

Assessment	Grade Level	Estimated Hours of Testing	Required by Federal or State Law or selected by District	Purpose of the Assessment	How the Assessment Results will be used	Source
HB15-1323 ACCESS for ELL's	K-12 Identified English Learners (NEP, LEP)	Up to 2.75 hours (or 165 minutes) total for Listening, Reading, Speaking, and Writing. *Students work at their own pace, and ACCESS 2.0 is not a timed test. This assessment is adaptive based on a student's English Proficiency Level, and times will be dependent on the student's performance and English Proficiency Level.	State / Federal. It is mandated by federal law that all English Learners be assessed using a common assessment selected by the state to measure English proficiency in Listening, Reading, Writing, and Speaking.	HOPE Online Learning Academy Co-Op In 2015-16, the WIDA Consortium will begin administration of the new, annual summative assessment, ACCESS for ELLs 2.0. An online assessment will replace the current paper-based version of ACCESS for ELLs for Grades 1-12, although a paper-based assessment will continue to be available according to each state's guidelines for the new assessments. Like ACCESS for ELLs, the new assessment will allow educators, students, and families to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing and will be aligned with the WIDA English Language Development (ELD) Standards.	HOPE Co-Op Students understand their current level of English language proficiency along the developmental continuum. Serve as one of multiple measures used to determine those students prepared to exit English language support programs. Provide teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners. Provide districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs. Meet federal requirements, such as Annual Measurable Achievement Objectives 1 and 2, for the monitoring of ELLs' progress toward English language proficiency.	wida.us
CMAS: Science	-Science all students grades 5th, 8th and 11th	Science Grades 5 & 8 (4.0 Hours) Science Grade 11 (3.5 Hours)	State	CMAS is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS) in the content areas of science and social studies. The purpose of the CMAS assessments is to provide one measure of the degree to which students have mastered the CAS in science and social studies at the end of the tested grade level. In addition to the student level information provided, schools and districts may use the data across their schools and districts to make adjustments to instructional programming for the following year.	This is one measure as part of a balanced assessment system and can be used as a benchmark for students in relation to District and State score reports. This assessment also meets the requirement for state accountability.	https://www.cde.state.co.us/assessment/newassess-sum http://www.cde.state.co.us/com munications/crn asfactsheet
CogAT (Cognitive Abilities Test)	All referral students in grades 1-6, if applicable	90 minutes	State	The Cognitive Abilities Test (CogAT) appraises the cognitive development of students and measures students' learned reasoning abilities. It is used as a universal screen to help determine a need for early intervention and programming needs.	The test scores will be used to drive instructional practices in the classroom. The scores will guide efforts to adapt teaching methods to the needs and abilities of the students. The scores are also used as one component of the body of evidence to determine areas of strength and possible identification for gifted programming.	Colorado Rules for the Exceptional Children's Educational Act (ECEA) - Effective June 1, 2015 -
Colorado Spanish Language Arts (CSLA)	Third and fourth grade students who meet the eligibility criteria are able to participate in CSLA instead of PARCC ELA	60 minutes per unit	State	Colorado Spanish Language Arts (CPLA) assesses Spanish Language Arts as students' progress toward English language proficiency. Colorado School Law C.R.S. §22-7-409 (3.5) (a) and (b), requires a Spanish Language Arts assessment for third and fourth grade.	New in the Spring 2016, the Colorado Spanish Language Arts assessments align to skills and concepts in the Colorado Academic Standards. These paper-based assessments have been created using blueprints that mirror the PARCC English Language Arts assessment.	https://www.cde.state.co.us/assessment/csla
Measures of Academic Performance (MAP)	All Students in grades 3, 4, 5, 6, 7, 8, 9, 10 complete a Reading and Mathematics assessment three times per year: Fall, Winter and Spring	45-60 minutes per subject	HOPE Online Learning Academy Co-Op	Measures of Academic Progress (MAP) measures each student's level of skill and comprehension in reading and math. It is administered in the Fall, Winter, and Spring. The online assessment tool, MAP® Growth™ measures what students know and informs what they're ready to learn next by dynamically adjusting to each student's performance. MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level.	MAP provides information throughout the school year about a student's achievement and growth. Immediate results help teachers and students to pinpoint individual student instructional needs and develop learning goals. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.	NWEA- MAP Growth: Measuring What Matters- Copyright © 2017 NWEA
CMAS: ELA and Math	All Students in grades 3-8	Grade 3 (8.25 Hours) Grades 4-5 (8.5 Hours) Grades 6-8 (9.2 Hours)	State	The Partnership for Assessment of Readiness for College and Careers (PARCC) is a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality, computer-based K-12 assessments in mathematics and English language arts/literacy give teachers, schools, students and parents better information about whether students are on track in their learning and for success after high school, and tools to help teachers customize teaching and learning to meet student needs.	This is one measure as part of a balanced assessment system and can be used as a benchmark for students in relation to District and State score reports. This assessment also meets the requirement for state accountability.	http://www.cde.state.co.us/assessment/newassess-parcc http://www.cde.state.co.us/com munications/crn asfactsheet
PSAT 8/9; PSAT 10; SAT 11	All students in grades 9-10 will complete the PSAT. All grade 11 students will complete the SAT	Determined by individual; testing session generally takes up to 4 hours from arrival at testing site to departure.	State	The Colorado Department of Education (CDE) has confirmed that in spring 2018, Colorado public school students will take the following exams: Grade 9: Colorado PSAT 8/9 for 9th grade. Grade 10: Colorado PSAT 10. Grade 11: Colorado SAT The PSAT 10 tests the same skills and knowledge as the SAT in a way that makes sense for 10th-graders. The PSAT 10 focuses on the knowledge, skills, and understandings that research has identified as most important for college and career readiness and success. The SAT also serves as an admission test and is accepted by every college in the United States.	The SAT is closely aligned to challenging classroom work of Colorado schools and focuses on the key skills and concepts that evidence shows matter most for college and career readiness, including: Mathematical concepts, skills, and practices important for success in career training programs. Reading, comprehending, and writing high-quality essays supported by evidence.	https://www.cde.state.co.us/assessment/psat https://www.cde.state.co.us/assessment/colorado sat
READ Act Interim - DIBELS Next	K-6	10 minutes	State	Achieving reading competency by the end of third grade is a critical milestone for every student and predicts ongoing educational success. If a student enters fourth grade without achieving reading competency, he or she is significantly more likely to fall behind in all subject areas beginning in fourth grade and later graders. Early literacy development is not only a critical milestone in a child's path to success, but it is also one of Colorado's top education priorities. The Colorado Reading to Ensure Academic Development Act (the READ Act), passed by the Colorado Legislature in 2012, focuses on early literacy development for all students and especially for students at risk for not achieving third grade reading proficiency. The READ Act focuses on kindergarten through third grade (K-3) literacy development, literacy assessment and individual READ plans for students identified with a Significant Reading Deficiency.	Teachers must measure each K-3 student's reading competency using state board approved interim reading assessments. If the student is determined to have a significant reading deficiency, teachers must administer one or more of the state board approved diagnostic assessments to determine the student's specific reading skill deficiencies. The READ Act requires the creation and implementation of an individual intervention plan (called a READ plan) for students identified with a Significant Reading Deficiency (SRD). The Act outlines specific components that must be included in a READ plan to ensure the effectiveness of the intervention strategies.	CDE: Colorado READ Act CDE Fact Sheet Implementing the Colorado READ Act
WIDA Screener Placement Test	All students K-12 whose parents/guardian identify a primary or home language other than English	The WIDA Screener is an online assessment (paper-based at grades K-1) and can take up to an hour for completion based on the student's knowledge of the	State / Federal: English Language Proficiency Assessments	W-APT™ which stands for the WIDA-ACCESS Placement Test is the screener to assist in the identification of students that qualify for English Language Development (ELD) programming. Per federal guidelines, students new to HOPE Online Learning Academy Co-Op with a primary or home language other than English must be screened and placed within 30 days from the beginning of the school year. Throughout the remainder of the school year, the W-APT screening and placement determination must happen within two weeks of the student's enrollment.	Determination of ELD program placement is determined by HOPE Online Learning Academy Co-Op teaching professionals. For programming support, please contact the Office of Culturally and Linguistically Diverse Education	https://www.cde.state.co.us/assessment/ela