

Revisions from meeting with local and state assessment subcommittees at full taskforce meeting, 9/15/14; and with comments from subcommittee members, 9/22/14.

1. Assessment definitions:

a. Type of assessment (based upon CDE's Assessment Continuum):

- i. **Formative assessment:** Classroom-level, informal assessments and practices that occur frequently, embedded within teaching and learning, that are used to inform instruction.
- ii. **Diagnostic assessments:** In-depth, typically one-on-one administered assessments that are conducted to evaluate students current performance level. Examples: DRA-2, DIBELS, Teaching Strategies GOLD.
- iii. **Interim assessments:** Assessments that are conducted periodically (such as: fall, winter, and/or spring; or quarterly) to measure student proficiency or academic level, progress, and/or growth. Examples: NWEA/MAP, Aquity, Scantron.
- iv. **Summative assessments:** End of year or end of course assessments used to measure mastery. Examples: state summative assessments, COACT.

b. State vs. Local Assessments:

- i. **State mandated assessments:** Assessments mandated by the state which include: English Language Arts (3rd-11th grade), Mathematics (3rd- 8th grade, three times in high school), CMAS Science and Social Studies, once in elementary, once in middle and once in high school), CoAlt for students with significant cognitive disabilities, ACCESS for ELLs, Colorado ACT (11th grade), school readiness assessment (preschool/kindergarten), and early literacy/READ assessment (K-3).
- ii. **Local mandated assessments:** Assessments required by the district or school, but not mandated by the state, that are used commonly across the district or school. May have been developed by the school, district, state, or national level organization (such as the Stanford-10 or ACT Aspire tests). Scores are reported to the school and/or district.
- iii. **Local optional assessments:** Assessments optionally used at the district or school level. May have been developed by the school, district, state, or national level organization (such as the Stanford-10 or ACT Aspire tests). *For the study's purposes, this does not include formative assessments, quizzes, or*

individual course tests/exams; for our purposes we are looking at assessments that are commonly used across a school or district and where data is shared beyond the individual classrooms.

2. Time definitions

a. Assessment timelines

- i. The period of time during which assessments must be administered. This includes two separate time periods:
 1. Testing window: The period of time during which the test is allowed to be administered; and
 2. Actual testing period: The period of time during which the test is being administered at the school, starting with the first assessment administration and ending with the last make-up.

b. Time to prepare for assessment

- i. Includes:
 1. Time used to prepare students specifically for the mechanics of the assessments, rather than the content, such as how to fill out bubble forms or use computerized tests.
 2. Time to plan the logistics of testing administration, such as scheduling classes in the computer lab, student accommodations, make up exams, placements for students opting out of exams, managing test set-up, student data security, and scheduling staff time.
 3. Teacher and administrator time spent in training/PD on assessment administration.

c. Time to administer assessment

- i. Includes:
 1. Average time students spend participating in assessment.
 - a. On a day when assessments are administered, this time will start when instruction stops and will include as needed: time spent moving students to a computer lab or room where testing takes place; listening to instructions about assessments, logging into assessments, taking the assessment, and/or waiting for the assessment time period to conclude after a student finishes an assessment. It will end when the assessment time period ends.
 - b. Average time by student will be distinguished between students that need no accommodations, and students that receive accommodations and

therefore have extended assessment time (ELL, Special Education.

- ii. Total time spent by staff to give/proctor assessments, including set up time, distributing and collecting materials, scoring and entering score data., and reporting time.
- d. Displaced time:** time lost from instruction for in-direct events surrounding assessments, such as shortened days, assemblies, or extra break periods.

3. Cost definitions

a. Direct costs

- i. Costs directly incurred to prepare for and administer assessments.
- ii. Includes:
 - 1. Direct cost of purchasing the assessment materials.
 - 2. Costs of hiring any additional proctors/scorers.
 - 3. Cost of any materials management.
 - 4. Cost of providing PD/training for teachers on assessment administration.
 - 5. Maintenance for technology to sustain it in a state that it can be used for testing – updating software, servicing computers and other technology.
 - 6. Any additional technology staff support hired during assessment windows.
 - 7. Cost of purchasing practice materials.

b. Opportunity costs – the focus here is on loss of instructional time or instructional services, including staff and technology.

- i. Student and staff time spent preparing for and administering assessments that could have otherwise been spent on instruction, or other needed functions.
- ii. Loss of instructional time for students when instructional staff are preparing for or administering assessments to other students
- iii. Loss of instructional support staff such as aides, interventionists, ELL or Special education teachers for testing.
- iv. Loss of access to technology or other equipment and associated loss of instructional time.
- v. Can be converted to \$ figures if needed.

c. Capacity Costs

- i. Cost of purchasing any additional technology to administer assessments, if not already owned by the district or school.
- ii. Cost of ensuring sufficient bandwidth to allow for online assessments.
- iii. Cost of having staff needed to manage assessments and assessment data.

4. Other Definitions

a. Combined impact

- i. This determination is left to the taskforce and will not be analyzed by APA.