

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
Assessment of Performance toward Proficiency in Languages	AAPPL	American Council of Foreign language Teachers (ACTFL)	The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) addresses the World-Readiness Standards for Learning Languages and uses today's communication media in which test takers perform tasks such as participating in a virtual video chat, creating wikis, e-mailing, and using apps to demonstrate language ability.	https://aappl.actfl.org/	The AAPPL Measure assesses the following modes of communication: Interpersonal Listening/Speaking; Presentational Writing; Interpretive Reading and Listening	Modern World Languages	The goal of AAPPL Measure is to provide as much useful information to the test taker, instructor, and other stakeholders as possible. AAPPL Measure is comprised of four components: Interpretive Listening Interpretive Reading Interpersonal Listening and Speaking (speaking component) Presentational Writing			
Cognitive Abilities Test Form 6	CogAT	Houghton Mifflin Harcourt	The Cognitive Abilities Test™ (CogAT®) Form 6 measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal. Although its primary goal is to assess students' reasoning abilities, CogAT also can provide predicted achievement scores when administered with The Iowa Tests. CogAT is well-suited to help educators make important student placement decisions, such as selecting students for gifted and talented programs. Features such as the Ability Profile Score can help expand the educational opportunities of all students.	http://www.hmhc.com/hmhca/assessments/ability/cogat-6	The Cognitive Abilities Test (CogAT) Form 6 is a nationally standardized, norm-referenced test (NRT) that measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Its purpose is to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols.	Ability	Every student assessed with CogAT receives an Ability Profile score that highlights both the level and pattern of a student's ability. CogAT is unique in offering this score, which helps provide educational guidance for all students, not just those with high ability. CogAT reports separate scores for each battery (Verbal, Quantitative, and Nonverbal) as well as a Composite. Scores are not reported for subtests within each battery. The highest score for each subtest is 160. Superior range begins with a score of 120. Among the scores available for each battery are the raw score (the number of items marked correctly), standard age score, national age and grade percentile ranks, and age and grade stanines. A normal curve equivalent table is provided in the CogAT Form 6, Norms Booklet.	Once per year	Fall	
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)	https://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 Grade 5, Extended Assessment (Q3, Part B)		Arlington Public Schools (APS)	A county wide developed assessment designed to assess students' understanding of mathematics in the Grade 5, Extended curriculum.	https://www.apsva.us/mathematics/	Place Grade 6 students into appropriate mathematics courses.	Mathematics		Once per year	Spring	1 hour
Mathematics Inventory	MI	Houghton Mifflin Harcourt	Mathematics Inventory is a computer-adaptive assessment that provides a direct measure of students' readiness for math instruction on the Quantile Framework for Mathematics. SMI is aligned to the Common Core State Standards and to major math textbooks.	http://www.hmhc.com/products/assessment-solutions/mathematics/smi-index.htm	MI is an assessment that serves the function of universal screening, initial placement and pro	Mathematics		Twice per year	Multiple	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	

Phonological Awareness Literacy Screening PLUS, Grades 4-8	PALS PLUS	University of Virginia	PALS Plus is the newly expanded version of PALS 1-3. PALS Plus can be used with children in grades 1-8 as a screening, diagnostic, and progress monitoring tool. The tasks included in PALS Plus provide explicit information and model strong literacy instruction. PALS Plus is a leveled instrument that is used to (a) screen and identify students in need of additional instruction based on their Entry Level task scores, and (b) diagnose specific skill strengths and deficits. Subsequent tasks can be administered for diagnosis of instructional oral reading level (Level B and Level C tasks). PALS Plus entry level tasks include spelling and word recognition in isolation. Other tasks included, depending on student needs, are oral reading (fluency, rate, accuracy, comprehension), alphabet recognition, letter sounds, concept of word, blending, and segmenting.	https://www.palsmarketplace.com/category-s/102.htm	Measures important literacy fundamentals: <ul style="list-style-type: none"> • 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 Plus is 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	0.5 hours
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 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.		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
Science Standards Of Learning Assessment		Virginia Department of Education (VDOE)	SOL tests in science 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 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	
Standards-Based Measurement of Proficiency 4SE	STAMP 4SE	Avant	The Avant STAMP 4Se assessments measure proficiency in Reading, Writing, Listening and Speaking in five languages with content appropriate for elementary school students.	http://avantassessment.com/stamp4se.html	Measure proficiency in Reading, Writing, Listening and Speaking in five languages with content appropriate for elementary school students.	Listening, speaking, reading, writing	Avant STAMP 4Se scores are reported by learner, class, school and district/institution, at proficiency benchmarks aligned to ACTFL levels Novice through Advanced. Reading and Listening scores are available immediately, and Writing and Speaking are scored externally by certified raters and typically made available within 3-7 business days.			
Standards Of Learning (SOL) Alternate Writing Sample	Writing	Virginia Department of Education (VDOE)	VDOE requires a locally developed authentic writing performance assessment in grade 5 to measure writing proficiency.	http://www.pen.k12.va.us/testing/index.shtml	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.	Once per year	Spring	1 hour
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-090.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.			