

Denver Public Schools
State Assessment Matrix

Assessment	Grade	Category ¹	Requirement (Federal/State/District)	The estimated hours of testing ²	Assessment Window ³	Purpose of the Assessment ⁴	How results will be used	Expected Data Release
ACCESS for ELLs	K-12	State Required	Federal	Kinder: 1 hr 15 mins Grades 1-12: Approximately 3 hrs	1/9-2/10	ACCESS 2.0 is a summative assessment that assesses English language proficiency in the domains of speaking, listening, reading, and writing.	The results are used to inform teachers of the level of English language proficiency of each student and to determine the type of instruction needed.	Mid-April
CMAS PARCC Math	3-9	State Administered	Federal	Grades 3-8: 4 hours; Grade 9: 4.5	3/13-4/28	CMAS is a summative assessment that provides one measure of the degree to which students have mastered the Colorado Academic Standards in mathematics at the end of each grade level.	CMAS results provide a picture of student performance to schools, districts, teachers, parents and the community. Results show how students are progressing academically, which is a key component to ensuring students are on track to graduate prepared for college and career. Teachers use CMAS results to enhance instruction in order to meet individual student needs. Schools and districts use CMAS results to make adjustments to instructional programming for the following year.	Late June
CMAS PARCC ELA	3-9	State Administered	Federal	Grades 3-5: 4.5 hours; Grades 6-9: approx. 5.2 hours	3/13-4/28	CMAS is a summative assessment that provides one measure of the degree to which students have mastered the Colorado Academic Standards in reading and writing at the end of each grade level.	CMAS results provide a picture of student performance to schools, districts, teachers, parents and the community. Results show how students are progressing academically, which is a key component to ensuring students are on track to graduate prepared for college and career. Teachers use CMAS results to enhance instruction in order to meet individual student needs. Schools and districts use CMAS results to make adjustments to instructional programming for the following year.	Late June
CMAS Science	5, 8, 11	State Administered	Federal	4 hours	4/10-4/28	CMAS is a summative assessment that provides one measure of the degree to which students have mastered the Colorado Academic Standards in science at the end of the tested grade level.	CMAS results provide a picture of student performance to schools, districts, teachers, parents and the community. Results show how students are progressing academically, which is a key component to ensuring students are on track to graduate prepared for college and career. Teachers use CMAS results to enhance instruction in order to meet individual student needs. Schools and districts use CMAS results to make adjustments to instructional programming for the following year.	Late June
CMAS Social Studies ⁵	4, 7	State Administered	State	4 hours	4/10-4/28	CMAS is a summative assessment that provides one measure of the degree to which students have mastered the Colorado Academic Standards in social studies at the end of the tested grade level.	CMAS results provide a picture of student performance to schools, districts, teachers, parents and the community. Results show how students are progressing academically, which is a key component to ensuring students are on track to graduate prepared for college and career. Teachers use CMAS results to enhance instruction in order to meet individual student needs. Schools and districts use CMAS results to make adjustments to instructional programming for the following year.	Late June

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CoAlt Dynamic Learning Maps English Language Arts/Math	3-11	State Administered	Federal	Approximately 15 minutes per testlet depending on the student's level of independence. There are 6-7 testlets (test sections) per content area depending on the grade level.	3/15-4/28	CoAlt:DLM is a summative assessment. The CoAlt:DLM Assessment is designed to validly measure what students with significant cognitive disabilities know and can do in the content area of Mathematics and English Language Arts.	The results will provide a common measure of academic achievement in Mathematics for students with significant cognitive disabilities.	Mid-July
CoAlt Science	5, 8, 11	State Administered	Federal	Approximately 1-2 hours depending on the student's level of independence.	4/10-4/28	CoAlt Science is a summative assessment. The purpose of the assessment is to measure a student's progress towards the Extended Evidence Outcomes in the academic content area of Science.	The results will provide a performance level at which students with significant cognitive disabilities meet the Extended Evidence Outcomes of the Colorado Academic Standards in the content area of Science at the end of the tested grade level.	Late June
CoAlt Social Studies	4, 7	State Administered	State	Approximately 1-2 hours depending on the student's level of independence.	4/10-4/28	CoAlt Social Studies is a summative assessment. The purpose of the assessment is to measure a student's progress towards the Extended Evidence Outcomes in the academic content area of Social Studies.	The results will provide a performance level at which students with significant cognitive disabilities meet the Extended Evidence Outcomes of the Colorado Academic Standards in the content area of Social Studies at the end of the tested grade level.	Late June
Common Assessments create by Schools (using Illuminate DnA)	3-8	School-Selected	District (one of two options)	Timing depends upon data needs of school and assessment design. Mid-scale, mid-cycle assessments should not be longer than 60-90 minutes in length.	There are a minimum of three mid-scale, mid-cycle assessments are required. These differ by grade level and content area. Schools may administer more than three common assessments if needed. Please contact school for specific calendar.	Depends upon school's assessment strategy. Contact school for more information.	To guide and modify classroom instruction; to support students in progressing towards mastery of standards	Ongoing
CSLA (Colorado Spanish Language Arts)	3, 4	State Administered	Federal	6 hours	3/13-4/28	CSLA is a summative assessment given to eligible English language learners with the purpose of measuring a student's academic progress in reading and writing in Spanish.	CSLA results show how well students are progressing academically in Spanish language arts.	Late June
Colorado Emergent Literacy Scales (CELS)	K-3	State Required	State	Observational assessment which does not require instructional time to administer	Fall : (1-12) 8/22-9/26, (K) 8/22-10/20 MidYear :(K-12) 11/29-2/17 End of Year: (K-12) 4/7-5/16	CELS is a hard copy portfolio alternate assessment for severely cognitively disabled students.	Teachers use results for data-driven instruction and to identify students reading significantly below grade level to create individual reading intervention plans with student's parents. Assessment results will also be used for growth measures on the School Performance Framework.	Ongoing
IStation (ISIP ER, ISIP AR, ISIP Español)	K-5	State Required	State	Significantly Below Grade Level Students - Fall: minimum 1 hour and maximum 1 hour 20 minutes; Spring: 30-40 minutes All other students - Fall: 30-40 minutes; Spring: 30-40 minutes	Fall : (1-12) 8/22-9/26, (K) 8/22-10/20 ELA-S Only for English: (K-3) 11/1-11/28 MidYear :(K-12) 11/29-2/17 End of Year: (K-12) 4/7-5/16	Formative assessment	Teachers use results for data-driven instruction and to identify students reading significantly below grade level to create individual reading intervention plans with student's parents. Assessment results will also be used for growth measures on the School Performance Framework.	Ongoing

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MAP	6-12	State Administered	State	2.5 hours per window; 7.5 total	Fall : 8/1-11/18 Winter: 11/28-2/17 Spring: 2/27-6/2	Determines what a student knows, is ready to learn and is projected to achieve. It is also used to determine growth throughout the year.	Teachers use the results to inform instruction specific to the students' needs. Scores are also used as accountability measures for both the district and state.	Ongoing
Interims in Math and Literacy <i>(created by ANET)</i>	3-8	School-Selected	District (one of two options)	approx. 60-90 minutes per assessment, per window	There are three assessment windows. These differ by grade level and content area. Please reference the full calendar at http://dpsare.com/anet-2/	Interim Assessments provide valuable information for students, parents and educators on whether students are progressing towards mastery of grade level content standards and are on track to graduate prepared for the 21st century. These assessment results are intended to provide one measure in a body of evidence of a child's academic progress.	To guide and modify classroom instruction; to support students in progressing towards mastery of standards.	Ongoing
National Assessment of Educational Progress (NAEP)	4,8	District Administered	District	90-120 minutes depending on the content area; each student only takes one content area; either Reading or Math	1/30-3/17	NAEP is the only measure of how students across the nation are performing in various subject areas. It informs us how student performance has changed over time and allows states and cities to compare their progress with each other and the nation as a whole.	While Individual Student Reports are not available as part of the NAEP program, the results of NAEP are released as the Nation's Report Card. Results are provided as scale scores and achievement levels for the nation, state and urban districts by gender, socioeconomic status, race/ethnicity, and other demographic information. The results include an analysis of performance on each item, allowing schools and district to unpack the differentiated meanings of proficiency and mastery in a very detailed way.	October
PSAT	10	State Administered	State	Approximately 2 hrs, 45 minutes	4/11 or 4/12 (School Decision)	A way for students to practice for and preview the redesigned SAT and to receive more information than ever before about their academic strengths and weakness.	The results will be used to identify the knowledge, skills, and understandings that research has identified as most important for college and career readiness and success	August
SAT	11	State Administered	State	4 hours	4/11	The SAT is a summative assessment that indicates the extent to which students have acquired the skills and knowledge necessary to be successful in college and career.	Data from the SAT are used for many purposes. High schools use the data in academic advising and counseling. Colleges use the data for recruitment, admissions, and course placement. And many state and national agencies use the data in their scholarship and special recognition programs.	August
Scholastic Reading Inventory (SRI)	6-12	State Required	State	Approximately 20 minutes	Fall: 8/22-9/26 MidYear : 11/29-2/17 End of Year: 4/7-5/16	SRI is a formative assessment. SRI scores measure student's reading comprehension levels, enabling teachers to assess their reading ability, plan instructions accordingly and monitor reading progress.	SRI scores are one data point used in a body of evidence to determine a student's reading ability.	Ongoing
TS Gold	PK3- K	State Required	State	Observational assessment which does not require instructional time to administer	Ongoing with checkpoints on 10/24, 1/30/, 5/8	Determine what students know and can do, specifically their strengths, needs and interests as a whole child.	TS Gold assessment scores are used by your child's teacher to determine what your child knows and can do and how that relates to important objectives for development and learning. Teachers can also scaffold learning for your child and check for progress with information gained from this assessment. ECE scores are also used as an accountability measure for schools that participate in the district Early Education SPF.	Ongoing

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W-APT	K-12	State Required	Federal	Approximately 1 hr 20 mins for grades 1-12 and 30 mins for Kinder	Ongoing upon entry	Screen incoming English learners to provide teachers a baseline of the student's English language proficiency in the areas of speaking, listening, reading, and writing.	The results are used to determine the student's English language proficiency level upon entry and placement into appropriate services.	Ongoing

1. There are three categories in this table:

District Administered - These assessments were developed by Denver Public Schools for use in the district. They are considered an important part of instruction as they provide timely interim information on student progress towards mastery of content and skills in various courses of study and help shape future instruction.

State Administered - These assessments are required by the federal Elementary and Secondary Education Act (EASA) which indicates that tests be administered in English Language Arts and mathematics in Grades 3-8, and in science at least once during Grades 3–5 and 6–9. In accordance with the federal requirements the Colorado Department of Education requires that all students in public and charter schools take all state assessments administered for their grade level. These tests provide valuable information for parents and students on where students stand on the mastery of the Colorado Academic Standards and whether or not students are on track to graduate prepared for the 21st century. For the state, districts and schools that do not meet the 95% participation rate requirement in two or more content areas will be assigned to an accreditation category or school plan type that is one ranking lower than what they would otherwise be assigned.

State Required - These assessments are required to be administered by state law (and in the case of ACCESS required by federal law), and are not eligible for an opt out selection. These assessments are connected to state required intervention plans to ensure that students who may need additional funding are on course at critical educational benchmarks. This includes being prepared to learn by first grade, reading by third grade, and ready to exit English Language Learning services within three years of entry.

2. These are estimated testing times. Actual testing times will often depend on the student and the assessment. Please visit each assessment's website for specific information on maximum testing times.

3. Assessment windows are timeframes for schools to administer an assessment. This does not mean students are testing during that entire window. For specifics on when students are testing within that window, please contact your student's school.

4. **Summative assessments** are generally given one time at the end of some unit of time such as the semester or school year to evaluate students' performance against a defined set of content standards.

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Thus, it is done by the teacher in the classroom for the explicit purpose of diagnosing where students are in their learning, where gaps in knowledge and understanding exist, and how to help teachers and students improve student learning.

5. CMAS Social Studies will be administered on a sampling basis (1/3 of students) each year; Schools and grades to be determined by CDE. High schools will not administer CMAS: Social Studies in 2017 as previously planned. Colorado will be using the 2016-2017 school year to investigate the possibility of using the SAT Analysis in History/Social Studies Subscore as the Colorado HS social studies indicator.

6. Spring 2016 was the last administration of the Colorado ACT to 11th graders. In Spring 2017, the SAT will be administered to the 11th grade; the PSAT will continue to be administered to 10th graders.