

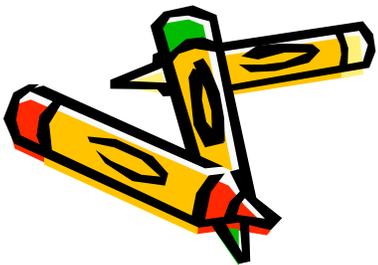
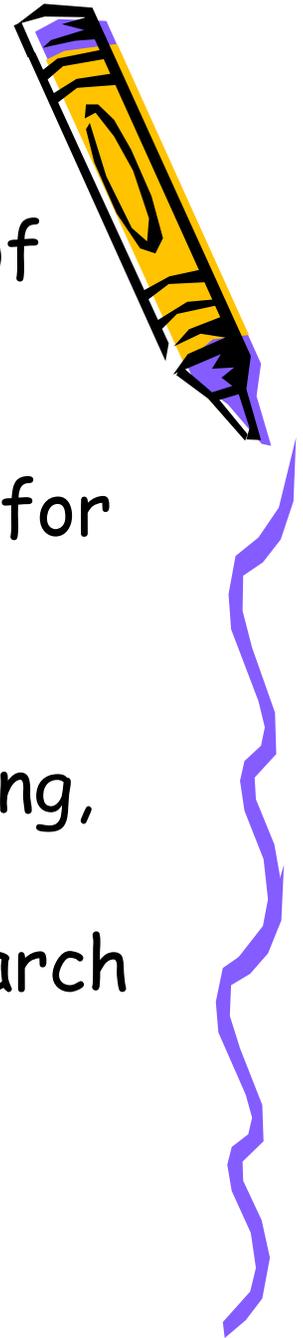
Overview of CMT4

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CSDE, School Improvement and Literacy Unit



Overview

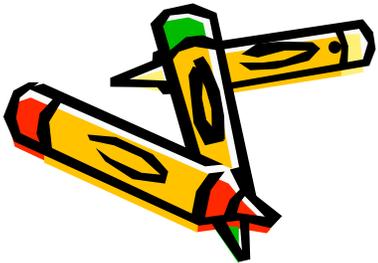
- NCLB legislation mandates the testing of students in Grades 3-8 and Grade 10
- CMT, Generation 4 (CMT4) will be administered to students in grades 3-8 for the first time in March 1-28, 2006
- Direct Assessment of Writing, March 7
- Areas assessed are Mathematics, Reading, Writing
- Science will be assessed beginning in March 2008 in Grades 5 and 8



Testing Special Education and ELL Students



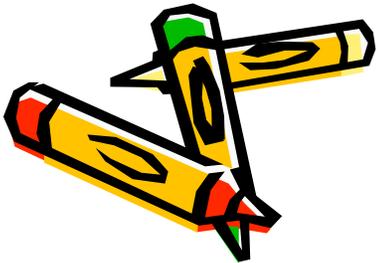
- All special education students must take the statewide assessments.
- The CMT Skills Checklist is an alternate assessment available for students in special education.
- ELL students who are in a US school for 10 months or less may be exempt from the reading and writing tests but must take the math test.
- All other ELL students must take the statewide assessments.



Accommodations are available for special education and ELL students.

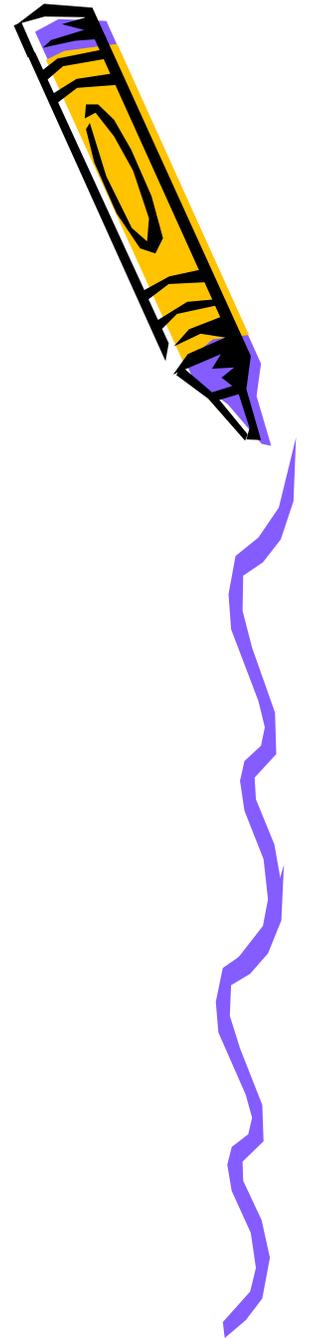
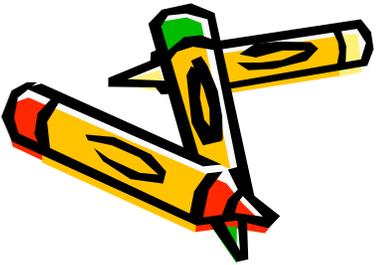
CMT 4 Development

- Development for CMT4 began in 2002
- Majority of piloting in spring 2003, 2004 and 2005
- Consumable test books are being used
- Connecticut teachers were responsible for writing 30% of the items included on the CMT4
- Connecticut teachers are involved in the test design, review of items and review of scoring materials



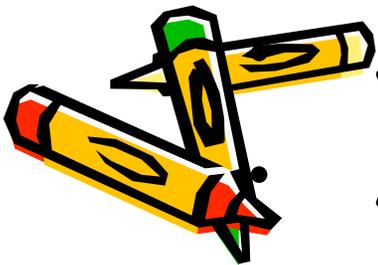
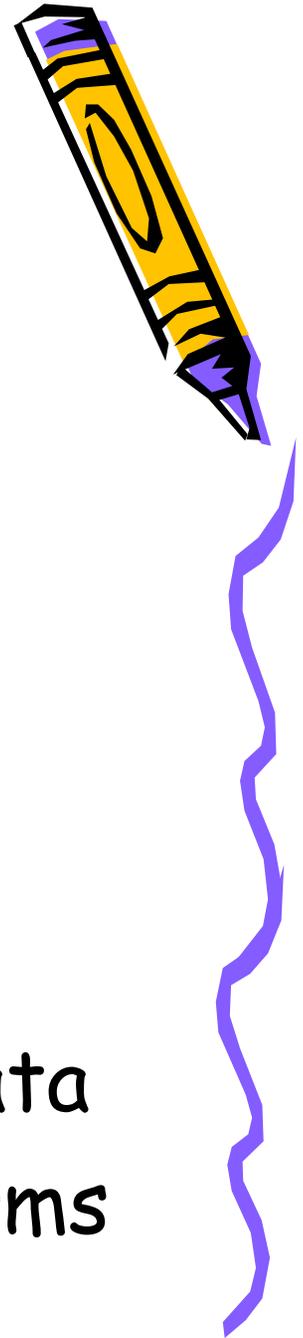
Contributors to Test Development

- Curriculum Specialists
- Assessment Specialists
- Testing Company
- Content Advisory Committees
- Fairness Advisory Committee
- Anchor Review Committees



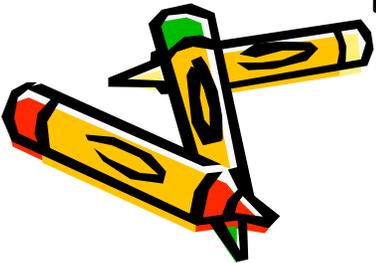
Critical Steps in the Development Process

- Determine content to test
- Select test format
- Create test specifications
- Review items with CT teachers
- Pilot with CT students
- Score test items and review data
- Select items to use on test forms
- Administer the test



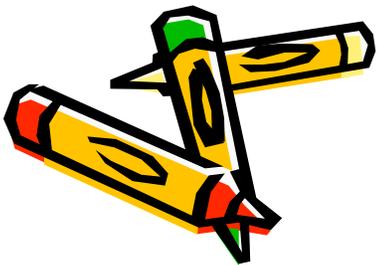
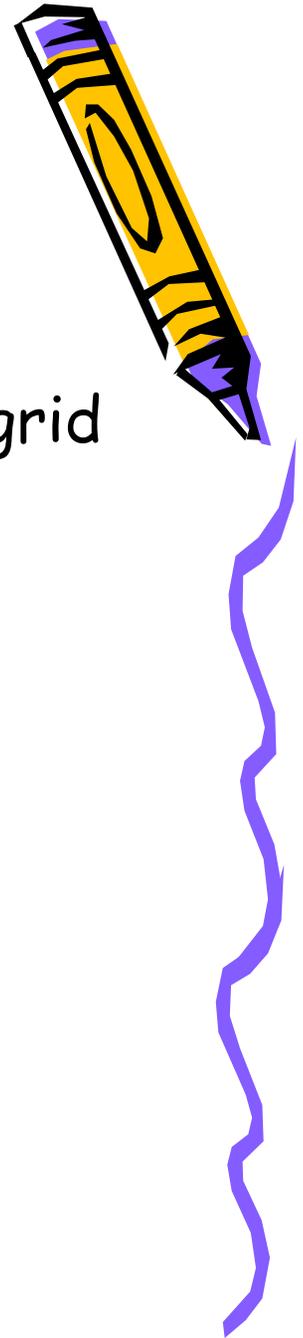
Test Forms

- Although there are exceptions, a new form of the CMT is administered every two years. All forms within a generation are equivalent.
- A generation usually spans 5 to 7 years and allows the testing program to change and evolve over time. Test content, item formats, and scoring procedures are updated and revised as appropriate.

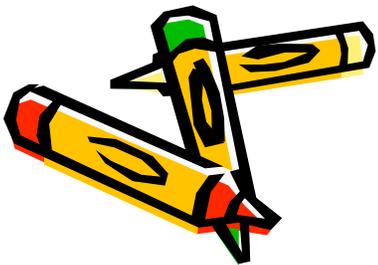
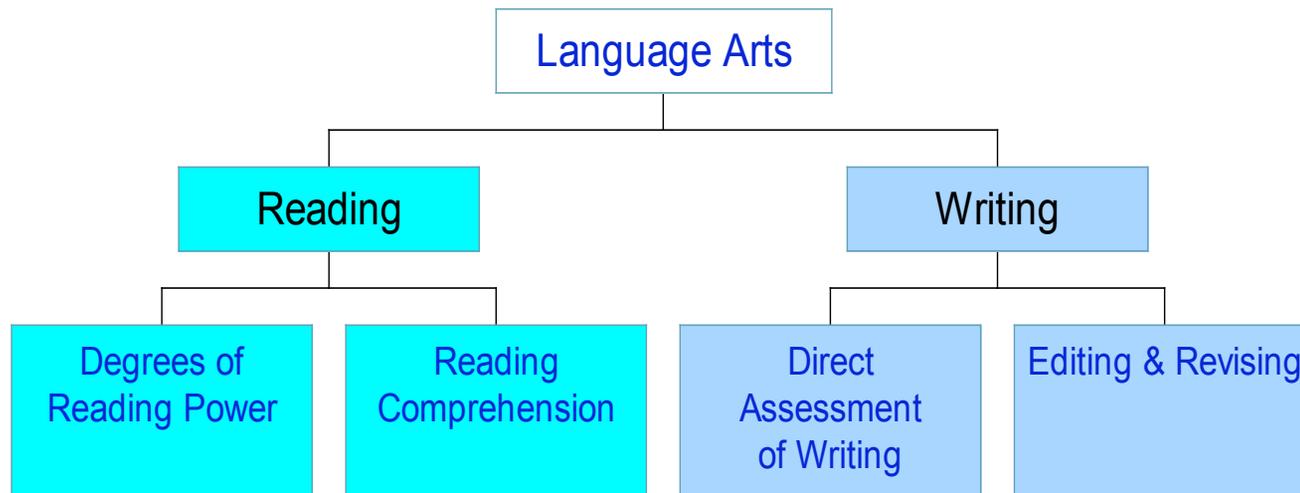


CMT4 Mathematics

- Item types- multiple-choice, open-ended and grid items at grades 5-8 only
- Test is aligned with the revised Curriculum framework
- 25 content strands assessed
- Rulers for some sessions at grades 3-8, calculators for some sessions at grades 5-8, formula card for all sessions grade 8

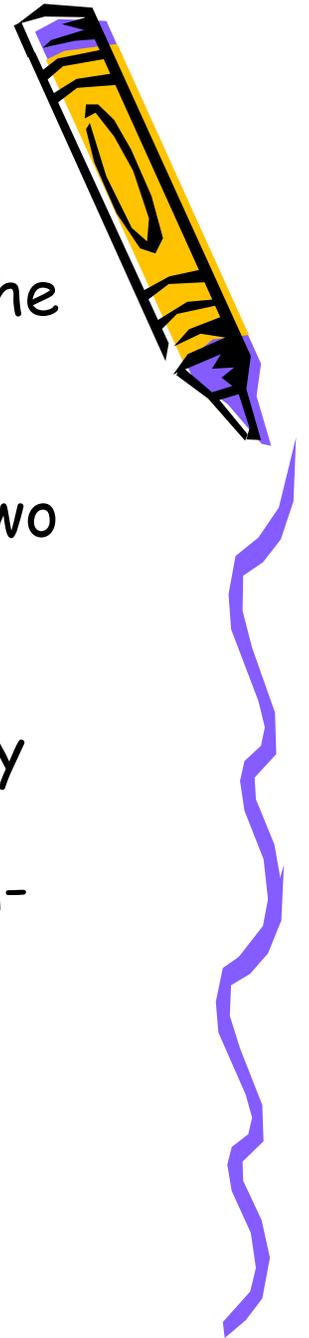
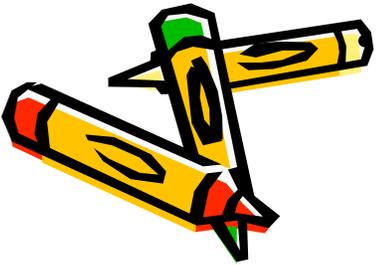


CMT4 Language Arts



CMT 4 Reading

- For CMT4 Reading, students will take the Reading Comprehension test and the Degrees of Reading Power test
 - Reading Comprehension test will have two 45 minute sessions
 - DRP will have one 45 minute session
 - Reading Comprehension test uses mostly authentic, published passages and a combination of multiple choice and open-ended items
 - DRP test has non-fiction passages and multiple choice items
- Reading Comprehension and DRP will be combined to create a student's total Reading score



CMT4 Reading Framework

Aspects of Reading

Forming a General Understanding

Developing Interpretation

Making Reader/Text Connections

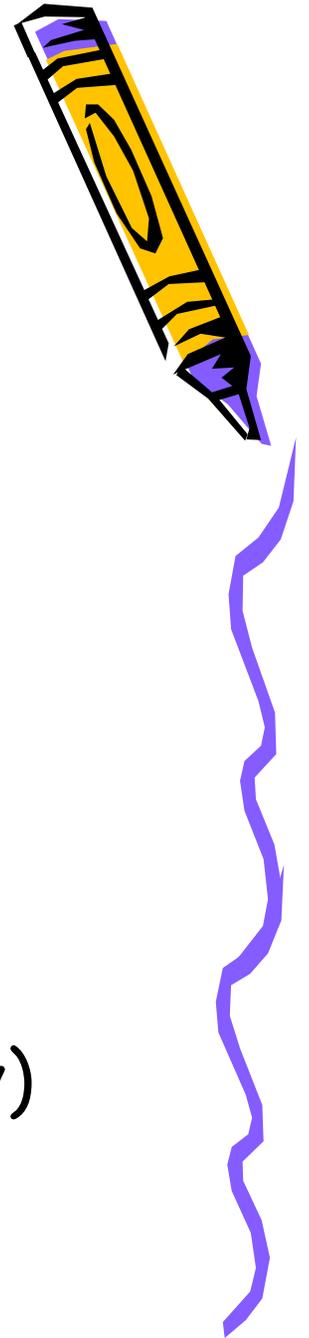
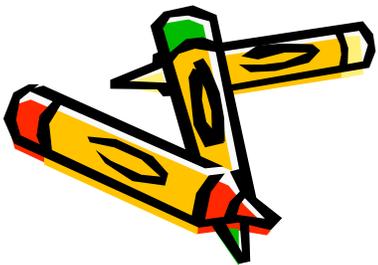
Examining the Content and Structure

Contexts for Reading

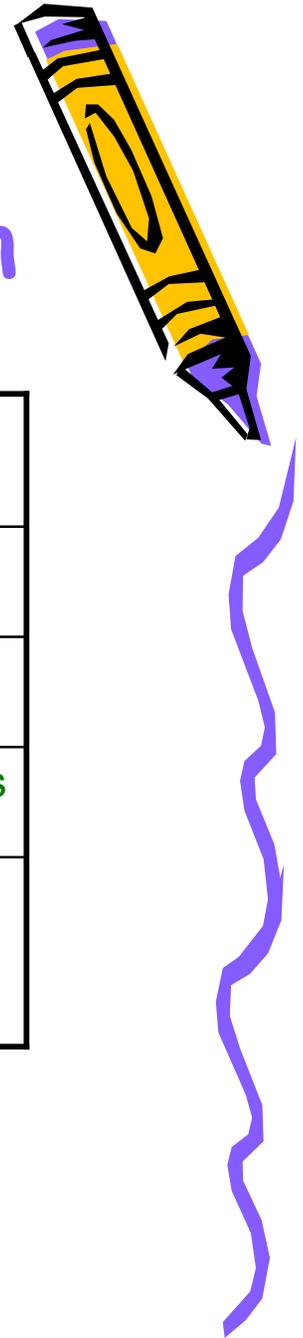
Reading for Literary Experience

Reading for Information

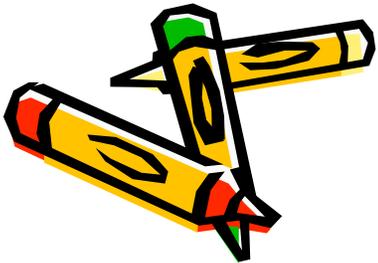
Reading to Perform a Task (grades 5-8 only)



CMT4 Reading Comprehension



CMT-3 Frameworks	CMT-4 Frameworks
Forming an Initial Understanding	Forming a General Understanding
Developing an Interpretation	Developing Interpretation
Demonstrating a Critical Stance	Making Reader/Text Connections
	Examining the Content and Structure

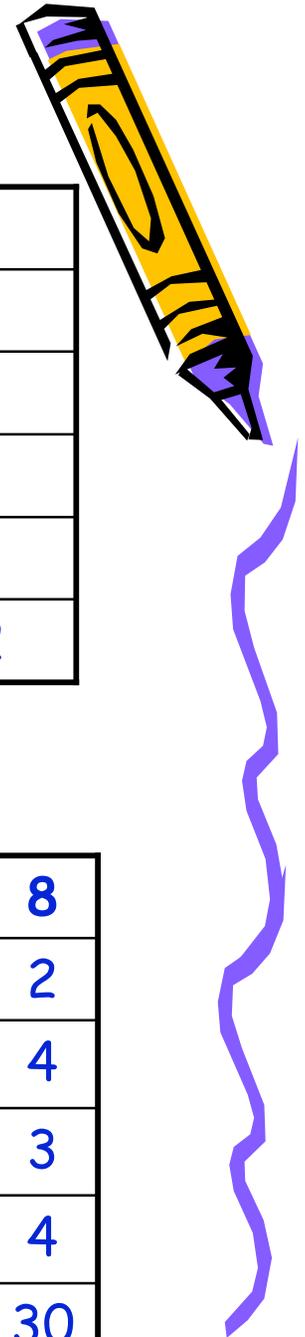
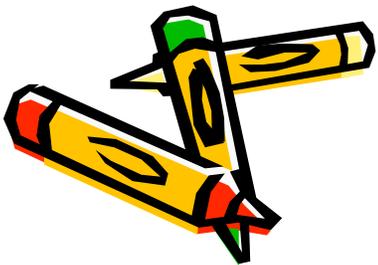


Reading Comprehension Strands and Items CMT-3

Grade	4	6	8
# of sessions	1	1	1
# of objectives	3	3	3
# reading contexts	2	2	2
# of passages/form	3	3	3
# of items	25	23	22

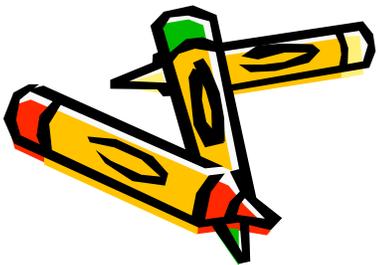
Reading Comprehension Strands and Items CMT-4

Grade	3	4	5	6	7	8
# of sessions	2	2	2	2	2	2
# of strands	4	4	4	4	4	4
# reading contexts	2	2	3	3	3	3
# of passages/form	4	4	4	4	4	4
# of items	32	32	31	31	30	30



Scoring the CMT Reading Comprehension Test

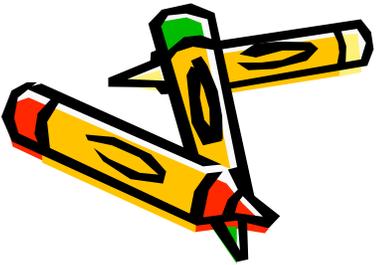
- Open-ended responses are scored holistically by trained readers
- Responses are scored on a 0-2 point scale
- Each response is scored by one reader
- Rubrics are used to score
- Responses are scored for ideas. Spelling, punctuation, grammar are not considered.



CMT4 Open ended items

All open ended items are multiple part questions.

Each question includes the language:
Support your answer with information from the text.

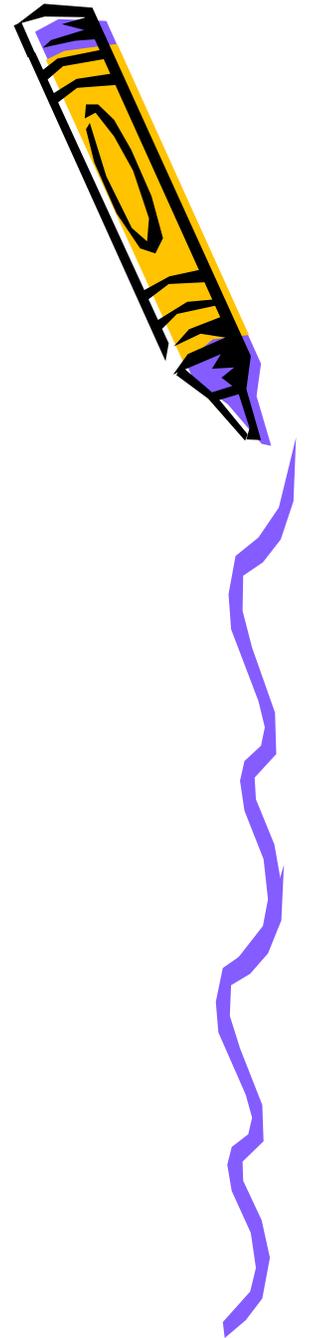
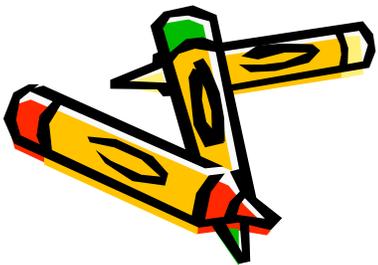


Grade 3 - Fishing With Friends

Think about a fishing trip that you have heard about, seen on TV, or been on. Write a **brief** paragraph telling how that fishing trip was different from the one in this story. **Use information from the story to explain your answer.**

C. Making Reader/Text Connection

1. Make connections between the text and outside experiences and knowledge.



Score Point 0

The response shows little ability to use textual information and does not make important associations and/or connections between the text, other texts and or outside experiences and knowledge.

The response shows little or no ability to make connections and/or makes irrelevant connections between the text and prior knowledge/experiences.

Score Point 1

The response demonstrates some ability to make connections between the text, other texts and/or outside experiences and knowledge, but responses fail to provide relevant information from the text as support.

The response shows some ability to make some connections between texts and outside experience and knowledge, but the responses lack depth and/or support.

Score Point 2

The response demonstrates thoughtful and clear connections between texts, other texts and/or outside experiences and knowledge.

Connections and responses are supported with relevant examples.

The response shows the ability to make understandable connections and provides adequate support.



Score 2

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a **brief** paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

In my fishing trip we used fishing poles.
But when Yoshi went fishing they used birds.
We also use hooks and worms Yoshi used
birds, a color, and a rope. The other

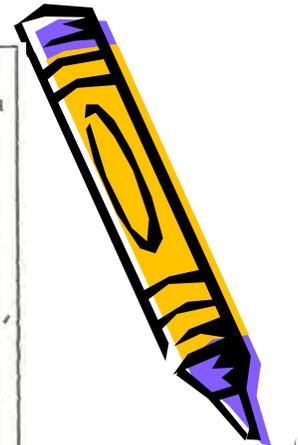
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S1B

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a **brief** paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

On my fishing trip we had lots of fun. We ate
lunch at the pond. We used worms and a fishing
pole. I didn't use birds to catch fish. The only kind
of fish we caught was sunny fish. We did not
keep them or eat them!

4574004420



Score 1

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a brief paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

One day on tv. I saw a mom and a kid named John fishing with his mom. They used fishing poles to catch fish. They put worms on the hook's for the fish could put there mouth's on the hook to eat the worms that is on the hook and pulled the poles out to catch the fish.

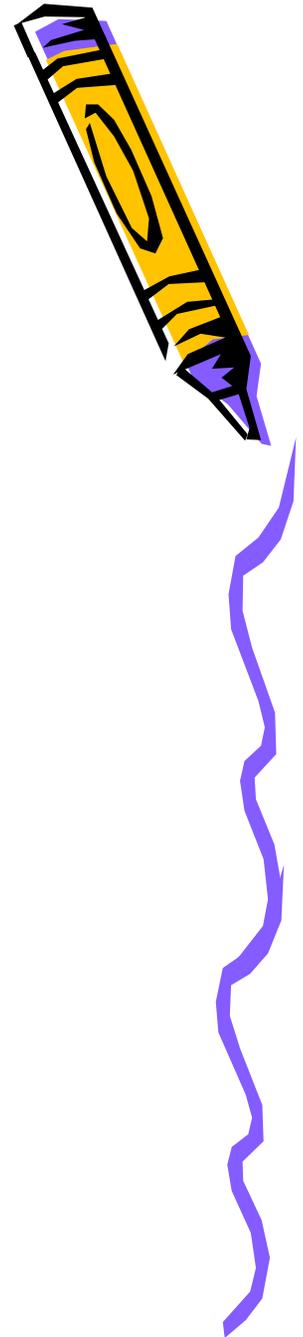
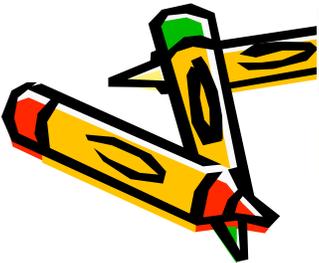
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S1F

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a brief paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

This one was difent from the story because...
the one I went on did not have birds.

3405003110



Score 0

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a brief paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

In the trip birds have no color

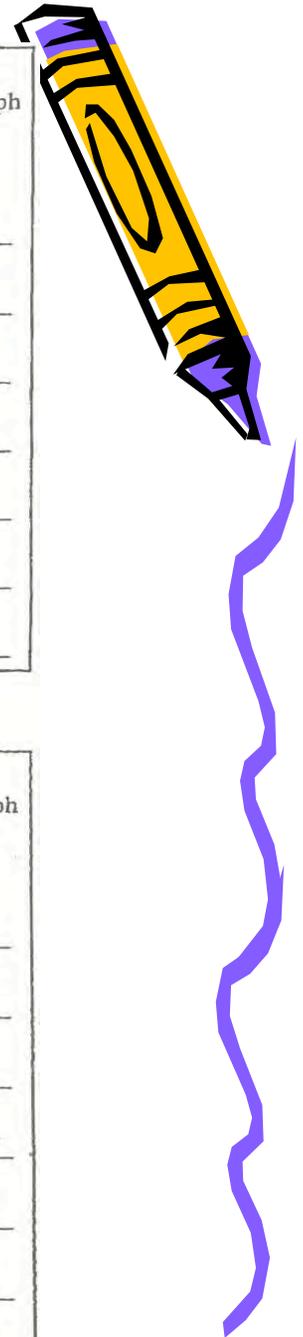
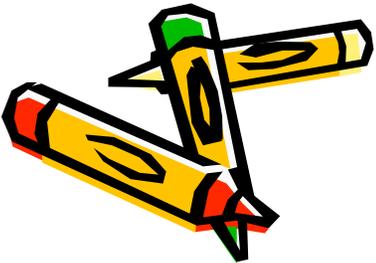
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S1H

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a brief paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

I seen it on TV, they were for fish to give to the shark's and other things to give.

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CMT4 DRP

45 minutes of testing time for grades 3-8

Grades 3-4

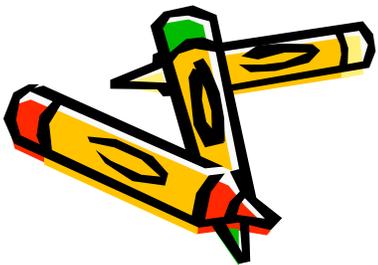
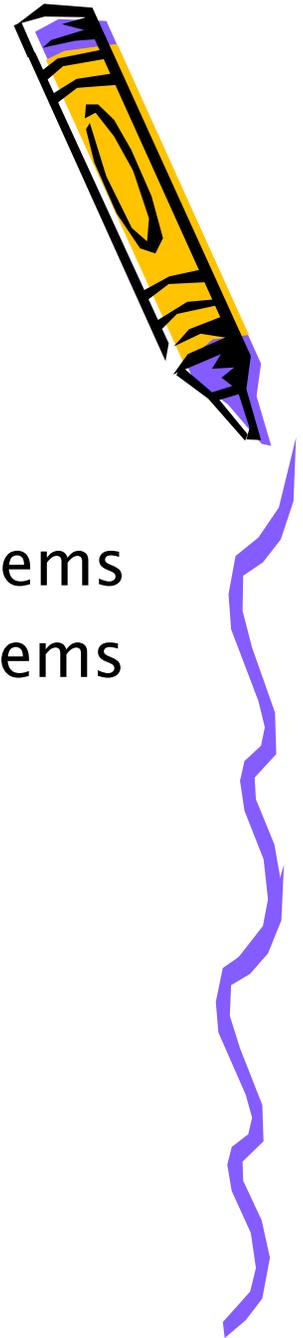
6 passages

42 mc items

Grades 5-8

7 passages

49 mc items

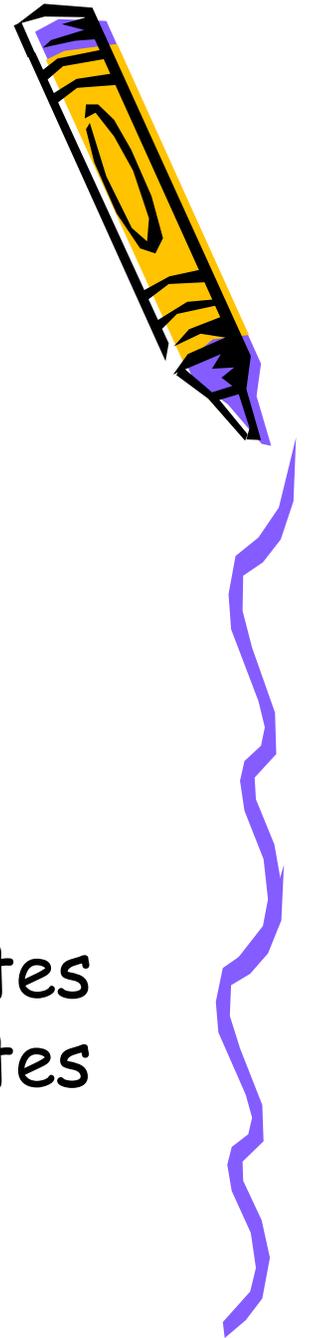
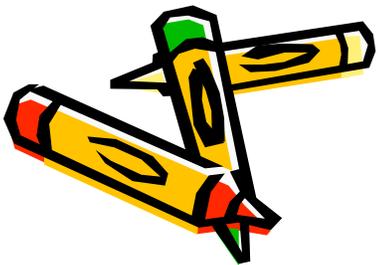


CMT4 Writing

Students will take Direct Assessment of Writing and Editing & Revising and the scores will be combined for the total Writing score

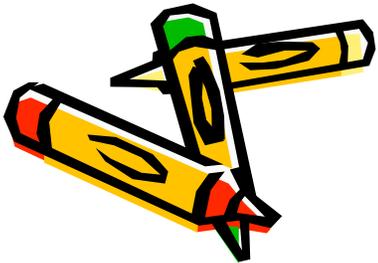
No changes in test time or length from CMT3 to CMT4

Direct Assessment of Writing	45 minutes
Editing & Revising	60 minutes



CMT4 Editing & Revising

- Each passage will combine editing and composing/revising items
- Editing & Revising test items have been written to include the sentence in the stem so students are not forced to go back to the passage
- At grades 7-8, the sentences in the passages are numbered instead of the lines
- Multiple-choice items used



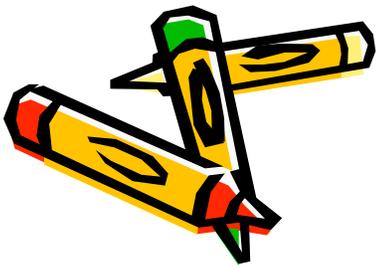
CMT4 DAW

Grades 3-4 Narrative

Grades 5-6 Expository

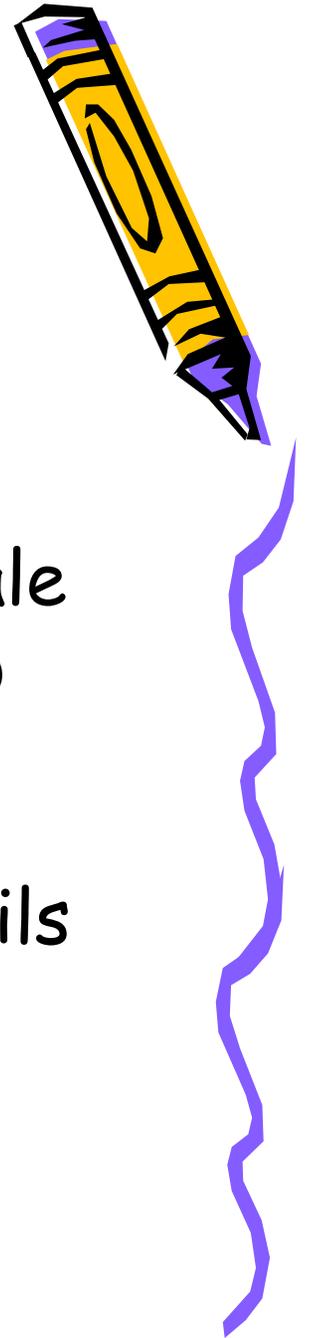
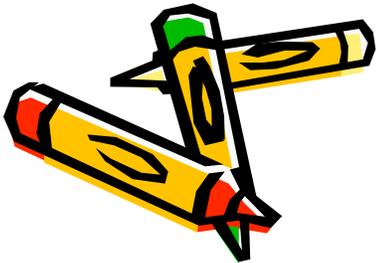
Grades 7-8 Persuasive (In grade 8, the prompt includes some additional background information)

Responses are scored holistically and are evaluated for elaboration, development, organization and fluency

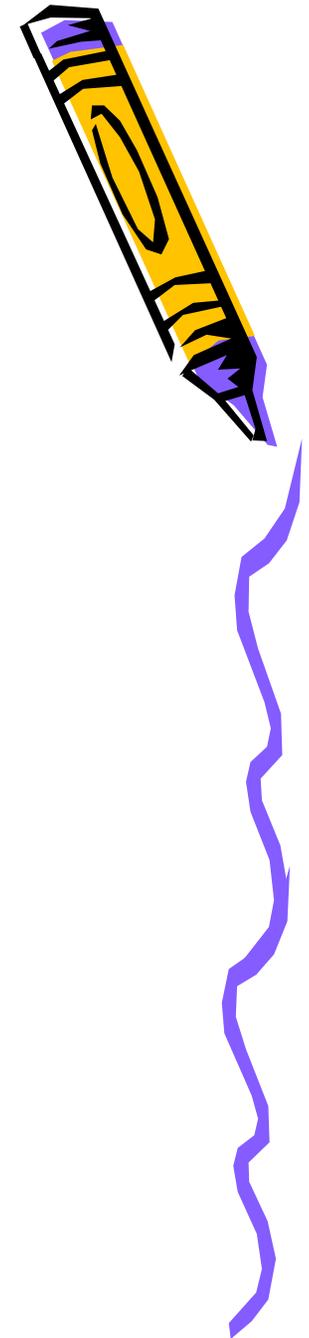
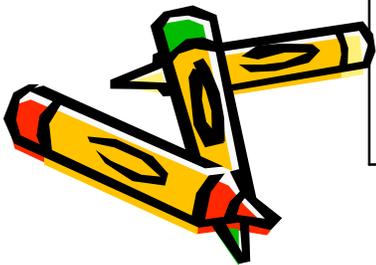


Scoring the DAW

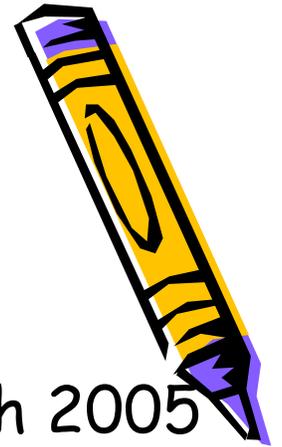
- Open-ended responses are scored holistically by trained readers
- Responses are scored on a 1-6 point scale
- Each response is scored by at least two readers
- Rubrics are used to score
- Responses are scored for fluency, details and organization. Spelling, punctuation, grammar are not considered.



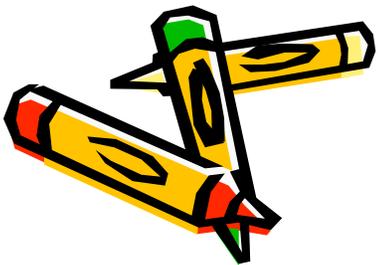
Grade	Writing Prompt
3	<p>Think about a day when you had something special happen. What happened on that day that was so special? Write a story about that special day.</p>
4	<p>Read the sentence below. Imagine that a gorilla walked into your classroom and sat down at a desk. Write a story about what happened next.</p>
5	<p>You have just heard that your school is closed due to snow. What do you do? Write a letter to a friend in which you explain the best way to spend a snowy day.</p>
6	<p>What do you usually do on a weekend in the summer? What do you do on a weekend in the winter? Write a comparison of your weekend activities in the summer and winter.</p>
7	<p>Your local school board has decided to lengthen the school day by one hour. What is your opinion on the best way to use this additional hour? Write a letter to your principal expressing your opinion on the best way to use the additional hour and presenting reasons that will convince the principal to agree with your position.</p>
8	<p>There is a budget crunch at your middle school, and it is certain that many of the non-core classes and activities the school currently offers will be cut. All programs are in danger: sports, band, choir, computer club, drama club, debate, and others. Your principal wants to give students an opportunity to express their point of view about which extracurricular activities they think are more important. Write an essay for your principal arguing why ONE of the extracurricular programs your school currently offers should continue to receive support, even if no other program can survive.</p>



CMT 4 Science

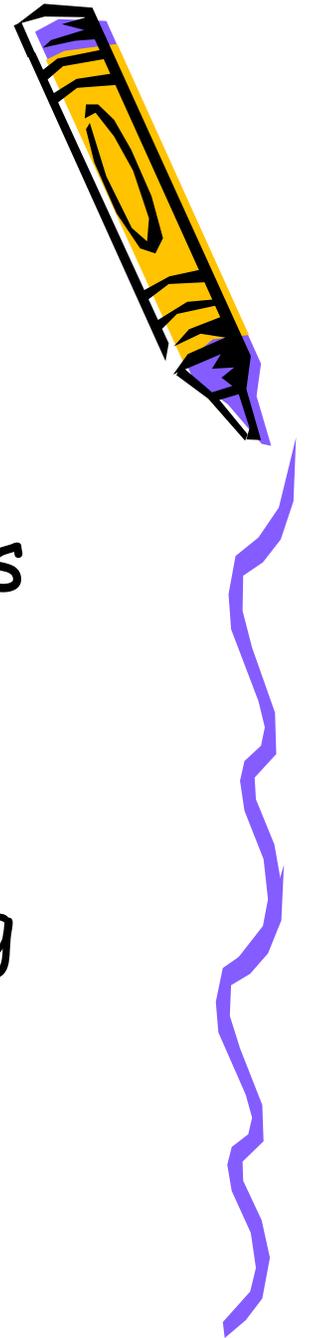
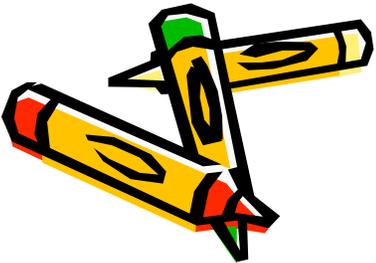


- Science test development started in 2005
- Science item writing workshop was held in March 2005
- Grades 5 and 8 will be tested in science
- Test to be aligned with new curriculum framework
- Curriculum-embedded performance tasks have been developed for grades 3-8
- First Science pilot in 2006
- Multiple choice and open-ended items will be included on the test
- Proposed testing times are 65 minutes for grade 5 and 70 minutes for grade 8



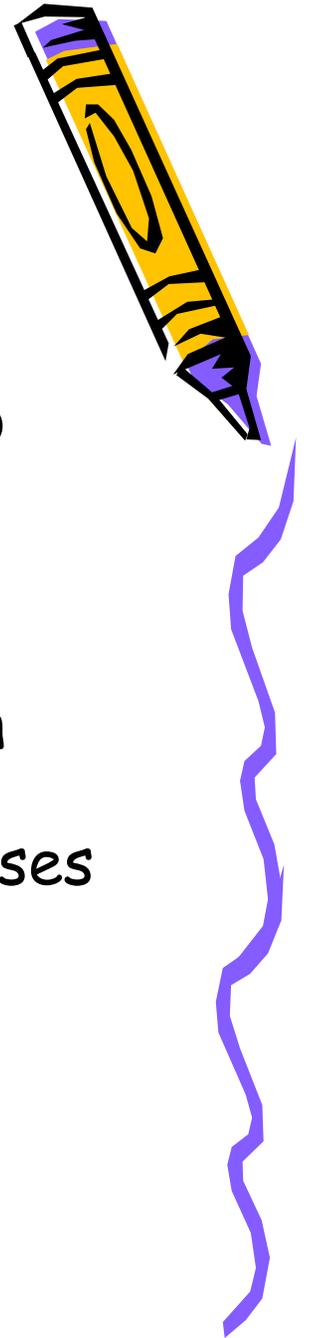
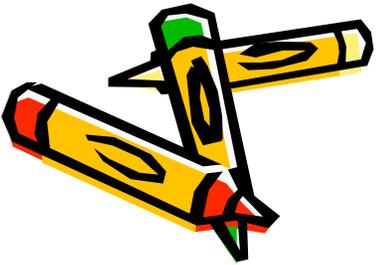
Assessment Literacy

- Knowledge of test format
- Strategies for answering questions
- Using time effectively
- Understanding directions
- Re-checking work after completing



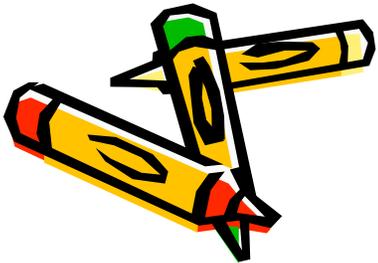
Building Assessment Literacy

- Use timed tests and instructional activities to practice pacing
- Have students paraphrase directions for classroom/test activities
- Review student responses to questions used in classroom assessments and focus on how to answer questions or revise open-ended responses to improve
- Use rubrics with students to familiarize them with expectations



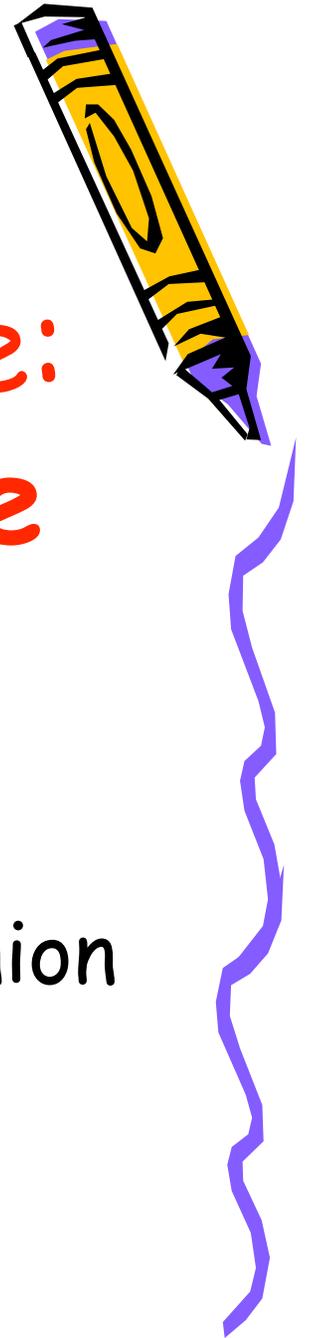
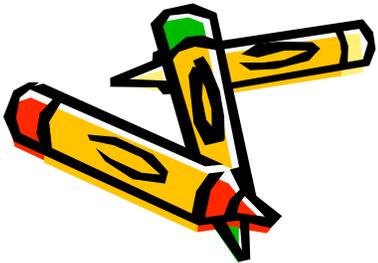
What does this mean for instruction?

- Use the Language Arts Framework (CMT strands are embedded) to align district curriculum with standards
- Use the resource available, such as the CMT4 Handbooks, to help teachers and students become familiar with the questions asked
- Model research-based best practices
- Align classroom and district assessments with CMT/LA Frameworks
- Set high expectations



Resources found on the CSDE web site: www.state.ct.us/sde

- CMT Handbooks
- Language Arts Framework
- Language Arts Framework Companion
- CMT Data @ www.cmtreports.com



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