

CMT

Connecticut Mastery Test Fourth Generation



2012

Interpretive Guide

Connecticut State Board of Education

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PURPOSE OF THE CMT INTERPRETIVE GUIDE

The *Connecticut Mastery Test (CMT) Interpretive Guide* is designed to help students, parents, educators, the general public, and members of the media understand and explain the results of the CMT. This guide provides interpretation rules to consider when analyzing CMT data and information about making valid comparisons of student performance.

Sample paper reports (e.g., Individual Student Report) are included in this guide. A complete list of paper reports provided to each school district is located on page [54](#).

CMT results are also available on the Connecticut CMT Online Reports Web site (www.ctreports.com). The Public Summary Performance Reports site provides school district personnel and the general public access to state, district, and school performance results. The data can be disaggregated by gender, ethnicity/race, free/reduced meal, special education, and English language learner (ELL) status. The Individual Student Performance Reports site is password protected and provides school district users access to individual student performance results.

The CMT is only one indicator of student performance. CMT results should be used along with other information, such as class work and other tests, when making educational decisions.

Additional information about the CMT is available through the Student Assessment link on the Connecticut State Department of Education (CSDE) Web site (www.ct.gov/sde). General questions about the CMT should be directed to the Student Assessment Office at 860-713-6860 or CMT@ct.gov.

Specific questions about individual student results should be directed to local school personnel.

THE TESTS

Connecticut General Statutes (Section 10-14n) mandate that the State Board of Education shall administer an annual statewide mastery test to all public school students enrolled in Grades 3 through 8. Students are assessed in reading, writing, mathematics, and science (Grades 5 and 8). The purpose of the CMT is to provide for a statewide evaluation of student performance and to ensure that students' academic strengths and weaknesses are identified.

THE STANDARD CMT

The standard CMT assesses essential reading, writing, mathematics, and science (Grades 5 and 8) skills. The specific skill areas included in the CMT were reviewed and revised by content consultants and committees of educators from across the state. Pilot tests were administered during the years prior to actual test form construction. The content areas focus on the following skills and strands:

The **Mathematics** test is administered in two test sessions in Grades 3 and 4, and in three test sessions in Grades 5 through 8. The test draws from 25 content strands which are represented and aligned with the content and performance standards delineated in the [PreK–8 Connecticut Mathematics Curriculum Standards](#). Students respond to multiple choice, grid-in (Grades 5–8 only) and open-ended test items. Additional information about the Mathematics test is available in the [CMT Mathematics Handbook](#).

The **Science** test is administered in Grades 5 and 8. The test assesses science knowledge and abilities described in the [2004 Core Science Curriculum Framework](#). The Grade 5 test includes expected performances and inquiry standards for Grades 3, 4, and 5. The Grade 8 test includes expected performances and inquiry standards for Grades 6, 7, and 8. Students respond to multiple-choice and open-ended test items. Additional information about the Science test is available in the [CMT Science Handbook](#) and the [CMT Science Test Format](#).

The **Reading** test is comprised of three test sessions, the **Degrees of Reading Power® (DRP)** and two test sessions of **Reading Comprehension**. The DRP is a holistic, multiple-choice measure of reading ability. This test measures a student's ability to understand nonfiction English prose on a graduated scale of reading difficulty. The Reading Comprehension test sessions consist of narrative and informational passages on a variety of topics. Students respond to multiple-choice and open-ended questions after reading each passage.

The **Writing** test is comprised of two test sessions, the **Direct Assessment of Writing (DAW)** and **Editing & Revising**. The DAW test session requires students to write a response to a prompt. The DAW assesses how well students can communicate written ideas in a coherent, elaborated, and organized way. The Editing & Revising test session is a multiple-choice test that measures the writing process. Students are provided with scenarios and rough drafts followed by sets of questions.

The Reading and Writing tests draw from content and performance standards delineated in the [2006 Connecticut English Language Arts Curriculum Framework](#). Additional information about the Reading and Writing tests is available in the [CMT Language Arts Handbook](#).

THE CMT MODIFIED ASSESSMENT SYSTEM (MAS)

The CMT Modified Assessment System (MAS) is a modified assessment designed to be more appropriate for those special education students whose disability would preclude them, during a given school year, from achieving grade-level proficiency on the standard CMT. The student's Individualized Education Program (IEP) team determines if a student meets the eligibility criteria to be assessed with the CMT MAS in mathematics and/or reading. Students who are administered the CMT MAS in mathematics and/or reading participate in the standard grade-level CMT for all other content areas. Additional information about the CMT MAS is available on the [CSDE Web site](#).

The **MAS Mathematics** test is administered in two test sessions in Grades 3 and 4, and in three test sessions in Grades 5 through 8. The test draws from 25 content strands which are represented and aligned with the content and performance standards delineated in the [PreK–8 Connecticut Mathematics Curriculum Standards](#). The CMT MAS Mathematics test includes multiple-choice and a limited number of open-ended questions. The test question formats are similar to those on the standard Mathematics test with modifications such as more accessible presentation of text and graphics, embedded graphic organizers, and scaffolding of multi-step problems.

The **MAS Reading** test is comprised of three test sessions, the **MAS Degrees of Reading Power® (DRP)** and two test sessions of **MAS Reading Comprehension**. The MAS DRP is a holistic, multiple-choice measure of reading ability. This test is designed to measure a student's ability to understand nonfiction English prose on a graduated scale of reading difficulty. The test is similar to the standard DRP with the modifications of more accessible presentation of text, a combination of shortened and full length DRP passages, and four answer choices rather than five. The MAS Reading Comprehension test sessions consist of narrative and informational passages on a variety of topics. Students respond to multiple-choice and a limited number of open-ended questions after reading each passage. The test question formats are similar to those on the standard Reading Comprehension test with modifications such as more accessible presentation of text and embedded scaffolding within questions.

THE CMT SKILLS CHECKLIST

The CMT Skills Checklist is an alternate assessment designed for students with significant cognitive impairments. The student's Individualized Education Program (IEP) team must determine that the student meets ALL of the following criteria to be assessed with the CMT Skills Checklist:

1. The student has a significant cognitive disability;
2. The student requires intensive individualized instruction to acquire, maintain, or generalize skills that students without disabilities typically develop outside of a school setting;
3. The student requires direct instruction in multiple settings to successfully generalize skills to natural settings, including home, school, and community, and
4. The student's instructional program includes participation in the general education curriculum to the extent appropriate and may also include a functional and life skills component.

The CMT Skills Checklist is used to assess academic skills in language arts, mathematics, and science (Grades 5 and 8). The academic skills sections of the CMT Skills Checklist corresponds to grade-level performance standards and specific expected performance statements that are found in the Connecticut curriculum frameworks.

The CMT Skills Checklist includes Access Skills that are rated on the following:

- Communication (Receptive, Expressive, and Social Interactive Communication)
- Basic Literacy
- Quantitative (Basic Spatial Relationships)

Additional information about the [CMT Skills Checklist](#) is available through the Student Assessment link on the CSDE Web site.

THE SCORES (Standard and MAS)

Each student who completes the CMT (standard and MAS) receives a total scale score for each content area. Scale scores are based on the raw scores (i.e., number of points earned). These raw scores are converted to scale scores 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 test form. 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 in the same grade from year to year and for maintaining the same performance standard across the years. While scale scores are comparable across forms in a given content area within the same grade, they are **not** comparable across content areas or grades. For instance, a scale score on the Mathematics test should not be compared with a scale score on the Reading test, nor should a scale score on a Grade 3 test be compared with a scale score on a Grade 4 test. See page [20](#) for additional information about analyzing CMT scores.

MATHEMATICS (Standard and MAS)

A total mathematics scale score ranging from 100 to 400 is reported. A total mathematics raw score is reported as well as a score relative to the mastery criteria for each tested content strand.

SCIENCE

A total science scale score ranging from 100 to 400 is reported. A total science raw score is reported for each content strand and dimension. There are no established mastery criteria for this test.

READING (Standard and MAS)

A total reading scale score ranging from 100 to 400 is based on a combination of scores from two reading tests, the Degrees of Reading Power® (DRP) and Reading Comprehension. A DRP unit score is reported, as well as a score relative to the mastery criteria for the four Reading Comprehension content strands. Each test accounts for 50% of the total reading scale score.

WRITING

A total writing scale score ranging from 100 to 400 is based on a combination of scores from two writing tests, the Direct Assessment of Writing (DAW) and Editing & Revising. A DAW holistic score that ranges from 2 to 12 is reported. A student may receive an NS, non-scorable, if the written response is:

- (1) A copy of the prompt
- (2) Written in a language other than English
- (3) Too brief to score
- (4) Illegible
- (5) Written about something other than the topic indicated by the prompt

A score relative to the mastery criteria for the two Editing & Revising content strands is also reported. The DAW accounts for 60% and Editing & Revising accounts for 40% of the total writing scale score.

Detailed information regarding the calculation of scale scores is available in the [2012 CMT Score Conversion Tables/Technical Bulletin](#) available on the [CSDE Web site \(www.ct.gov/sde\)](#).

PERFORMANCE LEVELS

THE STANDARD CMT

There are five performance levels reported for each content area of the standard CMT. The performance levels are Advanced, Goal, Proficient, Basic, and Below Basic. The Goal range includes the Advanced and Goal levels. Scoring in the Goal range is a challenging, yet reasonable, expectation for Connecticut students.

The performance levels for each grade-level and content area are summarized below.

STANDARD CMT PERFORMANCE LEVELS

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics						
Advanced	288–400	290–400	293–400	285–400	290–400	287–400
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	100–186	100–193	100–190	100–189	100–190	100–190
Science						
Advanced	NA	NA	300–400	NA	NA	299–400
Goal	NA	NA	248–299	NA	NA	244–298
Proficient	NA	NA	213–247	NA	NA	221–243
Basic	NA	NA	188–212	NA	NA	202–220
Below Basic	NA	NA	100–187	NA	NA	100–201
Reading						
Advanced	279–400	295–400	279–400	289–400	273–400	282–400
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	100–201	100–212	100–202	100–206	100–193	100–205
Writing						
Advanced	287–400	281–400	284–400	284–400	270–400	283–400
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	100–187	100–184	100–185	100–184	100–191	100–188

THE CMT MODIFIED ASSESSMENT SYSTEM (MAS)

There are three performance levels reported for the CMT Modified Assessment System (MAS) Mathematics and Reading tests. The performance levels are Goal, Proficient, and Basic.

The performance levels for each grade-level MAS Mathematics and Reading test are summarized below.

CMT MAS PERFORMANCE LEVELS

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics						
Goal	256–400	262–400	268–400	261–400	287–400	295–400
Proficient	223–255	225–261	224–267	224–260	257–286	261–294
Basic	100–222	100–224	100–223	100–223	100–256	100–260
Reading						
Goal	276–400	270–400	271–400	299–400	281–400	263–400
Proficient	256–275	230–269	231–270	253–298	246–280	237–262
Basic	100–255	100–229	100–230	100–252	100–245	100–236

PERFORMANCE LEVEL LITERALS

THE STANDARD CMT

A performance level literal is included on the Individual Student Report for each content area. The literals are intended to help parents and educators understand the general characteristics of students who score at a particular performance level.

The performance level literals for the standard CMT Grades 3–8 Mathematics test are shown in the table below.

Performance Level	Standard CMT Performance Level Literals for Mathematics
Advanced	Generally, xx-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.
Goal	Generally, xx-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.
Proficient	Generally, xx-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.
Basic	Generally, xx-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.
Below Basic	Generally, xx-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.

The performance level literals for the CMT Grade 5 Science test are shown in the table below.

Performance Level	CMT Performance Level Literals for Grade 5 Science
Advanced	Generally, fifth-grade students who score at this level demonstrate an exceptional understanding of the scientific concepts and inquiry skills described in the Core Science Curriculum Framework for Grades 3–5. These students demonstrate superior competency to analyze and evaluate the quality of data and apply content knowledge to effectively communicate their understanding of the natural world.
Goal	Generally, fifth-grade students who score at this level demonstrate a strong understanding of the scientific concepts and inquiry skills described in the Core Science Curriculum Framework for Grades 3–5. These students demonstrate competency to analyze and evaluate the quality of data and apply content knowledge to effectively communicate their understanding of the natural world.
Proficient	Generally, fifth-grade students who score at this level demonstrate an adequate understanding of the scientific concepts and inquiry skills described in the Core Science Curriculum Framework for Grades 3–5. These students demonstrate some competency to analyze and evaluate the quality of data and apply content knowledge to communicate their understanding of the natural world.
Basic	Generally, fifth-grade students who score at this level demonstrate partial understanding of the scientific concepts and inquiry skills described in the Core Science Curriculum Framework for Grades 3–5. These students demonstrate limited competency to analyze and evaluate the quality of data and apply content knowledge to communicate their understanding of the natural world.
Below Basic	Generally, fifth-grade students who score at this level demonstrate a limited understanding of the scientific concepts and inquiry skills described in the Core Science Curriculum Framework for Grades 3–5. These students do not demonstrate competency to analyze and evaluate the quality of data and apply content knowledge to communicate their understanding of the natural world.

The performance level literals for the CMT Grade 8 Science test are shown in the table below.

Performance Level	CMT Performance Level Literals for Grade 8 Science
Advanced	Generally, eighth-grade students who score at this level demonstrate an exceptional understanding of the scientific concepts and inquiry skills described in the Core Science Curriculum Framework for Grades 6–8. These students demonstrate superior competency to analyze and evaluate the quality of data and apply content knowledge to effectively communicate their understanding of the natural world.
Goal	Generally, eighth-grade students who score at this level demonstrate a strong understanding of the scientific concepts and inquiry skills described in the Core Science Curriculum Framework for Grades 6–8. These students demonstrate competency to analyze and evaluate the quality of data and apply content knowledge to effectively communicate their understanding of the natural world.
Proficient	Generally, eighth-grade students who score at this level demonstrate an adequate understanding of the scientific concepts and inquiry skills described in the Core Science Curriculum Framework for Grades 6–8. These students demonstrate some competency to analyze and evaluate the quality of data and apply content knowledge to communicate their understanding of the natural world.
Basic	Generally, eighth-grade students who score at this level demonstrate partial understanding of the scientific concepts and inquiry skills described in the Core Science Curriculum Framework for Grades 6–8. These students demonstrate limited competency to analyze and evaluate the quality of data and apply content knowledge to communicate their understanding of the natural world.
Below Basic	Generally, eighth-grade students who score at this level demonstrate a limited understanding of the scientific concepts and inquiry skills described in the Core Science Curriculum Framework for Grades 6–8. These students do not demonstrate competency to analyze and evaluate the quality of data and apply content knowledge to communicate their understanding of the natural world.

The performance level literals for the standard CMT Grades 3 – 8 Reading test are shown in the table below.

Performance Level	Standard CMT Performance Level Literals for Reading
Advanced	xx-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.
Goal	xx-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 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.
Proficient	xx-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.
Basic	xx-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.
Basic	xx-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.

The performance level literals for the CMT Grades 3–8 Writing test are shown in the table below.

Performance Level	CMT Performance Level Literals for Writing
Advanced	xx-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.
Goal	xx-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.
Proficient	xx-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.
Basic	xx-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.
Below Basic	xx-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.

THE CMT MODIFIED ASSESSMENT SYSTEM (MAS)

A performance level literal is included on the MAS Individual Student Report for mathematics and reading. The literals are intended to help parents and educators understand the general characteristics of students who score at a particular performance level and describe the modifications provided to students who are assessed with the CMT MAS.

The performance level literals for the Grades 3–8 CMT MAS Mathematics test are shown in the table below.

Performance Level	CMT MAS Performance Level Literals for Mathematics
Goal	When provided with modifications such as more accessible presentation of text and graphics, embedded graphic organizers, and scaffolding of multi-step problems, Grade X students who perform at this level are likely to demonstrate adequately- to well-developed conceptual understanding, computational skills, and problem-solving skills. Typically, the solutions these students provide to mathematics problems are accurate and include complete explanations.
Proficient	When provided with modifications such as more accessible presentation of text and graphics, embedded graphic organizers, and scaffolding of multi-step problems, Grade X students who perform at this level are likely to demonstrate partially developed conceptual understanding, computational skills, and problem-solving skills. Typically, the solutions these students provide to mathematics problems are partially accurate and include some explanations.
Basic	When provided with modifications such as more accessible presentation of text and graphics, embedded graphic organizers, and scaffolding of multi-step problems, Grade X students who perform at this level are likely to demonstrate limited conceptual understanding, computational skills, and problem-solving skills. Typically, the solutions these students provide to mathematics problems are inaccurate and include minimal to no explanations.

The performance level literals for the Grades 3–8 CMT MAS Reading test are shown in the table below.

Performance Level	CMT MAS Performance Level Literals for Reading
Goal	When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade X students who perform at this level are likely to demonstrate an adequately- to well-developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use effective strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text.
Proficient	When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade X students who perform at this level are likely to demonstrate a partially developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use some strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text.
Basic	When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade X students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate a limited ability to use strategies before, during, and after reading to understand and interpret text, and analyze words in context to construct meaning from text.

Performance Level Descriptors

More detailed information about each performance level is provided in the *Performance Level Descriptors for Mathematics, Reading, and Writing*, the *Performance Level Descriptors for Science*, and the *CMT MAS Performance Level Descriptors* available on the [CSDE Web site](#). The Performance Level Descriptors were developed to reflect the grade-level content standards included in the Connecticut curriculum frameworks. The curriculum frameworks define what a student is expected to know and be able to do 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.

UNDERSTANDING THE STANDARD and MAS DRP UNIT SCORES

The following descriptors summarize typical student performance relative to a range of DRP unit scores at each grade on the standard and MAS CMT.

DRP Unit Score (P = .70)	Descriptors for Standard and MAS Grade 3 DRP
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 Unit Score (P = .70)	Descriptors for Standard and MAS Grade 4 DRP
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 Unit Score (P = .75)	Descriptors for Standard and MAS Grade 5 DRP
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 Unit Score (P = .75)	Descriptors for Standard and MAS Grade 6 DRP
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 Unit Score (P = .80)	Descriptors for Standard and MAS Grade 7 DRP
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 Unit Score (P = .80)	Descriptors for Standard and MAS Grade 8 DRP
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.

UNDERSTANDING THE HOLISTIC SCORES FOR THE DIRECT ASSESSMENT OF WRITING

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

Holistic Score	Descriptors for Grades 3 and 4 DAW
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.

Holistic Score	Descriptors for Grades 5 and 6 DAW
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.

Holistic Score	Descriptors for Grades 7 and 8 DAW
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.

COMPARING SCORES BETWEEN GENERATION 3 AND GENERATION 4

The Third Generation CMT (CMT3) was last administered in the fall of 2004. The Fourth Generation CMT (CMT4) was first administered in March 2006. Direct comparisons of performance level scores and strand scores should **not** be made across generations of the CMT because of changes to the standard test made during CMT4 development.

The table below summarizes the primary changes:

Change between Generations	CMT3	CMT4
Test Administration	September/October	March
Test Booklets	Separate test and answer booklets	Consumable – students record responses to questions directly in test booklets
Reading Comprehension	One 75-minute test session with 3 reading passages	Two 45-minute test sessions with 2 reading passages in each session
Degrees of Reading Power®	Administration time of 70 or 75 minutes (depending on grade)	Administration time of 45 minutes for all grades
Editing & Revising	Editing strands assessed in separate passages from composing/revising strands	Each passage assesses both editing and composing/revising strands
Mathematics	Three Strand 25 items in Grades 5 through 8	Two Strand 25 items in Grades 5 through 8
Reading, Writing, Mathematics Open-ended Items		Changes to the scoring criteria for open-ended items

The 2006 test data should be considered a benchmark year for CMT4. Comparing data from 2006 to 2012 is one recommended method when looking at single-grade data longitudinally. CMT4 is tentatively scheduled to continue until March 2014 so this benchmark should remain for several years.

ANALYZING STRAND SCORES

The CMT (standard and MAS) is a criterion-referenced test, based on the Connecticut curriculum frameworks, that assesses how well each student performs on skills and content strands, identified by content experts and practicing educators as important for students to have mastered. Within the Mathematics, Reading Comprehension, and Editing & Revising tests, strand scores are reported relative to the mastery criteria for each tested content strand. The strands reported on these tests are listed below.

Mathematics Strands	
1. Place Value	14. Time
2. Pictorial Representations of Numbers	15. Approximating Measures
3. Equivalent Fractions, Decimals and Percents	16. Customary and Metric Measures
4. Order, Magnitude and Rounding of Numbers	17. Geometric Shapes and Properties
5. Models for Operations	18. Spatial Relationships
6. Basic Facts	19. Tables, Graphs and Charts
7. Computation with Whole Numbers and Decimals	20. Statistics and Data Analysis
8. Computation with Fractions and Integers	21. Probability
9. Solve Word Problems	22. Patterns
10. Numerical Estimation Strategies	23. Algebraic Concepts
11. Estimating Solutions to Problems	24. Classification and Logical Reasoning
12. Ratios and Proportions	25. Mathematical Applications
13. Computation with Percents	

Reading Comprehension Strands
A. Forming a General Understanding
B. Developing Interpretation
C. Making Reader/Text Connections
D. Examining the Content and Structure

Editing & Revising Strands
1. Composing/Revising
2. Editing

Strand scores are useful when analyzing data about discrete parts of the content area being assessed. For example, the Place Value strand in mathematics is tested every year from Grades 3 through 8. Analyzing these scores is helpful in determining the status of student understanding in this area. Each strand has a criterion that is the standard for “mastery.” Comparison of strand level performance can be made by comparing the number or percentage of students who are at the mastery level.

The strand mastery criteria for the standard Mathematics, Editing & Revising, and Reading Comprehension tests are listed below.

STANDARD CMT STRAND MASTERY CRITERIA

Content Strand	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics						
Total Strands	18	21	23	23	23	21
	3 of 4					
	4 of 6					
	6 of 8					
				7 of 10	7 of 10	7 of 10
						8 of 12
Editing & Revising						
Composing/Revising	12 of 16	12 of 16	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
Reading Comprehension						
Forming a General Understanding	10 of 14	8 of 12	7 of 11	7 of 11	7 of 10	7 of 10
Developing Interpretation	6 of 9	7 of 10				
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

NOTE: *There is no strand mastery criteria established for the Science test.*

The strand mastery criteria for the MAS Mathematics and Reading Comprehension tests are listed below.

CMT MAS STRAND MASTERY CRITERIA

Content Strand	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics						
Total Strands	15	17	19	20	20	19
	3 of 4					
Reading Comprehension						
Forming a General Understanding	6 of 8	6 of 9	6 of 9	6 of 9	6 of 8	6 of 8
Developing Interpretation	4 of 6	4 of 6	4 of 6	5 of 7	4 of 6	5 of 7
Making Reader/Text Connections	4 of 6					
Examining the Content and Structure	4 of 6	4 of 6	5 of 7	4 of 6	6 of 9	5 of 7

ANALYZING STRAND SCORES ACROSS YEARS WITHIN THE SAME GRADE

An analysis of strand scores across years within the same grade may be used to gauge student performance. Within the same test form, the overall strand difficulty remains constant because the same test items are used in multiple years.

For example, in 2010 and 2011 the same test items were used to assess students in a specific strand because Form T was used both years. Differences in performance could be attributed to differences in student performance as opposed to minor strand difficulty differences across different test forms.

Caution should be used when analyzing strand scores across multiple years. Strand difficulties are pre-equated across the forms, but there is no post equating to account for any possible differences in actual item performance. For example, between 2009 and 2011, different test forms were administered. In this case, there may be changes in strand performance because of student performance differences. However, this change could also be attributed to minor differences in the overall difficulty of the strands between test forms. Comparing district results to state results is helpful when making decisions about trends in student performance. For example, if a district’s performance on a particular strand improved significantly, but state-level performance remained relatively similar, the district’s gain may be attributed to student performance differences. If, on the other hand, the state performance mirrored the district’s performance, it may be due to a difference in test forms.

ANALYZING STRAND SCORES ACROSS YEARS AND GRADES

Analyzing strand scores across grades will result in inaccurate interpretations. The test design of the CMT does not include equated strands across grades. This means that the average difficulty of one strand in a grade does not equal the average difficulty of the same strand in other grades. For example, the percentage of students achieving mastery in Place Value in Grade 3 would have no relationship to the percentage of students achieving mastery in Place Value in Grade 4 (or any other grade) because the difficulties were not made equivalent.

ANALYZING PERFORMANCE LEVEL SCORES

For the standard CMT, there are five performance levels (Below Basic, Basic, Proficient, Goal, and Advanced) reported for each content area. For the CMT MAS Mathematics and Reading tests, there are three performance levels reported (Basic, Proficient, and Goal). The performance levels for the standard CMT are **not** comparable to the performance levels for the CMT MAS. The number and percentage of students at each level of the standard (or MAS) CMT may be compared as an indicator of performance. For example, looking at the number and/or percentage of students at the goal level on the standard CMT in one year versus another year is a method for analysis. However, there are some important characteristics of the performance levels that should be considered when analyzing the score band data.

ANALYZING PERFORMANCE LEVEL SCORES ACROSS YEARS WITHIN THE SAME GRADE

The standard CMT mathematics, science, reading, and writing performance level results may be compared across years within the same grade. For example, Grade 4 mathematics performance levels in 2006 may be compared to Grade 4 mathematics performance levels in 2012. Since the grade level test forms are equated in difficulty across years and represent the same “measuring stick,” it is valid to use this technique when comparing results across years. The amount of achievement required for a student to reach a particular performance level in a specific grade and content area is equal across the years within the generation, regardless of which test form is used.

Performance level results may also be compared across years within the same grade at the subgroup level (i.e., English language learner status, special education status, gender status, free/reduced meal status, or ethnicity/race status). For example, the performance of Grade 6 girls in writing can be compared to the performance of Grade 6 boys in writing across years.

ANALYZING PERFORMANCE LEVEL SCORES ACROSS GRADES (WITHIN A YEAR AND ACROSS YEARS)

Making comparisons of performance levels across grades within a content area will result in inaccurate interpretations. For example, one cannot legitimately compare Grade 7 performance in the goal range in 2012 to Grade 8 performance in the goal range in 2012. In addition, one cannot legitimately compare Grade 7 performance in the goal range in 2010 to Grade 8 performance in the goal range in 2012. This will result in inappropriate data analysis because the standards across the grades are not identical. For example, the established goal range in Grade 7 mathematics is not the same as the goal range in Grade 8 mathematics. Although the scale score ranges for each performance level are similar, a specific scale score in one grade is

not equivalent to the same scale score in another grade. When analyzing data from the Performance Level Summary, Longitudinal Roster, Matched Comparison, and/or Cohort Comparison reports available on the Connecticut CMT Online Reports Web site (www.ctreports.com), it is important to understand that differences in performance across grades may be the result of different standards between the grades. A better use of the data would be to use the data comparatively. For example, it is appropriate to compare Grade 7 performance in the goal range in 2010 and Grade 7 performance in the goal range in 2012 for one group compared to another group. This analysis may be used to compare student groups, schools, and districts to each other and/or to state data.

ANALYZING PERFORMANCE LEVEL SCORES ACROSS CONTENT AREAS

Making comparisons of performance levels across content areas will result in inaccurate interpretations. For example, one cannot legitimately compare Grade 6 performance in the goal range in reading and Grade 6 performance in the goal range in mathematics. These performance levels represent different standards, making it inappropriate to compare across the content areas.

ANALYZING PERFORMANCE LEVEL SCORES COMPARED TO CONTENT STRAND MASTERY

A student's performance level is determined by the scale score for each content area. Scale scores are calculated from the student's total raw score (the number of raw score points across all strands). Refer to the [2012 CMT Score Conversion Tables/Technical Bulletin](#) for detailed information about converting raw scores to scale scores for each content area.

Generally, students who score at the higher performance levels (Goal and Advanced) master more content strands than students in the lower performance levels (Proficient, Basic, and Below Basic). However, it is possible for two students to master the same number of strands but score within different performance levels. It is also possible for two students with the same scale score to master a different number of content strands. The tables on the following pages illustrate these situations.

As the following table illustrates, two students can master the same number of mathematics strands, yet be reported in different performance levels. Students A and B mastered every Grade 8 strand, however, Student A met the minimum mastery criteria for each content strand while Student B met the maximum number of raw score points for each content strand. The raw scores for these students are not the same, which results in different scale scores and performance levels.

Mathematics Strand Mastery vs. Scale Score and Performance Level

Strand	Mastery Criteria	Student A	Student B
1	3 of 4	3	4
3	4 of 6	4	6
4	4 of 6	4	6
5	4 of 6	4	6
7	4 of 6	4	6
8	4 of 6	4	6
9	6 of 8	6	8
11	6 of 8	6	8
12	6 of 8	6	8
13	4 of 6	4	6
15	4 of 6	4	6
16	6 of 8	6	8
17	6 of 8	6	8
18	8 of 12	8	12
19	4 of 6	4	6
20	6 of 8	6	8
21	4 of 6	4	6
22	4 of 6	4	6
23	4 of 6	4	6
24	7 of 10	7	10
25	4 of 6	4	6
Content Strands Mastered		21	21
Total Raw Score Points		102	146
Scale Score		257	400
Performance Level		Goal	Advanced

Note: Not all 25 mathematics strands are tested at Grade 8.

As the following table illustrates, two students with the same raw scores, scale scores, and performance levels may master different numbers of content strands. For example, Student A met the minimum mastery criteria for each Grade 8 mathematics strand for a total of 102 raw score points. Student B achieved the same number of raw score points while mastering about half of the mathematics strands.

Mathematics Strand Mastery vs. Scale Score and Performance Level

Strand	Mastery Criteria	Student A	Student B
1	3 of 4	3	4
3	4 of 6	4	6
4	4 of 6	4	5
5	4 of 6	4	6
7	4 of 6	4	0
8	4 of 6	4	0
9	6 of 8	6	8
11	6 of 8	6	8
12	6 of 8	6	8
13	4 of 6	4	2
15	4 of 6	4	2
16	6 of 8	6	8
17	6 of 8	6	8
18	8 of 12	8	12
17	4 of 6	4	3
20	6 of 8	6	8
21	4 of 6	4	2
22	4 of 6	4	0
23	4 of 6	4	0
24	7 of 10	7	10
25	4 of 6	4	2
Content Strands Mastered		21	12
Total Raw Score Points		102	102
Scale Score		257	257
Performance Level		Goal	Goal

ANALYZING VERTICAL SCALE SCORES

The CMT vertical scales are designed to measure growth (or change) across grades (i.e., from Grade 3 to Grade 4, from Grade 4 to Grade 5, etc.) on tests that have different characteristics and items but have similar content. Vertical scales have been established for the standard CMT in the content areas of mathematics and reading. The vertical scales were constructed so that each vertical scale score represents the same theoretical achievement level whether derived from a standard Grade 3, 4, 5, 6, 7, or 8 CMT scale score. Each standard grade-level CMT scale score (range 100–400) in mathematics or reading corresponds to a specific value on a common mathematics or reading vertical scale score (range 200–700). Thus, students in different grades taking different tests can have the same vertical scale score representing the same level of achievement defined by the vertical scale. This vertical scale score allows for valid interpretations of growth across time using tests differing in content, length, and item difficulty.

The vertical scales are not meant to replace the usual year-to-year comparisons based on the percentage of students scoring at each achievement level. Instead, the vertical scales are intended to enhance the utility of the CMT reports by providing a means to assess achievement growth across grades. Every Grade 3 through 8 student who has a valid standard CMT grade-level score in mathematics and/or reading for at least two years also has a corresponding vertical scale growth score in mathematics and/or reading. Although there are now seven years worth of vertical scale data, the CSDE recommends that analysis be limited to three consecutive years.

Vertical scale scores (like all other CMT scores) are based on the performance of individual students on the day of testing. When interpreting growth, care should be taken not to base important educational decisions solely on vertical scale results. CMT results can best be used in conjunction with classroom assessments and classroom work to identify potential strengths and needs of students in the content areas assessed.

INTERPRETATION OF VERTICAL SCALE RESULTS

Growth by an individual student from one year to another is defined as:

$$(\text{Vertical Scale Score Year 2}) \text{ minus } (\text{Vertical Scale Score Year 1})$$

Growth for groups of students from one year to another is defined as:

$$(\text{Mean Vertical Scale Score Year 2}) \text{ minus } (\text{Mean Vertical Scale Score Year 1})$$

Growth over time at the individual level or group level can be positive or negative. Growth is positive when the vertical scale score is larger in Year 2 than in Year 1. Negative growth occurs when the vertical scale score is smaller in Year 2 than in Year 1.

Note: While “negative growth” is uncommon overall, it is less likely at the group level than at the individual student level because group mean scores are more stable than individual student scores.

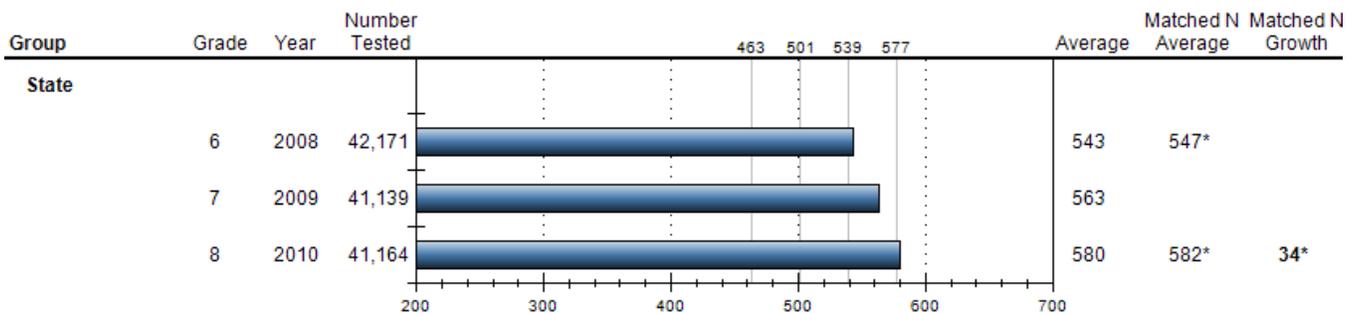
One way to use the vertical scale results is through a normative interpretation. With normative comparisons, the growth of an individual or group of students is viewed in terms of a larger, representative reference group. For example, the growth within a particular school over time may be compared to the growth at the district and state levels over the same time period to determine the school’s relative performance in relation to the district and state groups.

The reading and mathematics vertical scales are divided into five Levels of Understanding (Stages I–V), with a description of typical performance for each level as shown in Charts 1 and 2 on pages 29–30. Each of the five Levels of Understanding corresponds to content-referenced descriptions of student performance. The vertical scale descriptors do not describe grade-level performance. The descriptors span the six grades and are different from the grade specific Performance Level Descriptors (PLD) that describe the five performance levels (i.e., Below Basic, Basic, Proficient, Goal, and Advanced) for each content area. The vertical scale Levels of Understanding do not represent performance standards or categories of student expectations but rather are meant to provide a general (not grade-level specific) description of what typical students know and can do within certain score ranges or levels of understanding across the vertical scales.

Suppose, for example, one wants to measure the reading growth from Grade 5 to Grade 6 for a matched group of students. Suppose further that the mean reading vertical scale score for the group is 480 in 2010 (Grade 5) and 500 in 2011 (Grade 6). Using Chart 2, the performance of the Grade 5 group in 2010 is similar to students in the upper part of Stage III, while one year later the group performs more like students in the lower part of Stage IV.

Below is a sample report of the Vertical Scale Score Analysis Report from the Connecticut CMT Online Reports Web site (www.ctreports.com). Understanding how the fields are calculated will be helpful when analyzing the data. The “Average” column represents the average vertical scale score of all students who had a valid score in the defined year. The “Matched N Average” column represents the average vertical scale score of only those students who had a score in the first and last years. Finally, the “Matched N Growth” column represents the change in the average of those students who were matched in the first and last years.

Average Vertical Scale Score: Mathematics



Note: This report does not include ELL-exempt students. This report does not include groups of students less than 20. Number Tested and Average are based on unmatched student groups; Matched Average and Growth are based on matched student groups.

* Matched Average and Matched Growth reflect from 2008 to 2010.

When generating growth reports based on the matched groups, each student’s demographic/student information group identification is determined by the student’s status in the most recent year. For example, when generating a report for ELL students, a student reported as a regular education student in the first year who is identified as an ELL student in the second year would be considered a member of the ELL subgroup for both years in this report.

For additional information about the CMT Vertical Scales, please refer to the [CMT Vertical Scales Interpretive Guide](#), [CMT Vertical Scales Frequently Asked Questions](#), and [Connecticut's Vertical Scale and Growth Model Research Bulletin](#).

Chart 1

CONNECTICUT MASTERY TEST VERTICAL SCALE DESCRIPTORS

Mathematics

Level of Understanding	Description	Vertical Scale Score
Stage V	Generally, students who perform at this level demonstrate extensive knowledge of all assessed content areas.	578+
Stage IV	Generally, students who perform at this level demonstrate extensive knowledge of most of the assessed content areas. These students demonstrate adequate knowledge of some of the assessed content areas including, measurement, ratio, proportion, and percent.	540–577
Stage III	Generally, students who perform at this level demonstrate <i>adequate</i> knowledge of most and <i>extensive</i> knowledge of some of the assessed content areas. These students demonstrate limited knowledge of estimating solutions to problems, measurement, ratio, proportion, and percent.	502–539
Stage II	Generally, students who perform at this level demonstrate <i>adequate</i> knowledge of some of the assessed content areas. These students demonstrate <i>limited</i> knowledge of rational number concepts and computation, estimation, and measurement.	464–501
Stage I	Generally, students who perform at this level demonstrate <i>limited</i> knowledge of most of the assessed content areas. These students demonstrate adequate knowledge of basic number concepts and computation skills.	Less than 464

Chart 2

CONNECTICUT MASTERY TEST VERTICAL SCALE DESCRIPTORS

Reading

Level of Understanding	Description	Vertical Scale Score
Stage V	Students who perform at this level are likely to demonstrate an <i>exceptional</i> ability to read and respond to informational and literary texts without assistance. Students at this level effectively use sophisticated strategies before, during, and after reading to understand, interpret, and evaluate text.	529+
Stage IV	Students who perform at this level are likely to demonstrate a <i>consistent</i> ability to read and respond to informational and literary texts with minimal assistance. Students at this level use strategies effectively before, during, and after reading to understand, interpret, and evaluate text.	495–528
Stage III	Students who perform at this level are likely to demonstrate an <i>adequate</i> ability to read and respond to informational and literary texts with some assistance. Students at this level use some strategies effectively before, during, and after reading to understand, interpret, and evaluate text.	460–494
Stage II	Students who perform at this level are likely to demonstrate a <i>limited</i> ability to read and respond to informational and literary texts, and require assistance to complete many reading tasks. Students at this level use some strategies inconsistently before, during, and after reading to understand and interpret text.	425–459
Stage I	Students who perform at this level are likely to demonstrate a <i>very limited</i> ability to read and respond to informational and literary texts and require significant assistance to complete most reading tasks. Students at this level are not able to use strategies to understand and interpret text.	Less than 425

THE REPORTS

Explanations and examples of each of the reports listed below are located on the following pages:

- Individual Student Report (starting on page [32](#)).
- CMT MAS Individual Student Report (starting on page [37](#))
- CMT Skills Checklist Profile (starting on page [40](#))
- Student Label (starting on page [50](#))
- Overall Summary Report (starting on page [52](#))

Although other reports are provided, the reports detailed in this guide are the primary reports that address individual scores. A distribution list of the reports, indicating the number and kind of reports received for school and district use, is provided on page [54](#).

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 were assessed with the CMT MAS will also receive a separate CMT MAS Individual Student Report.

Parents of students who were assessed with the CMT Skills Checklist will receive CMT Skills Checklist Profiles rather than Individual Student Reports.

INDIVIDUAL STUDENT REPORT

The Individual Student Report provides a summary of the student's performance on the Mathematics, Science (Grades 5 and 8), Reading, and Writing tests.

In the section titled *Overall Results* (see page [34](#)), a customized message indicates the student's performance for each content area. Below the message is a chart that indicates student achievement relative to the five performance levels.

Specific information about each content area is provided. A total scale score and a performance level literal describe the student's performance. A bar graph depicts the student's performance relative to the school and district averages. Raw scores are reported for the Mathematics, Science (Grades 5 and 8), Reading Comprehension, and Editing & Revising tests. A Degrees of Reading Power® unit score is reported and a holistic score is provided for the Direct Assessment of Writing test.

For the Mathematics and Reading Comprehension and Editing & Revising tests, all content strands and mastery criteria are 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.

For students in Grades 4 through 8, vertical scale scores are reported for mathematics and reading. Vertical scales are designed to measure growth (or change) across grades (i.e. from Grade 3 to Grade 4, from Grade 4 to Grade 5, etc.) on tests that have different characteristics and items, but similar content.

The report includes average vertical scale scores and growth results at the school and district levels for comparative purposes.

Additional information about vertical scales is available in the [CMT Vertical Scales Interpretive Guide](#), [CMT Vertical Scales Frequently Asked Questions](#), and [Connecticut's Vertical Scale and Growth Model Research Bulletin](#).

Sample Individual Student Report



Connecticut Mastery Test
Fourth Generation

STUDENT NAME

ANY SCHOOL, ANY DISTRICT

GRADE: 5

Date of Birth: xx/xx/xxxx

SASID: 1234567890

This report provides Xxxxx's scores for the Connecticut Mastery Test (CMT) administered in March 2011. Xxxxx's results can be compared to the standards that have been established for Grade 5. Xxxxx's scores can be compared to school and district scores in mathematics, reading and writing. The CMT is only one indicator of student performance. These results should be used along with other information, such as class work and other tests, when making educational decisions. Additionally, the Vertical Scale Score Results provides information about achievement growth in the content areas of mathematics and reading for students who have taken the standard CMT in 2010 and also in at least one previous school year.

Scale Scores and Performance Levels

Overall scores in mathematics, science, reading and writing are reported in scale score units. The scale scores for each content area range from 100 to 400. Within the scale-score range, five performance levels have been established for each content area. These five levels are: Advanced, Goal, Proficient, Basic and Below Basic. The Goal Range includes the two highest levels, Advanced and Goal. Scoring in the Goal Range is a challenging, yet reasonable, expectation for Connecticut students.

Mathematics

The overall mathematics scale score is reported. A total Mathematics raw score is reported, as well as a score relative to the mastery criteria for each tested content strand. The Mathematics test assesses students' mastery of grade-level mathematics skills and concepts along with their ability to solve realistic problems.

Writing

The overall writing scale score is based on a combination of scores from two writing tests, the Direct Assessment of Writing and Editing & Revising. The Direct Assessment of Writing test accounts for 60 percent and the Editing & Revising test accounts for 40 percent of the total writing scale score.

Direct Assessment of Writing

The Direct Assessment of Writing assesses how well students can communicate ideas in a coherent, elaborated and organized way. Students write a first-draft response to a prompt. A Direct Assessment of Writing holistic score is reported.

Editing & Revising

The Editing & Revising test assesses student skills in composing/revising and editing a written piece. A total raw score for the Editing & Revising test is reported, as well as a score relative to the mastery criteria for the two content strands.

For More Information

Specific questions about individual student results on the CMT should be directed to local school personnel.

Detailed information related to the CMT is available on the Connecticut State Department of Education Web site (www.ct.gov/sde). CMT results at the state, district and school levels are available at www.ctreports.com.

Reading

The overall reading scale score is based on a combination of scores from two reading tests, the Degrees of Reading Power® (DRP) and Reading Comprehension. Each test accounts for 50 percent of the total reading score.

Degrees of Reading Power®

The DRP test assesses students' ability to understand what has been read. A DRP unit score is reported.

Reading Comprehension

The Reading Comprehension test assesses students' ability to read and understand both fiction and nonfiction passages. A total raw score for the Reading Comprehension test is reported, as well as a score relative to the mastery criteria for the four content strands.

Science

The Science test is administered in Grades 5 and 8 only. The overall science scale score is reported along with raw scores for each science strand and dimension. There are no established mastery criteria for science. The Science test assesses students' understanding of important scientific concepts and how those concepts apply to the real world. In addition, the test focuses on scientific inquiry and using scientific reasoning to solve problems.

Sample Individual Student Report – Page 2



Connecticut Mastery Test Student Report

Fourth Generation

STUDENT NAME

Grade: 5 School: ANY SCHOOL
 Date of Birth: xx/xx/xxxx District: ANY DISTRICT
 SASID: 1234567890 Test Date: xx/xx/xxxx

OVERALL RESULTS

Xxxxx scored at the Goal level on the Mathematics test, scored at the Goal level on the Science test, scored at the Proficient level on the Reading test and scored at the Proficient level on the Writing test.

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

MATHEMATICS RESULTS

Xxxxx's TOTAL MATHEMATICS SCALE SCORE = 265 (Score Range 100-400)

Xxxxx scored at the Goal level on the Grade 5 Mathematics test. 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.

Student's Score	265					
School Average	284					
District Average	284					
		Below Basic (100-190)	Basic (191-214)	Proficient (215-244)	Goal* (245-292)	Advanced* (293-400)
		Goal Range				

Content Strands

Numerical and Proportional Reasoning

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

Content Strands

Geometry and Measurement

Content Strands	Mastery Criteria	Student's Score
14. Time	3 of 4	3 ▲
15. Approximating Measures	4 of 6	4 ▲
16. Customary and Metric Measures	6 of 8	6 ▲
17. Geometric Shapes and Properties	4 of 6	3 ▼
18. Spatial Relationships	3 of 4	3 ▲
Working with Data: Probability and Statistics		
19. Tables, Graphs and Charts	4 of 6	6 ▲
20. Statistics and Data Analysis	3 of 4	3 ▲
21. Probability	4 of 6	6 ▲
24. Classification and Logical Reasoning	4 of 6	6 ▲
Algebraic Reasoning: Patterns and Functions		
22. Patterns	4 of 6	5 ▲
23. Algebraic Concepts	3 of 4	4 ▲
Integrated Understandings		
25. Mathematical Applications	4 of 6	6 ▲

Xxxxx's total Mathematics raw score = 107 out of 132

Xxxxx's total number of content strands mastered = 19 out of 23

SCIENCE RESULTS

Xxxxx's TOTAL SCIENCE SCALE SCORE = 257 (Score Range 100-400)

Xxxxx scored at the Goal level on the Grade 5 Science test. Students who score at this level demonstrate a strong understanding of the scientific concepts and inquiry skills described in the Core Science Curriculum Framework for Grades 3-5. Generally, these students demonstrate competency to analyze and evaluate the quality of data and apply content knowledge to effectively communicate their understanding of the natural world.

Student's Score	257					
School Average	273					
District Average	273					
		Below Basic (100-187)	Basic (188-212)	Proficient (213-247)	Goal* (248-299)	Advanced* (300-400)
		Goal Range				

Content Strands	Max Score	Student's Score
Physical Science	14	11
Earth Science	14	8
Life Science	14	11

Dimensions	Max Score	Student's Score
Content Knowledge	24	16
Scientific Inquiry, Literacy and Numeracy	18	14

Xxxxx's total Science raw score = 30 out of 42

▲ = Mastered this Content Strand

▼ = Did Not Master this Content Strand

* = Within Goal Range

Page 2

Sample Individual Student Report – Page 3

READING RESULTS

Xxxxx's TOTAL READING SCALE SCORE = 217

(Score Range 100-400)

Xxxxx scored at the **Proficient** level on the Grade 5 Reading test. The Reading test is composed of two subtests: Reading Comprehension and Degrees of Reading Power®. 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.

Student's Score 217				
School Average 253				
District Average 253				
	Below Basic (100-202)	Basic (203-214)	Proficient (215-229)	Goal* (230-278)
	Advanced* (279-400)			
	Goal Range			

DEGREES OF READING POWER® (DRP) Unit Score = 52 (Score Range 14-100)

READING COMPREHENSION

Xxxxx's total Reading Comprehension raw score = 30 out of 40
 XXXXX's total number of content strands mastered = 3 out of 4

Content Strands	Mastery Criteria	Student's Score
1. Forming a General Understanding	7 of 11	10 ▲
2. Developing Interpretation	7 of 10	8 ▲
3. Making Reader/Text Connections	6 of 8	5 ▼
4. Examining the Content and Structure	7 of 11	7 ▲

WRITING RESULTS

Xxxxx's TOTAL WRITING SCALE SCORE = 229

(Score Range 100-400)

Xxxxx scored at the **Proficient** level on the Grade 5 Writing test. The Writing test is composed of two subtests: the Direct Assessment of Writing and Editing & Revising. 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.

Student's Score 229				
School Average 269				
District Average 269				
	Below Basic (100-185)	Basic (186-208)	Proficient (209-237)	Goal* (238-283)
	Advanced* (284-400)			
	Goal Range			

DIRECT ASSESSMENT OF WRITING HOLISTIC SCORE = 7 (Score Range 2 to 12)

EDITING & REVISING

Xxxxx's total Editing & Revising raw score = 25 out of 36
 XXXXX's total number of content strands mastered = 1 out of 2

Content Strands	Mastery Criteria	Student's Score
1. Composing/Revising	13 of 18	14 ▲
2. Editing	13 of 18	11 ▼

▲ = Mastered this Content Strand ▼ = Did Not Master this Content Strand * = Within Goal Range Page 3

Sample Individual Student Report – Page 4

Vertical scale scores are based on the performance of individual students on the day of testing. Care should be taken not to base important educational decisions solely on the vertical scale scores.

Mathematics Vertical Scale Score Results

Xxxxx's performance on the standard Mathematics test using the vertical scales is presented below.

Group	Grade	Year	Vertical Scale Score	Stage 1 (463 or Below)	Stage 2 (464 - 501)	Stage 3 (502 - 539)	Stage 4 (540 - 577)	Stage 5 (578 or Above)	Growth 2009-2010	Growth 2008-2010
Student's Score	3	2008	415	██████████						
	4	2009	461	██████████					66	112
	5	2010	527	██████████	██████████	██████████				
School Average	3	2008	463	██████████						
	4	2009	506	██████████	██████████				38	78
	5	2010	540	██████████	██████████	██████████				
District Average	3	2008	463	██████████						
	4	2009	506	██████████	██████████				38	78
	5	2010	540	██████████	██████████	██████████				

* = Score Not Available

Reading Vertical Scale Score Results

Xxxxx's performance on the standard Reading test using the vertical scales is presented below.

Group	Grade	Year	Vertical Scale Score	Stage 1 (424 or Below)	Stage 2 (425 - 459)	Stage 3 (460 - 494)	Stage 4 (495 - 528)	Stage 5 (529 or Above)	Growth 2009-2010	Growth 2008-2010
Student's Score	3	2008	398	██████████						
	4	2009	437	██████████	██████████				14	53
	5	2010	451	██████████	██████████	██████████				
School Average	3	2008	433	██████████						
	4	2009	472	██████████	██████████	██████████			20	54
	5	2010	490	██████████	██████████	██████████				
District Average	3	2008	433	██████████						
	4	2009	472	██████████	██████████	██████████			20	54
	5	2010	490	██████████	██████████	██████████				

* = Score Not Available

Detailed information about the vertical scale scores is available on the Connecticut State Department of Education Web site at (www.ct.gov/sde)

CMT MAS INDIVIDUAL STUDENT REPORT

The CMT Modified Assessment System (MAS) is an alternate assessment based on modified achievement standards for mathematics and reading. Students assessed with the CMT MAS in mathematics and/or reading must participate in the standard grade-level CMT for all other content areas.

The CMT MAS Individual Student Report provides a summary of the student's performance on the MAS Mathematics and/or MAS Reading tests. In the section titled *Overall Results* (see page [39](#)), a customized message indicates the student's performance for each content area. Below the message is a chart that indicates student achievement relative to the three performance levels.

Specific information about each content area is provided. A total scale score and a performance level literal describe the student's performance. A bar graph depicts the student's performance relative to the state average. Raw scores are reported for the Mathematics and Reading Comprehension tests. A MAS Degrees of Reading Power® unit score is also reported.

For the MAS Mathematics and MAS Reading Comprehension tests, all content strands and mastery criteria are 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.

Refer to the student's Individual Student Report for student performance on all other content areas.

Sample MAS Individual Student Report



Connecticut Mastery Test

Modified Assessment System
Student Report

STUDENT NAME
ANY SCHOOL, ANY DISTRICT
GRADE: 3
Date of Birth: XX/XX/XXXX
SASID: XXXXXXXXXXX
Test Date: XX/XXXX

This report provides XXXXXXX's scores for the Connecticut Mastery Test Modified Assessment System (CMT MAS) administered in March 2011. The CMT MAS is an alternate assessment for students whose disability precludes them from achieving grade-level proficiency on the standard CMT. Students who have an Individualized Education Program are selected to participate in the CMT MAS through the Planning and Placement Team process. Students may be assessed with the Mathematics and/or Reading CMT MAS. The CMT is only one indicator of student performance. These results should be used along with other information, such as class work and other tests, when making educational decisions. With this information, XXXXXXX's results can be compared to the MAS standards that have been established for Grade 3. XXXXXXX's scores can be compared to the average state scale scores for Mathematics and/or Reading CMT MAS. XXXXXXX's results for the standard CMT are provided on a separate CMT Student Report.

MAS Scale Scores and MAS Performance Levels

Overall scores in mathematics and/or reading are reported in scale score units. The scale scores for each content area range from 100 to 400. Within the scale-score range, three performance levels have been established for each content area. These three levels are: Goal, Proficient and Basic.

MAS Mathematics

The overall mathematics scale score is reported. A total mathematics raw score is reported as well as a score relative to the mastery criteria for each tested content strand. The MAS Mathematics test assesses students' knowledge of grade-level mathematics skills and concepts along with their ability to solve problems.

MAS READING

The overall reading scale score is reported and is based on a combination of scores from two reading tests, the MAS Degrees of Reading Power®(DRP) and MAS Reading Comprehension. Each test accounts for 50 percent of the total reading scale score.

MAS Degrees of Reading Power®

The MAS DRP test assesses students' ability to understand what has been read. A MAS DRP unit score is reported.

MAS Reading Comprehension

The MAS Reading Comprehension test assesses students' ability to read and understand both fiction and nonfiction passages. A total raw score for the MAS Reading Comprehension test is reported, as well as a score relative to the mastery criteria for the four content strands.

FOR MORE INFORMATION

Specific questions about individual student results on the CMT MAS should be directed to local school personnel.

Detailed information related to the CMT is available on the Connecticut State Department of Education Web site (www.ct.gov/sde). CMT results at the state, district and school levels are available at www.ctreports.com.

Sample MAS Individual Student Report – Page 2



Connecticut Mastery Test

Modified Assessment System
Student Report

STUDENT NAME
ANY SCHOOL, ANY DISTRICT
GRADE: 3
Date of Birth: XX/XX/XXXX
SASID: XXXXXXXXXXXX
Test Date: XX/XXXX

OVERALL RESULTS

Xxxxxx scored at the Goal level on the MAS Mathematics test and scored at the Proficient level on the MAS Reading test.

MAS Mathematics			✓
MAS Reading		✓	
	Basic	Proficient	Goal

MAS MATHEMATICS RESULTS Xxxxxx's TOTAL MAS MATHEMATICS SCALE SCORE = 326 (Score Range 100-400)

Xxxxxx scored at the **Goal** level on the Grade 3 MAS Mathematics test. When provided with modifications such as more accessible presentation of text and graphics, embedded graphic organizers, and scaffolding of multi-step problems, Grade 3 students who perform at this level are likely to demonstrate adequately- to well-developed conceptual understanding, computational skills, and problem-solving skills. Typically, the solutions these students provide to mathematics problems are accurate and include complete explanations.

Student's Score	326			
State Average	250			
		Basic (100-222)	Proficient (223-255)	Goal (256-400)

Content Strands	Mastery Criteria	Student's Score	Content Strands	Mastery Criteria	Student's Score
Numerical and Proportional Reasoning			Geometry and Measurement		
1.Place Value	3 of 4	3 ▲	14.Time	3 of 4	4 ▲
2.Pictorial Representations of Numbers	3 of 4	4 ▲	16.Customary and Metric Measures	3 of 4	4 ▲
4.Order, Magnitude and Rounding of Numbers	3 of 4	4 ▲	17.Geometric Shapes and Properties	3 of 4	4 ▲
5.Models for Operations	3 of 4	4 ▲	Working with Data: Probability and Statistics		
6.Basic Facts	3 of 4	4 ▲	19.Tables, Graphs and Charts	3 of 4	4 ▲
7.Computation with Whole Numbers and Decimals	3 of 4	3 ▲	21.Probability	3 of 4	4 ▲
9.Solve Word Problems	3 of 4	4 ▲	24.Classification and Logical Reasoning	3 of 4	2 ▼
10.Numerical Estimation Strategies	3 of 4	4 ▲	Algebraic Reasoning: Patterns and Functions		
			22.Patterns	3 of 4	4 ▲

Xxxxxx's total MAS Mathematics raw score = 56 of 60
Xxxxxx's total number of content strands mastered = 14 of 15

MAS READING RESULTS Xxxxxx's TOTAL MAS READING SCALE SCORE = 259 (Score Range 100-400)

Xxxxxx scored at the **Proficient** level on the Grade 3 MAS Reading test. The MAS Reading scale score is based on a combination of scores from the MAS Reading Comprehension and MAS Degrees of Reading Power® (DRP) tests. When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 3 students who perform at this level are likely to demonstrate a partially-developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use some strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text.

Student's Score	259			
State Average	250			
		Basic (100-255)	Proficient (256-275)	Goal (276-400)

MAS DEGREES OF READING POWER® (DRP) Unit Score = 20 (Score Range 14 - 63)

MAS READING COMPREHENSION

Xxxxxx's total MAS Reading Comprehension Raw Score = 13 of 26
Xxxxxx's total number of content strands mastered = 1 of 4

Content Strands	Mastery Criteria	Student's Score
1. Forming a General Understanding	6 of 8	3 ▼
2. Developing Interpretation	4 of 6	2 ▼
3. Making Reader/Text Connections	4 of 6	3 ▼
4. Examining the Content and Structure	4 of 6	5 ▲

▲ = Mastered this Content Strand

▼ = Did Not Master this Content Strand

CMT SKILLS CHECKLIST PROFILE AND SKILLS CHECKLIST STUDENT FOLDER

The CMT Skills Checklist is designed to assess 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 assesses skills in the following sections:

Section I	Grade Level Academic Skills – Language Arts (Reading and Communication)
Section II	Grade Level Academic Skills – Mathematics
Section III	Grade Level Academic Skills – Science (Grades 5 and 8)
Section IV	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 Grade 5 Science subsections include *Energy Transfer and Transformations*, *Structure and Function*, *Earth and the Solar System* and *Science and Technology in Society*. The Grade 8 Science subsections include *Forces and Motion*, *Heredity and Evolution*, *Earth and the Solar System*, and *Science and Technology in Society*. 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

The Skills 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, Science (Grades 5 and 8) and Mathematics] is noted by a raw score. Performance on each of the 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 are assessed using 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 Skills Checklist Profile



Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT NAME

Grade: 8
Date of Birth: XXXX/XXXX
SASID: XXXXXXXXXXXX
Test Date: XXXXXX

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

OVERALL RESULTS

XXXXXX scored at the Basic level on the Reading Scale, at the Basic level on the Communication Scale, at the Basic level on the Mathematics Scale, at the Basic level on the Science Scale and at the Application level on the Access Skills Scale.

READING	✦		
	Basic 56 or Below	Proficient 57 - 86	Independent 87 or Above
COMMUNICATION	✦		
	Basic 24 or Below	Proficient 25 - 41	Independent 42 or Above
MATHEMATICS	✦		
	Basic 34 or Below	Proficient 35 - 53	Independent 54 or Above
SCIENCE	✦		
	Basic 11 or Below	Proficient 12 - 31	Independent 32 - 48
ACCESS SKILLS			✦
	Awareness 41 or Below	Practice 42 - 69	Application 70 or Above

Sample Skills Checklist Profile – Page 2

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT NAME

Reading Scale Results - Basic Level

XXXXXXX TOTAL READING SCORE = 32 (Score Range: 0 - 126)

Basic: Students who perform at this level **have difficulty completing** modified academic tasks and activities derived from grade eight content in **reading** as defined in the Connecticut Language Arts Curriculum Framework **even when** provided with instructional support, i.e., cues, prompts, modeling, etc. Their performance is characterized by limited progress over time and 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 XXXXXX received for each reading scale indicator.
For more information about this profile, contact XXXXXX's teacher(s).

Reading and Responding

	0	1	2		0	1	2
A.1.1 Make one or more predictions related to the text		+		B.7.1 Identify and discuss main idea/theme of the text	+		
A.1.2 Generate related questions based on text features	+			B.7.2 Discuss main/idea theme of the text when given		+	
A.1.3 What is known about text based on text features		+		B.7.3 Identify the main idea/theme of the text	+		
A.2.1 Use one(+) strategies to adjust comprehension	+			C.8.1 Use two(+) strategies to read and understand words	+		
A.2.2 Use two(+) strategies to monitor comprehension	+			C.8.2 Use a strategy to read and understand words	+		
A.2.3 Indicate that he/she does not understand the text		+		C.8.3 Use a strategy to read words		+	
A.3.1 Use at least four key text details in a summary	+			C.9.1 Read more than 60 sight words in connected text			+
A.3.2 Use three key text details in a summary	+			C.9.2 Read 60 sight words in connected text			+
A.3.3 Use a beginning and an ending detail in a summary		+		C.9.3 Read 60 sight words in isolation			+
A.4.1 Provide a conclusion about text; give one detail	+			C.10.1 Use two(+) strategies to attach meaning to vocab.	+		
A.4.2 Provide one detail to support a given conclusion	+			C.10.2 Use one(+) strategies to attach meaning to vocab.		+	
A.4.3 Given three choices, select conclusion to the text		+		C.10.3 Identify unknown content specific vocabulary		+	
B.5.1 Ask/answer one or more questions about content	+			D.11.1 Identify a viewpoint different from own for topic	+		
B.5.2 Answer two or more questions related to content		+		D.11.2 Express a viewpoint related to the topic	+		
B.5.3 Answer one question related to content		+		D.11.3 Demonstrate active listening/attending skills		+	
B.6.1 Indicate connections between text and real world	+						
B.6.2 Indicate similarities between two texts	+						
B.6.3 Relate personal example related to the text		+					

Score XXXXXX's
Range Score

Reading and Responding 0 - 66 19

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

Sample Skills Checklist Profile – Page 3

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT NAME

Reading Scale Results

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

Exploring and Responding to Literature

	0	1	2		0	1	2
A.1.1 Identify if given text is fiction or non-fiction		+		C.6.1 Make evaluative comment about an idea/theme/issue	+		
A.1.2 Identify a characteristic of non-fiction in text		+		C.6.2 Indicate an idea/theme/issue present in both texts	+		
A.1.3 Identify a characteristic of fiction in a text		+		C.6.3 Indicate how ideas/themes/issues differ/are alike	+		
A.2.1 Explain how two(+) text features are interesting	+			D.7.1 Indicate author's ethics/values/beliefs;one detail	+		
A.2.2 Identify two(+) interesting features of the text		+		D.7.2 Indicate an author's ethics, values or beliefs	+		
A.2.3 Select a book of interest to read			+	D.7.3 Pick author's ethics/values/beliefs;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 a teacher-directed judgment	+			D.9.3 Select personal life experience from three choices			+
C.5.1 Describe how text character responds to conflict	+			D.10.1 Given message/techniques, judge effectiveness	+		
C.5.2 Indicate one conflict faced by character from text	+			D.10.2 Select an evaluative term from three choices	+		
C.5.3 Select conflict faced by character; three choices		+		D.10.3 Given message, select technique from three choices	+		

Score XXXXXX's
Range Score

Exploring and Responding to Literature 0 - 60 13

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

Sample Skills Checklist Profile – Page 4
Connecticut Mastery Test Skills Checklist Profile
 Second Generation

STUDENT NAME

Communication Scale Results - Basic Level

XXXXXXX TOTAL COMMUNICATION SCORE = 21 (Score Range: 0 - 60)

Basic: Students who perform at this level **have difficulty completing** modified academic tasks and activities derived from grade eight content in **communication** as defined in the Connecticut Language Arts Curriculum Framework **even when** provided with instructional support, i.e., cues, prompts, modeling, etc. Their performance is characterized by limited progress over time and 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 XXXXXX received for each communication scale indicator.
 For more information about this profile, contact XXXXXX 's teacher(s).

Communicating with Others

- A.1.1 Persuade others to read/listen/view a story/movie
- A.1.2 Explain how to complete three-step task correctly
- A.1.3 Describe a pleasant/positive personal experience
- A.2.1 Produce text modeled after a specific genre
- A.2.2 Indicate a feature of one or more genres
- A.2.3 Given list of genres, choose one to listen to/read
- A.3.1 Communicate a topic of interest with two details
- A.3.2 Generate two(+) ideas related to a chosen topic
- A.3.3 Indicate topics of interest
- B.4.1 Identify an appropriate method of presentation
- B.4.2 Identify one or more ways to present information
- B.4.3 Identify the purpose of the product/presentation
- B.5.1 Create and follow checklist; create a final product
- B.5.2 Given a partial checklist, add one(+) extra steps
- B.5.3 Given list of four steps, correctly sequence them
- B.6.1 Present student selected product with two options
- B.6.2 Select two presentation options for final product
- B.6.3 Identify three(+) presentation options for a product

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

English Language Conventions/Writing

- A.1.1 Indicate language features of a cultural setting
- A.1.2 Is text language same or different from student's
- A.1.3 Watch/listen to/read stories from across cultures
- B.2.1 Give three(+) complete sentences related to topic
- B.2.2 Give two(+) complete sentences related to topic
- B.2.3 Select the complete sentence from three choices
- B.3.1 Use appropriate language in two or more settings
- B.3.2 Use appropriate language in one setting
- B.3.3 Indicate appropriate language in 3 given settings
- C.4.1 Correctly edit a short paragraph with three errors
- C.4.2 Recognize one error from paragraph with three
- C.4.3 Correctly edit a given sentence with one error

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

Score XXXXXX's
 Range Score

English Language Conventions/Writing 0 - 24 11

Score XXXXXX's
 Range Score

Communicating with Others 0 - 36 10

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

Sample Skills Checklist Profile – Page 5

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT NAME

Mathematics Scale Results - Basic Level

XXXXXX TOTAL MATHEMATICS SCORE = 11 (Score Range: 0 - 78)

Basic: Students who perform at this level **have difficulty completing** modified academic tasks and activities derived from grade eight content in **mathematics** as defined in the Connecticut Mathematics Curriculum Framework **even when** provided with instructional support, i.e., cues, prompts, modeling, etc. Their performance is characterized by limited progress over time and 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 XXXXXX received for each mathematics scale indicator.
For more information about this profile, contact XXXXXX's teacher(s).

Algebraic Reasoning

- A.1.1 Graphically represent set of data given in table
- A.1.2 Label incomplete graph of data given in a table
- A.1.3 Match 2 graphs, of same type, for same data
- B.2.1 Replace variable with value to evaluate sentence
- B.2.2 Double and triple a whole number quantity
- B.2.3 Indicate group that's twice as large as given group

0	1	2
+		
+		
+		
+		
+		
+		

	Score	XXXXXX's
	Range	Score
Algebraic Reasoning	0 - 12	0

Geometry and Measurement

- A.1.1 Measure polygons to determine congruence
- A.1.2 Sort congruent polygons
- A.1.3 Match two congruent polygons
- A.2.1 Compare volumes of solids
- A.2.2 Describe similarities/differences between solids
- A.2.3 Identify solids
- B.3.1 Determine area of rectangle using length x width
- B.3.2 Determine perimeter of rectangle by adding sides
- B.3.3 ID length and width of two dimensional rectangle
- B.4.1 Given purpose, select most reasonable measurement
- B.4.2 Determine if measurement of object is reasonable
- B.4.3 Choose object that measures more or less

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

	Score	XXXXXX's
	Range	Score
Geometry and Measurement	0 - 24	7

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

Sample Skills Checklist Profile – Page 6

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT NAME

Mathematics Scale Results

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

Numerical and Proportional Reasoning

- A.1.1 Identify which 2 whole numbers a decimal is between
- A.1.2 Match a decimal amount to its pictorial model
- A.1.3 Identify if a given number is a decimal
- A.2.1 Estimate answer to problem with rational numbers
- A.2.2 Determine location of mixed number on no. line
- A.2.3 Differentiate between decimals and whole numbers
- B.3.1 Correctly group equivalent representations
- B.3.2 Match fractional represent. to decimal equivalent
- B.3.3 Choose 1 equivalent representation of given model
- C.4.1 Make reasonable estimation with place value terms
- C.4.2 Match pictorial model of large no. to its value
- C.4.3 Indicate whole no. with more digits is greater

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

Score XXXXXX's
Range Score

Numerical and Proportional Reasoning 0 - 24 0

Probability and Statistics

- A.1.1 Make summary statement about large set of data
- A.1.2 Organize and display a large set of data
- A.1.3 Organize a large set of data
- A.2.1 Given data/conclusions, select most likely concl.
- A.2.2 ID whether conclusion is reasonable for given data
- A.2.3 Determine if piece of info is on given data display
- B.3.1 Find low/middle/high number in unordered list of 7
- B.3.2 Find low/middle/high number in ordered list of 7
- B.3.3 Order list of 5 numbers from smallest to largest

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

Score XXXXXX's
Range Score

Probability and Statistics 0 - 18 4

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

Sample Skills Checklist Profile – Page 7

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT NAME

Science Scale Results - Basic Level

XXXXXX TOTAL SCIENCE SCORE = 11 (Score Range: 0 - 48)

Basic: Students who perform at this level have difficulty completing academic tasks and activities derived from grade eight content, even with prompt support (e.g., a cue, a model, physical guidance, etc.).

A + indicates the rating that XXXXXX received for each science scale indicator.
For more information about this profile, contact XXXXXX 's teacher(s).

Forces and Motion

- A.1.1 Predict movement direction where force is added
- A.1.2 Predict surfaces requiring more force for movement
- A.1.3 Predict which objects requires more force to move
- A.1.4 Show how to change direction of a rolling object
- A.1.5 Show how to change speed of a rolling object
- A.1.6 Student will apply a force to make an object move

0	1	2
+		
+		
+		
+		
+		
+		

Score XXXXXX's
Range Score
Forces and Motion 0 - 12 0

Earth and the Solar System

- A.1.1 Identify photos showing winter and summer in CT
- A.1.2 Show eclipse using Earth, moon & sun
- A.1.3 Given depictions of 3 moon phases, place in order
- A.1.4 Show day and night using sun & Earth
- A.1.5 Given photos of sun, moon & Earth, identify each
- A.1.6 Given photos of the 4 seasons, identify each

0	1	2
+		
+		
+		
+		
+		
+		

Score XXXXXX's
Range Score
Earth and the Solar System 0 - 12 0

Heredity and Evolution

- A.1.1 Given photo identify what represents fertilization
- A.1.2 Describe how the sperm gets to the egg
- A.1.3 Locate where eggs and sperm are produced
- A.1.4 Match the sperm and the egg with correct gender
- A.1.5 Identify female/male reproductive system
- A.1.6 Identify 5 familiar individuals as male or female

0	1	2
+		
+		
+		
+		
+		
+		

Score XXXXXX's
Range Score
Heredity and Evolution 0 - 12 0

Science and Technology in Society

- A.1.1 Given photos of 3 bridges, name strength features
- A.1.2 Describe how to make a sagging bridge stronger
- A.1.3 Describe result of too much weight on bridge
- A.1.4 Identify bridge that can support the most weight
- A.1.5 Identify materials used to build a bridge
- A.1.6 Describe forces that would make a bridge fall

0	1	2
+		
+		
+		
+		
+		
+		

Score XXXXXX's
Range Score
Science and Technology in Society 0 - 12 0

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

Sample Skills Checklist Profile – Page 9

Connecticut Mastery Test Skills Checklist Profile
Second Generation

STUDENT NAME

Access Skills Scale Results

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

Social Interactive Communication

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

Basic Literacy

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

	Score	XXXXXX's
	Range	Score
Social Interactive Communication	0 - 22	17

	Score	XXXXXX's
	Range	Score
Basic Literacy	0 - 16	16

Spatial Relationships

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

	Score	XXXXXX's
	Range	Score
Spatial Relationships	0 - 12	12

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

STUDENT LABELS

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

- (1) Total Mathematics Scale Score (standard or MAS)
- (2) Number of content strands mastered in Mathematics
- (3) Total Science Scale Score (Grades 5 and 8)
- (4) Total Reading Scale Score (standard or MAS)
- (5) Degrees of Reading Power[®] (DRP) Unit Score (standard or MAS)
- (6) Number of content strands mastered in Reading Comprehension (standard or MAS)
- (7) Total Writing Scale Score
- (8) Direct Assessment of Writing holistic score
- (9) Number of content strands mastered in Editing & Revising

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

Scores are not available for tests that students left blank, tests for which students were absent, ELL Exempt, were not available (medically exempt or no longer enrolled in CT public schools or void), or for students who submitted Direct Assessment of Writing tests that were non-scorable.

Labels for students assessed using the CMT Skills Checklist indicate the student's performance on each content area [Reading, Communication, Science (Grades 5 and 8), Mathematics, and Access Skills].

Samples of student labels are located on page [51](#).

Sample Student Labels

Example of a Student Label:

CONNECTICUT MASTERY TEST	Total Mathematics Scale Score (range 100-400) Mathematics content strands mastered	XXX X of X
ANY STUDENT	Total Reading Scale Score (range 100-400) Degrees of Reading Power(DRP) [®] (range 14-99) Reading Comprehension content strands mastered	ABSENT XX ABSENT
Grade: 3		
Test Date: XX/XXXX DOB: XX/XX/XXXX SASID: XXXXXXXXXX	Total Writing Scale Score (range 100-400) Direct Assessment of Writing (range 2-12) Editing & Revising content strands mastered	XXX X X of X
ABSENT = Absent for One or More Test Sessions EXEMPT = ELL Exempt MAS = Modified Assessment System LB = Left Blank One or More Test Sessions NS = Non-Scorable * = Within Goal Range NA = Medically Exempt or No longer enrolled in CT public schools or Void		

Example of a Student Label for a student assessed with the MAS:

CONNECTICUT MASTERY TEST	Total MAS Mathematics Scale Score (range 100-400) MAS Mathematics content strands mastered	XXX X of XX
ANY STUDENT	Total Science Scale Score (range 100-400)	XXX
Grade: 5		
Test Date: XX/XXXX DOB: XX/XX/XXXX SASID: XXXXXXXXXX	Total MAS Reading Scale Score (range 100-400) MAS Degrees of Reading Power(DRP) [®] (range 14 - 79) MAS Reading Comprehension content strands mastered	ABSENT XX ABSENT
	Total Writing Scale Score (range 100-400) Direct Assessment of Writing (range 2-12) Editing & Revising - content strands mastered	XXX X X of X
ABSENT = Absent for One or More Test Sessions EXEMPT = ELL Exempt MAS = Modified Assessment System LB = Left Blank One or More Test Sessions NS = Non-Scorable * = Within Goal Range NA = Medically Exempt or No longer enrolled in CT public schools or Void		

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

CONNECTICUT MASTERY TEST Second Generation	Total Access skills Score (range 0 - 100)	XXX *
ANY STUDENT	Total Reading Score (range 0 - 126)	XXX*
Grade: 3		
DOB: XX/XX/XXXX SASID: XXXXXXXXXX	Total Communication Score (range 0 - 60)	XX*
	Total Mathematics Score (range 0 - 126)	XXX *
* = Reading ,Communication, Science, Mathematics At/Above Proficient Level * = Access skills At/Above Practice Level		

OVERALL SUMMARY REPORT

The Overall Summary Report provides a summary of student performance on the standard CMT for the state and/or district. The report contains the total population of students by grade-level. The average scale scores for the Mathematics, Science (Grades 5 and 8), Reading, and Writing tests are provided. The average raw scores for the Mathematics, Science (Grades 5 and 8), Reading Comprehension and Editing & Revising tests are provided. The average DRP unit score and the average Direct Assessment of Writing holistic score are also provided. The average number of content strands mastered out of the total number of content strands is provided for the Mathematics, Reading Comprehension, and Editing & Revising tests.

The percentages of students scoring at each of the five performance levels are graphically represented. The report also includes the percentage of students within the goal range (Advanced or Goal level) and at/above the Proficient level.

The *Assessment Participation* sections include the total number and percentage of students who received valid scores on the standard CMT for mathematics, science (Grades 5 and 8), reading, and writing. The number and percentage of students who were assessed with the Skills Checklist or the CMT MAS are listed. The number and percentage of students identified as ELL exempt, who have no valid score, and were absent for one or more test sessions are also listed. Students who left one or more test sessions blank, were not available (medically exempt or no longer enrolled in CT public schools for one or more test sessions or void), or whose responses were non-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 percentage of students scoring within the goal range on the standard CMT in all four (Grades 5 and 8), three, two, one, or none of the areas are listed at the bottom of this report.

The number and percentage of students scoring at or above the proficient level on the standard CMT in all four (Grades 5 and 8), three, two, one, or none of the areas are listed at the bottom of this report.

A sample of this report may be located on page [53](#).

Sample Summary Report – Statewide



Connecticut Mastery Test
Fourth Generation

Overall Summary Report

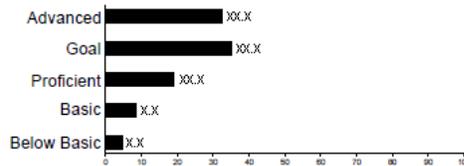
State Report

Total Population: XXXXX

Grade
8

Mathematics

Average Mathematics Scale Score (range 100-400) XXX.X
 Average Mathematics Raw Score (range 0-146) XXX.X
 Average # Content Strands Mastered (out of 21) XX.X



Percent Within the Goal Range XX.X%
 Percent At/Above Proficient Level XX.X%

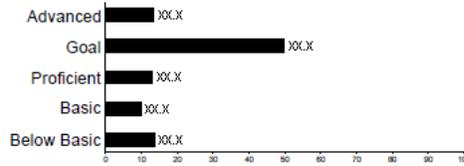
Advanced: 287-400; Goal: 245-286; Proficient: 214-244;
 Basic: 191-213; Below Basic: 100-190

Assessment Participation

Standard CMT	XXXXX	XX.X %
Skills Checklist	XXX	X.X %
MAS	XXXX	X.X %
*ELL Exempt	XXX	X.X %
**No Valid Score	XXX	X.X %
Total Participation	XXXXX	XX.X %
Absent	XXX	X.X %
Total Student Population	XXXXX	XXX.X%

Science

Average Science Scale Score (range 100-400) XXX.X
 Average Science Raw Score (range 0-51) XX.X



Percent Within the Goal Range XX.X%
 Percent At/Above Proficient Level XX.X%

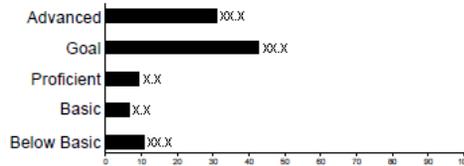
Advanced: 299-400; Goal: 244-298; Proficient: 221-243;
 Basic: 202-220; Below Basic: 100-201

Assessment Participation

Standard CMT	XXXXX	XX.X %
Skills Checklist	XXX	X.X %
*ELL Exempt	XXX	X.X %
**No Valid Score	XXX	X.X %
Total Participation	XXXXX	XX.X %
Absent	XXX	X.X %
Total Student Population	XXXXX	XXX.X%

Reading

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



Percent Within the Goal Range XX.X%
 Percent At/Above Proficient Level XX.X%

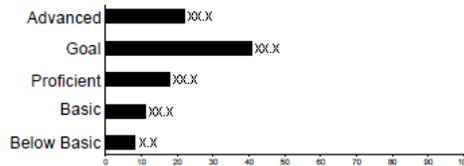
Advanced: 282-400; Goal: 232-281; Proficient: 219-231;
 Basic: 206-218; Below Basic: 100-205

Assessment Participation

Standard CMT	XXXXX	XX.X %
Skills Checklist	XXX	X.X %
MAS	XXXX	X.X %
*ELL Exempt	XXX	X.X %
**No Valid Score	XXX	X.X %
Total Participation	XXXXX	XX.X %
Absent	XXX	X.X %
Total Student Population	XXXXX	XXX.X%

Writing

Average Writing Scale Score (range 100-400) XXX.X
 Average Editing & Revising Raw Score (range 0-40) XX.X
 Average Editing & Revising Content Strands Mastered (out of 2) X.X
 Average Direct Assessment of Writing Holistic Score (range 2-12) X.X



Percent Within the Goal Range XX.X%
 Percent At/Above Proficient Level XX.X%

Advanced: 283-400; Goal: 236-282; Proficient: 212-235;
 Basic: 189-211; Below Basic: 100-188

Assessment Participation

Standard CMT	XXXXX	XX.X %
Skills Checklist	XXX	X.X %
*ELL Exempt	XXX	X.X %
**No Valid Score	XXX	X.X %
Total Participation	XXXXX	XX.X %
Absent	XXX	X.X %
Total Student Population	XXXXX	XXX.X%

	Tested N	None of the Areas N %	Only One Area N %	Only Two Areas N %	Only Three Areas N %	All Four Areas N %
Within the Goal Range	XXXXX	XXXX XX.X	XXXX X.X	XXXX X.X	XXXX XX.X	XXXXX XX.X
At/Above Proficient Level	XXXXX	XXXX X.X	XXXX X.X	XXXX X.X	XXXX XX.X	XXXXX XX.X

*ELL Exempt includes only English Language Learners who have been enrolled in a U.S. school for 12 months or less.
 ** No Valid Score group includes students who left the test blank; whose responses were Non-Scorable (in Direct Assessment of Writing ONLY); were Not Available (Medically Exempt, or No longer in CT Public Schools or Void).

DISTRIBUTION OF SCORE REPORTS

Reports	Parent	School	District
Individual Student Report *	1	1	
Student Label		1	
Overall Summary			1
MAS Individual Student Report *	1	1	
Skills Checklist Profile *	1	1	
Skills Checklist Student Label		1	
Skills Checklist Student Informational Folder	1		
Sample Skills Checklist	1		

** Private Special Education Facilities will receive Individual Student Reports, MAS Individual Student Reports, and CMT Skills Checklist Profiles.*