

COLORADO TESTS
BY COLORADO TEACHERS

PROCEDURES MANUAL

COLORADO MEASURES OF ACADEMIC SUCCESS & COLORADO ALTERNATE ASSESSMENT PROGRAM

Mathematics, English Language Arts, Science & Social Studies

SPRING
2027

Version	Date	Description	Impacted Page(s)
0.1		Spring 2027 administration updates made by CDE Assessment Division	
1.0	November 2026	Initial version issued	

COLORADO
Department of Education

All testing materials associated with the Colorado Measures of Academic Success (CMAS) and Colorado Alternate (CoAlt) assessments are confidential and secure. To protect the validity of the assessments, secure materials must remain secure at all times and cannot be viewed by any individual or entity prior to or after testing. Secure assessment materials may not be provided to any persons except those participating in the assessment administration and those being tested. *Procedures Manuals*, *CMAS Test Administrator Manuals*, *CoAlt Test Administrator Manuals*, training materials, and assessment management system guidance are non-secure materials and should be reviewed prior to testing.

School staff must comply with the requirements and instructions contained in this manual. A standardized test administration elicits original, independent student work and is necessary for test results to be valid, reliable, and meaningful. School staff must familiarize themselves with sections of this manual, the *CMAS Test Administrator Manuals*, *CoAlt Test Administrator Manual*, and assessment management system guidance that apply to their role(s) in CMAS and CoAlt assessment administration. They must also review all relevant training materials before testing so they understand their respective responsibilities.

Where can I learn more?

- CMAS Math, ELA, Science, and Social Studies homepage
- CoAlt Science and Social Studies homepage

Spring 2027 Administration Window

CMAS (all content areas) and CoAlt Science and Social Studies assessment administrations must take place within the state testing window**.** All students in grades 3 through 8 take the CMAS or CoAlt Math and English Language Arts (ELA) assessments. All students in grades 5, 8, and 11 take the CMAS or CoAlt Science assessment. All students in grade 7 take the CMAS or CoAlt Social Studies assessment.

Districts are encouraged to complete testing as efficiently as possible while meeting security and standardized test administration policies and procedures. **Many schools will not need the entire administration window to complete testing.**

Administration Window: April 5 through 23, 2027

CMAS:

Content Area	Grade Level
Mathematics and English Language Arts	Grades 3 through 8
Colorado Spanish Language Arts (CSLA)[1]	Grades 3 and 4
Science	Grades 5, 8, and 11
Social Studies	Grade 7

CoAlt:

Content Area	Grade Level
Mathematics and English Language Arts (DLM)	Grades 3 through 8
Science	Grades 5, 8, and 11
Social Studies	Grade 7

[1] CSLA is an accommodated language arts form for qualifying Multilingual Learners with a language proficiency designation of Non-English Proficient (NEP) or Limited English Proficient (LEP), who have received instruction in Spanish language arts within the school year and have been in the US for five years or less. This accommodated form of the language arts assessment is taken in place of the CMAS ELA assessment; however, students taking CSLA still take CMAS math (available in Spanish).

Spring 2027 CMAS and CoAlt Critical Dates

	CMAS	CoAlt	Activity	Additional Information	Roles
☐	Colorado Practice Resources (CPRs)	and TestNav Tutorials	Students exposed to released and/or sample items to become familiar with the assessment format and item types. It is recommended that students have an opportunity to use practice resources prior to testing.	CPRs include accommodations, accessibility features, and sample questions for each grade and content area, including: - selected response items - constructed response items - technology-enhanced items - science simulations - ELA and CSLA passages **Scoring guides and rubrics are available with the CPRs**	Test Administrators
☐	October - testing window		Virtual CMAS Administration Training for DACs	Completion of training is required on an annual basis	DAC
☐	-	December	Virtual CoAlt Administration Training for DACs	(State Assessment Training Requirements)	
☐	October 15 through April 2	-	Create and update district- and school-level user accounts in LaunchPad	- Assessment Coordinators + SDF - Assessment Coordinators + - Assessment Coordinators - Data Respondent	DAC/SAC
☐	By December 15		Sign ***DAC*** *Security Agreement* form	Official DACs complete online *DAC Security Agreement* form through LaunchPad Adobe LMS	DAC
☐	By December 15	-	*Unique Accommodation Requests* (UARs) due to CDE Assessment Division	UARs missing appropriate documentation (e.g., no data, inapplicable data) are not approved	DAC
☐	By December 15	-	*Technology-Based Response Accommodations* (TBRA) submission due to CDE Assessment Division	TBRA submissions missing appropriate documentation are not approved	DAC
☐	By December 15	-	Submit *District Testing Information* form to CDE	- Official DACs complete online *District Testing Information* form through LaunchPad Adobe LMS - Used to provide contact information for various roles	DAC
☐	Prior to January 11		State loads student data from Data Pipeline (i.e., Oct. Count data) for districts	Students are rostered in LaunchPad and assigned assessments in ADAM for math, ELA, science, and social studies	CDE
☐	**January 11 through 29**		Confirm student rosters in LaunchPad and PNP settings in ADAM for initial orders	- *Must indicate/confirm in LaunchPad:* Required student demographics, test assignments (CoAlt; CSLA), and cross-validations (IEP/504/LIEP) - *Must indicate/confirm in ADAM*: All accommodations and accessibility features with physical materials (e.g., auditory/signed	DAC and SAC

			presentation script, standard print, large print, braille)	
☐	March 1 until testing starts	Finalize preparation activities in LaunchPad and ADAM	- Check student records (demographic dependencies in LaunchPad, test assignments and test settings in ADAM) - Verify proctor group accuracy, if using - Confirm special form assignment	DAC
☐	March 1 until testing starts -	Finalize preparation activities for local devices	- Finalize system readiness - Check student workstations - Configure TestNav	DTC
☐	**Initial materials arrive in districts** beginning March 23	Assessment Coordinator Kits, *Test Administrator Manuals* (TAMs), and student materials scheduled to arrive	- Distribute TAMs to SACs upon receipt - Distribute **secure** (student testing) materials to SACs no more than **one** week prior to the start of each school's window	DAC
☐	Upon receipt -	Distribute TAMs to CMAS Test Administrators		SAC
☐	- March 29	CoAlt Test Administrators are given access to materials to prepare accommodations		SAC
☐	After initial shipment arrives through April 20	Additional Orders – Secure Materials	- Do not place additional orders until the initial shipment arrives and all materials are inventoried - Additional orders for student materials **are not approved** unless they are matched to student PNPs in ADAM	DAC
☐	After initial shipment arrives through April 27	Additional Orders – Non-Secure Materials		
☐	Prior to testing	Sign *CMAS and CoAlt Security Agreement* forms and submit to SAC/DAC	- All individuals involved in CMAS/CoAlt must sign a new *Security Agreement* each year - Keep signed forms on file locally for three years	DTC, SAC, Data Respondent, Test Administrators
☐	Prior to testing	Complete *Verification of District Training* form	- Official DACs complete online *Verification of District Training* form through LaunchPad Adobe LMS - All individuals involved in CMAS and/or CoAlt administration must complete training annually	DAC and Superintendent
☐	At least one day prior to testing -	Confirm special form assignment* for individual students	- Text-to-speech (TTS) - Spanish - Spanish TTS - Auditory/signed presentation - Assistive technology - Paper accommodations - Virtual (eligible schools only) **Confirm assignment of color contrast, zoom, and enlarged pointer settings, as appropriate*	DAC or SAC

☐	**April 5 through 23**	**State Testing Window**	Districts/schools may not need the entire administration window to complete testing	**ALL**
☐	**Test Administrators** - Immediately after testing **DAC or SAC** - Before packing for return to vendor	Transcribe student responses from paper tests and return test books and CoAlt science task manipulatives with signed *Secure Return Form: CoAlt Manipulatives*	- Ensure student responses are transcribed into the online transcription form - Return test books and CoAlt science task manipulatives in boxes. Task manipulatives are returned to the vendor in the CoAlt task manipulative envelope	DAC, SAC, and Test Administrators
☐	Immediately after testing	Sort materials	Districts may choose to securely destroy/shred Student Cards and used scratch paper, or return them to the vendor	DAC and SAC
☐	After testing is completed by assessment through April 29	Schedule UPS pickups	See *5.1.3 Package Materials for Return Shipping* for details	DAC
☐	April 30	Last day for material pickup by UPS		DAC
☐	By April 30	Complete after testing forms	- Official DACs complete online *Post Test Compliance Report* through LaunchPad Adobe LMS - Return *Scratch Paper Verification* to CDE through Syncplicity	DAC and Superintendent
☐	By April 30	If applicable, return *Testing Irregularity or Security Breach Reports (TIRs)*	- Submit any completed *TIR Forms* and the corresponding *TIR Tracking Spreadsheet* to CDE through Syncplicity - *TIRs* are used to request suppressions (entered by CDE)	DAC
☐	Through April 30	Initial LaunchPad/ADAM Clean-up (School and District level)	- Close out testing - Verify all students are accounted for within the school/district roster - Indicate Accountability Coding with appropriate reasons **Note**: Districts can set internal school-level clean-up deadlines by deactivating non-student user accounts prior to **April 30**	DAC, SAC, and Data Respondent
☐	May 3 through 7 (Tentative)	Student Biographical Data (SBD) Review in LaunchPad/ADAM	- Indicate/verify Accountability Coding with appropriate codes and reasons - Verify student demographics used for reporting, including *Continuous in District* and *Continuous in School*	Data Respondent

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1.0 Colorado Measures of Academic Success & Colorado Alternate Assessment

All public-school students enrolled in Colorado are required by state law to take a standards-based summative assessment each year in the specified content areas and grade levels. This means every student, regardless of language background or ability, must be provided the opportunity to demonstrate their content knowledge. *Colorado Revised Statutes §22-7-1006.3 (1)(a)(I-III)*

1.1 Program Overview

1.1.1 Background

The Colorado Measures of Academic Success (CMAS) is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS). A very small number of students with the most significant cognitive disabilities take the Colorado Alternate (CoAlt) assessment based on the Extended Evidence Outcomes (EEOs) of the CAS.

The CMAS and CoAlt assessments are collaboratively developed by Colorado teachers, the Colorado Department of Education (CDE), and Colorado's assessment contractor, Pearson. Use assessment results to keep abreast of individual student, school, and district progress toward attaining higher student achievement levels.

Assessment design information, including frameworks, evidence statement tables, language arts task models, and constructed response scoring rubrics are available on the CMAS Test Design and CoAlt Test Design webpages.

What's New for Spring 2027?

- LaunchPad used to manage non-student users, student rosters and data. ADAM used to manage accommodations, test administration and reporting.
- Senate Bill 26-023 allows schools to purchase paper tests for grade 3 and/or 4 students directly from vendor. Purchased paper tests are returned early for timely score processing. Interest deadline is October 15, 2026.
- House Bill 26-1353 requires social studies assessment administration for all grade 7 students (not a sampling). No social studies administration for grade 4 students.
- Reduced number of sections for math and grades 5 and 8 science. Section test time for grade 7 social studies aligned with grades 5 and 8 science section test time.

Check the Colorado Assessments Portal for CMAS and CoAlt resources.

1.1.2 About this Manual

This *Procedures Manual* provides instructions for coordination of the CMAS (science, social studies, mathematics, and English language arts, including Colorado Spanish Language Arts) and CoAlt (science and social studies) assessment administrations for the 2026-27 school year. Instructions include protocols all district and school staff must follow related to test security, test administration, accessibility features and accommodations, and data management. The manual includes procedural steps districts and schools must take before, during, and after test administration.

1.1.3 Additional Staff Materials

The *Procedures Manual* is not all inclusive. District and school staff also review and use supplementary documents. Additionally, CDE provides updates and clarifications to District Assessment Coordinators through email as more information is available.

Colorado Measures of Academic Success Test Administrator Manual (CMAS TAM) – Detailed instructions to help the Test Administrator prepare for testing and administer the CMAS assessments in a standardized manner. The CMAS TAM includes the general administration script (i.e., SAY Instructions) for computer-based testing; the administration script for paper-based testing is included in each accommodated paper test kit. Printed copies of the CMAS TAM are sent with other materials from the vendor for Test Administrator use during testing.

Colorado Alternate Assessment Test Administrator Manual (CoAlt TAM) – Detailed instructions to help the Test Administrator prepare for testing and administer the CoAlt assessments in a standardized manner. This manual is included in each CoAlt test kit received from the vendor.

LaunchPad User Guide – Directions for using the LaunchPad portal for end user authentication, allowing access to Pearson systems including ADAM, as well as student and non-student user data management. **Note**: Some information provided in this guide does not apply to Colorado's instance of LaunchPad.

ADAM User Guide – Directions for using the ADAM portal for assessment management and administration, including ordering materials, indicating student test settings (e.g., accommodations through the personal needs profile), administering tests, monitoring test progress and viewing student results. **Note**: Some information provided in this guide does not apply to Colorado's instance of ADAM.

1.2 Roles and Responsibilities

Successful administration of the CMAS and CoAlt assessments requires coordinated planning, clearly defined responsibilities, and adherence to standardized administration and test security procedures. District and school personnel involved in assessment preparation, administration, technology support, and data management must understand their assigned responsibilities and complete required annual training. This section outlines the training requirements, qualifications, and responsibilities of personnel involved in CMAS and CoAlt administration to support secure, consistent, and successful testing across Colorado schools.

Some personnel involved in CMAS and CoAlt coordination use the assessment data management systems, LaunchPad and ADAM, to complete activities associated with their locally determined roles in administration. Personnel with Assessment Coordinator+SDF, Assessment Coordinator+, and Data Respondent system roles have access to sensitive student personally identifiable information (PII). All official District Assessment Coordinators (DACs) registered with CDE are assigned the Assessment Coordinator+SDF role as superintendents have confirmed they may have access to PII. DACs must ensure any individual to whom they confer the Assessment Coordinator+SDF, Assessment Coordinator+, or Data Respondent role is permitted by district policy to have access to PII, and they understand their obligations with respect to preservation of the confidentiality of all PII. Additionally, users assigned the Assessment Coordinator+SDF role have access to Student Data Files (SDF) that include individual student performance and demographic data.

1.2.1 Annual Training Requirements

All district and school personnel involved in the administration of Colorado's state assessments must be familiar with test security protocols and with their individual responsibilities. Training is required on an annual basis for all district and school personnel involved in any aspect of Colorado's state assessments (refer to the *2026-27 State Assessment Training Requirements*).

Thorough training is one of the best ways districts can ensure successful assessment administrations and prevent misadministrations from occurring. DACs must meet with School Assessment Coordinators (SACs) to ensure a plan is in place to train CMAS and CoAlt Test Administrators, Technology Coordinators, and any other district or school staff handling secure materials.

From all personnel who complete training, districts are required to collect signed documentation that demonstrates an understanding of the policies and procedures set forth by the State of Colorado and the district (refer to the *Spring 2027 CMAS and CoAlt Security Agreement*).

Districts must base any locally developed training on the live trainings, webinars, and slide decks provided by CDE and/or the assessment vendor. Districts should include additional information regarding district-specific policies in their trainings. CDE recommends training is provided in a format that allows participants to ask questions and receive immediate feedback.

1.2.2 Testing Coordinators

District Assessment Coordinator (DAC)

The DAC is the individual at the district level responsible for the overall coordination of test administration. The DAC is appointed by the superintendent. For purposes of the Colorado state-administered assessments, the DAC is:

- Responsible for ensuring all deadlines are met (refer to *Spring 2027 CMAS and CoAlt Critical Dates*).
- Responsible for attending all required trainings.
- The point person for all communications to and from CDE's Assessment Division. **The DAC disseminates important assessment information to the district, schools, teachers, and parents.**
    - Read all communications from CDE (e.g., **DAC* Update emails*) and distribute as appropriate.
    - Serve as the liaison between school SACs and Pearson/CDE. During testing, school personnel may communicate directly with Pearson for technical assistance as needed.
- The local expert on all CMAS and CoAlt procedures and requirements.
    - Ensure all SACs know how to contact the DAC on each day of testing should any questions or issues arise that need immediate attention.
- The district core assessment team leader who oversees training of SACs and Test Administrators to ensure administration of tests in a standardized, ethical manner, taking all precautions to prevent misadministrations.
- Responsible for collecting and reviewing documentation regarding Unique Accommodation Requests (UARs), as needed by individual students, and Technology-Based Response Accommodations (TBRA), and ensuring full completion of forms and appropriateness of accompanying data prior to submitting to CDE by the annual December 15 deadline.
- Responsible for authorizing individuals for involvement in technology setup for the district (Technology Coordinator). Work collaboratively with Technology Coordinators to ensure computer-based testing environments function for testing.
- Responsible for authorizing individuals for involvement in working with sensitive student data (Assessment Coordinator+SDF and Assessment Coordinator+), student test settings (Assessment Coordinator), and finalizing reporting data (Data Respondent) in the assessment data management systems. Work collaboratively with:
    - Assessment Coordinator+SDF and Assessment Coordinator+ personnel to ensure student rostering data is accurate for initial material orders and placing additional orders for student test materials as necessary (only official DACs may place additional orders).
    - Data Respondent to ensure accuracy of student data used for reporting.
- Responsible for overseeing the management of the district's test administration calendar to ensure the state's deadlines are met.
- Responsible for overseeing the data and reporting procedures and functions for the assessments including working with district data staff (e.g., Assessment Coordinator+SDF, Assessment Coordinator+, and Data Respondent roles) on LaunchPad demographic data cleanup, accountability coding and Student Biographical Data (SBD) review.
- Responsible for creating and updating LaunchPad and ADAM user accounts for district personnel, including activating and deactivating accounts as appropriate.
- Responsible for ensuring all secure materials are returned to the vendor on time after testing and submitting the *Scratch Paper Verification* form and documentation of missing materials to CDE.
- Develop and implement a district security plan for test administration and follow all protocols in this manual related to security, including investigating and documenting testing irregularities (form and tracking spreadsheet) as necessary. Security breaches and irregularities are reported to CDE.
- Responsible for ensuring appropriate student records are coded with correct Accountability Codes by content area assessment.

The DAC has access to PII in LaunchPad.

School Assessment Coordinator (SAC)

The SAC is the individual at the school level responsible for the overall coordination of test administration at their school. For purposes of the Colorado state-administered assessments, the SAC will:

- Ensure all deadlines related to this role are met (refer to *Spring 2027 CMAS and CoAlt Critical Dates*).
- Attend all district trainings for state assessments.
- Authorize individuals for involvement in test administration, including School Technology Coordinators and CMAS and CoAlt Test Administrators.
- Serve as the local expert on all CMAS and CoAlt procedures and requirements.
    - Read all communications from the DAC and distribute information as appropriate.
- Serve as liaison between Test Administrators and the DAC.
    - During testing, school personnel may communicate directly with Pearson for technical assistance.
- Develop and implement a school security plan for test administration and follow all protocols in this manual related to security, including investigating and documenting testing irregularities (form and tracking spreadsheet), reporting test security breaches to the DAC, and collecting a signed *CMAS and CoAlt Security Agreement* from each individual authorized for involvement in test administration.
    - Review the school's security plan with the DAC.
    - Distribute a copy of the *Test Security and Administration Policies* from *Section 2.0* of this manual along with your security plan to all individuals authorized for involvement in test administration, including Technology Coordinators and Test Administrators.
- Train all individuals in test security and administration protocols, including Test Administrators and any individual authorized for involvement in test administration. Oversee these individuals during testing.
- Work collaboratively with District/School Technology Coordinators to ensure computer-based testing environments are prepared and function as needed for testing.
- Assemble and maintain a master list of all students and their accommodations and form-dependent accessibility features (i.e., text-to-speech and color contrast) in preparation for the January 29, 2027 initial rostering/orders deadline. Coordinate test preparations accordingly.
- Indicate test settings for students (including accommodated form and accessibility feature assignments) in coordination with individuals with an assessment coordinator role in LaunchPad. **Note**: Only users with the Assessment Coordinator+SDF or Assessment Coordinator+ role can view and update student demographics like the IEP, Section 504, and ML Accommodation Eligible fields that are used to cross-validate assignment of accommodations. Users assigned the Assessment Coordinator role must work with higher level users to update these fields as needed.
    - Test assignments that utilize physical materials (e.g., auditory/signed presentation test content scripts, accommodated standard print, large print, braille) that are indicated in ADAM prior to January 29, 2027 are automatically included in initial material shipments.
- In LaunchPad and ADAM, verify students are assigned the necessary tests, accommodations, and form-dependent accessibility features **prior** to testing.
- Receive, inventory, and distribute test materials through a chain of custody process—including alerting DACs to the need for additional student test materials, as necessary, so the official DAC may place an additional order.
- Ensure all materials are secure at all times.
    - Store test materials in a secure, locked district/school location at all times when not in use for active testing.
    - Do not store test materials in classrooms.
    - Do not remove secure materials from district/school buildings except during transport between district and school facilities.
- Develop and coordinate the school's test administration schedule, including the administration of makeup testing (DACs may complete this task).
- Ensure standardized testing environments for all students and designate locations for the administration of tests for students who require certain accommodations.
- *Optional:* Set up Proctor Groups in ADAM before testing.
- Ensure all testing, including makeup testing, is completed.
    - Ensure transcription of student responses into the appropriate online forms is completed (i.e., accommodated paper forms, CoAlt, certain response accommodations).

- Complete any ADAM closeout activities as communicated by CDE and the assessment vendor.
- Invalidate tests with Accountability Codes, as needed, post-test administration.
    - If tests are invalidated at the district level by users with the Assessment Coordinator+SDF or Assessment Coordinator+ role, SACs must communicate information to DACs regarding test invalidations for appropriate student test assignments by content area.

1.2.3 Technology Coordinators

District Technology Coordinator (DTC)

The DTC is the individual at the district who ensures technology readiness activities, designed to ensure testing environments are ready for testing, are completed well in advance of testing. In addition to the DTC, districts may choose to identify School Technology Coordinators to coordinate efforts at individual testing sites. If identified, School Technology Coordinators must coordinate with the DTC. DTCs will:

- Ensure all deadlines related to this role are met (refer to *Spring 2027 CMAS and CoAlt Critical Dates*).
- Set up student devices and testing environments for computer-based testing.
- Remove or disable any software that would interfere with computer-based testing or allow viewing secure test material on student devices on another device during testing.
- Provide technical support to DACs, SACs, and Test Administrators.

Refer to *Sections 3.4* and *3.9* for details. For additional information related to Technology Readiness, refer to the District Technology Coordinators webpage.

1.2.4 Data Support

Roles with Sensitive Data Access

The roles of the individuals in the district who handle student data, including viewing, adding, and editing student data in LaunchPad, are the Assessment Coordinator+SDF, Assessment Coordinator+, and Data Respondent roles. These individuals ensure, according to their role:

- All deadlines related to their role are met (refer to *Spring 2027 CMAS and CoAlt Critical Dates*).
- All students are rostered in LaunchPad with the correct grade level.
- Demographic information is correct, including Educational Classifications used to cross-validate assignment of accommodations (i.e., IEP, Section 504, ML Accommodation Eligible, and corresponding fields).
- Accuracy of organization data (school and district codes) for all students.
    - The Primary Organization is where the student will test. The Primary Organization is also responsible for the student's scores unless a separate organization is indicated as the Reporting Organization.

The Assessment Coordinator+SDF, Assessment Coordinator+, and Data Respondent roles have access to PII in LaunchPad.

Data Respondent

The role of the individual in the district who handles the final sign off for student data used for reporting is referred to as Data Respondent. Post-testing, the individual ensures:

- Demographic information used for final reporting is correct.
- Accuracy of responsible organization data (i.e., the school with district code) for all students.
    - If a school that did not administer the test to the student is responsible for the scores, confirm the Responsible Organization is indicated separate from the Primary Organization.
- The 'Continuous in District/School' fields are correct for all students.
- In coordination with the DAC, Accountability Coding is applied to student records by content area, as needed.

Training is provided to Data Respondents by the CDE Assessment Data Team in the spring. The Data Respondent role has access to PII in LaunchPad.

1.2.5 Who May Administer the Assessments

CMAS Test Administrator

The CMAS Test Administrator is an individual at the school ultimately responsible for administering CMAS assessments. Test Administrators must:

- Be employed by the school/district.
- Actively supervise the test administration at all times.

Test Administrators must ensure necessary accommodations and accessibility features, such as speech-to-text, text-to-speech, extended time, and color contrast, are available to the appropriate students.

Training on current administration procedures is required each year for all CMAS Test Administrators before administering or monitoring a physical testing group in a testing environment.

- Test Administrators must read the instructions in the *CMAS Test Administrator Manual* and familiarize themselves with test administration procedures prior to administering the test to students.
- Training on specific accommodations is required for Test Administrators who are administering assessments for which students require accommodations.
- School/district employees may administer the assessments at the grade levels of relatives, but must not administer the test to relatives, nor be in the same testing environment as relatives during testing.
    - This requirement includes children, stepchildren, nieces, nephews, and siblings of Test Administrators.
- Student teachers may not be Test Administrators but may serve as proctors in the test environment.

Student to Test Administrator Ratio

CMAS test sessions require a student-to-Test Administrator ratio of 30:1 or less. Schools may schedule a test session that includes more than 30 students; however, an additional Test Administrator is required for each additional 30, or fraction thereof, students.

Active proctoring is essential during the administration of the assessment. Test Administrators must remain attentive and in the room during the entire testing section. They must circulate throughout the room during the test.

Note: Consider room configuration when determining the student-to-Test Administrator ratio. Test Administrators must actively monitor the space within the testing environment. Schools should make special considerations for large testing environments and for testing environments with complicated configurations.

Auditory/Signed Presentation with Test Content Scripts: Using the secure script material received from the vendor, a trained Test Administrator signs or reads math, science, and social studies tests to a student who is unable to decode text (refer to *6.0 Administrative Considerations, Accessibility Features, and Accommodations* for more information). It is strongly recommended that Test Administrators using presentation scripts are provided to students on an individual basis (i.e., 1:1 administration). It is inappropriate to provide auditory/signer scripts to groups of students that would not allow an individual student the option of asking a reader/signer to slow down or repeat text. Contact the CDE Assessment Division with questions.

Substitute Teachers

If a substitute teacher will administer CMAS assessments, a Colorado teacher or substitute teacher license is required. If a substitute teacher license is held, a three- or five-year license is recommended. Substitute teachers must know the students for whom they are administering tests. Like all individuals involved in CMAS administration, train substitute teachers serving as Test Administrators on the current year's administration policies and procedures. Any individual serving as a Test Administrator must sign a current *CMAS and CoAlt Security Agreement*.

CoAlt Test Administrator

The CoAlt Test Administrator is an individual at the school ultimately responsible for administering CoAlt science and social studies assessments. A CoAlt Test Administrator:

- Must have a valid teaching license.
    - **Note:** A substitute teaching license is not a sufficient license for administration of CoAlt.
- Is employed by the school/district.
- If not a classroom teacher, is a Speech Language Pathologist, Occupational or Physical Therapist, or School Psychologist who may not hold a teaching license but holds a professional license.
- Is not a volunteer.
- Must actively administer the assessment.

CoAlt Test Administrators must know the student they are assessing as well as the student's primary mode of communication.

Training on current administration procedures is required each year for all District Assessment Coordinators and Test Administrators before administration.

- Test Administrators must read the instructions in the *CoAlt Test Administrator Manual* and familiarize themselves with test administration procedures prior to administering the test to students.
- Additional staff, including paraprofessionals, may assist in the administration of the assessment as needed, but may not administer the assessment or record student responses, unless they hold a valid teaching license.
    - **Note:** CoAlt administration training is required for anyone in the testing environment.
- Test Administrators **must NOT** administer the assessment to a relative nor be in the same testing environment (refer to the *CMAS Test Administrator* requirement).

1.3 Tested Populations

All students in grades 3 through 8 are required to take the math and ELA assessments. All students in grades 5, 8, and 11 are required to take the science assessment. All students in grade 7 are required to take the social studies assessment.

1.3.1 Determining Whether CMAS or CoAlt Should be Administered

All students, including students with Individualized Education Programs (IEPs), participate in the state assessment system. The IEP team, which must include the parents, determines the best fit in terms of assessment program based on student need, taking into consideration the alignment between what the student is learning in the classroom and content assessed on the general CMAS assessments. According to federal requirements, evidence of alignment between a student's educational plan and the accommodations provided on any of the state assessments must exist, as well as any determinations for students to participate in the CoAlt assessment. Three participation options exist:

1. The student participates in the CMAS assessment program without an accommodation.
2. The student participates in the CMAS assessment program with accommodation(s).
3. The student participates in the CoAlt assessment program for students with the most significant cognitive disabilities.

Note: It is not appropriate or ethical to administer CoAlt assessments to students who do not qualify for the assessment.

DO NOT base decisions regarding participation in the alternate assessment on:	
1. A category of disability	5. A student's reading level
2. A certain percentage of students	6. An expectation of unsatisfactory performance
3. Time spent receiving special education services	7. Poor attendance
4. Place where the student receives services	8. Ongoing disruptive behavior

For more information regarding CoAlt eligibility guidelines, refer to the Exceptional Student Services Alternate Academic Achievement Standards and Alternate Assessment Participation Guidelines Worksheet.

1.3.2 Determining Grade Level for Assessment Administration

Students are required to take the CMAS or CoAlt assessments for the grade level in which they are enrolled by the district, even if they took the same assessment the previous school year.

Note: Students who start the school year classified in one grade level but are reclassified to another grade level prior to the administration of the state assessments take the state assessment of the grade level to which they are reclassified. If an 11th grade student is reclassified as a 12th grade or GED student before the district's assessment window opens, the student should not test.

If a student takes an assessment but does not meet the participation criteria (e.g., off grade-level testing), it is a misadministration and test invalidation is required. See *2.3.9 Invalidating a Test* for more information on invalidations.

Level	Math	ELA/CSLA	Science	Social Studies
Grade 3	X	X[1]		
Grade 4	X	X[1]		
Grade 5	X	X	X	
Grade 6	X	X		
Grade 7	X	X		X
Grade 8	X	X	X	
Grade 11			X	

1 The CSLA accommodated form is available to students who meet participation criteria.

1.3.3 New Students

Whether new students who enroll **during** the state testing window are tested depends on the individual school's testing status. Schools are encouraged to test all students who enroll in the school during the testing window within reason. As examples, if a student enrolls during the first week of the main window (April 5 through 9, 2027), the school should typically administer the assessments. If the student enrolls in the last week of the official window, the school is not required to administer the assessments. In the case of the latter, do not add the new student into LaunchPad. However, give special consideration for newly enrolled students who started testing CMAS in their previous district of enrollment but did not finish.

- If the student started testing on paper in the previous district, securely transfer the accommodated paper materials between districts through DAC-to-DAC handoff or via secure shipment requiring signatures.
- If the student started testing online, transfer the started test to the new district through LaunchPad.

Example 1

A grade 5 student transfers from Colorado District A to Colorado District B on April 8, 2027. The school in District B started grade 5 ELA testing on April 7 but has not completed grade 5 ELA testing, will start grade 5 math testing on April 9, and grade 5 science testing on April 13. The student did not start any testing at the previous school.

Colorado District B must submit a transfer request to Colorado District A through LaunchPad. District A must review and approve the transfer request through LaunchPad in a timely manner.

The student must take the grade 5 ELA, math, and science assessments at their new school in District B.

Example 2
A grade 3 student transfers from Colorado District A to Colorado District B on April 8, 2027. The school in District B started grade 3 ELA testing on April 5 and will start grade 3 math testing on April 12. The new student started testing ELA in the previous school but did not complete all sections.

Colorado District B must submit a transfer request to Colorado District A through LaunchPad. District A must review and approve the transfer request through LaunchPad in a timely manner.

The student should complete both the started grade 3 ELA test and must complete the grade 3 math test at their new school in District B.

Example 3
A grade 6 student transfers from Colorado District A to Colorado District B on April 22, 2027. The school in District B completed grade 6 ELA testing on April 7 and grade 6 math testing on April 9.

Colorado District B should **not** submit a transfer request to Colorado District A through LaunchPad as the student need not test at the new school.

If the student did not complete the ELA and math tests prior to moving, District A should code the assigned ELA and math tests with the appropriate accountability code (*Withdrew Before/During Testing*). If the student completed the ELA and math tests in District A, no coding is needed.

CMAS and CoAlt administrations are secure testing events. Maintaining the security of test materials before, during, and after test administration is crucial to obtaining valid and reliable results.

2.1 Introduction to Test Security

All personnel involved in test administration, including technology coordinators, must receive yearly security protocol training. DACs are responsible for overseeing training for the district, including verifying the TC and SACs are trained. SACs are responsible for ensuring that Test Administrators and all individuals involved in test administration and handling secure materials at the school level are trained and subsequently act in accordance with all security requirements.

A chain of custody plan for materials must be written and implemented as described in this section to ensure materials are securely distributed from DACs to SACs to Test Administrators and securely returned from Test Administrators to SACs and then to DACs. SACs must distribute materials to and collect materials from Test Administrators each day of testing and securely store and deliver materials to DACs after testing is completed in accordance with the instructions in this manual.

Students may not have access to secure materials before or after a test section.

2.1.1 Security Plan

SACs must develop a security plan for their schools. A successful security plan:

- Informs all individuals authorized for involvement in test administration to review security protocols, prohibited activities, testing irregularities, and security breaches.
- Ensures all individuals authorized for involvement in test administration sign the *CMAS and CoAlt Security Agreement*.
- Ensures unauthorized individuals do not enter the testing environment.
- Establishes a documented chain of custody.
- Designates a central locked facility for secure storage of test materials.
- Documents that Technology Coordinators and Test Administrators receive necessary documentation and training for successful, secure administration of the CMAS and CoAlt assessments.
- Informs all individuals of test security procedures in case an unexpected event interrupts testing (e.g., a fire drill or safety concern).

Prohibited Activities

Any action that compromises test security is prohibited. The following lists include examples of activities that compromise test security or score validity. Note that these lists are not exhaustive.

Breaches of Test Security and Administration Procedures

Electronic Devices	Educators	Students
Having a cell phone or other prohibited electronic device (e.g., smartphone, smart watch, smart glasses, camera, any device that could provide an advantage) in the test environment or pose a risk for a security breach.		■
Using a cell phone or other prohibited wearable electronic device (e.g., smartphone, smart watch, smart glasses) in the test environment. Notes: Test Administrators may use cell phones to contact the SAC or technical support. Tablet devices are allowed to administer assessment sessions in ADAM.	■	■
Checking email while secure materials are distributed or while testing students.	■	■
Using a computer, laptop, or tablet (other than the one used to administer the test) while in possession of secure test materials or while students are testing.	■	■

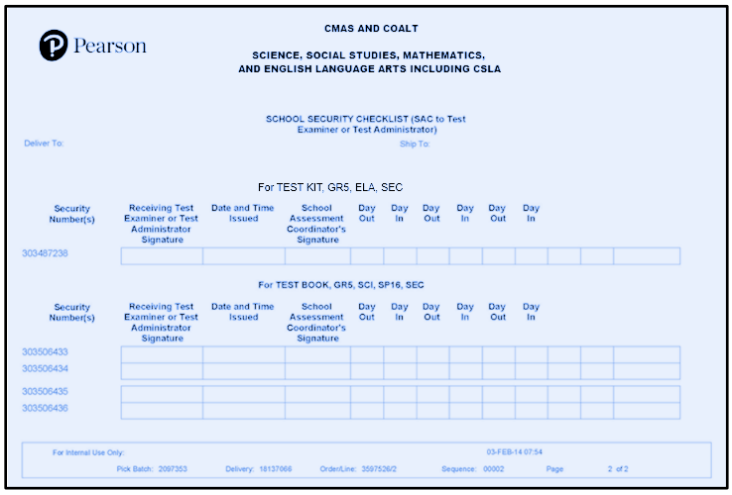
Test Supervision	Educators	Students
Reading a book, magazine, newspaper, website or any other material before closing out the test section or turning in test materials to the Test Administrator.		■
Reading a book, magazine, newspaper, website or any other material while secure test materials are still distributed or while students are testing.	■	
Explaining simulations, reading passages, or test items to students.	■	■
Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test.	■	■
Grading papers or otherwise engaging in activities that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing.	■	
Leaving test materials or online forms unattended or failing to keep test materials secure at all times.	■	
Leaving students unattended for any period of time while secure test materials are distributed or while students are testing.	■	
Giving students more time than is allotted for the section as outlined in this manual (except for students who are to receive extended time as documented on their IEP, 504, or ML plans).	■	
Not administering a section according to the allotted time.	■	
Encouraging students to finish early.	■	
Passing notes, talking, or causing disturbances while test materials are still distributed or while students are testing.		■
Administering the assessment to family members or allowing family members access to secure test materials that only persons explicitly designated to administer tests to students may possess.	■	
Formally or informally scoring student responses to test items.	■	■
Displaying or failing to cover visual aids in the room that may advantage or disadvantage students (e.g., word walls, multiplication charts). Examples of materials educators must cover or remove include, but are not limited to, posters, maps, charts, and graphic organizers. It is unnecessary to cover or remove calendars. Cover or remove material that might provide an advantage or help answer a question.	■	
Failing to follow test administration directions exactly as specified in this manual and in the *Test Administrator Manuals*.	■	

Test Materials	Educators	Students
Viewing secure test content before, during, or after testing outside of providing approved accommodations.	■	
Permitting students to view or to access secure test content before or after testing.	■	■
Obtaining or sharing information related to secure test materials that could result in a widespread security breach.	■	■
Copying or reproducing (e.g., taking a picture/video of, copying by hand, typing, texting) any part of test items or passages, or any secure test materials.	■	■
Influencing, altering, or interfering with a student's responses or test book in any way.	■	■
Making responses available to a student outside of the test section.	■	■
Handling test materials for a purpose other than test administration (e.g., teacher takes a test home to review; TA reads a test book after school or signs into an online test to review).	■	■
Revealing or discussing test content or test items with anyone—including students and school personnel—through verbal exchange, email, text messaging, social media, or any other form of communication.	■	■
Discussing, memorizing, photocopying, scanning, video recording, encoding, emailing, Morse code, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that would violate the security of the test.	■	■
Removing secure test materials from the school's campus or locked storage for any purpose other than administering the test.	■	■
Failing to properly secure and safeguard Proctor Cards and Student Cards.	■	
Breaking the chain of custody of materials.	■	
Misusing, mishandling, or losing any state test materials.	■	

2.1.2 Chain of Custody Requirements

CMAS

Failure to follow proper chain of custody requirements may result in test invalidations. Document chain of custody before, during, and after test administration to maintain security. Districts and schools may choose to create and use their own chain of custody documents or use the *District Receipt Form* (DAC to SAC) and *School Security Checklist* (SAC to Test Administrator - see example) included in material shipments from the vendor.



CMAS AND COALT

Pearson

SCIENCE, SOCIAL STUDIES, MATHEMATICS, AND ENGLISH LANGUAGE ARTS INCLUDING CSLA

SCHOOL SECURITY CHECKLIST (SAC to Test Examiner or Test Administrator)

Deliver To: Ship To:

For TEST KIT, GR5, ELA, SEC

Security Number(s)	Receiving Test Examiner or Test Administrator Signature	Date and Time Issued	School Assessment Coordinator's Signature	Day Out	Day In	Day Out	Day In	Day Out	Day In
303487238									

For TEST BOOK, GR5, SCI, SP16, SEC

Security Number(s)	Receiving Test Examiner or Test Administrator Signature	Date and Time Issued	School Assessment Coordinator's Signature	Day Out	Day In	Day Out	Day In	Day Out	Day In
303506433									
303506434									
303506435									
303506436									

For Internal Use Only: 03-FEB-14 07:54

Pick Batch: 2097353 Delivery: 18137066 Order/Line: 3597526/2 Sequence: 00002 Page: 2 of 2

Maintain chain of custody documentation for three years after the test administration to ensure there are no questions or concerns related to the security of the assessments or handling of materials. The DAC and each SAC must be able to assure the state, if any questions arise, that every step was taken to ensure security of the test materials.

The following chain of custody requirements apply to all CMAS assessments:

- Secure and non-secure materials are delivered to the district in an initial shipment (refer to *Receive, Document, and Store Materials* in *Section 3.8.2*).
- Distribute materials to schools no more than one week prior to the start of each school's testing window.
- As soon as materials are received at the school, distribute *Test Administrator Manuals* so Test Administrators have time to review as needed.
- Secure and account for all secure CMAS materials, including accommodated paper-based tests and auditory/signed presentation scripts, at all times. Student test materials must remain sealed until they are used during testing. Store secure materials in a secure and locked location before and after testing.

- The SAC is responsible for the distribution and collection of CMAS materials **to and from** Test Administrators each day of administration, preferably within 15 minutes of the start and end of each section's test administration.
    - If administering a paper-based form, distribute student test materials just prior to administration. Test Administrators must not have extended access to materials before or after administration.
- Maintain security of all state assessment test books and other state materials while in the Test Administrator's possession. Do not store test materials in classrooms in advance of, or following, the administration.
- Test Administrators who are providing auditory/signed presentation using a script may have access to secure materials only on the day the content area is assessed with the following exceptions:
    - Under the supervision of the SAC or DAC, a translator (for languages other than English or Spanish including sign language) may review the script for translation four working days before administering the assessment to become familiar with the test. The translator must sign a *CMAS and CoAlt Security Agreement* and a confidentiality agreement with the district and may not provide information about the test to any individual. Translators are prohibited from sharing information about the assessment content with any individual. Translators must be fluent both in English and in the translation language. Additionally, the translator should have subject matter expertise in the content area of the assessment.
    - Under the supervision of the SAC or DAC, a Test Administrator providing an auditory/signed presentation of the paper-based assessment in English or Spanish may have access to the script 24 hours prior to the assessment administration.
- Teachers of students with visual impairment (TVIs) who are administering the assessment in braille may access the braille notes prior to the assessment in order to gather additional materials needed to provide students access to the assessment. TVIs may access the braille teacher notes 24 hours prior to the assessment administration.
    - While the TVI may review the braille teacher notes, it is not appropriate for TVIs to review the contents of the student test materials.
- Document movement of test materials on a chain of custody form and secure materials while in the Test Administrator's possession. *School Security Checklists*, included in the shipment from the vendor, may be used for this purpose.
    - Test Administrators must document the return of all secure test materials (used and unused) on the school's chain of custody form and must return all materials to the SAC immediately after testing.
    - SACs must verify all secure test materials are returned. SACs must retain the chain of custody documentation in their files for three years.
    - The SAC must oversee the secure collection of the following test materials immediately after each section's test administration (do not retain materials in the physical testing environment or prematurely re-distribute materials to Test Administrators if the test will continue later in the day or on a subsequent day). Document secure collection of these materials on the school's chain of custody form. (Refer to *3.8.1 Secure and Non-Secure Test Materials* for a full list of materials that are distributed by SACs to Test Administrators.)

Computer-based Materials	Accommodated Paper-based Materials
• Student Cards • Student rosters printed from ADAM containing student names and accommodations, and any other school-generated reports or documents that contain student PII • Auditory/signed presentation materials (i.e., reader/signer scripts for translation) • Printed math reference sheets and grade 11 science periodic tables • Used scratch paper	• Standard print, large print, braille test books • Grade 11 science periodic tables • Math reference sheets • Used scratch paper • Auditory/signed presentation materials (i.e., reader/signer scripts for translation, English, or Spanish) • Visual descriptions document • Braille teacher notes

- After all testing is completed at a school, securely store used and unused materials, then return secure materials to the DAC by the district deadline for shipment to the vendor.

- Report any missing test materials or any test irregularities to the SAC/DAC and complete the appropriate documentation:
    - Missing materials: *Form to Report Contaminated, Damaged, or Missing Materials*
        - CDE will require additional documentation.
    - Test irregularities: *Form to Report a Testing Irregularity or Security Breach* and corresponding tracking spreadsheet

CoAlt

The following chain of custody requirements apply for CoAlt assessments:

- Train anyone who will access CoAlt materials on the protocols included in this manual and the *CoAlt Test Administrator Manual* before providing access to materials. Training must include test security and ethics.
- Account for and store all secure materials in a secure, locked location before and after testing each day and during extended breaks.
- The SAC is responsible for the distribution and collection of CoAlt materials **to and from** Test Administrators immediately before and after testing each day and during extended breaks. CDE recommends distributing assessments no more than 15 minutes prior to the testing session and collecting within 15 minutes after the testing session.
    - Due to the unique nature of the CoAlt assessments, Test Administrators may need access to a student's materials prior to the test's administration to allow for preparation of any necessary accommodations and to organize the provided student materials and task manipulatives.
- Secure all CoAlt materials while in the Test Administrator's possession. Do not store test materials in classrooms in advance of, following, or between administration sessions.
- Students **may not** have access to any test content or test materials except while they are testing.
- After a student completes testing, Test Administrators must complete transcription of student responses into the online form, and return test books, task manipulatives (science only), and security forms to the SAC. Use an **unsealed** task manipulative envelope to keep task manipulatives and the security forms together. Return the test book with the task manipulative envelope; however, the test book does not fit in the envelope. Ensure the student's name is written on the test materials, including the envelope. Note: Accommodated task manipulatives are returned to the SAC for secure destruction at the district level.
- Return all secure test materials (i.e., the materials in the task manipulative envelope and test book), used and unused, to the DAC by the district deadline.
- Report missing test materials or any test irregularities to the SAC/DAC and complete appropriate documentation:
    - Missing materials: *Form to Report Contaminated, Damaged, or Missing Materials*
        - CDE will require additional documentation.
    - Test irregularities: *Form to Report a Testing Irregularity or Security Breach*

2.1.3 CMAS and CoAlt Security Agreement, Verification of District Training, Post Test Compliance, and Scratch Paper Verification

Security Agreement

The *CMAS and CoAlt Security Agreement* lists the security protocols detailed in this section. All individuals authorized for involvement in test administration must follow the security protocols and must sign the *CMAS and CoAlt Security Agreement* and return it to the SAC. The SAC accounts for all signed *CMAS and CoAlt Security Agreements* at the school level. Additionally, DACs must electronically sign the *CMAS and CoAlt Security Agreement for District Assessment Coordinators.* Both the *CMAS and CoAlt Security Agreement for District Assessment Coordinators* and the *CMAS and CoAlt Security Agreement* are located within the *Spring 2027 Mandatory DAC Form List* accessed through LaunchPad Adobe LMS.

The SAC collects the school's signed security agreements, training sign-in sheets, and schedules (including makeup training) and maintains copies for three years.

Verification of District Training

Each DAC must complete the *Verification of District Training Form* (link to be provided in Spring 2027 and located within the *Spring 2027 Mandatory DAC Form List* accessed through LaunchPad Adobe LMS), which includes training dates and indicates that all individuals involved in testing are trained in both security and administration policies and procedures. The district superintendent also signs the *Verification of District Training Form*.

Post Test Compliance

At the end of each CMAS and CoAlt administration, the DAC must complete the *Post Test Compliance Report* (link to be provided after test administration and located within the *Spring 2027 Mandatory DAC Form List* accessed through LaunchPad Adobe LMS). The *Post Test Compliance Report* certifies the administration of the CMAS and CoAlt assessments complied with all procedures and instructions as described in this manual, the *CMAS Test Administrator Manual*, and the *CoAlt Test Administrator Manual*; that misadministrations were reported to CDE; and all materials were returned to the vendor. The district superintendent also signs the *Post Test Compliance Report*.

Scratch Paper Verification

The *Scratch Paper Verification* confirms all used scratch paper from all schools was collected by the district and securely destroyed, recycled, or shipped to the vendor after testing. The DAC submits the completed *Scratch Paper Verification* to the **Assessment Forms** folder on **CDE Assessment Syncplicity** following the naming convention indicated on the form.

2.2 Testing Irregularities and Security Breaches

Examples:

Procedural Irregularities	Educators	Students
Failing to follow and read administration directions for the test.	■	■
Losing a student's test materials.	■	■
Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented on their IEP, 504, or ML plan and therefore is not appropriate.	■	

Testing Environment Irregularities
Technology interruption or dysfunction.
Building evacuation or lock-down.

2.2.1 Testing Irregularities and Security Breaches

In the rare event there is an extenuating circumstance that halts testing in the middle of a section, such as a building evacuation, lock-down, loss of electricity or internet, or severe weather event during a testing section, follow the protocol outlined below:

- The safety and security of students and staff is of paramount concern.
    - Assume the threat is real and initiate the district building-evacuation/lock-down procedure.
    - Note the time of the disruption in order to adjust the remaining time for the test section, if needed. When possible and feasible, record this information in writing.
- Time is of the essence in an emergency. Collect test materials only if time permits prior to leaving the testing environment. Leave all test materials in the assessment room.
- Secure the assessment room and building.
- If possible, keep tested and non-tested students separate.
- If possible, redirect student conversations regarding the test.
- As soon as possible, communicate the situation and circumstances to the DAC and determine how and when the assessment should resume.
    - Before students or other school personnel return to the testing environment, SACs (or the district designee) should collect and secure all test materials and exit students from TestNav if testing online.
- Upon resuming testing, Test Administrators must prepare students for the continuation of the test:

        - Ask students, “Are there any questions about the instructions for this section?”
        - Before the students can continue with the same section, Reseat students in ADAM. Refer to Reseat instructions in the *CMAS Test Administrator Manual*.
            - Online sessions: Contact the SAC if the remaining section time needs to be adjusted.
            - Accommodated paper sessions: Identify how many minutes remain in the test section and display the updated start and stop time for students.
- Document the situation in writing, noting the date and time, and include specific details regarding the situation such as the following:
    - Event or occurrence that prompted the evacuation/lock-down
    - Action steps taken because of the security/safety threat
    - Which assessment(s) and section(s) were in progress?
    - Who was testing and where were they at the time of the incident?
    - Who was administering each assessment?
    - Detailed timeline regarding scheduled test start time, time of the disruption, amount of time spent in evacuation/lock down, time the test section was resumed, and time the test section ended
    - Any other pertinent details

2.2.2 Reporting Security Breaches and Testing Irregularities

Immediately report all instances of security breaches and testing irregularities to the DAC. It is the responsibility of the DAC, along with school personnel (e.g., the principal, superintendent), to determine if a security breach took place. The DAC must immediately notify the CDE Assessment Division if there is a suspected or actual security breach as any exposure of test material could impact the entire assessment across the state.

If a major misadministration or security breach occurs in the district, the DAC must complete the *Form to Report a Testing Irregularity or Security Breach* and corresponding *Test Incident Report* (TIR) tracking spreadsheet and send both to CDE through **CDE Assessment Syncplicity** in the **Assessment Forms** folder **by April 30, 2027**. Examples of incidences to report immediately:

- Misadministrations affecting an entire class or group of students
    - The wrong test is administered to a class
    - Timing procedures are not properly followed
- Systematic unethical behavior
    - A teacher, administrator, or other person gives students hints, prompts, or answers to questions
    - Students obtain or share secure test materials
- Breach of secure test materials
    - Discussing, reproducing, or transmitting, by any means, secure test materials or descriptions of secure test materials
    - Loss of secure test materials
        - If secure test materials are lost, complete the *Form to Report Contaminated, Damaged, or Missing Materials* in addition to the *Form to Report a Testing Irregularity or Security Breach* and any other documentation required by CDE.

2.3 Testing Environment

Prepare the testing environment prior to administration of CMAS and CoAlt assessments to ensure standard test-taking conditions for all students. It is important to establish procedures to maintain a quiet testing environment throughout each test section. Some students may finish testing before others; predetermine and establish expectations for those students within the limits set in *2.4 Scheduling and Testing Time*.

2.3.1 Choice of Test Setting

Every assessment setting should have a comfortable room temperature, adequate lighting, and should be as free as possible from noise and other interruptions. Chairs should be comfortable, and tables should be at an appropriate height with sufficient room for materials.

- A testing environment should be a typical size classroom.

- Larger rooms may be used but must have adequate security (see *2.3.3 Test Environment Setup*).
- Students with accommodated paper tests or scratch paper must have adequate writing space.

Before testing, school staff verify all necessary materials and equipment are available and in good, working condition. Provide sufficient space between students to prevent students from seeing each other's work.

2.3.2 Freedom from Distractions

- Only people involved in taking or administering the assessments should be in the testing environment.
- Take appropriate actions to reduce noise, such as turning off alarms or bells.
- Music (of any kind) is not allowed during testing.
- Post ***TESTING: Do Not Disturb/Only Authorized Personnel Allowed*** sign outside the testing room.
- Test Administrators requiring cell phones because a landline is not available must have the ringer turned off and only use the phone for the purpose of contacting Pearson customer support, local technology support, or the SAC.
- No food or drink is permitted on desks or near test materials.

2.3.3 Test Environment Setup

CMAS

Situate students so they are unable to see each other's work from a normal testing position. If the testing environment does not have enough space to prevent seeing other students' work, use dividing screens as physical and visual barriers between workspaces. Schools may already have one or more of the following materials available to adapt for this purpose:

- Vertical cloth or paper "curtains" to isolate each tester's device or materials
- Card stock (e.g., manila folders) taped to the sides of computer monitors
- Flattened cardboard boxes folded and taped to form a visual barrier between testers
- Tri-fold display boards (such as those used for science project exhibits) that stand freely between testers
- Cardboard carrels
- Privacy screens that narrow the viewing angle of a computer monitor so it is only visible to the student sitting directly in front of it. When viewed from the side at more than a 30-degree angle, the screen appears dark or blank. Schools that have privacy screens available should affix them to monitors prior to the beginning of testing and ensure students are seated so they cannot view the monitor of the student seated in front of them.

To maintain security in the testing environment, consider the following seating configurations with students seated:

- In every other seat (useful in a computer lab setup)
- Back-to-back
- With monitors arranged back-to-back
- In a semicircle (useful for schools using laptops)
- In widely spaced rows or in every other row (appropriate for a classroom setup)

Monitor laptops or other modular devices used for testing. Do not allow removal of devices from the test environment during test administration if a test is in progress on the device. This includes removal for technical purposes. If TestNav is not active on the device, removal from the testing environment is allowed.

2.3.4 Posted Materials Guidelines

Cover or remove anything posted in a classroom or other area used for CMAS and CoAlt administration that could direct students to the correct answer for any test question**.** This includes posted material that provides tested content, concept, or skill information.

CDE strongly recommends that the SAC or other designated personnel walk through all testing areas to ensure compliance with all posted materials guidelines. Ensure covered materials are properly secured. Insufficiently secured material covers may come undone during testing, which can result in a misadministration. While not a comprehensive list, cover or remove the following materials:

- All reference materials that a reasonable person might conclude offer students in that classroom or space an unfair advantage over other students in Colorado (e.g., posters, maps, charts, and displays that define, explain, or illustrate terms or concepts in the subject area being tested).
- All support materials that may be perceived as influencing student responses.
- Name plates in workspaces that include any of the materials listed above, or that provide a surface on which students may write notes.
- Number lines for math assessments.

Note: SACs should discuss the appropriateness of specific displays with Test Administrators. Creation of an exhaustive list of prohibited posted materials is not possible due to the limitless possibilities. Always refer to the general guideline when making decisions about materials posted during CMAS and CoAlt administrations.

2.3.5 Materials Required for Students

Students may have **only** the following materials at their workspace during testing:

Computer-based Materials	Accommodated Paper-based Materials

• Student Cards
• Headphones if using text-to-speech
• Blank scratch paper - lined, graphed, colored, etc. (Availability determined by district.)
  ◦ Approved alternative scratch paper as indicated in a student's IEP and/or 504 Plan (e.g., graph paper or specialized writing paper)
  ◦ Inspect before use to verify it is free of any writing
• External keyboards are recommended for students using iPads
• Material specific to the assessment, as needed (e.g., handheld calculators for grade 6 through 8 math and science, optional geometry tools for grade 8 math)
• Materials required by a student's IEP, 504, or ML plan
	• Paper test materials and other accommodated materials required by a student's IEP, 504, or ML plan
	• No. 2 pencil(s) with eraser(s)
	• Blank scratch paper - lined, graphed, colored, etc.
	  ◦ Approved alternative scratch paper as indicated in a student's IEP and/or 504 Plan (e.g., graph paper or specialized writing paper)
	  ◦ Inspect before use to verify it is free of any writing
	• Material specific to the assessment (e.g., calculators for grade 6 through 8 math and science, optional geometry tools for grade 8 math)

2.3.6 Prohibited Materials

Prohibited materials can compromise test security and violate the construct measured by the assessment, thus producing invalid results. Cover or remove prohibited materials from the testing room. See *2.3.4 Posted Materials Guidelines* of this manual for additional requirements.

The table below lists materials that are not allowed at any time during testing, including after a student completes testing (i.e., submits answers for a section or turns in their test book). Ensure these, and any related materials, are not in the possession of students, Test Administrators, or any other authorized persons or places in the test area, including inside students' desks or other locations in the test environment that are accessible to students.

Materials Prohibited During All Sections
• Cell phones, including camera phones and smartphones* • Other non-test-related wearable or personal electronic equipment (e.g., smart watches, smart glasses, electronic pens, eBooks, personal document scanners) • Any electronic equipment capable of performing computations or providing other assistance • Instructional aids related to the content being assessed • Reference books (Exception: word-to-word dictionary for multilingual learners) *Test Administrators may only use cell phones to contact the SAC or technical support. Additionally, CMAS Test Administrators may use computers/tablet devices to administer the assessment session in ADAM.

A student with a disability or who has been identified as a multilingual learner may be allowed, under certain circumstances, the use of certain tools and materials as test accommodations that are otherwise prohibited. However, under no circumstances may any student be allowed access to the Internet outside of the secure TestNav environment, a cell phone, or a visual recording device. Test accommodations must be listed in the student's IEP, 504, or LIEP and documented on the student test assignment (through the Personal Needs Profile) in ADAM, as appropriate, by a school or district employee assigned the Assessment Coordinator+SDF, Assessment Coordinator+, or Assessment Coordinator role. **Note:** If IEP, 504, or ML status was not previously indicated in LaunchPad for a student requiring accommodations, a LaunchPad user with the Assessment Coordinator role needs to coordinate with a higher-level user in order to add the appropriate PNP settings in ADAM.

Prior to testing, Test Administrators instruct students to place prohibited materials in lockers, backpacks, or other designated areas. If a student is found to have any prohibited material in their possession upon arrival for testing, instruct the student to hand it to the Test Administrator. If the prohibited material is an electronic device, instruct the student to first power off the device and then hand it to the Test Administrator. If the school has a policy that prohibits the collection of cell phones, verify students have stored cell phones in lockers, backpacks, or other designated areas prior to starting the assessment.

If a student is observed with any prohibited material **during** testing, collect the student's test materials and dismiss the student from the exam room. Communicate the occurrence to the SAC/DAC who will invalidate the test due to misadministration.

2.3.7 Medical Monitoring Devices

If a student uses a cell phone or other device to monitor a documented medical condition, the student may have the device in the testing environment. Place the device so the Test Administrator and the student can see the device.

2.3.8 District Decisions

Districts determine next steps for students who finish testing before the **maximum** section testing time is reached:

Option 1: Students *remain in the testing room* and read silently.

Consideration: This option works well if students will continue testing in the next section once all students in the testing room complete the current section.

Option 2: Students are *dismissed from the testing room*.

Consideration: If this option is selected, districts must develop a plan that allows dismissed students to leave the testing room without interrupting students who have not completed the current section.

Materials Allowed ONLY AFTER a Student Completes Testing

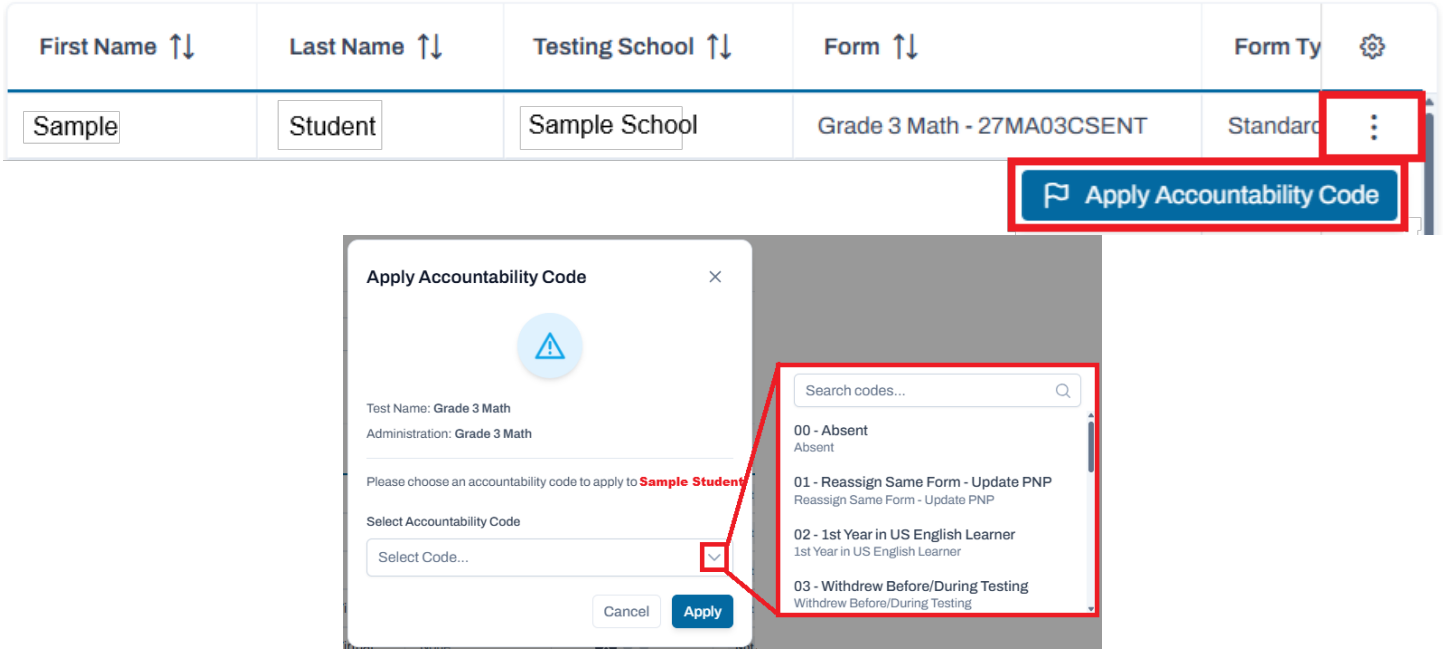
Districts that choose to have students remain in the testing room **after** completing the test section should have students read silently while waiting for dismissal or for the next test section to begin. **Only reading materials unrelated to the assessed content are allowed.** Students who read after the test must not read from electronic devices, including computers, Chromebooks, Nooks, Kindles, iPads, smartwatches, and phones.

If the student confirms they are finished before section time expires, before reading material is accessed:

- Computer-based – The student must first submit their final answers to the current section and the Test Administrator must remove any test materials from the work area.
- Paper-based – The Test Administrator must remove the test materials from the work area.

2.3.9 Invalidating a Test

If misconduct or a security breach rises to the level of test invalidation, indicate an appropriate Accountability Code for the student test in ADAM. This is done through the user interface or through a bulk upload process.



Invalidations are test-specific and do not apply to other content area tests (e.g., 09 - Parent Excuse indicated as an Accountability Code on a grade 5 student's ELA test does not cross over to that student's math or science test). Enter invalidations separately by test.

See *Appendix C: Data* for additional information and all test Accountability Codes.

2.3.10 Unauthorized Visitors

Only students, Test Administrators, and authorized school, district, and state personnel or CDE-sanctioned test monitors are allowed in (or in a position to view) classrooms and testing areas when the assessments are given. Visitors—including, but not limited to, parents/guardians, school board members, researchers, reporters, non-testing students, and school personnel not authorized to participate in assessment administration—are prohibited from entering the testing environment.

This requirement for limited access is for pre-test administration organization, distribution of the test materials, test administration (including the reading of instructions and when students are testing), and post-administration activities.

The media are not allowed to have access to the tests or take pictures or video of the testing materials (including sample items, front or back covers of paper versions of the assessments, TestNav screens, and packaged/shipped boxes of testing materials) or of students testing during any part of the assessment process. Media presence in the school creates a non-standard assessment environment, is disruptive, and can lead to misadministrations.

The state works with interested media to provide access to appropriate materials that may help in understanding the assessment process without causing security breaches or misadministrations.

2.3.11 Administration Monitoring

The CMAS and CoAlt administration monitoring activity is completed to ensure standardized administration across districts and schools and to verify that the integrity of the assessments is maintained through adherence to administration and security policies, as required by Colorado statute and the US Department of Education. These requirements are met by deploying CDE-sanctioned test monitors to observe live testing environments each spring.

State-sanctioned monitors are trained in monitoring and administration procedures. All monitors must pass a background check as a prerequisite for participation in this activity. Upon arrival at a school, the monitor will have identification and a letter from CDE stating their purpose at the school, as well as the materials needed to complete the monitoring activity.

Monitoring occurs in select districts across all eight Colorado regions each spring. In March, DACs are notified of selection for the required CMAS and/or CoAlt monitoring activity; however, CDE reserves the right to send monitors to districts without prior notice. While not a substitute for the state's monitoring activity, districts may also require their own monitoring activity during administration, completed by district-authorized monitors.

Colorado Revised Statute §22-7-1006.3 (1)(e)(I)

> *The department shall review and update assessment administration and security policies as necessary to maintain the integrity of the assessments.*

U.S. Department of Education Peer Review Requirement

> *The State adequately monitors the administration of its state assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.*

2.4 Scheduling and Testing Time

The state testing window for the elementary, middle, and high school CMAS and CoAlt assessments is April 5 to 23, 2027. Complete all test sessions (including makeups, administrations with accommodations, and transcription activities) during the testing window. Districts and schools should have a plan in place for makeup testing due to unforeseen schedule changes, such as cancellations caused by weather (e.g., build makeup days/times into the schedule before the close of the window). See *Spring 2027 Administration Window* for more information.

All students in grades 3 through 8 are required to take the math and ELA assessments. All students in grades 5, 8, and 11 are required to take the science assessment. All students in grade 7 are required to take the social studies assessment.

2.4.1 Testing Time and Test Structure

CMAS

ELA assessments consist of three sections. Science and math assessments consist of two sections. Social studies assessments consist of one section. The assessments are composed of the following item types:

- Selected response
- Constructed response
- Technology-enhanced
- Simulations (science)
- Passage sets (ELA/CSLA)

Times shown in the following tables include the section testing time that must be available to all students for each test section by content area. Unless students have an extended time accommodation (e.g., time-and-a-half or double time) documented on an IEP, 504, or LIEP, providing more than the section testing time is a misadministration.

If **all** students in a physical testing group complete the test section before the maximum section testing time is reached, the Test Administrator may end the test section. Districts may determine whether students who finish testing should remain in the testing room and read quietly, be dismissed from the testing room, or continue testing in the next section once all students in the test environment complete the current section (see *2.3.8 District Decisions* for additional information).

While section testing times may be the same in the following tables, some groups/grades are not able to test together due to differences in administration SAY instructions and/or different student testing materials. A **separate** testing environment is needed for:

- Computer-based and paper-based (administration SAY instructions and materials are different)
- Different content areas (section testing times and administration SAY instructions are different)

- *Exception: grade 7 social studies may test with grades 5 and 8 science, provided the SAY instructions are delivered for both content areas and grade levels*
- SAY instructions read aloud in a language other than English
- English tests and Spanish accommodated forms (different administration SAY instructions)
- Grade 11 science and grades 5 and 8 science (different section times)
- Math grades 3 through 5 and math grades 6 through 8 (different administration SAY instructions)
- Math grades 6 through 8 Section 1 and math grades 6 through 8 Section 2 (different administration SAY instructions)

Refer to *2.4.2 Guidelines for Scheduling: Grouping* for additional information.

English Language Arts Section Testing Times

Grades	Section	Testing Time (minutes)[1]
ELA 3 through 8 CSLA 3 and 4	1	90
	2	90
	3	90

Mathematics Section Testing Times

Grades	Section	Testing Time (minutes)[1]
Math 3 through 8	1	75
	2	75

Mathematics section specifications:

- Grades 3 through 5 – all non-calculator sections
- Grade 6 through 8 – Section 1 consists of a non-calculator part and a calculator part – complete both parts during Section 1 testing time
- Grades 6 through 8 – Section 2 is a calculator section

Science Section Testing Times

Grades	Section	Testing Time (minutes)[1]
Science 5 and 8	1	75
	2	75
Science 11	1	50
	2	50

Social Studies Testing Time

Grade	Section	Testing Time (minutes)[1]
Social Studies 7	1	75

[1]Section testing times do not include time for setup, reading SAY instructions, or distributing/collecting student testing materials. If all students in a physical testing group complete the test section before the section testing time is reached, the Test Administrator may end the test section.

CoAlt

The CoAlt assessment is untimed and individually administered. There are no restrictions on the number of sessions needed to complete the assessment. There are no requirements to complete the assessment within a given day. The CoAlt assessment may be stopped and restarted at any time; however, once an item is presented, complete the item before stopping; revisiting previously presented items is not allowed.

2.4.2 Scheduling Guidelines

Grouping

Schools may schedule different groups of students to test together in the same room provided that the section testing time and administration SAY instructions are the same (*e.g., grade 7 social studies may test in the same room with grades 5 and 8 science, provided the SAY instructions are delivered for both content areas and grade levels)*. Administer all sections in order, including makeup sessions.

English Language Arts[2]

- Computer-based testing
  - Grades 3 through 8 may test together for all sections.
- Accommodated paper-based testing[3]*
  - Grades 3 through 8 may test together for all sections.

Mathematics

- Computer-based testing
  - Grades 3 through 5 may test together for all sections.
  - Grades 6 through 8
    - May test together for Section 1.
    - May test together for Section 2.
- Accommodated paper-based testing[3]
  - Grades 3 through 5 may test together for all sections.
  - Grades 6 through 8
    - May test together for Section 1.
    - May test together for Section 2.

Science

- Computer-based testing
  - Grades 5 and 8 science may test together for all sections (see social studies scheduling, below).
- Accommodated paper-based testing[3]
  - Grades 5 and 8 science may test together for all sections (see social studies scheduling, below).

Social Studies

- Computer-based testing
  - Grade 7 social studies may test with grades 5 and 8 science, provided the SAY instructions are delivered for both content areas and grade levels.
- Accommodated paper-based testing[3]
  - Grade 7 social studies may test with grades 5 and 8 science, provided the SAY instructions are delivered for both content areas and grade levels.

[2]Students who qualify for the CSLA accommodated form in grades 3 and 4 may test together but may not test with students taking ELA as CSLA SAY instructions must be delivered in Spanish.

[3]The paper-based assessment is an accommodated test for students with a documented disability that prevents their ability to access the digital assessment as identified on their IEP or 504 Plan. For groupings that include students testing in different sections, the Test Administrator must acknowledge the appropriate sections when referenced in the SAY instructions. Additionally, students testing Section 1 must write their names on their materials; students testing Sections 2 or 3 must confirm the receipt of the materials on which their names were previously written.

Scheduling CMAS Administration

To the extent possible, assess all students taking the same test (i.e., same grade and content area, including accommodated online and paper forms) at the same time. Should that not prove possible, assess all students taking the same test within the shortest timeframe practicable (e.g., back-to-back physical testing groups, in the same day, across consecutive days).

Depending on the grade level and content area, standard section testing time ranges from 50 to 90 minutes. The average Colorado school day is 330 minutes for elementary schools and 360 minutes for secondary schools. Districts and schools determine how many sections each student will take per day. **Schools may not need the full three-week window to complete testing.**

Sample Schedule - April 2027: One Section Per Day Per Student

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Any	*5* Grades 3-5 ELA 1 Grades 6-8 ELA 1 Grade 11 Science 1	*6* Grades 3-5 ELA 2 Grades 6-8 ELA 2 Grade 11 Science 2	*7* Grades 3-5 ELA 3 Grades 6-8 ELA 3	*8* Grades 3-5 Math 1 Grades 6-8 Math 1	*9* Grades 3-5 Math 2 Grades 6-8 Math 2
Any	*12* Grade 5 Science 1 Grade 8 Science 1 Grade 7 Social Studies	*13* Grade 5 Science 2 Grade 8 Science 2	*14*	*15*	*16*
Any	*19*	*20*	*21*	*22*	*23*

Administering one section per day to each student results in:

- Grades 3, 4, and 6: Testing completed within five days, 75 to 90 minutes per day.
- Grades 5 and 8: Testing completed within seven days, 75 to 90 minutes per day.
- Grade 7: Testing completed within six days, 75 to 90 minutes per day.
- Grade 11: Testing completed within two days, 50 minutes per day.

Four-day week schools shift one day from Week 1 to Week 2.

Sample Schedule - April 2027: Two Sections Per Day Per Student

Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM	*5* Grades 3-5 ELA 1 Grades 6-8 ELA 1 Grade 11 Science 1	*6* Grades 3-5 ELA 2 Grades 6-8 ELA 2	*7* Grades 3-5 ELA 3 Grades 6-8 ELA 3	*8* Grade 5 Science 1 Grade 8 Science 1	*9*
PM	Grades 3-5 Math 1 Grades 6-8 Math 1 Grade 11 Science 2	Grades 3-5 Math 2 Grades 6-8 Math 2	Grade 7 Social Studies	Grade 5 Science 2 Grade 8 Science 2	
AM	*12*	*13*	*14*	*15*	*16*
PM					
AM	*19*	*20*	*21*	*22*	*23*
PM					

Administering two sections per day to each student results in:

- Grades 3, 4, and 6: Testing completed within three days, 150 to 180 minutes per day.
- Grades 5 and 8: Testing completed within four days, 150 to 180 minutes per day.
- Grade 7: Testing completed within three days, 150 to 180 minutes per day.
- Grade 11: Testing completed within one day, 100 minutes.

Notes:

- If multiple testing groups are needed for the same test throughout a day, start times can be staggered.
- Refer to *2.4.2 Grouping* for information about how different grades can be grouped together in the same testing space (e.g., grades 3-8 ELA, grades 5 and 8 science with grade 7 social studies).
- If testing sections back-to-back, students may **not** have access to cell phones during short breaks between sections.

Absent Students

The Test Administrator performs the **Release to Next Section** action in the proctor dashboard for the students who are present for the scheduled test section. This action is not performed for any students who are absent. To assist in tracking an absent student's missed test sections, Test Administrators may write the missed test section(s) on the student's Student Card.

Scheduling CoAlt

The DAC is responsible for establishing the administration schedule, ensuring every student taking CoAlt is assessed within the state assessment window. Districts may use the entire state testing window for administration of this assessment; however, it is expected that students taking CoAlt assessments will test during the same window as their peers taking CMAS assessments. Because CoAlt assessments are individually administered, there are no restrictions on completing the assessment within a given day. The CoAlt assessment may be stopped and restarted at any time; however, once an item is presented, complete the item before stopping; revisiting previously presented items is not allowed. Schedule assessment administration based on the individual needs of the student while meeting the following requirements:

- Administer test questions in the order in which they appear in the CoAlt test book.
- Complete makeups and transcription activities for CoAlt science and social studies within the state testing window.

Test Administrators must receive the CoAlt test books in time to review items and test administration procedures described in the *CoAlt Test Administrator Manual* to allow for preparation of necessary accommodations and to cut apart and organize task manipulatives (science only). Invalidation of any student tests given or transcribed before or after the state assessment window is required due to misadministration.

2.4.3 Makeup Testing

Multiple options exist to ensure students who miss their originally scheduled testing are provided time to complete testing during makeup opportunities. Provide students who miss test sections with makeup time as soon as practicable to avoid test security breaches and misadministrations. Options discussed below provide a starting point for makeup testing. Each presented option includes technology, security, and logistical considerations to weigh against each other when makeup testing plans are made.

Administer makeup testing in the exact same manner as regularly scheduled testing including:

- Administration of all test sections in sequential order for all content areas,
- Providing the same section testing time, and
- Providing the same accommodations.

Schools may schedule different groups of students in the same room at the same time, provided the section testing time, student materials, and SAY instructions are the same. See *2.4.2 Grouping* for additional information.

Facilitating Makeup Testing

As long as the Test Administrator-read SAY instructions and the section testing times are the same, makeup testing opportunities may include students from multiple grades with the following considerations:

- If students are taking different computer-based makeup tests in the same physical testing environment, SACs must provide the Test Administrator a separate Proctor Card (*Existing* or *On-the-Fly*) for each test (e.g., a Proctor Card for Grade 3 ELA and a separate Proctor Card for Grade 4 ELA), which provide access to separate proctor dashboards.

    - To manage different proctor dashboards at once, Test Administrators should open each Proctor Group (*Existing* or *On-the-Fly*) in a separate tab on their device. Test Administrators should keep each Proctor Group tab open and toggle between tabs.
- If all students in a makeup group are taking the same computer-based test (e.g., all students making up Grade 3 ELA), SACs can provide the Test Administrator a single *On-the-Fly* Proctor Card to display all students on the same proctor dashboard.
- Guidance on combining groups is provided in *2.4.2 Scheduling Guidelines.*

Additional notes:

- If makeup testing is used to complete incomplete sections that were unexpectedly interrupted (e.g., student became ill or a parent picked up the student for an appointment in the middle of a section), use the **reseat** action in ADAM to allow the student to resume their test.
- Students are not allowed to return to any section of the test that was previously completed in its entirety.
- **Administer all sections for each student in sequential order, including for makeup testing.**

Option 1 (**Recommended**): Student Completes Missed Test Section during Makeup Testing in Advance of Re-Joining Original Physical Testing Group

After completion of the missed test section, students re-join their original physical testing group and are on track to complete testing as initially scheduled.

Sample Makeup Testing Schedule for Option 1 **Recommended**

	Day 1	Day 2	Day 3
Scheduled makeup (morning)	-	Absent student takes Section 1	-
Physical testing group (scheduled after morning makeup)	Group takes Section 1	Absent student re-joins group for Section 2	Group takes Section 3 (ELA/CSLA only)

ADAM Considerations for Option 1

Test Administrators perform the **Approve** or **Release to Next Section** action for each student to complete their missed test section during the makeup test administration. Test Administrators can monitor several Existing Proctor Groups at once by opening multiple tabs within ADAM, or by creating an On-the-Fly Proctor Group for all students testing in the same grade level and content area. A student can only be released to one test section at a time.

Security Considerations for Option 1

This makeup testing option has a low security risk as students complete makeup testing in the shortest practicable time frame so few test sections are exposed.

Logistical Considerations for Option 1

Makeup testing is completed in advance of regularly scheduled physical testing group times. The SAC provides the Test Administrator the proper Student Cards for each student in the physical testing group, and the proper Proctor Card(s) (Existing or On-the-Fly) for each content area and grade level. Test Administrators must read the appropriate SAY instructions from the *CMAS Test Administrator Manual* for the assessed section.

Option 2: Student Tests with Original Physical Testing Group

Students continue to test with their original physical testing group**.**

Sample Makeup Testing Schedule for Option 2

	Day 1	Day 2	Day 3	Day 4
Physical testing group	Section 1	Section 2	Section 3 (ELA/CSLA only)	-
Absent student	-Missed-	Section 1	Section 2	Section 3 (ELA/CSLA only)

ADAM Considerations for Option 2
After performing the **Release to Next Section** action for Section 2 of the test for the entire class on Day 2, the Test Administrator performs the **Approve** action for Section 1 for the absent student only. A student can only be released to one test section at a time. This process is repeated for the remaining test sections.

Security Considerations for Option 2
This makeup testing option has high security risks as every test section has the potential for premature exposure to the previously absent student.

Logistical Considerations for Option 2
While potentially the least challenging from a scheduling perspective, a plan is required for administration of the last section of the test for the student. Additionally, the Test Administrator must read the appropriate SAY instructions from the *CMAS Test Administrator Manual* for the assessed sections, both originally scheduled and makeup.

Option 3: Student Completes Missed Test Section in Any Available Physical Testing Group in Advance of Re-Joining Original Physical Testing Group

In this scenario, the student joins any group of testing students where a device is available in the testing environment (refer to *2.4.2 Scheduling Guidelines* for allowable groupings). After completion of the missed test section, the student re-joins their original physical testing group and is on track to complete testing as initially scheduled.

Sample Makeup Testing Schedule for Option 3

	Day 1	Day 2	Day 3
Available physical testing group (morning)	Section 1	Section 2 (regularly scheduled students in physical testing group) Section 1 (absent student joins this physical testing group to complete Section 1)	Section 3 (ELA/CSLA only)
Absent student's original physical testing group (afternoon)	Section 1	Section 2 (absent student rejoins original physical testing group to complete Section 2)	Section 3 (ELA/CSLA only)

ADAM Considerations for Option 3
This option is potentially the most challenging for Test Administrators. After performing the **Release to Next Section** action for Section 2 of the test for the entire morning group on Day 2, the Test Administrator opens an additional tab to access the afternoon Proctor Group (i.e., the Proctor Group scheduled to test in the afternoon on Day 1) and locate the absent student. The Test Administrator performs the **Approve** action for Section 1 of the absent student's test (a student can only be released to one test section at a time).

Security Considerations for Option 3
This makeup testing option has a moderate security risk as students complete makeup testing in the shortest practicable time frame but there is the potential for premature exposure to an upcoming test section.

Logistical Considerations for Option 3
Ensure the availability of devices in the alternative physical testing group in advance of the regularly scheduled physical testing group time. Tracking students could become difficult and problematic. SACs must provide Test Administrators the proper Student Card for each student in the physical testing group, as well as the proper Proctor Cards for each physical testing group. Test Administrators must read the appropriate SAY instructions from the *Test Administrator Manual* for the assessed sections, both originally scheduled and makeup.

The following table includes a summary of the technology, security, and logistical considerations for each makeup testing option.

Considerations for All Makeup Testing Options

	Demand on Test Administrators	Security Risk	Logistical Demand
Option 1 **Recommended** Student completes missed test section in advance of re-joining original physical testing group	Moderate	Low	Moderate
Option 2 Student tests with original physical testing group	Low	High	Low
Option 3 Student completes missed test section in any available physical testing group in advance of re-joining original physical testing group	High	Moderate	High

Students Who Become Ill During Testing

Makeup testing is used to finish started tests for students who become ill during testing. Test Administrators must note the exact place in the test where the student stopped (item number). For computer-based testing, note this information on the Student Card. For accommodated paper-based testing, the Test Administrator must also note the remaining section time. Test Administrators must closely monitor makeup testing to ensure students do not return to previously answered questions. The student is to receive the remaining time from the original section to finish.

Computer-based testing - If a student becomes ill and needs to leave *during* the test section, Test Administrators must close the student's test section by exiting the student from TestNav. To continue testing once the student returns, the Test Administrator must **Reseat** the student's test in ADAM. When the student logs back into TestNav, they are taken to the item last visited; if this does not occur, the student may navigate to the last visited item using the **Review** drop-down menu in TestNav.

Accommodated paper-based testing - If a student becomes ill before completing a section, Test Administrators must collect the student's test materials. The student must pick up exactly where they left off upon their return.

2.4.4 Extended Time

See *6.0 Administrative Considerations, Accessibility Features, and Accommodations* for additional information.

CMAS Math, ELA, Science, and Social Studies

Students with disabilities with appropriate documentation on IEP and 504 plans, and Multilingual Learners (NEP/LEP) taking assessments in English, may qualify for timing accommodations. Unless students have an extended time accommodation documented on an IEP, 504, or LIEP plan (e.g., time-and-a-half or double time), providing more than the section testing time is a misadministration.

CoAlt Science and Social Studies

The CoAlt assessments are untimed. CoAlt testing may extend over multiple days for an individual student.

2.4.5 Testing Breaks

Individual Student Breaks During Sections

During each CMAS section, students are allowed a short break of up to three minutes that does not impact testing time.

Computer-based testing – During each section, a "pause" button is available to students in TestNav. Students can pause their testing time for up to three minutes to silently put their heads down, stretch, close their eyes, etc. All three minutes can be used at the same time, or students can use the "resume test" button and then the "pause" button again later. Once three total minutes are used, the "pause" button is no longer accessible for that section. Students receive instructions regarding use of the "pause" button when the SAY instructions are read aloud by the Test Administrator.

The “pause” button is a student-enabled feature and not intended to be managed by the Test Administrator (e.g., the Test Administrator should not direct all students to use the “pause” button at the same time during testing or prevent students from using the “pause” button).

Accommodated paper-based testing – Unlike computer-based testing, the Test Administrator must facilitate a three-minute section pause break (if requested by the student), keeping track of the amount of pause time used by the student and adjusting the section end time accordingly.

Temporary Stops for Individual Students

If a student needs to temporarily stop testing for a short time (e.g., to use the bathroom), the testing clock does not stop unless the student has engaged the three minute “pause” button. For computer-based testing, apply visual blocks to the student’s device (e.g., turn off monitor or cover screen). Do not instruct the student to use TestNav functions to exit and resume the test, as this would impact student test timing and result in a misadministration. For paper-based testing, close or cover the student’s test book.

Scheduled Breaks between Sections

If testing sections back-to-back, a short break is allowed between tested sections. During these breaks, students may **not** have access to cell phones.

CoAlt Testing Breaks

The CoAlt assessments are untimed and individually administered. Testing may extend over multiple days for an individual student. A break in administration may occur after any presented question is completed. The Test Administrator begins with the following question once testing resumes; revisiting previously presented questions is not allowed.

2.5 Assessment in Special Circumstances

Nonpublic Home-based Educational Program

Requests to Test Home-Schooled Students

A parent or legal guardian of a child in a home-based educational program may request that the child take the CMAS assessments. Students must meet participant criteria for the requested assessment(s). The parent or guardian of the child must pay all costs associated with administration and providing assessment results, as determined by the district. Refer to Colorado Revised Statute §22-7-1006.3(9)(b).

Students in a home-based educational program must be assessed in a location (excluding private residences) mutually agreed upon by the parent/guardian and the testing district. **Each test administration must be held under standardized conditions. Personnel responsible for handling assessment materials and administering the CMAS assessments to home-schooled students must meet the requirements to be a Test Administrator, participate in CMAS assessment training, and sign a *CMAS and CoAlt Security Agreement*.**

CMAS results are returned to the district in which the student tests. It is the district’s responsibility to distribute results to the student’s parent/guardian, which can be facilitated by providing the SASID used by the district to roster the student for testing (see below rostering data) in order to access results through the Colorado Family Portal.

Notes:

- CoAlt assessments may **not** be administered to home-schooled students as CoAlt assessments are a different type of assessment with strict eligibility requirements. For students to qualify for this assessment, they must have an IEP, and the assessment must be administered by a licensed educational professional who knows the student best.
- The requirement that children in home-based education be evaluated in grades 3, 5, 7, 9 and 11 (22-33-104.5(3)(f), C.R.S.) is different from the state's obligation to administer assessments to public school students

under 22-7-1006.3 (e.g., CMAS). As a result, any decisions made related to the administration of state assessments such as CMAS would not apply to the homeschool evaluation requirements. For more information, refer to Homeschool and Part-Time Programs in Colorado.

Rostering Data for Home-Schooled Students

Home-schooled students taking the CMAS assessments need to have a record in LaunchPad. Districts may limit home-schooled student rostering data to the following information:

- **State Student ID (SASID)** - Use a CDE-assigned SASID for the student if available. If an official SASID is not available, populate the SASID field with DDDDHHHH##, where 'DDDD' is entered as the district's code, 'HHHH' indicates the student is home schooled, and ## is entered as a unique two-digit number (i.e., 01 to 99) to identify the student.
- **First Name**
- **Last Name**
- **Primary Role** - Indicate 'Student'
- **Grade** - The grade level of the test the student is taking. For example, if a student is taking the 4th grade math and ELA tests, indicate 04'.
- **Primary Organization** - Indicate the school organization/testing site where the student will test.
- **Date of Birth**
- **Gender**

Refer to *Student Rostering: LaunchPad Rostering and Bulk Import Process* and *CMAS Personal Needs Profile: ADAM Test Settings and Student Accommodation Upload Process* at https://coassessments.com/assessment-mananagement-system/ for guidance.

Home-Schooled Student Preclusion from State Testing

Important: Colorado Revised Statute §22-7-1006.3(3)(b) states the following:

> *A child who is enrolled in a nonpublic school or participating in a nonpublic home-based educational program pursuant to Section 22-33-104.5 is not required to take a state assessment administered pursuant to this section, even though the child may also be attending a public school for a portion of the school day and therefore included in the enrollment of a local education provider.*

Therefore, students in a home-based educational program enrolled in courses at a public school **are not required to take the ELA, math, science, and social studies assessments.**

CMAS Reporting for Home-Schooled Students

For students in a home-based educational program electing to take the exams, their results are not used in calculation of school, district, or state CMAS results provided the district properly identifies them as home-schooled through Accountability Coding. For tests completed by the home-schooled student, indicate **Accountability Code 24 - Home School - Tested SPR** in ADAM to ensure student performance reports are produced for parents/guardians, but scores are not included in school or district summaries.

For home-schooled students who will **not** test, do not roster them in LaunchPad. If home-schooled students who will not test are rostered in LaunchPad (e.g., inadvertent rostering or parent changes their mind), ensure **Accountability Code 08 - Part Time Public/Home School** is indicated in ADAM for tests associated with their record.

Note: Because the Colorado Department of Education can be required to disclose information, it is possible that the results for students in a home-based educational program will be requested. However, these results will not be available at a level below a state aggregate.

Private Schools

For the school year, there is a cost per student for private schools to administer the CMAS assessments. A private school may elect to administer as many CMAS assessments as they desire.

- Private school personnel responsible for handling assessment material must participate in assessment training.
- Private schools must administer CMAS assessments during the assessment window specified by the Colorado Department of Education, according to standard procedure.
- The nonpublic school must pay all costs associated with administering and providing results for the assessments.

Private schools interested in administering CMAS assessments should contact the District Assessment Coordinator for the local public school district.

Retained Students

Students take the CMAS assessment at the grade level in which they are enrolled at the time of testing. For example, a student retained in 5th grade takes the 5th grade CMAS science, math, and ELA assessments again the following year.

Dropout Students

For the purposes of state assessment administration, a dropout student is a student who is at least 18 years of age and for whom there is clear evidence of permanent departure from the school system.

Expelled Students

To indicate that a student is expelled from a school, select “Yes” in the “Expelled” field dropdown in LaunchPad through the User Interface or indicate “1” in the “Expelled” column when uploaded through the Student User Rostering (SR) import. Include expelled students’ demographic information in LaunchPad, even if they do not test.

It is the district’s responsibility to ensure every effort is made to test expelled students receiving educational services. Assessment results for these students are included in district results; they are not included in aggregated school results.

If expelled during the time of testing and the student is not receiving educational services because the student is enrolled in a private school or is home-schooled, the student need not test, but the student’s record remains in LaunchPad. Code these students in ADAM with an **Accountability Code 03 - Withdrew Before/During Testing**. The student’s results are not included in school or district results if coded correctly.

Suspended Students

Because students who are suspended are enrolled in public schools, it is the district’s responsibility to ensure instruction and assessment are offered to these students. Include suspended students’ demographic information in LaunchPad, even if they are not tested. The results for suspended students are included in the school’s report as well as the district’s report.

Chronically Absent Students

If students are enrolled in a school, regardless of whether they attend school, the district is responsible for testing and accounting for the students.

Open Enrollment Students

“Open enrollment students” refers to students who enrolled in a school other than their neighborhood school through an open enrollment policy. Open enrollment students must test at and be attributed to their school of attendance.

Foreign Exchange Students

All students enrolled in Colorado schools, including foreign exchange students, are required to take state assessments.

Part-time Students

Students who are enrolled part-time must test; however, this does not apply to students who are also home-schooled or students who are dually enrolled in a private school.

Online Students

Students participating in an online program are enrolled in a Colorado public school under state law [C.R.S. 22-30.7-105 (2) (a,b,c)] and must take the assessments pursuant to Section 22-7-1006.3. Assessments are coordinated through the DAC for the district that runs the online school or has approved the charter for the online school. The assessments must be given at a school or standardized testing site; however, online schools that are classified as *Virtual Type 01* (i.e., the school has no physical building where students meet with each other or with teachers; all instruction is virtual and there are no in-person attendance requirements) have the option to administer CMAS assessments remotely, which requires completion of additional training and requirements. Secure materials may not be taken, copied, or recorded from any physical or virtual testing site. The school district in which the student is enrolled is responsible for CMAS testing. Arrangements to administer assessments can be made with a different district, but only when approved by the DAC for the other district.

Dually Enrolled Students

In instances where a student is dually enrolled in both an online school and a "brick and mortar" school, both schools must work together to ensure the student is appropriately assessed and that the student's scores are attributed to the appropriate school.

Unforeseeable Circumstances

At times, students suffer from unforeseeable circumstances less than three months prior to the start of testing, such as a broken arm or a car accident. If, because of these unforeseeable circumstances, a student requires an accommodation for CMAS (e.g., a scribe or an assistive technology device is needed for a student who breaks their writing arm), provide the necessary accommodation or accommodations to the student. An IEP or 504 plan is not required.

Once a student starts testing, the student may not change testing modes. For example, a student who receives a concussion after completing Section 1 of a computer-based test may not switch to a paper-based test. Since each situation is different based on the circumstance, the District Assessment Coordinator should contact the CDE Assessment Division to determine the most appropriate course of action for the student.

Note: This exception pertains only to unforeseeable circumstances and not to those that could have been reasonably predicted by school or district personnel. As with all accommodations, the primary accommodation must be documented. Populate the "Emergency Accommodation" field in ADAM through the User Interface by checking the box for each test for which the student will receive appropriate emergency accommodation(s) or indicate "1" in the "Emergency Accommodation" column for each test through the Personal Needs Profile (PNP) file export/import process.

Medical Exemption

Students who are unable to complete or participate in the statewide assessments due to a documented, significant, and fully incapacitating medical condition or emergency (e.g., student is in the hospital after a car crash) that extends across the entire (or remaining) test window should be identified as **Accountability Code 07-Medical Exemption** in the applicable assessment Accountability Code field in ADAM. In order to qualify for special consideration, the incident or condition must be so severe that it prevents the student from participating in instruction offered either at school or at a state or district-run facility.

Note: Do not use this code for students who are absent during testing due to typical illnesses.

Students Placed Out-of-District by a Public Agency

This information pertains to students who are placed by a public agency in Residential Child Care Facilities, Residential Treatment Centers, Day Treatment Programs, or Hospitals with on-ground schools approved by the Colorado State Board of Education. These facilities are also known as "Eligible Facilities," "Alternative Facilities," or "Approved Facility Schools." The list of facilities that currently fall under these categories is found on the webpage for Office of Facility Schools.

Students who are placed in these state-operated programs participate in CMAS and CoAlt assessments as appropriate. CDE's Office of Facility Schools acts as the school district for the purpose of distributing materials. A state aggregate

report for students in out-of-district placement is produced—scores are not included in the local school district or the student's home district reports.

The facility must account for every student in out-of-district placement with the appropriate information completed, whether the student completes all test sections. After scoring, individual student scores are sent to the facility in which the student tested. If the student is no longer in placement at the facility it is the facility's responsibility to forward the information to the student's district of residence.

Direct questions about facilities to CDE's Office of Facility Schools.

Student Rostering for Facility Schools

Students placed out-of-district by a public agency (enrolled in Approved Facility Schools) do not have information in the state's Data Pipeline. Therefore, CDE cannot pre-populate student data in LaunchPad. The DAC for Approved Facility Schools must roster students in LaunchPad and indicate individual student needs through ADAM. Refer to Student User Rostering and CMAS Personal Needs Profile guidance at https://coassessments.com/assessment-mananagement-system/ for the required student data fields and step-by-step directions for setup through the User Interface and bulk import processes.

Note: When rostering students, indicate the appropriate Approved Facility Schools school as each student's Primary Organization. The Primary Organization is the default responsible organization; the Responsible Organization field does not need to be completed as the facility school is responsible.

Students Attending Facilities Where the District of Location Provides the Educational Services

Students who attend facilities where the district of location provides the educational services take CMAS and CoAlt assessments at the facility. The district of location administers the tests. Attribute resident student scores to a school in the district. Attribute non-resident student scores to a school in the district of residence. For non-resident students, the DAC for the district of location works with the DAC for the district of residence to ensure students are accounted for under a school in the district of residence. There are four institutions that fall under this guideline:

District	Facility
Adams-Arapahoe 28J	APS Children's Hospital Medical Day Treatment
Jefferson County R-1	Adolescent and Family Institute of Colorado
Montrose County RE-1J	Robert A. Brown Center for Youth
Weld County 6 (Greeley)	Kathleen Painter Littler Center

Detained Students

Students who are detained in a regional detention facility are required to take the state assessments, including CMAS and CoAlt, as appropriate. The district responsible for providing educational services at the detention facility is also considered the district of enrollment for state assessment administration purposes. Results for detained students remain with the youth service center where these students received educational services and took the assessment.

Student Rostering for Division of Youth Corrections

Incarcerated students (Division of Youth Corrections) do not have information in the state's Data Pipeline. Therefore, CDE cannot pre-populate student data in LaunchPad. The DAC Division of Youth Corrections must roster students in LaunchPad and indicate individual student needs through ADAM. Refer to Student User Rostering and CMAS Personal Needs Profile guidance at https://coassessments.com/assessment-mananagement-system/ for the required student data fields and step-by-step directions for setup through the user interface and bulk import processes.

Note: When rostering students, indicate the appropriate Division of Youth Corrections school as each student's Primary Organization. The Primary Organization is the default responsible organization; the Responsible Organization field does not need to be completed as the DYC school is responsible.

First Year in U.S. Multilingual Learners

All First Year in U.S. students must take mathematics, science, and social studies assessments as appropriate by grade.

The below information only applies to the ELA assessment.
Use the following guidance to determine if students who are Multilingual Learners who enrolled in a United States (U.S.) school for the first time on or after April 6, 2026 (first year in the U.S.), will participate in ELA or CSLA, or if they are exempt from language arts testing this year.

- First Year in U.S. students who are Non-English Proficient (NEP), based on WIDA Screener and a local body of evidence, may be exempt from the **English** language arts assessment.
    - Students with a primary or home language other than Spanish are exempt from ELA testing. Use Accountability Code 02-1st Year in US English Learner for ELA.
    - **Students with a primary or home language of Spanish:**
        - In grades 5 through 8 are exempt from ELA testing. Use Accountability Code 02-1st Year in US English Learner for ELA.
        - **In grades 3 and 4 who are:**
            - **Receiving Spanish language arts instruction are required to take CSLA.**
            - Not receiving Spanish language arts instruction this year are exempt from ELA including CSLA testing. Use Accountability Code 02-1st Year in US English Learner for ELA.
    - A parent/guardian of a student who meets exemption guidelines may choose to have their child participate in ELA testing. The student's ELA tests are excluded from Achievement calculations for the current year (2026-27) and the next year (2027-28) but are included in Growth calculations after the second administration (student's 2026-27 ELA score to 2027-28 ELA score).
- First Year in U.S. students who are Limited English Proficient (LEP), based on WIDA Screener and a local body of evidence, take the state language arts assessment that best matches their instruction: CMAS ELA, CSLA (if eligible), or CoAlt ELA (if eligible).
    - **Students in grades 3 and 4 with a primary or home language of Spanish who are receiving Spanish language arts instruction this school year are required to take CSLA.**
    - Students who are not eligible to take CSLA* are encouraged to take ELA.
        - If the student does not test their first year in U.S., they are excluded from accountability calculations during the current year (2026-27) but are included for achievement for the next year (2027-28). Use Accountability Code 02-1st Year in US English Learner for ELA.
        - If the student does test their first year in U.S., they are excluded from achievement calculations for the current year (2026-27) and the next year (2027-28) but are included in growth calculations after the second administration (student's 2026-27 ELA score to 2027-28 ELA score).

Districts indicate an ELA testing exemption for eligible students by (a) completing the field *Date First Enrolled in U.S. School* (the first date on which the student enrolled in a U.S. public school) in the student's Student Information > Student Status section in LaunchPad, and (b) coding the student's ELA assessment in ADAM as Accountability Code 02-1st Year in US English Learner.

*Students in grades 3 through 8 with a primary or home language other than Spanish, students in grades 5 through 8 with a primary or home language of Spanish, or students in grades 3 and 4 with a primary or home language of Spanish who are not receiving Spanish language arts instruction.

3.0 Before Testing Tasks

DAC, SAC & Technology Coordinator Responsibilities

This section describes activities the DAC, SAC, and Technology Coordinators must complete before the first day of testing. Complete each outlined task; however, districts may determine which individual from the district or school completes each task. Use the checklists provided throughout this section to prepare for test administration.

3.1 Assessment Coordinator Before Testing Tasks

Review *Sections 1.0* and *2.0* for details regarding administration policies and procedures that impact task completion and policy decisions that are made locally before testing.

DAC or SAC	Before Testing Task Checklist	Additional Information/Requirements
☐	Ensure SACs have a plan for maintaining test security and the chain of custody for secure materials.	
☐	Plan to provide accommodations for students with disabilities and multilingual learners (NEP/LEP).	Review students' approved IEP, 504, or LIEP plans with Special Education and linguistic specialists.

3.2 LaunchPad/ADAM Activities for CMAS and CoAlt

Prior to assessment administration, complete the following LaunchPad tasks.

3.2.1 Student Registrations, Transfers, and Orders

DAC	SAC	Launchpad/ADAM Task Checklist	Additional Information/Requirements
		Verify Student Rosters[1]	
☐	☐	Ensure all enrolled students are rostered in LaunchPad.	As appropriate by grade level and content area
☐	☐	Verify test settings in ADAM for students needing accessibility features, accommodations, and specific PNP settings.	Including standard print, large print, and braille, auditory/signer test content scripts, text-to-speech, Spanish, color contrast, enlarged pointer, zoom, virtual (students at eligible schools only).
☐	☐	Coordinate the rostering of new students.	For instructions, see *Student Rostering*
☐		Coordinate reviewing and updating student demographics in LaunchPad.	Users with the Assessment Coordinator+SDF or Assessment Coordinator+ role may view and update student demographics.[1]
		Additional LaunchPad/ADAM Tasks	
☐		Check, submit, approve, and reject Transfer Requests for the district and from other districts.	Refer to the *Transfer Process* guidance. **DACs update student information in LaunchPad to move student records between schools in-district.** Cross-district transfers are handled through Transfer Requests in LaunchPad. If a transfer request is submitted but not

			addressed by the other district, the DAC must contact the DAC in the other district. (Refer to the DAC Directory.)
☐		The official DAC may submit additional orders for secure and non-secure materials through ADAM as needed.	Additional orders for accommodated materials are only approved if the ordered materials match an existing student registration in LaunchPad **and** PNP in ADAM.

[1] LaunchPad users with the Assessment Coordinator+SDF or Assessment Coordinator+ roles have access to student personally identifiable information (PII) associated with student registrations. LaunchPad users with the Assessment Coordinator role do not have access to student PII and may need to coordinate with a higher role user to ensure student registrations and accommodations are correctly assigned.

3.2.2 Assign and Update Non-Student User Roles

Refer to *Appendix B: Assessment Management Systems* for detailed information about user accounts.

DAC	SAC	LaunchPad Task Checklist	Additional Information/Requirements
☐	☐	Create or update LaunchPad non-student user accounts.	DACs update or create accounts for additional Assessment Coordinator+SDF, Assessment Coordinator+, and Assessment Coordinator users. SACs update or create Assessment Coordinator+ or Assessment Coordinator accounts (depending on the role assigned to SACs by the DAC).

3.2.3 Create Proctor Groups (Optional) and Prepare for Testing

DAC	SAC	LaunchPad and ADAM Task Checklist	Additional Information/Requirements
☐	☐	*Optional*: Create a Proctor Group in ADAM for each group of students.	Creating individual Proctor Groups by class or group improves the ability to monitor student status during testing and test security.
☐	☐	*Optional:* Verify creation of Proctor Groups and assignments of students.	At least two days before testing, DACs verify Proctor Groups created by SACs.
☐	☐	Remote administrations only (confirm on remote administration cards): Verify creation of separate Proctor Groups for 100% online students testing remotely.	When creating Proctor Groups for remote administration, select **Virtual Testing**. Note: Only schools eligible for remote testing are able to select this option.
☐	☐	Verify CoAlt and CSLA are indicated in LaunchPad for students, as necessary.	Check individual student records through the UI or multiple students through a file export (Export Student Details).
☐	☐	Verify CMAS accommodation, accessibility, and any other required test settings are indicated through the PNP in ADAM for students, as necessary.	Check individual student records through the UI, Session Explorer, admin cards, proctor groups, or multiple students through a file export (Export Student Accommodation Upload).
☐	☐	Print Student Cards and Proctor Cards.	**Student Cards**: Test Management > Administrations > select Student Cards from the Students kebab menu. **Proctor Cards**: Test Management > Administrations > Proctor Groups > Proctor Cards; select Proctor Cards from the Proctor Groups kebab menu.

3.2.4 Verify Individual Student Test Settings

SACs are to assemble and maintain a master list of all students, their accommodations, accessibility features (e.g., text-to-speech), and other test setting needs. Coordinate preparations and indication of test settings with the DAC and Assessment Coordinator+ users.

- **Prior to testing**, SACs must verify students are assigned the necessary accommodations and form-dependent accessibility features and test settings. Verify assignments before students log into the test.
    - CoAlt and CSLA are verified in LaunchPad.
        - Check individual student records through the UI or multiple students through a file export using the Export Student Details.
    - CMAS accommodation, accessibility, and any other required test settings are verified through ADAM.
        - Check individual student records through the UI, Session Explorer, admin cards, proctor groups, or check multiple students through a file export using the Export Student Accommodation Upload.
- If Test Administrators do not see an accessibility feature or accommodation in the Proctor Dashboard PNP column for a student who should have one, they must not let the student log in; Test Administrators must immediately contact the SAC or DAC to address.
- If a student's test settings were not indicated but specific settings are needed:
    - **Prior to the student logging in to TestNav**, the DAC or the SAC needs to update the student's PNP (and LaunchPad indicators, if needed) and then **rescan** the session in ADAM if testing will occur immediately after the update is made; otherwise, rescan automatically occurs every hour. The Test Administrator can then use the ADAM proctor dashboard to allow the student to begin testing.

DAC	SAC	LaunchPad and ADAM Task Checklist	Additional Information/Requirements
☐	☐	Verify CoAlt and CSLA are indicated in LaunchPad for students, as necessary.	Check individual student records through the UI or multiple students through a file export (Export Student Details).
☐	☐	Verify CMAS accommodation, accessibility, and any other required test settings are indicated through the PNP in ADAM for students, as necessary.	Check individual student records through the UI, Session Explorer, admin cards, proctor groups, or multiple students through a file export (Export Student Accommodation Upload).
☐	☐	Verify UAR-dependent accommodations are assigned to students for whom approval was received from CDE.	**ELA/CSLA**: Constructed response scribe **Math**: Calculator on non-calculator sections **REMINDER**: Test scores for students who use unapproved unique accommodations are invalidated or suppressed.

Note: Do not allow students to log in to an online test until test settings are confirmed for all students.

3.3 Test Administration Plan

- ☐ Review school testing schedules, including accommodated and makeup groups.
    - ☐ Administer sections in sequential order for all content areas.
    - ☐ Coordinate testing schedules across schools as needed.
    - ☐ Refer to *2.4 Scheduling and Testing Time* for guidance on scheduling test administrations and sample schedules.
    - ☐ Verify schools have a plan in place to ensure all students have an opportunity to use student practice resources prior to testing (Practice Resources).

3.3.1 Training Plan

All district and school personnel involved in the administration of the CMAS and CoAlt assessments must be familiar with their individual responsibilities and the CMAS and CoAlt Security Plan. DACs must meet with SACs to ensure they have a training plan in place for Test Administrators and Technology Coordinators. District Technology Coordinators are responsible for training School Technology Coordinators.

Training **for all school personnel involved with any aspect of the CMAS and CoAlt administration is required on an annual basis.** Thorough training is one of the best ways districts can prevent misadministrations from occurring. Districts are required to collect documentation from all personnel who complete training, demonstrating an understanding of the policies and procedures set forth by the State of Colorado and the district. All personnel involved in assessment administration and the handling of secure materials must sign the *CMAS and CoAlt Security Agreement*.

Districts must base their trainings on the live trainings, webinars, and slide decks provided by CDE and the assessment vendor to train district personnel. Include additional information regarding district-specific policies. Training materials include this manual, *CMAS Test Administrator Manual*, *CoAlt Test Administrator Manual,* and *LaunchPad and ADAM User Guides*. Through ADAM, the Training Administration provides a sandbox environment available for training assessment coordinators prior to testing. Additional training materials, including modules and slide presentations, are available online through the Colorado Assessments Portal on the *Administration* tab.

Assessment Coordinator and Technology Coordinator Training

DACs, SACs, and Technology Coordinators complete the following tasks in preparation for CMAS and CoAlt administration.

DAC	SAC	TC	Training Task Checklist	Additional Information/Requirements
☐		☐	Participate in Pearson and CDE-provided trainings (virtual).	CMAS and CoAlt policies and procedures training for DACs is completed through the LaunchPad Adobe LMS.
☐	☐		Read and become familiar with the contents of all manuals.	*Procedures Manual, CMAS Test Administrator Manual, CoAlt Test Administrator Manual*
☐	☐	☐	Become familiar with the *LaunchPad User Guide* and *ADAM User Guide*.	Provide details for using LaunchPad and ADAM
☐	☐	☐	Review CMAS and CoAlt post administration clean-up information.	*Appendix C: Data* provides an overview of data collection activities and accountability coding
☐	☐	☐	Train possible DAC/SAC/TC alternates.	Ensure someone is prepared to take over coordinator responsibilities if needed.
☐			Develop and provide SAC administration and security training incorporating state-provided resources. Ensure all SACs complete training.	See *SAC and TC Training Topic Checklist*. **Include charter schools** in all CMAS and CoAlt preparation and administration activities.
☐	☐	☐	Ensure all district personnel involved in CMAS and CoAlt testing receive appropriate training.	Including Test Administrators
			Collect req. training and security documentation	
☐			Verify SACs maintain documentation of training and signed *Security Agreements* for personnel.	*CMAS and CoAlt Security Agreement*
☐			Acquire and store signed SAC *Security Agreements*.	Keep documentation of training on file locally for three years (physical or electronic copies).
☐			Verify TCs complete CDE technology training.	
☐			Complete the *Verification of District Training* form (available in LaunchPad Adobe LMS > Spring 2027 Mandatory DAC Form List).	Superintendent signature required

School Assessment Coordinator and Technology Coordinator Training

The trainings provided by DACs, SACs, and Technology Coordinators must cover the topics included in the Training Topics Checklists. Providing training in a format that allows participants to receive immediate feedback is recommended. DACs use the following Training Topic Checklist to provide training to SACs and Technology Coordinators.

DAC	SAC and TC Training Topic Checklist	Additional Information
☐	District and school security plans	Includes chain of custody documentation
☐	Before, during, and after testing tasks	Includes documentation information for students who do not test.
☐	Testing environment requirements	*Section 2.3*
☐	Scheduling	*Section 2.4*
☐	Makeup testing options	*Section 2.4.2*
☐	District decisions	*Section 2.3.8* ● Scratch paper policy for CBT ● Student options after completing a test section (i.e., read, dismiss)
☐	Authorized personnel	*Section 1.2 and 2.3.10*
☐	Appropriate active proctoring	*Section 4.1*
☐	Prohibited activities	*Prohibited Activities* list in *Section 2.1.1*
☐	Administrative considerations, accessibility features, and accommodations	See *Administrative Considerations, Accessibility Features, and Accommodations Training Topics Checklist*.
☐	How to obtain resources and materials for administration	e.g., Procedures Manual, *CMAS TAM*, *CoAlt TAM*, *LaunchPad* and *ADAM User Guides*, Proctor and Student Cards, Student Rosters
☐	Test administration	e.g., logging in to ADAM proctor dashboard, accessing and starting proctor groups, releasing to next section, reseating students, troubleshooting, materials handling
☐	Required documentation regarding training and security	Collect signed *CMAS and CoAlt Security Agreements* from all personnel who may come in contact with test materials or testing environments and maintain, along with documentation of training, at the district for three years after the administration.
☐	Technical assistance available during testing	*LaunchPad* and *ADAM User Guides*, Pearson customer support, local technical support, etc.
☐	Answer questions regarding test administration and security protocols	Must provide an opportunity for questions and answers.

Test Administrator Training

Incorporating district-provided resources, SACs must develop and provide administration and security training to all CMAS and CoAlt Test Administrators. Ensure all school personnel who will be in contact with test materials and/or test environments complete training. Test Administrator training should include, but is not limited to the following topics:

SAC	Test Administrator Training Topic Checklist	Additional Information
☐	School security plans	Includes chain of custody documentation

☐	Before, during, and after testing tasks	See *Test Administrator Manuals* for details. Include information on how to check form assignments before students log in to test.
☐	Testing environment requirements	*Section 2.3*
☐	School testing schedules	*Section 2.4*
☐	Makeup testing options	*Section 2.4.2*
☐	Creating and assigning Proctor Groups	Including online, accommodated, and paper-based administration test sessions
☐	District decisions	*Section 2.3.8* ● Scratch paper policy for CBT ● Student options after completing a test section (i.e., read, dismiss)
☐	Authorized personnel	*Sections 1.2 and 2.3.10*
☐	Appropriate active proctoring	*Section 4.1*
☐	Prohibited activities	Prohibited Activities list in *Section 2.1.1*
☐	Administrative considerations, accessibility features, and accommodations	See *Administrative Considerations, Accessibility Features, and Accommodations Training Topics Checklist*. Train Test Administrators on how to administer tests with accessibility features and accommodations, including transcription into online forms for accommodated paper tests and response accommodations.
☐	How to obtain resources and materials needed to administer tests	e.g., *Procedures Manual*, *CMAS TAM*, *CoAlt TAM*, Proctor and Student Cards, Student Rosters
☐	Test administration using ADAM	e.g., logging in to ADAM proctor dashboard, releasing to next section, reseating students, troubleshooting, materials handling
☐	Procedures for notifying SACs of testing irregularities	If a student test requires invalidation, an accountability code must be entered by an assessment coordinator.
☐	Collect required documentation regarding training and security	*CMAS and CoAlt Security Agreement*
☐	Technical assistance available during testing	District or School Technology Coordinator, *ADAM User Guide*, Pearson customer support, etc.
☐	Answer questions regarding test administration and security protocols	

CMAS and CoAlt Test Administrators should familiarize themselves with the format of the test, testing procedures, and required materials.

- Instruct all Test Administrators to review the *CMAS Test Administrator Manual* and/or the *CoAlt Test Administrator Manual*, as appropriate, prior to administering any tests.
- Test Administrators use practice resources to become familiar with different test formats and accommodations.
- Test Administrators must also ensure the availability of any needed accessibility features and accommodations prior to the administration of the first test section.
- If CoAlt Test Administrators need access to student materials in an electronic format, contact the DAC. Electronic materials are secure; distribute in a manner that does not violate test security, including distribution via email.

Administrative Considerations, Accessibility Features, and Accommodations

Provide training to SACs and Test Administrators regarding administrative considerations, accessibility features, and accommodations required by individual students. Detailed information is found in *6.0 Administrative Considerations, Accessibility Features, and Accommodations*. Training topics include, but are not limited to:

DAC or SAC	Administrative Considerations, Accessibility Features, and Accommodations Training Topics Checklist	Additional Information/Requirements
☐	Develop/review a list of students with needed administrative considerations, accessibility features, and accommodations	Documented on IEP, 504, and LIEP plans and used during instruction and local assessments.
☐	Assigning/confirming test settings for accessibility features and accommodations for individual students	
☐	Unique Accommodation Requests (UARs)	**The following UARs are submitted to and approved by *CDE* before they are provided:** ● Calculator on Non-Calculator Questions for Math ● Spoken Response: Scribe-Captured for ELA/CSLA (i.e., human scribe) ● Accommodations not included in *Section 6.0* **The following UARs are submitted to and approved by the *district* before they are provided:** ● Math Charts and Counts on Non-Calculator Questions for Math ● Spoken Response: Technology-Captured for ELA/CSLA (e.g., speech-to-text)
☐	Ensuring students are not inappropriately assigned unique accommodations	Improper assignment of unique accommodations may result in score invalidation or suppression.
	Prior access for accommodations	
☐	*CBT and PBT*: auditory/signer scripts for translation to translators who will translate the assessment into languages other than English or Spanish, including sign language	Translators and signers may have supervised access to the scripts four working days prior to testing. Must check out and in each day.
☐	*PBT only*: English and Spanish test content scripts to Test Administrators providing auditory presentation to a student	Test Administrators may have supervised access to test content scripts 24 hours prior to testing.
☐	Braille assessments	Teachers of the Visually Impaired (TVIs) may have supervised access to Teacher Notes for braille assessments 24 hours prior to testing. TVIs may **not** review test content.
	Transcription	
☐	Student responses from accommodated CMAS paper tests, as well as certain response accommodations and CoAlt, require transcription into online test forms for scoring	Transcribe the following into an online form for scoring: ● Standard print, large print, and braille tests ● CoAlt ● Languages other than English or Spanish ● Responses on an assistive technology device incompatible with TestNav, including speech-to-text and/or word prediction accommodation on a secondary device ● External assistive technology responses

3.3.2 Security Plan

Prior to testing, DACs must determine and employ a district level security plan. The plan must ensure the following:

District Security Plan
All test materials are secured at all times.
Test materials are kept in a secure, locked district/school location when not in use for testing.
Test materials are not stored in classrooms.
Secure materials are not taken out of district/school buildings except during transport between district and school facilities.

CMAS and CoAlt Security Agreement

All personnel involved in assessment administration and the handling of assessment materials must sign the *CMAS and CoAlt Security Agreement*. After completing CMAS administration training for DACs, DACs submit their online *CMAS and CoAlt Security Agreements* through the link provided in **LaunchPad's Adobe LMS > Spring 2027 Mandatory DAC Form List**. DACs maintain signed *CMAS and CoAlt Security Agreements* from SACs and other district-level personnel (e.g., Data Respondents, Technology Coordinators); SACs maintain signed *CMAS and CoAlt Security Agreements* from Test Administrators and other school-level personnel. Locally maintain documentation of training for three years (i.e., physical or electronic copies).

3.3.3 Prepare the Testing Environment

See *2.3 Testing Environment* for detailed information regarding test environment requirements and preparation.

Additional preparation is required for computer-based testing. The following table reviews tasks completed by the DAC or SAC prior to online testing.

DAC or SAC	Computer-based Environment Preparation Checklist	Additional Information/Requirements
☐	Work with the DTC or STC to ensure proper devices and workspaces are available.	Refer to *2.3 Testing Environment* for additional information on testing environments.
☐	Confirm all student devices meet the requirements needed to administer the computer-based test.	For details on infrastructure and system requirements, refer to TestNav Requirements
☐	Involve the TC in planning meetings to provide input on logistics and to resolve any technology issues.	Ideally, a TC is available in the school building to help troubleshoot during the days when students test.
☐	Work with the DTC or the STC to ensure required downloads are completed and systems are set up properly.	
	Finalize testing rooms and schedules	
☐	Verify testing room configurations limit students' visual access to other students' work.	
☐	Bulletin boards and instructional displays that might aid students during testing are covered or removed.	Preparation of any rooms to which students may relocate is also required.
☐	A "TESTING: Do Not Disturb/Only Authorized Personnel Allowed" sign is posted outside the testing room.	
☐	No element of the testing room's environment hinders any student's performance.	The testing room is quiet, well lit, well ventilated, and comfortable. Each student has enough space in which to work.
☐	Verify headphone availability for students.	Headphones are required for text-to-speech (English and Spanish) if testing in an environment with other students

3.4 Technology Setup

DACs and SACs ensure Technology Coordinators (district- and/or school-level) are identified and provided information and resources necessary to complete Technology Coordinator tasks. This section describes activities the District Technology Coordinator (DTC) and School Technology Coordinator (STC), if applicable, complete before the day of testing.

TC	Technology Coordinator Meeting Checklist	Additional Information/Requirements
☐	Technology Coordinators attend the CDE DTC Kickoff Webinar (mid-October).	Recorded version available on the District Technology Coordinators page.
☐	*Optional*: Technology Coordinators have access to ADAM.	If Technology Coordinators will require access to ADAM to support Training Administrations, assign the Assessment Coordinator role. See *3.2.2 Assign and Update User Roles*
☐	Review the sections of this manual that apply to the Technology Coordinator role.	
☐	District and/or school technology plans are discussed and established with Technology Coordinators.	
☐	Technology Coordinators review TestNav information.	Specific instructions on TestNav requirements and guidelines, downloading/installing the TestNav app, technical bulletins, recent updates, and troubleshooting. Go to *TestNav Online Support*.
☐	Technology Coordinators complete the technology readiness training.	Information emailed directly to DTCs by CDE Assessment.

3.4.1 TestNav

TestNav is the online assessment delivery system used for CMAS assessments, accessed through installable apps.

Installable TestNav is available for laptop, desktop, iPad, and Chromebook devices with the following operating systems:

- Chrome
- iPadOS
- Linux
- macOS
- Windows

Features of the installable app:

- Does not depend on other software, such as a browser or Java.
- Downloadable app link varies by operating system.
- Tests are accessed by starting the TestNav app and choosing the appropriate client (i.e., Colorado).

Districts and schools utilizing online assessments must determine how students will access TestNav prior to testing.

3.4.2 Plan a CMAS Test Simulator Trial

For additional information, see the CDE District Technology Coordinators webpage.

TC	Technology Coordinator Checklist	Additional Information/Requirements
☐	Review TestNav technology requirements.	Go to TestNav Requirements.
☐	Configure firewall, content filter, proxy server, and spam filter.	Review Network Requirements and Guidelines.
☐	Conduct CMAS practice test through the ADAM Training Site.	Provides a way to test the local online assessment environment to verify the network and student testing devices are configured correctly using CMAS items.

☐	Identify testing rooms and the number of workstations to be used for testing.	Work with the SAC to ensure proper space and student device availability. Refer to *2.3 Testing Environment* for additional information.
☐	Verify wireless access points can accommodate the number of students scheduled for the testing environment.	Review Network Requirements and Guidelines.
☐	Verify the appropriate amount of bandwidth is available for each computer-based testing environment.	Review Network Requirements and Guidelines.

3.4.3 Prepare Student Testing Devices

TC	Technology Coordinator Checklist Student Testing Device Security	Additional Information/Requirements
☐	Turn off any software that would allow viewing of secure test content on student computers by another computer.	**Windows**: Disable Cortana and XBox Game Bar; turn off text suggestions and clipboard history. **macOS**: Disable *Siri* and/or *Dictation services* before attempting to sign into TestNav.
☐	Configure any applications that can automatically launch on a device to not launch during testing sessions.	Common applications include anti-virus software performing auto updates, power management software (low battery), screen savers, and email notifications.
	Student Testing Device Preparation	
☐	Ensure each student testing device meets the TestNav technology requirements.	Go to TestNav Requirements **Note:** External keyboards are recommended for use with iPads.
☐	Use the CMAS practice test through the ADAM Training Site to ensure devices meeting minimum specifications can perform during testing.	
☐	Update testing workstations to comply with TestNav hardware/software requirements.	Go to TestNav Requirements.
☐	Choose Installable TestNav application.	
☐	Ensure device operating system accessibility features (intelligent personal assistant (IPA) software, such as Siri for iOS and MacOS, Windows Voice Access, or Copilot for Windows) that mimic accommodations are disabled on all devices.	If IPA software is not disabled, the testing site must ensure the security and integrity of the test by actively monitoring that students are not using these applications during testing.
☐	Launch TestNav from student machines and run App Check to verify the device or computer is running a supported operating system (OS) and OS version.	To run App Check, on each device: 1. Select **Colorado** from the home screen, if not previously selected. 2. Select **App Check**. a. Passing systems display a green success. b. Failing systems display a red failure.

3.5 Establish a Testing Schedule

See *2.4 Scheduling and Testing Time* and *2.4.2 Sample Schedules*.

Test students requiring accommodated forms at the same time as their peers.

CMAS Administration

To the extent possible, assess all students in a grade in the same content area at the same time. Should that not prove possible, assess all students in the same content area within the shortest timeframe practicable (e.g., back-to-back

physical testing groups, in the same day, across consecutive days), minimizing interactions between groups of students. Most schools will not need the entire three-week window to complete testing.

CoAlt Administration

The DAC is responsible for establishing the administration schedule and ensuring that every student taking a CoAlt assessment is assessed within the state assessment window. Districts may use the entire state testing window for administration of this assessment; however, it is expected that students taking the CoAlt assessments will test during the same testing window as their peers taking the CMAS assessments. The CoAlt assessments are untimed and individually administered. Testing may extend over multiple days for an individual student. It is important that scheduling of the assessment is based on the individual needs of the student.

Note: Testing students before or after the state assessment window is a misadministration. Invalidation is required.

3.6 Student Resources

Several resources are available to help familiarize students, educators, and the public with the assessment formats, item types that appear on the assessments, and examples of questions. DACs and SACs should verify schools have a plan in place to ensure all students have an opportunity to use these resources prior to testing.

CMAS Student Practice Resources

Colorado Practice Resources (CPRs) are available to provide students an opportunity to become familiar with the format and functionality of questions that appear on the CMAS computer-based and accommodated paper-based assessments. While the use of CPRs is not required, it is encouraged to help ensure students are familiar with the online testing environment and appropriate ways to indicate responses on paper while taking the tests. For online testing, exposure to CPRs in advance of testing is especially important for students planning to use text-to-speech to provide an auditory presentation of the assessment content. All resources are available on the Practice Resources page.

Computer-based

Tutorials

Tutorials guide students through using TestNav, the platform used to take online CMAS assessments. The tutorials familiarize students with how to navigate in TestNav, use online tools and supports, and work with different types of online test questions that may appear on the assessments.

CPRs

The computer-based student practice resources include technology-enhanced items (TEIs) which allow students to indicate their responses to assessment questions in a format other than multiple-choice. The CPRs are not intended to cover all content or TEI types included on operational assessments nor are they intended to be representative of a complete section or test. CPRs also provide students the opportunity to use TestNav tools and embedded supports.

Accommodated Paper-based Forms

Paper practice items are comprised of sample CMAS items that provide students an opportunity to become familiar with the format of test items in the accommodated paper-based test books. The following types of items are included in the CPRs which students may encounter while taking accommodated paper-based tests, including:

Selected Response Items

- **Math:** Selected response items are multiple choice questions. To respond, the student indicates their response in an answer grid or by filling in the circle(s) next to their answer choice.
- **ELA/CSLA, Science, and Social Studies:** Selected response items are multiple choice questions. To respond, the student indicates their response by filling in the circle(s) next to their answer choice.

Multiple Choice:

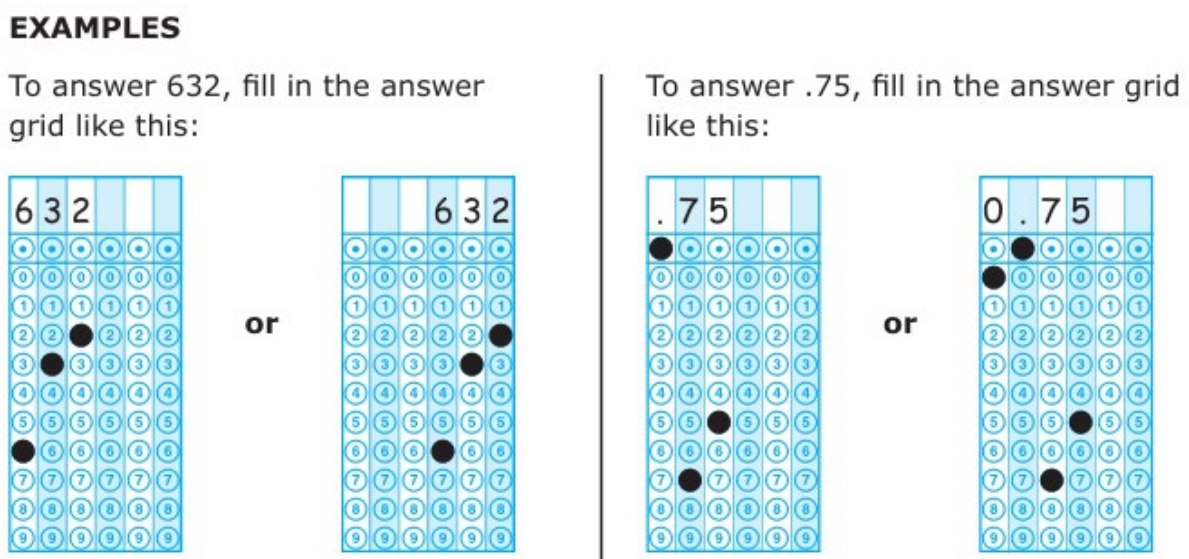
Correct Mark:



Incorrect Marks:



Answer Grid (math only):



Constructed response items are questions or prompts that require an independent, written response. To respond, the student writes their answer in the response box in the test book.

Technology-enhanced items (TEIs) converted to the paper testing format may ask students to:

- Circle the correct answer
- Complete a table with checkmarks, Xs, or letters from a list of answer choices
- Fill in the blank
- Draw lines from boxes to correct answers
- Complete a bar graph or histogram
- **Math only:**
    - Interact with a number line
    - Graph points and lines on a coordinate grid
    - Divide and shade shapes to indicate fractions

Scoring Guides and Rubrics

Refer to the CPR scoring guides at Colorado Assessments Portal Practice Resources for scoring information, including answer keys, sample student responses, score annotations, written response scoring guides (ELA only), and scoring rubrics. Computer-based and accommodated paper-based CPRs include the same questions, so the same scoring guide applies to both formats.

CoAlt Science and Social Studies Practice Resources

The CoAlt science and social studies assessments are paper-based assessments. Use practice resources to help familiarize Test Administrators and students with the assessment format and item types prior to testing.

Selected Response – Students are presented sets of questions with an initial stimulus. Each item has three to four answer choices, one of which is correct. The stimulus provides background information, and the art is repeated on the student facing page with each item. Students are asked to select the correct answer for each item. Selected-response items are designed to assess the highest level of content knowledge and cognitive complexity that can be appropriately measured through this type of item and is appropriate for the associated Extended Evidence Outcome.

Supported Performance Tasks (science only) – Students manipulate option cards to respond to three related prompts for each item. Students use the option cards to complete a chart or graphic. Supported Performance Tasks are designed to assess the highest level of content knowledge and cognitive complexity that can be appropriately measured through this type of item and is appropriate for the associated Extended Evidence Outcome. The items allow for responses that can be provided in approximately five to ten minutes or less.

CoAlt practices resources are available at Colorado Assessments Portal Practice Resources.

3.7 Meet with Test Administrators and Proctors

In preparation for assessment administration, DACs and SACs meet with Test Administrators and proctors. Verify all Test Administrators and proctors are trained for the 2027 administration and sign *CMAS and CoAlt Security Agreements*.

At these meetings, provide *CMAS Test Administrator Manuals* to CMAS Test Administrators and provide *CoAlt Test Administrator Manuals* to CoAlt Test Administrators (arrival dates listed in *Spring 2027 CMAS and CoAlt Critical Dates*).

These manuals provide information regarding Test Administrator responsibilities, test materials, test security (including chain of custody requirements and ethics), procedures, and SAY instructions for the assessments. Test Administrators must confirm the manuals they use are clearly labeled "2027" before administering assessments.

DAC or SAC	Test Administrator and Proctor Meeting Checklist	Additional Information/Requirements
☐	Authorize individuals to administer tests and have access to secure test materials.	*1.2.5 Who May Administer the Assessments*
☐	Provide information regarding assigned group(s) of students.	Identify students who require administrative considerations, accessibility features, and accommodations.
☐	Provide a copy of the school testing schedule.	
☐	Ensure awareness of the resources and materials needed to administer tests and where they are found.	(i.e., *Procedures Manual, CMAS Test Administrator Manuals, CoAlt Test Administrator Manual, ADAM User Guide*, Proctor Cards and Student Cards)
☐	Share school makeup test procedures.	*2.4.3 Makeup Testing*
☐	Share procedures for notifying SACs if a student's test requires accountability coding.	

3.8 Test Materials

For CMAS and CoAlt assessments, test materials from the vendor, Pearson, are packaged by school and shipped to each district. The following table indicates the materials for each assessment.

3.8.1 Secure and Nonsecure Test Materials

CMAS

The SAC must distribute test materials to and from Test Administrators on each testing day. Do not store test materials in classrooms prior to or following each test administration session. Test materials that are distributed by SACs to Test Administrators for test administration include, but are not limited to:

CMAS Materials	Description
Student Cards	A student's first and last name, random ID, and a Test Code are printed on each print card. Individuals are prompted to enter the Test Code, last name, and random ID when accessing their test. **Note:** some Student Cards will only contain a student's first and last name and random ID, without a Test Code. These particular Student Cards allow for Proctor On-the-Fly groups, which are created once the Test Administrator provides students with their Test Code.
Standard Print Test Kits	Standard print test books are available for students with a documented disability that prevents them from accessing the digital assessment as identified on their IEP or 504 plan. Students taking the paper-based assessment use a test book in which they indicate their responses. Student responses are then transcribed from the used test book into TestNav.
Large Print Test Kits	For math and CSLA, Spanish forms are available. Kits include a visual description document. Students indicate their responses in the large print test books. Student responses are then transcribed from the used test book into TestNav. Refer to *Section 6.0* for details.
Braille Test Kits	Tactile graphics and visual descriptions are embedded in the Braille test books, as determined by a Braille review committee. Kits also include *Teacher Notes* with visual descriptions for Test Administrator/TVI. Student responses are transcribed into TestNav. Refer to *Section 6.0* for detailed information.
Tactile Graphics	Images that use raised surfaces so a student with a visual impairment can feel them. They convey non-textual information.
Visual Descriptions	Describe images or graphics in the student's test for students with visual impairment.
Scratch Paper	Blank scratch paper provided to students for taking notes during the assessment. Plain, lined, graph, colored paper, etc. are allowed for use as scratch paper. Inspect paper before use to verify it is free of any writing. As indicated below, the school supplies one piece of blank paper to each student at the start of each section. Students may exchange for a clean piece of paper during the test section but are allowed only one sheet at a time. Collect all used scratch paper at the end of the section and return to the SAC. • **Math**: Schools must provide blank scratch paper to students. • **ELA, Science, and Social Studies**: Districts/schools may choose to provide students with scratch paper for use with CBT, as a notepad tool is available through TestNav. • **Paper (all)**: Schools must provide blank scratch paper to students.
Calculators	**Math:** ● Calculators by grade: ○ Grades 6-7 – five-function with square root and percentage functions ○ Grade 8 – scientific **Science:** ● Calculators by grade: ○ Grade 5 – four function calculators with percentage function ○ Grades 8 and 11 – scientific **Notes:** ● **Online:** The correct calculators are automatically provided to students by TestNav. The school must supply students requiring specialty or handheld calculators with the appropriate grade-level calculator. ● **Paper:** The school must supply students with the appropriate grade-level calculator, including specialty calculators, as needed by individual students.
Math Reference Sheets	**Math**: ● **Online**: TestNav automatically provides to all students taking grades 5-8 math. ○ **Optional**: Schools may print Math Reference Sheets for students.[1] **Paper:** A printed copy of the Math Reference Sheet is included in each test kit for grades 5-8 math. If necessary, schools may print additional copies.[1]

Mathematics Tools for Administration	**Math**: ● **Online**: TestNav automatically provides rulers and protractors to all students as appropriate by assessment. Handheld rulers are **not** allowed on CBT. ● **Paper**: Rulers and protractors are included in test kits as appropriate by assessment. **Optional Geometry Tools:** Schools may provide the following tools to students for grade 8 Math: ● Tracing paper ● Reflection tools ● Straight edges ● Compasses ● Protractors
Grade 11 Science Periodic Tables	Grade 11 science tests only. ● **Online**: TestNav automatically provides to all students taking grade 11 science. ○ **Optional**: Schools may print Periodic Tables for students.[1] **Paper:** A printed copy of the Periodic Table is included in each grade 11 science test kit. If necessary, schools may print additional copies.[1]
Headphones	**Online**: Headphones are required for students using text-to-speech (English or Spanish)[2] if they test in an environment with other students.
Auditory/Signed Presentation Test Content Scripts (Reader/Signer)	Auditory/signed presentation test content scripts are used to provide an auditory or signed presentation of the assessment content to a student by an adult. Some scripts are only available to students with disabilities or NEP/LEP multilingual learners with a documented need indicated on IEP, 504, or LIEP plans. Refer to *Section 6.0* for detailed information. (**Note**: CBT and PBT scripts are not interchangeable.)

1 Print Periodic Tables and Math Reference Sheets from https://coassessments.com/ > Practice Resources. Once written on, the material is secure; reuse for subsequent sections or by other students is not allowed. Return Periodic Tables and Math Reference Sheets containing student work/notes to the DAC along with used scratch paper.
2 Text-to-speech features are activated prior to testing through the form assignment process.

CoAlt

The SAC must distribute test materials to and from the Test Administrator on each testing day. Do not store test materials in classrooms prior to or following each test administration session. Test materials distributed by SACs to Test Administrators for CoAlt administration include, but are not limited to:

CoAlt Paper-based Materials	Description
CoAlt Test Administrator Manual	The CoAlt Test Administrator manual provides information necessary for the administration of the CoAlt science and social studies assessments.
Test Books	The Test Administrator uses the CoAlt Test Book to read the administration script from the Test Administrator page while student response pages face the student. The Test Administrator initially records student responses in the test book, then transcribes them into the online transcription form for scoring.
Task Manipulatives – Science only	Students use task manipulatives to respond to Supported Performance Tasks. Prior to testing, Test Administrators must cut apart the task manipulatives.
Task Manipulative Envelope – Science only	Transport materials between the test environment and the central storage area in an unsealed task manipulative envelope. After testing, return task manipulatives and the *Secure Return Form* to Pearson in this envelope. **Note**: Test books do not fit in envelopes.

Upon request, DACs may distribute PDF versions of the CoAlt task manipulatives. DACs should contact the CDE Assessment Division for access to secure PDFs of task manipulatives. Save files on a memory stick for ease in distribution to Test Administrators; do not send task manipulatives via email. DACs are responsible for ensuring all electronic CoAlt task manipulatives are removed from electronic devices, and that memory sticks used for distribution are erased or securely destroyed. (See *Secure Data Removal Form*.)

3.8.2 Receive, Document, and Store Test Materials

Secure and non-secure materials are sent to the district in one shipment, boxed by school (see *Spring 2027 CMAS and CoAlt Critical Dates*). The shipment contains Assessment Coordinator kits, *Test Administrator Manuals*, and student testing materials.

DACs receive and sign for test materials from UPS. DACs immediately inventory testing materials. It is important that every testing site has the correct test materials for each student who will test. If the initial shipment of test materials does not include everything students will need at testing time, DACs must first make sure the appropriate information is indicated on students' ADAM PNPs, then order additional materials during additional orders windows.

DACs inventory the shipment, then distribute materials to schools no more than **one week** prior to the start of each school's testing window. SACs distribute the *Test Administrator Manuals* as soon as possible so Test Administrators can review as needed.

When materials are received from the DAC, the SAC uses the *School Packing List* to review the materials included in the school's shipment. Next, use the *School Security Checklist* to plan and eventually track distribution of appropriate test materials to each Test Administrator. Open sealed packages of secure materials up to **four days** prior to administration.

The SAC counts the received materials to verify that there is an adequate number of *CMAS Test Administrator Manuals*. If additional materials are needed, notify the DAC immediately.

- One *CMAS Test Administrator Manual* is provided for every 20 students rostered in LaunchPad as of January 29, 2027.
- Accommodated materials are received as assigned (e.g., one accommodated test book for each student an accommodated paper-based test indicated).

Be sure any case of missing or damaged test books or other test materials is immediately reported to the DAC. If necessary, the DAC will place an additional order for an equal quantity of replacement materials after completing the *Form to Report Contaminated, Damaged, or Missing Materials*.

Report the following occurrences immediately to Pearson:

- Non-receipt of student test materials listed on the School Packing List.
- Discovery of unusable student test materials.
- Discovery of missing or duplicate barcode/sequence numbers on any student test materials.

During testing, SACs distribute test materials to and from Test Administrators on each testing day. Track all movement of secure materials on the school's chain of custody form (see *2.1.2 Chain of Custody Requirements*). Do not store test materials in classrooms prior to or following the day of administration.

Save the Pearson boxes in which materials are received. These are used to return test materials after testing.

Material Shipments

The following table indicates the materials included in the initial shipment from the vendor. All coordinator kits and CMAS Test Administrator Manuals arrive in this shipment. **Student materials included in the shipment are based on student registrations in LaunchPad and PNPs in ADAM as of the initial orders deadline: Friday, January 29, 2027**.

Shipment Overview

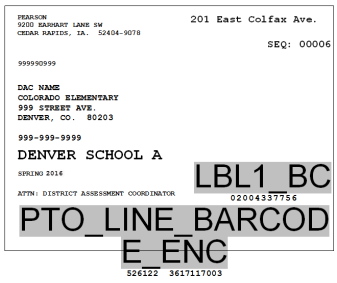
Materials	Description
District/School Packing List	Summary of the test materials in the shipment from the vendor.
District Receipt Form	Summary view of secure materials used by DAC to track receipt of materials by SACs.
Pallet Detail	List identifying boxes for each school. Schools identified by code and name.
School Security Checklist	List of all secure materials sent to a school. Used by SAC to check security barcode number sequences and record any discrepancies.

District Coordinator Kit	
District Coordinator Memo	Description of the shipment
Security Agreement	CMAS and CoAlt form that documents secure procedures.
CMAS Scratch Paper Verification	Form that documents secure handling of used scratch paper. DAC posts signed form in **Assessment Forms** folder on **CDE Assessment Syncplicity**.
CMAS Test Administrator Manual	One copy *CMAS Test Administrator Manual*
School Coordinator Kit	
School Coordinator Memo	Description of the shipment
Secure Return Labels, Blue	Blue labels used to return secure test materials to Pearson
UPS Return Labels	White UPS labels used to return materials to Pearson
CMAS TAMs	Administration procedures and policies manuals for CMAS Test Administrators; one TAM for every 20 students
CMAS Student Test Materials	
CMAS Accommodated Paper Test Kits	Printed materials used for assessment administration. Includes standard print, large print, and braille test kits that include additional administration directions (e.g., paper-specific SAY instructions, directions for transcribing student responses from accommodated test books into the online form for scoring)
Auditory/Signed Presentation: Scripts	Scripts used for auditory/signed presentation of PBT (English, Spanish, and for translation and signing) and CBT (for translation and signing only)
CMAS Paper Form Roster	Checklist for Test Administrators to verify PBT students
CoAlt Student Test Kits	
CoAlt TAM	CoAlt administration procedures and policies manual for Test Administrators
CoAlt Test Book	Test books for CoAlt administration (11 in. X 17 in.)
Task Manipulatives Packet – Science only	Shrink-wrapped package of task manipulatives for CoAlt administration. Includes the *Secure Return Form*. Return Task manipulatives to Pearson in the task manipulative envelope.
Secure Return Form	Form used to verify the return of secure CoAlt test materials, including test books and all science task manipulatives. Return *Secure Return Form* with the task manipulatives in the task manipulative envelope.
Task Manipulative Envelope – Science only	Envelope used to return task manipulatives and the *Secure Return Form* to the vendor.

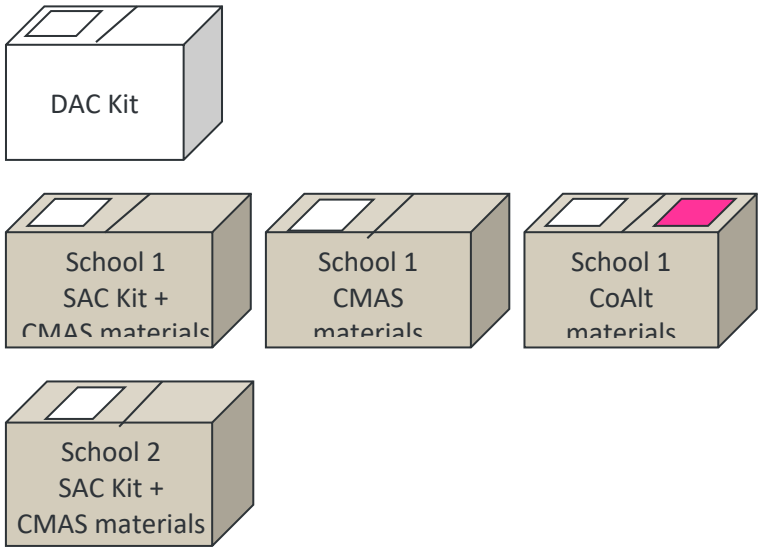
Each box is addressed to the attention of the DAC, and the label indicates the district and school.

The white box contains the District Coordinator Kit which includes materials for the DAC (refer to the table on the previous page for a list of materials included in the District Coordinator Kit). The next box in the shipment includes the School Coordinator Kit and test materials for the first school in the district. Subsequent boxes may contain additional materials for the first school, depending on the school's accommodated material needs.

The boxes are marked with labels. All boxes have a white UPS label that identifies the school for which the materials are intended. Boxes containing CoAlt materials are identified with a neon pink label.



After removing the DAC Kit from Box 1 and inventorying all materials in all boxes, the DAC distributes boxes containing School Coordinator Kits and test materials to schools as identified on the box labels. The following diagram illustrates a shipment for a hypothetical district with two schools.



- The white box contains the District Coordinator Kit.
- The first brown box contains the School Coordinator Kit for School 1, and some CMAS materials for School 1. Boxes 2 and 3 are also for School 1, which is receiving materials for CMAS and CoAlt.
- Box 4 is for School 2, which is only receiving CMAS materials. It is labeled as the last box in the shipment (e.g., "Box 4 of 4"). Because the school is receiving only one box, it contains the SAC Kit and all materials.

Box 1 of the shipment contains several forms that DACs must use to inventory the received test materials.

- Use the **Pallet Detail** to identify the boxes that must go to each school. Use the same form to verify the correct test materials were sent for all participating schools.
- Use the **District Packing List** to review the materials that were shipped.
- Use the **District Receipt Form** to sign out materials to each SAC, verifying they received the quantities listed on this form. Specific instructions appear on the form.

Deliver boxes containing CoAlt test materials to schools in time for Test Administrators to review test administration procedures detailed in the *CoAlt Test Administrator Manual*. Upon request, DACs may distribute PDF versions of the CoAlt task manipulatives. See CoAlt information in *3.8.1 Secure and Nonsecure Test Materials*.

3.8.3 Account for Damaged Test Materials

If materials are damaged during testing (e.g., ripped, contaminated), contact the DAC and complete the *Form to Report Contaminated, Damaged, or Missing Materials*. If materials containing printing errors are discovered, contact Pearson customer support at 1-888-687-4759 for assistance.

3.8.4 Additional Orders

Only the official DAC registered with CDE can place orders for additional materials. Additional orders for accommodated materials (e.g., auditory/signed presentation test content scripts, standard print or large print test books) are not approved unless they are matched to existing student records and PNPs. If the need for material is newly identified, update the corresponding student records in LaunchPad and PNPs in ADAM before placing the additional order. If an order is submitted and needs to be updated, edit the previously submitted additional order (do not create a new order). DACs can also order more shipping return labels, *CMAS Test Administrator Manuals*, and secure return envelopes through the additional orders process.

See *Additional Orders* in *Appendix B: Assessment Management Systems* for step-by-step guidance.

3.9 Finalize Preparations

Work with the SAC and Technology Coordinator to ensure proper space and devices are available for testing. Refer to *2.3 Testing Environment* and *3.3.3 Prepare the Testing Environment* for additional information on testing environments.

3.9.1 Online Testing

Work with the SAC and Technology Coordinator to ensure proper space and devices are available for testing. Refer to *2.3 Testing Environment* and *3.3.3 Prepare the Testing Environment* for additional information on testing environments.

3.9.2 CoAlt

Review school test schedules to ensure sessions are scheduled. To the extent possible, assess students taking alternate assessments in content areas for which they participate in general education classes at the same time as their general education peers to avoid missed instruction. Schools may also ensure students taking alternate assessments do not miss instruction from their general education class(es) through other means.

Distribute electronic CoAlt task manipulatives, as needed for preparation of accommodated materials, following approval from CDE. For instructions, see CoAlt information in *3.8.1 Secure and Nonsecure Test Materials*.

3.10 Meet with Students

Prior to administration, meet with students to prepare them for the applicable content area assessments.

DAC or SAC	Student Meeting Topics	Additional Information/Requirements
☐	Identify all students who should participate in the assessment.	*1.3.2 Determining Grade Level for Assessment*
☐	Inform students about which assessments they will take.	
	Review Testing Day Policies and Expectations	
☐	Discuss prohibited activities	Including using personal electronic devices (such as cell phones) during testing
☐	Allowable materials during testing	Discuss allowable reading materials students may bring to read after testing if students will not be dismissed from the environment upon section completion.
☐	Local policies on reading materials for use after testing	
	CBT – Access to TestNav Practice Test Environment	
☐	Ensure all students have an opportunity to engage with student practice resources prior to testing	*3.6 Student Resources* - become familiar with navigation, test system tools, and item types
☐	Ensure students who require text-to-speech and/or color contrast have a chance to engage with these features	Students may use external color overlays instead of/in addition to embedded color contrast.
	PBT – Access to Accommodated Paper Practice Items	
☐	Ensure all students have an opportunity to engage with accommodated paper practice items prior to testing	*3.6 Student Resources* - become familiar with indicating responses for various item types

This section describes Assessment Coordinator tasks during administration. Districts may determine if these tasks are shared by the DAC and SAC, and in some cases, Test Administrators.

4.1 During Testing

4.1.1 Checklist – Assessment Coordinator During Testing Tasks

DAC or SAC	During Testing Tasks	Additional Information/Requirements
☐	Monitor all test activity in the district/school.	● DACs track CMAS and CoAlt test completion across all schools, including charters, to ensure all schools complete testing by April 23, 2027. ● SACs track CMAS and CoAlt test completion across all administrations and students to ensure students complete testing by April 23, 2027.
☐	Ensure all students present during the school testing window are accounted for in LaunchPad and ADAM for all applicable content areas.	
☐	Maintain test security at all times.	Follow proper chain of custody procedures and account for all materials at all times.
☐	Declare, investigate, and report testing irregularities (e.g., misadministrations, security breaches, technology glitches).	*2.2 Testing Irregularities and Security Breaches* *4.2 Procedures for Testing Irregularities*
☐	Request additional secure and non-secure materials (SACs request from the official DAC, official DAC places order).	Only orders for testing materials matched to actual student registrations in LaunchPad and PNPs in ADAM are approved. Examples of **rejected** orders: ● 8 math CBT test content scripts for translation are ordered; only 3 students assigned in ADAM ● 10 standard print paper test books are ordered; no students are assigned standard print paper test books in ADAM ● 4 math English PBT test content scripts are ordered; only 1 student is assigned in ADAM

☐	Submit, review, and approve student Transfer Requests in LaunchPad via the Transfer Requests user interface feature or the file export/import process.	● If a new student was previously rostered for testing in another district and an error is received upon rostering the student in the new district, submit a student Transfer Request. ● If a student moved out of the district, the new district of enrollment requests a student transfer. DACs review, approve, or reject the student Transfer Requests.

4.1.2 Managing Test Administrations in ADAM

Ensure all students present during the school testing window test.

- ☐ Supervise makeup sessions as needed. Refer to *2.4.3 Makeup Testing* for more information.
- ☐ Track section and test completion in ADAM through the **Test Management > Administrations** screen or view all testing through **Reporting > Progress**.
- ☐ Districts must account for testing for all students rostered through LaunchPad, including those who are not present during the testing window.

4.1.3 Technology Tasks During Testing

Technology Coordinators are available during testing to provide technical support to schools. For instructions on resolving error codes and messages received on student devices during testing, refer to TestNav Troubleshooting.

See *4.2.2 Item Irregularities During Testing* for steps taken by Test Administrators during technology interruptions.

4.1.4 Monitor Test Activity and Maintain Test Security

DACs are actively involved in test administration through monitoring of the administration and test security procedures described in this manual. DACs ensure schools understand and follow active test proctoring procedures for CMAS and CoAlt and that all secure materials are collected after testing.

DAC or SAC	Test Activity Monitoring and Security Tasks	Additional Information/Requirements
	DACs - Monitor section and test completion	
☐	DACs monitor CMAS section and overall completion status across all schools, including charters.	Ensure all schools are on track to complete testing within the testing window, including makeups
	SACs – Monitor section and test completion	
☐	Play an active role in test administration through careful supervision and monitoring of the administration and test security procedures in each testing room.	
☐	Ensure Test Administrators actively monitor each test section.	Walk around the room and verify students are working independently.
☐	The state testing window for CMAS and CoAlt spans three weeks, from April 5 through 23, 2027.	Most districts and/or schools do not need the full three-week allotment to complete testing. Refer to *2.4.2 Scheduling Guidelines*. Students present during any part of the initial school testing window should test. Refer to *1.3.3 New Students*.
☐	Ensure completion of all transcription into TestNav by April 23, 2027.	Student responses in accommodated paper test books (standard print, large print, braille),

		CoAlt, and response accommodations captured outside of TestNav must be transcribed into online test forms for scoring.
Test Security		
☐	Maintain proper chain of custody procedures for materials.	*2.1.2 Chain of Custody Requirements*
☐	Distribute and collect testing materials on each testing day.	*3.8 Test Materials*
☐	Securely store Proctor Cards and Student Cards after each session.	Return to the SAC.

4.1.5 Procedures for Contaminated, Torn, or Damaged Materials

If materials are damaged during testing (e.g., ripped, contaminated), contact the DAC and complete the *Form to Report Contaminated, Damaged, or Missing Materials*. If materials containing printing errors are discovered, contact Pearson Customer Service for assistance (1-888-687-4759).

If a test book is contaminated with bodily fluids (e.g., blood, vomit), follow school or district biohazard protocol.

4.1.6 End of Section Tasks

After completion of a test section, DACs and SACs must ensure the following tasks are completed. Train Test Administrators on the steps required to complete these tasks.

Collect Materials

At the end of each section, the Test Administrator must collect any used and unused secure test materials and deliver them to the SAC. Document the return of all secure test materials (used and unused) on the school's chain of custody form. Collect the following materials:

Online

- Proctor cards and student cards
- Used scratch paper
- School-printed math reference sheets and grade 11 science periodic tables
- Auditory/signed presentation test content script materials

Paper

- Test books (including ancillary materials such as grade 11 science periodic tables, math reference sheets and rulers, and CoAlt TAM and science task manipulatives)
- Used scratch paper
- Auditory/signed presentation test content script materials

Ensure TestNav Logout and Section Completion

At the end of an online section, Test Administrators or SACs must check the accuracy of each tested student's status on the Proctor Dashboard screen in ADAM. If the section status is not as expected, refer to the *CMAS Test Administrator Manual* for step-by-step directions for submitting final section answers.

If a student does not complete their test by the close of the assessment window, the Test Administrator alerts the SAC who applies the applicable accountability code, if needed, for the appropriate student test. Depending on the SAC's assigned LaunchPad role, the SAC may need to request the DAC apply the applicable accountability code.

Administer Makeup Testing

If a student is absent from testing, or if an interruption requires a student to leave the testing environment during testing, Test Administrators must notify the SAC to coordinate makeup testing. For additional details regarding makeup testing, refer to *2.4.3 Makeup Testing*. Administer all makeup sections sequentially for all content areas and within the state testing window.

Online Testing Tip: To help track absent students, Test Administrators write the missed section on the student card.

4.1.7 Managing Testing for Students Who Move/Transfer

Refer to LaunchPad transfer guidance for step-by-step directions for managing testing for students who move or transfer.

District-to-District Movement (Cross-District Movement)

If a new student was previously rostered for testing in another district and an error is received when trying to roster the student in the new district, DACs (or users with the Assessment Coordinator+SDF or Assessment Coordinator+ role) submit a **Transfer Request** through the **Transfer Requests** feature in LaunchPad (UI or file export/import process). The previous district of enrollment must review and approve or reject the request in a timely manner.

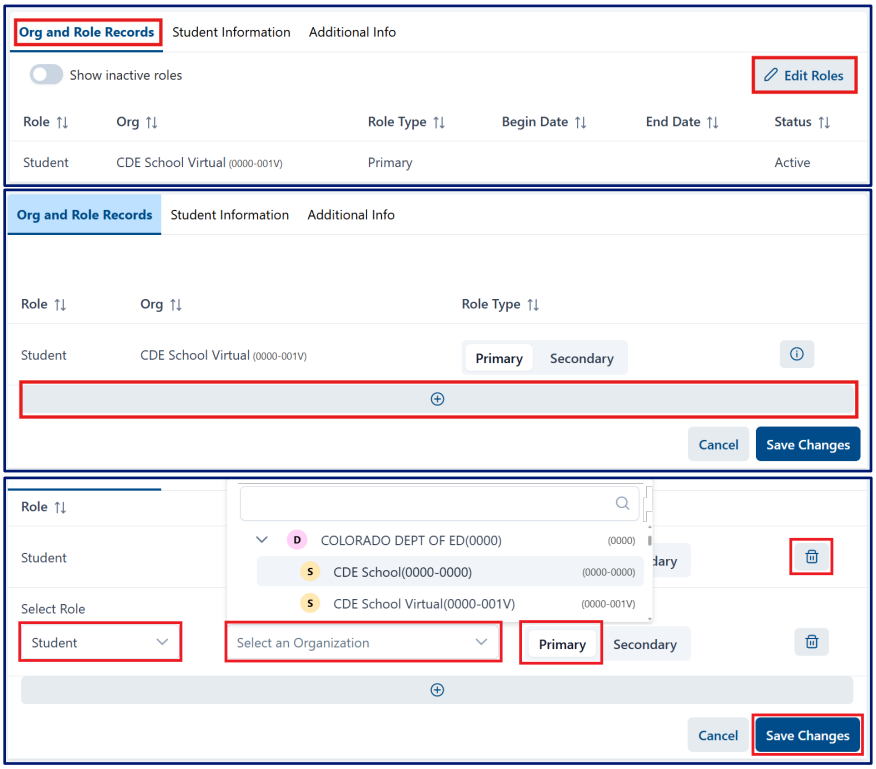
- If a request is rejected, a reason for the rejection is required (e.g., completed testing before leaving the district).
- If the request is approved, the new district of enrollment must confirm the accuracy of the student's demographics (e.g., Continuous in District and Continuous in School fields) in LaunchPad on the **Users > Students** screen or through the file export/import process under **Users > Actions**.

If a transfer request is submitted and timely action is not taken by the previous district, refer to the DAC Directory to contact that district's DAC as each district determines who processes transfer requests. Do not email Personally Identifiable Information (PII) including student names, SASIDs, etc.

Note: For students who started an accommodated paper test before moving, paper-based forms (including ancillary materials such as grade 11 science periodic tables; math reference sheets; and CoAlt test books and science task manipulatives) are securely transferred between districts through DAC-to-DAC handoff or via secure shipment requiring signatures.

School-to-School Movement (In-District Movement)

DACs can update student rostering from one school to another within the district in LaunchPad through the student's UI by going to **Users** > **Students** > select student > **Org and Role Records** tab > **Edit Roles Information** > add a new role: Role = Student, Organization = the new school in the district, Role Type = Primary, then delete the previous organization > **Save**. Alternately, update the organization assignment through the file export/import process. A Transfer Request *cannot be completed* for in-district movement.



4.2 Procedures for Testing Irregularities

Refer to *2.2 Testing Irregularities and Security Breaches* for detailed information about testing irregularities. SACs report testing irregularities to DACs; DACs report testing irregularities to CDE.

Program	CDE Contact
CMAS	Emily Hunter, 720-316-3065
CoAlt	Arti Sachdeva, 720-316-7184

Contact Pearson customer support at 1-888-687-4759, if needed.

DACs ensure SACs follow proper procedures for reporting testing irregularities as soon as practicable. DACs investigate and report testing irregularities and security breaches in a timely manner to ensure appropriate steps are taken to mitigate the situation. Testing irregularities may require invalidation of tests.

If necessary, the DAC completes a *Form to Report a Testing Irregularity or Security Breach* and the corresponding *Test Incident Report* tracking spreadsheet and sends completed documents to CDE through the **Assessment Forms** folder on **CDE Assessment Syncplicity** by **April 30, 2027**.

4.2.1 Dismissing Students for Misconduct

Remove disruptive students from the testing environment. Disciplinary action is the decision of the school/district. Test students who exhibit disruptive behavior in a separate environment as indicated in their IEPs.

4.2.2 Item Irregularities During Testing

Test Administrators report persistent or recurring item irregularities to the SAC, who reports to the DAC and Pearson customer support.

Online

Computer-based item irregularities include, but are not limited to, device malfunctions and error messages the Test Administrator could not resolve. Technology Coordinators and Test Administrators must NOT take photos of error screens but can note error code numbers.

- **Single student.** If one student's device stops working or shows an error:
    1. Write down the time of the interruption to keep track of how much time is left.
    2. Contact tech support at your school—do not take photos of the screen—just note any error codes.
    3. After the issue is fixed, **reseat** the student in ADAM when the student signs back in.
    4. Make sure the student uses the same device.
    5. Tell the SAC if there's not enough time left in the day to finish.
- **Multiple students.** If several students are affected:
    1. Pause the test for all students until the issue is fixed.
    2. Write down the time the interruption started.
    3. Contact tech support at your school. Don't take photos—just note any error codes.
    4. Once fixed, **reseat** the students in ADAM, when the students sign back in.
    5. Students should use the same devices.
    6. Contact the SAC if there are timing concerns.

Paper

If test books containing printing errors are discovered, contact the DAC who will contact Pearson customer support.

4.2.3 Procedures for Safety Threats and Severe Weather

In the rare event that there is a safety threat or severe weather occurs during a testing section, follow the protocol outlined in *2.2.1 Testing Irregularities and Security Breaches*.

This section describes activities completed by the DAC or SAC after testing.

5.1 After Testing

5.1.1 Checklist – Assessment Coordinator After Testing Tasks

DAC	SAC	After Testing Tasks	Additional Information/Requirements
		Collect and Organize Materials (SAC) (See *5.1.2*)	
	☐	SAC accounts for and sorts CMAS and CoAlt materials by type, including used scratch paper	Sort materials by CMAS/CoAlt, content area, grade, and language.
	☐	Report contaminated and damaged test materials	SACs report to DACs, DACs report to CDE. Follow school or district protocol and complete the *Form to Report Contaminated, Damaged, or Missing Materials*.
	☐	Report missing test materials	
	☐	Verify transcription of student test responses into TestNav forms for scoring	Before 4:30 p.m. on Friday, April 23, transcribe responses for students with accommodated standard print, large print, or braille assessments, responses in languages other than English or Spanish, and responses captured outside of TestNav (including CoAlt science and social studies tests).
	☐	Indicate "Do Not Transcribe" on test materials, as appropriate	Use a black marker to write "Do Not Transcribe" on paper tests that were started but do not require scoring (e.g., withdrawn, misadministrations). Apply applicable accountability code in ADAM.
	☐	SAC accounts for and sorts all materials for CMAS and CoAlt	Account for all materials, including used scratch paper and CoAlt test kit materials.
	☐	**Return CMAS and CoAlt materials to the DAC**	**Use original boxes from Pearson to return test materials. If additional boxes are needed, contact the DAC.**
		Package Materials for Return Shipping (DAC)	**(See *5.1.3*)**
☐		DAC accounts for all secure CMAS and CoAlt materials, including used scratch paper	Confirm materials are sorted by CMAS/CoAlt, content area, grade, and language.
☐		DAC prepares boxes for shipping	
☐		Apply return labels to boxes	Each box requires a return label and a UPS shipping label.
☐		Schedule return shipment with UPS	
		LaunchPad/ADAM Cleanup Activities (See *5.1.4*)	

DAC	SAC	After Testing Tasks	Additional Information/Requirements
☐	☐	Verify all students enrolled in the district/school are accounted for in LaunchPad	Do not attempt to remove students who did not test or moved.
☐	☐	Apply accountability codes in ADAM, as appropriate	Through ADAM, apply accountability codes to tests for students who did not test or moved out of the school/district. See *Appendix C: Data* for detailed information.
☐	☐	Verify/update student demographics in LaunchPad	Only users with the Assessment Coordinator+SDF, Assessment Coordinator+, or Data Respondent role may update demographics
Additional After Testing Tasks			
☐		Securely destroy/recycle used scratch paper	If not shipped to the vendor after testing.
☐		Complete the *Post-Test Compliance* and *Scratch Paper Verification*	Refer to *5.1.5* and forms.
☐		Keep records	Before, during, and after testing reports and forms are kept locally (electronically or physically) for three years. See *Section 5.1.6*.

5.1.2 Collect and Organize Materials (SAC)

Materials are collected, inventoried, and organized at the school by the SAC before they are returned to the DAC. Once returned to the DAC, materials are inventoried an additional time for return shipment to the vendor.

Collect Materials

The SAC is responsible for collecting CMAS and CoAlt materials from Test Administrators each day of administration, preferably within 15 minutes of the end of each test session. Refer to *2.1.2 Chain of Custody Requirements* for details.

Immediately after the final section for each test, ensure all Student Cards, *Test Administrator Manuals*, used scratch paper, accommodated test books, ancillary materials like CoAlt science task manipulatives, and all other student materials are collected from Test Administrators and are secured. Use the School Security Checklist to ensure all secure CMAS and CoAlt materials are collected.

Remove electronic material from any assistive technology device used for a student accommodation immediately after testing. Send verification of this removal to the DAC. See *Secure Data Removal Form*. Return any media used to distribute CoAlt accommodated electronic materials to the DAC for secure destruction.

Report Contaminated and Damaged Test Materials

If secure material was contaminated with bodily fluids (e.g., blood), follow your school or district biohazard protocol and complete the *Form to Report Contaminated, Damaged, or Missing Materials*.

Report Missing Test Materials

Schools must investigate any report of missing test materials. If, after a thorough investigation, a secure test material is not found, the SAC must contact the DAC, who contacts CDE. Complete the *Form to Report Contaminated, Damaged, or Missing Materials*. If there is reason to believe a secure document or test content was stolen, photographed, or photocopied, the SAC or DAC must immediately contact CDE to determine a plan of action. This action may include the involvement of local law-enforcement personnel.

Transcription of Student Test Responses

Verify student responses on the accommodated paper-based forms are transcribed into the online form for transcription by the end of the test window. Additional information regarding the following accommodations and appropriate administration procedures are found in *6.0 Administrative Considerations, Accessibility Features, and Accommodations*. Into TestNav, transcribe:

- Responses written in accommodated standard print, large print, or braille tests.
- Responses written in a language other than English or Spanish (this is not allowed on ELA and CSLA).
- Responses on assistive technology devices (including devices used for Speech-to-Text and word prediction).

Identify "Do Not Transcribe" Test Materials

Mark the covers of accommodated standard print, large print, and braille test books as "Do Not Transcribe" if the tests were started but do not require scoring (e.g., misadministrations).

Organize Materials

Once collected and inventoried at the school, the SAC organizes materials before they are returned to the DAC. Return all test materials, including accommodated materials (e.g., auditory/signed presentation test content scripts, test books, and visual description documents) and the original Pearson shipping boxes, to the DAC for return to Pearson. Once returned to the DAC, materials are inventoried once again before return shipment to the vendor.

Online

Collect CMAS test materials used together with computer-based testing and return to the DAC after testing. These materials may include any of the following items.

CMAS CBT Secure Materials Returned to Vendor	CMAS CBT Secure Materials Returned to Vendor, Securely Destroy/Recycle
● Auditory/signed presentation test content scripts for translation ● Visual description documents	● Proctor and student cards ● Math Reference Sheets ● Grade 11 science periodic tables ● Used scratch paper ● Other secure materials (e.g., printed student rosters)

Paper

Collect test materials used for paper-based testing and return to the DAC after testing. These materials may include any of the following items.

CMAS PBT Secure Materials	CoAlt Secure Materials
● Test books ● Grade 11 science periodic tables ● Math reference sheets and tools containing any student writing ● Large print test kits (including visual descriptions) ● Braille test kits (including Teacher Notes) ● Auditory/signed presentation test content scripts ● Used scratch paper ● Other secure materials (e.g., student rosters)	● Test books ● Task manipulatives (science only) ● Accommodated materials

Group sorted items together as follows, by assessment:

Secure Materials Returned to Vendor	Materials Returned or Securely Destroyed/Recycled
● Used and unused test books/kits ● CoAlt test books and task manipulatives ● Used test books marked "Do Not Transcribe" ○ Started but incomplete test books that should not	● Test Administrator Manuals ● Math Reference Sheets ● Grade 11 science periodic tables ● Proctor and student cards

receive a score (e.g., withdrawn, misadministration) ● Auditory/signed presentation test content scripts ● Visual description documents	● Other secure materials (e.g., student rosters with names) ● Used scratch paper

Do not return CoAlt **accommodated** materials to the vendor as these are to be securely destroyed by the DAC (**does not** include CoAlt task manipulatives).

Return Materials to DAC in Original Boxes

- Use the original Pearson shipping boxes in which test materials were delivered for return shipping. Ensure the original shipping labels and other markings are removed or covered. If more boxes are needed, contact the DAC.
- Prior to placing test materials in a box, securely tape the bottom of each box to prevent breakage. Reinforce all seams (top, bottom, and sides), following an "H" pattern.
- Do NOT seal boxes. Return unsealed boxes to the DAC to check the contents before returning to the vendor.

Reminder: Sort and/or package materials as directed by the DAC. If there is a conflict between the DAC's district-specific instructions and the instructions in this manual, follow the DAC's instructions.

5.1.3 Package Materials for Return Shipping (DAC)

DACs collect all materials from SACs. Use the *District Receipt Form* to verify all materials are signed in from SACs, including accommodated materials. As materials are received from SACs, ensure the following:

- All materials are stored in a secure, locked location until they are returned to the vendor.
- Securely destroy/recycle used scratch paper from each school if it is not shipped to the vendor. Complete the *Scratch Paper Verification*.
- Electronic material is removed from any assistive technology device used as part of a student accommodation. Collect verification of this removal from SACs if this type of accommodation was used during testing. Refer to *Secure Data Removal* form.

Inventory Test Materials for Return Shipping

All test materials are collected by the SAC and delivered to the DAC after testing. Verify materials are sorted and grouped as described in *Section 5.1.2*.

DAC	Inventory test materials collected from SACs	Additional Information/Requirements
☐	Used and unused CMAS and CoAlt test books/kits	Standard print, large print, and braille including visual description documents and braille teacher notes
☐	Math reference sheets, rulers, and protractors	
☐	Grade 11 science periodic tables	
☐	Auditory/signed presentation test content scripts	
☐	Proctor and student cards (CBT only)	May be securely destroyed/recycled locally
☐	Student rosters (if printed)	May be securely destroyed/recycled locally
☐	Used scratch paper	May be securely destroyed/recycled locally
☐	*CMAS Test Administrator Manuals*	May be shredded/recycled locally
☐	*CoAlt Test Administrator Manuals*	May be shredded/recycled locally
☐	CoAlt task manipulative envelopes containing science task manipulatives and Secure Return Form	Envelope is labeled with the student's name
☐	Accommodated CoAlt materials	DAC securely destroy locally

If multiple boxes are received from a single school and are not filled to capacity, **consolidate boxes from that school only** so fewer boxes are shipped back to the vendor. Multiple types of materials can go into a single box as long as the materials are sorted and grouped together.

Group sorted items together as follows, by assessment:

Secure Materials Returned to Vendor	Materials Returned or Securely Destroyed/Recycled
● Used and unused test books/kits ● CoAlt test books and task manipulatives ● Used test books marked "Do Not Transcribe" ○ Started but incomplete test books that should not receive a score (e.g., withdrawn, misadministration) ● Auditory/signed presentation test content scripts ● Visual description documents	● Test Administrator Manuals ● Math Reference Sheets ● Grade 11 science periodic tables ● Proctor and student cards ● Other secure materials (e.g., student rosters with names) ● Used scratch paper

Prepare Boxes for Shipping

Reuse the original Pearson shipping boxes to return test materials to the vendor. Ensure the original shipping labels and other markings are removed or covered. **If more boxes are needed, place an additional order via ADAM or contact Pearson Customer Support at 1-888-687-4759.**

Prior to packing test materials, ensure the bottom of each box is securely taped and that all seams (top, bottom, and sides) are reinforced following an "H" pattern to prevent breakage. If any box is not completely filled, add only crumpled paper to avoid damage caused by shifting during shipment. Add enough crumpled paper to hold the documents in place during transit. Do not use foam "popcorn" or "peanuts".

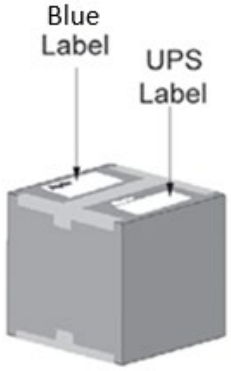
Note about freight shipments: For districts that received their initial materials via freight shipment, use the following directions to return materials non-freight, or follow the freight return directions received from Pearson.

Apply return labels

Two types of return labels are provided in the Coordinator Kit:

- White UPS shipping labels
    - Boxes do not ship without a UPS shipping label.
        - If the weight of the box exceeds the weight printed on the UPS label, UPS will update the label upon pickup.
- CMAS/CoAlt material labels = blue

Affix the proper return label and UPS shipping label to each box, ensuring labels are clearly visible. Refer to the following diagram for suggested label placement.



Mark the boxes

Number the district's shipping labels sequentially to show both the number of the box and the number of total boxes for the district shipment. Mark each box with a unique number such as "1 of 3", "2 of 3", and "3 of 3" on the labels affixed to the boxes. If separate return shipments are scheduled, follow this same unique box sequence each time.

Store and ship test materials

Secure all materials at all times. Hold the boxes for pickup by UPS. See *Contact UPS to Schedule Pickup* for instructions. UPS must pick up materials no later than **Friday, April 30, 2027**.

Contact UPS to schedule pickup

Each SAC must return all test materials to the DAC in time to inventory and prepare materials for UPS pickup. DACs may set district deadlines for schools that are earlier than the deadlines listed below. DACs must schedule pickup arrangements 24–48 hours in advance of the pickup. UPS can pick up boxes as early as **April 7, 2027** and as late as **April 30, 2027**.

For standard shipping returns, call UPS at **1-800-823-7459** to schedule pickups for Ground shipping. Tell the UPS representative you are calling in a pickup request for Pearson and will use their "Return Service." Provide the following information to UPS:

- The physical location for package pickup.
- The estimated number of packages for pickup.

Certain locations may have time/date constraints for pickup. The UPS representative will let you know if the pickup cannot be made as requested. Once the pickup is confirmed, the district receives a confirmation number from UPS. Reference the number in the future if questions or changes arise.

Before boxes are picked up by UPS, make a note of the tracking numbers on the UPS shipping labels. Keep a record of the tracking numbers for future reference.

Note about freight returns: For districts that received their initial materials via freight shipment, use the UPS Ground shipping directions to return materials non-freight, or follow the freight return directions received from Pearson.

5.1.4 LaunchPad/ADAM Cleanup Activities

Verify all students enrolled in the school are accounted for in LaunchPad

According to state law, all students in grades 3 through 8 are required to take the math and ELA (or CSLA) assessments. All students in grades 5, 8, and 11 are required to take the science assessment. All students in grade 7 are required to take the social studies assessment.

Enroll all students (as applicable by grade). If there are students who did not test or did not complete testing (single or multiple content areas), indicate the appropriate Accountability Code for each unused or incomplete test. Refer to *Appendix C: Data* for additional information.

Accountability Codes

For students who did not take a particular test or did not complete a started test, apply an Accountability Code to the content area test(s). The district or school applies Accountability Codes to individual test sessions in ADAM for both online and accommodated paper-based tests, as appropriate. For example, if a Parent Excuse was received for a student for math and ELA, apply the appropriate Parent Excuse (09) invalidation to the student's ELA record and separately apply to the student's math record.

Enter accountability codes through the ADAM UI or through the file export/import process. The ability to enter this information through either method is determined by user permissions as assigned through LaunchPad. Refer to *Appendix C: Data* for information regarding code definitions, step-by-step directions, and timeframes.

Accountability Codes are only used in the following situations:

- For accommodated paper-based testing:
  - if the test was not started or not completed
  - If the test was not transcribed into the online transcription form and should not be scored
  - If the test (whether started or completed) was transcribed into the online transcription form but scoring should not take place
- For computer-based testing:
  - If the student did not begin testing
  - Began and may have finished testing and submitted the test but should not receive a score
  - Began but may not have finished testing, and the student should not receive a score

Users with the **Assessment Coordinator+SDF**, **Assessment Coordinator+**, or **Data Respondent** role can indicate accountability codes.

Verify/update student demographics

If assigned the Assessment Coordinator+SDF, Assessment Coordinator+, or Data Respondent role, check student demographic information in LaunchPad to verify all information is correct for all students, including CoAlt. For instructions, see *Student Rostering: LaunchPad Rostering and Bulk Import Process* at coassessments.com. Indicate any needed updates through the user interface of file export/import process. If unable to verify and update student demographics due to LaunchPad user role permissions, provide the DAC with the information for any known updates.

LaunchPad/ADAM Cleanup Checklist

DACs complete the following LaunchPad cleanup activities after testing, by **April 30, 2027** for school-level cleanup and by **May 7, 2027** for final district-level cleanup.

DAC	LaunchPad Cleanup Activities for DACs	Additional Information/Requirements
☐	Verify all students in grade 3 through 8 and 11 are accounted for with LaunchPad records.	Roster all applicable students in LaunchPad. If there are students who did not test (single or multiple content areas), indicate the appropriate accountability code for each unused test assignment. Refer to *Appendix C: Data* for additional information.
☐	Ensure the appropriate accountability codes are in ADAM.	This is done through the UI or the file export/import process. Refer to *Appendix C: Data* for information.
☐	Confirm demographic information in LaunchPad is correct for all students, including CoAlt.	For instructions, refer to *Student Rostering: LaunchPad Rostering and Bulk Import Process*. Indicate any needed updates in Launchpad.
	Populate Missing Critical Fields	
☐	Check LaunchPad for missing demographic data used for reporting.	A yellow note appears at the top of a student's record in LaunchPad indicating "Missing Critica Fields" followed by the missing data. Select the **Student Information** tab, then **Edit Student Information**. Each missing data point is identified by a symbol (i.e., triangle around an exclamation point) and the words "Missing Critical Field."
☐	Resolve Missing Critical Field warnings, which indicate data fields used for reporting that are not populated.	During Student Biographical Data (SBD) review, Data Respondents resolve remaining Missing Critical Field warnings and then sign off on data accuracy through **LaunchPad's Adobe LMS > Spring 2027 SBD form**.

5.1.5 Complete Post-testing Forms

The link to the *Post Test Compliance*, completed by the DAC, is found in LaunchPad's Adobe LMS. The *Post Test Compliance Report* certifies the administration of the CMAS and CoAlt assessments complied with all procedures and instructions as described in this manual, the *CMAS Test Administrator Manual*, and the *CoAlt Test Administrator Manual*; that any **major** misadministrations were reported to CDE; and all materials were returned to the vendor. The district superintendent also signs the *Post Test Compliance Report*.

The *Scratch Paper Verification* confirms all used scratch paper from all schools was securely destroyed/recycled or shipped to the vendor after testing. CDE requires districts return this form in the CDE Assessment folder on Syncplicity by **Friday, April 30, 2027**.

As part of post-testing compliance, DACs **declare, investigate, and report testing irregularities (e.g., misadministrations and security breaches).** DACs complete remaining investigations and report resulting determinations of testing irregularities and security breaches to CDE by **Friday, April 30, 2027**. The *Testing Irregularity Report* and corresponding spreadsheet are used to request suppressions (entered by CDE).

5.1.6 Keep Records

Locally store the following documentation for three years (electronic or physical copies):

- Completed *Verification of District Training* form
- Completed *Scratch Paper Verification* form
- Signed copies of *CMAS and CoAlt Security Agreement* forms for all individuals involved with assessment administration or handling secure assessment materials
- Completed *Post Test Compliance* form
- Completed *Testing Irregularity Reports* and corresponding spreadsheet
- School Security Checklist
- Chain of custody documentation to ensure there are no questions or concerns related to the security of the assessments or handling of materials after the fact. The DAC and each SAC must be able to assure the state, if any questions arise, that every step was taken to ensure security of the test materials.

6.0 Administrative Considerations, Accessibility Features & Accommodations

6.1 Introduction

Administrative considerations, accessibility features, and accommodations are changes to assessment administration that provide individual students access to a test. Administrative considerations and accessibility features are available to any student, as appropriate, while accommodations are only available to students with disabilities and students learning English who have a documented need on their Individualized Education Program (IEP), Section 504, or Language Instruction Education Program (LIEP) for multilingual learners identified as NEP or LEP.

Districts must have a formal plan in place for students with disabilities to ensure and monitor the appropriate use of administrative considerations, accessibility features, and accommodations. Any *modification* of an assessment fundamentally changes the assessment's intended measure and, therefore, results in an invalid score (misadministration).

For CMAS, the need for certain accessibility features and accommodations is indicated on student records through LaunchPad and ADAM. Refer to the following information about each accessibility feature and accommodation to add PNP (personal needs profile) settings, as indicated, to ensure availability during testing, and in some cases, order physical materials. To assign *accommodations* through ADAM as indicated on educational plans, the appropriate Educational Classifications indicators must also be populated in LaunchPad for corresponding students:

- **IEP-documented accommodation need:**
  - IEP = Yes
  - Primary Disability = non-blank
- **504-documented accommodation need:**
  - Section 504 = Yes
- **LIEP-documented accommodation need:**
  - Language Proficiency = 1 or 2
  - Language Background = non-blank (cannot be *ENG*)
  - Language Instruction Program = non-blank (cannot be *No or Not Applicable*)
  - ML Accommodation Eligible = Yes

Refer to *Student Rostering: LaunchPad Rostering and Bulk Import Process* and *CMAS Personal Needs Profile: ADAM Test Settings and Student Accommodation Upload Process* for user interface and file import/export use instructions.

6.1.1 Administrative Considerations

Administrative considerations are available to any student who may benefit from a change in the *testing conditions*. Districts and schools have the authority to make administrative determinations for any student as long as test security is not compromised, and testing environment requirements are met. Generally, most students are tested with their peers; however, under certain circumstances, a student may benefit from a change in the testing conditions. The following considerations are available to all students:

- Adaptive and specialized equipment or furniture (e.g., slant board, yoga ball)
- Frequent breaks that do not stop the testing clock
- Noise buffers/headphones
- Separate or alternate location
- Small group testing
- Specified seating
- Time of day

Note: Administrative considerations are not recorded in ADAM.

Adaptive and Specialized Equipment or Furniture

Some students may require specialized equipment or furniture such as special seating, weighted vests, fidget tools, or adaptive keyboards and should have access to it during testing. If the other students in the testing environment are familiar with the furniture/equipment (so it is determined not to be a disruption to others), students using the furniture/equipment do not need to test in a separate environment.

Breaks that DO NOT Stop the Testing Clock

Students must complete each test section within the specified section testing time (by content area). Breaks do not stop the testing clock.[1] During breaks, cover or close student testing device screens or paper-based materials. Students are not allowed to have anything that is prohibited during testing during their breaks.

Students are to remain in the testing environment for breaks during each testing section. Students may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment is for the restroom. In these cases, plan for an escort to minimize the student's interactions with other students on a different testing schedule.

Assess students in an individual testing environment or in a group testing environment for students with similar break needs. Maintain a secure standardized testing environment, and break activity must not distract other students in the testing environment. Students may not interact with one another; only interactions with adults are allowed. Students may not discuss any questions or their answers on the assessment during breaks. Reading, accessing the internet, or making and/or receiving phone calls is not allowed during a break.

[1]Students completing computer-based testing have access to a three-minute "pause" feature built into each test section. This "pause" feature does stop the testing clock and is an administrative consideration available to every student.

Noise Buffers/Noise-Cancelling Headphones

Noise cancelling headphones, earplugs, or other noise buffers **not connected to an audio device** are allowed.

Note: Check noise buffer compatibility with auditory presentation modes (e.g., text-to-speech) prior to testing.

Separate or Alternate Testing Location

Students may test in a separate or alternate location from their peers as long as standardized test procedures are followed.

Small Group Testing (Includes 1:1)

Students may test in a 1:1 or small group testing environment. Assessment policy does not prescribe the minimum or maximum group size for any student; however, for students with IEP, 504, or LIEP, schools must follow group guidelines as documented on the plans (e.g., "less than ten students" or "no more than eight students"). If the plan does not specify the maximum number of students in the small group, follow common practice used for that student during instruction and classroom/district assessment.

Specified Seating

Seating students in specified locations in the testing environment during assessment is allowed, as determined at the local level. For example, a student may benefit from being seated away from the door or windows to minimize distractions or away from a heating/cooling vent.

While seating is an administrative consideration, students need to be in a position that is suitable for testing (i.e., lying on the floor during testing **is not** appropriate). Additionally, it is not appropriate to seat a student in a location that is not visible to the Test Administrator, such as behind a bookshelf separating the student from the rest of the room.

Time of Day

Assessment policy does not prescribe the time of day for testing; however, for students with IEP, 504, or LIEP, schools must follow guidelines as documented on the plans. Students requiring a specific time of day for assessment typically have medical needs that impact performance during some portion of the day.

Students testing at a specific time of day should follow the same testing order as close to the general test schedule as possible. Students may not discuss questions or their answers outside of the test session.

If testing on a different timeline from the general student testing schedule is necessary, consult the DAC when developing the student's unique testing schedule to ensure all requirements for test security are met and to minimize disruption to the student's instruction.

6.1.2 Accessibility Features

Accessibility features are available to all students to *increase the accessibility* of the assessments. Embedded and Test Administrator-provided accessibility features are available to all students on CMAS assessments. Students determine when and how to utilize these tools throughout the testing experience. Pre-selection is required during the form assignment or initial ordering process for auditory presentation, including text-to-speech and auditory presentation test content scripts for paper-based testing; enlarged pointer; and color contrast accessibility features.

While accessibility features like auditory presentation can be made available to all students, they may not be appropriate for all students. Students eligible for auditory presentation through text-to-speech for computer-based tests or test content scripts for paper-based testing should use similar access strategies during instruction and classroom assessments.

Note: Contact CDE Assessment regarding ELA/CSLA. Any modification of the assessment is a misadministration and will result in an invalid score.

The following tools are available to all students and meet the access needs of most students.

Table 6-1: Embedded or Locally Provided Tools

Tool	Description	Assessment	TestNav Location (CBT)	Paper-based Tools (PBT)
Answer Eliminator	Visually eliminate (with a red "X") one or more answers	All	Toolbar	**Notecard provided by school**
Calculator – 4 Function	Addition, subtraction, division, multiplication, and percentage functions	Grade 5 Science	Toolbar	**Calculator provided by school**
Calculator – 5 Function	Addition, subtraction, division, multiplication, percentage, and square root functions	Grade 6 Math Grade 7 Math	Toolbar	**Calculator provided by school**
Calculator – Scientific	A range of functionality for general math, algebra, trigonometry, and statistics	Grade 8 Math Grade 8 Science Grade 11 Science	Toolbar	**Calculator provided by school**
Line Reader Mask	A mask for text that allows a student to read line-by-line	Math and ELA only	User Menu	**Ruler or notecard provided by school**
Notepad	Take notes (replaces scratch paper)	ELA and Science	Toolbar	**Scratch paper provided by school**
Pointer (default)	Select answer choices, drag answer choices to correct spots, select image hot spots, or deselect any other tool	All	Toolbar	**Not applicable**
Pointer – Enlarged	A range of pointer sizes and colors for increased visual accessibility	All	Toolbar	**Not applicable**
Protractor	Measure angles in degrees	Grades 4 through 7 Math	Toolbar	**Included in appropriate test kits**

Ruler – Centimeter*	Measure lengths in 1 cm increments	Available as appropriate by assessment	Toolbar	**Included in appropriate test kits**
Ruler – Inch*	Measure lengths in ¼" increments	Available as appropriate by assessment	Toolbar	**Included in appropriate test kits**
Spell Check	Checks the student's constructed responses for spelling	ELA only	Constructed Response Toolbar	**External spell check device provided by school**
Text Highlighter	Highlight words	All	Pointer	**Highlighter provided by school**
Zoom	Zoom in or out on the screen	All	PC: Keyboard Command (Ctrl and + or -) Mac: Keyboard Command (Command and + or -) iPad or Touch screen: Pinch Chromebook Keyboard command (Ctrl and + or -)	**Magnifier provided by school**

*Students may use the ruler tool as a line reader guide.

Accessibility Features Pre-assigned through PNP

The following computer-based testing (CBT) accessibility features are available to students through TestNav only if they are assigned in ADAM prior to testing:

- Color Contrast
- Enlarged Pointer
- Zoom
- Auditory Presentation: Text-to-Speech for Math, Science, and Social Studies

Color Contrast

Color contrast is available for students who use similar tools to access content during instruction and classroom and benchmark assessment. For CBT, color contrast settings allow selection from six alternate colors for text and background to best meet student needs. When pre-assigned in ADAM, background and text are automatically adjusted. Some graphics (e.g., charts, graphs, tables, maps and drag-and-drop boxes) are presented in full color on a white background.

For paper-based testing, students may use **external color overlays** if they use similar tools to access content during instruction and classroom-based assessment to adjust print to page contrast. These overlays are full or partial pages of colored plastic. External overlays are provided by the school. External color overlays for paper-based testing are not indicated on a student's PNP in ADAM.

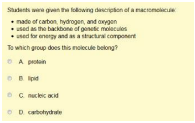
Note: For online testing, students may use external overlays combined with color contrast settings. Many items include color graphics that overlays may impact. It is expected that students using overlays will need to adjust their use depending on what is on the screen, similar to how they address the issue during typical computer work.

Students should have the opportunity to practice with the color contrast functionalities and/or overlays on the student practice resources prior to testing. Functionality is dependent upon specific item type and device configurations. The student can adjust color contrast settings through the User Menu in TestNav.

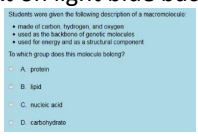
PNP Settings:

- Field = 02-Color Contrast
  - Expected Value = refer to information below for UI or enter "1" for CMAS PNP file export/import
    - Black/Cream
    - Black/Blue
    - Black/Magenta
    - White/Black
    - Yellow/Blue
    - Gray/Green

Black text on cream background



Black text on light blue background



Black text on magenta background



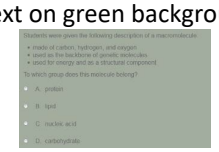
White text on black background



Yellow text on dark blue background



Gray text on green background



Enlarged Pointer

An enlarged pointer is available for students who use similar tools to access content during instruction and classroom assessment. For online testing, this feature presets the student's test form to use an enlarged pointer within TestNav. There are six options from which a student can be assigned a pointer that best meets their needs (see below).

Students should have the opportunity to practice with the enlarged pointer prior to testing. This is done through adjusting the test display settings in the PNP of a secure online student practice resource through the ADAM Training Administration.

PNP Settings:

- Field = 03-Enlarged Pointer
  - Expected Value = refer to information below for UI or enter "1" for CMAS PNP file export/import
    - Medium white
    - Large white
    - Extra large white
    - Extra large black
    - Extra large green
    - Extra large yellow

Zoom

A zoomed-in (magnified view) screen is available for students who use similar tools to access content during instruction and classroom assessment. For online testing, zoom settings allow the student to select the magnification level of the on-screen content. There are five preset zoom setting options from which a student may select magnification that best meets their needs. When the zoom setting is pre-assigned in ADAM through the PNP, the on-screen content is automatically adjusted.

Students should have the opportunity to practice with the zoom feature on the app-based student practice resources prior to testing. The student can adjust zoom settings through the User Menu in TestNav.

PNP Settings:

- Field = 04-Zoom Percentage
  - Expected Value = refer to information below for UI or enter "1" for CMAS PNP file export/import
    - 110 = 110%
    - 120 = 120%
    - 150 = 150%
    - 175 = 175%
    - 200 = 200%

Auditory Presentation: Text-to-speech (TTS) for Math, Science, and Social Studies

The following information applies to math, science, and social studies assessments. Text-to-speech is the CBT auditory presentation feature available to students who are unable to decode printed or tactile code. These students receive an auditory presentation of text during instruction and classroom assessment. Through TTS, on-screen text is read aloud to the student by embedded text-to-speech software. TTS is only available to students who were pre-assigned TTS through the PNP in ADAM. **Note**: Contact CDE Assessment regarding ELA. Any modification of the assessment is a misadministration and will result in an invalid score.

Word-for-word highlighting accompanies the device's reading of the on-screen text. Just before a section of text is read, it is highlighted in yellow; each word in that section is highlighted in blue as it is read by the device. When words that appear in an image or graphic are read, the entire graphic panel is highlighted by a blue box. **Note**: Highlight colors may change if different color contrast settings are selected.

Students assigned TTS determine how and when they interact with the feature. There are two ways to interact:

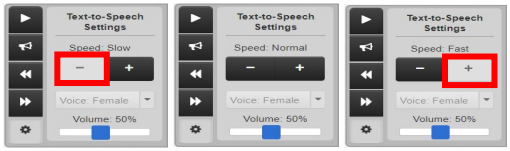
1. Select the **Play** button to read all text from the beginning of the item to the end.
2. The **Toggle Click-to-Hear** button allows the student to select the starting point for activating TTS.

Students use the **Stop** button to stop the reading.

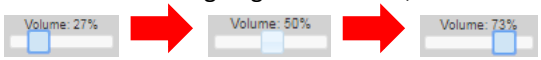
Students use the **Jump Back** button to move the reading to the beginning of the section.

Students use the **Skip Ahead** button to move the reading to the beginning of the next section.

Students can adjust TTS reading speed during testing by selecting the **Settings** button. Select the **plus** or **minus** buttons to increase or decrease the speed of the audio.



Students may adjust TTS volume during testing by moving the **Volume** slider left or right to decrease or increase the volume; however, if the device volume is not "turned on" before signing into TestNav, audio is not accessible.



If tested in a group, students assigned TTS must wear headphones. Students must set the volume at such a level that there is no sound leakage to surrounding students. Students must verify the volume is "turned on" before signing into TestNav by using the "Check Audio" function on the TestNav test code screen. Students may test with other students using TTS, as well as students not using TTS.

Students who are unable to use headphones, such as students using certain hearing aids, may use speakers. Accessing TTS with speakers requires testing in a 1:1 environment. **Note:** A separate environment is not needed if the student uses Bluetooth compatible hearing aids; however, it is recommended the student has the opportunity to practice accessing TTS with their hearing aids prior to testing through the secure practice resources set up through ADAM.

For any student requiring TTS, provide an opportunity to use TTS with the practice resources before testing. During testing, students may only use TTS through TestNav (i.e., device operating system accessibility features are not allowed).

PNP Settings:

- Field = Auditory/Signed Presentation > 07-Text-to-Speech
  - Expected Value = English **or** Spanish (UI) or "1" (CMAS PNP file export/import)

While the TTS accessibility feature is available to all students, it may not be appropriate for all students. Students eligible for TTS should use similar access strategies during instruction and classroom assessment.

Accessibility Features Pre-assigned and Pre-ordered through PNP

Assignment of the paper-based testing (PBT) accessibility feature, Auditory Presentation: Test Content Script for Math, Science, and Social Studies, is required in ADAM prior to the end of the initial materials order window.

Auditory Presentation: Test Content Script for Math, Science, and Social Studies

The following information applies to math, science, and social studies assessments. Test Content Script is the paper-based auditory presentation available to a student who is unable to decode printed or tactile code and receives an auditory presentation of text during instruction and classroom and benchmark assessment. Through an auditory presentation test content script, assessment text is read aloud to the student by a Test Administrator. **Note**: Contact CDE Assessment regarding ELA/CSLA. Any modification of the assessment is a misadministration and will result in an invalid score.

A trained Test Administrator uses the auditory presentation script to read the *entire* test orally to a student who is unable to decode printed or tactile code. Administration on a 1:1 basis is recommended (i.e., one Test Administrator to one student). A student should have the option of asking a reader to slow down or repeat text. Test Administrators must read word-for-word from the physical auditory script and may not read from the test book. Auditory presentation test content scripts are secure test materials; return auditory presentation test content scripts to Pearson after testing.

Test Administrators must be able to read and pronounce all text correctly. Refer to the *1.2.5 Who May Administer the Assessments* in this manual for additional qualifications of Test Administrators.

Test Administrators may have supervised access to the auditory presentation test content script for the paper-based form 24 hours prior to administration. This time is to ensure that Test Administrators are familiar with the content terminology and the appropriate practices associated with this accommodation.

Note: While it is anticipated that most students requiring auditory presentation test content scripts are able to complete the testing session within the standard testing time, due to the nature of auditory presentation and the need to repeat questions and answer options as requested, an auditory presentation test content script testing session may take additional time.

PNP Settings:

- LaunchPad Field = Educational Classifications (required to assign a paper accommodation)
    - IEP **or** 504 Expected Value = Yes
- ADAM Field = Paper > 10-Standard Print, 11-Large Print, 12-Braille UEB, 13-Braille UEB with Nemeth, **or** 14-Braille UEB Math/Science
    - 10-Standard/11-Large Print Expected Value = English **or** Spanish (UI) or “1” (CMAS PNP file export/import)
    - Braille Expected Value = box checked (UI) or “1” (CMAS PNP file export/import)
- Field = Auditory/Signed Presentation > 08-Test Content Script
    - Expected Value = English **or** Spanish (UI) or “1” (CMAS PNP file export/import)

If the paper-based form and *Auditory/Signed Presentation: Test Content Script* are indicated in ADAM before January 29, 2027, the test book and auditory presentation test content script are received with the district’s automatic initial shipment. If the paper-based form and *Auditory/Signed Presentation: Test Content Script* are not indicated in ADAM before January 29, an additional order is required.

If an additional order is required due to missed deadline:

- Update student’s Educational Classifications indicators in LaunchPad, if needed
- Indicate above PNP settings for student’s test
- Place Additional Order through ADAM for correct grade level, content area, and language:
    - Test Book/Kit
    - PBT Auditory/Signed Presentation Test Content Script

Note: PBT and CBT test content scripts are not interchangeable. The PBT test content script does not match a computer-based test, and the CBT test content script does not match a paper-based test.

While the auditory presentation accessibility feature is available to all students, it may not be appropriate for all students. Students eligible for auditory presentation should use similar access strategies during instruction and classroom assessment. The accommodated paper-based test is available only to qualifying students with a documented disability that prevents them from accessing the online assessment, as identified on their IEP or 504 Plan.

Accessibility Features that do not Require Pre-assignment

Test Administrator-provided accessibility features are available to all students on CMAS assessments. These accessibility features may require testing students in a separate environment.

- General Administration (SAY) Instructions Clarified and Repeated as Needed (by Test Administrator)
- Read Aloud to Self

General Administration (SAY) Instructions Clarified and Repeated as Needed (by Test Administrator)

Upon student request, the Test Administrator clarifies general administration instructions (SAY instructions) only after reading the instructions word-for-word from the *Test Administrator Manual*. A student may also raise their hand and request repetition of the SAY instructions. Clarifying or reading passages or test questions for students is not allowed.

Read Aloud to Self

A student may read the assessment aloud to him/herself. Devices such as "whisper phones" are allowed.

This accessibility feature requires the student to test in a 1:1 environment separate from other students.

6.1.3 Accommodations

Assessment accommodations are changes made to assessment procedures that provide a student with access to comprehensible information and an improved opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. Accommodations provided to a student are based on individual need documented in the student's approved IEP or 504 plan. Students may only utilize accommodations for testing that are specifically listed in the IEP or 504 plan. In addition to accommodations for students with disabilities, Multilingual Learner (ML) accommodations are available to students with a language proficiency designation of NEP or LEP.

Accommodations may not be provided based on a category of disability, level of instruction, environment, or another group characteristic. No accommodations may be provided to a student merely because they are a member of an instructional group. Accommodations are not provided for personal preference and should not provide an unfair advantage to any student. Providing accommodations for the sole purpose of increasing test scores is not ethical.

Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based staff involved with each student's instructional program. **The SAC and/or DAC must maintain a master list of all students and their accommodations to ensure appropriate CBT forms are assigned and PBT forms are ordered prior to testing.**

Accommodations are available for students with disabilities and/or MLs for both online and paper-based forms of the assessments. The following sections provide information regarding specific accommodations:

- Presentation Accommodations
- Response Accommodations
- Timing Accommodations
- Multilingual Learner Accommodations

In these sections, information is provided on the overall use and assignment of the accommodation; additional information is provided if directions vary between paper-based and computer-based accommodation delivery.

With sufficient time to properly plan test administration, DACs and SACs shall collect information regarding students who require testing accommodations. It is imperative test administration reflects needs documented in a student's

formal educational plan, and that the student is only provided accommodations comparable to those used regularly during instruction (55% of the time or greater in the specified content area) and on classroom and district assessments--unless a student is accustomed to a particular accommodation, introducing that accommodation on CMAS may impede the student's performance. Once accommodations are verified, the DAC and SAC use this list to identify available resources (e.g., sign language interpreters, translators, and assistive technology equipment) and space needed for small group testing or individual administrations.

Test Administrators who manage "accommodated testing groups" must receive training on the appropriate way to administer that specific assessment accommodation. Training on all applicable accommodations is required for Test Administrators who administer the assessment to students with multiple accommodations.

Important: Colorado Revised Statute §22-7-1006.3 (1) states:

> *(d) If all or any portion of a state assessment requires a student to use a computer to take the assessment, FOR A STUDENT WITH A DISABILITY WHO HAS AN INDIVIDUALIZED EDUCATION PROGRAM OR 504 PLAN, AND WHOSE ACCOMMODATION REQUIRES A PENCIL-AND-PAPER FORMAT, the department of education must administer the portions of the state assessment that require a computer in a format that a student may complete using pencil and paper. Each local education provider shall report to the department the number of students it enrolls who will take the state assessment in a pencil-and-paper format.*

Note: For CBT assessments, while an accommodation may not be identical to the accommodation used during instruction, it should be comparable (e.g., instructional auditory presentation through books on tape is comparable to auditory presentation through text-to-speech).

Presentation Accommodations

Presentation accommodations are changes to the way the assessment is presented to a student with a need for the accommodation, as documented on an IEP or 504 plan. These accommodations do not change the construct of the assessment. Presentation accommodations are available for both computer-based and paper-based assessments. **Note**: To assign a presentation accommodation in ADAM, the student's demographic information in LaunchPad must first be indicated. Either the Section 504 indicator in the Educational Classifications box must be set to "Yes," or the IEP indicator in the Educational Classifications box must be set to "Yes" and the "Primary Disability Type" field must be populated.

Table 6-2: Computer-based and Paper-based Presentation Accommodations

Presentation Accommodation	Computer-based Accessibility Features Available to All	Computer-based IEP or 504	Paper-based* Accessibility Features Available to All	Paper-based* IEP or 504
Assistive Technology	Adaptive keyboard, etc.	Ex: screen reader	Not applicable	Not applicable
Auditory Presentation for Math, Science, Social Studies**	Text-to-Speech	Not Applicable	Test Content Script	Not Applicable
Braille	Not applicable	Refer to Tactile Graphics	Not applicable	Braille test materials with tactile graphics
Large Print (18-point font)	Zoom	Zoom	Not applicable	Large Print test materials
Low-Vision Devices (CCTV, etc.)	Zoom	Zoom, projector, magnifier, etc.	Not applicable	Projector, magnifier, etc.
Signed/Transliterated Presentation for Math, Science, Social Studies**	Not applicable	Signed/Transliterated Presentation	Not applicable	Signed/Transliterated Presentation
Standard Print	Computer-based test	Not applicable	Not applicable	Standard Print test materials
Tactile Graphics	Not applicable	AT Form with Tactile Graphics materials	Not applicable	Refer to Braille
Visual Descriptions	Not applicable	Visual Descriptions	Not applicable	Refer to Large Print

*The paper-based test is an accommodation available only to qualifying students with a documented disability that prevents them from accessing the online assessment as identified on their IEP or 504 Plan.
Contact CDE Assessment Division regarding ELA/CSLA. **Reminder: Any modification of the assessment is a misadministration and will result in an invalid score.

Assistive Technology (AT)

The Assistive Technology (AT) form, as defined for the CMAS assessment, is available for students who use assistive technology to access instruction in the classroom on a day-to-day basis, for assessments, and have appropriate documentation on their formal IEP or 504 plans to use the technology for state assessments.

The AT form for assessments is designed for students taking the online assessment and uses keyboard or switch navigation with programs, software or hardware that interacts directly with TestNav (e.g., adaptive keyboard, screen reader software*, switch devices, refreshable braille devices, etc.). The AT form is commonly used for students with visual impairments who are proficient in using embedded programs to access digital technology.

The AT form is ***not*** appropriate in the following cases:

- Software that is not compatible with TestNav requires students to access the test through a secondary device. Students using a secondary device to access the test must not use it to interact with TestNav directly. The Assistive Technology form shall not be assigned for students using a secondary device that does not interact directly with TestNav.
    - The second device may not have Internet access. Do not indicate the use of assistive technology through the Response Accommodation fields for response accommodations using a secondary device (i.e., speech-to-text, word prediction) (see Response Accommodations: Speech-to-Text and/or Word Prediction).
- Speech-to-text (STT), word prediction, augmentative and alternative communication (AAC) devices, hearing aids, FM systems, or glasses *are not* considered assistive technology for the purposes of state assessments. The Assistive Technology form shall not be assigned for students using these accommodations. To assign speech-to-text or word prediction accommodations, select Response > Technology-Captured for ELA/CSLA (requires district approval) or Math/Science/Soc in student's PNP in ADAM.

*Contact CDE Assessment Division regarding use of a screen reader on ELA/CSLA. **Reminder**: Any modification of the assessment is a misadministration and will result in an invalid score.

CBT - For assistive technology that is compatible with TestNav, special form assignment is required. The AT form is intended to interact with specific types of AT software, such as screen readers, switches, refreshable braille displays, or adaptive keyboards. The AT form reads the code embedded within the item. Some selected response and in-line choice items are presented in a format that allows the technology to interact with the assessment. Not all constructed response editing tools are available for student use because of AT software interactions. Ensure any student assigned the AT form uses software specifically intended for computer access.

Note: Screen readers must be muted during ELA/CSLA administration. Contact CDE Assessment for use of a screen reader on ELA/CSLA. Use of a screen reader on ELA/CSLA modifies the assessment. Any modification of the assessment is a misadministration and will result in an invalid score.

PNP Settings:

- Field = AT and Visual > 15-Assistive Technology Form
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

Auditory Presentation Math, Science, and Social Studies

The following information applies to math, science, and social studies. Auditory presentation is available to a student who is unable to decode printed or tactile code and receives auditory presentation of text during instruction and classroom assessment.

CBT - Refer to *6.1.2 Accessibility Features – Auditory/Signed Presentation: Text-to-Speech (TTS) for Math, Science, and Social Studies*.

PBT - Refer to *6.1.2 Accessibility Features – Auditory/Signed Presentation: Test Content Script for Math, Science, and Social Studies*.

Braille

Available only to students with an IEP or 504 plan with a documented diagnosis of blindness/visual impairment. Determine appropriateness for use of this accommodation with a teacher certified in the area of visual impairments.

Only a teacher of the visually impaired (TVI) proficient in reading the braille code used by the student may administer this assessment. This accommodation is typically administered in an individual assessment environment.

Note: While it is anticipated that most students are able to complete the testing session within the standard testing time, due to the nature of the test administration and the need for the student to respond in the manner the student uses instructionally, the testing session may take additional time.

CBT - A student who is blind or has a visual impairment takes the assessment using their preferred assistive technology device/screen reader software (e.g., refreshable braille display, JAWS), pending a trial using the assistive technology (AT) practice forms (securely delivered through the ADAM Training Administrations) with the student's assistive technology device/software.

This online AT form reads information on the screen using screen reader software and/or a refreshable braille display. If the student is not using headphones, the student must test in a separate one-on-one setting.

Notes:

- Contact CDE Assessment for use of a screen reader on ELA as this is a modification to the assessment. Any modification of the assessment is a misadministration and will result in an invalid score.
- A student who uses a screen reader may also need tactile graphics. Refer to the *Tactile Graphics* information later in this section.

PNP Settings:

- Field = AT and Visual > 15-Assistive Technology Form
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

PBT - The braille test books include content presented in the identified braille code (UEB, UEB with Nemeth, or UEB Math/Science) and embedded tactile graphics. As needed, visual descriptions are also embedded in the braille test books if a visual description is more accessible than a tactile graphic (as determined by a committee of braille readers). The Teacher Notes received in the braille test kits indicate differences between the braille test book and the standard print test book included for TVI reference (including added visual descriptions to support testing students).

The following contents may be included in braille kits (varies by grade level and content area):

- Student
    - UEB, UEB with Nemeth, or UEB Math/Science Braille Test Books
    - Math only:
        - Braille Protractor (grades 4-7 only; rulers are embedded in the braille test books for all grades)
        - UEB with Nemeth or UEB Math/Science Braille Math Reference Sheets (grades 5-8 only)
    - Science only:
        - UEB with Nemeth or UEB Math/Science Braille Periodic Table (grade 11 only)
- Teacher
    - Teacher Notes for Braille
    - Auditory Presentation Script for Braille (for use as documented on student IEP/504 plans)
    - Transcription Instructions
    - Standard Print Test Book

Test Administrators/TVIs may have access to the *Teacher Notes* (included in the braille kit) 24 hours prior to the administration of the assessment to ensure all needed materials are procured. Early access to other assessment materials is not allowed other than to verify the correct grade and content area materials were received by reviewing the test book cover only.

Test Administrators transcribe student work demonstrated using tactile tools, such as an abacus or alternate graphing. Test Administrators may assist in placement of a straight edge, or other tools needed, as requested by the student.

The student records answers directly on the adapted format book, on blank braille paper, or uses a brailler or braille note-taker. After testing, the student's responses are **transcribed** by a TVI into TestNav. Transcription instructions are included in the braille kit. Student work and/or answers not transcribed are not scored. See *6.1.6 Transcription Instructions*.

PNP Settings:

- Field = Paper > 12-Braille UEB
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)
- Field = Paper ->13-Braille UEB with Nemeth
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)
- Field = Paper > 14-UEB Math/Science
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

If the braille form is indicated in ADAM before January 29, 2027, it is received in the district's initial shipment. If the braille form is not indicated in ADAM before January 29, an additional order is required.

If an additional order is required due to a missed deadline:

- Indicate above PNP settings for student's test
- Place Additional Order through ADAM for correct grade level, content area, and braille code:
    - Braille Kit

Large Print (18-point font)

CBT - Refer to *6.1.2 Accessibility Features – Zoom*

Students enlarge the on-screen text and images using "ctrl +" on the keyboard for PCs and Chromebooks, and "command +" on the keyboard for Macs. Students return to standard size by using "ctrl –" keys for PCs and Chromebooks, and "command –" on Macs. Additionally, the zoom tool is available through the TestNav User Menu. On touch screen devices, students enlarge and reduce using pinch-to-zoom.

Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors allow for increased text and image size with less scrolling.

Students should have the opportunity to practice with zoom functionality on app-based CPRs prior to testing.

PBT - Large print paper-based forms are available for students as documented in their IEP or 504 plans. Students using large-print paper-based forms must also qualify for paper-based assessment as identified in their IEP or 504 plan due to an inability to access the digital assessment.

The large print test is packaged as a kit. The large print test books are printed in full color on ivory paper. Test questions are printed in 18-point font; graphics are enlarged. The large print test books are spiral-bound, and the dimensions of the books are 14 inches by 18 inches.

Note: Students should be familiar with the use of large print and large paper-based test books as part of their regular instruction and classroom testing environment.

The following contents may be included in the large print kits (varies by grade level, content area, and need):

- Student
    - Large Print Test Book
    - Visual Descriptions Document – As needed, separate visual descriptions are automatically included in the large print test kits. These picture descriptions describe select images or graphics in the student's test book.
    - Math only
        - Protractor (grades 4-7 only)
        - Ruler
        - Large Print Math Reference Sheets (grades 5-8 only)
    - Science only
        - Large Print Periodic Table (grade 11 only)
        - Magnifier Sheet – Included to increase font size as not all text on the science materials meets the 18-point font minimum.
- Teacher
    - Transcription Instructions

After testing, the student's responses are **transcribed** by a Test Administrator into TestNav. Transcription instructions are included in the large print kit. Student work and/or answers not transcribed are not scored. See *6.1.6 Transcription Instructions*.

PNP Settings:

- Field = Paper > 11-Large Print
    - Expected Value = English **or** Spanish (UI) or "1" (CMAS PNP file export/import)

If large print is indicated in ADAM before January 29, 2027, the kit is received in the district's initial shipment. If the large print is not indicated in ADAM before January 29, an additional order is required.

If an additional order is required due to a missed deadline:

- Indicate above PNP settings for student's test
- Place Additional Order through ADAM for correct grade level, content area, and language:
    - Large Print Kit

Low-Vision Devices

CBT - Refer to *6.1.2 Accessibility Features – Zoom*

Students enlarge the on-screen text and images using "ctrl +" on the keyboard for PCs and Chromebooks, and "command +" on the keyboard for Macs. Students return to standard size by using "ctrl –" keys for PCs and Chromebooks, and "command –" on Macs. Additionally, the zoom tool is available through the TestNav User Menu. On touch screen devices, students enlarge and reduce using pinch-to-zoom.

Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors allow for increased text and image size with less scrolling.

Students should have the opportunity to practice with the zoom functionalities on the CPRs prior to testing.

Low-vision devices (e.g., magnifiers, camera systems, etc.) that attach to computer screens may be used for students with a documented visual impairment as identified on their IEP/504 plan. Students shall be practiced and proficient in using these devices with their computer systems and shall use it regularly during instruction and classroom and benchmark assessments.

PBT - Students use their low vision device with a standard print or large print paper-based form. Student answers in test book.

After testing, the student's responses are **transcribed** by a Test Administrator into TestNav. Transcription instructions are included in the large print kit. Student work and/or answers not transcribed are not scored. See *6.1.6 Transcription Instructions*.

Note: Students should be familiar with the use of the low vision device on paper-based test books as part of their regular instruction and classroom and benchmark testing environment

Signed/Transliterated Presentation for Math, Science, and Social Studies – Sign System/Language

The following information applies to math, science, and social studies assessments. Signed or transliterated (in a language other than English or Spanish) presentation is available to a student who is unable to decode printed or tactile code and receives a signed or transliterated presentation of text during instruction and classroom and benchmark assessment. Signed presentation is available to students with an IEP or 504 plan only, with a documented diagnosis of hearing impairment and whose primary mode of communication is a sign system/language. Transliterated presentation of text is also available to students whose primary language is other than English or Spanish and who have a language proficiency designation of NEP or LEP.

A trained Test Administrator signs or interprets the entire test to a student who is unable to decode text. Administration on a 1:1 basis is recommended (i.e., one Test Administrator to one student). A student should have the option of asking a signer or interpreter to slow down or repeat text. Test Administrators must follow the script and may not read from the student's test.

Interpreters interpret the *Signed/Transliterated Presentation: Test Content Script* in the sign language/system (ASL, PSE, MCE, CASE, or SEE) or primary language typically used with the student during instruction. The *Signed/Transliterated Presentation: Test Content Script* and any notes made to facilitate sign language system/interpretation are secure testing materials; return scripts to the vendor after testing.

Interpreters may have supervised access to the script four working days prior to administration to ensure they are familiar with the content terminology and with the appropriate practices associated with this accommodation. Interpreters must use interpretation techniques and tools that do not compromise the security of the assessments or provide an unfair advantage over any other student (e.g., signs used do not provide information that would cue the student to the correct answer; interpreters must not clarify, elaborate, or provide assistance with the meaning of words). Instructions for early access are found in *3.3.1 Training Plan* under *Accessibility Features and Accommodations*.

Notes:

- Contact CDE Assessment regarding ELA/CSLA. Any modification of the assessment is a misadministration and will result in an invalid score.
- While it is anticipated that most students are able to complete their test session within the standard testing time even with this accommodation, due to the nature of auditory and signed presentation and the need to repeat questions and answers as requested, a Signed/Transliterated Presentation: Test Content Script testing session may take additional time.
- PBT and CBT *Signed/Transliterated Presentation: Test Content Scripts* are not interchangeable. The PBT *Signed/Transliterated Presentation: Test Content Script* does not match a computer-based test and the CBT *Signed/Transliterated Presentation: Test Content Script* does not match a paper-based test.
- Students should be familiar with the use of signed presentation or transliteration as part of their regular instruction and classroom testing environment.

CBT - An acceptable practice for this accommodation is for the interpreter to sit next to the computer facing the student to allow for the interpreter to point to content words not translated as indicated in the script. This allows the student to maintain contact with the interpreter and the print simultaneously.

PNP Settings:

- Field = Auditory/Signed Presentation > 09-Test Content Script - Signer/Lang Other than Eng/Spa
    - Expected Value = Online (UI) or "1" (CMAS PNP file export/import)

If indicated in ADAM before January 29, 2027, the materials are received in the district's initial shipment. If the appropriate information is not indicated in ADAM before January 29, an additional order is required.

If an additional order is required due to a missed deadline:

- Indicate above PNP settings for student's test.
- Place Additional Order through ADAM for correct grade level and content area:
    - CBT Test Content Script - Signer/Lang Other than Eng/Spa

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PBT - **PNP Settings:**

- Field = Auditory/Signed Presentation > 09-Test Content Script - Signer/Lang Other than Eng/Spa
    - Expected Value = Paper (UI) or "1" (CMAS PNP file export/import)

If indicated in ADAM before January 29, 2027, the materials are received in the district's initial shipment. If the appropriate information is not indicated in ADAM before January 29, an additional order is required.

If an additional order is required due to a missed deadline:

- Indicate above PNP settings for student's test.
- Place Additional Order through ADAM for correct grade level and content area:
    - Test Book/Kit
    - PBT Test Content Script - Singer/Lang Other than Eng/Spa

Standard Print

Standard print, paper-based testing is an accommodation available to students with a documented disability on their IEP or 504 plan that prevents them from accessing the computer-based assessment. Students using this accommodation for state assessments must use paper regularly during their daily classroom instruction and classroom and district assessments.

Qualifying students:

- Have a neurological disorder, a condition that causes seizures, or another health condition that prevents the student from accessing digital technology;
- Cannot access digital technology during classroom instruction, classroom assessment, and benchmark assessments;
- Cannot use computer-based accommodations in combination with the standard print assessment accommodation.

PBT - **PNP Settings:**

- Field = Paper - 10-Standard Print
    - Expected Value = English **or** Spanish (UI) or "1" (CMAS PNP file export/import)

If indicated in ADAM before January 29, 2027, the paper test is received in the district's initial shipment. If the paper transcription is not indicated in ADAM before January 29, an additional order is required.

If an additional order is required due to a missed deadline:

- Indicate above PNP settings for student's test.
- Place Additional Order through ADAM for correct grade level and content area:
    - Test Book/Kit

Tactile Graphics

Images that use raised surfaces felt by a student with visual impairment. They convey non-textual information.

CBT - PNP Settings:

- Field = AT and Visual > 17-Tactile Graphics - Braille UEB
  - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)
- Field = AT and Visual > 18-Tactile Graphics - UEB w/Nemeth
  - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)
- Field = AT and Visual > 19-Tactile Graphics - UEB Math/Science
  - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

If indicated in ADAM before January 29, 2027, the materials are received in the district's initial shipment *if there are assessment items that require tactile graphics*. If not indicated in ADAM before January 29, the DAC may need to place an additional order depending on the necessity of tactile graphics for that grade level and content area. CDE will communicate additional information to DACs regarding materials.

If an additional order is required due to a missed deadline:

- Indicate above PNP settings for student's test.
- Place Additional Order through ADAM for correct grade level, content area, and braille code:
  - Tactile Graphics

PBT - Refer to *6.1.3 Accommodations – Presentation Accommodations – Braille*.

Visual Descriptions

Visual descriptions describe select images or graphics in the student's test for students with visual impairments. Descriptions are only available for tests and items that were identified as needing visual description by an accessibility committee.

CBT - PNP **Settings:**

- Field = AT and Visual > 16-Visual Descriptors
  - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

If indicated in ADAM before January 29, 2027, the materials are received in the district's initial shipment *if there are assessment items that require visual descriptions*. If not indicated in ADAM before January 29, the DAC may need to place an additional order depending on the necessity of visual descriptions for that grade level and content area. CDE will communicate additional information to DACs regarding materials.

If an additional order is required due to a missed deadline:

- Indicate above PNP settings for student's test.
- Place Additional Order through ADAM for correct grade level and content area:
  - Visual Descriptions

PBT - Refer to *6.1.3 Accommodations – Presentation Accommodations - Braille* and *6.1.3 Accommodations – Presentation Accommodations – Large Print.*

Response Accommodations

Response accommodations are changes to the way the student responds to the assessment. These must be documented in an IEP or 504 plan. These accommodations do not change the construct of the assessment. Response accommodations are available for both computer-based and paper-based assessments. **Note**: To assign a response accommodation in ADAM, the student's demographic information in LaunchPad must first be indicated. Either the 504 indicator in the Educational Classifications box must be set to "Yes," or the IEP indicator in the Educational Classifications box must be set to "Yes" and the "Primary Disability Type" field must be populated.

Table 6-3: Computer-based and Paper-based Response Accommodations

Response Accommodation	Computer-based	Paper-based*
Brailler/Braille Note-taker	Not Applicable	IEP with Visual Impairment Only
Spoken Response: Scribe-Captured for Math and Science, and Social Studies	IEP or 504	IEP or 504
Spoken Response: Technology-Captured for Math, Science, and Social Studies	IEP or 504**	Not allowed***
Talking Calculator/Abacus/Tactile Math Manipulatives	IEP with Visual Impairment Only	IEP with Visual Impairment Only
Word Prediction	IEP or 504	Not allowed**

*The paper-based test is an accommodation available only to qualifying students with a documented disability that prevents them from accessing the online assessment as identified on their IEP or 504 Plan.
**Requires District-level approval. The student shall meet qualifying criteria for this accommodation.
***Students who can access a computer-based accommodation do not qualify for the paper-based assessment.

Brailler/Braille Note-Taker

The brailler/braille note-taker accommodation is available only to students with an IEP or 504 plan with a documented diagnosis of blindness/visual impairment. Determine appropriateness for use of this accommodation with a teacher certified in the area of visual impairments (TVI). Only a TVI proficient in reading the braille code used by the student can provide this accommodation.

Administration must take place in an individual testing environment with adequate space for all materials, including the braille test book and brailler/braille note-taker.

Only authorized personnel may have access to the test, test materials, and student answers. Any pages (braille paper, brailler produced, or printed from a braille note-taker) containing the student's answers are secure materials and must be returned to the SAC along with any used scratch paper from the test section.

PNP Settings: Not applicable

PBT - The student records answers directly on the adapted format book, on blank braille paper, or uses a brailler or braille note-taker. The TVI completes **verbatim transcription** of the student's responses into TestNav in the presence of a second school adult (refer to *6.1.6 Transcription Instructions*). Student work and/or answers that are not transcribed are not scored.

Spoken Response: Scribe-Captured for Math, Science, and Social Studies

The following information applies to the math, science, and social studies assessments. For ELA/CSLA, refer to *6.1.4 Unique Accommodations* as the spoken response: scribe-captured accommodation requires a CDE-approved UAR for ELA/CSLA.

The spoken response: scribe-captured accommodation is available for students as documented in their IEP or 504 plans. In making decisions on whether to provide this accommodation, teams are instructed to consider whether the student has either:

- An orthopedic impairment or physical disability that severely limits or prevents the student's motor process of writing through keyboarding or paper/pencil; **or**
- A disability that severely limits or prevents the student from expressing their thoughts in writing, even after varied and repeated attempts to teach the student to do so.

Before listing the accommodation in the student's IEP or 504 plan, teams should also consider whether the student meets all the following requirements:

- The student receives ongoing, intensive instruction, and/or research-based interventions to learn written expression, as deemed appropriate by the IEP, 504 plan team; **and**
- The student has access to written expression during routine instruction through the use of a scribe, except when the student is receiving direct writing instruction; **and**
- The student's inability to express in written form is documented in an IEP or 504 plan.

Students who use technology-based response accommodations to respond in the classroom on a day-to-day basis, for assessments, and who have appropriate documentation on their IEP or 504 plans must use technology-based response accommodations in lieu of a scribe for state tests.

The student must be assessed in a separate, one-on-one testing environment.

The scribe records student responses verbatim into the answer field in TestNav. The scribe may not prompt or question the student or correct responses. The scribe may ask the student to restate words, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary. For math, the scribe may not set up problems for the student; the student must indicate all steps and work for any given item. The scribe may take notes on scratch paper as dictated by the student. All scratch paper and notes will be turned into the SAC.

The scribe must allow the student to review the scribed response to edit. If requested by the student, the scribe may read the scribed response back to the student. Read the response in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. Changes are only allowed during the testing session.

The scribe may ask, "Are you finished?" or "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.

The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults are present in the testing environment. Scribes must read and write proficiently in the student's spoken or communicative language (English, Spanish, or AAC device).

PNP Settings:

- Field = Response > 22-Math/Science/Soc Scribe-Captured
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

CBT - The Spoken Response: Scribe-Captured for Math, Science, and Social Studies accommodation **is not** appropriate based solely on:

- A student's poor typing/keyboarding skills or lack of typing/keyboarding instruction.
- A student's preference to speak rather than write/type.
- A student's poor attention span.
- A student's behavioral response to writing.

Scribes must keyboard proficiently. The student tells the scribe exactly what to type directly into the student's test in TestNav, and, if needed, indicates answers to select on selected response items.

PBT - The Spoken Response: Scribe-Captured for Math, Science, and Social Studies accommodation **is not** appropriate based solely on:

- A student's poor handwriting.
- A student's preference to speak rather than write/type.
- A student's poor attention span.
- A student's behavioral response to writing.

Scribes must write legibly. The student tells the scribe exactly what to write in the test book, and, if needed, indicates answers to select on selected response items. Transcription into an online form must be completed for scoring.

Spoken Response: Technology-Captured Math, Science, and Social Studies – CBT ONLY

The following information applies only to math, science, and social studies assessments. For ELA/CSLA, refer to *6.1.4 Unique Accommodations* as the spoken response: technology-captured accommodation requires a district-approved UAR for ELA/CSLA.

Spoken Response: Technology-Captured for Math, Science, and Social Studies is available to students with a documented need identified on their IEP or 504 plans for instructional and assessment purposes, with a direct connection to the student's disability and the inability to access the test. Students should use the speech-to-text (STT) accommodation regularly in instruction and assessment for the documented content area throughout the school year.

In making decisions on whether to provide this accommodation in math, science, or social studies, teams are instructed to consider whether the student has either:

- An orthopedic impairment or physical disability that severely limits or prevents the student's motor process of writing through keyboarding or paper/pencil; **or**
- A disability that severely limits or prevents the student from expressing their thoughts in writing, even after varied and repeated attempts to teach the student to do so.

Before listing the accommodation in the student's IEP or 504 plan, teams should also consider whether the student meets all the following requirements:

- The student receives ongoing, intensive instruction, and/or research-based interventions to learn written expression, as deemed appropriate by the IEP, 504 plan team; **and**
- The student uses STT regularly as their form of written expression during routine instruction, classroom assessment, and benchmark assessment, except when the student is receiving direct writing instruction; **and**
- The student can access the program independently; **and**
- The student's inability to express in written form without STT is documented in an IEP or 504 plan.

Spoken Response: Technology-Captured accommodation for math, science, and social studies **is not** appropriate based solely on:

- A student's poor typing/keyboarding skills or lack of typing/keyboarding instruction.
- A student's preference to speak rather than write/type.
- A student's poor attention span.
- A student's behavioral response to writing.

The student must independently access the speech-to-text device/program/software. The student is expected to self-edit their own work without adult support. The Test Administrator may not provide the student with instructional or navigational support during the testing session. Before leaving the testing environment, the student must be allowed to review their testing responses to make edits independently.

Because this accommodation requires the student to provide answers orally, this accommodation must be provided in an individual 1:1 testing environment.

STT software is not compatible with TestNav 8. Students use a second device in the testing environment to provide access to STT software. The second device may **not** have Internet access. District use of speech-to-text software on CMAS must be approved by CDE before testing. The *Technology-Based Response Accommodations Form* and *Agreement* are found on the State Assessment Accommodations Resources page. *

Additional considerations for test security must be applied when students use STT software.

- Students must not retrieve or access work from another student.
- Students must not be able to access additional programs/applications or the Internet while testing.
- Students must not be able to access any previously saved data while in the testing environment.

Verbatim transcription should occur in the presence of a second school adult and follow the transcription guidelines (refer to *6.1.6 Transcription Instructions*). Student work and/or answers that are not transcribed are not scored.

Note: Extra time may not be given for "lost" work.

STT programs that have a kiosk/guided access mode that lock out all other applications/programs while testing should be used. STT programs that can still access the internet while in kiosk/guided access mode will not be approved for use by individual students during testing. Contact the DAC for the list of district-approved STT programs that ensure student privacy and restrict internet access while in kiosk/guided access mode. Test Administrators must be trained in CMAS test administration using the STT accommodation for each STT program they proctor. The DAC should contact CDE for guidance on how to set up testing for these students.

*Use of STT without an approved device/program may result in a misadministration and invalidation of scores.

CBT - PNP Settings:

- Field = Response > 23-Math/Science/Soc Technology-captured
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

Talking Calculator/Abacus/Tactile Math Manipulatives

Available to students with an IEP or 504 plan with a documented diagnosis of blindness/visual impairment. A student using this accommodation tests in a separate environment. The student uses the talking calculator or abacus regularly during daily instruction and on all sections of the science assessment and the calculator questions of the math assessment.

PNP Settings: Not applicable

CBT - Talking calculator or abacus is used in place of the embedded calculator in TestNav.

PBT - The student's work on the abacus (or brailler) is recorded in the test book by the Test Administrator for constructed response items.

All extra/adaptive papers used by the student during the assessment are secure materials. Return extra/adaptive papers to the SAC for secure destruction.

Word Prediction – CBT ONLY

The word prediction accommodation is available to students as documented on their IEP or 504 plans. Students may use commercially published word prediction software on assistive technology and/or second devices. The software must work independent of the Internet. Word prediction software is used to answer constructed response items. District use of word prediction software on CMAS must be approved by CDE before testing. The *Technology-Based Response Accommodations Form and Agreement,* found on the State Assessment Accommodations Resources page, must be submitted to CDE by **December 15**.

Before listing the accommodation in the student's IEP or 504 plan, teams should also consider whether the student meets all the following requirements:

- The student uses word prediction regularly has access to this accommodation to support written expression during routine instruction, classroom assessment, and benchmark assessment; **and**
- The student can access the program independently; **and**
- The student must manipulate the software program and their work independently. Test Administrators may not assist students or provide instructions for use of the program during testing.

Additional considerations for test security must be applied when students use word prediction software.

- Students must not retrieve or access work from another student.
- Students must not be able to access additional programs/applications or the Internet while testing.
- Students must not be able to access any previously saved data while in the testing environment.

Verbatim transcription should occur in the presence of a second school adult and follow the transcription guidelines (refer to *6.16 Transcription Instructions*). Student work and/or answers that are not transcribed are not scored.

Note: Extra time may not be given for "lost" work.

Word prediction programs that have a kiosk/guided access mode that lock out all other applications/programs while testing should be used. Word prediction programs that can still access the internet while in kiosk/guided access mode will not be approved for use by individual students during testing. The text-to-speech and/or auditory component of the word prediction software must be disabled for use on the ELA/CSLA assessment. If students are using an auditory component to the word prediction software on the math, science, and social studies assessment, they must use headphones that prevent other students from hearing the sounds, or test in a separate, one-on-one environment. Contact the DAC for the list of district-approved word prediction programs that ensure student privacy and restrict internet access while in kiosk/guided access mode. Test Administrators must be trained in CMAS test administration using the word prediction accommodation for each word prediction program they proctor. The DAC should contact CDE for guidance on how to set up testing for these students.

PNP Settings:

- Field = Response > ELA/CSLA Technology-captured (requires district approval)
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)
- Field = Response > Math/Science/Soc Technology-captured
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

CBT - Word prediction software is not compatible with TestNav. Students will use a second device in the testing environment to provide access to word prediction software. The *Technology-Based Response Accommodations Form and Agreement,* found on the State Assessment Accommodations Resources Training page, must be submitted to CDE by **December 15**. The second device may **not** have Internet access.

Students may use word prediction software as a tool to inform the responses they input directly into the test engine itself. In such cases, the student completes the assessment independently.

If the student is generating their entire response on a second device with the word prediction software, print student work and the Test Administrator transcribes the responses into TestNav before the student begins the next test section.

Note: Students should be familiar with the use of word prediction as part of their regular instruction and classroom testing environment.

Timing Accommodations

Adjustments to the section testing time may be made for students with a documented need for the accommodation in their IEP or 504 plans. **Note**: To assign a timing accommodation in ADAM, the student's demographic information in LaunchPad must first be indicated. Either the 504 indicator in the Educational Classifications box must be set to "Yes," or the IEP indicator in the Educational Classifications box must be set to "Yes" and the "Primary Disability Type" field must be populated.

Table 6-4: Computer-based and Paper-based Timing Accommodations

Timing Accommodation	Computer-based	Paper-based*
Time and a Half	Math/ELA/CSLA/Science/ Social Studies	Math/ELA/CSLA/Science/ Social Studies
Double Time	Math/ELA/CSLA/Science/ Social Studies	Math/ELA/CSLA/Science/ Social Studies
Stop-the-Clock Breaks	Math/ELA/CSLA/Science/ Social Studies	Math/ELA/CSLA/Science/ Social Studies

*PBT is an accommodation available only to qualifying students with a documented disability that prevents them from accessing the online assessment as identified on their IEP or 504 Plan.

Note about Timing Accommodations

Typically, a student who requires timing accommodation needs either extended time or stop-the-clock breaks. While not common, it may be appropriate for a student to use both extended time and stop-the-clock breaks to support medical and processing needs. An example is a student who is diabetic and needs stop-the-clock breaks to manage their blood sugar and needs extended time for math processing due to dyscalculia.

Time and a Half

The time and a half accommodation is available to students as documented on their IEP or 504 plan. Scheduling of time and a half extended time sessions should follow the same testing order and be as similar to the general test schedule as possible. Students must be assessed in individual or group environments with students with similar extended time needs.

Students with extended time accommodations must be given a section in a continuous block of time and may not be brought back to work on or complete that section at a later time (each section must be completed within the school day in which it was started). Any breaks while the student is testing a section must be supervised and students may not have access to any materials restricted during testing. Breaks do not stop testing time (except for the three-minute "pause" feature built into computer-based tests and available to students with accommodated paper-based tests) and may not be extended breaks (e.g., 15 minutes or more, or over a lunch or recess period). While on break, students may not interact with other students.

Each CMAS content area assessment consists of one to three sections. Standard section testing times range from 50 to 90 minutes depending on the assessed content area. Time and a half section times range from 75 to 135 minutes.

Content Area	Grade(s)	Number of Sections	Standard Section Time	1.5 Extended Section Time
English Language Arts	3 through 8	3	90 minutes	135 minutes
Mathematics	3 through 8	2	75 minutes	115 minutes
Science	5 and 8	2	75 minutes	115 minutes
Science	11	2	50 minutes	75 minutes
Social Studies	7	1	75 minutes	115 minutes

For standard and extended time administrations, all students are able to "pause" their testing time for up to three minutes allowing them to take breaks without impacting actual testing time.

Districts may choose to implement policies that allow students to exit the physical testing environment after they complete their assessment. However, it is critical that students leaving the environment are not disruptive to students who are still testing. Students should not feel compelled to complete the test quickly due to peer pressure, or due to being the last student working on the assessment. It is recommended that students with similar timing needs, skills, testing behaviors, and abilities be assessed together.

If all students complete testing before maximum time is met, the section may end.

PNP Settings:

- Field = Timing > 05-Extended
    - Expected Value = 1.5x Time (UI) or "1" (CMAS PNP file export/import)

Double Time

The double time accommodation is available to students as documented on their IEP or 504 plan. Scheduling of extended time sessions should follow the same testing order and be as similar to the general test schedule as possible. Students must be assessed in individual or group testing environments with students with similar extended time needs.

Students with extended time accommodations must be given a section in a continuous block of time and may not be brought back to work on or complete that section at a later time (each section must be completed within the school day in which it was started). Any breaks while the student is testing a section must be supervised and students may not have access to any restricted materials during testing. Breaks do not stop testing time (except for the three-minute "pause" feature built into computer-based tests and available to students with accommodated paper-based tests) and may not be extended breaks (e.g., 15 minutes or more, or over a lunch or recess period). While on break, students may not interact with other students.

Each CMAS content area assessment consists of one to three sections. Standard section testing times range from 50 to 90 minutes depending on the assessed content area. Double Time extended section times range from 100 to 180 minutes.

Content Area	Grade(s)	Number of Sections	Standard Section Time	2.0 Extended Section Time
English Language Arts	3 through 8	3	90 minutes	180 minutes
Mathematics	3 through 8	2	75 minutes	150 minutes
Science	5 and 8	2	75 minutes	150 minutes
Science	11	2	50 minutes	100 minutes
Social Studies	7	1	75 minutes	150 minutes

For standard and extended time administrations, all students are able to "pause" their testing time for up to three minutes allowing them to take breaks without impacting actual testing time.

Districts may choose to implement policies that allow students to exit the physical testing environment after they complete their assessment. However, it is critical that students leaving the environment are not disruptive to students who are still testing. Students should not feel compelled to complete the test quickly due to peer pressure, or due to being the last student working on the assessment. It is recommended that students with similar timing needs, skills, testing behaviors, and abilities be assessed together.

If all students in a testing group complete testing before maximum time is met, the section may end.

PNP Settings:

- Field = Timing > 05-Extended
    - Expected Value = 2x Time (UI) or "1" (CMAS PNP file export/import)

Stop-the-Clock Breaks

Available to students as documented on their IEP or 504 plan, this accommodation is used by students who require shorter testing timeframes. Some students requiring stop-the-clock breaks experience extreme fatigue or have other medical needs that must be addressed while testing (e.g., check blood sugar, visit a nurse). These students use similar accommodations during regular classroom activities, tasks, and assessments.

Medical Notes:

- Students may leave the testing environment to take care of medical needs. Efforts must be made to minimize interaction with other students during this time.
- For unforeseeable medical concerns such as seizure activity, follow "ill during testing" procedures.
- For other medical concerns such as testing blood sugar levels, or visual fatigue (students with a documented vision impairment only), breaks are untimed and should not be counted towards "testing time".
- Students who have an extended time accommodation greater than double time may benefit from Stop-the-Clock Breaks. Contact Arti Sachdeva if you have a student who has an extended time accommodation that is greater than double time.

Outside of stop-the-clock breaks, students must complete each test section within the section testing time. For PBT, Test Administrators must track start and end time of breaks to ensure that students are given the appropriate section testing time.

Breaks are not overnight or taken to provide a lunch or recess period. Once a section has begun, it must be completed during the same academic day. Students are to remain in the testing environment for breaks during each section. The student may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment would be for the restroom, to manage medical needs, or if a student needs to access special equipment such as sensory equipment for calming. In these cases, arrangements must be made for the student to be escorted to minimize interactions with other students on a different testing schedule.

Students must be assessed in individual or group testing environments with students with similar break needs. The secure standardized testing environment must be maintained, and the break activity must not be a distraction to other students. Students should not interact with one another. Students may not discuss any questions or their answers on the assessment during breaks.

Secure assessment material may not be removed from the test environment during breaks and computer screens and test books must be covered or closed. Reading, accessing the internet, or making and/or receiving phone calls is not allowed during a break.

PNP Settings:

- Field = Timing > 06-Stop the Clock
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

At the direction of C.R.S. 22-7-1006.3 (3)(e), additional guidance to divide CMAS assessments into smaller sections for students with an IEP or 504 plan that require shorter testing timeframes:

Each CMAS content area assessment consists of one to three sections. Standard section testing times range from 50 to 90 minutes depending on the assessed content area.

Content Area	Grade(s)	Number of Sections	Standard Section Time
English Language Arts	3 through 8	3	90 minutes
Mathematics	3 through 8	2	75 minutes
Science	5 and 8	2	75 minutes
Science	11	2	50 minutes
Social Studies	7	1	75 minutes

For standard and extended time administrations, all students are able to "pause" their testing time for up to three minutes allowing them to take breaks without impacting actual testing time. Students who require shorter test interaction timeframes have uncapped "pause" time if stop-the-clock breaks is selected in ADAM.

To provide breaks to facilitate shorter timeframes/smaller sections for qualifying individual students:

- Grades 3 through 8 - provide two evenly spaced breaks of up to 20 minutes each*
- Grade 11 - no adjustment needed

*For English Language Arts, including Colorado Spanish Language Arts, taking breaks while reading passages or responding to the prose constructed response item (i.e., the writing question) is not recommended as this may cause significant disruption to the student's thought process and retention of information. Similarly, breaks taken during science simulation item sets may also cause disruption. Provide a break after completion of the prose constructed response item or the final item in a simulation set, or as requested by the student.

Students using this accommodation must test one-on-one with a Test Administrator or test in a group with students requiring the same timing accommodation and break needs.

- **Online Testing**: The student has access to a "pause" button in the testing platform, TestNav. Clicking the "pause" button pauses the testing time. When "stop-the-clock" is indicated within the student's PNP for a particular content area test, they have unlimited, untimed access to this button. The Test Administrator must tell the student when to click "pause" and when to return to the test if using this accommodation.
- **Accommodated Paper Testing**: The Test Administrator must track the student's testing time, pausing the time when they instruct the student to take a break. The Test Administrator must also tell the student when to return to the test, continue tracking time, and adjust the section end time.

To announce a break time, the Test Administrator says: *Take your time to finish the question you're working on. When you are finished with that question, raise your hand to let me know you are ready for a break.*

If the student refuses provided breaks**, f**ollow local procedures to document the accommodation refusal to inform future IEP/504 conversations. If the student does not complete the test section within the school day, this is a misadministration (unless an unforeseen circumstance arises, e.g., the student becomes ill or there is a school emergency).

Multilingual Learner (ML) Accommodations

Multilingual Learners with a language proficiency designation of NEP or LEP are eligible for ML accommodations. MLs with a language proficiency designation of FEP, FELL, or PHLOTE are not eligible for ML accommodations on state assessments. Accommodations for students learning English change the way the assessment is presented to a student, how the student responds to assessment questions, or timing of the assessment. Accommodations are based on supports and practices as indicated in their LIEP. ML accommodations do not change the construct of the assessment. ML accommodations are available for both computer-based and paper-based assessments. **Note**: To assign an ML accommodation, the "ML Accommodation Eligible" field within "Educational Classifications" in the student's LaunchPad registration must be set to "Yes."

Additional Notes:

- **Language Instruction Education Program (LIEP) -** Effective language instruction educational programs that meet the needs of MLs and demonstrate success in increasing (A) English language proficiency; and (B) student academic achievement (ESEA Section 3115(c)(1)). For more information refer to Language Instruction Educational Program Plan - Colorado Department of Education.
- LIEPs designs vary by district and school. LIEPs may be at the district, school, or student level.
- The requirement for participation in an English language development program for five years or less does not include pre-school or kindergarten.
- **Auditory Presentation – English** for math, science, and social studies is available to all students as an accessibility feature through text-to-speech for computer-based testing and test content scripts for accommodated paper-based testing (refer to *6.1.2 Accessibility Features*).
- **Auditory Presentation – Spanish** for math, science, and social studies is available as an accessibility feature to ML students using Spanish forms of the assessments. This accessibility feature is provided through text-to-speech for computer-based testing and test content scripts for accommodated paper-based testing (refer to *6.1.2 Accessibility Features*).
- **Large Print – Spanish** is an accommodation available to ML students using Spanish forms of the assessments who also have disabilities as documented on an IEP or 504 plan (refer to *6.1.3 Accommodations – Presentation Accommodations*).
- **Scribe – Spanish** for math, science, and social studies is an accommodation available to ML students using Spanish forms of the assessments who also have disabilities as documented on an IEP or 504 plan (refer to *6.1.3 Accommodations – Response Accommodations*). Scribe for CSLA constructed response is available for some ML students who also have a disability as documented on an IEP or 504 plan and requires a CDE-approved UAR (refer to *6.1.4 Unique Accommodations*).
- **Speech-to-text – Spanish** is an accommodation available to some students using Spanish forms of the assessment who also have disabilities as documented on an IEP or 504 plan (refer to *6.1.3 Accommodations – Response Accommodations*).

Table 6-5: ML Accommodations

ML Presentation Accommodation	Content Area(s)	Notes
Auditory Presentation – Translated	Math Science Social Studies	● Auditory presentation test content scripts are translated locally. Translation is only allowed for languages other than English or Spanish ● Materials: ○ CBT - Auditory Presentation: Test Content Script for Translation CBT ○ PBT - Auditory Presentation: Test Content Script for Translation PBT
Spanish Form	CSLA in place of ELA Math Science Social Studies	● CBT ○ Also available with Text-to-Speech for math, science, and social studies ● PBT*
Translated General Administration (SAY) Instructions	All	● Only the general administration (SAY) instructions that appear in the TAM may be translated. ● Spanish SAY instructions – Included in the TAM ● Languages other than English or Spanish - local translation required
Word-to-Word Dictionary	All	● Provided locally - may not contain definitions

*PBT is an accommodation available only to qualifying students with a documented disability that prevents them from accessing the online assessment as identified on their IEP or 504 Plan.

ML Response Accommodation	Content Area(s)	Notes
Response in Language other than English or Spanish	Math, Science, Social Studies	● Written response - requires local translation and transcription ● Spoken response (scribe) - must have IEP/504 - requires local scribing, translation, and transcription
Spoken Response: Scribe-Captured English	ELA**, Math, Science, Social Studies	● As English is not the native language, the scribe accommodation may be appropriate.
Spoken Response: Technology-Captured English	ELA***, Math, Science, Social Studies	● As English is not the native language, the speech-to-text accommodation may be appropriate.
Spanish Response	CSLA in place of ELA, Math, Science, Social Studies	● Written response - CSLA form - Spanish response required ● Written response - English forms (excluding ELA) - do not translate and transcribe Spanish responses ● Spoken response (scribe) - must have IEP/504** ● Spoken response (technology) – must have IEP/504***
Word Prediction	ELA or CSLA, Math, Science, Social Studies	● Provided locally - Students use commercially published word prediction software on assistive technology devices to answer constructed response items. (May not connect to the Internet.)

**For ELA/CSLA, scribe response requires a CDE-approved UAR (refer to *6.1.4 Unique Accommodations*).
***For ELA/CSLA, STT response requires a district-approved UAR (refer to 6.1.4 *Unique Accommodations*).

ML Timing Accommodation	Content Area(s)	Notes
Time and a Half	ELA or CSLA, Math, Science, Social Studies	● Spanish forms - must have IEP/504 ● English forms - LIEP qualifies student for accommodation
Stop the Clock Breaks	ELA or CSLA, Math, Science, Social Studies	● Spanish forms – must have an IEP/504 ● English forms – LIEP qualifies student for accommodation

Auditory Presentation for Math, Science, and Social Studies – Translated

The following information applies to math, science, and social studies assessments. This accommodation is available to students with a primary or home language other than English or Spanish in an English language development program for five years or less. Students should have received content-based instruction (math, science, or social studies) in their primary or home language within the school year.

The Test Administrator (TA) uses the locally translated script to read the entire test to a student who is unable to **decode** text. Test administration should be provided on an individual, 1:1 basis so each student has the option to ask the reader to slow down or repeat text. TAs must read word-for-word from the oral script and may not read from the test book. TAs must be able to read, speak and pronounce the student's native language correctly. Translators may have supervised access to the auditory presentation test content script four days prior to administration to ensure familiarity with content terminology and this accommodation's appropriate practices. Translators must use translation techniques and tools that do not compromise assessment security. Instructions for early access are found in *3.3.1 Training Plan*. The *Auditory Presentation Test Content Script for Translation* and translated scripts are secure and must be returned to the vendor after testing.

Note: While it is anticipated that most students requiring translated scripts will be able to complete the testing session within the standard testing time, due to the nature of auditory presentation and the need to repeat questions and answer options as requested, a translated script testing session may take additional time.

If the below information is indicated in ADAM before January 29, 2027, appropriate materials are received with the district's automatic initial shipment. If not indicated in ADAM before January 29, an additional order is required.

CBT - PNP Settings:

- Field = Auditory/Signed Presentation > 09-Test Content Script-Lang Other than Eng/Span
    - Expected Value = Online (UI) or "1" (CMAS PNP file export/import)

If an additional order is required due to a missed deadline:

- Indicate above PNP settings for student's test.
- Place Additional Order through ADAM for correct grade level, content area, and testing mode:
    - CBT Auditory/Signer Script for Translation

PBT - PNP Settings:

- Field = Auditory/Signed Presentation > 09-Test Content Script-Lang Other than Eng/Spa
    - Expected Value = Paper (UI) or "1" (CMAS PNP file export/import)

If an additional order is required due to a missed deadline:

- Indicate above PNP settings for student's test.
- Place Additional Order through ADAM for correct grade level, content area, and testing mode:
    - Test Book/Kit
    - PBT Auditory/Signer Script for Translation

Spanish Form

Math, science, and social studies assessments are available in Spanish. The Colorado Spanish Language Arts (CSLA)* is an accommodated version of the ELA assessment available to qualifying students in grades 3 and 4 (eligible students must have received Spanish language arts instruction within the school year).

Districts must determine if the Spanish math, science, or CSLA form is the best choice for the student or if an English CMAS form with ML accommodations or translated CoAlt assessment will better help the student access assessment content. District assessment leadership should collaborate with ML staff to evaluate appropriateness and eligibility of students to take the Spanish version of an assessment.

Available to students in an English language development program for five years or less. Refer to the Guidance on Eligibility for Assessments in Spanish at coassessments.com > Administration Resources > Test Administration Resources > Policy Documents.

*Because CSLA is an accommodation itself, other ML accommodations are not allowed.

Special Assignment Required for CSLA:

- LaunchPad student user profile > Student Information
    - Expected Value = CSLA

CBT - **PNP Settings:**

- Field = Display Options > 01-Spanish
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

If text-to-speech is needed (i.e., Spanish form with Spanish TTS), also select:

- Field = Auditory/Signed Presentation > 07-Text-to-Speech
    - Expected Value = Spanish (UI) or "1" (CMAS PNP file export/import)

PBT - Available paper-based Spanish forms:

- Math, science, and social studies – test content presented in Spanish.
- CSLA is available for eligible students in grades 3 and 4 in place of ELA.

PNP Settings:

- Field = Display Options > 01-Spanish
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)
- Field = Paper > 10-Standard Print or 11-Large Print
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

If the appropriate information is indicated in ADAM before January 29, 2027, materials are received in the district's initial shipment. If the information is not indicated in ADAM before January 29, an additional order is required.

If an additional order is required due to a missed deadline:

- Indicate above PNP settings for student's test (and LaunchPad setting if ordering CSLA)
- Place Additional Order through ADAM for correct grade level and content area:
    - Test Book/Kit

Translated General Administration (SAY) Instructions

The Test Administrator-read general administration instructions that are read aloud to all students in a testing environment (SAY instructions) may be translated into the student's native language. No passages or test questions may be clarified. This accommodation does not provide a translation of the test content into the student's native language (refer to *Auditory Presentation – Translated*).

Spanish SAY instructions are available in the TAM. Translations into languages other than English or Spanish must be completed locally.

Translation of General Administration (SAY) instructions is not indicated in a student's PNP.

Word-to-Word Dictionary (also considered a response accommodation)

A word-to-word dictionary (English and the student's native language) is provided by the school. This must be a paper-based linguistic dictionary. The word-to-word dictionary may not contain definitions. Test Administrators may not assist students with dictionary use.

Use of a word-to-word dictionary is not indicated in a student's PNP.

Response in Language other than English or Spanish for Math, Science, and Social Studies

The following information applies to math, science, and social studies assessments. This accommodation is available to students with a home language other than English or Spanish. Students should have received content-based instruction in their primary or home language within the school year. This accommodation requires both translation and transcription into an online form for scoring.

Student written response – The translator/transcriber must be proficient in reading and writing in the student's primary or home language and English. The translator should be familiar with the content area in both English and the student's primary or home language. The translator must write legibly.

Student spoken response: scribe-captured – In addition to the aforementioned criteria, qualifying students must also have an IEP or 504 plan. This scribe accommodation must be administered individually in a separate testing environment. The scribe must be familiar with the tested content area and proficient in reading and writing in the student's native language and English. The scribe must write legibly.

This scribe accommodation **is not** appropriate based solely on:

- A student's poor typing/keyboarding skills or lack of typing/keyboarding instruction.
- A student's poor handwriting.
- A student's preference to speak rather than write/type.
- A student's poor attention span.
- A student's behavioral response to writing/typing.

Student responses are recorded in the student's language. In a one-on-one environment, the student tells the scribe exactly what to write on a separate piece of paper, and if needed, indicates answers to select on items.

For constructed response items:

The scribe must record student responses verbatim. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words or parts, as needed, and use proper mechanics and spelling. Scribes must be familiar with content vocabulary.

The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.

The scribe may ask, "Are you finished?" or "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions. The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and recording responses, it is recommended that two adults are in the test environment during translation and transcription. Pages containing the student's original or translated answers are secure materials and must be returned to the SAC along with used scratch paper provided during the test.

Refer to *6.1.6 Transcription Instructions*.

Responses in languages other than English on ELA and Spanish on CSLA cannot be translated.

Use of scribe-captured student response (language other than English or Spanish is not indicated in a student's PNP.

CBT - The recommended steps for administering this accommodation are:

1. The student (or scribe) writes responses to the constructed response questions on a separate piece of paper in the student's language, indicating each response by item number. The student completes the selected response and technology-enhanced items on the device. The Test Administrator collects the student's responses at the end of the section.
2. The student exits the test section following the directions in the Transcription Instructions.
3. Translate the student's responses into English on a separate piece of paper*, and
4. Transcribe the student's responses into the student's online test form.

*If the person providing the translation is also the person who will complete the entry into the student's online form, steps 3 and 4 may be combined. The translator/transcriber translates the student's responses into English without embellishment.

PBT - The steps for administering this accommodation are:

1. The student (or scribe) writes responses to the constructed response questions on a separate piece of paper in the student's language, indicating each response by item number. This paper is kept with the student test book. The Test Administrator collects the student's responses at the end of the section.
2. Translate and transcribe the student's responses into English without embellishment directly into the student's online transcription form (TestNav) after the student completes testing.

Spoken Response: Scribe-Captured – English Spoken for Math, Science, and Social Studies

As English is not the native language, the scribe accommodation may be appropriate based on LIEP.

Assess the student in a separate, one-on-one testing environment.

The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words, as needed, and use proper mechanics and spelling. Scribes must be familiar with content vocabulary. For math, the scribe may not set up problems for the student; the student must indicate all steps and work for any given item.

The scribe must allow the student to review the scribed response to make edits. If requested by the student, the scribe may read the response back to the student. Read the response in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits; the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. Only changes made during testing are allowed.

The scribe may ask, "Are you finished?" or "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.

The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults are present. Scribes must be proficient in reading and writing in the student's spoken language (English or Spanish).

Refer to *6.1.3 Accommodations – Response Accommodations – Spoken Response: Scribe-Captured – Math, Science, and Social Studies*.

PNP Settings:

- Field = Response > Math/Science/Soc - 22-Scribe-captured
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

CBT - The Scribe for Math, Science, and Social Studies accommodation **is not** appropriate based solely on:

- A student's poor typing/keyboarding skills or lack of typing/keyboarding instruction.

- A student's poor handwriting.
- A student's preference to speak rather than write/type.
- A student's poor attention span.
- A student's behavioral response to writing.

Scribes must be proficient in keyboarding. The student tells the scribe exactly what to type directly into the student's test on the computer, and, if needed, indicates answers to select on items.

PBT - The Scribe for Math, Science, and Social Studies accommodation **is not** appropriate based solely on:

- A student's poor handwriting.
- A student's preference to speak rather than write/type.
- A student's poor attention span.
- A student's behavioral response to writing.

Scribes must write legibly. The student tells the scribe exactly what to write in the test book, and, if needed, indicates answers to select on selected response items.

Spoken Response: Technology-Captured – English for Math, Science, and Social Studies

As English is not the native language, spoken response: technology captured (e.g., speech-to-text) for math, science, and social studies may be appropriate based on LIEP. This accommodation requires transcription into the online form for scoring.

Refer to *6.1.3 Accommodations – Response Accommodations – Spoken Response: Technology-Captured for Math, Science, and Social Studies*.

PNP Settings:

- Field = Response > 23-Math/Science/Soc Technology-captured
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

Spanish Response

The Spanish response accommodation is available to students whose primary language is Spanish. Students should have received content-based instruction in Spanish within the school year.

While Spanish responses on English forms are scored by scorers proficient in English and Spanish, the Spanish form should be assigned to students who will respond in Spanish. Do not translate Spanish responses.

Spanish responses on ELA are not scored. In grades 3 and 4, students must respond in Spanish on CSLA.

Spanish response is not indicated in a student's PNP.

Word Prediction – CBT ONLY

The word prediction accommodation is available to students as documented by LIEP.

Refer to *6.1.3 Accommodations – Response Accommodations – Word Prediction*

PNP Settings:

- Field = Response > ELA/CSLA Technology-captured (requires district approval)
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)
- Field = Response > Math/Science/Soc Technology-captured
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

Time and a Half

Accommodation available to students using English forms as documented by LIEP. For students using Spanish math, Spanish science, Spanish social studies, or CSLA forms, a need for time and a half must be documented on an IEP or 504 plan.

Refer to *6.1.3 Accommodations – Timing Accommodations – Time and a Half*.

PNP Settings:

- Field = Timing > 05-Extended
    - Expected Value = 1.5x Time (UI) or "1" (CMAS PNP file export/import)

Stop-the-Clock Breaks

The stop-the-clock breaks accommodation is available to students using English forms as documented by LIEP. For students using Spanish forms, the need for stop the clock breaks must be documented on an IEP or 504 plan.

Refer to *6.1.3 Accommodations – Timing Accommodations – Stop-the-Clock Breaks*.

PNP Settings:

- Field = Timing > 06-Stop the Clock
    - Expected Value = checked box (UI) or "1" (CMAS PNP file export/import)

6.1.4 Unique Accommodations

Unique accommodations are available to a significantly limited number of students who have an IEP or 504 plan who meet specific criteria. There must be a direct connection between the student's disability and the ability to access the assessment, which is used to determine qualification for use of a unique accommodation. Requests to use unique accommodations are submitted to CDE by the DAC through the Unique Accommodation Request (UAR) process.

CDE-Approved unique accommodations must be approved by the CDE Assessment Division prior to use on state assessments. District-Approved unique accommodations are approved by the District Assessment Coordinator prior to use on the state assessments. UAR forms are available on the State Assessment Accommodations Resources page. Districts are responsible for ensuring that students are only provided with a Unique Accommodation if approval was received from CDE's Assessment Division. If a unique accommodation is provided without CDE approval, the score is invalidated or suppressed, and the student does not count as participating in the assessment. The SAC and/or DAC must locally maintain a master list of all students and their accommodations to ensure appropriate forms and materials are assigned and ordered. **Note**: The 2020 CAS expects students to read (decode a printed or tactile code) and comprehend (make meaning of) literary and informational texts independently and proficiently. Assessment administration adjustments that would change this expectation are not accommodations. Any *modification* of the assessment is a misadministration and will result in an invalid score.

Table 6-6: Computer-based and Paper-based Unique Accommodations

Unique Accommodation	Computer-based	Paper-based*
CDE-Approved: Spoken Response: Scribe-Captured for ELA/CSLA	Spoken Response UA: Guidance on Scribe-Captured for ELA or CSLA	
CDE-Approved: Calculator on Non-calculator Questions for Math	UA: Guidance on Calculator on Non-calculator Questions for Math	
District-Approved: Math Charts and/or Counters on Non-Calculator Questions for Math	District-Approved UA: Guidance on Math Charts and Counters on Non-calculator Questions for Math	
District-Approved: Spoken Response: Technology-Captured on ELA/CSLA	District-Approved UA: Guidance on Spoken Response: Technology-Captured on ELA or CSLA	Non-allowable

*PBT is an accommodation available only to qualifying students with a documented disability that prevents them from accessing the online assessment as identified on their IEP or 504 Plan.

CDE-Approved - Spoken Response: Scribe-Captured for ELA and CSLA

The following information applies to ELA assessments, including CSLA. For math, science, and social studies, refer to *6.1.3 Response Accommodations,* as a UAR is not required for those content areas.

Spoken Response: Scribe-Captured for ELA or CSLA must be documented on the IEP or 504 plan with a direct connection to the student's disability and inability to access the test. The scribe accommodation is only available to students who meet the unique accommodation criteria and are approved by the CDE Assessment Division. Scribing for ELA is only in English; scribing for CSLA is only in Spanish. Refer to the guidance documentation on the State Assessment Accommodations Resources page for more information about the UAR process. The Spoken Response: Scribe-Captured UAR is due to CDE by **December 15**.

This unique accommodation is available to a limited number of students with a physical disability or orthopedic impairment that significantly limits or prevents the student's motor process of ***writing***. Students must have this accommodation on their IEP or 504 plan for instructional and assessment purposes and use the accommodation regularly during classroom instruction, classroom assessment, and benchmark assessment. Only a very limited number of students who meet specific criteria may use this accommodation on the ELA or CSLA assessment and receive a valid score.

The student must be assessed in a separate, one-on-one testing environment.

The scribe must record student responses verbatim into the answer field in TestNav. The scribe may not prompt or question the student or correct a student's responses. The scribe may not add, use, or prompt the use of proper mechanics (e.g., capitalization, punctuation, etc.) unless the mechanics are initiated and dictated by the student. The scribe may ask the student to restate words, as needed. The scribe may use proper spelling. Scribes must be familiar with content vocabulary.

The scribe must allow the student to review the scribed response to make edits. On the paper-based test only, if requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. On the computer-based test, the scribe may *not* read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.

The scribe may ask, "Are you finished?" or "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.

The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment. Scribes and transcribers must be proficient in reading and writing in the student's spoken language (English for ELA or Spanish for CSLA).

Refer to *6.1.6 Transcription Instructions*

PNP Settings:

- Field = Response > 20-ELA/CSLA Scribe-captured
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

CDE-Approved Calculator on Non-calculator Questions for Math

Calculator on non-calculator sections for math must be documented on the IEP or 504 plan and is only available to students who meet the unique accommodation criteria and are approved by the CDE Assessment Division. Refer to

guidance documentation on the State Assessment Accommodations Resources page for more information about the UAR process. The Calculator on Non-Calculator Questions UAR is due to CDE by **December 15**.

This unique accommodation is available to students with a disability that significantly limits or prevents them from ***performing basic calculations***. This accommodation must appear on the IEP or 504 plan for instructional and assessment purposes and use the accommodation regularly during classroom instruction, classroom assessment, and benchmark assessment. Only a very limited number of students who meet specific criteria may use this accommodation on the math assessment and receive a valid score.

Students approved for use have access to the grade-appropriate calculator provided by the school/district, which are:

- Grades 3 through 5: Four-function calculator (includes percentage function)
- Grades 6 and 7: Five-function calculator (includes square root and percentage function)
- Grade 8: Scientific

Math tools, including 100s charts, two-color chips, arithmetic tables, one-to-one counters or counting chips, square tiles, Base 10 blocks are approved at the district level. Number lines are not allowed.

PNP Settings:

- Field = Response > 24-Math Calculator on Non-Calculator
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

District-Approved - Spoken Response: Technology-Captured on ELA/CSLA (Speech-to-Text)

Spoken Response: Technology-Captured on ELA/CSLA (e.g., speech-to-text (STT)) is available for computer-based testing only and to a limited number of students with a documented need identified on their IEP or 504 plans for instructional and assessment purposes, with a direct connection to the student's disability and the inability to access the test. The STT accommodation is only available to students who meet the unique accommodation criteria and are approved by the District Assessment Coordinator. STT for ELA is only in English; STT for CSLA is only in Spanish. Refer to the guidance documentation on the State Assessment Accommodations Resources page for more information about the district-approved UAR process. The Spoken Response: Technology-Captured UAR is due to district-specified contacts by the district-determined deadline.

This unique accommodation is available to students with a physical disability or orthopedic impairment that significantly limits or prevents the student's motor process of ***writing***. Students must have this accommodation on their IEP or 504 plan for instructional and assessment purposes and use the accommodation regularly during classroom instruction, classroom assessment, and benchmark assessment. Only students who meet specific criteria may use this accommodation on the ELA or CSLA assessment and receive a valid score.

Before listing the accommodation in the student's IEP or 504 plan, teams should also consider whether the student meets all the following requirements:

- The student receives ongoing, intensive instruction, and/or research-based interventions to learn written expression, as deemed appropriate by the IEP, 504 plan team; **and**
- The student has access to written expression during routine instruction through the use of STT, except when the student is receiving direct writing instruction; **and**
- The student's inability to express in written form due to a physical disability or orthopedic impairment is documented in an IEP or 504 plan.

Spoken Response: STT accommodation for ELA or CSLA **is not** appropriate based solely on:

- A student's poor typing/keyboarding skills or lack of typing/keyboarding instruction.
- A student's preference to speak rather than write/type.
- A student's poor attention span.
- A student's behavioral response to writing.

The 2020 CAS expects students to write independently and proficiently. The Spoken Response: STT accommodation on ELA/CSLA constructed response is appropriate for students with a physical disability or orthopedic impairment that significantly limits or prevents the student's motor process of ***writing***. It is not appropriate for students based solely on:

- Dyslexia
- Dysgraphia
- Dyscalculia
- Multi-Lingual Learner (NEP/LEP) status
- Language development
- Social-emotional delays
- Behavioral aversion to writing
- A student's dictation performance over writing/typing
- To improve the student's attention span

The student must independently access the speech-to-text tool. The student is expected to self-edit their own work without adult support. The Test Administrator may not provide the student with instructional or navigational support during the testing session. Before leaving the testing environment, the student must be allowed to review their testing responses to make edits independently.

Because this accommodation requires the student to provide answers orally, this accommodation must be provided in an individual 1:1 testing environment. The student shall be practiced and proficient in using the STT tool.

STT software is not compatible with TestNav 8. Students use a second device in the testing environment to provide access to STT software. The second device may **not** have Internet access. District use of speech-to-text *software* on CMAS must be approved by CDE before testing. The *Technology-Based Response Accommodations (TBRA) Form* and *Agreement* are found on the State Assessment Accommodations Resources page. *

Additional considerations for test security must be applied when students use STT software.

- Students must not retrieve or access work from another student.
- Students must not be able to access additional programs/applications or the Internet while testing.
- Students must not be able to access any previously saved data while in the testing environment.

Verbatim transcription should occur in the presence of a second school adult and follow the transcription guidelines (refer to *6.1.6 Transcription Instructions*). Student work and/or answers that are not transcribed are not scored.

Note: Extra time may not be given for "lost" work.

STT programs that have a kiosk/guided access mode that lock out all other applications/programs while testing must be used. STT programs that can still access the internet while in kiosk/guided access mode will not be approved for use by individual students during testing. The text-to-speech and/or auditory component of the STT software must be disabled for use on the ELA/CSLA assessment. Contact the DAC for the list of district-approved STT programs that ensure student privacy and restrict internet access while in kiosk/guided access mode. Test Administrators must be trained in CMAS test administration using the spoken response: technology-captured accommodation for each STT program they proctor. The DAC should contact CDE for guidance on how to set up testing for these students. The TBRA Form and supporting documentation must be submitted to CDE by **December 15**.

PNP Settings:

- Field = Response > 21-ELA/CSLA Technology-captured
    - Expected Value = box checked (UI) or "1" (CMAS PNP file export/import)

*Use of STT without an approved device/program may result in a misadministration and invalidation of scores.

District-Approved - Math Charts and Counters on Non-Calculator Questions for Math

Math charts and counters on non-calculator sections of math must be documented on the IEP or 504 plan and is only available to students who meet the unique accommodation criteria and are approved by the District Assessment Coordinator. Refer to guidance documentation on the State Assessment Accommodations Resources page for more information about the UAR process. The Math Charts and Counters on Non-Calculator Questions for Math UAR is due to district-specified contacts by the district-determined deadline.

This unique accommodation is available to students with a disability that significantly limits or prevents them from ***performing basic calculations***. This accommodation must appear on the IEP or 504 plan for instructional and assessment purposes and use the accommodation regularly during classroom instruction, classroom assessment, and benchmark assessment. Only a very limited number of students who meet specific criteria may use this accommodation on the math assessment and receive a valid score.

Students approved for use have access to the charts and counters provided by the school/district, which may be:

- Two color chips
- Arithmetic tables
- One-to-one counters
- Square tiles
- Base 10 blocks
- 100 chart
- Addition chart
- Subtraction chart
- Multiplication chart
- Division chart

Students with visual impairments that qualify for math charts and counters on the non-calculator questions for math may have access to math tools for students with visual impairments, which, in addition to the above-mentioned charts and counters, may be:

- Abacus
- Tactile math manipulatives

Number lines are not allowed.

PNP Settings:

- Field = Response > 25-Math Charts and/or Counters on Non-Calculator
    - Expected Value = box checked (UI) or “1” (CMAS PNP file export/import)

6.1.5 Emergency Accommodations

In cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances, an emergency accommodation may be appropriate. These accommodations are not identified on a student’s IEP, 504, or LIEP. Cases could include students who have a recently fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If a student experiences a concussion immediately before or during assessment administration, contact Arti Sachdeva at CDE (720-316-7184).

If it is determined that a student requires an emergency accommodation on a CMAS or CoAlt assessment, complete the *Emergency Accommodation Form* (*available in the Colorado Assessments Portal > Test Administration Resources > Forms > During Testing*). Maintain the form in the student’s assessment file. Provide notification to the parent that an emergency accommodation was provided. Consult the DAC for approval if required by the district.

For CMAS, use of an emergency accommodation is documented on a student’s Personal Needs Profile (PNP) in ADAM:

- Field = 27-Emergency Accommodation
    - Expected Value = box checked (UI) or “1” (CMAS PNP file export/import)

6.1.6 Transcription Guidelines

Transcription of responses must take place in the following situations for students who use:

- Paper-based accommodations
- Computer-based accommodations and:
    - Respond in a language other than English or Spanish (math, science, and social studies only)
    - Use an assistive technology device that is not compatible with TestNav
    - Require use of the online assistive technology form
    - Require use of the speech-to-text and/or word prediction accommodation on a secondary device

All transcriptions must be completed by the end of the state testing window (April 23, 2027).

- For paper-based accommodations, transcription can occur after all test sections are completed or after administration of each test section.
- For computer-based accommodations, transcription must occur after the administration of each test section.

Qualifications

- The transcriber must be proficient in keyboarding.
- The transcriber/translator must **NOT** be related to the student.
- The transcriber must sign a *CMAS and CoAlt Security Agreement* from the current year.

Procedures for Transcribing Student Responses

Only authorized personnel may have access to the test and student responses. **Verbatim** transcription must occur in the presence of a second school or district employee who verifies the transcription is valid. **Student work and/or answers that are not transcribed into online test forms by the end of the window are not scored.**

1. Transcription must take place in a private, secure environment and, whenever possible, under the SAC's supervision.
2. In the student's online form (TestNav), the transcriber enters the student's responses to constructed response items exactly as originally written (including all errors in grammar, mechanics, and spelling) and without embellishment and enters all marks for selected response and matching/technology enhanced items as indicated by the student, including incorrect and skipped items.
3. Return all test materials and used scratch paper to the SAC and then the DAC. This includes any standard print, large print, and braille tests; ancillary materials; pages printed from assistive technology devices; and any other pages containing students' original or translated answers as these are secure materials.
4. After verifying transcription, the DAC returns any test books to Pearson with other materials.

Assistive Technology

- If the assistive technology device has the capability to print, print the student's answers for transcription.
- If the student utilized the AT form with tactile graphics/braille, a teacher who is proficient in reading braille must transcribe the student's responses into the online TestNav form as the student may record their answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker.

Translation

- The transcriber/translator must be proficient in reading and writing in the student's home language and English.
    - **NOTE**: **Do not** translate and transcribe responses written in Spanish as they are scored by Pearson.
- The transcriber/translator should be familiar with the content area in both English and the student's home language.

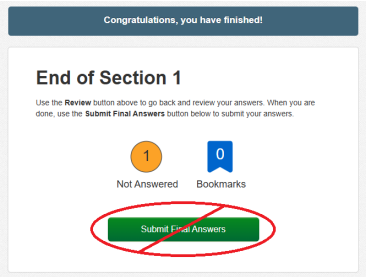
Paper-based Accommodations

- **Standard Print and Large Print**
    - Transcribe student responses indicated in the test book into the online transcription form for scoring (TestNav). Student work and/or answers not transcribed are not scored.
- **Braille**

- The student may record their answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker. A teacher who is proficient in reading braille transcribes the student's responses into the online transcription form for scoring (TestNav). Student work and/or answers not transcribed are not scored.

Computer-based Accommodations

- **Selected Response and Technology Enhanced Items**
  - For selected response and technology enhanced items, *the student* enters responses into TestNav during the test session. At the end of the test, once all selected response and technology enhanced items are completed, the student is to notify the Test Administrator.
- **Constructed Response Items**
  - As the student encounters constructed responses, depending on the accommodation, the student uses a piece of paper, an assistive technology device, or a braille test book to respond to the questions. The student continues testing in TestNav, leaving constructed response items unanswered in TestNav.
  - After each test section is completed by the student, a trained Test Administrator transcribes the responses. Transcription takes place either immediately after section completion (no student log out required) or delayed (student signs out, Test Administrator reseats), and before the state testing window closes.
- **Final Item in Section**
  - After completing the last question, the End of Section screen appears. Students should NOT select the green "Submit Final Answers" button.



Computer-based Transcription

Transcribing Immediately Following the Student Completing the Test Section

It is strongly suggested that transcription occurs as soon as the student finishes testing and prior to the student exiting the test section. Adhere to the following steps for transcription immediately following testing:

1. After completing the last question in the section, the student does NOT "Submit Final Answers" or exit the test.
2. The student is excused from the testing environment.

   Note: If student work was recorded on a second device, print the work from the device if possible. After printing or completion of transcription, securely clear all student responses from the second device.
3. Using TestNav's review drop-down menu in the student's test, the transcriber navigates to each of the constructed response items.
4. The transcriber copies the student's marks or responses to constructed response items exactly as originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.
5. The transcriber selects the green "Submit Final Answers" button on the End of Section screen.
6. Repeat this process for subsequent sections.

Delayed Transcription

If transcription does not immediately follow the student's completion of the test section, complete the following steps. (The Test Administrator may assist students who need help exiting their test.)

1. The student does NOT “Submit Final Answers” but does EXIT the test section by completing the following steps:
    a. Direct students to notify the Test Administrator when they get to the last question or when they arrive at the End of Section screen (after completing all questions in the section).
    b. After the last question, select the button next to the student’s name (top right corner of the screen).
    c. Choose the option “Sign out of TestNav”.
    d. Select “Save and Return Later” on the Exit Test screen.
    e. The sign out confirmation screen appears.

    Note: If student work was recorded on a second device, print the work from the device if possible. After printing or completion of transcription, securely clear all student responses from the second device.
2. The Test Administrator follows the instructions in the TAM to access the ADAM proctor dashboard using the appropriate proctor card and then,
    a. On the student’s testing device, enter the username and password from the student card.
    b. Continue following the TAM instructions to complete the necessary test administrator actions through the ADAM dashboard and student actions through TestNav to enter the test.
3. From the testing device, using the TestNav **Review** drop-down menu or navigation buttons, the transcriber navigates to each of the constructed response items.
4. The transcriber copies the student’s marks or responses to constructed response items exactly as originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.
5. The transcriber selects the green “Submit Final Answers” button on the End of Section screen.
6. Repeat this process for subsequent sections.

Paper-based Transcription

1. The Test Administrator follows the transcription instructions included in the paper test kit to access the ADAM proctor dashboard using the appropriate proctor card and then,
    a. On a student testing device, enter the username and password from the student card.
    b. Continue following the TAM instructions to complete the necessary test administrator actions through the ADAM dashboard and student actions through TestNav to enter the test.
2. Using the testing device, the transcriber navigates to each item and enters:
    a. The student’s responses to constructed response items exactly as originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.
    b. All marks for selected response and matching/technology enhanced items as indicated by the student.
3. The transcriber selects the green “Submit Final Answers” button on the End of Section screen.
4. Repeat this process for subsequent sections.

Only authorized personnel may have access to the test and student answers. Schools must ensure procedures are in place for secure retrieval of printed materials. Remove all student responses from any assistive technology device immediately following transcription or printing for transcription purposes. It is the DAC’s responsibility to ensure this is done in a secure manner. The DAC may adapt the *Secure Data Removal* form to verify completion of this step. Make documentation available upon request by CDE.

Students may not have access to assistive technology devices that contain secure materials until all secure materials are removed from the device. Secure devices that contain secure materials with testing materials.

6.2 Assigning and Ordering Accessibility Features and Accommodations Before Testing

Indicate the need for accessibility features and accommodations before testing to ensure students have access to the correct online test forms and tools and receive any necessary physical materials prior to April. When accommodations and accessibility features are indicated in ADAM prior to January 29, 2027 (initial rostering and orders deadline) a separate ordering process is not needed as the appropriate physical materials are received automatically. *Table 7* identifies accessibility features and accommodations that require physical materials and/or personal needs profile (PNP) assignment. If the January 29, 2027 deadline is missed, indicate the appropriate information through LaunchPad/ADAM records and place an additional order, if necessary.

6.2.1 Assigning Computer-based Testing Accessibility Features and Accommodations

Assign CBT testing needs for individual students (e.g., text-to-speech, Spanish text-to-speech, auditory presentation test content script for translation, and signed/transliterated presentation test content script) prior to testing. If accommodations or accessibility features are not indicated before testing for the students who need them, the students will not have access to necessary accommodations or accessibility features during testing.

Instructions for indicating accommodations and accessibility features through ADAM are found in the *CMAS Personal Needs Profile: ADAM Test Settings and Student Accommodation Upload Process* guidance document at coassessments.com. Use the UI instructions to indicate or update student-specific test settings one student at a time. Use the bulk upload instructions to indicate or update student-specific test settings for multiple students at once.

6.2.2 Ordering Accessibility Features and Accommodations Requiring Physical Materials

Assign accessibility features and accommodations requiring physical materials prior to testing: CBT and PBT auditory presentation test content scripts, signed/transliterated presentation test content scripts, braille, standard print, and large print tests. Accommodated materials are received automatically prior to testing if indicated for students in ADAM during the initial rostering and orders window from January 11 through 29, 2027. If a new student arrives or if a student has a newly identified need after January 29, the official DAC may order additional materials through ADAM after arrival of the initial orders shipment. Inventory all materials. If there are not enough materials in the initial shipment to cover the need, place an additional order after updating the corresponding student PNP settings in LaunchPad and ADAM.

Table 6-7: Accessibility Features and Accommodations – Ordering and Assignment

Physical Materials Ordering and/or Online Form Assignment	Personal Needs Profile Settings	Additional Order Physical Materials	Additional Information
Computer-based (CBT)			**This is the default test assignment**
Text-to-Speech CBT	Refer to *Auditory Presentation: TTS*		Confirm **TTS** assignment on the ADAM proctoring dashboard
Spanish Text-to-Speech CBT	Refer to *Auditory Presentation: TTS*		Confirm **Spanish TTS** assignment on the ADAM proctoring dashboard
Spanish CBT	Refer to *Spanish Form*		Confirm **Spanish** assignment on the ADAM proctoring dashboard
CBT Auditory Presentation – Translated*	Refer to *Auditory Presentation for Math, Science, and Social Studies - Translated*	**Order**: CBT Test Content Script for Translation	Requires onsite translation into languages other than English or Spanish

CBT Signed/Transliterated Presentation*	Refer to *Signed/Transliterated Presentation*	**Order**: CBT Test Content Script for Translation	Requires onsite translation into sign language/system interpretation
Braille PBT	Refer to *Braille*	**Order**: Braille Kit	Order correct braille code If auditory presentation is needed, use the test content script included in all braille kits
Large Print PBT	Refer to *Large Print (18-point font)*	**Order**: Large Print Kit	Order correct language
Standard Print PBT	Refer to *Standard Print*	**Order**: English Test Book	
Spanish PBT	Refer to *Spanish Form*	**Order**: Spanish Test Book	
PBT Auditory Presentation – English*	Refer to *Auditory Presentation: PBT Test Content Script*	**Order**: PBT English Test Content Script, English Test Book	Can use with standard print or large print test
PBT Auditory Presentation – Spanish*	Refer to *Auditory Presentation: PBT Test Content Script*	**Order**: PBT Spanish Test Content Script, Spanish Test Book	Can use with standard print or large print test Add test to session with Form Group Type set to **Transcription**
PBT Auditory Presentation – Translated*	Refer to *Auditory Presentation for Math, Science, and Social Studies - Translated*	**Order**: PBT Test Content Script for Translation, English Test Book	Requires onsite translation into languages other than English or Spanish, or sign language/system interpretation
PBT Signed/Transliterated Presentation*	Refer to *Signed/Transliterated Presentation*	**Order**: PBT Test Content Script for Translation, English Test Book	Requires onsite presentation through transliteration or sign language/system interpretation

*****Contact CDE Assessment regarding ELA/CSLA. Any modification of the assessment is a misadministration and will result in an invalid score.

6.3 Accommodated Materials During Testing

Always treat all accommodated materials as secure. Like test books, keep accommodated materials in a secure location when not in use for testing. Track all movement of accommodated materials using a chain of custody document.

6.4 Accommodated Materials After Testing

Test Administrators must return all accommodated materials to the SAC after each testing session and after the completion of testing. The SAC must return accommodated materials to the DAC after the school completes testing. After inventorying all materials, the DAC must return secure accommodated materials to Pearson. **It is imperative that all test books, visual description documents, auditory presentation test content scripts, signed/transliterated presentation test content scripts, and other secure accommodated materials are returned**. See *5.0 After Testing Tasks* for additional information regarding returning materials.

7.0 Reporting

CMAS & CoAlt Results

This section describes CMAS and CoAlt results available after testing. Contact the CDE Assessment Division with questions about ADAM Reports, Public Assessment Reports, and Family Portal. Contact the CDE Office of Accountability Analytics for Accountability Reports support.

Note: Participation data may vary between CDE *Assessment* reports and CDE *Accountability* reports due to different calculation requirements.

7.1 ADAM Reports

Assessment results are only available through ADAM to users with the appropriate roles.

Final assessment achievement results are provided to schools and districts through data files and PDF reports. Results are found in ADAM under **Reporting**. They are available to LaunchPad users as authorized and assigned by the district. Results typically become available at the end of May through mid-June after tests are processed by the vendor, demographic data are finalized, and score validation activities are completed. CDE notifies DACs as results files and reports become available.

Results include data such as scale scores; percentile rank; performance level; and performance by reporting category, subclaim, and domain/standard (e.g., points possible and percent of points earned). Depending on the report, data are available at the individual, school, district, and state levels. Certain reports include performance by demographic and program categories. For context, the number of valid scores and/or participation information are provided.

Note: CMAS and CoAlt results are available for all administrations going back to the 2013-14 school year (with the exception of reporting for schools that closed prior to the 2026-27 school year; legacy reports and data files for closed schools were not added to ADAM).

Results Embargo

While districts, schools, and families can access *non-public, confidential* results as soon as they become available through ADAM and Family Portal, results from the Spring 2027 administration will be embargoed and must not be *publicly* disseminated, distributed, or published by any means until publicly released by the state. While the embargo is in place, districts and schools:

- Share confidential individual student performance reports with parents/guardians.
- Use aggregated and individual student level results internally for informational and planning purposes.

CDE notifies superintendents and DACs of exact dates and timing of the embargo. After the embargo lifts, ensure any data released by the district/schools includes appropriate suppressions to meet federal and state data privacy requirements, and local school board policy.

Reminder: Colorado statute requires that LEPs ensure appropriate personnel provide and explain assessment results to the parent/guardian of each student enrolled in the district or charter school (C.R.S. §22-7-1006.3 (8)(a)). Resources to support these conversations are available on the CDE Assessment Communication Resources page (resources are updated after each spring administration and are available in the summer).

Data Files

Two types of data files are produced: **student data files** and **summary data files**. Data file field definition and file layout documents are available on the Colorado Assessments Portal Results page.

- Student data files provide performance data for each individual student test in the district or school. These data are used to populate individual Student Performance Reports (SPRs) and OnDemand Reports.
- Summary data files provide aggregate student performance data for the district or school, as well as for demographic groups. These data are used to populate district- and school-level PDF reports, as well as SPRs.

The following table includes the data files and reports available through ADAM.

Table 7-1: Data Files and Reports

Data File/Report	Description	Format
Student Data File	Performance data for each individual student test in the district or school.	**CSV**
Summary Data File	Provides aggregate student performance data for the district or school, and for demographic groups.	**CSV**
Student Performance Report	Individual student report for parents and educators to understand their student's demonstration of learning of the CAS in the assessed grade level and content area. State, district, and school averages provided for comparison.	**PDF**
Content Standards Roster	Overall scale scores for each student in the school. Includes the percent of points earned for subclaims and domains. State, district, and school averages provided for comparison.	**PDF**
District Summary of Schools	Overall mean scale score and participation rate for each school in the district. Includes the average percent of points earned for subclaims and domains. State and district averages provided for comparison.	**PDF**
Evidence Statement Analysis (Math and ELA/CSLA)	Presents the average percent of points earned by Evidence Statement for the state, district, and school (school-level) or state and district (district-level). For ELA/CSLA, also presents the Prose Constructed Response score point distributions. This report also provides the operational items for the test sorted by difficulty with item alignment by Evidence Statement, Colorado Academic Standard, and Domain.	**PDF**
Item Analysis (Science)	Presents the average percent of points earned by item for the state, district, and school (school-level) or state and district (district-level). Also provides the operational items for test sorted by difficulty (with location on the test; item type; and item alignment by standard, GLE, Science and Engineering Practices, and Cross Cutting Concepts).	**PDF**
Performance Level Summary	Describes group achievement in terms of mean scale scores and performance levels.	**PDF**
Participation Summary	**Includes overall student group composition and participation rates for the total population and individual student subgroups to take into consideration when interpreting assessment results and determining their appropriate uses.**	**PDF**

Report Interpretation

Refer to the current year's *CMAS and CoAlt Interpretation Guide to Assessment Reports* for detailed information about the data appearing on each type of report. The *Interpretive Guide* is available on the Colorado Assessments Portal Results page.

7.2 Public Assessment Reports

CMAS and CoAlt results are publicly posted once the data embargo lifts. For each grade level and content area test, these data include participation, score, and performance level information at the state, district, and school levels. When possible, aggregated student performance data representing 16 or more students is made available. Additional data

suppression rules are also applied to aggregated reports to protect student privacy. Aggregated reports do not contain the names of individual students or teachers. Results from 2014 through 2026 are available at:

- CMAS Mathematics, English Language Arts, Science and Social Studies Data and Results
- CoAlt Science and Social Studies Data and Results

7.2.1 State Level Results

This PDF report includes participation, score, and performance level information at the state level for the following reporting categories: Overall, Gender, Race/Ethnicity, Free/Reduced Lunch Status, Special Programs Status (IEP and Title I), Language Proficiency, Migrant Status, and Gifted and Talented Status.

7.2.2 District and School Level Results

This spreadsheet includes participation, score, and performance level information for each school and district. State data are included for comparison.

7.2.3 District and School Disaggregated Summary Results

Separate spreadsheets are provided for each content area. Each spreadsheet includes participation, score, and performance level information at the school and district levels for the following reporting categories: Overall, Gender, Race/Ethnicity, Free/Reduced Lunch Status, IEP Status, Language Proficiency, Migrant Status, and Gifted and Talented Status. State data are included for comparison.

7.3 Family Portal

Parents and guardians access their student's CMAS (all content areas) and CoAlt (science and social studies) results from the spring assessment administration through the Colorado Family Portal. Information includes overall test score and performance level, score breakdowns, areas of strength and where there is potential for growth, peer comparisons, and tips for supporting learning at home. Families can download detailed full reports, watch video score reports, and access guides to understanding their student's results. Through Family Portal families can also view released questions, explore the Colorado Academic Standards, and access results from previous years.

Note: CDE cannot provide sensitive student information to individuals, including Student State IDs or student score information. Families should contact their student's school or district if they are unable to access their student's score report through Family Portal.

7.4 Accountability Reports

The accountability reports referenced in this section are produced by CDE's Office of Accountability and Data Analysis. Direct all questions related to these reports and state accountability determinations to accountability@cde.state.co.us.

CDE's Office of Accountability and Data Analysis produces two types of reports that use state assessment achievement data in report calculations and production: Growth and Performance Frameworks. These reports are based on calculation methods and reporting rules that are specific to state accountability; the presented data may differ at times from that released by other CDE offices.

7.4.1 Growth

The Colorado Growth Model looks at how individual students progress from one year to the next based on comparison to academic peer groups. Individual student growth reports are produced by the CDE Accountability Analytics Unit along with school and district Growth Summary Reports. The Colorado Growth Model also provides information for different student populations and identifies areas of strength and areas that may need more support. Growth provides data necessary for the calculation of annual school and district accountability ratings. Growth is calculated for CMAS ELA and math, PSAT and SAT, and ACCESS assessments.

For additional information and resources, refer to CDE Accountability's Growth FAQ page.

7.4.2 Performance Frameworks

Each year, schools and districts receive performance ratings to let them and their communities know how well they are doing. These reports are called the District Performance Frameworks (DPFs) and School Performance Frameworks (SPFs). The overall ratings are based on achievement and growth on state assessments, along with postsecondary measures such as graduation rates, drop-out rates, college entrance exams and college matriculation rates. The ratings help inform CDE and the State Board of Education in making decisions about how to support struggling schools.

For additional information and resources, refer to CDE Accountability's District and School Performance Frameworks page.

Appendix A: Glossary

Accessibility Feature (AF) – CBT-embedded and TA-provided features that allow for inclusive, accessible, and fair testing for diverse populations of students. AFs are available to all students.

ADAM – The website used for test setup, management, and reporting for all content areas of the CMAS assessments and CoAlt Science and Social Studies assessments. To access these functions in ADAM, non-student user accounts must be created in LaunchPad for new users or re-enabled for returning users. Those proctoring tests do not require a LaunchPad or ADAM login. More information about setup and operation of online testing is available in the *ADAM User Guide*.

Additional Order (AO) – An order placed in ADAM to receive additional assessment or administration materials after the initial shipment of materials is delivered and inventoried locally. Only official DACs may place an AO.

Administrative Consideration (AC) – Change in testing environment conditions.

Colorado Academic Standards (CAS) - Expectations of what students need to know and be able to do at the end of each grade in the content areas of reading, writing, math, science, etc.

Colorado Alternate (CoAlt) – Alternate assessment of ELA, math, science, and social studies for students with the most significant cognitive disabilities.

Colorado Measures of Academic Success (CMAS) – State assessment measuring mastery of the Colorado Academic Standards in the areas of English language arts, mathematics, science, and social studies.

Colorado Spanish Language Arts (CSLA) – Replaces the ELA assessments for eligible ML students in 3rd and 4th grade. Students must receive Spanish language arts instruction within the school year.

Computer-based Test (CBT) – Assessment taken on a computer or tablet device (including iPads and Chromebooks)

District Assessment Coordinator (DAC) – The individual at the district level responsible for the overall coordination of test administration. The DAC is appointed by the superintendent.

District Technology Coordinator (DTC) – The individual at the district who ensures that technology readiness activities, designed to ensure that testing environments are ready for testing, are completed well in advance of testing.

Dynamic Learning Maps (DLM) – CoAlt ELA and math assessment for students with the most significant cognitive disabilities.

English Language Arts (ELA) – The reading and writing content areas.

English Language Proficiency (ELP) – Level of English language development.

Extended Evidence Outcome (EEO) – Extension of the Colorado Academic Standards, measured on the alternate assessment.

Family Portal – Parents and guardians use this secure system to access their student's CMAS and CoAlt (science and social studies) results from the spring assessment administration.

Fluent English Proficient (FEP) – An English language proficiency level. An ML who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read and write English on a level comparable to their monolingual English-speaking peers. Students are monitored for two years (Monitor 1 is year one) after designation as FEP.

LaunchPad – The website used for non-student user accounts, student data and rostering, and student transfer management. LaunchPad also serves as a single sign-on for ADAM and provides the student data for student test management in ADAM. More information about setup and operation of online testing is available in the *LaunchPad User Guide*.

Limited English Proficient (LEP) – An English language proficiency level. A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.

Local Education Agency (LEA) – The school district.

Local Education Provider (LEP) – A district, school, or program providing educational services.

Multilingual Learner (ML) – A student who is linguistically diverse and who is identified (using the state-approved English language proficiency assessment) as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English. An ML designation of NEP or LEP is required for assignment of certain accommodations.

Non-English Proficient (NEP) – An English language proficiency level. A student who speaks a language other than English and does not comprehend, speak, read, or write English.

Paper-based Test (PBT) – Assessment taken on paper.

Personally Identifiable Information (PII) – Sensitive student data (e.g., name, SASID, DOB, etc.) that can only be viewed by and shared with authorized individuals through a secure system.

Physical testing group – Students who take assessments together in a physical testing environment at the same time. A physical testing group may include students from different grades and content areas as long as administration directions and section testing times are the same.

Proctor Cards – Proctor cards contain the test code and proctor password the proctor uses to access the ADAM proctor dashboard through https://ltr-tester.adamexam.com/proctor.

Proctor Group – A physical group of students or virtual grouping of students in ADAM. These students take all sections of a content area assessment together (they will take the same section at the same time). For computer-based tests, students may be placed in a proctor group before they begin testing (existing proctor group), or a proctor group may be created on-the-fly using a test code (proctor on-the-fly).

School Assessment Coordinator (SAC) – The individual at the school level responsible for the overall coordination of test administration at their school.

Secure materials – All test content or materials that are not made available to the public. This includes CBT and PBT items and student responses. For the CBT, "secure paper materials" include printed proctor cards and student cards, auditory/signed presentation test content scripts, and used scratch paper. For PBT, "secure paper materials" include test books, used grade 11 science periodic tables, used math reference sheets, auditory/signed presentation test content scripts, used scratch paper, and any accommodated material (e.g., braille teacher notes and large print visual descriptions). After testing is completed, DACs must collect all secure materials from SACs for packaging and return to the vendor. Proper chain of custody procedures outlined in this document (and as determined by the school district) must be followed so these materials remain secure at all times.

Speech-to-Text (STT) – Accommodation for eligible students with disabilities and multilingual learners (NEP/LEP only) where the student speaks into an assistive technology device to respond to assessment questions. Transcription may be required.

Storage area – Test materials must be stored in a locked storage area with limited access when not in use. Examples of secure storage include a closet, desk, or cabinet that can be locked. Test materials must not be stored in classrooms.

Student Biographical Data (SBD) – A final opportunity for districts to review student biographical data and make changes to ensure reporting is accurate. SBD is completed in LaunchPad and ADAM.

Student Performance Report (SPR) – Assessment results in a printed or printable PDF report for an individual student. Also referred to as Individual Student Report (ISR).

Student Rostering and Personal Needs Profile (SR and PNP) – The files or user interface fields used to roster students for CMAS (including CSLA) and CoAlt science and social studies assessments in LaunchPad (Student Rostering File), and indicate the need for accessibility features, accommodations, and other test settings in ADAM (CMAS PNP file).

Student Cards – For existing proctor groups, student cards contain the student's name, random ID and test code needed for each student to log in to the TestNav app to take the CMAS assessment. Students launch the app, ensure Colorado is selected, and then enter the test code, last name and random ID from the student card. A different student card is used for each content area assessment. **Note:** Some student cards do not include a test code depending on whether the student was added to a proctor group prior to testing or if they will join a proctor group on-the-fly.

Student with a Disability (SWD) – A student with an IEP or 504 plan. SWD designation is required for assignment of certain accommodations.

Technology Enhanced Item (TEI) – Types of assessment items that present questions and capture student responses in ways not possible on paper-based tests (e.g., drag-and-drop, hot spot). TEIs are converted to a comparable format for paper-based testing.

Test Administrator (TA) – Education professional who administers the CMAS or CoAlt assessment (cannot be a student teacher). For CoAlt assessment specifically, the Test Administrator must be a licensed education professional (substitute teachers may not administer the alternate assessments).

Test Administrator Manual (TAM) – Manuals used by Test Administrators that provide directions regarding administration and security policies and procedures for the various assessments. TAMs include instructions that are read aloud or signed, word-for-word, to students on each testing day.

Test Incident Report (TIR) – Form and corresponding spreadsheet used to track reported issues or misadministrations experienced during assessment administration.

Testing Environment – All surroundings while students are testing, including what a student can see, hear, or access.

TestNav – The online test engine used to administer computer-based assessments. For accommodated paper-based assessments, TestNav is used to transcribe student responses for scoring submission. TestNav is accessed through the downloadable TestNav Desktop Application for Windows or Mac, TestNav applications for iPads, and Chromebooks.

Test Section/Test Session – A test **section** is an individual part of a CMAS assessment. A test **session** is a complete content test (e.g., all three ELA sections). Sections must be administered sequentially for all content areas, including for makeup testing. All CMAS assessments include between one and three test sections. For computer-based testing, the test sections must be released (action taken by the Test Administrator in the ADAM Proctor Dashboard) for testing students just prior to students beginning each section. For paper-based testing, pull-tab seals are used to seal each section of the test book until the time of testing.

Text-to-Speech (TTS) – Embedded CBT auditory presentation feature that reads the item and answer options to students. This auditory presentation of the test content replaces the need for an adult reading from an oral script. TTS must be pre-assigned to students, as needed. TTS is available to individual students based on need.

Unique Accommodations Request (UAR) – Form completed by the district or school to request the use of a unique accommodation by an individual student with disabilities to use on the assessment. Individual students must meet all criteria on the UAR form and supporting data must be submitted for review by CDE Assessment to determine eligibility. Submit UARs via CDE Assessment Syncplicity by December 15.

User Interface (UI) – The screens accessed by a LaunchPad and/or ADAM user to complete assessment tasks (e.g., roster students, place additional orders, manage test sessions) after logging in to LaunchPad.

Appendix B: Assessment Management Systems

- User Accounts
- Student Records – Create and Update
- Initial Orders
- Additional Orders
- Support Documents

User Accounts

LaunchPad and ADAM are secure systems used for student rostering, test setup, administration preparation, and assessment and data management, including SBD, for CMAS and CoAlt. The systems are accessed through user accounts with usernames and passwords are set up for individual users. User accounts are created and maintained by Assessment Coordinators at the district and/or school level. Access to sensitive data is determined by the specific role assigned to each authorized user. Because LaunchPad serves as a single sign-on (SSO) point for ADAM, a separate login for ADAM is not required.

LaunchPad/ADAM User Roles and Permissions

The table on the following page shows roles that may be assigned to system users. Role-associated functions that may be performed by each user type are indicated.

The official DAC for each district is assigned the Assessment Coordinator+SDF role, which provides access to create and edit other non-student users and student users, set up and monitor testing, view and edit sensitive student information, and access all results including the Student Data File (SDF) that contains PII. The DAC may confer the role they were assigned or any lower-level roles to other system users in their district.

CMAS Role	LaunchPad/ADAM Non-Student User Role	View/Update Access to Personally Identifiable Information (PII)*
District Assessment Coordinator (DAC)	Assessment Coordinator+SDF	Yes
School Assessment Coordinator (SAC)	Assessment Coordinator+ **or** Assessment Coordinator	AC+ = Yes AC = No
Data Respondent	Data Respondent	Yes
Technology Coordinator	No role assignment required	No
Test Administrator	No role assignment required	No

*Districts should only assign user roles that include view/update PII to individuals who are locally authorized to access PII.

Scheduled System Lockouts (occur annually)

All users are locked out of systems at different times throughout the year when various CDE and vendor activities are completed:

- December 16, 2026 through January 10, 2027: Administration setup (programming by Pearson and initial student rosters loaded by CDE)
- January 30, 2027 through February 7, 2027: Initial materials order pull (performed by Pearson)
- Beginning COB April 30, 2027: Close of school-level data clean-up window
    - All users lose access to LaunchPad/ADAM *other than the official DAC and Data Respondent*
- Beginning May 7, 2027 at 11:59 PM: Close of final district-level data clean-up window/Student Biographical Data (SBD) Review
    - The official DAC and Data Respondent use the final week to validate student demographic data and Accountability Codes used for reporting. The Data Respondent indicates final approval of data through the LaunchPad Adobe LMS prior to the lockout on May 7. Refer to Appendix C for details.
    - Official DAC user accounts are enabled when results (i.e., data files and reports) are available, on or before June 1.

Managing Non-Student Users

Refer to the *Non-Student Users: LaunchPad Rostering and Bulk Import Process* guide at https://coassessments.com/assessment-mananagement-system/ for step-by-step directions for creating new LaunchPad user accounts and updating existing user accounts through the user interface or the file export/import process.

Note: Pearson Customer Support cannot make updates to any Colorado user accounts.

LaunchPad User Role Matrix

User Role Permission	Assessment Coordinator + SDF	Assessment Coordinator +	Assessment Coordinator	Data Respondent
ADAM access through LP	X	X	X	X
LMS access through LP	X	X	X	X
Create, edit, deactivate non-student users in LP	X	X	X	
Create students and view/edit non-sensitive data in LP	X	X	X	X
View/edit sensitive student data in LP (e.g., IEP, 504, ML accommodations eligibility, demographics)	X	X		X
Manage student transfer requests in LP	X	X		
Manage personal needs profile/testing details in ADAM (e.g., accommodations and accessibility settings, remote testing details)	X	X	X	
Optional: Set up proctor groups in ADAM	X	X	X	
Print student cards and proctor cards from ADAM	X	X	X	
Place additional orders in ADAM (only orders submitted by the official DAC are processed)	X			
Indicate Accountability Codes in ADAM	X	X		X
View summary data and results for assigned organization in ADAM	X	X	X	
View Student Data Files in ADAM	X			

Student Records – Create and Update

Directions for creating new and updating existing student records through the LaunchPad user interface as well as the file export/import process are available in the *Student Rostering: LaunchPad Rostering and Bulk Import Process* guide at **https://coassessments.com/ > Assessment Management System**.

To add or update individual student test settings, refer to the *CMAS Personal Needs Profile: ADAM Test Settings and Student Accommodation Upload Process* guide at **https://coassessments.com/ > Assessment Management System** for step-by-step instructions for indicating accessibility features, accommodations, and other test settings through the ADAM user interface or the file export/import process.

Initial Orders

The default test format for CMAS assessments is online. All CoAlt science and social studies assessments are paper based. It is the district's responsibility to indicate or confirm the need for CoAlt or CSLA assessments through LaunchPad, as well as accommodations, accessibility features, and other test settings in ADAM for appropriate students from **January 11 to 29, 2027**. The indication of material-dependent test settings by the initial orders deadline automatically orders materials (i.e., a separate initial ordering process is not used).

Material-dependent Test Settings

Accommodated Paper Tests

Indicating individual student need for standard print, large print, or braille tests through the ADAM PNP by January 30 automatically orders accommodated paper test for corresponding students. All accommodated paper test forms include transcription instructions for transcribing student responses from the test books into the online test form for scoring.

- Standard Print Test Kit – sent as kits with associated standard print materials in English or Spanish (language indicated when selecting standard print) as follows:
    - Test book
    - Grade 11 science includes periodic table
    - Math includes math reference sheets and rulers/protractors as appropriate by test
- Large Print Test Kit – sent as kits with associated large print materials in English (all content areas) or Spanish (CSLA and math) (language indicated when selecting standard print) as follows:
    - Test book – large print tests are spiral-bound and measure 14 inches by 18 inches
    - A visual description document used by the student is included in the large print kits when needed.
    - A magnifier sheet is included in science kits.
- Braille Test Kits – sent as kits with associated braille test materials produced in UEB (ELA and social studies), UEB with Nemeth (math and science), or UEB Math/Science (math and science) as indicated when selecting braille. Tactile graphics are embedded in the braille test books. As needed, visual descriptions are also embedded in the braille test books if a visual description is more accessible than a tactile graphic (as determined by a committee of braille readers). Kits include:
    - Test books – braille code for the student as well as a standard print copy for TVI reference
    - Teacher notes – indicate differences between the braille test book and the standard print test book for TVI reference (including added visual descriptions to support testing students)
    - Auditory presentation test content script – for use as needed by individual students

Auditory/Signed Presentation Test Content Scripts

Used to provide an auditory presentation (oral reading) or signed presentation of the test form by a district/school employee to a student who cannot decode text. As indicated, some test content scripts require documentation on the student's IEP, 504, or ML plan. The CBT and PBT test content scripts are not interchangeable.

- PBT English Auditory Presentation Test Content Script
- PBT Spanish Auditory Presentation Test Content Script –for students with a LIEP plan (NEP/LEP only)

- PBT Auditory/Signed Presentation Test Content Script for Translation* - accommodation for students with disabilities or ML plan (NEP/LEP only)
- CBT Auditory/Signed Presentation Test Content Script for Translation* - accommodation for students with disabilities or ML plan (NEP/LEP only)

* Scripts for Translation are used for presentation in languages other than English or Spanish, including sign system/language.

Visual Descriptions

Visual description documents describe select images or graphics in the student's test for students with visual impairments. Descriptions are only sent for tests and items that were identified as needing visual description by an accessibility committee.

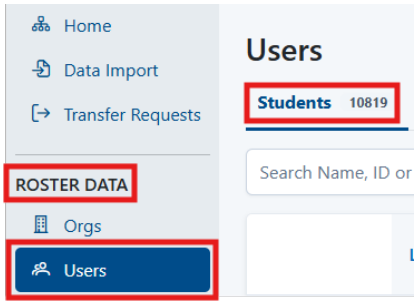
For students requiring material-dependent test settings, follow the appropriate steps, depending on whether the student requires an accommodation.

Assigning Accommodations, Accessibility, and Other Test Settings

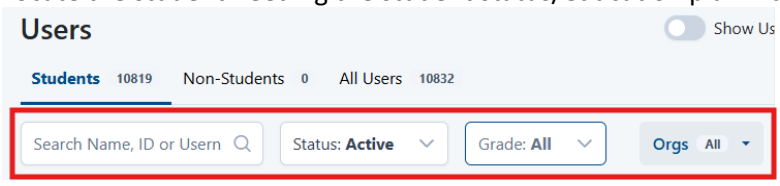
Prior to Assigning Accommodations

Before assigning accommodations to students, indicate the existence of an IEP or 504 plan or populate the necessary multilingual learner fields on each student's record in LaunchPad. Only LaunchPad users with the Assessment Coordinator+SDF, Assessment Coordinator+, or Data Respondent role have the necessary permissions to access this screen to indicate the appropriate student status/plan information. **This is required for accommodations only and does not apply to accessibility features.**

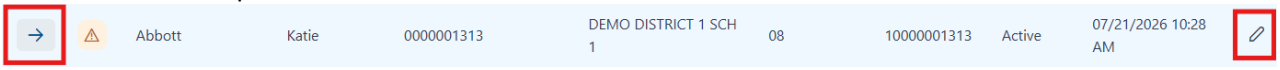
1. Go to **Roster Data > Users > Students**.



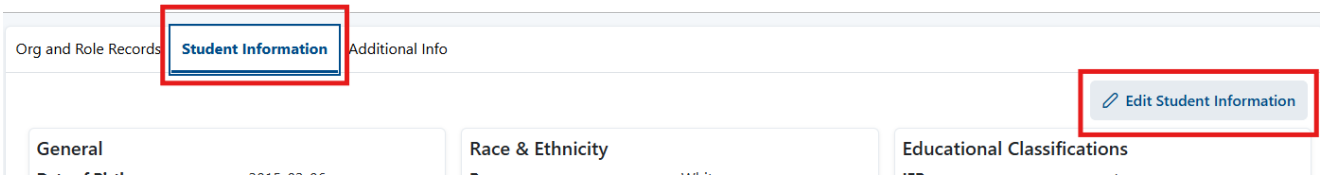
2. Locate the student needing the student status/education plan indication by entering search criteria.



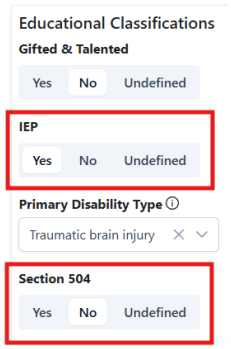
3. Select the arrow or pencil icon next to the student's name.



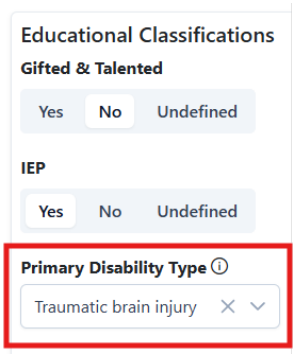
4. Select **Student Information** and **Edit Student Information**.



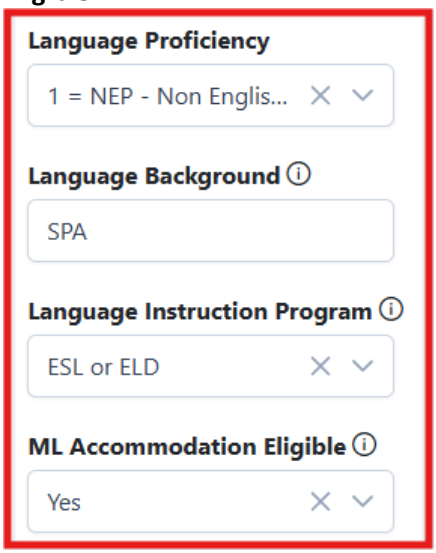
5. For students requiring IEP/504-dependent accommodations (e.g., script for translation/signer, any accommodated paper-based forms), select the appropriate indication from the **Educational Classifications** box:



   a. If **IEP** is indicated, the **Primary Disability Type** field is also required:



6. For students requiring ML accommodations (e.g., Spanish text-to-speech), under **Educational Classifications**, select the appropriate indication from the **Language Proficiency** and **Language Instruction Program** drop-down menus, then indicate the student's **Language Background** and select **YES** for **ML Accommodation Eligible**:



   a. To be eligible for ML accommodations, a student's **Language Proficiency** level must be 1 = Non-English Proficient or 2 = Limited English Proficient.

7. Enter the appropriate accommodation information on the student's PNP in ADAM as indicated in the following section.

Assigning Accessibility Features, Accommodations, and Other Test Settings

Assign accessibility features, accommodations, and other test settings en masse through a CMAS Personal Needs Profile (PNP) file import or student-by-student through the ADAM user interface. Student needs entered into ADAM from January 11 to 29, 2027 populate material counts (refer to *Appendix B: Material-dependent Test Settings* for list) used to fulfill initial orders.

To assign CoAlt tests and the CSLA form through LaunchPad, refer to the *Student Rostering: LaunchPad Rostering and Bulk Import Process* guide at **https://coassessments.com/ > Assessment Management System** for step-by-step instructions.

Refer to the *CMAS Personal Needs Profile: ADAM Test Settings and Student Accommodation Upload Process* guide at **https://coassessments.com/ > Assessment Management System** for step-by-step instructions for indicating accessibility features, accommodations, and other test settings through the ADAM user interface or the file export/import process.

IMPORTANT! The following accessibility features, accommodations, and test settings **must be identified in ADAM before** testing otherwise they are **not available to the student during** testing (availability of settings varies by content area):

- Display Options*
  - Spanish
  - Enlarged Pointer
- Timing
  - Extended: Time and a Half OR Double Time
  - Stop the Clock Breaks
- Auditory/Signed Presentation
  - Text-to-Speech: English OR Spanish
  - Test Content Script: English OR Spanish
  - Test Content Script - Signer/Lang Other than Eng/Spa: Online OR Paper
- Paper
  - Standard Print: English OR Spanish
  - Large Print: English OR Spanish
  - Braille UEB
  - Braille UEB with Nemeth
  - Braille Math/Science
- AT and Visual
  - Assistive Technology Form
  - Visual Descriptions
  - Tactile Graphics - Braille UEB
  - Tactile Graphics - UEB with Nemeth
  - Tactile Graphics - UEB Math/Science
- Virtual Testing (eligible online schools only)
  - Virtual: English OR Spanish OR English Text-to-Speech OR Spanish Text-to-Speech

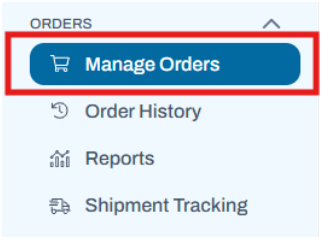
*Color Contrast and Zoom Percentage can be identified in advance, or students can adjust their display settings after signing in to TestNav.

Additional Orders (Official DACs only)

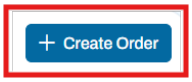
After the initial orders window closes on January 29, 2027, official DACs who identify the need for missed or new student materials must submit additional order requests to Pearson. **Additional orders cannot be submitted until after initial order shipments are received and inventoried – March 24, 2027 is the earliest date on which an official DAC can submit an additional order.** The additional orders window closes on April 20, 2027. Only the official DAC registered with CDE may place additional orders.

Place an Additional Order

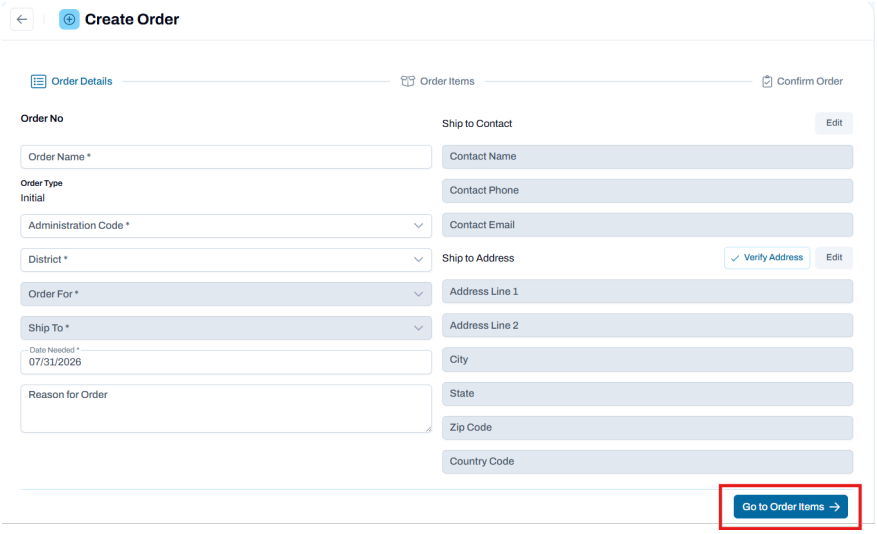
1. Log in to LaunchPad. Navigate to ADAM and select **Orders** > **Manage Orders**.



2. In the upper right corner of the screen select **Create Order**.



3. Fill in the required information on the **Order Details** form, then select **Go to Order Items**.



4. Indicate the required quantity for each material type, then, select **Go to Confirm Order.**

5. Review the list of materials. If needed, select **Edit Items** to adjust the ordered materials and counts.

6. Select **Confirm order**.

7. Orders are reviewed and approved by CDE. **Orders are not approved unless they are matched to existing student records.** If the need for material is newly identified, update corresponding student PNPs *before* placing the additional order.

Order statuses:

- **Waiting for Approval**: Awaiting approval from CDE
- **Ordered**: With Pearson for packing
- **Rejected**: CDE has rejected this order. Notes are available for review to resubmit a new, corrected order.
- **Canceled**: Internal Pearson status

Track an Additional Order

1. Track shipments within ADAM:
2. From **Orders > Shipment Tracking**, search for the order using filter fields.
3. Select the hyperlinked order number to **View Order** details.
4. Review the **Status:**
    - **In Progress**: Pearson system processing
    - **Fulfillment**: With Pearson for packing
    - **In Transit**: Shipped and en route
    - **Delivered**: Was delivered to address specified in the order
    - **Error**: Internal Pearson status
    - **Canceled**: Internal Pearson status

Support Documents

All assessment resources are posted on coassessments.com.

Practice

- CMAS - TestNav 8 Tutorials; CBT CPRs for Math, ELA, Science, and Social Studies; PBT CPRs for Math, ELA/CSLA, Science, and Social Studies; Scoring Guides and Rubrics
- CoAlt - Science and Social Studies CPRs

Administration

- Assessment Management System
    - Sign In to LaunchPad (SSO to ADAM and Adobe LMS)
    - LaunchPad/ADAM Training - Workshop Schedule, Instructional Videos
    - LaunchPad/ADAM File Layouts
- Test Administration Resources
    - Manuals - CMAS and CoAlt Procedures Manual, CMAS Test Administrator Manual, CoAlt Test Administrator Manual
    - Policy Documents - Calculator, Eligibility for Assessments in Spanish, Annual Training Requirements
    - Forms - Before, During, and After Testing
    - Resources - CMAS and CoAlt Overview, Technology Overview, Section Testing Times and Grouping Guidelines, State Assessment Acronyms, Schedule a Pickup with UPS
    - Trainings - Assessment Coordinator, Test Administrator, Accommodations
- Results
    - Interactive Guide to Assessment Results
    - Reporting File Layouts
    - CMAS and CoAlt Interpretive Guide
    - Spanish Report Shells and Performance Level Descriptors

Technology

- Technology Guidelines
- Technology Readiness Training
- User Guides

Educator Involvement

- Educator input is critical to Colorado's state assessment development and validation processes. Licensed Colorado educators use this form to indicate interest and record qualifications for participating on assessment development/review committees. These committees participate in the development of CMAS and CoAlt. Registered educators receive committee meeting invitations based on selected interest and qualifications.

Parents and Guardians

- Resources
    - About State Assessments, Interpretive Guide to Assessment Reports, Policy Claims and Cut Scores, Student Performance Report (SPR) Videos, Performance Level Descriptors (PLDs), Colorado Academic Standards
- Family Portal - access SPRs

Support

Appendix C: Data

- About CMAS and CoAlt Data
- Data Section 1: Reviewing Organizations in LaunchPad
- Data Section 2: Preparing Student Data Prior to and Following Assessment Administration
- Data Section 3: Accountability Codes and Descriptions
- Data Section 4: Export/Import Data Files
- BOCES and Out of District Testing Sites
- Testing at District Run Programs

About CMAS and CoAlt Data

The purpose of this information is to provide an overview of the data collection activities for the Colorado Measures of Academic Success (CMAS) Science, Social Studies, Mathematics, and English Language Arts including Colorado Spanish Language Arts (CSLA) and Colorado Alternate (CoAlt) Science and Social Studies assessment programs. This information provides a general overview of these processes along with accompanying procedures. Other Assessment Division manuals are referenced where appropriate. For example, this information provides a brief overview of the Student Biographical Data (SBD) review process. Detailed step-by-step directions for the SBD process will be provided to Data Respondents this spring. For convenience, the following references are made throughout this information for the following assessment programs:

- CMAS is used to refer to the CMAS Science, Social Studies, Math, and ELA including CSLA assessment program.
- CoAlt is used to refer to the CoAlt Science and Social Studies assessment program.

Definitions

LaunchPad/ADAM are the websites used for student rostering, test setup, administration preparation, and assessment and data management, including SBD, for CMAS and CoAlt. In order to use LaunchPad, usernames and passwords are set up for individual users. Access to sensitive data is determined by specific roles that are assigned to each authorized user. Because LaunchPad serves as a single sign-on point for ADAM, a separate login for ADAM is not required.

Student Rostering (SR) refers to both the process of importing/exporting student data and the file layout used to import/export the data. View the *Student Rostering: LaunchPad Rostering and Bulk Import Process* at http://coassessments.com > Administration > Assessment Management System.

Personal Needs Profile (PNP) refers to both the process of importing/exporting individual student testing details (i.e., accommodations, accessibility, and other settings) and the file layout used to import/export the data. View the *CMAS Personal Needs Profile: ADAM Test Settings and Student Accommodation Upload Process* at http://coassessments.com > Administration > Assessment Management System.

Proctor Group is a virtual data grouping of students in ADAM. These students are grouped together within ADAM for test management purposes and to provide log in information to the student tests. Each ADAM proctor group consists of one grade level and one content area. For online testing, students can be placed in a scheduled ADAM proctor group or students can be provided on-the-fly to join a proctor group without prior setup.

User Interface (UI) refers to the LaunchPad and ADAM screens used to update student data, create proctor groups (if established prior to testing), and enter all other administration information.

Data Section 1: Reviewing Organizations in LaunchPad

This section covers the steps, processes and procedures involved in checking district and school information in LaunchPad.

Colorado Organizations in LaunchPad

For each test administration, CDE provides the vendor with an organization file containing official district names/codes and school names/codes. LaunchPad uses this list to establish a permissions-based organizational hierarchy that restricts users from viewing or accessing data that are not associated with their organization and with their role within the organization. For example, if a user is assigned a school level permission, they are only allowed to see student information associated with that school. The organization information is also used to cross check any student information that is added to LaunchPad to ensure that a student is associated with a known organization. **District Assessment Coordinators (DACs) should contact the Assessment Division if they discover that an organization in their district is not available in LaunchPad.**

LaunchPad uses two sets of organization codes:

- **Primary:** The primary organization, displayed as the school's name with the four-digit district code assigned to the district by CDE followed by the four-digit school code assigned to the school by CDE, is used to identify where testing occurs. The testing location is the location at which the student takes the test.
- **Reporting:** The reporting organization, displayed as the school's name with the four-digit district code assigned to the district by CDE followed by the four-digit school code assigned to the school by CDE, is used to identify where the vendor sends reports and how CDE Assessment and Accountability attribute scores in reports. If the Reporting Organization field in LaunchPad is not set to an organization, the Primary Organization will default as responsible.

For most students, primary site codes are the same as reporting site codes. However, there are situations when this is not the case. For example, some Board of Cooperative Educational Services (BOCES) may serve only as testing sites for students. See the following locations for information on setting up LaunchPad for these situations:

- Testing at District Run Programs
- Approved Facility Schools - *Section 2.5 Students Placed Out-of-District by a Public Agency*
- Division of Youth - *Section 2.5 Detained Students*
- Home School Students - *Section 2.5 Nonpublic Home-based Educational Program*

Data Section 2: Preparing Student Data Prior to and Following Assessment Administration

This section covers the steps, processes, and procedures involved in the preparation of student data for assessment administration. Complete these procedures in preparation for student testing.

Student Data in LaunchPad/ADAM

The CMAS and CoAlt assessment programs use a student rostering (SR) process for creating/storing student demographic data in LaunchPad and a personal needs profile (PNP) process for assigning appropriate accommodations, accessibility features, and other testing needs for computer-based testing (CBT) or accommodated paper-based testing (PBT) in ADAM, which is also used to initially order physical assessment materials. The fields in the SR for both assessment programs are the same. The PNP only applies to CMAS, and some settings are different based on the associated content area assessment. For detailed information about the SR and PNP file layouts, review the documents at http://coassessments.com > Administration > Assessment Management System.

Student Rostering Upload

For the spring administration, CDE completes an initial SR upload to LaunchPad from the October Count data that districts submit into Data Pipeline's Student Interchange.

LaunchPad Rostering Updates

After CDE uploads the initial student data to LaunchPad, districts manage their student data directly. At any time during the assessment window, districts can update student demographic information. LaunchPad is the source data for CMAS and CoAlt demographic data used for reporting. **Note**: Updating student data in Data Pipeline after the initial CDE SR upload does not update data in LaunchPad. Conversely, updating student data in LaunchPad does not update student data in Data Pipeline.

Data Management Activities in LaunchPad/ADAM

Use the file/process guides, available at http://coassessments.com > Administration > Assessment Management System, for step-by-step directions to complete the following activities in LaunchPad/ADAM through the UI and/or a file import:

- Updating student rosters
    - Adding new student enrollments
    - Editing student demographic data
    - Moving student enrollment data between organizations (transfer request/request student transfer)
- Assign and validate student personal needs profiles (i.e., accommodations, accessibility, and other settings)

Assigning Student Test Settings

Step-by-step directions for assigning students to accommodated and accessibility features are available in the *CMAS Personal Needs Profile: ADAM Test Settings and Student Accommodation Upload Process* at http://coassessments.com > Administration > Assessment Management System. Assignments are completed by entering the information in the appropriate fields of the PNP either via a file or through the UI.

Data Clean Up Procedures and Documentation in LaunchPad/ADAM

Districts and schools clean up student demographic data in LaunchPad and accountability coding in ADAM the week after the testing window closes. A final clean up window, Student Biographical Data (SBD) review, takes place in the systems the following week as a final opportunity to clean up student information used for reporting.

- Initial District- and School-level data clean up – through April 30, 2027*
- Final District-level data clean up/SBD – Prior to May 7, 2027

*Only the official DAC and Data Respondent have access to LaunchPad/ADAM from 5 PM on Friday, April 30 through 11:59 PM on Friday, May 7. The official DAC can enable additional user accounts during this time, if desired.

LaunchPad/ADAM Data Clean Up – Initial District- and School-level

Prior to April 30, 2027, districts and/or schools perform the following tasks in LaunchPad and ADAM before, during, or after testing:

- **Ensure all students are rostered in LaunchPad** (for both CBT and PBT). DACs and SACs perform the steps outlined in *Student Rostering: LaunchPad Rostering and Bulk Import Process* at http://coassessments.com > Administration > Assessment Management System.

- **Update accommodation fields in ADAM** based on actual usage during testing (response and emergency accommodation fields only). DACs and SACs perform this task through the ADAM UI. Updates for form-dependent accessibility features and accommodations (i.e., timing and presentation accommodations) are not allowed after a student takes a test. DACs and SACs with the Assessment Coordinator+SDF or Assessment Coordinator+ role can complete this task through the PNP file import.
    - *CMAS Personal Needs Profile: ADAM Test Settings and Student Accommodation Upload Process* at http://coassessments.com > Administration > Assessment Management System

- **Update all demographic fields in LaunchPad**. This update includes the non-required fields used for reporting. Data are to reflect demographic information **at the time of testing**. DACs and SACs with the Assessment Coordinator+SDF or Assessment Coordinator+ role can perform this task through the LaunchPad UI or through the SR file import process.
    - *Student Rostering: LaunchPad Rostering and Bulk Import Process* at http://coassessments.com > Administration > Assessment Management System

- **Update accountability codes**. Users with the Assessment Coordinator+SDF or Assessment Coordinator+ role can update accountability codes (i.e., why a student did not test, why a test should not be scored, or why a test should be excluded from reporting aggregations) via the ADAM UI or a file upload process. (See directions below: **Update Invalidation Codes**)
    - If score suppressions are needed, submit *Testing Irregularity Reports* and the corresponding spreadsheet to CDE by April 30, 2027. Only CDE can indicate score suppressions.

LaunchPad/ADAM Data Clean Up – Final District-level/SBD Review

Only official DACs and the Data Respondent have access to LaunchPad/ADAM from 5 PM on Friday, April 30 through 11:59 PM on Friday, May 7.

- Update any remaining temporary or incorrect SASIDs, update student demographic information (including Responsible Organization and Continuous in School and District fields) to reflect data accurate **at the time of testing.**

- Confirm or enter accountability codes (i.e., why a student did not test, why a test should not be scored, or why a test should be excluded from reporting aggregations).

- **Optional**: Data Respondent indicates **data validation sign-off** through the form accessed through the LaunchPad Adobe LMS.

Official DACs and Data Respondents have the Assessment Coordinator+SDF and Data Respondent roles, which allow these updates. The official DAC can enable additional user accounts during this time, if desired.

This is the final opportunity for districts to verify the accuracy of the demographic data for each student and accountability coding used for reporting. State and federal accountability reporting (including school and district performance framework ratings and priority and focus school designations) rely on accurate demographic and test score data. Therefore, the impact of this final review of demographic data on accountability reporting is profound.

Detailed information about SBD will be provided to Data Respondents this spring.

Data Section 3: Accountability Codes and Descriptions

Student test records with Accountability Codes do not receive scores for those coded content area assessment(s), unless otherwise specified. Table C-1 provides a brief overview of the CMAS and CoAlt Accountability Codes.

Table C-1: Accountability Codes

Code	Additional Information	Receives SPR
00. Absent	Do not use until the last day of the testing window.	No
01. Reassign Same Form - Update PNP	Allows an update to a student's test settings if they signed into the online form but did not start testing.	No
02. First Year in U.S. Multilingual Learner	For eligible multilingual learners' English Language Arts tests only.	No
03. Withdrew Before/During Testing	Do not use until the last day of the testing window.	No
04. Student Test Refusal		No
05. Change Program Assignment	Used when a student is rostered for CMAS but takes CoAlt or an ELA test was started by a student who takes CSLA.	No
06. Misadministration		No
07. Medical Exemption		No
08. Part Time Public and Part Time Home School Student	Do not use this code for home-schooled students who will test or already completed testing.	No
09. Parent Excuse		No
10. State Authorization Required - Exempt	Do not use without permission from CDE.	No
11. State Authorization Required - Not Exempt	Do not use without permission from CDE.	No
12. Interrupted and Not Completed		No
22. Suppress - Misadministration SPR	Use when a misadministration occurs but a student should still receive a Student Performance Report.	Yes
23. Home School - Tested SPR	Use for tests of a home-schooled student whose parents/guardians elected to have them test.	Yes

The Accountability Codes pertain to the CMAS science, social studies, math, and ELA/CSLA assessments and CoAlt science and social studies assessments.

Apply Accountability Codes to records of students who did not begin testing and for students with PBT materials that were not transcribed. Additionally, apply to records of students who began testing but should not receive scores. These students may or may not have finished testing and submitted their tests.

Enter Accountability Coding through the ADAM UI or batch load codes through the file export/import process. The ability to enter this information through either method is determined by user permissions as locally assigned through LaunchPad. **See the Accountability Codes and definitions that follow for additional information.** CDE will provide guidance on State Use Only codes (listed in Table C-1) if any will be used for the Spring 2027 CMAS and CoAlt administrations.

If students take tests that are inappropriate for their grade level (e.g., 7th grader taking science, 3rd grader taking 4th grade math and ELA assessments), the resulting scores are invalid and will be suppressed. Apply Accountability Code 06-Misadministration.

Accountability Code Definitions

00 Absent

00 is only used if the student was absent for all of the testing window and one of the other Accountability Codes does not apply. This code should not be entered until the end of the testing window (April 23, 2027).

01 Reassign Same Form - Update PNP

01 allows an update to a student's test settings if they signed into an online test but had **not started testing** when missing IEP, 504, or LIEP-documented needs were identified.

02 First Year in U.S. Multilingual Learner

Districts use the following guidance to determine if students who are Multilingual Learners, who enrolled in a United States (U.S.) school for the first time on or after April 6, 2026 (first year in the U.S.), will participate in ELA or CSLA, or if they are exempt from language arts testing this year.

- First Year in U.S. students who are Non-English Proficient (NEP), based on WIDA Screener and a local body of evidence, may be exempt from the English language arts assessment.
    - Students with a primary or home language other than Spanish are exempt from ELA testing. Use Accountability Code 02-1st Year in U.S. Multilingual Learner for ELA.
    - Students with a primary or home language of Spanish:
        - In grades 5 through 8 are exempt from ELA testing. Use Accountability Code 02-1st Year in U.S. Multilingual Learner for ELA.
        - In grades 3 and 4 who are:
            - Receiving Spanish language arts instruction are required to take CSLA.
            - Not receiving Spanish language arts instruction this year are exempt from ELA including CSLA testing. Use Accountability Code 02-1st Year in U.S. Multilingual Learner for ELA.
    - A parent/guardian of a student who meets exemption guidelines may choose to have their child participate in ELA testing. The student's ELA tests are excluded from achievement calculations for the current year (2026-27) and the next year (2027-28) but are included in growth calculations after the second administration (student's 2026-27 ELA score to 2027-28 ELA score).
- First Year in U.S. students who are Limited English Proficient (LEP), based on WIDA Screener and a local body of evidence, take the state language arts assessment that best matches their instruction: CMAS ELA, CSLA (if eligible), or CoAlt ELA (if eligible).
    - Students in grades 3 and 4 with a primary or home language of Spanish who are receiving Spanish language arts instruction this school year are required to take CSLA.
    - Students who are not eligible to take CSLA* are encouraged to take ELA.
        - If the student does not test their first year in U.S., they are excluded from accountability calculations during the current year (2026-27) but are included in achievement for the next year (2027-28). Use Accountability Code 02-1st Year in U.S. Multilingual Learner for ELA.
        - If the student does test their first year in U.S., they are excluded from achievement calculations for the current year (2026-27) and the next year (2027-28) but are included in growth calculations after the second administration (student's 2026-27 ELA score to 2027-28 ELA score).

When rostering students in LaunchPad, districts indicate ELA testing exemption for eligible students by completing the *Student Information > Student Status* field entry *Date First Enrolled in U.S. School* (the first date on which the student enrolled in a U.S. public school) and coding the ELA assessment in ADAM as Accountability Code 02-1st Year in U.S. Multilingual Learner, if applicable.

*Students in grades 3 through 8 with a primary or home language other than Spanish, students in grades 5 through 8 with a primary or home language of Spanish, or students in grades 3 and 4 with a primary or home language of Spanish who are not receiving Spanish language arts instruction.

03 Withdrew Before/During Testing

03 is only used if the student moved and one of the following applies:

- The student moved before they started testing. Do not apply this code until the end of the official testing window (after April 23, 2027).
- The student started but did not complete testing and the new Colorado district of enrollment did not submit a "Transfer Request" to transfer the student registration and test assignment(s) through LaunchPad. (This is considered a district-to-district transfer.)
- The student started testing but is no longer enrolled in a public school or moved out of state before completing the test.
- The student was reclassified prior to testing to a non-tested grade level (e.g., a grade 8 student is reclassified to grade 9).

Note: If the student completed all content area tests before moving to a different district, do not apply this code.

04 Student Test Refusal

04 is used to indicate that when provided an opportunity to test, the **student** refused to begin testing or the **student** started testing but then refused to continue testing.

05 Change Program Assignment

05 is used when a student is rostered for CMAS but takes CoAlt, or if an ELA test was started by a student who takes CSLA or vice versa. In addition to applying this Accountability Code to an incorrect test in ADAM, update *Student Information > General* in LaunchPad to add or remove CoAlt or CSLA identifiers. This Accountability Code plus the student information in LaunchPad identifies which assessments are the assessments of record.

06 Misadministration

06 is used if a misadministration occurred and a score should not be produced. A misadministration occurs when a standardized security or administration procedure is violated and/or when the validity of a student's test score is in question. **Tests coded as 06-Misadministration do not receive a score. Maintain documentation for any misadministrations** following the *Testing Irregularity Report* process. Examples of misadministrations include but are not limited to:

- Students receive information about test items from anyone prior to testing.
- Students share answers during testing.
- A Test Administrator or school staff member:
    - Provides students with information about test items prior to the test.
    - Gives any cue about possible answers, verbal or non-verbal, to students.
    - Asks student(s) to change answers.
    - Enters answers for students (except for scribe accommodation).
    - Leaves secure test materials unattended anywhere outside of the central secure storage area in the school creating a security breach but students tested.
    - Loses secure test materials prior to testing or is at any time unable to account for the location of test materials creating a security breach but students are tested.
    - Clarifies any test items for students.
    - Does not provide students with documented accommodations or provides students with an accommodation that is not documented.
    - Does not observe time limits and requirements (e.g., not giving students the entire section time to test or giving students who do not have an extended time accommodation more than the maximum testing time).
    - Does not follow the test environment and/or posted materials guidelines.
    - Does not provide directions from the TAM for the test (for each section).

Notes:

- Any modification is considered a misadministration that results in an invalid score.

- If a major misadministration occurs, submit a Test Incident (Irregularity) Report to CDE through Syncplicity. Never email Personally Identifiable Information (PII) to CDE or assessment vendors. PII includes student names and other sensitive student data.

07 Medical Exemption

07 is used to identify students who are unable to start or complete the statewide assessments due to a documented, significant, and fully incapacitating medical condition or emergency (e.g., student is in the hospital after a car crash) that extends across the entire (or remaining) test window. In order to qualify for a special consideration, the incident or condition must be so severe that it prevents the student from participating in instruction offered either at school or at a state or district-run facility.

T**his code is not used for students who are absent during testing due to typical illnesses.**

08 Part Time Public and Part Time Home School Student

08 is used to identify any non-tested students with part-time district and part-time home school status who did not test or did test but should not receive a report.

Note: If a district wants a score for a part-time homeschool student but does not want the score included in district or school reports, apply Accountability Code 23 - Home School-Tested SPR instead.

09 Parent Excuse

09 is applied if a **parent excused** their child from testing. While districts are responsible for administering the state assessments, districts should document all parent excusals consistent with state law and district policy. **Receipt of parent excusal documentation is required before indicating 09.**

Note: Districts determine their own means and process of documenting parent excuses. CDE does not provide a form.

Below is language from Colorado Revised Statutes §22-7-1013(8)(a-c) regarding parents excusing their student from testing:

(a) EACH LOCAL EDUCATION PROVIDER SHALL ADOPT AND IMPLEMENT A WRITTEN POLICY AND PROCEDURE BY WHICH A STUDENT'S PARENT MAY EXCUSE THE STUDENT FROM PARTICIPATING IN ONE OR MORE OF THE STATE ASSESSMENTS ADMINISTERED PURSUANT TO SECTION 22-7-1006.3.

(b) IF A PARENT EXCUSES THEIR STUDENT FROM PARTICIPATING IN A STATE ASSESSMENT, A LOCAL EDUCATION PROVIDER SHALL NOT IMPOSE NEGATIVE CONSEQUENCES, INCLUDING PROHIBITING SCHOOL ATTENDANCE, IMPOSING AN UNEXCUSED ABSENCE, OR PROHIBITING PARTICIPATION IN EXTRACURRICULAR ACTIVITIES, ON THE STUDENT OR ON THE PARENT. IF A PARENT EXCUSES THEIR STUDENT FROM PARTICIPATING IN A STATE ASSESSMENT, THE LOCAL EDUCATION PROVIDER SHALL NOT PROHIBIT THE STUDENT FROM PARTICIPATING IN AN ACTIVITY, OR RECEIVING ANY OTHER FORM OF REWARD, THAT THE LOCAL EDUCATION PROVIDER PROVIDES TO STUDENTS FOR PARTICIPATING IN THE STATE ASSESSMENT.

(c) A LOCAL EDUCATION PROVIDER SHALL NOT IMPOSE AN UNREASONABLE BURDEN OR REQUIREMENT ON A STUDENT THAT WOULD DISCOURAGE THE STUDENT FROM TAKING A STATE ASSESSMENT OR ENCOURAGE THE STUDENT'S PARENT TO EXCUSE THE STUDENT FROM TAKING THE STATE ASSESSMENT.

10 State Authorization Required - Exempt

10 is used on a case-by-case basis and is only used if the district is given permission to apply it by CDE.

11 State Authorization Required - Not Exempt

11 is used on a case-by-case basis and is only used if the district is given permission to apply it by CDE.

12 Interrupted and Not Completed

12 is used to identify students for whom the district does not want scores or reports produced because the students' testing was interrupted. These students stopped testing prior to the completion of the test session due to unforeseen circumstances (e.g., the student became ill during Section 3 and could not complete testing in a makeup session).

22 Suppress - Misadministration SPR

22 is used if a misadministration occurred but a student performance report should be received. Results for these students are not aggregated in school and district results but do count against participation.

This code is applied by CDE on a case-by-case basis upon receipt and review of a *Testing Irregularity Report* submitted through the defined process. Examples of use include but are not limited to if a student was provided or accessed scribe on ELA/CSLA or calculator on non-calculator sections of math but was not approved through the UAR process, or if they were provided an accommodation not listed in *Section 6.0* of the *CMAS and CoAlt Procedures Manual*.

23 Home School - Tested SPR

23 is used for tests of a home-schooled student whose parents/guardians elected to have them take CMAS assessments. Applying this code produces a score report for the home-schooled student but excludes the score from district and school reports. Refer to *Section 2.5 Nonpublic Home-based Educational Program* for more information.

Data Section 4: Export/Import Data Files

LaunchPad and ADAM allow bulk changes to system data through the use of various export and import files (i.e., change multiple records at the same time). Refer to https://coassessments.com/assessment-mananagement-system/ for a list of file processes that allow users to update multiple LaunchPad or ADAM records at once. Step-by-step directions are found on this site along with instructional videos.

Use of files is optional as users may also update records one-by-one through the LaunchPad and ADAM systems. Only users granted appropriate permissions by their district can make updates within the assessment management systems.

BOCES and Out of District Testing Sites

BOCES

BOCES are involved in state assessments in several different ways. Some BOCES operate schools and are responsible for testing students enrolled in their schools. Other BOCES operate programs but serve as testing sites for students. This section groups BOCES into three basic scenarios and describes the processes that are followed for all content areas of CMAS and CoAlt science and social studies.

Scenario 1: BOCES that operate schools that have 4-digit CDE school codes, and the school is the student's primary school of enrollment. In this situation, the BOCES follow the same procedures as a typical school district. CDE uploads information for the BOCES as part of the pre-ID upload. In this scenario, the primary organization and responsible organization are the same. In the SR layout, a student's organization data are coded as follows:

- **Primary Organization ID:** 4-digit BOCES code as it appears in Data Pipeline, hyphen, 4-digit school code as it appears in Data Pipeline (example: DDDD-SSSS where DDDD represents the BOCES code and SSSS represents the school code).
- **Responsible Organization ID:** Can leave blank (as the Primary Organization ID defaults as the responsible organization) or indicate 4-digit BOCES code as it appears in Data Pipeline, hyphen, 4-digit school code as it appears in Data Pipeline (example: DDDD-SSSS where DDDD represents the BOCES code and SSSS represents the school code).

Scenario 2: BOCES that operate like programs and administer state assessments to students from ONE "Home" Colorado District. In this situation, the BOCES follow the same procedures as a typical public school located within a Colorado school district. Using the same process used to assign school-level non-student user roles to the typical public

school staff members in the districts, the "home" district assigns BOCES staff non-student user roles to a BOCES School within their district. While CDE sets up a "BOCES school" within the district, CDE is unable to pre-populate students enrolled in the BOCES schools based on information in Data Pipeline. Districts must move students from the primary school enrollment indicated in Data Pipeline to the BOCES school. In this scenario, the testing district and school is different from the responsible district and school. In the SR layout, a student's district and school data are coded as follows:

- **Primary Organization ID:** 4-digit "home" district code as it appears in Data Pipeline, hyphen, 4-digit unofficial code assigned by CDE Assessment Division (example: DDDD-BBBB where DDDD represents the "home" district code and BBBB is the unofficial code).
- **Responsible Organization ID:** 4-digit "home" district code as it appears in Data Pipeline, hyphen, 4-digit primary enrollment school code as it appears in Data Pipeline (example: DDDD-SSSS where DDDD represents the "home" district code and SSSS represents the primary enrollment school code).

Scenario 3: BOCES that operate like programs and administer state assessments to students from MULTIPLE "Home" Colorado Districts. In this situation, the BOCES is set up as a unique district through LaunchPad. BOCES and "home" districts transfer students to this district through "Transfer Requests – Request Student Transfer" in LaunchPad because CDE cannot identify the students from the information in Data Pipeline. CDE sets up a BOCES district with a school code within LaunchPad to use as the testing site. Districts and BOCES work together to create a list of students who need to test at the BOCES. In this scenario, the testing district and school is different from the responsible district and school. In the SR layout, a student's district and school data are coded as follows:

- **Primary Organization ID:** 4-digit BOCES code as it appears in Data Pipeline, hyphen, 4-digit unofficial code assigned by CDE Assessment Division (example: DDDD-BBBB where DDDD represents the BOCES code and BBBB is the unofficial code).
- **Responsible Organization ID:** 4-digit "home" district code as it appears in Data Pipeline, hyphen, 4-digit primary enrollment school code as it appears in Data Pipeline (example: DDDD-SSSS where DDDD represents the "home" district code and SSSS represents the primary enrollment school code).

Out of District Testing Sites

There are cases in which students take state assessments at locations outside of their home school district, but student scores should return to the home district. For example, a district may send special education students to a central location for testing or online students may test in a district close to their residence but outside of the district of enrollment.

In situations like these, the testing site is the Primary Organization in LaunchPad. Testing sites and "home" districts transfer students to this district through a "Transfer Requests – Request Student Transfer" in LaunchPad because CDE cannot identify the students from the information in Data Pipeline. Reporting and testing sites work together to create a list of students who will test at the testing site. In this scenario, the testing organization is different from the responsible organization. In the SR layout, a student's organization data are coded as follows:

- **Primary Organization ID:** 4-digit "testing" district code as it appears in Data Pipeline, hyphen, 4-digit testing school code as it appears in Data Pipeline (example: DDDD-SSSS where DDDD represents the "testing" district code and SSSS represents the "testing" school code).
- **Responsible Organization ID:** 4-digit "home" district code as it appears in Data Pipeline, hyphen, 4-digit primary enrollment school code as it appears in Data Pipeline (example: DDDD-SSSS where DDDD represents the "home" district code and SSSS represents the primary enrollment school code).

Testing at District Run Programs

Some districts may test at program sites within their district that do not have an official CDE school code. If the students are administered tests at the program site, there are two options for districts to use to help track and test these students in LaunchPad/ADAM.

Option 1: Assign the students to a unique testing group.

In this option, testing and responsible organizations are the same and represent the school of official student enrollment. In this option, provide the Test Administrator the appropriate ADAM proctor card for the proctor group set up within the school of enrollment.

Option 2: Assign the students to an unofficial organization within the district.

In this situation, the unofficial organization/program follows the same procedures as a typical public school located within a Colorado school district. Using the same process used to assign school level non-student user roles to the typical public school staff members in the district, if needed, the district assigns a LaunchPad user account to a program coordinator associated with the unofficial organization within their district. **To get an unofficial organization/program code, districts need to contact the CDE Assessment Division.** Districts must move students from the primary school enrollment indicated in Data Pipeline to the unofficial school/program in LaunchPad. In this scenario, the testing organization is different from the responsible organization. In the SR layout, a student's district and school data are coded as follows:

- **Primary Organization ID:** 4-digit "home" district code as it appears in Data Pipeline, hyphen, 4-digit unofficial code assigned by CDE Assessment Division (example: DDDD-PPPP where DDDD represents the "home" district code and PPPP is the unofficial code).
- **Responsible Organization ID:** 4-digit "home" district code as it appears in Data Pipeline, hyphen, 4-digit primary enrollment school code as it appears in Data Pipeline (example: DDDD-SSSS where DDDD represents the "home" district code and SSSS represents the primary enrollment school code).

Appendix D:
CDE Contact Information

Colorado Department of Education Assessment Division

201 East Colfax Avenue, Room 502, Denver, CO 80203-1899

Contact	Responsibilities
Emily Hunter, CMAS Principal Consultant 720-316-3065; hunter_emily@cde.state.co.us	• CMAS operations and procedures • LaunchPad/ADAM
Arti Sachdeva, CoAlt and Special Education Specialist 720-316-7184; sachdeva_a@cde.state.co.us	• CoAlt development and operations • Contact for IEP/504 accommodations
Heather Villalobos Pavia, Linguistics Specialist 303-653-9749; villalobospavia_h@cde.state.co.us	• Contact for Multilingual Learner (ML) accommodations • CMAS development (CSLA)
Collin Bonner, Technology Specialist 303-895-5750; bonner_c@cde.state.co.us	• DTC Contact • Syncplicity
Jasmine Carey, Psychometrician 720-537-0973; carey_j@cde.state.co.us	• Analysis and validation of procedures and data
Nathan Redford, Content redford_n@cde.state.co.us	• CMAS development (English language arts and social studies)
Brittany Peterson, Content peterson_b@cde.state.co.us	• CMAS development (math and science)
Gina Herrera, Exceptional Student Services Unit 303-253-0451; herrera_g@cde.state.co.us	• Eligibility criteria for alternate assessments

For a complete list of Assessment Division personnel, visit https://ed.cde.state.co.us/assessment/generalinfo-about.