Connecticut Mastery Test
FOURTH GENERATION

Grade 3

MAS
TEST EXAMINER'S MANUAL
2014

This manual is to be used ONLY with those students who are eligible to receive the *Respond in Test Booklet for MAS* test accommodation and therefore require the use of a scannable MAS test booklet. All other MAS students MUST take the MAS test through the MIST application, which requires the use of the CMT MIST Test Examiner's Manual.

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OVERVIEW

This manual should ONLY be used with those students who have the Respond in Test Booklet for MAS test accommodation. All other MAS students must use the MIST application to take the MAS test.

This manual is to be used by the test examiner when administering the Grade 3 Connecticut Mastery Test Modified Assessment System (CMT MAS) test. This manual includes specific instructions related to test security and directions for administering the MAS test.

Refer to the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual for general information about the testing program, as well as responsibilities of the test examiner and the activities to be completed prior to, during, and after testing.

Contact your District Test Coordinator with questions about the administration of the Grade 3 CMT MAS test.

TEST SECURITY

This manual contains specific instructions that teachers must follow to insure test security and validity. Therefore, it is absolutely essential that each test examiner review this entire manual prior to administering any part of the Connecticut Mastery Test.

Violation of test security is a serious matter with far-reaching consequences. Breaches of test security include, but are not limited to, copying of test materials, failing to return test materials, coaching students, giving students answers, and/or changing students' answers. Such acts may lead to the invalidation of an entire school district's student test scores, disruption of the test system statewide, and legal action against the individual(s) committing the breach. A breach of test security may be dealt with as a violation of the Code of Professional Responsibility for Teachers, as well as a violation of other pertinent state and federal law and regulation. The Connecticut State Department of Education will investigate all such matters and pursue appropriate follow-up action. Any person found to have intentionally breached the security of the test system may be subject to sanctions including, but not limited to, disciplinary action by a local board of education, the revocation of Connecticut teaching certification by the State Board of Education,* and civil liability pursuant to federal copyright law.

See Section 10-145b(j) (1) of the Connecticut General Statutes which reads in relevant part as follows: *The State Board of Education shall revoke any certificate, authorization or permit issued pursuant to said sections if the holder is found to have intentionally disclosed specific questions or answers to students or otherwise improperly breached the security of any administration of a state-wide examination pursuant to Section 10-14n.

All CMT test materials are SECURE with the exception of the CMT Practice Tests, CMT Skills Checklist, CMT Test Examiner's Manual, CMT Test Coordinator's Manual, CMT rulers, and CMT Formula Charts (Grade 8 only). CMT test materials must be securely stored (in a closed, preferably locked container, closet, or room) at all times, except when being used to test students.

To maintain the integrity and validity of the Connecticut Mastery Test, security measures must be maintained **by all school staff** prior to, during, and after testing.

The following activities are serious violations of test security and must be avoided:

- Reviewing, examining, or analyzing test items or student responses to items either prior to, during, or after testing
- Providing students with, or access to, test items or test content prior to testing
- Providing students with, or access to, answers prior to or during testing
- Keeping, copying, reproducing, cloning, or using in any manner inconsistent with instructions specified in the Test Examiner's and the Test Coordinator's Manuals any item or any portion of any test except those items and tests specifically released by the Connecticut State Department of Education (CSDE)
- Keeping, copying, or reproducing any portion of student responses to any item or any section of any test
- Coaching students, altering student responses, or interfering with student responses in any way prior to, during, or after testing; this includes, but is not limited to, providing students with explanations of questions or definitions of test-item vocabulary for any section of the test
- Failing to follow instructions specified in the Test Examiner's and the Test Coordinator's Manuals for the distribution and return of test materials or failing to account for all test materials prior to, during, or after testing
- Failing to follow all directions pertaining to the administration of the CMT as specified in the Test Examiner's and the Test Coordinator's Manuals
- Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing
- Allowing students to use portable listening or recording devices, cell phones, tablets, or other electronic equipment during any test session, except for approved accommodations and allowable calculators
- Leaving in view of students during test administration any materials (e.g., bulletin boards, posters, desktop learning aids) that are related in concept or content to the subject areas being assessed

Any breaches in test security must be reported *immediately* to your District Test Coordinator who will contact the CSDE Student Assessment Office.

CMT MAS TEST SESSIONS

The 2014 Grade 3 CMT MAS consists of the following Mathematics and Reading test sessions:

MAS Test Session	Actual Testing Time	Directions Time	Total Time
MAS Mathematics Practice Test	20 minutes	–	20 minutes
Mathematics – Session 1	60 minutes	10 minutes	70 minutes
Mathematics – Session 2	60 minutes	10 minutes	70 minutes
MAS Reading Practice Test	20 minutes	–	20 minutes
Reading Comprehension – Session 1	45 minutes	10 minutes	55 minutes
Reading Comprehension – Session 2	45 minutes	10 minutes	55 minutes
Degrees of Reading Power® (DRP)	45 minutes	10 minutes	55 minutes

Note: Many students participating in the CMT MAS are likely to have the test accommodation of extended time.

The CMT MAS is available for the content areas of mathematics and reading only. **Students assessed with the CMT MAS in mathematics and/or reading will participate in the standard, grade-level CMT for all other content areas.** These students should be administered the same practice test used for the standard CMT.

There is an additional and optional practice test available to students completing the MAS Mathematics and/or MAS Reading. These practice tests are available in test booklet format for students with the Respond in Test Booklet for MAS test accommodation.

Refer to the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual for the directions for administering the standard grade-level CMT for all other content areas.

CMT MAS TESTING SCHEDULE

The District Test Coordinator is responsible for determining the testing schedule for the entire district. Accordingly, each test examiner should receive the complete testing schedule from the District Test Coordinator well in advance of the start of testing.

Refer to the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual for test scheduling information for the standard CMT test sessions.

The following guidelines should be followed when developing the 2014 CMT MAS schedule:

- Students assessed with the CMT MAS should **not** be administered the standard CMT in the same content area(s). For example, a student assessed with CMT MAS in mathematics should not be administered any standard CMT mathematics test sessions.
- Students assessed with the CMT MAS must be tested in a separate setting from students assessed with the standard CMT.
- Within a school, each test session of the CMT MAS must be administered on the same schedule to students in the same grade. For example, all Grade 3 students assessed with the CMT MAS in mathematics must take CMT MAS Mathematics Session 1 on the same schedule.
- There is no requirement that CMT MAS test sessions be administered on the same schedule as the standard CMT for mathematics and reading.
- Students assessed with the CMT MAS will take the same standard practice test with students assessed with the standard CMT. In addition, CMT MAS Mathematics and Reading Practice Tests were provided in the shipment of MAS test materials, but only for those students with the Respond in Test Booklet for MAS test accommodation. These practice tests are also available on the CSDE Website (www.ct.gov/sde) and the MI Web Portal (https://state2.measinc.com/ct/wp). Note: The CMT MAS practice tests are optional.

Note: It is preferable to schedule testing early in the school day. If possible, testing should not be scheduled for any day immediately preceding or following weekends or school events that will overly excite the students. An effort should be made, prior to testing, to eliminate any possible distractions such as bells, telephones, fire drills, and outside noises.

FRONT COVER OF THE CMT MAS TEST BOOKLET: TO BE COMPLETED BY STUDENTS

Before beginning this section, be sure that you have read and understand the Responsibilities of the Test Examiner section on pages 13 – 17 and the Student Barcode Labels section on pages 18 – 19 of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual.

Write the names of the teacher/examiner, school, and district on the board.

PART 1 – STUDENTS WITH PRE-ID LABELS – MATHEMATICS AND READING

SAY **I am going to distribute your** (*state the name of the test* **Mathematics/ Reading***)* **test booklet. Do not open, bend, fold, or write in it at this time.**

Distribute the test booklets with the front cover face up.

SAY **Your test booklet is going to be scored by both people and machines, so treat it carefully. Keep it as clean as possible, and do not bend or fold the corners.** *(Pause.)* **Look at the front cover of your test booklet. At the bottom is a barcode label with your name printed on it. Check to make sure that you have your own test booklet. If you do not have your own test booklet, raise your hand.**

Pause for students to check the name on their test booklet.

SAY **In the top left corner are spaces for your name, teacher/examiner, school, and district. On the line labeled STUDENT NAME, print your first name, middle initial, and last name. Be sure to print your full, complete first and last names. Do NOT use nicknames. If you do not have a middle initial, just print your first and last names.** *(Pause for students to print their names.)* **On the line labeled TEACHER/EXAMINER, print my name. On the line labeled SCHOOL, print the name of our school. On the line labeled DISTRICT, print the name of our district. Are there any questions?**

Pause and answer any questions. Circulate around the room and check that all students have done this properly.

Collect all test booklets if the front cover information is completed in a regular class setting. If the front cover information is completed just prior to a test session, collect the test booklets after testing. Check the information on the front cover to make sure that it is complete and accurate. Make appropriate corrections. Store the test booklets in a secure place until the next test session.

Be sure to maintain test security between test sessions (see the Test Security section on pages 1 and 2).

Instructions for completing the back cover of the test booklets (i.e., "TEACHER USE ONLY") can be found on page 12.

PART 2 – STUDENTS WITH GENERIC BARCODE LABELS – MATHEMATICS

The information provided on the front cover of the MAS Mathematics test booklet will be used for reporting the student's scores. It is important to verify that all information on the front cover of the student's MAS Mathematics test booklet is accurate.

A sample MAS Mathematics test booklet front cover is located in Appendix A.

Draw a model of the DATE OF BIRTH grid from the front cover of the test booklets on the board. Refer to the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual for Resident Town Code Numbers. Write the names of the teacher/examiner, school, and district on the board.

SAY **I am going to distribute your Mathematics test booklet. Do not open, bend, fold, or write in it at this time.**

Distribute the test booklets with the front cover face up.

SAY **Your test booklet is going to be scored by both people and machines, so treat it carefully. Keep it as clean as possible, and do not bend or fold the corners.** *(Pause.)* **Look at the front cover of your test booklet. At the bottom is a barcode label with your name written on it. Check the name to make sure that you have your own test booklet. If you do not have your own test booklet, raise your hand.**

Pause for students to check the name on their test booklet.

SAY **In the top left corner are spaces for your name, teacher/examiner, school, and district. On the line labeled STUDENT NAME, print your first name, middle initial, and last name. Be sure to print your full first and last names. Do NOT use nicknames. If you do not have a middle**

initial, just print your first and last names. *(Pause for students to print their names.)* **On the line labeled TEACHER/EXAMINER, print my name. On the line labeled SCHOOL, print the name of our school. On the line labeled DISTRICT, print the name of our district. Are there any questions?**

Pause and answer any questions. Circulate around the room and check that all students have done this properly.

SAY **Look at your test booklet and locate the columns labeled LAST NAME, FIRST NAME, and MI (middle initial). In the boxes at the top of the grid labeled LAST NAME, print as much of your last name as you can. Use one box for each letter, hyphen, apostrophe, period, or blank space in your name. Be sure your last name is spelled correctly. Do not add suffixes such as Junior (Jr.), the Third (III), etc. to the end of your name**.

Pause for students to print their last names.

Example with a hyphen:

S	M	I	T	H	-	J	O	N	E	S				

Example with an apostrophe:

O	’	C	O	N	N	E	L	L						

Example with a period:

S	T	.	J	A	M	E	S							

Example with a blank space:

D	E		J	E	S	U	S							

SAY **Do the same for your first name. Do NOT use nicknames. Then, print your middle initial. If you do not have a middle initial, just print your last and first names and leave the MI (middle initial) box blank.**

Pause for students to print their first names and middle initials.

SAY **Now in the column below each box, fill in the bubble that matches what you wrote in the box above. Be sure to mark only one bubble in**

each column. Fill in the blank space bubble at the bottom of every column in which you have not marked a letter, hyphen, apostrophe, or period. If you do not have a middle initial, fill in the blank space bubble at the bottom of the column under MI (middle initial). Be sure to make heavy marks that fill in the whole bubble. If you make a mistake, erase your mark completely. If you have any questions, raise your hand.

Pause until all students have finished filling in this grid, and answer any questions. Circulate around the room and check that all students have done this properly.

SAY **Now look below the name grid at the box labeled DATE OF BIRTH. In the section labeled MONTH, fill in the bubble next to the month in which you were born.** *(Demonstrate. Pause.)* **Under the box labeled DAY, fill in the bubbles that show the day of the month you were born. If you were born on the 25th, for example, fill in the bubble for "2" in the left column and the bubble for "5" in the right column. If you were born on the 3rd, for example, fill in the bubble for "0" in the left column and the bubble for "3" in the right column.** *(Demonstrate. Pause.)* **Under the box labeled YEAR, fill in the bubble next to the year in which you were born. If you were born in 2003, for example, fill in the bubble next to 2003. Be sure your correct date of birth has been filled in.** *(Demonstrate. Pause.)* **Are there any questions?**

Pause until all students have finished filling in this grid, and answer any questions. Circulate around the room and check that all students have done this properly.

SAY **Find the box labeled RESIDENT TOWN CODE located to the right of the DATE OF BIRTH box.** *(See the Resident Town Code Numbers in Appendix B of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual. Write the appropriate code number on the board.)* **The number for this town is ____. If your parents or guardians do not live in this town, raise your hand, and I will give you your code.** *(See Appendix B of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual for Resident Town Code Numbers and additional information about determining a student's resident town code.)* **Write the three-digit number in the boxes. Now, in the column below each box, fill in the bubble that matches the number in the box above.**

Pause until all students have finished filling in this grid, and answer any questions.

Note: The Resident Town Code Number is the 3-digit code for the student's **town** of fiscal responsibility for the purposes of Educational Cost Sharing (ECS) grants. This may not be the same as the District of Fiscal Responsibility Code that may need to be bubbled on the back cover.

If you have any questions regarding the Resident Town Code Number for any student, contact your District Test Coordinator.

SAY **Find the box labeled GENDER located to the right of the resident town code box. In the GENDER box, fill in the bubble beside Male, if you are a boy, or fill in the bubble beside Female, if you are a girl.**

Pause until all students have finished filling in their gender, and answer any questions. Circulate around the room and check that all students have completed the information properly.

Collect all test booklets if the front cover information is completed in a regular class setting. If the front cover information is completed before a test session, collect the test booklets after testing. Check the information on the front cover to make sure that it is complete and accurate. Make appropriate corrections. Store the test booklets in a secure place until the next test session.

Be sure to maintain test security between test sessions (see the Test Security section on pages 1 and 2).

Instructions for completing the back cover of the test booklets (i.e., “TEACHER USE ONLY”) can be found on page 12.

PART 3 – STUDENTS WITH GENERIC BARCODE LABELS – READING

The information provided on the front cover of the MAS Reading test booklet will be used for reporting the student’s scores. It is important to verify that all information on the front cover of the student’s MAS Reading test booklet is accurate. The NAME fields are abbreviated to the first six letters or characters of the first and last names.

A sample MAS Reading test booklet front cover is located in Appendix A.

Draw a model of the DATE OF BIRTH grid from the front cover of the test booklets on the board. Print the names of the teacher/examiner, school, and district on the board.

SAY **I am going to distribute your Reading test booklet. Do not open, bend, fold, or write in it at this time**.

Distribute the test booklets with the front cover face up.

SAY **Your test booklet is going to be scored by both people and machines, so treat it carefully. Keep it as clean as possible, and do not bend or fold the corners.** *(Pause.)* **Look at the front cover of your test booklet. At the bottom is a barcode label with your name written on it. Check to**

make sure that you have your own test booklet. If you do not have your own test booklet, raise your hand.

Pause for students to check the name on their test booklet.

SAY **In the top left corner are spaces for your name, teacher/examiner, school, and district. On the line labeled STUDENT NAME, print your first name, middle initial, and last name. Be sure to print your full first and last names. Do NOT use nicknames. If you do not have a middle initial, just print your first and last names.** *(Pause for students to print their names.)* **On the line labeled TEACHER/EXAMINER, print my name. On the line labeled SCHOOL, print the name of our school. On the line labeled DISTRICT, print the name of our district. Are there any questions?**

Pause and answer any questions. Circulate around the room and check that the information has been printed correctly.

SAY **Look at your test booklet and locate the columns labeled LAST NAME and FIRST NAME. In the boxes at the top of the grid labeled LAST NAME, print as much of your last name as you can. Use one box for each letter, hyphen, apostrophe, period, or blank space in your name. Be sure that the first part of your last name is spelled correctly. Do not add suffixes such as Junior (Jr.), the Third (III), etc. to the end of your name.**

Pause for students to print the first six letters/characters of their last names.

Example with a hyphen: (The first six letters/characters of the name Smith-Jones)

S	M	I	T	H	-

Example with an apostrophe: (The first six letters/characters of the name O’Connell)

O	’	C	O	N	N

Example with a period: (The first six letters/characters of the name St. James)

S	T	.	J	A	M

Example with a blank space: (The first six letters/characters of the name De Jesus)

D	E		J	E	S

SAY **Do the same for your first name. Do NOT use nicknames.** *(Pause.)* **Now in the column below each box, fill in the bubble that matches what you**

wrote in the box above. Be sure to mark only one bubble in each column. Fill in the blank space bubble at the bottom of every column in which you have not marked a letter, hyphen, apostrophe, or period. Be sure to make heavy marks that fill in the whole bubble. If you make a mistake, erase your mark completely. If you have any questions, raise your hand.

Pause until all students have finished filling in this grid, and answer any questions. Circulate around the room and check that all students have done this properly.

SAY **Now look to the right of the name grid at the box labeled DATE OF BIRTH. In the section labeled MONTH, fill in the bubble next to the month in which you were born.** *(Demonstrate. Pause.)* **Under the box labeled DAY, fill in the bubbles that show the day of the month you were born. If you were born on the 25th, for example, fill in the bubble for "2" in the left column and the bubble for "5" in the right column. If you were born on the 3rd, for example, fill in the bubble for "0" in the left column and the bubble for "3" in the right column.** *(Demonstrate. Pause.)* **Under the box labeled YEAR, fill in the bubble next to the year in which you were born. If you were born in 2003, for example, fill in the bubble next to 2003. Be sure your correct date of birth has been filled in.** *(Demonstrate. Pause.)* **Are there any questions?**

Pause until all students have finished filling in this grid, and answer any questions. Circulate around the room and check that all students have done this properly.

Collect all test booklets if the front cover information is completed in a regular class setting. If the front cover information is completed before a test session, collect the test booklets after testing. Check the information on the front cover to make sure that it is complete and accurate. Make appropriate corrections. Store the test booklets in a secure place until the next test session.

Be sure to maintain test security between test sessions (see the Test Security section on pages 1 and 2).

Instructions for completing the back cover of the test booklets (i.e., "TEACHER USE ONLY") can be found on page 12.

BACK COVER OF THE CMT MAS TEST BOOKLET: TO BE COMPLETED BY THE TEST EXAMINER

PART 1 – MAS MATHEMATICS TEST BOOKLETS

Before beginning this section, be sure that you have read and understand the contents of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual.

The information provided on the back cover of the MAS Mathematics test booklet will be used for reporting the student's scores. It is important to verify all information on the back cover of the student's MAS Mathematics test booklet using the Public School Information System (PSIS) maintained by your district.

A sample MAS Mathematics test booklet back cover is located in Appendix A.

A) Demographic Information

- State Assigned Student Identification Number (SASID)
- Ethnicity/Race
- Special Education
- English Language Learner (ELL)
- Eligible for Free Meals
- Eligible for Reduced Price Meals
- Not Eligible for Free or Reduced Price Meals
- School/District Enrollment Information
- District of Fiscal Responsibility

FOR STUDENTS WITH PRE-ID LABELS

- Do **not** complete any demographic information on the back cover.

FOR STUDENTS WITH GENERIC BARCODE LABELS

- Write the student's 10-digit State Assigned Student Identification Number (SASID) in the boxes and fill in the bubble that matches the number you wrote in the box above. Contact your District Test Coordinator if you do not know a student's SASID number. **Correctly filling in the student's SASID will ensure that the student's test results are reported accurately. Incorrect or missing SASID numbers delay test processing and reporting.**
- Record the student's ethnicity/race according to PSIS.
  1) Answer the question, "Is this student Hispanic/Latino?" (Bubble only one.)
  2) Answer the question, "What is the student's race?" (Bubble one or more, even if you answered "Yes" to the Hispanic/Latino question.)
- Fill in the bubble(s) indicating whether the student:
  1) Receives special education services
  2) Is identified as an ELL student
  3) Is eligible for free meals
  4) Is eligible for reduced price meals
  5) Is **not** eligible for free or reduced price meals

- Fill in the "SCHOOL" bubble only if the student enrolled in this school after October 1, 2013.
- Fill in the "DISTRICT" bubble only if the student enrolled in this district after October 1, 2013.
- For those students who are enrolled in an outplacement center, a district-wide special education program, or a Judicial Juvenile Residential Service Facility, fill in the **District Code Number** in the "District of Fiscal Responsibility" field. It is important to verify that the correct District Code Number for the student's district of fiscal responsibility is coded to ensure that test scores are reported to the correct district. (District Code Numbers are located in Appendix B of the standard Grade 3 CMT Form Z Test Examiner's Manual.)

B) Students Who Leave the Test Blank

It is critical to indicate if the student attended the test session but left the test booklet blank. To track this information, test examiners are required to inspect all test booklets after each test session and to fill in the "Left Blank" bubble(s) on the back cover of each test booklet, as appropriate.

A "Left Blank" bubble must be filled in when a student attended the test session but did not respond to any questions or, in the case of the Direct Assessment of Writing, did not provide any response. If the student responded to one or more questions, the "Left Blank" bubble for that test session should not be filled in. Students who leave a test blank or respond to only part of a test are not permitted to participate in a make-up session.

If there are no responses provided for a particular test session and the "Left Blank" bubble is not filled in, the student will be counted as **absent** for that test session.

PART 2 – MAS READING TEST BOOKLETS

Before beginning this section, be sure that you have read and understand the contents of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual.

The information provided on the back covers of the MAS Reading test booklet will be used for reporting the student's scores. It is important to verify that all information on the back covers of the student's MAS Reading test booklet is accurate.

A sample MAS Reading test booklet back cover is located in Appendix A.

A) State Assigned Student Identification Number (SASID)

FOR STUDENTS WITH PRE-ID LABELS

- Do **not** complete the State Assigned Student Identification Number (SASID) on the back cover.

FOR STUDENTS WITH GENERIC BARCODE LABELS

- Write the student's 10-digit State Assigned Student Identification Number (SASID) in the boxes and fill in the bubbles that match the number. Contact your District Test Coordinator if you do not know a student's SASID number. **Correctly filling in the student's SASID will ensure that the student's test results are reported accurately. Incorrect or missing SASID numbers delay test processing and reporting.**

B) Students Who Leave the Test Blank

It is critical to indicate if the student attended the test session but left the test booklet blank. To track this information, test examiners are required to inspect all test booklets after each test session and to fill in the "Left Blank" bubble(s) on the back cover of each test booklet, as appropriate.

A "Left Blank" bubble must be filled in when a student attended the test session but did not respond to any questions. If the student responded to one or more questions, the "Left Blank" bubble for that test session should not be filled in. Students who leave a test blank or respond to only part of a test are not permitted to participate in a make-up session.

If there are no responses provided for a particular test session and the "Left Blank" bubble is not filled in, the student will be reported as **absent** for that test session.

C) Students Identified As English Language Learners (ELL) Eligible for Exemption (Reading and Writing Only)

If a student is identified as ELL Eligible for Exemption, the test examiner must indicate this exemption on the back cover of the MAS Reading test booklet for that student. **This must be indicated for all ELL EXEMPT students, regardless of the type of label (Pre-ID or generic).**

The "ELL Eligible for Exemption" bubble should be filled in on the back cover of the MAS Reading test booklet if:

- The student has been identified as ELL, **and**
- The student enrolled for the first time in a U.S. school after March 3, 2013, **and**
- The student has been administered an appropriate language proficiency assessment at least once since March 3, 2013.

Note: ELL Exempt students may be exempted from all Reading and Writing tests, but must take the Mathematics test, and Science test in grades 5 and 8, with accommodations if necessary.

CMT MAS MATHEMATICS – SESSION 1
(Without Rulers) (Without Calculators)

This manual should only be used to administer the CMT MAS Mathematics test to students who have the "Respond in Test Booklet for MAS" test accommodation.

In order for this test to function as intended, all students must be tested under the conditions specified in the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual and this manual. Read the directions **exactly** as written and carefully observe time limits. Directions which appear in **bold, indented print** following the SAY graphic are to be read aloud to the students. All other directions are for the test examiner only and should not be read aloud.

Before continuing, be sure you have read and are familiar with the Test Security section on pages 1 and 2 and the Responsibilities of the Test Examiner section on pages 13 – 17 of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual.

To ensure that the test session is not interrupted, post the Do Not Disturb sign on the classroom door.

Completion of the Front Cover

Follow the instructions for completion of the front cover on pages 5 – 11 of this manual before the CMT MAS Mathematics – Session 1 test is administered to students.

Completion of the Back Cover

Before returning test booklets to the District Test Coordinator, follow the instructions for completion of the back cover on pages 12 – 14 of this manual.

Testing Time and Materials Needed

The CMT MAS Mathematics – Session 1 test will take approximately 70 minutes to administer:

- Distributing materials and reading directions 10 minutes
- Student testing time 60 minutes

Each student will need the following materials to complete the CMT MAS Mathematics – Session 1 test:

- A Grade 3 CMT MAS Mathematics test booklet
- Scratch paper
- Two Number 2 pencils with erasers
- Highlighter (for students who choose to use one) – students may use highlighters to help them read test items, but should not use them to answer test items

Students may not use pens for this test.

Directions for Administering CMT MAS Mathematics – Session 1

Have all desks cleared and see that each student has two Number 2 pencils with erasers.

SAY **I am going to give you your Mathematics test booklet and a sheet of scratch paper. Check to make sure that the test booklet belongs to you, but do not open your test booklet until I tell you to do so. Please raise your hand if the test booklet does not belong to you.**

Give each student a sheet of scratch paper. Distribute the test booklets. Make sure each student has the correct test booklet.

SAY **Open your test booklet to page 3.** *(Pause. Make sure students have turned to the correct page.)* **Read the directions to yourself as I read them aloud.**
DIRECTIONS:

- **Use only a Number 2 pencil to respond to the questions in this test booklet. Responses written in pen *cannot* be scored. Mark or write your answer in the correct space in this test booklet.**
- **You may *not* use a calculator to help you solve the problems in Session 1.**
- **You may *not* use a ruler to help you solve the problems in Session 1.**

Now turn to page 5.

Pause. Make sure students have the correct page.

SAY **Read the directions to yourself as I read them aloud.**
DIRECTIONS: Read each question and choose the best answer. Mark or write your answer in the correct space in this test booklet. *(Pause.)*
Now look at Sample A in your test booklet. Read the question and choose the correct answer.

Pause for students to read Sample A. Sample A is provided here for you to read silently while the students read it to themselves.

Sample A

Which means the same as 700 + 60 + 1?

○ *7,160*
○ *7,061*
● *761*
○ *716*

SAY **Look at the answer for Sample A. The third answer choice bubble beside 761 has already been filled in. The correct answer is "761," because 700 plus 60 plus 1 is equal to 761. Are there any questions?**

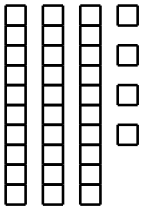
Pause and answer any questions.

SAY **Now look at Sample B in your test booklet. Read the problem and answer the question.**

Pause for students to read Sample B. Sample B is provided here for you to read silently while the students read it to themselves.

Sample B

What number is shown by the blocks in this picture?



- ○ *43*
- ○ *34*
- ○ *44*
- ○ *304*

SAY **Who knows the right answer?** *(Pause for correct answer: "34.")* **That's right. The number of blocks shown in the picture is "34." Now completely fill in the bubble beside 34 in your test booklet. Are there any questions?**

Wait until all of the students have filled in this bubble. Make sure that students understand the samples. Answer any questions.

SAY **There is a second type of question. These are the written response questions. They are to be answered right in the test booklet in the space provided directly below the question. Read all of the directions carefully, then write your answer in the space provided.**

When I tell you to begin, start with question 1 and continue working until you see the stop sign after question 29. You may use your scratch paper to help you find the answers. For multiple-choice questions, fill in the bubble next to your answer choice in your test

booklet. Remember to fill in the bubble completely, and make a dark mark. For written response questions, use only the space provided for your answers. If you change your mind after you have answered, erase your first answer completely; then mark or write your new answer. If you need more scratch paper, or if your pencil breaks, raise your hand. If it helps you to underline, highlight, or make marks in your test booklet, you may do so. However, only the marks and writing that are properly placed in the answer spaces of the test booklet will be scored. If you are not sure about the answer to a question, do the best you can, but do NOT spend too much time on any one question. If you finish before the time is called, you may go back and check your work on questions 1 through 29, but do NOT work on any other test session.

When you finish, close your test booklet. You will have 60 minutes to complete this test session. Are there any questions? (*Pause. Answer any questions.)* **Turn to page 6. You may start working now.**

STUDENTS MAY **NOT** USE CALCULATORS OR RULERS FOR THIS TEST SESSION.

REMEMBER TO RECORD THE STARTING AND ENDING TIMES ON THE BOARD. While students are working, walk around the room to see that they are clearly recording their responses in the CMT MAS Mathematics – Session 1 section of the test booklet and that they are not looking at any other test session. Do not give help on specific test questions.

After 50 minutes have passed,

SAY **You have 10 minutes left. Check your work carefully. Only what is written in your test booklet will be scored.**

After a total of 60 minutes (or sooner if all have finished),

SAY **Stop! Put your pencil down now. Close your test booklet.**

CMT MAS Mathematics – Session 1 ends here. Collect all CMT MAS Mathematics test booklets and scratch paper immediately. Discard all scratch paper.

Store test booklets and all other test materials in a secure place until the next test session.

Be sure to maintain test security between testing sessions (see the Test Security section on pages 1 and 2).

Check your district's testing schedule to determine what test session will be administered next. If this is the last session, go to the section labeled "After Test Administration" on page 16 of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual.

IMPORTANT
Accounting for Blank Test Sessions

It is critical to accurately report whether a student was absent from a test session or if the student attended the session but left the test booklet blank.

To track this information, test examiners are required to carefully inspect all test booklets after each test session. The "Left Blank" bubble on the back of the test booklet should be filled in only when a student attended the test session but did not respond to any questions or, in the case of the Direct Assessment of Writing, did not provide any response.

If the "Left Blank" bubble is not filled in, the student will be reported as absent. If the student responded to one or more questions, the "Left Blank" bubble should <u>not</u> be filled in.

Additionally, test examiners must report names of absent students to the District Test Coordinator so that appropriate make-up testing can be scheduled.

CMT MAS MATHEMATICS – SESSION 2
(With Rulers) (Without Calculators)

This manual should only be used to administer the CMT MAS Mathematics test to students who have the "Respond in Test Booklet for MAS" test accommodation.

In order for this test to function as intended, all students must be tested under the conditions specified in the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual and this manual. Read the directions **exactly** as written and carefully observe time limits. Directions which appear in **bold, indented print** following the SAY graphic are to be read aloud to the students. All other directions are for the test examiner only and should not be read aloud.

Before continuing, be sure you have read and are familiar with the Test Security section on pages 1 and 2 and the Responsibilities of the Test Examiner section on pages 13 – 17 of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual.

To ensure that the test session is not interrupted, post the Do Not Disturb sign on the classroom door.

Completion of the Front Cover

Follow the instructions for completion of the front cover on pages 5 – 11 of this manual before the CMT MAS Mathematics – Session 2 test is administered to students.

Completion of the Back Cover

Before returning test booklets to the District Test Coordinator, follow the instructions for completion of the back cover on pages 12 – 14 of this manual.

Testing Time and Materials Needed

The CMT MAS Mathematics – Session 2 test will take approximately 70 minutes to administer:

- Distributing materials and reading directions 10 minutes
- Student testing time 60 minutes

Each student will need the following materials to complete the CMT MAS Mathematics – Session 2 test:

- A Grade 3 CMT MAS Mathematics test booklet
- Scratch paper
- A CMT Ruler (Beige)
- Two Number 2 pencils with erasers
- Highlighter (for students who choose to use one) – students may use highlighters to help them read test items, but should not use them to answer test items

Students may not use pens for this test.

Directions for Administering CMT MAS Mathematics – Session 2

Have all desks cleared and see that each student has two Number 2 pencils with erasers.

SAY **I am going to give you your test booklet, a sheet of scratch paper, and a beige-colored ruler. Check to make sure that the test booklet belongs to you, but do not open your test booklet until I tell you to do so. Please raise your hand if the test booklet does not belong to you.**

Give each student a sheet of scratch paper and a ruler. Distribute the test booklets. Make sure each student has the correct test booklet.

SAY **Open your test booklet to page 25.**

Pause. Make sure that students have turned to the correct page.

SAY **Read the directions to yourself as I read them aloud.**
DIRECTIONS:

- **Use only a Number 2 pencil to respond to the questions in this test booklet. Responses written in pen *cannot* be scored. Mark or write your answer in the correct space in this test booklet.**
- **You may *not* use a calculator to help you solve the problems in Session 2.**
- **You may use a ruler to help you solve the problems in Session 2.**

Now turn to page 27.

Pause. Make sure that students have turned to the correct page.

SAY **Read the directions to yourself as I read them aloud.**
DIRECTIONS: Read each question and choose the best answer. Mark or write your answer in the correct space in this test booklet. *(Pause.)*
Now look at Sample A in your test booklet. Read the question and choose the correct answer.

Pause for students to read Sample A. Sample A is provided here for you to read silently while the students read it to themselves.

Sample A

About how long is a box of tissues?

- ○ *24 ounces*
- ● *24 centimeters*
- ○ *24 feet*
- ○ *24 meters*

SAY **Look at the answer for Sample A. The second answer choice bubble beside "24 centimeters" has already been filled in. A box of tissues is about 24 centimeters long. Are there any questions?**

Pause and answer any questions.

SAY **Now look at Sample B in your test booklet. Read the problem and answer the question.**

Pause for students to read Sample B. Sample B is provided here for you to read silently while the students read it to themselves.

Sample B

The table shows the prices of some tools Henrietta wanted to buy.

Tool Prices

Tool	Price
Saw	$45.95
Hammer	$17.98
Shovel	$29.45
Rake	$23.95

Henrietta has $20. Which tool costs ***less*** *than the amount of money she has?*

- ○ *Saw*
- ○ *Hammer*
- ○ *Shovel*
- ○ *Rake*

SAY **Who knows the right answer?** *(Pause for correct answer: "Hammer.")* **That's right. The correct answer is "Hammer" because the hammer is the**

only tool shown on the chart that costs *less* than $20. Now completely fill in the bubble beside "Hammer" in your test booklet. Are there any questions?

Wait until all of the students have filled in this bubble. Make sure that the students understand the samples. Answer any questions.

SAY **There is also a second type of question. These are the written response questions. They are to be answered right in the test booklet in the space provided directly below the question. Again, read all of the directions carefully, then write your answer in the space provided.**

When I tell you to begin, start with question 30 and continue working until you see the stop sign after question 55. You may use your scratch paper and CMT ruler to help you find the answers. For multiple-choice questions, fill in the bubble next to your answer choice in your test booklet. Remember to fill in the bubble completely, and make a dark mark. For written response questions, use only the space provided for your answers. If you change your mind after you have answered, erase your first answer completely; then mark or write your new answer. If you need more scratch paper, or if your pencil breaks, raise your hand. If it helps, you may underline, highlight, or make marks in your test booklet. However, only the marks and writing that are properly placed in the answer spaces of the test booklet will be scored. If you are not sure about the answer to a question, do the best you can, but do NOT spend too much time on any one question. If you finish before the time is called, you may go back and check your work on questions 30 through 55, but do NOT work on any other test session.

When you finish, close your test booklet. You will have 60 minutes to complete this test session. Are there any questions? *(Pause. Answer any questions.)* **Turn to page 28. You may start working now.**

STUDENTS MAY USE CMT RULERS, BUT MAY **NOT** USE CALCULATORS ON THIS TEST SESSION.

REMEMBER TO RECORD THE STARTING AND ENDING TIMES ON THE BOARD. While the students are working, walk around the room to see that they are recording their responses in the CMT MAS Mathematics – Session 2 section of the test booklet and that they are not looking at any other test session. Do not give help on specific test questions.

After 50 minutes have passed,

SAY **You have 10 minutes left. Check your work carefully. Only what is written in your test booklet will be scored.**

After a total of 60 minutes (or sooner if all have finished),

SAY **Stop! Put your pencil down now. Close your test booklet.**

CMT MAS Mathematics – Session 2 ends here. Collect all CMT MAS Mathematics test booklets and scratch paper immediately. Discard all scratch paper. Students may keep their rulers.

Store the test booklets and all other test materials in a secure place until the next test session.

Be sure to maintain test security between testing sessions (see the Test Security section on pages 1 and 2).

Check your district's testing schedule to determine which test session will be administered next. If this is the last session, go to the section labeled "After Test Administration" on page 16 of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual.

IMPORTANT
Accounting for Blank Test Sessions

It is critical to accurately report whether a student was absent from a test session or if the student attended the session but left the test booklet blank.

To track this information, test examiners are required to carefully inspect all test booklets after each test session. The "Left Blank" bubble on the back of the test booklet should be filled in only when a student attended the test session but did not respond to any questions or, in the case of the Direct Assessment of Writing, did not provide any response.

If the "Left Blank" bubble is not filled in, the student will be reported as absent. If the student responded to one or more questions, the "Left Blank" bubble should not be filled in.

Additionally, test examiners must report names of absent students to the District Test Coordinator so that appropriate make-up testing can be scheduled.

CMT MAS READING COMPREHENSION – SESSION 1

This manual should only be used to administer the CMT MAS Reading test to students who have the "Respond in Test Booklet for MAS" test accommodation.

In order for this test to function as intended, all students must be tested under the conditions specified in the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual and this manual. Read the directions **exactly** as written and carefully observe time limits. Directions which appear in **bold, indented print** following the SAY graphic are to be read aloud to the students. All other directions are for the test examiner only and should not be read aloud.

Before continuing, be sure you have read and are familiar with the Test Security section on pages 1 and 2 and the Responsibilities of the Test Examiner section on pages 13-17 of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual.

To ensure that the test session is not interrupted, post the Do Not Disturb sign on the classroom door.

Completion of the Front Cover

Follow the instructions for completion of the front cover on pages 5 – 11 of this manual before the CMT MAS Reading Comprehension – Session 1 test is administered to students.

Completion of the Back Cover

Before returning test booklets to the District Test Coordinator, follow the instructions for completion of the back cover on pages 12 – 14 of this manual.

Testing Time and Materials Needed

The CMT MAS Reading Comprehension – Session 1 test will take approximately 55 minutes to administer:

- Distributing materials and reading directions 10 minutes
- Student testing time 45 minutes

Each student will need the following materials to complete the CMT MAS Reading Comprehension – Session 1 test:

- A Grade 3 CMT MAS Reading test booklet
- Two Number 2 pencils with erasers
- Highlighter (for students who choose to use one) – students may use highlighters to help them read test items, but should not use them to answer test items

Students may not use pens for this test.

Directions for Administering CMT MAS Reading Comprehension – Session 1

Have all desks cleared and see that each student has two Number 2 pencils with erasers.

SAY **I am going to give you your Reading test booklet. Check to make sure that the test booklet belongs to you, but do not open your test booklets until I tell you to do so. Please raise your hand if the test booklet does not belong to you.**

Distribute the test booklets. Make sure that each student has the correct test booklet.

SAY **Open your test booklet to page 3.**

Pause. Make sure that students have turned to the correct page in their CMT MAS Reading test booklet.

SAY **Read the directions to yourself as I read them aloud.**
DIRECTIONS:
Use only a Number 2 pencil to respond to the questions in this test booklet. Responses written in pen *cannot* be scored. Mark or write your answer in the correct space in this test booklet.

Now turn to page 4.

Pause. Make sure that students have turned to the correct page.

SAY **Read the directions to yourself as I read them aloud.**
DIRECTIONS:
Read the passage. Then answer Samples A, B, and C.

Now read the sample passage on page 4 and the question marked Sample A on page 5 to yourself.

Pause for students to read the sample passage and Sample A. The sample passage and Sample A are provided here for you to read silently while the students read them to themselves.

Twain Tales

Mark Twain was one of America's favorite authors. He wrote about the exciting adventures of many of his characters. Some of his characters were only for his children. These characters lived in bedtime stories Twain told in his home in Connecticut. Each bedtime story was different.

The family's library had a huge fireplace with a wide shelf. On the shelf were many items. For example, there was a painted vase, a gold plate, and a painting of a cat in a funny collar. Each night, Twain's daughters placed these objects in a different order. Then they begged their father, "Tell a story, Papa. Tell us a story."

Twain then began his nightly story. As he invented the story, he told about all the objects on the shelf, in order. The story ended when he told about the very last subject. Each night everything on the shelf took part in his wonderful stories. How delighted his daughters must have been!

Sample A

What is this passage ***mostly*** *about?*

- ○ *A very large shelf*
- ○ *A man's love of cats*
- ○ *A home in Connecticut*
- ● *A great author's stories*

Make sure that students have finished reading the sample passage and Sample A.

SAY **Look at the answer for Sample A. The bubble beside the last answer choice, "A great author's stories," has been filled in. "A great author's stories" is what this passage is *mostly* about. Does everyone understand?**

Pause. Answer any questions. Go over Sample A again, if necessary.

SAY **Now read Sample B to yourself and choose the correct answer.**

Pause for students to read Sample B. Sample B is provided for you to read silently while the students read it to themselves.

Sample B

Read this sentence from the passage.

How delighted his daughters must have been!

In this sentence, the word ***delighted*** *means*

- ○ *confused.*
- ○ *pleased.*
- ○ *relaxed.*
- ○ *tired.*

Make sure the students have read Sample B.

SAY **Who knows the answer for Sample B?** *(Pause for the correct answer: "pleased.")* **That's right. The correct answer is "pleased" because that is what the word delighted means in the sentence from the passage.**

Now find Sample B in your test booklet. Fill in the bubble beside the second answer choice "pleased." Are there any questions?

Pause. Check to see that students filled in the correct space.

SAY **Now read Sample C to yourself. This is a different kind of question. Write your answer on the lines provided directly below the question on page 5 in your test booklet.**

Pause while students read Sample C and write their answers. Sample C is provided for you to read silently while the students read it to themselves.

Sample C

Would you have enjoyed being one of Mark Twain's children? Use information from the passage to explain ***why*** *or* ***why not****.*

SAY **Would you have enjoyed being one of Mark Twain's children? Use information from the passage to explain *why* or *why not*.** *(Pause for replies. Answers will vary. Possible correct answers include: "Yes, because Mark Twain told his children exciting bedtime stories"; "Yes, because his children had a house with its own library and a huge fireplace"; and "Yes, because Mark Twain spent a lot of time talking with his children." Accept all relevant responses.)* **That's right. "Yes, because Mark Twain told his children exciting bedtime stories"; "Yes, because his children had a house with its own library and a huge fireplace"; and "Yes, because Mark Twain spent a lot of time talking with his children", all use information from the passage to answer the question, and are all correct responses. Are there any questions?**

Pause and answer any questions.

SAY **Now you will read two passages and respond to questions on your own. There will be two kinds of questions. You will answer questions like Samples A and B by filling in the bubble beside the correct answer choice. You will also write out your answers to some questions in your test booklet, as we did in Sample C.**

Does everyone understand what to do?

Pause and answer any questions.

SAY **When I tell you to begin, read the first passage and work until you see the stop sign after question 12. For multiple-choice questions, fill in the bubble next to your answer choice in your test booklet. Remember to fill in the bubble completely, and make a dark mark. For written response questions, use only the space provided for your answer. If you change your mind after you have answered, erase your first answer completely; then mark or write your new answer. If your pencil breaks during the test, raise your hand and I will give you a new one. If it helps you to underline, highlight, or make marks in your test booklet, you may do so. However, only the marks and writing that you make in the answer spaces of the test booklet will be scored. If you are not sure about the answer to a question, do the best you can, but do NOT spend too much time on any one question. If you finish before time is called, you may go back and check your work on questions 1 through 12, but do NOT work on any other test session.**

When you finish, close your test booklet. You will have 45 minutes to complete this test. Are there any questions? *(Pause. Answer any questions.)* **Turn to the first passage found on page 6. You may start working now.**

REMEMBER TO RECORD THE STARTING AND ENDING TIMES ON THE BOARD. While students are working, walk around the room to see that they are recording their responses in the CMT MAS Reading Comprehension – Session 1 section of the test booklet and that they are not looking at any other test session. Do not give help on specific test questions.

After 35 minutes have passed,

SAY **You have 10 minutes left.**

After a total of 45 minutes (or sooner if all have finished),

SAY **Stop! Put your pencil down now and close your test booklet.**

The CMT MAS Reading Comprehension – Session 1 test ends here. Collect all CMT MAS Reading test booklets immediately.

Store test booklets and all other test materials in a secure place until the next test session.

Be sure to maintain test security between testing sessions (see the Test Security section on pages 1 and 2).

Check your district's testing schedule to determine what test session will be administered next. If this is the last session, go to the section labeled "After Test Administration" on page 16 of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual.

IMPORTANT
Accounting for Blank Test Sessions

It is critical to accurately report whether a student was absent from a test session or if the student attended the session but left the test booklet blank.

To track this information, test examiners are required to carefully inspect all test booklets after each test session. The "Left Blank" bubble on the back of the test booklet should be filled in only when a student attended the test session but did not respond to any questions or, in the case of the Direct Assessment of Writing, did not provide any response.

If the "Left Blank" bubble is not filled in, the student will be reported as absent. If the student responded to one or more questions, the "Left Blank" bubble should <u>not</u> be filled in.

Additionally, test examiners must report names of absent students to the District Test Coordinator so that appropriate make-up testing can be scheduled.

CMT MAS READING COMPREHENSION – SESSION 2

This manual should only be used to administer the CMT MAS Reading test to students who have the "Respond in Test Booklet for MAS" test accommodation.

In order for this test to function as intended, all students must be tested under the conditions specified in the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual and this manual. Read the directions **exactly** as written and carefully observe time limits. Directions which appear in **bold, indented print** following the SAY graphic are to be read aloud to the students. All other directions are for the test examiner only and should not be read aloud.

Before continuing, be sure you have read and are familiar with the Test Security section on pages 1 and 2 and the Responsibilities of the Test Examiner section on pages 13-17 of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual.

To ensure that the test session is not interrupted, post the Do Not Disturb sign on the classroom door.

Completion of the Front Cover

Follow the instructions for completion of the front cover on pages 5 – 11 of this manual before the CMT MAS Reading Comprehension – Session 2 test is administered to students.

Completion of the Back Cover

Before returning test booklets to the District Test Coordinator, follow the instructions for completion of the back cover on pages 12 – 14 of this manual.

Testing Time and Materials Needed

The CMT MAS Reading Comprehension – Session 2 test will take approximately 55 minutes to administer:

- Distributing materials and reading directions 10 minutes
- Student testing time 45 minutes

Each student will need the following materials to complete the CMT MAS Reading Comprehension – Session 2 test:

- A Grade 3 CMT MAS Reading test booklet
- Two Number 2 pencils with erasers
- Highlighter (for students who choose to use one) – students may use highlighters to help them read test items, but should not use them to answer test items

Students may not use pens for this test.

Directions for Administering CMT MAS Reading Comprehension – Session 2

Have all desks cleared and see that each student has two Number 2 pencils with erasers.

SAY **I am going to give you your Reading test booklet. Check to make sure that the test booklet belongs to you, but do not open your test booklets until I tell you to do so. Please raise your hand if the test booklet does not belong to you.**

Distribute the test booklets. Make sure that each student has the correct test booklet.

SAY **Open your test booklet to page 19.**

Pause. Make sure that students have turned to the correct page in their CMT MAS Reading test booklet.

SAY **Read the directions to yourself as I read them aloud.**
DIRECTIONS:
Use only a Number 2 pencil to respond to the questions in this test booklet. Responses written in pen *cannot* be scored. Mark or write your answer in the correct space in this test booklet.

Now turn to page 20.

Pause. Make sure that students have turned to the correct page.

SAY **Read the directions to yourself as I read them aloud.**
DIRECTIONS: Read the passage. Then answer Samples A, B, and C.

Now read the sample passage on page 20 and the question marked Sample A on page 21 to yourself.

Pause for students to read the sample passage and Sample A. The sample passage and Sample A are provided here for you to read silently while the students read them to themselves.

Twitter's Gone!

"Did something fly out as I walked in?" Shawn asked as he came in the front door.

"I'm afraid so," his sister, Kayla, answered. "It was Mom's favorite parakeet, Twitter." Kayla was cleaning the cage when the little bird squeezed out through a small opening.

Dad grabbed his car keys. He and Shawn searched the neighborhood for the little blue bird. Kayla searched the yard. They all hoped to find Twitter before Mom got home.

Kayla saw a flash of blue in a bush. She leaped into the thick bush, hoping to trap him. Twitter did not move. He must have been very tired from flying around.

When Twitter was safely back in his cage, Mom came in the door. Twitter pulled his sleepy head from under his wing. "Hi, Honey," he said.

"I'm happy to see you, too," Mom answered the little bird, unaware of the excitement.

Sample A

*This story **mainly** tells*

- ○ *how to teach birds to do tricks.*
- ○ *why parakeets are good pets.*
- ○ *who usually takes care of birds.*
- ● *how a runaway bird was caught.*

Make sure that students have finished reading the sample passage and Sample A.

SAY **Look at the answer for Sample A. The last answer choice, "how a runaway bird was caught." has been filled in. "How a runaway bird was caught." is what this story *mainly* tells. Does everyone understand?**

Pause. Answer any questions. Go over Sample A again, if necessary.

SAY **Now read Sample B to yourself and choose the correct answer.**

Pause for students to read Sample B. Sample B is provided for you to read silently while students read it to themselves.

Sample B

*If Kayla ever cleans the birdcage again, she **most likely** will*

- ○ *use a different kind of cleaning brush.*
- ○ *let Twitter fly around while she cleans.*
- ○ *be more careful about leaving the cage open.*
- ○ *take the cage out into the yard to clean it.*

Make sure the students have read Sample B.

SAY **Who knows the answer for Sample B?** *(Pause for the correct answer: "be more careful about leaving the cage open.")* **That's right. The correct answer is "be more careful about leaving the cage open." because that is what Kayla will *most likely* do if she ever cleans the birdcage again.**

Now find Sample B in your test booklet. Fill in the bubble beside the third answer choice "be more careful about leaving the cage open." Are there any questions?

Pause. Answer any questions. Check to see that students filled in the correct bubble.

SAY **Now read Sample C to yourself. This is a different kind of question. Write your answer on the lines provided directly below the question on page 21 in your test booklet.**

Pause while students read Sample C and write their answers. Sample C is provided for you to read silently while the students read it to themselves.

Sample C

What in the story shows you that Kayla's family is a close one?

SAY **What in the story shows you that Kayla's family is a close one?** *(Pause for replies. Answers will vary. Possible correct answers include: "Everyone was concerned about finding Mom's favorite parakeet"; "They all worked together to find the parakeet"; "Kayla was upset that Mom's favorite parakeet had escaped"; and "They all hoped to find Twitter before Mom got home" show that they cared about the mother's feelings. Accept all relevant responses.)* **That's right. "Everyone was concerned about finding Mom's favorite parakeet"; "They all worked together to find the parakeet"; "Kayla was upset that Mom's favorite parakeet had escaped"; and "They all hoped to find Twitter before Mom got home" show that they cared about the mother's feelings, and all are correct responses.**

Pause. Answer any questions.

SAY **Now you will read one passage and respond to questions on your own. There will be two kinds of questions. You will answer questions like Samples A and B by filling in the bubble next to the correct answer. You will also write out your answers to some questions in your test booklet, as we did in Sample C.**

Does everyone understand what to do?

Answer any questions.

SAY **When I tell you to begin, read the passage and work until you see the stop sign after question 23. For multiple-choice questions, fill in the bubble next to your answer choice in your test booklet. Remember to fill in the bubble completely, and make a dark mark. For written response questions, use only the space provided for your answer. If you change your mind after you have answered, erase your first answer completely; then mark or write your new answer. If your pencil breaks during the test, raise your hand and I will give you a new one. If it helps you to underline, highlight, or make marks in your test booklet, you may do so. However, only the marks and writing that you make in the answer spaces of the test booklet will be scored. If you are not sure about the answer to a question, do the best you can, but do NOT spend too much time on any one question. If you finish before time is called, you may go back and check your work on questions 13 through 23, but do NOT work on any other test session.**

When you finish, close your test booklet. You will have 45 minutes to complete this test. Are there any questions? *(Pause. Answer any questions.)* **Turn to the passage on page 22. You may start working now.**

REMEMBER TO RECORD THE STARTING AND ENDING TIMES ON THE BOARD. While students are working, walk around the room to see that they are recording their responses in the CMT MAS Reading Comprehension – Session 2 section of the test booklet and that they are not looking at any other test session. Do not give help on specific test questions.

After 35 minutes have passed,

SAY **You have 10 minutes left.**

After a total of 45 minutes (or sooner if all have finished),

SAY **Stop! Put your pencil down now and close your test booklet.**

The CMT MAS Reading Comprehension – Session 2 test ends here. Collect all CMT MAS Reading test booklets immediately.

Store test booklets and all other test materials in a secure place until the next test session.

Be sure to maintain test security between testing sessions (see the Test Security section on pages 1 and 2).

Check your district's testing schedule to determine what test session will be administered next. If this is the last session, go to the section labeled "After Test Administration" on page 16 of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual.

IMPORTANT
Accounting for Blank Test Sessions

It is critical to accurately report whether a student was absent from a test session or if the student attended the session but left the test booklet blank.

To track this information, test examiners are required to carefully inspect all test booklets after each test session. The "Left Blank" bubble on the back of the test booklet should be filled in only when a student attended the test session but did not respond to any questions or, in the case of the Direct Assessment of Writing, did not provide any response.

If the "Left Blank" bubble is not filled in, the student will be reported as absent. If the student responded to one or more questions, the "Left Blank" bubble should <u>not</u> be filled in.

Additionally, test examiners must report names of absent students to the District Test Coordinator so that appropriate make-up testing can be scheduled.

CMT MAS DEGREES OF READING POWER®

This manual should only be used to administer the CMT MAS Reading test to students who have the "Respond in Test Booklet for MAS" test accommodation.

In order for this test to function as intended, all students must be tested under the conditions specified in the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual and this manual. Read the directions **exactly** as written and carefully observe time limits. Directions which appear in **bold, indented print** following the SAY graphic are to be read aloud to the students. All other directions are for the test examiner only and should not be read aloud.

Before continuing, be sure you have read and are familiar with the Test Security section on pages 1 and 2 and the Responsibilities of the Test Examiner section on pages 13-17 of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual.

To ensure that the test session is not interrupted, post the Do Not Disturb sign on the classroom door.

Completion of the Front Cover

Follow the instructions for completion of the front cover on pages 5 – 11 of this manual before the CMT MAS Degrees of Reading Power® test is administered to students.

Completion of the Back Cover

Before returning test booklets to the District Test Coordinator, follow the instructions for completion of the back cover on pages 12 – 14 of this manual.

Testing Time and Materials Needed

The CMT MAS Degrees of Reading Power® test will take approximately 55 minutes to administer:

- Distributing materials and reading directions 10 minutes
- Student testing time 45 minutes

Each student will need the following materials to complete the CMT MAS Degrees of Reading Power® test:

- A Grade 3 CMT MAS Reading test booklet
- Two Number 2 pencils with erasers
- Highlighter (for students who choose to use one) – students may use highlighters to help them read test items, but should not use them to answer test items

Students may not use pens for this test.

Directions for Administering CMT MAS Degrees of Reading Power®

Have all desks cleared and see that each student has two Number 2 pencils with erasers.

SAY **I am going to give you your Reading test booklet. Check to make sure the test booklet belongs to you, but do not open your test booklets until I tell you to do so. Please raise your hand if the test booklet does not belong to you.**

Distribute the test booklets. Make sure that each student has the correct test booklet.

SAY **Open your test booklet to page 30.**

Pause. Make sure all students have turned to the correct page in their CMT MAS Reading test booklet.

SAY **Follow along silently as I read page 30 aloud.**
TO THE STUDENT
This is a test to find out how well you read. Do your best to read the passages and answer the questions. Work carefully and do not rush.

DIRECTIONS:
This test contains several reading passages. In each passage, some words are missing. Whenever a word is missing, there is a blank line with a number on it. Next to the passage, you will find the same number and four words. Choose the word that makes the best sense in the blank.

Mark the bubble for the answer you have chosen. Mark only one answer for each question. If you want to change an answer, be sure to erase your first mark completely. Then mark the answer you want.

Read Sample S-1 on the next page and see how the right answer has been marked for you. Then read Sample S-2 and mark the correct answer.

Pause for students to read the samples. The samples are provided here for you to read silently while the students read them to themselves.

SAMPLES

It was sunny and hot for days. Then the	***S–1***	○ *price*	○ *road*
S–1 *changed. It turned cloudy and cool.*		○ *job*	● *weather*

It isn't safe to go out today. There was too much ***S–2*** *yesterday. Many streets are flooded with water.*

S–2 ○ *rain* ○ *food* ○ *mail* ○ *noise*

SAY **Look at the answer for Sample S-1. The word "weather" is marked because it makes the best sense in the blank.**

In Sample S-2, you should have marked the word "rain" because it makes the best sense in the blank.

As you can see, you may not be sure of the answer to a question until you have read the sentence that comes after the blank. So be sure to read enough to answer the questions.

You are not expected to read at the same speed as other people or to answer the same number of questions. As you work on this test, you will find that the passages become harder to read. Do your best to read as many passages as you can and answer as many questions as you can.

You will have 45 minutes to complete this test. Be sure to spend your time on what you can read rather than on what is too hard for you. It is more important to get the answers right for the passages you can read than it is to try to read all the passages on this test. *(Pause)*

When I tell you to begin, start with the first reading passage and work until you see the stop sign after question 28. Fill in the bubble next to your answer choice in your test booklet. Remember to fill in the bubble completely, and make a dark mark. If you change your mind after you have answered, erase your first answer completely; then mark your new answer. If your pencil breaks, raise your hand and I will give you a new one. If it helps you to underline, highlight, or make marks in your test booklet, you may do so. However, only the marks that you make in the answer spaces of the test booklet will be scored. If you are not sure about the answer to a question, do the best you can, but do NOT spend too much time on any one question. If you finish before time is called, you may go back and check your work on numbers 1 through 28, but do NOT work on any other test session. When you finish, close your test booklet. Are there any questions?

Pause. Answer any questions.

SAY **Turn to page 32.** *(Pause.)* **You may start working now.**

REMEMBER TO RECORD THE STARTING AND ENDING TIMES ON THE BOARD. While students are working, walk around the room to see that they are recording their responses in the CMT MAS Degrees of Reading Power® section of the test booklet and that they are not looking at any other test session. Do not give help on specific test questions.

After 35 minutes have passed,

SAY **You have 10 minutes left.**

After a total of 45 minutes (or sooner if all have finished),

SAY **Stop! Put your pencil down now. Close your test booklet.**

This completes the CMT MAS Degrees of Reading Power® test. Collect all CMT MAS Reading test booklets immediately.

Store test booklets and all other test materials in a secure place until the next test session.

Be sure to maintain test security between testing sessions (see the Test Security section on pages 1 and 2).

Check your district's testing schedule to determine what test session will be administered next. If this is the last session, go to the section labeled "After Test Administration" on page 16 of the standard 2014 Grade 3 CMT Form Z Test Examiner's Manual.

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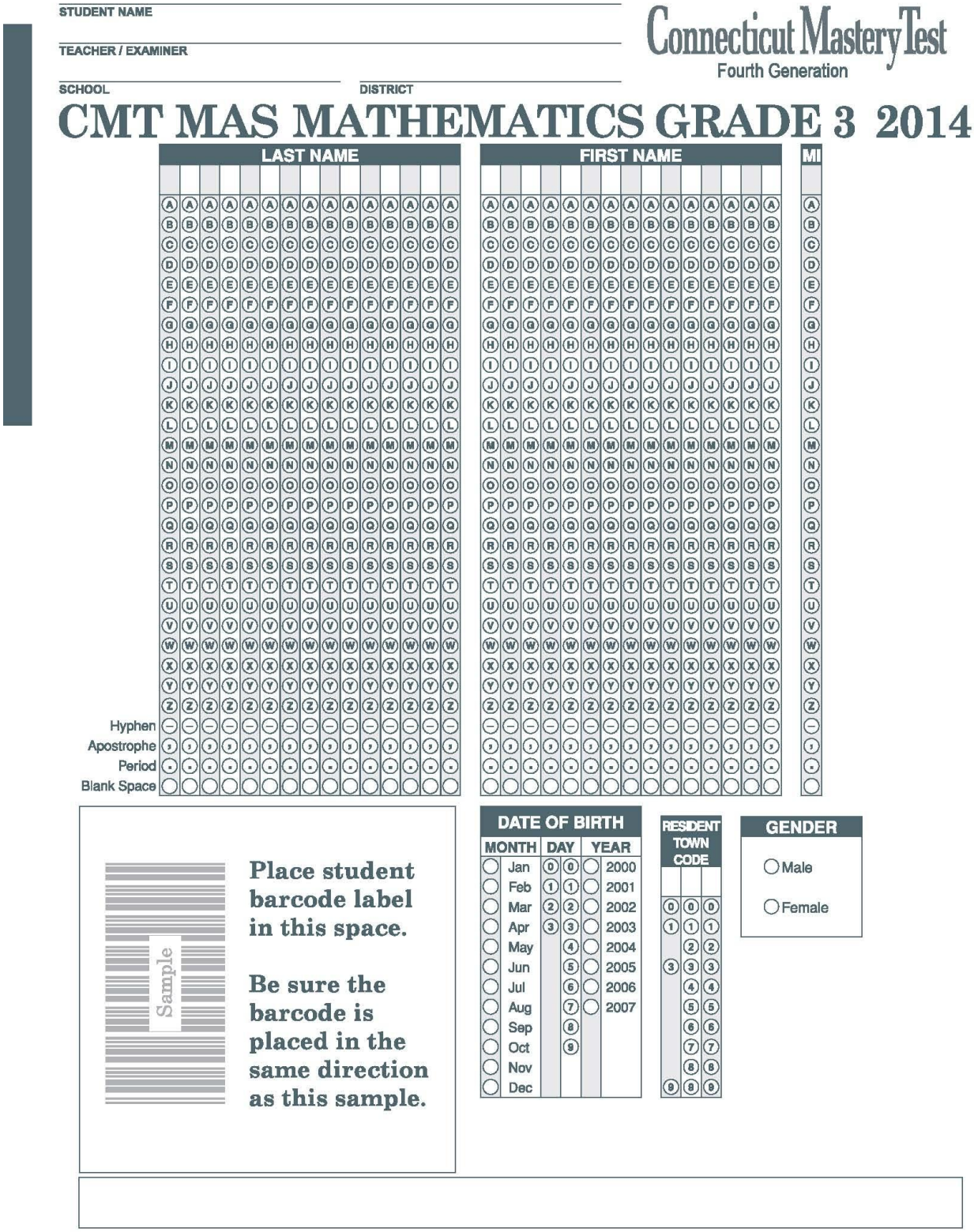
If the "Left Blank" bubble is not filled in, the student will be reported as absent. If the student responded to one or more questions, the "Left Blank" bubble should <u>not</u> be filled in.

Additionally, test examiners must report names of absent students to the District Test Coordinator so that appropriate make-up testing can be scheduled.

APPENDIX A

Grade 3 CMT MAS Mathematics Test Booklet Front Cover: Sample



STUDENT NAME

TEACHER / EXAMINER

SCHOOL

DISTRICT

Connecticut Mastery Test
Fourth Generation

CMT MAS MATHEMATICS GRADE 3 2014

LAST NAME

FIRST NAME

MI

Hyphen
Apostrophe
Period
Blank Space

Place student barcode label in this space.

Be sure the barcode is placed in the same direction as this sample.

Sample

DATE OF BIRTH

MONTH	DAY	YEAR
Jan	0 0	2000
Feb	1 1	2001
Mar	2 2	2002
Apr	3 3	2003
May	4	2004
Jun	5	2005
Jul	6	2006
Aug	7	2007
Sep	8	
Oct	9	
Nov		
Dec		

RESIDENT TOWN CODE

GENDER

Male

Female

APPENDIX A

Grade 3 CMT MAS Reading Test Booklet Front Cover: Sample

STUDENT NAME

TEACHER / EXAMINER

SCHOOL DISTRICT

Connecticut Mastery Test
Fourth Generation

CMT MAS READING GRADE 3 2014

LAST NAME	FIRST NAME
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Hyphen	Hyphen
Apostrophe	Apostrophe
Period	Period
Blank Space	Blank Space

DATE OF BIRTH		
MONTH	DAY	YEAR
Jan	0	2000
Feb	1	2001
Mar	2	2002
Apr	3	2003
May	4	2004
Jun	5	2005
Jul	6	2006
Aug	7	2007
Sep	8	
Oct	9	
Nov		
Dec		

Sample

Place student barcode label in this space.

Be sure the barcode is placed in the same direction as this sample.

APPENDIX A

Grade 3 CMT MAS Mathematics Test Booklet Back Cover: Sample

Mathematics Grade 3 **TEACHER USE ONLY** **MAS 2014**

Before completing this page, refer to the 2014 CMT Test Examiner's Manual.

Complete the information in this box ONLY for students WITHOUT a Pre-ID Label.

STATE ASSIGNED STUDENT IDENTIFICATION NUMBER

0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

○ Student receives special education services

○ Student identified as an English language learner (ELL)

Exactly one of these bubbles **MUST** be filled in.

○ Eligible for free meals

○ Eligible for reduced price meals

○ **Not** eligible for free or reduced price meals

ETHNICITY/RACE

1. **Is this student Hispanic/Latino? (Bubble only one.)**
   - ○ Yes
   - ○ No
2. **What is the student's race? (Bubble one or more, even if you answered "Yes" to the Hispanic/Latino question.)**
   - ○ American Indian or Alaska Native
   - ○ Asian
   - ○ Black or African American
   - ○ Native Hawaiian or Other Pacific Islander
   - ○ White

○ Student enrolled in this SCHOOL after October 1, 2013.

○ Student enrolled in this DISTRICT after October 1, 2013.

The district code number for the district of fiscal responsibility MUST be filled in ONLY for students enrolled in:

1. Outplacement Centers
2. District-Wide Special Education Programs
3. Judicial Juvenile Residential Service Facilities

District of Fiscal Responsibility

0	0	0
1	1	1
2	2	2
3	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	9

LEFT BLANK

MATHEMATICS SESSION 1 ○

MATHEMATICS SESSION 2 ○

OFFICE USE ONLY Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ

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APPENDIX A

Grade 3 CMT MAS Reading Test Booklet Back Cover: Sample

Reading Grade 3 **TEACHER USE ONLY** **MAS 2014**

Before completing this page, refer to the 2014 CMT *Test Examiner's Manual*.

Only fill in the SASID grid below for students WITHOUT a Pre-ID Label.

STATE ASSIGNED STUDENT IDENTIFICATION NUMBER

SASID

LEFT BLANK

READING COMPREHENSION SESSION 1 ○

READING COMPREHENSION SESSION 2 ○

DEGREES OF READING POWER® ○

○ **ELL ELIGIBLE FOR EXEMPTION**

Fill in the ELL exempt bubble only if:

- The student has been identified as an English Language Learner, AND
- The student enrolled for the first time in a U.S. school after March 3, 2013, AND
- The student has been administered the Language Assessment Scales (LAS-Links) at least once since March 3, 2013.

Note: ELL Exempt students may be exempt only from the Reading and Writing subtests. These students MUST take the Mathematics Test.

OFFICE USE ONLY Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ

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CMT MAS Grade 3 Test Examiner’s Manual

G3MASTEM2014