

Transition to College and Career Ready Assessment





NEBRASKA
TEXT-DEPENDENT
ANALYSIS

The logo for NeSA (North Carolina English Language Arts) features a red, torn-edge banner with the text "NeSA" in white. A thick red curved line arches over the banner from the top left.

NeSA-English Language Arts

Text-Dependent Analysis

TDA



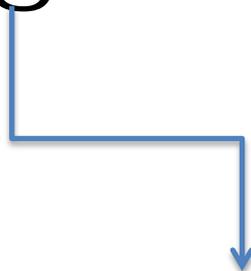
Writing

Remains the same 2015-2016



NeSA

Reading



NeSA

English Language Arts

- Matched to revised standards—

**College and Career Ready Nebraska
Standards for
English Language Arts**

NeSA-College and Career Ready-English Language Arts—Item Types

Reading and writing

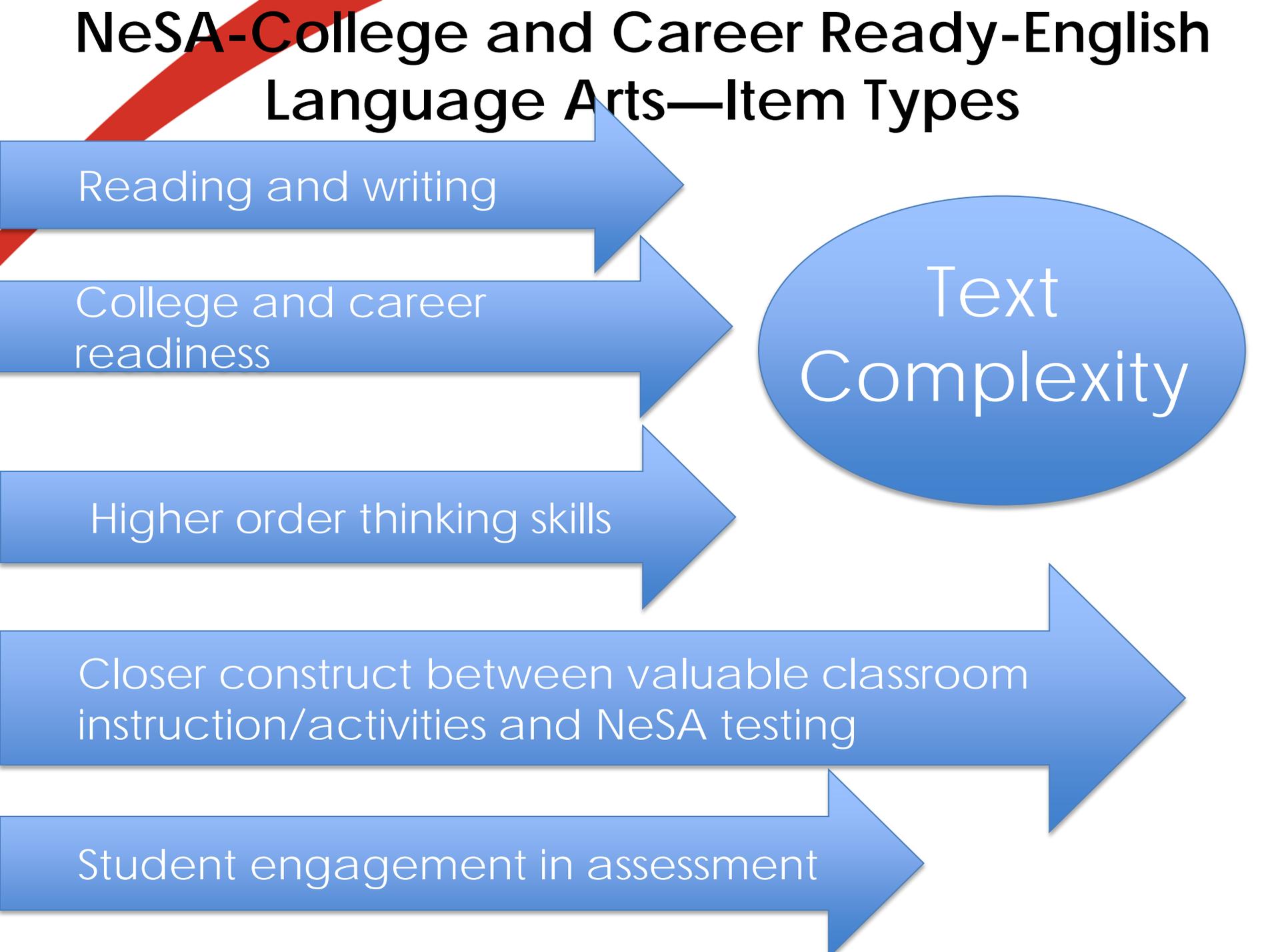
College and career readiness

Higher order thinking skills

Closer construct between valuable classroom instruction/activities and NeSA testing

Student engagement in assessment

Text Complexity

A diagram consisting of five horizontal blue arrows pointing to the right, stacked vertically. The arrows are of varying lengths, with the bottom-most arrow being the longest. To the right of the arrows is a blue oval containing the text 'Text Complexity'. A red diagonal line is visible in the top-left corner of the image.

NeSA-English Language Arts



New Item Types

Evidence-Based Selected-Response (EBSR)

Respond to informational or literature
passage
Two Points

Part 1

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

Part 2

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

Constructed-Response

*Auto-Scored
Constructed Response (ASCR)*

Text-Dependent Analysis (TDA)

Auto-Scored Constructed Response (ASCR)

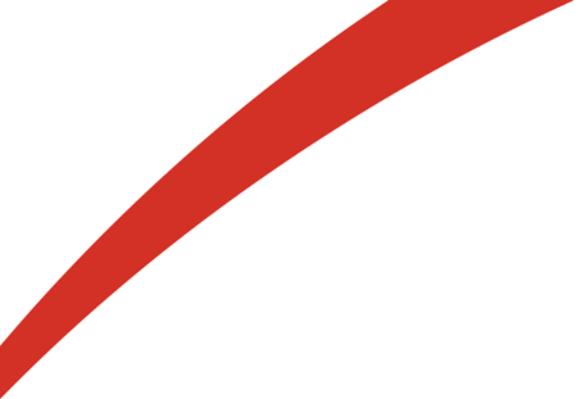
Technology-Enhanced Test Questions

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

Drag-and-drop

Hot-spot highlighting

Selection of multiple answers from drop-down menus



Text-Dependent Analysis

Text-Dependent Analysis (TDA)

Students will

- **Read** text- Informational or Literature
- **Respond** to a writing prompt based on the passage(s)
- Draw on basic **writing skills** while **inferring** and **synthesizing** information from passage(s) to develop a comprehensive response
- Provide **evidence** from the passage(s) to support response



Sample Prompts for Text-Dependent Analysis

- **Grade 3: A theme of *Luke's Paper Crane* is the importance of family. Explain how key details from the story support this theme. Write a well-organized, structured response using specific evidence from the story to support your answer.**

Sample Prompts for Text-Dependent Analysis

- **Grade 8:** The passages *There's Still Gold in Those Hills* and *Letters from a Gold Miner* are both about the history of gold mining in the United States. Analyze how the passages help the reader understand the history and process of gold mining in the United States. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

Text-Dependent Analysis Item

Nebraska Demonstration

716902 // Training Student

Question 5



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

Nail Soup

a folktale from Sweden

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

Just then a woman came toward him.

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

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

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

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

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

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

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

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

Writer's Checklist



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

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

88/5000

Review/End Test

Pause

Flag

Back

Next

Writer's Checklist



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

Writer's Checklist

Na

a folktale

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

Just then a woman came toward h

"Good evening, and well met!" said

"Good evening," said the woman. "

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

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

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

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

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

"Help one another?" said the w

More Text Below did you ever hear such a thing?

Writer's Checklist for the Text-Dependent Analysis Question

PLAN before you write

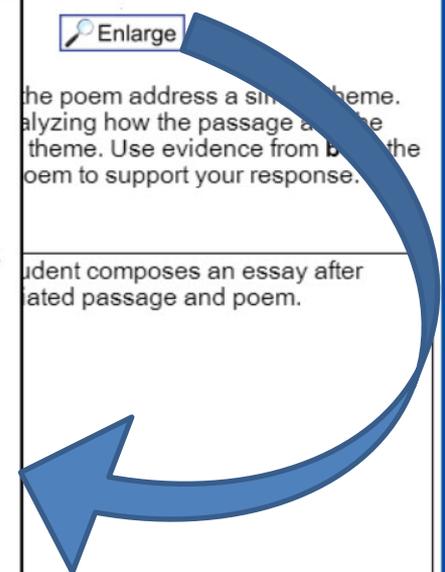
- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

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

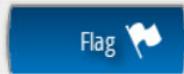
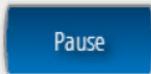
PROOFREAD after you write

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



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

student composes an essay after reading the passage and poem.



Text-Dependent Analysis Item

Question 1

Line Guide

Item ID ?

The Legend of the Black Fish

based on a Native American Legend

Long ago, a young man named Natsilane lived on the Pacific Northwest Coast. Natsilane had many talents, including woodcarving. Some people were jealous of Natsilane's talents because they thought he would be chosen as the next chief.

Natsilane could carve just about anything out of any type of material including rock and wood. His favorite material to work with was wood, and his wood carvings were of people, plants, and animals. Animals were his favorite to carve. He often went into the forest to observe animals so his carvings would be as realistic as possible.

One day, Natsilane was carving a statue of a bear. He carved the bear more closely than ever before. He carved it so well that it looked like a real bear. One day, he carved a bear that he had never seen before. He carved it so well that it looked like a real bear. One day, he carved a bear that he had never seen before. He carved it so well that it looked like a real bear.

Then he saw a sea lion with a broken flipper. Natsilane decided to help the sea lion. He carved a flipper for the sea lion. The sea lion was so grateful that it helped Natsilane out. The sea lion helped Natsilane out by taking him all the way back home. The sea lion helped Natsilane out by taking him all the way back home.

The sea lion does something else nice by carving a statue of a sea lion and throwing it in the water. The statue of the sea lion comes to life and it's an orca whale that is helping people! This is like the other story that is about Grandpa and Sean helping to rescue an orca whale. The orca whale in the story is tied up in a net. Grandpa and Sean call the guard to get the orca whale. The orca whale helps them out by helping untangle the whale from ropes. When the orca whale is freed, it does tricks for them as thanks. The orca whale is happy. The people and the animals in both stories help each other. If Natsilane didn't help the sea lion, the sea lion wouldn't be able to go home and make a statue of a sea lion. If Grandpa and Sean didn't call the guard, the orca whale would be stuck.

1299/6000

1299/5000

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Review/End Test Pause Flag Options

Text-Dependent Analysis (TDA)

Scored with a rubric

- Analysis of Text
- Writing Skills



NeSA-English Language Arts



ELA Transition Plan

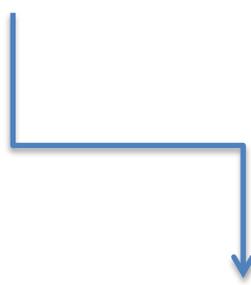


NeSA

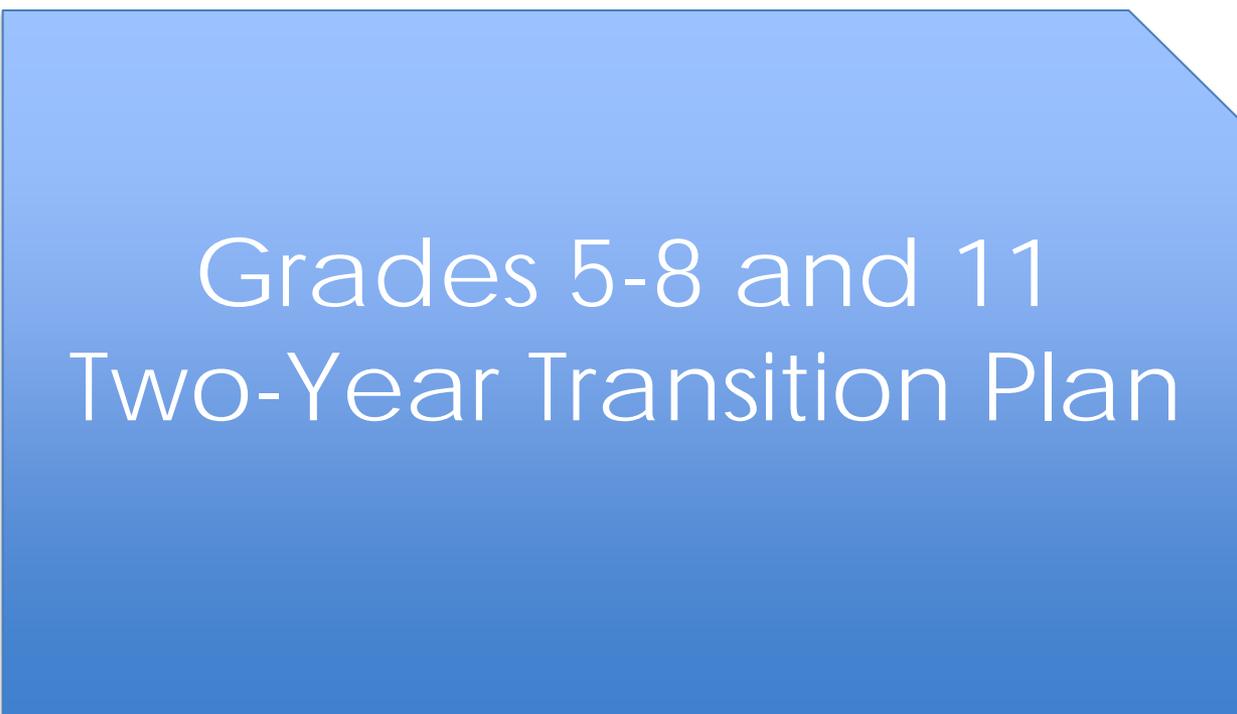
Reading



NeSA



English Language Arts



Grades 5-8 and 11
Two-Year Transition Plan

The logo for Nebraska State Assessment (NeSA) features the letters 'NeSA' in white on a red background that is shaped like the state of Nebraska.

2016

Transition Test- Grades 5-8 and 11

All Multiple
Choice

Items match to legacy and
Revised CCR standards

Embedded
Field test
Grades
5-8 and 11

- Multiple choice
- New item types
- Text Dependent Analysis

Revised CCR
standards

2017-Fully transitioned NeSA-English Language Arts

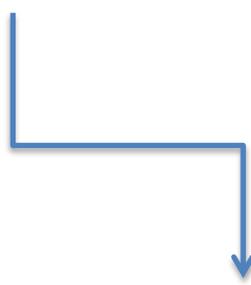


NeSA

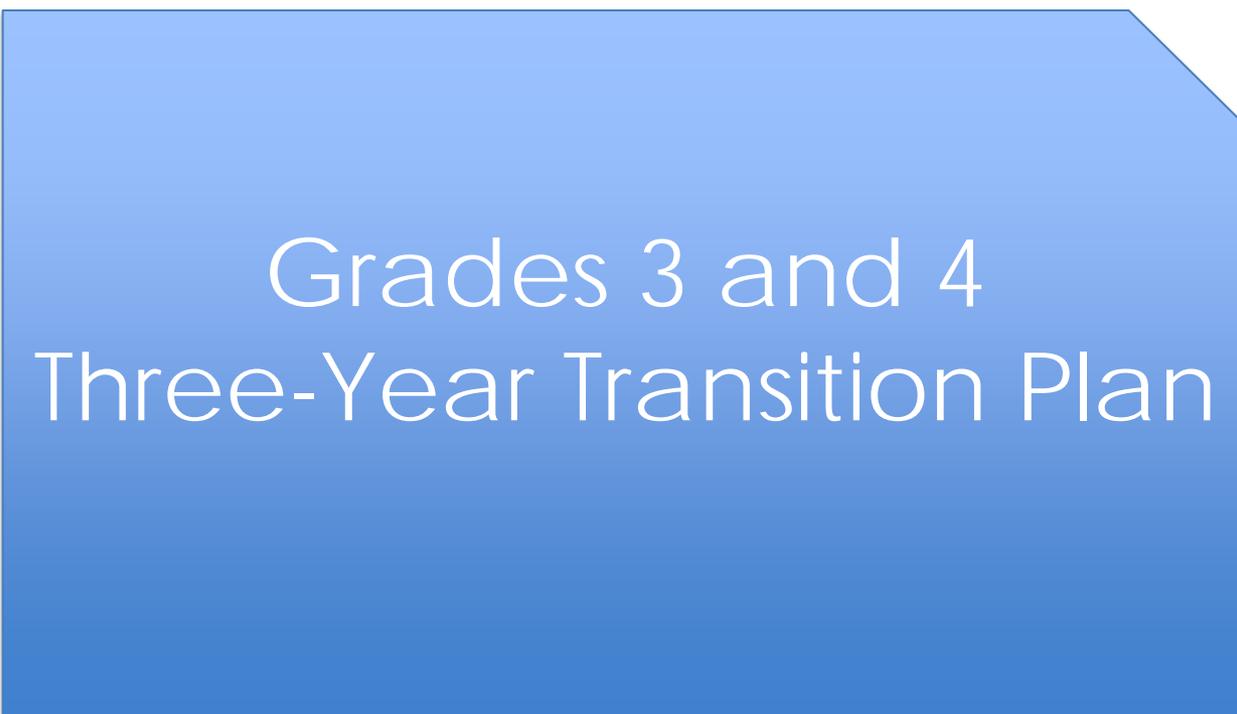
Reading



NeSA



English Language Arts



Grades 3 and 4
Three-Year Transition Plan

Multiple Choice

Items match to legacy and Revised CCR standards

Embedded Field test Grades 3 and 4

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

Revised CCR standards

**Spring 2016
Pilot test
available**

**Text Dependent
Analysis and other
item types**

NeSA

2017—Partially Transitioned Test Grades 3 and 4

Multiple Choice
New Items Types

No Text Dependent Analysis

Items match
revised CCR
standards

Embedded
Field test
Grades
3 and 4

- Multiple choice
- New item types
- Text
Dependent
Analysis

Revised CCR
standards

2018-Fully transitioned NeSA-English Language Arts



NeSA

English Language Arts

All online

Same exceptions for online testing as currently allowed

Current NeSA-Reading test

All Multiple
Choice Items

Projected time = 90 + 90

Real time =
Approximately 40 + 40

NeSA-English Language Arts

Multiple Choice

Evidence Based Selected Response

Auto-Scored Constructed Response

Text Dependent Analysis

Projected time spring 2016 = 90 + 90

College and Career Ready English Language Arts

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

NeSA English Language Arts Transition

Scottsbluff- October 8-9

Lincoln- October 12-13

Omaha- October 14-15

West Point- October 19-20

Kearney- October 21-22

English Language Arts- Text Dependent Analysis Rubric Review and Scoring

Scottsbluff 8:30-12:30- November 11

Kearney 8:30-12:30- November 12

Norfolk 8:30-12:30- November 13

Lincoln 11:30-3:30- November 16

Omaha 8:30-12:30- November 18

NeSA-English Language Arts Transitions-**Support Materials**

November 2015	NeSA-ELA Grade-Level Item Samplers Available to Districts
December 2015	Revised online tools training and guided practice tests available
December 2015	Revised tutorials available
December 14, 2015- June 30, 2016	NeSA-ELA Text Dependent Analysis Practice Test—Administration Available in eDIRECT and INSIGHT, including Test Setup
April 18-May 6, 2016	NeSA-ELA Text Dependent Analysis Pilot for Grades 3 and 4 Testing Window



NeSA ELA Transition Information
at NDE Assessment Website-
www.education.ne.gov/assessment

Standards, Assessment, and Accountability

ELA Transition

Testing Engine System Requirements

2015-2016 DRC INSIGHT System Requirements

2015 NeSA RMS Reports Training

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

2015 NeSA RMS Reports Webex Training Presentation (PDF)

2015 NeSA RMS Reports Interpretive Guide

A QuESTT

Six Tenets A QuESTT

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

ELA Transition

District Assessment Contacts (DAC)

Check 4 Learning

NePAS

NeSA Accommodation

NeSA Admin. & Security

NeSA Forms

NeSA Mathematics

NeSA Reading

NeSA Science

NeSA Technology

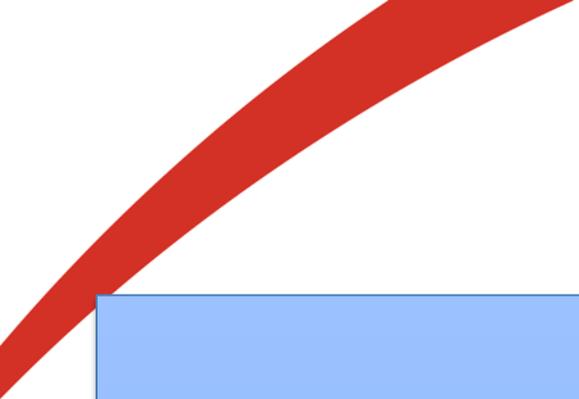
NeSA Writing

Alternate Assessment

NeSA Presentations

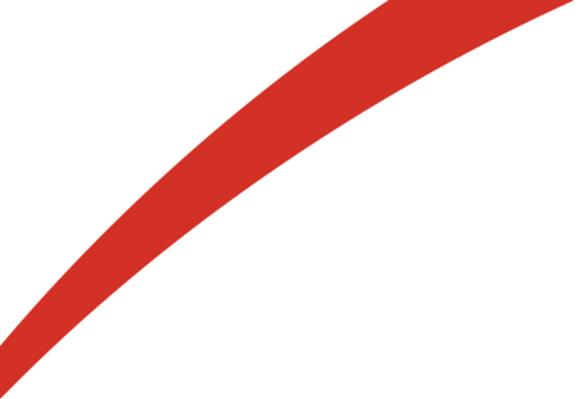
Hot Links:

- eDirect
- State of the Schools Report



Technology

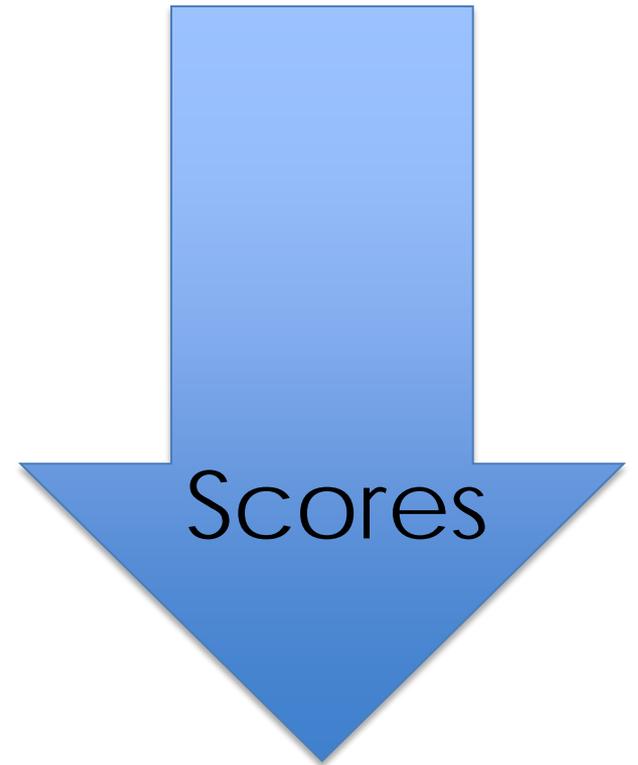
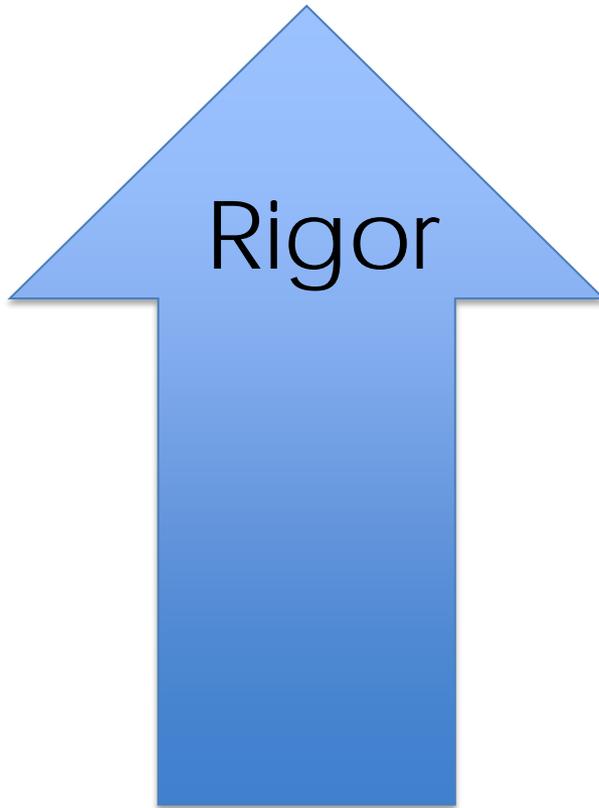
–iPads and Android tablets
will be supported for
NeSA-Writing and NeSA-ELA

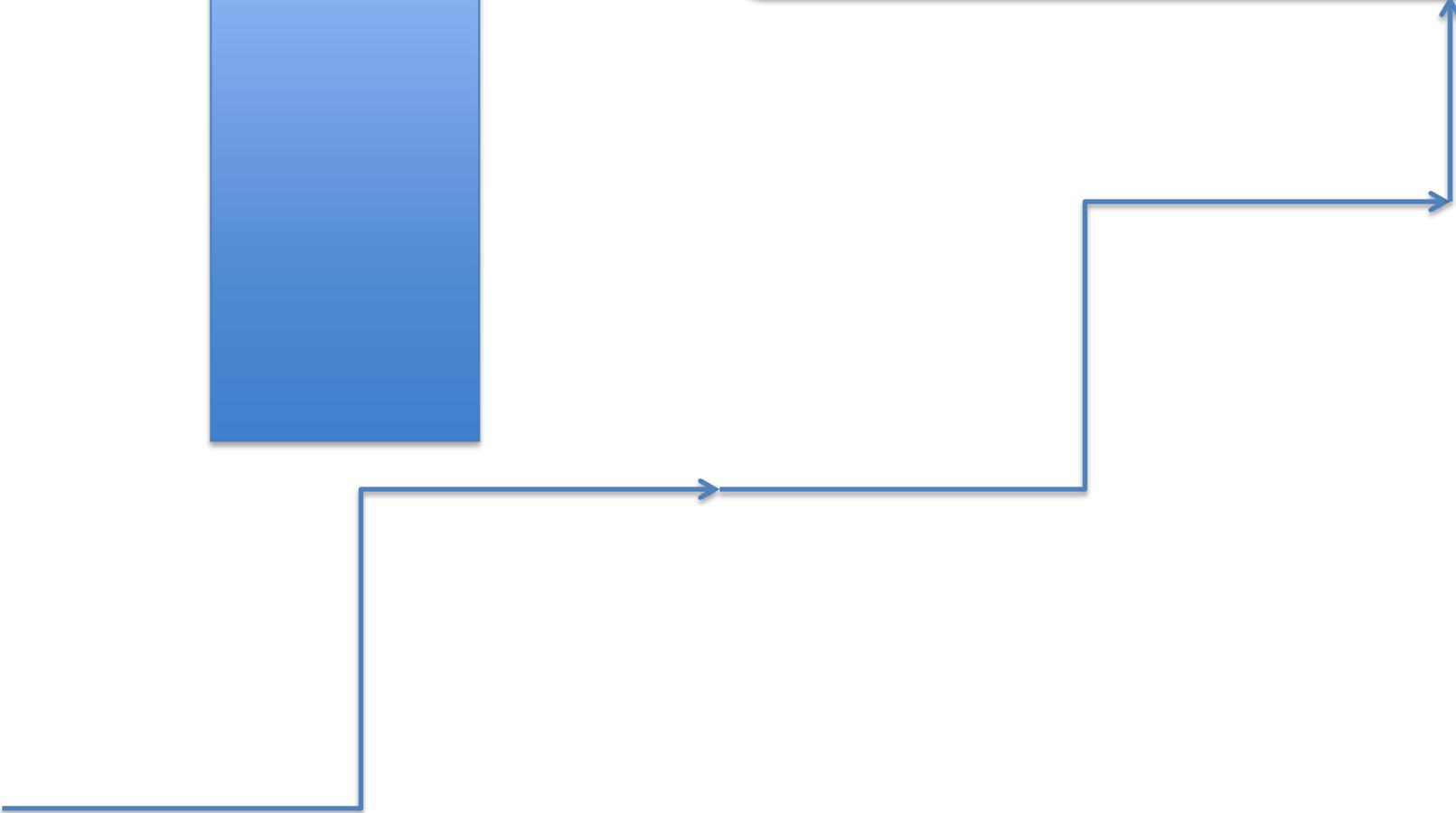


NeSA-ELA
“College and
Career Ready”

NeSA-Reading
“Barely
Proficient”

NeSA-English Language Arts







Assessment Windows 2015-2016

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

ELPA 21-February 8-March 18

NeSA RMS- March 21-May 6

**NeSA 3rd and 4th grade TDA Pilot-
April 18-May 6**



THINK BROADER

Holistic view of each student

Equal access to information

Collective impact

EXPERIENCE BOLDER

New system for measurement

Customized for Nebraska

Outcome-based approach

BE BETTER

Continuous improvement

Sharing of best practices

Focused on every student, every day

NeSA-Reading

Current NeSA-Reading pertinent accommodations-for special education and English language learners

- All directions and items are translated into Spanish
- All directions and items can be translated locally into any language
- Reading passages are not translated
- Reading passages are not read aloud

NeSA-Reading

- **Underlying skill assumption** is that students are required to read the NeSA-Reading passages in English to demonstrate their comprehension and vocabulary skills. The underlying skill is decoding (comprehension?). Passages are not translated or read aloud
- **Testing Requirements-** Recently Arrived Limited English status allows for a one-year exemption from NeSA-Reading

NeSA-Writing

Current NeSA-Writing pertinent accommodations-for special education and English language learners

- All directions and items are translated into Spanish
- All directions and items can be translated locally into any language
- Self-Assessment Rubric is translated into Spanish
- Self-Assessment Rubric can be translated into any language
- Prompts are translated into Spanish
- Prompts can be translated into any language.
- Students can write in native language for three years (can be extended to five). Spanish are scored; other languages count as participants (scored locally)
- Special education students can have transcriptions if in IEP.

NeSA-Writing

Underlying skill assumptions:

- Students can demonstrate their writing skills in whatever language is their most familiar for 3-5 years (Write in native language).
- Students are not required to demonstrate skills in writing English.
- Students can demonstrate their writing skills without actually physically writing. (Transcription)
- Students can handle the cognitive load of developing content if they do not have to physically write. (Transcription)

Legacy Indicators

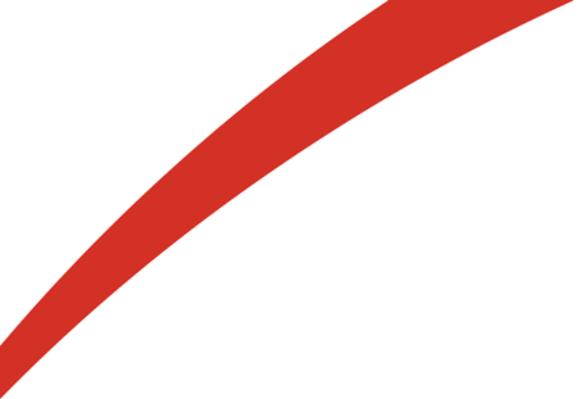
Current Standard and Indicators

**LA
8.2.1**

Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level

**LA
8.2.1**

Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.



Thank you!