

Frequently Asked Questions about the Transitional Colorado Assessment Program (TCAP)

Q: What is the purpose of the TCAP?

A: *The TCAP supports the transition to the Colorado Academic Standards (CAS) during the development of the new assessment, currently scheduled for 2014.*

Q: How is the TCAP similar to the CSAP?

A: *The TCAP will continue to assess those Model Content Standards that are aligned with the Colorado Academic Standards. The TCAP will also continue to assess some Model Content Standards that are not in the Colorado Academic Standards, but were deemed necessary in order to preserve the year to year comparability of the TCAP to the CSAP. The TCAP also preserves the following features:*

- *Paper and pencil test*
- *Multiple choice and constructed response questions*
- *Question formats*
- *Test blueprint and reporting categories*

Q: How is the TCAP Different than the CSAP?

A: *The TCAP will no longer assess Model Content Standards that are not aligned with the Colorado Academic Standards and that are not needed in order to preserve the test blueprint.*

Q: What are the TCAP Assessment Frameworks?

A: *The research and assessment team, working with content area specialists and our test vendor, CTB/McGraw Hill, developed the frameworks to articulate which Colorado Academic Standards are eligible for assessment and how they align to the CSAP assessment frameworks and Model Content Standards.*

Q: How do I read the CAS alignment codes?

A: *Attached below is the Colorado Academic Standards Reference System developed by the Office of Teaching and Learning. It can also be found online at:*

http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/CAS_Reference_system.pdf

Q: Why are some Model Content Standards still assessed, even though they are not aligned with the Colorado Academic Standards?

A: *Wherever possible, assessment objectives with no alignment to the Colorado Academic Standards have been eliminated from eligibility for assessment. However, in order to preserve a meaningful year-to-year comparison for assessment results, we must retain some of the older assessment objectives. Whenever this is the case, the retained assessment objectives have been noted in the TCAP Assessment Frameworks.*


Q: Why are some Colorado Academic Standards from lower grade levels assessed at a higher grade level? For example, why is probability, a seventh grade concept, still assessed in 8th grade?

A: *In some cases this is simply because content is aligned with a different grade level in the Colorado Academic Standards than it was in the Model Content Standards but we must continue to assess the concept at the old grade level in order to preserve year to year comparability of the TCAP. But this is also because the new standards are **mastery based**. Any assessment objective that is aligned to the Colorado Academic Standards at the relevant grade level or below is eligible for assessment on the TCAP.*

Q: What is a GLE?

A: *GLE is the grade level expectation for mastery in specific concepts and skills. In the CAS framework codes there is a number next to "GLE". This number corresponds to the number that is found under "Concepts and skills students master" in both the Online Searchable Standards and in the Printable Standards. Below, the arrow points to GLE 1 in RWC, grade 3, standard 1.*

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Content Area: Reading, Writing, and Communicating	
Standard: 1. Oral Expression and Listening	
Prepared Graduates:	
➤ Use language appropriate for purpose and audience	
Grade Level Expectation: Third Grade	
Concepts and skills students master:	
1. Oral communication is used both informally and formally	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can:	Inquiry Questions:
a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS: SL.3.4)	1. Do children talk differently to their friends than to their teachers? Why?
b. Distinguish different levels of formality	2. Could presenters speak passionately about a topic if their back was turned to the audience?
c. Speak clearly, using appropriate volume and pitch for the purpose and audience	3. When people talk to someone who speaks a different language, how do they know that the person is happy, sad, scared, or mad?
	4. Why is it important to speak clearly with appropriate volume and pitch?

Q: How can I get more information about how the TCAP and TCAP Frameworks should inform school curriculum?

A: *Curriculum questions should be directed to the relevant content area personnel. Below is their contact information:*

- Mathematics, Mary Pittman; 303-866-6251; pittman_m@cde.state.co.us
- Science, Barry Cartwright; 303-866-6187; cartwright_b@cde.state.co.us
- Reading, Writing and Communication, Anna Huffman; 303-866-4703; huffman_a@cde.state.co.us

Colorado Academic Standards Reference System

STANDARDS TEMPLATE

Content Area Abbreviations

- DA Dance
- DT Drama and Theatre Arts
- CH Comprehensive Health
- PE Physical Education
- ELP English Language Proficiency
- MA Mathematics
- MU Music
- RWC Reading, Writing and Communicating
- SC Science
- SS Social Studies
- VA Visual Arts
- WL World Languages

Content Area:	
Standard:	
Prepared Graduates:	
➤	
High School and Grade Level Expectations	
Concepts and skills students master:	
➤	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can:	Inquiry Questions:
	Relevance and Application:
	Nature of the Discipline:

