



Nevada State System of Assessments

Overview of state and federally mandated assessments, to inform instruction and administration of public education:

All Students					
Test Name:	Brigance	MAP Reading	SBAC	Science	ACT plus Writing
Grades Administered:	PK-K	K-3	3-8	5, 8, & High School	11
Requirement:	NRS 388.157	NRS 388.157	PL 114-95 (ESSA) & NRS 390.105	PL 114-95 (ESSA) & NRS 390.105	PL 114-95 (ESSA) & NRS 390.610
Schedule:	Early Fall	Kinder: Winter & Spring 1 st -3 rd : Fall, Winter, Spring	Late Spring	Late Spring	Early Spring
Intended Purpose:	Diagnostic/Intake Read-by-Grade-3	Diagnostic/Formative Read-by-Grade-3	Standardized/Summative School Accountability	Standardized/Summative School Accountability	Standardized/Summative School Accountability
General Overview:	Designed to assess school readiness, this one-time intake screener may also identify potential developmental delays and early signs of giftedness.	The reading assessment from Measures of Academic Progress is used to assess progress toward the goal stated in SB 391 of identifying and supporting students with a deficiency in reading.	Smarter Balanced Summative assessment offers computer-adaptive and performance tasks that assess student proficiency in ELA and math, to provide data to identify and support struggling schools and systems.	Standards-based science test assesses student proficiency in science to provide data to identify and support struggling schools and systems.	Multi-mode college- and career-readiness assessment provides data regarding student proficiency in math, reading, and writing, to identify and support struggling schools and systems.
Additional Notes:	Schools and districts may use this screener as a formative assessment tool if desired, at the direction and discretion of the administration and/or local governing body of said school or district.	Schools and districts may use additional assessments offered by NWEA-MAP as a formative assessment tool if desired, at the direction and discretion of the administration and/or local governing body of each school or district.	The Smarter Balanced Interim assessment is also available for school and/or district use as a formative assessment tool, at the direction and discretion of the administration and/or local governing body of each school or district.	5 th and 8 th grade assessments are based on NGSS domains of Earth/Space Science, Physical Science, and Life Science. The high school assessment is focused primarily on Life Science.	For accountability purposes, state-sponsored (free-to-students) testing will occur on the same dates for all schools. Additional retakes may be utilized by individual students but will not be paid by the state or used for school accountability.

Select Populations

Test Name:	Nevada Alternate Assessment (NAA)	WIDA ACCESS	WIDA Alternate ACCESS	NAEP	CTE
Population:	Students with significant cognitive and developmental challenges that prohibit or significantly hinder access to general assessments.	Students who have been identified by their local schools and/or districts as English Learners.	English Learners with significant cognitive and developmental challenges that prohibit or significantly hinder access to the WIDA ACCESS.	Federally-identified representative sample populations in grades 4, 8, and 12, from schools and districts across the state.	Students in Career and Technical Education programs.
Requirement:	PL 114-95 (ESSA) & NRS 390.820	PL 114-95 (ESSA) & NRS 390.810	PL 114-95 (ESSA) & NRS 390.810, 390.820	P.L. 107-279 & NRS 390.830	NRS 388.380 & NAC 389.800
Schedule:	Late Spring	Late Winter	Late Winter	Late Winter	Program-Specific Dates
Intended Purpose:	Standardized/Summative School Accountability	Standardized/Summative School Accountability	Standardized/Summative School Accountability	Standardized/Summative Federal Accountability	Skills-Based/Summative Program Proficiency
General Overview:	One-on-one staff-administered summative assessment assesses student proficiency in reading and math in grades 3-8 and 11, and science in grades 5, 8, and 11, in order to provide data to identify and support struggling schools and systems.	Annual English Language Proficiency Assessment (ELPA) assesses student proficiency in English reading, writing, listening, and speaking, identifying individual student needs and providing data to identify and support struggling schools and systems.	One-on-one staff-administered ELPA assesses student proficiency in English reading, writing, listening, and speaking, identifying individual student needs and providing data to identify and support struggling schools and systems.	The National Assessment of Educational Progress is a federally-sponsored continuing and nationally representative assessment of student performance, identifying proficiency in content areas including, but not limited to reading, mathematics, science, writing, and U.S. history.	The Workplace Readiness Skills Assessment measures student proficiency in the Employability Skills for Career Readiness state standards. The End-of-Program Technical Assessments measure program-specific skill attainment.
Additional Notes:	This alternate assessment is designed to serve less than 1% of students statewide, offering support and accountability for programs that serve the most severely challenged students in Nevada, and replaces the SBAC and Science assessments for those students.	The Every Student Succeeds Act (ESSA) of 2015 requires annual assessment for all students designated Limited English Proficient (LEP). This test does not replace SBAC and Science assessments.	This alternate assessment is designed to serve less than 1% of LEP students statewide (students who also take the NAA), supporting language acquisition for our most challenged students. This test replaces the WIDA ACCESS for those students.	Representative samples of students are selected from within individual school populations. From selected schools, only a small portion of students will be identified for this assessment designed to generalize proficiency data statewide and nationally.	This assessment certifies whether students in CTE programs have skills necessary for their designated trade, and are requirements for completion of their corresponding programs.