## Establishing a Fully Aligned System of Standards and Assessments in Nevada

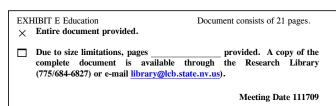
Cynthia Sharp, CRT/HSPE Consultant & Assistant Director

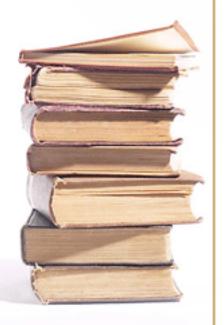
and

Carol J. Crothers, Director

Office of Assessments, Program Accountability and Curriculum

Nevada Department of Education





#### First, a Little Background

- 1977 NV Legislature established High School Proficiency Exam (HSPE)
- In the 1980's Nevada High School Proficiency Exam (HSPE) Writing, Reading, Mathematics

 1994 -Reauthorization of Elementary and Secondary Education Act (ESEA), requiring states to have standardsbased assessments



### Background (cont)

 1997 - Council to Establish Academic Standards is established by the Legislature

First graduating class impacted by" new HSPE" based on 1994 course of study

Nevada Education Reform Act (NERA) passed by Legislature

#### Background (cont)

- 1998 -Standards developed and approved by Standards Council, adopted by State Board of Education
  - English Language Arts (ELA)
    - Reading
    - Writing
  - Mathematics
  - Science
  - Social Studies
- Implementation of Nevada Education Reform Act (NERA) passed by Legislature in 1997

#### Background (cont)

 1999-2000 Development of new HSPE based on 1998 standards

 2002 -Passage of the federal No Child Left Behind Act

 Mandated use of Criterion-Referenced Tests (CRTs)

- Required development of CRTs in:
  - Grades 3-8 and HS in Reading and Mathematics
  - One science test in each grade span of 3-5, 6-8, and H

#### What Are Standards?

 Standards define what students should know and be able to do, assessments determine when these skills should be mastered.

 Districts ensure that students have the opportunity to experience the standards through instruction.

 HSPE and CRTs – measure a subset of the content defined by the standards

#### **Recent Standards Activities**

2005: Science Revision

2006: Mathematics Revision

2007: ELA Revision

2009: Social Studies Revision

2009: ELA Clarification\*

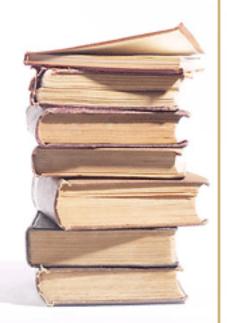
\*Required activity under Compliance Agreement with United States Department of Education

## Standards Are Dynamic Documents and Require Periodic Revision

 Nevada's revision cycle was originally tied to the adoption of textbooks/instructional materials

 Adjust curriculum and instruction to reflect best practice and research

 Revision and assessment activities require time for implementation



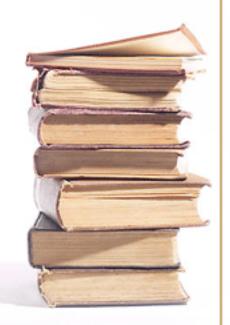
# Current Schedule for Revision of Academic Standards (Based on 7-yr Cycle)

2011: Science

2012: Mathematics

• 2013: ELA

2014: Social Studies



# Impact on Assessment Development (Using Proposed Science Schedule as an Example)

Completed By:

Revision of Standards - July 2011

Public Comment Period - Aug 2011

Adopted by Council and Board - Nov 2011

Develop assessment Design - Jan 2012

Item Writing - May 2012

Content Review of Items - June 2012

Item Reconciliation - July 2012

Bias Review of Items - Aug 2012

Develop Instructional Materials - Aug 2012

Field Items are assessed - Spr 2013

Live (Operational) assessment - Spr 2014

Standard Setting (Proficiency Levels) - May 2014



## Standards and Assessment Development Schedule

 Assessment Activities Apply to Both the Alternate and General Ed Assessment in:

 Reading & Mathematics, grades 3-8 and HS (14 assessments)

 Science and Writing,\* grades 5, 8, and HS (6 assessments)

\*Assessment activities and timeline differ because of the nature of the General Ed writing assessment

#### Challenges to School Districts

- District textbook adoption policies do not necessarily align with standards revision process
- Develop materials to support revised standards to provide opportunity to learn

 Professional development and dissemination of changes to curriculum and instruction based on revision of standards

 Time to complete all activities associated with standard and assessment activities

### **Standard Setting Process**

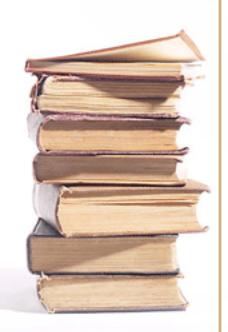
(Determination of Achievement Levels)

- "New" assessments are administered to students
  - The United States Department of Education (USDOE) expects states to standard set when standards and assessments are changed.
- Nevada's Technical Advisory Committee has suggested standards setting when the construct of the assessment changes

#### **Standard Setting Process (cont)**

 Using actual assessment items and student data, Nevada educators and stakeholders are assembled to make recommendations regarding the proficiency cuts for each grade level

 Student responses are collected and analyzed by assessment vendor



#### **Standard Setting Process (cont)**

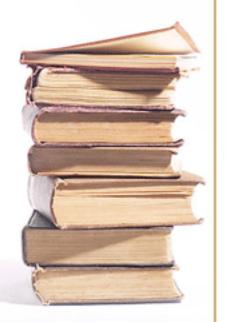
 Recommended proficiency cuts are presented to State Board of Education

 State Board reviews impact data and recommendations to adopt cut scores for each proficiency level

 Adopted scores are then mapped onto a scale (i.e. 100 – 500) to be used in reporting student results

#### **Standard Setting Process (cont)**

- Standard setting Plan
- Spring 2010 standard setting for Mathematics, Science, and the Alternate Assessments (Mathematics, Science and ELA)
- Spring 2011 standard setting for Reading



#### Challenges for Nevada Department of Education

 Disseminate information about the standards and assessments

 Ensure that educators and stakeholders share an understanding of the intent, depth and breadth of the standards

 Establishing a fully aligned system (curriculum - standards - \*assessments)

\* compliance agreement/best practice

#### Challenges for Nevada Department of Education

- Limited content/assessment staff
  - Mathematics (2\*)
    - K-12 standards and 14 assessments
  - Reading and Writing (3\*)
    - K-12 standards and 15 assessments
  - Science (1)
    - K-12 standards and 4 assessments
  - CRT/HSPE consultant (1)

over sees all content and assessments (3-8

HSPE)

\*staff size "Increase" based on internal restructuring due to increasing demands

### Anticipated Impacts of National Core Standards

 Alignment study to compare Nevada's standards to national standards

- Standards revision committees would meet to address differences
  - Add "missing" standards
  - Determine which "extra" standards should be kept



## Anticipated Impacts of National Core Standards (Cont)

- Much of the standards and assessment activities described in previous slides would start over
- A decision would have to be made regarding revision of both math and ELA standards, or use a staggered approach as is currently followed
- A decision about Science revision would have to be made

## Anticipated Impacts of National Core Standards (Cont)

- These decisions will affect assessment activities for both the general and alternate assessments
  - Increased cost to assessment contract
  - NDE and school district staff impact
  - Additional training and PD for schools and teachers