

What scores do students receive on the CRCT-M?

The state-adopted curriculum outlines the achievement expectations for all students in Georgia's public schools. Like the CRCT, the CRCT-M is designed to measure how well a student has acquired the knowledge and skills covered in the state-adopted curriculum for his or her grade level. As previously described, the CRCT-M has been designed to be more accessible to students who have not been successful in the past in showing what they have learned on the general CRCT. Student scores are reported in terms of three performance levels: Below Proficiency, Emerging Proficiency, and Basic Proficiency. These levels describe the degree to which the student has met the standard set for the test. Student test results are provided to parents and schools.

How will the CRCT-M test results be used?

CRCT-M results provide information about the academic achievement of students. This information is used to identify individual student strengths and areas of challenge, as well as provide information about the quality of education throughout Georgia.

Third grade students are required to show proficiency on the reading portion of the CRCT or CRCT-M in order to be considered for promotion to the next grade. Fifth grade and eighth grade students are required to show proficiency on both the reading and mathematics CRCT or CRCT-M in order to be promoted to the next respective grade level. Students who fail to achieve proficiency must be offered remediation and a retest. A retest is available for both tests (CRCT and CRCT-M). For students with disabilities, the IEP team will make the final grade-placement decision.

The CRCT-M also fulfills federal and state accountability requirements and will be used in the calculation of the College and Career Readiness Performance Index (CCRPI).

Where can I find out more about the CRCT-M?

Talk with your student's teacher or school principal. They can provide specific information about the dates your student will be taking the CRCT-M as well as any other questions you may have. You can find helpful information about the state assessment program on the Georgia Department of Education's website at www.gadoe.org.



Georgia CRCT-M

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Georgia CRCT-M

Questions and Answers

about the Criterion-Referenced
Competency Tests - Modified (CRCT-M)

for Parents of Georgia Students in Grades 3 – 8



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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What is the CRCT-M?

The CRCT-M is a grade-level alternate assessment designed for a small number of students (approximately 2%) who receive special education services and who meet specific eligibility criteria. The CRCT-M measures the same grade level state-adopted curriculum as the general Criterion-Referenced Competency Tests (CRCT). An alternate assessment based on modified achievement standards, the CRCT-M has been developed in the subject areas of reading, English/language arts, and mathematics in grades 3 – 8.

Who determines if a student will take the CRCT-M?

All students must be assessed in Georgia's state-mandated testing program. Students with disabilities may participate in the general assessment program (e.g., the CRCT) with or without accommodations, the CRCT-M, or the Georgia Alternate Assessment (GAA).

The student's Individualized Educational Program (IEP) team makes the decision about which assessment the student will take. Using the participation guidelines, the IEP team must consider the student's individual strengths, needs, previous and current achievement information, and the student's instructional program. While the majority of students will take the general CRCT, with or without accommodations, the CRCT-M may be appropriate for a small number of students.

Which students should participate in the CRCT-M?

To help IEP teams make the important decision about which assessment program is appropriate for the students, specific eligibility guidelines were developed by Georgia educators. The CRCT-M is designed for students with disabilities who have struggled to show what they have learned on the general assessment (such as the CRCT) because of their disability.

Importantly, the participation decision is made by subject area. For example, a student may have a disability that interacts with a subject area, such as mathematics. This interaction may impede the student's rate of learning in that subject, as well as his or her ability to demonstrate what he or she has learned as a result of instruction. Such a student may be eligible to participate in the CRCT-M in the affected subject. It is essential to note, however, that students who achieved a proficient score (met or exceeded expectations) on a subject area CRCT the previous school year are not eligible to participate in the CRCT-M in that subject. These students have demonstrated they are able to achieve grade-level proficiency on the general assessment, and therefore an alternate assessment would not be appropriate.

Additionally, students who earned a Basic Proficiency score on a content area CRCT-M for 2 consecutive years are ineligible to participate in the CRCT-M in that content area in 2012-2013. The performance of these students indicates that they are ready to take the general assessment (CRCT).

In which subject areas may a student take the CRCT-M?

The CRCT-M is available in reading, English/language arts, and mathematics in grades 3 – 8. There is not a CRCT-M for science or social studies, and the student must take the CRCT in these two subject areas.

A student may take the CRCT-M in one or more subject areas. The student must take the CRCT in any subject in which he or she does not take the CRCT-M.

How does the CRCT-M differ from the CRCT?

The CRCT-M has been designed to be more accessible for those students who have struggled to demonstrate their knowledge and skills on the general assessment. Special education teachers led the development of the CRCT-M, recommending test item enhancements and test design features. The enhancements and features are similar to the types of instructional strategies teachers use in their classrooms on a regular basis.

Test Design Features

- The CRCT-M has fewer test items.
- The size of the print is larger.
- Fewer items appear on each page.
- Items are placed in a single-column.
- Items that test the same content are grouped together (e.g., fraction items are grouped together).

Test Item Enhancements

- Key words may be **boldfaced**, *italicized*, or appear in ALL CAPS to help students focus on important information.
- Hint boxes have been added to some items. These hints are designed to serve as helpful reminders, providing information to aid students in understanding what the question is asking.
- Graphic organizers (visual aids) accompany some items.
- Extraneous information has been deleted when appropriate.
- Simplified sentence structure and vocabulary are used when appropriate.

Sample CRCT-M items

English/Language Arts Sample:

Which underlined word is the **adjective** in the sentence?

The beautiful girl pedaled her bicycle quickly down the street.

- A. beautiful
- B. pedaled
- C. quickly
- D. down

Helpful Hint

Adjectives describe nouns or pronouns.

Mathematics Sample:

Mark wants to buy some video games.

- He has \$50 in his wallet.
- The games cost \$10 each.

Which **equation** shows the number of video games, v , Mark can buy?

- A. $v = 50 + 10$
- B. $50v = 10$
- C. $v = 50 - 10$
- D. $10v = 50$

When will eligible students take the CRCT-M?

Students will participate in the CRCT-M during the same time frame as the CRCT. This schedule allows students to participate in some subjects on the CRCT and others on the CRCT-M as their IEP specifies. Your student's school can tell you when the CRCT-M is scheduled.

May students use accommodations on the CRCT-M?

Yes, the same accommodations allowed on the CRCT are also allowed on the CRCT-M. The student's IEP team determines the test administration accommodations that a student needs based on accommodations used in the classroom during instruction and assessment. Only state-approved accommodations may be used.