



NeSA

Reports Interpretive Guide

NeSA-Reading,
Mathematics, and Science
Grades 3–8 and 11
Spring 2015



Matthew L. Blomstedt, Ph.D.
Commissioner of Education

Nebraska State Board of Education

Lillie Larsen, Vice President
District 1

Glen Flint
District 2

Rachel Wise, President
District 3

John Witzel
District 4

Patricia Timm
District 5

Maureen Nickels
District 6

Molly O'Holleran
District 7

Patrick McPherson
District 8

Dr. Matthew L. Blomstedt
Commissioner of Education

For further information, contact Dr. Valorie Foy
Director of Statewide Assessment
Office of Statewide Assessment
(402) 471-2495

TABLE OF CONTENTS

PART 1 – NeSA-Reading, Mathematics, and Science (NeSA-RMS) General Education

INTRODUCTION

NeSA Content Standards	1-2
Overview of the NeSA-Reading Test	1-2
Overview of the NeSA-Mathematics Test	1-2
Overview of the NeSA-Science Test	1-3
Setting the Performance Level Standards	1-3
NeSA Scale Score Ranges	1-4
Reading and Interpreting NeSA-Reading, Mathematics, and Science Results	1-5

STUDENT REPORT

Sample Individual Student Report (ISR) (Page One)	1-6
Sample Individual Student Report (ISR) (Page One): Explanation of Results and Terms	1-7
Sample Individual Student Report (ISR) (Pages Two and Three)	1-8
Sample Individual Student Report (ISR) (Pages Two and Three): Explanation of Results and Terms	1-9
Sample Individual Student Report (ISR) (Page Four)	1-10
Sample Individual Student Report (ISR) (Page Four): Explanation of Results and Terms	1-11

SCHOOL REPORTS

Sample School Student Roster	1-12
Sample School Student Roster: Explanation of Results and Terms	1-13
Sample School Reading Indicator Summary	1-14
Sample School Reading Indicator Summary: Explanation of Results and Terms	1-15
Sample School Mathematics Indicator Summary	1-16
Sample School Mathematics Indicator Summary: Explanation of Results and Terms	1-17
Sample School Science Grade Level Standard Summary	1-18
Sample School Science Grade Level Standard Summary: Explanation of Results and Terms	1-19
Sample School Performance Level Summary	1-20
Sample School Performance Level Summary: Explanation of Results and Terms	1-21

DISTRICT REPORTS

Sample District Performance Level Summary	1-22
Sample District Performance Level Summary: Explanation of Results and Terms	1-23
Sample District Report of School Performance	1-24
Sample District Report of School Performance: Explanation of Results and Terms	1-25

TABLE OF CONTENTS

PART 2 – NeSA-Reading, Mathematics, and Science Alternate Assessment (NeSA-AA)

INTRODUCTION

NeSA-Alternate Assessment Standards with Extended Indicators	2–27
Overview of the NeSA-Reading (NeSA-AAR), Mathematics (NeSA-AAM), and Science (NeSA-AAS) Alternate Assessment Tests	2–27
Setting the Performance Level Standards for NeSA-Alternate Assessments (NeSA-AA)	2–27
NeSA-Alternate Assessment Scale Score Ranges	2–29
Reading and Interpreting NeSA-Alternate Assessment (NeSA-AA) Results	2–29

STUDENT REPORT

Sample Individual Student Report (ISR) (Page One)	2–30
Sample Individual Student Report (ISR) (Page One): Explanation of Results and Terms	2–31
Sample Individual Student Report (ISR) (Pages Two and Three)	2–32
Sample Individual Student Report (ISR) (Pages Two and Three): Explanation of Results and Terms	2–33
Sample Individual Student Report (ISR) (Page Four)	2–34
Sample Individual Student Report (ISR) (Page Four): Explanation of Results and Terms	2–35

DISTRICT REPORTS

Sample District Student Roster	2–36
Sample District Student Roster: Explanation of Results and Terms	2–37
Sample District Performance Level Summary	2–38
Sample District Performance Level Summary: Explanation of Results and Terms	2–39

Part 1

NeSA-Reading, Mathematics, and Science (NeSA-RMS) General Education

INTRODUCTION

NeSA CONTENT STANDARDS

The Nebraska State Accountability (NeSA) tests are developed specifically for Nebraska. The tests provide teachers, students, and parents with an accurate assessment of student progress in mastering basic skills based on Nebraska's Academic Standards.

Nebraska's Academic Standards reflect the essential concepts and skills students are expected to know and perform. The foundation skills, identified as essential competencies needed to meet the demands of the classroom and the world beyond, are the basis of all standards. These foundation skills are the following:

- communication,
- problem solving,
- resource access and utilization, and
- linking and generating knowledge.

OVERVIEW OF THE NeSA-READING TEST

In spring 2009, a pool of reading items was administered to students to gather statistical data on item performance that was used to inform the development of the 2010 NeSA-Reading tests. Starting in the 2009–2010 school year, NeSA-Reading tests were administered to all students in grades 3 through 8 and 11. Additional items are embedded for field testing each year. The Nebraska Department of Education constructs the NeSA-Reading tests from a pool of items that have been field tested in previous years.

The NeSA-Reading tests, by law, are directly aligned with Nebraska's Academic Standards. Students receive one of the following three Performance Level Descriptors:

Exceeds the Standards: Overall student performance in reading reflects *high academic* performance on the standards and a *thorough* understanding of the content at or above grade level. A student scoring at the Exceeds the Standards level *consistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at or above grade level.

Meets the Standards: Overall student performance in reading reflects *satisfactory* performance on the standards and *sufficient* understanding of the content at grade level. A student scoring at the Meets the Standards level *generally* utilizes a variety of reading

skills and strategies to comprehend and interpret grade-level appropriate narrative and informational text.

Below the Standards: Overall student performance in reading reflects *unsatisfactory* performance on the standards and *insufficient* understanding of the content at grade level. A student scoring at the Below the Standards level *inconsistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at grade level.

OVERVIEW OF THE NeSA-MATHEMATICS TEST

In spring 2010, a pool of mathematics items was administered to students to gather statistical data on item performance that was used to inform the development of the 2011 NeSA-Mathematics tests. Starting in the 2010–2011 school year, NeSA-Mathematics tests were administered to all students in grades 3 through 8 and 11. Additional items are embedded for field testing each year. The Nebraska Department of Education constructs the NeSA-Mathematics tests from a pool of items that have been field tested in previous years.

The NeSA-Mathematics tests, by law, are directly aligned with Nebraska's Academic Standards. Students receive one of the following three Performance Level Descriptors:

Exceeds the Standards: Overall student performance in mathematics reflects *high academic* performance on the standards and a *thorough* understanding of the content at or above grade level. A student scoring at the Exceeds the Standards level *consistently* draws on a broad range of mathematical knowledge and utilizes a variety of mathematics skills and strategies to solve real-world mathematical problems.

Meets the Standards: Overall student performance in mathematics reflects *satisfactory* performance on the standards and *sufficient* understanding of the content at grade level. A student scoring at the Meets the Standards level *generally* draws on a broad range of mathematical knowledge and utilizes a variety of mathematics skills and strategies to solve real-world mathematical problems.

Below the Standards: Overall student performance in mathematics reflects *unsatisfactory* performance on the standards and *insufficient* understanding of the content at grade level. A student scoring at the Below the Standards level *inconsistently* draws on a

broad range of mathematical knowledge and utilizes a variety of mathematics skills and strategies to solve real-world mathematical problems.

OVERVIEW OF THE NeSA-SCIENCE TEST

In spring 2011, a pool of science items was administered to students to gather statistical data on item performance that was used to inform the development of the 2012 NeSA-Science tests. Starting in the 2011–2012 school year, NeSA-Science tests were administered to all students in grades 5, 8, and 11. Additional items are embedded for field testing each year. The Nebraska Department of Education constructs the NeSA-Science tests from a pool of items that have been field tested in previous years.

The NeSA-Science tests, by law, are directly aligned with Nebraska’s Academic Standards. Students receive one of the following three Performance Level Descriptors:

Exceeds the Standards: Overall student performance in science reflects *high academic* performance on the standards and a *thorough* understanding of the content at grade level. A student scoring at the Exceeds the Standards level *consistently* draws on a broad range of scientific knowledge and skills in the areas of inquiry, physical, life, and Earth/space sciences.

Meets the Standards: Overall student performance in science reflects *satisfactory* performance on the standards and *sufficient* understanding of the content at grade level. A student scoring at the Meets the Standards level *generally* draws on a broad range of scientific knowledge and skills in the areas of inquiry, physical, life, and Earth/space sciences.

Below the Standards: Overall student performance in science reflects *unsatisfactory* performance on the standards and *insufficient* understanding of the content at grade level. A student scoring at the Below the Standards level *inconsistently* draws on a broad range of scientific knowledge and skills in the areas of inquiry, physical, life, and Earth/space sciences.

SETTING THE PERFORMANCE LEVEL STANDARDS

Results for NeSA-Reading, Mathematics, and Science are reported in scale scores, which range from 0 to 200 for each grade. In isolation, scale scores are difficult to interpret. Performance Levels are often used to help make the scale scores meaningful. Three Performance Levels, labeled *Below the Standards*, *Meets the Standards*, and *Exceeds the Standards*, have been defined for the scale scores by the Nebraska State Board of Education. For NeSA, the scale scores have been defined so that the range 0 to 84 is *Below the Standards*; the range 85 to 134 is *Meets the Standards*; and the range 135 to 200 is *Exceeds the Standards*.

There are three important reasons for establishing the Performance Levels:

1. Satisfy the requirements of the U.S. Department of Education,
2. Connect the scale scores to the reading, mathematics, and science standards to assist Nebraska educators in helping students, and
3. Give meaning to the scale scores to help Nebraska students and parents use the results effectively.

The information provided to the State Board of Education for reading included the recommendations from panels of Nebraska teachers and other stakeholders, convened in June 2010, and the results of a survey of Nebraska teachers concerning the status of their students conducted in March 2010. This same process was utilized for providing the State Board of Education with mathematics and science recommendations in 2011 and 2012, respectively.

The teacher panels used a procedure called the *Bookmark Method for Standard Setting* to determine recommended cut scores for each of the levels in each grade. Following a training session and practice exercise, the panels discussed descriptions of the Performance Levels and the knowledge, skills, and behaviors required by each item. The task was then for the panelists, individually, to review each item in increasing order of difficulty and answer the question, “Can the student who Meets the Standards respond to this item correctly?” Each panelist bookmarked the first item for which the answer to the question was no. The panelists then proceeded through the items until they reached an item they did not expect the student who Exceeds the Standards would answer correctly, and a second bookmark was placed.

The difficulties of the bookmarked items were statistically translated into the number of items a student would need to answer correctly to reach this point. After three rounds of group discussion, the results were summarized and presented to the State Board as the panels' recommendations.

The survey of teachers called the *Contrasting Groups Standard Setting Method* was conducted immediately before the first operational administration of the reading assessment in Spring 2010, before the first operational administration of the mathematics assessment in Spring 2011, and before the first operational administration of the science assessment in Spring 2012. Teachers were asked to place students with whom they were familiar into the three Performance Levels. This rating was based on the teacher's classroom experience with the students and not on performance on the NeSA. These data from all participating teachers were aggregated for each grade, and the most likely Performance Level was determined for each number correct score. These results were also presented to the State Board of Education to assist it in the determination of the proper range of scale scores to define each Performance Level.

NeSA SCALE SCORE RANGES

NeSA	Grades 3–8 and 11		Grades 5, 8, and 11
	Reading Scale Score Range	Mathematics Scale Score Range	Science Scale Score Range
Exceeds the Standards	135 and above	135 and above	135 and above
Meets the Standards	85–134	85–134	85–134
Below the Standards	84 and below	84 and below	84 and below

READING AND INTERPRETING NeSA- READING, MATHEMATICS, AND SCIENCE RESULTS

Sample NeSA reports and explanations appear on the following pages to aid administrators and teachers in understanding test results. The data in these reports are simulated and do not reflect the current year results.

The following reports are described in this *Reports Interpretive Guide*:

Report for the Student

Individual Student Report (ISR) – Includes student results for NeSA-Writing

Reports for the School

School Student Roster

School Reading Indicator Summary

School Mathematics Indicator Summary

School Science Grade Level Standard Summary

School Performance Level Summary

Reports for the District

District Performance Level Summary

District Report of School Performance

Each sample report includes circled numbers that are referenced in the interpretive information provided with the sample. Online reports are available to districts and schools via the eDIRECT system, <https://ne.drctdirect.com/>. Printed Individual Student Reports (ISRs) are also delivered to districts.

STUDENT REPORT

SAMPLE INDIVIDUAL STUDENT REPORT (ISR) (Page One)



NEBRASKA DEPARTMENT OF EDUCATION NEBRASKA STATE ACCOUNTABILITY (NeSA) INDIVIDUAL STUDENT REPORT YEAR

STUDENT NAME:	Last name, First Name MI 1
BIRTH DATE:	99/99/9999
DISTRICT:	SAMPLE DISTRICT (99-9999-999)
SCHOOL:	SAMPLE SCHOOL (99-9999-999)
GRADE:	11

2 Student's Overall Performance

	Student's Scale Score*	State Average Scale Score	Student's Performance Level	Student's State Percentile Rank
Reading	NLE	999	Not Tested	-
Mathematics	127	999	Meets the Standards	999
Science	128	999	Meets the Standards	999
Writing	53	-	Exceeds the Standard	-

- 3** This report provides a record of student results on the Nebraska State Accountability (NeSA) tests. A student's **scale score** is a transformed version of the raw score. It provides comparable meaning across grades and across years, but only within the same subject area. Scores should not be compared across content standards or years because the items vary in difficulty level. No score means the student did not test. A student's **percentile rank** is the percentage of the peer group (e.g., grade) that the student surpassed.

Nebraska State Accountability—the NeSA tests are intended to measure, report, and compare student performance on academic content standards in all Nebraska public school buildings.

More information about the NeSA testing program including the curriculum standards, performance level descriptors, and converting your child's scale score to a percentile rank can be found on the Nebraska Department of Education website at www.education.ne.gov

*EMW = Emergency Medical Waiver, INV = Invalid, NLE = No Longer Enrolled, OTH = Other, PAR = Parent Refusal, RAL = Recently Arrived LEP (Reading Only), SAE = Student Absent for the Entire Testing Window, ALT = Writing Alternate Assessment

SAMPLE INDIVIDUAL STUDENT REPORT (ISR) (Page One): EXPLANATION OF RESULTS AND TERMS

Individual Student Reports (ISRs) are posted in PDF format and may be downloaded from the eDIRECT system by districts and schools. Additionally, two copies of each ISR are printed, sorted by school, and delivered to each district. Schools should separate the copies. One copy should be sent home with the student and the second copy filed in the student's cumulative folder. The sample report summarizes a student's performance in NeSA-Reading, Mathematics, Science, and Writing.

3 STATUS

The area at the bottom of the report provides additional information for interpreting the student's results, lists the purpose of the NeSA tests, and includes information regarding the Nebraska Department of Education website.

1 IDENTIFICATION INFORMATION

Student identification information is provided at the top of the report. The district and school indicate where the student is enrolled.

2 STUDENT'S OVERALL PERFORMANCE

The student's scale scores and Performance Levels for reading, mathematics, science, and writing are reported in this table. An asterisk (*) next to a scale score indicates the student received one of the not tested codes. If the student received a not tested code of **INV** = Invalid, **PAR** = Parent Refusal, or **SAE** = Student Absent for the Entire Testing Window, the Performance Level is reported as *Below the Standards*. If the student received a not tested code of **EMW** = Emergency Medical Waiver, **NLE** = No Longer Enrolled, or **OTH** = Other, the student was exempt from the 2015 NeSA-Reading, Mathematics, Science, and/or Writing tests. If the student received a not tested code of **RAL** = Recently Arrived LEP, the student was exempt from the 2015 NeSA-Reading test. If the student received a not tested code of **ALT** = Writing Alternate Assessment, the student was identified as participating in a locally administered alternate assessment for writing.

SAMPLE INDIVIDUAL STUDENT REPORT (ISR) (Pages Two and Three)

Student's Scale Score: 128

Below the Standards **Meets the Standards** **Exceeds the Standards**

Your student's scale score is 128. If your student were to retest, his or her score would usually be expected to fall between 116 and 138. Science is composed of different content standards. The chart below shows how the student did on these content standards.

CONTENT STANDARDS	TOTAL NUMBER OF QUESTIONS	PERCENT CORRECT	
		STUDENT	STATE
Inquiry, the Nature of Science and Technology	8	999	99
Physical Science	10	999	99
Life Science	12	999	99
Earth and Space Science	6	999	99

NeSA-SCIENCE

Student's Scale Score: 53

Below the Standards **Meets the Standards** **Exceeds the Standards**

Your student's scale score is 53. Writing is composed of different content standards. The chart below shows how the student did on these content standards.

CONTENT STANDARDS	TOTAL NUMBER OF QUESTIONS	PERCENT CORRECT	
		STUDENT	STATE
Ideas/Content	8	999	99
Organization	10	999	99
Word Choice/Voice	12	999	99
Sentence Fluency/Conventions	6	999	99

NeSA-WRITING

Student's Scale Score: NLE

Below the Standards **Meets the Standards** **Exceeds the Standards**

Your student's scale score is NLE. If your student were to retest, his or her score would usually be expected to fall between 116 and 138. Reading is composed of different content standards.

CONTENT STANDARDS	TOTAL NUMBER OF QUESTIONS	PERCENT CORRECT	
		STUDENT	STATE
Vocabulary	7	-	99
Comprehension	35	-	99

NeSA-READING

Student's Scale Score: 127

Below the Standards **Meets the Standards** **Exceeds the Standards**

Your student's scale score is 127. If your student were to retest, his or her score would usually be expected to fall between 116 and 138. Mathematics is composed of different content standards. The chart below shows how the student did on these content standards.

CONTENT STANDARDS	TOTAL NUMBER OF QUESTIONS	PERCENT CORRECT	
		STUDENT	STATE
Number Sense	8	999	99
Geometric/Measurement	10	999	99
Algebraic	12	999	99
Data Analysis/Probability	6	999	99

NeSA-MATHEMATICS

**SAMPLE INDIVIDUAL STUDENT REPORT (ISR)
(Pages Two and Three):
EXPLANATION OF RESULTS AND TERMS**

1 SCALE SCORE AND PERFORMANCE LEVEL CHART

The student's scale scores and Performance Levels for reading, mathematics, science, and writing are indicated in this chart.

2 INTERPRETATION OF CHART

For reading, mathematics, and science this paragraph provides an estimate of the range in scale scores the student would likely receive if he or she were to take the same test again.

3 CONTENT STANDARDS

The first column in this table lists the content standards tested for each subject.

4 TOTAL NUMBER OF QUESTIONS – READING, MATHEMATICS, AND SCIENCE

The second column in the reading, mathematics, and science tables lists the total number of questions for each content standard.

**5 STUDENT PERCENT CORRECT – READING, MATHEMATICS, AND SCIENCE
STUDENT DOMAIN SCORE – WRITING**

This column in the table shows the percent correct for each content standard in reading, mathematics, and science, and the domain score for each content area in writing. If a student was assigned a not tested code, or if no attempt was made, this column is blank.

**6 DISTRICT PERCENT CORRECT – READING, MATHEMATICS, AND SCIENCE
DISTRICT DOMAIN SCORE – WRITING**

This column in the table shows the percent correct at the district level for each content standard in reading, mathematics, and science, and the domain score for each content area in writing. This allows the reader to compare how an individual student performed as measured against district performance for the same standard.

**7 STATE PERCENT CORRECT – READING, MATHEMATICS, AND SCIENCE
STATE DOMAIN SCORE – WRITING**

This column in the table shows the percent correct at the state level for each content standard in reading, mathematics, and science, and the domain score for each content area in writing. This allows the reader to compare how an individual student performed as measured against state performance for the same standard.

SAMPLE INDIVIDUAL STUDENT REPORT (ISR)

(Page Four)

PERFORMANCE LEVEL DESCRIPTORS – GRADE 11

	1 BELOW THE STANDARDS	MEETS THE STANDARDS	EXCEEDS THE STANDARDS
READING	2 3 SCALE SCORE RANGE: BELOW 085 STATE PERCENT: 999	SCALE SCORE RANGE: 085-134 STATE PERCENT: 999	SCALE SCORE RANGE: 135-200 STATE PERCENT: 999
	Overall student performance in reading reflects <i>unsatisfactory</i> performance on the standards and <i>insufficient</i> understanding of the content at eleventh grade. A student scoring at the Below the Standards level <i>inconsistently</i> utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at grade level.	Overall student performance in reading reflects <i>satisfactory</i> performance on the standards and <i>sufficient</i> understanding of the content at eleventh grade. A student scoring at the Meets the Standards level <i>generally</i> utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at grade level.	Overall student performance in reading reflects <i>high academic</i> performance on the standards and a <i>thorough</i> understanding of the content at or above eleventh grade. A student scoring at the Exceeds the Standards level <i>consistently</i> utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at or above grade level.
MATHEMATICS	SCALE SCORE RANGE: BELOW 085 STATE PERCENT: 999	SCALE SCORE RANGE: 085-134 STATE PERCENT: 999	SCALE SCORE RANGE: 135-200 STATE PERCENT: 999
	Overall student performance in mathematics reflects <i>unsatisfactory</i> performance on the standards and <i>insufficient</i> understanding of the content at eleventh grade. A student scoring at the Below the Standards level <i>inconsistently</i> draws on a broad range of mathematical knowledge and utilizes a variety of mathematics skills and strategies to solve real-world mathematical problems.	Overall student performance in mathematics reflects <i>satisfactory</i> performance on the standards and <i>sufficient</i> understanding of the content at eleventh grade. A student scoring at the Meets the Standards level <i>generally</i> draws on a broad range of mathematical knowledge and utilizes a variety of mathematics skills and strategies to solve real-world mathematical problems.	Overall student performance in mathematics reflects <i>high academic</i> performance on the standards and a <i>thorough</i> understanding of the content at or above eleventh grade. A student scoring at the Exceeds the Standards level <i>consistently</i> draws on a broad range of mathematical knowledge and utilizes a variety of mathematics skills and strategies to solve real-world mathematical problems.
SCIENCE	SCALE SCORE RANGE: BELOW 085 STATE PERCENT: 999	SCALE SCORE RANGE: 085-134 STATE PERCENT: 999	SCALE SCORE RANGE: 135-200 STATE PERCENT: 999
	Overall student performance in science reflects <i>unsatisfactory</i> performance on the standards and <i>insufficient</i> understanding of the content at eleventh grade. A student scoring at the Below the Standards level <i>inconsistently</i> draws on a broad range of scientific knowledge and skills in the areas of inquiry, physical, life, and Earth/space sciences.	Overall student performance in science reflects <i>satisfactory</i> performance on the standards and <i>sufficient</i> understanding of the content at eleventh grade. A student scoring at the Meets the Standards level <i>generally</i> draws on a broad range of scientific knowledge and skills in the areas of inquiry, physical, life, and Earth/space sciences.	Overall student performance in science reflects <i>high academic</i> performance on the standards and a <i>thorough</i> understanding of the content at eleventh grade. A student scoring at the Exceeds the Standards level <i>consistently</i> draws on a broad range of scientific knowledge and skills in the areas of inquiry, physical, life, and Earth/space sciences.
WRITING	SCALE SCORE RANGE: BELOW 40 STATE PERCENT: -	SCALE SCORE RANGE: 40-52 STATE PERCENT: -	SCALE SCORE RANGE: 53-70 STATE PERCENT: -
	Overall the student's writing reflects an <i>unsatisfactory</i> performance of the standards and an <i>insufficient</i> understanding of the traits of writing. The student's writing is still under development. Extensive revision and/or editing is necessary.	Overall the student's writing reflects a <i>satisfactory</i> performance of the standards and a <i>sufficient</i> understanding of the traits of writing. The student's writing demonstrates more strengths than weaknesses. Some revision and/or editing is necessary.	Overall the student's writing reflects an <i>advanced</i> performance of the standards and a <i>thorough</i> understanding of the traits of writing. The student's writing demonstrates numerous strengths. Only minor revision and/or editing is necessary.

99-9999-999 99/99/9999

SAMPLE INDIVIDUAL STUDENT REPORT (ISR) (Page Four): EXPLANATION OF RESULTS AND TERMS

1 PERFORMANCE LEVEL DESCRIPTORS

The back page of the ISR contains the Performance Level Descriptor Summary Statements for each of the three Performance Levels: *Exceeds the Standards*, *Meets the Standards*, and *Below the Standards*. This text describes the student performance characteristics corresponding to each level. The full text of the Performance Level Descriptors may be found at:

- http://www.education.ne.gov/Assessment/pdfs/NeSA_Reading_PLD_May_2011.pdf for NeSA-Reading
- http://www.education.ne.gov/Assessment/pdfs/NeSA_Math_Performance_Level_Descriptors.pdf for NeSA-Mathematics
- http://www.education.ne.gov/Assessment/pdfs/NeSA_Science_PLDs.pdf for NeSA-Science
- http://www.education.ne.gov/Assessment/pdfs/NeSA_W_PLD_GRADE_4.pdf for NeSA-Writing (Grade 4)
- http://www.education.ne.gov/Assessment/pdfs/NeSA_W_PLD_GRADE_8.pdf for NeSA-Writing (Grade 8)
- http://www.education.ne.gov/Assessment/pdfs/NeSA_W_PLD_GRADE_11.pdf for NeSA-Writing (Grade 11)

The student is expected to perform the majority of what is described for his/her Performance Level and even more of what is described for the levels below. The student may also be capable of performing some of what is described in the next level, but not enough to have reached that level.

2 SCALE SCORE RANGE

The NeSA results are reported according to the three Performance Levels. Each Performance Level has a correlating scale score range.

3 STATE PERCENT

This number represents the percentage of students in the state at each Performance Level for each content area.

A number of Nebraska students in grades 8 and 11 experienced technical difficulties when taking the NeSA-Writing Test online. Due to these difficulties, the Nebraska Department of Education has decided not to summarize scores or provide summative statistics for grades 8 and 11 at the state level for 2015 NeSA-Writing results at this time.



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
SCHOOL STUDENT ROSTER
YEAR**

DISTRICT: <DISTRICT NAME> <DISTRICT #>
SCHOOL: <SCHOOL NAME> <SCHOOL #>

GRADE 11

PAGE: 1 OF #

SCHOOL REPORTS

SAMPLE SCHOOL STUDENT ROSTER

1	Performance Level Ranges	Reading			4 Mathematics				Science								
		Performance Level ¹	Scale Score ²	% Correct	Performance Level ¹	Scale Score ²	Number Sense	Geometric/Measurement	Algebraic	Data Analysis/Probability	Performance Level ¹	Scale Score ²	Inquiry, the Nature of Science, and Technology	Physical Science	Life Science	Earth and Space Science	
	Exceeds the Standards			99	99	99	99	99	99	99	99	99	99	99	99	99	99
	Meets the Standards			99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³
	Below the Standards			99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³
	084 and below			99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³
	Total Number of Questions																
	State Average			999	999	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³
	District Average		2	999	999	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³
	School Average			999	999	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³	99.9 ³
	STUDENT'S LAST, FIRST MIDDLE INITIAL			X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9
	STUDENT'S LAST, FIRST MIDDLE INITIAL			X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9
	STUDENT'S LAST, FIRST MIDDLE INITIAL			X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9
	STUDENT'S LAST, FIRST MIDDLE INITIAL			X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9
	STUDENT'S LAST, FIRST MIDDLE INITIAL			X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9
	STUDENT'S LAST, FIRST MIDDLE INITIAL			X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9
	STUDENT'S LAST, FIRST MIDDLE INITIAL		3	X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9
	STUDENT'S LAST, FIRST MIDDLE INITIAL			X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9
	STUDENT'S LAST, FIRST MIDDLE INITIAL			X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9
	STUDENT'S LAST, FIRST MIDDLE INITIAL			X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9
	STUDENT'S LAST, FIRST MIDDLE INITIAL			X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9
	STUDENT'S LAST, FIRST MIDDLE INITIAL			X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9
	STUDENT'S LAST, FIRST MIDDLE INITIAL			X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9
	STUDENT'S LAST, FIRST MIDDLE INITIAL			X	999	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9	99.9

¹E = Exceeds the Standards, M = Meets the Standards, B = Below the Standards
²EMW = Emergency Medical Waiver, INV = Invalid, NLE = No Longer Enrolled, OTH = Other, PAR = Parent Refusal, RAL = Recently Arrived LEP (Reading only), and SAE = Student Absent for the Entire Testing Window
³These results include students with the following test codes: INV, PAR, and SAE. 99-9999-999 99/99/9999

SAMPLE SCHOOL STUDENT ROSTER: EXPLANATION OF RESULTS AND TERMS

The School Student Roster is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts and schools. The roster report lists students who were required to take the general education NeSA-Reading, Mathematics, and Science tests and presents a summary of their performance. For most schools the report has multiple pages.

1 PERFORMANCE LEVEL RANGES

In the upper left corner of this chart, the scale score ranges associated with each Performance Level are displayed. For example, a student receiving a scale score of 92 on the reading test would achieve *Meets the Standards*, and one receiving a scale score of 141 would achieve *Exceeds the Standards*.

2 STATE, DISTRICT, AND SCHOOL AVERAGE

The state, district, and school averages are presented for scale scores and percent correct.

3 ROSTER OF STUDENTS TESTED

In the far left column, a list of students who are enrolled in the school is printed alphabetically by last name and first name.

4 PERFORMANCE DATA

Each student's performance on the NeSA-Reading, Mathematics, and Science tests is reported. Reading across the row, the student's Performance Level and scale score are presented, followed by the percent correct for each of the content standards tested.



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
SCHOOL READING INDICATOR SUMMARY
YEAR**

GRADE 11

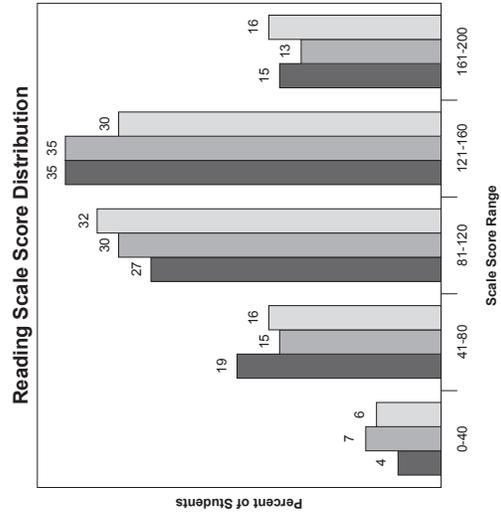
DISTRICT: **SAMPLE DISTRICT (99-9999-999)**
SCHOOL: **SAMPLE SCHOOL (99-9999-999)**

SAMPLE SCHOOL READING INDICATOR SUMMARY

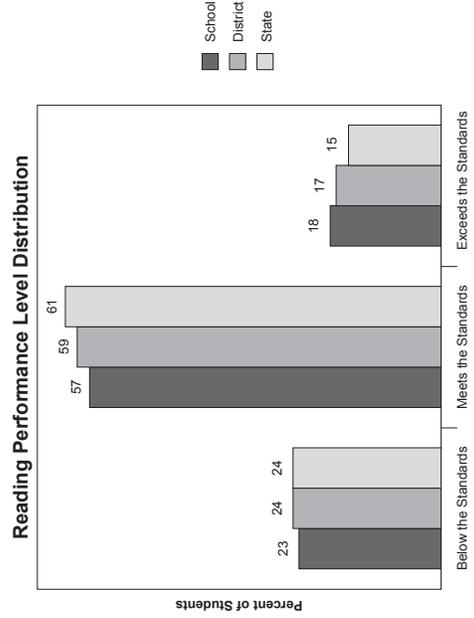
An indicator is the measurable student demonstration of the state content standards.

1 School Reading Statistics	
Number of Students	9,999 ¹
Scale Scores	
Mean	999
Median	999
Mode	999 ²
Standard Deviation	999
Range	999
High Score	999
Low Score	999
25 th Percentile	999
75 th Percentile	999

2 Reading Indicators with Highest Performance					
Indicator	Possible Raw Score	Average Raw Score			State
		School	District	District	
LA 3.1.5.a Apply word structure elements	99	99.9	99.9	99.9	99.9
LA 3.1.5.c Apply context clues	99	99.9	99.9	99.9	99.9
LA 3.1.5.d Identify semantic relationships	99	99.9	99.9	99.9	99.9



3 Reading Indicators with Lowest Performance					
Indicator	Possible Raw Score	Average Raw Score			State
		School	District	District	
LA 3.1.6.a Identify author purpose	99	99.9	99.9	99.9	99.9
LA 3.1.6.b Identify elements of narrative text	99	99.9	99.9	99.9	99.9
LA 3.1.6.c Retell and summarize text	99	99.9	99.9	99.9	99.9



¹With fewer than 10 students, inferences from the school statistics are not reliable.

²Not Applicable

SAMPLE SCHOOL READING INDICATOR SUMMARY: EXPLANATION OF RESULTS AND TERMS

The School Reading Indicator Summary Report is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts and schools. The summary report lists and provides the psychometric data of the scale scores of all students that tested.

1 SCHOOL READING STATISTICS

The number of students that tested is listed in this box. The scale scores of the students that tested are listed in separate categories.

Mean: The average scale score of students in the school and grade/subject.

Median: The center point of all the ordered scale scores in the school and grade/subject.

Mode: The most frequently occurring scale score of students in the school and grade/subject.

Standard Deviation: The square root of the variance.

Range: The high score minus the low score.

High Score: The highest scale score in the school and grade/subject.

Low Score: The lowest scale score in the school and grade/subject.

25th Percentile: Scale score for which 25% of the students have scale scores below this.

75th Percentile: Scale score for which 75% of the students have scale scores below this.

2 READING INDICATORS WITH HIGHEST PERFORMANCE

In this box, the raw scores associated with the highest ranking state content standards are reported for reading. The columns break out the average raw scores by the school, district, and state levels.

3 READING INDICATORS WITH LOWEST PERFORMANCE

In this box, the raw scores associated with the lowest ranking state content standards are reported for reading. The columns break out the average raw scores by the school, district, and state levels.

4 READING SCALE SCORE AND PERFORMANCE LEVEL DISTRIBUTION GRAPHS

The graphs give a visual description of scale score distribution and Performance Level distribution throughout the school, district, and state. The first graph is based on the percent of students within each scale score range. The second graph details the percent of students within each Performance Level.

SAMPLE SCHOOL MATHEMATICS INDICATOR SUMMARY



NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
SCHOOL MATHEMATICS INDICATOR SUMMARY
YEAR

GRADE 11

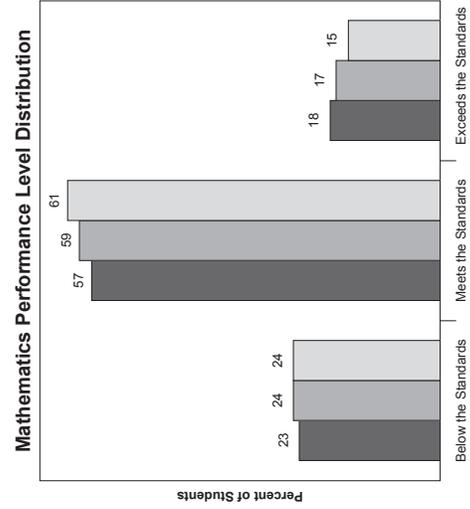
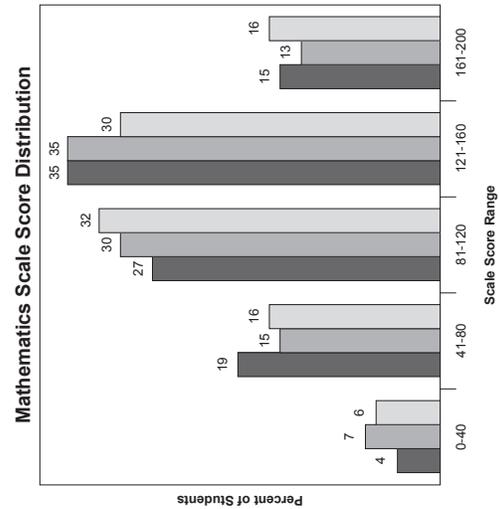
DISTRICT: SAMPLE DISTRICT (99-9999-999)
SCHOOL: SAMPLE SCHOOL (99-9999-999)

An indicator is the measurable student demonstration of the state content standards.

1 School Mathematics Statistics	
Number of Students	9,999 ¹
Scale Scores	
Mean	999
Median	999
Mode	999 ²
Standard Deviation	999
Range	999
High Score	999
Low Score	999
25 th Percentile	999
75 th Percentile	999

2 Mathematics Indicators with Highest Performance					
Indicator	Possible Raw Score	Average Raw Score			State
		School	District	District	
MA 3.1.2.d Meaning of multiplication	99	99.9	99.9	99.9	99.9
MA 3.1.1.e Equivalent representations	99	99.9	99.9	99.9	99.9
MA 3.1.1.g Compare and order	99	99.9	99.9	99.9	99.9

3 Mathematics Indicators with Lowest Performance					
Indicator	Possible Raw Score	Average Raw Score			State
		School	District	District	
MA 3.1.2.d Meaning of multiplication	99	99.9	99.9	99.9	99.9
MA 3.1.1.e Equivalent representations	99	99.9	99.9	99.9	99.9
MA 3.1.1.g Compare and order	99	99.9	99.9	99.9	99.9



¹With fewer than 10 students, inferences from the school statistics are not reliable.

²Not Applicable

SAMPLE SCHOOL MATHEMATICS INDICATOR SUMMARY: EXPLANATION OF RESULTS AND TERMS

The School Mathematics Indicator Summary Report is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts and schools. The summary report lists and provides the psychometric data of the scale scores of all students that tested.

1 SCHOOL MATHEMATICS STATISTICS

The number of students that tested is listed in this box. The scale scores of the students that tested are listed in separate categories.

Mean: The average scale score of students in the school and grade/subject.

Median: The center point of all the ordered scale scores in the school and grade/subject.

Mode: The most frequently occurring scale score of students in the school and grade/subject.

Standard Deviation: The square root of the variance.

Range: The high score minus the low score.

High Score: The highest scale score in the school and grade/subject.

Low Score: The lowest scale score in the school and grade/subject.

25th Percentile: Scale score for which 25% of the students have scale scores below this.

75th Percentile: Scale score for which 75% of the students have scale scores below this.

2 MATHEMATICS INDICATORS WITH HIGHEST PERFORMANCE

In this box, the raw scores associated with the highest ranking state content standards are reported for mathematics. The columns break out the average raw scores by the school, district, and state levels.

3 MATHEMATICS INDICATORS WITH LOWEST PERFORMANCE

In this box, the raw scores associated with the lowest ranking state content standards are reported for mathematics. The columns break out the average raw scores by the school, district, and state levels.

4 MATHEMATICS SCALE SCORE AND PERFORMANCE LEVEL DISTRIBUTION GRAPHS

The graphs give a visual description of scale score distribution and Performance Level distribution throughout the school, district, and state. The first graph is based on the percent of students within each scale score range. The second graph details the percent of students within each Performance Level.

SAMPLE SCHOOL SCIENCE GRADE LEVEL STANDARD SUMMARY



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
SCHOOL SCIENCE GRADE LEVEL STANDARD SUMMARY
YEAR**

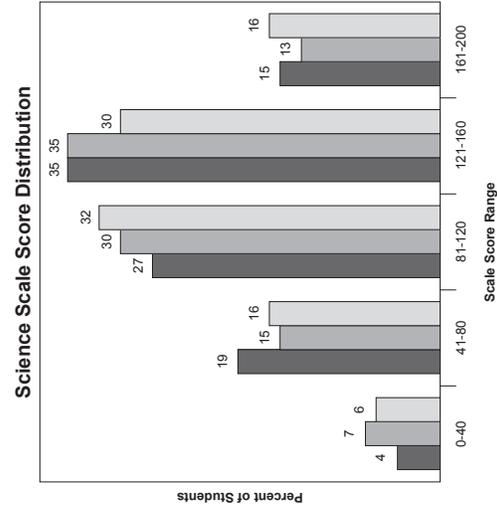
GRADE 11

DISTRICT: **SAMPLE DISTRICT (99-9999-999)**
SCHOOL: **SAMPLE SCHOOL (99-9999-999)**

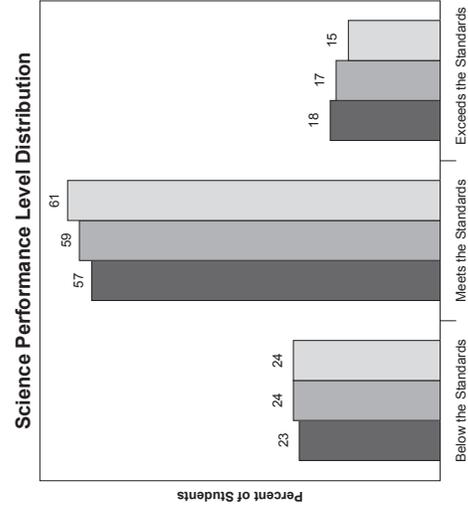
A grade level standard is the measurable student demonstration of the state content standards.

1 School Science Statistics	
Number of Students	9,999 ¹
Scale Scores	
Mean	999
Median	999
Mode	999 ²
Standard Deviation	999
Range	999
High Score	999
Low Score	999
25th Percentile	999
75th Percentile	999

2 Science Grade Level Standards with Highest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
SC.12.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models	99	99.9	99.9	99.9
SC.12.2.1 Students will investigate and describe matter in terms of its structure, composition and conservation.	99	99.9	99.9	99.9
SC.12.2.2 Students will investigate and describe the nature of field forces and their interactions with matter.	99	99.9	99.9	99.9



3 Science Grade Level Standards with Lowest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
SC.12.2.3 Students will describe and investigate energy systems relating to the conservation and interaction of energy and matter.	99	99.9	99.9	99.9
SC.12.3.2 Students will describe the molecular basis of reproduction and heredity.	99	99.9	99.9	99.9
SC.12.4.4 Students will explain the history and evolution of Earth.	99	99.9	99.9	99.9



¹With fewer than 10 students, inferences from the school statistics are not reliable.

²Not Applicable

SAMPLE SCHOOL SCIENCE GRADE LEVEL STANDARD SUMMARY: EXPLANATION OF RESULTS AND TERMS

The School Science Grade Level Standard Summary Report is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts and schools. The summary report lists and provides the psychometric data of the scale scores of all students that tested.

1 SCHOOL SCIENCE STATISTICS

The number of students that tested is listed in this box. The scale scores of the students that tested are listed in separate categories.

Mean: The average scale score of students in the school and grade/subject.

Median: The center point of all the ordered scale scores in the school and grade/subject.

Mode: The most frequently occurring scale score of students in the school and grade/subject.

Standard Deviation: The square root of the variance.

Range: The high score minus the low score.

High Score: The highest scale score in the school and grade/subject.

Low Score: The lowest scale score in the school and grade/subject.

25th Percentile: Scale score for which 25% of the students have scale scores below this.

75th Percentile: Scale score for which 75% of the students have scale scores below this.

2 SCIENCE GRADE LEVEL STANDARDS WITH HIGHEST PERFORMANCE

In this box, the raw scores associated with the highest ranking state content standards are reported for science. The columns break out the average raw scores by the school, district, and state levels.

3 SCIENCE GRADE LEVEL STANDARDS WITH LOWEST PERFORMANCE

In this box, the raw scores associated with the lowest ranking state content standards are reported for science. The columns break out the average raw scores by the school, district, and state levels.

4 SCIENCE SCALE SCORE AND PERFORMANCE LEVEL DISTRIBUTION GRAPHS

The graphs give a visual description of scale score distribution and Performance Level distribution throughout the school, district, and state. The first graph is based on the percent of students within each scale score range. The second graph details the percent of students within each Performance Level.



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
SCHOOL PERFORMANCE LEVEL SUMMARY
YEAR**

GRADE 5

NOT FOR PUBLIC DISTRIBUTION
THIS REPORT IS FOR INTERNAL DISTRICT USE ONLY AND FOR REQUIRED STATE AND FEDERAL REPORTING PURPOSES.
INFORMATION TO PROTECT SMALL NUMBERS OF STUDENTS HAS NOT BEEN SUPPRESSED.
RELEASE OF SUMMARY DATA TO THE PUBLIC MAY VIOLATE INDIVIDUAL STUDENT CONFIDENTIALITY (FERPA).

DISTRICT: **SAMPLE DISTRICT (99-9999-999)**
SCHOOL: **SAMPLE SCHOOL (99-9999-999)**

Performance Level Ranges	Reading						Mathematics						Science					
	Average Score ¹	% Below the Standards	% Meets the Standards	% Exceeds the Standards	Number Tested	Number Not Tested ²	Average Score ¹	% Below the Standards	% Meets the Standards	% Exceeds the Standards	Number Tested	Number Not Tested ²	Average Score ¹	% Below the Standards	% Meets the Standards	% Exceeds the Standards	Number Tested	Number Not Tested ²
Exceeds the Standards 135–200	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Meets the Standards 085–134	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Below the Standards 084 and below	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
All Students	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Male	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Female	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
American Indian/Alaska Native	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Asian	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Black	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Native Hawaiian or Other Pacific Islander	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
White	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Hispanic	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Two or More Races	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Free and Reduced	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Not Free and Reduced	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
LEP/ELL Eligible	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Not LEP/ELL Eligible	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Special Education	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Not Special Education	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999

¹With fewer than 10 students, inferences from the performance level percentages are not reliable.

²Includes: zero scores for INV = invalid, PAR = Parent Refusal, and SAE = Student Absent for the Entire Testing Window

³Includes: INV = invalid, PAR = Parent Refusal, and SAE = Student Absent for the Entire Testing Window

SAMPLE SCHOOL PERFORMANCE LEVEL SUMMARY: EXPLANATION OF RESULTS AND TERMS

The School Performance Level Summary is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts and schools. The summary report lists all students by different demographic information and presents a summary of their performance. This report is for internal district and school use only and is required for state and federal reporting purposes. Information to protect small numbers of students has not been suppressed. Release of summary data to the public may violate individual student confidentiality (FERPA).

1 PERFORMANCE LEVEL RANGES

In the upper left corner of this chart, the scale score ranges associated with each Performance Level are reported. For example, a student receiving a scale score of 92 on the reading test would achieve *Meets the Standards*, and one receiving a scale score of 141 would achieve *Exceeds the Standards*.

2 ALL STUDENTS

All student performance on the NeSA-Reading, Mathematics, and Science tests is reported. Reading across the row, the school's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented.

3 GENDER

All student performance on the NeSA-Reading, Mathematics, and Science tests is reported. Reading across the row, the school's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented. This information is broken out by gender of all students.

4 RACE/ETHNICITY

All student performance on the NeSA-Reading, Mathematics, and Science tests is reported. Reading across the row, the school's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented. This information is listed based on the ethnicity of each student: American Indian/Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, Hispanic, and Two or More Races.

5 SPECIAL PROGRAMS

All student performance on the NeSA-Reading, Mathematics, and Science tests is reported. Reading across the row, the school's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented. This information is listed based on the students involved in special programs: Free and Reduced, Not Free and Reduced, LEP/ELL Eligible, Not LEP/ELL Eligible, Special Education, and Not Special Education.



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT PERFORMANCE LEVEL SUMMARY
YEAR**

GRADE 5

NOT FOR PUBLIC DISTRIBUTION

THIS REPORT IS FOR INTERNAL DISTRICT USE ONLY AND FOR REQUIRED STATE AND FEDERAL REPORTING PURPOSES.
INFORMATION TO PROTECT SMALL NUMBERS OF STUDENTS HAS NOT BEEN SUPPRESSED.
RELEASE OF SUMMARY DATA TO THE PUBLIC MAY VIOLATE INDIVIDUAL STUDENT CONFIDENTIALITY (FERPA).

DISTRICT: SAMPLE DISTRICT (99-9999-999)

1 Performance Level Ranges	Reading						Mathematics						Science					
	Average Scale Score ¹	% Below the Standards	% Meets the Standards	% Exceeds the Standards	Number Tested	Number Not Tested ²	Average Scale Score ¹	% Below the Standards	% Meets the Standards	% Exceeds the Standards	Number Tested	Number Not Tested ²	Average Scale Score ¹	% Below the Standards	% Meets the Standards	% Exceeds the Standards	Number Tested	Number Not Tested ²
Exceeds the Standards 135–200	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Meets the Standards 085–134	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Below the Standards 084 and below	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
All Students	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Male	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Female	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
American Indian/Alaska Native	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Asian	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Black	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Native Hawaiian or Other Pacific Islander	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
White	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Hispanic	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Two or More Races	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Free and Reduced	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Not Free and Reduced	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
LEP/ELL Eligible	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Not LEP/ELL Eligible	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Special Education	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Not Special Education	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999

With fewer than 10 students, inferences from the performance level percentages are not reliable.

¹Includes: zero scores for INV = Invalid, PAR = Parent Refusal, and SAE = Student Absent for the Entire Testing Window

²Includes: INV = Invalid, PAR = Parent Refusal, and SAE = Student Absent for the Entire Testing Window

99-9999-999 99/99/9999

DISTRICT REPORTS

SAMPLE DISTRICT PERFORMANCE LEVEL SUMMARY

SAMPLE DISTRICT PERFORMANCE LEVEL SUMMARY: EXPLANATION OF RESULTS AND TERMS

The District Performance Level Summary is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts. The summary report lists all students by different demographic information and presents a summary of their performance. This report is for internal district use only and is required for state and federal reporting purposes. Information to protect small numbers of students has not been suppressed. Release of summary data to the public may violate individual student confidentiality (FERPA).

1 PERFORMANCE LEVEL RANGES

In the upper left corner of this chart, the scale score ranges associated with each Performance Level are reported. For example, a student receiving a scale score of 92 on the reading test would achieve *Meets the Standards*, and one receiving a scale score of 141 would achieve *Exceeds the Standards*.

2 ALL STUDENTS

All student performance on the NeSA-Reading, Mathematics, and Science tests is reported. Reading across the row, the district's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented.

3 GENDER

All student performance on the NeSA-Reading, Mathematics, and Science tests is reported. Reading across the row, the district's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented. This information is broken out by gender of all students.

4 RACE/ETHNICITY

All student performance on the NeSA-Reading, Mathematics, and Science tests is reported. Reading across the row, the district's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented. This information is listed based on the ethnicity of each student: American Indian/Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, Hispanic, and Two or More Races.

5 SPECIAL PROGRAMS

All student performance on the NeSA-Reading, Mathematics, and Science tests is reported. Reading across the row, the district's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented. This information is listed based on the students involved in special programs: Free and Reduced, Not Free and Reduced, LEP/ELL Eligible, Not LEP/ELL Eligible, Special Education, and Not Special Education.

SAMPLE DISTRICT REPORT OF SCHOOL PERFORMANCE: EXPLANATION OF RESULTS AND TERMS

The District Report of School Performance is posted in PDF format and may be downloaded and printed from the eDIRECT system by all districts. The district report includes all schools within the district that tested students.

1 PERFORMANCE LEVEL RANGES

In the upper left corner of this chart, the scale score ranges associated with each Performance Level are reported. For example, a student receiving a scale score of 92 on the reading test would achieve *Meets the Standards*, and one receiving a scale score of 141 would achieve *Exceeds the Standards*.

2 STATE SUMMARY

All student performance on the NeSA-Reading, Mathematics, and Science tests is reported. Reading across the row, the average scale score, total number of students that tested, and the percent of students in each Performance Level is summarized at the state level.

3 DISTRICT SUMMARY

All student performance on the NeSA-Reading, Mathematics, and Science tests is reported. Reading across the row, the average scale score, total number of students that tested, and the percent of students in each Performance Level is summarized at the district level. In addition, each school within the district is listed and summarized.

Part 2

NeSA-Reading, Mathematics, and Science Alternate Assessment (NeSA-AA)

INTRODUCTION

NeSA-ALTERNATE ASSESSMENT STANDARDS WITH EXTENDED INDICATORS

The Nebraska State Accountability Alternate Assessment (NeSA-AA) tests are developed specifically for Nebraska. For students with significant intellectual disabilities, achieving grade-level standards is not the same as meeting grade-level expectations. The Standards with Extended Indicators should be viewed only as access or entry points to the grade-level standards. They are not intended as the end goal, but rather a starting place for moving students forward to conventional reading, mathematics, and science concepts.

OVERVIEW OF THE NeSA-READING (NeSA-AAR), MATHEMATICS (NeSA-AAM), AND SCIENCE (NeSA-AAS) ALTERNATE ASSESSMENT TESTS

In order to be consistent with the NeSA-Reading, Mathematics, and Science tests for general education students and to meet federal requirements, new alternate assessments for reading, mathematics, and science (NeSA-AAR, NeSA-AAM, and NeSA-AAS) were developed in conjunction with the tests for general education. These tests have been designed for students with severe cognitive disabilities or multi-handicapping conditions, generally less than 1% of the overall student population. The NeSA-AAR and NeSA-AAM were administered to all students in grades 3–8 and 11, and the NeSA-AAS was administered to all students in grades 5, 8, and 11 who required an alternate assessment.

The NeSA-AAR, NeSA-AAM, and NeSA-AAS are tests of appropriate tasks, summative in nature, that provide a single snapshot of performance. The tests have gone through the same processes as the NeSA tests for general education. Students with severe cognitive disabilities or multi-handicapping conditions are required to participate in statewide testing. The alternate assessment can be administered as specified in a student's IEP.

The NeSA-Reading, Mathematics, and Science Alternate Assessment tests, by law, are directly aligned with Nebraska's Academic Standards with Extended Indicators. Students receive one of the following three Performance Level Descriptors:

Exceeds the Standards: Using their primary mode of communication, appropriate supports and accommodations, the student exceeds the expectation by demonstrating independent and consistent understanding of extended grade-level

content area skills and concepts. The student typically requires minimal or no prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding are rarely present.

Meets the Standards: Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent understanding of extended grade-level content area skills and concepts. The student may require minimal prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding may be present.

Below the Standards: Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a basic level of understanding of extended grade-level content area skills and concepts. Inaccuracies may interfere with conceptual understanding. The student may require frequent prompting in order to complete a task.

SETTING THE PERFORMANCE LEVEL STANDARDS FOR NeSA-ALTERNATE ASSESSMENTS (NeSA-AA)

Results for NeSA-Reading, Mathematics, and Science Alternate Assessments are reported in scale scores, which range from 0 to 200 for each grade. In isolation, scale scores are difficult to interpret. Performance Levels are often used to help make the scale scores meaningful. Three Performance Levels, labeled *Below the Standards*, *Meets the Standards*, and *Exceeds the Standards*, have been defined for the scale scores by the Nebraska State Board of Education. For NeSA-AA, the scale scores have been defined so that the range 0 to 84 is *Below the Standards*; the range 85 to 134 is *Meets the Standards*; and the range 135 to 200 is *Exceeds the Standards*.

There are three important reasons for establishing the Performance Levels:

1. Satisfy the requirements of the U.S. Department of Education,
2. Connect the scale scores to the reading, mathematics, and science standards with extended indicators to assist Nebraska educators in helping students, and
3. Give meaning to the scale scores to help Nebraska students and parents use the results effectively.

Standard Setting workshops have been conducted for the NeSA-Alternate Assessments, beginning in 2010 for NeSA-AAR, followed by NeSA-AAM in 2011, and NeSA-AAS in 2012. There were two goals for each of the workshops: to produce a set of recommended Performance Level Descriptors (PLDs) that summarized the expected knowledge, skills, and abilities of students at each Performance Level and to elicit recommended cut scores that define the expected performance for students within each Performance Level consistent with the Performance Level Descriptors.

To create the PLDs, panelists were divided into grade-specific groups and were tasked with creating a list of illustrative knowledge and skills that would be expected of Nebraska students with the most severe and profound disabilities at each Performance Level within their respective grade. The groups then worked on draft PLDs and shared them with the other grade-span panels to ensure the set of PLDs represented a logical progression of skills from one grade to the next. After repeating the process for adjacent grades, panelists were given the opportunity to review the PLDs and make any final edits or revisions. These revisions were recorded, and the draft PLDs were approved by the panelists.

The teacher panelists used a procedure called the Angoff method to determine recommended cut scores for each of the Performance Levels in each grade. Following a training session and practice activity in which the panelists were presented with the assessment (student and administrator materials) and were asked to make item-level judgments, the operational Standard Setting was conducted as follows: Panelists made their initial ratings independently using their professional item-level judgments guided by the Extended Indicators, PLDs, and the examination booklets (administrator and student materials). The facilitator used the forms to compute the panel-level statistics, returned them to the panelists with their initial recommended cut scores, and shared with the panelists the group median cut scores, the range of cut scores across the panel, the estimated impact if the median cut scores were used, and the percentage of students who answered each question correctly during the previous administration year. Panelists were then instructed to review their first round of ratings and make any modifications they felt necessary. A second round of judgments resulted in ratings which were submitted and used to compute the final recommended cut scores which were presented to the State Board of Education.

NeSA-ALTERNATE ASSESSMENT SCALE SCORE RANGES

NeSA-Alternate Assessment	Grades 3–8 and 11		Grades 5, 8, and 11
	Reading Scale Score Range	Mathematics Scale Score Range	Science Scale Score Range
Exceeds the Standards	135 and above	135 and above	135 and above
Meets the Standards	85–134	85–134	85–134
Below the Standards	84 and below	84 and below	84 and below

READING AND INTERPRETING NeSA-ALTERNATE ASSESSMENT (NeSA-AA) RESULTS

Sample NeSA-AA reports and explanations appear on the following pages to aid administrators and teachers in understanding test results. The data in these reports are simulated and do not reflect the current year results.

The following reports are described in this *Reports Interpretive Guide*:

Report for the Student

Individual Student Report (ISR)

Reports for the District

District Student Roster

District Performance Level Summary

Each sample report includes circled numbers that are referenced in the interpretive information provided with the sample. Online reports are available to districts and schools via the eDIRECT system, <https://ne.drctdirect.com/>. Printed Individual Student Reports (ISRs) are also delivered to districts.

STUDENT REPORT

SAMPLE INDIVIDUAL STUDENT REPORT (ISR) (Page One)

The logo for Nebraska State Accountability (NeSA) features the letters "NeSA" in a white, sans-serif font. The letters are set against a dark red, irregular shape that resembles a map of Nebraska.

NEBRASKA DEPARTMENT OF EDUCATION NEBRASKA STATE ACCOUNTABILITY (NeSA-AA) ALTERNATE ASSESSMENT INDIVIDUAL STUDENT REPORT YEAR

STUDENT NAME:	Last name, First Name MI 1
BIRTH DATE:	99/99/9999
DISTRICT:	SAMPLE DISTRICT (99-9999-999)
SCHOOL:	SAMPLE SCHOOL (99-9999-999)
GRADE:	11

2 Student's Overall Performance

	Student's Scale Score*	State Average Scale Score	Student's Performance Level
Reading	NLE	999	Not Tested
Mathematics	127	999	Meets the Standards
Science	128	999	Meets the Standards

- 3** This report provides a record of student results on the Nebraska State Accountability (NeSA-AA) tests. A student's **scale score** is a transformed version of the raw score. It provides comparable meaning across grades and across years, but only within the same subject area. Scores should not be compared across content standards or years because the items vary in difficulty level. No score means the student did not test.

Nebraska State Accountability—the NeSA tests are intended to measure, report, and compare student performance on academic content standards in all Nebraska public school buildings.

More information about the NeSA testing program including the curriculum standards, performance level descriptors, and converting your child's scale score to a percentile rank can be found on the Nebraska Department of Education website at www.education.ne.gov

*EMW = Emergency Medical Waiver, INV = Invalid, NLE = No Longer Enrolled, OTH = Other, PAR = Parent Refusal, RAL = Recently Arrived LEP (Reading only), SAE = Student Absent for the Entire Testing Window

SAMPLE INDIVIDUAL STUDENT REPORT (ISR) (Page One): EXPLANATION OF RESULTS AND TERMS

Individual Student Reports (ISRs) are posted in PDF format and may be downloaded from the eDIRECT system by districts and schools. Additionally, two copies of each ISR are printed, sorted by school, and delivered to each district. Schools should separate the copies. One copy should be sent home with the student and the second copy filed in the student's cumulative folder. The sample report summarizes a student's performance in NeSA-Alternate Assessment Reading, Mathematics, and Science.

1 IDENTIFICATION INFORMATION

Student identification information is provided at the top of the report. The district and school indicate where the student is enrolled.

2 STUDENT'S OVERALL PERFORMANCE

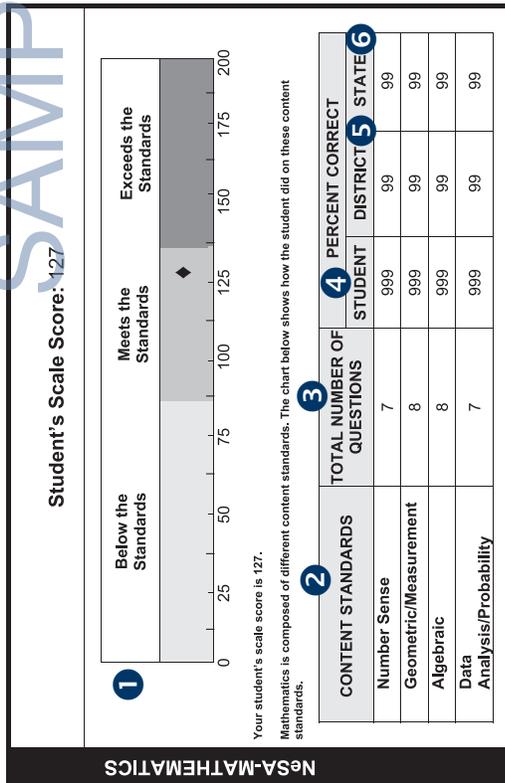
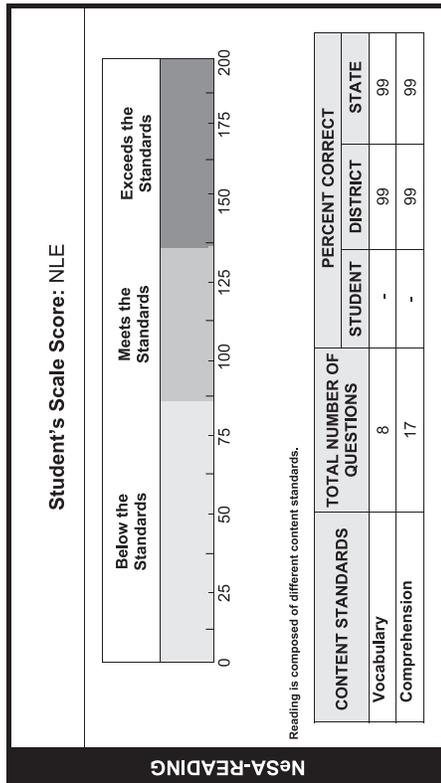
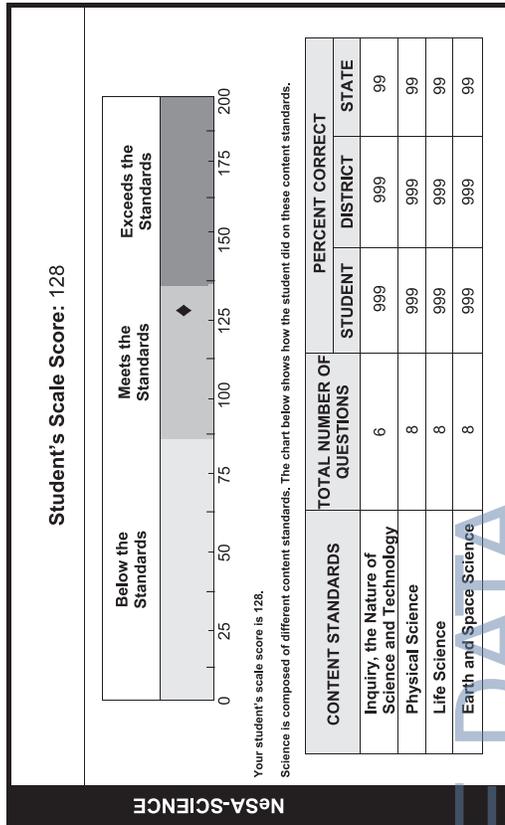
The student's scale scores and Performance Levels for reading, mathematics, and science are reported in this table. An asterisk (*) next to a scale score indicates the student received one of the not tested codes. If the student received a not tested code of **INV** = Invalid, **PAR** = Parent Refusal, or **SAE** = Student Absent for the Entire Testing Window, the Performance Level is reported as *Below the Standards*. If the student received a not tested code of **EMW** = Emergency Medical Waiver, **NLE** = No Longer Enrolled, or **OTH** = Other, the student was exempt from the 2015 NeSA-Reading, Mathematics, and/or Science Alternate Assessment Tests. If the student received a not tested code of **RAL** = Recently Arrived LEP, the student was exempt from the 2015 NeSA-Reading Alternate Assessment Test.

3 STATUS

The area at the bottom of the report provides additional information for interpreting the student's results, lists the purpose of the NeSA-AA tests, and includes information regarding the Nebraska Department of Education website.

SAMPLE INDIVIDUAL STUDENT REPORT (ISR)

(Pages Two and Three)



SAMPLE INDIVIDUAL STUDENT REPORT (ISR)
(Pages Two and Three):
EXPLANATION OF RESULTS AND TERMS

1 SCALE SCORE AND PERFORMANCE LEVEL CHART

The student's scale scores and Performance Levels for reading, mathematics, and science are indicated in this chart.

2 CONTENT STANDARDS

The first column in this table lists the content standards tested for each subject.

3 TOTAL NUMBER OF QUESTIONS – READING, MATHEMATICS, AND SCIENCE

The second column in the reading, mathematics, and science tables lists the total number of questions for each content standard.

4 STUDENT PERCENT CORRECT – READING, MATHEMATICS, AND SCIENCE

This column in the table shows the percent correct for each content standard in reading, mathematics, and science. If a student was assigned a not tested code, or if no attempt was made, this column is blank.

5 DISTRICT PERCENT CORRECT – READING, MATHEMATICS, AND SCIENCE

This column in the table shows the percent correct at the district level for each content standard in reading, mathematics, and science. This allows the reader to compare how an individual student performed as measured against district performance for the same standard.

6 STATE PERCENT CORRECT – READING, MATHEMATICS, AND SCIENCE

This column in the table shows the percent correct at the state level for each content standard in reading, mathematics, and science. This allows the reader to compare how an individual student performed as measured against state performance for the same standard.

SAMPLE INDIVIDUAL STUDENT REPORT (ISR)

(Page Four)

PERFORMANCE LEVEL DESCRIPTORS – GRADE 11

	1 BELOW THE STANDARDS	MEETS THE STANDARDS	EXCEEDS THE STANDARDS
READING	2 3 SCALE SCORE RANGE: BELOW 085 STATE PERCENT: 999 Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a basic level of understanding of extended grade-level reading skills and concepts. Inaccuracies may interfere with conceptual understanding. The student may require frequent prompting in order to complete a task.	SCALE SCORE RANGE: 085-134 STATE PERCENT: 999 Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent understanding of extended grade-level reading skills and concepts. The student may require minimal prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding may be present.	SCALE SCORE RANGE: 135-200 STATE PERCENT: 999 Using their primary mode of communication, appropriate supports and accommodations, the student exceeds the expectation by demonstrating independent and consistent understanding of extended grade-level reading skills and concepts. The student typically requires minimal or no prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding are rarely present.
	SCALE SCORE RANGE: BELOW 085 STATE PERCENT: 999 Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a basic level of understanding of extended grade-level mathematics skills and concepts. Inaccuracies may interfere with conceptual understanding. The student may require frequent prompting in order to complete a task.	SCALE SCORE RANGE: 085-134 STATE PERCENT: 999 Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent understanding of extended grade-level mathematics skills and concepts. The student may require minimal prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding may be present.	SCALE SCORE RANGE: 135-200 STATE PERCENT: 999 Using their primary mode of communication, appropriate supports and accommodations, the student exceeds the expectation by demonstrating independent and consistent understanding of extended grade-level mathematics skills and concepts. The student typically requires minimal or no prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding are rarely present.
MATHEMATICS	SCALE SCORE RANGE: BELOW 085 STATE PERCENT: 999 Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a basic level of understanding of extended grade-level science skills and concepts. Inaccuracies may interfere with conceptual understanding. The student may require frequent prompting in order to complete a task.	SCALE SCORE RANGE: 085-134 STATE PERCENT: 999 Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent understanding of extended grade-level science skills and concepts. The student may require minimal prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding may be present.	SCALE SCORE RANGE: 135-200 STATE PERCENT: 999 Using their primary mode of communication, appropriate supports and accommodations, the student exceeds the expectation by demonstrating independent and consistent understanding of extended grade-level science skills and concepts. The student typically requires minimal or no prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding are rarely present.
	SCALE SCORE RANGE: BELOW 085 STATE PERCENT: 999 Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a basic level of understanding of extended grade-level science skills and concepts. Inaccuracies may interfere with conceptual understanding. The student may require frequent prompting in order to complete a task.	SCALE SCORE RANGE: 085-134 STATE PERCENT: 999 Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent understanding of extended grade-level science skills and concepts. The student may require minimal prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding may be present.	SCALE SCORE RANGE: 135-200 STATE PERCENT: 999 Using their primary mode of communication, appropriate supports and accommodations, the student exceeds the expectation by demonstrating independent and consistent understanding of extended grade-level science skills and concepts. The student typically requires minimal or no prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding are rarely present.
SCIENCE			

SAMPLE INDIVIDUAL STUDENT REPORT (ISR)
(Page Four):
EXPLANATION OF RESULTS AND TERMS

1 PERFORMANCE LEVEL DESCRIPTORS

The back page of the ISR contains the Performance Level Descriptor Summary Statements for each of the three Performance Levels: *Exceeds the Standards*, *Meets the Standards*, and *Below the Standards*. This text describes the student performance characteristics corresponding to each level. The full text of the Performance Level Descriptors may be found at:

- http://www.education.ne.gov/Assessment/pdfs/NeSA_AAR_FINAL_PLDs.pdf for NeSA-Alternate Assessment Reading
- http://www.education.ne.gov/Assessment/pdfs/NeSA_AAM_PLD.pdf for NeSA-Alternate Assessment Mathematics
- http://www.education.ne.gov/Assessment/pdfs/NeSA_AAS_PLD.pdf for NeSA-Alternate Assessment Science

The student is expected to perform the majority of what is described for his/her Performance Level and even more of what is described for the levels below. The student may also be capable of performing some of what is described in the next level, but not enough to have reached that level.

2 SCALE SCORE RANGE

The NeSA-AA results are reported according to the three Performance Levels. Each Performance Level has a correlating scale score range.

3 STATE PERCENT

This number represents the percentage of students in the state at each Performance Level for each content area.

SAMPLE DISTRICT STUDENT ROSTER: EXPLANATION OF RESULTS AND TERMS

The District Student Roster is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts and schools. The report lists students who were administered NeSA-AAR, NeSA-AAM, and NeSA-AAS tests and presents a summary of their performance. For most districts this report has multiple pages.

1 PERFORMANCE LEVEL RANGES

In the upper left corner of this chart, the scale score ranges associated with each Performance Level are displayed. For example, a student receiving a scale score of 92 on the reading test would achieve *Meets the Standards*, and one receiving a scale score of 141 would achieve *Exceeds the Standards*.

2 STATE AND DISTRICT AVERAGE

The state and district averages are presented for scale scores and percent correct.

3 ROSTER OF STUDENTS TESTED

In the far left column, a list of students who were administered an alternate assessment and the school in which the student is enrolled is printed alphabetically by last name and first name.

4 PERFORMANCE DATA

Each student's performance on the NeSA-AAR, NeSA-AAM, and NeSA-AAS tests is reported. Reading across the row, the student's Performance Level and scale score are presented, followed by the percent correct for each of the content standards tested.



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA-AA) ALTERNATE ASSESSMENT
DISTRICT PERFORMANCE LEVEL SUMMARY
YEAR**

GRADE 5

NOT FOR PUBLIC DISTRIBUTION

THIS REPORT IS FOR INTERNAL DISTRICT USE ONLY AND FOR REQUIRED STATE AND FEDERAL REPORTING PURPOSES.
INFORMATION TO PROTECT SMALL NUMBERS OF STUDENTS HAS NOT BEEN SUPPRESSED.
RELEASE OF SUMMARY DATA TO THE PUBLIC MAY VIOLATE INDIVIDUAL STUDENT CONFIDENTIALITY (FERPA).

DISTRICT: **SAMPLE DISTRICT (99-9999-999)**

Performance Level Ranges	Reading						Mathematics						Science					
	Average Scale Score ¹	% Below the Standards	% Meets the Standards	% Exceeds the Standards	Number Tested	Number Not Tested ²	Average Scale Score ¹	% Below the Standards	% Meets the Standards	% Exceeds the Standards	Number Tested	Number Not Tested ²	Average Scale Score ¹	% Below the Standards	% Meets the Standards	% Exceeds the Standards	Number Tested	Number Not Tested ²
Exceeds the Standards 135-200	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Meets the Standards 085-134	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Below the Standards 084 and below	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
All Students	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Male	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Female	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
American Indian/Alaska Native	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Asian	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Black	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Native Hawaiian or Other Pacific Islander	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
White	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Hispanic	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Two or More Races	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Free and Reduced	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Not Free and Reduced	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
LEP/ELL Eligible	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Not LEP/ELL Eligible	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Special Education	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999
Not Special Education	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999	999	99	99	99	99,999	99,999

With fewer than 10 students, inferences from the performance level percentages are not reliable.

¹Includes: zero scores for **INV** = Invalid, **PAR** = Parent Refusal, and **SAE** = Student Absent for the Entire Testing Window

²Includes: **INV** = Invalid, **PAR** = Parent Refusal, and **SAE** = Student Absent for the Entire Testing Window

99-9999-999 99/99/9999

SAMPLE DISTRICT PERFORMANCE LEVEL SUMMARY: EXPLANATION OF RESULTS AND TERMS

The District Performance Level Summary is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts. The summary report lists all students by different demographic information and presents a summary of their performance. This report is for internal district use only and is required for state and federal reporting purposes. Information to protect small numbers of students has not been suppressed. Release of summary data to the public may violate individual student confidentiality (FERPA).

1 PERFORMANCE LEVEL RANGES

In the upper left corner of this chart, the scale score ranges associated with each Performance Level are reported. For example, a student receiving a scale score of 92 on the alternate assessment reading test would achieve *Meets the Standards*, and one receiving a scale score of 141 would achieve *Exceeds the Standards*.

2 ALL STUDENTS

All student performance on the NeSA-AAR, NeSA-AAM, and NeSA-AAS tests is reported. Reading across the row, the district's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented.

3 GENDER

All student performance on the NeSA-AAR, NeSA-AAM, and NeSA-AAS tests is reported. Reading across the row, the district's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented. This information is broken out by gender of all students.

4 RACE/ETHNICITY

All student performance on the NeSA-AAR, NeSA-AAM, and NeSA-AAS tests is reported. Reading across the row, the district's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented. This information is listed based on the ethnicity of each student: American Indian/Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, Hispanic, and Two or More Races.

5 SPECIAL PROGRAMS

All student performance on the NeSA-AAR, NeSA-AAM, and NeSA-AAS tests is reported. Reading across the row, the district's average scale score, percent of students in each Performance Level, and the number of students tested and not tested are presented. This information is listed based on the students involved in special programs: Free and Reduced, Not Free and Reduced, LEP/ELL Eligible, Not LEP/ELL Eligible, Special Education, and Not Special Education.

2015

Reports Interpretive Guide

