

PART VI:

CMT 4 Language Arts

How to Get More Information

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I. INFORMATION AVAILABLE FROM THE CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)

The following publications and resources are available through the CSDE. Resources also are available at the CSDE website: www.state.ct.us/sde. The CMT Language Arts and Mathematics handbooks, will be available for download online. Documents are interactive and are updated periodically. You may call or write the CSDE for more information.

Connecticut State Department of Education
Bureau of Research, Evaluation and Student Assessment
P.O. Box 2219, Room 344
Hartford, CT 06145-2219
860-713-6860

The Curriculum

- *2005 Language Arts Curriculum Framework*
<http://www.state.ct.us/sde/dtl/curriculum/currla.htm>
- *Connecticut's Blueprint for Reading Achievement* – conclusions and recommendations of the Early Reading Success Panel
<http://www.state.ct.us/sde/dtl/curriculum/currla.htm>

Technical Information

- *CMT Technical Report* – includes content validation, summary statistics, reliability, etc. Call CMT office: 860-713-6860.
- *CMT Technical Bulletin* – includes the method for determining scale scores and scale score conversion charts
http://www.csde.state.ct.us/public/der/s-t/testing/cmt/cmt_technical_bulletin
- *DRP® Conversion Tables* – converts raw scores to DRP® unit scores
http://www.csde.state.ct.us/public/der/s-t/cmt_resources_publications.htm#1

CMT Test Results

- *CMT Interpretive Guide* – test content, and sample school and student reports
http://www.csde.state.ct.us/public/der/s-t/testing/cmt/2004_int_guide_cmt4v2
- www.cmtreports.com – an interactive website with statewide, district and school results

Scoring

- *Holistic Scoring Workshop CD* – computerized version of training for holistic scoring of the Direct Assessment of Writing, with anchor and practice papers. Call CMT office: 860-713-6860.
- *CMT Direct Assessment of Writing Anchor Papers* – copies of student responses used as anchor papers in scoring. Call CMT office: 860-713-6860.

No Child Left Behind (NCLB) Legislation

- *What is No Child Left Behind?* – an explanation of the NCLB federal legislation
http://www.csde.state.ct.us/public/der/nclb/what_is.htm
- *NCLB Updates and Reminders* – recent updates, current information, important dates, etc. http://www.csde.state.ct.us/public/der/nclb/updates_reminders.htm

Other Topics

- *Assessment Guidelines* – criteria for accommodations and testing special populations
http://www.csde.state.ct.us/public/der/s-t/testing/agl/agl/_9th_edition
- *Brochure for Parents* (available in English and Spanish) – describes the content of the CMT
http://www.csde.state.ct.us/public/der/st/testing/cmt/cmt04_understanding_your_childs_score
- *Student Skills Brochure* (available in English and Spanish) – describes the skills tested on the CMT
http://www.csde.state.ct.us/public/der/st/testing/cmt/cmt3_educator_brochure

II. WHAT IS NAEP?

The National Assessment of Educational Progress (NAEP), also known as “the Nation’s Report Card,” is the only nationally representative and continuing academic assessment measuring what students know and can do in a variety of content areas. Since 1969, assessments have been conducted periodically in mathematics, reading, science, writing, U.S. history, civics, geography and the arts.

NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences and school environment for populations of students (e.g., fourth graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest.

NAEP reports information at the national and state levels as well as specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement in Grades 4, 8 and 12.

NAEP’s frameworks for reading and writing are displayed on page 308.

Reading Frameworks (NAEP)

| Three different contexts for reading were assessed. | Students were assessed on four different aspects of reading. |
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| <ul style="list-style-type: none"> • Reading for literary experience: Readers explore events, characters, themes, settings, plots, actions, and the language of literary works by reading novels, short stories, poems, plays, legends, biographies, myths and folktales. • Reading for information: Readers gain information to understand the world by reading materials such as magazines, newspapers, textbooks, essays and speeches. • Reading to perform a task:⁴ Readers apply what they learn from reading materials such as bus or train schedules, directions for repairs or games, classroom procedures, tax forms (Grade 12), maps and so on. | <ul style="list-style-type: none"> • Forming a general understanding:¹ The reader must consider the text as a whole and provide a global understanding of it. • Developing interpretation: The reader must extend initial impressions to develop a more complete understanding of what was read. • Making reader/text connections:² The reader must connect information in the text with knowledge and experience. • Examining content and structure:³ Requires critically evaluating, comparing and contrasting, and understanding the effect of such features as irony, humor and organization. |
| <p>¹This aspect of reading was formerly referred to as "Forming an Initial Understanding" in previous versions of the reading framework.</p> <p>²This aspect of reading was formerly referred to as "Personal Reflection and Response" in previous versions of the reading framework.</p> <p>³This aspect of reading was formerly referred to as "Demonstrating a Critical Stance" in previous versions of the reading framework.</p> <p>⁴Reading to perform a task is not assessed at Grade 4.</p> | |

Writing Framework (NAEP)

- Students should write for a variety of purposes: *narrative*, *informative* and *persuasive*.
- **Narrative writing** involves the production of stories or personal essays. The narrative topics in the 2002 assessment encouraged writers to use their creativity and powers of observation to develop stories that can capture a reader's imagination.
- **Informative writing** communicates information to the reader to share knowledge or to convey messages, instructions and ideas. The informative topics in the 2002 writing assessment required students to write on specified subjects in a variety of formats, such as reports, reviews and letters.

- ***Persuasive writing*** seeks to influence the reader to take some action or bring about change. It may contain factual information, such as reasons, examples or comparisons; however, its main purpose is not to inform, but to persuade. The persuasive topics in the 2002 writing assessment asked students to write letters to friends, newspaper editors or prospective employers, as well as to refute arguments or take sides in a debate.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics (NCES), National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

For more information about the NAEP, please contact NCES or visit the following websites:

National Center for Education Statistics
1990 K Street, NW, Washington, DC 20006
Phone: (202) 502-7300

<http://nces.ed.gov/nationsreportcard/sitemap.asp>

<http://www.nagb.org/>

