

# ELEMENTARY SCHOOL ASSESSMENTS

Name of Assessment	Required, Mandated, or Optional	Who Takes It?	What is it and why is it important?	How are results used?
<b>Growth Measures</b>				
Measures of Academic Progress (MAP)	Required by the Division	Students in grades K-5	Computer adaptive interim assessment for each student's learning level in reading, language usage, and mathematics. Tests are grade independent. Scoring is on a nationally normed scale and shows growth over time.	MAP creates and reinforces evidence - based instructional practices such as a differential instruction.
<b>Progress Monitoring</b>				
AIMSWEB	Required by the Division	Students in Child Study  Students who are identified in the lowest 5% in academic performance per class.	AIMS Web data provides teachers with quick and reliable probes that accurately measure a student's academic performance. Teachers can use the data to progress monitor students to see trends, weaknesses, and strengths. The data is used to guide instruction (remediation) and grouping for DI. Additionally teachers use it as a tool for child study.	Helps instructional staff identify at risk students in the school and focus on specific instructional needs for intensity of instruction is relevant to student needs.
<b>ENGLISH/LANGUAGE ARTS</b>				
Writing Prompts	Required by the Division	Students in grades K-5	The writing test is a response to a prompt and it helps to show growth as the year progresses.	Results inform group and individual writing instruction for the school year.
Developmental Spelling Analysis (DSA)	Required by the Division	Students in grades K-5	Developmental Spelling Analysis is given to determine a student's stage of spelling development. Once the stage of spelling development is determined, teachers can plan responsive word study instruction.	Results allow teachers to individualize spelling needs for students

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<b>ENGLISH/LANGUAGE ARTS</b>				
Phonological Awareness Literacy Screening (PALS)	State Mandated	Students in grades K-3	PALS allows teachers to view data that reflects students' alphabet and sound recognition, concept of word, fluency, comprehension, spelling, word lists (sight words), and instructional reading level. The data then allows the teachers to differentiate reading, word study, and it gives teachers a measure of growth (Fall and Spring Assessments)	Results are used to provide small group PALS instruction for 30 minutes per day in group of five or less for all students who qualify, utilizing PALS benchmarks.
Scholastic Reading Inventory (SRI)	Required by the Division	Students in grades 3 and 5	The SRI is multiple choice, computer- adaptive reading comprehension assessment, developed in partnership with Meta Metrics, Inc. which reports student reading levels using the Lexile measurement format. The SRI uses authentic passages of literature and non-fiction texts for its selections. The Lexile reported from the SRI provide information within band ranges related to their students' reading growth.	SRI is used to determine placement of students into the Read 180 or System 44 program.
<b>STATE ACCOUNTABILITY</b>				
Standards of Learning (SOL)	State Mandated	Students in grades 3-5	The SOL tests are the state mandated assessments that measure mastery of the Virginia Standards of Learning. Grade 3: Math & Reading Grade 4: Math & Reading, VA Studies Grade 5: Math, Reading, Science, & VA Studies	The results of SOL tests are used for state accreditation and compliance with ESSA. Individual student results are used as one measure to make educational decisions. Summary results are used a measure to guide school improvement actions.
Alternative Assessment (SOL)	State Mandated	Students in grades 3 and 5	The SOL Alternative Assessments are assessments that measure mastery of Virginia Standards of Learning using a performance task. Alternative Assessments allow students the opportunity to demonstrate their knowledge and understanding.	Results are used as a summative assessment for the skills taught.

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<b>GIFTED TESTING</b>				
Cognitive Abilities Test (CogAT)	Required by the division	Students in grade 2	The Cognitive Abilities Test (CogAT) is a group-administered K-12 assessment intended to estimate students' learned reasoning and problem solving abilities through a battery of verbal, quantitative, and nonverbal test items.	Results of the CogAT are used for gifted program screening for all students. Results of the CogAT are one component of the profile used for students being referred for gifted program services.
<b>ENGLISH LEARNERS (ELs)</b>				
WIDA Access for ELLs 2.0	State Mandated	English Learner Students	Access for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. This data allows students to receive appropriate assistance in the four language domains.	Data is used to develop individualized plans for EL students and provide them appropriate instructional supports.
<b>College, Career, and Citizenship Readiness</b>				
Cornerstone Performance Tasks	Required by the Division	Students in grades K-5	A performance task is any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding, and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning.	Results are used as a summative assessment for the skills taught.