Elementary Balanced Assessments

Assessment	Who takes it?	What is it? Why is it important?	How are the results used?	Frequency
MAP Measures of Academic Progress	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 differentiated instruction.	• Fall • Spring
Writing Prompts	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.	• Fall • Winter • Spring
DSA Developmental Spelling Analysis	Grades K- 5	Developmental Spelling Assessment is to determine a child's stage of development. The screening device consists of 20 words that become progressively more difficult. The words are grouped into sets of five, with each set focusing on a different stage of word knowledge, beginning with letter name.	Results allow teachers to individualize spelling needs for students.	• Fall • Winter
PALS - Phonological Awareness Literacy Screening (State-Mandated)	Grades K-3	PALS allows teachers to view data that reflects students' alphabet and sound recognition, concept of word, fluency, comprehension, spelling (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 a group of five or less for all students who qualify, utilizing PALS benchmarks.	• Fall • Winter • Spring

Cornerstone Performance Tasks	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. One per semester in Math and Reading. Third grade will complete one each quarter in science and social studies.	Results are used as a summative assessment for the skills taught.	One per semester in math, reading, science, and social studies. *See Alternative SOL Assessments in 3rd and 5th.
SOL Standards of Learning (State-Mandated)	Grades 3 - 5	The SOL tests are the state mandated assessments that measure mastery of the Virginia Standards of Learning. Grade 3: Math and Reading Grade 4: Math and Reading Grade 5: Math, Reading, Science, Social Studies	The results of the 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 as one measure to guide school improvement	• Spring
SOL Alternative Assessments (State-Mandated)	3rd and 5th Grades	The SOL Alternative Assessments are state mandated assessments that measure mastery of the Virginia Standards of Learning using a performance task. Alternative Assessments allow students the opportunity to demonstrate their knowledge, understanding and proficiency in a hands on manner instead of a multiple choice test. Grade 3: Social Studies and Science Grade 5: Writing	Results are used as a summative assessment for the skills taught.	• Each Quarter

CoGAT	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.	• December
SRI Scholastic Reading Inventory	Grades 3 and 5	The SRI is a 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 Read180 or System44 program.	• Spring
AIMSWEB	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.	• Weekly Interventions and Probes

| WIDA Access for ELLs 2.0 (State-Mandated) | English Language 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. | • February |

If you have any questions or concerns in regards to assessment participation, please contact Lisa Millner, Director of Accountability and Assessment at (276) 634-4761.