

Assessment Glossary – Updated Feb. 14 2013

Assessment Name	Grade Levels Affected:	Purpose	Use	Time Required	Technology Needed?	Management Notes/Cost
ACCESS & Alternate ACCESS	All with English Language Learners (ELL) students  Alternate ACCESS is for students who have severe disabilities	State Required Assessment to determine English Language Proficiency	<ul style="list-style-type: none"> <li>Determination of ELL learner status and needs</li> <li>Part of accountability measures on DPF</li> </ul>	<p><b>Training:</b> Approximately 2 hours to view modules and take quizzes:</p> <p><b>Administration:</b> Approximately one to two hours per student</p> <p><b>Use:</b> Several hours to share and plan, 3 hours to pack and process for scoring</p>	Yes – Teachers WIDA site to complete training	Staff time and labor costs
ACT	11 <sup>th</sup>	Statewide required for 11 <sup>th</sup> grade students	<ul style="list-style-type: none"> <li>Determine college readiness for students overall</li> </ul>	<p><b>Training:</b> High school determines training needs (Libba)</p> <p><b>Administration:</b> One day</p> <p><b>Use:</b> Review ACT scores by high school staff in fall</p>	No	Staff time and labor costs – mostly WHS
Accucess	9 <sup>th</sup> – 12 <sup>th</sup>	Diagnostic for High School Students at risk in core areas	<ul style="list-style-type: none"> <li>Determine intervention needed for students</li> </ul>	<p><b>Training:</b> 1/2 day for staff and webinar support</p> <p><b>Administration:</b> Ongoing Daily</p> <p><b>Use:</b> Review by teacher(s) to determine which skills to teach to support at risk students</p>	Yes – Online system that is also PLATO	High School does most with current interventionist support
Acuity	6, 7, 8	Measure selected to use as an indicator during the year to determine if students are on track so that support can be given in math, reading, science	<ul style="list-style-type: none"> <li>Adjustment to instruction during the year</li> </ul>	<p><b>Training:</b> Approximately 1 hour refresher and 2 hours for new teachers</p> <p><b>Administration:</b> One to two class periods three times each year</p> <p><b>Use:</b> ½ day per content area to review and make plans three times a year</p>	<p>Yes – Teachers</p> <p>Yes – Students</p> <p>Needed to access test</p>	Rosters of all students loaded and updated by Department of Instruction classified support

AimsWeb	K-5 mostly with progress monitoring done in upper grade levels	Measure selected to use as an indicator during the year to determine if students are on track so that support can be given to students in math and reading	<ul style="list-style-type: none"> <li>• Required Accountability Measure as an interim assessment</li> <li>• Determine placement of students in interventions</li> <li>• Measure of overall quality of instruction</li> </ul>	<p><b>Training:</b> Initially a two day training when implemented, now a one day for new teachers with building level teacher support for troubleshooting</p> <p><b>Administration:</b> Varies. Group administration for some tests while others are individually administered. Most are only several minutes long. Occurs three times a year.</p> <p><b>Use:</b> Release and/or paid time for staff to review progress of students and schedule supports for students three times a year.</p>	<p>Yes – Teachers</p> <p>Needed to access reports generated by system</p>	Rosters of all students loaded and updated by department as students leave, move, etc.
CoAlt	3 <sup>rd</sup> – 12 <sup>th</sup>	State required measure for students with severe cognitive disabilities – used to be CSAPA	<ul style="list-style-type: none"> <li>• Used to determine progress for students on Extended Evidence Outcomes (standards)</li> </ul>	<p><b>Training:</b></p> <p><b>Administration:</b></p> <p><b>Use:</b></p>		
DIBELS	K-3	Selected State required measure to meet Colorado Basic Literacy Act – transitioning to READ Act	<ul style="list-style-type: none"> <li>• Used for state reporting purposes</li> </ul>	<p><b>Training:</b> Identical to AimsWeb Measures</p> <p><b>Administration:</b> Same as AimsWeb</p> <p><b>Use:</b> None except state reporting</p>	We have argued for the past few years to ask AimsWeb be accepted as a measure we can use to meet this requirement and have been denied.	
District Writing Assessment	K-5	Given as a measure of writing ability so that teachers can adjust writing instruction – district created	<ul style="list-style-type: none"> <li>• Used by schools and teacher teams to review progress and change instruction</li> </ul>	<p><b>Training:</b> Elementary teachers have met three times a year to adjust these to new standards – training is within buildings by new teachers and via email.</p>	Yes – teachers Created and shared on Google Docs and posted on website	Melissa Duve in her role as TOSA has supported the copying and coordination of this. Tammy Seib managed previously

				<p><b>Administration:</b> Given three times a year to class as a group</p> <p><b>Use:</b> Time for teachers to score and review and plan for adjustments</p>		
Math Readiness	5 <sup>th</sup> grade	Used to support middle school transition and appropriate placement of students in 6 <sup>th</sup> grade math classes	<ul style="list-style-type: none"> <li>Used by middle school staff and counselors to determine placement</li> </ul>	<p><b>Training:</b> Brief email overview of process to principals/gifted teachers</p> <p><b>Administration:</b> Several class periods for some students – filters out students by levels</p> <p><b>Use:</b> Time to collect data by various sources, paid time with consultant for grading and time to review for scheduling purposes</p>		
Teaching Strategies GOLD	Preschool Kindergarten (in 2014-2015)	Required as part of SB 08-212 CAP4K	<ul style="list-style-type: none"> <li>Will be part of accountability measures on DPF</li> <li>Cannot be used to deny entrance to school</li> <li>Will be used to create school readiness plans required by the law</li> </ul>	<p><b>Training:</b> Unknown currently</p> <p><b>Administration:</b> Ongoing observations for each child every day. Narrative progress checkpoints are estimated to take 10 minutes per child for experienced users three times a year. This equates to 3 ½ days three times a year for a kindergarten teacher with two ½ day kindergarten programs.</p> <p><b>Use:</b> Unknown currently</p>	Yes– Teachers online system to narrate and record – parental access there as well.	Currently Heidi Blair manages rostering of system for teachers – only doing Colorado Preschool Program students.
TCAP	3 <sup>rd</sup> – 12 <sup>th</sup>	State required summative assessment	<ul style="list-style-type: none"> <li>Used as part of body of evidence for intervention</li> </ul>	<p><b>Training:</b> Required to have face to face training with all teachers, paras administering –</p>	Yes – teachers Data is housed in multiple systems for multiple uses – Alpine, Tableau, IC	Enormous amount of time to create rosters of students for review, item maps, verifying data, and

			<p>and advanced classes</p> <ul style="list-style-type: none"> <li>• Accountability and Accreditation measure</li> <li>• Public reporting of how we are doing overall as a district</li> </ul>	<p>department training is a day in August, we give training to key people at schools for about three hours in December, all schools give training by February. Targeted support is also given to schools.</p> <p><b>Administration:</b> Ranges from 9 -12 hours for students without accommodations</p> <p><b>Use:</b> Beginning of the year has multiple requests from teachers and buildings to analyze, create goals and review improvement plans. Also in Infinite Campus for quick reference during problem solving meetings.</p>	<p>Yes – Students</p> <p>In 2013-2014 Science and Social Studies is online</p> <p>2014-2015 – Reading, Writing and Math Online</p>	<p>looking at past history as well as creating press releases.</p>
Tech Literacy	5 <sup>th</sup> and 8 <sup>th</sup>	Was required when Title IID funds were available. We have continued to use to try to measure 21 <sup>st</sup> century skills more effectively.	<ul style="list-style-type: none"> <li>• Use by ET/IL teachers to determine programming and support</li> </ul>	<p><b>Training:</b> Supported by Michelle Bigler through Tech Department</p> <p><b>Administration:</b> One or two class periods in fall and spring?</p> <p><b>Use:</b> Review instructional practices by ET/IL staff</p>		
TOWRE (Test of Word Reading Efficiency)	6 <sup>th</sup> – 8 <sup>th</sup>	Used as part of a body of evidence for Individual Literacy Plans (ILP)		<p><b>Training:</b> Handled by internal middle school staff</p> <p><b>Administration:</b> 5-10 minutes in a group three times a year</p> <p><b>Use:</b> By Literacy teachers – fall and spring day review to determine</p>	No	

				literacy status		
TOSCRF (Test of Silent Contextual Reading Fluency)	6 <sup>th</sup> – 8 <sup>th</sup>	Used as part of a body of evidence for Individual Literacy Plans (ILP)		<b>Training:</b> Handled by internal middle school staff <b>Administration:</b> 10 Minutes in a group three times a year <b>Use:</b>		