| 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 | |
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| **Kindergarten Readiness Assessment- TS GOLD or Approved Replacement Plan (Charter Schools with Waivers Only)** | -Kindergarten | 2 hours | House Bill 15-1323 requires districts to complete initial kindergarten entry information for each child with a state board approved school readiness assessment within the first 60 calendar days of the school year. | The purpose of assessing and monitoring school readiness in kindergarten is to understand each child's strengths and needs across developmental and academic domains so that schools and teachers may provide a responsive learning environment. | The information collected will be used to:<br>1. Plan instruction to meet the unique needs of each child.<br>2. Create Individual Readiness Plans for each student and share them with parents at conferences.<br>3. All Colorado public school districts are required to report overall district and school levels of Kindergarten Readiness to the Colorado Department of Education. No information about individual students is shared. | Kindergarten School Readiness Initiative Guidance | |
| **CogAT (Cognitive Abilities Test)** | -All 2nd grade students<br>-All 5th or 6th grade students (transition year before middle school)<br>-Referral students in grades K, 1, 3, 4 and 5 if applicable | 3 Hours | 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 & Alt ACCESS** | *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.<br><br>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.<br>Serve as one of multiple measures used to determine those students prepared to exit English language support programs.<br>Provide teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners.<br>Provide districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.<br>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 | |
| **CMAS ELA and Math** | -All Students grades 3-8 | Grades 3 - 5 (7.75 hours)<br>Grades 6-8 (8.75 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 | |
| **CMAS Science** | -Science all students grades 5th, th and 11th | Science Grades 5 & 8 (3.0 Hours)<br>le 11 (2 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 | ice Grades 5 & 8 (3.0 Hours)<br>rade 11 (2 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 | |
| **CMAS Social Studies** | -Social Studies students at CDE selected schools test in grades 4th and 7th | Social Studies Grades 4 & 7<br>(65 minutes) | 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 area of Social Studies. The purpose of the CMAS assessments is to provide one measure of the degree to which students have mastered the CAS in 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 Social Studies** | -Social Studies all students grades 4th, 7th and 12th | Social Studies Grades 4 & 7<br>(65 minutes) | State | The Colorado Measure of Academic Success (CMAS) is Colorado's standards-based assessment designed to measure the Extended Evidence Outcomes (EEO'S) in the content area of Social Studies. It offers an innovative way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the content area of social studies. | 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 | |

| 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 | |
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| **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 |
| **READ Act Interim<br>Acadience Reading<br>DIBELS Next<br>READ Act Diagnostic<br>DIBELS Deep** | 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 |
| **READ Act Interim<br>mCLASS<br>DIBELS 8th Edition** | 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 |
| **Digital College Preparatory Exams<br>PSAT 8/9** | All Students Grade 9 | 2 Hours, 14 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 | |
| **Digital College Preparatory Exams<br>PSAT 10** | All Students Grade 10 | 2 Hours, 14 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 | |
| **Digital College Entrance Exams<br>SAT** | All Students Grade 11 | 2 Hours, 14 Minutes | 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 | |