



Testing Information

Testing We Will Cover Today

- 1) NWEA Map Growth Tests
- 2) Standards of Learning Tests (SOL)
- 3) Cognitive Abilities Test (CogAT)
- 4) Access Test for English Learners

End of Year Testing Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
4/21	4/22	4/23	4/24 Grade 8 IRW SOL	4/25
4/28	4/29	4/30	5/1 Reading MAP for All Grade Levels	5/2 Math MAP for Grades 6, 7, 8, and Algebra 1
5/5	5/6	5/7	5/8	5/19
5/12	5/13 Reading SOL for All Grade Levels	5/14	5/15 Grade 7 Civics SOL Grade 8 Science SOL	5/16
5/19	5/20 Math SOL for All Grade Levels	5/21	5/22	5/23

Tips for Parents

- Make sure your child gets good night's sleep, eats a healthy breakfast, and arrives on time.
- Send your child with a fully charged iPad, water bottle, and book to read on testing days.
- MAP and SOL tests are untimed. Remind your child that they can take restroom, water, and snack breaks.
- Students can take practice SOL Tests.

Required Virginia State Tests

Fall VGA/MAP Tests

- Reading
- Math

Winter VGA/MAP Tests

- Reading
- Math

Spring SOL Tests

- Reading
- Math
- Grade 7 Civics
- Grade 8 Science
- Grade 8 Integrated Reading & Writing
- Grade 8 World Geography - APS uses project-based assessment not test

*Algebra 1, Geometry, and World Geography SOLs can provide a verified credit for high school graduation.

Why Do We Administer VGA Tests?

In 2021, the Virginia General Assembly passed legislation (HB2027 and SB1357) that requires the administration of beginning of year and mid-year growth assessments in reading and mathematics to students in grades 3-8 courses.

In 2024, the Virginia General Assembly passed legislation (SB345 and HB1076) that permits school boards to administer alternative assessments in lieu of the Virginia Growth Assessments (VGA) during the 2024-2026 school years. APS is administering the NWEA MAP Growth assessments in lieu of the VGAs.

NWEA MAP Growth Assessments

APS administers the NWEA MAP Growth tests in reading & math to students in grades 6-8 three times per year. All students take the reading assessment. All students (except those in Geometry classes) take the math assessment.

APS administers these tests:

- 1) To provide teachers with data about student's learning needs so that they can plan appropriate lessons for classes and individual students
- 2) To measure how a student's reading and math skills are developing
- 3) To see how a student is doing compared to national norms
- 4) To predict whether a student is on track to pass the end-of-year SOLs



Student Progress Report

Harry Potter

Student ID: 123456

District:

Arlington Public Schools

School:

Dorothy Hamm Middle School

Term Rostered:

Spring 2024-2025

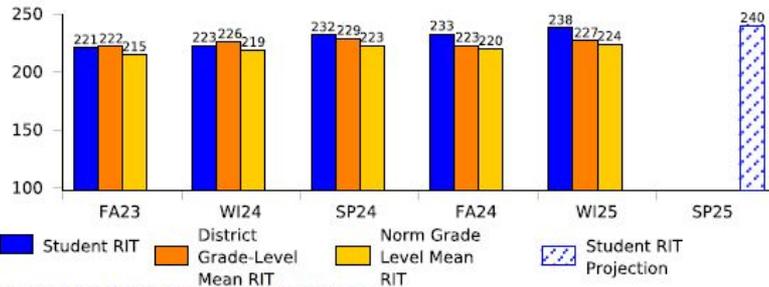
Norms Reference Data:

2020 Norms.

Growth Comparison Period:

Fall to Spring

Math: Math K-12

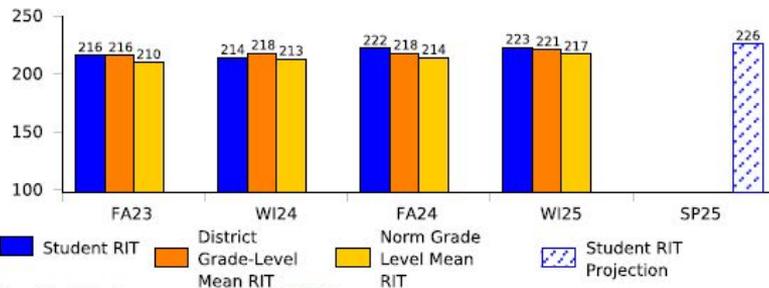


Mathematics Goals Performance - Spring 2024-2025

There were no test events found for the selected term.

Term/Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI25	7	235-238-241			73-78-83
FA24	7	230-233-236			72-78-83
SP24	6	229-232-235			63-70-76
WI24	6	220-223-226			52-60-67
FA23	6	218-221-224			57-65-72

Language Arts: Reading



Reading Goals Performance - Spring 2024-2025

There were no test events found for the selected term.

Term/Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI25	7	220-223-226			56-64-72
FA24	7	219-222-225			62-69-76
WI24	6	211-214-217			43-51-59
FA23	6	213-216-219			56-64-71

Why Do We Administer SOL Tests?

The Federal Every Student Succeeds Act requires that school divisions assess students

- Annually in Reading and Mathematics in grades 3-8
- One time in Science at the elementary & middle school levels

Virginia's Standards of School Accreditation require that school divisions assess students

- Annually in Reading and Mathematics in grades 3-8
- One time in History and Science at elementary & middle school levels
- One time in Writing at the middle school level



HERMIONE GRANGER's Student Detail by Question Report

Student Test Details

Administration Spring 2023 Non-Writing	Test Name Gr 8 Reading (2017) CAT	Division 007 - ARLINGTON COUNTY	Delivery Group HAM Juengst 3
State Testing Identifier 1000000000	Grade 08	School 0628 - DOROTHY HAMM MS	

Your Student's Performance: Pass/Advanced

Test Scaled Score: 510

Vertical Scaled Score: 1845

The item descriptor and level of difficulty for each test question presented to the student during this Gr 8 Reading (2017) CAT test are grouped by reporting category and shown below.

- H** Item difficulty level is high. Student answered item correctly.
- M** Item difficulty level is medium. Student answered item incorrectly or did not provide a response.
- L** Item difficulty level is low.

Reporting Category	Scaled Score
Demonstrate comprehension of fictional texts and use word analysis strategies	41
Item Difficulty	
H M L	Item Descriptor and SOL Measured
<input checked="" type="checkbox"/>	Use context to determine meanings of words. (8.4B)
<input checked="" type="checkbox"/>	Draw conclusions or make inferences. (8.5E)
<input checked="" type="checkbox"/>	Analyze text for voice or tone. (8.5A)
<input checked="" type="checkbox"/>	Determine the cause/effect relationship. (8.5B)
<input checked="" type="checkbox"/>	Draw conclusions or make inferences. (8.5E)
<input checked="" type="checkbox"/>	Draw conclusions or make inferences. (8.5E)
<input checked="" type="checkbox"/>	Determine the cause/effect relationship. (8.5B)
<input checked="" type="checkbox"/>	Apply knowledge of resources, including glossary, dictionary, or thesaurus. (8.4E)
<input checked="" type="checkbox"/>	Draw conclusions or make inferences. (8.5E)
<input checked="" type="checkbox"/>	Describe how an author's word choice impacts the text. (8.5H)
<input checked="" type="checkbox"/>	Demonstrate understanding of theme. (8.5C)
<input checked="" type="checkbox"/>	Demonstrate understanding of conflict. (8.5A)
<input checked="" type="checkbox"/>	Analyze the text for characterization. (8.5A)
<input checked="" type="checkbox"/>	Determine the cause/effect relationship. (8.5B)

ADDITIONAL ITEMS	
Item Difficulty	Item Descriptor and SOL Measured
H M L	
<input checked="" type="checkbox"/>	Analyze the text for characterization. (8.5A)
<input checked="" type="checkbox"/>	Apply knowledge of connotations. (8.4F)
<input checked="" type="checkbox"/>	Determine the cause/effect relationship. (8.5B)
<input checked="" type="checkbox"/>	Identify or interpret figurative language. (8.4A)
<input checked="" type="checkbox"/>	Describe how an author's word choice impacts the text. (8.5H)

Interpreting SOL Results

Below 375: Student did not demonstrate proficiency.

375-399: Student did not demonstrate proficiency but can retake test.

400-499: Student demonstrated proficiency.

500-600: Student demonstrated advanced proficiency.

Cognitive Abilities Test

- In APS, the CogAT is administered to all students one time in grades 2-8. At DHMS, it is only given to students who do not have a previous CogAT score.
- There are three primary reasons APS administers this test.
 1. To guide efforts to adapt instruction to the needs and abilities of students.
 2. To provide a measure of each student's level of cognitive development that captures important information not represented in school grades or in other measures of school achievement.
 3. To identify students whose predicted levels of achievement are markedly different from their observed levels of achievement.

Cognitive Abilities Test

The CogAT provides a snapshot of your child's reasoning and problem-solving abilities in the following three areas:

- **Verbal:** assesses a student's ability to use search, retrieval, and comparison processes that are essential for verbal reasoning
- **Quantitative:** assesses a student's ability to reason about patterns and relationships using concepts that are essential in quantitative thinking
- **Nonverbal:** assesses a student's ability to reason with questions that use spatial and figural content.



PROFILE NARRATIVE FOR RON WEASLEY
Cognitive Abilities Test™ (CogAT®)

Class: Grade 6-8
Building: Hamn Middle
System: Arlington Public SD
State: VA

Student: Weasley, Ron
Student ID: 1000000
Form Level: 7-13/14
Test Date: 11/20/23
Norms: Fall 2017
Grade: 8

Abilities	Age Scores			APR Graph				
	Standard Age Score	Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal	107	6	67					
Quantitative	101	5	52					
Nonverbal	97	5	43					
Composite (VQN)	101	5	52					

Overview

Ron recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, mathematical, and spatial reasoning abilities that are essential for success in school. Students with different patterns of scores on CogAT have different learning styles. By knowing Ron's learning preferences, teachers can help him achieve greater success in school.

Ron's Profile of Test Scores

Ron's scores on the three batteries do not differ significantly. All three of his scores are in the range typically observed in students of this age. For students who have reasoning scores in the average range, the following steps may be helpful:

- Build on Ron's strengths by encouraging academic accomplishments in areas that interest him.
- Point out how new skills and information build on knowledge and skills Ron already has.
- Show Ron how to break complex tasks into simpler steps. Model the steps as you explain them. Write the steps on a sheet of paper and let Ron work with a partner to follow them.
- Teach Ron study skills such as planning use of time, formulating questions to guide study, and taking notes.

Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank		
Verbal	64	64	39	5	58		
Quantitative	52	52	27	5	44		
Nonverbal	60	60	26	4	37		
Composite (VQN)				5	45		

Notes:

More Information on Ron's Scores

The sections to the left explain Ron's performance using different types of comparisons and score scales.

- The Age Scores section compares his performance to students across the nation who are also 13.2 years old.
- The Grade Scores section compares his performance to students across the nation who are also in grade 8.

Each of these sections includes one or more scores. The Stanine reports Ron's performance on a scale from 1 (lowest) to 9 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell at or below the score obtained by Ron.

Ron's ability profile is 5A. Visit www.cogat.com for more detailed information on profile 5A. Click on the "Interactive Profile Interpretation System" button. Enter 5A in the "Input Your Score Profile" section. Click "Search".

Interpreting CogAT Scores

- A student who scores 100 is scoring in the range typically observed for students of his/her age.
- A student who scores 120 or above (on any section or compositely) is referred for screening for gifted services.
- Additional Parent Resources:
Go to RiversideInsights.com to see what your child's ability profile means. (Ron Weasley's was 5A.)
[CogAT Ability Profile Finder](#)

Access Test for English Learners

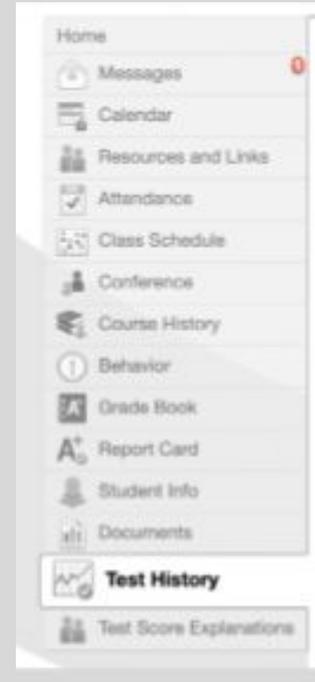
- EL students take the Access English language proficiency test each February to monitor their language development for appropriate program placement.
- The test has four sections: Reading, Listening, Speaking, and Writing.
- If a student receives an overall score of 4.4 or above, they are considered proficient in English.

Accessing Score Reports in ParentVue

Sign in to ParentVUE

On toolbar on left side of screen

Click on “Documents” or “Test History” to see scores and reports.



Testing Score Reports

- Score reports are posted to ParentVue 2-3 weeks after each testing window ends.
- The school uses the data to analyze trends at the school, grade, and classrooms levels.
- Each score report provides one data point about a student. The school uses these data points along with other information to help tailor instruction & to recommend appropriate class placement.

DHMS Staff Contacts for Testing

Regina Boyd: Advanced Academics Coach, regina.boyd@apsva.us

Sally Donnelly: Reading Coach, sally.donnelly@apsva.us

Sabrina McManus: Math Coach, sabrina.mcmanus@apsva.us

Poorvi Shah: Testing Coordinator, poorvi.shah@apsva.us

Final Thoughts

At DHMS, we strive to cultivate a positive and purposeful assessment experience for all DHMS students while ensuring compliance with federal, state, and local guidelines.

We look forward to working with parents to make this possible.

Please do not hesitate to reach out to us with any questions or concerns.

Thank you for joining us today!