Assessment Name	Acronym	Publisher	Publisher's Description	Publisher's URL	Purpose	Proficiency in	What do scores mean?	Question Types	Test Frequency for APS	Testing Window	Average Completion Time
An Observation of Early Literacy Achievement, 3rd Ed.		Heinemann	Reading Recovery is a short-term intervention of one-to-one tutoring for low achieving first graders designed to supplement classroom teaching. It uses the Observation of Early Literacy Achievement developed by Marie Clay that includes a battery of authentic reading/writing tasks that measure a child's performance on letter identification, concept about print, phonological awareness, phonics, vocabulary, and oral reading.	http://www.heinemann.com/products/E04901.aspx	Identify students in need of 1:1 instruction for reading and writing. Identify student strengths and needs for instruction.	Reading and Writing	Identify student strengths and needs for one-to-one literacy instruction in first grade.	Mixed Response	Three times per year	Multiple	1 hour
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.	Constructed Response	Three times per year	Multiple	0.5 hours
Mathematics Beginning of Year (BOY) Assessment (paper/pencil)	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		Mixed Response	BOY	Fall	1.5 hours
Mathematics End of Year (EOY) K-1 (paper/pencil)	EOY	Arlington Public Schools (APS)	A countywide developed K-2 test designed to assess K-2 objectives at the end of the year.	https://www.apsva.us/mathematics/	Assess mastery of K-2 objectives at the end of the year.	Mathematics		Mixed Response	EOY	Spring	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		Mixed Response	Three times per year	Multiple	1 hour
Phonological Awareness Literacy Screening (PALS 1-3) and PALS Plus	PALS 1-3	University of Virginia (UVA)	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
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
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 Center for Applied Linguistics (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.				