

# Connecticut Mastery Test

FOURTH GENERATION

Connecticut State Board of Education

## 2007 Interpretive Guide



Copyright © 2007 by the Connecticut State Board of Education  
in the name of the Secretary of the State of Connecticut.

# Table of Contents

<b>PURPOSE OF THE INTERPRETIVE GUIDE</b> .....	1
<b>THE TESTS</b> .....	2
<b>GRADE 3</b> .....	2
<b>GRADE 4</b> .....	4
<b>GRADE 5</b> .....	6
<b>GRADE 6</b> .....	8
<b>GRADE 7</b> .....	10
<b>GRADE 8</b> .....	12
<b>ASSESSING STUDENTS RECEIVING SPECIAL EDUCATION SERVICES</b> ....	14
<b>ASSESSING ENGLISH LANGUAGE LEARNER (ELL) STUDENTS</b> .....	14
<b>THE SCORES</b> .....	15
<b>MASTERY CRITERIA</b> .....	17
<b>GOAL RANGE FOR THE CMT – 4</b> .....	18
<b>STANDARDS BY PERFORMANCE LEVEL</b> .....	18
<b>THE CUSTOMIZED MESSAGES/PERFORMANCE LEVEL DESCRIPTORS</b> ..	19
<b>UNDERSTANDING THE SCALE SCORES FOR MATHEMATICS</b> .....	20
<b>GRADE 3</b> .....	20
<b>GRADE 4</b> .....	21
<b>GRADE 5</b> .....	22
<b>GRADE 6</b> .....	23
<b>GRADE 7</b> .....	24
<b>GRADE 8</b> .....	25
<b>UNDERSTANDING THE SCALE SCORES FOR READING</b> .....	26
<b>GRADE 3</b> .....	26
<b>GRADE 4</b> .....	27
<b>GRADE 5</b> .....	28
<b>GRADE 6</b> .....	29
<b>GRADE 7</b> .....	30
<b>GRADE 8</b> .....	31
<b>UNDERSTANDING THE DRP UNIT SCORES</b> .....	32
<b>GRADE 3</b> .....	32
<b>GRADE 4</b> .....	32
<b>GRADE 5</b> .....	33
<b>GRADE 6</b> .....	33

GRADE 7 .....	34
GRADE 8 .....	34
<b>UNDERSTANDING THE SCALE SCORES FOR WRITING .....</b>	<b>35</b>
GRADE 3 .....	35
GRADE 4 .....	36
GRADE 5 .....	37
GRADE 6 .....	38
GRADE 7 .....	39
GRADE 8 .....	40
<b>UNDERSTANDING THE HOLISTIC SCORES FOR THE DIRECT ASSESSMENT OF WRITING.....</b>	<b>41</b>
GRADES 3 AND 4 .....	41
GRADES 5 AND 6 .....	42
GRADES 7 AND 8 .....	43
<b>THE REPORTS .....</b>	<b>44</b>
<b>INDIVIDUAL STUDENT REPORT AND STUDENT FOLDER .....</b>	<b>45</b>
SAMPLE OF AN INDIVIDUAL STUDENT REPORT – PAGE 1.....	46
SAMPLE OF AN INDIVIDUAL STUDENT REPORT – PAGE 2.....	47
<b>CMT SKILLS CHECKLIST PROFILE AND CHECKLIST STUDENT FOLDER.</b>	<b>48</b>
SAMPLE OF THE SKILLS CHECKLIST PROFILE – PAGE 1.....	49
SAMPLE OF THE SKILLS CHECKLIST PROFILE – PAGE 2.....	50
SAMPLE OF THE SKILLS CHECKLIST PROFILE – PAGE 3.....	51
SAMPLE OF THE SKILLS CHECKLIST PROFILE – PAGE 4.....	52
SAMPLE OF THE SKILLS CHECKLIST PROFILE – PAGE 5.....	53
SAMPLE OF THE SKILLS CHECKLIST PROFILE – PAGE 6.....	54
SAMPLE OF THE SKILLS CHECKLIST PROFILE – PAGE 7.....	55
SAMPLE OF THE SKILLS CHECKLIST PROFILE – PAGE 8.....	56
<b>SCHOOL DIAGNOSTIC REPORT .....</b>	<b>57</b>
MATHEMATICS.....	57
LANGUAGE ARTS.....	57
SAMPLE OF THE SCHOOL DIAGNOSTIC REPORT – MATHEMATICS BY STUDENTS.....	59
SAMPLE OF SCHOOL DIAGNOSTIC REPORT – MATHEMATICS BY SCHOOL AND DISTRICT..	60
SAMPLE OF THE SCHOOL DIAGNOSTIC REPORT – LANGUAGE ARTS BY STUDENTS .....	61
SAMPLE OF THE SCHOOL DIAGNOSTIC REPORT – LANGUAGE ARTS BY SCHOOL AND DISTRICT.....	62
<b>DISTRICT BY SCHOOL REPORT .....</b>	<b>63</b>
MATHEMATICS.....	63
LANGUAGE ARTS.....	63

*SAMPLE OF THE DISTRICT BY SCHOOL REPORT – MATHEMATICS*..... 64  
*SAMPLE OF THE DISTRICT BY SCHOOL REPORT – LANGUAGE ARTS* ..... 65  
**STUDENT LABEL** ..... 66  
*SAMPLE OF STUDENT LABELS* ..... 67  
**OVERALL SUMMARY** ..... 68  
*SAMPLE OF THE SUMMARY REPORT – STATEWIDE* ..... 69  
**SCHOOL BY LEVEL REPORT** ..... 70  
*SAMPLE OF THE SCHOOL BY LEVEL REPORT – MATHEMATICS*..... 71  
*SAMPLE OF THE SCHOOL BY LEVEL REPORT – READING* ..... 72  
*SAMPLE OF THE SCHOOL BY LEVEL REPORT – WRITING*..... 73  
**SCHOOL ROSTER REPORT** ..... 74  
*SAMPLE OF THE SCHOOL ROSTER REPORT*..... 75  
**MATHEMATICS RESULTS/READING AND WRITING RESULTS REPORT** ... 76  
*SAMPLE OF THE MATHEMATICS RESULTS REPORT* ..... 77  
*SAMPLE OF THE READING AND WRITING RESULTS REPORT*..... 78  
**RESULTS BY GENDER, RACE/ETHNICITY, LUNCH STATUS, SPECIAL  
EDUCATION STATUS, AND ENGLISH LANGUAGE LEARNER** ..... 79  
*SAMPLE REPORT FOR DISTRICT RESULTS BY GENDER* ..... 80  
**DISTRIBUTION OF SCORE REPORTS** ..... 81



## **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 2007 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, Student Assessment Office, at 860-713-6860. General information about the CMT may be found at the CSDE web site, [www.state.ct.us/sde](http://www.state.ct.us/sde); choose the *Student Assessment* 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.

*DRP and Degrees of Reading Power® are registered trademarks of Questar Assessments, Inc. (formerly Touchstone Applied Science Associates, Inc. [TASA])*

**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.

*DRP and Degrees of Reading Power® are registered trademarks of Questar Assessments, Inc. (formerly Touchstone Applied Science Associates, Inc. [TASA])*

## **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.

*DRP and Degrees of Reading Power® are registered trademarks of Questar Assessments, Inc. (formerly Touchstone Applied Science Associates, Inc. [TASA])*

## **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.

*DRP and Degrees of Reading Power® are registered trademarks of Questar Assessments, Inc. (formerly Touchstone Applied Science Associates, Inc. [TASA])*

## **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.

*DRP and Degrees of Reading Power® are registered trademarks of Questar Assessments, Inc. (formerly Touchstone Applied Science Associates, Inc. [TASA])*

**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.

*DRP and Degrees of Reading Power® are registered trademarks of Questar Assessments, Inc. (formerly Touchstone Applied Science Associates, Inc. [TASA])*

## **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 – Eleventh 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 – Eleventh 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 based on the Connecticut curriculum frameworks 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 addition 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 to 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

## ***CMT Interpretive Guide***

---

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 Bulletin* available on the CSDE website.

The Connecticut State Board of Education approved four standards for the areas of mathematics, reading, and writing in June 2006. Student performance can be categorized into one of five levels: 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
<b>Mathematics<sup>1</sup></b>	3 of 4 points					
	4 of 6					
	6 of 8					
				7 of 10	7 of 10	7 of 10
						8 of 12
<b>Editing &amp; Revising</b>						
Composing/Revising	12 of 16	12 of 16	13 of 18	13 of 18	15 of 20	15 of 20
Editing	12 of 16	12 of 16	13 of 18	13 of 18	15 of 20	15 of 20
<b>Reading Comprehension</b>						
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				
Making Reader/Text Connections	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

<sup>1</sup>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
<b>Mathematics</b>						
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
<b>Reading</b>						
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
<b>Writing</b>						
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 characteristics of students who score at a particular performance level.

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

<b>Scale Score</b>	<b>Performance Level Literals</b>
288 or above 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**

<b>Scale Score</b>	<b>Performance Level Literals</b>
290 or above 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

<b>Scale Score</b>	<b>Performance Level Literals</b>
293 or above 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**

<b>Scale Score</b>	<b>Performance Level Literals</b>
285 or above 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

<b>Scale Score</b>	<b>Performance Level Literals</b>
290 or above 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**

<b>Scale Score</b>	<b>Performance Level Literals</b>
287 or above 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.

<b>Scale Score</b>	<b>Performance Level Literals</b>
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 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.
201 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.

<b>Scale Score</b>	<b>Performance Level Literals</b>
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.

<b>Scale Score</b>	<b>Performance Level Literals</b>
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.

<b>Scale Score</b>	<b>Performance Level Literals</b>
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.

<b>Scale Score</b>	<b>Performance Level Literals</b>
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.

<b>Scale Score</b>	<b>Performance Level Literals</b>
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.

<b>DRP Unit Score*</b>	<b>Descriptors</b>
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.

<b>DRP Unit Score*</b>	<b>Descriptors</b>
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.

<b>DRP Unit Score*</b>	<b>Descriptors</b>
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.

<b>DRP Unit Score*</b>	<b>Descriptors</b>
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.

<b>DRP Unit Score*</b>	<b>Descriptors</b>
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.

<b>DRP Unit Score*</b>	<b>Descriptors</b>
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.

<b>Scale Score</b>	<b>Performance Level Literals</b>
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.

<b>Scale Score</b>	<b>Performance Level Literals</b>
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.

<b>Scale Score</b>	<b>Performance Level Literals</b>
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.

<b>Scale Score</b>	<b>Performance Level Literals</b>
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.

<b>Scale Score</b>	<b>Performance Level Literals</b>
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.

<b>Holistic Score</b>	<b>Descriptors</b>
11 – 12	Generally, students who score at this level produce fluent, well-developed narratives with expansion on all key ideas. 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 ideas. 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 ideas. 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 may 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.

<b>Holistic Score</b>	<b>Descriptors</b>
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 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.

<b>Holistic Score</b>	<b>Descriptors</b>
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 are 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 Results* (see page [46](#)), 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  
 Date of Birth: XX/XX/XXXX  
 SASID: XXXXXXXXXXXX  
 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**  
**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**  
**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



## **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 and a copy of the grade appropriate CMT Skills Checklist.



**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		0	1	2
A.1.1 Make one prediction related to the text		♦		B.7.1 Indicate the theme of the text without choices	♦		
A.1.2 Generate related questions based on text features		♦		B.7.2 Select the theme of the text from three choices	♦		
A.1.3 What is known about text based on text features		♦		B.7.3 Select main idea of the text from three choices	♦		
A.2.1 Use strategies to adjust comprehension	♦			C.8.1 Provide appropriate missing word in sentence		♦	
A.2.2 Use strategies to monitor comprehension	♦			C.8.2 Decode ten(+) words with common phonograms			♦
A.2.3 Indicate when he/she does not understand the text			♦	C.8.3 Demonstrate use of picture clues		♦	
A.3.1 Use at least four key text details in a summary	♦			C.9.1 Read a short sentence with the sight word in it			♦
A.3.2 Use three key text details in a summary	♦			C.9.2 Match word to picture			♦
A.3.3 Use a beginning and an ending detail in a summary	♦			C.9.3 Match word to word			♦
A.4.1 Give one(+) details to support a given conclusion	♦			C.10.1 Complete sentence from three word choices		♦	
A.4.2 Provide a conclusion related to the text	♦			C.10.2 Categorize words by content-related topic/theme		♦	
A.4.3 Given three choices, select conclusion to the text	♦			C.10.3 Match content-related word to picture		♦	
B.5.1 Ask/answer one or more questions about content	♦			D.11.1 Make positive comment about other student's ideas	♦		
B.5.2 Answer two or more questions related to content	♦			D.11.2 Positively acknowledge another student's ideas	♦		
B.5.3 Answer a question related to content	♦			D.11.3 Demonstrate active listening/attending skills			♦
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	♦						

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

0 = does not demonstrate skill	B = Blank Response
1 = demonstrates inconsistently or only with support	M = Multiple Marks
2 = demonstrates independently and consistently	

**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		0	1	2
A.1.1 Select one example that shows text is non-fiction	+			C.6.1 Select similarity between texts from three choices	+		
A.1.2 Select non-fiction text example from three choices	+			C.6.2 Select difference between texts from three choices	+		
A.1.3 Identify if a text is real or make-believe	+			C.6.3 Select common theme/idea/issue; three choices	+		
A.2.1 Identify two or more interesting features of text	+			D.7.1 Indicate author's feeling on topic with one detail	+		
A.2.2 Identify one interesting feature of the text	+			D.7.2 Indicate one feeling of author about topic of text	+		
A.2.3 Select a book of interest to read/listen to/view			+	D.7.3 Pick how author feels on topic from three choices	+		
B.3.1 Share two(+) feelings/thoughts about text; support	+			D.8.1 Identify experience of author;make text connection	+		
B.3.2 Share one feeling or thought about text; support	+			D.8.2 Identify an experience the author might have had	+		
B.3.3 Share one feeling or thought based on the text	+			D.8.3 Select experience of author from three choices	+		
B.4.1 Make judgment about text;give a detail as evidence	+			D.9.1 How life experience affects interpretation of text	+		
B.4.2 Select judgment about the text from three choices	+			D.9.2 Identify aspect of text student has experienced	+		
B.4.3 Agree/disagree with teacher-directed judgment	+			D.9.3 Select personal life experience from three choices	+		
C.5.1 Connect one character's experience to real world	+			D.10.1 Provide a text example of author's technique	+		
C.5.2 Identify one experience of a character from text		+		D.10.2 Select author's technique from three choices	+		
C.5.3 Determine if a character's experience could happen	+			D.10.3 Select author's message from three choices	+		

Score STUDENT 1's  
 Range Score

Exploring and Responding to Literature 0 - 60 X

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

B = Blank Response  
 M = Multiple Marks







**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**

- 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

0	1	2
		+
		+
		+
		+
		+
		+
		+
		+
		+
		+
		+
		+
		+
		+
		+

**Expressive Communication**

- 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

0	1	2
		+
		+
		+
		+
		+
		+
		+
		+
		+
		+
		+
		+

	<b>Score</b>	<b>STUDENT 1's</b>
	<b>Range</b>	<b>Score</b>
Receptive Communication	0 - 28	XX

	<b>Score</b>	<b>STUDENT 1's</b>
	<b>Range</b>	<b>Score</b>
Expressive Communication	0 - 22	XX

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

B = Blank Response  
 M = Multiple Marks

**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**

- 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

0	1	2
		+
		+
		+
		+
		+
		+
		+
		+
		+
		+
		+

**Basic Literacy**

- 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

0	1	2
		+
		+
		+
		+
		+
		+
		+
		+

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

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

**Spatial Relationships**

- 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

0	1	2
		+
		+
		+
		+
		+
		+

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

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

B = Blank Response  
 M = Multiple Marks

## **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:** On this report, 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).

## ***CMT Interpretive Guide***

---

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:** On this report, 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

		Scores by Content Strand										Total Mathematics												
		Numerical and Proportional Reasoning					Geometry & Measurement					Working with Data		Algebraic Reasoning	Integrated Under-standings	RAW SCORE	SCALE SCORE	TOTAL NUMBER OF CONTENT STRANDS	MASTERS	LEVEL				
		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	MASTERS	LEVEL
Mastery Criteria (Number Correct/Number Possible)		4/6	4/6	4/6	6/6	4/6	4/6	4/6	3/4	3/4	4/6	4/6	4/6	4/6	6/6STU3/4	4/6	4/6	4/6	4/6	X	X	X	X	X
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 A = About for One or More Subjects SC = Skills Checklist  
 \* = Indicates Within Goal Range B = Blank for One or More Subjects ME = Medical Exemption

Sample of School Diagnostic Report – Mathematics by School and District

 <p><b>Connecticut Mastery Test</b>                  Fourth Generation  <b>Diagnostic Report</b>                  Mathematics                  School: XX - ANY SCHOOL                  Grade: 3                  Total Student Population: XX</p>	Number & Percent of Students Mastering Each Content Strand										Total Mathematics												
	Numerical and Proportional Reasoning										Algebraic Reasoning					Integrated Under-standings							
	Place Value	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)	Percent of Students Within Level	#% AT/ABOVE PROFICIENT LEVEL	#% WITHIN THE GOAL RANGE
	4/6 4/6	4/6 4/6	6/8 4/6	4/6 4/6	4/6 4/6	4/6 4/6	4/6 4/6	4/6 4/6	4/6 4/6	4/6 4/6	4/6 4/6	4/6 4/6	6/8 3/4	4/6 4/6	4/6 4/6	4/6 4/6	4/6 4/6	XXX	XXX	XXX	BELOW BASIC (LEVEL 1): 186 or Below	XXX	XXX
	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	XX XX	XX XX	XX XX	XX XX	XXX	XXX	XXX	BASIC (LEVEL 2): 187-209	XXX	XXX
	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	XX XX	XX XX	XX XX	XX XX	XXX	XXX	XXX	PROFICIENT (LEVEL 3): 210-241	XXX	XXX
	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	XX XX	XX XX	XX XX	XX XX	XXX	XXX	XXX	GOAL (LEVEL 4): 242-287	XXX	XXX
	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	XX XX	XX XX	XX XX	XX XX	XXX	XXX	XXX	ADVANCED (LEVEL 5): 288 or Above	XXX	XXX
	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	XX XX	XX XX	XX XX	XX XX	XXX	XXX	XXX	GOAL RANGE	XXX	XXX
	44	Number of Students Tested																					
#	Mastery Criteria (Number Correct/Number Possible)																						
%	School																						
#	District																						
%	District																						

Sample of the School Diagnostic Report – Language Arts by Students

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

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



## **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](#).





## **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, ELL Exempt, 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.

Samples of student labels are found on page [67](#).

**Sample of Student Labels**

Example of a Typical Student Label:

<b>CONNECTICUT MASTERY TEST</b> Fourth Generation	<b>Total Mathematics Scale Score (range 100-400)</b> Mathematics - content strands mastered	<b>XXX*</b> XX of XX
ANY STUDENT	<b>Total Reading Scale Score (range 100-400)</b> Degrees of Reading Power <sup>®</sup> (DRP) (range 14 to 98) Reading Comprehension - content strands mastered	<b>XXX*</b> XX X of X
Grade: 4	<b>Total Writing Scale Score (range 100-400)</b> Direct Assessment of Writing (range 2-12) Editing & Revising - content strands mastered	<b>XXX*</b> XX X of X
Test Date: XX/XX/XX DOB: XX/XX/XXXX SASID: XXXXXXXXXXXX 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                                        EXEMPT = ELL Exempt * = Within Goal Range	

Example of a Student Label for ELL Exempt with Valid Score:

<b>CONNECTICUT MASTERY TEST</b> Fourth Generation	<b>Total Mathematics Scale Score (range 100-400)</b> Mathematics - content strands mastered	<b>XXX*</b> XX of XX
ANY STUDENT	<b>Total Reading Scale Score (range 100-400)</b> Degrees of Reading Power <sup>®</sup> (DRP) (range 14 to 98) Reading Comprehension - content strands mastered	<b>XXX†</b> XX X of X
Grade: 4	<b>Total Writing Scale Score (range 100-400)</b> Direct Assessment of Writing (range 2-12) Editing & Revising - content strands mastered	<b>XXX†</b> XX X of X
Test Date: XX/XX/XX DOB: XX/XX/XXXX SASID: XXXXXXXXXXXX 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                                        EXEMPT = ELL Exempt * = Within Goal Range                                        † = ELL Exempt With Valid Score	

Example of a Student Label for Skills Checklist (SC):

<b>CONNECTICUT MASTERY TEST</b> Fourth Generation	<b>Total Mathematics Scale Score (range 100-400)</b> Mathematics - content strands mastered	SC SC SC
ANY STUDENT	<b>Total Reading Scale Score (range 100-400)</b> Degrees of Reading Power <sup>®</sup> (DRP) (range 14 to 98) Reading Comprehension - content strands mastered	SC SC SC
Grade: 4	<b>Total Writing Scale Score (range 100-400)</b> 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: XXXXXXXXXXXX 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                                        EXEMPT = ELL Exempt * = Within Goal Range	

## **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 Level*. The percent of students scoring at/above goal level and at/above proficient level are stated below each graph.

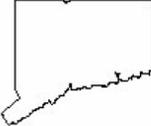
The *Assessment Participation* sections list the total number and percentage of students who received valid scores on the Standard CMT for Mathematics, Reading, and Writing. The number and percent of students who took the Skills Checklist, the number and percent of ELL exempt students, the number and 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**

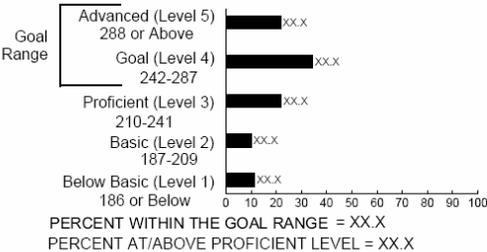
**Standard CMT Score Summary**

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 WITHIN THE GOAL RANGE = XX.X  
PERCENT AT/ABOVE PROFICIENT LEVEL = XX.X

---

**Reading**

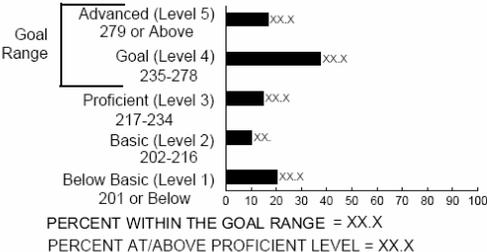
**Standard CMT Score Summary**

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 WITHIN THE GOAL RANGE = XX.X  
PERCENT AT/ABOVE PROFICIENT LEVEL = XX.X

---

**Writing**

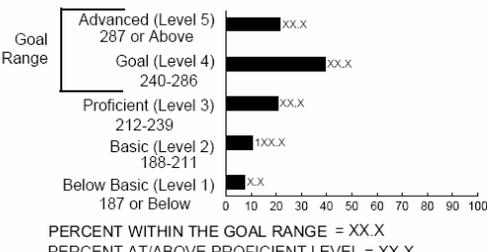
**Standard CMT Score Summary**

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 WITHIN THE GOAL RANGE = XX.X  
PERCENT AT/ABOVE PROFICIENT LEVEL = XX.X

---

	Students Within the Goal Range 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.

Copyright © 2007 by the Connecticut State Board of Education in the name of the Secretary of the State of Connecticut. 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

**Grade**  
**3**

**Connecticut Mastery Test**  
Fourth Generation



**MATHEMATICS**

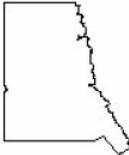
School: XX-ANY SCHOOL  
District: XXX-ANY DISTRICT  
Total Student Population: XXX  
Number of Students Tested: XXXX  
Number of Students At/Above Proficient Level: XX  
Number of Students Within the Goal Range: XX

<b>Advanced Level 5</b> Score Range: 288 or Above X Students	ANY STUDENT 1	ANY STUDENT 2	ANY STUDENT 3	ANY STUDENT 4
	ANY STUDENT 5	ANY STUDENT 6	ANY STUDENT 7	ANY STUDENT 8
<b>Goal Level 4</b> Score Range: 242-287 XX Students	ANY STUDENT 9	ANY STUDENT 10	ANY STUDENT 11	ANY STUDENT 12
	ANY STUDENT 13	ANY STUDENT 14	ANY STUDENT 15	ANY STUDENT 16
	ANY STUDENT 17	ANY STUDENT 18	ANY STUDENT 19	ANY STUDENT 20
	ANY STUDENT 21	ANY STUDENT 22	ANY STUDENT 23	ANY STUDENT 24
	ANY STUDENT 25	ANY STUDENT 26	ANY STUDENT 27	ANY STUDENT 28
	ANY STUDENT 29	ANY STUDENT 30	ANY STUDENT 31	ANY STUDENT 32
<b>Proficient Level 3</b> Score Range: 210-241 XX Students	ANY STUDENT 33	ANY STUDENT 34	ANY STUDENT 35	ANY STUDENT 36
	ANY STUDENT 37	ANY STUDENT 38	ANY STUDENT 39	ANY STUDENT 40
	ANY STUDENT 41	ANY STUDENT 42	ANY STUDENT 43	ANY STUDENT 44
	ANY STUDENT 45	ANY STUDENT 46	ANY STUDENT 47	ANY STUDENT 48
<b>Basic Level 2</b> Score Range: 187-209 X Students				
<b>Below Basic Level 1</b> 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  
Copyright © 2007 by the Connecticut State Board of Education in the name of the Secretary of the State of Connecticut

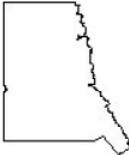
Sample of the School by Level Report – Reading

		<b>Connecticut Mastery Test</b> Fourth Generation		<b>READING</b>		<div style="border: 2px solid black; padding: 5px; display: inline-block;"> <b>Grade</b>  <span style="font-size: 2em; font-weight: bold;">3</span> </div>		
School: XX-ANY SCHOOL District: XXX-ANY DISTRICT Total Student Population: XXX Number of Students Tested: XXXX Number of Students At/Above Proficient Level: XX Number of Students Within the Goal Range: XX								
<b>Advanced Level 5</b> Score Range: 279 or Above X Students	ANY STUDENT 1	ANY STUDENT 2	ANY STUDENT 3	ANY STUDENT 4	ANY STUDENT 5	ANY STUDENT 6	ANY STUDENT 7	ANY STUDENT 8
	ANY STUDENT 9	ANY STUDENT 10	ANY STUDENT 11	ANY STUDENT 12	ANY STUDENT 13	ANY STUDENT 14	ANY STUDENT 15	ANY STUDENT 16
	ANY STUDENT 17	ANY STUDENT 18	ANY STUDENT 19	ANY STUDENT 20	ANY STUDENT 21	ANY STUDENT 22	ANY STUDENT 23	ANY STUDENT 24
	ANY STUDENT 25	ANY STUDENT 26	ANY STUDENT 27	ANY STUDENT 28	ANY STUDENT 29	ANY STUDENT 30	ANY STUDENT 31	ANY STUDENT 32
	ANY STUDENT 33	ANY STUDENT 34	ANY STUDENT 35	ANY STUDENT 36	ANY STUDENT 37	ANY STUDENT 38	ANY STUDENT 39	ANY STUDENT 40
<b>Proficient Level 3</b> Score Range: 217-234 X Students	ANY STUDENT 41	ANY STUDENT 42	ANY STUDENT 43	ANY STUDENT 44	ANY STUDENT 45	ANY STUDENT 46	ANY STUDENT 47	ANY STUDENT 48
	ANY STUDENT 49	ANY STUDENT 50	ANY STUDENT 51	ANY STUDENT 52	ANY STUDENT 53	ANY STUDENT 54	ANY STUDENT 55	ANY STUDENT 56
<b>Basic Level 2</b> Score Range: 202-216 X Students	ANY STUDENT 57	ANY STUDENT 58	ANY STUDENT 59	ANY STUDENT 60	ANY STUDENT 61	ANY STUDENT 62	ANY STUDENT 63	ANY STUDENT 64
	ANY STUDENT 65	ANY STUDENT 66	ANY STUDENT 67	ANY STUDENT 68	ANY STUDENT 69	ANY STUDENT 70	ANY STUDENT 71	ANY STUDENT 72
<b>Below Basic Level 1</b> Score Range: 201 or Below X Students	ANY STUDENT 73	ANY STUDENT 74	ANY STUDENT 75	ANY STUDENT 76	ANY STUDENT 77	ANY STUDENT 78	ANY STUDENT 79	ANY STUDENT 80
	ANY STUDENT 81	ANY STUDENT 82	ANY STUDENT 83	ANY STUDENT 84	ANY STUDENT 85	ANY STUDENT 86	ANY STUDENT 87	ANY STUDENT 88

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  
 Copyright © 2007 by the Connecticut State Board of Education in the name of the Secretary of the State of Connecticut

Sample of the School by Level Report – Writing

		<b>Connecticut Mastery Test</b> Fourth Generation		<b>WRITING</b>		<div style="border: 2px solid black; padding: 5px; display: inline-block;">                     Grade  <span style="font-size: 2em; font-weight: bold;">3</span> </div>	
		School: XX-ANY SCHOOL District: XXX-ANY DISTRICT Total Student Population: XXX Number of Students Tested: XXXX Number of Students At/Above Proficient Level: XX Number of Students Within the Goal Range: XX					
<b>Advanced</b> Level 5 Score Range: 287 or Above XX Students	ANY STUDENT 1	ANY STUDENT 2	ANY STUDENT 3	ANY STUDENT 4	ANY STUDENT 5	ANY STUDENT 6	ANY STUDENT 7
	ANY STUDENT 5	ANY STUDENT 6	ANY STUDENT 7	ANY STUDENT 8	ANY STUDENT 9	ANY STUDENT 10	ANY STUDENT 11
	ANY STUDENT 9	ANY STUDENT 10	ANY STUDENT 11	ANY STUDENT 12	ANY STUDENT 13	ANY STUDENT 14	ANY STUDENT 15
	ANY STUDENT 16	ANY STUDENT 17	ANY STUDENT 18	ANY STUDENT 19	ANY STUDENT 20	ANY STUDENT 21	ANY STUDENT 22
	ANY STUDENT 24	ANY STUDENT 25	ANY STUDENT 26	ANY STUDENT 27	ANY STUDENT 28	ANY STUDENT 29	ANY STUDENT 30
<b>Proficient</b> Level 3 Score Range: 212-239 X Students	ANY STUDENT 32	ANY STUDENT 33	ANY STUDENT 34	ANY STUDENT 35	ANY STUDENT 36	ANY STUDENT 37	
	ANY STUDENT 38	ANY STUDENT 39	ANY STUDENT 40				
<b>Basic</b> Level 2 Score Range: 188-211 X Students	ANY STUDENT 41	ANY STUDENT 42	ANY STUDENT 43	ANY STUDENT 44			
	ANY STUDENT 45	ANY STUDENT 46	ANY STUDENT 47	ANY STUDENT 48	ANY STUDENT 49	ANY STUDENT 50	
<b>Below Basic</b> Level 1 Score Range: 187 or Below X Students							

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

## **SCHOOL ROSTER REPORT**

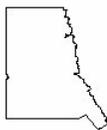
The School Roster Report provides a list of the students in the school and their scores on each of the sub-tests in the CMT. A separate District Roster Report is issued for each district that participates in the CMT.

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

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

**School Roster - Grade 3**

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

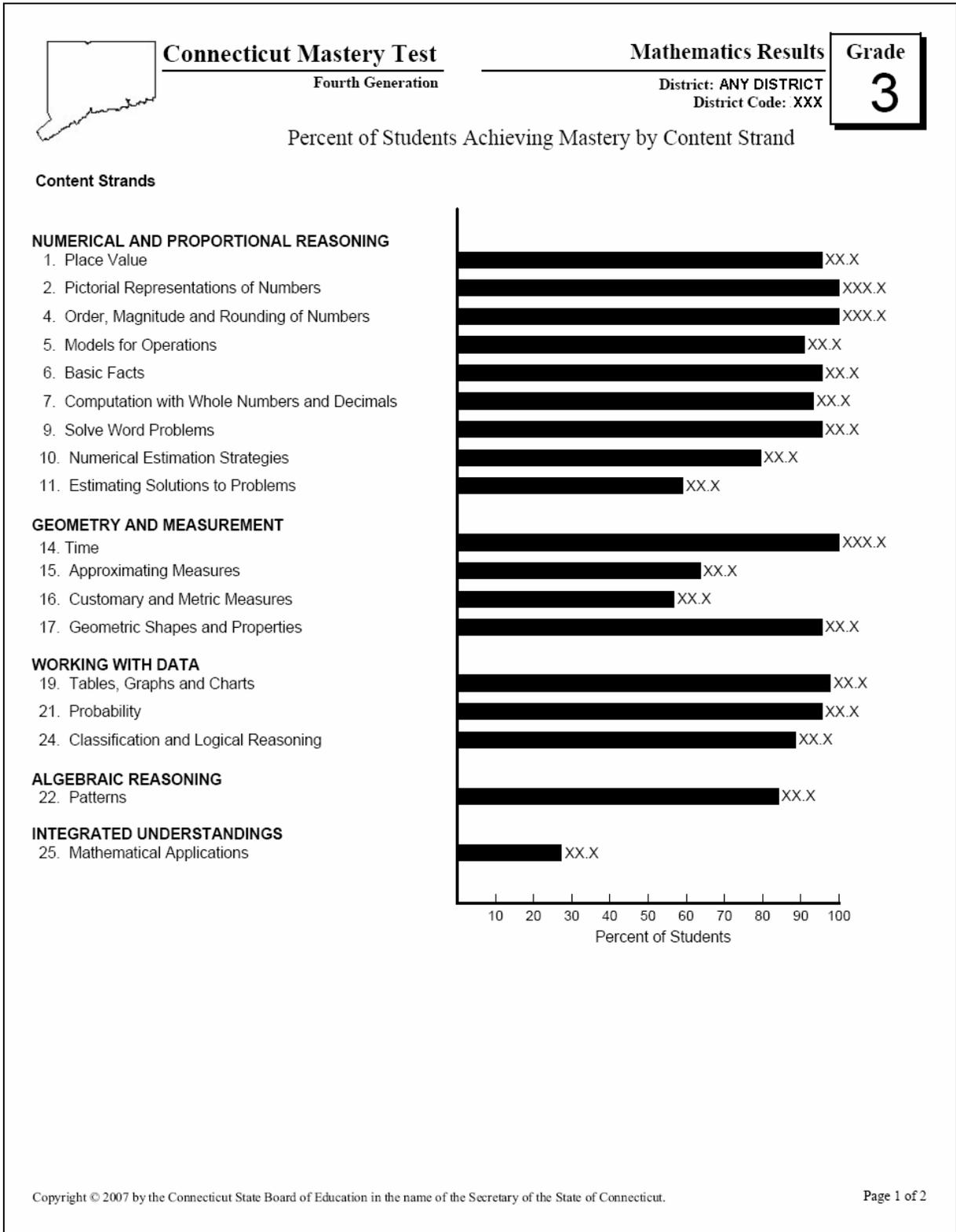
BLANK = Blank for One or More Subtests  
 ABSENT = Absent for One or More Subtests  
 E = ELL Exempt (Performance not included in averages)  
 \* = Within Goal Range  
 ME = Medical Exemption  
 EXEMPT = Exempt from Reading/Writing  
 NS = Not Scorable (Direct Assessment of Writing ONLY)  
 SC = Skills Checklist  
 Copyright © 2007 by the Connecticut State Board of Education in the name of the Secretary of the State of Connecticut  
 Page 1 of 2

## **MATHEMATICS RESULTS/READING AND WRITING RESULTS REPORT**

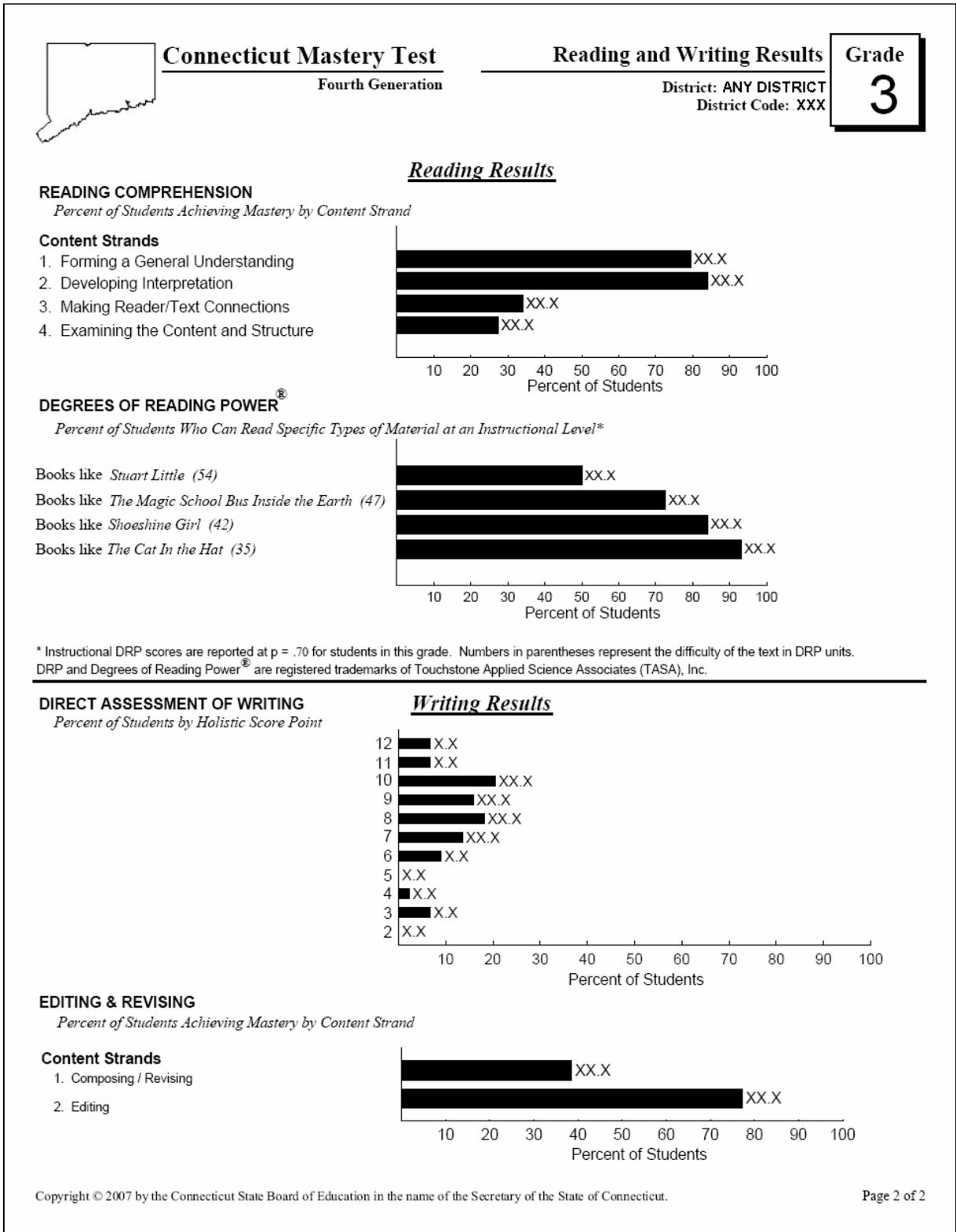
The Mathematics Results report provides a summary of the percent of students achieving mastery by content strand. The Reading and Writing Results report provides a summary of the percent of students achieving mastery by content strand in the Reading Comprehension sub-test and the percent of students 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 & Revising test.

A sample of this report can be found on pages [77](#) and [78](#).

**Sample of the Mathematics Results Report**



Sample of the Reading and Writing Results Report



## **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 DISTRICT  
District Code: XXX



MATHEMATICS

Percent of Tested Students by Level

Population	Number <sup>1</sup> Tested	Percent Tested	Goal Range					Percent Above Proficient Level	Percent Within the Goal Range
			Below Basic (1)	Basic (2)	Proficient (3)	Goal (4)	Advanced (5)		
Male	XX	XX.X	X	X	XX	XX	XXX.X	XX.X	XX.X
Female	XX	XX.X	X	X	XX	XX	XXX.X	XX.X	XX.X



READING

Percent of Tested Students by Level

Population	Number <sup>1</sup> Tested	Percent Tested	Goal Range					Percent Above Proficient Level	Percent Within the Goal Range
			Below Basic (1)	Basic (2)	Proficient (3)	Goal (4)	Advanced (5)		
Male	XX	XX.X	X	X	XX	XX	XXX.X	XX.X	XX.X
Female	XX	XX.X	X	X	XX	XX	XXX.X	XX.X	XX.X



WRITING

Percent of Tested Students by Level

Population	Number <sup>1</sup> Tested	Percent Tested	Goal Range					Percent Above Proficient Level	Percent Within the Goal Range
			Below Basic (1)	Basic (2)	Proficient (3)	Goal (4)	Advanced (5)		
Male	XX	XX.X	X	X	XX	XX	XXX.X	XX.X	XX.X
Female	XX	XX.X	X	X	XX	XX	XXX.X	XX.X	XX.X



1: Results are not presented for groups fewer than 20  
Copyright © 2007 by the Connecticut State Board of Education in the name of the Secretary of the State of Connecticut.

**DISTRIBUTION OF SCORE REPORTS**

	<b>Parent</b>	<b>School</b>	<b>District</b>
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