
**CONNECTICUT MASTERY TEST
Modified Assessment System
(MAS)**

**Performance Level Descriptors for Reading
Grades 3-8**

Prepared by the Bureau of Student Assessment
Connecticut State Department of Education
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**Connecticut Mastery Test
Modified Assessment System (MAS)
Reading Performance Level Descriptors**

Grade 3

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

Grade 3 Performance Level Descriptors for Reading

Goal Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 3 students who perform at this level are likely to demonstrate an adequately- to well-developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use effective strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text. Generally, students who perform at the Goal level on the Grade 3 CMT MAS Reading test **competently**:

Proficient Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 3 students who perform at this level are likely to demonstrate a partially developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use some strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text. Generally, students who perform at the Proficient level on the Grade 3 CMT MAS Reading test **marginally**:

Basic Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 3 students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate a limited ability to use strategies before, during, and after reading to understand and interpret text, and analyze words in context to construct meaning from text. Generally, students who perform at the Basic level on the Grade 3 CMT MAS Reading test **have a limited ability to**:

Reading Comprehension

Forming a General Understanding

- Identify and explain the main idea of an informational text of the lesson of a literary text
- Identify and make inferences about important characters, settings, problems, events, and details

Developing Interpretation

- Make inferences and draw conclusions that can be supported by stated and implied evidence from a text

Making Reader/Text Connections

- Select and use information from within the text to write a personal response to the text

Examining the Content and Structure

- Select and use information from within the text to extend the text
- Make judgments about themes and quality of a text and use information to support judgments

Degrees of Reading Power®

- Use phonetic, structural, syntactical, and contextual cues
- Analyze words and phrases in context
- Use content vocabulary
- Comprehend text and other material typically used at Grade 3

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

Grade 4

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

Grade 4 Performance Level Descriptors for Reading

Goal Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 4 students who perform at this level are likely to demonstrate an adequately- to well-developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use effective strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text. Generally, students who perform at the Goal level on the Grade 4 CMT MAS Reading test **competently**:

Proficient Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 4 students who perform at this level are likely to demonstrate a partially developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use some strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text. Generally, students who perform at the Proficient level on the Grade 4 CMT MAS Reading test **marginally**:

Basic Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 4 students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate a limited ability to use strategies before, during, and after reading to understand and interpret text, and analyze words in context to construct meaning from text. Generally, students who perform at the Basic level on the Grade 4 CMT MAS Reading test **have a limited ability to**:

Reading Comprehension

Forming a General Understanding

- Identify and make inferences about important characters, settings, problems, events, and details

Developing Interpretation

- Make inferences and draw conclusions that can be supported by stated and implied evidence from a text
- Identify and explain organizational patterns contained in a specific paragraph of text (e.g. main idea/supporting details, rhyme patterns)
- Draw conclusions about an author's purpose for choosing a genre and for including or omitting specific details in a text

Making Reader/Text Connections

- Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections that are supported by information from the text

Examining the Content and Structure

- Analyze and evaluate an author's craft, including the use of literary devices and textual elements (e.g. word choice, simile)
- Select and use information from within the text to extend or evaluate the text
- Make and support judgments about the themes and quality of a text and use information to support judgments

Degrees of Reading Power®

- Use phonetic, structural, syntactical, and contextual cues
- Analyze words and phrases in context
- Use content vocabulary
- Comprehend text and other material typically used at Grade 4

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

Grade 5

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

Grade 5 Performance Level Descriptors for Reading

Goal Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 5 students who perform at this level are likely to demonstrate an adequately- to well-developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use effective strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text. Generally, students who perform at the Goal level on the Grade 5 CMT MAS Reading test **competently**:

Proficient Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 5 students who perform at this level are likely to demonstrate a partially developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use some strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text. Generally, students who perform at the Proficient level on the Grade 5 CMT MAS Reading test **marginally**:

Basic Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 5 students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate a limited ability to use strategies before, during, and after reading to understand and interpret text, and analyze words in context to construct meaning from text. Generally, students who perform at the Basic level on the Grade 5 CMT MAS Reading test **have a limited ability to**:

Reading Comprehension

Forming a General Understanding

- Identify and make inferences about important characters, settings, problems, events, and details

Developing Interpretation

- Make inferences and draw conclusions that can be supported by stated and implied evidence from a text
- Identify and explain text organizational patterns (e.g., sequence, description)
- Draw conclusions about an author’s purpose for choosing a genre and for including or omitting specific details in a text

Making Reader/Text Connections

- Select and use relevant and specific information from within the text to write a personal response to the text

Examining the Content and Structure

- Select, synthesize, and use information from within the text to extend or evaluate the text.
- Make and support judgments about the themes and quality of a text and use information to support judgments
- Demonstrate an awareness of the way an author’s experiences, values, and beliefs are expressed and influence a text

Degrees of Reading Power®

- Use phonetic, structural, syntactical, and contextual cues
- Analyze words and phrases in context
- Use content vocabulary
- Comprehend text and other material typically used at Grade 5

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

Grade 6

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

Grade 6 Performance Level Descriptors for Reading

Goal Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 6 students who perform at this level are likely to demonstrate an adequately- to well-developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use effective strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text. Generally, students who perform at the Goal level on the Grade 6 CMT MAS Reading test **competently**:

Proficient Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 6 students who perform at this level are likely to demonstrate a partially developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use some strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text. Generally, students who perform at the Proficient level on the Grade 6 CMT MAS Reading test **marginally**:

Basic Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 6 students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate a limited ability to use strategies before, during, and after reading to understand and interpret text, and analyze words in context to construct meaning from text. Generally, students who perform at the Basic level on the Grade 6 CMT MAS Reading test **have a limited ability to**:

Reading Comprehension

Forming a General Understanding

- Identify and make inferences about important characters, settings, problems, events, and details

Developing Interpretation

- Make inferences and draw conclusions that can be supported by stated and implied evidence from a text
- Draw conclusions about an author's purpose for choosing a genre and for including or omitting specific details in a text

Making Reader/Text Connections

- Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections that are supported by information from the text

Examining the Content and Structure

- Select, synthesize, and use information from within the text to extend or evaluate the text
- Make and support judgments about the themes and quality of a text and use information to support judgments
- Demonstrate awareness of the ways an author's experiences, values, and beliefs are expressed and influence a text

Degrees of Reading Power®

- Use phonetic, structural, syntactical, and contextual cues
- Analyze words and phrases in context
- Use content vocabulary
- Comprehend text and other material typically used at Grade 6

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

Grade 7

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

Grade 7 Performance Level Descriptors for Reading

Goal Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 7 students who perform at this level are likely to demonstrate an adequately- to well-developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use effective strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text. Generally, students who perform at the Goal level on the Grade 7 CMT MAS Reading test **competently**:

Proficient Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 7 students who perform at this level are likely to demonstrate a partially developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use some strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text. Generally, students who perform at the Proficient level on the Grade 7 CMT MAS Reading test **marginally**:

Basic Level

When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 7 students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate a limited ability to use strategies before, during, and after reading to understand and interpret text, and analyze words in context to construct meaning from text. Generally, students who perform at the Basic level on the Grade 7 CMT MAS Reading test **have a limited ability to**:

Reading Comprehension

Forming a General Understanding

- Identify and make inferences about important characters, settings, problems, events, and details

Developing Interpretation

- Make inferences and draw conclusions that can be supported by specific and relevant stated and implied evidence from a text
- Draw conclusions about an author's purpose for choosing a genre and for including or omitting specific details in a text

Making Reader/Text Connections

- Select and use information from within the text to write a personal response to the text

Examining the Content and Structure

- Select, synthesize, and use information from within the text to extend or evaluate the text
- Analyze and evaluate an author's craft including the use of literary devices and textual elements (e.g. imagery, metaphor) and how they contribute to the meaning and appeal of a text
- Make and support judgments about the themes and quality of a text and use information to support judgments
- Evaluate the ways an author's experiences, values, and beliefs are expressed and influence a text

Degrees of Reading Power®

- Use phonetic, structural, syntactical, and contextual cues
- Analyze words and phrases in context
- Use content vocabulary
- Comprehend text and other material typically used at Grade 7

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

Grade 8

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

Grade 8 Performance Level Descriptors for Reading

Goal Level	Proficient Level	Basic Level
When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 8 students who perform at this level are likely to demonstrate an adequately- to well-developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use effective strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text. Generally, students who perform at the Goal level on the Grade 8 CMT MAS Reading test competently :	When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 8 students who perform at this level are likely to demonstrate a partially developed ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate an ability to use some strategies before, during, and after reading to understand, interpret, and evaluate text, and analyze words in context to construct meaning from text. Generally, students who perform at the Proficient level on the Grade 8 CMT MAS Reading test marginally :	When provided with modifications such as more accessible presentation of text and embedded scaffolding within questions, Grade 8 students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary and informational text. Students at this level demonstrate a limited ability to use strategies before, during, and after reading to understand and interpret text, and analyze words in context to construct meaning from text. Generally, students who perform at the Basic level on the Grade 8 CMT MAS Reading test have a limited ability to :

Reading Comprehension

Forming a General Understanding

- Identify and make inferences about important characters, settings, problems, events, and details

Developing Interpretation

- Make inferences and draw conclusions that can be supported by stated and implied evidence from a text
- Identify and analyze text organizational patterns within a text (e.g. description, sequence)
- Draw conclusions about an author’s purpose for choosing a genre and for including or omitting specific details in a text

Making Reader/Text Connections

- Select, synthesize, and use information from within a text to write a personal response to the text

Examining the Content and Structure

- Select, synthesize, and use information from within the text to extend or evaluate the text
- Make and support judgments about the themes and quality of a text and use relevant and specific information to support judgments
- Evaluate the ways an author’s experiences, values and beliefs are expressed and influence a text

Degrees of Reading Power®

- Use phonetic, structural, syntactical, and contextual cues
- Analyze words and phrases in context
- Use content vocabulary
- Comprehend text and other material typically used at Grade 8