

## 1.0 General Information for Parents and Educators

### 1.1 Purpose of This Guide

This guide provides information on the individual student performance reports, school reports, and district reports provided for the Colorado Measures of Academic Success (CMAS) and Colorado Alternate (CoAlt) assessment results. Section 2.0 outlines and explains elements of the individual student report and may be shared with parents and educators to help them understand their students' test results. Sections 3.0 through 9.0 outline and explain elements of the school and district reports.

Please note that the sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any administration.

### 1.2 Background

#### 1.2.1 Colorado Measures of Academic Success (CMAS) and Colorado Alternate (CoAlt) Assessments

The CMAS assessments are Colorado's standards-based assessments designed to measure the Colorado Academic Standards (CAS) in the content areas of mathematics, English language arts (ELA), and science. Eligible English learners in grades 3 and 4 may take the Colorado Spanish Language Arts (CSLA) form as an accommodation in place of an ELA form. A small number of students with the most significant cognitive disabilities who meet specific criteria may demonstrate their content knowledge on the CoAlt assessments which measure the Extended Evidence Outcomes (EEOs) of the CAS. This guide addresses CoAlt science assessments specifically. The purpose of the CMAS and CoAlt assessments are to indicate the degree to which students have mastered the expectations of the CAS in each content area at the end of the tested grade level. Results are intended to provide one measure of a student's academic progress relative to the CAS. Results should be taken into consideration alongside other achievement information available locally.

CMAS and CoAlt science assessments were first administered across Colorado in 2013-2014 and CMAS mathematics and ELA assessments were first administered in 2014-2015.

The following table includes the content areas and grade levels that were assessed across Colorado in spring 2023.

Content Area	2023 Grades
ELA*	Grades 3-8
Mathematics	Grades 3-8
Science	Grade 5, 8, and 11

\*As a requirement of Colorado School Law C.R.S. §22-7-1006.3 (4) (a) and (b), Spanish-speaking students in grades 3 and 4 who meet established eligibility criteria may take the CSLA form in place of the ELA form of the CMAS assessment.

## CMAS Mathematics, ELA, and Science

Available in online and paper formats, CMAS assessments are developed by Colorado educators, the Colorado Department of Education, and the testing contractor.

### CSLA

Available in paper format, CSLA forms are designed for students with a primary or home language of Spanish who are enrolled in bilingual programs in grades 3 and 4. The CSLA forms serve as accommodated versions of the CMAS ELA assessments. They are parallel and comparable to CMAS ELA in test design, item type, scoring, and reporting. Therefore, separate CSLA reports are not included throughout this guide (please refer to ELA reporting information and examples).

### 1.2.2 Colorado Alternate (CoAlt) Assessments – Additional Information

CoAlt is the standards-based assessment designed specifically for students with the most significant cognitive disabilities who, even with accommodations, are unable to participate in CMAS. CoAlt assesses the performance expectations of the EEOs of the CAS and students must meet participation requirements to take the assessments. CoAlt assessments are administered in a one-on-one setting between teachers and students. Teachers use CoAlt scoring rubrics to evaluate student responses before submitting performance results. For each CMAS assessment there is a corresponding CoAlt assessment; however, this guide only includes the CoAlt science assessments. The CoAlt mathematics and ELA assessments were developed by the Dynamic Learning Maps (DLM) consortium and reports for those assessments are not included in this guide.

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## 1.3 Reporting Results

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### 1.3.1 Sharing Results with Parents

As a requirement of Colorado School Law C.R.S. §22-7-1006.3 (8) (a), personnel within the district and school must share with and explain to the parent or legal guardian of each student the student's state assessment results. When discussing aggregated results with parents, districts and schools are strongly encouraged to closely review their local participation rates as participation rates are critical to interpretation.

### 1.3.2 Confidentiality of Reporting Results

The results of individual student performance on all Colorado assessments are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). When possible, aggregated student performance data representing 16 or more students is made available to the public. Additional data suppression rules are also applied to aggregated reports to protect student privacy. Aggregated reports do not contain the names of individual students or teachers.

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## 1.4 Spring 2023 Interpretation Considerations

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### 1.4.1 COVID-19

Beginning in spring 2020, the COVID-19 pandemic impacted many aspects of education in Colorado, resulting in reduced, disrupted and/or adjusted learning opportunities for many students. While schools continued to transition to increased normalcy throughout the 2021-2022 and 2022-2023 school years, the pandemic's sustained impact on learning experiences for some students should be taken into consideration when interpreting spring 2023 results.

### 1.4.2 Participation Rates

Participation in the state assessments varies across schools, grade levels, and student groups. Participation information should always be reviewed and taken into consideration thoughtfully when

interpreting state assessment results, particularly at the district and school levels. As participation rates decrease and vary across student, school and district groups, challenges with interpreting results will increase. Depending on the specific school or district, some student groups may be overrepresented in the results and others may be underrepresented. Participation information may indicate that in some cases, conclusions should be drawn with caution or completely avoided. Data will not support all cross-state comparisons and historical uses when participation rates are low. Additionally, participation rates and differences across years should be considered for any comparisons that are made across years.

#### **1.4.3 Science Assessment Changes**

The CMAS and CoAlt science assessments aligned to the 2020 Science CAS were given for the first time in spring 2022. After the initial administration, a standard setting was held to set performance levels on the new assessments. Spring 2023 is the first administration of the updated science assessments with full scoring and reporting. Scores on the updated science assessments cannot be compared to scores from prior years due to the extensive changes to the standards.