



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
MATH	3-5 Testlets	3-5 Testlets	3-5 Testlets
ELA	2 BOY Testlets	2 MOY Testlets Performance Task	1 Anchor Test
			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>
Student Testlet <ul style="list-style-type: none">Available weekly<ul style="list-style-type: none">Following Thursday after assessmentShared in Kite Parent Portal with connected parents/guardians. Student Performance Task <ul style="list-style-type: none">Hand scored, available two weeks after the close of Window 2	Student Progress <ul style="list-style-type: none">Available at the end of Windows 1 and 2	Student TY <ul style="list-style-type: none">2024-2025 available October 16, 20252025-2026 available TBD
Classroom Testlet <ul style="list-style-type: none">CSV & PDF ReportsAvailable and updated weekly	Classroom Progress <ul style="list-style-type: none">Available at the end of Windows 1 and 2	Classroom TY <ul style="list-style-type: none">2024-2025 available October 16, 20252025-2026 available TBD
School Testlet <ul style="list-style-type: none">CSV & PDF ReportsAvailable after each window	School Progress <ul style="list-style-type: none">Available at the end of Windows 1 and 2	School TY <ul style="list-style-type: none">2024-2025 available October 16, 20252025-2026 available TBD
District Testlet <ul style="list-style-type: none">PDF Available after each windowCSV Available after last window	District Progress <ul style="list-style-type: none">Available at the end of Windows 1 and 2	District Through-Year <ul style="list-style-type: none">2024-2025 available October 16, 20252025-2026 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

Level 1

Level 2

Level 3



The student's score was in Level 2. This indicates that they demonstrated a partial understanding of the content and skills assessed in this testlet. Level 2 indicates that the student's performance on this testlet is near grade-level expectations for proficiency, but additional support may be necessary to achieve proficiency.

Student reports should be used in conjunction with the MAST Student Report Interpretation Guide, found on the MAST portal.

The OPI recommends focusing on item, standard, and misconception information to understand student performance as related to the assessed content.

Misconceptions

AG.2.a Incorrectly use substitution to evaluate an equation

Testlet Summary

Standards	Points Earned / Points Possible	
3.NF.A.3	5 / 10	
Legend		
	<input checked="" type="checkbox"/> Correct <input type="checkbox"/> Incorrect <input type="checkbox"/> Did Not Attempt	
Question Description	Credit Earned	Standards
1. This question evaluates students' understanding of sequences and series.	<input type="checkbox"/>	3.NF.A.3
2. This question evaluates students' understanding of rounding numbers to the nearest ten.	<input type="checkbox"/>	3.NF.A.3
3. This question addresses students' understanding of basic probability concepts.	<input 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

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)

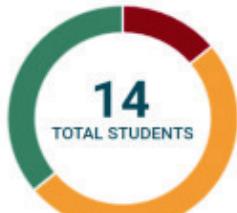
Tony Sullivan, Teacher 2, Proctor



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
MED7	Misinterprets ratio as an additive relationship.	3
ME31	Incorrectly interpreted graph.	3
MED6	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
All, Fatima	1111111111	09/16/2025	<div style="width: 50%;">Level 2</div>	
Anderson, Jackson	1212121212	09/16/2025	Level 1	ME31
Brown, Olivia	1231231231	09/16/2025	Level 2	ME07
Chen, Lila	1234123412	09/16/2025	<div style="width: 100%;">Level 3</div>	

PROGRESS REPORTS

Progress Reports provide an estimated achievement level based on the testlets completed through the end of each testing window. After every window, results are updated to reflect additional student performance data, offering a clearer picture of where students are in relation to grade-level expectations.

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	Date	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

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	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

STRENGTHENING MAST SYSTEMS FOR 2025-2026

The MAST assessment and surrounding systems continue to improve to better support classroom instruction, data use, and educator experience.

Enhanced Professional Learning & Support

- **MAST 4 Teachers:** Training on administration, performance tasks, math misconceptions, and using results for next instructional steps
- **MAST Summit:** Role-based sessions on preparing for testing and accessing score reports
- **MAST Memo:** Monthly email direct to teachers with timely MAST tips, instructional resources, and upcoming professional learning opportunities
- **Ongoing Support:** Mini-sessions, HUB courses, and updated school-facilitated training materials to ensure practical implementation support

Improved Access to Data

- More frequent reports across student, classroom, school, and district levels, now available in both PDF and Excel formats.
- A new interactive reporting platform coming Spring 2026 to simplify access and help educators more efficiently interpret and use results.

Better Alignment with Instruction

- Testing windows extended and shifted later to align with curriculum pacing.
- Increased educator involvement in scheduling and additional curriculum alignment options in the Scheduler.

Sharper Focus on Student Progress

- New Progress Reports help monitor how students are performing relative to grade-level expectations throughout the year.
- Continued work on additional metrics and future growth indicators support teachers and students in setting focused learning goals.

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.

[Statewide Data Release Webpage](#)

Provides guidance and timelines for when assessment data, including MAST results, are released publicly. Includes interpretive guides and resources for analyzing statewide trends.

If you have any questions, please contact:
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