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CSAI Report

Nevada State and District Assessment Survey – Complete Report

July 2016

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The release of the Testing Action Plan by the United States Department of Education (USED) called for states to evaluate their assessment systems to ensure that testing was set up to encourage and support student learning. In its release, USED urged states to ensure that administered assessments are: rigorous, fair, non-redundant, and tied to improved teaching and learning. As part of support for states' efforts to evaluate their testing systems, USED has offered resources for states to conduct audits of their assessment systems to determine the efficacy of these systems in supporting the learning process.

The Nevada Department of Education (NDE) collaborated with WestEd, a nonprofit education research organization, to conduct an audit of state- and district-required assessments. This assessment audit had three phases: a local education agency assessment inventory, an online survey for district assessment directors and charter school representatives, and focus groups in three Nevada regions. All three study phases collected information regarding the purpose, value, and burden of district and state assessments to capture a more comprehensive picture of current assessment practices in Nevada.

An online survey was distributed to each District Test Director (DTD) in Nevada, with DTDs encouraged to consult with other district leaders when completing the survey. The survey asked DTDs to provide feedback on the possible benefits and burdens of state and district assessments. All responses were confidential.

In conducting this survey, NDE sought to obtain direct, actionable feedback from Nevada districts, which NDE will use to ensure that its state and district assessments are effectively supporting student learning.

Responses to District Assessments

Each DTD was asked to provide feedback on every required assessment administered within his or her particular district. For each assessment, respondents were asked to determine the value of each assessment on a four-point Likert scale, with 1 indicating low value/benefit and 4 indicating high value/benefit.

Results for each district-required assessment follow, with mean values rounded to the nearest tenth. All district assessments that received survey responses are listed below, along with the number of responding districts.

Table 1: *Number of Districts Responding for Each Assessment*

Assessment Name	Maximum Number of Responding Districts
AAPPL for Bilingual	5
AAPPL for Dual Immersion	2
Acuity	1
AIMSweb: Curriculum-Based Measurement RCBM	1
AIMSweb: Curriculum-Based Measurement RCMB/MAZE	1
AIMSweb: Math Computation M-Comp/Math Concepts and Applications M-Cap	1
AIMSweb: Test of Early Literacy	1
AIMSweb: Test of Early Numeracy	1
Advanced Placement Testing	11
Benchmark Reading Level Assessments	1
Brigance	1

Assessment Name	Maximum Number of Responding Districts
Common Finals: English Language Learners	1
Common Finals: Mathematics	1
Content District Benchmark Assessments	1
Content Semester Exams	1
Credit by Exam	1
Developmental Reading Assessment, 2nd Edition	5
Developmental Spelling Inventory	1
DIBELS	2
Direct Reading	3
Easy CBM	1
English Language Learner Course Placement	1
End of Level English Language Arts	4
End of Level Mathematics	5
End of Level Reading	1
End of Level Science	1
End of Quarter Mathematics	1
End of Quarter Reading	1
End of Quarter Science	1
End of Unit Assessments	1
ESGI	1
Evaluate – English Language Arts	1
Evaluate – Mathematics	1
Fall Kindergarten Assessments	1
Fluency Checks	1
Formative Classroom Assessments	1
Formative Writing	1
Fry Words	1
International Baccalaureate Testing	2
Illuminate	1
i-Ready English Language Arts	1
i-Ready Mathematics	1
Kindergarten Assessment	1
Kindergarten Assessment Portfolio: Early Numeracy Skills	1
Kindergarten Assessment Portfolio: Reading Foundational Skills, Writing	1
Language Acquisition Program	2
Measures of Academic Progress – Mathematics	14
Measures of Academic Progress – Reading	15
On Demand Writing	1
Phonological Awareness Literacy Screening	3
QSI	1
Roots Reading Assessment	1
Scholastic Reading Inventory	1
STAR	1

Assessment Name	Maximum Number of Responding Districts
STAR Early Literacy	2
STAR Mathematics	4
STAR Reading	6
W-APT	1
Words Their Way	1
Writing Sample	2

Note: For Figures 1–5, assessments are arranged alphabetically in each chart. Each bar depicted may represent between 1 to 15 responses, depending on the number of districts providing a survey response for each assessment. See Table 1 for the number of districts responding for each assessment.

Figure 1 - District-Required Assessments (AAPPL for Bilingual to Content Semester) – Value in Informing Student Progress
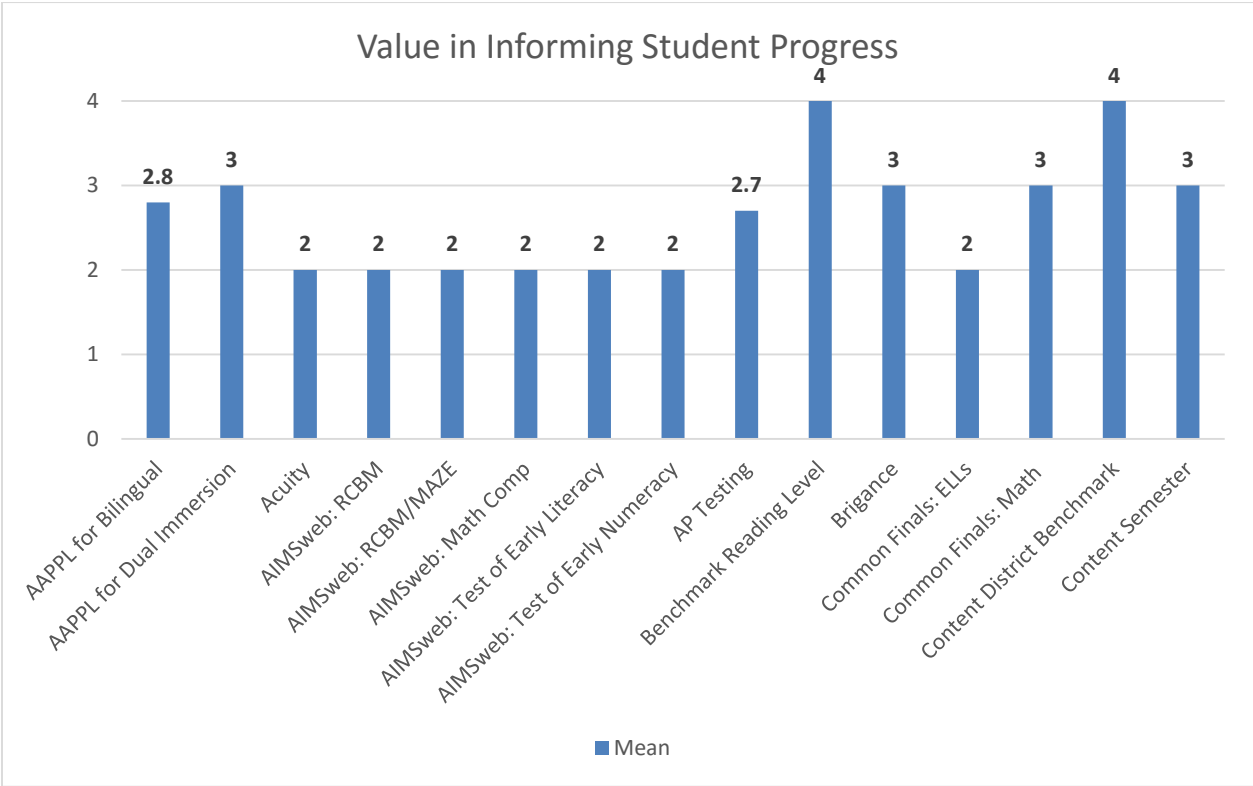
Figure 2 – District-Required Assessments (Credit by Exam to End of Unit Assessments) – Value in Informing Student Progress

Value in Informing Student Progress

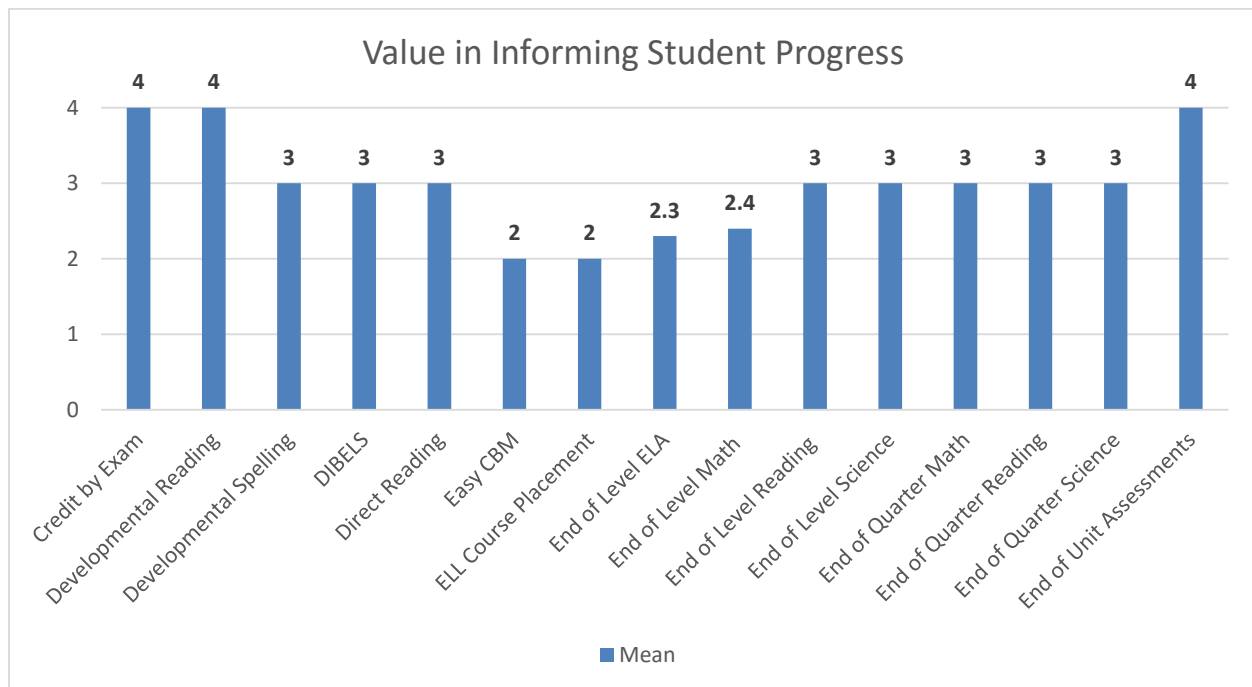| Assessment	Mean
Credit by Exam	4
Developmental Reading	4
Developmental Spelling	3
DIBELS	3
Direct Reading	3
Easy CBM	2
ELL Course Placement	2
End of Level ELA	2.3
End of Level Math	2.4
End of Level Reading	3
End of Level Science	3
End of Quarter Math	3
End of Quarter Reading	3
End of Quarter Science	3
End of Unit Assessments	4

Figure 3 – District-Required Assessments (ESGI to Kindergarten Assessment Portfolio: Reading Foundational Skills, Writing) – Value in Informing Student Progress
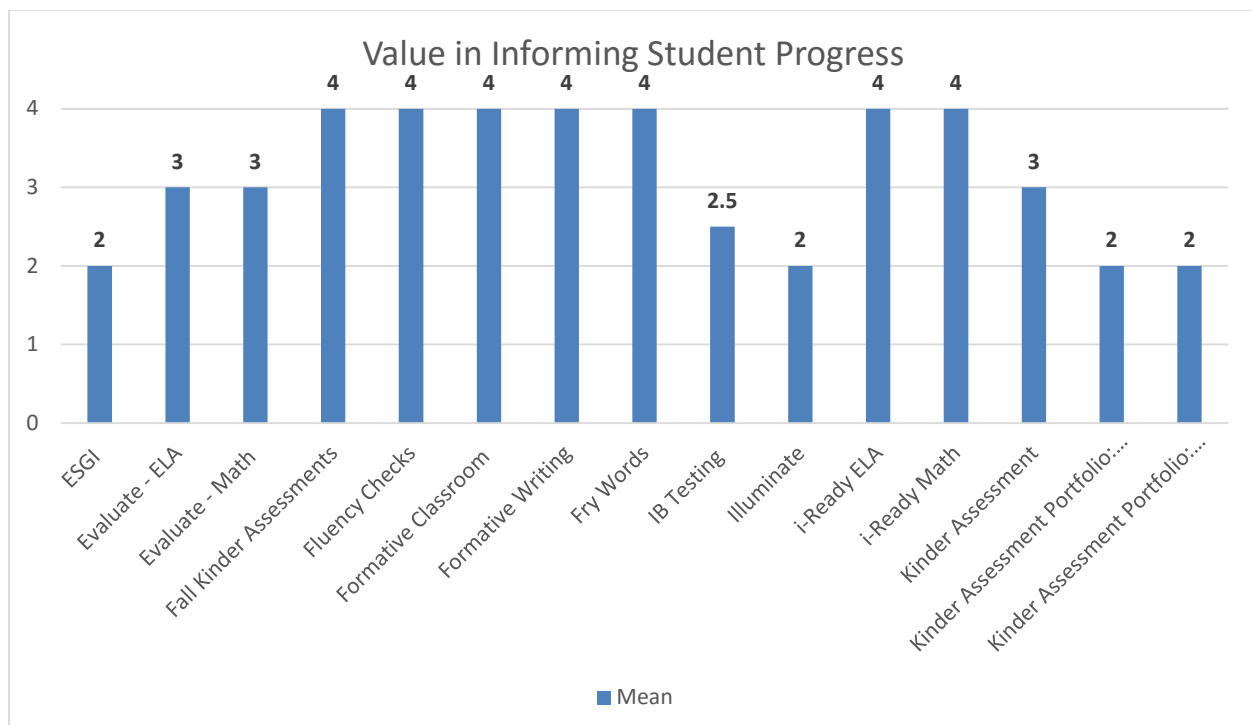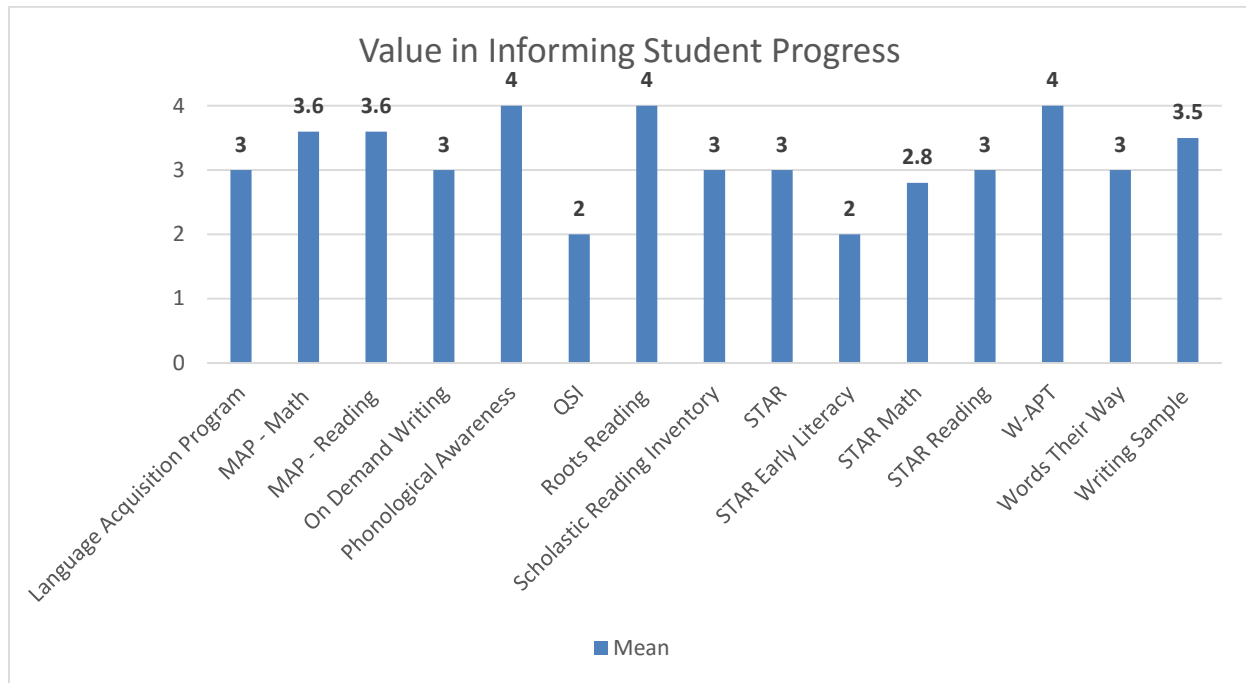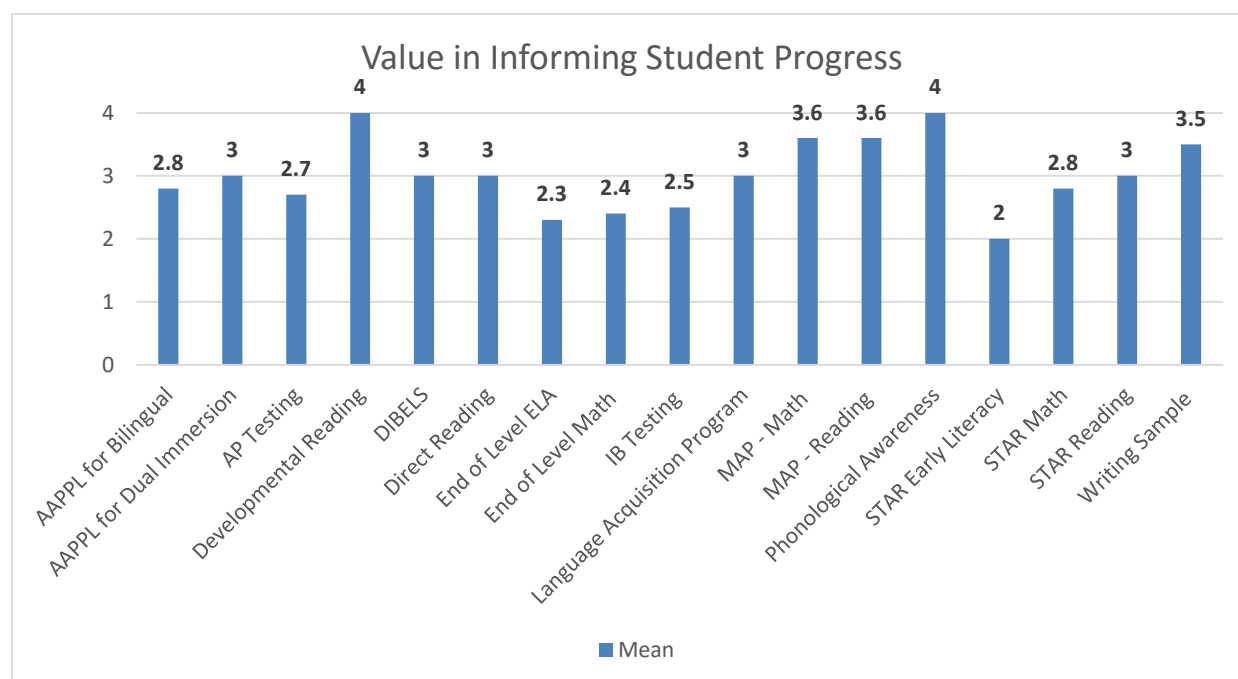

Value in Informing Student Progress

Assessment	Mean
ESGI	2
Evaluate - ELA	3
Evaluate - Math	3
Fall Kinder Assessments	4
Fluency Checks	4
Formative Classroom	4
Formative Writing	4
Fry Words	4
IB Testing	2.5
Illuminate	2
i-Ready ELA	4
i-Ready Math	4
Kinder Assessment	3
Kinder Assessment Portfolio:...	2
Kinder Assessment Portfolio:...	2

Figure 4 – District-Required Assessments (Language Acquisition Program to Writing Sample) – Value in Informing Student Progress

Among all district assessments administered, the assessments that were deemed of high value in informing student progress are: Benchmark Reading Level; Content District Benchmark; Credit by Exam; Developmental Reading Assessment, 2nd Edition; End of Unit Assessments; Fall Kindergarten Assessments; Fluency Checks; Formative Classroom; Formative Writing; Fry Words; i-Ready English Language Arts; i-Ready Mathematics; Phonological Awareness Literacy Screening; Roots Reading; and W-APT.

Figure 5 – District-Required Assessments Used by Multiple Districts – Value in Informing Student Progress

Value in Informing Student Progress

Among the common district assessments administered, the assessments that were deemed of high value in informing student progress are the Developmental Reading Assessment, 2nd Edition and the Phonological Awareness Literacy Screening.

Table 2 presents the mean scores for each district-required assessment regarding the assessment's value in informing student progress, along with the number of districts that submitted a response for each assessment.

Table 2: *Individual District-Required Assessments – Mean Score for Value in Informing Student Progress*

Assessment Name	Number of Responding Districts	Mean Score for Value in Informing Student Progress
AAPPL for Bilingual	5	2.8
AAPPL for Dual Immersion	2	3
Acuity	1	2
AIMSweb: Curriculum-Based Measurement RCBM	1	2
AIMSweb: Curriculum-Based Measurement RCMB/MAZE	1	2
AIMSweb: Math Computation M-Comp/Math Concepts and Applications M-Cap	1	2
AIMSweb: Test of Early Literacy	1	2
AIMSweb: Test of Early Numeracy	1	2
Advanced Placement Testing	11	2.7

Assessment Name	Number of Responding Districts	Mean Score for Value in Informing Student Progress
Benchmark Reading Level Assessments	1	4
Brigance	1	3
Common Finals: English Language Learners	1	2
Common Finals: Mathematics	1	3
Content District Benchmark Assessments	1	4
Content Semester Exams	1	3
Credit by Exam	1	4
Developmental Reading Assessment, 2nd Edition	5	4
Developmental Spelling Inventory	1	3
DIBELS	2	3
Direct Reading	3	3
Easy CBM	1	2
End of Level English Language Arts	4	2.3
End of Level Mathematics	5	2.4
End of Level Reading	1	3
End of Level Science	1	3
End of Quarter Mathematics	1	3
End of Quarter Reading	1	3
End of Quarter Science	1	3
End of Unit Assessments	1	4
English Language Learner Course Placement	1	2
ESGI	1	2
Evaluate – English Language Arts	1	3
Evaluate – Mathematics	1	3
Fall Kindergarten Assessments	1	4
Fluency Checks	1	4
Formative Classroom Assessments	1	4
Formative Writing	1	4
Fry Words	1	4
International Baccalaureate Testing	2	2.5
Illuminate	1	2
i-Ready English Language Arts	1	4
i-Ready Mathematics	1	4
Kindergarten Assessment	1	3
Kindergarten Assessment Portfolio: Early Numeracy Skills	1	2
Kindergarten Assessment Portfolio: Reading Foundational Skills, Writing	1	2
Language Acquisition Program	2	3
Measures of Academic Progress – Mathematics	14	3.6
Measures of Academic Progress – Reading	15	3.6
On Demand Writing	1	3

Assessment Name	Number of Responding Districts	Mean Score for Value in Informing Student Progress
Phonological Awareness Literacy Screening	3	4
QSI	1	2
Roots Reading Assessment	1	4
Scholastic Reading Inventory	1	3
STAR	1	3
STAR Early Literacy	2	2.8
STAR Mathematics	4	3
STAR Reading	6	3
W-APT	1	4
Words Their Way	1	3
Writing Sample	2	3.5

Note: For Figures 6–10, assessments are arranged alphabetically in each chart. Each bar depicted may represent between 1 to 15 responses, depending on the number of districts providing a survey response for each assessment. See Table 1 for the number of districts responding for each assessment.

Figure 6 - District-Required Assessments (AAPPL for Bilingual to Content Semester) – Value to School or District Improvement

Value to School or District Improvement

Mean values by assessment:
- AAPPL for Bilingual: 2.8
- AAPPL for Dual Immersion: 2
- Acuity: 2
- AIMSweb: RCBM: 2
- AIMSweb: RCBM/MAZE: 2
- AIMSweb: Math Comp: 2
- AIMSweb: Test of Early Literacy: 2
- AIMSweb: Test of Early Numeracy: 2
- AP Testing: 2.4
- Benchmark Reading Level: 3
- Brigance: 3
- Common Finals: ELLs: 3
- Common Finals: Math: 3
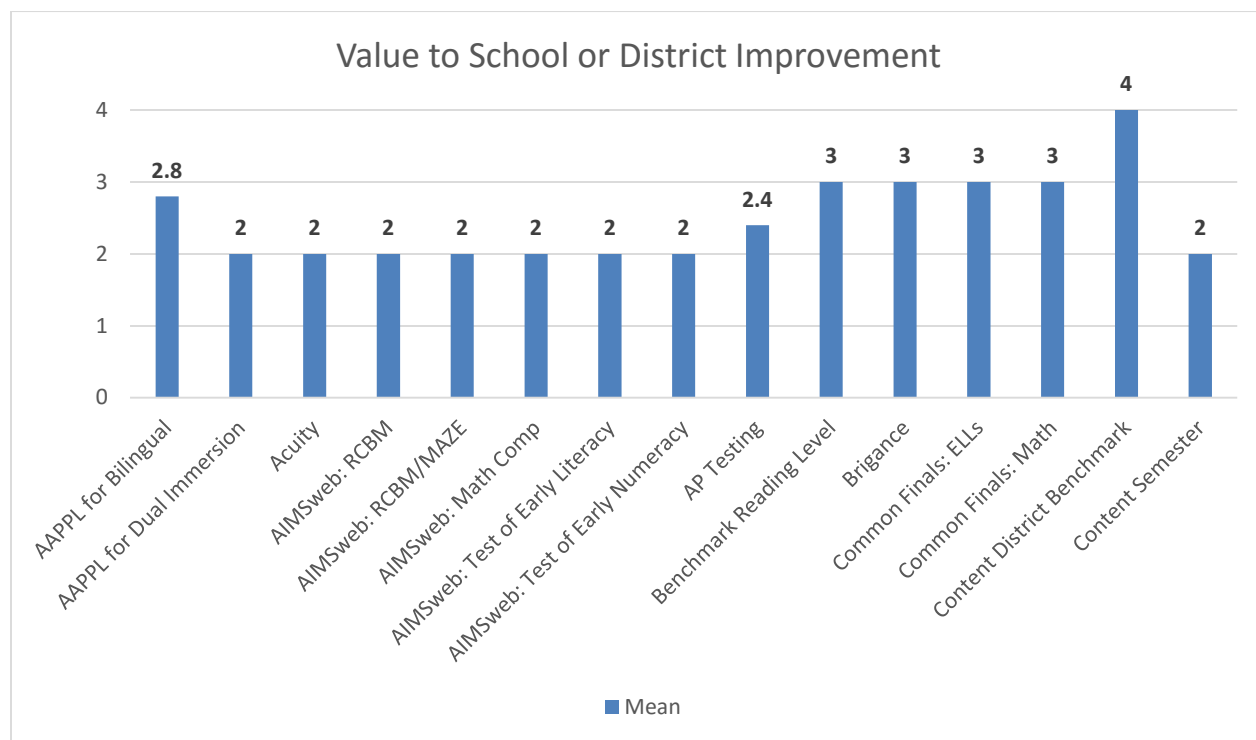- Content District Benchmark: 4
- Content Semester: 2

■ Mean

Figure 7 – District-Required Assessments (Credit by Exam to End of Unit Assessments) – Value to School or District Improvement
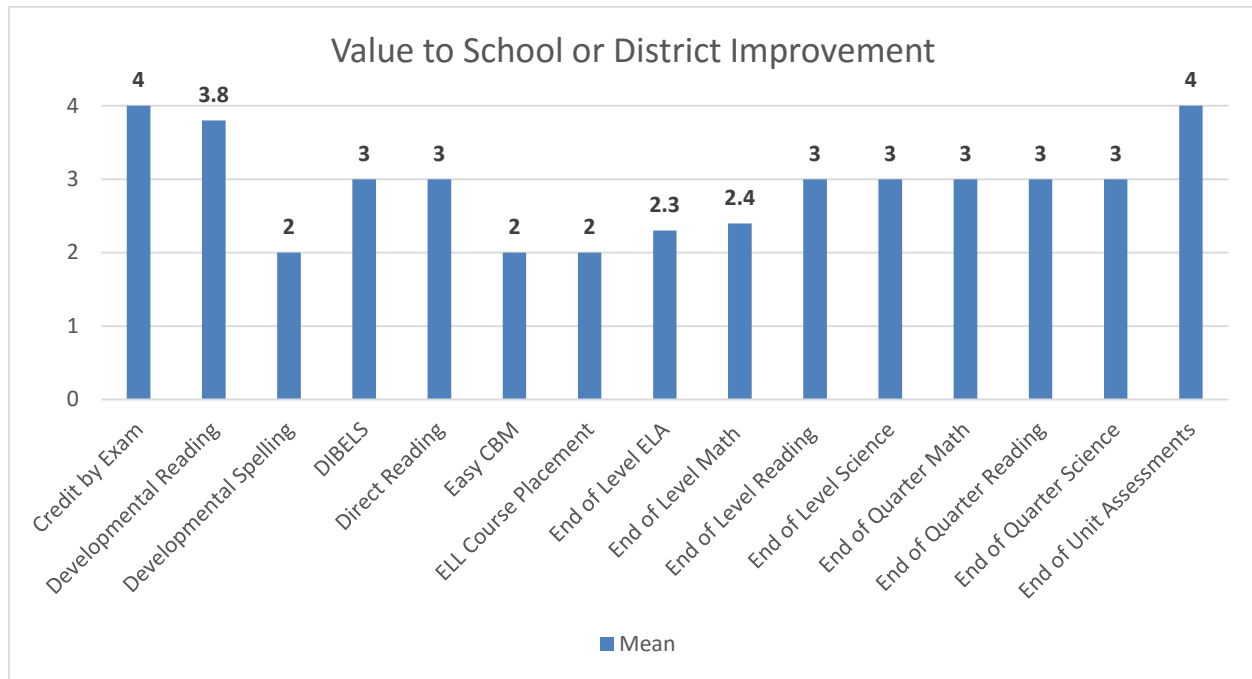

Figure 8 – District-Required Assessments (ESGI to Kindergarten Assessment Portfolio: Reading Foundational Skills, Writing) – Value to School or District Improvement
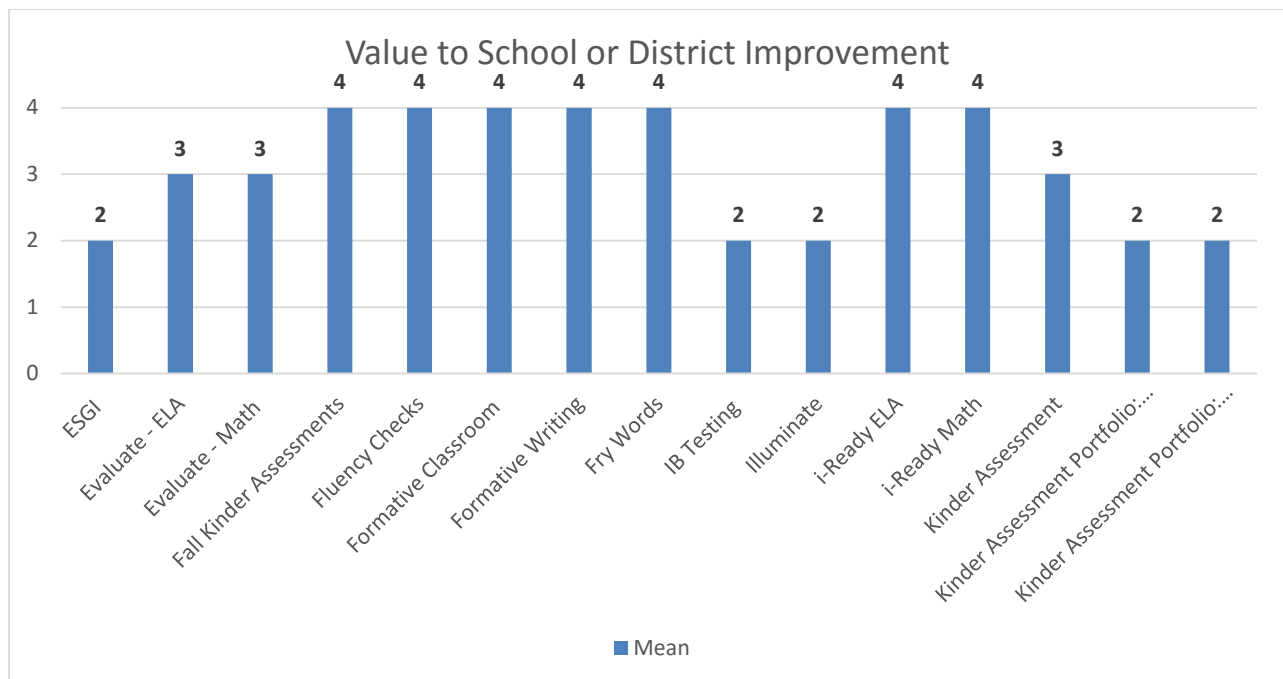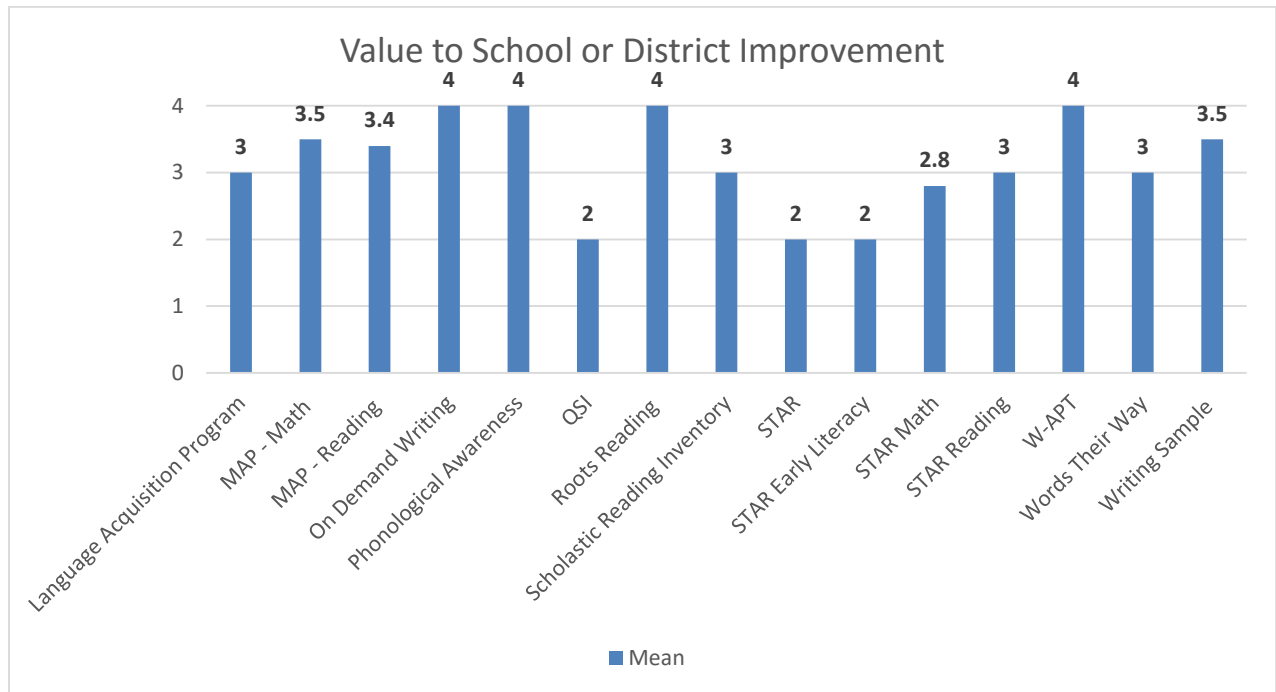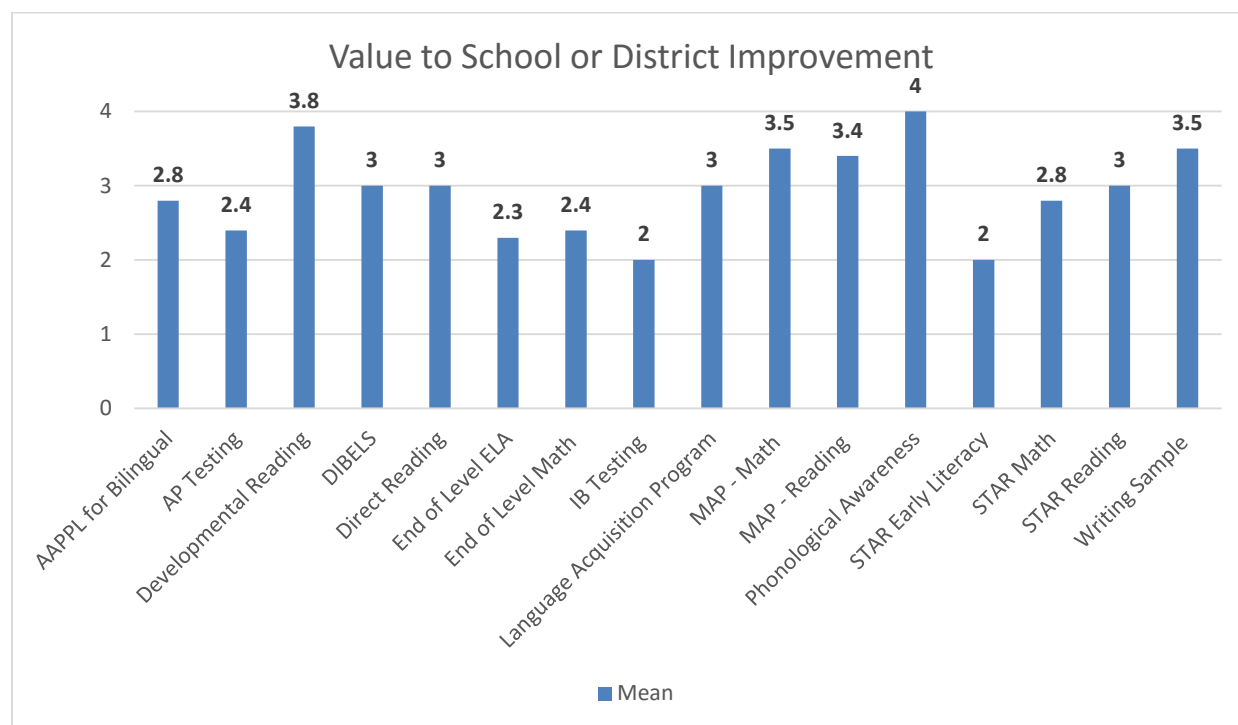
Figure 9 – District-Required Assessments (Language Acquisition Program to Writing Sample) – Value to School or District Improvement

Among all district assessments administered, the assessments that were deemed of high value to school or district improvement are: Content District Benchmark, Credit by Exam, End of Unit Assessments, Fall Kindergarten Assessments, Fluency Checks, Formative Classroom, Formative Writing, Fry Words, i-Ready English Language Arts, i-Ready Mathematics, On Demand Writing, Phonological Awareness Literacy Screening, Roots Reading, and W-APT.

Figure 10 – District-Required Assessments Used by Multiple Districts – Value to School or District Improvement

Among the common district assessments administered, the assessment that was deemed of high value to school or district improvement is the Phonological Awareness Literacy Screening.

Table 3 presents the mean scores for each district-required assessment regarding the assessment's value to school or district improvement, along with the number of districts that submitted a response for each assessment.

Table 3: *Individual District-Required Assessments – Mean Score for Value to School or District Improvement*

Assessment Name	Number of Responding Districts	Mean Score for Value to School or District Improvement
AAPPL for Bilingual	5	2.8
AAPPL for Dual Immersion	2	2
Acuity	1	2
AIMSweb: Curriculum-Based Measurement RCBM	1	2
AIMSweb: Curriculum-Based Measurement RCMB/MAZE	1	2
AIMSweb: Math Computation M-Comp/Math Concepts and Applications M-Cap	1	2
AIMSweb: Test of Early Literacy	1	2

Assessment Name	Number of Responding Districts	Mean Score for Value to School or District Improvement
AIMSweb: Test of Early Numeracy	1	2
Advanced Placement Testing	11	2.4
Benchmark Reading Level Assessments	1	3
Brigance	1	3
Common Finals: English Language Learners	1	3
Common Finals: Mathematics	1	3
Content District Benchmark Assessments	1	4
Content Semester Exams	1	2
Credit by Exam	1	4
Developmental Reading Assessment, 2nd Edition	5	3.8
Developmental Spelling Inventory	1	2
DIBELS	2	3
Direct Reading	3	3
Easy CBM	1	2
End of Level English Language Arts	4	2.3
End of Level Mathematics	5	2.4
End of Level Reading	1	3
End of Level Science	1	3
End of Quarter Mathematics	1	3
End of Quarter Reading	1	3
End of Quarter Science	1	3
End of Unit Assessments	1	4
English Language Learner Course Placement	1	2
ESGI	1	2
Evaluate – English Language Arts	1	3
Evaluate – Mathematics	1	3
Fall Kindergarten Assessments	1	4
Fluency Checks	1	4
Formative Classroom Assessments	1	4
Formative Writing	1	4
Fry Words	1	4
International Baccalaureate Testing	2	2
Illuminate	1	2
i-Ready English Language Arts	1	4
i-Ready Mathematics	1	4
Kindergarten Assessment	1	3
Kindergarten Assessment Portfolio: Early Numeracy Skills	1	2
Kindergarten Assessment Portfolio: Reading Foundational Skills, Writing	1	2
Language Acquisition Program	2	3
Measures of Academic Progress – Mathematics	14	3.5

Assessment Name	Number of Responding Districts	Mean Score for Value to School or District Improvement
Measures of Academic Progress – Reading	15	3.4
On Demand Writing	1	4
Phonological Awareness Literacy Screening	3	4
QSI	1	2
Roots Reading Assessment	1	4
Scholastic Reading Inventory	1	3
STAR	1	2
STAR Early Literacy	2	2
STAR Mathematics	4	2.8
STAR Reading	6	3
W-APT	1	4
Words Their Way	1	3
Writing Sample	2	3.5

Note: For Figures 11–15, assessments are arranged alphabetically in each chart. Each bar depicted may represent between 1 to 15 responses, depending on the number of districts providing a survey response for each assessment. See Table 1 for the number of districts responding for each assessment.

Figure 11 - District-Required Assessments (AAPPL for Bilingual to Content Semester) – Time and Cost vs. Benefit Received
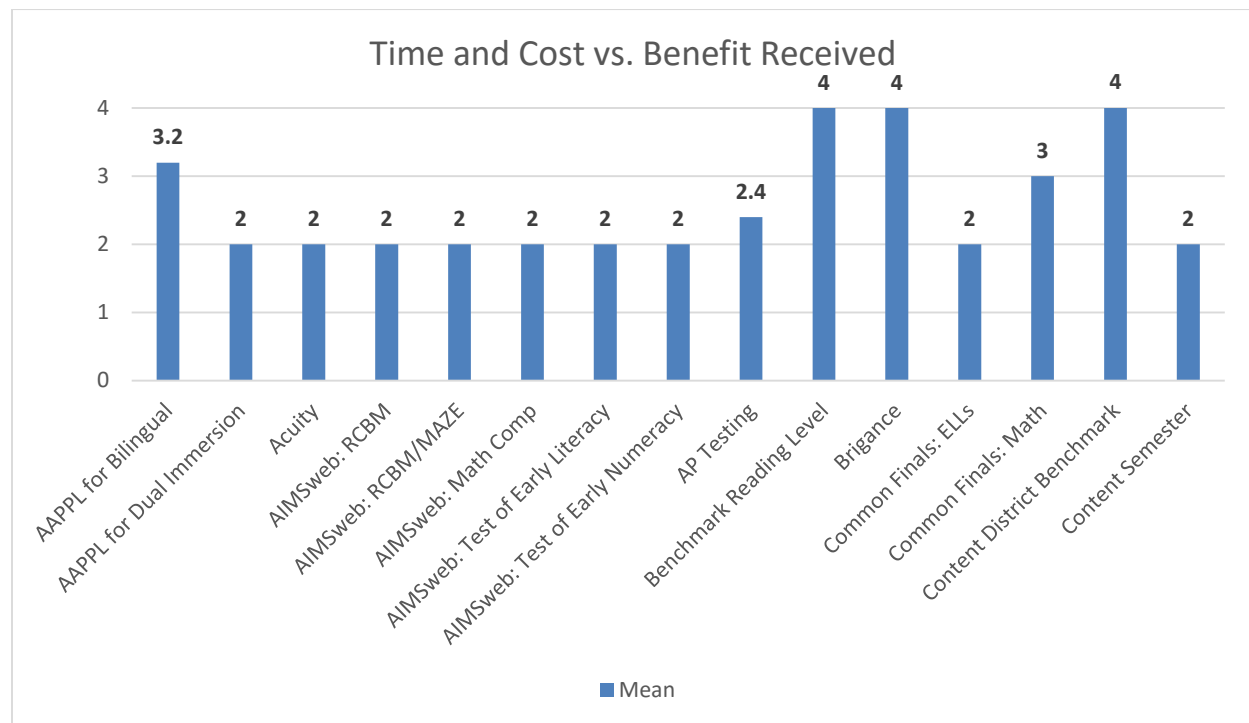
Figure 12 – District-Required Assessments (Credit by Exam to End of Unit Assessments) – Time and Cost vs. Benefit Received
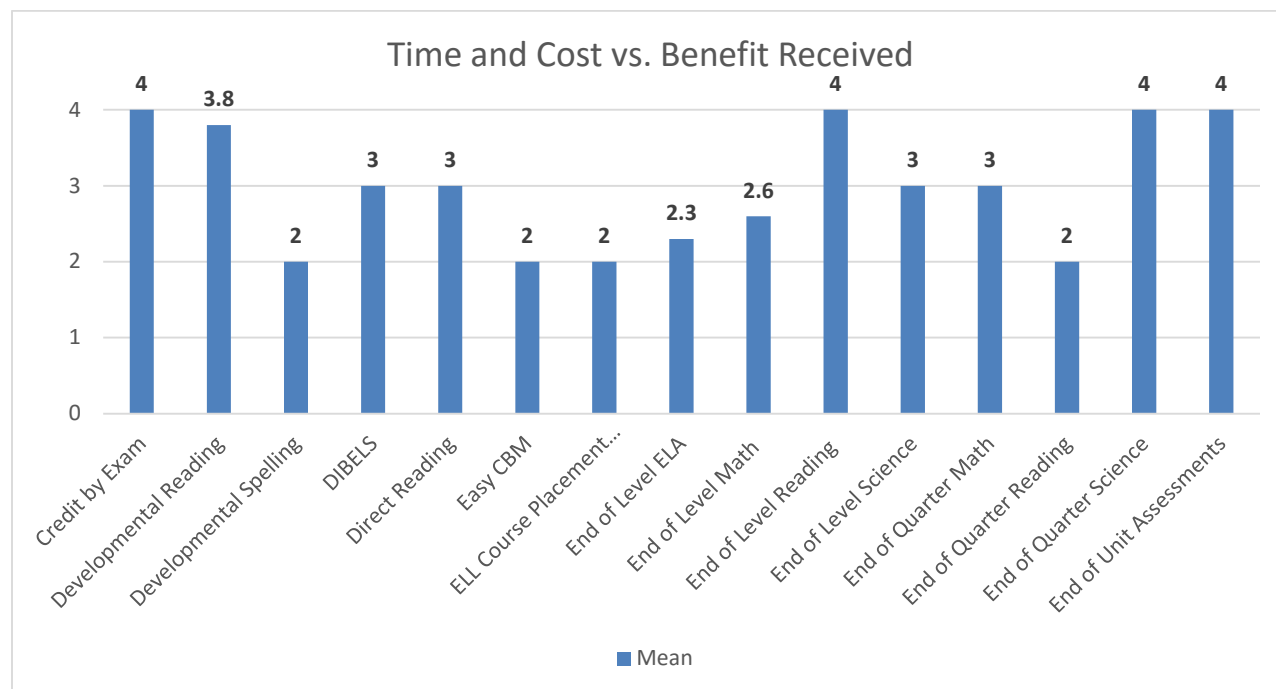

Figure 13 – District-Required Assessments (ESGI to Kindergarten Assessment Portfolio: Reading Foundational Skills, Writing) – Time and Cost vs. Benefit Received
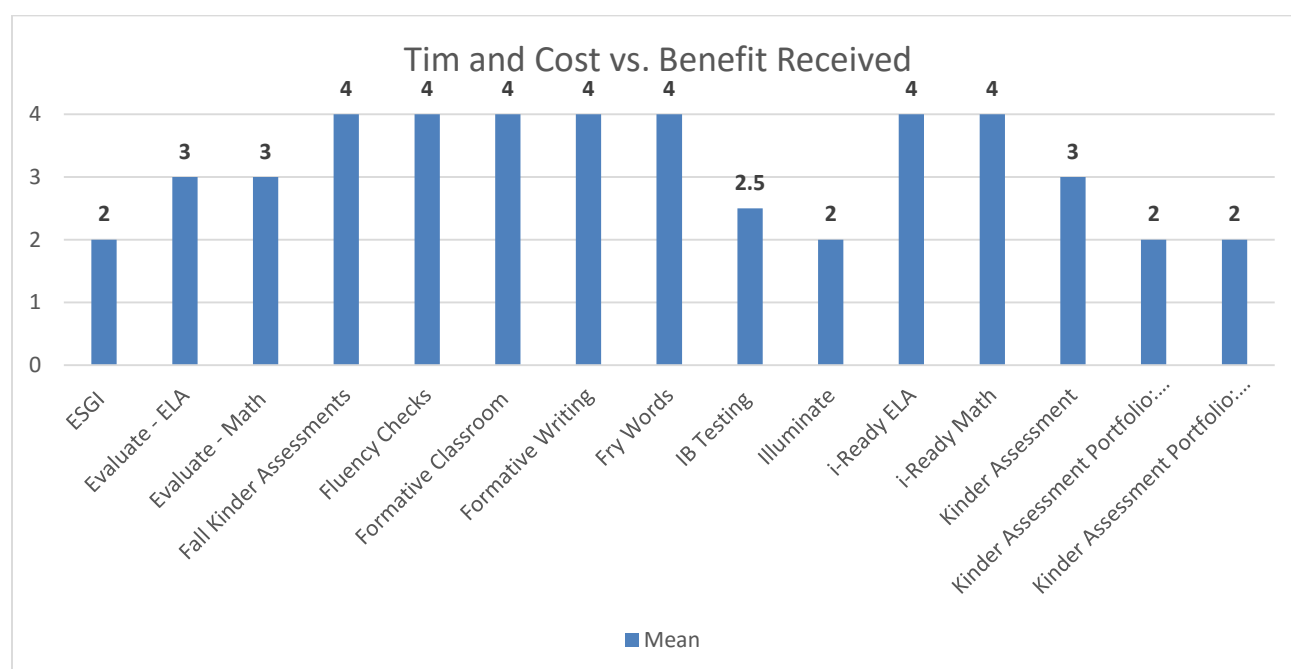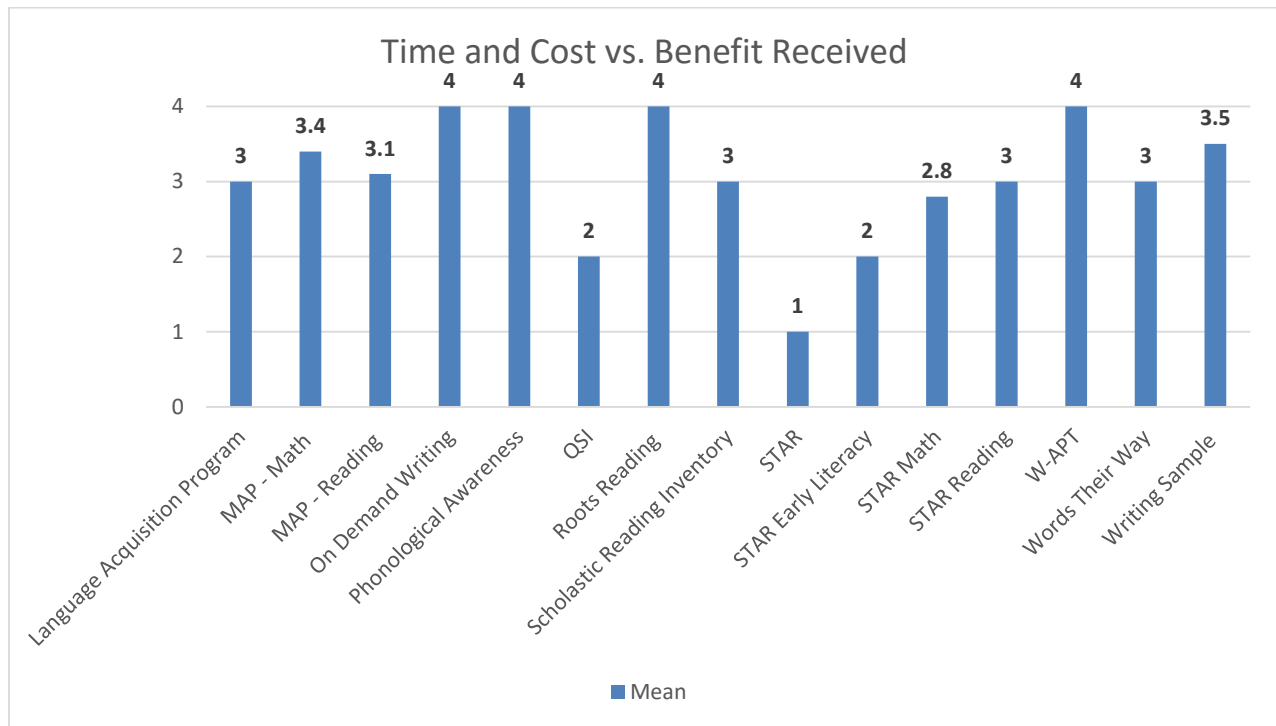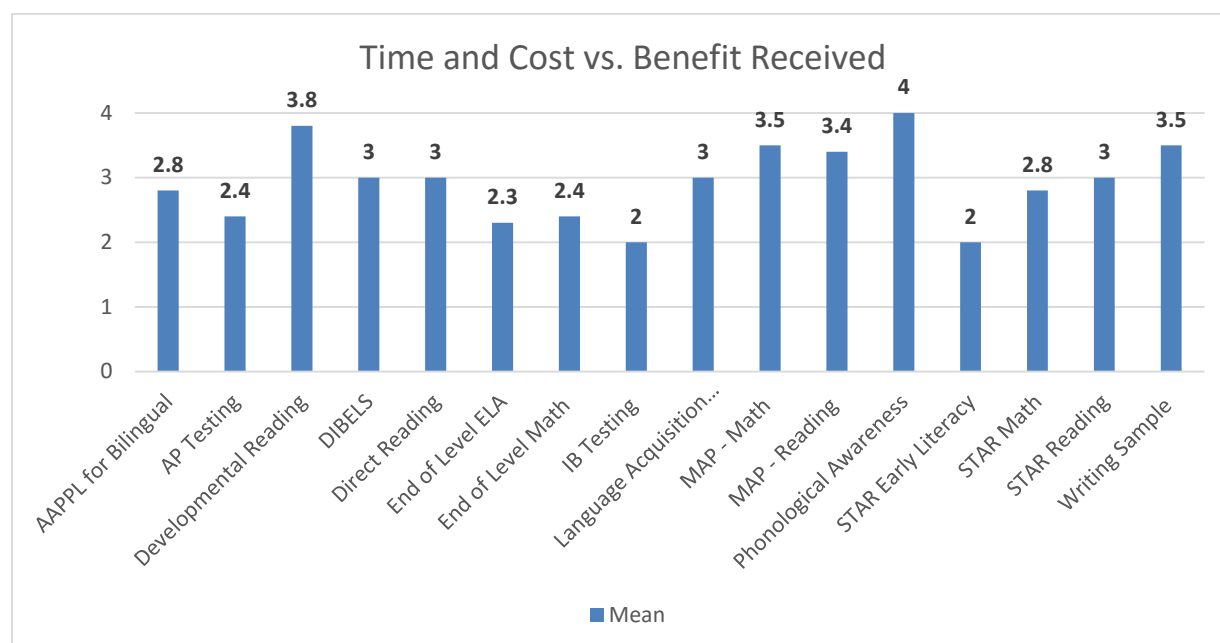
Figure 14 – District-Required Assessments (Language Acquisition Program to Writing Sample) – Time and Cost vs. Benefit Received

Among all district assessments administered, the assessments that were deemed of high value in regards to time and cost vs. benefit received are: Benchmark Reading Level, Brigance, Content District Benchmark, Credit by Exam, End of Level Reading, End of Quarter Science, End of Unit Assessments, Fall Kindergarten Assessments, Fluency Checks, Formative Classroom, Formative Writing, Fry Words, i-Ready English Language Arts, i-Ready Mathematics, On Demand Writing, Phonological Awareness Literacy Screening, Roots Reading, and W-APT.

The assessment deemed of low value in regards to time and cost vs. benefit received is STAR.

Figure 15 – District-Required Assessments Used by Multiple Districts – Time and Cost vs. Benefit Received

Among the common district assessments administered, the assessment that was deemed of high value in regards to time and cost vs. benefit received is the Phonological Awareness Literacy Screening.

Table 4 presents the mean scores for each district-required assessment regarding the assessment's value with regards to time and cost vs. benefit received, along with the number of districts that submitted a response for each assessment.

Table 4: *Individual District-Required Assessments – Mean Score for Time and Cost vs. Benefit Received*

Assessment Name	Number of Responding Districts	Mean Score for Time and Cost vs. Benefit Received
AAPPL for Bilingual	5	3.2
AAPPL for Dual Immersion	2	2
Acuity	1	2
AIMSweb: Curriculum-Based Measurement RCBM	1	2
AIMSweb: Curriculum-Based Measurement RCMB/MAZE	1	2
AIMSweb: Math Computation M-Comp/Math Concepts and Applications M-Cap	1	2
AIMSweb: Test of Early Literacy	1	2
AIMSweb: Test of Early Numeracy	1	2
Advanced Placement Testing	11	2.4
Benchmark Reading Level Assessments	1	4
Brigance	1	4

Assessment Name	Number of Responding Districts	Mean Score for Time and Cost vs. Benefit Received
Common Finals: English Language Learners	1	2
Common Finals: Mathematics	1	3
Content District Benchmark Assessments	1	4
Content Semester Exams	1	2
Credit by Exam	1	4
Developmental Reading Assessment, 2nd Edition	5	3.8
Developmental Spelling Inventory	1	2
DIBELS	2	3
Direct Reading	3	3
Easy CBM	1	2
End of Level English Language Arts	4	2.3
End of Level Mathematics	5	2.6
End of Level Reading	1	4
End of Level Science	1	3
End of Quarter Mathematics	1	3
End of Quarter Reading	1	2
End of Quarter Science	1	4
End of Unit Assessments	1	4
English Language Learner Course Placement	1	2
ESGI	1	2
Evaluate – English Language Arts	1	3
Evaluate – Mathematics	1	3
Fall Kindergarten Assessments	1	4
Fluency Checks	1	4
Formative Classroom Assessments	1	4
Formative Writing	1	4
Fry Words	1	4
International Baccalaureate Testing	2	2.5
Illuminate	1	2
i-Ready English Language Arts	1	4
i-Ready Mathematics	1	4
Kindergarten Assessment	1	3
Kindergarten Assessment Portfolio: Early Numeracy Skills	1	2
Kindergarten Assessment Portfolio: Reading Foundational Skills, Writing	1	2
Language Acquisition Program	2	3
Measures of Academic Progress – Mathematics	14	3.4
Measures of Academic Progress – Reading	15	3.1
On Demand Writing	1	4
Phonological Awareness Literacy Screening	3	4
QSI	1	2

Assessment Name	Number of Responding Districts	Mean Score for Time and Cost vs. Benefit Received
Roots Reading Assessment	1	4
Scholastic Reading Inventory	1	3
STAR	1	1
STAR Early Literacy	2	2
STAR Mathematics	4	2.8
STAR Reading	6	3
W-APT	1	4
Words Their Way	1	3
Writing Sample	2	3.5

Open-Ended Responses Regarding District-Mandated Assessments

Concerns

A concern that appears in multiple responses is that testing occupies a great deal of time and cuts into instructional time. In particular, one respondent identified the Measures of Academic Progress (MAP) assessments as time consuming. A different respondent expressed the possibility of his or her district eliminating the spring MAP assessment in order to reduce the number of tests that district students must complete.

Another response notes the difficulty in translating MAP scores into action for improving classroom instruction.

One respondent expressed concern about the use of formative assessment results as the basis for program evaluation and performance, noting that the purpose of formative assessment is to inform instruction. With this in mind, this response asserts that "formative assessments should not be used in a punitive nature towards evaluation of teachers or administrators."

There is also an evident concern that the data produced by currently administered district assessments does not provide high-quality information for the purpose of tracking student progress towards content mastery.

Suggestions

Increasing and expanding options for formative, interim assessments appears in the responses as a suggestion for both district- and state-level assessment systems.

One respondent would like to see what level of alignment exists between the i-Ready and Smarter Balanced assessments, in order to gauge the i-Ready assessments as a predictor of Smarter Balanced performance.

There is one suggestion to have the district assessments all come from the same provider (e.g., ACT) to simplify the assessment system.

Responses to State Assessments

For each state-required assessment, respondents were asked to determine the value of each assessment on a four-point Likert scale, with 1 indicating low value and 4 indicating high value, or to determine their level of concern about each assessment on a four-point Likert scale, with 1 indicating little concern and 4 indicating great concern.

Results for each state assessment follow, with mean values are rounded to the nearest tenth.

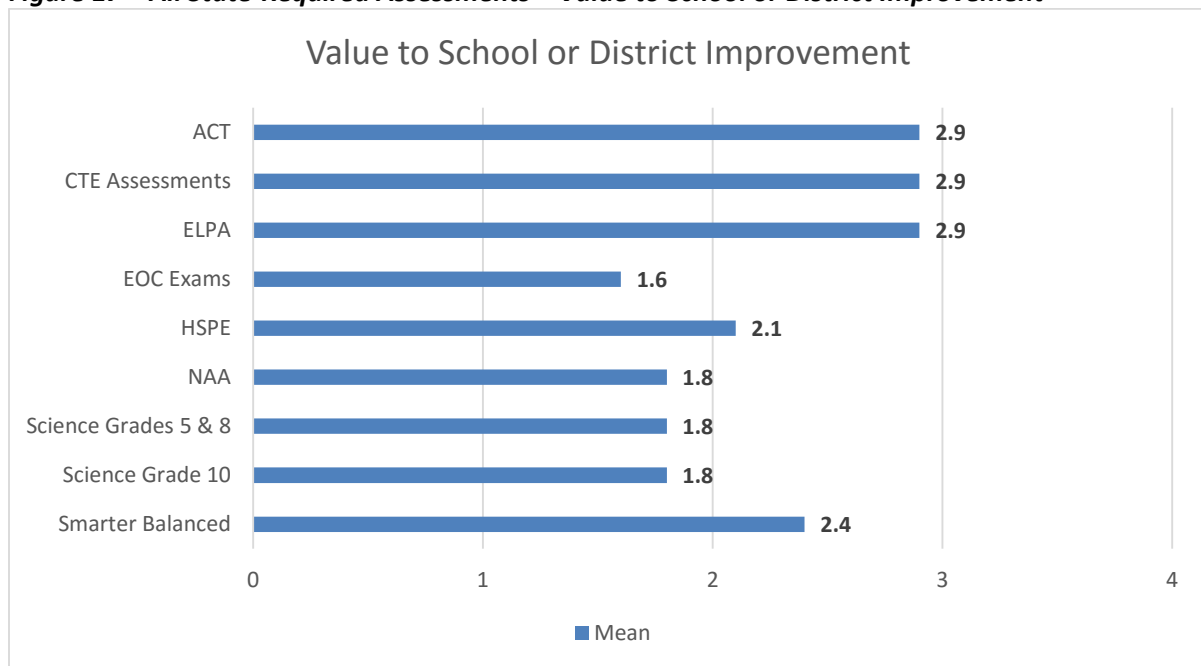*Figure 16 – All State-Required Assessments – Value in Informing Student Progress*
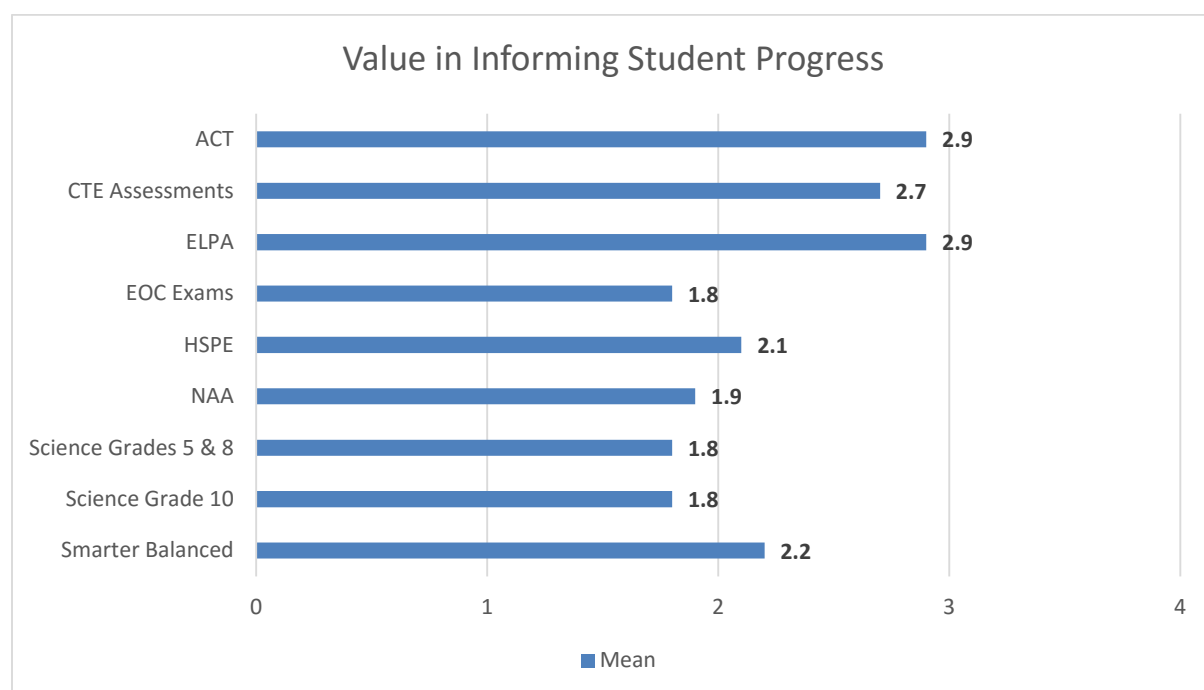
Of the state-mandated assessments administered, none were identified as being of high value in informing student progress. The assessments identified as having low value in informing student progress are: End-of-Course Exams, Nevada Alternate Assessment, Science Grades 5 & 8, and Science Grade 10.

Table 5 presents the mean scores for each state-required assessment regarding the assessment's value in informing student progress.

Table 5: *Individual State-Required Assessments – Mean Score for Value in Informing Student Progress*

Assessment Name	Mean Score for Value in Informing Student Progress
ACT	2.9
CTE Assessments	2.7
English Language Proficiency Assessment	2.9
End-of-Course Exams	1.8
High School Proficiency Exam	2.1
Nevada Alternate Assessment	1.9
Science Grades 5 & 8 Assessments	1.8
Science Grade 10 Assessment	1.8
Smarter Balanced Summative Assessment	2.2

Figure 17 – All State-Required Assessments – Value to School or District Improvement

Value to School or District Improvement

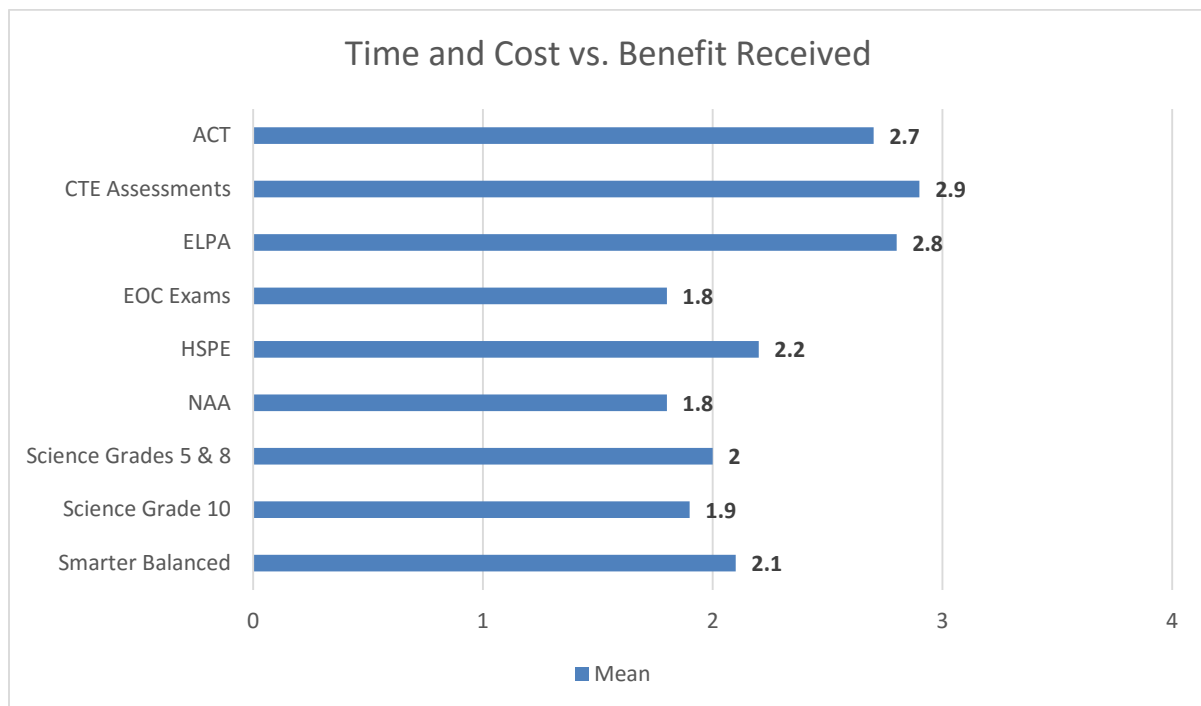| Assessment	Mean
ACT	2.9
CTE Assessments	2.9
ELPA	2.9
EOC Exams	1.6
HSPE	2.1
NAA	1.8
Science Grades 5 & 8	1.8
Science Grade 10	1.8
Smarter Balanced	2.4

■ Mean

Of the state-mandated assessments administered, none were identified as being of high value to school or district improvement. The assessments identified as having low value to school or district improvement are: End-of-Course Exams, Nevada Alternate Assessment, Science Grades 5 & 8, and Science Grade 10.

Table 6 presents the mean scores for each state-required assessment regarding the assessment's value to school or district improvement.

Table 6: *Individual State-Required Assessments – Mean Score for Value to School or District Improvement*

Assessment Name	Mean Score for Value to School or District Improvement
ACT	2.9
CTE Assessments	2.9
English Language Proficiency Assessment	2.9
End-of-Course Exams	1.6
High School Proficiency Exam	2.1
Nevada Alternate Assessment	1.8
Science Grades 5 & 8 Assessments	1.8
Science Grade 10 Assessment	1.8
Smarter Balanced Summative Assessment	2.4

Figure 18 – All State-Required Assessments – Time and Cost vs. Benefit Received
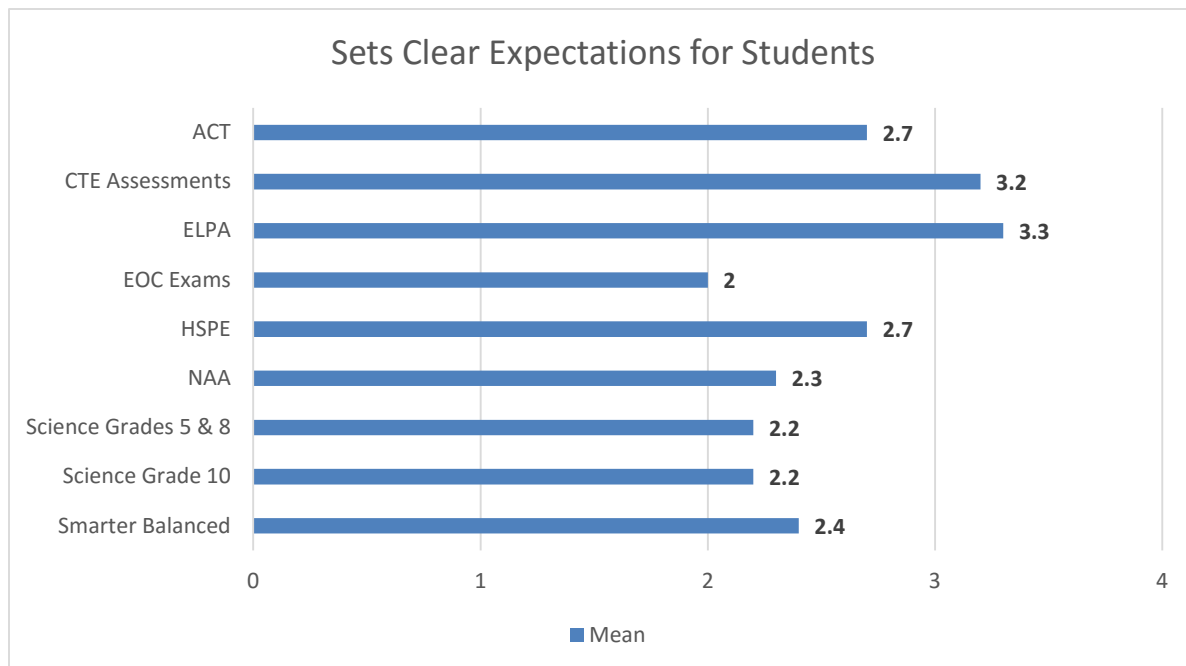

Of the state-mandated assessments administered, none were identified as being of high value in regards to time and cost vs benefit received. The assessments identified as having low value in regards to time and cost vs. benefit received: End-of-Course Exams, Nevada Alternate Assessment, and Science Grade 10.

Table 7 presents the mean scores for each state-required assessment regarding the assessment's value with regards to time and cost vs. benefit received.

Table 7: *Individual State-Required Assessments – Mean Score for Time and Cost vs. Benefit Received*

Assessment Name	Mean Score for Time and Cost vs. Benefit Received
ACT	2.7
CTE Assessments	2.9
English Language Proficiency Assessment	2.8
End-of-Course Exams	1.8
High School Proficiency Exam	2.2
Nevada Alternate Assessment	1.8
Science Grades 5 & 8 Assessments	2
Science Grade 10 Assessment	1.9
Smarter Balanced Summative Assessment	2.1

Figure 19 – All State-Required Assessments – Value in Setting Clear Expectations for Students
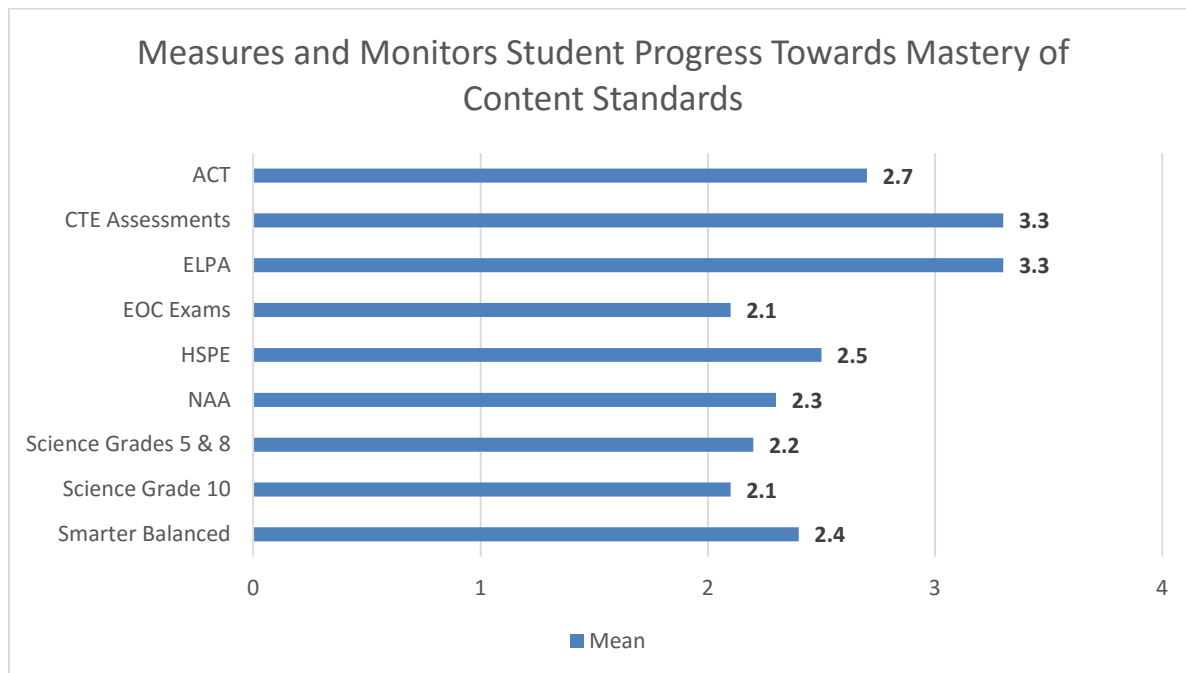

Of the state-mandated assessments administered, none were identified as being of high or low value in setting clear expectations for students.

Table 8 presents the mean scores for each state-required assessment regarding the assessment's value in setting clear expectations for students.

Table 8: *Individual State-Required Assessments – Mean Score for Value in Setting Clear Expectations for Students*

Assessment Name	Mean Score for Sets Clear Expectations for Students
ACT	2.7
CTE Assessments	3.2
English Language Proficiency Assessment	3.3
End-of-Course Exams	2
High School Proficiency Exam	2.7
Nevada Alternate Assessment	2.3
Science Grades 5 & 8 Assessments	2.2
Science Grade 10 Assessment	2.2
Smarter Balanced Summative Assessment	2.4

Figure 20 – All State-Required Assessments – Value in Measuring and Monitoring Student Progress Towards Mastery of Content Standards

Measures and Monitors Student Progress Towards Mastery of Content Standards

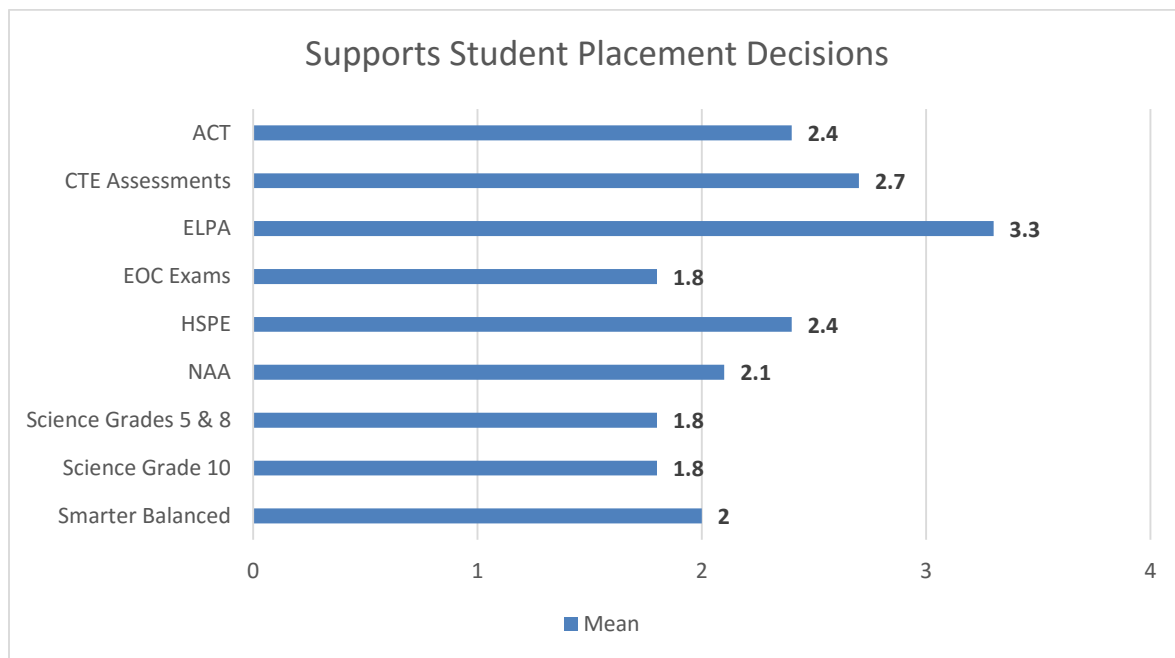| Assessment	Mean
ACT	2.7
CTE Assessments	3.3
ELPA	3.3
EOC Exams	2.1
HSPE	2.5
NAA	2.3
Science Grades 5 & 8	2.2
Science Grade 10	2.1
Smarter Balanced	2.4

Of the state-mandated assessments administered, none were identified as being of high or low value in measuring and monitoring student progress toward mastery of content standards.

Table 9 presents the mean scores for each state-required assessment regarding the assessment's value in measuring and monitoring student progress towards mastery of content standards.

Table 9: *Individual State-Required Assessments – Mean Score for Value in Measuring and Monitoring Student Progress Towards Mastery of Content Standards*

Assessment Name	Mean Score for Measures and Monitors Student Progress Towards Mastery of Content Standards
ACT	2.7
CTE Assessments	3.3
English Language Proficiency Assessment	3.3
End-of-Course Exams	2.1
High School Proficiency Exam	2.5
Nevada Alternate Assessment	2.3
Science Grades 5 & 8 Assessments	2.2
Science Grade 10 Assessment	2.1
Smarter Balanced Summative Assessment	2.4

Figure 21 – All State-Required Assessments – Value in Supporting Student Placement Decisions

Supports Student Placement Decisions

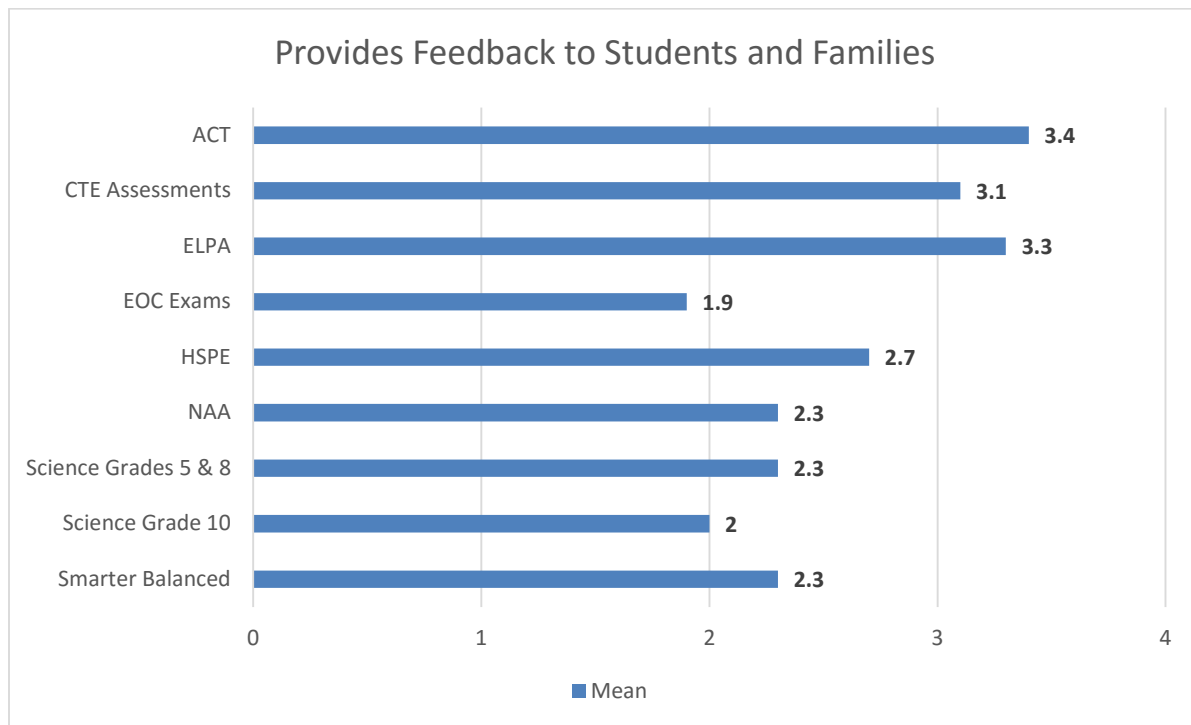| Assessment	Mean
ACT	2.4
CTE Assessments	2.7
ELPA	3.3
EOC Exams	1.8
HSPE	2.4
NAA	2.1
Science Grades 5 & 8	1.8
Science Grade 10	1.8
Smarter Balanced	2

■ Mean

Of the state-mandated assessments administered, none were identified as being of high value in supporting student placement decisions. The assessments identified as having low value in supporting student placement decisions are: End-of-Course Exams, Science Grades 5 & 8 and Science Grade 10.

Table 10 presents the mean scores for each state-required assessment regarding the assessment's value in supporting student placement decisions.

Table 10: *Individual State-Required Assessments – Mean Score for Value in Supporting Student Placement Decisions*

Assessment Name	Mean Score for Supports Student Placement Decisions
ACT	2.4
CTE Assessments	2.7
English Language Proficiency Assessment	3.3
End-of-Course Exams	1.8
High School Proficiency Exam	2.4
Nevada Alternate Assessment	2.1
Science Grades 5 & 8 Assessments	1.8
Science Grade 10 Assessment	1.8
Smarter Balanced Summative Assessment	2

Figure 22 – All State-Required Assessments – Value in Providing Feedback to Students and Families

Provides Feedback to Students and Families

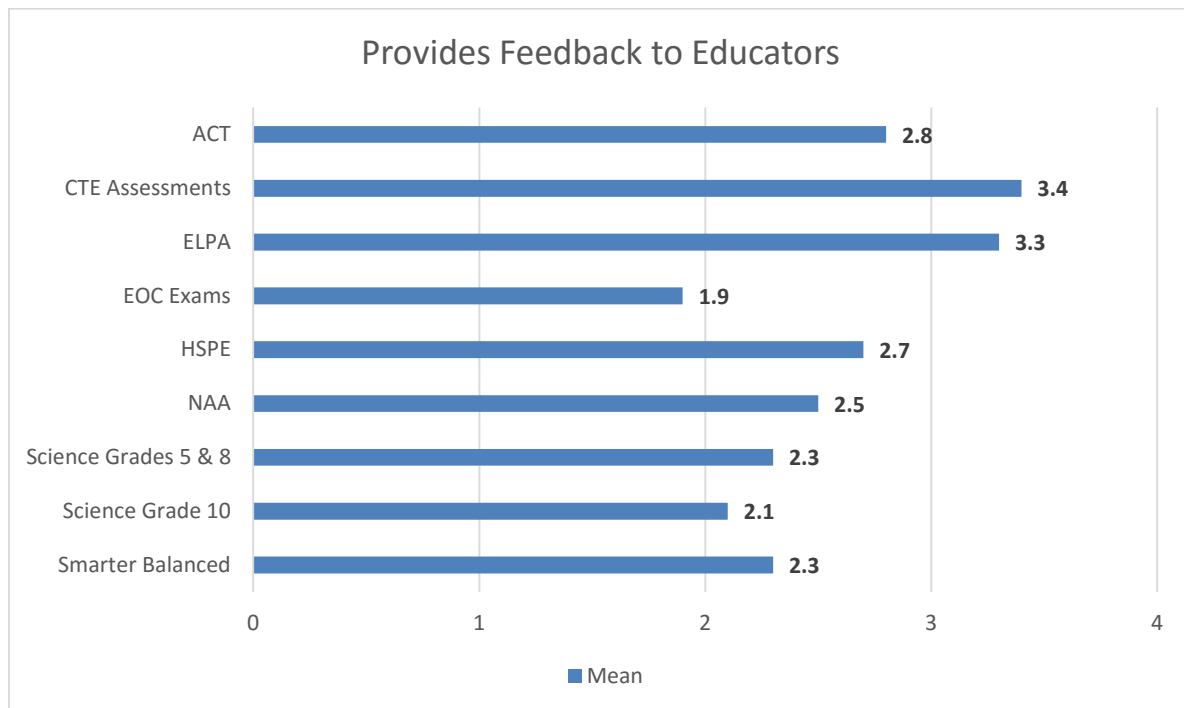| Assessment	Mean
ACT	3.4
CTE Assessments	3.1
ELPA	3.3
EOC Exams	1.9
HSPE	2.7
NAA	2.3
Science Grades 5 & 8	2.3
Science Grade 10	2
Smarter Balanced	2.3

■ Mean

Of the state-mandated assessments administered, none were identified as being of high value in providing feedback to students and families. The assessments identified as having low value in providing feedback to students and families are the End-of-Course Exams.

Table 11 presents the mean scores for each state-required assessment regarding the assessment's value in providing feedback to students and families.

Table 11: *Individual State-Required Assessments – Mean Score for Value in Providing Feedback to Students and Families*

Assessment Name	Mean Score for Provides Feedback to Students and Families
ACT	3.4
CTE Assessments	3.1
English Language Proficiency Assessment	3.3
End-of-Course Exams	1.9
High School Proficiency Exam	2.7
Nevada Alternate Assessment	2.3
Science Grades 5 & 8 Assessments	2.3
Science Grade 10 Assessment	2
Smarter Balanced Summative Assessment	2.3

Figure 23 – All State-Required Assessments – Value in Providing Feedback to Educators
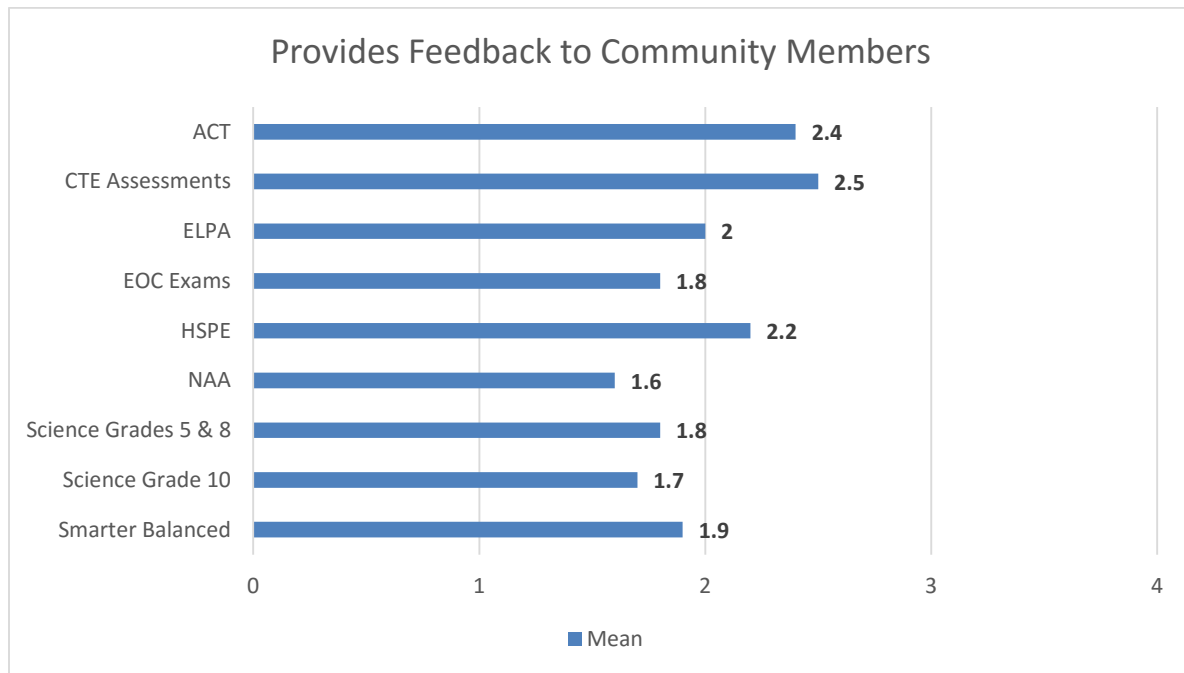

Of the state-mandated assessments administered, none were identified as being of high value in providing feedback to educators. The assessments identified as having low value in providing feedback to educators are the End-of-Course Exams.

Table 12 presents the mean scores for each state-required assessment regarding the assessment's value in providing feedback to educators.

Table 12: *Individual State-Required Assessments – Mean Score for Value in Providing Feedback to Educators*

Assessment Name	Mean Score for Provides Feedback to Educators
ACT	2.8
CTE Assessments	3.4
English Language Proficiency Assessment	3.3
End-of-Course Exams	1.9
High School Proficiency Exam	2.7
Nevada Alternate Assessment	2.5
Science Grades 5 & 8 Assessments	2.3
Science Grade 10 Assessment	2.1
Smarter Balanced Summative Assessment	2.3

Figure 24 – All State-Required Assessments – Value in Providing Feedback to Community Members
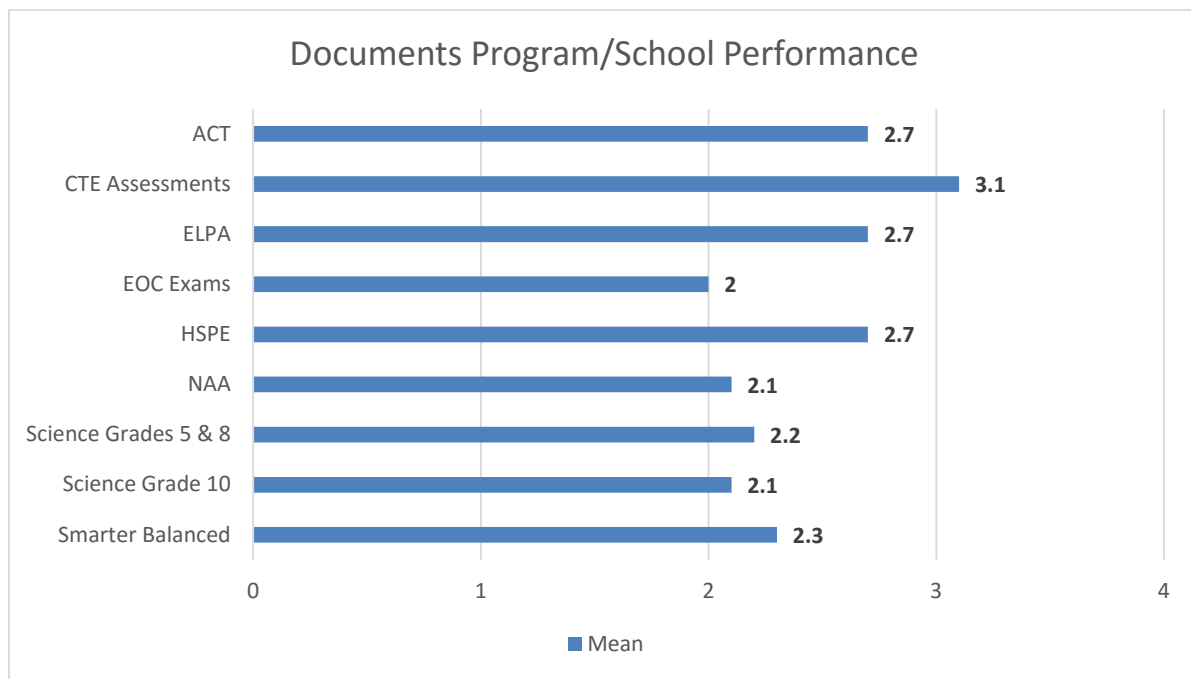

Of the state-mandated assessments administered, none were identified as being of high value in providing feedback to community members. The assessments identified as having low value in providing feedback to community members are: End-of-Course Exams, Nevada Alternate Assessment, Science Grades 5 & 8, Science Grade 10, and Smarter Balanced.

Table 13 presents the mean scores for each state-required assessment regarding the assessment's value in providing feedback to community members.

Table 13: *Individual State-Required Assessments – Mean Score for Value in Providing Feedback to Community Members*

Assessment Name	Mean Score for Provides Feedback to Community Members
ACT	2.4
CTE Assessments	2.5
English Language Proficiency Assessment	2
End-of-Course Exams	1.8
High School Proficiency Exam	2.2
Nevada Alternate Assessment	1.6
Science Grades 5 & 8 Assessments	1.8
Science Grade 10 Assessment	1.7
Smarter Balanced Summative Assessment	1.9

Figure 25 – All State-Required Assessments – Value in Documenting Program/School Performance
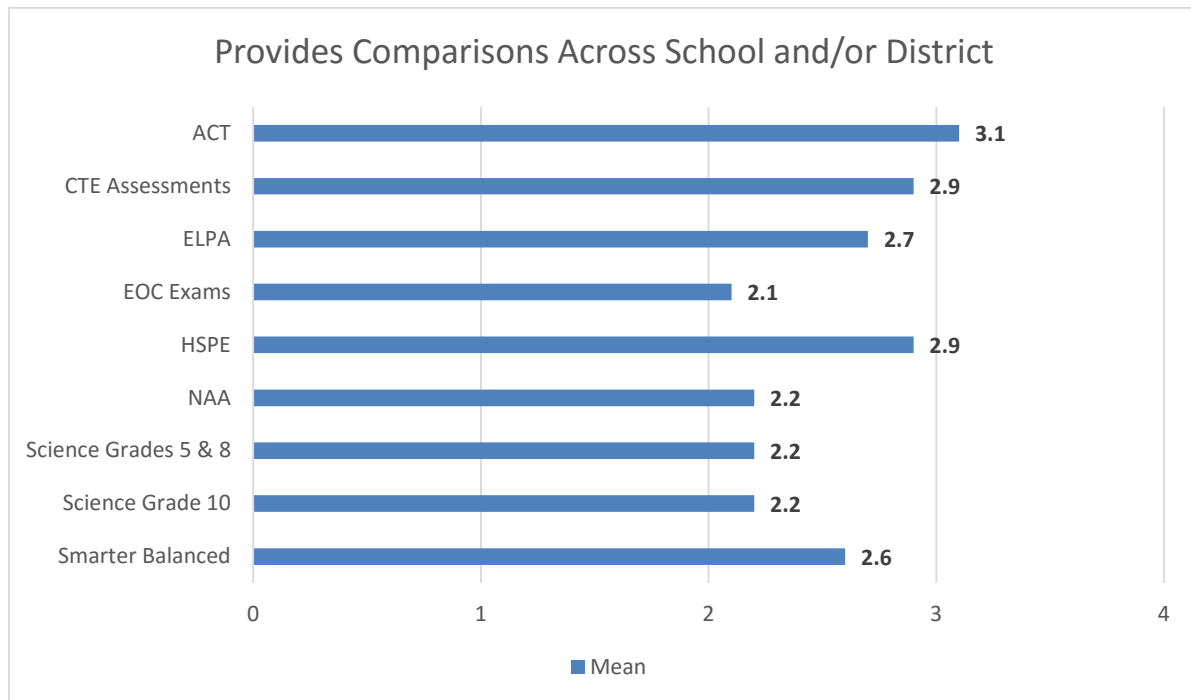

Of the state-mandated assessments administered, none were identified as being of high or low value in documenting program/school performance.

Table 14 presents the mean scores for each state-required assessment regarding the assessment's value in documenting program/school performance.

Table 14: *Individual State-Required Assessments – Mean Score for Value in Documenting Program/School Performance*

Assessment Name	Mean Score for Documents Program/School Performance
ACT	2.7
CTE Assessments	3.1
English Language Proficiency Assessment	2.7
End-of-Course Exams	2
High School Proficiency Exam	2.7
Nevada Alternate Assessment	2.1
Science Grades 5 & 8 Assessments	2.2
Science Grade 10 Assessment	2.1
Smarter Balanced Summative Assessment	2.3

Figure 26 – All State-Required Assessments – Value in Providing Comparisons Across School and/or District

Provides Comparisons Across School and/or District

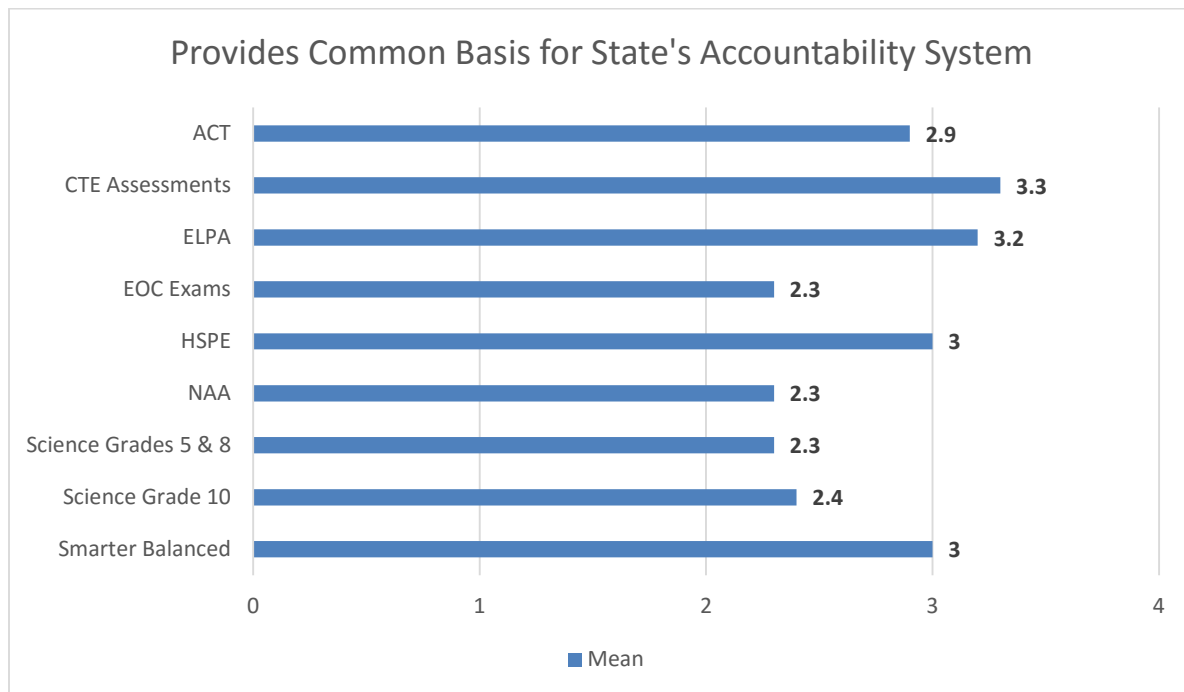| Assessment	Mean
ACT	3.1
CTE Assessments	2.9
ELPA	2.7
EOC Exams	2.1
HSPE	2.9
NAA	2.2
Science Grades 5 & 8	2.2
Science Grade 10	2.2
Smarter Balanced	2.6

Of the state-mandated assessments administered, none were identified as being of high or low value in providing comparisons across school and/or district.

Table 15 presents the mean scores for each state-required assessment regarding the assessment's value in providing comparisons across school and/or district.

Table 15: *Individual State-Required Assessments – Mean Score for Value in Providing Comparisons Across School and/or District*

Assessment Name	Mean Score for Provides Comparisons Across School and/or District
ACT	3.1
CTE Assessments	2.9
English Language Proficiency Assessment	2.7
End-of-Course Exams	2.1
High School Proficiency Exam	2.9
Nevada Alternate Assessment	2.2
Science Grades 5 & 8 Assessments	2.2
Science Grade 10 Assessment	2.2
Smarter Balanced Summative Assessment	2.6

Figure 27 – All State-Required Assessments – Value in Providing Common Basis for State's Accountability System

Provides Common Basis for State's Accountability System

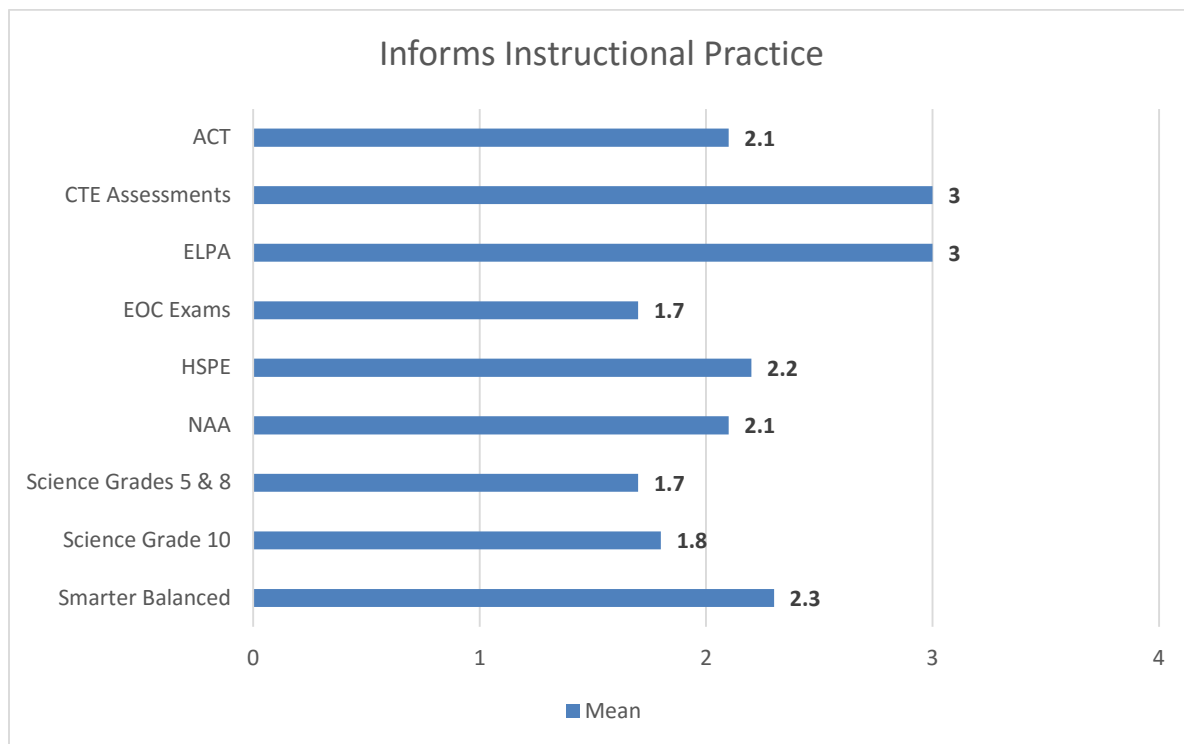| Assessment	Mean
ACT	2.9
CTE Assessments	3.3
ELPA	3.2
EOC Exams	2.3
HSPE	3
NAA	2.3
Science Grades 5 & 8	2.3
Science Grade 10	2.4
Smarter Balanced	3

Of the state-mandated assessments administered, none were identified as being of high or low value in providing a common basis for the state's accountability system.

Table 16 presents the mean scores for each state-required assessment regarding the assessment's value in providing common basis for state's accountability system.

Table 16: *Individual State-Required Assessments – Mean Score for Value in Providing Common Basis for State's Accountability System*

Assessment Name	*Mean Score for Provides Common Basis for State's Accountability System*
ACT	2.9
CTE Assessments	3.3
English Language Proficiency Assessment	3.2
End-of-Course Exams	2.3
High School Proficiency Exam	3
Nevada Alternate Assessment	2.3
Science Grades 5 & 8 Assessments	2.3
Science Grade 10 Assessment	2.4
Smarter Balanced Summative Assessment	3

Figure 28 – All State-Required Assessments – Value in Informing Instructional Practice

Informs Instructional Practice

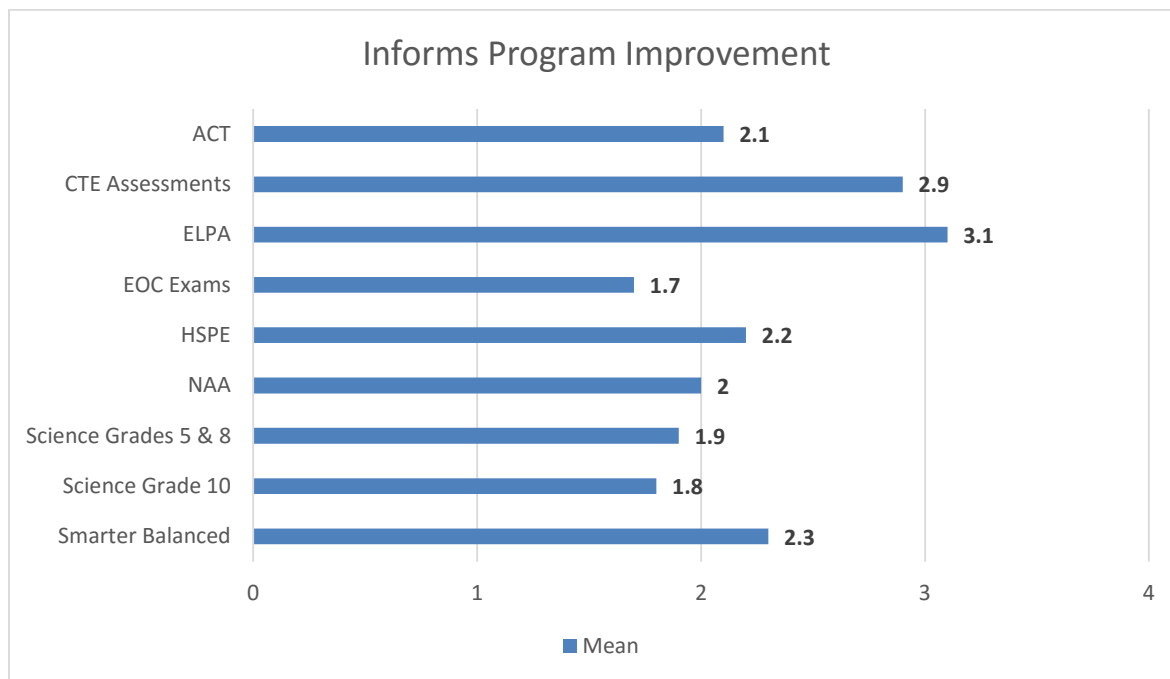| Assessment	Mean
ACT	2.1
CTE Assessments	3
ELPA	3
EOC Exams	1.7
HSPE	2.2
NAA	2.1
Science Grades 5 & 8	1.7
Science Grade 10	1.8
Smarter Balanced	2.3

Of the state-mandated assessments administered, none were identified as being of high value in informing instructional practice. The assessments identified as having low value in informing instructional practice are: End-of-Course Exams, Science Grades 5 & 8, and Science Grade 10.

Table 17 presents the mean scores for each state-required assessment regarding the assessment's value in informing instructional practice.

Table 17: *Individual State-Required Assessments – Mean Score for Value in Informing Instructional Practice*

Assessment Name	Mean Score for Informs Instructional Practice
ACT	2.1
CTE Assessments	3
English Language Proficiency Assessment	3
End-of-Course Exams	1.7
High School Proficiency Exam	2.2
Nevada Alternate Assessment	2.1
Science Grades 5 & 8 Assessments	1.7
Science Grade 10 Assessment	1.8
Smarter Balanced Summative Assessment	2.3

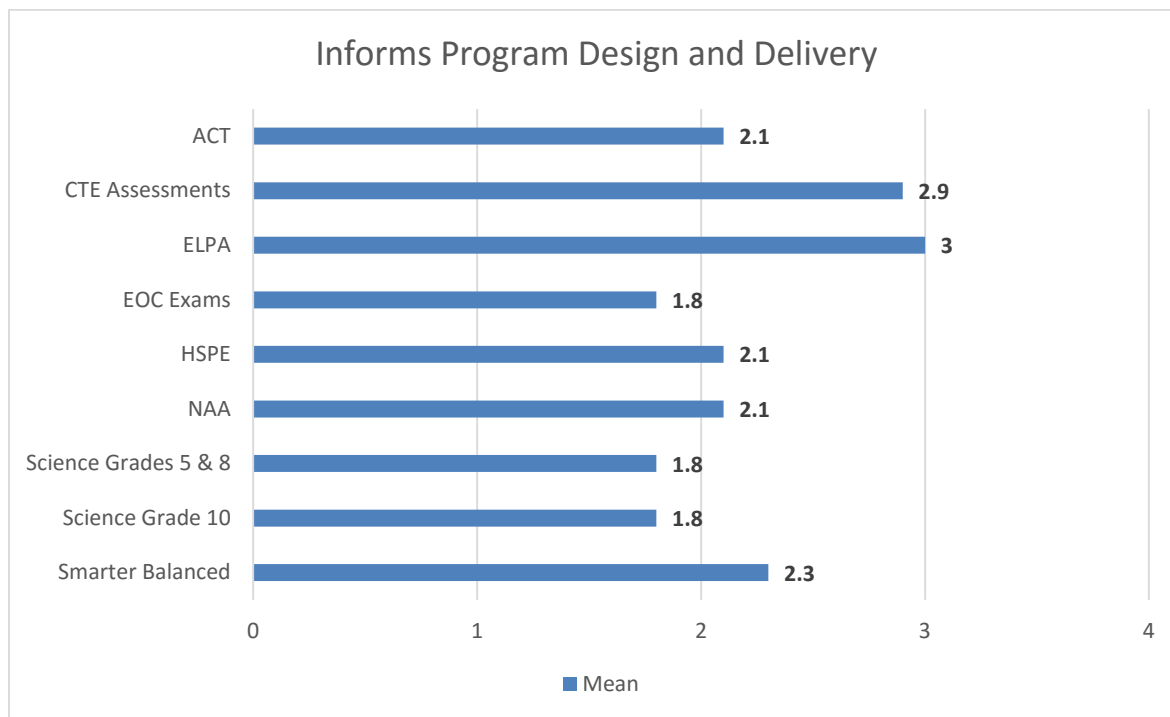*Figure 29 – All State-Required Assessments – Value in Informing Program Improvement*

Of the state-mandated assessments administered, none were identified as being of high value in informing program improvement. The assessments identified as having low value in informing program design and delivery are: End-of-Course Exams, Science Grades 5 & 8, and Science Grade 10.

Table 18 presents the mean scores for each state-required assessment regarding the assessment's value in informing program improvement.

Table 18: *Individual State-Required Assessments – Mean Score for Value in Informing Program Improvement*

Assessment Name	*Mean Score for Informs Program Improvement*
ACT	2.1
CTE Assessments	2.9
English Language Proficiency Assessment	3.1
End-of-Course Exams	1.7
High School Proficiency Exam	2.2
Nevada Alternate Assessment	2
Science Grades 5 & 8 Assessments	1.9
Science Grade 10 Assessment	1.8
Smarter Balanced Summative Assessment	2.3

Figure 30 – All State-Required Assessments – Value in Informing Program Design and Delivery
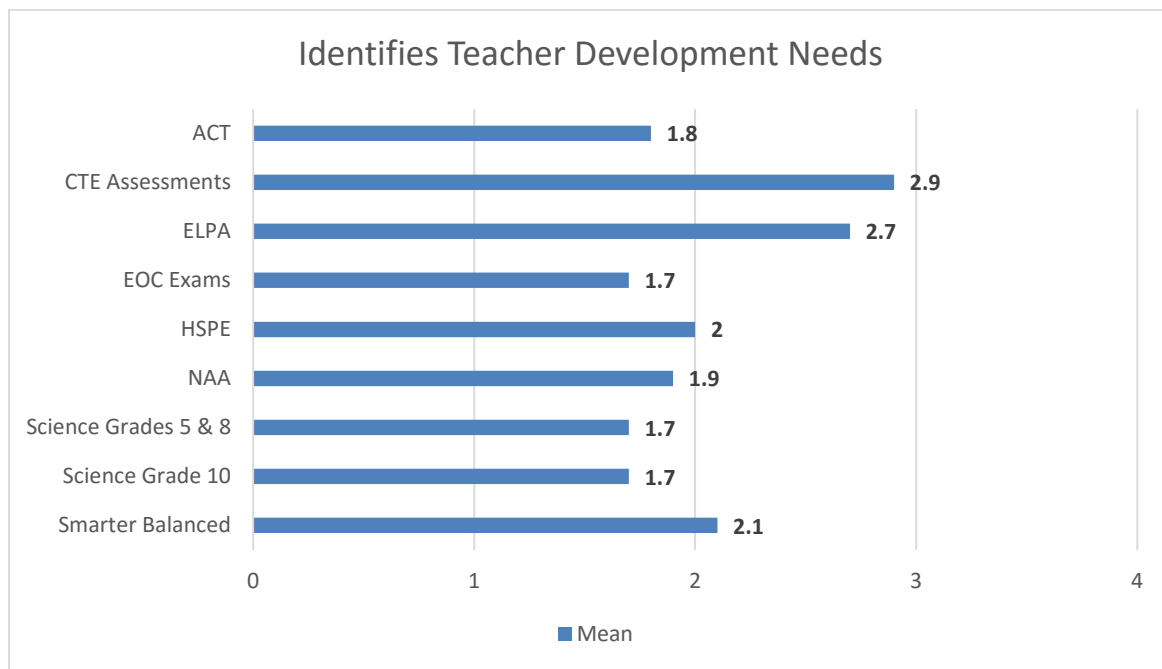

Of the state-mandated assessments administered, none were identified as being of high value in informing program design and delivery. The assessments identified as having low value in informing program design and delivery are: End-of-Course Exams, Science Grades 5 & 8, and Science Grade 10.

Table 19 presents the mean scores for each state-required assessment regarding the assessment's value in informing program design and delivery.

Table 19: *Individual State-Required Assessments – Mean Score for Value in Informing Program Design and Delivery*

Assessment Name	Mean Score for Informs Program Design and Delivery
ACT	2.1
CTE Assessments	2.9
English Language Proficiency Assessment	3
End-of-Course Exams	1.8
High School Proficiency Exam	2.1
Nevada Alternate Assessment	2.1
Science Grades 5 & 8 Assessments	1.8
Science Grade 10 Assessment	1.8
Smarter Balanced Summative Assessment	2.3

Figure 31 – All State-Required Assessments – Value in Identifying Teacher Development Needs

Of the state-mandated assessments administered, none were identified as being of high value in identifying teacher development needs. The assessments identified as having low value in identifying teacher development needs are: ACT, End-of-Course Exams, Nevada Alternate Assessment, Science Grades 5 & 8, and Science Grade 10.

Table 20 presents the mean scores for each state-required assessment regarding the assessment's value in identifying teacher development needs.

Table 20: *Individual State-Required Assessments – Mean Score for Value in Identifying Teacher Development Needs*

Assessment Name	Mean Score for Identifies Teacher Development Needs
ACT	1.8
CTE Assessments	2.9
English Language Proficiency Assessment	2.7
End-of-Course Exams	1.7
High School Proficiency Exam	2
Nevada Alternate Assessment	1.9
Science Grades 5 & 8 Assessments	1.7
Science Grade 10 Assessment	1.7
Smarter Balanced Summative Assessment	2.1

Note: For the following questions, respondents were asked to indicate their level of concern for different factors for each state-required assessment. The responses are based on a four-point Likert scale, with 1 indicating little concern and 4 indicating great concern.

Figure 32 – All State-Required Assessments – Concern for Quality of Assessment

Quality of Assessment

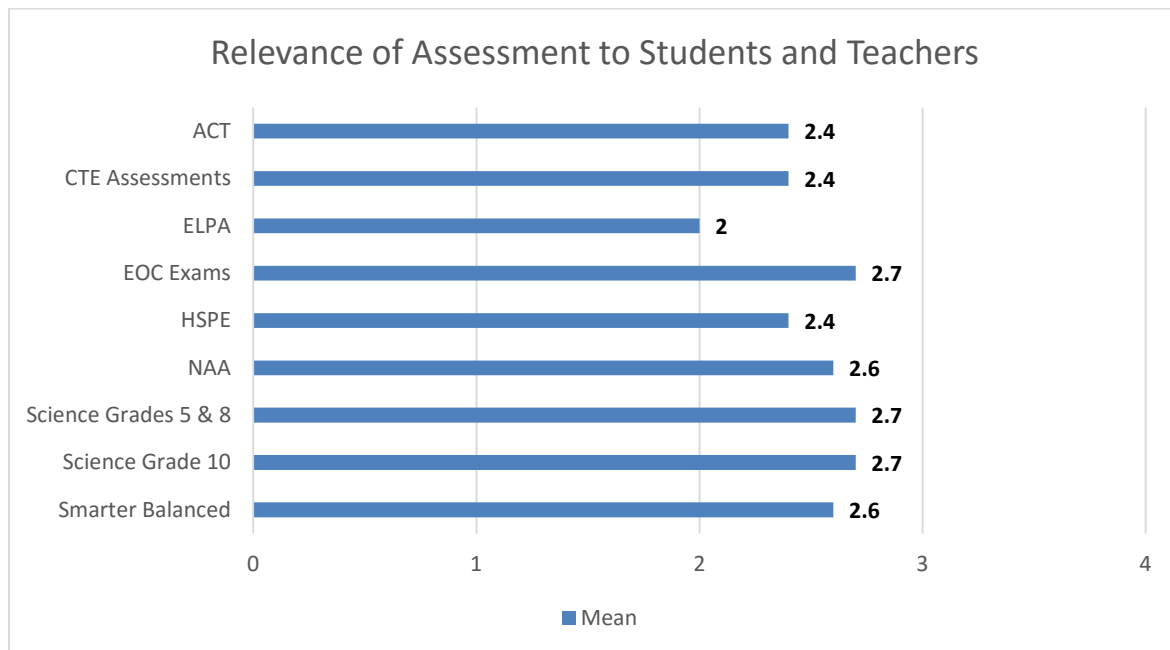| Assessment	Mean
ACT	1.5
CTE Assessments	2.1
ELPA	1.7
EOC Exams	2.7
HSPE	2.5
NAA	2.5
Science Grades 5 & 8	2.3
Science Grade 10	2.3
Smarter Balanced	2.4

■ Mean

Respondents had little concern regarding the quality of the ACT and English Language Proficiency Assessment. Respondents did not indicate great concern with the quality of any of the assessments.

Table 21 presents the mean scores for each state-required assessment regarding concern for the quality of the assessment.

Table 21: *Individual State-Required Assessments – Mean Score for Concern for Quality of Assessment*

Assessment Name	Mean Score for Quality of Assessment
ACT	1.5
CTE Assessments	2.1
English Language Proficiency Assessment	1.7
End-of-Course Exams	2.7
High School Proficiency Exam	2.5
Nevada Alternate Assessment	2.5
Science Grades 5 & 8 Assessments	2.3
Science Grade 10 Assessment	2.3
Smarter Balanced Summative Assessment	2.4

Figure 33 – All State-Required Assessments – Concern for Relevance of Assessment to Students and Teachers

Relevance of Assessment to Students and Teachers

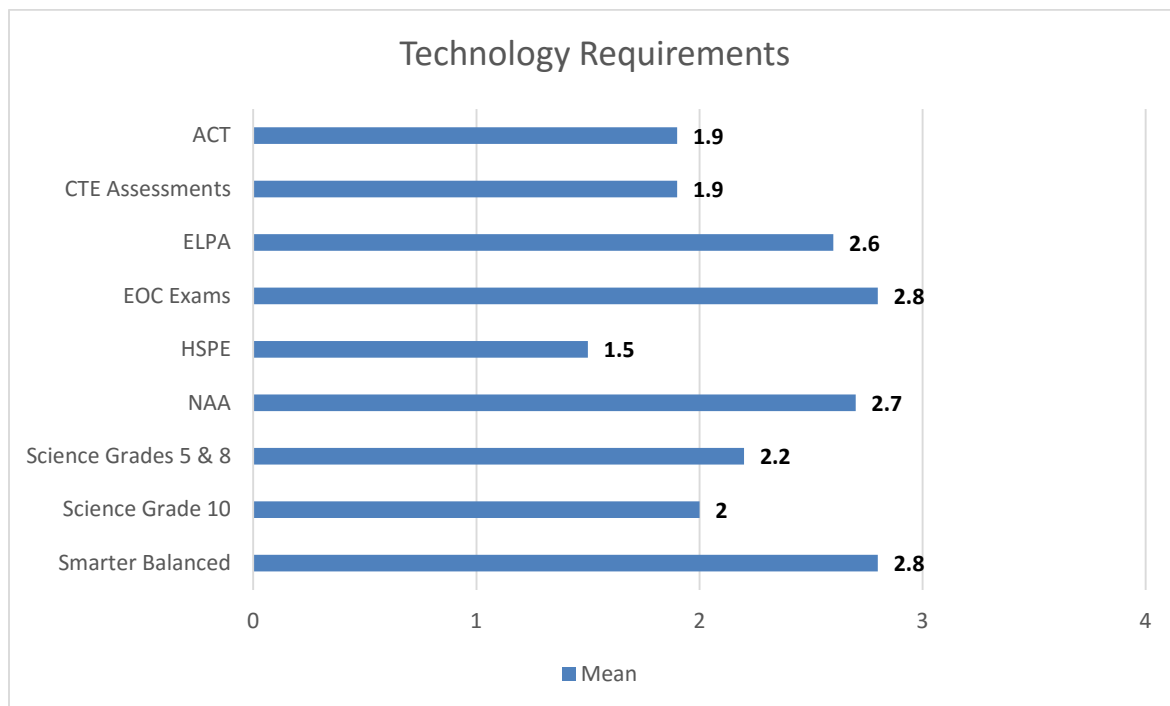| Assessment	Mean
ACT	2.4
CTE Assessments	2.4
ELPA	2
EOC Exams	2.7
HSPE	2.4
NAA	2.6
Science Grades 5 & 8	2.7
Science Grade 10	2.7
Smarter Balanced	2.6

Respondents did not indicate great concern with the relevance of any of the state-mandated assessments to students and teachers.

Table 22 presents the mean scores for each state-required assessment regarding concern for the relevance of the assessment to students and teachers.

Table 22: *Individual State-Required Assessments – Mean Score for Concern for Relevance of Assessment to Students and Teachers*

Assessment Name	Mean Score for Relevance of Assessment to Students and Teachers
ACT	2.4
CTE Assessments	2.4
English Language Proficiency Assessment	2
End-of-Course Exams	2.7
High School Proficiency Exam	2.4
Nevada Alternate Assessment	2.6
Science Grades 5 & 8 Assessments	2.7
Science Grade 10 Assessment	2.7
Smarter Balanced Summative Assessment	2.6

Figure 34 – All State-Required Assessments – Concern for Technology Requirements

Technology Requirements

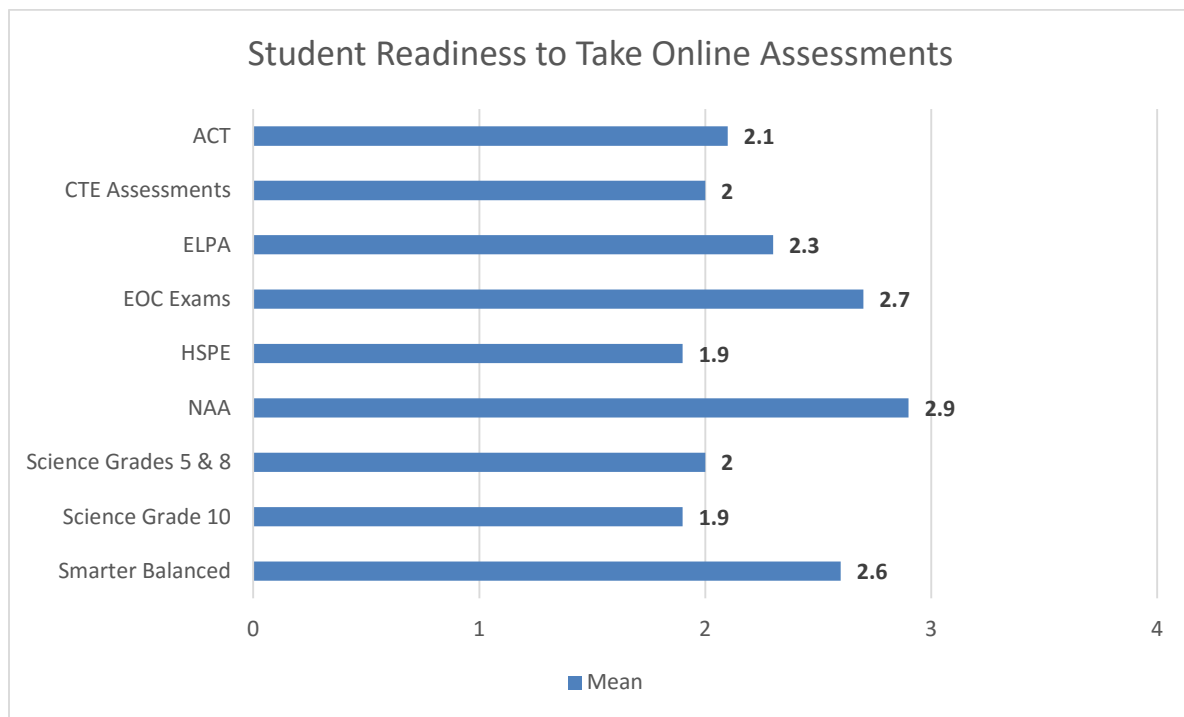| Assessment	Mean
ACT	1.9
CTE Assessments	1.9
ELPA	2.6
EOC Exams	2.8
HSPE	1.5
NAA	2.7
Science Grades 5 & 8	2.2
Science Grade 10	2
Smarter Balanced	2.8

■ Mean

Respondents had little concern regarding the technology requirements of the CTE Assessments, ACT, and High School Proficiency Exam. Respondents did not indicate great concern with the technology requirements of any of the state assessments.

Table 23 presents the mean scores for each state-required assessment regarding concern for technology requirements.

Table 23: *Individual State-Required Assessments – Mean Score for Concern for Technology Requirements*

Assessment Name	*Mean Score for Technology Requirements*
ACT	1.9
CTE Assessments	1.9
English Language Proficiency Assessment	2.6
End-of-Course Exams	2.8
High School Proficiency Exam	1.5
Nevada Alternate Assessment	2.7
Science Grades 5 & 8 Assessments	2.2
Science Grade 10 Assessment	2
Smarter Balanced Summative Assessment	2.8

Figure 35 – All State-Required Assessments – Concern for Student Readiness to Take Online Assessments

Student Readiness to Take Online Assessments

- ACT: 2.1
- CTE Assessments: 2
- ELPA: 2.3
- EOC Exams: 2.7
- HSPE: 1.9
- NAA: 2.9
- Science Grades 5 & 8: 2
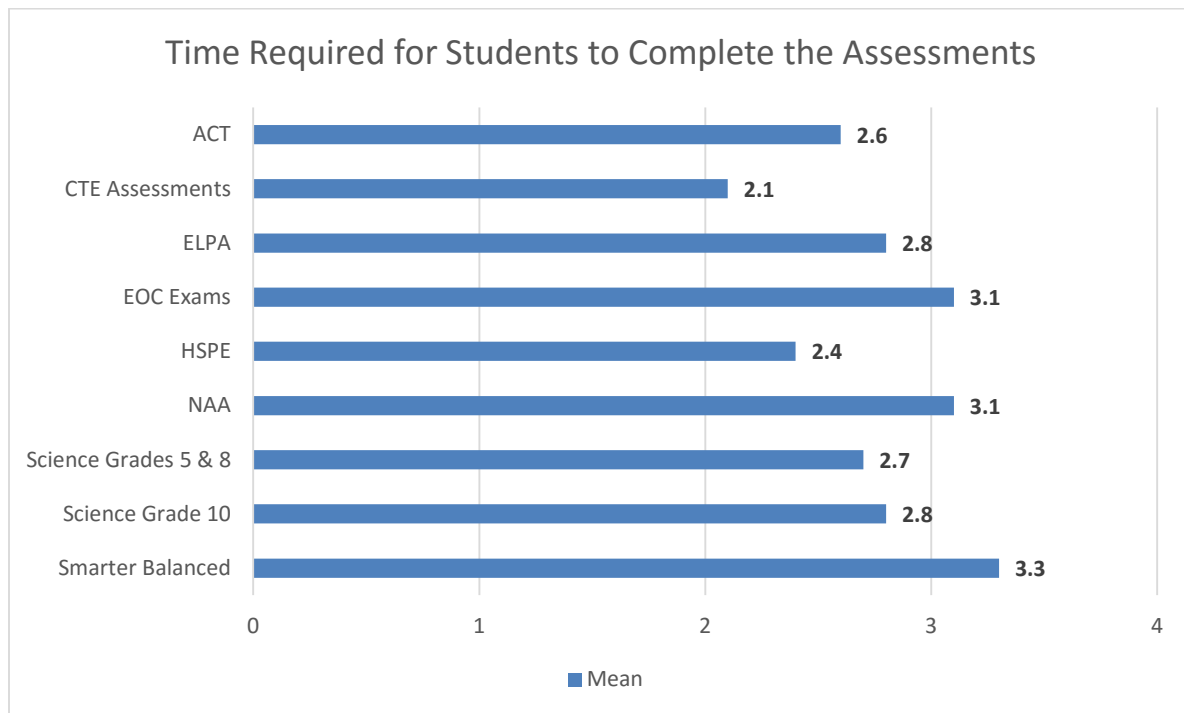- Science Grade 10: 1.9
- Smarter Balanced: 2.6

■ Mean

Respondents had little concern regarding student readiness to take online versions of the High School Proficiency Exam and the Science Grade 10 assessment. Overall, respondents did not indicate great concern with student readiness to take any of the online assessments.

Table 24 presents the mean scores for each state-required assessment regarding concern for student readiness to take online assessments.

Table 24: *Individual State-Required Assessments – Mean Score for Concern for Student Readiness to Take Online Assessments*

Assessment Name	Mean Score for Student Readiness to Take Online Assessments
ACT	2.1
CTE Assessments	2
English Language Proficiency Assessment	2.3
End-of-Course Exams	2.7
High School Proficiency Exam	1.9
Nevada Alternate Assessment	2.9
Science Grades 5 & 8 Assessments	2
Science Grade 10 Assessment	1.9
Smarter Balanced Summative Assessment	2.6

Figure 36 – All State-Required Assessments – Concern for Time Required for Students to Complete the Assessments


Time Required for Students to Complete the Assessments

Assessment	Mean
ACT	2.6
CTE Assessments	2.1
ELPA	2.8
EOC Exams	3.1
HSPE	2.4
NAA	3.1
Science Grades 5 & 8	2.7
Science Grade 10	2.8
Smarter Balanced	3.3

Respondents did not indicate great concern with the time required for students to complete any of the state-mandated assessments.

Table 25 presents the mean scores for each state-required assessment regarding concern for time required for students to complete the assessments.

Table 25: *Individual State-Required Assessments – Mean Score for Concern for Time Required for Students to Complete the Assessments*

Assessment Name	Mean Score for Time Required for Students to Complete the Assessments
ACT	2.6
CTE Assessments	2.1
English Language Proficiency Assessment	2.8
End-of-Course Exams	3.1
High School Proficiency Exam	2.4
Nevada Alternate Assessment	3.1
Science Grades 5 & 8 Assessments	2.7
Science Grade 10 Assessment	2.8
Smarter Balanced Summative Assessment	3.3

*Figure 37 – All State-Required Assessments – Concern for Impact on Instructional Time*
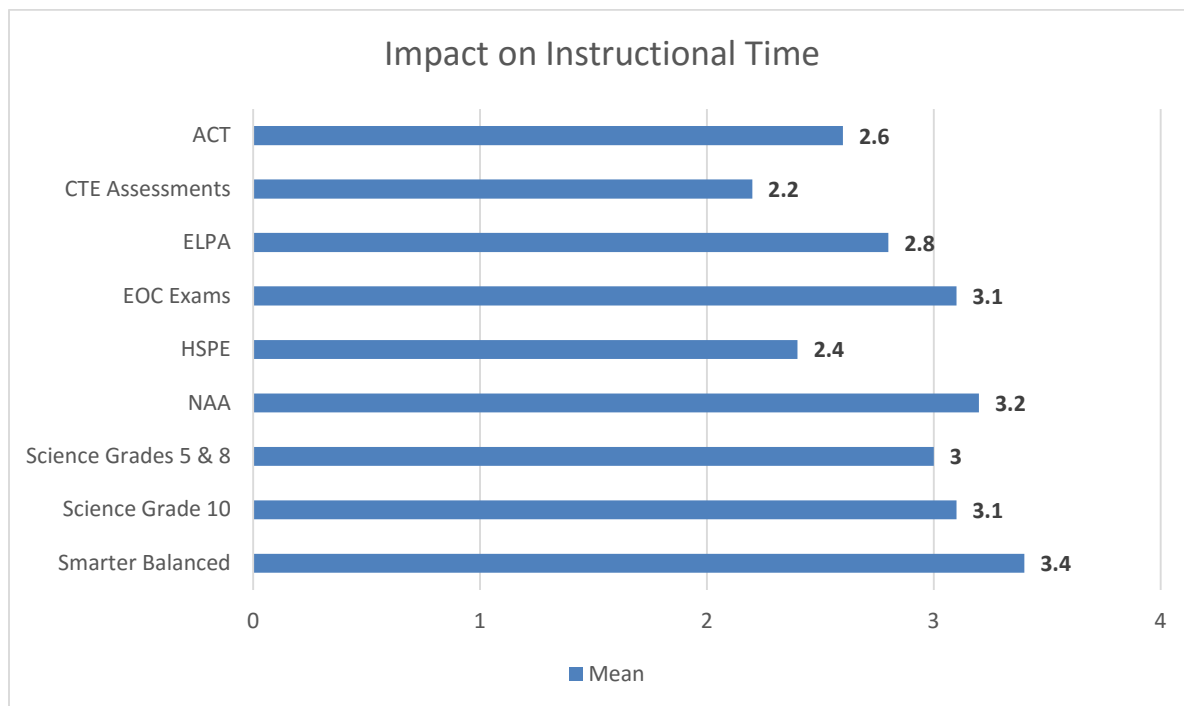
Respondents did not indicate great concern with the impact of any of the state-mandated assessments on instructional time.

Table 26 presents the mean scores for each state-required assessment regarding concern for impact on instructional time.

Table 26: *Individual State-Required Assessments – Mean Score for Concern for Impact on Instructional Time*

Assessment Name	Mean Score for Impact on Instructional Time
ACT	2.6
CTE Assessments	2.2
English Language Proficiency Assessment	2.8
End-of-Course Exams	3.1
High School Proficiency Exam	2.4
Nevada Alternate Assessment	3.2
Science Grades 5 & 8 Assessments	3
Science Grade 10 Assessment	3.1
Smarter Balanced Summative Assessment	3.4

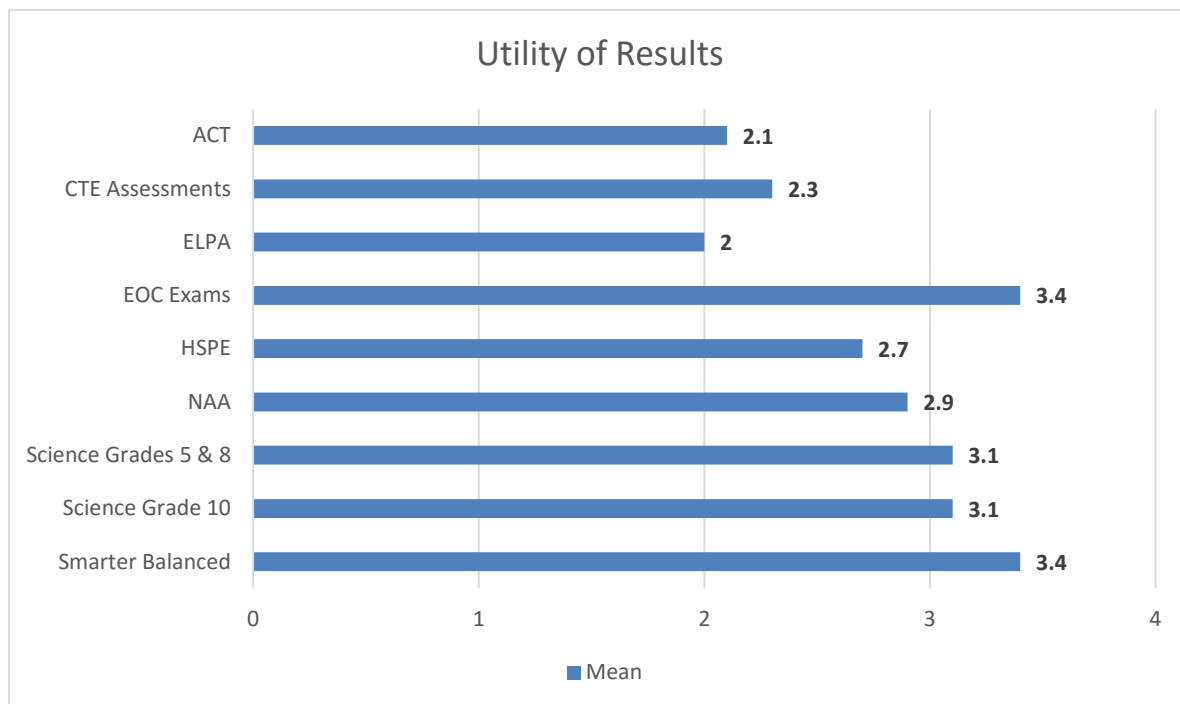*Figure 38 – All State-Required Assessments – Concern for Timeliness of Results*
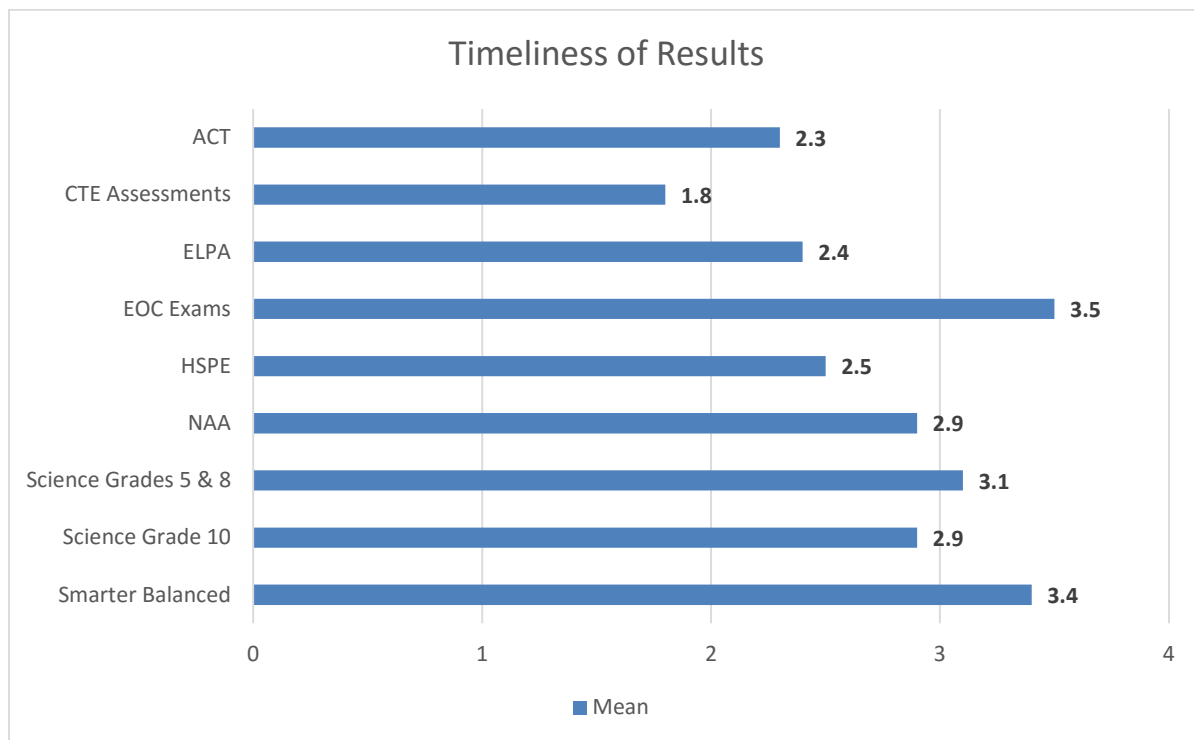
Respondents had little concern regarding the timeliness of results from the CTE Assessments. Respondents did not indicate great concern with the timeliness of results from any of the other state assessments.

Table 27 presents the mean scores for each state-required assessment regarding concern for timeliness of results.

Table 27: *Individual State-Required Assessments – Mean Score for Concern for Timeliness of Results*

Assessment Name	Mean Score for Timeliness of Results
ACT	2.3
CTE Assessments	1.8
English Language Proficiency Assessment	2.4
End-of-Course Exams	3.5
High School Proficiency Exam	2.5
Nevada Alternate Assessment	2.9
Science Grades 5 & 8 Assessments	3.1
Science Grade 10 Assessment	2.9
Smarter Balanced Summative Assessment	3.4

Figure 39 – All State-Required Assessments – Concern for Utility of Results
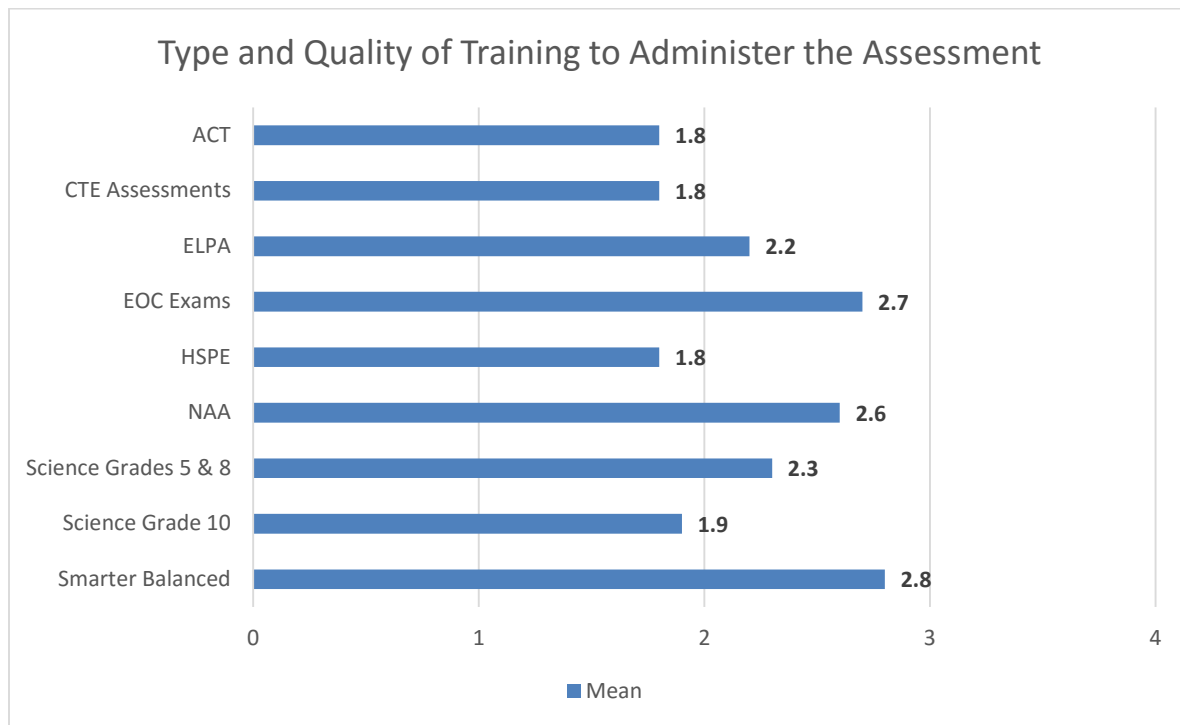

Respondents did not indicate great concern with the utility of results from any of the state-mandated assessments.

Table 28 presents the mean scores for each state-required assessment regarding concern for utility of results.

Table 28: *Individual State-Required Assessments – Mean Score for Concern for Utility of Results*

Assessment Name	Mean Score for Utility of Results
ACT	2.1
CTE Assessments	2.3
English Language Proficiency Assessment	2
End-of-Course Exams	3.4
High School Proficiency Exam	2.7
Nevada Alternate Assessment	2.9
Science Grades 5 & 8 Assessments	3.1
Science Grade 10 Assessment	3.1
Smarter Balanced Summative Assessment	3.4

*Figure 40 – All State-Required Assessments – Concern for Type and Quality of Training to Administer the Assessment*

Type and Quality of Training to Administer the Assessment

- ACT: 1.8
- CTE Assessments: 1.8
- ELPA: 2.2
- EOC Exams: 2.7
- HSPE: 1.8
- NAA: 2.6
- Science Grades 5 & 8: 2.3
- Science Grade 10: 1.9
- Smarter Balanced: 2.8

■ Mean

Respondents had little concern regarding the type and quality of training needed to administer the: CTE Assessments, ACT, HSPE, and Science Grade 10 assessment. Respondents did not indicate great concern with the type and quality of training needed to administer any of the other state assessments.

Table 29 presents the mean scores for each state-required assessment regarding concern for type and quality of training to administer the assessment.

Table 29: *Individual State-Required Assessments – Mean Score for Concern for Type and Quality of Training to Administer the Assessment*

Assessment Name	Mean Score for Type and Quality of Training to Administer the Assessment
ACT	1.8
CTE Assessments	1.8
English Language Proficiency Assessment	2.2
End-of-Course Exams	2.7
High School Proficiency Exam	1.8
Nevada Alternate Assessment	2.6
Science Grades 5 & 8 Assessments	2.3
Science Grade 10 Assessment	1.9
Smarter Balanced Summative Assessment	2.8

Figure 41 – All State-Required Assessments – Concern for Security of the Assessment
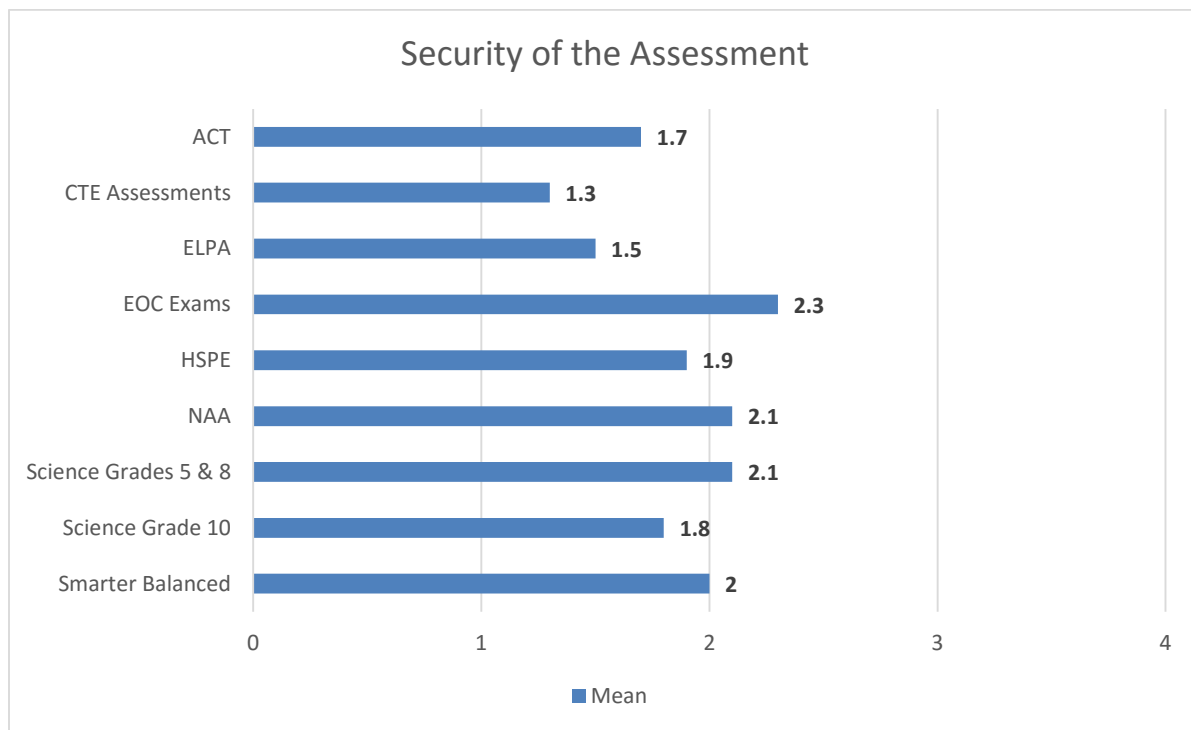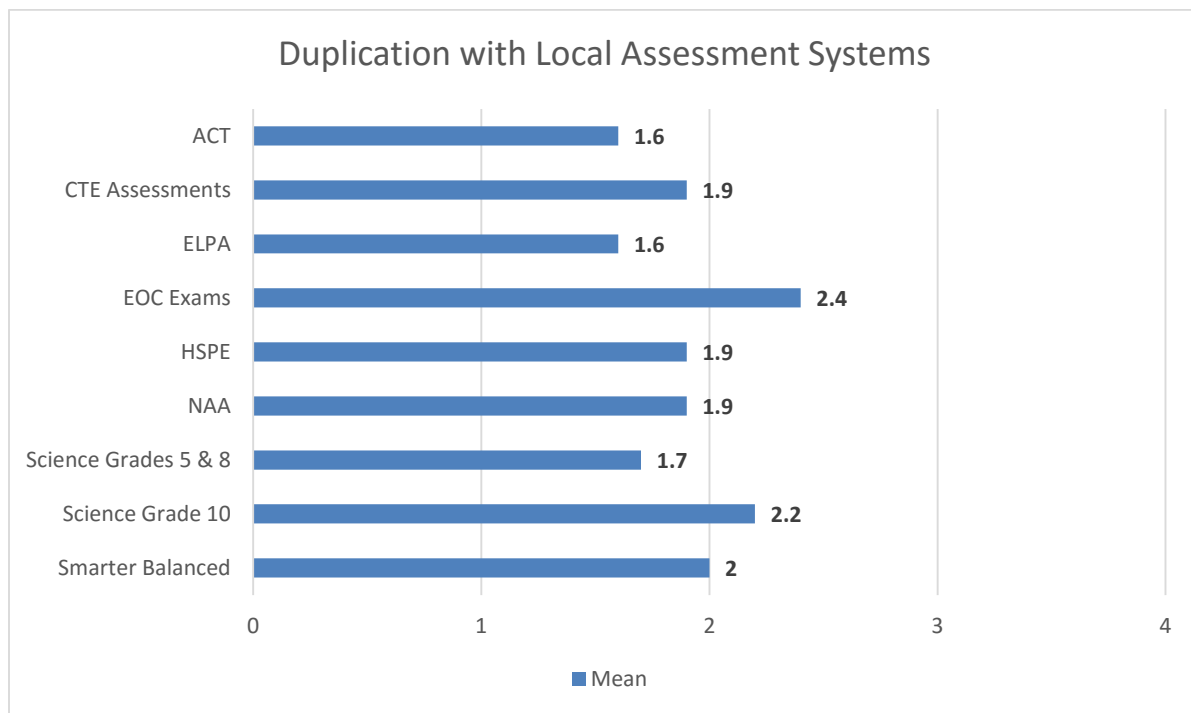

Respondents had little concern regarding the security of the following assessments: CTE Assessments, ACT, English Language Proficiency Assessment, HSPE, and Science Grade 10 assessment. Respondents did not indicate great concern with the security of any of the other state assessments.

Table 30 presents the mean scores for each state-required assessment regarding concern for security of the assessment.

Table 30: *Individual State-Required Assessments – Mean Score for Concern for Security of the Assessment*

Assessment Name	Mean Score for Security of the Assessment
ACT	1.7
CTE Assessments	1.3
English Language Proficiency Assessment	1.5
End-of-Course Exams	2.3
High School Proficiency Exam	1.9
Nevada Alternate Assessment	2.1
Science Grades 5 & 8 Assessments	2.1
Science Grade 10 Assessment	1.8
Smarter Balanced Summative Assessment	2

Figure 42 – All State-Required Assessments – Concern for Duplication with Local Assessment Systems
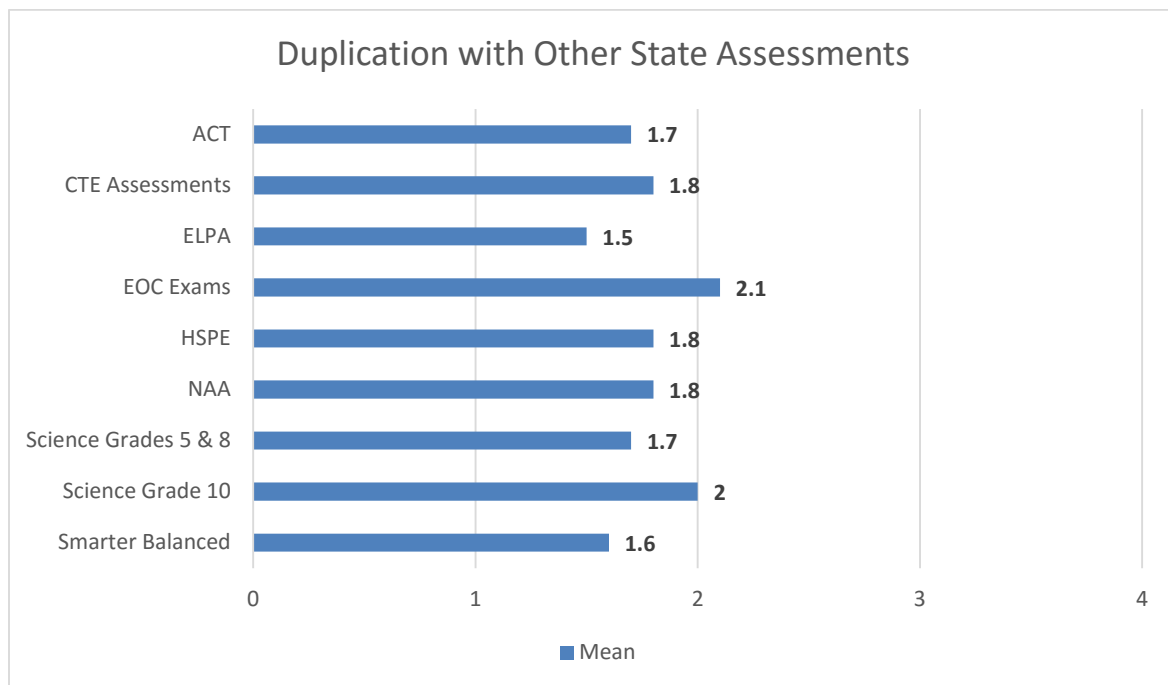

Respondents had little concern regarding duplication between the CTE Assessments, ACT, English Language Proficiency Assessment, High School Proficiency Exam, Nevada Alternate Assessment, and Science Grades 5 and 8 assessments and local assessment systems. Respondents did not indicate great concern regarding duplication between any of the other state assessments and local assessment systems.

Table 31 presents the mean scores for each state-required assessment regarding concern for duplication with local assessment systems.

Table 31: *Individual State-Required Assessments – Mean Score for Concern for Duplication with Local Assessment Systems*

Assessment Name	Mean Score for Duplication with Local Assessment Systems
ACT	1.6
CTE Assessments	1.9
English Language Proficiency Assessment	1.6
End-of-Course Exams	2.4
High School Proficiency Exam	1.9
Nevada Alternate Assessment	1.9
Science Grades 5 & 8 Assessments	1.7
Science Grade 10 Assessment	2.2
Smarter Balanced Summative Assessment	2

Figure 43 – All State-Required Assessments – Concern for Duplication with Other State Assessments

Duplication with Other State Assessments

Assessment	Mean
ACT	1.7
CTE Assessments	1.8
ELPA	1.5
EOC Exams	2.1
HSPE	1.8
NAA	1.8
Science Grades 5 & 8	1.7
Science Grade 10	2
Smarter Balanced	1.6

Respondents had little concern regarding duplication between the CTE Assessments, ACT, English Language Proficiency Assessment, High School Proficiency Exam, Nevada Alternate Assessment, Science Grades 5 & 8 assessments, and Smarter Balanced Summative Assessment and other state assessments. Respondents did not indicate great concern with other state assessments duplicating one another.

Table 32 presents the mean scores for each state-required assessment regarding concern for duplication with other state assessments.

Table 32: *Individual State-Required Assessments – Mean Score for Concern for Duplication with Other State Assessments*

Assessment Name	Mean Score for Duplication with Other State Assessments
ACT	1.7
CTE Assessments	1.8
English Language Proficiency Assessment	1.5
End-of-Course Exams	2.1
High School Proficiency Exam	1.8
Nevada Alternate Assessment	1.8
Science Grades 5 & 8 Assessments	1.7
Science Grade 10 Assessment	2
Smarter Balanced Summative Assessment	1.6

Open-Ended Responses Regarding State-Mandated Assessments

Concerns

A recurring concern in responses is issues with receiving data from the EOC Exams, the Smarter Balanced Summative Assessment, and the state science assessments. Some respondents lamented that data were received in late summer, too late to inform instructional changes; other responses indicated never having received any data. In their comments, respondents noted the difficulty in using these assessments as a resource or tool, given the lack of returned data. One respondent also suggested that timely assessment results are valuable to students.

Consistent with respondents' concerns about district assessments, respondents also noted that the amount of state testing time detracts from instructional time. One respondent wrote, "The amount of time of staff time [sic] required to prepare, administer, and follow-up is of great concern."

Year-round schools may be impacted by the amount of time spent on state assessments in a manner that has not been addressed by the state. One respondent notes that there may be an "unfair and inequitable administration of assessments which may negatively impact the student results."

The lack of consistency in the state's assessment system affected one respondent's view of the system, making it difficult for this respondent to provide feedback.

Some responses levied criticisms regarding the test design/structure of the End-of-Course Exams and the Nevada Alternate Assessment. One respondent described the EOC Exams as "flawed beyond belief," while two other respondents wrote about not seeing any value with the NAA.

Suggestions

Regarding assessment results, multiple respondents requested assurance that the state assessments will provide timely results that can be used in making instructional and programmatic decisions.

Some respondents requested an expansion of the formative, interim assessment options provided by the state.

One respondent suggested adding the WorkKeys assessments as an option for students who do not plan to attend college.

Responses to Questions About District-Mandated Assessments

Thinking about your current district assessment system, are there additional components or outcomes you would like to include, or components/outcomes you would like to change?

"The state assessment has changed. We are awaiting the verdict on the Read by 3 assessment requirements. Together these two pieces of information will support the transformation of the district assessment system."

"No change, our district is well established in the use of MAP and uses the data to identify gaps and focus on intervention."

"Formative assessments need to be parallel in nature and have a comparative growth measure."

"Common interim-formative assessments – expand upon existing."

"We are in the process of selecting assessments that can be used with our RTI program to screen, diagnose, and monitor students."

"Better utilization of district assessments as a whole to improve instruction is and continues to be the goal. We have good assessments and lots of data both current and historical, they key is ensuring that data is driving instruction, enrichment and remediation."

"Common formative assessments is all areas."

"As a district, we try only to use assessments that will give us information needed to guide instruction and show student achievement. We are pleased with the assessments we are currently using."

"It would simplify things a bit to use one carrier such as ACT rather than so many test providers."

"We currently do not have any way to track progress at our high schools. We would like more information for our primary (K-2) students - sight words, fluency, decoding skills which are not included on the assessments that were listed. We need to be able to track growth more often than a F/W/S administration of NWEA MAP. It is not easy to relate MAP scores back to classroom instruction."

"We use our district assessments to monitor student progress, but the 9th and 10th grade students' data is not used as extensively as it could be, namely because of all the other assessments that are given to them."

"With the transition to SBAC, I would like to see the correlation between I-Ready assessments and SBAC. Specifically, as a predictor of student success on the SBAC."

"We need to continuously reflect and provide professional development to examine how assessments are utilized in the classroom to move student learning forward."

"At the elementary level, we feel that MAP testing is getting us good data, except it isn't able to duplicate SBAC testing because it doesn't have the capability of short answers."

"Because we are [redacted], each [school] has the autonomy to select the assessments they use to measure student progress toward mastery of standards. The [redacted] has instituted the ACT Aspire summative exam for grades 3 - 10."

Is there any other benefit/value or concern that you would like to share about your district assessment system that was not addressed in the survey?

"The formative classroom assessment and the secondary benchmark assessments are essential. We need to link what we are doing with Read by three all the way up to middle school and high school if possible for continuity of academic information about a student. We currently have MAP but that isn't the best for Kindergarten nor high school students. It takes too much time. In the past MAP was the time consuming test. With the addition of the SBAC, EoC, ACT and the online ELPA - all of those tests take more time so we are looking to reduce time on district assessments."

"Formative assessments are designed for the teacher and grade bands to inform instruction, not to report district growth or make program evaluation decisions. Formative assessments should not be used in a punitive nature towards evaluation of teachers or administrators."

"The amount of instructional time that is lost when students are completing state assessments is not beneficial."

"Good assessments are worth the cost and time to administer. Most of the district assessments are completed within a class period. The exception would be the DRA which is given one on one, yet is voluntary for staff unless students hit a specific criteria. This one tends to vary in reliability due to administration differences."

"Administrators in [redacted] feel that there are too many tests and too much time is used taking state mandated tests."

"DRC customer service was very hard to work with, but I must say they improved by the end of the year."

"The end of the year is crazy. We are considering eliminating the Spring MAP assessments so we can get the Smarter testing completed and our students do not get test crazy. We have 8th grade students who take 3 tests for the state, 3 MAP assessments and the Math I EOC. There are also surveys. On the other hand, our high schools are looking to add MAP assessments to measure school improvement."

"Our schools use this assessment a minimum of two times a year, which is beneficial in looking at student growth or intervention/enrichment groups."

"While I believe that assessment data is necessary to track student progress toward mastery of standards, it is my opinion that the wide variety of what is currently being used is not necessarily providing high quality information."

Responses to State-Mandated Assessments

Thinking about the current state assessment system, are there additional components or outcomes you would like to include, or components/outcomes you would like to change?

"We need valid results prior to being able to answer these survey questions accurately. The timeliness of the results are a big deal. When we don't get results until the following year we can only look for general trends."

"I think the system as a whole needs to be looked at. It is recognized that we are in a state of transition, but we need to gain some consistency and tightening of the system so that less time and energy can be spend on assessment and more time and energy can be spent on data and using data to drive and measure instruction/achievement."

"Timeliness of results to make informed decisions for students, school sites, and district initiatives. Assessments used for graduation requirements have limited opportunities for students to participate."

"Based on our school population and given the entry requirements of our school, the only assessment relevant to our students, teachers, staff, and parents is the ACT. Almost all of our students enter our school performing above the grade level requirements 3-8 assessments and End of Course exams."

"Too much summative assessment that doesn't improve or influence instruction. Formative, interim assessments would have a greater instructional impact."

"No additional tests are needed."

"The Workplace Readiness Assessment is not aligned to the standards for CTE courses."

"From January through May 31st we are constantly testing. This impacts and detracts from actual instruction especially at the 7-12 level where entire weeks are lost getting students into labs for testing."

"The science tests that are only for participation are not beneficial to students, parents, or schools. Once EOC and SBAC scores are available, we can make a more clear evaluation of their use."

"It would be helpful to have sit down training for those of us that have a hard time paying attention to webinars."

"I am having a very difficult time completing this survey. We don't know what the current state assessment system really is, what the results look like or the impact it will have on instruction."

"It's frustrating to teachers and administrators not to get results back from the assessments."

"EOC Math I and II are requiring all students be on "college prep" tracks. Needs to be completely overhauled."

"Allowing districts identifying assessments which are most closely aligned with the needs of the local population instead of state standards."

Is there any other benefit/value or concern that you would like to share about the state assessment system that was not addressed in the survey?

"The instructional time lost while administering the state summative assessments remains as a major concern. The impact to year round schools has not been addressed and creates an unfair and inequitable administration of assessments which may negatively impact the student results."

"The amount of staff time required to prepare, administer, and follow-up is of great concern."

"There are too many state assessments. A lot of instructional time is lost. State assessment results are of little use to student and teachers."

"EOC and SBAC we have nothing to show for the time spent. We received nothing of value last year and this year we will not have EOC results until after 1st quarter. This will make it impossible to do anything short of destroying schools schedule and even then we will not have HQT available to remediate only elective teachers. Also the time for the 3-8 tests is overboard. The estimates did not pertain to 40%+ of our students, many of which had to take an entire day to complete on part of a test. I would think we could get same information and results back much sooner so that changes could happen. With no results or results late in summer, some system changes may happen but unlikely nothing at the student level. Staff and students knowing science or EOC are simply participation makes them a waste of time as no effort is applied."

"We are using MAP right now in place of 3-8 assessments because we haven't received results - and won't have complete (growth) results this year. We are completely in the dark with high school. I worry that this survey is not going to be helpful to you."

"We are concerned about the amount of time students spent testing this year, especially the students in grade 10, 5, and 8. The students had a hard time seeing the value in the assessments when they don't get results back. The 10th grade alone spent over 27 hours testing this year."

Additional Comments Regarding State-Mandated Assessments

Comments about the ACT Assessment

- "ACT is a college placement exam, not a school site program improvement tool."
- "Comparison across country."
- "ACT does not meet the needs of most of our population. The work keys assessment would add an additional option for students who do not plan on college."
- "Biggest concern is having every 11th grader take the ACT. It is a college prep and each student is not in that group. That belief system is a huge negative for high schools."

Comments about the CTE Assessments

- "Guidance and counseling is crucial for program success. Principal ownership of CTE programs drives the success at the school level."

Comments about End-of-Course Exams

- "My answers will change once we get consistent results, same as SBAC."
- "EOC is in its infancy stages, therefore we do not know the value for students and schools."
- "Year 2 and no data."
- "Without seeing any of our scores, it is impossible to determine values."
- "EOC Math I and II are terribly designed assessments. They do not measure a basic understanding of standards, but instead an extensive depth of knowledge. It is a test designed for college prep students to pass, not an average or below-average student."
- "Impossible to answer questions since districts have never received any results from EOC exams."
- "Don't have reliable results back yet; my responses will change once I see reliable results."
- "Local semester exams are a duplication of EOC."
- "Flawed beyond belief. I would suggest all 63 legislators take the EOCs and we publish the results."

Comments about English Language Proficiency Exam

- "First year moving on line; training to administrate the assessment will improve."

Comments about the High School Proficiency Exam

- "NHSPE is sunsetting and has not been used or was designed for program development."
- "The concerns reflect if the NHSPE was not sunsetting."

Comments about the Nevada Alternate Assessment

- "NAA has informed staff of when to move a student from this assessment to the SBAC assessments. For the 1% of true NAA students, it has not demonstrated value as the only assessment."
- "A complete waste of time and money."

Comments about the Science Grades 5 & 8 Assessments

- "Science provides information on the NGSS, and as the assessment develops better informed decisions will be made possible."
- "This test has only been for participation without scores."

Comments about the Science Grade 10 Assessment

- "Data comes after instruction; not broken down by teacher."
- "Is this assessment supposed to align to the EOC Science for the cohort 2020?"
- "No data provided."
- "It is the duplication of local semester exams and the future End of Course Science exam."
- "If I can't look at the test, how can I assess the quality?"

Comments about the Smarter Balanced Summative Assessment

- "Haven't had any reliable results yet; once this changes so will my responses."
- "Once scores are deemed valid and reliable, the results will improve."
- "We need reliable results before I can answer these questions accurately."