



Sample #2 of a successful Score Verification Request Grade 4

A request for score verification includes the follow three items:

1. A completed Score Verification Form – available through the NDE web site.
2. A copy of the student paper for consideration
3. The districts justification for request for change. This should focus on the Domain or Domains that the district would like reconsidered. References to the student paper should be specific.

The verification process is appropriate only for very specific, not general, scoring issues. In addition, verifications are designed only for score that fall below the cut score (Not Met).

The results for Sample #2 Grade 4 are as follows:

Co. District #					
Building #					
Student NSSRS #			Grade		04
Appeal Scoring	1	2	3	4	Scale Score
Domain Scores:	4	4	6	6	39
Appeal Determination	5	4	6	6	40

All references to school and/or student have been removed from this example.



Nebraska Department of Education
STATEWIDE ASSESSMENT
NeSA Writing Assessment

2014 SCORE VERIFICATION FORM

(This form must accompany each review requested.)

This form is a request for a reconsideration of a NeSA-Writing Assessment student score. Only the total score may be verified. Please attach a written explanation of the request for reconsideration and a copy of the essay in question. The verification process is appropriate **only** for very specific, not general, scoring issues. In addition, verifications are designed **only** for scores that fall below the cut score.

NOTE: The verification process will occur only during the preliminary data audit window in the spring of 2014.

The deadline for submission is May 2, 2014.

If submitting a student essay, the following information **MUST** accompany the student essay. This information is contained in the student information label that is provided for each assessment booklet. You may affix a copy of the student label here or complete the information:

STUDENT INFORMATION		DISTRICT INFORMATION	
<u>First Name</u>	<u>Last Name</u>	<u>District Name</u>	<u>County District #</u>
<u>NSSRS ID#</u>	<u>Grade</u>	<u>School Name</u>	<u>School ID #</u>
<u>Student's Composite Score</u>		<u>District Assessment Contact</u>	<u>DAC Phone</u>
		<u>DAC Email</u>	
		<u>Verification Submitted by:</u> DAC Other (name) _____	

Send score verification form and documentation to NDE by May 2, 2014 by one of the following methods, NDE will confirm receipt by email.

Mail to: Dr. Ed Foy, Statewide Assessment, Nebraska Department of Education
P O Box 94987, Lincoln, NE 68509-4987

Fax to: 402-742-2319

Scan/email to: nde.stateassessment@nebraska.gov

Contact NDE if you have questions - 402 471-2495 or nde.stateassessment@nebraska.gov

NeSA-Writing Assessment Final Copy—Use only a No. 2 pencil

Cracko went the bat when the storm chasers hit the ball.

He ran to first... then second... then third... the visitors threw the ball to home as it flew over the bases he slid to make the score, the umpire caught the ball. less SAFE!

Then the silent crowd was now screaming and hollering!

"It's time for a break before the last two innings!" said the announcer.

"Mom can we get some ice cream from a concession stand?" I asked excitedly.

"I think that would be OK" said my mom.

"Thanks mom!" I replied.

So we got up and went to a ice cream stand two chocolate ice cream cones please" asked my mom.

"OK" said the man as he took the money off the counter and gave us our ice cream.

"Thanks" said me and my sisters as we walked away.

We ran carefully to our seats and sat down as they were about to start.

I checked the score board Storm Chasers ahead by five points.

They switched with team ~~the~~ The Storm Chaser scored two points then hit a foul ball straight into the crowd by were my friend Austin was sitting and he...

NeSA-Writing Assessment Final Copy—Use only a No. 2 pencil

Caught it the last ball of the game if only it wasn't for the piners!

Request for Score Verification in Ideas/Content for grade 5 student NSSRS #

The writer creates a clear understanding of events of the story.

It seems that this writer has created much more than a "limited" understanding of the events in this story. The student paints a picture for the reader with the very first sentence and the cracking sound of the bat and moves us through the highlighted play of the seventh inning with imagery that is clear. The events move through the 7th inning intermission followed by another key play where a foul ball is sent into the crowd where his best friend catches the last ball of the game.

Content is well-focused on the topic.

In response to the prompt this writer chose to draft a well-focused story about one time at a Storm Chasers baseball game. The writer chose not to take us inning by inning but rather began with one of the highlights of the game in order to make the lead strong.

An important part of any baseball game is the 7th inning stretch. The writer told it to us with the words, "It's time for a break before the last two innings!" said the announcer. The writer included getting ice cream from the concession stand as that is most likely an important part of this focused moment for him. It does not digress from the topic. The entire draft tells of the slice of time that this young boy spends at a baseball game.

Numerous, relevant details are included.

This writer does a terrific job of including many details as he recalls his memory of this baseball game. Several examples are "Then the silent crowd was now screaming and hollering!" "We ran carefully to our seats and sat down as they were about to start. I checked the scoreboard. Storm Chasers ahead by five points." This is in contrast to some writers who may have written, "We sat down." Another example of elaboration with details is when he wrote, "Ok," said the man as he took the money off the counter and gave us our ice cream." Again some writers may have just written, "We paid for our ice cream." What this writer does with details is make a picture in our minds by combining dialogue with character action and varied sentence forms. These types of details are numerous.

Storyline is logical and easy to follow throughout.

The storyline is logical, clear and easy to follow. There is no vagueness, randomness or disconnections.

One question we often ask in assessing our children's writing is, "Can this writer write?" and this seems to be a resounding yes as one looks at each domain and its descriptors.