design queries please contact: mast@newmeridian.org

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

Open access



Professional Learning Opportunities

- **Thursday, September 4: MAST Fall Summit**
 - 9:00 AM–2:00 PM
 - Designed for district STCs and building coordinators, this work also provides valuable background information that educators can use to strengthen classroom practice and test administration
- **MAST Mini Sessions**
 - Opportunity to book sessions with OPI staff to support MAST related questions. Details to come!
- **MAST Teacher Leader Cohort**
 - Statewide professional learning cohort that engages teachers in a train-the-trainer approach to support classroom instruction aligned with MAST. Details to come!
- **Assessment Webpage**
 - [Stay Informed and Find Support](#)
- **MAST Portal**
 - [Announcements, Manuals, Platforms, and more!](#)

More Professional Learning Opportunities

- **Last Best Learning Podcast**
 - Podcast Series designed for Montana Educators!
 - Mast in Motion: Lessons from Implementation in Montana - coming in October! [OPI YouTube Page](#)
- **MATH Standards Implementation Series**
 - Free webinar series supporting Montana educators with new standards (effective July 2026) through practical guidance, curriculum alignment, job-embedded strategies, and professional learning community connections.
 - Begins August 21st, from 4-5 pm, Monthly - [Register Now!](#)
- **Montana Professional Learning Portal**
 - Find workshops and professional learning events across the state!
- **Want to stay in touch with these teams?**
 - [Opt-In Form](#) for communication emails on Standards, Instruction, Professional Learning, and Assessment Teams

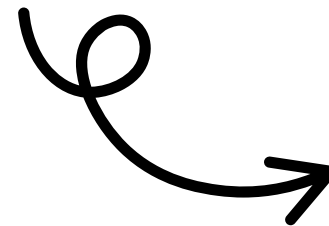
Professional Development Units & Evaluation

Professional Development Units

- 4 PDUs
- Live attendance required for PDUs
- Must Register or Complete Evaluation to receive PDUs for this session
 - *We need your email!*

Recording of this will be posted on the Assessment 'Stay Informed' webpage and shared with participants who sign up for PDUs.

Thank you for completing this evaluation!



Thank You!

Thank you for joining today's session!

We appreciate your time, energy, and dedication to supporting your students. Your commitment makes a real difference in their learning and growth. Have a great year, and we look forward to seeing you at future learning opportunities!

QUESTIONS?

Content Specialists - OPICSI@mt.gov

Assessment Team - OPIAssessmentHelpDesk@mt.gov

<https://opi.mt.gov/Leadership/Assessment-Accountability/MontCAS>

