
COMPREHENSIVE ASSESSMENT INVENTORY

Arlington Public Schools

Purposes for Comprehensive Assessment Inventory

This inventory is designed to:

- articulate what we believe about assessment
- articulate roles of various assessment tools
- guide the use and development of assessments for and by teachers, schools, and the system
- guide the ongoing review of Arlington's assessment program

This plan is based on the belief that learning can be assessed through a variety of assessments. Measurement of student achievement is based on the belief that assessment of students serves four basic functions

Formative (continual) evaluation is the use of information to modify and improve performance of individual students, programs, or schools.

Summative (culminating) evaluation is the use of information to judge the impact and merit of performance of students, programs, or schools.

Diagnostic assessment is used to determine a student's strengths and weaknesses in order to improve performance.

Assessment for program placement includes assessment to select students for programs or to place students after entry into a program.

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I. PRINCIPLES

What We Believe About Assessment and Instruction

- ❖ Assessment is an integral component of the instructional program related to goals, objectives, and standards
- ❖ Assessment should promote good instructional practice
- ❖ Assessment should be a regular part of classroom instruction.
 - Assessment is ongoing over time to provide continuous feedback to improve learning.
 - Assessment is integrated with instruction.
- ❖ Assessment should present students tasks of increasing complexity and provide an appropriate level of challenge.
- ❖ Teachers have the central role in using assessment to support continuous learning and to evaluate student achievement.
- ❖ Instructional plans should be designed to address long- and short-range goals and objectives and should include assessment of them.
- ❖ Students should have the opportunity to learn the skills and content on which they are assessed.
- ❖ Classroom assessment should provide students with experiences and skills needed to demonstrate their achievement on standardized tests.

What We Believe About Fairness in Assessment and the Appropriate Use of Results

- ❖ Student achievement should be assessed by schools and teachers using sound assessments in a fair and comparable manner.
- ❖ No single piece of assessment information should be sufficient evidence of a student's level of performance on APS academic standards.
- ❖ A variety of assessment tools should be used, including multiple choice, short answer, and essay tests; performance assessment using written and visual products and oral presentations; and portfolios that reflect a collection of student work over a period of time.
- ❖ A variety of people should assess student performance, including teachers, peers, and the student him or herself.
- ❖ Assessment should include many different ways to assess student achievement.
 - The assessment strategy should be matched to a goal.
 - There should be a balance of strategies used in each curriculum area.
 - Students should be provided with a variety of ways to demonstrate achievement.
- ❖ Teacher judgment is enhanced when it is based on data such as classroom assessment and standardized test results.

II. PURPOSES FOR ASSESSMENT: WHAT ASSESSMENT CAN ACCOMPLISH

Purposes for Student Assessment

- ❖ Assessment can address the full range of Arlington’s academic goals.
 - Demonstrate high degree of knowledge in subject areas.
 - Communicate subject matter clearly.
 - Solve problems using an effective process to reach viable solutions.
 - Apply learning to the world beyond the classroom.
 - Self-assess work and work process in order to set goals for next steps.
- ❖ Assessment can promote student self-assessment.
 - Students use goal setting as a means of continuous growth.
 - Students are provided with criteria and examples of work against which they can assess their own achievement.
 - Students are provided with examples of student work demonstrating different stages of development.
- ❖ Assessment can promote continuous progress of developing skills.
 - Various levels of performance that represent points along a continuum of skill development are identified.
 - Examples of work demonstrating skills from beginning levels of development to proficient levels are available.
 - Assessment identifies current level of student performance and supports the progress to higher levels of performance.
- ❖ Assessment communicates to students, parents, staff, and the community what is valued in curriculum and student learning.

Purposes for Program Evaluation

- ❖ Results can be used to evaluate the success of programs.
- ❖ Results can be used to improve and strengthen programs.
- ❖ Results can be used to identify areas of need so that resources can be targeted appropriately for individual students, for programs, and for schools.
- ❖ Assessment information used in instructional planning provides a basis for refining instructional practices.

III. COMMUNICATING RESULTS

- ❖ Assessment results should provide useable information.
- ❖ Assessment results should be communicated regularly and clearly to students, parents, and staff in order to promote understanding of a student's achievement.
- ❖ Results for individual students and for groups of students need to be communicated meaningfully to students, staff, parents, and the community.
- ❖ Report cards, portfolios, daily classwork, conferences, Back-to-School nights, and other opportunities are used in providing information to students, parents, and staff.
- ❖ Results need to be communicated in a timely fashion to influence instruction.

IV. COMPONENTS OF THE EXISTING ASSESSMENT PROGRAM

System Wide Testing Program

These assessments are given throughout the Arlington Public Schools as required by the state or the school system. In addition, although all content areas have assessments available for teachers, some content areas and programs require teachers to use specified assessments.

For a description of the current system wide testing program, please refer to the Section VIII (page 9) of this inventory.

School Level Testing

These are additional assessments that a school chooses to give in all classrooms at all or selected grade levels. Some of these assessments are commercially published tests, such as the Degrees of Reading Power and Stanford 10 Achievement Test. Assessments for Advanced Placement follow the national course guidelines. Other assessments are developed by staff members, such as portfolios and senior projects.

Classroom Assessment

Individual teachers select assessments as appropriate for daily use. Most adopted textbooks have assessment materials as a component, and there are other commercially prepared assessment materials. In addition, teachers develop their own tests and assessment activities.

Voluntary Assessment

Several tests are sometimes taken by students on a voluntary basis, including the Scholastic Assessment Test (SAT), Preliminary Scholastic Assessment Test (PSAT), and American College Testing (ACT) assessment.

In some cases, curricula and instruction are geared directly toward successful performance on certification or licensure tests that can be taken by students at off-site testing centers. Examples include Cosmetology Licensure, Emergency Medical Technology Certification, and Automotive Service Excellence Certification.

V. NORM-REFERENCED AND CRITERION-REFERENCED SCORES

Norm-Referenced Scores

Norm-referenced scores tell how a student or group performed relative to a norm group. The most common type of norm group for standardized achievement tests is a group of students at a given grade level from across the nation who are selected to be representative of students throughout the country. Scores for norm-referenced tests are usually reported as percentile ranks. A score of the 75th percentile means that the student scored as well as or better than 75 percent of the students in the norm group. Other score types include NCEs (Normal Curve Equivalents) and stanines.

Criterion-Referenced Scores

Criterion-referenced scores tell how well a student did compared to an established standard or criterion. There are no standard score types for criterion-referenced tests.

It is not possible to tell whether an assessment is norm-referenced or criterion-referenced by looking at the assessment itself. This distinction refers only to the way in which the results are expressed. For example, although we usually think of writing samples as criterion-referenced, they could also have norm-referenced scores. For example, if a writing sample is scored on an 8-point scale and half of all students get a score of 5 or lower, then a score of 5 is at the 50th percentile rank.

Grades can be awarded on either a norm-referenced or criterion-referenced basis. They are norm-referenced when they refer to other students (“A” means “well above average”), and they are criterion-referenced when they refer to standards (“A” means “excellent work”).

VI. ROLES OF ASSESSMENT TOOLS IN THE CLASSROOM

Most assessment tools can be used in a variety of settings and for a variety of purposes. No assessment tools are “good” or “bad” in and of themselves. Instead, a key to meaningful assessment is selecting the appropriate assessment tool for a given situation. Because different assessment approaches yield different kinds of information, teachers should use multiple measures, building on the strengths of various assessment tools. Section VIII. D. lists various types of classroom assessments one might see in APS classrooms. The process of developing or selecting assessments should consider the following:

- ✓ What are the important student outcomes or behaviors to be assessed?
- ✓ What will students do to demonstrate their performance (e.g., take a test, respond to a prompt, complete a task)?
- ✓ What are the student performance standards? That is, how well should students be able to perform in this area?
- ✓ How will student performance be assessed (e.g., answer key, scoring guide, rubric)?

Three types of assessments are described below.

Selected Response Assessments

These assessments ask students to choose the best answer or answers for a set provided. Examples of selected response assessments include

- ✓ multiple-choice tests
- ✓ true/false tests
- ✓ matching tests

Quality selected response assessments are difficult to prepare but easy to score quickly and consistently. They can be constructed to range from easy to difficult and are especially well suited to questions that have a single correct or a best answer. Examples: testing factual knowledge; testing application of skills such as mathematical processes; classifying types of prose.

Constructed Response Assessments

Constructed response assessments provide students with some kind of prompt or assignment, and students develop their own responses or products. Examples of constructed response assessments include

- ✓ essays and short answer tests
- ✓ projects
- ✓ presentations
- ✓ portfolios

These assessments are relatively easy to prepare, but difficult and time-consuming to score. Merely producing one of the above products does not constitute as assessment. The student’s essay, project, presentation, or portfolio also must be evaluated in some manner. Evaluating students’ responses usually requires the application of a set of scoring criteria or a rubric based on desired student learning (objectives or outcomes).

Constructed response assessments are especially well suited to areas in which there is a range of acceptable responses and to assess more complex student learning. Examples: present and defend a position; explain the significance of an historical event.

Self-Assessment

Students of all ages should be given the opportunity to assess their own performance. Constructed-response approaches are usually better suited to self-assessment. Self-assessment can be structured, such as through the use of a rubric or checklist, or it can assume a less structured form, such as a journal entry.

VII. WHO IS TESTED

- ❖ All students should participate in assessment activities.
- ❖ All students with disabilities have the right to participate in assessment programs. Decisions about participation are made by the student's Individualized Education Program (IEP) committee, which includes parents. Accommodations provided for assessment should reflect accommodations used in the student's instructional program.
- ❖ ESOL/HILT students should participate appropriately in assessment. Interpretation of their results should take into account the language proficiency and cultural background of the students and the impact these would have on their ability to understand the task and to demonstrate their achievement. Accommodations provided for assessment should reflect accommodations used in the student's instructional program and other approved accommodations

VIII. SYSTEM-WIDE ASSESSMENT PROGRAM

The following sections describe assessments given throughout the Arlington Public Schools.

State Required Assessments

- K Phonological Awareness Literacy Screening (PALS)
- Standards of Learning Assessments (3-8 and end of course)
- Standards of Learning Writing Assessments (5, 8, 11)
- Stanford English Language Proficiency (SELP) (3-12)
- ACCESS for ELLs (K-12)
- SOL Health-Related Fitness Tests (4-10)
- Virginia Alternate Assessment Program (VAAP)
- Virginia Substitute Evaluation Program (VSEP)
- Virginia Grade Level Alternative (VGLA)
- Virginia Modified Achievement Test (VMAST)
- WIDA K-Model
- 180-Day Virginia Provisional Driver's License

System-wide Required Assessments

- Pre-K Pre-Phonological Awareness Literacy Screening (PALS)
- Pre-K Developmental Mathematics Assessments
- PALS-K and PALS 1-3
- Developmental Reading Assessment (DRA2, K-3)
- Developmental Spelling Assessment (DSA, K-6)
- English Language Arts Writing Sample
- Immersion Writing Assessments
- Degrees of Reading Power (DRP) Test (2, 4, 6-7)
- Stanford 10 Achievement Test (4 and 6)
- K-8 Mathematics Assessments
- Mathematics Diagnostic Inventory (5)
- Mathematics Beginning of Year Assessment (K-8)
- Mathematics End of Year Assessment (K-2, 6-8)
- Algebra Assessment (7-12)
- Modern Foreign Language End of Year Writing Assessments (7-12)
- STAMP
- Advanced Placement Exams
- National Latin Exam
- PSAT
- SAT
- SAT Subject Tests
- ACT
- International Baccalaureate

APS Eligibility & Program Assessments

- Special Education
- ESOL/HILT
- World Languages
- Gifted
- Career, Technical, and Adult Education
- Adults: REEP, Even Start, GED

Some Classroom Assessments

- Anecdotal Record
- Assessments accompanying curricula materials
- Audition
- Checklists
- Conference – formal or informal
- Critique
- Demonstration
- Discussion

- Graphic Organizer
- Informal Reading Inventories
- Interest Inventory
- Lab Report
- Learning Log
- Math Problem Solving
- Observations of Behavior
- Peer Collaboration
- Performance or Performance tasks
- Portfolio and Products
- Project
- Questioning
- Record
- Rubric
- Scholastic Phonics Inventory (SPI)
- Scholastic Reading Inventory (SRI)
- Standardized Tests
- Student Self-Assessment
- Test Accompanying Adopted Materials
- Tools for Real Time Assessment of Information Literacy (TRAILS)
- Teacher Developed Unit Test
- Writing Sample
- Report

VIII. A. STATE REQUIRED ASSESSMENTS

State required assessments are primarily used for summative (culminating) evaluation (p.1). Teacher may use these as pre-assessments for planning instruction.

State-Required Assessments							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
3-8	SOL Assessments: Reading, Math, History, and Science	Virginia Standards of Learning (SOL). The SOL are educational objectives approved by the Virginia Board of Education. School divisions must implement the SOL objectives or objectives designed for their school divisions that meet or exceed the Board's requirements.	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. Determine eligibility for Title I program at targeted schools, grades 3-5.			X	
K	WIDA K-MODEL	The WIDA K- MODEL is a WIDA Consortium assessment administered to kindergarten ELLs annually in Virginia assessing the English Language Proficiency of ELLs in Speaking, Listening, Reading, and Writing. Assessment items are based on WIDA standards.	Assess English language proficiency, determine ELP levels, determine progress and proficiency, and help make instructional decisions.			X	
1-12	ACCESS for ELLs	ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a WIDA Consortium assessment administered ELLs in grades 1-12 annually in Virginia assessing the English Language Proficiency of ELLs in Speaking, Listening, Reading, and Writing. Assessment items are based on WIDA standards.	Assess English language proficiency, determine ELP levels, determine progress and proficiency, and help make instructional decisions.			X	

State-Required Assessments							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
3-12	Stanford English Language Proficiency (SELP) Test	The Stanford English Language Proficiency Test assesses the general ability level of students in critical English language skills through the following subtests: Listening, Writing Conventions, and Reading (Multiple choice), Direct Writing (a free-response writing activity), and Speaking (an individually administered set of performance tasks scored by an examiner).	Assess the speaking, listening, reading and writing skills of students who have opted out of the ESOL/HILT program. Progress of students who have exited from direct services is monitored for two years through the reading and writing subtests.			X	
4-10	SOL Assessments: Health-Related Fitness Tests	Standards of Learning (SOL). The SOLs are educational objectives approved by Virginia Board of Education. Health-related fitness education is an important component of physical education. The physical fitness instruction is based on the personal fitness strand in the Virginia Standards of Learning that focuses student learning on achievement of a health-enhancing level of physical fitness. The Virginia Health-Related Fitness testing program provides basic health-related fitness assessments to help students identify areas of fitness that are directly linked to overall quality of life. These assessments include cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility.	Assess the performance of students on meeting educational objectives approved by the Virginia Board of Education. These objectives are documents in the Virginia Standards of Learning. The following five health-related fitness tests are the recommended tests: Pacer, abdominal strength curl-up, trunk lift, 90 degree push-up and flexibility. The primary reason for testing is to provide the student with data to be used in planning a personal fitness plan. FITNESSGRAM uses criterion-referenced standards to evaluate fitness performance. These standards represent a level of fitness that offers some degree of protection against sedentary lifestyle diseases. Teachers are asked to examine the data and reflect on student achievement. This assessment provides students, teachers, and parents the necessary information to design an individualized program of fitness for each child.			X	

State-Required Assessments							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
5, 8, & 11	SOL Writing Assessment: <ul style="list-style-type: none"> • Writing Multiple Choice • Direct Writing 	Virginia Standards of Learning (SOL). The SOL are educational objectives approved by the Virginia Board of Education. School divisions must implement the SOL objectives or objectives designed for their school divisions that meet or exceed the Board's requirements.	<p>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.</p> <p>While a score of 400 is passing, students who score below 425 on the grade 5 writing SOL test receive remediation services.</p> <p>Students who score 400 or use the End-of-Course English SOL Test to verify English credit for a standard or advanced Diploma.</p> <p>While a score of 400 is passing, 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.</p>			X	

State-Required Assessments							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
8 – 12	SOL End-of-Course Assessments (Fall, Spring, Summer)	<p>Virginia Standards of Learning (SOL). The SOL are educational objectives approved by the Virginia Board of Education. School divisions must implement the SOL objectives or objectives designed for their school divisions that meet or exceed the Board's requirements.</p> <p>End-of-Course SOL tests are associated with high school courses in four core areas: English, mathematics, history, and science. There are currently 12 EOC tests administered in Virginia.</p>	<p>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.</p> <p>While a score of 400 is passing, students who score below 425 on the SOL test may receive remediation services.</p> <p>Students who fail have opportunities to retest in fall, spring, and summer.</p>			X	
9 – 12	SOL Grade 8 Reading and Mathematics (for students who have not passed)	<p>Virginia Standards of Learning (SOL). The SOL are educational objectives approved by the Virginia Board of Education. School divisions must implement the SOL objectives or objectives designed for their school divisions that meet or exceed the Board's requirements.</p> <p>Taken only by grade 9 reading recovery students and modified standard diploma candidates in grades 9-12.</p>	<p>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.</p> <p>Score required for a modified standard diploma vary depending on the form of the test.</p>			X	

State-Required Assessments

State-Required Assessments							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
3 - 8	Virginia Grade Level Alternative (VGLA)	<p>The VGLA is available to certain LEP students in grades 3-8 as an alternative assessment for the Reading SOL test. Students who qualify to participate in the VGLA are required to demonstrate individual achievement of grade level content standards as presented in the SOL test blueprints for reading. Students must compile a collection of work samples to demonstrate knowledge of each SOL objective. Reading is the only subject available to ELLs. There may be others for Spec. Ed. students but not because of their LEP status. Students with disabilities may use the VGLA for science and social studies, if this is determined appropriate by the IEP team</p> <p>LEP students in grades 3-5 whose ACCESS or W-APT overall proficiency level is 3.5 or lower may participate in the VGLA for reading only. LEP students in grades 6-8 whose ACCESS or W-APT overall proficiency level is 3.3 or lower may participate in the VGLA for reading only.</p>	<p>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.</p> <p>Provide an alternative SOL assessment for students at beginning proficiency levels.</p>			X	
3-8	VMAST	<p>The Virginia Modified Achievement Standards Test (VMAST) is intended for students with disabilities who are being instructed in grade level content but are not likely to achieve proficiency in the same time frame as their non-disabled peers. In the VMAST assessments, research-based supports and simplifications identified by Virginia educators have been applied to existing online reading and mathematics items to make them more accessible for students with disabilities.</p>	<p>Participation in the VMAST is determined by the student's IEP committee. Mathematics VMAST assessments for grades 3-8 and Algebra I are being administered beginning in spring 2012. VMAST assessments for grades 3-8 and end-of-course (EOC) reading are being field-tested in spring 2012. The reading VMAST assessments will be operational beginning in spring 2013.</p>			X	

State-Required Assessments

Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
9 –12	Virginia Substitute Evaluation Program (VSEP)	<p>The VSEP is available to certain high school students with disabilities as an alternative for SOL testing. Students who qualify to participate in the VSEP are required to provide evidence of achievement through a Course Work Compilation (CWC). A student’s CWC represents the skills attained within a specific subject area addressed in the SOL test blueprints.</p> <p>This assessment is available to students with disabilities who by the nature of their disability are unable to participate in the regular SOL assessments, even with accommodations. The VSEP provides eligible students with the opportunity to earn the requisite verified credits for a standard or advanced studies diploma or to meet the grade 8 numeracy and literacy requirements of a modified standard diploma through non-traditional means.</p>	<p>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.</p> <p>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 resubmit a CWC in the fall and spring.</p> <p>The purpose of the VSEP is to help address concerns for some students with disabilities who have attained the knowledge and skills addressed by the Virginia Standards of Learning, but are unable to access the assessment(s) due to the nature of their disabilities and type of accommodations they use to access content.</p>			X	
3 - 11	Virginia Alternate Assessment Program (VAAP)	<p>The Virginia Alternate Assessment Program (VAAP) is an assessment option for students with significant cognitive disabilities. Students meeting the participation criteria for this assessment are instructed in the Aligned Standards of Learning (Reading, Math, Science and History/Social Science), which are derived from the SOLs but have been reduced in complexity and depth. Educators are required to collect evidence that demonstrates a student’s knowledge on one standard in each subject area tested.</p> <p>Eligible students submit a collection of evidence (COE) for all subjects required of general education students in the same grade.</p>	<p>The purpose of the Virginia Alternate Assessment Program (VAAP) is to evaluate the performance of students who have traditionally been exempt from state assessment programs. Amendments to the Individuals with Disabilities Education Act (IDEA 1997) reflect the intent to extend educational accountability and reform to all students, including those with disabilities.</p> <p>Although these students represent a relatively small portion of the overall school population, the VAAP was developed with the belief that these students are a part of our accountability system and that the evaluation of their achievement represents an important component of our quest toward high standards.</p>			X	

State-Required Assessments

Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
11-12 (15 years and 6 months)	180-Day Virginia Provisional Driver's License	Upon successful completion of the driver education and safety course as prescribed by §22.1-205 of the <i>Code of Virginia</i> , compliance with all juvenile licensing provisions, eligible students 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.		X		

VIII. B. APS REQUIRED ASSESSMENTS

APS system-wide assessments are used primarily as diagnostic assessments (p. 1). In addition, they are used as formative (continual) and summative (culminating) evaluation (p. 1). Teachers utilize these assessments in planning instruction and designing appropriate learning opportunities for all APS students.

APS-Required Assessments							
Description				Use of assessment			
Grade and Primary Subject Area	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
Pre-K classrooms (VPI only) and Even Start Program	Pre-K PALS	PALS-Pre-K is a scientifically-based phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. The assessment reflects skills that are predictive of future reading success and measure name writing ability, upper and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness and nursery rhyme awareness. The assessment scores indicate children's strengths and those areas that may require more direct attention. (excerpt from http://pals.virginia.edu/PALS-Instruments/PALS-PreK.asp)	Assess pre-k students on fundamental literacy skills including: <ul style="list-style-type: none"> ▪ name writing ▪ alphabet recognition, ▪ letter-sound and beginning production ▪ print and word awareness ▪ rhyme awareness ▪ nursery rhyme awareness Provide teachers with explicit information about individual students in order to plan instruction in language arts.	X		X	
Pre-K classrooms (VPI only)	PreK Developmental Math Assessment	The Developmental Math Assessment is a mathematics assessment for teachers to use with young children (PreK-2).	The DMA assesses the important mathematical skills needed to learn mathematic concepts, gives an individual account of each student's strengths and needs, and provides ideas for guided follow-up instruction.	X	X	X	
K-8 Mathematics	Mathematics Assessment	A county wide developed grade level mathematics assessment designed to assess quarterly mathematical understanding of skills and concepts in Grades K-8.	Assess student understanding of mathematics concepts at the beginning and the end of each school year.	X	X		
K-8 Mathematics	Beginning of Year (BOY) Assessment	A countywide developed grade level beginning of year assessment to establish baseline data on student understanding of current grade level mathematics objectives.		X			
K-2 Mathematics	End of Year (EOY)	A countywide developed K-2 test designed to assess K-2 objectives at the end of the year.				X	
6-8 Mathematics	End of Year (EOY)	A countywide developed 6-8 test designed to assess 6-8 objectives at the end of the year.				X	

APS-Required Assessments						
Description					Use of assessment	
5 Mathematics	Grade 5 Middle School Mathematics Diagnostic Inventory	A county wide developed assessment designed to assess students' understanding of mathematics before they enter middle school.	Place Grade 6 students into appropriate mathematics courses.	X		X
7-12	Algebra Assessment	A countywide developed Algebra mid-term and final exam designed to assess Algebra objectives at the end of the first semester and at the end of the year.				X
K Reading/ English Language Arts / Early Childhood	Phonological Awareness Literacy Screening (PALS K) Kindergarten – required in the fall and spring	The Phonological Awareness Literacy Screening (PALS) assesses young children's knowledge of several important literacy fundamentals which are predictive of future reading success. PALS identifies students who may be in need of additional reading instruction beyond that provided to typically developing readers. A secondary purpose of PALS is to provide teachers with explicit information about what their students know regarding literacy fundamentals to help guide their teaching. The PALS instruments have evidence of good reliability and validity and provide a measure of children's knowledge of several important literacy fundamentals: phonological awareness, alphabet recognition, concept of word, knowledge of letter sounds and spelling. PALS-K provides a direct means of matching literacy instruction to specific literacy needs and provides a means of identifying those children who are relatively behind in their acquisition of these fundamental literacy skills. -definition by APS ELA, Title I, Early Childhood Offices	Assess students on fundamental literacy skills including: <ul style="list-style-type: none"> ▪ phonological awareness ▪ alphabet recognition ▪ concept of word ▪ letter-sound knowledge ▪ spelling/phonics Provide teachers with explicit information about individual students in order to plan instruction in language arts. Teachers are asked to examine the data and reflect on student achievement. This examination and reflection influence instructional practice for subsequent years. This assessment is required of all kindergarten students in the fall and spring. Determine eligibility for Title I program at targeted schools.	X	X	X
K-5	Developmental Spelling Assessment (DSA)	The Developmental Spelling Assessment (DSA) is a qualitative spelling inventory, a traditionally administered spelling test deliberately prepared to assess a student's knowledge of spelling features with increasing difficulty. The DSA is used to 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. Typically, the DSA is used 3x per school year.		X	X	X

APS-Required Assessments							
Description				Use of assessment			
Grade and Primary Subject Area	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
1-3 Early Childhood/ English/ Language Arts	Phonological Awareness Literacy Screening (PALS 1-3)	<p>PALS 1-3 is a diagnostic tool that provides teachers with explicit information to help guide their teaching. PALS 1-3 is a leveled instrument that is used to</p> <ol style="list-style-type: none"> a) screen and identify students in need of additional instruction based on their Entry Level task scores, and b) to diagnose specific skill deficits in students whose Entry Level scores do not meet grade-level criteria and who thus proceed to subsequent diagnostic levels of PALS (Level B tasks, and Level C tasks). <p style="text-align: center;">-definition by APS ELA, Title I, Early Childhood Offices</p>	<p>Measure young children’s knowledge of important literacy fundamentals:</p> <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 <p>Determine eligibility for Title I program at targeted schools</p> <p style="padding-left: 20px;">Grade one – required of all students in the spring Grade two – required of students who have not met the Grade one high benchmark; administered in the spring.</p> <p>Provides teachers with explicit information about individual students in order to plan instruction in language arts.</p>	X	X	X	

APS-Required Assessments							
Description				Use of assessment			
Grade And Primary Subject Area	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
K-2 Early Childhood/ English/ Language Arts	Developmental Reading Assessment (DRA2 for K-3)	The DRA uses benchmark books to assess and document students' development as readers over time. It allows teachers to systematically observe, record, and evaluate changes in student reading performances. It assesses student performances in the following areas: reading engagement, oral reading fluency, and comprehension. The DRA, an informal reading inventory, helps teachers to identify students' independent and instructional reading levels.	<ul style="list-style-type: none"> • 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 	X	X	X	
1-8 Immersion Program	Writing Assessments	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 grade level.	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.	X		X	
1-12 English Language Arts	Writing Sample	Writing samples are taken a minimum of once a quarter to monitor students' writing progress. Students write to a prompt. These samples are scored using rubrics aligned with the Virginia Writing SOL. The Grade 3-5 rubric is the same as the Virginia Grade 5 rubric; Grade 6-8 rubric is the same as the Virginia Grade 8 rubric, and the high school is the same as the Virginia End of Course rubric.	<p>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.</p> <p>Determine eligibility for Title I program at targeted schools.</p>	X	X	X	X

APS-Required Assessments

Description				Use of assessment			
Grade and Primary Subject Area	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
2, 4, 6, 7, 8 English / Language Arts	Degrees of Reading Power	<p>The Degrees of Reading Power (DRP) Program, a cloze procedure test, is the basis of a highly regarded line of reading comprehension tests for students in grades 1 –12+. The tests are criterion-referenced and allow precise tracking of a student’s reading development over time. Primary and Standard DRP tests are holistic measures of how well students understand the meaning of text. Test results are reported on the DRP Scale of Text Difficulty – the same scale that is used to measure the reading difficulty of printed material. By linking students’ DRP test scores with the readability values of books, teachers are able to locate, assign, or recommend textbooks, literature, and popular titles of appropriate difficulty to their students.</p> <p align="right">-from the DRP website http://www.tasaliteracy.com/drp/drp-main.html</p>	<ul style="list-style-type: none"> • Determine appropriate reading services for students entering grade 3. • Identify students for reading services. The DRP at grade four is given in the early fall and results are available within two weeks • Monitor reading progress from the beginning of the year to the end. • Place students for reading both in grade 6 and in the fall of grade 7. • Monitor progress of students in reading skills classes from the end of grade 6 to the end of grade 7 and 7 to 8. • Determine eligibility for Title I program at targeted schools. • Track progress of reading interventions utilized with students receiving special education services. • Inform eligibility decisions for Special Education Services and Gifted Services <p>Teachers are asked to examine the data and reflect on student achievement. This examination and reflection influence instructional practice for subsequent years.</p>	X		X	

APS-Required Assessments						
Description				Use of assessment		
Grade and Primary Subject Area	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment
4 & 6	Stanford 10 Achievement Test	<p>The Stanford 10 is a standardized, norm-referenced test that compares student results to a national sample from the same grade level and tested at the same time of the year. Arlington uses the abbreviated battery, which includes the following subtests:</p> <p>Reading – phonemic awareness, decoding, phonics, vocabulary, and comprehension.</p> <p>Mathematics- number sense and operations; patterns, relationships, and algebra; geometry and measurement; and data, statistics, and probability. Questions assess processes in communication and representation; estimation; mathematical connections; and reasoning and problem solving. Mathematics Problem Solving measures the skills and knowledge necessary to solve problems in mathematics. Mathematics Procedures measures the ability to apply the rules and methods of arithmetic to problems that require arithmetic solutions.</p> <p>Language – measures proficiency in mechanics and expression in three different sections. The first section measures language mechanics—capitalization, punctuation, and usage—with questions that resemble an actual editing task. Language expression is tested in the second section as students demonstrate their understanding of sentence structure. Language expression items in the third section include objectives typically assessed in the direct assessment of writing.</p> <p>Spelling - assesses objectives based upon the phonetic and structural principles taught at each grade level.</p> <p>Science - life science, Earth science, physical science, and the nature of science are represented in Stanford 10 with questions that elicit problem solving and inquiry using basic understanding of science.</p> <p>Social Science - history of the United States, the history of Western civilization, and the history of non-Western peoples and societies sharing our interdependent world; geography is tested according to the five themes of location, place, human-environment interaction, movement, and region; political science- the U.S. system of government</p>	<p>Assess student achievement in comparison to what is typically taught at this grade level nationally.</p> <p>Inform eligibility decisions for Special Education Services and Gifted Services.</p>			X

APS-Required Assessments							
Description				Use of assessment			
Grade and Primary Subject Area	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
Modern Foreign Languages 7-12	End-of-Year Writing Assessments in secondary modern languages	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.	Determine level of student progress in developing writing skills appropriate to the language level.			X	
Modern Foreign Languages at Level III	STAMP	The STAMP is a web-based summative assessment of proficiency in speaking, reading and writing. It is a norm-referenced test that uses national standards developed by the American Council of Teachers of Foreign Languages (ACTFL).	Measure interpretational and presentational modes including reading, writing, and speaking proficiencies from novice-low through intermediate-mid levels.			X	
9-12 Various Subjects	Advanced Placement Exams	Advanced Placement exams are developed by The College Board and measure student achievement on skills and subject content outlined in the Course Description for each course. APS students are required to take the exam for each AP course in which they are enrolled to earn the extra quality point.	Measure student achievement in the Advanced Placement courses offered in Arlington Public Schools.			X	
Latin 7-12	National Latin Exam	The National Latin Exam is a summative assessment of achievement of language, Roman culture, history, geography, mythology and entomology.	Measure students' achievement in Latin Language and culture.			X	
10-11	PSAT	The Preliminary SAT®/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It's a standardized test that provides firsthand practice for the SAT Reasoning Test™. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. – from College Board website http://www.collegeboard.com/student/testing/psat/about.html	Measure critical reading skills, math problem-solving skills, and writing skills to determine student eligibility for the NMSC scholarship.			X	

APS-Required Assessments							
Description				Use of assessment			
Grade and Primary Subject Area	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
11-12	International Baccalaureate	<p>The International Baccalaureate (IB) Diploma Programme is a two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.</p> <p>International Baccalaureate exams are developed by the International Baccalaureate Organization and measure student achievement on skills and subject content outlined in the Course Description for each course. APS students are required to take the exam for each IB course in which they are enrolled.</p>	Measure student achievement in the International Baccalaureate courses offered in Arlington Public Schools.			X	
11-12 Voluntary	SAT	<p>The SAT Reasoning Test is a measure of the critical thinking skills a student needs for academic success in college. The SAT assesses how well the college applicant can analyze and solve problems. The SAT is typically taken by high school juniors and seniors.</p> <p>- from the College Board Web Site http://www.collegeboard.com/student/testing/sat/about.html</p>	Measures critical reading skills, math problem-solving skills, and writing skills to determine college admission.			X	

APS-Required Assessments							
Description				Use of assessment			
Grade and Primary Subject Area	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
11 – 12 Voluntary	SAT Subject Tests	<p>Students take the SAT Subject Tests (formerly SAT II: Subject Tests) to demonstrate to colleges their mastery of specific subjects like English, history, mathematics, science, and language. The tests are independent of any particular textbook or method of instruction. The tests' content evolves to reflect current trends in high school curricula.</p> <p>Many colleges use the Subject Tests for admission, for course placement, and to advise students about course selection. Used in combination with other background information (a high school record, scores from other tests like the SAT Reasoning Test, teacher recommendations, etc.), they provide a dependable measure of a student's academic achievement and are a good predictor of future performance.</p> <p>Some colleges specify the Subject Tests they require for admission or placement; others allow applicants to choose which tests to take.</p> <p style="text-align: right;">- From the College Board Web Site</p>	Measure a college applicant's knowledge and skills in particular subject areas, as well as the applicant's ability to apply that knowledge.			X	
11-12 Voluntary	ACT	The ACT® multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay.	Assess high school students' general educational development and to determine college admission.			X	

VIII. C. APS ELIGIBILITY & PROGRAM ASSESSMENTS—SPECIAL EDUCATION

APS Program Assessments (p. 1) are used to determine students’ eligibility for instructional services and may inform teachers’ use of instructional approaches to meet individual student needs.

APS Eligibility and Program Assessments – Special Education				Use of assessment			
Description							
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
Ages Birth-8	Battelle Developmental Inventory (BDI)	A standardized measure that measures Personal-Social, Adaptive, Motor, Communication, and Cognitive Abilities.	Identify developmental strengths and weaknesses of children with and without disabilities, screening of young children “at risk” for developmental delays, development and monitoring of instructional plans, program evaluation for groups of children with disabilities, and to determine eligibility for special education services.		X	X	
Birth- 3 years	Rossetti Infant Toddler Language Scale	A standardized measure that assesses preverbal and verbal communication development in infants and toddlers by care giver report, direct observation and elicited behavior.	Determine eligibility /severity rating.		X	X	
2 yrs-21 yrs Speech/ Language Hearing	Goldman –Fristoe Test of Articulation- 2	A standardized measure that assesses speech skills on the word level in all positions of words.	Determine eligibility.		X	X	
2yrs- 18 Speech Language and Hearing	Receptive One Word Picture Vocabulary Test- Spanish and English versions	A standardized measure that assesses single word receptive vocabulary skills	Determine eligibility		X	X	
2yrs- 18 Speech Language and Hearing	Expressive One Word Picture Vocabulary Test- Spanish and English versions	A standardized measure that assesses single word expressive vocabulary skills	Determine eligibility		X	X	

APS Eligibility and Program Assessments – Special Education

Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
2yrs.-21yrs. Speech language and Hearing	Comprehensive Assessment of Spoken Language	A standardized measure that assesses oral language skills that are essential to school success	Determine the presence of a disability		X	X	
2yrs- 21yrs. Speech Language and Hearing	Peabody Picture Vocabulary Test: IV	A standardized measure that assesses the single word receptive vocabulary skills of students	Determine eligibility		X	X	
Ages 3 – 8.11 years	Test of Early Mathematics Ability – Third Edition (TEMA-3)	A standardized measure of math performance for younger children; individual administration.	Provide measure of 6 aspects of math performance ; used diagnostically to determine eligibility for special education services.		X	X	
Ages 3.0 – 10.11 years	Test of Early Written Language – Second Edition (TEWL-3)	A standardized measure of developing literacy abilities; individual administration.	Provide assessment of basic writing and contextual writing; used diagnostically for students age 4.0 – 10.11; used diagnostically to determine eligibility for special education services.		X	X	
Ages 3.6 – 8.6 years	Test of Early Reading Ability – Third Edition (TERA-3)	A standardized measure of reading ability in younger children; individual administration.	Provide direct measure of mastery of early reading skills; used diagnostically to determine eligibility for special education services.		X	X	
4 yrs- 8-11yrs Speech Language and Hearing	Test of Language Development- Primary 4 th Edition	A standardized measure that assesses spoken language through nine subtests.	Determine eligibility.		X	X	
4- 18-11 yrs. Speech language and hearing	Test of Auditory Processing Skills – 3 rd edition	A standardized measure that derives three cluster scores in the areas of :Basic Auditory skills, auditory memory and Auditory Cohesion.	Determine eligibility.		X	X	
Age 4 to 6-11	Basic School Skills Inventory, Third Edition (BSSI – 3)	A standardized measure of spoken language, reading, writing, mathematics, classroom behavior, daily living skills, and overall skill level.	Identify children who are at risk for school failure and who need more in-depth assessment. Also used to determine eligibility for special education services		X	X	

APS Eligibility and Program Assessments – Special Education							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
Ages 4 to 17.11	The Developmental Test of Visual Motor Integration (VMI-3R)	A standardized measure of visual-motor integration.	Help prevent learning and behavior problems through early screening identification and used diagnostically to determine eligibility for special education services.		X	X	
Preschool To K years Speech Language and Hearing	Clinical Evaluation of Language Fundamentals- Preschool	A standardized measure that assesses comprehensive language skills of preschool aged students who will be in an academic oriented setting.	Determine eligibility.		X	X	
Kindergarten-12 th Speech Language and Hearing program	Token Test for Children	A standardized measure that assesses verbal comprehension of commands of increasing complexities Long and short versions are available.	Determine eligibility.		X	X	
Pre-12th	Functional Communication Profile-R	A standardized measure that assesses communication effectiveness in students with developmental and acquired delays. Adaptable to entire range of impairment with particular relevance to Autism Spectrum Disorder.	Provide summary of strengths, weaknesses and recommendations.		X	X	
K - 12	Woodcock-Johnson Psycho-Educational Battery – 3 rd Edition (WJ-III) Tests of Achievement	A standardized measure of academic achievement and oral language; individual administration.	Provide age/grade normed reference measure of oral language, knowledge, skills, and academic achievement in reading, math, and writing; used diagnostically as well to determine eligibility for special education services.		X	X	
Birth to 36 Months	Early Learning Accomplishment Profile (E-LAP)	This assessment measures individual skill development in six major developmental domains. It can be used with older children who are functioning within this age range. The information is used for eligibility.	Determine eligibility.		X	X	

APS Eligibility and Program Assessments – Special Education							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
Ages 5-13 Grades pre-9	Brigance ® Comprehensive Inventory of Basic Skills (CIBS-II)	A criterion-referenced assessment that measures readiness, speech, listening, reading, spelling, writing, math, research and study skills.	Provide detailed objectives-referenced information on essential school-based skills, to permit norm-referenced interpretations of student performance, to facilitate development of performance goals, to provide progress indicators, and used diagnostically to determine eligibility for special education services.		X	X	
Birth to 7	Brigance Inventory of early Development II Standardized	This standardized assessment measures physical, language, academic-cognitive, social-emotional, and daily living skills.	Determine eligibility.		X	X	
5 yrs. – 11 Speech Language and Hearing	Scan –C Test for Auditory Processing Disorders in Children- R	A standardized measure that identifies students who may have auditory processing disorders and may benefit for intervention.	Identify auditory processing skill disorders.		X	X	
Ages 5-22	Key Math 3: A Diagnostic Inventory of Essential Mathematics (KeyMath-3)	A standardized measure of mathematics to include basic concepts, operations, and applications.	Provide a comprehensive assessment of the applications and understanding of mathematics and used diagnostically to determine special education services.		X	X	
K-12 Speech, language and Hearing	Illinois Test of Psycholinguistic Abilities	A diagnostic test of twelve linguistic, perceptual, and memory abilities as a measure of individual difference in an individual child.	Determine eligibility.		X	X	
Pre-K-12 th Speech Language and Hearing	Comprehensive Receptive – Expressive Vocabulary Test	A standardized measure that assesses receptive and expressive vocabulary skills on the single word level.	Determine eligibility.		X	X	

APS Eligibility and Program Assessments – Special Education							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
Grades K-12	Kaufman Test of Educational Achievement, Second Edition (KTEA-II)	A standardized measure of oral language, basic skills, and skill application in reading, math, and written language.	Measure overall school achievement and used diagnostically to determine special education services.		X	X	
Grades 1-12	Basic Achievement Skills Individual Screener (BASIS)	A standardized measure of mathematics, reading, spelling and writing.	Provide both norm-referenced and criterion-referenced information in basic academic skill areas and also used to determine eligibility for special education services.		X	X	
6 to 14.11 years	Diagnostic Achievement Battery-3 (DAB-3)	A standardized measure of listening, speaking, reading, writing, mathematics, spoken language, written language.	Identify those students who are significantly below their peers in academic and language skills; determine intra-individual strengths and weaknesses; document progress; serve as a research instrument, and used diagnostically to determine special education services.		X	X	
6-18 years	Detroit Tests of Learning Aptitude-Revised (DTLA-2)	A standardized measure of vocabulary sequencing, detail recognition, and memory.	Determine strengths and weaknesses among intellectual abilities; identify students significantly below their peers in aptitude; serve as a research device in studies of aptitude, intelligence, and cognitive behavior, and used diagnostically to determine eligibility for special education services.		X	X	
6.0-18.11 years	Gray Oral Reading Tests-Fourth Edition (GORT- 5)	A standardized measure of oral reading comprehension, fluency, accuracy and rate.	Measure growth in oral reading and aid in the diagnosis of oral reading problems and used to determine special education services.		X	X	
Ages 7.0 – 17.11 years	Test of Reading Comprehension – Third Edition (TORC-4)	A standardized measure of reading comprehension; can be administered as group or individual but is generally used as an individual measure.	Provide assessment of core reading skills (vocabulary, syntax, paragraph reading, sentence sequencing) and diagnostic measures for content vocabulary and reading directions; used diagnostically to determine eligibility for special education services..		X	X	

APS Eligibility and Program Assessments – Special Education							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
Ages 7.0 – 17.11 years	Test of Written Language – Third Edition (TOWL- 4)	A standardized measure of contrived and written language skills; individual administration.	Provide assessment of basic writing skills and applied writing skills; used diagnostically to determine eligibility for special education services.		X	X	

VIII. C. APS ELIGIBILITY & PROGRAM ASSESSMENTS—ESOL/HILT

APS Program Assessments (p. 1) are used to determine students’ eligibility for instructional services and may inform teachers’ use of instructional approaches to meet individual student needs.

APS Eligibility and Program Assessments – ESOL/HILT							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
Pre-K and K	WIDA K-MODEL	The WIDA K- MODEL is a series of English language proficiency assessments administered to potential ELLs before they enter school. It assesses English proficiency in listening and speaking for pre-K students, and in listening, speaking, reading, and writing for kindergarten students. Assessment items are based on WIDA standards.	Assess English language proficiency, determine ELP levels, determine progress and proficiency, determine English as a Second Language program placement, and help make instructional decisions.	X		X	
1 - 2	WIDA MODEL	The WIDA MODEL is a series English language proficiency assessments administered to potential ELLs in grades 1-2 before they enter school. It assesses English proficiency in listening, speaking, reading, and writing. Assessment items are based on WIDA standards.	Assess English language proficiency, determine ELP levels, determine progress and proficiency, determine English as a Second Language program placement, and help make instructional decisions.	X			
3-12	W-APT	The W-APT is an English language proficiency screening assessment given to incoming students who may be designated as ELLs. It assesses English proficiency in listening, speaking, reading, and writing. Assessment items are based on WIDA standards.	Assess English language proficiency, determine ELP levels, determine progress and proficiency, determine English as a Second Language program placement, and help make instructional decisions.	X			
K-12	ESOL/HILT & HILT/HILTEX Writing Assessments	Elementary and secondary writing assessments are conducted 1-3 times a year. Writing rubrics aligned with WIDA standards are used to holistically score samples of student writing.	Evaluate students’ progress and inform instruction	X	X	X	
K-5	Development of English Language Proficiency Card	Development of English Language Proficiency Card is a rubric that is used to assess aural, oral, reading, and writing development for English language learners.	Monitor and evaluate students' progress and inform instruction	X	X	X	
K-4	Oral Language Pre-Assessment	Oral Language Pre-Assessment is administered at selected schools with FLS/FLES.	Determine students’ Spanish proficiency to determine placement decisions.	X			

VIII. C. APS ELIGIBILITY & PROGRAM ASSESSMENTS—ESOL/HILT

APS Program Assessments (p. 1) are used to determine students’ eligibility for instructional services and may inform teachers’ use of instructional approaches to meet individual student needs.

APS Eligibility and Program Assessments – ESOL/HILT							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
Pre-K-12	Language Services Registration Center (LSRC) Mathematics Assessments: First and Second Language Development	A battery of Mathematics assessments (available in select native languages) determines students’ levels of mathematics development.	Evaluate mathematics skills in both English and the native language to be used to inform instruction upon entry to schools	X			
1 -5	Language Services Registration Center (LSRC) Native Language Reading Assessments	LSRC Native Language Reading Assessments available in Arabic, Amharic, Bengali, Mongolian, and Spanish are administered to ELLs in grades 1 - 5.	Determine students’ dominant language skills and strengths that support English language learning; determine students’ extent of overall language development to inform instruction.	X			
6-12	Language Services Registration Center (LSRC) Native Writing Assessments	LSRC Native Language Writing Assessments available in Arabic, Amharic, Bengali, Mongolian, and Spanish are administered to ELLs in grades 6 – 12.	Determine students’ dominant language skills and strengths that support English language learning; determine students’ extent of overall language development to inform instruction.	X			
Pre-K-12	LSRC Assessment: Previous Educational and Sociocultural Background	A review and analysis of students’ past educational records and backgrounds is collected and recorded at LSRC for entering students. It includes reviews of records and transcripts and interviews with parents or legal guardians to gather educational and sociocultural background information. The information includes: students’ years of schooling, classes taken in the past, participation in programs in the past, credits earned, enrollment in special programs, and family data.	Inform instruction and English program placement decisions in conjunction with assessments and other information. Determine students’ initial grade placements and students and/or families’ need for services	X			

VIII. C. APS ELIGIBILITY & PROGRAM ASSESSMENTS—ESOL/HILT

APS Program Assessments (p. 1) are used to determine students’ eligibility for instructional services and may inform teachers’ use of instructional approaches to meet individual student needs.

APS Eligibility and Program Assessments – ESOL/HILT							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
2-12	Degrees of Reading Power (DRP)	The DRP test is administered to English language learners in grades 2-12. (refer to the DRP description on page 21)	Evaluate progress and inform instruction.		X	X	
6-12	Locally Developed HILT/HILTEX Exit Tests	The HILT/HILTEX Exit tests assess the level of language proficiency in reading, grammar and listening.	Evaluate progress and inform instruction.			X	
6-12	HILT/HILTEX Mathematics Pre/Post Assessment	The HILT/HILTEX Mathematics Pre/Post Assessment is used to determine progress and appropriate mathematics placement within the HILT Mathematics program.	Determine student placement.	X		X	
6-12	HILT/HILTEX Portfolio	The Portfolio consists of student writing samples, reading samples, and other student work, collected throughout the year.	Determine progress and inform instructional placements in conjunction with test scores and teacher recommendations.	X	X	X	X

VIII. C. APS ELIGIBILITY & PROGRAM ASSESSMENTS—World Languages

APS Program Assessments (p. 1) are used to determine students’ eligibility for instructional services and may inform teachers’ use of instructional approaches to meet individual student needs.

APS Eligibility and Program Assessments – World Languages							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
Students in FLES schools that have completed K-5 Sequence	STAMP 4SE (Standards-Based Measurement of Proficiency)	The STAMP 4SE is a web-based summative assessment of proficiency in Listening, speaking, reading and writing. It is a norm-referenced test that uses national standards developed by the American Council of Teachers of Foreign Languages (ACTFL) to determine a student’s proficiency ranging from Junior Novice Low (lowest level) to Junior Intermediate High (highest level available).	Measure interpretational and presentational modes including listening, reading, writing, and speaking proficiencies from Junior novice-low through Junior intermediate-high levels.			X	
All FLES students	Progress on Targeted Language Functions	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.	Measure progress on listening and speaking functions by documenting student progress at different intervals during each academic quarter.		X	X	
1-8 Immersion Program	Writing assessments	The writing assessment is a performance assessment that uses a rubric developed by the World Language Office and the Center for Applied Linguistics. The writing tasks reflect the themes and language structures appropriate to the curriculum at each grade level.	Determine initial level of student writing proficiency and subsequent growth in writing skills development. This assessment tool is used twice during the year, for diagnostic and summative purposes.	X		X	
Immersion students grades 5 and 8- Language battery only	APRENDA (Aprenda 3)	The APRENDA is a nationally-normed test designed for Spanish speakers in K-12. Modeled after Stanford 10 and developed with Latino educators. Used during program evaluation to analyze program implementation.	Measure reading comprehension, vocabulary and language structures.			X	

VIII. C. APS ELIGIBILITY & PROGRAM ASSESSMENTS—World Languages

APS Program Assessments (p. 1) are used to determine students’ eligibility for instructional services and may inform teachers’ use of instructional approaches to meet individual student needs.

APS Eligibility and Program Assessments – World Languages							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
Latin 7- 2	National Latin Exam	The National Latin Exam is a summative assessment of a student’s knowledge of Latin, Roman culture, history, geography, mythology and etymology.	Measure students' achievement in Latin Language and culture.			X	
Modern Foreign Languages 7- 2	End-of-year writing assessments in secondary modern languages	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.	Determine level of student progress in developing writing skills appropriate to the language level.			X	
Modern Foreign Languages 7- 2	End-of-year writing assessments in secondary modern languages	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.	Determine level of student progress in developing writing skills appropriate to the language level.			X	
Modern Foreign Languages at Level III and Immersion students grade 8	STAMP (Standards-Based Measurement of Proficiency)	The STAMP is a web-based summative assessment of proficiency in listening, speaking, reading and writing. It is a norm-referenced test that uses national standards developed by the American Council of Teachers of Foreign Languages (ACTFL) to determine a student’s proficiency ranging from the lowest level or Beginning (Novice Low on the ACTFL scale)) to Expanding (Advanced on the ACTFL scale).).	Measure interpretational and presentational modes including listening, reading, writing, and speaking proficiencies from novice-low through advanced.			X	
Modern Foreign Languages at Level I	PATs (Performance Assessment Tasks for Speaking –in development	PATs consists of oral performance tasks developed by the district and administered twice-end of first and third quarters.	Measure speaking proficiency by completing performance tasks at the Novice Low to High levels.		X	X	

VIII. C. APS ELIGIBILITY & PROGRAM ASSESSMENTS—GIFTED

APS Program Assessments (p. 1) are used to determine students’ eligibility for instructional services and may inform teachers’ use of instructional approaches to meet individual student needs.

APS Eligibility and Program Assessments – Gifted Services							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
K-5 Gifted Services	TOMAGS	The Test of Mathematical Abilities for Gifted Students is a standardized, norm-referenced test designed to assess mathematical talent in children 6 through 12 years old.	Assess students mathematical ability during the Gifted Services Eligibility Process for math and science eligibility			X	
K-2 Gifted Services	SAGES-2	The Screening Assessment for Gifted Elementary Students, second edition is a standardized test used to identify students who are gifted in academics and reasoning.	Assess students who are being considered for grade-level acceleration in addition to other academic testing measures, including but not limited to TOMAGS, DRP, and DRA.			X	
6-12 Gifted Services	SAA Self-Assessment (6-12) VPA Self-Assessment (612)	These student self-assessment tools are related to student interests based on gifted education research of Joseph Renzulli (University of Connecticut).	Gather data during Gifted Services Eligibility Process : <ul style="list-style-type: none"> • 6-12 for math, science, social studies or English eligibility • 4-12 for visual art and music areas eligibility 				X
K-12 Gifted Services	DRP DRP Stanford 10 PSAT SAT K-12 Formative Assessment when available 6-12 most recent course grades in all areas	A student’s most recent test data is collected and included in an academic Gifted Services Eligibility Progress.	Inform eligibility decisions for gifted Services.			X	

APS Eligibility and Program Assessments – Gifted Services

Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
K-1	Kaufman Brief Intelligence Test (KBIT2)	The Kaufman Brief Intelligence Test is a nationally normed test designed to assess ability in English. It has verbal and non-verbal components.	Assess students language arts ability during the Gifted Services eligibility process for English eligibility.			X	
2-12	Naglieri Nonverbal Ability Test (NNAT2)	The NNAT2 is a language-free test of ability for evaluating a student's overall ability.	Gather aptitude data for students during the Gifted Services eligibility process.			X	
K-12	Scales for Identifying Gifted Students (SIGS)	This rating scale is used by teachers to rate students in their area of referral for gifted services.				X	

VIII. C. APS ELIGIBILITY & PROGRAM ASSESSMENTS— TITLE I and READING RECOVERY

APS Program Assessments (p. 1) are used to determine students' eligibility for instructional services and may inform teachers' use of instructional approaches to meet individual student needs.

APS Eligibility and Program Assessments – Title I and Reading Recovery							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
Reading Recovery Grade 1	Observation Survey	A battery of authentic reading/writing tasks that measure a child's performance on: <ul style="list-style-type: none"> • Letter identification • Concept about print (CAP) • Phonological awareness • Phonics • Vocabulary • Oral reading 	Identify students in need of 1:1 instruction for reading and writing Identify student strengths and needs for instruction.	X		X	
Title I K-5	See PALS DRA DRP SOL for reading and Math APS Mathematics Assessments	Eligibility for Title I program assistance is determined by NCLB mandated regulations which include state and local assessments.	Identify students eligible for Title I services in reading or mathematics.	X	X	X	

VIII. C. APS ELIGIBILITY AND PROGRAM ASSESSMENTS –CAREER, TECHNICAL, AND ADULT EDUCATION

APS Program Assessments (p. 1) may inform teachers’ use of instructional approaches to meet individual student needs.

APS Eligibility and Program Assessments – Career, Technical, and Adult Education							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
9-12	NOCTI	This assessment tool measures job readiness skills needed for employment. State-approved credentials include: <ul style="list-style-type: none"> • Accounting Basics • Broadcasting Assessment • Carpentry Assessment • Collision & Repair • Cook II • Early Childhood Care & Education • Pre-Engineering Assessment 	Certify performance on a specific career pathway.			X	
9-12	Licensures	This assessment tool measures job readiness skills needed for employment. State-approved credentials include: <ul style="list-style-type: none"> • Cosmetology Licensure • EMT Licensure • FAA Pilot’s License 				X	

APS Eligibility and Program Assessments – Career, Technical, and Adult Education

Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
9-12	Industry Certification	<p>This assessment tool measures job readiness skills needed for employment. State-approved credentials include:</p> <ul style="list-style-type: none"> • Workplace Readiness Skills for the Commonwealth Exam • National Career readiness Certificates (ACT Work Keys) • Cornell Small Animal 1112 • AP Computer Science A • IC3 • Linux Certification • Microsoft Office Specialist (MOS) • Brainbench certifications • WISE Financial Literacy • Certified Internet Webmaster • AAFCS Broad Field FACS Exam • ETS ParaPro • National Customer Service • Autodesk Application Certification • SkillsUSA Exams • PLTW End-of-Course Tests • NAS3A • RBT systems: Copper Wiring & Fiber Optics 	Certify performance on a specific career pathway.			X	

APS Eligibility and Program Assessments – Career, Technical, and Adult Education

Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
REEP and Even Start Program (ADULT)	REEP Writing Assessment	<p>REEP Writing Assessment (RWA) was developed by staff at REEP. The RWA is a performance-based writing test designed to assess the writing skills of adult ELLs at the low Beginning ESL through Advanced ESL levels of the National Reporting System (NRS). The REEP Writing Assessment (RWA) consists of the REEP Writing Rubric and timed test items. Test items are in the form of performance prompts that are administered to test-takers in groups or individually. Each prompt consists of a 30 minute standardized warm-up, presentation of test instructions, and a timed writing task. The writing tasks require learners to write a letter to a known audience on a specified, universal topic. The Rubric describes writing performance at six levels - from no ability at all to near fluency - across five specific traits:</p> <ul style="list-style-type: none"> • Content & Vocabulary • Organization & Development • Structure • Mechanics • Voice 	Assess English language proficiency in writing, place adult students in REEP instructional level, measure student progress in writing, inform instruction, and make instructional decisions.	x		x	

VIII. C. APS ELIGIBILITY & PROGRAM ASSESSMENTS— ADULTS: REEP, EVEN START, GED

APS Program Assessments (p. 1) are used to determine students' eligibility for instructional services and may inform teachers' use of instructional approaches to meet individual student needs.

APS Eligibility and Program Assessments – Career, Technical, and Adult Education							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
REEP and Even Start (ADULT)	BEST Plus	<p><i>The BEST Plus</i>, developed by the Center for Applied Linguistics, assesses interpersonal communication using everyday language. Test items reflect language used in everyday American life - at home, at work, and in the community. Communicative language functions assessed range from providing personal information to giving and supporting opinions.</p> <p>The BEST Plus is a computer-adaptive assessment administered as a face-to-face oral interview. The test items are delivered via computer. Prompted by the computer screen, the test administrator asks the examinee a question, listens to the examinee's response, uses a rubric to score the response, and enters the score into the computer. The computer then selects the next test item, choosing questions most appropriate for the examinee's demonstrated ability level.</p> <p>Additional information is available at http://www.cal.org/bestplus/intro.html.</p>	<p>Report language gains to the National Reporting System (NRS) for Adult Education. The BEST+ is administered as a pre and post assessment for state & federally funded students</p> <p>Information about the National Reporting System is available at http://www.nrsweb.org.</p>	X		X	

VIII. C. APS ELIGIBILITY & PROGRAM ASSESSMENTS— ADULTS: REEP, EVEN START, GED

APS Program Assessments (p. 1) are used to determine students' eligibility for instructional services and may inform teachers' use of instructional approaches to meet individual student needs.

APS Eligibility and Program Assessments – Career, Technical, and Adult Education							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
REEP (ADULT)	BEST Oral Test	BEST Oral Test: The Basic English Skills Test is a one-on-one oral interview developed by the Center for Applied Linguistics (CAL). The test is correlated to REEP levels and MELT SPLs (Mainstream English Language Training Student Performance Levels.) The test measures speaking and listening skills in the life skills areas, such as personal identification, consumerism, and jobs. The test is scored with a rubric with two traits: accuracy and fluency of responses.	Place new students into one of the nine instructional levels as part of the REEP Placement Battery.	X			
REEP (ADULT)	REEP Written Intake Tests	The REEP Written Intake Tests were developed in-house and correlated to REEP levels. They consist of a locator test (life skills, reading, writing), a literacy test (for those unable to complete locator), and an essay test (for those who test at an intermediate or above level on the locator and oral test). The REEP Writing Rubric is used to score the written sections of the test.	Place new students into one of the nine instructional levels. As part of the REEP Placement Battery.	X			
11-12	Early Childhood Care and Education NOCTI Exam from the National Occupational Competency Testing Institute	This assessment tool measures job readiness skills needed for employment in early childhood education. It is an industry recognized national exam.	Certify acquisition of industry-standard competencies at the end of the Early Childhood Education II program.			X	

VIII. C. APS ELIGIBILITY & PROGRAM ASSESSMENTS— ADULTS: REEP, EVEN START, GED

APS Program Assessments (p. 1) are used to determine students’ eligibility for instructional services and may inform teachers’ use of instructional approaches to meet individual student needs.

APS Eligibility and Program Assessments – Career, Technical, and Adult Education							
Description				Use of assessment			
Grade	Test	Explanation	Application- This assessment tool is used to:	Pre-assessment	Continuing Assessment	Culminating Assessment	Self-Assessment
GED	General Educational Development Test (GED)	The General Educational Development Test (GED) is an assessment taken by adults whose goal is to receive the equivalent of a high school credential. The test consists of five subtests: writing, reading, science, social studies, and mathematics. An adult must receive a battery average of 450 or higher, with individual test scores of 410 or higher.	Earn a GED, high school equivalent credential.			X	
Even Start Program	Test of Adult Basic Education (TABE)	Test of Adult Basic Education (TABE) is a norm-referenced test and results are stated as scaled scores which translate into grade equivalency in reading, mathematics and language arts.	Assess native and non-native speakers who participate in Even Start as well as Pre-GED and GED Classes.	X		X	
Pre-K Even Start	Peabody Picture Vocabulary Test (PPVT-III)	The Peabody Picture Vocabulary Test is a norm-referenced test that measures listening comprehension and receptive vocabulary skills. Raw scores can be converted to standard scores. Children are considered to be within age expectations on the assessment if they score within one standard deviation of the normative mean (100). Children are considered to have made “significant improvement” if their standard score increases by 4 or more points between the pre- and post- assessments.	Assess pre-K children in the Even Start Program.	X		X	
Pre-K Even Start	Expressive Vocabulary Test (EVT)	The Expressive Vocabulary Test (EVT) is a norm-referenced test that measures expressive vocabulary and word retrieval skills. Raw scores can be converted to standard scores. Children are considered to be within age expectations on the assessment if they score within one standard deviation of the normative mean (100). They are considered to have made “significant improvement” if their standard score increases by 4 or more points between the pre- and post-assessments.	Assess pre-K children in the Even Start Program.	X		X	

VIII. D. COMMON APS CLASSROOM ASSESSMENTS

Classroom assessments are developed by teachers to inform instruction and include formative and summative evaluation (p. 1).

Adapted from Kingore, Bertie (2005) *Assessment*, 3rd ed. Austin: Professional Associates Publishing.

APS Common Classroom Assessments						
Format	Explanation	Application- This assessment tool is used to:	Pre- assessment	Continuing Assessment	Culminating Assessment	Self- Assessment
Anecdotal Record	An informal record of an observed event or behavior.	Document insights and observations during classroom activities.	X	X	X	X
Assessment accompanying curricula materials	A district or commercial device to assess specific content, topic, or skills.	Diagnose and compare summary information regarding achievement.	X	X	X	X
Audition	An assessment of a student performing authentic tasks.	Assess processes and achievement level in an authentic learning situation.	X		X	
Checklist examples: <ul style="list-style-type: none"> • Montessori checklist • SCR (Student Competency Record in CTE) • Literacy checklist • Oral language checklist • ESOL/HILT Educational Checklist 	A list of standards, skills, or behaviors applicable to achievement.	Guide and record observations of standards and skills application.	X	X	X	X
Conference – formal or informal	A formal or informal achievement conversation involving teacher, student, peer, or family members.	Facilitate one-on-one exchanges, elicit a student's perception of achievement, and set goals.	X	X	X	X
Critique	A group analysis of how well particular concepts have been actualized in a piece of art or theater or music performance.	Assess the degree to which students understand how their artistic products have demonstrated the concepts.		X	X	X
Demonstration <ul style="list-style-type: none"> • Problem-based learning • Presentation • Performance 	An assessment of a student performing authentic tasks associated with standards.	Assess processes in an authentic learning situation.	X	X	X	X
Discussion	An assessment of a student performing authentic tasks associated with standards.	Assess processes in an authentic learning situation.	X	X	X	X

VIII. D. COMMON APS CLASSROOM ASSESSMENTS

Classroom assessments are developed by teachers to inform instruction and include formative and summative evaluation (p. 1).

Adapted from Kingore, Bertie (2005) *Assessment*, 3rd ed. Austin: Professional Associates Publishing.

APS Common Classroom Assessments						
Format	Explanation	Application- This assessment tool is used to:	Pre- assessment	Continuing Assessment	Culminating Assessment	Self- Assessment
Graphic Organizer	A spatial device assessing the relationships among content and concepts.	Assess concept complexity, depth, and relationships.	X	X	X	X
Informal Reading Inventory						
Interest Inventory Learning Style Inventory	An informal assessment of interests and experiences.	Provide information about experiences to customize a student's learning opportunities.	X	X	X	X
Lab Report	A record of learning responses and reflections.	Provide information about a student's responses to learning.	X	X	X	X
Learning Log examples: <ul style="list-style-type: none"> • Interactive Student Notebook • Science observation log • Reflections form • Record of participation • Dialog journals • Reader response journal • Writing journal • Visual art sketchbook 	A record of learning responses and reflections.	Provide information about a student's responses to learning.	X	X	X	X
Math problem solving	An assessment of a student's application of concepts and skills in math.	Provide an authentic measure of a student's problem solving skill.	X	X	X	X
Observations of Behavior	An educator informally watching students during a classroom learning situation.	Analyze productive or nonproductive learning behaviors and skills integration.	X	X	X	X
Peer Collaboration	Allows for the sharing of projects, where users and participants can work together on a common outcome.				X	

VIII. D. COMMON APS CLASSROOM ASSESSMENTS

Classroom assessments are developed by teachers to inform instruction and include formative and summative evaluation (p. 1).

Adapted from Kingore, Bertie (2005) *Assessment*, 3rd ed. Austin: Professional Associates Publishing.

APS Common Classroom Assessments						
Format	Explanation	Application- This assessment tool is used to:	Pre- assessment	Continuing Assessment	Culminating Assessment	Self - Assessment
Performance or performance task examples: <ul style="list-style-type: none"> • Problem-based learning • GRASPS • Readers theatre • Competency tracking • Music performance • Theatre performance 	An assessment of a student performing authentic tasks associated with standards.	Assess processes in an authentic learning situation.	X	X	X	X
Portfolio and Products examples: <ul style="list-style-type: none"> • Problem-based learning • Work sampling • Visual art portfolio 	A collection over time of samples of students' learning achievements.	Assess complexity, depth, achievement, creativity, and growth over time.	X	X	X	X
Project examples: <ul style="list-style-type: none"> • Science fair • VJAS (Virginia Junior Academy of Science) • Senior projects 	A learning task associated with standards; completed by a student or small group.	Assess content integration through product, process, communication, and cooperative group efforts.	X	X	X	X
Questioning	An informal, interactive, inquiry-based assessment; usually oral.	Assess content integration and a student's perception of achievement; document with a rubric or checklist.	X	X	X	X
Record – independent reading of fiction and nonfiction <ul style="list-style-type: none"> • Running records • Record of oral reading 	A record to assess the level and pace of a student's literacy activities.	Identify a student's reading levels, use of reading strategies, and instructional needs.	X	X	X	X
Rubric	A document that articulates the expectations for an assignment by listing the criteria and describing levels of quality.	Articulate expectations, assess student work, and as a self-assessment tool for students.	X	X	X	X
Scholastic Phonics Inventory (SPI)	A computer-based assessment that measures decoding and sight-word reading fluency.	Screen and place students and as a progress monitor.	X	X		

VIII. D. COMMON APS CLASSROOM ASSESSMENTS

Classroom assessments are developed by teachers to inform instruction and include formative and summative evaluation (p. 1).

Adapted from Kingore, Bertie (2005) *Assessment*, 3rd ed. Austin: Professional Associates Publishing.

APS Common Classroom Assessments						
Format	Explanation	Application- This assessment tool is used to:	Pre- assessment	Continuing Assessment	Culminating Assessment	Self- Assessment
Scholastic Reading Inventory (SRI)	A research-based, computer-adaptive reading assessment program for students in Grades K–12 that measures reading comprehension on the Lexile Framework® for Reading.	Inform instruction and make accurate placement recommendations	X			
Standardized test (See section on APS, state assessments)	A commercial, formal, norm-referenced or criterion-referenced test of specific content.	Allow for district-wide or nationwide comparisons of achievement.			X	
Student self-assessment	An assessment format used by students to assess their skills and achievement.	Help a student recognize levels of expectations and standards of quality.	X	X	X	X
Test accompanying adopted materials	A commercial, formal test or specific content and skills.	Diagnose and compare summary information regarding achievement.	X		X	
Tools for Real time Assessment of Information Literacy (TRAILS)	TRAILS is administered through the library's instructional program in grade 6 in collaboration with classroom teachers. Plans are to expand the program into Grades 3, 9 and 12 as a means of ensuring students have the necessary skills to be successful critical thinkers and users of information in future endeavors	Through pre and post testing data can be gathered to determine by student, class and grade the mastery of skills associated with information literacy. Test data will be used to inform instruction. Information measured in TRAILS aligns with the Standards of Learning in both English Language Arts and Computer Technology. It also provides for assessing a student's knowledge of Internet Safety.	X		X	X
Unit test: teacher developed	A teacher-prepared test of a segment of instruction.	Diagnose and compare summary information regarding achievement.	X		X	
Writing sample <ul style="list-style-type: none"> • Writing Samples scored by ELA rubric • Writing samples scored by ESOL/HILT rubric 	An assessment of a student's application of concepts and skills in written work.	Provide an authentic measure of a student's composition skill.	X	X	X	X
Report	A written record of a student's understanding of a specific concept.	Assess understanding of a complex topic.			X	X

Glossary of Terms

The following glossary provides definitions of some of the terms used in this report.

Assessment. Assessment is the act of determining the standing of an object on some variable of interest, for example, testing students and reporting scores.

Cohort-to-cohort change model. The cohort-to cohort change model is when schools test a given grade each year and to gauge progress, each year's scores for students in that grade are compared to the scores of previous year's students in that grade. This approach compares one cohort of fourth graders to the previous cohort of fourth graders. This model is susceptible to biases caused by changes in the composition of the student population.

Criterion-referenced tests. Criterion-referenced tests are intended to determine whether students have acquired specific skills or knowledge. One example of a criterion-referenced test is the International Baccalaureate (IB) Test.

DRP. The Degrees of Reading Power Test assesses the level of difficulty of prose that an individual can understand.

End-of-Course (EOC) Tests. End-of-Course SOL tests are associated with high school courses in four core areas: English, mathematics, history, and science. There are currently 12 EOC tests administered in Virginia.

ESOL. ESOL is an abbreviation for English for Speakers of Other Languages. It is available in elementary schools only.

Evaluation. Evaluation is the systematic investigation of the worth or merit of an object (e.g., a program, project, or instructional material).

Formative (continual) evaluation. This evaluation type is the use of information to modify and improve performance of individual students, programs, or schools.

HILT. HILT is an abbreviation for High Intensity Language Training. Middle and high school students in HILT receive four periods a day of English instruction. This program is also available in elementary schools.

HILTEX. HILTEX is an abbreviation for High Intensity Language Training Extension. HILTEX offers three periods of English instruction daily. It is available in middle and high schools only.

IEP. An Individualized Education Program is a document developed for students receiving special education and related services. The primary purpose is to state the child's needs and describe the specific program that will meet those needs.

LEP. LEP is the acronym for Limited English Proficiency. In Arlington County schools, this LEP designation refers to students who receive language support services through ESOL, HILT, and HILTEX programs.

Measurement error. Measurement error refers to inconsistencies that arise when various forms of a test employ different samples of items. Another source of measurement error is inconsistencies in people's behavior over time. When tests require scoring by people, inconsistencies between individual scores or by a single scorer over time is another source of measurement error.

National average. The national average is the 50th percentile, the point at which 50 percent of the norming sample scored higher and 50 percent lower.

National norm. The national norm is a set of scores obtained from the administration of the test to a representative sample of students nationwide.

National percentile. The national percentile is used to show how well a specific student or group of students scored in relation to other students across the nation. It indicates the proportion of students from the national norm group who had lower raw scores. Percentiles range from 1 to 99. A percentile of 62 means that 62 percent of the national norm group scored lower than the student or students concerned.

Norm-referenced tests (NRT). Norm-referenced tests compare a student's performance on a representative sample of test questions with the performance of a norm group on those same questions. The Stanford 10 Achievement Test is an NRT.

Partial Battery. On the Stanford 10 Achievement Test, the partial battery score reflects the combined scores for reading, mathematics, and language.

Percentile Rank. A percentile rank (PR) score is a type of norm referenced score. A PR score indicates the percentage of pupils in the reference or norm group whose scores for a test fell below a particular pupil's raw score. The reference group is usually selected by the publisher of the test to represent the average school in the district, state, or country. A student's PR score will change for different reference groups.

Quartile. A quartile is one-fourth of the distribution of test scores, which means that one-fourth of the students in the national norm group, or total group tested, fell in each quartile. The first quartile includes percentiles from 0-25, the second from 26-50, the third from 51-75, and the fourth includes percentiles from 76-99. A student in the bottom quartile, therefore, scored in the range of the lowest 25 percent of scores.

Raw score. A raw score is the number of test items that a student answered correctly.

Reliability. Reliability refers to the degree of consistency of the measurement. A reliable measure provides the same answer time after time, while an unreliable measure is inconsistent.

Standards of Learning (SOL). Educational objectives approved by the Virginia Board of Education. School divisions must implement the SOL objectives or objectives designed for their school divisions that meet or exceed the Board's requirements.

Standards-referenced tests. Standards-referenced tests (SRTs) are developed by specifying content standards (what students should know and be able to do) and performance standards (how much of this content they are expected to know and do). SRTs are reported in most instances, by three or four different performance levels.

Summative (culminating) evaluation.

Summative evaluation is the use of information to judge the impact and merit of performance of students, programs, or schools.

Total Battery. On the Stanford 10 Achievement Test, the total battery score reflects the combined scores for reading, mathematics, language, science, and social science.

Validity. Validity refers to a test or assessment truly measuring what it intended to measure.