

PINE GROVE ELEMENTARY

A Look at 2019-20 Assessments

Assessment	Grade Level	Estimated Hours of Testing	Assessment Window	Required by Federal or State Law or selected by District/School	Purpose of the Assessment	How the Assessment will be used
CMAS ELA and Math	3rd-6th Grades	8-9 hours divided among 6-7 days, depending on grade-level	April 8 -24 2020	State	CMAS is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS) in the content area of Math and English/Language Arts at the end of the tested grade-level. Schools and districts may use the data to make adjustments to instructional programming for the following year.	This is one measure as a 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.
CMAS Science	5th Grade	4 hours divided among 3 days	April 8 -24 2020	State	CMAS is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS) in the content area of Science at the end of the tested grade-level. Schools and districts may use the data 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.
CMAS Social Studies	4th Grade <i>Random Selection - PGE was not selected to take CMAS Social Studies in 2020.</i>	4 hours divided among 3 days	April 8 -26 2020	State	CMAS is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS) in the content area of Social Studies at the end of the tested grade-level. Schools and districts may use the data 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.
CogAT	All 3rd & 6th Grade	90 minutes divided among	September 3-24 2019	Federal	The Cognitive Abilities Test	While CogAT helps

	students, and teacher/parent referrals All 2nd Grade	2-3 days	April 27-May 15 2020		(CogAT) measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal.	educators make decisions regarding student programming decisions, such as Gifted and Talented, it also can be used to expand educational opportunities for all students.
READ Act Assessment - iReady	K-3 4-6 (also tested during this window)	45 minutes, depending on student	3 X Per Year Fall - August 19-August 30 Grade K - September 12-27, 2019 Winter - December 2 -December 18 Spring - April 22-May 2	State School - PGE uses iReady Reading and Math K-6, to track growth in students during these 3 windows.	The Colorado Reading to Ensure Academic Development Act (Read Act) was passed by Colorado Legislature in 2012. It focuses on early literacy development for all students and especially for students at risk for not achieving 3rd grade reading proficiency.	Teachers must measure each K-3 student's reading competency using state board approved reading assessments. The READ Act requires the creation and implementation of a READ plan for students with a SRD (significant reading deficiency).
School Readiness - TS Gold	Kindergarten	1-2 hours of observational assessment by teacher	Once a year in fall - 1st day of school - October 4th, 2014	State	This school readiness observational assessment provides educators and families with information about how prepared a child is for the academic, social, physical, emotional, and cognitive demands of school.	Teachers use this assessment to guide instructional planning and to communicate with families.
WIDA ACCESS for ELLs	K-6 Identified English Learners	Up to 2.75 hours	January 13 - February 14 2020	Federal	This 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 Standards.	This will help students understand their current level of English language proficiency along the development continuum. It also serves as one of the multiple measures used to determine which students are prepared to exit an English language support program.