

*What do I need to know  
about the  
CMT?*

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MYB Parent Workshop

February 8, 2010

# What is the CMT?

- The Connecticut Mastery Test
- State assessment in Reading, Writing, Mathematics, and Science
- Annually administered in March
- Every student in grades 3 -- 8

# When is the CMT?

- March 1 – March 26, 2010
- First 2 weeks are tests, then make-ups can last an additional week
- Testing occurs first period of the day
- 1 test per day as a target

# Reading

- 3 Reading Tests:
  - 2 Reading Comprehension
  - 1 Degrees of Reading Power (DRP or CLOZE)
- Primarily non-fiction

# Reading Comprehension

- Reading Comprehension
  - 2 passages per session
  - 45 minutes per session
  - Readability:
    - Grade 3 passages will range between 3.5 and 4.5
    - Grade 4 passages will range between 4.5 and 5.5
    - Grade 5 passages will range between 5.5 and 6.5

# Sample Reading Comprehension Passage

Kelly and her father like to take walks and name the birds they see. When her father found this story in a young people's magazine, he gave it to Kelly to read.

## The Hawk

1. When Wally entered their lives, Alana Keene and her brother Daniel had been doing homework. A loud whack at the living room window interrupted the scratching of their pencils on paper. They called to their dad, and the three of them rushed outside to see what had happened.
2. On the ground beneath the window lay a huge brown bird with a white head. It tugged and turned, thrashing its wings about on the ground.
3. "That's an unusual looking bird!" exclaimed Daniel. "What kind is it?"
4. "It looks like a hawk," said Mr. Keene.
5. The bird continued straggling, sometimes hitting a wing against the side of the house. "It's going to hurt itself!" cried Alana.
6. "Let's call County Wildlife Refuge," said Mr. Keene.
7. A woman at the refuge, Rita Banner, told Mr. Keene to throw a blanket over the bird. Then, it wouldn't see things that might frighten it and cause it to hurt itself more. She said she'd come get the bird and soon arrived in a van. The Keenes watched as she pulled on long, heavy gloves. Carefully, she removed the blanket covering the bird.
8. "Won't it try to bite you?" asked Daniel, looking at the bird's sharp, hooked beak.



9. "That's less possible when it's held by its claws," said Rita. "A hawk is more likely to use its claws than its beak for protection."
10. Rita explained that the hawk had knocked itself out when it flew into the window. The County Wildlife Refuge would be the place to find out how badly it had hurt itself. She put the bird in a special box in the van and drove away.
11. The next day, Rita called and invited Mr. Keene, Alana, and Daniel to come to County Wildlife Refuge to see the bird. Mr. Keene thanked her and mentioned that his children had named the hawk "Wally."
12. Rita met them at the gate of the refuge center when they visited a few days later. "We have many special areas to take care of sick or hurt animals," she said. "Let's begin with the clinic where hurt birds are brought."
13. They walked through the clinic and the grounds. Then Rita showed them enormous cages containing birds of all sizes and varieties. Finally, she led them to one where a large brown bird sat on a limb.

14. "There's Wally," she said.

15. They were amazed at the change in Wally. His huge claws grasped the branch as he looked at them with curiosity. He flapped his wings several times as if preparing for flight.
16. "This is one of our exercise cages," Rita said. "We bring birds here after they've healed and before returning them back into the wild, so they can repair their flying muscles. Wally is almost ready to head back to the woods. He was lucky; he's going to be fine."
17. Alana and Daniel said, "Goodbye" to Wally. He seemed to know who they were and made a swoop around the cage as if to say "Thank you!"

### Answer questions 9 through 17 on your answer sheet.

9. Onomatopoeia is a word that imitates a real sound. Which word from paragraph 1 is an example of onomatopoeia?  
a. Scratching  
b. Whack  
c. Rushed  
d. Doing
10. According to paragraph 7, the blanket was important because it kept the bird  
f. alone.  
g. warm.  
h. from being more frightened.  
j. from seeing its friends.

11. What was the **most** important thing to the writer of this story?  
a. Knowing the different types of hawks  
b. Teaching people to handle hurt wildlife with care  
c. Making sure wild birds don't scratch people  
d. Saving money for bigger cages for the largest birds
12. From the information in the story, you can tell that Rita is  
f. sneaky.  
g. artistic.  
h. anxious.  
j. skilled.
13. Paragraph 11 is **mostly** about  
a. a health report.  
b. an invitation to visit Wally.  
c. a wildlife refuge.  
d. an outing for a family.

14. In paragraph 13, the word **varieties** means  
f. truths.  
g. approaches.  
h. kinds.  
j. facts.

# Reading Comprehension

- Multiple choice and open-ended
- Examples of questions:
  - Imagine that you are \_\_\_\_\_. Using information from the passage, write a brief paragraph that could have appeared in your journal.
  - Write a brief paragraph telling why you would or would not enjoy \_\_\_\_\_. Use information from the passage to support your response.
  - What do you think is most important?

# Rubric

## Making Reader/Text Connections

### Score Point 0

The response shows demonstrates 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

### Score Point 1

The response some ability to make connection between texts and outside experience and knowledge, but lacks depth and/or support.

### Score Point 2

The response demonstrates thoughtful and clear connections between texts and/or outside experiences and knowledge. Connections and responses are supported with relevant examples.



# DRP

Grade	Number of Passages	Time per Session
3	6 passages	45 minutes
4	6 passages	45 minutes
5	7 passages	45 minutes

# DRP Sample

In the mid-19th century, a small insect reached Europe from the United States. This insect fed on grapevines, destroying their roots. All over Europe, vines began dying. It was clear that the \_\_\_\_\_ **8** \_\_\_\_\_ could not withstand the attack. They had to be pulled out. Some landowners put in new vines, immune to the insects, while others changed crops. The owners of the Lascaux Estate in France replaced their grapes with pine saplings. The trees grew, and brambles and bushes sprouted among them. After many years, there were \_\_\_\_\_ **9** \_\_\_\_\_ where the vineyards had been.

Removing the vines at Lascaux had loosened the soil, so that when one of the pines blew over, its roots opened a deep hole. Farmers, fearing that cattle, might fall in, filled the pit with branches. That way, the animals could move about safely. The farmers would not have to \_\_\_\_\_ **10** \_\_\_\_\_. For years they kept the pit filled, but in 1940, some youths found the hole. Removing the branches, they went down and found another opening below. They wanted to enter, but the opening was too narrow. None of them could \_\_\_\_\_ **11** \_\_\_\_\_. With a knife, the youths enlarged the opening and squeezed in. They found themselves in a cave and began walking. They moved slowly, for their lamp was weak. It was hard to \_\_\_\_\_ **12** \_\_\_\_\_. However, when they reached a narrow corridor, their light hit the walls. They realized there were paintings of animals on the walls and wondered if the whole cave was decorated. They retraced their steps and looked, holding the lamp to the walls. There were indeed many \_\_\_\_\_ **13** \_\_\_\_\_.

News of the paintings spread quickly. People who studied them said they were 25,000 years old. They were the best preserved paintings from that period yet known. Reporters came to Lascaux, wrote about the cave, and photographed it. Stories were printed around the world. The cave grew \_\_\_\_\_ **14** \_\_\_\_\_. Today, photographs of the Lascaux Cave appear in many books.

- 8**  sheep  plants  
 streams  children  
 buildings

- 9**  lakes  roads  
 woods  valleys  
 villages

- 10**  worry  wait  
 share  trade  
 water

- 11**  pay  swim  
 read  fit  
 shoot

- 12**  hear  see  
 work  refuse  
 leave

- 13**  noses  graves  
 drops  maps  
 pictures

- 14**  cold  dry  
 famous  dark  
 large



GO ON →

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# Math

	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Number of sessions	2	2	3
Number of questions	94	96	113
Time per session	60 min.	60 min.	60 min.

# Math Questions

- Multiple choice, open-ended, and grid-in

- Examples:

- What is the value of  $n$  in this equation?

$$56 = 8 \times n$$

- Liam had to solve this problem in math class.

- The first digit of a 3-digit number is 1 less than the second digit.
- The third digit of a 3-digit number is double the second digit.
- The third digit is 8

What is the 3-digit number?

# Math Sample

## 25. Mathematical Applications

E-1 Regina, the disc jockey at a radio station, needs to schedule songs and commercials for each 30-minute period she works. The songs and commercials Regina can use for one 30-minute period are in the table below.

Song Choices

Song	Length
A	4 minutes 30 seconds
B	5 minutes 30 seconds
C	5 minutes 40 seconds
D	6 minutes 20 seconds

Commercial Choices

Commercial	Length
E	30 seconds
F	45 seconds
G	1 minute
H	1 minute 15 seconds
J	1 minute 30 seconds
K	1 minute 45 seconds
L	2 minutes

In the space below, develop a schedule Regina can use given the following:

- She needs to play each song once.
- She must play at least one commercial between each song.
- She must play at least 3 different commercials.

Show how the schedule of songs and commercials total exactly 30 minutes.

# Writing

- Direct Assessment of Writing

March 2<sup>nd</sup> (State-wide)

1 – 45 minute session

- Editing and Revising

1 - 60 minute session

# Sample Prompts

- Think about a day when you had something special happen. What happened on that day that was so special?
- Imagine that a gorilla walked into your classroom and sat down at a desk. Write a story about what happened next.
- You have just learned 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 snow day.

# Grade 3-4 Rubric

## Grades 3-4: Rubric

Score Point 1: An undeveloped response

**Typical elements:**

- Contains few or vague details
- Is too brief to indicate sequencing of events
- May be difficult to read and understand

Score Point 2: An underdeveloped narrative

**Typical elements:**

- Contains general, unelaborated and/or list-like details
- Shows little evidence of sequencing of events
- May be awkward and confusing

Score Point 3: A minimally-developed narrative with little expansion of key events and characters

**Typical elements:**

- Has little elaboration with more general than specific details
- Shows some evidence of an organizational strategy with some sequencing of events
- May be awkward in parts

Score Point 4: A somewhat-developed narrative with moderate expansion of key events and characters

**Typical elements:**

- Is adequately elaborated with a mix of general and specific details
- Shows a satisfactory organizational strategy with satisfactory sequencing of events
- May be somewhat fluent

Score Point 5: A developed narrative with mostly effective expansion of key events and characters

**Typical elements:**

- Is moderately well elaborated with mostly specific details
- Shows generally strong organizational strategy and sequencing of events
- May be moderately fluent

Score Point 6: A well-developed narrative expanding on key events and characters

**Typical elements:**

- Is fully elaborated with specific details
- Shows strong organizational strategy and sequencing of events
- Is fluent



# Grades 5-6 Rubric

## Grades 5-6: Rubric

Score Point 1: An undeveloped response

**Typical elements:**

- Contains few or vague details
- Is too brief to demonstrate organization
- May be difficult to read and understand

Score Point 2: An underdeveloped response

**Typical elements:**

- Contains general, unelaborated and/or list-like details
- Shows little evidence of organization
- May be awkward and confusing

Score Point 3: A minimally-developed response with inadequate details

**Typical elements:**

- Has minimal elaboration with more general than specific details
- Shows some organization
- May be awkward in parts and may lack most transitions

Score Point 4: A somewhat-developed response with adequate details

**Typical elements:**

- Is adequately elaborated with a mix of general and specific details
- Shows satisfactory organization
- May be somewhat fluent with some transitional language

Score Point 5: A developed response

**Typical elements:**

- Is well elaborated with mostly specific details
- Shows generally strong organization
- May be generally fluent and may show proficient use of transitional language

Score Point 6: A well-developed response

**Typical elements:**

- Is fully elaborated with specific details
- Shows strong organization
- Is fluent and may use effective transitional language

# Editing and Revising

- A multiple-choice test
  - 4 passages
  - 60 minutes
- Questions are designed to test both revision and editing skills

# Sample Passage

## SESSION 1

### DIRECTIONS

Lisa wrote a draft of a short story about bats. Now, she needs help editing and revising it.

Read Lisa's draft and use it to answer Numbers 1 through 10.

### Old and New Ideas About Bats

(1) One evening, Josh was studying at the kitchen table. (2) Suddenly, from the living room, he heard his mom shout, "Josh, get the broom!"

(3) Josh jumped up he grabbed the broom from the closet. (4) He ran into the living room. (5) Mom was waving her arms all around.

(6) "What's wrong?" Josh asked.

(7) "I found bats in the attic. (8) One flew down here, and I'm trying to kill it. (9) Hand me the broom."

(10) Josh held onto the broom. (11) "But, Mom, bats are our friends," he said.

(12) "Give me the broom, Josh. (13) Bats are filthy creepy animals.

(14) I won't have them flying in my house."

(15) "Mom, please wait. (16) We studied bats in mr. cameron's Science Class last year. (17) Bats do many good things. (18) Did you know that bats eat mosquitoes. (19) They also ate many harmful insects that ruin farmers' crops."

(20) "I didn't know that," Mom said. (21) "But I do know that I don't want to bump into one in the dark!"

(22) "They won't bump into you, Mom. (23) Bats use sound to find their way in the dark." (24) Josh looked at the little brown bat hanging there.

(25) "Let me catch it and I'll use a cloth and I'll take it outside."

(26) "No," Mom said. (27) She explained that she had a more better idea. (28) "Let's just open the window and let it fly out. (29) This will work for now, but how are we going to keep bats out of the attic?"

(30) "We could build a bat house and hang it outdoors. (31) I read about it in one of my books," said Josh. (32) "First, we need to block off the opening in the attic. (33) Then we just wait until night. (34) When the bats come out to hunt for bugs. (35) When the bats can't get into the attic, they'll nest in the house we've built for them."

(36) So, Josh and his mom put some stuff over the hole in the attic. (37) A week later, the plan worked.

1 Read sentence 37.

A week later, the plan worked.

Choose the best sentence to add right after this sentence.

- Josh received his first "A" in science.
- Mom wondered what Josh's dad would say.
- The bat family moved into its new bat house.
- Josh had some trouble building the bat house.

2 Choose the correct way to write the underlined part of sentence 1.

One evening, Josh was studying at the kichen table.

- kichin
- kitchin
- kitchen
- No change is needed.

3 Read sentence 3. It is poorly written.

Josh jumped up he grabbed the broom from the closet.

What is the best way to rewrite this sentence?

- Josh jumped up. He grabbed the broom from the closet.
- Josh jumped up, he grabbed the broom from the closet.
- Josh jumped. Up he grabbed the broom from the closet.
- Josh jumped up he grabbed. The broom from the closet.

# Sample Passage cont.

- 4 Choose the correct way to write the underlined part of sentence 13.

Bats are filthy creepy animals.

- filthy, creepy, animals.
- filthy, creepy animals.
- filthy creepy, animals.
- No change is needed.

- 5 Choose the correct way to write the underlined part of sentence 16.

We studied bats in mr. cameron's Science Class last year.

- Mr. Cameron's Science Class
- mr. Cameron's Science class
- Mr. Cameron's science class
- No change is needed.

- 6 Choose the correct way to write the underlined part of sentence 18.

Did you know that bats eat mosquitoes

- mosquitoes?
- mosquitoes.
- mosquitoes!
- No change is needed.

## Session 1

- 7 Choose the correct way to write the underlined part of sentence 19.

They also ate many harmful insects that ruin farmers' crops."

- ate many harmful insects that ruined
- eat many harmful insects that ruin
- eat many harmful insects that ruined
- No change is needed.

- 8 Which one of these is not a complete sentence?

- He ran into the living room.
- Mom was waving her arms all around.
- Mom, please wait.
- When the bats come out to hunt for bugs.

- 9 Read sentence 25. It is poorly written.

"Let me catch it and I'll use a cloth and I'll take it outside."

What is the best way to rewrite this sentence?

- "Let me catch it in a cloth and take it outside."
- "Let me catch it, and take it outside, in a cloth."
- "Let me catch it, and I'll take it in a cloth outside."
- "Let me catch it in a cloth and take it outside in a cloth."

- 10 Choose the correct way to write the underlined part of sentence 27.

She explained that she had a more better idea.

- best
- better
- more good
- No change is needed.

# Science

- 5th Grade students only
- 1 – 65 minute session
- Tests both content and inquiry
- Covers content learned from K-5

# Sample Multiple-Choice Question

A green tree frog lives in a forest. How does the frog's green color help it to survive?

- A. By helping the frog find other frogs
- B. By keeping the frog cool
- C. By making the frog hard to see when sitting on leaves
- D. By allowing the frog to make its own food

# Open-Ended Response Sample

- Explain how you could use wires, a battery and a bulb to see if an object conducts electricity.
- Responses scored as:
  - 2 = complete
  - 1 = partial
  - 0 = inaccurate or off topic

Sample Response: Put the object in between the two clips so they're touching, and if the bulb lights it is a conductor.

Students who  
read are  
students who  
succeed!

Here are some ways  
you can help your  
child become a  
reader:

- Read to your child as often as possible from a book you both enjoy.
- Have your child read for at least 10 minutes a day on their own just for enjoyment.
- Visit the library together and take part in some of the many programs offered.



## More ways to encourage reading...

- Limit amount and type of “screen time” to make time for other activities.
- Tell stories together- old family stories or stories about your day.
- Have a variety of reading materials available- magazines, books, catalogs.
- Read recipes and cook together!
- Play games together that involve reading.

Compiled from Reading is Fundamental:  
<[www.rif.org](http://www.rif.org)>

# How can I help my child?

## **Good school habits are good test habits!**

- Make sure your child has enough sleep, eats a healthy breakfast, and gets to school on time.
- Consistently complete school assignments – especially reading!
- Motivate your child to want to take the test.
- Reduce test stress with enthusiasm and praise for giving their best efforts.
- Teach your child ways to relax through methods such as deep breathing or imagery.

# Resources

- [www.rif.org/parents](http://www.rif.org/parents)
- Wallingford Public Schools website
- CDSE website
  - [http://www.csde.state.ct.us/public/cedar/assessment/cmt/cmt\\_gen4\\_resources\\_parents.htm](http://www.csde.state.ct.us/public/cedar/assessment/cmt/cmt_gen4_resources_parents.htm)