

2015 NDE DAY
ADMINISTRATORS' DAYS



Transition to College and Career
Ready Assessment

The Six Tenets of AQuESTT





Assessment

Nebraska Department of Education

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NeSA

Math

Remains the same 2015-2016
Standards currently being
revised CCR

NeSA

Science

Remains the same 2015-2016
Standards revision not yet
scheduled

NeSA

Writing

Remains the same 2015-2016
Character count Grades 8 and
11

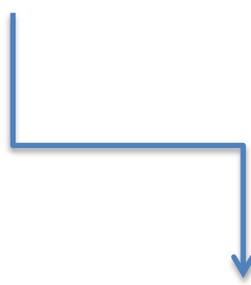


NeSA

Reading



NeSA



English Language Arts

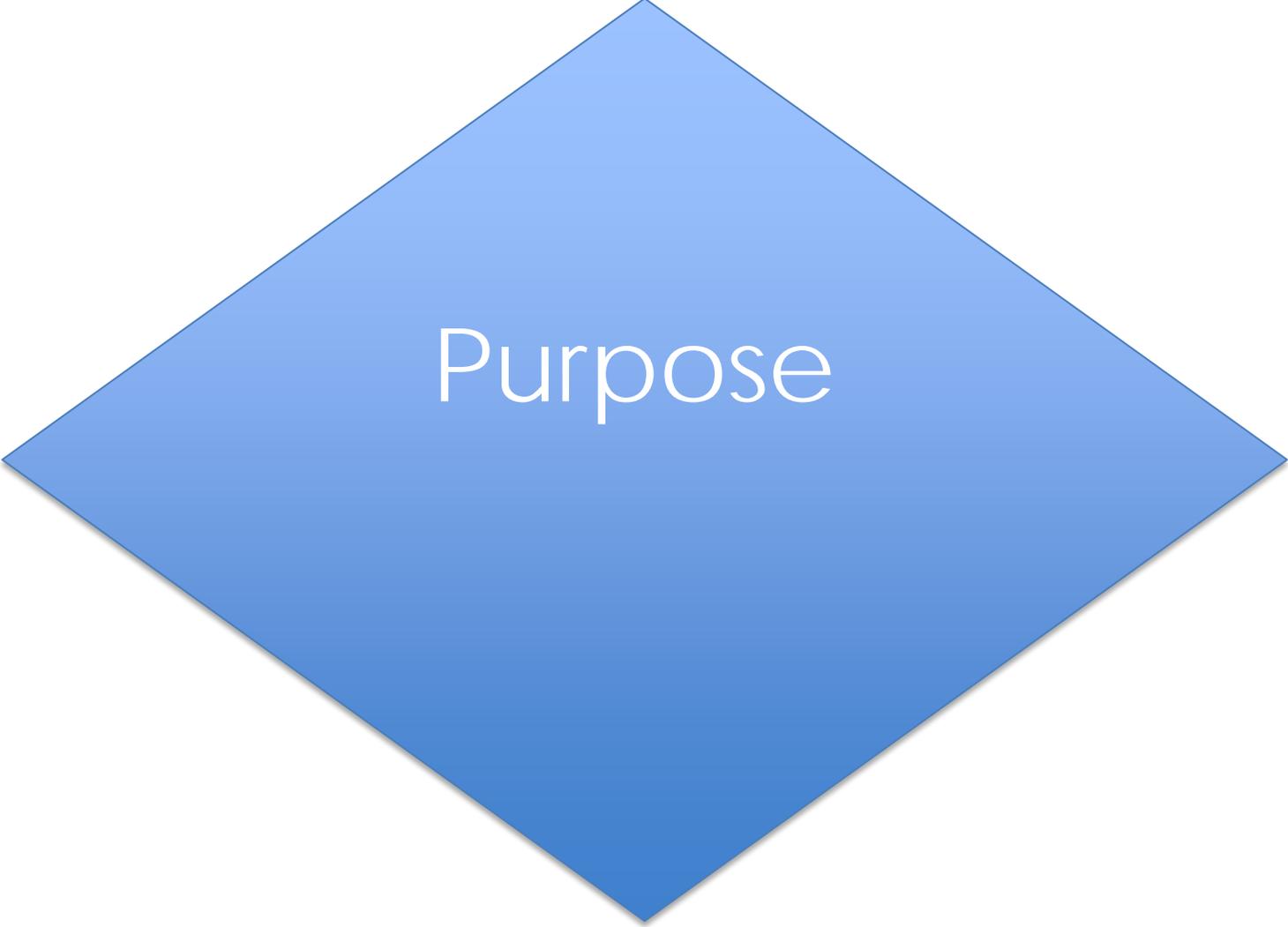
- Matched to revised standards—
College and Career Ready English
Language Arts
- Students will not be accountable for
new standards or item types in spring
2016

NeSA-English Language Arts



Purpose
New Item Types
Plan for Transition

NeSA-English Language Arts



Purpose

Purpose of NeSA-ELA Item Types

Reading and writing

College and career
readiness

Higher order thinking skills

Closer construct between valuable classroom
instruction/activities and NeSA testing

Student engagement in assessment

Text
Complexity

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

- **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

Text-Dependent Analysis Item

Nebraska Demonstration

716902 // Training Student

Question 5



Line Guide

Item ID



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

Enlarge

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

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

"Help one another?" said the w

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.

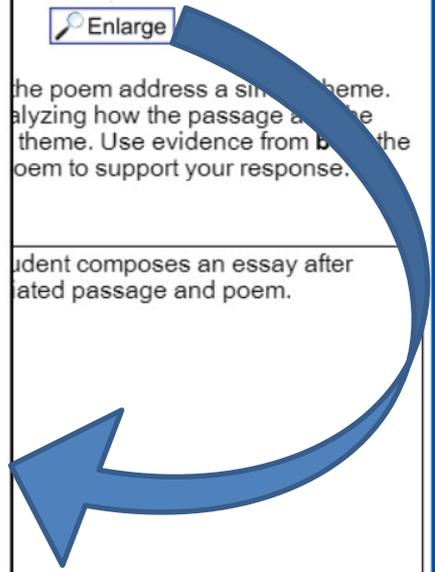
PROOFREAD after you write

- 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.

Enlarge

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. Then he saw a shadow on the ground. He looked up and saw a hawk flying overhead. Natsilane decided to carve a hawk. He carved it so well that it looked like a real hawk. He carved it so well that it looked like a real hawk. He carved it so well that it looked like a real hawk.

Natsilane carved many different animals. He carved many different plants and birds that lived there. Natsilane lost track of the time.

Both passages focus on creatures from two different species helping each other. Write a response explaining how both passages show ways in which people and animals help each other. Use evidence from both passages to support your response.

Both passages show people and animals helping each other. In the story of The Black Fish, Natsilane is a woodcarver who gets stuck all alone on an island at night. A sea lion with a broken flipper helps him. Natsilane helps the sea lion who is in pain by carving a new flipper for him. The sea lion helps Natsilane out by taking him all the way back home. The sea lion also does something else nice by carving a statue of Natsilane and throwing it in the water. The statue of Natsilane comes to life and it's an orca whale that is there to help Natsilane and his 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 guard helps them and they help 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 new flipper. 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

Advantages of new ELA assessment for Nebraska students

Students will experience innovative assessment that—

What the student knows

How the student knows

closely tied to instruction in classroom

-Asks students to support response by answering

Nebraska educator role in development of new ELA assessment

- Diverse groups of educators from across Nebraska will continue to give their expertise to
 - Secure item writing
 - Table of Specifications(TOS) development
 - Scoring rubric development
 - Prompt development
 - Rangefinder selection
 - Standard setting
 - Check4Learning item development



NeSA-English Language Arts



ELA Transition Plan

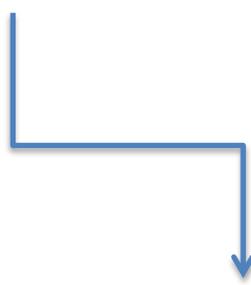


NeSA

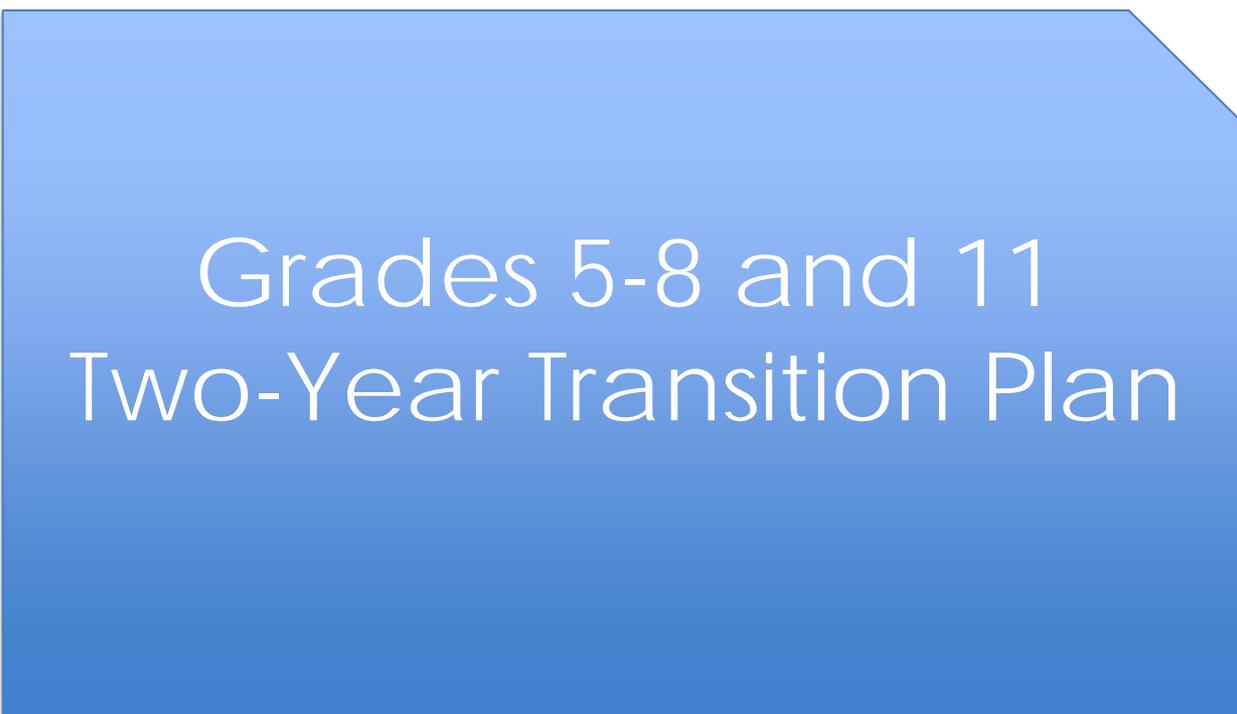
Reading



NeSA



English Language Arts



Grades 5-8 and 11
Two-Year Transition Plan

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

2016
Transition Test- Grades 5-8 and 11

All Multiple
Choice

Items match to legacy and
Revised CCR standards

Embedded
Field test
Items

- Multiple choice
- New item types
- Text Dependent Analysis

Revised CCR
standards

2017-Fully transitioned NeSA-English Language Arts

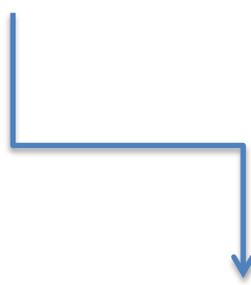


NeSA

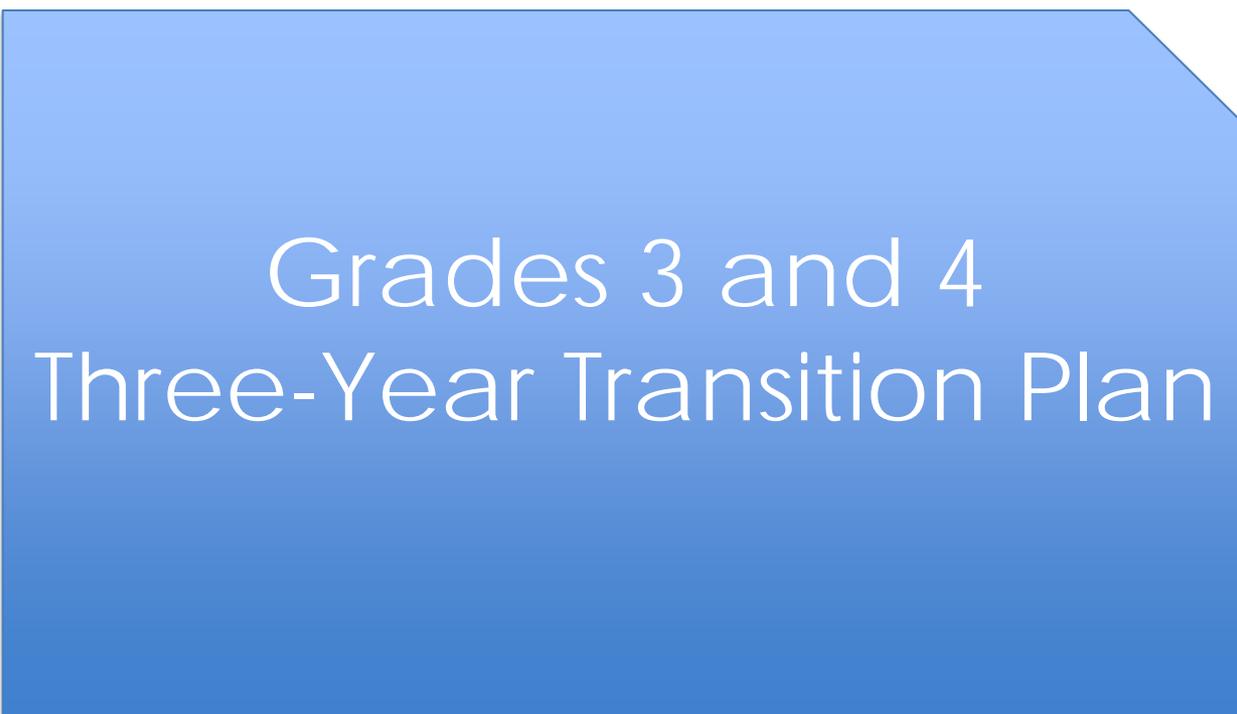
Reading



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 Items

- 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
Items

- 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



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

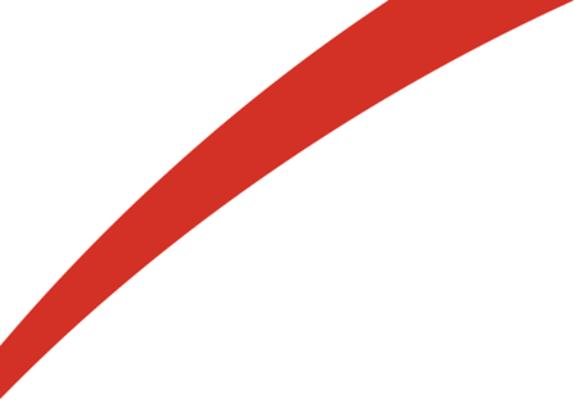
NeSA Writing

Alternate Assessment

NeSA Presentations

Hot Links:

- eDirect
- State of the Schools Report



NeSA-English Language Arts



Professional
Development
Opportunities

Professional Development Opportunities for NeSA-ELA

Two-day event

- **October 8 and 9-** Gering Civic Center-
Gering
- **October 12 and 13-** Lancaster Event
Center- Lincoln
- **October 14 and 15-** Ramada Plaza-
Omaha
- **October 19 and 20-** Nielsen Community
Center- West Point
- **October 21 and 22-** Ramada Inn- Kearney

Professional Development Opportunities for NeSA-ELA

- Two-day participation
- Each district can send up to three people—Recommend District ELA Curriculum Leader attend
- Registration information will be sent to DACs and on web site
- Registration fee (for lunch)
- Allowed for extra participants

Professional Development Opportunities for NeSA-ELA

- Familiarity with new item types.
- Standards Crosswalk-legacy and new ELA.
- Opportunity to write items to match the standards—allowing a deep dive into what students will need to know to demonstrate knowledge of standards.

Professional Development Opportunities for NeSA-ELA

- NDE will make items available to participating districts after review and edit.
- Plan to add items to Check for Learning in 2016-2017
- Districts that plan to sign the MOU and join C4L for 2015-2016 must send at least one representative.

Professional Development Opportunities for NeSA-ELA

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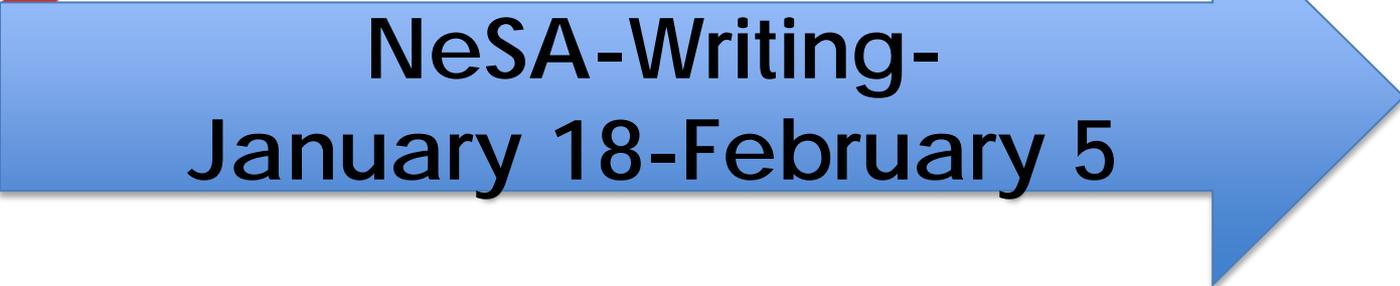
NeSA-English Language Arts Transitions

Support Materials

- Check for Learning, Online Tools Training, Tutorials, Practice tests (including writing) opened July 22nd
- ELA Item Sampler
- Revised Tutorials, Online Tools Training, Practice tests—including Reading Passage with MC items and TDA (Will save student's TDA)



Assessment Windows 2015-2016



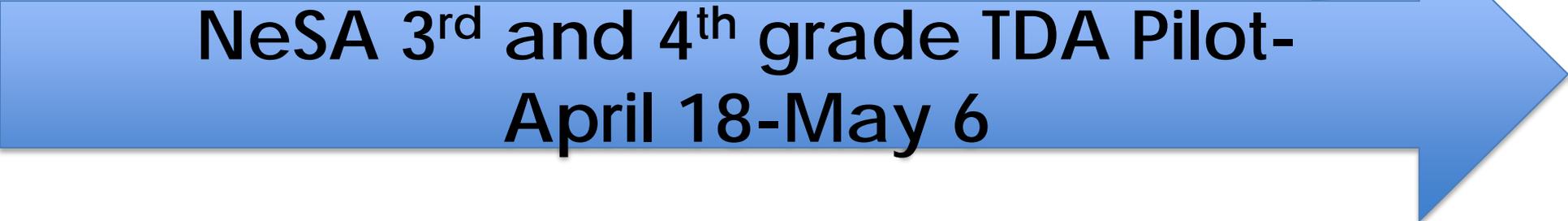
NeSA-Writing-
January 18-February 5



ELPA 21-February 8-March 18



NeSA RMS- March 21-May 6



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

Additional Information

NeSA Alternate
Braille

Check4Learning
Technology for NeSA

English Language Arts Alternate

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

English Language Arts Alternate

- 2016-17 NeSA-AAR will be aligned to the new extended indicators
 - Paper/pencil only
 - Only multiple choice item/three answer options
 - New Table of Specifications (TOS) will be patterned after the new TOS for the general NeSA
 - Include some writing skills

NeSA Braille Forms

- United States is transitioning to Unified English Braille (UEB) from English Braille American Edition (EBAE)
- Districts will have a choice for NeSA version during Enrollments in October
 - UEB
 - EBAE (Contracted and Uncontracted)
- UEB will not be available if NDE does not receive orders during Enrollments

Technology

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

Check4Learning

- Memorandum of Understanding is due August 31
- Working on the plan to align current reading items to the new standards
- Goal to update C4L so that it supports new item types
- Additions
 - Districts control usernames and passwords
 - Sticky Notes Tool

Check4Learning Survey

- Partnering with Regional Educational Lab (REL) Central
- Optimize the use of C4L for teaching and learning
- C4L survey due Sept. 15
 - District Level Administration
 - School Level Administration
 - Teachers

Questions?

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NAEP Coordinator: Kim Snyder

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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