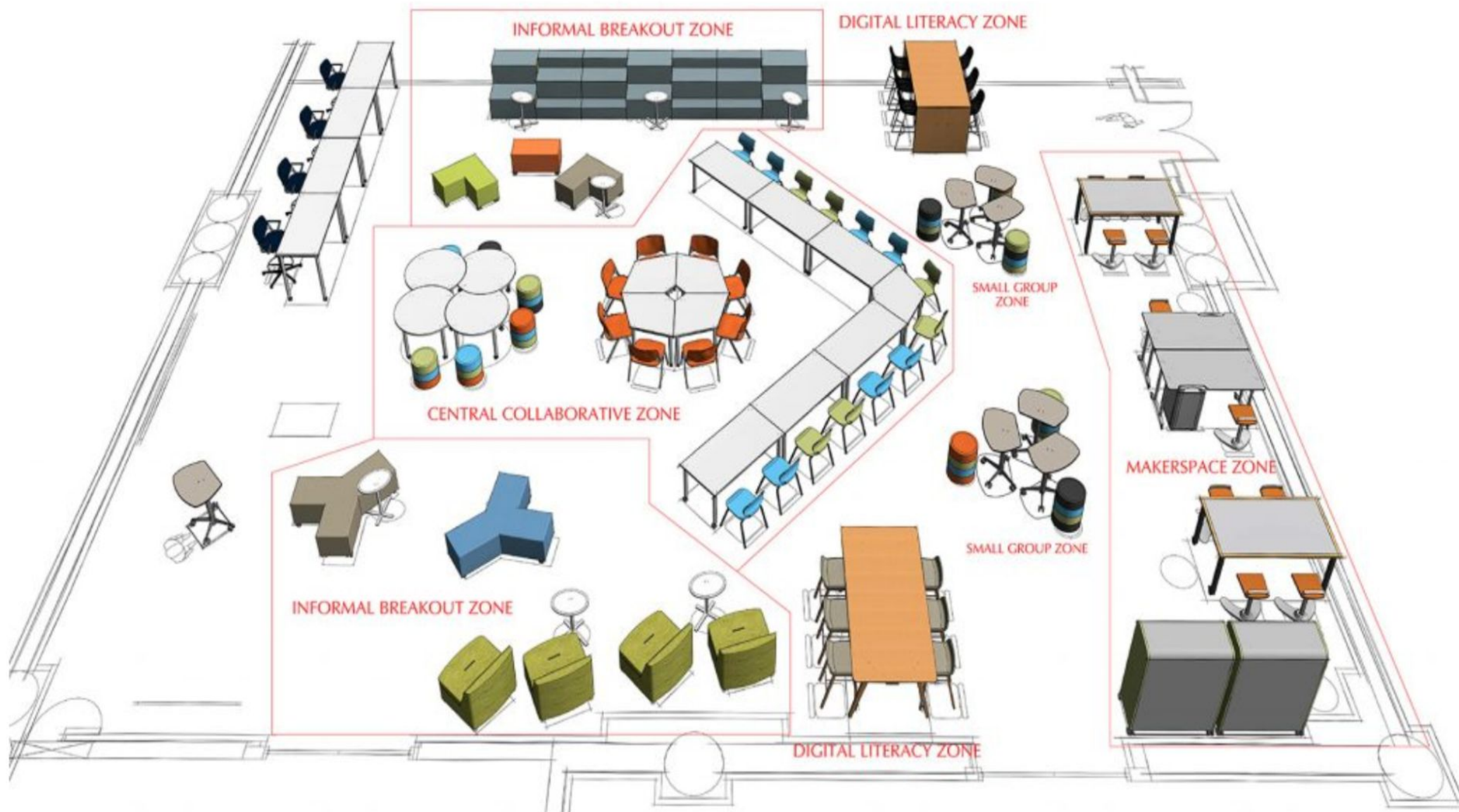# Montana Aligned to Standards Through-year (MAST) Assessment
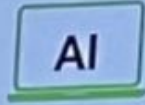
Krystal Smith
Education Innovation Manager
Office of Public Instruction

Putting Montana Students First A+

OFFICE OF PUBLIC INSTRUCTION
ELSIE ARNTZEN, STATE SUPERINTENDENT
OPI.MT.GOV

Take 5 Minutes to Draw or Describe your Ideal Classroom that Maximizes Student Learning

INFORMAL BREAKOUT ZONE

DIGITAL LITERACY ZONE

CENTRAL COLLABORATIVE ZONE

SMALL GROUP ZONE

MAKERSPACE ZONE

INFORMAL BREAKOUT ZONE

SMALL GROUP ZONE

DIGITAL LITERACY ZONE

3rd Grade Educator Team

Cross-Team Data Analyst

AI

Teacher B

Teacher C

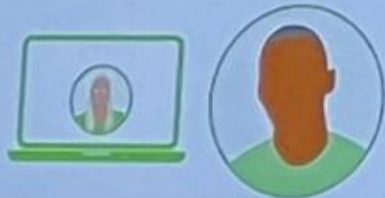Paid Teacher Resident

Special Educator

Community Educator Coordinator

Lead Teacher

Shared roster of 100 learners

Student Success Coaches

Project-Based Mentors

Digital Learning Facilitator

Therapy dog

Student-Centered Learning

Positive Relationships · Foundational Needs Met · Positive Identity · Student Ownership & Agency · Real-World Relevant · Competency-Based · Anytime, Anywhere

OFFICE OF PUBLIC INSTRUCTION
A+
ELSIE ARNTZEN, STATE SUPERINTENDENT
OPI.MT.GOV

acceleration · dual-enrollment · experiential · choice · employment · needs-based · internships · pathways · relationships · flexibilities · certifications · trades · self-paced · careers · interventions · culture-focused · project-based · passions · personalized · rigor · creativity · problem-solving · proficiency-focused · individualized · community-based · collaboration · empowerment · professional-development

Putting Montana Students First A+

Transformational Learning & MT Advanced Opportunities Grants

	Transformational Learning Grant	MT Advanced Opportunites
purpose of grant	support personalization of learning for K-12 students to meet the constitutional mandate of developing the education potential of each student	provide post-secondary pathways for students grades 6-12 that align with their passions, strengths, needs, interests, and/or cultures
qualifications	district-approved definition of proficiency that doesn't require seat time, in which student progress is based on the demonstration of competence rather than seat time, age, and/or grade level	-75% of funds to off-set parent out-of-pocket costs -25% of funds for advanced CTE offerings
use of funding	-development of a flexible, pupil-centered, and proficiency-based system of learning -engages students in what, how, when, and where to learn -customized to each students' strengths, needs, and passions	-dual enrollment -credentialing and certifications -personalization & enhancement of CTE courses

Putting Montana Students First A+

Federal Requirements

- To receive [Title I](#) funds, all 50 states must meet a number of requirements, including annual assessment in grades 3 to 8 in math and ELA.
  - Why? To help identify schools in need of support, and then provide them with that support

- In most states, this means that students take an end-of-year test.
  - However, these end-of-year tests are generally viewed as providing too little information and coming too late to **support instruction.**

Supporting Instruction?

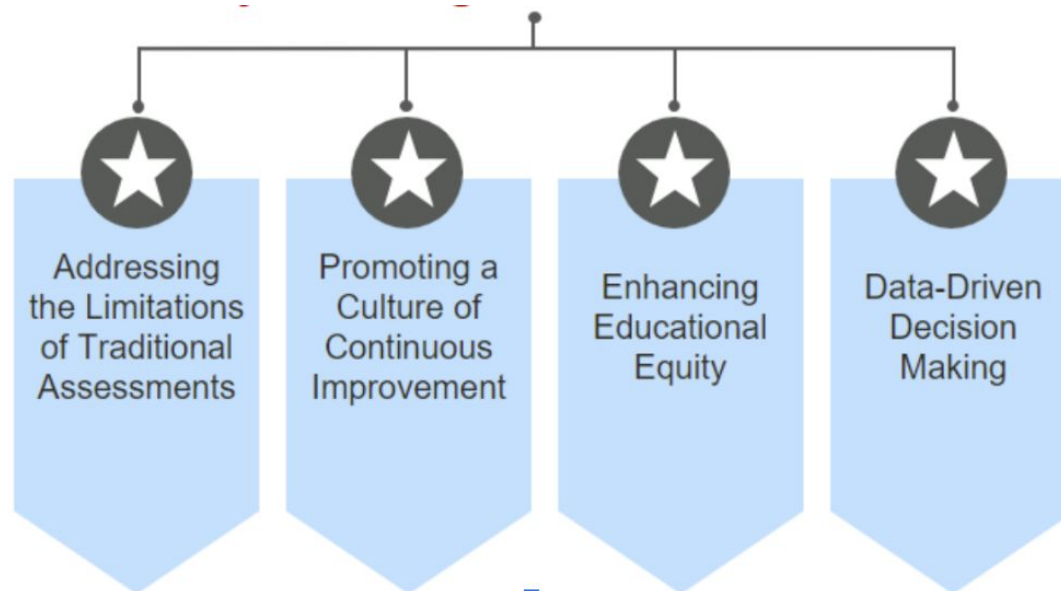| Traditional State Tests	MAST
• *Not* meant to support day-to-day, week-to-week and month-to-month decision making for individual students and classrooms, instead • Designed to support **year-to-year** and **multiyear, school-level interventions** based on annual determinations.	• Meant to change **the way students are assessed**, and in doing so, provide information that can be used **to support week-to-week and month-to-month instructional decision making,** • While also creating annual determinations.

What is MAST?

Montana Aligned to Standards Through-year (MAST) is an innovative assessment system designed to provide greater transparency into how students are progressing toward proficiency through the year.

- Assess on-grade learning standards

- Flexibly aligned to local scope and sequence offering coherence with the taught curriculum

- Available on demand to accommodate teacher, school, and/or district scheduling

- Administered in a class period instead of a testing "event" that disrupts the school day

- Provide more immediate reporting of finer-grained, instructionally valuable information throughout the year

- In aggregate, provide a reliable, comparable measure of student mastery of grade-level standards to eliminate the need for a single, end-of-year summative assessment

Addressing the Limitations of Traditional Assessments

Promoting a Culture of Continuous Improvement

Enhancing Educational Equity

Data-Driven Decision Making

MAST Testing Windows

	Window 1	Window 2	Window 3	Window 4
	October 14 - November 22	January 13 - February 21	March 24 - May 2	May 5 - May 23
	6 weeks	6 weeks	6 weeks	3 weeks
MATH	3-5 Testlets	3-5 Testlets	3-5 Testlets	1 Anchor Testlet
ELA	2 BOY Testlets	2 MOY Testlets Performance Task	2 EOY Testlets	

2024-2025 Blueprint

	ELA	Math	
Window 1	BOY Literary	Testlet	Testlet
	BOY Informational	Testlet	Testlet
Window 2	MOY Literary	Testlet	Testlet
	MOY Informational	Testlet	Testlet
	ELA Test Performance Task	Testlet	Testlet
Window 3	EOY Literary	Testlet	Testlet
	EOY Informational	Testlet	Testlet

Window 4 **Anchor Testlet**

opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
ELSIE ARNTZEN, STATE SUPERINTENDENT
OPI.MT.GOV

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.
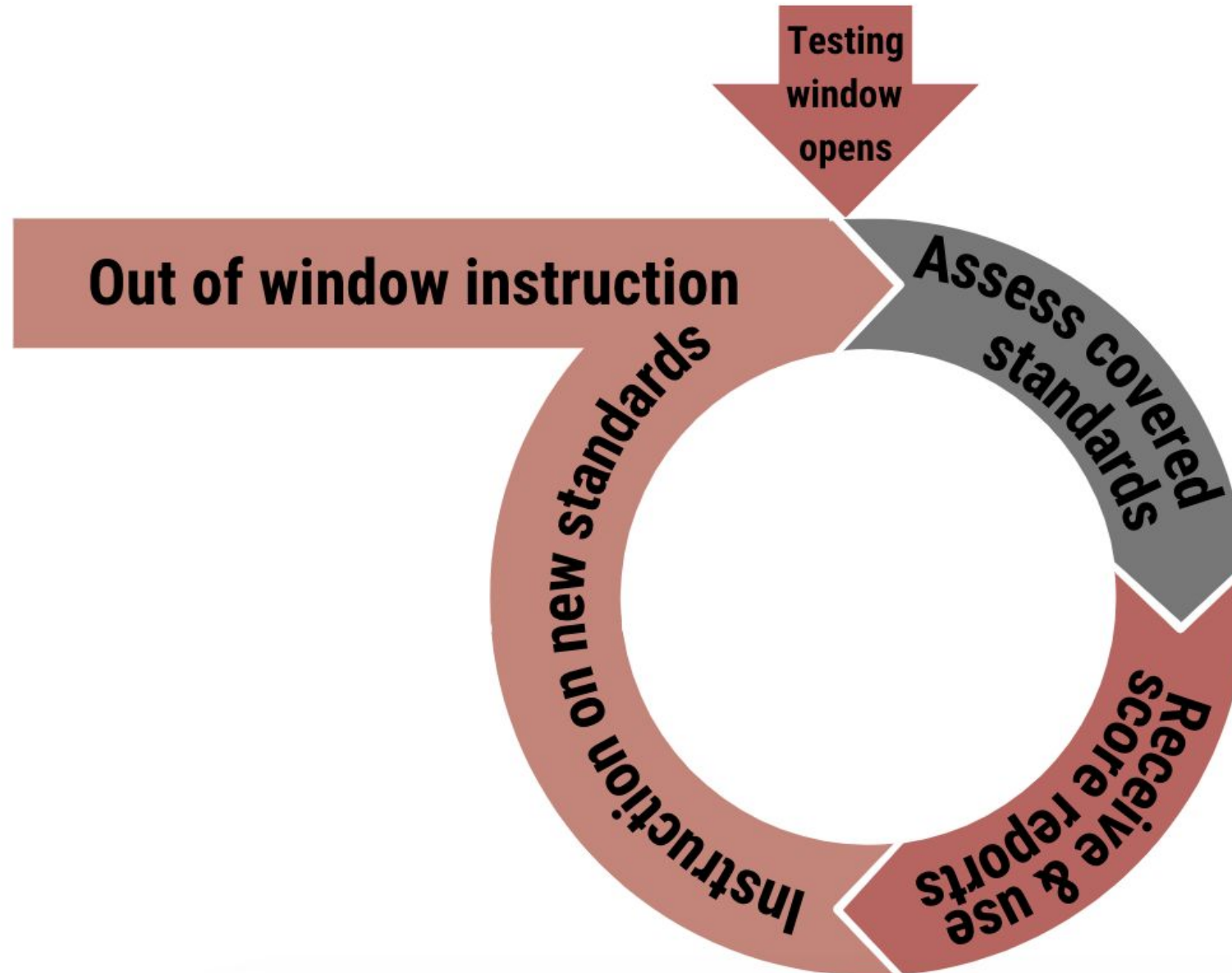4. Return the worksheet to your STC/BTC by the indicated due date.

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			

Instructional Testing Cycle

Testing window opens

Out of window instruction

Assess covered standards

Instruction on new standards

Receive & use score reports

OFFICE OF PUBLIC INSTRUCTION

A+

ELSIE ARNTZEN, STATE SUPERINTENDENT

OPI.MT.GOV

...utting Montana Students First A+

During the year, students take a **lot of assessments**. For example:
- The state summative assessment
- District required interim assessments
- Screeners
- School created assessments

And we often hear that there **is too much assessment and too little information**. Have you ever heard the words:
- Over testing,
- Useless test information, or
- Assessment burden?

How do we know:
1. If there is too much testing, and
2. If the assessments are working together **as a whole**?

➡ **Assessment Review** ⬅

Fatima Ali
5th, Math, Numerical Expression

Performance

Level 1	**Level 2**	Level 3

⬆

The student is beginning to develop the skills needed to evaluate numeric expressions but has not yet shown consistent understanding in reading, writing, a interpreting these expressions.

While they are on the path to grasping the fundamental mathematical operations involved, additional support and targeted practice are necessary to reach fi competency.

Focused instruction aimed at these areas will be crucial in helping the student meet the established mathematical standards.

Misconceptions

| ME06 | Student added or subtracted numerators and denominators, instead of finding equivalent fractions. |
| ME08 | Error creting equivalent fractions when adding or subtracting. |

Testlet Summary

Standards	Number Correct/Total Number of Items
5.OA.A.1	0 / 3
5.OA.A.2	3 / 5

Legend ⊘Correct ⊗Incorrect ◯Did Not Attempt

Question	Credit Earned	Standards
1. Evaluate expression w/ parentheses; whole numbers	⊗	5.OA.A.1
2. Evaluate expression w/ parentheses, order of operation; whole numbers and fractions	⊗	5.OA.A.1
3. Copare value of expressions w/ and w/ou paranatheses, order of operation; whole numbers	⊗	5.OA.A.1
4. Write a verbal as numerical expression w/ parentheses; whole numbers	⊘	5.OA.A.2
5. Write verbal as numerical expression w/ parentheses; whole numbers	◯	5.OA.A.2
6. Write verbal as numerical expression w/ paranatheses, interpret results; whole and decimal	⊘	5.OA.A.2

Level 1 Performance

This student has a partial understanding of basic text complexity, with a foundational knowledge of ELA standards.

They manage simpler grammatical structures but struggle wiht complex elements such as prepositional phrases and figurative language.

This student deomonstrates a developing ability to process language mechanics and interpret texts, indicating the need for continued learning to enhance their competency.

Testlet Summary

Clusters	Number Correct/Total Number of Items
Key Ideas and Details	0 / 5
Craft and Structure	2 / 2
Integration of Knowledge and Ideas	1 / 1
Language	5 / 10

Legend

⊘Correct ⊗Incorrect ◯Did Not Attempt

Question ⬍	Credit Earned ⬍	Standards ⬍
1. Identifies the meaning of figurative language such as similes and metaphors	⊘	L.5.5.a
2. Uses reference materials to determine the meaning of a word or phrase	⊘	L.5.4.c
3. Determines the meaning of a general academic word or phrase in a text	⊘	RI.5.4
4. Determines the meaning of a general academic word or phrase in a text	⊘	RI.5.4
5. Ues commone Greek and Latin affixes and roots to determine the meaning of a word or phrase	⊗	L.5.4.b
6. Uses relationships between words, like synonyms and antonyms, to determine the meanings of words	⊗	L.5.5.c

So what are some ways the results **could be used**?

✓ The results from a single window could be used by teachers to determine whether to emphasize specific areas during instruction (e.g., to emphasize part-whole reasoning more in upcoming lessons).

✓ The results from multiple windows could be used to inform month-to-month planning of instructional adjustments within district lead professional learning communities.

✓ The results could be used by district instructional leaders to determine whether there are specific grades, subjects or schools that merit additional qualitative exploration, and potentially, support.

Time to Reflect

- ❏ What are your current practices around:
  - – assessment & assessment literacy
  - – instructional feedback and differentiation
  - – professional development
  - – collaboration and communities of practice

- ❏ How can MAST support your current classroom practices around personalized, competency-based learning and assessment?