

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			
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	
High Intensity Language Training/High Intensity Language Training Extension Mathematics Pre/Post Assessment	HILT/HILTEX	Arlington Public Schools (APS)	The HILT/HILTEX Mathematics Pre/Post Assessment is used to determine progress and appropriate mathematics placement within the HILT Mathematics program.	https://www.apsva.us/esol-hilt/	Determine student placement.	Mathematics				
High Intensity Language Training/High Intensity Language Training Extension Portfolio	HILT/HILTEX	Arlington Public Schools (APS)	The Portfolio consists of student writing samples, assessment scores, and other student work, collected throughout the year.	https://www.apsva.us/esol-hilt/	Determine progress and inform instructional placements..	Reading and writing		Four times per year	Multiple	
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		Once per year	Spring	
National Latin Exam		National Latin Exam	The National Latin Exam, sponsored by the American Classical League and the National Junior Classical League, is a 40-question, multiple-choice test with a time limit of 45 minutes, offered to students on seven levels. On the Introduction to Latin, Latin I, Latin II, Latin III, Latin III/IV Prose, and Latin III/IV Poetry exams, there are questions on grammar, comprehension, mythology, derivatives, literature, Roman life, history, geography, oral Latin, and Latin in use in the modern world. The Latin V-VI exam contains two Latin passages as the basis for questions on grammar, comprehension, historical background, classical literature, and literary devices.	http://www.nle.org/	The basic purposes of the NLE are to promote the study of Latin and to encourage the individual student and to measure students' achievement in Latin Language and culture.	Latin	The National Latin Exam is a forty question, multiple-choice test with a time limit of forty-five minutes; it is offered to students on seven levels. On the Introduction to Latin, Latin I, Latin II, Latin III, Latin III/IV Prose, and Latin III/IV Poetry exams, there are questions on grammar, comprehension, mythology, derivatives, literature, Roman life, history, geography, oral Latin, and Latin in use in the modern world. The Latin V-VI exam contains two Latin passages as the basis for questions on grammar, comprehension, historical background, classical literature, and literary devices.[1] The exam is scored based on the number of questions answered correctly, with	Once per year	Spring	
Reading Inventory	RI	Houghton Mifflin Harcourt	The Reading Inventory is a research-based, adaptive assessment that measures reading skills and longitudinal progress from Kindergarten through college readiness. The Reading Inventory measures reading growth on the Lexile Framework for Reading — a scientifically proven tool that measures both a reader's ability and difficulty of the text at the same time	http://www.hmhc.com/products/assessment-solutions/literacy/sri-index.htm	Inform instruction and make accurate placement recommendations	Reading comprehension	Reading Inventory provides an instructional oral reading level. It provides a range of reading levels at which a student may be able to read confidently with comprehension.	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

Self Assessment Activities (SAA) Self-Assessment (6-12) Visual Performing Arts (VPA) Self- Assessment (6-12)	SAA/VPA	Prufrock Press	These student self-assessment tools are related to student interests based on gifted education research of Joseph Renzulli (University of Connecticut).	http://www.prufrock.com/Scales-for-Rating-the-Behavioral-Characteristics-of-Superior-Students-Technical-and-Administration-Manual-3rd-ed-P1823.aspx	Gather data during Gifted Services Eligibility Process : • 6-12 for math, science, social studies or English eligibility • 4-12 for visual art and music areas eligibility	Multiple subjects/skills				
Social Studies Alternate Assessments		Arlington Public Schools (APS)	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.		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	
Social Studies Standards Of Learning Assessment		Virginia Department of Education (VDOE)	SOL tests in history/social 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 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	
Standards-Based Measurement of Proficiency 4S	STAMP 4S	Avant	The Avant STAMP (Standards-based Measurement of Proficiency) 4S assessment measures proficiency in Reading, Writing, Listening and Speaking in nine languages with content appropriate for middle school through university students.	http://avantassessment.com/stamp4s.html	Measure interpretational and presentational modes including reading, writing, and speaking proficiencies from novice-low through intermediate-mid levels. Measure interpretational and presentational modes including listening, reading, writing, and speaking proficiencies from novice-low through advanced.	Modern World Languages at Level IV and also used for Credit-by-exam	Avant STAMP 4S 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.			
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				
Performance Assessment Tasks for Speaking	PATs	Arlington Public Schools (APS)	PATs consists of oral performance tasks developed by the district and administered during mid-terms and finals.	https://www.apsva.us/world-languages/	Measure speaking proficiency by completing performance tasks at the Novice Low to High levels.	Modern World Languages at Level I	Student progress in oral proficiency skills	Twice per year	Multiple	
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.			
World Languages End-of-Year (EOY) Writing Assessments in secondary modern languages		Arlington Public Schools (APS) and CAL	The writing assessment is a performance assessment that uses a rubric developed by the Foreign Language Office and the Center for Applied Linguistics. The writing tasks reflect the themes and language structures appropriate to the curriculum at each language level.	https://www.apsva.us/world-languages/	Determine level of student progress in developing writing skills appropriate to the language level.	Modern World Languages	Student progress in written proficiency skills	Once per year	Spring	