

Assessment Name	Acronym	Publisher	Publisher's Description	Publisher's URL	PURPOSE	Proficiency in	What do scores mean?	Test Frequency for APS	Testing Window	Average Completion Time
ACCESS for ELLs 2.0	ACCESS	WIDA	ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is only available to Consortium member states. ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.	https://www.wida.us/assessment/access20.aspx	The purpose and use of ACCESS for ELLs 2.0 includes the following: To help students and families understand students' current level of English language proficiency along the developmental continuum. To serve as one of multiple measures used to determine whether students are prepared to exit English language support programs. To generate information that assists in determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support. To provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners. To provide districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.	English proficiency	There are six levels: 1-entering, 2-beginning, -developing, 4-expanding, 5-bridging, and 6- reaching. The tasks on the 2016 summative assessment continue to assess the language students need to process or produce in various school contexts. Each assessment item and task will target at least one of the five WIDA ELD Standards: Social and Instructional Language Language of Language Arts Language of Mathematics Language of Science Language of Social Studies	Once per year	Winter	2.5 hours
Developmental Reading Assessment (DRA2+ for K-3)	DRA2	ScottForesman Pearson	The Developmental Reading Assessment®, Second Edition, PLUS (DRA2+) is a formative reading assessment in which teachers are able to systematically observe, record, and evaluate changes in student reading performance.	http://www.pearsonassessments.com/learningassessments/products/100001222/developmental-reading-assessment-2nd-edition-plus-	Inform instruction • Determine a student's instructional and independent reading level • Determine reading strategies used and neglected • Group students for instruction • Monitor students' reading progress • Determine eligibility for Title I program at targeted schools, grades 1-5 • Inform eligibility decisions for Special Education Services and Gifted Services	Reading	A student's DRA2 level (independent reading level) reflects the student's oral reading fluency (95% accuracy) and comprehension (90%) at independent performance levels.	Three times per year	Multiple	0.5 hours
Developmental Spelling Assessment	DSA	Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction published by Kathy Ganske published by Guilford Press	The main purpose of the Developmental Spelling Assessment is to determine a child's stage of development. The screening device consists of 20 words that become progressively more difficult. The words are grouped into sets of five, with each set focusing on a different stage of word knowledge, beginning with letter name. The Screening Inventory has been found to accurately identify a child's stage of development over 90% of the time (Ganske, 199)	http://www.scribd.com/doc/224775994/Developmental-Spelling-Assessment	Identify a student's instructional spelling level, quantify a student's knowledge of specific spelling features, support the formation of small instructional groups, identify a starting point for instruction, and monitor student progress.	Spelling and Decoding or word knowledge	Scores on the Developmental Spelling Assessment determine a child's stage of development. The screening device consists of 20 words that become progressively more difficult. The words are grouped into sets of five, with each set focusing on a different stage of word knowledge, beginning with letter name. The Screening Inventory has been found to accurately identify a child's stage of development over 90% of the time (Ganske, 1999).	Three times per year	Multiple	0.5 hours
English for Speakers of Other Languages/High Intensity Language Training & High Intensity Language Training/High Intensity Language Training Extension Writing Assessments	ESOL/HILT & HILT/HILTEX	Arlington Public Schools (APS)	County-wide elementary and secondary writing assessments are conducted 1-2 times a year. Writing rubrics aligned with WIDA standards are used to holistically score samples of student writing.	https://www.apsva.us/esol-hilt/	Evaluate students' progress, inform instruction, and assist in determining program placement.	English proficiency		Three times per year	Multiple	
Mathematics Beginning of Year (BOY) Assessment	BOY	Arlington Public Schools (APS) (items by PowerSchool)	A countywide developed grade level beginning of year assessment to establish baseline data on student understanding of current grade level mathematics objectives.	https://www.apsva.us/mathematics/	Establish baseline data on student understanding of current grade level mathematics objectives.	Mathematics		BOY	Fall	1 hour
Mathematics Quarterly Benchmarks (Q1, Q2, Q3)		Arlington Public Schools (APS)	A county wide developed grade level mathematics assessment designed to assess quarterly mathematical understanding of skills and concepts in Grades K-8.	https://www.apsva.us/mathematics/	Assess student understanding of mathematics concepts at the end of each quarter.	Mathematics		Three times per year	Multiple	1 hour
Mathematics Standards Of Learning Assessment	SOL	Virginia Department of Education (VDOE)	SOL tests in mathematics measure the success of students in meeting the Board of Education's expectations for learning and achievement. All items on SOL tests are reviewed by Virginia classroom teachers for accuracy and fairness and teachers also assist the state Board of Education in setting proficiency standards for the tests.	http://www.pen.k12.va.us/testing/index.shtml	Assess the performance of students on meeting the educational objectives approved by the Virginia Board of Education. These objectives are documented in the Virginia Standards of Learning. Teachers are asked to examine the data and reflect on student achievement. This examination and reflection influence instructional practice for subsequent years. While a score of 400 is passing, students who score below 425 on the SOL test receive remediation services.	Reading, math, history, science			Spring	
Naglieri Nonverbal Ability Test (NNAT3)	NNAT-3	Pearson	The NNAT 3 provides a nonverbal, culturally neutral assessment of general ability that is ideal for use with a diverse student population. With the use of progressive matrices for seven grade-based levels, this versatile test is well-suited for identifying gifted and talented students. Use NNAT 3 to evaluate: General ability in the entire student population Students of limited English skills from diverse cultural backgrounds Gifted and talented students Non-English speakers, intermediate English speakers, and students learning the English language for the first time Students with limited motor skills, hearing impairment, and minimal color-vision impairment Students whose economic or social circumstances have limited their acquisition of knowledge and verbal skills	http://www.pearsonassessments.com/learningassessments/products/100001822/naglieri-nonverbal-ability-test-third-edition-nnat3.html	The NNAT 3 is a nationally standardized, norm-referenced test that provides a nonverbal, culturally neutral assessment of general ability that is ideal for use with a diverse student population. With the use of progressive matrices for seven grade-based levels, this versatile test is well-suited for evaluating: •General ability in the entire student population; •Students of limited English skills from diverse cultural backgrounds; •Gifted and talented students; •Non-English speakers, intermediate English speakers, and students learning the English language for the first time; •Students with limited motor skills, hearing impairment, and minimal color-vision impairment and •Students whose economic or social circumstances have limited their acquisition of knowledge and verbal skills	Ability	The Naglieri Ability Index states that most children's cores fall between 90 and 110. Scores in this range are average. The highest score is 160. The superior range begins with a score of 120.	Once per year	Fall	0.5 hours
Phonological Awareness Literacy Screening (PALS 1-3) and PALS Plus	PALS 1-3	University of Virginia	The Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success. PALS is the state-provided screening tool for Virginia's Early Intervention Reading Initiative (EIRI) and is used by 99% of school divisions in the state on a voluntary basis. PALS consists of three instruments, PALS-PreK (for preschool students), PALS-K (for kindergartners), and PALS 1-3 (for students in Grades 1-3). PALS assessments are designed to identify students in need of additional reading instruction beyond that provided to typically developing readers. PALS also informs teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals. Mid-year assessment and PALS Quick Checks allow for ongoing student progress monitoring throughout the year.	https://pals.virginia.edu/rd-background.html	Measures important literacy fundamentals: • phonological awareness • alphabet knowledge • knowledge of letter sounds • spelling/phonics • concept of word • word recognition in isolation • oral reading passage comprehension Provides teachers with explicit information about individual students in order to plan instruction in language arts.	Literacy	PALS 1-3 and PALS Plus are used with children in 1st through 8th grades to identify students at risk of reading difficulties. These assessments are designed to measure children's knowledge of important literacy fundamentals and can be used as a diagnostic tool to provide teachers with explicit information to help guide their teaching.	Three times per year	Multiple	1 hour

Reading Standards Of Learning Assessment	SOL	Virginia Department of Education (VDOE)	SOL tests in reading measure the success of students in meeting the Board of Education's expectations for learning and achievement. All items on SOL tests are reviewed by Virginia classroom teachers for accuracy and fairness and teachers also assist the state Board of Education in setting proficiency standards for the tests.	http://www.pen.k12.va.us/testing/index.shtml	Assess the performance of students on meeting the educational objectives approved by the Virginia Board of Education. These objectives are documented in the Virginia Standards of Learning. Teachers are asked to examine the data and reflect on student achievement. This examination and reflection influence instructional practice for subsequent years. While a score of 400 is passing, students who score below 425 on the SOL test receive remediation services.	Reading, math, history, science	SOL Reading Scores measure the content taught in English Language Arts. Students must be able to read on or close to grade level in order to be successful on the Reading SOL which will assess a student's knowledge of standards (authors purpose, main idea, identification of supporting details, knowledge of genre etc.)	Once per year	Spring	2 hours
Science Alternative Assessment		Arlington Public Schools (APS)	With the elimination of the 3rd Grade SOL, VDOE requires school divisions to provide alternative assessments. These assessments were developed using materials and resources from the current textbook adoption.	http://www.doe.virginia.gov/testing/alternative_assessments/index.shtml	This legislation requires school divisions to administer alternative assessments, consistent with Virginia Board of Education guidelines, to students in grades three through eight in each subject area in which SOL assessments were eliminated by the legislation. School divisions must certify that they have provided instruction and administered an alternative assessment, consistent with Board of Education guidelines, to students in grades and subject areas that no longer have a corresponding SOL test.	Science	SOL Science Scores measure the content taught in Science. The Science SOL will assess a student's knowledge of Science content standards.	Once per year	Spring	
Science Quarterly Assessments		Arlington Public Schools (APS) (some items by PowerSchool or Certica)	The APS Science Quarterly Assessment series is designed to inform teachers & teaching teams about student understandings of content standards within the APS Science Quarterly Scope and Sequence in a timely fashion, supporting adjustments in teaching for successful learning.	https://www.apsva.us/science/	A districtwide dipstick used to gauge individual student, group, and cohort understanding of SOLs in the APS Scope and Sequence as well as their ability to demonstrate that understanding in the format of the SOL Assessments as a means of informing ongoing instruction and dialogue within teaching teams for continuous improvement. Districtwide trends also inform decisions about curricula and professional learning.	Science	Meaning is not attached to overall scores on these assessments; Rather, item- and standard-level error analyses are used to help teachers identify gaps in student understanding of the Standards of Learning and adjust instruction for successful learning.	Three times per year	Multiple	1 hour
Social Studies Alternate Assessments		Arlington Public Schools	Alternate assessments are required to replace SOL tests which have been eliminated. The alternate assessments must be given for each reporting category in a subject area. Verification of the administration of these assessments must be collected at the district level.	https://www.apsva.us/social-studies/	Used to verify implementation of the Standards of Learning	social studies	The alternate SOL Social Studies Scores measure the content taught in Social Studies. The Social Studies SOL will assess a student's knowledge of Social studies content standards	Once per year	Spring	
Test of Mathematical Abilities for Gifted Students	TOMAGS	Prufrock Press	The Primary Level (grades K-3) or the Intermediate Level (grades 4-6) of this standardized, norm-referenced test is used to identify children gifted in mathematics. The TOMAGS measures students' ability to use mathematical reasoning and mathematical problem solving.	http://www.prufrock.com/TOMAGS-Complete-Kit-Test-of-Mathematical-Abilities-for-Gifted-Students-P90.aspx	Assess students mathematical ability during the Gifted Services Eligibility Process for math and science eligibility	Mathematics	The raw score is converted to a final standard score or quotient based on the child's age. Scores are assigned point values ranging from 0-20 points on the matrix. A score between 130 and 140 indicates mathematical strength, a score of 140 or above is exceptional. There are also two scales: normal and gifted that you can use as a point of comparison.			1 hour
WIDA-ACCESS Placement Test	W-APT	WIDA	It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs.	https://www.wida.us/assessment/W-APT/	Assess English language proficiency, determine ELP levels, determine progress and proficiency, determine English as a Second Language program placement, and help make instructional decisions.	English proficiency				
World Language Progress on Targeted Language Functions		Arlington Public Schools (APS)	A checklist provided by the World Language Office to all FLES teachers, which is used to document individual student progress on targeted language functions for each grade level.	https://www.apsva.us/world-languages/	Measure progress on listening and speaking functions by documenting student progress at different intervals during each academic quarter.	Language	Student progress in target language acquisition skills			
World Language Writing Assessments		Arlington Public Schools (APS) and CAL		https://www.apsva.us/world-languages/	Determine initial level of student writing proficiency and subsequent growth in writing skill development. This assessment tool is used twice during the year, for diagnostic and summative purposes.	Modern World Languages	Determine initial level of student writing proficiency and subsequent growth in writing skill development. This assessment tool is used twice during the year, for diagnostic and summative purposes.			
Writing Performance Assessments	WPA	Arlington Public Schools (APS)	With the newly adopted Units of Study in Writing, the curriculum provides performance assessments in writing pre and post for each unit of study: narrative, expository, and persuasive. These assessments allow teachers to monitor student progress and tailor instruction for students.	https://www.apsva.us/english-language-arts/	Monitor growth in writing for students over time. At Teachers are asked to examine the data and reflect on student achievement. This examination and reflection influence instructional practice for subsequent years. Determine eligibility for Title I program at targeted schools.	Writing	These assessments monitor progress and growth in writing.	Four times per year	Multiple	1 hour