

Montana Aligned to Standards Through-Year (MAST)



Connecting Instruction,
Students, and Families
Through Meaningful Data

OVERVIEW

The Montana Aligned to Standards Through-Year (MAST) Assessment represents an approach to statewide testing that supports learning throughout the year rather than providing data after the school year is over. MAST provides multiple opportunities for students to demonstrate what they know and can do, giving educators and families timely information that can be used to support learning right away.

Developed in partnership with Montana educators, MAST reflects the state's commitment to assessments that are useful, aligned to standards, and designed to serve all students.

HOW MAST WORKS

MAST includes a series of short, standards-aligned assessments (testlets) administered several times during the school year. Each testlet measures student understanding of the knowledge and skills outlined in Montana's content standards as close as possible to when instruction is provided. This design allows educators, schools, and families to see a clear picture of student performance as it unfolds across the year. The result is a system that provides actionable, high-quality data while preserving valuable instructional time.

	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

BENEFITS FOR STUDENTS, EDUCATORS, AND FAMILIES

Continuous Insight into Learning

MAST provides a visible and ongoing analysis of student performance on grade-level standards. Teachers can monitor performance throughout the year, identify areas of strength, and adjust instruction as needed. This helps ensure every student has the opportunity to meet grade-level expectations.

Serving All Students

Every student participates in MAST, including students receiving special education services, with the exception of students for the alternate assessment. This ensures consistency across schools and districts and maintains high expectations for all learners.

Strengthening Family Engagement

Through the secure Parent Portal, families have direct access to their child's results as they become available throughout the year. This transparency builds trust and empowers parents to stay informed and engaged in their child's education. Instead of waiting for a single report, parents can track progress, celebrate growth, and partner with teachers to support learning in real time.

Efficient Use of Time and Resources

By integrating shorter assessments throughout the year, MAST reduces the need for separate local benchmark tests and minimizes instructional disruption. Schools gain efficiency by using one statewide system that supports both instructional decision-making and state accountability requirements.

Montana Educator Engagement

Montana educators are involved at every step of MAST's development, from item writing and review to data interpretation and professional learning. Their input ensures that the system reflects the needs, priorities, and values of Montana classrooms. MAST is truly a Montana-designed solution for Montana students.

DATA REPORTING

MAST provides a comprehensive suite of reports designed to give educators, administrators, and families timely, useful information at every level, from individual students to entire districts.

<u>Testlet Reports</u>	<u>Progress Reports</u>	<u>Through-Year Reports</u>
<p>Student Testlet</p> <ul style="list-style-type: none"> Interactive Reporting Monday after administration PDF Reports available Thursday after assessment Shared in Kite Parent Portal with connected parents/guardians. <p>Student Performance Task</p> <ul style="list-style-type: none"> Hand scored, available two weeks after the close of Window 2 	<p>Student Progress</p> <ul style="list-style-type: none"> Available at the end of Windows 1 and 2 	<p>Student TY</p> <ul style="list-style-type: none"> 2024-2025 available October 2025 2025-2026 available TBD
<p>Classroom Testlet</p> <ul style="list-style-type: none"> Interactive Reporting Monday after administration CSV & PDF Reports available Thursday after administration and updated weekly 	<p>Classroom Progress</p> <ul style="list-style-type: none"> Available at the end of Windows 1 and 2 	<p>Classroom TY</p> <ul style="list-style-type: none"> 2024-2025 available October 2025 2025-2026 available TBD
<p>School Testlet</p> <ul style="list-style-type: none"> Interactive Reporting Monday after administration CSV & PDF Reports Available after each window 	<p>School Progress</p> <ul style="list-style-type: none"> Available at the end of Windows 1 and 2 	<p>School TY</p> <ul style="list-style-type: none"> 2024-2025 available October 2025 2025-2026 available TBD
<p>District Testlet</p> <ul style="list-style-type: none"> Interactive Reporting Monday after administration PDF available after each window CSV available after last window 	<p>District Progress</p> <ul style="list-style-type: none"> Available at the end of Windows 1 and 2 	<p>District Through-Year</p> <ul style="list-style-type: none"> 2024-2025 available October 16, 2025 2025-2026 available TBD

STUDENT TESTLET REPORTS

Testlet Reports provide weekly, actionable feedback on student performance, allowing teachers and students to set targeted learning goals and address areas needing support. Families can also view results through the Parent Portal, fostering timely collaboration to support student learning.



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

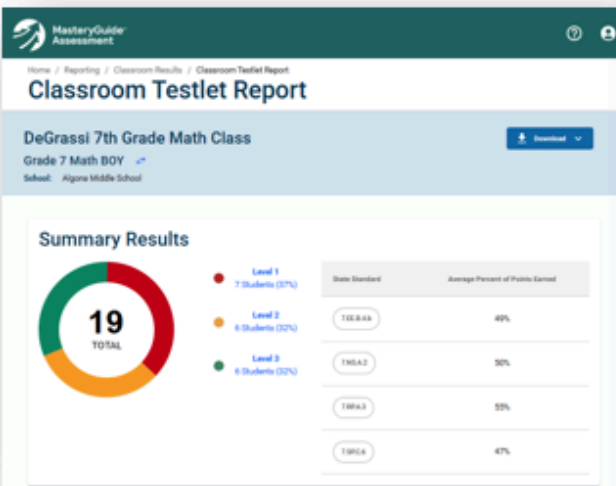
Testlet Summary

Standards	Points Earned / Points Possible
3.NF.A.3	5 / 10

Question Description	Legend		
	Credit Earned	Correct	Incorrect Did Not Attempt
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

TESTLET INTERACTIVE REPORTING

Along with PDF and CSV reporting for testlet-level information, Window 3 of the 2025-2026 administration brings the release of interactive reporting for MAST. Teachers and instructional leaders are able to access student testlet results the Monday following administration, 3 days sooner than previously available. Navigation can occur easily between different levels of reporting. Additionally, classroom level data including performance levels and math misconceptions can be filtered to identify students in need of similar supports.



Misconceptions

Misconception	Description	# of Students
CA.3	Made error in division fact	5
DS.6.b	Made error indicating whether a given probability represents a likely or unlikely event	3
CA.7	Made negative sign error while performing a calculation	2
PR.2.a	Misunderstood ratio relationship	2

Student Details

Student Name	Student ID	Test Date	Performance	Misconceptions
Aguilera, Javier	100014	09/25/2025	Level 2	CA.7, DS.6.b
Aman, James	ames123	09/30/2025	Level 1	
Calzada, Anestacio	100005	09/25/2025	Level 2	CA.3
Chavez, Lee	100046	09/25/2025	Level 2	CA.3

Student Details

Filtering on: Level 2, CA.3, DS.6.b | Showing 4 of 19

Student Name	Student ID	Test Date	Performance	Misconceptions
Aguilera, Javier	100014	09/25/2025	Level 2	CA.7, DS.6.b
Coleman, Aimee	100051	09/25/2025	Level 2	CA.7, DS.6.b
Delgado, Martina	100008	09/25/2025	Level 2	CA.3, DS.6.b
Pitambar, Suresh	100047	09/25/2025	Level 2	CA.3

CLASSROOM TESTLET REPORTS

Classroom Testlet Reports provide detailed insights into student performance on specific standards, enabling educators to identify areas of strength and areas needing support. These reports assist in setting focused learning goals and inform instructional strategies at the student, small-group, and classroom levels.



Classroom Testlet Report
Wilson Elementary School
2025-2026

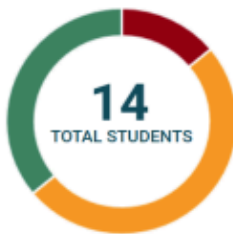
Class 1 (Math)

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

Student Details

Student Name	Student ID	Test Date	Performance Level	Misconceptions
Ali, 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	

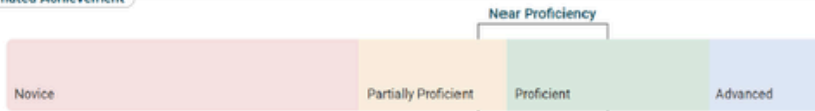
PROGRESS REPORTS

Progress Reports provide an estimated achievement level based on the testlets completed through each testing window. After every window, results are updated to incorporate additional student performance data, offering a clearer picture of student progress toward grade-level expectations and the level of risk of not meeting end-of-year proficiency standards.

Fatima Ali
ELA, 5th

Student Window 2 Progress Report

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	2	10/15/2025	Near Proficiency
Window 2	4	12/05/2025	Near Proficiency

Testlet Performance

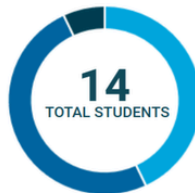
Testlet	Date	Performance
Beginning of Year - Informational	10/01/2025	Level 1
Beginning of Year - Literary	10/15/2025	Level 3
Middle of Year - Informational	11/20/2025	Level 2
Middle of Year - Literary	12/05/2025	Level 3

Class 1 (ELA)

Tony Sullivan, Teacher 2, Proctor
ELA, 5th

Classroom Progress Report

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	Projected Achievement
Fatima Ali	111111111	5	295 - 333	Near Proficiency
Jackson Anderson	121212121	5	253 - 291	Below Proficiency
Olivia Brown	123123123	5	310 - 348	Near Proficiency
Lila Chen	123412341	5	276 - 314	Below Proficiency

THROUGH-YEAR REPORTS

The culmination of testing across the year produces a through-year report. This includes a final determination of proficiency by aggregating testing from across the year into a summative scale score and categorizing it into an achievement level. This is used for public reporting and accountability.



Student Report

Wilson Elementary School
2025-2026

Fatima Ali

Math, 5th Through-Year Assessment

Overall Achievement

Scale Score

330

Proficient
Achievement Level



This student's scale score was in the Proficient range.

A student who performed at this level met grade-level expectations in this subject. The student has demonstrated the required knowledge, skills, and practices necessary for future coursework in this content area.

Your child's score is an estimate of their current level of achievement. If your student were to complete the full MAST assessment again, without any additional learning, their scale score might vary by ± 4 points. Such variation is expected and occurs with all measurements.

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
Numerical Expressions <small>5.OA.A.1 5.OA.A.2</small>	10/01/2024	Band 3
Place Value and Power of 10 <small>5.MD.A.1 5.NBT.A.1</small>	10/15/2024	Band 3
Place Value and Representation and Comparison <small>5.NBT.A.3 5.NBT.A.4</small>	11/01/2024	Band 1
Multiply and Divide Whole Numbers <small>5.MD.A.1 5.NBT.B.5 5.NBT.B.6</small>	11/20/2024	Band 2
Decimal Operations <small>5.MD.A.1 5.NBT.B.7</small>	12/05/2024	No Credit Earned
Add and Subtract Fractions <small>5.MD.B.2 5.NF.A.1</small>	01/10/2025	Band 3
Fraction Multiplication <small>5.MD.B.2 5.NF.B.4 5.NF.B.5</small>	02/01/2025	Band 2
Fraction Division <small>5.MD.B.2 5.NF.B.3</small>	02/20/2025	Band 3

ROADMAP FOR 2026 AND BEYOND

Growth Metric Development and Engagement

- Continued research and consultation with technical advisors on potential models for reporting growth out of the existing MAST blueprint
- Partnering with the Center for Assessment to explore how Montana educators and leaders use student growth data to guide instructional and program decisions and identify opportunities to incorporate growth into MAST
- Goal: develop use cases and recommendations alongside the technical recommendations for MAST growth reporting to support educator decision making and student outcomes

Teacher Leader Cohort

- Montana Office of Public Instruction (OPI) is partnering with KnowledgeWorks and up to 50 grades 3–8 educators to strengthen standards-aligned instruction connected to MAST.
- Focus on proficiency-based learning, acceleration, and effective instructional strategies aligned to Montana Content Standards, with educators building expertise in interpreting MAST reports and modeling best practices.

Collecting Feedback & Providing Support

- Leveraging feedback from student surveys, teacher interviews, administration observations, monthly Assessment Implementation Committee meetings, and Technical Advisory Committee meetings to continue system refinement.
- Support visits to comprehensive schools and new district testing coordinators to support technical, administrative, and instructional aspects of MAST.
- Professional learning sessions at the OPI Summer Institute, annual MAST Summit, and as requested by districts and provided virtually throughout the year.

RESOURCES

[OPI Assessment Webpage](#)

The official Montana Office of Public Instruction landing page for statewide assessments, including MAST. Provides general information on testing windows, purpose of assessments, and links to additional resources.

[MAST Portal](#)

The primary resource platform for the MAST program. It contains sections for professional learning, test administration materials (manuals, scheduling guides, accessibility guides), student/roster management, resources for educators, and other live support tools.

[MAST FAQ Webpage](#)

The central resource for the MAST assessment. Provides answers to common questions about testing windows, subjects, score reporting, and links to parent letters, portals, and testing blueprints.

[Last Best Learning Podcast: MAST in Motion](#)

Highlights one district's experience with MAST, sharing challenges, successes, and key lessons about aligning assessment to instructional goals, supporting proficiency-based learning.

If you have any questions, please contact:
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