COLORADO
Department of Education

ESSA Assessment Spoke Committee

October 20, 2016

COLORADO
DEPARTMENT of EDUCATION cde

Advance Organizer

- Minutes
- Decision-making process for the group
- 1202 Task Force Summary
- ESSA Template Review
- Innovative Assessment Demonstration Authority
- ESSA Listening Tour Feedback
- Assessment Reports
- Next Steps: October 25th Meeting

HB 14-1202 Work

Dan Snowberger, Superintendent, Durango School District 9-R
Chairman of the 1202 Task Force – July 2014-January 2015

HB 14-1202 Task Force

- Adele Bravo, Colorado Education Association (CEA), Broomfield, Public School Teacher Representative
- Jay Cerny, Cherry Creek Academy, Englewood, Charter School Representative
- John Creighton, St. Vrain Valley Schools, Longmont, School Board Director Representative
- Bethany Drosendahl, Cheyenne Mountain School District 12, CO Springs, Parent Representative
- Lisa Escárcega, Aurora Public Schools, Aurora, District Administrator Representative
- Bill Jaeger, Colorado Children's Campaign, Denver, Organization that represents low performing students
- Tony Lewis, Donnell-Kay Foundation, CSI Board, Denver, Charter School Institute Representative
- Donna Lynne, Chair, Denver Metro Chamber of Commerce, Business Representative
- Syna Morgan, Jefferson County Schools, District Administrator Representative
- Luke Ragland, Colorado Succeeds, Denver, Business Representative
- Dan Snowberger, Durango School District, Durango, District Administrator Representative
- Ilana Spiegel, Supportive Parents, Educators and Students (SPEAK), Centennial, Parent Representative
- Dane Stickney, Strive Prep Charter School, Denver, School Teacher Representative
- Nancy Tellez, Poudre School District Board of Education, Fort Collins, School Board Director Representative
- Susan Van Gundy, Golden, Eduvate, PARCC Representative

Role of the Task Force

- The Colorado Standards and Assessments Task Force was established by the Colorado General Assembly in 2014 (HB14-1202) and charged with studying the **implications of Colorado's State and local assessment system** for school districts, public schools, charter schools, educators and students. State assessments refer to tests that are mandated by the State or Federal governments. Local assessments refer to all other assessments administered by districts, charters, schools, or classrooms at the discretion of local authorities.

Findings

- Early on in Task Force deliberations, members agreed that assessments provide valuable data for the purposes of holding schools and districts accountable for student performance, comparing groups of students to one another, improving instruction, and measuring student growth and proficiency.
- Current system has created far too many demands on time, logistics, and finances that are impacting the teaching and learning process in schools and undermining public support for the assessment system as a whole.
- Consensus of the Task Force is that, where possible, changes must be made to the type, frequency, and use of various assessments.

Findings

- In addition, the Task Force recognizes that the State's ability to change the current assessment system is severely restricted by the current Federal testing requirements under the Elementary and Secondary Education Act (ESEA). There was consensus that, in the short term, the State must adhere to these Federal requirements in order to avoid the fiscal and other consequences of non-compliance.

State assessments …

- Statewide assessments hold policymakers, districts and schools accountable for growth and achievement of students and provide information about the effectiveness of schools and districts.
- Statewide assessments ensure that there is an infrastructure in place to inform all stakeholders of how students achieve compared to their peers, how school and district achievement compare to one another, and how specific subgroups compare to one another.
- Statewide assessments provide a way to measure academic growth.
- Statewide assessments provide a set of data points that can be included in a comprehensive body of evidence about student achievement to inform district and school programming.
- State and local assessments have both unique and overlapping purposes. Both levels of assessment add to a comprehensive body of evidence that can be used to inform school and district programming and policymakers.
- Public input and surveys made it clear that something must be done to reduce the financial, time, and logistical burden of our statewide assessment system.

Local Assessments …

- Local assessments can provide comparative information at the local level (classroom, students, schools).
- State and local assessments have both unique and overlapping purposes. Both levels of assessment add to a comprehensive body of evidence that can be used to inform school and district programming and policymakers.
- Local assessments are used to improve instruction for individual student achievement and growth as well as to improve programming and building design.
- Local assessments provide timely results that can be used to inform instruction.
- Public input and surveys indicated that local assessments are a part of the overall testing burden and we encourage local districts to examine the purpose and use of their local assessments.
- The State should not legislate what districts/charters should do in terms of local assessments. The Task Force supports using the mechanisms in place to provide resources and technical assistance to help districts analyze their use of local and State assessment data to improve instruction.

Work that is needed moving forward…

The Task Force identified difficult tensions that need to be resolved by continued work of an Advisory Board.

- To what extent should emphasis be given to State assessments relative to locally chosen/designed assessments? What's the appropriate balance?
- To what extent should State assessments focus on district and school accountability? To what extent should State assessments be used to identify individual student growth and proficiency? To what extent are local assessments and processes able to achieve this task?
- How much flexibility can districts and schools have to choose their own assessments and still retain the principles of accountability, comparability, growth and equity?
- When a parent or guardian exercises his or her right to refuse to have their student participate in an assessment, how should this be managed by districts and schools? How should this be factored into district and school accountability?
- In light of concerns about technology-based tests including equity, access, and developmental appropriateness, to what extent should future assessment systems be technology-based versus administered through paper and pencil?

Recommendations for the Colorado Measures of Academic Success: Grades 3-8 and High School

- Eliminate State-mandated tests in 12th grade.
- Eliminate State-mandated tests in 11th grade except for a college entrance exam and offer state-funded CMAS English Language Arts (ELA) and Math exams as an option for districts and schools.
- Fulfill high school Science assessment requirements with an augmented college entrance exam, such as the ACT.
- Consider whether to continue State-mandated ELA and Math exams at 9th grade. This is an area in which Task Force members were evenly split and could not reach a consensus. Some believe the State should fund *optional testing* for 9th grade ELA and Math exams. Others believe the State should continue to fund and mandate 9th grade ELA and Math assessments.
- Consider whether to continue State-funded Social Studies tests in 4th and 7th grades. This is another area in which Task Force members were evenly split and could not reach a consensus. Some believe the State should fund optional testing for 4th and 7th grade Social Studies exams. Others believe the State should continue to fund and mandate 4th and 7th grade Social Studies exams.
- Administer ELA and Math CMAS assessments at 10th grade to fulfill State and Federal requirements.
- Hold all schools and districts harmless from the consequences associated with School and District Performance accountability frameworks (including for low participation rates) through 2015- 2016 school year.
- Provide paper and pencil options for all tests.
- Proactively address parent and student opt outs.

HOUSE BILL 15-1323

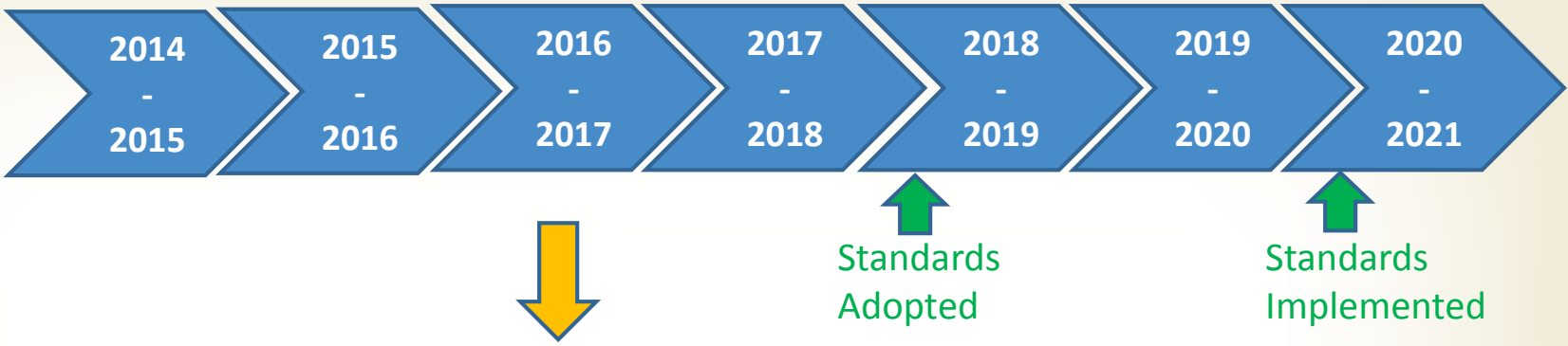
- Instituted a bulk of the recommendations of HB 14-1202 Task Force

ESSA Template Review

A. Student Academic Assessments

- **Student Academic Assessments. Identify the student academic assessments that the State is implementing under section 1111(b)(2) of the ESEA, including the following:**
  - High-quality student academic assessments in mathematics, reading or language arts, and science consistent with the requirements under section 1111(b)(2)(B);

Assessment Implementation Timeline



CMAS: Science/SS	2nd admin	3rd admin	4th admin	5th admin New contract	6th admin Dev new	7th admin FT new	Revised
CMAS: ELA/Math	1st admin	2nd admin	3rd admin	?	? Dev new	? FT new	Revised
PSAT 10 SAT		1st admin	2nd admin 1st admin	3rd admin 2nd admin	4th admin 3rd admin	5th admin 4th admin	New Contract

Procurement Requirements and Options

- **Required for science/social studies: New contract in 17-18.**

- **Option A for ELA/Math: Procure with science and social studies.**
  - Transfer administration activities in 17-18.
  - Maintain current administration contractor in 17-18. Transfer to new administration contract in 18-19.

- **Option B for ELA/Math: Procure next year separately from science/social studies.**
  - Implement in 18-19.
    - With other PARCC states
    - Colorado only

	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
CMAS: ELA/Math Option 1	1st admin	2nd admin	3rd admin	4th admin	5th admin New contract Dev new	6th admin FT new	Revised
CMAS: ELA/Math Option 2	1st admin	2nd admin	3rd admin	*4th admin (abb.?)* New contract?	*5th admin (abb.)* New contract? Dev new	*6th admin (abb.)* FT new	Revised
CMAS: ELA/Math Option 3	1st admin	2nd admin	3rd admin	Off-the-shelf 1st admin New contract	Off-the-shelf 2nd admin (Dev new)	Off-the-shelf 3rd admin (FT new)	Off-the-shelf 4th admin (Revised)

Ninth Grade Procurement Considerations

- **Aligned to CAS**
- **Clear and explicit connection to college entrance exam**
- **Single administration**
- **Testing time considerations**

A. Student Academic Assessments

- **Student Academic Assessments. Identify the student academic assessments that the State is implementing under section 1111(b)(2) of the ESEA, including the following:**
  - Any assessments used under the exception for advanced middle school mathematics under section 1111(b)(2)(C)(iii) of the Act;

A. Student Academic Assessments

- **Student Academic Assessments. Identify the student academic assessments that the State is implementing under section 1111(b)(2) of the ESEA, including the following:**
  - Alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities;

A. Student Academic Assessments

- **Student Academic Assessments. Identify the student academic assessments that the State is implementing under section 1111(b)(2) of the ESEA, including the following:**
  - The uniform statewide assessment of English language proficiency, including reading, writing, speaking, and listing skills consistent with §200.6(f)(3);

A. Student Academic Assessments

- **Student Academic Assessments. Identify the student academic assessments that the State is implementing under section 1111(b)(2) of the ESEA, including the following:**
  - Any approved locally selected nationally recognized high school assessments consistent with §200.3.

B. State Assessment Requirements

- **Provide evidence at such time and in such manner specified by the Secretary that the State's assessments identified above in section 3.2.A. meet the requirements of section 1111(b)(2) of the ESEA.**

C. Advanced Mathematics Coursework

- **Describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and §200.5.**

C. Advanced Mathematics Coursework (From Dwayne)

- **The districts and the CDE will benefit from the annual collection of student IDs (Sasid) for those middle school students that complete, or are enrolled in, Algebra I or Geometry courses. These data will allow the state, and districts, to monitor the equitable participation of diverse students within these important advanced mathematics trajectories.**

C. Advanced Mathematics Coursework (Continued)

- **Additionally, given this new data collection, the CDE will be able to monitor the coursework-assessment alignment in middle school mathematics. The alignment being referred to is the alignment of students who take Algebra I course content being provided the Algebra I state test in the same year as the content was encountered. Similarly, the state and districts have a vested interest in knowing how many middle school students that took a Geometry course also took the state Geometry test. Without these data, the CDE and the districts may be unsure how many once-accelerated or twice-accelerated students are taking the state test designed for grade level content associated with the standard 7th grade math or 8th grade math curriculum.**

C. Advanced Mathematics Coursework (Continued)

- **Given that Advanced Mathematics Coursework assessment data are used in the CDE accountability processes and supports the identification and sharing of best practices, any process inequities (such as testing accelerated students on grade level assessments) can systematically influence resulting score distributions thereby reducing the interpretability and usefulness of our middle school advanced mathematics assessment data. There may be a perverse incentive built into the current system since middle school Algebra or Geometry students that take the standard 7th or 8th grade math assessments will put upward pressure on the resulting score distributions and the mean outcomes that are judged in the accountability system.**

C. Advanced Mathematics Coursework (Continued)

- **Perhaps most importantly, for student who are not accelerated or twice accelerated, their score distributions become less able to support best practices research because the aggregate scores and associated distributions no longer really reflect the learning and gains of only this very important group. The districts and the CDE will benefit from some processes and assurances that each middle school student is taking the state assessment that is most aligned with the content they were exposed to.**

Colorado Waiver Language

- **See document**

D. Universal Design for Learning

- **Describe the steps the SEA has taken to incorporate the principles of universal design for learning, to the extent feasible, in the development of its assessments, including any alternate assessments aligned with alternate academic achievement standards that the State administers consistent with sections 1111(b)(2)(B)(xiii) and 1111(b)(2)(D)(i)(IV) of the Act.**

E. Appropriate Accommodations

- **Consistent with §200.6, describe how the SEA will ensure that the use of appropriate accommodations, if applicable, do not deny an English learner (a) the opportunity to participate in the assessment and (b) any of the benefits from participation in the assessment that are afforded to students who are not English Learners.**

F. Languages other than English.

Proposed Regulations:

Innovative Assessment Demonstration Authority

Proposed Regulations: Innovative Assessment Demonstration Authority

- New opportunity for states or consortia of states to pilot innovative approaches to assessments (limited to 7 states)
- Gives states time and space to try out, and learn from the implementation of novel testing approaches as they **scale** the innovative assessment system statewide
- Innovative assessment demonstration authority is only needed if a state is seeking to:
  1. Develop a new approach for assessing students against the standards
  2. Start small, piloting in a limited number of representative districts and schools before implementing statewide
  3. Use the approach for accountability and reporting during the piloting phase

Proposed Regulations: Innovative Assessment Demonstration Authority

- Variety of models, including:
  - Performance tasks and simulations
  - Competency-based assessments
  - Multiple assessments
  - All models must produce an annual summative determination of grade-level achievement aligned to state standards

Proposed Regulations: Innovative Assessment Demonstration Authority Time to Thoughtfully Scale

- A State may apply for demonstration authority to scale its innovative assessment over a period of 5 years.
  - If the innovative assessment has not been implemented statewide at the end of the five-year period, a State may request a 2 year extension, if it meets certain requirements.
  - After the extension, the proposed rule clarifies a State may request a 1 year waiver for purposes of giving the State time to submit evidence for Federal peer review of State assessments.

Proposed Regulations:
Innovative Assessment Demonstration Authority
Time to Thoughtfully Scale

- Because a State does not need authority until its innovative assessment is ready to be used in some districts instead of the statewide test for accountability, **planning years** are not part of the demonstration authority timeline.

Proposed Regulations: Innovative Assessment Demonstration Authority Comparability

ESSA requires that the innovative and statewide assessments generate results during the authority period that are valid, reliable, and comparable for all students and subgroups of students.

The proposed regulations include options for states regarding how they can annually demonstrate comparability:

1. Assessing all students using the statewide tests at least once in each grade span for which there is an innovative assessment.
2. Assessing a representative sample of students in the same school year on both the innovative and corresponding statewide test at least once in each span.
3. Incorporating, as a significant portion of the assessment, common items across both statewide and innovative tests.
4. Another state-determined method that will provide an equally rigorous, statistically valid comparison for all students and subgroups.

Proposed Regulations: Innovative Assessment Demonstration Authority Application Requirements

A demonstration that the innovative assessment system meets **statutory requirements for assessments:** alignment, quality, fairness, comparability between the innovative and statewide assessment (depth and breadth of content, academic achievement standards and results) to maintain consistent and unbiased annual accountability and reporting

- Provide for the participation and be accessible to all students **(95% participation of all students and all subgroups)**
- Provide disaggregated results for all students and subgroups

Assessment Priorities

- **What can we prioritize and do without demonstration authority?**
  - Move to single new assessment that meet state and federal requirements
- **What can we prioritize and do with demonstration authority?**
  - Have 2 comparable assessments being administered at the same time while scaling up to a single system
- **What doesn't appear to be allowed?**
  - Multiple assessments long term, outside of high school
  - Off-grade level without a grade level determination

What are we hearing?
Options that don't require demonstration authority

Options that don't require demonstration authority:

- **Is there a way to increase perceived student relevance of 9th grade assessments?**
- **Is there a way to shorten current CMAS assessments?**
- **Social studies? (especially high school)**

What are we hearing?
Options that require demonstration authority… or more

- **Allow for waivers from CMAS high school science assessments for students taking AP/IB/Cambridge/SAT Content tests** (violates proposed regulations)
- **Move to a single statewide administered series of interim/benchmark assessments**
  - Advantages: reduction in testing
  - Challenges: potential intrusion on local control
- **Develop common performance-based assessments that can be used by themselves at some grade levels and in conjunction with administration of current assessment at other grade levels**
  - Fits also with graduation guidelines work
- **Increase flexibility of off-grade level use of current assessments**

ESSA Listening Tour Feedback

Assessment Reports

General Information

- **Sample reports do not contain real data.**
  - Generated for training purposes only

Types of Scores Appearing on CMAS Reports

- **ELA, math, and CSLA have five performance levels; science and social studies have four performance levels[1]**
- **Performance Levels:**
  - Exceeded Expectations[2]
  - Met Expectations[2]
  - Approached Expectations
  - Partially Met Expectations
  - Does Not Yet Meet Expectations (ELA, Math, CSLA only)

[1]CMAS science and social studies performance level names updated in 2015-2016 to be more aligned to PARCC performance levels

[2]The top two levels are indicators of being on track for college and career in the content area

CMAS Performance Levels

CMAS ELA and Math (PARCC), CSLA	CMAS Science and Social Studies
Level 5: Exceeded expectations	**Level 4:** Exceeded expectations
Level 4: Met expectations	**Level 3:** Met expectations
Level 3: Approached expectations	**Level 2:** Approached expectations
Level 2: Partially met expectations	**Level 1:** Partially met expectations
Level 1: Did not yet meet expectations	

CMAS Performance Levels and Policy Claims

- **Students who exceeded or met expectations are considered on track for college and career in the assessed content area.**

Exceeded Expectations	Students performing at this level demonstrate a distinguished command of the concepts, skills, and practices embodied by the Colorado Academic Standards assessed at their grade level. They are *academically well prepared* to engage successfully in further studies in this content area.
Met Expectations	Students performing at this level demonstrate a strong command of the concepts, skills, and practices embodied by the Colorado Academic Standards assessed at their grade level. They are *academically prepared* to engage successfully in further studies in this content area.

CMAS Performance Levels and Policy Claims

Approached Expectations	Students performing at this level demonstrate a moderate command of the concepts, skills, and practices embodied by the Colorado Academic Standards assessed at their grade level. They will *likely need academic support* to engage successfully in further studies in this content area.
Partially Met Expectations	Students performing at this level demonstrate a limited command of the concepts, skills, and practices embodied by the Colorado Academic Standards assessed at their grade level. They will *likely need extensive academic support* to engage successfully in further studies in this content area.
Did Not Yet Meet Expectations (ELA, Math, CSLA only)	Students performing at this level do not yet meet academic expectations for the concepts, skills, and practices embodied by the Colorado Academic Standards assessed at their grade level. They will *need academic support* to engage successfully in further studies in this content area.

Types of Scores Appearing on Reports (cont.)

- **Scale scores put student performance on a common scale**
  - Overall scale score
    - Comparisons can be made within the current assessment year and across years
  - Subscale score
    - Comparisons can be made within the current assessment year and across years
- **Percent correct**
  - Comparisons can be made within the current assessment year

Levels for Reporting

- **State**
- **District**
- **School**
- **Subgroups**
- **Individual student**

- **Total Test (Overall Performance Level)**
- **ELA and math**
  - Reporting Category
  - Subclaim Category
  - Evidence Statement
- **Science and social studies**
  - Standard Level (Reporting Category)
  - Prepared Graduate Competency (PGC)
  - Grade Level Expectation (GLE)
  - Item Type

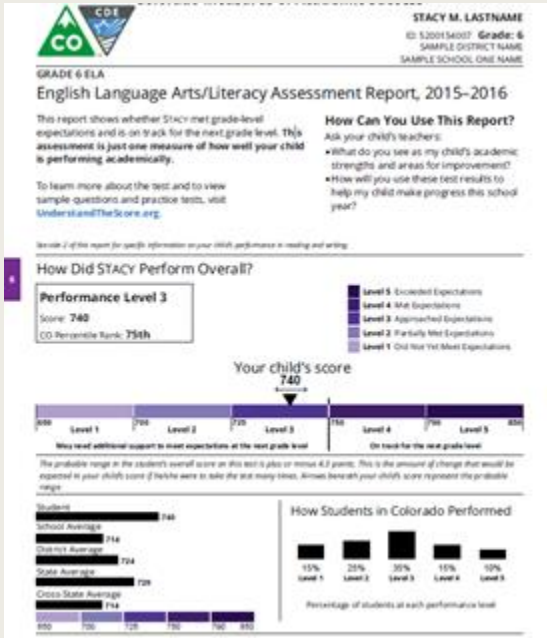
CMAS Overall Scale Score

- **Overall scale score for the assessment**
  - Range is displayed (650-850 for ELA and math, 300-900 for science and social studies)
  - Arrows (↔) around student scores represent the standard error of measurement (SEM)
    - The SEM is the estimated range of scores that the student might receive if they took the test multiple times
  - State, district, and school level information is provided in relevant sections of the report to help understand how the student's performance compares to other students.
    - Cross-state average included on ELA and math reports
    - Data suppressed if less than 16 students in a category

CMAS Percentile Rank

- **The percentile rank shows how well the student performed in comparison to other students who took the same assessment across the state.**
  - Example: A student in the 70th percentile performed better than 70 percent of students in the state.

CMAS ELA and Math (PARCC), CSLA Individual Student Reports



STACY M. LASTNAME

GRADE 6 ELA

English Language Arts/Literacy Assessment Report, 2015–2016

How Did STACY Perform Overall?

Performance Level 3

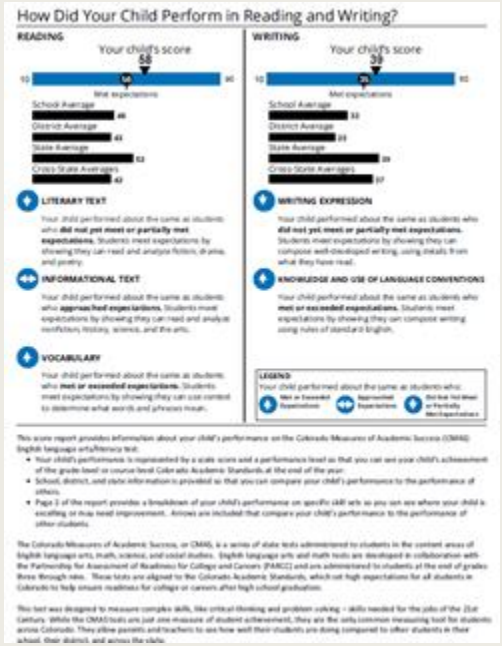
Score: 740

CO Percentile Rank: 75th

Your child's score

740

How Students in Colorado Performed



How Did Your Child Perform in Reading and Writing?

READING

WRITING

Your child's score

LITERARY TEXT

INFORMATIONAL TEXT

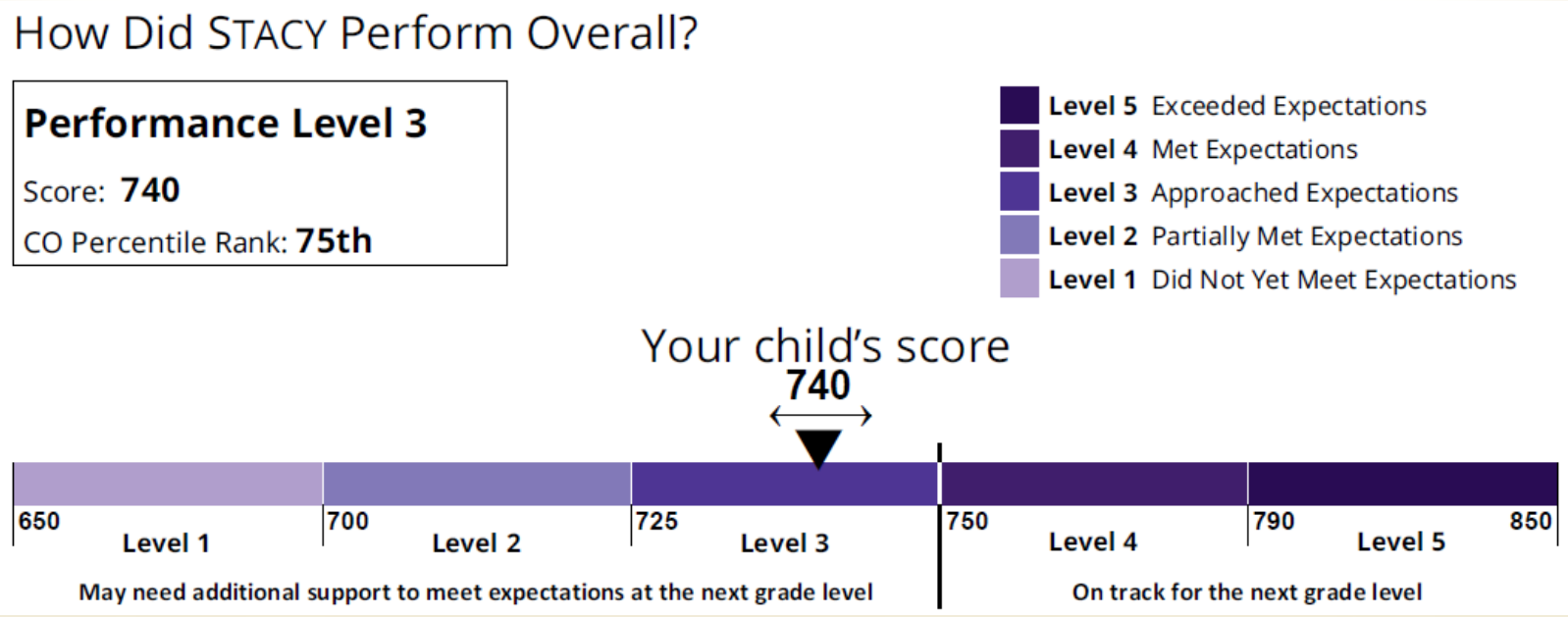
VOCABULARY

WRITING EXPRESSION

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

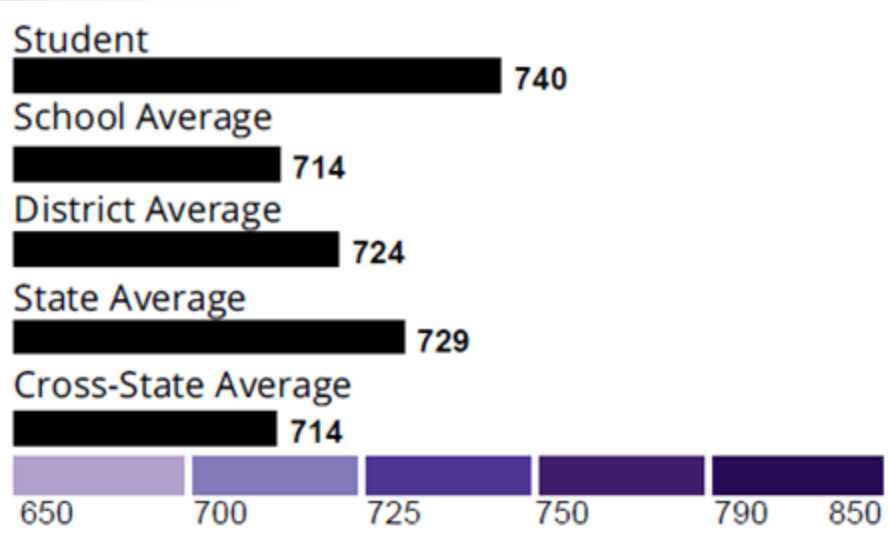
ELA and Math Overall Scale Score and Performance Level

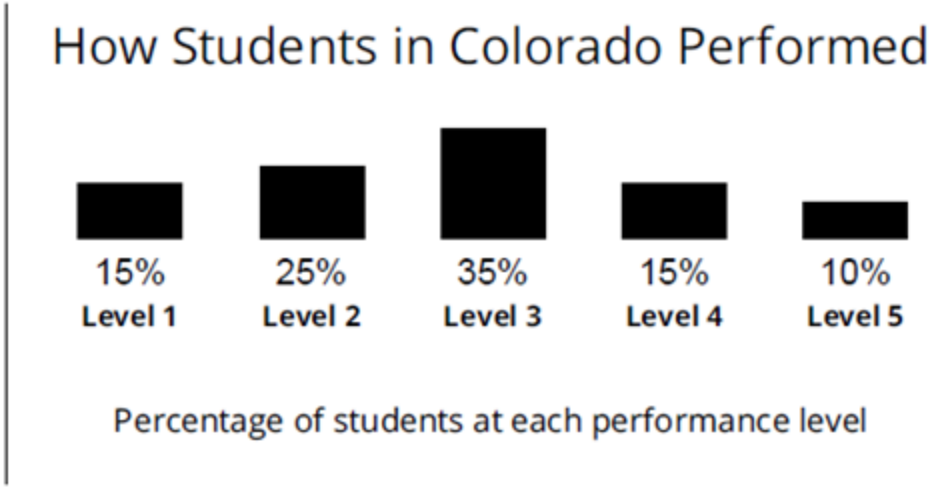
- **Overall scale score range is 650-850**
- **This student :**
  - Approached expectations
  - Performed better than 75 percent of students across the state
  - May need additional support to meet expectations at the next grade level



ELA and Math Overall Scale Score and Performance Level

- **This student:**
  - Performed better than school, district, state, and cross-state averages

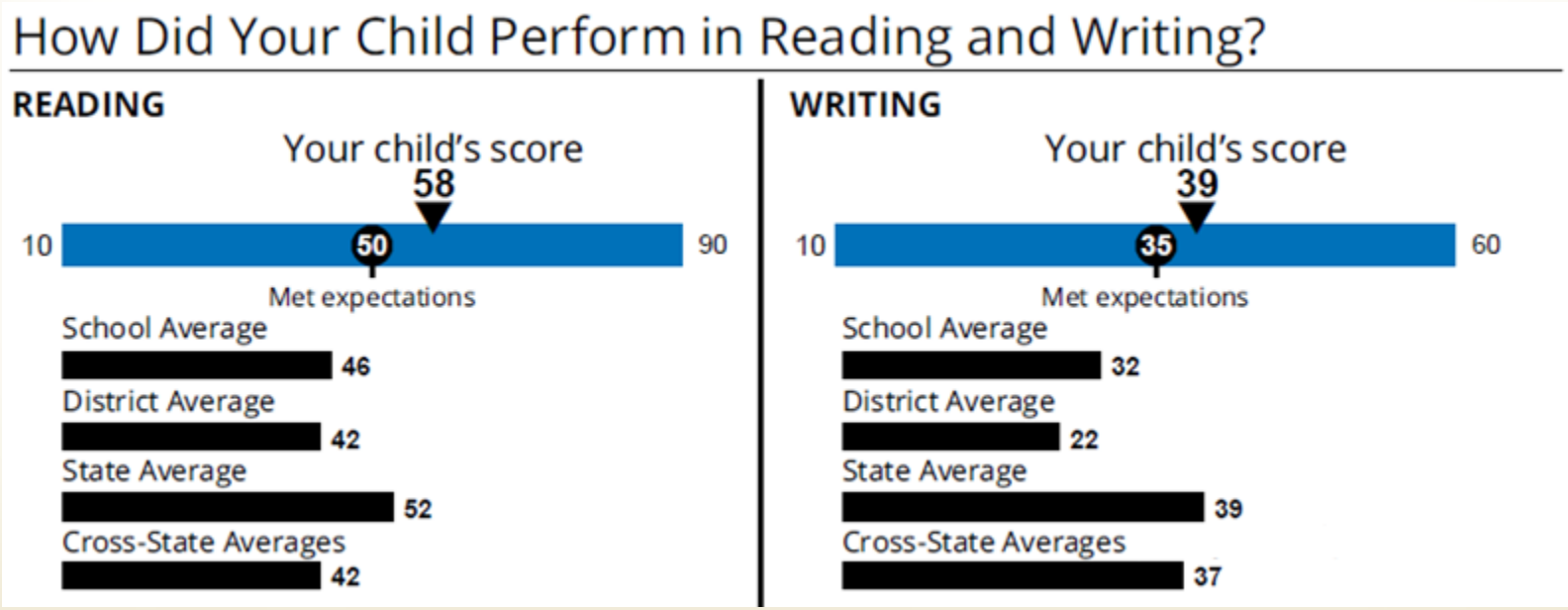




- **Percentage of students at each performance level**
  - The percentage of students within the state who performed at each of the five performance levels

English Language Arts (PARCC)
Reporting Category Performance

- **Reporting Categories for ELA**
  - The reporting category is provided as a scale score (i.e., 10–90 for Reading and 10–60 for Writing), which is different from the overall scale score. The sum of the scale scores for each reporting category *will not* equal the overall scale score.
- **This student:**
  - Performed better than school, district, state, and cross-state averages



ELA and Math (PARCC) Subclaim Categories

- **Subclaims describe specific skill sets**
- **Arrow icons on ISRs represent student performance in the subclaim categories**
  - Met or Exceeded Expectations 
    - Students are *likely academically well prepared* to engage successfully in further studies in the subclaim area and may need instructional enrichment.
  - Approached Expectations 
    - Students *likely need academic support* to engage successfully in further studies in the subclaim area.
  - Did Not Yet Meet or Partially Met Expectations 
    - Students are *likely not academically well prepared* to engage successfully in further studies in the subclaim area. Such students *likely need instructional interventions* to increase achievement in the subclaim area.
- **An explanation of whether the student has met the expectations of the subclaim is provided**
- **ELA subclaims are divided by reporting category (i.e., Reading and Writing)**

English Language Arts Subclaim Performance

LITERARY TEXT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

INFORMATIONAL TEXT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING EXPRESSION

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **approached expectations.** Students meet expectations by showing they can compose writing using rules of standard English.

Divides Reading and Writing Reporting Categories

LEGEND

Your child performed about the same as students who:

- **Met or Exceeded Expectations**
- **Approached Expectations**
- **Did Not Yet Meet or Partially Met Expectations**

Mathematics
Subclaim Performance

How Did Your Child Perform in Areas of Mathematics?

MAJOR CONTENT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving multiplication and division, area, measurement, and basic fraction understanding.

ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by solving problems involving perimeter, place value, geometric shapes, and representations of data.

EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

MODELING & APPLICATION

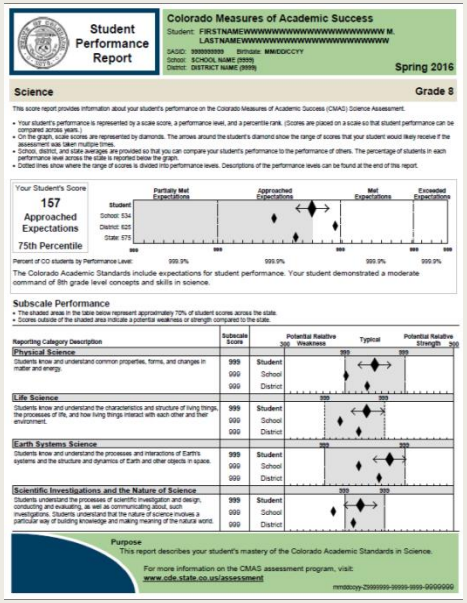
Your child performed about the same as students who **approached expectations.** Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND

Your child performed about the same as students who:

- Met or Exceeded Expectations
- Approached Expectations
- Did Not Yet Meet or Partially Met Expectations

CMAS Science and Social Studies Student Performance Reports


Student Performance Report

Colorado Measures of Academic Success

Student: FIRSTNAMEWWWWWWWWWWWWWWWWWWWW M. LASTNAMEWWWWWWWWWWWWWWWWWWWW

SASID: 9999999999 Birthdate: MM/DD/CCYY

School: SCHOOL NAME (9999)

District: DISTRICT NAME (9999)

Spring 2016

Science Grade 8

This score report provides information about your student's performance on the Colorado Measures of Academic Success (CMAS) Science Assessment.

- Your student's performance is represented by a scale score, a performance level, and a percentile rank. (Scores are placed on a scale so that student performance can be compared across years.)
- On the graph, scale scores are represented by diamonds. The arrows around the student's diamond show the range of scores that your student would likely receive if the assessment was taken multiple times.
- School, district, and state averages are provided so that you can compare your student's performance to the performance of others. The percentage of students in each performance level across the state is reported below the graph.
- Dotted lines show where the range of scores is divided into performance levels. Descriptions of the performance levels can be found at the end of this report.

Your Student's Score: 157 Approached Expectations

75th Percentile

Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations

Student

School: 534

District: 525

State: 575

Percent of CO students by Performance Level: 999.9% 999.9% 999.9% 999.9%

The Colorado Academic Standards include expectations for student performance. Your student demonstrated a moderate command of 8th grade level concepts and skills in science.

Subscale Performance

- The shaded areas in the table below represent approximately 70% of student scores across the state.
- Scores outside of the shaded area indicate a potential weakness or strength compared to the state.

Reporting Category Description	Subscale Score	Potential Relative Weakness 300	Typical	Potential Relative Strength 700
Physical Science	999 Student		999	
Students know and understand common properties, forms, and changes in matter and energy.	999 School			
	999 District			
Life Science	999 Student		999	
Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.	999 School			
	999 District			
Earth Systems Science	999 Student		999	
Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.	999 School			
	999 District			
Scientific Investigations and the Nature of Science	999 Student		999	
Students understand the processes of scientific investigation and design, conducting and evaluating, as well as communicating about, such investigations. Students understand that the nature of science involves a particular way of building knowledge and making meaning of the natural world.	999 School			
	999 District			

Purpose

This report describes your student's mastery of the Colorado Academic Standards in Science.

For more information on the CMAS assessment program, visit:

www.cde.state.co.us/assessment

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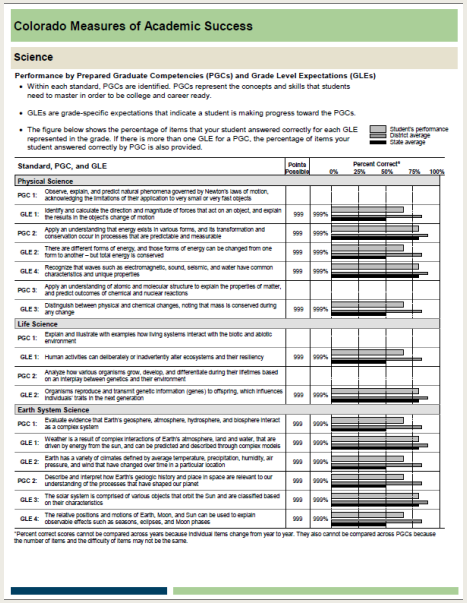

Colorado Measures of Academic Success

Science

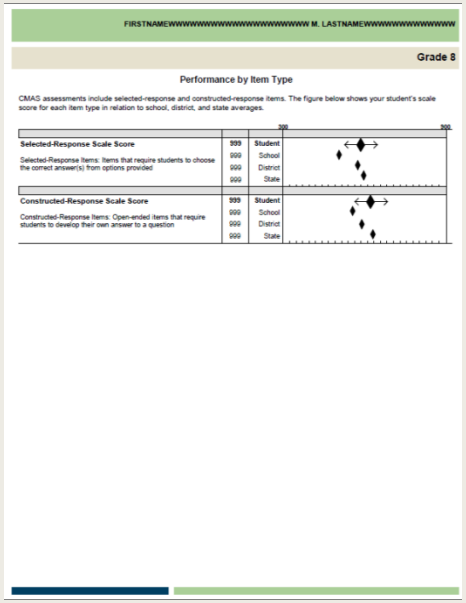
Performance by Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs)

- Within each standard, PGCs are identified. PGCs represent the concepts and skills that students need to master in order to be college and career ready.
- GLEs are grade-specific expectations that indicate a student is making progress toward the PGCs.
- The figure below shows the percentage of items that your student answered correctly for each GLE represented in the grade. If there is more than one GLE for a PGC, the percentage of items your student answered correctly by PGC is also provided.

Student's performance | District average | State average

Standard, PGC, and GLE		Points Possible	Percent Correct* 0% 25% 50% 75% 100%
Physical Science			
PGC 1:	Observe, explain, and predict natural phenomena governed by Newton's laws of motion, acknowledging the limitations of their application to very small or very fast objects		
GLE 1:	Identify and calculate the direction and magnitude of forces that act on an object, and explain the results in the object's change of motion	999	999%
PGC 2:	Apply an understanding that energy exists in various forms, and its transformation and conservation occur in processes that are predictable and measurable	999	999%
GLE 2:	There are different forms of energy, and those forms of energy can be changed from one form to another – but total energy is conserved	999	999%
GLE 4:	Recognize that waves such as electromagnetic, sound, seismic, and water have common characteristics and unique properties	999	999%
PGC 3:	Apply an understanding of atomic and molecular structure to explain the properties of matter, and predict outcomes of chemical and nuclear reactions		
GLE 3:	Distinguish between physical and chemical changes, noting that mass is conserved during any change	999	999%
Life Science			
PGC 1:	Explain and illustrate with examples how living systems interact with the biotic and abiotic environment		
GLE 1:	Human activities can deliberately or inadvertently alter ecosystems and their resiliency	999	999%
PGC 2:	Analyze how various organisms grow, develop, and differentiate during their lifetimes based on an interplay between genetics and their environment		
GLE 2:	Organisms reproduce and transmit genetic information (genes) to offspring, which influences individuals' traits in the next generation	999	999%
Earth System Science			
PGC 1:	Evaluate evidence that Earth's geosphere, atmosphere, hydrosphere, and biosphere interact as a complex system	999	999%
GLE 1:	Weather is a result of complex interactions of Earth's atmosphere, land and water, that are driven by energy from the sun, and can be predicted and described through complex models	999	999%
GLE 2:	Earth has a variety of climates defined by average temperature, precipitation, humidity, air pressure, and wind that have changed over time in a particular location	999	999%
PGC 2:	Describe and interpret how Earth's geologic history and place in space are relevant to our understanding of the processes that have shaped our planet	999	999%
GLE 3:	The solar system is comprised of various objects that orbit the Sun and are classified based on their characteristics	999	999%
GLE 4:	The relative positions and motions of Earth, Moon, and Sun can be used to explain observable effects such as seasons, eclipses, and Moon phases	999	999%

*Percent correct scores cannot be compared across years because individual items change from year to year. They also cannot be compared across PGCs because the number of items and the difficulty of items may not be the same.

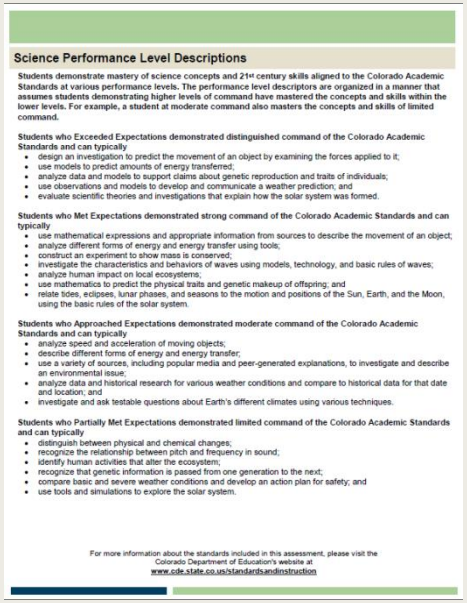

FIRSTNAMEWWWWWWWWWWWWWWWWWWWW M. LASTNAMEWWWWWWWWWWWWWWWWWWWW

Grade 8

Performance by Item Type

CMAS assessments include selected-response and constructed-response items. The figure below shows your student's scale score for each item type in relation to school, district, and state averages.

Selected-Response Scale Score	999	Student
Selected-Response Items: Items that require students to choose the correct answer(s) from options provided	999	School
	999	District
	999	State
Constructed-Response Scale Score	999	Student
Constructed-Response Items: Open-ended items that require students to develop their own answer to a question	999	School
	999	District
	999	State


Science Performance Level Descriptions

Students demonstrate mastery of science concepts and 21st century skills aligned to the Colorado Academic Standards at various performance levels. The performance level descriptors are organized in a manner that assumes students demonstrating higher levels of command have mastered the concepts and skills within the lower levels. For example, a student at moderate command also masters the concepts and skills of limited command.

Students who Exceeded Expectations demonstrated distinguished command of the Colorado Academic Standards and can typically

- design an investigation to predict the movement of an object by examining the forces applied to it;
- use models to predict amounts of energy transferred;
- analyze data and models to support claims about genetic reproduction and traits of individuals;
- use observations and models to develop and communicate a weather prediction; and
- evaluate scientific theories and investigations that explain how the solar system was formed.

Students who Met Expectations demonstrated strong command of the Colorado Academic Standards and can typically

- use mathematical expressions and appropriate information from sources to describe the movement of an object;
- analyze different forms of energy and energy transfer using tools;
- construct an experiment to show mass is conserved;
- investigate the characteristics and behaviors of waves using models, technology, and basic rules of waves;
- analyze human impact on local ecosystems;
- use mathematics to predict the physical traits and genetic makeup of offspring; and
- relate tides, eclipses, lunar phases, and seasons to the motion and positions of the Sun, Earth, and the Moon, using the basic rules of the solar system.

Students who Approached Expectations demonstrated moderate command of the Colorado Academic Standards and can typically

- analyze speed and acceleration of moving objects;
- describe different forms of energy and energy transfer;
- use a variety of sources, including popular media and peer-generated explanations, to investigate and describe an environmental issue;
- analyze data and historical research for various weather conditions and compare to historical data for that date and location; and
- investigate and ask testable questions about Earth's different climates using various techniques.

Students who Partially Met Expectations demonstrated limited command of the Colorado Academic Standards and can typically

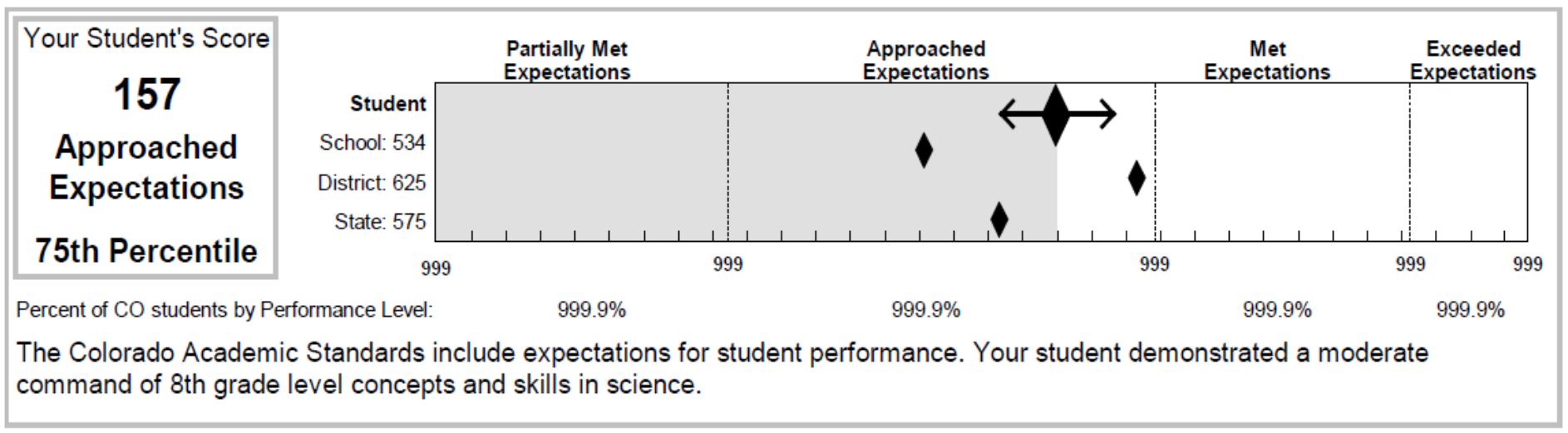
- distinguish between physical and chemical changes;
- recognize the relationship between pitch and frequency in sound;
- identify human activities that alter the ecosystem;
- recognize that genetic information is passed from one generation to the next;
- compare basic and severe weather conditions and develop an action plan for safety; and
- use tools and simulations to explore the solar system.

For more information about the standards included in this assessment, please visit the Colorado Department of Education's website at

www.cde.state.co.us/standardsandinstruction

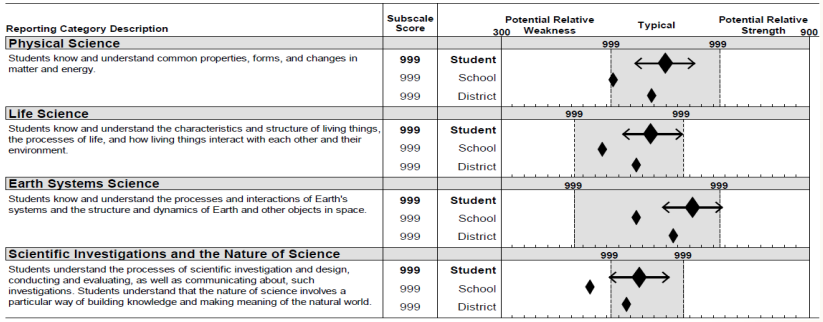
Science and Social Studies Overall Scale Score and Performance Level

- **Overall scale score range is 300-900**
- **This student:**
  - Approached expectations
  - Performed better than the school and state, but not as well as the district
  - Performed better than 75 percent of students across the state



Science & Social Studies Subscale Performance

- **Reporting Category scores are displayed as Subscale Scores**
  - On the same scale as the Overall Scale Score (300-900)
  - To help with interpretation, the scale is split into three "Performance Indicators"
    - Potential Relative Weakness
    - Typical (shaded area)
    - Potential Relative Strength



  - Performance Indicators are set one standard deviation above and below the state average
    - The standard deviation is a measure of the spread of the scores
    - Around 70% of students will perform within one standard deviation of the state average

Science & Social Studies Subscale Performance

1 SD Around State Average

Reporting Category Description	Subscale Score		Potential Relative Weakness 300 — Typical — Potential Relative Strength 900
Physical Science			999 — 999
Students know and understand common properties, forms, and changes in matter and energy.	**999**	**Student**	
	999	School	
	999	District	
Life Science			999 — 999
Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.	**999**	**Student**	
	999	School	
	999	District	
Earth Systems Science			999 — 999
Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.	**999**	**Student**	
	999	School	
	999	District	
Scientific Investigations and the Nature of Science			999 — 999
Students understand the processes of scientific investigation and design, conducting and evaluating, as well as communicating about, such investigations. Students understand that the nature of science involves a particular way of building knowledge and making meaning of the natural world.	**999**	**Student**	
	999	School	
	999	District	

Science & Social Studies PGCs and GLEs

- **Prepared Graduate Competencies and Grade Level Expectations**
  - The percent correct for the student, district, and state are given for the PGCs and GLEs.
  - GLE numbering is taken directly from the standards. PGCs are not numbered in the standards and do not always line up in order with the GLEs. The text from the standards is included.
  - PCG information not shown if there is only one GLE in a PGC

Student's performance
District average
State average

Standards text for PGCs and GLEs

Standard, PGC, and GLE		Points Possible	Percent Correct* 0% 25% 50% 75% 100%
Physical Science			
PGC 1:	Observe, explain, and predict natural phenomena governed by N[illegible]n's laws of motion, acknowledging the limitations of their application to very small or very fast objects		
GLE 1:	Identify and calculate the direction and magnitude of forces that act on an object, and explain the results in the object's change of motion	999	999%
PGC 2:	Apply an understanding that energy exists in various forms, and its transformation and conservation occur in processes that are predictable and measurable	999	999%
GLE 2:	There are different forms of energy, and those forms of energy can be changed from one form to another – but total energy is conserved	999	999%
GLE 4:	Recognize that waves such as electromagnetic, sound, seismic, and water have common characteristics and unique properties	999	999%

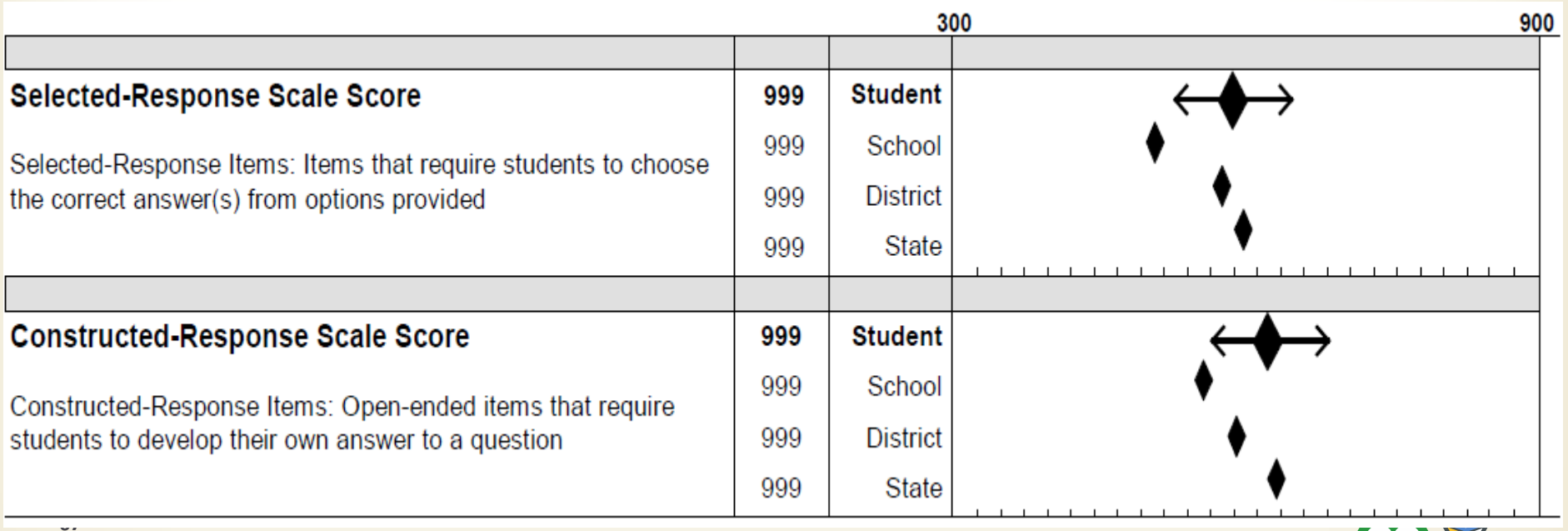
CMAS Science & Social Studies Percent Correct Scores

- **Percent correct scores are based on the particular items that appeared on that year's test**
  - Cannot be compared across years
    - Can be compared to District and State to spot trends*
  - Based on a small number of items (between 6 and 20)
    - Do not necessarily cover the entirety of a topic
    - Should not be the sole basis for instructional adjustments

*If a school performed worse than the previous year (percent correct went down by a small amount), but a school goes from being below the district average to above the district average, it could be an indication that there was improvement.

CMAS Science & Social Studies Selected-Response & Constructed-Response

- **Nearly half the points on the science and social studies assessments come from constructed-response items**
  - This is a scale score and can be compared across years (uses the same 300-900 scale)



District and School Reports

CMAS District Summary of Schools/District School Roster

- **District level only**
- **Available for each grade and content area assessed at each school**
- **Provides data aggregated at the state, district, and school levels by**
  - overall performance level and average scale score
  - reporting category performance and average scale score
  - PGC/GLE (science and social studies only)
    - Percent correct for each GLE is presented.
    - If there is more than one GLE within a PGC then percent correct by PGC is also provided.
- **Information also provided for each school**

CMAS ELA and Math (PARCC), CSLA Student Roster Report

- **School level only**
- **Available for each grade and content area assessed at each school**
- **Provides aggregated data at the cross-state, state, district, and school levels including**
  - overall scale score
  - overall performance level
  - reporting category (ELA only)
  - subclaim category performance

Colorado Measures of Academic Success
STUDENT ROSTER

Grade 7

BOOKER T. WASHINGTON MIDDLE SCHOOL
EAST BRIDGEWATER SCHOOL DISTRICT
COLORADO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2015–2016

STUDENT	ELA/L OVERALL SCORE	READING* SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	WRITING* SCORE	WRITING* EXPRESSION	WRITING* CONVENTIONS
CROSS-STATE AVERAGE	746	37	36 | 21 | 43	24 | 63 | 13	33 | 21 | 46	47	38 | 40 | 22	51 | 19 | 30
STATE AVERAGE	750	43	13 | 58 | 71	24 | 20 | 56	35 | 35 | 30	51	36 | 17 | 48	25 | 38 | 37
DISTRICT AVERAGE	734	37	34 | 42 | 24	46 | 37 | 17	29 | 60 | 11	47	30 | 40 | 30	45 | 42 | 13
SCHOOL AVERAGE	751	43	21 | 79 | 0	12 | 57 | 31	33 | 40 | 27	51	32 | 17 | 49	36 | 22 | 42
ALASTNAME, FIRSTNAME M.	720	28	↑	↔	↑	69	↔	↑
BLASTNAME, FIRSTNAME M.	746	44	↓	↔	↔	55	↑	↔
CLASTNAME, FIRSTNAME M.	713	37	↑	↑	↑	62	↑	↑
DLASTNAME, FIRSTNAME M.	794	28	↓	↑	↔	69	↓	↔
ELASTNAME, FIRSTNAME M.	698	44	↓	↓	↔	55	↔	↓
FLASTNAME, FIRSTNAME M.	724	37	↓	↓	↓	62	↓	↔
ILASTNAME, FIRSTNAME M.	N/A							
GLASTNAME, FIRSTNAME M.	830	28	↑	↔	↑	69	↑	↑
HLASTNAME, FIRSTNAME M.	661	44	↓	↔	↔	55	↓	↓
JLASTNAME, FIRSTNAME M.	726	28	↓	↓	↓	69	↓	↓

1 Did Not Yet Meet Expectations (650-699)
2 Partially Met Expectations (700-724)
3 Approached Expectations (725-749)
4 Met Expectations (750-784)
5 Exceeded Expectations (785-850)

↑ Met or Exceeded Expectations
↔ Approached Expectations
↓ Did Not Yet Meet or Partially Met Expectations

CMAS Content Standards Roster

- **School level only**
- **Available for each grade assessed at each school**
- **Lists every student for whom a test book/answer document or online record was submitted**
- **For each student, provides performance on**
  - overall performance level
  - reporting category/content standards
  - subclaim percent correct (ELA and math only)
  - PGC/GLE data (science and social studies only)
- **Provides the same information aggregated at the state, district, and school levels**

CMAS Science and Social Studies Content Standards Roster (Page 1)

Performance Levels (PL)	Scale Score Ranges
Exceeded Expectations	770-900
Met Expectations	701-769
Approached Expectations	592-700
Partially Met Expectations	300-591

● = Potential Relative Strength (PRS)
◒ = Typical
○ = Potential Relative Weakness (PRW)

- **Key:**
  - Lists performance levels with scale score ranges
  - Explains Content Standards Performance Symbols
- **School Summary**
  - # and % of Students in school at each Standards Performance Indicator

Content Standards Performance School Summary

	History			Geography			Economics			Civics		
	●	◒	○	●	◒	○	●	◒	○	●	◒	○
# of Students in school:	21	188	47	14	189	53	2	186	68	10	185	61
% of Students in school:	8%	73%	18%	5%	74%	21%	1%	73%	27%	4%	72%	24%

CMAS Science and Social Studies Content Standards Roster (Page 1)

- **Scale Scores by State, District , and School**

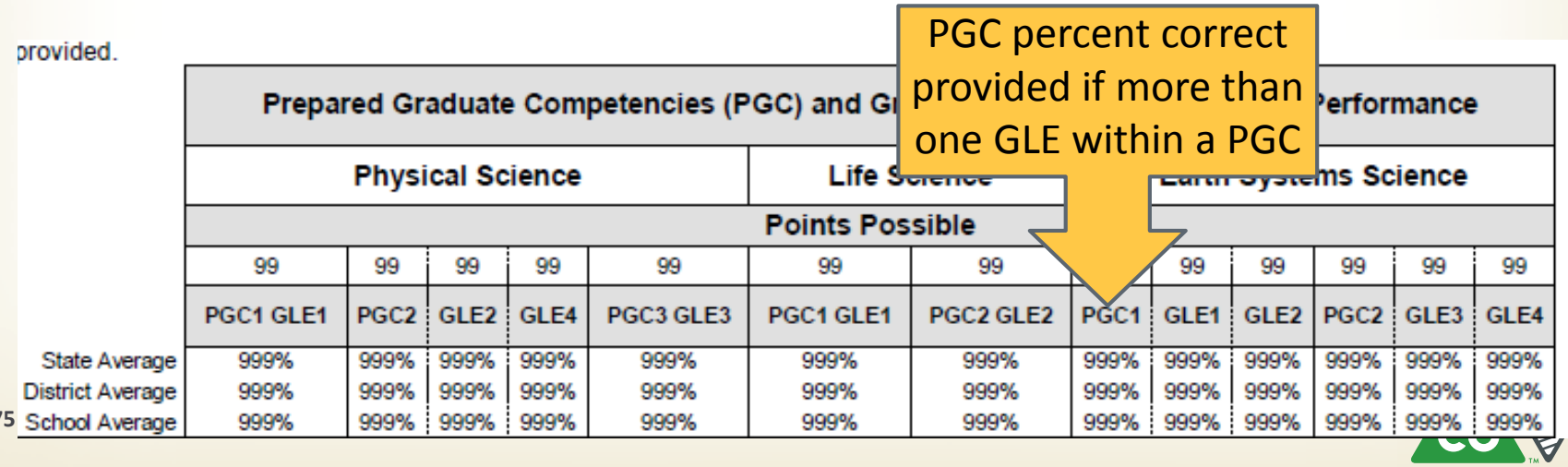
	Overall Performance Level	Overall Scale Score	SEM Range	Content Standard Scale Score (SS) and Performance Indicator (PI)							
				SS	PI	SS	PI	SS	PI	SS	PI
State Average		999		999		999		999		999	
District Average		999		999		999		999		999	
School Average		999		999		999		999		999	

- **Individual Student Performance**
  - Overall test
  - Content standards

1 ALASTNAMEWWWWWW, FIRST NAME A.	Partially Met Expectations	437	397-477	489	◒	461	○	446	○	300	○
2 BLAST, FIRST	Met Expectations	705	680-730	721	●	696	◒	663	◒	732	●
3 CLASTNAME, FIRSTNAME A.	Partially Met Expectations	586	561-611	635	◒	534	◒	569	◒	597	◒
4 DLAST, FIRSTNAME C.	Partially Met Expectations	549	521-577	696	◒	463	○	476	◒	476	○
5 ELAST, FIRST X.	Approached Expectations	666	642-690	679	◒	658	◒	716	◒	611	◒

CMAS Science and Social Studies Content Standards Roster (Page 2)

- **Page 2 reports the PGC and GLE Performance**
  - The header includes the points possible and the average % for State, District, and School
  - PGC and GLE numbering is the same as on the SPR
    - The language and numbering on the SPR will be included in the Interpretive Guide for easy reference



provided.

	Prepared Graduate Competencies (PGC) and Gr								erformance				
	Physical Science					Life Science		Earth Systems Science					
	Points Possible												
	99	99	99	99	99	99	99	99	99	99	99	99	99
	PGC1 GLE1	PGC2	GLE2	GLE4	PGC3 GLE3	PGC1 GLE1	PGC2 GLE2	PGC1	GLE1	GLE2	PGC2	GLE3	GLE4
State Average	999%	999%	999%	999%	999%	999%	999%	999%	999%	999%	999%	999%	999%
District Average	999%	999%	999%	999%	999%	999%	999%	999%	999%	999%	999%	999%	999%
School Average	999%	999%	999%	999%	999%	999%	999%	999%	999%	999%	999%	999%	999%

PGC percent correct provided if more than one GLE within a PGC

CMAS ELA and Math Content Standards Roster

Colorado Measures of Academic Success
Content Standards Roster

Grade 7

CONFIDENTIAL - DO NOT DISTRIBUTE

SAMPLE SCHOOL NAME
SAMPLE DISTRICT NAME
COLORADO

ENGLISH LANGUAGE ARTS
Grade 7 Assessment, Spring 2016

CO = State Average Percent Points Achieved
ST = Student Percent Points Achieved
PP = Total Points Possible

STUDENT	CORE FORM	Reading: Literature												Reading: Informational Text											
		TOTAL			Key Ideas & Details			Craft & Structure			Integration of Knowledge & Ideas			TOTAL			Key Ideas & Details			Craft & Structure			Integration of Knowledge & Ideas		
					7.2.1.a.i 7.2.1.a.ii 7.2.1.a.iii			7.2.1.b.i 7.2.1.b.ii 7.2.1.b.iii			7.2.1.c.i 7.2.1.c.ii						7.2.2.a.i 7.2.2.a.ii 7.2.2.a.iii			7.2.2.b.i 7.2.2.b.ii 7.2.2.b.iv			7.2.2.c.i 7.2.2.c.ii 7.2.2.c.iii		
		CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP	CO	ST	PP
1. STUDENT 1	01	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
2. STUDENT 2	01	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
3. STUDENT 3	01	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99
4. STUDENT 4	01	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99	99

CMAS Performance Level Summary

- **District and School level**
- **Available for each assessed content area at each grade**
- **Contains aggregated performance level information across the school, district, and state (percent of students meeting each performance level)**
- **Contains disaggregated performance level data by student demographic and program categories and subgroups for either the school or the district**
  - Gender, Race/Ethnicity, Language Proficiency, Disability, etc.
  - Results for students for whom no demographic or program information was coded are included in the "not indicated" subgroups
  - No Scores are NOT included in the denominator for the % in each level

CMAS Performance Level Summary

- **Includes data for the state on the district level report; data for the state and district on school level reports**
  - Cross- state data included on ELA and math reports
- **Average Scale Scores**
- **Performance Levels Distribution**

Purpose: This report describes group achievement in terms of performance levels and average scale scores.

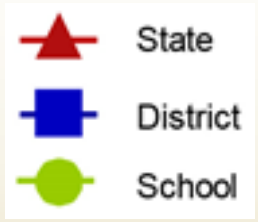
	Number of Valid Scores	Average Scale Score	Performance Levels								Met and Exceeded		No Scores Reported	Total Number of Students
			Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations					
			#	%	#	%	#	%	#	%	#	%	#	#
State	999,999	999	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999.9%	999,999	999,999
District	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99,999
School	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99,999
Gender														
Female	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99,999
Male	99,999	999	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99.9%	99,999	99,999

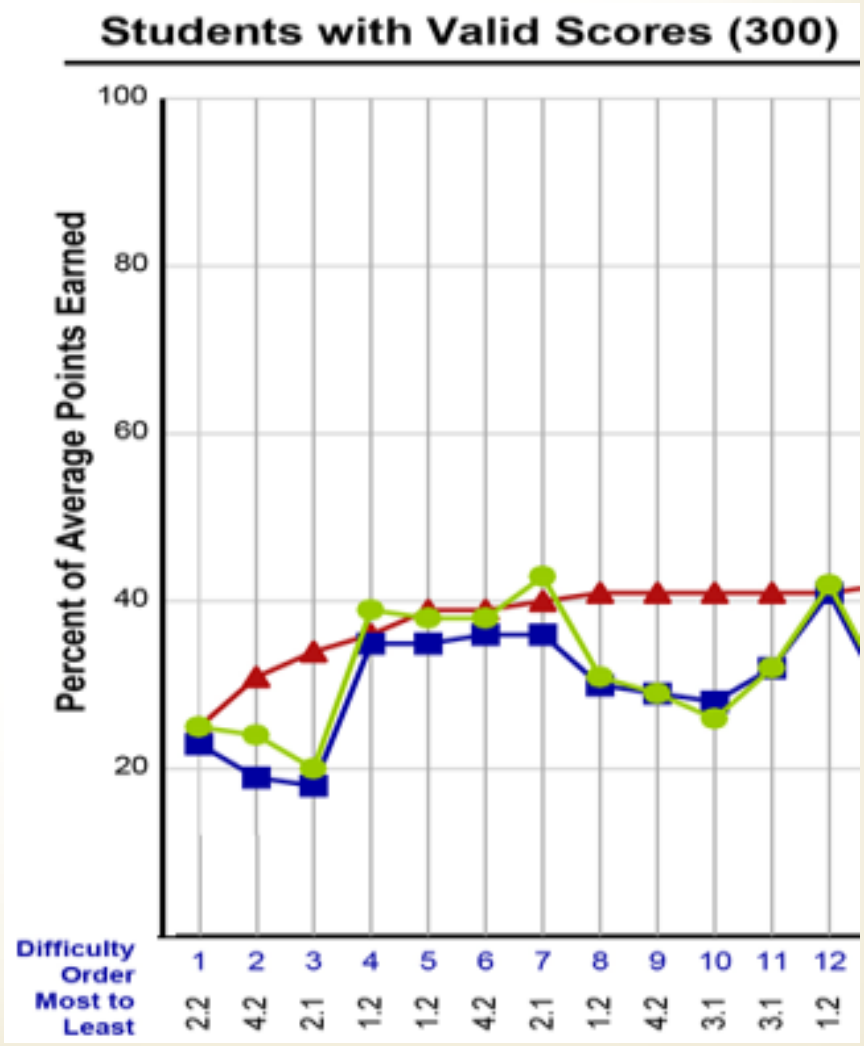
CMAS Item Analysis Report/ Evidence Statement Analysis

- **District and School level**
- **Available for each grade assessed at each school**
  - Only if the number of students is greater than 15
- **Performance on individual items**
  - 1 point items: % of students answering correctly
  - Multi-point items: average points earned divided by the number of possible points
- **Includes item information**

CMAS Item Analysis Report/Evidence Statement Analysis (Page 1)

- **Graph:**
  - Average percent correct by item for State, District, and School
  - Ordered by difficulty from most to least difficult (based on State level data)
  - Label on the bottom
    - Science and social studies – Standard and GLE
    - ELA and math – Evidence Statement





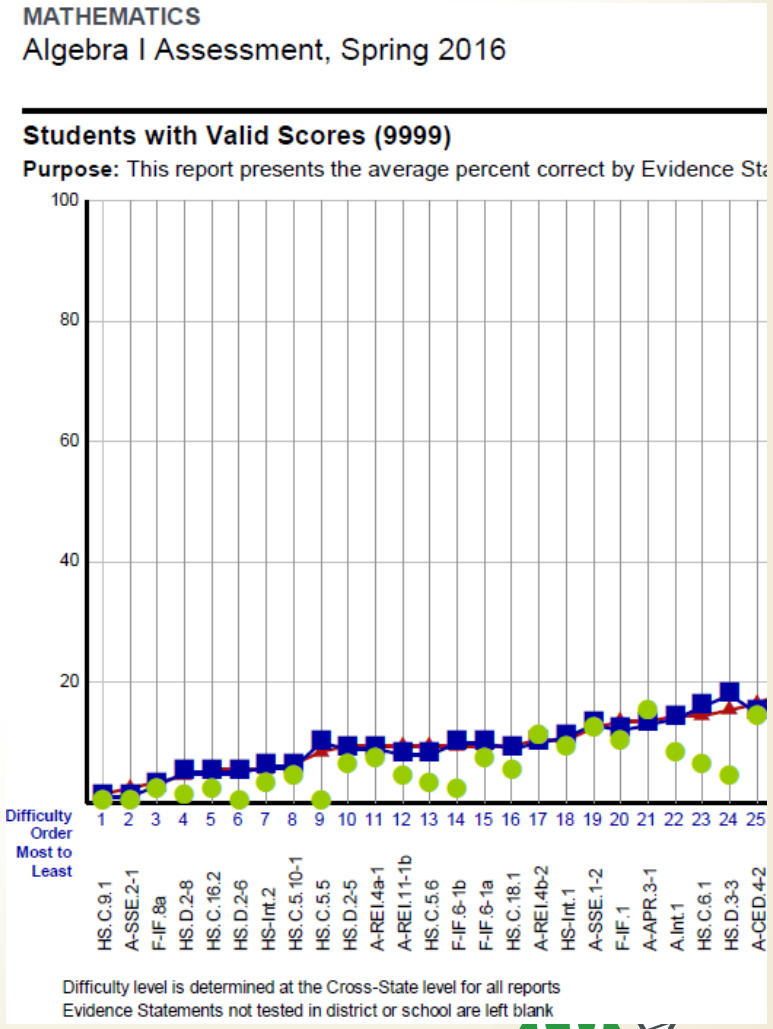
CMAS Science and Social Studies Item Analysis Report (Page 2)

- **Item Information**
  - Ordered by Difficulty – matches the order on Page 1
  - Location on the test – section and item number
  - Related PGC and GLE
  - Item type
    - SR – Selected Response
    - CR – Constructed Response (includes point value)

Difficulty Order Most to Least	Standard.GLE	Section-Item Number	Standard	Prepared Graduate Competencies (PGCs)	Grade Level Expectations (GLEs)	Item Type Selected Response (SR) Constructed Response (CR)
1	2.2	3-13	Geography	PGC2	GLE2	CR-3
2	4.2	2-4	Civics	PGC1	GLE2	SR
3	2.1	2-22	Geography	PGC1	GLE1	SR
4	1.2	3-12	History	PGC2	GLE2	CR-3
5	1.2	1-10	History	PGC2	GLE2	SR
6	4.2	3-8	Civics	PGC1	GLE2	CR-3
7	2.1	1-13	Geography	PGC1	GLE1	CR-3

CMAS ELA and Math (PARCC) Evidence Statement Analysis

- **Report summarizes district and school performance by evidence statement.**
- **Evidence statements describe the knowledge and skills that an item or task assesses.**
  - The most specific level of information on student achievement.
  - Due to the number of PARCC test forms, aggregate item level data is not available.



CMAS ELA and Math (PARCC) Evidence Statement Analysis (Page 2)

- **Item Information**
  - Ordered by difficulty – matches the order on Page 1
  - Evidence Statement
  - Colorado Academic Standard
  - Domain

MATHEMATICS

Algebra I Assessment, Spring 2016

Difficulty Order Most to Least	Evidence Statement	Colorado Academic Standards	Domain
1	HS.C.9.1	HS.2.1.e.i	Building Functions
2	A-SSE.2-1	HS.2.3.a.ii	Seeing Structure in Expressions
3	F-IF.8a	HS.2.1.c.vi.1	Interpreting Functions
4	HS.D.2-8	Modeling	Modeling
5	HS.C.16.2	HS.2.4.b.i HS.2.4.c.ii.1 HS.2.4.c.ii.2 HS.2.4.c.ii.3	Reasoning with Equations and Inequalities
6	HS.D.2-6	Modeling	Modeling
7	HS-Int.2	Multiple	Multiple

Disaggregated Reports

State reports are posted publicly

State Level 2016 CMAS Performance Level Results Including Participation

- **State results available by**
  - Overall by grade and content area
  - Gender
  - Race/ethnicity
  - Free-reduced lunch status
  - Special programs
  - Language proficiency
- **School and district results available by**
  - Overall by grade and content area
- **These data are posted to the CDE Assessment webpage on the "Data and Results" subcategory under each assessment**

State Level 2016 CMAS Performance Level Results

- **CMAS ELA and Math (PARCC)**
  - http://www.cde.state.co.us/assessment/cmas-englishmath-dataandresults
- **CSLA**
  - http://www.cde.state.co.us/assessment/csla
- **CMAS Science and Social Studies**
  - http://www.cde.state.co.us/assessment/cmas-sciencesocial-dataandresults
- **CoAlt Science and Social Studies**
  - http://www.cde.state.co.us/assessment/coalt-sciencesocial-dataandresults

Sample Disaggregated State Report

CMAS PARCC Spring 2016 Achievement Results

Overall Results

Report Category	# of Valid Scores	Performance Level					2016 % Met or Exceeded Expectation	2015 % Met or Exceeded Expectation	% Change	2016 Participation Rate
		% Did Not Yet Meet Expectation	% Partially Met Expectation	% Approached Expectation	% Met Expectations	% Exceeded Expectations				
English Language Arts Overall										
ELA Grade 03	63,385	19.0	19.4	24.3	34.0	3.4	37.4	38.2	-0.8	95.6
ELA Grade 04	63,026	12.0	16.7	27.4	35.2	8.8	43.9	41.7	2.2	95.0
ELA Grade 05	61,984	10.8	19.8	28.2	38.0	3.2	41.2	40.5	0.7	94.2
ELA Grade 06	60,068	12.0	19.7	30.0	32.5	5.8	38.3	39.1	-0.8	91.6
ELA Grade 07	58,087	14.7	18.5	25.8	29.7	11.3	41.0	41.0	0.0	88.0
ELA Grade 08	53,904	14.9	18.4	25.2	34.0	7.6	41.6	40.9	0.7	83.5
ELA Grade 09	48,436	16.8	20.1	25.9	30.3	6.9	37.2	37.8	-0.6	73.9
Mathematics Overall										
Math Grade 03	65,017	14.8	20.5	25.7	31.9	7.1	38.9	36.7	2.2	96.0
Math Grade 04	63,613	15.4	24.4	26.9	31.0	2.4	33.3	30.2	3.1	95.2
Math Grade 05	62,106	13.4	23.7	28.7	29.9	4.3	34.3	30.1	4.2	94.3
Math Grade 06	60,348	14.4	25.1	29.5	27.1	3.9	31.0	31.7	-0.7	91.9
Math Grade 07	55,614	12.7	27.7	33.3	24.3	1.9	26.2	27.4	-1.2	88.3
Math Grade 08	41,324	27.6	28.4	23.6	18.9	1.5	20.4	18.9	1.5	84.0
Algebra I**	39,369	15.1	26.2	26.3	30.9	1.5	32.4	NA	NA	74.5
Geometry**	10,782	1.1	7.8	32.2	52.9	5.9	58.8	NA	NA	72.9
Algebra II**	2,383	2.4	7.3	19.4	62.1	8.8	70.9	NA	NA	68.0
Integrated I**	9,296	18.9	26.5	21.3	29.7	3.7	33.4	NA	NA	84.1
Integrated II**	1,385	3.5	13.1	31.0	41.9	10.5	52.4	NA	NA	75.1
Integrated III**	172	4.1	8.7	20.9	58.1	8.1	66.3	NA	NA	53.1

** The results for 2015 high school math are suppressed because the populations tested in 2015 and 2016 are not comparable. In 2016 10th and 11th graders were not included in testing.

Additional Information

Format of CMAS and CoAlt Results

- **Electronic Files – available through PearsonAccess^{next}**
  - Summative File/Student Data File
  - Summary Data File
- **Electronic PDF reports – available through PearsonAccess^{next}**
  - District School Roster/District Summary of Schools
  - Student Roster Report (PARCC, CSLA)
  - Performance Level Summary Reports
  - Content Standards Roster Reports
  - Item Analysis Reports/Evidence Statement Analysis
  - Individual Student Reports/Student Performance Reports
- **Hard copy reports – Sent to DACs**
  - Individual Student Reports/Student Performance Reports (two copies)
    - One copy for parents/guardians, one copy to be kept on file locally
    - Distribute to parents/guardians as soon as possible

Resources

Interpretive Guide to Assessment Results

- **CMAS and CoAlt Science and Social Studies**
  - English – Full Guide
  - Spanish – Guide for Parents
- **PARCC ELA and Math**
  - English – Full Guide
  - English – Guide for Parents
  - Spanish – Guide for Parents
- **CSLA**
  - English – Full Guide
  - Spanish – Guide for Parents

CDE Communications Resources

- **Resources Page**
  - Parent's Guide to Understanding the New Score Reports (PARCC)
  - How to Use the Test Results to Support Your Student (PARCC)
- **Sample score reports available to help educators and parents know what to expect**
  - Algebra II http://www.cde.state.co.us/communications/parcc-mockscorecardmath
  - English language arts, Grade 6 http://www.cde.state.co.us/communications/parcc-mockscorecardenglish
- **CMAS Tests Results & School/District Accountability**