

| 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 |
|---|---------|---|--|---|--|--|--|----------------|-----------------------------|----------------|-------------------------|
| 180-Day Virginia Provisional Driver's License | | Virginia Department of Education (VDOE) | Virginia Department of Education (VDOE) is responsible for approving driver education programs in the commonwealth's public and private schools. Driver education programs in Virginia schools focus on safe driving attitudes, skill development and appropriate responses to hazards. The commonwealth's standards for driver education require extended supervised practice with a licensed parent or guardian to develop precision in the application of skills and processes to effectively manage risks. | http://www.doe.virginia.gov/instruction/driver_education/ | Upon successful completion of the driver education and safety course as prescribed by §22.1-205 of the Code of Virginia, compliance with all juvenile licensing provisions, eligible students beginning at age 15 years and 6 months will be issued a 180-day provisional license. The goal of driver education is to transfer traffic safety knowledge and skills into injury prevention behaviors. The classroom and in- car driver education curriculum focuses on safe driving skills to provide students with a detailed understanding of the fundamentals of driving and to foster responsible attitudes and driving behaviors. Assessments are part of both the classroom and in-car instruction. | Driving | Students with provisional driver's licenses will be able to take driving lessons followed by the licensing exam and road test to obtain their driver's licenses. | Mixed Response | Five or more times per year | Multiple | |
| ACT | ACT | ACT | The ACT® is a US college admissions test, measuring what students learn in high school to determine their academic readiness for college. | http://www.act.org/content/act/en/products-and-services.html | Assess high school students' general educational development and to determine college admission. | College readiness | Composite and Subscores: ACT test scores and the Composite score range from 1 to 36; subscores range from 1 to 18. The composite score is the average of the scores on the four subject tests. Subscores do not necessarily add up to the score for a subject test. ACT College Readiness Benchmarks: If scores are at or above the ACT benchmark scores, a student will likely be ready for first-year college courses. | Mixed Response | Five or more times per year | Multiple | 3.5 hours |
| Advanced Placement Exams | AP | College Board | By taking an AP course and scoring successfully on the related AP Exam, students save on college expenses: most colleges and universities nationwide offer college credit, advanced placement, or both, for qualifying AP Exam scores. These credits can allow students to save college tuition, study abroad, or secure a second major. AP can transform what once seemed unattainable into something within reach. | https://www.collegeboard.org/ | This guarantees that every certified user has demonstrated the ability to command the full features and functionality of Microsoft Office, preparing them for future academic or workforce opportunities. | Multiple subjects/skills | AP scores are scored on a scale of 1-5. A score of 5, meaning the student is extremely well qualified to receive college credit for that course, is the highest score. A score of 4 means that the student is well qualified, and a score of 3 indicates that the student is qualified. | Mixed Response | Once per year | Spring | 3 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) | | | | |
| Grade 8 Mathematics and Reading Standards Of Learning (SOL) Assessment (for students who have not passed) | SOL | Virginia Department of Education (VDOE) | | 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. Score required for a modified standard diploma vary depending on the form of the test. | Reading and Mathematics | | | Once per year | Spring | |
| International Baccalaureate | IB | The International Baccalaureate® | The International Baccalaureate® (IB) offers a continuum of international education. The programs encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development. | http://www.ibo.org/ | Measure student achievement in the International Baccalaureate courses offered in Arlington Public Schools. | Multiple subjects/skills | For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities. | Mixed Response | Once per year | Spring | |
| Mathematics Standards Of Learning (SOL) End-of-Course Assessments (Fall, Spring, Summer) | SOL | Virginia Department of Education (VDOE) | SOL tests in English, writing, mathematics, science and 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 may receive remediation services. Students who fail have opportunities to retest in fall, spring, and summer. | English, Mathematics, History, Science | | | Three times per year | Multiple | |

| | | | | | | | | | | | |
|--|---------|---|---|---|--|--|--|-------------------|-----------------------------|----------|---------|
| 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 no penalty for guessing. | | Once per year | Spring | |
| PSAT/NMSQT | | College Board | The PSAT/NMSQT serves as a check-in on student progress and pinpoint areas for development. Students can take the PSAT/NMSQT in the fall of 10th and 11th grade. | https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10 | Measure critical reading skills, math problem-solving skills, and writing skills to determine student eligibility for the NMSC scholarship. | College readiness | The PSAT scoring scale helps students predict how well they will do on the SAT. | Selected Response | Once per year | Fall | 3 hours |
| Reading and Mathematics SOL Grade 8 (for students who have not passed) | | Virginia Department of Education (VDOE) | SOL tests in English and 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. Score required for a modified standard diploma vary depending on the form of the test. | Reading and Mathematics | While a score of 400 is passing, students who score below 425 on the SOL test may receive remediation services. Students who fail have opportunities to retest in fall, spring, and summer. | | Once per year | Spring | |
| SAT | SAT | College Board | The SAT is an admission test accepted by all U.S. colleges, and the College Board has programs to encourage all students to take advantage of higher education. Income-eligible SAT takers receive college application fee waivers and all students can opt in to Student Search Service® to receive free information about admission and financial aid from colleges, universities, and scholarship programs. | https://collegereadiness.collegeboard.org | Measures critical reading skills, math problem-solving skills, and writing skills to determine college admission. | College readiness | Each of the assessments in the SAT reports a total score that is the sum of two section scores: Evidence-Based Reading and Writing, and Math. Scores for the SAT Essay are reported separately and are not part of a student's total SAT score. Ranges for the SAT Total Scores is 400–1600. Ranges for Section Scores (Evidence-Based Reading and Writing, Math) are from 200–800. In addition, each assessment reports three test scores: the Reading Test score, the | Mixed Response | Five or more times per year | Multiple | 4 hours |
| SAT Subject Tests | SAT | College Board | There are 20 SAT Subject Tests in five general subject areas: English, history, languages, mathematics and science. | https://collegereadiness.collegeboard.org/sat-subject-tests/about/at-a-glance | Measure a college applicant's knowledge and skills in particular subject areas, as well as the applicant's ability to apply that knowledge. | College readiness | Scores reflect how well a students has mastered the subject compared to other test-takers. Scores can also help a student decide what high school courses to take, what college majors to explore, and what colleges and programs to apply to | Mixed Response | Five or more times per year | Multiple | 1 hour |
| Science Standards Of Learning Assessment End-of-Course Assessments (Fall, Spring, Summer) | | Virginia Department of Education (VDOE) | SOL tests in English, writing, mathematics, science and 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 may receive remediation services. Students who fail have opportunities to retest in fall, spring, and summer. | English, Mathematics, History, Science | | Selected Response | Three times per year | Multiple | |
| 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- | 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 SOL End-of-Course Assessments (Fall, Spring, Summer) | SOL | Virginia Department of Education (VDOE) | SOL tests in English, writing, mathematics, science and 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 may receive remediation services. Students who fail have opportunities to retest in fall, spring, and summer. | English, Mathematics, History, Science | | Selected Response | Three times per year | Multiple | |

| | | | | | | | | | | | |
|--|----------|---|---|---|--|---|---|----------------------|----------------|----------|--|
| 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://avantassessme nt.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 Screener | | WIDA | The WIDA Screener is an English language proficiency assessment given to incoming students in Grades 1–12 to assist educators with the identification of students as English language learners (ELLs). The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services. | https://www.wida.us/assessment/Screener/ | 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 | | | | | |
| 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 | | | | | |
| Working in Support of Education Financial Literacy Certification (WISE) | WISE | Working in Support of Education (WISE) | WISE Financial Literacy Certification test is a national standardized test administered to students at the end of a course on personal finance. Students passing the test earn the WISE Certified Financially Literate designation, which demonstrates that they are financially capable when they graduate. | http://www.doe.virginia.gov/instruction/economics_personal_finance/ | To demonstrate a student's financial literacy level and skill | Financial Literacy | Students passing the WISE test meet the graduation requirement for personal finance. Students also meet the CTE credential graduation requirement by passing this exam. | | | | |
| 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 Languages End-of-Year (EOY) Writing Assessments in secondary modern languages | | Arlington Public Schools (APS) and Center for Applied Linguistics (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 | Constructed Response | Once per year | Spring | |
| Writing Standards Of Learning (SOL) Assessment: • Writing Multiple Choice • Direct Writing | SOL | Virginia Department of Education (VDOE) | SOL tests in writing 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 grade 5 writing SOL test receive remediation services, and students who score below 425 on the grade 11 SOL test receive remediation services. In their senior year, students can test again in the fall and spring. An opportunity is also provided in the summer. Students who score 400 or use the End-of-Course English SOL Test to verify English credit for a standard or advanced Diploma. | Writing | While a score of 400 is passing, students who score below 425 on the SOL test may receive remediation services. Students who fail have opportunities to retest in fall, spring, and summer. | | Once per year | Spring | |