



MONTANA ALIGNED TO STANDARDS THROUGH-YEAR

Understanding MAST Progress Reports

PURPOSE OF PROGRESS REPORTS

- Provide a snapshot of cumulative student performance to date
- Based on testlets completed so far in the school year
- Designed to support instructional decision-making, not predict end-of-year results
- Help identify students at high, moderate, or low risk of meeting proficiency

Progress reports are designed to answer:

“Based on evidence so far, who is clearly on track, who may need support, and who needs close attention?”

Testlet Reports	Progress Reports	Through-Year Reports
<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

PROGRESS REPORTS

They ARE:

- An early indicator of progress toward grade-level proficiency
- A summary of performance across completed testlets
- One data point to be used alongside classroom evidence

They are NOT:

- A final or predictive score
- A replacement for teacher judgment or classroom data

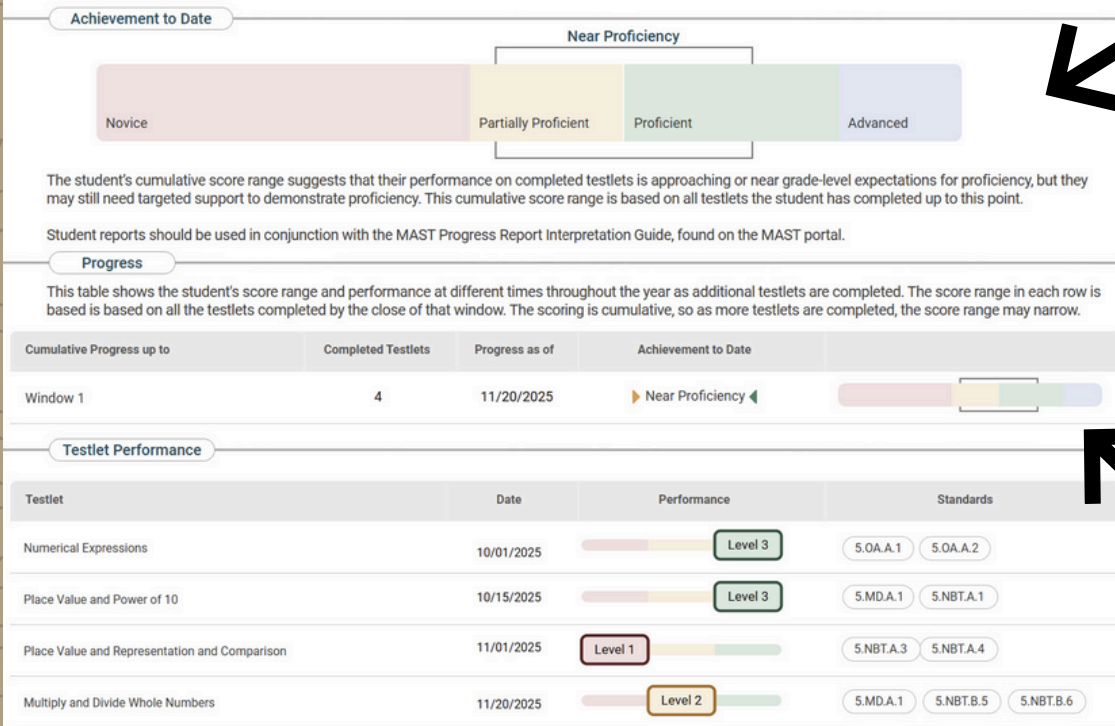
PROGRESS REPORTS

Key Components of the Progress Report

- Achievement to Date
- Progress Over Time
- Testlet Performance

PROGRESS REPORTS

Student Level-Window 1



Achievement to Date:

A summary of a student's cumulative achievement range based on all testlets completed so far in the school year. It shows where the student's performance currently falls on the MAST achievement scale.

Progress:

A summary of how the student's cumulative performance changes over time as additional testlets are completed

Testlet Performance:

A detailed summary of how the student performed on each individual testlet completed so far. Each testlet is scored using three performance levels (Level 1, Level 2, and Level 3) that show how closely the student's results align with grade-level expectations for proficiency.

PROGRESS REPORTS

Student Level-Window 2

Achievement to Date



The student's cumulative 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. This cumulative score range is based on all testlets the student has completed up to this point.

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 score range and performance at different times throughout the year as additional testlets are completed. The score range in each row is based on all the testlets completed by the close of that window. The scoring is cumulative, so as more testlets are completed, the score range may narrow.

Cumulative Progress up to	Completed Testlets	Progress as of	Achievement to Date
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
Decimal Operations	12/05/2025	Level 3	5.MD.A.1 5.NBT.B.7
Add and Subtract Fractions	01/10/2026	Exempt	5.MD.B.2 5.NF.A.1

Achievement to Date:
A summary of a student's cumulative achievement range based on all testlets completed in Windows 1 and 2

Progress:
Show both Window 1 and Window 2 progress

Testlet Performance:
Includes all testlets taken up to the current point in the year

PROGRESS REPORTS

Progress levels are based on where the achievement range falls relative to the proficiency cut score

Progress Level	Description	Examples
<p>Below Proficiency: High Risk of Not Meeting Proficiency Requirements</p>	<p>Estimated cumulative achievement range that falls entirely below the score required for proficiency</p>	
<p>Near Proficiency: Moderate Risk of Not Meeting Proficiency Requirements</p>	<p>Estimated cumulative achievement range that includes the proficiency cut score. This level includes students who are likely proficient based on testlets completed.</p>	
<p>Meets or Exceeds Proficiency: Low Risk of Not Meeting Proficiency Requirements</p>	<p>Estimated cumulative achievement range that falls entirely above the score required for proficiency</p>	

PROGRESS REPORTS

Student Level

Use progress report data to:

- Identify students at high or moderate risk of not meeting proficiency
- Pinpoint specific strengths and learning gaps using testlet results
- Monitor how individual performance changes across windows
- Support targeted interventions or enrichment
- Inform student-teacher and family conversations about current progress

Progress reports can be distributed to families in lieu of individual testlet level reports after each window

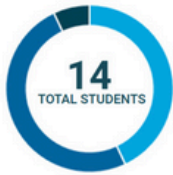
PROGRESS REPORTS

Classroom Level

Class 1 (ELA)

Tony Sullivan, Teacher 2, Proctor
ELA, 5th

Progress Summary



- Below Proficiency
6 Students (43%)
- Near Proficiency
7 Students (50%)
- Meets or Exceeds Proficiency
1 Student (7%)

Organization	Below Proficiency	Near Proficiency	Meets or Exceeds Proficiency
Montana	21%	49%	30%
Linn District	25%	44%	31%
Wilson Elementary School	11%	56%	33%

Student Progress

Student Name	Student ID	Complete Testlets	Confidence Range	Estimated Achievement
Fatima Ali	1111111111	5	295 - 333	Near Proficiency
Jackson Anderson	1212121212	5	253 - 291	Below Proficiency
Olivia Brown	1231231231	5	310 - 348	Near Proficiency
Lila Chen	1234123412	5	276 - 314	Below Proficiency
Rachul Desai	1234512345	5	241 - 279	Below Proficiency
Aiden Garcia	1234561234	5	301 - 339	Near Proficiency

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Level 1	Level 2	Level 3
Beginning of Year - Informational	18		3 (14%)	9 (50%)	6 (33%)
Beginning of Year - Literary	18		13 (71%)	5 (29%)	0
Middle of Year - Informational	17		1 (7%)	5 (30%)	11 (63%)
Middle of Year - Literary	18		0	0	18 (100%)

Performance Task

Performance Task Average Score:

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

Progress Summary:

The distribution of student progress based on an estimated range of performance. Student score ranges are classified as Below Proficiency, Near Proficiency, or Meets or Exceeds Proficiency.

Student Progress:

An overview of each student's confidence range and estimated achievement level.

Testlet Performance:

A summary breakdown of how the students in the class performed on each individual testlet. Each testlet shows the performance breakdown by level. ELA includes performance task after Window

PROGRESS REPORTS

Classroom Level

Use progress report data to:

- Identify patterns of understanding or needed clarification across students
- Group students flexibly for targeted instruction
- Adjust pacing and instructional focus based on assessed content
- Monitor the impact of instructional changes over time
- Combine with classroom evidence to refine daily instruction

PROGRESS REPORTS

School Level

Wilson Elementary School

Math, 5th

Progress Summary



- Below Proficiency
14 Students (11%)
- Near Proficiency
69 Students (56%)
- Meets or Exceeds Proficiency
41 Student (33%)

Organization	Below Proficiency	Near Proficiency	Meets or Exceeds Proficiency
Montana	21%	49%	30%
Linn District	25%	44%	31%

Classroom Progress

Classrooms	Total Students	Estimated Achievement Distribution	Below Proficiency	Near Proficiency	Meets or Exceeds Proficiency
Class 1 (Math)	19		2 (11%)	12 (63%)	5 (26%)
Class 2 (Math)	7		3 (42%)	4 (58%)	0
Class 3 (Math)	32		4 (13%)	16 (50%)	12 (37%)
Class 4 (Math)	27		2 (7%)	8 (30%)	17 (63%)
Class 5 (Math)	9		0	5 (56%)	4 (44%)
Class 6 (Math)	17		1 (6%)	13 (76%)	3 (18%)
Class 7 (Math)	13		2 (15%)	11 (85%)	0

Testlet Performance

Testlet	Total Students	Testlet Performance Distribution	Level 1	Level 2	Level 3	Standards
Numerical Expressions	124		17 (14%)	62 (50%)	45 (36%)	5.OA.A.1 5.OA.A.2
Place Value and Power of 10	124		88 (71%)	36 (29%)	0	5.MD.A.1 5.NBT.A.1
Place Value and Representation and Comparison	124		17 (14%)	62 (50%)	45 (36%)	5.NBT.A.3 5.NBT.A.4
Multiply and Divide Whole Numbers	124		9 (7%)	37 (30%)	78 (63%)	5.MD.A.1 5.NBT.B.5 5.NBT.B.6
Decimal Operations	122		0	0	124 (100%)	5.MD.A.1 5.NBT.B.7

Progress Summary:

The distribution of student achievement to date, based on an estimated range of performance.



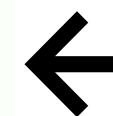
Classroom Progress:

An overview of each classroom's distribution of student achievement to date based on their estimated range of performance.



Testlet Performance:

A summary breakdown of how the school performed on each individual testlet to date. Each testlet shows the performance breakdown by level.



PROGRESS REPORTS

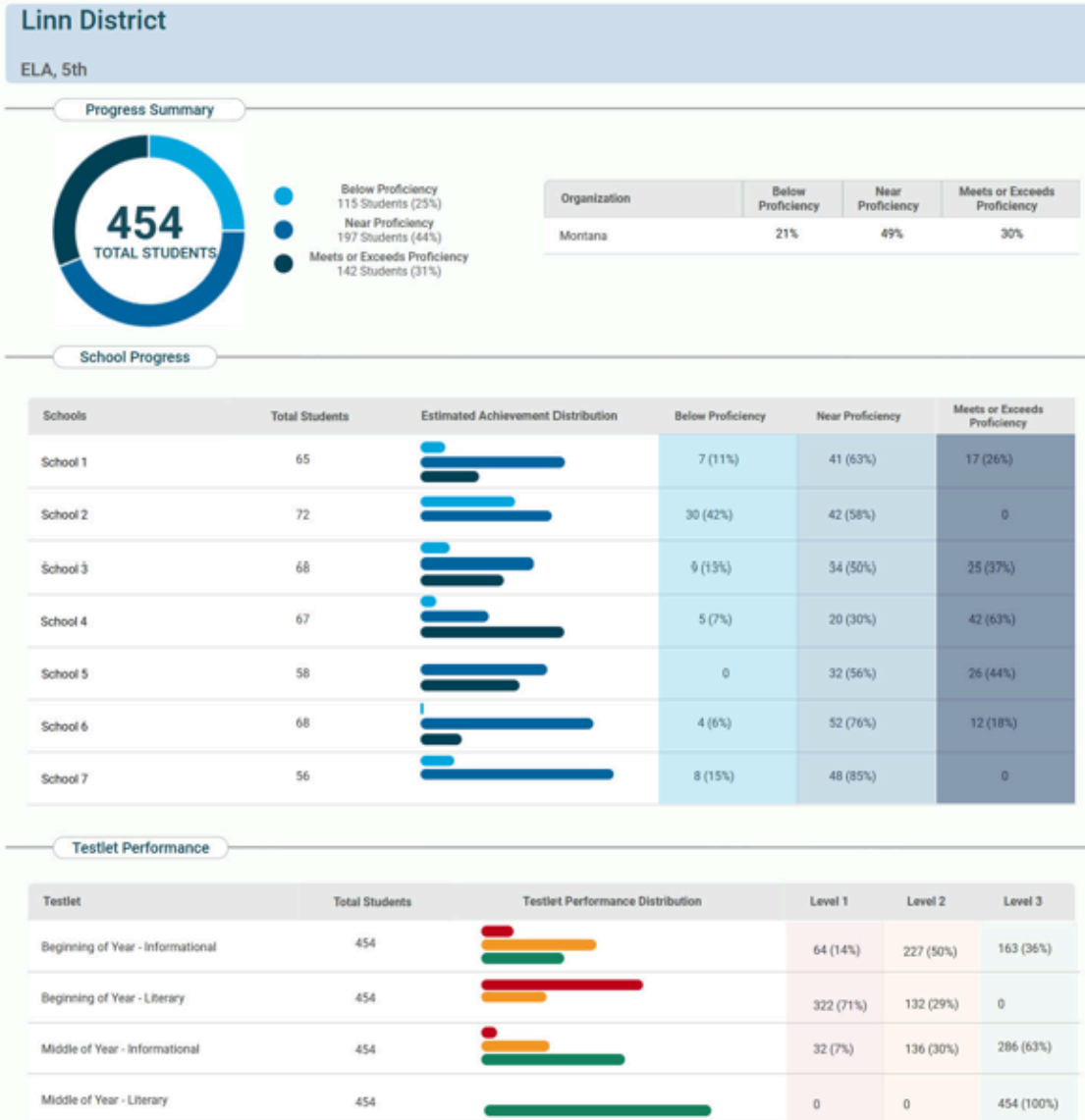
School Level

Use progress report data to:

- Identify grade-level or course-level trends and areas of need
- Prioritize instructional supports and professional learning
- Monitor progress of student groups across reporting windows
- Support collaborative conversations in PLC or data team meetings
- Ensure consistent understanding of progress levels and appropriate use

PROGRESS REPORTS

District Level



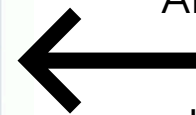
Progress Summary:

The distribution of student achievement to date, based on an estimated range of performance.



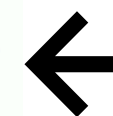
School Progress:

An overview of each school's distribution of student achievement to date, based on their estimated range of performance.



Testlet Performance:

A summary breakdown of how the district performed on each individual testlet to date. Each testlet shows the performance breakdown by level.



PROGRESS REPORTS

District Level

Use progress report data to:

- Monitor system-wide trends in student progress across schools
- Identify areas where additional guidance or resources may be needed
- Support alignment between curriculum, instruction, and assessment
- Inform planning for professional learning and implementation supports
- Communicate progress transparently while reinforcing appropriate interpretation

FREQUENTLY ASKED QUESTIONS

Why do I have students that tested but don't have progress reported?

Students must take at least 3 math testlets or 2 ELA testlets to generate a progress level.

Is the progress report a prediction of end-of-year achievement?

No. Progress reports are not predictive. They reflect what the student has demonstrated on the content assessed so far. As more testlets are completed, the information becomes more precise.

Why is achievement reported as a range?

The achievement range shows where a student's current performance likely falls on the MAST scale.

- The range reflects measurement uncertainty, which is expected when only part of the full assessment has been completed.
- The range narrows as more testlets are completed.

FREQUENTLY ASKED QUESTIONS

How is “Nearing Proficient” different from “Near Proficiency”?

Near Proficiency is an official MAST progress report level used during the school year. A student is classified as Near Proficiency when their cumulative achievement range from completed testlets includes the proficiency cut score. This indicates a moderate risk of not meeting proficiency based on evidence available so far. It reflects current progress, not a final result.

“Nearing Proficient” is sometimes used informally to describe students who, on the through-year (summative) report, fall into the Partially Proficient achievement level. This designation is based on a final summative scale score after all required testlets are completed and indicates that the student has partially met grade-level expectations but still needs support.

FREQUENTLY ASKED QUESTIONS

Why is the “Meets or Exceeds Proficiency” percentage on progress reports lower than the final end-of-year proficiency rate?

Progress reports are based on incomplete testing and achievement ranges, while end-of-year results are based on final summative scores.

- To be counted as Meets or Exceeds Proficiency on a progress report, a student’s entire range must be above the cut score. Many students who ultimately become proficient still have ranges that overlap the cut score earlier in the year.
- Progress reports reflect only the standards assessed so far. Students have more opportunities to demonstrate proficiency later in the year.
- Fewer testlets result in wider ranges, which are more likely to overlap proficiency.
- End-of-year proficiency is based on a single summative scale score after all testing is complete.

KEY TAKEAWAYS

- Progress reports provide early, actionable information
- Progress levels describe current risk, not final outcomes
- Precision increases as more testlets are completed
- The goal is supporting learning throughout the year

RESOURCES

[MAST Portal](#)

[MAST Progress Levels Explained](#)

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

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

[School Progress Progress Interpretive Guide](#)

[District Progress Report Interpretive Guide](#)

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