

ACT – Evaluator Comments

- Demonstrated Competence and Conformance to RFP: As the vendor was kind enough to point out, one of the goals of the RFP (2.5.2 and 5.1.1) is to "Be a valid and reliable assessment aligned to Nevada Academic Content Standards." Though they attempted to address with some cute double speak, (i.e. Those who built your standards looked at ours in their process) I do not believe they demonstrated alignment.
- Vendor did not address an adequate level of flexibility in selecting test dates in comparison to other vendors.
- Vendor's response to 5.2.4 does not address a validation process as much as an ordering solution. Response states that organizations may remove students from the data set, this is not a typical process in large scale assessments such as a state census.
- I do not believe the statement made on p. 19 (Accepted at all colleges and universities in the country) is still true.
- 2.6.6 - Due to the nature of the test design and original purpose of the tool, this vendor's accommodation options are more limited than other vendor's options.
- The repeated mention of "Superscore" are disconcerting and not in alignment with industry standard on large scale federally reported assessments.
- Vendor seems to use the RFP process to upsell the state regarding their other offerings (p 22-26). As in the past it appears the vendor's primary solution for increased student performance is more testing with their products rather than improved instructional strategies.
- In the responses from USED linked by the vendor the Peer review feedback on ACT states: Evidence that the test design addresses the full breadth and depth of the academic content standards, specifically that gaps identified in the alignment study have been addressed and implemented on the operational form of the assessment. - This seems to be ignored in some state's responses, while others list specific standards they will assess locally. The RFP does not ask for partial coverage of state standards to cover some through additional assessments.
- The vendor's response to 6.2 does not address equity but does a good job marketing additional ACT products and services.
- Expertise - Demonstrated expertise.
- Appreciate seeing the response to RFP specification 5.1.1 and Chapter 3 of the ACT Technical Manual explaining the ACT role in development of the Common Core State Standards and ACT alignment to Nevada Academic Content Standards for ELA and Math.
- Outlines areas for improvement, Not USDOE peer reviewed, not standards aligned
- Has evidence of work with other states, current NV vendor, requires multiple subcontractors, existing lawsuits
- English only, opportunities for tutoring and retakes for a combined score
- Lack of representation of math education, some education representation, no PhDs in resumes of key personnel
- PDF Navigation: In all of the proposals, I really wished they hyperlinked the various sections within the document. It is difficult scrolling through 200+ pages
- Not aligned to NVACS completely, about 50%. - Big Concern
- Paper and online versions available
- Cumbersome systems to navigate. Success, Pearson Next, Nevada Site - Big Concern
- Tight deadlines for rostering and ordering materials.
- Results can be used for college entrance - Benefit
- During the 2020 school year, ACT introduced the Superscore program, which allows students who have tested more than one time to combine the highest scores from subject tests (English, reading, math, and science) to create a Superscore composite
- The options include professional development solutions for educators as well as academic and social and emotional learning (SEL) solutions for students (both critical to being college and career ready).
- Logistical challenge: In our proposal, we suggest that schools' current March ACT test dates for juniors be expanded to College and Career Readiness Days, where students in all grades of the high school have

the opportunity to prepare for the ACT as a first year student or sophomore, retake the ACT as a senior, or take the ACT® WorkKeys® Assessments as a senior.

- ACT Online Prep:*Can be provided to students shortly after taking the PreACT in grade 10 and used throughout the student's junior year to prepare for the ACT. Contains games, activities, personalized learning, and two full-length practice tests*Ideal preparation for the spring grade 11 test
- Good feature: MyACT, which allows students and parents to take greater control of what comes next, whether it is to send scores to colleges, explore careers and interests, take a practice test and remediate based upon results, or schedule a retest at a national test site
- Good feature: As an added benefit, the ACT test provides students with interest inventories as well as a predictor of their success should they take the ACT@WorkKeys® Assessments and earn a National Career Readiness Certificate® (NCRC).
- Data file available in June 2023 - too late
- I felt the DRC was the strongest and that Pearson was the weakest. I believe that all 4 vendors could put together a quality large scale assessment and have the right expertise to support such initiative. However, for me, it came down to alignment with the Nevada State Standards. DRC put forward a proposal that was based on Smarter Balanced Standards which is basically what has been adopted in Nevada. Others, such as Pearson, talked about having teachers that are familiar with Iowa's standards develop items. With this being the final state assessment that many students will take, I feel that alignment with State standards has to be crucial. The other assessments appear to be developed using other standards and then mapped to Nevada instead of the other way around.
- Demonstrated Competence = 7
- Experience in Performance of Comparable Engagements = 7
- Conformance with the Terms of This RFP = 6
- Expertise and Availability of Key Personnel = 8
- Current vendor.
- Provides a number of accommodations.
- MyACT allows students to manage their ACT scores, demographic information, high school resume, and college plans. MyACT also allows students to send their scores free of charge to four colleges or scholarship granting organizations.
- Usable score reports and Using Your ACT Results for postsecondary planning and goal setting.
- Primarily a college entrance assessment - not aligned to academic content standards.

College Board – Evaluator Comments

- Competence and Compliance with RFP: Vendor did not adequately demonstrate that the assessment was aligned to state standards. (5.1.1 and 2.6.2)
- Competence- Vendor has a long history of administering CCR assessments. Vendor repeatedly shares that content and many other aspects of their testing program are not flexible and as a state we are getting what they are. 4.1.5- vendor should share what the additional evidence requested by USED is rather than simply stating they will be submitting it in December. 4.1.6- No evidence submitted. 4.1.13 - Some of the listed workshops have a sales component, some push instructional programs shunned by researchers. English only- Nevada law does ask that all tests have translations when the construct is not affected. 5.2.4- Validation process described. File based and NDE led, not LEA centered as described in the RFP. 5.2.5- very vague, does not tell us if the turnaround will meet mandated timelines. 5.2.6 - Vendor states two likely reasons it may not the RFP established timeframe. 5.2.7- once again vendor says it has established processes it wishes the state to use rather than being responsive to state needs. 5.3.2 - Vendor retains all say over canceling scores. Bookmark Standard Setting- would we see SAT content? 6.1- Was equity a concern when test was first administered in the 1920's (addressed in technical manual history section)? Good practices in place but given the pushback on the assessment vendor should address concerns of colleges and researchers specifically. 6.2- another vendor selling additional products and services in this section. Again- take our tests more/use our practice tools and you do better.
- Experience: well demonstrated experience in CCR would like more evidence of ability or willingness to meet the stated goal of standards alignment.
- Conformance to RFP: Some creative answers to items where the argument is weak such as standards but made every attempt to give us what we asked for.
- Expertise: Staff shared seem to have reasonable backgrounds for the work required.
- References demonstrate the rigidity of the vendor and inability to adjust assessments or process to meet the needs of the state.
- Appreciate seeing the business reference from the Clark County School District and the SAT Suite of Assessments Technical Manual describing the redesign of the SAT.
- Requires multiple subcontractors, product switches in year two, little standards alignment information
- Currently in other states, high quality references, existing lawsuits
- English only, relies on predictive validity and Kahn Academy, little supports available for students
- Lack of educational expertise in key personnel/ strong psychometric expertise
- DATE: Listed a due date of 3/14/2021 on the RFP response; is this a typo? Or, a re-used RFP response? If the latter, attention to detail issue.
- FOCUS: Seems to be on the test/tool and not the students.
- PDF Navigation: In all of the proposals, I really wished they hyperlinked the various sections within the document. It is difficult scrolling through 200+ pages.
- College Board has been supporting state-wide administrations of the SAT Suite of Assessments (SAT Suite) for over a decade. College Board currently partners with 18 states and the District of Columbia in the administration of large-scale assessments.
- College Board proudly proposes the SAT SD as our response to this RFP
- We redesigned the SAT Suite in the 2015-2016 school year so that the assessments more closely reflect what's being taught in high schools and focus on the knowledge and skills that evidence shows matter most for college and career readiness and success.
- The SAT is comprised of three tests: Reading, Writing and Language, and Math. The Reading test is 65 minutes and is comprised of 52 questions. The Writing and Language test is 35 minutes and is comprised of 44 questions. The Math test is broken into two portions. The No Calculator portion is 25 minutes and is comprised of 20 questions. The Calculator portion is 55 minutes and is comprised of 38 questions.
- Related assessments: PSAT/NMSQT, PSAT10 and PSAT 8/9
- Resources: Khan Academy, students can use their PSAT/NMSQT, PSAT 10, or SAT results to receive free, interactive, personalized SAT study plans.
- BigFuture is a student's guide to making choices about life after high school. Powered by College Board, BigFuture guides students to explore careers, plan for college, and pay for college through rich

- content, personalized search, and the ability to save plans
- Challenge: one day with a make up date and accommodations window
- Electronic reporting: 28 calendar days from the date an answer sheet is received for processing
- Concern: alignment to NVACS
- I felt the DRC was the strongest and that Pearson was the weakest. I believe that all 4 vendors could put together a quality large scale assessment and have the right expertise to support such initiative. However, for me, it came down to alignment with the Nevada State Standards. DRC put forward a proposal that was based on Smarter Balanced Standards which is basically what has been adopted in Nevada. Others, such as Pearson, talked about having teachers that are familiar with Iowa's standards develop items. With this being the final state assessment that many students will take, I feel that alignment with State standards has to be crucial. The other assessments appear to be developed using other standards and then mapped to Nevada instead of the other way around.
- Demonstrated Competence = 6
- Experience in Performance of Comparable Engagements = 7
- Conformance with the Terms of This RFP = 6
- Expertise and Availability of Key Personnel = 8
- Virtual format
- Career Search: Students can explore career opportunities connected to their interests, skills, and local demand, including projected growth and estimated salary ranges. Students with results from the SAT Suite can incorporate their College Board assessment data based on a career-matching algorithm developed in partnership with HumRRO to personalize their exploration - does have a career exploration component.
- All students must test on either the primary or makeup administration dates defined unless they have an accommodation that allows them to test during the accommodated window - lacks flexibility.
- Although the SAT was not designed specifically to measure the Nevada Academic Content Standards, it is nonetheless based on the same evidentiary foundations that undergird Nevada's college and career readiness requirements - primarily a college entrance assessment.
- The skill and knowledge requirements described in Nevada's math standards align well with those of the SAT - academic standards may somewhat align.
- College Board assessments measure the skills and knowledge that evidence shows are essential for college and career success. These evidence-based college- and career-readiness skills and knowledge are fundamental to a variety of state academic standards across the country. Much of this research is the very same research that underlies the skills and knowledge defined by the Nevada Academic Content Standards. - may somewhat align. Results might be low.
- Accommodations - are not as flexible due to it being a college entrance assessment.
- Overall not very flexible or adaptable to change.

Data Recognition Corporation (DRC) – Evaluator Comments

- Competence and Compliance with RFP: Vendor did adequately and completely demonstrate that the assessment was aligned to state standards. (5.1.1 and 2.6.2) Vendor should have mention that NSHE accepts Smarter scores for class placement.
- Competence: Vendor understand the process for federally reported assessments and can design their process around the needs of Nevada. 5.1.2- Designated supports listed are missing the language supports added this year. It would be the expectation that any vendor offering the Smarter Balanced Assessments at this point in time would offer all assessability tools offered by other Smarter States. 5.2.1 have we moved to a place where we expect and trust AI scoring? 5.2.6 Submission's author not fully familiar with Nevada's use of the Smarter SRS- at this time SRS is only used for interim assessments. 5.2.8 - Detail list of assessment issues, none of which seem to be a statewide assessment irregularity as described in the prompt, appear to be an open sharing of problems. 5.3.2- Though I appreciate thorough responses this may be too much perhaps it is filler used in all responses most likely. 5.3.3- Again I do not know if all this information was required to respond to this item. 5.3.5 - Described report meets NV needs. 6.1 and 6.2 Equitable access was one of the founding principals in the development of the Smarter Balanced Assessments.
- Experience- Vendor demonstrated a large amount of experience working with states on federally reported assessments. Vendor argues that previous administrations of the Smarter Balanced high school assessments are college and career ready indicators. Vendor listed several instances of assessment issues in the past 5 years.
- Expertise- Assigned staff have a large amount of experience on Nevada specific assessment. Staff has demonstrated the ability to accurately and effectively obtain peer review accepted status with Nevada as a partner.
- Conformance with RFP- If anything, many answers were excessive for the requests made.
- Appreciate seeing response to RFP specification 2.1 and reference made to consider the NDE survey for teachers, administrators, and public and feedback on the CCR assessment.
- Aligned to CCSS, 2 options for career, includes interim and toots for teachers, no subcontractors, longitudinal with elementary, meets peer review
- Multiple states history, has a MOD with Smarter
- Includes Desmos, bilingual support, interim support
- Lead was a teacher, could be improved with additional PhD level content expertise, handscoring and psychometrics are highly qualified.
- PDF Navigation: In all of the proposals, I really wished they hyperlinked the various sections within the document. It is difficult scrolling through 200+ pages
- DRC has proven they can manage many concurrent users in the system. When issues do occur, they communicate with districts in a timely manner.
- Strong alignment with NVACS as well as supporting formative tools to provide teachers with resources to align instruction with the rigor of the summative. Tools for Teachers, Content Explorer, and Interim blocks.
- Interesting CCR connection: DRC's proposal also includes setting a Nevada-specific "career ready" cut score as part of the standard setting process following the first administration. Setting a career-ready cut score will provide useful information to educators, and even potential employers, that students have the necessary knowledge and skills to be ready to enter the workforce in Nevada.
- Interesting CCR Connection: DRC invites Nevada schools to pilot DRC's TABE Test as an additional indicator of career readiness. TABE has been utilized for over 50 years by postsecondary education and workforce programs, career and education centers, community and technical colleges, universities, and employers across the country as a diagnostic, entrance, and placement tool for job-seekers. DRC has recently enhanced the TABE offering with a connection to 0*NET, the nation's primary source of occupational information sponsored by the U.S. Department of Labor/Employment and Training Administration. A student's TABE scores are now directly linked to national career data in the 0*NET database. Students can select careers of interest and compare their scores directly to the expectations within their chosen career path. Students may then plan their academic and skill development path through their final years of high school and possible enrollment in 2-or 4-year colleges, technical

- schools, or apprenticeships.
- Why would the window not mirror the summatives? Testing Window March 15-April 12, 2023 Testing Window (Make Ups) April 17-April 20, 2023
- Fast turnaround for reports! As described in the previous section, DRC ensures that all student scores will be reported electronically within 28 days of the close of the test window. If desired by NDE, a faster turnaround time may be available (as soon as 15 calendar days).
- Computer adaptive - Benefit
- Extended embedded accommodations - glossing, dual language - Benefit
- I felt the DRC was the strongest and that Pearson was the weakest. I believe that all 4 vendors could put together a quality large scale assessment and have the right expertise to support such initiative. However, for me, it came down to alignment with the Nevada State Standards. DRC put forward a proposal that was based on Smarter Balanced Standards which is basically what has been adopted in Nevada. Others, such as Pearson, talked about having teachers that are familiar with Iowa's standards develop items. With this being the final state assessment that many students will take, I feel that alignment with State standards has to be crucial. The other assessments appear to be developed using other standards and then mapped to Nevada instead of the other way around.
- Demonstrated Competence = 8
- Experience in Performance of Comparable Engagements = 8
- Conformance with the Terms of This RFP = 9
- Expertise and Availability of Key Personnel = 8
- Alignment to academic content standards.
- Preparatory materials for teachers and students - practice test/guides/lessons/activities
- Connection to O'NET to compare scores to careers and research careers of interest.
- Has a number of accommodations that students can turn on/off. Collects student feedback for improvement.
- Not recognized by most colleges but working on getting recognized to be a college entrance exam
- Flexible test delivery - multiple days.
- Ticketless.
- Student friendly tools and formatting.
- The Smarter Balanced assessment is 100% aligned to the Nevada Academic Content Standards in English Language Arts (ELA) and Mathematics. DRC has successfully provided the Smarter Balanced assessments for grades 3-8 as part of the Nevada Ready assessment program for the past seven years - allows to show student progress over the years.
- We will not take a "one-size-fits-all" approach to your program, but rather work closely with you to design and improve our processes to meet the program's evolving requirements.
- Included Nevada CCR survey feedback
- Reports, data dashboards, monitoring dashboard, and administration seem to be user friendly.
- Provided a number screenshot examples of sample test items look like.
- Seems to be the most adaptable, flexible and user friendly of all the proposals.
- Mention making items to be posted on the website ADA.
- Educators who work with English language learners and students with disabilities also were included to help ensure that the achievement levels are fair and appropriate for all students. This work set the foundation from which Smarter Balanced develops assessment content in a manner that is open, inclusive, focused on equity, and structured for ongoing improvement.
- Provided detailed project schedule.
- Provided clear details of what to expect in all areas.

Pearson – Evaluator Comments

- Custom Development to fully align to Nevada Standards- Scores reported to CCRAS. Do all content areas have CCRAS?
- Hard to believe a company this large did not have anything to report in 7.10.
- Vendor had a whole state reporting issue.
- Page 20- "the vast majority of items are rated as measuring content outlined in the CCSS" This statement does not say that the test is aligned to the Nevada standards.
- Not seeing evidence that the assessment is accepted by any bodies of higher education
- Comprehensive technical report description meets NV needs.
- Response to 5.2.4 seems aligned to state needs. More information about record retention and deletion would be beneficial.
- Response to 5.2.6 accounts for the need to set standard in year one.
- Are we at a point we can trust AI scoring? It appears that the IEA and human scoring will only be used in ELA? Does the automated math scoring reach the depth of our high school standards?
- Hand scoring is reserved only for outlier responses!
- Angoff instead of Bookmark method of standard setting. Standard Setting would be all online.
- C-DIF analysis seems to imply that the total item band for ELA is 116 items and math is only 70 items. Also why were items that were identified by C-DIF not removed. It just says passed by fairness group.
- Response to 5.1.2 was only focused on vision impairment. EL supports and supports for students with disabilities were not directly covered in the proposal text. Touched on in 2.6.6 but very vague with no concrete examples of supports. Also vague description starting on page 26. English learners briefly addressed on p. 52 with some supports listed.
- Response to 6.2- Equity is creative and attacks competition but does not describing advancing equity. The potential credentialing program described again here does not have the weight other credentialing or labor focused programs have.
- p. 246 starts accommodations and accessibility info. Seem comparable to industry standards.
- Competence- No, they had a whole state irregularity. Description of alignment uses terminology that does not align to NV Standards. Was not convinced that the vendor fully understands how their content aligns to NV's Standards nor did they properly explain their reporting categories. Scoring practices described have been rejected by many in the field. History presented was not CCR specific, references did not discuss a CCR component. Evidence of financial stability link did not work. There were other resources on the site that did demonstrate stability. There was litigation regarding reporting issue.
- Experience - Long history of assessment construction and administration but no evidence of CCR development/administration. Was also no mention of a connection with institutions of higher learning either in development or use or student score related to college acceptance. The disclosed statewide irregularity also detracts from this argument.
- Conformance- The vendor provided a plethora of information regarding the RFQ requests. Some information provided missed the intended mark, while other information was intentionally vague. The proposal caused doubt regarding the items available and their alignment to NV standards, the scoring procedures, and their experience providing a CCR assessment.
- Expertise- Demonstrated a high level of experience in the field of assessment. Nevada would have a dedicated program manager and additional supports.
- Appreciate seeing the reference made to support NDE and all Nevada stakeholders in the objectives set forth in the Statewide Plan for the Improvement of Pupils (STIP) and the assessments in English language arts and mathematics assessments that will align to Nevada Academic Content Standards and meet federal peer review requirements.
- Comprehensive proposal describing all steps of the process (transparent) Includes a variety of science options and options for career, peer review successful (federal). Not longitudinal, despite described as so because they are not the elementary contract. Aligned to CCR-Anchor standards rather than NVACS
- Included in other states, long IOWA history and research support, parent portal is a strength
- Can be administered in Spanish, includes Desmos and "smart thinking" online student tutoring
- Strong staff across Pearson, more details would be helpful in evaluating this section.
- PDF Navigation: In all of the proposals, I really wished they hyperlinked the various sections within the document. It is difficult scrolling through 200+ pages.

- Pearson currently is involved in large-scale assessment services in 21 states
- Sample tasks provided for Grades 5 and 8 science - Page 18
- Scoring: largest scorer of student assessments in the world
- The NCCRA leverages the work done on the Iowa Assessments and has been developed to support valid inferences about student knowledge and skills. Specifically, the assessment has been designed to measure English language arts (reading, language and writing) and mathematics in grades 3-8 and high school directly aligned to the grade 11 standards and their embedded CCRAS, fully reflecting the standards that are taught in Nevada classrooms Nevada educators could contribute to the development of scenario-based science modules that are grounded in scientific phenomena that Nevada students encounter in classroom, laboratory, and field explorations or the creation of reading passages that reflect the Nevada's diverse student population
- Reports:
 - Achievement level descriptors—describing students' performance in terms of the knowledge and skills they have acquired—are provided for all test takers
 - Individual student reports—providing information at the test level as well as at the domain level, providing actionable, easily understood information for students, families, and educators, by pinpointing the areas students have mastered and those that need additional support Information on the cognitive processing of students—providing a guide to areas that may need additional focus or assistance
 - Writing trait scores—improving instruction and helping address student deficiencies in specific areas
 - School and district averages—providing indications of overall performance for the total testing population as well as groups o\
 - Concordance table—to satisfy the Nevada Board of Regents expectations, concordance validation between scores on NCCRA and scores on the ACT is complete and available to ensure no disruption to current policies
- Interesting Opportunities!
 - Our tools allow for NDE to have the option to build out career and college readiness guides that are personalized to the student based on their interests and abilities, provide personalized video score reports, and Nevada custom videos and modules for community awareness of the programs involved
 - Spotlight - Illuminating education data
 - Smarthinking online tutoring and writing help. Smarthinking is 24-7 help from experienced subject tutors and skilled writing tutors that can provide support for better grades, readiness, essays, and career preparation in over 150 subject areas including math & statistics, reading, science, and writing Career connections. So often the college portion of college and career is emphasized in assessment programs. Pearson brings expertise to expand NDE's work with Nevada's workforce development board to establish digital credentialing components that students could take to demonstrate readiness for direct entry into key industries in Nevada, such as tourism and hospitality, health careers, information technology, and manufacturing. Our capabilities include a proven predictive workforce analytics tool that explores the impact of external trends on the workforce up to 15 years into the future. Within Nevada Assessments, this tool could be instrumental in helping to set students up for success upon graduation.
- Interesting! As an extension of the formal standard setting process, we propose that a policy committee be convened after the NCCRA educator standard setting meetings, which would include Nevada higher education professionals to set, by subject, a CCR score that can be adopted for college course placement
- Dashboard reporting with filtering capabilities
- Concern: 2 week window
- Benefit: Family portal to access results, CCR Guide: A localized view of colleges and universities, with ratings based on the student's likelihood of admissions. A step-by-step analysis of the student's progress towards graduation and university eligibility requirements. Region-specific views of a student's possible career pathways, including relevant colleges, suggested certificates and degrees, high-growth professions, and potential salaries (by education level attained). A timeline detailing recommended actions, leading to graduation and college matriculation. Crucially, personalized action steps that the student should take should they wish to aspire higher
- Real time dashboard on students testing, minutes and hours
- Reporting timeline: 28 calendar day schedule
- 2Intelligent Essay Assessor (IEA) is Pearson's proprietary artificial intelligence (AI) scoring engine for

- scoring essays and constructed responses.
- The NCCRA is currently administered as a fixed-form assessment in which tests are built and validated to meet the blueprint and test specifications. As desired, we can initiate planning with NDE to transition the NCCRA to a computer-adaptive instrument during the life of the program.
- Concern: No translation services across multiple languages (directions, items)
- Concern: No interims or aligned tools.
- I felt the DRC was the strongest and that Pearson was the weakest. I believe that all 4 vendors could put together a quality large scale assessment and have the right expertise to support such initiative. However, for me, it came down to alignment with the Nevada State Standards. DRC put forward a proposal that was based on Smarter Balanced Standards which is basically what has been adopted in Nevada. Others, such as Pearson, talked about having teachers that are familiar with Iowa's standards develop items. With this being the final state assessment that many students will take, I feel that alignment with State standards has to be crucial. The other assessments appear to be developed using other standards and then mapped to Nevada instead of the other way around.
- Demonstrated Competence = 5
- Experience in Performance of Comparable Engagements = 5
- Conformance with the Terms of This RFP = 6
- Expertise and Availability of Key Personnel = 8
- Unlike college entrance assessments, NCCRA is directly aligned to the grade 11 standards and their embedded CCRAS, fully reflecting the standards that are taught in Nevada classrooms.
- Pearson brings expertise to expand NDE's work with Nevada's workforce development board to establish digital credentialing components that students could take to demonstrate readiness for direct entry into key industries in Nevada, such as tourism and hospitality, health careers, information technology, and manufacturing. Our capabilities include a proven predictive workforce analytics tool that explores the impact of external trends on the workforce up to 15 years into the future.
- Included STIP with focus on equity.
- Relevant and aligned - addresses gaps and barriers
- NCCRA, on the other hand, is purposefully composed of content that is directly aligned with the Nevada Academic Content Standards in mathematics, reading, writing/language, and science.
- Teachers and students can see how student performance on the NCCRA will relate to their performance on the ACT—providing the connection between standards-based instruction and readiness for college.
- General accommodations and multiple testing times.
- In response to this need for more equitable, understandable communication, Pearson's Personalized Video Reports (PVRs) convert student data into appealing, easy-to-understand videos that speak to students via the modality with which they are most comfortable: their mobile phones.
- College and Career Readiness Guide - makes use of available information, ranging from grades earned and courses taken to career interest areas, CTE coursework, and of course assessment results. This rich, personalized profile is viewable on a computer or a mobile device.
- We will establish concordance between achievement on the NCCRA and achievement on the ACT to establish alignment with college entrance requirements.
individual student reports will provide clear information about student performance in relation to the college and career readiness standards. We will provide a family portal for parents and guardians that provides information about the assessments and what it means to achieve college- and career readiness
- The schedule will permit no more than 28 calendar days from return of the answer documents to availability of electronic reporting of student scores.
- The combination of human and automated scoring will provide consistent, accurate, and timely scoring of student responses.
- The Interpretive Guide for Teachers and Families will provide examples of the Individual Student Report (ISR) intended for these audiences. Replicas of the ISR are presented with annotations of each section that explain the meaning of specific results and how to use them.
- Includes standards and assessment development.
- The primary goal of the proposed NCCRA is to ensure all students have opportunity to demonstrate their achievement with respect to the Nevada standards. The goal is to provide assessment results that are truly reflective of the achievement of all students.
- Page 150 tale for incorporating fairness procedures into the CCR assessment.

- Faethm is a predictive workforce analytics tool that explores the impact of external trends on the workforce up to 15 years into the future. - Is this a free tool that all students have access to?
- The CCR Guide is a great support for postsecondary planning and academic and career planning.
- Provides LMI and career interest inventory. Very descriptive about current grades and test scores and postsecondary institution eligibility requirements - what schools a student qualifies for. Extremely useful guide for counselor, student, and parent conversations. WestEd surveyed 900 high school students and interviewed a small sample of students and parents on the CCR Guide.
- Timeline is detailed. Will require extensive work but has the most benefits and will be directly aligned to the content standards. May include development of employability skills??
- Supports numerous accommodations. Very student centered and flexible. ASL video player embedded in the assessment? Allows for read-aloud.
- Will require a lot of training.