Nevada Department of Education

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NEVADA

Student Assessment System

Nevada Alternate Assessment (NAA)

Student Report

Student: Student Name
Grade: 5
Birth Date: XX/XX/XXXX

State Student ID: XXXXXXXX
School: Sample School

District: Sample District
Test Date: Spring 2019

Achievement Levels				
Grade 5	**Level 1 Minimal Understanding**	**Level 2 Partial Understanding**	**Level 3 Proficient**	**Level 4 Advanced**
English Language Arts				✓
Mathematics			✓	
Science			✓	

About the Nevada Alternate Assessment (NAA)

Designed specifically for students with significant cognitive disabilities, the NAA is the state assessment of alternate achievement.

As you review this report, you will see how your student scored on the Nevada Alternate Assessment (NAA), and you will learn what the scores mean about your student's achievement in school.

Why NAA Results Are Valuable

The NAA achievement and participation information in this report is valuable for many reasons.

- This report provides a "snapshot" of your student's performance in school. Combined with other assessments and communication with teachers, this information may help in guiding instruction
- The Nevada Academic Content Connectors provide information about the state's expectations for the instruction and curriculum your student should receive in school
- The Achievement Level, or alternate performance expectations, reflects where your student's performance falls along the range of achievement on the Nevada Academic Content Connectors

The results also contribute to annual determinations of Star Ratings for school and district accountability.

The Nevada Alternate Assessment is based on alternate achievement standards designed specifically for students with significant cognitive disabilities. Individualized Education Program (IEP) teams are responsible for determining whether students with disabilities will participate in the alternate assessment or the general assessment with or without accommodations.

How the NAA Works

Students in grades 3–8 and 11 are tested in English Language Arts and Mathematics; students in grades 5, 8, and 11 are also tested in Science.

The NAA is administered to students individually by a special education teacher. The administration of the assessment is in alignment with the student's Individualized Education Program (IEP) and allows the student to respond to items using his or her primary mode of communication.

During the administration of the assessment, the teacher administers scripted multiple-choice and open-ended items to the student. The teacher records the student's response to each item on an answer document. The teacher also video records the administration of the test items and the student responding to each item.

After administration of the assessment, the student's answer document and video recordings go through a validation scoring process. The validation scoring process is performed by professional scorers and is done to confirm the results and to ensure that the test is a valid and reliable measure of what the student knows and is able to do.

Para información en español, visite http://www.doe.nv.gov/Assessments/Resultados_en_Espanol

STUDENT RESULTS: ENGLISH LANGUAGE ARTS

XXX – Scale Score

The student's test scale score is indicated by ●. If this student were to test again under similar circumstances, his/her score would likely remain in the following range: XXX–XXX, as shown by the segment — —.

ACHIEVEMENT LEVEL DESCRIPTORS

Level 1 - With appropriate supports and accommodations, the Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers.	**Level 2** - With ppropriate s upports and accommodations, the Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers.	**Level 3** - With appropriate supports and accommodations, the Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers.	**Level 4** - With appropriate supports and accommodations, the Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers.

TEST RESULTS BY REPORTING CATEGORY CLAIM

2019 AREA PERFORMANCE	Below Standard	At/Near Standard	Above Standard
Reading: How well does the student understand stories and information that he or she reads?			✓
Writing: How well does the student communicate in writing?		✓	
Speaking/Listening: How well does the student understand spoken information?	✓		
Research/Inquiry: How well can the student find and present information about a topic?		✓	

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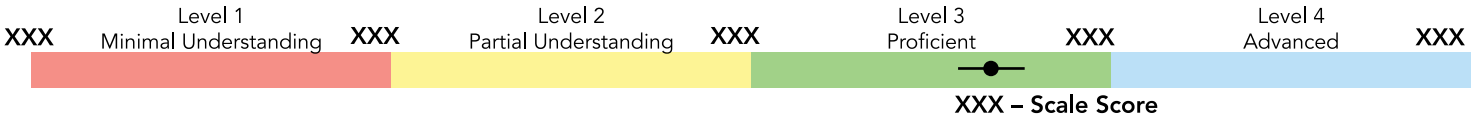
STUDENT RESULTS: MATHEMATICS



The student's test scale score is indicated by ●. If this student were to test again under similar circumstances, his/her score would likely remain in the following range: XXX–XXX, as shown by the segment — —.

ACHIEVEMENT LEVEL DESCRIPTORS

Level 1 - With appropriate supports and accommodations, the Level 1 student demonstrates minimal understanding of and ability to apply the mathematical knowledge and skills needed for success in college and careers.	**Level 2** - With appropriate supports and accommodations, the Level 2 student demonstrates partial understanding of and ability to apply the mathematical knowledge and skills needed for success in college and careers.	**Level 3** - With appropriate supports and accommodations, the Level 3 student demonstrates adequate understanding of and ability to apply the mathematical knowledge and skills needed for success in college and careers.	**Level 4** - With appropriate supports and accommodations, the Level 4 student demonstrates thorough understanding of and ability to apply the mathematical knowledge and skills needed for success in college and careers.

TEST RESULTS BY REPORTING CATEGORY CLAIM

2019 AREA PERFORMANCE	Below Standard	At/Near Standard	Above Standard
Concepts and Procedures: How well does the student use mathematical rules and ideas?			✓
Problem Solving and Modeling & Data Analysis: How well can the student show and apply problem-solving skills?		✓	
Communicating Reasoning: How well can the student think logically and express thoughts in order to solve a problem?	✓		

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STUDENT RESULTS: SCIENCE

XXX – Scale Score

The student's test scale score is indicated by ●. If this student were to test again under similar circumstances, his/her score would likely remain in the following range: XXX–XXX, as shown by the segment — —.

ACHIEVEMENT LEVEL DESCRIPTORS

Level 1 - With appropriate supports and accommodations, the Level 1 student demonstrates minimal understanding of and ability to apply the scientific knowledge and skills needed for success in college and careers.	**Level 2** - With appropriate supports and accommodations, the Level 2 student demonstrates partial understanding of and ability to apply the scientific knowledge and skills needed for success in college and careers.	**Level 3** - With appropriate supports and accommodations, the Level 3 student demonstrates adequate understanding of and ability to apply the scientific knowledge and skills needed for success in college and careers.	**Level 4** - With appropriate supports and accommodations, the Level 4 student demonstrates thorough understanding of and ability to apply the scientific knowledge and skills needed for success in college and careers.

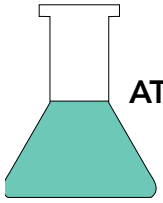
Three Dimensions of Science Learning

The student's overall achievement level and scale score are determined by student performance in the three areas of focus tested. Together, these topics build a foundation for a cohesive understanding of science over time. Student levels of mastery for each of these three areas are shown below.

Science and Engineering Practices

Practices are actions scientists engage in as they gather evidence, reason, and communicate while investigating the natural world. Engineers also use similar actions during the design and construction of models and systems.

Scientists and engineers gather evidence and use their reasoning skills to explain the world around them. These practices link science, technology, engineering, and mathematics to everyday life, and include problem solving, modeling, conducting experiments, and communicating.

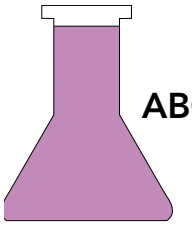


Disciplinary Core Ideas

Disciplinary Core Ideas are the fundamental ideas that are necessary for understanding a given science discipline. The core ideas all have broad importance within or across science or engineering disciplines and provide a key tool for understanding or investigating complex ideas and solving problems.

These core ideas are important in understanding and investigating complex ideas, and problem solving. They include:

- Physical Sciences
- Life Sciences
- Earth and Space Sciences
- Engineering Design

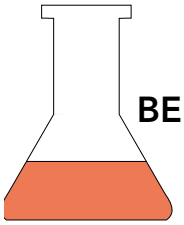


Crosscutting Concepts

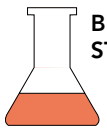
Crosscutting Concepts are a way of linking different domains of science. These concepts are present and integrated within each of the science disciplines and underlie their learning and practice.

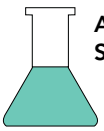
These concepts are found in each of the science disciplines. They connect the different sciences and help students learn and practice the different sciences. Crosscutting concepts can be placed into two categories:

- Causality, Patterns, and Connections
- Systems and System Models



Performance Key


BELOW STANDARD


AT/NEAR STANDARD


ABOVE STANDARD

For more information about the Nevada Academic Content Standards, talk to your teacher or see www.doe.nv.gov/Standards_Instructional_Support/.