

**The Cranston Public Schools
Assessment System**

2010-2011

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The Cranston Public Schools 2010-2011 Assessment System

Introduction

Assessment and Evaluation, as ongoing processes, allow us to inform and improve student achievement. They should be considered as a means, more so than an end, in guiding us to making educational decisions for individuals, as well as groups of students, in the Cranston Public Schools.

Good, Simmons, and Kame'enui (2002) maintain that an assessment system in schools must reliably:

- Document and account for growth on a continuum of foundational skills
- Predict success or failure on measures of performance and,
- Provide an instructional goal that if met will prevent failure and promote success

The Cranston Public Schools Assessment System

The Assessment System of the Cranston Public Schools has been designed to accommodate our teachers, students, and all stakeholders by adhering to guidelines set forth in the State's Personal Literacy Plan (PLP) guidelines and the Initial Guidance for the Literacy Component of the Regulations of the Board of Regents for Elementary and Secondary Education. Components of this assessment system are as follows:

- ❖ **Screening Assessment** – The purpose of this assessment is to determine if students are reading on grade level or if they are at risk and require interventions strategies. Screening tools herein are: PALS (Phonological Awareness Literacy Screening), Reading Street Baseline, Children's Progress, STAR Reading, and PTS3 (Progress Towards Standards Online Assessment)
- ❖ **Diagnostic Assessment** – This assessment is to determine the strengths and weaknesses of an individual student and guides us in planning for instruction. Diagnostic tools are: PALS, Children's Progress, PTS3, the Ganske Developmental Spelling Analysis, The GRADE, Rigby, Fountas and Pinnel Benchmarking System and IRI (Informal Reading Inventory), Momentum and Key Math.
- ❖ **Progress Monitoring Assessment** – This assessment, also known as formative assessment, assists in determining student growth and specific levels of achievement. Progress monitoring tools contained in our plan include: Children's Progress, STAR Reading, PTS3, the GRADE, Rigby PM Benchmarks, SRI (Scholastic Reading Inventory), Running Records, or Records of Oral Reading Behavior such as the Fountas and Pinnel Benchmarking System, and the Scott Foresman Unit Benchmark Assessments
- ❖ **Outcome Assessment** – This type of assessment is an opportunity for a student to demonstrate knowledge and skills acquired by applying those in a performance type task or in answering traditional test questions, Outcome Assessments we use are: the NECAP, New England Common Assessment Program, and the Scott Foresman Unit Benchmarks, Digital Proficiency Portfolio, and Comprehensive Course Assessments

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GRADE	ASSESSMENT	PURPOSE/DESCRIPTION	UTILIZATION
Pre K	Screening for incoming K students- CHILD FIND Screening Instrument (SPRING)	Brief screening assessment to identify those children who may need further evaluation, and to gather some baseline data	Baseline data is to be shared with principal, teacher, and reading consultant at or before the opening of school to help inform instruction
K	P.A.L.S. (Phonological Awareness Literacy Screening)	To measure children's knowledge of fundamental literacy skills	Share results with principal, teacher, and reading consultant to determine and implement plan for instruction.
	Children's Progress Academic Assessment (CPAA) Reading and Math	To monitor and track child's progress throughout the school year	Software which helps teachers construct effective curriculum and develop effective intervention strategies
	Key Math 3 Diagnostic Assessment	To diagnose and determine instructional program aligned with diagnosis	Use to determine student strengths and needs and provide additional support and practice. Also used for progress monitoring.

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GRADE	ASSESSMENT	PURPOSE/DESCRIPTION	UTILIZATION
1	P.A.L.S. (Phonological Awareness Literacy Screening)	To screen students and measure early reading skills	Share results with principal, teacher, and reading consultant to determine and implement plan for instruction. Spring Test results are also used to determine placement in After School/Summer Literacy Program.
	Children's Progress Academic Assessment (CPAA) Reading and Math	To monitor and track child's progress throughout the school year	Software which helps teachers construct effective curriculum and develop effective intervention strategies
	Scott Foresman Unit Benchmark Assessment and baseline (Scores from Units 1-5 will be collected at the end of each quarter – all 6 Units may be administered at the teacher's discretion) Scott Foresman Baseline optional for Grades 1 & 2	To assess student's comprehension skills, vocabulary strategies, high-frequency words, phonics skills, and grammar usage, mechanics, as well as writing.	Share results with principal, teacher, and reading consultant to determine plan for instruction and professional development. This assessment may also be used for placement in small flexible leveled reading groups.
*	CPS Math Assessment	To assess student's knowledge and skill level of GLEs in computation, concept development, & problem solving.	Share results with principal, teacher, and math coaches to inform instruction and plan for professional development.
	Key Math 3 Diagnostic Assessment	To diagnose and determine instructional program aligned with diagnosis	Use to determine student strengths and needs and provide additional support and practice. Also used for progress monitoring.

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GRADE	ASSESSMENT	PURPOSE/DESCRIPTION	UTILIZATION
2	P.A.L.S. (Phonological Awareness Literacy Screening)	To measure children's knowledge of fundamental literacy skills	Share results with principal, teacher, and reading consultant to determine and implement plan for instruction. Spring Test results are also used to determine placement in After School/Summer Literacy Program.
	PLP Students RIGBY	To determine progress in reading and achievement in skill instruction and comprehension	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement.
	Children's Progress Academic Assessment (CPAA) Reading and Math	To monitor and track child's progress throughout the school year	Software which helps teachers construct effective curriculum and develop effective intervention strategies
	Scott Foresman Unit Benchmark Assessment and baseline (Scores from Units 1-5 will be collected at the end of each quarter – all 6 Units may be administered at the teacher's discretion) Scott Foresman Baseline optional for Grades 1 & 2	To assess student's comprehension skills, vocabulary strategies, high-frequency words, phonics skills, and grammar usage, mechanics, as well as writing.	Share results with principal, teacher, and reading consultant to determine student skill/strategies acquisition and needs. This assessment may also be used for placement in small flexible leveled reading groups.
*			
	CPS Math Assessment	To assess student's knowledge and skill level of GLEs in computation, concept development, & problem solving.	Share results with principal, teacher, and math coaches to inform instruction and plan for professional development.
	Key Math 3 Diagnostic Assessment	To diagnose and determine instructional program aligned with diagnosis	Use to determine student strengths and needs and provide additional support and practice. Also used for progress monitoring.

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GRADE	ASSESSMENT	PURPOSE/DESCRIPTION	UTILIZATION
3	Scott Foresman Unit Benchmark Assessment and baseline (Scores from Units 1-5 will be collected at the end of each quarter – all 6 Units may be administered at the teacher’s discretion)	To assess student’s comprehension skills, vocabulary strategies, high-frequency words, phonics skills, and grammar usage, mechanics, as well as writing.	Share results with principal, teacher, and reading consultant to determine student skill/strategies acquisition and needs. This assessment may also be used for placement in small flexible leveled reading groups.
	STAR Reading	To determine percentile rank, student placement, progress monitoring and growth measurement	Use for making instructional decisions based on data in order to differentiate and plan interventions for all students
	PLP Students Rigby/F & P Benchmarks	To determine student’s reading levels and gather data on student’s needs for instructional grouping	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement.
	State Assessment NECAP (New England Common Assessment Program) October - ELA Math	State assessment program aligned with academic content and student achievement standards/GLEs	Determine AYP (adequate yearly progress) of all students in terms of State’s student academic achievement standards/GLEs To assist in providing optimal instruction and opportunity for each student to reach his or her educational potential
	PTS3 (math)	Determines student proficiency based on State Standards (GLEs). Helps to identify struggling students	Focus instruction on groups of students to differentiate and plan interventions
	CPS Math Assessment	To assess student’s knowledge and skill level of GLEs in computation, concept development, & problem solving.	Share results with principal, teacher, and math coaches to inform instruction and plan for professional development.
	Key Math 3 Diagnostic Assessment	To diagnose and determine instructional program aligned with diagnosis	Use to determine student strengths and needs and provide additional support and practice. Also used for progress monitoring.

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GRADE	ASSESSMENT	PURPOSE/DESCRIPTION	UTILIZATION
4	Scott Foresman Unit Benchmark Assessment and baseline (Scores from Units 1-5 will be collected at the end of each quarter – all 6 Units may be administered at the teacher’s discretion)	To assess student’s comprehension skills, vocabulary strategies, high-frequency words, phonics skills, and grammar usage, mechanics, as well as writing.	Share results with principal, teacher, and reading consultant to determine student skill/strategies acquisition and needs. This assessment may also be used for placement in small flexible leveled reading groups.
	STAR Reading	To determine percentile rank, student placement, progress monitoring and growth measurement	Use for making instructional decisions based on data in order to differentiate and plan interventions for all students
	PLP Students F & P Benchmarks	To determine student’s reading levels and gather data on student’s needs for instructional grouping	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement.
	State Assessment NECAP (New England Common Assessment Program) October – ELA Math May - Science	State assessment program aligned with academic content and student achievement standards/GLEs	Determine AYP (adequate yearly progress) of all students in terms of State’s student academic achievement standards/GLEs To assist in providing optimal instruction and opportunity for each student to reach his or her educational potential
	PTS3 (math)	Determines student proficiency based on State Standards (GLEs). Helps to identify struggling students	Focus instruction on groups of students to differentiate and plan interventions
	CPS Math Assessment	To assess student’s knowledge and skill level of computation, concept development, & problem solving.	Share results with principal, teacher, and math coaches to inform instruction and plan for professional development.
	FAST Math quarterly report	To assess targeted students’ math fact fluency	Share results with principal, teacher, and math coaches to inform instruction and plan for professional development.
	Key Math 3 Diagnostic Assessment - at risk students	To diagnose and determine instructional program aligned with diagnosis	Use to determine student strengths and needs and provide additional support and practice. Also used for progress monitoring.
Momentum Math – at risk students	To monitor student progress and plan for an appropriate instructional path.	Provide scaffolded intervention targeting instruction where students need most	

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GRADE	ASSESSMENT	PURPOSE/DESCRIPTION	UTILIZATION
5	Scott Foresman Unit Benchmark Assessment and baseline (Scores from Units 1-5 will be collected at the end of each quarter – all 6 Units may be administered at the teacher’s discretion)	To assess student’s comprehension skills, vocabulary strategies, high-frequency words, phonics skills, and grammar usage, mechanics, as well as writing.	Share results with principal, teacher, and reading consultant to determine student skill/strategies acquisition and needs. This assessment may also be used for placement in small flexible leveled reading groups.
	STAR Reading	To determine percentile rank, student placement, progress monitoring and growth measurement	Use for making instructional decisions based on data in order to differentiate and plan interventions for all students
	PLP Students F & P Benchmarks	To determine student’s reading levels and gather data on student’s needs for instructional grouping	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement.
	State Assessment NECAP (New England Common Assessment Program) October – ELA Math, Writing	State assessment program aligned with academic content and student achievement standards/GLEs	Determine AYP (adequate yearly progress) of all students in terms of State’s student academic achievement standards/GLEs To assist in providing optimal instruction and opportunity for each student to reach his or her educational potential
	PTS3 (math)	Determines student proficiency based on State Standards (GLEs). Helps to identify struggling students	Focus instruction on groups of students to differentiate and plan interventions
	CPS Math Assessment	To assess student’s knowledge and skill level of computation, concept development, & problem solving.	Share results with principal, teacher, and math coaches to inform instruction and plan for professional development.
	FAST Math quarterly report	To assess targeted students’ math fact fluency	Share results with principal, teacher, and math coaches to inform instruction and plan for professional development.
	Key Math 3 Diagnostic Assessment	To diagnose and determine instructional program aligned with diagnosis	Use to determine student strengths and needs and provide additional support and practice. Also used for progress monitoring.
	Momentum Math – at risk students	To monitor student progress and plan for an appropriate instructional path.	Provide scaffolded intervention targeting instruction where students need most

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GRADE	ASSESSMENT	PURPOSE/DESCRIPTION	UTILIZATION
6	Scott Foresman Unit Benchmark Assessment and baseline (Scores from Units 1-5 will be collected at the end of each quarter – all 6 Units may be administered at the teacher’s discretion)	To assess student’s comprehension skills, vocabulary strategies, high-frequency words, phonics skills, and grammar usage, mechanics, as well as writing.	Share results with principal, teacher, and reading consultant to determine student skill/strategies acquisition and needs. This assessment may also be used for placement in small flexible leveled reading groups.
	State Assessment NECAP (New England Common Assessment Program) October – ELA Math	State assessment program aligned with academic content and student achievement standards/GLEs	Determine AYP (adequate yearly progress) of all students in terms of State’s student academic achievement standards/GLEs To assist in providing optimal instruction and opportunity for each student to reach his or her educational potential
	STAR Reading	To determine percentile rank, student placement, progress monitoring and growth measurement	Use for making instructional decisions based on data in order to differentiate and plan interventions for all students
	PTS3 (math)	Determines student proficiency based on State Standards (GLEs). Helps to identify struggling students	Focus instruction on groups of students to differentiate and plan interventions
	PLP Students F & P Benchmarks	To determine student’s reading levels and gather data on student’s needs for instructional grouping	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement.
	Key Math 3 Diagnostic Assessment	To diagnose and determine instructional program aligned with diagnosis	Use to determine student strengths and needs and provide additional support and practice. Also used for progress monitoring.
	Momentum Math – at risk students	To monitor student progress and plan for an appropriate instructional path.	Provide scaffolded intervention targeting instruction where students need most

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GRADE	ASSESSMENT	PURPOSE/DESCRIPTION	UTILIZATION
7	State Assessment NECAP (New England Common Assessment Program) October – ELA Math	State assessment program aligned with academic content and student achievement standards/GLEs	Determine AYP (adequate yearly progress) of all students in terms of State's student academic achievement standards/GLEs To assist in providing optimal instruction and opportunity for each student to reach his or her educational potential
	STAR Reading	To determine percentile rank, student placement, progress monitoring and growth measurement	Use for making instructional decisions based on data in order to differentiate and plan interventions for all students
	PTS3 (math)	Determines student proficiency based on State Standards (GLEs). Helps to identify struggling students	Focus instruction on groups of students to differentiate and plan interventions
	PLP Students GANSKE Developmental Spelling Analysis	To assess orthographic word knowledge through spelling development.	For planning instruction in word identification and vocabulary skill building.
	Targeted & Intensive PLP Students GRADE (Group Reading Assessment & Diagnostic Evaluation)	To determine student strengths and weaknesses to plan for interventions on PLPs (vocabulary, decoding, comprehension)	Share results with principal and reading consultant to determine strengths and weaknesses and plan instruction for improvement of skills
	PLP Students F & P Benchmarks	To determine student's reading levels and gather data on student's needs for instructional grouping	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement.
	Screening Assessment Spreadsheet for some students with inconsistent scores to ensure proper placement	to ensure proper placement in Targeted or Intensive class	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement. Electronic copy to Literacy Office
	Progress Monitoring Spreadsheet for all PLP and Targeted students	to chart growth and ensure proper placement in Targeted or Intensive class	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement. Electronic copy to Literacy Office

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GRADE	ASSESSMENT	PURPOSE/DESCRIPTION	UTILIZATION
8	State Assessment NECAP (New England Common Assessment Program) October – ELA Math, Writing May - Science	State assessment program aligned with academic content and student achievement standards/GLEs	Determine AYP (adequate yearly progress) of all students in terms of State’s student academic achievement standards/GLEs To assist in providing optimal instruction and opportunity for each student to reach his or her educational potential
	STAR Reading	To determine percentile rank, student placement, progress monitoring and growth measurement	Use for making instructional decisions based on data in order to differentiate and plan interventions for all students
	PTS3 (math)	Determines student proficiency based on State Standards (GLEs). Helps to identify struggling students	Focus instruction on groups of students to differentiate and plan interventions
	PLP Students GANSKE Developmental Spelling Analysis	To assess orthographic word knowledge through spelling development.	For planning instruction in word identification and vocabulary skill building.
	Targeted & Intensive PLP Students GRADE (Group Reading Assessment & Diagnostic Evaluation)	To determine student strengths and weaknesses to plan for interventions on PLPs (vocabulary, decoding, comprehension)	Share results with principal and reading consultant to determine strengths and weaknesses and plan instruction for improvement of skills
	PLP Students SRI and /F & P Benchmark	To determine progress in reading and achievement in skill instruction and comprehension	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement.
	Screening Assessment Spreadsheet for some students with inconsistent scores to ensure proper placement	to ensure proper placement in Targeted or Intensive class	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement. Electronic copy to Literacy Office
	Progress Monitoring Spreadsheet for all PLP and Targeted students	to chart growth and ensure proper placement in Targeted or Intensive class	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement. Electronic copy to Literacy Office

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GRADE	ASSESSMENT	PURPOSE/DESCRIPTION	UTILIZATION
9	STAR Reading	To determine percentile rank, student placement, progress monitoring and growth measurement	Use for making instructional decisions based on data in order to differentiate and plan interventions for all students
	PTS3 (math)	Determines student proficiency based on State Standards (GLEs). Helps to identify struggling students	Focus instruction on groups of students to differentiate and plan interventions
	Targeted & Intensive PLP Students GRADE (Group Reading Assessment & Diagnostic Evaluation)	To determine student strengths and weaknesses to plan for interventions on PLPs (vocabulary, decoding, comprehension)	Share results with principal and reading consultant to determine strengths and weaknesses and plan instruction for improvement of skills
	Intensive PLP Students SRI	To determine progress in reading and achievement in skill instruction and comprehension	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement.
	Screening Assessment Spreadsheet for some students with inconsistent scores to ensure proper placement	to ensure proper placement in Targeted or Intensive class	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement. Electronic copy to Literacy Office
	Progress Monitoring Spreadsheet for all PLP and Targeted students	to chart growth and ensure proper placement in Targeted or Intensive class	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement. Electronic copy to Literacy Office
	Common Tasks and Comprehensive Course Assessments	Validates student proficiency in content areas for HS diploma	Teachers use to determine curriculum objectives, standards and GSEs met and to plan for instruction
	Digital Proficiency Portfolio	Evidence of achievement of HS Proficiency Requirements	Students use portfolio to present evidence of proficiency for graduation

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GRADE	ASSESSMENT	PURPOSE/DESCRIPTION	UTILIZATION
10	STAR Reading	To determine percentile rank, student placement, progress monitoring and growth measurement	Use for making instructional decisions based on data in order to differentiate and plan interventions for all students
	PTS3 (math)	Determines student proficiency based on State Standards (GLEs). Helps to identify struggling students	Focus instruction on groups of students to differentiate and plan interventions
	Targeted & Intensive PLP Students GRADE (Group Reading Assessment & Diagnostic Evaluation)	To determine student strengths and weaknesses to plan for interventions on PLPs (vocabulary, decoding, comprehension)	Share results with principal and reading consultant to determine strengths and weaknesses and plan instruction for improvement of skills
	Intensive PLP Students SRI	To determine progress in reading and achievement in skill instruction and comprehension	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement.
	Screening Assessment Spreadsheet for students with inconsistent scores	To ensure proper placement in Targeted or Intensive class	Share with Assistant Principal and Literacy Director to substantiate placement referral
	Progress Monitoring Spreadsheet for all PLP and Targeted students	to chart growth and ensure proper placement in Targeted or Intensive class	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement. Electronic copy to Literacy Office
	Common Tasks and Comprehensive Course Assessments	Validates student proficiency in content areas for HS diploma	Teachers use to determine curriculum objectives, standards and GSEs met and to plan for instruction
	Digital Proficiency Portfolio	Evidence of achievement of HS Proficiency Requirements	Students use portfolio to present evidence of proficiency for graduation

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GRADE	ASSESSMENT	PURPOSE/DESCRIPTION	UTILIZATION
11	State Assessment NECAP (New England Common Assessment Program) October – ELA Math, Writing May – Science	State assessment program aligned with academic content and student achievement standards/GLEs	Determine AYP (adequate yearly progress) of all students in terms of State’s student academic achievement standards/GLEs To assist in providing optimal instruction and opportunity for each student to reach his or her educational potential
	STAR Reading	To determine percentile rank, student placement, progress monitoring and growth measurement	Use for making instructional decisions based on data in order to differentiate and plan interventions for all students
	PLP Students GANSKE Developmental Spelling Analysis	To assess orthographic word knowledge through spelling development.	For planning instruction in word identification and vocabulary skill building.
	Targeted & Intensive PLP Students GRADE (Group Reading Assessment & Diagnostic Evaluation)	To determine student strengths and weaknesses to plan for interventions on PLPs (vocabulary, decoding, comprehension)	Share results with principal and reading consultant to determine strengths and weaknesses and plan instruction for improvement of skills
	Intensive PLP Students SRI	To determine progress in reading and achievement in skill instruction and comprehension	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement.
	Screening Assessment Spreadsheet for students with inconsistent scores	To ensure proper placement in Targeted or Intensive class	Share with Assistant Principal and Literacy Director to substantiate placement referral
	Progress Monitoring Spreadsheet for all PLP and Targeted students	to chart growth and ensure proper placement in Targeted or Intensive class	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement. Electronic copy to Literacy Office
	Common Tasks and Comprehensive Course Assessments	Validates student proficiency in content areas for HS diploma	Teachers use to determine curriculum objectives, standards and GSEs met and to plan for instruction
	Digital Proficiency Portfolio	Evidence of achievement of HS Proficiency Requirements	Students use portfolio to present evidence of proficiency for graduation

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GRADE	ASSESSMENT	PURPOSE/DESCRIPTION	UTILIZATION
12	PLP Students GANSKE Developmental Spelling Analysis	To assess orthographic word knowledge through spelling development.	For planning instruction in word identification and vocabulary skill building.
	Targeted & Intensive PLP Students GRADE (Group Reading Assessment & Diagnostic Evaluation)	To determine student strengths and weaknesses to plan for interventions on PLPs (vocabulary, decoding, comprehension)	Share results with principal and reading consultant to determine strengths and weaknesses and plan instruction for improvement of skills
	Intensive PLP Students SRI	To determine progress in reading and achievement in skill instruction and comprehension	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement.
	Progress Monitoring Spreadsheet for all PLP and Targeted students	to chart growth and ensure proper placement in Targeted or Intensive class	Share results with principal and reading consultant to determine to monitor progress and ensure proper student reading level placement. Electronic copy to Literacy Office
	Common Tasks and Comprehensive Course Assessments	Validates student proficiency in content areas for HS diploma	Teachers use to determine curriculum objectives, standards and GSEs met and to plan for instruction
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