CONNECTICUT STATE DEPARTMENT OF EDUCATION
RESOURCES AND HELP DESK INFORMATION

CSDE Web site
www.ct.gov/sde

CSDE Assessment Portal
http://ct.portal.airast.org

Connecticut Help Desk
1-844-202-7583
cthelppdesk@air.org
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OVERVIEW OF THE CONNECTICUT MASTERY TEST

This manual is to be used by the test examiner when administering the Grade 5 Connecticut Mastery Test (CMT) in Science. It includes specific instructions related to test security, administration, and general information about the testing program, as well as a description of the test materials, the role of the test examiner, and the activities to be completed prior to, during, and after testing.

TEST SECURITY

This manual contains specific instructions that teachers must follow to ensure test security and validity. Therefore, it is absolutely essential that each test examiner review this entire manual prior to administering the Connecticut Mastery Test in Science.

Violation of test security is a serious matter with far-reaching consequences. Breaches of test security include, but are not limited to, copying of test materials, failing to return test materials, coaching students, giving students answers, and/or changing students’ answers. Such acts may lead to the invalidation of an entire school district’s student test scores, disruption of the test system statewide, and legal action against the individual(s) committing the breach. A breach of test security may be dealt with as a violation of the Code of Professional Responsibility for Teachers, as well as a violation of other pertinent state and federal law and regulation. The Connecticut State Department of Education will investigate all such matters and pursue appropriate follow-up action. Any person found to have intentionally breached the security of the test system may be subject to sanctions including, but not limited to, disciplinary action by a local board of education, the revocation of Connecticut teaching certification by the State Board of Education,* and civil liability pursuant to federal copyright law.

*See Section 10-145b(j) (1) of the Connecticut General Statutes, which reads in relevant part as follows: The State Board of Education shall revoke any certificate, authorization or permit issued pursuant to said sections if the holder is found to have intentionally disclosed specific questions or answers to students or otherwise improperly breached the security of any administration of a state-wide examination pursuant to Section 10-14n.

All CMT Science test materials are SECURE with the exception of the CMT Science Practice Tests, CMT Science Skills Checklist, CMT Science Test Examiner’s Manual, and CMT Science Test Coordinator’s Manual. CMT Science test materials must be securely stored (in a closed, preferably locked container, closet, or room) at all times, except when being used to test students.

To maintain the integrity and validity of the Connecticut Mastery Test, security measures must be maintained by all school staff prior to, during, and after testing.
The following activities are serious violations of test security and must be avoided:

- Reviewing, examining, or analyzing test items or student responses to items either prior to, during, or after testing.

- Providing students with, or access to, test items or test content prior to testing.

- Providing students with, or access to, answers prior to or during testing.

- Keeping, copying, reproducing, cloning, or using in any manner inconsistent with instructions specified in the Test Examiner’s and the Test Coordinator’s manuals any item or any portion of any test except those items and tests specifically released by the Connecticut State Department of Education (CSDE).

- Keeping, copying, or reproducing any portion of student responses to any item or any section of the test.

- Coaching students, altering student responses, or interfering with student responses in any way prior to, during, or after testing; this includes, but is not limited to, providing students with explanations of questions or definitions of test-item vocabulary for any section of the test.

- Failing to follow instructions specified in the Test Examiner’s and the Test Coordinator’s manuals for the distribution and return of test materials or failing to account for all test materials prior to, during, or after testing.

- Failing to follow all directions pertaining to the administration of the CMT Science as specified in the Test Examiner’s and the Test Coordinator’s manuals.

- Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.

- Allowing students to use calculators, portable listening or recording devices, cell phones, tablets, or other electronic equipment during any test, except for approved accommodations.

- Leaving in view of students during test administration any materials (e.g., bulletin boards, posters, desktop learning aids) that are related in concept or content to the subject areas being assessed.

Any breaches in test security must be reported immediately to your District Test Coordinator, who will contact the CSDE Student Assessment Office.
Overview of the Connecticut Mastery Test Science

TEST SESSIONS

The standard Grade 5 CMT Science consists of the following test sessions:

<table>
<thead>
<tr>
<th>Test Session</th>
<th>Testing Time</th>
<th>Directions Time</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Practice Test</td>
<td>10 minutes</td>
<td>–</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Science</td>
<td>65 minutes</td>
<td>10 minutes</td>
<td>75 minutes</td>
</tr>
</tbody>
</table>

NOTE: There is a separate Test Administrator Manual (TAM) for tests that are administered online using the Test Delivery System (TDS). Please go to the CSDE Assessment Portal to access the online TAM.

TESTING SCHEDULES

The District Test Coordinator is responsible for determining the testing schedule for the entire district. Accordingly, each test examiner should receive the complete testing schedule from the District Test Coordinator well in advance of the start of testing. The testing schedule for administration of the Grade 5 CMT Science will be acceptable if the following conditions are met:

1. All testing must occur between March 1 and March 29, 2016, inclusive. (Note: The Practice Test may be completed prior to March 1, 2016.)
2. All Grade 5 students in your school assessed with the standard CMT Science must be tested on the same schedule.
3. Testing must occur during the regular school day in a regular classroom setting.
4. Make-up testing for students who were absent from the test session must occur during the testing window of March 1–29, 2016. Condition 3, listed above, must hold for all make-up sessions.

NOTE: It is preferable to schedule testing early in the school day. If possible, testing should not be scheduled for any day immediately preceding or following weekends or school events that will overly excite the students. An effort should be made, prior to testing, to eliminate any possible distractions such as bells, telephones, fire drills, and outside noises.
MAKE-UP TESTING

Some students may not be present for the test session. These students will have to attend a make-up test session for the test session they missed. Accordingly, test examiners must account for and report the name of each student who is absent for the test session to the District Test Coordinator so that an appropriate make-up session can be scheduled. The District Test Coordinator is responsible for scheduling a make-up test session for all absentees and to inform them of these test sessions. It is the school district’s responsibility to ensure that each absentee participate in the make-up test session during the March 1–29, 2016, testing window. Make-up testing must conclude by March 29, 2016, and must follow the same conditions as regular testing. Test booklets must be returned for students who were absent and did not complete a make-up test.

NOTE: Students who are present for testing but do not respond to any questions in a test session should not be administered a make-up test. Refer to page 7 for instructions about students who leave a test blank.
INFORMATION ABOUT THE CONTENT OF THE GRADE 5 CMT SCIENCE

The Science test is administered in one 65-minute test session. The test assesses science knowledge and abilities described in the 2004 Core Science Curriculum Framework. It includes expected performances and inquiry standards for Grades 3, 4, and 5.

WHO SHOULD BE TESTED

Grade 5 Students

All Grade 5 students enrolled in Connecticut public schools in March must be administered the Grade 5 CMT Science.

Students Who Receive Special Education Services

Federal legislation in the form of the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) requires that all students who receive special education services participate in the statewide assessments or an alternate assessment, if necessary.

Students who receive special education services must participate in either:

- The standard test, with any accommodations documented in their Individualized Education Program (IEP); or
- the CMT Science Skills Checklist (these students must be assessed with only the Skills Checklist)

Standard CMT Science With Test Accommodations

Test accommodations provided to a student must be documented in the student’s IEP.

For every student assessed with the standard grade-level CMT Science with test accommodations, school district personnel are required to enter accommodation information accurately in the Test Information Distribution Engine (TIDE). Please refer to the TIDE User Guide, which can be found on the CSDE Assessment Portal.

Contact your District Test Coordinator if you have any questions about a student’s test accommodations.

CMT Science Skills Checklist

The CMT Science Skills Checklist is an alternate assessment designed for students with significant cognitive disabilities. The student’s IEP team must determine that the student meets ALL of the following criteria to be assessed with the CMT Science Skills Checklist:

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.
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.
Overview of the Connecticut Mastery Test Science

School district personnel are required to complete a Learner Characteristics Inventory (LCI) for each student assessed with the CMT Science Skills Checklist using the Data Entry Interface (DEI), which can be accessed through the CSDE Assessment Portal.

A copy of each grade-level CMT Science Skills Checklist is available through the Student Assessment link on the CSDE Web site.

The CMT Science Skills Checklist must be submitted during the testing window, March 1–29, 2016, using the DEI on the CSDE Assessment Portal.

Students Identified as English Learners (EL)

Students identified as English learners (EL) must take the CMT Science (with test accommodations if necessary). Refer to the Assessment Guidelines for information about the test accommodations available for EL students. The most current edition of the Assessment Guidelines is available through the Student Assessment link on the CSDE Web site.

For every accommodated student, school district personnel are required to enter accommodation information accurately in TIDE prior to testing.

Contact your District Test Coordinator if you have any questions about a student’s test accommodations.

Students Identified as EL Exempt

Students who qualify as "EL Exempt" must take the Science test, with test accommodations if necessary. Refer to the Assessment Guidelines for information about accommodations available for EL students.

Students Identified as Disabled Under Section 504 of the Rehabilitation Act of 1973

Students identified as disabled under Section 504 must participate in the standard grade-level CMT Science with the accommodations specified in their 504 Plan. Refer to the Assessment Guidelines for information about the accommodations available for students identified as disabled under Section 504. The most current edition of the Assessment Guidelines is available through the Student Assessment link on the CSDE Web site.

For every student assessed with the standard grade-level CMT Science with test accommodations, school district personnel are required to enter accommodation information accurately in TIDE prior to testing.

Contact your District Test Coordinator if you have any questions about a student’s test accommodations.
ACCOUNTING FOR ALL STUDENTS

Every student in Grade 5 must be accounted for.

- For each student assessed with the standard CMT Science, a test booklet for Science must be submitted. Test booklets must also be submitted for students who were absent during the entire testing window.

NOTE: For each student who uses the Test Delivery System (TDS), no test booklet should be submitted for scoring.

- For students assessed using the CMT Science Skills Checklist, no test booklets should be submitted for scoring. Instead, the CMT Science Skills Checklist must be submitted during the testing window, March 1–29, 2016, using the DEI on the CSDE Assessment Portal.

Students Who Are Absent During the Entire Testing Window

For any student who is absent during the entire testing window (March 1–29, 2016), be sure that the student’s Pre-ID label has been applied to the front cover of the student’s test booklet. These test booklets must be submitted to the District Test Coordinator.

Students Who Leave a Test Blank

If a student is present for the test session but does not respond to any questions (the test session is completely blank), the test examiner must fill in the “Left Blank” bubble for the test session on the back cover of the test booklet. The student should not be administered a make-up test.

NOTE: If a student is present for testing and leaves the test session blank and the test examiner does not fill in the “Left Blank” bubble, the student will be reported as absent.

Refer to page 17 for instructions on filling in the “Left Blank” bubble on the back cover.

Students Who Move to Another Connecticut Public School or Leave the Connecticut Public School System During Testing

The CMT Science test is composed of only one session. Therefore, students who complete the Science test must have that test submitted for scoring even if they move to another Connecticut public school or leave the Connecticut public school system during the testing window.
TESTING ROOMS

All testing must take place in a classroom setting. The CMT Science should not be administered in a large group setting such as in a cafeteria or an auditorium. The testing room should be well lit and properly ventilated. The room must be large enough to comfortably accommodate the number of students to be tested. Desks should be cleared, and students should be spaced far enough apart so that they do not feel cramped and so that there is no opportunity for copying. Tests may seem less formidable if administered in a familiar environment (at their own desks, in their own classrooms).

All materials that are related in concept or subject to the content area being assessed must be covered or removed from the view of students during test administration (e.g., bulletin boards, posters, desktop learning aids). Failure to follow this policy is a security breach.

Distractions should be minimized. An effort should be made to eliminate any possible distractions during testing, such as bells, telephones, and outside noises.

ANNOUNCEMENT OF TESTING

Testing dates should be made known to parents/guardians and students well in advance of testing. Students should be encouraged to come to school well rested for testing. Excessive emphasis on the importance of the test may cause the students to become anxious. The distribution of the Practice Test, an announcement of testing dates, and a reminder the day before testing should be sufficient notice.

TEST IRREGULARITIES

The District Test Coordinator must be notified immediately of all test irregularities. Test irregularities are situations that might invalidate scores for a student or for a group of students. Test irregularities include, but are not limited to:

- **Security Breaches** – For example, students were given access to test materials prior to testing, were coached during testing, or test materials were copied or are missing.

- **Misadministration Issues** – For example, the test examiner did not follow the directions for the test session.

- **Student Issues** – For example, a student becomes ill, becomes disruptive, is caught cheating during a test session, or worked on a test session other than the one being administered.

- **Test Accommodation Issues** – For example, proper test accommodations were not allowed for a student or a student was allowed an accommodation not specified in his/her IEP or 504 Plan.

Additional information about test irregularities is located in Appendix B.
Contact your District Test Coordinator if you have any questions about a potential test irregularity.

There are times when these situations may require the use of a replacement test. The District Test Coordinator is required to call the CSDE Student Assessment Office to report the test irregularity and to receive instructions for resolving the issue.
Responsibilities of the Text Examiner

RESPONSIBILITIES OF THE TEST EXAMINER
PRIOR TO TEST ADMINISTRATION

As a test examiner, you must:

- Read this manual carefully to completely understand each step of the test administration procedure. Consult with your District Test Coordinator regarding questions you have.

- Administer the tests using the test administration instructions in this manual. To standardize test administration, give directions exactly as written. Directions, which appear in **bold indented print** following the graphic, must be read verbatim to the students. All other directions are for the test examiner only and should not be read aloud.

- Become familiar with appropriate testing procedures (e.g., practice reading the directions aloud, learn how to mark the answers to multiple-choice and written-response questions, note the time limits).

- Read the requirements for testing rooms on page 8.

- Have all materials assembled for quick distribution at scheduled testing times.

- Be sure that Pre-ID labels are applied to each student’s test booklet. If a student does not have a Pre-ID label, please refer to pages 14 and 15 for more information.

- Be sure you have read and are familiar with the Test Security section on pages 1 and 2.

- Ensure that eligible students receive accommodations as documented in their IEP or 504 Plan.

Materials Necessary for Test Administration

As a test examiner, you should receive the following materials in sufficient quantities to administer the Grade 5 CMT Science:

- Grade 5 Science Practice Tests
- Grade 5 Science Test Booklets, Form U, for each student
- Grade 5 Science Test Examiner’s Manual
- Pre-ID Labels
- Blank Pre-ID Labels

Count the materials you have received to make certain that you have been provided with enough for your students. Contact your District Test Coordinator immediately if you need additional materials.
In addition to the test materials described on the previous page, the following materials are necessary to administer the Grade 5 CMT Science and should be provided by the school district:

- A reliable watch or clock with a second hand
- Two sharpened Number 2 pencils with erasers for each student—test examiners should have extra pencils available
- Highlighters (for students who choose to use one)

Failure to comply may invalidate student test scores and increase administration time by requiring the retesting of affected students.

**DURING TEST ADMINISTRATION**

To establish valid testing conditions, all directions should be read **exactly** as they are presented in this manual. The test examiner may clarify directions for the class or for individual students as required. It is critical that the students understand the directions before they begin the test session. Directions may also be clarified while the students are taking the test, as you move about the room.

**Help may be given to individual students during the test session, as long as assistance is limited to the mechanical aspects of marking answers, clarifying directions, and finding the right place in the test booklet. It is not appropriate to give clues, define the meaning of a word, or explain rationale that would help students identify correct answers. Nor is it appropriate to prompt students or provide strategies during the test session.**

In addition, the test examiner should:

- Provide a positive and supportive atmosphere for testing to reduce student anxiety.
- Ensure that the students understand where they are to mark or write their answers before the test session begins.
- Allow time for students to ask questions, and be prepared to answer them before the test session begins.
- Follow exactly the established testing schedule provided by the District Test Coordinator.
- Follow the testing times given in this manual.
- Follow the requirements for testing rooms (see page 8).
- Ensure that students are not using portable listening or recording devices, cell phones, tablets, or other electronic equipment during any test session, except for approved accommodations.

**Keep all materials secure prior to, during, and after testing. Do not review, examine, or analyze test items or student responses.**

**Do not reproduce or copy any portion of the test or any portion of student responses or keep copies of any portion of the CMT Science Test.**

Be sure to maintain the security of all test materials as noted on pages 1 and 2.
Responsibilities of the Text Examiner

Monitoring During Testing

Observe students throughout the test session to ensure that they understand the instructions, do not skip any pages, and are clearly marking answers in the designated places in the test booklet. To accomplish this, the test examiner should periodically walk about the classroom during testing. When needed:

- Remind students that all multiple-choice answers need to be marked with solid, dark, filled-in bubbles and that only one bubble should be marked for each question.
- Remind students that answers to written response questions need to be written in the designated places in the test booklet. (Notations such as “see above” and misplaced responses cannot be scored.)
- Remind students that if they change their minds after marking an answer, they should erase the first answer completely, then mark or write the new answer.
- Allow students to make marks, underline, or highlight in their test booklet if it is helpful. (Students should avoid making stray marks on the answer areas. They should also understand that answers written on scratch paper will not be scored and that only the responses properly placed in the test booklet will be scored.)
- Prevent students from looking at another student’s test booklet or otherwise cheating on the test session. (Special precautions, such as moving desks farther apart before testing, will help discourage the sharing of answers. If possible, seat students in every other chair or stagger them around tables.)

If students do not appear to clearly understand the printed directions, add clarifying remarks as necessary. **Never give any student the rationale for, or the answer to, any test item.** Contact your District Test Coordinator immediately if a situation arises that might invalidate scores for a student or a group of students. Refer to pages 8–9 and Appendix B for information about test irregularities.

AFTER TEST ADMINISTRATION

Inspecting Test Booklets

The test booklets should be inspected thoroughly before organizing the materials. Ensure the following:

- Each student has a Pre-ID label applied to the front cover of his/her test booklet. If the student does not have a Pre-ID label, please refer to pages 14 and 15 for instructions.
- Student responses have been made with a Number 2 pencil only. Light marks and marks made with an ink pen, a colored pencil, or a felt-tip pen cannot be scored. Contact your District Test Coordinator if you have any questions about a student who failed to properly write or bubble in his/her responses.
Responsibilities of the Text Examiner

- There are no stray marks or doodles on the bubbles or answer areas of the test booklets. Test examiners should not erase stray marks in test booklets. Contact your District Test Coordinator if a test booklet contains stray marks in the bubble or answer areas.

- Any additional sheets of paper or sticky notes are removed from the test booklet (with the exception of approved typed responses).

- Inspect the test booklet to determine if any students left the test session blank. A student is determined to have a blank test session if the student is present for the test session but does not respond to any questions in the test booklet. For these students, mark the appropriate bubble in the “Left Blank” box found on the back cover of the test booklet. Note: A student who responds to one or more questions on a test session is not considered to have left the test session blank (see page 17).

- The District Test Coordinator is provided with a list of all students who left the test session blank.

- The District Test Coordinator is provided with a list of students who missed the test session due to absence so that a make-up test session can be scheduled.

- After the last test session, all materials are returned to the District Test Coordinator.

Returning the Test Booklets to the District Test Coordinator

- For each student assessed with the standard grade-level CMT Science, verify that there is a test booklet. Include test booklets for students who were absent for the entire test.

- Students who were assessed using the CMT Science Skills Checklist should not have been issued test booklets. Contact your District Test Coordinator if a student assessed with the Skills Checklist was issued test booklets in error.

- Return all scorable and non-scorable test booklets to the District Test Coordinator.

- Follow your District Test Coordinator’s procedures for returning test booklets.

Returning Other Test Materials

- Destroy all scratch paper used by students. Scratch paper should not be returned with test materials.

- Return all non-secure test materials to your District Test Coordinator.
STUDENT BARCODE LABELS

The front covers of the student test booklet must be completed prior to the beginning of testing. This may be done in a regular class setting, possibly along with the Practice Tests, or at the beginning of the first test session.

Student barcode labels are required. Prior to testing, each school district received a set of Pre-ID labels for most students. Some students may not have Pre-ID labels. Refer to page 15 for more information.

Do not apply a label to any grade-level test booklet for students who
- are being assessed with the CMT Science Skills Checklist;
- are being assessed using TDS for science; or
- withdrew from the school prior to testing.

The Pre-ID labels for these students are not needed and should be returned to your District Test Coordinator so that these labels may be destroyed.

Pre-ID Labels

Use the Pre-ID labels for all tested students who have them.

Unused Pre-ID labels for students who no longer attend the school should not be applied to test booklets. Return the unused labels to your District Test Coordinator.

Incorrect information on a Pre-ID label cannot be corrected by writing on the labels or the test booklets. Contact your District Test Coordinator with corrections to ensure that the student’s demographic information is reported accurately.

A set of Pre-ID labels has been provided for each student included in the Public School Information System (PSIS) file. Prior to testing, apply one of the student’s Pre-ID labels to the student’s Science test booklet. There are extra labels provided for the following purposes, if applicable:
- To label a replacement test form
- For replacement of a damaged label (or to label a replacement of a damaged test booklet), if the student does not have a Pre-ID label

Place a Pre-ID label inside the Student Barcode Label box on the front cover the test booklet (sample test booklet covers are located in Appendix A). Do not try to remove and reapply the label if it appears to be improperly placed. As long as the Pre-ID label is placed in the Student Barcode Label box, it can be properly scanned. For information on printing Pre-ID labels, see the next page.
How to Print Pre-ID Labels

Blank labels can be used in conjunction with the Test Information Distribution Engine (TIDE) to print individual student Pre-ID labels that were not provided in the original Pre-ID shipment. See your District Test Coordinator for these blank labels.

To print Pre-ID labels:

1. To retrieve the students in TIDE for which you want to print labels:
   - Click the Student Information tab; then click View/Edit Students.
   - From the drop-down lists and in the text boxes, enter search criteria. (To further refine your search, click Add Additional Search Criteria).
   - Click Search. TIDE displays the retrieved students at the bottom of the View/Edit Students page.

2. Click the column headings to sort the retrieved students in the order by which you want them printed.

3. Do one of the following:
   - Mark the checkboxes for the students you want to print.
   - Mark the checkbox at the top of the table to print labels for all retrieved students.

4. Select Print Pre-ID Labels.

5. A pop-up window will appear to select the print label position. The start position only applies to the first page of labels and indicates where you would like the first label to be positioned on the page. All subsequent pages will begin printing labels from the top left corner. Select the position you would like the first label to appear in, then click Print.

Your browser downloads the generated PDF file.
FRONT COVER OF THE TEST BOOKLET: 
TO BE COMPLETED BY STUDENTS

For students assessed with the CMT Science Skills Checklist, do not submit a standard test booklet.

For students assessed using TDS, do not submit a standard test booklet.

Write the names of the teacher/examiner, school, and district on the board.

SAY I am going to distribute your Science test booklet. Do not open, bend, fold, or write in it at this time.

Distribute the test booklets with the front cover face up.

SAY Your test booklet is going to be scored by both people and machines, so treat it carefully. Keep it as clean as possible, and do not bend or fold the corners. (Pause.) Look at the front cover of your test booklet. At the bottom is a barcode label with your name printed on it. Check to make sure that you have your own test booklet. If you do not have your own test booklet, raise your hand.

Pause for students to check the name on their test booklet.

SAY In the top left corner are spaces for your name, teacher/examiner, school, and district. On the line labeled STUDENT NAME, print your first name, middle initial, and last name. Be sure to print your full first and last names. Do NOT use nicknames. If you do not have a middle initial, just print your first and last names. (Pause for students to print their names.) On the line labeled TEACHER/EXAMINER, print my name. On the line labeled SCHOOL, print the name of our school. On the line labeled DISTRICT, print the name of our district. Are there any questions?

Pause and answer any questions. Circulate around the room and check that all students have done this properly.

If the test is being administered on another day, collect all of the test booklets. If the front cover information is completed before a test session, collect the test booklets after testing.

Check the information on the front cover to make sure that it is complete and accurate. Make appropriate corrections. Store the test booklets in a secure place until the next test session.

Instructions for completing the back cover of the test booklets (i.e., “TEACHER USE ONLY”) can be found below.
A sample test booklet back cover is located in Appendix A.

**Students Who Leave the Test Blank**

It is critical to indicate if the student attended the test session but left the test booklet blank. To track this information, test examiners are required to inspect the test booklets after the test session and to fill in the “Left Blank” bubble on the back cover of each test booklet, as appropriate.

A “Left Blank” bubble must be filled in when a student attended the test session but did not respond to any questions. If the student responded to one or more questions, the “Left Blank” bubble for the test session should not be filled in. Students who leave a test blank or respond to only part of a test are not permitted to participate in a make-up session.

If there are no responses provided for the test session and the “Left Blank” bubble is not filled in, the student will be reported as absent for the test session.
THE PRACTICE TEST

The CMT Science Practice Test in Science allows students to become familiar and comfortable with test format and response modes. Therefore, the directions can be used with some liberty. For those test examiners who choose to read the Practice Test directions verbatim, the directions that appear in bold, indented print following the graphic should be read aloud to students. All other directions are for the test examiner only and should not be read aloud. The CMT Science Practice Test in Science is not secure, and students may take it home after completing it.

NOTE: Students who are eligible to take the online version of the CMT may be included during this Practice Test session, although their participation is not mandatory. However, these students must take the online Grade 5 Science Practice Test that is available on the CSDE Assessment Portal.

Testing Time and Materials Needed

The Practice Test will take approximately 15 minutes to administer:

- Distributing materials 5 minutes
- Student testing time 10 minutes

Each student will need the following materials to complete the Grade 5 Science Practice Test:

- A CMT Grade 5 Science Practice Test
- Two Number 2 pencils with erasers
- Highlighter (students may choose to use highlighters to help them read test items but should not use them to answer test items)

Administration of the Practice Test

Today you are going to take a Practice Test. This test will let you practice the types of items you will see on the Connecticut Mastery Test in Science. I will now pass out the Practice Test. You may look inside the test booklet while I am passing out the rest of the test booklets.

Distribute the test booklets.

Look at the front cover of the Practice Test. Follow along as I read the letter aloud.
Dear Grade 5 Student,
During the next few weeks you will be taking the Connecticut Mastery Test in Science. This booklet contains a Practice Test that will show you what some of the questions will be like and how you are to mark your answers. When you finish the Practice Test, this booklet is yours to keep and take home.

Pause.

On this Practice Test, as well as on the actual test, you will answer different types of questions. For the multiple-choice questions, you will mark your answer by filling in small bubbles. Be sure to mark only one bubble for each answer. Make your mark heavy and make sure that it fills in the bubble completely. For the written response questions, you will write out your answer in the spaces provided in the Practice Test booklet. We will practice both of these types of questions. If you change your mind after you have answered, erase your first answer completely; then mark or write your new answer.

Pause.

Turn to page 1 of the Practice Test booklet. (Pause.) Read along silently as I read aloud from the top of the page.

Pause.

Science. On the Science test you will be asked questions covering topics from life science, earth science, and physical science. The questions below are similar to some of the questions on the test. (Pause.)

DIRECTIONS
Read each question.
• For the multiple-choice question, completely fill in the bubble next to the best answer.
• For the written response question, clearly write your answer to the question in the space provided. Be sure to answer all parts of the question.

Now look at question 1. It says, “Which of the following would you expect to conduct electricity?” (Pause while students answer the question.) What is the correct answer? (Pause for correct answer: “Metal.”) That is correct. You would expect metal to conduct electricity. Now fill in the bubble next to “Metal.”
Pause while students fill in the bubble next to the correct answer.

**SAY** Now let’s look at question 2. This is a different kind of question. You will write your answer to this question in the space provided directly below this question. Read the question and write your answer. *(Pause for students to read the question and write their answers.)* **What answer have you written?** *(Answers will vary. One possible correct answer is “Grass uses the sun’s energy to produce food. Cows eat the grass and get some of the plant’s stored energy.”)* That is correct. “Grass uses the sun’s energy to produce food. Cows eat the grass and get some of the plant’s stored energy.” Are there any questions?

Pause and answer any questions.

**SAY** The Science test will be done in one session. You will be given 65 minutes to complete the test. I will not help you as I have done here. Once you begin the Science test, you will work on your own until time is up or until you have finished and checked your work. *(Pause.)* Are there any questions about the Science test?

Pause and answer any questions.

**SAY** Are there any questions about this Practice Test?

Pause and answer any questions.

**SAY** This test booklet is yours to keep and take home.
SCIENCE ADMINISTRATION

In order for this test to function as intended, all students must be tested under the conditions specified in this manual. Test examiners must carefully observe time limits. Directions which appear in **bold, indented print** following the **graphic must** be read aloud to the students. Read the directions **exactly** as written. All other directions are for the test examiner only and should not be read aloud.

**Before continuing, be sure you have read and are familiar with the Test Security section on pages 1 and 2 and the Responsibilities of the Test Examiner section on pages 10–13.**

**Completion of the Front Cover**

Follow the instructions for completion of the front cover on page 16 before the test is administered to students.

**Completion of the Back Cover**

Before returning test booklets to the District Test Coordinator, follow the instructions for completion of the back cover on page 17.

**Testing Time and Materials Needed**

The test will take approximately 75 minutes to administer:

- Distributing materials and reading directions 10 minutes
- Student testing time 65 minutes

Each student will need the following materials to complete the test:

- A CMT Grade 5 Science test booklet
- Two Number 2 pencils with erasers
- Highlighter (students may choose to use highlighters to help them read test items but should not use them to answer test items)

**Students may not use pens for this test.**
Directions for Administering the Science Test

Have all desks cleared and see that each student has two Number 2 pencils with erasers.

**SAY** I am going to give you your Science test booklet. Check to make sure that the test booklet belongs to you, but do not open your test booklet until I tell you to do so. Please raise your hand if the test booklet does not belong to you or if the color on the cover of your test booklet is not brown.

Distribute the test booklets. Make sure that each student has the correct test booklet.

**SAY** Open your test booklet to page 3.

Pause. Make sure that students have turned to the correct page in their Science test booklet.

**SAY** Read the directions silently as I read them aloud.

DIRECTIONS

Use only a Number 2 pencil to respond to the questions in this session. Responses written in pen cannot be scored. Mark or write your answer in the correct space in this test booklet. *(Pause.)*

Now turn to page 4.

Pause. Make sure that students have turned to the correct page.

**SAY** Read the directions to yourself as I read them aloud.

DIRECTIONS

Read each question and choose the best answer. Mark or write your answer in the correct space in this test booklet.

Now look at Sample A in your test booklet. Read the question and choose the correct answer.

Pause for students to read Sample A. Sample A is provided here for you to read silently while the students read it to themselves.

*Sample A*

*To compare the weight of different rocks, which of the following is the best tool?*

- A ruler
- A compass
- A measuring cup
- A balance
Look at the answer for Sample A. The fourth answer choice bubble beside “A balance” has already been filled in. Are there any questions?

Pause and answer any questions.

Now look at Sample B in your test booklet. Read the question and choose the correct answer.

Pause for students to read Sample B. Sample B is provided here for you to read silently while the students read it to themselves.

**Sample B**

Which material would be best to cover electrical wire to prevent a person from getting a shock?

- Aluminum foil
- Rubber tubing
- Copper tubing
- Gold plating

Who knows the right answer? (Pause for correct answer: “Rubber tubing.”)

That’s right. The correct answer is “Rubber tubing” because rubber does not conduct electricity. Now completely fill in the bubble beside “Rubber tubing” in your test booklet.

Wait until all of the students have filled in the correct bubble. Answer any questions.

Now look at page 5 and read Sample C to yourself. This is a different kind of question. Write your answer on the lines provided directly below the question on page 5 in your test booklet. (Make sure all students have turned to the correct page. Pause while students read the question and write their answer, and then read the question aloud.) A boy filled his wagon full of apples. He cannot move the wagon. Describe two things he could change to move the wagon. What answer have you written? (Pause for replies. Answers will vary. Possible correct answers include: “Remove some apples from the wagon to make it lighter”; “Get a person or animal to help push or pull the wagon”; and “Attach the wagon to a motorized vehicle.” Accept all relevant responses.)

That’s right. “Remove some apples from the wagon to make it lighter,” “Get a person or animal to help push or pull the wagon,” and “Attach the wagon to a motorized vehicle” are all correct responses. Are there any questions?
Science Administration

Pause. Answer any questions.

**SAY** When I tell you to begin, start with the first question and work until you see the stop sign after question 39. For multiple-choice questions, fill in the bubble next to your answer choice in your test booklet. Remember to fill in the bubble completely, and make a dark mark. For written response questions, use only the space provided for your answer. If you change your mind after you have answered, erase your first answer completely; then mark or write your new answer. If your pencil breaks during the test, raise your hand, and I will give you a new one. If it helps you to underline, highlight, or make marks in your test booklet, you may do so. However, only the marks and writing that you make in the answer spaces of the test booklet will be scored. If you are not sure about the answer to a question, do the best you can, but do NOT spend too much time on any one question. If you finish before time is called, you may go back and check your work.

When you finish, close your test booklet. You will have 65 minutes to complete this session. Are there any questions? (Pause. Answer any questions.) Turn to page 6. You may start working now.

REMEMBER TO RECORD THE STARTING AND ENDING TIMES ON THE BOARD. While students are working, walk around the room to see that they are recording their responses in the correct section of the test booklet. Do not give help on specific test questions.

After 55 minutes have passed,

**SAY** You have 10 minutes left.

After a total of 65 minutes (or sooner if all students have finished),

**SAY** Stop! Put your pencil down now and close your test booklet.

The Science test ends here. Collect all Science test booklets immediately.

Store test booklets and all other test materials in a secure place.

Go to the section labeled “Accounting for Blank Test Sessions” on the next page. Also read the section “After Test Administration” on page 12.
IMPORTANT
Accounting for Blank Test Sessions

It is critical to accurately report whether a student was absent from the test session or if the student attended the session but left the test booklet blank.

To track this information, test examiners are required to carefully inspect all test booklets after each test session. The “Left Blank” bubble on the back of the test booklet should be filled in only when a student attended the test session but did not respond to any questions.

If the “Left Blank” bubble is not filled in, the student will be reported as absent. If the student responded to one or more questions, the “Left Blank” bubble should not be filled in.

Additionally, test examiners must report names of absent students to the District Test Coordinator so that appropriate make-up testing can be scheduled.
Grade 5 Science Test Booklet Back Cover: Sample

2016 CMT Science
TEACHER USE ONLY

Before completing this section, refer to the 2016 CMT Science Test Examiner’s Manual

LEFT BLANK

OFFICE USE ONLY
Test Irregularities

The District Test Coordinator must be notified immediately of all test irregularities.

Test irregularities are situations that may invalidate scores for a student or for a group of students. Test irregularities may require corrective action including the retesting of students with a CMT Science replacement form to ensure valid results. It is, therefore, imperative that the District Test Coordinator call the Connecticut State Department of Education (CSDE) Student Assessment Office for all test irregularities. Test irregularities include, but are not limited to:

1. Potential Security Issues
   - Students saw test items prior to testing.
   - Students were coached or provided answers to test questions prior to or during testing; this includes, but is not limited to, providing students with explanations of questions or definitions of test-item vocabulary.
   - Someone reviewed, examined, analyzed, or discussed test items or student responses to test items (including the standard CMT Science and Science replacement forms), before, during, or after testing.
   - Someone changed student responses in a test booklet, or in TDS.
   - Someone kept, copied, or reproduced any secure test materials (e.g., test booklets).
   - Secure test materials are missing from a school or were not returned to Measurement Incorporated (MI).
   - Materials that are related in concept or content to the content area being assessed were not covered or removed from view during testing.
   - Interruption of testing due to a fire drill, bomb scare, power failure, or other concern.

2. Administration Issues
   - The proper directions to a test session as written in the Test Examiner’s Manual were not followed (e.g., additional instructions given, specific directions not read).
   - Proper time limits were not followed (e.g., too much, or too little time given).
   - A student was not given the opportunity to take the test before the end of the testing window (does not include students who are absent during the entire testing window or whose absence prevented them from making up test sessions).
   - Students were administered the wrong test (e.g., incorrect grade level).
3. Accommodation Issues
   - Proper test accommodations, as indicated in a student’s Individualized Education Program (IEP) or 504 Plan were not provided for the student.
   - Test accommodations were provided for a student who was not identified for those test accommodations.
   - There was a problem submitting a response for a student assessed using TDS.
   - A student refuses to use accommodations as identified in the IEP or 504 Plan.

4. Student Issues
   - A student cheated during a test session.
   - A student vomited or bled on a test booklet.
   - A student became ill during testing and left the testing room.
   - A student was disruptive or upset and was removed from the testing room.
   - A student used an unapproved electronic device during testing (e.g. cell phone).

5. Test Booklet Issues
   - A student responded in another student’s test booklet.
   - A student entered responses in two different test booklets.
   - A student recorded all or part of his/her responses on paper and not in the test booklet.
   - The test booklet is damaged (e.g., torn pages, spilled water, soiled).
   - A student used something other than a Number 2 pencil to complete his/her responses.
APPENDIX B

PROVIDE THE FOLLOWING INFORMATION WHEN REPORTING A TEST IRREGULARITY TO THE DISTRICT TEST COORDINATOR:

1. School name
2. Grade(s) affected
3. Number of students affected (if multiple students are involved)
4. Test Examiner’s name
5. Student information:
   - Name
   - Grade
   - Date of Birth
   - State Assigned Student Identification Number (SASID)
6. Description of the irregularity
Frequently Asked Questions

If a student arrives after a test session has begun, can the student take the test with the rest of the class?

No, a student who arrives after a test session has begun may not be tested with the other students. The student may be immediately administered the test session in a separate setting or the District Test Coordinator must be notified to schedule a make-up test session.

Do students who have an approved accommodation for extended time need to be tested separately from other students?

Yes, students who have an approved accommodation for extended time must be tested in a separate setting.

What if a student asks for help during a test session?

Assistance given to students during a test session must be limited to the mechanical aspects of marking answers, clarifying directions, or finding the right place to answer in the test booklet. It is not appropriate to give clues, define vocabulary, or give explanations for any test item. If a student requests inappropriate help, a good response might be, “Just do your best and continue working.”

Can students use pens or highlighters on a test session?

It is important that students use only Number 2 pencils for writing/markling answers in their test booklets. Students may use highlighters to help them read test items. However, if highlighters are made available, the test examiner should emphasize that the highlighters may not be used to answer any questions in the test booklet.

Can students do other work if they finish a test session before the time is up?

Students may be allowed to do other work or read after they are finished testing as long as they remain quiet and do not have an opportunity to review content-related information and then return to testing.

What if a student is absent during the entire testing window?

A test booklet with a Pre-ID label must be submitted for the absent student.
Frequently Asked Questions

Can students dictate their answers to written response questions for a test examiner to write in the test booklet?

No, students may not dictate their answers to written response questions for a test examiner to write in their test booklet. Some students may have an approved accommodation that allows a test examiner to bubble student responses to multiple-choice ONLY. Contact your District Test Coordinator if you have questions about a student’s accommodations.

What should I do if I cannot find an answer to a question about test administration?

Contact your District Test Coordinator.