

Appraisal

Entry

Record

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I help determine where the student will be placed in the program. I am the first assessment that determines all other assessments. As important as I am, I do not count as an “official” test. What am I?

I help determine where the student will be placed in the program. I am the first assessment that determines all other assessments. As important as I am, I do not count as an “official” test. What am I?

I help determine where the student will be placed in the program. I am the first assessment that determines all other assessments. As important as I am, I do not count as an “official” test. What am I?

I help determine where the student will be placed in the program. I am the first assessment that determines all other assessments. As important as I am, I do not count as an “official” test. What am I?

I help determine where the student will be placed in the program. I am the first assessment that determines all other assessments. As important as I am, I do not count as an “official” test. What am I?

I help determine where the student will be placed in the program. I am the first assessment that determines all other assessments. As important as I am, I do not count as an “official” test. What am I?

I help determine where the student will be placed in the program. I am the first assessment that determines all other assessments. As important as I am, I do not count as an “official” test. What am I?

I help determine where the student will be placed in the program. I am the first assessment that determines all other assessments. As important as I am, I do not count as an “official” test. What am I?

I help determine where the student will be placed in the program. I am the first assessment that determines all other assessments. As important as I am, I do not count as an “official” test. What am I?

I help determine where the student will be placed in the program. I am the first assessment that determines all other assessments. As important as I am, I do not count as an “official” test. What am I?

I hold the student information. I have the student's background information, demographic data and information about the program and class they will attend. What am I?

I hold the student information. I have the student's background information, demographic data and information about the program and class they will attend. What am I?

I hold the student information. I have the student's background information, demographic data and information about the program and class they will attend. What am I?

I hold the student information. I have the student's background information, demographic data and information about the program and class they will attend. What am I?

I hold the student information. I have the student's background information, demographic data and information about the program and class they will attend. What am I?

I hold the student information. I have the student's background information, demographic data and information about the program and class they will attend. What am I?

I hold the student information. I have the student's background information, demographic data and information about the program and class they will attend. What am I?

I hold the student information. I have the student's background information, demographic data and information about the program and class they will attend. What am I?

I hold the student information. I have the student's background information, demographic data and information about the program and class they will attend. What am I?

I hold the student information. I have the student's background information, demographic data and information about the program and class they will attend. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?

I am the keystone test for the student during the year. My results help determine the reading or listening skills the student has and doesn't have, and is the basis for all subsequent tests administered in the fiscal year. I am required for state funding. What am I?



I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I hold student information. I have the hours the student has completed in the class, the goals that were met and the reason why I have been completed. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?

I may be one test or several tests. I am used to monitor student progress and to help teachers decide which reading or listening skills to focus on in class before I am used again. I am required for state funding. What am I?