

Read by Grade 3 (RBG3) Possible Determination of Draft Passing Score

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Today the Board will have the opportunity to identify a *draft* passing score by reviewing:

- Relevant Statutes on RBG3 Retention Laws & Timelines
- Foundations of literacy & reading expectations across grades K-3
- Other states' passing scores with i-Ready and MAP
- Assessment considerations for i-Ready and NWEA MAP
- Current available Nevada i-Ready and MAP data sets

March 2026 - July 2026

Task 4	
Topic/Focus:	Date:
Initial Data Review	July 29, 2026
Explanation	
Review i-Ready and NWEA Measures of Academic Progress (MAP) data to evaluate student performance and explore trends across different student subgroups and performance levels.	
Decision, Deliverable, or Next Steps	
The SBOE uses data insights to inform the development of draft passing score options. This includes assessing the impact of different passing score scenarios.	

Today's session is designed to support the board in determining a draft passing score. A final passing score will be determined in the Summer 2027, after a full year's data set is available and the Alternative Assessment is identified.

NRS 392.780(5): The State Board shall prescribe by regulation:

- (a) A **uniform examination** for administration in kindergarten and grades 1, 2, and 3 to measure the proficiency of pupils in the subject area of reading;
- (b) The score which a pupil enrolled in grade 3 must obtain in the subject area of reading on the uniform examination administered pursuant to paragraph (a) to be promoted to grade 4 without a good-cause exemption; and
- (c) An alternative examination for administration to pupils enrolled in grade 3 who do not obtain the passing score in the subject area of reading on the uniform examination administered pursuant to paragraph (a) and the passing score such a pupil must obtain on the alternative examination to be promoted to grade 4 without the approval for a good-cause exemption pursuant to NRS 392.785.

NRS 392.785(2): A good-cause exemption must be approved for a pupil who previously was retained in grade 3. Any other pupil is eligible for a good-cause exemption if the pupil:

- (a) Demonstrates an acceptable level of proficiency in reading on an alternative standardized reading assessment approved by the State Board;
- (b) Demonstrates, through a portfolio of the pupil's work, proficiency in reading at grade level, as evidenced by demonstration of mastery of the academic standards in reading for grade 3;
- (c) Is an English learner and has received not less than 2 years of instruction in a program of instruction that teaches English as a second language;
- (d) Received intensive remediation in the subject area of reading for 2 or more years but still demonstrates a deficiency in reading and was previously retained in kindergarten or grade 1 or 2 for a total of 2 years;

NRS 392.785(2):

(e) Is a pupil with a disability and his or her individualized education program indicates that the pupil's participation in the uniform examination administered pursuant to paragraph (a) of subsection 5 of NRS 392.780 is not appropriate; or

(f) Is a pupil with a disability and:

1. He or she participates in the uniform examination administered pursuant to paragraph (a) of subsection 5 of on 5 of NRS 392.780;
2. His or her individualized education program or plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, documents that the pupil has received intensive remediation in reading for more than 2 years, but he or she still demonstrates a deficiency in reading; and
3. He or she was previously retained in kindergarten or grade 1, 2 or 3.

2026				2027				2028				2029			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
SBE approves the alternative standardized reading assessment & the passing scores for the uniform examination and alternative standardized reading assessment; NDE finalizes communication & support strategy for retention, including good-cause exemptions.															
						LEAs test drive uniform & alternate assessment passing scores & good-cause exemptions.									
										NRS 392.780 required retention process commences*					
														First 3rd grade cohort retained	

*NRS 392.780 Required retention of pupil in grade 3 for failure to obtain passing score in reading; notice of retention; development of policy to certain retained pupils to grade 4; placement in transitional setting; regulations. [Effective July 1, 2028.]

Another View of Reading: Scarborough's Reading Rope

Language Comprehension

Background Knowledge
(facts, concepts, etc.)

Vocabulary
(breadth, precision, links, etc.)

Language Structures
(syntax, semantics, etc.)

Verbal Reasoning
(inference, metaphor, etc.)

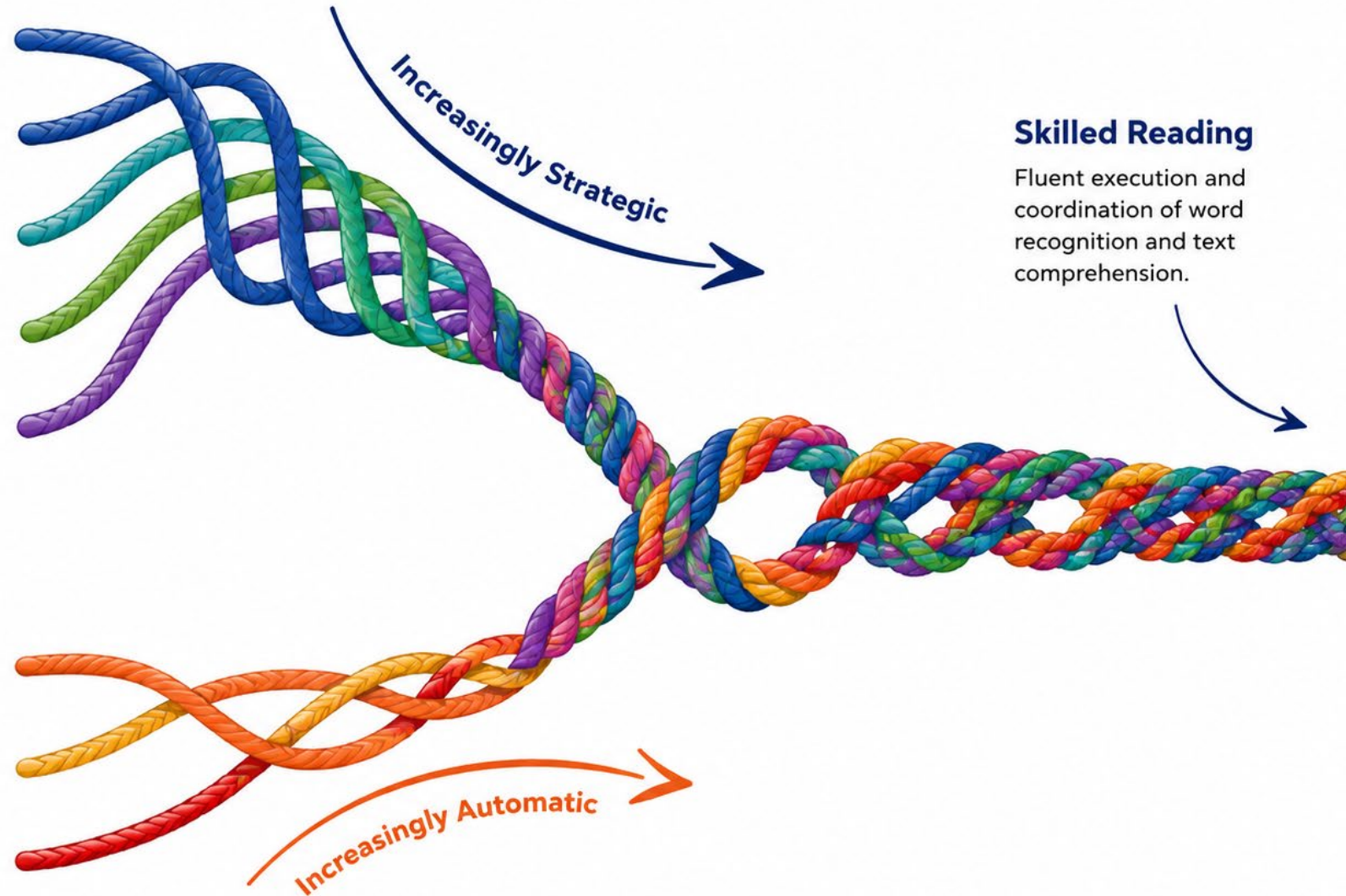
Literacy Knowledge
(print concepts, genres, etc.)

Word Recognition

Phonological Awareness
(syllables, phonemes, etc.)

Decoding
(alphabetic principle,
spelling-sound correspondences)

Sight Recognition
(of familiar words)



Skilled Reading

Fluent execution and
coordination of word
recognition and text
comprehension.

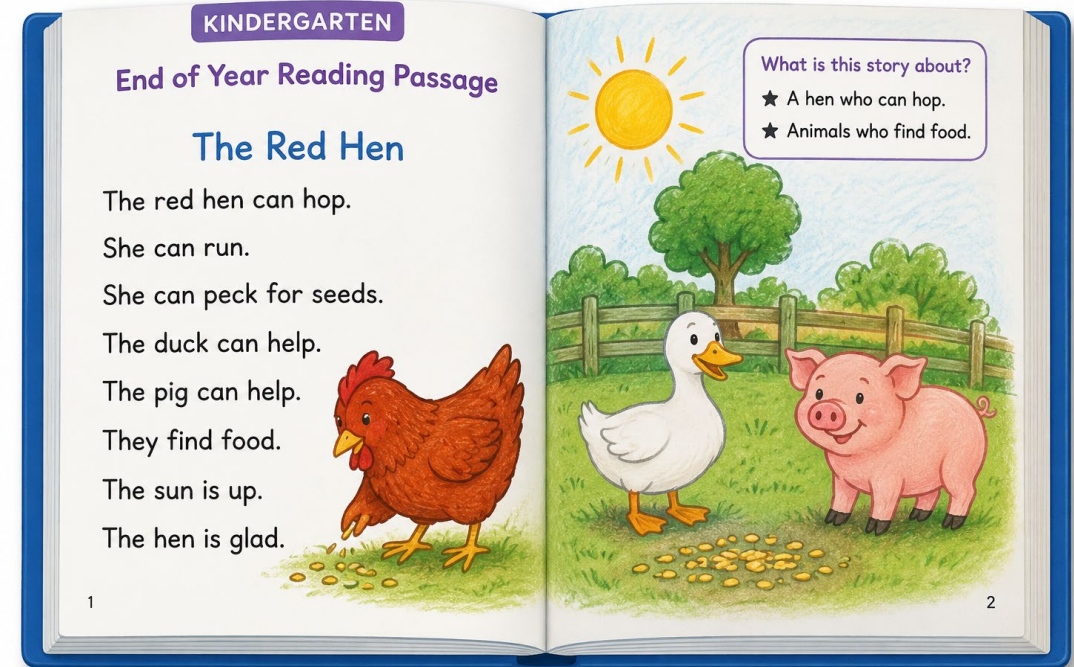
Foundational Skills- Word Recognition

- Recognize uppercase and lowercase letters
- Identify letter sounds
- Blend and segment CVC words
- Read common high-frequency words
- Read simple decodable texts

Reading- Language Comprehension

With decodables and high-quality complex read alouds:

- Ask and answer questions about stories and informational texts
- Identify characters, settings, and major events
- Recognize the author and illustrator



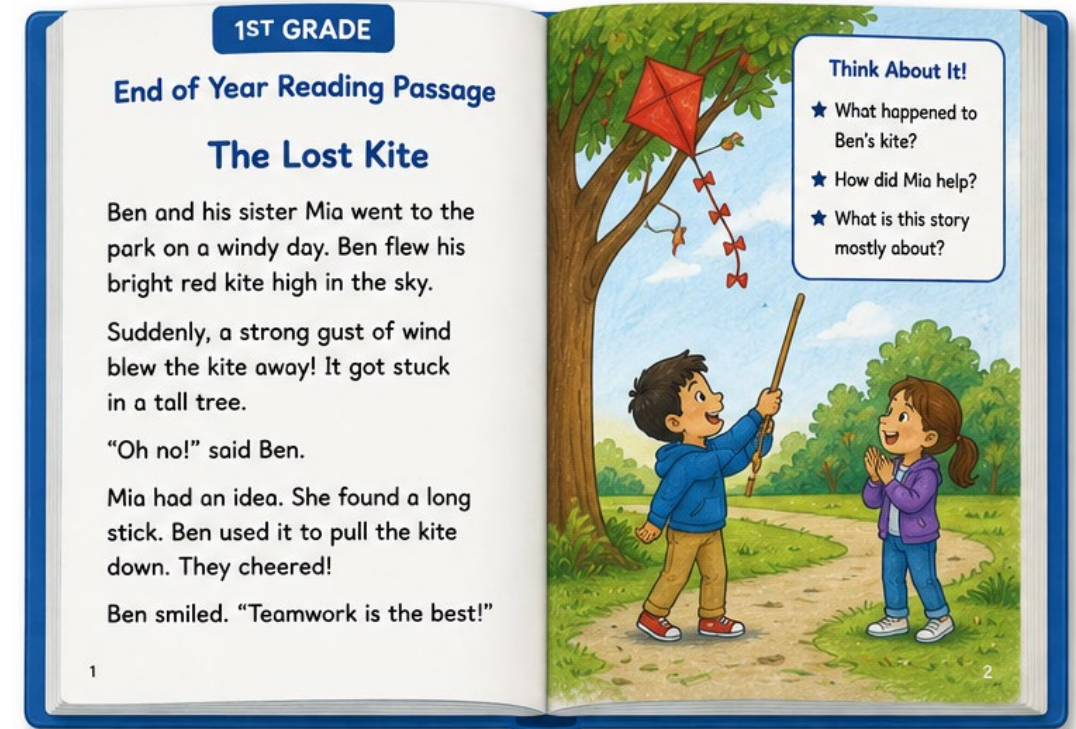
Foundational Skills- Word Recognition

- Read grade-level texts accurately and fluently
- Decode one- and two-syllable words
- Recognize irregular high-frequency words
- Self-monitor and self-correct while reading

Reading- Language Comprehension

With decodables and high-quality complex read alouds:

- Retell stories with key details
- Identify the central message
- Describe characters, settings, and events
- Use text evidence to answer questions
- Compare informational texts



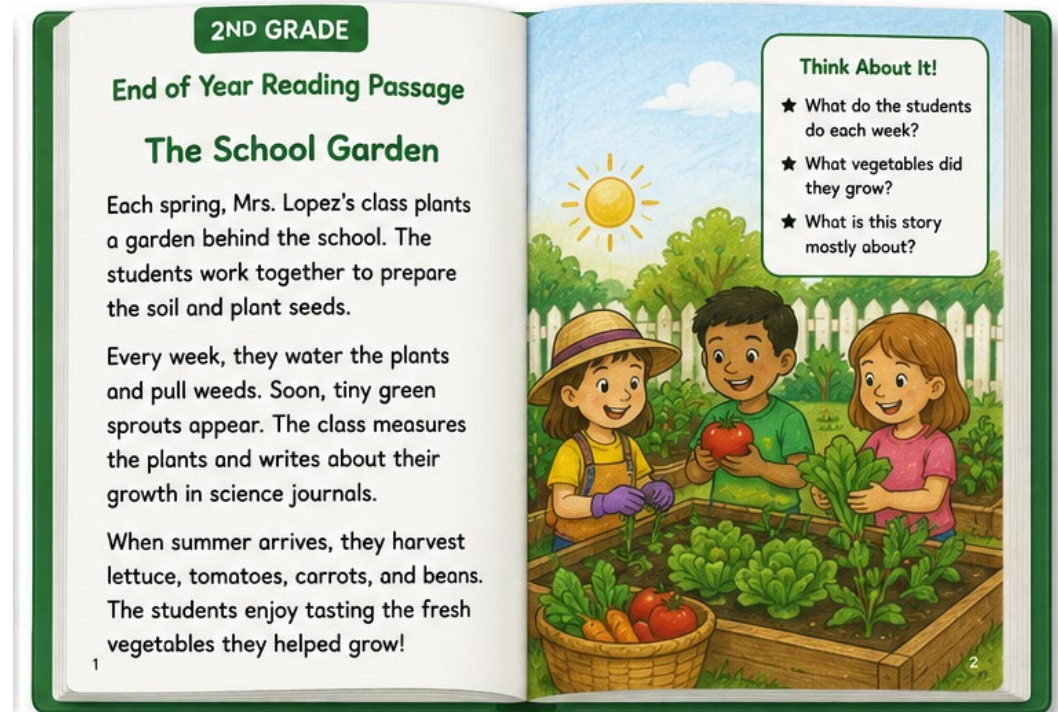
Foundational Skills- Word Recognition

- Read fluently with accuracy and expression
- Decode multisyllabic words
- Apply advanced phonics and word analysis

Reading- Language Comprehension

With texts that meet grade level complexity demands:

- Determine the central message or lesson
- Explain characters' responses to challenges
- Compare versions of the same story
- Use text features
- Identify author's purpose



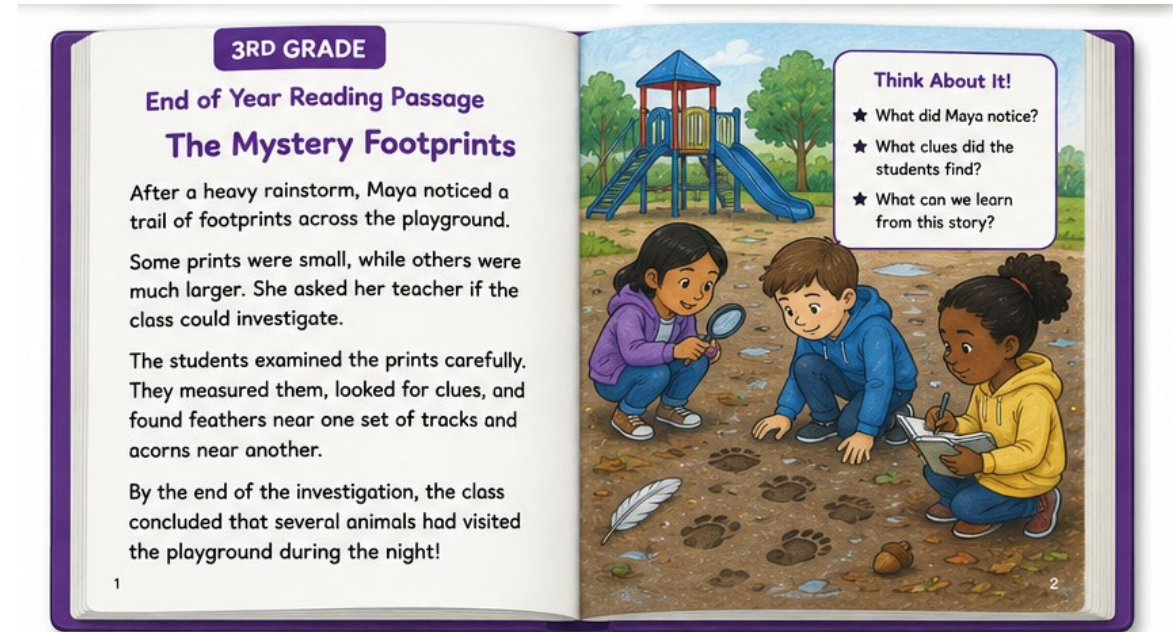
Foundational Skills- Word Recognition

- Read fluently with automaticity and expression
- Apply morphology and multisyllabic decoding strategies independently

Reading- Language Comprehension

With texts that meet grade level complexity demands:

- Determine main ideas and key details
- Explain character traits and motivations using evidence
- Compare themes, settings, and plots
- Distinguish point of view
- Integrate information from multiple texts



Multidisciplinary research indicates that **95 percent of students can learn to read when they are taught in ways that align with the science.** This requires high-quality evidence-aligned instruction and materials.

Considering students need different levels of instructional support:

- Students who are not on track prior to third grade and would benefit from an additional year of instruction **can be retained in kindergarten, first, or second grade.**
- Students who meet the passing score at any time during third grade can be identified as having "met" the expectation for promotion.

States That Use i-Ready and NWEA MAP for Promotion/Retention



State	Assessment	Passing Score (2025-2026)	Retention Rate	Notes
Florida	i-Ready	518 – 520 (50th percentile) *	5% - 8% after good cause exemptions.	i-Ready & NWEA Map are used as alternative assessments. *Commonly used promotion benchmarks not Florida Department of Education cut scores.
	NWEA MAP	200 – 201 (50th percentile)*		
South Carolina	i-Ready	489	2% after good cause exemptions and robust summer reading camps	Approved assessment for Good Cause Exemption and Summer Reading Camp promotion
	NWEA MAP	186		
Ohio	i-Ready	524**	less than 1%; previously 2% - 5% until recent update to law which added Parent Request Exemptions	** i-Ready third grade reading guarantee promotion score *** NWEA MAP is approved alternative assessment with a score of 196
	NWEA MAP	196 ***		

Because each state establishes its own academic standards, promotion criteria, instructional supports, and approved alternative assessments, passing scores should not be compared directly. The comparison is intended to provide context for how states using the same assessment tools implement their literacy policies.

Review: What NWEA & i-Ready Say About Proficiency



RBG3 Assessments Predictions of Smarter Balanced Performance			
Smarter Balanced ELA 3 rd Grade			
Level 1	Level 2	Level 3	Level 4
Minimal Understanding	Partial Understanding	Proficient	Advanced
≤2366	2367-2431	2432-2489	≥2490
i-Ready Reading Scale Score Ranges			
100-495	496-534	535-564	565-800
Approximate Percentile Ranges			
1-28	28-53	54-75	75-99
MAP Growth Reading			
100-187	188-198	199-208	209-350
Percentile Ranges			
1-36	37-60	61-79	80-99

The Grade-Level Placements in i-Ready allow educators to differentiate student knowledge and skills to provide better insight into student performance relative to grade-level expectations.

- Uses domain level scores to indicate a student's performance based on grade level expectations
- Levels in i-Ready are criterion referenced, reflecting what students are expected to know at each grade level
- The standard setting used to set these scores involved more than 100 teachers and followed a research-based methodology recommended by technical advisors

- **Mid or Above Grade Level**

- Students at this level have met or surpassed the minimum requirements for the expectations of college-and-career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics or above-grade level instruction.

- **Early On Grade Level**

- Students at this level have partially met grade-level expectations. They will benefit from continued on-grade level instruction.

- **One Grade Level Below**

- Students at this level are approaching grade-level expectations. They will benefit from continued on-grade level instruction.

- **Two Grade Levels Below**

- Students at this level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.

- **Three or More Grade Levels Below**

- Students at this level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.

	i-Ready Grade Level			
	Three or more Grade Levels Below	Two Grades Below	One Grade Below	Early on Grade Level to Above Grade Level
Scale Score Range	100-418	419-473	474-510	511-800
Percentile Range	1-7	7-19	19-35	35-99

- NWEA MAP Growth does not produce an On Grade scale and relies on previously discussed equivalency studies in discussions of student achievement
- Students with a score of 170 or below *likely* do not have sufficient development of reading foundational skills to access the MAP Growth Reading assessment in 3rd grade.
- A scale score of 170 in the spring administration, scores in the 10th percentile

- Each assessment has its own unique scoring scale
- Percentiles can be used to compare student results on different assessments that measure similar domains
- Percentiles are a ranking of student performance
- A percentile is not about how many questions a student answered correctly — it's about rank within a group.
- Percentiles compare a student's score to a national norming sample of students at the same grade level at the same time of year.

65th Percentile	Third Grade students who score at or above the 65th percentile have a high chance of being proficient on the State Summative ELA Assessment.
40th Percentile	Kindergarten – Third Grade students who score at or below the 40th percentile must receive additional interventions to accelerate literacy progress.
TBD: Retention Passing Score	Third grade students who score at or below the passing cut score established by the State Board will be retained if they do not qualify for a good cause exemption.

Historic RBG3 Nevada Data - MAP Growth



Percentile	% of Students At or Below the Listed Percentile - NWEA MAP					Scale Score (RIT)
	2020-21	2021-22	2022-23	2023-24	2024-25	
	30309 Students	28026 Students	34228 Students	33797 Students	34815 Students	
5th	13%	13%	15%	15%	13%	170
10th	18%	18%	20%	20%	18%	176
15th	23%	22%	25%	24%	23%	180
20th	27%	27%	29%	29%	27%	183
25th	32%	31%	33%	32%	30%	186
30th	36%	35%	37%	37%	35%	189
35th	42%	40%	42%	41%	39%	191
40th	46%	44%	46%	45%	43%	193
45th	51%	48%	51%	49%	48%	195
50th	55%	52%	55%	53%	52%	197

% of Students At or Below the Listed Percentile - NWEA MAP		
Percentile	2025-2026 24,229 Students	RIT
5	7.80%	164
10	12.30%	171
15	16.84%	175
20	19.80%	179
25	23.24%	182
30	27.03%	184
35	31.85%	187
40	35.51%	189
45	39.81%	192
50	44.57%	194

Percentile	% of Students At or Below the Listed Percentile — Nevada i-Ready Data			Scale Score
	Note: May not be representative statewide			
	2023–24 7,967 students	2024-25 9,610 students	2025–26 10,643 students	
5 th	6%	6%	6%	404
10 th	12%	10%	11%	433
15 th	17%	14%	16%	459
20 th	23%	19%	22%	475
25 th	28%	25%	27%	487
30 th	33%	30%	32%	499
35 th	38%	35%	37%	510
40 th	44%	41%	44%	517
45 th	49%	46%	49%	522
50 th	54%	52%	54%	529

NRS 392.785(2): A good-cause exemption must be approved for a pupil who previously was retained in grade 3. Any other pupil is eligible for a good-cause exemption if the pupil:

- Student passes the Alternative Reading Assessment
- Student is an English Learner with less than 2 years of instruction in a program that teaches English as a second language
- Student has received 2 or more years of intensive remediation in Reading but still demonstrates a deficiency in Reading and was previously retained in kindergarten, 1st, or 2nd grade
- Student participates in the Nevada Alternate Assessment
- Student demonstrates proficiency in Reading through a portfolio of student work

What is the threshold (or draft cut score) that would signal which students would most benefit from another full year of instruction, considering:

- how students learn to read
- what proficient reading looks like across grades K-3
- the review of i-Ready and NWEA MAP data?