

## Connecticut Academic Performance Test Modified Assessment System (CAPT MAS) Fact Sheet

The Connecticut Academic Performance Test Modified Assessment System (CAPT MAS) is an alternate assessment for students whose disability precludes them from achieving grade-level proficiency on the standard CAPT, even when provided with accommodations. Considered as a group, these students may perform significantly better when the statewide assessment is modified to make the assessment more accessible and instructionally meaningful. Students with disabilities who have an active individual education program (IEP) may be selected to participate in the CAPT MAS through the planning and placement team (PPT) process. The CAPT MAS is designed to assess grade-level curriculum standards. Students may be assessed with the CAPT MAS in reading and/or mathematics. Below are details about each of these tests.

### CAPT MAS Mathematics Test

The CAPT MAS in mathematics assesses how well students can compute and estimate, solve problems and communicate their understanding. The test focuses on applying important mathematical concepts to solve problems that are relevant in everyday life. The test assesses knowledge from four content standards – (1) Algebraic Reasoning: Patterns and Functions; (2) Numerical and Proportional Reasoning; (3) Geometry and Measurement; and (4) Working with Data: Probability and Statistics. The test includes constructed response (short-answer) and multiple-choice questions equally distributed across the four content standards. The test is administered in two 75-minute sessions. Students are allowed to use a calculator and ruler during the entire test.

### CAPT MAS Reading Test

The CAPT MAS Reading Across the Disciplines assessment consists of two tests: **Response to Literature** and **Reading for Information**.

#### **Response to Literature**

The Response to Literature test requires students to read a short story and respond to short-answer and multiple-choice questions measuring how well students can demonstrate understanding, interpret meaning, make connections and make judgments about the text. The test is administered in one 70-minute session.

#### **Reading for Information**

The Reading for Information test requires students to read two non-fiction articles selected from newspapers or magazines. Students respond to multiple-choice questions measuring how well they interpret information from the text, make judgments about the text and evaluate the way the author wrote the articles. The test is administered in one 45-minute session.

**Modifications Included in CAPT MAS Reading and Mathematics**

**General Modifications Designed to Improve Accessibility**

- Simple and brief sentence structure;
- Consistent and clear paragraph structure;
- Present tense and active voice;
- Standard typeface – Verdana Expanded;
- Type size standard – 12 point;
- Wide spacing – 1.25 between lines;
- High contrast;
- Margins flush left and rag right;
- Block paragraphs – no indentation;
- No columns;
- No background graphics;
- Increased white space on pages;
- Fewer items per page;
- More liberal use of bold face; and
- Limited use of italics.

**Content Specific Modifications Designed to Improve Accessibility**

**CAPT MAS Mathematics Test**

- All grid-in items converted to multiple-choice items;
- Questions separated from the item stem;
- Key information bolded;
- Formulas and conversions embedded in test items;
- Inclusion of graphic organizers for scaffolding of information;
- Language simplified and extraneous information removed;
- Some tables or graphs partially completed; and
- Enlarged text and graphics.

**CAPT MAS Reading Test**

**Response to Literature:**

- Conversion of extended, open-ended questions into short-answer and multiple-choice questions;
- Embedded text references into question stems to eliminate going back and forth between text and questions; and
- Enlarged text, extended spacing between paragraphs and numbered paragraphs.

**Reading for Information:**

- Inclusion of two articles rather than three;
- Conversion of short-answer response to multiple-choice questions;
- Embedded text references into question stems to eliminate going back and forth between text and question;
- Enlarged text, extended spacing between paragraphs and numbered paragraphs; and
- Elimination of double-column format for the articles.