

Adams 12 Assessment Calendar 2017-18

Name of Assessment	CMAS Science	CMAS Social Studies	CMAS PARCC English Language Arts	CMAS PARCC Math	NNAT3	PALS	TS Gold Survey	SAT	PSAT 10	PSAT 8/9	ACCESS	MAP Reading	MAP Math	W-APT	WIDA Screener	DLM
<b>Required - Federal, State, or Local</b>	Federal and State (CRS 22-7-1006.3)	State (CRS 22-7-1006.3)	Federal and State (CRS 22-7-1006.3)	Federal and State (CRS 22-7-1006.3)	Local (based on strong suggestion from Colorado Department of	State (CRS 22-7-1205)	State (CRS 22-7-1014)	State (CRS 22-7-1006.3)	State (CRS 22-7-1006.3)	State (CRS 22-7-1006.3)	State (CRS 22-24-106)	Local	Local	State (CRS 22-24-106)	State (CRS 22-24-106)	State (CRS 22-24-106)
<b>Grades Tested</b>	5, 8, 11	4, 7, 11	3-8	3-8	2	K-3	K	11	10	9	K-12	1-9, optional for K and 10	1-9, optional for K and 10	K	1-12	3-11
<b>Student Population</b>	All students in selected grades except for students taking the Alternate for students with significant disabilities	All students in selected grades from a sample of schools every 3 years	All students in selected grades except for students taking the Alternate for students with significant disabilities	All students in selected grades except for students taking the Alternate for students with significant disabilities	All students in selected grade	All students in selected grade	All students in selected grade	All students in selected grades except for students taking the Alternate for students with significant disabilities	All students in selected grades except for students taking the Alternate for students with significant disabilities	All students in selected grades except for students taking the Alternate for students with significant disabilities	All English Language Learners (ELLs) in selected grades except for students taking the Alternate for students with significant disabilities	All students in selected grades except for students taking the Alternate for students with significant disabilities	All students in selected grades except for students taking the Alternate for students with significant disabilities	All incoming English language learners in selected grade	All incoming English language learners in selected grade	Students with significant disabilities in the selected grade levels
<b>Type(s) - Summative, Interim, Formative, Diagnostic</b>	Summative	Summative	Summative	Summative	Diagnostic	Diagnostic	Diagnostic	Summative	Summative	Summative	Summative	Interim	Interim	Diagnostic	Diagnostic	Summative
<b>Content Standards</b>	Colorado Academic Standards	Colorado Academic Standards	Colorado Academic Standards	Colorado Academic Standards	N/A	Colorado Academic Standards	School Readiness Standards	Strong alignment to the Colorado Academic Standards	Strong alignment to the Colorado Academic Standards	Strong alignment to the Colorado Academic Standards	Colorado English Language Proficiency Standards	Colorado Academic Standards	Colorado Academic Standards	Colorado English Language Proficiency Standards	Colorado English Language Proficiency Standards	Strong alignment to the Colorado Academic Standards
<b>Purpose of Assessment</b>	Measure knowledge of science standards	Measure knowledge of social studies standards	Measure knowledge of literacy standards and college & career readiness	Measure knowledge of math standards and college & career readiness	GT Identification	Identify students at risk for significant reading deficiencies and in need of early intervention.	Determine students' readiness for kindergarten by measuring the knowledge, skills, and behaviors that are predictive or most important for school success.	Measure college & career readiness	Measure college & career readiness	Measure college & career readiness	Measures students progress in acquiring the English language in the domains of speaking, listening, reading, & writing	Measure students progress and growth in reading	Measure students progress and growth in math	Screen incoming English language learners to provide teachers a baseline of the student's English language proficiency in the areas of speaking, listening, reading and writing.	Screen incoming English language learners to provide teachers a baseline of the student's English language proficiency in the areas of speaking, listening, reading and writing.	Measures what students with significant cognitive disabilities know and can do in the content areas of English Language Arts and Mathematics
<b>Use of Assessment Results</b>	Public reporting, accountability, improvement planning, curriculum & instructional review	Public reporting, accountability, improvement planning, curriculum & instructional review	Public reporting, accountability, improvement planning, curriculum & instructional review	Public reporting, accountability, improvement planning, curriculum & instructional review	Part of GT identification body of evidence; initiate ID process	Screen, diagnose, and progress monitor students' fundamental components of literacy. READ Plans developed for students identified as having a significant reading deficiency.	Determine the status and ongoing progress a student makes with the domains of school-readiness. Kindergarten Readiness Plans will be developed for students not demonstrating progress toward school readiness.	Public reporting, accountability, improvement planning, curriculum & instructional review	Public reporting, accountability, improvement planning, curriculum & instructional review	Public reporting, accountability, improvement planning, curriculum & instructional review	Improvement planning, curriculum & instruction review. Used as part of a body of evidence to determine when students may exit the English language acquisition program.	Improvement planning, curriculum & instructional review, and monitoring ongoing student achievement and growth	Improvement planning, curriculum & instructional review, and monitoring ongoing student achievement and growth	Help educators determine the student's English language proficiency for placement into appropriate services.	Help educators determine the student's English language proficiency for placement into appropriate services.	Public reporting, accountability, improvement planning, curriculum & instructional review
<b>Type of Administration</b>	Online	Online	Online	Online	Group; online	1:1 teacher-student, with group components embedded within	1:1 teacher-student and small group ongoing observation	Paper	Paper	Paper	K- Paper Grades 1-3 Paper/Online Grades 4-	Online	Online	Paper	Online	Online
<b>Item Type(s)</b>	selected response, technology enhanced, constructed response	selected response, technology enhanced, constructed response	selected response, technology enhanced, constructed response	selected response, technology enhanced, constructed response	Multiple choice	Oral selected response, written selected response, written	Performance tasks for numeracy and literacy, observation of skills	selected response, constructed response	selected response, constructed response	selected response, constructed response	selected response, constructed response, verbal response	selected response	selected response	selected response, constructed response, verbal response	selected response, constructed response, verbal response	selected response, constructed response, verbal response
<b>Administration Time</b>	Max of 4 hours	Max of 4 hours	Grades 3-5 Max of 4.5 hours * Grades 6-12 Max of 5.25 hours *	Max of 4 hours *	30 mins	15 minutes for student who meets the benchmark; 30 minutes total for students	TBD-This is an observational tool designed to be administered over an	Math 80 min, English 100 min, Essay 50 min (optional)	Reading 60 min, Writing & Language 35 min, Math 70 min	Reading 55 min, Writing & Language 30 min, Math 60 min	Max 2.75 hours	30-60 min	30-60 min	30 min	Max. 70 min	Max. 105 min
<b>Testing Frequency</b>	Once a year	Once a year	Once a year	Once a year	Once a year	Fall, Winter, Spring; min of 2x per year	Fall administration to take place over the first 60 days of school.	Once a year	Once a year	Once a year	Once a year	min of 2x per year	min of 2x per year	Once upon enrollment or re-enrollment in district	Once upon enrollment or re-enrollment in district	Once a year
<b>Testing Window*</b> <small>*Testing will only occur during a small portion of the window based on school choice and testing logistics</small>	April 9 - April 27	April 9 - April 27	March 19 - April 27	March 19 - April 27	Sept 11- Dec 15	Sept 5-October 11, Jan 12-Jan 31, April 15-May 11	First Day of School (8/16) through 60 calendar days	April 10	April 10, 11 or 12 (School-based decision)	April 10, 11 or 12 (School-based decision)	Jan 8 - Feb 9	Fall: Aug 1-Oct 6 Winter: Nov27-Feb 2 Spring: April 9-May 18	Fall: Aug 1-Oct 6 Winter: Nov27-Feb 2 Spring: April 9-May 18	Ongoing throughout year	Ongoing throughout year	March 19 - April 27
<b>Time for Delivery of Results</b>	Summer	Summer	Late fall	Late fall	Immediate	Immediate	Immediate upon completion of assessment window	Summer	Summer	Summer	Late Spring	24 hours	24 hours	Immediate	Immediate	Summer
<b>Vendor (if not Federal or State)</b>	N/A	N/A	N/A	N/A	Pearson	PALS Marketplace	Teaching Strategies, LLC	N/A	N/A	N/A	Data Recognition Corporation	NWEA	NWEA	Data Recognition Corporation	Data Recognition Corporation	Dynamic Learning Maps
<b>Annual Cost (if not Federal or State)</b>	N/A	N/A	N/A	N/A	\$10/student	N/A	N/A	N/A	N/A	N/A	N/A	\$4.25/student	\$4.25/student	N/A	N/A	N/A

\* Subject to change