A NEW WAY TO SEE STANDARDS MASTERY

AMIRA LEARNING

Introducing MAST

Mastery of Academic Standards & Targets

WHAT IS MAST?

MAST is a criterion-referenced score that summarizes where a student is on the path toward mastering grade-level reading standards.

> **Criterion-referenced** means the student is compared to the standards themselves — not to other students.

How to read it

3 — GRADE 3

480 — SCORE 000–999

Grades 1–8: a grade digit followed by a 3-digit score.

— **480**

Kindergarten: 3-digit score, no grade prefix.

× Not available for Pre-K

Reading the MAST scale



A student's state and grade determine the score's Performance Level: Emerging, Approaching, or Proficient. Review the standards-level results to see where the student may need continued support.

- The score is **not** a percent, percentile, or grade equivalent
- Interpret and compare MAST only within the same state and grade—never across states or grades.
- Scores may be lower earlier in the school year as students begin a new set of grade-level standards.

ARM + MAST

Two lenses on the same student. **Not either/or — use both together.**

ARM

Amira Reading Mastery

NORM-REFERENCED · GROWTH

"How is this student growing as a reader?"

WHAT IT TELLS YOU

How this reader compares with national peers.

REACH FOR IT WHEN

Reading BOY/MOY/EOY trends or monitoring an intervention.

MAST

Mastery of Academic Standards & Targets

CRITERION-REFERENCED · MASTERY

"How is this student doing against grade-level standards?"

WHAT IT TELLS YOU

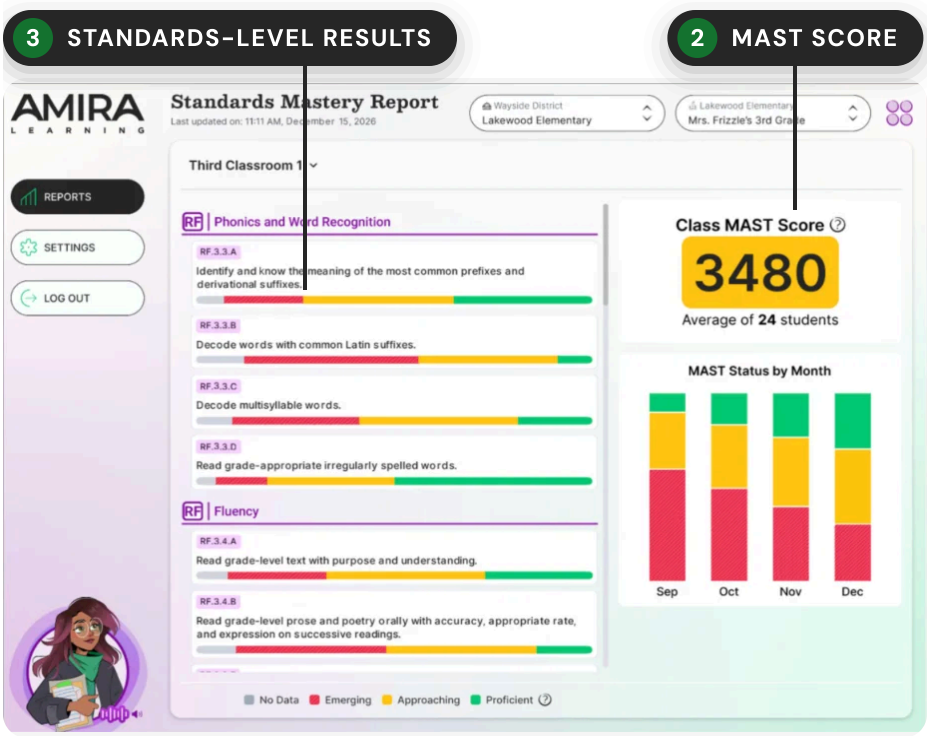
Progress toward grade-level standards.

REACH FOR IT WHEN

Planning standards instruction or making reteach vs. move-on calls.

ARM tells you where a student stands. **MAST** summarizes current results against grade-level standards. **Standards-level results** and classroom evidence help teachers plan next steps.

STANDARDS MASTERY REPORT



USE BOTH, IN SEQUENCE

1. **ARM** → classify & monitor
2. **MAST** → check proficiency against grade standards
3. **Standards-level results** highlight demonstrated strengths, possible needs, and areas with limited evidence.
4. Plan instruction — targeted or small-group
5. Recheck both. ARM confirms growth; revisit MAST and standards-level results to confirm gaps are closing.