

Student Name _____

School _____

**CONNECTICUT STATE DEPARTMENT
OF EDUCATION**

CAPT Skills Checklist Science

Second Generation

Grade 10

Selecting Students Eligible to be Assessed with the CAPT Skills Checklist (Cont.)

In several instances there are Language Arts Downward Extensions related to using phonetic, structural, syntactical and contextual clues to read and understand words. These Downward Extensions refer to **instructional level materials**. Similarly, building a **sight vocabulary** will most likely consist of **instructional level vocabulary words**.

In all other instances the student must be assessed with grade level Language Arts content. The Downward Extensions in the Language Arts section of the Checklist will sometimes refer to “grade level text” which, for assessment purposes, is the same as “grade level content.” These terms are synonymous for purposes of completing the Checklist. (For a more detailed discussion of these points, refer to the *CMT/CAPT Skills Checklist Teacher Handbook*.)

Criteria for Including Students in the CAPT Skills Checklist:

In determining whether a student who is eligible for special education services should participate in the CAPT Skills Checklist, the Planning and Placement Team (PPT) **must determine that the student meets ALL of the following criteria:**

- 1. The student has a significant cognitive disability;**
- 2. The student requires intensive individualized instruction to acquire, maintain or generalize skills that students without disabilities typically develop outside of a school setting;**
- 3. The student requires direct instruction in multiple settings to successfully generalize skills to natural settings, including home, school and community; and**
- 4. The student’s instructional program includes participation in the general education curriculum to the extent appropriate and may also include a functional and life skills component.**

While there are no specific IQ requirements for participation in the CAPT Skills Checklist, students who are assessed with the CAPT Skills Checklist **typically** score two or more standard deviations below the mean in terms of overall cognitive ability **and** have significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social and practical adaptive skills. Frequently these students have been identified as having an Intellectual Disability (ID); however, students with other types of disabilities (e.g., Autism, Multiple Disabilities, Traumatic Brain Injury, etc.) who have evidence in their files of a significant cognitive disability may also satisfy the criteria for participation in the CAPT Skills Checklist.

The following factors MAY NOT serve as the basis for a determination that a student should participate in the CAPT Skills Checklist:

- The student’s disability category (e.g., intellectual disability, autism, etc.);
- The student’s placement (e.g., self-contained classroom, regional program, etc);
- The amount of time spent with non-disabled peers (e.g., 20% of the time, 10% of the time, etc.);
- An expectation that, even with accommodations, the student will not score well on the standard version of the CAPT.

Completing the CAPT Skills Checklist

When is this CAPT Skills Checklist completed?

The CAPT Skills Checklist is part of the CAPT testing program, and ratings are finalized during the March CAPT test window.

Unlike other CAPT testing materials, the CAPT Skills Checklist is not a secure document. This means that the CAPT Skills Checklist may be copied. Teachers should utilize copies of the Checklist throughout the school year to:

- plan instruction,
- monitor student progress and growth and
- document achievement.

Such a “working copy” of the Checklist can then serve as the basis for completing the “Online CAPT Skills Checklist” during the CAPT testing window.

This Online CAPT Skills Checklist **must** be finalized during the March CAPT testing window at the same time other students are participating in the standard CAPT testing program.

District Test Coordinators will provide appropriate district staff with directions for completing this Online CAPT Skills Checklist so that student ratings will be scored by the test contractor at the same time the district’s other CAPT test materials are scored.

Who administers the Checklist?

The Checklist must be completed by the student’s primary special education teacher **in collaboration with other team members**.

- Primary Special Education Teacher: If a student has more than one special education teacher, the individual who is most familiar with the student’s performance across multiple settings should complete the Checklist after collaborating on the responses.
- General Education Teacher(s): To the extent a student participates in the general education program the student’s general education teacher(s) should collaborate with the primary special education teacher in determining appropriate ratings for the skills on the Checklist.
- Role of Other Staff: Other team members who have knowledge of a student’s current performance levels in the areas assessed by the Checklist should also be consulted. Often a student’s paraprofessional, Speech/Language Pathologist or one of the other team members will have valuable information about the student’s performance in different settings.

Completing the CAPT Skills Checklist (Cont.)

How is the Checklist completed?

The CAPT Skills Checklist is completed **online** based on the rater's knowledge of the student's **current** performance at the time the CAPT is administered to all other students. The student's primary special education teacher should supplement her/his own experience with the student by observing the student in different settings and soliciting input from other members of the student's educational team. Although it is **not** necessary for the student's primary special education teacher to literally enter the ratings on the Online CAPT Skills Checklist s/he must complete a paper copy of the Checklist from which ratings can be entered. After these Checklist ratings are entered online the district **must retain a copy of this Checklist used for data entry** for later review by the State Department of Education, if requested. The certification section (Section IV) of this file copy of the Checklist **must be signed and dated by the student's primary special education teacher to certify the Checklist ratings entered online.**

Before rating a student's performance it is important to review the checklist items with other professionals who participate in the implementation of the student's IEP and to jointly decide whether the student's performance on each item should be scored as a 0, 1 or 2 (as explained in the following section).

The goal of this CAPT Skills Checklist is to provide an **accurate** picture of the student's achievement at a **specific point in time**, i.e., during the CAPT testing window. The ratings on the Checklist **must** reflect the student's **current achievement levels**. This means that the rater **must be confident** that the ratings being assigned accurately reflect the student's achievement when the Checklist is finalized. In other words, the skills being rated **must have been observed** during the period immediately prior to the finalizing of ratings in March. To ensure this level of accuracy any Checklist items that have not been assessed between January 1st and the close of the March CAPT test window must be **reassessed** prior to finalizing the checklist. Stated differently, **beginning in January of each school year the student's special education team should confirm the student's performance on all Checklist items so that the ratings submitted during the March CAPT test window present an accurate record of the student's achievement at that point in time.** If, as recommended, the Checklist is being used as a working document to guide instruction throughout the year this verification of achievement can be incorporated into the student's ongoing instructional program with little disruption.

How will Results Be Reported?

School districts will receive two copies of a score report entitled Connecticut Academic Performance Test Skills Checklist Profile for each student assessed with the CAPT Skills checklist. One of these reports is for the school records while the other is for the student/parents. These reports will include the rating assigned to each specific Checklist item as well as a composite score for each of the scales, i.e., Language Arts, Mathematics, Science and Access Skills.

While the Checklist Profile includes scores for Access Skills and Science, these scores will not be used in the calculation of AYP. No Child Left Behind requires that AYP calculations be based on an assessment of grade level academic content.

School districts will also receive a copy of the actual Checklist for the student's current grade and a CAPT Skills Checklist folder which includes additional information about the assessment. Both of these items are for the student/parents.

Completing the CAPT Skills Checklist (Cont.)

How are the items rated?

Every item must be rated on the following 3-point scale. (There must be a response for every item.) When rating an item, any mode of communication or responding that is typically utilized by the child is acceptable. It is important, whenever possible, to identify a modality that will permit the student to demonstrate the basic skill addressed by the item. This means that for some students skills will be demonstrated verbally; while for others skills will be demonstrated by gestures, eye gaze, assistive technology, etc. For example, Item Access Skills RC 3 provides that the student “Recognizes and responds to own name, when this is spoken in an authentic context. . .” For a student with a hearing impairment, the student’s name may be signed rather than spoken to assess her/him on this item.

<u>Rating Scale</u>	<u>Explanation</u>
① <u>Does not demonstrate skill:</u>	Use this response for skills that the student does not demonstrate in any setting.
① <u>Developing/Supported:</u>	<p>Use this response for skills the student displays only with some level of <u>prompt support</u>, i.e., a verbal cue, partial physical guidance, modeling, etc.</p> <p>You should <u>also use this</u> response for skills that are <u>displayed inconsistently</u>. If a student can demonstrate a skill occasionally, but not consistently (80% or more of the time) and at different times then the skill should be rated “① <u>Developing/Supported</u>.”</p>
② <u>Mastered/Independent:</u>	<p>Use this response for skills that the student clearly has <u>mastered</u> and performs <u>independently</u>.</p> <p>To be rated as “② <u>Mastered/Independent</u>” the student must demonstrate the skill <u>consistently</u> over time. The student does not have to demonstrate the skill every time, but over the course of the year would have to show that s/he has mastered the skill, (e.g., the student successfully performed the skill 80% or more of the time without prompt support such as verbal cues, partial physical guidance, etc.).</p> <p>Again, if the student continues to require prompt support to exhibit this skill do not rate the skill as “② <u>Mastered/Independent</u>.”</p>

Completing the CAPT Skills Checklist (Cont.)

How are items rated when there is not general agreement about the correct rating?

For many items there will be immediate consensus regarding the student's current performance level. For this reason the team members may wish to focus on discussing and resolving any differences in their perceptions of the student's current performance for items about which there is no general agreement. If, after exploring the reasons for their differing opinions, the team members cannot reach agreement or if they determine that the student demonstrates different performance levels at different times or under different conditions, then the lower of the two ratings being considered must be assigned to the item.

What factors should be considered when designing and utilizing assessment activities?

There are a number of factors that affect the accuracy and reliability of ratings. It is perhaps most important for the rater to have an in-depth understanding of the Checklist content so that the tasks selected to assess students are **appropriate to the specific curriculum content being assessed**. When selecting activities it is important to ensure that the task/materials reflect the essence of the item and are presented in a manner that is consistent with the specific Downward Extension to be assessed.

Similarly, it is essential that specific skills be assessed in a variety of **different ways**, on **different occasions** and in **different settings** if the results reported are to be accurate. It is important to recognize that assessing a particular skill the same way ten times is much less effective than assessing the skill with ten different activities/tasks over a longer period of time.

And finally, it is critical that the scoring criteria be applied **correctly** and **objectively** for every item being assessed. The fact that the Checklist requires a teacher to observe and rate student behavior on a variety of different tasks introduces an element of subjectivity and inconsistency to the assessment process. To the extent that a rater works to become a better observer of student behavior and to more fully understand the subtleties of various student responses and the role that cues and prompts play in eliciting these responses, s/he will become a more reliable rater and will produce more accurate and reliable results.

**CONNECTICUT STATE DEPARTMENT
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CAPT Skills Checklist

Second Generation

GRADE 10

SECTION III: Grade Level Academic Skills:

Science

GRADE 10 SCIENCE ASSESSMENT

Cell Chemistry and Biotechnology

A. Fundamental life processes depend on the physical structure and the chemical activities of the cell. (10.1)

1. Describe significant similarities and differences in the basic structure of plant and animal cells. (D.27)

Essence: Plant and animal cells have parts that are alike and that are different

⓪ Does Not Demonstrate
 ① Developing/Supported
 ② Mastered/Independent

A 1.1 Choose the living thing from which the illustrated cell could have come	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.2 Describe at least one difference between an animal cell and a plant cell	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.3 Describe at least one similarity between an animal cell and a plant cell	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.4 Given an illustration of a cell, name one structure of the cell	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.5 Match a plant cell to a plant and an animal cell to an animal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.6 Given three illustrations identify the one that is the cell	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Microorganisms have an essential role in life processes and cycles on Earth. (10.20)

1. Describe how bacteria and viral infectious diseases are transmitted, and explain the roles of sanitation, vaccination and antibiotic medications in the prevention and treatment of infectious diseases. (D.32)

Essence: Many infectious diseases can be prevented or treated.

B 1.1 When provided with a series of symptoms determine what common infection a person may have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B 1.2 Identify two activities that prevent the spread of an infectious disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B 1.3 Identify two activities that spread infectious disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B 1.4 Identify two diseases that are not infectious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B 1.5 Identify two diseases that are infectious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B 1.6 Name two symptoms of infectious disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GRADE 10 SCIENCE ASSESSMENT

Genetics, Evolution and Biodiversity

A. In sexually reproducing organisms, each offspring contains a mix of characteristics inherited from both parents. (10.4)

1. Describe the difference between genetic disorders and infectious diseases. (D.39)

Essence: Genetic disorders and infectious diseases are different

⓪ Does Not Demonstrate
 ① Developing/Supported
 ② Mastered/Independent

A 1.1 Given examples of diseases, determine which are genetic and which are infectious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.2 Discuss one difference in the way that infectious diseases and genetic disorders are treated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.3 Identify one difference between an infectious disease and a genetic disorder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.4 Given a genetic disorder, identify two characteristics of the disorder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.5 Name two genetic disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.1.6 Define genetic disorder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Evolution and biodiversity are the result of genetic changes that occur over time in constantly changing environments.(10.5)

1. Describe how structural and behavioral adaptations increase the chances for organisms to survive in their environment. (D.42)

Essence: Living things have structures and behaviors that help them to survive.

B 1.1 Given pictures of 2 plants, explain what they do to protect themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B 1.2 Given pictures of 2 animals, explain what they do to protect themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B 1.3 Given pictures of 4 plants, identify structures that help them stay alive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B 1.4 Given pictures of 4 animals, identify structures that help them stay alive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B 1.5 Given pictures of 3 plants that have distinctly different habitats, match the plants to pictures of their natural habitats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B 1.6 Given pictures of 3 animals that have distinctly different habitats, match the animals to pictures of their natural habitats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Genetics, Evolution and Biodiversity

C. Living organisms have the capability of producing populations of unlimited size, but the environment can support only a limited number of individuals from each species. (10.6)

1. Explain how technology advances have affected the size and growth rate of human populations throughout history. (D.45)

Essence: Technological changes affect human population growth throughout history.

Ⓒ Does Not Demonstrate

Ⓓ Developing/Supported

Ⓔ Mastered/Independent

C1.1 Predict what would happen to human population if a technological advancement caused an increase in birth rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C 1.2 Describe 3 technological factors that affect human population growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C 1.3 Describe one way technology supports a fast growing population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C 1.4 Identify 2 technological advances that improve human health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C 1.5 Name 3 ways technology helps to make a person's life easier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C 1.6 Give an example of a technology that makes the student's life easier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

END GRADE 10 SCIENCE

**CONNECTICUT STATE DEPARTMENT
OF EDUCATION**

CAPT Skills Checklist

Second Generation

Grade 10

SECTION V: Rater Certification

GRADE 10 RATER CERTIFICATION

RATER CERTIFICATION

Note: This page must include the name and signature of the student's primary special education teacher as well as the names of other individuals who collaborated in the completion of this CAPT Skills Checklist.

I. By entering my name below I certify that:

- I completed this *CAPT Skills Checklist* during the CAPT assessment window as designated by the Connecticut State Department of Education;
- I have been trained in the correct administration of the CAPT Skills Checklist;
- The ratings I have assigned for each item reflect the student's performance as verified between January 1st of the current school year and the date the Checklist was finalized;
- The individuals whose names appear below collaborated in the completion of this Checklist; and
- I am this student's Primary Special Education Teacher.

Primary Special Education Teacher: _____
(Please print name)

(Signature)**

Date Signed: ____ / ____ / ____

II. The following individuals collaborated in the completion of this *CAPT Skills Checklist*:

General Education Teacher: _____

General Education Teacher: _____

General Education Teacher: _____

Other Special Education Teacher: _____

Other Special Education Teacher: _____

Speech/Language Pathologist: _____

Other*: _____ Title: _____

Other*: _____ Title: _____

Other*: _____ Title: _____

*Other may be any person, including paraprofessionals, who has first hand knowledge of the student's performance.

**The district's file copy of this Checklist must be signed and dated by the student's primary special education teacher.