

**CONNECTICUT STATE DEPARTMENT  
OF EDUCATION**

**CMT Skills Checklist**

**Second Generation**

**Grade 4**

**SECTION I: Grade Level Academic Skills:**

**Language Arts (Reading and  
Communication)**

## Completing the CMT Skills Checklist (Cont.)

### *How are the items rated?*

Every item must be rated on the following 3-point scale. (There must be a response for every item.) When rating an item, any mode of communication or responding that is typically utilized by the child is acceptable. It is important, whenever possible, to identify a modality that will permit the student to demonstrate the basic skill addressed by the item. This means that for some students skills will be demonstrated verbally; while for others skills will be demonstrated by gestures, eye gaze, assistive technology, etc. For example, Item Access Skills RC 3 provides that the student “Recognizes and responds to own name, when this is spoken in an authentic context. . .” For a student with a hearing impairment, the student’s name may be signed rather than spoken to assess her/him on this item.

<u>Rating Scale</u>	<u>Explanation</u>
③ <u>Does not demonstrate skill:</u>	Use this response for skills that the student does not demonstrate in any setting.
① <u>Developing/Supported:</u>	<p>Use this response for skills the student displays only with some level of <u>prompt support</u>, i.e., a verbal cue, partial physical guidance, modeling, etc.</p> <p>You should <u>also use this</u> response for skills that are <u>displayed inconsistently</u>. If a student can demonstrate a skill occasionally, but not consistently (80% or more of the time) and at different times then the skill should be rated “① <u>Developing/Supported</u>.”</p>
② <u>Mastered/Independent:</u>	<p>Use this response for skills that the student clearly has <u>mastered</u> and performs <u>independently</u>.</p> <p>To be rated as “② <u>Mastered/Independent</u>” the student must demonstrate the skill <u>consistently</u> over time. The student does not have to demonstrate the skill every time, but over the course of the year would have to show that s/he has mastered the skill, (e.g., the student successfully performed the skill 80% or more of the time without prompt support such as verbal cues, partial physical guidance, etc.).</p> <p>Again, if the student continues to require prompt support to exhibit this skill do not rate the skill as “② <u>Mastered/Independent</u>.”</p>

Reading and Responding

Reminder: *Grade level text means grade level content.*

0 Does not demonstrate  
1 Developing/Supported  
2 Mastered/Independent

A. Students use appropriate strategies before, during and after reading in order to construct meaning.

1. Activate prior knowledge and establish purpose for reading. RR 4.1

**Essence:** Indicate what is already known about the text and what can be learned.

Generate at least one question or prediction related to grade level text	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Suggest at least one detail about the text based on the title or cover of a grade level text	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Suggest subject matter of grade level text based on title and cover	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Monitor comprehension and apply appropriate strategies when understanding breaks down. RR 4.2

**Essence:** Understand what you are reading, viewing or listening to and apply strategies when you don't.

Use one or more strategies (i.e., stop reading, questioning, rereading, etc.) to adjust comprehension within grade level text	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Use one or more strategies (i.e., stop reading, questioning, rereading, etc.) to monitor comprehension within grade level text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indicate when he or she does not understand text	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

3. Organize relevant information to use in a summary. RR 4.3

**Essence:** Summarize with supporting detail(s).

Select at least four important details from grade level text that could be used in a summary	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select three important details from grade level text that could be used in a summary	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify one important beginning and one important ending detail from grade level text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed. RR 4.5

**Essence:** Use evidence from the text to support conclusions.

Provide one or more details from the grade level text as evidence to support a given conclusion	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide a conclusion related to the grade level text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given two choices, select a conclusion related to the grade level text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

# GRADE 4 LANGUAGE ARTS ASSESSMENT

**Reminder:** *Grade level text means grade level content.*

Ⓐ Does not demonstrate  
Ⓑ Developing/Supported  
Ⓒ Mastered/Independent

**B.** *Students interpret, analyze and evaluate text in order to extend understanding and appreciation.*

**5.** *Generate and respond to questions. RR 4.7*

**Essence:** Ask and answer questions about grade level content that is read, viewed or heard.

Ask and correctly answer one or more question(s) related to the grade level content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Correctly answer two or more questions related to grade level content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Correctly answer one question related to grade level content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**6.** *Discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections. RR 4.11*

**Essence:** Make connections to the text. (Note: connections to the text means text to self, text to text, text to world)

Indicate a connection between grade level text and the real world	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Indicate similarities between two grade level texts	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate a personal example connected to the grade level text	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**7.** *Identify and discuss the topic or main idea in text and begin to understand the theme in texts. RR 4.12*

**Essence:** Identify the topic or main idea of the text.

Indicate the main idea of the topic in grade level text, without choices	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Select the main idea of grade level text given three choices (i.e., cats are good pets)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Select the topic of grade level text given three choices (i.e., cats, school, farms)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**C.** *Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.*

**8.** *Use phonetic, structural, syntactical and contextual clues to read and understand words. RR 4.14*

**Essence:** Using instructional level reading materials use phonetic, structural, syntactic and contextual clues to read and understand words.

Provide appropriate missing word to complete a sentence using phonetic, structural, syntactical and contextual clues	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decode ten or more words with each of the common phonograms CVC, CVVC, and CVCe	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate use of picture clues	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

# GRADE 4 LANGUAGE ARTS ASSESSMENT

**Reminder: Grade level text means grade level content.**

**9. Build sight word vocabulary. RR 4.15**

**Essence:** Build sight word vocabulary (including high frequency words) at student's instructional level.

Read a short sentence containing the sight word
Match word to picture
Match word to word

① Does not demonstrate  
① Developing/Supported  
② Mastered/Independent

☐ ☒ ☐

**10. Develop vocabulary (including grade level/content specific vocabulary) through listening, speaking, reading and writing. RR 4.16**

**Essence:** Develop grade level/content specific vocabulary through listening, speaking, reading and writing.

Given three choices, select appropriate missing grade level content-related word to complete a sentence
Categorize words by grade level content-related topic/theme (i.e., weather, ocean, etc.)
Match grade level content-related word to picture

☒ ☐ ☐

**D. Students communicate with others to create interpretations of written, oral and visual texts.**

**11. Elicit, discuss and respond to the ideas of others about written, oral and visual texts. RR 4.18**

**Essence:** Respect others' opinions about text.

Make one positive comment about another students' opinion about grade level text
Positively acknowledge another students' ideas about grade level text (e.g., smile, nod, give thumbs up, etc.)
Demonstrate active listening/attending skills in a group discussion about text (e.g., sitting in place, eye contact, body language, etc.)

☒ ☐ ☐

Exploring and Responding to Literature

Reminder: Grade level text means grade level content.

Does not demonstrate  
Developing/Supported  
Mastered/Independent

A. Students recognize how literary devices and conventions engage the reader.

1. Identify and analyze the differences between the structures of fiction and nonfiction. ERL 4.2

**Essence:** Identify and analyze the differences between the structures of fiction and nonfiction.

Identify one characteristic from a familiar grade level text that makes it fictional	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Select from 3 choices one characteristic of non-fiction in a familiar grade level text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify if grade level text is real or make-believe	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Read or listen to a text and explain its appeal. ERL 4.3

**Essence:** Indicate what the reader likes about the text.

Provide one reason why the grade level text is enjoyable to read	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given a choice (e.g., illustrations, photographs, topic, etc.), choose one feature of the grade level text that the student found appealing	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Respond to a yes/no question about what the student likes about some aspect of the grade level text (e.g., main character, topic, illustrations, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

B. Students explore multiple responses to literature.

3. Develop and defend multiple responses to literature using individual connections and relevant text references. ERL 4.5

**Essence:** Use personal feelings or thoughts about the text and text references to develop responses to literature.

Share more than one feeling or thought based on the grade level text and support them with evidence from the text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share one feeling or thought based on the grade level text and support it with one piece of evidence from the text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share one feeling or thought based on the grade level text	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

4. Develop a critical stance and cite evidence to support the stance. ERL 4.6

**Essence:** Use evidence from the text to support a judgment.

Make a judgment about grade level text and give one detail from the text as evidence	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given three choices, select a judgment about the grade level text in response to a specific teacher-generated question (e.g., "Ruby walks through an angry crowd, is she brave, is she excited, or is she happy?")	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Show agreement/disagreement with a teacher-directed judgment (i.e., Ruby Bridges is brave)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

# GRADE 4 LANGUAGE ARTS ASSESSMENT

**Reminder: Grade level text means grade level content.**

Ⓐ Does not demonstrate  
Ⓑ Developing/Supported  
Ⓒ Mastered/Independent

**C. Students recognize and appreciate that contemporary and classical literature has shaped human thought.**

5. Discuss and analyze how characters deal with diversity of human experience and conflict and relate these to real-life situations. ERL 4.7

**Essence:** Explain how a character's actions relate to the real world.

Indicate how one experience of a character from grade level text relates to the real world	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Identify one experience of a character from grade level text	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Determine if a particular experience of a character from grade level text could happen	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Identify ideas, themes and/or issues across classical and contemporary texts. ERL 4.8

**Essence:** Identify ideas, themes and/or issues across classical and contemporary texts.

Given three choices, identify one theme, idea or issue that is present in both classical and contemporary grade level texts	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make one text-to-text connection to some aspect of the culture or time period in grade level text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to a teacher-generated question about a particular culture in a grade level text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**D. Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

7. Recognize and discuss an author's values, ethics and beliefs included in many texts. ERL 4.10

**Essence:** Explain an author's perspective, including values, ethics and beliefs across texts.

Indicate the author's feeling about the topic of the grade level texts with one supporting detail from the text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indicate one feeling of an author about the topic of grade level texts	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given three choices, select how the author feels about the topic of the grade level text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Discuss how the experiences of an author influence the text. ERL 4.11

**Essence:** Explain how the author's experiences influence the text.

Identify an experience the author might have had and make one connection to the grade level text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify an experience the author might have had, based on the grade level text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given three choices, select an experience the author might have had based on the grade level text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Reminder:** *Grade level text means grade level content.*

9. Discuss how the experiences of a reader influence the interpretation of a text. ERL 4.12

**Essence:** Explain how our experiences influence our interpretation of a text.

Identify a personal life experience and how it affects the student's interpretation of the grade level text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify an aspect of the grade level text that the student has experienced	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given three choices, identify a personal life experience	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Identify and discuss the choices an author, illustrator or film maker makes to express his or her ideas. ERL 4.15

**Essence:** Identify how authors use techniques to express their ideas.

Given the author's technique (e.g., humor, rhyming, dialogue, figurative language, pictures, etc.), provide one example from the grade level text	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given the author's message and three choices of techniques (e.g., humor, rhyming, dialogue, figurative language, pictures, etc.) select one technique the author used	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given three choices, select the author's message	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ⓔ Does not demonstrate  
Ⓐ Developing/Supported  
Ⓑ Mastered/Independent



Communicating with Others

① Does not demonstrate  
② Developing/Supported  
③ Mastered/Independent

A. Students use descriptive, narrative, expository, persuasive and poetic modes.

1. Use oral language with clarity, voice and fluency to communicate a message. CO 4.1

**Essence:** Use expressive language with clarity to communicate a message.

Initiate any communication with a peer (e.g., use an appropriate greeting, ask a question, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Give at least one fact about self (e.g., age, gender, name, address, etc.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Communicate needs, choices and/or desires (including use of switches, choice boards, augmentative alternative communication devices, etc.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

2. Listen to or read a variety of genres to use as models for writing in different modes. CO 4.2

**Essence:** Use a variety of genres as models for written, oral and visual expression.

Indicates a feature of one or more genres	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Match a genre feature (i.e., fact=non-fiction, wish=fairy tale, clue=mystery, etc.) to a grade level text	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Actively participates in listening to, viewing or reading a variety of genres	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

3. Write to delight in the imagination. CO 4.4

**Essence:** Communicate for enjoyment.

Communicates a topic of interest with one supporting detail	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Generate two or more ideas related to a chosen topic	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Indicate own topic for communicating	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

B. Students prepare, publish and/or present work appropriate to audience, purpose and task.

4. Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. CO 4.5

**Essence:** Identify appropriate format for a product/presentation.

Given three choices, select appropriate format for presentation/product	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given three choices, indicate purpose for presentation/product	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the audience	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

# GRADE 4 LANGUAGE ARTS ASSESSMENT

5. Use strategies to generate and develop ideas for speaking, writing and visual activities. CO 4.6  
**Essence:** Generate ideas for communicating.

Independently generate two details about a topic	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Given a list of details, match related details to a topic	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Indicate own topic for communicating	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

6. Publish and/or present final products in a myriad of ways, including the use of the arts and technology. CO 4.10  
**Essence:** Create and present final products in a variety of ways.

Present a simple product to an audience	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan a simple presentation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a simple product	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

③ Does not demonstrate  
 ① Developing/Supported  
 ② Mastered/Independent

English Language Conventions/Writing

① Does not demonstrate  
② Developing/Supported  
③ Mastered/Independent

A. Students use knowledge of their language and culture to improve competency in English.

1. Read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used. ELC 4.1

**Essence:** Compare story language across multi-cultural texts.

State one similarity or difference between language used in text and student's language	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Identify if story language is the same or different from the student's language	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Actively participate in text from different cultures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Students speak and write using standard language structures and diction appropriate to audience and task.

2. Use sentence patterns typical of spoken and written language to produce text. ELC 4.3

**Essence:** Compose sentences using appropriate structure.

Produce a syntactically correct sentence of at least three words	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Produce a simple sentence (subject + verb) to describe a given picture	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Given three choices, select a simple sentence (subject + verb) to describe a given picture	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

3. Use appropriate language as related to audience. ELC 4.4

**Essence:** Use language appropriate for audience.

Use appropriate language in two or more settings	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use appropriate language in one setting	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Match a phrase/sentence with the appropriate person/setting (e.g., "What's up, dude?" with a friend; "I need a band-aid, please" with the school nurse)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

C. Students use Standard English for composing and revising written text.

4. Recognize the difference between Standard and nonstandard English and use language appropriately. ELC 4.5

**Essence:** Recognize and revise errors in text.

Identify the grammatical error in a given sentence	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Given three choices, identify the sentence with a grammatical error (e.g., The girl runned up the stairs.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Given three choices, select the grammatically correct simple sentence (subject + verb) to match a picture	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

END OF GRADE 4 LANGUAGE ARTS ASSESSMENT

**CONNECTICUT STATE DEPARTMENT  
OF EDUCATION**

**CMT Skills Checklist**

**Second Generation**

**Grade 4**

**SECTION II: Grade Level Academic Skills:**

**Mathematics**

Algebraic Reasoning

① Does not demonstrate  
② Developing/Supported  
③ Mastered/Independent

A. Patterns can be classified as repeating or growing.

1. Recognize a variety of patterns and trends, including repeating and growing patterns, make predictions and justify conclusions based on data from tables, graphs and charts.

AR 4-1

**Essence:** Demonstrate an understanding of patterns in given data.

Indicate the next step in the progression in a set of ascending data (smallest to largest)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Arrange a set of data in ascending order (smallest to largest)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Indicate if data presented is increasing or staying the same	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

☐ ☐ ☒

B. The equivalence of both sides of an equation is maintained if the same value is added, subtracted, multiplied or divided on each side.

2. Use equations to describe the rule for a number pattern and to model the solution to word problems. AR 4-4

**Essence:** Use number sentences to model solutions to story problems.

Solve simple number sentence subtraction problems by using manipulatives or other concrete means	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Solve simple number sentence addition problems by using manipulatives or other concrete means	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Given 3 choices, select the number sentence showing the correct operation to solve a simple addition or subtraction story problem	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

☐ ☒ ☐

C. Variables are used to represent possible values.

3. Use a variable as an unknown quantity in simple equations. AR 4-5

**Essence:** Use symbols as substitutes for numbers in number sentences.

Solve for the missing number represented by a symbol (e.g., $1 + 2 = n$ )	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Solve for the missing number represented by the box (e.g., $1 + 2 = \square$ )	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Identify the symbol in a number sentence (e.g., $2 + ? = 3$ )	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

☐ ☐ ☒

Geometry and Measurement

③ Does not demonstrate  
① Developing/Supported  
② Mastered/Independent

- A. Lines of symmetry, slides, flips and turns can be used to build, describe, classify and analyze two- and three-dimensional shapes.

1. Identify, build, draw, classify and describe two- and three-dimensional figures.

Describe the properties that define classes of polygons and solids. GM 4-2

**Essence:** Describe polygons according to their attributes.

Match the number of sides to the appropriate polygon	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Count the sides of sample polygons	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Identify polygons as a closed figure (use closed and open figures as examples) (Recommendation: use triangle, square and rectangle)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

☐ ☒ ☐

- B. Maps are based on the rectangular coordinate system and help to locate positions and find possible pathways between two points.

2. Create and read maps and use coordinate systems to specify locations. GM 4-3

**Essence:** Read maps.

Place an object on a map in a given location (top = north, bottom = south, sides = east/west)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Identify North, South, East and West, i.e., top, bottom, sides, on a map	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Locate an object on a map	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

☐ ☒ ☐

- C. Measurements of length, perimeter and area of squares and rectangles, when organized in a data table, reveal patterns which are generalized as formulas.

3. Solve practical problems that involve estimation and measurement of length, perimeter, area, volume, capacity, weight, and temperature. GM 4-5

**Essence:** Solve practical problems using measurement of length.

Measure objects in feet and inches (e.g., this stick is 2 ft 3 inches long)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Measure a length in inches	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Measure a length in feet	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

☐ ☒ ☐

- D. Benchmarks (points of reference such as a centimeter which is approximately the width of the smallest finger) may be used to make estimates of length, area, volume, weight, temperature and time. Measurement tools increase the precision of the estimates.

4. Solve problems that involve elapsed time using clocks and calendars. GM 4-9

**Essence:** Solve practical problems using measurement of length.

Indicate the time 2 hours before or 2 hours after a given event (use time to the exact hour)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indicate the time 1 hour before or 1 hour after a given event (use time to the exact hour)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate an event that has occurred or will occur on this day	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

☒ ☐ ☐

5. *Use estimation to predict reasonable answers to measurement problems. GM 4-11*

**Essence:** Predict reasonable answers to measurement problems using estimation.

Using a referent, measure the length or width of a common object (e.g., desktop, table, etc.), to check an estimate
Indicate whether an item is shorter or longer than the referent
Indicate which of 3 objects is the same length as the given referent (e.g., an unsharpened pencil, a paper clip, etc.)

① Does not demonstrate  
① Developing/Supported  
② Mastered/Independent

<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Numerical and Proportional Reasoning

③ Does not demonstrate  
① Developing/Supported  
② Mastered/Independent

A. Place value patterns and commutative and associative properties can be used to “invent” estimation, mental computation and paper-and-pencil strategies for addition and subtraction of multi-digit numbers.

1. Use place value models, diagrams, number patterns and number lines to identify, order, round, and compare 2-, 3-, and 4-digit whole numbers to 10,000. NPR 4-2  
**Essence:** Compare and order whole numbers.

Order three whole numbers from least to greatest using a model. (Use numbers between 1–50)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Indicate the placement of a number on a number line. (Use numbers between 1–50)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Indicate which of 2 numbers is larger or smaller using a model. (Use numbers between 1–50)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

2. Use place value concepts and number patterns to construct, explain and apply a variety of estimation, paper-and-pencil and mental computation strategies to add and subtract 2- and 3-digit numbers with and without regrouping. NPR 4-5  
**Essence:** Add and subtract numbers.

Solve simple addition and subtraction problems using manipulatives	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Solve simple subtraction problems using pictorial representations or manipulatives	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Solve simple addition problems using pictorial representations or manipulatives	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

3. Develop, use and explain, orally and in writing, a variety of estimation strategies in problem-solving situations involving whole numbers and money amounts less than \$10.00. NPR 4-6  
**Essence:** Communicate estimation strategies in problem solving situations.

Indicate whether a number between 0 and 10 is closer to 0 or to 10. (Avoid using 5)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Indicate which of two whole numbers (up to 25) is larger or smaller	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Given pictorial representations of two whole numbers (up to 25), determine which is larger or smaller	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

4. Create and solve multi-step word problems. NPR 4-10  
**Essence:** Solve multi-step story problems.

Indicate whether more than one operation is needed to solve a given problem	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve simple (single digit) subtraction story problems	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Solve simple (single digit) addition story problems	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



Ⓒ Does not demonstrate  
Ⓓ Developing/Supported  
Ⓔ Mastered/Independent

- B. Number patterns, basic facts, rectangular arrays, place value models and the distributive property  $10 \times (5 + 4) = (10 \times 5) + (10 \times 4)$  can be used to multiply and divide.

5. Develop fluency with the basic multiplication and division fact families for all factors 1 through 10. NPR 4-12

**Essence:** Identify multiplication and division fact families.

Create a multiplication fact to go with an array
Match an array to a multiplication fact
Count by rows and columns given a 2 x 3 array

<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Identify the appropriate operation and write the matching number sentence to solve a word problem, and write a word problem to match a given addition, subtraction, multiplication or division number sentence. NPR 4-14

**Essence:** Identify the appropriate operation needed to solve story problems.

Match a multiplication or addition equation to a given simple story problem
Solve a simple multiplication story problem using manipulatives
Solve a simple addition story problem using manipulatives

<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

- C. Models and pictures can reveal patterns about equivalent fractions and ratios.

7. Estimate locations and label fractions on number lines, rulers and scales. NPR 4-20

**Essence:** Label fractions on number lines.

Locate $\frac{1}{2}$ 's on a number line labeled 0–10 (e.g., $\frac{1}{2}$ , 1, $1\frac{1}{2}$ , 2, etc.)
Locate halfway point on a number line labeled 0–1
Locate whole numbers on a number line labeled 0–10

<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

- D. Models and pictures may be used to estimate and demonstrate the addition and subtraction of fractions and mixed numbers with like and unlike denominators.

8. Use models to add and subtract fractions, decimals and mixed numbers and write fraction and decimal sentences to match the models. NPR 4-24

**Essence:** Add fractions using models.

Add fractional parts to make a whole. ( $\frac{1}{2} + \frac{1}{2} = 1$ )
Divide a whole figure into two equal halves
Place $\frac{1}{2}$ circles together on a template to create a whole shape

<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Probability and Statistics

① Does not demonstrate  
② Developing/Supported  
③ Mastered/Independent

A. Glyphs, systematic listing, spreadsheets and circle graphs are ways to organize and work with categorical and numerical data.

1. Use a variety of graphic organizers, including tree diagrams, to organize and sort information. PS 4-2

**Essence:** Sort information using a variety of graphic organizers.

Sort objects using templates/graphic organizers, count the number in each group and respond to questions (e.g., which one has more, which one has less, etc.)
Sort objects using templates/graphic organizers and count the number in each group
Sort objects using templates/graphic organizers

<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

2. Construct and interpret broken line graphs, line plots, bar graphs, picture graphs, glyphs, spreadsheets and simple circle graphs. PS 4-4

**Essence:** Construct a bar graph.

Given a partially completed graph template and 2 pieces of data, construct a simple bar graph
Given a partially completed bar graph, complete the bars
Match bars on an existing bar graph to corresponding information

<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

B. Knowing the likelihood of an occurrence can help identify fair situations and good choices.

3. Identify possible outcomes of events using combinations (where order does not matter) and permutations (where order does matter). PS 4-6

**Essence:** Identify outcomes using combinations.

Identify the number of possible combinations by matching with choices. (e.g., one pair of pants with a red shirt, blue shirt or yellow shirt yields 3 possible combinations.)
Indicate one combination by matching one given item with one of 3 choices. (e.g., a hot dog with relish, a hot dog with ketchup, a hot dog with mustard, etc.)
Given one item, indicate another that can make a combination. (For example, given shoes select socks)

<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

4. Conduct probability experiments and express the probability based on possible outcomes. PS 4-7

**Essence:** Predict outcome of probability experiments.

Indicate the least likely outcome of a probability experiment given 10 items, 9 of which are the same
Indicate the most likely outcome of a probability experiment given 10 items, 9 of which are the same
Indicate whether an outcome of a probability experiment is possible or impossible. (e.g., pulling a red cube from a bag of blue cubes or pulling a blue cube from a bag of blue cubes.)

<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**CONNECTICUT STATE DEPARTMENT  
OF EDUCATION**

**CMT Skills Checklist**

**Second Generation**

**Grade 4**

**SECTION III: Access Skills**

## Access Skills: Communication

**Receptive Communication:**  
*Students are able to respond appropriately (in any mode) to communication that is addressed to them in authentic contexts.*

① Does Not Demonstrate  
 ① Developing/Supported  
 ② Mastered/Independent

### Item     Indicators: *Receptive Communication*

RC 1	Attends to or behaviorally demonstrates awareness of sounds and/or visual events produced within student's auditory/visual range (For students with visual impairments, "responds to tactile stimuli")	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
RC 2	Responds appropriately to differences in tone of voice (for example, inhibits behavior or becomes upset in response to angry or sharp tone; maintains or increases behavior in response to happy or playful tone of voice, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
RC 3	Recognizes and responds to own name, when this is spoken in an authentic context (for example, alerts, orients to speaker, raises hand, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
RC 4	Demonstrates anticipation of routine activities and people when these are signaled by contextual (tactile, visual or auditory) cues (for example, extends arm when shirt is held up; responds to touch of wet wipe at changing time, voice of music teacher at music therapy, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
RC 5	Responds appropriately to common gestures (for example, point, beckon, wave, open-palm request, "shush," etc.) when these are produced in authentic contexts	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
RC 6	Demonstrates understanding of functional relationships among familiar objects that are part of daily routines (for example, groups eating utensils together; associates toothbrush with toothpaste, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
RC 7	Responds appropriately to routine instructions or requests in familiar contexts, with supporting gestural and contextual cues (for example, "It's time to line up," "Please give me your coat")	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
RC 8	Demonstrates comprehension of at least 10 words that are names of familiar objects, people or animals, when these are produced outside their usual context, and without any cues (for example, selects the named object from a random array of objects; points to the picture of the named family member in a picture of the entire family, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
RC 9	Demonstrates comprehension of at least 5 action words (verbs) when these are produced outside their usual context and without any cues (for example, given a box that might be pushed, pulled, opened or dropped, s/he performs the named action on that object)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
RC 10	Demonstrates comprehension of at least 2 different words in a simple sentence (for example, when shown pictures of a dog and a cat engaged in different actions with different objects, selects the picture described by the sentence "The <u>dog</u> has the <u>ball</u> .")	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Item	Indicators: <i>Receptive Communication (cont.)</i>	① Does Not Demonstrate	① Developing/Supported	② Mastered/Independent
RC 11	Demonstrates comprehension of at least 5 different prepositions (in, out, on, off, over, under, beside, etc.) by responding appropriately to requests involving these prepositions in authentic contexts	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
RC 12	Responds appropriately to simple wh- question forms (for example, “ <u>what</u> ?”, “ <u>where</u> ?”, “ <u>who</u> ?” in authentic contexts)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
RC 13	Demonstrates comprehension of the different meanings signaled by common word endings and function words (morphemes) used to mark plurality and tense (for example, book vs. books; he stirred vs. he is stirring)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
RC 14	Responds appropriately to conditional requests or statements (for example, “If you need a pencil, then raise your hand” or “If you are going outside, put on your coat.”)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

### Expressive Communication:

*Students produce communication acts (in any mode) in authentic contexts, for a variety of purposes that are functional and understood by members of the general community, including peers and adults.*

① Does Not Demonstrate  
② Developing/Supported  
③ Mastered/Independent

#### Item Indicators: *Expressive Communication*

EC 1	Produces behaviors that allow caregivers to interpret student's mood, desire or topic of interest (for example, reaches for desired object; pushes away non-preferred materials, smiles, grimaces, changes muscle tone, etc.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EC 2	Produces behaviors that serve to evoke attention from another person (for example, vocalizations, gestures, body movements, taps desk or makes other noise, etc.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EC 3	Indicates preference when presented with a choice of 2 objects or activities (for example, when shown a puzzle and a ball, student will select the preferred object)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EC 4	Appropriately uses a variety of <u>conventional</u> communication acts in authentic situations (for example, conventional gestures like pointing, waving, open-palm requesting; pointing to or giving pictures; inflected vocalizations paired with gestures or pictures)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EC 5	Spontaneously uses at least 5 true words or symbols to refer to familiar objects, activities or people, in authentic contexts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EC 6	Relates important personal identifying information, when this is requested (for example, says first and last name and phone number; displays a printed identification card)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EC 7	Spontaneously combines 2 or more words/symbols in phrases that express new meanings (for example, points to the symbols for "outside" and "more" to indicate a desire to go back outside, when this phrase has not been directly taught)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EC 8	Has an expressive vocabulary of at least 50 different words that are used spontaneously and appropriately in a variety of authentic communication contexts	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
EC 9	Produces grammatical utterances, characterized by appropriate word order and correct use of some function words (for example, a, the, and, are) and word endings (for example, -ing, -ed, -s) to communicate interests, desires and feelings across a variety of authentic communication contexts	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
EC 10	Appropriately asks simple wh- questions (What ____?, Where ____?, Who ____?, When?____) to obtain information from others	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EC 11	Uses expressive communication effectively to achieve a variety of age-appropriate communication tasks (for example, answers the telephone; orders at a fast food restaurant; describes symptoms to doctor; explains game rules to a classmate, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**Social Interactive Communication:**  
*Students appropriately initiate and respond to communication (in any mode) with a variety of communication partners and in a variety of authentic communication contexts.*

① Does Not Demonstrate  
 ① Developing/Supported  
 ② Mastered/Independent

**Item Indicators: *Social Interactive Communication***

SI 1	Demonstrates awareness and responds with positive affect when a familiar person approaches and initiates an interaction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
SI 2	Orients toward another person who is in proximity, and attends to an object or event that is indicated by the other person	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SI 3	Participates, by waiting a turn and then taking a turn, in familiar, repetitive turn-taking activities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SI 4	Initiates intentional communication to another person and waits for/expects the other person to respond	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SI 5	Responds appropriately when another person pauses after addressing a question or comment to the student	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
SI 6	Attempts to repair communication when communication act is not understood by repeating or modifying the original communication act	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SI 7	Participates appropriately in communicative interactions involving peers (with and without disabilities) (for example, responds verbally or nonverbally to questions or directions, initiates communication, engages peers in age-appropriate recreational activities, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SI 8	Maintains socially appropriate orientation, posture and personal distance in interactions with peers and adults	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
SI 9	Uses social greetings and polite forms in appropriate contexts (for example, <i>please, hi, excuse me, thank you, good-bye</i> , etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SI 10	Maintains a conversation for at least one turn by responding to partner's communication with a communication act that is related to the partner's topic and then waiting for partner to respond	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SI 11	Participates successfully in group interactions by contributing appropriately to group activity or conversation and attending to contributions of others in group	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**Basic Literacy:**  
*Students are able to comprehend and produce written language at a basic level  
in a variety of formats and authentic contexts.*

① Does Not Demonstrate  
① Developing/Supported  
② Mastered/Independent

**Item Indicators: *Basic Literacy***

BL 1	Demonstrates awareness of and interest in print materials (for example, listens/attends when read to from book, magazine, poster; points to or touches/feels pictures, including textured pictures, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
BL 2	Demonstrates awareness of print conventions (for example, tracks letters/words from left-to-right and top-to-bottom; holds books right side up; turns pages from front to back, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
BL 3	Actively participates in “reading” a familiar story or book (for example, anticipates regularly repeated lines, activates voice output device at appropriate points, responds affectively to story content, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
BL 4	Recognizes common symbols and logos from home and community (for example, McDonald’s “golden arches”, UConn Huskies logo, Nike logo, etc.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
BL 5	Recognizes own name (or symbol) in a variety of print formats	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
BL 6	Follows simple written/picture/rebus directions to complete a task involving at least 3 steps	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
BL 7	Attempts (or pretends) to write by making marks on paper, or striking letter keys on keyboard to represent words/message, i.e., indicates an <u>intent</u> to write; may not actually write any real words, but clearly demonstrates understanding that the writing process is used to produce words	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
BL 8	Copies name when a model is provided	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



## Access Skills: Quantitative

### Basic Spatial Relationships:

*Students will analyze and use spatial and geometric relationships and a variety of other organizing patterns to participate in, investigate, organize and act upon their environment in a functionally meaningful way.*

① Does Not Demonstrate  
 ① Developing/Supported  
 ② Mastered/Independent

### Item    *Basic Spatial Relationships*

SR 1	Changes behavior when stimulated either visually, aurally or tactilely (for example, orients toward stimulus, emits sounds and/or makes movements)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SR 2	Uses hands and mouth for sensory exploration of objects	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SR 3	Fixates on an object 6 to 10 inches above head	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SR 4	When positioned for a familiar sequential activity, the student demonstrates awareness of the sequence by anticipatory responses (for example, smiles, makes chewing movements when positioned for feeding)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SR 5	Anticipates environmental barriers and navigates space (for example, moves around objects, steps over objects, etc., without bumping into them)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SR 6	Orients self in specific location or order (for example, positions body to manipulate materials, waits in the cafeteria line or in supermarket line, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**END OF ACCESS SKILLS**

**CONNECTICUT STATE DEPARTMENT  
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**SECTION IV: Rater Certification**

## RATER CERTIFICATION

**Note:** This page must include the name and signature of the student's primary special education teacher as well as the names of other individuals who collaborated in the completion of this CMT Skills Checklist.

I. By entering my name below I certify that:

- I completed this CMT Skills Checklist during the CMT assessment window as designated by the Connecticut State Department of Education;
- I have been trained in the correct administration of the CMT Skills Checklist;
- The ratings I have assigned for each item reflect the student's performance as verified between January 1<sup>st</sup> of the current school year and the date the Checklist was finalized;
- The individuals whose names appear below collaborated in the completion of this Checklist; and
- I am this student's Primary Special Education Teacher.

Primary Special Education Teacher: William Walpole  
(Please print name)  
William Walpole  
(Signature)\*\*

Date Signed: \_\_\_\_/\_\_\_\_/\_\_\_\_

II. The following individuals collaborated in the completion of this *CMT Skills Checklist*:

General Education Teacher: \_\_\_\_\_

General Education Teacher: \_\_\_\_\_

General Education Teacher: \_\_\_\_\_

Other Special Education Teacher: \_\_\_\_\_

Other Special Education Teacher: \_\_\_\_\_

Speech/Language Pathologist: \_\_\_\_\_

Other\*: \_\_\_\_\_ Title: \_\_\_\_\_

Other\*: \_\_\_\_\_ Title: \_\_\_\_\_

Other\*: \_\_\_\_\_ Title: \_\_\_\_\_

\*Other may be any person, including paraprofessionals, who has first hand knowledge of the student's performance.

\*\*The district's file copy of this Checklist must be signed and dated by the student's primary special education teacher.