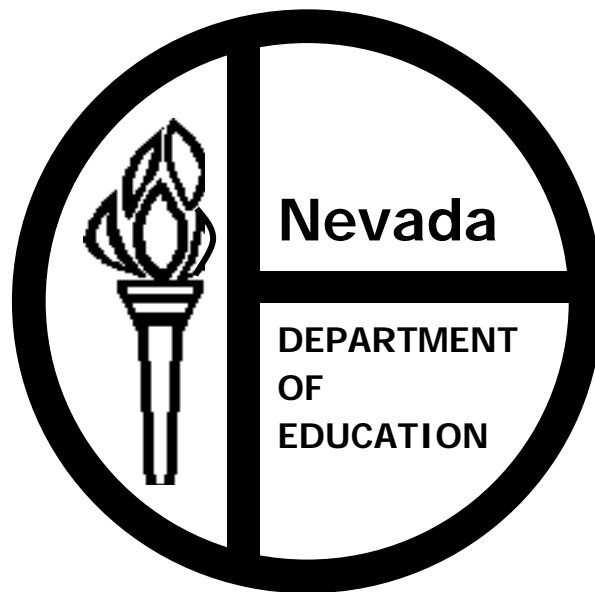


**2008-2009**  
***Nevada Fifth and Eighth Grade***  
***Proficiency Examinations in Writing***  
**TEST COORDINATOR MANUAL**



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## INTRODUCTION AND OVERVIEW

The instructions contained in the *School Test Coordinator's Manual* are a supplement to the *Procedures for the Nevada Proficiency Examination Program 2008-2009*. This manual describes procedures that district test directors and school test coordinators throughout the state must follow before, during, and after administration of the *Nevada Fifth and Eighth Grade Proficiency Examinations in Writing*.

**All district test directors and school test coordinators must be familiar with the information included in *Procedures for the Nevada Proficiency Examination Program 2008-2009*, Overview and Introduction, Test Security, Students with Special Needs, and Writing Grades 5 and 8.**

The information in *Procedures for the Nevada Proficiency Examination Program 2008-2009*, this *Test Coordinator's Manual*, and the *Test Administration Manual* for the *Nevada Fifth and Eighth Grade Proficiency Examinations in Writing* will provide the information necessary to train the classroom test administrators and proctors in each school to administer the fifth and eighth grade writing assessments, according to the policies and procedures mandated by Nevada Revised Statutes (NRS) and the Nevada Administrative Code (NAC). Any additional questions about test administration or test security procedures should be directed to the district test director.

### **School District Personnel Responsible for Testing**

The following school district personnel have direct responsibilities for the administration of the *2008-2009 Nevada Fifth and Eighth Grade Proficiency Examinations in Writing*:

District Test Director

School Test Coordinator

Classroom Test Administrator or Test Administrator

Classroom Test Proctor or Test Proctor

More information on the specific roles and responsibilities for each of these people can be found in the *Procedures for the Nevada Proficiency Examination Program 2008-2009*, Introduction and Overview, Appendix.

## **SCHOOL TEST COORDINATOR'S RESPONSIBILITIES FIFTH AND EIGHTH GRADE WRITING ASSESSMENTS**

The school test coordinator has many responsibilities before, during, and after the scheduled test administrations to guarantee the integrity of the test administration and the testing materials. The school test coordinator may be the principal or a person delegated by the principal to handle the testing responsibilities. In either case, the principal is ultimately responsible for the testing at the school.

### **BEFORE THE TEST:**

- \_\_\_\_\_ Carefully read this *Test Coordinator's Manual* as well as *Procedures for the Nevada Proficiency Examination Program 2008-2009*, *Nevada Fifth and Eighth Grade Proficiency Examinations in Writing Administration Manual 2008-2009*, and any local district directions provided for administering the fifth and eighth grade writing assessments. If you need further direction on the test, contact your local district test director.
- \_\_\_\_\_ Check your district testing schedule for the specific test dates for your district.
- \_\_\_\_\_ Determine the best testing locations for students.
- \_\_\_\_\_ Order test materials following your district's instructions.
- \_\_\_\_\_ Determine the time schedule for administering the test. Follow any local district directions you have been provided. Check to make certain that no fire drills or other special events are planned during the times scheduled for test administration.
- \_\_\_\_\_ Determine how long the testing sessions will be (See suggested guidelines in *Administration Manual*).
- \_\_\_\_\_ Determine when and how make-up examinations will be administered to students who are absent during the time that students are to take the test. Make certain no students test multiple times.
- \_\_\_\_\_ Develop lists of eligible students for testing and have these ready to provide to the classroom test administrators when they give the test.
- \_\_\_\_\_ Provide test schedules to the school personnel who will be involved with testing. Make certain that all school personnel are aware that testing will be occurring during a specific time.
- \_\_\_\_\_ Check with the special education facilitators, ESL testing coordinators, and 504 building officers for any students who need to receive special accommodations. Ensure that procedures for testing these students follow those specified by the Nevada Department of Education and that students with special needs receive the appropriate accommodations as defined in their testing Accommodations Plans, as needed.
- \_\_\_\_\_ Facilitate a process by which answer documents will be correctly coded for Testing Conditions (TC) for **only** those IEP, LEP, or 504 students who have

accommodations specified in their testing Accommodation Plans prior to testing and will use those accommodation(s) or modification(s) during the test.

\_\_\_\_\_ Make certain that procedures are in place to guarantee that hand-bubbled student demographic data will be completed accurately on answer documents. On barcoded answer documents, TC (Test Conditions), DNP (Did Not Participate), and/or SPC CON (Special Conditions) must be hand entered, if applicable.

\_\_\_\_\_ Develop procedures to be used during emergencies such as a student getting sick during testing, unannounced fire drills, and/or moving students from one location to another if time is needed to finish a test beyond the time scheduled. Provisions must be made for maintaining the security of the test materials in all situations.

\_\_\_\_\_ Upon receiving testing materials from the district, **immediately** verify that there are enough prompts and answer documents for all students who need to be tested. If you are short documents, contact your district test director **immediately**.

\_\_\_\_\_ Read the Test Administration Manual for the *2008-2009 Nevada Fifth and Eighth Grade Proficiency Examinations in Writing* to become familiar with the testing script.

\_\_\_\_\_ Provide locked and limited accessibility storage for all secure testing materials before and after testing sessions.

\_\_\_\_\_ Develop and provide the training session for classroom test administrators and proctors following the procedures outlined in *Procedures for the Nevada Proficiency Examination Program 2008-2009, Test Security*, “Training Requirements,” to include procedures for maintaining security of testing materials between testing sessions, dealing with emergencies such as a student getting sick, handling of answer documents, and transfer to another location of students needing more time. Keep copies of the training materials and sign-in logs for attendance.

\_\_\_\_\_ Develop an orderly, documented process for the transfer of secure testing materials each time the testing materials move from one person to another.

\_\_\_\_\_ Distribute only the test administration manuals to the classroom test administrators, so they can become familiar with the testing procedures.

#### **DURING THE TEST:**

\_\_\_\_\_ Provide classroom test administrators with your school and district numbers.

\_\_\_\_\_ Distribute secure test materials on the testing day using your orderly, documented process for transferring secure testing materials to classroom test administrators.

\_\_\_\_\_ Monitor test administration. Make certain that all classroom test administrators understand they may give no help to students during or between the testing sessions. They must also keep all test materials secure between testing sessions.

\_\_\_\_\_ Collect the secure test materials no later than the end of the testing day, again using your documenting process for transfer of secure testing materials from the classroom test administrators. Verify that ALL test materials have been received.

\_\_\_\_\_ Collect all writing prompts and prewriting, rough drafts, and any scratch paper from the testing session. Keep these materials secure until scores are returned to the schools.

**AFTER THE TEST:**

\_\_\_\_\_ Provide make-up opportunities for students as specified in *Procedures for the Nevada Proficiency Examination Program 2008-2009, Writing Grades 5 and 8* Tab and this manual. Make certain that no student tests twice.

\_\_\_\_\_ Review and check answer document demographic data for completeness and accuracy.

\_\_\_\_\_ Check to make sure that complete IEPs and 504s accompany any student documents when student has taken the writing assessment using an Alternate Response Mode. These are submitted under the Header Sheet for Special Handling.

\_\_\_\_\_ Make certain that duplicate documents are not submitted for any student.

\_\_\_\_\_ Do Not submit answer documents as DNP for students who have withdrawn from your school.

\_\_\_\_\_ Prepare answer documents for shipping to the district. Follow the instructions included in Appendix B of this manual as well as any instructions provided by the district test director.

\_\_\_\_\_ Verify that the number of documents being submitted for scoring match the number of students you have enrolled in your school for whatever grade level is being tested.

\_\_\_\_\_ Immediately report any irregularities in test administration or test security to your district test director.

## **SUPPORTING INFORMATION ON POLICIES AND PROCEDURES**

### **Test Administration Dates**

#### **Fifth Grade Writing Assessment**

Students will take the fifth grade writing assessment **January 12-22, 2009**. Districts determine the writing session schedule. However, if two of the three sessions are scheduled on the same day, a **minimum** 30-minute break between sessions is required. All three sessions should NOT be scheduled on one day. If a district or school cannot give the test during the prescribed testing period because of extraordinary circumstances, the district test director must contact the Writing Assessment Consultant at the Department of Education a minimum of 60 days prior to the testing window to request an alternate test schedule and to arrange for use of an alternate prompt.

Because students are given time between writing sessions to allow for consolidation of their ideas in preparation for revision and final editing, the time at which the sessions are administered on the test dates is not critical.

Absent students can make up the test if the make-up can be scheduled before the end of the final week allowed statewide for the 5<sup>th</sup> grade testing, i.e., January 22, 2009. All students who need to make up the entire test must use an alternate prompt. Students who did not complete their tests during the three-day school testing window because of absence may complete the test during the make-up period using the same prompt they began.

#### **Eighth Grade Writing Assessment**

Students will take the eighth grade writing assessment from **February 17-26, 2009**. Schools should schedule the assessment during two consecutive days. However, if both sessions are scheduled on the same day, a **minimum** 30-minute break between sessions is required. If a district or school cannot give the test during the prescribed testing period because of extraordinary circumstances, the district test director must contact the Writing Assessment Consultant at the Department of Education a minimum of 60 days prior to the testing window to request an alternate test schedule and to arrange for use of an alternate prompt.

Absent students can make up the test if the make-up can be scheduled before the end of the final week allowed statewide for the 8<sup>th</sup> grade testing, i.e., February 26, 2009. All students who need to make up the entire test must use an alternate prompt. Students who did not complete their tests during the two day school testing window because of absence may complete the test during the make-up period using the same prompt they began.

## **Fifth Grade Writing Assessment: Time Required for Testing**

- Approximately 15 minutes for demographics and instructions
- Three writing sessions:
  - Session I: prewriting, first draft, revision— approx. 65 minutes
  - Session II: drafting, revision, editing—approx. 50 minutes
  - Session III: revision, editing, final draft, proofreading—approx. 50 minutes

**NOTE: Testing times listed here are approximations only as this test is not intended to be a timed test. Schools may allot the amount of time that they determine for any given section of the test. It is highly recommended that no time period be less than the amount of time listed for each testing session. Any student who is working productively at the end of a scheduled session must be allowed to continue working in a test-conducive environment until completion of that portion of the testing, or additional time can be provided at the end of the final session for completing the test. Whichever way schools choose, students must be given the time they need to complete the test in a test-conducive environment if they are working productively.**

If students who need more time must move to another location in the school, the school test coordinator must develop a procedure that maintains the security of the test materials, does not allow students to receive any assistance with the test, and does not provide an opportunity for student interaction.

## **Eighth Grade Writing Assessment: Time Required for Testing**

- Approximately 15 minutes for demographics and instructions
- Two writing sessions:
  - Session I: prewriting, first draft, revision—approx. 35 minutes
  - Session II: revision, editing, final draft, proofreading—approx. 35 minutes

**NOTE: It is very strongly recommended that all students in a specific school begin the testing process at the same time and early in the day to give students equal and ample opportunity to complete the test. Waiting to begin a test until the last hours of a day does not afford those students who need additional time to get that time.**

**Testing times listed here are approximations only as this test is not intended to be a timed test. Schools may allot the amount of time that they determine for any given section of the test. It is highly recommended that no time period be less than the amount of time listed for each testing session. Any student who is working productively at the end of a scheduled session must be allowed to continue working in a test-conducive environment until completion of that portion of the testing, or additional time can be provided at the end of the final session for completing the test. Whichever way schools choose, students must be given the time they need to complete the test in a test-conducive environment if they are working productively.**

If students who need more time must move to another location in the school, the school test coordinator must develop a procedure that maintains the security of the test

materials, does not allow students to receive any assistance with the test, and does not provide an opportunity for student interaction.

### **Who Tests**

All fifth and eighth grade students who are enrolled in public schools, including charter schools, are required to take the writing assessment. Students with disabilities and students classified as having limited English proficiency (LEP) must also participate.

If necessary, based on a student's IEP testing Accommodation Plan, Section 504 testing Accommodation Plan, or LEP testing Accommodation Plan, students can receive accommodations that provide access and opportunity to demonstrate achievement. Further information on IEP, Section 504, and LEP students can be found in the Accommodations for Students with Special Needs section of this document.

### **Test Security Training**

The school test coordinator is responsible for planning and implementing the training session for all individuals involved in the administration of the *Nevada Fifth and Eighth Grade Proficiency Examinations in Writing*, including classroom test administrators and classroom proctors, to review the instructions for test administration, test security, and individual responsibilities, such as distributing and collecting materials, assisting students in marking the demographic information on the answer documents, and monitoring to make certain that each student is working independently.

Detailed information on the required training procedures can be found in *Procedures for the Nevada Proficiency Examination Program 2008-2009*, Test Security, "Training Requirements."

### **Coding of Answer Documents**

The principal of each school required to participate in a state-mandated examination is responsible for making certain that coding of answer documents is done accurately. This responsibility is often delegated to the school test coordinator. Because participation rates of students are used to determine AYP, schools must submit an answer document for every student enrolled at the tested grade level during the administration of the *Nevada Fifth and Eighth Grade Proficiency Examinations in Writing* whether that student actually tests or not. For further information on participation rates and use of test scores for AYP purposes, refer to *Procedures for the Nevada Proficiency Examination Program*, Introduction and Overview, "School Accountability and AYP."

Most students taking the *Nevada Fifth and Eighth Grade Proficiency Examinations in Writing* will be using a barcoded answer document. The TC (Testing Conditions), DNP (Did Not Participate), and SPC CON (Special Conditions) fields will have to be hand-bubbled on these answer documents, only if applicable. Most students will have nothing marked in these three fields. Refer to Appendix A at the end of this manual for additional information.

Barcode information for the answer documents will be extracted from the State Student Information System approximately one month prior to the scheduled test administration. This information must be checked by district and/or school level personnel, and any

changes in student demographic information must be updated in the district's student information system. The district test director will provide information on this process.

If a student has a change in demographic information, the student will still use the original barcoded answer document **unless** the school code on the answer document is incorrect. If the school code is inaccurate, then a new answer document must be accurately and completely hand-bubbled with all of the information. If any other information is incorrect, it is not necessary to hand-bubble a new answer document. ***However, it is essential that the information be updated in the district's student information system as quickly as possible.***

An answer document must be completed and submitted for students who do not have a barcoded answer document, whether the student tests or not. The school and district code numbers can be easily referenced in the *Procedures for the Nevada Proficiency Examination Program 2008-2009, Introduction and Overview*.

If a student is absent or does not test for any other reason, then the answer document whether barcoded or hand-bubbled, must be coded appropriately using the DNP (Did Not Participate) code.

If a student begins the writing but does not complete it, do not submit his or her answer document as DNP. The work that they did complete (e.g., prewriting and/or rough draft) should be paper-clipped to the inside of the answer document and submitted under the header sheet for Incomplete. These students will then be counted as participating in the assessment, but their papers will not be scored.

### **Students must not hand-bubble barcoded documents.**

Destroy barcoded answer documents for students no longer enrolled at your school.

School test coordinators must verify that the enrollment count matches the number of answer documents being submitted for scoring. Procedures must be in place to guarantee that a student does not take the test twice or that the school does not submit two answer documents for the same student for any reason. NRS 389.017 mandates that the superintendent of schools of each school district and the governing body of each charter school shall certify that the number of pupils who took the examination is equal to the number of pupils who are required to take the examination and who are enrolled in each school in the district or in the charter school.

Significant errors in coding or in identifying students in the district's student information system may be treated as irregularities in test administration and must be reported to the Test Security Coordinator at the Nevada Department of Education.

### **Scheduling at the School Level**

School test coordinators usually provide the school's schedule for the testing and assign school personnel who will actually administer the test. **It is very strongly recommended that all 8<sup>th</sup> grade students in a specific school begin the testing process at the same time and early in the day to give students equal and ample**

**opportunity to complete the test. Waiting to begin a test until the last hours of a day does not afford those students who need additional time to get that time.**

The examination should be administered by one person, the classroom test administrator, in each testing room with the help of as many classroom proctors as necessary. There should be at least one proctor in addition to the individual administering the test in each testing room. If the test is being administered in large groups, at least one proctor should be provided for every group of 30 students.

### **Testing Environment**

School test coordinators are involved in making certain that an optimum testing environment is provided for each student taking the test. The policy developed in conjunction with district test directors provides specific directions on what can be displayed on walls and desks, and other information that clearly defines for classroom test administrators what students can and cannot use during the test. See *Procedures for the Nevada Proficiency Examination Program 2008-2009*, Test Security, “Appendix” in “An Appropriate Testing Environment.”

Because testing environments can affect students’ scores, the following guidelines are provided for planning favorable testing conditions.

***Size of Testing Sessions:*** Districts may decide the size of testing sessions, but smaller testing sessions (approximately 30 students) provide better testing conditions.

***The Room:*** A room that is free from distractions and has adequate light, ventilation, and heating or air conditioning provides the most supportive conditions for students.

***Seating:*** Seating must be arranged to minimize the possibility of students communicating with each other either verbally or visually. Each student should be provided with ample blank, lined or unlined scratch paper, an answer document, and workspace on which to write.

***Devices Not Allowed:*** Students are not to wear headphones while taking the writing test, nor are they allowed to have pagers, cell phones, PDAs, or any other electronic device on the desk or accessible during or after testing as these provide possible means that students might use to receive help on the test.

***Materials on Walls:*** Posters or other materials that provide specific guidance to students taking a state writing assessment (e.g., graphic organizers, annotated samples of essays or paragraphs, or sample introductory and concluding techniques) must be removed or covered with blank, opaque material. The original, unmodified analytic and holistic scoring guides developed by NDE for the writing assessment and word walls or word lists without definitions, visual aids, labels, or color coding, may be displayed on the walls during the writing assessment. These may **not** be modified for wall display or individual copies provided to students for use during the test.

***Materials on Desks:*** Student desk/table tops must be cleared of any material not specified in the test administration manual. Material that is affixed to desk tops must be covered with blank, opaque material.

## **Procedures for Administering the Fifth and Eighth Grade Writing Examinations**

Specific instructions for administering the Fifth and Eighth Grade Writing Proficiency Examinations are included in the *2008-2009 Nevada Fifth and Eighth Grade Proficiency Examinations in Writing Administration Manual* and must be followed exactly.

The administration manuals are not considered secure documents and may be distributed to classroom test administrators prior to the date of the test administration so that the classroom test administrators can familiarize themselves with the test instructions.

The following information must be communicated to classroom test administrators and/or proctors during the training sessions that precede each test administration:

***Helping Students:*** The classroom test administrator and proctors must maintain an impartial and professional attitude. In no case may students be given help with the test. However, testing procedures should be made clear. Any questions about procedures for completing the test or correcting answer documents should be answered by repeating or paraphrasing the appropriate section of the instructions. If a student should ask a question about the test content or the choice of a response, useful and permissible replies include: “Follow the instructions that you were given” and “Do your best.” Additionally, classroom test administrators and proctors must not provide students with any feedback on their rough drafts or any other portion of the examination.

***Monitoring Students:*** Classroom test administrators and classroom test proctors must circulate throughout the testing area while students are testing to make certain that students are completing the test as directed. Students must never be left alone with test materials.

Students are not allowed to talk with each other about the test(s) and must not be allowed the opportunity to discuss them with anyone.

Students are not allowed to take their prewriting and/or rough drafts home and work on them between testing sessions. Additionally, students are not allowed to bring anything into the testing session that they worked on at home.

***Cheating:*** Any instances of cheating should be handled in the least disruptive manner consistent with district and school policies. Answer documents for students who cheat must be submitted as invalidated tests. Students who cheat will receive a failing score and be placed in the lowest achievement level. All instances of cheating require submission of a Report of Test Irregularity.

***Students Who Finish Early:*** Students may bring books or other reading materials to occupy their time if they finish early. These materials must not be on students’ desks while they are taking the tests.

***Security of Test Materials:*** Classroom test administrators and/or classroom test proctors are responsible for checking to make certain that all testing materials have been collected from every student before allowing anyone to leave the room at the end of the testing

period. Classroom test administrators must keep all testing materials in a secure place between testing sessions.

### **Accommodations for Students with Special Needs**

Accommodations are available for IEP, LEP, and/or 504 students who have testing Accommodation Plans. For information on testing students with special needs, please see *Procedures for the Nevada Proficiency Examination Program 2008-2009*, Students with Special Needs.

The school test coordinator must make certain that all students with special needs receive the appropriate accommodations, as indicated in Testing Accommodation Plans and documented in IEPs, LEPs, and 504s.

Remember that if a student completes his or her writing using an Alternate Response Mode a complete copy of the IEP or 504 must accompany the answer document demonstrating the need for this accommodation.

Additionally, the school test coordinator, the special education facilitator, ESL specialist, and 504 building officer should facilitate a process by which answer documents are accurately coded for Testing Conditions (TC) for students who have been identified as IEP, LEP, or 504 and have a testing Accommodation Plan.

### **Assistance for Students**

Students are to receive **no help** of any kind during the administration of the writing test beyond making certain that they understand general test directions. School officials who participate in any inappropriate assistance to students can face severe consequences, including suspension or revocation of teaching licenses. The administration manual for the *2008-2009 Nevada Fifth and Eighth Grade Proficiency Examinations in Writing* contains additional instructions that must be followed by all school personnel and any others who assist with administration of the tests. All test security and test administration procedures must be strictly adhered to.

- Posters or other materials that provide specific guidance to students taking a state writing assessment (e.g., graphic organizers, annotated samples of essays, or paragraphs, or sample introductory and concluding techniques) must be removed or covered with blank, opaque material.
- Assistance from a test administrator, proctor, aide, other adults, or other students is strictly prohibited beyond making certain that students understand the instructions for the test.
- Student desk/table tops must be cleared of any material not specified in the test administration manual. Material that is affixed to desk tops must be covered with blank, opaque material.
- Students may not have access to personal materials during testing.
- Highlighters or colored pencils and pens are permitted for students who are accustomed to using them during daily classroom instruction. They are for revising and editing **only**, and these items must be on student desks at the

beginning of the testing session. ONLY No. 2 pencils must be used on the answer documents.

- Use of any other reference material except for regular English dictionaries is not allowed during administration of the test. Bilingual dictionaries with word-to-word translations are only for LEP students approved to receive this accommodation and used previously as part of regular instruction.
- Prior to and during testing, a classroom test administrator must follow the script provided in the test administration manual and cannot give additional assistance or direct the students' attention to any materials in the room for the purpose of enhancing test performance.
- Only blank, lined or unlined, scratch paper may be provided to students taking the *Nevada Fifth and Eighth Grade Proficiency Examinations in Writing*.

**The following may be displayed during assessments, but individual copies may not be provided to students for use during the test:**

- Analytic and holistic scoring guides provided by the NDE
- Word walls or word lists without definitions, visual aids, or labels including color coding

**Materials provided by the NDE may not be paraphrased or modified.**

### **Invalidation of Test Scores**

Instances of cheating on state-mandated assessments will require invalidation. Answer documents may also need to be invalidated if a test administration or a test security irregularity occurs that affects the validity of student scores.

All instances of invalidation require that a Report of Test Irregularity be filed with the Nevada Department of Education. Regardless of the reason for the invalidation; however, the **answer document for the *Nevada Fifth and Eighth Grade Proficiency Examinations in Writing* must be submitted to the Nevada Department of Education with the other writing tests** for inclusion in district and school reports.

Students with invalidated scores resulting from a test administration or test security irregularity will be counted as participating in the assessment, but they will be counted as non-proficient for AYP purposes.

Answer documents for absent students must never be invalidated.

To indicate that answer documents for the *Nevada Fifth and Eighth Grade Proficiency Examinations in Writing* have been invalidated, the following procedure must be used:

Separate the invalidated tests from the other answer documents and return them to the Nevada Department of Education under a separate header sheet. See Appendix B on Shipping Instructions for complete directions on submitting invalidated student responses for the writing test.

## **Make-up Tests**

Students who are absent during the scheduled test days at the school may make up the test if the make-up can be completed before the end of the state's testing window: January 22<sup>th</sup> for fifth grade and February 26<sup>th</sup> for eighth grade.

Students who began with their classmates during the school's testing window but who were absent and did not complete it during that testing window may complete their tests using the prompt they began with.

Students who were absent during the **entire** school's testing window (three days for 5<sup>th</sup>; two days for 8<sup>th</sup>) may take the test. They must, however, use the alternate prompt. All test security procedures must be adhered to during any make-up testing session.

## **Ordering Test Materials**

The district test director is responsible for ordering test materials from the Nevada Department of Education. School test coordinators are to follow the procedures established by the district test director for ordering the needed materials from the district prior to the test administration.

## **Return of Test Materials**

All answer documents must be returned to the district test director who will in turn send them to the Nevada Department of Education for scoring.

School test coordinators are to follow all instructions that the district test director has issued for the return of answer documents to the district's testing office.

There are, however, specific instructions that all school test coordinators must follow to guarantee that information on answer documents is complete and accurate. For hand-bubbled answer documents, all information blocks on ALL pages of the answer document must be completed. See Appendix B for instructions for returning answer documents to the district test director.

It is also the school test coordinator's responsibility to verify that one and only one answer document has been submitted for each student testing. This includes verifying that the number of answer documents submitted for scoring for students in the tested grade level during the test administration equals the number of students enrolled in the tested grade level at that time. More specific information on verifying enrollment counts can be found in *Procedures for the Nevada Proficiency Examination Program 2008-2009, Writing Grades 5 & 8*, "Who Tests."

## APPENDIX A

### Coding Terms and Definitions Used on Answer Documents in NPEP Assessments

This appendix provides definitions to assist school and district personnel in coding answer documents correctly. Each administration manual for the individual tests in the NPEP has specific instructions for completing each section on the answer documents. To minimize confusion all answer documents have been standardized so that information is collected in the same way on each answer document.

*The Fifth and Eighth Grade Proficiency Examinations in Writing* will use barcoded answer documents for the majority of the students who are required to test. Prior to receipt of the answer documents, school personnel must verify student demographic information as directed by the district test director. The fields of TC (Testing Conditions), DNP (Did Not Participate), and SPC CON (Special Conditions) must be hand-bubbled on the barcoded answer document, if applicable. These fields should not be filled in by the student taking the test.

The barcoded answer documents will have the school's three digit number and the school name printed on them. If the school code in the preprinted information on the answer document is inaccurate, then a new answer document must be accurately and completely hand-bubbled. If any other information is incorrect, it is not necessary to hand-bubble a new answer document. However, it is essential that the information be updated in the district's student information system as quickly as possible.

An answer document for all students without a barcoded answer document must be completely and accurately hand-bubbled.

#### **NAMES:**

The student's legal first and last names along with the middle initial must be used on the answer document. No nicknames or shortened versions of the legal name may be used. There should also be no punctuation such as hyphens or apostrophes used in the name fields. For example, if a student's last name is "O'CONNOR", bubble "OCONNOR" on the answer document. If a student's last name is "SMITH-JONES," then "SMITHJONES" will be bubbled on the answer document.

#### **RACE/ETHNICITY:**

The instructions require that only ONE group be selected. If the student completes this section and could be considered a member of two or more groups, the student should be instructed to choose the group with which she/he most closely identifies.

Code	Race/Ethnicity
I	American Indian/Alaskan Native
A	Asian/Pacific Islander
H	Hispanic
B	Black, not of Hispanic origin
C	White, not of Hispanic origin

**TESTING CONDITIONS:**

This section applies **only** to a student with an IEP, a student receiving services under Section 504, or a student identified as Limited English Proficient (LEP) and **only** if the student has a testing Accommodation Plan and used accommodations on the test. See *Procedures for the Nevada Proficiency Examination Program 2008-2009, Students with Special Needs*.

Code	Testing Condition
R	Regular Conditions
A	Accommodations (available only to IEP, 504, LEP students)
M	Modifications (available only to IEP students)

**YEARS IN SCHOOL:**

Code	Years in School
0	Student who enrolled in the school after count day or student who initially enrolled before count day but who has not been continuously enrolled from and including count day.
1	Student continuously enrolled in the school from and including count day or before.

**YEARS IN DISTRICT:**

Code	Years in District
0	Student who enrolled in the district after count day or student who initially enrolled before count day but who has not been continuously enrolled since count day.
1	Student continuously enrolled in the district from and including count day or before.

**PROGRAMS:**

Program	Description
IEP	A student who is identified as having a disability under the Individuals with Disabilities Education Act (IDEA) and is receiving special education and/or related services in accordance with a current Individualized Education Program (IEP). Gifted and Talented students are not included here.
Former IEP	A student who was previously identified as a student with a disability under the Individuals with Disabilities Education Act (IDEA) and has exited all special education and/or related services by (1) eligibility team determining that the student no longer meets eligibility, (2) eligibility team determining that the student no longer requires special education and/or related services, and (3) the student does not have a current Individualized Educational Program (IEP). A former IEP student score is counted as an IEP student for two year after exiting special education programming in accordance with the above.
○ Exit ≤ 2 yrs	A former IEP student who has been exited from the IEP program less than or equal to 2 years.
○ Exit > 2 yrs	A former IEP student who has been exited from the IEP program greater than 2 years.
504	A student who is protected from discrimination under Section 504 of the Rehabilitation Act of 1973 and who is receiving services in

	accordance with an accommodation plan.
LEP	A student who has been identified as such through a home language survey and an initial proficiency assessment and has not exited the ESL program.
Former LEP	A student who has exited the ESL program by (1) achieving an overall “proficient” (level 5) score on the English Language Proficiency Assessment (ELPA), (2) achieving a level 4 or 5 on each of the subsections of listening, reading, writing, and comprehension, and (3) achieving “approaching standards” on the AYP assessment. A Former LEP student score is counted as an LEP student for two years after exiting the program.
○ Exit ≤ 1 yr	A former LEP student who has been exited from the LEP program less than or equal to one year.
○ Exit > 1 yr & ≤ 2 yrs	A former LEP student who has been exited from the LEP program more than one year but less than or equal to two years—in second year after exiting.
○ Exit > 2 yrs	A former LEP student who has been exited from the LEP program for more than two years.
Immigrant	An individual (ages 3-21) enrolled in a school who was not born in the United States and who has not been attending school in the United States for more than three (3) full academic years (academic year-count day to testing day).
F/RL	A student who qualifies for the Free or Reduced Lunch Program.
MG	A migrant student who has an approved Certificate of Eligibility on file with the Nevada Department of Education.
Title I Target	A student who has been identified for services in a school receiving <b>Title I Targeted Assistance</b> funding. Note: In Nevada, most Title I students are enrolled in school-wide programs and are <b>not</b> included in this category.
G/T	A student who has been identified as Gifted and/or Talented according to district definition. This code is for district/school use only.

**DID NOT PARTICIPATE (DNP):**

Code	Reason for Non-participation
A	<b>Absent:</b> Student currently enrolled but absent during test administration.
O	<b>Other:</b> Student currently enrolled but did not participate for some other reason.

**SPECIAL CONSIDERATIONS:**

Code	Category
S	<b>NASAA:</b> Student participated in the state’s alternate assessment (NASAA).
B	<b>Braille:</b> Student used a Braille form of the assessment.
N	<b>New in Country:</b> An immigrant student identified as LEP who is enrolled in a U.S. school for the first time during the current academic year.

## APPENDIX B

### **Instructions for Return of Answer Documents for Fifth and Eighth Grades Proficiency Examinations in Writing to the Department of Education**

#### **Preparing Writing Assessment Answer Documents for Shipping**

**Make certain that only the new 2008-2009 answer documents (pumpkin) have been used. Destroy the old answer documents for the Nevada Proficiency Examination in Writing.** On hand-bubbled answer documents, all information blocks on each sheet of the answer document must be complete and accurate. The demographic sections of the answer document identify the student as well as the district and school that will receive the reports.

At the elementary and middle or junior high school levels, an answer document must be submitted for each student enrolled in the tested grade level whether the student actually tests or not.

#### **General Instructions for Submitting Writing Forms**

All parts of the answer document must be returned to the Nevada Department of Education. Only those answer documents with writing on them will be scored with the exception of those from IEP students using an alternate response mode. All answer documents, including those for students who did not participate, must be returned with documents to be scored. Use only new answer documents as old forms cannot be processed through the scoring or scanning program.

#### **Grades 5 and 8 Writing Assessments**

- **Do NOT separate the two halves of the answer document before shipping.**
- **Do submit answer documents for students who begin the writing test; i.e., complete either the prewriting and/or rough draft during the first and/or second sessions but are absent for the final session and the remainder of the state's test window; i.e., they do not have even one word on the writing page of the answer document.** The student's prewriting work and/or rough draft must be paper-clipped to the inside of the answer document with the student's name and answer document number written on it. These answer documents should be separated from the other answer documents and submitted with a separate Grade/Category Header Sheet for Fifth and Eighth Grade Writing Assessments with the box for "Incomplete" marked.
- **Only use paper clips to attach student work to the answer documents. No glue, tape, or staples.**
- **Do submit answer documents** for each student who is absent and did not take the test. Fill out a Grade/Category Header Sheet marking that students "Did Not Participate." Do not submit a DNP document for students who are W/D from your school.
- **Do submit an answer document for every student who was tested or will test using the NASAA. Include these answer documents in the "Did Not Participate" group.**
- **Do submit answer documents** for students who tested using an **Alternate Response Mode** (e.g., typed, Braille, or a separate sheet of paper) or any other test documents that need special handling in an envelope marked "Special Handling." Mark the number of Special Handling papers in the box for Special Handling on the Grade/Category Header Sheet. Include the envelope with the rest of the answer documents being submitted for

scoring. **Additionally, a complete IEP and 504 that documents the need for this accommodation must be paper clipped to the Alternate Response Mode submitted with the answer document.**

- **Do submit answer documents** for any student whose test has been invalidated because of cheating or because of a test irregularity that impairs the validity of the score. Fill out a Grade/Category Header Sheet and mark “Invalidated Scores” for these papers.
- **Do fill out a Grade/Category Header Sheet for each category of answer document, as needed:** Regular Topic, Alternate Topic, Incomplete, Did Not Participate, Special Handling, and Invalidated Scores.
- **Make certain that your count for each of the categories is accurate and totals the number of students who should have taken the test.**

### **Replacing Damaged or Incorrect Answer Documents**

The two halves of an answer document are numbered so that the computer can identify and match them after they are separated during the scoring process. It is essential that the form numbers on pages two and four of the answer document match. If one of these sheets is damaged and must be replaced, both sheets must be replaced. Examples: If the writing section of an answer document is damaged so that a new form must be used for this test, the demographic part of the new answer document must also be completed and submitted; if the demographic section of an answer sheet is damaged, all responses, including the writing samples, must be copied to a new form before submitting the documents for scoring. The student must transfer the writing from one answer document to another. The original test must be paper-clipped to the newly copied answer document and a note attached explaining what has happened.

If an old answer document was mistakenly used, the same procedure outlined in the previous paragraph must be followed so that all information on both pages of the answer document is transferred to a new answer document.

If a student has had a change in demographic information (e.g., Programs), the student will still use the original barcoded answer document unless the school code on the answer document is incorrect. If the school code in the preprinted information is inaccurate, then a new answer document must be hand-bubbled with all of the information filled in accurately and completely. If any other information is incorrect, it is not necessary to hand-bubble a new answer document. *However, it is essential that the information be updated in the district’s student information system as quickly as possible.*

**Do not** attempt to make corrections on the barcoded document. The scanner will read the barcode, TC, DNP, and SPC CON only. It is important that the three fields listed are bubbled, if applicable.

### **Batching at the School Level**

Following these instructions will guarantee that scores are returned in a timely and accurate manner. School personnel are the key to success, and attention to detail at the school level can avert many potential problems. A lost or improperly packaged answer document is very serious.

- Use copies of the forms that are provided in this Appendix for returning answer documents to the Nevada Department of Education. **Do not create different forms.**

- Using the required roster of students who took the writing assessments or proficiency examinations,<sup>1</sup> please prepare the answer documents for shipping to ensure that the number of documents packed for shipping agrees with the number of documents for students who tested. The person preparing the package should print his/her name as well as initial the count on the Grade/Category and School Header Sheets. This is the person the district test director will contact if the count upon receipt of the documents either at the district or state level does not agree with the count indicated on the School Header Sheet.
- A check should also be made to determine that the number of answer documents being submitted is equal to the number of students who are enrolled and need to be tested.
- After being checked for correct entry of the appropriate “Testing Conditions” codes, papers for special education students should be batched with those for regular students in the appropriate grade level unless the students used an alternate response mode (typing, Braille, or separate paper). See instructions in the next bullet.
- Student answer documents using an alternate mode of response (computer typing, Braille, or separate paper) should be placed in a separate envelope and marked “Special Handling.” Mark the number of Special Handling papers in the box for Special Handling on the Grade/Category Header Sheet. They should then be placed in the same box as the other papers being submitted.
- Remember to check to see that students using an alternate mode of response have IEPs, LEP, and 504 plans accompanying their testing documents.

### **Batching the 5<sup>th</sup> and 8<sup>th</sup> Grade Writing Proficiency Examinations at the School Level**

Schools may make photocopies of students’ writing samples and retain them for instructional purposes. However, students’ prewriting, rough drafts, photocopies of the answer documents, and the Student Instruction Sheets must be held in secure storage until scores are returned to the school.

1. Ensure that classroom test administrators have conducted the edit checks so that all portions of the answer documents have been completed as directed in the *2008-2009 Nevada Fifth and Eighth Grade Proficiency Examinations in Writing Test Administration Manual*.
2. DO NOT SEPARATE THE TWO PARTS OF THE ANSWER DOCUMENT. If the answer document has been separated, the test may not be scored. Refer to the previous section on replacing a separated document.
3. Separate the answer documents into six categories:
  - Regular Topic
  - Alternate Topic
  - Incomplete Tests
  - Did Not Participate
  - Invalidated Scores
  - Special Handling

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<sup>1</sup> This roster is required by AB 214, passed by the 2002 Legislature, and is essential in accounting for all testing materials before they are returned. The roster may be a sign-up sheet that indicates the student’s name and the test(s) to be taken or a preprinted roster where students can initial by their names and verify the number(s) of the test booklet(s) received, when appropriate.

4. Make sure that IEP, LEP, and/or 504 Testing Accommodation Plans and complete IEPs, LEPS, and/504s accompany any student responses where students completed the writing test using an alternate mode of response.
5. Complete a “5<sup>th</sup> and 8<sup>th</sup> Grade Writing Assessment Grade/Category Header Sheet” for each category.
6. Complete the School Header Sheet and place it on top of the answer documents that are stacked by grade for the school.
7. Pack and return the answer documents to the school district office, as directed by your district test director. After completing the steps listed above, private, exempt, and other non-district affiliated schools should return answer documents to the Nevada Department of Education, Office of Assessment, Program Accountability, and Curriculum.

**Batching at the District Level**

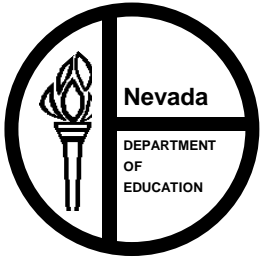
1. For the 5<sup>th</sup> and 8<sup>th</sup> grade writing assessments, check to make certain that the demographic pages **have not been** separated from the writing pages.
2. Batch answer documents by school and ensure that the appropriate Grade/Category and School Header sheets are used to separate different types of tests and grades. Place the School Header Sheet on top of the documents being submitted from that school.
3. Complete the District Header sheet and place it on top of the stack of documents from the district. Please note that there is a District Header Sheet for the 5<sup>th</sup> and 8<sup>th</sup> Grade Writing Assessments and one for the High School Proficiency Examination in Writing.
4. Place groups of completed answer documents in boxes (or shipping envelopes for smaller numbers of answer documents), keeping all documents in the same school and grade together. If more than one container is needed, mark the containers 1 of 6, 2 of 6, etc.
5. **Tape the boxes (or envelopes) securely and ship to:**

**Nevada Department of Education  
Assessment, Program Accountability, and Curriculum  
Room 107  
700 East Fifth Street  
Carson City, Nevada 89701**

6. Ship by a means that will ensure that the Nevada Department of Education receives your tests as quickly as possible and that provides you with either a receipt (e.g., certified mail, return receipt requested) or a method of tracing the shipment (UPS, Fed-Ex).

Answer documents should be shipped as soon as possible after testing so that the Department will receive them **NOT LATER THAN** the following dates:

<b>Test Date</b>	<b>Deadline for Receipt of Documents</b>
January 12-22, 2009 (5 <sup>th</sup> Grade)	January 30, 2009
February 17-26, 2009 (8 <sup>th</sup> Grade)	March 6, 2009



***Nevada Proficiency Examination Program  
Grade/Category Header Sheet  
Fifth and Eighth Grade Writing Assessments***

**District Name** \_\_\_\_\_ **District #** \_\_\_\_\_ **Date** \_\_\_\_\_

**School Name** \_\_\_\_\_ **School #** \_\_\_\_\_

**THIS FORM MUST BE COMPLETED BY YOUR SCHOOL'S TEST COORDINATOR.**

- Sort answer documents by category – Regular (REG), Alternate (ALT), Incomplete (INC), Did Not Participate (DNP), Invalidated Scores (IS), or Special Handling (SP).
- **Do NOT separate** demographic pages from writing topic pages.
- Fill out a Grade/Category Header Sheet **for each group** as needed. Check **one box** in each area below. You could have as many as 6 separate groups.
- Place this header sheet on top of each group of answer documents described by this sheet after you have completed it.

1. Check **ONE** grade level:

	5 <sup>th</sup> Grade		8 <sup>th</sup> Grade
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2. Check Only **ONE** Category:

	Regular Topic (REG)		Alternate Topic (ALT)
--	------------------------	--	--------------------------

	Incomplete (INC)		Did Not Participate (DNP)		Invalidated Scores (IS)
	Special Handling (SP)				

**ENTER TOTAL NUMBER OF ANSWER DOCUMENTS FOR THIS  
HEADER SHEET: \_\_\_\_\_**

Print full name \_\_\_\_\_



# Nevada Proficiency Examination Program

## School Header Sheet

District Name \_\_\_\_\_ District # \_\_\_\_\_ Date \_\_\_\_\_

School Name \_\_\_\_\_ School # \_\_\_\_\_

**School test coordinators should use this School Header Sheet to total the number of writing answer documents submitted from each school for scoring. Follow all the instructions on this sheet.**

**PUBLIC AND CHARTER SCHOOLS:** Based on the information from the Grade/Category Header Sheets, complete this School Header Sheet; then forward all Header Sheets and writing answer documents to your district office.

**PRIVATE, EXEMPT, AND OTHER NON-DISTRICT-AFFILIATED SCHOOLS:** Based on the information from the Grade/Category Header Sheets, complete this School Header Sheet; then forward all Header Sheets and writing answer documents to be submitted for scoring directly to the Department of Education. Documents **must** be shipped in time to arrive in the Department of Education Assessment Office (Room 107) *by January 30, 2009 for grade 5 and by March 6, 2009 for grade 8.*

### GRADES 5 AND 8:

- Do **not** separate the demographic pages from the writing pages.
- Enter the total number of documents from your school in each category to be submitted for scoring.

**Enter total number of answer documents in the spaces provided below.**

<i>Grade Level</i>	REG	ALT	INC	DNP	IS	SH
<i>Grade 5</i>						
<i>Grade 8</i>						

### GRADES 11, 12, AND ADULT:

- Do **NOT** separate the demographic pages from the writing pages.
- Tally the total number of documents submitted from each test administrator, sorted by grade (11<sup>th</sup> grade, separate from grades 12 and adult) and category— Regular (REG), Alternate (ALT), Did Not Participate (DNP), Invalidated Scores (IS), or Special Handling (SH).
- Enter the total number of documents from your school in each category on this School Header Sheet.

**Enter total number of answer documents in the spaces provided below.**

<i>Grade Level</i>	REG	ALT	DNP	IS	SH
<i>Grade 11</i>					
<i>Grade 12 and Adult</i>					



# Nevada Proficiency Examination Program District Header Sheet

## 5<sup>th</sup> and 8<sup>th</sup> Grade Writing Assessments

District Name \_\_\_\_\_ District # \_\_\_\_\_ Date \_\_\_\_\_

Use this District Header Sheet to submit writing answer documents from your district for scoring. Before packing your district's answer documents, sort them by school. Include the School Header Sheet for each school that indicates the total number of writing answer documents submitted for scoring. Documents must be shipped in time to arrive in the Department of Education Assessment Office (Room 107) *by January 30, 2009 for grade 5 and by March 6, 2009 for grade 8.*

Based on the information from the School Header Sheets, fill out the District Header Sheet:

1. Enter the total number of documents from your district to be submitted for scoring in the space labeled "District Total."
2. Pack the answer documents and Grade/Category Header Sheets from each school. Place the School Header Sheets on top of each school's group of documents.

**DISTRICT TOTAL \_\_\_\_\_ ENTER NUMBER OF ANSWER DOCUMENTS IN THE BOXES PROVIDED BELOW**

<i>School Name</i>	<i>Grade 5</i>						<i>Grade 8</i>					
	<i>Do NOT Separate Answer Documents</i>											
	REG	ALT	INC	DNP	IS	SH	REG	ALT	INC	DNP	IS	SH



## APPENDIX C

### Edit Procedures for Answer Documents

**Check each answer sheet to ensure that:**

- there are no stray pencil marks on the test sheet timing track or in the grid areas to be read by the scanner and no stray pencil marks outside the writing area;
- students have not hand-bubbled demographic data onto preprinted barcoded answer documents;
- all marks on the demographic sheet to be read by the scanner are marked darkly in pencil; and
- all erasures are complete.

Barcoded answer documents for IEP, Section 504, and LEP students should have the Testing Conditions (TC) section on the answer document filled in, only if those students have testing Accommodation Plans and used accommodations or modifications to take the test. Modifications are available only to IEP students.

Students who were absent must have the correct bubble in DNP marked. If a student was marked absent but showed up late and took the test, the DNP bubble must not be marked. The Special Considerations field must be filled in for those students who qualify for one of the designations.

Appropriate school personnel should have filled in the information on the demographic page on hand-bubbled answer documents for ALL students who qualify for one or more of the following programs. A student may belong to one or more of the programs and should have all programs that apply marked.

**Programs: Reference Appendix A for complete coding information for the Programs Block of the demographics page of the answer document.**

**Testing Conditions (TC):** This section should be coded by the school test coordinator, school Special Education Facilitator, ESL Specialist, and/or 504 Building Officer and only for IEP, Section 504, and LEP students, if applicable. If a student takes the test using no accommodations, nothing needs to be bubbled in. This section applies **only** to a student with an IEP, a student receiving services under Section 504, or a student identified as Limited English Proficient (LEP) and **only** if the student has an Accommodation Plan and used accommodations on the test. The M (modifications) applies **only** to a student with an IEP and should be bubbled in **only** if the student used a modification that has been specified on the IEP Testing Accommodation Form. See *Procedures for the Nevada Proficiency Examination Program 2008-2009*, Students with Special Needs for further information. If a student with an IEP, a student with a Section 504 Plan, or a student identified as Limited English Proficient (LEP) does not qualify for the use of accommodations, do not mark anything in this section.

Do not mark anything in this section for student who are not classified as IEP, LEP, or Section 504, and/or do not have testing Accommodation Plans.

Student errors in coding demographic information on the answer sheet may result in delays, inaccurate reports, or omissions in reporting test results and may affect AYP determinations.

**\*\*\*In order to ensure the prompt reporting of the writing assessment results, school-level personnel must check the coding of the following information on all answer documents prior to packing the documents for scoring.**

**CHECKS ON THE DEMOGRAPHIC PAGE:**

1. **First and Last Name Blocks: Required.** Must not be blank or contain unintentional blanks. *Each must be left justified.* Students must use their legal first and last names on the answer documents.  
**Middle Initial:** Coded in last column of name block.
2. **District Number and School Number: Required.** Numbers are included in *Procedures for the Nevada Proficiency Examination Program 2008-2009, Overview and Introduction, "Appendix"* and must be coded correctly if results are to be reported to the correct school and district. **Please check carefully.**
3. **Student Number: Required.** District or local student ID must number be entered here and **left justified with no leading zeros.**
5. **Date of Birth: Required.** The birth date is used to distinguish students with identical names in alphabetical state roster report.
6. **Gender:** One choice only.
7. **Grade: Required.** The Grade field may not be blank, and only one may be selected. Students who do not have this completed with not receive a report of scores.
8. **PROGRAMS and Testing Conditions (TC):** The PROGRAMS section should be filled in only for students who fit into one of these categories. The TESTING CONDITIONS section should be filled in only for IEP, LEP, or 504 students with Accommodation Plans. If nothing is bubbled in this section, the program will default to R for Testing Conditions. More than one bubble may be filled in for Program. Only one Testing Condition will apply.
9. **Years in District (YID) and Years in School (YIS):** Only one possibility may be coded.
10. **Ethnicity:** One choice only.

**CHECKS ON THE BACK OF THE WRITING TEST PAGE:**

Check to make certain that this information has been filled in completely and accurately. Often a school and/or district and student can only be identified by the completion of this section. Please ensure that no school as affixed a preprinted "peel and stick" label on the document.

## APPENDIX D

### NEVADA STATE WRITING PROFICIENCY EXAMINATION

#### ANALYTIC SCORING GUIDE\*

#### IDEAS AND CONTENT (DEVELOPMENT)

**5:** This paper is clear, focused, and interesting. It holds the reader's attention. Relevant anecdotes, details and/or evidence enrich the central theme or story line. Ideas are fresh and engaging.

- The writer seems to be writing from experience and/or knowledge showing insight/creativity.
- The writing has balance; main ideas stand out.
- Supporting, relevant details give the reader important information that he or she could not personally bring to the text.
- The writer works with and shapes ideas, making connections and sharing insights.
- The writer controls and develops the topic in an enlightening way.

**3:** The paper is clear and focused. The topic shows promise, even though development is still limited, sketchy, or general.

- The writer seems to be writing from experience and/or knowledge but has some trouble going from general observations to specifics.
- Ideas are reasonably clear and purposeful, even though they may not be explicit, detailed, expanded, or personalized to show in-depth understanding.
- The writer is developing the topic. Even though it is fairly easy to see where the writer is headed, more information is needed to "fill in the blanks."
- Support is present but doesn't go far enough yet in expanding, clarifying, or adding new insights.
- Themes or main points blend the original and the predictable.

**1:** As yet, the paper has no clear sense of purpose. To extract meaning from the text, the reader must make inferences based on sketchy details. More than one of the following problems is likely to be evident:

- The writer may restate the topic but has not yet begun to develop it in a meaningful way.
- Information is very limited or unclear.
- The text is very repetitious or reads like a collection of random thoughts from which no central theme emerges.
- Everything seems as important as everything else; the reader has a hard time sifting out what's critical.
- The writer lacks a sense of direction.

*\*The Nevada State Department of Education gratefully acknowledges Vicki Spandel, the teachers of Oregon, and the Northwest Regional Educational Laboratory who developed and revised the original trait scoring guides, as well as Nevada teachers who have contributed to the final revisions.*

*Revised 5/01/07*

**NEVADA STATE WRITING PROFICIENCY EXAMINATION  
ANALYTIC SCORING GUIDE\*  
ORGANIZATION**

- 5: The organization enhances and showcases the central idea or thesis. The order or structure is compelling and moves the reader through the text.**
- Organization flows so smoothly the reader hardly thinks about it.
  - An inviting introduction draws the reader in, and a satisfying conclusion leaves the reader with a sense of completion.
  - Details seem to fit where they're placed; sequencing or structure is logical and effective.
  - Transitions are smooth and weave the separate threads of meaning into a cohesive whole.
  - Progression of ideas is very well controlled; the writer delivers needed information at just the right moment and then moves on.
- 3: The organizational structure is strong enough to move the reader from point to point.**
- The organization, despite a few problems, does not interfere with the main point or storyline.
  - The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not leave the reader with a sense of completion.
  - Sequencing or structure is usually logical. It may sometimes be too obvious or create some confusion.
  - Transitions often work well; however, some connections between ideas may be weak or may call for inferences.
  - Progression of ideas is fairly well controlled, although the writer sometimes spurts ahead too quickly or spends too much time on the obvious.
- 1: The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a random, haphazard manner or list, or else there is no identifiable internal structure at all. More than one of the following problems is likely to be evident:**
- Lack of organization makes it hard for the reader to understand the main point or storyline.
  - The writer has not yet drafted a real lead or conclusion.
  - Sequencing of details is limited or nonexistent.
  - Transitions are vague or missing; connections between ideas are confusing or incomplete.
  - Progression of ideas is not controlled; too much time is spent on minor details, or there are hard-to-follow leaps from point to point.

*\*The Nevada State Department of Education gratefully acknowledges Vicki Spandel, the teachers of Oregon, and the Northwest Regional Educational Laboratory who developed and revised the original trait scoring guides, as well as Nevada teachers who have contributed to the final revisions.*

*Revised 5/01/07*

**NEVADA STATE WRITING PROFICIENCY EXAMINATION**  
***ANALYTIC SCORING GUIDE\****

**VOICE**

- 5:** The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved in the text, and the writing is writing to be read.
- The writing is appropriate to purpose and audience.
  - The paper is honest. It has the ring of conviction.
  - The word choice brings the topic to life and clarifies the writer's attitude towards the subject.
  - The writer establishes a strong connection with the reader and clearly convinces the reader of the writer's commitment to the topic.
- 3:** The writer seems sincere, but not genuinely engaged, committed, or involved. The result is earnest, but short of compelling.
- The writer seems aware of an audience but stands at a distance to avoid risk.
  - The writing communicates in an earnest manner and may occasionally interest or move the reader.
  - The word choice reveals the writer's attitude toward the topic in some places but may become general, vague, tentative, or abstract in other places.
  - The writer establishes a connection with the reader and demonstrates some commitment to the topic; however, the writing hides as much of the writer as it reveals.
- 1:** The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. As a result, the writing is flat, lifeless, or mechanical. More than one of the following problems is likely to be evident:
- The writer does not connect with the audience or have a sense of purpose.
  - The writing communicates on a functional level. There is no presence of the writer on the page.
  - The word choice tends to flatten all potential highs and lows of the message.
  - The writer is not yet sufficiently engaged to take risks or make a commitment to the topic.

*\*The Nevada State Department of Education gratefully acknowledges Vicki Spandel, the teachers of Oregon, and the Northwest Regional Educational Laboratory who developed and revised the original trait scoring guides, as well as Nevada teachers who have contributed to the final revisions.*

*Revised 5/01/07*

**NEVADA STATE WRITING PROFICIENCY EXAMINATION**  
***ANALYTIC SCORING GUIDE\****

**CONVENTIONS**

**5:** The writer demonstrates a good grasp of grade appropriate standard writing conventions (grammar, capitalization, punctuation, usage, spelling, sentence structure, paragraphing) and uses them effectively to enhance readability. Errors tend to be so few and minor the reader can easily skim right over them unless specifically searching for them.

- Grammar and usage are correct and contribute to clarity and style.
- Internal punctuation and external punctuation contain few, if any, errors and guide the reader through the text.
- Spelling is almost always correct, even on more difficult words.
- Sentence structures are varied and add to the stylistic effect.
- Capitalization is correct.

**3:** The writer shows reasonable control over a limited range of grade appropriate standard writing conventions. The writer handles some conventions well but may make some errors that do not significantly distract the reader.

- Usage and grammar are almost always correct.
- External punctuation is almost always correct; grade appropriate internal punctuation is present.
- Spelling is usually correct on high frequency words, and some more difficult words may be misspelled.
- Sentences are generally structured correctly and show some variety; an occasional run-on or fragment may be present.
- Capitalization is almost always correct.

**1:** Errors in grade appropriate spelling, punctuation, usage and grammar, capitalization, sentence structure and/or paragraphing repeatedly distract the reader and make the text difficult to read. More than one of the following problems is likely to be evident:

- Errors in grammar and usage are very noticeable and interfere with meaning.
- Punctuation is often missing or incorrect.
- Spelling errors are frequent, even on common words.
- Sentence structure is seriously flawed; run-ons and fragments may impede meaning.
- Capitalization is incorrect or missing.

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*Revised 5/01/07*

*Posted 12/9/08*