The Honorable Steve Canavero  
Superintendent of Public Instruction  
Nevada Department of Education  
700 East Fifth Street  
Carson City, Nevada  89701-5096  

July 24, 2018

Dear Superintendent Canavero:

Thank you for your participation in the U.S. Department of Education’s (the Department) assessment peer review process under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), which governed State assessments through the 2016-2017 school year. The Every Student Succeeds Act (ESSA), which governs State assessments beginning in the 2017-2018 school year, maintains the essential requirements from NCLB that each State annually administer high-quality assessments in at least reading/language arts, mathematics and science that meet nationally recognized professional and technical standards with a few additional requirements. I appreciate the efforts of the Nevada Department of Education (NDE) to prepare for the review, which occurred in February 2018.

State assessment systems provide essential information that States, districts, principals and teachers can use to identify the academic needs of students, target resources and supports toward students who need them most and evaluate school and program effectiveness and close achievement gaps among students. A high-quality assessment system also provides useful information to parents about their children’s advancement against and achievement of grade-level standards. The Department’s peer review of State assessment systems is designed to provide feedback to States to support the development and administration of high-quality assessments.

External peer reviewers and Department staff carefully evaluated NDE’s submission and the Department found, based on the evidence received, that the general assessments for reading/language arts and mathematics in grades 3-8 (Smarter Balanced) meet all of the statutory and regulatory requirements of section 1111(b)(1) and (3) of the ESEA, as amended by NCLB and ESSA. Congratulations on meeting these important ESEA requirements; an assessment system that produces valid and reliable results is fundamental to a State’s accountability system.

Based on the recommendations from this peer review and the Department’s analysis of the State’s submission, I have determined the following in regards to one of the submitted assessments:

- General assessments in mathematics and R/LA for grades 3-8 (Smarter Balanced): **Meets requirements for ESEA, as amended by NCLB and ESSA**
In addition, the full peer review notes from the review are enclosed. These recommendations to the Department formed the basis of our determination. Please note that the peers’ recommendations may differ from the Department’s feedback; we encourage you to read the full peer notes for additional suggestions and recommendations for improving your assessment system beyond what is noted in the Department’s feedback.

In addition, please be aware that approval of NDE’s Smarter Balanced assessments is not a determination that the system complies with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. Furthermore, NDE must still submit its other assessments (reading/language arts and mathematics assessments in high school; science assessments in grades 3-5, 6-9, and 10-12; and alternate assessments based on alternate academic achievement standards in reading/language arts, mathematics and science) for peer review. Finally, please remember that, if NDE makes other significant changes in its assessments in grades 3-8, the State must submit information about those changes to the Department for review and approval.

Thank you for your ongoing commitment to improving educational outcomes for all students. I look forward to our continued partnership as we move ahead with this critical work. I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. We have found it a pleasure working with your staff on this review. I wish you well in your continued efforts to improve student achievement in Nevada.

If you have any questions, please contact Daniel Behrend of my staff at: OSS.Nevada@ed.gov.

Sincerely,

/s/
Frank Brogan
Assistant Secretary for Elementary and Secondary Education

Enclosure

cc: Peter Zutz, Administrator, Assessment, Data, and Accountability Management
Note: Peer review notes provide the combined recommendations of the individual peers to the U.S. Department of Education (Department), based on the statute and regulations, the Department’s peer review guidance, and the peers’ professional judgement of the evidence submitted by the State. These assessment peer review notes, however, do not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for assessment peer review. Although the peer notes inform the Secretary’s consideration of each State’s assessment system, the Department makes the final decision regarding whether the assessment system meets the requirements in the statute and regulations. As a result, these peer notes may not completely align with the final determination made by the Department.
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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| **1.1 – State Adoption of Academic Content Standards for All Students** | Nevada’s adoption of the academic content standards fulfilled Nevada’s need more challenging standards to prepare its students for college and the modern workplace and to place Nevada’s education system on par with other states. Supporting Evidence:  
- File #001 Nevada Executive Order 2013 06 Establish the Common Core State Standards Steering Committee  
- File #002 NV Transition Plan Overview Common Core State Standards from NDE website November 2017  
- File #003 Nevada Statewide Implementation History Presentation to the Legislative Committee on Education April 22 2014  
- File #004 Nevada K-12_ELAC_Academic Content Standards  
- File #005 Nevada K12_Mathematics_Academic Content Standards  
- File #006 Nevada Academic Content Standard Based on the Common Core Brochure_V5 Retrieved from NDE website December 2017  
- File #115 NAC Chapter 389 (see 389.195 – 389.4645)  
Nevada’s ESSA Plan included information related to the adoption and implementation of these standards and has been approved by the U.S. Department of Education.  
- File #010 Approval Letter of Nevada’s ESSA Plan from Secretary Betsy DeVos August 9 2017  
- File #011 US DOE Press Release Secretary DeVos Announces Approval of Nevada, New Jersey and New Mexico’s ESSA Plans Aug 9 2017 | Evidence provided is sufficient. No additional evidence is required. |

**Section 1.1 Summary Statement**

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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<tr>
<td><em>X</em> No additional evidence is required or</td>
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### Critical Element

1.2 – Coherent and Rigorous Academic Content Standards

The State’s academic content standards in reading/language arts, mathematics and science specify what students are expected to know and be able to do by the time they graduate from high school to succeed in college and the workforce; contain content that is coherent (e.g., within and across grades) and rigorous; encourage the teaching of advanced skills; and were developed with broad stakeholder involvement.

Evidence provided for Section 1.1 – State Adoption of Academic Content Standards for All Students provides the relevant information related to the adoption of the Nevada Academic Content Standards.

- File #001 Nevada Executive Order 2013 06 Establish the Common Core State Standards Steering Committee
- File #003 Nevada Statewide Implementation History Presentation to the Legislative Committee on Education April 22 2014
- File #024 Smarter Balanced English Language Arts Literacy Content Specifications (July 2015)
- File #025 Smarter Balanced English Language Arts Literacy Content Specifications Appendix B Grade Level Tables (July 2015)
- File #026 Smarter Balanced Mathematics Content Specifications (July 2015)

### Section 1.2 Summary Statement

[X] No additional evidence is required

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1.3 – Required Assessments

The State’s assessment system includes annual general and alternate assessments (based on grade-level academic achievement standards or alternate academic achievement standards-AAAS) in:
  - Reading/language arts and mathematics in each of grades 3-8 and at least once in high school (grades 10-12);
  - Science at least once in each of three grade spans (3-5, 6-9 and 10-12).

Evidence of this requirement being met is found in:

1) Nevada Alternate Assessment Test Administrator’s Manual
2) File #095 Nevada Alternate Assessment Administration Training
3) File #099 2017 Nevada Alternate Assessment Achievement Level Descriptors for Mathematics
4) File #098 2017 Nevada Alternate Assessment Achievement Level Descriptors for ELA

Nevada provided evidence that it has a system that includes annual general and alternate assessments, which incorporates the necessary subjects and grade levels. The evidence provided is adequate to meet this requirement.

Section 1.3 Summary Statement—REVIEWED BY DEPARTMENT STAFF ONLY

_X_ No additional evidence is required
### 1.4 – Policies for Including All Students in Assessments

The State requires the inclusion of all public elementary and secondary school students in its assessment system and clearly and consistently communicates this requirement to districts and schools.

- For students with disabilities (SWD), policies state that all students with disabilities in the State, including students with disabilities publicly placed in private schools as a means of providing special education and related services, must be included in the assessment system;
- For English learners (EL):
  - Policies state that all English learners must be included in the assessment system, unless the State exempts a student who has attended schools in the U.S. for less than 12 months from one administration of its reading/language arts assessment;
  - If the State administers native language assessments, the State requires English learners to be assessed in reading/language arts in English if they have been enrolled in U.S. schools for three or more consecutive years, except if a district determines, on a case-by-case basis, that native language assessments would yield more accurate and reliable information, the district may assess a student with native language assessments for a period not to exceed two additional consecutive years.

Nevada is using Smarter Balanced and have provided evidence that they meet this requirement. Below are a few items that they provided:

1. File #112 Special Education Monitor Checklist
2. File #096 2017 Nevada Alternate Assessment Test Administration Manual
3. Smarter Balanced Assessment Consortium: Guidelines for Accessibility for English Language Learners
4. File #106 2017 Nevada Summative Assessment Student Report Spanish
5. File #094 Smarter Balanced Students with Disabilities Advisory Committee

Nevada has provided evidence that it has policies and procedures in place to guide districts in determining, on a case-by-case basis, when and how to use Spanish language assessments. The evidence provided is adequate to meet this requirement.

### Section 1.4 Summary Statement

_X__ No additional evidence is required

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<tr>
<td>1.5 – Participation Data</td>
<td>1) File #123 Participation Rates By Subgroup</td>
<td>Nevada has provided evidence that all students must take State assessment.</td>
</tr>
<tr>
<td></td>
<td>2) See Smarter Balance</td>
<td>Evidence requirements met</td>
</tr>
<tr>
<td>Section 1.5 Summary Statement—REVIEWED BY DEPARTMENT STAFF ONLY</td>
<td><em>X</em> No additional evidence is required</td>
<td></td>
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<td><strong>2.1 – Test Design and Development</strong></td>
<td>Detailed information about the purpose of the Nevada Summative Assessment and the intended interpretations and uses of the results are described in the Nevada Summative Assessment Technical Report. <strong>Bullet 1 Evidence Files</strong> #38, 39, 40, 41 &amp; 46. Nevada specific information supporting purpose and use of assessments. <strong>Bullet 2 Evidence Files</strong> #24, #25, #26 provide detailed information connecting evidence-centered design of the assessment with the Common Core State Standards. #24, pages 7-14. A clear theory of action explains how the assessment of content is intended to be fully integrated with learning system and provide accessibility to content within the assessment through use of universal design for learning (UDL) Pages 15-25 Detailed development process is provided for ELA claims, assessment targets, connection to CCSS, determining evidence to support claims, and determining item types for gathering evidence to support claims. Additional details on the overall ELA/Literacy claims, the four subclaims and the assessment targets for these claims are provided. Files #24 and #25 Depth of knowledge details are provided in appendix starting on page 54 and linked to Claims and Assessment Targets. File #26 provides similar detail for mathematics as described above for ELA. #24 page 29, The summative assessment targets reference the specific standards for each grade level that the test developer used to guide item and task development for consistent sampling within and across grade levels.</td>
<td>Bullet #1: Evidence requirements met for Statement of Purpose Nevada-specific statement of purpose Page 8, 2.1 Uses of Test Scores Bullet s# 2-4: See results of 2016/2018 Smarter Balance Assessment Peer Review.</td>
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<td>#26 page 29. Describes how assessment targets are linked to cluster levels of standards to support mathematics claims at domain level. “Therefore, this content specifications document <em>uses the cluster headings as the targets of assessment</em> for generating evidence for Claim #1. For each cluster, guidance is provided that gives item developers important information about item/task considerations for the cluster. Sample items are also provided that illustrate the content scope and range of difficulty appropriate to assess a cluster.”</td>
</tr>
<tr>
<td>Blueprints for Smarter Balanced (Files #23 and #27) provide additional detail to connect how challenging content of CCSS is assessed and the level of coverage of content standards through details of available items/item types and DOK alignment within the computer adaptive assessment.</td>
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<tr>
<td>In order to ensure that each assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills), the Smarter Balanced organization had an alignment study completed by the Human Resources Research Organization (HumRRO) in 2014. Information on the method and results of the alignment student can be found in the following documents:</td>
</tr>
<tr>
<td>- File #034 Smarter Balanced HumRRO alignment-study-report April 2016</td>
</tr>
<tr>
<td>- File #054 Smarter Balanced Press Release February 2016 National Evaluations Again Confirm Quality and Alignment of Smarter</td>
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<tr>
<td>The Smarter content specifications and test blueprints demonstrate that the State’s test design and test development processes are well-suited for the content, are technically sound, and align the assessments to the full range of the State’s academic content</td>
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- If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design.

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STATE ASSESSMENT PEER REVIEW NOTES FOR Nevada

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<td>standards. The content specifications show the item types, number of items assessing higher order thinking skills, and item alignment information.</td>
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<td></td>
<td>• File #024 Smarter Balanced English Language Arts Literacy Content Specifications (July 2015)</td>
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<td>• File #025 Smarter Balanced English Language Arts Literacy Content Specifications Appendix B Grade Level Tables (July 2015)</td>
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<td>• File #026 Smarter Balanced Mathematics Content Specifications (July 2015)</td>
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<td>The test blueprints demonstrate alignment to content (standard) coverage and Depth of Knowledge range coverage. Highlights of each test blueprint is as follows:</td>
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<td>• File #023 Smarter Balanced English Language Arts Literacy Summative Assessment Blueprint (November 10 2016): The test blueprint for ELA shows content organized according to claim categories that align to the Nevada Academic Content Standards in ELA/Literacy. Results aligned to these claim categories are reported on the Individual Student Reports and the Summary Reports.</td>
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<td></td>
<td>• File #027 Smarter Balanced Mathematics Summative Assessment Blueprint (November 11 2016): The Smarter test blueprints for the mathematics test similarly show content organized according to claim categories that align to the Nevada Academic Content Standards in Mathematics. Results aligned to these claim categories are reported on the Individual Student Reports and the Summary Reports.</td>
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<td><strong>Computer-Adaptive Testing:</strong></td>
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<td>The Spring 2016 Nevada Smarter Balanced Summative assessment administration consisted of 12 operational grade-level assessments as well as a computer-adaptive test (CAT). The design of the online assessment contained the following components:</td>
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<td>ELA CAT Section</td>
<td>ELA Performance Tasks (2 spiraled fixed forms) Mathematics CAT Section Mathematics Performance Tasks (2 spiraled fixed forms) For the accommodated tests, a fixed form was substituted for the CAT sections. Evidence to support the use of the computer-adaptive test component is documented in:</td>
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<td>Section 1.3 provides information on the design of the Nevada Summative Assessments</td>
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<td>Chapter 3: Computer Adaptive Testing</td>
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<td>Evidence to support the requirement that the computer adaptive the item pool and item selection procedures adequately support the test design and hit the targets specified by the test blueprints, while insuring appropriate item exposure rates as supported by the following evidence obtained through CAT simulation testing. Simulation testing is performed annually after the item pool is refreshed with new items and metadata delivered by Smarter Balanced.</td>
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<td>File #031 Smarter Balanced Summative Assessment Simulation Results (October 2016)</td>
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<td>Chapter 3: Computer Adaptive Testing</td>
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<td>Section 6.2: Distribution of Item Types</td>
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<td>Section 6.4: Item Difficulty</td>
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<td>Section 6.6: Blueprint Fidelity</td>
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<td>File #057 UCLA CRESST 2016-2017-simulation-based-evaluationsummative-item-pools February 2017</td>
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Section 2.1 Summary Statement

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## Critical Element

### 2.2 – Item Development

The State uses reasonable and technically sound procedures to develop and select items to assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills.

The test content used for the Nevada Summative Assessment was provided by the Smarter Balanced organization. Nevada is a member state of Smarter Balanced and pays annual dues for access to the test content provided by Smarter, as well as the content for the Smarter Interim Assessment, and the Smarter Digital Library.

Evidence to support reasonable and sound procedures in Item and Test Development:

- File #051 Smarter Balanced Bias and Sensitivity Guidelines April 2012
- File #052 Smarter Balanced General Accessibility Guidelines
- File #053 Smarter Balanced Guidelines for Accessibility for English Language-Learners
- File #055 Smarter Balanced Style Guide April 2015
- File #056 Sample Items and Item Type Information http://sampleitems.smarterbalanced.org/
- File #058 Smarter Balanced Item and Test Specifications for ELA_ELAL Item Specifications Tab Screen Shot December 2017 on webpage http://www.smarterbalanced.org/assessments/development/
- File #059 Smarter Balanced Item and Test Specifications for Mathematics_Mathematics Item Specifications Tab Screen Shot December 2017 on webpage http://www.smarterbalanced.org/assessments/development/

### Section 2.2 Summary Statement

- X The following additional evidence is needed/provide brief rationale:
  - See results of 2016/2018 Smarter Balance Assessment Peer Review.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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| **2.3 – Test Administration** | General assessments in reading/language arts, mathematics and science: grade 3-8 The Nevada Department of Education, communicates test administration policies and procedures to district and school staff via monthly webinars, trainings, manuals, testing activity calendars, and webpages. The Office of Assessment is tasked with ensuring the successful coordination and administration of the Nevada Summative Assessment.  
- File #046 Nevada State Assessment System Overview 2016_2017 from NDEwebsite November 2017  
- File #022 Nevada Test Security Procedures, 2015-2016  
- File #060 Nevada Student Assessments Activity Calendar for District Test Directors  
- File #061 Nevada NDE Student Assessment Calendar for the 2015-16 School Year  
- File #028 Nevada Summative Assessment Technical Report 2015-2016 and  
  - Chapter 4: Test Administration  
- File #122 District Test Director Monthly Agenda Sample  
Published documents that communicate test administration policies and procedures include:  
- File #016 2017 Nevada Summative Assessment Test Coordinator’s Manual  
- File #017 2016 Nevada Summative Test | Bullet # 1: Evidence requirements met.  
Bullet # 2: While evidence is provided of materials communicating procedures and requirements for training, it is unclear which procedures ensure that all individuals administering assessments receive the training. Confidentiality agreement is insufficient to meet this requirement. For example, page 8 of File # 022 requires principals to ensure staff are trained annually. However, it is unclear how the state education agency ensures principals received training and materials from district or state, and whether staff received annual training as per the documentation indicated on page 8.  
Peers request additional evidence to meet this critical element specific to ensuring established procedures result in all individuals receive training.  
Bullet #3: Some evidence is provided addressing test irregularities and technology-based assessment requirements and some procedures.  
Peers did not see evidence of state contingency-plans for technology-based test administration (such as force majeure, hacking, and other unforeseen incidents). |

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| Administration Manual for Online Testing | • File #018 2016 Nevada Summative Test Administration Manual for Accommodated Testing  
• File #019 2016 Nevada Summative Assessment Test Administration Supplement ELA Scripts  
• File #020 2016 Nevada Summative Assessment Test Administration Supplement Mathematics Scripts  
• File #022 Nevada Test Security Procedures, 2015-2016 | The Nevada Department of Education provides multiple training resources, including comprehensive manuals, in-person training events, and online live webinars and FAQ sessions to ensure that all individuals responsible for administering the Nevada Summative Assessment receive training on the established administration procedures. The Nevada Department of Education annually conducts in-person, half-day test administration training events at four different locations around the State, approximately two months prior to the start of test administration window.  
• File #062 Regional Admin Training Sessions_Invitation_02.02.17  
• File #063 Regional Training Administration Presentation for February 2017_FINAL File. The presentation covers administration policies, procedures, and test preparation, including:  
  o All administrator roles and responsibilities  
  o Test security policies, procedures, and resources  
  o Accessibility policies, procedures, and resources  
  o Staff and student preparation and |
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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<tr>
<td></td>
<td>training resources</td>
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<td></td>
<td>o Technology overview</td>
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<td></td>
<td>o Test administration instructions</td>
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<td></td>
<td>Accessibility training resources include the Nevada Usability, Accessibility, and Accommodations Guide and instructions contained in the Test Administration Manual and the Test Coordinator Manual.</td>
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<tr>
<td></td>
<td>• File #037 Nevada Usability, Accessibility, and Accommodation Guide 2016-2017</td>
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<td></td>
<td>To ensure that all individuals responsible for administering the Nevada Summative Assessment receive training on the State’s established procedures for the administration of its assessments, test administrators, proctors, and other staff authorized to view test content must sign a confidentiality form verifying that all test material and student information must be handled in a professional, secure, and confidential manner. The signed forms are collected and retained with the school’s test security documentation.</td>
<td></td>
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<td></td>
<td>• File #064 2017 Confidentiality Agreement Form</td>
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<td></td>
<td>The district test coordinator is responsible for planning and implementing a training session for all individuals involved in the administration of the Nevada Summative Assessment, including test administrators and proctors. Training must involve the review of instructions for test administration, test security, and individual responsibilities such as distributing and collecting materials, coding the student identifying/demographic information in student management system, and monitoring to make certain that each student is working independently. This training requirement is documented in:</td>
<td></td>
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<tr>
<td></td>
<td>• File #016 2017 Nevada Summative Assessment Test Coordinator’s Manual on page 9. The test security procedures are documented in the following documents used by district and school personnel:</td>
<td></td>
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</table>
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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<td>students in the online testing software. The Online Tools Training (OTT) walks students and administrators through signing on to a test, selecting a test session, responding to different item types, using the many tools available in the testing system, navigating the review screen, and submitting the test.</td>
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<td></td>
<td>• File #070 Student Tutorials and Online Tools Training hyperlink screen shot December 2017</td>
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<tr>
<td></td>
<td>• File #071 Student Tutorials and Online Tools Training Landing Page screen shot December 2017</td>
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<td></td>
<td>• File #072 Online Tools Training screen shot December 2017</td>
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<td></td>
<td>• File #073 Student Tutorial screen shot December 2017</td>
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<td></td>
<td>• File #074 Student Practice Test screen shot December 2017</td>
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<td>Contingency plans to address any technology challenges or problems are determined based on each individual situation, and the nature or prevalence of the issue. Districts and schools are instructed to contact the DRC Helpdesk or the Office of Assessment as soon as any issue arises. In addition, Volume 5 of the Technology User Guide contains information about training, troubleshooting and FAQs.</td>
<td></td>
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<tr>
<td></td>
<td>• File #016 2017 Nevada Summative Assessment Test Coordinator’s Manual</td>
<td></td>
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<td></td>
<td>o Page 23 provides the Help Desk contact information on hours of operation.</td>
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<td></td>
<td>• File #043: Technology User Guide Volume 5: Troubleshooting</td>
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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<tr>
<td><strong>Section 2.3 Summary Statement</strong></td>
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<tr>
<td><em>(X)</em> The following additional evidence is needed/provide brief rationale:</td>
<td></td>
<td></td>
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<tr>
<td>• Peers request additional evidence of established procedures ensuring that all individuals receive training.</td>
<td></td>
<td></td>
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<tr>
<td>• Peers request evidence of state contingency plans for technology-based test administration.</td>
<td></td>
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</table>
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

### 2.4 – Monitoring Test Administration

The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.

<table>
<thead>
<tr>
<th>Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY</th>
<th>Evidence —REVIEWED BY DEPARTMENT STAFF ONLY (Record document and page # for future reference)</th>
<th>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence —REVIEWED BY DEPARTMENT STAFF ONLY</th>
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<tbody>
<tr>
<td>2.4 – Monitoring Test Administration</td>
<td>Smarter Balance</td>
<td>Evidence provided is adequate to meet this requirement.</td>
</tr>
<tr>
<td></td>
<td>1) File #128 NDE Online Monitoring Procedures</td>
<td></td>
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</table>

**Section 2.4 Summary Statement—REVIEWED BY DEPARTMENT STAFF ONLY**

_X_ No additional evidence is required
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
## 2.5 – Test Security

The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:

- Prevention of any assessment irregularities, including maintaining the security of test materials, proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration;
- Detection of test irregularities;
- Remediation following any test security incidents involving any of the State’s assessments;
- Investigation of alleged or factual test irregularities.

District and school personnel involved in testing are required to review the test security materials and sign a statement indicating that they have reviewed the materials and will adhere to the security protocols. The district test coordinator is responsible for planning and implementing a training session for all individuals involved in the administration of the Nevada Summative Assessment, including test administrators and proctors. Training must involve the review of instructions for test administration, test security, and individual responsibilities such as distributing and collecting materials, coding the student identifying/demographic information in student management system, and monitoring to make certain that each student is working independently. This training requirement is documented in:

- File #064 2017 Confidentiality Agreement Form

The test security procedures are documented in the following documents used by district and school personnel:

- File #016 2017 Nevada Summative Assessment Test Coordinator’s Manual
- File #017 2016 Nevada Summative Test Administration Manual for Online Testing
- File #022 Nevada Test Security Procedures, 2015-2016

After testing is complete, NDE reviews telemetry data that provide information about numbers of answer changes, average length of testing, and average testing time per item.

- File #083 Nevada 2017 Summative Assessment Telemetry Report Each year NDE reports all monitoring findings to the Nevada State Assembly
- File #117 Test Security Summary

Bullets # 1-4: Evidence is sufficient to meet this critical element.
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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<td>NDE contracted with Caveon Consulting to analyze and report on Nevada’s test security system.</td>
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<td></td>
<td>• File #127 Caveon CBT Security Analysis for NDE</td>
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<td></td>
<td>• File #128 NDE Online Monitoring Procedures</td>
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Section 2.5 Summary Statement

- X- No additional evidence is required
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
### 2.6 – Systems for Protecting Data Integrity and Privacy

The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:

- To protect the integrity of its test materials and related data in test development, administration, and storage and use of results;
- To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools;
- To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups.

Protecting the privacy of students is a both a legal and moral responsibility that the Nevada Department of Education takes very seriously. The State and its assessment vendor have policies and procedures in place to protect the security of test materials, test-related data, and personally identifiable student information. NDE provides guidance data privacy to districts who are responsible for ensuring secure test administration and securely managing student information. NDE and its test vendor follow FERPA regulations. NDE maintain secure folders on NDE servers (Bighorn) for test-related materials and data, with access limited to those authorized by the NDE based on district requests. The testing vendor uses a secure SFTP site for transferring student information with NDE. Additionally, the test vendor uses separate SFTP sites to transfer student information with several of the larger districts in Nevada. Further, access to student information and test scores on the eDIRECT assessment management system is permission based and requires secure user names and passwords. Access is granted to the State and District Test Directors. District Test Directors may grant access to other authorized staff in their own district

- **Security of test materials**
  - File #016 2017 Nevada Summative Assessment Test Coordinator’s Manual
  - File #017 2016 Nevada Summative Test Administration Manual for Online Testing
  - File #022 Nevada Summative Materials Accountability Form
  - File #022 Nevada Test Security Procedures, 2015-2016 Data security and student privacy
  - File #042 Nevada Data privacy fact sheet 04112014

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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<td>- version 2a from NDE website November 2017</td>
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<tr>
<td>• File #043 Nevada Data Dictionary 04292014</td>
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<tr>
<td>• File #044 Nevada Information Security and Privacy Policy Approved by State Board of Education 012915</td>
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<tr>
<td>• File #085 Family Education Rights and Privacy Act FERPA</td>
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<tr>
<td>• File #086 FERPA Summary</td>
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<tr>
<td>• File #087 Nevada Data Sharing Agreement with test vendor Sept 2015</td>
</tr>
<tr>
<td>• File #119 NDE Information Security and Privacy Policy</td>
</tr>
<tr>
<td>• File #118 NRS 385A.830 Operation of system in compliance with federal laws governing release and confidentiality of records.</td>
</tr>
<tr>
<td>• File #120 NDE Information Security Policy and Procedures Report</td>
</tr>
</tbody>
</table>

## Section 2.6 Summary Statement

X The following additional evidence is needed/provide brief rationale:

- Peers request evidence of guidelines for districts and schools on how to protect *student* privacy and confidentiality.
- Peers request evidence of how the state defines the minimum number of students necessary to allow reporting of scores for all students and student groups, as well as how it addresses reporting in instances of uniformity of scores for any particular group of students. In addition, peers request evidence these procedures are incorporated into training.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
### SECTION 3: TECHNICAL QUALITY – VALIDITY

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<tr>
<td><strong>3.1 – Overall Validity, including Validity Based on Content</strong></td>
<td>The Nevada Summative Assessment Technical Report and the Smarter Balanced Technical Report provide evidence of the validity and reliability of the Nevada Summative Assessment, in adherence to the <em>Standards for Educational and Psychological Testing</em> (American Educational Research Association [AERA], American Psychological Association [APA], &amp; National Council on Measurement in Education [NCME], 2014), and provides evidence that valid inferences about Nevada student performance can be derived from this assessment.</td>
<td>See results of 2016/2018 Smarter Balance Assessment Peer Review.</td>
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<td>o Chapter 7: Test Results - The results in the tables in this chapter present evidence of reliability and validity of the scores from the Nevada Smarter Balanced Summative assessments.</td>
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<td>o Chapter 9: Evidence of Construct-Related Validity – this chapter demonstrates the adherence to AERA, APA, &amp; NCME (2014) Standards 2.0, 2.3, 2.13, 2.14, 2.16, and 2.19.</td>
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<td></td>
<td>o Chapter 10: Fairness - This chapter is relevant to AERA, APA, &amp; NCME (2014) Standards 3.1, 3.2, 3.3, 3.4, and 3.6.</td>
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</table>

**Section 3.1 Summary Statement**

- X The following additional evidence is needed/provide brief rationale:
  - See results of 2016/2018 Smarter Balance Assessment Peer Review.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
## STATE ASSESSMENT PEER REVIEW NOTES FOR Nevada

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<tr>
<td><strong>3.2 – Validity Based on Cognitive Processes</strong></td>
<td>As part of the Smarter Balanced item development and selection, content experts reviewed items to ensure representativeness of content standards and grade-level appropriateness. Item writers focus on the cognitive dimensions of what the items are assessing, as well as the content dimensions</td>
<td>See results of 2016/2018 Smarter Balance Assessment Peer Review.</td>
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</table>

The State has documented adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards. |

- As part of the Smarter Balanced item development and selection, content experts reviewed items to ensure representativeness of content standards and grade-level appropriateness. Item writers focus on the cognitive dimensions of what the items are assessing, as well as the content dimensions |

- **File #030 Smarter Balanced Summative Technical Report 2015-2016** |
  - Chapter 1: Validity |
  - Chapter 4: Test Design, provides evidence on pages 4-14 through 4-20 on the item development process, item writer qualifications and training, and reviews by committees of educators for accessibility, bias/sensitivity, and content. |
  - Appendix B: Test Design Development Activity and Outcome. |

- The Content Specifications detail the numbers of items by reporting category, standard, item type and DOK. The test blueprints outline reporting categories as well as the range (by grade level) of the depth of knowledge (DOK) expectations. |

- **File #023 Smarter Balanced English Language Arts Literacy Summative Assessment Blueprint (November 10 2016)** |
- **File #024 Smarter Balanced English Language Arts Literacy Content Specifications (July 2015)** |
- **File #025 Smarter Balanced English Language Arts Literacy Content Specifications Appendix B Grade Level Tables (July 2015)** |
- **File #026 Smarter Balanced Mathematics Content Specifications (July 2015)** |
- **File #027 Smarter Balanced Mathematics Summative Assessment Blueprint (November 11 2016)** |
- **File #058 Smarter Balanced Item and Test Specifications for ELA_ELA Item Specifications Tab Screen Shot December 2017 on webpage http://www.smarterbalanced.org/assessments/development/** |
### Critical Element

#### Evidence (Record document and page # for future reference)

- File #059 Smarter Balanced Item and Test Specifications for Mathematics_Mathematics Item Specifications Tab Screen Shot December 2017 on webpage http://www.smarterbalanced.org/assessments/development/
  - Chapter 4: Test Design provides evidence that the CCSS address skills required for college and career readiness. It also describes test structure (claims, targets) and its relationship to the CCSS, item and task development and alignment studies. Chapter 4 also has information about the operational blueprints, adaptive algorithm, test scoring method and application and pool analysis.

To verify that the Nevada Summative Assessment use the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards, the Smarter Balanced organization had an alignment study completed by the Human Resources Research Organization (HumRRO) in 2014. Information on the method and results of the alignment student can be found in the following documents:
- File #034 Smarter Balanced HumRRO alignment-study-report April 2016)
- File #054 Smarter Balanced Press Release February 2016 National Evaluations Again Confirm Quality and Alignment of Smarter Balanced End-of-Year Test

### Section 3.2 Summary Statement

- The following additional evidence is needed/provide brief rationale:
  - See results of 2016/2018 Smarter Balance Assessment Peer Review.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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<tr>
<td><strong>3.3 – Validity Based on Internal Structure</strong></td>
<td>The Nevada Summative Assessment’s end-to-end design includes a front-end process to ensure that the blueprint/design is followed in item review and form building, which minimizes irrelevant construct information. This process is documented in the following places.</td>
<td>See results of 2016/2018 Smarter Balance Assessment Peer Review.</td>
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<td></td>
<td>• File #030 Smarter Balanced Summative Technical Report 2015-2016</td>
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<td></td>
<td>• Appendix B: Test Design Development Activity and Outcome.</td>
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<td>After testing, several statistics are calculated to verify that the scoring and reporting structures of the Nevada Summative Assessment are consistent with the content standards. Analyses include differential item functioning (DIF), correlations between content standards, and principal component analysis.</td>
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<td></td>
<td>• File #030 Smarter Balanced Summative Technical Report 2015-2016</td>
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<td></td>
<td>• Chapter 3: Test Fairness</td>
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<td></td>
<td>• Pages 3-14 through 3-18 describe DIF calculations</td>
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<td></td>
<td>• Tables 3.5 and 3.6 present DIF results</td>
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<td>• Section 10.2 describes the DIF calculations and results for the Nevada Summative Assessment are reported by Nevada’s test vendor.</td>
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### Critical Element

#### 3.4 – Validity Based on Relationships with Other Variables

The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.

The Smarter Balanced organization evaluated the Smarter Balanced test scores to other external variables as a way of evaluating the validity of the test. This type of evidence is essential for supporting the validity of certain inferences based on scores from the Smarter Balanced assessments for certifying college and career readiness, which is one of the primary test purposes. Chapter 5 of the Smarter Balanced Summative Technical Report 2015-2016 provides information on the item performance for NAEP, PISA, and Smarter Balanced items for a subset of students who took National Assessment of Educational Progress (NAEP) and the Programme for International Student Assessment (PISA) items as embedded field test items in spring 2014 field test. These NAEP and PISA items were included in the Ordered Item Booklets used during the bookmark standard setting procedure.

  - Chapter 5: Scores, Scales, and Norms

### Section 3.4 Summary Statement

- The following additional evidence is needed/provide brief rationale:
  - See results of 2016/2018 Smarter Balance Assessment Peer Review.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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</table>
| **4.1 – Reliability**

The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State’s student population overall and each student group and, if the State’s assessments are implemented in multiple States, for the assessment overall and each student group, including:

- Test reliability of the State’s assessments estimated for its student population;
- Overall and conditional standard error of measurement of the State’s assessments;
- Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results;
- For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student’s achievement.

Evidence for the measurement precision of the Nevada Summative Assessment is provided in the Smarter Balanced Summative Assessment Technical Report (File #030) and the Nevada Summative Assessment Technical Reports (Files #028 and File #029). The evidence shows that the reliability of the scores meet acceptable levels according to standards of best practice. Standard errors of measurement and conditional standard errors of measurement show that the scores of the Nevada Summative Assessment are sufficiently precise to provide meaningful information at both individual student and aggregate levels. Additionally, evidence is provided showing that the Nevada Summative Assessment accurately classifies Nevada students into proficiency levels.

  - Chapter 2: Reliability/Precision and Errors of Measurement presents simulated and operational conditional standard errors of measurement, marginal and fixed-form reliability, test information curves; observed decision consistency and accuracy; simulation results for bias and theta recovery.
  - Pages 2-51 through 2-57 discuss test reliability and Standard Error of Measurement (SEM) and Conditional Standard Error of Measurement (CSEM).
  - Table 2-56 presents the overall SEM and the CSEM by scale score decile for ELA/literacy and mathematics. This table shows that the CSEM is relatively similar for deciles between 2 and 10. The CSEM tends to be higher at the first decile.

See results of 2016/2018 Smarter Balance Assessment Peer Review.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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<td>To evaluate whether the computer-adaptive tests provide adequately precise estimates of a student’s achievement, the Nevada Summative Assessment is run through a series of CAT simulations prior to any students taking the tests. Overall, the results of the simulations found that the CAT provided good estimation of student proficiency while maintaining very low item exposure rates for the vast majority of items. The evidence from the simulation studies are presented in the following documents:</td>
</tr>
<tr>
<td>• File #057 UCLA CRESST 2016-2017-simulatin-based-evaluation-summative-item-pools February 2017</td>
</tr>
<tr>
<td>• File #088 Smarter Balanced testing-procedures-for-adaptive-item-selection-algorithm</td>
</tr>
<tr>
<td>• File #030 Smarter Balanced Summative Technical Report 2015-2016</td>
</tr>
<tr>
<td>o Page 2.2 - Simulations Studies for 2014-15 Operational Summative Tests</td>
</tr>
<tr>
<td>o Section 3.8 provides a summary of simulation results</td>
</tr>
<tr>
<td>o Chapter 3 provides information on Nevada Smarter Balanced CAT algorithm including entry point, ability estimation and standard error of measurement, passage selection, test navigation, test termination, and forced submission.</td>
</tr>
</tbody>
</table>

### Section 4.1 Summary Statement

**X** No additional state-specific evidence is required.

**X** The following additional evidence is needed/provide brief rationale:

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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**STATE ASSESSMENT PEER REVIEW NOTES FOR Nevada**

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4.2 – Fairness and Accessibility

The State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments.

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<tr>
<td></td>
<td>The Smarter Balanced organization takes great effort was undertaken to ensure that the Smarter Balanced content used on the Nevada Summative Assessment is accessible and fair to all students and student groups. All Smarter Balanced test items and performance tasks were reviewed for content and fairness by content experts and bias/sensitivity committees. Content area test development specialists and content editorial specialists reviewed items and passages for fairness and sensitivity, and adherence to the Principles of Universal Design in all steps of the forms creation and review process.</td>
<td></td>
</tr>
</tbody>
</table>
|                  | • File #030 Smarter Balanced Summative Technical Report 2015-2016
  ○ Chapter 3: Fairness
  ○ Chapter 4: Test Design. |
|                  | • Appendix A: Item Development Process Flowchart |
|                  | • Appendix B: Test Design Development Activity and Outcome. |
|                  | In the Smarter Balanced item design and review process, writers and reviewers are provided training and guidance to ensure fairness across student groups. |
|                  | • File #051 Smarter Balanced Bias and Sensitivity Guidelines April 2012 |
|                  | • File #052 Smarter Balanced General Accessibility Guidelines |
|                  | • File #053 Smarter Balanced Guidelines-for-Accessibility-for-English-Language-Learners |
|                  | • File #055 Smarter Balanced Style Guide April 2015 |
|                  | The Nevada Usability, Accessibility, and Accommodation Guide provides a description of the universal tools, designated supports, and accommodations available to students when taking the Nevada Summative Assessment. |
|                  | See results of 2016/2018 Smarter Balance Assessment Peer Review. |
### Critical Element | Evidence (Record document and page # for future reference) | Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
--- | --- | ---
| | • File #035 Smarter Balanced Usability, Accessibility, and Accommodations Guide  
• File #036 Nevada Usability, Accessibility, and Accommodation Guide 2015-2016 |  
The Technical Report also includes information regarding the Differential Item Functioning (DIF) analyses performed to determine fairness across subgroups as well as correlations between content area scores between subgroups.  
• File #030 Smarter Balanced Summative Technical Report 2015-2016  
  o Chapter 3: Test Fairness  
    ▪ Pages 3-14 through 3-18 describe DIF calculations  
    ▪ Tables 3.5 and 3.6 present DIF results  
  o Tables 2.15 and 2.16 provide the marginal reliability of total summative scores by ethnic group.  
• File #028 Nevada Summative Assessment Technical Report 2015-2016  
• File #029 Nevada Summative Assessment Technical Report 2016-2017  
  o Section 10.2 describes the DIF calculations and results for the Nevada Summative Assessment are reported by Nevada’s test vendor.  
  o Tables 9.5 and 9.6 provide the marginal reliability of total summative scores by ethnic group. |  

### Section 4.2 Summary Statement

- X No additional state-specific evidence is required.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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The following additional evidence is needed/provide brief rationale:

- See results of 2016/2018 Smarter Balance Assessment Peer Review.
### 4.3 – Full Performance Continuum

The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students.

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| 4.3 – Full Performance Continuum | The Nevada Summative Assessment provides a precise estimate of student performance across the entire score scale, as shown in the Technical Report. The results of the scaling and calibration efforts is shown in the Test Characteristic Curves (TCC) and standard error curves.  
  - Chapter 5: Scores, Scales and Norms - 60-68 describe calibration, scaling, equating, and test scales  
- File #089 Smarter Balanced Scoring Specifications July 28 2016 and  
- File #090 Smarter Balanced Scoring Specifications 2014_2015 describe the methodology of deriving the scaled scores, standard error of measurement, and the highest obtainable scale score (HOSS) and lowest obtainable scale score (LOSS) | See results of 2016/2018 Smarter Balance Assessment Peer Review. |

### Section 4.3 Summary Statement

- **X** No additional state-specific evidence is required.

- **X** The following additional evidence is needed/provide brief rationale:
  - See results of 2016/2018 Smarter Balance Assessment Peer Review.

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## Critical Element

### 4.4 – Scoring

The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in terms of the State’s academic achievement standards.

The Smarter Balanced Technical Report and the Nevada Summative Assessment Technical Reports provide evidence that Nevada has established and documented standardized scoring procedures designed to produce reliable results, facilitate valid score interpretations, and report assessment results that are consistent with Nevada’s academic performance standards.

  - Section 5.1 describes the scoring process for human-scored test items, including information on the training and monitoring of human scorers.
  - Section 5.2 describes the scoring process for technology-enhanced items.
  - Section 5.3 describes the scoring process for multiple-choice and multiple-select items.

In the Smarter Balanced Technical Report, data calibration, test scaling, and the process of the derivation of student scale scores is described.

  - Chapter 7: Reporting and Interpretation

Smarter Balanced provides scoring specifications to be used by their member states to standards scoring procedures and score scales.

- File #089 Smarter Balanced Scoring Specifications July 28 2016
- File #090 Smarter Balanced Scoring Specifications 2014-2015

To assist with valid score interpretations the following documents are provided to districts.

- File #038 Nevada Interpretive Guide to the Smarter Balanced Assessment Reports - 2017
- File #039 NDE Press Release New Score Reports Show Parents How Students Perform Year Over Year July 31 2017_files
- File #041 NDE Press Release Department of Education Unveils Nevadareportcard.com to Help Drive Data Decision Making Process for Schools and Districts
- File #075 Sample 2017 Individual Student Report

See results of 2016/2018 Smarter Balance Assessment Peer Review.
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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|                  | scaling for Smarter Balanced items, and the establishment of vertical and horizontal scales, which allow for consistent score interpretations within or across school years.  
|                  | After scores are placed on the scale, which is reused annually, Achievement Level performance can be determined by using the scale score ranges identified for each of the four Achievement Levels, which are used across years.  
  • File #101 Nevada Summative Assessment Achievement Level Descriptors for Grades 3 through 5  
  • File #102 Nevada Summative Assessment Achievement Level Descriptors for Grades 6 through 8  
  • File #103 Nevada Summative Achievement Level Cut Scores 08182017 |                                                                                    |
|                  | ELA and mathematics claim-level scores are reported as:  
  Above Standard  
  At/Near Standard  
  Below Standard |                                                                                   |
|                  | Claim-level performance can be used to identify an individual student’s strengths and weaknesses or can be analyzed at a group level to identify areas where several students are in need of additional instruction.  
  • File #030 Smarter Balanced Summative Technical Report, 2015-2016, pages 7-3 and 7-5 on Subscores |                                                                                   |

**Section 4.5 Summary Statement**

- X No additional state-specific evidence is required.

- X The following additional evidence is needed/provide brief rationale:
  - See results of 2016/2018 Smarter Balance Assessment Peer Review.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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</table>
| **4.6 – Multiple Versions of an Assessment** | A feature of Smarter Balanced assessments is that they are customized for each student for a more accurate measurement of the student’s performance. To accomplish this, the computer-based test adjusts the difficulty of questions throughout the assessment based on the student’s response. If a student answers a question correctly, the next question will be harder; if a student answers incorrectly, the next question will be easier. This system is called computer adaptive testing.  
  - Chapter 3: Computer Adaptive Testing  
  The method of combining item level scores to produce overall scale scores is presented in detail in the Smarter Balanced Scoring Specification document. Scores are calculated based on item-pattern scoring using maximum likelihood estimation applied at the overall test level. No additional weights for item types or performance tasks are applied.  
  Instead, a student’s scale score is based on the student’s responses to each item (his/her item-response vector) in combination with the properties of each item in terms of item information. In this way, items with characteristics that more accurately estimate a student’s score contribute more weight (i.e., information) to the total score.  
  - File #090 Smarter Balanced Scoring Specifications 2014_2015  
  The Nevada Smarter Balanced Summative | See results of 2016/2018 Smarter Balance Assessment Peer Review. |

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
**Critical Element** | **Evidence (Record document and page # for future reference)** | **Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence**
---|---|---
| Assessment consists of 12 operational grade-level assessments (6 for ELA and 6 for mathematics) as well as a computer-adaptive test (CAT). The design of the online assessment contained the following components:  
  ELA CAT Section  
  ELA Performance Tasks (2 spiraled fixed forms)  
  Mathematics CAT Section  
  Mathematics Performance Tasks (2 spiraled fixed forms)  
 Specific fixed forms are developed for the Nevada Summative Assessment to replace the CAT sections to provide for the following accommodated tests. Generally the same fixed forms are used for the paper/pencil, Large-Print, and Braille tests.  
  • Paper/pencil test (printed)  
  • Large-Print test (printed)  
  • Braille test (hard copy Braille)  
  • Text-to-Speech (TTS) (computer-based)  
  • Video Sign Language (VSL) with closed captioning (computer-based) |  |

**Section 4.6 Summary Statement**

- X No additional state-specific evidence is required.

- X The following additional evidence is needed/provide brief rationale:
  - See results of 2016/2018 Smarter Balance Assessment Peer Review.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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### 4.7 – Technical Analysis and Ongoing Maintenance

The State has a system for monitoring and maintaining, and improving as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments).

The State has established and implemented clear and technically sound criteria for analyses of the Nevada Smarter Summative data to ensure the quality of the assessment. The entire Nevada Summative Assessment Technical Report and the Smarter Balanced Technical Report document the technical quality of the assessment through the test development, administration, scoring, data analysis and reporting processes.

The State engages external consultants who serve as Technical Advisory Committee members to provide technical review of the components of the State’s assessment system, and advise the State on psychometric and measurement issues related to the design, development, implementation and technical maintenance related to its large-scale assessments. In addition to national experts who serve as consultants, NDE invites other stakeholders, such as District Test Coordinators to attend TAC meetings to provide perspective from the field in regard to the assessment program. The agenda and September 2016 Nevada TAC meeting is provided as evidence of technical analyses and ongoing maintenance.


Smarter Balanced has established a Technical Advisory Committee to inform the ongoing development and operation of the assessment system. These teams of national experts work to ensure the assessments accurately measure student progress and growth toward college and career readiness.

- File #092 Smarter Balanced Technical Advisory Committee
  - Dr. Derek Briggs serves on both the

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| 4.7 – Technical Analysis and Ongoing Maintenance | The State has established and implemented clear and technically sound criteria for analyses of the Nevada Smarter Summative data to ensure the quality of the assessment. The entire Nevada Summative Assessment Technical Report and the Smarter Balanced Technical Report document the technical quality of the assessment through the test development, administration, scoring, data analysis and reporting processes. The State engages external consultants who serve as Technical Advisory Committee members to provide technical review of the components of the State’s assessment system, and advise the State on psychometric and measurement issues related to the design, development, implementation and technical maintenance related to its large-scale assessments. In addition to national experts who serve as consultants, NDE invites other stakeholders, such as District Test Coordinators to attend TAC meetings to provide perspective from the field in regard to the assessment program. The agenda and September 2016 Nevada TAC meeting is provided as evidence of technical analyses and ongoing maintenance. | TAC is included as part of a system to monitor and maintain the quality of the system. Although File #091 provides a TAC agenda. The TAC agenda, dated 09.12.2016. Peers request evidence of ongoing TAC meetings to include:
  - Agenda (specific to the Grades 3-8 assessments that are the subject of this review)
  - Minutes (to include members in attendance, summary of discussion and TAC recommendations),
  - TAC membership with affiliations. Peers requested a clearer connection between the work of the SBAC TAC and the implications for Nevada’s assessment system. |

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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<tr>
<td></td>
<td>Nevada Technical Advisory Committee and the Smarter Balanced Technical Advisory Committee</td>
<td></td>
</tr>
</tbody>
</table>

**Section 4.7 Summary Statement**

- The following additional evidence is needed/provide brief rationale:
  - Peers requested a clearer connection between the work of the SBAC TAC and the implications for Nevada’s assessment system.
  - Peers request evidence of ongoing TAC meetings to include:
    - Agenda (specific to the Grades 3-8 assessments that are the subject of this review)
    - Minutes (to include members in attendance, summary of discussion and TAC recommendations),
    - TAC membership with affiliations.
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

### SECTION 5: INCLUSION OF ALL STUDENTS

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## 5.1 – Procedures for Including Students with Disabilities

The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State’s assessment system, including, at a minimum, guidance for individual educational plan (IEP) Teams to inform decisions about student assessments that:

- Provides clear explanations of the differences between assessments based on grade-level academic achievement standards and assessments based on alternate academic achievement standards, including any effects of State and local policies on a student’s education resulting from taking an alternate assessment based on alternate academic achievement standards;
- States that decisions about how to assess students with disabilities must be made by a student’s IEP Team based on each student’s individual needs;
- Provides guidelines for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment;
- Provides information on accessibility tools and features available to students in general and assessment accommodations available for students with disabilities;
- Provides guidance regarding selection of appropriate accommodations for students.

All Nevada students enrolled in grades 3-8 must participate in the state assessment in English language arts and mathematics, including students with disabilities. NDE has provided guidance to districts, as described in Critical Element 1.4, to schools and parents regarding participation policies and impacts through the NDE website and other documents.

The academic content standards for the Nevada Alternate Assessment are titled the Nevada Academic Content Standard (NVACS) Connectors.

- File #097 NVACS Connectors on NDE Assessment Webpage Screen Shot Retrieved December 2017 Screen Shot

Individualized Educational Plan (IEP) teams are responsible for deciding whether students with disabilities will participate in the general education assessments (the Nevada Summative Assessment) with or without testing accommodations, or in the alternate assessment (NAA) with or without accommodations. In a given year, a student must participate in either all general education assessments or all alternate assessments, not parts of both. When determining whether a student who is eligible for special education services should participate in the alternate assessment or the general assessment, the student’s IEP team must determine whether the student meets all criteria for participation in the Alternate Assessment. If the IEP team determines that all criteria described on this form accurately characterize a student’s current educational situation, then the alternate assessment should be administered rather than the general assessment, in order to provide a meaningful evaluation of the student’s current academic achievement.

The criteria for student inclusion in the Nevada Alternate Assessment is spelled out during Nevada Alternate Administration Training and in the Nevada Alternate Assessment Test Administration Manual.

Peers commend Nevada for the thoroughness of the response to this critical element.
### Critical Element
- Includes instructions that students eligible to be assessed based on alternate academic achievement standards may be from any of the disability categories listed in the IDEA;
- Ensures that parents of students with the most significant cognitive disabilities are informed that their student’s achievement will be based on alternate academic achievement standards and of any possible consequences of taking the alternate assessments resulting from district or State policy (e.g., ineligibility for a regular high school diploma if the student does not demonstrate proficiency in the content area on the State’s general assessments);
- The State has procedures in place to ensure that its implementation of alternate academic achievement standards for students with the most significant cognitive disabilities promotes student access to the general curriculum.

### Evidence (Record document and page # for future reference)
- File #095 Nevada Alternate Assessment Administration Training o Slides 6, 7 and 8
- File #096 2017 Nevada Alternate Assessment Test Administration Manual
  - Participation Guidelines, page 4

### Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
IEP teams are required to document all accommodations and accessibility related needs within a student’s IEP or 504 Plan. To support the inclusion of all students in the Nevada Summative Assessment, the state provides the Nevada Usability, Accessibility, and Accommodations Guide (UAAG). The UAAG is based on the Smarter Balanced Usability, Accessibility, and Accommodation Guidelines and the Nevada specific guidelines. Details on the embedded and non-embedded universal tools, designated supports, and accommodations are provided in the Nevada UAAG on an annual basis. Additionally, for students who have an IEP or 504 Plan that indicate the use of an accommodation on the state assessments, administrators are required to complete the Nevada Special Testing Accommodation Request Form and a Testing Accommodations for Students in Special Education and 504 Programs (that is a required attachment to the student’s IEP or 504 Plan).
- File #035 Smarter Balanced Usability, Accessibility, and Accommodations Guide
- File #036 Nevada Usability, Accessibility, and Accommodation Guide 2015-2016
- File #037 Nevada Usability, Accessibility, and Accommodation Guide 2016-2017
- File #049 Nevada IEP_504Accommodations1718_110117
- File #050 Nevada Special Testing Accommodation Request Form

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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<td><strong>5.2 – Procedures for including ELs</strong></td>
<td>The Smarter Balanced assessment system does not include or allow for accommodations that are specific to English learners; however, the Universal Tools and Designated Supports, including (but not limited to) stacked translations, English glossaries, and translated glossaries, are available to all students when deemed appropriate by an adult or team familiar with a student’s needs and background, including English learners (File #035 Usability, Accessibility, and Accommodations Guidelines). Where specified, such as for ELA performance task full writes, a student may also use a bilingual dictionary as a non-embedded language support. In general, language supports for English learners should be reflective of the supports provided to those students in daily classroom instruction. To assist local educators in determining the appropriate Designated Supports for students, including English learners, Smarter Balanced has developed the Resources and Practices Comparison Crosswalk (Evidence File #114). Evidence that English Language Learners are to be included in the Nevada Smarter Summative Assessment: • File #053 Smarter Balanced Guidelines-for-Accessibility-for English-Language-Learners • File #093 Smarter Balanced English Language Learners Advisory Committee • File #123 Participation Rates by Subgroup</td>
<td>Evidence provided in this element, along with evidence provided in critical element 5.1, met evidence criteria for this critical element.</td>
</tr>
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**Section 5.2 Summary Statement**

_ X_ No additional evidence is required

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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### 5.3 – Accommodations

The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and English learners. Specifically, the State:

- Ensures that appropriate accommodations are available for students with disabilities (SWD) under the Individuals with Disabilities Education Act (IDEA) and students covered by Section 504;
- Ensures that appropriate accommodations are available for English learners (EL);
- Has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations;
- Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.

NDE has adopted robust accessibility policies that promote inclusion of both students with disabilities and English learners in the state assessments. The Nevada Usability, Accessibility, and Accommodation Guide describes in detail the three categories of supports available to students taking the Nevada Summative Assessment.

- File #037 Nevada Usability, Accessibility, and Accommodation Guide 2016-2017:
  - **Universal Tools** - available to all students; the use of these tools is determined by student preference.
  - **Designated Supports** - features available to a student for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate) and are part of the student’s regular classroom instruction.
  - **Accommodations** - features available to a student for whom there is a documented need in an Individualized Education Program (IEP) or 504 plan and who use a similar accommodation as part of regular classroom instruction.

Evidence provided in this element, along with evidence provided in critical elements 5.1 and 5.2, met evidence criteria for this critical element.

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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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</table>
### Critical Element

#### 5.4 – Monitoring Test Administration for Special Populations

The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive accommodations that are:

- Consistent with the State’s policies for accommodations;
- Appropriate for addressing a student’s disability or language needs for each assessment administered;
- Consistent with accommodations provided to the students during instruction and/or practice;
- Consistent with the assessment accommodations identified by a student’s IEP Team or 504 team for students with disabilities, or another process for an English learner;
- Administered with fidelity to test administration procedures.

The state of Nevada requires assessment of English Language Arts and mathematics of all students by state law as evidenced by NRS 390.810. Nevada tracks the use of accommodations via reports provided by our testing vendors DRC and Smarter balanced such as 2016-17 Summary Table-Nevada Accommodations File #013. Accommodation data is published on the Nevada Report Card site. The 2017 Nevada Summative Assessment Test Coordinator’s Manual and the Nevada UAAG both detail the mandatory nature of state assessments and describe the implementation of accommodations deemed necessary for all students, including those deemed such by IEP, 504, and EL learning strategists.

- File #119 Nevada Administrative Regulations 390.105 Testing Requirements
- File #013 2016-17 Summary Table-Nevada Accommodations
- File #016 2017 Nevada Summative Assessment Test Coordinator’s Manual
- File #037 Nevada Usability, Accessibility, and Accommodation Guide 2016-2017

Additionally the NDE Offices of Special Education and the Title III office conduct audits of Special Education and English Learner programs giving feedback to programs as to the appropriateness of both instructional and assessment accommodations.

- File #109 Title III Monitoring Part I
- File #110 Title III Monitoring Part II
- File #111 FY17 Sample Title III Monitor Report
- File #112 Special Education Monitor Checklist
- File #123 Participation Rates by Subgroup

Met evidence criteria.

Suggestions for future submissions.

File #40 needs to be accompanied by data reports or samples that illustrate how this file meets evidence criteria.

Files #109-111 require additional explanation to evaluate how these support meeting evidence criteria for this critical element.
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
### SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING

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| **6.1 – State Adoption of Academic Achievement Standards for All Students** | The State formally adopted challenging academic achievement standards in reading/language arts, mathematics and in science for all students, specifically:  
- The State formally adopted academic achievement standards in the required tested grades and, at its option, also alternate academic achievement standards for students with the most significant cognitive disabilities;  
- The State applies its grade-level academic achievement standards to all public elementary and secondary school students enrolled in the grade to which they apply, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply;  
- The State's academic achievement standards and, as applicable, alternate academic achievement standards, include: (a) At least three levels of achievement, with two for high achievement and a third of lower achievement; (b) descriptions of the competencies associated with each achievement level; and (c) achievement scores that differentiate among the achievement levels. | Met evidence criteria. |
| **6.1 Summary Statement** | | **X**. No additional evidence is required |

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
### Critical Element

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<th>6.2 – Achievement Standards-Setting</th>
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The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting its academic achievement standards and alternate academic achievement standards to ensure they are valid and reliable.

#### Evidence (Record document and page # for future reference)

Achievement level setting for Smarter Balanced assessments in Mathematics and English/Language Arts and Literacy occurred in three phases:

- Phase 1: Online panel
- Phase 2: In-person workshop
- Phase 3: Cross-grade review

The purpose of the three activities was to derive cut scores, using a subset of 2014 Smarter Balanced field test data and based on a transparent, scientifically rigorous, well documented procedure that would stand up to external scrutiny. This Achievement Level Setting Final Report documents each of the three phases and provides results and recommendations for cut scores for Smarter Balanced Assessment. To ensure the academic achievement standards are challenging, student performance on the NAEP and PISA was included in the standard setting procedure. The cut scores from the Achievement Level Setting are used for the Nevada Summative Assessment.

- File #032 Smarter Balanced Achievement Level Setting Final Report (January 7 2015)
- File #103 Nevada Summative Achievement Level Cut Scores 08182017

#### Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence

See results of 2016/2018 Smarter Balance Assessment Peer Review.

---

### Section 6.2 Summary Statement

- **X** No additional state-specific evidence is required.
- **X** The following additional evidence is needed/provide brief rationale:
  - See results of 2016/2018 Smarter Balance Assessment Peer Review.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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- File #032 Smarter Balanced Achievement Level Setting Final Report (January 7 2015)
- File #103 Nevada Summative Achievement Level Cut Scores 08182017

The test designs, blueprints, and specifications documents provide information about the numbers of items, item types and DOK of items on the Nevada Summative Assessments. This evidence demonstrates that a portion of the test score is based on items and item types requiring complex demonstrations or applications of knowledge and skills.

- File #023 Smarter Balanced English Language Arts Literacy Summative Assessment Blueprint (November 10 2016)
- File #024 Smarter Balanced English Language Arts Literacy Content Specifications (July 2015)
- File #025 Smarter Balanced English Language Arts Literacy Content Specifications Appendix B Grade Level Tables (July 2015)
- File #026 Smarter Balanced Mathematics Content Specifications (July 2015)
- File #027 Smarter Balanced Mathematics Summative
STATE ASSESSMENT PEER REVIEW NOTES FOR Nevada

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<tbody>
<tr>
<td></td>
<td>Assessment Blueprint (November 11 2016)</td>
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<td></td>
<td>• File #056 Sample Items and Item Type Information</td>
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<td>Screen Shot December 2017</td>
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<td><a href="http://sampleitems.smarterbalanced.org/">http://sampleitems.smarterbalanced.org/</a></td>
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<td>• File #058 Smarter Balanced Item and Test</td>
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<td></td>
<td>Specifications for ELA_ELA Item Specifications</td>
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<td>Tab Screen Shot December 2017 on webpage</td>
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<td>• File #059 Smarter Balanced Item and Test</td>
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<td>A third-party alignment study was contracted by Smarter</td>
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<td>Balanced and performed by HumRRO, which provides</td>
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<td>comprehensive evidence about the alignment of the</td>
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<td>Smarter Balanced summative assessments to the Common Core</td>
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<td>State Standards (CCSS). Because the Nevada Academic Content</td>
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<td>Standards are based on the Common Core, the evidence</td>
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<td>supports that the Nevada Summative Assessment is aligned</td>
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<td>with the Nevada Academic Standards.</td>
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<td>• File #034 Smarter Balanced HumRRO alignment-study-</td>
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<td>report April 2016</td>
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<td>• File #006 Nevada Academic Content Standard Based on the</td>
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<td>Common Core Brochure_V5 Retrieved from NDE website December</td>
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<td>2017</td>
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<td>• File #004 Nevada K-12_ELA_Academic Content Standards</td>
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<td>• File #005 Nevada K-12_Mathematics_Academic Content Standards</td>
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Section 6.3 Summary Statement

_ X_ No additional state-specific evidence is required.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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## 6.4 – Reporting

The State reports its assessment results, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of results for students tested by parents, educators, State officials, policymakers and other stakeholders, and the public, including:

- The State reports to the public its assessment results on student achievement at each proficiency level and the percentage of students not tested for all students and each student group after each test administration;
- The State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the specific academic needs of students, and the State also provides interpretive guides to support appropriate uses of the assessment results;
- The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its assessments that:
  - Provide valid and reliable information regarding a student’s achievement;
  - Report the student’s achievement in terms of the State’s grade-level academic achievement standards (including performance-level descriptors);
  - Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students;

Nevada districts have access to a secure online reporting suite (eDIRECT) that provides Nevada Summative Assessment results at the district, school, and student level. These reports incorporate text and graphic presentation of score data. Reports can be downloaded directly as PDFs and data files can be downloaded.

- File #104 Smarter Balance PPT from NV Sept 2017 State Board Mtg

Nevada reports its assessment results, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of results for students tested by parents, educators, State officials, policymakers and other stakeholders, and the public.

- File #104 Smarter Balance PPT from NV Sept 2017 State Board Mtg

Nevada districts have access to a secure online reporting suite (eDIRECT) that provides Nevada Summative Assessment results at the district, school, and student level. These reports incorporate text and graphic presentation of score data. Reports can be downloaded directly as PDFs and data files can be downloaded.

- File #116: eDIRECT User Guide, Reporting System, Pages 40-42. Student Reports for parents/guardians include information about student achievement on grade-level descriptors. Student Reports are available electronically to schools and districts through the secure reporting suite (eDIRECT) and hard copies of Student Reports are shipped to districts. Districts are responsible to distribute Student Reports to parents and guardians, in compliance with state and federal student privacy laws, as soon as they become available.

- File #075 Sample 2017 Individual Student Report

NDE provided districts and schools with a brief interpretation guide for the Individual Student Report. Additionally, NDE provides to districts a Spanish-translated version of a sample student report. The interpretation guide and the Spanish samples are for printing and distribution to parents. Additionally, the release of student Reports are generally accompanied by media attention and articles describing the score reports and overall state performance. A more detailed Score Interpretation Guide from Smarter Balanced is available for districts and school use.

File #040: NDE provided districts and schools with a brief interpretation guide for the Individual Student Report.

NDE provided districts and schools with a brief interpretation guide for the Individual Student Report. Additionally, NDE provides to districts a Spanish-translated version of a sample student report. The interpretation guide and the Spanish samples are for printing and distribution to parents. Additionally, the release of student Reports are generally accompanied by media attention and articles describing the score reports and overall state performance. A more detailed Score Interpretation Guide from Smarter Balanced is available for districts and school use.

### Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence

**Bullet # 1:**

File #104 does not indicate participation rates (percentage not tested) as required.

Peers noted the information in File # 040 gives access to the number of students tested, but does not provide the percentage of students tested or not tested. The number tested and number expected to test are provided and the percentage must be calculated by the person reviewing the report.

It would be more transparent in reporting to provide the actual percent tested in addition to the numerator and denominator.

**Bullet # 2:**

File #116 is incorrectly noted as the eDirect User Guide in the Evidence list.

The eDirect User Guide provides information on how to access a variety of reports. However, it is insufficient to support interpretation of the reports available system.

Peers noted that a comprehensive guide to test interpretation for Nevada is needed for the Nevada reporting system including listing of and explanations of each of the available reports, along with guidance for interpreting the results reported on each of the available reports.

The evidence submitted, file #084 and #38, are insufficient given the stated purposes and use of the assessment results in prior evidence documents (page 8 of File #029).

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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
### Critical Element

- academic needs of students;
  - Are available in alternate formats (e.g., Braille or large print) upon request and, to the extent practicable, in a native language that parents can understand;
- The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration.

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<tr>
<td>• File #038 Nevada Interpretive Guide to the Smarter Balanced Assessment Reports – 2017</td>
<td>Bullet #3: Peer reviewers commend Nevada on the quality of the individual student interpretive reports. These reports provide student results within relevant contexts for parents to understand student’s achievement relative to the state’s challenging academic content standards. Identical reports are available in Spanish.</td>
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<tr>
<td>• File #039 NDE Press Release New Score Reports Show Parents How Students Perform Year Over Year July 31 2017_files</td>
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<tr>
<td>• File #084 Smarter Balanced interpretation-and-use-of-scores-and-achievement-levels</td>
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<tr>
<td>• File #106 2017 Smarter Summative Assessment Student Report Spanish Reports are linked to Achievement Level Descriptors (ALDs).</td>
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The ALDs describe to parents and educators what students in each performance category know and are able to do relative to the Nevada Academic Content Standards.

- File #101 Nevada Summative Assessment Achievement Level Descriptors for Grades 3 through 5
- File #102 Nevada Summative Assessment Achievement Level Descriptors for Grades 6 through 8

The Nevada Department of Education and its testing vendor work collaboratively to develop an annual report delivery schedules, which is incorporated into a contract amendment. The assessment results are delivered in a timely manner and a calendar of testing and reporting activities is provided.

Nevada’s testing vendor provides district-level student data files, individual student reports, schools and district summary reports both electronically through the DRC eDIRECT Reporting System and as paper reports shipped to districts and schools.

Data files are also provided directly to the Nevada Department of Education Accountability Office who has responsibility for reporting federal and state mandated accountability reports. Data files are also provided to a separate reporting vendor and reported on the Nevada Report Card website, where results are loaded into a web-based application. Data can be displayed for.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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<td>multiple years and can be grouped and filtered by a variety of demographics including grade level, gender, race/ethnicity, economic status, disability, English proficiency, and migrant status. Data download files are also available.</td>
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<tr>
<td>- File #060 Nevada Student Assessments Activity Calendar for District Test Directors</td>
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<tr>
<td>- File #105 NV DRC Amendment 3 Executed with Attachment AA Reporting Dates</td>
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<tr>
<td>- File #076 Sample 2017 Summary Report</td>
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<td>- File #077 File layout for District Student Data Files Reporting Deliverable</td>
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<tr>
<td>- File #040 Nevada Report Card website link</td>
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<td><a href="http://www.nevadareportcard.com/di/">http://www.nevadareportcard.com/di/</a></td>
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<tr>
<td>- File #041 NDE Press Release Department of Education Unveils Nevadareportcard.com to Help Drive Data Decision Making Process for Schools and Districts</td>
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<tr>
<td>- File #104 Smarter Balance PPT from NV Sept 2017 State Board Mtg The Student Report, Summary Report(s), and Data Deliverables all include claim-level reporting based on calculations provided by Smarter Balanced.</td>
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<tr>
<td>- File #107 Smarter-Balanced-ELA-Literacy-Claims</td>
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<tr>
<td>- File #108 Smarter-Balanced-Mathematics-Claims</td>
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<tr>
<td>- File #089 Smarter Balanced Scoring Specifications July 28 2016</td>
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<tr>
<td>- File #090 Smarter Balanced Scoring Specifications 2014_2015</td>
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### Section 6.4 Summary Statement

X The following additional evidence is needed/provide brief rationale:

- Report percentage of students not tested.
- Peers noted that a comprehensive guide for test interpretation for Nevada is needed for the Nevada reporting system including listing of and explanations for each of the available reports, along with guidance for interpreting the results reported on each of the available reports.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
Note: Peer review notes provide the combined recommendations of the individual peers to the U.S. Department of Education (Department), based on the statute and regulations, the Department’s peer review guidance, and the peers’ professional judgement of the evidence submitted by the State. These assessment peer review notes, however, do not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for assessment peer review. Although the peer notes inform the Secretary’s consideration of each State’s assessment system, the Department makes the final decision regarding whether the assessment system meets the requirements in the statute and regulations. As a result, these peer notes may not completely align with the final determination made by the Department.
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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**STATE ASSESSMENT PEER REVIEW NOTES FOR Smarter Balanced Assessment Consortium**

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</thead>
</table>
| **2.1 – Test Design and Development**  
(stemming from 2016 review) | • Evidence #S021 – Evaluating Alignment in Large-Scale Standards-Based Assessment Systems  
• Evidence #S022 – Smarter Balanced Assessment Consortium Common Core State Standards Analysis: Eligible Content for the Summative Assessment, Final Report  
• Evidence #S023 – Race to the Top Application for New Grants Comprehensive Assessment Systems (p. 41)  
• Evidence #12b – Smarter Balanced Content Specifications for Mathematics  
• Evidence #S024 – PCG - Claim/Target and Common Core Standard Associations Data Input Specifications | Peers felt that S021 was not relevant for this request.  
S022 was previously provided and calls out 48 (R/LA) and 3 (Mathematics) standards as “not measurable.” However, they were judged “not measurable” using the item types proposed by SBAC: “A standard was considered measurable via on-demand summative assessment tasks if it can be assessed by any of the item types listed in the following subsection, as defined in the SBAC proposal (SBAC, 2010b, pp. 42, 52–53).” (p.9) Page 6 lists the item types. Peers feel that the standards should drive the item types / components of the assessment system. It seemed, however, that the item types were determining the assessable content, rather than the standards determining the item types / components. Regulation and Guidance clearly state “full depth and breadth for all of the academic standards.”  
S023 includes a statement of intent, not evidence for this CE.  
S024 described the new coding scheme for the items. Peers felt it was not relevant.  
Suggestion: SBAC might provide evidence of how the other components of the assessment system (formative, interim, benchmark) cover the standards deemed ineligible for the summative, AND that the states using the SBAC incorporate those other elements meaningfully into their assessment system. (That is, those other elements contribute to scores / performance levels.) |
| | • Evidence Packet #S010 – Blueprint Fidelity  
• Evidence #S029 – Summary of Smarter Balanced CAT Algorithm on Depth of Knowledge | Peers commend SBAC for conducting a thorough blueprint fidelity study, and for taking measures to correct the error identified for Grade 6 Math. We would like to see the blueprint fulfillment rates at the student level, in addition to the claim / content category level, as presented in S010a. In other words, we’d like data answering the question, “What percent of students received a test event conforming to the blueprint?,” rather than “What percent of test events fulfilled blueprint requirement X?”  
Peers feel that 100% blueprint fulfillment (at the student level) is implied by this CE. A reason for less than 100% blueprint fulfillment may reside in the way in which algorithm treats blueprint fulfillment as described in S029 – that is, not as an absolute constraint. |

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
**STATE ASSESSMENT PEER REVIEW NOTES FOR Smarter Balanced Assessment Consortium**

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| • Evidence that, for cases where an assessment includes off-grade-level content, assessments produce grade level student achievement scores that are based only on grade-level items. | • Evidence #S023 – Smarter Balanced Assessment Consortium Race to the Top Grant Proposal (pp. 45-46)  
• Evidence #S025 – Smarter Balanced Mathematics Expanded Item Pools  
• Evidence #S026 – Pool Expansion Information Presentation  
• Evidence #S027 – 2016-17 Expanded Pool Standards Alignment | This requirement is met.  
Peers would have appreciated a clarification that when expanded pool items are used, that the relevant psychometric considerations are being addressed – e.g., that item parameters used are established for all grades spanned.  
Peers noted that several items span a relatively large grade range (roughly 20% in MA and 13% in R/LA span 3 or more grades). (Peer calculations based on S027). This seemed high.  
Peers commend SBAC for producing the gap analyses (S012). Peers believe that steps taken to bridge the gaps as described in S013 should resolve the issues.  
Peers ask that the program continue to monitor those grades/versions where blueprint fulfillment was less than 100%, as well as those where there had yet to be administrations. |
| • Evidence that the item pools for all versions of the assessments (i.e., general, American Sign Language, Braille and Spanish) are sufficient to support the test design requirements. | • Evidence Packet #S010 – Blueprint Fidelity  
• Evidence Packet #S012 – Smarter Balanced Gap Analyses  
• S013 | |

**Section 2.1 Summary Statement**

The following additional evidence is needed/provide brief rationale:

- A. Evidence that the Smarter Balanced test design aligns the assessments to the full depth and breadth for all the academic content standards in R/LA and mathematics at each grade level.
- B. Evidence that the item selection procedures for the computer adaptive test (CAT) online assessment adequately deliver tests that meet test design requirements for the intended depth of knowledge (DOK) of the assessments (also applies to evidence requested for element 2.2).
- C. Evidence that the item pools for all versions of the assessments (i.e., general, American Sign Language, Braille and Spanish) are sufficient to support the test design requirements. Provide, upon completion of the item development plans, evidence that 100% of test events for students receiving any version of the assessment conform to the test blueprints.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
### 2.2 – Item Development
(stemming from 2016 review)
- See evidence regarding DOK and item pools in element 2.1 above.

<table>
<thead>
<tr>
<th>Evidence (Record document and page # for future reference)</th>
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<tbody>
<tr>
<td>• Evidence #15a – Smarter Balanced Summative Assessment Blueprints for Mathematics</td>
</tr>
<tr>
<td>• Evidence #15b – Smarter Balanced Summative Assessment Blueprints for ELA/L</td>
</tr>
<tr>
<td>• Evidence #S008 – Smarter Balanced Math Summative CAT and Interim Assessment Item Development Plan</td>
</tr>
<tr>
<td>• Evidence #S009 – Smarter Balanced ELA Summative CAT and Interim Assessment Item Development Plan</td>
</tr>
<tr>
<td>• Evidence Packet #S010 – Smarter Balanced Blueprint Fidelity Study</td>
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<tr>
<td>• Evidence Packet #S012 – Smarter Balanced Gap Analyses</td>
</tr>
<tr>
<td>• Evidence #S013 – Gap Analysis and Development Plans</td>
</tr>
<tr>
<td>• Evidence Packet #S014 – Member Managed Item Development Assignments</td>
</tr>
<tr>
<td>• Evidence #S029 – Summary of Smarter Balanced CAT Algorithm on Depth of Knowledge</td>
</tr>
</tbody>
</table>

### Section 2.2 Summary Statement

_x__ The following additional evidence is needed/provide brief rationale:
- See 2.1 B and C.

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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
### Critical Element

#### 2.3 – Test Administration
(stemming from 2016 review-individual States may provide own evidence to address this item)
- Evidence of contingency plans to address potential technology issues during test administration

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<tbody>
<tr>
<td>2.3 – Test Administration</td>
<td>No evidence provided.</td>
<td>Peers assume this evidence is provided by States using Smarter Balanced.</td>
</tr>
</tbody>
</table>

#### Section 2.3 Summary Statement

_x__ No additional evidence is required of SBAC.

_x__ The following additional evidence from States using SBAC is needed/provide brief rationale:
- Evidence of contingency plans to address potential technology issues during test administration.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

### SECTION 3: TECHNICAL QUALITY – VALIDITY

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### 3.1 – Overall Validity, including Validity Based on Content (stemming from 2016 peer review)

- **Evidence as noted for all item pools in element 2.1 above.**

- Evidence of a summary report that the CAT administered test forms matched test blueprints.

- Evidence that Smarter Balanced assessments that include off-grade level content conform to the on-grade level blueprint for the assessment.

- Evidence of alignment of sample test forms for grades 3, 4, 6 and 7 in R/LA and mathematics.

#### Evidence (Record document and page # for future reference)

- **Evidence #S005** – Hawaii Smarter Balanced Technical Report; 2014-2015 (pp. 42-46)
- **Evidence #S006** – South Dakota Technical Report 2014-2015 (pp. 44-49)
- **Evidence Packet #S010** – Blueprint Fidelity
- **Evidence Packet #012** – Smarter Balanced Gap Analyses
- **Evidence Packet #S010** – Blueprint Fidelity
- **Evidence #S011** – Smarter Balanced Technical Report, 2015-2016 (pp. 6-6 through 6-9)
- **Evidence Packet #S010** – Blueprint Fidelity
- **Evidence Packet #S010** – Blueprint Fidelity
- **Evidence #S030** – WestEd Alignment Study Proposal
- **Evidence #S032** – WestEd Alignment Study
- **Evidence #104** – Fordham Institute – Evaluating the Content and Quality of Next Generation Assessments (p. 18)
- **Evidence #S008** – Smarter Balanced Math Summative CAT and Interim Assessment Item

#### Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence

- See Comments in 2.1.

- See Comments in 2.1, bullets 2 and 4. The evidence was provided but it does not support the claim that the CAT administered test forms matched the test blueprints in every case.

- This evidence has been provided. See Comment in 2.1, bullet 3.

- The WestEd alignment study (S032) assessed the extent to which each item in the noted grades matched its targeted CCSS standard. However, for DoK (cognitive complexity), the study did not assess the extent to which each item matched the cognitive complexity implied by its targeted standard. Rather, it documented experts’ judgments of the level of cognitive complexity at which the item appears to be assessing the standard. The study’s design can furnish appropriate evidence to support (or refute) a claim concerning the degree of content alignment between items and standards, but it cannot provide appropriate evidence for a claim about the match between the cognitive complexity of a test and the cognitive complexity of the standards to which the test is written.

- Peers felt that the study does not address the question “Does the item match the DoK of the standard?”

- The measures taken to improve alignment are entirely appropriate. However, evidence of improved alignment was not provided. Peers expected to see a before-after comparison.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Section 3.1 Summary Statement

The following additional evidence is needed/provide brief rationale:

- See 2.1 B and C.
- Evidence of alignment of sample test forms for grades 3, 4, 6 and 7 in R/LA and mathematics, specifically with respect to cognitive complexity (DoK).
- Evidence of improved alignment of the tests, based upon the findings of the independent alignment study.
### 3.3 – Validity Based on Internal Structure
(stemming from 2016 peer review-States may address this with State-level data)

- Evidence that supports the internal structure of the Smarter Balanced assessments using operational data from the summative assessments (e.g., a correlational analysis of subscores and total scores).

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<tbody>
<tr>
<td></td>
<td>• Evidence #S004 - Assessing the Dimensionality of Smarter Balanced Summative Tests (pp. 2-4).</td>
<td>S004 provides the evidence requested. Recommendation: Peers recognize the challenge of assessing dimensionality using item scores in a CAT context; SBAC could contribute meaningfully to the literature on this topic by taking it on as a special research study.</td>
</tr>
</tbody>
</table>

### Section 3.3 Summary Statement

_x__ No additional evidence is required

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
3.4 – Validity Based on Relationships with Other Variables

(Stemming from 2016 peer review – States may address this with State-level data)

- Validity evidence that shows the Smarter Balanced assessment scores are related as expected with other variables for all student groups (e.g., comparison of subscore relationships within content areas to those across content areas; a confirmatory factor analysis of math & R/LA together; or other analyses that demonstrate positive correlations between assessment results and external measures that assess similar constructs).

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</table>
| 3.4 – Validity Based on Relationships with Other Variables | • Evidence #S004 – Assessing the Dimensionality of Smarter Balanced Summative Test (pp. 2-5)  
• Evidence #S005 – Hawaii Smarter Balanced Technical Report, 2014-2015 (pp. 48-50)  
• Evidence #S006 – South Dakota Technical Report, 2014-2015 (pp. 53-55)  
• Evidence #S007 – Dimensionality of the SBAC: An argument for its validity  
• Evidence #S031 – South Dakota BOR Policy | Peers appreciated the concurrent validity studies for high school R/LA and Math (S005 and S006). We believe that these studies help establish external validity evidence for the program.  
However, no evidence of validity based on relationships with other variables was provided for Grades 3-8 Math and R/LA.  
Please provide the results of a study or studies addressing this CE, such as correlations between SBAC scores and grades or correlations between SBAC adjacent grade scores. |

Section 3.4 Summary Statement

_x__ The following additional evidence is needed/provide brief rationale:

- Validity evidence that shows the Smarter Balanced assessment scores are related as expected with other variables for all student groups for Grades 3-8 R/LA and Math.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
SECTION 4: TECHNICAL QUALITY - OTHER

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<tbody>
<tr>
<td><strong>4.2 – Fairness and Accessibility</strong> (stemming from 2016 peer review-States may address this with State-level data)</td>
<td>• Evidence of estimated reliability for students receiving accommodations using operational data. • Evidence #S011 – Smarter Balanced Assessment Consortium Draft 2015-16 Technical Report, Chapter 2 • Index</td>
<td>Estimated reliabilities for the tests administered to these students are in the Index in Tables 11.1 and 11.2. Peers note that a few of the coefficients are low enough to raise concerns. It would be helpful in evaluating Tables 11.1 and 11.2 to know the source(s) of the data. Peers request a clarification about how item development plans (S013) specifically address the pool factors that are related to the low reliabilities for special versions of the test. Peers are also concerned by the statement in the Index “Students with lower scores have lower reliability than those with higher scores.” (p. 57). We were not sure that it was accurate.</td>
</tr>
</tbody>
</table>

**Section 4.2 Summary Statement**

_The following additional evidence is needed/provide brief rationale:_

- Peers request a clarification about how item development plans (S013) specifically address the pool factors that are related to the low reliabilities for special versions of the test.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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</table>
| **4.3 – Full Performance Continuum** (stemming from 2016 peer review) | - Evidence #015a – Final Blueprint for Mathematics Summative Assessment  
- Evidence #015b – Final Blueprint for ELA/L Summative Assessment  
- Evidence Packet #S010 – Smarter Balanced Blueprint Fidelity Study  

**Section 4.3 Summary Statement**

*x* The following additional evidence is needed/provide brief rationale:

- See 2.1 B and C.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
## 4.4 – Scoring
(stemming from 2016 peer review-States may address this with State-level evidence)

- Evidence that Smarter Balanced has clear, unambiguous criteria, including minimum thresholds, to ensure and document inter-rater reliability for States that are conducting hand-scoring of Smarter Balanced performance items.

- Evidence that the State has monitored the quality and reliability of performance task scoring conducted during its test administration for the Smarter Balanced tests.

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<tbody>
<tr>
<td></td>
<td>No evidence cited.</td>
<td>Peers appreciate the new guidance provided by the Consortium (S001). We believe the evidence requested was provided.</td>
</tr>
</tbody>
</table>

**Section 4.4 Summary Statement**

- No additional evidence is required of SBAC

- The following additional evidence from States using SBAC is needed/provide brief rationale:

  - Evidence that the State has monitored the quality and reliability of performance task scoring conducted during its test administration for the Smarter Balanced tests.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
## STATE ASSESSMENT PEER REVIEW NOTES FOR Smarter Balanced Assessment Consortium

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#### 4.6 – Multiple Versions of an Assessment

(stemming from 2016 peer review)

- Evidence of the design and development of the item pools used to support multiple versions of the assessments, specifically:
  - computer-adaptive in ASL (R/LA listening only, Math);
  - computer-adaptive in Braille (R/LA, math);
  - computer-based fixed form in Braille (math);
  - paper in Braille (R/LA, Math);
  - computer-adaptive in Spanish (math); and
  - paper in Spanish (math).

  - Evidence that item pools for these above-listed additional computer adaptive versions can support the adaptive test design.

- Evidence #011a – Usability, Accessibility, and Accommodations Guidelines
- Evidence #143 – Smarter Balanced Assessment Consortium: Signing Guidelines
- Evidence Packet #S010 – Blueprint Fidelity Studies
- Evidence #144 – Unified English Braille Implementation Guide
- Evidence #146 – Theory of Test Translation Error
- Evidence Packet #S012 – Smarter Balanced Gap Analyses
- Evidence #S013 – Gap Analysis and Development Plans
- Evidence #S016 – Literature Review of Testing Accommodations and Accessibility Tools for Students with Disabilities
- Evidence #S017 – Smarter Balanced Assessment Consortium Style Guide
- Evidence #S018 – Tri-Lin Proposal Response to Smarter Balanced RFP 13
- Evidence #S019 – Grade 8 Mathematics Item Specifications Claim 1 Target A

See Comments in 2.1 and 4.2.

### Section 4.6 Summary Statement

- The following additional evidence is needed/provide brief rationale:
  - See Comments in 2.1 B and C, and 4.2.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
### 5.2 – Procedures for including ELs
(stemming from 2016 peer review-States may address this with State-level evidence)

Evidence of guidance regarding selection of the Spanish version of the Smarter Balanced assessments for English learners, and evidence of procedures for communication of this guidance to districts, schools, teachers and parents.

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</table>
| 5.2              | • Evidence #11a – Usability, Accessibility, and Accommodations Guidelines (p. 11; pp. 32-33)  
                   • Evidence #68 – Usability, Accessibility, and Accommodations Implementation Guide  
                   • Evidence #69h – Accessibility and Accommodations Training Module (Slide 59)  
                   • Evidence #99 – Resources and Practices Comparison Crosswalk (p. 4)  
                   • Evidence #127 – ISAAP Training Module Screenshot  
                   • Evidence #S002 – UAAG Survey  
                   • Evidence #S003 – Including All Students in Assessments Digital Library Module  
                   • Evidence #S020 – Template Letter for Parents of English Learners | The SBAC response shows where to locate evidence of the guidance in the original submission, and evidence of communication of this guidance to school personnel. Provision of #S020 shows evidence of communication of this guidance to parents.  
                   The Peers understand that provision of greater specificity beyond the guidance provided by SBAC is a State level responsibility for any State using SBAC. |

### Section 5.2 Summary Statement

_\_x\_ No additional evidence is required of SBAC

_\_x\_ The following additional evidence from States using SBAC is needed/provide brief rationale:

- Evidence of guidance regarding selection of the Spanish version of the Smarter Balanced assessments for English learners at a level of specificity such that an educator can apply the decision for an individual student.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.
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| **5.3 – Accommodations**  
(stemming from 2016 peer review-States may address this with State-level evidence) | Evidence of a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. | SBAC did not provide evidence for this request.  
Peers’ understanding is that States using Smarter Balanced are to provide this evidence. |

**Section 5.3 Summary Statement**

- _x_ No additional evidence is required of SBAC

- _x_ The following additional evidence from States using SBAC is needed/provide brief rationale:
  - Evidence of a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.