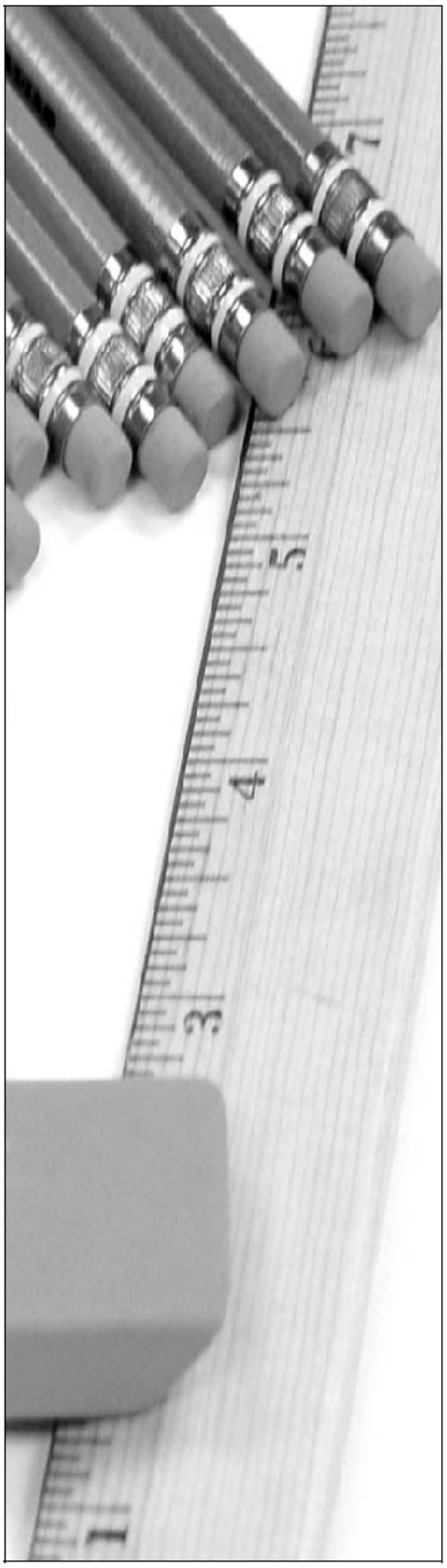

Connecticut Mastery Test
FOURTH GENERATION

Connecticut State Board of Education

2006
Interpretive Guide

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PURPOSE OF THE INTERPRETIVE GUIDE

This Interpretive Guide is designed to help parents, educators and students understand and explain the results of the Fourth Generation of the Connecticut Mastery Testing (CMT) program.

This guide describes the content of the CMT and the information reported in the individual, school, and district reports. There are other score reports that have been provided to districts but are not described in this guide. However, the interpretation of these reports is similar to those presented in this guide. A complete list of the reports provided to each school district for the CMT can be found on page 81.

It should be considered that test scores are only one measure of a student's ability and should be used in conjunction with other information about the student's achievement. The teacher's knowledge of student characteristics and unique circumstances that might influence test performance should also be considered when interpreting individual test scores.

If you have specific questions about the 2006 CMT reports received by your district, please contact the Measurement Incorporated Call Center's Connecticut Help Line, toll-free, at 866-762-1060.

General questions about the CMT should be directed to the Connecticut State Department of Education, CMT office, at 860-713-6860. General information about the CMT may be found at the CSDE web site, www.state.ct.us/sde; choose the *Student Testing* link.

THE TESTS

The third- through eighth-grade levels of the CMT are designed to assess essential reading, writing, and mathematics skills that can reasonably be expected to be mastered by most students at the time of testing. The content areas focus on the following skills at each grade level:

Grade 3

Mathematics: The Mathematics test assesses eighteen (18) specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of expressing whole numbers including expanded notation and regrouping.
- Order and round whole numbers and locate points on number lines and scales.
- Represent whole numbers and fractions using various forms, including numerical and pictorial representations.
- Identify the appropriate operation and write a story problem to match a given number sentence.
- Compute and estimate sums and differences of whole numbers.
- Solve problems involving whole numbers and money amounts with and without extraneous information.
- Use estimation strategies to determine the reasonableness of an answer.
- Solve problems involving time.
- Estimate lengths and areas.
- Measure lengths and identify appropriate measurement units for a given situation.
- Identify, classify, and draw 2-dimensional shapes.
- Read and interpret data in tables, graphs, and charts and draw graphs using a given set of data.
- Solve problems involving elementary notions of probability.
- Sort and classify objects by a common attribute.
- Extend or complete patterns involving whole numbers or attributes and identify or state rules for patterns.

Student response formats include multiple-choice and open-ended items. Students may use rulers for certain sections of the test. Student scores are reported for the 18 content strands as well as a total raw score.

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is a holistic, multiple-choice measure of reading ability. The DRP includes six (6) passages and forty-two (42) test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as DRP unit scores.

- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points. Student scores are reported as holistic scores.

- The **Editing & Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

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Grade 4

Mathematics: The Mathematics test assesses twenty-one (21) specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of expressing whole numbers including expanded notation and regrouping.
- Order whole numbers, fractions and decimals, and round whole numbers, and locate points on number lines and scales.
- Represent fractions and decimals using various equivalent forms, including numerical and pictorial representations.
- Identify the appropriate operation and write a story problem to match a given number sentence.
- Compute and estimate sums, differences, products, and quotients of whole numbers and money amounts.
- Add and subtract simple fractions.
- Solve problems involving whole numbers and money amounts with and without extraneous information.
- Use estimation strategies to determine the reasonableness of an answer.
- Solve problems involving time.
- Estimate lengths and areas.
- Measure lengths and identify appropriate measurement units for a given situation.
- Identify, describe, classify, and draw 2-dimensional geometric shapes.
- Read and interpret data in tables, graphs, and charts and draw graphs using a given set of data.
- Solve problems involving elementary notions of probability.
- Sort, classify and draw logical conclusions from data and solve problems involving the organization of data.
- Extend or complete patterns involving whole numbers or attributes, and identify or state rules for patterns.
- Solve simple 1-step equations.

Student response formats include multiple-choice and open-ended items. Students may use rulers for certain sections of the test. Student scores are reported for the 21 content strands as well as a total raw score.

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is a holistic, multiple-choice measure of reading ability. The DRP includes six (6) passages and forty-two (42) test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as DRP unit scores.

- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points. Student scores are reported as holistic scores.

- The **Editing & Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

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Grade 5

Mathematics: The Mathematics test assesses twenty-three (23) specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks . Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of expressing whole numbers including expanded notation and regrouping.
- Represent fractions, mixed numbers, and decimals using various equivalent forms, including numerical and pictorial representations.
- Order whole numbers, fractions, mixed numbers and decimals, round whole numbers and decimals, and locate points on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given number sentence.
- Compute and estimate sums, differences, products, and quotients of whole numbers and money amounts.
- Add and subtract simple fractions.
- Solve problems involving whole numbers and money amounts with and without extraneous information.
- Use estimation strategies to determine the reasonableness of an answer.
- Solve problems involving time.
- Estimate lengths and areas.
- Measure lengths, determine perimeters and areas, identify appropriate measurement units for a given situation, and solve problems involving conversions of customary or metric units of linear measure.
- Identify, describe, classify, and draw 2-dimensional geometric shapes and figures.
- Use spatial reasoning to solve problems involving symmetry, congruence, and the location of points on grids.
- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data.
- Identify or state a reasonable conclusion from data in tables graphs and charts.
- Solve problems involving elementary notions of probability and fairness.
- Sort, classify and draw logical conclusions from data and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes, and identify or state rules for patterns.
- Solve simple 1-step equations.

Student response formats include multiple-choice, grid-in, and open-ended items. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 23 content strands as well as a total raw score.

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is a holistic, multiple-choice measure of reading ability. The DRP includes seven (7) passages and forty-nine (49) test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as DRP unit scores.

- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing & Revising.**

- The **Direct Assessment of Writing** requires students to respond to a prompt within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points. Student scores are reported as holistic scores

- The **Editing & Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

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Grade 6

Mathematics: The Mathematics test assesses twenty-three (23) specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks . Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of representing numbers using expanded notation and regrouping.
- Represent fractions, mixed numbers, decimals, and percents using various equivalent forms, including numerical and pictorial representations.
- Order and round whole numbers, fractions, mixed numbers and decimals and locate points on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given equation.
- Compute and estimate sums, differences, products, and quotients of whole numbers and decimals.
- Add, subtract, and multiply fractions and mixed numbers.
- Solve problems involving whole numbers, fractions, and decimals with and without extraneous information.
- Estimate solutions to problems, and determine reasonable estimates to problems.
- Solve problems involving ratios.
- Estimate lengths, areas and angle measures.
- Measure/determine perimeter, area, and volume, identify appropriate measurement units for a given situation, and solve problems involving conversions of customary or metric units of measure.
- Identify, describe, classify, and draw geometric shapes and figures.
- Use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations, and the location of points on grids.
- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data.
- Identify a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency.
- Solve problems involving elementary notions of probability and fairness.
- Sort, classify and draw logical conclusions from data, and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes, and identify or state rules for patterns.
- Solve simple 1-step equations, and use formulas to solve problems.

Student response formats include multiple-choice, grid-in, and open-ended items. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 23 content strands as well as a total raw score.

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is a holistic, multiple-choice measure of reading ability. The DRP includes seven (7) passages and forty-nine (49) test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as DRP unit scores.

- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing & Revising.**

- The **Direct Assessment of Writing** requires students to respond to a prompt within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points. Student scores are reported as holistic scores.

- The **Editing & Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

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Grade 7

Mathematics: The Mathematics test assesses twenty-three (23) specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of representing numbers using expanded form and scientific notation.
- Represent fractions, mixed numbers, decimals, and percents using various equivalent forms, including numerical and pictorial representations.
- Order and round whole numbers, fractions, mixed numbers and decimals, and locate integers, fractions, mixed numbers, and decimals on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given equation.
- Compute and estimate sums, differences, products, and quotients of whole numbers and decimals.
- Add, subtract and multiply fractions and mixed numbers and add integers.
- Solve problems involving whole numbers, fractions, mixed numbers, and decimals with and without extraneous information.
- Estimate solutions to problems, and determine reasonable estimates to problems.
- Compute with percents and solve problems involving ratios, proportions, and percents.
- Estimate lengths, areas and angle measures.
- Measure/determine perimeter, area and volume, identify appropriate measurement units for a given situation and solve problems involving conversions of customary or metric units of measure.
- Identify, describe, classify, and draw geometric shapes and figures.
- Use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations, and the location of points on grids; relate 2- and 3-dimensional representations of objects.
- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data.
- Identify or state a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency.
- Solve problems involving elementary notions of probability, fairness, and expected outcomes.
- Sort, classify and draw logical conclusions from data, and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes and identify or state rules for patterns.
- Evaluate algebraic and numerical expressions, represent situations with algebraic expressions, and solve equations.

Student response formats include multiple-choice, grid-in, and open-ended items. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 23 content strands as well as a total raw score.

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is a holistic, multiple-choice measure of reading ability. The DRP includes seven (7) passages and forty-nine (49) test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as DRP unit scores.

- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points. Student scores are reported as holistic scores.

- The **Editing & Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

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Grade 8

Mathematics: The Mathematics test assesses twenty-one (21) specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of representing numbers using scientific notation.
- Represent fractions, mixed numbers, decimals, and percents using various equivalent forms, including numerical and pictorial representations.
- Order and round fractions, mixed numbers and decimals; and locate fractions, mixed numbers decimals, and integers on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given equation.
- Compute and estimate sums, differences, products, and quotients of whole numbers and decimals.
- Add, subtract and multiply fractions and mixed numbers and add or multiply integers.
- Solve problems involving whole numbers, fraction, mixed numbers, and decimals with and without extraneous information.
- Estimate solutions to problems and determine reasonable estimates to problems.
- Compute with percents and solve problems involving ratios, proportions, and percents.
- Estimate lengths, areas, volumes and angle measures.
- Measure/determine perimeter, area, and volume and solve problems involving conversions of customary or metric units of measure.
- Identify, describe, classify, and draw geometric shapes and figures.
- Use spatial reasoning to solve problems involving congruence, similarity, transformations, and the location of points on four-quadrant coordinate grids; relate 2- and 3-dimensional representations of objects.
- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data.
- Identify or state a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency.
- Solve problems involving elementary notions of probability, fairness, and expected outcomes.
- Sort, classify and draw logical conclusions from data, and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes and identify or state rules for patterns.
- Evaluate algebraic and numerical expressions, represent situations with algebraic expressions, and solve equations.

Student response formats include multiple-choice, grid-in, and open-ended. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 21 content strands as well as a total raw score.

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is a holistic, multiple-choice measure of reading ability. The DRP includes seven (7) passages and forty-nine (49) test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as DRP unit scores.

- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points. Student scores are reported as holistic scores.

- The **Editing & Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

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ASSESSING STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students receiving special education services **may not be exempted** from participation in the testing program. These students must either participate in the standard grade-level version of the CMT with any accommodations called for in their Individual Educational Program (IEP), or in the CMT Skills Checklist.

The CMT Skills Checklist is the only alternate assessment available. This assessment is designed for students with significant cognitive impairments.

A student receiving special education services may be tested using the standard grade-level CMT or using the CMT Skills Checklist but cannot be assessed using a combination of both assessment options. See the *Assessment Guidelines – Tenth Edition* for specific information concerning the CMT Skills Checklist and accommodations available for students receiving special education services. The Assessment Guidelines document is available on the Internet at:

http://www.csde.state.ct.us/public/cedar/assessment/agl/index.htm.

ASSESSING ENGLISH LANGUAGE LEARNER (ELL) STUDENTS

English Language Learners who are enrolled for the first time in a U.S. school for ten months or less, AND have been administered the Language Assessment Scales (LAS-Links) at least once since March 1 of the previous year, may be exempted from the Reading Comprehension, DRP, Editing & Revising, and Direct Assessment of Writing tests. These students **must** take the Mathematics test with accommodations, if necessary. All other ELL students must be tested in all areas of the CMT with accommodations, if necessary.

See the *Assessment Guidelines – Tenth Edition* for specific information concerning the accommodations available for students who are English Language Learners. The Assessment Guidelines document is available on the Internet at: http://www.csde.state.ct.us/public/cedar/assessment/agl/index.htm.

THE SCORES

The CMT is a criterion-referenced test that assesses how well each student is performing on those skills, or content strands, identified by content experts and practicing educators as important for students to have mastered. Because there are multiple content strands in the Mathematics test, the Reading Comprehension test, and the Editing & Revising test, mastery standards have been established for each of the content strands in these three tests. These criterion scores are used to determine whether or not students have attained mastery on particular content strands. If a student's score is equal to or greater than the mastery criterion, the student is considered to have mastered that particular content strand.

The Degrees of Reading Power (DRP) test and the Direct Assessment of Writing test, however, are considered to be holistic measures; therefore, there are no established strands or mastery standards for these tests. Rather, the DRP yields a DRP Unit Score, which is produced by applying a conversion formula to the student's raw score (i.e. number of points earned). The Direct Assessment of Writing yields a single holistic writing score that ranges from 2 to 12. Please note that in writing a student may also receive an NS, non-scorable, if his or her writing falls into one of the following categories:

(1) Writing sample is a copy of the prompt,
(2) Sample is written in a foreign language,
(3) Sample is too short to score,
(4) Sample is illegible, or
(5) Student wrote about something other than the topic indicated by the prompt.

In additions to these scores, a scale score ranging from 100 to 400 was generated for each of the content areas: mathematics, reading and writing. For each content area, scale scores are based on the raw scores. These raw scores are transformed into scale scores in order the ensure accurate comparisons of student performance across different forms of the test by adjusting for slight differences in difficulty between test forms. Established psychometric procedures are used to ensure that a given scale score represents the same level of performance regardless of the form of the test. For example, if a student receives a scale score of 270 on one form of the test and another student earns a 270 on a later form of the same test, the scaling process ensures that both scores represent the same level of performance. Based on this, scale scores are especially suitable for comparing the performance of **different** groups of students from year to year and for maintaining the same performance standard across the years. While scale scores are comparable across forms in a given subject area within the same grade, they are not comparable across subject areas or grades. For instance, a scale score on the Mathematics test should not be compared to a scale score on the Reading test, nor should a scale score on a third-grade test be compared to a scale score on a fourth-grade test.

State standards have been established in the areas of mathematics, reading, and writing. These state standards represent high expectations and high levels of achievement for Connecticut public school children. The state standards for each content area are based upon the scale scores developed for that area. In mathematics, the scale score is based directly on the mathematics raw score, which is the total

number of points earned by the student. In the area of reading, student performance on the DRP and the Reading Comprehension tests have been combined with equal weighting (50% – 50%) to produce one score which has been converted to a scale score. Similarly, in the area of writing, student performance on the Direct Assessment of Writing and the Editing & Revising sub-tests have been combined, with 60% weighting for the Direct Assessment of Writing and 40% for the Editing & Revising, to produce one score which has been converted to a scale score. Information regarding the calculation of scale scores can be found in the *CMT Technical Bulleti*n available on the CSDE website.

In June 2006, four standards were approved by the Connecticut State Board of Education for the areas of mathematics, reading, and writing, creating five levels of performance: Advanced, Goal, Proficient, Basic, and Below Basic. The top two levels (Advanced and Goal) define the Goal Range, which is the same as what historically has been referred to as “at or above the goal.”

The mastery criteria and state standards for each grade are summarized on the next two pages.

MASTERY CRITERIA

Content Strand	Grade					
	3	**4**	**5**	**6**	**7**	**8**
Mathematics[1]	3 of 4 points	3 of 4 points	3 of 4 points	3 of 4 points	3 of 4 points	3 of 4 points
	4 of 6	4 of 6	4 of 6	4 of 6	4 of 6	4 of 6
	6 of 8	6 of 8	6 of 8	6 of 8	6 of 8	6 of 8
				7 of 10	7 of 10	7 of 10
						8 of 12
Editing & Revising						
Composing/Revising	12 of 16	12 of 16	14 of 18	14 of 18	15 of 20	15 of 20
Editing	12 of 16	12 of 16	14 of 18	14 of 18	15 of 20	15 of 20
Reading Comprehension						
Forming a General Understanding	10 of 14	8 of 12	7 of 11	7 of 11	7 of 10	7 of 10
Developing Interpretation	6 of 9	7 of 10	7 of 10	7 of 10	7 of 10	7 of 10
Making Reader/Text Connections	6 of 8	6 of 8	6 of 8	6 of 8	6 of 8	6 of 8
Examining the Content and Structure	6 of 9	7 of 10	7 of 11	7 of 11	8 of 12	8 of 12

[1]There are eighteen grade 3 math content strands, twenty-one grade 4 math content strands, twenty-three grade five math content strands, twenty-three grade 6 math content strands, twenty-three grade 7 math content strands, and twenty-one grade 8 math content strands.

GOAL RANGE FOR THE CMT – 4

Content Area	Grade					
	3	4	5	6	7	8
Mathematics	242 or above	245 or above	245 or above	244 or above	246 or above	245 or above
Reading	235 or above	244 or above	230 or above	236 or above	222 or above	232 or above
Writing	240 or above	237 or above	238 or above	237 or above	236 or above	236 or above

STANDARDS BY PERFORMANCE LEVEL

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics						
Advanced	288 or above	290 or above	293 or above	285 or above	290 or above	287 or above
Goal	242–287	245–289	245–292	244–284	246–289	245–286
Proficient	210–241	215–244	215–244	214–243	216–245	214–244
Basic	187–209	194–214	191–214	190–213	191–215	191–213
Below Basic	186 or below	193 or below	190 or below	189 or below	190 or below	190 or below
Reading						
Advanced	279 or above	295 or above	279 or above	289 or above	273 or above	282 or above
Goal	235–278	244–294	230–278	236–288	222–272	232–281
Proficient	217–234	227–243	215–229	220–235	208–221	219–231
Basic	202–216	213–226	203–214	207–219	194–207	206–218
Below Basic	201 or below	212 or below	202 or below	206 or below	193 or below	205 or below
Writing						
Advanced	287 or above	281 or above	284 or above	284 or above	270 or above	283 or above
Goal	240–286	237–280	238–283	237–283	236–269	236–282
Proficient	212–239	209–236	209–237	211–236	213–235	212–235
Basic	188–211	185–208	186–208	185–210	192–212	189–211
Below Basic	187 or below	184 or below	185 or below	184 or below	191 or below	188 or below

The scale scores for Mathematics, Reading, and Writing range from 100 to 400. Note that the Writing scale score and the Reading scale score are composite scores and that the score for all content areas is based on the total number of points earned on each sub-test and not on the number of content strands mastered. Therefore, it is possible that two different students could have mastered the same number of content strands, but have different scale scores.

THE CUSTOMIZED MESSAGES/PERFORMANCE LEVEL DESCRIPTORS

Customized Messages

Customized messages (Performance Level Literals) appear on the student's Individual Student Report in each of the content areas of mathematics, reading, and writing. These messages were designed to help parents understand the general performance level of their student.

The Performance Level Literals on the following pages are intended to help teachers and parents conceptualize the standards/performance levels and are the same as the messages that appear on the Individual Student Report.

Performance Level Descriptors

In addition to the customized messages, more detailed information about each performance level is provided in the *Performance Level Descriptors for Mathematics, Reading and Writing*. The Performance Level Descriptors were developed by teachers and curriculum experts to reflect the grade level content standards included in the Connecticut Mathematics Curriculum Framework and the Connecticut English Language Arts Curriculum Framework in the areas of mathematics, reading and writing. The curriculum frameworks define what a student is expected to know and be able to do in specific curriculum content areas at each grade level. The Performance Level Descriptors describe the typical performance and level of content knowledge represented by a range of CMT scale scores. This information provides an overview of the extent to which a student is meeting the expectations of the content standards included in the curriculum frameworks. The Performance Level Descriptors are organized by content area, i.e., mathematics, reading, and writing. Within each content area, the Performance Level Descriptors are arranged from highest to lowest, Advanced, Goal, Proficient, Basic and Below Basic.

The *CMT Performance Level Descriptors for Mathematics, Reading and Writing* is available on the CSDE website at:

http://www.csde.state.ct.us/public/cedar/assessment/cmt/resources.htm.

UNDERSTANDING THE SCALE SCORES FOR MATHEMATICS

GRADE 3

Scale Score	Performance Level Literals
288 – 400 Advanced	Generally, third-grade students who perform at this level demonstrate exceptional knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an advanced ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are well organized and include clear and concise explanations.
242 – 287 Goal	Generally, third-grade students who perform at this level demonstrate extensive knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are organized and include clear and concise explanations.
210 – 241 Proficient	Generally, third-grade students who perform at this level demonstrate adequate knowledge of grade-level content. These students demonstrate adequate conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are adequate and include sufficient explanations.
187– 209 Basic	Generally, third-grade students who perform at this level demonstrate partially developed knowledge of grade-level content. These students demonstrate partially developed conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are unorganized and include minimal explanations.
186 or below Below Basic	Generally, third-grade students who perform at this level demonstrate limited knowledge of grade-level content. These students demonstrate limited conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are inadequate and lack explanations.

UNDERSTANDING THE SCALE SCORES FOR MATHEMATICS

GRADE 4

Scale Score	Performance Level Literals
290 – 400 Advanced	Generally, fourth-grade students who perform at this level demonstrate exceptional knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an advanced ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are well organized and include clear and concise explanations
245 – 289 Goal	Generally, fourth-grade students who perform at this level demonstrate extensive knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are organized and include clear and concise explanations.
215 – 244 Proficient	Generally, fourth-grade students who perform at this level demonstrate adequate knowledge of grade-level content. These students demonstrate adequate conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are adequate and include sufficient explanations.
194– 214 Basic	Generally, fourth-grade students who perform at this level demonstrate partially developed knowledge of grade-level content. These students demonstrate partially developed conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are unorganized and include minimal explanations.
193 or below Below Basic	Generally, fourth-grade students who perform at this level demonstrate limited knowledge of grade-level content. These students demonstrate limited conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are inadequate and lack explanations.

UNDERSTANDING THE SCALE SCORES FOR MATHEMATICS

GRADE 5

Scale Score	Performance Level Literals
293 – 400 Advanced	Generally, fifth-grade students who perform at this level demonstrate exceptional knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an advanced ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are well organized and include clear and concise explanations.
245 – 292 Goal	Generally, fifth-grade students who perform at this level demonstrate extensive knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are organized and include clear and concise explanations.
215 – 244 Proficient	Generally, fifth-grade students who perform at this level demonstrate adequate knowledge of grade-level content. These students demonstrate adequate conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are adequate and include sufficient explanations.
191 – 214 Basic	Generally, fifth-grade students who perform at this level demonstrate partially developed knowledge of grade-level content. These students demonstrate partially developed conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are unorganized and include minimal explanations.
190 or below Below Basic	Generally, fifth-grade students who perform at this level demonstrate limited knowledge of grade-level content. These students demonstrate limited conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are inadequate and lack explanations.

UNDERSTANDING THE SCALE SCORES FOR MATHEMATICS

GRADE 6

Scale Score	Performance Level Literals
285 – 400 Advanced	Generally, sixth-grade students who perform at this level demonstrate exceptional knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an advanced ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are well organized and include clear and concise explanations.
244 – 284 Goal	Generally, sixth-grade students who perform at this level demonstrate extensive knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are organized and include clear and concise explanations.
214 – 243 Proficient	Generally, sixth-grade students who perform at this level demonstrate adequate knowledge of grade-level content. These students demonstrate adequate conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are adequate and include sufficient explanations.
190 – 213 Basic	Generally, sixth-grade students who perform at this level demonstrate partially developed knowledge of grade-level content. These students demonstrate partially developed conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are unorganized and include minimal explanations.
189 or below Below Basic	Generally, sixth-grade students who perform at this level demonstrate limited knowledge of grade-level content. These students demonstrate limited conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are inadequate and lack explanations.

UNDERSTANDING THE SCALE SCORES FOR MATHEMATICS

GRADE 7

Scale Score	Performance Level Literals
290 – 400 Advanced	Generally, seventh-grade students who perform at this level demonstrate exceptional knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an advanced ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are well organized and include clear and concise explanations.
246 – 289 Goal	Generally, seventh-grade students who perform at this level demonstrate extensive knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are organized and include clear and concise explanations.
216 – 245 Proficient	Generally, seventh-grade students who perform at this level demonstrate adequate knowledge of grade-level content. These students demonstrate adequate conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are adequate and include sufficient explanations.
191 – 215 Basic	Generally, seventh-grade students who perform at this level demonstrate partially developed knowledge of grade-level content. These students demonstrate partially developed conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are unorganized and include minimal explanations.
190 or below Below Basic	Generally, seventh-grade students who perform at this level demonstrate limited knowledge of grade-level content. These students demonstrate limited conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are inadequate and lack explanations.

UNDERSTANDING THE SCALE SCORES FOR MATHEMATICS

GRADE 8

Scale Score	Performance Level Literals
287 – 400 Advanced	Generally, eighth-grade students who perform at this level demonstrate exceptional knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an advanced ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are well organized and include clear and concise explanations.
245 – 286 Goal	Generally, eighth-grade students who perform at this level demonstrate extensive knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are organized and include clear and concise explanations.
214 – 244 Proficient	Generally, eighth-grade students who perform at this level demonstrate adequate knowledge of grade-level content. These students demonstrate adequate conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are adequate and include sufficient explanations.
191 – 213 Basic	Generally, eighth-grade students who perform at this level demonstrate partially developed knowledge of grade-level content. These students demonstrate partially developed conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are unorganized and include minimal explanations.
190 or below Below Basic	Generally, eighth-grade students who perform at this level demonstrate limited knowledge of grade-level content. These students demonstrate limited conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are inadequate and lack explanations.

UNDERSTANDING THE SCALE SCORES FOR READING

GRADE 3

Reading scale scores and state Reading standards are based on a combination of scores from the Degrees of Reading Power® (DRP) and Reading Comprehension tests. Each test accounts for 50 percent of the total reading scale score.

Scale Score	Performance Level Literals
279 or above Advanced	Third-grade students who perform at this level are likely to demonstrate an exceptional ability to read and respond to grade-appropriate literary and informational texts without assistance. Students at this level effectively use sophisticated strategies before, during, and after reading to understand, interpret, and evaluate grade-appropriate text. Students at this level demonstrate an expert ability to analyze words in context to construct meaning from grade-appropriate text.
235–278 Goal	Third-grade students who perform at this level on the reading test are likely to demonstrate a consistent ability to read and respond to grade-appropriate literary and informational texts with minimal assistance. Students at this level consistently use sophisticated strategies before, during, and after reading to understand, interpret, and evaluate grade-appropriate text. Students at this level demonstrate a consistent ability to analyze words in context to construct meaning from grade-appropriate text.
217–234 Proficient	Third-grade students who perform at this level are likely to demonstrate an adequate ability to read and respond to grade-appropriate literary and informational texts with some assistance. Students at this level consistently use some strategies before, during, and after reading to understand and interpret grade-appropriate text. Students at this level demonstrate an adequate ability to analyze words in context to construct meaning from grade-appropriate text.
202–216 Basic	Third-grade students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary and informational texts, and require assistance to complete many reading tasks. Students at this level use some strategies before, during, and after reading to understand and interpret grade-appropriate text, but efficient strategy usage may be inconsistent. Students at this level demonstrate a limited ability to analyze words in context to construct meaning from grade-appropriate text.
202 or below Below Basic	Third-grade students who perform at this level demonstrate a very limited ability to read and respond to grade-appropriate literary and informational texts, and require significant assistance to complete most reading tasks. Students at this level are not able to use strategies to understand and interpret grade-appropriate text. Students at this level demonstrate a very limited ability to analyze words in context to construct meaning from grade-appropriate text.

UNDERSTANDING THE SCALE SCORES FOR READING

GRADE 4

Reading scale scores and state Reading standards are based on a combination of scores from the Degrees of Reading Power® (DRP) and Reading Comprehension tests. Each test accounts for 50 percent of the total reading scale score.

Scale Score	Performance Level Literals
295 or above Advanced	Fourth-grade students who perform at this level are likely to demonstrate an exceptional ability to read and respond to grade-appropriate literary and informational texts without assistance. Students at this level effectively use sophisticated strategies before, during, and after reading to understand, interpret, and evaluate grade-appropriate text. Students at this level demonstrate an expert ability to analyze words in context to construct meaning from grade-appropriate text.
244–294 Goal	Fourth-grade students who perform at this level are likely to demonstrate a consistent ability to read and respond to grade-appropriate literary and informational texts with minimal assistance. Students at this level effectively use effective strategies before, during, and after reading to understand, interpret, and evaluate grade-appropriate text. Students at this level demonstrate a consistent ability to analyze words in context to construct meaning from grade-appropriate text.
227–243 Proficient	Fourth-grade students who perform at this level are likely to demonstrate an adequate ability to read and respond to grade-appropriate literary and informational texts with some assistance. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text. Students at this level demonstrate an adequate ability to analyze words in context to construct meaning from grade-appropriate text.
213–226 Basic	Fourth-grade students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary and informational texts, and require assistance to complete many reading tasks. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text, but efficient strategy usage may be inconsistent. Students at this level demonstrate a limited ability to analyze words in context to construct meaning from grade-appropriate text.
212 or below Below Basic	Fourth-grade students who perform at this level are likely to demonstrate a very limited ability to read and respond to grade-appropriate literary and informational texts, and require significant assistance to complete most reading tasks. Students at this level are not able to use strategies to understand and interpret grade-appropriate text. Students at this level demonstrate a very limited ability to analyze words in context to construct meaning from grade-appropriate text.

UNDERSTANDING THE SCALE SCORES FOR READING

GRADE 5

Reading scale scores and state Reading standards are based on a combination of scores from the Degrees of Reading Power® (DRP) and Reading Comprehension tests. Each test accounts for 50 percent of the total reading scale score.

Scale Score	Performance Level Literals
279 or above Advanced	Fifth-grade students who perform at this level are likely to demonstrate an exceptional ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts without assistance. Students at this level effectively use sophisticated strategies before, during, and after reading to understand, interpret, and evaluate grade-appropriate text. Students at this level demonstrate an expert ability to analyze words in context to construct meaning from grade-appropriate text.
230–278 Goal	Fifth-grade students who perform at this level are likely to demonstrate a consistent ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with minimal assistance. Students at this level effectively use effective strategies before, during, and after reading to understand, interpret, and evaluate grade-appropriate text. Students at this level demonstrate a consistent ability to analyze words in context to construct meaning from grade-appropriate text.
215–229 Proficient	Fifth-grade students who perform at this level are likely to demonstrate an adequate ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with some assistance. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text. Students at this level demonstrate an adequate ability to analyze words in context to construct meaning from grade-appropriate text.
203–214 Basic	Fifth-grade students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts, and require assistance to complete many reading tasks. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text, but efficient strategy usage may be inconsistent. Students at this level demonstrate a limited ability to analyze words in context to construct meaning from grade-appropriate text.
202 or below Below Basic	Fifth-grade students who perform at this level are likely to demonstrate a very limited ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts, and require significant assistance to complete most reading tasks. Students at this level are not able to use strategies to understand and interpret grade-appropriate text. Students at this level demonstrate a very limited ability to analyze words in context to construct meaning from grade-appropriate text.

UNDERSTANDING THE SCALE SCORES FOR READING

GRADE 6

Reading scale scores and state Reading standards are based on a combination of scores from the Degrees of Reading Power® (DRP) and Reading Comprehension tests. Each test accounts for 50 percent of the total reading scale score.

Scale Score	Performance Level Literals
289 or above Advanced	Sixth-grade students who perform at this level are likely to demonstrate an exceptional ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts without assistance. Students at this level effectively use sophisticated strategies before, during, and after reading to understand, interpret, and evaluate grade-appropriate text. Students at this level demonstrate an expert ability to analyze words in context to construct meaning from grade-appropriate text.
236–288 Goal	Sixth-grade students who perform at this level are likely to demonstrate a consistent ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with minimal assistance. Students at this level effectively use effective strategies before, during, and after reading to understand, interpret, and evaluate grade-appropriate text. Students at this level demonstrate a consistent ability to analyze words in context to construct meaning from grade-appropriate text.
220–235 Proficient	Sixth-grade students who perform at this level are likely to demonstrate an adequate ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with some assistance. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text. Students at this level demonstrate an adequate ability to analyze words in context to construct meaning from grade-appropriate text.
207–219 Basic	Sixth-grade students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts, and require assistance to complete many reading tasks. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text, but efficient strategy usage may be inconsistent. Students at this level demonstrate a limited ability to analyze words in context to construct meaning from grade-appropriate text.
206 or below Below Basic	Sixth-grade students who perform at this level are likely to demonstrate a very limited ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts, and require significant assistance to complete most reading tasks. Students at this level are not able to use strategies to understand and interpret grade-appropriate text. Students at this level demonstrate a very limited ability to analyze words in context to construct meaning from grade-appropriate text.

UNDERSTANDING THE SCALE SCORES FOR READING

GRADE 7

Reading scale scores and state Reading standards are based on a combination of scores from the Degrees of Reading Power® (DRP) and Reading Comprehension tests. Each test accounts for 50 percent of the total reading scale score.

Scale Score	Performance Level Literals
273 or above Advanced	Seventh-grade students who perform at this level are likely to demonstrate an exceptional ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts without assistance. Students at this level effectively use sophisticated strategies before, during, and after reading to understand, interpret, and evaluate grade-appropriate text. Students at this level demonstrate an expert ability to analyze words in context to construct meaning from grade-appropriate text.
222–272 Goal	Seventh-grade students who perform at this level are likely to demonstrate a consistent ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with minimal assistance. Students at this level effectively use effective strategies before, during, and after reading to understand, interpret, and evaluate grade-appropriate text. Students at this level demonstrate a consistent ability to analyze words in context to construct meaning from grade-appropriate text.
208–221 Proficient	Seventh-grade students who perform at this level are likely to demonstrate an adequate ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with some assistance. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text. Students at this level demonstrate an adequate ability to analyze words in context to construct meaning from grade-appropriate text.
194–207 Basic	Seventh-grade students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts, and require assistance to complete many reading tasks. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text, but efficient strategy usage may be inconsistent. Students at this level demonstrate a limited ability to analyze words in context to construct meaning from grade-appropriate text.
193 or below Below Basic	Seventh-grade students who perform at this level are likely to demonstrate a very limited ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts, and require significant assistance to complete most reading tasks. Students at this level are not able to use strategies to understand and interpret grade-appropriate text. Students at this level demonstrate a very limited ability to analyze words in context to construct meaning from grade-appropriate text.

UNDERSTANDING THE SCALE SCORES FOR READING

GRADE 8

Reading scale scores and state Reading standards are based on a combination of scores from the Degrees of Reading Power® (DRP) and Reading Comprehension tests. Each test accounts for 50 percent of the total reading scale score.

Scale Score	Performance Level Literals
282 or above Advanced	Eighth-grade students who perform at this level are likely to demonstrate an exceptional ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts without assistance. Students at this level effectively use sophisticated strategies before, during, and after reading to understand, interpret, and evaluate grade-appropriate text. Students at this level demonstrate an expert ability to analyze words in context to construct meaning from grade-appropriate text.
232–281 Goal	Eighth-grade students who perform at this level are likely to demonstrate a consistent ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with minimal assistance. Students at this level effectively use effective strategies before, during, and after reading to understand, interpret, and evaluate grade-appropriate text. Students at this level demonstrate a consistent ability to analyze words in context to construct meaning from grade-appropriate text.
219–231 Proficient	Eighth-grade students who perform at this level are likely to demonstrate an adequate ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with some assistance. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text. Students at this level demonstrate an adequate ability to analyze words in context to construct meaning from grade-appropriate text.
206–218 Basic	Eighth-grade students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts, and require assistance to complete many reading tasks. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text, but efficient strategy usage may be inconsistent. Students at this level demonstrate a limited ability to analyze words in context to construct meaning from grade-appropriate text.
205 or below Below Basic	Eighth-grade students who perform at this level are likely to demonstrate a very limited ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts, and require significant assistance to complete most reading tasks. Students at this level are not able to use strategies to understand and interpret grade-appropriate text. Students at this level demonstrate a very limited ability to analyze words in context to construct meaning from grade-appropriate text.

UNDERSTANDING THE DRP UNIT SCORES

GRADE 3

The following descriptors summarize typical student performance relative to a range of DRP Unit Scores.

DRP Unit Score*	Descriptors
47 or above	Students who score at this level possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of a student at the grade 3 level with minimal teacher assistance. Generally, students who score at this level can comprehend textbooks and other materials typically used at grade 3 or above.
38 – 46	Students who score at this level can comprehend, with some teacher assistance, textbooks and other materials typically used at grade 3 or below.
37 or below	Students who score at this level can comprehend, with varying degrees of difficulty, materials written below a grade 3 level.

*DRP scores reported at P=.70

GRADE 4

The following descriptors summarize typical student performance relative to a range of DRP Unit Scores.

DRP Unit Score*	Descriptors
54 or above	Students who score at this level possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of a student at the grade 4 level with minimal teacher assistance. Generally, students who score at this level can comprehend textbooks and other materials typically used at grade 4 or above.
45 – 53	Students who score at this level can comprehend, with some teacher assistance, textbooks and other materials typically used at grade 4 or below.
44 or below	Students who score at this level can comprehend, with varying degrees of difficulty, materials written below a grade 4 level.

* DRP Scores reported at P=.70

UNDERSTANDING THE DRP UNIT SCORES

GRADE 5

The following descriptors summarize typical student performance relative to a range of DRP Unit Scores.

DRP Unit Score*	Descriptors
58 or above	Students who score at this level possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of a student at the grade 5 level with minimal teacher assistance. Generally, students who score at this level can comprehend textbooks and other materials typically used at grade 5 or above.
49 – 57 .	Students who score at this level can comprehend, with some teacher assistance, textbooks and other materials typically used at grade 5 or below
48 or below	Students who score at this level can comprehend, with varying degrees of difficulty, materials written below a grade 5 level.

DRP Scores reported at P=.75

GRADE 6

The following descriptors summarize typical student performance relative to a range of DRP Unit Scores.

DRP Unit Score*	Descriptors
62 or above	Students who score at this level possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of a student at the grade 6 level with minimal teacher assistance. Generally, students who score at this level can comprehend textbooks and other materials typically used at grade 6 or above.
53 – 61 .	Students who score at this level can comprehend, with some teacher assistance, textbooks and other materials typically used at grade 6 or below
52 or below	Students who score at this level can comprehend, with varying degrees of difficulty, materials written below a grade 6 level.

* DRP Scores reported at P=.75

UNDERSTANDING THE DRP UNIT SCORES

GRADE 7

The following descriptors summarize typical student performance relative to a range of DRP Unit Scores.

DRP Unit Score*	Descriptors
62 or above	Students who score at this level possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of a student at the grade 7 level with minimal teacher assistance. Generally, students who score at this level can comprehend textbooks and other materials used at grade 7 or above.
54 – 61	Students who score at this level can comprehend, with some teacher assistance, textbooks and other materials typically used at grade 7 or below.
53 or below	Students who score at this level can comprehend, with varying degrees of difficulty, materials written below a grade 7 level.

* DRP Scores reported at P=.80

GRADE 8

The following descriptors summarize typical student performance relative to a range of DRP Unit Scores.

DRP Unit Score*	Descriptors
65 or above	Students who score at this level possess the knowledge and skills necessary to successfully perform the tasks and assignments appropriately expected of a student at the grade 8 level with minimal teacher assistance. Generally, students who score at this level can comprehend textbooks and other materials used at grade 8 or above.
57 – 64	Students who score at this level can comprehend, with some teacher assistance, textbooks and other materials typically used at grade 8 or below.
56 or below	Students who score at this level can comprehend, with varying degrees of difficulty, materials written below a grade 8 level.

* DRP Scores reported at P=.80

UNDERSTANDING THE SCALE SCORES FOR WRITING

GRADE 3

Writing scale scores and state Writing standards are based on a combination of scores from the Direct Assessment of Writing test and the Editing & Revising test. The Direct Assessment of Writing test accounts for 60 percent of the total scale score and 40 percent is attributed to the Editing & Revising test.

Scale Score	Performance Level Literals
287 or above Advanced	Third-grade students who perform at this level are likely to demonstrate an exceptional ability to communicate their ideas in writing. Generally, students at this level produce fluent narratives that include an effective expansion of key ideas. In addition, students at this level are likely to demonstrate an exceptional ability to apply the conventions of standard English to edit and revise written work.
240–286 Goal	Third-grade students who perform at this level are likely to demonstrate a consistent ability to communicate their ideas in writing. Generally, students at this level produce moderately fluent narratives that include some expansion of key ideas. In addition, students at this level are likely to demonstrate a consistent ability to apply the conventions of standard English to edit and revise written work.
212–239 Proficient	Third-grade students who perform at this level are likely to demonstrate an adequate ability to communicate their ideas in writing. Generally, students at this level produce somewhat fluent narratives that include some expansion of key ideas. In addition, students at this level are likely to demonstrate some ability to apply the conventions of standard English to edit and revise written work.
188–211 Basic	Third-grade students who perform at this level are likely to demonstrate some ability to communicate their ideas in writing. Generally, students at this level produce minimally developed narratives that include little expansion of key ideas and may be awkward in parts. In addition, students at this level are likely to demonstrate a limited ability to apply the conventions of standard English to edit and revise written work.
187 or below Below Basic	Third-grade students who perform at this level are likely to demonstrate little ability to communicate their ideas in writing. Generally, students at this level produce underdeveloped narratives that may be awkward and confusing. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work.

UNDERSTANDING THE SCALE SCORES FOR WRITING

GRADE 4

Writing scale scores and state Writing standards are based on a combination of scores from the Direct Assessment of Writing test and the Editing & Revising test. The Direct Assessment of Writing test accounts for 60 percent of the total scale score and 40 percent is attributed to the Editing & Revising test.

Scale Score	Performance Level Literals
281 or above Advanced	Fourth-grade students who perform at this level are likely to demonstrate an exceptional ability to communicate their ideas in writing. Generally, students at this level produce fluent narratives that include a thorough expansion of key ideas. In addition, students at this level are likely to demonstrate an exceptional ability to apply the conventions of standard English to edit and revise written work.
237–280 Goal	Fourth-grade students who perform at this level are likely to demonstrate a consistent ability to communicate their ideas in writing. Generally, students at this level produce fluent narratives that include an effective expansion of key ideas. In addition, students at this level are likely to demonstrate a consistent ability to apply the conventions of standard English to edit and revise written work.
209–236 Proficient	Fourth-grade students who perform at this level are likely to demonstrate an adequate ability to communicate their ideas in writing. Generally, students at this level produce somewhat fluent narratives that include a moderate expansion of key ideas. In addition, students at this level are likely to demonstrate some ability to apply the conventions of standard English to edit and revise written work.
185–208 Basic	Fourth-grade students who perform at this level are likely to demonstrate some ability to communicate their ideas in writing. Generally, students at this level produce minimally developed narratives that include expansion of some key ideas. These narratives may be somewhat fluent. In addition, students at this level are likely to demonstrate a very limited ability to apply the conventions of standard English to edit and revise written work.
184 or below Below Basic	Fourth-grade students who perform at this level are likely to demonstrate a limited ability to communicate their ideas in writing. Generally, students at this level produce minimally-developed or underdeveloped narratives that may be awkward in parts. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work.

UNDERSTANDING THE SCALE SCORES FOR WRITING

GRADE 5

Writing scale scores and state Writing standards are based on a combination of scores from the Direct Assessment of Writing test and the Editing & Revising test. The Direct Assessment of Writing test accounts for 60 percent of the total scale score and 40 percent is attributed to the Editing & Revising test.

Scale Score	Performance Level Literals
284 or above Advanced	Fifth-grade students who perform at this level are likely to demonstrate an exceptional ability to communicate their ideas in writing. Generally, students at this level produce fluent expository writing samples that include mostly specific details. In addition, students at this level are likely to demonstrate an exceptional ability to apply the conventions of standard English to edit and revise written work.
238–283 Goal	Fifth-grade students who perform at this level are likely to demonstrate a consistent ability to communicate their ideas in writing. Generally, students at this level produce moderately fluent expository writing samples that include a mix of general and specific details. In addition, students at this level are likely to demonstrate a consistent ability to apply the conventions of standard English to edit and revise written work.
209–237 Proficient	Fifth-grade students who perform at this level are likely to demonstrate an adequate ability to communicate their ideas in writing. Generally, students at this level produce somewhat-developed expository writing samples that include a mix of general and specific details. In addition, students at this level are likely to demonstrate some ability to apply the conventions of standard English to edit and revise written work.
186–208 Basic	Fifth-grade students who perform at this level are likely to demonstrate some ability to communicate their ideas in writing. Generally, students at this level produce minimally developed expository writing samples with more general than specific details. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work.
185 or below Below Basic	Fifth-grade students who perform at this level are likely to demonstrate a limited ability to communicate their ideas in writing. Generally, students at this level produce minimally developed or underdeveloped expository writing samples with mostly general or unelaborated details. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work.

UNDERSTANDING THE SCALE SCORES FOR WRITING

GRADE 6

Writing scale scores and state Writing standards are based on a combination of scores from the Direct Assessment of Writing test and the Editing & Revising test. The Direct Assessment of Writing test accounts for 60 percent of the total scale score and 40 percent is attributed to the Editing & Revising test.

Scale Score	Performance Level Literals
284 or above Advanced	Sixth-grade students who perform at this level are likely to demonstrate an exceptional ability to communicate their ideas in writing. Generally, students at this level produce fluent expository writing samples that include mostly specific details. In addition, students at this level are likely to demonstrate an exceptional ability to apply the conventions of standard English to edit and revise written work.
237–283 Goal	Sixth-grade students who perform at this level are likely to demonstrate a consistent ability to communicate their ideas in writing. Generally, students at this level produce moderately fluent expository writing samples that include a mix of general and specific details. In addition, students at this level are likely to demonstrate a consistent ability to apply the conventions of standard English to edit and revise written work.
211–236 Proficient	Sixth-grade students who perform at this level are likely to demonstrate an adequate ability to communicate their ideas in writing. Generally, students at this level produce somewhat-developed expository writing samples that include a mix of general and specific details. In addition, students at this level are likely to demonstrate some ability to apply the conventions of standard English to edit and revise written work.
185–210 Basic	Sixth-grade students who perform at this level are likely to demonstrate some ability to communicate their ideas in writing. Generally, students at this level produce minimally developed expository writing samples with more general than specific details. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work.
184 or below Below Basic	Sixth-grade students who perform at this level are likely to demonstrate a limited ability to communicate their ideas in writing. Generally, students at this level produce minimally developed or underdeveloped expository writing samples with mostly general or unelaborated details. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work.

UNDERSTANDING THE SCALE SCORES FOR WRITING

GRADE 7

Writing scale scores and state Writing standards are based on a combination of scores from the Direct Assessment of Writing test and the Editing & Revising test. The Direct Assessment of Writing test accounts for 60 percent of the total scale score and 40 percent is attributed to the Editing & Revising test.

Scale Score	Performance Level Literals
270 or above Advanced	Seventh-grade students who perform at this level are likely to demonstrate an exceptional ability to communicate their ideas in writing. Generally, students at this level produce moderately fluent persuasive writing samples that take a clear position and are well elaborated with mostly specific details. In addition, students at this level are likely to demonstrate an exceptional ability to apply the conventions of standard English to edit and revise written work.
236–269 Goal	Seventh-grade students who perform at this level are likely to demonstrate a consistent ability to communicate their ideas in writing. Generally, students at this level produce somewhat fluent persuasive writing samples that take a position and are adequately elaborated with a mix of general and specific details. In addition, students at this level are likely to demonstrate a consistent ability to apply the conventions of standard English to edit and revise written work.
213–235 Proficient	Seventh-grade students who perform at this level are likely to demonstrate an adequate ability to communicate their ideas in writing. Generally, students at this level produce somewhat-developed persuasive writing samples that may take a position and include a mix of general and specific details. In addition, students at this level are likely to demonstrate some ability to apply the conventions of standard English to edit and revise written work.
192–212 Basic	Seventh-grade students who perform at this level are likely to demonstrate some ability to communicate their ideas in writing. Generally, students at this level produce minimally developed persuasive writing samples than may take a position and include minimal elaboration with more general than specific details. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work.
191 or below Below Basic	Seventh-grade students who perform at this level are likely to demonstrate a limited ability to communicate their ideas in writing. Generally, students at this level produce minimally developed or underdeveloped persuasive writing samples that may or may not take a position and include mostly general or unelaborated details. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work.

UNDERSTANDING THE SCALE SCORES FOR WRITING

GRADE 8

Writing scale scores and state Writing standards are based on a combination of scores from the Direct Assessment of Writing test and the Editing & Revising test. The Direct Assessment of Writing test accounts for 60 percent of the total scale score and 40 percent is attributed to the Editing & Revising test.

Scale Score	Performance Level Literals
283 or above Advanced	Eighth-grade students who perform at this level are likely to demonstrate an exceptional ability to communicate their ideas in writing. Generally, students at this level produce fluent persuasive writing samples that take a clear and thoughtful position and are fully elaborated with specific details. In addition, students at this level are likely to demonstrate an exceptional ability to apply the conventions of standard English to edit and revise written work.
236–282 Goal	Eighth-grade students who perform at this level are likely to demonstrate a consistent ability to communicate their ideas in writing. Generally, students at this level produce fluent persuasive writing samples that take a position and are well elaborated with mostly specific details. In addition, students at this level are likely to demonstrate a consistent ability to apply the conventions of standard English to edit and revise written work.
212–235 Proficient	Eighth-grade students who perform at this level are likely to demonstrate an adequate ability to communicate their ideas in writing. Generally, students at this level produce somewhat-developed persuasive writing samples that take a position and include a mix of general and specific details. In addition, students at this level are likely to demonstrate a limited ability to apply the conventions of standard English to edit and revise written work.
189–211 Basic	Eighth-grade students who perform at this level are likely to demonstrate some ability to communicate their ideas in writing. Generally, students at this level produce minimally developed persuasive writing samples than may take a position and include minimal elaboration with more general than specific details. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work.
188 or below Below Basic	Eighth-grade students who perform at this level are likely to demonstrate a limited ability to communicate their ideas in writing. Generally, students at this level produce minimally developed or underdeveloped persuasive writing samples that may or may not take a position and include mostly general or unelaborated details. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work.

UNDERSTANDING THE HOLISTIC SCORES FOR THE DIRECT ASSESSMENT OF WRITING

GRADES 3 AND 4

The following descriptors summarize typical student performance relative to a range of Direct Assessment of Writing holistic scores.

Holistic Score	Descriptors
11 – 12	Generally, students who score at this level produce fluent, well-developed narratives with expansion on all key events and characters. These papers are fully elaborated with specific details and show a strong organizational strategy and/or sequencing.
8 – 10	Generally, students who score at this level produce fluent narratives that expand on key events and characters. These papers are adequately elaborated with a mix of general and specific details. A satisfactory to strong organizational strategy and/or sequencing is evident.
6 – 7	Generally, students who score at this level produce papers that are minimally to somewhat developed narratives. These papers include some expansion of events and characters. Usually, general and specific details are presented and there is some evidence of organization and/or sequencing.
3 – 5	Generally, students who score at this level produce papers that are underdeveloped narratives. These papers have vague or unelaborated details and may show little evidence of sequencing of events. These papers may be awkward and confusing.
2	Generally, students who score at this level produce papers that are undeveloped narratives with few and/or vague details. Often, these papers are too brief to indicate sequencing and they may be difficult to read and understand.

UNDERSTANDING THE HOLISTIC SCORES FOR THE DIRECT ASSESSMENT OF WRITING

GRADES 5 AND 6

The following descriptors summarize typical student performance relative to a range of Direct Assessment of Writing holistic scores.

Holistic Score	Descriptors
11 – 12	Generally, students who score at this level produce fluent, well-developed papers that are fully elaborated with specific details. These papers show a strong organizational strategy and use effective transitional language.
8 – 10	Generally, students who score at this level produce fluent papers that provide adequate elaboration with a mix of general and specific details. These papers show a satisfactory to strong organizational strategy and use some transitional language.
6 – 7	Generally, students who score at this level produce papers that are minimally to somewhat developed responses. These papers may present more general than specific details and show some evidence of an organizational strategy.
3 – 5	Generally, students who score at this level produce papers that are underdeveloped with little elaboration. These papers tend may be awkward and confusing, and show little evidence of an organizational strategy.
2	Generally, students who score at this level produce papers that are undeveloped responses with few and/or vague details. Often, these papers are too brief to demonstrate organization and they may be difficult to read and understand.

UNDERSTANDING THE HOLISTIC SCORES FOR THE DIRECT ASSESSMENT OF WRITING

GRADES 7 AND 8

The following descriptors summarize typical student performance relative to a range of Direct Assessment of Writing holistic scores.

Holistic Score	Descriptors
11 – 12	Generally, students who score at this level produce fluent, well-developed papers that take a clear position and are fully elaborated with specific details. These papers show a consistent awareness of audience, a strong organizational strategy and effective use of transitional language.
8 – 10 .	Generally, students who score at this level produce fluent papers that take a position and provide adequate elaboration with general and specific details. These papers show an adequate awareness of audience, a satisfactory to strong organizational strategy, and use some transitional language.
6 – 7	Generally, students who score at this level produce papers that are minimally to somewhat developed responses that may take a position. These papers include some elaboration with more general than specific details. These papers show some evidence of an organizational strategy although some awkwardness may be present.
3 – 5	Generally, students who score at this level produce underdeveloped responses that may or may not take a position. These papers contain general, unelaborated, and/or list-like details. These papers may be awkward and confusing with little or no organization or awareness of audience.
2	Generally, students who score at this level produce papers that undeveloped. These papers contain few or vague details and may be awkward and/or fragmented with no awareness of audience. These papers may be difficult to read and understand.

THE REPORTS

Explanations and examples of each of the reports listed below can be found on the following pages:

- Individual Student (pages 46 and 47)
- CMT Skills Checklist Profile (pages 49, 50, 51, 52, 53, 54, 55 and 56)
- School Diagnostic Report (pages 59, 60, 61, and 62)
- District by School (pages 64 and 65)
- Student Label (page 67)
- Overall Summary (page 69)
- School by Level Report (pages 71, 72, and 73)
- School Roster Report (page 75)
- Mathematics Results/Reading and Writing Results Report (pages 77 and 78)
- Results by Gender/Race-Ethnicity/Special Education/Lunch Status/English Language Learner (page 80)

Although other reports are provided, the reports detailed in this guide are the central data reports that address individual and group scores. A distribution list of the reports, indicating the number and kind of reports received for school and district use, is provided on page 81.

Similar score reports are used at grades 3 through 8. At all levels, the same types of scores and the same aggregation rules for the calculation of group scores are used.

Parents of students who are enrolled in special education programs and whose CMT Skills Checklists have been completed by their teachers will receive CMT Skills Checklist Profiles rather than Individual Student Reports. A sample CMT Skills Checklist Profile has been provided on pages 49 through 56.

INDIVIDUAL STUDENT REPORT AND STUDENT FOLDER

The Individual Student Report lists the student's scores in Mathematics, Reading (DRP and Reading Comprehension), and Writing (Direct Assessment of Writing and Editing & Revising).

In the section titled *Overall Result*s, a customized message indicates the student's overall status with regard to the state standards in each area of mathematics, reading, and writing. Below the message is a chart that graphically depicts student achievement relative to the five performance levels.

Specific information about each of the content areas is provided. A total scale score and a customized message indicate the student's status with regard to the performance level in which the student scored. Above the test results is a bar graph that depicts the student's performance relative to the school and district averages. Raw scores are also provided for the Mathematics, Reading Comprehension, and Editing & Revising tests. A DRP unit score is provided for the DRP test and a holistic score is provided for the Direct Assessment of Writing test.

In Mathematics, Reading Comprehension, and Editing & Revising, all content strands and mastery criteria are identified and listed. An upward triangle next to the content strand indicates mastery of the strand while a downward triangle indicates that the student did not master the strand.

Parents whose children take the CMT should receive a CMT informational folder titled "Understanding Your Child's Scores on the CMT" to accompany the Individual Student Report. This folder provides information about the CMT.

Sample of an Individual Student Report – Page 1

Connecticut Mastery Test Student Report

Fourth Generation

STUDENT 1

Grade: 3
Birthdate: XX/XX/XXXX
SASID: XXXXXXXXXX
Test Form: X
Test Date: XX/XX/XX

School: ANY SCHOOL
School Code: XX
District: ANY DISTRICT
District Code: XXX

OVERALL RESULTS

STUDENT 1 scored at the proficient level on the Mathematics test, scored at the proficient level on the Reading test and scored at the proficient level on the Writing test.

Mathematics			✓		
Reading			✓		
Writing			✓		
	Below Basic (Level 1)	Basic (Level 2)	Proficient (Level 3)	Goal* (Level 4)	Advanced* (Level 5)
				Goal Range	

MATHEMATICS RESULTS

STUDENT 1'S TOTAL MATHEMATICS SCALE SCORE = XXX
(Score Range 100–400)

STUDENT 1 scored at the proficient level on the grade 3 Mathematics test. Generally, third grade students who perform at this level demonstrate adequate knowledge of grade level content. These students demonstrate adequate conceptual understanding, computational skills and problem-solving skills as well as the ability to solve complex and abstract mathematical problems. These students typically provide adequate solutions to math problems with supporting information and explanations.

Student's Score XXX					
School Average 234					
District Average 234					
	Below Basic (186 or Below)	Basic (187-209)	Proficient (210-241)	Goal* (242-287)	Advanced* (288 or Above)
				Goal Range	

Content Strands	Mastery Criteria	Student's Score
Numerical and Proportional Reas		
1. Place Value	4 of 6	X ▲
2. Pictorial Representations of Numbers	4 of 6	X ▲
4. Order, Magnitude and Rounding of Numbers	4 of 6	X ▲
5. Models for Operations	6 of 8	X ▲
6. Basic Facts	4 of 6	X ▲
7. Computation with Whole Numbers and Deci	4 of 6	X ▲
9. Solve Word Problems	4 of 6	X ▲
10. Numerical Estimation Strategies	3 of 4	X ▲
11. Estimating Solutions to Problems	3 of 4	X ▼

Content Strands	Mastery Criteria	Student's Score
Geometry and Measurement		
14. Time	4 of 6	X ▲
15. Approximating Measures	4 of 6	X ▲
16. Customary and Metric Measures	4 of 6	X ▲
17. Geometric Shapes and Properties	4 of 6	X ▲
Working with Data: Probability and Statis		
19. Tables, Graphs and Charts	6 of 8	X ▲
21. Probability	3 of 4	X ▲
24. Classification and Logical Reasoning	4 of 6	X ▼
Algebraic Reasoning: Patterns and Function		
22. Patterns	4 of 6	X ▼
Integrated Understandings		
25. Mathematical Applications	4 of 6	X ▲

STUDENT 1's Total Mathematics Raw Score = XX out of 106
STUDENT 1's Total number of grade 3 content strands mastered = XX out of 18

▲ = Mastered this Content Strand ▼ = Did Not Master this Content Strand * = Within Goal Range

Sample of an Individual Student Report – Page 2

READING RESULTS

STUDENT 1'S TOTAL READING SCALE SCORE = XXX
(Score Range 100-400)

STUDENT 1 scored at the proficient level on the grade 3 Reading test. The Reading test is comprised of two subtests: Reading Comprehension and the Degrees of Reading Power. Third grade students who perform at the proficient level on the Reading test are likely to demonstrate an adequate ability to read and respond to grade appropriate literary and informational texts with some assistance. Students at this level consistently utilize some strategies before, during, and after reading to understand and interpret grade appropriate text. Students at this level demonstrate an adequate ability to analyze words in context to construct meaning from grade appropriate text.

Student's Score XXX					
School Average 226					
District Average 226					
	Below Basic (201 or Below)	Basic (202-216)	Proficient (217-234)	Goal* (235-278)	Advanced* (279 or Above)
				Goal Range	

DEGREES OF READING POWER®(DRP) Unit Score = XX (Score Range: 14 to 99)

READING COMPREHENSION

Detailed information about these content strands can be found in the folder, "Understanding Your Child's Scores."

STUDENT 1's Total Reading Comprehension Raw Score = XX out of 40
STUDENT 1's Total number of grade 3 content strands mastered = X out of 4

Content Strands	Mastery Criteria	Student's Score
1. Forming a General Understanding	10 of 14	X ▼
2. Developing Interpretation	6 of 9	X ▲
3. Making Reader/Text Connections	6 of 8	X ▲
4. Examining the Content and Structure	6 of 9	X ▼

WRITING RESULTS

STUDENT 1'S TOTAL WRITING SCALE SCORE = XXX
(Score Range 100-400)

STUDENT 1 scored at the proficient level on the grade 3 Writing test. The Writing test is made up of two subtests. Results for the two subtests are presented below. Third grade students who perform at the proficient level on the Writing test are likely to demonstrate an adequate ability to communicate their ideas in writing. Generally, students at this level produce somewhat fluent narratives that include some expansion of key ideas. In addition, students at this level are likely to demonstrate some ability to apply the conventions of standard English to revise and edit written work.

Student's Score XXX					
School Average 236					
District Average 236					
	Below Basic (187 or Below)	Basic (188-211)	Proficient (212-239)	Goal* (240-286)	Advanced* (287 or Above)
				Goal Range	

DIRECT ASSESSMENT OF WRITING HOLISTIC SCORE = X (Score Range: 2 to 12)

EDITING & REVISING

Detailed information about these content strands can be found in the folder, "Understanding Your Child's Scores."

STUDENT 1's Total Editing & Revising Raw Score = XX out of 32
STUDENT 1's Total number of grade 3 content strands mastered = X out of 2

Content Strands	Mastery Criteria	Student's Score
1. Composing/Revising	12 of 16	X ▼
2. Editing	12 of 16	X ▲

▲ = Mastered this Content Strand ▼ = Did Not Master this Content Strand * = Within Goal Range

CMT SKILLS CHECKLIST PROFILE AND CHECKLIST STUDENT FOLDER

The CMT Skills Checklist has been designed for use with students with significant cognitive impairments who participate in the general education curriculum but require intensive individualized direct instruction in multiple settings. The CMT Skills Checklist addresses skills in three main sections: Grade Level Academic Skills-Language Arts (Reading and Communication), Grade Level Academic Skills-Mathematics and Access Skills. Reading includes the subsections of *Reading & Responding* and *Exploring & Responding to Literature*. Communication includes the subsections of *Communication with Others* and *English Language Conventions/Writing*. Mathematics includes the subsections of *Algebraic Reasoning*, *Geometry & Measurement, Numerical & Proportional Reasoning* and *Probability & Statistics*. The Access Skills subsections include *Expressive and Receptive Communication, Social Interactive Communication, Basic Literacy* and *Basic Spatial Relationships*. The skills in each subsection are rated on the following 3-point scale:

0 – Does not demonstrate skill
1 – Demonstrates inconsistently or only with support
2 – Demonstrates independently and consistently

Blank responses (B) and multiple marks (M) are also reported

The Checklist Profile indicates how a student was rated on each individual skill by his or her teacher(s). Student performance on each content strand (Reading Communication and Mathematics) is noted by a raw score. Performance on each of the three academic content scales is a total raw score and the assignment to one of three performance levels: Basic, Proficient, and Independent. Student performance on the Access Skills is assigned to one of the following performance levels: Awareness, Practice, and Application.

Parents whose children take the CMT Skills Checklist should receive an informational folder titled “Understanding the CMT Skills Checklist Profile” to accompany the Checklist Profile. This folder provides information about the CMT Skills Checklist, a copy of the grade appropriate CMT Skills Checklist, and a copy of the Performance Level Descriptors booklet.

Sample of the Skills Checklist Profile – Page 1

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT 1

Grade: X
Birthdate: XX/XX/XXXX
SASID: XXXXXXXXXX
Test Date: XX/XX/XX

School: ANY SCHOOL
School Code: XX
District: ANY DISTRICT
District Code: XXX

OVERALL RESULTS

STUDENT 1 scored at the Basic level on the Reading Scale, at the Proficient level on the Communication Scale and at the Basic level on the Mathematics Scale and at the Application level on the Access Skills Scale.

	READING	COMMUNICATION	MATHEMATICS
Independent			
Proficient		✦	
Basic	✦		✦

	ACCESS SKILLS
Application	✦
Practice	
Awareness	

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Sample of the Skills Checklist Profile – Page 2

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT 1

Reading Scale Results - Basic Level

STUDENT 1's TOTAL READING SCORE = XX (Score Range: 0 - 126)

Basic: Students who perform at this level have a **limited ability** to complete modified academic tasks and activities derived from grade five content in **reading** as defined in the Connecticut Curriculum Framework **even when** provided with instructional support, i.e., cues, prompts, modeling, etc. Their performance is characterized by limited progress over time, difficulty applying newly learned skills to different settings or new situations. (For additional information please refer to the Checklist Folder that accompanies the score report.)

A ✦ indicates the rating that STUDENT 1 received for each reading scale indicator.
For more information about this profile, contact STUDENT 1's teacher(s).

Reading and Responding

		0	1	2
A.1.1	Make one prediction related to the text		✦	
A.1.2	Generate related questions based on text features		✦	
A.1.3	What is known about text based on text features		✦	
A.2.1	Use strategies to adjust comprehension	✦		
A.2.2	Use strategies to monitor comprehension	✦		
A.2.3	Indicate when he/she does not understand the text		✦	
A.3.1	Use at least four key text details in a summary	✦		
A.3.2	Use three key text details in a summary	✦		
A.3.3	Use a beginning and an ending detail in a summary	✦		
A.4.1	Give one(+) details to support a given conclusion	✦		
A.4.2	Provide a conclusion related to the text	✦		
A.4.3	Given three choices, select conclusion to the text	✦		
B.5.1	Ask/answer one or more questions about content	✦		
B.5.2	Answer two or more questions related to content	✦		
B.5.3	Answer a question related to content	✦		
B.6.1	Indicate a connection between text and real world		✦	
B.6.2	Indicate similarities between two texts	✦		
B.6.3	Relate personal example related to the text	✦		

		0	1	2
B.7.1	Indicate the theme of the text without choices	✦		
B.7.2	Select the theme of the text from three choices	✦		
B.7.3	Select main idea of the text from three choices	✦		
C.8.1	Provide appropriate missing word in sentence		✦	
C.8.2	Decode ten(+) words with common phonograms			✦
C.8.3	Demonstrate use of picture clues		✦	
C.9.1	Read a short sentence with the sight word in it			✦
C.9.2	Match word to picture			✦
C.9.3	Match word to word			✦
C.10.1	Complete sentence from three word choices		✦	
C.10.2	Categorize words by content-related topic/theme		✦	
C.10.3	Match content-related word to picture		✦	
D.11.1	Make positive comment about other student's ideas	✦		
D.11.2	Positively acknowledge another student's ideas	✦		
D.11.3	Demonstrate active listening/attending skills			✦

	Score Range	STUDENT 1's Score
Reading and Responding	0 - 66	XX

0 = does not demonstrate skill
1 = demonstrates inconsistently or only with support
2 = demonstrates independently and consistently

B = Blank Response
M = Multiple Marks

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Sample of the Skills Checklist Profile – Page 3

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT 1

Reading Scale Results

A ✦ indicates the rating that STUDENT 1 received for each reading scale indicator.
For more information about this profile, contact STUDENT 1's teacher(s).

Exploring and Responding to Literature

		0	1	2
A.1.1	Select one example that shows text is non-fiction	✦		
A.1.2	Select non-fiction text example from three choices	✦		
A.1.3	Identify if a text is real or make-believe	✦		
A.2.1	Identify two or more interesting features of text	✦		
A.2.2	Identify one interesting feature of the text	✦		
A.2.3	Select a book of interest to read/listen to/view			✦
B.3.1	Share two(+) feelings/thoughts about text; support	✦		
B.3.2	Share one feeling or thought about text; support	✦		
B.3.3	Share one feeling or thought based on the text	✦		
B.4.1	Make judgment about text;give a detail as evidence	✦		
B.4.2	Select judgment about the text from three choices	✦		
B.4.3	Agree/disagree with teacher-directed judgment	✦		
C.5.1	Connect one character's experience to real world	✦		
C.5.2	Identify one experience of a character from text		✦	
C.5.3	Determine if a character's experience could happen	✦		

		0	1	2
C.6.1	Select similarity between texts from three choices	✦		
C.6.2	Select difference between texts from three choices	✦		
C.6.3	Select common theme/idea/issue; three choices	✦		
D.7.1	Indicate author's feeling on topic with one detail	✦		
D.7.2	Indicate one feeling of author about topic of text	✦		
D.7.3	Pick how author feels on topic from three choices	✦		
D.8.1	Identify experience of author;make text connection	✦		
D.8.2	Identify an experience the author might have had	✦		
D.8.3	Select experience of author from three choices	✦		
D.9.1	How life experience affects interpretation of text	✦		
D.9.2	Identify aspect of text student has experienced	✦		
D.9.3	Select personal life experience from three choices	✦		
D.10.1	Provide a text example of author's technique	✦		
D.10.2	Select author's technique from three choices	✦		
D.10.3	Select author's message from three choices	✦		

	Score Range	STUDENT 1's Score
Exploring and Responding to Literature	0 - 60	X

0 = does not demonstrate skill
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M = Multiple Marks

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Sample of the Skills Checklist Profile – Page 4

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT 1

Communication Scale Results - Proficient Level

STUDENT 1's TOTAL COMMUNICATION SCORE = XX (Score Range: 0 - 60)

Proficient: Students who perform at this level **partially complete** modified academic tasks and activities derived from grade five content in **communication** as defined in the Connecticut Curriculum Framework. Their performance is characterized by **inconsistency** over time and/or the **need for instructional support**, i.e., cues, prompts, modeling, etc. (For additional information please refer to the Checklist Folder that accompanies the score report.)

A ✦ indicates the rating that STUDENT 1 received for each communication scale indicator.
For more information about this profile, contact STUDENT 1's teacher(s).

Communicating with Others

		0	1	2
A.1.1	Explain how to complete two step task correctly			✦
A.1.2	Describe a pleasant/positive personal experience		✦	
A.1.3	Clearly communicate needs, choices and/or desires			✦
A.2.1	Indicates a feature of one or more genres	✦		
A.2.2	Match a genre feature to the text	✦		
A.2.3	Listen to, view or read a variety of genres	✦		
A.3.1	Communicate a topic of interest with two details	✦		
A.3.2	Generate two(+) ideas related to a chosen topic		✦	
A.3.3	Indicate own topic for communicating	✦		
B.4.1	Pick presentation/product format; three choices	✦		
B.4.2	Pick presentation/product purpose; three choices	✦		
B.4.3	Identify the audience	✦		
B.5.1	Identify appropriate communication strategy	✦		
B.5.2	Select one(+) idea organizing strategies from list	✦		
B.5.3	Generate two or more ideas on a chosen topic		✦	
B.6.1	Present a product to an audience with two details		✦	
B.6.2	Plan a presentation		✦	
B.6.3	Complete a simple product		✦	

	Score Range	STUDENT 1's Score
Communicating with Others	0 - 36	XX

English Language Conventions/Writing

		0	1	2
A.1.1	Similarity/difference in text, student's language	✦		
A.1.2	Is story language same or different from student's		✦	
A.1.3	Participate in texts from different cultures		✦	
B.2.1	Produce correct sentence of at least three words			✦
B.2.2	Produce simple sentence to describe given picture			✦
B.2.3	Pick sentence describing picture; three choices			✦
B.3.1	Use appropriate language in two or more settings		✦	
B.3.2	Use appropriate language in one setting			✦
B.3.3	Match phrase/sentence with correct person/setting			✦
C.4.1	Correctly edit given sentence with simple error		✦	
C.4.2	Select sentence with syntactical error from three		✦	
C.4.3	Select correct simple sentence from three choices			✦

	Score Range	STUDENT 1's Score
English Language Conventions/Writing	0 - 24	XX

0 = does not demonstrate skill
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Sample of the Skills Checklist Profile – Page 5

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT 1

Mathematics Scale Results - Basic Level

STUDENT 1's TOTAL MATHEMATICS SCORE = XX (Score Range: 0 - 120)

Basic: Students who perform at this level have a **limited ability** to complete modified academic tasks and activities derived from grade five content in mathematics as defined in the Connecticut Curriculum Framework **even when** provided with instructional support, i.e., cues, prompts, modeling, etc. Their performance is characterized by limited progress over time, difficulty applying newly learned skills to different settings or new situations. (For additional information please refer to the Checklist Folder that accompanies the score report.)

A ✦ indicates the rating that STUDENT 1 received for each mathematics scale indicator.
For more information about this profile, contact STUDENT 1's teacher(s).

Algebraic Reasoning

		0	1	2
A.1.1	Identify the rule of a pattern		✦	
A.1.2	Demonstrate pattern rules by creating patterns		✦	
A.1.3	Extend a given pattern		✦	
B.2.1	Solve unknown represented by n in equation 1+n=3	✦		
B.2.2	Solve unknown represented by n in equation 1+2=n	✦		
B.2.3	Solve for box in equation 1+2 = box		✦	
C.3.1	Given story prob choose correct pictorial and solve		✦	
C.3.2	Match pictorial to subtraction story problem and solve		✦	
C.3.3	Match pictorial to addition story problem and solve		✦	
C.4.1	Indicate greatest/least in data set on pictograph		✦	
C.4.2	Organize simple data set in a pictograph		✦	
C.4.3	Organize data set in ascending/descending order		✦	

	Score Range	STUDENT 1's Score
Algebraic Reasoning	0 - 24	XX

Geometry and Measurement

		0	1	2
A.1.1	Fill in template of polygon using other polygons	✦		
A.1.2	Make a square/rectangle given 2 triangles		✦	
A.1.3	Make any polygon using 2 or more shapes		✦	
B.2.1	Count number of same sized items to cover object		✦	
B.2.2	Shade the area of a closed shape		✦	
B.2.3	Trace the perimeter of a closed shape		✦	
C.3.1	Count hrs 2 times on analog clock show 24 hrs=1day		✦	
C.3.2	Indicate 12 months=year counting months on calendar		✦	
C.3.3	Indicate 1 week = 7 days counting days on calendar		✦	
D.4.1	Order 3 volumes large to small/small to large		✦	
D.4.2	Indicate tool used to measure temperature		✦	
D.4.3	Identify measurement tool from set of 2/3 times		✦	
D.5.1	Sort a variety of shapes for congruency		✦	
D.5.2	Indicate the line of symmetry on a shape	✦		
D.5.3	Indicate if shapes remain congruent if 1 is turned	✦		
D.6.1	Indicate where given point is located on 3x3 grid	✦		
D.6.2	Locate number on horizontal/vertical number lines	✦		
D.6.3	Locate a given symbol on a 3x3 grid	✦		

	Score Range	STUDENT 1's Score
Geometry and Measurement	0 - 36	XX

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Sample of the Skills Checklist Profile – Page 6

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT 1

Mathematics Scale Results

A ✦ indicates the rating that STUDENT 1 received for each mathematics scale indicator.
For more information about this profile, contact STUDENT 1's teacher(s).

Numerical and Proportional Reasoning

		0	1	2
A.1.1	Use calculator solve 2-digit minus 2-digit problem			✦
A.1.2	Use calculator solve 2-digit plus 2-digit problem			✦
A.1.3	Differentiate between 1- and 2-digit numbers		✦	
A.2.1	Subtract a whole dollar from a given money amount	✦		
A.2.2	Add a whole dollar to a given money amount	✦		
A.2.3	Add two whole dollar amounts less than $5.00	✦		
A.3.1	Round to nearest 10 given the 10 before and after	✦		
A.3.2	Round to nearest 10 using a model	✦		
A.3.3	Given number, 0-10, round to 0/10 with number line	✦		
A.4.1	Estimate number of object in set <10, check answer	✦		
A.4.2	Estimate number of object in a set less than 10	✦		
A.4.3	Determine if a given statement is reasonable	✦		

		0	1	2
B.5.1	Match examples of fractions in a series	✦		
B.5.2	Indicate the fraction 1/2 in a series of examples	✦		
B.5.3	Indicate 1/2 of an item by manipulating	✦		
B.6.1	Given one 50% circle graph, select another	✦		
B.6.2	Given two 10x10 grids, indicate one that shows 50%	✦		
B.6.3	Match a 10x10 grid showing 50% with another	✦		
C.7.1	Add fractional parts to make a whole	✦		
C.7.2	Place 4 1/4 pieces to create a whole circle/square	✦		
C.7.3	Place 2 1/2 circles/squares to create a whole	✦		
D.8.1	Indicate a 1:4 ratio on a picture of an animal	✦		
D.8.2	Indicate a 1:2 ratio on a picture of two people	✦		
D.8.3	Indicate a 1:2 ratio on a picture of a person	✦		

	Score Range	STUDENT 1's Score
Numerical and Proportional Reasoning	0 - 48	X

Probability and Statistics

		0	1	2
A.1.1	Organize data in order to communicate results	✦		
A.1.2	Ask/tally the question for a poll to collect data	✦		
A.1.3	Choose/create question with 2 choices to ask class	✦		
B.2.1	Choose and explain which item "sold the most"		✦	
B.2.2	Determine what item in a pictograph has "the least"		✦	
B.2.3	Determine which item in a pictograph has "the most"		✦	

	Score Range	STUDENT 1's Score
Probability and Statistics	0 - 12	X

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Sample of the Skills Checklist Profile – Page 7

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT 1

Access Skills Scale Results - Application Level

STUDENT 1's TOTAL ACCESS SKILLS SCORE = XXX (Score Range: 0 - 100)

Application: Students who perform at this level can generally complete tasks consistently and independently, in different real life situations without support, i.e., cues, prompts, modeling etc. They are generally able to communicate effectively with peers and adults in real life situations and they can participate in classroom routines and activities independently.

A ✦ indicates the rating that STUDENT 1 received for each access skills scale indicator.
For more information about this profile, contact STUDENT 1's teacher.

Receptive Communication

		0	1	2
RC1	Demonstrates awareness of sounds, visual events			✦
RC2	Responds to differences in tone of voice			✦
RC3	Recognizes/responds to name			✦
RC4	Anticipates routine activities/people when signaled			✦
RC5	Responds to common gestures			✦
RC6	Understands relationships among common objects			✦
RC7	Responds to routine instructions/requests			✦
RC8	Comprehends 10 words out of context			✦
RC9	Comprehends 5 action words out of context			✦
RC10	Comprehends 2 different words in a sentence			✦
RC11	Comprehends 5 prepositions in context			✦
RC12	Responds appropriately to wh-questions			✦
RC13	Comprehends plurality and tense			✦
RC14	Responds to conditional requests/statements			✦

Expressive Communication

		0	1	2
EC1	Produces behaviors to indicate mood, desire, etc.			✦
EC2	Produces behaviors to evoke attention			✦
EC3	Indicates preference between 2 choices			✦
EC4	Uses a variety of conventional communication			✦
EC5	Uses at least 5 true words or symbols			✦
EC6	Relates important personal identifying information			✦
EC7	Combines 2+ words/symbols in new ways			✦
EC8	Has expressive vocabulary of at least 50 words			✦
EC9	Produces grammatical utterances			✦
EC10	Appropriately asks simple wh-questions			✦
EC11	Achieves age-appropriate communication tasks			✦

	Score Range	STUDENT 1's Score
Receptive Communication	0 - 28	XX

	Score Range	STUDENT 1's Score
Expressive Communication	0 - 22	XX

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Sample of the Skills Checklist Profile – Page 8

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT 1

Access Skills Scale Results

A ✚ indicates the rating that STUDENT 1 received for each access skills scale indicator.
For more information about this profile, contact STUDENT 1's teacher.

Social Interactive Communication

		0	1	2
SI1	Responds with positive affect to familiar person			✚
SI2	Attends to object/event indicated by another			✚
SI3	Participates in repetitive turn-taking activities			✚
SI4	Initiates intentional communication			✚
SI5	Responds appropriately to pause after question			✚
SI6	Repeats/modifies communication			✚
SI7	Participates in communication acts with peers			✚
SI8	Maintains orientation/posture/distance			✚
SI9	Uses social greetings and polite forms			✚
SI10	Maintains conversation for at least one turn			✚
SI11	Participates successfully in group interactions			✚

	Score Range	STUDENT 1's Score
Social Interactive Communication	0 - 22	XX

Basic Literacy

		0	1	2
BL1	Demonstrates interest in print materials			✚
BL2	Demonstrates awareness of print conventions			✚
BL3	Participates in "reading" a story or book			✚
BL4	Recognizes common symbols/logos			✚
BL5	Recognizes own name in a variety of formats			✚
BL6	Follows simple written/picture/verbal directions			✚
BL7	Attempts (pretends) to write			✚
BL8	Copies name when a model is provided			✚

	Score Range	STUDENT 1's Score
Basic Literacy	0 - 16	XX

Spatial Relationships

		0	1	2
SR1	Changes behavior when stimulated			✚
SR2	Uses hands and mouth for sensory exploration			✚
SR3	Fixates on an object 6 to 10 inches above head			✚
SR4	Anticipates familiar events			✚
SR5	Anticipates barriers and navigates space			✚
SR6	Orients self in specific location order			✚

	Score Range	STUDENT 1's Score
Spatial Relationships	0 - 12	XX

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SCHOOL DIAGNOSTIC REPORT

Mathematics

The Mathematics portion of the School Diagnostic Report lists alphabetically every student in the school for whom a test booklet was received, except for ELL Exempt students. Students who were absent, left the test blank, had a medical exemption or took the CMT Skills Checklist are noted as such according to the key at the bottom of the report.

On this report, all of the Mathematics content strands are listed at the top of the page. The mastery criteria are listed under each content strand. A score is reported for each strand in the row next to the student's name. (Two asterisks will be printed with the score if the student did not master the strand.) The total Mathematics raw score, the total student scale score, the total number and percent of content strands mastered, and the performance level are listed on the right side of the report. An asterisk indicates that the student has scored within the goal range (Advanced or Goal level).

On the last page of each school's diagnostic report, aggregated data are shown for the school and the district to which the student belongs. These data include the number and percent of students mastering the corresponding strand. The average Mathematics raw score and average number of content strands mastered are also given. The average Mathematics scale score, percent of students at each of the five performance levels, the number/percent of students scoring at/above proficient level, and the number/percent of students scoring at/above goal level are also listed.

A sample of this portion of the report is found on pages 59 and 60.

Language Arts

The Language Arts portion of the School Diagnostic Report includes results for Reading and Writing. The report lists every student alphabetically for whom a test booklet was received, except for ELL Exempt students. Students who were absent, left the test blank, had a medical exemption, took the CMT Skills Checklist, or who submitted a non-scorable response in the DAW are noted as such according to the key at the bottom of the report.

READING: The four content strands for the Reading Comprehension test are listed at the top of the page. A score is reported for each strand in the row next to the student's name. (Two asterisks will appear if the student did not master the strand.) To the right of that, a Reading Comprehension raw score and the total number of content strands mastered is reported for each student. The Degrees of Reading Power® (DRP) Unit Score, the total Reading scale score, and the performance level are also listed. An asterisk indicates that the student has scored within the goal range (Advanced or Goal level).

On the last page of each school's diagnostic report, aggregated data are shown for the school and the district to which the student belongs. These data include the number and percent of students mastering each content strand, the average Reading Comprehension raw score, and the average number of content strands mastered. The average DRP Unit Score is also given. The average Reading scale score, the number/percent of students at each of the five performance levels, the number/percent of students scoring at/above proficient level and the number/percent of students scoring at/above goal level are also listed.

WRITING: The two content strands for Editing & Revising are listed at the top of the page. A score is reported for each strand in the row to the right of the student's name. (Two asterisks will be printed with the score if the student did not master the strand.) To the right of that, the Editing & Revising raw score and the total number of content strands mastered are reported for each student. The Direct Assessment of Writing holistic score, the total Writing scale score and the performance level are also listed. An asterisk indicates that the student has scored within the goal range (Advanced or Goal level).

On the last page of each school's diagnostic report, aggregated data are shown for the school and the district to which the student belongs. These data include the average Editing & Revising raw score and the average number of content strands mastered. The average Direct Assessment of Writing holistic score, the average Writing scale score and the number/percent of students at each of the five performance levels are listed. The number/percent of students scoring at/above proficient level and the number/percent of students scoring at above goal level are also provided.

A sample of this portion of the report is found on pages 61 and 62.

Sample of the School Diagnostic Report – Mathematics by Students

Connecticut Mastery Test

Fourth Generation

Diagnostic Report

Mathematics

School: XX - ANY SCHOOL

Grade: 3

Total Student Population: XXX
District: 001 - ANYDISTRICT
Test Date: XX/XX/XX

	Scores by Content Strand																							
	Numerical and Proportional Reasoning									Geometry & Measurement				Working with Data			Algebraic Reasoning	Integrated Under-standings	TOTAL MATHEMATICS				
	Place Value	Pictorial Representations of Numbers	Order, Magnitude and Rounding of Numbers	Models for Operations	Basic Facts	Computation with Whole Numbers and Decimals	Solve Word Problems	Numerical Estimation Strategies	Estimating Solutions to Problems	Time	Approximating Measures	Customary and Metric Measures	Geometric Shapes and Properties	Tables, Graphs and Charts	Probability	Classification and Logical Reasoning	Patterns	Mathematical Applications	RAW SCORE	SCALE SCORE	TOTAL NUMBER OF CONTENT STRANDS MASTERED	PERCENT OF CONTENT STRANDS MASTERED	LEVEL
Mastery Criteria (Number Correct/Number Possible)	4/6	4/6	4/6	6/8	4/6	4/6	4/6	3/4	3/4	4/6	4/6	4/6	4/6	6/8BTU	3/4	4/6	4/6	4/6					
STUDENT 1	X	X	X	X*	X	X	X	X	X **	X	X	X	X	X	X	X	X	X**	X	X	X	X	X
STUDENT 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X**	X	X	X	X	X	X*
STUDENT 3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X*
STUDENT 4	X	X	X	X**	X	X	X	X	X**	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 5	X	X	X	X	X	X	X	X	X **	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 6	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 7	X	X	X	X	X	X	X	X	X	X	X**	X	X	X	X	X	X	X **	X	X	X	X	X*
STUDENT 8	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X*
STUDENT 9	X	X	X	X*	X	X	X	X	X	X	X	X	X	X	X	X	X	X**	X	X	X	X	X*
STUDENT 10	X	X	X	X	X	X**	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 11	X	X	X	X	X	X	X	X	X	X	X**	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 12	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 13	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 14	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 15	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X*
STUDENT 16	X	X	X	X*	X	X	X	X	X	X	X**	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 17	X	X	X	X*	X	X	X	X	X	X	X**	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 18	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 19	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 20	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X*
STUDENT 21	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 22	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X*
STUDENT 23	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 24	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X **	X	X	X	X	X
STUDENT 25	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 26	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 27	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT 28	X	X	X	X*	X	X	X	X	X	X	X	X	X	X	X	X	X	X **	X	X	X	X	X

** = Did Not Master Content Strand
* = Indicates Within Goal Range

A = Absent for One or More Subtests
B = Blank for One or More Subtests

SC = Skills Checklist
ME = Medical Exemption

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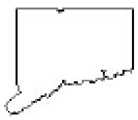
Sample of the School Diagnostic Report – Mathematics by School and District



Connecticut Mastery Test

Fourth Generation

Diagnostic Report

Mathematics

School: **XX - ANY SCHOOL**

Grade: 3

Total Student Population: XXX

District: XXX - ANY DISTRICT
Test Date: XX/XX/XX

			Number & Percent of Students Mastering Each Content Strand																		Total Mathematics									
			Numerical and Proportional Reasoning									Geometry & Measurement				Working with Data			Algebraic Reasoning	Integrated Understandings				Percent of Students Within Level						
		Number of Students Tested	Place Value	Pictorial Representations of Numbers	Order, Magnitude and Rounding of Numbers	Models for Operations	Basic Facts	Computation with Whole Numbers and Decimals	Solve Word Problems	Numerical Estimation Strategies	Estimating Solutions to Problems	Time	Approximating Measures	Customary and Metric Measures	Geometric Shapes and Properties	Tables, Graphs and Charts	Probability	Classification and Logical Reasoning	Patterns	Mathematical Applications	AVERAGE RAW SCORE (Range 0 - 106)	AVERAGE NUMBER OF CONTENT STRANDS MASTERED	AVERAGE SCALE SCORE (Range 100-400)	BELOW BASIC (LEVEL 1): 186 or Below	BASIC (LEVEL 2): 187-209	PROFICIENT (LEVEL 3): 210-241	GOAL (LEVEL 4): 242-287	ADVANCED (LEVEL 5): 288 or Above	#/% AT/ABOVE PROFICIENT LEVEL	#/% AT/ABOVE GOAL LEVEL
Mastery Criteria (Number Correct/Number Possible)			4/6	4/6	4/6	6/8	4/6	4/6	4/6	3/4	3/4	4/6	4/6	4/6	4/6	6/8	3/4	4/6	4/6	4/6							Goal Range			
School	#	XXX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	XXX	XXX	X	X	XX	XX	X	XX	XX
	%		XX	XXX	XXX	XX	XX	XX	XX	XX	XX	XXX	XX	XX	XX	XX	XX	XX	XX	XX				X	X	XX	XX	XX	XXX	XXX
District	#	XXX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XXX	XXX	XXX	X	X	XX	XX	X	XX	XX
	%		XX	XXX	XXX	XX	XX	XX	XX	XX	XX	XXX	XX	XX	XX	XX	XX	XX	XX	XX				X	X	XX	XX	XX	XXX	XXX

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Sample of the School Diagnostic Report – Language Arts by Students

Connecticut Mastery Test
Fourth Generation
Diagnostic Report
LANGUAGE ARTS
School: XX - ANY SCHOOL

Grade: 3
Total Student Population: XXX
District: XXX - ANY DISTRICT
Test Date: XX/XX/XX

	Reading									Writing						
	Scores by Content Strand for Reading Comprehension				TOTAL READING					Scores by Content Strand for Editing & Revising		TOTAL WRITING				
	Forming a General Understanding	Developing Interpretation	Making Reader/Text Connections	Examining the Content and Structure	READING COMPREHENSION RAW SCORE	TOTAL NUMBER OF CONTENT STRANDS MASTERED	DEGREES OF READING POWER® (DRP) UNIT SCORE	READING SCALE SCORE	LEVEL	Composing/Revising	Editing	EDITING AND REVISING RAW SCORE	TOTAL NUMBER OF CONTENT STRANDS MASTERED	DAW HOLISTIC SCORE	WRITING SCALE SCORE	LEVEL
Mastery Criteria (Number Correct/Number Possible)	10/14	6/9	6/8	6/9						12/16	12/16					
ANY STUDENT 1	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 2	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 3	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 4	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 5	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 6	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 7	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 8	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 9	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 10	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 11	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 12	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 13	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 14	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 15	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 16	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 17	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 18	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 19	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 20	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 21	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 22	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 23	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 24	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 25	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*
ANY STUDENT 26	XX	X	X**	X**	XX	X	XX	XXX	X*	XX	XX**	XX	X	X	XXX	X*

** = Did Not Master Content Strand A = Absent for One or More Subtests SC = Skills Checklist NS = Not Scorable
* = Indicates Within Goal Range B = Blank for One or More Subtests ME = Medical Exemption

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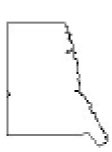
Sample of the School Diagnostic Report – Language Arts by School and District



Connecticut Mastery Test
Fourth Generation
Diagnostic Report
LANGUAGE ARTS
School: XX - ANY SCHOOL

Grade: 3
Total Student Population: XXX
Number of Students Tested:
Reading Comprehension = XX
Degrees of Reading Power = XX
Both Reading Tests = XX

Editing & Revising = XX
Direct Assessment of Writing = XX
Both Writing Tests = XX

District: XXX - ANY DISTRICT
Test Date: XX/XX/XX

		Reading[1]				Total Reading											Writing[1]		Total Writing										
										Number/Percent of Students by Level													Number/Percent of Students by Level						
										Goal Range													Goal Range						
		Forming a General Understanding	Developing Interpretation	Making Reader/Text Connections	Examining the Content & Structure	AVG READING COMPREHENSION RAW SCORE	AVERAGE NUMBER OF READING COMPREHENSION CONTENT STRANDS MASTERED	AVERAGE DEGREES OF READING POWER® (DRP) UNIT SCORE	AVERAGE READING SCALE SCORE	ADVANCED (LEVEL 5): 279 or Above	GOAL (LEVEL 4): 235-278	PROFICIENT (LEVEL 3): 217-234	BASIC (LEVEL 2): 202-216	BELOW BASIC (LEVEL 1): 201 or Below	#% AT/ABOVE PROFICIENT LEVEL	#% AT/ABOVE GOAL LEVEL	Composing/Revising	Editing	AVERAGE EDITING & REVISING RAW SCORE	AVERAGE NUMBER OF EDITING & REVISING CONTENT STRANDS MASTERED	AVERAGE DAW HOLISTIC SCORE	AVERAGE WRITING SCALE SCORE	ADVANCED (LEVEL 5): 287 or Above	GOAL (LEVEL 4): 240-286	PROFICIENT (LEVEL 3): 212-239	BASIC (LEVEL 2): 188-211	BELOW BASIC (LEVEL 1): 187 or Below	#% AT/ABOVE PROFICIENT LEVEL	#% AT/ABOVE GOAL LEVEL
Mastery Criteria (Number Correct/Number Possible)		10/14	6/9	6/8	6/9												12/16	12/16											
School	#	XX	XX	XX	XX	XX.X	X.X	XX.X	XXX	X	XX	X	X	X	XX	XX	XX	XX	XX.X	X.X	X.X	XXX	XX	XX	X	X	X	XX	XX
	%	XX	XX	XX	XX					XX	XX	XX	XX	X	XX.X	XX.X	XX	XX					XX	XX	XX	X	X	XX.X	XX.X
District	#	XX	XX	XX	XX	XX.X	X.X	XX.X	XXX	X	XX	X	X	X	XX	XX	XX	XX	XX.X	X.X	X.X	XXX	XX	XX	X	X	X	XX	XX
	%	XX	XX	XX	XX					XX	XX	XX	XX	X	XX.X	XX.X	XX	XX					XX	XX	XX	X	X	XX.X	XX.X

[1]Number and Percent of Students Mastering Each Content Strand

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DISTRICT BY SCHOOL REPORT

Mathematics

The Mathematics portion of the District by School Report provides a summary of the previously described Mathematics information aggregated at the school level. The report contains the same information that is presented in the DISTRICT and SCHOOL sections of the School Diagnostic Report – Mathematics. The summaries for all schools within a district are presented beside each other on one form.

A sample of this portion of the report is found on page 64.

Language Arts

The Language Arts portion of the District by School Report provides a summary of the previously described Reading and Writing information aggregated at the school level. The report contains the same information that is presented in the DISTRICT and SCHOOL sections of the School Diagnostic Report—Language Arts. The summaries for all schools within a district are presented beside each other on one form.

A sample of this portion of the report is found on page 65.

Sample of the District by School Report – Mathematics

Connecticut Mastery Test

Fourth Generation

District By School Report

Mathematics

Grade: 3

District: XXX - ANY DISTRICT

Total student population: XX

		Number and Percent of Students Mastering Each Content Strand																	Total Mathematics										
		Numerical and Proportional Reasoning									Geometry & Measurement				Working with Data			Algebraic Reasoning	Integrated Under-standings					Number/Percent of Students by Level					
																								Goal Range					
		Place Value	Pictorial Representations of Numbers	Order, Magnitude and Rounding of Numbers	Models for Operations	Basic Facts	Computation with Whole Numbers and Decimals	Solve Word Problems	Numerical Estimation Strategies	Estimating Solutions to Problems	Time	Approximating Measures	Customary and Metric Measures	Geometric Shapes and Properties	Tables, Graphs and Charts	Probability	Classification and Logical Reasoning	Patterns	Mathematical Applications	AVERAGE MATHEMATICS RAW SCORE	AVERAGE NUMBER OF CONTENT STRANDS MASTERED	AVERAGE MATHEMATICS SCALE SCORE	NUMBER OF STUDENTS TESTED	ADVANCED (LEVEL 5): 288 or Above	GOAL (LEVEL 4): 242-287	PROFICIENT (LEVEL 3): 210-241	BASIC (LEVEL 2): 187-209	BELOW BASIC (LEVEL 1): 186 or Below	NUMBER/PERCENT WITHIN THE PROFICIENT RANGE	NUMBER/PERCENT WITHIN THE GOAL RANGE
Mastery Criteria (Number Correct/Number Possible)		4 of 6	4 of 6	4 of 6	6 of 8	4 of 6	4 of 6	4 of 6	3 of 4	3 of 4	4 of 6	4 of 6	4 of 6	4 of 6	6 of 8	3 of 4	4 of 6	4 of 6	4 of 6										
XX-ANY SCHOOL	#	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX.X	XX.X	XX.X	XX	XX	XX	XX	X	X	XX	XX
	%	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX					XX	XX	XX	X	XX	XX.X	XX.X
89-OUTPLACEMENT	#	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	XX.X	X.X	XX.X	X	X	X	X	X	X	X	X
	%	XX	X	XX	X	X	XX	XX	X	XX	XX	XX	XX	XX	XX	XX	X		X					X	X	X	XX	XX	X.X	X.X
DISTRICT	#	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX.X	XX.X	XX.X	XX	XX	XX	XX	X	X	XX	XX
	%	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX					XX	XX	XX	XX	XX	XX.X	XX.X

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Page 1 of 1

Sample of the District by School Report – Language Arts

Connecticut Mastery Test

Fourth Generation

District By School Report

Language Arts

Grade: 6

District: XXX - ANY DISTRICT

Total student population: XX

		Reading[1]				Total Reading															Writing[1]		Total Writing														
													Number/Percent of Students by Level																	Number/Percent of Students by Level							
													Goal Range																	Goal Range							
		Forming a General Understanding	Developing Interpretation	Making Reader/Text Connections	Examining the Content & Structure	NUMBER OF STUDENTS TESTED READING COMPREHENSION	AVG READING COMPREHENSION RAW SCORE	AVERAGE NUMBER OF READING COMPREHENSION CONTENT STRANDS MASTERED	NUMBER OF STUDENTS TESTED DEGREES OF READING POWER®(DRP)	AVERAGE DRP UNIT SCORE	NUMBER OF STUDENTS TESTED BOTH READING TESTS	AVERAGE READING SCALE SCORE	ADVANCED (LEVEL 5): 289 or Above	GOAL (LEVEL 4): 236-288	PROFICIENT (LEVEL 3): 226-235	BASIC (LEVEL 2): 208-219	BELOW BASIC(LEVEL 1): 206 or Below	NUMBER/PERCENT WITHIN THE PROFICIENT RANGE	NUMBER/PERCENT WITHIN THE GOAL RANGE	Composing/Revising	Editing	NUMBER OF STUDENTS TESTED EDITING & REVISING	AVERAGE EDITING & REVISING RAW SCORE	AVERAGE NUMBER OF EDITING & REVISING CONTENT STRANDS MASTERED	NUMBER OF STUDENTS TESTED DAW	AVERAGE DAW HOLISTIC SCORE	NUMBER OF STUDENTS TESTED BOTH WRITING TESTS	AVERAGE WRITING SCALE SCORE	ADVANCED (LEVEL 5): 284 or Above	GOAL (LEVEL 4): 237-283	PROFICIENT (LEVEL 3): 211-236	BASIC (LEVEL 2): 185-210	BELOW BASIC(LEVEL 1): 184 or Below	NUMBER/PERCENT WITHIN THE PROFICIENT RANGE	NUMBER/PERCENT WITHIN THE GOAL RANGE
Mastery Criteria (Number Correct/Number Possible)		7 of 11	7 of 10	6 of 8	7 of 11																13 of 18	13 of 18															
XX-ANY SCHOOL	#	XX	XX	XX	XX	XX	XX.X	X.X	XX	XX.X	XX	XX.X	XX	XX						XX	XX	XX	XX	XX.X	X.X	XX	X.X	XX	XX.X	XX	XX	XX	X	X	XX	XX
	%	XX	XX	XX	XX								XX	XX	X	X	X	XX.X	XX.X		XX	XX								XX	XX	XX	X	X	XX.X	XX.X
89-OUTPLACEMENT	#	X	X	X	X	X			X		X		X	X	X	X	X	X	X		X	X	X			X		X		X	X	X	X	X	X	X
	%																																				
DISTRICT	#	XX	XX	XX	XX	XX	XX.X	X.X	XX	XX.X	XX	XX.X	XX	XX	X	X	X	XX	XX	XX	XX	XX	XX	XX.X	X.X	XX	X.X	XX	XX.X	XX	XX	XX	X	X	XX	XX
	%	XX	XX	XX	XX								XX	XX	X	X	X	XX.X	XX.X		XX	XX								XX	XX	XX	X	X	XX.X	XX.X

1: Number and Percent of Students Mastering Each Content Strand

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Page 1 of 1

STUDENT LABEL

An adhesive student label is provided for attachment to the student's permanent record. Each label includes the student's name, grade level, test date, date of birth, SASID number, and local student ID, as well as the following information:

(1) Total Mathematics scale score
(2) Number of content strands mastered in Mathematics
(3) Total Reading scale score
(4) Degrees of Reading Power® (DRP) Unit Score
(5) Number of content strands mastered in Reading Comprehension
(6) Total Writing scale score
(7) Direct Assessment of Writing holistic score
(8) Number of content strands mastered in Editing & Revising

If the Mathematics, Reading, or Writing scale score is within the goal range, an asterisk is used to indicate this.

Scores are not available for tests that students left blank, tests for which students were absent, or had a medical exemption, or Direct Assessment of Writing tests that were not scorable. Scores are also not provided on the labels for students who took the Skills Checklist. A term or abbreviation on the label indicates where no score is provided – for example, "SC" appears if the student took the Skills Checklist. A key explaining the terms or abbreviations is found on the bottom of the label.

Labels are not included for ELL Exempt Students.

Samples of student labels are found on page 67.

Sample of Student Labels

CONNECTICUT MASTERY TEST Fourth Generation	**Total Mathematics Scale Score (range 100-400)** Mathematics - content strands mastered	**XXX*** XX of XX
ANY STUDENT	**Total Reading Scale Score (range 100-400)** Degrees of Reading Power ® (DRP) (range 14 to 98) Reading Comprehension - content strands mastered	**XXX*** XX X of X
Grade: **4**	**Total Writing Scale Score (range 100-400)** Direct Assessment of Writing (range 2-12) Editing & Revising - content strands mastered	**XXX*** XX X of X
Test Date: XX/XX/XX DOB: XX/XX/XXXX SASID: XXXXXXXXXX Local ID: XXXXX	ABSENT = Absent for One or More Sessions ME = Medical Exemption BLANK = Blank for One or More Sessions SC = Skills Checklist NS = Not Scorable * = Within Goal Range	

Example of a Student Label

CONNECTICUT MASTERY TEST Fourth Generation	**Total Mathematics Scale Score (range 100-400)** Mathematics - content strands mastered	**SC** SC
ANY STUDENT	**Total Reading Scale Score (range 100-400)** Degrees of Reading Power ® (DRP) (range 14 to 98) Reading Comprehension - content strands mastered	**SC** SC SC
Grade: **4**	**Total Writing Scale Score (range 100-400)** Direct Assessment of Writing (range 2-12) Editing & Revising - content strands mastered	**SC** SC SC
Test Date: XX/XX/XX DOB: XX/XX/XXXX SASID: XXXXXXXXXX Local ID: XXXXX	ABSENT = Absent for One or More Sessions ME = Medical Exemption BLANK = Blank for One or More Sessions SC = Skills Checklist NS = Not Scorable * = Within Goal Range	

Example of a Student Label for Skills Checklist (SC)

OVERALL SUMMARY

The Overall Summary Report provides a summary of student performance for the state and or district. The report contains the total population of students by grade level. In the sections titled *Standard CMT Score Summary,* the average scale scores for the CMT administration in Mathematics, Reading, and Writing are listed. The average raw scores for Mathematics, Reading Comprehension, and Editing & Revising, the average DRP Unit Score, and the average Direct Assessment of Writing Holistic Score are also listed. This section also includes the average number of content strands mastered out of the total number of content strands.

The percentages of students scoring at each of the five performance levels are graphically represented in the sections titled *Standard CMT Results by Leve*l. The percent of students scoring at/above goal level and at/above proficient level are stated below each graph.

The *Assessment Participation* sections list the total number and percentage of students who received valid scores on the Standard CMT for Mathematics, Reading, and Writing. The number and percent of students who took the Skills Checklist, the number and percent of ELL exempt students, the number and percent of students with no valid score and the number and percentage of students who were absent for one or more sub-tests, are also listed. (Students who left one or more sub-tests blank, had a medical exemption or whose responses were not scorable in Direct Assessment of Writing are included in the No Valid Score group.) This section also includes total participation and total student population information.

The number and percent of students scoring within the goal range in all three, two, one, or none of the areas are listed at the bottom of this report.

The number and percent of students scoring within the proficient range in all three, two, one, or none of the areas are listed at the bottom of this report.

A sample of this report may be found on page 69.

Sample of the Summary Report – Statewide

Connecticut Mastery Test
Fourth Generation

Overall Summary Report
STATEWIDE REPORT
Total Student Population: XXXX

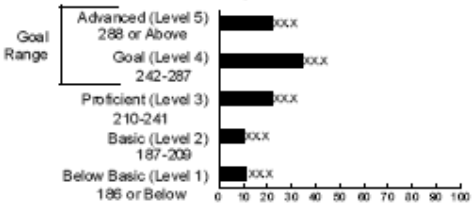
Grade 3

Mathematics

Standard CMT Score Summary

Average Mathematics Scale Score (range 100-400)	XXX.X	
Average Mathematics Raw Score (range 0-106)	XX.X	
Average # Content Strands Mastered (out of 18)	XX.X	
Assessment Participation		
Standard CMT	XXXXX	(X%)
Skills Checklist	XXX	(X%)
*ELL Exempt	XXX	(X%)
**No Valid Score	XX	(X%)
Total Participation	XXXXX	(X%)
Absent	XXX	(X%)
Total Student Population	XXXXX	(X%)

Standard CMT Results by Level



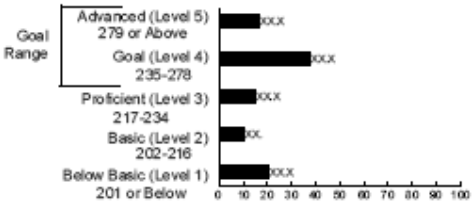
PERCENT AT/ABOVE GOAL LEVEL = XX.X
PERCENT AT/ABOVE PROFICIENT LEVEL = XX.X

Reading

Standard CMT Score Summary

Average Reading Scale Score (range 100-400)	XXX.X	
Average Reading Comprehension Raw Score (range 0-40)	XX.X	
Average Reading Comprehension Content Strands Mastered (out of 4)	X.X	
Average Degrees of Reading Power® Unit Score	XX.X	
Assessment Participation		
Standard CMT	XXXXX	(X%)
Skills Checklist	XXX	(X%)
*ELL Exempt	XXX	(X%)
**No Valid Score	XX	(X%)
Total Participation	XXXXX	(X%)
Absent	XXX	(X%)
Total Student Population	XXXXX	(X%)

Standard CMT Results by Level



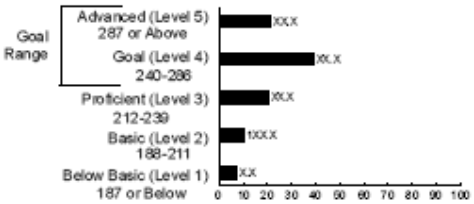
PERCENT AT/ABOVE GOAL LEVEL = XX.X
PERCENT AT/ABOVE PROFICIENT LEVEL = XX.X

Writing

Standard CMT Score Summary

Average Writing Scale Score (range 100-400)	XXX.X	
Average Editing & Revising Raw Score (range 0-32)	XX.X	
Average # of Editing & Revising Content Strands Mastered (out of 2)	X.X	
Average Direct Assessment of Writing Holistic Score (range = 2 to 12)	X.X	
Assessment Participation		
Standard CMT	XXXXX	(X%)
Skills Checklist	XXX	(X%)
*ELL Exempt	XXX	(X%)
**No Valid Score	XXX	(X%)
Total Participation	XXXXX	(X%)
Absent	XXX	(X%)
Total Student Population	XXXXX	(X%)

Standard CMT Results by Level



PERCENT AT/ABOVE GOAL LEVEL = XX.X
PERCENT AT/ABOVE PROFICIENT LEVEL = XX.X

Students at/above Goal Level On the Content Areas of Mathematics, Reading, and Writing

	Number	Percent
Number Tested	XX,XXX	-
None of the Areas	XX,XXX	XX.X
Only One Area	X,XXX	XX.X
Only Two Areas	X,XXX	XX.X
One or More Areas	XX,XXX	XX.X
All Three Areas	XX,XXX	XX.X

Students at/above Proficient Level On the Content Areas of Mathematics, Reading, and Writing

	Number	Percent
Number Tested	XX,XXX	-
None of the Areas	X,XXX	XX.X
Only One Area	X,XXX	XX.X
Only Two Areas	X,XXX	XX.X
One or More Areas	XX,XXX	XX.X
All Three Areas	XX,XXX	XX.X

* Ell Exempt includes only English Language Learners who have been enrolled in a U.S. school for 10 months or less.

** No Valid Score group includes students who left the test blank, received a medical exemption or whose responses were not scorable in Direct Assessment of Writing ONLY.

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Test Date: XX/XX/XX

SCHOOL BY LEVEL REPORT

The School by Level Report provides a summary of students' performance by level for a particular grade. This report lists the names of the students scoring at each of the five performance levels. Students who were absent for one or more sub-tests, had a medical exemption, took the Skills Checklist, left one or more sub-tests blank, or whose Direct Assessment of Writing tests were not scorable are listed under the heading "Other Students."

A sample of this report may be found on pages 71, 72, and 73.

Sample of the School by Level Report – Mathematics

Connecticut Mastery Test
Fourth Generation

MATHEMATICS

School: XX-ANY SCHOOL
District: XXX-ANY DISTRICT
Total Student Population: XXX
Number of Students Tested*: XXX
Number of Students At/Above Proficient Level: XX
Number of Students At/Above Goal Level: XX

Grade 3

Advanced Level 5 Score Range: 288 or Above X Students	ANY STUDENT 1 ANY STUDENT 5	ANY STUDENT 2 ANY STUDENT 6	ANY STUDENT 3 ANY STUDENT 7	ANY STUDENT 4 ANY STUDENT 8
Goal Level 4 Score Range: 242-287 XX Students	ANY STUDENT 9 ANY STUDENT 13 ANY STUDENT 17 ANY STUDENT 21 ANY STUDENT 25	ANY STUDENT 10 ANY STUDENT 14 ANY STUDENT 18 ANY STUDENT 22 ANY STUDENT 26	ANY STUDENT 11 ANY STUDENT 15 ANY STUDENT 19 ANY STUDENT 23 ANY STUDENT 27	ANY STUDENT 12 ANY STUDENT 16 ANY STUDENT 20 ANY STUDENT 24 ANY STUDENT 28
Proficient Level 3 Score Range: 210-241 XX Students	ANY STUDENT 29 ANY STUDENT 33 ANY STUDENT 37 ANY STUDENT 41	ANY STUDENT 30 ANY STUDENT 34 ANY STUDENT 38 ANY STUDENT 42	ANY STUDENT 31 ANY STUDENT 35 ANY STUDENT 39 ANY STUDENT 43	ANY STUDENT 32 ANY STUDENT 36 ANY STUDENT 40 ANY STUDENT 44
Basic Level 2 Score Range: 187-209 X Students	ANY STUDENT 45	ANY STUDENT 46	ANY STUDENT 47	ANY STUDENT 48
Below Basic Level 1 Score Range: 186 or Below X Students	ANY STUDENT 49	ANY STUDENT 50		

A = Absent for One or More Subtests
B = Blank for One or More Subtests
ME = Medical Exemption
SC = Skills Checklist

* Number of Students Tested on the Standard CMT

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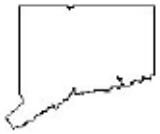
Page 1 of 1

Test Date: XX/XX/XX

Sample of the School by Level Report – Reading



Connecticut Mastery Test
Fourth Generation

READING

School: XX-ANY SCHOOL
District: XXX-ANY DISTRICT
Total Student Population: XXX
Number of Students Tested*: XXX
Number of Students At/Above Proficient Level: XX
Number of Students At/Above Goal Level: XX

Grade 3

Advanced Level 5 Score Range: 279 or Above X Students	ANY STUDENT 1 ANY STUDENT 5	ANY STUDENT 2 ANY STUDENT 6	ANY STUDENT 3 ANY STUDENT 7	ANY STUDENT 4 ANY STUDENT 8
Goal Level 4 Score Range: 235-278 XX Students	ANY STUDENT 9 ANY STUDENT 13 ANY STUDENT 17 ANY STUDENT 21 ANY STUDENT 25 ANY STUDENT 29	ANY STUDENT 10 ANY STUDENT 14 ANY STUDENT 18 ANY STUDENT 22 ANY STUDENT 26 ANY STUDENT 30	ANY STUDENT 11 ANY STUDENT 15 ANY STUDENT 19 ANY STUDENT 23 ANY STUDENT 27	ANY STUDENT 12 ANY STUDENT 16 ANY STUDENT 20 ANY STUDENT 24 ANY STUDENT 28
Proficient Level 3 Score Range: 217-234 X Students	ANY STUDENT 31 ANY STUDENT 35	ANY STUDENT 32 ANY STUDENT 36	ANY STUDENT 33	ANY STUDENT 34
Basic Level 2 Score Range: 202-216 X Students	ANY STUDENT 37 ANY STUDENT 41	ANY STUDENT 38	ANY STUDENT 39	ANY STUDENT 40
Below Basic Level 1 Score Range: 201 or Below X Students	ANY STUDENT 42	ANY STUDENT 43	ANY STUDENT 44	ANY STUDENT 45

A = Absent for One or More Subtests
B = Blank for One or More Subtests
ME = Medical Exemption
SC = Skills Checklist

* Number of Students Tested on the Standard CMT

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Page 1 of 1

Test Date: XX/XX/XX

Sample of the School by Level Report – Writing

Connecticut Mastery Test
Fourth Generation

WRITING

School: XX-ANY SCHOOL
District: XXX-ANY DISTRICT
Total Student Population: XXX
Number of Students Tested*: XXX
Number of Students At/Above Proficient Level: XX
Number of Students At/Above Goal Level: XX

Grade 3

Advanced Level 5 Score Range: 287 or Above XX Students	ANY STUDENT 1 ANY STUDENT 5 ANY STUDENT 9 ANY STUDENT 13	ANY STUDENT 2 ANY STUDENT 6 ANY STUDENT 10 ANY STUDENT 14	ANY STUDENT 3 ANY STUDENT 7 ANY STUDENT 11 ANY STUDENT 15	ANY STUDENT 4 ANY STUDENT 8 ANY STUDENT 12
Goal Level 4 Score Range: 240-286 XX Students	ANY STUDENT 16 ANY STUDENT 20 ANY STUDENT 24 ANY STUDENT 28	ANY STUDENT 17 ANY STUDENT 21 ANY STUDENT 25 ANY STUDENT 29	ANY STUDENT 18 ANY STUDENT 22 ANY STUDENT 26 ANY STUDENT 30	ANY STUDENT 19 ANY STUDENT 23 ANY STUDENT 27 ANY STUDENT 31
Proficient Level 3 Score Range: 212-239 X Students	ANY STUDENT 32 ANY STUDENT 36	ANY STUDENT 33 ANY STUDENT 37	ANY STUDENT 34	ANY STUDENT 35
Basic Level 2 Score Range: 188-211 X Students	ANY STUDENT 38	ANY STUDENT 39	ANY STUDENT 40	
Below Basic Level 1 Score Range: 187 or Below X Students	ANY STUDENT 41	ANY STUDENT 42	ANY STUDENT 43	ANY STUDENT 44

A = Absent for One or More Subtests
B = Blank for One or More Subtests
ME = Medical Exemption
SC = Skills Checklist
NS = Not Scorable (Direct Assessment of Writing ONLY)

* Number of Students Tested on the Standard CMT

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Page 1 of 1

Test Date: XXXX/XX

SCHOOL ROSTER REPORT

The School Roster Report provides a list of the students in the school and their scores on each of the sub-tests in the CMT. A separate District Roster Report is issued for each district that participates in the CMT.

The report provides an alphabetical list of students, their SASID numbers, and their local student ID. The report presents the raw score for Mathematics, the number of Mathematics content strands mastered, and the Total Mathematics Scale Score; the DRP Unit Score, the raw score for Reading Comprehension, the number of content strands mastered in Reading Comprehension, and the Total Reading Scale Score; the holistic score for the Direct Assessment of Writing test, the raw score for Editing & Revising, the number of content strands mastered in Editing & Revising, and the Total Writing Scale Score.

The report indicates whether a student left one or more sub-tests blank, was absent for one or more sub-tests, or had a Direct Assessment of Writing test that was not scorable. If the student scored within goal range in Mathematics, Reading, and/or Writing, the total scale score is marked with an asterisk. Students with medical exemptions, ELL exempt students and students who took the Skills Checklist are also indicated.

A sample of this report may be found on page 75.

Sample of the School Roster Report

Connecticut Mastery Test
Fourth Generation

School Roster - Grade 3

District: ANY DISTRICT
District Code: XXX
School: ANY SCHOOL
School Code: XX
Test Date: XX/XX/XX
Total Roster: XXX

			MATHEMATICS			READING				WRITING			
							Reading Comprehension				Editing & Revising		
Student Name	SASID	Local ID	Raw Score 0 - 106	Content Strands out of 18	Scale Score 100 - 400	Degrees of Reading Power® 14 to 99	Raw Score 0 - 40	Content strands out of 4	Total Reading Scale Score 100 - 400	Direct Assess-ment of Writing 2 to 12	Raw Score 0 - 32	Content strands out of 2	Total Writing Scale Score 100 - 400
ANY STUDENT 1	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 2	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 3	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 4	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 5	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 6	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 7	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 8	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 9	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 10	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 11	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 12	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 13	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 14	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 15	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 16	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 17	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 18	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 19	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 20	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 21	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 22	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 23	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 24	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX
ANY STUDENT 25	XXXXXXXXXX	XXXX	XXX	XX	XXX*	XX	XX	X	XXX	X	XX	X	XXX

BLANK = Blank for One or More Subtests
ABSENT = Absent for One or More Subtests
E = ELL Exempt (Performance not included in averages)

* = Within Goal Range
ME = Medical Exemption
EXEMPT = Exempt from Reading/Writing

NS = Not Scorable (Direct Assessment of Writing ONLY)
SC = Skills Checklist

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Page 1 of 2

MATHEMATICS RESULTS/READING AND WRITING RESULTS REPORT

The Mathematics Results report provides a summary of the percent of students achieving mastery by content strand. The Reading and Writing Results report provides a summary of the percent of students achieving mastery by content strand in the Reading Comprehension sub-test and the percent of students who can read specific types of material at an instructional level on the Degrees of Reading Power® (DRP). This report also summarizes the percent of students by holistic score point on the Direct Assessment of Writing and the percent of students achieving mastery by content strand on the Editing and Revising test.

A sample of this report can be found on pages 77 and 78.

Sample of the Mathematics Results Report

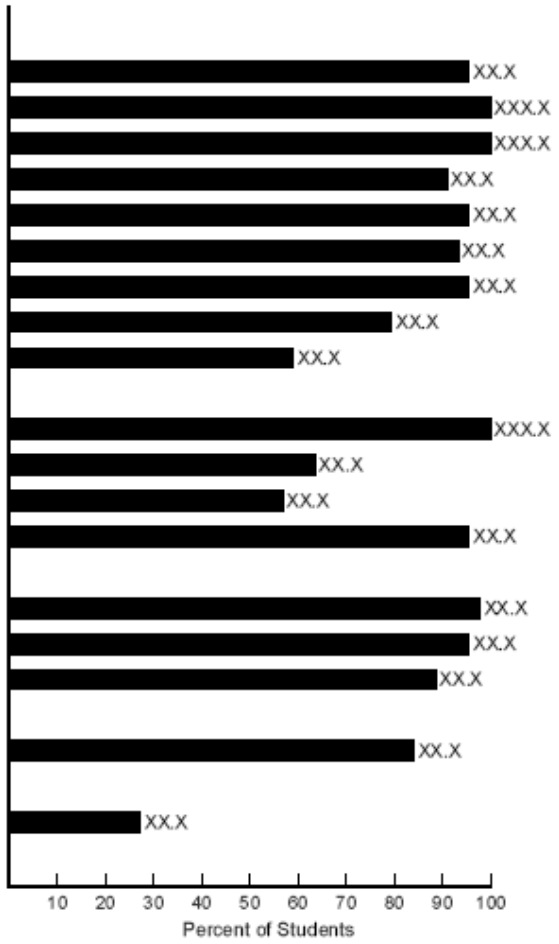
Connecticut Mastery Test
Fourth Generation

Mathematics Results
District: ANY DIST
District Code: XXX

Grade 3

Percent of Students Achieving Mastery by Content Strand

Content Strands



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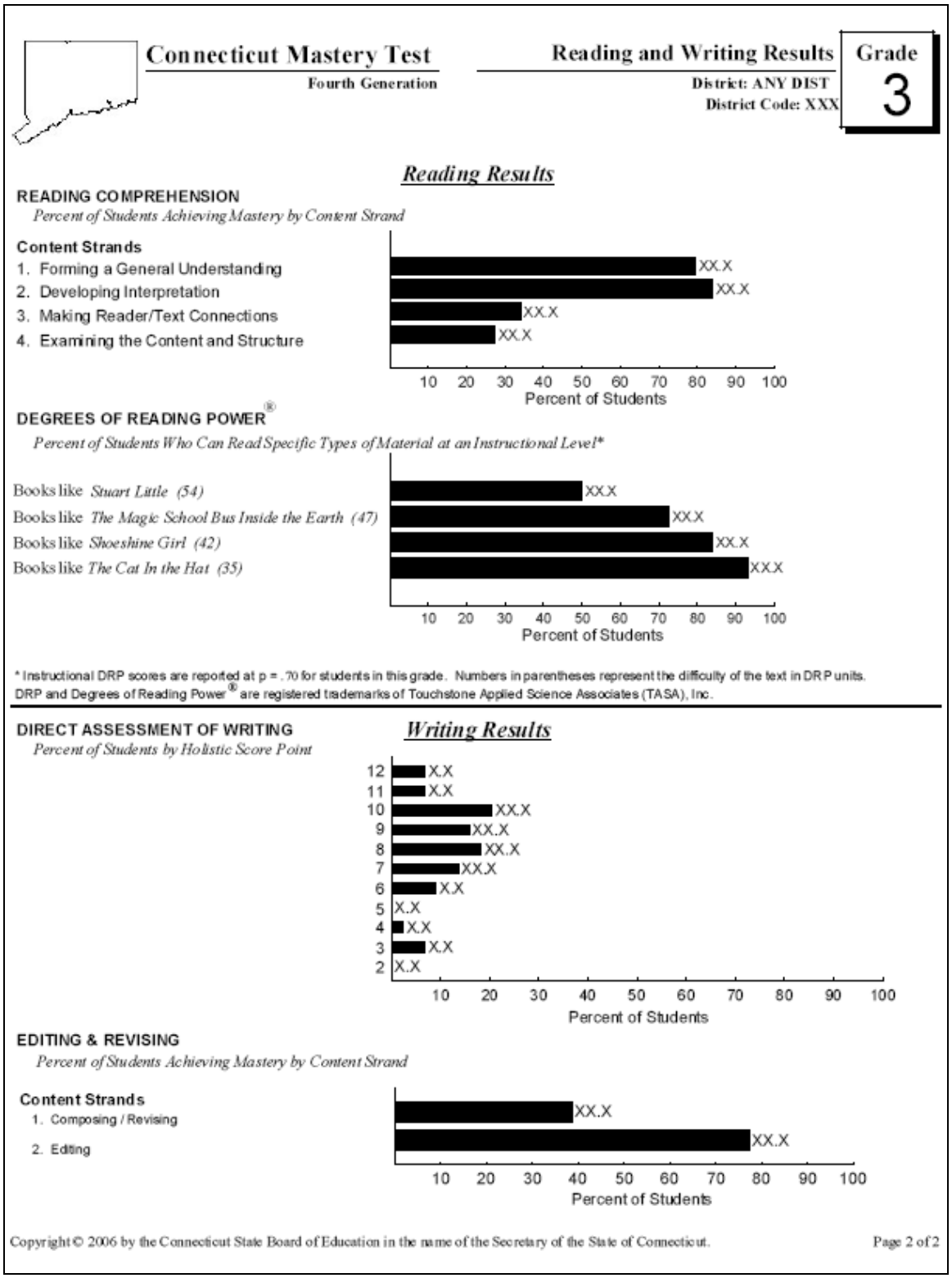
Sample of the Reading and Writing Results Report



Connecticut Mastery Test
Fourth Generation

Reading and Writing Results
District: ANY DIST
District Code: XXX

Grade 3

Reading Results

READING COMPREHENSION
Percent of Students Achieving Mastery by Content Strand

Content Strands
1. Forming a General Understanding
2. Developing Interpretation
3. Making Reader/Text Connections
4. Examining the Content and Structure

DEGREES OF READING POWER®
*Percent of Students Who Can Read Specific Types of Material at an Instructional Level**

Books like *Stuart Little (54)*
Books like *The Magic School Bus Inside the Earth (47)*
Books like *Shoeshine Girl (42)*
Books like *The Cat In the Hat (35)*

* Instructional DRP scores are reported at p = .70 for students in this grade. Numbers in parentheses represent the difficulty of the text in DRP units.
DRP and Degrees of Reading Power® are registered trademarks of Touchstone Applied Science Associates (TASA), Inc.

Writing Results

DIRECT ASSESSMENT OF WRITING
Percent of Students by Holistic Score Point

EDITING & REVISING
Percent of Students Achieving Mastery by Content Strand

Content Strands
1. Composing / Revising
2. Editing

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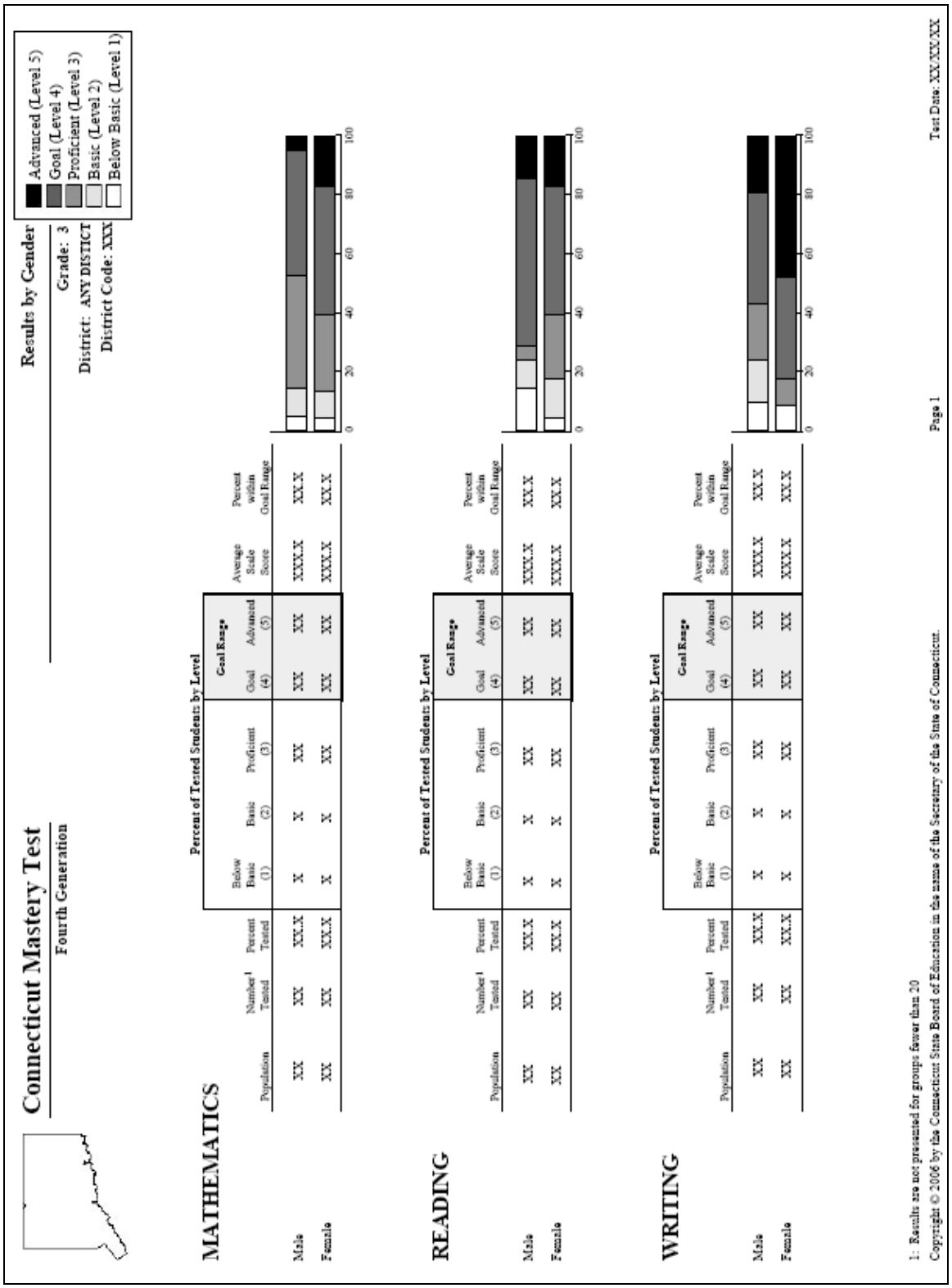
Page 2 of 2

Results by Gender, Race/Ethnicity, Lunch Status, Special Education Status, and English Language Learner

This report provides a performance summary of the various subgroups, i.e., gender, race/ethnicity, lunch status, special education status and English Language Learner. Each subgroup report summarizes the population, number/percent tested, results by performance level, the average scale score and the percent within goal range. For example, the performance summary of males is reported in comparison to the performance summary of females.

A sample of the Results by Gender report may be found on page 80.

Sample Report for District Results by Gender



Connecticut Mastery Test

Fourth Generation

Results by Gender

Grade: 3

District: ANY DISTICT

District Code: XXX

Advanced (Level 5)
Goal (Level 4)
Proficient (Level 3)
Basic (Level 2)
Below Basic (Level 1)

MATHEMATICS

	Population	Number[1] Tested	Percent Tested	Percent of Tested Students by Level: Below Basic (1)	Basic (2)	Proficient (3)	Goal Range: Goal (4)	Advanced (5)	Average Scale Score	Percent within Goal Range
Male	XX	XX	XX.X	X	X	XX	XX	XX	XXX.X	XX.X
Female	XX	XX	XX.X	X	X	XX	XX	XX	XXX.X	XX.X

READING

	Population	Number[1] Tested	Percent Tested	Percent of Tested Students by Level: Below Basic (1)	Basic (2)	Proficient (3)	Goal Range: Goal (4)	Advanced (5)	Average Scale Score	Percent within Goal Range
Male	XX	XX	XX.X	X	X	XX	XX	XX	XXX.X	XX.X
Female	XX	XX	XX.X	X	X	XX	XX	XX	XXX.X	XX.X

WRITING

	Population	Number[1] Tested	Percent Tested	Percent of Tested Students by Level: Below Basic (1)	Basic (2)	Proficient (3)	Goal Range: Goal (4)	Advanced (5)	Average Scale Score	Percent within Goal Range
Male	XX	XX	XX.X	X	X	XX	XX	XX	XXX.X	XX.X
Female	XX	XX	XX.X	X	X	XX	XX	XX	XXX.X	XX.X

1: Results are not presented for groups fewer than 20

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Page 1

Test Date: XX/XX/XX

DISTRIBUTION OF SCORE REPORTS

	Parent	School	District
Individual Student	1	1	
Student Informational Folder (Regular and Checklist)	1		
CMT Skills Checklist Profile**	1	1	
CMT Skills Checklist Roster**		1	1
School Diagnostic—Mathematics		2	1
School Diagnostic—Language Arts		2	1
District by School—Mathematics			2
District by School—Language Arts			2
Student Label		1	
School Roster Report		2	1
District Roster Report			3
School by Level Report		2	1
Overall Summary			3
Mathematics Results			2
Reading and Writing Results			2
Results by Gender			3
Results by Race/Ethnicity			3
Results by Special Education Status			3
Results by Lunch Status			3
Results by English Language Learner			3
Interpretive Guide		2	1

**Private Special Education Facilities will also be receiving student profiles and school rosters.