



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Jhone Ebert
Superintendent of Public Instruction
Nevada Department of Education
700 East Fifth Street
Carson City, Nevada 89701-5096

February 6, 2020

Dear Superintendent Ebert:

Thank you for your participation in the U.S. Department of Education's (the Department) assessment peer review process under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). I appreciate the efforts of the Nevada Department of Education (NDE) to prepare for the peer review, which occurred in August 2019.

State assessment systems provide essential information that States, districts, principals and teachers can use to identify the academic needs of students, target resources and supports toward students who need them most, evaluate school and program effectiveness and close achievement gaps among students. A high-quality assessment system also provides useful information to parents about their children's advancement against and achievement of grade-level standards. The Department's peer review of State assessment systems is designed to provide feedback to States to support the development and administration of high-quality assessments.

External peer reviewers and Department staff carefully evaluated NDE's submission and the Department found, based on the evidence received, that the components of your assessment system meet some, but not all, of the statutory and regulatory requirements of sections 1111(b)(1) and (2) of the ESEA, as amended by ESSA. Based on the recommendations from this peer review and our own analysis of the State's submission, I have determined the following:

- Reading/language arts (R/LA) and mathematics general assessments in high school (ACT): **Partially meets requirements of the ESEA, as amended by ESSA.**
- Science general assessment in grades 5, 8, and high school (Nevada Science (NVSCI): **Partially meets requirements of the ESEA, as amended by ESSA.**
- Alternate assessment based on alternate academic achievement standards (AA-AAAS) for R/LA and mathematics in grades 3-8 and high school, and science in grades 5, 8, and high school (Nevada Alternate Assessment (NAA)): **Partially meets requirements of the ESEA, as amended by ESSA.**

The components that partially meet requirements do not meet a number of the requirements of the statute and regulations and/or NDE will need to provide substantial additional information to demonstrate it meets the requirements. The Department expects that NDE may not be able to submit all of the required information within one year. Because NDE must submit substantial additional information, the Department is placing a condition on Nevada's 2020 Title I, Part A grant award. This condition will remain until the assessments in

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

this review have been determined to meet all requirements. If the outcome of the re-review by peers indicates full approval, then the condition will be removed. If adequate progress is not made, the Department may take additional action. NDE must submit a plan within 30 days outlining when it will submit all required additional documentation for peer review. Upon submission of the plan, the Department will reach out to the SEA to determine a mutually agreeable schedule. Resubmission should occur once all necessary evidence is complete (rather than in multiple submissions).

Additionally, the Office of Special Education and Rehabilitative Services (OSERS) will monitor progress on matters pertaining to requirements in the Individuals with Disabilities Education Act (IDEA) related to the participation of students with disabilities in Title I assessments. In particular, OSERS will monitor progress against critical elements 5.1, 5.3, 5.4, 6.1 and 6.3. Insufficient progress to address such matters may lead OSERS to place a condition on SEA's federal fiscal year 2019 IDEA Part B grant award.

The specific list of items required for NDE to submit is enclosed with this letter. Within 30 days of receipt of this letter, NDE must provide to the Department a plan and timeline by which it will submit the additional documentation. Upon submission of the plan, the Department will reach out to the State educational agency (SEA) to determine a mutually agreeable schedule. Resubmission should occur once all necessary evidence is complete (rather than in multiple submissions). If adequate progress is not made in providing this information, the Department may take additional action.

The full peer review notes from the review are enclosed. These recommendations to the Department formed the basis of our determination. Please note that the peers' recommendations may differ from the Department's feedback; we encourage you to read the full peer notes for additional suggestions and recommendations for improving your assessment system beyond what is noted in the Department's feedback. Department staff will reach out to your assessment director in the next few days to discuss the peer notes and the Department's determination and to answer any questions you have.

Thank you for your ongoing commitment to improving educational outcomes for all students. I look forward to our continued partnership as we move ahead with this critical work. I appreciate the work you are doing to improve your schools and provide a high-quality education for your students.

If you have any questions, please contact my staff at: OESE.Assessment@ed.gov.

Sincerely,

/s/

Frank T. Brogan
Assistant Secretary for
Elementary and Secondary Education

Enclosures

cc: Peter Zutz, Administrator, Assessment, Data, and Accountability Management

Critical Elements Where Additional Evidence is Needed to Meet the Requirements for Nevada’s Assessment System

Critical Element	Additional Evidence Needed
<p>2.1 – Test Design and Development</p>	<p>For the ACT R/LA:</p> <ul style="list-style-type: none"> • Evidence that the test design addresses the full breadth and depth of the academic content standards, specifically that gaps identified in the alignment study have been addressed and implemented on the operational form of the assessment. <p>For the NAA:</p> <ul style="list-style-type: none"> • Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of the State’s grade-level academic content standards and support the intended interpretations and uses of the results. • Documentation of processes to ensure that each academic assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills). <p>For the NVSCI:</p> <ul style="list-style-type: none"> • Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of the State’s grade-level academic content standards and support the intended interpretations and uses of the results. • Evidence of processes to ensure that each academic assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills).
<p>2.2 – Item Development</p>	<p>For the NAA and the NVSCI:</p> <ul style="list-style-type: none"> • Evidence that the State uses reasonable and technically sound procedures to develop and select items to assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills.
<p>2.3 – Test Administration</p>	<p>For the ACT:</p> <ul style="list-style-type: none"> • Evidence that the State has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities.

Critical Element	Additional Evidence Needed
	<p>For the NVSCI:</p> <ul style="list-style-type: none"> • Evidence that the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.
2.4 – Monitoring Test Administration	<p>For all assessments:</p> <ul style="list-style-type: none"> • Evidence that the State adequately monitors the administration of ACT to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.
2.5 – Test Security	<p>For the ACT:</p> <ul style="list-style-type: none"> • Documentation of remediation following any test security incidents involving the ACT.
2.6 – Systems for Protecting Data Integrity and Privacy	<p>For the ACT:</p> <ul style="list-style-type: none"> • Documentation of guidelines for districts and schools to secure student-level assessment data and protect student privacy and confidentiality <p>For the NAA:</p> <ul style="list-style-type: none"> • Evidence that the State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information to secure student-level assessment data and protect student privacy and confidentiality, in particular with respect to videotapes of students.
3.1 – Overall Validity, including Validity Based on Content	<p>For the ACT:</p> <ul style="list-style-type: none"> • The evidence provided for critical element 2.1 will also address this critical element.
	<p>For the NAA and the NVSCI:</p> <ul style="list-style-type: none"> • Evidence of documentation that the assessments address the depth and breadth of the content standards. • Evidence of documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity.
3.2 – Validity Based on Cognitive Processes	<p>For the ACT:</p> <ul style="list-style-type: none"> • Evidence of validity that the ACT assessment taps the intended cognitive processes as represented in the State’s content standards. <p>For the NAA and the NVSCI:</p> <ul style="list-style-type: none"> • Evidence that the assessments tap the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards.

Critical Element	Additional Evidence Needed
3.3 – Validity Based on Internal Structure	<p>For the ACT:</p> <ul style="list-style-type: none"> • Evidence of internal structure validity of the ACT writing test (e.g., correlations among domain scores). <p>For the NAA and the NVSCI:</p> <ul style="list-style-type: none"> • The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s academic content standards.
3.4 – Validity Based on Relationships with Other Variables	<p>For the NAA and the NVSCI:</p> <ul style="list-style-type: none"> • Documentation of adequate validity evidence that the State’s assessment scores are related as expected with other variables.
4.1 – Reliability	<p>For the ACT:</p> <ul style="list-style-type: none"> • Evidence the State has documented adequate reliability evidence for its assessments for: <ul style="list-style-type: none"> ○ Reliability for each student group consistent with nationally recognized professional and technical testing standards. <p>For the NAA:</p> <ul style="list-style-type: none"> • Adequate reliability evidence for the following measures of reliability for the State’s student population overall and each student group consistent with nationally recognized professional and technical testing standards, including: <ul style="list-style-type: none"> ○ Conditional standard error of measurement of the State’s assessments, including any domain or component sub-tests, as applicable. ○ Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results. <p>For the NVSCI:</p> <ul style="list-style-type: none"> • Adequate reliability evidence for the EL subgroup. • Adequate reliability evidence of the consistency and accuracy of estimates in categorical classification decisions for the proficiency levels (e.g., level 4 for science grade 5). • Adequate reliability evidence of overall and conditional standard error of measurement on the same scale (scale score units) and across a range of claim scores.
4.3 – Full Performance Continuum	<p>For the NAA:</p> <ul style="list-style-type: none"> • Evidence that the State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for academic assessments, including performance for high- and low-achieving students.

Critical Element	Additional Evidence Needed
4.4 – Scoring	<p>For the NAA and the NVSCI:</p> <ul style="list-style-type: none"> • Evidence that the State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State’s academic achievement standards (e.g., evidence regarding inter-rater reliability among hand scored test items).
4.5 – Multiple Assessment Forms	<p>For the NVSCI:</p> <ul style="list-style-type: none"> • Evidence that the State ensures that all forms yield consistent score interpretations such that the forms are comparable within and across school years.
4.6 – Multiple Versions of an Assessment	<p>For the NVSCI:</p> <ul style="list-style-type: none"> • Evidence that the State ensures that all forms adequately represent the State’s academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years.
4.7 – Technical Analysis and Ongoing Maintenance	<p>For the ACT, the NAA and the NVSCI:</p> <ul style="list-style-type: none"> • Evidence that technical quality is made available, including on the State’s website. <p>For the NAA and NVSCI:</p> <ul style="list-style-type: none"> • Evidence that the State has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments)
5.1 – Procedures for Including Students with Disabilities	<p>For the NAA:</p> <ul style="list-style-type: none"> • Evidence that the State ensures that parents of students assessed with an AA-AAAS are informed that their child’s achievement will be measured based on alternate academic achievement standards. • Evidence that participating in AA-AAAS does not preclude a student with the most significant cognitive disabilities who takes an AA-AAAS from attempting to complete the requirements for a regular high school diploma. <p>For the NVSCI:</p> <ul style="list-style-type: none"> • Evidence that the State provides information for IEP Teams to inform decisions about student assessments that: <ul style="list-style-type: none"> ○ Provides a clear explanation of the differences between assessments aligned with grade-level academic achievement standards and those aligned with alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an AA-AAAS, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma. ○ Ensures that parents of students assessed with an AA-AAAS are informed that their child’s achievement will be measured based on alternate academic achievement standards.

Critical Element	Additional Evidence Needed
<p>5.2 – Procedures for Including English Learners</p>	<p>For the ACT:</p> <ul style="list-style-type: none"> • Evidence of assistance regarding selection of appropriate linguistic accommodations for ELs. <p>For the NAA:</p> <ul style="list-style-type: none"> • Procedures for determining whether an EL should be assessed with a linguistic accommodation(s). • Procedures which include assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students’ mastery of skills in academic content areas until the students have achieved English language proficiency. <p>For the NVSCI:</p> <ul style="list-style-type: none"> • Procedures for determining whether an EL should be assessed with a linguistic accommodation(s). • Documentation of assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students’ mastery of skills in academic content areas until the students have achieved English language proficiency.
<p>5.3 – Accommodations</p>	<p>For the ACT, the NAA and the NVSCI:</p> <ul style="list-style-type: none"> • Evidence that the accommodations provided (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations.
<p>5.4 – Monitoring Test Administration for Special Populations</p>	<p>For the ACT, the NAA and the NVSCI:</p> <ul style="list-style-type: none"> • Evidence that the State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are: <ul style="list-style-type: none"> ○ Consistent with the State’s policies for accommodations. ○ Appropriate for addressing a student’s disability or language needs for each assessment administered. ○ Consistent with accommodations provided to the students during instruction and/or practice. ○ Consistent with the assessment accommodations identified by a student’s IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL.

Critical Element	Additional Evidence Needed
6.1 – State Adoption of Academic Achievement Standards for All Students	For the ACT: <ul style="list-style-type: none"> • Descriptions of the competencies associated with each achievement level.
6.2 – Achievement Standards-Setting	For the ACT: <ul style="list-style-type: none"> • Evidence that the State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting academic achievement standards.
6.3 – Challenging and Aligned Academic Achievement Standards	For the ACT: <ul style="list-style-type: none"> • Evidence that the State’s academic achievement standards are aligned with the State’s academic content standards and with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards. For the NAA: <ul style="list-style-type: none"> • Evidence that the alternate academic achievement standards: <ul style="list-style-type: none"> ○ Are aligned with the State’s challenging academic content standards for the grade in which a student is enrolled. ○ Ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment, as specified in section 1111(b)(1)(E) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act. NDE should provide this evidence by December 31, 2020. For the NVSCI: <ul style="list-style-type: none"> • Evidence that the academic achievement standards are aligned with the State’s academic content standards.
6.4 – Reporting	For the ACT and the NAA: <ul style="list-style-type: none"> • Evidence that the State provides reports that are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian. For the ACT, the NAA and the NVSCI: <ul style="list-style-type: none"> • Evidence that upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act (ADA), as amended, the State provides reports in an alternative format accessible to that parent.

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

August 2019 State Assessment Peer Review Notes



U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

Note: Peer review notes provide the combined recommendations of the individual peers to the U.S. Department of Education (Department), based on the statute and regulations, the Department's peer review guidance, and the peers' professional judgement of the evidence submitted by the State. These assessment peer review notes, however, do not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for assessment peer review. Although the peer notes inform the Secretary's consideration of each State's assessment system, the Department makes the final decision regarding whether the assessment system meets the requirements in the statute and regulations. As a result, these peer notes may not completely align with the final determination made by the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

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STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

Critical Element 1.1 – State Adoption of Academic Content Standards for All Students

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u></p> <p>The State formally adopted challenging academic content standards for all students in reading/language arts, mathematics and science and applies its academic content standards to all public schools and public school students in the State.</p>	<p>File #001 Nevada Executive Order 2013 06 Establish the Common Core State Standards Steering Committee</p> <ul style="list-style-type: none"> ● File #002 NV Transition Plan Overview Common Core State Standards from NDE website November 2017 ● File #003 Nevada Statewide Implementation History Presentation to the Legislative Committee on Education April 22 2014 ● File #004 Nevada K-12_ELA_Academic Content Standards ● File #005 Nevada K-12_Mathematics_Academic Content Standards □ File #006 Nevada Academic Content Standard Based on the Common Core Brochure_V5 Retrieved from NDE website December 2017 □ File #007 Nevada Revised Statutes Chapter 389 <ul style="list-style-type: none"> ○ Council to Establish Academic Standards 389.500 – 389.540 □ File #008 Nevada Administrative Code Chapter 389 <ul style="list-style-type: none"> ○ High School Common Core ELA & Math 389.4612 – 389.4645 <p>File #010 Nevada Department of Education Consolidated State Plan Under the Every Student Succeeds Act (ESSA) April 2017. Information about standards adoption, transition, and implementation is on pages 30-31, 106, 115,</p> <ul style="list-style-type: none"> ● File #011 Approval Letter of Nevada's ESSA Plan from Secretary Betsy DeVos August 9 2017 	<p>Peers accept statement in evidence #008 (NAC 389.4612 and NAC389.4645) as evidence of adoption of the Common Core standards.</p> <p>NAC 389.4612 and NAC389.4645 don't explicitly state that these standards apply to all public schools and all public school students in the State, as per the guidance.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<ul style="list-style-type: none"> ● File #012 US DOE Press Release Secretary DeVos Announces Approval of Nevada, New Jersey and New Mexico’s ESSA Plans Aug 9 2017 File #013 Nevada State Assessment System Overview 2016_2017 from NDE website November 2017 □ File #014 ACT Test Coordinators Manual 	
Section 1.1 Summary Statement		
X No additional evidence is required		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 1.2 – Challenging Academic Content Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u> The State’s challenging academic content standards in reading/language arts, mathematics, and science are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.</p>	<p>File #104 CCSS Higher Ed Statement of Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #103 College & Career Task Force Report <input type="checkbox"/> File #015 Presentation outlining 2018 Nevada 2018 ACT Standard Setting Process and Performance Level Descriptor (PLD) development. <input type="checkbox"/> File #016 Recommendations from the 2018 Nevada ACT Standard Setting <input type="checkbox"/> File #017 Memo from the State Superintendent communicating adoption of recommended PLD Cut Scores <input type="checkbox"/> File #018 How ACT Assessments Align with State College and Career Readiness Standards. <input type="checkbox"/> File #019 Alignment of the ACT to the Wisconsin Academic Standards in ELA and Mathematics. <input type="checkbox"/> File #097 ACT Alignment Updates 	<p>This requirement of alignment with entrance requirements for credit-bearing coursework in the system of public higher education is met for ELA and mathematics due to the state’s academic content standards being the Common Core state standards.</p> <p>Alignment of science standards will be addressed in the NV Science assessment submission notes.</p> <p>Peers could not tell from evidence ACTFile103 whether the College and Career Readiness standards were adopted by NV or not. This file suggests that the state might have separate career & technical education standards, but there was no evidence of alignment submitted for these standards and the academic content standards.</p>
<p>Section 1.2 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence of whether Nevada has adopted college and career readiness standards • If Nevada has adopted college and career readiness standards, evidence of alignment between these and the academic content standards 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 1.3 – Required Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State’s assessment system includes annual general and alternate assessments aligned with <u>grade-level academic achievement standards</u> or alternate academic achievement standards in:</p> <ul style="list-style-type: none"> • Reading/language arts (R/LA) and mathematics in each of grades 3-8 and at least once in high school (grades 9-12); • Science at least once in each of three grade spans (3-5, 6-9 and 10-12). <p>AND</p> <p>The State’s <u>academic content assessments</u> must be the same assessments administered to all students in the tested grades, with the following exceptions:</p> <ul style="list-style-type: none"> • Students with the most significant cognitive disabilities may take an alternate assessment aligned with alternate academic achievement standards. • A State may permit an LEA to administer a nationally recognized high school academic assessment in lieu of the State high school assessment if certain conditions are met. • A State that administers an end-of-course high school mathematics assessment may exempt an 8th grade student from the mathematics assessment typically administered in 	<p>File #019 Alignment of the ACT to the Wisconsin Academic Standards in ELA and Mathematics.</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #018 How ACT Assessments Align with State College and Career Readiness Standards. <input type="checkbox"/> File #097 ACT Alignment Updates <input type="checkbox"/> File #020 Nevada Department of Education Assessment Webpage Retrieved December 2017 <input type="checkbox"/> File #008 Nevada Administrative Code Chapter 389 <ul style="list-style-type: none"> o College & Career Readiness Exam 389.0484 <input type="checkbox"/> File #021 Nevada Revised Statutes Chapter 390 <ul style="list-style-type: none"> o High School Assessments: 390.600 – 390.630 	<p>This critical element was met for Nevada’s assessment system in a prior peer review and is not specific to the ACT.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

<p>eighth grade and allow the student to take the State end-of-course mathematics test instead.</p> <ul style="list-style-type: none"> The Department may have approved the State, under the Innovative Assessment Demonstration Authority, to permit students in some LEAs to participate in a demonstration assessment system in lieu of participating in the State assessment. 		
<p>Section 1.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 1.4 – Policies for Including All Students in Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State requires the inclusion of all public elementary and secondary school students in its assessment system and clearly and consistently communicates this requirement to districts and schools.</p> <ul style="list-style-type: none"> • For students with disabilities, policies state that all students with disabilities in the State, including those children with disabilities publicly placed in private schools as a means of providing special education and related services, must be included in the assessment system; • For ELs: <ul style="list-style-type: none"> ○ Policies state that all ELs must be included in all aspects of the content assessment system, unless the State has chosen the statutory option for recently arrived ELs under which such ELs are exempt from one administration of its reading/ language arts assessment. ○ If a State has developed native language assessments for ELs in R/LA, ELs must be assessed in R/LA in English if they have been enrolled in U.S. schools for three or more consecutive years, except, if a district determines, on a case-by-case basis, that native language assessments would yield more accurate and reliable information, the district may assess a student with native 	<p>File #013 Nevada State Assessment System Overview 2016_2017 from NDE website November 2017</p> <ul style="list-style-type: none"> □ File #020 Nevada Department of Education Assessment Webpage Retrieved December 2017 □ File #021 Nevada Revised Statutes Chapter 390 <ul style="list-style-type: none"> ○ 390.610 State Board to select college and career readiness assessment for grade 11 <p>File #022 ACT Technical Manual (Chapter 4, Accessibility, pp. 4.1-4.18)</p> <ul style="list-style-type: none"> ○ The chapter is a general overview of ACT’s process to include accessibility into the design of the assessment. ○ Table of supports (Table 4.4, pp. 4.10-4.15). ○ Enhancements for English Learners (pp. 4.15-4.17) <p>□ File #023 ACT Policy for Accommodations Documentation. Includes the documentation requirements for students with disabilities seeking accommodations.</p> <p>□ File #024 ACT Test Accessibility and Accommodations System (TAA) User Guide. Provides information on how to request accommodations and/or EL supports.</p> <p>□ File #025 ACT Approved EL Supports Guide. Includes information on types of supports provided and how to request the supports (pp. 1-5).</p> <p>□ Filr #026 ACT Policy for English Learner Supports Documentation. Details the principles for determining supports, criteria for establishing English learner status, and procedures for implementation (pp. 3-4).</p>	<p>This critical element was met for Nevada’s assessment system in a prior peer review and is not specific to the ACT.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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<p>language assessments for a period not to exceed two additional consecutive years.</p> <ul style="list-style-type: none"> ○ If the State uses the flexibility for Native American language schools and programs: (1) the State provides the content assessment in the Native American language to all students in the school or program; (2) the State submits such content assessment for peer review as part of its State assessment system; and (3) the State continues to provide ELP assessments and services for ELs as required by law. The State must assess in English the students' achievement in R/LA in high school. 		
<p>Section 1.4 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments

(Note: this is a new requirement under ESSA, so it does not apply to standards and assessments adopted prior to the passage of ESSA (December 2015)).

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State has developed or amended challenging academic standards and assessments, the State has conducted meaningful and timely consultation with:</p> <ul style="list-style-type: none"> • State leaders, including the Governor, members of the State legislature and State board of education (if the State has a State board of education). • Local educational agencies (including those located in rural areas). • Representatives of Indian tribes located in the State. • Teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents. 	<p>File #100 Nevada State Board of Education Meeting Minutes April 2014 File #101 Nevada State Board of Education Meeting Minutes May 2014 File #102 Nevada State Board of Education Meeting Minutes July 2014 File #103 College & Career Task Force Report File #001 Nevada Executive Order 2013 06 Establish the Common Core State Standards Steering Committee File #003 Nevada Statewide Implementation History Presentation to the Legislative Committee on Education April 22 2014 File #008 Nevada Administrative Code Chapter 389 o High School Common Core ELA & Math 389.4612 – 389.4645 File #015 Presentation outlining 2018 Nevada 2018 ACT Standard Setting Process and Performance Level Descriptor (PLD) development.</p>	<p>Nevada adopted the Common Core State Standards in 2010, so this critical element does not apply.</p>
<p>Section 1.5 Summary Statement</p>		
<p>x No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element 2.1 – Test Design and Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to <u>the depth and breadth of the State’s academic content standards</u> for the grade that is being assessed and includes:</p> <ul style="list-style-type: none"> • Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; • Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of <u>the State’s grade-level academic content standards</u> and support the intended interpretations and uses of the results. • Processes to ensure that each academic assessment is tailored to the knowledge and skills included in <u>the State’s academic content standards</u>, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills). • If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design 	<p>File #018 How ACT Assessments Align with State College and Career Readiness Standards.</p> <ul style="list-style-type: none"> □ File #019 Alignment of the ACT to the Wisconsin Academic Standards in ELA and Mathematics. □ File #097 ACT Alignment Updates <p>File #022 ACT Technical Manual for the statement of purpose (see pp. 1.1-1.7) and information about the College Readiness Benchmarks (pp. 8.9-8.10).</p> <ul style="list-style-type: none"> □ File #029 Using Your ACT Results, which is written for students to understand score interpretations and reporting. <p>Test blueprints:</p> <ul style="list-style-type: none"> □ File #022 ACT Technical Manual includes <ul style="list-style-type: none"> o English Test Blueprint (pp. 3.1-3.3) o Mathematics Test Blueprint (pp. 3.4-3.10) o Reading Test Blueprint (pp. 3.10-3.12) o Writing Test Blueprint (pp. 3.15-3.20) o Scoring procedures (p. 2.9-2.11). <p>Processes:</p> <ul style="list-style-type: none"> □ File #022 ACT Technical Manual <ul style="list-style-type: none"> o Test development process (pp. 2.1-2.9) o College and Career Readiness Standards (pp. 8.1-8.9) o Technical Characteristics of State and District Test (p. 16.5) □ File #030 Fairness Report for the ACT Tests (pp. 2-5). □ File #031 National Curriculum Survey (2012). Figure 1 illustrates different processes and sources of evidence used to inform ACT test blueprints (p. 2, Figure 1). 	<p>The statement of purpose of the ACT assessment does not reference the academic content standards.</p> <p>The alignment study submitted was for Wisconsin standards, not NV standards, and relationship between these two was not clear.</p> <p>Alignment study showed problems with alignment between the ACT and Wisconsin’s standards, and there was a plan submitted for future edits to the assessment. Peers request evidence that these issues with alignment were addressed.</p> <p>Test blueprints contain no description to support the statement that it measures the depth and breadth of the State’s grade-level academic content standards, since these standards are not represented on the blueprint.</p> <p>Peers request evidence of processes to ensure that the assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills. An example of evidence that could meet this requirement is documentation from the test developer showing the academic content standards to which the test is being built and the cognitive complexity levels of these academic content standards, as well as test specifications and blueprints that fit these academic content standards and their associated cognitive complexity levels.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

<p>and intended uses and interpretations of results.</p> <ul style="list-style-type: none"> • If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the student is enrolled and uses that determination for all reporting. • If the State administers a content assessment that includes portfolios, such assessment may be partially administered through a portfolio but may not be <i>entirely</i> administered through a portfolio. 		
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Section 2.1 Summary Statement

X The following additional evidence is needed/provide brief rationale:

- Statement of purpose for the assessment that references the State’s academic content standards
- Test blueprints that reference the State’s academic content standards and demonstrate the ability of measuring the depth and breadth of the State’s academic content standards
- Documentation of processes to ensure that each academic assessment is tailored to the knowledge and skills included in **the State’s academic content standards**, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills).

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 2.2 – Item Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State uses reasonable and technically sound procedures to develop and select items to:</p> <ul style="list-style-type: none"> Assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills. 	<p>File #022 ACT Technical Manual</p> <ul style="list-style-type: none"> Information about item development (pp. 2.1-2.9). <p>File #030 Fairness Report for the ACT Tests.</p> <ul style="list-style-type: none"> Information about the item development and review process (pp. 2-5). <p>Selection:</p> <p>File #032 Forms Construction Guide</p> <ul style="list-style-type: none"> Statistical reviews (Sections 2.1, 2.2, p. 2-1). Item reviews (Sections 3.2, 3.2.4a, 3.2.4b, pp. 2-2 to 2-3). Form specifications (Section 4.0, p. 2-6). Item/Passage mix on a form (Sections 5.1, 5.1.1, 5.1.2, pp. 2-8 to 2-9). Reviews and review elements (sections 9.0, 9.1.1, 9.1.2, 9.1.3, 9.1.4, 9.3.2, 9.3.3, 9.4, 9.4.1, pp. 2-15 to 2-17). <p>Subject-specific item development and selection procedures:</p> <p>File #033 English Multiple-Choice Item Writer Guide</p> <ul style="list-style-type: none"> General ACT processes for developing high-quality, passage-based ELA items (pp. 2-8). Overview of item task models (pp. 9-14). Examples of individual item specifications (see “ORG” item category: Organization, Unity, and Cohesion, pp. 32-46). <p>File #034 Reading Item Writer Guide</p> <ul style="list-style-type: none"> General ACT processes for developing high-quality, passage-based ELA items (pp. 4-10). Overview of item task models (pp. 11-14). Examples of individual item specifications (see “IDT” item category: Central Ideas, Themes, and Summaries, pp. 21-27). <p>File #035 ACT English Essay Writer Guide</p>	<p>Evidence was provided that the assessment developers use technically sound procedures to develop and select items to assess student achievement based on the ACT-determined standards.</p> <p>Peers cannot find evidence that technically sound procedures are used to assess student achievement based on the <i>State’s</i> academic content standards in terms of content and cognitive processes.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

	<p>File #036 ACT Reading Passage Selection Guide File #037 ACT Mathematics Item Writer’s Guide</p> <ul style="list-style-type: none"> o General ACT processes for developing high-quality items (pp. 6-15). o Calculator policy (p. 15). o Overview of item classification categories (pp. 16-18). o Examples of item sets (pp. 19-23). <p>File #038 Your Guide to the ACT Assessment. Includes cognitive specifications for mathematics (Table 3, p. 7).</p> <p>Example of assignments provided to item writers re. item specifications: File#039 Item Writer Assignment. Example assignment given to mathematics item writer (see p. 1).</p> <p>Demographic characteristics of item writers: File #040 2011 Annual Item Writer Report for Explore, Plan, and the ACT</p> <ul style="list-style-type: none"> o Target demographic distribution of item writers (see pp. 5-6). o Actual demographic distribution of item writers from 2004-2011 (see pp. 12-15). 	
Section 2.2 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the assessment measures student achievement based on the State’s academic content standards in terms of content and cognitive processes 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 2.3 – Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State implements policies and procedures for standardized test administration; specifically, the State:</p> <ul style="list-style-type: none"> • Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; • Has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities; • If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration. 	<p>File #013 Nevada State Assessment System Overview 2016_2017 from NDE website November 2017</p> <ul style="list-style-type: none"> • File #041 Nevada Test Security Procedures, 2018-2019 • File #042 Nevada Student Assessments Activity Calendar for District Test Directors • File #043 Nevada NDE Student Assessment Calendar for the 2018-19 School Year • File #044 District Test Director Monthly Agenda Sample • File #045 District Test Director Meeting PowerPoint Sample <input type="checkbox"/> File #046 The ACT Test Administration Manual: State and District Testing <ul style="list-style-type: none"> o ACT state and district testing policies and procedures (pp. 5-8). o Test facility requirements (pp. 9-11). o Testing staff requirements (pp. 12-15). o Test administrator training session outline and topics for discussion (p. 95). <p>File #047 Regional Admin Training Sessions_Invitation_02.02.17</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #048 Regional Training Administration Presentation for February 2017_FINAL <p>File. The presentation covers administration policies, procedures, and test preparation, including:</p> <ul style="list-style-type: none"> o All administrator roles and responsibilities o Test security policies, procedures, and resources o Accessibility policies, procedures, and resources o Staff and student preparation and training resources o Technology overview o Test administration instructions 	<p>Peers felt sufficient evidence was submitted that the State communicates to educators clear and consistent standardized procedures for the administration of the assessment.</p> <p>Peers felt insufficient evidence was submitted regarding clear, thorough, and consistent standardized procedures for administering assessments with accommodations. Evidence could include documentation showing the test administrator which accommodations the students should receive for administration.</p> <p>Peers could not find sufficient evidence of procedures to ensure that test administrators receive appropriate training for test administration.</p> <p>Based on State’s documentation, it appears the ACT is administered entirely paper-based in Nevada. Is this accurate?</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

	<p><input type="checkbox"/> File #046 ACT Test Administration Manual: State and District Testing</p> <ul style="list-style-type: none">○ Test coordinator is expected to participate in training conducted by ACT (if previously untrained) and is responsible for training room supervisors and proctors (p. 12).○ All staff are expected to participate in training conducted by ACT (p. 15).○ Training session outline and topics for discussion for the training conducted by the test coordinator (pp. 95).	
Section 2.3 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none">• Documentation that the State has established and communicates to educators clear, thorough and consistent standardized procedures for administration with accommodations• Documentation that the State has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 2.4 – Monitoring Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Monitoring of test administration should be demonstrated for all assessments in the State system: the general academic assessments and the AA-AAAS.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> File #049 2017 Confidentiality Agreement Form <input type="checkbox"/> File #050 NDE Online test Security Training <input type="checkbox"/> File #051 Caveon NDE Test Security Investigation Training <input type="checkbox"/> File #052 Acknowledgment of Training <input type="checkbox"/> File #099 Assessment Observation & Security Checklist <input type="checkbox"/> File #046 ACT Test Administration Manual: State and District Testing <ul style="list-style-type: none"> o Information on test room starting time, general announcement to examinees, distribution of test materials, sequence of tests, timing of tests, checking calculators during Test 2, calculators, checking for prohibited behavior, breaks, examinees who leave a test and return, guessing (pp. 26-31). o Verbal instructions for standard time testing (pp. 32-37). o Authorized observers where the district is provided opportunity for site visits on the day of testing (pp. 7-8). 	<p>According to the State, District Test Coordinators are responsible for monitoring administration in their districts and sign a confidentiality agreement form. NDE provided evidence of training on test administration and security investigations but this training did not describe a monitoring process. Nevada provided a School Observation Checklist but did not include any details about the process and whether it was not clear whether this form includes the administration of the ACT. No information was provided about how the State verifies that district monitoring has occurred, and no evidence was provided that monitoring actually occurred (e.g., number of schools monitored or completed reports).</p>
<p>Section 2.4 Summary Statement</p>		
<p><u> x </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the State adequately monitors the administration of ACT to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 2.5 – Test Security

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> • Prevention of any assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; • Detection of test irregularities; • Remediation following any test security incidents involving any of the State’s assessments; • Investigation of alleged or factual test irregularities. • Application of test security procedures to all assessments in the State system: the general academic assessments and the AA-AAAS. 	<p>Prevention:</p> <ul style="list-style-type: none"> □ File #046 ACT Test Administration Manual: State and District Testing <ul style="list-style-type: none"> o Preparing facilities for the test (pp. 9-11). o Testing staff requirements (pp. 12-15). o Information about securing test materials before, during, and after testing and secure distribution of test materials (pp. 16-19, 90-93). o Instructions for test day, including admitting examinees and prohibited items (pp. 26-30). - Information about test administration procedures (pp. 30-32). - Verbal instructions for standard test administration (pp. 32-37). - Anonymous security hotline as well as ACT test security principles (p. 115). <p>Training:</p> <ul style="list-style-type: none"> □ File #046 ACT Test Administration Manual: State and District Testing <ul style="list-style-type: none"> o Test coordinator is expected to participate in training conducted by ACT (if previously untrained) and is responsible for training room supervisors and proctors (p. 12). o All staff are expected to participate in training conducted by ACT (p. 15). o Training session outline and topics for discussion for the training conducted by the test coordinator (p. 95). <p>Detection:</p> <ul style="list-style-type: none"> □ File #053 Procedures for Investigating Testing Irregularities and Questioned Test Scores <ul style="list-style-type: none"> o Describes irregularities that may result in a review of an individual’s test scores and how the irregularities are identified and reviewed (pp. 1-2). 	<p>Peers could not find evidence of remediation following any test security incidents other than those for students – there did not appear to be remediations for incidents involving staff/faculty.</p> <p>Peers could not find documentation regarding the investigation of alleged or factual test irregularities, other than individual student incidents.</p> <p>Peers felt no additional evidence was required for prevention of any assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, consequences for confirmed violations of test security (for students), and requirements for annual training at the district and school levels for all individuals involved in test administration.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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	<p><input type="checkbox"/> File #054 Events that Prompt a Compliance Alert File #099 Assessment Observation & Security Checklist Irregularities:</p> <p><input type="checkbox"/> File #046 ACT Test Administration Manual: State and District Testing</p> <ul style="list-style-type: none"> o Reporting incidents (irregularities) and consequences for violations of test security (pp. 83-89). o Irregularities and the cancelling of scores (p. 105). <p><input type="checkbox"/> File #055 2015 Terms and Conditions: Testing Rules and Policies for the ACT</p> <ul style="list-style-type: none"> o Non-scoring and cancelling scores (pp. 2-3). <p>Remediation:</p> <p><input type="checkbox"/> File #053 Procedures for Investigating Testing Irregularities and Questioned Test Scores</p> <ul style="list-style-type: none"> o Options for examinees whose scores are reviewed (pp. 3-4). <p>Investigation:</p> <p><input type="checkbox"/> File #046 ACT Test Administration Manual: State and District Testing</p> <ul style="list-style-type: none"> o Expectations for staff cooperation in any investigations (p. 6). 	
<p>Section 2.5 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Documentation of remediation following any test security incidents involving any of the State’s assessments (specifically for incidents involving staff) • Documentation of procedures for investigation of alleged or factual test irregularities (specifically for incidents involving staff) 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

SECTION 3: TECHNICAL QUALITY – VALIDITY

Critical Element 3.1 – Overall Validity, Including Validity Based on Content

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards. The State’s validity evidence includes evidence that:</p> <p><u>The State’s academic assessments</u> measure the knowledge and skills specified in the State’s academic content standards, including:</p> <ul style="list-style-type: none"> • Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), , balance of content, and cognitive complexity; • Documentation that the assessments address the depth and breadth of the content standards; • If the State has adopted alternate academic achievement standards and administers alternate assessments aligned with those standards, the assessments show adequate alignment to the State’s academic content standards for the grade in which the student is enrolled in terms of content match (i.e., no unrelated content) and the breadth of content 	<p>Validity</p> <ul style="list-style-type: none"> □ File #019 Alignment of the ACT to the Wisconsin Academic Standards in ELA and Mathematics. □ File #097 ACT Alignment Updates □ File #022 ACT Technical Manual. o The technical manual for the ACT assessment includes a chapter on Validity Evidence, which provides descriptions of studies providing validity evidence for the use and interpretation of ACT Assessment test scores (Chapter 11, pp. 11.1-11.95). o Tasks are assembled into test forms based on test blueprints that control for content coverage, item difficulty, cognitive complexity, reading load, and item latency (Section 1.3, pp.1.6ff). o English and Mathematics blueprints in sections 3.2.3 (pp. 3.3ff) and 3.3.6 (pp. 3.9ff) present evidence of validity via balance of content. o ACT scores are comparable across National and State administrations (p. 16.11) □ File #058 ACT Writing Test Technical Report. Includes results of various studies that demonstrate overall validity of the optional Direct Writing (ACT-W) Test. o Relationship between ACT-W scores and writing-intensive college courses (pp. 13-17). □ File #030 Fairness Report for the ACT Tests. Includes information about the reviews of items and forms (pp. 3-10). □ File #059 Content Review Panel Instructions (Reading) 	<p>See comments on critical element 2.1 for additional details in the area of content validity.</p> <p>Peers cannot find sufficient documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), , balance of content, and cognitive complexity or documentation that the assessments address the depth and breadth of the content standards.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities.		
Section 3.1 Summary Statement		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none">• Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity• Documentation that the assessments address the depth and breadth of the content standards		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 3.2 – Validity Based on Cognitive Processes

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that its assessments tap: <u>the intended cognitive processes</u> appropriate for each grade level as represented in the State’s academic content standards.</p>	<p>Expert judgment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #022 ACT Technical Manual. <ul style="list-style-type: none"> o Cognitive processes such as cognitive labs, piloting, and field testing provide evidence that the assessments tap the intended construct and iteratively improve the improve the components of the ACT. (section 1.2, pp. 1.3ff) o Content and fairness expert involvement (section 2.3.4, pp. 2.4ff) o Information about item reviews (pp. 2.6 -2.7 and p. 2.8). <input type="checkbox"/> File #032 Forms Construction Guide <ul style="list-style-type: none"> o Guidelines and qualifications for review panels (pp. 2.15-2.19 and Appendix A). o Review of field test items (Section 3.2, pp. 2.2-2.5). <input type="checkbox"/> File #030 Fairness Report for the ACT Tests. <ul style="list-style-type: none"> o Guidelines and qualifications for review panels (pp. 14-16). o Review of field test items (p. 4-10). <p>Evidence #104 ACT Cognitive Lab</p> <ul style="list-style-type: none"> o Study Design (pp. 4-7) o ELA (pp. 7-15) o Mathematics (pp. 16-25) o Science (pp. 26-31) 	<p>The evidence submitted by the state does not address intended cognitive processes represented in the State’s academic content standards.</p> <p>Additionally, peers had a concern regarding the non-representative demographics of the sample selected for the cognitive lab study.</p>
<p>Section 3.2 Summary Statement</p>		
<p><u> </u>x <u> </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Validity evidence that the assessment taps the intended cognitive processes as represented in the State’s academic content standards 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 3.3 – Validity Based on Internal Structure

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s <u>academic content standards</u>.</p>	<p>File #022 ACT Technical Manual.</p> <ul style="list-style-type: none"> o Internal structural validity via data collection regarding items and test forms to ensure support of claims made by ACT (section 1.3, pp. 1.6ff) o In addition to subject-based test scores and a composite score, reporting category scores are calculated for ACT reporting categories that are aligned with ACT College and Career Readiness standards (section 2.5, pp. 2.9ff) <ul style="list-style-type: none"> □ File #060 “Correlations among subscores on the ACT” provides evidence of the internal structure among ACT subscores. □ File #061 “Differential Item Functioning” includes operational item DIF analyses for the ACT comparing African American/White and Female/Male. Table 1 shows that a few items show moderate DIF, but none of the subject tests contained items with large DIF. □ File #098 Peer Review Report on the ACT for Nevada <ul style="list-style-type: none"> o Correlation matrices (pp. 1-3) o Factor analysis (pp. 3-5) o Differential item functioning (pp. 8-11) <p>English and Writing Subscores:</p> <ul style="list-style-type: none"> □ File #059 ACT Writing Test Technical Report (2009). Includes results of analyses that demonstrate overall validity of the optional Direct Writing (ACT-W) Test. <ul style="list-style-type: none"> o Relationship between ACT-W scores and writing-intensive college courses (Tables 9-12, pp. 13-17). 	<p>Peers cannot find evidence that the extensive documentation submitted regarding the ACT’s reporting structures is consistent with the State’s own academic content standards.</p>
<p>Section 3.3 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s <u>academic content standards</u>. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 3.4 – Validity Based on Relations to Other Variables

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>	<p>High School Coursework:</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #022 ACT Technical Manual (pp. 11.2-11.9). <input type="checkbox"/> File #062 ACT Validity Based on Relationships with Other Variables <input type="checkbox"/> File #063 McNeish, D. M., Radunzel, J., & Sanchez, E. (2015). A multidimensional perspective of college readiness: Relating student and school characteristics to performance on the ACT. ACT Research Report 2015-6 (Iowa City, IA: ACT). <input type="checkbox"/> File #064 Allen, J. (2015). Influence of achievement in core high school courses on ACT scores. ACT Technical Brief (Iowa City, IA: ACT). <p>Needing Academic Assistance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #022 ACT Technical Manual (pp. 11.22-11.25). <p>College Coursework:</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #022 ACT Technical Manual (pp. 11.62-11.66); <input type="checkbox"/> File #065 Mattern, K., Radunzel, J., & Westrick, P. (2015). Development of STEM readiness benchmarks to assist educational and career decision making. ACT Research Report 2015-3 (Iowa City, IA: ACT). <input type="checkbox"/> File #066 Allen, J. (2013). Updating the ACT College Readiness Benchmarks. ACT Research Report 2013-6 (Iowa City, IA: ACT). <p>College Performance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #067 Mattern, K., & Radunzel, J. (2015). Who goes to graduate school? Tracking 2003 ACT-tested high school graduates for more than a decade. ACT Research Report 2015-2 (Iowa City, IA: ACT). <input type="checkbox"/> File #068 Sanchez, E. (2013). Differential effects of using ACT college readiness assessment scores and high school GPA to predict first-year college GPA among 	<p>Peers found that the state has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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	<p>racial/ethnic, gender, and income groups. ACT Research Report 2013-4 (Iowa City, IA, ACT).</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #069 Westrick, P. A., Le, H., Robbins, S. B., Radunzel, J. M. R., & Schmidt, F. L. (2015). College Performance and Retention: A Meta-Analysis of the Predictive Validities of ACT® Scores, High School Grades, and SES. <i>Educational Assessment</i>, 20, 23-45. <p>External Measures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #022 ACT Technical Manual. <ul style="list-style-type: none"> o Assessment results, performance criteria, and cut scores relate to external measures such as NAEP and Aspire that assess similar constructs (Section 16.3.4, p. 16.7) <input type="checkbox"/> File #070 Dickinson, E. R. & Adelson, J. L. (2016). Choosing among multiple achievement measures: Applying multitrait-multimethod confirmatory factor analysis to state assessment, ACT, and student GPA data. <i>Journal of Advanced Academics</i>, 27(1), 4-22;. <input type="checkbox"/> File #071 Mattern, K.D. & Lacina, C. (2015). Different assessments, different results: A cautionary note when interpreting state test results. (Iowa City, IA: ACT). <input type="checkbox"/> File #072 Dorans, N.J., Sconing, J., Crouse, J. (2010). Selection decisions for the ACT and SAT scores used to produce the ACT-SAT Concordances. Draft of paper presented at National Council on Measurement in Education. <input type="checkbox"/> File #073 ACT (2008). The relative predictive validity of ACT scores and high school grades in making college admissions decisions. (Iowa City, IA: ACT) (see Appendix for prediction weights). 	
<p>Section 3.4 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

SECTION 4: TECHNICAL QUALITY – OTHER

Critical Element 4.1 – Reliability

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State’s student population overall and each student group consistent with nationally recognized professional and technical testing standards. If the State’s assessments are implemented in multiple States, measures of reliability for the assessment overall and each student group consistent with nationally recognized professional and technical testing standards, including:</p> <ul style="list-style-type: none"> • Test reliability of the State’s assessments estimated for its student population; • Overall and conditional standard error of measurement of the State’s assessments, including any domain or component sub-tests, as applicable; • Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results; • For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of <u>a student’s academic achievement</u>. 	<p>File #022 ACT Technical Manual.</p> <ul style="list-style-type: none"> o Reliability and SEM for the ACT Test Scores (pp. 10.1-10.2) o Reliability and SEM for ACT Reporting Scores (pp. 10.2-10.4) o Conditional Standard Errors of Measurement for the ACT (pp. 10.5-10.6) o Reliability, CSEM, and Agreement Indices for the ACT Writing Test (pp. 10.6-10.8) o CSEM for Composite Scores (pp. 10.8-10.10) o CSEM for STEM and ELA Scores (pp. 10.11-10.14) o Test-retest reliability statistics (pp. 13.5ff) o Reliability based on standard-setting and performance level descriptors, including measurement error at and around each cut-score (pp. 16.7ff) <p>□ File #098 Peer Review Report on the ACT Assessment for Nevada (pp. 6-7).</p> <p>File #098 Peer Review Report on the ACT Assessment for Nevada (pp. 6-7).</p> <p>□ File #022 ACT Technical Manual</p> <ul style="list-style-type: none"> o Classification consistency analysis (pp. 10.4-10.5) <p>Inter-rater reliability:</p> <ul style="list-style-type: none"> □ File #022 ACT Technical Manual o Agreement Indices for the ACT Writing Test (pp. 10.6-10.8) □ File #059 ACT Writing Test Technical Report o Inter-rater reliability and measurement precision information (pp. 1-2). 	<p>Peers can find overall SEM for the State’s assessment but cannot find conditional standard error of measurement of the State’s assessments and cannot find SEM or CSEM for domain scores.</p> <p>Peers find the requirements for test reliability of the State’s assessments to be met.</p> <p>Peers find requirements for consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results to be met.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 4.1 Summary Statement		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Conditional standard error of measurement (CSEM) of the State’s assessments • CSEM for domains for the State’s assessment • Overall SEM for domains for the State’s assessment 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 4.2 – Fairness and Accessibility

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>For all State academic assessments,</i> assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition¹).</p> <p>For academic content assessments, the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in their design, development and analysis.</p>	<p>Code of Fair Testing Practices:</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #022 ACT Technical Manual (p. xvi). <input type="checkbox"/> File #075 Code of Fair Testing Practices in Education <p>Item writers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #033 English Multiple-Choice Item Writer Guide (p. 6). <input type="checkbox"/> File #034 Reading Item Writer Guide (p. 7). <input type="checkbox"/> File #035 ACT English Essay Writer Guide (p. 6-8). <input type="checkbox"/> File #036 ACT Reading Passage Selection Guide (p. 6). <input type="checkbox"/> File #037 ACT Mathematics Item Writer’s Guide (pp. 6-7). <p>Fairness reviews:</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #032 Forms Construction Guide. Includes guidelines and qualifications for review panels (pp. 2-15 - 2-19 and Appendix A). <input type="checkbox"/> File #022 ACT Technical Manual <ul style="list-style-type: none"> o Content and fairness review of test forms (p. 2.6-2.7). o Accessibility and fairness in item development (pp. 4.1-4.9) o Subgroup differences support validity (pp. 11.26ff) <input type="checkbox"/> File #030 Fairness Report for the ACT Tests (pp. 1-10). <input type="checkbox"/> File #076 Consultants Guide for the Fairness Review of the ACT Assessment <p>DIF analyses:</p>	<p>Peers cannot find evidence of DIF analyses conducted to examine English Learner (EL) or Student with Disabilities (SWD) categories. Documentation states that this analysis is not conducted by ACT and that this data is not collected from students by ACT for privacy reasons, but the State has access to this data and publishes it in the Nevada Accountability Portal. Additionally, ACT appears to collect this data for accommodations purposes.</p>

¹ see page 28 of “*A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process*”, September 24, 2018 available at: www.ed.gov/admins/lead/account/saa.html

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

	<ul style="list-style-type: none"><input type="checkbox"/> File #062 “Differential Item Functioning” includes operational item DIF analyses for the ACT comparing African American/White and Female/Male.<input type="checkbox"/> File #022 ACT Technical Manual stating that DIF analyses are conducted after each operational administration (p. 2.7).	
Section 4.2 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none">• Evidence of DIF analyses conducted to examine EL and SWD subgroups		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 4.3 – Full Performance Continuum

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for academic assessments, including performance for high- and low-achieving students.</p>	<p>File #022 ACT Technical Manual: The technical manual includes evidence of precision across the score scale.</p> <ul style="list-style-type: none"> ○ Statistical specifications for item (pp. 2.2-2.5). ○ English and Mathematics blueprints describe distribution of items on a form by cognitive complexity (pp. 3.3 & 3.9) ○ Conditional standard error of measurement plots and values (pp. 10.5-10.13). 	<p>Peers cannot find evidence that each assessment provides an adequately precise estimate of student performance across the full performance continuum. Suggested evidence to fulfill this is CSEM tables and/or curves for the State’s population.</p>
<p>Section 4.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that each assessment provides an adequately precise estimate of student performance across the full performance continuum for the State’s students 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 4.4 – Scoring

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State’s <u>academic achievement standards</u>.</p>	<ul style="list-style-type: none"> □ File #022 ACT Technical Manual: <ul style="list-style-type: none"> o Test Development and scoring procedures (pp. 2.8, 2.9-2.11) o Description of the scaling process (pp. 9.1-9.2). o Score scale characteristics (pp. 9.2-9.3). o Equating (p. 9.3). o Scaling and equating of the ACT Writing Test for ACT ELA Score Calculation (pp. 9.3-9.4). o Measurement error and precision (pp. 10.1-10.4). o ACT scoring procedures for each subject test, subscale scores, and the Composite score (pp. 2.9-2.11; pp. 7.1-7.7). o Reporting Categories and ACT Readiness Ranges (p. 7.7). o Writing Domain Scores (pp. 7.8-7.10). □ File #059 ACT Writing Test Technical Report (2009): The Writing test technical report includes information on the inter-rater reliability, the standard error of measurement, and other reliability analyses (pp. 12-13). 	<p>Peers find that the State has met this requirement in their submission.</p>
<p>Section 4.4 Summary Statement</p>		
<p>X No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 4.5 – Multiple Assessment Forms

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State administers multiple forms of academic assessments within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State’s academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years.</p>	<p>Construction of multiple forms:</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #022 ACT Technical Manual (pp. 2.5-2.7) <input type="checkbox"/> File #030 Fairness Report for the ACT Tests (pp. 1-10). <input type="checkbox"/> File #032 Forms Construction Guide <ul style="list-style-type: none"> o Guidelines and qualifications for review panels (pp. 2.15-2.19 and Appendix A). o Review of field test items (Section 3.2, pp. 2.2-2.5). o Selection of items for forms (Section 4, p. 2.6-2.7). o Guidance about item quality (Section 5, pp. 2.7-2.12). o Subject-specific specifications (e.g., for English, Appendix B, section 5-7). <p>Psychometric analyses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #022 ACT Technical Manual: The ACT technical manual includes the equating process (p. 9.3). <input type="checkbox"/> File #077 Equating Stability: Example of the type of research ACT conducts to evaluate equating function accuracy. 	<p>Peers find that sufficient evidence was submitted that the assessments yield consistent score interpretations such that the forms are comparable within and across school years.</p> <p>Peers cannot find evidence that the State ensures that all forms adequately represent the State’s academic content standards.</p>
<p>Section 4.4 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the State ensures that all forms adequately represent the State’s academic content standards. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 4.6 – Multiple Versions of an Assessment

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State administers any of its assessments in multiple versions within a subject area (e.g., online versus paper-based delivery; or a native language version of the academic content assessment), grade level, or school year, the State:</p> <ul style="list-style-type: none"> • Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments; • Documented adequate evidence of comparability of the meaning and interpretations of the assessment results. 	<p>Comparability:</p> <ul style="list-style-type: none"> □ File #022 ACT Technical Manual <ul style="list-style-type: none"> o Braille & translated versions (p. 4.5, p. 4.15) o Comparability study overview (pp. 12.2-12.5) □ File #078 ACT Research Report 2017-1: Evidence for paper and online ACT comparability: Spring 2014 and 2015 mode comparability studies: <ul style="list-style-type: none"> o 2014 Comparability Study (pp. 9-33). o 2015 Comparability Study (pp. 33-63) 	<p>Peers find sufficient evidence that the assessment supports comparable interpretations of results for students tested with online vs. paper-based delivery.</p> <p>Peers cannot find evidence of comparability of the meaning and interpretations of assessment results for students using alternate forms such as Braille.</p> <p>Peers suggest that the State provide evidence that the accommodations and supports provided for English learners are sufficient and do not warrant a native language version of the academic content assessment.</p>
<p>Section 4.6 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence of comparability of the meaning and interpretations of assessment results for students using alternate forms such as Braille 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 4.7 – Technical Analysis and Ongoing Maintenance

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State:</p> <ul style="list-style-type: none"> • Has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments), and • Evidence of adequate technical quality is made public, including on the State’s website. 	<ul style="list-style-type: none"> <input type="checkbox"/> File #079 Overview of Technical Advisory Committee <input type="checkbox"/> File #031 National Curriculum Survey (2012). <ul style="list-style-type: none"> ○ Figure 1 illustrates how the National Curriculum Survey is used to update the ACT (pp. 1-2). <input type="checkbox"/> File #022 ACT Technical Manual: The ACT technical manual discusses the ongoing review process (pp. 1.7, 2.9). 	<p>Peers find that the State has submitted sufficient evidence to meet all requirements in this area.</p>
<p>Section 4.7 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element 5.1 – Procedures for Including Students with Disabilities

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State’s assessment system. Decisions about how to assess students with disabilities must be made by a student’s IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student’s individual abilities and needs.</p> <p>If a State adopts alternate academic achievement standards for students with the most significant cognitive disabilities and administers an alternate assessment aligned with those standards under ESEA section 1111(b)(1)(E) and (b)(2)(D), respectively, the State must:</p> <ul style="list-style-type: none"> • Establish guidelines for determining whether to assess a student with an AA-AAAS, including: <ul style="list-style-type: none"> ○ A State definition of “students with the most significant cognitive disabilities” that addresses factors related to cognitive functioning and adaptive behavior; • Provide information for IEP Teams to inform decisions about student assessments that: 	<p>File #008 Nevada Administrative Code Chapter 389</p> <ul style="list-style-type: none"> ○ 389.696 Individualized Education Plan for a pupil with a disability □ File #021 Nevada Revised Statutes Chapter 390 ○ 390.820 Administration of Examinations to pupils with disabilities □ File #080 Nevada IEP_504Accommodations1718_110117 □ File #081 Nevada Special Testing Accommodation Request Form □ File #028 ACT Group Summary Report <p>File #022 ACT Technical Manual (Chapter 4, Accessibility, pp. 4.1-4.18)</p> <ul style="list-style-type: none"> ○ The chapter is a general overview of ACT’s process to include accessibility into the design of the assessment. ○ Table of supports (Table 4.4, pp. 4.10-4.15). □ File #023 ACT Policy for Accommodations Documentation. Includes the documentation requirements for students with disabilities seeking accommodations. □ File #024 ACT Test Accessibility and Accommodations System (TAA) User Guide. Provides information on how to request accommodations. 	<p>Peers find that the State has submitted sufficient evidence to meet all requirements in this area.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> ○ Provides a clear explanation of the differences between assessments aligned with grade-level academic achievement standards and those aligned with alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an AA-AAAS, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; • Ensure that parents of students assessed with an AA-AAAS are informed that their child's achievement will be measured based on alternate academic achievement standards; • Not preclude a student with the most significant cognitive disabilities who takes an AA-AAAS from attempting to complete the requirements for a regular high school diploma; and • Promote, consistent with requirements under the IDEA, the involvement and progress of students with the most significant cognitive disabilities in the general education curriculum that is based on the State's academic content standards 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>for the grade in which the student is enrolled; and</p> <ul style="list-style-type: none"> • Develop, disseminate information on, and promote the use of appropriate accommodations to ensure that a student with the most significant cognitive disabilities who does not take an AA-AAAS participates in academic instruction and assessments for the grade in which the student is enrolled. • The State has in place and monitors implementation of guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards, if applicable. Such guidelines must be developed in accordance with 34 CFR § 200.6(d).² 		
Section 5.1 Summary Statement		
X No additional evidence is required		

² See the full regulation at 34 CFR § 200.6(d) (online at https://www.ecfr.gov/cgi-bin/text-idx?SID=07e168e9e7a6c5931b4549cc15547ee9&mc=true&node=se34.1.200_16&rgn=div8)

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 5.2 – Procedures for Including English Learners in Academic Content Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has in place procedures to ensure the inclusion of all ELs in public elementary and secondary schools in the State’s academic content assessments and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:</p> <ul style="list-style-type: none"> • Procedures for determining whether an EL should be assessed with a linguistic accommodation(s); • Information on accessibility tools and features available to all students and assessment accommodations available for ELs; • Assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students’ mastery of skills in academic content areas until the students have achieved English language proficiency. 	<ul style="list-style-type: none"> □ File #021 Nevada Revised Statutes Chapter 390 <ul style="list-style-type: none"> o 390.810 Administration of Examinations to pupils who are English learners □ File #028 ACT Group Summary Report with demographic disaggregation □ File #022 ACT Technical Manual (Chapter 4, Accessibility, pp. 4.1-4.18) <ul style="list-style-type: none"> o The chapter is a general overview of ACT’s process to include accessibility into the design of the assessment. o Table of supports (Table 4.4, pp. 4.10-4.15). o Enhancements for English Learners (pp. 4.15-4.17) □ File #024 ACT Test Accessibility and Accommodations System (TAA) User Guide. Provides information on how to request EL supports. □ File #025 ACT Approved EL Supports Guide. Includes information on types of supports provided and how to request the supports (pp. 1-5). □ File #026 ACT Policy for English Learner Supports Documentation. Details the principles for determining supports, criteria for establishing English learner status, and procedures for implementation (pp. 3-4). 	<p>Peers find the State has submitted sufficient information on accessibility tools and features available to all students and assessment accommodations available for ELs.</p> <p>Peers cannot find File #035 referenced in the submission, the UAAG file.</p> <p>Peers request additional evidence of assistance regarding selection of appropriate linguistic accommodations for ELs (procedures for determining whether ELs should be assessed with an accommodation, and, if so, for selecting the accommodation).</p>
<p>Section 5.2 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence of assistance regarding selection of appropriate linguistic accommodations for ELs 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 5.3 – Accommodations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically, the State:</p> <ul style="list-style-type: none"> • Ensures that appropriate accommodations, such as, interoperability with, and ability to use, assistive technology, are available to measure the academic achievement of students with disabilities. • Ensures that appropriate accommodations are available for ELs; • Has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; • Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. • Ensures that accommodations for all required assessments do not deny 	<p>File #022 ACT Technical Manual (Chapter 4, Accessibility, pp. 4.1-4.18)</p> <ul style="list-style-type: none"> ○ The chapter is a general overview of ACT’s process to include accessibility into the design of the assessment. ○ Table of supports (Table 4.4, pp. 4.10-4.15). <p>File #023 ACT Policy for Accommodations Documentation. Includes the documentation requirements for students with disabilities seeking accommodations.</p> <ul style="list-style-type: none"> □ File #025 ACT Approved EL Supports Guide. Includes information on types of supports provided and how to request the supports (pp. 1-5). □ File #026 ACT Policy for English Learner Supports Documentation. Details the principles for determining supports, criteria for establishing English learner status, and procedures for implementation (pp. 3-4). □ File #024 ACT Test Accessibility and Accommodations System (TAA) User Guide. Provides information on how to request accommodations. □ File #081 Nevada Special Testing Accommodation Request Form 	<p>Peers request evidence that the accommodations provided for this assessment (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment.		
Section 5.3 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the accommodations it provides (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 5.4 – Monitoring Test Administration for Special Populations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> • Consistent with the State’s policies for accommodations; • Appropriate for addressing a student’s disability or language needs for each assessment administered; • Consistent with accommodations provided to the students during instruction and/or practice; • Consistent with the assessment accommodations identified by a student’s IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL; • Administered with fidelity to test administration procedures; • Monitored for administrations of all required academic content assessments and AA-AAAS. 	<p>The state of Nevada requires assessment of English Language Arts and mathematics of all students by state law.</p> <ul style="list-style-type: none"> □ File #021 Nevada Revised Statutes Chapter 390 <ul style="list-style-type: none"> ○ 390.810 Administration of Examinations to pupils who are English learners ○ 390.820 Administration of Examinations to pupils with disabilities <p>Accommodations:</p> <ul style="list-style-type: none"> □ File #022 ACT Technical Manual (Chapter 4, Accessibility, pp. 4.1-4.18) <ul style="list-style-type: none"> ○ The chapter is a general overview of ACT’s process to include accessibility into the design of the assessment. ○ Table of supports (Table 4.4, pp. 4.10-4.15). □ File #023 ACT Policy for Accommodations Documentation. Includes the documentation requirements for students with disabilities seeking accommodations. □ File #025 ACT Approved EL Supports Guide. Includes information on types of supports provided and how to request the supports (pp. 1-5). □ File #026 ACT Policy for English Learner Supports Documentation. Details the principles for determining supports, criteria for establishing English learner status, and procedures for implementation (pp. 3-4). □ File #024 ACT Test Accessibility and Accommodations System (TAA) User Guide. Provides information on how to request accommodations. <p>Monitoring accommodations:</p> <ul style="list-style-type: none"> □ File #046 The ACT Test Administration Manual: State and District Testing <ul style="list-style-type: none"> ○ Accommodations coordinator (pp. 12-13). 	<p>Peers request additional evidence that the state monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations. Suggestions include evidence of how the state monitors to ensure that students receive the appropriate accommodations reflected in the IEP/504 plan/ELP, and how the state monitors to ensure that they do not receive accommodations to which they are not entitled. File #099 is insufficient, since it only asks whether the student receives accommodations, not whether the accommodations are the right ones for the students in the administration.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>State Monitoring and Reporting: Additionally the NDE Offices of Special Education and the Title III office conduct audits of Special Education and English Learner programs giving feedback to programs as to the appropriateness of both instructional and assessment accommodations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #083 Title III Monitoring Part I <input type="checkbox"/> File #084 Title III Monitoring Part II <input type="checkbox"/> File #085 FY17 Sample Title III Monitor Report <input type="checkbox"/> File #086 Special Education Monitor Checklist <input type="checkbox"/> File #099 Assessment Observation & Security Checklist <input type="checkbox"/> File #028 ACT Group Summary Report with demographic disaggregation 	
Section 5.4 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale: Evidence that the state monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations.</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING

Critical Element 6.1 – State Adoption of Academic Achievement Standards for All Students

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u></p> <p>The State formally adopted <u>challenging academic achievement standards</u> in reading/language arts, mathematics, and science for all students, specifically:</p> <ul style="list-style-type: none"> • The State formally adopted academic achievement standards in the required tested grades and, at its option, alternate academic achievement standards for students with the most significant cognitive disabilities; • The State applies its academic achievement standards to all public elementary and secondary school students enrolled in the grade to which they apply, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply; <p>The State’s academic achievement standards and, as applicable, alternate academic achievement standards, include:</p> <p>(1) at least three levels of achievement, with two for high achievement and a third for lower achievement; (2) descriptions of the competencies associated with each achievement level; and (3) achievement scores that differentiate among the achievement levels.</p>	<p>File #018 How ACT Assessments Align with State College and Career Readiness Standards.</p> <p><input type="checkbox"/> File #019 Alignment of the ACT to the Wisconsin Academic Standards in ELA and Mathematics.</p> <p><input type="checkbox"/> File #097 ACT Alignment Updates</p> <p><input type="checkbox"/> File #007 Nevada Revised Statutes Chapter 389</p> <p>o Council to Establish Academic Standards 389.500 – 389.540</p> <p><input type="checkbox"/> File #021 Nevada Revised Statutes Chapter 390</p> <p>o 390.610 State Board to select college and career readiness assessment for grade 11</p> <p><input type="checkbox"/> File #003 Nevada Statewide Implementation History Presentation to the Legislative Committee on Education April 22 2014</p> <p><input type="checkbox"/> File #016 Recommendations from the 2018 Nevada ACT Standard Setting</p> <p>o Table 1: Participant-Recommended Score Ranges</p> <p>o Table 2: Proposed PLDs for the Nevada ACT</p> <p><input type="checkbox"/> File #017 Memo from the State Superintendent communicating adoption of recommended ACT PLD Cut Scores</p> <p>Critical Element</p>	<p>Peers find evidence that the State formally adopted academic achievement standards.</p> <p>Peers find evidence that the State’s academic achievement standards include at least three levels of achievement and achievement scores that differentiate among the achievement levels.</p> <p>Peers did not find descriptions of the competencies associated with each achievement level. Policy PLDs in #015 did not meet this requirement.</p>
<p>Section 6.1 Summary Statement</p>		
<p>X No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 6.2 – Achievement Standards Setting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting:</p> <ul style="list-style-type: none"> • <u>Academic achievement standards and, as applicable, alternate academic achievement standards.</u> 	<ul style="list-style-type: none"> □ File #015 Presentation outlining 2018 Nevada 2018 ACT Standard Setting Process and (PLD) development. <ul style="list-style-type: none"> ○ Procedures and use of data pp. 7-25 □ File #016 Recommendations from the 2018 Nevada ACT Standard Setting <ul style="list-style-type: none"> ○ Procedure: “Specifically ... steps for each content area” #1-3 	<p>Peers cannot find evidence that the State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting academic achievement standards. Suggestions for possible evidence include a standard setting report that includes detailed information about the standard setting process and the panelists, as well as panelist evaluations of the process.</p>
<p>Section 6.2 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting academic achievement standards. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 6.3 – Challenging and Aligned Academic Achievement Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic achievement standards:</u></p> <p>The State’s academic achievement standards are challenging and aligned with the State’s academic content standards and with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards such that a student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</p> <p>If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards (1) are aligned with the State’s challenging academic content standards for the grade in which a student is enrolled; (2) promote access to the general curriculum consistent with the IDEA; (3) reflect professional judgment as to the highest possible standards achievable for such students; (4) are designated in the IEP for each student for whom alternate academic achievement standards apply; and (5) are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue</p>	<ul style="list-style-type: none"> <input type="checkbox"/> File #015 Presentation outlining 2018 Nevada 2018 ACT Standard Setting Process and (PLD) development. <ul style="list-style-type: none"> o Comparative data for Rigor pp. 18-25 <input type="checkbox"/> File #016 Recommendations from the 2018 Nevada ACT Standard Setting <ul style="list-style-type: none"> o Comparative data for Rigor: “Specifically ... steps for each content area” #2-3 <input type="checkbox"/> File #018 How ACT Assessments Align with State College and Career Readiness Standards. <input type="checkbox"/> File #019 Alignment of the ACT to the Wisconsin Academic Standards in ELA and Mathematics. <input type="checkbox"/> File #097 ACT Alignment Updates <input type="checkbox"/> File #006 Nevada Academic Content Standard Based on the Common Core Brochure_V5 Retrieved from NDE website December 2017 <input type="checkbox"/> File #004 Nevada K-12_ELA_Academic Content Standards <input type="checkbox"/> File #005 Nevada K-12_Mathematics_Academic Content Standards 	<p>Peers request evidence that the State’s academic achievement standards are aligned with the State’s academic content standards.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
postsecondary education or competitive integrated employment.		
Section 6.3 Summary Statement		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Peers request evidence that the State’s academic achievement standards are aligned with the State’s academic content standards. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element 6.4 – Reporting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public.</p> <p>The State reports to the public its assessment results on <u>student academic achievement for all students and each student group at each achievement level³</u></p> <p>For <u>academic content assessments</u>, the State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the <u>specific academic needs of students</u>, and the State also provides interpretive guides to support appropriate uses of the assessment results.</p> <ul style="list-style-type: none"> The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its academic content assessments that: 	<ul style="list-style-type: none"> <input type="checkbox"/> File #087 NDE Press Release Department of Education Unveils Nevadareportcard.com to Help Drive Data Decision Making Process for Schools and Districts <input type="checkbox"/> File #027 Nevada Report Card website link http://www.nevadareportcard.com/di/ <input type="checkbox"/> File #088 2018 ACT Score Report Schedule <input type="checkbox"/> File #089 PearsonAccessnext User Guide for the ACT Test <input type="checkbox"/> File #090 Sample High School Profile Report <input type="checkbox"/> File #091 Sample State and District Record Layout <input type="checkbox"/> File #092 Sample ACT Individual High School Report <input type="checkbox"/> File #093 Using your ACT Results <input type="checkbox"/> File #094 ACT Score Report Description. <input type="checkbox"/> File #042 Nevada Student Assessments Activity Calendar for District Test Directors <input type="checkbox"/> File #095 2017 State Profile Report <input type="checkbox"/> File #096 Condition of College & Career Readiness – 2017 <input type="checkbox"/> File #027 Nevada Report Card website link http://www.nevadareportcard.com/di/ 	<p>Peers find evidence that the State provides for the production and delivery of individual student reports after each administration of its content assessments.</p> <p>Peers cannot find evidence that the State reports to the public its assessment results on student academic achievement for all students and each student group at each achievement level. The State’s accountability portal’s reports of ACT data do not include reports at the achievement level, and peers were unable to locate evidence of other public reports of this data.</p> <p>Peers cannot find evidence that the State provides reports that are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian.</p> <p>Peers cannot find evidence that upon request by a parent who is an individual with a disability as defined by the ADA, as amended, the State provides reports in an alternative format accessible to that parent.</p>

³ Although all students with disabilities must be included in a State’s assessment system, requirements for public reporting in ESEA section 1111(h)(1)(C)(ii) apply only to children with disabilities as defined in section 602(3) of the IDEA.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> ○ Provide valid and reliable information regarding a <u>student’s academic achievement</u>; ○ Report the <u>student’s academic achievement</u> in terms of the State’s grade-level academic achievement standards; ○ Provide information to help parents, teachers, and principals interpret the test results and address the specific <u>academic needs of students</u>; ○ Are provided in an understandable and uniform format; ○ Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian; ○ Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent. ● The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 6.4 Summary Statement		
<p><u> x </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the State reports to the public its assessment results on student academic achievement for all students and each student group at each achievement level • Evidence that the State provides reports that are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian. • Evidence that upon request by a parent who is an individual with a disability as defined by the ADA, as amended, the State provides reports in an alternative format accessible to that parent. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

SECTION 7: LOCALLY SELECTED NATIONALLY RECOGNIZED HIGH SCHOOL ACADEMIC ASSESSMENTS

(if applicable; evidence for this section would be submitted in ADDITION to evidence for sections 1 through 6)

Critical Element 7.1 – State Procedures for the Use of Locally Selected, Nationally Recognized High School Academic Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has established technical criteria to use in its review of any submission of a locally selected, nationally recognized high school academic assessment. The State has completed this review using its established technical criteria and has found the assessment meets its criteria prior to submitting for the Department’s assessment peer review.</p> <p>The State’s technical criteria include a determination that the assessment:</p> <ul style="list-style-type: none"> • Is aligned with the challenging State academic standards; and • Addresses the depth and breadth of those standards. <p>AND</p> <p>The State has procedures in place to ensure that a district that chooses to use a nationally recognized high school academic assessment administers the same assessment to all high school students in the district except for students with the most significant</p>	<p>N/A</p>	<p>N/A</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>cognitive disabilities who may be assessed with an AA-AAAS.</p> <p>AND</p> <p>The technical criteria established by the State in reviewing a locally selected, nationally recognized high school academic assessment must ensure that the use of appropriate accommodations does not deny a student with a disability or an EL—</p> <ul style="list-style-type: none"> • The opportunity to participate in the assessment; and • Any of the benefits from participation in the assessment that are afforded to students without disabilities or students who are not ELs. 		
<p>Section 7.1 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Element 7.2 –State Monitoring of Districts Regarding the Use of Locally Selected, Nationally Recognized High School

Academic Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State must have procedures in place to ensure that:</p> <p>Before a district requests approval from the State to use a nationally recognized high school academic assessment, the district notifies all parents of high school students it serves—</p> <ul style="list-style-type: none"> • That the district intends to request approval from the State to use a nationally recognized high school academic assessment in place of the statewide academic assessment; • Of how parents and, as appropriate, students may provide meaningful input regarding the district’s request (includes students in public charter schools who would be included in such assessments); and • Of any effect of such request on the instructional program in the district. 	<p>N/A</p>	<p>N/A</p>
<p>Section 7.2 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Element 7.3 –Comparability of the Locally Selected Nationally Recognized High School Academic Assessments with the State Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The locally selected, nationally recognized high school academic assessment:</p> <ul style="list-style-type: none"> • Is equivalent to or more rigorous than the statewide assessment, with respect to— <ul style="list-style-type: none"> ○ The coverage of academic content; ○ The difficulty of the assessment; ○ The overall quality of the assessment; and ○ Any other aspects of the assessment that the State may establish in its technical criteria; • Produces valid and reliable data on student academic achievement with respect to all high school students and each subgroup of high school students in the district that— <ul style="list-style-type: none"> ○ Are comparable to student academic achievement data for all high school students and each subgroup of high school students produced by the statewide assessment at each academic achievement level; ○ Are expressed in terms consistent with the State’s academic achievement standards; and ○ Provide unbiased, rational, and consistent differentiation among schools within the State for the purpose of the State determined accountability system including calculating the Academic Achievement indicator and annually meaningfully differentiating between schools. 	<p>N/A</p>	<p>N/A</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA (ACT)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 7.3 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE
ASSESSMENT

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

August 2019 State Assessment Peer Review Notes



U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

Note: Peer review notes provide the combined recommendations of the individual peers to the U.S. Department of Education (Department), based on the statute and regulations, the Department's peer review guidance, and the peers' professional judgement of the evidence submitted by the State. These assessment peer review notes, however, do not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for assessment peer review. Although the peer notes inform the Secretary's consideration of each State's assessment system, the Department makes the final decision regarding whether the assessment system meets the requirements in the statute and regulations. As a result, these peer notes may not completely align with the final determination made by the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE
ASSESSMENT

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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

Critical Element 1.1 – State Adoption of Academic Content Standards for All Students

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u> The State formally adopted challenging academic content standards for all students in reading/language arts, mathematics and science and applies its academic content standards to all public schools and public school students in the State.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> File #001 Nevada Executive Order 2013 06 Establish the Common Core State Standards Steering Committee <input type="checkbox"/> File #002 NV Transition Plan Overview Common Core State Standards from NDE website November 2017 <input type="checkbox"/> File #003 Nevada Statewide Implementation History Presentation to the Legislative Committee on Education April 22 2014 <input type="checkbox"/> File #004 Nevada K-12_ELA_Academic Content Standards <input type="checkbox"/> File #005 Nevada K-12_Mathematics_Academic Content Standards <input type="checkbox"/> File #006 Nevada Academic Content Standard Based on the Common Core Brochure_V5 Retrieved from NDE website December 2017 <input type="checkbox"/> File #007 NVBOE Legislative Review Informational Filing <input type="checkbox"/> File #008 Legislative Committee Approval of NGSS <input type="checkbox"/> File #009 Press Release: Science Standards Approved <input type="checkbox"/> File #010 Nevada K-12 Science Content Standards <input type="checkbox"/> File #011 Nevada Revised Statutes Chapter 389 <ul style="list-style-type: none"> o Council to Establish Academic Standards 389.500 – 389.540 o File #12 Nevada Administrative Code Chapter 389 <ul style="list-style-type: none"> o 389.247 – 389.511 CCSS are specified by name, NGSS are quoted and/or paraphrased. <p>Content Connectors for the NAA guide instruction for the intended population, with narrowed scope and complexity, to minimize barriers to demonstration of</p>	<p>Peers find this requirement is met by the evidence submitted by the State.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	proficiency with grade-level content. <input type="checkbox"/> File #013 NAA Content Connectors for ELA – G3 <input type="checkbox"/> File #014 NAA Content Connectors for ELA – G4 <input type="checkbox"/> File #015 NAA Content Connectors for ELA – G5 <input type="checkbox"/> File #016 NAA Content Connectors for ELA – G6 <input type="checkbox"/> File #017 NAA Content Connectors for ELA – G7 <input type="checkbox"/> File #018 NAA Content Connectors for ELA – G8 <input type="checkbox"/> File #019 NAA Content Connectors for ELA – HS <input type="checkbox"/> File #020 NAA Content Connectors for Math – G3 <input type="checkbox"/> File #021 NAA Content Connectors for Math – G4 <input type="checkbox"/> File #022 NAA Content Connectors for Math – G5 <input type="checkbox"/> File #023 NAA Content Connectors for Math – G6 <input type="checkbox"/> File #024 NAA Content Connectors for Math – G7 <input type="checkbox"/> File #025 NAA Content Connectors for Math – G8 <input type="checkbox"/> File #026 NAA Content Conectors for Math – HS <input type="checkbox"/> File #027 NAA Content Connectors for Science – G5 <input type="checkbox"/> File #028 NAA Content Connectors for Science – G8 <input type="checkbox"/> File #029 NAA Content Connectors for Science – HS	
Section 1.1 Summary Statement		
<input checked="" type="checkbox"/> No additional evidence is required		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 1.2 – Challenging Academic Content Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u> The State’s challenging academic content standards in reading/language arts, mathematics, and science are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> File #030 CCSS Higher Ed Statement of Support <input type="checkbox"/> File #031 NGSS Development Framework <ul style="list-style-type: none"> o Pp. 16-17 include college board among intended considerations <input type="checkbox"/> File #032 NGSS College & Career Readiness <p>For Nevada specifically, in addition to the employers and post-secondary staff detailed in Element 1.1’s documentation of standards adoptions, the College and Career Readiness task force published a document detailing statewide expectations of readiness, and listed the NAA among the assessments providing evidence of proficiency in reading, writing, math and science.</p> <input type="checkbox"/> File #033 College & Career Readiness Task Force <ul style="list-style-type: none"> o P.5 item B1, p.6 table row 1, bullet 11 	<p>Peers find that sufficient evidence was submitted that the State’s challenging academic content standards in reading/language arts, mathematics, and science are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State.</p> <p>Peers need clarification on whether the State adopted its own career and technical education standards. If so, additional evidence is required to demonstrate alignment with these CTE standards. If not, this requirement is met.</p>
<p>Section 1.2 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale: Peers need clarification on whether the State adopted its own career and technical education standards. If so, additional evidence is required to demonstrate alignment with these CTE standards. If not, requirement is met.</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 1.3 – Required Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State’s assessment system includes annual general and alternate assessments aligned with <u>grade-level academic achievement standards</u> or alternate academic achievement standards in:</p> <ul style="list-style-type: none"> • Reading/language arts (R/LA) and mathematics in each of grades 3-8 and at least once in high school (grades 9-12); • Science at least once in each of three grade spans (3-5, 6-9 and 10-12). <p>AND</p> <p>The State’s <u>academic content assessments</u> must be the same assessments administered to all students in the tested grades, with the following exceptions:</p> <ul style="list-style-type: none"> • Students with the most significant cognitive disabilities may take an alternate assessment aligned with alternate academic achievement standards. • A State may permit an LEA to administer a nationally recognized high school academic assessment in lieu of the State high school assessment if certain conditions are met. • A State that administers an end-of-course high school mathematics assessment may exempt an 8th grade student from the mathematics assessment typically administered in 	<ul style="list-style-type: none"> <input type="checkbox"/> File #034 NAA Science Blueprint G5 <input type="checkbox"/> File #035 NAA Science Blueprint G8 <input type="checkbox"/> File #036 NAA Science Blueprint HS <input type="checkbox"/> File #118 NAA Blueprints for ELA <input type="checkbox"/> File #119 NAA Blueprints for Mathematics <input type="checkbox"/> File #124 NAA Supplemental Blueprint Summary <input type="checkbox"/> File #037 NAA ELA Item Specs G3 <input type="checkbox"/> File #038 NAA ELA Item Specs G4 <input type="checkbox"/> File #039 NAA ELA Item Specs G5 <input type="checkbox"/> File #040 NAA ELA Item Specs G6 <input type="checkbox"/> File #041 NAA ELA Item Specs G7 <input type="checkbox"/> File #042 NAA ELA Item Specs G8 <input type="checkbox"/> File #043 NAA ELA Item Specs G11 <input type="checkbox"/> File #044 NAA Mathematics Item Specs G3 <input type="checkbox"/> File #045 NAA Mathematics Item Specs G4 <input type="checkbox"/> File #046 NAA Mathematics Item Specs G5 <input type="checkbox"/> File #047 NAA Mathematics Item Specs G6 <input type="checkbox"/> File #048 NAA Mathematics Item Specs G7 <input type="checkbox"/> File #049 NAA Mathematics Item Specs G8 <input type="checkbox"/> File #050 NAA Mathematics Item Specs G11 <input type="checkbox"/> File #051 NAA Science Item Specs G5 <input type="checkbox"/> File #052 NAA Science Item Specs G8 <input type="checkbox"/> File #053 NAA Science Item Specs G11 <input type="checkbox"/> File #117 WestEd NAA Alignment Report <ul style="list-style-type: none"> o P. 5 Summary table for item-to-standard alignment o P. 7 Summary table for item-to-connector alignment <input type="checkbox"/> File #054 Confidential Key with Item Alignment <ul style="list-style-type: none"> <input type="checkbox"/> File #055 Nevada Department of Education Assessment Webpage Retrieved December 2017 <input type="checkbox"/> File #056 Nevada Revised Statutes Chapter 390 <ul style="list-style-type: none"> o Grades & standards to be assessed 390.105 o Alternate assessment 390.820 <input type="checkbox"/> File #057 Nevada Administrative Code Chapter 390 <ul style="list-style-type: none"> o Assessments assigned by grade 390.220 	<p>The Nevada state system of assessments requires that the NAA be administered on a schedule comparable to its associated general assessments. ELA and Math are assessed in years 3-8 and 11, and science is assessed in grades 5, 8, and 11.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

<p>eighth grade and allow the student to take the State end-of-course mathematics test instead.</p> <ul style="list-style-type: none"> The Department may have approved the State, under the Innovative Assessment Demonstration Authority, to permit students in some LEAs to participate in a demonstration assessment system in lieu of participating in the State assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> File #058 2018-2019 Assessment Calendar <input type="checkbox"/> File #059 NAA TAM p. 5 “All students must be assessed.” <input type="checkbox"/> File #060 NAA TCM p. 4 “All students must be assessed.” 	
<p>Section 1.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required.</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 1.4 – Policies for Including All Students in Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State requires the inclusion of all public elementary and secondary school students in its assessment system and clearly and consistently communicates this requirement to districts and schools.</p> <ul style="list-style-type: none"> • For students with disabilities, policies state that all students with disabilities in the State, including those children with disabilities publicly placed in private schools as a means of providing special education and related services, must be included in the assessment system; • For ELs: <ul style="list-style-type: none"> ○ Policies state that all ELs must be included in all aspects of the content assessment system, unless the State has chosen the statutory option for recently arrived ELs under which such ELs are exempt from one administration of its reading/ language arts assessment. ○ If a State has developed native language assessments for ELs in R/LA, ELs must be assessed in R/LA in English if they have been enrolled in U.S. schools for three or more consecutive years, except, if a district determines, on a case-by-case basis, that native language assessments would yield more accurate and reliable information, the district may assess a student with native 	<ul style="list-style-type: none"> □ File #056 Nevada Revised Statutes Chapter 390 <ul style="list-style-type: none"> ○ Accommodations & modifications 390.820 §3 ○ EL inclusion, modifications & accommodations 390.810 □ File #061 Nevada State Assessment System Overview □ File #055 Nevada Department of Education Assessment Webpage Retrieved December 2017 <p>The NAA is specified for students with disabilities, and therefore has robust policies and supports for inclusion of this population. Supports are available for EL students, who are expected to complete the assessment in English with no exemptions.</p> <ul style="list-style-type: none"> □ File #059 NAA TCM <ul style="list-style-type: none"> ○ Testing Accommodations p. 12 □ File #060 NAA TAM <ul style="list-style-type: none"> ○ IEP/504 supports pp. 36-39 ○ LEP supports p. 40 □ File #062 Nevada UAAG <ul style="list-style-type: none"> ○ Bilingual glossary p. 12 	<p>Nevada statute and policies require the inclusion of all students in Statewide assessments, including students with disabilities and EL students. The NAA includes accommodations for students with disabilities and students who are English learners.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

<p>language assessments for a period not to exceed two additional consecutive years.</p> <ul style="list-style-type: none"> ○ If the State uses the flexibility for Native American language schools and programs: (1) the State provides the content assessment in the Native American language to all students in the school or program; (2) the State submits such content assessment for peer review as part of its State assessment system; and (3) the State continues to provide ELP assessments and services for ELs as required by law. The State must assess in English the students' achievement in R/LA in high school. 		
<p>Section 1.4 Summary Statement</p>		
<p>x No additional evidence is required.</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments

(Note: this is a new requirement under ESSA, so it does not apply to standards and assessments adopted prior to the passage of ESSA (December 2015)).

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State has developed or amended challenging academic standards and assessments, the State has conducted meaningful and timely consultation with:</p> <ul style="list-style-type: none"> • State leaders, including the Governor, members of the State legislature and State board of education (if the State has a State board of education). • Local educational agencies (including those located in rural areas). • Representatives of Indian tribes located in the State. • Teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents. 	<p><input type="checkbox"/> File #003 CCSS Nevada Statewide Implementation History Presentation to the Legislative Committee on Education April 22 2014</p> <p><input type="checkbox"/> File #007 NGSS Legislative Review Informational Filing</p>	<p>The CCSS and NGSS were adopted in 2014, so this critical element does not apply.</p>
<p>Section 1.5 Summary Statement</p>		
<p>x No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element 2.1 – Test Design and Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to <u>the depth and breadth of the State’s academic content standards</u> for the grade that is being assessed and includes:</p> <ul style="list-style-type: none"> • Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; • Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of <u>the State’s grade-level academic content standards</u> and support the intended interpretations and uses of the results. • Processes to ensure that each academic assessment is tailored to the knowledge and skills included in <u>the State’s academic content standards</u>, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills). • If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design 	<ul style="list-style-type: none"> <input type="checkbox"/> File #056 Nevada Revised Statutes Chapter 390 o Grades & standards to be assessed 390.105 o Alternate assessment 390.820 <input type="checkbox"/> File #057 Nevada Administrative Code Chapter 390 o Assessments assigned by grade 390.220 <input type="checkbox"/> File #059 NAA TCM o Pp. 3-4 “Participation Guidelines” <input type="checkbox"/> File #060 NAA TAM o Pp. 4-5 “Participation Guidelines” <input type="checkbox"/> File #034 NAA Science Blueprint G5 <input type="checkbox"/> File #035 NAA Science Blueprint G8 <input type="checkbox"/> File #036 NAA Science Blueprint HS <input type="checkbox"/> File #118 NAA Blueprints for ELA <input type="checkbox"/> File #119 NAA Blueprints for Mathematics <input type="checkbox"/> File #124 NAA Supplemental Blueprint Summary <input type="checkbox"/> File #037 NAA ELA Item Specs G3 <input type="checkbox"/> File #038 NAA ELA Item Specs G4 <input type="checkbox"/> File #039 NAA ELA Item Specs G5 <input type="checkbox"/> File #040 NAA ELA Item Specs G6 <input type="checkbox"/> File #041 NAA ELA Item Specs G7 <input type="checkbox"/> File #042 NAA ELA Item Specs G8 <input type="checkbox"/> File #043 NAA ELA Item Specs G11 <input type="checkbox"/> File #044 NAA Mathematics Item Specs G3 <input type="checkbox"/> File #045 NAA Mathematics Item Specs G4 <input type="checkbox"/> File #046 NAA Mathematics Item Specs G5 <input type="checkbox"/> File #047 NAA Mathematics Item Specs G6 <input type="checkbox"/> File #048 NAA Mathematics Item Specs G7 <input type="checkbox"/> File #049 NAA Mathematics Item Specs G8 <input type="checkbox"/> File #050 NAA Mathematics Item Specs G11 <input type="checkbox"/> File #051 NAA Science Item Specs G5 <input type="checkbox"/> File #052 NAA Science Item Specs G8 <input type="checkbox"/> File #053 NAA Science Item Specs G11 <input type="checkbox"/> File #054 NAA Confidential Key with Item Alignment 	<p>Peers find sufficient evidence was submitted regarding statement(s) of the purposes of the assessments and the intended interpretations and uses of results.</p> <p>Peers do not find that the following requirement is met: Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of <u>the State’s grade-level academic content standards</u> and support the intended interpretations and uses of the results.</p> <p>The alignment study lists non-assessed standards. However, some of these standards are included on the blueprint as being assessed, so it appears that there are issues with adherence to the blueprint in test development.</p> <p>Peers do not find that the following requirement is met: Processes to ensure that each academic assessment is tailored to the knowledge and skills included in <u>the State’s academic content standards</u>, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills).</p> <p>Cognitive complexity distributions from the alignment study do not match intended distributions from the blueprint.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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<p>and intended uses and interpretations of results.</p> <ul style="list-style-type: none"> • If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the student is enrolled and uses that determination for all reporting. • If the State administers a content assessment that includes portfolios, such assessment may be partially administered through a portfolio but may not be <i>entirely</i> administered through a portfolio. 	<p>Test items undergo a review by panels of professionals for standards-alignment, as well as for bias and sensitivity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #125 NAA Item Content & Bias Invitation <input type="checkbox"/> File #126 NAA Item Content & Bias Agenda <input type="checkbox"/> File #127 NAA ELA/Math Item Content & Bias Notes & Revision History <input type="checkbox"/> File #128 NAA Science Item Content & Bias Notes & Revision History <p>To ensure that each assessment is tailored to the knowledge and skills included in the NVACS, WestEd was contracted to evaluate the alignment and validity of the NAA.</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #117 WestEd NAA Alignment Report <input type="checkbox"/> P. 5 Summary table for item-to-standard alignment <input type="checkbox"/> P. 7 Summary table for item-to-connector alignment 	
Section 2.1 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of the State’s grade-level academic content standards and support the intended interpretations and uses of the results. • Processes to ensure that each academic assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills). 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 2.2 – Item Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State uses reasonable and technically sound procedures to develop and select items to:</p> <ul style="list-style-type: none"> Assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> File #120 Nevada Alternate Assessment Technical Report 2017 (Math & ELA) <ul style="list-style-type: none"> o Chapter 3 Test Development <input type="checkbox"/> File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) <ul style="list-style-type: none"> o Chapter 3 Test Development <p>As a part of DRC’s item-development process, panels of professionals review items both for standards-alignment and for bias/sensitivity concerns.</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #125 NAA Item Content & Bias Invitation <input type="checkbox"/> File #126 NAA Item Content & Bias Agenda <input type="checkbox"/> File #127 NAA ELA/Math Item Content & Bias Notes & Revision History <input type="checkbox"/> File #128 NAA Science Item Content & Bias Notes & Revision History 	<p>Peers do not find sufficient evidence to indicate that this CE was met. None of the NAA tests are based on the full set of the State’s academic content standards.</p> <p>The alignment study shows problems with the inclusion of higher-order thinking skills on the assessment, with some assessment having no items assessing DOK 3 or higher.</p>

Section 2.2 Summary Statement

<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 2.3 – Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State implements policies and procedures for standardized test administration; specifically, the State:</p> <ul style="list-style-type: none"> • Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; • Has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities; • If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration. 	<ul style="list-style-type: none"> <input type="checkbox"/> File #061 Nevada State Assessment System Overview <input type="checkbox"/> File #063 Nevada District Test Security Procedures 2018-2019 <ul style="list-style-type: none"> o TtT expectations & documentation on pp. 5-6, 14, o Testing hierarchy of responsibilities in Appendix “Terms & Definitions” <input type="checkbox"/> File #064 Nevada Assessments Activity Calendar for District Test Directors <input type="checkbox"/> File #065 Nevada Student Assessment Calendar for SY 2018-2019 <input type="checkbox"/> File #066 District Test Director Monthly Agenda Sample <input type="checkbox"/> File #067 District Test Director Meeting Powerpoint Sample <input type="checkbox"/> File #068 Regional Admin Training Sessions Invitation <input type="checkbox"/> File #069 Regional Admin NAA Training Session Powerpoint <input type="checkbox"/> File #059 NAA Test Coordinators Manual (for school-site leadership) <ul style="list-style-type: none"> o TtT expectations & required documentation on pp. 5 & 8. <input type="checkbox"/> File #060 NAA Test Administrators Manual (for classroom administration) <p>Accessibility training resources include the Nevada Usability, Accessibility, and Accommodations Guide and instructions contained in the Test Administration Manual and the Test Coordinator Manual.</p> <input type="checkbox"/> File #062 Nevada Usability, Accessibility, and Accommodation Guide <input type="checkbox"/> File #070 Confidentiality Agreement Form 	<p>Peers find this requirement is met by the evidence submitted by the State.</p>
Section 2.3 Summary Statement		
X No additional evidence is required		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 2.4 – Monitoring Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Monitoring of test administration should be demonstrated for all assessments in the State system: the general academic assessments and the AA-AAAS.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> File #070 2017 Confidentiality Agreement Form <input type="checkbox"/> File #071 NDE Online test Security Training <input type="checkbox"/> File #072 Caveon NDE Test Security Investigation Training <input type="checkbox"/> File #073 Acknowledgment of Training <input type="checkbox"/> File #074 Assessment Observation & Security Checklist <input type="checkbox"/> File #075 Special Education Monitor Checklist <p>The NDE Office of Assessment monitors the NAA and other state-administered assessment administrations through weekly conference calls with the vendor, as well as regular emails and phone calls as needs arise for additional communication. Additionally, the test vendor provides online testing status information via several data dashboards available and utilized by NDE staff to monitor student testing status, testing system status, and help-desk activity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #076 NDE Testing Statistics – Instructions (eDIRECT) <input type="checkbox"/> File #077 Minutes of Nevada DRC Conference Call 29 May 2019 <input type="checkbox"/> File #078 Nevada Program Dashboard Screenshots <input type="checkbox"/> File #079 Nevada Online Testing System Status Dashboard Screenshot <input type="checkbox"/> File #080 Helpdesk Activity Dashboard Screenshot <p>Each year NDE reports all monitoring findings to the Nevada State Assembly</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #081 Test Security Summary 	<p>According to the State, District Test Coordinators are responsible for monitoring administration in their districts and sign a confidentiality agreement form. No information was provided about how the State verifies that district monitoring has occurred, and no evidence was provided that monitoring actually occurred (e.g., number of schools monitored or completed reports). NDE provided evidence of training on test administration and security investigations but this training did not describe a monitoring process. Nevada provided a School Observation Checklist but did not include any details about the process and it was not clear whether this form includes the administration of the NAA.</p>
<p>Section 2.4 Summary Statement</p>		
<p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the State adequately monitors test administration to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 2.5 – Test Security

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> • Prevention of any assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; • Detection of test irregularities; • Remediation following any test security incidents involving any of the State’s assessments; • Investigation of alleged or factual test irregularities. • Application of test security procedures to all assessments in the State system: the general academic assessments and the AA-AAAS. 	<ul style="list-style-type: none"> □ File #056 Nevada Revised Statutes Chapter 390 <ul style="list-style-type: none"> o 390.250-390.305 Specify expectations for security of test administration o 390.350-390.403 Provide protections and penalties for reporting irregularities. □ File #063 State Test Security Procedures 2018-19 □ File #082 Test Security Webinar Slide Deck & Script □ File #070 2017 Confidentiality Agreement Form <p>Each year NDE reports all monitoring findings to the Nevada State Assembly</p> <ul style="list-style-type: none"> □ File #081 Test Security Summary <p>NDE contracted with Caveon Consulting to analyze and report on Nevada’s test security system. □ File #083 Caveon CBT Security Analysis for NDE</p> <ul style="list-style-type: none"> □ File #084 Caveon Irregularity Reporting Form 	<p>Peers find sufficient evidence was submitted to meet the requirement that the State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> • Prevention of any assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; • Detection of test irregularities; • Investigation of alleged or factual test irregularities. • Application of test security procedures to all assessments in the State system: the general academic assessments and the AA-AAAS <p>Peers cannot find evidence that the following requirement was met: Remediation following any test security incidents involving any of the State’s assessments;</p> <p>Suggestions for evidence that could meet this requirement include steps for staff to follow for different types of test irregularities. State could provide examples of what constitutes a violation and how it should be remediated.</p>
<p>Section 2.5 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Remediation following any test security incidents involving any of the State’s assessments 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:</p> <ul style="list-style-type: none"> • To protect the integrity of its test-related data in test administration, scoring, storage and use of results; • To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; • To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups. 	<ul style="list-style-type: none"> <input type="checkbox"/> File #085 Family Education Rights and Privacy Act FERPA <input type="checkbox"/> File #086 FERPA Summary <input type="checkbox"/> File #087 NRS 385A.830 Operation of system in compliance with federal laws governing release and confidentiality of records. <input type="checkbox"/> File #088 Nevada Revised Statutes Chapter 388 <ul style="list-style-type: none"> ○ 388.267-388.296 mandate state protection of student data. ○ 388.273 requires development and implementation of state educational data security plan. <input type="checkbox"/> File #089 Nevada Data Privacy FactSheet <input type="checkbox"/> File #090 Nevada Data Dictionary <input type="checkbox"/> File #091 Nevada Information Security and Privacy Policy Approved by State Board of Education 012915 <input type="checkbox"/> File #082 Test Security Webinar Slide Deck & Script <input type="checkbox"/> File #092 NDE Information Security Policy and Procedures Report 	<p>Peers note that assessment administration instructions include directions for videotaping student responses. While the directions to schools address privacy concerns, there is no indication of what happens with the videos once they are sent to the vendor/State. Peers request additional evidence addressing the videos be added to meet the requirement to secure student-level assessment data and protect student privacy and confidentiality.</p> <p>Peers feel that the remaining components of this CE were met by the State’s submission.</p>
<p>Section 2.6 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that he State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information to secure student-level assessment data and protect student privacy and confidentiality, in particular with respect to videotapes of students. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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SECTION 3: TECHNICAL QUALITY – VALIDITY

Critical Element 3.1 – Overall Validity, Including Validity Based on Content

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards. The State’s validity evidence includes evidence that:</p> <p><u>The State’s academic assessments</u> measure the knowledge and skills specified in the State’s academic content standards, including:</p> <ul style="list-style-type: none"> • Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), , balance of content, and cognitive complexity; • Documentation that the assessments address the depth and breadth of the content standards; • If the State has adopted alternate academic achievement standards and administers alternate assessments aligned with those standards, the assessments show adequate alignment to the State’s academic content standards for the grade in which the student is enrolled in terms of content match (i.e., no unrelated content) and the breadth of content 	<ul style="list-style-type: none"> □ File #120 Nevada Alternate Assessment Technical Report 2017 (Math & ELA) <ul style="list-style-type: none"> o Executive Summary – provides evidence of validity based on content; student academic performance on NVACS is addressed through direct observation of specific tasks, recorded as video clips, which are scored by classroom teachers. o Chapter 1, Section 1.3 – Outlines relevant validity evidence based on assessment content. o Chapter 3: Test Development <ul style="list-style-type: none"> □ Sections 3.1.1 and 3.2.2 describe adoption and application of the NVACS Content Connectors. □ Section 3.3 presents test specifications and blueprints evidencing balance of standards-based content and cognitive complexity in test design. □ File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) <ul style="list-style-type: none"> o Executive Summary – provides evidence of validity based on content; student academic performance on NVACS is addressed through direct observation of specific tasks, recorded as video clips, which are scored by classroom teachers. o Chapter 1, Section 1.3 – Outlines relevant validity evidence based on assessment content. o Chapter 3: Test Development 	<p>Peers request evidence of documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity;</p> <p>Peers request evidence of documentation that the assessments address the depth and breadth of the content standards;</p> <p>The exclusion of the standards and content connectors listed in the appendices from the alignment study show that the NAA ELA and Math tests do not demonstrate adequate alignment to the NV academic content standards. Additionally, the tests do not demonstrate adequate alignment to the blueprints (multiple standards included on the blueprint as being assessed were listed in the report as not assessed).</p> <p>Distributions of items by cognitive complexity levels, as identified by the alignment study, were discrepant with the intended cognitive complexity distributions on the blueprints.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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<p>and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities.</p>	<p><input type="checkbox"/> Sections 3.1.1 and 3.2.2 describe adoption and application of the NVACS Content Connectors.</p> <p><input type="checkbox"/> Section 3.3 presents test specifications and blueprints evidencing balance of standards-based content and cognitive complexity in test design. <input type="checkbox"/> File #117 WestEd NAA Alignment Report</p> <ul style="list-style-type: none"> o P. 5 Summary table for item-to-standard alignment o P. 7 Summary table for item-to-connector alignment 	
<p>Section 3.1 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence of documentation that the assessments address the depth and breadth of the content standards; • Evidence of documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 3.2 – Validity Based on Cognitive Processes

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that its assessments tap: <u>the intended cognitive processes</u> appropriate for each grade level as represented in the State’s academic content standards.</p>	<p>File #120 Nevada Alternate Assessment Technical Report 2017 (Math & ELA) ○ Chapter 9: Fairness – all items included on the NAA are thoroughly reviewed for content and bias by educators and content experts to ensure that they do not require knowledge of specific abilities irrelevant to the construct the test intends to measure.</p> <p>File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) ○ Chapter 9: Fairness – all items included on the NAA are thoroughly reviewed for content and bias by educators and content experts to ensure that they do not require knowledge of specific abilities irrelevant to the construct the test intends to measure.</p>	<p>Peers request evidence that the assessments tap <u>the intended cognitive processes</u> appropriate for each grade level as represented in the State’s academic content standards.</p> <p>Evidence submitted by the State was primarily procedural, not based on analysis of student responses or responding behavior.</p>
<p>Section 3.2 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the assessments tap <u>the intended cognitive processes</u> appropriate for each grade level as represented in the State’s academic content standards. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 3.3 – Validity Based on Internal Structure

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s <u>academic content standards</u>.</p>	<ul style="list-style-type: none"> □ File #120 Nevada Alternate Assessment Technical Report 2017 (Math & ELA) <ul style="list-style-type: none"> ○ Chapter 5: Operational Data Analyses – internal structural validity is evidenced by evaluation of patterns of omitted responses that could indicate item layout issues or potential test speededness issues, particularly for issues which could limit the number of sub-domains for which student responses can provide reliable and valid information. ○ Chapter 8: Evidence of Construct-Related Validity demonstrates internal structural validity by documenting adherence to specifications during item writing and review, which minimized construct-irrelevant variance and field testing, test construction, and item calibration to minimize construct underrepresentation. □ File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) <ul style="list-style-type: none"> ○ Chapter 5: Operational Data Analyses – internal structural validity is evidenced by evaluation of patterns of omitted responses that could indicate item layout issues or potential test speededness issues, particularly for issues which could limit the number of sub-domains for which student responses can provide reliable and valid information. ○ Chapter 8: Evidence of Construct-Related Validity demonstrates internal structural validity by documenting adherence to specifications during item writing and review, which minimized construct-irrelevant variance and field 	<p>Peers had several concerns with the data presented as evidence for this CE. Some claims are perfectly correlated with each other, after correcting for measurement error, indicating that these are not measuring distinct constructs, though they are reported as such. Some claims had too few items (as few as 1 in some cases) to reliably report at this level.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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	testing, test construction, and item calibration to minimize construct underrepresentation.	
Section 3.3 Summary Statement		
<input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale: <ul style="list-style-type: none">• Peers request information on/plan for how the State will address concerns with their assessment data noted here.		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 3.4 – Validity Based on Relations to Other Variables

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>	<p><input type="checkbox"/> File #120 Nevada Alternate Assessment Technical Report 2017 (Math & ELA) ○ Chapter 2: Uses of Test Scores – Correlations are presented between claimlevel subscores and other external evidence such as homework, class participation, diagnostic test scores, or teacher observations.</p> <p><input type="checkbox"/> File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) ○ Chapter 2: Uses of Test Scores – Correlations are presented between claimlevel subscores and other external evidence such as homework, class participation, diagnostic test scores, or teacher observations.</p>	<p>Peers could not find adequate validity evidence that the State’s assessment scores are related as expected with other variables. The evidence referenced in the submission (file #120, Chapter 2) was not present.</p> <p>Peer had concerns with the correlation coefficient on scores on distinct content area tests: Correlations of tests with each other are higher than the reliabilities of the tests themselves.</p>
<p>Section 3.4 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Documentation of adequate validity evidence that the State’s assessment scores are related as expected with other variables. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

SECTION 4: TECHNICAL QUALITY – OTHER

Critical Element 4.1 – Reliability

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State’s student population overall and each student group consistent with nationally recognized professional and technical testing standards. If the State’s assessments are implemented in multiple States, measures of reliability for the assessment overall and each student group consistent with nationally recognized professional and technical testing standards, including:</p> <ul style="list-style-type: none"> • Test reliability of the State’s assessments estimated for its student population; • Overall and conditional standard error of measurement of the State’s assessments, including any domain or component sub-tests, as applicable; • Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results; • For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of <u>a student’s academic achievement</u>. 	<ul style="list-style-type: none"> □ File #120 Nevada Alternate Assessment Technical Report 2017 (Math & ELA) <ul style="list-style-type: none"> ○ Chapter 8: Evidence of Construct-Related Validity <ul style="list-style-type: none"> ■ Section 8.2.1 discusses reliability statistics, ranging from 0.62 to 0.74 for all ELA/Literacy forms, and from 0.60 to 0.68 for all mathematics forms. ■ Sections 8.2.2-8.2.3 discuss Standard and Conditional Standard Errors of Measurement. ■ Figures 8.1-8.14 show CSEM curves for each grade of ELA/Literacy and Mathematics. ■ Tables 8.1-8.2 present evidence of reliability based on SEM and Cronbach’s alpha for each grade of the ELA/Literacy and Mathematics. ■ Table 8.3 provides evidence of reliability based on CSEM at the cut scores for different performance levels for each grade fo ELA/Literacy and Mathematics. ■ Tables 8.4-8.5 show classification consistency data conditioned on performance levels and cut scores for each grade of ELA/Literacy and Mathematics. ○ Chapter 9: Fairness <ul style="list-style-type: none"> ■ Section 9.3.2 provides reliability statistics for the NAA tests. ■ Tables 9.3-9.16 present evidence of reliability based on SEM and 	<p>Peers request plan for how State will address low reliability and low consistency and accuracy classification indices.</p> <p>Peers request CSEMs for domain scores, since these were not found in the State’s submission.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>Cronbach’s Alpha for each grade of ELA/Literacy and Mathematics by student subgroup.</p> <ul style="list-style-type: none"> □ File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) ○ Chapter 8: Evidence of Construct-Related Validity <ul style="list-style-type: none"> ■ Section 8.2.4, subsection “Convergent Validity” (p. 148) presents convergent validity referencing Cronbach’s Alpha and IRT models to support validity of science items. ■ Figures 8.1-8.14 show CSEM curves for each grade of the NAA Science. ■ Tables 8.1-8.2 present evidence of reliability based on SEM and Cronbach’s alpha for each grade of the NAA Science. ○ Chapter 9: Fairness <ul style="list-style-type: none"> ■ Section 9.3.2 provides reliability statistics for the NAA tests. ■ Tables 9.3-9.16 present evidence of reliability based on SEM and Cronbach’s Alpha for each grade of ELA/Literacy and Mathematics by student subgroup. 	
Section 4.1 Summary Statement		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Plan for how State will address low reliability and low consistency and accuracy classification indices • CSEMs for domain scores 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 4.2 – Fairness and Accessibility

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>For all State academic assessments,</i> assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition⁴).</p> <p>For academic content assessments, the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in their design, development and analysis.</p>	<ul style="list-style-type: none"> □ File #120 Nevada Alternate Assessment Technical Report 2017 (Math & ELA) <ul style="list-style-type: none"> ○ Chapter 3: Test Development <ul style="list-style-type: none"> ■ Sections 3.2.1-3.2.2 demonstrate alignment to content specifications and adherence to established bias and sensitivity guidelines. ■ Section 3.9 demonstrates adherence to universal design principles and states that the committee that reviews items for racial, socioeconomic, gender, and other sensitivity issues is comprised of representatives from various backgrounds. ○ Chapter 9: Fairness <ul style="list-style-type: none"> ■ Section 9.1 demonstrates elements of test development that minimize bias □ File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) <ul style="list-style-type: none"> ○ Chapter 3: Test Development <ul style="list-style-type: none"> ■ Section 3.9 demonstrates adherence to universal design principles and states that the committee that reviews items for racial, socioeconomic, gender, and other sensitivity issues is comprised of representatives from various backgrounds. ○ Chapter 9: Fairness <ul style="list-style-type: none"> ■ Section 9.1 demonstrates elements of test development that minimize bias □ File #120 Nevada Alternate Assessment Technical Report 2017 (Math & ELA) 	<p>Peers request additional documentation of how the State follows principles of universal design for learning, specifically how the process ensures that the test provides flexibility in the ways information is presented (see definition of UDL on page 28 of <i>A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process</i>).</p>

⁴ see page 28 of “*A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process*”, September 24, 2018 available at: www.ed.gov/admins/lead/account/saa.html

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

	<ul style="list-style-type: none">○ Chapter 9, Sections 9.2-9.3□ File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci)○ Chapter 9, Sections 9.2-9.3	
Section 4.2 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none">• Evidence that the State assessments are developed using the principles of universal design for learning		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 4.3 – Full Performance Continuum

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for academic assessments, including performance for high- and low-achieving students.</p>	<ul style="list-style-type: none"> • File #120 Nevada Alternate Assessment Technical Report 2017 (Math & ELA) <ul style="list-style-type: none"> ○ Chapter 3, Section 3.3 presents blueprints which describe the distributions of items on a form by cognitive complexity. ○ Chapter 8: Evidence of Construct-Related Validity <ul style="list-style-type: none"> ■ Table 8.3 provides evidence of reliability across the full performance continuum based on CSEM at the cut scores for each grade of ELA/Literacy and Mathematics. ■ Figures 8.1-8.14 present CSME curves for ELA/Literacy and Mathematics assessments across the full score range. □ File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) <ul style="list-style-type: none"> ○ Chapter 3, Test Development <ul style="list-style-type: none"> ■ Section 3.3 presents blueprints which describe the distributions of items on a form by cognitive complexity. ■ Section 3.9 demonstrates item-writing procedures designed to accommodate a range of difficulty and cognitive ability. ■ Tables 3.5, 3.7, 3.11 demonstrate a range of DOK (Depth of Knowledge) levels from the assessment blueprints. □ File #106 NAA ELA/Math Standard-Setting Report describes process and outcomes of the standard-setting workshop with clear descriptors and rationale for cut-scores at all levels of performance. 	<p>In reviewing submitted evidence from the technical manual, SEM curves show CSEMs are very high below a score of 400 for all tests. Peers are concerned that, given the substantial proportions of students receiving scores of Level 1, these scores may have very high SEMs. Peers request a distribution of student scores (histogram) or similar form of evidence to evaluate this CE.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

	<input type="checkbox"/> File #122 NAA Science Standard-Setting Report describes process and outcomes of the standard-setting workshop with clear descriptors and rationale for cutscores at all levels of performance.	
Section 4.3 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none">• Peers request a distribution of student scores or similar form of evidence to ascertain adequate precision across the full performance continuum for all assessments		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 4.4 – Scoring

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State’s <u>academic achievement standards</u>.</p>	<ul style="list-style-type: none"> □ File #120 Nevada Alternate Assessment Technical Report 2017 (Math & ELA) <ul style="list-style-type: none"> ○ Executive Summary describes scoring processes; student academic performance on NVACS is assessed through direct observation of specific tasks, recorded as video clips, that are scored by classroom teachers. ■ Tables E.2 and E.3 present data regarding percentages of students at each grade level classified as proficient or advanced based on census data for ELA/Literacy and Mathematics. ○ Chapter 5 Operational Data Analyses ■ Sections 5.2-5.4 detail the use of data to verify reliability in scoring. ○ Chapter 6: Test Results ■ Tables 6.11-6.12 provide state-level scale score statistics by grade for ELA/Literacy and Mathematics. ○ Chapter 7: Achievement-Level Setting outlines procedures and outcomes of standard-setting process designed to produce meaningful interpretations of scores. □ File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) <ul style="list-style-type: none"> ○ Executive Summary describes scoring processes; student academic performance on NVACS is assessed through direct observation of specific tasks, recorded as video clips, that are scored by classroom teachers. ■ Tables E.2 and E.3 present data regarding percentages of students at each 	<p>Peers request additional data to evaluate this CE. Peers need to see evidence of interrater reliability. Additional evidence regarding the scoring process is requested, such as who the second scorers are, what process is used to train primary and secondary scorers, what protocols are in place to ensure consistency of scores, evidence that the data collection process (videotaping) does not interfere with the construct being measured, evidence of how the State ensures items are scored independently and that teacher scorers are not influenced by previous student responses.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

	<p>grade level classified as proficient or advanced based on census data for ELA/Literacy and Mathematics.</p> <ul style="list-style-type: none"> ○ Chapter 5 Operational Data Analyses ■ Sections 5.2-5.4 detail the use of data to verify reliability in scoring. ○ Chapter 6: Test Results ■ Tables 6.11-6.12 provide state-level scale score statistics by grade for ELA/Literacy and Mathematics. ○ Chapter 7: Achievement-Level Setting outlines procedures and outcomes of standard-setting process designed to produce meaningful interpretations of scores. 	
<p>Section 4.4 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence of interrater reliability • Additional evidence regarding the process of scoring to address integrity of item scores 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 4.5 – Multiple Assessment Forms

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State administers multiple forms of academic assessments within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State’s academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> File #120 Nevada Alternate Assessment Technical Report 2017 (ELA & Math) <ul style="list-style-type: none"> o Tables 3.1-3.2 <input type="checkbox"/> File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) <ul style="list-style-type: none"> o Tables 3.1-3.3 	<p>Multiple assessment forms are not implemented for this student population.</p>
<p>Section 4.4 Summary Statement</p>		
<p>X No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 4.6 – Multiple Versions of an Assessment

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State administers any of its assessments in multiple versions within a subject area (e.g., online versus paper-based delivery; <u>or a native language version of the academic content assessment</u>), grade level, or school year, the State:</p> <ul style="list-style-type: none"> • Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments; • Documented adequate evidence of comparability of the meaning and interpretations of the assessment results. 	<ul style="list-style-type: none"> □ File #120 Nevada Alternate Assessment Technical Report 2017 (ELA & Math) <ul style="list-style-type: none"> ○ Tables 3.1-3.2 □ File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) <ul style="list-style-type: none"> ○ Table 3.1-3.3 	<p>Multiple versions of the NAA are not available.</p>
<p>Section 4.6 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 4.7 – Technical Analysis and Ongoing Maintenance

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State:</p> <ul style="list-style-type: none"> • Has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments), and • Evidence of adequate technical quality is made public, including on the State’s website. 	<ul style="list-style-type: none"> □ File #120 Nevada Alternate Assessment Technical Report 2017 (ELA & Math) <ul style="list-style-type: none"> ○ Chapter 5: Operational Data Analysis describes use of data to monitor, maintain, and improve the quality of the NAA system of assessments. □ File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) <ul style="list-style-type: none"> ○ Chapter 5: Operational Data Analysis describes use of data to monitor, maintain, and improve the quality of the NAA system of assessments. 	<p>Peers cannot find evidence that adequate technical quality is made public.</p> <p>Peers did not find adequate evidence that the State has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments).</p> <p>Evidence submitted for this CE was very focused on only one aspect of the system (calibration and scale maintenance). Suggested additional evidence could include minutes of TAC meetings covering monitoring and system improvement topics, TAC comments on results of the analyses reported in the technical report.</p>
<p>Section 4.7 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the State has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all assessments in its assessment system (i.e., general assessments and alternate assessments), and • Evidence of adequate technical quality is made public, including on the State’s website. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element 5.1 – Procedures for Including Students with Disabilities

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State’s assessment system. Decisions about how to assess students with disabilities must be made by a student’s IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student’s individual abilities and needs.</p> <p>If a State adopts alternate academic achievement standards for students with the most significant cognitive disabilities and administers an alternate assessment aligned with those standards under ESEA section 1111(b)(1)(E) and (b)(2)(D), respectively, the State must:</p> <ul style="list-style-type: none"> • Establish guidelines for determining whether to assess a student with an AA-AAAS, including: <ul style="list-style-type: none"> ○ A State definition of “students with the most significant cognitive disabilities” that addresses factors related to cognitive functioning and adaptive behavior; • Provide information for IEP Teams to inform decisions about student assessments that: 	<ul style="list-style-type: none"> • File #059 NAA TCM o Pp. 3-4 “Participation Guidelines” • File #060 NAA TAM o Pp. 4-5 “Participation Guidelines” • File #012 Nevada Administrative Code Chapter 389 o 389.696 Individualized Education Plan for a pupil with a disability • File #056 Nevada Revised Statutes Chapter 390 o 390.820 Administration of Examinations to pupils with disabilities • File #093 Nevada IEP & 504 Accommodations Documentation Form • File #059 NAA TCM o Pp. 3-4 “Participation Guidelines” • File #059 NAA TAM o Pp. 4-5 “Participation Guidelines” • File #094 Nevada Special Testing Accommodation Request Form • File #095 NAA Content Connectors Website • File #096 2017 Nevada Alternate Assessment Achievement Level Descriptors for ELA • File #097 2017 Nevada Alternate Assessment Achievement Level Descriptors for Mathematics • File #098 2017 Nevada Alternate Assessment Cut Scores • File #099 Participation Rates by Subgroup • File #088 Nevada Revised Statutes Chapter 388 o 388.205-388.208 require development and annual review of graduation plans for all students when starting high school. o 388.417-388.459 detail expectations for instruction of students with disabilities. 	<p>Peers request evidence for the following:</p> <ul style="list-style-type: none"> • Ensure that parents of students assessed with an AA-AAAS are informed that their child’s achievement will be measured based on alternate academic achievement standards; • Not preclude a student with the most significant cognitive disabilities who takes an AA-AAAS from attempting to complete the requirements for a regular high school diploma; <p>For the second requirement, peers are specifically seeking evidence that parents are informed of the diploma consequences of participating in an AA-AAAS vs. the general education assessment.</p> <p>Peers find sufficient evidence that the State has met the requirement that the State has in place and monitors implementation of guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards, if applicable.</p> <p>Peers find sufficient evidence that the State has met the requirement that the State promotes, consistent with requirements under the IDEA, the involvement and progress of students with the most significant cognitive disabilities in the general education curriculum that is based on the State’s academic content standards for the grade in which the student is enrolled; and</p> <p>Peers find sufficient evidence that the State develops, disseminates information on, and promotes the use of appropriate accommodations to ensure that a student with</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> ○ Provides a clear explanation of the differences between assessments aligned with grade-level academic achievement standards and those aligned with alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an AA-AAAS, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; • Ensure that parents of students assessed with an AA-AAAS are informed that their child's achievement will be measured based on alternate academic achievement standards; • Not preclude a student with the most significant cognitive disabilities who takes an AA-AAAS from attempting to complete the requirements for a regular high school diploma; and • Promote, consistent with requirements under the IDEA, the involvement and progress of students with the most significant cognitive disabilities in the general education curriculum that is based on the State's academic content standards 	<ul style="list-style-type: none"> • File #011 Nevada Revised Statutes Chapter 389 o 389.018 details required courses to be offered in high school, and possible modifications to this prescribed course of study. • File #056 Nevada Revised Statutes Chapter 390 o 390.600-390.625 directs the State Board of Education to develop and publish graduation criteria for high school graduation and various diplomas. • File #100 Nevada Administrative Code Chapter 388 o 388.2855 outlines IEP requirements, including adaptation of graduation requirements if needed. • File #012 Nevada Administrative Code Chapter 389 o 389.450 prescribes a specific course of study required for graduation from high school. • File #057 Nevada Administrative Code Chapter 390 o 390.400 specifies course examinations required for graduation. o 390.430-440 detail course credit requirements by diploma. o 390.520-530 specifies diploma options for students with disabilities. • File #101 NV Alternative Diploma Implementation Guidance 	<p>the most significant cognitive disabilities who does not take an AA-AAAS participates in academic instruction and assessments for the grade in which the student is enrolled.</p>

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STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>for the grade in which the student is enrolled; and</p> <ul style="list-style-type: none"> • Develop, disseminate information on, and promote the use of appropriate accommodations to ensure that a student with the most significant cognitive disabilities who does not take an AA-AAAS participates in academic instruction and assessments for the grade in which the student is enrolled. • The State has in place and monitors implementation of guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards, if applicable. Such guidelines must be developed in accordance with 34 CFR § 200.6(d).⁵ 		
Section 5.1 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the State ensures that parents of students assessed with an AA-AAAS are informed that their child’s achievement will be measured based on alternate academic achievement standards; • Evidence that participating in AA-AAAS does not preclude a student with the most significant cognitive disabilities who takes an AA-AAAS from attempting to complete the requirements for a regular high school diploma; 		

⁵ See the full regulation at 34 CFR § 200.6(d) (online at https://www.ecfr.gov/cgi-bin/text-idx?SID=07e168e9e7a6c5931b4549cc15547ee9&mc=true&node=se34.1.200_16&rgn=div8)

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STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 5.2 – Procedures for Including English Learners in Academic Content Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has in place procedures to ensure the inclusion of all ELs in public elementary and secondary schools in the State’s academic content assessments and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:</p> <ul style="list-style-type: none"> • Procedures for determining whether an EL should be assessed with a linguistic accommodation(s); • Information on accessibility tools and features available to all students and assessment accommodations available for ELs; • Assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students’ mastery of skills in academic content areas until the students have achieved English language proficiency. 	<ul style="list-style-type: none"> □ File #057 Nevada Revised Statutes Chapter 390 <ul style="list-style-type: none"> o 390.810 incorporates ELs into proficiency assessments, provides for accommodations and modifications as appropriate and practicable. □ File #062 UAAG □ File #060 NAA TAM <ul style="list-style-type: none"> o Pp. 4-5 “Participation Guidelines” indicate selection for NAA is not based on EL status. o P. 40 “LEP Students” provides accommodations specific to the NAA. □ File #094 Nevada Special Testing Accommodation Request Form 	<p>Peers request evidence of procedures for determining whether an EL should be assessed with a linguistic accommodation(s);</p> <p>Peers request evidence of assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students’ mastery of skills in academic content areas until the students have achieved English language proficiency.</p> <p>Peers find sufficient evidence of information on accessibility tools and features available to all students and assessment accommodations available for ELs;</p>
<p>Section 5.2 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Procedures for determining whether an EL should be assessed with a linguistic accommodation(s); • Procedures which include assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students’ mastery of skills in academic content areas until the students have achieved English language proficiency 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 5.3 – Accommodations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically, the State:</p> <ul style="list-style-type: none"> • Ensures that appropriate accommodations, such as, interoperability with, and ability to use, assistive technology, are available to measure the <u>academic achievement</u> of students with disabilities. • Ensures that appropriate accommodations are available for ELs; • Has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; • Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. • Ensures that accommodations for all required assessments do not deny 	<ul style="list-style-type: none"> • File #056 Nevada Revised Statutes Chapter 390 o 390.810 incorporates ELs into proficiency assessments, provides for accommodations and modifications as appropriate and practicable. o 390.820 indicates assessment accommodations and modifications to be allowed pursuant to individual education plans. • File #088 Nevada Administrative Code Chapter 388 o 388.215-388.2855 specifies instructional delivery and supports for students with disabilities, including development of individual education plans. • File #062 UAAG • File #059 NAA TCM o P. 12 “Accommodations for Students Participating in the NAA” provides general guidelines for selection and implementation of accommodations. • File #060 NAA TAM o Pp. 36-40 “Accommodation Guidelines” delineates specific universal tools, presentation accommodations, and response accommodations, and LEP accommodations that have been demonstrated to lower barriers to access without modifying the content being assessed. • File #094 Nevada Special Testing Accommodation Request Form 	<p>Peers request evidence that the State: Has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations</p> <p>Peers find that the State’s submission has met the requirement that it:</p> <ul style="list-style-type: none"> • Ensures that appropriate accommodations, such as, interoperability with, and ability to use, assistive technology, are available to measure the <u>academic achievement</u> of students with disabilities. • Ensures that appropriate accommodations are available for ELs • Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. • Ensures that accommodations for all required assessments do not deny students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment.		
Section 5.3 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • State has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 5.4 – Monitoring Test Administration for Special Populations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> • Consistent with the State’s policies for accommodations; • Appropriate for addressing a student’s disability or language needs for each assessment administered; • Consistent with accommodations provided to the students during instruction and/or practice; • Consistent with the assessment accommodations identified by a student’s IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL; • Administered with fidelity to test administration procedures; • Monitored for administrations of all required academic content assessments and AA-AAAS. 	<ul style="list-style-type: none"> <input type="checkbox"/> File #057 Nevada Revised Statutes Chapter 390 o 390.105 §§4(a)-4(b) provides for compliance monitoring and development of a plan to implement said monitoring. <input type="checkbox"/> File #063 State Test Security Procedures 2018-19 o p.5 states “NDE assessment personnel may conduct unannounced on-site observations or audits”. <input type="checkbox"/> File #074 Observation & Security Checklist <input type="checkbox"/> File #076 NDE Testing Statistics – Instructions (eDIRECT) <input type="checkbox"/> File #077 Minutes of Nevada DRC Conference Call 29 May 2019 <input type="checkbox"/> File #078 Nevada Program Dashboard Screenshots <input type="checkbox"/> File #079 Nevada Online Testing System Status Dashboard Screenshot <input type="checkbox"/> File #080 Helpdesk Activity Dashboard Screenshot <input type="checkbox"/> File #102 Sample Nevada State Performance Framework Report from NevadaReportCard.com <p>Additionally the NDE Offices of Special Education and the Title III office conduct audits of Special Education and English Learner programs giving feedback to programs as to the appropriateness of both instructional and assessment accommodations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #103 Title III Monitoring Part I <input type="checkbox"/> File #104 Title III Monitoring Part II <input type="checkbox"/> File #105 FY17 Sample Title III Monitor Report <input type="checkbox"/> File #075 Special Education Monitor Checklist 	<p>Peers request evidence for all aspects of this CE.</p>
<p>Section 5.4 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • All aspects of the Critical Element are needed. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING

Critical Element 6.1 – State Adoption of Academic Achievement Standards for All Students

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u> The State formally adopted <u>challenging academic achievement standards</u> in reading/language arts, mathematics, and science for all students, specifically:</p> <ul style="list-style-type: none"> • The State formally adopted academic achievement standards in the required tested grades and, at its option, alternate academic achievement standards for students with the most significant cognitive disabilities; • The State applies its academic achievement standards to all public elementary and secondary school students enrolled in the grade to which they apply, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply; <p>The State’s academic achievement standards and, as applicable, alternate academic achievement standards, include: (1) at least three levels of achievement, with two for high achievement and a third for lower achievement; (2) descriptions of the competencies associated with each achievement level; and (3) achievement scores that differentiate among the achievement levels.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> File #096 2017 Nevada Alternate Assessment Achievement Level Descriptors for ELA <input type="checkbox"/> File #097 2017 Nevada Alternate Assessment Achievement Level Descriptors for Mathematics <input type="checkbox"/> File #122 NAA ELA/Math Standard-Setting Report <input type="checkbox"/> File #106 NAA Science Standard-Setting Report <input type="checkbox"/> File #98 2017 Nevada Alternate Assessment Cut Scores 	<p>Peers find this requirement is met by the evidence submitted by the State.</p>
<p>Section 6.1 Summary Statement</p>		
<p>X No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 6.2 – Achievement Standards Setting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting:</p> <ul style="list-style-type: none"> • <u>Academic achievement standards and, as applicable, alternate academic achievement standards.</u> 	<ul style="list-style-type: none"> □ File #120 Nevada Alternate Assessment Technical Report 2017 (Math & ELA) <ul style="list-style-type: none"> o Chapter 7: Achievement-Level Setting briefly describes procedures and outcomes of the standard-setting workshops. □ File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) <ul style="list-style-type: none"> o Chapter 7: Achievement-Level Setting briefly describes procedures and outcomes of the standard-setting workshops. □ File #122 NAA ELA/Math Standard-Setting Report <ul style="list-style-type: none"> o Section A describes standard-setting methodology, including leadership by the vendor’s experts in the field of assessment development and detailed application of the Angoff method by subject-matter experts. o Pp. 198-199 detail self-reported fields of education specialty and years of experience. □ File #106 NAA Science Standard-Setting Report <ul style="list-style-type: none"> o Section A describes methodology, including leadership by the vendor’s experts in the field of assessment development and detailed application of the Angoff method by subject-matter experts. 	<p>Peers find this requirement is met by the evidence submitted by the State.</p>
<p>Section 6.2 Summary Statement</p>		
<p>X No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 6.3 – Challenging and Aligned Academic Achievement Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic achievement standards:</u></p> <p>The State’s academic achievement standards are challenging and aligned with the State’s academic content standards and with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards such that a student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</p> <p>If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards (1) are aligned with the State’s challenging academic content standards for the grade in which a student is enrolled; (2) promote access to the general curriculum consistent with the IDEA; (3) reflect professional judgment as to the highest possible standards achievable for such students; (4) are designated in the IEP for each student for whom alternate academic achievement standards apply; and (5) are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue</p>	<ul style="list-style-type: none"> □ File #033 College & Career Readiness Task Force <ul style="list-style-type: none"> ○ P.5 items B1 and C with p.6 table row 1 present NAA among assessments that adequately demonstrate measures of college-and-career readiness knowledge and content-area proficiency for Math, ELA, and Science. □ File #120 Nevada Alternate Assessment Technical Report 2017 <ul style="list-style-type: none"> ○ Chapter 7, Tables 7.1-7.3 present level descriptors that clearly connect achievement levels with NVACS Content Connectors. □ File #121 Nevada Alternate Assessment Technical Report 2018 (Math, ELA, Sci) <ul style="list-style-type: none"> ○ Chapter 7 provides level descriptors that clearly connect achievement levels with NVACS content connectors. □ File #122 NAA ELA/Math Standard-Setting Report <ul style="list-style-type: none"> ○ Section A, subsections Workshop Materials and following (pp. 5-11) detail expectations of alignment and progressive rigor. □ File #106 NAA Science Standard-Setting Report <ul style="list-style-type: none"> ○ Section A, Subsections Workshop Materials and following (pp. 5-13) detail expectations of alignment and progressive rigor. 	<p>Peers have a concern with the State’s fulfillment of this CE, related to the concerns raised in CE 2.1, a lack of full alignment of the assessment to the academic content standards. Satisfactory alignment of the assessment to the academic content standards is a requirement for the assessment to be aligned to the academic achievement standards.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
postsecondary education or competitive integrated employment.		
Section 6.3 Summary Statement		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Satisfactory alignment of the assessment to the academic content standards in order for the assessment to be aligned to the academic achievement standards. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element 6.4 – Reporting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public.</p> <p>The State reports to the public its assessment results on <u>student academic achievement for all students and each student group at each achievement level⁶</u></p> <p>For <u>academic content assessments</u>, the State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the <u>specific academic needs of students</u>, and the State also provides interpretive guides to support appropriate uses of the assessment results.</p> <ul style="list-style-type: none"> The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its academic content assessments that: 	<ul style="list-style-type: none"> <input type="checkbox"/> File #064 Nevada Student Assessments Activity Calendar for District Test Directors <input type="checkbox"/> File #107 NV DRC Amendment 3 Executed with Attachment AA Reporting Dates <input type="checkbox"/> File #108 Sample 2017 Summary Report <input type="checkbox"/> File #109 File layout for District Student Data Files Reporting Deliverable <input type="checkbox"/> File #110 Nevada Report Card website link http://www.nevadareportcard.com/di/ <input type="checkbox"/> File #111 NDE Press Release Department of Education Unveils Nevadareportcard.com to Help Drive Data Decision Making Process for Schools and Districts <input type="checkbox"/> File #112: eDIRECT User Guide, Reporting System, Pages 40-42. <input type="checkbox"/> File #113 Sample Individual Student Report – Grades 3, 4, 6, 7 <input type="checkbox"/> File #114 Sample Individual Student Report – Grade 5 <input type="checkbox"/> File #115 Sample Individual Student Report – Grade 8 <input type="checkbox"/> File #116 Sample Individual Student Report – Grade 11 <input type="checkbox"/> File #123 Sample Individual Student Report – Spanish Translation 	<p>Peers cannot find evidence that, upon request by a parent who is an individual with a disability as defined by the ADA, as amended, reports are provided in an alternative format accessible to that parent.</p> <p>Peers find that the State has met other aspects of this CE with its submission.</p>

⁶ Although all students with disabilities must be included in a State’s assessment system, requirements for public reporting in ESEA section 1111(h)(1)(C)(ii) apply only to children with disabilities as defined in section 602(3) of the IDEA.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> ○ Provide valid and reliable information regarding a <u>student’s academic achievement</u>; ○ Report the <u>student’s academic achievement</u> in terms of the State’s grade-level academic achievement standards; ○ Provide information to help parents, teachers, and principals interpret the test results and address the specific <u>academic needs of students</u>; ○ Are provided in an understandable and uniform format; ○ Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian; ○ Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent. ● The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 6.4 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that, upon request by a parent who is an individual with a disability as defined by the ADA, as amended, reports are provided in an alternative format accessible to that parent. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

SECTION 7: LOCALLY SELECTED NATIONALLY RECOGNIZED HIGH SCHOOL ACADEMIC ASSESSMENTS

(if applicable; evidence for this section would be submitted in ADDITION to evidence for sections 1 through 6)

Critical Element 7.1 – State Procedures for the Use of Locally Selected, Nationally Recognized High School Academic Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has established technical criteria to use in its review of any submission of a locally selected, nationally recognized high school academic assessment. The State has completed this review using its established technical criteria and has found the assessment meets its criteria prior to submitting for the Department’s assessment peer review.</p> <p>The State’s technical criteria include a determination that the assessment:</p> <ul style="list-style-type: none"> • Is aligned with the challenging State academic standards; and • Addresses the depth and breadth of those standards. <p>AND</p> <p>The State has procedures in place to ensure that a district that chooses to use a nationally recognized high school academic assessment administers the same assessment to all high school students in the district except for students with the most significant</p>	<p>N/A</p>	<p>N/A</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>cognitive disabilities who may be assessed with an AA-AAAS.</p> <p>AND</p> <p>The technical criteria established by the State in reviewing a locally selected, nationally recognized high school academic assessment must ensure that the use of appropriate accommodations does not deny a student with a disability or an EL—</p> <ul style="list-style-type: none"> • The opportunity to participate in the assessment; and • Any of the benefits from participation in the assessment that are afforded to students without disabilities or students who are not ELs. 		
<p>Section 7.1 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Element 7.2 –State Monitoring of Districts Regarding the Use of Locally Selected, Nationally Recognized High School Academic Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State must have procedures in place to ensure that:</p> <p>Before a district requests approval from the State to use a nationally recognized high school academic assessment, the district notifies all parents of high school students it serves—</p> <ul style="list-style-type: none"> • That the district intends to request approval from the State to use a nationally recognized high school academic assessment in place of the statewide academic assessment; • Of how parents and, as appropriate, students may provide meaningful input regarding the district’s request (includes students in public charter schools who would be included in such assessments); and • Of any effect of such request on the instructional program in the district. 	<p>N/A</p>	<p>N/A</p>
<p>Section 7.2 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence

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STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Element 7.3 –Comparability of the Locally Selected Nationally Recognized High School Academic Assessments with the State Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The locally selected, nationally recognized high school academic assessment:</p> <ul style="list-style-type: none"> • Is equivalent to or more rigorous than the statewide assessment, with respect to— <ul style="list-style-type: none"> ○ The coverage of academic content; ○ The difficulty of the assessment; ○ The overall quality of the assessment; and ○ Any other aspects of the assessment that the State may establish in its technical criteria; • Produces valid and reliable data on student academic achievement with respect to all high school students and each subgroup of high school students in the district that— <ul style="list-style-type: none"> ○ Are comparable to student academic achievement data for all high school students and each subgroup of high school students produced by the statewide assessment at each academic achievement level; ○ Are expressed in terms consistent with the State’s academic achievement standards; and ○ Provide unbiased, rational, and consistent differentiation among schools within the State for the purpose of the State determined accountability system including calculating the Academic Achievement indicator and annually meaningfully differentiating between schools. 	<p>N/A</p>	<p>N/A</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA ALTERNATE ASSESSMENT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 7.3 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

August 2019 State Assessment Peer Review Notes



U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

Note: Peer review notes provide the combined recommendations of the individual peers to the U.S. Department of Education (Department), based on the statute and regulations, the Department's peer review guidance, and the peers' professional judgement of the evidence submitted by the State. These assessment peer review notes, however, do not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for assessment peer review. Although the peer notes inform the Secretary's consideration of each State's assessment system, the Department makes the final decision regarding whether the assessment system meets the requirements in the statute and regulations. As a result, these peer notes may not completely align with the final determination made by the Department.

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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

Critical Element 1.1 – State Adoption of Academic Content Standards for All Students

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u> The State formally adopted challenging academic content standards for all students in reading/language arts, mathematics and science and applies its academic content standards to all public schools and public school students in the State.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> File #001 Nevada Revised Statutes Chapter 389 <ul style="list-style-type: none"> o Council to Establish Academic Standards 389.500 – 389.540 <input type="checkbox"/> File #002 Nevada Administrative Code Chapter 389 <ul style="list-style-type: none"> o 389.247 – 389.511 NGSS are quoted and/or paraphrased by grade. <input type="checkbox"/> File #003 Nevada Academic Content Standards for Science – webpage overview <input type="checkbox"/> File #004 Nevada K-12 Science Content Standards <input type="checkbox"/> File #005 NVBOE Legislative Review Informational Filing <input type="checkbox"/> File #006 Legislative Committee Approval of NGSS <input type="checkbox"/> File #007 Press Release: Science Standards Approved 	<p>The State’s submitted evidence is sufficient to meet this critical element.</p>
<p>Section 1.1 Summary Statement</p>		
<p>X No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 1.2 – Challenging Academic Content Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u> The State’s challenging academic content standards in reading/language arts, mathematics, and science are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> File #008 NGSS Development Framework <ul style="list-style-type: none"> o Pp. 16-17 include college board among intended considerations <input type="checkbox"/> File #009 NGSS College & Career Readiness <input type="checkbox"/> File #005 NVBOE Legislative Review Informational Filing <input type="checkbox"/> File #006 Legislative Committee Approval of NGSS <input type="checkbox"/> File #007 Press Release: Science Standards Approved 	<p>The State’s submitted evidence is sufficient to meet this critical element.</p>
<p>Section 1.2 Summary Statement</p>		
<p>X No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 1.3 – Required Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State’s assessment system includes annual general and alternate assessments aligned with <u>grade-level academic achievement standards</u> or alternate academic achievement standards in:</p> <ul style="list-style-type: none"> • Reading/language arts (R/LA) and mathematics in each of grades 3-8 and at least once in high school (grades 9-12); • Science at least once in each of three grade spans (3-5, 6-9 and 10-12). <p>AND</p> <p>The State’s <u>academic content assessments</u> must be the same assessments administered to all students in the tested grades, with the following exceptions:</p> <ul style="list-style-type: none"> • Students with the most significant cognitive disabilities may take an alternate assessment aligned with alternate academic achievement standards. • A State may permit an LEA to administer a nationally recognized high school academic assessment in lieu of the State high school assessment if certain conditions are met. • A State that administers an end-of-course high school mathematics assessment may exempt an 8th grade student from the mathematics assessment typically administered in 	<p>File #010 Sample Blueprint</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #012 Nevada State System of Assessments Overview <input type="checkbox"/> File #013 Nevada Revised Statutes Chapter 390 <ul style="list-style-type: none"> o Grades & standards to be assessed 390.105 <input type="checkbox"/> File #014 Nevada Administrative Code Chapter 390 <ul style="list-style-type: none"> o Grades & standards to be assessed 390.220 	<p>Nevada administers science assessments in grades 5, 8, and 11 to students, except those needing the Nevada alternate assessment.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

<p>eighth grade and allow the student to take the State end-of-course mathematics test instead.</p> <ul style="list-style-type: none"> The Department may have approved the State, under the Innovative Assessment Demonstration Authority, to permit students in some LEAs to participate in a demonstration assessment system in lieu of participating in the State assessment. 		
<p>Section 1.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 1.4 – Policies for Including All Students in Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State requires the inclusion of all public elementary and secondary school students in its assessment system and clearly and consistently communicates this requirement to districts and schools.</p> <ul style="list-style-type: none"> • For students with disabilities, policies state that all students with disabilities in the State, including those children with disabilities publicly placed in private schools as a means of providing special education and related services, must be included in the assessment system; • For ELs: <ul style="list-style-type: none"> ○ Policies state that all ELs must be included in all aspects of the content assessment system, unless the State has chosen the statutory option for recently arrived ELs under which such ELs are exempt from one administration of its reading/ language arts assessment. ○ If a State has developed native language assessments for ELs in R/LA, ELs must be assessed in R/LA in English if they have been enrolled in U.S. schools for three or more consecutive years, except, if a district determines, on a case-by-case basis, that native language assessments would yield more accurate and reliable information, the district may assess a student with native 	<ul style="list-style-type: none"> □ File #013 Nevada Revised Statutes Chapter 390 <ul style="list-style-type: none"> ○ IEP/504 accommodations & modifications 390.820 §3 ○ EL inclusion, modifications & accommodations 390.810 □ File #012 Nevada State Assessment System Overview □ File #15 Nevada Department of Education Assessment Webpage □ File #016 Nevada Science 5/8 TCM <ul style="list-style-type: none"> ○ P. 1 “Student Eligibility & Who Can Test” ○ Pp. 13-14 “Students with Special Needs” □ File #017 Nevada Science High School TCM <ul style="list-style-type: none"> ○ P. 1 “Student Eligibility & Who Can Test” ○ Pp. 13-14 “Students with Special Needs” □ File #018 Nevada Science 5/8 TAM <ul style="list-style-type: none"> ○ P. 8 “Students with Special Needs” □ File #019 Nevada Science High School TAM <ul style="list-style-type: none"> ○ P. 8 “Students with Special Needs” □ File #020 Nevada Student Assessments Usability, Accessibility, and Accommodations Guide (UAAG) 	<p>Department staff determined that Nevada has established and communicated clear policies that all students, including students with disabilities or who are English learners, must participate in statewide assessments.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

<p>language assessments for a period not to exceed two additional consecutive years.</p> <ul style="list-style-type: none"> ○ If the State uses the flexibility for Native American language schools and programs: (1) the State provides the content assessment in the Native American language to all students in the school or program; (2) the State submits such content assessment for peer review as part of its State assessment system; and (3) the State continues to provide ELP assessments and services for ELs as required by law. The State must assess in English the students' achievement in R/LA in high school. 		
<p>Section 1.4 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments

(Note: this is a new requirement under ESSA, so it does not apply to standards and assessments adopted prior to the passage of ESSA (December 2015)).

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State has developed or amended challenging academic standards and assessments, the State has conducted meaningful and timely consultation with:</p> <ul style="list-style-type: none"> • State leaders, including the Governor, members of the State legislature and State board of education (if the State has a State board of education). • Local educational agencies (including those located in rural areas). • Representatives of Indian tribes located in the State. • Teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents. 	<p>File #005 NVBOE Legislative Review Informational Filing File #006 Legislative Committee Approval of NGSS</p>	<p>The Next Generation Science Standards (NGSS) were adopted by the State Board in 2014; therefore, this Critical Element does not apply.</p>
<p>Section 1.5 Summary Statement</p>		
<p>x No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element 2.1 – Test Design and Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to <u>the depth and breadth of the State’s academic content standards</u> for the grade that is being assessed and includes:</p> <ul style="list-style-type: none"> • Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; • Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of <u>the State’s grade-level academic content standards</u> and support the intended interpretations and uses of the results. • Processes to ensure that each academic assessment is tailored to the knowledge and skills included in <u>the State’s academic content standards</u>, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills). • If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design 	<p>File #013 Nevada Revised Statutes Chapter 390 o Grades & standards to be assessed 390.105 <input type="checkbox"/> File #014 Nevada Administrative Code Chapter 390 o Assessments assigned by grade 390.220 <input type="checkbox"/> File #021 Nevada Science Assessment Website File #010 Science Blueprint <input type="checkbox"/> File #011 Annotated Science Item Sampler <input type="checkbox"/> File #022 Science Content & Bias Review Master Binder G5 <input type="checkbox"/> File #023 Science Content & Bias Review Notes Summary G5 <input type="checkbox"/> File #024 Science Content & Bias Review Master Binder G8 <input type="checkbox"/> File #025 Science Content & Bias Review Notes Summary G8 <input type="checkbox"/> File #026 Science Content & Bias Review Master Binder HS <input type="checkbox"/> File #027 Science Content & Bias Review Notes Summary HS <input type="checkbox"/> File #078 WestEd Nevada Science Alignment Report o P. 7 Summary Table: item-to-standard alignment o P. 12 Summary Table: cognitive complexity o P. 13 Summary of Findings: breadth of content</p>	<p>Peers request evidence of test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of <u>the State’s grade-level academic content standards</u> and support the intended interpretations and uses of the results.</p> <p>The evidence provided is not enough for ascertaining that the NV Science assessments included the entirety (breadth) of the NGSS for the relevant grades (5, 8, HS).</p> <p>The blueprints do not show a crosswalk between the full set of standards and the standards being assessed on each test form. This is necessary to ensure that the full set of standards is being assessed over time. The blueprints do not map points or weights to specific standards. This is necessary to ensure that no standard is being excluded from tests during item development or selection.</p> <p>Peers also request evidence of processes to ensure that each academic assessment is tailored to the knowledge and skills included in <u>the State’s academic content standards</u>, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills).</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

<p>and intended uses and interpretations of results.</p> <ul style="list-style-type: none"> • If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the student is enrolled and uses that determination for all reporting. • If the State administers a content assessment that includes portfolios, such assessment may be partially administered through a portfolio but may not be <i>entirely</i> administered through a portfolio. 		
<p>Section 2.1 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of <u>the State’s grade-level academic content standards</u> and support the intended interpretations and uses of the results. • Evidence of processes to ensure that each academic assessment is tailored to the knowledge and skills included in <u>the State’s academic content standards</u>, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills) 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 2.2 – Item Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State uses reasonable and technically sound procedures to develop and select items to:</p> <ul style="list-style-type: none"> Assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> File #079 Nevada Science Assessment Technical Report <ul style="list-style-type: none"> Chapter 3, Test Development Appendix A, Item & Bias Training & Tracking Sheets As a part of the test vendor’s item-development process, panels of professionals review items both for standards-alignment and for bias/sensitivity concerns. <input type="checkbox"/> File #022 Science Content & Bias Review Master Binder G5 <input type="checkbox"/> File #023 Science Content & Bias Review Notes Summary G5 <input type="checkbox"/> File #024 Science Content & Bias Review Master Binder G8 <input type="checkbox"/> File #025 Science Content & Bias Review Notes Summary G8 <input type="checkbox"/> File #026 Science Content & Bias Review Master Binder HS <input type="checkbox"/> File #027 Science Content & Bias Review Notes Summary HS 	<p>Peers request evidence that the State’s tests assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills.</p> <p>This request is related to the key evidence missing from CE 2.1, including sufficiently detailed blueprints.</p>
<p>Section 2.2 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Evidence that the State uses reasonable and technically sound procedures to develop and select items to assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 2.3 – Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State implements policies and procedures for standardized test administration; specifically, the State:</p> <ul style="list-style-type: none"> • Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; • Has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities; • If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration. 	<p>File #012 Nevada State Assessment System Overview from NDE Website</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #028 Nevada Test Security Procedures 2018-2019 <ul style="list-style-type: none"> o TtT expectations & documentation on pp. 5-6, 14, o Testing hierarchy of responsibilities in Appendix “Terms & Definitions” <input type="checkbox"/> File #029 Nevada Assessments Activity Calendar for District Test Directors <input type="checkbox"/> File #030 Nevada Student Assessment Calendar for SY 2018-2019 <input type="checkbox"/> File #031 District Test Director Monthly Agenda Sample <input type="checkbox"/> File #032 District Test Director Meeting Powerpoint Sample <input type="checkbox"/> File #033 Regional Admin Training Sessions Invitation <input type="checkbox"/> File #034 Regional Admin Training Powerpoint <p>File #016 Nevada Science 5/8 TCM</p> <ul style="list-style-type: none"> o TtT expectations & required documentation on p. 10 <input type="checkbox"/> File #017 Nevada Science HS TCM <p>o TtT expectations & required documentation on p. 10</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #018 Nevada Science 5/8 TAM for classroom staff <input type="checkbox"/> File #019 Nevada Science HS TAM for classroom staff <ul style="list-style-type: none"> <input type="checkbox"/> File #020 Nevada Usability, Accessibility, and Accommodation Guide <input type="checkbox"/> File #034 Confidentiality Agreement Form 	<p>Peers request evidence that the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.</p>
Section 2.3 Summary Statement		
<p>X The following additional evidence is needed/provide brief rationale:</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

- Evidence that the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 2.4 – Monitoring Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Monitoring of test administration should be demonstrated for all assessments in the State system: the general academic assessments and the AA-AAAS.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> File #035 Confidentiality Agreement Form <input type="checkbox"/> File #036 NDE Online test Security Training <input type="checkbox"/> File #037 Caveon NDE Test Security Investigation Training <input type="checkbox"/> File #038 Acknowledgment of Training <input type="checkbox"/> File #039 Assessment Observation & Security Checklist <input type="checkbox"/> File #040 Special Education Monitor Checklist File #041 NDE Testing Statistics – Instructions (eDIRECT) <input type="checkbox"/> File #042 Minutes of Nevada DRC Conference Call 08 May 2019 <input type="checkbox"/> File #043 Nevada Program Dashboard Screenshots <input type="checkbox"/> File #044 Nevada Online Testing System Status Dashboard Screenshot <input type="checkbox"/> File #045 Helpdesk Activity Dashboard Screenshot <input type="checkbox"/> File #046 Test Security Summary 	<p>Department staff noted that according the State, District Test Coordinators are responsible for monitoring administration in their districts and sign a confidentiality agreement form. NDE provided evidence of training on test administration and security investigations but this training did not describe a monitoring process. Nevada provided a School Observation Checklist but did not include any details about the process and whether it was not clear whether this form includes the administration of the ACT. No information was provided about how the State verifies that district monitoring has occurred, and no evidence was provided that monitoring actually occurred (e.g., number of schools monitored or completed reports).</p>
<p>Section 2.4 Summary Statement</p>		
<p><u> </u>x<u> </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • For the NVSCI: Evidence that the State adequately monitors administration to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 2.5 – Test Security

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> • Prevention of any assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; • Detection of test irregularities; • Remediation following any test security incidents involving any of the State’s assessments; • Investigation of alleged or factual test irregularities. • Application of test security procedures to all assessments in the State system: the general academic assessments and the AA-AAAS. 	<p>prevention, detection, and resolution of irregularities; and test-specific applications.</p> <ul style="list-style-type: none"> □ File #013 Nevada Revised Statutes Chapter 390 <ul style="list-style-type: none"> o 390.250-390.305 Specify expectations for security of test administration o 390.350-390.403 Provide protections and penalties for reporting irregularities. □ File #028 State Test Security Procedures 2018-19 □ File #047 Test Security Webinar Slide Deck & Script □ File #035 Confidentiality Agreement Form □ File #073 Science Unlocks Report □ File #074 Science Excessive Logins Report □ File #075 Science Participation Counts □ File #076 Science Daily Student Resets □ File #077 Science Invalidation Extracts □ File #046 Test Security Summary □ File #048 Caveon CBT Security Analysis for NDE 	<ul style="list-style-type: none"> • Peers request evidence regarding remediation following any test security incidents involving any of the State’s assessments.
Section 2.5 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence regarding remediation following any test security incidents involving any of the State’s assessments 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:</p> <ul style="list-style-type: none"> • To protect the integrity of its test-related data in test administration, scoring, storage and use of results; • To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; • To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups. 	<p>File #049 Family Education Rights and Privacy Act FERPA</p> <ul style="list-style-type: none"> <input type="checkbox"/> File #050 FERPA Summary <input type="checkbox"/> File #051 NRS 385A.830 Operation of system in compliance with federal laws governing release and confidentiality of records. <input type="checkbox"/> File #052 Nevada Revised Statutes Chapter 388 <ul style="list-style-type: none"> ○ 388.267-388.296 mandate state protection of student data. ○ 388.273 requires development and implementation of state educational data security plan. <input type="checkbox"/> File #053 Nevada Data Privacy FactSheet <input type="checkbox"/> File #054 Nevada Data Dictionary <input type="checkbox"/> File #055 Nevada Information Security and Privacy Policy <input type="checkbox"/> File #056 NDE Information Security Policy and Procedures Report <input type="checkbox"/> File #047 Test Security Webinar Slide Deck & Script 	<p>The State’s submitted evidence is sufficient to meet this critical element.</p>
<p>Section 2.6 Summary Statement</p>		
<p><u> X </u> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

SECTION 3: TECHNICAL QUALITY – VALIDITY

Critical Element 3.1 – Overall Validity, Including Validity Based on Content

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards. The State’s validity evidence includes evidence that:</p> <p><u>The State’s academic assessments</u> measure the knowledge and skills specified in the State’s academic content standards, including:</p> <ul style="list-style-type: none"> • Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity; • Documentation that the assessments address the depth and breadth of the content standards; • If the State has adopted alternate academic achievement standards and administers alternate assessments aligned with those standards, the assessments show adequate alignment to the State’s academic content standards for the grade in which the student is enrolled in terms of content match (i.e., no unrelated content) and the breadth of content 	<ul style="list-style-type: none"> □ File #079 Nevada Science Assessment Technical Report <ul style="list-style-type: none"> ○ Pp. 5-6, Ch. 1, Introduction, §§1.2-1.3 outline assessment purpose and design. ○ Pp. 13-17, Ch. 3, §§3.2-3.3 describe standards basis for test development. ■ Pp. 14ff, table 3.2 demonstrate construct validity via balance of content. ○ Pp. 21ff, Ch. 3, §3.7 describes item development process incorporating standards and content alignment. □ File #078 WestEd Nevada Science Alignment Report <ul style="list-style-type: none"> ○ P. 7 Summary Table: item-to-standard ○ P. 12 Summary Table: cognitive complexity ○ P. 13 Summary of Findings: breadth of content 	<p>Peers request documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity;</p> <p>Peers request documentation that the assessments address the depth and breadth of the content standards;</p> <p>See WestEd alignment study, Appendices B and C. The exclusion of the standards listed in these appendices show that the NV Science tests do not demonstrate adequate alignment to the NV science content standards. See CE 2.1 peer comments.</p> <p>Peers are unable to tell from the blueprints whether the results of the alignment study, including standards included in the assessment and the cognitive complexity level at which each is assessed, fulfills the test blueprints.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities.		
Section 3.1 Summary Statement		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none">• Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity• Documentation that the assessments address the depth and breadth of the content standards		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 3.2 – Validity Based on Cognitive Processes

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that its assessments tap: <u>the intended cognitive processes</u> appropriate for each grade level as represented in the State’s academic content standards.</p>	<p>File #079 Nevada Science Assessment Technical Report</p> <ul style="list-style-type: none"> ○ Pp. 13-27, Ch. 3 §§3.2-3.7.5 describes test materials written to require minimal reading loads for assessing content knowledge, which are submitted to content and fairness experts prior to administration. ■ Pp. 19-20, table 3.3 describes principles of universal design implemented to offer minimal cognitive burden outside of standard-specific assessment content. ■ Pp. 25-27 §§3.7.3-3.7.5 describe specific aspects of item-writing process that engage students in cognitive processes germane to grade-level content mastery. 	<p>Peers request evidence that the assessments tap <u>the intended cognitive processes</u> appropriate for each grade level as represented in the State’s academic content standards.</p> <p>Evidence submitted by the State was primarily procedural, not based on analysis of student responses or responding behavior.</p>
<p>Section 3.2 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the assessments tap <u>the intended cognitive processes</u> appropriate for each grade level as represented in the State’s academic content standards. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 3.3 – Validity Based on Internal Structure

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s <u>academic content standards</u>.</p>	<p>File #079 Nevada Science Assessment Technical Report</p> <ul style="list-style-type: none"> ○ Pp. 11ff, Ch. 3, Test Development <ul style="list-style-type: none"> ■ Pp. 13-17, §3.2 & table 3.2 provide blueprints aligning items and structure to the three domains of the Science NVACS, and to subdomains within each. ■ Pp. 22-23 §3.7.2 & Table 3.4 demonstrate integration of score point distribution across domains into the field testing process of items. ○ Pp. 50ff, Ch. 6, Operational Data Analyses <ul style="list-style-type: none"> ■ P. 105, §6.4.4 provides evidence of internal structural validity: in addition to the computation of total test scores, claim-level scale scores are also computed and used to classify students into achievement levels for each claim. ○ Pp. 142ff, Ch. 9, Evidence of Construct-Related Validity demonstrates validity based on structure of test construct, including analysis of principal components and claims. 	<p>Peers had several concerns with the data presented as evidence for this CE. Some claim scores are perfectly correlated with each other, after correcting for measurement error, indicating that these are not measuring distinct constructs, though they are reported as such.</p>
<p>Section 3.3 Summary Statement</p>		
<p><u> </u> <u> </u> <u> </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Peers request information on/plan for how the State will address concerns with the assessment data noted here, primarily that many claim score pairs are perfectly correlated with each other, after correcting for measurement error. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 3.4 – Validity Based on Relations to Other Variables

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>	<p>File #079 Nevada Science Assessment Technical Report ○ Pp. 137ff, Ch. 8, Achievement-Level Setting provides validity evidence based on relationships with other variables, including achievement-level setting process which incorporated external benchmarks.</p>	<p>Peers request adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p> <p>The State presents the use of benchmarks as part of the achievement-level standard setting process for science grades 5, 8, and high school tests cited on Chapter 8 of the Technical Manual (NVSC File #079, p. 141) as evidence of validity based on relations to other variables. Although the science tests of a prior year (different standards) were used as external benchmarks in the standard setting, no data are presented to support the claim that scores from the current and former science tests are related as expected.</p>
<p>Section 3.4 Summary Statement</p>		
<p><input checked="" type="checkbox"/> <u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Documentation of adequate validity evidence that the State’s assessment scores are related as expected with other variables 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

SECTION 4: TECHNICAL QUALITY – OTHER

Critical Element 4.1 – Reliability

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State’s student population overall and each student group consistent with nationally recognized professional and technical testing standards. If the State’s assessments are implemented in multiple States, measures of reliability for the assessment overall and each student group consistent with nationally recognized professional and technical testing standards, including:</p> <ul style="list-style-type: none"> • Test reliability of the State’s assessments estimated for its student population; • Overall and conditional standard error of measurement of the State’s assessments, including any domain or component sub-tests, as applicable; • Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results; • For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student’s academic achievement. 	<p>File #079 Nevada Science Assessment Technical Report</p> <ul style="list-style-type: none"> ○ Pp. 142ff, Ch. 9, Evidence of Construct-Related Validity <ul style="list-style-type: none"> ■ P. 144, §9.2.1 discusses reliability statistics, ranged 0.80-0.85, for each grade. ■ Pp. 144-148, §§9.2.2-9.2.3 apply Standard and Conditional Standard Errors of Measurement to reliability of scale scores. ■ Pp. 148-151, §9.2.4 demonstrates accuracy and consistency of performance-level classifications for students. ■ Pp. 144ff, Tables 9.1, 9.2, 9.3, 9.4 provide reliability data related to SEM, CSEM, accuracy and consistency conditioned on level of achievement and at achievement cut points. ■ Pp. 156ff, Tables 9.8-9.10 show uncorrected and corrected correlation coefficients among claims for online and paper/pencil forms. ○ Pp. 175ff, Ch. 10, Fairness <ul style="list-style-type: none"> ■ Pp. 183-184, Tables 10.4-10.6 provide evidence of reliability based on SEM and Cronbach’s alpha by grade and student subgroup. 	<p>Peers note that test reliability for LEP students is consistently lower than that of other subgroups and request a plan from the State for how this will be addressed.</p> <p>Peers note that CSEMs and SEMs are currently reported in different units. CSEMs and SEMs should be in the same units (scale score units). Additionally, CSEMs should be presented for claim scores across a range of claim scores, not just at one cut point. Peers request this additional documentation from the State.</p> <p>Peers note the low accuracy and consistency of level of achievement classification, particularly for level 4 of grade 5 assessment. Peers request a plan from the State for how this will be addressed.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 4.1 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • A plan from the State to address low reliability for LEP subgroup • A plan from the State to address low accuracy and consistency of achievement level classifications for assessments with low accuracy and consistency (such as achievement level 4 for science grade 5) • A report of CSEMs and SEMs on the same scale (scale score units) • A report of CSEMs for claim scores across a range of claim scores, not a single point 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 4.2 – Fairness and Accessibility

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>For all State academic assessments,</i> assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition⁷).</p> <p>For academic content assessments, the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in their design, development and analysis.</p>	<p>File #079 Nevada Science Assessment Technical Report</p> <ul style="list-style-type: none"> ○ Pp. 11ff, Ch. 3, Test Development ■ Pp. 19-20, § 3.5 provides evidence that items follow principles of universal design as outlined in Table 3.3. ■ P. 21ff, §3.7 describes development process including application of universal design principles and consideration of bias and sensitivity concerns. ■ P. 29, Table 3.6 demonstrates diversity in bias and sensitivity committee composition. ○ Pp. 38-40, Ch. 4, Test Administration, §4.4.2 outlines accommodations and accessibility options for test administration. ○ Pp. 175ff, Ch. 10, Fairness ■ Pp. 176-177 §10.1 describes minimization of bias through item development, and describes the bias and sensitivity guidelines followed by test developers. <p>□ File #079 Nevada Science Assessment Technical Report</p> <ul style="list-style-type: none"> ○ Pp. 175ff, Ch. 10, Fairness ■ Pp. 177ff, §10.2 defines items flagged for DIF statistics as functioning differently for equally able members of different groups, and for all grades no items were flagged for moderate or large, positive or negative, DIF for relevant student groups. ■ P. 180 Table 10.1 demonstrates fairness via DIF analysis for African-American, Hispanic, and Female subgroups. 	<p>Peers request additional documentation of how the State follows principles of universal design for learning, specifically how the process ensures that the test provides flexibility in the ways information is presented (see definition of UDL on page 28 of <i>A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process</i>).</p> <p>Peers find the remainder of the critical element was met by this submission, for the following reason: For students with visual impairments, Braille forms are available (p. 21 & p. 203).</p> <p>Chapter 10 of the Technical Report provides evidence of bias and sensitivity reviews of test content, accessibility, and fairness by Nevada general education and special education educators and other stakeholders from Nevada to ensure that the test materials are accessible to all students and fair across student groups in their design, development and analysis (p. 176). Results of content and bias reviews for are included (p. 29).</p> <p>Chapter 10 also provides evidence of evaluation bias through DIF analysis of performance by gender and race/ethnicity (p. 179) and impact analysis on subgroups (pp. 181-182).</p>

⁷ see page 28 of “*A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process*”, September 24, 2018 available at: www.ed.gov/admins/lead/account/saa.html

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Section 4.2 Summary Statement

The following additional evidence is needed/provide brief rationale:

- Evidence that the State assessments are developed using the principles of universal design for learning, specifically how the process ensures that the test provides flexibility in the ways information is presented.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 4.3 – Full Performance Continuum

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for academic assessments, including performance for high- and low-achieving students.</p>	<p>File #079 Nevada Science Assessment Technical Report</p> <ul style="list-style-type: none"> ○ Pp. 13ff, Ch. 3, §3.2 demonstrates distribution of items on a form by cognitive complexity as designated in blueprints. ○ Pp. 142ff, Ch. 9, Evidence of Construct-Related Validity <ul style="list-style-type: none"> ■ P. 144, Table 9.1 shows summary statistics for raw score reliability and SEM for different grade levels. ■ P. 145, Table 9.2 shows CSEM for each cut score at each grade level. ■ P. 173, Table 9.12 shows mean, standard deviation, raw score SEM, and cut score CSEM data by grade and claim □ File #082 Nevada Science Standard-Setting Technical Report <ul style="list-style-type: none"> ○ Pp. 6-14 contain details of cut-score and performance-level revisions demonstrating accuracy and reporting capability across the full performance continuum. 	<p>Peers find this critical element was met by the evidence submitted by the State.</p>
<p>Section 4.3 Summary Statement</p>		
<p>X No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 4.4 – Scoring

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State’s <u>academic achievement standards</u>.</p>	<p>File #079 Nevada Science Assessment Technical Report</p> <ul style="list-style-type: none"> ○ Pp. 42ff, Ch. 5, Constructed-Response and Technology-Enhanced Scoring <ul style="list-style-type: none"> ■ Pp. 42-47, §5.1 describes the process for training and monitoring scoring evaluators. ■ P. 48 §5.3 describes the auto-scoring procedures for Technology-Enhanced Items. ■ Pp. 48-49, §5.4 presents inter-rater reliability statistics to demonstrate that items are scored reliably. ○ Pp. 50ff, Ch. 6, Operational Data Analyses <ul style="list-style-type: none"> ■ Pp. 102-105 §6.4 describes IRT calibration reliant on PARSCALE software, which was also used to calibrate large datasets for PARCC and SBAC. ○ Pp. 107ff, Ch. 7, Test Results <ul style="list-style-type: none"> ■ Pp. 110-111 Tables 7.12-7.15 provide state-level scale score statistics including mean and standard deviation by grade and form. ○ Pp. 137ff, Ch. 8, Achievement-Level Setting <ul style="list-style-type: none"> ■ Pp. 139-140 §8.4 provides validity evidence based on the achievement-level setting process that supports valid interpretation of scores by linking score bands directly to NVACS. 	<p>Peers seek clarification on interrater evidence presented on page 49 of the technical manual (#079). Do the 5 items here represent all constructed response items across all 8 forms for each of the 3 assessments (24 forms total)? Or are these a sample of the constructed response items? If the latter, interrater agreement is needed for all constructed response items. If these 5 items encompass all CR items on all 8 forms for all science tests, then this CE is met.</p>
Section 4.4 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • If the 5 items for which interrater evidence is presented on page 49 of the technical manual represent only a sample of the CR items present in the 8 forms of each of the 3 science assessments, the State should submit this information for all CR items. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 4.5 – Multiple Assessment Forms

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State administers multiple forms of academic assessments within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State’s academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years.</p>	<p>File #079 Nevada Science Assessment Technical Report</p> <ul style="list-style-type: none"> ○ Pp. 50ff, Ch. 6, Operational Data Analyses describes operational data analysis and its role in maintaining the test scale across forms and years, so that test results may be appropriately compared. ○ Pp. 107ff, Ch. 7, Test Results ■ Pp. 110-111 Tables 7.12-7.15 provide state-level scale score statistics including mean and standard deviation by grade and form. 	<p>Form 1 at each grade level was used for Braille, large print, and paper-based test forms for use by students requiring accommodations as documented in their IEP or 504 Plan. Peers note that form 1 seems more difficult than the other seven forms, for each grade level. Peer request additional evidence of comparability across forms 1-8 for each grade.</p> <p>No information was found regarding data collection design and test equating procedures to equate the online forms. Peers request additional evidence of equating test forms.</p>
<p>Section 4.4 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the State ensures that all forms yield consistent score interpretations such that the forms are comparable within and across school years 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 4.6 – Multiple Versions of an Assessment

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State administers any of its assessments in multiple versions within a subject area (e.g., online versus paper-based delivery; or a native language version of the academic content assessment), grade level, or school year, the State:</p> <ul style="list-style-type: none"> • Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments; • Documented adequate evidence of comparability of the meaning and interpretations of the assessment results. 	<p>File #079 Nevada Science Assessment Technical Report</p> <ul style="list-style-type: none"> ○ P. 9, Ch. 2, §2.2 and p. 21, Ch. 3, §3.6.3 describe application of Form 1 in accommodated versions of the Nevada Science Assessment. ○ Pp. 110-111, Ch. 7, Tables 7.12-7.15 provide state-level scale score statistics including mean and standard deviation by grade and form. ○ Pp. 201ff, Appendix B, Designated Supports, Table B.2 describes implementation guidance for Braille, large print, and paper-pencil assessments to ensure comparability of scores across formats. 	<p>No evidence was provided concerning whether the design and development of the Braille version supports comparability of results between the three versions (i.e., Braille, paper-based, large print, and computer administered). Peers request relevant statistics and commentary on comparability for Braille, Large Print, and paper-based test versions of Form 1.</p> <p>No information was found regarding equating and linking across multiple versions of Form 1. Peers request this documentation.</p>
<p>Section 4.6 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Documentation of adequate evidence of comparability of the meaning and interpretations of the assessment results 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 4.7 – Technical Analysis and Ongoing Maintenance

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State:</p> <ul style="list-style-type: none"> Has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments), and Evidence of adequate technical quality is made public, including on the State’s website. 	<p>File #079 Nevada Science Assessment Technical Report</p> <ul style="list-style-type: none"> Pp. 50ff, Ch. 6, Operational Data Analyses describes operational data analysis and its role in maintaining the test scale across forms and years, so that test results may be appropriately compared. 	<p>Peers cannot find evidence that adequate technical quality is made public.</p> <p>Peers did not find adequate evidence that the State has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments).</p> <p>Evidence submitted for this CE was very focused on only one aspect of the system (calibration and scale maintenance). Suggested additional evidence could include minutes of TAC meetings covering monitoring and system improvement topics, TAC comments on results of the analyses reported in the technical report.</p>
<p>Section 4.7 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Evidence that the State has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments) Evidence that documentation of adequate technical quality is made public, including on the State’s website. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element 5.1 – Procedures for Including Students with Disabilities

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State’s assessment system. Decisions about how to assess students with disabilities must be made by a student’s IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student’s individual abilities and needs.</p> <p>If a State adopts alternate academic achievement standards for students with the most significant cognitive disabilities and administers an alternate assessment aligned with those standards under ESEA section 1111(b)(1)(E) and (b)(2)(D), respectively, the State must:</p> <ul style="list-style-type: none"> • Establish guidelines for determining whether to assess a student with an AA-AAAS, including: <ul style="list-style-type: none"> ○ A State definition of “students with the most significant cognitive disabilities” that addresses factors related to cognitive functioning and adaptive behavior; • Provide information for IEP Teams to inform decisions about student assessments that: 	<p>File #016 Nevada Science 5/8 TCM</p> <ul style="list-style-type: none"> ○ P. 1 “Student Eligibility & Who Can Test” ○ Pp. 13-14 “Students with Special Needs” <ul style="list-style-type: none"> □ File #017 Nevada Science High School TCM ○ P. 1 “Student Eligibility & Who Can Test” ○ Pp. 13-14 “Students with Special Needs” <ul style="list-style-type: none"> □ File #018 Nevada Science 5/8 TAM ○ P. 8 “Students with Special Needs” <ul style="list-style-type: none"> □ File #019 Nevada Science High School TAM ○ P. 8 “Students with Special Needs” <p>File #014 Nevada Revised Statutes Chapter 390</p> <ul style="list-style-type: none"> ○ 390.820 Administration of Examinations to pupils with disabilities <ul style="list-style-type: none"> □ File #052 Nevada Administrative Code Chapter 388 ○ 388.215-388.2855 specifies instructional delivery and supports for students with disabilities, including development of individual education plans. <ul style="list-style-type: none"> □ File #002 Nevada Administrative Code Chapter 389 ○ 389.696 Individualized Education Plan for a pupil with a disability <ul style="list-style-type: none"> □ File #016 Nevada Science Assessment TCM 5/8 ○ P. 1 Eligibility and Who Can Test ○ P. 13 Students with Special Needs □ File #018 Nevada Science Assessment TAM 5/8 ○ P. 8 Students with Special Needs □ File #017 Nevada Science Assessment TCM HS ○ P.1 Eligibility and Who Can Test ○ P. 13 Students with Special Needs □ File #019 Nevada Science Assessment TAM HS ○ P. 8 Students with Special Needs □ File #020 Nevada Usability, Accessibility, and Accommodation Guide 	<p>Peers do not find evidence of the following components of the critical element being met:</p> <ul style="list-style-type: none"> • Provide information for IEP Teams to inform decisions about student assessments that: <ul style="list-style-type: none"> ○ Provides a clear explanation of the differences between assessments aligned with grade-level academic achievement standards and those aligned with alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an AA-AAAS, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; • Ensure that parents of students assessed with an AA-AAAS are informed that their child’s achievement will be measured based on alternate academic achievement standards; • Not preclude a student with the most significant cognitive disabilities who takes an AA-AAAS from attempting to complete the requirements for a regular high school diploma <p>For the third bullet point above, peers are specifically seeking evidence that parents are informed of the diploma consequences of participating in an AA-AAAS vs. the general education assessment.</p> <p>Peers find the State has demonstrated that it has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State’s assessment system.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> ○ Provides a clear explanation of the differences between assessments aligned with grade-level academic achievement standards and those aligned with alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an AA-AAAS, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; • Ensure that parents of students assessed with an AA-AAAS are informed that their child's achievement will be measured based on alternate academic achievement standards; • Not preclude a student with the most significant cognitive disabilities who takes an AA-AAAS from attempting to complete the requirements for a regular high school diploma; and • Promote, consistent with requirements under the IDEA, the involvement and progress of students with the most significant cognitive disabilities in the general education curriculum that is based on the State's academic content standards 	<ul style="list-style-type: none"> □ File #057 Nevada IEP & 504 Accommodations Documentation Form □ File #058 Nevada Special Testing Accommodation Request Form 6 See 	

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>for the grade in which the student is enrolled; and</p> <ul style="list-style-type: none"> • Develop, disseminate information on, and promote the use of appropriate accommodations to ensure that a student with the most significant cognitive disabilities who does not take an AA-AAAS participates in academic instruction and assessments for the grade in which the student is enrolled. • The State has in place and monitors implementation of guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards, if applicable. Such guidelines must be developed in accordance with 34 CFR § 200.6(d).⁸ 		
Section 5.1 Summary Statement		
<p><u> </u>X The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Provide information for IEP Teams to inform decisions about student assessments that provides a clear explanation of the differences between assessments aligned with grade-level academic achievement standards and those aligned with alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an AA-AAAS, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; • Ensure that parents of students assessed with an AA-AAAS are informed that their child's achievement will be measured based on alternate academic achievement standards; • Evidence that the State ensures that taking an AA-AAAS test does not preclude a student with the most significant cognitive disabilities who takes an AA-AAAS from attempting to complete the requirements for a regular high school diploma 		

⁸ See the full regulation at 34 CFR § 200.6(d) (online at https://www.ecfr.gov/cgi-bin/text-idx?SID=07e168e9e7a6c5931b4549cc15547ee9&mc=true&node=se34.1.200_16&rgn=div8)

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 5.2 – Procedures for Including English Learners in Academic Content Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has in place procedures to ensure the inclusion of all ELs in public elementary and secondary schools in the State’s academic content assessments and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:</p> <ul style="list-style-type: none"> • Procedures for determining whether an EL should be assessed with a linguistic accommodation(s); • Information on accessibility tools and features available to all students and assessment accommodations available for ELs; • Assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students’ mastery of skills in academic content areas until the students have achieved English language proficiency. 	<ul style="list-style-type: none"> □ File #014 Nevada Revised Statutes Chapter 390 <ul style="list-style-type: none"> o 390.820 indicates assessment accommodations and modifications to be allowed pursuant to individual education plans. □ File #052 Nevada Administrative Code Chapter 388 <ul style="list-style-type: none"> o 388.215-388.2855 specifies instructional delivery and supports for students with disabilities, including development of individual education plans. □ File #020 UAAG <ul style="list-style-type: none"> o P. 1 Decision-making framework o P. 12 Bilingual glossary o P. 16 ASL glossary 	<p>Peers request additional evidence of the following:</p> <ul style="list-style-type: none"> • Procedures for determining whether an EL should be assessed with a linguistic accommodation(s); • Assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students’ mastery of skills in academic content areas until the students have achieved English language proficiency. <p>Peers find the State has submitted sufficient evidence that it communicates information on accessibility tools and features available to all students and assessment accommodations available for ELs.</p>
<p>Section 5.2 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Procedures for determining whether an EL should be assessed with a linguistic accommodation(s); • Documentation of assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students’ mastery of skills in academic content areas until the students have achieved English language proficiency. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 5.3 – Accommodations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically, the State:</p> <ul style="list-style-type: none"> • Ensures that appropriate accommodations, such as, interoperability with, and ability to use, assistive technology, are available to measure the <u>academic achievement</u> of students with disabilities. • Ensures that appropriate accommodations are available for ELs; • Has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; • Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. • Ensures that accommodations for all required assessments do not deny 	<ul style="list-style-type: none"> <input type="checkbox"/> File #014 Nevada Revised Statutes Chapter 390 <ul style="list-style-type: none"> ○ 390.820 indicates assessment accommodations and modifications to be allowed pursuant to individual education plans. <input type="checkbox"/> File #052 Nevada Administrative Code Chapter 388 <ul style="list-style-type: none"> ○ 388.215-388.2855 specifies instructional delivery and supports for students with disabilities, including development of individual education plans. <input type="checkbox"/> File #016 TCM 5/8 <ul style="list-style-type: none"> ○ Pp. 13-14, 19 <input type="checkbox"/> File #018 TAM 5/8 <ul style="list-style-type: none"> ○ P. 8 <input type="checkbox"/> File #017 TCM HS <ul style="list-style-type: none"> ○ Pp. 13-14, 19 <input type="checkbox"/> File #019 TAM HS <ul style="list-style-type: none"> ○ P. 8 <input type="checkbox"/> File #020 Nevada Usability, Accessibility, and Accommodation Guide <ul style="list-style-type: none"> ○ Universal Tools - available to all students; the use of these tools is determined by student preference. ○ Designated Supports - features available to a student for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate) and are part of the student’s regular classroom instruction, including ELs. ○ Accommodations - features available to a student for whom there is a documented need in an Individualized Education Program (IEP) or 504 plan and who use a similar accommodation as part of regular classroom instruction. <input type="checkbox"/> File #058 Nevada Special Testing Accommodation Request Form 	<p>Peers request evidence that the State has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations.</p> <p>Peers find that the State has provided sufficient evidence that it:</p> <ul style="list-style-type: none"> • Ensures that appropriate accommodations, such as, interoperability with, and ability to use, assistive technology, are available to measure the <u>academic achievement</u> of students with disabilities. • Ensures that appropriate accommodations are available for ELs • Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. • Ensures that accommodations for all required assessments do not deny students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment.		
Section 5.3 Summary Statement		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Evidence that the State has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 5.4 – Monitoring Test Administration for Special Populations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> • Consistent with the State’s policies for accommodations; • Appropriate for addressing a student’s disability or language needs for each assessment administered; • Consistent with accommodations provided to the students during instruction and/or practice; • Consistent with the assessment accommodations identified by a student’s IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL; • Administered with fidelity to test administration procedures; • Monitored for administrations of all required academic content assessments and AA-AAAS. 	<ul style="list-style-type: none"> <input type="checkbox"/> File #013 Nevada Revised Statutes Chapter 390 o 390.105 §§4(a)-4(b) provides for compliance monitoring and development of a plan to implement said monitoring. <input type="checkbox"/> File #028 State Test Security Procedures 2018-19 o p.5 states “NDE assessment personnel may conduct unannounced on-site observations or audits”. <input type="checkbox"/> File #039 Observation & Security Checklist <input type="checkbox"/> File #041 NDE Testing Statistics – Instructions (eDIRECT) <input type="checkbox"/> File #042 Minutes of Nevada DRC Conference Call 08 May 2019 <input type="checkbox"/> File #043 Nevada Program Dashboard Screenshots <input type="checkbox"/> File #044 Nevada Online Testing System Status Dashboard Screenshot <input type="checkbox"/> File #045 Helpdesk Activity Dashboard Screenshot <input type="checkbox"/> File #058 Sample Nevada State Performance Framework Report from NevadaReportCard.com <input type="checkbox"/> File #060 Title III Monitoring Part I <input type="checkbox"/> File #061 Title III Monitoring Part II <input type="checkbox"/> File #062 FY17 Sample Title III Monitor Report <input type="checkbox"/> File #040 Special Education Monitor Checklist 	<p>The evidence provide is insufficient to meet this critical element. Although the Assessment Observation & Security Checklist (NVSC File #039) does include fields to record that student test accommodations and supports are documented and implemented by test administrators, no evidence was found, with respect to monitoring, that accommodations were consistent with those provided during instruction and/or practice.</p> <p>Suggested evidence to meet this critical element includes modification of the assessment observation and security checklist to capture the components of this critical element, including evidence of monitoring (how and when the checklist is used), a monitoring plan that provides explanations of how plan was developed and why the State feels this is sufficient, and a monitoring report including results of monitoring and consequences for non-compliance.</p>
<p>Section 5.4 Summary Statement</p> <p>X The following additional evidence is needed/provide brief rationale:</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<ul style="list-style-type: none"> • Evidence that the State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are: <ul style="list-style-type: none"> ○ Consistent with the State’s policies for accommodations; ○ Appropriate for addressing a student’s disability or language needs for each assessment administered; ○ Consistent with accommodations provided to the students during instruction and/or practice; ○ Consistent with the assessment accommodations identified by a student’s IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL; ○ Administered with fidelity to test administration procedures; ○ Monitored for administrations of all required academic content assessments and AA-AAAS. 	

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING

Critical Element 6.1 – State Adoption of Academic Achievement Standards for All Students

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u></p> <p>The State formally adopted <u>challenging academic achievement standards</u> in reading/language arts, mathematics, and science for all students, specifically:</p> <ul style="list-style-type: none"> • The State formally adopted academic achievement standards in the required tested grades and, at its option, alternate academic achievement standards for students with the most significant cognitive disabilities; • The State applies its academic achievement standards to all public elementary and secondary school students enrolled in the grade to which they apply, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply; <p>The State’s academic achievement standards and, as applicable, alternate academic achievement standards, include:</p> <p>(1) at least three levels of achievement, with two for high achievement and a third for lower achievement; (2) descriptions of the competencies associated with each achievement level; and (3) achievement scores that differentiate among the achievement levels.</p>	<p><input type="checkbox"/> File #082 Nevada Science Standard-Setting Technical Report</p> <ul style="list-style-type: none"> ○ Pp. 3-5 General Achievement Level Descriptors ○ Pp. 95-117 Grade- and Standard-Specific Achievement Level Descriptors ○ Pp. 118-166 Achievement Level Cut-Scores 	<p>Peers find the State has met this critical element.</p>
<p>Section 6.1 Summary Statement</p>		
<p>X No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 6.2 – Achievement Standards Setting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting: <ul style="list-style-type: none"> • <u>Academic achievement standards and, as applicable, alternate academic achievement standards.</u> 	<input type="checkbox"/> File #079 Nevada Science Assessment Technical Report <input type="checkbox"/> Pp. 137ff, Ch. 8, §§8.1-8.2 describe the general process and outcomes of the standard-setting workshop. <input type="checkbox"/> File #082 Nevada Science Standard-Setting Technical Report	Peers find the State has met this critical element.
Section 6.2 Summary Statement		
X No additional evidence is required		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 6.3 – Challenging and Aligned Academic Achievement Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic achievement standards:</u></p> <p>The State’s academic achievement standards are challenging and aligned with the State’s academic content standards and with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards such that a student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</p> <p>If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards (1) are aligned with the State’s challenging academic content standards for the grade in which a student is enrolled; (2) promote access to the general curriculum consistent with the IDEA; (3) reflect professional judgment as to the highest possible standards achievable for such students; (4) are designated in the IEP for each student for whom alternate academic achievement standards apply; and (5) are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue</p>	<ul style="list-style-type: none"> □ File #079 Nevada Science Assessment Technical Report <ul style="list-style-type: none"> ○ Pp. 137ff, Ch. 8, §§8.3-8.5 describe the achievement levels and Table 8.2 in particular offers descriptors of what each achievement level means in terms of academic proficiency with NVACS for science. □ File #082 Nevada Science Standard-Setting Technical Report <ul style="list-style-type: none"> ○ Pp.6-7, Benchmarks describes expectations of the standard-setting workshop and panelists that ensured rigor and alignment. ○ Pp. 16-18, Results describes the outcome of the alignment, and particularly in the subsection Policy Review Committee’s Adjustments describes the increase in rigor for this assessment compared to prior assessments based on prior standards. 	<p>Peers have a concern with the State’s fulfillment of this CE, related to the concerns raised in CE 2.1, a lack of full alignment of the assessment to the academic content standards. Satisfactory alignment of the assessment to the academic content standards is a requirement for the assessment to be aligned to the academic achievement standards.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
postsecondary education or competitive integrated employment.		
Section 6.3 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Satisfactory alignment of the assessment to the academic content standards in order for the assessment to be aligned to the academic achievement standards. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element 6.4 – Reporting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public.</p> <p>The State reports to the public its assessment results on <u>student academic achievement for all students and each student group at each achievement level²</u></p> <p>For <u>academic content assessments</u>, the State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the <u>specific academic needs of students</u>, and the State also provides interpretive guides to support appropriate uses of the assessment results.</p> <ul style="list-style-type: none"> The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its academic content assessments that: 	<ul style="list-style-type: none"> <input type="checkbox"/> File #029 Nevada Student Assessments Activity Calendar for District Test Directors <input type="checkbox"/> File #063 NV DRC Amendment 3 Executed with Attachment AA Reporting Dates <input type="checkbox"/> File #064 Sample Summary Roster Report <input type="checkbox"/> File #065 File layout for District Student Data Files Reporting Deliverable <input type="checkbox"/> File #066 Nevada Report Card website link http://www.nevadareportcard.com/di/ <input type="checkbox"/> File #067 NDE Press Release Department of Education Unveils Nevadareportcard.com to Help Drive Data Decision Making Process for Schools and Districts <input type="checkbox"/> File #068: eDIRECT User Guide, Reporting System, Pages 40-42. <input type="checkbox"/> File #029 Nevada Assessments Activity Calendar for District Test Directors <input type="checkbox"/> File #069 Sample Individual Student Report – Grade 5 <input type="checkbox"/> File #070 Sample Individual Student Report – Grade 8 <input type="checkbox"/> File #071 Sample Individual Student Report – High School <input type="checkbox"/> File #080 Sample Individual Student Report – Spanish <input type="checkbox"/> File #072 Interpretive Guide to the Nevada Science Assessment Reports <input type="checkbox"/> File #081 Interpretive Guide – Spanish 	<p>Peers cannot find evidence that, upon request by a parent who is an individual with a disability as defined by the ADA, as amended, reports are provided in an alternative format accessible to that parent.</p> <p>Peers find that the State has met all other aspects of this CE with its submission.</p>

⁹ Although all students with disabilities must be included in a State’s assessment system, requirements for public reporting in ESEA section 1111(h)(1)(C)(ii) apply only to children with disabilities as defined in section 602(3) of the IDEA.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> ○ Provide valid and reliable information regarding a <u>student’s academic achievement</u>; ○ Report the <u>student’s academic achievement</u> in terms of the State’s grade-level academic achievement standards; ○ Provide information to help parents, teachers, and principals interpret the test results and address the specific <u>academic needs of students</u>; ○ Are provided in an understandable and uniform format; ○ Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian; ○ Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent. ● The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 6.4 Summary Statement		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that, upon request by a parent who is an individual with a disability as defined by the ADA, as amended, reports are provided in an alternative format accessible to that parent. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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SECTION 7: LOCALLY SELECTED NATIONALLY RECOGNIZED HIGH SCHOOL ACADEMIC ASSESSMENTS

(if applicable; evidence for this section would be submitted in ADDITION to evidence for sections 1 through 6)

Critical Element 7.1 – State Procedures for the Use of Locally Selected, Nationally Recognized High School Academic Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has established technical criteria to use in its review of any submission of a locally selected, nationally recognized high school academic assessment. The State has completed this review using its established technical criteria and has found the assessment meets its criteria prior to submitting for the Department’s assessment peer review.</p> <p>The State’s technical criteria include a determination that the assessment:</p> <ul style="list-style-type: none"> • Is aligned with the challenging State academic standards; and • Addresses the depth and breadth of those standards. <p>AND</p> <p>The State has procedures in place to ensure that a district that chooses to use a nationally recognized high school academic assessment administers the same assessment to all high school students in the district except for students with the most significant</p>	<p>N/A</p>	<p>N/A</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>cognitive disabilities who may be assessed with an AA-AAAS.</p> <p>AND</p> <p>The technical criteria established by the State in reviewing a locally selected, nationally recognized high school academic assessment must ensure that the use of appropriate accommodations does not deny a student with a disability or an EL—</p> <ul style="list-style-type: none"> • The opportunity to participate in the assessment; and • Any of the benefits from participation in the assessment that are afforded to students without disabilities or students who are not ELs. 		
<p>Section 7.1 Summary Statement</p>		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Element 7.2 –State Monitoring of Districts Regarding the Use of Locally Selected, Nationally Recognized High School

Academic Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State must have procedures in place to ensure that:</p> <p>Before a district requests approval from the State to use a nationally recognized high school academic assessment, the district notifies all parents of high school students it serves—</p> <ul style="list-style-type: none"> • That the district intends to request approval from the State to use a nationally recognized high school academic assessment in place of the statewide academic assessment; • Of how parents and, as appropriate, students may provide meaningful input regarding the district’s request (includes students in public charter schools who would be included in such assessments); and • Of any effect of such request on the instructional program in the district. 	<p>N/A</p>	<p>N/A</p>
<p>Section 7.2 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence

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STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Element 7.3 –Comparability of the Locally Selected Nationally Recognized High School Academic Assessments with the State Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The locally selected, nationally recognized high school academic assessment:</p> <ul style="list-style-type: none"> • Is equivalent to or more rigorous than the statewide assessment, with respect to— <ul style="list-style-type: none"> ○ The coverage of academic content; ○ The difficulty of the assessment; ○ The overall quality of the assessment; and ○ Any other aspects of the assessment that the State may establish in its technical criteria; • Produces valid and reliable data on student academic achievement with respect to all high school students and each subgroup of high school students in the district that— <ul style="list-style-type: none"> ○ Are comparable to student academic achievement data for all high school students and each subgroup of high school students produced by the statewide assessment at each academic achievement level; ○ Are expressed in terms consistent with the State’s academic achievement standards; and ○ Provide unbiased, rational, and consistent differentiation among schools within the State for the purpose of the State determined accountability system including calculating the Academic Achievement indicator and annually meaningfully differentiating between schools. 	<p>N/A</p>	<p>N/A</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR NEVADA - SCIENCE

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 7.3 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.