



## Checklist for the Review of the Nevada Academic Standards by the Council to Establish Academic Content Standards

This checklist will assist with the review of any revision/rewrite to the Nevada Academic Content Standards for the following Core Content areas: English Language Arts, Mathematics, Science, World Languages, Physical Education, Health, Social Studies and Ed Tech/Computer Science.

Note: Standards may be written for individual grades, grade bands, or suggested courses, the checklist uses the phrase "grade or grade band" to refer to each set of expectations.

### Introductory Areas to Reflect on the Proposed NVAC Standards

Introductory Area	Question	Answer
Rigor	Are the standards which are based on the developmental expectations described in a national framework/guide, developed to prepare students for a variety of college and career ready pathways by the end of high school?	Y / N
Equity / Diversity	Are the standards designed to be accessible by all students (e.g., ELL, students with disabilities) and allow for flexible demonstrations of performance on the content?	Y / N
Connections to Other Disciplines	Are there explicit ways in which the given content area concepts and practices are shown to be relevant in other subject areas?	Y / N

### Proposed NVAC Standards Focusing on Discipline Content

Focus Area	Question	Answer
Emphasis / Manageability	Does the total number of standards per each grade level or grade band represent a manageable amount of content?	Y / N
Coherence/ Progression	Are the K–12 learning progressions (series of related standards) expanding on concepts and practices over multiple grades with increasing sophistication and application practices that are developmentally appropriate?	Y / N
Specificity	Are the standards specific enough to convey the level of performance expected of students ( <i>without being overly specific or prescriptive</i> )?	Y / N
Clarity	Are the standards clearly written and presented in an error-free, legible, easy-to-use format that is accessible to a diverse audience of readers while maintaining adherence to important content area terminology?	Y / N
Measurability	Can student mastery of the concepts and practices be measurable, observable, or verifiable by teachers in some method of assessment?	Y / N