

Connecticut Mastery Test Modified Assessment System (CMT MAS) & Connecticut Academic Performance Test Modified Assessment System (CAPT MAS)

IEP Team Guidance

In April 2007, the U.S. Department of Education announced an option for states to develop and administer an alternate, statewide assessment based on modified academic achievement standards for students with disabilities. In Connecticut, this assessment is known as the Connecticut Mastery Test Modified Assessment System (CMT MAS) or the Connecticut Academic Performance Test Modified Assessment System (CAPT MAS). The CMT/CAPT MAS is an alternate assessment for students whose disability precludes them from achieving grade-level proficiency on the standard CMT or CAPT, even with appropriate accommodations. Considered as a group, these students could perform significantly better if the statewide assessment was modified in ways that legitimately makes the assessment more accessible and instructionally meaningful. Students who have an individualized education program (IEP) are selected to participate in the CMT MAS or CAPT MAS by their IEP Team (known in Connecticut as the Planning and Placement Team or PPT). Students may be assessed with the CMT MAS or CAPT MAS in reading and/or mathematics. The CMT MAS and CAPT MAS, then, are designed to measure grade-level, academic content standards but with modifications, such as more accessible presentation of text and embedded scaffolding within questions.

Who is eligible to take the CMT/CAPT MAS?

1. Students with a disability who are on an active IEP are eligible to take the CMT/CAPT MAS. Students who are not on an IEP are not eligible for the MAS, such as those only on a 504 plan or English language learners (ELL) who do not receive special education services.
2. Eligible students may have a disability in any disability category: autism, deaf-blindness, emotional disturbance, hearing impairment, specific learning disability, intellectual disability, multiple disabilities, orthopedic impairment, speech and language impairment, traumatic brain injury, visual impairment or other health impairment.
3. It is the responsibility of the IEP team to determine whether an individual student with a disability should be assessed with the CMT MAS or the CAPT MAS based on evidence that supports the eligibility criteria.
4. Students placed in state-approved, private special education schools/facilities, residential, hospital or homebound placements are eligible to take the CMT/CAPT MAS based on the decision of the IEP team.
5. Students must have standards-based IEP goals in the subject in which they will be taking the MAS.

What must the IEP Team consider in determining whether a student should take the CMT/CAPT MAS?

1. There should be evidence that the student's disability currently prevents him or her from reaching **grade-level proficiency**. **This means the IEP team must look at data from multiple, valid measures of the student's progress over time.** Such examples may include, but are not limited to, how a student scored on statewide assessments in the past, as well as how he or she scored on district-, school-, or grade-level assessments. The disability category alone does not make a student eligible to take the CMT/CAPT MAS.
2. The IEP team must be reasonably certain that while the student may make significant progress and is receiving appropriate instruction, including special education and related services that are specifically designed to address the student's individual needs, he/she is not likely to achieve grade-level proficiency in the year covered by the IEP.
3. The IEP team must be reasonably certain that the student's difficulty with regular curriculum demands is primarily due to his or her disability and not due to excessive absences unrelated to the disability, or to social, cultural, environmental or economic factors.
4. The IEP team should first consider the student's participation in the standard CMT/CAPT with appropriate accommodations. This expectation should include a thorough exploration into the variety of accommodations available, including assistive technology. When the IEP team is reasonably certain that all appropriate accommodations have been provided and the student is not likely to achieve grade-level proficiency, then the CMT/CAPT MAS may be considered.

What is required to ensure the student's IEP is appropriate and supports participation in the CMT/CAPT MAS?

1. The IEP reflects curriculum and daily instruction that focuses on standards-based goals in the areas of math and/or language arts. The IEP must document goals that address the skills specified in the content standards for the grade in which the student is enrolled. These are also known as standards-based IEPs, in which the IEP goals are aligned to the state content standards.
2. The IEP reflects how the student's progress in achieving standards-based goals is to be documented and monitored.
3. Participation in the CMT/CAPT MAS must be an IEP team decision. Since parents/guardians are a part of the IEP team, they must be part of the decision-making process. Additionally, they must be fully informed that their child's progress will be measured based on modified achievement standards and must be informed of any additional considerations or consequences related to this assessment. Documentation of prior written notice, as well as the IEP page that addresses statewide assessments, support these requirements.

4. Students who take the CMT/CAPT MAS are not precluded from attempting to complete the requirements for a regular high school diploma. Students in Grades 11 and 12 who are retaking mathematics and/or reading may qualify for the MAS.

What considerations associated with the MAS should be shared with IEP Team members?

1. Students assessed with the MAS, like other students, need to demonstrate that they meet the admissions criteria when applying for admission to the Connecticut Technical High Schools.
2. Students assessed with the MAS will need to meet district graduation requirements, which may include additional school programs, services or assessments.
3. Students assessed with the MAS who are also identified as English language learners must use established MAS performance standards to exit programs of English language instruction. These are available at the Web site listed below:

<http://www.csde.state.ct.us/public/cedar/assessment/ell/index.htm>

What are the standards for the modified test?

The MAS test is constructed to reflect grade-level curriculum. Items, though, are generally more accessible for these students than many of the items on the census test. The standards on the MAS test have been developed through a formal standard-setting process. Any student taking the MAS test will be judged against these established standards. Their performance will identify them as being in one of three distinct performance level categories. These are Basic, Proficient and Goal. Both Proficient and Goal performance levels count toward district calculations for Adequate Yearly Progress (AYP) in accordance with federal guidelines.

What are the similarities and differences between the CMT, the CMT MAS, the CAPT and the CAPT MAS?

The CMT, the CMT MAS, the CAPT and the CAPT MAS are aligned to Connecticut's grade-level content standards. The MAS incorporates many modifications that represent principles of universal design, making the assessment more accessible for eligible students. These modifications reflect those that effective teachers incorporate into their lessons that traditionally make the content of the grade-level curriculum more accessible for their students with disabilities. The following tables provide some comparison information for your reference.

**Connecticut Mastery Test (CMT) &
Connecticut Mastery Test Modified Assessment System (CMT MAS)**

	CMT Reading	CMT MAS Reading
	4 articles/passage total	3 articles/passage total
Reading Comprehension	Multiple choice and constructed response in two 45-minute sessions	Multiple choice and constructed response in two 45-minute sessions
	Strands: <ul style="list-style-type: none"> • General Understanding; • Developing an Interpretation; • Making Reader/Text Connections; and • Examining the Content and Structure 	Strands: <ul style="list-style-type: none"> • General Understanding; • Developing an Interpretation; • Making Reader/Text Connections; and • Examining the Content and Structure
		Embed paragraph reference into question stem
Degrees of Reading Power®	Multiple, Non-fiction Passages	Multiple, Non-fiction Passages
	45 minutes	45 minutes
	5 response options	4 response options
		Simplified text in problems
Mathematics		Simplified numbers and graphics used in problems
		Provided tables as scaffold support
		Separate problem from text
		Organized, presented information
	Provided formula chart Grade 8	Embedded formulas and conversions needed
	Multiple-choice, constructed-response and grid-in items	Multiple-choice and limited constructed-response items
	Testing Time*: Grades 3-4 Two sessions of 60 minutes each Grades 5-6 Three sessions of 60 minutes each Grades 7-8 Three sessions of 60 or 70 minutes each	Testing Time*: Grades 3-4 Two sessions of 60 minutes each Grades 5-8 Three sessions of 60 minutes each

*Consult current Test Coordinator's Manual

**Connecticut Academic Performance Test (CAPT) &
Connecticut Academic Performance Test Modified Assessment System (CAPT MAS)**

	CAPT Reading	CAPT MAS Reading
	3 non-fiction articles total	2 non-fiction articles total
Reading for Information	Multiple choice and constructed response in one 45-minute session	Multiple-choice response in one 45-minute session
	Dimensions: <ul style="list-style-type: none"> • Developing an Interpretation • Critical Stance 	Dimensions: <ul style="list-style-type: none"> • Developing an Interpretation • Critical Stance
		Embed paragraph reference into question stem
Response to Literature	1 short story passage	1 short story passage
	Testing time: 70 minutes	Testing time: 70 minutes
	4 extended response	Multiple choice and constructed response
	Dimensions: <ul style="list-style-type: none"> • Forming an Initial Understanding; • Developing an Interpretation; • Making a Connection; and • Demonstrating a Critical Stance 	Dimensions: <ul style="list-style-type: none"> • Forming an Initial Understanding; • Developing an Interpretation; • Making a Connection; and • Demonstrating a Critical Stance
Mathematics		Simplified text, numbers and graphics used in problems
		Provided tables as scaffold for support
		Separate problem from text
		Organized, presented information
	Provided formula chart	Embedded formulas and conversions needed
	Constructed-response and grid-in items	Multiple-choice and limited constructed-response items
	Testing Time*: Two sessions of 75 minutes each	Testing Time*: Two sessions of 75 minutes each

*Consult current Test Coordinator's Manual

Information can also be found on the [CMT/CAPT Modified Assessment System Web page](#).

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Connecticut Alternate Assessment- CMT/CAPT (Modified Assessment System—MAS) & Skills Checklist

Participation for Students with Disabilities

IEP Team Decision Flowchart (Click on for more information)

