

Responses to DAC Kick-Off Webinar Questions

General Questions

1. Will this power point be posted or available to us following this webinar?

The DAC Kick-Off Webinar power point presentation was distributed to District Assessment Coordinators via email. It is also available, along with a recorded version of the webinar, at the following location: <http://www.cde.state.co.us/assessment/trainings>

2. Where is the assessment window posted on the CDE website?

The 2014-2015 assessment windows are available at the following location on the CDE website: <http://www.cde.state.co.us/assessment/GeneralInfo>

3. Are rules about home school and private school students the same as previously used on TCAP?

The same state statutes that applied to home school and private school students during TCAP apply to the new assessments.

Private School:

Colorado Revised Statute 22-7-409 (1.3) (a) states that “The department shall permit a nonpublic school to administer the assessments required by subsection (1) of this section and shall provide to the nonpublic school the results of any assessments administered, including diagnostic reporting for each student’s performance on each assessment as described in subparagraph (1.5) of paragraph (a) of subsection (1.2) of this section. The nonpublic school shall be required to pay all costs associated with administering and providing results for such assessments.”

Home School:

Colorado Revised Statute 22-7-409 (1.3) (b) states that “A school district, upon the request of the parent or legal guardian of a child who is participating in a nonpublic home-based educational program pursuant to section 22-33-104.5, shall permit such child to take any assessment required by subsection (1) of this section and shall provide to the parent or legal guardian of the child the results of any assessments administered, including diagnostic reporting for such child’s performance on each assessment as described in subparagraph (1.5) of paragraph (a) of subsection (1.2) of this section. The parent or legal guardian of such a child shall be required to pay all costs associated with administering and providing results for such assessments.”

4. Will the accommodations on the IEPs match the accommodations available for the new assessments?

There is no guarantee that the wording on an IEP will refer to an accommodation in the same language as the assessment. An effort has been made to keep the names of accommodations as consistent as possible across multiple assessments. The intent of the IEP committee should be

followed, regardless of whether identical terms are used (ex. paper-based oral administration versus paper-based oral script).

5. How do you handle testing for an exchange student who will only be in your district for one year?

Foreign exchange students test alongside their peers. Foreign exchange students identified as English learners may require accommodations that require administration in a separate environment. These accommodations should be consistent with what the student uses for instructional purposes. For foreign exchange students who are first year in US and English learners, the same accountability rules apply to them as apply to other first year in US English learners.

CMAS and CoAlt: Science and Social Studies

Training

1. When are the CMAS trainings in September? I have not received any information about specific dates.

Registration information for the trainings was sent to District Assessment Coordinators. If you did not receive this information, please contact Margo Allen at allen_m@cde.state.co.us. Training dates for the CMAS Score Interpretation and High School Administration Training are listed below:

Training Dates

September 8	West Central Region – Grand Junction
September 9	Northwest Region – Vail
September 11	Denver Metro Region – Englewood
September 12	North Central Region – Brush
September 15	Southwest Region – Alamosa
September 16	Southeast Region – La Junta
September 18	Northeast Region – Limon
September 19	Pikes Peak Region – Colorado Springs

2. When will we get the link to sign in for the Sept dates of CMAS training?

The Registration link was sent to District Assessment Coordinators on August 27th. If you did not receive the email communication, or if you have questions about training locations or registration, please contact Margo Allen at allen_m@cde.state.co.us.

3. Will high school CoAlt: Science and Social Studies be part of the in-person trainings in September?

CoAlt Science and Social Studies will not be included in the September in-person CMAS trainings. CoAlt: Science and Social Studies trainings will be provided via webinar at the end of September and beginning of October.

Accommodations

- 1. What is the date for modifications to accommodations on the High School CMAS assessment?**
For students in grade 12 with a November assessment window, students should have been using the accommodation since the beginning of the year. Generally speaking, the assessment accommodations used for the High School CMAS: Science and Social Studies assessments will be the same as those the student used on the Colorado ACT last spring. The exception to this rule would be if there was an incident over the summer months that significantly impacted the student's ability to access education, such as a traumatic brain injury.

It is important to remember that students use accommodations to access instructional activities, not just assessment. Typically by the time a student reaches the 12th grade, the accommodations that a student needs in order to access education have been in use by the student for several years.

- 2. Will students on a READ plan be allowed accommodations?**
Students with a READ plan are able to use accessibility features on computer-delivered assessments. Accommodations are only available to students with IEP or 504 plans or to students who have been identified as English Learners.

High School Assessments

- 1. How does not including a 5th year senior affect our participation rate?**
All first year 12th graders should take the CMAS science and social studies assessments. Students can become 5th year high school students following a variety of paths. Students who are 5th year high school students and first year 12th graders should take the assessment. Students who are 5th year high school students and second year 12th graders are not expected to participate in the science and social studies assessments.
- 2. Are you excluding 5th and 6th year seniors from participation on the SPF?**
First year 12th graders, whether they are 4th or 5th year high school students, are expected to take the assessments and are expected to be included in participation calculations for accountability purposes.
- 3. If a student is retained and a junior, are they are still expected to take the assessment? (retaining was due to lack of progress or credits)**
Students should take the science and social studies assessments if they are designated as 12th graders for the first time. If students are held back in 11th grade and will not graduate in the spring of that school year, the students should be tested in the fall of the next school-year when they are considered 12th graders. As an enrolled 11th grader, the above described student would be expected to take the Colorado ACT in the spring.
- 4. Would a student classified as a junior but graduating in spring of 2015 take the test?**
For 2014-2015, only first year 12th graders should be taking the assessments. As an enrolled 11th grader, the above described student would be expected to take the Colorado ACT in the spring.

5. Should 5th year seniors take the CoALT?

Students who are in 12th grade for the first time should take the high school CoAlt: Science and Social Studies assessments.

6. In order to determine who is a 4th year senior, will CDE provide us with an Anticipated Date of graduation? (We have a large AEC in our district and this is very relevant to them)

When a district reports for the Student End of Year collection within the Data Pipeline system, the district must create a Student End of Year snapshot. One of the reports for the Student End of Year collection is the snapshot records report. This report allows the district to extract all of their student information. One of the fields on this report is the student's anticipated year of graduation. It is important to mention the student's anticipated year of graduation is not final until all districts have submitted their data and CDE has run the reconciliation process. This is done in December when the collection closes. With that said, this report will give the district the most current information which CDE has available.

7. Do all students need to sit for the whole 55 minutes or can they be released when done with the test?

To minimize disruption, all students must sit for a minimum of 55 minutes. (The exception to the minimum is if all students have completed testing and signed out of TestNav. Under those conditions, the test section may be ended prior to the 55 minute minimum.)

8. Will high school science and social studies testing continue to be in November or will it move to the spring with the other CMAS testing next year?

At this time, the 12th grade science and social studies assessments are tentatively scheduled to be given in the fall in 2015.

9. When will the districts receive the template (Student Data Upload (SDU) file layout) for the high school science and social studies assessments?

The Student Data Upload (SDU) file layout for the high school science and social studies assessments will be available in early-to-mid September.

10. Will high school CMAS and CoAlt registration occur through the Student Data Upload due 10/9?

CMAS and CoAlt students can be registered in PearsonAccess through the Student Data Upload (SDU). Individual students can also be uploaded through the PearsonAccess user interface. Students should be uploaded to PearsonAccess by 10/9 for initial orders.

11. Will the regular High School (Grade 12) ePATs (practice testing environments) change?

Grade 12 ePATs were converted from TestNav 7.5 to TestNav 8.0. The converted ePATs are currently available. There is one tool, the notepad, which will be available for testing that is not part of this release of the ePATs. Additional information on the notepad tool will be shared as it becomes available from Pearson. After the first operational assessment, additional released items that include student responses and performance statistics will be added to the ePATs.

Elementary and Middle School Results

1. When are we going to get the spring CMAS results?

CMAS results are scheduled to be released in September:

- District electronic files and PDF reports, including student data file (early to mid-September)
- School electronic files and PDF reports (mid-September)
- School student data file (mid-September)
- Hard copy individual student reports (mid-to-late September)
- Item analysis reports (late September)

2. Do you have any score breakdown information for online vs. paper administration?

Only a very small, non-representative number of students took the paper form of the CMAS assessments this past spring. In most cases, these students were using the paper form as an accommodated form. For CMAS, online and paper-based administrations will not be reported out separately.

3. When will CDE release the score file layout for the social studies and science results?

The student data file (score file) layout was released on 8/29/14. The link to the file may be found at <http://www.cde.state.co.us/assessment/newassess-sum> under Science and Social Studies Assessment – Data and Results.

Technology

1. Will there be any Safari browser updates?

Safari browser updates are bundled with MAC Operating System updates. Apple does not publish release dates for software updates.

CMAS: PARCC English Language Arts and Mathematics

Assessment Window

1. Will districts have an opportunity to request an early assessment window for the PARCC assessments? If so, what will the process be to request alternate testing windows for the PARCC assessments?

PARCC is finalizing testing window options. CDE expects to have a process similar to TCAP, under which districts will be able to request an early window. Details surrounding this process have not yet been determined.

2. I noticed an overlap in the EOY windows for CMAS and DibelsNext. Is there a way to get an earlier window for DibelsNext?

From the Office of Literacy:

We do not set testing dates for schools/districts for READ unless they are in a particular project such as the Early Literacy Grant (ELG) or the Early Literacy Assessment Tool (ELAT) project. For

ELG, we ask that schools complete testing by May 22nd so that actually still allows them some flexibility in determining the days/weeks that work best for them. We have set a window of 4/27 – 5/15 for the ELAT schools for their EOY window. The project does allow for some flexibility if districts request a change, but for better comparison in our data we do try to keep all of the schools fairly aligned in the testing windows.

In general, for all other schools in the state, end of year testing for READ is conducted during the spring months, typically in April, May, or June; but again, schools/districts can make that decision based on what works best for them.

High School Mathematics

1. Can districts use both PARCC high school mathematics assessment test pathways in a school, or must one pathway be selected?

At district discretion, both high school mathematics assessment series may be used within a district and/or within a school.

2. If we have 8th graders taking Geometry, will they be allowed/expected to take the Geometry assessment?

Currently, the assessment options for 8th graders are the 8th grade assessment, the Algebra I assessment, and the Integrated I assessment. Additional flexibility is being explored and we will keep you informed about any changes to options for 8th graders.

3. Will we have the option to individualize math assessments per student, even at the 8th grade level?

Not all high school students at a grade level within a school need to take the same assessment. As an example, a school could have some 10th graders taking Algebra I, some taking Geometry and some taking Algebra II. At 8th grade, some students may take the 8th grade assessment while others will take Algebra I or Integrated/Math I. Also, the state is not mandating a single series within a school. We expect some districts will choose one or the other, but others may have more variety in their instructional approaches and allow both.

4. Would the offer for paper-based administration (for math) be an option or the default mode that districts would have to opt out of? When will this decision be made?

CDE is considering offering paper-based mathematics assessments as an option for districts to assist in the transition to online assessment as districts increase capacity. Should this be an option, paper would likely be the default mode and districts could opt-in to the online version of the assessment. This decision will not be made until Colorado has a signed contract with Pearson for the PARCC assessments.

Headphones

1. Are headphones required?

Headphones will be required for the English language arts performance-based assessments. Students using text-to-speech will also require headphones unless they are tested in a separate environment.

2. Will there be a "script" in place of headphones for students with a hearing disability for the English language arts units that require headphones?

For headphone-required portions of the assessments, PARCC has not yet determined whether or not a script will be available for students with hearing disabilities. ASL videos and closed captioning video clips are expected to be available for student with hearing disabilities.

Survey Results

1. Will the student PARCC survey results be made public?

Survey results from the PARCC End-of-Year assessment field test have not yet been made available to CDE. Once CDE receives all of the results, information will be made available publicly.

2. Will CDE provide info about the different performance of online vs. paper?

PARCC is conducting research analyses to compare the computer and paper-based administration modes. The results of their analysis will be made public when completed.

CoAlt: DLM English Language Arts and Mathematics

1. Will CoAlt criteria qualification cut-points change again this year?

CoAlt eligibility requirements will not change this year from last year. Please direct any specific questions to Linda Lamirande at 303.866.6863 or lamirande_l@cde.state.co.us and she will be able to assist you further.

2. Do CoAlt: Science and Social Studies and CoAlt: DLM English Language Arts and Mathematics have the same assessment window?

The tentative windows for CoAlt: Science and Social Studies and CoAlt: DLM English Language Arts and Mathematics begin on the same day; however, the English Language Arts and Mathematics window extends two weeks beyond the science and social studies window.

CoAlt: Science and Social Studies: 4/13/15 - 5/01/15

CoAlt: DLM English Language Arts and Mathematics: 4/13/14 - 5/15/15

3. Can some schools use the embedded model and not others within the same district?

The embedded model is optional. Districts that decide to use the embedded model can determine how it will be used within their districts.

4. Since there is a DLM year-end model, does that mean the CoAlt for PARCC is only given in the EOY window?

Unlike the CMAS: PARCC English Language Arts and Mathematics assessments, the CoAlt: DLM English Language Arts and Mathematics Year End model is only given in one window.

CoAlt: DLM English Language Arts and Mathematics: 4/13/14 - 5/15/15

5. I have not received any info on the DLM training webinars

Information on the DLM webinars was sent to District Assessment Coordinators via email on August 14th. If you did not receive the email, please contact Margo Allen at allen_m@cde.state.co.us. The DLM training webinars will also be recorded and posted on the DLM website within 2 days.

ACCESS for ELLs

1. Is the ACCESS for ELLs assessment window included in the DAC Kick-Off Webinar accurate?

Yes. The ACCESS for ELLs assessment window will run from 1/12/15 through 2/13/15.

2. Do we have to test transition students for ACCESS?

The ACCESS for ELLs needs to be administered to students identified as NEP (Non-English proficient) or LEP (Limited-English Proficient).