

Student Name _____

School _____

**CONNECTICUT STATE DEPARTMENT
OF EDUCATION**

CMT Skills Checklist Science

Second Generation

Grade 5

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

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 CMT Skills Checklist:

In determining whether a student who is eligible for special education services should participate in the CMT 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 CMT Skills Checklist, students who are assessed with the CMT 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 CMT Skills Checklist.

The following factors MAY NOT serve as the basis for a determination that a student should participate in the CMT 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 CMT.

Completing the CMT Skills Checklist

When is this CMT Skills Checklist completed?

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

Unlike other CMT testing materials, the CMT Skills Checklist is not a secure document. This means that the CMT 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 CMT Skills Checklist” during the CMT testing window.

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

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

How is the Checklist completed?

The CMT Skills Checklist is completed **online** based on the rater's knowledge of the student's **current** performance at the time the CMT 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 CMT 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 V) 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 CMT Skills Checklist is to provide an **accurate** picture of the student's achievement at a **specific point in time**, i.e., during the CMT 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 CMT 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 CMT 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 Mastery Test Skills Checklist Profile for each student assessed with the CMT 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 the 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 CMT Skills Checklist folder which includes additional information about the assessment. Both of these items are for the student/parents.

CONNECTICUT STATE DEPARTMENT
OF EDUCATION

CMT Skills Checklist

Second Generation

**SECTION III: Grade Level Academic
Skills:**

GRADE 5 SCIENCE

Energy Transfer and Transformations

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

A. Sound and light are forms of energy. (5.1)

1. Describe the factors that affect the pitch and loudness of sound produced by vibrating objects. (B.17)

Essence: Sounds produced by vibrating objects have identifiable characteristics, i.e., pitch and loudness.

A 1.1 Produce a sound with a high pitch and a sound with a low pitch using the same object	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.2 Given two sounds produced from the same object, determine which sound has a higher or lower pitch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.3 Produce a loud sound and a soft sound using the same object	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.4 Given two sounds produced from the same object, determine which is louder or softer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.5 Recognize whether a sound is near or far	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.6 Identify the source of a given sound	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Describe how light is absorbed and/or reflected by different surfaces. (B.19)

Essence: Light comes from different sources and can be reflected or absorbed.

A 2.1 Arrange 3 objects by the amount of light that shines through each one from the least to greatest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 2.2 Compare 6 objects (3 of which are transparent or translucent and 3 objects that are opaque) identify 2 objects that let light pass through them and 2 that do not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 2.3 Compare 6 objects (3 that reflect light –are shiny-- and 3 objects that absorb light – are not shiny) identify two objects that reflect light and 2 that absorb light	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 2.4 Create a shadow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 2.5 Identify a shadow in the classroom or outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 2.6 Identify at least 2 sources of light in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Structure and Function

A. Perceiving and responding to information about the environment is critical to the survival of organisms (5.2)

1. Describe the structure and function of the human senses and the signals they perceive. (B.21)

Essence: Our human senses function to give us information about the environment.

⓪ Does Not Demonstrate

① Developing/Supported

② Mastered/Independent

A 1.1 Explain how your senses could let you know that there is a fire nearby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.2 Given three hidden sources of sound, select the one that matches a model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.3 Given three hidden sources of smells, select the one that matches a model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.4 Given three hidden objects, select the one that matches a model using the sense of touch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.5 Match 3 sense organs to their function	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.6 Identify three of the five sense organs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Earth and the Solar System

A. Most objects in the solar system are in regular and predictable motion.(5.3)

1. Explain the cause of the day and night based on the rotation of Earth on its axis. (B.22)

Essence: Due to the rotation of the Earth, there is day and night.

⊙ Does Not Demonstrate

① Developing/Supported

② Mastered/Independent

A 1.1 Describe how the Earth moves to cause night and day	⊙	⊙	⊙
A 1.2 Using a light source and a globe, show which side would have day and which would have night	⊙	⊙	⊙
A 1.3 Using a ball or round object, demonstrate rotation	⊙	⊙	⊙
A 1.4 Given 2 pictures, one showing a night scene and one showing a day scene, identify at least 2 elements that make the day scene "daytime," and the night scene "nighttime"	⊙	⊙	⊙
A 1.5 Given 2 pictures showing day scenes and 2 showing night scenes, arrange the pictures according to the order in which they occur	⊙	⊙	⊙
A 1.6 Given 2 pictures, one showing a night scene and one showing a day scene, identify which shows nighttime and which shows daytime	⊙	⊙	⊙

Science and Technology in Society

D. Humans have the capacity to build and use tools to advance the quality of their lives.(5.4)

1. Describe the uses of different instruments, such as eyeglasses, magnifiers, periscopes and telescopes, to enhance our vision. (B.25)

Essence: Humans make and use tools to see better.

⊙ Does Not Demonstrate

① Developing/Supported

② Mastered/Independent

D 1.1 Given 3 real-life situations where tools are needed to enhance vision, identify the best tool to match the task	⊙	⊙	⊙
D 1.2 Given 4 tools including eyeglasses, identify the item(s) that help(s) people see more clearly	⊙	⊙	⊙
D 1.3 Given 2 images, one of which is out of focus, identify the image that is focused and the one that is unfocused	⊙	⊙	⊙
D 1.4 Given 5 tools including 2 that magnify things and 3 that do not, identify one tool that makes things look larger	⊙	⊙	⊙
D 1.5 Given 2 images of the same object, identify which one is larger	⊙	⊙	⊙
D 1.6 Given a picture of a person using glasses, identify what helps the person to see better	⊙	⊙	⊙

END GRADE 5 SCIENCE

CONNECTICUT STATE DEPARTMENT
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CMT Skills Checklist

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Grade 5

SECTION V: 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 CMT Skills Checklist.

I. By entering my name below I certify that:

- I completed this CMT Skills Checklist during the CMT assessment window as designated by the Connecticut State Department of Education;
- I have been trained in the correct administration of the CMT 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 *CMT 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.