

Assessment Frameworks

DRAFT July 17, 2010

Below are the frameworks for four components of the assessment revision: School Readiness, Summative, Postsecondary and Workforce Readiness and Special Populations. Each section contains the same sections, including the legal perspectives on the following topics: The Charge, Assumptions, Expectations, How Results will be Used, and Questions to Consider.

School Readiness Assessment Framework (per SB-08 212, State Board of Education)

The Charge:

Identify the design of assessments that align with the school readiness description and measure a student's progression toward school readiness.

Colorado Assumptions:

- School Readiness was defined by the State Board of Education as:
 - *“School Readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School Readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.”*

SB08-212 – Colorado Achievement Plan for Kids (CAP4K)

- High-quality preschool experiences provide the necessary skills to excel in elementary school.
- School readiness must include, but not be limited to, physical well-being, motor development, social and emotional development, language and comprehension development, and cognition and general knowledge.
- Assessments will produce results that can be used across levels of education including postsecondary schools.
- Students enter school with various skill levels which need to be assessed to assist educators in providing the best support in a student's learning and development.

Expectations:

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- The assessment will be used to ensure students progress toward demonstrating school readiness in kindergarten.
- Provide one or more assessments of preschool and kindergarten students which measure levels of readiness.
- Requires each local education provider that operates a preschool or kindergarten program to provide an individualized readiness plan for each preschool and kindergarten student to assist the student in progressing toward school readiness.
- Adopt a system of reporting population-level results providing baseline data as well as change and improvement in student skills over time.

- Consider assessments that are research-based, recognized nationwide as reliable instruments for measuring school readiness, and suitable for determining the instruction and interventions students need to improve their readiness to succeed in school.
- Local education providers will use a reliable assessment to measure the student's increasing knowledge, skills, and accomplishments.
- The purpose of the continuing assessment shall be to help direct teachers; practice within the classroom with each student and thereby maximize each student's progress toward demonstrating school readiness.
- Local education providers shall administer the school readiness assessment to each student enrolled in kindergarten program operated by the local education provider.
- The Department of Education, Division of Childcare, and Staff of the early childhood policy team in the Lieutenant Governor's Office shall provide support to local education providers in implementing the standards and readiness plan and assessment. Will also assist in helping students progress toward school readiness by:
 - assisting in review and revising curriculum,
 - communicating with local early child education personnel, board members, administrators, parents, etc.,
 - providing professional development for educators,
 - Creating a resource bank of best practices in early childhood education.

How Results will be Used:

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- Allows the local education provider to use assessments to determine each student's progress.
- Directs the local education provider to administer the state school readiness assessment to students in kindergarten and to use the assessment results to measure students' progress toward school readiness.
- Results from assessments may NOT be publically reported for individual students and may NOT be used to deny admission or progression through first grade.

Questions to consider:

1. Will there be one common assessment or will this be a set of assessments from which to choose?
2. What does it measure?
3. What does it not measure?
4. Should it measure growth?
5. Common minimum/shared indicators? Developmental and/or content?
6. Is it standardized (e.g. administered in a standardized way)?
7. Is a student identifier number employed?
8. Will it be predictive of future success?
9. Do they begin measurement of progression towards PWR?
10. Should it immediately show a link to the Prepared Graduate Competencies (PCGs)?
11. Does it show the strengths and weaknesses of a student?
12. How does this link to the ICAP?
13. How does CBLA work or how could it be modified to work with these assessments?
14. Is PWR a grown up individual school readiness plan?

15. Where does Kindergarten through 2nd grade live in the Colorado Assessment System? And, which subcommittee should be responsible for the recommendation?

Summative Assessment Framework (SB08-212, CRS 22-7-409, NCLB)

The Charge:

Build a state summative assessment system that measures students in 3rd -8th grade and high school in a way that serves both accountability and determines mastery.

Assumptions:

SB08-212 – Colorado Achievement Plan for Kids (CAP4K)

- Must be aligned to the new Academic standards and measure mastery of 21st century, higher order skills.
- Must facilitate and ensure accurate longitudinal measurement of student growth.
- Must be research-based, nationally recognized and reliable instruments.
- Assessments will provide relevant and meaningful results to aid teachers, parents and students in identifying areas that need improvement.
- System must maintain high level of accountability.
- The purpose is to improve Colorado's public education through alignment of preschool through postsecondary expectations and to ensure all students who graduate from a Colorado high school are ready for college and a 21st century career.

Expectations:

- The bill requires the State Board to adopt revised assessments that gauge student proficiency with respect to new academic standards.
- The standards must be comparable in scope, relevance, and rigor to the highest national and international standards to achieve our goals and the assessment must be aligned and measure these new expectations.

Colorado Revised Statute [22-7-409] – Current Statewide Assessments

Information Pertaining to the Colorado Student Assessment Program:

- The Colorado Department of Education (CDE) will implement the Colorado Student Assessment Program and administer statewide assessments in the first priority areas of reading, writing, mathematics, and science.
 - Starting in the spring semester of 1997, statewide assessments will be rolled out on a continual basis, with the last set of assessments being implemented in the spring semester of 2002.
 - As of the spring semester of 2002, and each spring semester after, the following grades and content areas will have statewide assessments:
 - Reading: Grades 3-10
 - Writing: Grades 3-10
 - Mathematics: Grades 5-10
 - Science: Grade 8

- Beginning is the spring semester of 2006 at the latest, and each spring semester after, the CDE will administer statewide assessments in mathematics (grades 3 & 4) and science (grades 5 & 10). These assessments will be developed or administered to the extent that federal moneys are received to pay for such costs.
- Every student enrolled in a public school is required to take the state assessments in the content areas and grades administered.
- Students with disabilities, who are eligible to take the state's alternate assessment (CSAPA), will not be required to take the CSAP. (NOTE: This has been applied to the 1% population only.)
- The statewide assessments will be administered in English.
 - The CDE may also administer assessments adopted by the State Board of Education in languages other than English, as appropriate for students whose dominant language is not English.
 - Students who have participated in the English language proficiency program for more than a total of three school years will be ineligible to take the assessments in a language other than English.
- The assessments will be aligned with the model content standards adopted by the State Board of Education.
- The testing window will begin each year on the second Monday in March and end on the third Monday in April.
- The CDE will provide each public school with the results for all of the assessments administered. Results will allow students, parents or legal guardians, teachers, schools, and school districts to use the information as a diagnostic tool to assist with student academic improvement.
- The results of the statewide assessments will be included on each student's final report card for that school year and will be part of the student's permanent academic record.

Information Pertaining to the Curriculum-Based, Achievement, College Entrance Exam:

- Starting in the spring semester of 2001, and each spring semester after, all students enrolled in public school for the 11th grade will be required to take a standardized, curriculum-based, achievement, college entrance examination. The exam will be:
 - Selected by the CDE
 - Administered throughout the United States
 - Relied upon by institutions of higher education
- At a minimum, it will test the areas of reading, writing, mathematics, and science.
- The CDE will pay all costs associated with administering the exam.
- The CDE will schedule one day when all 11th grade students throughout the state will take the exam.
- The results of the exam will be included on each student's transcript.

NCLB

- Comply with federal law
 - NCLB requires testing of all students in grades 3-8, annually, in reading and math by 2005. Testing in science, in one grade within each of three grade levels 3-5, 6-9, and 10-12, is also required by 2008.
 - Testing must: be the same for all students; be aligned with state standards; identify students as proficient or non-proficient; be valid, reliable, and consistent; involve multiple measures of achievement including higher order thinking skills and understanding.

How Results will be Used:

- Results must be able to be used across multiple education systems from preschool to postsecondary.
- Assessments will make accountability systems better drivers of improvement.
- The results will signal the students' progression toward readiness.

Questions to consider:

1. Should it measure growth?
 2. Are content and skills measured immediately or at the end of year?
 3. What grades should be included – just 3-8 or also 1 and 2?
 4. How does it serve with ICAP?
 5. Is it exclusively online and what would that look like?
 6. Is it computer adaptive?
 7. Where precisely does formative end and this summative assessment begin?
 8. Will it include a project or performance event?
 9. What is this assessment's purpose?
 10. What is the maximum length of time acceptable between assessment and results delivery?
 11. How will transferability and relevance be a central feature?
 12. What will help a student establish a greater interest in this test?
 13. How will it be actionable and relevant to all stakeholders?
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Postsecondary and Workforce Readiness Assessment Framework (per SB-08 212, State Board of Education, Colorado Commission on Higher Education)

The Charge:

To establish planning, preparation and readiness assessments, based on both an aligned system of state standards and the state adopted PWR description, that measure a student's progression toward postsecondary and workforce readiness and that also produce valid and reliable results.

SBE and CCHE Postsecondary and Workforce Readiness Description

- Both the Colorado Commission on Higher Education (CCHE) and the State Board of Education (SBE) adopted a common description for postsecondary and workforce readiness on June 30, 2009:

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent.

Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation:

I. Content Knowledge for Readiness

Literacy

- *Read fiction and non-fiction, understanding conclusions reached and points of view expressed*
- *Write clearly and coherently for a variety of purposes and audiences*
- *Use logic and rhetoric to analyze and critique ideas*
- *Access and use primary and secondary sources to explain questions being researched*
- *Use standard language properly: correct grammar, usage and spelling*

Mathematical Sciences

- *Think critically, analyze evidence, read graphs, understand logical arguments, detect logical fallacies, test conjectures, evaluate risks, and appreciate the role mathematics plays in the modern world, i.e., be quantitatively literate*
- *Understand and apply algebraic and geometric concepts and techniques*
- *Use concepts and techniques of probability and statistics*
- *Apply knowledge of mathematics to problem-solve, analyze issues, and make critical decisions that arise in everyday life*

Science

- *Think scientifically and apply the scientific method to complex systems and phenomena*
- *Use empirical evidence to draw conclusions*
- *Recognize conclusions are subject to interpretation and can be challenged*
- *Understand the core scientific concepts, principles, laws, and vocabulary, and how scientific knowledge is extended, refined, and revised over time*

Social Sciences

- *Identify and describe historical, social, cultural, political, geographical, and economic concepts*
- *Interpret sources, and evaluate evidence and competing ideas*
- *Build conceptual frameworks based on understanding themes and the overall flow of events*
- *Understand civic responsibility, including how governments work in the United States and in other countries*
- *Interpret new information from a global and multicultural perspective*

The Arts and Humanities

- *Understand and appreciate how the arts and humanities (expressions of culture and identity through language, movement, sound, and visual representation) contribute to and shape culture and our understanding of culture*
- *Understand how the arts are used as an instrument of social and political thought*
- *Identify leading innovators in the arts and humanities and the contributions they have made to their respective genres*
- *Communicate and interact effectively with communicators of different languages*
- *Understand how communicating in another language can improve learning in other disciplines and expand professional, personal, and social opportunities*

II. Learning and Life Skills for Readiness

Critical Thinking and Problem-Solving

- *Apply logical reasoning and analytical skills*
- *Evaluate the credibility and merit of information, ideas, and arguments*
- *Discern bias, pose questions, marshal evidence, and present solutions*

Find and Use Information/Information Technology

- *Assess the credibility and relevance of information*
- *Conduct research using acceptable research methods*
- *Apply different research paradigms, including the collection and analysis of both quantitative and qualitative data and research*
- *Select, integrate, and apply appropriate technology to expand information and knowledge*

Creativity and Innovation

- *Demonstrate intellectual curiosity*
- *Generate new ideas and novel approaches*
- *Develop new connections where none previously existed*

Global and Cultural Awareness

- *Appreciate the arts, culture, and humanities*
- *Interact effectively with and respect the diversity of different individuals, groups, and cultures*
- *Recognize the interdependent nature of our world*

Civic Responsibility

- *Practice civic responsibility and citizenship*
- *Balance personal freedom with the interests of a community*

Work Ethic

- *Set priorities and manage time*
- *Take initiative, and follow through*
- *Learn from instruction and criticism*
- *Take responsibility for actions and work*
- *Act with maturity, civility, and politeness*

Personal Responsibility

- *Act assertively*
- *Be a self-advocate*
- *Possess financial literacy and awareness of consumer economics*
- *Behave honestly and ethically*

Communication

- *Read, write, listen and speak effectively*
- *Construct clear, coherent, and persuasive arguments*

Collaboration

- *Be a team player*
- *Acknowledge authority and take direction*
- *Cooperate for a common purpose*

Assumptions:

SB08-212 – Colorado Achievement Plan for Kids (CAP4K)

- Different students will have different career aspirations – some will seek higher education upon graduation; some will seek career or technical training to pursue a particular vocation; others will immediately seek to enter the workforce.
- The ultimate goal of public education should always strive towards helping a student achieve mastery of both knowledge and skills.
- To be successful in the workforce and earn a living wage immediately upon graduation from high school, a student needs nearly the same level of academic achievement and preparation that he or she would need to continue into career and technical or higher education.

Expectations:

- The postsecondary and workforce readiness (PWR) description will include, but not be limited to:
 - A description of the knowledge and skills required for a student to demonstrate postsecondary and workforce readiness
 - Postsecondary planning skills and the ability to apply those skills
 - A description of the level of English language competency that a student must demonstrate in order to have achieved postsecondary and workforce readiness
 - A demonstration of a high level of comprehension or skill to successfully complete, without need for remediation, core academic courses
 - Twenty-first century skills critical to preparing students for the workforce and active citizenship
- Consider the postsecondary and workforce readiness pilot program results.
- Standards will be aligned from preschool through elementary and secondary education, so that students can demonstrate postsecondary and workforce readiness prior to or upon earning a high school diploma.
- Postsecondary and workforce planning, preparation and readiness assessments will be aligned with the standards for grades nine through twelve and also with the PWR description..
- On or before December 15th, 2010, CCHE and SBE will adopt one or more postsecondary and workforce planning assessments, postsecondary and workforce preparation assessments, and post-secondary and workforce readiness assessments.
- “Planning assessments” will include one assessment, or multiple assessments, to measure a student’s level of academic preparation for entering postsecondary education or the workforce.
 - Will be administered to students in the 8th or 9th grades. .
 - At a minimum, will test in the areas of reading, math, and science.
- “Preparation assessments” will include one assessment, or multiple assessments, to measure a student’s level of academic preparation for entering postsecondary education or the workforce.
 - Will be administered to students in the 10th grade.
 - At a minimum, will test in the areas of reading, math, and science.
- “Readiness assessments” will include one assessment, or multiple assessments, to measure a student’s level of academic preparation for entering postsecondary education or the workforce.
 - Will be administered to students in the 11th grade.
 - At a minimum, will test in the areas of reading, math, and science.
- Assessment system must provide guidance to students, parents, and teachers in determining whether each student is making the necessary progress toward achieving postsecondary and workforce readiness.
- Give consideration to the use of authentic assessment methods, such as portfolios, projects and performances.
 - These methods must be valid and reliable, employ standard scoring criteria, and align with the preschool through elementary and secondary education standards.
- Following the adoption of the postsecondary and workforce planning, preparation and readiness assessments, the SBE and the CCHE shall negotiate a consensus and adopt scoring criteria for the assessments to indicate the student’s level of readiness, based on the student’s level of performance.
 - The SBE and the CCHE shall ensure that these scoring criteria are aligned with the scoring criteria that apply to the system of assessments for preschool through elementary and secondary education standards.

How Results will be Used:

- On or before July 1, 2011, or as soon as fiscally practicable, the SBE will adopt criteria that a local school board, BOCES, or institute charter high school may apply if they choose to endorse high school diplomas to indicate that students have achieved postsecondary and workforce readiness.
- The SBE may also adopt additional criteria for an endorsement that a local school board, BOCES, or institute charter high school may choose to grant to graduating students that would:
 - Indicate extraordinary academic achievement or exemplary demonstration of postsecondary and workforce readiness.
 - Recognize concentrated focus and outstanding achievement in a variety of subject areas, including but not limited to, performance and fine arts, career and technical education, history and civics, mathematics and science.
- Assessments will provide results that may be used across multiple education systems as a student progresses from preschool through elementary and secondary education and into postsecondary education.
- A student who graduates from high school with a PWR endorsed diploma is guaranteed (subject to additional institutional review of other admission and placement qualifications :
 - To meet minimum academic qualifications for admission to all open, modified open, or moderately selective public institutions of higher education in CO, and to be eligible for placement into credit-bearing courses.
 - To receive priority consideration, in conjunction with additional criteria, for placement into credit-bearing courses at all other public institutions of higher education in CO.
- The local education provider shall provide to each student a printed copy of the student's assessment results.
 - A teacher or counselor shall review each student's results with the student and, to the extent possible, with the student's parent or legal guardian. This review will determine the areas in which the student continues to need instruction in order to demonstrate PWR prior to or upon attaining a high school diploma.
- Each high school student's final transcript shall describe the student's level of postsecondary and workforce readiness by indicating the student's level of performance in the PWR program and on the postsecondary and workforce planning, preparation and readiness assessments.
- A local education provider shall not apply the student's level of performance in the PWR program or on the PWR assessments to prohibit a student from participating in any program operated by the local education provider through which the student may earn postsecondary or career and technical education (CTE) course credits while enrolled in high school.
- A student who demonstrates attainment of PWR while enrolled in grades nine through twelve will be eligible to participate in a program through which the student may earn postsecondary or CTE course credits while enrolled in high school.
- On or before July 1, 2000, the commission shall adopt policies establishing the requirements for teacher preparation programs offered by institutions of higher education.
- Within thirty days after receiving the information from the first administration of the PWR assessments, the department shall make any necessary adjustments to the Colorado Growth Model.

Questions to consider:

1. Is this a placement test?

2. Is it an admissions test?
3. Is it linked to the Colorado Growth Model?
4. How is it linked to endorsement diplomas?
5. How is it linked to graduation?
6. Will it be “through” course or end-of-course?
7. Is it linked to grade level or course advancement?
8. What grade(s) will it assess?
9. Is it content specific? Or just performance?
10. How is it different than a “CSAP”?
11. Is it the capstone of the 3-8 assessment or is it a higher ed/career placement engine?
12. Will it have levels of rigor?
13. Will it be a separate assessment or embedded in the summative?
14. How does it reduce collegiate or corporate remediation?
15. How will it be predictive over time after graduation?
16. How is this assessment relevant to students?

SENATE BILL 08-212 – Cheat Sheet for PWR Legislation
Updated June 2010 to include HB10-1013 revisions

Question	Answer	Citation
When does a new assessment system need to be adopted, which will include PWR and school readiness assessments?	On or before Dec. 15, 2010, or as soon as fiscally practicable.	[22-7-1006(1)(a)] [22-7-1008(2)(a)] [22-7-1004(2)(a)]
When will local education providers implement new PWR assessments?	<ul style="list-style-type: none"> • Within 2 years after adoption by the SBE and CCE 	[22-7-1016(1)]
What types of PWR assessments need to be included?	<ul style="list-style-type: none"> • Postsecondary & Workforce Planning assessment = Gr 8 or 9 • Postsecondary & Workforce Preparation assessment = Gr 10 • Postsecondary & Workforce Readiness assessment = Gr 11 	[22-7-1003(13)] [22-7-1003(14)] [22-7-1003(16)]
What subject areas need to be tested on the PWR assessment?	<p>At a minimum:</p> <ul style="list-style-type: none"> • Reading • Mathematics • Science 	[22-7-1003(13)] [22-7-1003(14)] [22-7-1003(16)]
	On or before Dec. 15, 2009	[22-7-1008(1)(a)]

When did a PWR <i>description</i> need to be adopted?		
Will the PWR description be reviewed for potential revisions in the future?	Yes. On or before July 1, 2015, and on or before July 1 st every six years thereafter.	[22-7-1008(3)(a)]
Will the PWR <i>assessments</i> be reviewed for potential revisions in the future?	Six years after the adoption of such assessments. (NOTE: Revisions can be made even if no changes occur to the standards for which the assessment is aligned.)	[22-7-1006(5)] [22-7-1008(3)(b)]
Question	Answer	Citation
What is the purpose of the PWR pilot?	To collect data (regarding student performance on PWR planning, preparation, and readiness assessments) from nationally recognized assessment vendors and local education providers that volunteer to participate. This data will then be applied when selecting the PWR assessments.	[22-7-1007(1)(a)(b)]
When was the pilot put in place?	Beginning in the 2008-09 academic year.	[22-7-1007(1)(a)]
What is the definition of a "Postsecondary and Workforce Readiness (PWR) Program"?	A program of study that, <u>prior to or beginning</u> in 9 th grade and continuing thru 12 th grade, is designed to prepare a student to demonstrate PWR prior to or upon attaining a high school diploma.	[22-7-1003(17)]
When do local education providers need to review, revise, or adopt new curricula to ensure alignment with PWR?	On or before December 15, 2011.	[22-7-1015(1)]
When do local education providers need to have high school required PWR programs in place?	On or before December 15, 2013. These programs will begin in 9th grade and continue thru 12th grade.	[22-7-1015(3)(a)]

<p>Can local education providers prohibit students from participating in any local programs through which students may earn postsecondary or career and technical education course credits in high school, based on a student's level of performance in the PWR program or on the PWR assessments?</p>	<p>No.</p>	<p>[22-7-1016(4)(a)]</p>
<p>Question</p>	<p>Answer</p>	<p>Citation</p>
<p>Do schools need to have PWR diploma endorsements?</p>	<p>On or before July 1, 2011, or as soon as fiscally practicable, the state board shall adopt criteria that a local school board, BOCES, or institute charter school may apply if they choose to endorse high school diplomas to indicate that students have achieved postsecondary and workforce readiness. Additional criteria may also be adopted for graduating students that would indicate extraordinary academic achievement or exemplary demonstration of postsecondary and workforce readiness.</p>	<p>[22-7-1009(1)] [22-7-1009(2)] [22-7-1017(1)(a)(b)]</p>
<p>What do high school students gain when they have a PWR diploma endorsement?</p>	<ul style="list-style-type: none"> • They are guaranteed to meet minimum academic qualifications for admission to all open, modified open, or moderately selective public institutions of higher education in CO. Subject to additional review, they are also eligible for placement into credit-bearing courses at the aforementioned institutions. • They will receive priority consideration, in conjunction with additional criteria, for placement into credit-bearing courses at all other public institutions of higher education in CO. 	<p>[22-7-1017(2)(a)(b)]</p>
<p>If necessary, when do the minimum academic admission</p>	<p>On or before December 15, 2014.</p>	<p>[23-1-113(8)(a)]</p>

standards for higher education institutions in CO need to be revised, in order to ensure alignment with the PWR description?		
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Special Populations Assessment Framework

[Per Colorado School Law, the Individuals with Disabilities Education Act (IDEA), and the Elementary and Secondary Education Act (ESEA)]

“Special Populations” refers to students who have Individualized Educational Plans or 504 Plans, students who have a primary home language other than English and have been identified as Limited English Proficient, , and/or students who are identified as Gifted and Talented.

The Charge:

Subcommittee will provide recommendations on the required Special Populations assessments and considerations regarding the revised state assessment system to the Assessment Stakeholder Committee. Their role is to help ensure the revised state assessment system is legal, accessible and meaningful for Special Populations students.

State and Federal Assumptions:

State assessment system will ensure that all children, including those with disabilities and limited English language proficiency, are included in all general State and district-wide assessments.

State assessment system will include reasonable adaptations and accommodations for students with disabilities, alternate assessments for those students unable to participate in the regular assessments, and linguistic accommodations for students with limited English language proficiency necessary to measure individual student’s progress and achievement in the State’s Academic Standards.

State assessment system will include a test and process to identify students who are Limited English Proficient (LEP) and an assessment to measure their progress in attaining English language proficiency, developing high levels of academic attainment in English, and meeting the same challenging State academic content and student academic achievement standards as all children are expected to meet.

Expectations:

For Special Education and 1% Test (currently CSAP-A):

- Consider Colorado School Law:
 - Any student who is eligible for the state's alternate assessment for students with disabilities, also known as the "CSAP-A", or other assessment approved by rule by the board according to the annual review of the student's individual educational program pursuant to section 22-20-108; except that **the results of any CSAP-A or other approved assessment shall be reported to the department and aggregated separately for each school.** C.R.S 22-7-409 (1)
- Consider Federal Law: IDEA Requirements:
 - Sec. 300.160 Participation in Assessments
 - (a) A State must ensure that **all children with disabilities are included in all general State and district-wide assessment programs**, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with **appropriate accommodations and alternate assessments**, if necessary, as indicated in their respective IEPs.
 - (b) A state must develop **guidelines for the provision of appropriate accommodations**. The state’s guidelines must identify only those accommodations for each assessment that do not

invalidate the score; and instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score.

- (c) A state must develop and implement **alternate assessments** and guidelines for the participation of children with disabilities for those children who cannot participate in regular assessments, even with accommodations, as indicated in their respective IEPs, as provided in paragraph (a) of this section. For assessing the academic progress of students with disabilities under Title I of the ESEA, the alternate assessments and guidelines must provide for alternate assessments that:
 - (i) are **aligned with the State’s challenging academic content standards** and are challenging student academic achievement standards;
 - (ii) If the State has adopted **modified academic achievement standards** ... measure the achievement of children with disabilities meeting the State’s criteria against those standards;
 - (iii) If the State has **adopted alternate academic achievement standards** ... measure the achievement of children with the most significant cognitive disabilities against those standards.
- Consider Federal Law: ESEA(NCLB) Title I (3) Academic Assessments Requirements:
 - In general. – Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality, yearly student academic assessment that include at a minimum, **academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance** of the State and each local educational agency and school in the State **in enabling all children to meet the State’s challenging student academic achievement standards...** involve multiple up-to-date measure that **assess higher-order-thinking skills and understanding** ...provide for the participation in such assessment of all student; **the reasonable adaptations and accommodations for students with disabilities** (as defined under 602(3) of the Individuals with Disabilities Education Act) necessary to measure the academic content and State student academic achievement standards.

For English Language Learners and English Language Proficiency Test (currently CELApro):

- Consider Colorado School Law :
 - Minimum Requirement: **reading assessments in Spanish** for students enrolled in the **third and fourth grades** and a **writing assessment in Spanish** for students enrolled in the **fourth grade**. C.R.S. 22-7-409 (3.5) (a)
 - Minimum Requirement: **Assess...**using the entire instrument or technique **approved by the department, to determine if their dominant language is not English** C.R.S. 22-24-105. (1)
- Consider Federal Law – ESEA(NCLB) Title I and Title III:
 - Minimum Requirements: “high quality, **yearly** academic assessments that include at a minimum...**mathematics, reading or language arts, and science**” must be the same academic assessment for all students; be aligned with state standards; identify students as proficient or non-proficient; be valid, reliable, and consistent with nationally recognized professional and technical standards; involve multiple measures of achievement including higher order thinking skills and understanding; provide reasonable adaptation and accommodation for students with disabilities; and include “**limited English proficient students...**provided **reasonable accommodations...**including,

to the extent practicable, **assessments in the language and form** most likely to yield **accurate data** on what such students **know and can do in academic content areas...**"

- Minimum Requirements: **Academic Assessment of English Proficiency** for **"all students with limited English language proficiency"**

Results will be used to:

- Report overall results to the public and parents, as well as district, state and federal authorities
- Create individual student reports for students, parents and educators
- Disaggregate data separately for each school and district
- Determine the level at which students meet the Colorado Academic Standards and their progress (growth) in meeting these standards over time
- Provide assistance, on request, to districts and the state charter school institute in the identification and assessment of students
- Audit the identification and testing procedures used by the districts and the state charter school institute
- Evaluate the effectiveness of the programs conducted by districts and the state charter school institute
- Determine which students are to be counted as eligible for purposes of calculating the district's or the state charter school institute's entitlement
- Allocate such moneys, out of annual appropriations to the department, on a per-student basis.
- Disaggregate data to track the academic progress of students who have been identified as having a dominant language other than English
- Determine Adequate Yearly Progress (AYP)
- Determine Annual Measurable Achievement Objectives (AMAOs)

Questions to consider:

1. What is measured on tests given to special populations?
 2. What isn't measured on tests given to special populations?
 3. Should we measure growth for special populations?
 4. What should be considered in development of standardized assessments that yield valid, reliable and comparable results for all students, including special populations?
 5. What is the purpose of assessments for special populations? What isn't the purpose?
 6. What assessment accommodations should be available for special population students and on which assessments?
 7. What alternative assessments are needed for School Readiness?
 8. What alternative assessments are needed for PWR?
 9. If End of Course assessments are developed, what alternative assessments are needed?
 10. Should an alternative have different "entry" levels for the same grade?
 11. Should students be able to test out of grade level to show "true" grade level of achievement?
 12. Should assessments be available in languages other than English? For which students?
 13. Do we develop non required assessments for special populations?
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