

| Assessment | Grade Level | Estimated Hours of Testing | Required by Federal or State Law or selected by District | Purpose of the Assessment | How the Assessment Results will be used | Source |
|--|--|--|---|--|--|---|
| CogAT (Cognitive Abilities Test) | -All 3rd Grade Students -All 5th or 6th grade students (transition year before middle school) - Referral Students in grades 1st, 2nd, or 4th if applicable | 90 minutes | State | The Cognitive Abilities Test (CogAT) appraises the cognitive development of students and measures students' learned reasoning abilities. It is used as a universal screen to help determine a need for early intervention and programming needs. | The test scores will be used to drive instructional practices in the classroom. The scores will guide efforts to adapt teaching methods to the needs and abilities of the students. The scores are also used as one component of the body of evidence to determine areas of strength and possible identification for gifted programming. | Colorado Rules for the Exceptional Children's Educational Act (ECEA) - Effective June 1, 2015 - |
| ACCESS for ELL's | <i>K-12 Identified English Learners (NEP, LEP)</i> | Up to 2.75 hours (or 165 minutes) total for Listening, Reading, Speaking, and Writing. *Students work at their own pace, and ACCESS 2.0 is not a timed test. This assessment is adaptive based on a student's English Proficiency Level, and times will be dependent on the student's performance and English Proficiency Level. | State / Federal. It is mandated by federal law that all English Learners be assessed using a common assessment selected by the state to measure English proficiency in Listening, Reading, Writing, and Speaking. | In 2015-16, the WIDA Consortium will begin administration of the new, annual summative assessment, ACCESS for ELLs 2.0. An online assessment will replace the current paper-based version of ACCESS for ELLs for Grades 1-12, although a paper-based assessment will continue to be available according to each state's guidelines for the new assessments. Like ACCESS for ELLs, the new assessment will allow educators, students, and families to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing and will be aligned with the WIDA English Language Development (ELD) Standards. | Help students understand their current level of English language proficiency along the developmental continuum. Serve as one of multiple measures used to determine those students prepared to exit English language support programs. Provide teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners. Provide districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs. Meet federal requirements, such as Annual Measureable Achievement Objectives 1 and 2, for the monitoring of ELLs' progress toward English language proficiency. | wida.us |
| CMAS ELA and Math | -All Students grades 3-8 | Grade 3 (8.25 Hours) Grades 4-5 (8.5 Hours) Grades 6-8 (9.2 Hours) | State | The Colorado Measure of Academic Success (CMAS) is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS) in the content areas of English Language Arts and Mathematics. The purpose of the CMAS assessments is to provide one measure of the degree to which students have mastered the CAS in English Language Arts and Mathematics at the end of the tested grade level. In addition to the student level information provided, schools and districts may use the data across their schools and districts to make adjustments to instructional programming for the following year. | This is one measure as part of a balanced assessment system and can be used a benchmark for students in relation to District and State score reports. This assessment also meets the requirement for state accountability. | https://www.cde.state.co.us/assessment/newassess-sum |
| CoALT: DLM | -All Students grades 3-11 | Individually administered and untimed | State | The Dynamic Learning Maps™ (DLM®) project offers an innovative way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System. Traditional multiple-choice testing does not always allow students with significant cognitive disabilities to fully demonstrate their knowledge. By integrating assessment with instruction during the year and providing a year-end assessment, the DLM system maps student learning aligned with college and career readiness standards in English language arts and mathematics. | This is one measure as part of a balanced assessment system and can be used a benchmark for students in relation to District and State score reports. This assessment also meets the requirement for state accountability. | http://dynamiclearningmaps.org |
| IAS Science and Social Studies | -Science all students grades 5th, 8th and 11th -Social Studies Random Selection of students grades 4th, 7th & 11 | Science Grades 5 & 8 (4.0 Hours) Science Grade 11 (3.5 Hours) Social Studies Grades 4 & 7 (4.0 Hours) Social Studies Grade 11 (3.5 Hours) | State | CMAS (Colorado Measures of Academic Success) is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS) in the content areas of science and social studies. The purpose of the CMAS assessments is to provide one measure of the degree to which students have mastered the CAS in science and social studies at the end of the tested grade level. In addition to the student level information provided, schools and districts may use the data across their schools and districts to make adjustments to instructional programming for the following year. | This is one measure as part of a balanced assessment system and can be used a benchmark for students in relation to District and State score reports. This assessment also meets the requirement for state accountability. | https://www.cde.state.co.us/assessment/newassess-sum |
| CoALT: Science and Social Studies | -Science all students grades 5th, 8th and 11th -Social Studies Random Selection of students grades 4th, 7th & 11 | Science Grades 5 & 8 (4.0 Hours) Science Grade 11 (3.5 Hours) Social Studies Grades 4 & 7 (4.0 Hours) Social Studies Grade 11 (3.5 Hours) | State | CMAS for science and social studies were Colorado's first state-wide computer-based assessments. The online nature of the assessments allows for new item types that were not possible under the prior paper-based system, such as science simulations. Online presentation also fosters increased student engagement. The assessments were designed to provide not only high level content area information (i.e., a science score or social studies score), but also standard-specific scores. For example, the assessments provide parents and educators with an overall social studies score as well as with subscores in the areas of history, geography, economics and civics. Districts and schools can compare performance at these levels from year to year to monitor their programs' effectiveness. | This is one measure as part of a balanced assessment system and can be used a benchmark for students in relation to District and State score reports. This assessment also meets the requirement for state accountability. | https://www.cde.state.co.us/assessment/newassess-sum |
| READ Act Interim - iReady | K-12 | 30-45 minutes | State | Achieving reading competency by the end of third grade is a critical milestone for every student and predicts ongoing educational success. If a student enters fourth grade without achieving reading competency, he or she is significantly more likely to fall behind in all subject areas beginning in fourth grade and later graders. Early literacy development is not only a critical milestone in a child's path to success, but it is also one of Colorado's top education priorities. The Colorado Reading to Ensure Academic Development Act (the READ Act), passed by the Colorado Legislature in 2012, focuses on early literacy development for all students and especially for students at risk for not achieving third grade reading proficiency. The READ Act focuses on kindergarten through third grade (K-3) literacy development, literacy assessment and individual READ plans for students identified with a Significant Reading Deficiency. | Teachers must measure each K- 3 student's reading competency using state board approved interim reading assessments. If the student is determined to have a significant reading deficiency, teachers must administer one or more of the state board approved diagnostic assessments to determine the student's specific reading skill deficiencies. The READ Act requires the creation and implementation of an individual intervention plan (called a READ plan) for students identified with a Significant Reading Deficiency (SRD). The Act outlines specific components that must be included in a READ plan to ensure the effectiveness of the intervention strategies. | CDE: Colorado READ Act Implementing the Colorado READ Act |

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| READ Act Interim - DIBELS Next | K-6 | 10 minutes | State | Achieving reading competency by the end of third grade is a critical milestone for every student and predicts ongoing educational success. If a student enters fourth grade without achieving reading competency, he or she is significantly more likely to fall behind in all subject areas beginning in fourth grade and later graders. Early literacy development is not only a critical milestone in a child's path to success, but it is also one of Colorado's top education priorities. The Colorado Reading to Ensure Academic Development Act (the READ Act), passed by the Colorado Legislature in 2012, focuses on early literacy development for all students and especially for students at risk for not achieving third grade reading proficiency. The READ Act focuses on kindergarten through third grade (K-3) literacy development, literacy assessment and individual READ plans for students identified with a Significant Reading Deficiency. | Teachers must measure each K-3 student's reading competency using state board approved interim reading assessments. If the student is determined to have a significant reading deficiency, teachers must administer one or more of the state board approved diagnostic assessments to determine the student's specific reading skill deficiencies. The READ Act requires the creation and implementation of an individual intervention plan (called a READ plan) for students identified with a Significant Reading Deficiency (SRD). The Act outlines specific components that must be included in a READ plan to ensure the effectiveness of the intervention strategies. | CDE: Colorado READ Act Implementing the Colorado READ Act |
| MAP - Measures of Academic Progress | K-8 | Untimed but the typical student completes it under 60 minutes per subject area | Selected | MAP assessments are based on a continuum of skills in Mathematics, Reading, Language Usage, and Science, from low skill levels to high skill levels. We can consider them to be one long assessment in a particular subject, rather than a series of shorter assessments that assess students over specific criteria at various grade levels. MAP assessments are not tests that determine mastery. Rather, MAP assessments provide teachers with students' instructional levels. They provide a road map for determining where each student is performing relative to local or state standards, curriculum, or other criteria. | The Northwest Evaluation AssociationTM (NWEATM) computerized adaptive assessments give educators the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP assessments to develop targeted instructional strategies and plan school improvement. Results help educators make student-focused, data-informed decisions. MAP assessments are available in Reading, Language Usage, Mathematics, and Science. | NWEA.org |