

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 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), science and social studies. Eligible multilingual 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. The purpose of the CMAS and CoAlt assessments are to indicate the degree to which students 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. Take results into consideration alongside other achievement information available locally.

CMAS and CoAlt science and social studies 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 assessed across Colorado.

Content Area	Grades
ELA*	Grades 3-8
Mathematics	Grades 3-8
Science	Grade 5, 8, and 11
Social Studies**	Grade 4 and 7

*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.

**Per Colorado Revised Statute §22-7-1006.3 (1)(a)(III), social studies assessments are administered to a representative sample of Colorado students (at about one-third of schools across the state).

CMAS Mathematics, ELA, Science, and Social Studies

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

CSLA

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 (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 and social studies 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.

1.3 Reporting Results

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.

Parents use Colorado's [Family Portal](#) to access their students' results as soon as they are available to districts and schools. A student's SASID is required to access Family Portal. **Note:** CDE cannot provide sensitive student information to individuals. Parents should check their school's student information system for their student's SASID or contact their school or district for support. SASIDs also appear on previous years' CMAS reports.

1.3.2 Confidentiality of Reporting Results

The results of individual student performance on all Colorado assessments are confidential. Only release individual student performance 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.

1.4 Report Interpretation Considerations

1.4.1 Participation Rates

Participation in the state assessments varies across schools, grade levels, and student groups. Review and thoughtfully take into consideration participation information 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 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 conclusions should be drawn with caution or completely avoided in some cases. Data does not support all cross-state comparisons and historical uses when participation rates are low. Additionally, consider participation rates and differences for each administration for any comparisons made across years.

1.4.2 Science Assessment Changes

The CMAS and CoAlt science assessments aligned to the 2020 Science CAS were given for the first time in spring 2022. Only compare scores on science assessments administered after 2022 due to the extensive changes to the standards.

1.4.3 Social Studies Assessment Changes

The CMAS and CoAlt social studies assessments, administered on a sampling basis (approximately one-third of schools) and aligned to the 2022 Social Studies CAS, were given for the first time in spring 2025. Only compare scores on social studies assessments administered after 2025 due to changes to the standards and test design.