



COMMUNITY LEADERSHIP ACADEMY

A Colorado State PK-5 Charter School

VICTORY PREPARATORY ACADEMY

A Colorado State Middle/High Charter School



Assessment	Grade Level	Estimated Hours of Testing	Assessment Window	Required by Federal or State Law or selected by District/School	Purpose of the Assessment	How the Assessment Results will be used	Source
ACT Aspire	G/T students 8th Grade	4 hours, 5 minutes (35min English, 30min Writing, 60min Reading, 65min Math, 55min Science)	April 4 – May 27, 2016	School	Based on ACT College and Career Readiness Standards, ACT Aspire assessments are consistent with many state standards that are focused on college and career readiness	Scores reflect the knowledge and skills students develop over time—across grades—and link these results to readiness for college and career, providing an evolving picture of student growth. Educators receive valuable data about student readiness at each grade level. This actionable information enables educators to address students' strengths, areas for improvement, and potential.	http://www.discoveractaspire.org/
CMAS Science and Social Studies	-Science all students grades 5th and 8th -Social Studies Random Selection of students grades 4th and 7th	Science Grades 5 & 8 (4.0 Hours) Social Studies Grades 4 & 7 (4.0 Hours)	April 11 – 29, 2016	State	CMAS 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 as 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 ; http://www.cde.state.co.us/communications/cmafactsheet
CogAT	All 2nd Grade & 8th Grade Students, and referrals	90 minutes	Screener in February	Federal	The Cognitive Abilities Test (CogAT) measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal. Although its primary goal is to assess students' reasoning abilities, CogAT can also provide predicted achievement scores when administered with The Iowa Tests.	While CogAT is well-suited to help educators make important student placement decisions, such as selecting students for Gifted and Talented programs, exclusive features such as the Ability Profile Score can be used to expand the educational opportunities of all students.	http://www.riverpub.com/products/cogAt/
NWEA MAP	2-11	45 minutes average for each test in mathematics (grades 2-11), reading (grades 2-9) and science (grades 5 & 8).	3 x's / year September 8 - October 2, 2015 December 1 - December 18, 2015 May 2 - 20, 2016	District	MAP is a set of adaptive interim benchmark assessments that measure whether students are on track in their learning for their grade level based on national normative data in mathematics, reading and language usage during three checkpoints throughout the year (beginning of year, mid-year and end of year). These high quality, computer-based assessments give teachers, schools, students and parents better information about whether students are on track in their learning, and tools to help teachers customize teaching and learning to meet student 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 strengths and weaknesses for recommendations into other school programs, such as gifted and special education.	http://www.nwea.org

PARCC 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)	April 11 - 29, 2016	State	The Partnership for Assessment of Readiness for College and Careers (PARCC) is a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality, computer-based K-12 assessments in mathematics and English language arts/literacy give teachers, schools, students and parents better information about whether students are on track in their learning and for success after high school, and tools to help teachers customize teaching and learning to meet student needs.	This is one measure as part of a balanced assessment system and can be used as a benchmark for students in relation to District and State score reports. This assessment also meets the requirement for state accountability.	http://www.cde.state.co.us/assessment/newassessments/newassessments-parcc http://www.cde.state.co.us/assessments/newassessments-parcc http://www.cde.state.co.us/communications/cmafactsheet
READ Act Diagnostic - STAR Early Literacy	PK-3	10 minutes	every 10 days for SRD students	State	Progress Monitoring for SRD Students under the CO READ Act. STAR Early Literacy assesses these eight key domains of early literacy and numeracy. 145 skills are grouped into 32 closely-related skill areas. The domains and skills below are grouped into three major areas that relate to state standards. Diagnostic assessments are required only for students identified with a significant reading deficiency for the purpose of identifying the child's specific reading deficits(s).	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.	https://docs.google.com/spreadsheets/d/1dUzM7UGcc_1rskupL2v0Hlu7FvgzlbqAhho0Tz4GSP8/edit#gid=0
READ Act Interim - DIBELS Next	K-3	10 minutes	3x/s	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 grades. 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.	http://www.cde.state.co.us/coloradoliteracy http://www.cde.state.co.us/coloradoliteracy/2014readfactsheet http://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/readact/download/colorado%20read%20act%20handout%2011%208%2012%20final%20for%20printing.pdf
TSG	PK & Kinder	1-2 hours	3 times/year: 10/23/15, 2/1/16 and 5/9/16	State	The school readiness assessment provides educators and families with information about how prepared a child is for the academic, social, physical, emotional and cognitive demands of school. The assessment helps educators chart students' progress over time and informs families as to how their children are doing compared with age expectations. This information helps educators and families as they plan learning goals for each child.	Teachers use child-level assessment information to guide instructional planning and to communicate with families. School administrators help teachers look at their classroom level trends from semester to semester and year to year in order to help them improve their teaching. Administrators also use the collective set of assessment information to help them make decisions about how to allocate resources such as professional development funds. Once the school readiness initiative is fully implemented, the Colorado Department of Education will use the collective results of assessment information to report to the legislature on the level of school readiness of Colorado's children.	-

<p>WIDA – W-APT</p>	<p><i>All students grades K-8 that have a language other than English indicated on the Home Language Survey</i></p>	<p>Up to 1 hour total for Listening, Reading, Speaking, and Writing. *This test is administered individually. Students work at their own pace, and the W-APT 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.</p>		<p>Federal</p>	<p>The WIDA Consortium only offers a paper-based version of this assessment according to each state's guidelines for this assessment.</p> <p>Like ACCESS for ELLs, this assessment will allow educators, students, and families to determine a student's proficiency level in academic English in the domains of speaking, listening, reading, and writing and will be aligned with the WIDA English Language Development (ELD) Standards.</p>	<p>Help students understand their current level of English language proficiency along the developmental continuum.</p> <p>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.</p> <p>Provide districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.</p> <p>Meet federal requirements for the identification of ELL students.</p>	<p>https://www.wida.us/assessment/W-APT/</p>
<p>WIDA ACCESS for ELLs</p>	<p>K-11 Identified English Learners (NEP, LEP)</p>	<p>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.</p>	<p>January 11 - February 12, 2016</p>	<p>Federal</p>	<p>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. Kindergarteners will continue to receive the paper-based assessment for ACCESS for ELLs.</p> <p>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.</p>	<p>Help students understand their current level of English language proficiency along the developmental continuum.</p> <p>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.</p> <p>Provide districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.</p> <p>Meet federal requirements, such as Annual Measureable Achievement Objectives 1 and 2, for the monitoring of ELLs' progress toward English language proficiency.</p>	<p>wida.us</p>