

Connecticut

	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
Reading						
	None	Reading	Proficient	Educator committee generates standards	1998	CMT administered in Fall of NAEP-equivalent grades, but assessed skills in prior grades.
State standards	The state administered the Connecticut Mastery Test, Third Edition (CMT3) in grades 4, 6, and 8 in reading and mathematics. Until the 2005-06 school year, the test was administered in September of grades 4, 6 and 8. The grade 4 test was an assessment of skills mastered through the end of grade 3, and the grade 8 test was an assessment of skills mastered through grade 7. Connecticut used five achievement levels for reporting purposes: below basic, basic, proficient, goal, and advanced.					
State performance standard for AYP	<p>Grade 4. Performance standards for CMT-3 administered during the 2004-05 school year were determined by a student's combined score from two reading assessments, Reading Comprehension and the Degrees of Reading Power (DRP). Connecticut selected a compensatory model rather than a conjunctive model when setting achievement standards, so performance targets were not set for individuals.</p> <p>Grade 8. Performance standards for CMT-3 administered during the 2004-05 school year were determined by a student's combined score from two reading assessments, Reading Comprehension and the Degrees of Reading Power (DRP). Connecticut selected a compensatory model rather than a conjunctive model when setting achievement standards, so performance targets were not set for individuals.</p>					

Connecticut

Reading

Grade	2005 NAEP scale equivalent				2005 NAEP exclusion rates			
	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted ²			
4	212	1.0	1.1	0.87	1.00	0.5	2.5	0.4
8	242	1.7	1.1	0.85	0.89	0.6	2.2	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, audio/video equipment, noise buffer, multiple sessions, taking the test at a time beneficial to the student, carrel, special education classroom, and the use of a speech/text device (although not allowed for students who have slow/labored handwriting or fine-motor problems but are otherwise capable of providing a handwritten or typed response). Taking the test at the student's home is allowed for student's homebound instruction as a result of a suspension or expulsion or for special education students who are taking the test at home due to illness.
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Connecticut

	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
Mathematics	None	Number sense; operations; estimation and approximation; measurement; spatial relationships and geometry; probability and statistics; patterns; discrete mathematics; integrated understandings; ratio, proportion, and percent (grade 8); and algebra and functions (grade 8).	Proficient	Educator committee generates standards	1998	CMT administered in Fall of NAEP-equivalent grades, but assessed skills in prior grades.
State standards	The state administered the Connecticut Mastery Test, Third Edition (CMT3) in grades 4, 6, and 8 in reading and mathematics. Until the 2005-06 school year, the test was administered in September of grades 4, 6 and 8. The grade 4 test was an assessment of skills mastered through the end of grade 3, and the grade 8 test was an assessment of skills mastered through grade 7. Connecticut used five achievement levels for reporting purposes: below basic, basic, proficient, goal, and advanced.					
State performance standard for AYP	<p>Grade 4. Generally, students who score at the proficient level demonstrate well-developed computational skills and adequately developed conceptual understanding but only partially developed problem-solving skills.</p> <p>Grade 8. Generally, students who score at the proficient level demonstrate adequate computational skills and conceptual understanding and partially developed problem-solving skills.</p>					

Connecticut

Mathematics

Grade	2005 NAEP scale equivalent				2005 NAEP exclusion rates			
	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted ²			
4	221	1.0	1.1	0.86	0.95	0.2	1.4	0.3
8	257	2.3	1.1	0.91	0.94	0.2	2.1	0.3

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, audio/video equipment, noise buffer, abacus, multiple sessions, taking the test at a time beneficial to the student, carrel, and taking the test in a special education classroom. Calculators may not be used on any math subtests where computation skills are being assessed. Speech/text devices are not allowed for students who have slow/labored handwriting or fine-motor problems but are otherwise capable of providing a handwritten or typed response. Taking the test at the student's home is allowed for student's homebound instruction as a result of a suspension or expulsion or for special education students who are taking the test at home due to illness.
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