

# Nevada

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
State standards	4 and 8	Reading and word analysis skills/strategies	Meets the standards	Review panel of teachers, district curriculum specialists, administrators and DOE staff	2001	None
State performance standard for AYP	<p>Through the Nevada proficiency examination program, in 2005 the state administered the Iowa Tests of Basic Skills (ITBS) in grades 4 and 7, a criterion referenced test (CRT) in grades 3, 5, and 8, and the Iowa Test of Education Development (ITED) in grade 10 in reading and mathematics. Nevada used four achievement levels on the CRT for reporting purposes: developing, approaches the standard, meets the standard, and exceeds the standard.</p> <p><b>Grade 4.</b> Students who meet standards demonstrate an understanding of work analysis and strategies to comprehend new words encountered in text. They use reading process skills and strategies to gain comprehension. Proficient students read to comprehend, interpret, and evaluate a variety of grade appropriate literary and expository texts from various authors, cultures, and times. Students who meet standards write a variety of texts that inform, persuade, describe, evaluate, and/or tell a story appropriate to audience and purpose. Proficient students use the writing process to create text. They organize their writing so that it includes a clear focus and is developed logically. Students revise and edit for grade-appropriate capitalization, spelling, punctuation, usage, grammar, organization, ideas, style, tone, word choice, and sentence fluency. Proficient students listen to and evaluate oral communications for content and purpose. Students speak using appropriate speaking techniques that include style, tone, and when appropriate media aids. They participate in discussions to offer information, clarify ideas, and support a position. Proficient students formulate grade-appropriate research questions, use a variety of sources to obtain information, draw valid conclusions, and present findings.</p> <p><b>Grade 8.</b> Students who meet standards demonstrate an understanding of work analysis and strategies to comprehend new words encountered in text. They use the reading process skills and strategies to gain comprehension. Proficient students read to comprehend, interpret, and evaluate a variety of grade appropriate literary and expository texts from various authors, cultures, and times. Students who meet standards write a variety of texts that inform, persuade, describe, evaluate, and/or tell a story appropriate to audience and purpose. Proficient students use the writing process to create text. They organize their writing so that it includes a clear focus and is developed logically. Students revise and edit for grade appropriate capitalization, spelling, punctuation, usage, grammar, organization, ideas, style, tone, word choice, and sentence fluency. Proficient students listen to and evaluate oral communications for content, style, and purpose. Students speak using appropriate speaking techniques that include style, tone, appropriateness to audience, and, when appropriate media aids. They participate in discussions to offer information, clarify ideas, and support a position. Proficient students formulate grade-appropriate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.</p>					

# Nevada

## Reading

2005 NAEP scale equivalent						2005 NAEP exclusion rates			
Grade	NAEP equivalent at the state standard for AYP	Standard error	Relative error <sup>1</sup>	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities	
				Unadjusted	Adjusted <sup>2</sup>				
4	212	1.4	1.1	0.87	0.97	1.5	3.7	1.6	
8	Nevada grade 8 data were not available					0.9	2.7	0.7	

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

<b>State accommodations not allowed on NAEP</b>	Administration by others, amplification equipment, noise buffer, taking the test at a time beneficial to the student, carrel, and taking the test in a special education classroom. Spell checker/assistance is considered a modification if used on a writing assessment and is allowed with implications for scoring and/or aggregation.
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# Nevada

	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
<b>Mathematics</b>	4 and 8	Numbers and operations, measurement, geometry, data analysis and probability, mathematical communication, mathematical connections, mathematical reasoning, and problem solving	Meets the standards	Review committee of teachers, parents, NDE consultants, administrators and business consultants	2001	None
<b>State standards</b>	Through the Nevada proficiency examination program, in 2005 the state administered the Iowa Tests of Basic Skills (ITBS) in grades 4 and 7, a criterion referenced test (CRT) in grades 3, 5, and 8, and the Iowa Test of Education Development (ITED) in grade 10 in reading and mathematics. Nevada used four achievement levels on the CRT for reporting purposes: developing, approaches the standard, meets the standard, and exceeds the standard.					
<b>State performance standard for AYP</b>	<p><b>Grade 4.</b> Fourth grade students read, write, compare, and order whole numbers and fractions, identify and use place value, and recall and use facts. Students use estimation as they generate and solve problems. Patterns and relationships are identified, described, and represented numerically and algebraically. Algebraic concepts are expanded to include modeling, explaining, and solving open number sentences. Measurement concepts include area and perimeter, money notation, and elapsed time to the nearest quarter hour. Geometric concepts are expanded to include symmetry, congruence, and coordinate geometry. Models are used to identify, describe, and classify figures by relevant properties. Data analysis includes collecting and representing information through frequency tables and line plots. Students model measures of central tendency for mode and median. Probability experiments are conducted using concrete materials and the results are represented using fractions to make predictions.</p> <p><b>Grade 8.</b> Eighth grade students become proficient in working with various representations of and calculating with real numbers including scientific notation. Algebra skills extend in identifying missing terms in a sequence or representation. Students solve linear equations and graphically represent the solution. Measurement skills expand to include how changes in dimensions affect the perimeter, area, and volume. Students apply properties of equality and proportionality to similar and congruent shapes. Geometric concepts are extended to include the calculation of the measure of the interior angles of polygons. Students refine their understanding of data analysis as they include box-and-whisker plots to graphically represent a data set and then describe this data through the use of measures of central tendency. Students begin to evaluate statistical arguments based on accuracy and validity. Students synthesize, generalize, and apply knowledge and strategies to new situations.</p>					

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Grade	NAEP equivalent at the state standard for AYP	Standard error	Relative error <sup>1</sup>	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities	
				Unadjusted	Adjusted <sup>2</sup>				
4	230	0.9	1.1	0.85	0.90	0.7	1.8	0.8	
8	Nevada grade 8 data were not available					0.4	1.7	0.4	

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

<b>State accommodations not allowed on NAEP</b>	Administration by others, amplification equipment, noise buffer, taking the test at a time beneficial to the student, carrel, special education classroom, spell checker/assistance, and calculator (considered a modification if used on the math computation section of the ITBS or ITED or on part 2 of the math concepts and estimation section of the ITBS or ITED).
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