

Office of Assessment				
National/Other				
Name of assessment	PSAT School Day	National Assessment of Educational Progress (NAEP)	ACCESS for ELLs	ACCESS ALT
Entity requiring assessment <i>state – SEA or other agency; district; or school</i>	State	State	USED, State	USED, State
Grade(s) tested	Grade 10	Grades 4, 8, and 12	Grades K-12	Grades K-12
Course(s) or subjects tested	Reading, Mathematics, Writing	Reading, Mathematics, Science, Writing	Reading, writing, listening, speaking	Reading, writing, listening, speaking
Which students are eligible or required to take assessment?	All students in grade 10 who also take the general state assessment.	All students sampled in grades 4, 8, and 12 who also take the general state assessment.	Students identified as ELL	Students identified as ELL who have significant cognitive disabilities
Type of assessment <i>summative; interim/bench- mark; formative; diagnostic</i>	College readiness test	National survey test	English language proficiency	English language proficiency
Number of years assessment has been administered in the district	3 years	25 years	12 years	12 years
To which content standards is the assessment aligned? <i>(source of alignment verification)</i>	1. National curriculum 2. Common Core State Standards in 2016	Common Core State Standards	WIDA English Language Development Standards	WIDA English Language Development Standards
Intended purpose(s) of the assessment*	Measure student readiness for college	Measures student knowledge of reading, mathematics and science	To measure an ELL student's level of English language proficiency at year-end.	To measure an ELL student with significant cognitive disabilities' level of English language proficiency at year-end.
Intended use(s)1 of the assessment	Determine student readiness for college	Predict the performance on national assessment	To place students in the appropriate educational setting. To monitor state and local progress toward Title III goals.	To place students in appropriate educational setting. To monitor state and local progress toward Title III goals.

Users of the assessment	State, district, school, teachers, and parents	Nation, State, and large school district levels	State, district, school, teachers, and parents	State, district, school, teachers, and parents
Do users of the assessment use it for its intended use(s)?	Yes, test results help determine students college readiness	Yes, for national comparisons over time and across states	Yes, test results help determine English proficiency level for ELL students	Yes, test results help determine English proficiency level for ELL students with disabilities
Type of administration	Paper-pencil	Paper-pencil and online	Paper-pencil	Paper-pencil
Item type(s)	Multiple-Choice and essay in writing	Multiple-choice, constructed-response items, and essay in writing	Multiple-Choice and essay in writing	Multiple-Choice and essay in writing
Accommodations	Braille, scribe, magnification, amplification, extended time	Braille, scribe, magnification, amplification, extended time	Limited accommodations are available, such as translation of tests directions and items into native language	Limited accommodations are available, such as translation of tests directions and items into native language
Test administration time	Timed, 2hrs 10 minutes	90 minutes for Paper/Pencil: 120 minutes for online testing	Untimed, it usually takes about 2 hours	Untimed, it usually takes about 2 hours
Testing window	October 15, 2015	January 26-March 6, 2015	March 23 - May 15, 2015	March 23 - May 15, 2015
Test frequency	State requires once a year	State requires once every two years	Once a year	Once a year
Time between test administration and results to users	About 2 months	About 4 months	3-5 months	3-5 months