

Release of the  
State of the Schools  
Report  
For  
2014-2015



# State of the Schools Report

- Districts are currently reviewing data in secure portal
- Disaggregated data
  - Race/Ethnicity
  - Free and Reduced Lunch
  - English Language Learners
- Adequate Yearly Progress (NCLB)

# SOSR Releases Fall 2015

<b>September 3</b>	Districts receive printed NeSA and NeSA-AA Individual Student Reports.
<b>October 9</b>	District Preview of the October 16 Release (State Board)
<b>October 16</b>	SOSR released to the public with Adequate Yearly Progress (AYP) and Persistently Lowest Achieving Schools (PLAS).
<b>November 20</b>	Graduation/Dropout Rate added to the SOSR

# Transition to College and Career Ready Assessment



# The Six Tenets of AQuESTT





**NeSA**

Math

Remains the same 2015-2016  
Standards currently being  
revised CCR

**NeSA**

Science

Remains the same 2015-2016

**NeSA**

Writing

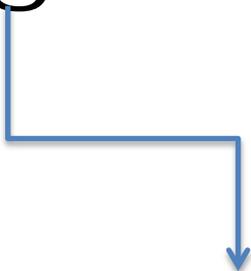
Remains the same 2015-2016



NeSA

Reading

NeSA



English Language Arts

- Matched to revised standards—

**College and Career Ready  
English Language Arts**

# Purpose of NeSA-ELA Item Types

Reading and writing

College and career  
readiness

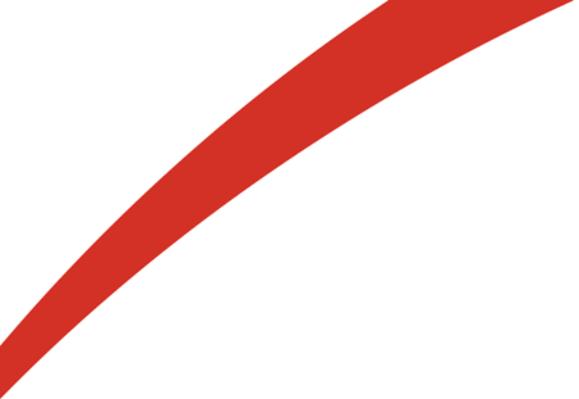
Higher order thinking skills

Closer construct between valuable classroom  
instruction/activities and NeSA testing

Student engagement in assessment

Text  
Complexity

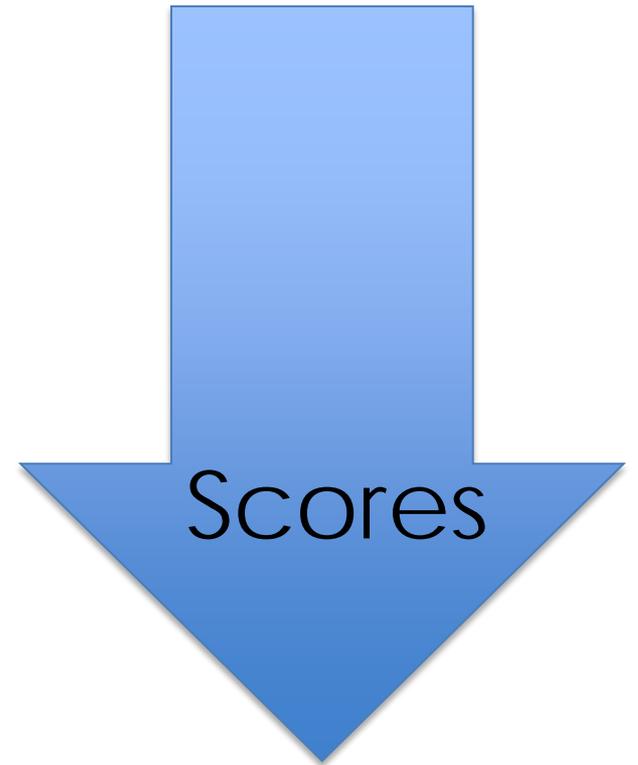
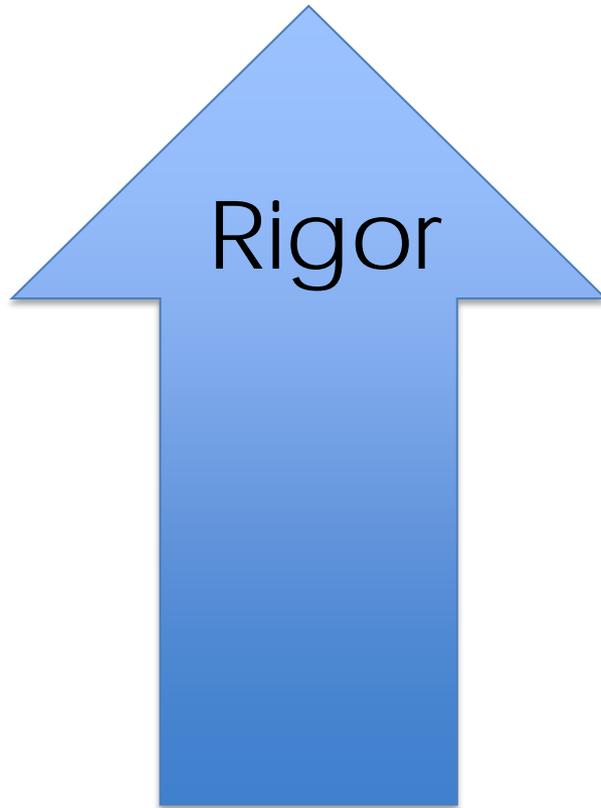
The diagram features a central blue oval labeled 'Text Complexity'. To its left, five blue arrows point towards it, each containing a purpose. From top to bottom, the arrows are: 'Reading and writing', 'College and career readiness', 'Higher order thinking skills', 'Closer construct between valuable classroom instruction/activities and NeSA testing', and 'Student engagement in assessment'. A red diagonal line is visible in the top-left corner of the slide.

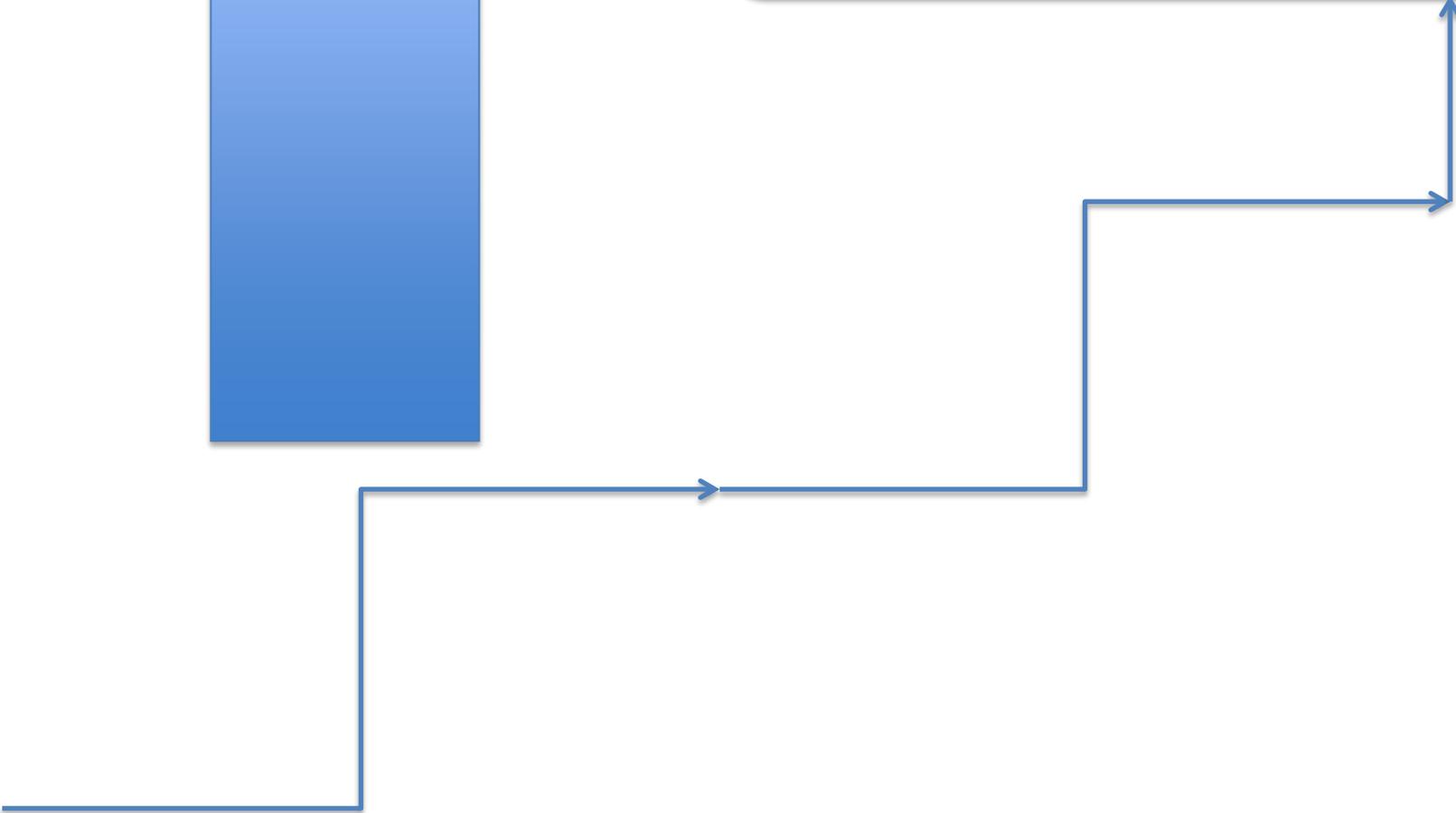


NeSA-ELA  
“College and  
Career Ready”

NeSA-Reading  
“Barely  
Proficient”

# NeSA-English Language Arts







# NeSA-English Language Arts Communication

**Internal Communication**

**Communication with Educators**

**External Communication**

# Communication with Educators

- Presentations
- Regular emails
- Workshops

## NeSA English Language Arts Transition

Scottsbluff- October 8-9

Lincoln- October 12-13

Omaha- October 14-15

West Point- October 19-20

Kearney- October 21-22

## English Language Arts- Text Dependent Analysis

Scottsbluff 8:30-12:30- November 11

Kearney 8:30-12:30- November 12

Norfolk 8:30-12:30- November 13

Lincoln 11:30-3:30- November 16

Omaha 8:30-12:30- November 18

# NeSA-English Language Arts Transition

November 2015

NeSA-ELA Grade-Level Item Samplers  
Available to Districts

December 14, 2015-  
June 30, 2016

NeSA-ELA Practice Test  
Online tools training,  
Guided practice  
New item types; Text Dependent Analysis  
will save.

April 18-May 6, 2016

NeSA-ELA Text Dependent Analysis Pilot  
for Grades 3 and 4

# NeSA-English Language Arts



New Item Types

# Evidence-Based Selected-Response (EBSR)

Respond to informational or literature  
passage  
Two Points

## Part 1

- Analyzes passage
- Chooses single correct answer from four answer choices

## Part 2

- Elicits evidence from passage
- Selects one answer based on response provided in Part 1

# Constructed-Response

*Auto-Scored  
Constructed Response (ASCR)*

*Text-Dependent Analysis (TDA)*

# Auto-Scored Constructed Response (ASCR)

## *Technology-Enhanced Test Questions*

Higher-level thinking skills without use of hand-scored test questions

Drag-and-drop

Hot-spot highlighting

Selection of multiple answers from drop-down menus

# Text-Dependent Analysis Item

Nebraska Demonstration

716902 // Training Student

Question 5



Use the passage and the poem to answer questions 4 and 5.

## Nail Soup

a folktale from Sweden

There was once a man who went plodding his way through a forest. The distance between the houses was so great that he had little hope of finding a shelter before the night set in. But all of a sudden he saw some lights between the trees. He then discovered a cottage, where there was a fire burning on the hearth. How nice it would be to roast one's self before that fire, and to get a bite of something, he thought, and so he dragged himself towards the cottage.

Just then a woman came toward him.

"Good evening, and well met!" said the man.

"Good evening," said the woman. "Where do you come from?"

"South of the sun and east of the moon," said the man, "and now I am on the way home again, for I have been all over the world with the exception of this parish," he said.

"You must be a great traveler, then," said the woman. "What may be your business here?"

"Oh, I want a shelter for the night," he said.

"I thought as much," said the woman, "but you may as well get away from here at once, for my husband is not at home and my place is not an inn," she said.

"My good woman," said the man, "you must not be so cross and hard-hearted, for we are both human beings and should help one another, it is written."

"Help one another?" said the woman. "Did you ever hear such a thing?"

### Writer's Checklist



The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

This is where a student composes an essay after reading the associated passage and poem.

88/5000

Review/End Test

Pause

Flag

Back

Next

# Writer's Checklist



Use the passage and the poem to answer questions 4 and 5.

Writer's Checklist

Na

a folktale

There was once a man who went a distance between the houses was so shelter before the night set in. But all trees. He then discovered a cottage, v How nice it would be to roast one's s something, he thought, and so he dra

Just then a woman came toward h

"Good evening, and well met!" said

"Good evening," said the woman. "

"South of the sun and east of the m way home again, for I have been all c parish," he said.

"You must be a great traveler, then business here?"

"Oh, I want a shelter for the night,"

"I thought as much," said the woma at once, for my husband is not at hom

"My good woman," said the man, " for we are both human beings and sh

"Help one another?" said the w

More Text Below did you ever hear such a thing?

**Writer's Checklist for the Text-Dependent Analysis Question**

PLAN before you write

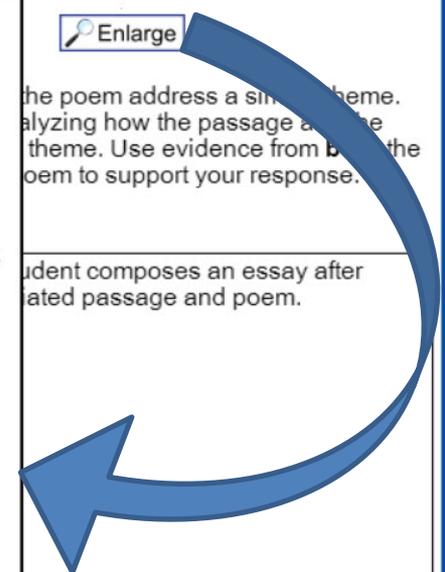
- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

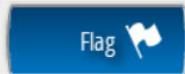
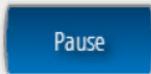
PROOFREAD after you write

- I wrote my final essay in the response box.
- I stayed focused on answering the question.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.



the poem address a single theme. Analyzing how the passage and the theme. Use evidence from both the poem to support your response.

student composes an essay after reading the passage and poem.



# Text-Dependent Analysis (TDA)

**Scored with a rubric**

- Analysis of Text
- Writing Skills



# NeSA-English Language Arts



ELA Transition Plan

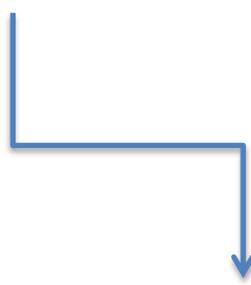


**NeSA**

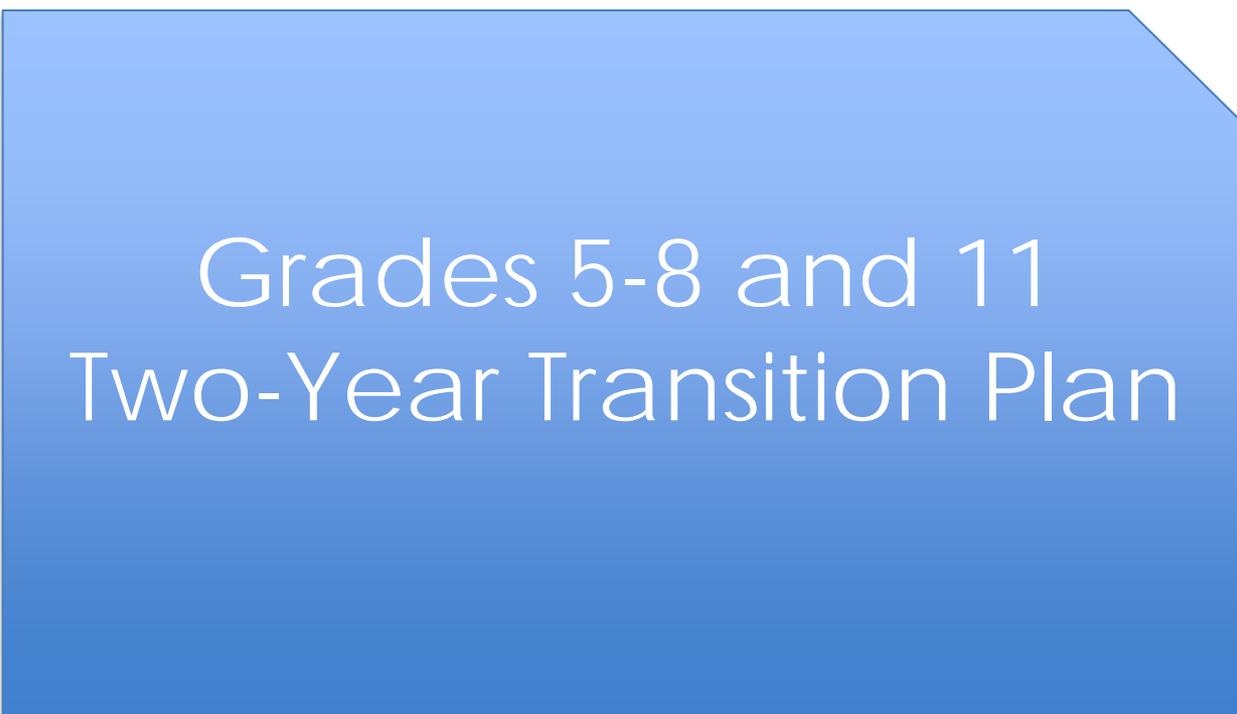
Reading



**NeSA**



English Language Arts



Grades 5-8 and 11  
Two-Year Transition Plan

The logo for the Nebraska State Assessment (NeSA) features the letters 'NeSA' in a white, bold, sans-serif font. The text is set against a dark red background that is shaped like the outline of the state of Nebraska. The background has a subtle, fine-grained texture.

2016

Transition Test- Grades 5-8 and 11

All Multiple  
Choice

Items match to legacy and  
Revised CCR standards

Embedded  
Field test  
Grades  
5-8 and 11

- Multiple choice
- New item types
- Text Dependent Analysis

Revised CCR  
standards

2017-Fully transitioned NeSA-English Language Arts

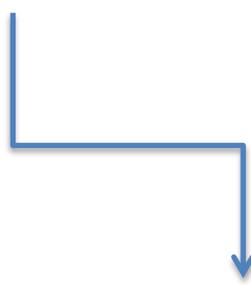


**NeSA**

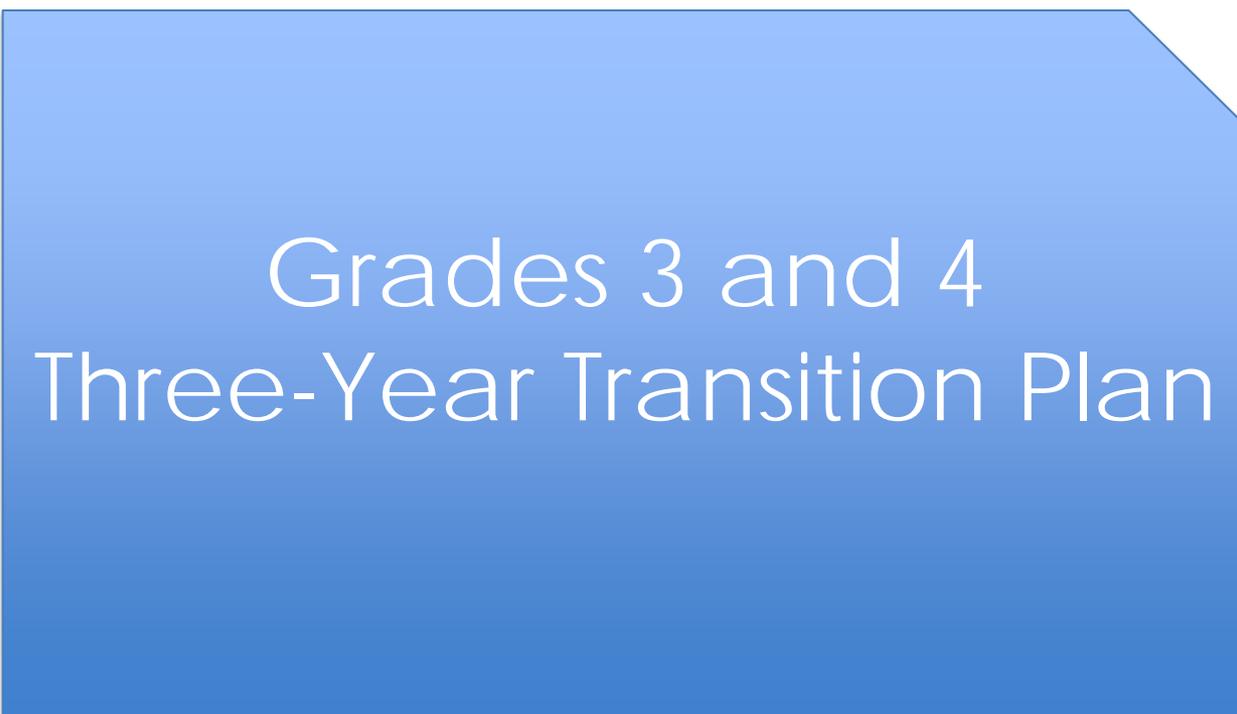
Reading



**NeSA**



English Language Arts



Grades 3 and 4  
Three-Year Transition Plan

## Multiple Choice

Items match to legacy and Revised CCR standards

## Embedded Field test Grades 3 and 4

- Multiple choice
- New item types
- **No Text Dependent Analysis**

Revised CCR standards

**Spring 2016  
Pilot test  
available**

**Text Dependent  
Analysis and other  
item types**

**NeSA**

## 2017—Partially Transitioned Test Grades 3 and 4

Multiple Choice  
New Items Types

No Text Dependent Analysis

Items match  
revised CCR  
standards

Embedded  
Field test  
Grades  
3 and 4

- Multiple choice
- New item types
- Text  
Dependent  
Analysis

Revised CCR  
standards

**2018-Fully transitioned NeSA-English Language Arts**



**NeSA**

# English Language Arts

All online

Same exceptions for online testing as currently allowed

# Current NeSA-Reading test

All Multiple  
Choice Items

Projected time = 90 + 90

Real time =  
Approximately 40 + 40

# NeSA-English Language Arts

Multiple Choice

Evidence Based Selected Response

Auto-Scored Constructed Response

Text Dependent Analysis

Projected time spring 2016 = 90 + 90

# English Language Arts Alternate

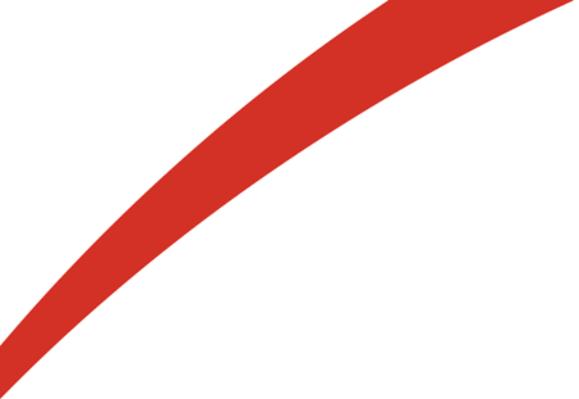
- 2015-16 Assessments will be based on the same standards
  - Reading Test will have new field test items
  - All Multiple Choice

# English Language Arts Alternate

- 2016-17 NeSA-AAR will be aligned to the new extended indicators
  - Paper/pencil only
  - Only multiple choice item/three answer options
  - Include some writing skills

# College and Career Ready English Language Arts

September 2014	Standards adopted by State Board of Education
September 2015	Districts have one year to adopt standards
Spring 2016	NeSA-ELA transition test
Spring 2017	NeSA-ELA fully in place (Grades 3 and 4 Text Dependent Analysis)
Summer 2017	Standard Setting
Fall 2017	Results released NeSA-ELA



NeSA ELA Transition Information  
at NDE Assessment Website-  
[www.education.ne.gov/assessment](http://www.education.ne.gov/assessment)

## Standards, Assessment, and Accountability

# ELA Transition

## Testing Engine System Requirements

2015-2016 DRC INSIGHT System Requirements

## 2015 NeSA RMS Reports Training

2015 NeSA RMS Reports Training WebEx Recording (running time 57 min 2 sec)

2015 NeSA RMS Reports Webex Training Presentation (PDF)

2015 NeSA RMS Reports Interpretive Guide

## A QuESTT

Six Tenets A QuESTT

To learn more about *A QuESTT*, please visit the following link: <http://www.education.ne.gov/aquestt>

ELA Transition

District Assessment Contacts (DAC)

Check 4 Learning

NePAS

NeSA Accommodation

NeSA Admin. & Security

NeSA Forms

NeSA Mathematics

NeSA Reading

NeSA Science

NeSA Technology

NeSA Writing

Alternate Assessment

NeSA Presentations

### Hot Links:

- eDirect
- State of the Schools Report

# Technology

- DRC released Version 6.0 of the INSIGHT secure browser software on July 22
  - Includes software for Chromebooks, Windows, Mac OS and Linux
  - Software for iPads and Android devices will be released August 11
- Supported versions and system requirements
  - [http://www.education.ne.gov/Assessment/pdfs/DRC\\_INSIGHT\\_System\\_Requirements\\_Fall\\_2015\\_Final.pdf](http://www.education.ne.gov/Assessment/pdfs/DRC_INSIGHT_System_Requirements_Fall_2015_Final.pdf)
  - Chromebooks and iPads are supported for NeSA-W



# Assessment Windows 2015-2016

**NeSA-Writing-  
January 18-February 5**

**ELPA 21-February 8-March 18**

**NeSA RMS- March 21-May 6**

**NeSA 3<sup>rd</sup> and 4<sup>th</sup> grade TDA Pilot-  
April 18-May 6**



## THINK BROADER

Holistic view of each student

Equal access to information

Collective impact

## EXPERIENCE BOLDER

New system for measurement

Customized for Nebraska

Outcome-based approach

## BE BETTER

Continuous improvement

Sharing of best practices

Focused on every student, every day