A LOOK AT ASSESSMENT

2022-2023 SCHOOL YEAR

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

To accurately measure student mastery of core knowledge and demonstration of globally competitive skills, Virginia Beach City Public Schools (VBCPS) uses a variety of assessments including, but not limited to, performance tasks, multiple-choice tests and essays. Many of the assessments students take are required by the state and federal departments of education to measure student progress toward performance benchmarks. Local assessments (locally- and externally-developed) are used to monitor student progress, differentiate instruction, identify students for participation in specific programs, and measure students' mastery of globally competitive skills.

To help parents better understand the various tests students take, their purpose and why they are important, the school division has developed this informational brochure. Additional information related to testing and test data can be found on ***vbschools.com***.

ELEMENTARY SCHOOL ASSESSMENT

Name of Assessment	Required, Mandated or Optional	Who takes it?	What is it and why is it important?	How are results used?
GLOBALLY COMPETITIVE SKILLS				
NCLB English Language Proficiency Test (ACCESS for ELLs)	State Mandated	Test forms are designed for English learners in grades K-5	The ACCESS for ELLs is a large-scale test of English language proficiency based on the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards. The ACCESS for ELLs test assesses students' English language proficiency in five areas: Social and Instructional Language, which incorporates proficiencies needed for general language of the classroom and the school; the language of English language arts; the language of Mathematics; the language of Science; and the language of Social Studies. It is a secure assessment given annually during a specific test window determined by the state.	*The ACCESS for ELLs results are used to satisfy state and federal requirements for the annual assessment of the English language proficiency of English learners. The results are used to determine a student's WIDA English language proficiency level, which determines program eligibility.*
ENGLISH/LANGUAGE ARTS				
Developmental Spelling Analysis (DSA)	Required by the Division	Students in grades 4-5, optional for students K-3	The DSA measures what students know about the way words work (phonics).	*This assessment provides a basis for informing spelling and language proficiency. Results are used to inform small-group reading instruction.*
Phonological Awareness Literacy Screening (PALS)	State Mandated	Students in VBCPS Pre-K and grades K-3	The PALS is a screening tool that assesses foundational literacy skills to support instruction and early intervention.	*Results are used by the classroom teacher to inform instruction plans for small group literacy instruction. Small group reading intervention for 30 minutes per day is provided to students who qualify for additional services based on PALS results.*
Reading Inventory (RI)	Required by the Division	Students in grades 2 (midyear)--5	The RI 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 RI uses authentic passages of literature and nonfiction texts for its selections. The Lexiles reported in the RI assessment provide teachers, students, and parents incremental information within band ranges related to their students' reading growth.	*The RI Lexiles allow teachers and administrators to track student progress in reading comprehension and assign each student appropriate reading materials. Because Lexiles can be determined for text, teachers can match student Lexile data to reading materials for a variety of instructional purposes.*
GIFTED SCREENING				
Naglieri Nonverbal Ability Test, Second Edition (NNAT2)	Required by the Division	Students in grades 1 and 5	The Naglieri Nonverbal Ability Test (NNAT, 2nd Edition) is a nationally normed, multiple-choice test of nonverbal reasoning and general problem-solving ability. It is a brief measure of general ability that provides a nonverbal ability index and percentile. The NNAT2 is administered by the Gifted Testing Office to screen students for possible referral, identification, and placement in the gifted program.	*Results of the NNAT2 for all students in grades 1 and 5 are one component of the profile used for the identification and placement of students referred for gifted program services.*

Name of Assessment	Required, Mandated or Optional	Who takes it?	What is it and why is it important?	How are results used?
GIFTED TESTING				
Naglieri Nonverbal Ability Test, Second Edition (NNAT2)	Optional	Students in grades 1-5 who are referred for gifted services	The Naglieri Nonverbal Ability Test (NNAT, 2nd Edition) is a nationally normed, multiple-choice test of nonverbal reasoning and general problem-solving ability. It is a brief measure of general ability that provides a nonverbal ability index and percentile. The NNAT2 is administered by the Gifted Testing Office to assess students for possible referral, identification, and placement in the gifted program.	*Results of the NNAT2 are one component of the profile used for the identification and placement of students referred for gifted program services.*
Cognitive Abilities Test (CogAT Form 7)	Required by the Division	Students in grade 1	The Cognitive Abilities Test (CogAT Form 7) is a group test designed to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. The CogAT is administered by the Gifted Testing Office to assess students for possible referral, identification, and placement in the gifted program.	*Results of the CogAT are one component of the profile used for the identification and placement of students referred for gifted program services.*
Cognitive Abilities Test (CogAT Form 7)	Optional	Students in grades 2-5 who are referred for gifted services	The Cognitive Abilities Test (CogAT Form 7) is a group test designed to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. The CogAT is administered by the Gifted Testing Office to assess students for possible referral, identification, and placement in the gifted program.	*Results of the CogAT are one component of the profile used for the identification and placement of students referred for gifted program services.*
HEALTH AND FITNESS				
Health-Related Fitness Test	State Mandated	Students in grades 4 and 5	The Fitness Test provides fitness and wellness feedback to teachers and students as well as a calculation of Body Mass Index. The sequential program of physical fitness instruction in Virginia is based on the personal fitness strand in the Standards of Learning that focuses student learning on achievement of a health-enhancing level of physical fitness. Students who participate in effective physical fitness programs will be more likely to develop lifelong habits that promote health and learning.	*This assessment provides wellness feedback to teachers and students in order to monitor progress with fitness goals. Results are required by the Virginia Department of Education as part of the fitness mandate in order to monitor fitness and wellness progress for each age group and are used as an indicator to measure functional health.*
MATHEMATICS				
VBCPS Formative	Required by the Division	Students in grades 1 and 2	Formative assessments are administered periodically to gauge students' mastery of learning objectives.	*Results inform group and individual instruction.*
Virginia Kindergarten Readiness Program (VKRP)	State Mandated	Students enrolled in Kindergarten	VKRP's mission is to measure kindergarten readiness across literacy, math, self-regulation, and social skills. Teachers receive classroom and student-level reports, which link directly to recommended resources based on assessment data, helping teachers individualize and focus classroom instruction.	*Results inform whole group and small group instruction.*

Name of Assessment	Required, Mandated or Optional	Who takes it?	What is it and why is it important?	How are results used?
NATIONALLY NORMED				
National Assessment of Educational Progress (NAEP)	Federally Mandated	School selections are based on a representative national sample of the student population for grade 4	The NAEP is the largest nationally representative assessment of what America's students know and can do in various subject areas. The NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students.	*Although NAEP does not provide individual results to students or schools, the results inform the public about the academic achievement and progress of students in the United States. The NAEP results are reported as The Nation's Report Card. Elected officials, policymakers, and educators all use NAEP results to develop ways to improve education.*
SCIENCE				
VBCPS Formative Assessments	Required by the Division	Students in grade 5	Benchmark assessments are administered periodically to gauge students' mastery of learning objectives.	*Results inform group and individual instruction.*
SCREENING-PLACEMENT				
Screening and Placement for Various Programs	Optional	Students in grades 2-5	As part of the placement process, students who apply for the Gifted Dance Education Program at Old Donation School (ODS) are given the opportunity to demonstrate their talents through auditions, students who apply for the Gifted Visual Arts Programs at (ODS) and Virginia Beach Middle School are given the opportunity to demonstrate their talents through a series of visual arts tasks, and students in grade 5 who apply for the Plaza Middle School International Baccalaureate Middle Years Program (IB MYP) are required to write a short essay that addresses their personal mission statement as learners and why they believe IB MYP is the ideal environment to facilitate their growth as those learners.	*The results of these assessments are used to determine which students are accepted for admission to the respective programs.*
SOCIAL STUDIES				
VBCPS Formative Assessments	Required by the Division	Students in grade 5	Benchmarks assessments are administered periodically to gauge students' mastery of learning objectives.	*Results inform group and individual instruction.*

Name of Assessment	Required, Mandated or Optional	Who takes it?	What is it and why is it important?	How are results used?
STATE ACCOUNTABILITY				
VDOE Growth Assessments	State Mandated	Students in grades 3-5 Reading and Math	The VDOE created growth assessments are mandatory and will be administered in the fall and winter. These assessments are computer adaptive and are designed to measure growth when compared to the end of year SOL assessments.	*The results from the growth assessments will be used by teachers to inform instruction and will be used in state accreditation to determine growth.*
Standards of Learning (SOL) Tests	State Mandated	Students in grades 3-5	The SOL tests are the state mandated assessments that measure mastery of the state standards, the Virginia Standards of Learning.	*The results of the SOL tests are used for state accreditation and compliance with the Every Student Succeeds Act. Students in high school must pass a certain number of SOL tests in order to earn verified credits toward a standard or advanced diploma. Individual student results are used as one measure to make educational decisions. Summary results are used as one measure to guide school improvement actions.*
Alternative Assessment	Required by the State	Students in grade 3 science and social studies	In accordance with the Virginia Department of Education (VDOE), all students must take alternative assessments to replace the eliminated SOL tests, including the tests that assessed social studies and science objectives for grades 2-3. The alternative assessments are meant to engage students in critical thinking and assembling an argument with evidence in either written or performanced-based products.	*Results are used by teachers to inform instruction. The Superintendent must verify that alternative assessments were given to each student who would have taken the eliminated SOL test.*
Alternative Assessment	Required by the State	Students in grade 5 language arts	In accordance with the Virginia Department of Education (VDOE), all students must take alternative assessments to replace the eliminated SOL tests. *Being a Writer* performance tasks assess writing, reading, and research and have been embedded into the grade 5 language arts curriculum. The end-of-year *Being a Writer* task serves as the alternative assessment to replace the grade 5 SOL writing test.	*Results are used by teachers to inform instruction. The Superintendent must verify that alternative assessments were given to each student who would have taken the eliminated SOL test.*

Name of Assessment	Required, Mandated or Optional	Who takes it?	What is it and why is it important?	How are results used?
ENGLISH LANGUAGE PROFICIENCY OF ENGLISH LEARNERS (ELs)				
NCLB English Language Proficiency Test (ACCESS for ELLs)	State Mandated	Test forms are designed for English Learners in grades 6-8	The ACCESS for ELLs is a large-scale test of English language proficiency based on the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards. The ACCESS for ELLs test assesses students' English language proficiency in five areas: Social and Instructional Language, which incorporates proficiencies needed for general language of the classroom and the school; the language of English Language Arts; the language of Mathematics; the language of Science; and the language of Social Studies. It is a secure assessment given annually during a specific test window determined by the state.	*The ACCESS for ELLs results are used to satisfy state and federal requirements for the annual assessment of the English language proficiency of English learners. The results are used to determine a student's WIDA English language proficiency level, which determines program eligibility.*
ENGLISH/LANGUAGE ARTS				
Reading Inventory (RI)	Required by the Division	Students in grades 6-8	The RI 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 RI uses authentic passages of literature and nonfiction texts for its selections. The Lexiles reported in the RI assessment provides teachers, students, and parents incremental information within band ranges related to their students' reading growth.	*The RI Lexiles allow teachers and administrators to track student progress in reading comprehension and assign each student appropriate reading materials. Because Lexiles can be determined for text, teachers can match student Lexile data to reading materials for a variety of instructional purposes.*
VBCPS Writing Pre- and Post-Assessments	Required by the Division	Students in grades 6-8	The writing assessments give teachers critical data on their students' level of writing ability as they work towards the grade 8 SOL writing assessment.	*Results inform group and individual writing instruction for the school year.*
VBCPS Reading Mid-Assessments	Optional	Students in grades 6-8	These reading assessments assess students on vocabulary, reading comprehension of nonfiction texts, and reading comprehension of fictional texts. They give teachers necessary data to gauge the readiness of their students being successful on the SOL reading assessments.	*Results inform group and individual reading instruction for the school year.*
GIFTED TESTING				
Naglieri Nonverbal Ability Test, Second Edition (NNAT2)	Optional	Students in grades 6-8 who are referred for gifted services	The Naglieri Nonverbal Ability Test (NNAT, 2nd Edition) is a nationally normed, multiple-choice test of nonverbal reasoning and general problem-solving ability. It is a brief measure of general ability that provides a nonverbal ability index and percentile. The NNAT2 is administered by the Gifted Testing Office to assess students for possible referral, identification, and placement in the gifted program.	*Results of the NNAT2 are one component of the profile used for the identification and placement of students referred for gifted program services.*

Name of Assessment	Required, Mandated or Optional	Who takes it?	What is it and why is it important?	How are results used?
GIFTED TESTING				
Cognitive Abilities Test (CogAT Form 7)	Optional	Students in grades 6-8 who are referred for gifted services	The Cognitive Abilities Test (CogAT Form 7) is a group test designed to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. The CogAT is administered by the Gifted Testing Office to assess students for possible referral, identification, and placement in the gifted program.	*Results of the CogAT are one component of the profile used for the identification and placement of students referred for gifted program services.*
HEALTH AND FITNESS				
Health-Related Fitness Test	State Mandated	Students in grades 6-8	The Fitness Test provides fitness and wellness feedback to teachers and students. The sequential program of physical fitness instruction in Virginia is based on the personal fitness strand in the Standards of Learning that focuses student learning on achievement of a health-enhancing level of physical fitness. Students who participate in effective physical fitness programs will be more likely to develop lifelong habits that promote health and learning.	*Results from the Fitness Test are used to inform students and teachers of health-related functional fitness levels and for fitness planning and creating SMART goals.*
MATHEMATICS				
VBCPS Mathematics Benchmark Assessments	Required by the Division	Students in grades 6-8	Benchmark assessments are administered periodically to gauge students' mastery of learning objectives. These mathematics assessments assess students on skills needed to be successful on the associated SOL assessments.	*Results inform group and individual instruction.*
NATIONALLY NORMED				
National Assessment of Educational Progress (NAEP)	Federally Mandated	School selections are based on a representative national sample of the student population for grade 8	The NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. The NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students.	*The NAEP results inform the public about the academic achievement and progress of students in the United States. The NAEP results are reported as The Nation's Report Card. Elected officials, policymakers, and educators all use NAEP results to develop ways to improve education.*
SCIENCE				
VBCPS Science Pre- and Post-Assessments	Required by the Division	Students in grades 6-8	These science assessments assess students on the skills needed to be successful in science and on the SOL science assessments. Data gathered from these assessments assist teachers in developing plans for greater student success.	*Results inform group and individual instruction.*

Name of Assessment	Required, Mandated or Optional	Who takes it?	What is it and why is it important?	How are results used?
SCREENING-PLACEMENT				
Screening and Placement for Various Programs	Optional	Students in grades 6-8	As part of the placement process, students in grades 6-7 who apply for the Gifted Dance Education Program at Old Donation School (ODS) are given the opportunity to demonstrate their talents through auditions, students in grades 6-7 who apply for the Gifted Visual Arts Programs at Virginia Beach Middle School are given the opportunity to demonstrate their talents through a series of visual arts assignments, and students in grades 6-7 who apply for the Plaza Middle School International Baccalaureate Middle Years Program (IB MYP) are required to write a short essay that addresses their personal mission statement as learners and why they believe IB MYP is the ideal environment to facilitate their growth as those learners. Students in grade 8 who apply for the high school academy or Advanced Academy programs may be administered different types of assessments (e.g., auditions, traditional paper/pencil tests) depending on the program.	*The results of these assessments are used to determine which students are accepted for admission to the respective programs.*
SOCIAL STUDIES				
VBCPS Social Studies Pre- and Mid-Assessments	Required by the Division	Students in grade 8	These social studies assessments assess students on the skills needed to be successful on the SOL civics assessment. Data gathered from these assessments assist teachers in developing plans for greater student success.	*Results inform group and individual instruction.*
STATE ACCOUNTABILITY				
VDOE Growth Pre- and Mid-Assessments	State Mandated	Students in grades 6-8 Reading and Math	The VDOE created growth assessments are mandatory and will be administered in the fall and winter. These assessments are computer adaptive and are designed to measure growth when compared to the end of year SOL assessments.	*The results from the growth assessments will be used by teachers to inform instruction and will be used in state accreditation to determine growth.*
Standards of Learning (SOL) Tests	State Mandated	Students in grades 6-8	The SOL assessments are the state mandated tests that measure mastery of the state standards, the Virginia Standards of Learning.	*The results of the SOL tests are used for state accreditation and compliance with the Every Student Succeeds Act. Students in high school must pass a certain number of SOL tests in order to earn verified credits toward a standard or advanced diploma. Individual student results are used as one measure to make educational decisions. Summary results are used as one measure to guide school improvement actions.*
Alternative Assessments	Required by the state	Students in grades 6-7 social studies	In accordance with the Virginia Department of Education (VDOE), all students in grade 6 and grade 7 must take alternative assessments to replace the eliminated social studies SOL tests (US History I and US History II). The alternative assessments are meant to engage students in historical thinking and assembling an argument with evidence in either written or performance-based products.	*Results are used by teachers to inform instruction. The Superintendent must verify that alternative assessments were given to each student who would have taken the eliminated SOL test.*

HIGH SCHOOL ASSESSMENT

Name of Assessment	Required, Mandated or Optional	Who takes it?	What is it and why is it important?	How are results used?
GLOBALLY COMPETITIVE SKILLS				
Workplace Readiness Skills for the Commonwealth Assessment	Required by the Division	Students enrolled in a Technical and Career Education (TCE) Program	In accordance with the Virginia Department of Education (VDOE), all students must have an industry credential as a graduation requirement for a Standard Diploma. The Workplace Readiness Skills for the Commonwealth assessment is strongly recommended by VDOE and required for all students who complete a TCE sequence in Virginia Beach. This online, 100 multiple-choice question test assessing personal qualities and people skills, professional knowledge and skills, and technology knowledge and skills.	*Students who pass the Workplace Readiness Skills for the Commonwealth assessment may use this test towards a student-selected verified credit for graduation.*
AP/IB				
Advanced Placement (AP) Exams	Optional	High school students who choose to take an exam, regardless of whether or not they are enrolled in an AP course	The AP program allows students to take college-level courses and exams to earn college credit. There are 34 different AP exams that consist of multiple-choice and free-response items. All AP exams are optional for students.	*Students' AP exam results enhance their college applications and eligibility for scholarships. The results are also used by (1) high schools for advising and counseling students, (2) VBCPS for evaluating instructional effectiveness and planning curriculum, and (3) colleges to make decisions regarding admissions and scholarships.*
International Baccalaureate (IB) Course Exams	Required by IB	IB juniors and seniors in the final year of an IB course	At the end of each course, students sit for an external examination prepared by an International Board of Examiners, which has the final authority on the setting of examinations and the assessment of all candidates for the awarding of the IB diploma. International Baccalaureate course exams are rigorous and performance is measured against prespecified criteria rather than the performance of other students taking the same examinations.	*The results are used by (1) high schools for advising and counseling students, (2) VBCPS and IB for evaluating instructional effectiveness and planning curriculum, (3) the IB to determine awarding of IB diplomas, and (4) colleges to make decisions regarding admissions, scholarships and course credit or placement.*
COLLEGE ENTRANCE				
ACT	Optional	High school students who choose to register (NOTE: The ACT is not administered during school hours)	The ACT is a standardized, curriculum-based, multiple-choice achievement test that includes four areas: English, mathematics, reading and science. The ACT writing test is optional. The ACT assesses skills and knowledge taught in high school that are important for success in college.	*The results are used by (1) high schools for advising and counseling students, (2) VBCPS for evaluating instructional effectiveness and planning curriculum, and (3) colleges to make decisions regarding admissions, scholarships and loans, course placement, and academic advising.*
SAT	Optional	High school students who choose to register (NOTE: The SAT is not administered during school hours)	There are two types of SAT tests offered: the SAT (formerly known as the SAT I: Reasoning Test) and the SAT Subject Tests (formerly known as the SAT II: Subject Tests). The SAT is a standardized, multiple-choice test that assesses writing and language, reading, and mathematics skills students need to be successful in college.	*The results are used by (1) high schools for advising and counseling students, (2) VBCPS for evaluating instructional effectiveness and planning curriculum, and (3) colleges to make decisions regarding admissions, scholarships and loans, course placement, and academic advising.*

Name of Assessment	Required, Mandated or Optional	Who takes it?	What is it and why is it important?	How are results used?
ENGLISH LANGUAGE PROFICIENCY OF ENGLISH LEARNERS (ELs)				
English Language Proficiency Test (ACCESS for ELLs)	State Mandated	Test forms are designed for English learners in grades 9-12	The ACCESS for ELLs is a large-scale test of English language proficiency based on the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards. The ACCESS for ELLs test assesses students' English language proficiency in five areas: Social and Instructional Language, which incorporates proficiencies needed for general language of the classroom and the school; the language of English Language Arts; the language of Mathematics; the language of Science; and the language of Social Studies. It is a secure assessment given annually during a specific test window determined by the state.	*The ACCESS for ELLs results are used to satisfy state and federal requirements for the annual assessment of the English language proficiency of English learners. The results are used to determine a student's WIDA English language proficiency level, which determines program eligibility.*
ENGLISH/LANGUAGE ARTS				
Reading Inventory (RI)	Required by the Division	Students in grade 9 *(NOTE: Some students in grades 10-12 are administered the RI on an as-needed basis.)*	The RI 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 RI uses authentic passages of literature and nonfiction texts for its selections. The Lexiles reported in the RI assessment provide teachers, students, and parents incremental information within band ranges related to their students' reading growth.	*The RI Lexiles allow teachers and administrators to track student progress in reading comprehension and assign each student appropriate reading materials. Because Lexiles can be determined for text, teachers can match student Lexile data to reading materials for a variety of instructional purposes.*
VBCPS Writing Pre- and Post-Assessments	Required by the Division	Students in grades 9-11	These writing assessments give teachers critical data on their students' level of writing ability as they work towards the grade 11 SOL writing assessment.	*Results inform group and individual writing instruction for the school year.*
VBCPS Reading Pre- and Post-Assessments	Required by the Division	Students in grades 9-11	These reading assessments assess students on vocabulary, reading comprehension of nonfiction texts, and reading comprehension of fictional texts. They give teachers necessary data to gauge the readiness of their students being successful on the SOL reading assessment in grade 11.	*Results inform group and individual reading instruction for the school year.*
VBCPS Mock Assessments	Required by the Division	Students in grade 11	The reading assessment assesses students on vocabulary, reading comprehension of nonfiction texts, and reading comprehension of fictional texts. The writing assessment assesses students' knowledge related to mechanics and grammar of writing and their written responses to a prompt. These assessments will inform teachers on student readiness for being successful on the reading and writing SOL assessments.	*Results will be used by teachers to provide remediation for students prior to taking the end-of-course SOL assessment.*

Name of Assessment	Required, Mandated or Optional	Who takes it?	What is it and why is it important?	How are results used?
GIFTED TESTING				
Naglieri Nonverbal Ability Test, Second Edition (NNAT2)	Optional	Students in grades 9-12 who are referred for gifted services	The Naglieri Nonverbal Ability Test (NNAT, 2nd Edition) is a nationally normed, multiple-choice test of nonverbal reasoning and general problem-solving ability. It is a brief measure of general ability that provides a nonverbal ability index and percentile. The NNAT2 is administered by the Gifted Testing Office to assess students for possible referral, identification, and placement in the gifted program.	*Results of the NNAT2 are one component of the profile used for the identification and placement of students referred for gifted program services.*
Cognitive Abilities Test (CogAT Form 7)	Optional	Students in grades 9-12 who are referred for gifted services	The Cognitive Abilities Test (CogAT Form 7) is a group test designed to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. The CogAT is administered by the Gifted Testing Office to assess students for possible referral, identification, and placement in the gifted program.	*Results of the CogAT are one component of the profile used for the identification and placement of students referred for gifted program services.*
HEALTH AND FITNESS				
CPR/FA/AED	Required	HPE 9	Testing on cardiopulmonary resuscitation (CPR), first aid and the use of an automated external defibrillator (AED) is required for all 9th grade students. This VDOE requirement went into effect for all students who entered 9th grade for the first time during the 2016-17 school year.	*The results of this test will be reported on student transcripts beginning in the 2019-2020 school year.*
Driver Education	Optional	HPE 10	This is an end of course test for the driver education portion of Health and PE in grade 10. Students must pass this assessment to enroll in the behind the wheel portion of getting their driver's license.	*The results of this assessment determines student eligibility to take behind the wheel to get their driver's license prior to being 18 years old.*
Health-Related Fitness Test	State Mandated	Students in HPE Levels I, II, III and IV and Online HPE Levels I and II	The Fitness Test provides fitness and wellness feed-back to teachers and students. The sequential program of physical fitness instruction in Virginia is based on the personal fitness strand in the Standards of Learning that focuses student learning on achievement of a health-enhancing level of physical fitness. Students who participate in effective physical fitness programs will be more likely to develop lifelong habits that promote health and learning.	*Results from the Fitness Test are used to inform students and teachers of health-related functional fitness levels and for fitness planning and creating SMART goals.*
MATHEMATICS				
VBCPS Benchmark Assessments	Required by the Division	Students in Algebra I, Geometry, Algebra II and Algebra II/Trig	Benchmark assessments are administered periodically to gauge students' mastery of learning objectives. These mathematics assessments assess students on skills needed to be successful on the associated SOL assessments.	*Results inform group and individual instruction.*
MATHEMATICS PLACEMENT TEST				
Virginia Placement Test (VPT) for Mathematics	Optional	Students in grade 11 enrolled in Algebra II and Algebra, Functions, and Data Analysis are eligible.	The VPT for Mathematics determines readiness for college mathematics and identifies students who would benefit from taking a capstone course during their senior year.	*Results may be used for placement decisions in regards to a mathematics capstone course.*

Name of Assessment	Required, Mandated or Optional	Who takes it?	What is it and why is it important?	How are results used?
NATIONALLY NORMED				
National Assessment of Educational Progress (NAEP)	Federally Mandated	School selections are based on a representative national sample of the student population for grade 12	The NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. The NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students.	*The NAEP results inform the public about the academic achievement and progress of students in the United States. The NAEP results are reported as The Nation's Report Card. Elected officials, policymakers, and educators all use NAEP results to develop ways to improve education.*
PSAT 10 and PSAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	Required by the Division	Students in grades 10 and 11	The College Board Suit of assessments are standardized, multiple-choice tests that assess writing and language, reading, and mathematics. These tests provide practice for the SAT. The PSAT/NMSQT allow students the opportunity to enter National Merit scholarship programs. Individual results are helpful for advising and counseling students.	*At the high school and division levels, PSAT results are used to evaluate instructional effectiveness and plan curriculum.*
SCIENCE				
VBCPS Science Pre- and Post-Assessments	Required by the Division	Students in Earth Science, Biology and Chemistry	These science assessments assess students on skills needed to be successful in science on the associated SOL assessments. Data gathered from these assessments assist teachers in developing plans for greater student success.	*Results inform group and individual instruction.*
SCREENING-PLACEMENT				
Screening and Placement for Various Programs	Optional	Students in grades 9-10	Students who apply for any of the academy or advanced academy programs may be administered different types of assessments (e.g., auditions, traditional paper/pencil tests) depending on the program. Students in grades 9-10 who apply for the International Baccalaureate Program at Princess Anne High School are administered traditional tests.	*The results of these assessments are used to determine which students are accepted for admission to the respective programs.*
Virginia Placement Test (VPT)	Optional	Students in high school that are interested in taking Dual Enrollment classes	The VPT determines readiness for taking dual enrollment courses and is used in the application process for taking courses at Tidewater Community College.	*Results may be used for placement in dual enrollment courses.*
SOCIAL STUDIES				
VBCPS Social Studies Pre- and Mid-Assessments	Required by the Division	Students in World History I, World History II, World Geography and VA & US History.	These social studies assessments assess students on content and skills needed to be successful on the associated SOL assessments. Data gathered from these assessments assist teachers in developing plans for greater student success.	*Results inform group and individual instruction.*

Name of Assessment	Required, Mandated or Optional	Who takes it?	What is it and why is it important?	How are results used?
STATE ACCOUNTABILITY				
Standards of Learning (SOL) Tests	State Mandated	Students enrolled in an SOL course	The SOL assessments are the state mandated tests that measure mastery of the state standards, the Virginia Standards of Learning.	*The results of the SOL tests are used for state accreditation and compliance with the Every Student Succeeds Act. All high school students are required to take at least one reading, math, and science SOL test while in grades 9-12. Students in high school must pass a certain number of SOL tests or approved substitute tests in order to earn verified credits toward a standard or advanced diploma. Individual student results are used as one measure to make educational decisions. Summary results are used as one measure to guide school improvement actions.*
TECHNICAL AND CAREER				
Technical and Career Education (TCE) Industry Credential Assessments	State Mandated *(for a Standard Diploma)*	Students who have completed a TCE course including Personal Finance with the WISE assessment	Students who complete TCE programs and the required Economics and Personal Finance course must participate in an approved external assessment that tests technical skills. The assessments include, but are not limited to, W!SE Financial Literacy, AutoCAD, Microsoft Office Specialist, Automotive Service Excellence, Cosmetology State Board, Licensed Practical Nurse, Dental Assisting, National Retail Federation Customer Service Professional, American Association of Family and Consumer Sciences, and numerous assessments offered by the National Occupational Competency Testing Institute.	*TCE industry credential assessment results are used for local and state reporting purposes and offer industry certification or state licensure for students. These tests may also be chosen by the student as a verified credit for graduation. The test data are disaggregated by the Office of Technical and Career Education to identify school, program area, and industry credential metrics. This information is used to provide teachers and administrators feedback on curriculum and instructional practice.*

Aaron C. Spence, Ed.D., *Superintendent*
Virginia Beach City Public Schools
2512 George Mason Drive
Virginia Beach, Virginia 23456-0038

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for the Department of Planning, Innovation and Accountability.
For further information, please call (757) 263-1030.

Non-Discrimination Statement

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/ gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or military status in its programs and activities, employment, or enrollment and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-7, 6-33, 7-48, 7-49, 7-57 and Regulations 2-33.1, 4-4.1, 4-4.2,4-4.3, 5-7.1, 5-44.1, 7-11.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities, and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, *Mary.Gonzalez@vbschools.com* (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456, (757) 263-1088, *Robert.Wnukowski@vbschools.com* (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees) and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/legal guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Susan Keipe, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, Virginia 23456-0038. Telephone 263-1030 (voice); fax 263-1131; 263-1240 (TDD) or email her at *susan.keipe@vbschools.com*.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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