

9

Testing in Nevada Public Schools

Background

The following table presents the current statewide assessment system in Nevada:

Current System of Statewide Examinations for Nevada's Students 2012–2013 Testing Schedule										
	Grade									
	3	4	5	6	7	8	9	10	11	12
National Assessment of Education Progress (NAEP) ¹		▲				▲				▲
Nevada Analytical Writing Examination (NAWE) ²			▲			▲			▲	▲
High School Proficiency Examination (HSPE) (reading, math, and science) ³								▲	▲	▲
Nevada Criterion-Referenced Tests (CRTs) (reading, math, and science) ⁴	▲	▲	▲	▲	▲	▲				
Current System of Statewide Examinations for <i>Special Student Populations</i>										
Nevada Alternate Assessment (NAA) ⁵	▲	▲	▲	▲	▲	▲			▲	
English Language Proficiency Assessment (ELPA) ⁶	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲

¹ The NAEP is a federal testing program that is administered to a sample of schools.

² The Writing Examinations in grades 11 and 12 are part of the HSPE. Only those 12th graders who have failed the Writing Examination in grade 11 are required to take the examination.

³ The Class of 2010 was the first class required to pass the science portion of the HSPE.

⁴ In order to prepare students to take the science portion of the HSPE, pupils in grades 5 and 8 are now required to take a science CRT.

⁵ Eligible students are only required to participate in the NAA once during high school; participation must occur during the 11th grade school year.

⁶ All Limited English Proficient (LEP) students (K through 12) must take the ELPA to determine English proficiency.

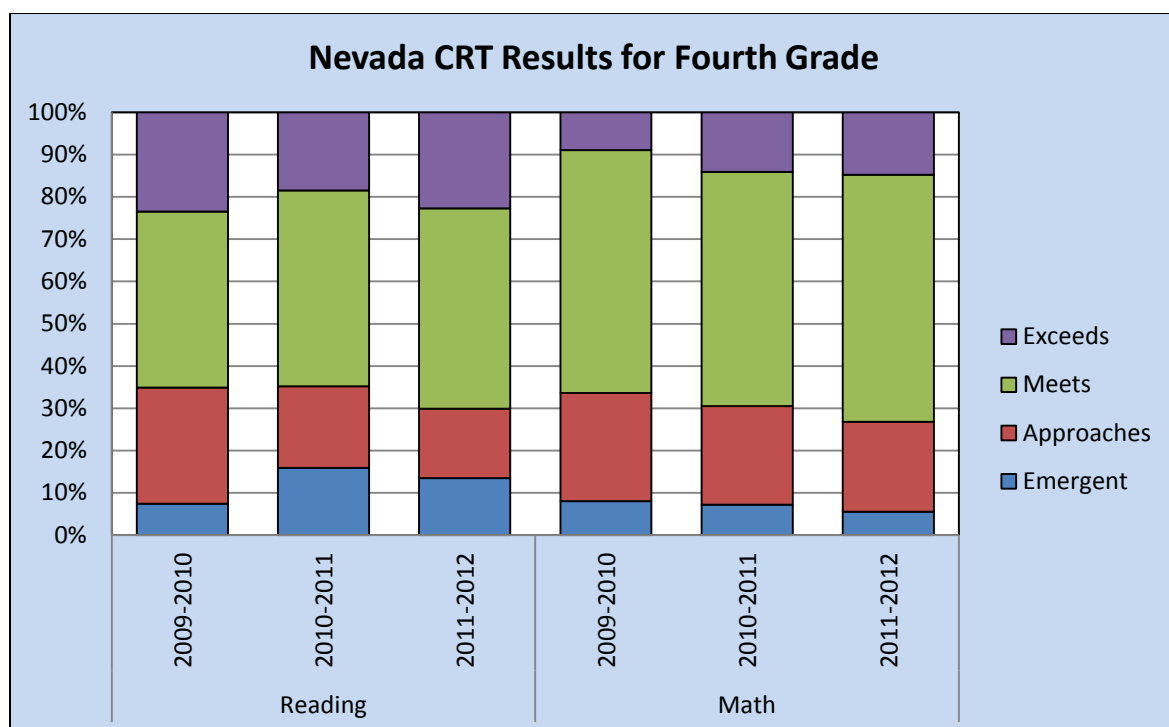
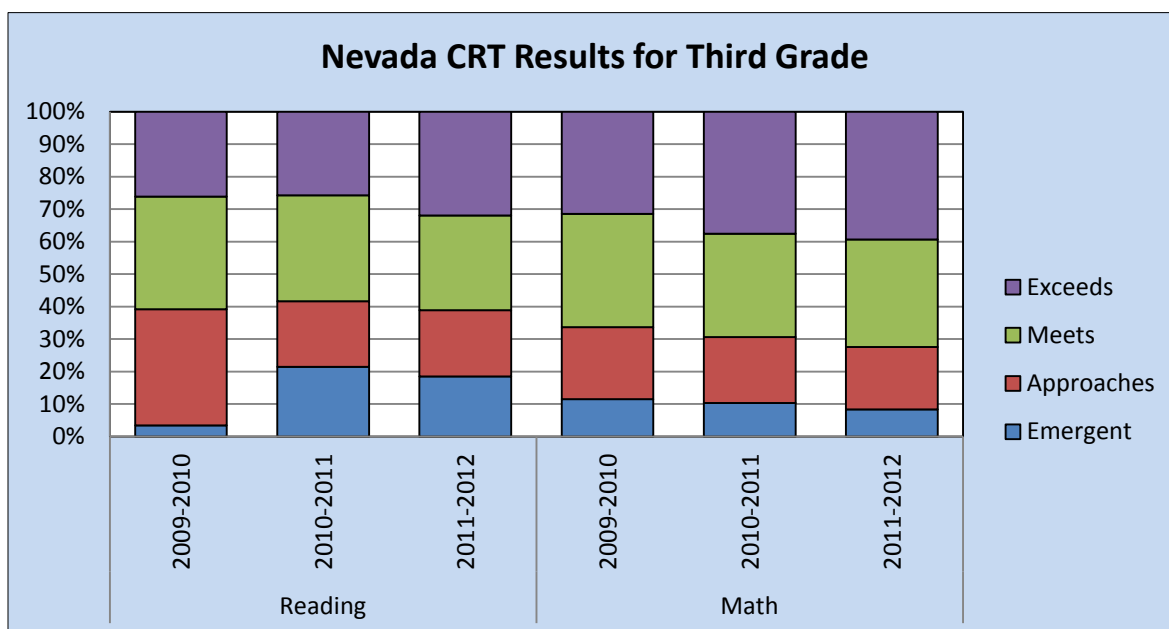
Criterion-Referenced Tests (CRTs)—Background

Criterion-referenced tests (CRTs) are intended to measure how well a student has learned the State's academic standards. Student achievement is broken down into four levels of proficiency:

Emergent/Developing <ul style="list-style-type: none">• Student occasionally/does not apply skills/strategies and requires extensive remediation.
Approaches Standard <ul style="list-style-type: none">• Student inconsistently/incompletely applies skills/strategies and requires targeted remediation.
Meets Standard <ul style="list-style-type: none">• Student consistently applies skills/strategies without need for remediation.
Exceeds Standard <ul style="list-style-type: none">• Student comprehensively/consistently applies and generalizes skills/strategies in a variety of situations.

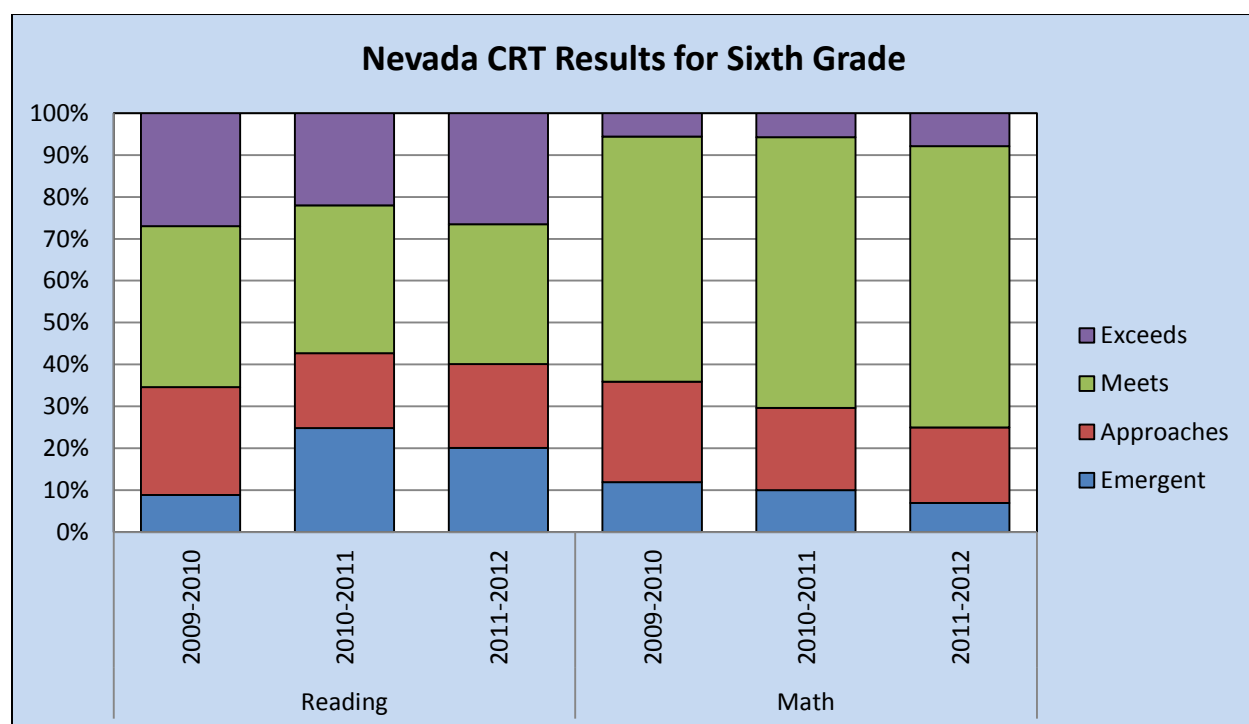
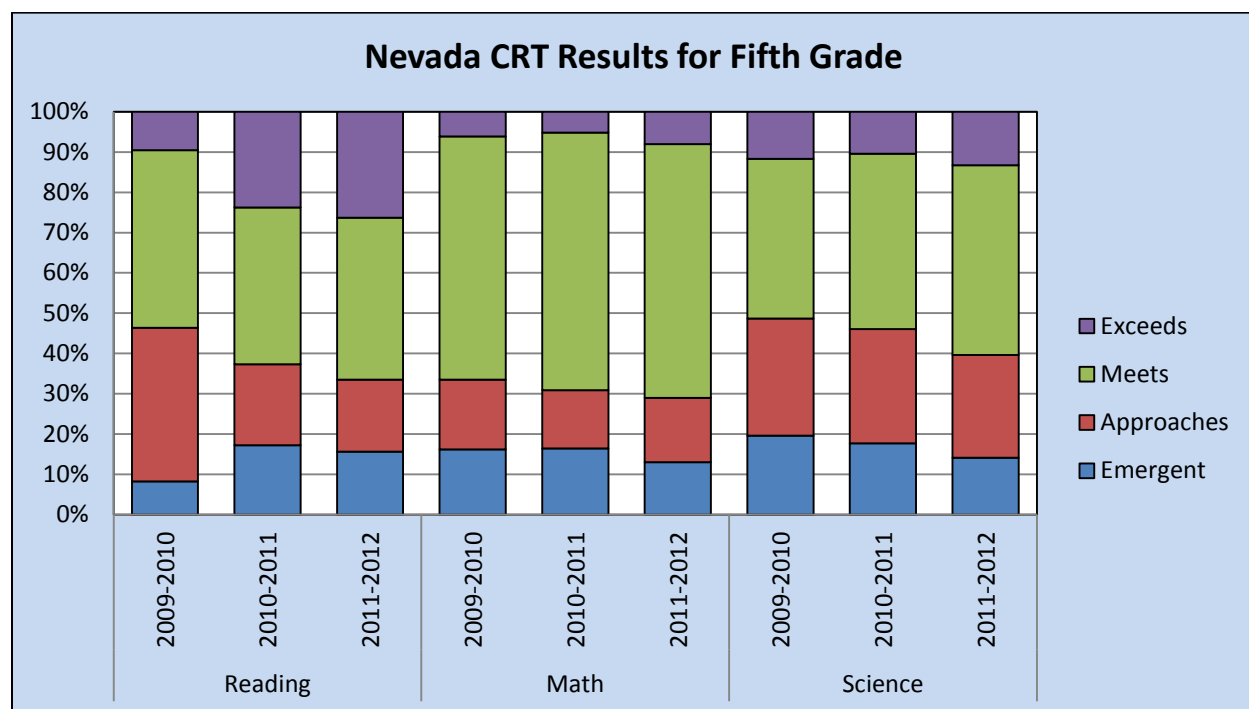
With Nevada's adoption of the Common Core State Standards (CCSS) in June 2010, a plan for developing an assessment system that would be aligned to the CCSS was recommended. To this end, Nevada's Department of Education joined the Smarter Balanced Assessment Consortium (SBAC) to develop the new assessment system. Beginning with the 2014–2015 school year, the current CRTs will be replaced with assessments created through the SBAC. A description of the SBAC follows CRT performance data in this chapter. For additional information concerning the CCSS, please see Chapter 7, *Nevada's Compliance with Federal and State Education Programs*.

Referenced Tests (CRTs)—Grades 3 and 4



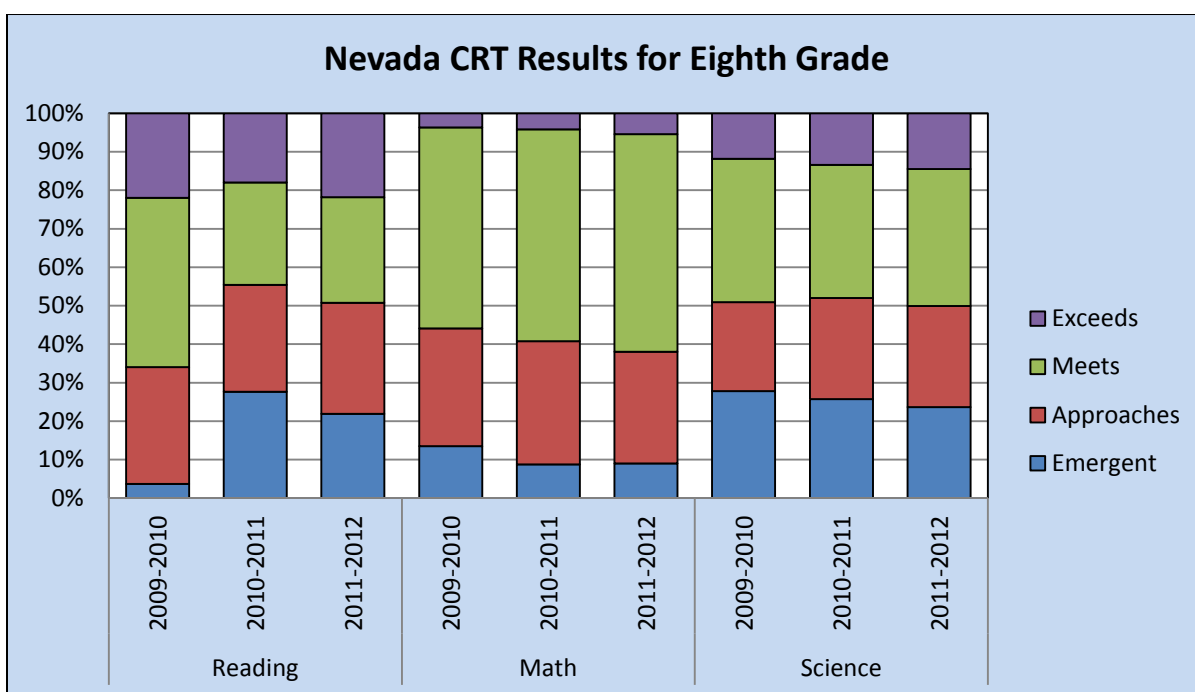
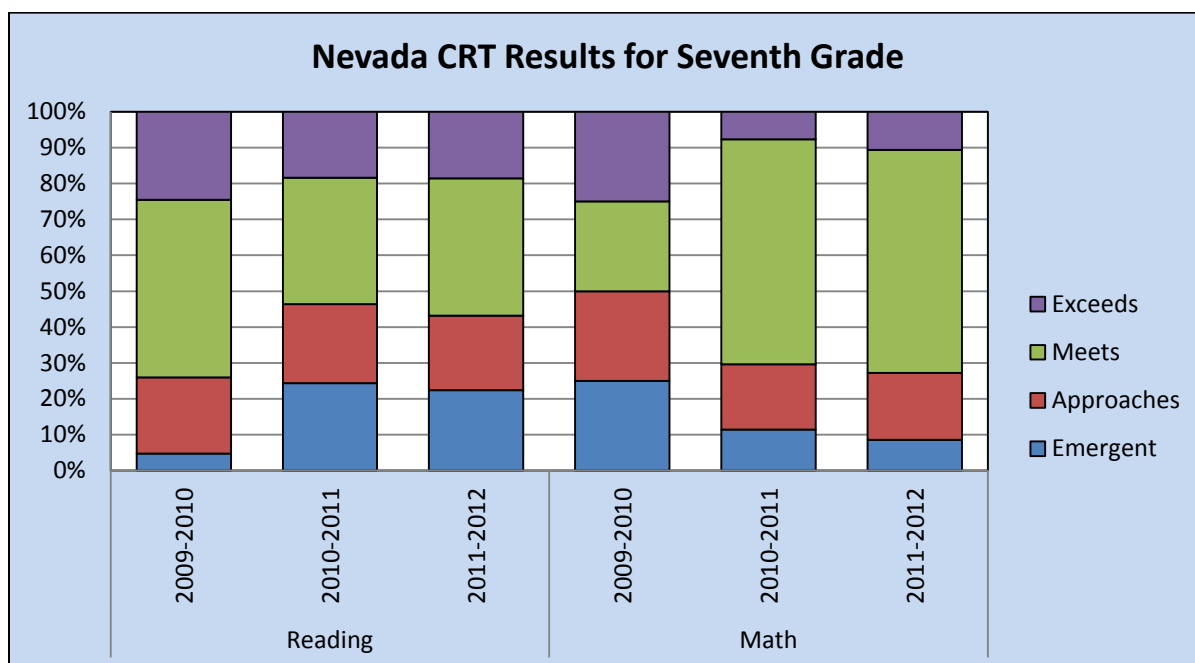
Source: DOE, Nevada Report Card Database: State Profile, various years.

Criterion-Referenced Tests (CRTs)—Grades 5 and 6



Source: DOE, Nevada Report Card Database: State Profile, various years.

Criterion-Referenced Tests (CRTs)—Grades 7 and 8



Source: DOE, *Nevada Report Card Database: State Profile*, various years.

Smarter Balanced Assessment Consortium—Background

The Smarter Balanced Assessment Consortium (SBAC) is a state-led consortium that develops assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics. The assessments are designed to help prepare all students to graduate high school college- and career-ready.

There are 25 states within the SBAC, including the State of Nevada: Alabama, California, Connecticut, Delaware, Hawaii, Idaho, Iowa, Kansas, Maine, Michigan, Missouri, Montana, New Hampshire, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Washington, West Virginia, Wisconsin, and Wyoming.

The new assessment system is scheduled for implementation in the 2014–2015 school year. A set of sample assessment items and performance tasks are now available online at: <http://www.smarterbalanced.org/sample-items-and-performance-tasks/>.



Career Cluster: Hospitality and Tourism

Old Occupation Name: Ordinary Keeper

Current Occupation Name: Innkeeper with Fixed Prices

High School Proficiency Examination (HSPE)—Background

High School Proficiency Examination (HSPE) (NRS 389.015)

In order to receive a standard high school diploma in Nevada, a student must pass all portions of the HSPE and meet all other State and district requirements.

OR

As an alternative: If a student has failed to pass the HSPE at least three times, the student must pass the mathematics and reading subject areas of the HSPE, earn an overall grade point average (GPA) of at least 2.75 on a 4.0 grading scale, and satisfy alternative criteria that demonstrate proficiency in the subject areas on the examination that the pupil failed to pass.

The Nevada High School Proficiency Examination (HSPE) is aligned to Nevada’s Content Academic Standards. The HSPE has four sections: reading, writing, mathematics, and science. For purposes of utilizing the results of the HSPE under the NCLB, student achievement is broken down into the same four standards as the State CRTs:

1. Emergent/Developing—Student occasionally/does not apply skills/strategies and requires extensive remediation.
2. Approaches Standard—Student inconsistently/incompletely applies skills/strategies and requires targeted remediation.
3. Meets Standard—Student consistently applies skills/strategies without need for remediation.
4. Exceeds Standard—Student comprehensively/consistently applies and generalizes skills/strategies in a variety of situations.

READING—Students at the “Meets Standard” level in reading exhibit many and/or most of the following knowledge, skills, and abilities:

- Explain the relationship among elements of plot and/or settings;
- Explain how changing the point of view impacts elements of plot;
- Explain the author’s use of language, syntax, and stylistic devices;
- Explain the author’s use of irony; and
- Analyze the logic and/or support of an author’s argument, viewpoint, and/or perspective.

HSPE—Background (*continued*)

WRITING—Students at the “Meets Standard” level in writing exhibit many and/or most of the following knowledge, skills, and abilities:

- Write multiple-paragraph expository and persuasive essays;
- Focus and develop ideas with detail;
- Defend and/or persuade with support and clarity, using relevant evidence;
- Organize ideas coherently;
- Engage the audience through word choice; and
- Use varied sentence structures that contribute to style. Apply standard English grammar/usage and mechanics.

MATHEMATICS—Students at the “Meets Standard” level in mathematics exhibit many and/or most of the following knowledge, skills, and abilities:

- Estimate values of radical and exponential expressions and/or perform scalar multiplication on matrices;
- Solve problems involving functions;
- Interpret consumer data; and
- Use various statistical measures to analyze data, make inferences, and/or draw conclusions.

SCIENCE—Students at the “Meets Standard” level in reading exhibit many and/or most of the following knowledge, skills, and abilities:

- Design experiments with given variables;
- Develop and use simple models to make predictions;
- Apply laws of motion to systems of objects;
- Describe energy flow and transformation in living and nonliving systems. Identify structures and functions of components of a cell system; and
- Identify how changes in greenhouse gases influence weather and climate.

HSPE—States With Mandatory High School Exit Examinations/End of Course Examinations, 2011–2012

Twenty-five states, including the State of Nevada, administered exit examinations in the 2011–2012 school year; a 26th state, Rhode Island, is planning to implement an exit examination requirement for the class of 2014. The exit examination administered in Nevada is a comprehensive exit exam, which assesses multiple subjects on the same test.

End-of-Course (EOC) Examinations: The use of EOC examinations continues to grow in popularity. In recent years, several states have shifted from using comprehensive exit exams, such as those administered in Nevada, to EOC examinations, which test students' mastery of the content of a particular course. Nine states required students to pass EOC examinations to graduate during the 2011–2012 school year, an increase from just two states with EOC exit examinations in the 2001–2002 school year. The states that use EOC examinations for graduation purposes are: Arkansas, Indiana, Louisiana, Maryland, Massachusetts, Mississippi, New York, Oklahoma, and Virginia.



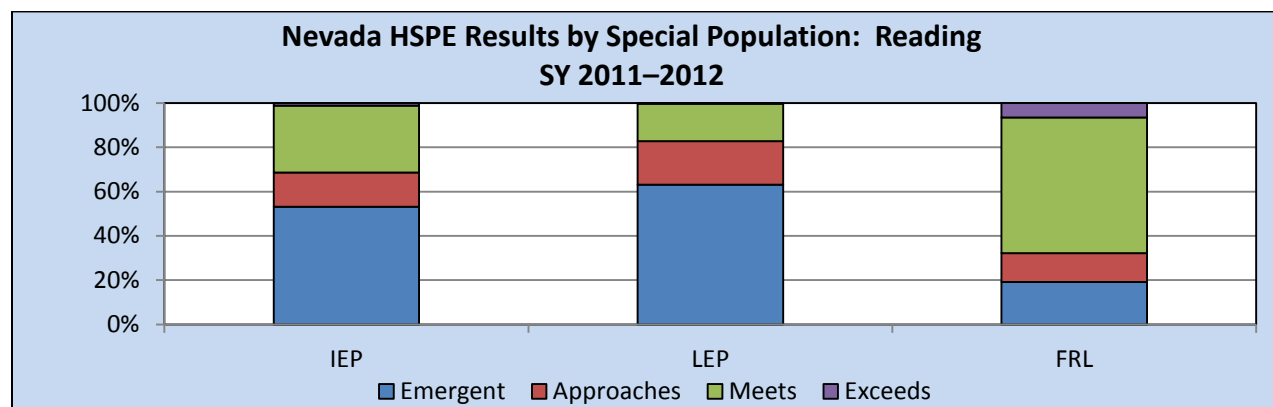
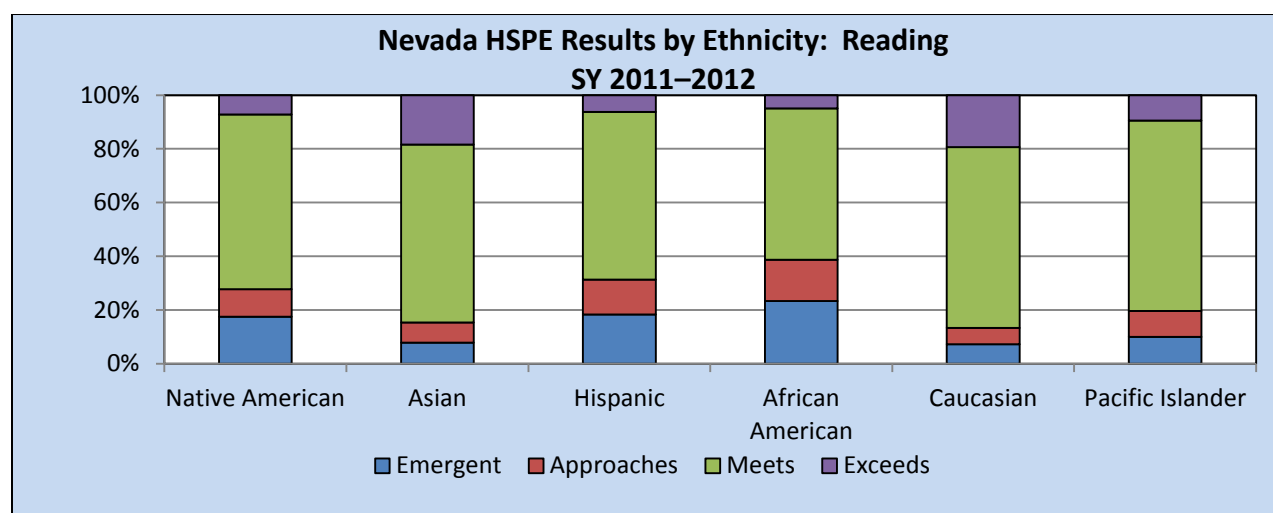
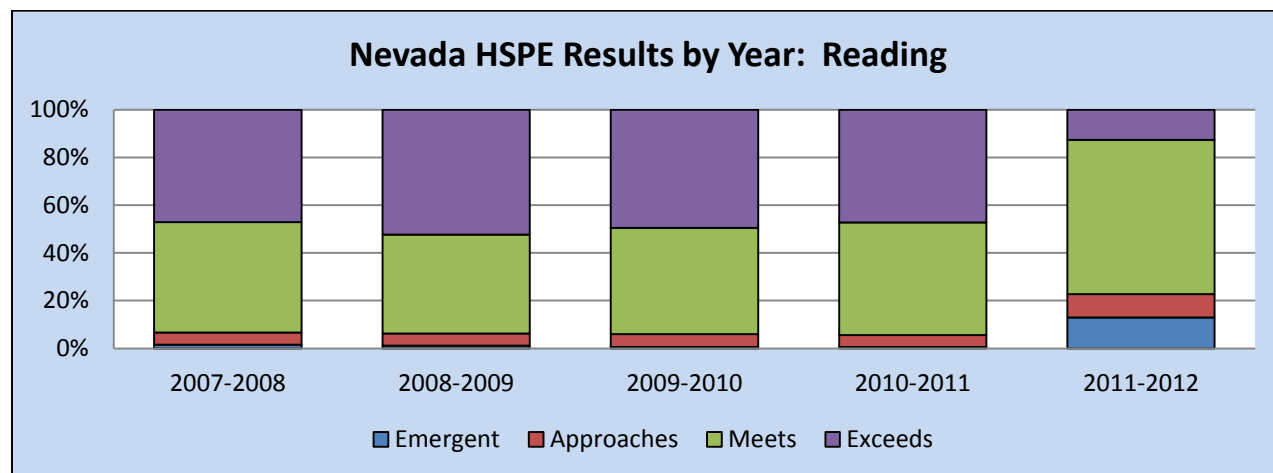
States with current or planned high school exit exam policies that students must pass to receive a high school diploma

26 States

Alabama, Alaska, Arizona, Arkansas, California, Florida, Georgia, Idaho, Indiana, Louisiana, Maryland, Massachusetts, Minnesota, Mississippi, **NEVADA**, New Jersey, New Mexico, New York, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, Texas, Virginia, and Washington

Source: Center on Education Policy, *State High School Exit Exams: A Policy in Transition*, September 2012.

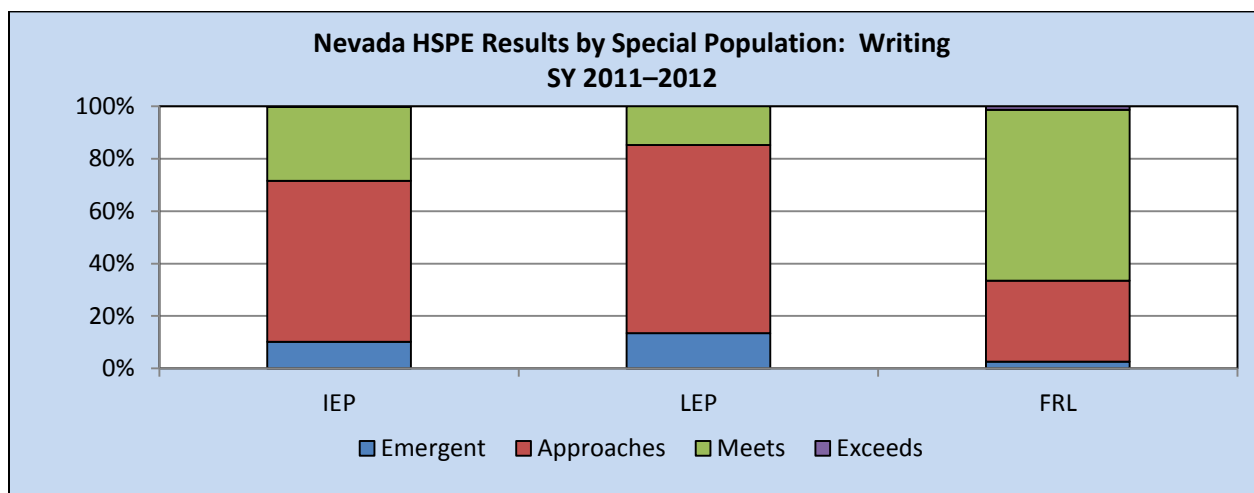
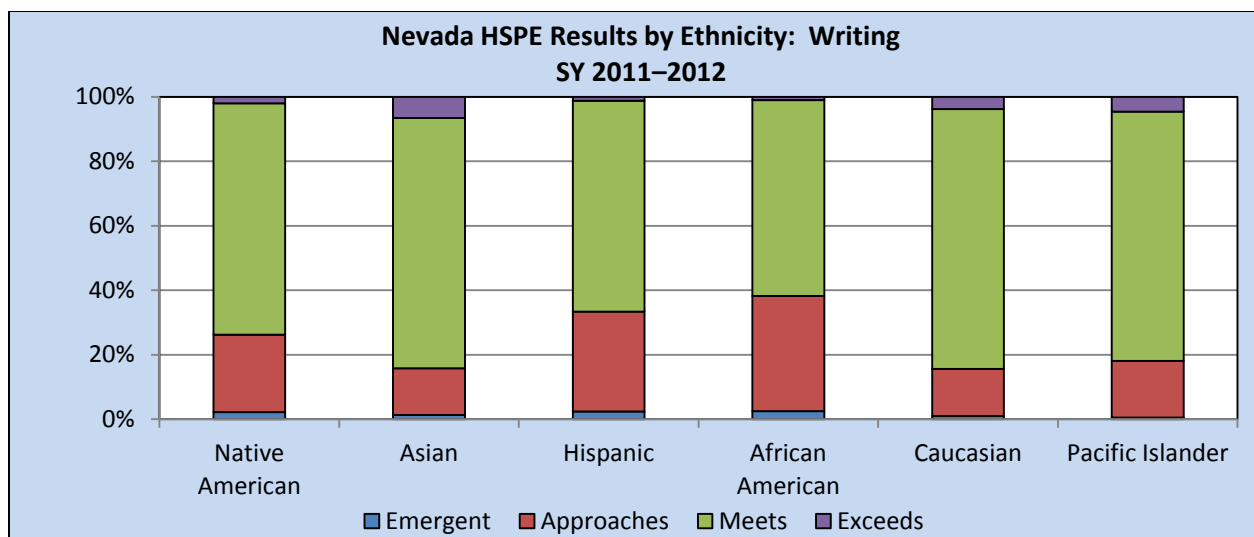
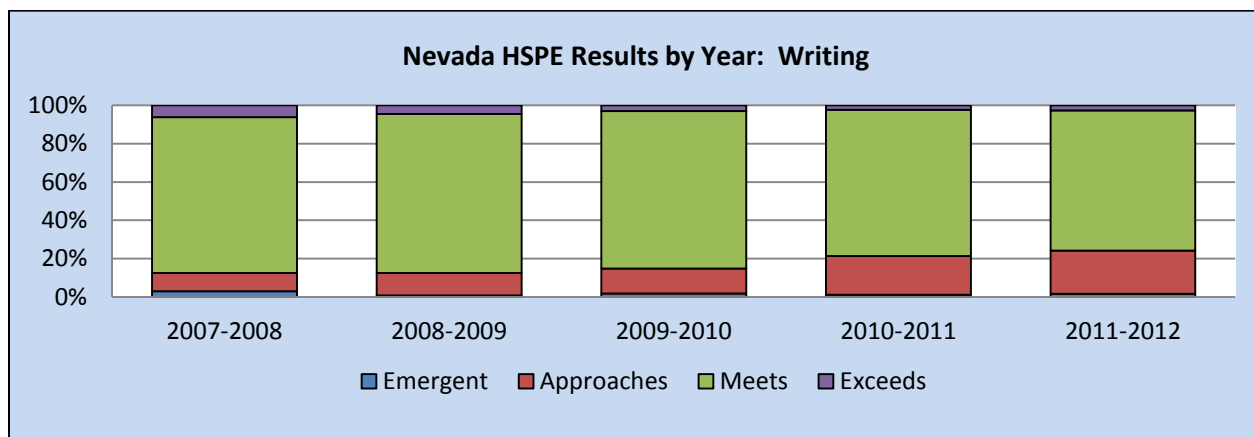
HSPE Proficiency Results in Nevada—Reading



Source: DOE, *Nevada Report Card Database: State Profile*, various years.

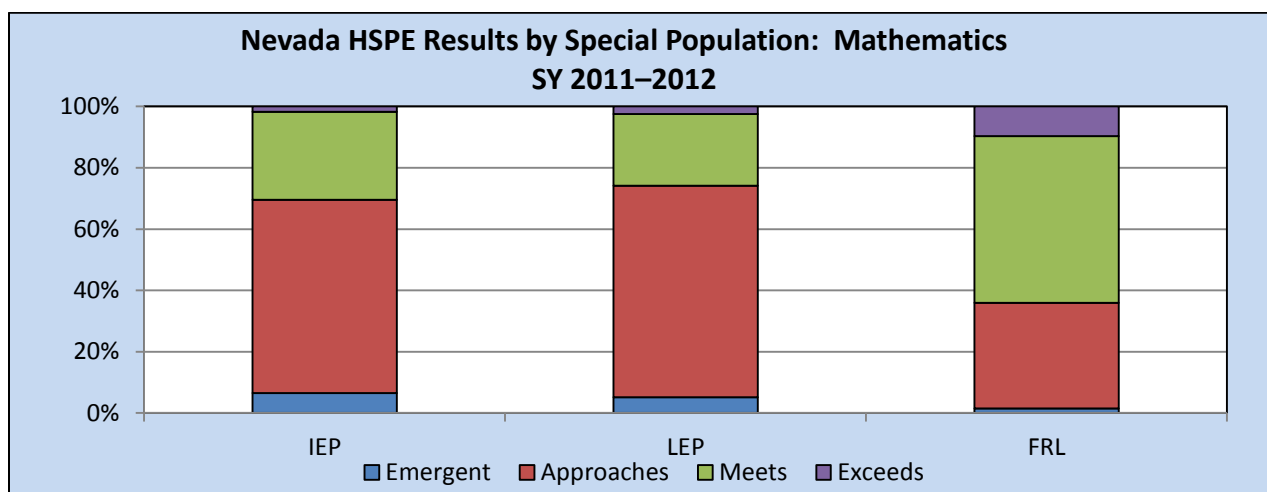
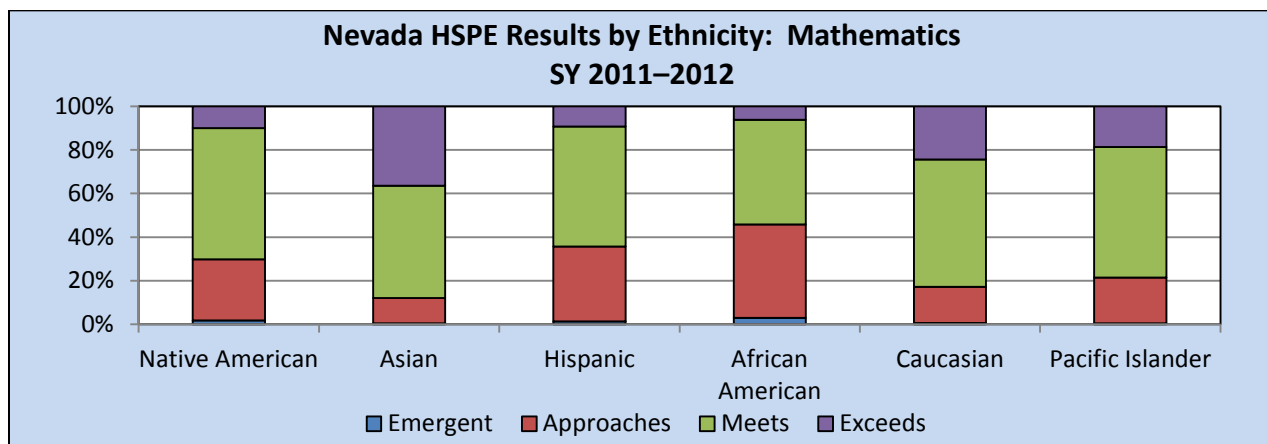
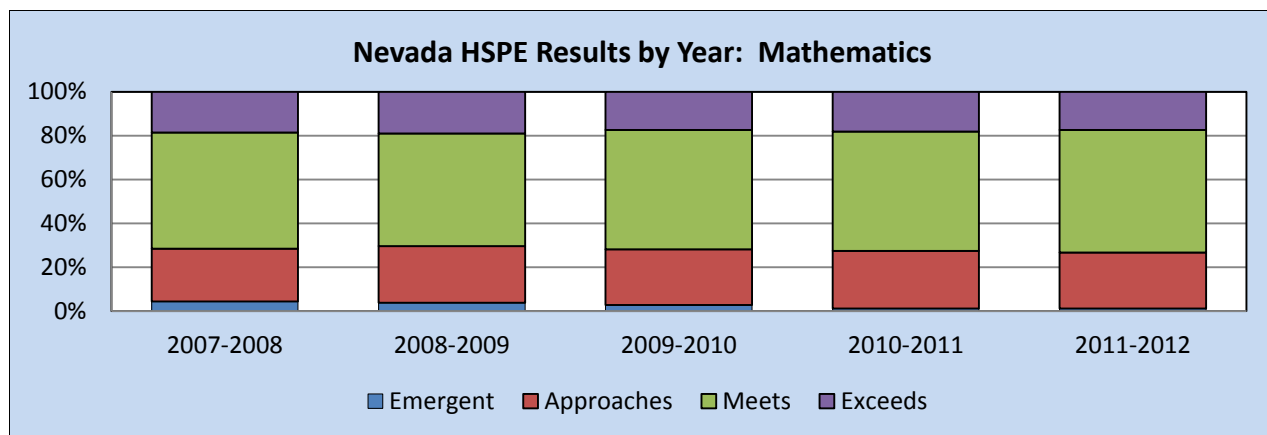
Note: The proficiency rates for the HSPE in reading represent cumulative data from a student's first opportunity to pass the assessments in grade 10 through the student's second opportunity in grade 11.

HSPE Proficiency Results in Nevada—Writing



Source: DOE, Nevada Report Card Database: State Profile, various years.

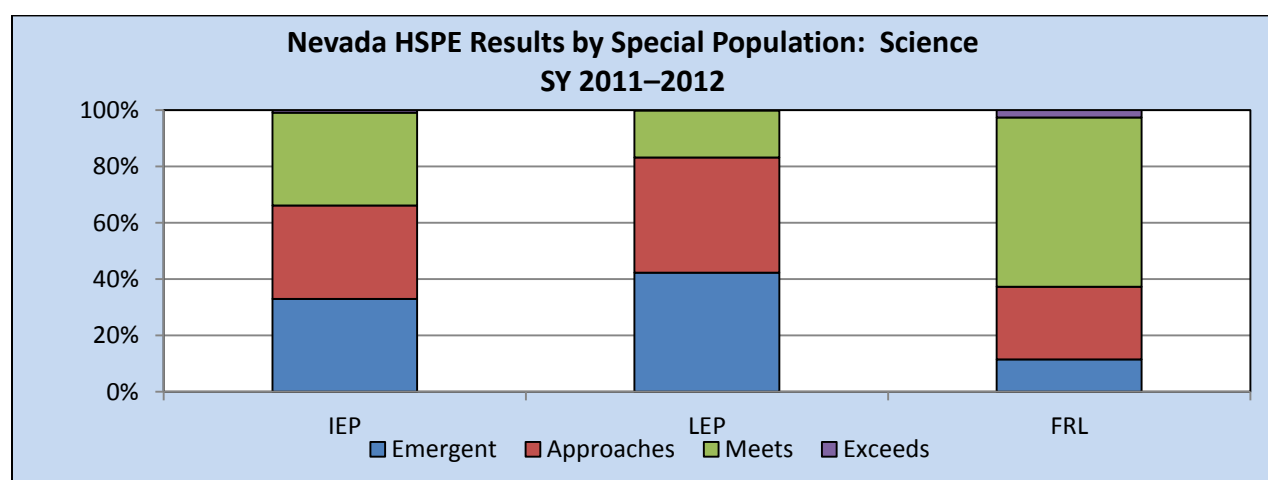
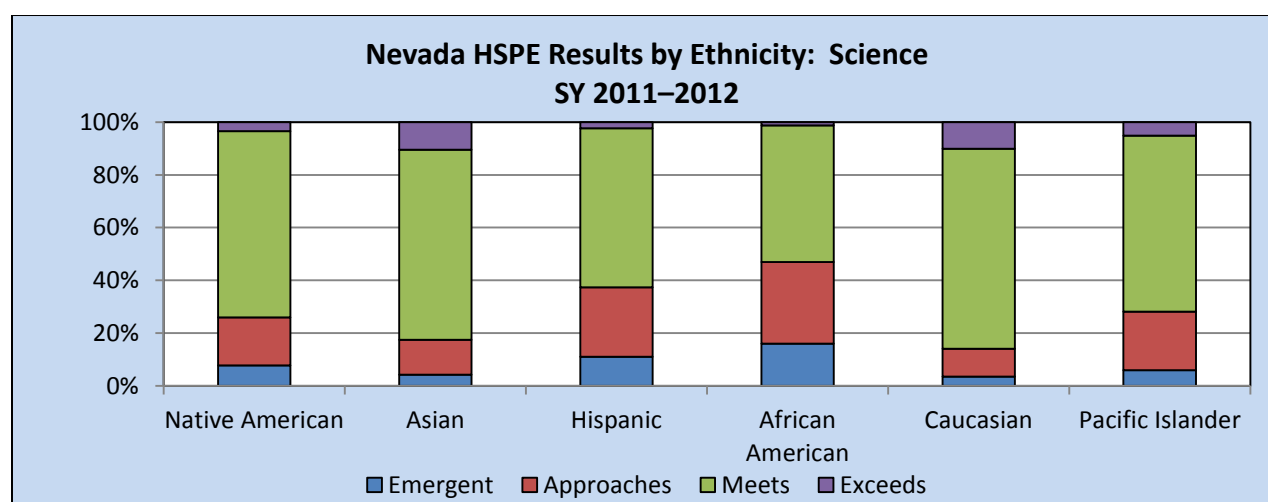
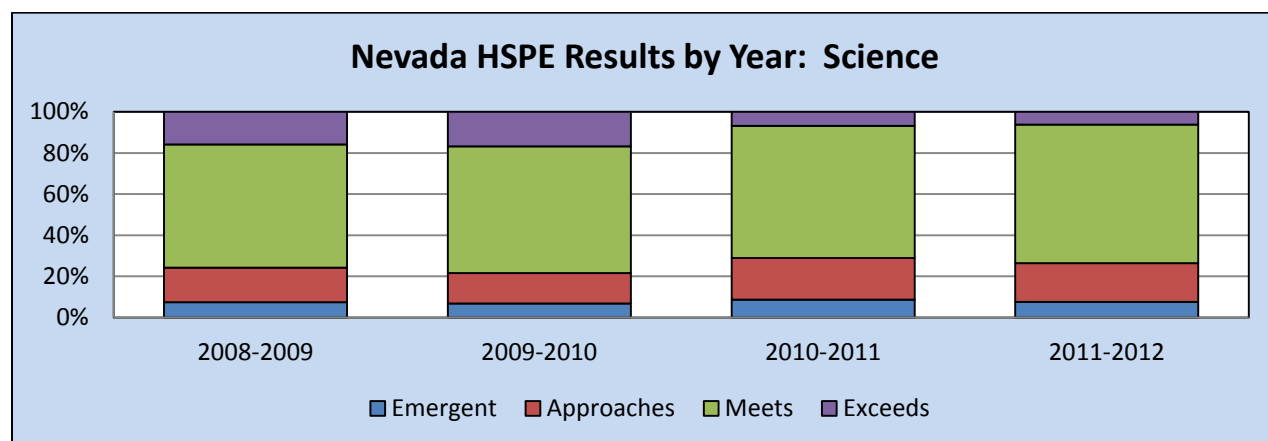
HSPE Proficiency Results in Nevada—Mathematics



Source: DOE, *Nevada Report Card Database: State Profile, 2011–2012*.

Note: The proficiency rates for the HSPE in mathematics represent cumulative data from a student's first opportunity to pass the assessments in grade 10 through the student's second opportunity in grade 11.

HSPE Proficiency Results in Nevada—Science



Source: DOE, Nevada Report Card Database: State Profile, 2011–2012.

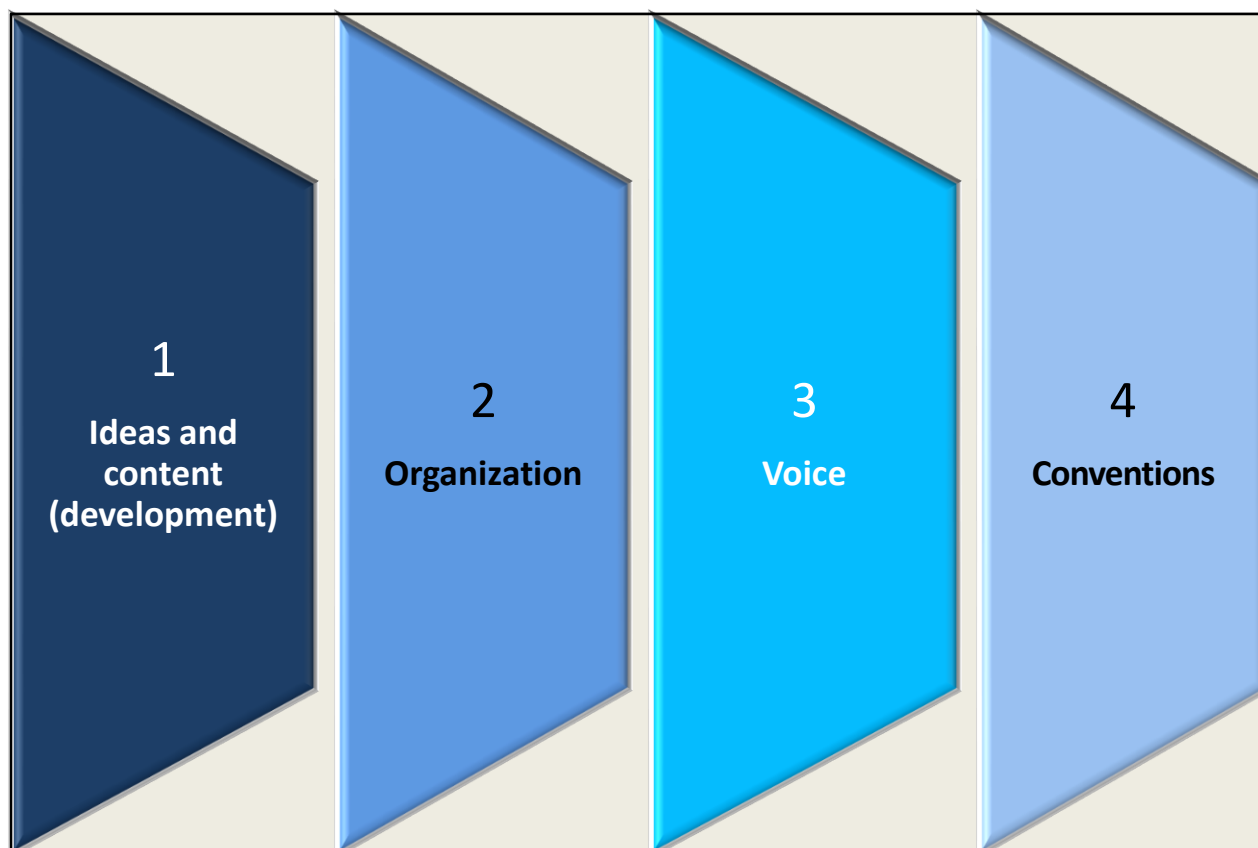
Nevada Analytical Writing Examination (NAWE)—Background

The Nevada Analytical Writing Examination (NAWE) is administered at grades 5 and 8.

Grade 5 Writing Assessment—The purpose of the NAWE at grade 5 is to provide information for students, teachers, parents, and administrators to use to focus on specific areas for individual assistance in writing instruction that will lead to practice with and attainment of the statewide writing standards.

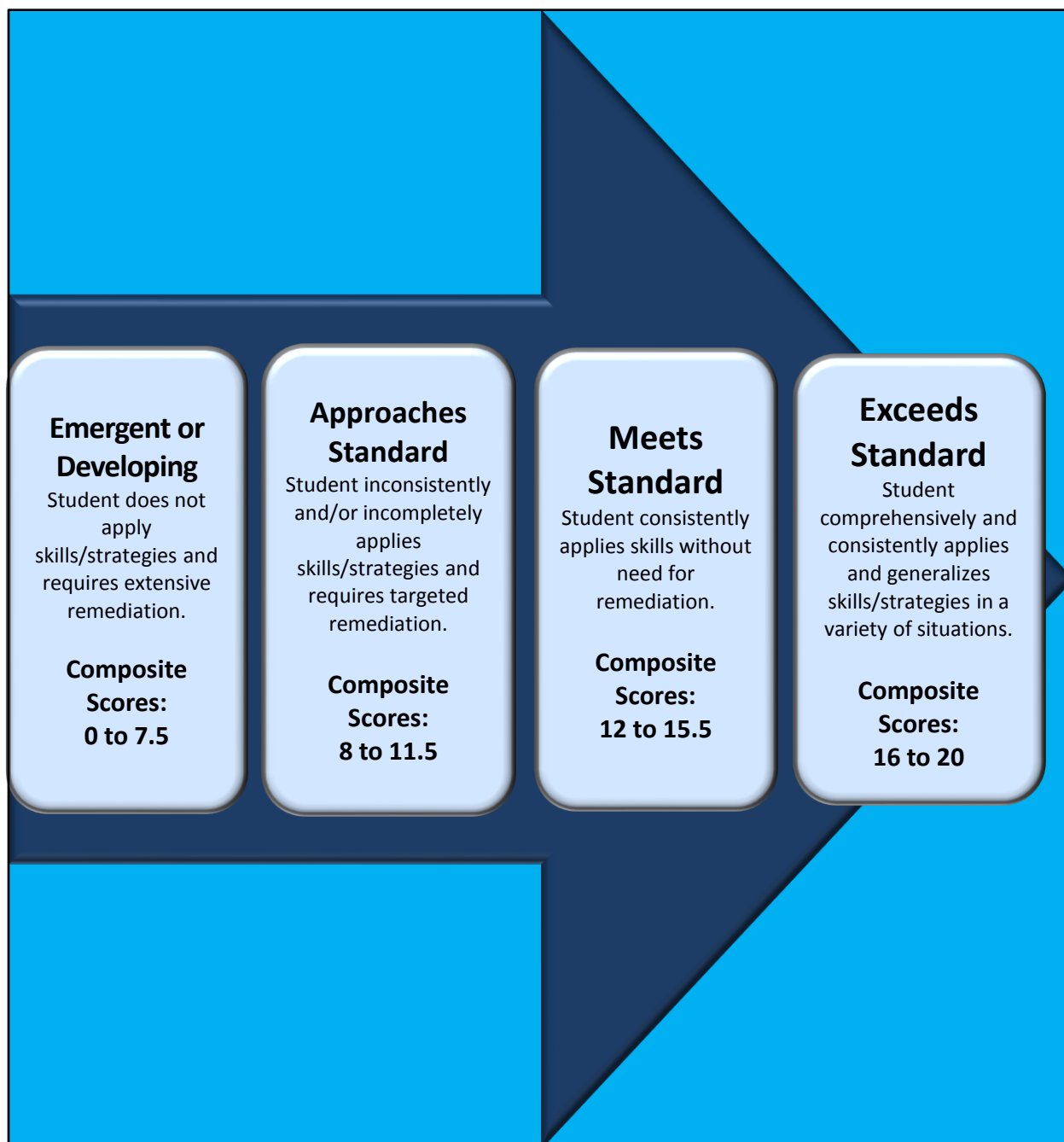
Grade 8 Writing Assessment—The purpose of the NAWE at grade 8 is to provide administrators, teachers, parents, and students with information about student proficiency in writing. Specifically, Nevada law mandates that a student who fails to demonstrate adequate achievement in writing may be promoted to the next grade, but the results of this examination must be evaluated to determine what remedial study is appropriate (NRS 389.015). The analytic trait format of the test is designed to give information that will assist with specific guidance for further writing instruction.

Method of Scoring—Each student’s writing is read by two trained teachers and scored on each of four writing traits:

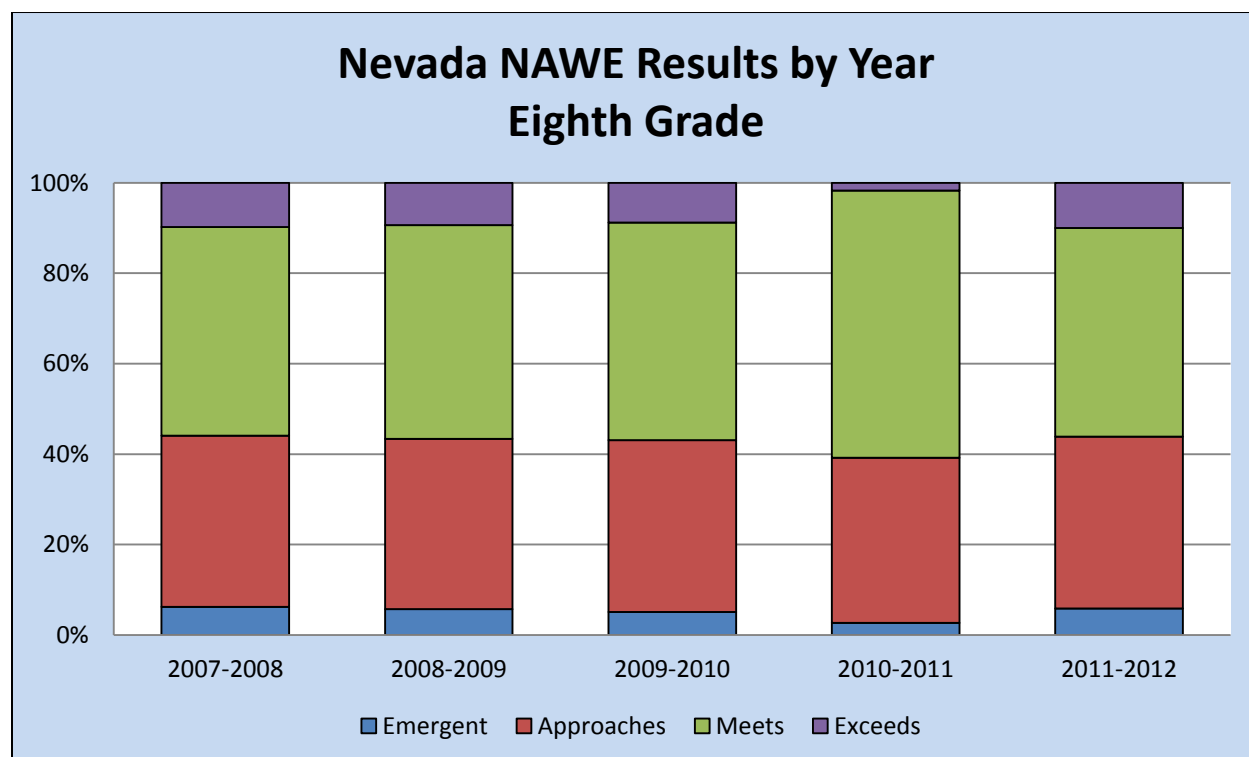
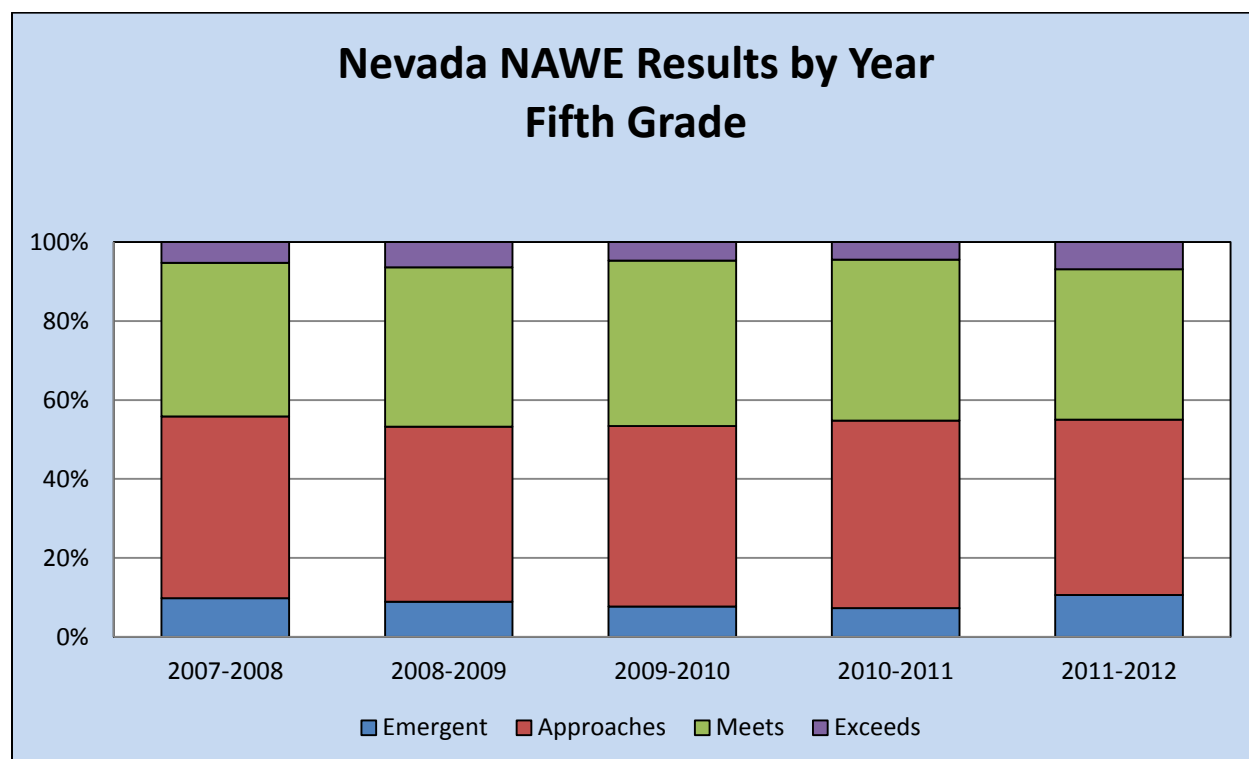


Nevada Analytical Writing Examination (NAWE)—Background (*continued*)

Each student receives a score of 1 to 5 (5 being the highest score possible) for each trait. The scores received on each trait are added together to determine the composite score. The following score ranges are used to determine achievement levels:

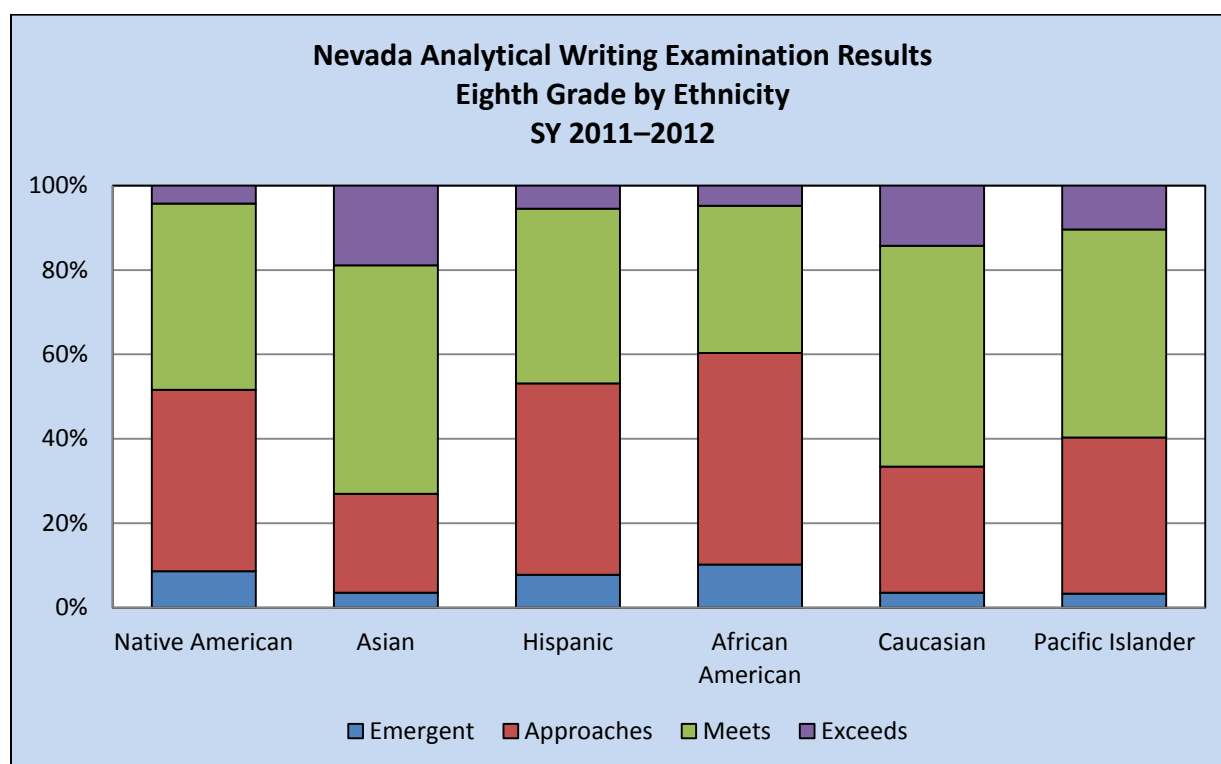
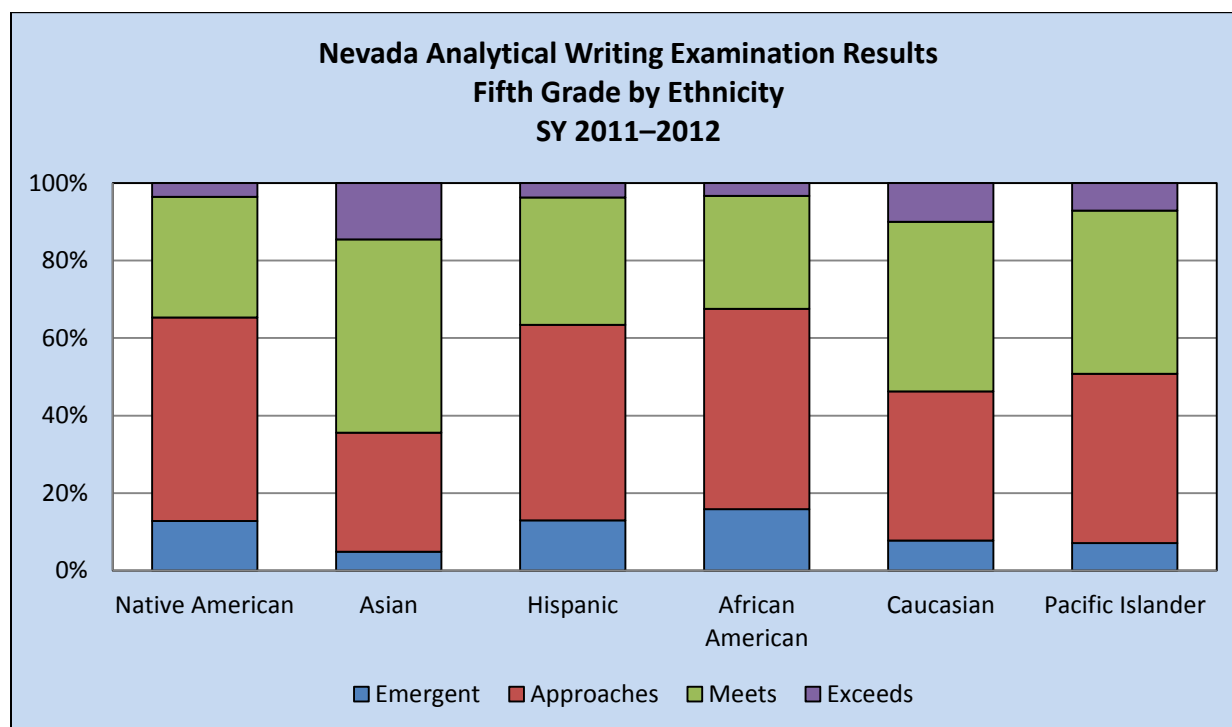


Nevada Analytical Writing Examination (NAWE)—By Year



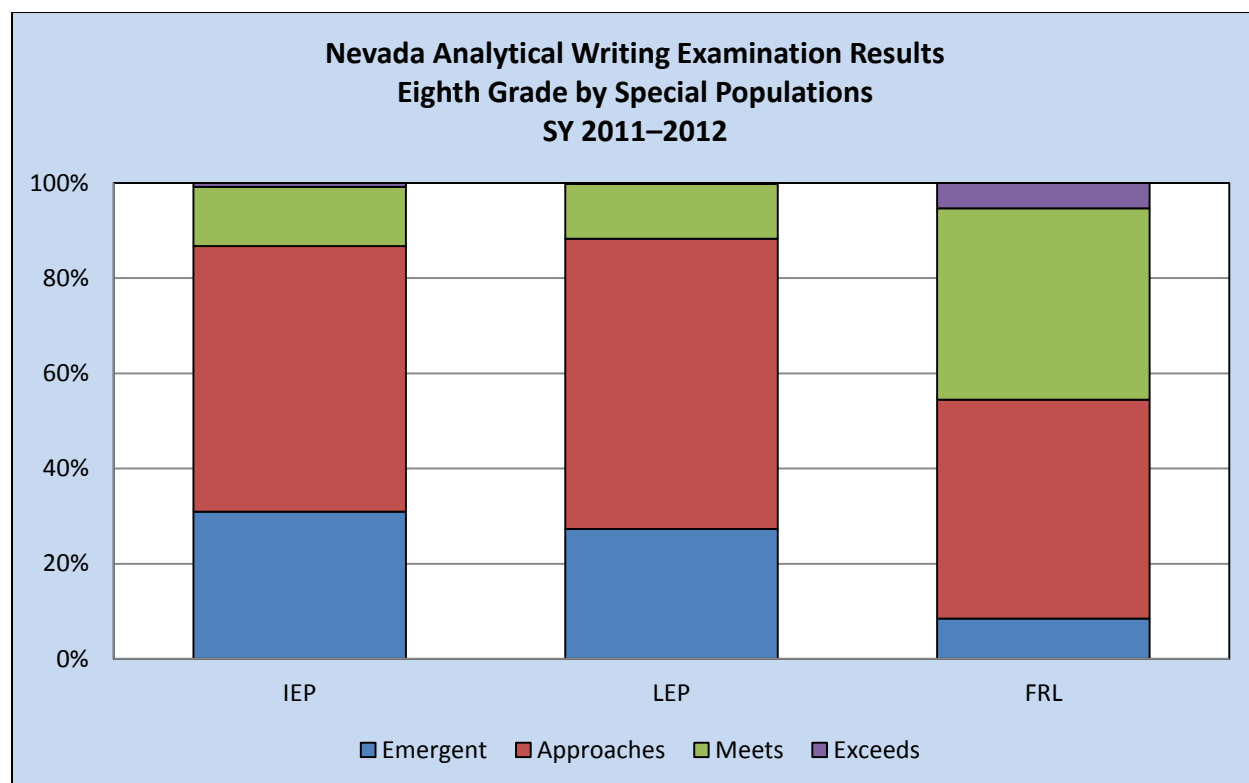
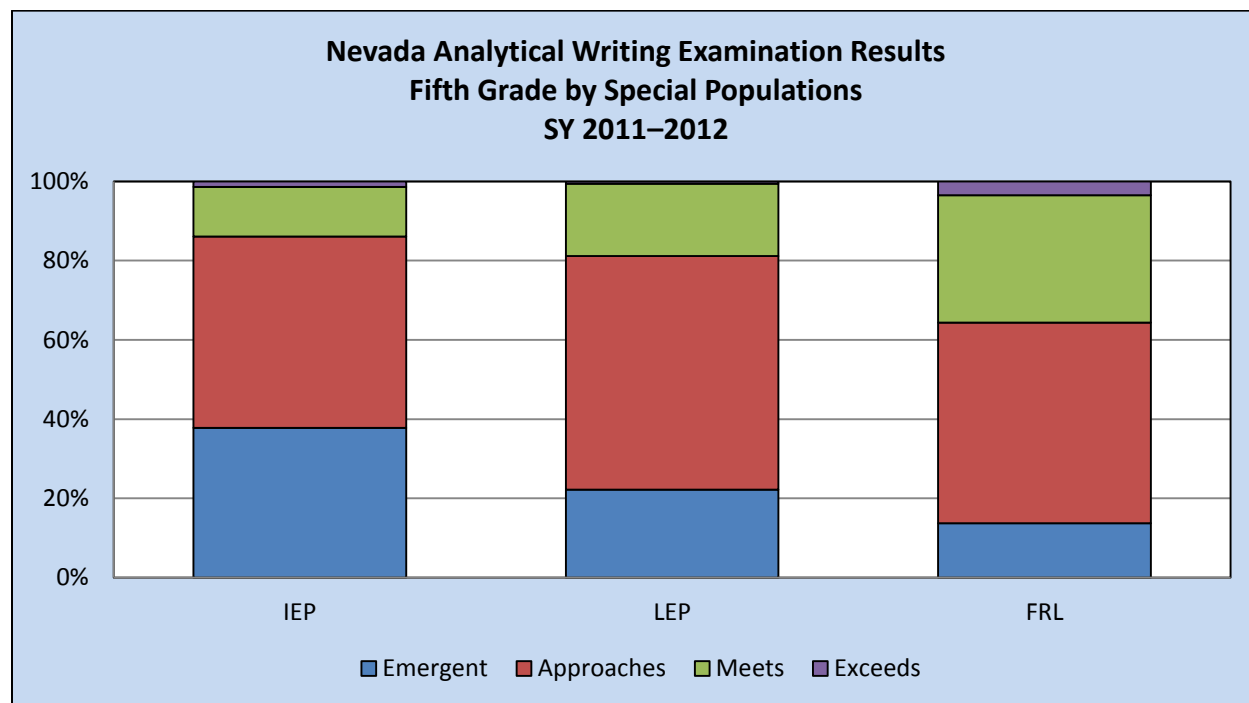
Source: DOE, *Nevada Report Card Database: State Profile*, various years.

Nevada Analytical Writing Examination (NAWE)—By Ethnicity



Source: DOE, Nevada Report Card Database: State Profile, 2011–2012.

Nevada Analytical Writing Examination (NAWE)—By Special Populations



Source: DOE, Nevada Report Card Database: State Profile, 2011–2012.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) (also known as The Nation's Report Card) is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, NAEP assessments have been conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and United States history. The Education Data Book reports the most current results available for the subject areas of reading, mathematics, science, and writing.

Results for the NAEP are based upon four achievement levels: Below Basic, Basic, Proficient, and Advanced. The term "Proficient" represents solid academic performance for tested students. Students reaching this level have demonstrated competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Source: National Center for Education Statistics, <http://nces.ed.gov/nationsreportcard/>.

Note: The NAEP does not provide scores for individual students or schools.

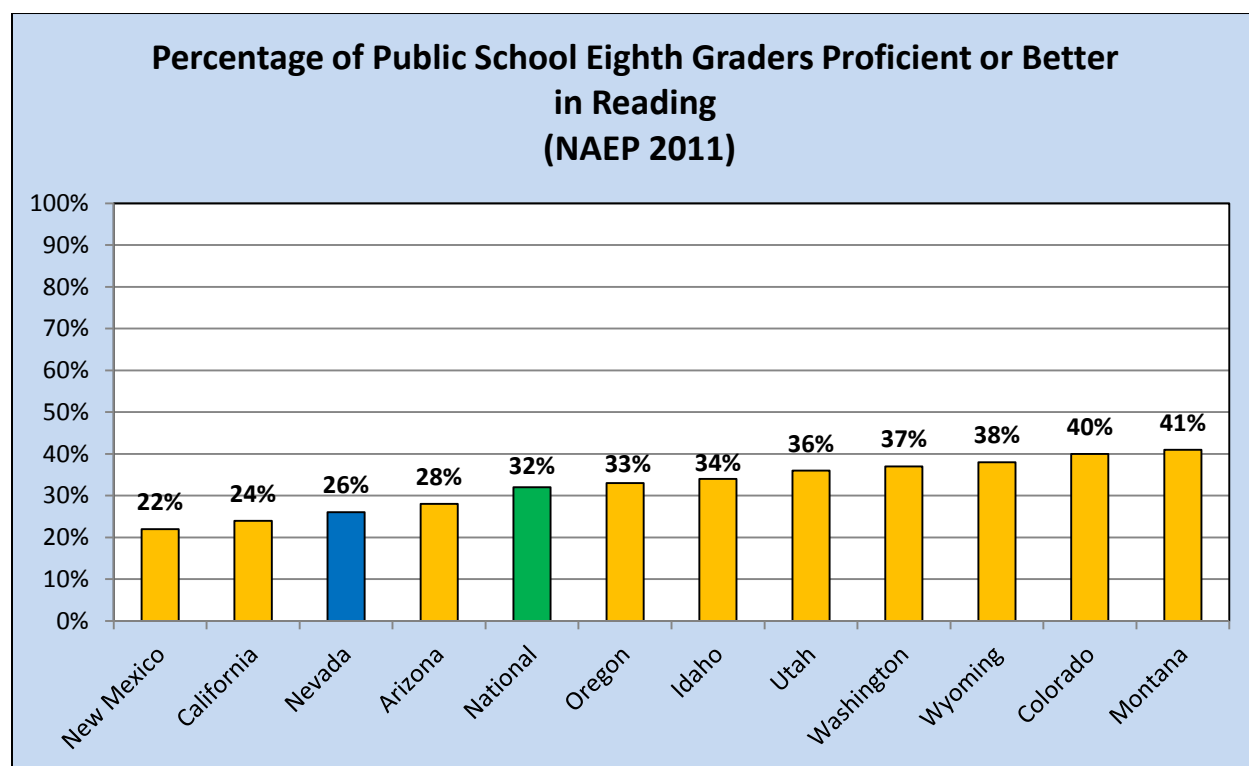
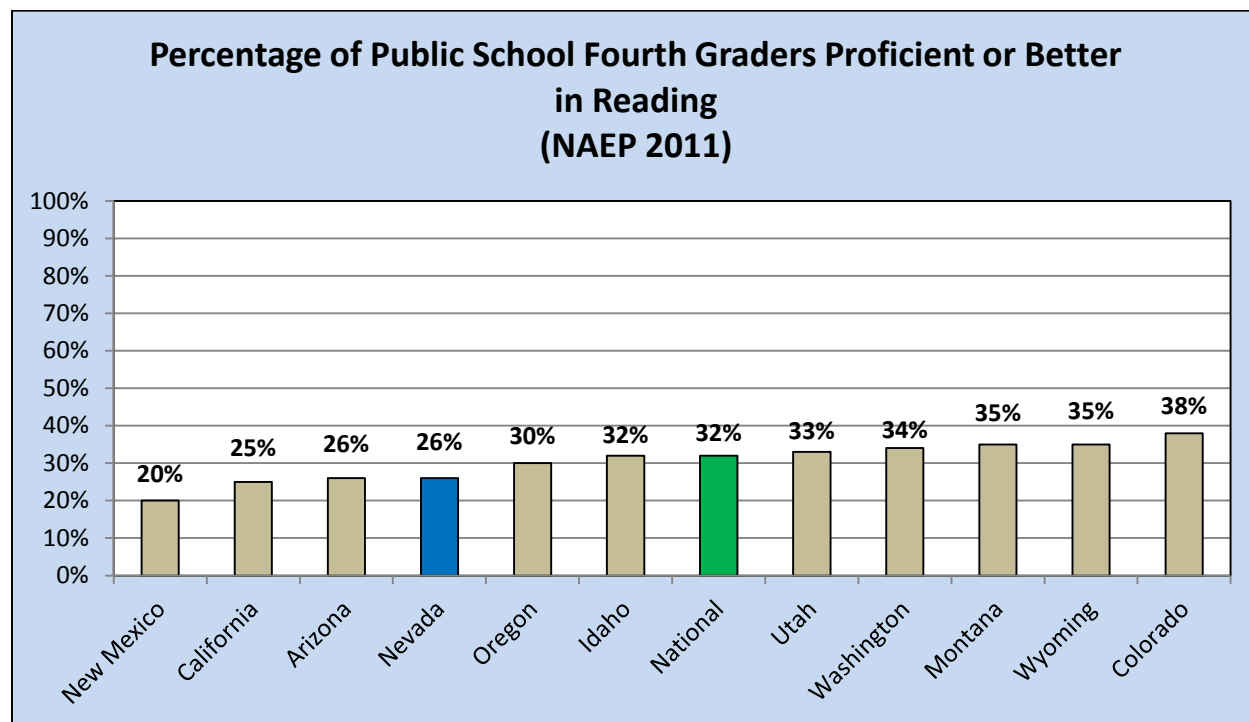


Career Cluster: Manufacturing

Old Occupation Name: Auto mechanic

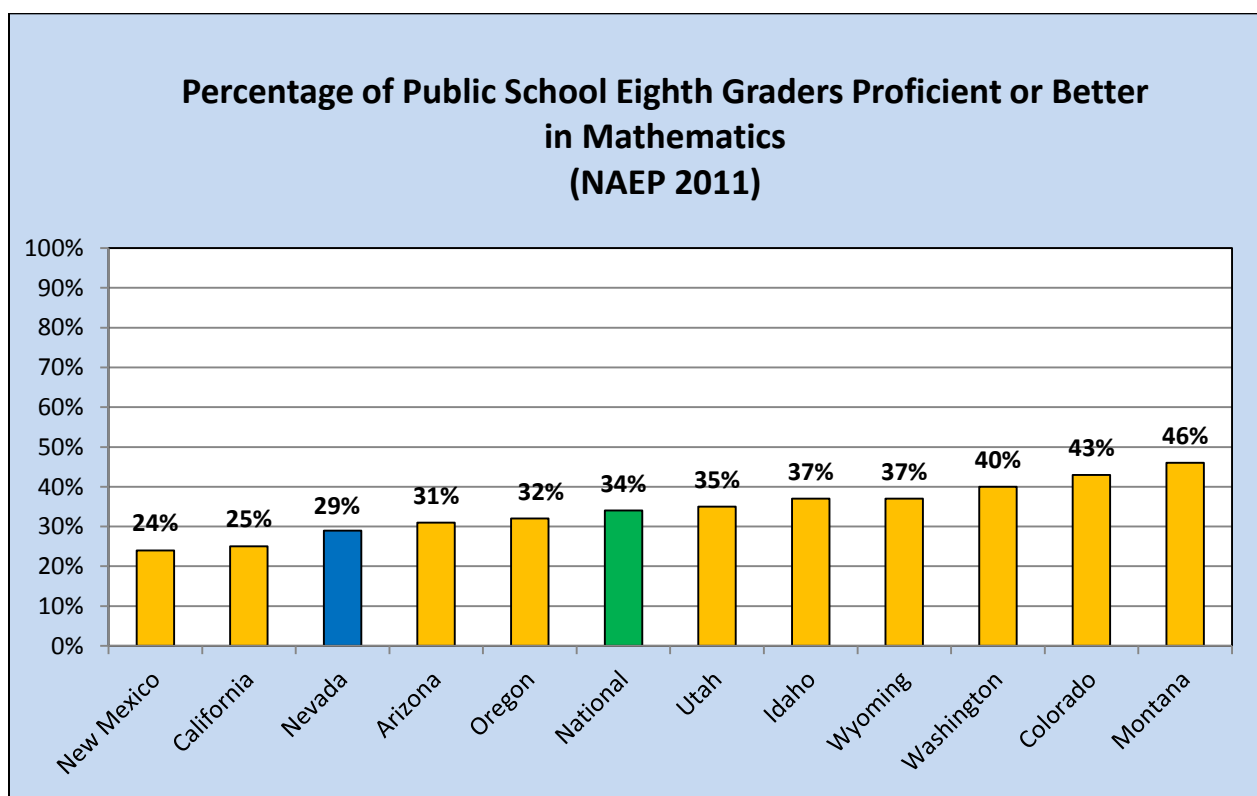
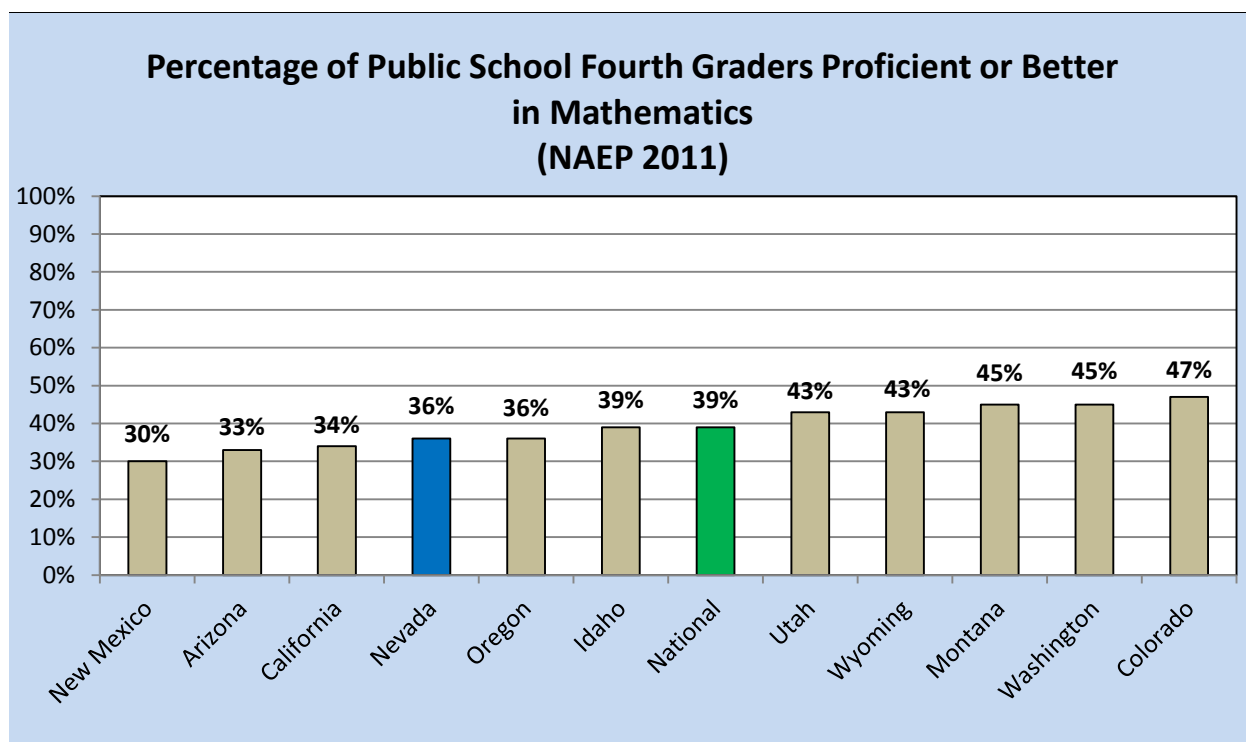
Current Occupation Name: Auto Technician

National Assessment of Educational Progress (NAEP)—Reading



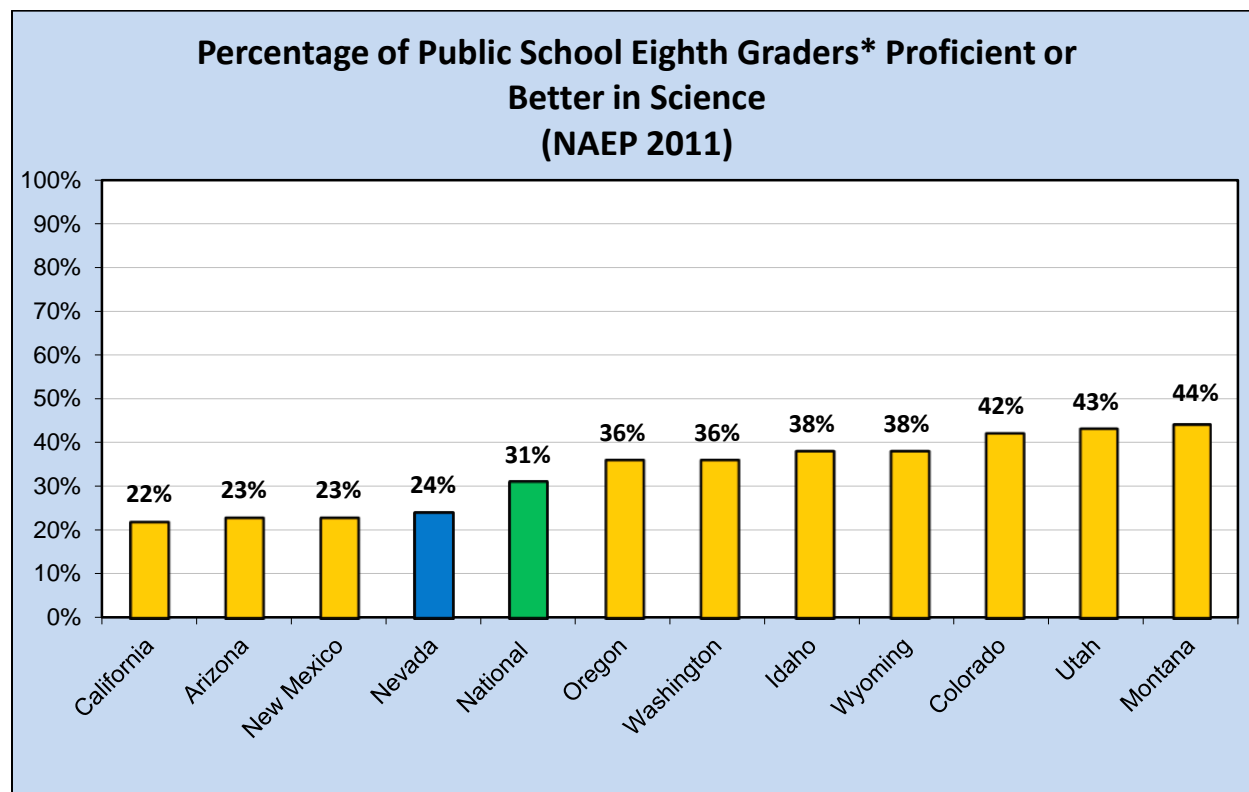
Source: National Center for Education Statistics, *The Nation's Report Card, Reading 2011*.

National Assessment of Educational Progress (NAEP)—Mathematics



Source: National Center for Education Statistics, *The Nation's Report Card, Mathematics 2011*.

National Assessment of Educational Progress (NAEP)—Science



*The NAEP in Science was not administered to grade 4 students in 2011.

Source: National Center for Education Statistics, *The Nation's Report Card, Science 2011*.



Career Cluster: Manufacturing

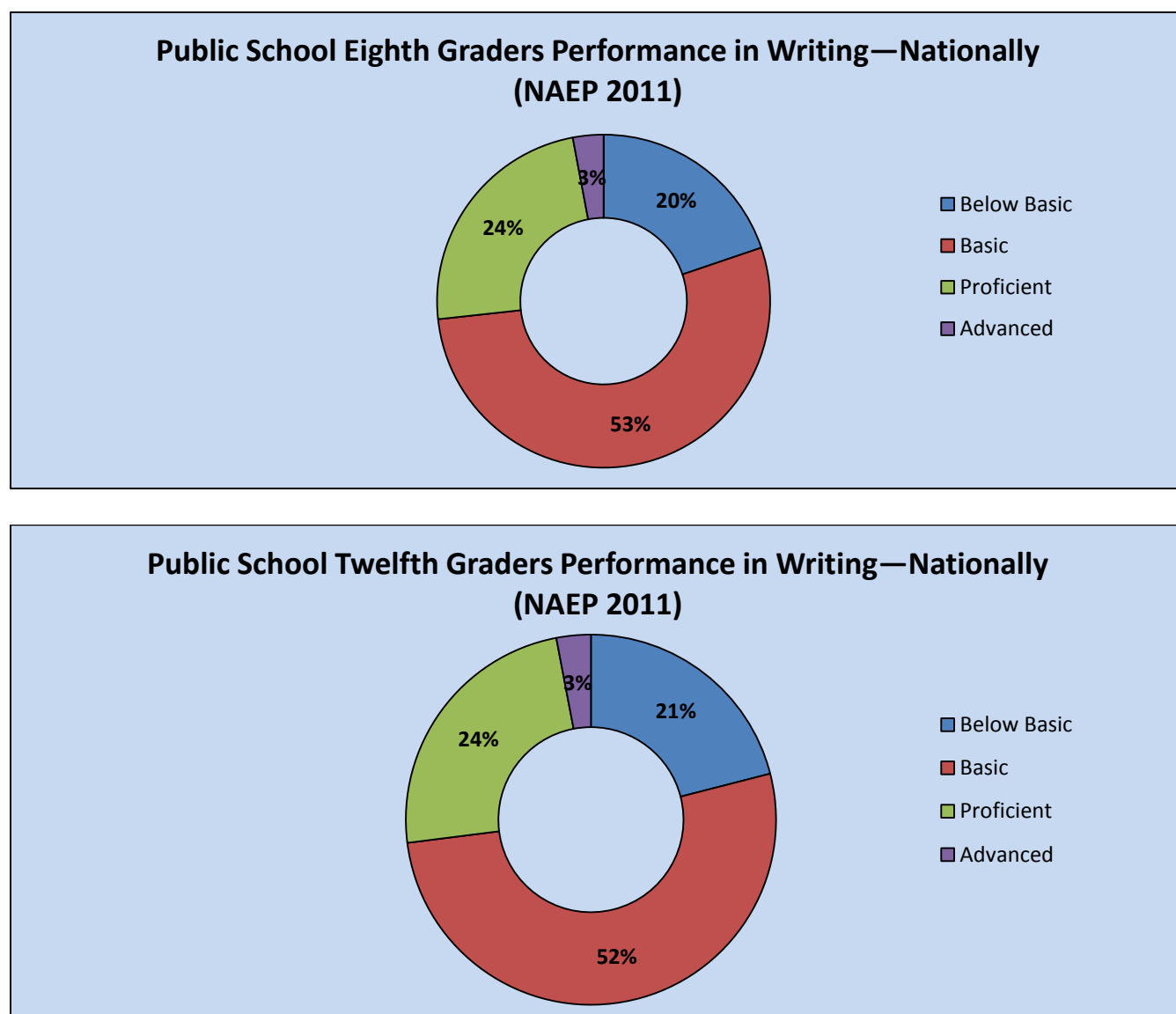
Old Occupation Name: Glazier

Current Occupation Name: Window Glassman

National Assessment of Educational Progress (NAEP)—Writing

The NAEP administered the first computer-based assessment in writing in 2011. The population of test-takers included 24,100 eighth graders and 28,100 twelfth graders. The students were asked to engage in writing tasks and compose responses on a computer. The assessment tasks reflected writing situations common to both academic and workplace settings, and students were asked to write for several purposes and communicate to different audiences.

For the first administration, results were not reported at the state level. Overall results are as follows:



Source: National Center for Education Statistics, *The Nation's Report Card, Writing 2011*.

ACT, Inc.—Results

**Percent of High School Graduates Tested, Average Composite Score, and
Percent Meeting Benchmarks by Subject—2012**

Western States	Percent of Graduates Tested	Average Composite Score ¹	Percent Meeting English Benchmark ²	Percent Meeting Reading Benchmark ³	Percent Meeting Math Benchmark ⁴	Percent Meeting Science Benchmark ⁵
Arizona	35	19.7	54	42	39	23
California	25	22.1	72	58	58	35
Colorado	100	20.6	62	47	41	31
Idaho	67	21.6	72	59	47	32
Montana	61	22	74	63	54	37
Nevada	34	21.3	68	55	48	30
New Mexico	75	19.9	57	45	33	22
Oregon	38	21.4	66	55	49	35
Utah	97	20.7	64	54	40	29
Washington	21	22.9	76	66	62	43
Wyoming	100	20.3	60	46	38	28
National	52	21.1	67	52	46	31

Source: <http://ACT.Org>, ACT National and State Scores for 2012.

NOTE: College Readiness Benchmarks: ACT defines college and career readiness as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) without the need for remediation.

¹ The Composite Score ranges from 1 to 36; it is the average of the four test scores.

² The College Readiness Benchmark for English is 18.

³ The College Readiness Benchmark for Reading is 21.

⁴ The College Readiness Benchmark for Math is 22.

⁵ The College Readiness Benchmark for Science is 24.

The College Board—SAT Results

SAT Scores¹ for Reading, Mathematics, and Writing Western States by Subject—2011

Western States	Percent of Graduates Tested	Reading	Mathematics	Writing	TOTAL	Rank (Based on Total Score)
Arizona	28	517	523	499	1,539	29
California	53	499	515	499	1,513	33
Colorado	19	570	573	556	1,699	13
Idaho	20	542	539	517	1,598	23
Montana	26	539	537	516	1,592	24
Nevada	47	494	496	470	1,460	43
New Mexico	12	548	541	529	1,618	21
Oregon	56	520	521	499	1,540	28
Utah	6	563	559	545	1,667	17
Washington	57	523	529	508	1,560	25
Wyoming	5	572	569	551	1,692	14

Source: <http://georgiataxcreditscholarship.org/sat-scores/2011-sat-scores-by-state.html>

¹ SAT scores are reported on a scale from 200 to 800. The mean or average score for reading and mathematics is an approximate score of 500. Percentile ranks by score are available on the SAT website at: <http://media.collegeboard.com/digitalServices/pdf/research/SAT-Percentile-Ranks-2012.pdf>.

The College Board—Advanced Placement (AP) and International Baccalaureate (IB) Programs—Background

Advanced Placement (AP) Program

The College Board administers the AP Program, which provides opportunities to students in grades 10 through 12 to experience college-level courses while in high school. The AP program includes 35 courses and examinations in 20 subject areas and consists of a three-year sequence of course work in a specific subject. The course work culminates in rigorous examinations held in May of the graduating year.

The AP examinations are scored on a five-point scale, with 5 being the highest mark attainable. The course work in a given subject is generally equivalent to a first-year college course. As a result, a student who achieves a 4 or 5 is usually permitted to skip the corresponding course as a freshman in college.

International Baccalaureate (IB) Program

The IB Program offers programs of international education to a worldwide community of schools. There are more than 1.1 million IB students in over 144 countries. The IB Program consists of four programs for students aged 3 to 19. The programs were designed to develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world.

Two high school programs are offered through the IB Program:

- The Diploma Program is a two-year curriculum leading to final examinations and a qualification that is welcomed by universities around the world.
- The Career-Related Certificate (IBCC) incorporates the vision and educational principles of the IB Program into a unique offering specifically designed for students who wish to engage in career-related learning.

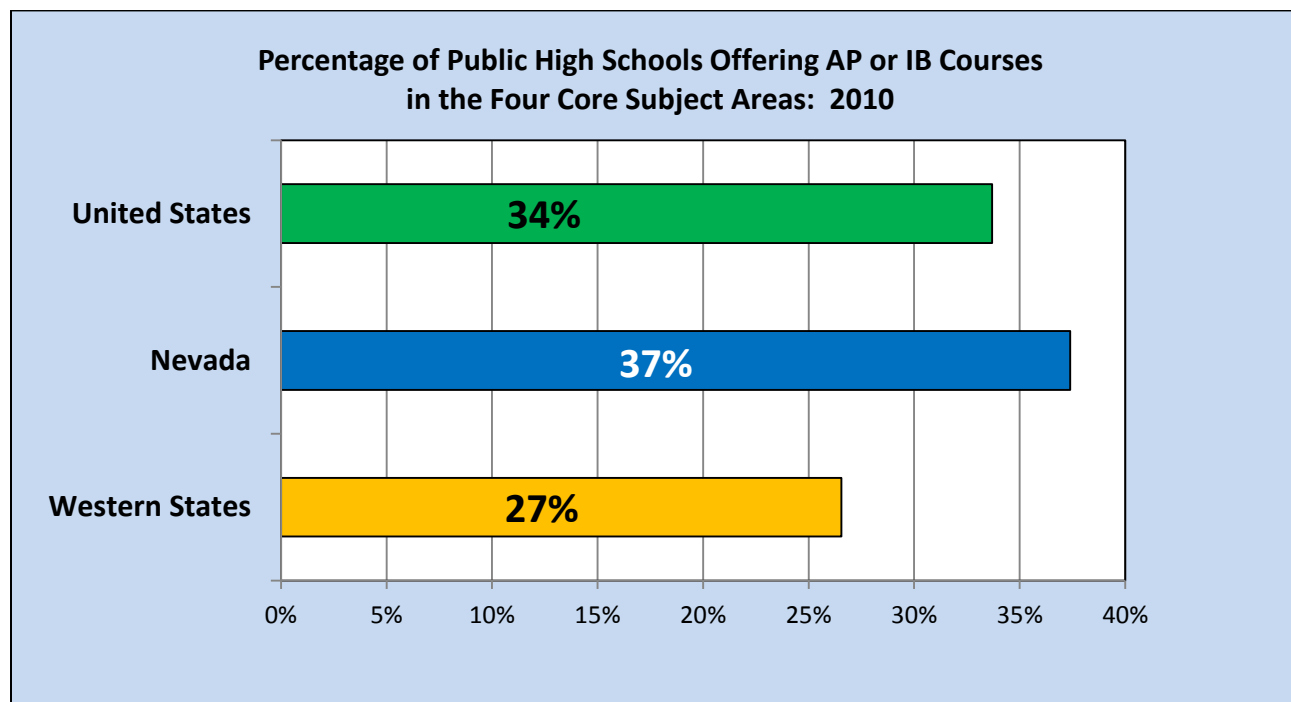


Career Cluster: Marketing, Sales, and Service

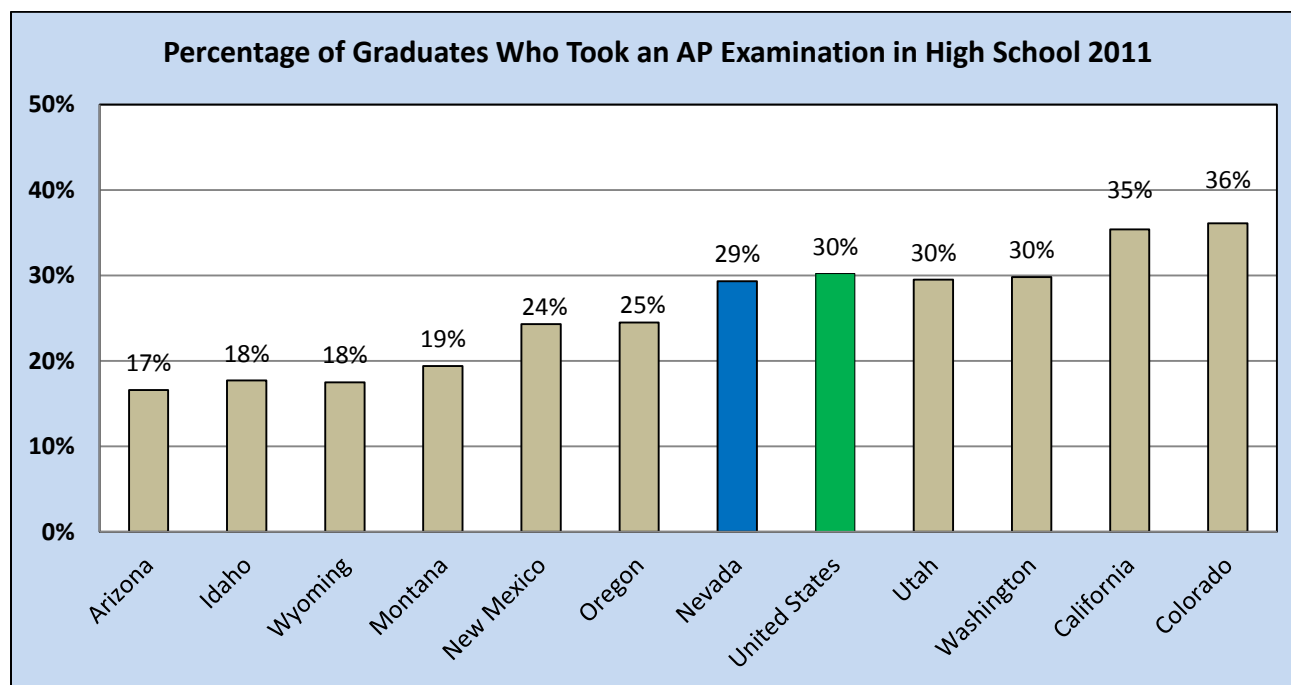
Old Occupation Name: Garbage Man

Current Occupation Name: Sanitation Engineer

The College Board—Advanced Placement (AP) and International Baccalaureate (IB) Programs—Participation

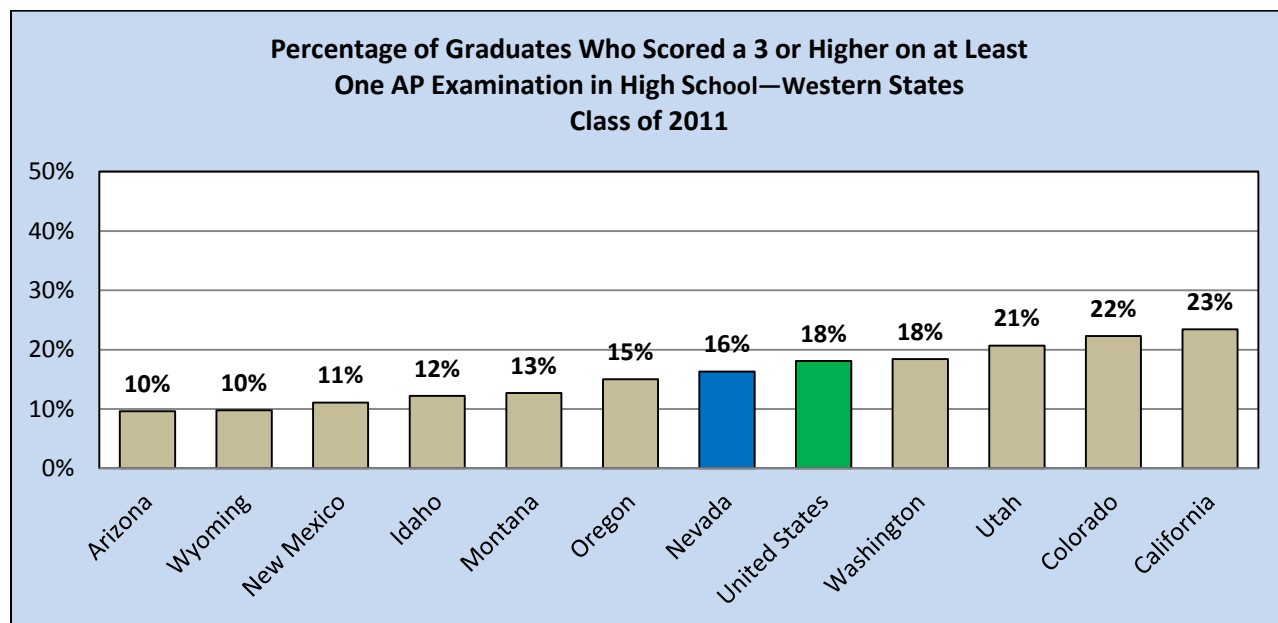


Source: The College Board, *The College Completion Agenda - 2011 Progress Report*.



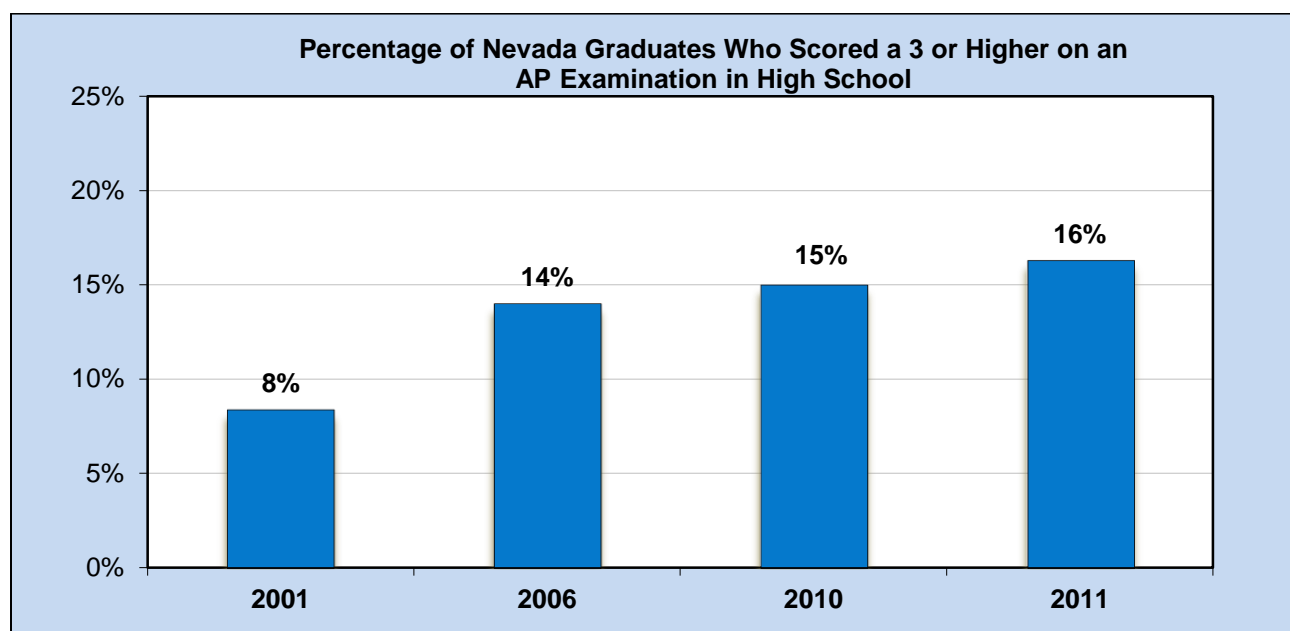
Source: The College Board, *The 8th Annual AP Report to the Nation*, February 8, 2012.

The College Board—Advanced Placement (AP) Program—Performance



AP Scoring Interpretation				
5 Extremely Well Qualified	4 Well Qualified	3 Qualified	2 Possibly Qualified	1 Not Qualified

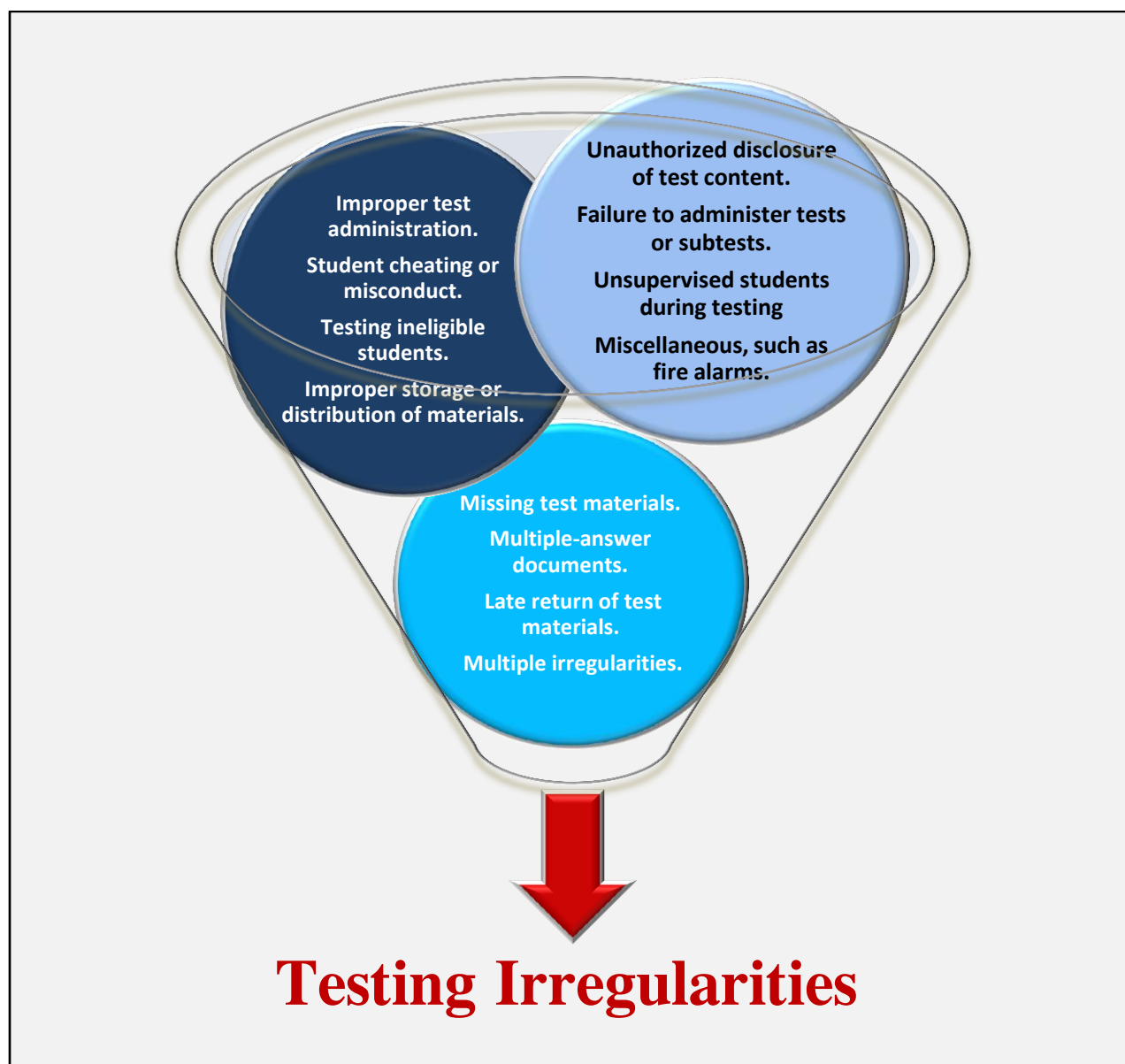
Source: The College Board, *The 8th Annual AP Report to the Nation*, February 8, 2012.



Source: The College Board, *The 8th Annual AP Report to the Nation*, February 8, 2012.

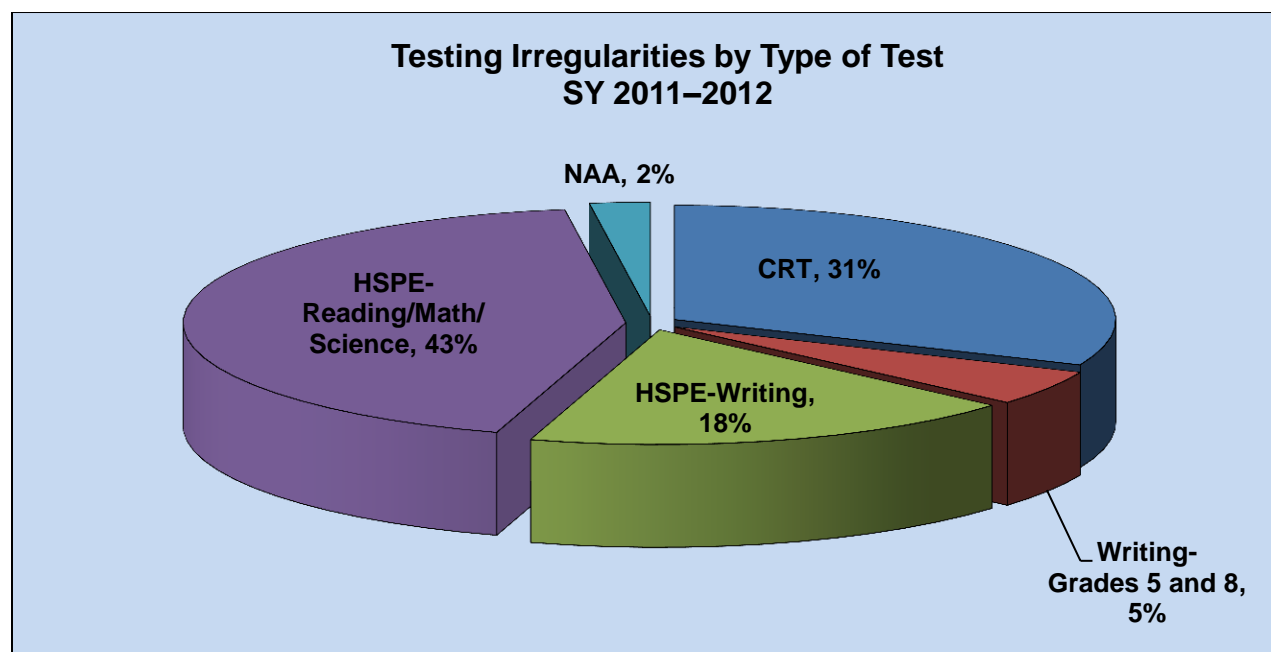
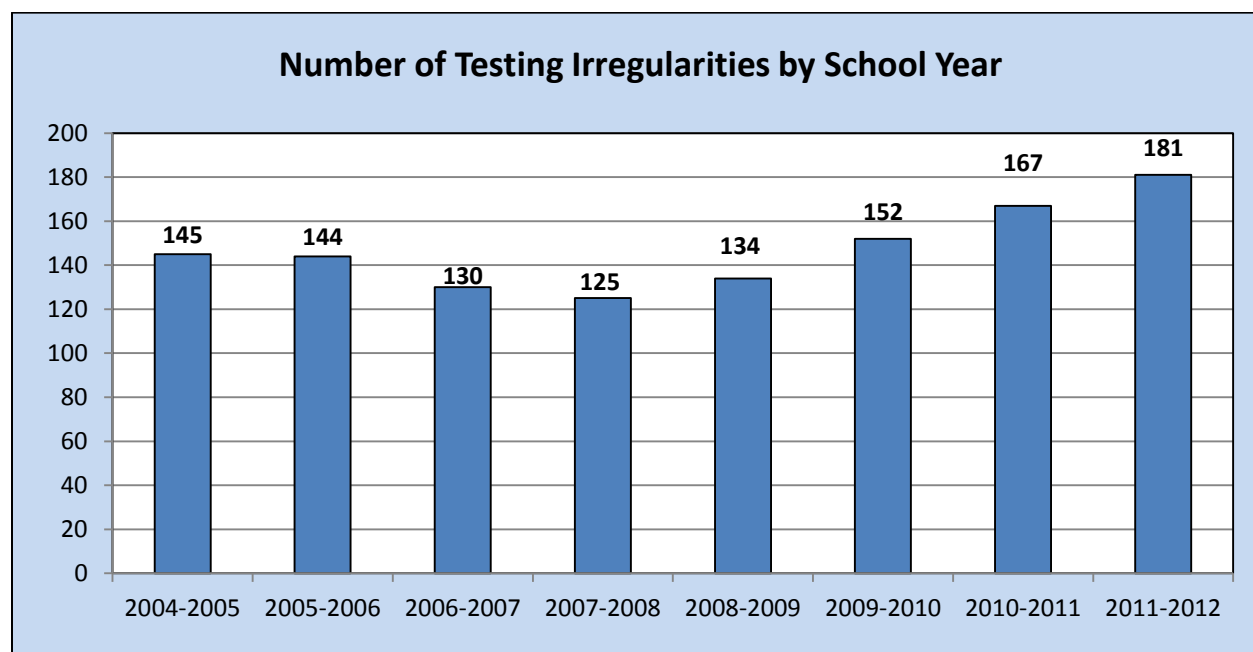
Testing Irregularities—Background

The Department of Education establishes test security and administration protocol for the purpose of upholding the integrity of state-mandated assessments, and for maintaining consistency in test administration by means of uniform procedures. During the 2011–2012 school year, approximately 300,000 students participated in multiple assessments that were administered in grades 3 through 8, 10 through 12, and in adult programs. Through the more than 650,000 separate test administrations in over 600 locations, a total of 181 reported testing irregularities occurred.



Source: DOE, *Report of Test Security Activity for Nevada Public Schools, School Year 2011–2012*.

Testing Irregularities



Source: DOE, *Report of Test Security Activity for Nevada Public Schools, School Year 2011–2012*.

Testing Irregularities (*continued*)

Number of occurrences and types of testing irregularities:



Source: DOE, *Report of Test Security Activity for Nevada Public Schools, School Year 2011–2012*.