



A Guide to Assessment

K-8

Lexington City Schools (LCS) uses a wide variety of assessments to measure student mastery of content area knowledge and demonstration of skills. Assessments include, but are not limited to, performance tasks, written responses, multiple-choice tests, and other measures of student competencies. Many of the assessments students take are required by the state and federal departments of education to measure student progress toward performance benchmarks. Other local assessments are used to monitor student progress, differentiate instruction, identify students' individual learning support needs, and to measure the skills students require in order to learn new content.

Additional information related to testing and test data can be found at www.lexedu.org .

Updated: 9/12/25

NAME OF ASSESSMENT	REQUIRED, MANDATED, OR OPTIONAL	WHO TAKES IT?	WHAT IS IT AND WHY IS IT IMPORTANT?	HOW ARE RESULTS USED?
Alternative Assessments (State)	Required by the State	<p>Students in Grade 3 Science and History</p> <p>Students in Grade 5 US History I</p> <p>Students in Grade 6 US History II</p>	The Virginia Department of Education (VDOE) requires that all students take alternative assessments to replace the eliminated SOL tests in grades 3, 5, and 6. The alternative assessments engage students in skills-based performance tasks that promote critical and creative thinking.	Results are used by teachers to inform instruction and measure student master of content and skills. The school division must verify that alternative assessments were given to each student who would have taken the eliminated SOL test.
Alternative Assessments	Required by the Division	Students in grades 2-8	The division requires that students engage in alternative assessments and performance tasks that promote critical and creative thinking.	Results are used by teachers to inform instruction and measure student mastery of content and skills.
CIP Quarterly Benchmarks and/or IXL Diagnostic	Required by the State in lieu of Growth Assessments	Students in grades 3-8	Quarterly benchmarks and IXL Diagnostic assessments are administered to measure students' mastery of learning objectives.	Results inform group and individual instruction.
EL ACCESS testing And EL ACCESS Screener Test	Mandated for qualifying multilingual learners	Students in grades K-8 who are enrolled in the EL program and new students who qualify	The quantity and type of EL instruction that a student receives is determined by his/her level of native language literacy, academic level and grade, and level of English language proficiency as	Once screened, eligible students are considered "Active ELs" and receive language and academic support from the EL teacher and other instructional personnel. Strategy, accommodation, and assessment participation plans

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			measured by the WIDA MODEL Screener, WIDA Screener for Kindergarten, or ACCESS scores. Students receive EL instruction in individualized, small group, and regular classroom settings.	are developed to support the student and teachers.
Screening for Gifted Identification	Required by the Division	Students in Grade 2 Other students when referred.	All second-grade students are screened for potential gifted identification using a nationally normed ability test (CogAT) in the second semester of the school year. Any students in grades 3-8 may be referred for screening at any time during the school year.	The results of the screening will be reviewed to determine if a student is eligible for identification for gifted education services provided by the school division.
Standards of Learning tests (SOL)	State mandated	Students in grades 3-8	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

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				measure to guide school improvement actions.
Teacher Created Assessments Or Textbook Assessments	Optional	Students in grades K-8	Teacher-created assessments and/or textbook assessments are used to measure student progress and mastery of core content and skills.	Results are used to inform instruction and the need for re-teaching. Results indicate student mastery of grade-level content and skills.
VALLSS Encoding Subtest Or HMH Into Reading's Spelling Inventory	Optional	Students in grades 4-5	These screeners assess students' understanding of how words work (phonics).	This assessment provides information about students' needs for reading/writing support.
Virginia Kindergarten Readiness Program (VKRP)	State mandated	All Kindergarten students	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 are used to inform whole-group and small-group instruction.

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Virginia Language and Literacy Screening System K-3 (VALLSS)	State mandated	Students in grades K-3	VALLSS K-3 (Virginia Language and Literacy Screening System) identifies students, in kindergarten through third grade, who are at risk for reading difficulties by assessing foundational language and literacy skills. Students' strengths and areas for growth in code-based literacy and language skills are identified.	Results are used to provide daily whole-group, small-group, or individualized literacy instruction for all students. The results enable teachers to plan targeted interventions, ensuring students receive the support they need to develop language and literacy skills, setting them on a path to literacy proficiency and academic success.
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Virginia Language and Literacy Screening System 4-8 (VALLSS)	State-mandated for select students, Optional for select students	Students in grades 4-5 who: fail/Basic or fail/Below Basic Spring 2025 English SOL, Received audio accommodations for English SOL, Received read-aloud accommodations for English SOL, Students who are new to Virginia. Additional students may be screened as	VALLSS K-3 (Virginia Language and Literacy Screening System) identifies students at risk of reading difficulties and provides data for planning targeted interventions. The assessment measures critical skills, including decoding, encoding, and language comprehension, providing a detailed profile of a student's strengths and weaknesses. This information allows teachers to provide individualized support, develop Student Reading Plans (SRPs), and ensure students receive the necessary instruction to become stronger readers, aligning with	Results are used to provide daily individualized or small-group literacy instruction for students, assist in the development of Individualized Student Reading Plans, and ensure students receive the necessary instruction to become stronger readers, aligning with the requirements of the Virginia Literacy Act (VLA).
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		needed to guide instruction and provide additional information.	the requirements of the Virginia Literacy Act (VLA).	
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