

Test Section: Reading Across the Disciplines

This section of the CAPT test is divided into two subtests: Response to Literature and Reading for Information. Each subtest counts as 50% of the student's score for the test section.

Response to Literature

In this 70-minute subtest, students are asked to read a short story and write responses to four open-ended questions. Students are assessed on their ability to 1) form an initial understanding of the story, 2) develop an interpretation, 3) make connections between the text and their lives, and 4) demonstrate a critical stance. Trained readers give each response a score based on a 6-point rubric. The two scores are then combined for a 2-12 point score range.

Reading for Information

In this 45-minute subtest, students read and respond to three nonfiction texts through 12 multiple-choice and six open-ended questions. Students must 1) develop an interpretation of the text and 2) demonstrate a critical stance. Multiple-choice questions are scored by machine and are valued at 1 point each, while open-ended responses are scored by a single reader using a 3-point rubric (scored 0-2 points), yielding a score range of 0-24 points.

Test Section: Writing Across the Disciplines

This section of the CAPT test is divided into three subtests: Interdisciplinary Writing I and II (accounting for 35% of the student's score for this section), and Editing and Revising (which counts for 30%).

Editing and Revising

In this 25-minute subtest, students must demonstrate their ability to apply an understanding of standard English conventions by proofreading four passages and answering 24 multiple-choice questions. Only 18 of the 24 questions are counted in the student's score, yielding a score range of 0-18 points.

CAPT TIP SHEET

CAPT Response to Literature

Length

- Write one full page per question
- Include 1-2 paragraphs of personalization (*i.e.*, connecting the story to yourself)
- Answer all four questions

Content

- Incorporate *at least* two direct quotes from the story
- Compare the story to a film or a video game
- Try to identify any *symbols* or the author's use of *irony* – use the terms!
- Don't criticize the story
- Don't say the story is confusing or that you don't understand it

Format

- Indent all paragraphs
- Write *at least* three paragraphs per question
- Write short sentences: don't ramble

CAPT Reading for Information

Length

- Write enough to fill *at least* six of the seven lines provided
- Explain yourself *thoroughly*

Content

- Incorporate *at least* one direct quote from the texts
- Make clear, specific references to the texts, including facts and figures
- Connect the ideas in the texts to other similar experiences
- Connect ideas *between* the texts
- Think beyond the text: What are the larger issues discussed? For whom was the text written?

Format

- Organize your response logically: Make a point, provide evidence, discuss its significance
- Write neatly

Reading Across the Disciplines

Response to Literature (RtL)

Response to Literature assess a student's ability to independently read, thoroughly comprehend, and thoughtfully respond to one authentic fictional text through four open-ended questions in one 70-minute session.

RtL Content: Text

The one authentic fictional text has been published, and is 2,000-3,000 words in length and at a 10th-grade reading level. Every effort is made to ensure the fictional text is contemporary, multicultural, engaging, appropriate for statewide implementation, and void of any stereotyping or bias.

RtL Content: Questions

The four open-ended questions prompt a student to focus on four assessed dimensions in relationship to the fictional text they read: (1) forming understanding, (2) developing interpretation, (3) making connections, and (4) demonstrating critical stance. These levels of interaction should be seen as points on a continuum rather than separate categories.

The four open-ended questions that appear on every Response to Literature assessment are:

Forming Understanding

- (1) What are your thoughts and questions about the story? You might reflect upon the characters, their problems, the title, or other ideas in the story.

Developing Interpretation

- (2) Choose one of the following quotations from the story. Explain what you think the quotation means as it relates to elements of the story such as the characters or the theme. (Page numbers from the text will be referenced for each of the three provided quotations.)

OR (*One or the other question appears on the test.*)

How does the main character change from the beginning of the story to the end? What do you think causes this change?

Making Connections

- (3) What does this story say about people in general? In what ways does it remind you of people you have known or experiences you have had? You may also write about stories or books you have read or movies, works of art, or television programs you have seen. Use examples from the story to explain your thinking.

Demonstrating Critical Stance

- (4) How successful was the author in creating a good piece of literature? Use examples from the story to explain your thinking.

When a student responds to the four open-ended questions, the student is expected to support each response with specific evidence from the text. For each question, a student is given one page on which to respond; however, the student is not required to fill the provided page. Scores are based on the quality of meeting the dimensions, not quantity of writing.

RtL Scoring

Two readers independently and holistically score each student's Response to Literature responses. A student's responses are scored together, using a six-point scale. The score is based on a student's provided evidence of the four dimensions (forming understanding, developing interpretation, making connections, demonstrating critical stance). Grammar, spelling, and penmanship are not considered for scoring, but are important to the fluency and clarity of the response. With two readers, each using a six-point scoring rubric, each student will receive a combined score ranging from two to twelve. This will count for 50 percent of the overall Reading Across the Disciplines score. The RtL Rubric is provided on the next page.

Response to Literature Rubric

Score Point 6

- Demonstrates a basic understanding of the story as a whole; the interpretation is richly supported with examples from the text
- Demonstrates an exceptional ability to reflect, revise, reshape, and/or deepen initial understanding
- Demonstrates perceptive associations and connections between the story and other texts and/or outside experience and supports these connections with examples from the text
- Demonstrates perceptive judgments about the literary quality of the story and supports these judgments with examples from the text and/or outside experience

Score Point 5

- Demonstrates a basic understanding of the story as a whole; the interpretation is thoughtful and well supported with examples from the text
- Demonstrates an acceptable ability to reflect, revise, reshape, and/or deepen initial understanding
- Demonstrates associations and connections between the story and other texts and/or outside experience and generally supports these connections with examples from the text
- Demonstrates thoughtful judgments about the literary quality of the story and generally supports these judgments with examples from the story and/or outside experience

Score Point 4

- Demonstrates a basic understanding of the story as a whole and provides a plausible interpretation supported with some examples from the text
- Demonstrates some ability to reflect, revise, reshape, and/or deepen initial understanding
- Demonstrates some association and/or connection between the story and other texts and/or outside experience which may not be supported with examples from the text
- Demonstrates judgments about the literary quality of the text, but tends to lack depth and/or is not well supported with examples from the story and/or outside experience

Score Point 3

- Demonstrates some understanding of portions of the text or of the story as a whole; the interpretation lacks insight and/or the support from the text
- Demonstrates limited ability to reflect, revise, reshape, and/or deepen initial understanding
- Demonstrates an association and/or connection between the story and other texts and/or outside experience, but is superficial, lacking depth and/or support
- Demonstrates judgments about the literary quality of the story that tend to be formulaic and/or is lacking examples from the story and/or outside experience to support these judgments

Score Point 2

- Demonstrates a literal or superficial understanding of portions of the text or the story as a whole
- Demonstrates little, if any, ability to reflect, revise, reshape, and/or deepen initial understanding
- Demonstrates difficulty in making or supporting an association or connection between the story and other texts and/or outside experience
- Demonstrates judgments about the literary quality of the story that are superficial or emotional or are not supported with examples from the story, other texts, or outside experiences

Score Point 1

- Demonstrates limited understanding and/or serious misunderstanding of portions of the text or the story as a whole
- Demonstrates no ability or little ability to reflect, revise, reshape, and/or deepen initial understanding
- Demonstrates no meaningful associations or connections between the story and other texts and/or outside experience
- Demonstrates no awareness of the literary quality of the story

Reading Across the Disciplines

Reading for Information (RfI)

Reading for Information assesses a student's ability to independently read, thoroughly comprehend, and thoughtfully respond to three authentic nonfiction texts through 12 multiple-choice and six open-ended questions in one 45-minute session. To succeed at this assessment, a student must use knowledge gained from his or her English language arts, fine and applied arts, health and physical education, mathematics, social studies, science, and technology courses.

RfI Content: Text

The three authentic nonfiction texts have been published, and are 500-1,000 words each in length and at a 10th-grade reading level. The texts represent varied content areas (e.g., newspaper, magazine, and online articles, journals, speeches, reports, summaries, interviews, memos, letters, reviews, government documents, workplace and consumer materials, and editorials). Every effort is made to ensure that the nonfiction texts are contemporary, multicultural, engaging, appropriate for statewide implementation, and void of any stereotyping or bias. Each text stands alone, but may include related maps, charts, graphs, and tables.

RfI Content: Questions

The 12 multiple-choice and six open-ended questions prompt a student to focus on two assessed dimensions in relationship to each text read: (1) developing interpretation and (2) demonstrating critical stance. Each article asks two developing interpretation multiple-choice questions, one developing interpretation open-ended question, two critical stance multiple-choice questions, and one critical stance open-ended question.

The 12 multiple choice and six open-ended questions prompt a student to:

- make connections between the text and outside experiences and knowledge;
- identify or infer the author's use of structure and organizational patterns in the text;
- draw conclusions about the author's purpose in including or omitting specific details in the text;
- use evidence from the text to draw and/or support conclusions;
- use information from the text to make predictions;
- analyze the author's craft to include the use of literary devices in the text;
- evaluate implicit and explicit information and themes within the text;
- select, synthesize, and use relevant information within the text to include in a response to or extension of the text, and
- demonstrate an awareness of values, customs, ethics, and beliefs included in the text.

When a student responds to the six open-ended questions, the student is expected to explain his or her thinking and to support his or her response with specific evidence from the text. Including text-specific information can make the difference between a score one and a score two. For each question, a student is given seven lines on which to respond; however, he or she is not required to fill all of the provided lines. Scores are based on the quality of meeting the two dimensions, not quantity of writing.

RfI Scoring

Multiple-choice items are electronically scored. Readers independently and holistically score each student's open-ended responses, using a three-point scale and basing the score on a student's evidence of the two dimensions (developing interpretation and demonstrating critical stance). Grammar, spelling, and penmanship are not considered for scoring, but are important to the fluency and clarity of a response. With the 12 multiple-choice items, each valued at one point, and six open-ended items, each valued at two points, each student will receive a score ranging from zero to 24. This will count for 50 percent of the overall Reading Across the Disciplines score. The [RfI Rubric](#) is provided on the next page.

Reading for Information Rubric

Each score category contains a range of student responses that reflect the descriptions given below.

Developing an Interpretation

Score Point 2

The response demonstrates:

- an exploration or development of the ideas presented in the text
- a strong conceptual understanding by the inclusion of specific relevant information from the text
- an extension of ideas that may include extensive and/or insightful inferences, connections between ideas in the text, and references to prior knowledge and/or experiences

Score Point 1

The response demonstrates:

- some exploration or development of ideas presented in the text
- a fundamental understanding by the inclusion of some relevant information from the text
- an extension of ideas that lack depth, although may include some inferences, connections between ideas in the text, or references to prior knowledge and/or experiences

Score Point 0

The response demonstrates:

- limited or no exploration or development of ideas presented in the text
- limited or no understanding of the text, may be illogical, vague or irrelevant
- possible incomplete or limited references, connections between ideas in the text, or references to prior knowledge and/or experiences

Demonstrating a Critical Stance

Score Point 2

The response demonstrates:

- a thoughtful and thorough examination of the text; uses information to move beyond the boundaries of the text
- possible consideration of how, why, or for whom the text was written
- an ability to evaluate explicit and implicit information and/or makes insightful judgments about the text
- possible evaluation of the author's craft, including literary devices and/or a projection of the implications raised

Score Point 1

The response demonstrates:

- sufficient, though limited, examination of the text; some attempt to use information to move beyond the boundaries of the text
- possible consideration of how, why, or for whom the text was written
- some ability to evaluate explicit and implicit information and/or makes plausible judgments about the text
- possible evaluation of the author's craft, including literary devices and/or a projection of the implications raised

Score Point 0

The response demonstrates:

- a cursory examination of the text; does not move beyond the boundaries of the text
- little or no consideration of how, why, or for whom the text was written
- little or no ability to evaluate explicit and implicit information and/or makes superficial judgments about the text, the author's craft, including literary devices, and/or a projection of the implications raised
- possible simplistic, unsupported, illogical, vague, and/or irrelevant information

Reading Across the Disciplines

Editing and Revising (E&R)

Editing and Revising assesses a student's ability to independently apply an understanding of standard English conventions by proofreading four passages and identifying corrections that need to be made through 24 multiple-choice questions in one 25-minute session.

E&R Content: Text

Three non-published texts, 255-325 words in length, and at a 10th-grade reading level are used. The texts, representing fiction and nonfiction, are in the form of: transactional/informational writing (e.g., report, summary, speech, interview, letter); expressive/personal writing (e.g., personal essay), and descriptive/imaginative writing (e.g., expository writing using figurative language).

A brief introductory scenario precedes each of the texts. The texts include embedded errors. The texts, although not published, are representative of the types of writing a student would complete in school or as part of his/her daily life. Embedded errors are typical of the varieties of errors a student is likely to make and should know how to correct. Every effort is made to ensure the texts are contemporary, multicultural, engaging, appropriate for statewide implementation, and void of any stereotyping or bias.

E&R Content: Questions

The 24 multiple-choice questions prompt a student to correct embedded errors. A student must also determine the possibility of no errors being present in a sentence. There are six questions per passage. The questions center on editing and revising. Editing focuses on capitalization, punctuation, usage, and spelling. Revising focuses on content, organization, tone, syntax, and word choice.

E&R Scoring

Multiple-choice items are electronically scored as correct or incorrect. Only 18 out of the 24 questions are used in determining a student's score, while the others are used for research purposes. With 18 scored items valued at one point each, a student will receive a score ranging from zero to 18. This will count for 30 percent of the overall Writing Across All Content Areas score.