## ACCESS for ELL’s

**Up to 2.75 hours (or 165 minutes) total for:***
- Science Grades 5 & 8 (4.0 Hours)
- Science Grade 11 (3.5 Hours)
- Social Studies Random Selection
- All Students grades 3-9
- All Students grades 3-11

**How the Assessment Results will be used:**
- Helps students understand their current level of English language proficiency along the developmental continuum.
- Provides a general idea of students' progress toward English language proficiency.
- Helps to determine the student's specific reading skill deficiencies.
- Provides a measure of progress toward English language proficiency for the students identified with a Significant Reading Deficiency (SRD). The Act outlines specific components that must be included in a READ plan to ensure the effectiveness of the intervention strategies.

## PARCC ELA and Math

- **Grades 3rd to 5th grade:**
  - Grades 3 & 4 (9.25 Hours)
  - Grades 5 & 6 (8.75 Hours)

- **Science Grades 5th, 6th, 7th & 8th:**
  - Grades 5 & 6 (3.5 Hours)
  - Grades 7 & 8 (4.0 Hours)

**How the Assessment Results will be used:**
- Provides a measure of the degree to which students have mastered the CAS in science and social studies at the end of the tested grade level. In addition to the student level information provided, schools and districts may use the data across districts to make adjustments to instructional programming for the following year.

## CoALT: DLM

- **K-12 identified English Learners (Mid-LEP):**
  - State / Federal: It is mandated by federal law that all English language learners be assessed using a test in their primary language. State Board approved interim assessments that measure students’ content area knowledge (i.e., math) and language skills (i.e. listening, speaking, reading, writing) and will be aligned with the WIDA English Language Development (ELD) Standards.

## CoALT: Science and Social Studies

- **Science all students grades 9th, 8th and 11th:**
  - Science Grades 5-8 (4.0 Hours)
  - Science Grade 11 (3.5 Hours)
  - Social Studies Grades 4 & 7 (4.0 Hours)

- **Social Studies Random Selection of students grades 4th and 7th:**
  - Science Grades 5-8 (4.0 Hours)
  - Science Grade 11 (3.5 Hours)
  - Social Studies Grades 4 & 7 (4.0 Hours)

**How the Assessment Results will be used:**
- Provides districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.
- Helps districts to identify students with significant cognitive disabilities to demonstrate their learning by the end of the tested grade level. In addition to the student level progress toward English language proficiency.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grade Level</th>
<th>Estimated Hours of Testing</th>
<th>Required by Federal or State Law or Selected by District</th>
<th>Purpose of the Assessment</th>
<th>How the Assessment Results will be used</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ Act Interim - iReady</td>
<td>K-12</td>
<td>30-45 minutes</td>
<td>State</td>
<td>Achieving reading competency by the end of third grade is a critical milestone for every student and predicts ongoing educational success. If a student enters fourth grade without achieving reading competency, he or she is significantly more likely to fall behind in all subject areas beginning in fourth grade and later grades. Early literacy development is not only a critical milestone in a child’s path to success, but it is also one of Colorado’s top education priorities. The Colorado Reading to Ensure Academic Development Act (the READ Act), passed by the Colorado Legislature in 2012, focuses on early literacy development for all students and especially for students at risk for not achieving third grade reading proficiency. The READ Act focuses on kindergarten through third grade (K-3) literacy development, literacy assessment and individual READ plans for students identified with a Significant Reading Deficiency. Teachers must measure each K-3 student’s reading competency using state board approved interim reading assessments. If the student is determined to have a significant reading deficiency, teachers must administer one or more of the state board approved diagnostic assessments to determine the student’s specific reading skill deficiencies. The READ Act requires the creation and implementation of an individual intervention plan (called a READ plan) for students identified with a Significant Reading Deficiency (SRD). The Act outlines specific components that must be included in a READ plan to ensure the effectiveness of the intervention strategies.</td>
<td>CDE: Colorado READ Act</td>
<td>CDE Fact Sheet</td>
</tr>
<tr>
<td>READ Act Interim - DIBELS Next</td>
<td>K-6</td>
<td>10 minutes</td>
<td>State</td>
<td>Achieving reading competency by the end of third grade is a critical milestone for every student and predicts ongoing educational success. If a student enters fourth grade without achieving reading competency, he or she is significantly more likely to fall behind in all subject areas beginning in fourth grade and later grades. Early literacy development is not only a critical milestone in a child’s path to success, but it is also one of Colorado’s top education priorities. The Colorado Reading to Ensure Academic Development Act (the READ Act), passed by the Colorado Legislature in 2012, focuses on early literacy development for all students and especially for students at risk for not achieving third grade reading proficiency. The READ Act focuses on kindergarten through third grade (K-3) literacy development, literacy assessment and individual READ plans for students identified with a Significant Reading Deficiency. Teachers must measure each K-3 student’s reading competency using state board approved interim reading assessments. If the student is determined to have a significant reading deficiency, teachers must administer one or more of the state board approved diagnostic assessments to determine the student’s specific reading skill deficiencies. The READ Act requires the creation and implementation of an individual intervention plan (called a READ plan) for students identified with a Significant Reading Deficiency (SRD). The Act outlines specific components that must be included in a READ plan to ensure the effectiveness of the intervention strategies.</td>
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