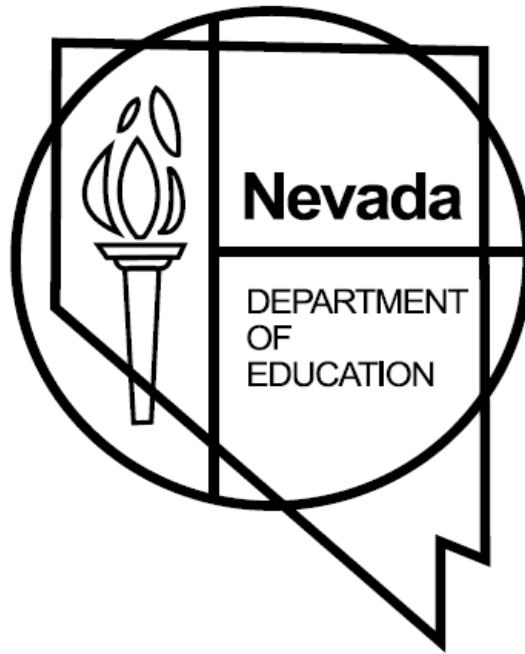


*Procedures for the  
Nevada Proficiency Examination Program  
2011-2012*



*NEVADA DEPARTMENT OF EDUCATION*

*Dr. Keith W. Rheault  
Superintendent of Public Instruction*

*Office of Assessment, Program Accountability, and Curriculum*

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TEST SECURITY

STUDENTS WITH SPECIAL NEEDS

HSPE IN READING, MATHEMATICS, AND SCIENCE

HSPE IN WRITING

CRT IN READING, MATHEMATICS, AND SCIENCE

5 AND 8 WRITING

NAA

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NAEP

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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, Office of Assessment, Program Accountability, and Curriculum**

Carol Crothers  
775-687-9186  
[ccrothers@doe.nv.gov](mailto:ccrothers@doe.nv.gov)

### **Assistant Director, Assessment**

Dr. Richard Vineyard  
775-687-9195  
[rvineyard@doe.nv.gov](mailto:rvineyard@doe.nv.gov)

### **CRT/HSPE in Reading, Math, and Science**

Henry King  
Education Programs Professional  
775-687-9194  
[hking@doe.nv.gov](mailto:hking@doe.nv.gov)

Tom MacDiarmid  
Education Programs Professional  
775-687-9259  
[tmacdiarmid@doe.nv.gov](mailto:tmacdiarmid@doe.nv.gov)

### **English Language Proficiency Assessment (ELPA)**

Jonathan Gibson  
Education Programs Professional  
775-687-9257  
[jgibson@doe.nv.gov](mailto:jgibson@doe.nv.gov)

### **Nevada Alternate Assessment (NAA)**

Lisa Ford  
Education Programs Professional  
702-486-6561  
[lford@doe.nv.gov](mailto:lford@doe.nv.gov)

### **Test Security**

Carol Mason  
Program Officer  
775-687-9260  
[cmason@doe.nv.gov](mailto:cmason@doe.nv.gov)

### **Writing Assessment**

Beverly Mudd  
Education Programs Professional  
775-687-9211  
[bmudd@doe.nv.gov](mailto:bmudd@doe.nv.gov)

Bobbie Paul  
Writing Operations  
775-687-9213  
[bpaul@doe.nv.gov](mailto:bpaul@doe.nv.gov)

Vicki Ramos  
Administrative Assistant  
775-687-9129  
[vramos@doe.nv.gov](mailto: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 located 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 located in their respective chapters of this section. Terms and definitions used throughout this document are located 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 2011-2012 school year.

**2011-2012 Nevada Proficiency Examination Program Assessment Map**

	<b>Assessment</b>			
<b>Grade</b>	<b>Reading</b>	<b>Math</b>	<b>Science</b>	<b>Writing</b>
3	CRT or NAA	CRT or NAA	—	—
4	CRT or NAA	CRT or NAA	—	—
5	CRT or NAA	CRT or NAA	CRT or NAA	Grade 5 or NAA
6	CRT or NAA	CRT or NAA	—	—
7	CRT or NAA	CRT or NAA	—	—
8	CRT or NAA	CRT or NAA	CRT or NAA	Grade 8 or NAA
10	HSPE	HSPE	HSPE	
11	HSPE or NAA	HSPE or NAA	HSPE or NAA	HSPE or NAA
12	HSPE	HSPE	HSPE	HSPE
ELPA is required for all identified LEP students in grades K-12 until they exit the ESL program.				

**CRT** = Criterion-Referenced Test; **HSPE** = High School Proficiency Examination; **NAA** = Nevada Alternate Assessment; **ELPA** = English Language Proficiency Assessment; **LEP** = Limited English Proficient; **ESL** = English as a Second Language.

A full test schedule with test windows for all assessments, including the Nevada Alternate Assessment (NAA), 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 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), required for high school graduation, also function as a measure to help ensure that students leave high school with the skills and knowledge necessary for college, career, and life. The HSPE assess student achievement and proficiency relative to the 2007 Nevada Content Standards (with grade-level clarification in 2009) and 2011 Achievement Standards for English Language Arts; the 2006 Nevada Content Standards and 2010 Achievement Standards in Mathematics; and the 2005 Nevada Content Standards and the 2010 Achievement Standards in Science.

The purpose of the NPEP is to provide valid, reliable, and comparable assessment results in order to monitor student achievement across the state. These data are reported at the student, school, district, and state levels and provide the basis accountability determinations for the public and lawmakers. Test scores from the NPEP assessments are used for reporting requirements of the federal No Child Left Behind Act (2001) and state statutes, including annual Adequate Yearly Progress (AYP) reports for every public school including charter schools (see [http://nde.doe.nv.gov/AYP\\_Results.htm](http://nde.doe.nv.gov/AYP_Results.htm)) and the Nevada Report Card (see <http://www.nevadareportcard.com/>).

## **Participation**

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 8 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 for Millennium Scholarship eligibility, 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 grades 3 through 8, whether that student actually tests or not. The student identifying information for each answer document must be filled in completely and accurately. (When using pre-identification labels: accommodation information, special considerations, testing conditions, and the invalidation fields will require hand bubbling, if applicable. See the test coordinator 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 manual for each examination. As part of the 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 “Accountability Uses of Achievement and Participation Results” on pages 5 and 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 (34 CFR 300.138). Additional information is available in the Students with Special Needs section of this manual. Guidance regarding the administration of Nevada’s alternate assessment is located in the Alternate Assessment section of this manual.

## **Administration of Examinations**

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

The 2011-2012 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.

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.

## **Accountability Uses of Achievement and Participation Results**

Student scores on each of the NPEP assessments are categorized by Achievement scores. The CRT, HSPE, Writing Assessments, and NAA Achievement Standards group students into

four levels: *Emergent/Developing*, *Approaches Standard*, *Meets Standard*, and *Exceeds Standard*. Students in the *Meets Standard* or *Exceeds Standard* levels are considered proficient. Key uses of Achievement Levels include AYP, where the percent of proficient students within a school, along with participation rates and other indicators, are used to determine how well the school performed in a given year. The ELPA program has five Achievement Standards, with the highest level indicating English proficient status. The following tables outline the cut scores for the CRT, Writing, HSPE, and NAA.

**2011-2012 CRT/HSPE/Writing Cut Scores Used to Determine Achievement Levels**

Grade	Test	Subject	Achievement Level							
			Emergent/ Developing		Approaches Standard		Meets Standard		Exceeds Standard	
			From	To	From	To	From	To	From	To
3	CRT	Reading	100	249	250	299	300	360	361	500
		Math	100	249	250	299	300	348	349	500
4	CRT	Reading	100	249	250	299	300	378	379	500
		Math	100	249	250	299	300	375	376	500
5	CRT	Reading	100	249	250	299	300	373	374	500
		Math	100	249	250	299	300	473	474	500
		Science	100	249	250	299	300	372	373	500
	WRT	Writing*	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
6	CRT	Reading	100	249	250	299	300	366	367	500
		Math**	100	182	183**	254	255**	405	406	500
7	CRT	Reading	100	249	250	299	300	368	369	500
		Math**	100	209	210**	266	267**	388	389	500
8	CRT	Reading	100	249	250	299	300	342	343	500
		Math**	100	200	201**	266	267**	374	375	500
		Science	100	249	250	299	300	377	378	500
	WRT	Writing*	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
10, 11, 12, Adult	HSPE	Reading (10, 11)	100	249	250	299	300	435	436	500
		Reading (12, Adult)	100	194	195	250	251	306	307	500
		Math**	100	104	105**	241	242**	322	323**	500
		Science	100	249	250	299	300	387	388	500
11, 12, Adult	HSPE	Writing	0	3.5	4	6.5	7	9.5	10	12

\*The Cut Scores for Grade 5 and 8 Writing Administrations are to be determined from Standard Setting.

\*\*The Cut Scores for CRT Math Administrations in Grades 6-8 and for HSPE Math Administrations are *Transitional Cut Scores*.

## 2011-2012 NAA Cut Scores Used to Determine Achievement Levels

Grade	Test	Subject	Achievement Level							
			Emergent/ Developing		Approaches Standard		Meets Standard		Exceeds Standard	
			From	To	From	To	From	To	From	To
3	NAA	Reading	0	15	16	33	34	57	58	72
		Math*	0	19	20	23	24*	51	52	72
4	NAA	Reading	0	15	16	33	34	57	58	72
		Math*	0	18	19	30	31*	60	61	72
5	NAA	Reading	0	18	19	35	36	59	60	72
		Math*	0	18	19	24	25*	55	56	72
		Science	0	7	8	15	16	28	29	36
		Writing*	0	0	1*	3	4*	19	20	24
6	NAA	Reading	0	23	24	33	34	57	58	72
		Math*	0	17	18	32	33*	54	55	72
7	NAA	Reading	0	26	27	36	37	61	62	72
		Math*	0	18	19	22	23*	57	58	72
8	NAA	Reading	0	20	21	34	35	57	58	72
		Math*	0	13	14	29	30*	54	55	72
		Science	0	8	9	17	18	30	31	36
		Writing*	0	0	1*	3	4*	17	18	24
11	NAA	Reading	0	23	24	33	34	58	59	72
		Math*	0	19	20	25	26*	56	57	72
		Science	0	8	9	15	16	28	29	36
		Writing*	0	0	1*	2	3*	18	19	24

\*The Cut Scores for NAA Math Administrations and for NAA Writing Administrations are *Transitional Cut Scores*.

Proficiency and participation rates are based on English Language Arts (ELA) and mathematics results. For high schools, proficiency and participation rates are based on students taking the following:

- Reading and Mathematics in the spring of their 10<sup>th</sup> grade year;
- Up to two more retests through March of their 11<sup>th</sup> grade year; and
- Writing in the spring of their 11<sup>th</sup> grade year.

In addition to participation and proficiency rates, other indicators are also considered in determining AYP. Additional information on AYP is available on the AYP website: [www.doe.nv.gov/accountability/ayp](http://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](http://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 enrollment data and identifying information 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 Nevada 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 the HSPE for a variety of reasons. (Passing the HSPE is an eligibility requirement for the Millennium Scholarship. See <http://nevadatreasurer.gov/MillenniumScholarship.htm> for more information.)

In order to participate in the HSPE, private, exempt, and other non-public schools must meet the following requirements for each school year:

- 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 Nevada 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 procedures for each of the state assessments. 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 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 (<http://nevadatreasurer.gov/MillenniumScholarship.htm>).

Test documents 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 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.

## **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 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.

Additional information regarding the Millennium Scholarship Program is available at <http://nevadatreasurer.gov/MillenniumScholarship.htm>.

## 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
  - 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 Coordinator<sup>1</sup>”** 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

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<sup>1</sup>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 Proficiency Examination Program Calendar for the 2011-2012 School Year

All Nevada public schools are required to administer the Criterion-Referenced Test (CRT), the Fifth and Eighth Grade Writing Assessments, the High School Proficiency Examination (HSPE), the Nevada Alternate Assessment (NAA), and the English Language Proficiency Assessment (ELPA) to grade/subgroup-appropriate enrolled students; and if selected, the National Assessment of Educational Progress (NAEP).

Assessment	Grade(s)	Dates/Windows			
<b>CRT</b>	3 – 8	150 <sup>th</sup> Day of Instruction +/- 10 Days, or by May 31 (whichever is earlier) <sup>1</sup>			
<b>Writing</b>	5	Jan. 17 – Feb. 17; online administration			
	8	Jan. 30 – Feb. 28; online administration			
<b>HSPE Reading, Math, and Science</b>	10		Mar. 5 – 9		
	11	Oct. 31 – Nov. 4	Mar. 5 – 9		
	12 and Adult	Oct. 31 – Nov. 4	Mar. 5 – 9	Apr. 30 – May 2	July 9 – 13
	12	The Alternative to the HSPE in Science must be submitted to NDE by Mar. 23.			
<b>HSPE Writing</b>	11	Nov. 2	Mar. 7		
	12 and Adult	Nov. 2	Mar. 7	May 2	July 11
	12	The Alternative to the HSPE in Writing must be submitted to NDE by Mar. 23.			
<b>NAA</b>	3 – 8 and 11	Feb. 1 – Apr. 30			
<b>ELPA</b>	K-12 Limited English Proficient Students	Oct. 24 – Dec. 16; except Clark County School District and Washoe County School District <sup>2</sup>			
<b>NAEP</b>		No Nevada school will be selected for participation this year.			

<sup>1</sup> The CRT window is necessary to meet reporting deadlines for the annual determination of Adequate Yearly Progress (AYP) as required by NRS 385.3762. The May 31 deadline applies to those schools with year-round track schedules, and assumes that the vast majority of schools will have completed testing by the end of April or first part of May.

<sup>2</sup> The ELPA windows for the Clark County School District are as follows: Phase 1 and 4, Oct. 24 – Dec. 16; Phase 2, Oct. 24 – Jan. 13; and Phase 3, Dec. 5 – Feb. 17. The ELPA window for the Washoe County School District is Oct. 3 – Dec. 2.

**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 testing windows for your specific school district.**

Nevada Department of Education  
**HSPE Registration Form for Home-Schooled Students**  
*2011-2012 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 or 2 semesters of high school, grade 11 upon completion of at least 11 units of credit or 4 semesters of high school, and grade 12 upon completion of at least 17 units of credit or 6 semesters of high school.**

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

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- Breaks and Additional Time
- Important Security Reminders for Test Administrators

**Contact Information**

**Test Security Coordinator**

Carol Mason

775-687-9260

[cmason@doe.nv.gov](mailto: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's Office of Assessment, Program Accountability, and Curriculum. Reports of Testing Irregularity should be submitted to the district test director, who will forward the reports to the Department's test security coordinator:

Name:	Carol Mason
Address:	700 East Fifth Street, #106 Carson City, NV 89701-5096
Phone:	775-687-9260
Fax:	775-687-9118
E-mail:	<a href="mailto:cmason@doe.nv.gov">cmason@doe.nv.gov</a>

## 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 electronic copy of the District Test Security Plans must be e-mailed 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

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
- Procedures to ensure compliance with testing accommodation plans

## **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:

- 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.
- Test administrators or proctors who are required to read test content to students as provided in their testing accommodation forms must complete a “Confidentiality Agreement Form” prior to test administration. (See the appendix at the end of 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.
- 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 program 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.
- Parents or guardians of students who are participating in a test must not be allowed in the testing room.

- 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.
- 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.
- Students who begin their senior year as credit deficient but have an academic plan projecting high school graduation by the end of the current school year may submit a written request to the district's Superintendent of Schools to take the examinations under the grade 12 schedule. School districts should maintain detailed documentation for students who meet these criteria.
- **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 take a test one time at a school during a test administration window.
- 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 HSPE, students should not be allowed to leave the room for any reason except in an emergency.
- All **required** testing materials, e.g., No. 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.)
- Additional materials beyond those specified in test administration instructions, or approved by an IEP committee, cannot be provided to or made available to students for use during a test administration.
- At no time shall students be left unattended with testing materials.
- Test administrators and proctors must circulate through the room, ensuring that students are on task and marking in the correct section of the test.

- 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.
- 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.
- For the CRT, HSPE, Writing Assessments, and ELPA, 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.
- For the CRT, HSPE, Writing Assessments, and ELPA, 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, Session, or Language Domain Test (i.e., Listening, Speaking, Reading, and Writing).
- For the CRT, HSPE, Writing Assessments, and ELPA, students, including students testing with accommodations, may not return to a previously-administered Part, Session, or Language Domain Test (i.e., Listening, Speaking, Reading, and Writing) on a subsequent day.
- For the HSPE in Writing, both topics must be completed the same day, unless the Department has provided advance written approval for a special accommodation. Additional information regarding special accommodation requests is available in the Students with Special Needs Section of this manual.
- For the NAA, students may take as many breaks as is necessary, resuming the test at the point where it was stopped during the previous testing session.
- Electronic devices are strictly **PROHIBITED** unless a student has an accommodation plan that allows a specific permissible device. See the Students with Special Needs section of this manual for further information. Unauthorized possession of non-permissible devices may result in invalid scores.
- Calculators are only permitted if **specified in a student's IEP** (NAC 389.0565).
- **Calculators (applies only to students with an IEP allowing calculator use) must be free-standing, basic four-function or scientific calculators ONLY. Graphing and programmable features are PROHIBITED. Calculators**

**that require an electrical outlet, use paper tape, have sound capability, or have typewriter-style keypads are PROHIBITED.**

- All examinations must be administered in English. Translation by the test administrator/proctor of any test material (directions, passages, questions, and answer choices) to another language is PROHIBITED.
- The test administrator or proctor of the ELPA “Speaking” Language Domain Test must have English native fluency.
- **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.
- 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 “Accountability Uses of Achievement and Participation Results” 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 do the following:

- 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, the following:
  - 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, the following:
  - 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:
  - 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, the following:
  - 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, the following:
  - When an investigation reveals that the testing irregularity resulted from inappropriate district test administration and/or an 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 district and state 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's 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**

*2011-2012 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, Section 504, or LEP Testing Accommodations Forms, or as needed for the NAA and ELPA. 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.)

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Teacher Name (please print)

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Date

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Signature

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School/Work

# **Protection of School District Personnel**

## **Regarding the Disclosure of Testing Irregularities**

*2011-2012 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:**
  - Achievement and proficiency examinations that are administered to pupils pursuant to NRS 389.015 or 389.550 which includes:
    - 1) High School Proficiency Examination in Reading, Mathematics, Writing, and Science;
    - 2) Criterion-referenced testing for students in grades 3 through 8;
    - 3) Writing examinations for students in grades 5 and 8; and
    - 4) 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; or
  - 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; or
  - 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; and**
  - **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; and**
  - **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  
*2011-2012 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 106, Carson City, NV 89701**

**E-mail: [cmason@doe.nv.gov](mailto: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: \_\_\_\_\_

Test(s) for which the irregularity occurred (check all boxes that apply):

HSPE READING:

GRADE 10       GRADE 11       GRADE 12       ADULT

HSPE MATH:

GRADE 10       GRADE 11       GRADE 12       ADULT

HSPE: SCIENCE

GRADE 10       GRADE 11       GRADE 12       ADULT

HSPE: WRITING

GRADE 11       GRADE 12       ADULT

CRT:

GRADE 3       GRADE 4       GRADE 5

CRT:

GRADE 6       GRADE 7       GRADE 8

WRITING:

GRADE 5       GRADE 8

NAA:

GRADE(S): \_\_\_\_\_

ELPA:

GRADE(S): \_\_\_\_\_

**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, regardless of physical location.

### **The following test administration procedures must be adhered to:**

- Place-value indicators, number lines, charts, or posters that provide specific factual information or guidance (e.g., test-taking strategies, multiplication charts, hundreds charts, fraction-decimal-percent equivalency charts, 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, including electronic devices, during testing unless specified in the student's IEP. Unauthorized possession of such materials may result in invalid scores.
- All testing materials must be distributed or accessed prior to the beginning of the testing session.
- 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.
- Parents or guardians of students who are participating in a test must not be allowed in the testing room.

**For the CRT and HSPE in Reading, Math, and Science, the following aids have been developed by the Department of Education and provided in the test booklets for the purpose of providing appropriate assistance to students and are permitted for use during the test:**

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

**For Writing Assessments, the following may be displayed, but individual copies may not be provided to students for use during the test:**

- Scoring guides provided by the Department of Education
- Word walls or word lists without definitions, visual aids (including color coding), or labels

**Materials provided by the Department of Education may not be paraphrased or modified (except for enlargement).** For information regarding testing students with accommodations, see the Students with Special Needs section of *Procedures for the Nevada Proficiency Examination Program 2011-2012*.

## **Breaks and Additional Time**

For all assessments, food and beverages are only permitted during a supervised break.

### **CRT, HSPE, Writing Assessments, and ELPA**

A restroom break should be provided prior to test administration. Breaks during the scheduled testing period are discouraged unless absolutely necessary, or if stipulated in a student's testing accommodation plan, and must be closely supervised. Breaks should **not** be given during a scheduled HSPE testing period except in the event of an emergency.

Some students will not finish their Part or Session of the CRT, HSPE, Writing Assessments, or ELPA Language Domain Test (i.e., Listening, Speaking, Reading, and Writing) during the scheduled testing period and must be given additional time as long as they are working productively. Follow your school's test security plan for appropriate procedures. Students must not interact with their peers during this process, and must be accompanied by trained staff while in possession of test materials. At this time, students may require a break. Breaks must be closely supervised and should be limited to 10 or 15 minutes. A ratio of one staff member to no more than a few students is recommended. Reading or writing is not permitted during the breaks. It is not appropriate to excuse students to another class, P.E., lunch, recess, or other school activity prior to completion of a Part, Session, or Language Domain Test. Students may not return to a previously-administered Part, Session, or Language Domain Test after an unsupervised break or on a subsequent day.

### **NAA**

Students taking the NAA are allowed as much time as is necessary to complete the assessment within the testing window. Breaks are permitted, as needed. Detailed guidelines for breaks, time, and all other aspects of test administration protocol are included in the *Nevada Alternate Assessment Administration Manual* available on the Nevada Department of Education website ([http://nde.doe.nv.gov/Assessment\\_NAA.htm](http://nde.doe.nv.gov/Assessment_NAA.htm)).

### **Permissible Activities for Students Who Finish Early**

Students who finish the HSPE before the end of the scheduled testing period may be excused according to school test security procedures. For the CRT and the Grade Five and Grade Eight Writing Assessments, students may bring books or other reading materials to occupy their time (quietly) if they complete testing early. These materials must not be on student desk or table tops while they are testing. Students may store these materials under their desks or on a table in the front or back of the room. Test administrators may also provide reading materials to students. Plan ahead for this activity, as it is not appropriate for students to reach into their desks or backpacks while testing is in progress. Drawing is permitted, but paper must be collected by the test administrator prior to dismissing students. Writing is **not** permitted.

## Important Security Reminders for Test Administrators

- Verify the eligibility and identity of **EACH** student who is testing—determine credit sufficiency prior to testing.
- 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 front or 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 testing accommodation plans. Students must not be provided accommodations to which they are not entitled.
- Students who do not have IEP, 504, or LEP accommodation plans must test under regular conditions and are not entitled to accommodations. See the specific test administration manuals regarding required and permissible materials.
- 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 are strictly prohibited unless a student has an accommodation plan that allows a specific permissible device.
- 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, Session, or Language Domain Test.
- 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.
- TRANSLATION BY THE TEST ADMINISTRATOR OR PROCTOR OF ANY TEST MATERIAL (DIRECTIONS, PASSAGES, QUESTIONS, ANSWER CHOICES) TO ANOTHER LANGUAGE IS PROHIBITED.**
- Collect and log in all materials—test booklets, writing prompts, scratch paper, pencils, etc. 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.

## STUDENTS WITH SPECIAL NEEDS

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### Appendix

Accommodations Form for Students Participating in Special Education Programs

Accommodations Form for Students Participating in Section 504 Program

Accommodations Form for Students Identified as Limited English Proficient (LEP)

## Contact Information

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

Rorie Fitzpatrick  
775-687-9171  
[rfitzpatrick@doe.nv.gov](mailto:rfitzpatrick@doe.nv.gov)

**Special Education, Las Vegas Office**

Lisa Ford  
Education Programs Professional  
702-486-6561  
[lford@doe.nv.gov](mailto:lford@doe.nv.gov)

**Director, Office of Assessment, Program  
Accountability, and Curriculum**

Carol Crothers  
775-687-9186  
[ccrothers@doe.nv.gov](mailto:ccrothers@doe.nv.gov)

**Title III, Limited English Proficiency**

Jonathan Gibson  
Education Programs Professional  
775-687-9257  
[jgibson@doe.nv.gov](mailto:jgibson@doe.nv.gov)

**Assistant Director, Special Education**

Jane Splean  
775-687-9148  
[jsplean@doe.nv.gov](mailto:jsplean@doe.nv.gov)

**Assistant Director, Assessment**

Dr. Richard Vineyard  
775-687-9195  
[rvineyard@doe.nv.gov](mailto:rvineyard@doe.nv.gov)

## Publications

*Instructional and Assessment Accommodations for Students with Disabilities*

*Nevada Alternate Assessment (NAA) Training Manual and Scoring Guide*

*ESL Technical Bulletins 05-1 ([www.doe.nv.gov](http://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), the Grade Five and Grade Eight Proficiency Examinations in Writing, the High School Proficiency Examinations (HSPE), and the Nevada Alternate Assessment (NAA). 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 identified as limited English proficient (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.

### Test Administration for Students Eligible for Services under IDEA

Students who are participating in special education programs under NRS 388.440 and IDEA must meet specific state criteria and must have a current Individualized Education Program (IEP). Under the Individuals with Disabilities Education Act (IDEA), the 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 results
- 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 result
- By participating in the state's alternate assessment (for those students who have been identified with the most significant cognitive disabilities)

### Accommodations

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 assessment environment or process; including scheduling, setting, administration, and response format. A copy of the IEP testing accommodations form is located in the appendix at the end of this section. Only the current version (2011-2012) may be used.

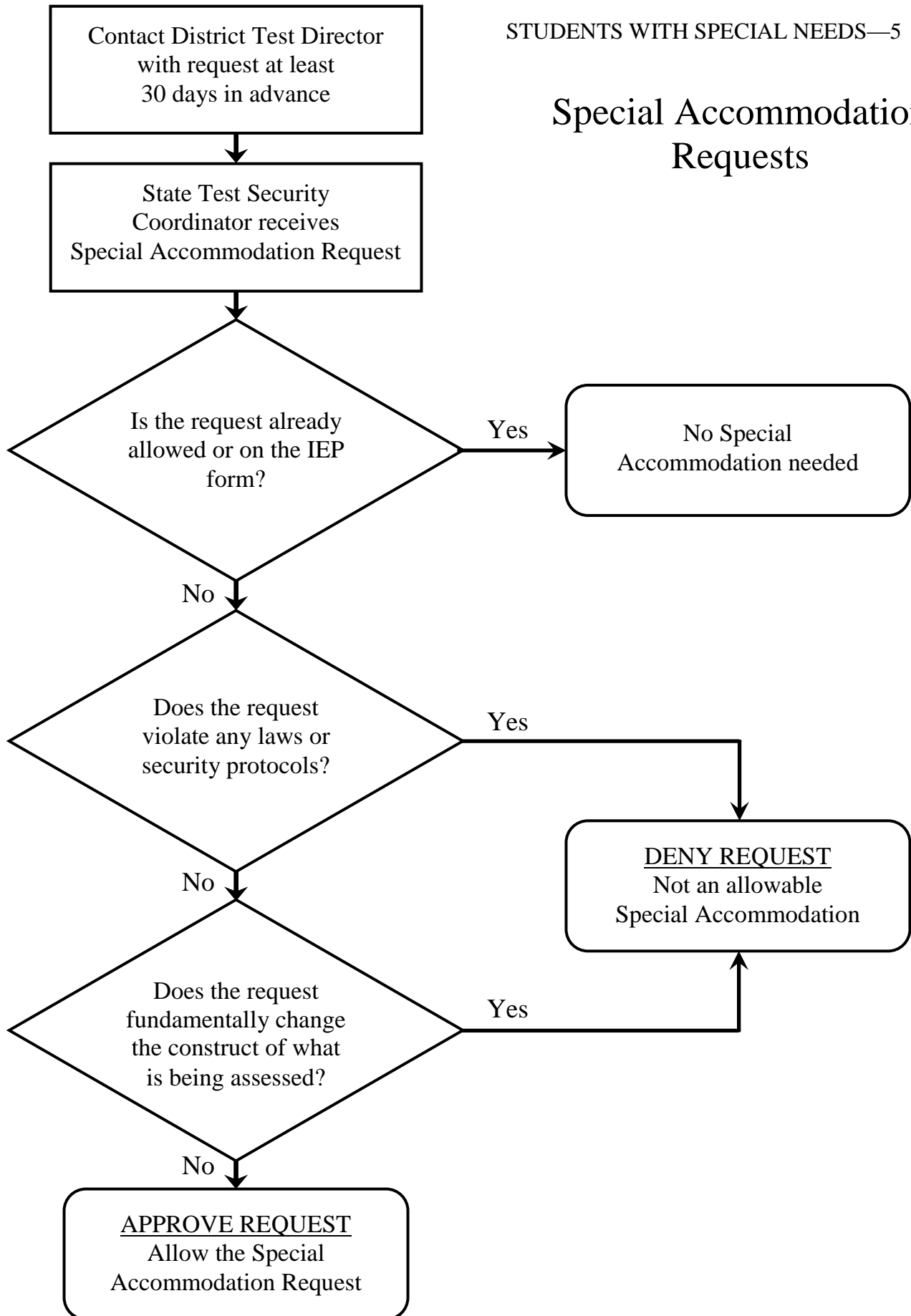
IEP committees must be familiar with the state's list of accommodations for each NPEP assessment before making decisions regarding how a student will participate in a particular

assessment. (See the testing Accommodations Forms in the appendix following this section for more information.) IEP committees should carefully weigh the consequences associated with the use of accommodations and modifications. Any accommodation selected for a state assessment must 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 has a disability-related need to use a calculator as an accommodation for the CRT or HSPE in Mathematics. In this example, the student would already be using a calculator in his/her current math class during problem-solving exercises. The Present Levels of Performance section of the student's IEP must describe the student's disability and indicate how the student accesses assignments and assessments in the classroom. There should be no attempt to implement 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 accommodations chosen by the IEP committee must be noted on the IEP Accommodations Form and accompany the student's IEP.
- Information documented on the IEP Accommodations Form **must** be provided to the test administrator or proctor to ensure proper test administration. (Instances of improper test administration may result in invalid scores.)
- At the conclusion of testing, the student's answer document must indicate **exactly** how the student participated in the assessments with regards to accommodations and/or modifications.
- 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 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, the district test director must submit a written request for the accommodation 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. Requests should be submitted **as early in the school year as possible** and must explain in detail the student's specific circumstances and the reason(s) the student requires the accommodation(s). 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 score. 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.

## Special Accommodation Requests



## Modifications

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 and consequences 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 determining Adequate Yearly Progress (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 to the student in any language
- Student using aids such as a thesaurus, an electronic spell-check, hyphenation-check, or grammar-check, text-to-speech or speech-to-text conversion, or word-prediction on a writing assessment
- Student dictating to a scribe the response to a writing assessment

## Administration

Students with disabilities must take the state-required tests during the same administration window 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, Grade Five and Grade Eight Proficiency Examinations in Writing, the HSPE and the NAA. All students, including students with disabilities, are required to participate in each portion of the HSPE program. (Students who do not pass the HSPE and earn an adjusted diploma are considered non-graduates.) All students eligible for the HSPE, including students participating in special education programs, have more than one opportunity to pass the HSPE. 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 is located in the appropriate sections of this manual.

**School test coordinators must ensure that students test in accordance with their IEP and are responsible for ensuring that student answer documents are coded appropriately. The coding must reflect how the student actually participated in the assessment, regardless of whether or not the accommodations were administered correctly.**

## **Alternate Assessment**

A student may participate in the Nevada Alternate Assessment (NAA) if the IEP Committee deems the student is eligible. Participation in the NAA replaces participation in the CRT or HSPE assessments, with or without accommodation. Information on the NAA, including student eligibility requirements, is located in the Alternate Assessment section of this manual.

### **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 NPEP 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 (Section 504 students are NOT permitted to use a calculator on state assessments.)

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 2011-2012 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. Requests should be submitted as early in the school year as possible and must explain in detail the student's specific circumstances and the reason(s) the student requires the accommodation(s). 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.

## Students with Limited English Proficiency

An initial placement procedure is used to determine whether a child is limited English proficient, where the student should be placed, and what services can be provided through the English Language Learner (ELL) program to ensure the student's academic success. Any new student with a home language other than English must be tested for English language proficiency with Nevada's English Language Proficiency Placement Test (screening). Federal regulations require initial-placement testing within the first 30 days of the school year, or within two weeks after enrollment if a student enters during the school year.

All ELLs, those students identified as Limited English Proficient (LEP), **must** participate in Nevada Proficiency Examination Program (NPEP) assessments, regardless of their English language proficiency level, and must **also** be assessed annually for English proficiency. More information regarding initial placement testing and Nevada's English Language Proficiency Assessment (ELPA) is located in the ELPA section of this manual.

Newly Arrived Immigrants—students new to the United States, identified as LEP, and enrolled in a U.S. school for the first time in the current school year—must also participate in all NPEP assessments. Although participation is required, performance and participation among this subpopulation are not included when making AYP decisions.

LEP students may participate in NPEP 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

Schools must maintain documentation regarding each LEP student's plan for participation in NPEP assessments, whether or not accommodations will be provided. Decisions to use accommodations on NPEP assessments should be made collectively by the student, parents, teacher(s), and school administrator(s) most familiar with the student's English language acquisition. Accommodations must be consistent with the student's instructional program and **must** be documented on the student's LEP Accommodations Form (see appendix following this section). Accommodation information **must** be provided to the test administrator or proctor prior to testing to ensure proper test administration.

The following special factors affect LEP students on state assessments:

- LEP students are afforded LEP accommodations on NPEP assessments for two years after having exited the ELL program. (See exit requirements below.)
- In order for an LEP student to exit the ELL program, a student must achieve an overall score of Level 5 on the ELPA.
- Students who have exited the ELL program must be coded as "Former LEP" on state assessments.

**Accommodations Form for Students Participating in Special Education Programs**  
**Nevada Proficiency Examination Program (NPEP)**  
**Effective for the 2011-2012 School Year Only**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ MI: \_\_\_\_\_ DOB: \_\_\_\_\_

Student ID #: \_\_\_\_\_ Eligibility: \_\_\_\_\_ School: \_\_\_\_\_ District: \_\_\_\_\_

Contact Person : \_\_\_\_\_ Title: \_\_\_\_\_

Attach this form to the Individualized Education Program (IEP); what is specified on this form should be aligned with what is described in the accommodations section of the IEP. Accommodations are disability related and specific for each student. 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.

**I. NO ACCOMMODATIONS**

\_\_\_\_\_ 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, listed below, apply to the Criterion-Referenced Tests (CRT), the Fifth and Eighth Grade Writing Assessments, and the High School Proficiency Examinations (HSPE), unless otherwise indicated. Accommodations other than those specifically outlined below require prior (30 days minimum) written approval by the Nevada Department of Education. Standard test administration procedures, such as providing additional time (only afforded within the same day and as long as the student is working productively), reading/rereading directions at the beginning of the test aloud **in English**, and reading/rereading a writing prompt aloud **in English** are afforded to **all** students and are not considered accommodations.

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

- \_\_\_\_\_ Small group (1-20 students) administration (other than regular classroom)
- \_\_\_\_\_ Special lighting
- \_\_\_\_\_ Test administration in a study carrel or reasonable substitute

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

- \_\_\_\_\_ Test administration at a time of day when the student is expected to do his/her best work
- \_\_\_\_\_ **Monitored** breaks to counter fatigue or for medical reasons

**STUDENT MAY NOT RETURN TO A PREVIOUSLY-ADMINISTERED PART (PART 1, PART 2) ON A SUBSEQUENT DAY.**

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

\_\_\_\_\_ Test administration by a specific licensed individual (e.g., special education teacher, guidance counselor) who has received test administration/security training for the current school year

Student may use

- \_\_\_\_\_ a visual magnification device.
- \_\_\_\_\_ an electronic device whose sole function is to enlarge text.
- \_\_\_\_\_ a mask and/or colored overlay.
- \_\_\_\_\_ markers to maintain his/her place.
- \_\_\_\_\_ a \_\_\_\_\_ large-print or \_\_\_\_\_ Braille (check one) version of the test.
- \_\_\_\_\_ Brannan Cubarithm Slate and Cubes for problem-solving work (Braille tests only).
- \_\_\_\_\_ a device to screen out extraneous sounds or to amplify sound (e.g., headphones, Whisperphone®).
- \_\_\_\_\_ a calculator, multiplication chart, and/or abacus on the CRT or HSPE in Mathematics.

**CALCULATORS MUST BE FREE-STANDING, BASIC 4-FUNCTION OR SCIENTIFIC DEVICES ONLY. GRAPHING AND PROGRAMMABLE FEATURES ARE PROHIBITED.**

Test administrator or proctor may (as needed)

- use an auditory amplification device.
- communicate directions located at the beginning of the test to the student in sign language, matching content and intent without elaboration.
- provide directions located at the beginning of the test word for word, in English, on a separate sheet of paper 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 test (all grades).**
- read/reread the words of the Math and/or Science test(s), in English, to the student. **Verbalizing, explaining, signing, or defining mathematical or scientific symbols (including numerals) is PROHIBITED. Paraphrasing or explaining ANY part of the test is PROHIBITED.**

**READING THE READING TEST (PASSAGES, QUESTIONS, ANSWER CHOICES) IN ANY LANGUAGE BY THE TEST ADMINISTRATOR OR PROCTOR IS PROHIBITED. EXCEPTION: DIRECTIONS LOCATED AT THE BEGINNING OF THE TEST MAY BE READ TO THE STUDENT IN ENGLISH ONLY.**

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

Student may

- 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, or otherwise communicate, responses for multiple-choice questions to a test administrator or proctor.
- dictate, or otherwise communicate, reading, math, and/or science responses to constructed-response questions to a test administrator or proctor.
- use a Braille writer to record responses to writing prompts or constructed-response question(s).
- type responses to the HSPE writing prompt using a keyboard (see restrictions below).

**SPELLING, GRAMMAR AND HYPHENATION CHECKS, THESAURUSES, TEXT-TO-SPEECH AND SPEECH-TO-TEXT CONVERSION, AND WORD PREDICTION ARE PROHIBITED ON A WRITING TEST (ALL GRADES). FOR THE HSPE, THE TEST ADMINISTRATOR MUST PROVIDE WRITTEN CERTIFICATION THEREOF AND A COPY OF THE STUDENT'S ENTIRE IEP WITH THE COMPLETED ANSWER DOCUMENT. THERE MUST BE A DOCUMENTED DISABILITY-RELATED NEED FOR THIS ACCOMMODATION.**

**Other Accommodation(s):**

Requests for accommodations not listed on this form must be submitted in writing by the District Test Director to the Department of Education Test Security Coordinator, Office of Assessment, Program Accountability, and Curriculum, at least 30 days prior to the test date. A copy of the approval letter and the student's IEP must be attached to this form.

**Description of accommodation:** \_\_\_\_\_

**III. ALTERNATE ASSESSMENT—Nevada Alternate Assessment (NAA)**

- It is the decision of the IEP committee that this student will not participate in the CRT, the Fifth and Eighth Grade Writing Assessments, or the HSPE during the period of the current IEP, and will participate in the NAA.

**\*\*\*\*TESTING MODIFICATIONS\*\*\*\*** (See *Procedures for the Nevada Proficiency Examination Program 2011-2012, Students with Special Needs*, for a detailed explanation.) Students who test using modifications will **NOT** be proficient and will **NOT** count for participation. Use of modifications must be a decision of the IEP Committee and must be documented below.

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

Test(s): \_\_\_\_\_

Modification(s): \_\_\_\_\_

**Accommodations Form for Students Participating in Section 504 Program**  
**Nevada Proficiency Examination Program (NPEP)**  
**Effective for the 2011-2012 School Year Only**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ MI: \_\_\_\_\_ DOB: \_\_\_\_\_

Student ID #: \_\_\_\_\_ School: \_\_\_\_\_ District: \_\_\_\_\_

Attach this form to the Section 504 Plan; what is specified on this form should be aligned with what is described in the student's Section 504 Plan. Accommodations are disability related and specific for each student. **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.

**I. NO ACCOMMODATIONS**

\_\_\_\_\_ 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, listed below, apply to the Criterion-Referenced Tests (CRT), the Fifth and Eighth Grade Writing Assessments, and the High School Proficiency Examinations (HSPE), unless otherwise indicated. Accommodations other than those specifically outlined below require prior (30 days minimum) written approval by the Nevada Department of Education. Standard test administration procedures, such as providing additional time (only afforded within the same day and as long as the student is working productively), reading/rereading directions at the beginning of the test aloud **in English**, and reading/rereading a writing prompt aloud **in English** are afforded to **all** students and are not considered accommodations.

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

- \_\_\_\_\_ Small group (1-20 students) administration (other than regular classroom)
- \_\_\_\_\_ Special lighting
- \_\_\_\_\_ Test administration in a study carrel or reasonable substitute

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

- \_\_\_\_\_ Test administration at a time of day when the student is expected to do his/her best work
- \_\_\_\_\_ **Monitored** breaks to counter fatigue or for medical reasons

**STUDENT MAY NOT RETURN TO A PREVIOUSLY-ADMINISTERED PART (PART 1, PART 2) ON A SUBSEQUENT DAY.**

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

\_\_\_\_\_ Test administration by a specific licensed individual (e.g., special education teacher, guidance counselor) who has received test administration/security training for the current school year

Student may use

- \_\_\_\_\_ a visual magnification device.
- \_\_\_\_\_ an electronic device whose sole function is to enlarge text.
- \_\_\_\_\_ a mask and/or colored overlay.
- \_\_\_\_\_ markers to maintain his/her place.
- \_\_\_\_\_ a \_\_\_\_\_ large-print or \_\_\_\_\_ Braille (check one) version of the test.
- \_\_\_\_\_ Brannan Cubarithm Slate and Cubes for problem-solving work (Braille tests only).
- \_\_\_\_\_ a device to screen out extraneous sounds or to amplify sound (e.g., headphones, Whisperphone®).

Test administrator or proctor may (as needed)

- use an auditory amplification device.
- communicate directions located at the beginning of the test to the student in sign language, matching content and intent without elaboration.
- provide directions located at the beginning of the test word for word, in English, on a separate sheet of paper 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 test (all grades).**
- read/reread the words of the Math and/or Science test(s), in English, to the student. **Verbalizing, explaining, signing, or defining mathematical or scientific symbols (including numerals) is PROHIBITED. Paraphrasing or explaining ANY part of the test is PROHIBITED.**

**READING THE READING TEST (PASSAGES, QUESTIONS, ANSWER CHOICES) IN ANY LANGUAGE BY THE TEST ADMINISTRATOR OR PROCTOR IS PROHIBITED. EXCEPTION: DIRECTIONS LOCATED AT THE BEGINNING OF THE TEST MAY BE READ TO THE STUDENT IN ENGLISH ONLY.**

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

Student may

- 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, or otherwise communicate, responses for multiple-choice questions to a test administrator or proctor.
- dictate, or otherwise communicate, reading, math, and/or science responses to constructed-response questions to a test administrator or proctor.
- use a Braille writer to record responses to writing prompts or constructed-response question(s).
- type responses to the HSPE writing prompt using a keyboard (see restrictions below).

**SPELLING, GRAMMAR AND HYPHENATION CHECKS, THESAURUSES, TEXT-TO-SPEECH AND SPEECH-TO-TEXT CONVERSION, AND WORD PREDICTION ARE PROHIBITED ON A WRITING TEST (ALL GRADES). FOR THE HSPE, THE TEST ADMINISTRATOR MUST PROVIDE WRITTEN CERTIFICATION THEREOF AND A COPY OF THE STUDENT'S ENTIRE 504 PLAN WITH THE COMPLETED ANSWER DOCUMENT. THERE MUST BE A DOCUMENTED DISABILITY-RELATED NEED FOR THIS ACCOMMODATION.**

**Other Accommodation(s):**

*Requests for accommodations not listed on this form must be submitted in writing by the District Test Director to the Department of Education Test Security Coordinator, Office of Assessment, Program Accountability, and Curriculum, at least 30 days prior to the test date. A copy of the approval letter and the student's 504 accommodation plan must be attached to this form. **NOTE: Students with a Section 504 Accommodation Plan are NOT permitted to use calculators on assessments in the Nevada Proficiency Examination Program (NAC 389.0565).***

**Description of accommodation:** \_\_\_\_\_

Use of accommodations **not** listed on this form or approved in writing by the Department of Education may result in invalid scores. (See *Procedures for the Nevada Proficiency Examination Program 2011-2012, Students with Special Needs*, for more information.)

\_\_\_\_\_  
Completed by (Name)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

[http://nde.doe.nv.gov/Assessment\\_NPEP\\_Resources.htm](http://nde.doe.nv.gov/Assessment_NPEP_Resources.htm)

**Accommodations Form for Students Identified as Limited English Proficient (LEP)**  
**Nevada Proficiency Examination Program (NPEP)**  
**Effective for the 2011-2012 School Year Only**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ MI: \_\_\_\_\_ DOB: \_\_\_\_\_

Native Language: \_\_\_\_\_ ELP Level: \_\_\_\_\_ Student ID #: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Use this form to document the need for testing accommodations for students identified as Limited English Proficient (LEP). Accommodations are linguistic based and specific for each student. **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.

**I. NO ACCOMMODATIONS**

\_\_\_\_\_ This Limited English Proficient (LEP) student will participate in all Nevada Proficiency Examination Program (NPEP) assessments **WITHOUT** LEP accommodations.

**II. ACCOMMODATIONS**

The accommodations for the Nevada Proficiency Examination Program, listed below, apply to the Criterion-Referenced Tests (CRT), the Fifth and Eighth Grade Writing Assessments, and the High School Proficiency Examinations (HSPE), unless otherwise indicated. Standard test administration procedures, such as providing additional time (only afforded within the same day and as long as the student is working productively), reading/rereading directions at the beginning of the test aloud **in English**, and reading/rereading a writing prompt aloud **in English** are afforded to **all** students and are not considered accommodations.

**Accommodations in Test Setting (check if applicable):**

\_\_\_\_\_ Small-group (1-20 students) administration (e.g., to facilitate the read-aloud accommodation)

**Accommodations in Test Scheduling (check if applicable):**

\_\_\_\_\_ **Monitored** breaks to allow for second-language processing

**STUDENT MAY NOT RETURN TO A PREVIOUSLY-ADMINISTERED PART (PART 1, PART 2) ON A SUBSEQUENT DAY.**

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

\_\_\_\_\_ Bilingual dictionary on the CRT/HSPE in Mathematics and/or Science (all grades)

\_\_\_\_\_ Bilingual dictionary on the **Fifth/Eighth** Grade Writing Assessment

**BILINGUAL DICTIONARIES (WHEN PERMISSIBLE) MUST BE RESTRICTED TO SINGLE WORD-TO-WORD TRANSLATION, WITHOUT PARAPHRASING OR EXPLAINING. ELECTRONIC TRANSLATORS ARE PROHIBITED.**

**DICTIONARIES OF ANY KIND ARE PROHIBITED ON THE READING TEST (ALL GRADES) AND ON THE HSPE IN WRITING.**

Test administrator or proctor may (as needed)

\_\_\_\_\_ read/reread the words of the math and/or science test(s), **in English**, to the student. **Verbalizing, explaining, signing, or defining mathematical or scientific symbols (including numerals) is PROHIBITED.** Paraphrasing or explaining **ANY** part of the test is **PROHIBITED**.

**READING THE READING TEST (PASSAGES, QUESTIONS, ANSWER CHOICES) IN ANY LANGUAGE BY THE TEST ADMINISTRATOR OR PROCTOR IS PROHIBITED. EXCEPTION: DIRECTIONS LOCATED AT THE BEGINNING OF THE TEST MAY BE READ TO THE STUDENT IN ENGLISH ONLY.**

**TRANSLATION BY THE TEST ADMINISTRATOR OR PROCTOR OF ANY TEST MATERIAL (DIRECTIONS, PASSAGES, QUESTIONS, ANSWER CHOICES) TO ANOTHER LANGUAGE IS PROHIBITED.**

Use of accommodations **not** listed on this form may result in invalid scores. (See *Procedures for the Nevada Proficiency Examination Program 2011-2012*, Students with Special Needs, for more information.)

Completed by (Name) \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

[http://e.doe.nv.gov/Assessment\\_NPEP\\_Resources.htm](http://e.doe.nv.gov/Assessment_NPEP_Resources.htm)

**HSPE IN READING, MATHEMATICS, AND SCIENCE**

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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 contact information is listed below.

### **Nevada Department of Education**

#### **Program Manager**

Henry King  
775-687-9194  
[hking@doe.nv.gov](mailto:hking@doe.nv.gov)

#### **Program Manager**

Tom MacDiarmid  
775-687-9259  
[tmacdiarmid@doe.nv.gov](mailto:tmacdiarmid@doe.nv.gov)

### **Measured Progress**

#### **Program Manager**

Joseph St. George  
800-431-8901  
[stgeorge.joseph@measuredprogress.org](mailto:stgeorge.joseph@measuredprogress.org)

### **Nevada Service Center**

Liz Clements  
866-651-0126  
[lclements@measuredprogress.org](mailto:lclements@measuredprogress.org)

## Publications Required for Testing

Test Coordinator Manual

Test Administrator Manual

## State Testing Requirement

According to Nevada Revised Statute (NRS) 389.015 and Nevada Administrative Code (NAC) 389.655, students enrolled in public schools, including charter schools, must pass the High School Proficiency Examinations (HSPE) in Reading, Mathematics, and Science 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 (NRS 389.0173).

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 Nevada State Reading Content Standards. Reading questions focus on comprehension and interpretation at varying levels of cognitive complexity. The Reading Content Standards are available on the Department's website ([http://www.doe.nv.gov/Standards\\_EnglishLangArts\\_Standards.html](http://www.doe.nv.gov/Standards_EnglishLangArts_Standards.html)).

### High School Proficiency Examination in Mathematics

Students answer multiple-choice questions based on the Nevada State Math Content Standards. Mathematics questions focus on numbers and operations, algebra and functions, measurement, geometry, and data analysis, statistics, and probability at varying levels of cognitive complexity. The Math Content Standards are available on the Department's website ([http://www.doe.nv.gov/Standards\\_Mathematics\\_Standards.html](http://www.doe.nv.gov/Standards_Mathematics_Standards.html)).

### High School Proficiency Examination in Science

Students answer multiple-choice questions based on the Nevada State Science Content Standards. Science questions focus on physical science, life science, earth/space science, and the nature of science at varying levels of cognitive complexity. The Science Content Standards are available on the Department's website ([http://www.doe.nv.gov/Standards\\_Science.html](http://www.doe.nv.gov/Standards_Science.html)).

## Participation

All students who are enrolled in public schools, including charter schools, are required to participate. Students receiving special education or Section 504 services, or who are identified as Limited English Proficient (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.

Students participate in the HSPE according to eligibility requirements (NAC 389.048) and administration dates (NAC 389.051) adopted by the State Board of Education. Details are provided in the table below:

**HSPE Eligibility Requirements and Administration Dates for the 2011-2012 School Year**

<b>Grade Level</b>	<b>Eligibility Requirement</b>	<b>HSPE Tests</b>	<b>When Administered</b>
<b>10 Sophomore</b>	At least 5 completed units of credit or 2 semesters of high school	Reading Mathematics Science	March 5--9
<b>11 Junior</b>	At least 11 completed units of credit or 4 semesters of high school	Reading Mathematics Science	October 31--November 4 March 5--9
<b>12 Senior</b>	At least 17 completed units of credit or 6 semesters of high school	Reading Mathematics Science	October 31--November 4 March 5--9 April 30--May 2 July 9--13
<b>Adult</b>	Students who have enrolled in an adult high school diploma program	Reading Mathematics Science	October 31--November 4 March 5--9 April 30--May 2 July 9--13

To clarify further:

- Students who are enrolled in grade 10 are eligible to participate in the HSPE administered in March.
- Students who are enrolled in grades 11, 12, or an adult education program, and have yet to pass the reading, mathematics, and/or science tests, are eligible to participate in the HSPE Retests administered in November and/or March.
- Students who are enrolled in grade 12 or an adult education program, and have yet to pass the reading, mathematics, and/or science tests, but have satisfied all other state and district graduation requirements (NRS 389.018 and NAC 389.664), are eligible to participate in the HSPE Retest administered in May.
- Students who are enrolled in grade 12 or an adult education program, and have yet to pass the reading, mathematics, and/or science tests, but have satisfied all other state and district graduation requirements (NRS 389.018 and NAC 389.664), are eligible to participate in the HSPE Retest administered in July.
- Students who have graduated with a certificate of attendance are permitted to participate in the HSPE Retest administered in July.
- Adequate Yearly Progress (AYP) determinations for high schools are based on results of students taking the HSPE in grade 10 and two retests offered by March of grade 11.

Students who begin their senior year as credit deficient but have an academic plan projecting high school graduation by the end of the current school year may submit a written request to the district's

Superintendent of Schools to take the examinations under the grade 12 schedule. School districts should maintain detailed documentation for students who meet these criteria.

District test directors and school district personnel involved with 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 (NRS 389.015).**

## **Administration of Examinations**

Instructions for administration are located in the current year's test administration manual and must be followed exactly. Students must be provided a quiet, test-conducive environment, and may use **only** the materials specified in the administration manual. See "An Appropriate Testing Environment," in the appendix of the Test Security section of this manual for further information.

### **Scheduling**

Schools must schedule the HSPE in Reading, Mathematics, and Science to be administered to students enrolled in grade 10 on Monday through Friday of the testing week. 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 Nevada Department of Education **strongly** recommends that test administrators are provided with one proctor for every 30 students. Schools must also schedule the HSPE Retest for students enrolled in grades 11, 12, and adult education programs from Monday through Friday, except Wednesday, of the testing week.

### **Recommended Testing Times**

Each content area test consists of two separate Parts (Part 1, Part 2). Breaks are **only** permitted after the completion of a separate Part (Part 1, Part 2). School-level testing schedules must take into account the following:

- 10-15 minutes should be allowed for the instructions prior to each test.
- Time limits are not permissible. Approximately 60 minutes should be allowed for students to complete any one Part (Part 1, Part 2) of the 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 (Part 1, Part 2) of the test.**
- **Students may not return to a previously-administered Part (Part 1, Part 2) after an unsupervised break or on a subsequent day.**

### **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 institution administering the examination evidence of completion of appropriate remedial study. The 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 (SAIN). District or school personnel must verify the student enrollment data and student identifying information to ensure that pre-id label data 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 by the district or school personnel. Schools that are not included in SAIN are to order test materials directly from Measured Progress (<http://iservices.measuredprogress.org/>).

Additional information about the HSPE in Reading, Mathematics, and Science is available on the Nevada Department of Education website ([http://nde.doe.nv.gov/Assessment\\_HSPE.htm](http://nde.doe.nv.gov/Assessment_HSPE.htm)).

### **Alternative Science Assessment**

The Nevada Department of Education is required by state regulation to offer an alternative assessment for high school seniors who have not passed the standard Nevada High School Proficiency Examination (HSPE) in Science.

In order for students to exercise the option to attempt the Alternative Science Assessment, they must have **failed the HSPE in Science at least two times prior to their 12<sup>th</sup> grade school year**, and they must meet the following additional eligibility criteria by the **end of the first semester of their current senior year**:

- Have passed the HSPE in Reading and Mathematics;
- Have an unweighted GPA of at least 2.75; and
- Have earned sufficient credits to be on schedule to graduate in their current graduating class.

The student must submit a portfolio of work that demonstrates proficiency in the academic standards of science, including life science, physical science, Earth Science, environmental science, and the nature of science. The submission must be the work of the student and will include at least one complete experimental design, one work sample requiring analysis and interpretation of a data set and one additional work sample demonstrating the student's content knowledge and abilities to use and apply basic and integrated science process skills.

Specific instructions for administering the Alternative High School Proficiency Examination in Science are included in the *2011-2012 Alternative High School Proficiency Examination in Science Test Administration Manual* and must be followed exactly.

*Procedures for the Nevada Proficiency Examination Program 2011-2012*

All students and their alternative submissions as well as the certifying teacher and schools are subject to the same security procedures as those of the standard assessments.

Participation in the alternative science assessment does not automatically guarantee passage. The Nevada Department of Education **strongly** encourages students to continue taking the traditional science examination that is administered throughout the school year.

**HSPE IN WRITING**  
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## **Contact Information**

Beverly Mudd  
Education Programs Professional  
775-687-9211  
[bmudd@doe.nv.gov](mailto:bmudd@doe.nv.gov)

Bobbie Paul  
Writing Operations  
775-687-9213  
[bpaul@doe.nv.gov](mailto:bpaul@doe.nv.gov)

Vicki Ramos  
Administrative Assistant  
775-687-9129  
[vramos@doe.nv.gov](mailto:vramos@doe.nv.gov)

## **Publications Required for Testing**

*2011-2012 Nevada High School Proficiency Examination in Writing Test Coordinator Manual*

*2011-2012 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, students who are enrolled in 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 (NRS 389.0173).

### High School Proficiency Examination in Writing

Students write responses to two **writing prompts**. 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. Four Nevada educators trained in holistic scoring 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 scorers read and score each response, the two scores are added together. The total score for the first response and the total score for the second response are averaged to obtain the final writing score.

## Participation

**All** grade-level appropriate students enrolled in public schools, including charter schools, are required to participate in the writing assessment. Students receiving special education or Section 504 services, or who are identified as Limited English Proficient (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.

Students participate in the HSPE Writing according to eligibility requirements (NAC 389.048) and administration dates (NAC 389.051) adopted by the State Board of Education. Details are provided in the following table:

### High School Proficiency Examination in Writing for the 2011-2012 School Year

Grade Level	Eligibility Requirement	Required Tests	When Administered
<b>11 Junior</b>	At least 11 completed units of credit or 4 semesters of high school	Writing	November 2, 2011 March 7, 2012
<b>12 Senior</b>	At least 17 completed units of credit or 6 semesters of high school	Writing	November 2, 2011 March 7, 2012 May 2, 2012 July 11, 2012
<b>Adult</b>	Students who have enrolled in an adult high school diploma program	Writing	November 2, 2011 March 7, 2012 May 2, 2012 July 11, 2012

To clarify further:

- Students who are enrolled in grade 11 are eligible to participate in HSPE writing in November and March.
- Students who are enrolled in grades 12 or in an adult education program and have yet to pass the writing test, are eligible to participate in the retests administered in November and March.
- Students who are enrolled in grade 12 or an adult program, and have yet to pass the writing test, but have satisfied all other state and district graduation requirements (NRS 389.018 and NAC 389.664), are eligible to participate in the HSPE writing retest administered in May.
- Student who are enrolled in grade 12 or an adult education program, and have yet to pass the writing test, but have satisfied all other state and district graduation requirements (NRS 389.018 and NAC 389.664), are eligible to participate in the HSPE writing retest administered in July.
- Students who have graduated with a certificate of attendance are permitted to participate in the HSPE Writing retest administered in July.

Students who begin their senior year as credit deficient but have an academic plan projecting high school graduation by the end of the current school year may submit a written request to the district's Superintendent of Schools to take the examinations under the grade 12 schedule. School districts should maintain detailed documentation for students who meet these criteria.

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 (NRS 389.015).**

## Administration of Examinations

Instructions for administration are located in the current year’s test administration manual and must be followed exactly. Students must be provided a quiet, test-conducive environment, and they may use **only** the materials specified in the administration manual. See “An Appropriate Testing Environment,” in the appendix of the Test Security section of this manual for further information.

Prompts (topics inside a text box) may not be translated into another language for any student, nor is it allowable to discuss, explain, elaborate, paraphrase, or give verbal or nonverbal clues as to how to respond to a prompt.

### Scheduling

The Nevada Department of Education establishes the specific dates for administration of the Writing examination at grades 11 and above. The HSPE testing calendar for 2011-2012 is located in the Introduction and Overview section of this manual, and a separate listing of writing administration dates is available on page 4 of this section. **There are no makeup days for the HSPE in Writing.**

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. Alternate testing schedules **must** be approved in writing by the Nevada Department of Education. The district test director must contact the Nevada Department of Education English Language Arts (ELA) Education Programs Professionals at least 60 days prior to the scheduled test administration to determine whether an alternate schedule is possible and an alternate prompt necessary.

Students enrolled in an adult education program 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. Requests for an alternate schedule must be submitted by the district test director to the Nevada Department of Education English Language Arts (ELA) Education Program Professionals 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 take the writing tests at the same time of day. The Nevada Department of Education **strongly** recommends that test administrators are provided with one proctor for every 30 students.

### Recommended Testing Times

School-level testing schedules must take into account the following:

- Approximately 10-15 minutes should be allowed for completing the student identifying information and giving instructions for the test.
- Time limits are not permissible. 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 (Topic A and Topic B).**
- **Both topics must be completed the same day during one testing session**, unless the Department has provided advance written approval for a special accommodation. Additional information regarding special accommodation requests is available in the Students with Special Needs Section of this manual.

### **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. The 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**

The Nevada Department of Education is the only source for Writing materials. Writing materials are ordered, shipped, and returned (to the Nevada Department of Education) **separately from Reading, Math, and Science materials.**

No later than one month prior to each scheduled test administration, district test directors and private/exempt/non-district 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.

Testing materials will be shipped to districts and to private/exempt/non-district schools 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 System of Accountability and Information in Nevada (SAIN).

**Test documents must be submitted for scoring to the Nevada Department of Education (NDE) by the dates and times prescribed by NDE Writing Assessment manuals.** Instructions for returning test materials to the **Nevada Department of Education** must be followed exactly.

## Alternative Writing Assessment

The Nevada Department of Education is required by state regulation to offer an alternative writing assessment for high school seniors who have not passed the standard Nevada High School Proficiency Examination (HSPE) in Writing.

In order for students to exercise the option to attempt the Alternative Writing Assessment, they must have **failed the HSPE in Writing at least two times prior to their 12<sup>th</sup> grade school year**, and they must meet the following additional eligibility criteria by the **end of the first semester of their current senior year**:

- Have passed the HSPE in Reading and Mathematics;
- Have an unweighted GPA of at least 2.75; and
- Have earned sufficient credits to be on schedule to graduate in their current graduating class.

The student must submit four samples of his or her **original** writing. The intent of the alternative assessment is for students to choose classroom work that fits the criteria outlined in the guidelines and completed with **minimal** teacher and/or peer assistance.

Specific instructions for administering the Alternative High School Proficiency Examination in Writing are included in the *2011-2012 Alternative High School Proficiency Examination in Writing Test Administration Manual* and must be followed exactly.

All students and their writing submissions as well as the certifying teacher and schools are subject to the same security procedures as those of the standard assessments.

Participation in the alternative writing assessment does not automatically guarantee passage. The Nevada Department of Education **strongly** encourages students to continue taking the traditional writing examination that is administered throughout the school year.

**CRT IN READING, MATHEMATICS, AND SCIENCE**

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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 contact information is listed below.

### **Nevada Department of Education**

#### **Program Manager**

Henry King  
775-687-9194  
[hking@doe.nv.gov](mailto:hking@doe.nv.gov)

#### **Program Manager**

Tom MacDiarmid  
775-687-9259  
[tmacdiarmid@doe.nv.gov](mailto:tmacdiarmid@doe.nv.gov)

### **Measured Progress**

#### **Program Manager**

Joseph St. George  
800-431-8901  
[stgeorge.joseph@measuredprogress.org](mailto:stgeorge.joseph@measuredprogress.org)

#### **Nevada Service Center**

Liz Clements  
866-651-0126  
[clements.liz@measuredprogress.org](mailto:clements.liz@measuredprogress.org)

## Publications Required for Testing

Test Coordinator Manual

Test Administrator 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. Specific language addressing this testing requirement is located in Nevada Revised Statute (NRS) 389.550.

- |                             |                                |
|-----------------------------|--------------------------------|
| • <b>Grades 3 through 8</b> | <b>Reading and Mathematics</b> |
| • <b>Grades 5 and 8</b>     | <b>Science</b>                 |

The reading test measures proficiency in word analysis skills, comprehension, interpretation, and evaluation of literary, informational, and persuasive text. The mathematics test measures proficiency in numbers and operations, algebra and functions, measurement, geometry, and data analysis. The science test measures proficiency in physical science, life science, earth/space science, and the nature of science. Nevada's Content Standards are available on the Department's website (<http://www.doe.nv.gov>, select "Standards" from the options on the left).

The grade 3 CRT includes 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 that 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.

## Participation

**All** students who are enrolled in public schools, including charter schools, are required to participate. Students receiving special education or Section 504 services, or who are identified as Limited English Proficient (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.

## Administration of Examinations

Districts must select dates within a window of 10 school days on either side of the 150<sup>th</sup> day of instruction for CRT testing. All testing must be completed by May 31, 2012. 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.

### Recommended Testing Times

Each content-area test consists of two separate Parts (Part 1, Part 2). The Department **strongly** recommends that students take only one Part (Part 1, 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.
- Time limits are not permissible. Approximately 60 minutes should be allowed for students to complete each Part (Part 1, Part 2) 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.

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 (Part 1, Part 2) of the test.**
- **Students may not return to a previously-administered Part (Part 1, Part 2) after an unsupervised break or on a subsequent day.**

## Test Materials

A test materials order for students enrolled in each CRT-tested grade is based on student enrollment data taken from the System of Accountability and Information in Nevada (SAIN). District or school personnel must verify the student enrollment data and student identifying information to ensure that the pre-id label data are correct. Schools that are not included in SAIN are to order test materials directly from Measured Progress (<http://iservices.measuredprogress.org/>).

Additional information about the CRT is available on the Nevada Department of Education's website ([http://nde.doe.nv.gov/Assessment\\_CRT.htm](http://nde.doe.nv.gov/Assessment_CRT.htm)).

**5 AND 8 WRITING**  
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## **Contact Information**

Beverly Mudd  
Education Programs Professional  
775-687-9211  
[bmudd@doe.nv.gov](mailto:bmudd@doe.nv.gov)

Bobbie Paul  
Writing Operations  
775-687-9213  
[bpaul@doe.nv.gov](mailto:bpaul@doe.nv.gov)

Vicki Ramos  
Administrative Assistant  
775-687-9129  
[vramos@doe.nv.gov](mailto:vramos@doe.nv.gov)

## **Publications Required for Testing**

*2011-2012 Nevada Grade Five and Eight Proficiency Examinations in Writing Test Coordinator Manual*

*2011-2012 Nevada Grade Five and Eight Proficiency Examinations in Writing Administration Manual*

## State Testing Requirement

According to Nevada Revised Statute (NRS) 389.550, students in grades 5 and 8 who are enrolled in public schools, including charter schools, must participate in the state writing assessment.

### *Grade Five and Grade Eight Proficiency Examinations in Writing*

- Number of topics: One
- Length of writing: 1500 characters (letters and spaces) for grade 5 and 2000 characters (letters and spaces) for grade 8
- Administration: One online session
- Computer time: Approximately 70 minutes
- Blank scratch paper is permitted.
- A standard paper English dictionary is permitted.
- A glossary-style bilingual dictionary is permitted. The dictionary must be word-to-word translation format **only**, without paraphrasing or explaining, and is **only** permitted for LEP students approved to receive this accommodation.
- Scoring: Holistic 4 point rubric

## Participation

All grade five and eight students who are enrolled in public schools, including charter schools, are required to take the state writing assessment. Students receiving special education or Section 504 services, or who are identified as Limited English Proficient (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.

## Administration of Examinations

Instructions for administration are located in the 2011-2012 test administration manual and must be followed exactly. Students must be provided a quiet, test-conducive environment, and may use only the materials specified in the administration manual. See “An Appropriate Testing Environment” in the appendix of the Test Security section of this manual for further information.

**No part** of the writing test may be translated into another language for a student, nor is it allowable to discuss, explain, elaborate, paraphrase, or give verbal or nonverbal clues as to how to respond to a task.

### Scheduling

- **The testing window for the Grade Five Proficiency Examination in Writing is January 17--February 17, 2012.**
- **The testing window for the Grade Eight Proficiency Examination in Writing is January 30--February 28, 2012.**

Districts and schools will determine the writing session schedule within the dates established by the Nevada Department of Education. The Nevada Department of Education **very strongly recommends** that tests be administered early in the day to allow for timely completion, and so students who need additional time to finish testing are afforded that time. A writing session must be scheduled so that it can be completed in one sitting, i.e., students cannot begin a session, leave the test administration, and return to complete the testing session.

### **Test Materials**

**All materials, including manuals, will be posted electronically.**

**NAA**  
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## **Contact Information**

### **Nevada Alternate Assessment (NAA)**

Education Programs Professional

Lisa Ford

702-486-6561

[lford@doe.nv.gov](mailto:lford@doe.nv.gov)

### **Program Manager**

Henry King

775-687-9194

[hking@doe.nv.gov](mailto:hking@doe.nv.gov)

### **Program Manager**

Tom MacDiarmid

775-687-9259

[tmacdiarmid@doe.nv.gov](mailto:tmacdiarmid@doe.nv.gov)

## **Publications**

*Nevada Alternate Assessment (NAA) Training Manual and Scoring Guide  
Test Coordinator Manual*

## Overview

The Nevada Alternate Assessment (NAA) is the state's alternate achievement standards assessment. Less than 1% of students meet the strict criteria required in order to be assessed using the NAA, and federal law mandates a strict cap on the number of students whose results can be reported on this type of assessment. The NAA assesses student academic performance through direct observation of specific tasks. Each task represents a specific academic skill that has been linked to grade-level content. These observations are recorded onto a scannable answer document, and the performance is captured as a digital-video recording. The answer documents and video recordings are shipped to a scoring center where they are viewed and validated by external scorers.

In accordance with federal and state requirements, all students enrolled in public schools, including charter schools, must participate in the Nevada Proficiency Examination Program (NPEP). The students who are assessed using the NAA 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, federal and state laws require 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 Education Program (IEP) that includes a determination about whether the student will participate in state assessments through either the general NPEP assessments or the NAA. In Nevada, the IEP also includes a statement that the student met the criterion for NAA 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, school districts, and individual public schools. All students must be included in the determination. Therefore, the NAA 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 Analytic Writing Assessment, and the High School Proficiency Examinations (HSPE).

The NAA also serves as the alternate assessment for state-mandated assessments not used in AYP calculations. More information regarding the assessments used in AYP determinations is available in the [Introduction and Overview](#) section of this manual.

### Contents of the NAA

The NAA is composed of the same grade-level content assessments just as the general NPEP assessments. Students are assessed in reading and math in grades 3 through 8 and 11. Students are also assessed in science and writing in grades 5, 8, and 11.

The NAA is a standardized assessment, and is administered by the student's classroom teacher in an individual setting. The teacher records the student's performance for each assessment task and captures a video recording of the student performing each task.

In the spring, answer documents and the video recordings are sent to the state assessment vendor, Measured Progress, for validation. Submissions of the NAA are scheduled to coincide with the statewide administrations of the CRT and HSPE.

## Participation

Participation in the NAA 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 accommodations and/or modifications. The IEP committee must consider relevant information about the student over multiple school years and in multiple instructional settings. The student will participate in the NAA **only** if the IEP committee answers “YES” to all six of the following questions:

<b>1. YES NO</b>	Is the student receiving services under the Individuals with Disabilities Education Act (IDEA) through a current IEP?
<b>2. YES NO</b>	Does the student demonstrate cognitive ability and adaptive behavior that limits full participation in the general education curriculum, Criterion-Referenced Test, or High School Proficiency Examination, even with supplementary aids, accommodations, and modifications?
<b>3. YES NO</b>	Does the student require substantial modifications, adaptations, or supports to access the grade-level content meaningfully?
<b>4. YES NO</b>	Does the student require intensive instruction to acquire, maintain, and generalize skills necessary for application in school, home, work, and community settings?
<b>5. YES NO</b>	Is the student’s level of educational performance 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 disabilities?
<b>6. YES NO</b>	Has the IEP team informed the parent/guardian of the consequences of the student participating in the Nevada Alternate Assessment (e.g., modified diploma vs. standard diploma) due to being assessed against alternate achievement standards?

## Other Considerations for Parents and the IEP Committee

The parent or guardian of the student must be advised that the NAA is based on grade-level content standards and is measured against alternate achievement standards, along with the following considerations:

1. The NAA is composed of a series of multiple-choice and constructed-response items that are not directly equivalent to the questions asked on the general NPEP assessments. The degree of complexity of the skills assessed with the NAA differs significantly from the general NPEP assessments. Further information about the specific content is available on the Nevada Department of Education (NDE) website ([www.doe.nv.gov](http://www.doe.nv.gov)).
2. Although the NAA serves as an alternative for all state-mandated assessments, the NAA cannot be used as a substitute for the HSPE in meeting the requirements for receipt of a standard high school diploma. For purposes of AYP, if a high school student's IEP stipulates participation in the alternate assessment, the student must participate in the March administration of the year the student is assigned to the 11<sup>th</sup> grade.

## Preparing Students for Testing

Teachers should plan well in advance and have received training from their districts for both the administration and video recording components of the NAA. This planning generally starts with discussion and recommendations from the IEP Committee and the parent or guardian. Familiarity with standardized test administration procedures is also necessary. Every effort should be made to provide a familiar setting most appropriate for the student. It will be important to assess the student in the same test setting and under the same testing conditions in order to establish a reliable and valid measure of growth. Assessing students may require several sessions over several days to ensure that the final video recording includes the student's best work.

## Administration of Examinations

**All students designated for participation in the NAA must be reported in the state's assessment results. Answer documents for all NPEP assessments contain a field to indicate NAA participation.**

To help ensure inclusion of NAA students in the state's assessment results, **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 pre-id 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 pre-id label for an assessment administered at his or her grade level, all student identifying information on 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 NPEP assessments, and further questions or requests to obtain additional answer documents should be directed to these individuals. The special education teacher must 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 NAA at that school.

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

### Teacher Tools

The *Nevada Alternate Assessment (NAA) Training Manual and Scoring Guide* is a reference used by the classroom teacher to conduct the assessment. 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 video recording of skills, confidentiality, and the role of the IEP Committee are also in the *Guide*.

The classroom teacher will receive a grade-level test booklet for each student along with a student response booklet. These materials will be distributed at the beginning of the testing window and must be kept secure until the completed assessments are returned to Measured Progress for validation scoring.

Each assessment task must also be video recorded, and a CD or DVD of these recordings must be included with each student's submission.

### Submitting Student Assessment Materials for Scoring

The Nevada Department of Education (NDE) requires local school districts to review all NAA student answer documents and video recordings for completeness prior to submitting them to Measured Progress for scoring. Districts **must** submit the student assessment materials to Measured Progress for scoring **no later than May 2, 2012**. Contact the NAA administrator in the local school district regarding other deadlines, as procedures vary. Measured Progress conducts validation scoring for the NAA by reviewing 100% of the video recordings of the assessment tasks.

The video recording is comprised of the recorded evidence of student performance in video clips along with other essential supporting evidence, such as work samples or teacher notes. Recordings of performance tasks must be of good quality, produced with typical digital-video technology. Immediately after each recording, the classroom teacher must indicate the accuracy of the student's response onto the answer document. Supporting evidence should be tagged with full identifying information (student name, student number, date of the evidence, teacher's name, school name, school district name). All benchmark skills for the corresponding grade levels must be included.

For each student, the classroom teacher must compile an Event Recording Folder that includes the following:

- A digital file including the video recording of each of the benchmark skills
- A completed answer document *for each student assessed*
- Supporting additional written documentation from the teacher **if required to accurately score the event**

- Student work samples collected during the event, if any

NAA trainers in local districts are an excellent technical resource, and will have additional local up-to-date tips and techniques. All video recordings for the student should be copied in accordance with the procedures outlined in *Nevada Alternate Assessment (NAA) Training Manual and Scoring Guide*. The video recordings **must** be submitted on a CD or DVD (other media **will not** be accepted). Use **one** CD or DVD per student, to the extent practicable. **Missing or incomplete submissions may result in the designation of the student as “Did Not Participate” and/or “Not Proficient.”**

The NAA administrator in the school district will have additional specific instructions regarding how classroom teachers should review and prepare their assessment submissions. Each submission must be placed in a separate envelope, with full identifying information, to include: student name, student number, date of the evidence, teacher’s name, school name, school district name, and the submission date. Media files cannot be transmitted electronically via the internet at this time.

**The NAA administrator in the local school district, or the school’s test coordinator, is required to review and inventory all assessment submissions and to certify that the contents are of high quality and complete.** Following review and inventory, the NAA administrator for the school district, or where appropriate, the school test coordinator, returns the records to Measured Progress. Materials sent by individual classroom teachers will be returned to the local school district, resulting in further delays in processing.

The weight, or value, of a student’s score on the NAA will be identical to the weight for a student assessed with the general NPEP assessment in determining school-level AYP. Results for students assessed on the NAA will be included with other student scores for public reports of overall state, district, and school outcomes. Reports for parents detailing the student’s level of specific content proficiency will be generated by Measured Progress.

**ELPA**  
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## Contact Information

### **Nevada Department of Education**

Title III Education Programs Professional

Jonathan Gibson

775-687-9257

[jgibson@doe.nv.gov](mailto:jgibson@doe.nv.gov)

### **Program Manager**

Henry King

775-687-9194

[hking@doe.nv.gov](mailto:hking@doe.nv.gov)

### **Program Manager**

Tom MacDiarmid

775-687-9259

[tmacdiarmid@doe.nv.gov](mailto:tmacdiarmid@doe.nv.gov)

## Overview

The English Language Proficiency Assessment (ELPA) is a high-stakes test under the No Child Left Behind Act of 2001 (NCLB). The ELPA is the state’s assessment tool to measure Limited English Proficient (LEP) students’ annual *progress* toward and rate of *attainment* of English Language Proficiency. As required under NCLB, all LEP students’ English Language Proficiency must be measured annually. Federal requirements specify that all LEP students must be evaluated for level of overall English Language Proficiency and for proficiency level in each of the language domains: Listening, Speaking, Reading, Writing, and Comprehension. The ELPA consists of four distinct tests for each student, one each for Listening, Speaking, Reading, and Writing; the Comprehension component is evaluated from a composite of Listening and Reading test items.

In accordance with NCLB, State Educational Agencies (SEAs) and Local Educational Agencies (LEAs) receiving Title III Grant Monies must meet Annual Measurable Achievement Objectives (AMAO) for their LEP students. AMAO I requires a minimum annual increase of LEP students’ *progress* towards English Language Proficiency as measured by ELPA results. AMAO II requires that an annual minimum percentage of LEP students *attain* English Language Proficiency as determined by the ELPA.

For the school year 2011-2012, the state of Nevada has contracted with CTB/McGraw-Hill to administer LAS LINKS as its ELP Assessment instrument. Students will be scored for proficiency overall and in each of the language domains of Listening, Speaking, Reading, Writing, and Comprehension as follows:

- Level 1 = Beginning
- Level 2 = Emerging
- Level 3 = Intermediate
- Level 4 = Advanced Intermediate
- Level 5 = Proficient

In order to score an Overall-Level 5, “Proficient,” a student cannot score lower than Level 4, “Advanced Intermediate,” on any of the language domains. Students scoring Overall-Level 5, “Proficient,” exit from the English as a Second Language (ESL) Program. They are considered Former LEP students, and for two years after exiting ESL, they count in the LEP subpopulation towards AYP determination.

In the school year 2011-2012, AMAO I will be accomplished if 53% or more of LEP students taking the ELPA for at least the second time increase a minimum of 25 points on their raw score from their previous assessment. AMAO II will be accomplished if 14.6% or more of LEP students taking the ELPA for at least the second time score “Proficient” overall and no lower than “Advanced Intermediate” in each of the language domains. AMAO I requirements will increase 1% per year, and AMAO II requirements will increase 0.2% per year. LEAs failing to make all AMAO requirements will be subject to progressive sanctions until they accomplish AMAO.

The ELPA is intended to measure the *academic* English proficiency of English Language Learners (ELLs). In addition to satisfying federal requirements to measure LEP students’ progress and attainment of English Language Proficiency, the ELPA provides valuable information to help determine students’ placement, need for accommodation on other high-stakes assessments, instructional needs, and academic performance. ELPA results can be a valuable tool for teachers to account for LEP students’ ability to

express content area mastery in English. Teachers can consider students' ELPA levels in each of the language domains to help students acquire academic English while accomplishing content objectives.

## **Participation**

All K-12 students identified as LEP must take the ELPA. If parents exercise the right to remove their child from the ESL program, the child must still take the ELPA until they score Overall-Level 5, "Proficient." The only accommodations allowed for students taking the ELPA are those accommodations specified in a student's IEP relative to their learning disability. Most often, accommodations consist of waiving the language domain test corresponding to a student's disability making it unreasonable to give that portion of the assessment. For example, a hearing impaired student may have the listening component waived.

## **Preparing Students for Testing**

The ELPA is an assessment of academic English that is divided into four distinct administrations for each of the language domains: Listening, Speaking, Reading and Writing. Because of the nature of the tests, some or all of the assessment may be impractical or untenable for some individual participants. For example, students with little or no English exposure are required to take all portions of the examination, and kindergartners with little academic preparation are required to take all portions of the test, including Reading and Writing. Relative to student age and ability, teachers need to work with all students to help them understand the purpose and nature of the test well before the test is actually administered.

Since the ELPA is a measure of students' academic English proficiency, intended in part to assess the need and manner to provide individualized access to content instruction, it is counterproductive to prepare the students with direct practice for these tests. Every effort should be made to familiarize students with standardized test administration procedures and to provide a familiar setting most appropriate for students to perform according to their abilities, but teachers should not tailor instruction specifically to improve ELPA results beyond a student's actual English preparation for content instruction.

## **Administration of Examinations**

The 2012 ELPA, which will be administered during the 2011-2012 school year, will be LAS LINKS, Form A. The ELPA will be conducted between October 24 and December 16, 2011, in all districts except Clark County School District and Washoe County School District. The window for Clark County School District will be extended to February 17, 2012; the window for Washoe County School District is October 3 to December 2, 2011.

The following table demonstrates the timeline and responsibilities for the administration of the 2012 ELPA:

<b>Task</b>	<b>Responsibility</b>	<b>Date</b>
Enrollment files template to District	CTB	8/29/11
Enrollment files to CTB	District	9/12/11
Pre-ID files to CTB	NDE	<b>9/23/11</b>
Test materials to District	CTB	10/10/11
Test administration window	NDE and District	<b>10/24/11-12/16/11</b>
Test materials returned to CTB	District	Before 2/6/12
Score reports to District	CTB	3/16/12
Data file to NDE	CTB	4/6/12

Pre-ID labels identify students and their demographic information with a test answer booklet and eliminate the need to fill in student information bubbles. Any bubbled-in information on the test answer booklet will override the student pre-ID labels.

District and/or site Test Directors, ESL Coordinators, and site Administrators will need to coordinate the ELPA administration. The Speaking portion of the ELPA takes 10 to 15 minutes and needs to be administered individually to the student by a proctor trained to score the test. The proctor for the speaking ELPA needs to have English native fluency. The remaining portions of the ELPA may be group administered, but the reasonable size of the group varies widely depending on students' ages, English ability and academic preparation. Each remaining portion of the test takes approximately 45 minutes.

The ELPA is administered according to grade clusters; students in each of the following grade clusters will take the same tests:

- Kindergarten – 1<sup>st</sup> Grade
- 2<sup>nd</sup> – 3<sup>rd</sup> Grades
- 4<sup>th</sup> – 5<sup>th</sup> Grades
- 6<sup>th</sup> – 8<sup>th</sup> Grades
- 9<sup>th</sup> – 12<sup>th</sup> Grades

The Speaking portion of the ELPA is scored locally while it is being administered. The remaining portions of the ELPA are returned to CTB for scoring. Individual test results are reported to parents and district and state results are used to calculate AMAO.

**NAEP**  
**National Assessment of Educational Progress**

No Nevada school will be selected for participation in the National Assessment of Educational Progress (NAEP) during the 2011-2012 school year.