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School Assessment Coordinator (SAC) Guide

# 2025-26

Reference for the roles and responsibilities of a CSI SAC

*Last updated September 2025*



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# Quick Links

## Resources

* [CSI Resource Site - Assessments](https://resources.csi.state.co.us/school-performance/state-federal-assessments/)
* Training Schedule
* State Assessment Calendar
* [Assessment and Parent Refusal Policy Template](https://resources.csi.state.co.us/wp-content/uploads/2025/07/Assessment-and-Parent-Refusal_SAMPLE-POLICY.docx)
* [State Assessment Acronyms](See%20here)
* School Training Checklist

## Assessment Management Systems

* [College Board K-12 Portal](https://prod.idp.collegeboard.org/oauth2/aus3koy55cz6p83gt5d7/v1/authorize?client_id=0oa3koxakyZGbffcq5d7&response_type=code&scope=openid+email+profile&redirect_uri=https://account.collegeboard.org/login/exchangeToken&state=cbAppDurl&login_hint=&nonce=MTc0OTQ5MzEzNjg1NQ==)
* [Kite Educator Portal](https://educator.kiteaai.org/AART/logIn.htm)
* [PearsonAccessnext](https://co.pearsonaccessnext.com/cas/login?service=https%3A//co.pearsonaccessnext.com/customer/j_spring_cas_security_check&renew=true)
* [WIDA AMS](https://www.drcedirect.com/all/eca-portal-v2-ui/#/login)
* [WIDA Secure Portal](https://portal.wida.us/IDP/Account/Login?ReturnUrl=%2Fconnect%2Fauthorize%2Fcallback%3Fclient_id%3DSecurePortal2%26redirect_uri%3Dhttps%253A%252F%252Fportal.wida.us%252Fclient%252Fsignin-oidc%26response_type%3Dcode%26scope%3Dopenid%2520profile%2520wida_idp%26state%3Dab26f7aa41a8484d9998892c8cde54cd%26code_challenge%3DfOJ1kQzBPi7-l-X3xjeQ2iRFOTBGIeVBRzKXwyCECgo%26code_challenge_method%3DS256%26response_mode%3Dquery)

# Welcome

This guide is intended to support School Assessment Coordinators (SACs) by providing guidance on managing state assessments at CSI schools. It is meant to serve as a practical, year-round reference that you can return to whenever questions arise.

Because assessment procedures and requirements evolve, this is a **working document** that may be updated during the school year to reflect changes in policy, procedures, processes or resources. Updated versions will be shared promptly to ensure you always have the most current information.

Our hope is that this guide helps you feel informed, prepared, and supported in your role throughout the year.

*Disclaimer: This guide does not replace coordinator or test administrator manuals, state guidance, or training requirements. It is not exhaustive of every aspect of the SAC role or details of state assessment administration.*

# Role and Responsibilities

The School Assessment Coordinator (SAC) coordinates all actions necessary for the implementation of state and school assessments. They serve as the primary point of contact for state-mandated assessments at the school level and ensure assessments are administered in compliance with state and school policies, security requirements, and ethical practices.

SACs work closely with the District Assessment Coordinator (DAC), school staff, technology personnel, educators, and school leadership to facilitate a smooth, secure, and valid testing experience for all students. They act as the liaison between schools and the Charter School Institute (CSI), as well as the Colorado Department of Education (CDE).

This role requires strong organization, attention to detail, effective communication, and the ability to prioritize and manage assessment duties within established timeframes. SACs should be provided dedicated time to coordinate assessments throughout the year, particularly in January through May as the peak testing season (see [Responsibilities by Month](#_Responsibilities_by_Month)).

Each CSI school must designate an on-site SAC. Schools are encouraged to appoint one primary SAC who may delegate responsibilities to supporting staff, though multiple SAC contacts are permitted. While some responsibilities may overlap with roles such as English Language Development (ELD) Coordinators, Special Education Coordinators, or Data Submissions Respondents, the SAC retains overall responsibility for ensuring the coordination, compliance, and monitoring of assessment activities.

## Core Responsibilities

These responsibilities serve as a general guide and may vary by school.

### Compliance and Test Security

* Manage administration of all state assessments, including CMAS, WIDA ACCESS, alternate assessments, PSAT, SAT, NAEP, and others as assigned
* Ensure strict adherence to state and school testing requirements
* Know and observe all school and state policies and procedures
* Maintain test security (digital and physical) before, during, and after testing
* Ensure all testing staff complete required training and sign test-specific security agreements; maintain security agreements
* Submit training verification forms to the DAC and maintain
* Monitor sessions for irregularities; document and report incidents to the DAC
* Collect and maintain parent excuses
* Organize logistics for testing protocols (distribution, inventory, monitoring, collection)
* Coordinate the ordering, distribution, and return of paper-based test materials
* Support state data reporting requirements, including Student Biographical Data (SBD)
* Maintain ethical conduct and student confidentiality
* Stay current on all assessments, assessment systems, requirements, and policies

### Training and Communication

* Attend/complete all required SAC trainings (see below [SAC Training](#_SAC_Training))
* Train test administrators and staff on protocols, accommodations, policies, compliance, and security
* Provide timely reminders and updates to staff and families before testing days
* Share the purpose, use, and something of state assessments with families and address any concerns
* Maintain clear communication with administration, staff, technology personnel, and the DAC
* Develop and maintain a school assessment calendar aligned with state timelines and requirements
* Coordinate with relevant parties (ELD, SPED, Data Submissions, Technology Coordinators, etc.) and delegate specific assessment tasks as needed

### Test Preparation

* Schedule test sessions within state testing windows
* Work with school leadership to identify testing locations and staff assignments
* Prepare and verify student rosters, accommodations, and technology needs
* Manage student registrations in testing platforms
* Confirm and update rosters frequently
* Ensure devices and environments meet vendor specifications; test technology in advance
* Create and manage a schedule that includes make-up sessions
* Provide staff access to testing platforms (WIDA Secure Portal, WIDA AMS, PearsonAccessnext, College Board, etc.)
* Work with Data Submissions Respondent on accurate student demographic information

### Test Administration

* Oversee day-of logistics, including staff assignments, student placement, and material distribution
* Maintain chain-of-custody for all secure materials
* Troubleshoot technology issues with the Technology Coordinator and/or testing vendor
* Monitor testing rooms to ensure protocols are followed
* Submit irregularity/misadministration reports to the DAC
* Ensure a calm and support environment for students and staff

### Post-Testing Tasks

* Collect, inventory, and return materials following secure chain-of-custody procedures
* Verify all student tests are submitted and accounted for in testing platforms
* Complete post-test documentation, irregularity reports, and SBD verification on time
* Provide data to teachers, administrators, and other relevant parties as appropriate
* Organize, interpret, share, and explain results to families
* Coordinate post-administration debriefs and evaluate administration processes
* Maintain accurate historical testing records
* May include the analysis of test results

## Responsibilities by Month

This timeline serves as a general guide. Exact dates and requirements may vary by assessment, vendor, and school calendar. Always refer to communications from the DAC for the most accurate deadlines.

### August – September

* Attend/complete SAC Orientation (August)
* Generate a school assessment calendar and identify potential scheduling conflicts (e.g., school events, field trips)
* Communicate the [parent excusal procedures](#_Parent_Excusal_Procedures) and test-specific information to families
* Review/update school-level assessment procedures, policies, and secure storage plans
* Share previous year’s growth and assessment data with staff as needed; may facilitate staff and leadership data reviews
* Share paper CMAS reports with families
* Work with the ELD Coordinator to:
  + Screen new potential Multilingual Leaners (MLs) in grades K-12 for services
  + Provide Test Administrators (TAs) with WIDA Secure Portal accounts for Screener training
  + Ensure coding (NEP/LEP) is updated for October Count
* Work with SPED staff to begin reviewing accommodations for state assessments
  + Identify and plan for any applicable Unique Accommodation Request (UAR) submissions
* Coordinator with Data Submissions Respondents to ensure accurate student coding for CMAS, CoAlt, PSAT, SAT, and WIDA ACCESS
* Monitor College Board communications for PSAT/SAT
* Receive and review CMAS, PSAT, and SAT growth data
* Train staff on interim assessments, if applicable

### October – December

* Attend/complete State Assessment Accommodations (October) and WIDA ACCESS (November) trainings
* Collaborate with ELD staff to:
  + Create a WIDA ACCESS testing schedule
  + Organize accommodations/supports in WIDA AMS
  + Provide TAs with WIDA Secure Portal accounts for training
* Coordinate with technology staff to prepare for WIDA ACCESS
* Monitor enrollment changes for accurate WIDA ACCESS rosters
* Train school staff on assessment procedures, accommodations, and security
* Remind staff and families of upcoming testing windows
* Submit SAC security agreement and training verification form to the DAC
* Receive and inventory WIDA ACCESS materials, if applicable
* Submit CMAS Speech-to-Text Security Agreement to the DAC, if applicable
* Complete and submit Unique Accommodation Requests (UARs) by the deadline, if applicable
* Establish/review a chain-of-custody system for WIDA ACCESS test materials

### January – February

* Attend/complete CMAS training (January)
* Administer WIDA ACCESS and Alternate ACCESS within state windows; maintain security and schedule/oversee make-ups
* Monitor testing progress; resolve technology/procedural issues
* Create testing schedules for CMAS, CoAlt, PSAT, and SAT
* Coordinate with technology staff to prepare to CMAS, CoAlt, PSAT, and SAT
* Train school staff on assessment procedures, accommodations, and security for upcoming spring assessments
* Complete the SR/PNP (Student Registration/Personal Needs Profile) in PearsonAccessnext within designated timelines (typically 2 weeks in January)
* Designate a PSAT/SAT SSD Coordinator in SSD Online; monitor assignment of student accommodations
* Assign accommodations in PearsonAccessnext and/or Kite Educator Portal
* Remind staff and families of upcoming assessment windows
* Collect and maintain parent excusals
* Monitor College Board communications for PSAT/SAT

### March – April

* Coordinate with Data Submissions Respondent(s) to ensure WIDA ACCESS Student Biographical Data (SBD) review is completed
* Submit SAC security agreement and training verification form to the DAC
* Establish/review a chain-of-custody system for CMAS, CoAlt, PSAT, and SAT test materials
* Receive and inventory CMAS, CoAlt, PSAT, and SAT materials if applicable
* Monitor enrollment changes for accurate CMAS, CoAlt, PSAT, and SAT rosters
* Finalize and double-check accommodations prior to testing
* Administer CMAS, CoAlt, and PSAT/SAT within state windows; maintain security and schedule/oversee make-ups
* Monitor testing progress; resolve technology/procedural issues
* Document and submit all testing irregularities/misadministrations
* Collect and maintain parent excusals; ensure students with parent excusals are coded correctly in the applicable testing management system
* Download WIDA ACCESS data from WIDA AMS and maintain locally

### May – June

* Complete all post-testing procedures, including secure material return and submission verifications; maintain return tracking numbers if applicable
* Maintain all testing documentation (including parent excusals) for a minimum of 3 years
* Coordinate with Data Submissions Respondent(s) to ensure CMAS, CoAlt, PSAT, and SAT Student Biographical Data (SBD) reviews are completed
* Provide and explain CMAS, CoAlt, PSAT, and SAT results to school staff, leadership, and families
* Share paper WIDA ACCESS reports with families
* Download data from PearsonAccessnext, Kite Educator Portal, and K-12 Reporting Portal and maintain locally
* Organize post-administration debriefs to evaluate processes

# Training

## SAC Training

All SACs are required to complete annual training in accordance with CDE policies. Training is offered in two formats:

* Live Training (Virtual via Zoom): Attending a live session fulfills your annual requirement. Be sure to register in advance, confirm you have the Zoom link and passcode ready (check your spam folder if you do not see the confirmation email.
* Recorded Training (LearnWorlds): If you are unable to attend live, you must complete the LearnWorlds module. The module remains available throughout the year as a reference resource

Following each training, SACs will receive a follow-up email that includes:

* A link to the LearnWorlds training
* The deadline for completion

**Note:** If you are unable to meet the deadline, please contact the DAC immediately.

Annual trainings are as follows:

* School Assessment Coordinator Orientation (typically August) – Annual updates and an overview of state assessments
* State Assessment Accommodations (typically October) – Guidance and requirements for accommodations
* WIDA ACCESS (typically November) – Coordination and administration guidance
* CMAS (typically January) – Coordination and administration guidance
* CoAlt (typically January, participation depends on student population) – Coordination and administration guidance
* PSAT/SAT: Coordinator trainings are completed online through individual professional College Board accounts (typically released in February)

If you are not the primary coordinator for a particular assessment (e.g., WIDA ACCESS, PSAT/SAT), you are not required (but strongly encouraged) to complete the corresponding training. In such cases, the designated person responsible (e.g., ELD Coordinator) must complete the training. Communicate this arrangement with the DAC if applicable.

For dates, times, and registration links, refer to the SAC Training Schedule document.

**Note:** Test Administrators should not attend SAC training.

## School Training

In addition to district-level requirements, SACs are responsible for conducting school-level training for all staff involved in assessment administration. This includes:

* Test Administrators
* Room/Hall Supervisors
* Technology Coordinators
* Any staff who will handle test materials or supervise students during testing

Your trainings should be both comprehensive and tailored to your school context. Consider:

* Reviewing any misadministrations from prior years and strategies to prevent them
* Anticipating potential challenges unique to your setting
* Highlighting procedures that staff must follow carefully

A School Training Checklist is available to support the planning and delivery of these sessions.

### Documentation

Once school-level training is complete, SACs must:

* Submit a security agreement and Training Verification Form for WIDA ACCESS and CMAS/CoAlt
* Collect and maintain signed security agreements from all staff involved in testing

### Additional Training Requirements

WIDA ACCESS

* All Test Administrators must complete required online modules in the WIDA Secure Portal, in addition to school-level training
* While SACs are not required to complete these modules, it is recommended. SACs are responsible for monitoring and verifying completion for all Test Administrators at their schoolA screenshot of a web page

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College Board (PSAT/SAT)

* College Board requires Coordinators, Test Administrators, and Room/Hall Monitors to complete online training modules
* Notifications regarding availability and deadlines will be sent directly from College Board

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CoAlt

* Both SACs and Test Administrators are required to complete training within the Kite Educator Portal

# Structure and Systems

## Google Drive (G-Drive)

Google Drive (often referred to as G-Drive) is the system CSI uses to securely share and transfer documents that contain student Personally Identifiable Information (PII).

**Important:** PII should never be sent over email. Always use your school’s G-Drive folder, call, or text

### Access and Notifications

Each school has a dedicated assessments folder labeled:

*Assessments - [School Name] - [School Code]*

### Folder Structure

Within the Assessments folder, you will see four subfolders:

1. Reports

Used to share reports, such as:

* + CARS Reports
  + Preliminary School Performance Framework (SPF) Reports
  + Demographic Reports

1. Data

Contains school-level data files, including growth and assessment summary files

1. Administration

Includes:

* + Irregularity: Upload irregularity reports
  + UAR (Unique Accommodation Requests): Used to submit UARs (details presented during the State Assessment Accommodations training)

1. SBD (Student Biographical Data)

Holds annual SBD review files (uploaded each spring):

* + All schools are required to complete SBD reviews, even if the school is on break during the review window
  + SACs should work closely with their Data Respondent(s) to ensure timely and accurate submissions
  + For additional details, see the [Student Biographical Data (SBD) Reviews](https://resources.csi.state.co.us/student-biographical-data/) webpage

A close-up of a computer screen

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## Assessment Updates

To keep you informed, the DAC sends regular Assessment Update (AU) emails. These messages contain important information such as updates, tasks, reminders, and deadlines for each state assessment.

If a section of an AU does not apply to your school (e.g., PSAT/SAT), you may simply disregard that portion.

Each AU includes a link to a shared G-Drive folder with a compilation of all updates sent throughout the year. This folder is also accessibility to your School Leader.

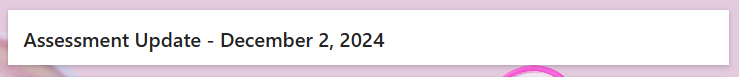
A screenshot of a computer

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AUs are typically sent on Mondays at 8:00 a.m. During busy testing windows or in the case of urgent updates, additional messages may be sent as needed

All messages will use the following subject line format:

*Assessment Update – [Date Sent]*



AUs are sent to the SAC contact(s) listed in Epicenter. If you are unsure who is listed for your school, contact the DAC.

If you would like other staff members (e.g., ELD Coordinator, backup SAC, additional support staff) to also receive these messages, notify the DAC. Please note that additional recipients will receive the entire AU—separate emails are not sent by assessment.

## LearnWorlds

LearnWorlds is the training platform used by CSI to host required modules for State Assessments, ELD, and other program areas.

All SACs must have an active LearnWorlds account in order to complete required trainings and reference modules. Be sure to set up or verify your account early in the year so you are ready when new trainings are available.

## CSI Resource Library

The [CSI Resource Library](https://resources.csi.state.co.us/) serves as a central hub for materials from across all CSI departments.

For State Assessments, each page is updated annually with direct links to:

* Coordinator Manuals
* Test Administrator Manuals (TAMs)
* User Guides
* Testing platforms
* Additional helpful resources

This ensures SACs always have access to the most current assessment materials in one place.

## CSI Calendar

The [CSI Calendar](https://www.csi.state.co.us/calendar/) provides a consolidated view of upcoming events and deadlines across all CSI departments.

For State Assessments, only the most critical dates and deadlines are posted here. These dates and other assessment-related deadlines will always be communicated directly through AUs and trainings. You do not need to reply on the CSI Calendar for your day-to-day work, though it is a resource if you work with several CSI departments.

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# Frequently Asked Questions

#### What does this acronym mean?

[See here](https://www.cde.state.co.us/assessment/state_assess_acronyms) for a list of commonly used acronyms.

#### When are the spring 2026 assessment windows?

View the State Assessment Calendar.

#### Where can I find state assessment results?

* CMAS results are located in PearsonAccessnext
* CoAlt results are located in Kite Educator Portal.
* PSAT/SAT results are located in the K-12 Reporting Portal.
* WIDA ACCESS results are located in WIDA AMS.

#### When are the required assessment coordinator trainings?

Refer to the SAC Training Schedule.

#### I missed a virtual training session. What should I do?

Review the training follow-up email for a link to the LearnWorlds training module. If you cannot locate the email in your inbox, search “[Training Name] Follow-Up”.

#### How often should interim assessments be administered?

Interim assessments should be administered at least twice a year, ideally three. Each school’s requirements are outlined in your school’s charter contract with CSI.

#### Which interim assessments are recommended?

CSI does not suggest or endorse any interim assessment. Schools have the autonomy to select the interim assessment that best fits the needs of their student population. Schools are encouraged to review the technical manual and research behind each interim assessment to ensure it fulfills a contextual needs and is a quality indicator.

#### *What is SBD?*

SBD stands for Student Biographical Data and is the validation process completed after each state assessment. It is recommended that both the Data Respondent and SAC work together to review and correct student demographic and administration data.

#### What are the testing requirements for homeschool students?

Full-time homeschool students may take CMAS, but they are not permitted to take the state-sponsored PSAT or SAT. Students who contact the school should be directed to take the PSAT or SAT on a national test date at their own expense.

Part-time homeschool students are held to the same participation requirements as students who attend a brick-and-mortar school.

#### How does a parent excuse their child from testing?

Each school should establish their own parent excusal process that all families must follow.

#### What are alternate assessments?

Alternate assessments are for students with significant cognitive disabilities who are receiving instruction on the Extended Evidence Outcomes and meet the participation requirements outlined in CDE’s fact sheets. Schools should ensure that alternate testers are flagged as such prior to October Count.

#### What information do I upload to G Drive?

Any information with student PII, including first and last names, SASIDs, birthdates, etc.

#### What do I need to do to indicate a student has a parent excuse?

Parent excusals must be noted in assessment management systems before the established deadline. Refer to the applicable assessment manual for more information.

#### Which assessments can a parent excuse their child from?

A parent may excuse their child from CMAS, CoAlt, PSAT, and SAT. Parents **may not** opt out of WIDA ACCESS or Read Act testing.

#### Can a parent excuse their child after testing has begun?

Yes, a parent may excuse their child once testing has begun. A parent may also excuse their child from one content area assessment but not another (e.g., ELA only).

#### Why are some students missing from my CMAS roster in PearsonAccessnext?

State testing rosters are populated from October Count. If students join your school after October Count, their record must be either transferred from another district or manually registered in PearsonAccessnext. Refer to the CMAS Procedures Manual and the PearsonAccessnext Help Page.

#### Why are some students missing from my ACCESS for ELLs roster in WIDA AMS?

State testing rosters are populated from October Count. If students join your school after October Count or were not designated as NEP (Non English Proficient) or LEP (Limited English Proficient), their record must be either be transferred from another district or manually registered in WIDA AMS. Refer to the WIDA AMS User Guide.

#### Why was my student’s Unique Accommodation Request (UAR) denied?

Unique accommodations are approved or denied by CDE. In some cases, they may be denied due to an incomplete submission (e.g., missing data, incomplete form). If the required data does not demonstrate that a student needs the unique accommodation, the request will be denied. The data **must** indicate that the student cannot access the assessment without the unique accommodation.

#### What should I do with assessment-related documentation?

Security agreements, administration notes, packing lists, parent excusals, and other assessment-related documentation should be maintained for a minimum of 3 years. After 3 years, it is school policy to determine what to do with the documentation.

# Contact

Please feel free to reach out to the DAC, Kali Winn, at any time for support. Meetings are also available upon request.

By email: kaliwinn@csi.state.co.us

By phone (calls and texts): 303-532-7403