



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# **Connecticut's Alternate Assessment System**

## **CMT/CAPT Skills Checklist Science & Connecticut Alternate Assessment (CTAA)**

Mastery Examination Committee

June 8, 2016



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Comparison of CMT/CAPT Skills Checklist Science and the Connecticut Alternate Assessment (CTAA)

	CMT/CAPT Skills Checklist Science	Connecticut Alternate Assessment (CTAA)
<b>Student Eligibility</b>	<b>Special Education Students with Significant Cognitive Disabilities</b>	<b>Special Education Students with Significant Cognitive Disabilities</b>
<b>Grades</b>	<b>5, 8, 10</b>	<b>3-8 &amp; 11</b>
<b>Content Area</b>	<b>Science</b>	<b>English language arts/literacy</b> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul> <b>Mathematics</b>
<b>Test Delivery Method</b>	<b>Paper CMT/CAPT Skills Checklist Science reference for trained teacher to create accessible lessons and activities representing test items.</b>	<b>Online presentation of CTAA items for trained teacher to engage with individual student and test items.</b>
<b>Test Window</b>	<b>Administered throughout the school year with the final rating submitted in March</b>	<b>April 18-June 10, 2016</b>
<b>Security</b>	<b>Non-Secure</b>	<b>Secure</b>



# Qualified Test Administrators

- Alternate Assessment Test Administrators are required to be trained by CSDE on a 3 year rotation.
- In the last 2 years, 3,090 teachers have been trained.
- Training is provided at each RESC for 2 half day sessions.
- Training is also provided in a self paced online class.
- Participants must pass the associated quizzes with 80% accuracy to be certified to administer either alternate assessment.



# Connecticut Alternate Assessment Eligibility

**CONNECTICUT STATE DEPARTMENT  
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**Connecticut Alternate Assessment  
(CTAA)**

**CMT/CAPT Skills Checklists Science**

**CTAA and CMT/CAPT Skills Checklist  
Science Eligibility  
&  
Learner Characteristics Inventory (LCI)  
2015-2016**



# CMT/CAPT Skills Checklist Science

Student Name \_\_\_\_\_  
School \_\_\_\_\_

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CMT Skills Checklist Science

**Second Generation**

**Grade 5**

Student Name \_\_\_\_\_  
School \_\_\_\_\_

**CONNECTICUT STATE DEPARTMENT  
OF EDUCATION**

CMT Skills Checklist Science

**Second Generation**

**Grade 8**

Student Name \_\_\_\_\_  
School \_\_\_\_\_

**CONNECTICUT STATE DEPARTMENT  
OF EDUCATION**

CAPT Skills Checklist Science

**Second Generation**

**Grade 10**



# CMT/CAPT Skills Checklist Science Test Format

## Heredity and Evolution

**A. Reproduction is a characteristic of living systems and it is essential for the continuation of every species. (8.2)**

1. Describe the structure and function of the male and female reproductive systems, including the process of egg and sperm production. (C.26)

**Essence:** Males and females have different reproductive body parts with specific functions.

ⓐ Does Not Demonstrate  
ⓑ Developing/Supported  
ⓒ Mastered/Independent

A 1.1 Given several depictions of a sperm and an egg, identify which represents fertilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.2 Given a depiction of a male and a female reproductive system, describe how the sperm gets to the egg	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.3 Given a depiction of a male and female reproductive system locate where eggs and sperm are produced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.4 Given a depiction of a male and female and a sperm and an egg, match the sperm and egg with the correct gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.5 Given a depiction of the male and female reproductive systems, identify which is female and which is male	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.6 Identify 5 familiar individuals as either male or female	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Earth in the Solar System

**A. The solar system is composed of planets and other objects that orbit the sun. (8.3)**

1. Explain how the regular motion and relative position of the sun, Earth and moon affect the seasons, phases of the moon and eclipses. (C.29)

**Essence:** The Earth, sun and moon move in predictable patterns that are demonstrated through recognizable changes such as seasons, moon phases and eclipses.

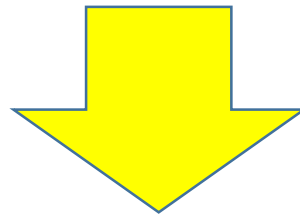
ⓐ Does Not Demonstrate  
ⓑ Developing/Supported  
ⓒ Mastered/Independent

A 1.1 Given a depiction of the Earth's position during winter and summer in the northern hemisphere, identify which representation shows winter in Connecticut, and summer in Connecticut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.2 Given a depiction of the Earth, moon and sun, identify an eclipse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.3 Given a depiction of the moon in 3 distinct phases, place them in order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.4 Given a depiction of the Earth and sun, one half the Earth experiencing day and one half experiencing night, differentiate where it is day and where it is night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.5 Given a depiction of the sun, moon and Earth, correctly identify the 3 bodies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A 1.6 Given depictions representing the 4 seasons, identify the seasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





National Center and State Collaborative



**CTAA**

**Connecticut Alternate Assessment  
English Language Arts & Mathematics**



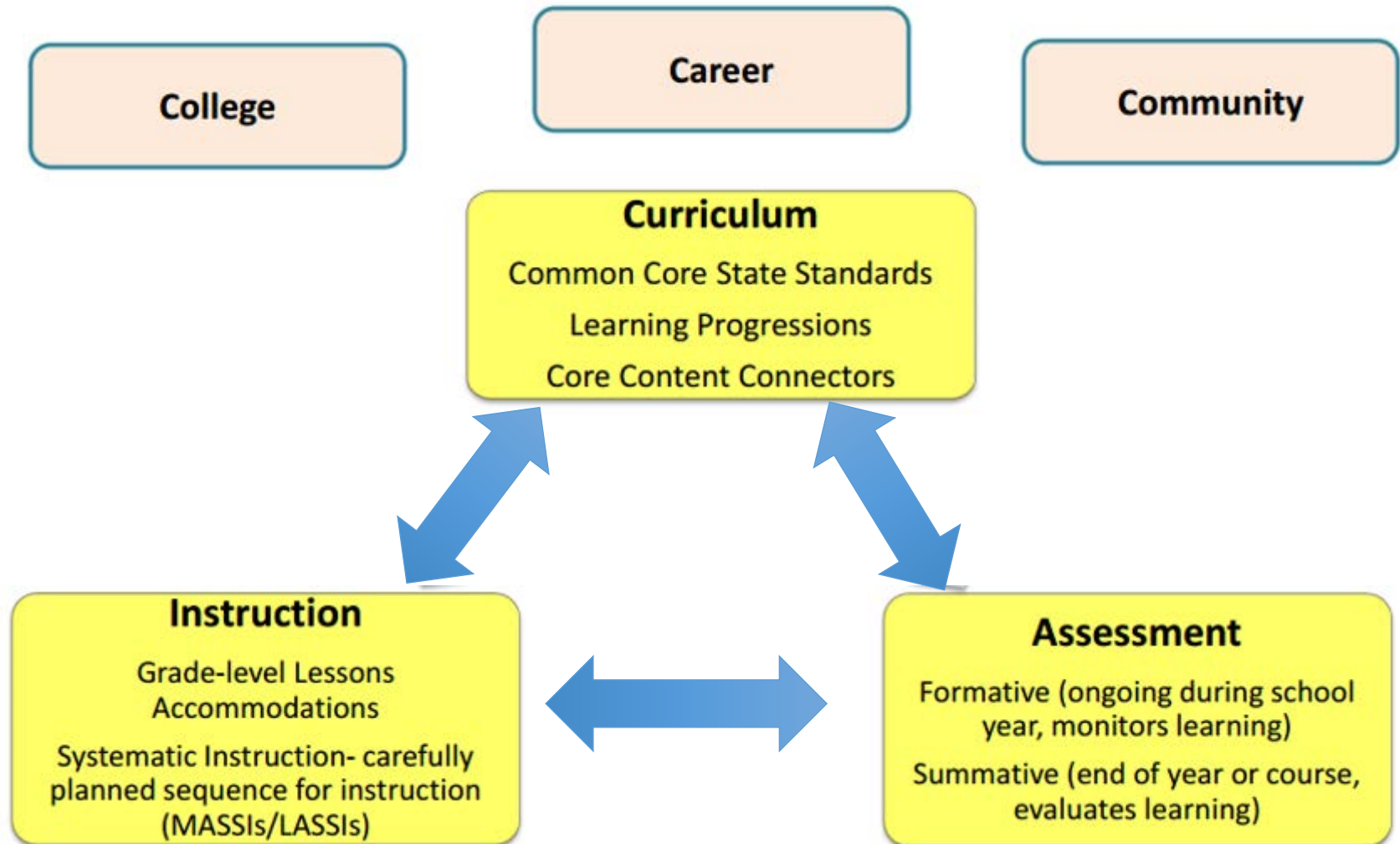
# CTAA Designed for Students with Significant Cognitive Disabilities

- All items, passages and response options are read to the student
- Emphasis on Communicative Competence
- Test Design Includes
  - Attention to text complexity
  - Embedded supports in each item
  - Planned use of assistive technology
  - Supporting documents for Blind, Deaf or Deaf-Blind



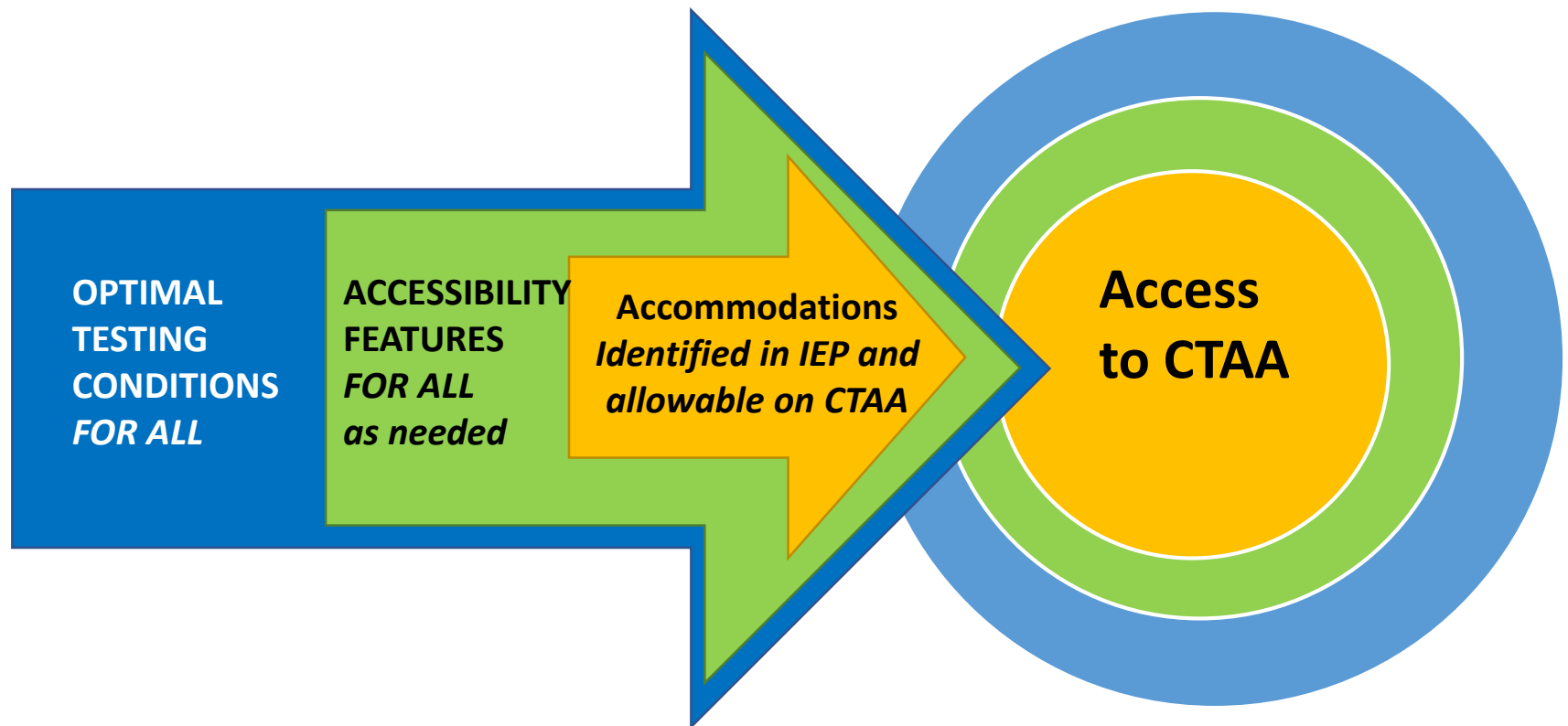


# The CTAA & NCSC



**Communicative Competence**

# CTAA Accessibility



# Sample CTAA Test Item

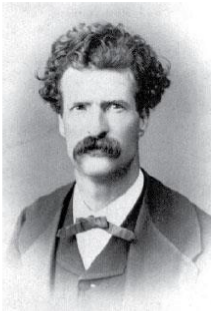
English Language Arts Grade 8 Sample  
CTAA is designed to be read to **all** students

Sample ELA Items - Grade 8

## Directions

We are going to read informational text about a man named Mark Twain. He lived a long time ago and wrote books. After we read, you will be asked a question about an argument the author makes.

## The Life and Works of Mark Twain



Mark Twain was an American writer. He was born in 1835. He wrote many books, but his best known books are "The Adventures of Tom Sawyer" and "Adventures of Huckleberry Finn".

Visual  
Supports

Both books are set in Missouri. This is where Twain lived.

Twain first began by writing articles and drawing sketches for his brother's local newspaper. He became well known after he wrote a short humorous story.

Twain lived his life on the go. He traveled throughout the country and overseas. He gained the attention of presidents and celebrities.



Twain was fascinated by science and technology. He actually created several inventions. His love of science was reflected in his book, "A

Compound  
sentences

Visual  
Supports

Statement  
reminding  
students what  
the item is  
about

Compound  
and  
complex  
sentences



# Connecticut's NCSC Participation History

- Prior to 2012, Connecticut collaborated with select NCSC partners and states in projects providing a foundation for the research base for the NCSC assessment.
- Connecticut participated actively in all phases of planning, item development and both pilot testing opportunities.
- Connecticut teachers and administrators were recruited and participated in item development, review and standards setting.



# Technical Quality

- NCSC partner organizations included the National Center on Educational Outcomes, the Center for Assessment, UNC Charlotte, the University of Kentucky, and edCount.
- Over 14 states were participants in the collaboration at the time of the operational test in 2015.
- NCSC created an extensive technical manual which was recently submitted to Federal Peer Review.
- Technical Manual chapters with appendices included:
  - Introduction to the NCSC System
  - Test Development
  - Alignment and System Coherence
  - Test administration
  - Psychometric Analyses
  - Standard Setting
  - Studies of reliability and Construct –Related Validity
  - Reporting Interpretation and Use
  - References



# Additional Resources

Website	Link	Description
CSDE Comprehensive Assessment Program Portal	<a href="http://ct.portal.airast.org/">http://ct.portal.airast.org/</a>	Alternate Assessment Resources including the CTAA Test Administration Manual, CTAA User Guide, Live Demos, and the CSDE Assessment Guidelines
National Center and State Collaborative	<a href="http://www.ncscpartners.org/">http://www.ncscpartners.org/</a>	Home page which includes tab for resources including research topics, conference papers, parent resources and more
National Center and State Collaborative Wiki	<a href="https://wiki.ncscpartners.org/index.php/Main_Page">https://wiki.ncscpartners.org/index.php/Main_Page</a>	Curriculum and instructional resources including communication modules eligible for ASHA CEUs

