



MONTANA ALIGNED TO STANDARDS THROUGH-YEAR

Understanding MAST Testlet Levels

FREQUENTLY ASKED QUESTIONS

- What reports are available from MAST?
- Why did testlet bands change to performance levels?
- Why do testlets use 3 performance levels and through-year (summative) reports use 4 achievement levels?
- How should educators use performance levels?
- What provides an estimate of student achievement throughout the year?

Testlet Reports	Progress Reports	<u>Through-Year Reports</u>
<p>Student Testlet Report</p> <ul style="list-style-type: none"> • Available weekly, 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 Progress Report</p> <ul style="list-style-type: none"> • Available at the end of Windows 1 and 2 	<p>Student Through-Year Report</p> <ul style="list-style-type: none"> • 2024-2025 available October 16, 2025 • 2025-2026 available TBD
<p>Classroom Testlet Report</p> <ul style="list-style-type: none"> • CSV & PDF Reports • Available Weekly 	<p>Classroom Progress Report</p> <ul style="list-style-type: none"> • Available at the end of Windows 1 and 2 	<p>Classroom Through-Year Report</p> <ul style="list-style-type: none"> • 2024-2025 available October 16, 2025 • 2025-2026 available TBD
<p>School Testlet Report</p> <ul style="list-style-type: none"> • CSV & PDF Reports • Available after each window 	<p>School Progress Report</p> <ul style="list-style-type: none"> • Available at the end of Windows 1 and 2 	<p>School Through-Year Report</p> <ul style="list-style-type: none"> • 2024-2025 available October 16, 2025 • 2025-2026 available TBD
<p>District Testlet Report</p> <ul style="list-style-type: none"> • PDF Available after each window • CSV Available after last window 	<p>District Progress Report</p> <ul style="list-style-type: none"> • Available at the end of Windows 1 and 2 	<p>District Through-Year Report</p> <ul style="list-style-type: none"> • 2024-2025 available October 16, 2025 • 2025-2026 available TBD

TESTLET REPORTS

What Testlet Reports are Designed to Do

- Short, targeted assessments
- Timely feedback
- Identify misconceptions (math), clusters (ELA), standards, and item performance
- Used with teacher judgement
- Uses 3 Performance Levels: *Below/Near/At Proficiency*
 - Based on the student's estimated summative scale score from that testlet
 - Uses a conservative range around the proficiency cut score to prevent over-classification

THROUGH-YEAR REPORTS

What Through-Year Reports are Designed to Do

- Combine all testlets into a single scale score (250-400)
- Used for accountability, year-to-year trends, and school/district reporting
- Provides 4 achievement levels: *Novice/Partially Proficient/Proficient/Advanced*
- More precise classification because the evidence pool is much larger

BANDS TO LEVELS

2024-2025 Reports - Performance BANDS

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

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.

BANDS TO LEVELS

2024-2025 Bands	2025-2026 Levels
Peer comparison	Standards-based
Always split into thirds	Based on overall proficiency expectations
Not tied to the overall scale score	Directly tied to summative scale
Weak instructional meaning	Strong instructional signal

PERFORMANCE LEVELS

Why Levels Started in 2025-2026

Montana's 2025 standard-setting process established:

- Grade-level proficiency expectations
- Cut scores for Novice, Partially Proficient, Proficient, Advanced

Now Testlet Reports can answer:

“Is this student performing at, near, or below grade-level expectations right now?”

NOT

“How did this student do compared to other students?”

TESTLET SCORING

Why Students Can Miss Different Numbers of Questions and Still Be in the Same Level?

- Testlets vary in difficulty, and levels are based on scale scores, not percent correct.
- Harder testlets allow students to miss more items and still show proficiency-level performance.
- Easier testlets may require more correct answers to reach the same level.
- The system uses an estimated summative scale score to interpret the testlet, which adjusts for difficulty.
- This ensures that a level means the same thing across all testlets, even though the testlets differ.

TESTLET SCORING

Why are some student performances categorized in Level 2 if they only missed one question?

- Performance levels are not based solely on percent correct or the number of questions answered correctly.
- They are also based on the difficulty of the questions being asked and the number of questions.
- Testlets vary in difficulty and a student may reach Level 3 with fewer correct answers on a difficult test, while on an easier testlet, it may take more correct answers to indicate a performance consistent with proficiency requirements.

TESTLET USE

Student Level

- Identify misconceptions
- Guide small-group or individual support
- Pair results with classroom observations

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

TESTLET USE

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

Remember: items vary in difficulty and contribute differently to the performance level for each testlet

TESTLET USE

Classroom Level

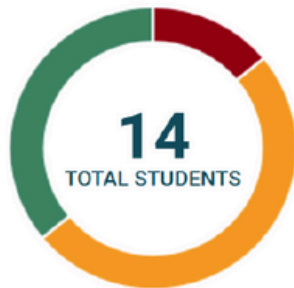
- Spot patterns in standards or clusters
- Adjust instruction and pacing
- Support PLC discussions

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

TESTLET USE

School Level

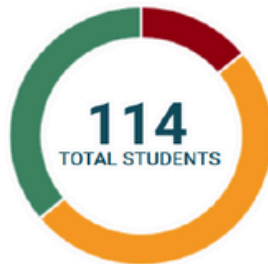
- Identify grade-level trends
- Plan professional learning and MTSS supports
- Strengthen curricular alignment

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%)

TESTLET USE

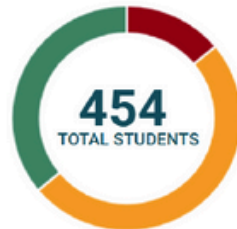
District Level

- Monitor systemwide strengths and needs
- Align resources and PD
- Set improvement priorities

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

PROGRESS REPORTS

MAST Progress Reports:

Bridging Testlet and Through-Year Reporting

- Provide a cumulative snapshot of student learning as testlets are completed, showing progress over time.
- Translate multiple testlet results into four progress levels by grouping cumulative performance ranges relative to grade-level expectations.
- Highlight whether students are *Below, Near, Meeting, or Exceeding Proficiency*, helping educators identify strengths and target areas for support before the end of the year.
- Show trends and early signals of student learning that connect granular testlet data to the summative through-year perspective.
- Enable timely instructional decisions and interventions, bridging the gap between individual testlet performance and final proficiency outcomes.

PROGRESS REPORTS

- **In-Year Growth/Progress Reports**

- After a certain number of testlets, student results can build into a progress report that shows Estimated Achievement

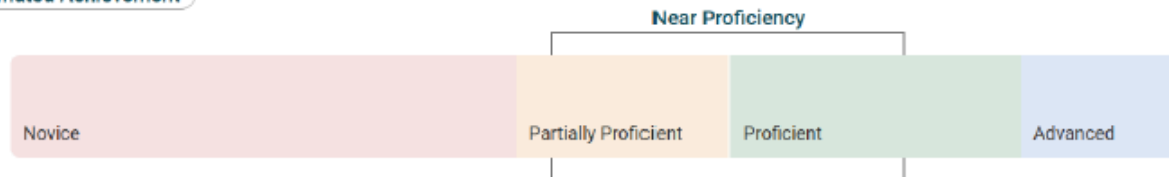


Student Progress Report
Wilson Elementary School
2025-2026

Fatima Ali

Math, 5th

Estimated Achievement



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

Progress

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

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

Testlet Performance

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

PROGRESS REPORTS

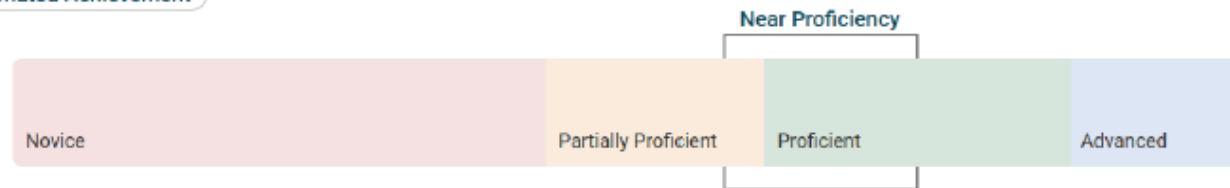
- Updated Estimate after Window 2

Fatima Ali

Math, 5th

Test Date
11/25/2025

Estimated Achievement



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

Progress

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

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

Testlet Performance

Testlet	Date	Performance	Standards
Numerical Expressions	10/01/2025	Level 3	5.OA.A.1 5.OA.A.2
Place Value and Power of 10	10/15/2025	Level 3	5.MD.A.1 5.NBT.A.1
Place Value and Representation and Comparison	11/01/2025	Level 1	5.NBT.A.3 5.NBT.A.4
Multiply and Divide Whole Numbers	11/20/2025	Level 2	5.MD.A.1 5.NBT.B.5 5.NBT.B.6

RESOURCES

[MAST Portal](#)

[Performance Level FAQ](#)

[Student-Level Score Report Interpretive Guide](#)

[Classroom-Level Score Report Interpretive Guide](#)

[School Testlet Report Interpretive Guide](#)

[District Testlet Report Interpretive Guide](#)

[Accessing and Utilizing MAST Score Reports](#)

[Focused Support \[VIDEO\]\(#\) and \[Presentation Slides\]\(#\)](#)

OPI Assessment Help Desk
OPIAssessmentHelpDesk@mt.gov
844.867.2569

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

