



	Assessment Name	Grade(s) Assessed	Term	*Required for all students (Y/N)	Testing Windows		Student Time on Task (hours)	How Results are Used	
					Start Date	End Date			
District/School Required	District Mathematics using Bridges/Number Corner with Unity	K-5	T1	Y	08/22/2016	11/11/2016	1	Monitor student learning in mathematics aligned to the CAS and district expectations. These assessments help with progress monitoring of our district achievement and growth goals.	
			T2	Y	11/14/2016	03/06/2017	1		
			T3	Y	02/27/2017	05/19/2017	1		
	District Writing	K-5	B	N	08/22/2016	09/30/2016	1		Monitor student writing skills and progress in the CAS and district benchmarks. These assessments help with progress monitoring of our district achievement and growth goals.
			T1	N	10/03/2016	11/11/2016	1		
			T2	N	11/28/2016	02/24/2017	1		
	Developmental Reading Assessment (DRA2)	K-3 Universal Gr 4-5 Selected Students	T1	N	08/22/2016	09/30/2016	0.5		This is a formative reading assessment in which teachers are able to systemically observe, record, and evaluate changes in student reading performance. Results are used to help teachers provide scaffolded support to increase student reading proficiency. These assessments help with progress monitoring of our district achievement and growth goals.
			T2	N	11/14/2016	12/22/2016	0.5		
			T3	Y	04/03/2017	05/05/2017	0.5		
State Required	i-Ready (Reading and Math)	K-5	T1	y	08/22/2016	09/23/2016	1.5	i-Ready is a computer adaptive test designed to give teachers real-time instructional information on students, as well a national comparison. Teachers use the formative growth and achievement data throughout the year to develop targeted instructional strategies and to plan school improvement. i-Ready results are reported immediately after completing each test and help educators make student focused, data-informed decisions. These assessments help with progress monitoring of our district achievement and growth goals. They also predict performance on CMAS and college-readiness assessments. The iReady reading data is submitted to fulfill our state reporting requirement for the READ Act.	
			T2	N	12/01/2016	01/13/2017	1.5		
			T3	Y	04/13/2017	05/12/2017	1.5		

CAS= Colorado Academic Standards

* Y= All students at the specified grade level are required to participate in the assessment. These results are part of the district universal screening program and also part of monitoring district strategic goals.

N= Only select students are required to participate in the assessment. These generally include students whose progress is being monitored to ensure specific learning benchmarks are being achieved.

** Schools selected at random, only a sampling of students at the grade level will participate in the assessment

Terms - T1=Trimester 1, T2= Trimester 2, T3=Trimester 3, B=Baseline
Updated on: 01/17/17



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					Start Date	End Date		
State Required	Assessing Comprehension & Communication in English from State to State for English Language Learners (ACCESS)	Grades K-5	T2	N	01/10/2017	02/10/2017	3	ACCESS is a computer based English language proficiency assessment given annually to students in Kindergarten through 12th grade who have been identified as English language learners (ELLs). It provides educators and parents information about the English language proficiency level in the language domains of Listening, Speaking, Reading and Writing. The achievement and growth data are part of the school accountability system in Colorado.
	<u>Colorado Measures of Academic Success (CMAS) - Includes Alternate Assessments</u>							
	English Language Arts & Math	Grades 3-5	T3	Y	04/03/2017	04/28/2017	8.5	The results of the state tests, Colorado Measures of Academic Success (CMAS) English Language Arts, Mathematics, Science, and Social Studies, help our teachers and school leaders determine specific areas of focus to best meet student needs. These areas of focus become the basis for building Unified Improvement Plans and strategically guide schools in improving learning for all students. Assessment results help us understand a student's specific areas of strength and opportunities for improvement. We use the individual results to help plan students' curriculum in specific classes. For example, if a student did very well on critical thinking tasks, we will include higher level tasks in his/her classwork. If that same student struggled with comparative writing, we might plan to structure his/her writing instruction differently. These tests also help us predict if a student will be successful on the ACT. We are able to put in to place the coursework that will ultimately help students be successful and college and career ready. These assessments help with progress monitoring of our district achievement and growth goals. The achievement and growth data are the foundation of the school accountability system in Colorado.
	Social Studies	Grade 4	T3	Y	04/10/2017	04/28/2017	4	
	Science	Grade 5						

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