



University Prep - School Year 2025-26 Assessment Calendar

Test	Testing Window	Testing Duration	Required By
WIDA Screener (all new multilingual learners)	First 30 calendar days of school / 10 days after enrollment (Kinder: within 30 days)	2.5 hours 30 minutes (K-1)	State / Federal
<b>Description:</b> Identify the level of English language proficiency for incoming scholars.			
<b>Purpose:</b> To identify students who may be candidates for English as a second language (ESL) and/or bilingual services; all students new to a school who speak a language other than English at home must be screened			
WIDA ACCESS (grades K-12)	January 12 – February 13, 2026	2.25 hours	State / Federal
<b>Description:</b> Measurement of proficiency and growth in English Language acquisition for all identified Multilingual Learners.			
<b>Purpose:</b> To assess comprehension and communication in English for English Language Learners.			
Amplify DIBELS 8	BOY: Aug 25 – Sept 8 MOY: Jan 12 – Jan 16 EOY: Apr 30 – May 8	Less than 30 minutes	State
<b>Description:</b> Measures Reading comprehension and fluency (benchmark/interim assessment) for all students grades K-5			
<b>Purpose:</b> 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.			
Achievement Network English Language Arts & Math (grade 2 – grade 5)	Q1: Sept 29 – Oct 3 Q2: Dec 8 – Dec 12 Q3: Mar 16 – Mar 20 Q4: May 18 – May 20	~ 2 hours	Selected by School
<b>Description:</b> Measure student mastery of Colorado Academic Standards throughout the year in alignment to their curricular scope and sequence.			
<b>Purpose:</b> This is one measure as part of a balanced assessment system and can be used as a benchmark for students in relation to District and State score reports. Achievement Network assessments are highly correlated to CMAS, and are predictive of success on that assessment.			



# UPREP

CMAS: English Language Arts & Math (grades 3-5)	April 7-24, 2026	9.2 hours	State
<b>Description:</b> Measure student mastery of Colorado Academic Standards			
<b>Purpose:</b> This is one measure as part of a balanced assessment system and can be used as a benchmark for students in relation to District and State score reports. This assessment also meets the requirement for state accountability.			
CMAS: Science (grade 5)	April 7-24, 2026	4 hours	State
<b>Description:</b> Measure student mastery of Colorado Academic Standards			
<b>Purpose:</b> This is one measure as part of a balanced assessment system and can be used as a benchmark for students in relation to District and State score reports. This assessment also meets the requirement for state accountability.			
Amplify mClass Math	BOY: Aug 25 – Sept 8 MOY: Jan 12 – Jan 16 EOY: Apr 30 – May 8	Varies per child	Local
<b>Description:</b> Measures and monitors scholar’s behavioral, cognitive and academic development.			
<b>Purpose:</b> This assessment is used as a universal screener and ongoing progress monitoring tool for scholars in PreK.			
Teaching Strategies Gold Checkpoint (PreK)	September 29-October 10, 2025 January 26-February 6, 2026 April 27-May 4, 2026	Less than 30 minutes	State
<b>Description:</b> Measures math skills in alignment to grade level standards and for all students grades K-5			
<b>Purpose:</b> This universal screener is designed to identify scholars who might need tier 2 or tier 3 interventions in math, and provides appropriate progress monitoring tools for teachers to use to assess growth over time in mathematics.			
NGAT (grades 1 and 5 and referred students)	September 15 – October 31, 2025	90 Minutes	State
<b>Description:</b> Appraises the cognitive development of students and measures students' learned reasoning abilities			
<b>Purpose:</b> Assessment is used as a universal screen to help determine a need for early intervention and programming needs; results are one component of the body of evidence to determine areas of strength and possible identification for gifted programming.			