

Colorado Student Assessment System

2012-2013

Procedures Manual

For TCAP, CoAlt, ACCESS for ELLs[®]



Colorado Department of Education
Assessment Unit
201 E. Colfax Ave.,
Denver, CO 80203

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Introduction

This manual has been prepared for all District Assessment Coordinators (DACs), Transitional Colorado Assessment Program (TCAP) test proctors, Colorado Alternate Assessment (CoAlt) test examiners, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®) test administrators, teachers, school specialists, principals as well as other interested groups. It includes information about the following topics: CDE contacts, important dates, responsible assessment practices, administration guidelines, test administration for students with a variety of special circumstances, student data variables, and an overview of assessment reporting practices.

Information regarding the use and documentation of accommodations as well as special assessment considerations for students with disabilities can be found in the *2012 – 2013 Colorado Accommodations Manual*. Information related to special considerations for English Learners (ELs) and linguistic accommodations will be found in the *2012-2013 Assessment Accommodations Guide For Colorado’s Statewide Assessments, Selecting Assessment Accommodations For English Learners*.

All public school students enrolled in Colorado schools in the grades tested must be accounted for in the Colorado Student Assessment System by taking either TCAP or CoAlt.

All Non English Proficient (NEP) and Limited English Proficient (LEP) students enrolled in Colorado schools in grades K-12 must take the ACCESS for ELLs®. Please note: NEP or LEP students who are eligible to take CoAlt are eligible to take the Alternate ACCESS.

A District Assessment Coordinator (DAC) is appointed by their district superintendent to perform a variety of duties. For purposes of the Colorado state student assessment system, which includes the TCAP, CoAlt, WIDA-ACCESS Placement Test (W-APT), the ACCESS for ELLs®, the COACT and NAEP, the DAC is:

1. The point person for all communications to and from CDE’s Assessment Unit, and disseminates important assessment information for the district, schools, teachers and parents;
2. the district core assessment team leader overseeing the training of test examiners (CoAlt and ACCESS for ELLs®) and proctors (TCAP, COACT) to administer the assessments in a standardized, ethical manner, taking all precautions to prevent misadministrations;
3. Responsible for overseeing the management of the district’s test administration calendar(s) to ensure the state’s deadlines are met, and
4. responsible for overseeing the data and reporting procedures functions for the various assessments.

On December 18, 2006 the Colorado Assessment System received Full Approval with Recommendations from the U.S. Department of Education (ED). This means that Colorado’s standards and assessment system meets all statutory and legal requirements under NCLB. (*See the letter in Appendix A*)

Section 1: Essential Contact Information

Colorado Department of Education
Assessment Unit
201 East Colfax Avenue Room 502, Denver, CO 80203-1799
Phone: 303-866-6929 Fax: 303-866-6680

Contact	Responsibilities
Glen Sirakavit, Principal Consultant – Assessment 303-866-3266; sirakavit_g@cde.state.co.us	<ul style="list-style-type: none"> Assessment policy and new assessment development
Jason Clymer, Senior Consultant – TCAP 303-866-6808; Clymer_j@cde.state.co.us	<ul style="list-style-type: none"> TCAP Development and operations Contact for General Accommodations
Allen, Jessica - Data Operations 303-866-6802; allen_j@cde.state.co.us	<ul style="list-style-type: none"> Management of data operations for all state assessment and the contact for questions about data
Carey, Jasmine – Psychometrician 303-866-6634; carey_j@cde.state.co.us	<ul style="list-style-type: none"> Analysis and validation of procedures and data
Mira Monroe, Principal Consultant – CoAlt 303-866-6709; monroe_m@cde.state.co.us	<ul style="list-style-type: none"> CoAlt Development and operations Contact for non-standard accommodations
Heather Villalobos Pavia, Senior Consultant – WIDA 303-866-6118; villa lobos-paviah@cde.state.co.us	<ul style="list-style-type: none"> WIDA assessments Linguistic accommodations
Christine Deines, Principal Consultant – COACT 303-866-6877; deines_c@cde.state.co.us	<ul style="list-style-type: none"> COACT assessment
Pam A. Sandoval, Principal Consultant – NAEP 303-866-6643; sandoval_p@cde.state.co.us	<ul style="list-style-type: none"> Colorado NAEP (National Assessment of Educational Progress) Coordinator – The Nation’s Report Card®
Allen, Margo, Business Process Manager 303-866-6929; allen_m@cde.state.co.us	<ul style="list-style-type: none"> General Contact for the Assessment Unit
Assessment Leadership	
Joyce Zurkowski, Executive Director 303-866-6760; zurkowski_j@cde.state.co.us	Christina Wirth-Hawkins, Assistant Director 303-866-6979; wirth-hawkins_c@cde.state.co.us

CTB/McGraw-Hill

Contact	Responsibilities
<p>CTB Help Desk*</p> <p>(For DAC use Only)</p> <p>1-800-994-8557</p>	<ul style="list-style-type: none"> All aspects pertaining to the ordering and shipment of state assessment materials.

*For Questions Not Related to Assessment Administration

Colorado Department of Education

Exceptional Student Services Unit

Contact	Responsibilities
<p>Linda Lamirande, Senior Consultant</p> <p>303-866-6863; Lamirande_l@cde.state.co.us</p>	<ul style="list-style-type: none"> Colorado Academic Standards and Extended Evidence Outcomes/Extended Readiness Competencies Eligibility criteria for alternate assessments 11th Grade Alternate Assessment for the Colorado ACT

Language Culture and Equity Unit

Contact	Responsibilities
<p>Liliana Graham, Interim Director</p> <p>303-866-6138; graham_l@cde.state.co.us</p>	<ul style="list-style-type: none"> Policy questions including, but not limited to, Identification and reclassification, program services, Data Interpretation

Federal Programs

Contact	Responsibilities
<p>Donna Morgenstern, Senior Consultant</p> <p>303-866-6209, morganstern_d@cde.state.co.us</p>	<ul style="list-style-type: none"> Federal testing policy AMAO Calculation and Determinations

Section 2: Critical Timelines and Dates

2.1 Transitional Colorado Assessment Program (TCAP)

Administration Year 2012-2013

<input type="checkbox"/>	November 2012	DAC/SAC Manuals posted on CDE Web site
<input type="checkbox"/>	November 2012	District Assessment Coordinator TCAP administration training (webinar)
<input type="checkbox"/>	Oct 1 – Dec 7, 2012	Submission of requests through CTB Navigator for the early testing window
<input type="checkbox"/>	Oct 24 – Nov 21, 2012	Ordering of Braille, large print, and Spanish TCAP materials <i>(ordered online at CTB Web site by District Assessment Coordinators [DACs])</i>
<input type="checkbox"/>	Mid-November	TCAP Test Administration Training for DACs (online)
<input type="checkbox"/>	November 15, 2012	Special format (Extra Large Print, High Contrast) orders due to CDE
<input type="checkbox"/>	Late November 2012	Logistics training (online)
<input type="checkbox"/>	December 15, 2012	Nonstandard Accommodation Requests Due to CDE
<input type="checkbox"/>	Early Dec .2012 – Mid Jan, 2013	Submission of updated student data files for pre-coded labels <i>(Districts send to CDE via Automated Data Exchange [ADE])</i>
<input type="checkbox"/>	In districts by Late-January 2013	Delivery Test Coordinator’s Kits (TCKs) and administration manuals to districts <i>(pre-coded labels, rosters and Group Information Sheet [GIS])</i>
<input type="checkbox"/>	Feb 4-8, 2013	Delivery of Grade 3 Reading and Lectura test materials to districts for the regular testing window
<input type="checkbox"/>	February 25 – March 8, 2013	Testing window for Grade 3 Reading and Lectura
<input type="checkbox"/>	Late February 2013	Oral Scripts and Translated Oral Scripts posted to CTB Navigator for District Assessment Coordinators to download and distribute
<input type="checkbox"/>	March 14, 2013 (Last day materials will be picked up.)	Shipping window for Grade 3 Reading and Lectura to CTB for scoring <i>(Early return of test materials beginning mid Feb is strongly encouraged.)</i>
<input type="checkbox"/>	Feb 19 – Feb 22, 2013	Delivery of all other test materials to districts for the regular testing window
<input type="checkbox"/>	March 11 – April 12, 2013	Testing window for all grades/content areas (EXCEPT Grade 3 Reading and Lectura). Districts establish their own testing window within the state specified window. For more information on TCAP scheduling see page 21.
<input type="checkbox"/>	April 19, 2013 (Last day materials will be picked up.)	Shipping Window for Grades 3-10 Mathematics, Grades 4-10 Reading/Writing, and Grades 5, 8, and 10 Science to CTB for scoring <i>(Early return of test materials beginning mid Mar is strongly encouraged.)</i>
<input type="checkbox"/>	Mar 29 – Apr 3, 2013	Ncount for Grades 3 Reading and Lectura
<input type="checkbox"/>	Apr 26, 2013	Grade 3 Reading and Lectura electronic results (GRT) posted to CTB Web site for district download
<input type="checkbox"/>	May 3, 2013	Delivery of Grade 3 Reading and Lectura printed reports to districts

<input type="checkbox"/>	May 16-21, 2013	Ncount for Grades 3–10 (<i>excluding 3rd grade reading and Lectura</i>)
<input type="checkbox"/>	May 23– June 7, 2013	Electronic review and verification of student data by districts (SBD)
<input type="checkbox"/>	July 17, 2013 (tentative)	Grades 3-10 electronic results (GRT) posted to CTB Web site for district download
<input type="checkbox"/>	Late July – Early August 2013	Press release (All grades and content areas except 3 rd Grade Reading/Lectura)
<input type="checkbox"/>	Aug 9, 2013 (tentative)	Printed reports delivered to districts

2.2 Colorado Alternate Assessment (CoAlt)

Administration Year 2012-2013

<input type="checkbox"/>	September 28, 2012	DAC/SAC Manuals posted on Navigator
<input type="checkbox"/>	October 10–29, 2012	Online Enrollment for ordering materials (<i>ordered online at CTB Web site by DACs</i>)
<input type="checkbox"/>	October and November 2012	CoAlt administration training for DACs and Core Team Members
<input type="checkbox"/>	Late November	Logistics training online
<input type="checkbox"/>	November 28 – December 5, 2012	Test coordinator update
<input type="checkbox"/>	December 2012 – January 2013	Submission of updated student data files for pre-coded labels (<i>Districts send to CDE via Automated Data Exchange [ADE]</i>)
<input type="checkbox"/>	January 15 – 18, 2013	Delivery of all CoAlt test materials to districts
<input type="checkbox"/>	January 25, 2013	Delivery of TCK to districts (<i>Including pre-coded labels, rosters and Group Information Sheet [GIS]</i>)
<input type="checkbox"/>	January 1 – March 15, 2013	Short add window
<input type="checkbox"/>	February 6-March 22, 2013	Testing window for all CoAlt grades/content areas Districts establish their own testing window within the state window. For more information on CoAlt scheduling see page 25.
<input type="checkbox"/>	February 7 – April 5, 2013	Online survey for Test Examiners
<input type="checkbox"/>	February 6 - March 22, 2013 • March 22, 2013 (Last day to schedule pickup)	Shipping Window for materials to CTB for scoring
<input type="checkbox"/>	May 15– 20, 2013	N-count for Grades 3–10
<input type="checkbox"/>	May 22 – June 6, 2013	Electronic review and verification of student data by districts (SBD)
<input type="checkbox"/>	July 18, 2013	Grades 3-10 electronic results (GRF) posted to CTB web site
<input type="checkbox"/>	Early August 2013	Press release
<input type="checkbox"/>	August 12, 2013	Printed reports delivered to districts

2.3 Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®)

Administration Year 2012-2013

<input type="checkbox"/>	September – November 2013	Student October submission of student data – ACCESS FOR ELLS® Labels are based on Student October Data <i>(Districts send to CDE via Automated Data Exchange [ADE])</i>
<input type="checkbox"/>	October 10 – November 9, 2012	Online Enrollments for ACCESS for ELLs® materials <i>(ordered online at CTB Web site by District Assessment Coordinators [DACs])</i>
<input type="checkbox"/>	October 29 - November 9, 2012	District Assessment Coordinator and Core Assessment Team ACCESS for ELLs® administration training
<input type="checkbox"/>	October 25, 2012	Logistics training in person and online webinar
<input type="checkbox"/>	December 2012	Delivery of all ACCESS for ELLs® test materials to districts
<input type="checkbox"/>	January 7 – February 8, 2013	Testing window for all grades (K-12) Districts establish their own testing window within the state specified window. For more information on ACCESS for ELLs® scheduling see page 25.
<input type="checkbox"/>	Mid-January through early February 2013 • February 14, 2013 (Last day materials will be picked up.)	Shipping window for all grades (K-12).
<input type="checkbox"/>	March 20 – March 30, 2013	Data Validation Window
<input type="checkbox"/>	Mid-April, 2013	Results and printed reports available to districts

2.4 Testing Windows and Scheduled Pick-up Information

2012-2013 TCAP

Grades and Content Areas	Early Testing Window	Pick-up Information	Regular Testing Window	Pick-up Information
Grade 3 Reading & Lectura	2/11/13 - 2/22/13 NOTE: DACs must apply for the Early Testing Window on CTB Navigator from 10/1/12 – 12/7/12	Schedule pick-up of materials by 2/27/13 Final pick-up of materials by 3/1/13	2/25/13 – 3/8/13	Schedule pick-up of materials by 3/12/13 Final pick-up of materials by 3/14/13
Grade 3 Writing & Escritura Grades 4 – 10 Reading & Writing Grade 4 Lectura & Escritura Grades 3 – 10 Mathematics Grades 5, 8 & 10 Science	3/4/13 – 4/5/13 NOTE: DACs must apply for the Early Testing Window on CTB Navigator from 10/1/12 – 12/7/12	Schedule pick-up of materials by 4/10/13 Final pick-up of materials by 4/12/13	3/11/13 – 4/12/13	Schedule pick-up of materials by 4/17/13 Final pick-up of materials by 4/19/13

“The assessments shall be conducted during the period beginning the second Monday in March and ending on the third Monday in April of each year.” - Colorado Revised Statutes [22-7-409(1.2.a.I)]. (Descriptions of the grades and content areas to be assessed are located in the Transitional Colorado Assessment Program.) - Colorado Revised Statutes [22-7-409(1)].

The DAC and superintendent are responsible for establishing the district’s three-week assessment window and administration schedule within the state’s five week window. The appropriate testing window is to begin and end all assessments, including make-ups, and administrations with accommodations, within a district three-week window.

2012-2013 CoAlt

Grades and Content Areas	Testing Window	Pick-up Information
Grades 3-10 Reading Grades 3-10 Writing Grades 3-10 Mathematics Grades 5, 8 and 10 Science	2/6/2013 – 3/22/2013	Schedule pick-up of materials by 3/26/13 Final pick-up of materials by 3/28/13

“Every student enrolled in a public school shall be required to take the (state) assessments (defining the requirement for students to participate in a TCAP-Alternate assessment).” - Colorado Revised Statutes [22-7-409(1.2.a.1.d.IA)].

2012-2013 ACCESS for ELLs®

Grades and Content Areas	Testing Window	Pick-up Information
Grades K-12 Reading, Writing, Listening, Speaking	1/7/13 – 2/8/13	Final pick-up of materials by 2/14/13

2013 CO ACT Statewide Testing Dates

Grade 11	Regular Test Date	Make-up Test Date
	Tuesday, April 23, 2013	Tuesday, May 7, 2013

(Please reference Colorado Statute requiring the administration of a standardized college entrance exam to be administered to all public school students in the eleventh grade.) - Colorado Revised Statutes [22-7-409(1.2.a.1.d.III,1.5,a)].

Section 3: Colorado Assessments

3.1 TCAP

All students in Colorado are required by state law to take a standards based summative assessment in the content areas and grade levels administered each year. The **Transitional Colorado Assessment Program (TCAP)** is Colorado's standards-based assessment designed to provide a picture of student performance to schools, districts, educators, parents and the community. The TCAP began in the 2011-2012 school year and is scheduled to be administered during the 2012-2013 and 2013-2014 (Reading Writing and Math) school years, as Colorado transitions new assessments based fully on the Colorado Academic Standards (CAS). The TCAP Assessment Frameworks specify the content that is eligible for assessment by aligning the assessment objectives from the Colorado Model Content Standards (old standards) with the Colorado Academic Standards (new standards). TCAP supports the transition to the Colorado Academic Standards (CAS).

The TCAP is collaboratively developed by the Colorado Department of Education, the Colorado teaching community and CTB/McGraw-Hill. The data should be used to keep abreast of individual student, school, and district progress toward attaining higher student achievement levels.

Purposes of the TCAP

There are three purposes to the TCAP program:

1. **To determine the level at which Colorado students meet the Colorado Model Content Standards in the content areas assessed.** Because each TCAP assessment is designed to measure the standards as delineated in assessment frameworks, the TCAP assessments provide an accurate picture of student achievement relative to the standards.
2. **To measure the progress of Colorado students over time.** In the past, measures of student progress were restricted to comparing one year's class with another year's class. With the development of vertical scales for reading, writing, and mathematics, the progress of each student and group of students can be examined each year in those content areas.
3. **To add to a body of evidence to determine third grade students' literacy levels.** The Colorado Basic Literacy Act requires that the Grade 3 Reading TCAP assessment be used as part of a body of evidence in determining the literacy levels of third grade students.

3.2 CoAlt

The **Colorado Alternate Assessment (CoAlt)** is a standards-based assessment designed specifically for students with significant cognitive disabilities and is meant to provide a picture of student performance to schools, districts, educators, parents and the community. Along with the name change of CSAP to TCAP, the name of CSAP-A changed to CoAlt. The primary purpose of the assessment is to determine the level at which Colorado students meet the Expanded Benchmarks which are linked to the Colorado Model Content Standards in the content areas assessed. The data should be used to keep abreast of individual student progress toward attaining achievement in the content areas. The CoAlt was collaboratively developed by the Colorado Department of Education, Colorado educators and CTB/McGraw-Hill.

3.3 ACCESS for ELLs®

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to students in Kindergarten through 12th grade who have been identified as English language learners (ELLs). It is given annually in order to monitor students' progress in acquiring academic English. Colorado's first use of ACCESS for ELLs will occur in the 2012/2013 school year.

Features

ACCESS for ELLs® test items are written from the model performance indicators of World-Class Instructional Design and Assessment's (WIDA) five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into five grade-level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Within each grade-level cluster (except Kindergarten), ACCESS for ELLs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.

Please note: NEP and LEP students who are eligible to take CoAlt may take the Alternate ACCESS for ELLs.

Section 4: Ethics

The following information is provided to illustrate professionally responsible and ethical practices in educational assessment for use by all individuals engaged in the administration, interpretation, and use of TCAP, CoAlt, and ACCESS for ELLs®, and in the reporting of results from these assessments. These individuals include, but are not limited to: classroom teachers, principals, school psychologists, superintendents, district staff, Colorado Department of Education staff, and educational research and policy professionals.

This information is adapted from the *general principles of test use* as set forth in the Standards for Educational and Psychological Testing by the American Educational Research Association (AERA), American Psychological Association (APA), the National Council on Measurement in Education (NCME) (1999) and the Code of Professional Responsibilities in Educational Measurement by the National Council on Measurement in Education (1985).

The principles are intended to provide guidance for determining whether or not a practice related to the administration or use of TCAP, CoAlt, and ACCESS for ELLs® results supports the integrity of the assessment process and the reliability and validity of inferences made from those assessments.

4.1 General Principles

In monitoring practices related to administering the state assessments and interpreting or using its results, each district shall use, but not be limited to, the following standards for determining what practices are appropriate and what practices are unprofessional, unethical, and/or inappropriate:

Please note: Due to the complex nature of a standardized assessment process, any practice not specifically permitted should be presumed inappropriate until and unless specifically authorized by the program sponsor (in this case, CDE).

TCAP Test Proctors, ACCESS for ELLs® Test Administrators, and CoAlt Test Examiners Shall:
Maintain security of all assessment materials before, during, and after the assessment.
Thoroughly review the TCAP Proctors Manual, ACCESS for ELLs® and CoAlt examiners materials prior to testing and understand the procedures needed to administer the assessment.
Avoid any conditions in the preparation and administration of the assessment that might invalidate the results.
Ensure that any eligible student is not excluded from taking any of the assessments.
Ensure that all students who need an accommodation in order to access the assessment are afforded one and that the policies and procedures described in the 2012-2013 Colorado Accommodations Manual and the 2012-2013 Colorado Accommodations Guide for ELs are followed precisely.
Provide reasonable opportunities for examinees to ask questions about assessment procedures or directions prior to beginning the administration of the assessment.
Protect the rights to privacy and due process of all examinees.
Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of achievement or language proficiency.

4.2 Ethical Administration of Assessments

Examples of ethical and unethical practices are provided below to illustrate the standards and principles of professionally responsible practices in the administration of the state assessments. An unethical assessment practice is anything that would knowingly and deliberately harm a child or will not support or enhance student learning, such as, teaching the specific content from an assessment instrument, or violates the proprietary nature of the assessment such as copying items by any means for reference or use. Teaching to a specific test does not enhance student learning, whereas, developing a curriculum based on the Colorado Model Content Standards, the Expanded Benchmarks or the Colorado English Language Development Standards is appropriate. These Standards provide the skills and knowledge that will be tested on the state assessment.

Ethical Behavior/Practice in Preparation and Administration of Assessments

1. Preparing students for the assessment of their achievement of standards by aligning curriculum and instruction to district content standards.
2. Making changes in instruction that enhance student skills, learning and achievement.

3. Using TCAP released items, CoAlt and ACCESS for ELLs® training items for professional development purposes.
4. Using TCAP released items, CoAlt and ACCESS for ELLs® training items to familiarize students with the different formats of items on the assessment and how to indicate responses.
5. Increasing student motivation to do their best on the assessment through appeals to students, parents and teachers and by encouraging students to show their best work.
6. Familiarizing students with test-taking strategies.
7. Setting a testing schedule that provides students with the maximum amount of time that is allowed on the assessment.
8. Setting a testing schedule that provides make-up days for students who were absent for a session of the assessment.
9. Reporting any violations, if they occur, of the prescribed assessment administration conditions to appropriate persons in the school, district and state offices.

Unethical Behavior/Practice in Preparation and Administration of Assessments

1. Developing curriculum based on the specific items of any state assessment, or preparing instructional objectives based on specific state assessment items and teaching accordingly, rather than developing instructional objectives based on the standards and benchmarks.
2. Presenting or sharing an actual TCAP, CoAlt or ACCESS for ELLs® test instrument or items (including writing prompts) in a public forum or with the media (**this includes discussion of items on current or past assessments with other individuals in or outside of the school**).
3. Making a copy of the TCAP, CoAlt or ACCESS for ELLs® and/or preparing a student study guide based on the items on a particular assessment.
4. Copying the vocabulary words from TCAP, CoAlt or ACCESS for ELLs® test items, reading passages, or writing prompts, and using them as the basis for, or, incorporating them into language arts instruction.
5. Copying test passages, test items, writing prompts, and/or student responses from an actual TCAP, CoAlt or ACCESS for ELLs® assessment for any purpose including, but not limited to, their use in instructional planning, classroom instruction or assessment.

Please note: Copying includes any means of duplicating an item. This may include memorization, text messaging, Morse code, etc. More information is included on page 27 of this Procedures Manual, as well as the Test Proctor’s Manuals and Test Examiner’s Guides.

6. Deviating from the prescribed administration procedures specified in the TCAP Test Proctors Manual or the CoAlt and ACCESS for ELLs® Test Administrator’s Manual in order to assist student performance.
7. Leaving visible “word walls”, vocabulary posters, spelling words, multiplication tables, or any other aids that could artificially inflate student scores or that are expressly forbidden in assessment administration manuals.
8. Allowing students (who do not have any of these accommodations approved) to use dictionaries, thesauri or word processors with spell and grammar check on the reading and writing assessments.
9. Scribing the essence of the student’s response, rather than scribing exact student responses, including grammatical errors and incorrect responses, when scribing is the accommodation.

10. Telling students the correct responses or allowing them to discuss answers among themselves, or hinting to a student to reconsider an answer to any items he/she has given.
11. Allowing the use of notes or other materials which give students an opportunity to engage in practices which may give them an unfair advantage.
12. Changing responses that students have written or bubbled in.
13. Attempting to score student responses on TCAP or CoAlt before returning the tests to CTB.
14. Purposefully excluding eligible students from TCAP, CoAlt or ACCESS for ELLs® by:
 - ✓ encouraging lower-performing, special education, or limited English proficient students to stay home during the testing period to artificially boost apparent school performance,
 - ✓ sending on field trips or dismissing lower-performing, special education, or limited English proficient students during the testing period to artificially inflate apparent school performance,
 - ✓ encouraging students who are not reading at grade level to stay home during the reading portion of the assessments,
15. Not providing students with documented accommodations on the assessment that are normally used during regular assessment situations including district, school and classroom assessments.
16. Providing students with accommodations on the assessment that are not documented in a formal plan and/or are not normally used during regular assessment situations including district, school and classroom assessments.
17. Discussing items or student responses with other staff members or students after the administration of the assessment.

4.3 Ethical Interpretation and Use of Assessment Results

Examples of ethical and unethical assessment practices are provided below to illustrate the standards and principles of professionally responsible practices in the use and interpretation of the results from the state assessments:

Ethical Behavior/Practice in the Use and Interpretation of Assessment Results

1. Using TCAP, CoAlt, and ACCESS for ELLs® results as part of a body of evidence in making educational decisions about individuals or programs.
2. Helping identify strengths and gaps in the curriculum so that future instruction can be improved.
3. Providing teachers and counselors with the information they need to interpret TCAP, CoAlt, and ACCESS for ELLs® results.
4. Communicating the assessment results to appropriate audiences in an honest, clear and understandable manner, including correct interpretation of results and explanation of any common misinterpretations.

Unethical Behavior/Practice in the Use and Interpretation of Assessment Results

1. Basing student retention or promotion decisions on TCAP, CoAlt, and ACCESS for ELLs® results alone.
2. Basing decisions regarding a student's 504, IEP, Individual Literacy Plans, or other formal educational plan on TCAP, CoAlt, and ACCESS for ELLs® results alone.
3. Evaluating teachers, schools or districts based on TCAP, CoAlt, and ACCESS for ELLs® results alone.

4. Knowingly using TCAP, CoAlt, and ACCESS for ELLs® results to provide a misleading picture of the district's/school's educational programs, instruction, or student population.
5. Not reporting the assessment results for all students, including those not tested.
6. Not reporting any apparent misuses of TCAP, CoAlt, and ACCESS for ELLs® results to those responsible for the assessment process in the school, district and state.
7. Deliberately hiding information, or providing false and misleading interpretations that imply a falsely positive (or negative) and misleading picture of any individual, school or district.
8. Revealing the test scores of one student to another student or to others not directly involved with the education of that student.
9. Using TCAP, CoAlt, and ACCESS for ELLs® results in a manner or for a purpose for which they were not designed.

Those Who Interpret, Use, and Communicate Assessment Results Shall:
Avoid making (and actively discourage others from making) inaccurate reports, unsubstantiated claims, inappropriate interpretations, or other false or misleading statements that can lead to false or misleading conclusions about assessment results.
Avoid any practice that provides an interpretation or suggests uses of assessment results without due consideration of the purpose(s) of the assessment, limitations of the assessment, examinee characteristics, any irregularities in administering the assessment, or other factors affecting the results.
Communicate assessment results in an understandable manner, including proper interpretations and likely misinterpretations.
Avoid any practice that supports or leads others to interpret or use assessment results in unethical or inappropriate ways.
Avoid any practice that permits employees or volunteers without the necessary knowledge and skills to interpret results of the assessment.
Report any apparent misuses of assessment information to those responsible for the assessment process in the school, district and state.
Avoid any practice that places at risk/violates confidentiality of individually identifiable information.
Use multiple sources and types of relevant information about persons or programs whenever possible in making educational decisions.

Section 5: Assessment Structure, Timing and Scheduling

5.1 TCAP Structure and Session Timing

The TCAP assessments are pencil-and-paper timed assessments, aligned to the Colorado Model Content Standards. Each test contains multiple sessions with the following two types of items:

- ✓ Multiple Choice (MC) items - require a student to select the correct or best response from a list.
- ✓ Constructed Response (CR) items - require a student to provide or construct, an answer which further explains the student’s reasoning behind the standard being assessed.
 - Short Constructed Response (SCR) items
 - Extended Constructed Response (ECR) items

The two types of CRs differ only in the length of time required and the complexity of the task.

FACT SHEETS for each content area have been developed which further define the total number of items, percentage of items assigned to each Colorado Model Content Standard, sub-content areas reported, the percentage of each MC and CR items and the point ranges assigned to each. These may be found on the CDE Web site at: http://www.cde.state.co.us/cdeassess/documents/csap/csap_frameworks.html

The following table provides information about the structure and timing of the TCAP assessments.

Grade(s) and Content Area	Languages Available	Standard Alignment	Number of Sessions	Time per Session (minutes)	Item Types
Grade 3 Reading	English Spanish	1	2	60	MC and CR
Grade 3 Writing	English Spanish	2 & 3	2	60	MC, SCR & editing
Grade 3 Math	English	1-6	2	65	MC and CR
*Grades 4-10 Reading	English Spanish (Grade 4)	1, 4, 5, & 6	3	60	MC and CR
*Grades 4-10 Writing	English Spanish (Grade 4)	2 & 3	3	60	MC, SCR, ECR, planning & editing
Grades 4-10 Mathematics	English	1-6	3	65	MC and CR
Grade 5, 8 and 10 Science	English	1-5	3	65	MC and CR

**The Reading and Writing tests are combined in one booklet, except for Grade 3.*

Only students with a documented extended timing accommodation may have additional time beyond the regular time limits for any session. However, extra time is not unlimited time. Extra time is generally time and a half at maximum. Please refer to the 2012-2013 Colorado Accommodations Manual for more information.

- Students with accommodations that allow for additional time must be tested in a separate room to prevent distractions caused by other students who require less time.
- Students that are provided extra time, and use extra time while taking the assessment, must have their student booklet coded as “EXTENDED TIMING USED.” If students were provided the opportunity to use extra time, and did not need or use it when taking the assessment, then do not code “EXTENDED TIMING USED” on the student data grid.
- Please note: For directions regarding the proper administration of assessment accommodations during the combined TCAP reading/writing session for grades 4-10, please refer to page 118 of the 2012-2013 Colorado Accommodations Manual.

5.2 TCAP Scheduling

- Within the state’s five-week window, the DAC and superintendent are responsible for establishing the individual district’s three-week assessment window and administration schedule.
- All test sessions (including make-ups, and administrations with accommodations) must be administered during the established three-week testing window.
- Test sessions **MUST** be administered in the order they appear within each test booklet.
- There is no requirement about the order that the content areas are assessed. All of the sessions of one test booklet could be completed before beginning the next test booklet **OR** the administration of a session in one test booklet could be followed by the administration of a session in another test booklet. It is the responsibility of the school or district to determine the specific schedule.

Test security requires that all students in a school take the tests in a standardized manner—*at the same time, using the same test, and with no student interaction. Multiple grades and multiple content areas must not be tested in the same testing environment at the same time.* This also applies to the administration of accommodated and make-up sessions.

Additionally, the writing test has the following specific considerations:

- Writing Sessions #1 and #2 must be taken in consecutive order with no weekend intervening.
- Writing Sessions #1 and #2 can be given on the same day so long as they are given in the correct order.
- These sessions include the extended writing component in which Session #1 is the planning component and Session #2 is the final draft.
- Schedule time during the beginning of the administration of each test session to read the script in the Proctor’s Manual that provides instructions and to distribute test materials. The time required to perform these procedures is not part of the time allotted for students to complete each session.
- Schedule time during the end of the administration of each test session to collect and secure testing materials.
- Make-ups may need to be given out of order. Upon returning to school, the student should continue with any remaining sessions with his/her class, making up missed sessions as soon as possible. The exception is writing, where the student must complete Session #1 before Session #2.
- While the scheduling of test sessions is left to the discretion of each district or school, CDE asks that considerations be made as to what would be in the best interest of the students. Refer to the **sample schedule** for ideas on scheduling.

- **REQUIRED:** All classrooms within a grade or content area within a school must administer the same session, on the same day, at the same time, to provide for test security and expedite return of district content area materials. For example, all 4th grade classes in one school must administer the same test session on the same day.
- Furthermore, CDE strongly recommends that, whenever possible, all schools within a district administer the same test sessions on the same days in order to promote test security. For example, CDE recommends that all schools within the district with a 9th grade administer the same 9th grade reading test session on the same day. This will also facilitate earlier returns of entire district content areas to CTB for scoring.
- If a student requires extended accommodations, or misses a session due to illness or some other legitimate reason, make-up sessions must be held before the end of the district testing window. Make-up tests are considered valid so that schools and districts are not unfairly penalized for legitimate student absences.
- Students must complete sessions on the same day they are started, unless a session was interrupted because a student became ill, or another legitimate reason arises and is approved by CDE.

IMPORTANT: When two content areas are tested on the same day, both test books must **NOT** be distributed to proctors at the same time. This can lead to a misadministration of the test.

5.3 Scheduling Make-Ups

When scheduling make-ups, please note the following:

- All make-ups must be completed inside the district three-week testing window
- All make-up sessions must be administered exactly as regular sessions, allowing the same time, the same accommodations and etc.
- Make-ups may be scheduled at any time during the three week window
 - Example 1: A district conducts make-ups each Friday of the testing window
 - Example 2: A district conducts make-ups the last hour of each day during the testing window
 - Example 3: A district conducts all make-ups during the last week of its testing window
- All students in the same grade within a school must take the same session of the same content area assessment, on the same day, at the same time. If a student misses a test session because he or she arrived to school after that test session had been administered that day, that student must be kept separate from students who have already tested until the next day, or until the student makes up the missed session, whichever comes first.

Sample Schedule

All testing, including the administration of accommodated and make-up sessions, must be completed within a district's three week window.

Monday	Tuesday	Wednesday	Thursday	Friday
A.M. Instructional Time	A.M. Instructional Time	A.M. Instructional Time	A.M. Instructional Time	A.M. Instructional Time
A.M. Instructional Time	Read Proctor's Manual Distribute Materials	Read Proctor's Manual Distribute Materials	Read Proctor's Manual Distribute Materials	Read Proctor's Manual Distribute Materials
A.M. Instructional Time	65 Minutes Session 1 Writing	65 Minutes Session 1 Math	65 Minutes Session 2 Math	65 Minutes Session 3 Math
A.M. Instructional Time	Collect and secure test materials	Collect and secure test materials	Collect and secure test materials	Collect and secure test materials
A.M. Instructional Time	A.M. Instructional Time	A.M. Instructional Time	A.M. Instructional Time	A.M. Instructional Time
P.M. Instructional Time	P.M. Instructional Time	P.M. Instructional Time	P.M. Instructional Time	P.M. Instructional Time
P.M. Instructional Time	Read Proctor's Manual Distribute Materials	Read Proctor's Manual Distribute Materials	Read Proctor's Manual Distribute Materials	Read Proctor's Manual Distribute Materials
P.M. Instructional Time	65 Minutes Session 2 Writing	65 Minutes Session 3 Reading	65 Minutes Session 4 Reading	65 Minutes Session 5 Reading
P.M. Instructional Time	Collect and secure test materials	Collect and secure test materials	Collect and secure test materials	Collect and secure test materials
P.M. Instructional Time	P.M. Instructional Time	P.M. Instructional Time	P.M. Instructional Time	P.M. Instructional Time

5.4 CoAlt Structure And Session Timing

The CoAlt is an un-timed, individually administered assessment, linked to the Colorado Model Content Standards and aligned with the expanded benchmarks. The CoAlt assessments are composed of individual items, often using picture symbols as a response methodology. Because the CoAlt is individually administered there are no restrictions regarding the order that the assessment is administered in nor are there restrictions on completing the assessment within a given day. It is important that scheduling of the assessment be based on the individual needs of the student.

Each item contains a prepared statement and two prompt statements. The first prompt statement is designed to ensure that the student is engaged in each task, thus, ensuring opportunity to demonstrate their content knowledge and skill. The test consists of multiple choice (MC) items and modified constructed response (MCR) items.

Grade(s) and Content Area	Languages Available	Estimated Administration Time	Teacher Preparation	Item Types
Grades 3-10 Reading	English Spanish (Grades 3 and 4)	Varies by Individual Student	-Become familiar with the assessment -Prepare test materials -Prepare individual CoAlt Expanded Accommodations	MC and MCR
Grades 3-10 Writing	English Spanish (Grades 3 and 4)	Varies by Individual Student	-Become familiar with the assessment -Prepare test materials -Prepare individual CoAlt Expanded Accommodations	MC and MCR
Grades 3-10 Mathematics	English	Varies by Individual Student	-Become familiar with the assessment -Prepare test materials -Prepare individual CoAlt Expanded Accommodations	MC and MCR
Grade 5, 8 and 10 Science	English	Varies by Individual Student	-Become familiar with the assessment -Prepare test materials -Prepare individual CoAlt Expanded Accommodations	MC and MCR

There are no time limits on the CoAlt and the assessment may be stopped and restarted at any time. However, once an item is presented it must be completed before stopping and cannot be revisited.

5.5 CoAlt Scheduling

- The DAC and superintendent are responsible for establishing the administration schedule, and ensuring that every student taking the CoAlt is assessed within the state CoAlt assessment window. Student tests given before or after the CoAlt assessment window are misadministered.
- CoAlt must be administered individually by a licensed educator who knows the student best.
- CoAlt content area assessments may be given in any order. The entire assessment (all content areas) must be completed before the student rating sheet can be returned to CTB for scoring.

While the scheduling of the assessments is left to the discretion of each district or school, CDE asks that considerations be made as to what would be in the best interest of the students.

5.6 ACCESS for ELLs® Structure and Session Timing

The ACCESS for ELLs® assessment is a pencil-and-paper assessment aligned to the Colorado English Language Development Standards. The ACCESS for ELLs® has four domains: Speaking, Listening, Reading and Writing. Each domain is designed to measure a component of language development, recognizing that language develops along a continuum. The ACCESS for ELLs® consists of:

- Multiple Choice (MC) items - require a student to select the correct or best response from a list.
- Oral and Written Constructed Response (CR) items - require a student to provide or construct an answer.

The following table provides information about the structure and timing of the ACCESS for ELLs® assessment. **Please note: EL students (NEP and LEP) who are eligible to take CoAlt should be given the Alternate ACCESS, information on the Alternate ACCESS at <http://www.wida.us/assessment/alternateaccess.aspx>.**

Domain	Estimated Administration Time	Administration Mode
Speaking	15 minutes	Individual
Listening	75 minutes-(grades 1-12) If listening and reading are tested during the same session	Group Or Individual
Reading		Group Or Individual
Writing	75 minutes (grades 1-12)	Group Or Individual
Kindergarten	Adaptable 15-65 minutes	Individual

Please note: The times provided in the chart above are general suggestions. More accurate time planning by grade level can be found in the ACCESS for ELLs Test Administration Manual

No Time Limits

- All portions of the test are un-timed in order to give ELs every opportunity to demonstrate proficiency in English. Advanced students may complete the test faster than beginning level students; it is

recommended that students take the group test with other students of similar linguistic competence taking the same test.

*Estimated administration times are given for scheduling purposes. The amount of time it takes will depend on the individual student. Collaboration between regular classroom teachers and test examiners (if different) is essential.

5.7 ACCESS for ELLs® Scheduling

- The DAC and superintendent are responsible for establishing the individual district assessment window and administration schedule.
- All test sessions (domains) must be administered and completed during the appropriate testing window.
- While the scheduling of test sessions is left to the discretion of each district or school, CDE asks that considerations be made as to what would be in the best interest of the students.
- If a student requires extended accommodations or misses a session due to illness or some other legitimate reason, make-up sessions must be held before the end of the district testing window.

Section 6: Test Materials

6.1 Locating Test Materials

Training and Assessment Materials for TCAP, CoAlt, and ACCESS for ELLs®

Materials	TCAP	CoAlt	ACCESS for ELLs®
Test Booklets	Shipped to districts	Shipped to districts	Shipped to districts
Proctor's/Examiner's Manuals	AU website CTB Navigator Shipped to districts with test booklets	AU website CTB Navigator	<ul style="list-style-type: none"> • Shipped to districts, December 2012
SAC/DAC Manuals	AU website CTB Navigator	AU website CTB Navigator	n/a
Oral Scripts (both English and Translated)	CTB Navigator	n/a	n/a
Teacher Read Directions	CTB Navigator	n/a	n/a
Math Manipulatives	Shipped to districts with test booklets	Shipped to districts with test booklets	n/a
Stop Pages for Lectura & Escritura	<ul style="list-style-type: none"> • CTB Navigator • Shipped to districts in Test Coordinators Kit 	n/a	n/a
Stack Cards	<ul style="list-style-type: none"> • CTB Navigator • Shipped to districts with test booklets 	n/a	n/a
Guide to Test Interpretation (GTI)	AU website	n/a	www.wida.us

Data Interpretation Guidelines (DIG)	AU website	n/a	www.wida.us
2012 - 2013 Procedures Manual	AU website	AU website	AU website
2012-2013 Colorado Accommodations Manual	AU website	AU website	n/a
WIDA ACCESS for ELLs® Accommodations	n/a	n/a	www.wida.us
2012-2013 Colorado Accommodations Guide for ELs	AU website	AU website	
Technical Report	AU website	AU website	
Training PowerPoints	<ul style="list-style-type: none"> • AU website • CTB Navigator 	<ul style="list-style-type: none"> • AU website • CTB Navigator 	<ul style="list-style-type: none"> • www.wida.us
Nonstandard Accommodations Request	<ul style="list-style-type: none"> • CTB Navigator 	n/a	n/a

6.2 Secure Test Materials That May Not Be Reproduced

Test security requires that there is no reproduction, transmission, recording, memorization or recounting of most secure test materials. This includes, but is not limited to:

- Memorization
- Photocopying
- Photographing
- Scanning
- Encoding
- Text messaging
- Morse code
- Summarizing
- Discussing
- Do **not** copy, by any means, any student work that results from a state assessment.
- Material from a test book may not be reproduced by any means.
- Do **not** expose students to test questions, from any year's test booklets, before actual testing.

Test Materials that may **NEVER** be reproduced include:

- Test Booklets
- Draft Booklets
- Student Answers
- Test Examiner's Manual

6.3 Secure Test Materials That May Be Reproduced

The DAC, and only the DAC, may reproduce the following test materials. Reproductions of these test materials are considered secure and are subject to the same security, documentation, and chain of custody requirements as all other secure test materials. They must be returned with “Not to Be Scored” Materials

- Oral Scripts
- Translated Oral Scripts
- Teacher Read Directions
- Translated Teacher Read Directions

6.4 Non-Secure Test Materials

Some test materials are non-secure and do not require documentation or chain of custody procedures. They may be reproduced as needed. These non-secure test materials include:

- The Colorado Procedures Manual
- The Colorado Accommodations Manual
- The Colorado Accommodations Guide
- Test Proctor’s Manuals
- DAC/SAC Manuals
- The Guide to Test Interpretation
- CSAP/TCAP released items from the Assessment Unit website
- Punch Out Tools (**Not secure, but may not be reproduced**)

6.5 Return Unused Secure Materials with “Not to Be Scored”

Any unused secure test materials must be returned with “Not to Be Scored” materials. These include:

- Unused Test Booklets
- Used and Unused Student Draft Booklets
- Test Examiner’s Manuals
- Oral Scripts and Translated Oral Scripts
- Teacher Read Directions and Translated Teacher Read Directions

★ The only materials that a district may retain in a secure manner past the administration window are the CoAlt adaptations that teachers have made to assist with the administration of the assessment. These materials are secure and must be stored by the DAC. The DAC may also choose to destroy these secure materials after the CoAlt administration.

6.6 Use Only 2012 – 2013 Materials

It is essential that only 2012-2013 materials are used on the 2012-2013 assessments. CoAlt Math Manipulatives and TCAP Punch Out Tools may be kept by schools or the district for later classroom use, but they must not be used with any subsequent year's assessment. Minor changes in the printing and design of manipulatives and punch outs may make them incompatible with subsequent year's assessments. Do not reuse the following:

- Test Proctor's Manuals
- Math Manipulatives
- Punch Out Tools

6.7 Practice and Sample Materials

Items may never be reproduced or recreated from test booklets. Test items may never be used as practice or sample material. Districts must be able to ensure that all materials used to familiarize and prepare students for state assessments have a valid and documented source. For practice and sample materials that are created by teachers and staff, schools are highly encouraged to require documentation of those resources that include who collaborated with the creators, the dates the materials were created, and when the materials are intended to be used. If secure test materials are used in test preparation for students, all student tests in the affected content area will be declared misadministered and the incident will be treated as a security breach.

6.8 Translator Access to Test Materials in Advance (TCAP, CoAlt)

The Colorado Department of Education will provide standardized translation of TCAP oral scripts to districts in Spanish. When languages other than those translated by CDE are necessary, districts may have the TCAP oral scripts translated into another language. Other materials that may be translated into a student's native language include:

- Teacher Read Directions
- Proctor's Manual directions for Reading sessions only (This is because there are no oral scripts for Reading, but the proctor would still need to be able to direct the student in their native language.)
- CoAlt item presentation protocols (for Mathematics, Science and Writing) may also be translated as a CoAlt Expanded Accommodation. Translations for CoAlt are not provided by CDE.

IMPORTANT: All translations must be **exact** and a direct reflection of the original material.

The following applies when translation is required at the district level:

Standard policy for administering state assessment materials is that test booklets are not to be distributed to those administering the test more than 24 hours before testing. Balancing those needs against the need for adequate test security, CDE will permit **translator access** to the test booklets, oral scripts, teacher read directions, proctor's manuals, and CoAlt item presentation protocols up to **48 hours** before the test administration. However, **the following must be strictly adhered to:**

1) **Training:**

Because it is so difficult to provide this accommodation objectively, translators must be trained in responsible TCAP administration and the administration of standardized assessments.

2) **Translator Access:**

The test booklets, oral scripts, teacher read directions, proctor’s manuals, and CoAlt item protocols must remain under the control of the District or School Assessment Coordinator at all times **and** all of the test security provisions listed in this Procedures Manual must be followed. The education professional responsible for translating booklets must sign a confidentiality agreement with the district which must be kept on file with the district. A sample confidentiality agreement is included in Appendix B, page 118.

3) **Administration:**

It is especially important that the translator be as objective as possible and they remember that this is an assessment of the student’s achievement. Be sure to:

- a. use the TCAP oral scripts or CoAlt item presentation protocols as the guide when translating the Oral Presentation into another language. The translation must be **exact**.
- b. use the same tone and inflections for both correct and incorrect responses. Do **NOT** add to any information contained in test questions and selected responses.
- c. accurately reflect the **student’s** response when translating a constructed response into English and transcribing it into the test booklet. Follow all guidelines for transcribing.

Eligibility: For information regarding eligibility to receive this accommodation please see the Colorado Accommodations Manual for ELs.

Section 7: Personnel and Training

7.1 Key Areas for Training

Training for all school personnel involved with any aspect of the state’s assessments is required on an annual basis. Thorough training is one of the best ways districts can prevent misadministrations from occurring. As always, districts are required to collect documentation from all personnel having completed training, demonstrating an understanding of the policies and procedures set forth by the State of Colorado, WIDA, and the district.

7.2 Requirements for District Assessment Coordinators (DACs)

Each district is required to designate one DAC who is responsible for effective implementation of assessments in their district and communication with the Assessment Unit. Each year the District Assessment Coordinator is required to participate in test administration trainings for TCAP, CoAlt and ACCESS for ELLs®. Additionally, DACs are required to implement training for their district to ensure that School Assessment Coordinators and Test Proctors, Examiners, and Administrators are properly trained in state, district, and school procedures. In addition to the required test administration trainings, the following are trainings that are **optional**, but strongly recommended for DACs, especially new DACs:

- DAC Boot Camp for New DACs
- Assessment Logistics Training

7.3 Requirements for School Assessment Coordinators (SACs)

Each school is required to designate one SAC who is responsible for the effective implementation of assessments in their school and who should act as the primary point of contact with the district for assessment related communication. Each year the SAC is required to receive training from the DAC for TCAP, CoAlt, and ACCESS

for ELLs®. Districts may determine what additional training is required or suggested for SACs. SACs are also responsible for ensuring that all test proctors, test examiners, and test administrators in their school are properly trained in administration and security procedures on an annual basis.

7.4 Requirements for Test Proctors, Administrators and Examiners

All educational professionals responsible for any part of the administration procedures/processes, for any of the state assessments, must be trained every year.

- TCAP test proctors facilitate the standard ethical administration of the assessment with the students.
- ACCESS for ELLs® test administrators and CoAlt test examiners work with groups or individual students in the administration of the assessments. Test Examiners of CoAlt have an added level of responsibility as they rate and document student responses to each item.

Districts will require personnel, once trained, to document their understanding relative to the ethical administration of state assessments and importance of security and confidentiality surrounding the state assessments by signing, *for example*, a confidentiality agreement that schools and districts keep as a record of training and agreement. Many districts have a form they regularly use. A sample of this form has been provided in Appendix B, page 11814.

The Assessment Unit requires that only one document signed by both the DAC and the superintendent be submitted, assuring the state that all district personnel who come in contact with the assessments understand the training that has been provided. The procedure for submitting this documentation is discussed on page 34 of this manual.

Expectations for personnel working with each assessment are detailed below.

- **ALL assessment proctors and test examiners (both volunteer or staff/employees) must be trained by either the School Assessment Coordinator (SAC) or the District Assessment Coordinator (DAC) with regard to Ethical Assessment Practices and follow all standard administration policies and procedures.**
- It is imperative that test proctors and test examiners recognize that scores on state assessments are student scores and are kept as a part of a student's educational record. For this reason, particular care and attention must be paid to ensure that students have every opportunity to have the assessments administered in an ethical and standardized manner to minimize the potential for test invalidation resulting from a misadministration.
- Test proctors and test examiners **must** read the proctors manuals and/or test examiners manuals before the administration of the assessment.

7.5 TCAP Test Proctors

Proctors must be trained each year before administering the assessments.

- Proctors must read the instructions and the Test Proctor's Manual and familiarize themselves with test administration procedures prior to administering the test to students.
- Proctors who are administering assessments in which students are being provided with accommodations must be trained on the specific accommodation.

- Schools should use district/school employees as proctors. School/District employees may proctor the assessments at the grade levels that their children are in, but they must not proctor the test for their own children nor be in the testing environment during testing.
- Volunteer proctors may only be considered when a school has no personnel available to proctor the test. If parents are being considered to administer the assessment, they **may not** proctor an assessment that their child is taking.
- Proctors **must NOT** be assigned to a room where a relative is being tested.

7.6 CoAlt Test Examiners

- The test examiner is the person who administers the CoAlt test. The test examiner must be a **licensed educator** who knows the student best. Volunteers may **NOT** be used to administer CoAlt tests.
- Additional staff, including paraprofessionals may assist in the administration of the assessment as needed.
- Test examiners must read the instructions and familiarize themselves with the test prior to administering the test to students.
- Any CoAlt Expanded Accommodations needed should be prepared prior to the administration. Test examiners may reuse materials adapted for expanded accommodations for multiple students as long as the adapted materials are not damaged or marked by a previous use.
- Since test examiners **rate the student's level of independence**, training is required before administering the test. Examiners must be trained every year.
- Test examiners **must NOT** assess relatives.
- Each student is provided with a "Pizza Box" with all the materials needed for the assessment. Test Examiners may not reuse assessment materials for multiple students.

7.7 ACCESS for ELLs® Test Examiner/Test Administrator

- The test administrator is the person who administers the ACCESS for ELLs® test. The test administrator must be a proficient English speaker who is able to model clear pronunciation of English phonemes that will impact student responses.
- Test administrators must be familiar with the information in the grade level appropriate ACCESS for ELLs Test Administration Manual
- All ACCESS for ELLs test administrators must complete the appropriate training module and pass the coinciding quiz with an 80% or greater, modules and quizzes are available on the assessment training portion of the WIDA website. (If a test administrator is only administering the group test, they only need to pass the group administration quiz etc.)
- Minimally, there must be one test administrator for each testing room. There must be one staff member for every 22 students in a testing session. For group testing of more than 22 students, additional staff needs to be available to assist.

- Test administrators distribute and collect materials, as well as make sure students are in the right place in their test books.
- Test administrators must read all relevant manuals and scripts familiarizing themselves with the test prior to administering the test to students.
- Test examiners must stay attentive and remain in the room during the entire testing session. They should circulate throughout the room during the test. Active proctoring is essential during the administration of the assessment. **(Reading, grading papers, or other work must not be performed.)**
- **It is NOT allowable** to identify items students did not complete either during or after the test and/or point these out to students. Test examiners should remind students to complete all of the items as a part of the general instructions and they **may** remind students to check to be sure they have completed each item near the end of the test session.
- Schools must use district/school employees as test administrators for the ACCESS for ELLs test
- Test administrators **may NOT** be assigned to a room where a relative is being tested.

7.8 Training Requirements and Best Practices

As educators, delivering quality training may be as simple as relying on our skills and knowledge about how people learn. Training for assessment personnel may look different from district to district, but at a minimum, training must include the following topics:

- Changes from prior year's assessment procedures (if any)
- Test security and confidentiality
- Standardized environment
- Test administration and security procedures
- Test proctor role vs. teacher role
- Ethics
- Specific proctor training for administration in accommodated sessions

Training must also include the following features:

- Opportunity for questions and answers
- Use of relevant test materials (i.e., the Test Proctor's Manual for TCAP)
- Check for understanding of administration and security procedures

Districts are strongly encouraged to follow these training best practices:

- Face-to-face training in a group setting
- Opportunities to practice or role-play test administration in group, or one-on-one settings
- Multi-media and multi-activity training

7.9 Required Documentation for Training

For TCAP and CoAlt, districts must submit signed documentation to the Colorado Department of Education stating that all personnel have been trained and fully understand all aspects of the administration of the state's assessments including handling of materials, security and ethical administration practices.

The Assessment Unit requires that only one document signed by both the DAC and the superintendent be submitted, assuring the state that all district personnel who come in contact with the assessments understand the

training that has been provided. Districts can use the form provided in Appendix B, on page 119. Documentation must be returned **before the beginning of the TCAP 3-week district assessment window** to:

Jason Clymer
Assessment Unit
clymer_j@cde.state.co.us
Fax: (303) 866-6680

7.10 ACCESS for ELLs® Training Considerations

ACCESS for ELLs® test administrators must participate in the appropriate online training module and pass the appropriate ACCESS for ELLs® quiz with a minimum of 80% to be qualified to administer the ACCESS for ELLs® assessment.

Those administering and training administrators for ACCESS for ELLs® must sign the WIDA confidentiality agreement that can be found on the WIDA website.

Section 8: Misadministrations

Our mutual work is centered on ensuring that students have equal opportunities to demonstrate their skills and abilities relative to the Colorado Model Content Standards. Preventing misadministrations is a fundamental and key step in the work of the Assessment Unit, the DACs, and all district personnel. Misadministrations result in the loss of important information relative to student's performance on the Colorado Model Content Standards, and as scores follow students in the permanent record and are vital to the Colorado Growth Model data, it is imperative that every student is provided a fair and valid opportunity to demonstrate their knowledge and skills.

8.1 Misadministrations

A misadministration has occurred whenever there has been a violation of standard state assessment procedures. It is the responsibility of the DAC to declare any misadministration(s) that occur. CDE and the Assessment Unit reserve the option of declaring misadministrations. In most cases, instances of misadministration are handled at the district level by following the protocol below:

- The test proctor or other relevant personnel inform the SAC who informs and consults with the DAC.
- The DAC investigates and documents instances of misadministrations
- If the misadministration is discovered when a student is actually taking the test, then that session should **not** be completed.
- The student should still complete the remaining sessions in the test book, if this has not already been done.
- Before the test booklet is sent back for scoring, “9 – Misadministration” should be bubbled in on the student data grid. (There are separate “misadministration” bubbles for Reading and Writing, Grades 4-10, because those content areas are combined in the same test booklet.)
- The student will receive a “no score” for the content area that was misadministered.

8.2 Major Misadministrations

Instances of **major** test misadministrations must be reported as soon as practicable to the Colorado Department of Education. Examples of major misadministrations and test security breaches include, but are not limited to, the following:

- Deviating from instructions in the Procedures or Proctor/Examiner manuals
- Administering a test a student is not eligible to take (CoAlt, ACCESS for ELLs®, or incorrect grade level for any assessment) or administering the incorrect content area or session to students
- Testing students outside of the district's 3-week test window (unless specific, prior arrangements have been made with the Assessment Unit)

When a major misadministration occurs (for TCAP, CoAlt or ACCESS for ELLs®), or is suspected to have occurred, the DAC must immediately notify:

Jason Clymer – Assessment Unit
(303) 866-6808
clymer_j@cde.state.co.us

8.3 Students Who Move on to another Session of the TCAP/ACCESS without Permission

It is essential for teachers to instruct students to stop at the STOP page after each session of the assessment. When students have completed one session of a test and then proceed to the next session, without receiving specific instructions from a test administrator to do so, the test has been **misadministered**. The standard consequence of misadministering a test is the invalidation of that test.

To further prevent this from occurring, a **STOP** page is included at the end of every test session. A copy of this page can be found in Appendix B. It is important that test proctors and students are familiar with this procedure. **A copy of the stop page may be posted in the room during the assessment as a reminder to students.**

★ **STOP** pages have not been incorporated into the Lectura and Escritura. For these assessments **only**, a Spanish stop page (found in the Test Coordinators Kit and on CTB Navigator) can be inserted between sessions. DACs must work with SACs and test proctors to ensure this is done accurately. This paper must be removed after administration, before test booklets are sent to CTB for scoring. This insert is only allowable for Lectura and Escritura.

IMPORTANT: When a student moves on to another session of the TCAP without permission, the test session that the student moved on to should not be completed. However, the student can complete any other remaining sessions as scheduled.

- For example, a student taking the Grade 8 Science assessment moves on to Session 2 after completing Session 1, without being instructed to do so. The proctor should immediately take the test book from the student. The student should not be given their test book back until it is time to take Session 3.

This type of misadministration should be a RARE occurrence. If this is a common school occurrence, teachers must be counseled in active test proctoring and ethical assessment practices. Students who cause this type of misadministration must also be advised of the implications this action may have on their educational record.

8.4 Disciplinary Action

Disciplinary measures for students involved in misadministrations and/or security breaches should be handled at the school or district level. In most cases, sanctions and disciplinary actions regarding staff involved in major test misadministrations and/or security breaches are handled at the district level. Districts must have a policy in place for addressing misadministrations that warrant sanctions or disciplinary procedures for students and staff. This local policy should include a process for informing the Educator Licensing Unit of all evidence of intentional staff misadministrations and security breaches and of disciplinary actions taken against staff. CDE reserves the right to pursue its own sanctions or disciplinary procedures for staff involved in major misadministrations and/or security breaches.

Section 9: Security

9.1 Test Security Procedures: Preventing Test Item Theft and Fraud

The purpose of these procedures is to describe what constitutes ethical and unethical practices related to the security of test booklets before, during and after state assessment administration. Maintaining strict test security ensures that no one has an unfair advantage on the assessment.

9.2 Chain of Custody Requirements

A documented Chain of Custody must be maintained for all test materials before, during, and after test administration. The following are chain of custody requirements for TCAP, CoAlt and ACCESS for ELLs® administrations. The DAC and each SAC must be able to assure the state, if any questions arise, that every step to ensure security of the test booklets has been taken.

- For TCAP and ACCESS for ELLs®, secure materials must not be delivered to school buildings more than one week in advance of test administration.
- All TCAP, CoAlt and ACCESS for ELLs® materials must be accounted for and stored in a secure and locked location before, during, and after testing.
- The SAC is responsible for the distribution and collection of TCAP, CoAlt and ACCESS for ELLs® materials **to and from** test proctors and test examiners each day of administration.
- All state assessment books and materials **must be secured** while in the test proctor's and test examiner's possession and test materials **must not be stored in classrooms** in advance of, or following the day of administration.
- TCAP test proctors may have access to test books only on the day the content area is assessed.
 - Under the supervision of the SAC or DAC, a translator (for languages other than Spanish) may read an assessment (oral scripts) 48 hours before administering the assessment in order to become familiar with the test. The translator must sign a confidentiality agreement with the district and may not provide information about the test to any student before testing occurs.

- Test booklets must be distributed just prior to administration. CDE recommends that tests be distributed and collected no more than 15 minutes prior to, and 15 minutes after the test session. TCAP test proctors and ACCESS for ELLs® test examiners are not to have extended access to materials before administration.
 - Due to the unique nature of the CoAlt, under the supervision of the SAC, the CoAlt test examiner will need access to the examiners guide and students materials in advance in order to prepare any necessary CoAlt Expanded Accommodations, and organize the provided student materials and manipulatives. **These student materials and CoAlt Expanded Accommodations must be returned to the SAC and secured on a daily basis.**
 - **Note:** Teachers of students with visual impairment who are administering the assessment in Braille will need access prior to the assessment in order to gather additional materials needed to provide student access to the assessment.
- Students **may not** have access to the test books or materials before the first testing session.
- **All** test books and draft booklets, both used and unused, **must be returned** to the appropriate vendor. For TCAP and CoAlt, return to CTB/McGraw-Hill, for ACCESS for ELLs® return to MetriTech. No test materials may be disposed of at the school or district site. All large-print, Braille and damaged test books must be included in returned “NOT TO BE SCORED” materials.
- CoAlt Expanded Accommodations that testing examiners have created may be securely stored by the DAC or destroyed by the DAC.
- Missing test books or any test irregularities must be reported to the SAC/DAC.

Please note: Districts **must** develop a Chain of Custody protocol reflecting the above requirements. Failure to follow proper Chain of Custody requirements may result in test invalidations.

9.3 Required Documentation for Chain of Custody

DACs must retain documentation of the chain of custody from SACs for one year after the test administration to ensure there are no questions or concerns relative to security of the assessments or handling of materials after the fact.

9.4 Security Breaches

A security breach is any instance in which secure test materials, such as items and responses, have been exposed without proper authorization. It is imperative that the DAC notify the Assessment Unit immediately if there is a suspected or actual security breach because any exposure of test materials could impact the entire assessment. It is the responsibility of the DAC, along with school personnel (e.g., the principal, superintendent), to determine if a security breach has taken place. CDE may assist in the determination of whether a security breach has occurred. The following are examples of security breaches:

- Suspicion or evidence of unethical behavior
 - Students obtaining or sharing information related to secure test materials that could result in a widespread security breach
 - Teachers, administrators, or others giving students unfair help by giving students correct answers, changing student answers, giving hints or prompts of any kind, indicating that answers may be incorrect

- Mishandling accommodations of large groups of students
- Breach of secure test materials
 - Discussing, memorizing, photocopying, photographing, scanning, encoding, e-mailing, Morse code, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that would violate the security of the test
 - Failing to secure test materials
 - Breaking the chain of custody of test materials
 - Misusing, mishandling, or losing any state test materials

When a security breach occurs (for TCAP, CoAlt or ACCESS for ELLs®), or is suspected to have occurred, the DAC must immediately notify:

Jason Clymer – Assessment Unit
 (303) 866-6808
clymer_j@cde.state.co.us

9.5 Security and Electronic Devices

During the timed testing session, no one (including test proctors and test examiners) is allowed to have electronic communication devices in the testing room. This includes cell phones, or any technology capable of transmitting information either by picture, text or voice.

If a test proctor/examiner is required to have a cell phone in the classroom for security reasons, it must be **turned off** and **out of sight** during testing. Possession/use of electronic communication devices during administration of the state assessment may result in misadministrations and test invalidations. See Appendix B (page 113) for a “No Cell Phones” sign.

Test proctors and test examiners need to immediately let the SAC know when an electronic device is left on, used, or goes off during a testing session. In turn, the SAC should contact the DAC. If there is any question as to how to proceed, the DAC should then refer to Jason Clymer at (303) 866-6808.

9.6 Limiting School and Classroom Access during Assessments

Only students, proctors/examiners, and authorized school, district, or state personnel may be in classrooms and testing areas when the assessments are given. Parents or other observers are not allowed in the testing environment. This requirement for limited access is for pre-test administration organization, distribution of the test materials, test administration (including the reading of instructions and when students are taking the sessions), and post-administration activities (such as booklet collection). Under **no** circumstances is anyone allowed to take any pictures or video of the testing materials. This can result in a misadministration of the test.

The media are not allowed to have access to the tests, or take pictures or video of the testing materials (including the front or back covers of test booklets and packaged boxes of testing materials for shipping), during **any** part of the assessment process. Not only is media presence in the school disruptive, it creates a non-standard assessment environment and can lead to misadministrations.

9.7 Security Expectations

It is the expectation of the Colorado Department of Education that all educational professionals or other trained personnel in schools know will be able to recognize what TCAP, CoAlt, or ACCESS for ELLs® test materials look like. DACS must ensure that every individual in the school is familiar with the assessments and they are not mistaken as “preparation” materials. Examples of distinguishable test features (Data Grid, Skunk Marks) can be found in Appendix B.

9.8 Procedures for Security/Safety Threats that Interrupt Testing

In the extremely rare event that there is a building evacuation or lock down during the administration of a state assessment (TCAP, CoAlt, ACCESS for ELLs®), use the protocol outlined below.

1. The safety and security of students and staff is our paramount concern.
 - a. Assume that the threat is real and initiate the district building evacuation/lock down procedure.
 - b. Clear/lock down the building as specified in the building security plan.
2. Because time is of the essence in an emergency situation, **leave test books in the classroom**. If time permits, have students close their test booklets. Collect the test booklets only if time permits.
 - a. Secure the classroom and building.
3. The building SAC and test proctors need to note the time of the disruption so that the remaining time for the session can be calculated.
 - a. When possible and feasible, record this information in writing.
4. When the all clear is given to re-enter the building, return to the classrooms.
 - a. Proctors collect and secure the test materials, if this has not already been done.
 - b. Allow sufficient time for all students and staff to be settled and regrouped in their designated areas.
5. As soon as possible, communicate the situation and circumstances to the DAC and determine how the situation should be resolved.
6. Prepare students for the continuation of the testing session.
 - a. Proctors identify for students how many minutes remain in the testing session. Proctors write on the board the start time and stop times of the session.
 - b. Ask students, “Are there any questions about the instructions for this session?”
7. Document the situation in writing with date and time stamp. Include specific details regarding the situation.
 - a. Details regarding what prompted the evacuation/lock down.
 - b. Action steps taken because of the security/safety threat.
 - c. Who was testing?

- d. Where were the students at the time of the incident?
- e. Which assessment(s), content area(s), grade level(s), and session(s) were in process at the time of the incident?
- f. Who was proctoring each assessment?
- g. Detailed timeline regarding scheduled test start time, time of the disruption, amount of time spent in evacuation/lock down, time the test session was resumed, and time the test session ended.
- h. Include any other pertinent details.
- i. Notify the Assessment Unit.

9.9 Disciplinary Action

Disciplinary measures for students involved in misadministrations and/or security breaches should be handled at the school or district level. In most cases, sanctions and disciplinary actions regarding staff involved in major test misadministrations and/or security breaches are handled at the district level. Districts must have a policy in place for addressing misadministrations that warrant sanctions or disciplinary procedures for students and staff. This local policy should include a process for informing the Educator Licensing Unit of all evidence of intentional staff misadministrations and security breaches and of disciplinary actions taken against staff. CDE reserves the right to pursue its own sanctions or disciplinary procedures for staff involved in major misadministrations and/or security breaches.

Section 10: The Testing Environment

10.1 Preparing the Testing Environment

The testing environment must be prepared in advance for the administration of TCAP, CoAlt, and ACCESS for ELLs® ensuring standard test-taking conditions for all students in Colorado taking the state assessments.

Choice of testing rooms

- Rooms must have adequate lighting, heat and a quiet atmosphere.
- Ideally, a testing environment should be a typical size classroom.
- Larger rooms may be used, but must have adequate security (see personnel section below).
- An adequate writing surface should be provided that accommodates the test booklet.

Freedom from distractions

- Multiple grades and multiple content areas must not be tested in the same testing environment at the same time.
- Only people involved in taking or administering the test should be in the testing environment.
- Appropriate actions should be taken to reduce noise, such as turning off alarms or bells.
 - Any type of music must not be played during the test.
- Place a DO NOT DISTURB sign on the door of the testing room.
- Place a NO CELL PHONES sign on the door of the testing room. (See Appendix B)

Disruptive students should be removed from the testing environment. Disciplinary action is the decision of the districts. Disruptive students may complete the testing session in a separate environment.

Seating arrangements

- Enough space should be allowed between students to prevent the sharing of answers.
- In some classrooms, study carrels, or table dividers, are used to allow multiple students to sit at the same table and test. Such may be the case in a science room that uses lab tables.
 - In situations where study carrels would be used as part of the normal classroom environment, they may be used for state assessments as well.
 - Study carrels must be tall enough to prevent students from seeing each other's work, but short enough to allow for active proctoring
 - Study carrels disrupt line of sight for test proctors. Test proctors in rooms with study carrels should be especially diligent in monitoring students

No food or drink is permitted on desks or near the test materials.

10.2 Posted Materials Guidelines

Anything posted in a classroom, or other area used for TCAP, CoAlt, or ACCESS for ELLs® administration, that provides information which could direct students to the correct answer for any test question, **must be covered or removed.**

The Assessment Unit strongly recommends that the SAC, or other designated personnel walk through all testing areas to ensure compliance with all posted materials guidelines. They should ensure that covered materials are properly secured. It can happen that insufficient material covers come undone during testing causing misadministrations.

Materials that must be covered or removed include wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed. Examples include, but are not limited to:

- multiplication tables
- number lines which demonstrate odd/even or decimal/fractional parts
- tables of mathematical facts or formulas
- tables of scientific facts or formulas
- fraction equivalents
- writing aids
- punctuation charts
- spelling or vocabulary lists
- phonics charts
- periodic tables
- All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students in Colorado.
- All support materials that may be perceived as influencing student responses.
- TCAP test proctors and CoAlt and ACCESS for ELLs® test examiners should discuss the appropriateness of any specific displays with their School Assessment Coordinator (SAC).
- Name tags that include any of the materials listed above, or that provide a writing surface.

Please note: No exhaustive materials list will be created due to the limitless possibilities. Always refer to the general guideline when making decisions about what should, and should not, be posted during TCAP, CoAlt, or ACCESS for ELLs® administrations.

10.2.1 Examples of Materials that MUST be Covered

- Posters that remind students of specific reading comprehension strategies need to be covered. This includes phonics charts.
- All posters produced by Read-Write/Step-Up to writing need to be taken down or be covered, because they have a heading indicating how the information can be used and they provide examples.
- Posters of a stoplight or Green/Yellow/Red/Yellow/Green must be covered if the poster tells what each color means. For instance, a poster of a stoplight that has “Go Sentence” written in the green light, “Slow Down! Reason, Detail, Fact, Transition” written in the yellow, “Stop and Explain” typed in the red circle, and “Go Back and Remind the Reader” in the last green light,” must be covered.
- Cover posters that define different kinds of writing (narrative, expository, descriptive, etc.).
- “Power Flowers” or posters with words and synonyms must be covered.
- A step-by-step poster of how to do long division, for example, must be covered.
- Multiplication charts must be covered.
- Number lines containing counting dots, fractions, decimals or irrational numbers must be covered.
- Rubrics that cue a student to the correct response or that provide hints to improve the overall student response.
- The Colorado assessment frameworks need to be covered.
- Reading and writing word walls need to be covered as do word walls in other content areas if they provide definitions for content specific words.
- Cover posters with punctuation marks accompanied by the name and correct usage.

10.2.2 Examples of Materials that Do NOT Need to be Covered

- Posters with letters and sounds (not phonics charts) may remain on the walls and uncovered for CoAlt and TCAP. (These must be covered for ACCESS for ELLs®)
- Displaying only the stoplight colors in order is okay, because it does not guide the writer to the meaning and use of the colors.
- Likewise, a poster with symbols may remain uncovered, if the symbols are not labeled. For instance, a poster with the heading “Narrative” and a triangle, box, and circle with a twist may remain uncovered as long as the triangle is not labeled “characters, where/when problem.” Also, the box must not be labeled, “What happens on the way to the solution,” nor the circle labeled, “Solution with a twist.”
- When the test is not a writing test, all writing posters may remain on the walls.
- Posters that refer to a process for approaching a test question may remain uncovered, since it does not guide a student to a specific answer.
- Posters referring to a process for approaching a problem may remain on the walls.
- Mathematics and Science word walls may remain uncovered as long as the words are not accompanied by their definitions.
- Number lines containing only positive integers may remain on the walls. Hundreds charts may remain on the walls.
- TCAP rubrics and writing checklists; however, contents cannot be altered in any way (e.g., color coding), and they must have been posted throughout the year. They cannot be posted solely for the duration of state assessments.

- Colorado Model Content Standards and benchmarks (assessment frameworks must be covered).
- Letter strips do not need to be covered.
- Name tags must be laminated, or completely covered in a way that prevents students from writing on them.

Section 11: Eligibility for Assessments and Accommodations

11.1 All Public School Students in Colorado Must Test

All public school students enrolled in a Colorado school in the grades tested must be accounted for in the Transitional Colorado Assessment Program (TCAP). This means that every student, regardless of language background or ability must be provided the opportunity to demonstrate their content knowledge on the TCAP or the CoAlt.

“Every student enrolled in a public school shall be required to take the (state) assessments (in the content areas and grades administered).” - Colorado Revised Statutes [22-7-409(1.2.a.1.d.I)].

One of the most important messages about TCAP administration procedures is this:

“All means All”

11.2 Should a Student Take TCAP or CoAlt?

All students, including students with Individualized Education Plans (IEPs), will participate in the state assessment system. Most students with disabilities will participate in the general TCAP. Some of those students may require accommodations to demonstrate their knowledge and skills. A very small number of students with significant cognitive disabilities may require the Colorado Alternate (CoAlt) assessment to demonstrate growth toward expanded benchmarks that are linked to the Colorado Model Content Standards.

The IEP team, which must include the parents, will determine the best fit in terms of assessment program based on student need, taking into consideration the alignment between what the student is learning and content being assessed in the general TCAP. Per federal requirements, there **must** be evidence of alignment between a student’s educational plan and accommodations provided on any of the state assessments, as well as any determinations for students to participate in the CoAlt. Students must be provided the opportunity to participate in the assessment system with appropriate accommodations.

It is not appropriate or ethical to give the CoAlt to students who do not qualify to take the assessment.

Decisions regarding participation in the General TCAP must NOT be based on:

1. A category of disability
2. A certain percentage of students
3. Time spent receiving special education services
4. Place where the student receives services
5. A student's reading level
6. An expectation of an unsatisfactory performance by the student
7. Poor attendance by the student
8. Ongoing disruptive behavior by the student

For more information regarding CoAlt eligibility visit the Exceptional Student Services Unit Web site at: http://www.cde.state.co.us/cdesped/download/pdf/EligibilityCriteriaWorksheet_AlternateAssessment.pdf

For more information regarding approved accommodations for students, please see the 2012-2013 Colorado Accommodations Manual.

11.3 Do Students Qualify to Take Lectura or Escritura?

In third and fourth grade, the Lectura/Escritura assessments may be provided to students. In order to be eligible for the Lectura/Escritura assessments, a student must be NEP or LEP, AND have had instruction in a language proficiency program three years or less AND have had instruction and assessments in their native language in Reading and Writing this year or last. FEP monitor year 1 or FEP monitor year 2 students may also be eligible for Lectura/Escritura if they are enrolled in a dual immersion bilingual education program AND have had instruction in a language proficiency program three years or less AND have had instruction and assessments in their native language in Reading and Writing this year or last.

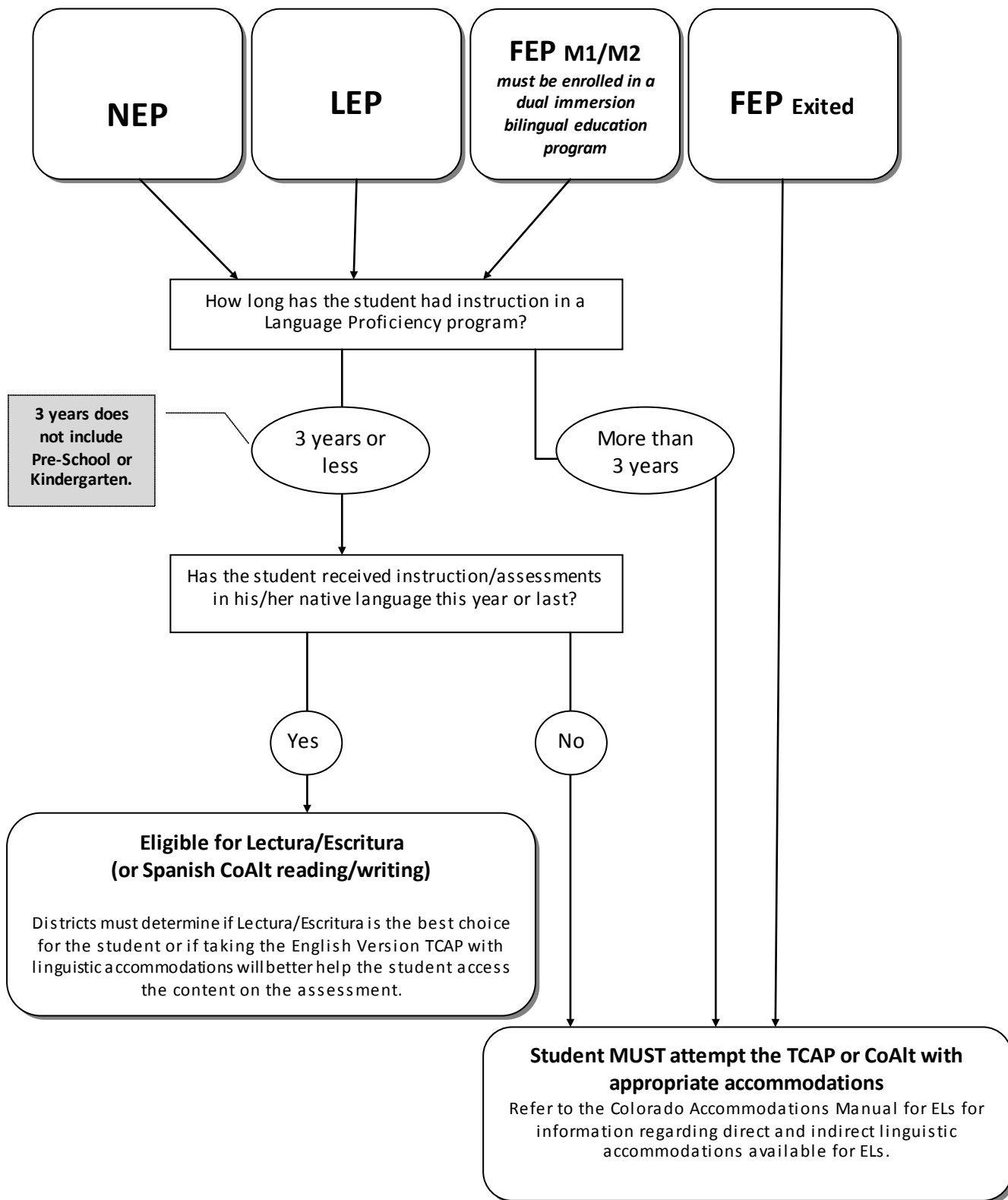
Students who do not meet these requirements must attempt the TCAP or CoAlt with appropriate accommodations. Districts must determine if Lectura/Escritura are the best choices for students OR if taking the English versions of TCAP will increase student access to the content of the assessment. A separate environment is required for the Lectura/Escritura assessment administration. Responses are scored in Spanish.

In addition to the guidance in the "Lectura and Escritura Decision Making Flowchart" on page 46, *The No Child Left Behind Act* allows native language assessments to be given to students who have been in the U.S. for 3 years or less. If the Local Educational Agency (LEA) determines, on a case-by-case basis, that academic assessments in a native language would yield more accurate information for a student, the LEA may assess the student in a native language for a period not to exceed two additional years in the US (bringing the total number of years in the U.S. by which a student can be assessed in their native language to 5 years).

Lectura and Escritura Decision Making Flowchart

Grades 3 and 4

ALL students must participate in the Colorado Student Assessment Program by taking either TCAP or CoAlt.



11.4 Planning for Accommodations during Assessment Administration

Assessment accommodations are changes made to the assessment procedures, in order to provide a student with access to comprehensible information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment.

When administering assessments, it should be recognized that unless a student is accustomed to a particular accommodation, introducing that accommodation at the time of the assessment may actually impede the student's performance. Therefore, accommodations used on statewide assessments must in use during instruction and on classroom and district assessments for at least 90 days prior to the start of the assessment window.

Accommodations must "level the playing field" for all students by providing an opportunity to access comprehensible material, without providing an unfair advantage to any student. Providing an accommodation for the sole purpose of increasing test scores is not ethical. Districts must have a plan in place to ensure and monitor the appropriate use of accommodations.

DACs and School Assessment Coordinators (SACs) should collect information regarding students who require testing accommodations with sufficient time to properly plan the test administrations. It is imperative that the test administration reflect what is documented in a student's formal educational plan, and only provide accommodations the student has been receiving during instruction, and on classroom and district assessments. Once the accommodations have been verified, the DAC and SAC can use this information to identify resources available and needed, such as space for small groups or individual administrations, sign language interpreters, translators and technology equipment. Care must be taken when scheduling accommodated assessments sessions so students do not intermingle with peers who have taken different assessment sessions.

Assessment proctors who are in "accommodated sessions" should receive training on the appropriate way to administer that specific assessment accommodation. Test proctors who administer the assessment to students with multiple accommodations must be trained on all applicable accommodations.

For more information regarding accommodations for statewide assessments refer to the 2012-2013 Colorado Accommodations Manual and the 2012-2013 Colorado Accommodations Guide for English Learners.

11.5 Determining Grade Level for Assessment Administration

C.R.S. 22-7-409 requires that students be tested at the grade level in which they are enrolled by the district. For example, if a student is enrolled as a 9th grader at the time of testing, he/she will take the grade 9 TCAP or CoAlt (and 9th grade ACCESS for ELLs® if a NEP or LEP student) assessments even if he or she took the same assessments the previous school year.

Please note that there may be students who start the 2012-2013 school year classified as 9th graders who are reclassified as 10th graders prior to the administration of the state assessments. These students **must** take the grade 10 state assessments. Similarly, there may be students who start the 2012-2013 school year classified as 10th graders who are reclassified as 11th graders prior to the administration of the state Assessments. These students **must** participate in the CO ACT or 11th grade Alternate assessment because they are 11th graders at the time of testing. Likewise they would take the 11th grade ACCESS for ELLs® if classified as a NEP or LEP student.

If a student takes a test for a grade in which they are NOT enrolled, it is considered a misadministration and the test must be invalidated. The student may not re-take the test in the correct grade.

Section 12: Assessment in Special Circumstances

12.1 Nonpublic Home-Based Educational Program

A student in a home-based educational program may take any grade-appropriate TCAP. The district's standard definition for classifying the grade level of a student will be used to determine the appropriate TCAP assessments.

Students in a home-based educational program must be assessed in a location (excluding private residences) mutually agreed upon by the parent/guardian and the student's district of enrollment. (It is *recommended that the TCAP be administered at a separate location, but within the school building, from the administration of the TCAP to public school students. Several large districts arrange to test all home-schooled students of all grade levels and content areas at the same time. This practice will avoid the confusion of test booklets for home-schooled students being returned for scoring with the test booklets for public students.*) **Each test administration must be held under standardized conditions. Personnel responsible for handling assessment materials and administering the TCAP assessments to home-schooled students must participate in mandatory assessment training conducted by CDE.**

CTB will generate Group Information Sheets (GISs) and School Group Lists (SGLs) for use in returning test booklets for students in a home-based educational program who elect to participate in the TCAP administration. Completed test booklets for students in a home-based educational program **must be** sent directly to the scoring center and not to CDE. Test booklets for these students **must be** listed under a separate GIS and SGL, as well as separate stack card and bundle. Write "**Home School**" on the stack card and package the home-school bundles in the same boxes as the other bundles.

Test booklets for students in a home-based educational program should be coded as follows: **On the front of the test booklet, complete the student name, district name and school name fields. In the district field, write "Colorado Department of Education" or "CDE." In the school field, write "Home School" and your district name. For example, if your school district name is Redwood School District, write in the school field "Home School Redwood." The student data grid must also be filled in with as much information as possible.**

TCAP results will be returned to the student's district of enrollment. It is then the district's responsibility to distribute the results to the student's parent/guardian. Scores are not included in school or district summaries.

Because the Colorado Department of Education can be required to disclose information, it is possible that the results for students in a home-based educational program will be requested. However, these results will not be available at a level below a state aggregate.

Important: Senate Bill 01-098 revised state statute regarding testing students in a home-based educational program. Colorado Revised Statutes, 22-7-409 (1.5) (III) states the following:

Nothing in this section shall be construed as requiring a child enrolled in a nonpublic school or participating in a nonpublic home-based educational program pursuant to section 22-33-104.5 to take an assessment or exam administered pursuant to this section, even though the child may also be attending a public school for a portion of the school day and therefore included in the pupil enrollment of the district.

Therefore, students in a home-based educational program enrolled in courses at a public school, for which there are TCAP exams, **are not required to take the TCAP exams.** For students in a home-based educational program electing to take the exams, their results will not be used to compute school, district, or state TCAP results (provided the district properly identifies them as home-schooled students).

Please note: CoAlt may **not** be administered to home schooled students as it is a different type of assessment with strict requirements around eligibility. In order for students to qualify for this assessment they must have an IEP and they must have the test administered by a licensed educational professional who knows the student best.

However: Although students in a home-based educational program are not required to take the TCAP exams, per Colorado state law [22-33-104.5(3)(f)], they must still be tested at specific grade levels.

Each child participating in a nonpublic home-based educational program shall be evaluated when such child reaches grades three, five, seven, nine, and eleven. Each child shall be given a nationally standardized achievement test to evaluate the child's academic progress, or a qualified person shall evaluate the child's academic progress. The test or evaluation results, whichever is appropriate, shall be submitted to the school district that received the notification required by paragraph (e) of this subsection (3) or an independent or parochial school within the state of Colorado. If the test or evaluation results are submitted to an independent or parochial school, the name of such school shall be provided to the school district that received the notification required by paragraph (e) of subsection (3). The purpose of such tests or evaluations shall be to evaluate the educational progress of each child. No scores for a child participating in a nonpublic home-based educational program shall be considered for awarding academic performance ratings pursuant to section 22-7-604 or for accreditation pursuant to article 11 of this title.

School districts are **not** responsible for providing the required assessments for home-based students. These tests may include, but are not limited to, ITBS, ITED, Terra Nova, etc. Information about these assessments may be found on a variety of parent-preferred Web sites serving the home school community.

12.2 Private Schools

For the 2012-2013 school years, there is a cost per student for private schools to administer the TCAP. A private school may elect to administer as many TCAP assessments as they desire.

- Private school personnel responsible for handling of assessment material will participate in mandatory assessment training
- Private schools must administer TCAP during the assessment window specified by the Colorado Department of Education, according to standard procedure.
- In order for a private school to receive results, TCAP must be administered to all students in all grades served by the school.

When ordering test booklets, private schools that want to have the TCAP administered should contact:

Angelica Gordon
1.800.538.9547 (Ext. 6316)
Fax: 1.888.282.9579

12.3 Retained Students

Students in grades 3 – 10 will be tested for TCAP and CoAlt at the grade level in which they are enrolled. Students in grades K-12 will take the ACCESS for ELLs® at the grade level in which they are enrolled. For example, a student retained in the 5th grade will take the 5th grade TCAP or CoAlt and the 5th grade ACCESS for ELLs® assessments the following year.

According to Colorado Revised Statute 22-7-409 (1.2) (d) (I) *Every student enrolled in a public school shall be required to take the assessments administered pursuant to subsection (1) of this section at the grade level in which the student is enrolled, as determined by the school district.*

12.4 Dropout Students

For the purposes of state assessment administration, a dropout student is a student who is at least seventeen years of age and for whom there is clear evidence of permanent departure from the school system. There is no need to return a blank test booklet with a completed Student Data Grid for these students. However, all blank test booklets must be returned. A student who is at least seventeen years old and is currently enrolled in school is not considered a dropout student.

12.5 Expelled Students

It is the district's responsibility to ensure that every effort is made to test expelled students receiving educational services. Expelled students who take the assessment should be coded as "1" for '**District use only – A**' on the Student Data Grid. For students not tested, a blank test booklet must still be submitted under the GIS for the last school those students were associated with, and "1" for '**District use only – A**' on the Student Data Grid should still be bubbled in. Assessment results for these students will be included in the district's report, but they will not be included in school reports.

If the expelled student has refused educational services from the district, and there is documentation to prove refusal, the student need not be tested and the student's results will not be included in the district's report. There is no need to return a blank test booklet with a completed Student Data Grid for these students. However, all unused blank test booklets must still be returned.

12.6 Suspended Students

Since students who have been suspended are enrolled in the public schools, it is the district's and the school's responsibility to ensure that instruction and assessment is offered to these students. If the student is not tested, the Student Data Grid on the test booklet should be completed and returned for that student. The results for suspended students will be included in the district's report as well as the school's report.

12.7 GED Students

Any student enrolled in the 9th or 10th grades is required to take the TCAP or CoAlt. Any student enrolled in the 11th grade is required to take the CO ACT, or the 11th Grade Alternate. Every student enrolled in grade K-12 who is NEP or LEP is required to take ACCESS for ELLs®:

- Students enrolled in a GED program only (not as a 9th, 10th, or 11th grade student), are exempt from the test. There is no need to return a blank test booklet with a completed Student Data Grid.
- Students additionally enrolled in a regular educational program in the 9th, 10th or 11th grades, must take the required state test.
- GED recipients who have returned to school to receive a diploma are **NOT** exempt from taking the required state tests.

12.8 Foreign Exchange Students

Foreign exchange students must be tested as all other students.

12.9 Chronically Absent Students

This refers to students that are enrolled in a school, regardless of whether or not they actually attend. If students are enrolled in a school, regardless of whether or not they actually attend school, the school is responsible for testing and accounting for the students. A test booklet with a completed “Student Data Grid” should be returned, and if absent for the entire assessment, coded as “test not completed.”

12.10 Open Enrollment Students

“Open Enrollment Students” refers to students who have enrolled in a school other than their neighborhood school through an open enrollment policy. Open enrollment students must be tested and coded to their school of enrollment.

12.11 Part-time Students

Students who are enrolled part-time must be tested. However, this does not apply to students who are also home-schooled or students who are dually enrolled in a private school.

12.12 Online Students

Students participating in an online program are enrolled in a Colorado public school per state law [CRS 22-30.7-105 (2) (a,b,c)], and must take the assessments pursuant to section 22-7-409. Assessments are coordinated through the online school district coordinator, and must be given at a school or testing site. Secure materials may not be taken off the testing site. The school district in which the student is enrolled is responsible for TCAP and/or ACCESS for ELLs® testing. Arrangements can be made with a different district, but only when approved by the DAC for that district.

IMPORTANT NOTE FOR SCHEDULING TESTING OF ONLINE STUDENTS: Test security requires that all students take the tests in a standardized manner—*at the same time, using the same test, and with no student interaction. Multiple grades and multiple content areas must not be tested in the same testing environment at the same time.* For further questions regarding this policy, please contact Jason Clymer at (303) 866-6808.

12.13 Dually Enrolled Students

In instances where a student is dually enrolled in both an online school and also at a “brick and mortar” school, **both** schools must assure that students are appropriately assessed, and that student scores are attributed to the appropriate school.

12.14 Unforeseeable Circumstances

At times, students suffer from unforeseeable circumstances less than three months prior to the start of testing, such as a broken arm or a car accident. If, as a result of these unforeseeable circumstances, a student requires a standard accommodation for TCAP (e.g.; a scribe or assistive technology device is needed for a student who breaks his or her writing arm), the student may be provided the necessary accommodation or accommodations. **Please note:** This exception pertains only to unforeseeable circumstances and not those that could have been reasonably predicted by school or district personnel. As with all accommodations, the primary accommodation must be documented on the data grid of the student’s test booklet. For more information see the Colorado Accommodations Manual.

If a student is going in for major surgery and will miss the entire testing window due to rehab time, the school must account for this student if he/she is still enrolled.

- If the student has been approved for, and is receiving district educational services, a blank test booklet must be submitted with a completed student data grid. The Test Invalidation box should be coded as ‘**B – District Ed. Services**’.
- If no district educational services are being received, a blank test booklet must still be submitted with a completed student data grid. However, the Test Invalidation box should be coded as ‘**5 – Test not completed**’.

12.15 Students with Illnesses/Health Issues

For students who are enrolled in a school, but are not physically able to attend classes due to an illness or accident, the school must account for these students by submitting blank test booklets with completed Student Data Grids. In the Test Invalidation Box, the student booklet should be coded as '5 –Test Not Completed'.

If a student is home-bound due to rehabilitation, the School Assessment Coordinator (SAC) may **not** administer the TCAP to the student in his/her home (see rules for homebound students below). Tests must not be given in a non-standard manner, and cannot leave the school/testing site.

Please note: If there are specific student needs relative to the testing environment for a student on an IEP or 504, a **non-standard accommodation request** can be made. Please see the 2012-2013 Colorado Accommodations Manual for the TCAP, CoAlt and ACCESS for ELLs® assessments for more information regarding non-standard accommodations.

12.16 Students Receiving District Educational Services through Homebound Education

For students who are receiving instructional services through the district for reasons of health or profound emergency (not disciplinary reasons), districts must submit a blank test book with a completed Student Data Grid. In the test invalidation box, the student should be coded as "B - District Ed. Services." Tests must **not** be given in a non-standard manner and cannot leave the school/testing site.

Please note:

- If there are specific student needs relative to the testing environment for a student on an IEP or 504, a **non-standard accommodation request** must be completed. This request only applies for the TCAP, CoAlt and ACCESS for ELLs® assessments.
- If a student is at home due to an injury or illness, but is not considered "Homebound" by the district, and an application to receive district educational services has not been filed, this invalidation code **does not** apply. Instead, the student booklet should be coded as '5 –Test Not Completed'.

IMPORTANT: The Assessment Unit does not support the testing of grievously ill students.

12.17 Students Placed Out-of-District by a Public Agency

This section refers to students who are placed by a public agency in Residential Child Care Facilities, Residential Treatment Centers, Day Treatment Programs or Hospitals with on-grounds schools approved by the Colorado State Board of Education. These types of facilities are also known as "Eligible Facilities", "Alternative Facilities", or "Approved Facility Schools". The list of facilities that currently fall under these categories can be found at the link below:

<http://www.cde.state.co.us/facilityschools/index.asp>

Students who are placed in these types of state operated programs will participate in the TCAP, CoAlt, and/or ACCESS for ELLs® as appropriate. CDE acts as the school district for purposes of distribution of materials. There

will be a state aggregate report for students in out-of-district placement - scores are not included in either the local school district or the student’s home district reports.

The facility must return a test booklet for every student in out-of-district placement with the appropriate information completed, whether or not the student actually completes all of the testing sessions. After scoring, individual student information will be sent to the facility in which the student took the test. If the student is no longer in placement at the facility, it is the facility’s responsibility to forward the information to the student’s district of residence.

Further questions regarding facilities should be directed to:

Kama Linscome
303-866-6976
linscome_k@cde.state.co.us

Please note: Refer to “[Out-of-District Center-Based Students](#)” in this manual for those students who do not fall under this section, but who were enrolled in a school located in a district other than their district of residence, because their district of residence cannot meet the students’ unique needs.

12.18 Students Attending Facilities Where the District of Location Provides the Educational Services

Students who are attending facilities where the district of location provides the educational services take the TCAP, COAlt, and ACCESS for ELLs® as appropriate at the facility. The district of location administers the tests. Resident student scores should be attributed to a school in the district. Non-resident student scores should be attributed to a school in the district of residence. For non-resident students, the DAC for the district of location should work with the DAC for the district of residence to make sure that the test books are returned under a school in the district of residence. There are four institutions that fall under this guideline:

District	Facility
Adams-Arapahoe 28J	APS Children’s Hospital Medical Day Treatment
Jefferson County R-1	Adolescent and Family Institute of Colorado
Montrose County RE-1J	Robert A. Brown Center for Youth
Greeley 6	Kathleen Painter Littler Center

12.19 Detained Students

Students who are detained in a regional detention facility are required to take the state assessments, including TCAP, CoAlt, and ACCESS for ELLs® as appropriate. The district responsible for providing educational services at the detention facility is also considered the district of enrollment for state assessment administration purposes. Results for detained students remain with the youth service center where these students received educational services and took the assessment.

12.20 Incarcerated Students

The term “Incarcerated Students” refers to students who have been committed to the Division of Youth Corrections (the juvenile correctional system) and are placed in a state-operated program.

Students who should be tested in their home district include:

- Students who are enrolled in a public school and are incarcerated in the juvenile system at some point during the school year, but return to school prior to or during the assessment window.
- Students who were incarcerated prior to the beginning of the school year, but enter school a minimum of thirty days prior to the beginning of the TCAP window.

Students who were incarcerated prior to the beginning of the school year, but enter school twenty-nine or fewer days prior to the testing window for TCAP, CoAlt or ACCESS for ELLs® should not be tested by the school district. A blank test booklet does not need to be turned in for these students.

Students who are incarcerated in the Department of Corrections (the adult prison system) are exempt from the Colorado state accountability assessments.

The TCAP will be administered to students who are incarcerated in the Division of Youth Corrections (DYC) and placed in a DYC state-operated program during the assessment window. DYC will be included with other “Students Placed Out-of-District by a Public Agency” for purposes of TCAP administration.

Further questions regarding incarcerated students should be directed to:

Michelle Bergman
303-866-7973
michelle.bergman@state.co.us

Section 13: Students Enrolling or Moving During Testing

All new students enrolled during the regular testing window must be tested. A test booklet with a completed Student Data Grid should be returned for all students.

13.1 When a Student Moves to a Colorado School in the Same District

- The student only needs to complete the assessments at the new school that he/she has not yet completed.
- The student's former school should be contacted to determine if he/she has completed any assessments or portions of an assessment. This communication must be facilitated/managed by the DAC.
- Any **previously completed** test booklets for the student (i.e., test booklets that were completed before the student moved) must be returned with the former school's materials for scoring. The scores of these tests will be included in the former school's results.
- Any **partially completed** test booklets may be hand-carried by the DAC, or sent by FedEx (or a similar shipping service), to the new school.
 - All scores for these test books will be included in the new school's results, unless other arrangements are made between the schools.
 - The DAC must coordinate and help the schools come to an agreement relative to score attribution.
 - Test booklets are secure and cannot be mailed by standard mail to another school. However, USPS Overnight with tracking is an acceptable method of shipment.

13.2 When a Student Moves to a Colorado School in a Different District

- The student only needs to complete the assessments in the new district that he/she has not yet completed.
- The student's former district should be contacted to determine if he/she has completed any assessments or portions of an assessment. This communication must be facilitated/managed by the DACs in each district.
 - If the DAC from the former district is aware of where the student is moving, it is encouraged that they contact the DAC in the new district with this information.
 - If the DAC from the new district has not heard from the former district, it is their responsibility to then contact the former district for this information.
- Any **previously completed** test booklets for the student (i.e., test booklets that were completed before the student moved) must be returned by the former district for scoring. The scores of these tests will be included in the former district's results.
- Any **partially completed** test booklets may be hand-carried by the DAC of the former district, or sent by FedEx (or a similar shipping service), to the DAC of the new district.
 - All scores for these test books will be included in the new district's results, unless other arrangements are made between the districts.
 - The DACs from each district must coordinate and come to an agreement relative to score attribution.

- Test booklets are secure and cannot be mailed by standard mail to another school. However, USPS Overnight with tracking is an acceptable method of shipment.
- Test booklets with no completed sessions for students who withdraw during the test window should be coded as '**6 - Withdrew before completion**' and returned with the "To be Scored Materials".
 - The scores of students who withdrew before testing could be completed are not included in the former district's results.

13.3 When the Testing Window Is Almost Over: TCAP

Any student who enrolls prior to the completion of testing within the district must be tested in content areas he/she has not already completed. It is considered unethical to delay enrollment of any student until after the assessment window closes. If the testing window in the new school/district is almost over, determine if the student can complete at least one content area assessment with the time remaining.

Please note: If the student enrolls during make-up sessions, the school does not need to administer the TCAP to the new student.

13.4 When the Testing Window Is Almost Over: CoAlt

Any student who enrolls prior to the completion of CoAlt testing must be tested if he or she has not already completed it at another school. It is considered unethical to delay enrollment of any student until after the CoAlt window closes. Please note that for CoAlt that the state 6-week window is the allowable time for testing. If a student moves into a district after all other testing has been completed, but the state six-week window is still open, those students must be tested if it is possible to complete the assessment.

13.5 When the Testing Window Is Almost Over: ACCESS for ELLs®

Any student who enrolls prior to the completion of ACCESS for ELLs® testing must be tested if he or she has not already completed it at another school. It is considered unethical to delay enrollment of any student until after ACCESS for ELLs® window closes. Please note that for ACCESS for ELLs®, that the state 5-week window is the allowable time for testing. If a student moves into a district after all other testing has been completed, but the state five-week window is still open, those students must be tested if it is possible to complete the assessment.

13.6 When a Student Moves Out of State during Testing

When a student moves out of state during the testing window, any **completed** test booklets must be turned in for scoring. Test booklets that are **partially completed** or **incomplete** should be coded as '**6 - Withdrew before completion**'.

13.7 When a Student Enrolls from Out of State during Testing

When a student enrolls from out of state during the testing window, the district must test the student in as many content areas as possible. Any **completed** test booklets must be turned in for scoring. Test booklets that are **partially completed** or **incomplete** should be coded as '5 – Test not completed'.

13.8 Examples

- a) All testing in District A is scheduled to be completed by April 7. A grade 7 student enrolls on April 3. After checking with the Colorado school from which the student transferred, the new school discovers that the student has completed the Reading/Writing test, but not the Mathematics test. The new school must then test the student in Mathematics and return the Mathematics test with its other grade 7 Mathematics tests.
- b) All regular testing in District B is scheduled to be completed by April 7. A grade 7 student enrolls from out of state on April 5. Because the student has enrolled from Nevada, no TCAP tests have been completed. The new school must test the student in as many content areas as possible, and the student should complete whatever assessments are scheduled for those two days. The school is responsible for submitting test booklets for any tests that have been completed and blank/incomplete test booklets for any tests that have not been completed.

Please note: Students cannot be denied enrollment during the assessment window.

- c) All testing in District C is scheduled to be completed by April 7. A grade 7 student enrolls on April 8. The school is not responsible for submitting any test booklets, because the student has enrolled after all testing in the district has been completed.
- d) District D finished regularly scheduled testing sessions on April 1. Make-ups are scheduled to be finished on April 8. A new 7th grade student enrolls the week of April 8th. The student has enrolled from Texas, and no TCAP assessments have been completed. Because the student is enrolling after the regularly scheduled assessments have already been administered, it is at the district's discretion as to whether or not the student takes the assessment.

Please note:

- If the student does take the assessment, their scores will not be included in accountability measures, because the student is both "New after October 1" and not "Continuously Enrolled for One Year".
- The district may choose to gather this piece of information for the student's record anyway, as it is needed to help track a student's progress using the Colorado Growth Model (<http://www.cde.state.co.us/cdeassess/growthmodel.html>).

Section 14: Assessment Administration

14.1 TCAP Administration

The TCAP is administered by test proctors, who are supervised by school assessment coordinators, who are supervised by district assessment coordinators. DACs and SACs are responsible for training test proctors in the administration of the assessment and that administration of the TCAP follows the rules:

- Test sessions for one grade level and content area must be given to an entire school at one time
- Test proctors must follow the instructions and script in the Test Proctor’s Manual **Exactly**
- Test proctors are responsible for maintaining the security of the assessment and must not read, study, memorize, reproduce, transmit or recount any test content
- SACs must establish school site specific procedures for checking out and returning of test materials, handling absent students, make-ups and unexpected interruptions of testing for individual students, classes, or the whole school
- Test proctors must know and implement school-site specific procedures
- TCAP test administration must comply with all of the procedures described in this Procedures Manual

14.2 CoAlt Administration

The CoAlt test administrations follow the procedures described in the CoAlt Test Examiner’s Manual **and** the applicable procedures in this manual. Procedures in the CoAlt Test Examiner’s Manual take precedence over those in the Procedures Manual.

14.3 ACCESS for ELLs® Administration

ACCESS for ELLs® has specific instructions for its administration that can be found on the WIDA website. Some WIDA procedures differ from Colorado procedures. Please note the following:

- Both Colorado test procedures and WIDA test procedures must be observed when administering ACCESS for ELLs®
- When Colorado test procedures and WIDA test procedures are in conflict, follow the WIDA test procedures *except*:
- When administering ACCESS for ELLs®, Colorado posted materials guidelines from this Procedures Manual must be followed.

For questions and further clarification, please call Heather Villalobos Pavia in the Assessment Unit.

14.4 Administering Only One Grade Level and Content Area

In each test session, only one grade level or content area may be assessed at one time, in one location. It is impermissible for a test proctor to proctor multiple groups at the same time. For example, it would not be permitted for two different grade levels of math to test in the same room at the same time.

- Proctors must read the script in the Proctor’s Manual during the administration of each session of the assessments.

- **It is NOT allowable** to identify items students did not complete either during or after the test and/or point these out to students. Test proctors remind students to complete all of the items as a part of the general instructions before the test session and they remind students to check to be sure they have completed each item when there are 10 minutes remaining in the test session.

14.5 TCAP 30 to 1 Student to Proctor Ratio

Test sessions require a student to test proctor ratio of 30:1 or less. You may schedule test sessions that include more than 30 students, but an additional test proctor must be present for each additional 30, or fraction thereof, students.

- Proctors must only administer the assessment for one session in one content area at one grade level in the testing room at a time.
- Minimally, there must be one proctor for each testing room of 30 students.
- The student-to-proctor ratio must not exceed 30 to 1. That is, no more than 30 students may be in one room with one proctor, and more students require more proctors. For example when 43 students are in a testing room, there **must** be 2 proctors.
- Active proctoring is essential during the administration of the assessment. Proctors must remain attentive and remain in the room during the entire testing session. They should circulate throughout the room during the test. (*Reading, grading papers or other work must not be performed.*)

14.6 General Assessment Administration Procedures

When administering the test, three factors should be kept in mind: standardization, documentation and ensuring that all students have a fair opportunity to show what they know.

1. Active proctoring
2. Test Proctors must read the entire Test Proctor's Manual *prior* to test administration.
3. Test Proctors must understand that their role during assessment is different than that of a teacher. Test Proctors must not coach, encourage, clarify assessment items, or otherwise perform any action that might influence a student's answers on the test.
4. Test Proctors should double check which session they should be administering before beginning test administration. Giving the wrong test session is the single most common cause of multiple misadministrations.
5. Test Proctors must read the script for directions to students *exactly* as they are printed in the Test Proctor's Manual
6. Write on the board/white board/chart paper at the time of testing:
 - ✓ start and stop times,
 - ✓ session number,
 - ✓ page numbers, and
 - ✓ range of item numbers.
7. Account for all test booklets and keep them in a secure location per chain of custody requirements.
8. When a student's test booklet has been damaged or an alternate format has been used (such as Braille), transcribe exact student responses, including grammatical errors and incorrect responses

9. Return a TCAP book with a completed student data grid for every student not taking CoAlt, with the appropriate invalidation code bubbled in.
10. Follow security regulations for distribution and return of secure test materials as directed, accounting for all secure test materials before, during and after testing.
11. Report any missing test booklets or irregularities to the School Assessment Coordinator (SAC).
12. The Proctor's Manual for TCAP has the script for the "10-minute warning" that proctors must say.
 - **Please note:** Count-down timers are considered a non-standard accommodation and need to go through the proper approval procedures as outlined in the 2012-2013 Colorado Accommodations Manual.
13. Return all used and unused test booklets and related assessment materials to CTB/McGraw-Hill.
14. Ensure that test examiners for CoAlt are aware that the student may have breaks as needed.
15. Alert CoAlt test examiners to the correct way to transfer student responses into the rating form.

Test Proctors...

1. Do NOT...give examinees access to test questions prior to testing.
 - This includes administrative staff viewing test booklets ahead of time, in order to give information on the potential content of test questions to teaching staff.
2. Do NOT...copy, reproduce or use in any manner inconsistent with test security regulations, all or any portion of any secure test booklet, for any reason.
3. Do NOT...allow students to have cell phones in the testing area.
4. Do NOT...share an actual state test instrument in a public forum.
5. Do NOT...coach or provide feedback to students before, during or after testing.

Note: This includes all student work during the writing sections on any of the assessments (including the PLANNING section and DRAFT booklets for TCAP).

6. Do NOT...influence, alter or interfere with examinees' responses in any way.
7. Do NOT...deviate from the prescribed administration procedures specified in the test proctor's or test examiner's manuals in order to boost student performance.
8. Do NOT...allow students to use dictionaries, thesauri or word processors with spell and grammar check on the reading and writing assessments without an approved accommodation.
9. Do NOT...participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.
10. Do NOT...attempt to score student responses on TCAP or CoAlt before returning the tests to CTB. After testing is completed, test booklets are to be returned to the district, packaged and kept secure until they are picked up.
11. Do NOT...administer CoAlt to a group of students. It must be administered individually.

14.7 Guidelines for Students during Assessments

TCAP ACCESS for ELLs®	Students are not allowed to use scratch paper or 'Post-its'. All work must be done in the designated area of the test booklet as long as it does not interfere with the scoring (<i>see next below</i>).
TCAP ACCESS for ELLs®	Writing in the margins outside of the borders of the pages is NOT allowed. If a student covers the tracking bars in any way, this will cause a problem with scoring.
TCAP ACCESS for ELLs®	Students must NOT use highlighters, markers, colored pencils or mechanical pencils because the scanner will not read the response and any ink may bleed through to the other side of the page. (If students use highlighters as an approved accommodation as outlined in their official plan, then the scannable test book must be transcribed). Note: Highlighters are permitted for students taking ACCESS for ELLS®
TCAP CoAlt ACCESS	With the exception of certain sessions in Grades 9 and 10 TCAP Mathematics, students must NOT use calculators for the assessments.

for ELLs®	
TCAP ACCESS for ELLs®	Writing prompts or test items on the blackboard is NOT allowed. The directions for the grades 4-10 writing assessment allows a student to review the prompt, his/her plan, and their initial draft prior to writing their final draft in the test booklet.
TCAP CoAlt ACCESS for ELLs®	Students may NOT receive feedback or coaching during any part of the writing process or on any constructed response items. This includes the work in the PLAN and DRAFT booklets before the FINAL COPY is written in the TCAP test booklet. Standardized opportunity must be provided for independent student work to be completed during the entire writing process from the plan, draft and final product. Failure to follow this guideline will result in a misadministration.
TCAP	An optional PLANNING area for each short constructed writing prompt is provided on the last page of the DRAFT booklet. Students may NOT receive feedback or coaching during any draft writing exercise.

Some students with a documented need may require accommodations on statewide assessments. The purpose of accommodations is to reduce or eliminate the effects of a student's disability by giving the student access to the content on the assessments. Only some accommodations used during instruction are allowable during assessment. **It is the responsibility of the DAC to ensure only approved accommodations are used during the assessment administration.** For more information on accommodations for statewide assessments please refer to the 2012-2013 Colorado Accommodations Manual, and the 2012-2013 Accommodations for ELs Guide.

If a student is given an accommodation that is not approved, the DAC is responsible to mark the “nonapproved accommodation” bubble on the student data grid. The student will receive a “no score” and will not count towards participation on the assessment.

14.8 Completing a Test Session before Time is Up

If a student is sure he/she is completely done with the test before the time expires, the proctor should remove the test booklet from the desk/working area. The proctor can simply ask the student, “Are you completely done with this session?”

- The test booklet cannot be given back to the student once the proctor has removed it.
- When the test booklet is removed, the student may (1) sit quietly or (2) read.
- Some schools or districts do not give students the option to read if they complete test sessions early. If this is the case, test proctors must be trained to read the alternate script in the Test Proctor’s Manual (see below).

SAY When you finish checking your work in Session 2, close your test book and place your pencil on top of the book. Sit quietly until everyone has finished and the 60-minute testing session has ended. You may read a book or sit quietly, but you must **not** do any writing.

Some districts or schools do not permit students to read after they have finished a test session. If you have been instructed that students may not read after they have finished the testing session, then instead of reading the last sentence above,

SAY You must **not** do any writing.

- Students **may NOT** write. **No scratch paper or written class assignments** are permitted on a student's desk at any time during a test session. This eliminates the chance of:
 - the student going on to another test section, doodling, or coloring on the test booklet.
 - potential breach of test security, or perceived breach of test security, through the opportunity to copy questions and answers on any type of paper.
- Students may not engage in any other activities (e.g., listening to head phones, using cell phones, playing hand-held video games). If there is inappropriate behavior that is bothering other students, then the proctor should follow the school's discipline procedures, (i.e., removal of the student from the testing area, or other agreed upon established procedure).

Please note: Students must be afforded the opportunity to use the entire amount of time allotted for a test session. Under the rare occasion that a whole group finishes a session before the time expires, students are still expected to sit quietly or read once the proctor has picked up the test booklets. This protocol must be followed during make-up sessions as well.

14.9 Procedures for Security/Safety Threats that Interrupt Testing

In the extremely rare event that there is a build evacuation or lock down during the administration of a state assessment (TCAP, CoAlt, ACCESS for ELLs®), use the protocol outlined below.

8. The safety and security of students and staff is our paramount concern.
 - a. Assume that the threat is real and initiate the district building evacuation/lock down procedure.
 - b. Clear/lock down the building as specified in the building security plan.
9. Because time is of the essence in an emergency situation, **leave test books in the classroom**. If time permits, have students close their test booklets. Collect the test booklets only if time permits.
 - a. Secure the classroom and building.
10. The building SAC and test proctors need to note the time of the disruption so that the remaining time for the session can be calculated.
 - a. When possible and feasible, record this information in writing.
11. When the all clear is given to re-enter the building, return to the classrooms.

- a. Proctors collect and secure the test materials, if this has not already been done.
 - b. Allow sufficient time for all students and staff to be settled and regrouped in their designated areas.
12. As soon as possible, communicate the situation and circumstances to the DAC and determine how the situation should be resolved.
13. Prepare students for the continuation of the testing session.
- a. Proctors identify for students how many minutes remain in the testing session. Proctors write on the board the start time and stop times of the session.
 - b. Ask students, "Are there any questions about the instructions for this session?"
14. Document the situation in writing with date and time stamp. Include specific details regarding the situation.
- a. Details regarding what prompted the evacuation/lock down.
 - b. Action steps taken because of the security/safety threat.
 - c. Who was testing?
 - d. Where were the students at the time of the incident?
 - e. Which assessment(s), content area(s), grade level(s), and session(s) were in process at the time of the incident?
 - f. Who was proctoring each assessment?
 - g. Detailed timeline regarding scheduled test start time, time of the disruption, amount of time spent in evacuation/lock down, time the test session was resumed, and time the test session ended.
 - h. Include any other pertinent details.

14.10 Students Who Become Ill during Testing

If a student appears ill or indicates he/she as being ill prior to the start of the assessment, attending to the student is the first priority. Schools must be proactive in preparing for such circumstances by having an adult available who can escort an ill student to the office. Under no circumstances should a child who is ill come back to the classroom to take a state assessment. Make-up sessions are provided for exactly this purpose.

If a student becomes ill during the administration of the assessment, the student may make up any incomplete or missed sessions at a later time, but he/she **may not** change responses to any questions he/she already answered. The student is to receive the remaining time from the original session in which to finish.

14.11 When a Student Response Requires Action by School Personnel

On rare occasions, students will include information in test booklets that does not pertain to the assessment, but may require some sort of authoritative and immediate action (e.g., threats to others, personal accounts of violence, mental health concerns, etc.).

If this is discovered before the test booklets are sent back for scoring, the DAC must be contacted before any other action is taken. In turn, the DAC will work with the Office of Student Assessment to ensure the proper procedure is followed regarding these types of situations.

In these instances, DACs should contact:

Jason Clymer
303-866-6808
Clymer_j@cde.state.co.us

Please note: During the scoring process, CTB does pull student responses that contain (1) potentially sensitive or distressing content, or (2) that show a possible testing irregularity (e.g., two different types of handwriting are present). These “alert papers” are passed on to the Office of Student Assessment so that they can be distributed back to the districts. A letter that includes directions on the necessary steps that need to be taken will accompany them.

14.12 Damaged Test Booklets

Do NOT use tape on any part of the test booklet. If there is a rip or a tear in a booklet, a trained adult must transcribe all student work into a new test booklet for scoring. The torn booklet must be returned to the appropriate vendor (CTB/McGraw Hill for TCAP and CoAlt, MetriTech for ACCESS for ELLS®) with the “NOT TO BE SCORED” materials. Refer to the following section (Section 11) for more information on those specific requirements.

Section 15: Transcribing

15.1 Transcription Directions

Transcribing occurs after the administration of a test, when either the student provided answers to multiple choice and/or constructed response items in an alternate format (e.g., Braille, large print, typed pages), or the original test booklet for a student is unscorable (e.g., pages are severely torn).

Transcribing is **NOT** an accommodation, so there is no bubble to fill in on the student data grid. **Response accommodations for ELs are discussed separately in Section 16.2.**

- (1) In an unused test booklet, the transcriber must copy the student’s marks or responses to constructed response items exactly; including all errors in grammar, mechanics and spelling **using a graphite-based wooden #2 pencil**. When the student has used Braille as a response format, the transcription of this information into the regular test booklet should be completed by an appropriate professional; such as, a teacher certified in the area of visual disabilities or a district Brailist.

- (2) **Transcriptions must take place in a private, secure environment and, whenever possible, under the direction of the School Assessment Coordinator (SAC).** The education professional responsible for transcribing booklets must sign a confidentiality agreement with the district. A sample confidentiality agreement is included in Appendix B, page 118.
- (3) On the original (damaged or alternate form) booklet:
 - “TRANSCRIBED” must be marked across the front cover, and all identifying barcodes must be blanked out with one of the spare (blank) labels provided in the Test Coordinator Kit. (An example of the front cover and the back cover of a transcribed book can be found in Appendix B)
 - Any bubbles marked on the student data grid must be erased.
 - The books marked “TRANSCRIBED” are then sent to CTB along with the “DO NOT SCORE” materials.
- (4) All test materials (including the damaged test booklet, Braille and large print test booklets and typed student responses) must be returned to the SAC so that they can then be turned over to the District Assessment Coordinator (DAC).
- (5) After transcription, the scannable student booklet must be returned to CTB with the “To Be Scored” materials.

Please note: Only scannable test booklets are scored. Any student response accommodation (such as Braille or large print versions of the test) must be transcribed into a scannable booklet, as well as student responses in damaged test booklets, in order for a score to be generated.

If the SAC has questions about transcribing test booklets, he/she must contact the DAC for more information.

15.2 Translated Transcription: Response Accommodations for ELs Taking TCAP or CoAlt

English Learners may be eligible for linguistic accommodations. Please refer to the 2012-2013 Assessment Accommodations Guide for Colorado’s Statewide Assessments, Selecting Assessment Accommodations for English Learners available at <http://www.cde.state.co.us/cdeassess/publications.html> for specific details regarding linguistic accommodations permitted for ELs on TCAP and additional guidelines regarding administering these accommodations.

Two linguistic accommodations require transcription. ELs may respond either orally or in writing in the native language for the content areas of Reading, Math and Science.

Native language responses for Reading, Math and Science will not be scored unless the booklet is translated to English and transcribed into a new booklet. The booklet may be exactly translated and then transcribed into a new student booklet. The transcription must be done by an educational professional fluent in the student’s native language. Responses are to be transcribed exactly as written.

All of the procedures regarding transcribing of test booklets must be followed.

The TCAP Writing assessment measures students’ ability to write in English. If a student responds in a language other than English, these responses will not be scored and will receive a no score. These responses must not be

translated into English. If a book needs to be transcribed (torn/damaged booklet) the responses must be transcribed exactly as the student wrote them.

Please note: The Lectura and Escritura are scored in Spanish. Students must write their responses in Spanish and the responses must not be translated into any other language. If these books need to be transcribed (e.g. because of a torn/damaged booklet), a fluent Spanish speaker must transcribe the student responses exactly as they are written.

Section 16: Student Data Variables

CDE collects information along with assessment scores to satisfy many legislative requirements and to provide important data for researchers examining the way demographics interact with test results. Starting in the 2011-2012 school year, the collection and reporting of data on race and ethnicity changed to meet Federal guidelines. There are three processes for districts to provide accurate demographic data for the assessments to CDE:

1. **Student October/Pre-coded Labels** – Districts submit demographic data for individual students through these CDE collections. Pre-coded labels are created with these data and affixed to student test booklets during TCAP administration.
2. **Student Data Grid** – The data grid on the back of each student test booklet is completed for each demographic field that does not have accurate pre-coded label data.
3. **Student Biographical Data Review** – Districts can review the accuracy of all demographic data in the spring after the assessments have been administered and before final test results are released.

These processes and the data variables themselves are described in detail in the sub-sections that follow.

Please note: The student data variables are consistent across the TCAP and CoAlt, assessments where possible. For each data variable, any field and valid values that are unique to certain assessments will be noted.

Also Note: Instructions for ACCESS for ELLS® student data variables are available from the WIDA website

16.1 Pre-Coded Labels

Pre-coded labels reduce the need for schools and districts to fill in data grids on test booklets. Labels are generated for all districts automatically from the mandated Student October data collection.

For TCAP, CoAlt, and CO ACT, districts may submit updated data for labels through the optional Pre-coded Labels (PCL) Data Collection which opens in December and closes in mid January. The data must be put into a specified format and uploaded to CDE through the secure web-server on the CDE Web site, the Automated Data Exchange (ADE) system. You can find more information about ADE on the CDE Web site at

http://www.cde.state.co.us/utility/doc_connect_cde.htm

Changes to Label Information on the Test Booklet

When you receive your pre-coded labels, check each student's biographical label with the student roster listing of other barcode information for accuracy.

If the following information is ACCURATE, affix the barcode label *precisely* (see demonstration on following page) within the designated area on the front cover:

- ✓ Student Name
- ✓ Grade
- ✓ Birth Date
- ✓ State Student ID Number (SASID)
- ✓ Gender

- ✓ Ethnicity
- ✓ Race

You can still use the label if any other biographical information other than the variables listed above needs to be changed. You should affix the label to the test book, and then complete **only** those items on the student data grid that require modification.

Do NOT use the barcode label if any of the above listed information is inaccurate. Instead, fill in **all** sections of the student data grid.

Pre-Coded Labels

In order for the scoring process to move smoothly, it is **ESSENTIAL** that the labels are not placed crooked or outside the designated area on the front cover.

Place STUDENT LABEL Here

Designated area on Front Cover of Test Book



16.2 Pre-coded Label Errors

If a barcode label has already been affixed to a test book, the label has subsequently been determined as unusable, and there is no additional label available, **use two blank labels to place OVER** the existing barcode label and bubble all the biographical information on the student data grid. Blank labels are sent specifically for this use.

However, if the wrong label is inadvertently placed on a test book, a student (who has a correct barcode label) may still use this test book. Simply place one blank label **OVER** the inaccurate label and then affix that student's correct barcode label **OVER** the blank label.

If there is no barcode label for a student, bubble all the biographical information on the student data grid and **leave the barcode area blank**. It is important that nothing be written in that area—no teacher name, no school name, etc.

If the student moves to a different school/district from the school/district listed on the pre-coded label, and the new school would like to use the student barcode label, they may do so. The new school/district information will be assigned using the Group Information Sheet (GIS).

16.3 Timeline for Pre-coded Labels

There will be two opportunities to provide pre-coded label data:

- 1) The first is the Student October collection. **The Student October collection opens in late September and closes in early November.**

CTB will use this data collected during Student October to generate labels for the assessments. You can find more details about the entire Student October collection at:

https://cdeapps.cde.state.co.us/doc_toc.htm#student

- 2) An **Optional** pre-coded label collection is also available to districts for TCAP, CoAlt, and COACT assessments. This data collection will be open **early December 2012 to mid January 2013**. (See Section 2: Timelines for exact dates). Districts can re-submit all pre-coded label data, including any additional students and excluding students who have left the district after Student October collection. This data collection provides opportunity for districts experiencing high student mobility between October and December to receive a more representative set of labels.

- If a district participates in the Pre-coded Label Collection, they must resubmit the **entire data file** for grades 3-11. Only the data collected in the Pre-coded Label Collection will be used to generate labels. If data is not submitted for this additional collection, the data submitted with Student October will be used.

Please note: The Pre-coded label collection is available only for TCAP, CoAlt, and COACT. Because of an earlier administration window, ACCESS for ELLs® labels are generated earlier based solely on Student October collection.

16.4 Student Data Grid

While the majority of students will have pre-coded labels, students who arrive at the school after October 1st or who have changes may need to have the student data grid filled in on their test booklet. See Appendix B for sample student data grids.

Attention: Two fields on the data grid **must** be completed for all test booklets for all students: **Accommodations** (for TCAP and/or Adaptations for CoAlt) and **Test Invalidation**. Data for these fields are completed after the test has been administered. Note that the Reading/Writing combined book has separate bubbles for Reading Accommodations and Writing Accommodations. Separate Test Invalidation bubbles are also present for Reading and Writing. All must be completed.

16.5 Student Biographical Data Review

The Student Biographical Data review (SBD) occurs in the spring after testing is complete. Like the Pre-coded Label Collection, the process is electronic and conducted through the ADE system. Districts download a file containing all the demographic data for the students who took an assessment. The data comes from the pre-coded labels or the student data grid on the test booklet. Districts can check the data for accuracy before final results are released. It is an important step in the assessment data cycle because accuracy of demographic data is critical in determining student inclusion in several state and federal reports. Detailed information is available in the forthcoming 2012-2013 SBD Manual. You can find more information about Student Biographical Data review ADE processes at:

https://cdeapps.cde.state.co.us/doc_toc.htm#sbd

Please note: Separate SBD processes will take place COACT in late June. The TCAP/CoAlt SBD process takes place in late May – early June.

16.6 Data Elements

This section provides detailed explanations of all the TCAP and CoAlt data elements. This should be viewed in tandem with a two page document *Data Fields Matrix across Collections for the 2012-2013 School Year* (located at the end of this section) which gives an overview of the data fields across the different collections.

Some data elements and values are specific to one assessment and not others. These unique values will be noted where necessary for each field.

16.6.1 Name Information

Special care should be taken to ensure the accuracy of these three fields. This information is crucial to the check for valid SASIDs during Pre-coded labels and SBD processes. It is important to note, however, that punctuation (e.g., apostrophes, hyphens and language-based accent marks) will **NOT** appear on student TCAP reports.

- **Last Name** – For **Student October and PCL**: The 30 character field contains the student's last name. Alpha characters, hyphens and apostrophes are allowed. **Student data grid**: 11 character field with no special characters – letters only. **SBD**: 20 character field with letters only

- **First Name** – For **Student October and PCL**: The 30 character field contains the student's legal first name (no nicknames). Alpha characters, hyphens and apostrophes are allowed. **Student data grid**: 6 character field with no special characters – letters only. **SBD**: 9 character field with letters only
- **Middle Name** – For **Student October and PCL**: The 30 character field contains the student's middle name. Alpha characters, hyphens and apostrophes are allowed. If the student truly does not have a middle name, use NMN (for “no middle name”). **Student data grid and SBD**: 1 character field for just the middle initial.

16.6.2 Birth Date

For **Student October and PCL**, this field is the month, day, and **FULL** year on which an individual was born (i.e. 09151989). **Student data grid and SBD**: the last two digits of the year: **MMDDYY**. A student must not turn 21 before October 1 of the school year in which the testing takes place.

16.6.3 Gender

For **Student October and PCL**: Gender is a two-digit field where:

01 = Female

02 = Male

Student data grid and SBD: indicate the student's gender with alpha character F for M.

16.6.4 Grade

Here are all the valid grade codes for Student October and PCL. The grades pertaining specifically to Pre-coded Labels collection are un-shaded. (Grade 11 pertains to CO ACT). For the Student Data Grid: Single digit bubbles are used. SBD uses 2 character alphanumeric codes.

Code	Description	TCAP	CoAlt
002	Infant (Not Valid for October Count)		
004	Pre-kindergarten (Preschool)		
006	Half Day Kindergarten (450+ hours)		
007	Full Day Kindergarten (900+ hours)		
010	Grade 1		
020	Grade 2		
030	Grade 3	X	X
040	Grade 4	X	X
050	Grade 5	X	X
060	Grade 6	X	X
070	Grade 7	X	X
080	Grade 8	X	X

Code	Description	TCAP	CoAlt
090	Grade 9	X	X
100	Grade 10	X	X
110	Grade 11		
120	Grade 12		

Student October defines grade level as “the grade level or primary instructional level at which a student enters and receives services in a school or educational institution during a given school year.”

There will be situations where the Student October/Pre-coded labels grade definition does not apply by the time of TCAP or ACCESS for ELLs® test administration. In these situations where the grade designation has changed, the school must discard the pre-coded label and fill in the student data grid for the appropriate grade level test. For example, a student enters an Alternative High School and is classified as a 9th grade student based upon core credits (the school's criterion for the grade in which students receive services). By the time TCAP administration occurs in March and April, this student now has enough credits to be considered a 10th grade student. In this case, the school would discard the pre-coded labels for 9th grade tests, and instead administer the 10th grade tests, filling in the student data grids.

16.6.5 State Student ID (SASID), or State Assigned Student Identifier

This 10-digit numeric field is assigned by CDE. Every student who is administered a state assessment **must** have a SASID attached to their booklet, either by label or by filling in the bubbles on the student data grid. Each district has one person assigned to managing SASIDs for their district. If a SASID is needed for a student, contact the person in the district who manages them, or contact:

The Record Integration Tracking System (RITS) Unit
303-866-6612

<http://www.cde.state.co.us/cdesim/index.htm>.

16.6.6 Race/Ethnicity

For the 2012-2013 school year, the collection and reporting for race and ethnicity has changed per Federal guidelines. Information about a student’s ethnicity and race is collected by the following categories:

Ethnicity: Hispanic or Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin", can be used in addition to "Hispanic or Latino".

00 No - Not Hispanic or Latino

04 Yes - Hispanic or Latino

Race: American Indian or Alaskan Native - A person having origins in any of the original peoples of North America and South America (including Central America), and who maintains tribal affiliation or community attachment.

00	No - Not American Indian or Alaska Native
01	Yes - American Indian or Alaska Native

Race: Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

00	No - Not Asian
02	Yes - Asian

Race: Black or African American - A person having origins in any of the black racial groups of Africa.

00	No - Not Black or African American
03	Yes - Black or African American

Race: White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

00	No - Not White
05	Yes - White

Race: Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

00	No - Not Native Hawaiian or Other Pacific Islander
06	Yes - Native Hawaiian or Other Pacific Islander

Federal Race/Ethnicity Reporting Category - the single category used to classify the student or staff member in aggregated federal or state reporting such as pupil counts, graduation rates, and assessment results. This designation is based on the race and ethnicity information provided to the reporting district by the student (or his or her parent/guardian) or staff member.

01	American Indian or Alaska Native
02	Asian
03	Black or African American
04	Hispanic or Latino
05	White

06	Native Hawaiian or Other Pacific Islander
07	Two or More Races

For the ADE, this is a two-digit field. On the student data grid, the ethnicity and race categories are the same, but each is indicated with a single bubble.

Please refer to the following link for more information:

<http://www.cde.state.co.us/cdereval/rvRace-Ethnicity.htm>

16.6.7 Primary Disability

For **Student October and PCL**, this two-character field contains a code representing the primary disability for this student.

Code	Description	TCAP	CoAlt
00	None	X	X
01	Limited Intellectual Capacity	X	X
03	Emotional disability	X	X
04	Specific learning disability	X	X
05	Hearing disability	X	X
06	Visual disability	X	X
07	Physical disability	X	X
08	Speech/language disability	X	X
09	Deaf-blind	X	X
10	Multiple disabilities	X	X
11	Preschooler with a Disability		
13	Autism	X	X
14	Traumatic Brain Injury (TBI)	X	X

The codes on the **Student Data Grid** use a single bubble. **SBD** uses a two character numeric field.

16.6.7.1 Schools Using New Primary Disability Reporting Categories

Some schools have already adopted new physical disability reporting categories. Physical disability reporting categories for state assessments must be consistent with your district's current policy. If your district has moved to the new physical disability reporting categories then for 2012-2013, if you shade Primary Disability bubble 7: Physical Disability, you must also specify the physical disability by marking one of the "State Use" bubbles:

- For Orthopedic Impairment, shade State Use 7
- For Other Health Impairment, shade State Use 8
- For Physical Disability, shade State Use 9
- Shade **only one** State Use bubble.

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STATE USE

0 1 2 3 4 5 6 7 8 9

16.6.8 Language Background/Home Language

TCAP and CoAlt use the Language Background field.

Student October Language Background choices	Pre-coded Labels/TCAP and CoAlt student data grid choice = one digit field
0002 – English	0 - English
1380 - Spanish	1 - Spanish
All other language background codes	2 - Other

Specify a language background other than “0 = English” if the student is currently being served by, monitored by, or exited from a Bilingual or an English as a Second Language program. For students whose parents refuse language services, carefully read the “Parental Refusal” section under the Language Tests and Service heading below and code students appropriately. Schools that do not offer language programs must carefully read the “Unavailability of Language Program” section under the Language Tests and Service heading and code students appropriately.

Students who were never provided language services from your district (i.e., foreign exchange students who are fluent in English, multi-lingual students who during their district education have always been fluent in English) and have not chosen to not receive language services should have a language background of “0 = English.”

Please note: An English Learner is a student who:

- 1) a. was not born in the United States or whose native language is a language other than English; or
 - b. is a Native American or Alaskan Native or is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual’s level of English language proficiency; or
 - c. is migratory and whose native language is other than English, and who comes from an environment where a language other than English is dominant; and
- (2) Has difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

English Language Tests and Services: Students who have been tested for English language proficiency and are currently not proficient in English, either Non-English Proficient (NEP) or Limited-English Proficient (LEP), **MUST** be provided with some type of language services whether through a Bilingual or an English as a Second Language (ESL) program. See related notes below.

Parent Refusals: For students whose parents refuse language program assistance, service of some type must be provided through tutoring, teacher intervention or another method. Choose the language service (either Bilingual or English as a Second Language - ESL) that best fits the services provided. These students should NOT be marked as “0 = English” under Language Background.

Unavailability of Language Program: Although a school or district may not have a formal ESL or Bilingual program, all students currently not proficient in English, either Non-English Proficient (NEP) or Limited-English Proficient (LEP), must be provided some type of service whether through tutoring, teacher intervention or another method. Choose the language service (either Bilingual or English as Second Language - ESL) that best fits the services provided. These students should NOT be marked as “0 = English” under Language Background.

An **English Learner**, as defined for Student October purposes, is a student who has a Language Background other than English and is currently being served or monitored by either a Bilingual or an English as a Second Language (ESL) program. Edits using Language Background, Language Proficiency, ESL and Bilingual fields are in place to assist districts to provide accurate English Language status information for each student.

Students who were formerly served and monitored through the district’s bilingual or ESL services must be marked as exited with a language proficiency of FEP and the appropriate language background codes. Exited student are no longer considered English Learners, but it is important to monitor success indicators for these students.

16.6.9 Language Proficiency

A student’s English language proficiency is described by his or her ability to comprehend, speak, read and write English. English Learners (ELs) must have an English Proficiency rating of NEP, LEP, or FEP and non-ELs must be coded as zero. Codes are the same for ADE collections as they are for the student data grid.

Code	Description	TCAP	CoAlt
0	Not Applicable	X	x
1	NEP – Non-English Proficient - A student who speaks a language other than English and does not comprehend, speak, read, or write English.	X	X
2	LEP - Limited English Proficient - a student, who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.	X	X
3	FEP - Fluent English Proficient - A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English on a level comparable to his/her monolingual English-speaking peers.	x	X

16.6.10 ELA Program

For the ADE collection, two fields require a one-digit indicator for the type of English Language Acquisition (ELA) program that serves the student. There are some changes to the definitions within these fields.

Bilingual: This one-digit field indicates whether the student is currently enrolled in a bilingual program, is being monitored or exited from the program, or is not in a program because of parent choice.

0	No or Not Applicable
1	Yes
2	Redesignated Bilingual Program (Monitored Year 1)
3	Redesignated Bilingual Program (Monitored Year 2)
4	Exited Bilingual Program (Year 3+)
5	Not in Bilingual Program (Parent Choice)

ESL: This one-digit field indicates whether the student is currently enrolled in an English as a Second Language program, is being monitored or is exited from an ESL program, or is not in a program because of parent choice.

0	No or Not Applicable
1	Yes
2	Redesignated ESL Program (Monitored Year 1)
3	Redesignated ESL Program (Monitored Year 2)
4	Exited ESL Program (Year 3+)
5	Not in ESL Program (Parent Choice)

To determine “Redesignated” status:

Students in a language acquisition program may be ready to be redesignated into a two-year monitoring period (Monitored Year 1 and Monitored Year 2) as determined by evaluating the following criteria as outlined by the Office of Civil Rights.

Definition of “Redesignated” student:

- a. Has achieved a "Fluent" category on a reliable and valid language proficiency assessment.
- b. Has achieved age and grade level academic achievement standards and proficiencies commensurate to the achievement of mainstream students at a partially proficient level. After one year of monitoring it is the district’s decision as to whether to place the student back into a language acquisition program or to monitor for a second year.

To determine if a student is eligible for “Exited” status:

After a 2 year monitoring period, district personnel must evaluate the student for exited status using the following criteria as a guideline: Exited students are no longer in a monitored status; it is the district’s final decision as to whether or not the student is exited.

Exited students have achieved:

- a. "Fluent" category on a reliable and valid language proficiency assessment.
- b. age and grade level academic achievement standards and proficiencies commensurate to the achievement of mainstream students at a partially proficient level.

Not in Program, Parent Choice

Student is eligible for English Language Services but their parents have indicated that they would not like the student to receive any services.

16.6.11 Date Most Recently Enrolled In U.S.

This field was new for 2008 and replaces the “Continuously Enrolled 3 years in US” field from previous administrations. This field collects the **date a student most recently enrolled in any public or non-public U.S. school** (not Puerto Rico). Student October and PCL use a **MMDDYYYY** format (e.g. 09151989). The student data grid has bubbles for **MMDDYY**.

- If a student has never attended schools outside of the US, use the date the student first entered any US school at any grade (e.g. code 090103 for a student currently in 7th grade who entered Kindergarten at the start of SY 2003-04). The date most recently enrolled in the U.S. would not change for a student who has never attended schools outside the U.S.
- If a student has attended schools outside of the US, use the date the student most recently entered or re-entered any U.S. school at any grade (e.g. code 090107 for a student who entered a U.S. school at the start of SY 2007-08).
- Schools on U.S. military bases count as U.S. schools.
- Home school does not count as a “public or non-public U.S. school.”

16.6.12 Continuously Enrolled 1 Year: In School and In District

These two fields categorize students as continuously enrolled in school or district if they were enrolled on or before the start of testing in 2013 – or since 3/12/12 (use 4/24/12 for grade 11 students). All grades, PK-12, count toward the determination of continuously enrolled 1 year in school or district. Code 0=No (not continuously enrolled for one year) or 1=Yes (continuously enrolled for one year) for both fields. Examples for coding this field:

- A student enrolled in your school and district on 1/17/12. Code 1=Yes for both fields.
- A student enrolled in your school and district on 5/23/12. Code 0=No for both fields.
- Students who have been enrolled in your district since 3/14/11 and have moved from an elementary school to middle school (each school has a different CDE school code) for the current school year will be coded 1=Yes for In District and 0=No for In School.

16.6.13 Continuously Enrolled 3 Years: In Colorado

Continuously enrolled 3 years in Colorado categorizes students as having been enrolled for three or more years in Colorado public schools since the first day of 2008-2009 testing – or since 3/9/09 (use 4/22/09 for grade 11 students). Code 0=No (not continuously enrolled for three years) or 1=Yes (continuously enrolled for three years). The codes are the same in the Student October/Pre-coded collections and the student data grid.

Please note: Kindergarten does NOT count towards the three years.

16.6.14 Program

The following chart outlines how Program data fields section will work. Note that for 2008-09, the Pre-coded Labels and Student Data Grid codes for Gifted and Talented changed to match the codes collected for Student October.

Program Field	Student Oct Field Codes	Pre-coded Labels Codes	Student Data Grid
IEP	0= No, 1= Yes	0= No, 1= Yes	0= No, 1= Yes
504	0= No, 1= Yes	0= No, 1= Yes	0= No, 1= Yes
Title 1	0= No, 1= Yes	0= No, 1= Yes	0= No, 1= Yes
Oct New to School	Zero fill for this collection	0= No, 1= Yes	0= No, 1= Yes
Migrant	0= No, 1= Yes	0= No, 1= Yes	0= No, 1= Yes
Immigrant	0= No, 1= Yes	0= No, 1= Yes	0= No, 1= Yes
District Use-D (Homeless)	0= No, 1= Yes,	0= No, 1= Yes	0= No, 1= Yes
Gifted and Talented (GT)	0=No, Not Gifted 1=Language Arts Gifted 2=Mathematics Gifted 3=Both Language Arts & Mathematics Gifted 4=Other Gifted (i.e. leadership, creativity, spatial, visual, performing or musical arts)	0=No, Not Gifted 1=Language Arts Gifted 2=Mathematics Gifted 3=Both Language Arts & Mathematics Gifted 4=Other Gifted (i.e. leadership, creativity, spatial, visual, performing or musical arts)	0=No, Not Gifted 1=Language Arts Gifted 2=Mathematics Gifted 3=Both Language Arts & Mathematics Gifted 4=Other Gifted (i.e. leadership, creativity, spatial, visual, performing or musical arts)

Definitions for the Program Data Fields

IEP: Specially designed programs, at no cost to the parent/guardian, that meet the needs of a child with disabilities including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. This does not include students with a 504 plan.

504: The student is identified as handicapped under regulations implementing Section 504 of the Rehabilitation Act of 1973, but is not eligible for special education placement under the Individuals with Disabilities Education Act.

Title 1: Student is either served in Targeted Assistance or Schoolwide Title 1 program.

Targeted Assistance - Children that are identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Children who are economically disadvantaged, children with disabilities, migrant children, limited English proficient (LEP) children, are eligible for services under this part on the same basis as other children selected to receive services under this part.

Schoolwide - Schoolwide reform provides opportunities for all children to meet the states' proficient and advanced levels of student academic achievement. All students in Title I schoolwide schools should be reported as Title 1.

If a school receives Title 1 schoolwide assistance; all students should have "Yes" coded for Title 1. For schools that receive targeted Title 1 assistance, only the individual students receiving that assistance should have "Yes" coded, all others should be coded as "No."

Oct New to School: The one-digit field contains the student's enrollment status in a public school as of October 1 of the current school year. For the Student October collection, you must zero-fill this field because the answer is, by definition, no. For the Pre-coded Labels collection and the student data grid, "Yes" (1) should be indicated if the student is newly enrolled in your school after October 1, 2012.

Migrant Education: According to sections 1115(b)(1)(A) and 1309(2) of the NCLB statute and section 200.81(d) of the Code of Federal regulations, a child is eligible for the Migrant Education Program if:

1. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance); *and*
2. The child is a migrant agricultural worker or a migrant fisher *or* has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; *and*
3. The child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; *and*
4. Such employment is a principal means of livelihood; *and*

5. The child has moved from one school district to another.

Mark as migrant any student who is eligible, whether or not program services are provided.

Immigrant - The term 'immigrant children' means individuals who:

- a. are ages 3 through 21; **AND**
- b. were not born in any State; **AND**
- c. have not been attending one or more schools in any one or more States for more than 3 full academic years. (Note: Kindergarten does count for continuous enrollment for Immigrant status.)

Some important items to note about immigrant:

- “States” are defined in legislation as the 50 states, Washington D.C., and Puerto Rico. Therefore, a student from Guam (a U.S. territory) could meet the definition of immigrant, while a student from Puerto Rico would not.
- Foreign exchange students are not immigrants.
- If a student is adopted from a foreign country he/she may be an immigrant if he/she has not attended school in any one or more States for three consecutive full academic years and has not yet received U.S. citizenship.
- Children born to U.S. citizens overseas are not immigrants.
- Determining the legality of a student’s immigration status is not a duty of the local school district. Undocumented children have the same right to attend public schools as do U.S. citizens and permanent residents. In fact, the student’s parents and the district officials have an obligation to see that the students attend school as mandated by the Colorado School Attendance Law.

District Use-D: This field is for identifying homeless students. The meaning of the field is not indicated on the student data grid to protect student privacy. It will also not be provided on the Student Rosters that are shipped from CTB. It is recommended that a district or school administrator complete this information on the student data grid at a time and in a manner that will preserve the student’s privacy.

According to the 2001 McKinney-Vento reauthorization Act, a homeless individual is one who lacks a fixed, regular, and adequate nighttime residence, including children and youth who are:

- sharing housing due to loss of housing or economic hardship (not due to cultural preference or a desire to save money)
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate housing.
- living in emergency or transitional housing.
- abandoned in hospitals.
- awaiting foster care.
- living in cars, parks, public spaces, abandoned buildings, substandard housing, or bus or train stations.

- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations.
- migratory children who qualify as homeless because they are living in the circumstances described above.

Not all persons living in the situations described would be considered homeless. Two major factors to consider when making a determination are the adequacy and permanence of the housing.

Gifted and Talented: Students who have been formally identified, using district wide procedures aligned with CDE guidelines, as being endowed with a high degree of exceptionality or potential in mental ability, academics, creativity, or talents (visual, performing, musical arts, or leadership). Students are provided instructional accommodations in the classroom, and other school or district options, on a continuum of services according to identified strengths. The instructional program provides special educational opportunities including acceleration, differentiated instruction, affective and career counseling, and high-level enrichment. A plan for services might include options and resources outside the classroom, such as parent, community, or higher-education interventions and resources.

Please note: Reporting codes for Gifted and Talented students were changed in 2008-09 to match the Student October collections.

16.6.15 District use only–A: Expelled Students

This field is used for tracking Expelled students. Mark “0” to indicate the student is not being provided with expelled services, or “1” to indicate the student is being provided with expelled services. On the student data grid and Student Rosters shipped from CTB, the field is called “District Use Only – A” for privacy purposes. If a student is Expelled at pre-coded labels time, but then is enrolled (not expelled) at test time, change their status to “enrolled” (not expelled) by marking “0” on the student data grid.

16.6.16 REMOVED - District use only–B: School of Accountability

Please note: This field has been removed from all assessments since 2008-09.

There may be situations where a student must be tested at a school other than the school for which the student’s results will be reported. DACs must plan for these cases in advance of the administration of the test. **All student booklets need to be returned to CTB for scanning and scoring with the school for which the results are reported.** For more information about School vs. Programs and the “Definition of a School”, please see Appendix A..

16.6.17 District use only–C: Free/Reduced Lunch Eligible

This field is used to indicate students who meet the eligibility criteria for free or reduced lunch pursuant to the provisions of the “Federal National School Lunch Act.” For specific guidelines in meeting the criteria for free/reduced lunch, refer to the Rules for the Administration of the Public School Finance Act.

Student October/Pre-Coded Labels Codes	Student Data Grid Bubbles
01 = Free lunch eligible	1 = Free lunch eligible
02 = Reduced lunch eligible	2 = Reduced lunch eligible
03 = Not eligible	3 = Not eligible

“District Use only – C” is used on the student data grid to protect student privacy. It is recommended that a district or school administrator complete this information on the student data grid at a time and in a manner that will preserve the student’s privacy.

Please note:

- Free/reduced lunch eligibility data is included on labels even though it is not printed on rosters for privacy issues. If a student has a pre-coded label, free lunch does not need to be bubbled unless a change is necessary.
- Although a school may not provide a lunch program, eligibility should be marked, if documented.

16.6.18 CoAlt Assessment Participant

This field is used ONLY for the Student October and Pre-coded Labels collections to indicate students who are eligible to take the CoAlt, or the 11th grade Alternate Assessment rather than the TCAP or COACT.

Please note: This field is NOT on the student data grid.

16.6.19 Accommodations/CoAlt Expanded Accommodations

This data is not collected during Student October or Pre-coded Labels. Fill in the appropriate accommodation where necessary on the student data grid once the administration is complete. Mark all accommodations used on TCAP. The student data grid has the following options:

Code	Accommodation	TCAP Tests
0	None	All
1	Braille version	All
2	Large-print version	All
3	Teacher-read directions only	All
4	Use of manipulatives	Mathematics only
5	Scribe	All
6	Signing	All
7	Assistive communication device	All
8	Extended timing used (previously Extended timing)	All
9	Oral script (previously Oral presentation of entire test)	Writing, Mathematics & Science
A	Approved nonstandard accommodation	All
B	Translated oral script	English Writing, Mathematics & Science
C	Word-to-word dictionary	English Writing, Mathematics & Science

CoAlt has Expanded Accommodations available for students to use.

CoAlt Expanded Accommodations	CoAlt Tests
None	All
Assistive technology	All
Braille	All
Eye gaze	All
Modified picture symbols	All
Objects	All
Sign Language	All
Translation into student's native language	Writing, Mathematics & Science
Other	All

The "Translation into student's native language" Expanded Accommodation is not appropriate for the CoAlt reading assessment.

Please note: More than one CoAlt Expanded Accommodation can be marked for each test, you should mark all that apply.

More information regarding general accommodations and CoAlt Expanded Accommodations can be found in the **2012-2013 Colorado Accommodations Manual**. More information regarding linguistic accommodations can be found in the **2012-2013 Assessment Accommodations Guide for English Learners** available at the following URL:

<http://www.cde.state.co.us/assessment/CoAssess-Accommodations.asp>

16.6.20 Test Invalidation

To prevent errors, this data field is not collected before testing and MUST not be “back-filled” during the SBD process. An appropriate test invalidation code must be filled in on the student data grid on the back cover of each test booklet after the test has been completed. The following are the options provided for Test Invalidation. **Please Note:** There is NO default Test Invalidation value. **One bubble MUST be filled in for each assessment.**

Code	Test Invalidation	Choose this for:
0	Student tested all sessions/activities	Student tested all sessions (or <i>activities</i> for CoAlt) for the content area in the test booklet. This will be the correct choice for most students.
1	Unable to test due to language (TCAP only)	The student is unable to complete the test due to lack of language skills (even with accommodation(s), which may include translation).
2	Taking TCAP Alternate Assessment (TCAP only)	Student is taking the CoAlt. <i>It is NOT required to return a TCAP booklet with completed student data grid for every student taking CoAlt. Only use this bubble when a student who should take the CoAlt starts to complete a TCAP assessment instead.</i>
4	Parental refusal	Student’s parents did not allow their child to take the assessment.
5	Test not completed	Student did not complete the test due to absence, illness, or other extenuating circumstances.
6	Withdrew before completion	Student withdrew from the district before completing all sessions.
7	Extreme frustration (TCAP only)	The following criteria must be met: <ol style="list-style-type: none"> 1) Student is not eligible to take the CoAlt 2) Student is not eligible for Invalidation code “1=Unable to test due to language” 3) Student attempted the test with accommodations but had to discontinue the test because he or she became extremely frustrated
8	Non-approved accommodation/modification (TCAP only)	An example: a parent insists the reading test is read to their child. This is not an acceptable accommodation; the child can complete the test but it will be invalidated.

9	Misadministration	<p>Some examples (but not limited to) are:</p> <ol style="list-style-type: none"> 1) Students share answers during the assessment period. 2) A student continues into the next session. 3) A proctor or school staff: <ul style="list-style-type: none"> • administers a section of the test other than the required section during a given time; • reads the reading prompts to a student or students; • does not follow the time limits of the assessment (exclusive of proper accommodations for extra time); • gives oral or visual prompts to students (exclusive of proper accommodations for such prompts); • asks student or students to change answers or take the test again; • identifies that copies of test were provided to students, teachers, parents or staff prior to the assessment; or • loses control of or is not able to account for an assessment during the test window.
A	Taking TCAP Assessment (CoAlt only)	Student is taking the TCAP. <i>It is NOT required to return a CoAlt rating form with completed student data grid for every student taking TCAP.</i>
B	District Ed. Services	Student is homebound due to illness or injury (not discipline) and receiving instruction through district educational services.

Issues surrounding test invalidation and how they are scored:

- The code “0 – Student tested all sessions” is NOT a default code. That is, **every test booklet must have a bubble filled in the Test Invalidation Field. Either the student tested all sessions, or the test is invalidated using one of the other codes.** If a student does not complete one session of an assessment, the entire content area assessment must be invalidated.

Please note: When two tests are contained in one test booklet (i.e.; reading and writing), one test may be invalidated without invalidating the other content area assessment.

- If a student misses a session that contains both reading and writing (i.e.; the session is mainly reading with one short constructed response writing question), only the reading test will be invalidated and receive a ‘No Score’. While the student will receive no points for the one short constructed response item he or she missed, the student will still receive a score for the writing test, provided no other writing sessions were missed.

Please note: EL students (NEP and LEP) who are eligible to take CoAlt are not excluded from taking ACCESS for ELLs®. An attempt to administer the assessment must be made.

- Only use the “2-Taking CoAlt” option for a TCAP assessment when the test has been at least partially completed **but should not be scored** because the student completed a CoAlt test instead.
- Only use the “A-Taking TCAP” option for a CoAlt assessment when the test has been at least partially completed **but should not be scored** because the student completed a TCAP test instead.

16.6.21 TCAP - Unable to Test Due to Language

If an English Learner is unable to comprehend the test even with accommodations:

It is not ethical assessment practice to require a Non-English Proficient (NEP) student to be confronted with testing material they cannot access and require them to "fill in bubbles." Requiring a student to simply "fill in bubbles" will impact a student's future assessment results.

If, after a NEP student attempts Session #1 in TCAP reading/writing, the determination is made that the student cannot access the test material due to language, the test invalidation code "Unable to test due to language" should be used. The NEP student should still attempt Mathematics and Science Sessions #1. A determination and attempt of Session #1 should be made for each assessment. Local documentation must indicate reasons for the student's inability to comprehend material on the TCAP and the accommodations that were applied before the test was coded "unable to test due to language."

- A TCAP test booklet with a completed student data grid must be returned with all completed TCAP test booklets to the School Assessment Coordinator.
- The Test Invalidation code on the data grid "1 = Unable to test due to language" must be filled in on that student's test booklet.
- When these procedures have been followed, the student is accounted for within the rules of state legislature.
- Extreme frustration does not apply to language. This invalidation code relates to inability to access the content of the assessment for reasons other than language.

Please note: CDE requires school districts to **maintain documentation to justify why the test has been coded "unable to test due to language,"** in the state assessment program, for each individual English Learner. This includes reasons for the student's inability to comprehend the test material and accommodations which were applied before the test was coded "unable to test due to language".

Section 17: Legal Citations for TCAP Data Elements: ADD ESEA Waiver

TCAP Data Element	Applicable law	Brief summary of legislative language
Name	HB 02-1349, CO Statute 22-7-603.7	Academic growth pilot program. Requires student identifiers to track changes at the student level over time. Change is in length of characters available for names. (Name necessary for student identification.)
Birth Date	HB 02-1349, CO Statute 22-7-603.7	Academic growth pilot program requires longitudinal study of test scores which required student identifiers to conduct. (Birth date necessary for student identification.)
Grade	CO Statute 22-7-409 (1.2)(d)(I)	Students are to take the TCAP assessment at the grade level for which the student is enrolled, as determined by the school district.
Ethnicity	CO Statute 22-7-409 (2) NCLB Sec 1111	CDE shall report the percentage of students achieving each of the performance levels by ...Race ...enable results to be disaggregated within each State, LEA and school by ...each major racial and ethnic group
Gender	CO Statute 22-7-409 (2) NCLB Sec 1111	CDE shall report the percentage of students achieving each of the performance levels by ...Gender ...enable results to be disaggregated within each State, LEA and school by ...gender
Student ID	HB 02-1349, CO Statute 22-7-603.7	Academic growth pilot program requires longitudinal study of test scores which required student identifiers to conduct.
Primary Disability	CO Statute 22-7-409 (2) NCLB Sec 1111	CDE shall report the percentage of students achieving each of the performance levels by ...separate disabling condition ...enable results to be disaggregated within each State, LEA and school by ...students with disabilities
Language Background	CO Statute 22-24-105 (C)	Certify to the department those students in the district whose dominant language is not English.
Language Proficiency	NCLB Sec. 3121(d)(1) Sec. 1111	States shall assess children's level of English proficiency
ELL Program (Bilingual or ESL)	NCLB Sec. 3121(a)(4)	State education agencies that receive Title III funds must describe the progress made by EL students in meeting state achievement standards for each of the 2 years after no longer receiving EL services.
Continuously in School/District for 12 months	NCLB Sec 1111	This data is used to determine inclusion in accountability calculations.

TCAP Data Element	Applicable law	Brief summary of legislative language
Continuously in CO public schools for 3 years	SB 02-109, CO Statute 22-7-409 (1)(d)(I)(C), 22-24-106 (1)(f)	All grade level students who are EL must count in the academic performance and improvement ratings either after three years of enrollment in CO public school or after a proficient score is achieved on the ELA assessment. CDE must disaggregate testing data to track students identified as having a dominant language other than English who enroll in a public school in CO for 3 years or longer or are subsequently assessed as proficient in English.
Date Most Recently Enrolled in U.S.	NCLB sec 1111, OESE Non-Regulatory Guidance, May 2007	Academic assessment in English in reading or language arts is required of any student who has attended school in the US for 3 or more consecutive school years (except Puerto Rico) During the period within which an LEP student may be a recent arrival to the United States (during his/her first 12 months attending schools in the U.S.) a State may exempt such a student from one administration of the State's reading/language arts assessment.
IEP	CO Statute 22-7-409 (2)	CDE shall report the percentage of students achieving each of the performance levels by ...separate disabling condition
504	CO Statute 22-7-409 (2)	CDE shall report the percentage of students achieving each of the performance levels by ...separate disabling condition
Title 1	NCLB Sec 1116 (a)(1)(A)	States must use assessment results to determine adequate yearly progress of each school receiving Title 1 funds
Oct New to School	HB 02-1349, CO Statute 22-7-409 (1.2)(d)(I)(B)	Students who transfer into a school after October 1 are to be excluded from academic performance rating.
Migrant	NCLB Sec. 1303	To receive funds, states must describe steps taken to provide all migratory students the opportunity to meet the same challenging state standards as all children are expected to meet.
Immigrant	NCLB Sec. 3241 (2)(B)	States must assist immigrant children in meeting the same challenging state academic achievement standards as all children are expected to meet.
Homeless	Sec. 772(f) McKinney-Vento Homeless Assistance Act (amended by NCLB)	States must identify the number of homeless children and youth by grade level that met or exceeded the State's proficiency level or standard on statewide assessments in Reading and Mathematics.
Gifted & Talented	State Board 1-CCR-301-1, 1.01 (6) & 4.01 (1) (c)	Achievement of district established goals for reducing learning gaps...measured by disaggregated CASP data for all students (as defined in 1.01 (9) which includes exceptional ability)
Expelled (District Use A)		This data is collected as part of CDE policy to include expelled students in district level reports.
Free & Reduced Lunch (District Use C)	CO Statute 22-7-409 (2) NCLB Sec. 1111	CDE shall report the percentage of students achieving each of the performance levels by school ...socio-economic status as determined by the number of students eligible for free or reduced lunch.

Section 18: Data Matrix across Collections for SY 2012-2013

Data Field	Student October Collection	Pre-coded Label Collection	Student Data Grids
District Code	First 4 characters of record number	First 4 characters of record number	On Group Information Sheet/ not on grid
School Code	4 digit field, valid stateschool code	4 digit field, valid stateschool code	On Group Information Sheet/ not on grid
Last Name	30 characters;e.g., alpha, hyphens and apostrophe's	30 characters;e.g., alpha, hyphens and apostrophe's	11 characters, no punctuation
First Name	30 characters;e.g., alpha, hyphens and apostrophe's	30 characters;e.g., alpha, hyphens and apostrophe's	6 characters, no punctuation
Middle Name	30 characters;e.g., alpha, hyphens and apostrophe's	30 characters;e.g., alpha, hyphens and apostrophe's	1 character, no punctuation
Birth Date	Full year dates, e.g., 01/01/1990	Full year dates, e.g., 01/01/1990	1 and 2 digit bubbles, e.g., Jan/01/90
Grade	3 digit field, e.g., grade 3 = 030	3 digit field, e.g., grade 3 = 030	1 or 2 digit bubble, e.g., grade 3 =3, grade 10 = 10
Ethnicity: Hispanic or Latino	2 digit field, e.g., Hispanic = 04	2 digit field, e.g., Hispanic = 04	1 digit bubble, e.g., Hispanic = 4
Race: American Indian or Alaska Native	2 digit field, e.g., American Indian or Alaska Native= 01	2 digit field, e.g., American Indian or Alaska Native= 01	1 digit bubble, e.g., American Indian or Alaska Native= 1
Race: Asian	2 digit field, e.g., Asian = 02	2 digit field, e.g., Asian = 02	1 digit bubble, e.g., Asian = 2
Race: Black or African American	2 digit field, e.g., Black or African American = 03	2 digit field, e.g., Black or African American = 03	1 digit bubble, e.g., Black or African American = 3
Race: White	2 digit field, e.g., White= 05	2 digit field, e.g., White= 05	1 digit bubble, e.g., White= 5
Race: Native Hawaiian or other Pacific Islander	2 digit field, e.g., Native Hawaiian or other Pacific Islander = 06	2 digit field, e.g., Native Hawaiian or other Pacific Islander = 06	1 digit bubble, e.g., Native Hawaiian or other Pacific Islander = 6
Federal Race/Ethnicity Reporting Category	2 digit field, e.g., Two or more races = 07	2 digit field, e.g., Two or more races = 07	Not collected on Student Data Grid – Value will be calculated for the final data file and reporting purposes.
Gender	2 digit field, e.g., 01 = female	2 digit field, e.g., 01 = female	Bubble for female or male
SASID	10 digit field	10 digit field	Bubbles for 10 digit field

Primary Disability	State disability codes, 2 character field, e.g., none = 00	State disability codes, 2 character field, e.g., none = 00	Bubble for each disability code
Language Background	Not valid for this collection	0 = English 1 = Spanish 2 = Other	TCAP and CoAlt: Bubble for 1 digit field
Home Language	Languages are specified by their individual codes (e.g.. 0002 = English; 1380 = Spanish)	Not valid for this collection	Not valid for TCAP and CoAlt
Language Proficiency	1 digit field	1 digit field	Bubble for 1 digit field
ELL Program –ESL and Bilingual	Two 1 digit fields	Two 1 digit fields	Bubble for two 1 digit fields

Data Field	Student October Collection	Pre-coded Label Collection	Student Data Grids
Date most recently enrolled in U.S.	Full year dates, e.g., 01/01/1990	Full year dates, e.g., 01/01/1990	1 and 2 digit bubbles, e.g., Jan/01/90
Continuously Enrolled 1 Year: School & District	Two 1-digit fields: 0= No or 1=Yes	Two 1-digit fields: 0= No or 1=Yes	Bubbles for two 1-digit fields: 0= No or 1=Yes
Continuously Enrolled 3 Years: Colorado	Two 1-digit fields: 0= No or 1=Yes	Two 1-digit fields: 0= No or 1=Yes	Bubbles for two 1-digit fields: 0= No or 1=Yes
IEP	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
504	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
Title 1	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
Oct New to School	Must be 0 (no) for this collection	0 = No, 1 = Yes	Bubble for 1 digit field
Migrant	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
Immigrant	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
District Use-D (Homeless)	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
Gifted & Talented (GT)	One digit field: 0 – 4 e.g., lang. arts gifted =1	One digit field: 0 – 4 e.g., lang. arts gifted =1	Bubbles for 1 digit field
District Use Only-A (Expelled)	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
District Use Only-C (Free and Reduced Lunch eligibility)	2 digit field, e.g., 01 = free lunch eligible	2 digit field, e.g., 01 = free lunch eligible	Bubble for 1 digit field e.g., 1 = free lunch eligible
Accommodations/CoAlt Expanded Accommodations	Not valid for this collection	Not valid for this collection	Bubble for 1 digit field for each content area/domain
Test Invalidation	Not valid for this collection	Not valid for this collection	Bubble for 1 digit field for each content area/domain
TCAP Alternate Assessment Participant	0 = No, 1 = Yes	0 = No, 1 = Yes	TCAP Student Data Grid only (bubble in Test Invalidation field) (e.g. TCAP Test Inv. field = 2)

Section 19: Assessment Reports

Assessment results for individual students, schools, districts and the state are distributed to a variety of audiences through different media. Reports of these results fall into three general categories:

- 1) state, district, school, and student reports;
- 2) district electronic data files; and
- 3) public reports.

19.1 State, District, School and Student Reports

Reports intended for the student, school and district are packaged and shipped to the District Assessment Coordinator for distribution within the district. School and student reports contain individual data. The state, district and school reports contain summary data. Reports are intended to be as consistent across assessments as possible. Colorado Law (CRS 22-7-409(V)(a)) requires districts to “share with and explain to the parent or legal guardian of each student enrolled in the school district or the institute charter school the student’s assessment results...”

The following TCAP reports contain information regarding student performance at state, district, school, and individual student levels.

- *State Performance Level Summary Report* – A report listing the total number and percentage of students in the state scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disabling condition.
- *District Performance Level Summary Report* – A report listing the total number and percentage of students in the district scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disabling condition.
- *School Performance Level Summary Report* – A report listing the total number and percentage of students in the school scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disabling condition.
- *School Content Standards Roster* – A report listing the overall performance level of each student, as well as the performance of each student on each standard and sub content area assessed.
- *Student Performance Report* – A report documenting the overall performance level of the individual student, as well the performance of the student on each standard and sub content area assessed. Performance descriptors and an explanation section are also included to enhance the clarity of the report.

The following CoAlt reports contain information regarding student performance at state, district, school, and individual student levels.

- *State Performance Level Summary Report* – A report listing the total number and percentage of students in the state scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disabling condition.
- *District Performance Level Summary Report* – A report listing the total number and percentage of students in the district scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disabling condition.

- *School Performance Level Summary Report* – A report listing the total number and percentage of students in the school scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disabling condition.
- *School Roster* – A report listing the overall performance level and percentage of total points attained of each student, as well the performance of each student on each concept assessed.
- *Student Report* – A report documenting the overall performance level of the individual student, as well the performance and percentage of total points attained of the student on each concept assessed. Performance descriptors and a parent explanation section are also included to enhance the clarity of the report.

The following CELApro reports contain information regarding student performance at state, district, school, and individual student levels.

- *State Proficiency Level Summary Report* – A report listing the total number and percentage of students in the state scoring in each proficiency level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disabling condition.
- *District Proficiency Level Summary Report* – A report listing the total number and percentage of students in the district scoring in each proficiency level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disabling condition.
- *School Proficiency Level Summary Report* – A report listing the total number and percentage of students in the school scoring in each proficiency level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disabling condition.
- *School Roster* – A report listing the overall proficiency level of each student, as well the proficiency of each student on each domain assessed.
- *Student Proficiency Report* – This report provides a student’s scale score and English language proficiency level by skill area (Speaking, Listening, Reading, and Writing). Graphs offer a quick glance at how the student’s scale scores relate to the corresponding proficiency levels by skill area. Scores for Overall, Comprehension, and Oral performance are also provided.

19.2 District Electronic Data Files

The testing contractor, CTB/McGraw-Hill, produces an electronic data file (GRT) which contains all student-level data obtained from the TCAP and CoAlt assessments including demographic information, performance level information and individual item responses. These files will be available to the DACs on CTB/McGraw-Hill’s Web site at the links below:

- www.ctb.com/tcap
- www.ctb.com/CoAlt

Additionally, the Performance Level Summary Reports are available electronically in multiple data formats on the same CTB Web site.

Specific directions from CTB (with username and password) for downloading these files will be sent to the DACs prior to data release. It is imperative that the DAC be available the latter part of July when these data are released. If the DAC is not available, they should make arrangements with their data respondent to access CTB’s Web site.

19.3 Public Reports

The Colorado Department of Education is required by law to report the results of TCAP assessments to the general public as well as the State Legislature. The following reports are produced for either the general public or the State Legislature.

- *CDE Press Release* – A report describing the performance of students at the state, district and school levels on all TCAP, CoAlt, and COACT assessments.
- *CDE Web site* – An internet listing of all assessment results at the state, district and school levels for all years the various assessments have been administered.
- *Annual Reports to the State Legislature* – Reports of TCAP assessment results at the state and district levels for all tests. Results are reported in aggregate as well as disaggregated by gender, ethnicity and socio-economic status.
- *Technical Reports* – Reports documenting the technical aspects of each assessment along with information regarding test development and scoring.
- *TCAP Item Maps* – Tables providing detailed information about all of the items appearing on TCAP assessments including relative difficulty, alignment to standards and the skill(s) the item is measuring.

19.4 Summary Reporting

Each year questions arise as to what TCAP and CoAlt scores are included in the Summary Reports.

- Students who are coded as Test Invalidation code “6 -Withdrew before completion” and Test Invalidation code “2 - Taking CoAlt” **are not** included as ‘No scores’ in TCAP summary reports.
- Students who are coded as Test Invalidation code “6 - Withdrew before completion” and Test Invalidation code “A - Taking TCAP” **are not** included as ‘No scores’ in CoAlt summary reports.
- Expelled students are included in district summaries, but not school summaries.
- A “No Score” results if a code other than “0 – Students tested all sessions/activities” has been bubbled in the Test Invalidation box.
- Students must complete both multiple choice and constructed response items for all sessions to receive a TCAP scale score and proficiency level.
- If a student misses a TCAP session that contains both Reading and Writing (this session is mainly reading with one short constructed response writing question), both tests **will not** be invalidated. Only the reading test will be invalidated and receive a ‘No score’. While the student will receive no points for the one short constructed response item he/she missed, the student will still receive a score for the writing test, provided no other writing sessions were missed.

Section 20: Resources

Assessment Materials

Resources Available for download from the Assessment Unit:

<http://www.cde.state.co.us/assessment/index.asp>

TCAP

- Colorado Model Content Standards
- Assessment Frameworks
- Transitional Colorado Assessment Program:
 - *Released Passages, Items, Prompts, and Anchor Papers*
- TCAP Item Maps
- FACT Sheets
- Guide to Test Interpretation
- Data Interpretation Guide
- TCAP Technical Report
- School and District Assessment Coordinators' Manual
- Scoring Rubrics for Mathematics
- Scoring Rubrics for Writing
 - *(English and Spanish versions)*
- Writer's Checklists/Revising First Draft Checklist
 - *(English and Spanish versions)*
- Parent Brochure for TCAP

CoAlt

- Colorado Expanded Benchmarks
- Item presentation protocols
- Parent Brochure for CoAlt

ACCESS for ELLs®

- Training Information
- Ordering and Logistics Information
- Links to WIDA

Appendix A: Peer Review, Acronyms and Schools vs. Programs

Colorado's Peer Review Approval Letter



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

DEC 18 2006

The Honorable William J. Moloney
Commissioner of Education
Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203-1704

Dear Commissioner Moloney:

I am pleased to approve Colorado's assessment system under Title I of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB). I congratulate you on meeting this important NCLB requirement.

My decision is based on input from peer reviewers external to the U.S. Department of Education (the Department) and Department staff who reviewed and carefully considered the evidence submitted by Colorado. I have concluded that the evidence demonstrates that Colorado's standards and assessment system satisfies the NCLB requirements. Specifically, Colorado's system includes academic content standards in reading/language arts, mathematics, and science; student achievement standards in reading/language arts and mathematics; alternate achievement standards for students with the most significant cognitive disabilities in reading/language arts and mathematics; assessments in each of grades 3 through 8 and high school in reading/language arts and mathematics; and alternate assessments for those subjects.

Accordingly, Colorado's system warrants **Full Approval with Recommendations**. This status means that Colorado's standards and assessment system meets *all* statutory and regulatory requirements, but that the assessment system could be strengthened in some ways. The Colorado Student Assessment Program (CSAP), alternate assessment based on alternate achievement standards, and the Lectura meet the essential requirements of NCLB, but we recommend Colorado continue to research the impact of accommodations on the meaningfulness of scores for limited English proficient students. I am pleased to know that Colorado participated in our recent LEP Partnership meetings and hope that your involvement with this initiative will help in this effort.

Please be aware that approval of Colorado's standards and assessment system under NCLB is not a determination that the system complies with Federal civil rights requirements, including Title VI of the *Civil Rights Act of 1964*, Title IX of the *Education Amendments of 1972*, Section 504 of the *Rehabilitation Act of 1973*, Title II of the *Americans with Disabilities Act*, and requirements under the *Individuals with Disabilities Education Act*. Finally, please remember that, if Colorado makes significant changes in its standards and assessment system, the State must submit information about those changes to the Department for review and approval.

We have found it a pleasure working with your staff on this review. Please accept my congratulations for your State's approved standards and assessment system under NCLB. I wish you well in your continued efforts to improve student achievement in Colorado.

Sincerely,

A handwritten signature in cursive script that reads "Henry L. Johnson".

Henry L. Johnson

cc: Governor William Owens
Beth Celva

Assessment Unit

2012-2013 Procedures Manual (May be reproduced)



List of Acronyms and Other Terms for State Assessments

ACCESS for ELLs: Assessing Comprehension and Communication in English State-to-State for English Language Learners

ACCOM 1: Accommodation Field for Reading, Mathematics and Science

ACCOM 2: Accommodation Field for Writing

ADE: Automated Data Exchange

AMAOs: Annual Measurable Achievement Objectives

Anchor Review: CO educators provide input to score TCAP constructed response items

AU: Assessment Unit

AYP: Adequate Yearly Progress (no longer used in CO due to ESEA waiver)

CBLA: Colorado Basic Literacy Act

CDE: Colorado Department of Education

COACT: Colorado ACT

CoAlt: Colorado Alternate assessment

CSAP: Colorado Student Assessment System (last administered 2011)

CSAPA: Colorado Student Assessment System Alternate (last administered 2011)

CSV: Comma Separated Values. (This is a common data file format.)

CTB: The test vendor for TCAP and CoAlt: CTB/McGraw-Hill

CVAR: Content Validity and Alignment Review: Review of newly developed TCAP items

DAC: District Assessment Coordinator

DIST USE A: Expelled status

DIST USE C: Free/Reduced Meal status

DIST USE D: Homeless status

EL: English Learner

ELA: English Language Arts

ELA: English Language Acquisition

ESEA: Elementary and Secondary Education Act

ESSU: Exceptional Student Services Unit

FEP: Fluent English Proficient

GIS: Group Information Sheet

GRF/GRT: General Research File/Tape (the raw, student-level data file)

LCEU: Language, Culture, and Equity Unit

LEP: Limited English Proficient

LOI: Level of Independence

NAEP: National Assessment of Educational Progress

NAVIGATOR: CTB.com host system for forms, registrations, file sharing and materials tracking.

NCLB: No Child Left Behind (current ESEA)

NEP: Non-English Proficient

PCL: Pre-coded Labels

SAC: School Assessment Coordinator

SAR: School Accountability Reports *Please note: With the passage of Senate Bill 09-163, SAR reports and associated SAR ratings will no longer be produced by CDE. SchoolView's State, District and School Performance Reports will replace the SAR.

SASID: State Assigned Student Identification Number

SBD: Student Biographical Data review

SGL: School Group List

STUOCT: Student October – the pupil membership ADE collection.

SWD: Students with Disabilities

TCAP: Transitional Colorado Assessment Program

TEST INV 1: Test Invalidation Field for Reading, Mathematics and Science

TEST INV 2: Test Invalidation Field for Writing

URL: Uniform Resource Locator, or web address

W-APT: WIDA-ACCESS Placement Test

WIDA: World-Class Instructional Design and Assessment

.XLS: Microsoft Excel Spreadsheet File

Schools vs. Programs

State and federal emphasis on accountability measures has necessitated that a clearer definition of a school vs. a program within a school be established¹. In order to bring consistency to the process of assigning school codes (which will now only be assigned to schools), a committee from CDE was established to sort through the issues surrounding the assignment of school codes. The committee was charged with the task of differentiating a school from a program or some other educational entity. The committee also had additional goals, such as, ensuring an equitable process for assigning codes which allows superintendents to address local needs or preferences while maintaining accountability. The draft of policy and procedures was then reviewed by representatives from districts. The end result established the definition and the process, documented below.

Definition of a School

A Colorado public school is defined as an institution that receives the majority of its funding from money raised by a general state, county, or district tax and whose property is operated by a political subdivision of the state and:

1. Is an autonomous entity of a Pre-K – 12 District or Board of Cooperative (Educational) Services (BOCES)
2. Has its own administrator who is not under the supervision of an administrator of another public school
3. Has a budget separate from any other public school
4. Provides a complete instructional program that allows students to proceed to the next grade level or to graduate

If an entity fulfills the above requirements (1 through 4), it is expected that the entity will accept responsibility for 5 and 6, as follows, if the entity is to be certified as a school.

5. Reports students and staff on the following counts:
 - o Students
 - Student October
 - December Special Education
 - End of Year
 - Other Student Counts
 - o Staff
 - Human Resources December
 - December Special Education
 - Other Staff Counts
6. Will be the school of accountability for state and federally mandated accountability requirements as appropriate to the grade configuration of that school. This includes, but is not limited to:
 - o School Performance Frameworks
 - o TCAP
 - o CBLA
 - o CO ACT

¹ Letter of August 21, 2003 from Karen Stroup, Chief of Staff to Superintendents, et. al.

Please note: All schools must be accredited through the districts accreditation process.

Notification, Certification and Continuation of School Grade Level Configuration

The Notification ensures appropriate identification of the grade level configuration of schools in Colorado a superintendent needs to notify CDE as indicated in the following process:

An individual entity's status as a school will be certified by the superintendent of a Pre-K – 12 District or director of a BOCES to CDE. Status as a school will remain in effect for a minimum of three years. The certification will include the grade ranges of the schools being certified. Grade levels within a school will remain in effect for the three-year certification period unless the school is adding grades as a part of a specific plan such as a new school which will be adding grades until the school achieves its specified grade range.

Written notification of a change of school status will be considered during June and July following the third year. Under extenuating circumstances, a written notification **from the superintendent** will be considered for change in status from a school to a program at the end of a school year, but no later than November 10th of the following school year. If a change in status is approved it will remain in effect for a minimum of three years. If no change in status notification is received by CDE at the end of the three year certification period, the school's or program's status will be recertified for another three years.

Based on the above definition:

- students who are continuously enrolled (even though there may have been extended periods of time in which the student was absent from school) in an alternative school that is certified as a school, will be counted with that school for reporting purposes.
- students who attend an alternative school that is not certified as a school, will be counted with the school associated with that program.

Center-based programs are identified as those that serve two categories of students – students with disabilities and students who are English Learners. For TCAP, these students are to be accounted for in the same way in which all other students taking the TCAP are accounted.

Center-based schools – labels, test booklets and results all belong to the school.

Center-based programs – labels, test booklets, results belong to the school associated with that program.

“Out-of-District Center-Based Students” are students who have enrolled in a school located in a district other than their district of residence, because their district of residence cannot meet the students' unique needs. These needs are described on the students' IEPs, or are due to the student being at the emergent level of English language acquisition.

- If the district of enrollment is receiving money to educate the “Out-of-District Center-Based Students”, either from the state or district of residence, these students must be tested and coded to the school and district of **enrollment**.

- If the district of enrollment is not receiving money to educate the “Out-of-District Center-Based Students”, either from the state or district of residence, these students must be tested and coded to the school and district of **residence**.

Clarification of School vs. Program for Assessment

During the 2003 Student October/Pre-coded labels training sessions, many questions and concerns arose surrounding the definition of a school and how it impacts districts in terms of assessment practices. This document is aimed at clearing any confusion and gives three specific examples on the process.

Some important points:

- **Beginning in 2008-09, the “District Use B – School of Accountability” field was removed from all student data grids. Student booklets must be shipped to CTB for scanning and scoring with the school for which the results will be reported.**
- Only schools with valid school codes will receive test booklets and pre-coded labels.
- Schools that receive test booklets and labels must keep the test scores of the students, unless they also move staff data, as well as student scores, to other schools.
- Programs do not have school codes and do not receive test booklets, labels or test scores.
- Students in programs must take the TCAP and must have their scores attributed to a school.
- Students in facilities and detention centers do take state assessments, but they are handled separately.

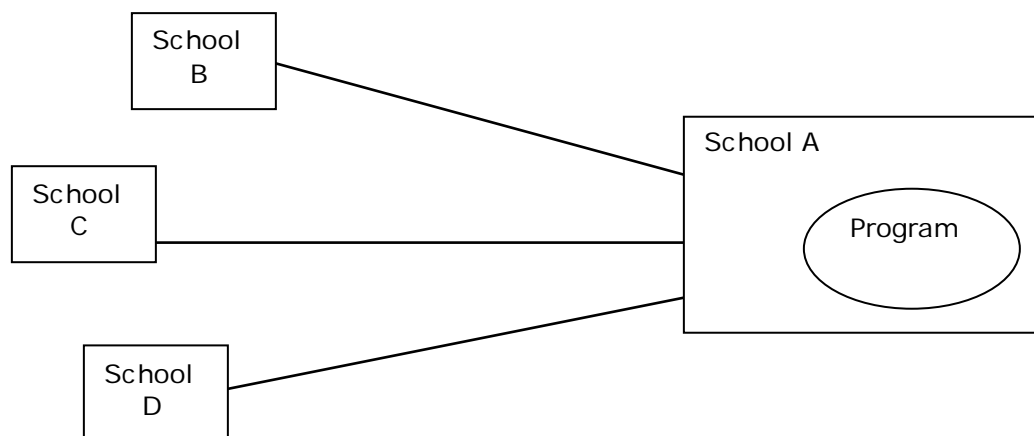
The following examples are three possible district scenarios. This should not be taken to mean that there are no other scenarios that may exist. If you have a set of circumstances in your district and are unsure how the process of assessment will work, please contact the Assessment Unit at 303-866-6929.

If you want to discuss the development or policy around the Definition of a School, please contact:

Jan Rose Petro
303-866-6838
petro_j@cde.state.co.us.

Example 1: Program Within a Neighborhood School Building

Anywhere District, Colorado



In this district, a Program for English Language Learners resides within School A. Schools A, B, C, and D all send students to the Program in School A.

In the past, the district coded all the Program students to School A in the Student October/Labels collection. They then used the “District Use Only B” field to code Program students back to school B, C and D. Under the Definition of a School, this is not appropriate. Because School A shares staff with the Program within School A, **the student scores should remain at School A, so that the performance of the students remains with the school which is serving them for purposes of accountability.**

Important: If a district chooses to continue the practice of sending the program students’ scores back to neighborhood Schools B, C, and D, they must code the students to those schools for the Student October/Pre-coded Labels collection. The test booklets and labels will be shipped to Schools B, C, and D. They must then be physically moved to the Program for testing. The district must return the appropriate test booklets under the Group Information Sheet for Schools B, C, and D.

School A will then need to:

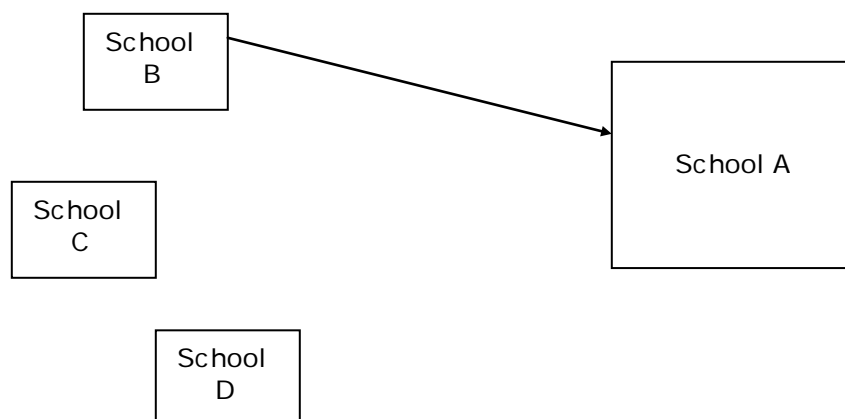
1. Distribute Program staff proportionately during the Human Resources data collection
2. Distribute students attributed to a school in the field “February Count” for the Report Card March collection, if the student was attributed there in the October Count and is still enrolled as of February 1.
3. Distribute suspension/expulsion occurrences and student and teacher attendance for the Safety and Discipline Indicators collection.

Please note:

- Beginning in 2007-08, the “District Use B – School of Accountability” field was removed from all student data grids. Student booklets must be shipped to CTB for scanning and scoring with the school for which the results will be reported.
- The school for which a student’s score is reported impacts the school’s accountability reporting under the School Performance Framework.

Example 2: District with a Center-Based School

Anywhere District, Colorado



In this district, School A is the designated school for students in Special Education and English Language Learners. School A has some students from the neighborhood surrounding it, but it also has students who live in the neighborhood of School B that need the services provided at School A. Because School A meets the definition of a school and has a CDE school code, test booklets and labels will be shipped to School A for all of the enrolled students. School C and D do not send any students to School A.

In the past, the district may have chosen to use “District Use Only B” to code the test scores for students from School B’s neighborhood back to School B. Under the Definition of a School, this is not appropriate. **All scores for the students instructed at School A are to remain at School A for purposes of accountability.**

Important: If a district chooses to continue the practice of sending the program students’ scores back to School B, they must code the students to those schools for the Student October/Pre-coded Labels collection. The labels and test booklets will be shipped to School B. They must then be physically moved to School A for testing. The district must return the appropriate test booklets under the Group Information Sheet for School B.

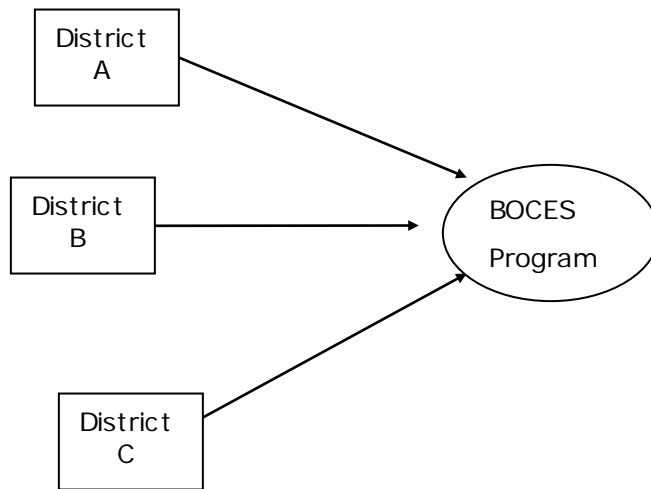
School A will then need to:

1. Distribute Program staff proportionately during the Human Resources data collection
2. Distribute students attributed to a school in the field “February Count” for the Report Card March collection if the student was attributed there in the October Count and is still enrolled as of February 1.
3. Distribute suspension/expulsion occurrences and student and teacher attendance for the Safety and Discipline Indicators collection.

Please note:

- Beginning in 2007-08, the “District Use B – School of Accountability” field was removed from all student data grids. Student booklets must be shipped to CTB for scanning and scoring with the school for which the results will be reported.
- The school for which a student’s score is reported impacts the school’s accountability reporting under the School Performance Framework and federal reporting.

Example 3: BOCES Program Serving Several Districts



Districts A, B, and C send students to a BOCES program. Because the program doesn’t have a school code, the districts must send the TCAP test booklets and labels to the BOCES program for administration of the test. The BOCES must then send the test booklets back to each district after testing is complete. The district must then include the test booklets from the BOCES under the Group Information Sheet with others from the appropriate schools. Student booklets must be shipped to CTB for scanning and scoring with the school for which the results will be reported.

The BOCES will then need to:

1. Distribute Program staff proportionately during the Human Resources data collection
2. Distribute students attributed to a school in the field “February Count” for the Report Card March collection, if the student was attributed there in the October Count and is still enrolled as of February 1.
3. Distribute suspension/expulsion occurrences and student and teacher attendance for the Safety and Discipline Indicators collection.

Please note: The school for which a student’s score is reported impacts the school’s accountability reporting under the School Performance Framework and for federal reporting.

Other Possible Situations That May Exist

A district may have programs that serve expelled students or alternative high schools that are run as programs. These situations may work in the same manner as Example 3, if they do not have a CDE school code.

Appendix B: Samples, Forms and Signs

Samples of TCAP and CoAlt Student Data Grids

TCAP

Last 1 STUDENT'S NAME										First			M.I.	2 BIRTH DATE			3 ETHNICITY (mark one) <input type="radio"/> 4 Hispanic/Latino <input type="radio"/> 0 Not Hispanic/Latino 4 RACE (mark all that apply) <input type="radio"/> 1 American Indian/ Alaska Native <input type="radio"/> 2 Asian <input type="radio"/> 3 Black/ African American <input type="radio"/> 5 White <input type="radio"/> 6 Native Hawaiian/ Other Pacific Islander
A A A A A A A A A A A A										A A A A A A A			A	Month	Day	Year	
B B B B B B B B B B B B										B B B B B B B			B	Jan	0 0	0 0	
C C C C C C C C C C C C										C C C C C C C			C	Feb	1 1	1	
D D D D D D D D D D D D										D D D D D D D			D	Mar	2 2	2	
E E E E E E E E E E E E										E E E E E E E			E	Apr	3 3	3	
F F F F F F F F F F F F										F F F F F F F			F	May	4	4	
G G G G G G G G G G G G										G G G G G G G			G	Jun	5	5	
H H H H H H H H H H H H										H H H H H H H			H	Jul	6	6	
I I I I I I I I I I I I										I I I I I I I			I	Aug	7	7	
J J J J J J J J J J J J										J J J J J J J			J	Sep	8	8	
K K K K K K K K K K K K										K K K K K K K			K	Oct	9	9	
L L L L L L L L L L L L										L L L L L L L			L	Nov	0	0	
M M M M M M M M M M M M										M M M M M M M			M	Dec	0	0	
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R R R R R R R R R R R R										R R R R R R R			R	7 PRIMARY DISABILITY (mark one) <input type="radio"/> 00 None <input type="radio"/> 01 Limited intellectual capacity <input type="radio"/> 03 Emotional disability <input type="radio"/> 04 Specific learning disability <input type="radio"/> 05 Hearing disability <input type="radio"/> 06 Visual disability <input type="radio"/> 07 Physical disability <input type="radio"/> 08 Speech/lang. disability <input type="radio"/> 09 Deaf-blind <input type="radio"/> 10 Multiple disabilities <input type="radio"/> 13 Autism <input type="radio"/> 14 Traumatic brain injury			
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Z Z Z Z Z Z Z Z Z Z Z Z										Z Z Z Z Z Z Z			Z				

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STUDENT'S NAME										M.I.	BIRTH DATE			ETHNICITY (mark one)						
Last										First	M.I.	Month	Day	Year	<input type="radio"/> Hispanic/Latino <input type="radio"/> Not Hispanic/Latino					
A A A A A A A A A A A										A	Jan	0 0	0 0	RACE (mark all that apply) <input type="radio"/> American Indian/ Alaska Native <input type="radio"/> Asian <input type="radio"/> Black/ African American <input type="radio"/> White <input type="radio"/> Native Hawaiian/ Other Pacific Islander						
B B B B B B B B B B B										B	Feb	1 1	1 1							
C C C C C C C C C C C										C	Mar	2 2	2 2							
D D D D D D D D D D D										D	Apr	3 3	3 3							
E E E E E E E E E E E										E	May	4 4	4 4							
F F F F F F F F F F F										F	Jun	5 5	5 5							
G G G G G G G G G G G										G	Jul	6 6	6 6							
H H H H H H H H H H H										H	Aug	7 7	7 7							
I I I I I I I I I I I										I	Sep	8 8	8 8							
J J J J J J J J J J J										J	Oct	9 9	9 9							
K K K K K K K K K K K										K	Nov									
L L L L L L L L L L L										L	Dec									
M M M M M M M M M M M										M				Female <input type="radio"/> Male <input type="radio"/> CoAlt 2012 Grade 8 If a precoded label is used, the following data cannot be modified: student name, birth date, ethnicity, race, gender, and student ID number. If any of that information is incorrect, do not use the label . Instead, fill in all sections of this page. If any other student information provided with the label needs to be changed, you may use the label and complete only those items that require changes.						
N N N N N N N N N N N										N	STATE STUDENT ID NUMBER (required)									
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Q Q Q Q Q Q Q Q Q Q Q										Q	2 2 2 2 2 2 2 2 2 2									
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V V V V V V V V V V V										V	7 7 7 7 7 7 7 7 7 7									
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Z Z Z Z Z Z Z Z Z Z Z										Z										
PRIMARY DISABILITY (mark one) <input type="radio"/> 00 None <input type="radio"/> 01 Limited intellectual capacity <input type="radio"/> 03 Emotional disability <input type="radio"/> 04 Specific learning disability <input type="radio"/> 05 Hearing disability <input type="radio"/> 06 Visual disability <input type="radio"/> 07 Physical disability <input type="radio"/> 08 Speech/lang. disability <input type="radio"/> 09 Deaf-blind <input type="radio"/> 10 Multiple disabilities <input type="radio"/> 13 Autism <input type="radio"/> 14 Traumatic brain injury					LANGUAGE BACKGROUND (mark one) <input type="radio"/> 0 English <input type="radio"/> 1 Spanish <input type="radio"/> 2 Other LANGUAGE PROFICIENCY (mark one) <input type="radio"/> 0 Not applicable <input type="radio"/> 1 NEP <input type="radio"/> 2 LEP <input type="radio"/> 3 FEP ELL PROGRAM (mark one in each row) No Yes M1 M2 E3+ Choice <input type="radio"/> 0 1 2 3 4 5 <input type="radio"/> 0 1 2 3 4 5					CONTINUOUSLY ENROLLED 1 YEAR No Yes <input type="radio"/> 0 1 In School <input type="radio"/> 0 1 In District CONTINUOUSLY ENROLLED 3 YEARS No Yes <input type="radio"/> 0 1 In Colorado District use only-A No Yes <input type="radio"/> 0 1 District use only-C <input type="radio"/> 1 2 3					DATE MOST RECENTLY ENROLLED IN U.S. Month Day Year Jan 0 0 0 0 Feb 1 1 1 1 Mar 2 2 2 2 Apr 3 3 3 3 May 4 4 4 4 Jun 5 5 5 5 Jul 6 6 6 6 Aug 7 7 7 7 Sep 8 8 8 8 Oct 9 9 9 9 Nov Dec					
CoAlt EXPANDED ACCOMMODATIONS (mark all that apply) <input type="radio"/> None <input type="radio"/> Assistive technology <input type="radio"/> Braille <input type="radio"/> Eye gaze <input type="radio"/> Modified picture symbols <input type="radio"/> Objects <input type="radio"/> Sign Language <input type="radio"/> Translation into student's native language <input type="radio"/> Other					TEST INVALIDATION (mark one) <input type="radio"/> 0 Student tested all activities <input type="radio"/> 4 Parental refusal <input type="radio"/> 5 Test not completed <input type="radio"/> 6 Withdrew before completion <input type="radio"/> 9 Misadministration <input type="radio"/> A Taking TCAP Assessment <input type="radio"/> B District ed. services					PROGRAM (mark all that apply) No Yes <input type="radio"/> 0 1 IEP <input type="radio"/> 0 1 504 <input type="radio"/> 0 1 Title I <input type="radio"/> 0 1 Oct New to School <input type="radio"/> 0 1 Migrant <input type="radio"/> 0 1 Immigrant <input type="radio"/> 0 1 District Use-D GT DESIGNATION (mark one) <input type="radio"/> 0 No <input type="radio"/> 3 Both <input type="radio"/> 1 Lang. Arts <input type="radio"/> 4 Other <input type="radio"/> 2 Math										
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Transcribed Book Example (For alternate forms, damaged books, etc.)

Name Bruy Smith District Washburn - R21
 Teacher Mrs. CAETREE School Mtn Street ES

COLORADO
 Student Assessment Program

MATHEMATICS
 GRADE 4

CSAP

49395

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BLANK LABEL

CSAP
 MATHMATICS GRA 4
 SPRING 2007

STATE (required) CO Male Female

STUDENT'S NAME: Last SMITH First BRUY M.I. S

BIRTH DATE: Month 01 Day 01 Year 00 GRADE 04

ETHNICITY (mark one):
 American Indian/ Alaska Native
 Asian/Pacific Islander
 Black (not of Hispanic origin)
 Hispanic
 White (not of Hispanic origin)

LANGUAGE PROFICIENCY (mark one):
 English
 Spanish
 Bilingual
 ESL
 Other

PROGRAM (mark one, all are apply):
 No
 IEP
 504
 Title I
 Out New to School
 Migrant
 Immigrant
 District Use-D

TEST INVALIDATION (mark one):
 Student tested all sessions
 Unable to test due to language
 Taking CSAP All Assessment
 Partial test
 Test not completed
 Witness active completion
 Extreme distraction
 Nonapproved accommodation
 Misadministration
 District ES Services

TEST INSTRUCTIONS: (mark one)
 None
 Limited intellectual capacity
 Emotional disability
 Specific learning disability
 Hearing disability
 Visual disability
 Physical disability
 Speech/hearing disability
 Deaf/blindness
 Multiple disabilities
 Other

TEST INSTRUCTIONS (continued):
 None
 Braille version
 Large-print version
 Overhead read directions only
 Use manipulatives
 Scribe
 Signing
 Assistive comm. device
 Extended timing
 Oral Presentation (verbal test)

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This is the confidentiality agreement the Assessment Unit uses. DACs may adapt it for use in their district and schools.

Confidentiality Agreement

This Agreement made Effective _____ by and between _____
[Date] [School District]

and:

Name

Address City State Zip Code

Participant will abide by the terms and provisions below:

Confidential Information

As used in this Agreement, Confidential Information shall mean and include the following:

1. All information and material provided or disclosed to participant in connection with this agreement, including all content of any test booklet.
2. All assumptions and individual observations of test items, content and data.

Participant Agreement

1. The participant shall not copy, remove or disclose any information related to test content, test items, information related to TCAP, CoAlt, ACCESS for ELLs®, ACT, NAEP, or other test materials related to the TCAP, CoAlt, ACCESS for ELLs®, ACT, NAEP, or any other Confidential information as specified above in connection with this Agreement.
2. The participant will not discuss assumptions or individual observations of Assessment content, test items, and data.

Signature Date

Witness Signature Date

This form must be filled out and submitted to the Assessment Unit as documentation that all district personnel who come in contact with the assessments have been trained.

Return the form **before the beginning of the TCAP district assessment window** to Jason Clymer at: clymer_j@cde.state.co.us, or fax it to The Assessment Unit at (303) 866-6680.

Verification of District Training

Trainings must be comprehensive and interactive.

Trainings must include:

- Test Security Procedures
- Standardized Environment
- Test Administration
- Test Proctor Role vs. Teacher Role
- Ethics
- The Opportunity for Questions/Answers

Training must be interactive

This form certifies that within **[District Name:]** _____, the District Assessment Coordinator, all School Assessment Coordinators, all Test Proctors, Test Examiners, and all other appropriate district personnel have been trained in all aspects of the administration of the state's assessments, including handling of materials, security and ethical administration practices. On the lines below, specify the dates that trainings were completed for all SACs and proctors/examiners in your district for the ACCESS for ELLs®, CoAlt, and TCAP.

SAC training completion date for ACCESS: _____

Examiner training completion date for ACCESS: _____

SAC training completion date for CoAlt: _____

Examiner training completion date for CoAlt: _____

SAC training completion date for TCAP: _____

Proctor training completion date for TCAP: _____

Superintendent

Date

District Assessment Coordinator

Date

Stop Signs

DO NOT WRITE HERE †

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ATTENTION!



**Do NOT turn the
page until you are
told to do so.**

DO NOT WRITE HERE †

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¡Atención!



No pases a la página siguiente.

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Please...



Thank You!

Appendix C: Other Colorado Academic Testing Programs



11th grade Colorado ACT Assessment

CO ACT Assessments: 2013

Initial Testing Date	Make Up Testing Date	Accommodations Testing Dates
Tuesday, April 23, 2013	Tuesday, May 7, 2013	April 23 – May 7, 2013

Overview

Colorado state law (C.R.S., 22-7-409 [1.5]) requires that all grade 11 students attending public schools in Colorado, including alternative, laboratory, and charter schools, must take a standardized, curriculum-based, achievement, college entrance examination. The assessment chosen that fits this legal requirement is the ACT Assessment.

The 11th grade ACT assessment, which is more commonly known as the CO ACT, is administered once in April and once in May. This assessment is equivalent to all other ACT Assessments administered on national test dates throughout the country. Since this is an actual college entrance exam, results from this assessment can be submitted for college entrance by the student to their college or university of choice.

The CO ACT Assessment consists of two parts which are designed to help students prepare for postsecondary educational opportunities. The first part is a pre-test session which includes an interest inventory, a student profile section, and a course/grade section. The second part is the academic assessment section which includes tests in the areas of English, Mathematics, Reading, and Science. From the tests, students receive a composite score along with scores for each of the skill areas. The CO ACT assessment also provides two sub scores in English, three sub scores in Mathematics, and two sub scores in Reading.

With the passage of **Senate Bill 09-163** in 2009, SAR reports and associated school-level SAR ratings will no longer be produced by CDE. SchoolView’s State, District and School Performance Reports will replace the former SAR (School Accountability Report) for the 2012-2013 reporting year and in the future.

CO ACT Continuously Enrolled 1 Year: In School in District

- For CO ACT (grade 11) the student must have been enrolled in a district or school since 04/24/12

CO ACT Continuously Enrolled 3 Years: ELL and Colorado

- Colorado Continuously: For CO ACT (grade 11) the student has to have been continuously enrolled in Colorado public schools since 04/28/10

For more information on the CO ACT Assessment, please visit the CDE Web site at:

<http://www.cde.state.co.us/assessment/CoACT.asp>

NAEP in Colorado



Important NAEP Dates

2012-2013 School Year	
Date	Activity
May- Aug	Superintendents, District Assessment Coordinators, and principals are notified of schools that have been selected for assessments in 2013 NAEP. NAEP District Contacts are identified and informed of this, as well.
Late Aug -Sept	School Administrators/NAEP School Coordinators are required to register on-line for the <i>MySchool</i> web site and complete the "PROVIDING SCHOOL INFORMATION FORM" on the site. Detailed information on these tasks is provided to School Administrators/NAEP School Coordinators and NAEP District Contacts.
Sept - Oct	Permission is required from the district superintendent/designee in order for CDE to access the Student October Count Data for the NAEP State Coordinator (NSC) to electronically file the student lists for the participating schools. The required form is sent to the appropriate District Contacts. The schools will have their lists submitted by Pam A. Sandoval, CO NAEP State Coordinator using the Student October Count Data.
Dec- Early Jan	Free Web seminars are offered on the CO expectations for inclusion of special student populations and for training on NAEP accommodations vs. the TCAP accommodations. Detailed information on registering for these Web seminars is provided to School Administrators/NAEP School Coordinators and NAEP District Contacts.
2 to 3 weeks before actual assessment date	Pre-assessment visit window at schools. Parents are notified students have been selected for 2013 NAEP assessment. School Coordinators email confirmation to CDE NAEP State Coordinator, Pam A. Sandoval, that parent letter(s) were sent at least ten days prior to assessment date.
Jan 28 – Mar 8, 2012	NAEP 2013 testing window. See chart, below. NSC visits testing at schools.

2013 NAEP Assessment Window

<u>Grades 4, 8 and 12*</u>	January 28 – March 8, 2013
Reading	
Math	
<u>Grade 8*</u>	January 28 – March 8, 2013
Technology and Engineering Literacy (TEL): Computer-based	

*Each selected student is tested in one subject, only.

Overview

NAEP, the National Assessment of Educational Progress, is also known as “The Nation’s Report Card.” NAEP has been an operational assessment since 1969. Historically, Colorado’s NAEP average scores in reading and mathematics tend to be significantly higher than or equal to national public school average scores.

In 2003, for the first time, participation in NAEP was linked to Title I funding by the federal “No Child Left Behind” Act (legislative language follows). Within Colorado, NAEP will select a sample of schools to participate as described below. **Colorado and its schools selected for NAEP must participate in 4th and 8th grade assessments in reading and mathematics to receive state and district Title I funding.**

While participation is required to receive Title I funding, no sanctions or awards are given for performance on the NAEP. However, Colorado’s NAEP results are required to be used as confirmatory evidence for any trends identified in TCAP results under the new legislation, so it is important that Colorado schools and students do their best on the NAEP.

Sampling Process

NAEP does not assess every child in order to minimize testing burden. Instead, it selects a sample of student’s representative of Colorado as a whole. During the 2013 assessment cycle, NAEP will be conducting the following assessments:

1. Grade 4 Reading and Math assessments*
2. Grade 8 Reading and Mathematics assessments*
3. Grade 12 Reading and Mathematics assessments*
4. Grade 8 Computer-based Technology and Engineering Literacy (TEL) assessment (laptops are provided for this)

*Each of these assessments/studies is based on a representative sample of the student population of the state and the nation and none are designed to produce individual district, school or student data. For further information on these assessments, please visit the National Center for Educational Statistics Web site at <http://nces.ed.gov/nationsreportcard> or check our Colorado Department of Education NAEP Web site at: <http://www.cde.state.co.us/assessment/CoNAEP.asp>

Why is student participation valuable?

NAEP does not attempt to assess every student in the United States; rather, NAEP uses a representative sample. The students selected represent the geographic, racial, ethnic, and socio-economic diversity that is America's student body, today. Participation is important because each student's performance represents hundreds of other similar students.

To select the representative sample of Colorado students, NAEP uses a process called, "*Systematic sampling with probability proportional to size*." The NSC does not select the schools to be tested. Statisticians in the national NAEP office perform this process. In systematic sampling, schools are grouped based on factors such as type of location (i.e., rural, suburban), minority enrollment, school size, and achievement on the TCAP. From within each of these groups, a sample of schools is drawn. This type of sampling allows statisticians to account for clustering effects when they analyze the test results. It also minimizes administration costs.

Sometimes it may seem as if the samples are not selected from a representative sample, as some schools are selected multiple years in a row. This happens when a school has a unique quality within the state, and without that school, the sample would not be representative of the state. For example, a school with very high achievement with student population demographics typically associated with lower achievement would be important to include if the sample is to be representative.

Administration Process

Once a school has been selected and agrees to participate in NAEP, most of the administration work is done by a NAEP subcontractor. The subcontractor is not housed at CDE and is under the supervision of the national NAEP office. The NSC in collaboration with the IMS department at CDE submits the student list for the selected grade at each of the schools using the Student October Count data. District Superintendent permission is required for this list submission. School administrators and teachers do not have to be involved in the actual administration of the assessment. Schools are responsible to identify students who may need accommodations. There is some flexibility in the assignment of a testing day within the window.

Selected students only test in one subject area and will be exposed to about 90 minutes of testing which includes two 25 minute blocks of test questions and two short surveys about instructional, educational and home factors. The computer-based TEL assessment will take up to 120 minutes. Most subject tests can take place simultaneously in the same area/room. Copies of the survey questions are available prior to the assessment date for review by interested teachers and parents.

In order to assess an entire domain such as mathematics in only 90 minutes per student, NAEP uses a process called matrix sampling. They divide what would be about an 8 hour assessment into 25 minute blocks and have each student take only two of the blocks. This minimizes testing burden on an individual student, which is an

important consideration in the design of NAEP. As a result, the design does not yield results at the student or school level. (One student does not take items from the entire domain, and within a school, only a few students will take any given block.) NAEP computes reliable results at the state level with sophisticated statistical processes. Therefore, the only results released are at state, regional, and national levels, and stakes for students and schools are minimized.

Accommodations are allowed by NAEP. Most of the NAEP accommodations are the same as the TCAP accommodations. Most students that take the TCAP general assessment are included in the NAEP sampling frame for selection. If a school is selected for NAEP, the school will receive detailed information regarding NAEP accommodations.

NAEP Frameworks

The NAEP frameworks are not the same as the TCAP frameworks. Like the TCAP, the NAEP assessment frameworks were developed by educators. All NAEP items are reviewed by educators, community members, parents, and curriculum specialists from each state. Also like the TCAP, NAEP includes both multiple choice and constructed response items.

Frameworks for the NAEP assessments in mathematics and reading are located at: <http://nces.ed.gov/nationsreportcard/frameworks.asp>. In addition, the NAEP Question tool, at <http://nces.ed.gov/nationsreportcard/itmrls/>, includes thousands of released items with student responses, item statistics, and scoring guides.

NAEP Resources

The National Center for Educational Statistics has a Web site that will answer many questions about NAEP, <http://nces.ed.gov/nationsreportcard/>. On this Web site, one will find frequently asked questions, results from previous administrations of NAEP, copies of the frameworks, released items, and references for reports published by NAEP. Of course, one can also contact the CDE NAEP State Coordinator listed in the contact section of the Office of Student Assessments for NAEP information.

Legislative Language

"Title I – Improving The Academic Achievement Of The Disadvantaged...

Part A – Improving Basic Programs Operated by Local Educational Agencies...

SEC. 1111. STATE PLANS...

(c) OTHER PROVISIONS TO SUPPORT TEACHING AND LEARNING- Each State plan shall contain assurances that—

...

(2) the State will, beginning in school year 2002-2003, participate in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under section 411(b)(2) of the National Education Statistics Act of 1994 if the Secretary pays the costs of administering such assessments;

...

(g) PENALTIES-

...

(2) FAILURE TO MEET REQUIREMENTS ENACTED IN 2001- If a State fails to meet any of the requirements of this section, other than the requirements described in paragraph (1), then the Secretary may withhold funds for State administration under this part until the Secretary determines that the State has fulfilled those requirements...

SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS...

(b) PLAN PROVISIONS-

(1) IN GENERAL- In order to help low-achieving children meet challenging achievement academic standards, each local educational agency plan shall include —

...

(F) an assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994;

..."

No Child Left Behind Act of 2001, Pub. L. No. 107-110, § 1111-1112, 115 Stat. 1425 (2002).

A copy of this legislation is also located at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111>

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