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	
ACCESS for ELL's	*K-12 Identified English Learners (NEP, LEP)*	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 students 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.	https://wida.wisc.edu/resources	
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	
CMAS Science	-Science all students grades 5th, 8th and 11th	Science Grades 5 & 8 (4.0 Hours) Science 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. The purpose of the CMAS assessments is to provide one measure of the degree to which students have mastered the CAS in science 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	-Science all students grades 5th, 8th and 11th	Science Grades 5 & 8 (4.0 Hours) Science Grade 11 (3.5 Hours)	State	CMAS for science was 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), but also standard-specific scores. 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 and Diagnostic - STAR	K-12	15-20 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 devlopment, 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
READ Act Interim and Diagnostic - 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
PSAT 8/9	All Students Grade 9	2 Hours, 25 Minutes	State	The Colorado Department of Education (CDE) has confirmed that Colorado public school students will take the following exams: Grade 9: Colorado PSAT 8/9 for 9th grade. The PSAT 8/9 is the first in the College Board's "SAT Suite of Assessments" and is offered to ninth graders. The purpose of the PSAT 8/9 is to establish a starting point in terms of college and career readiness as students transition to high school.	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://collegereadiness.collegeboard.org/state-partnerships/colorado?excmpid=MTG308-AL-2-mat	

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	
College Preparatory Exams (PSAT 10)	All Students Grade 10	3 Hours, 30 Minutes	State	The Colorado Department of Education (CDE) has confirmed that Colorado public school students will take the following exams: Grade 10: Colorado PSAT 10. The selection committee cited as key factors in its decision the strong alignment of the PSAT 10 and the SAT to the Colorado Academic Standards and the variety of free test-preparation resources offered by the College Board. The PSAT 10 is the second in the College Board's "SAT Suite of Assessments" and is offered to ninth graders. The purpose of the PSAT 8/9 is to measure readiness for college, access scholarships, and practice for the SAT.	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://collegereadiness.collegeboard.org/state-partnerships/colorado?excmpid=MTG308-AL-2-mat	
College Entrance Exams (SAT)	All Students Grade 11	4 Hours, 02 Minutes 4 Hours, 52 Minutes (with essay)	State	The Colorado Department of Education (CDE) has confirmed that Colorado public school students will take the following exams: Grade 11: Colorado SAT or SAT with Essay. The purpose of the SAT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants.	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 SAT is an admission test accepted by all U.S. colleges,	https://collegereadiness.collegeboard.org/state-partnerships/colorado?excmpid=MTG308-AL-2-mat	