

2019-20 Assessment Calendar: Community Leadership Academy and Victory Preparatory Academy

| Test: | Testing Window: | Duration of Test: | Required by: |
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| WIDA Screener (grades 2-12) | First 30 calendar days of school / 10 days after enrollment | 2.5 hours | State / Federal |
| W-APT (grades K-1) | | 30 minutes (K-1) | State / Federal |
| WIDA ACCESS (grades K-12) | January 13 - February 14, 2020 | 2.25 Hours | State / Federal |
| <p>Purpose (Screener & APT): To identify students who may be candidates for English as a second language (ESL) and/or bilingual services; all students new to a school who speak a language other than English at home must be screened</p> <p>Purpose (ACCESS): To assess comprehension and communication in English for English Language Learners; given to students who have been identified English Language Learners as NEP or LEP.</p> | | | |
| <p>Manner in which results will be used: Provides schools with information that will help them evaluate the effectiveness of their English Language Acquisition programs; Meets federal requirements for the monitoring of ELLs' progress toward English language proficiency.</p> | | | |
| Acadience Reading (<i>formerly DIBELS Next</i>) (<i>Interim Assessment</i>) (grades K-3) | BOY: August 26-30, 2019 Kinder only: September 23-30, 2019 MOY: December 2-13, 2019 EOY: May 1-12, 2020 | 30 minutes | State |
| <p>Purpose: Measures Reading comprehension and fluency (benchmark/interim assessment) for all students grades K-3</p> | | | |
| <p>Manner in which results will be used: 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.</p> | | | |
| STAR Early Learning by Renaissance (Diagnostic Assessment) (grades K-3) | Within 60 days previous interim assessment administration of Acadience Reading (<i>formerly DIBELS Next</i>) September, December, May | 30 minutes | State / Local |
| <p>Purpose: Measures Reading comprehension and fluency (diagnostic assessment); required for student identified SRD</p> | | | |
| <p>Manner in which results will be used: Diagnostic, progress monitoring, planning, and parent information</p> | | | |
| STAR by Renaissance (grades 1-6) | September, December, May | 30 minutes | Local |
| <p>Purpose: Measures Reading comprehension and fluency for students in grades 1-6</p> | | | |
| <p>Manner in which results will be used: Diagnostic, progress monitoring, planning, and parent information</p> | | | |
| NWEA Measure of Academic Progress (MAP) (grades 2-12) | September December May | untimed (approx. 45 minutes) | Local |
| <p>Purpose: Identifies proficiency and growth levels for students in reading and math; aligned to Common Core Standards.</p> | | | |
| <p>Manner in which results will be used: MAP data allows schools to differentiate and adjust instruction for individuals students, groups of students, or entire classes based on results of the assessment.</p> | | | |

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| CogAT (grade 2 and referred students) | February 10-14, 2020 | 90 minutes | State |
| Purpose: Appraises the cognitive development of students and measures students' learned reasoning abilities | | | |
| Manner in which results will be used: Assessment is used as a universal screen to help determine a need for early intervention and programming needs; results are one component of the body of evidence to determine areas of strength and possible identification for gifted programming. | | | |
| CMAS: English Language Arts & Math (grades 3-8) | April 6-24, 2020 | 9.2 hours | State |
| CMAS: Science (grades 5, 8, 11) | April 6-24, 2020 | 5 th & 8 th grade = 4 hours 11 th grade = 3.5 hours | State |
| CMAS: Social Studies (grade 7) | April 6-24, 2020 | 7 th grade = 4 hours | State |
| Purpose: Measure student mastery of Colorado Academic Standards | | | |
| Manner in which results will be used: 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. | | | |
| PSAT 8/9 (grade 9) | April 14, 2020 | 2.5 hours | State |
| PSAT 10 (grade 10) | April 14, 2020 | 3 hours | State |
| SAT (grade 11) | April 14, 2020 | 4 hours (5 hours w/essay) | State |
| PSAT/NMSQT (grades 10, 11) | October 16, 2019 | 3 hours | Local |
| PSAT 8/9 (grade 9) | October 16, 2019 | 2.5 hours | Local |
| Purpose: Measure student preparedness for college and career readiness | | | |
| Manner in which results will be used: 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. The PSAT/NMSQT is used to determine eligibility for the National Merit Program. | | | |
| Teaching Strategies Gold Checkpoint | October 25, 2019 February 7, 2020 May 15, 2020 | On-going | State |
| Purpose: measure and monitor student's behavioral, cognitive, and academic development | | | |
| Manner in which results will be used: diagnostic, growth, monitoring, planning, reporting, and goal setting | | | |