

Presentation to the Nevada State Board of Education

Nevada Summative Assessments

- English Language Arts and Mathematics - Grades 3-8
 - Science - Grades 5, 8, and High School
- The Nevada Alternate Assessment - Grades 3-8 and 11

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Agenda

- Identify the authority of the State Board of Education (SBE)
- Review the timeline for the Request for Proposal (RFP) for the Nevada Summative Assessments (Required by ESSA, 20 U.S.C. § 6311(2) and NRS 390.105)
- Determine how the SBE will provide guidance to NDE in the areas within their authority

The SBE has four areas of authority and decisions

- 1. Scope of Work**
- 2. Selection Criteria**
- 3. Evaluation Committee**
- 4. Approve Awarded Contract**

Evaluation Committee & Criteria

- SBE may contribute to formation of a committee to evaluate responses, providing recommendations and approval of a committee and criteria pursuant to NRS 333.135 & NAC 333.162
- Pursuant to NRS 333.335 the Chief of the using agency shall provide a committee appointed by the Chief for approval to the Purchasing Administrator
- NDE can work with SBE to identify 3+ key members that represent stakeholders

Scope of Work & Requirements

- SBE may contribute to the scope of work or requirements developed for the solicitation
- SBE has the ability engage in the development of a need or scope within the normal operations of the Board (focus groups, steering committees, stakeholder input, town halls)
- SBE can approve the Scope, Committee and Criteria prior to the release of a solicitation

Federal and State Requirements for Annual Assessments

The Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA), outlines the primary federal requirements for assessing K-12 students

- Students must be tested annually in reading/language arts and mathematics in grades 3 through 8
- Students must be tested once in high school (grades 9-12) in reading/language arts and mathematics
- Students must be tested in science once in each of the following grade spans: grades 3-5, grades 6-8, and high school.
- All statewide assessments must be aligned with the state's academic content standards for each subject and grade level
- Assessments must include appropriate accommodations for students with disabilities and English language learners, as outlined in their Individualized Education Programs (IEPs) or 504 Plans
- States develop alternate assessments for students with the most significant cognitive disabilities
- States must provide evidence of the continued validity and reliability of State assessments

NRS 390.105

- The State Board shall, in consultation with the Council to Establish Academic Standards for Public Schools, prescribe examinations that comply with 20 U.S.C. § 6311(b)(2) and that measure the achievement and proficiency of pupils

Federal Peer Review - US Department of Education Requirement

The US Department of Education has an obligation to conduct a peer review of the technical quality of State assessment systems implemented under section 1111(b)(2) of the ESEA:

Section 1: Statewide System of Standards and Assessments

Section 2: Assessment System Operations

Section 3: Technical Quality – Validity

Section 4: Technical Quality – Other

Section 5: Inclusion of All Students

Section 6: Achievement Standards and Reporting

Section 7: Locally Selected, Nationally Recognized

Peer review of State assessment systems is to support States in meeting statutory and regulatory requirements under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ for implementing valid and reliable State assessment systems. Under sections 1111(a)(4) and 1111(b)(2)(B)(iii)-(iv) of the ESEA and 34 CFR § 200.2(b)(4) and (5) and (d).

Section 1: Statewide System of Standards and Assessments

- Evidence that the State's academic content standards contain coherent and rigorous content and encourage the teaching of advanced skills
- State requires the inclusion of all public elementary and secondary school students in its assessment system and clearly and consistently communicates this requirement to districts and schools
- Meaningful Consultation in the Development of Challenging State Standards and Assessments

Section 2: Assessment System Operations

- The State's test design and test development process is well-suited for the content, is technically sound, aligns the assessments to the depth and breadth of the State's academic content standards for the grade that is being assessed
- Statement(s) of the purposes of the assessments and the intended interpretations and uses of results
- Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of the State's grade-level academic content standards
- Processes to ensure that each academic assessment is tailored to the knowledge and skills included in the State's academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills)
- If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the student is enrolled and uses that determination for all reporting

Section 2: Assessment System Operations (Continued)

- State uses reasonable and technically sound procedures to develop and select items to assess student achievement based on the State's academic content standards in terms of content and cognitive process, including higher- order thinking skills
- State implements policies and procedures for standardized test administration
- State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools
- The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through
- The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information

Section 3: Technical Quality – Validity

- Adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards
- Documentation of adequate alignment between the State's assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity
- The State has documented adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State's academic content standards
- The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State's academic content standards
- The State has documented adequate validity evidence that the State's assessment scores are related as expected with other variables

Section 4: Technical Quality – Other

- Test reliability of the State's assessments estimated for its student population
- Overall and conditional standard error of measurement of the State's assessments, including any domain or component subtests, as applicable
- Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results
- For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student's academic achievement
- Assessments should be developed, to the extent practicable, using the principles of universal design for learning
- The State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in their design, development and analysis
- The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for academic assessments, including performance for high- and low-achieving students

Section 4: Technical Quality – Other (Continued)

- The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State's academic achievement standards
- If the State administers multiple forms of academic assessments within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State's academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years
- If the State administers any of its assessments in multiple versions within a subject area grade level, or school year, the State:
 - Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments
 - Documented adequate evidence of comparability of the meaning and interpretations of the assessment results
 - Has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system

Section 5: Inclusion of All Students

- The State must have in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State's assessment system
- The State must have in place procedures to ensure the inclusion of all ELs in public elementary and secondary schools in the State's academic content assessments and clearly communicates this information to districts, schools, teachers, and parents

Section 5: Inclusion of All Students (Continued)

- The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically, the State:
 - Ensures that appropriate accommodations, such as, interoperability with, and ability to use, assistive technology, are available to measure the academic achievement of students with disabilities
 - Ensures that appropriate accommodations are available for English Learners
 - Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed
 - Ensures that accommodations for all required assessments do not deny students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment

Section 6: Achievement Standards and Reporting

- State formally adopt challenging academic achievement standards
- Achievement standards must include at least three levels of achievement
- Achievement scores must differentiate among achievement levels
- The State must demonstrate the used a technically sound method and process that involved panelists with appropriate experience and expertise for setting
- The State reports its assessment results for all students assessed, and the reporting facilitates appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public

Status of Nevada Assessments Submitted for Federal Peer Review

Smarter Balanced ELA and Mathematics Assessments

- **Meets Requirements** for ESEA, as amended by NCLB and ESSA
- Nevada was the first consortium member state to receive a **Meets Requirements** for the Smarter Balanced Assessment

Nevada Science Assessments

- 2020 - submitted for review
- **Partially Meets Requirements** with additional evidence requested

Nevada Alternate Assessments

- 2022 – submitted for review
- **Substantially Meets Requirements** with additional evidence requested

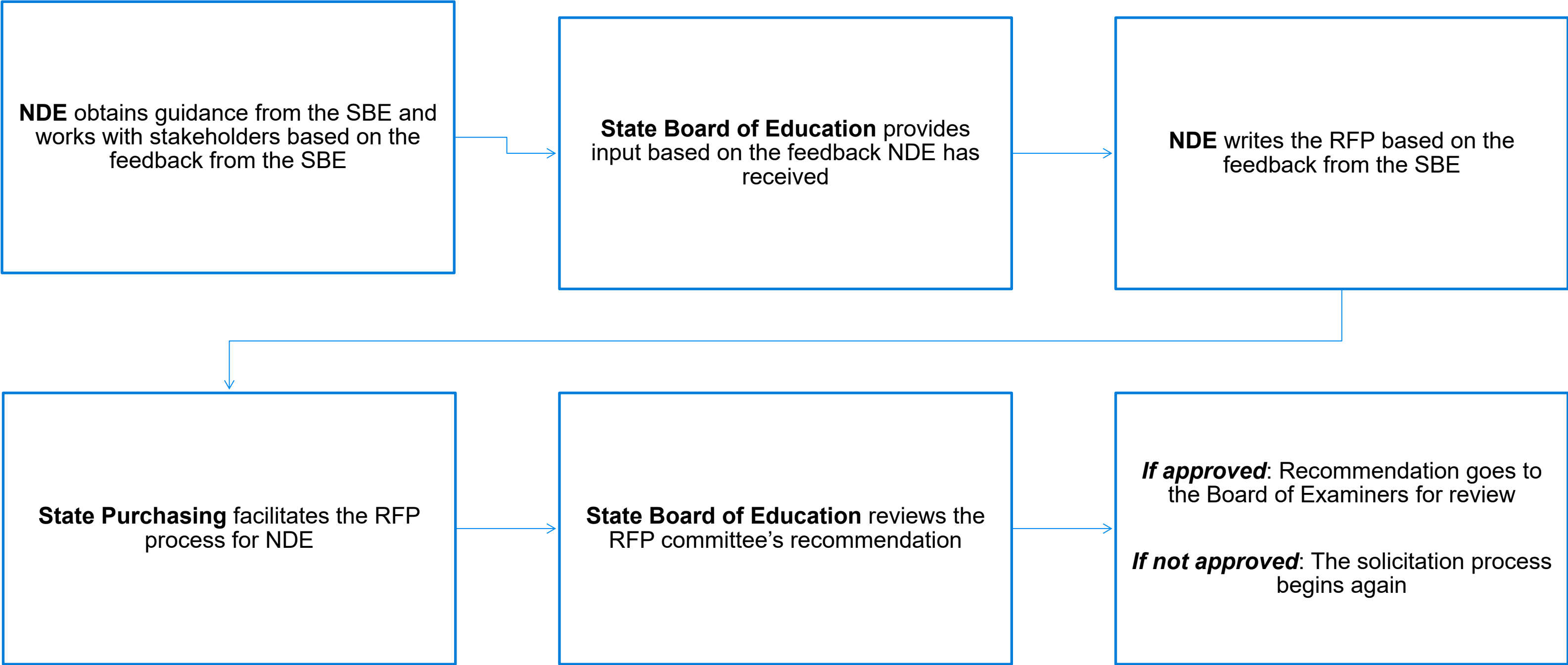
WIDA, English learner Assessment

- 2019 – submitted for review
- **Partially Meets Requirements** with additional evidence requested

ACT

- Reviewed 2022 – submitted for review
- **Substantially Meets Requirements** with additional evidence requested

Procurement Process Overview



Nevada Ready Assessments RFP Estimated Timeline

Activity	Date
State Board of Education – RFP process overview	6/25/2025
State Board of Education	7/30/2025
Summative Pilot Evaluation – Research Report	8/1/2025
RFP Development by Agency	8/1/2025
District Test Directors Meeting (stakeholder input)	8/12/2025
Nevada State Curriculum Directors’ Meeting (District and RPDP input)	9/1/2025
Stakeholder input: Federal Accountability Assessments	9/1/2025
Council to Establish Academic Standards	9/1/2025
Technical Advisement Committee (TAC)	9/1/2025
Stakeholder Engagement (community input)	September 2025
State Board of Education – Approve RFP Scope of Work, Evaluation Committee, and Criteria to Evaluate	9/10/2025
Scope of Work (SOW) & Evaluation Factors	9/12/2025
Deputy Attorney General (DAG) review SOW	9/19/2025
Technology Investment Notification (if needed)	9/19/2025
Agency CCM Review and Approval	9/26/2025
Submit Development Form & SOW	10/3/2025
State Purchasing pre-evaluation mtg with evaluation committee – discuss RFP process	10/15/2025
Formal Solicitation Approval and Release	10/17/2025
Questions From Vendors	11/3/2025

Nevada Ready Assessments RFP Estimated Timeline

Activity	Date
Answers Posted	11/10/2025
Deadline for References	11/21/2025
Proposal Opening (Evaluation Start)	11/24/2025
Committee Meeting (Evaluation End)	12/8/2025
State Board of Education – Action on recommendation of the RFP Evaluation Committee	12/10/2025
Vendor Selection	12/22/2025
Notice of Intent (NOI)/Start Negotiations	12/23/2025
Agree to Terms/End Negotiations	1/13/2026
Vendor Signature	1/15/2026
Deputy Attorney General (DAG) Signature	1/20/2026
Agency Head Signature	1/23/2026
Notice of Award (NOA)/Start Appeal Period	1/26/2026
GFO/CETS Submission	1/26/2026
End of Appeal Period	2/6/2026
Estimated BOE Agenda Deadline	March 2026
Estimated BOE Approval	March 2026
Start Contract Date & Functional Production	April 2026

Discussion

How would the SBE like to move ahead in regard to the areas below to provide feedback to NDE; scheduled board meetings, work group, surveys, other?

1. Scope of Work
2. Selection Criteria
3. Evaluation Committee

Next Steps

Options

- 1) Participate in meetings initiated by NDE
 - >Led by the department, SBE kept apprised
- 2) Participate and provide input (co-lead)
 - >Work groups and/or other activities co-led by NDE & SBE
- 3) Lead the work with department support
 - >SBE initiates scope of work, committee selection, selection criteria. NDE assists with communication and scheduling
- 4) Other

Thank You

Thank You.

For more information please contact:
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