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Assessment Contact Information

Nevada Department of Education
Assessment, Program Accountability, and Curriculum
700 E. Fifth Street
Carson City, NV 89701
775-687-9186
FAX: 775-687-9118

Director

Carol Crothers
775-687-9186
ccrothers@doe.nv.gov

Assistant Director

Dr. Richard Vineyard
775-687-9195
rvineyard@doe.nv.gov

Assistant Director

vacant

CRT/HSPE Consultant

Cindy Sharp
775-687-9166
csharp@doe.nv.gov

CRT/HSPE Program Manager

Henry King
775-687-9194
hking@doe.nv.gov

CRT/HSPE Program Manager

Tom MacDiarmid
775-687-9259
tmacdiarmid@doe.nv.gov

CRT/HSPE/NRT Administrative Assistant

Tedie Lee
775-687-9188
tlee@doe.nv.gov

NAEP Coordinator

Dr. Tor Loring-Meier
775-687-7283
tloring@doe.nv.gov

NRT (ITBSD/ITED) Consultant

Julian Montoya
775-687-9255
jmontoya@doe.nv.gov

Test Security Coordinator

Carol Mason
775-687-9260
cmason@doe.nv.gov

Writing Assessment Consultant

Beverly Mudd
775-687-9211
bmudd@doe.nv.gov

Writing Assessment Consultant

Beverly Mudd
775-687-9211
bmudd@doe.nv.gov

Writing Administrative Assistant

Bobbie Paul
775-687-9213
bpaul@doe.nv.gov

Writing Administrative Assistant

Vicki Ramos
775-687-9129
vramos@doe.nv.gov

Nevada Proficiency Examination Program (NPEP) Assessments

This manual summarizes each of the state-required tests and is designed for district test directors, building principals, and school test coordinators to guide decisions about the overall assessment system used at each school. Test security information is found in the second section of this manual and must be read and adhered to by all district and school personnel involved in the test administration or handling of materials related to the state assessment system. Information for private schools and home-schooled students is found in their respective chapters of this section. Terms and definitions used throughout this document are found in the appendix at the end of this section.

Nevada’s system for assessing students, the Nevada Proficiency Examination Program (NPEP), consists of different tests taken by students enrolled in public schools, including charter schools, in specific grades and specific programs. The following table outlines the assessments and grade levels administered under the NPEP for the 2007-2008 school year.

2007-2008 Nevada Proficiency Examination Program Assessment Map

Grade	Standards-Based Testing				Norm-Referenced Testing			
	Reading	Math	Science	Writing	Reading	Language	Math	Science
3	CRT	CRT						
4	CRT	CRT			<i>ITBS</i>	<i>ITBS</i>	<i>ITBS</i>	<i>ITBS</i>
5	CRT	CRT	CRT	Analytic Traits				
6	CRT	CRT						
7	CRT	CRT			<i>ITBS</i>	<i>ITBS</i>	<i>ITBS</i>	<i>ITBS</i>
8	CRT	CRT	CRT	Analytic Traits				
10	HSPE	HSPE	HSPE		<i>ITED</i>	<i>ITED</i>	<i>ITED</i>	<i>ITED</i>
11	HSPE	HSPE		HSPE (Holistic)				
12	HSPE	HSPE		HSPE (Holistic)				

ITBS = Iowa Tests of Basic Skills, *ITED* = Iowa Tests of Educational Development, **CRT** = Criterion-Referenced Test, **HSPE** = High School Proficiency Examination

A full test schedule with test windows for all assessments including the Nevada Alternate Scales of Academic Achievement (NASAA), the English Language Proficiency Assessment (ELPA), and the National Assessment of Educational Progress (NAEP) is available in the appendix at the end of this section.

This comprehensive series of assessments in various test formats with varying purposes provides opportunities for districts, schools, teachers, students, and parents to learn about student achievement in the areas specified by Nevada Revised Statutes (NRS) 389.015 and 389.550. The High School Proficiency Examinations (HSPE) test student achievement and proficiency relative to the 1998 Nevada Content and Performance Standards in English Language Arts and Mathematics. The HSPE, required for high school graduation, also functions as a measure to

help ensure that students leave high school with the skills and knowledge necessary for college, careers, and life.

State assessments administered in grades preceding the HSPE provide objective data that can be used by teachers and students to determine the degree to which students have achieved end-of-grade expectations in essential areas and can be used by schools to identify areas where changes are necessary to improve student learning. If used properly, Nevada’s assessment system can help students be better prepared for the HSPE when they reach high school.

Another purpose of the NPEP is to provide accountability to the public and to the Legislature. Test scores from the CRT, the writing assessments, and the HSPE are used to determine Adequate Yearly Progress (AYP) for every public school, including charter schools. AYP analyses are conducted for the school as a whole and for each of the student populations required by the federal No Child Left Behind act.

General Requirements for NPEP Tests

Procedures for administering each of the NPEP assessments are explicit and must be rigorously followed.

Who Tests

All students enrolled in public schools, including charter schools, at a grade level where a mandated test is administered statewide, must participate in a test administration. It may be possible for private schools to participate in portions of NPEP testing by contacting the Nevada Department of Education, Office of Assessment, Program Accountability, and Curriculum (see page 7 of this section for information on the requirements for participation). Home-schooled students are not required to take the examinations; however, passing the HSPE is a requirement to qualify for the Millennium Scholarship, and home-schooled students must be afforded an opportunity to participate in HSPE testing. They must notify the local school district of their intent to participate at least 30 days prior to a scheduled administration.

Because participation rates for students are used to determine AYP, all public schools, including charter schools, must submit an answer document for every student enrolled in the grade level being tested, through grade 8, whether that student actually tests or not. The information on the demographic page for each answer document must be filled in completely and accurately. (When using pre-ID labels: accommodation information, special considerations, and the invalidation fields will require hand bubbling, if applicable. See the test coordinator’s manuals regarding coding instructions.) If a student is absent or does not participate for another reason, the answer document must be coded appropriately as described in the test coordinator’s manual for each examination. As part of the Adequate Yearly Progress (AYP) formula, all schools and each identified population within the school must have at least a 95% participation rate on each state-mandated test. Audits will be conducted to verify the number of students eligible to participate in any specific testing program. For further information on the use of test scores for AYP purposes, refer to “School Accountability and AYP” on page 6 of this section.

Federal and state requirements have been aligned so that **all** students must participate fully and meaningfully in the state assessments. Students with disabilities and students classified as having limited English proficiency (LEP) must also participate and may use accommodations, if necessary, for test setting, test scheduling, test administration, and response mode. Federal requirements for states are explicit in this regard (34 CFR 300.138). Additional information is available in the Students with Special Needs section of this manual. Guidance regarding the use of Nevada’s alternate assessment is also located in this section.

When Tests Are Administered

The 2007-2008 testing calendar located in the appendix following this section provides information on required tests and administration dates. If a district has special circumstances that prohibit giving the scheduled examination during the designated dates, the district test director must submit a written request for a change of date to the Office of Assessment, Program Accountability, and Curriculum at the Nevada Department of Education at least 60 calendar days prior to the required date of the test. The ability to grant requests may be limited both by the legislative requirement for uniform statewide administration and by contractual agreements with testing companies for scoring.

Test directors in districts with year-round elementary schools, year-round track schools, or other scheduling conflicts will continue to work with the appropriate assessment consultant(s) to schedule appropriate times for administration of required assessments to those students who will be on break throughout the designated testing periods.

Who Administers and Where

Licensed school employees must administer each of the tests in the NPEP. Unlicensed personnel, student teachers, substitute teachers, and parent or community volunteers may act only as proctors and not as classroom test administrators. If student teachers, substitute teachers, and parents or community members assist with the administration of the test, they must receive the same training required for school employees. **Unlicensed personnel are not to be left alone with students who are taking the tests.**

Each test must be given in a public facility approved by the board of trustees or the governing body. Charter schools using on-line coursework as the primary mode of instruction must provide a centralized location for students to appear in person to take the scheduled state-mandated examinations. Any exception to this requirement must be submitted to the Nevada Department of Education in writing no later than 60 calendar days prior to the scheduled administration. The Department will notify the district or charter school of the decision in writing no later than one week before the scheduled test date.

School Accountability and AYP

Participation and proficiency levels for CRT assessments, the 5th and 8th grade writing assessments, and the HSPE in Reading, Mathematics, and Writing will be used as the primary indicators of state-, district-, and school- level academic achievement. Test scores on each assessment have been divided into four performance levels: *Emergent/Developing*, *Approaches Standard*, *Meets Standard*, and *Exceeds Standard*. A proficient student has been defined as any student who attains the *Meets Standard* or *Exceeds Standard* level. The table below outlines the cut scores used for each of the assessments used in the calculation of AYP.

Cut Scores Used in the Determination of Proficiency

Grade	Test	Subject	Emergent/ Developing	Approaches Standard	Meets Standard	Exceeds Standard
Grade 3	CRT	Reading	100-199	200-299	300-355	356-500
		Math	100-199	200-299	300-354	355-500
Grade 4	CRT	Reading	100-199	200-299	300-379	380-500
		Math	100-199	200-299	300-375	376-500
Grade 5	CRT	Reading	100-199	200-299	300-384	385-500
		Math	100-199	200-299	300-380	381-500
		Science*	100-199	200-299	300-366	367-500
	Performance	Writing	0-7.5	8.0-11.5	12.0-15.5	16.0-20.0
Grade 6	CRT	Reading	100-199	200-299	300-388	389-500
		Math	100-199	200-299	300-404	405-500
Grade 7	CRT	Reading	100-199	200-299	300-396	397-500
		Math	100-199	200-299	300-412	413-500
Grade 8	CRT	Reading	100-199	200-299	300-372	373-500
		Math	100-199	200-299	300-418	419-500
		Science*	100-199	200-299	300-435	436-500
	Performance	Writing	0-7.5	8.0-11.5	12.0-15.5	16.0-20.0
Grades 10 &11	HSPE	Reading	100-194	195-250	251-306	307-500
		Math	100-229	230-303	304-350	351-500
		Writing	0-3.5	4.0-6.5	7.0-9.5	10.0-12.0

*Science is not included in AYP analyses.

In addition, average daily attendance (ADA) will be considered in determining Adequate Yearly Progress (AYP) at the elementary and junior high school or middle school levels. At the high school level, graduation rates will be included in determining AYP. Additional information on AYP is available on the AYP website: www.doe.nv.gov/accountability/ayp. The website also provides access to the latest state, district, and school profiles. State, district, and school

assessment results, as well as all other elements reported through the Nevada Annual Reports of Accountability, are available online at www.nevadareportcard.com.

Obtaining Accurate Student Data

Since barcode labels are produced for answer documents used with most of the state-mandated assessments, it is imperative that student demographic data in each district's student information system be accurate and complete. Therefore, strict district and school verification procedures for ensuring accurate student data should be implemented and followed well in advance of the testing window for each assessment.

Reporting Student Test Results

State law (NRS 389.015) stipulates the following reporting requirements for state assessments:

- Not more than 14 working days after the results of the examinations are reported to the Department of Education, the Superintendent of Public Instruction shall certify that the results of the examinations have been transmitted to each school district and each charter school. Not more than 10 working days after a school district receives the results of the examinations, the superintendent of each school district shall certify that the results of the examinations have been transmitted to each school within the school district.
- Not more than 15 working days after the school receives the results of the examinations, the principal of each school and the governing body of each charter school shall certify that the results for each student have been provided to the parent or legal guardian of the student.

Private, Exempt, and Other Non-Public Schools

Students enrolled in private or exempt schools are not required to take the statewide examinations. However, private and exempt schools that have been granted a license or recognized as exempt by the Nevada State Board of Education may request to participate in state assessments for a variety of reasons. (Passing the HSPE is an eligibility requirement for the Millennium Scholarship. More information is available at www.millennium.state.nv.us.)

In order to participate in any portion of the Nevada Proficiency Examination Program during the 2007-2008 school year, private, exempt, and other non-public schools must meet the following requirements:

- Compliance with all private school statutory and regulatory requirements within NRS and NAC Chapter 394
- Attendance at the annual Test Security and Administration Training Program for Private/Exempt Schools sponsored by the Department of Education

- Submission of a test security plan to the Nevada Department of Education at the beginning of the school year
- Submission of the principal’s written assurance that the school will adhere to all required test security and administration procedures (see “Assurances from Principals” in the Test Security section of this manual)
- Provision of annual test security and administration training for school personnel administering any of the tests and a refresher training for all relevant school personnel before each individual test
- Reading and following the procedures for each test administered within the school

Each section of this manual contains information and testing procedures for each of the state tests. Private, exempt, and other non-public school administrators must read and follow the procedures for each test administered within their schools. All test security and test administration procedures in this manual and all other manuals, including test coordinator’s manuals and test administration manuals, must be adhered to equally by private, exempt, and other non-public schools as well as by all public schools, including charter schools.

If private, exempt, and other non-public schools meet the requirements listed above, they may only test students who are currently enrolled. Students who are no longer enrolled in a private or public school and wish to take the HSPE must contact the Millennium Scholarship Office (www.millennium.state.nv.us).

Private, exempt, and other non-public schools may also choose to administer the norm-referenced tests (*ITBS* and *ITED*) currently administered to the state’s public school students. If a private, exempt, or other non-public school wishes to purchase the *Iowa Tests* for grades 4, 7, or 10, the school must first meet the participation requirements set forth by the Department of Education (see the bulleted list beginning at the bottom of page 7) before being allowed to purchase the test materials. The tests for all grades **other than** grades 4, 7, and 10 may be purchased from Riverside Publishing Company without prior authorization from the Nevada Department of Education.

Test documents that are not returned in accordance with established deadlines to the designated testing company may not be scored and may be returned to the school. Summary reports and student scores for private, exempt, and other non-public schools will be sent to each school following each test administration. Private, exempt, and other non-public schools are responsible for distributing student reports to their students and for reporting student HSPE scores to the Millennium Scholarship Office. Instructions for reporting student HSPE results to the Millennium Scholarship Office will be mailed to each school early in May by the Nevada State Treasurer’s Office.

Private, exempt, and other non-public schools may lose the privilege of testing their own students if they do not follow the test security and test administration procedures as established by the testing company and/or the Nevada Department of Education. A private, exempt, or non-public school that has lost its testing privileges must make arrangements for its students to test

with students in the local public school district or in another private school with state testing privileges.

Home-Schooled Students

Home-schooled students who are planning to apply for a Millennium Scholarship are required to pass the HSPE. Home-schooled students who wish to take any of the assessments must test when public school students test. A home-schooled student must make arrangements to take the examinations by notifying the district test director at least 30 days prior to the test date to ensure access. To register with the local school district, parents or legal guardians of the home-schooled students must complete the “HSPE Registration Form for Home-Schooled Students” located in the appendix at the end of this section. Local school districts will receive the scores and will forward the results to the students’ home addresses. The home-schooled student scores will be reported separately from the school district’s student scores and will not be included in district summary data.

More information regarding the Millennium Scholarship Program is available at www.millennium.state.nv.us.

Terms and Definitions

The following terms and definitions will be used when referring to the Nevada Proficiency Examination Program:

- **“Examination”** means achievement and proficiency examinations that are administered to pupils pursuant to NRS 389.015 or 389.550 and includes the following:
 - High School Proficiency Examinations in Reading, Mathematics, Science, and Writing
 - Norm-referenced tests for students in grades 4, 7, and 10 (*Iowa Tests of Basic Skills* and *Iowa Tests of Educational Development*)
 - Criterion-referenced tests in grades 3 through 8
 - Writing examinations in grades 5 and 8
 - Any other examinations that measure achievement and proficiency of pupils and which are administered to pupils on a district-wide basis
- **“Irregularity in testing administration”** means the failure to administer an examination in the manner intended by the person or entity that created the examination.
- **“Irregularity in testing security”** means an act or omission that tends to corrupt or impair the security of an examination, including, but not limited to, the following:
 - Failure to comply with state or district security procedures
 - Disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law
 - Other breaches in the security or confidentiality of the questions or answers to questions on an examination
- **“School official”** means the following:
 - A member of a board of trustees of a school district
 - A member of a governing body of a charter school
 - A licensed or unlicensed person employed by the board of trustees of a school district or the governing body of a charter school
- **“District Test Director”** is appointed by the school district superintendent and refers to the individual who represents an individual school district on all matters of testing, including, but not limited to, the following:
 - Serving as a liaison between the local school district and the Nevada Department of Education
 - Assisting the local board of trustees in the development of a district test security plan

- Organizing the district testing calendar
- Ensuring that school principals and school test coordinators are adequately trained and informed of all relevant test administration guidelines and procedures
- Disseminating and collecting testing materials
- **“School Test Coordinator¹”** or **“Test Coordinator”** is the school principal or a licensed individual appointed by the school principal and refers to the person who represents the school on all matters of testing that may include, but are not limited to, the following:
 - Assisting the school principal by serving as a liaison between the school and the district test director
 - Assisting the school principal in the development of school test administration procedures
 - Assisting the school principal in providing annual training for school officials involved in test administration
 - Assisting the school principal in organizing the test schedule
 - Assisting the school principal in the dissemination and collection of test materials
 - Assisting the school principal in assigning school officials to administer or proctor the assessments
- **“Classroom Test Administrator”** or **“Test Administrator”** is assigned by the school principal or school test coordinator and refers to a school official whose responsibilities may include, but are not limited to, the following:
 - Administering the assessment to an assigned group of students in accordance with all test security and test administration procedures
 - Assuming primary responsibility for the verification of the identity and eligibility of each student participating in the assessment (in accordance with procedures outlined in the district test security plan)
 - Assuming primary responsibility for the dissemination and collection of each student’s test materials
 - Assuming primary responsibility for the supervision of students during their participation in the assessment
 - Ensuring that students are taking the assessment in accordance with test security and test administration procedures
 - Following up on unusual behavior or activity on the part of the students
 - Assuming primary responsibility for ensuring that applicable time limits are being adhered to

¹ Although school principals may delegate testing responsibilities to a school test coordinator, the school principal assumes final responsibility for the proper training and administration of all state-mandated testing.

- **“Classroom Proctor”** or **“Proctor”** is assigned by the school principal or school test coordinator and refers to a school official whose responsibilities may include, but are not limited to, the following:
 - Assisting the classroom test administrator in supervising students during their participation in the assessment
 - Ensuring that students are taking the assessment in the manner in which they were instructed by the classroom test administrator
 - Immediately notifying the classroom test administrator of any unusual behavior or activity on the part of students
 - Assisting the classroom test administrator in the dissemination and/or collection of test materials
 - Assisting the classroom test administrator in ensuring that applicable time limits are being adhered to

Nevada Testing Calendar for the 2007-2008 School Year

Program	Grade(s)	Testing Windows/Dates				
CRT	3 – 8	Up to 10 days either side of the 120 th day of Instruction (Individual school or track testing windows to be determined by the local school district)				
ITBS/ITED	4, 7, 10		Jan. 22 – Feb. 22			
Analytic Writing	5		Jan. 14 – 25			
	8		Feb. 4 – 14			
HSPE Writing	11	Oct. 31		Apr. 2		
	12, Adult	Oct. 31	Jan. 30	Apr. 2	May 14	July 16
HSPE Reading, Math, & Science (Science @ Grade 10 Only)	10			Mar. 31 – Apr. 4		
	11			Mar. 31 – Apr. 4		July 14 - 18
	12, Adult	Oct. 29 – Nov. 2	Jan. 28 – Feb. 1	Mar. 31 – Apr. 4	May 12 – 14	July 14 - 18
NASAA	All Eligible Students 3 – 8, 11*	Spring Event Recording Documents Must Be Provided to NDE by Feb. 29				
ELPA	All LEP Students	Oct. 1 – Jan. 31				
NAEP (Limited sample of students statewide)	13-Year-Olds	Oct. 8 – Dec. 14				
	9-Year-Olds**		Jan. 7 – Mar. 14			
	17-Year-Olds			Mar. 17 – May 23		

* If NASAA-eligible students are only to participate in the assessment once during high school, participation must occur during the 11th grade school year.

**This group also includes students in grades 3 and 5

CRT = Criterion-Referenced Tests; *ITBS* = *Iowa Tests of Basic Skills* (Grades 4 & 7); *ITED* = *Iowa Tests of Educational Development* (Grade 10); *HSPE* = *High School Proficiency Examination*; *NASAA* = *Nevada Alternate Scales of Academic Achievement*; *ELPA* = *English Language Proficiency Assessment*; *NAEP* = *National Assessment of Educational Progress*;

Please note that this is the *intended* calendar for the 2007-2008 school year. However, administration schedules are of key concern to the Nevada State Board of Education, and the Department could receive direction to change the administration schedule. If changes occur, school districts will be notified as soon as possible.

School districts may offer schools a smaller and more specific window for testing in order to accommodate individual scheduling and shipping needs. Please adhere to the test windows for your specific school district.

Nevada Department of Education
HSPE Registration Form for Home-Schooled Students
2007-2008 School Year

Date

Student Last Name

First Name

MI

_____/_____/_____
Date of Birth

Student Grade* _____ Sophomore _____ Junior _____ Senior

Indicate requested test subject and date of testing (see Testing Calendar for available dates).

_____ Reading	_____ Test Date	_____ Test Location
_____ Mathematics	_____ Test Date	_____ Test Location
_____ Science	_____ Test Date	_____ Test Location
_____ Writing	_____ Test Date	_____ Test Location

Eligibility Requirements for Nevada Proficiency Examinations

*** In accordance with Nevada Administrative Code (NAC) 389.048, to determine eligibility for participation in Nevada High School Proficiency Examinations, a pupil shall be deemed in grade 10 upon completion of at least 5 units of credit, grade 11 upon completion of at least 11 units of credit, and grade 12 upon completion of at least 17 units of credit.**

As the parent/legal guardian of this student, I am providing my assurance that the student meets the eligibility requirements for participation in the Nevada High School Proficiency Examination Program pursuant to Nevada Revised Statutes (NRS) 389.015-017, inclusive. Failure to comply with the rules and policies or falsifying information on this form may result in disqualification of Nevada Proficiency Examination eligibility.

Print Name of Parent/Legal Guardian

Signature of Parent/Legal Guardian

District Administrator

Title

Date

***Districts should maintain this form in their files.*

****Reminder: On the date of testing, the student must present the appropriate photo identification with name at the testing location.*

District and School Codes

School Year 2007-2008

13	CARSON CITY		02	CLARK	
13201	Bordewich Bray ES	K-5	02131	Adams ES	K-5
13501	Carson HS	9-12	02231	Adcock ES	K-5
13301	Carson MS	6-8	02420	Advanced Tech Acad	9-12
13302	Eagle Vly MS	6-8	02178	Alamo ES	K-5
13209	Empire ES	K-5	02151	Allen ES	K-5
13204	Fremont ES	K-5	02140	Antonello ES	K-5
13203	Fritsch ES	K-5	02618	Arbor View HS	9-12
13211	Mark Twain ES	K-5	02413	Area Tech Trade Ctr	9-12
13207	Seeliger ES	K-5	02095	Bailey ES	K-6
13999	Carson Home Sch		02357	Bailey MS	6-8
			02137	Bartlett ES	K-5
			02406	Basic HS	9-12
	CARSON CHARTER		02280	Bass ES	K-5
13212	Carson Montessori	K-8	02193	Batterman ES	K-5
			02108	Beatty ES	K-5
	CARSON ALT		02327	Becker MS	6-8
13902	Carson Adult	ADULT	02248	Beckley ES	K-5
13903	Pioneer HS	9-12	02236	Bell ES	K-5
			02138	Bendorf ES	K-5
	CARSON CORRECTIONAL		02292	Bennett ES	K-5
13202	Carson Prison Ed	ADULT	02271	Bilbray ES	K-5
13901	Juvenile Detention	6-12	02101	Blue Diamond ES	K-5
			02411	Bonanza HS	9-12
			02157	Bonner ES	K-5
01	CHURCHILL		02211	Booker ES	K-5
01205	Best ES	K-6	02601	Boulder City HS	9-12
01401	Churchill Co HS	9-12	02279	Bowler Grant ES	K-5
01301	Churchill Co JHS	7-8	02159	Bowler Jos ES	K-5
01206	Lahontan ES	K-6	02246	Bracken ES	K-5
01202	Northside ES	K-6	02307	Bridger MS	6-8
01207	Numa ES	K-6	02306	Brinley MS	6-8
01204	West End ES	K-6	02179	Brookman ES	K-5
01999	Churchill Home Sch		02319	Brown JHS	6-8
			02147	Bruner ES	K-5
	CHURCHILL ALT		02148	Bryan Richard ES	K-5
01902	Churchill Co Adult	ADULT	02156	Bryan Roger ES	K-5
01403	Lahonton Vly HS	9-12			

District and School Codes

School Year 2007-2008

02163	Bunker ES	K-5	02124	Derfelt ES	K-5
02313	Burkholder MS	6-8	02609	Desert Pines HS	9-12
02348	Cadwallader MS	6-8	02106	Deskin ES	K-5
02225	Cahlan ES	K-5	02300	Detwiler ES	K-5
02155	Cambeiro ES	K-5	02263	Diskin ES	K-5
02349	Canarelli MS	6-8	02266	Dondero ES	K-5
02316	Cannon JHS	6-8	02111	Dooley ES	K-5
02429	Canyon Spgs HS	9-12	02417	Durango HS	9-12
02171	Carl ES	K-5	02212	Earl Ira ES	K-5
02219	Carson ES	K-5	02296	Earl Marion ES	K-5
02158	Cartwright ES	K-5	02267	Edwards ES	K-5
02304	Cashman MS	6-8	02118	Eisenberg ES	K-5
02607	Centennial HS	9-12	02410	Eldorado HS	9-12
02409	Chaparral HS	9-12	02164	Elizondo ES	K-5
02415	Cheyenne HS	9-12	02361	Escobedo MS	6-8
02109	Christensen ES	K-5	02362	Faiss MS	6-8
02414	Cimarron Mem HS	9-12	02257	Ferron ES	K-5
02401	Clark HS	9-12	02347	Fertitta MS	6-8
02422	Comm Coll East HS	11-12	02352	Findlay MS	6-8
02426	Comm Coll South HS	11-12	02143	Fitzgerald ES	K-5
02423	Comm Coll West HS	11-12	02119	Fong ES	K-5
02184	Connors ES	K-5	02608	Foothill HS	9-11
02612	Coronado HS	9-12	02097	Forbuss ES	K-5
02165	Cortez ES	K-5	02308	Fremont MS	6-8
02335	Cortney JHS	6-8	02268	French ES	K-5
02126	Cox David ES	K-5	02272	Frias ES	K-5
02180	Cozine ES	K-5	02240	Fyfe ES	K-5
02223	Craig ES	K-5	02276	Galloway ES	K-5
02342	Cram MS	6-8	02167	Garehime ES	K-5
02205	Crestwood ES	K-5	02318	Garrett JHS	6-8
02233	Culley ES	K-5	02302	Garside JHS	6-8
02125	Cunningham ES	K-5	02181	Gehring ES	K-5
02130	Dailey ES	3-5	02120	Gibson ES	K-5
02172	Darnell ES	K-5	02310	Gibson MS	6-8
02220	Dearing ES	K-5	02206	Gilbert ES	K-5
02269	Decker ES	K-5	02185	Givens ES	K-5
02430	Del Sol HS	9-12			

District and School Codes

School Year 2007-2008

02153	Goldfarb ES	K-5	02133	Kahre ES	K-5
02102	Goodsprings ES	K-6	02134	Katz ES	K-5
02186	Goolsby ES	K-5	02332	Keller MS	6-8
02197	Goynes ES	K-5	02226	Kelly ES	K-5
02275	Gragson ES	K-5	02169	Kesterson ES	K-5
02278	Gray ES	K-5	02107	Kim ES	K-5
02416	Green Vly HS	9-12	02136	King Martha ES	3-5
02324	Greenspun JHS	6-8	02105	King Martin ES	K-5
02208	Griffith ES	K-5	02309	Knudson MS	6-8
02317	Guinn MS	6-8	02237	Lake ES	K-5
02161	Guy ES	K-5	02166	Lamping ES	K-5
02207	Hancock ES	K-5	02418	Las Vegas Acad	9-12
02261	Harmon ES	K-5	02402	Las Vegas HS	9-12
02346	Harney MS	6-8	02321	Laughlin JSHS	6-8
02262	Harris ES	K-5	02337	Lawrence JHS	6-8
02199	Hayden ES	K-5	02341	Leavitt MS	6-8
02168	Hayes ES	K-5	02619	Legacy HS	9-12
02229	Heard ES	K-5	02428	Liberty HS	9-12
02173	Heckethorn ES	K-5	02331	Lied MS	6-8
02129	Herr ES	K-5	02222	Lincoln ES	K-5
02209	Herron ES	K-5	02270	Long ES	K-5
02210	Hewetson ES	K-5	02141	Lummis ES	K-5
02195	Hickey ES	K-5	02103	Lundy ES	K-6
02122	Hill ES	3-5	02117	Lunt ES	K-5
02297	Hinman ES	K-5	02115	Lynch ES	K-5
02202	Hoggard ES	K-5	02329	Lyon MS	6-8
02273	Hollingsworth ES	K-5	02277	Mack ES	K-5
02350	Hughes MS	6-8	02356	Mack MS	6-8
02187	Hummel ES	K-5	02217	Mackey ES	K-5
02303	Hyde Park MS	6-8	02213	Manch ES	3-5
02252	Indian Spgs ES	K-5	02353	Mannion MS	6-8
02604	Indian Spgs HS	9-12	02311	Martin MS	6-8
02336	Indian Spgs MS	6-8	02281	Martinez ES	K-5
02182	Iverson ES	K-5	02132	May ES	K-5
02123	Jacobson ES	K-5	02234	McCall ES	K-5
02196	Jeffers ES	K-5	02249	McCaw ES	K-5
02323	Johnson JHS	6-8	02298	McDoniel ES	K-5
02359	Johnston MS	6-8	02113	McMillan ES	K-5
02135	Jydstrup ES	K-5	02218	McWilliams ES	K-5

District and School Codes

School Year 2007-2008

02112	Mendoza ES	K-5	02201	Ronzone ES	K-5
02338	Miller Bob MS	6-8	02096	Roundy ES	K-5
02274	Miller Sandy ES	K-5	02221	Rowe ES	K-5
02250	Mitchell ES	K-2	02128	Rundle ES	K-5
02602	Moapa Vly HS	9-12	02412	SE Career & Tech	9-12
02424	Mojave HS	9-12	02291	Sandy Vly ES	K-5
02333	Molasky JHS	6-8	02320	Sandy Vly JSHS	6-12
02343	Monaco MS	6-8	02354	Saville MS	6-8
02282	Moore ES	K-5	02328	Sawyer MS	6-8
02162	Morrow ES	K-5	02188	Scherkenbach ES	K-5
02228	Mountain View ES	K-5	02344	Schofield MS	6-8
02170	Neal ES	K-5	02099	Schorr ES	K-5
02146	Newton ES	K-5	02345	Sedway MS	6-8
02620	NW Career & Tech	9-10	02251	Sewell ES	K-5
02283	Ober ES	K-5	02427	Shadow Ridge HS	9-11
02322	OCallaghan MS	6-8	02611	Sierra Vista HS	9-12
02312	Orr MS	6-8	02421	Silverado HS	9-12
02425	Palo Verde HS	9-12	02334	Silvestri JHS	6-8
02232	Paradise ES	K-5	02189	Simmons ES	K-5
02216	Park ES	K-5	02090	Smalley ES	K-5
02110	Parson ES	K-5	02284	Smith Hal ES	K-5
02091	Perkins Claude ES	K-5	02264	Smith Helen ES	K-5
02114	Perkins Ute ES	K-5	02305	Smith MS	6-8
02289	Petersen ES	K-5	02175	Snyder ES	K-5
02145	Piggott ES	K-5	02431	Spring Vly HS	9-12
02244	Pittman ES	K-5	02204	Squires ES	K-5
02253	Priest ES	K-5	02294	Stanford ES	K-5
02403	Rancho HS	9-12	02286	Staton ES	K-5
02235	Red Rock ES	K-5	02098	Steele ES	K-5
02295	Reed ES	K-5	02241	Sunrise Acres ES	K-5
02104	Reid ES	K-5	02325	Swainston MS	6-8
02160	Rhodes ES	K-5	02190	Tanaka ES	K-5
02194	Ries ES	K-5	02285	Tarr ES	K-5
02150	Roberts ES	K-5	02360	Tarkanian MS	6-8
02315	Robison MS	6-8	02191	Tartan ES	K-5
02174	Rogers ES	K-5	02260	Tate ES	K-5
02339	Rogich MS	6-8	02230	Taylor Glen ES	K-5
02203	Ronnow ES	K-5	02254	Taylor Robert ES	K-5

District and School Codes

School Year 2007-2008

02192	Thiriot ES	K-5		CLARK ALT	
02239	Thomas ES	K-5	02941	Adult Education	ADULT
02198	Thompson ES	K-5	02930	Biltmore Cont	9-12
02139	Thorpe ES	K-2	02922	Burk Horizon SW HS	8-12
02290	Tobler ES	K-5	02950	CCSD Virtual HS	9-12
02265	Tomiyasu ES	K-5	02936	Child Haven ES	K-5
02127	Treem ES	3-5	02938	Child Haven Sec	6-12
02243	Twin Lakes ES	K-5	02932	Cowan Behavior	6-12
02176	Twitchell ES	K-5	02924	Cowan Sunset SE HS	8-12
02214	Ullom ES	K-5	02948	Desert Rose Adult	ADULT
02404	Valley HS	9-12	02926	Desert Willow ES	K-5
02154	Vanderburg ES	K-5	02927	Desert Willow Sec	6-12
02245	Vegas Verdes ES	K-5	02923	Global Comm HS	9-12
02255	Virgin Vly ES	K-5	02947	Acad Ind Study ES	K-5
02603	Virgin Vly JSHS	6-12	02925	Acad Ind Study Sec	6-12
02301	Von Tobel MS	6-8	02407	Jeffrey Behavior	6-12
02183	Walker ES	K-5	02920	Jeffrey Horizon	8-12
02258	Ward Gene ES	K-2	02917	Miley Achieve ES	K-5
02100	Ward Kitty ES	K-5	02916	Miley Achieve Sec	6-12
02238	Warren ES	K-5	02215	Miller John Sch	PK-5
02247	Wasden ES	K-5	02934	Morris Behavior	6-8
02177	Watson ES	K-5	02408	Morris Sunset HS	8-12
02355	Webb MS	6-8	02933	Peterson Behavior	9-12
02259	Wengert ES	K-5	02928	South Cont JSHS	6-12
02405	Western HS	9-12	02908	Southwest Behavior	6-12
02326	White MS	6-8	02910	Stewart School	K-5
02256	Whitney ES	K-5	02935	Variety School ES	K-5
02142	Wiener ES	K-5	02911	Variety School Sec	6-12
02149	Wilhelm ES	K-5	02929	Washington Cont	6-8
02242	Williams Tom ES	K-5	02089	West Prep Acad ES	K-3
02224	Williams Wendell ES	K-5	02330	West Prep Acad	6-9
02152	Wolfe ES	K-5			
02287	Wolff ES	K-5			
02314	Woodbury MS	6-8			
02116	Woolley ES	4-5			
02200	Wright ES	K-5			
02121	Wynn ES	K-5			
02999	Clark Home Sch				

District and School Codes

School Year 2007-2008

CLARK CHARTER			03	DOUGLAS	
02288	Agassi ES	K-5	03301	Carson Vly MS	7-9
02617	Agassi Sec	6-12	03501	Douglas HS	10-12
02615	Expl Knowledge ES	K-5	03201	Gardnerville ES	K-6
02616	Expl Knowledge Sec	6-12	03206	Jacks Vly ES	K-6
02610	Keystone	9-12	03208	Kingsbury MS	6-8
02088	Las Vegas Sch Deaf	K-5	03205	Meneley ES	K-6
02299	Odyssey ES	K-5	03210	Minden ES	K-6
02614	Odyssey HS	9-12	03302	Pau Wa Lu MS	7-9
02358	Odyssey MS	6-8	03209	Pinon Hills ES	K-6
02092	Innovations ES	K-5	03207	Scarselli ES	K-6
02363	Innovations Sec	6-12	03502	Whittell HS	9-12
02093	One Hundred Acad	K-8	03202	Zephyr Cove ES	K-5
02087	Rainbow Dreams	K-5	03999	Douglas Home Sch	
02621	WestCare Charter	K-12			
 CLARK CORRECTIONAL				DOUGLAS CHARTER	
02952	HDSP	ADULT	03300	Sierra Crest Acad	K-12
02777	CC Detention	6-12			
02912	Juvenile Court Sec	6-12		DOUGLAS CORRECTIONAL	
02939	Juvenile Det ES	3-5	03503	Jacobsen HS	6-12
02953	SDCC	ADULT	03902	Tahoe Detention	6-12
02954	SNWCF	ADULT			
02918	Summit School	6-12			
02913	Spring Mtn JSHS	6-12			
02919	Summit View JSHS	6-12			

District and School Codes

School Year 2007-2008

04	ELKO		05	ESMERALDA	
04503	Adobe MS	7-8	05101	Dyer ES	K-8
04205	Carlin ES	K-6	05102	Goldfield ES	K-8
04601	Carlin HS	9-12	05103	Silver Peak ES	K-8
04501	Carlin JHS	7-8	05999	Esmeralda Home Sch	
04202	Elko Grammar	K-6			
04603	Elko HS	9-12			
04104	Independence Vly ES	1-8	06	EUREKA	
04105	Jackpot ES	K-6	06101	Crescent Vly ES	7-12
04605	Jackpot HS	7-12	06103	Eureka ES	K-6
04505	Jackpot JHS	7-8	06601	Eureka Co HS	7-12
04107	Montello ES	1-8	06999	Eureka Home Sch	
04108	Mound Vly ES	1-8			
04209	Mountain View ES	K-6			
04203	Northside ES	K-6	07	HUMBOLDT	
04206	Owyhee ES	K-6	07101	Denio ES	K-8
04604	Owyhee HS	7-12	07206	French Ford MS	5-6
04506	Owyhee JHS	7-8	07205	Grass Vly ES	PK-4
04212	Petan Ranch Sch	K-8	07103	Kings River ES	K-8
04111	Ruby Vly ES	1-8	07501	Lowry HS	9-12
04211	Sage ES	K-5	07203	McDermitt ES	K-6
04204	Southside ES	K-6	07601	McDermitt HS	9-12
04210	Spring Creek ES	K-5	07302	McDermitt JHS	7-8
04606	Spring Creek HS	9-12	07104	Orovada ES	K-8
04504	Spring Creek MS	6-8	07105	Paradise Vly ES	K-8
04207	Wells ES	K-6	07201	Sonoma Heights ES	PK-4
04602	Wells HS	7-12	07202	Winnemucca GS	PK-4
04502	Wells JHS	7-8	07301	Winnemucca JHS	7-8
04208	West Wendover ES	K-6	07999	Humboldt Home Sch	
04607	West Wendover HS	9-12			
04507	West Wendover JHS	7-8			
04999	Elko Home Sch				
	ELKO ALT			HUMBOLDT ALT	
04902	Elko Adult	ADULT	07903	Lowry Adult	ADULT
04903	Elko Alt	6-12		HUMBOLDT CORRECTIONAL	
			07901	Leighton Hall	3-12

District and School Codes

School Year 2007-2008

08	LANDER		10	LYON	
08101	Austin ES	4-6	10209	Cottonwood ES	K-5
08602	Austin HS	9-12	10201	Dayton ES	K-5
08601	Battle Mtn HS	9-12	10604	Dayton HS	9-12
08301	Battle Mtn JHS	7-8	10208	Dayton IS	6-8
08201	Black ES	2-3	10206	East Vly ES	K-4
08203	Lemaire ES	4-6	10203	Fernley ES	K-5
08999	Lander Home Sch		10601	Fernley HS	9-12
			10303	Fernley IS	6-8
	LANDER ALT		10211	Riverview ES	K-5
08902	Lander Adult	ADULT	10205	Silver Spgs ES	K-4
			10605	Silver Stage HS	9-12
09	LINCOLN		10304	Silver Stage MS	5-8
09201	Caliente ES	K-6	10204	Smith Vly ES	K-6
09501	Lincoln Co HS	9-12	10602	Smith Vly HS	7-12
09301	Meadow Vly MS	7-8	10210	Sutro ES	K-5
09102	Pahranagat Vly ES	K-5	10202	Yerington ES	K-4
09601	Pahranagat Vly HS	9-12	10603	Yerington HS	9-12
09302	Pahranagat Vly MS	6-8	10302	Yerington IS	5-8
09202	Panaca ES	K-6	10999	Lyon Home Sch	
09203	Pioche ES	K-6			
09999	Lincoln Home Sch			LYON ALT	
			10907	Fernley Adult	ADULT
	LINCOLN ALT		10908	Silver Spgs Adult	ADULT
09902	Lincoln Co Adult	ADULT	10909	Yerington Adult	ADULT
	LINCOLN			LYON	
	CORRECTIONAL			CORRECTIONAL	
09602	C O Bastian	7-12	10902	West NV Youth Ctr	6-12
				MINERAL	
			11203	Hawthorne EJHS	4-8
			11201	Hawthorne Primary	K-3
			11601	Mineral Co HS	7-12
			11202	Schurz ES	K-8
			11999	Mineral Home Sch	
				MINERAL ALT	
			11901	Mineral Alt	9-12

District and School Codes

School Year 2007-2008

12	NYE		14	PERSHING	
12106	Amargosa Vly ES	PK-5	14101	Imlay ES	K-6
12316	Amargosa Vly MS	6-8	14201	Lovelock ES	K-6
12201	Beatty ES	K-5	14601	Pershing HS	9-12
12601	Beatty HS	9-12	14301	Pershing MS	7-8
12311	Beatty MS	6-12	14999	Pershing Home Sch	
12301	Clarke MS	6-8			
12101	Duckwater ES	K-8		PERSHING ALT	
12317	Duckwater MS	6-8	14903	Pershing Co Adult	ADULT
12105	Gabbs ES	K-5			
12602	Gabbs HS	9-12		PERSHING	
12315	Gabbs MS	9-12		CORRECTIONAL	
12207	Hafen ES	K-5	14991	Coal Canyon HS	9-12
12108	Johnson ES	K-5			
12102	Manse ES	K-5			
12206	Mt Charleston ES	K-5			
12604	Pahrump Vly HS	9-12	15	STOREY	
12103	Round Mtn ES	K-5	15101	Gallagher ES	K-5
12605	Round Mtn HS	9-12	15102	Hillside ES	K-6
12313	Round Mtn MS	6-8	15601	Virginia City HS	9-12
12202	Tonopah ES	K-8	15301	Virginia City MS	6-8
12603	Tonopah HS	9-12	15999	Storey Home Sch	
12312	Tonopah MS	9-12			
12999	Nye Home Sch				
	NYE ALT				
12902	Nye Co Adult	ADULT			
12606	Pathways HS	9-12			
12607	Pathways MS	6-8			

District and School Codes

School Year 2007-2008

16 WASHOE					
16266	Allen ES	K-6	16206	Hunter Lake ES	K-6
16201	Anderson ES	K-6	16251	Incline ES	K-5
16271	Beasley ES	K-6	16602	Incline HS	9-12
16207	Beck ES	K-6	16309	Incline MS	6-8
16275	Bennett ES	K-6	16236	Johnson ES	K-5
16310	Billinghurst MS	7-8	16226	Juniper ES	K-6
16208	Booth ES	K-6	16232	Lemmon Vly ES	K-6
16229	Brown ES	K-6	16257	Lenz ES	K-6
16214	Cannan ES	K-6	16227	Lincoln Park ES	K-6
16261	Caughlin Ranch ES	K-6	16202	Loder ES	K-6
16301	Clayton MS	7-8	16273	Mathews ES	K-6
16317	Cold Sps MS	5-8	16222	Maxwell ES	K-6
16215	Corbett ES	K-6	15508	McQueen HS	9-12
16609	Damonte Ranch HS	9-12	16210	Melton ES	K-5
16315	Damonte Ranch MS	7-8	16311	Mendive MS	7-8
16268	Desert Heights ES	K-6	16228	Mitchell ES	K-6
16238	Diedrichsen ES	K-6	16267	Moss ES	K-6
16306	Dilworth MS	7-8	16211	Mount Rose ES	K-6
16258	Dodson ES	K-6	16237	Natchez ES	K-6
16272	Donner Springs ES	K-6	16607	North Vlys HS	9-11
16212	Double Diamond ES	K-5	16308	OBrien MS	7-8
16223	Drake ES	K-6	16240	Palmer ES	K-6
16204	Duncan ES	K-6	16213	Peavine ES	K-6
16239	Dunn ES	K-6	16302	Pine MS	7-8
16203	Elmcrest ES	K-6	16233	Pleasant Vly ES	K-6
16509	Galena HS	9-12	16505	Reed HS	9-12
16601	Gerlach HS	9-12	16502	Reno HS	9-12
16313	Gerlach MS	7-8	16221	Risley ES	K-6
16256	Gomes ES	K-4	16611	Regional Tech Inst	11-12
16216	Gomm ES	K-6	16242	Sepulveda ES	K-6
16224	Greenbrae ES	K-6	16316	Shaw MS	7-8
16241	Hall ES	K-6	16217	Sierra Vista ES	K-6
16262	Hidden Vly ES	K-6	16263	Silver Lake ES	K-6
16230	Huffaker ES	K-6	16260	Smith Alice ES	K-6
16504	Hug HS	9-12	16225	Smith Kate ES	K-6
16274	Hunsberger ES	K-6	16218	Smithridge ES	K-6

District and School Codes

School Year 2007-2008

18	STATE PUBLIC SCHOOLS		25	BIE SCHOOLS	
18400	Silver State HS	9-12	25723	Pyramid Lake JSHS	7-12
18401	Nevada State HS	11-12	25752	Duckwater Shoshone	K-8
18406	Davidson Acad	6-12			
18903	Independence HS	9-12			
18404	Nevada Virtual Acad	4-8			
18405	NV Connections Acad	4-12			
18407	Coral Acad of Sci LV	5-9			
26	PRIVATE SCHOOLS				
26742	Academy for Learning	K-12	26764	Montessori Visions	K-6
26703	Bishop Gorman	9-12	26710	Mtn View Christian	PK-12
26709	Bishop Manogue	9-12	26743	New Hope Christian	K-12
26736	Black Mtn Christian	K-12	26704	New Horizons Acad	1-12
26711	Calvary Chapel	K-12	26756	Our Lady of Snows	K-8
26748	Capital Christian	K-8	26720	Reno Christian	K-12
26734	Church Academy	K-12	26760	Rock of Ages Baptist	K-12
26744	Desert Torah	1-7	26717	Ruby Mtn Christian	K-12
26725	Echoes Christian	K-12	26751	Sage Ridge Sch	6-12
26761	Excel Christian	K-12	26762	Sierra Lutheran HS	9-12
26754	Faith Baptist Acad	K-12	26769	Sky View Acad	7-12
26766	Faith Lutheran Acad	K-5	26757	St Albert Sch	K-8
26712	Faith Lutheran JSHS	6-12	26758	St Teresa Sch	K-8
26749	Foothills Montessori	K-6	26728	Teen Challenge	7-12
26765	Gateway Christian	K-12	26707	The Meadows	9-12
26747	Haikal Islamic	K-8	26718	Trinity Christian	7-12
26750	Henderson Intl Sch	K-12	26763	Trinity UM Christian	3-5
26746	House of Knowledge	K-12	26740	University Baptist	K-12
26705	Lake Mead Christian	K-12	26768	Word of Life	K-8
26739	Lake Tahoe Sch	K-8			
26770	Las Vegas Jr Acad	K-10			
26731	Legacy Christian	K-12			
26755	Little Flower Sch	K-8			

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- Confidentiality Agreement Form
- Protection of School District Personnel
- Report of Testing Irregularity
- An Appropriate Testing Environment
- Important Security Reminders for Test Administrators

Contact Information

Test Security Coordinator

Carol Mason

775-687-9260

cmason@doe.nv.gov

Introduction

Unless otherwise stated, test security procedures outlined in this document apply to all state-mandated test administrations, including actual (live) as well as field and pilot tests, and must be strictly adhered to.

Nevada Revised Statutes (NRS) address a number of issues related to consistency in test administration and test security of the Nevada Proficiency Examination Program (NPEP). The statutes provide whistle blower protection to school employees who report incidents of testing irregularity and provide penalties for school personnel who fail to adhere to state or district test security plans. To ensure consistency in test administration and the integrity of the entire testing program, proper test security procedures as outlined in this document must be followed.

All questions and reports of testing irregularities must be directed to the Nevada Department of Education, Office of Assessment, Program Accountability, and Curriculum. Reports of Testing Irregularity should be submitted to the district test director, who will then forward the reports to the Department test security coordinator:

Name: Carol Mason
 Address: 700 East Fifth Street, #108
 Carson City, NV 89701-5096
 Phone: 775-687-9260
 Fax: 775-687-9118
 E-mail: cmason@doe.nv.gov

District Test Security Plans

The board of trustees of each school district shall adopt and enforce a plan setting forth procedures to ensure the security of all state- and district-mandated tests. This plan must encompass all public schools, including district-sponsored charter schools, in the district. By September 1 of each year, the plans must be submitted to the Nevada Department of Education, the State Board of Education, and the Legislative Committee on Education. The Nevada Department of Education is willing to submit the district plans to the State Board of Education and the Legislative Committee on Education on behalf of the school districts. **In order to do so, an e-mail attachment of the District Test Security Plans must be sent to the test security coordinator at the Nevada Department of Education at least one week prior to the September 1 deadline.**

The district plan must be consistent with the procedures outlined in this document and must include the following criteria:

- Procedures by which students and other individuals may, and are encouraged to, report irregularities in test administration and test security
- The manner in which the school officials will contact the school district board of trustees regarding reports of testing irregularities and how the board will, in turn,

notify the Department (includes the board identifying the district test director or other district official to act as its designee for reporting purposes)

- Procedures necessary to ensure security of test materials and consistency of test administration
- Procedures that each secondary school will use to verify the identity and eligibility of pupils taking an examination
- Procedures that set forth actions that must be taken in response to a reported irregularity in test administration or test security, including actions that must be taken during an investigation of the irregularity and identifying the individuals responsible for the actions in each category
- The manner in which the district test director will store and/or account for the *ITBS* and *ITED* test booklets

In accordance with NRS 389.620, on or before September 30 of each year, the board of trustees of each school district and the governing body of each charter school shall provide a written notice regarding the examinations to the following individuals:

- All teachers and educational personnel employed by the school district or governing body
- All employed personnel who are involved in test administration
- Pupils who are required to take the examinations
- The parents or legal guardians of these pupils

The written notice must be prepared in a format that is easily understood and must include a description of the following procedures:

- The district test security plan
- Action that may be taken against personnel and pupils for violations of the plan or for other testing irregularities

School Test Security Plans

Each school participating in state assessments will produce a school test security plan that will be kept on file at the school site. Private, exempt, and non-district-affiliated schools must submit their plans to the Department of Education. (Plans for district-affiliated schools are not submitted to the Department.) The school plan must be consistent with the procedures outlined in the state and district plans and must include, but is not limited to, the following provisions:

- Site-specific provision for locked storage and access
- The manner in which test materials will be distributed, collected, and returned
- The names and titles of the individuals responsible for carrying out the procedures
- Procedures for handling students who require additional time for testing

Training Requirements

In accordance with NRS 389.644, the Nevada Department of Education has established a program of education and training regarding the administration and security of state-mandated examinations. Upon approval by the Department, the board of trustees of a school district or the governing body of a charter school may establish an expanded program of education and training if the expanded program complies with the program established by the Department.

The board of trustees of each school district and the governing body of each charter school shall ensure that the state-established program of education and training be provided annually to the following individuals:

- All teachers and other educational personnel who provide instruction to pupils enrolled in a grade level that is required to participate in state examinations
- Other personnel who are involved with the administration of state examinations, including individuals who will be expected to administer or proctor an examination in the event the assigned test administrator and/or proctor should become unavailable during the day(s) of testing
- All other school personnel as the district or school deems necessary
- Student teachers, substitute teachers, and parent and community volunteers who may assist with proctoring an examination

In accordance with NRS 389.644, the training and education is otherwise available for all personnel who are not required to receive the training and education as outlined above. A list of definitions and responsibilities for school personnel involved in test administration is included in the appendix following the Introduction and Overview section of this manual.

The principal of each school is responsible for **providing complete training annually in test security and test administration** for **all** school personnel. Schools must have a signature sheet indicating that school personnel and any others who assist in any way with the administration of state-mandated tests have been trained on proper administration procedures and security issues.

The principal of each school is also responsible for providing a refresher training prior to each state-mandated test administration focusing on specific requirements of the test being administered as well as an overview of test security procedures, taking into account the following requirements:

- Primary responsibility for test administration **must not** be given to unlicensed personnel, substitute teachers, student teachers, or parent and community volunteers.
- Only individuals who have participated in the annual training must be allowed to administer or proctor an examination unless a special training has been provided for them prior to administration of the test.

Training must be designed to cover the following practices:

- Procedures regarding allowable activities in the preparation of students taking the *ITBS* and *ITED*
- Instructions in proper handling of test materials
- Instructions in proper test administration
- Security procedures as outlined in this document
- Additional security procedures as outlined in the district test security plan
- Information regarding protection of school district personnel regarding the disclosure of testing irregularities (see “Protection of School District Personnel” in the appendix at the end of this section)
- Conditions related to testing, as stated in NRS 391.312, under which a teacher may be suspended, dismissed, or not reemployed
- Conditions related to testing, as stated in NRS 391.312, under which an administrator may be demoted, suspended, dismissed, or not reemployed
- Conditions related to testing, as stated in NRS 391.330, under which the state board may suspend or revoke the license of any teacher, administrator, or other licensed employee

Each individual who is involved with the administration of NPEP examinations will acknowledge in writing that he/she has participated in the annual and/or refresher training and that he/she has been informed of and understands the following:

- All information provided by the school district related to proper test security and test administration
- The potential consequences for failure to observe and carry out the requirements of the state and district test security plans
- The potential consequences for failure to comply with the state and district test security plans

Training logs containing training dates and signatures of all participants must be kept at the school site for two years.

Disclosure of Test Content and Approved Answers

Knowledge or review of actual test content is not necessary for valid test administration and is strictly prohibited by state law (NRS 389.015).

- In accordance with NRS 389.015, the questions contained in state-mandated examinations and the approved answers are confidential, and disclosure is unlawful except under the following circumstances:
 - To the extent necessary for administering and evaluating the examinations

- When it is *necessary for the performance of the duties* of a
 - 1) State officer who is a member of the executive or legislative branch;
 - 2) Superintendent of schools of a school district;
 - 3) Director of curriculum of a school district;
 - 4) Director of testing of a school district.
- Specific questions and answers may be disclosed if the Superintendent of Public Instruction determines that the content of the questions and answers are not being used in a current examination and making the content available to the public poses no threat to the security of the current examination process.
- Department staff and/or the Attorney General’s Office are charged with determining whether gaining access to state-mandated examinations is necessary and permitted by law.
- Test administrators, proctors, school administrators, teachers, substitute teachers, and any other school personnel are not allowed to review the test contents for any reason unless they are covered by one of the exceptions listed above.
- A test administrator or proctor who is requested to read aloud the contents of a state-mandated test in compliance with student IEP, LEP, or Section 504 accommodation requirements must sign a form prior to testing indicating that he/she will not disclose the test contents to any other person (see “Confidentiality Agreement Form” in the appendix following this section).
- Test booklets or writing tests must not be copied or reproduced by any means without the prior written authorization of the test publisher and the Nevada Department of Education, nor is any individual permitted to make notes on test content.
- Under **no** circumstances shall copies of test booklets, unreleased writing prompts, or student responses be circulated among faculty, administrators, or other persons.
- Writing prompts used in the 5th and 8th grade assessments and the HSPE may be retained at the school site and used for diagnostic purposes **after** the scoring results have been received. These documents are secure and must remain in locked storage while located at the district or school site.
- Administration of a state-mandated examination to a person who is not eligible to take that examination is an unauthorized disclosure of test content.

Storage and Distribution of Test Materials

- Test booklets, writing prompts, and student responses must be stored in locked storage cabinets while located at the district or school site. At no time may examination materials be left unattended in any area where students and others have unsupervised access. This includes loading docks and mailrooms.

- The locked room or file cabinet used for the storage of secure materials required for NPEP materials must not be accessible to anyone other than the principal or school test coordinator, nor can it be used for the storage of other materials to which individuals other than the principal or school test coordinator require access.
- District test directors (or school test coordinators if testing materials are shipped directly to the schools) must follow the directions from the Nevada Department of Education and the testing company regarding the receipt of materials and the reporting of discrepancies.
- Secure testing materials are not to be distributed to test administrators until the prescribed date for test administration.
- The district test director must
 - Maintain a log identifying the serial numbers of the test booklets assigned to each school (if the district office receives test materials directly from the testing company);
 - Account for all test booklets and other testing materials immediately upon their return from each school's test coordinator (if the district office receives test materials from the schools for shipment to the testing company).
- The school test coordinator must
 - Maintain a log identifying the serial numbers of the test booklets assigned to each school;
 - Maintain a log identifying the serial numbers of the test booklets assigned to each test administrator;
 - Account for **all** test booklets and other testing materials immediately upon their return from each test administrator.
- All test administrators must
 - Maintain a log identifying the serial number of the test booklet assigned to each student in the classroom;
 - Account for **all** test booklets (including extra booklets that were not distributed to students), writing prompts, student responses, HSPE formula sheets, and other testing materials, including scratch paper, before students are allowed to leave the testing room for any reason;
 - Place test booklets in serial number order before returning to the school test coordinator.
- On completion of testing, test administrators must return testing materials to the school test coordinator in a timely manner and not later than the end of the school day on which the test(s) is/are administered. If testing will take place over a period of more than one day, all testing materials must be returned to the school test

coordinator at the end of each school day and picked up again in the morning of the next testing day, unless otherwise specified in the administration manual.

- District test directors (or school test coordinators if testing materials are shipped directly to the schools) must return answer documents and testing booklets in accordance with the established rules for the disparate testing programs. In each instance, this must be completed no later than Friday of the week following the close of the test administration window. It is imperative that schools strictly adhere to the district's timelines for the return of materials.

Administration of Examinations

Nevada Administrative Code (NAC) 389.051 prescribes when NPEP examinations are to be administered. The Nevada Department of Education prescribes the specific date or range of dates on or during which an examination or examinations will be given. Examinations given at times other than those prescribed must be approved with the Department of Education consultant who manages the specific examination program¹ before proceeding to administer an examination on another date. To ensure proper test administration, the following procedures must be adhered to:

- Examinations must be administered by licensed employees of a district or charter school who are trained in proper test administration procedures and administered in a public facility approved by the board of trustees or the governing body. Unlicensed personnel, substitute teachers, student teachers, and parent or community volunteers may act as proctors and not as test administrators.
- Test administrators must read and follow the script provided in the administration manuals for administering each test.
- Students who are not participating in a specific test must not be allowed in the testing room while tests are being administered.
- At least one test administrator and a sufficient number of proctors must be provided in each testing room to adequately supervise the testing. A ratio of one test administrator to not more than 30 students is strongly recommended.
- Test administrators and proctors must circulate through the room, ensuring that students are on task and marking in the correct section of the test.
- Districts or schools should arrange for reading, mathematics, science, and writing tests to be administered by school officials who do not teach the subject tested.
- The identity and eligibility of all students who participate in NPEP testing at the secondary level must be verified in accordance with the district test security plan.

¹ See “Assessment Contact Information” in the Introduction and Overview section of this manual for a complete listing of the appropriate assessment personnel.

- Students who have not earned 17 credits and who do not have a plan in place to graduate by the end of the current school year are not permitted to participate in test administrations restricted to seniors and adults (see the HSPE in Reading, Mathematics, and Science section of this manual for further information regarding testing eligibility).
- **Administration of Nevada Proficiency Examinations to students NOT eligible to take them constitutes an unauthorized disclosure of test content and is strictly prohibited by state law (NRS 389.015).**
- Students are only permitted to test one time at a school during a test administration window.
- Test administrators, proctors, or other adults may not provide assistance of any kind beyond making certain that students understand the instructions for taking the test.
- During writing assessments, test administrators or proctors must not assist students in any way or review the students' rough drafts during or between writing sessions.
- Students may not provide assistance of any kind on testing material to other students.
- All incidents involving student cheating must be handled in accordance with district and/or school disciplinary action procedures.
- A restroom break should be provided prior to the test administration. Restroom breaks should be discouraged during the administration of tests in grades 3 through 8. On any administration of the High School Proficiency Examination, students should not be allowed to leave the room for any reason except in an emergency.
- Additional time in a test-conducive setting **must** be allowed for any student who is working productively at the end of the district- or school-prescribed times.
- Students, including students testing with accommodations, who continue to work past the end of the scheduled testing period, must **not** be given an unsupervised break or an opportunity to interact with peers before completing a part or session of the test.
- Students may not return to a previously-administered part of the CRT or HSPE (i.e., Part 1 or Part 2) on a subsequent day.
- Both topics of the HSPE in Writing must be completed the same day.
- At no time shall students be left unattended with testing materials.
- All required testing materials, e.g., #2 pencils, test booklets, answer documents, and scratch paper must be provided at the testing location (see the specific test administration manuals for lists of approved materials for each assessment). On designated sections of the *ITBS* and *ITED*, students may use calculators if approved

by the local school district or if a student has an IEP that allows calculator use (designated sections **only**).

- No calculators are to be used on the CRT or HSPE **unless specified in a student’s IEP**.
- **Calculators, when permissible (ONLY for students with an IEP that allows calculator use or on designated sections of the *ITBS/ITED*), must be a stand-alone, basic four-function or scientific calculator. Graphing calculators, calculators that require an electrical outlet, use paper tape, have sound capability, or have typewriter-style keypads are NOT permitted.**
- Electronic devices, e.g., cell phones, pagers, PDAs, are strictly prohibited during testing sessions.
- **All** testing materials, including test booklets, writing prompts, student responses, HSPE formula sheets, and scratch paper, must be returned to the test administrator and accounted for before a student is allowed to leave the testing area for any reason. Extra care must be taken to monitor the students’ use of scratch paper to avoid cheating.
- Additional instructional materials beyond those specified in test administration instructions, or approved by an IEP committee, cannot be provided to students for use during a test administration.
- Failure to adhere strictly to consistent and uniform test administration procedures may result in the invalidation of student scores. A student whose test has been invalidated may count as a participant on the assessment for purposes of AYP; however the student will be placed in the lowest achievement level. For additional information on AYP, refer to “School Accountability and AYP” in the Introduction and Overview section of this manual.
- For specific information regarding the test administration setting, see “An Appropriate Testing Environment” in the appendix following this section.

Reporting and Investigating Testing Irregularities

- If the Department has reason to believe that a violation in testing administration or testing security has occurred, the Department has an obligation to investigate the incident as it deems appropriate. Districts and schools are required to comply with the Department’s requests for documentation and information relevant to the investigation (NRS 389.624).
- In accordance with NRS 389.628, a school official who has reason to believe that a violation of the state or district test security plan has occurred must immediately report the incident to the district board of trustees. The district test security plan may

- require all reports of test security violations to be first directed to the school principal for reporting to the district board of trustees.
- If the board of trustees has reason to believe that a violation of the state or district test security plan has occurred regarding a state-mandated test, NRS 389.628 requires that the board of trustees must
 - Immediately report the incident to the test security coordinator at the Department either orally or in writing;
 - Ensure that a Report of Testing Irregularity is submitted to the Department within 14 school days after the incident occurred (a copy of this form is located in the appendix at the end of this section);
 - Begin an investigation of the incident in accordance with NRS 389.628.
 - In order to expedite the reporting process, the board of trustees may designate the district test director or other school district official to receive reports of test security violations on behalf of the board. The manner in which school officials will contact the school district board of trustees with regard to reports of test irregularities and how the board will, in turn, notify the Department must be clearly stipulated in the District Test Security Plan.
 - The Department may choose to conduct an investigation separately or in conjunction with the school district.
 - Upon receipt of a Report of Testing Irregularity, the test security coordinator will review the report and issue a case number. The district test director will then receive a Notification of Receipt referencing the case number and name of the school where the irregularity occurred.
 - The majority of the communication regarding the Report of Testing Irregularity will occur between the district test director and the test security coordinator.
 - A team of reviewers consisting of the test security coordinator and the Department Consultant who manages the particular examination program will do the following:
 - Conduct a thorough review of the information contained in the Report of Testing Irregularity.
 - If necessary, request additional information to assist in the review process from the school principal, district test director, or other school official involved in the reported testing irregularity.
 - Determine whether evidence exists to indicate that actions which resulted in the testing irregularity were conducted intentionally.
 - Determine whether evidence exists to indicate that consequences associated with the testing irregularity have resulted in, or could result in, significant damage to the NPEP.

- Determine whether sufficient evidence exists to warrant invalidation of student scores.
- If the Department’s team of reviewers determines that an irregularity in test administration or security has occurred, but there is no evidence that the irregularity was intentional, and there is no evidence that the consequences associated with the irregularity could result in significant damage to the NPEP, the test security coordinator shall notify the board of trustees or its designee in writing indicating the results of its findings. These results may include, but are not limited to,
 - A requirement for the district or school to conduct an additional administration of the examination;
 - A requirement for the district or school to complete a corrective action plan;
 - The Department’s recommendations and/or requirements for inclusion in the district or school corrective action plan.
- If the Department’s team of reviewers determines that there is sufficient evidence that an intentional irregularity in testing administration or security has occurred, or there is evidence that the consequences associated with the irregularity (regardless of intent) resulted in or may result in significant damage to the NPEP, the test security coordinator shall notify the board of trustees or its designee in writing indicating the results of its findings. These results may include, but are not limited to,
 - A requirement for the district or school to conduct an additional administration of the examination;
 - A requirement for the district or school to complete a corrective action plan;
 - The Department’s recommendations and/or requirements for inclusion in the district or school corrective action plan;
 - A requirement for the district to begin an investigation in order to obtain further information regarding the testing irregularity;
 - Information that the report is being submitted to the Deputy Attorney General’s office for further review;
 - A requirement for the invalidation of student test scores.
- When an irregularity in test administration or an irregularity in test security results in the invalidation of student test scores, those test scores **will** be included in the scores of students reported for the school for purposes of determining Adequate Yearly Progress (AYP). In addition, instances of cheating on state-mandated assessments require that a student’s scores be invalidated. The student will be placed in the lowest achievement level. However, the student **may** be included in the school’s count of students who participated in the assessment.
- If the Department’s team of reviewers determines that at least one testing irregularity occurred at a school during one school year on any state-required examination, excluding the High School Proficiency Examination, and in the immediately

- succeeding school year, at least one additional irregularity of the same type occurs, the review team shall determine whether the irregularity warrants an additional administration of the examination.
- If the review team determines that an additional administration of the examination is required, the Department shall notify the school district and the school of this determination. The additional administration may include an entire grade or specific pupils as determined by the Department.
 - In determining whether to require a school to provide for an additional administration, the Department shall consider the following criteria:
 - Whether the testing irregularity required the scores of pupils to be invalidated
 - Whether sufficient time remains in the school year to provide for an additional administration
 - The additional administration must occur in the same school year in which the irregularity occurred. The school district shall pay for all costs related to the additional administration. Additional test administrations required of charter schools will be paid directly by the charter school itself.
 - Unless determined otherwise, the district test director will coordinate the additional test administration, with the assistance of school district administrators as he/she deems necessary.
 - A school principal will be required to file a corrective action plan with the Department under conditions which include, but are not limited to,
 - When an investigation reveals that the testing irregularity resulted from inappropriate school-level test administration and/or an inadequate security protocol, including lack of appropriate storage and distribution of testing materials;
 - When an investigation reveals that the school principal did not provide for adequate or sufficient training of school personnel in test administration and/or security procedures.
 - A district test director will be required to file a corrective action plan with the Department under conditions which include, but are not limited to,
 - When an investigation reveals that the testing irregularity resulted from inappropriate district test administration and/or inadequate security protocol, including lack of appropriate storage and distribution of testing materials;
 - When an investigation reveals that the district test director did not provide for adequate or sufficient training of school district personnel in test administration and/or security procedures.

- The Department test security coordinator will forward a report of testing irregularity to the Deputy Attorney General if an investigation reveals that a licensed employee of the school district or charter school (a) was responsible for a breach in the security or confidentiality of the test’s questions or answers, or (b) intentionally failed to observe and carry out the requirements of the state and district test security plans.
- If the report is forwarded to the Deputy Attorney General, the Nevada Department of Education shall monitor the investigation or review to ensure timely completion and consultation. The Department test security coordinator will conduct investigations and/or an investigator will be assigned to the case by the Attorney General’s Office. Following this investigation, the Deputy Attorney General and the Deputy Superintendent of Instructional, Research, and Evaluative Services; the Director of the Office of Assessment, Program Accountability, and Curriculum; or the Department test security coordinator will confer regarding the case.
- If it is determined that the evidence is insufficient to issue a charging document against an individual(s) for (a) a breach in the security or confidentiality of a test’s questions or answers, or (b) intentional failure to observe and carry out the state or district test security plan, the Department test security coordinator will write a letter reporting this finding to the district superintendent and testing director. No disciplinary action will be taken by the Department, but **this does not preclude a school district from taking disciplinary action.**
- If the evidence is sufficient to support a charging document against an individual(s) for (a) a breach in the security or confidentiality of a test’s questions or answers, or (b) intentional failure to observe and carry out the state or district test security plan and the Superintendent of Public Instruction decides to take action for the suspension or revocation of the individual’s license, a notice of complaint will be issued to the licensee.
- When there is sufficient evidence to take action against an individual’s license, both the significance of the testing irregularity and the intent of the individual’s actions are factors considered in evaluating the appropriateness of suspension or revocation of license.

Assurances from Principals

In accordance with NAC 389.054, the principal of each site where NPEP tests are given is required to accept responsibility for both the proper administration of the tests at that site and the physical security of the test materials including test booklets, prompts, and completed answer documents. Although the principal may choose to assign test scheduling and training responsibilities to a school test coordinator, delegating these duties does not absolve the principal of the ultimate responsibility for test security and proper test administration. The principal must be familiar with the prescribed procedures for administering the tests and certify, on an annual basis, that these procedures will be followed at the school. On or before September 15 of each year, the principal of each public school, including charter schools, shall submit to the Department of Education a statement that the principal will ensure that the school will comply

with the regulations and statutes related to the confidentiality of testing materials, proper administration of the state-mandated tests, and provision for annual test security training as well as refresher trainings prior to each specific test administration.

To maintain uniformity for this requirement, the Nevada Department of Education has prepared a three-part form entitled “Authorization to Administer the Nevada Proficiency Examinations in Accordance with Nevada Revised Statutes and the Nevada Administrative Code.” Schools will receive this form from their district test directors, who are responsible for collecting these forms from the schools and submitting them to the Department. In the event that a new principal joins the school after the submission of the original authorization form, the school must submit a replacement form with the new principal’s signature. **Only schools that have submitted a completed form are authorized to receive test materials.**

Private, exempt, and non-district-affiliated schools that participate in the Nevada Proficiency Examination Program must complete and return the three-part form entitled “Authorization for Private/Exempt and Other Non-District-Affiliated Schools to Administer Tests in the Nevada Proficiency Examination Program” prior to receipt of any examination materials. Private schools that wish to participate in any state assessments within the NPEP must be in compliance with all Private School statute and administrative code requirements within NRS and NAC chapter 394, must attend the Nevada Department of Education’s test security and administration training in September, and must submit a school test security plan to the Department test security coordinator before being eligible to receive testing materials. **Failure to adhere to these requirements will result in disallowance to administer NPEP examinations at the school site.**

For additional information regarding the participation of these schools in the NPEP, see “Private, Exempt, and Other Non-District-Affiliated Schools” in the Introduction and Overview section of this manual.

Confidentiality Agreement Form
Nevada Proficiency Examination Program

2007-2008 School Year Only

CONFIDENTIALITY AGREEMENT

This form is to be completed prior to test administration by a test administrator or proctor who is required to read test content to students as provided in their IEP, LEP, or Section 504 Testing Accommodation Forms. Test security procedures must be strictly adhered to in the administration of NPEP testing for all students.

Test security and student confidentiality are of utmost importance to the Nevada Department of Education. As a test administrator or proctor for students receiving accommodations on state assessments, you have access to materials that must be regarded as secure, specifically, any content that you read in any of the testing booklets or writing prompts, and student responses. All materials must be treated as confidential. You are not to reproduce any materials, directly or indirectly, not to disclose the contents of these materials to anyone, not to discuss the test with anyone, not to take notes about what you read, and not to by any other means reveal the contents of the test.

We are certain that you share our concern that all assessment materials and student responses be handled in a professional, secure, and confidential manner. By signing this form, you agree to abide by these procedures as set forth in NRS 389.015.

Please retain the original signed form with the school's test security documentation. (Do not forward copies to the Department.)

Teacher Name (please print)

Date

Signature

School/Work

Protection of School District Personnel Regarding the Disclosure of Testing Irregularities

2007-2008 School Year

Nevada Revised Statutes (NRS) 391.600 through 391.648 provide for specific rights and responsibilities of school district personnel with regard to the disclosure of irregularities in testing administration and testing security relative to all state- and district-mandated examinations. NRS 391.644 also requires the Department to annually submit a written summary of these rights and responsibilities to the board of trustees of each school district and to the governing body of each charter school.

Definitions

- “Examination” means the achievement and proficiency examinations that are administered to pupils pursuant to NRS 389.015 or 389.550, which include
 - 1) High School Proficiency Examination in Reading, Mathematics, Science, and Writing;
 - 2) Norm-referenced tests for students in grades 4, 7, and 10 (*Iowa Tests of Basic Skills* and *Iowa Tests of Educational Development*);
 - 3) Criterion-referenced tests for students in grades 3 through 8;
 - 4) Writing examinations for students in grades 5 and 8;
 - 5) Any other examinations that measure achievement and proficiency of pupils and that are administered to pupils on a district-wide basis.

- “Irregularity in testing administration” means the failure to administer an examination in the manner intended by the person or entity that created the examination.

- “Irregularity in testing security” means an act or omission that tends to corrupt or impair the security of an examination, including, without limitation,
 - The failure to comply with the department or district security procedures;
 - The disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law;
 - Other breaches in the security or confidentiality of the questions or answers to questions on an examination.

- “Reprisal or retaliatory action” is action that is taken because the school official disclosed information concerning testing irregularities and includes, without limitation,
 - Frequent or undesirable changes in the location of an office;
 - Frequent or undesirable transfers or reassignments;
 - The issuance of letters of reprimand, letters of admonition or evaluations of poor performance;
 - A demotion;
 - A reduction in pay;
 - The denial of a promotion;
 - A suspension;
 - A dismissal;
 - A transfer;
 - Frequent changes in working hours or workdays.

- “School official” means
 - A member of a board of trustees of a school district;
 - A member of a governing body of a charter school;
 - A licensed or unlicensed person employed by the board of trustees of a school district or the governing body of a charter school.

Rights and Responsibilities

- School officials are encouraged to disclose testing irregularities, and it is the intent of the legislature to protect the rights of a school official who makes such a disclosure.
- A school official shall not directly or indirectly use or attempt to use his official authority or influence to intimidate, threaten, coerce, command, or influence another school official in an effort to interfere with or prevent the disclosure of information concerning testing irregularities. “Official authority or influence” includes taking, directing others to take, recommending, processing, or approving any personnel action such as an appointment, promotion, transfer, assignment, reassignment, reinstatement, restoration, reemployment, evaluation, or other disciplinary action.
- If reprisal or retaliatory action is taken against a school official who discloses information concerning testing irregularities within 2 years after the information is disclosed, the school official may file a written appeal with the state board for a hearing on the matter and determination of whether the action taken was a reprisal or retaliatory action. The written appeal must be accompanied by a statement that specifies
 - The facts and circumstances leading to the disclosure of information concerning testing irregularities;
 - The reprisal or retaliatory action that is alleged to have been taken against the school official.
- The state board may issue a subpoena to compel the attendance or testimony of any witness or the production of any materials needed as part of the appeal investigation.
- If the state board determines that the action taken was a reprisal or retaliatory action, it may issue an order directing the proper person to desist and refrain from engaging in such action.
- The state board may not rule against the school official based on the identity of the person or persons to whom the information concerning testing irregularities was disclosed.
- No school official may use the provisions outlined in this summary to harass another school official.
- A person who willfully discloses untruthful information concerning testing irregularities
 - Is guilty of a misdemeanor;
 - Is subject to appropriate disciplinary action.
- These provisions do not apply to offenses committed before July 1, 2001.
- Upon receipt of this summary, the board of trustees or governing body shall provide a copy of the written summary to all school officials within the school district or charter school.

Report of Testing Irregularity
Nevada Proficiency Examination Program
2007-2008 School Year

This report must be completed within 14 days of the incident in which an irregularity in test security and/or test administration has occurred. A copy of this report is to be **filed with the test director in your school district**, who must immediately forward a copy of the report to the test security coordinator at the Nevada Department of Education. State Board charter schools and private schools must forward the report directly to the Department.

Address: 700 East Fifth Street, Room 108, Carson City, NV 89701
E-mail: cmason@doe.nv.gov Fax: 775-687-9118

For more information, contact Carol Mason (775-687-9260) at the Nevada Department of Education.

School: _____ District: _____ Date: _____

Name of School Principal: _____ Phone #: _____

Name of Person Completing Form: _____ Phone #: _____

Title: _____ Date of Incident: _____

Indicate the Test(s) for Which the Testing Irregularity Occurred:

HSPE: READING

GRADE 10 GRADE 11 GRADE 12 ADULT

HSPE: MATH

GRADE 10 GRADE 11 GRADE 12 ADULT

HSPE: SCIENCE

GRADE 10

HSPE: WRITING

GRADE 11 GRADE 12 ADULT

CRT:

GRADE 3 GRADE 4 GRADE 5

CRT (CONT'D):

GRADE 6 GRADE 7 GRADE 8

ITBS/ITED:

GRADE 4 GRADE 7 GRADE 10

WRITING:

GRADE 5 GRADE 8

OTHER. PLEASE DESCRIBE: _____

1. Provide a narrative description of the testing irregularity and how it occurred.
(Attach additional pages as necessary.)

2. Indicate the names and positions of the individual(s) who were primarily responsible for the testing irregularity. *(Attach training logs and/or statements as necessary.)*

3. What is your best estimate of the damage to the Nevada Proficiency Examination Program that will or could result from this testing irregularity?

4. *Procedures for the Nevada Proficiency Examination Program* and other publications distributed by the Nevada Department of Education contain provisions that should have prevented this testing irregularity.

Which procedure(s) was/were not followed?

5. What action has been taken to help ensure against future testing irregularities in your school?

6. Please provide your recommendation with regard to any further appropriate action that might be taken with regard to this incident.

An Appropriate Testing Environment

All students should have the opportunity to test under the same conditions. Students should demonstrate that they can transfer the knowledge and skills learned during regular classroom instruction to the testing situation, and apply the knowledge and skills to the task of answering developmentally appropriate questions in the content areas defined by the standards.

The following test administration procedures must be adhered to:

- Place-value indicators, number lines, charts, or posters that provide specific factual information (e.g., multiplication charts, hundreds charts, fraction-decimal-percent equivalency charts) that could assist students in computation, answering questions regarding facts, or problem solving on the math sections of an assessment must be removed or covered with blank, opaque material.
- Posters or other materials that provide specific guidance to students taking a state writing assessment (e.g., graphic organizers, annotated samples of essays or paragraphs, or sample introductory and concluding techniques) must be removed or covered with blank, opaque material.
- Student desk/table tops must be cleared of any material not specified in the test administration manual. Material that is affixed to desk tops must be covered with blank, opaque material.
- Students may use **only** materials and/or supplies that are specified in the test administration manuals or provided with the test booklet for a **specific** test and grade level.
- Students may not have access to personal materials during testing.
- Test administrators should arrange to have the permissible materials available for distribution to students **prior to** testing.
- Scratch paper may **only** be plain unlined, lined, or grid-only (unlabeled) graphing paper. No other pre-printed material is permitted on the front or back except for student identification information.
- Prior to and during testing, a test administrator must follow the script provided in the test administration manual and cannot provide additional assistance or direct the students' attention to any materials in the room for the purpose of enhancing test performance.

The following aids have been developed for the purpose of providing appropriate assistance to students and are permitted for use with the CRT or HSPE in reading, math, and science:

- CRT written-response checklist for grades 4 and 5 provided by the NDE
- CRT written-response rubric for grades 6 through 8 provided by the NDE
- HSPE formula sheet provided by the NDE

The following may be displayed during assessments, but individual copies may not be provided to students for use during the test:

- Analytic and holistic scoring guides provided by the NDE
- Word walls or word lists without definitions, visual aids, or labels

Materials provided by the NDE may not be paraphrased or modified.

For information regarding testing students with accommodations, see the Students with Special Needs section of this manual.

Important Security Reminders for Test Administrators

- Verify the eligibility and identity of **EACH** student who is testing—determine credit sufficiency prior to the testing session.
- Use a sign-in sheet with a column to log the test booklet numbers assigned to each student.
- Provide an answer document for every eligible student enrolled during testing.
- Use **ONLY ONE ANSWER DOCUMENT PER STUDENT**—students testing in different subjects on different days are to use the same answer sheet.
- No personal belongings are permitted on the desk surface. Whenever practicable, have students store back packs and other personal belongings in the rear of the testing room.
- Follow the script in the Test Administration Manual **VERBATIM**.
- Provide accommodations as outlined in the students' IEP, 504, or LEP Accommodation Forms.
- Students who do **NOT** have IEP, 504, or LEP Accommodation Forms must test under **REGULAR CONDITIONS** and may **NOT** use
 - calculators (except in designated sections of the *ITBS/ITED*)
 - dictionaries (except on the Grade 5 and Grade 8 Writing Assessments)
 - reference materials or other instructional aids
- Students must not be left unattended with test materials.
- Walk the room—actively monitor students during testing; observe that students are bubbling responses in the correct subject section of the answer document.
- Electronic devices, e.g., cell phones, pagers, PDAs, are not permitted.
- Provide additional time in a test-conducive environment—follow the school's plan for orderly transition from one testing situation to another. Students must **NOT** be left unsupervised during the transition and may not interact with peers prior to completing a part or session.
- DISCLOSURE OF TEST CONTENT IS STRICTLY PROHIBITED BY STATE LAW**—do not read, review, copy, reproduce, or take notes on test items.
- Students may **NOT** receive assistance with test items.
- Test items may **NOT** be translated into another language.
- Collect and log in all materials—test booklets, writing prompts, scratch paper, HSPE formula sheets, and pencils. Students are to leave the room with only their personal belongings.
- Check test booklets for answer documents tucked inside.
- Ensure that the number of test booklets (or prompts) and answer documents returned is identical to the quantities that were distributed prior to testing. (30 students = 30 tests & 30 answer documents)
- Report irregularities **IMMEDIATELY** to your school test coordinator or principal.

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Appendix

IEP Accommodations Form

Section 504 Accommodations Form

LEP Accommodations Form

Limited English Proficient (LEP) Student Testing Program

Contact Information

**Director, Office of Special Education,
Elementary and Secondary Education, &
School Improvement Programs**

Frankie McCabe
775-687-9171
fmccabe@doe.nv.gov

**Special Education Consultant
Las Vegas Office**

Lisa Ford
702-486-6561
lford@doe.nv.gov

**Special Education Consultant
Carson City Office**

Janell Rosenberg
775-687-9146
jrosenberg@doe.nv.gov

**Title III Consultant
Limited English Proficient Students**

Steven Ross
775-687-9257
sross@doe.nv.gov

Publications

Instructional and Assessment Accommodations for Students with Disabilities

Administration and Reporting Guidelines for NASAA

ESL Technical Bulletins 05-1 (www.doe.nv.gov)

State Testing Requirement

In accordance with federal and state requirements, all students must participate in the Nevada Proficiency Examination Program (NPEP). Tests within the NPEP include the Criterion-Referenced Tests (CRT), Norm-Referenced Tests (NRT), the Writing Assessment, and the High School Proficiency Examinations (HSPE). A general description of the NPEP assessments, including the testing windows, is located in the Introduction and Overview section of this manual. **All school officials involved with the administration or proctoring of state assessments must be familiar with the Introduction and Overview and Test Security sections of this manual as well as each section for the specific test(s) to be administered.**

Students with specialized needs may include those identified with disabilities in need of services in accordance with NRS 388.440 and the Individuals with Disabilities Education Act (IDEA), general education students protected from discrimination under Section 504 of the Rehabilitation Act of 1973, or students having limited English proficiency (LEP). Students who are only identified as Gifted and Talented are not students with specialized needs relative to statewide testing.

The following information has been developed to assist school officials in making appropriate decisions related to the participation of all students with specialized needs in NPEP assessments.

Students Eligible for Services under IDEA

Students who are identified for services under NRS 388.440 and IDEA must meet specific state criteria and must have a current Individualized Educational Program. Under the Individuals with Disabilities Education Act (IDEA), the Individualized Educational Program (IEP) committee has the authority to determine how a student will participate in the statewide assessment program. The IEP committee may decide that a student with a disability will participate in the state assessment program in **one** of the following ways:

- Under standard conditions using no accommodations or using accommodations that do not affect the validity of the assessment results¹
- Under non-standard conditions, using testing modifications which change or alter the content or administration of the assessment and are judged to invalidate the test result²
- Participate in the state's alternate assessment program (for those students who have been identified with the most significant cognitive disabilities)

Accommodations are designed to improve access to the assessment and its content while maintaining test validity and comparability of scores. Accommodations are variations in the

¹ Any accommodation selected for a student must be written in the student's IEP and should be one that is used during the regular instructional day in the classroom to address an identified need.

² Students testing using modifications are considered non-proficient in the AYP determination process.

assessment environment or process; including scheduling, setting, administration, and response format. A copy of the IEP accommodation form for the 2007-2008 school year is located in the appendix at the end of this section. Only the current version (i.e., 2007-2008) may be used.

IEP committees must be familiar with the state’s list of accommodations for each state assessment before making decisions regarding how a student will participate in a particular assessment. IEP committees should carefully weigh the consequences associated with the use of accommodations and modifications. Any accommodation selected for a state assessment should be one used during the regular instructional day in the classroom to address a student’s identified need. For example, the IEP committee may determine that a student needs a calculator as an accommodation for the math portion of the HSPE. In this example, the student would already be using a calculator in his/her current math class during problem-solving exercises. Such an accommodation would be written in the student’s IEP under Supplemental Aids and Services. There should be no attempt to implement or try accommodations unfamiliar to the student at test time. When an IEP committee determines that assessment accommodations are necessary for an individual student, the following criteria must be met for that student to have access to the grade-level assessment:

- The student’s test answer document must indicate that the student will be taking the assessment with accommodations.
- The special education teacher must clearly inform the test administrator or proctor of the specific assessment accommodation(s) that are to be implemented for that individual student and for that specific assessment.
- The special education teacher must track the individual student’s level of performance and progress on state and local assessments and bring these data to the student’s IEP committee for consideration in program planning.
- The accommodations chosen by the IEP committee must be noted on the IEP Accommodations Form and included as part of the student’s IEP.

Assessment accommodations are commonly categorized in four ways: (1) Setting, (2) Timing/Scheduling, (3) Presentation, and (4) Response. The following is a sample of the accommodations that fall under these categories, but should not be considered an exhaustive list. IEP committees should refer to the IEP Accommodations Form to know which accommodations are allowed for each test.

Setting Accommodations

Setting accommodations are changes in the location in which the assessment is administered to the student and include the following:

- **Individual Administration.** The assessment may be individually administered to the student in another setting, separate from the group administration of the assessment. Testing may take place in a quiet location and the test administrator or proctor must be trained in test administration and security procedures to ensure valid test administration. This accommodation may be appropriate for students who are highly distractible.

- **Small-Group Administration.** The assessment may be administered to a small group of students in an environment other than the regular classroom away from the large group administration. These students may be grouped for administration due to their need to test at a slower pace.
- **Alternate Setting.** The student may have better access to the administration of the assessment in a setting other than the general classroom. This may be a setting that accommodates a student's physical disability, need for frequent movement, need for more space, or need for reduced distractions. This setting should be described on the IEP Accommodations Form. The test administrator or proctor must be trained in test administration and security procedures to ensure valid test administration.
- **Special Lighting.** A student who has vision problems, visual tracking problems, or sensitivity to light may require the assessment to be administered in an environment with special lighting. Some students perform better when the lighting is close, and not fluorescent. The type of lighting required should be described on the individual student's IEP Accommodations Form.
- **Study Carrel or Reasonable Substitute.** This accommodation is used when students become off-task easily, are visually distracted by others in the room, or tend to make noises (e.g., reading aloud) that distract other students.
- **Special Acoustics.** The test administrator or proctor may provide the test directions to the student with the use of an electronic amplification device.

Scheduling/Timing Accommodations

Scheduling/timing accommodations allow the student to take the assessment during a time of day when he/she demonstrates the least fatigue. This would allow for breaks and rest periods.

- **Time of Day.** The assessment may be administered at a time of day when the student is expected to do his/her best work.
- **Extra Time.** The time allowed to take the assessment in a single session is extended to allow for rest periods to counter fatigue or to allow for increased time required by altered testing procedures (the Department recommends not exceeding twice the normal time). The student is not allowed to resume that particular section of a test after lunch, recess, or restroom breaks.

Presentation Accommodations

Presentation accommodations allow students to access information in the assessment in ways that do not require them to visually read standard print. These alternate modes of access include visual, tactile, auditory, and a combination of visual and auditory accommodations.

The Student is Allowed to Use

- A visual magnification device;
- An electronic device whose sole function is to enlarge text;

- A mask or colored overlay to cover portions of the test;
- Markers to maintain his/her place;
- A large-print or Braille version of the test;
- A device to screen out extraneous sounds;
- A calculator, abacus, or multiplication chart on the Criterion-Referenced Test (CRT) or the High School Proficiency Examination (HSPE) in Mathematics;
- A calculator on **designated** sections of the *ITBS/ITED*.

The Test Administrator or Proctor May

- Use an auditory amplification device to give directions;
- Read or reread aloud the directions located at the beginning of the test, word-for-word, in English, as needed;
- Provide directions located at the beginning of the test, word-for-word, in English, to the student in sign language;
- Provide written directions, word-for-word, in English, on a separate sheet for the student to use as needed;
- Record the student's responses to multiple-choice or constructed-response questions onto the student's answer document for the CRT or HSPE in reading, math, or science;
- Read the *ITBS/ITED* Language test (i.e., Spelling, Capitalization, Punctuation, Usage and Expression, and/or Revising Written Materials) word-for-word, text only, to the student;
- Read the writing **prompt** word for word, in English, to the student;
- Read the mathematics test word for word, text only, in English, to the student;
- Read the science test content word-for-word, text only, in English, to the student.

For NPEP assessments, it is NOT permissible to verbalize, explain, sign, or define mathematical or scientific symbols, or to paraphrase or explain any part of a test.

Response Accommodations

Response accommodations allow a student to complete the assessment in different ways, or to solve or organize problems using some type of assistive device or organizer.

The Student May

- Use pencils adapted in size or grip diameter;
- Type written responses using a keyboard or typewriter (the student may **not** use any electronic aids such as spelling, grammar, or hyphenation checks on the writing assessment);
- Use a Braillewriter to record responses to writing prompts or constructed-response question(s);
- Record response(s) to multiple-choice questions in the test booklet or on a separate sheet of paper;

- Record response(s) to writing prompts or constructed-response question(s) on a separate sheet of paper;
- Dictate response(s) to multiple-choice questions to a test administrator or proctor;
- Dictate response(s) for constructed-response question(s) to a test administrator or proctor (this option is **not** available to students taking the writing assessment).

The IEP committee may consider using an accommodation for an individual student during testing that is not listed on the IEP Accommodations Form. When this occurs, a written request for the accommodation must be submitted by the district test director to the test security coordinator at the Nevada Department of Education, Office of Assessment, Program Accountability, and Curriculum, no later than one month prior to the scheduled test date by the school administrator or counselor serving on the IEP committee. The accommodation request must be reasonable and consistent with accommodations used in the student's instructional program. Approval will be granted on a case-by-case and test-by-test basis and only if, in the judgment of the Department, the requested accommodations do not affect the validity of the student's performance. Approval will be given for a specified period of time only. The approval letter, if the accommodation is granted, must be included with the student's IEP. Schools will receive the Department of Education's decision no later than one week prior to the date of the test.

A student may require a test modification to make the testing experience meaningful, even though there are consequences associated with using a test modification. **Testing modifications are changes in the administration and/or content of the assessment that affect the validity of the test results.** Testing modifications alter the scope or content of what is being assessed. As a result, students who take an assessment using modifications will be considered non-proficient and their scores will be in the lowest achievement category. Moreover, for use in determining AYP, students who test using modifications will be considered non-participants. To be counted as passing the HSPE and meeting the graduation requirements associated with this test, a student must be administered the tests under regular conditions or with approved accommodations. IEP committees must make decisions regarding the use of testing modifications for an individual student with a full understanding of the consequence for the district, the school, and the student.

The following are not accommodations, but are **modifications**, and **do** affect the validity of the test scores (list is not exhaustive but has been provided for exemplary purposes):

- Test administrator or proctor reading the CRT or HSPE in Reading, or the *ITBS/ITED* Reading Comprehension or Vocabulary test(s) to the student in any language (includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech)
- Student using an electronic spell check or grammar check device on a writing assessment
- Student dictating to a scribe the response to a writing assessment
- Student using a calculator on the *ITBS/ITED* Math Computation test or on Part 2 of the *ITBS/ITED* Math Concepts and Estimation test.

Students with disabilities must take the state-required tests during the same window of administration as all other students. All special education students must take the state tests appropriate for the grade level in which they are enrolled. Additionally, special education students must be administered all sub-tests of each examination of the CRT, NRT, Writing Assessment, and the HSPE. All students, including students with disabilities, are required to participate in each portion of the HSPE assessment program. **If a student's IEP indicates that the student will only participate in the HSPE assessments once during high school, the student must participate in the reading, mathematics, science, and writing assessments during the March/April administration of the school year in which the student is assigned to the 11th grade.** All students, including students receiving special education services, have more than one opportunity to pass the HSPE and need to be exposed to the general education curriculum in all subject areas upon which the HSPE is based, i.e., reading, math, science, and writing. The general curriculum for students with disabilities is defined as the same curriculum as the one for non-disabled peers and sets an expectation that students with disabilities will be taught and assessed on grade-level content and achievement standards. Additional information on each of the NPEP assessments can be found in the appropriate sections of this manual.

School test coordinators must ensure that students test in accordance to their IEP and are responsible for ensuring that student answer documents are coded appropriately. The Testing Conditions (TC) field must be bubbled to indicate whether a student tests with accommodations or modifications, if applicable.

Alternate Assessment

Currently, the only alternative to participation in the CRT, NRT, Writing Assessment, and the HSPE is for those students who are participating in the state's alternate assessment, the Nevada Alternate Scales of Academic Achievement (NASAA). **If a student's IEP indicates that the student will only participate in the NASAA only once during high school, participation must occur during the school year in which the student is assigned to the 11th grade.** Information on the NASAA, including student eligibility requirements, can be found in the Alternate Assessment section of this manual. All assessments, including the alternate assessment, must be completed within the prescribed testing windows.

Students with a Section 504 Accommodation Plan

Section 504 of the Rehabilitation Act of 1973 protects qualified individuals from discrimination based on their disability. Students who are afforded accommodations under Section 504 of the Rehabilitation Act of 1973 must have a current Section 504 Accommodation Plan. A school team, primarily composed of general education staff, determines if a student requires a Section 504 Accommodation Plan. The Accommodation Plan outlines adjustments and/or accommodations to be implemented in the student’s school program and during assessments, if necessary. Students receiving accommodations through a Section 504 Accommodation Plan may participate in the statewide assessment program in **one** of the following ways:

- Under standard conditions using no accommodations
- Using accommodations that do not affect the validity of the assessment results³

The Section 504 Plan must indicate the accommodation the student needs from the list of accommodations that appear on the state’s Section 504 Accommodations Form. The Section 504 Accommodation Plan must further indicate the assessment(s) for which the student requires the identified accommodations. A copy of the Section 504 Accommodations Form for the 2007-2008 school year can be found in an appendix at the end of this section.

A written request for an accommodation not included on the State’s Section 504 Accommodations Form must be submitted by the district test director to the test security coordinator at the Nevada Department of Education, Office of Assessment, Program Accountability, and Curriculum, no later than one month prior to the scheduled test date by the school administrator or counselor. The accommodation request must be reasonable and consistent with accommodations used in the student’s instructional program. A copy of the student’s Section 504 Accommodation Plan must be included with each request. Approval will be made on a case-by-case and a test-by-test basis and only if, in the judgment of the Department, the requested accommodation does not affect the validity of the assessment. Approval will be given for a specified period of time only. The approval letter, if the accommodation is granted, must be included with the student’s records. Schools will receive the Department of Education’s decision no later than one week prior to the date of the test.

NOTE: Section 504 students may not use a calculator on the HSPE. Nevada Administrative Code (NAC) 388.0565 allows the use of a calculator on the HSPE only if a student is enrolled in a program of special education pursuant to NRS 399.440-388.520, inclusive, and his/her Individualized Educational Program specifies that he/she may use a calculator for assessment purposes.

³ Any accommodation selected for a student must be written in the student’s Section 504 Accommodation Plan and be one that is used during the regular instructional day in the classroom to address an identified need.

Students with Limited English Proficiency

The *LAS Links* assessment published by CTB/McGraw-Hill is used as the English Language Proficiency Assessment (ELPA) to determine English language proficiency for LEP students. Districts are to use the *Pre-LAS 2000* for grades K-1 or the *Placement Assessment* for grades 2-12 (also by CTB) for **initial** placement of LEP students. Schools must test new LEP students within the first 30 days of the school year, or within two weeks after enrollment if a student enrolls during the school year.

Although LEP students must be assessed in terms of language proficiency according to federal and state statutes, the students' scores on any test used to determine language proficiency do not exempt them from taking other federally- and state- required tests. Therefore, **all LEP students, regardless of their English language proficiency level, must participate in the state content tests in reading, mathematics, science, and writing, for the appropriate grade level.**

“Newly arrived” immigrants, those LEP students new to the United States and enrolled in a U.S. school for the first time in the current school year, must participate in all state academic content area assessments. Although participation is required, performance and participation among this subpopulation are not included when making AYP decisions. LEP students may participate on the state assessments in **one** of the following ways:

- Under standard conditions using no accommodations
- Using accommodations that do not affect the validity of the assessment results

Decisions to use accommodations on the state academic content area assessments should be made collectively by the student, parents, teacher(s), and school administrator(s) most familiar with the student's English language acquisition. However, each LEP student's file, prior to the administration of the test, must include documentation regarding the plan for the student's participation in the Nevada Proficiency Examination Program, to include whether or not accommodations will be used. Any accommodations in test administration, test setting, or test scheduling that are made consistent with the student's instructional program must be indicated on the testing accommodations form. This form contains a list of accommodations for LEP students and must be maintained in the student's records.

A written request for an accommodation not included on the LEP Accommodations form must be submitted by the district test director to the test security coordinator at the Nevada Department of Education, Office of Assessment, Program Accountability, and Curriculum, no later than one month prior to the scheduled test date by the school administrator or counselor. The accommodation request must be reasonable and consistent with accommodations used in the student's instructional program. Approval will be granted on a case-by-case and test-by-test basis and only if, in the judgment of the Department, the requested accommodations do not affect the validity of the student's performance. Approval will be given for a specified period of time only. The approval letter, if the accommodation is granted, must be included with the student's records. Schools will receive the Department of Education's decision no later than one week prior to the date of the test.

The following special factors affect LEP students on state assessments:

- LEP students are afforded LEP accommodations on NPEP assessments until they have exited the ESL program (see exit requirements in the third bullet of this section).
- LEP students who have passed the ELPA, but have not yet achieved “Approaches Standard” on any assessment used for purposes of AYP must still be coded as LEP on state assessments.
- Students who have exited the ESL program must be coded as “Former LEP” on state assessments. In order for LEP students to exit the ESL program, the students must achieve all of the following:
 - “Approaches Standard” on the CRT or HSPE
 - “Level 5” (Proficient) on the ELPA
 - “Level 4” or higher on **each** of the ELPA sub-assessments:
 - Speaking
 - Listening
 - Reading
 - Writing
 - Comprehension

IEP Accommodations Form

Nevada Proficiency Examination Program

Effective for the 2007-2008 School Year Only

Student Name: _____ **Date:** _____

This form is to be used by a student's IEP committee in documenting need for testing accommodations and must accompany the IEP. Accommodations are specific for each student and must be on file in the student's folder. Relevant information from this form must be provided to the appropriate test administrator(s). Test security procedures must be strictly adhered to in the administration of NPEP testing for all students. At least one of options I through III must be completed. Students identified only as Gifted and/or Talented may not use accommodations.

I. NO ACCOMMODATIONS NEEDED

_____ It is the decision of the IEP committee that no accommodations are needed for this student. The student will test using standard conditions.

II. ACCOMMODATIONS

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Assessment, the ITBS and ITED, and the CRT, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Procedures for the Nevada Proficiency Examination Program*.

Accommodations in the Test Setting (check only those that apply to this student):

- _____ Individual administration will be allowed.
- _____ Small group administration (other than regular classroom) will be allowed.
- _____ Administration in an alternative setting will be allowed.
Describe: _____
- _____ Provide for special lighting.
Describe: _____
- _____ Provide for test administration in a study carrel or reasonable substitute.
- _____ Provide for special acoustics such as an amplifier for verbal instructions.
Describe: _____

Accommodations in Test Scheduling (check only those that apply to this student):

- _____ Tests administered at a time of day when the student is expected to do his/her best work.
Describe: _____
- _____ Student will receive extended time to counter fatigue or to allow for altered testing procedures (circle grade and tests below). The Department recommends not exceeding twice the normal time.
Breaks provided during an unfinished part or session **must** be supervised.

Student may NOT return to a previously-administered part (i.e., CRT or HSPE Part 1, Part 2) on a subsequent day.

	CRT (3, 4, 5, 6, 7, 8)	NRT (4, 7, 10)	HSPE (10, 11, 12, Adult)
Reading	X	X	X
Language		X	
Mathematics	X	X	X
Science	X	X	X
Writing	X (Grades 5 & 8)		X (one-day administration ONLY)

Accommodations in Test Administration (check only those that apply to this student):

- _____ Provide test administration by a specific individual (e.g., special education teacher, guidance counselor).
Specify: _____
- Student will use:
- _____ a visual magnification device.
- _____ an electronic device whose sole function is to enlarge text.
- _____ a mask or colored overlay (circle one) to cover portions of the test.
- _____ markers to maintain his/her place.
- _____ a large-print or Braille (circle one) version of the test.
- _____ a device to screen out extraneous sounds.
- _____ a calculator, abacus, or multiplication chart (circle one) on the CRT or HSPE in Math.
- _____ a calculator on **designated** sections of the *ITBS/ITED* (**NOT** permitted on the Math Computation test or on Part 2 of the Math Concepts and Estimation test).

Test administrator or proctor will:

- use an auditory amplification device to give directions.
- read or reread aloud the directions located at the beginning of the test, word for word, in English, as needed.
- provide directions located at the beginning of the test, word for word, in English, to the student in sign language.
- provide directions located at the beginning of the test word for word, in English, on a separate sheet for the student to use as needed.
- record the **student's** responses to multiple-choice or constructed-response questions onto the student's answer document. **(This option is NOT available to students taking a writing assessment.)**
- read the mathematics test(s) word for word, text only, in English, to the student. **It is NOT permissible to verbalize, explain, sign, or define mathematical symbols, or to paraphrase or explain ANY part of the test.**
- read the science test(s) word for word, text only, in English, to the student. **It is NOT permissible to verbalize, explain, sign, or define scientific symbols, or to paraphrase or explain ANY part of the test.**
- read the writing **prompt** word for word, in English, to the student. **No help can be given on responding to the prompt, nor may the prompt or any part of it be translated into another language.**
- read the *ITBS/ITED* Language test(s) (i.e., Spelling, Capitalization, Punctuation, Usage and Expression, and/or Revising Written Materials tests) word for word, in English, to the student.

IT IS NOT PERMISSIBLE TO READ ANY PORTION OF A READING TEST OR VOCABULARY TEST TO THE STUDENT (OTHER THAN THE DIRECTIONS LOCATED AT THE BEGINNING OF THE TEST).

Accommodations in Student Responses (check only those that apply to this student):

Student will:

- use pencils adapted in size or grip diameter.
- type written responses using a keyboard or typewriter. **(The use of electronic aids such as spelling, grammar, or hyphenation checks is NOT permitted on the writing assessment.)**
- use a Braillewriter to record responses to writing prompts or constructed-response question(s).
- record responses to multiple-choice questions in the test booklet or on a separate sheet of paper.
- record response(s) to writing prompts or constructed-response question(s) on a separate sheet of paper.
- dictate responses for multiple-choice questions to a test administrator or proctor.
- dictate responses for constructed-response questions to a test administrator or proctor. **(This option is NOT available to students taking a writing assessment.)**

Other Accommodation(s):

Accommodations not listed on this form must be approved in writing by the Department of Education, Office of Assessment, Program Accountability, and Curriculum. A copy of the approval letter must be attached to this form.

Description of accommodation: _____

III. ALTERNATE ASSESSMENT(S)

It is the decision of the IEP committee that this student will not participate in the CRT, *ITBS/ITED*, or Writing Assessments during the period of the current IEP. The following alternate assessment(s) has/have been selected as a replacement: _____

The NASAA is based upon alternate achievement standards; therefore, student achievement will be based on these alternate standards. Please refer to the *Administration and Reporting Guidelines for NASAA* for additional information.

TESTING MODIFICATIONS

IEP committees who make this decision must be aware of the long-range impact this decision may have on the student. All students who test using other than accommodations will be placed in the **lowest achievement category for that** test and will **not** be counted for participation. If applicable, additional documentation may be attached to this form.

It is the decision of the IEP Committee that the student will participate in the following assessments using modifications (describe):

Test(s): _____

Modification(s): _____

Section 504 Accommodations Form
Nevada Proficiency Examination Program
Effective for the 2007-2008 School Year Only

Student Name: _____ **Date:** _____

This form is to be used by a student's Section 504 committee in documenting the need for testing accommodations and must be on file with the student's Section 504 Plan. Accommodations are specific for each student and must be on file in the student's folder. Relevant information from this form must be provided to the appropriate test administrator(s). Test security procedures must be strictly adhered to in the administration of NPEP testing for all students. Either Option I or II must be completed.

I. NO ACCOMMODATIONS NEEDED

_____ It is the decision of the 504 committee that no accommodations are needed for this student. The student will test using standard conditions.

II. ACCOMMODATIONS

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Examinations, the *ITBS* and *ITED*, and the CRT, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Procedures for the Nevada Proficiency Examination Program*.

Accommodations in the Test Setting (check only those that apply to this student):

- _____ Individual administration will be allowed.
- _____ Small group administration (other than regular classroom) will be allowed.
- _____ Administration in an alternative setting will be allowed.
Describe: _____
- _____ Provide for special lighting.
Describe: _____
- _____ Provide for test administration in a study carrel or reasonable substitute.
- _____ Provide for special acoustics such as an amplifier for verbal instructions.
Describe: _____

Accommodations in Test Scheduling (check only those that apply to this student):

- _____ Tests administered at a time of day when the student is expected to do his/her best work.
Describe: _____
- _____ Student will receive extended time to counter fatigue or to allow for altered testing procedures (circle grade and tests below). The Department recommends not exceeding twice the normal time.
Breaks provided during an unfinished part or session **must** be supervised.

Student may NOT return to a previously-administered part (i.e., CRT or HSPE Part 1, Part 2) on a subsequent day.

	CRT (3, 4, 5, 6, 7, 8)	NRT (4, 7, 10)	HSPE (10, 11, 12, Adult)
Reading	X	X	X
Language		X	
Mathematics	X	X	X
Science	X	X	X
Writing	X (Grades 5 & 8)		X (one-day administration ONLY)

Accommodations in Test Administration (check only those that apply to this student):

- _____ Provide test administration by a specific individual (e.g., guidance counselor).
Specify: _____
- Student will use:
 - _____ a visual magnification device.
 - _____ an electronic device whose sole function is to enlarge text.
 - _____ a mask or colored overlay (circle one) to cover portions of the test.
 - _____ markers to maintain his/her place.
 - _____ a large-print or Braille (circle one) version of the test.
 - _____ a device to screen out extraneous sounds.

Test administrator or proctor will:

- use an auditory amplification device to give directions.
- read or reread aloud the directions located at the beginning of the test, word for word, in English, as needed.
- provide directions located at the beginning of the test, word for word, in English, to the student in sign language.
- provide directions located at the beginning of the test word for word, in English, on a separate sheet for the student to use as needed.
- record the **student's** responses to multiple-choice or constructed-response questions onto the student's answer document. **(This option is NOT available to students taking a writing assessment.)**
- read the mathematics test(s) word for word, text only, in English, to the student. **It is NOT permissible to verbalize, explain, sign, or define mathematical symbols, or to paraphrase or explain ANY part of the test.**
- read the science test(s) word for word, text only, in English, to the student. **It is NOT permissible to verbalize, explain, sign, or define scientific symbols, or to paraphrase or explain ANY part of the test.**
- read the writing **prompt** word for word, in English, to the student. **No help can be given on responding to the prompt, nor may the prompt or any part of it be translated into another language.**
- read the *ITBS/ITED* Language test(s) (i.e., Spelling, Capitalization, Punctuation, Usage and Expression, and/or Revising Written Materials tests) word for word, in English, to the student.

IT IS NOT PERMISSIBLE TO READ ANY PORTION OF A READING TEST OR VOCABULARY TEST TO THE STUDENT (OTHER THAN THE DIRECTIONS LOCATED AT THE BEGINNING OF THE TEST).

Accommodations in Student Responses (check only those that apply to this student):

Student will:

- use pencils adapted in size or grip diameter.
- type written responses using a keyboard or typewriter. **(The use of electronic aids such as spelling, grammar, or hyphenation checks is NOT permitted on the writing assessment.)**
- use a Braillewriter to record responses to writing prompts or constructed-response question(s).
- record responses to multiple-choice questions in the test booklet or on a separate sheet of paper.
- record response(s) to writing prompts or constructed-response question(s) on a separate sheet of paper.
- dictate responses for multiple-choice questions to a test administrator or proctor.
- dictate responses for constructed-response questions to a test administrator or proctor. **(This option is NOT available to students taking a writing assessment.)**

Other Accommodation(s):

Accommodations not listed on this form must be approved in writing by the Department of Education, Office of Assessment, Program Accountability, and Curriculum. A copy of the approval letter must be attached to this form.

Description of accommodation: _____

Note: The following changes in test administration procedures are NEVER ALLOWED:

- Test administrator or proctor reading the CRT or HSPE in Reading, or the *ITBS/ITED* Reading Comprehension or Vocabulary test to the student in any language (includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech)
- Test administrator or proctor reading the writing prompt, or the math, science, or *ITBS/ITED* Language test to the student in a language other than English
- Student using an electronic spell check device on a writing assessment
- Student dictating to a scribe the response to a writing assessment
- Student using a bilingual dictionary on the HSPE in Reading, Math, Science, or Writing

LEP Accommodations Form
Nevada Proficiency Examination Program
Effective for the 2007-2008 School Year Only

Student Name: _____ **Date:** _____

School: _____ **District:** _____

All limited English proficient students must be tested for English language proficiency as well as for subject area content knowledge. The English Language Proficiency Assessment (ELPA) will be used to assess English language proficiency in speaking, listening, reading, writing, and comprehension. ELPA scores cannot be used as an alternate to state-mandated content area assessments. All LEP students must also participate in the state subject area content assessments.

Student is an LEP student. LEP students are afforded LEP accommodations on NPEP assessments until they have exited the ESL program.

One of the two options below must be completed for each LEP student. Accommodations are specific for each student and must be on file in the student's folder. Relevant information from this form must be provided to the appropriate test administrator(s). Test security procedures must be strictly adhered to in all testing for NPEP.

I. NO ACCOMMODATIONS PROVIDED

_____ No accommodations are provided for this student. The student will test using standard conditions.

II. ACCOMMODATIONS (check only those that apply to this student.)

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Examinations, the *ITBS* and *ITED* and the CRT, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Procedures for the Nevada Proficiency Examination Program*.

Accommodations in the Test Setting (check only those that apply to this student):

- _____ Individual administration will be allowed.
 _____ Small group administration (other than regular classroom) will be allowed.
 _____ Administration in an alternative setting will be allowed.
 Describe: _____
 _____ Student will take the test in a study carrel or reasonable substitute.

Accommodations in Test Scheduling (check only those that apply to this student):

- _____ Student will receive extended time to counter fatigue or to accommodate altered testing procedures (circle grade and tests below). The Department recommends not exceeding twice the normal time.
 Breaks provided during an unfinished part or session **must** be supervised.

Student may NOT return to a previously-administered part (i.e., CRT or HSPE Part 1, Part 2) on a subsequent day.

	CRT (3, 4, 5, 6, 7, 8)	NRT (4, 7, 10)	HSPE (10, 11, 12, Adult)
Reading	X	X	X
Language		X	
Mathematics	X	X	X
Science	X	X	X
Writing	X (Grades 5 & 8)		X (one-day administration ONLY)

Accommodations in Test Administration (check only those that apply to this student):

_____ Provide test administration by a specific individual (e.g., ESL/ELL teacher).

Specify: _____

_____ Student will use a bilingual dictionary or electronic translator on the CRT in grades 3-8, the 5th and 8th grade writing assessments, and/or the *ITBS/ITED*. Dictionaries or electronic translators **MUST** be restricted to single word-at-a-time translation, without paraphrasing or exemplary sentences.

Dictionaries are NOT permitted on the HSPE in Reading, Math, Science, or Writing.

Test administrator or proctor will:

_____ read or reread aloud the **directions** located at the beginning of the test, word for word, in the student's native language when possible and necessary.

_____ read or reread aloud the **directions** located at the beginning of the test, word for word, in English, as needed.

_____ read the mathematics test(s) word for word, text only, in English, to the student. **It is NOT permissible to verbalize, explain, sign, or define mathematical symbols, or to paraphrase or explain ANY part of the test.**

_____ read the science test(s) word for word, text only, in English, to the student. **It is NOT permissible to verbalize, explain, sign, or define scientific symbols, or to paraphrase or explain ANY part of the test.**

_____ read the writing **prompt** word for word, in English, to the student. **No help can be given on responding to the prompt, nor may the prompt or any part of it be translated into another language.**

_____ read the *ITBS/ITED* Language test(s) (i.e., Spelling, Capitalization, Punctuation, Usage and Expression, and/or Revising Written Materials tests) word for word, in English, to the student.

IT IS NOT PERMISSIBLE TO READ ANY PORTION OF A READING TEST OR VOCABULARY TEST TO THE STUDENT (OTHER THAN THE DIRECTIONS LOCATED AT THE BEGINNING OF THE TEST).

Other Accommodation(s):

Accommodations not listed on this form must be approved in writing by the Department of Education, Office of Assessment, Program Accountability, and Curriculum. A copy of the approval letter must be attached to this form.

Description of accommodation: _____

Note: The following changes in test administration procedures are NEVER ALLOWED:

- Test administrator or proctor reading the CRT or HSPE in Reading, or the *ITBS/ITED* Reading Comprehension or Vocabulary test to the student in any language (includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech)
- Test administrator or proctor reading the writing prompt, or the math, science, or *ITBS/ITED* Language test to the student in a language other than English
- Student using an electronic spell check device on a writing assessment
- Student dictating to a scribe the response to a writing assessment
- Student using a bilingual dictionary on the HSPE in Reading, Math, Science, or Writing

Limited English Proficient (LEP) Student Testing Program School Year 2007–2008

Federal and state laws require that **all students** who are identified as “**Limited English Proficient**” must be assessed **annually** for English proficiency in the five domains of speaking, listening, reading, writing, and comprehension. This language assessment does not replace the State English Language Arts Criterion-Referenced Tests (CRT) or the Norm-Referenced Tests (NRT) as required by state law. All LEP students must **participate** in the state assessments as well as the assessment of English Language proficiency.

LIMITED ENGLISH PROFICIENT– The term “limited English proficient,” when used with respect to an individual, means an individual

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- whose native language is a language other than English;
- who is a Native American or Alaskan Native, or a native resident of the outlying areas;
- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

Annual Assessments for LEP Testing 2007–2008

1. “**Initial Placement Procedure**” is used to determine if a child is limited English proficient, where the student should be placed and what services can be provided to assure the student’s academic success.
 - Students tested: Any new student entering school with a home language other than English must be tested for English language proficiency.
 - Test used: Districts will use the *PreLAS 2000* (grades K-1) or the *Placement Assessment* (grades 2-12) (also by CTB) for initial placement only.
 - Testing dates: Federal regulations require initial-placement testing within 30 days of the start of the school year or within two weeks after enrollment if a student enters during the school year.
2. “**English Language Proficiency Assessment**” is used to measure a student’s growth or progress in English proficiency. It is the official measure of an LEP student’s English language proficiency and is used as a principal determinate in achieving Annual Measurable Achievement Objectives (AMAO).
 - Students tested: All students classified as LEP must be tested.
 - Test used: English Language Proficiency Assessment (ELPA)
 - Testing dates: ELPA testing must be completed between October 1 and January 31.

Questions concerning ELPA testing may be directed to the Title III Education consultant at (775) 687-9257.

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Contact Information

The Nevada Department of Education has contracted with Measured Progress for the administration of the High School Proficiency Examinations (HSPE) in reading, mathematics, and science. Program management staff with the Department of Education, and at Measured Progress, are listed below to provide assistance.

Nevada Department of Education

Program Manager

Henry King
775-687-9194
hking@doe.nv.gov

Program Manager

Tom MacDiarmid
775-687-9259
tmacdiarmid@doe.nv.gov

Administrative Assistant

Tedie Lee
775-687-9188
tlee@doe.nv.gov

Measured Progress

Program Manager

David Eberhart
800-431-8901
deberhart@measuredprogress.org

Program Manager

Kimberlea Francoeur
800-431-8901
kfrancoeur@measuredprogress.org

Nevada Service Center

Stephanie Sharp
866-651-0126

Publications Required for Testing

Test Coordinator's Manual

Test Administration Manual

State Testing Requirement

According to Nevada Revised Statute (NRS) 389.015 and Nevada Administrative Code (NAC) 389.655, all high school students who attend public schools, including charter schools, must pass the High School Proficiency Examinations (HSPE) in Reading and Mathematics to earn a standard high school diploma. Students who are in 10th grade during the spring of 2008 will also be required to pass the HSPE in Science. It is the responsibility of the school district and school to notify both students and parents of the requirements that a student must meet to earn a standard high school diploma (NRS 389.0173).

Required Tests

The High School Proficiency Examinations in Reading, Mathematics, and Science are aligned with the Nevada State Content Standards. A description of each of these tests and the respective passing score is provided below.

High School Proficiency Examination in Reading

Students answer multiple choice questions based on the 2001 Nevada State Reading Content Standards. Reading questions focus on word analysis skills, comprehension, and interpretation at varying levels of cognitive demand (depth of knowledge).

Score Ranges for the HSPE in Reading

Non-Proficient	Proficient
100-250	251-500

Passing Score: 251

High School Proficiency Examination in Mathematics

Students answer multiple-choice questions based on the 2001 Nevada State Math Content Standards. Mathematics questions focus on numbers and operations, algebra and functions, measurement and geometry, and data analysis, probability, and statistics at varying levels of cognitive demand (depth of knowledge).

Score Ranges for the HSPE in Mathematics

Non-Proficient	Proficient
100-303	304-500

Passing Score: 304

High School Proficiency Examination in Science

Students answer multiple-choice questions based on the 2005 Nevada State Science Content Standards. Science questions focus on physical science, life science, earth and environmental science, and the nature of science at varying levels of cognitive demand (depth of knowledge). Passing scores for the science test will be established after the first live administration to be held in the spring of 2008.

Recommended Testing Times

Each content area test consists of two separate parts (i.e., Part 1 and Part 2). Breaks are **only** permitted after the completion of a separate part. Schedules developed for testing at the school level must take into account the following:

- 10-15 minutes should be allowed for the instructions prior to each test.
- 120 minutes should be allowed for students to complete both parts of the reading test, 120 minutes for students to complete both parts of the mathematics test, and 120 minutes to complete both parts of the science test.
- Additional time in a test-conducive setting **must** be allowed for any student who is working productively at the end of the district- or school-prescribed times.

Schools must ensure the following procedures for **all** students, including students who test with accommodations:

- **Students must not be given an unsupervised break or an opportunity to interact with peers before completing a part of the test.**
- **Students may not return to a previously-administered part on a subsequent day.**

Who Tests and When

All students who are enrolled in public schools, including charter schools, are required to participate. Students receiving services under special education or Section 504, or who are classified as having limited English proficiency (LEP) may be afforded accommodations that provide better access and opportunity to demonstrate proficiency. Information about testing students with accommodations is available in the Students with Special Needs section of this manual.

Student Eligibility

The Nevada State Board of Education adopted regulations that define a student's eligibility to take the HSPE. District test directors and school district personnel involved with the test administration must be aware of these provisions and must implement them within their districts. **Administration of Nevada High School Proficiency Examinations to students not eligible to participate constitutes an unauthorized disclosure of test content and is strictly prohibited by state law.**

The Nevada Department of Education has established specific testing weeks for administration of the HSPE during the 2007-2008 school year. Testing dates for the corresponding grade levels are provided in the following table.

HSPE Eligibility Requirements and Testing Dates for the 2007-2008 School Year

Grade Level	Eligibility Requirement	HSPE Tests	When Administered
10 Sophomore	At least 5 completed units of credit	Reading Mathematics Science	March 31–April 4
11 Junior	At least 11 completed units of credit	Reading Mathematics	March 31–April 4 July 14–18
12 Senior	At least 17 completed units of credit	Reading Mathematics	October 29–November 2 January 28–February 1 March 31–April 4 May 12–14 July 14–18
Adult	Students who have enrolled in an adult high school diploma program	Reading Mathematics	October 29–November 2 January 28–February 1 March 31–April 4 May 12–14 July 14–18

Students who have not earned 17 credits and who do not have a plan in place to graduate by the end of the current school year are not permitted to participate in test administrations restricted to seniors and adults. However, a student who has not yet earned the required number of credits during the junior year to qualify as a senior, and begins the senior year credit-deficient but has an academic plan which projects that he/she will graduate from high school within 2 semesters and by his/her regularly scheduled graduation date may submit a written request to the Superintendent of Schools in his/her district to take the examinations under the 12th grade schedule. The district test director must submit student information to the Department in the event a student meets these criteria.

Students who are enrolled in grade 10 and who have completed at least five credits take the HSPE in reading, mathematics, and science during the week of March 31–April 4. Students enrolled in grades 11, 12, or in an adult education program, and have yet to achieve a passing score on either the reading or mathematics tests may take the HSPE Retest during the testing windows for the corresponding grade levels.

NOTE: Students who are who are enrolled in grade 12 or in an adult education program are eligible to test during the May administration **only** if all other state and district requirements for graduation have been satisfied (NAC 389.051).

Scheduling

Schools must schedule the HSPE in all three content areas to be given to students enrolled in grade 10 on Monday through Friday of the testing week. The Department of Education **strongly** recommends that only a single subject area examination (e.g., math) be administered on a single day. Thursday or Friday of the testing week may be designated as a make-up day. To reduce the risk for one student to assist another, the schools must also mandate that all students take the test on the same day. The Department **strongly** recommends that test administrators are provided with one proctor for every 30 students.

Schools must also schedule the HSPE Retest in reading and mathematics for students enrolled in grades 11, 12, and adult education programs Monday through Friday, except Wednesday, of the testing week.

Need for Remedial Study

Nevada law requires that when a student does not achieve a passing score on the HSPE after a second attempt and prior to completion of grade 11, appropriate remedial study for the student must be provided. The student will not receive a standard high school diploma until he/she achieves a passing score on **all** portions of the HSPE. State law also requires that a student who needs to take one or more tests as an adult must furnish the state or district institution administering the examination evidence of completion of appropriate remedial study. This remedial study must have been completed since the last attempt at the test. See Nevada Revised Statute (NRS) 389.015 for specific language regarding remedial study.

Test Materials

A test materials order for students enrolled in grades 10 through 12 is based on student enrollment and testing eligibility data taken from the System of Accountability and Information in Nevada/Nevada Education Database (SAIN/NED) and provided to Measured Progress by the Nevada Department of Education. District or school personnel must verify the student enrollment figures and student demographic information to ensure that pre-id labels for answer documents are correct. The test materials order for students enrolled in adult education programs and who take the HSPE Retest during any of the testing windows is based on a count provided to Measured Progress (www.measuredprogress.org) by the district or school personnel. Schools that are not included in SAIN/NED are to order test materials for reading, mathematics, and science from Measured Progress (www.measuredprogress.org).

Additional information about the HSPE in Reading, Math, and Science is available at the Assessment link on the Nevada Department of Education's website (www.doe.nv.gov).

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Contact Information

Writing Assessment Consultant

Beverly Mudd
775-687-9211
bmudd@doe.nv.gov

Writing Assessment Consultant

Joanne Jones
775-687-9189
jjones@doe.nv.gov

Administrative Assistant

Bobbie Paul
775-687-9213
bpaul@doe.nv.gov

Administrative Assistant

Vicki Ramos
775-687-9129
vramos@doe.nv.gov

Publications Required for Testing

2007-2008 Nevada High School Proficiency Examination in Writing Test Coordinator's Manual

2007-2008 Nevada High School Proficiency Examination in Writing Administration Manual

State Testing Requirement

According to Nevada Revised Statute (NRS) 389.550 and Nevada Administrative Code (NAC) 389.655, all students who attend public schools, including charter schools, must pass the High School Proficiency Examination (HSPE) in Writing to earn a standard high school diploma. It is the responsibility of the school district and school to notify both students and parents of the requirements that a student must meet to earn a standard high school diploma.

Students write responses to two topics: one narrative or descriptive and one persuasive or expository. Each response must be distinctly different in order for a student to receive a valid score. Papers are evaluated based on a scoring guide that reflects the Nevada State Content Standards, adopted in 1998 and revised in March, 2001. Four trained Nevada educators independently read each paper for ideas and content, organization, voice, sentence structure, word choice, and conventions, and each reader assigns a holistic score to the paper. After two different educators read each topic, the two scores for that topic are added together. The total score for the first topic and the total score for the second topic are averaged to obtain the final writing score.

SCORE RANGES FOR THE HSPE IN WRITING			
Non-Proficient		Proficient	
Emergent/Developing	Approaches Standard	Meets Standard	Exceeds Standard
0-3.5	4.0-6.5	7.0-9.5	10.0-12.0

Score Needed to Pass: 7

Testing Schedules and Times

Testing periods for the HSPE in Writing at grades 11 and above are prescribed in state regulations (NAC 389). The Nevada Department of Education establishes the specific dates for administration of the writing test at grades 11 and above during each prescribed testing period. The HSPE testing calendar for 2007-2008 is located in the Introduction and Overview section of this manual, and a separate listing of writing administration dates is available on page 5 of this section. The first test administration for junior, senior, and adult students is scheduled for October 31, 2007. Seniors who have not yet passed the test have four opportunities to take and pass the test before graduation with an additional opportunity in the summer.

The writing examination **must always be given on Wednesday** of the test week. Writing examinations at grades 11 and 12 **must** be administered to all students in the district at the same time of day. Any other testing schedule is not authorized. The district test director must contact the Nevada Department of Education writing assessment consultant at least 60 days prior to the scheduled test administration to determine whether an alternate schedule is possible and an alternate prompt necessary.

Adult education students must also take the writing test on the prescribed Wednesday of the testing week. Adult students who test during the day use the regular topic while those who test during the evening must use the alternate topic, if provided by the Department of Education.

Requests for an alternate schedule must be received by the writing assessment consultant no later than 60 days prior to the scheduled test administration.

To reduce the opportunity for one student to assist another, schedules developed at the district and school levels for testing must mandate that all students taking the writing tests take them at the same time. The Department **strongly** recommends that test administrators are provided with one proctor for every 30 students. Additional information about appropriate testing environments can be found in the *2007-2008 Nevada High School Proficiency Examination in Writing Test Coordinator's Manual*.

Time Required for Testing

Schedules developed for testing at the school level must take into account the following:

- Approximately 10-15 minutes should be allowed for completing the demographics page and giving instructions for the test.
- Approximately 120 minutes should be allowed for writing on both topics on the writing test.
- Additional time in a test-conducive setting **must** be allowed for any student who is working productively at the end of the district- or school-prescribed times.

Schools must ensure the following procedures for **all** students, including students who test with accommodations:

- **Students must not be given an unsupervised break or an opportunity to interact with peers prior to completing the test (i.e., Topic A and Topic B).**
- **Both topics must be completed the same day.**

Who Tests

All students who are enrolled in public schools, including charter schools, are required to participate in the writing assessment. Students receiving services under special education or Section 504, or who are classified as having limited English proficiency (LEP) may be afforded accommodations that provide better access and opportunity to demonstrate proficiency. Information about testing students with accommodations is available in the Students with Special Needs section of this manual.

In all test administrations, the information on the demographic page for each answer document must be filled in completely and accurately. Bar-coded answer documents are provided for most 11th grade students and some 12th grade students who plan to take the examination. All other students who do not have a bar-coded answer document must fill in the demographic information required on the first page of their answer documents. Additionally, any documents that are bar-coded **must not also** be hand-bubbled. Detailed instructions for completing the demographic information can be found in the *2007-2008 Nevada High School Proficiency Examination in Writing Test Coordinator's Manual*.

Answer documents for the *High School Proficiency Examination in Writing* have been redesigned for the 2007-2008 school year. All unused answer documents from previous years can no longer be scored and must be destroyed.

Student Eligibility

The Nevada State Board of Education has adopted regulations defining a student's eligibility to take the HSPE. District test directors and school district personnel involved with the test administration must be aware of these provisions and must implement them within their districts. **Administration of Nevada High School Proficiency Examinations to students not eligible to participate constitutes an unauthorized disclosure of test content and is strictly prohibited by state law.**

Testing dates for the corresponding grade levels are established by the Department of Education and are provided in the following table.

High School Proficiency Examination in Writing for the 2007-2008 School Year

Grade Level	Eligibility Requirement	Required Tests	When Administered
11	At least 11 completed units of credit	Writing	October 31, 2007 April 2, 2008
12	At least 17 completed units of credit	Writing	October 31, 2007 January 30, 2008 April 2, 2008 May 14, 2008 July 16, 2008
Adult	Students who have enrolled in an adult high school diploma program	Writing	October 31, 2007 January 30, 2008 April 2, 2008 May 14, 2008 July 16, 2008

Students who have not earned 17 credits and who do not have a plan in place to graduate by the end of the current school year are not permitted to participate in test administrations restricted to seniors and adults. However, a student who has not yet earned the required number of credits during the junior year to qualify as a senior, and begins the senior year credit-deficient but has an academic plan which projects that he/she will graduate from high school within 2 semesters and by his/her regularly scheduled graduation date may submit a written request to the Superintendent of Schools in his/her district to take the examinations under the 12th grade schedule. The district test director must submit student information to the Department in the event a student meets these criteria.

NOTE: Students who are who are enrolled in grade 12 or in an adult education program are eligible to test during the May administration **only** if all other state and district requirements for graduation have been satisfied (NAC 389.051).

Procedures for Administration

Specific instructions for administering the High School Proficiency Examination in Writing are included in the *2007-2008 Nevada High School Proficiency Examination in Writing Administration Manual* and must be followed exactly. This manual has been revised, and all old administration manuals for the HSPE in Writing must be destroyed.

Prior to and during testing, a test administrator must follow the script provided in the test administration manual and cannot provide additional assistance or direct the students' attention to any materials in the room for the purpose of enhancing test performance.

All writing assessments are to be given in English. **Prompts may not be translated into another language for any student.**

Need for Remedial Study

Students who do not pass the HSPE in Writing have multiple opportunities to pass the test. (See the Testing Calendar in the Introduction and Overview section of this manual.) NRS 389.015 states: "If a pupil fails to pass the proficiency examination administered before the completion of grade 11, he must not be graduated until he is able, through remedial study, to pass the proficiency examination." State law requires that remediation must begin after the student has failed a test for the second time. Regulations also require that an individual who needs to take one or more examinations as an adult must furnish the state or district institution administering the examination evidence of completion of appropriate remedial study. This remedial study must have been completed since last attempting the examination.

Ordering Test Materials

The Nevada Department of Education is the only source for writing assessment materials for all grades tested (775-687-9213). No later than one month prior to each scheduled test administration, district test directors and private school principals will receive an order form from the Nevada Department of Education Office of Assessment, Program Accountability, and Curriculum for regular topics, alternate topics, answer documents, and test administration manuals. These order forms must be completed and returned by the date indicated on the order form.

NOTE: Test administration manuals are revised annually and new ones must be ordered each year with other testing materials. (Manuals from previous years are no longer valid and must be discarded or destroyed.) Testing materials will then be shipped to each district no later than 10 working days prior to the date of the test. If the district or school does not receive the order form within the specified time frame, the test director must contact the Nevada Department

of Education at 775-687-9213 to make arrangements for receipt of testing materials. If orders are not received within this time frame, it may not be possible to provide the necessary testing materials for that test administration.

A test materials order for bar-coded answer documents for students enrolled in grades 11 and 12 is based on student enrollment data taken from the student information system and provided to Pearson NCS by the Nevada Department of Education. School district or school personnel must verify the student enrollment figures and student demographic information to ensure that bar-coded answer documents are correct.

Districts and schools should check all testing materials immediately when they are received to allow time to correct possible shipping/ordering errors.

Return of Test Materials

Test documents for the HSPE in Writing must be returned to the Department of Education for scoring. Instructions for returning test documents to the **Department of Education** for the writing test are extremely important as they assist in making certain that scoring is accomplished in a timely manner and all students are included in the results returned to the district by the Department of Education. The demographic section of the answer document identifies the student as well as the student's district and school. **All** student demographic information must be completed accurately so that scores can be disaggregated for districts and for schools.

Specific instructions for the return of the answer documents to the Department of Education can be found in the *2007-2008 Nevada High School Proficiency Examination in Writing Test Coordinator's Manual*. **Please note that writing materials are ordered, shipped to districts, and returned to the Nevada Department of Education separately from reading, math, and science materials.**

Additional information about the HSPE in Writing is available at the [Assessment](#) link on the Nevada Department of Education's website (www.doe.nv.gov).

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Contact Information

The Nevada Department of Education has contracted with Measured Progress for the administration of the Criterion-Referenced Tests (CRT) in reading, mathematics, and science. Program management staff with the Department of Education, and at Measured Progress, are listed below to provide assistance.

Nevada Department of Education

Program Manager

Henry King
775-687-9194
hking@doe.nv.gov

Program Manager

Tom MacDiarmid
775-687-9259
tmacdiarmid@doe.nv.gov

Administrative Assistant

Tedie Lee
775-687-9188
tlee@doe.nv.gov

Measured Progress

Program Manager

David Eberhart
800-431-8901
deberhart@measuredprogress.org

Program Manager

Kimberlea Francoeur
800-431-8901
kfrancoeur@measuredprogress.org

Nevada Service Center

Stephanie Sharp
866-651-0126

Publications Required for Testing

Test Coordinator's Manual

Test Administration Manual

State Testing Requirement

According to federal and state law, the State Board of Education is required to measure the achievement and proficiency of students relative to Nevada State content standards. The Nevada Department of Education administers the Criterion-Referenced Tests (CRT) in reading and mathematics to students in grades 3 through 8, and in science to students in grades 5 and 8 to meet this requirement in part.¹ Specific language addressing this testing requirement is located in Nevada Revised Statute (NRS) 389.550.

Required Tests

- | | |
|-----------------------------|--------------------------------|
| • Grades 3 through 8 | Reading and Mathematics |
| • Grades 5 and 8 | Science |

The CRT in reading measures proficiency in word analysis skills, and comprehension, interpretation, and evaluation of literary, informational, persuasive, and functional text. The mathematics test measures proficiency on skills in numbers and operations, algebra and patterns, measurement and geometry, and data analysis. The science test measures proficiency in physical science, life science, earth/space science, and the nature of science.

Grade 3 tests include multiple-choice questions **only**. Both multiple-choice and constructed-response questions are included on the CRT in grades 4 through 8. Students respond in a written format to constructed-response questions in each content area to allow for a more complete assessment of the standards.

The grade-level CRTs are used to determine student achievement levels which include: emergent/developing, approaches, meets, and exceeds the standard. Students scoring at or above the meets-standard level are considered proficient. Student performance in reading and mathematics is taken into account for calculating Adequate Yearly Progress (AYP) as required by federal and state law.

Recommended Testing Times

The CRT contains two separate parts per content area. Students in grades 3 through 8 take two-part tests in reading and mathematics. Students in grades 5 and 8 also take a two-part test in science. The Department **strongly** recommends that students take only one **part** (i.e., Part 1 or Part 2) of a content area test per day. Testing should occur in the morning whenever practicable. Schedules developed for testing at the school level must take into account the following:

- 10-15 minutes should be allowed for the instructions prior to each test.
- 60 minutes should be allowed for students to complete each part of a test.
- Additional time in a test-conducive setting **must** be allowed for any student who is working productively at the end of the district- or school-prescribed times.

¹ Standards-based writing assessments in grades 5 and 8 and the HSPE program also meet this requirement.

Schools must ensure the following procedures for **all** students, including students who test with accommodations:

- **Students must not be given an unsupervised break or an opportunity to interact with peers before completing a part of the test.**
- **Students may not return to a previously-administered part on a subsequent day.**

Who Tests and When

All students in grades 3 through 8 who attend public schools, including charter schools, are required to participate. Students receiving services under special education or Section 504, or who are classified as having limited English proficiency (LEP) may be afforded accommodations that provide better access and opportunity to demonstrate achievement. Information about testing students with accommodations is available in the Students with Special Needs section of this manual.

Districts must select dates within a window of 10 school days on either side of the 120th day of instruction for CRT testing. Requests for testing outside of the window must be submitted to the Department in writing no later than 60 days prior to the scheduled administration.

Test Materials

A test materials order for students enrolled in each CRT-tested grade is based on student enrollment figures taken from the System of Accountability and Information in Nevada/Nevada Education Database (SAIN/NED) and provided to Measured Progress by the Nevada Department of Education. District or school personnel must verify the student enrollment figures and student demographic information to ensure that the pre-id labels that are to be placed on answer documents are correct. Schools that are not included in SAIN/NED are to order test materials for reading, mathematics, and science from Measured Progress (www.measuredprogress.org).

Additional information about the CRT is available at the Assessment link on the Nevada Department of Education's website (www.doe.nv.gov).

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Contact Information

Writing Assessment Consultant

Beverly Mudd
775-687-9211
bmudd@doe.nv.gov

Writing Assessment Consultant

Joanne Jones
775-687-9189
jjones@doe.nv.gov

Administrative Assistant

Bobbie Paul
775-687-9213
bpaul@doe.nv.gov

Administrative Assistant

Vicki Ramos
775-687-9129
vramos@doe.nv.gov

Publications Required for Testing

*2007-2008 Nevada Fifth & Eighth Grade Proficiency Examinations in Writing Test
Coordinator's Manual*

*2007-2008 Nevada Fifth & Eighth Grade Proficiency Examinations in Writing Administration
Manual*

State Testing Requirement

According to Nevada Revised Statute (NRS) 389.550, all students in grades 5 and 8 who are enrolled in public schools, including charter schools, must participate in the state writing assessment. The Nevada Proficiency Examinations in Writing provide diagnostic information that allows students, teachers, parents, and administrators to focus on specific areas for individual assistance in writing instruction that will lead to practice with and attainment of the statewide writing standards. Scores from these tests will be included in district and school AYP reports.

Fifth Grade Writing Assessment

- Number of topics: One
- Length of writing: No more than one page
- Administration: Three writing sessions over two or three days
- Use of a regular dictionary permitted, including a bilingual dictionary that contains word-for-word translations with no explanatory information if it is a normal part of instructional practice and only for LEP students approved to receive this accommodation
- Scoring: Analytic Trait Scoring for Ideas, Organization, Voice, and Conventions
- Proficient: Total score of 12 or more for all four traits

Eighth Grade Writing Assessment

- Number of topics: One
- Length of writing: No more than one page
- Administration: Two 35-minute writing sessions
- Use of a regular dictionary permitted, including a bilingual dictionary that contains word-for-word translations with no explanatory information if it is a part of normal instructional practice and only for LEP students approved to receive this accommodation
- Scoring: Analytic Trait Scoring for Ideas, Organization, Voice, and Conventions
- Proficient: Total score of 12 or more for all four traits

Two trained Nevada educators independently read and score each paper and assign a score (1-5) for each of the Analytic Traits of Ideas, Organization, Voice, and Conventions. Each reader’s four scores are added together for a total score. The total scores for both readers are then added together and averaged to obtain a composite writing score which is used to classify the students’ overall writing performance relative to Nevada’s achievement standards.

SCORE RANGES FOR ANALYTIC TRAIT WRITING ASSESSMENT			
Non-Proficient		Proficient	
Emergent/Developing	Approaches Standard	Meets Standard	Exceeds Standard
0-7.5	8-11.5	12-15.5	16-20

Score Needed to Pass: 12

Test Schedules and Times

Fifth Grade Writing Assessment

Students will take the *Fifth Grade Proficiency Examination in Writing* **January 14-25, 2008**. Districts determine the writing session schedule within the dates established by the Department of Education. However, if two of the three sessions are scheduled on the same day, a **minimum** 30-minute break between sessions is required. All three sessions should NOT be scheduled on one day.

Because students are given time between writing sessions to consolidate their ideas in preparation for revision and final editing, the time at which the sessions are administered on the test dates is not critical.

If a district or school cannot give the test during the prescribed testing window because of extraordinary circumstances, the district test director must contact the writing assessment consultant at the Department of Education at least 60 days prior the requested testing dates to determine an alternate test schedule and to arrange for use of an alternate prompt.

Absent students can make up the test if the make-up test can be scheduled before the end of the final week allowed for statewide testing, i.e., January 25, 2008. The school test coordinator should refer to the Test Administration Manual to determine the correct prompt to be used for the make-up test.

Time Required for Testing

- Approximately 15 minutes for demographics and instructions
- Three writing sessions:
 - Session I: prewriting, first draft, revision— approx. 65 minutes
 - Session II: drafting, revision, editing—approx. 50 minutes
 - Session III: revision, editing, final draft, proofreading—approx. 50 minutes
- Additional time in a test-conducive setting **must** be allowed for any student who is working productively at the end of the district- or school-prescribed times.
- **Students must not be given an unsupervised break or an opportunity to interact with peers prior to completing a session.**

Eighth Grade Writing Assessment

Students will take the eighth grade writing assessment from **February 4-14, 2008**. Schools should schedule the assessment during two consecutive days. However, if both sessions are scheduled on the same day, a **minimum** 30-minute break between sessions is required.

If a district or school cannot give the test during the prescribed testing period because of extraordinary circumstances, the district test director must contact the writing assessment consultant at the Department of Education to determine an alternate test schedule and to arrange for use of an alternate prompt.

Absent students can make up the test if it can be scheduled before the end of the final week allowed for statewide testing, February 14, 2008. The school test coordinator should refer to the Test Administration Manual to determine the correct prompt to be used for the make-up test.

Time Required for Testing

- Approximately 15 minutes for demographics and instructions
- Two writing sessions:
 - Session I: prewriting, first draft, revision—35 minutes
 - Session II: revision, editing, final draft, proofreading—35 minutes
- Additional time in a test-conducive setting **must** be allowed for any student who is working productively at the end of the district- or school-prescribed times.
- **Students must not be given an unsupervised break or an opportunity to interact with peers prior to completing a session.**

Who Tests

All fifth and eighth grade students who are enrolled in public schools, including charter schools, are required to take the state writing assessment. Students receiving services under special education or Section 504, or who are classified as having limited English proficiency (LEP) may be afforded accommodations that provide better access and opportunity to demonstrate achievement. Additional information about testing students with accommodations is available in the Students with Special Needs section of this manual.

In all test administrations, the information on the demographic page for each answer document must be filled in completely and accurately. Bar-coded answer documents are provided for most 5th and 8th grade students. All other students who do not have a bar-coded answer document must fill in the demographic information required on the first page of their answer documents. Additionally, any documents that are bar-coded **must not also** be hand-bubbled. Detailed instructions for completing the demographic information can be found in the *2007-2008 Nevada Fifth and Eighth Grade Proficiency Examinations in Writing Test Coordinator's Manual*.

Because participation rates for students are considered in determining AYP, **public schools, including charter schools, must submit an answer document for every student enrolled in the grade level being tested** whether that student actually tests or not.

Answer documents for the *Fifth and Eighth Grade Proficiency Examinations in Writing* have been redesigned for the 2007-2008 school year. All unused answer documents from previous years can no longer be scored and must be destroyed.

Administering the Fifth and Eighth Grade Examinations

The test administration manual, *2007-2008 Nevada Fifth and Eighth Grade Proficiency Examinations in Writing Administration Manual*, contains detailed instructions for the administration of the fifth and eighth grade writing assessments.

All classroom test administrators must use the script provided in the test administration manuals when giving the test and may **NOT** structure their own brainstorming sessions. (Group brainstorming is **ONLY** allowed on the 5th Grade Writing Test and is to be conducted **ONLY** as prescribed in the test administration manual.)

All writing assessments are to be given in English. **Prompts may not be translated into another language for any student.**

Schools will be provided with two prompts. These prompts may be used only in the following ways:

Schools in session during the state testing window:

- Students will use the **regular** prompt during the testing period established by the district and/or school within the state's testing window. Any student who is in school for any part of the testing period will use the regular prompt. If a student is absent for one or more of the sessions, that student will use the regular prompt and complete the test during the make-up period using the same prompt he began.
- Students who are absent during the **entire** testing period but who return to school during the state's testing window must make up the test using the **alternate** prompt. Make-up tests must be completed by the final day of the state's testing window.

Schools NOT in session during the state testing window (off-track schools):

- Schools that are not in session during the state's prescribed testing window must use the **alternate** prompt during the testing window established by the district test director in consultation with the writing assessment consultant at the Nevada Department of Education.
- Any student who is in school for any part of the testing period will test using the **alternate** prompt. If a student is absent for one or more of the sessions, that student will use the alternate prompt and complete the test during the make-up period using the same prompt he began.
- Students who are absent during the **entire** testing period but who return to school during the testing window must make up the test using the **regular** prompt. Make-up tests must be completed by the final day of the agreed upon testing window.

Ordering Test Materials

The Nevada Department of Education is the only source for writing assessment materials for all grades tested (775-687-9213). Districts will receive an order form from the Nevada Department of Education approximately one month prior to the scheduled test date. Test materials will be sent to the districts no later than ten working days prior to the scheduled test date. Each grade-level test will have a different prompt, and the prompts for each grade will be printed on different colored paper to minimize any possibility of giving the wrong prompt to the incorrect grade level. Both regular and alternate prompts are available. (See the previous section for information regarding the use of each prompt and order quantities of prompts accordingly.) Test administration manuals are revised annually, and new ones must be ordered each year with other testing materials.

A test materials order for bar-coded answer documents for students enrolled is based on student enrollment figures taken from the student information system and provided to Pearson NCS by the Nevada Department of Education. School district or school personnel must verify the student enrollment figures and student demographic information to ensure that bar-coded answer documents are correct.

Districts and schools should check all testing materials immediately when they are received to allow time to correct possible shipping/ordering errors.

Return of Test Materials

Test documents for the writing assessment must be returned to the Department of Education for scoring. Detailed instructions for the return of test materials to the Nevada Department of Education are in the *2007-2008 Nevada Fifth & Eighth Grade Proficiency Examinations in Writing Test Coordinator's Manual*. These instructions must be followed to ensure the timely return of student scores to districts, schools, and students. **Please note that writing materials are ordered, shipped to districts, and returned to the Nevada Department of Education separately from reading and math materials.**

Additional information about the fifth and eighth grade writing assessment is available at the [Assessment](http://www.doe.nv.gov) link on the Nevada Department of Education's website (www.doe.nv.gov).

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Contact Information

The Nevada Department of Education has contracted with Riverside Publishing Company for the administration of the Norm-Referenced Testing (NRT) program. Department of Education staff and program management staff at Riverside Publishing Company are listed below to provide assistance.

Nevada Department of Education

NRT Evaluation Consultant

Julian M. Montoya
775-687-9255
jmontoya@doe.nv.gov

Administrative Assistant

Tedie Lee
775-687-9188
tlee@doe.nv.gov

Riverside Publishing Company

Nevada Program Manager

Wendy Konczal
800-767-8420 ext. 7711
Wendy_Konczal@hmco.com

Publications

Spring 2008 Test Coordinator's Manual (required for testing)

ITBS Directions for Administration (required for testing)

ITED Directions for Administration (required for testing)

Practice Tests (Grade 4)

A Message to Parents in English and Spanish (Grades 4, 7, and 10)

State Testing Requirement

According to Nevada Revised Statute (NRS) 389.015, all students in grades 4, 7, and 10 who attend public schools, including charter schools, must be administered a norm-referenced test (NRT) to determine their achievement and proficiency in reading, language, math, and science. The *Iowa Tests of Basic Skills (ITBS)* published by the Riverside Publishing Company are administered to students in grades 4 and 7. Tenth-grade students take Riverside’s *Iowa Tests of Educational Development (ITED)*. State, district, and school assessment results, as well as all other elements, are reported through the Nevada Annual Reports of Accountability, and are available online at www.nevadareportcard.com.

Tests and Times

The tests required under the Nevada Proficiency Examination Program are preceded by a solid circle. Students may **not** exceed the allotted time unless they are entitled to receive testing accommodations that allow for additional time (see the Students with Special Needs section of this manual for more information).

Subtests of the *Iowa Tests of Basic Skills (Grades 4 & 7)*

		Time (min.)	Number of Questions per Level	
			Grade 4	Grade 7
Reading	• Vocabulary	15	34	41
Total	• Reading Comprehension ¹	25 + 30	41	48
	• Spelling	12	32	40
Language	• Capitalization	12	26	32
Total	• Punctuation	12	26	32
	• Usage and Expression	30	33	40
	• Math Concepts & Estimation ¹	25 + 5	36	46
Math	• Math Problem Solving & Data Interp	30	24	30
Total	• Math Computation	15	27	31
	Social Studies	30	34	41
Science	• Science	30	34	41
	Maps and Diagrams	30	25	30
	Reference Materials	25	30	36
TOTAL:				
	Required Tests	241	313	381
		(4 hr., 1 min.)		
	Complete Battery	326	402	488
		(5 hr., 26 min.)		

¹ Test is administered in two parts.

Subtests of the *Iowa Tests of Educational Development (Grade 10)*

		Time (min.)	Number of Questions
Reading	• Vocabulary	15	40
Total	• Reading Comprehension	40	44
	Spelling	10	30
Language	• Language: Revising Written Materials	40	56
Math	• Mathematics: Concepts and Problem Solving	40	40
Total	• Math Computation	15	30
	Analysis of Social Studies Materials	40	50
Science	• Analysis of Science Materials	40	48
	Sources of Information	20	40
TOTAL:			
	Required Tests	190	258
		(3 hr., 10 min.)	
	Complete Battery	260	378
		(4 hr., 20 min.)	

Other tests included in the *ITBS/ITED Complete Battery* may be administered at the option of the local district and/or school. Those tests will be scored and reported at no additional charge by Riverside Publishing Company.

Who Tests and When

The *Iowa Tests of Basic Skills* and *Iowa Tests of Educational Development* must be administered to students in grades 4, 7, and 10 using the grade-specific test level. Out-of-level testing is not allowed in any of the examinations under the Nevada Proficiency Examination Program. In accordance with norms group participation, the *ITBS/ITED* testing window (including make-up testing) for the 2007-2008 school year will extend from January 22 through February 22. Students receiving services under special education or Section 504, or who are classified as having limited English proficiency (LEP) may be afforded accommodations that provide better access and opportunity to demonstrate achievement. Information about testing students with accommodations is available in the Students with Special Needs section of this manual. Specific instructions for the administration, coding, and shipment of the examinations are located in the publications listed at the beginning of this section.

Test Materials

Test booklets for the *Iowa Tests* are to be retained each year by the school district or school in locked and secure storage. Additionally, *ITBS/ITED Directions for Administration* must be retained and reused each year. Unused *Practice Tests* (Grade 4) and *A Message to Parents* for each grade (4, 7, and 10) left over from previous years may be distributed during the

current school year. **However, answer documents and the *ITBS/ITED* test coordinator’s manuals from previous school years must be destroyed and reordered.**

No later than one month before a scheduled test administration, test directors will receive an order form from Riverside Publishing for answer documents, *Practice Tests* (Grade 4), *A Message to Parents* (in English and Spanish), and the *Spring 2008 Test Coordinator’s Manual (ITBS/ITED)*. Districts should order only one answer document per student as extra documents are automatically included in the shipment. Additional test booklets and *Directions for Administration* may also be ordered at this time, if necessary. The order forms must be completed and returned by the date indicated on the form. Orders will be shipped to the district no later than 10 working days prior to the test date test.

Districts must obtain Braille and large-print editions of the tests directly from the Nevada Department of Education (exception: Clark County School District maintains its own supply). Schools **must** return these special editions to their district office upon completion of testing.

Preparing Students for Norm-Referenced Testing

In accordance with Nevada Revised Statute (NRS) 389.640, the Nevada Department of Education will establish a statewide program for use by school districts and schools in their preparation for the norm-referenced tests. The program must be designed to ensure the following:

- The consistency and uniformity of all materials and other information used in the preparation for the examinations
- That the actual examinations are not included within the materials and other information used for preparation

The law further states that school districts shall comply with this program and may use and provide additional materials and information if the materials and information comply with the established program. Schools, including charter schools, shall use **only** the materials and information that have been approved or provided by the Nevada Department of Education or the local school district.

It is imperative that all educational personnel involved with the teaching or test administration of students in the grade levels to be tested are sufficiently trained and familiar with the information contained in the Test Security and Students with Special Needs sections of this manual.

As part of the Nevada Proficiency Examination Program, the following materials are being provided annually for all public school students at the indicated grade levels:

- *A Message to Parents* (Grades 4, 7, 10)
- *Practice Tests* (Grade 4)

The pamphlet *A Message to Parents* has been designed to provide students and parents with information about the *Iowa Tests of Basic Skills (ITBS)* for students in grades 4 and 7 and the *Iowa Tests of Educational Development (ITED)* for students in grade 10. Sample questions for each of the tests are also included to provide familiarity with the content and format of the actual test questions. *Practice Tests* will be available for students in grade 4 to give an additional opportunity for students to become comfortable with the testing situation. These practice tests are to be administered in their entirety prior to the first testing session.

In addition to adherence to all test security procedures, the following test preparation practices are **approved**:

- Informing teachers about the norm-referenced tests, their purposes, and the use of results
- Informing students in advance that they will be taking the *ITBS* or *ITED*
- Explaining the purpose and general form of the *ITBS* or *ITED* to students
- Familiarizing students with the test format
- Training students in generic test-taking tips
- Practicing on tests of similar format, but not content
- Using publisher-provided practice tests or test-preparation packages with content **not parallel with the *ITBS* or *ITED***

In order to enhance the accuracy and validity of norm-referenced testing information, the following test preparation practices are **prohibited**:

- Becoming familiar with *ITBS* or *ITED* test questions²
- Narrowing practice or curriculum to specific objectives found on the test
- Practicing with tests that are highly correlated with the *ITBS* or *ITED*
- Using test preparation materials that mention the *ITBS* or *ITED* in their titles
- Using the *ITBS* or *ITED* as a model for constructing exercises that are parallel in content and/or format
- Doing practice exercises with response options in identical order as the *ITBS* or *ITED*
- Using a parallel form of the *ITBS* or *ITED*
- Using practice exercises that contain items from the *ITBS* or *ITED*

Additional information about the NRT is available at the [Assessment](#) link on the Nevada Department of Education’s website (www.doe.nv.gov).

² In accordance with NRS 389.015, the questions contained in state-mandated examinations and the approved answers are confidential, and disclosure is unlawful.

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Appendix

Definitions of Common Terms for NASAA

Guidelines for Student Participation in NASAA

Contact Information

Special Education

Alternate Assessment Consultant

Lisa Ford
Nevada Dept. of Education, Southern Office
1820 E. Sahara, Ste. 208
Las Vegas, NV 89104

702-486-6561
702-486-6624 FAX
lford@doe.nv.gov

Administrative Assistant for NASAA

Kim Thompson
Nevada Dept. of Education, Southern Office
1820 E. Sahara, Ste. 208
Las Vegas, NV 89104

702-486-6620
702-486-6624 FAX
kthompson@doe.nv.gov

Local Area NASAA Trainer

Contact Kim Thompson (see address above)
for current listing.

Publications

NASAA Training Manual and Scoring Guide

Overview

The Nevada Alternate Scales of Academic Achievement (NASAA) is the state assessment of alternate achievement standards. Less than 1% of students meet the strict criteria required in order to be assessed with the NASAA, and federal law includes a strict cap on the number of students whose results can be reported on this type of assessment. The NASAA assesses student academic performance through direct observation of specific tasks. Each task is an indication of a specific academic skill which has been linked to grade-level content. These observations are recorded as digital-video clips which are scored by the classroom teacher and stored in an electronic record using a special software program called *Measured Progress ProFile*. Later in the school year, a second classroom teacher may view this evidence and validate that the score provided by the classroom teacher is accurate.

In accordance with federal and state requirements, all students in public schools must participate in the Nevada Proficiency Examination Program. The students who are assessed using the NASAA are also provided with specialized instruction and other services as individuals with disabilities, consistent with state statutes and the Individuals with Disabilities Education Act of 2004 (IDEA). In addition, the No Child Left Behind Act of 2001, a federal law that sets high standards of achievement for states, school districts, and schools, requires that a determination of proficiency be made for all students, based on achievement in English Language Arts (ELA), Mathematics, and Science.

Students who are identified as requiring the specialized instruction and related services for special education must have a current Individualized Educational Program (IEP) that includes a determination about whether the students will participate in state assessments through either the general education assessment or the NASAA. In Nevada, the IEP also includes a statement that the student met the criterion for NASAA participation made by the IEP Committee, and that the parent or guardian has been informed of the potential consequences of participating in the alternate assessment when students are assessed against alternate achievement standards.

Determination of Adequate Yearly Progress (AYP) for student achievement is made annually for the state, public school districts, and individual public schools. All students must be included in the determination. Therefore, the NASAA achievement scores for proficiency for English Language Arts (ELA), and Mathematics are used as the alternate assessment for the state's Criterion-Referenced Tests (CRT), the State Analytic Writing Assessments, and the Nevada High School Proficiency Examinations (HSPE).

NASAA also serves as the alternate assessment for state-mandated assessments not used in AYP calculations. These include the CRT in science for grades 5 and 8; the Norm-Referenced Tests (currently the *ITBS/ITED*) in grades 4, 7, and 10; and the HSPE in Science.

Contents of the NASAA

The NASAA includes two components. The first is Skill Monitoring, a procedure to track skill development throughout the school year. The second is Event Recording, a procedure to document how accurately the student performs an academic task, and what degree of assistance is

required of the teacher for the student to perform the task. The extent of accuracy and assistance is quantified in a scoring rubric to arrive at an achievement score. The student's best performance of the task is documented in a short digital-video recording. Event Recordings are submitted to the state in the spring to coincide with the statewide administration of the CRT.

Other Considerations for Parents and the IEP Committee

The parent or guardian of the student must be advised that the alternate assessment is a measurement based on alternate achievement standards linked to grade-level content standards, with potential consequences. These include:

Potential Consequence: Complexity

The parent or guardian of the student must be informed that the NASAA is based on alternate achievement standards. While the NASAA Extended Benchmarks are linked to grade-level standards, the degree of complexity of the skills assessed with the NASAA may differ significantly from student to student. The functional application of academic skills may be based on an academic curriculum that differs significantly from regular education instruction. The performance tasks used in the NASAA to determine proficiency are not directly equivalent to answering items on a pencil-and-paper test. Further information about the specific content of general education academic assessments is available to parents on the Nevada Department of Education website (www.doe.nv.gov/statetesting.html).

Potential Consequence: the HSPE and Graduation

Although the NASAA serves as an alternative for all state-mandated assessments, the NASAA cannot be used as a substitute for the HSPE in meeting the requirements for receipt of a standard high school diploma. In accordance with Nevada Administrative Code (NAC) 389.655, students must attain a passing score for all of the required academic subjects on the HSPE to earn a standard high school diploma. Additionally, no evidence exists to demonstrate that students who participate in the NASAA are prepared to complete the HSPE. IEP Committees must determine whether students with IEPs (including students participating in the NASAA) will work towards the requirements for receipt of a standard high school diploma or an adjusted diploma. Regardless of which diploma a student is working to achieve, any high school student whose IEP stipulates participation in the alternate assessment, must participate in the NASAA during the year in which the student has been assigned to the 11th grade.

Potential Consequence: Moving to the General Academic Assessment (e.g., CRT)

Students who progress to high levels of accuracy with little or no need for teacher assistance with the more complex skills of the NASAA will advance to the general academic assessment (CRT, *ITBS/ITED*, etc.). Additionally, the IEP Committee will determine whether the student will participate in the general assessment with or without approved accommodations and/or modifications. At least once a year, IEP Committees must review the manner in which the student will participate in state-mandated assessments.

Potential Consequence: Low Expectations

The NASAA field test results indicate that many students achieve well beyond prior expectations when presented with quality instruction and high expectations. By law, all students must be assessed against rigorous academic content. On the NASAA, the difficulty of items (complexity) is a matter of individual determination made by the classroom teacher with input from the parent or guardian and the IEP Committee.

NASAA Abbreviated Calendar for the 2007-2008 School Year

Event Recording		
8/8/07	NASAA Trainers Phone Conference to Review Administrative Procedures.	NDE staff
8/28/06-10/29/07 (suggested timeframe, district-sponsored program)	Organize training and assistance to new and returning teachers; commence training programs	Local NASAA Trainers Local Administrator
9/24/07-1/25/08 (suggested timeframe, district-sponsored program)	Conduct event recording: 14 skills for Grades 5, 8, 11 (Science); 12 skills for Grades 3, 4, 6, 7	Teachers
12/03/07*	Compile list of all students slated to participate in the NASAA	Local Administrator
12/14/07*	List of slated students due to NDE	Local Administrator
2/01/08 (suggested timeframe for the district)	Local Deadline: Complete sets of recordings received by Local Administrator for review and certification	Teachers, with Building NASAA Coordinator
2/15/08*	All Event Recording materials shipped to NDE	Local Administrator
02/29/08*	All Event Recording materials received by NDE	NDE Staff
Validation Scoring		
3/08/08-4/12/08	One-day validation scoring teams convened, three South and four North	NDE Staff Head Readers, Team Leaders
4/25/08	NASAA Answer Documents are sent to MP for scoring	NDE Staff Measured Progress
5/15/08-7/31/08	School Proficiency Profiles tabulated, including NASAA student scores. Irregularity reports are generated for the districts.	NDE Staff

* **NDE-imposed**

Who Tests and When

Guidelines for Participation

The requirements for student participation in the NASAA as the statewide alternate assessment are specific, and documentation of the reasons the student requires participation in the NASAA is provided in the course of developing the IEP:

1. The student is receiving services under the IDEA through a current IEP.
2. The student demonstrates cognitive ability and adaptive behavior that limits FULL participation in the general education curriculum, even with supplementary aids, accommodations, and modifications.
3. The student's level of educational performance is not primarily the result of specific learning disabilities; social, cultural, economic, or language differences; visual or auditory impairments; emotional-behavioral disabilities; or excessive or extended absences unrelated to the student's disability.
4. The student requires intensive instruction to acquire, maintain, and generalize skills necessary for application in school, home, work, and community settings.
5. The student also participates in modified, functional/academic curriculum that is not measured by general assessments.
6. The parent/guardian has been informed of potential consequences of the student participating in the NASAA alternate assessment, and of being judged against alternate achievement standards.

The documentation of participation in statewide assessments must be addressed as described on the July 1, 2006 revision of the Nevada State Mandated IEP. The IEP Committee is required to document whether the student requires participation in each state assessment for the period of the annual review (e.g., for a Grade 5 student being assessed with the NASAA, the documentation must be provided for the CRT and the Proficiency Examination in Writing, as well as any district-wide assessment).

Answer Documents

All students designated for participation in the NASAA must be included in the state's general academic assessment database by having the demographic page of an answer document completed and submitted at the same time as schools complete the answer document for other students taking the assessments. The assessments requiring completion of the answer document include:

- Norm-Referenced Tests (*ITBS/ITED*): once, during each grade-level administration, Grades 4, 7, and 10
- CRT: once, during each grade-level administration, Grades 3 through 8

- Analytic Writing Assessment: once, during each grade-level administration, Grades 5 and 8
- HSPE, all subject areas: one answer document completed for the student in Grade 11

To help ensure inclusion of NASAA students in the general academic assessment database, **all** students under the age of 18 must be assigned a grade level (or grade equivalent) in the district's student information system. Student data from every district are used in the creation of barcode labels for each of the state assessments, and the process of extracting the student data is dependent upon the accuracy of the student's assigned grade level. **If the student does not have a barcode label for an assessment administered at his or her grade level, all student information on the demographic page of the answer document must be completed consistent with local school district procedures.**

Each school has a designated test coordinator who is familiar with the procedures used for students taking the state's general academic assessments, and further questions or requests to obtain additional answer documents should be directed to these individuals. The special education teacher should confer with the school test coordinator, and then confirm routine procedures with the school principal to ensure that the answer documents are completed with all required information for students participating in the NASAA at that school.

A NASAA administrator in the school district is assigned to oversee completion of local procedures. This administrator maintains a current list of students whose IEPs stipulate participation in alternate assessment, and a list of students who have actually completed the NASAA. This administrator will also coordinate with the district's assessment director in assuring that the necessary procedures for documenting participation for NASAA are completed within the same timelines as the general academic assessment.

Test Materials

The NASAA has a different "look and feel" than traditional pencil-and-paper tests, which implement alternating administration forms and specific items with correct and incorrect responses. As a result, some of the test security requirements to guard against student cheating on the general education assessments are unnecessary for the NASAA.

Teacher Tools

The *NASAA Training Manual and Scoring Guide* is a reference used by the classroom teacher to conduct skill monitoring and other assessments of skills. The *Guide* includes a full description of the scoring rubric and detailed examples of how teachers plan, conduct, and score the event recordings to assure consistent results. Details about the prompting schedule, validation score teams, confidentiality, and the role of the IEP Committee are also in the *Guide*.

The *Measured Progress ProFile* is the classroom teacher's primary tool for organizing the NASAA assessment, tracking student progress on designated skills over time, organizing the video recordings, and using the scoring rubric. The classroom teacher accompanies each skill recording with the *NASAA Event Recording Performance Rating Form* that is generated by the software. The

ProFile also generates a prototype report of results for the parent, in addition to graphs and charts of the skill monitoring for use in instructional planning. The parent and skill-monitoring reports are currently under further development.

Submitting Results for Proficiency Scoring

The Nevada Department of Education (NDE) requires local school districts to review all NASAA assessment results for completeness prior to submitting them to the Department. Districts **must** submit the results to the Department by **no later** than the February 29 deadline. Contact the NASAA administrator in the local school district regarding other deadlines in January-February, as procedures vary.

The NDE conducts validation scoring for the NASAA by reviewing 51-100% of the Event Recording Folders submitted by each school district; in some districts, **all** NASAA assessments records are validated each year. District administrators are not informed in advance about which NASAA records (Event Recording Folders) will receive verification scoring.

The Event Recording Folder is comprised of the recorded evidence of student performance in video “clips” along with other essential supporting evidence. Event Recordings should be good quality, with the typical digital-video recording lasting 15-40 seconds each. Immediately after each recording the classroom teacher completes a rating of the event on the *NASAA Event Recording Performance Rating Form* in the *Measured Progress ProFile*. Related evidence, such as work samples or teacher notes, should be tagged with full identifying information (student name, student number, date of the evidence, teacher’s name, school name, school district name). All 12 skills (or 14 skills for Grade 5, 8, and 11) must be included.

The Event Recording Folder is compiled for each student by the classroom teacher and includes the following:

- A digital file including the video recording of each of 12/14 benchmark skills (6 for ELA and Math, and 2 for Science in Grades 5, 8, and 11)
- A complete *Event Recording Performance Rating Form* **for each skill**, with all identifying information, the skills assessed, and the classroom teacher’s scores for each benchmark skill generated from the *Measured Progress ProFile*
- A second version of the same *Event Recording Performance Rating Form* listing all of the same information for each skill, **except that the recorded scores of the classroom teacher are omitted on the form** (This version is also generated from the *Measured Progress ProFile*.)
- Supporting additional written documentation from the teacher **if required to accurately score the event**
- Student work samples collected during the event, if any

The printout of skills monitoring, or other evidence of regular progress monitoring conducted for the student, should not be submitted with the Event Recording Folder, at least for the validation

scoring process. This information is used to inform instructional planning, demonstrating progress on academic goals for parents, and to inform decisions of the IEP Committee about academic goals.

NASAA Trainers in local districts are an excellent technical resource for preparing the Event Recording Folder, and will have additional local up-to-date tips and techniques. All 12/14 video “clips” for the student should be copied using the *Apple QuickTime* format, with a current version of *Quicktime*. The video recordings may be submitted on a CD while contained (embedded) in the *Measured Progress ProFile*, by making a full archive of the student’s folder as compiled in the *ProFile*. Instructions for copying a folder are included in the user manual for the *ProFile*.

Compact disk (CD) is the required media for Event Recordings. Zip Disks, DVD, or memory sticks and other standard plug-in memory storage devices **will not** be accepted. Use **one** CD per student, to the extent practicable.

Event recordings evidence may **not** be submitted on **VHS/Beta cassette or other proprietary physical-tape cassette formats**. Conventional floppy diskettes sized for routine data storage are inadequate for storing video-digital recordings. Once submitted, media (CDs, Zip disks, DVDs, or memory sticks) submitted for validation scoring cannot be returned until all validation procedures are completed.

Missing or incomplete Event Recording Folders may result in the designation of the student as Not Participating and/or Not Proficient.

The classroom teacher should make a full duplicate of the Event Recording Folder for each student and keep this as an archive copy. The NASAA administrator in the school district will have additional specific instructions about how the classroom teacher should review and prepare the Event Recording Folder. Each Event Recording Folder should be placed in a separate envelope, with full identifying information: student name, student number, date of the evidence, teacher’s name, school name, school district name, and today’s date. Media files cannot be transmitted electronically via the internet at this time.

The NASAA administrator in the local school district is required to review and inventory all Event Recording Folders and to certify that the contents are readable and complete. Following review and inventory, the records are shipped to the NDE by the NASAA administrator for the school district. Materials sent by individual classroom teachers or schools to the NDE will be returned to the local school district, resulting in further delays in processing.

The cut scores for proficiency were established by a standards-setting revision conducted in March, 2007. The “weight” of a student’s score on the NASAA will be identical to the “weight” for a student assessed with the regular assessment in setting school-level Adequate Yearly Progress. Results for students assessed on the NASAA will be included in other student scores for public reports of overall school, district, and state outcomes.

Preparing Students for Testing

Teachers should plan well in advance and have received training for both the skill monitoring and the event recording components of the NASAA. This planning generally starts with discussion and recommendations from the IEP Committee and the parent or guardian. Standardized testing conditions will be used to the extent practical. Every effort will be made to provide a familiar setting most appropriate for the student. It will be important to assess the student under the same conditions in order to establish a reliable and valid measure of growth. Assessing students may require several sessions over several days, and frequent “retakes” to assure that the final video recording includes the student’s best work.

Definitions of Common Terms for NASAA

Academic Content Standard: specifies what all students are expected to know and be able to do within grade-level content areas.

Academic Achievement Standard: establishes an expectation for how well students must perform on grade-level assessments to be considered proficient.

Alternate Content Standard: establishes an expectation of what students should be able to know and be able to do that differs in depth and complexity from the expectations for other students at a particular grade level.

Alternate Achievement Standard: an expectation of performance that differs in complexity from the grade-level achievement standard. The NCLB regulations note that a state is permitted to use alternate achievement standards to evaluate the performance of students with the most significant cognitive disabilities and to use these standards in calculating the state, school district, and school AYP determination.

Alternate Assessment: Nevada's alternate assessment is currently designed for the small number of students with disabilities who are unable to participate in the regular state assessment, even with appropriate accommodations, and who are judged against alternate achievement standards. An alternate assessment must be aligned with the grade-level content standards, must yield results separately in reading/language arts, mathematics, and Science. Finally, it must be implemented in a manner that supports use of the results as an indicator of AYP.

Guidelines for Student Participation in NASAA

Participation in NASAA for an individual student must only be considered after the IEP committee has determined that the student **cannot** participate in a particular general assessment, even with appropriate modifications and accommodations. The IEP committee must consider the following factors in determining if NASAA is appropriate for the student. The IEP committee must consider relevant information about the student over multiple school years and in multiple instructional settings. The student will participate in NASAA only if the IEP committee answers “YES” to all five statements.

Circle the appropriate response for each statement.

1. YES	NO	The student is receiving services under the <u>Individuals with Disabilities Education Act</u> (IDEA) through a current IEP.
2. YES	NO	The student demonstrates cognitive ability and adaptive behavior that limits FULL participation in the general education curriculum, even with supplementary aids, accommodations, and modifications.
3. YES	NO	The student’s level of educational performance is not primarily the result of specific learning disabilities; social, cultural, economic, or language differences; visual or auditory impairments; emotional-behavioral disabilities; or excessive or extended absences unrelated to the student’s disability.
4. YES	NO	The student requires intensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, home, work, and community settings.
5. YES	NO	The student participates in modified, functional/academic curriculum that is not measured by general assessments.

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Contact Information

**National Assessment of Educational
Progress (NAEP) State Coordinator**

Tor Loring-Meier, Ph.D.

775-687-7283

tloring@doe.nv.gov

General Information

The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in reading, mathematics, science, and writing, as well as seven other academic subjects.

Currently the Commissioner of Education Statistics who heads the [National Center for Education Statistics](#) (NCES) in the U.S. Department of Education is responsible for conducting NAEP. The framework and test specifications for NAEP are created by the [National Assessment Governing Board](#) (NAGB), a bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public. Congress created the 26-member Governing Board in 1988.

Unlike other state-mandated assessments in Nevada, NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and groups within those populations (e.g., female students, Hispanic students) at the state and national levels.

Since 1990, NAEP assessments have been conducted to give results for participating states. In its content, the [state assessment](#) is identical to the assessment conducted nationally. However, because the national NAEP samples were not, and are not currently designed to support the reporting of accurate and representative state-level results, [separate representative samples](#) of students are selected for each participating jurisdiction/state.

Beginning with the 2002 assessments, a combined sample of public schools was selected for both state and national NAEP in an attempt to reduce the assessment burden on districts, schools, and students by decreasing the total number of schools participating in state and national NAEP. From this group of schools, representing 50 states, a sub sample was identified as the national subset. As a result, the national sample is a subset of the combined sample of students assessed in each participating state, plus an additional sample from the states that did not participate in the state assessment. This additional sample ensures that the national sample is representative of the total national student population. The full data set is analyzed together, allowing all data to contribute to the final results and setting a single scale for the assessment. All results are then reported in the scale score metric used for the specific assessment.

As the content and nature of the NAEP instruments evolve to match instructional practice, the ability of the assessment to measure change over time in student performance is reduced. While short-term trends can be measured in many of the NAEP subjects (e.g., [mathematics](#), [reading](#)), the more reliable instrument of change over time are the NAEP [Long-Term Trend](#) (LTT) assessments.

The NAEP LTT assessments are designed to give information on the changes in academic performance of America's youth. They are administered nationally every four years and report student performance at ages 9, 13, and 17, in mathematics and reading at the national

level only. Measuring trends of student achievement or change over time requires the precise replication of past procedures. Therefore, unlike the main NAEP national and state assessments in mathematics and reading, which respond to changes in the classroom by updating the framework for the assessment based on changes in curricula or in educational practices, the LTT instrument does not evolve. The long-term trend assessment differs from the main national and state assessments in several other important ways. These differences mean that results from long-term trend (LTT) and main NAEP cannot be compared directly.

Unlike other assessments given in Nevada, NAEP results are based on a sample of student populations of interest. That is, NAEP does not involve every student. As such, it is important that schools selected for NAEP participate. This is critical as NAEP relies on specific participation levels of states, districts, schools, and students. The failure to meet these participation levels has the potential to jeopardize the validity of the results. As NAEP state-level results are used as confirmatory evidence of state assessments, including those used for Adequate Yearly Progress (AYP—see the CRT section of this manual) full participation and cooperation is crucial. This includes preparation for the assessment, the actual assessment, and, should conditions warrant, make-up assessments. Thus Nevada has a statutory mandate (NRS 389.012) for participation in NAEP. Furthermore, unlike other assessments, NAEP is administered by NAEP field staff who provide all testing materials and, generally, all assessment supervisors. District and school personnel are not involved in the dissemination, collection, grading, or handling of any assessment materials. As a result, NAEP is by far the least burdensome of all assessments required by the state.

Who Tests and When

The 2008 NAEP in Nevada will consist exclusively of the Long-Term Trend study. Students aged 9, 13, and 17 years will be selected from 31 schools in two districts to participate. The assessment windows will vary by age group:

- Age 13: October 8–December 14, 2007
- Age 9: January 7–March 14, 2008
- Age 17: March 17–May 23, 2008

Districts and schools were notified of their selection in May 2007 and notified of their test dates in June 2007. All NAEP tests will take approximately 90 minutes for the students to complete.

The Nevada Department of Education does not have any input regarding which districts, schools, or students will be selected for NAEP testing.

How Tests are Administered

The selection of participating students and schools for NAEP is done via a stratified random sample of students that is representative of five racial/ ethnic groups and other student populations like low socio-economic status, students with disabilities, and limited-English-proficient students.

The NCES contracts with Westat to employ and train former teachers and administrators who have had K-12 experience to supervise and administer the NAEP Assessments. Approximately three weeks before the scheduled NAEP Assessment date, the NAEP Assessment Coordinator will send each school's appointed NAEP School Coordinator a pre-assessment packet. Shortly thereafter the NAEP Assessment Coordinator will call and make an appointment for a pre-assessment visit.

During the pre-assessment visit, the NAEP Assessment Coordinator will provide a list of students to be tested and collect the completed surveys (sent in the pre-assessment packet) for LEP students, Students with Disabilities, Teachers, and School Administrators. Additionally, the Assessment Coordinator will confirm arrangements for the testing space, date, and times the NAEP Team will be at the school. For example, past experience indicates that if the team arrives at 7:00 AM, it should be out of the school by noon.

School faculty and administrators do not have a specific role in the administration of NAEP testing. However, they are welcome to observe the process. It is imperative that observers do not interfere with the assessment in any way. Prior to the observation, all faculty and administrators will be required to sign a confidentiality agreement, which if violated can result in being charged with a class E felony.

During the testing window, the NAEP State Coordinator may be present to observe NAEP testing sessions.

Test Preparation Materials

In order to assist students with some preparation for NAEP testing, NCES provides released questions from previous NAEP tests in the form of the Questions Tool and Demonstration Booklets. These two NAEP question formats can be found on the NAEP/Nevada State Profiles Web page at (<http://nces.ed.gov/nationsreportcard/states/profile.asp?state=NV>). The Questions Tool can be found by selecting NAEP QUESTIONS (<http://nces.ed.gov/nationsreportcard/itmrls/>) at the top left side of the page. The Questions Tool page contains access to more than 1800 released questions for grades 4, 8, and 12 from 1990-2005 for Civics, Geography, History, Math, Reading, Science, and Writing. To begin your search for released questions, select Search Options (**Blue box**, on the left side of the page) or the tutorial (in the **Yellow box** on the right side of the page for specific instructions on how to find questions for each of the subjects). The NAEP Demonstration Booklets for grades 4, 8, and 12 from 2003-2005 for Reading, Math, Science, and Foreign Language can be found at (<http://nces.ed.gov/nationsreportcard/about/booklets.asp>).

Questions from the Questions Tool and Demonstrations Booklets can be downloaded and printed and used by teachers to give students examples of the types of questions they may be asked on the NAEP tests. Both of the above contain the questions, student responses, answer keys, and other helpful information for students and teachers about NAEP testing. Teachers can choose specific questions from the Questions Tool and arrange them into test booklets or download and print them for their students. This is a public website provided by NCES and NAEP questions must be credited to NCES on the tests that teachers provide to their students.