
**CONNECTICUT ACADEMIC PERFORMANCE TEST
Modified Assessment System
(MAS)**

**Performance Level Descriptors
for
Reading**

Prepared by the Bureau of Student Assessment
Connecticut State Department of Education
2010

**Connecticut Academic Performance Test
Modified Assessment System (MAS)
Reading Performance Level Descriptors**

CAPT

2010

MAS Reading Across the Disciplines scale scores are based on a combination of scores from the Response to Literature and Reading for Information tests. Each test accounts for 50 percent of the total MAS Reading Across the Disciplines scale score.

Performance Level Descriptors for Reading

Goal Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, students who perform at this level are likely to demonstrate adequately-to well-developed ability to read and respond to literary and informational texts appropriate for Connecticut high school students. Students at this level use effective strategies to understand, interpret, and evaluate texts. These students consistently demonstrate the ability to analyze vocabulary, literary devices, and information to construct meaning and make reasonable connections between their own experiences and the text. Students support those connections with examples or information from the text itself. Generally, students performing at the Goal Level on the CAPT MAS Reading Test **competently**:

Proficient Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, students who score at this level are likely to demonstrate a partially developed ability to read and respond to literary and informational texts appropriate for Connecticut high school students. Students at this level use some strategies to understand, interpret and evaluate texts. These students demonstrate an adequate ability to analyze vocabulary, literary devices, and information to construct meaning and make some connections between their own experiences and the text. At times, these students support those connections with examples or information from the text itself. Generally, students performing at the Proficient Level on the CAPT MAS Reading Test **marginally**:

Basic Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, students who score at this level are likely to demonstrate a limited ability to read and respond to literary and informational texts appropriate for Connecticut high school students, and may require significant assistance to complete many reading tasks. Students at this level use some strategies to understand, interpret, and evaluate texts, but these may be inconsistent. These students demonstrate a limited ability to analyze vocabulary, literary devices, and information to construct meaning and make superficial connections between their own experiences and the text. These students seldom support those connections with examples or information from the text itself. Generally, students performing at the Basic Level on the CAPT MAS Reading Test demonstrate a **limited ability** to:

- Interpret, analyze, and evaluate text in order to extend their understanding and appreciation of literature
- Communicate with others to create interpretations of written texts
- Apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text
- Use appropriate strategies before, during, and after reading in order to construct meaning

- Respond to prompts using standard language structures appropriate to audience, purpose, and task
- Recognize that contemporary and classical literature has shaped human thought
- Recognize how literary devices and conventions engage the reader
- Recognize that readers and authors are influenced by individual, social, cultural, and historical contexts