



Kids Place and Early Learning Preschool				
Name of test	myIGDI's~ Picture naming Rhyming Alliteration WODB Sound ID	Bridges Math Mid-Year/End of Year 3's Mid-Year/End of Year 4's	Social Emotional Mid-Year/End of Year 3's Mid-Year/End of Year 4's	
Testing window	Fall, Winter and Spring	Winter and Spring	Fall/Spring	
Who is tested	All students 4 by Sept. 1 In EL and KP Preschool	All students in EL & KP Preschool	All students in EL & KP Preschool	
Average testing time	5-7 minutes each subtest	observational	observational	
Subject	Reading (English)	Math	Social Emotional	
Purpose	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom 	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for success in Math Data is used to inform instructional lesson planning for differentiated instruction in the classroom 	<ul style="list-style-type: none"> Determine whether students are on track for social-emotional milestones adapted from the ECIPs Social/Emotional Domain (page 52) Data is used to inform social-emotional coaching and to share with parents 	



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KINDERGARTEN

Name of test	Early Reading Assessment English~ Letter Names Word Segmenting Letter Sounds Nonsense Words	Early Reading Assessment Spanish* Letter Names Word Segmenting Letter Sounds Nonsense Words	Assessing Comprehension and Communication in English State- to-State for English Language Learners (ACCESS)^ [^]	WIDA Screener~
Testing window	Fall, Winter and Spring	Fall, Winter and Spring	Spring	Year-round
Who is tested	All students at Aquila, Peter Hobart, Susan Lindgren	All students at Park Spanish Immersion	All English Learners	All newly enrolled students with home language other than English
Average testing time	5 minutes each season	5 minutes each season	2 hours	1.5 hours
Subject	Reading (English)	Reading (Spanish)	English Acquisition	English
Purpose	<ul style="list-style-type: none"> • Determine whether students are on track or at-risk for success in reading • Data is used to inform instructional lesson planning for differentiated instruction in the classroom 	<ul style="list-style-type: none"> • Determine whether students are on track or at-risk for success in reading • Data is used to inform instructional lesson planning for differentiated instruction in the classroom 	<ul style="list-style-type: none"> • Assess English Language Proficiency in reading, writing, speaking and listening • Monitor student progress in English Language Proficiency 	<ul style="list-style-type: none"> • Assess English Language Proficiency in reading, writing, speaking and listening to determine level of English Language service



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GRADE 1						
Name of test	Early Reading Assessment English~ Word Segmenting Nonsense Words	Curriculum-based Measure of Reading English~ Oral Reading Fluency	Early Reading Assessment Spanish* Word Segmenting Nonsense Words	Curriculum-based Measure of Reading Spanish* Oral Reading Fluency	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)^	WIDA Screener~
Testing window	Fall and Spring	Winter and Spring	Fall and Spring	Winter and Spring	Spring	Year-round
Who is tested	All students at Aquila, Peter Hobart, Susan Lindgren	All students at Aquila, Peter Hobart, Susan Lindgren	All students at Park Spanish Immersion	All students at Park Spanish Immersion	All English Learners	All newly enrolled students with home language other than English
Average testing time	5 minutes each season	5 minutes each season	5 minutes each season	5 minutes each season	2 hours	1.5 hours
Subject	Reading (English)	Reading (English)	Reading (Spanish)	Reading (Spanish)	English Acquisition	English
Purpose	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom 	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for success in reading Identify student progress 	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom 	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for success in reading Identify student progress 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening Monitor student progress in English Language Proficiency 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening to determine placement



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GRADE 2				
Name of test	Curriculum-based Measure of Reading English~ Oral Reading Fluency	Curriculum-based Measure of Reading Spanish* Oral Reading Fluency	Measures of Academic Progress (MAP) Reading*	Measures of Academic Progress (MAP) Math*
Testing window	Fall, Winter and Spring	Fall, Winter and Spring	Fall, Winter and Spring	Fall, Winter and Spring
Who is tested	All students	All students at Park Spanish Immersion	All students (PSI – Spanish in the Spring)	All students
Average testing time	5 minutes each season	5 minutes each season	50 minutes	50 minutes
Subject	English	Spanish	Reading	Mathematics
Purpose	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom 	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom 	<ul style="list-style-type: none"> Determine student's instructional level in reading, Predict performance on state tests Identify student entrance, progress, and exit in interventions Assess growth 	<ul style="list-style-type: none"> Determine student's instructional level in math, Predict performance on state tests Identify student entrance, progress, and exit in interventions Assess growth



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GRADE 2 (continued)		
Name of test	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)^{^^}	WIDA Screener~
Testing window	Spring	Year-round
Who is tested	All English Learners	All newly enrolled students with home language other than English
Average testing time	2 hours	1.5 hours
Subject	English acquisition	English
Purpose	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening Monitor student progress in English Language Proficiency 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening to determine placement



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GRADE 3				
Name of test	Curriculum-based Measure of Reading English~ Oral Reading Fluency	Curriculum-based Measure of Reading Spanish* Oral Reading Fluency	Measures of Academic Progress (MAP) Reading*	Measures of Academic Progress (MAP) Math*
Testing window	Fall, Winter and Spring	Fall, Winter and Spring	Fall, Winter and Spring	Fall, Winter and Spring
Who is tested	Varies by building need	Varies by building need	All students (PSI – Spanish in the Spring)	All students
Average testing time	5 minutes each season	5 minutes each season	50 minutes	50 minutes
Subject	English	Spanish	Reading	Mathematics
Purpose	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom 	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for success in reading Data is used to inform instructional lesson planning for differentiated instruction in the classroom 	<ul style="list-style-type: none"> Determine student's instructional level in reading, Predict performance on state tests Identify student entrance, progress, and exit in interventions Assess growth 	<ul style="list-style-type: none"> Determine student's instructional level in math, Predict performance on state tests Identify student entrance, progress, and exit in interventions Assess growth



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GRADE 3 (continued)				
Name of test	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~ Reading	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~ Math	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)^{^^}	WIDA Screener~
Testing window	Spring	Spring	Spring	Year-round
Who is tested	All students	All students	All English Learners	All newly enrolled students with home language other than English
Average testing time	2.5-3.5 hours (MCA)	1.5-2 hours (MCA)	2 hours	1.5 hours
Subject	Reading	Mathematics	English acquisition	English
Purpose	<ul style="list-style-type: none"> Determine whether students are proficient on state standards 	<ul style="list-style-type: none"> Determine whether students are proficient on state standards 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening Monitor student progress in English Language Proficiency 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening to determine placement



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GRADE 4				
Name of test	Curriculum-based Measure of Reading English~ Oral Reading Fluency	Curriculum-based Measure of Reading Spanish* Oral Reading Fluency	Measures of Academic Progress (MAP) Reading*	Measures of Academic Progress (MAP) Math*
Testing window	Varies by building need	Varies by building need	Fall, Winter and Spring	Fall, Winter and Spring
Who is tested	Varies by building need	Varies by building need	All students (PSI – Spanish in the Spring)	All students
Average testing time	5 minutes each season	5 minutes each season	50 minutes	50 minutes
Subject	English	Spanish	Reading	Mathematics
Purpose	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for academic success Identify student entrance, progress, and exit in interventions 	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for academic success Identify student entrance, progress, and exit in interventions 	<ul style="list-style-type: none"> Determine student’s instructional level in reading, Predict performance on state tests Identify student entrance, progress, and exit in interventions Assess growth 	<ul style="list-style-type: none"> Determine student’s instructional level in math, Predict performance on state tests Identify student entrance, progress, and exit in interventions Assess growth



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GRADE 4 (continued)				
Name of test	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~ Reading	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~ Math	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)^	WIDA Screener~
Testing window	Spring	Spring	Spring	Year-round
Who is tested	All students	All students	All English Learners	All newly enrolled students with home language other than English
Average testing time	2.5-3.5 hours (MCA)	1.5-2 hours (MCA)	2 hours	1.5 hours
Subject	Reading	Mathematics	English acquisition	English
Purpose	<ul style="list-style-type: none"> Determine whether students are proficient on state standards 	<ul style="list-style-type: none"> Determine whether students are proficient on state standards 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening Monitor student progress in English Language Proficiency 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening to determine placement



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GRADE 5					
Name of test	Curriculum-based Measure of Reading English~ Oral Reading Fluency	Curriculum-based Measure of Reading Spanish* Oral Reading Fluency	Measures of Academic Progress (MAP) Reading*	Measures of Academic Progress (MAP) Math*	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)^[^] Science
Testing window	Varies by building need	Varies by building need	Fall, Winter and Spring	Fall, Winter and Spring	Spring
Who is tested	Varies by building need	Varies by building need	All students (PSI – Spanish in the Spring)	All students	All students
Average testing time	5 minutes each season	5 minutes each season	50 minutes	50 minutes	1.75 hours (MCA)
Subject	English	Spanish	Reading	Mathematics	Science
Purpose	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for academic success Identify student entrance, progress, and exit in interventions 	<ul style="list-style-type: none"> Determine whether students are on track or at-risk for academic success Identify student entrance, progress, and exit in interventions 	<ul style="list-style-type: none"> Determine student’s instructional level in reading, Predict performance on state tests Identify student entrance, progress, and exit in interventions Assess growth 	<ul style="list-style-type: none"> Determine student’s instructional level in math, Predict performance on state tests Identify student entrance, progress, and exit in interventions Assess growth 	<ul style="list-style-type: none"> Determine whether students are proficient on state standards



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GRADE 5 (continued)				
Name of test	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~ Reading	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~ Math	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)^{^^}	WIDA Screener~
Testing window	Spring	Spring	Spring	Year-round
Who is tested	All students	All students	All English Learners	All newly enrolled English Learners
Average testing time	2.5-3.5 hours (MCA)	1.5-2 hours (MCA)	2 hours	1.5 hours
Subject	Reading	Mathematics	English Acquisition	English
Purpose	<ul style="list-style-type: none"> Determine whether students are proficient Assess growth 	<ul style="list-style-type: none"> Determine whether students are proficient Assess growth 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening Monitor student progress in English Language Proficiency 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening to determine placement



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GRADE 6		
Name of test	Measures of Academic Progress (MAP) Reading*	Measures of Academic Progress (MAP) Math*
Testing window	Fall	Fall
Who is tested	All students	All students
Average testing time	50 minutes	50 minutes
Subject	Reading	Mathematics
Purpose	<ul style="list-style-type: none"> • Determine student’s instructional level in reading • Predict performance on state tests • Identify student entrance, progress, and exit in interventions • Assess growth 	<ul style="list-style-type: none"> • Determine student’s instructional level in math • Predict performance on state tests • Identify student entrance, progress, and exit in interventions • Assess growth



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GRADE 6 (continued)				
Name of test	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~ Reading	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~ Math	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)^{^^}	WIDA Screener~
Testing window	Spring	Spring	Spring	Year-round
Who is tested	All students	All students	All English Learners	All newly enrolled English Learners
Average testing time	2.5-3.5 hours (MCA)	1.5-2 hours (MCA)	2 hours	1.5 hours
Subject	Reading	Mathematics	English Acquisition	English
Purpose	<ul style="list-style-type: none"> Determine whether students are proficient Assess growth 	<ul style="list-style-type: none"> Determine whether students are proficient Assess growth 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening Monitor student progress in English Language Proficiency 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening to determine placement



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GRADE 7		
Name of test	Measures of Academic Progress (MAP) Reading*	Measures of Academic Progress (MAP) Math*
Testing window	Fall	Fall
Who is tested	All students	All students
Average testing time	50 minutes	50 minutes
Subject	Reading	Mathematics
Purpose	<ul style="list-style-type: none"> • Determine student’s instructional level in reading • Predict performance on state tests • Identify student entrance, progress, and exit in interventions • Assess growth 	<ul style="list-style-type: none"> • Determine student’s instructional level in math • Predict performance on state tests • Identify student entrance, progress, and exit in interventions • Assess growth



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GRADE 7 (continued)				
Name of test	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~ Reading	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~ Math	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)^	WIDA Screener~
Testing window	Spring	Spring	Spring	Year-round
Who is tested	All students	All students	All English Learners	All newly enrolled English Learners
Average testing time	2.5-3.5 hours (MCA)	2-2.5 hours (MCA)	2 hours	1.5 hours
Subject	Reading	Mathematics	English Acquisition	English
Purpose	<ul style="list-style-type: none"> Determine whether students are proficient Assess growth 	<ul style="list-style-type: none"> Determine whether students are proficient Assess growth 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening Monitor student progress in English Language Proficiency 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening to determine placement



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GRADE 8				
Name of test	Measures of Academic Progress (MAP) Reading*	Measures of Academic Progress (MAP) Math*	Assessing Comprehension and Communication in English State- to-State for English Language Learners (ACCESS)^	WIDA Screener~
Testing window	Fall	Fall	Spring	Year-round
Who is tested	All students	All students	All English Learners	All newly enrolled English Learners
Average testing time	50 minutes	50 minutes	2 hours	1.5 hours
Subject	Reading	Mathematics	English Acquisition	English
Purpose	<ul style="list-style-type: none"> Determine student's instructional level in reading Predict performance on state tests Predict ACT score Identify student entrance, progress, and exit in interventions Assess growth 	<ul style="list-style-type: none"> Determine student's instructional level in math Predict performance on state tests Predict ACT score Identify student entrance, progress, and exit in interventions Assess growth 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening Monitor student progress in English Language Proficiency 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening to determine placement



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GRADE 8 (continued)			
Name of test	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~Reading	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~Math	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~Science
Testing window	Spring	Spring	Spring
Who is tested	All students	All students	All students
Average testing time	2.5-3.5 hours (MCA)	2-2.5 hours (MCA)	1.75 hours
	Reading	Mathematics	Science
Purpose	<ul style="list-style-type: none"> Determine whether students are proficient Assess growth 	<ul style="list-style-type: none"> Determine whether students are proficient Assess growth 	<ul style="list-style-type: none"> Determine whether students are proficient on state standards



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GRADE 9		
Name of test	Assessing Comprehension and Communication in English State- to-State for English Language Learners (ACCESS) ^{^^}	WIDA Screener~
Testing window	Spring	Year-round
Who is tested	All English Learners	All newly enrolled English Learners
Average testing time	2 hours	1.5 hours
Subject	English Acquisition	English
Purpose	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening Monitor student progress in English Language Proficiency 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening to determine placement



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GRADE 10		
Name of test	Assessing Comprehension and Communication in English State- to-State for English Language Learners (ACCESS) ^{^^}	WIDA Screener ~
Testing window	Spring	Year-round
Who is tested	All English Learners	All newly enrolled English Learners
Average testing time	2 hours	1.5 hours
Subject	English Acquisition	English
Purpose	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening Monitor student progress in English Language Proficiency 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening to determine placement



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GRADE 10 (continued)		
Name of test	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~Reading	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~ Science
Testing window	Spring	Spring
Who is tested	All students	All students who have completed a biology life science course (most of our students take this test in grade 10)
Average testing time	2-3 hours (MCA)	2 hours (MCA)
Subject	Reading	Science
Purpose	<ul style="list-style-type: none"> Determine whether students are proficient on state standards Assess growth 	<ul style="list-style-type: none"> Determine whether students are proficient on state standards



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GRADE 11				
Name of test	Minnesota Comprehensive Assessments (MCA) or Minnesota Test of Academic Skills (MTAS)~ Math	American College Test (ACT) plus Writing	Assessing Comprehension and Communication in English State-to- State for English Language Learners (ACCESS)^	WIDA Screener~
Testing window	Spring	Spring	Spring	Year-round
Who is tested	All students	All students	All English Learners	All newly enrolled English Learners
Average testing time	1.5 – 2.5 hours (MCA)	5 hours	2 hours	1.5 hours
Subject	Mathematics	College readiness (English, Reading, Mathematics, Science, Writing)	English Acquisition	English
Purpose	<ul style="list-style-type: none"> Determine whether students are proficient Assess growth 	<ul style="list-style-type: none"> Indicate college preparedness 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening Monitor student progress in English Language Proficiency 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening to determine placement



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GRADE 12		
Name of test	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)^{^^}	WIDA Screener~
Testing window	Spring	Year-round
Who is tested	All English Learners	All newly enrolled English Learners
Average testing time	2 hours	1.5 hours
Subject	English Acquisition	English
Purpose	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening Monitor student progress in English Language Proficiency 	<ul style="list-style-type: none"> Assess English Language Proficiency in reading, writing, speaking and listening to determine placement