

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
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)				
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
Developmental Spelling Assessment	DSA	Guilford Press via scribd.com	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 Kknowledge	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).	Constructed Response	Three times per year	Multiple	0.5 hours
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		Mixed Response	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 progress monitoring	Mathematics		Selected Response	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		Mixed Response	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, Mathematics, History, Science				Spring	
Phonological Awareness Literacy Screening PLUS, Grades 4-8	PALS PLUS	University of Virginia (UVA)	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	https://www.palsmarketplace.com/categories/102.htm	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 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.	Mixed Response	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, Mathematics, 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.)	Selected Response	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.	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.	Selected Response	Three times	Multiple	1 hour
Science Standards Of Learning Assessment		Virginia Department of Education (VDOE) http://www.pen.k12.va.us/testing/index.shtml	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, Mathematics, History, Science	SOL Science Scores measure the content taught in Science. The Science SOL will assess a student's knowledge of Science content standards.	Selected Response	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://avantassessments.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				
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.		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-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					
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.				
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